Continuous Cultural Competence
Event Facilitator Guide

If you are facilitating an event that has been approved to qualify for Continuous Cultural Competence engagement hours, this guide is for you.

First
Ensure you submitted all the correct information when you completed the event submission form.

- If you requested your event to be added to the Learning Center at the time you submitted your event for approval, the Office of Inclusive Community will send you the list of registrants approximately 3 business days out from your event start date. You will be responsible for sending any materials or pre-event communications you deem necessary to your registrants.
- You must add your event to the Master Calendar and tag Continuous Cultural Competence using the tag “comp3t3nc3” in the Events Tag box. Please also include a brief event description as well as how many hours of Continuous Cultural Competence engagement this event qualifies for. Alternatively, you may request the Office of Inclusive Community add your event to the Master Calendar.

Second
Utilize the resources and information provided in this guide while you facilitate conversations (which can be difficult or uncomfortable at times) during your event/series.

Third
Please be sure to explain the learning application component to all participants.

- The application component must encourage participants to reflect on what they have learned and articulate how that can be applied.
- The application component may be a critical reflection, syllabus modification, or some other artifact as assigned by the event facilitator.
- The application component is required for Continuous Cultural Competence credit.
- Participants may provide their application component to you upon event completion or upload it to the Online Dropbox... whichever they feel most comfortable with.
- If participants submit their application component to you, please email InclusiveCommunity@uco.edu with the names of those individuals who completed the application component as soon as possible so we may give them credit.

Following is some guidance on written critical reflections, as these are the most commonly used application components for Continuous Cultural Competence events.
A Critical Reflection (also called a reflective essay) is a process of identifying, questioning, and assessing our deeply-held assumptions – about our knowledge, the way we perceive events and issues, our beliefs, feelings, and actions. When you reflect critically, you use course material (lectures, readings, discussions, etc.) to examine your biases, compare theories with current actions, search for causes and triggers, and identify problems at their core. Critical reflection is not a reading assignment, a summary of an activity, or an emotional outlet. Rather, the goal is to [modify] your thinking about a subject, and thus change your behaviour. [source]

Your critical reflection may answer one of the following questions based on the event in which you participated. These are optional, and only provided to give you a place to start.

1. Whose identity was reflected in the Continuous Cultural Competence learning event/series? How is that identity currently underrepresented or underheard? If you share the identity being reflected, what steps can you take to make yourself heard? If you do not share the identity being reflected, what steps can you take to amplify those voices?
2. What is your level of knowledge and comfort with the history of people from various groups that have and continue to experience marginalization?
3. What steps can you take to increase your own awareness of your biases, beliefs, assumptions, values, attitudes, etc., and how can this information support you during everyday life?
4. In what context might you experience privilege? In what context might you not experience privilege?

Suggestions for Facilitating Difficult Conversations

- **Raise hand:** "I think we should pay more attention to the 'Raise hand' function." Use a talking stick or raised hands to communicate. If the event is online, use the raise hand function. The facilitator for the session will call on participants who will raise their hand or use the "raise hand" option and wait to be recognized before speaking. This process will reduce interruptions.
- **Discussion, not debate:** "We need to remember we all have different perspectives; there are many things that are not black and white." These conversations are a platform for the discussion of ideas and for learning about different views, not for debate. Often, we are used to trying to convince others that we are right. However, when engaging in critical dialogue, it is important to understand that everyone sees and experiences the world differently. That what seems right or common sense to one may not be so for another.
- **Recognize:** "I am on a journey and learning as we go along." We recognize that we must strive to overcome historical and divisive biases, such as racism and sexism, in our society.
- **Acknowledge:** "I am working to uncover my assumptions that may be wrong." We acknowledge that we are all systematically taught misinformation about our group(s) and members of other groups. This is true for everyone, regardless of our group(s).
- **No Blame:** "I feel that you are blaming me; we are all learning." We agree not to blame ourselves or others for the misinformation we have learned, but to accept responsibility for not repeating misinformation after we have learned otherwise.
• **Respect:** "I recognize that we are all at different stages of learning; I feel that I should not be disrespected for my effort." We agree to listen respectfully to each other without interruptions. Only one person speaks at a time. However, this does not mean we should ignore problematic statements. Calling in and calling out are both valid approaches when done with care and respect, to help each other learn.

• **Trust:** Everyone has come to the table to learn, grow, and share. We will trust that people are doing the best they can; we all make mistakes and have bad days; when these occur, let's challenge and encourage each other to do better. We acknowledge once again that we may be at different stages of learning on the topic.

• **Share the air:** "I think we should watch the time and allow all of our voices to be heard." If you or a participant tends to dominate conversations, take a step back, and help the group invite others to speak. Attempt to solicit input from the quieter participants.

• **Not Experts:** "Could you help me understand why you are saying this?" We also recognize that everyone has an opinion. Opinions, however, are not the same as informed knowledge backed up by research. Depending on the topic and context, both are valid to share, but it's important to know the difference. To engage in deep learning, we will want to lean more toward informed knowledge and gain practice reflecting and speaking thoughtfully on difficult topics.

• **Ask for help:** “It's okay, and expected, not to know everything.” Keep in mind that we are all still learning and are bound to make mistakes when approaching a complex task or exploring new ideas. Be open to changing your mind and make space for others to do so as well.

• **There is no failure:** "I feel you are correcting me; I hear you and am trying to understand." There is only feedback if we goof up, there's no judgment in helping others see and understand, and there's no judgment of ourselves as failures when we get the feedback, which allows us to make course corrections.

• **Accept the journey:** As we work together to become knowledgeable and aware on a journey toward cultural competence, we'll work to move from unconscious incompetence (don't even know we're doing culturally incompetent stuff) to conscious incompetence (know we didn't do what we should've done), and we'll shoot for conscious competence (doing the right thing because we consciously work at it). With luck, we might even reach unconscious competence (doing the anti-racist/sexist/biased/etc. thing without even thinking about it). It's all a journey, and we're compassionate travelers.

Source: From University Corporation for Atmospheric Research (UCAR; formerly known as National Council for Atmospheric Research, or NCAR).