Co-Facilitation Listening Sessions
Diverse Issues – INCLUSION

Verona Mitchell, MA
InReach Coordinator
Office of Equity & Diversity
The Committee’s Charge

To identifying within the Division:

- Challenges to inclusion
- Barriers of inclusion
- Attitudes of inclusivity or non-inclusivity
- Suggestions and recommendations to inclusivity

... in establishing and maintaining an inclusive environment within MnDOT at the Division Level.
Before you speak . . . listen
Listening

receiver

giver
Authentic Listening

- Listening to comprehend other’s experiences
- Listening to identify and later convey the will of a group
- Listening to give other’s a space to be heard and to self-clarify their will
What Are Listening Sessions?

- **Meeting**, gathering, environment
- Dedicated space, **controlled**, **safe**
- Authentic, non-defensive, **non-judgmental** listening
- Confidential
- Topic or **Issue-specific**
Topic/Issue: INCLUSIVITY
As a division are we INCLUSIVE?

1. In what ways are we INCLUSIVE?

2. In what ways are we NON-INCLUSIVE?

3. In what ways could we become INCLUSIVE?
Definitions

**Inclusion**
A sense of belonging, feeling respected, valued, feeling supportive energy and commitment from others so that we can do our best at work

**Equality**
Every person has equal rights and every person has a fair chance, recognizing that different people have different starting points

**Diversity**
Diverse means different; we are all different so diversity includes us all; each individual is unique; recognizing our individual differences

VINCI Facilities–UK Annual Report (Diversity Matters)
“I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.”

-- Maya Angelou
What We Need to Know?

1. In what ways are we inclusive? (What do we need to continue doing?)
2. In what ways are we not inclusive? (What do we need to stop doing?)
3. What ways would be helpful in being inclusive? (What do we need to start doing?)
Listening throughout Divisions

Influence & Shape Division’s Culture of Inclusion & MnDOT’s Culture of Inclusion

- Common Themes
- Convey
- Gathering Shared Experiences

Diversity Listening Sessions
Method

1. **Listening Sessions**
   - Division lead
   - In-Person
   - Face-to-Face
   - Audience identifiable

2. **Lync & Listen Sessions**
   - Division & Audience identifiable
   - Polling
   - Open responses

3. **Online Survey**
   - Anonymous
   - Division identified
Data Collection

Through

1. **Physical**, Face-to-Face Listening Sessions
2. **Lync & Listen Sessions** (simultaneous with physical, face-to-face sessions)
3. Ongoing **survey** (opens/closes on specified date)

Division Report
1. What did we most appreciate about the sessions?
2. What’s had real meaning for us from what we’ve heard?
3. What/Who is missing from the picture so far?
4. What surprised you?
5. What challenged you?
Listening Session Mechanics

We all have a stake in A to B
Pre-Meeting Planning

- **Choose a day/time**
  - downtime and relaxed
  - avoid major conflicts
  - respect Monday & Friday (unwritten rule)

- **Choose a room**
  - space adaptable
  - movable tables chairs
  - informal

- **Invite everyone**
  - state that you need their help
  - state that their input is important
Staging the Listening Session

- Prep the room before session
  - Ensure audio/visual works
  - Set up chairs, tables space
Sizing the Listening Session

- **At session**
  1. *Welcome* individuals
  2. Allow them to sit where they are *comfortable*
  3. *Give reason* for meeting
  4. Explain *format* and *time*
  5. *Introduce* yourself and your role
  6. *Introduce co-facilitator*
  7. State *ground rules*
Session Process

- At session
  1. Begin session
  2. Listen and capture information
  3. Tell what will happen with information
  4. Thank individuals for their participation
  5. End session
  6. Make feedback available
Assignment & Roles
Assignment & Roles

“Facilitator/Listener #1”
- D&I Committee member
- Completed the IDI and active championing diversity and inclusion, cultural competency development

Role
- Facilitates session
- Asks core questions
- Asks reframing questions
- Moves session along
Assignment & Roles

- “Note taker, Recorder /Listener #2
  - D&I Committee member
  - Completed the IDI and active championing diversity and inclusion, cultural competency development

- Role
  - Capture notes
  - Visible to participants
  - Restates notes or bulleted statements to participant
  - Assures participant that their input is being captured
State Committee’s Purpose

To engage in dialogue and communication identifying within the Division:

- **Challenges** to inclusion within this division
- **Barriers** to inclusion within this division
- **Attitudes** of inclusivity or non-inclusivity within this division
- **Suggestions** and **recommendations** to inclusivity within the division

... in establishing and maintaining an inclusive environment within MnDOT at the Division Level.
Suggested Ground Rules...

- **Listen** attentively as others are speaking
- **Participate**, speak up and share information
- Don’t speak for others
- Don’t **monopolize** time
- Give **everyone** an opportunity to speak or contribute

- Respect the session limit “**side bar conversations**”
- Silence cell **phones**
- **Confidentiality**

1. Read aloud the ground rules
2. **Ask?** – are there other rules; if so take them down as well
3. Display the ground rules
As a division are we INCLUSIVE?

In what ways are we INCLUSIVE?

In what ways are we NON-INCLUSIVE?

In what ways could we become INCLUSIVE?
Tell the audience what you need to know

1. In what ways are we inclusive?  
   (What do we need to continue doing?)

2. In what ways are we not inclusive?  
   (What do we need to stop doing?)

3. What ways would be helpful in being inclusive?  
   (What do we need to start doing?)
Question 1

- As it pertains to inclusion within the division, in what ways are we inclusive?
  a. What is working for the division?
  b. Why is it working?
  c. Give examples.
Question 2

As it pertains to inclusion within the division, in what ways are we not inclusive?

a. What is not working for the division?
b. Why is it not working?
c. Give examples
Question 3

- As it pertains to inclusion within the division, what ways would be helpful in being inclusive?
  - A. What do we need to start doing
  - B. Give examples.
Process of listening - Tips

listen

speak
Listening Matters

- **Open.** Listen without interruption, objections, or defensiveness.

- **Responsive.** Hear the speaker out without redirecting. No overly requesting for clarification by asking a barrage of questions.

- **Calm.** Be relaxed. Sit or stand; be aware of your own emotional reactions.

- **Quiet.** Refrain from the need to explain, defend, or fix.

- **Clear with your commitment.** Describe how you have benefited from the feedback and next steps.

- **Clarifying.** Make sure you are clear about what they are seeing, saying, and recommending.

De-Escalation & Diffusion

- Acknowledge the emotional state
- Don't take anything Personally
- Ditch the formalities
- Avoid Overcompensating (common to minimization)
- Make the report available and accessible to All Employees

Capturing Information

- Tabling Charts
- Walling Sticky Notes

EMERGENCY PREPAREDNESS

- Sebastopol "Ready for Anything" working group
  Sounds more fun
  - Reusing local Orange
  - Want to stick \( P^2 \) CAR w/ EMERG. SUPPLIES
  - Treasure hunt w/ Teams (Excel: Geocaching)
  - Appeal to youth
- Common Security Clubs (on web)
  - Adapted in Portland as "Resilient Circles"
  - Sessions curriculum
  - Economic crisis focus
- EMERGENCY PREPAREDNESS
  - Broad appeal
- Methodology
  - Transition (P. Townsend)
  - Extensive planning for neighborhood
  - Preparedness fair + BBQ
  - Food, kids, bluegrass, free food, prizes,
    presentations by first responders,
    followed up by "Map Your Neighborhood"
    training
  - Created + mapped by neighbors
    - Promoted w/1000 postcards handed out
      on 4th of July parade
    - Neighborhood BBQs to meet neighbors (heart part)
Capturing Information

- Tabling Charts
  - Group/table of no more than 10 people
  - Question is asked
  - Recorder lists the answers on flip charts of table/group members
  - Answers are read by table facilitator
  - Members get an opportunity to reflect on answers
  - Time: 15 min
  - Facilitator collects all flipchart notes/responses
Let’s Try Tabling Data Collecting

EMERGENCY PREPAREDNESS

Sebastopol “Ready For Anything” working group
Sounds more fun

Reviving Local Garage
- Want to stick PER CAR w/ EMERG. SUPPLIES
- TREASURE HUNT w/ TEAMS (ex: Geocaching) appeal to youth

Common Security Clubs (on web)
- Adopted in Portland as Resilient Circles
  (sessions curricularly
    economic crisis focus)

EMERGENCY PREPAREDNESS BROAD APPEAL

METHODO VALLEY
- Built on LEGO approach (PT THINKOND)
- Extensive planning for neighborhood
  PREPAREDNESS Fair w/ BBQ
  - Food, KIDS, BLUEGRASS, BEEF, FRESH, PRIZES,
    PRESENTATIONS BY FIRST RESPONDERS
    - Follow-up w/ “Map Your Neighborhood”
      - Created w/ input by neighborhood
      - Promoted w/ 1000 postcards handed out
        (as 4th of July Parade)

Neighborhood BBQs to meet neighbors (“Heart” part)
Capturing Information

- **Walling Sticky Notes**
  - Listening facilitator asks questions
  - Individuals use sticky notes to write down as many answers to the questions as they possibly can in 10 min.
  - Facilitator asks if anyone in the audience wish to give an example, if not
  - Facilitator goes to the wall and pulls a response and reads it out loud, asks the audience again to expound on the response
  - Listening Recorder captures the response and includes them with the specific question.
Let’s Try Wall/Sticky Notes Data Collecting Method
Capturing Information

- Responses are organized as bullets under each question in a word document and sent to Verona Mitchell, InReach Coordinator, verona.mitchell@state.mn.us.
EXAMPLE RAW DATA COLLECTION REPORT

DIVISION: __________________________
SESSION DATE/TIME: __________________________
FACILITATOR LISTENER: __________________________
FACILITATOR RECORDER: __________________________

1. As it pertains to inclusion within the division, what do we want to see more of?
   - Yada yada yada xyz xyz xyz 123 123
   - Yada yada yada xyz xyz xyz 123 123
   - Yada yada yada xyz xyz xyz 123 123
   - Yada yada yada xyz xyz xyz 123 123
   - Yada yada yada xyz xyz xyz 123 123
   - Yada yada yada xyz xyz xyz 123 123
   - Yada yada yada xyz xyz xyz 123 123
   - Yada yada yada xyz xyz xyz 123 123

2. As it pertains to inclusion within the division, what do we want to see less of?
   - Yada yada yada xyz xyz xyz 123 123
   - Yada yada yada xyz xyz xyz 123 123
   - Yada yada yada xyz xyz xyz 123 123
   - Yada yada yada xyz xyz xyz 123 123
   - Yada yada yada xyz xyz xyz 123 123
   - Yada yada yada xyz xyz xyz 123 123
   - Yada yada yada xyz xyz xyz 123 123
   - Yada yada yada xyz xyz xyz 123 123

3. As it pertains to inclusion within the division, what would you like to see done differently?
   - Yada yada yada xyz xyz xyz 123 123
   - Yada yada yada xyz xyz xyz 123 123
   - Yada yada yada xyz xyz xyz 123 123
   - Yada yada yada xyz xyz xyz 123 123
   - Yada yada yada xyz xyz xyz 123 123
   - Yada yada yada xyz xyz xyz 123 123
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