



UCLA TFT Faculty Workshop and Lunch
Equity, Diversity, Inclusion, Climate and Title IX

Session 1

Intergroup Relations: Dialogue Communication Skills

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Comparison of Dialogue And Debate

Dialogue is collaborative: two or more sides work together toward common understanding.

Debate is oppositional: two sides oppose each other and attempt to prove each other wrong.

In dialogue, finding common ground is the goal.

In debate, winning is the goal.

In dialogue, one listens to the other side(s) in order to understand, find meaning, and find agreement.

In debate, one listens to the other side in order to find flaws and to counter its arguments.

Dialogue enlarges and possibly changes a participant's point of view.

Debate affirms a participant's own point of view.

Dialogue reveals assumptions for reevaluation.

Debate defends assumptions as truth.

Dialogue causes introspection on one's own positions.

Debate causes critique of the other position.

Dialogue opens the possibility of reaching a better solution than any of the original solutions.

Debate defends one's own positions as the best solution and excludes other solutions.

Dialogue creates an open-minded attitude: an openness to being wrong and an openness to change.

Debate creates a closed-minded attitude, a determination to be right.

In dialogue, one submits one's best thinking, knowing that other peoples' reflections will help improve it rather than destroy it.

In debate, one submits one's best thinking and defends it against challenge to show that it is right.

Dialogue calls for temporarily suspending one's beliefs.

Debate calls for investing wholeheartedly in one's beliefs.

In dialogue, one searches for basic agreements.

In debate, one searches for glaring differences.

In dialogue, one searches for strengths in the other positions.

In debate, one searches for flaws and weaknesses in the other position.

Dialogue involves a real concern for the other person and seeks to not alienate or offend.

Debate involves a countering of the other position without focusing on feelings or relationship and often belittles or deprecates the other person.

Dialogue assumes that many people have pieces of the answer and that together they can put them into a workable solution.

Debate assumes there is a right answer and that someone has it.

Dialogue remains open-ended.

Debate implies a conclusion.

Adapted from a paper prepared by Shell Berman, which was based on discussions of the Dialogue Group of the Boston Chapter of Educators for Social Responsibility (ESR). Other members included Lucile Burt, Dick Mayo-Smith, Lally Stowell, and Gene Thompson. For more info on ESR's programs and resources using dialogue as a tool for dealing with controversial issues, call the national ESR office (617) 492-1764.

Comparison of Debate, Discussion, And Dialogue

	DEBATE “Might is right”	DISCUSSION “The noisier, the smarter”	DIALOGUE “Connectivity for community”
PARADIGM FOR COMMUNICATING ACROSS	Debate is oppositional: two sides oppose each other and attempt to prove each other wrong. Debate assumes that there is a right answer and that someone has it. In debate, personal experience is secondary to a forceful opinion.	Discussion tends to contribute to the formation of abstract notion of community. In discussion, personal experience and actual content are often seen as separate.	Dialogue is collaborative: two or more sides work together toward common understanding. In dialogue, personal experience is a key avenue for self-awareness and political understanding.
	Debate creates closed-minded attitude, a determination to be right. Individuals are considered to autonomous and judged on individual intellectual might.	Discussions often assume an “equal playing field” with little or no attention to identity, status and power.	In dialogue (esp. IGD) exploring identities and differences are key elements in both the process and the content of the exchange.
SELF-ORIENTATION	In debate, one submits one’s best thinking and defends it against challenge to show that it is right. Debate calls for investing wholeheartedly in one’s beliefs. Debate defends assumptions as truth. Debate defends one’s own positions as the best solution and excludes other solutions. Debate affirms a participant’s own point of view.	Discussions are often conducted with the primary goal of increasing clarity and understanding of the issue with the assumption that we are working with a stable reality. In discussion, individual contributions often center around “rightness” and are valued for it. In discussion, the impact may often be identified and processed individually and outside of the group setting.	In dialogue, one submits one’s best thinking, knowing that other peoples’ reflections will help improve it rather than destroy it. Dialogue calls for temporarily suspending judgements. Dialogue reveals assumptions and biases for reevaluation. Dialogue causes introspection on one’s own position.
OTHER-ORIENTATION	In debate, one listens to the other side in order to find flaws and to counter its arguments. Debate causes critique of the other position. In debate, one searches for glaring differences. In debate, one searches for flaws and weaknesses in the other position.	In discussion, one listens only to be able to insert one’s own personal perspective. Discussion is often serial monologues. Discussion tends to encourage individual sharing, sometimes at the expense of listening to and inquiring about others’ perspectives.	In dialogue, one listens to the other side(s) in order to understand, find meaning, and points of connection. Dialogue involves a real concern for the other person and seeks to not alienate but yet speak what is true for oneself. In dialogue, one searches for strengths in the other positions. Dialogue creates an openness to learning from mistakes and biases.
EMOTIONS IN THE PROCESS	Debate involves a countering of the other position without focusing on feelings or relationship and often belittles or deprecates the other person.	In discussion, emotional responses may be present but are seldom named and may be unwelcome. Discussion is centered on content not affect related, to content.	In dialogue, emotions help deepen understanding of personal, group and intergroup relationship issues. Dialogue works to uncover confusion, contradictions and paradoxes with an aim to deepen understanding.
END-STATE	In debate, winning is the goal. Debate implies a conclusion.	In discussion, the more perspectives voiced, the better. Discussion can be open or close-ended.	Dialogue remains open-ended. In dialogue, finding common ground is the goal.

**compiled and adapted by Tatnesh Negda, Patricia Gurin, Jaclyn Rodriguez & Kelly Maxwell (2008), based on “Differentiating Dialogue from Discussion” a handout developed by Diana Kardia and Todd Sevig (1997) for the Program on Intergroup Relations, Conflict and Community (IGRC), University of Michigan; and, “Comparing Dialogue and Debate,” a paper prepared by Shelley Berman, based on discussions of the Dialogue Group of the Boston Chapter of Educators for Social Responsibility (ESR). Other members included Lucile Burt, Dick Mayo-Smith, Lally Stowell, and Gene Thompson.*

Active Listening Techniques: Show You CARES

Remember that active listening is both verbal (what you say in response to the speaker) and nonverbal (what your body and voice do while you're listening).

Verbal Techniques: C.A.R.E.S. Ask these questions to the speaker(s) as part of active listening

✓ **CLARIFY:** Questions to learn more about the events/terms used and to pull out important details or facts

DO:	DON'T:
✓ "Can you share a story that will help me understand why that's important for you?"	x Interrogate or fulfill your personal curiosity rather than deepening your understanding.
✓ "Let me see if I'm understanding correctly..."	x Ask for them to speak for their entire group: "How do black women feel about this?"
✓ "Can you tell me a little more about what you mean by _____?"	x Try to trip them up or cross-examine them.

✓ **ACKNOWLEDGE:** Statements to help the speaker understand that you're valuing what they've shared

DO:	DON'T:
✓ "That sounds like it was really hard. I completely understand why you were upset."	x Give advice or try to solve a problem: "Did you try saying ___?" or "Did you ever consider ___?"
✓ "I hadn't heard a story like this before, and I appreciate you sharing it with me."	x Impose your own values on them: "You shouldn't have let them get to you."

✓ **REFLECT:** Questions to help the speaker name emotions or to check that you've understood them correctly

DO:	DON'T:
✓ "I can tell this really impacted you strongly."	x Assume you've heard their emotions correctly without checking in.
✓ "I imagine that might have made you lonely. Was that the case?"	x Rile them up: "Wow, he sounds horrible!"
✓ "What emotions are coming up for others as you've been listening?"	x Tell them how they "should" be feeling or how they "should" be coping with their feelings.

✓ **ENCOURAGE:** Questions to show that you're listening, aren't bored, and want to hear more

DO:	DON'T:
✓ "What happened next?"	x Interrupt, or assume that they've shared all they want to. They may be pausing to check if you're still listening or interested.
✓ "How did that make you feel?"	
✓ "How did that impact the rest of your week?"	

✓ **SUMMARIZE** – Questions to make sure you've heard correctly and you're emphasizing the right points

DO:	DON'T:
✓ "So, what I've heard you say is that _____."	x Assume you heard it all correctly.
✓ "You've just shared a lot with us, so I want to make sure I'm remembering it all correctly. The big ideas are _____."	x Assign judgement, blame, or give advice.
	x Insert your personal opinions into the summary: "So if you had just done xyz, then..."

Nonverbal Cues: Make sure your nonverbal cues aren't undoing your CARES.

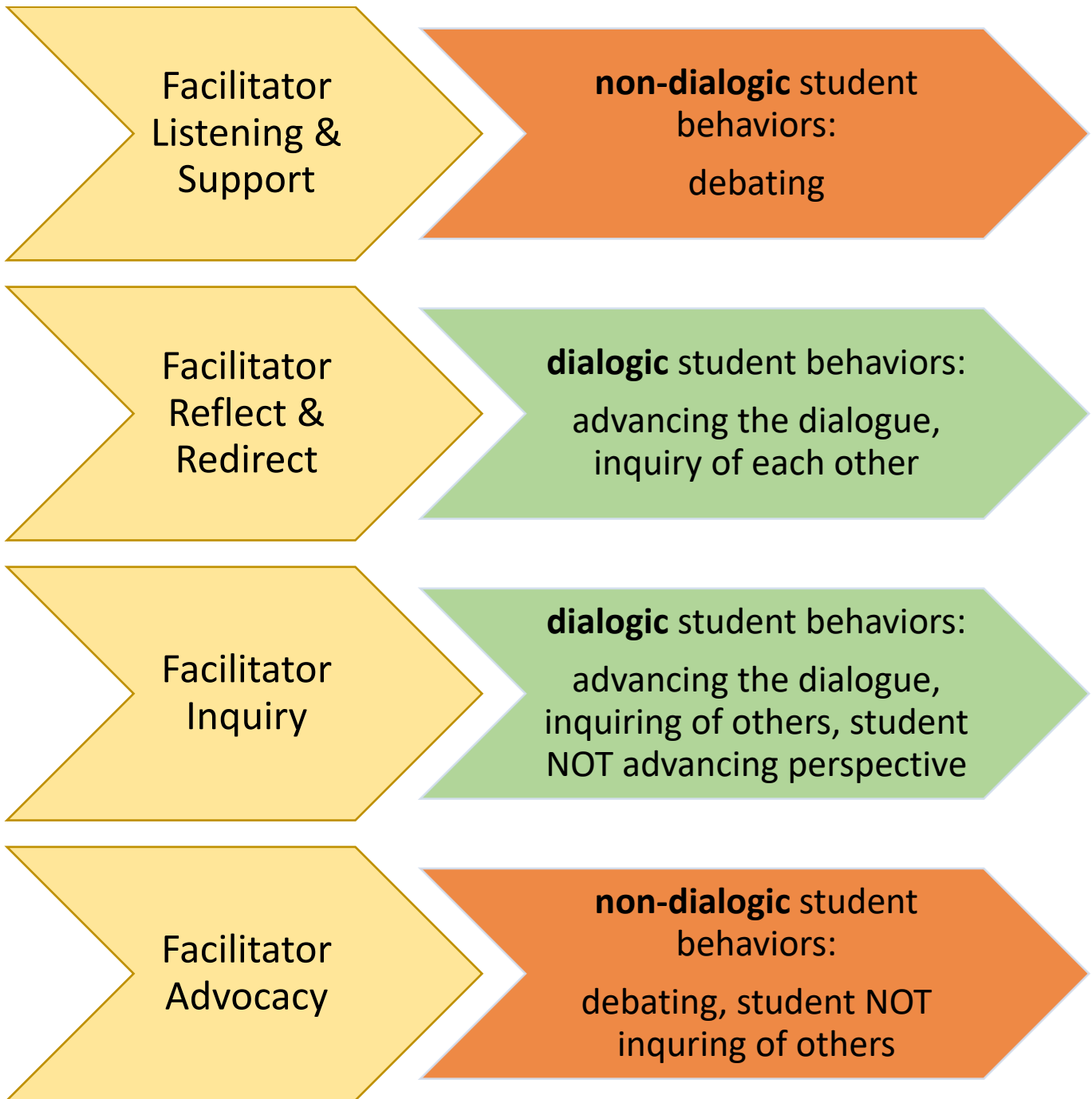
Be thoughtful about / make sure to notice your:

- | | | |
|---------------------|-------------------|---------------------------------|
| ✓ Tone of voice | ✓ Gestures | ✓ Volume & word pace |
| ✓ Facial expression | ✓ Eye contact | ✓ Turn body towards the speaker |
| ✓ Nodding | ✓ Leaning forward | |

Avoid:

- x Crossing arms
- x Looking away
- x Using phone or texting

Facilitator Behaviors Correlated with Student Behaviors



How to respond to a microaggression using ORID:

Try using ORID to respond to microaggressions, even if they weren't directed at you.

O – Objective. Ask the speaker questions to learn more about their impression of what they've said, and the intent behind it.

Ask the speaker to elaborate on what they've said, and on what experiences from their life led them to say it. This will give you info about where they are coming from, and may help them become aware of their impact on you.

- ✓ "Can you tell me more about what you mean by ____?"
- ✓ "What experiences from your life helped form that opinion?"
- ✓ "What is it about this that concerns you most?"

R – Reflective. Share how the language or behavior made you feel. This is harder for them to ignore or argue against than if you say, "what you said was wrong." That's an opinion, but your feelings are indisputable.

Use an "I" Statement that demonstrates how it makes you feel. This communicates the impact on you while avoiding blaming or accusing the speaker of being a racist or something similar. Centering yourself, instead of them, can reduce their defensiveness and increase their ability to be receptive to what you're saying.

- ✓ "When you said [comment], I felt [feelings word] and that matters to me because [describe impact]."
- ✓ "How do others respond to that phrase?"
- ✓ Check out the examples on the page above for more "I" Statements that communicate feelings and impact.

I – Interpretive. Share what the microaggression means for your daily life, and/or ask the speaker how what you've shared will impact them in the future.

- ✓ "Because I hear this every day, the cumulative impact of it makes me _____."
- ✓ "I changed majors after my advisor kept saying _____. It hurt so much that I couldn't work with them anymore."

If they don't seem receptive or convinced by what you've shared, ask them open-ended questions. Don't try to interrogate or trip them up, but instead ask questions that allow them to think it through at their own pace.

- ✓ "What is preventing you from believing what I'm saying or from wanting to change this language?"
- ✓ "What would it mean for you if what I just shared was true?"
- ✓ "What do you think would happen if _____?"

D – Decisional. Make it clear how you'd like them to correct their error in the future, or ask them how they'll do it differently next time.

- ✓ "Next time, I'd appreciate it if you used 'bananas' instead of crazy."
- ✓ "For next time, please remember that I use they/them pronouns."
- ✓ "I hope that in our next meeting you're extra careful to intervene when someone interrupts a woman."
- ✓ "What do you want to try to do differently next time?"

Remember to:

- x Avoid responding with an attack. Telling someone "you're racist," is a conversation ender. Sharing the impact of a word, phrase, or behavior of theirs that made you feel bad or uncomfortable about race is a conversation **starter**. Don't put them on the defensive, even if you're upset. It won't get you the results you're looking for.
- ✓ Think about your body language. Try to demonstrate with both your verbal and nonverbal cues, if you can, that you still care about this person. You just want them to do better in the future.
- ✓ Intervene as an ally. A white person should intervene in racial microaggressions. Cisgender people should intervene in anti-transgender language. Waiting for someone in a marginalized group to speak up puts extra burdens on those who are already burdened, and the population math just doesn't work out! If someone says something that upsets you or someone around you, intervene.

Adapted from Kenny, G. (2014). *Interrupting Microaggressions*, College of the Holy Cross, Diversity Leadership & Education. Accessed online October 2014.
 Kraybill, R. (2008). "Cooperation Skills," in Armster, M. and Amstutz, L., (Eds.), *Conflict Transformation and Restorative Justice Manual*, 5th Edition, pp. 116-117.
 Lebaron, M. (2008). "The Open Question," in Armster, M. and Amstutz, L., (Eds.), *Conflict Transformation and Restorative Justice Manual*, 5th Edition, pp. 123-124.
 Peavey, F. (2003). "Strategic Questions as a Tool for Rebellion," in Brady, M., (Ed.), *The Wisdom of Listening*, Boston: Wisdom Publ., pp. 168-189.

Ways to Respond After Unintentionally Offending

Ways of Responding that Can Escalate a Situation – Try to Stop Doing These

1. **ATTACK:** I say something back intended to hurt the people who have confronted me.
2. **GUILT:** I cannot hear what others have to say because I am entirely focused on my own embarrassment, anger, fear, or shame that someone thinks I am prejudiced. Because I feel terrible, I may even apologize without understanding what the problem is.
3. **DENIAL/DISMISSAL:** I deny saying or doing anything that was offensive. I claim that others are overreacting, being too sensitive, or blowing this out of proportion.
4. **TRIVIALIZATION:** I ignore the negative impact of my comments/actions and insist that I had good intentions or was only kidding. The problem is that others take things too seriously and do not understand my intent or sense of humor.
5. **EXPLANATION:** I try to convince others that they are misinterpreting my comments/actions and rationalize how this is not evidence of prejudice on my part. I seek support from friends to reassure myself that others are being unreasonable or unfair.
6. **PASSING ON ANGER:** I turn on other people who make a similar mistake in the future, attacking them for their unintentional mistakes.

Strategies to De-Escalate a Situation – Try Doing These

1. **LET GO OF UNPRODUCTIVE EMOTIONAL REACTIONS:** I recognize and let go of feelings of defensiveness, embarrassment, anger, fear, guilt, or shame that interferes with my ability to listen to what others are saying.
2. **LISTEN AND SEEK MORE INFORMATION:** I ask others for information and feedback. I focus on understanding what they are telling me and ask questions to make sure I understand their reaction.
3. **RECEIVE FEEDBACK AS A GIFT:** I understand that when someone offers information so that I can become more conscious of my impact, it is a gift to help me communicate my intent more clearly. I welcome the information and believe it is for my benefit.
4. **UNDERSTAND OTHER PERSPECTIVES:** I try to look at the situation and understand it from someone else's perspective.
5. **OWN THE IMPACT:** I recognize that I can still have negative impacts on others even when my intentions are good. I take responsibility for the impact of my comments and actions.
6. **PROBLEM SOLVE:** I am committed to understanding the sources of the misunderstanding and to work cooperatively toward common solutions. I identify ways to be more conscious and communicate my intent more clearly.
7. **INTEGRATE NEW BEHAVIOR:** I choose to be more conscious of others in the future because I believe it is important for me to do so, not just because I am afraid of being confronted again.
8. **TREAT OTHERS WITH GRACE:** I choose to give grace to those who have not had the chance to start improving their language or behavior yet. I offer them the guidance, wisdom, and patience that others have given to me as I've been on my journey to learn more.