



Module 2: High-5 Teams: The Skillful use of communication tools.
This module will focus on how to be mindful of stereotypes, and how they can affect and hinder effective team communication.



Engage your group by asking participants to name concepts or information from your prior session, if applicable.



Goal

To construct respectful and productive team by developing effective, culturally adaptable communications skills. In this module, we will focus on Bias and Generalizations.

Objective

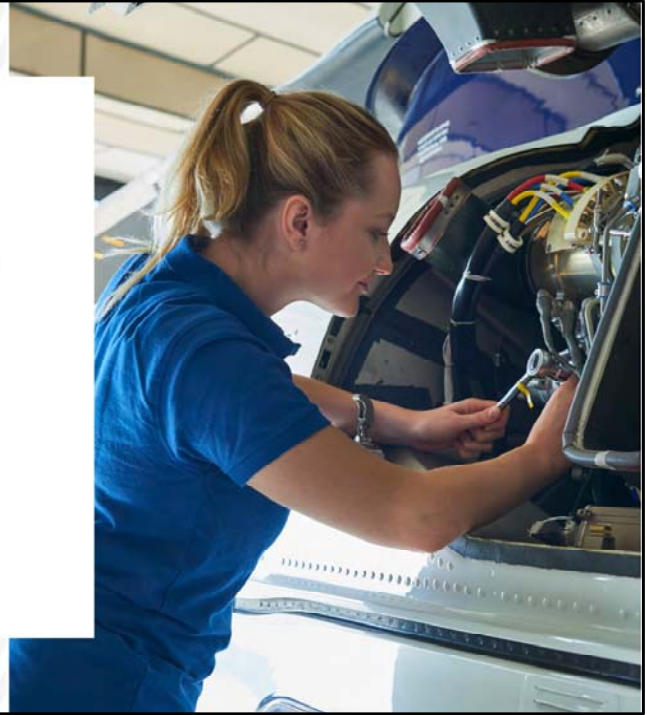
So that culturally inclusive working teams and work environments are established





Group Engagement

- Speak from your own lived experiences
- Respectfully listen to differences
- Examine your own assumptions
- Approach conversations with curiosity while noticing any judgment or stereotypical thinking
- Listen for ways to enhance your cultural communication skills



Take a Stand Activity



There is more difference between members of any one group than there is across any two groups.

Lewontin, 1972



Objectives of the Activity

This training is about developing Cultural Intelligence (CQ). A crucial part of CQ is to realize how diverse teams function, and how diversity leads to difference world views.

Instructions

Prior to engaging in this activity, create a path or open space that spans from one side of the room to another that is free of chairs, desks, and any other type of furniture. This is needed so that students may form a line. On one side of the room place an 'Agree' sign in large, legible print and on the opposite side of the room place the sign 'Disagree.' Explain to apprentices that they may choose to stand on either side of the room based on how they feel about the topic/sentence that is read aloud. If they neither 'Agree' nor 'Disagree,' explain that they may stand in the middle of the room to indicate that they are "undecided."

Inform the participants this activity will be done in silence. The facilitator will read a statement out loud, and then participants should quietly move to the directional spectrum that aligns with their experiences in relation to the statement. Ask participants to be aware of where they and other participants are throughout the activity.

During each statement the facilitator should give participants ample time to reflect, move accordingly, and observe where participants align themselves. At the end of all statements made, have participants come back together to debrief what they noticed and what it was like to participate in the activity.

This activity can be adapted for virtual environments using the annotate tool and following 2 slides.

Where do you stand?



For virtual environments, allow time to explain participants how to use the Annotate tool, and allow for practice.



Warm-up Statements

- Chocolate is the single best ice cream flavor
- Rainy days are way more fun than sunny days
- Being happy is the ultimate most valuable goal in life
- Humans are part of the animal kingdom

Debrief: Invite comments from the group, utilizing the Group Agreements, as needed. Remind participants that the objective of this activity is to explore and provide a window into diverse opinions and worldviews. Further debrief this activity by explaining how experience is often shaped by identity. Invite participants to think about how society values or de-values certain identities.



Follow-up Statements

- In today 's society schools in the United States provide equal opportunity to everyone
- Most people in the world mean well
- The world is a fundamentally dangerous place
- Gender identity is made up by humans or society
- Sometimes teammates assume I can't do some tasks because of my gender, race, or some other form of difference
- Teammates often make comments about my appearance
- The concept of race was made up by humans or society
- All members of society have equal opportunities to succeed. It's simply a matter of "pulling themselves up by their bootstraps."

Debrief: Invite comments from the group, utilizing the Group Agreements, as needed. Remind participants that the objective of this activity is to explore and provide a window into diverse opinions and worldviews. Further debrief this activity by explaining how experience is often shaped by identity. Invite participants to think about how society values or de-values certain identities.



My view of the world

- How does where I am on the continuum affect my values, beliefs, customs and behaviors (view of the world) and how I interact with those around me?

This activity has the potential to create disagreements. Be prepared to facilitate tension that may arise within the group. Refer to the Group Agreements, as needed.



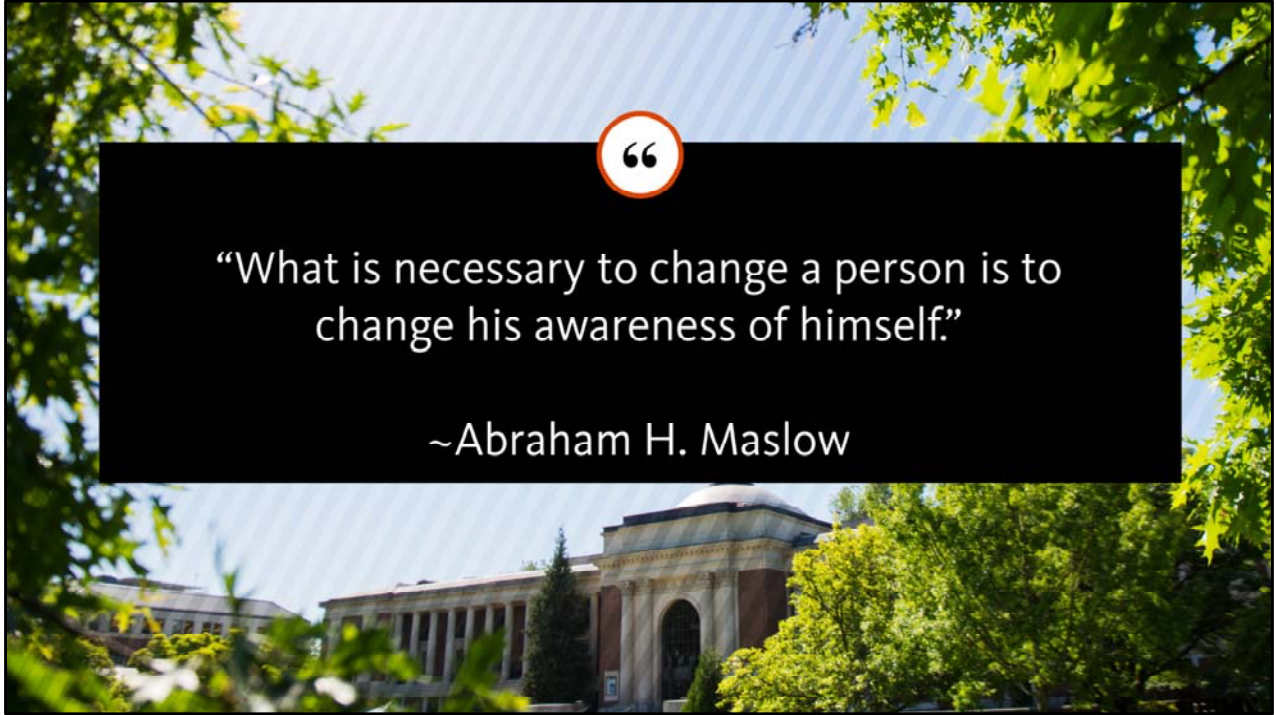
What came up for you?

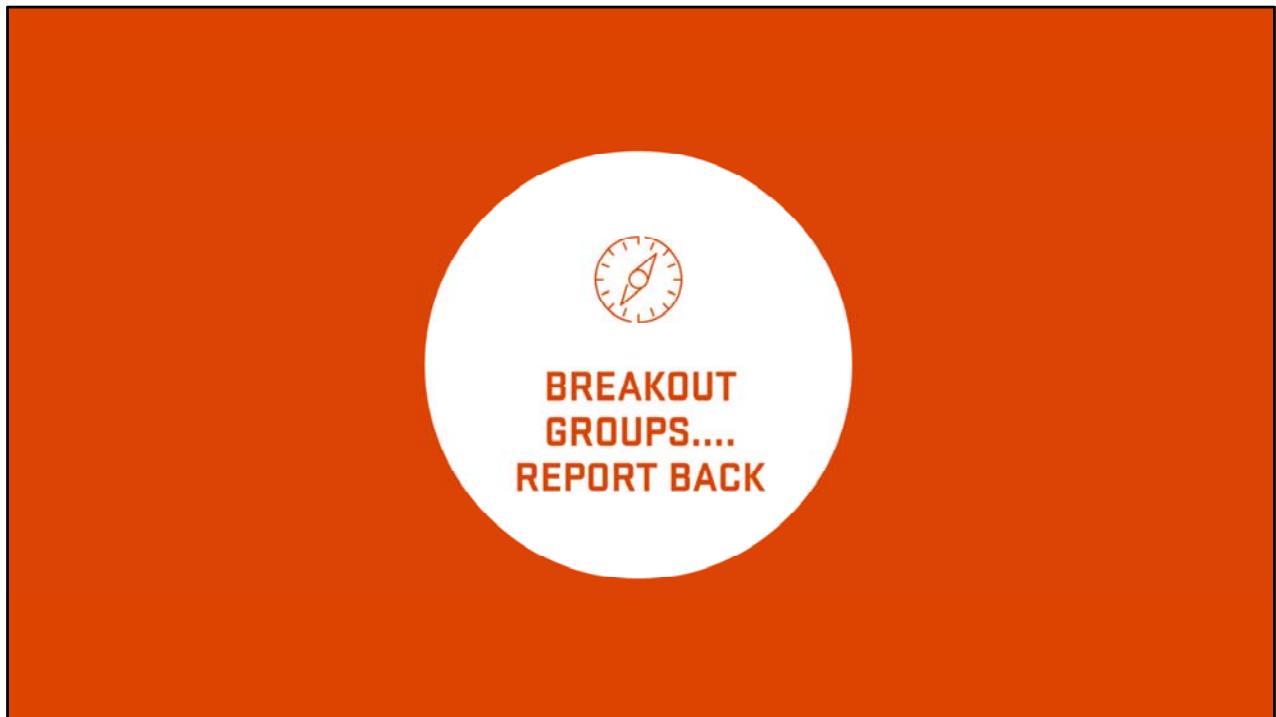
- Our personal culture has a great impact on how we see the world
- It is harder to see our own culture than to see someone else's
- Remember how even small things can have an impact on how we interact with others



“What is necessary to change a person is to change his awareness of himself.”

~Abraham H. Maslow



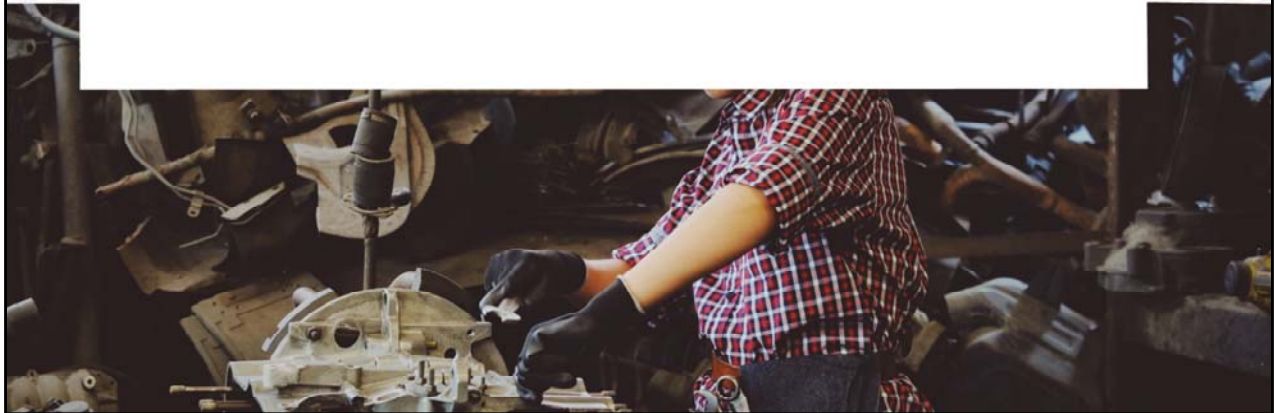


Small group activities are recommended to help participants feel safer to share their opinions and experiences. We encourage you to include as many small group activities as you can accommodate. Instruct each group to designate someone to "report back" to the larger group after each breakout session.

While these activities are usually very helpful for participants, we recommend that you pay close attention to power dynamics within the groups and accommodate as needed to ensure that participants who belong to historically marginalized/underrepresented communities can feel as safe and included as possible.

Reflect in Small Teams:

How do these values, beliefs, customs, and behaviors welcome or exclude those who bring differences to the group – both in our employment and the people in the community?



Think back to the *My view of the world activity* and the 3 different kinds of culture. Spend a lengthy bit of time on this slide. Help participants understand that our ‘culture’ is the lens by which we see the world. When having this discussion, it is also important to have a conversation about unconscious bias and what that is. We are all biased, it is simply how our brain works and how we learn.

The term “cognitive bias” refers to unconscious patterns of thought—including cognitive categories and shortcuts, or heuristics, which have the unintended effect of conferring advantage to some and disadvantage to others. Please be aware that biases are not necessarily a bad thing, however it is important to be aware of them and to reflect on how are our biases influence how we see the world.



Give participants a 1-2 minute warning before closing the breakout rooms to allow for closure in conversations. Ask one person from each group to share key insights from their group, without naming their colleagues or exposing sensitive details.



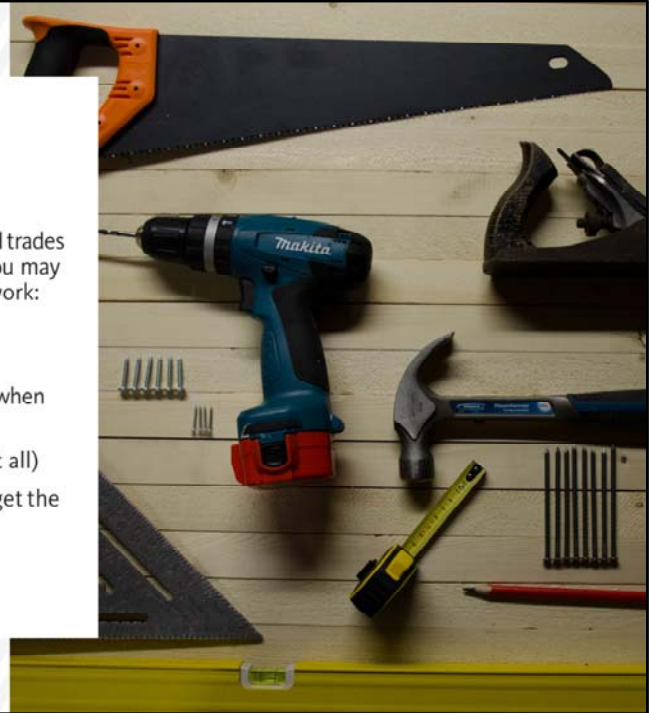
Consolidation: Ask participants, *what are the High-5 Elements of Effective Communication?*
Participants may name one or all five.
We learn by exposure and practice.



Tools of the Trade

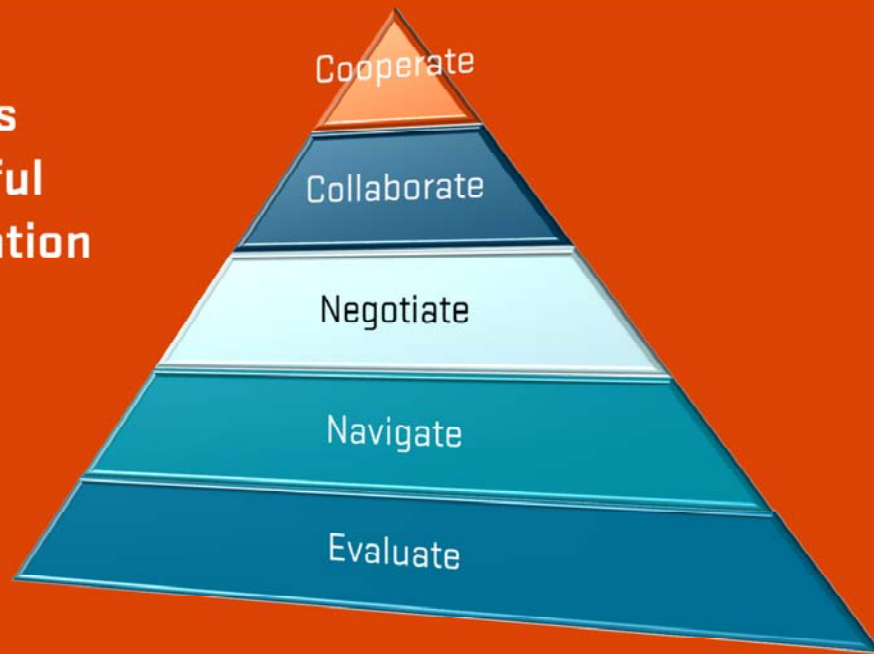
Just as there are tools for labor and industrial trades
- There are tools for communication. Ways you may **already apply** the High-5 Elements in your work:

1. You **evaluate** what tools you'll need
2. You **navigate** the working space
3. You **negotiate** the sequence of how and when tasks are done
4. You **collaborate** as a team (no one does it all)
5. And, you **co-operate** with your team to get the job done!



Spend some time engaging the participants in a dialogue about how they may already be applying the High-5 elements during their work.

Foundations of Successful Communication



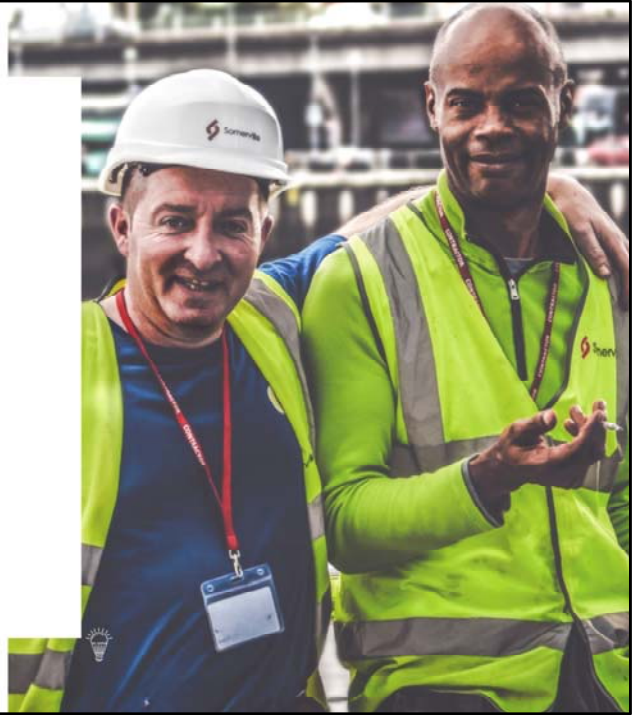
The High-5 Elements are the foundation for effective culturally intelligent teams, who communicate across difference. Please discuss with workshop participants how each element of the pyramid is dependent on the other elements. For example, you can't get to co-operation without first evaluating the situation, navigating differences, negotiating and collaborating.


Please note that the first two High-5 elements focus on our inner minds while the last 3 address external factors.



Evaluate

- Evaluate the situation. Careful not to make assumptions about: gender,
- ethnicity, class, race, sexual orientation, skills (team member may still be learning), etc.
- Formulate how to effectively respond to the differences within the team and seek to find common ground; listen for the possibility of similar or shared work and/ or lived experiences.



- 
1. What is the issue?
 2. What needs to be understood in order to address the issue?
 3. Why is the issue significant to teams?
 4. What is the ideal outcome?
 5. What actions can be taken by team members to address the issue?



These 5 questions can help when navigating a situation. Focus on the root of the issue, and try to identify the space between the issue itself and the ideal outcome, when determining a path forward.



Navigate

- Have a plan or course of action to communicate with a diverse workforce. Adapt to various cultural circumstances and situations. Practice non-discriminatory communication skills. **Examples:**
- My plan is not to engage in demeaning talk toward a team member.
- My plan is to listen more carefully
- My plan is to pay attention to my assumptions.
- My plan is to interrupt derogatory communication

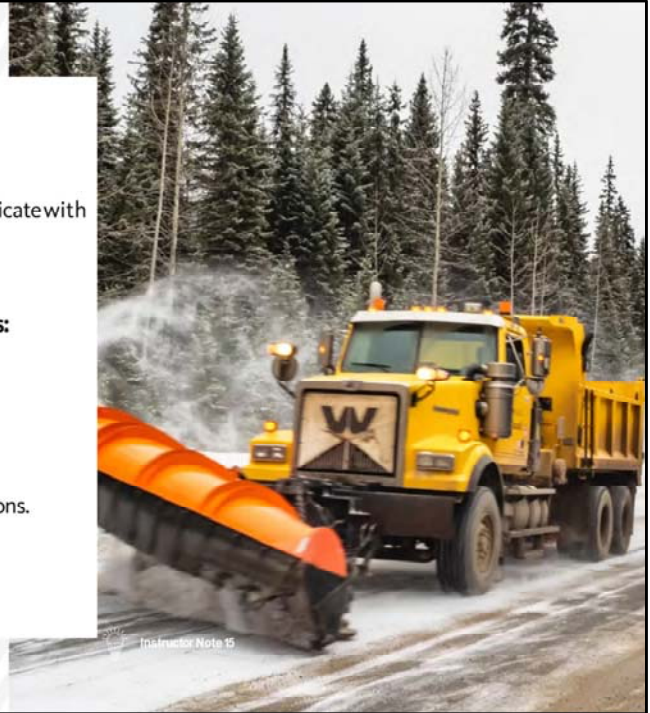


Illustration Note 15



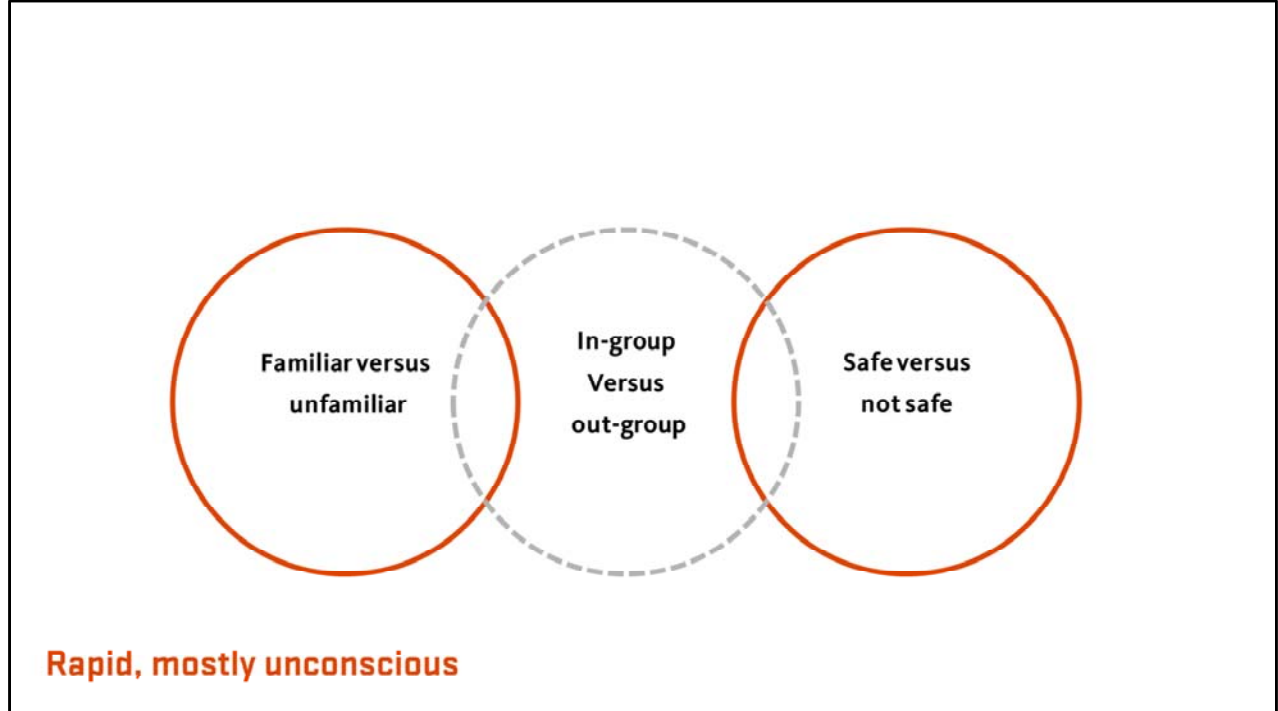
How can we be mindful of stereotypes, and how can they affect effective team communication?



 **Difference between stereotypes and generalizations?**

- Cognitive short cuts
- Grouping, categorizing
- Organizing complex world
- Making sense of diversity

Encourage the group to think back to the conversation about culture and the brain, as they are introduced to differences between stereotypes and generalizations.



These 3 characteristics are common to both generalization and bias. They are mental shortcuts that we can't avoid. However, we can become aware of them and interrupt with intentional breaks, (such as effectively applying the High-5 communication skills), so they don't drive how we interact in the workplace.

A Note on Generalizations



This graph explains how generalizations work.

PACE PLEASE RE-CREATE



Stereotypes:

- Categorize all members of a group as having the same characteristics.
- May or may not be based in fact.
- Tend to be inflexible and closed to new information.
- Can lead to prejudice and intentional or unintentional discrimination.

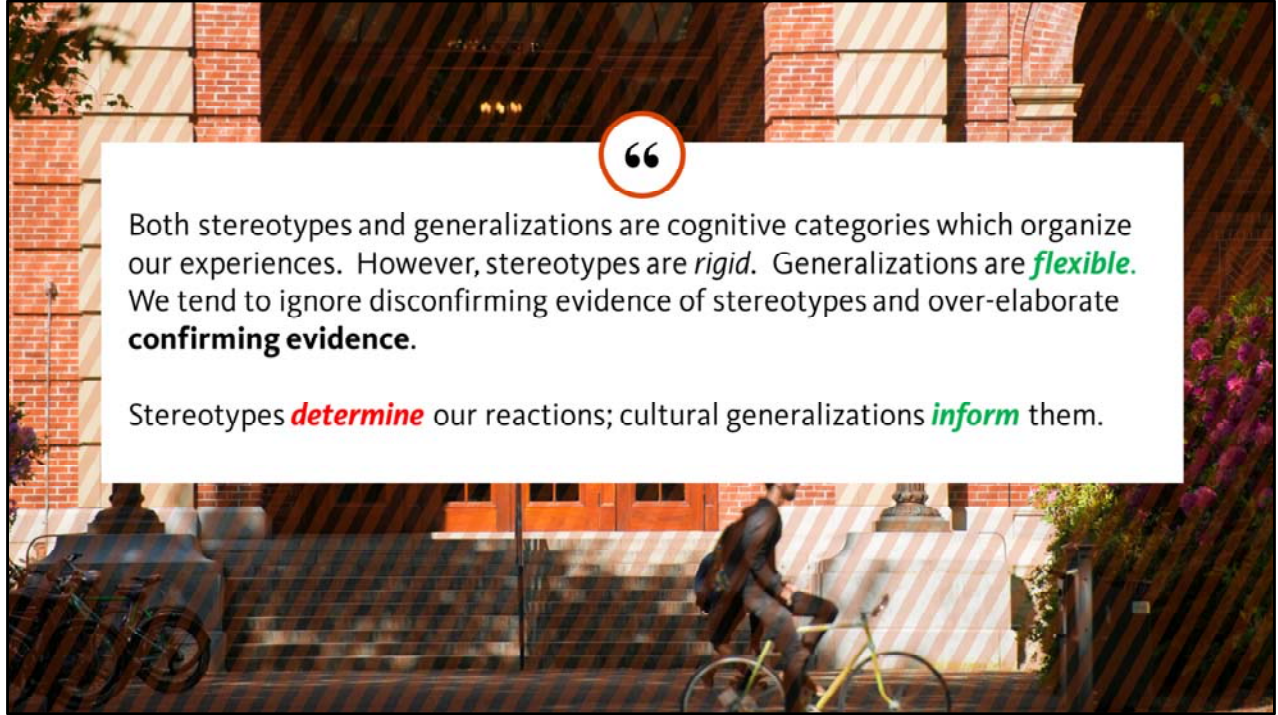




Generalizations:

- Categorize many members of a group as having similar characteristics.
- Based on research or widespread observation.
- Flexible and open to new information.
- Can lead to curiosity, increased awareness, and improved cross cultural relationships.





Both stereotypes and generalizations are cognitive categories which organize our experiences. However, stereotypes are *rigid*. Generalizations are *flexible*. We tend to ignore disconfirming evidence of stereotypes and over-elaborate **confirming evidence**.

Stereotypes *determine* our reactions; cultural generalizations *inform* them.

Key takeaway: Stereotypes are *rigid*. Generalizations are *flexible*. Stereotypes *determine* our reactions; cultural generalizations *inform* them.

What are Biases?

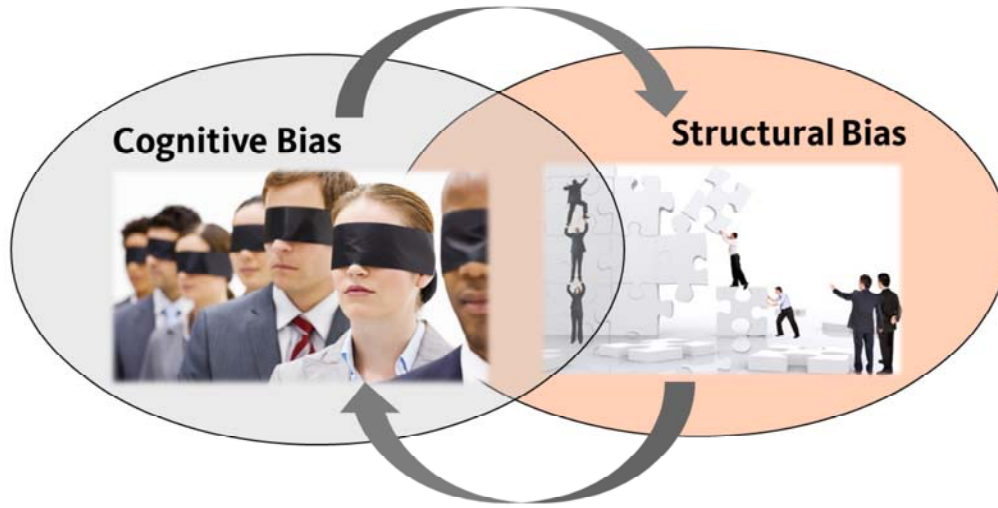
Preferences or inclinations which can impair judgment; often used synonymously with “prejudices.”

	Explicit (Conscious/Intentional)	Implicit (Not Conscious/ Unintentional)
Individual	Personal Prejudice: bigoted beliefs and stereotypes, often leading to intentional negative or positive treatment based on identity	Cognitive Bias: pre-conscious cognitive categories/ shortcuts/thought patterns that unintentionally advantage/ disadvantage people based on identity
Systemic	Institutional Discrimination: Laws, policies, and practices designed to advantage/ disadvantage or include/ exclude based on identity	Structural Bias: Seemingly neutral norms, policies, patterns, practices, procedures, standards and symbols that, in effect, advantage/ disadvantage people/groups based on identity
	IMPACT with INTENT	IMPACT without INTENT

Use this chart to help illustrate characteristics of explicit and implicit bias.

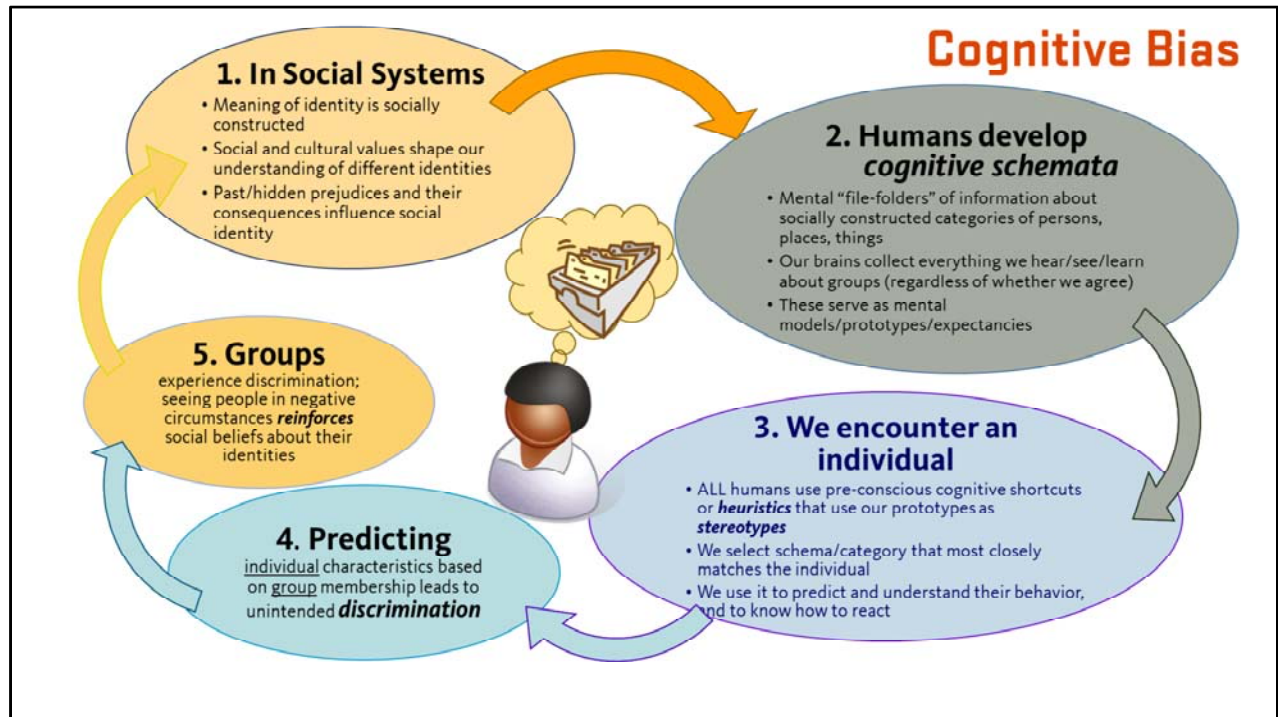
Credit: OSU search advocate program (2018) all rights reserved

Implicit Bias



Cognitive and Structural Biases Reinforce Each Other

Cognitive Bias





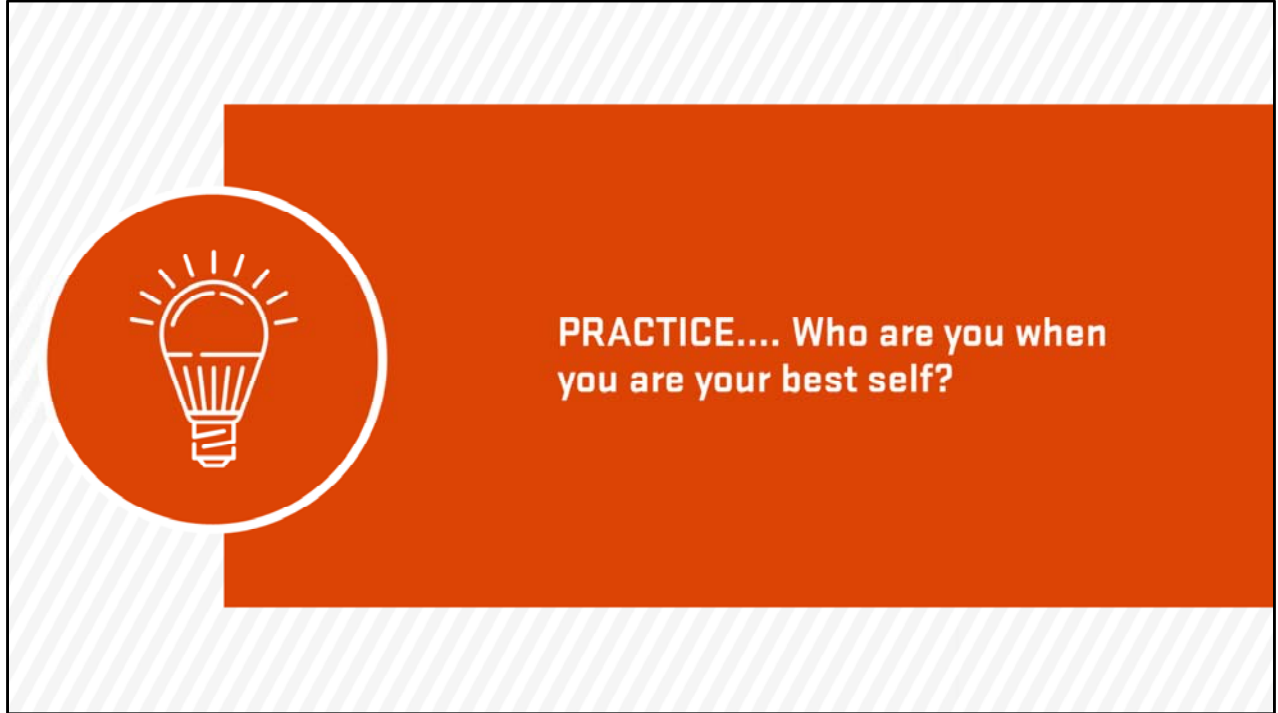
So should I just ignore my intuition?

NO...intuition prompts us to notice things that *might* be important.

If you are someplace where you may not be safe, pay attention to your intuition! It's okay to make a mistake.

But when immediate safety is **NOT** at risk:

1. Evaluate the question your intuition is raising...
2. If it is important, get the facts to answer it accurately!

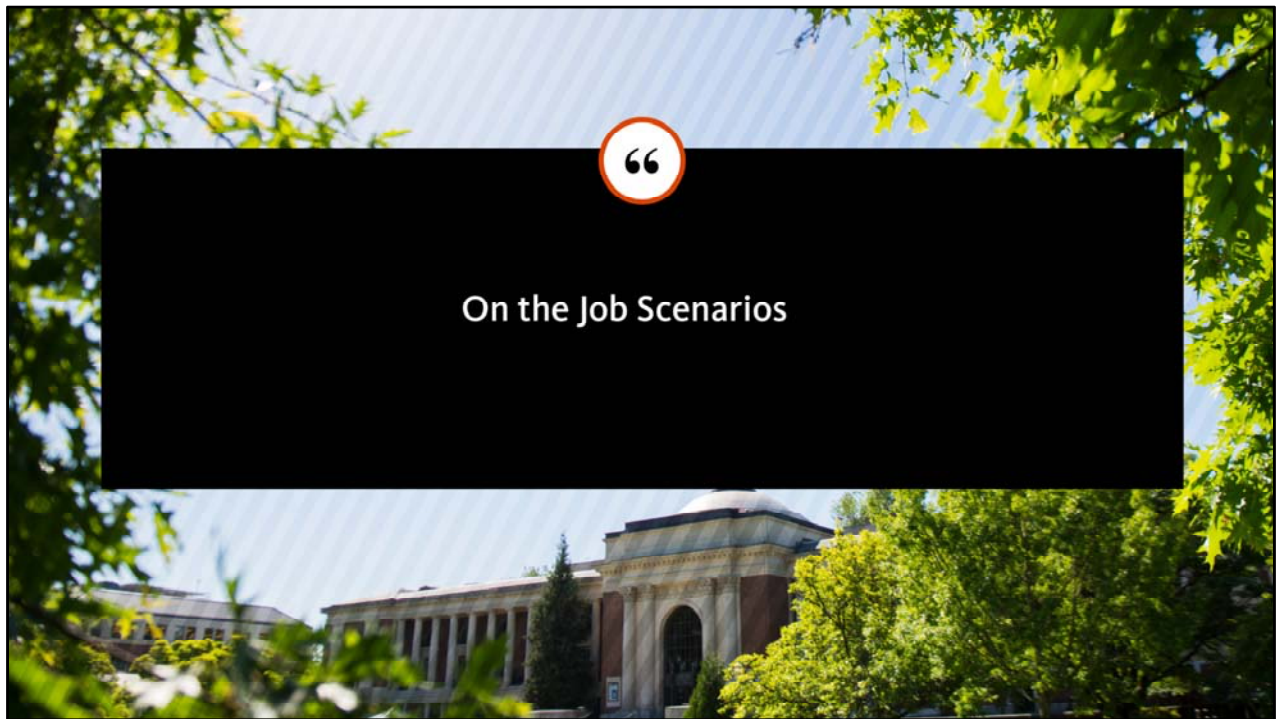


Ask participants to consider and describe what it looks and feels like to be their best self. What external and internal factors are present?

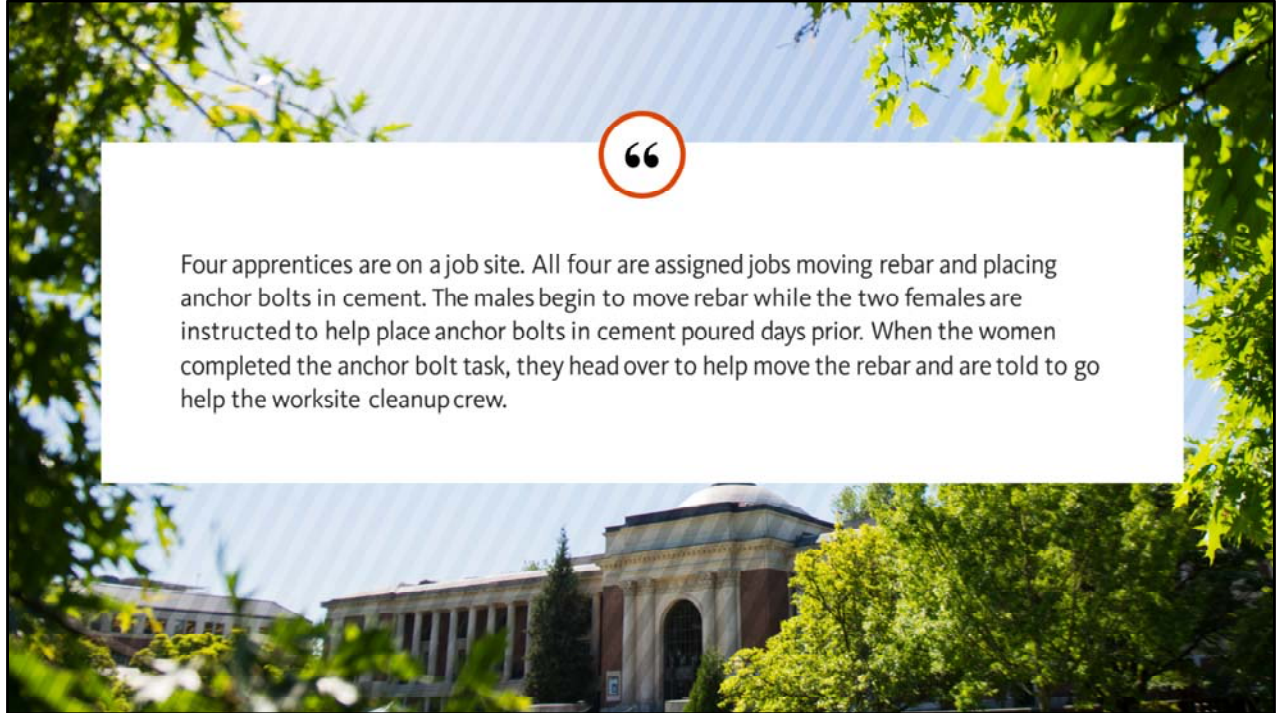


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On the Job Scenarios



Four apprentices are on a job site. All four are assigned jobs moving rebar and placing anchor bolts in cement. The males begin to move rebar while the two females are instructed to help place anchor bolts in cement poured days prior. When the women completed the anchor bolt task, they head over to help move the rebar and are told to go help the worksite cleanup crew.

During case study activities, remind participants to make use of the High-5 Elements for Effective Team Communication:

1. You **evaluate** what tools you'll need
2. You **navigate** the working space
3. You **negotiate** sequence of how and when tasks are done
4. You **collaborate** as a team (no one does it all)
5. And, you **co-operate** with your team to get the job done!

Provide the on the job scenarios to participants. In virtual environments this can be accomplished by sharing the slide information through the chat field. You can do the same with the following slide which describes each element in detail.






Please instruct learners to use the High-5 Elements for Effective Team Communication handout as well as the case scenario for this activity. Allow 20-25 minutes.

You can prepare your own case scenario or refer to the Case Scenarios Addendum to choose a scenario.

We will continue practicing the High-5 Elements for Effective Team Communication through

the remainder of this training.

Evaluate, Navigate, Negotiate, Collaborate and Cooperate

1. **Evaluate** - Check out the situation and positively assess each team member's unique differences. Pay respectful attention to "differences" as identified by the team member themselves - careful not to make assumptions about: gender, ethnicity, class, race, sexual orientation, degree of learned/applied skills, etc. Formulate how you will effectively respond to the differences within the team and seek to find common ground; listen for the possibility of similar or shared lived experiences.
2. **Navigate** - To Navigate is to take a course of action, plan, work through various circumstances and situations while acknowledging and recognizing differences within team members. Practice non-discriminatory communication skills effectively. Understand the critical differences between being "tested" (rites of passage based on an apprentice's learned skills) and/or being "targeted" (based on gender, sexual orientation, ethnicity, race, status, geographic birthplace, native tongue and language, age, etc.), as an apprentice is learning new skills.
3. **Negotiate** - Work it out, come to terms (find a way over and through tense moments). Take the time to explore a different communication path to maintain a working relationship. Negotiation requires active listening skills. Ask questions in a respectful way. If tensions arise a team member can ask, "What's the issue?" Not - "What's your problem?"
4. **Collaborate** - Work jointly, combine efforts, team mindset, an "all in it to win it" approach. This requires a give-and-take approach. No one way is always right. Be open to different ways of getting the job done.
5. **Cooperate** - Cooperation requires a team to work together safely, effectively, and productively - within a culture of trust. Honoring and respecting differences open up channels of communication. Demonstrating inclusive practices and processes requires effective communication skills. Cooperation is about how team members operate (work, handle, manage) their tasks together, as a collective with an "all in it to win it" attitude and approach.

Key Point: Practice using High 5 team tools with skill and precision. Like any tool, High 5 skills are mastered over time with use and practice.

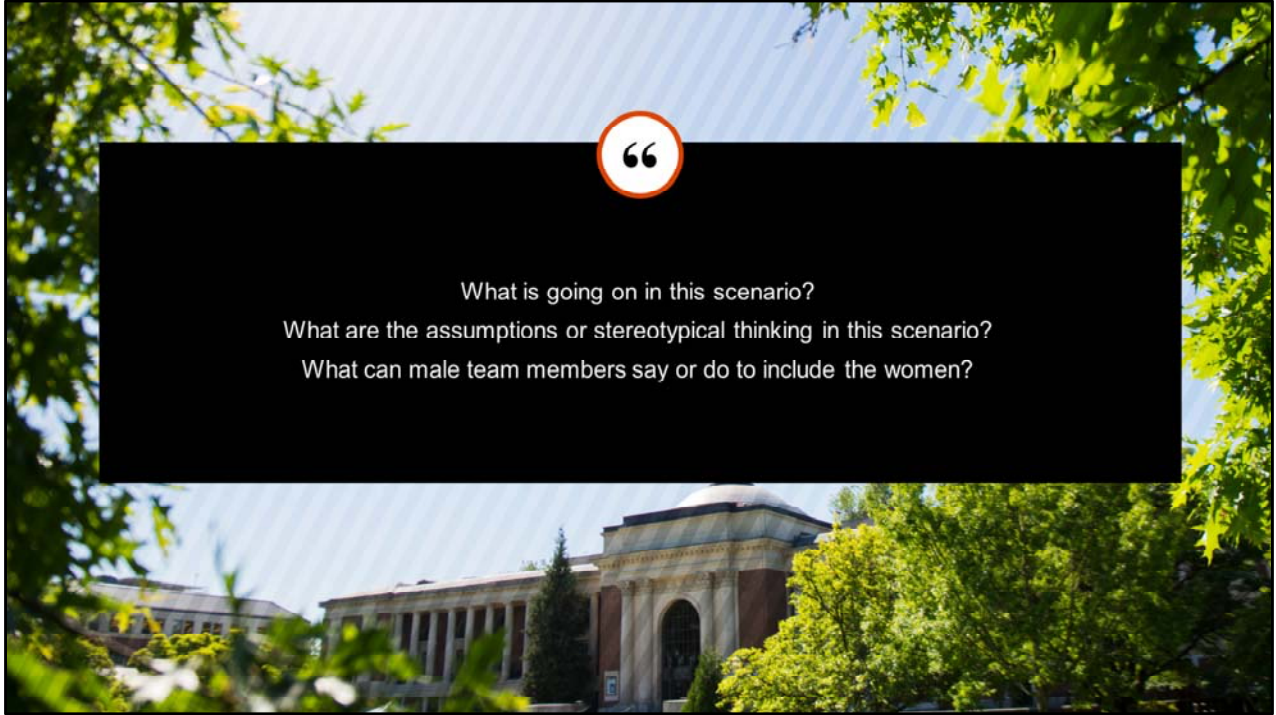
HAND OUT:

Participants should have a copy of the 5 key elements document to read, review, and serve as a constant visual aid.

DISCUSSION GUIDE: High-5 tools improve communication skills over time. Like any tool; High-5 skills are mastered over time with practice.



What is going on in this scenario?
What are the assumptions or stereotypical thinking in this scenario?
What can male team members say or do to include the women?

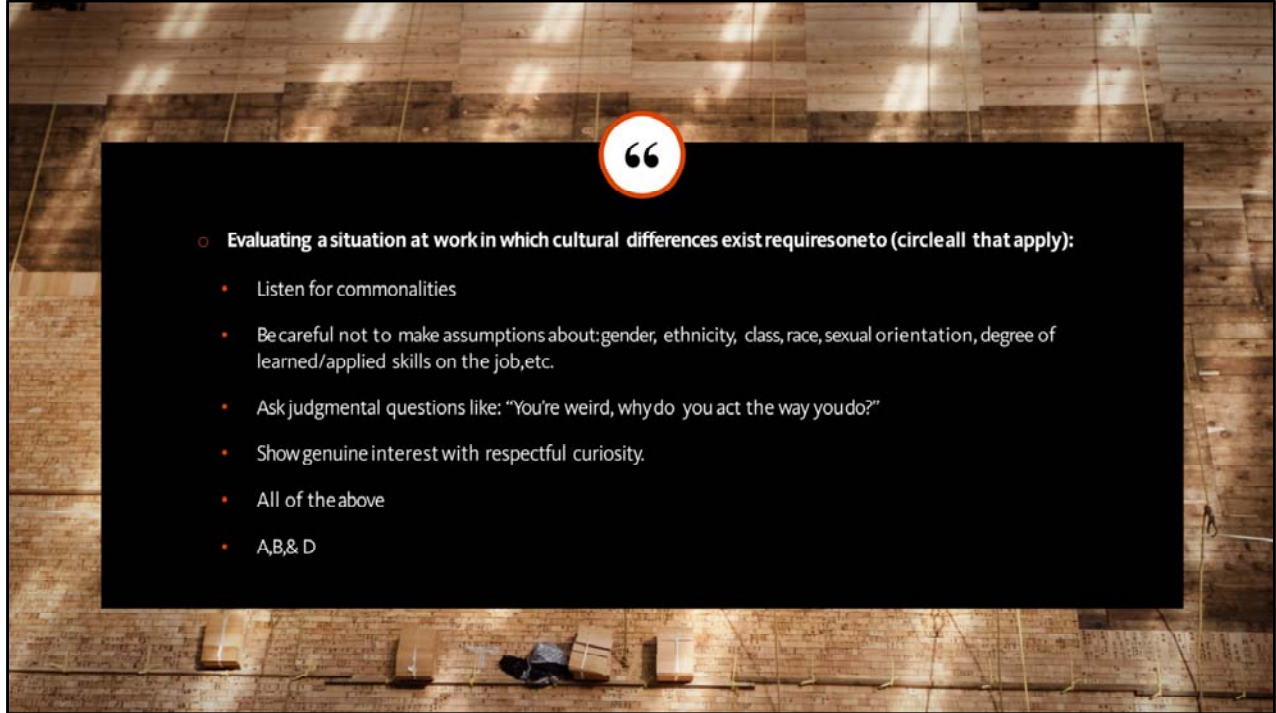




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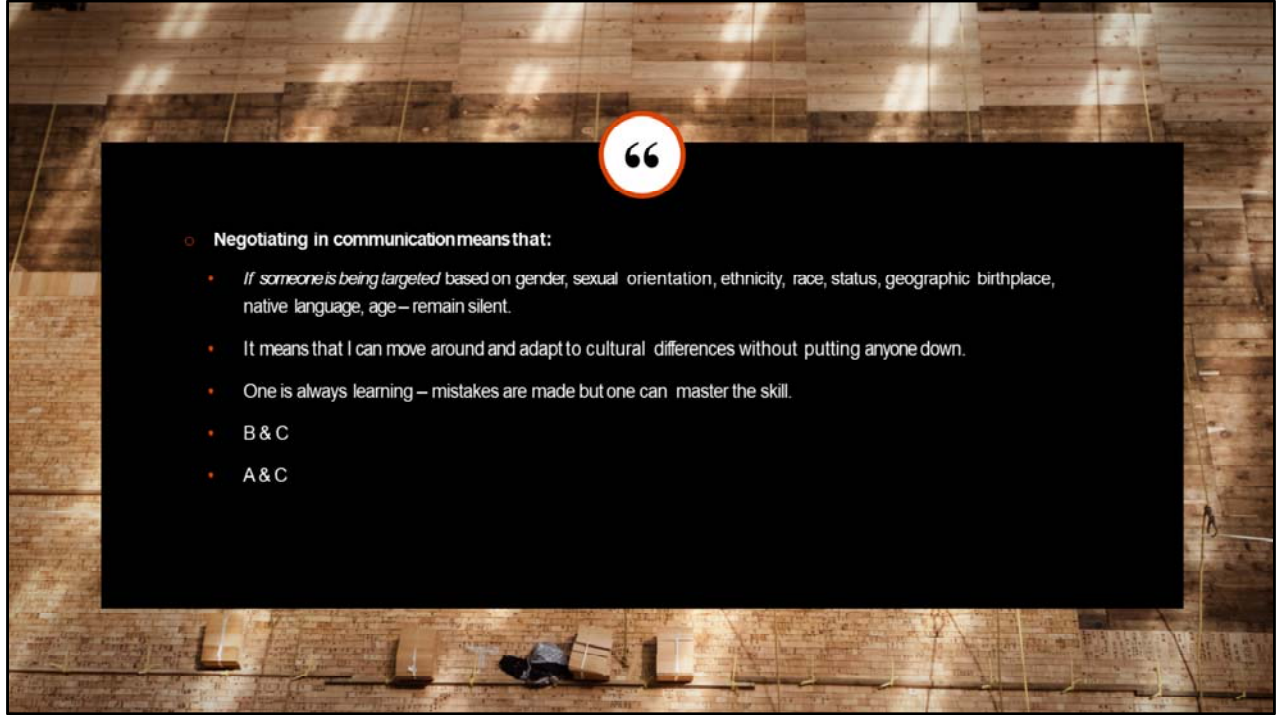


**CONSOLIDATION: WHAT DO YOU
REMEMBER FROM TODAY?**



Use this question to check in with the group, and leave time for any questions or comments.

For virtual environments, make use of the poll tool in Zoom. You may need to remind attendees to exit the poll window after the final results are shared.



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For virtual environments, make use of the poll tool in Zoom. You may need to remind attendees to exit the poll window after the final results are shared.

Activity: Where do you stand?



Use the following prompt to assess the level of engagement of the group: “I feel I am more equipped to navigate differences in the work place.”

For virtual environments, use the slide above and instruct participants to use the Annotated feature in zoom to provide anonymous feedback.

Participants may also want to verbally respond to this final prompt with comments or questions.



Depending on how you are arranging your instruction of the High-5 Teams Curriculum, provide attendees with information for the next session, or any follow up that is needed.