**WorkforceGPS**

**Transcript of Webinar**

**Diversity, Equity, Inclusion & Accessibility for Youth Apprenticeship Readiness Grants**

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JONATHAN VEHLOW: So without further ado, I'd like to kick things off to our moderator today, Toni Wilson, YARG Grant Program Co-lead, Office of Workforce Investment with the Division of Youth Services. Toni, take it away.

TONI WILSON: Thank you so much, Jon, and good day, YARG. It's so great to have everyone join us today. I know everyone had a lot of choices because it is National Apprenticeship Week. I know there are a lot of different things that are happening. So we are so happy that you were able to join us today.

I do – Apprenticeship Week started on Monday, and so, there's been a lot of great things that are happening, especially a lot of things virtually. And remember, just following the hashtag #NAW or #NAW2021, and you'll be able to follow what's happening across the nation in reference to apprenticeship.

And also, I wanted to flag that – our YARG newsletter, which you can find here in our file share. That second one is the YARG newsletter, but also, it has great information and resources in reference to some of the things that are happening this week around apprenticeship.

If you are doing something, it would be great if you'd throw it in the chat. We'd love to hear what people are doing this week with their YARG programs. So please do that.

In the meantime, just once again, Toni Wilson. I'm one of the co-leads here for the YARG, and I also work with the Division of Youth Services. And it is my pleasure to welcome today's speaker, which is Lisa Wilson.

Now, Lisa is the principal founder of the Coalition of Anti-Racism Education, known as C.A.R.E. Now, this is a coalition of dynamic activists and change agents who develop curriculum and professional learning offerings that empower professionals to fight and advocate for social justice and human rights.

Lisa also serves as director of equity and outreach at Zero to Three, where she oversees the development and implementation of equitable practices within the National Center on Early Childhood Development, Teaching, and Learning. Welcome, Lisa.

LISA WILSON: Thank you so much, Toni. I really appreciate the introduction, and welcome, YARG. I'm excited to be here with you today to learn together and just to explore different ideas about the pursuit of diversity, equity, inclusion, and accessibility.

I want to kick off today with just a quote that I live by. I feel like really change starts with myself, and I have to be able to cultivate my own garden, tend to my own garden, as Voltaire wrote in one of his really epic pieces of work, short story or satire, if you're familiar with that. And it's important for me to always be able to assess myself and kind of know where I'm at on a daily basis, even moment to moment as a leader, because I want to make sure that I can be that change that I truly wish to see in the world. So hopefully, that will be something to really encourage you today as well.

Right now, what we're going to do is we're going to just share some of your thoughts on the Padlet board. And so, this is a little interactive, maybe something that you're not always used to with Adobe Connect meeting, but I want to really hear from the participants. It will allow us to feel a little bit more like we're in person. I think sometimes we miss that, that opportunity to engage and interact.

We're going to put on a little bit of music, and what the Padlet board is it's this nice little interactive platform. I'm going to share my screen momentarily, but just give you a moment to access it. Right there in the main chat, we've provided the Padlet link. You're going to click on that and to the – down on the right side of that Padlet screen, you're going to see – well, actually, you'll see some little plus signs underneath certain columns, and I'm just going to ask you to contribute some of your thoughts.

I know sometimes when I share my screen right away, people get a little bit nervous to add quickly. So I just want you to have a little bit of a freedom right now to access the board first before we kind of dive into what your definitions are, maybe just some words or phrases that come to mind when I say the word diversity or I say the word equity or inclusion or accessibility.

So on that Padlet board, you'll have an opportunity to contribute your thoughts. So we're going to give everybody a couple minutes to do that. Jon is going to put on some music just to kind of help your thinking a little bit, and we're going to take about five minutes to do that. And I am going to share my screen momentarily.

Oh, this is great. I'm already seeing people contributing. So wonderful. And so, for inclusion, we have welcoming to all. I really like that. Thank you.

Accessibility, creating a world or a space where everyone can access what they need without limitations. That is beautifully stated.

And everyone else can feel free to add as well. And that link, once again, is in that main chat for this Padlet board. We'll give people a couple more minutes.

And we have something for diversity. Individual thoughts and ideas. Yes.

Nothing yet for equity. Let's see what comes up. Different folks need different supports, and that's okay. That is okay. I like that.

Meeting people where they're at. Making sure they have what they need to succeed. So if success is something that is subjective, we need to make sure that we understand what people need. Diversity is essential, somebody put. Very good.

Inclusion, build a longer table. Everyone has a seat. I like that. Giving everybody an opportunity.

What else do we have? I see some people are thinking.

Another one for equity. Making resources available to support all individuals in achieving the same goal. All right. So scaffolding. Giving people as many steps, resources that they need in order to get to that desired outcome or that goal.

Accessibility, everyone can participate regardless of differences. I like that. That takes some real thoughtful pre-work at times to make things accessible, and it's always nice when we do have a truly inclusive climate with people that we work with to try to figure out, how do we make sure things are at a place of accessibility? How do we accommodate everyone that we serve?

Let's give it a couple more seconds here. Diversity, different ways to get to the same goal. I like that.

So we're see some synchronicity here across all four terms. All these terms really are interwoven and connected with one another. It's going to go down just a little bit to catch this inclusion post. And inclusion, somebody put, generally appreciating differences.

OK. Well, I'm going to welcome you to continue to contribute on that Padlet board. It will be available for you after this session. So just make sure that you grab that Padlet board, and you can add after this session.

It looks like we have something in the main chat that someone shared and correcting historical biases and injustice. OK. Thank you so much for your contribution in the chat, and thank you, everyone, for contributing on the Padlet board that did.

So as we start our time together today, this is something that I like to remind everyone of is that, even though we may not see one another, we're not in a physical place with one another, it's important that we do hold a reflective learning stance because this is about our own individual growth. We will not be able to apply these different types of terms like diversity, equity, inclusion, and accessibility until we wrestle with it ourselves. So this is what this space is about today.

Being present is really important. Try not to multitask during this time. I know it's a lot to ask and I know you're all leaders and sometimes emails come. It's really not [inaudible] time, but this is an opportunity for you really to be present right now.

Speak your truth and respect others' truth. So just being candid where you're at and your lived experience when you're contributing in the chat. Just know that I understand that this is your truth and you're speaking from your place. And so, I try not to ever come from a place where I'm offended. And I would also encourage other people, too, not to go into those – that kind of defensive mode if people are sharing.

And then let's expect some non-closure today. We're going to be talking about a lot of things in a very short amount of time. So just be mindful that you're not going to get all your questions answered, but your team at YARG really is so dynamic and they will definitely help you through some additional resources that we have at the end of this presentation that is actually shared for you that you can click on and find some wonderful resources there to continue your work.

And then release yourself from perfection. Learning about this is – really has to do with being on a continuum and accepting that, that this is something that we're all in process, based off your lived experience, often with your education is really going to determine kind of where you understand these different types of terms when it comes to diversity and equity, inclusion, and accessibility.

So just be mindful of that, that we're never going to be perfect at doing this, but as long as we're mindful of where we're personally at and we work together, then we're really going to get to the place where we can help others and do meaningful work.

If you have any questions as I'm presenting, I encourage you to put them in that main chat, and then at the end, we're going to go ahead and we're going to address them during our Q&A session so we can really get through the rest of this.

So I put together this little graphic because I want people – every time you hear the word equity, I want you to understand equity is really – it's deeper than a mindset. It's more than an action. It's – it really – equity is about – it's almost like a place of being and understanding.

So when we start with equity, when we really understand what it means to be equitable in our roles and in our work, we start to take on kind of an inclusive behavior, which inclusion is a principle of equity. We start to want to hear people's thoughts. We give space and create space so there is room for people to share their thoughts or giving voice to their thoughts.

We work hard to make sure that everyone has an opportunity to express how they feel, not necessarily operationalizing everyone's ideas. As teams, sometimes we don't have – sometimes the budget is a barrier. Sometimes time is a barrier or both. There's lots of different barriers of why we cannot operationalize really great ideas, but creating a climate where we can definitely have people give voice to their thoughts will allow for us to be a more cohesive team. OK.

The other thing to consider is that I put into a ZPD. Maybe you've heard this term before, but it's the zone of proximal development from a theorist named Lev Vygotsky. And why I like the zone of proximal development is it talks about scaffolding. And someone said it earlier on our Padlet board, just giving people what they need to get to the same goal. Really, that's the idea.

Someone might be able to start but not finish without that additional help. And that's what true apprenticeship is, and that's why this week is so meaningful. And this is a time really just to acknowledge the great work that you're doing and to continue that great work.

Without apprenticeship, youth will not be prepared for the workforce effectively and stay long term and build a really meaningful career. So the zone of proximal development is something that you inherently do because you are a recipient, and it's something that you're committed to. So just continue that work and know that being able to scaffold and meet the needs of the youth is an equitable practice.

Mindfulness is also an equitable practice, and this is something that you're going to spend a lot of time kind of looking at today is being very mindful. It allows us to stay present so we're able to address maybe some implicit or unconscious biases that come up.

And empathy is a principle of equity. And so, we really can't be in a place where we move into that compassion empathy, which is action – and I'll go through that a little bit later in the presentation – until we're able to understand the importance of everybody being at that table, having that inclusive climate.

ZPD is zone of proximal development.

So right here, this graphic I love because it just shows you kind of our reality right now. A lot of times we're really dealing with people having the odds stacked against them, if they will; right? And apprenticeship is actually part of the zone of proximal development. It's a scaffolding measure to get youth to the same goal. So that's really what apprenticeship is. It kind of lives in that place of zone of proximal development.

And what's important about this graphic that I want you to see is there's a process. Since equity and accessibility or liberation is kind of our ultimate goal, is that freedom to explore ideas and to think outside the box, to be innovative, and to not have anything stopping you from getting to your goals, it's important to understand that that could [inaudible].

And it's also important to know where the youth is at; right, and where even this can apply to people that you work with as well, which is really nice because it's something for you to recognize that everybody comes to work or everybody comes to the team based off their lived experience and their education. And the reality sometimes is not in a place of liberation or free thought. So we have to get people to that place of liberation, and so that takes a lot of time. And so, we're going to talk about how we get there by starting with ourselves.

OK. Let's play a little game. So I want you to get out a pen and a paper. If you have it handy, it would be great, and this is a really fun exercise. So I'll give you just a couple beats so you can get that pen and that paper.

And I want you to think of a number from one to ten. Write that number down on the paper, and once you have that number, I want you to multiply that number by nine. I know. We're going back to that grade school elementary math, but we're going to do it. OK. You can use your calculator if you need it. All right.

Then, if the number is a two-digit number, you're going to add those two digits together. You're going to add those two digits together, and now, you're going to subtract five from that number.

Determine which letter of the alphabet corresponds to the number you ended up with. So example, if you ended up with the number one, it's going to be A. If you ended up with the number two, it's going to be B, and so on and so forth. I'll give you a couple seconds to do that.

OK. So now, you've got – now, you should have your letter. Now, what I want you to do is I want you to think of a country that starts with that letter. I want you to write it down. Write down that country.

Now, remember that last letter of the name of that country, so the last letter of that name of the country you just wrote down, and I want you to think of a name of an animal that starts with that letter. OK. Now, remember the last letter of the name of the animal. Now, I want you to think of the name of a fruit that starts with that letter. Hopefully, we all got there.

Is this what you came up with? Are you a mind reader, Lisa? People say that. Are you a mind reader? What did you come up with? Toni, did you do it?

MS. T. WILSON: I did, and I've got oranges.

MS. L. WILSON: This is a fun activity to do with your team as well. Really what this demonstrates – oh, somebody says, "Exactly what I got." Me too, Emily. I've got the exact same thing that's on this screen.

So what this really demonstrates to us is that we work from our biases. And so, just as quickly as we all came up with something similar or at least one of those things, we like to take shortcuts. That's the thing about our mind. We have to simplify the world a little bit because we are inundated with information.

You as leaders know that; right, that there is so much information on a daily basis. Just emails coming in, trying to process new initiatives, or just even build legislation, it's a lot. And so, sometimes our brain just goes to exactly what we're familiar with. That is why it is so imperative for us to expand our thinking and to create spaces where we're learning new things on a daily basis.

So what I like to tell people – and this is just because it's my practice; okay? This is something I am offering that I do. I try to read at least 30 minutes a day because I can really only do 30 minutes. I'm also a realist; okay? But I like to read about 30 minutes a day of something just pleasure, something of pleasure, something – or a new thing that I never knew about.

And, usually, I'll just go online and I'll google something about another country. I just want to learn about a different type of – how – I love architecture. So I follow things like architecture things on Instagram, and I'll go there and I'll read up on it. So just take 30 minutes a day to learn something new.

Another thing you can do is do something with your hands for 30 minutes a day that you wouldn't normally do, like create something. That could just be doodling on your paper. If you're like me, I've got note papers everywhere during the day, and I doodle and doodle and doodle. Even when people are talking in meetings, I don't know about you, but sometimes I've got 10 meetings a day. I like to write down words that people say and draw little pictures around it. It helps me also kind of understand where they're coming from. It also gives me something to do so I don't interrupt because sometimes we still do that, even when we're on Zoom calls. It's kind of hard because you're trying to get your point out. So it also provides that space for me.

So that also helps kind of slow down your thinking when we're coloring. Remember that movement probably two years ago, the whole adult coloring thing? I really got into that. I still do it today occasionally. But any kind of little doodling or coloring does help our mind to slow down a little bit and see things a little differently.

All right. So how do we get to the place where we're really counteracting that unconscious or implicit bias? And counteract really means to act against something. You really have to think about your thoughts, and then what you've got to do if you've got to act against it by thinking, why am I thinking this way? And then you get to that place where you start to reduce your unconscious or implicit bias because you neutralize it. You make it harmless.

You go, why am I thinking that way about maybe this group of people; right? So you're trying to counteract isms, maybe racism, classism, ageism. You're really thinking, why do I think this thought? And then you kind of go backwards with it.

Sometimes it's because we've kind of had a negative experience maybe with, let's say, a group of people. OK. So that's one of those things that it's hard to undo that, when you've had a negative experience with a group of people more than once, maybe a person that's part of a group of people and you go, well, all people that kind of look this way or live in that area or drive these type of vehicles, they behave that way. And that becomes a stereotype; right, a preconceived notion or an idea that becomes kind of a truth in your mind.

So that's why it's important to slow our thinking down. That's why it's important to really think, why am I thinking this way? That's why it's important to just pause before you speak when you're suffering. I – because it is a form of suffering; right? It's a kind of poison in our mind when you're suffering from a thought that is not based off fact. OK.

So just slow down your thinking just a little bit. Yeah. Some of you may have had this opportunity to take this assessment through Project Implicit. It's through Harvard University actually is the one that has funded this project, and it's pretty dynamic. If you didn't have an opportunity, that is okay. You still have time after this presentation. I encourage people to take this implicit bias test on race. There's lots of different implicit bias tests, not just on race, that are part of this Project Implicit.

And what this does is it just measures how quickly we respond to faces, okay, when it comes to this race test. And why that's important is because, just like the orange, the kangaroo, and Denmark, we take shortcuts, mental shortcuts. When we see someone maybe crossing a street with a hoodie; right, in a certain part of town, do you lock your doors? Right.

And I've been guilty of that. I have been guilty of locking my door when I see a certain type of person that I think, man, are they going to – are they harmful? Well, that's my own implicit bias; right? It's also my experience because I've had not a great experience before with somebody that maybe looked similar, but that doesn't mean that that person is going to be that way.

So approaching each person as a human being and it's their own individual life and experience is really key. It's called practicing humanity. So part of counteracting implicit bias is to practice humanity, to see the human being first and really not stereotype. But we all at times will suffer from these thoughts. So we have to work diligently to undo it.

The reason why it's important to take the Project Implicit bias test for me is so I can just kind of assess my thinking. And you'll notice you might take this test today and it comes out a certain way and then maybe you start reading more. You start surrounding yourself with people that you have kind of a bias towards or situations you might have a bias toward. You start to read up on it. You gain more wisdom; right? You gain more wisdom.

So then what happens is you might take this implicit bias test in two months, and it's something totally different. That's what it should be because that means that your mind is growing and that you're starting to really counteract that implicit bias. So that's great news. And remember, we're all learning. So we don't want to get to the place where we're not having grace for ourselves.

So right now in the chat, as I put this up on the screen, what is a word or words, phrase is fine, that comes to your mind immediately? Don't overthink it. What's a word that came right to your mind? So I'll wait while people contribute in chat. This is always interesting to see what people say. There's no right or wrong answer, and there's no judgment.

New. Thank you. Somebody said new. Toni said new. OK. What else? We've got some people typing in chat. That's always a good sign. Variety. Shopping. Very – shopping. Yes. She's definitely shopping for something. Colorful. Very good. Thank you, Susan, Jason, Carrie. Emily, Aspirational. Yes. It is. Louis says, different. Isaiah says, girl. I hope I'm saying your name correctly. I apologize if I'm not.

All right. So yes. So those are all great things. So what I'm looking for is just to really see what people think about this. Oh, Lorenzo says, excluded. OK. So thank you, everybody, for your contributions in chat.

One thing I wanted to recognize is this is something that's different than the norm. OK. And Mindy is saying, looking for representation of self. Thank you, Mindy. Thank you, everyone. This is really the kind of the crux of this; right?

So my little girl is nine years old. Her name is Lulu. And I remember we would – Lulu loved toys. She loves toys. She loves dolls. So we go into stores, and oftentimes, we don't have this selection for me. She doesn't see a lot of black dolls. We have to go out of our way to find some that have hair that she can play with and get wet and have a good time with it. OK.

And so, I don't know if you guys remember that doll test from years ago that was done. So there was this doll test that was done where a group of children were brought together, and they were asked which doll they would choose. And there were black children, and there were white children that participated in this study. And really, all children suffer when there's not proper representation. This is not either a them or they or othering type of thing. This is just when we lack representation, it's not a true – it's not true to how our society is. And so, it does a disservice to our children.

So really, this is not the norm, but representation is important. So in your program, think about your representation. Who's leading. Who are the youth looking toward? Who do they see? Do they see themselves as having an opportunity to get to that place that they envision themselves one day? That's really important. So representation is key.

It's not just ascribed race or ethnic identity; right? It's not just that, but it's – within ethnic identity, from an anthropology lens, we're talking about culture and language; right? We're talking about all different types of identity that need to be represented in – with the youth that we work with so they feel a sense of belonging. They they feel a sense of belonging and they know that it's something that they can attain too.

So implicit bias is a particular tendency. It's a trend. It's the inclination, feeling. It's an opinion, especially one that's preconceived or unreasoned. And when I think about preconceived, I think about it's more like having an opinion about something before you arrive to truth.

So the only way we can counteract this implicit bias is by suspending our ego and really having others around us to question why you think what we think. That's kind of that interculturalism piece. It's part of just a discussion piece of being a person that's committed to interculturalism.

For me, I don't know if you guys have ever taken that assessment on interculturalism, but it's really dynamic. And I always score under discussion. I really feel like when we can have discussions, even when it's civil discourse, it's really healthy, as long as we have guidelines like we did today, that we respect one another's truth, that we're not stepping over one another.

Right now, it's easy because I'm the only one speaking. However, if we were together convening, I would love an opportunity for people to share their ideas because it's really important for us to get to that place where we can have conversations. We can disagree, but we can be respectful with our disagreements. That's how growth happens, in a trusted environment where we feel that sense of really safety is different than comfort. But we can ask those hard questions. OK. Help us counteract that implicit bias.

Oh, let's go back. Let's go to this one. What are some words or a phrase that comes to your mind when you see this picture? I'm always curious to see what people say with this, because it varies so much. So let's see what people put in chat. So just a word or words that comes to your mind when you see this picture.

We've got a couple people typing in. Service. Many said unexpected. Very good. Not the norm. Definitely not the norm where I live. This is not something that I would necessarily see. Flip the script. All right. I like that. This is definitely a flipping of the script, I will say. It's not something that we normally see.

You walk into most nail salons – well, I live in California. Everybody thinks, oh, California. Los Angeles. It's just one county, but I do live in Riverside County and we have diversity but this is the norm. This is the norm when you walk into the nail shop. It's flipped is the norm. This is something that's totally not the norm. So for me, it would be, huh. That's interesting. Not used to that.

So that's also another thing for us to think about. Why isn't this something that we're not used to seeing; right? Why is this something that is maybe not unnerving when you look at it but just different because it's not what we're exposed to? But in different places of the world, it might be the norm.

OK. So here we go. I'm going to make sure if everybody can hear me okay. I'm hoping my audio is okay.

All right. So here we're going to define implicit bias. So implicit bias is really that social cognition. It's that it refers to the attitudes like the stereotypes. I kind of talked about this earlier, but I really want to give a space for this for you to have a really clear definition. OK.

So implicit or social cognition, because implicit bias is really kind of a social construct. It's something that we construct in our mind based off of our social interactions with others. OK. But it really does affect our understanding of how we view other people that might be different from us. It actually can also affect our understanding of other people that might be within our same ascribed racial group or our same ethnic identity. OK.

So sometimes, depending on just your experiences because all our experiences is really what shapes our unconscious or implicit bias. So we have to really work hard to counteract that. So hopefully, you've got some tips today on how to counteract that.

I practice a lot of yoga and meditation. I do a lot of mindfulness training. I do a lot of journaling. Exercise is good without music so I can really just think about why I'm thinking certain things. So there's just some ideas to kind of think about, how can I start to counteract really my unconscious or my implicit bias?

So how do we become conscious? I like the word woke. For me, I've made it an acronym. WOKE is working on kindness every day, and to me, that's how I become conscious. I just work on that kindness every day. I think before I speak. I think before I respond, and I just go, can I do an act of kindness today? It could be opening a door to someone – for someone. It could be getting up a little bit earlier in the morning and cooking breakfast for my kids instead of just giving them cereal and off to school. It takes a little bit more intentional action to be woke, but it's worth it. You fill up.

See. A lot of people don't tell us what's the benefit of counteracting implicit bias. The best benefit is wellness of the mind and the spirit. Really – it really is because it allows you as a leader to be able to enter into a space without preconceived ideas. You're giving everybody the benefit of the doubt. You're really working from a place of grace. And that's really what we have to be when we're leading youth, really leading and working with anybody. But we have to be because sometimes your work is hard. It's hard work and it's hard work. And so, you have to be able to really remain in that place of wokeness, as we say.

So let's get to that next one. So this is something that I like to just kind of put up here. It's a simple way to get WOKE, working on kindness every day. You understand yourself; right? So that's what we talked about this first part of the presentation is really getting to that place, why do I think what I think? Why am I behaving this way?

Sometimes I'm going to tell everybody this, and I really want you to hear this. Even close your eyes so you can really get this. Sometimes you need a break. Sometimes you need just a moment to yourself. And know when to take those breaks, and know that you're deserving of those times to yourself. I tell people, don't work through your lunch. Have that balance because great leaders every day burn out because they don't have that work-life balance.

And during the time of COVID and we're in a very hybrid world still and it'll probably stay that way for a long time; right, studies are showing, we have to know when to shut it down. No more working so we can just have time for ourselves. Do something that you enjoy. Do something that you enjoy, and do it every day. OK.

Apply your knowledge. So once you start to understand, why am I thinking the way I'm thinking, apply that. Start practicing that. That's knowledge of yourself. You just now gained some new insight on you and why you think this way. So now, apply that. And then what happens when you nurture that continued growth? I'm going to do it every day, whether it's meditating, journaling, combination of a little bit of everything to get your mind present and to really start to question those hard things about why you think what you think, that turns into wisdom. OK.

So then that's when you can really do wonderful apprenticeship because, now, you enter into a place of beyond mentorship. You're really doing that apprenticeship piece; right? Because now, you can apply your knowledge. You can look back and go, what areas in my life did I not stumble or make mistakes, but maybe I had some – I like to just call them just kind of different landing spots on your roadmap. And that's okay.

Some of us had a little bit more stops. I call them rest stops, and that's okay. Sometimes we need those moments of rest on our journey in this thing called life, but that's where wisdom really shines. So it's important for us to really get to that place where we're able to acquire knowledge.

So this is a term from yoga that I like. It's an Indian term. It's pronounced klesha, and it really means poison. It's poison in our mind. It's derived from a place of ignorance. So it's just not knowing something. OK. So unconscious bias is really just not knowing truth.

So once you have an opportunity to know truth, then you move from that place of ignorance to that place of knowing. So – and the only way we can really do that is to spend time with ourselves, to really ask those hard questions.

So you challenge your thinking. You do some perspective taking through discussions with other people, and then you really start to shift your behavior. That's how you counteract this unconscious bias. Remember you can download this PowerPoint too to kind of help you a little bit here.

Now, we're going to go into check your privilege. So this is a fun activity. I don't know if you had that opportunity yet to complete it, but we're going to do a little. We're going to share it on our screen right now. Just go through a couple of the questions that I think is really meaningful for us in this work that we do because it's something that will allow us to understand kind of the youth and where they're coming from and what they see; okay, and why apprenticeship is so important and being able to have new people coming into fields that maybe there's not that representation. And so, really to diversify that workforce.

So looking at privilege, the first thing it said – and this is from Cornell for their diversity and equity certification course. Really a great course, by the way. But so, here we go with the check your privilege. OK.

So here's number one. OK. This is just something for you to look at. If you didn't have an opportunity to do this, you're going to have an opportunity to do this afterwards, maybe later this week. So no rush, but just something for you to look forward to.

So number one says, I can count on looking at the top level of management in most organizations in my country and seeing people, i.e., more than just a token individual – right. We don't want to do those token hires; okay – who belong to my identity group. So you either circle yes or no.

So the thing about this worksheet that I think is so powerful is it's really an opportunity for us to understand that we have a lot of privilege. And with that privilege, sometimes there is power that's associated to our privilege. And so, we have to be mindful of that when we're working with youth because there's that power differential. And so, we want to make sure that they know that we're there for them and that we're in service to them. But it could be challenging at times for youth to be open about their struggles.

So we have to be very mindful of our privilege and how we are even kind of recruiting youth to come in to our program. So that's something for us to think about, and I encourage you to go through this on your own as well.

There's one more that I'm going to elevate here because I think it's really important is number five. I can speak up within my work group and not worry that others will attribute something about what I said to my identity category. Instead, they will focus on the idea itself. OK.

So that's really important to think about. Sometimes people become dismissive when someone shares their lived experience or if someone shares about how they're feeling. OK. And they'll say, huh. That's because they're this way. All people like that think that way. So we have to be careful that we don't allow our unconscious or implicit bias to really stop that inclusive type of behavior where we're not allowing voice for people's thoughts. We're not creating that space.

Thank you, Jon, for sharing. We're going to pop back to the presentation so we can get through it and have some time for questions.

So with the check your privilege activity, this is the reflection, if you did do it, I'd love to hear how you felt about it. Just pop in chat for us because it's kind of nice to know what part stood out and why. Those two that I elevated always stand out for me because representation is really big, and then voice really huge for me. Being able to have that opportunity for voice is really big for me.

And then really kind of what are the next steps? What do we do with our privilege? What do we do with it? So if you were able to do check your privilege, go ahead and pop it in chat. I'd love to hear from you. So this is your time to share. And then if you weren't able to do it, you can do it after the presentation, but feel free to go ahead and put that in chat for us.

So we're going to talk about, how do we foster an inclusive climate? And what we have to understand is this is a – I hope you all noticed this progression. We start with self, and then we start to really apply it by checking our privilege and seeing kind of the power differential. And now, how do we foster this inclusive climate where people that we work with and people who we're in service to, because the work you do, you're really a servant leader, too. That's why emotionally it can be draining at times. You can just feel really depleted, even though you're not out pouring cement.

My dad owns his own construction company. I'd see him coming home tired almost every night growing up. And then when I got into child development – that's actually where I started in a preschool – I would come home so tired. I started at 18, and I remember I lived at home at the time. I'd come home and my dad would say to me, why are you so tired? It's not like you've been pouring cement. But I'm like, Dad, I had 24 preschoolers and every one of them had an issue and it was all dire and they were all in crisis mode and they all needed my help. And, emotionally, you're drained; right?

So this type of work that you do can be really emotionally draining, but it's something for us to really consider when we're talking about how we foster this inclusive climate. For yourself, have some grace for yourself because it's a lot of work. It's a lot of work.

So I don't know if people had time, but we do have a little glossary. And in our glossary, we talk about climate, environmental conditions – okay – inclusion, inclusion climate, and inclusive rules of engagement. The only one that I'm going to highlight right now is going to be the inclusive rules of engagement. I'm not going to share my screen, but I'm going to read it out to you because I think this is really, really important for us.

Inclusive rules of engagement. It's team rules and norms that are explicitly designed to facilitate the participation of all team members and to promote the collaborative exchange of ideas among them. In the absence of these rules, team discussion and decision making are often dominated by a subset of team members.

So that's really key. In order for us to nurture that inclusive climate, we have to allow for everyone on the team – so, this time about your leadership team, too; right, to be able to have voice to thought, like I talked about earlier.

So this could be a function of status differences or personality, why sometimes you want to bring a smaller group to kind of make these decisions. But just be mindful that that's not a bad thing as long as everybody is a part of the initial discussion. But you have to have the rules of engagement down, why you're going to a smaller group to come to a consensus.

So for example, those with greater status or more outgoing personalities can easily dominate a discussion. So I encourage people at times to make sure that they provide opportunity, to absolutely provide opportunities for people to ask questions that maybe normally don't speak up. So sometimes you might have to say, thank you, everybody, for your contributions. I'd like to hear from you, Melody. Maybe Melody's the one that tends to be a little quiet, and you can start the meeting by saying, I'm really going to create space for people that maybe normally don't always speak up.

There was a great book I read earlier this year, and it was called Quiet. It was a New York Times bestselling list. It's such a great book. If you Google it, it's just called Quiet, and it was dynamic. And it talks about introverts and extroverts and, as a leader, really recognizing who on your team is an introvert and extrovert because that'll help you work with them a little bit more inclusively and know what their needs are. So there's just some terms.

So when we talk about fostering an inclusive climate, this is really important because, as a leader, we have so much power and influence. We have – we really have so much power because of our influence and our title at times. And so, whatever we pay the most attention to, whatever we talk about the most, whatever we give the most notice to, that really becomes what people start to focus on as important.

So as a leader, we have to be mindful of really all of our actions all the time, what we're saying and how we're saying and who we're saying it to. So even having those casual comments and questions can be as potent as a formal control mechanism, if they're consistently demonstrate the inclusive standards you believe in trying to communicate.

So for me, one thing is just modeling the way. How do I want people to communicate with me? I would like eye contact. Especially on Zoom at times when the camera's on, it could be kind of challenging; right, because people are multitasking and you don't feel like you have their full attention. And we only can hold – and there's studies that show you can only hold your attention so long on a screen. So sometimes it has nothing to do with the person not wanting to pay attention to you. It's just really our brain and how our brain is wired, we can't sit on a screen too long and expect to be totally attentive.

So just being mindful of even how long your meetings are. One thing I do with my team is I try to keep all my meetings at 45 minutes. And I always have 15 minutes in between meetings with people so I can take time to just breathe, walk outside for a minute, get a drink of water. So those little tiny adjustments will also help you foster that inclusive climate because you'll be calm, you'll be collected, and you'll be able to really model what an inclusive climate looks like.

Here are some other things. So providing those clear goals and expectations for your team. It's really important that we become people that do what we say and do what we expect; right? So if we don't do that, people are going to notice. So we have to constantly be modeling the way.

That last bullet point I really want to elevate because it's so key. It is the consistency of what you attend to that is important. So that is really something to think about. Even if it is something you are thinking about constantly, make sure you don't always put voice to it at times with your team because they'll start to become kind of in that crisis mode because you're feeling frustrated. So having these types of meetings together is really great. It's kind of like your affinity group, if you will, to keep you strong when you're kind of in the trenches because you do the hard and hard work.

So here's one of the last slides on this, and I encourage you to go back to this PowerPoint and kind of read it because it's really great stuff. But effective leadership climate by providing clear goals and expectations for employees.

You can do this by consistently articulating and role modeling desired behaviors. Then, you assess those behaviors. OK. You assess your interactions. And what we're really talking about is being reflective in your practice.

We're going to talk about some behaviors to really foster that inclusive climate. So these are just some things specifically that you can really do. Going out of your way to make others feel welcome. How do I do that on a virtual meeting? Well, I'm going to welcome everybody by name when they enter into the space. Now, if somebody's coming five or ten minutes late and you've already started your agenda, you can just acknowledge them in chat. Welcome to the meeting. This is where we're at. We finished introductions, and now, we're on item two of the agenda. It makes people feel welcome.

We're going to skip down a little bit. Resolving conflicts effectively. That is the key word, effectively. So how do you do that because isn't there always a compromise when you resolve the conflict? Well, sometimes there's a compromise, and sometimes it's a give-give situation. Sometimes it's recognizing that there is potential barriers here or there's barriers here, not even potential, that they're here and can they be solved and how can we solve them together so each person wins? So that's really that conflict solve effectively; right?

And then standing up for one another, being able to really stand up for one another, not speaking on someone's behalf. That's totally a no-no. We have to create space for people to speak on their own behalf. But standing up for others when they're not present, we have to do it. When we know it's the right thing to do, we need to practice that.

And then here are some behaviors not to do. OK. So we're going to skip kind of all the way down to the last two because of time. We've got dominant tactics, dominating the conversation during a team meeting. That book Quiet really helped my team and me personally.

If you're an extrovert, you really at times are going to take over a conversation, and the frustrating part with that is there's introverts and there's extroverts, there's people that really don't have opportunities to give voice to their thoughts, and we're missing out on really dynamic people. So we always want to make sure we create that space for others to share.

And then this last part, being condescending or demeaning towards others. This is also in the private debriefs you have after your team meets. I'm talking about someone in a demeaning way. I'm being very kind and condescending towards them, either in public or in private, because whatever we do in private comes out in public. So we really have to practice being present, being reflected, and being truly grateful because that will make us stronger leaders in this work.

And then here are some tools for communicating these inclusion standards. Really, communication requires us to pause and be – to slow down our thinking. I like the phrase, slow to speak, quick listen, and really slow to anger. So I feel like that's something important for us to always consider when we're working with youth because I've raised two adults at this point. We have four children, and I have to say during their youth years, it really required me to listen deeply to understand.

So there's a great book called Everyday People and Extraordinary Leadership, and we're going to pop that in the chat as a nice little reference for you, too. This book is so dynamic to developing leaders and starting first with yourself. And why I love this book is it really talks about being in a place where you challenge that process, but you also – you nurture the heart. You nurture the heart of your team. You acknowledge their contribution.

Even though we're virtual, there's different ways for us to really acknowledge people's contributions. Maybe you've got a back channel like on Teams or you use Slack or however you communicate with your team. It's always nice to put up a little celebratory memes or gifts, if you will, to acknowledge the great work that your team member does. So that's one easy way of doing it.

Back in the day when we were all in person, people would walk through. We'd clap for them. They did a great job, or we'd acknowledge them in a staff meeting. But what's really nice is it's something for us to be able to do. Even virtually, we can do that.

So the book is called Everyday People, Extraordinary Leadership, and I think Jon's going to go ahead and pop that in and chat. But I recommend that book, if you have an opportunity to go ahead and to read that.

So here are some more tools for communicating inclusion standards that I really like. You have to adopt an uncompromising and consistent inclusive vision. And really, what that is is a shared vision. So when you start with self – okay. I'm going to counteract my implicit bias. I'm going to acknowledge people that are in my space. I'm going to allow people to share.

Now, I'm creating this inclusive environment for sharing and creating together. And now, we're going to really work hard on our vision, our vision and our organization. What's our commitment to diversity? What's our commitment to equity and inclusion and accessibility?

So that's really important for you to come up with this shared vision with your team. And the only way you can do that is through consensus, and that only happens through discussion. So it does take time, but it's totally worth it. And it's not about how long people are going to stay in your organization. It's just about their contributions are there. They have opportunities to contribute that's meaningful for the work, and it really sustains change. It sustains change when we have inclusive climate.

The next bullet says, make sure that team members understand that you have high standards. I think this is always something that is kind of challenging at times because we have to have high standards for what we do and the work that we do. But we also have to have grace in having those high standards. OK. We have to have that grace because sometimes it's going to get to a place where people aren't going to be able to meet it.

We saw that during the pandemic; right, when we were quarantined. We're seeing it now. People are overwhelmed still. People are still having a hard time trying to balance work and life and figure that out. And so, really being able to hold even yourself accountable in those terms, what do you personally need might be different from what somebody else needs, and that's okay. And that's okay.

So your goal is to make this a norm with the people that you work with. And I like this phrase right here. Consider possible inclusion consequences. Consequences is a term I always used to associate with something negative, but it really can be a great thing. OK. You have to consider, okay. What are these consequences of having this inclusive climate before making any decisions, before taking any kind of compassion action?

It's important to think about that because, when we operationalize different ideas that come from your team and it's something that you arrived at a consensus with, what is this going to mean for later? How can we really sustain this? Is this something we can sustain?

Part of your work, you have different types of, I want to say guardrails that you have to adhere to being federally funded; right? And so, sometimes that kind of limits your opportunity for discussion. Sometimes you just got to go fast with it. But if at other times you're doing all you can to be as inclusive with your climate as possible, people will have grace for when you have to make those executive decisions and not always include them in the discussion.

So what does accessibility mean to you? This is something that I'd like for you to think about for a moment. And I know that we put this in the Padlet board earlier, and I know that people did share. And why – so, this is something for us to kind of go back to.

One main reason for us to go back to this is just to recognize this is something we have power over. We have power within our programs to figure out how to make things more accessible, whether it's information accessibility, because a lot of times we don't always meet people where they're at.

So if you're working with youth – right – how do they receive information? We have to go where people are at that under- – we have to go where our clients are at. So how do youth receive information? Now, you might have some stipulations that you can't do certain things, like you can't have your TikTok channel to try to get enrollment up; right? Keep the participation up. But what would be really nice is to just think about how can I outreach to youth? How can I get them interested in what we're doing here; right?

So studies show that most people like learning bursts now. So reading is something that we still want to always encourage, and we don't ever want to get away from having that written word. It's really powerful. That's how we communicate, but there's other ways for us to communicate, too. So having videos, promo videos. Can we have some promo videos to really talk about the pride of the work that you do and why you should be a part of it? That really allows access. It also allows for youth to see that there's a place for them.

So just thinking about where are our potential clients at and how can we reach them where it's at their level of understanding and it's at their level of really feeling a sense of belonging? So that's something to really consider, too.

And hopefully – we're going to go back to this. But, hopefully, that liberation piece makes even more sense now, really thinking about who you are as a person, how you arrived at where you're at now and your current position; right? Some of us, we have a career. This is a career we've been in for 25, 30 years; right? I've been in the career of really teaching for almost 30 years now. OK. And – but I've had many jobs. I've had many jobs, but this is my career to help children and families.

So that is something really important to kind of think about as you're starting to create kind of an inclusive climate and figuring out what's an inclusive climate for my team? What kind of commitment, if you will, to communication? What's our communication commitment to one another? That's something that's going to move towards that innovative thought process, which is a form of freedom, liberation, where people can throw out ideas and not be ridiculed for it. OK.

So that's something really important to think about when we're sharing ideas, not to put people down. I don't like that idea. We can't do that. You know our – you know all of the different barriers we have to go through. Really, it's okay to still share ideas, even though it might not be something you can operationalize, because that creates that inclusive climate that you want.

So now, we're going to talk about that hard work. OK. So this is this hard work, and this is kind of like a review of what we've been through so far together in this last hour.

So this is this self-work. It's that intrapersonal self-reflective practices, that journal writing, that mindfulness, that meditation, if you do it. It's really being able to think about why I think this way and being reflective. I try to be a reflective moment to moment. And that's hard to toggle between those two. OK. I'm presenting right now and I'm being present and I'm seeing things in chat. I want to be mindful what people are saying because I want people to know that I care about what they're saying and how they're showing up for this webinar today. So I'm being reflective right now. It takes a little bit of time; right?

So my prep before this webinar was a lot to get to this place today, what time I got up this morning, what I participated in to make sure that I'm ready for you. It's the same way we have to prepare ourselves when we're working with youth. It's the same way we have to prepare ourselves when we're working with our team; right? How do I get to the place where I can really model the way? How do I get to this place?

Well, I have to be reflective as a leader. I have to think for myself. If somebody says, oh, Lisa, you're kind of intimidating at times, I have to think about that. I have to think about that. I am maybe intimidating sometimes. I mean, people don't say that to me, but at one point in my life when I first started out in leadership, I definitely was intimidating because I thought I knew everything. I don't know if you've struggled with that, but I thought I knew everything. And then I soon discovered I didn't know everything. So that was always – that's always nice. All right.

So the intrapersonal self-reflective practice is key. And then we go into – we have to start with self first, but then we're able to get into that intrapersonal reflective practice, recognizing why is that person thinking this way? Well, let me go right to them and ask them.

One thing I notice about a lot of teams at times, there's a lot of assumptions that we make; right? I don't know if you guys are familiar with the four agreements, but it's so great. I live by these four agreements. I really try not to assume because, oftentimes, what I assume is so inaccurate and it's based off of what my own unconscious or implicit bias, my own idea of that person.

So I don't assume. I ask questions. I seek to understand. I listen deeply so I can really understand what that person is going through, whether it's a youth that I'm working with, whether it's children I'm working with, family, community members, people within my organization on my own team. I really seek to understand and listen deeply, and this is all inclusive practice. That's what this is, that inclusive practice that you're modeling.

And then being able to really look at that power and privilege. This is something that's really going to help our work when we're talking about having that equity lens, if you will, saying, hmm. Like we talked about earlier, recognizing what your power is, what your privilege is in that power differential.

So this intrapersonal self-reflective practice is thinking about your own personal emotions and really what ties you to this work. Why are you doing this work? What's your why; right? This is your calling to work with youth? Why do you do it? Why do you show up every day? Are you engaged in your work? Are you in this flow? Engagement is also that flow? Have you ever been on a project and you're working on it and you love it so much and you're like, oh, my gosh. I've been sitting at the computer for five hours because it's so engaging? Or are you at the place you're like, oh, my gosh. Someone gave me this paperwork. I feel like a workaholic, and I love the outcome to the work I do, but I hate the process?

That's something to think about, something to check in with your team because, oftentimes, we're on a skeleton crew when we're doing these wonderful initiatives for youth. But it also takes away sometimes from our engagement and our flow, especially the amount of meetings that most of us have now that we're virtual because the tendency to meet, meet, meet constantly doesn't allow for content creation time, doesn't allow for you time, doesn't allow for work-life balance.

So being able to really go back to your why will help center yourself. Going back to why do I think what I think? Why am I here? Why am I showing up for this work and really how is this meaningful for my life overall as far as my career goes? You got to think what keeps you motivated intrinsically and extrinsically. Are my needs being met personally?

So whatever you are for your organization is how you're going to really provide services for the youth. So you really got to think, how am I every day? How do I come across; right? And is this part of my passion and purpose? Is this meeting my own needs as a professional? All this is really important when we're talking about building this inclusive climate.

Thinking about why you do what you do, and we talked about this earlier. So that's really being able to be aware of your biases to counteract that unconscious bias. Be aware of negative biases associated with trauma.

Now, I touched on this briefly earlier, and I talked about sometimes our bias comes from – really, I would say, probably about 10 percent of the time, our bias comes from actual physical interaction with people that are associated to a group of people and we believe they're all that way. OK. 90 percent of it comes from a social construct, the media that we watch, what's on our newsfeed, how much we scroll Instagram or Twitter. That begins to construct knowledge in our mind rather than really what's true. OK.

So when you have a negative bias, it's usually associated with trauma. It could be a capital T Trauma or a lowercase T trauma. We've all had some level of lowercase T trauma because that's just part of really being raised by human beings. Nobody's perfect.

So I can – my daughter still brings up, Mom, remember that time you didn't give me the snack I wanted? And I'm like, my goodness. But for her, that was really traumatic, lowercase T. But she – every time I give her the snack now, remember that time that you didn't give me that snack? Yes. I remember that time, Lulu. But for her, she didn't feel heard. That's the thing. That's the underlying issue for her. So I had to do a lot to undo that. Lulu, I hear you. I know that you like that snack. So I've made a point to get it for you.

So just think about it. That's something that impacted my daughter's life, for example. Think about the other things that you personally have been through or that your youth have been through or people on your team have been through. That's why counteracting implicit and unconscious bias is so hard. So we have to do it in order to really foster an inclusive climate.

So the effects of negative bias. It really is we've got to get to the place where we disrupt how we give compassion to ourselves. So don't beat yourself up. If you've had trauma, if you work with youth that are going through trauma or have had it, we have to be able to stop for a minute and just crack this humanity. I hear you. I see you. I want to help you. That's that empathy piece, and we're going to get to that in a couple minutes.

And then disrupt how we practice empathy towards others. That's really, really key. We got to – we have to absolutely move past the cognitive empathy where it's just how we think about something, that I should feel sad about this. I should feel sad about this. That's a sad thing. So why we typically stay in the place of cognitive empathy when we just think that that's a sad thing is because we're inundated with information and news. So be mindful of how much you watch and listen to because sometimes what that does is it desensitizes our emotions and it doesn't allow us to really practice that compassion empathy – okay – which leads us to action.

Disrupt our personal and professional relationships. So if you're recognizing that you – maybe on a personal level, it's starting to – what's going on personally, it's starting to affect your professional relationships, that's when you might need some time to yourself. And this is really key because this also helps us to recognize our team members.

Sometimes people lose their parents or they themselves have something going on, an illness. And it's just really important for us in working in community and working together to be able to acknowledge when people are going through stuff and just being able to say, hey, how are you doing today? Is there anything I can do to help? Is there any – do you need an extra couple of hours today for yourself to get back together? I know you're going through a lot personally.

Not only does that really create a sense of belonging to the team, but it also creates a place of real empathy where people can just be human beings and they're going through what we call a human experience.

And now, let's get that interpersonal reflective practice, because that was the intrapersonal. So really the interpersonal is being able to understand how you personally relate to others. And I think this is really key because empathy for others at times we can't always give because maybe we're struggling with that survival instincts on our own and we shut people down. We don't want to [inaudible] hear really or create space or hold space. In my practice, we say I'm holding space for you to share with me your thoughts, meaning I'm not going to interrupt you. I'm not going to [inaudible] myself on what you're going through. I'm just listen deeply to understand, holding space for you.

But sometimes our own survival instincts are to shut people off. I've got to get through this. This is a place of work. We have things we have to meet, and there's no time for emotions. But really, there is a time for emotions. We learned I think – one thing I learned personally during the pandemic was to practice humanity at all costs. That will always create this inclusive climate and to not dismiss human experience because we're all experiencing something.

And if we can address that first, people have the opportunity to kind of set that to the side and then really get into their work and they can be engaged in their work. All it takes at times is just having a space to share about what a person is going through, and then they're able to really get into that place of working together.

Reactive versus responsiveness. So this is that slow to speak, being quick to listen, and really slow to anger. Listening is not just I hear you. Listening is our body language, too. So even in a virtual space, right, being able to really look in the camera and listen to somebody. But I – or on the phone. I don't know about you guys, but one thing I noticed with people, I'll be on a phone talking to a friend, and after I hang up with them, I'll maybe go on Facebook and I see that they posted about 10 different things on Facebook – their Facebook wall. And it was during the time we were talking. And I'm thinking, well, wait a minute. We were just having this really great sharing.

Toni, have you been through this?

MS. T. WILSON: Yeah. I have. I love it.

MS. L. WILSON: You have this really great sharing, and then you get on Facebook and you see their stories and you're like, that all happened while we were talking too.

So just being mindful, too, of your attention because a lot of times that – we take these shortcuts in our brain because we're inundated with information. So it's just new habits we have to create for ourselves to try not to multitask. There are studies that have proven that multitasking is totally ineffective, and staying present and doing and completing one task at a time you get more done than not.

There was also a study recently, and it talked about the times of engagement are only four hours a day. Just wrap your mind around that. We're used to working eight-plus hours a day. You only really are able to stay engaged for four solid hours. Either it's early in the morning, which that's my time. I like to get up early to do my work – or late at night, and it usually doesn't change. So just know yourself, and be okay with that. Don't try to shift because it's what other people do. Do – be you and be happy to be you because that's when you're really going to get that meaningful work done.

I told you we would revisit this because I think it's really important is these three components of empathy. So cognitive empathy – and I'm really shortening this up because I want to make sure you get the information, but I want you to know that there's a deeper dive you can take in this.

Terri Givens wrote a great book called Radical Empathy. Terri Givens from Brighter Higher Ed. And it's one of the links on the end of this. You'll be able to locate it on this PowerPoint, if you want to learn more.

But cognitive empathy is, I understand fundamentally I should feel sad about this thing. It's kind of one of those, our reaction usually is, oh, that's sad. I'm sorry to hear that, because it's something that we kind of just – it's a knee jerk reaction. We know we should feel sad. We know we should say something. So we do it.

Emotional empathy is going from, yeah, that's sad, to I'm identifying with this person. They're crying. They're emotional. I can feel that they're going through something and being able to just sit there and listen and not center self, meaning, oh, yeah. I've been through something like that similar.

Do you guys have friends like that? I just – it doesn't work; right? You're going through something. You don't want to hear about everything they've gone through. Sometimes we think that's going to help them get through it. But most of the time it doesn't. People just need a space just to share. OK. And when you're working with youth, you're going to get this a lot. You're going to get this a lot.

Now, compassion empathy is really taking cognitive, I understand fundamentally, emotional, I feel what you're going through, compassion, I want to help you move towards a place where you feel seen and heard because you're going through a lot. So compassion empathy is action.

So when I think about apprenticeship, I think about action. This is like we understand there's an issue with strong workforce development. We hear people talking about it, and people are emotional about it, right, because they want to be able to have retirement wage one day. They want to be proud of something that they belong to as far as their career, who they are as a person; right? I want to do something. I want to act.

Well, that's what this is. That's what Apprenticeship Week is. That's what you do. You are an action. You are actively involved in being change agents; right, and really making a positive impact in the lives around you. So most of us work from that place of compassion empathy, but sometimes we miss that emotional piece.

Believe it or not, you can still be very compassionate and action oriented but not have a lot of emotions around you. Sometimes that's a protective factor because you've got a lot of work to do. You're trying to get through your day, but just be mindful that maybe it's okay to feel the way you feel as far as your emotions go. Just pick moments. That's why I say breaks are important because a lot of times leaders got to put on that brave face. You don't want to be emotionless, but you all – you want to be stoic; right? You don't want to be in your feelings so much that you're crying when a lot of things are happening because people are looking to you for that place of leadership.

But that's why you have to have affinity groups, groups where people have the same role as you, where you can really talk about your struggles, and you can offer one another really solutions or just support, just spaces just to be able to share. So affinity groups are really important so you can really be in a place where you can access that kind of emotional side of yourself.

So reacting versus responding. So system one thinking, really, this is that reacting piece. It's the brain's fast, emotional, unconscious thinking, like what we did with the Denmark, the kangaroo – right – and the orange. It's what we're kind of used to, and it's also survival. So there's not a thing that's wrong with it.

Having a reactive type of thinking is a good thing when it comes to, for example, oh, my gosh. I'm going to get hit by a car, if I don't move quick. You're reacting. You're moving out of the way quick. That's the proper place for it. But you can't be a place that – you can't be in a place where you're constantly reacting.

So if you notice I'm always very reactive, immediately, I'm assuming this person is the worst person in the world because they're always bothering me, sometimes we have these types of relationships over the years we've dealt with people; right?

So getting to that place where you get to that system two, you're slow, you're logical, effortful, you're making a lot of effort to be slow with your thought process, how you process information so you make sure you're hearing the information correctly and you're not jumping to a conclusion, being really conscious of that. OK. I don't want to jump to this conclusion. Let me hear out the whole thing.

I don't know about you guys, but I've had a partner. Him and I have been together 14 years, and at times I'm always on system one thinking. And that doesn't really help our love language; right? So I've got to always practice that system two. When I notice I'm being reactive, I've got to move to the system two where I'm really trying to hear what he's going through before I react. Most of the time I'm right, though. No. I'm just kidding.

Anyway, here's a little picture, a diagram. Here's a diagram of Daniel Kahneman's systems the thinking. This is where that was actually taken from, and I love his work because he really goes into the benefit of both systems and being able to really toggle between the two.

I think it's key for us to be able to know how to go from one system thinking to another, but that only works when we're really present. And we can only be present if we take time to slow our thinking down and we take the types of breaks we need to take care of ourselves. OK. So that's how you can stay in that system two thinking where you're slower, it's reasonable what you're saying, and you're really leading with conviction and compassion because you've taken the time to really think through things before you respond.

And then I want to leave you with this today, this quote, so we have some time for Q&A. I'm going to pass it back to Toni in a minute, but I love this. "Today, give yourself permission to be outrageously kind, irrationally warm, improbably generous. I promise it will be a blast."

So with that, I'm going to leave you all, and I'm going to turn it back over to Toni. And I do – I am here for Q&A.

MS. T. WILSON: Thank you so much, Lisa. This is great information. Just a reminder, if you do have any questions, if you could please put that in the chat. We're going to move to the Q&A IN just a second.

I wanted to note this is really helpful information. I know for some of you, hopefully, most of you YARG participants, were on one of our previous peer-to-peer events where we got to hear from some of the young people. And there was a lot of great feedback in reference to recruitment, and this work is very connected to that piece of work.

I know there's a lot of issues around recruitment efforts, and as we heard from our young folks, just being able to be heard and seen, kind of feeling inclusive, having access to where these apprenticeship opportunities are is a big piece. And so, this is another piece of the work that can help connect to this.

In addition to that, I just wanted to add my own personal. I know in the work that I've done – and I've worked with YouthBuild. I've worked on the YARG. I also work with some of the youth apprenticeship, the [inaudible] contracts. And I think there's always kind of this assumption that, because of the work that we do, that this is an area that, in general, we kind of we got this, and I think it's always great to take the opportunity to look at these tests, maybe read some of these resources. I know that there's been some suggestions of ways to incorporate this into your programs.

We have a lot of resources around trauma-informed care. That's a lot of what has been mentioned, and this definitely connects to that. So case managers that are working in your organizations or with your young people and your supportive services area, there's also some great work that's happening there that's connected to this.

So I just wanted to just flag a few of those things, and let me stop because I want to make sure that we have time for any questions that we may have. Let's see. Let me check the comment question. Do we have any questions? All right. And the joy of technology. Some things are blocking it. All right.

So Mindy, I see that you've had some great comments just in reference to, yes. We do work in a very performance driven work culture. So it does make it tough to operate in that system two on a regular basis. So that's a great point.

And thank you, Damon, for sharing some of this trauma-informed care resources. They can be found here.

And then, Mindy, I know earlier I see that you had mentioned, in reference to doing – I can't see it on – in what's in front of me, but I know you had mentioned earlier – here it is – in reference to developing an inclusive vision and a set of standards with your team. Everyone comes together to agree upon the vision and standards that we will work – always work toward, and I think that's a great idea and especially connected to your other comment in reference to having to work in a very fast pace. If we have these kind of standards in place, hopefully, that will help.

I'll stop there and see if, Lisa, if you have any comments on those.

MS. L. WILSON: Oh, yeah. Thank you so much, Toni. I just wanted to say that one thing I've done with my team is we did a community of practice professional learners, if you will. We did a book read of that Everyday People, Extraordinary Leaders, and it talked about how to come to that shared vision.

And one way to incorporate that, if you do like a weekly team check-in meetings, just hold ten minutes for people to have some opportunity to reflect on what they read. You can always ask the questions beforehand so people have time to kind of contribute that way, but it does provide that space in that book to go through, how do you really get to that shared vision? So that would be my offering for that.

MS. T. WILSON: Thank you. And then one other question is just in reference to, for those of us that don't do this work at the level that you do, Lisa, in our everyday organizations, do you have any advice in ways to create that safe space so that these issues can be discussed and incorporated in our organization?

MS. L. WILSON: Yeah. I think that's a good idea. One thing I recommend for teams is to go through that E. Cornell diversity and inclusion training. It is synchronous. It's synchronous and asynchronous, if you will. So I led my whole team through it, and I have a federal staff that I work with. And we did it in about eight weeks, and we have definitely seen some difference in the way that we work, how we work with one another. So that would be one way, I would say, to really build up our capacity.

Also, just having those spaces for discussions where you can have people read a book together. So that would be one way to start, if you don't want to go into taking an actual certification course together. But if you want to just have a place where you practice that leadership, tooling people up, is reading that book Everyday People, Extraordinary Leaders is one.

And then there's another book, 15 Habits of Conscious Leadership, and that's a really great read as well. And I'll actually pop that in the chat. But that would be my suggestions. That's – that would be one way to really build an inclusive climate with your team.

MS. T. WILSON: All right. Perfect. Thank you so much for that, and we appreciate you putting those and the – we did add some of the other book resources. Those are also in the chat.

And just as a reminder, we will post this PowerPoint and any of the resources connected, and you'll get information in reference to the link to get all of those as an archive.

All right. So in our last few minutes, once again, I want to say very thank you to Lisa in reference to your presentation today. Very great information.

I want to remind everyone that we do have – our next event is our peer-to-peer effective participant engagement. This will give everyone a chance to utilize the tips and strategies around YARG success factors, which is basically an engagement in apprenticeship – registered apprenticeship experience. And so, that's going to be December 7th from 1:00 to 2:00. So you should be receiving calendar invites on that. Please make sure you mark your calendars.

If any questions or follow-up that you have with Lisa, here's her contact information. You can drop her a line, especially if you're trying to do something within your organization. She may be able to put you in the right direction of any resources.

And speaking of resources, here are some of the resources that Lisa mentioned, and these will also be in the archive that we send out. So check those out.

And then there's some other general resources. Once again, National Apprenticeship Week is all this week. Please remember to hashtag your events and share. Apprenticeship.gov also has some great diversity, equity, and inclusion and access research. Please check those out.

As Damon mentioned, there's some great things around trauma-informed care and then equity in youth apprenticeships. And so, those are all great resources to check out for your organization.

So with that said, thank you so much, YARG. Happy Apprenticeship Week, and I am going to pass it over to Jon to take us home. Jon?

(END)