

OWNERSHIP

IS GREATER THAN BUY IN

CREATING A CULTURE OF OWNERSHIP IN
YOUR ORGANIZATION



presented by the Office of Culture & Engagement's

Pat McGregor



START WITH MINDSET

Icebreaker activities can indicate value to people. If they have something to offer they may be more likely to participate in the learning.

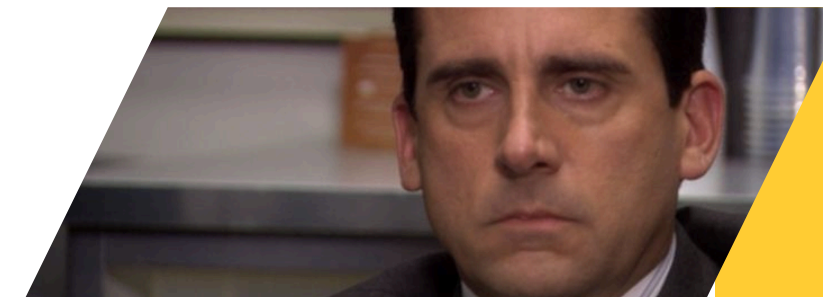
WHAT ARE THE THREE BEST THINGS ABOUT YOURSELF THAT YOU BRING TO THE WORLD EACH DAY?



WHEN THEY SAY 'LET'S START WITH A QUICK ICEREAKER!'



YOU GET AN ICEBREAKER! YOU GET AN ICEBREAKER! EVERYONE GETS AN ICEBREAKERRRRR!



'LET'S GO AROUND THE ROOM AND SAY TWO INTERESTING FACTS ABOUT YOURSELF'



WHEN THEY START A STAFF MEETING IN AUGUST WITH A HIGH-ENERGY ICEBREAKER.... 'I'M OUT.'

MINDSET MOMENT

What We Share



Share



Watch on  YouTube

BUY-IN

I have a plan, you buy it
and implement it!

OWNERSHIP

Let's make a plan together!

Involve people at every stage.

Open communication

Incremental changes rather than paradigm shift (change is scary
for many)

Empower people to make decisions for change.

OWNERSHIP -> ENGAGEMENT & COMMITMENT

HOW WE DO THE WORK

- Speak Your Truth
- Stay Engaged
- Expect to Experience Discomfort
- Be Aware of Intent; own Your Impact
- Accept and Expect non-Closure
- Maintain a Learner Stance and Be Open to New Thinking
- We Hear ALL Voices



HOW WE TREAT EACH OTHER

- Be Kinder Than Necessary
- Assume Positive Intent
- GIVE positive Intent
- How we say things matters
- Build a Bridge, Not a Wall
- Refrain from pivoting to other “isms”

TODAY'S GOALS

Always have established goals for your meeting! It helps guide the interactions and can refocus. They should correspond to your mission and vision.

1. View DEIAB through a learner lens
2. Apply a Multi Tiered Systems of Support model to DEI & Community Engagement
3. Understand psychological safety and its connection to ownership
4. How to understand different life frameworks as part of the process of learning.



TOUGH CONVERSATIONS & GROWTH

POP QUIZ: WHO SAID THIS?

“Before we create educational opportunities about DEIAB, we must establish the structure to have the toughest of conversations through curiosity and ownership in creating belonging”

THIS IS DONE THROUGH:

- Understanding your learners
- Connect them to their OWN learning
- Creating systems and structures
- Give opportunities for practice in a safe environment

WHERE WE LIKE TO LIVE

- On your table, there are colored dots.
- Take a dot and place it next to your favorite place to live (City, Country, Suburb)
- Let's have a conversation!



OUR WHY VS. OUR WHAT



MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

The multi-tiered system provides increasingly intense levels of instruction and support to address certain needs

TIER 3

- More intensive than Tier 2
- Led by well-trained staff
- Optimal group size based on needs
- Aligned with core instruction - on a case by case basis
- Individualized to address student need through a repetitive manner

Intensive supports provided to 3-5% of employees

TIER 2

- Optimal group size and dosage
- Led by staff trained on intervention
- Complements Tier 1's core structure
- In addition to Tier 1's core instruction
- Standardized and evidence-based intervention

Targeted supports provided to 10-15% of employees

TIER 1

- Enrichment opportunities
- Standards-based instruction
- Data -driven differentiated instruction
- Effective implementation of research based program
- Alignment of lesson objectives among agency and from one division to the next.

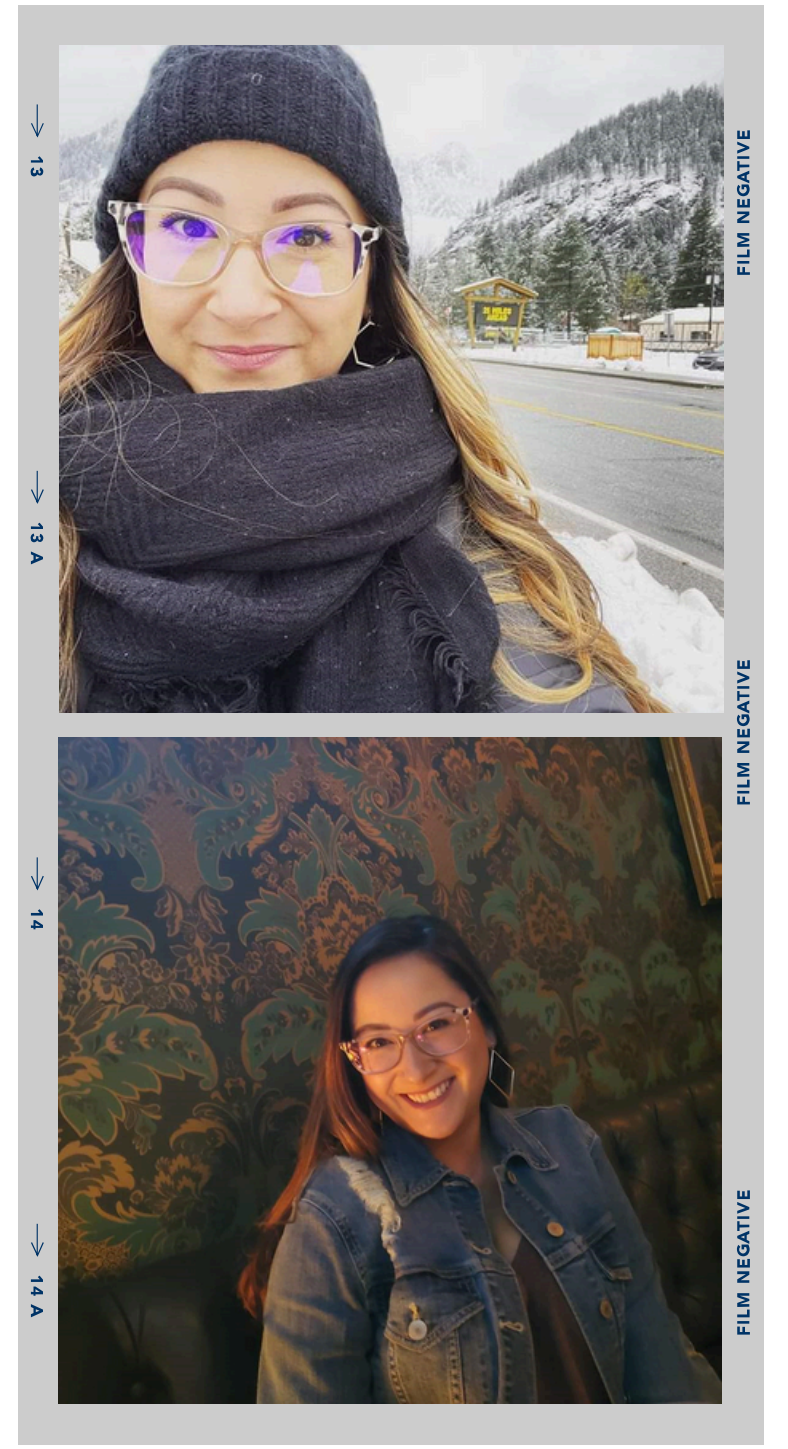
Universal supports provided to all

ENGAGEMENT ACTIVITY

BASED ON TRUE EVENTS

THE TOWEL SAGA

starring Candice McGregor



WHO WAS RIGHT?

"WE HAD NEVER TALKED ABOUT HOW WE TALK."

CANDICE'S FRAME OF REFERENCE

- Each towel had a specific purpose
- Those purposes could never cross
- Outdoor towels are only for outdoor use, indoor towels are for indoor use
- Indoor towels used outside made them dirty and ruined them.



PAT'S FRAME OF REFERENCE

- 
- ***TOWELS ABSORB LIQUIDS!!!***
- 

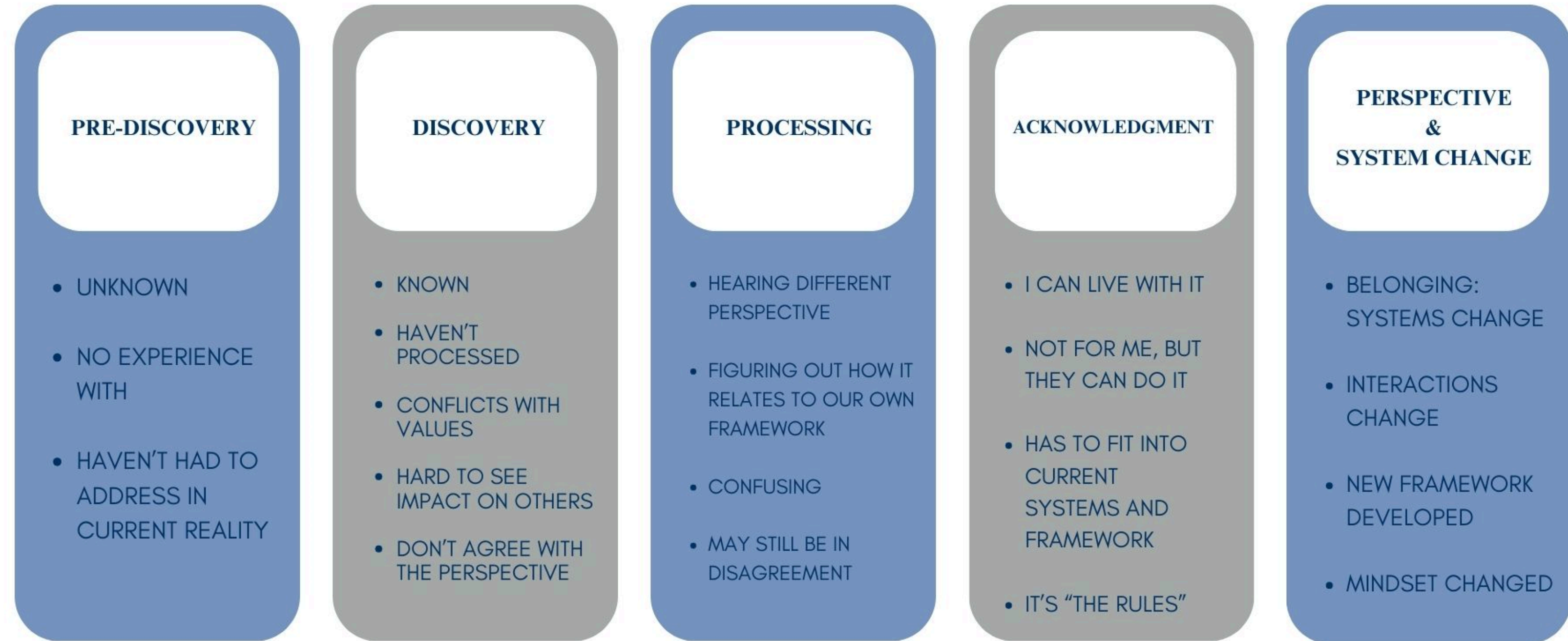
AN AWKWARD CONVERSATION

- Growing up, my family only had maybe two towels and they were used for everything and rarely washed.
- She had a grandmother who was very particular, she adored her grandmother.
- She had an abusive father, when I raised my voice, she became scared.
- I had an abusive mother, lots of bias toward women who exerted control or were in positions of power.
- Our trauma, values and bias had never been discussed. We were scared that two educated, professional, nice, kind people could behave that way. How did we let our hijacked brains take over?



So, do you like, weather?

DEI FRAMEWORK PROCESS CONTINUUM



WE MAY MOVE BACK & FORTH AS NEW CONCEPTS & IDEAS ARE INTRODUCED

HELP UNDERSTANDING:

- Could you repeat your idea?
- I don't understand what you mean by _____ .
- Could you give an example of what you mean by _____ ?
- I'm not sure I understand your question. Could you rephrase the question?
- Could you explain _____ further?
- When you say _____ , it seems like you're implying _____ .
Is that what you mean?

EVIDENCE TO SUPPORT VIEW:

- What would be an example of _____ ?
- If _____ is true, why would _____ happen?
- What effect would _____ have?
- Is there an alternative?
- How would _____ apply in this case?
- What information would support what _____ is saying?

HIGHER LEVEL QUESTIONS:

- Does this connect to _____ that we already learned?
- What would happen if _____ ?
- Is there another way to describe _____ ?
- How are _____ and _____ similar/different?
- Is _____ important to _____ ? Why/Why not?
- If _____ and _____ are true, then what else must also be true?

CHANGING THE SUBJECT:

- Have we exhausted the topic of _____ ? Is it okay if we move on to _____ ?
- Does anyone have any final comments to add about _____ before we move on to _____ ?

BUILDING ON OTHER'S IDEAS:

- My idea builds on _____ 's idea. I _____ .
- I would like to share an example of _____ 's idea about _____ .
- I thought about that also and I'm wondering why _____ ?
- I hadn't thought about that. Do you think _____ ?

AGREEING & DISAGREEING

- I agree with _____ because _____ .
- I don't agree with _____ because _____ .
- That's a valid point, but does it apply to _____?
- I would like to answer the objection _____ has raised.

MAKING ASSUMPTIONS

- You seem to be assuming _____ . Is that correct?
- What might someone who believed _____ have to assume?
- Is there an important assumptions necessary to support this idea?

INVITING OTHERS TO JOIN THE DIALOGUE:

- _____ , what do you think?
- Does anyone agree/disagree?
- Who has another idea/question?
- Can someone else give evidence to support the idea?

EXPRESSING YOUR OPINION:

- We've previously discussed that _____ .
- We have read that _____ .
- In my opinion _____ .
- I've observed that _____ when _____ .
- To me without evidence, it seems easier to believe _____ .
- While I can see why you believe _____ . I see this different. In my opinion _____ .

FOUR QUADRANTS OF PSYCHOLOGICAL SAFETY

Learner Safety

It's Safe To:

- Discover
- Ask Questions
- Experiment
- Learn from mistakes
- Look for new opportunities

Collaborator Safety

It's Safe To:

- Engage in an unconstrained way
- Interact with colleagues
- Have mutual access
- Maintain open dialogues
- Foster constructive criticism

Challenger Safety

It's Safe To:

- Challenge the status quo
- Speak up
- Express Ideas
- Identify changes
- Expose problems

Inclusion Safety

It's Safe To:

- Know that you are valued
- Treat all people fairly
- Feel your experience, and ideas matter
- Include others regardless of title/position
- Openly contribute

COMMUNITY ENGAGEMENT

MULTI-TIERED SYSTEMS OF SUPPORT



SYSTEMS OF SUPPORT IDENTIFIERS

TIER 1

UNIVERSAL

- Purpose may be to highlight law enforcement efforts and purpose in the community
- Larger Community is involved with the effort (community BBQ, fair etc.)
- Community participation is not targeted (if you build it, they will come)
- May have an existing, well formed relationship with the group(s).
- Usually larger groups.

TIER 2

STRATEGIC

- Focused and targeted interactions with a subgroup or community or for a targeted purpose or outcome.
- Recent events or activities may require strategic interventions to rebuild or maintain the relationship.
- Events have focus of that particular community
- May be a part of a group in that community (i.e board)

TIER 3

FOCUSED

- Barriers to relationships with law enforcement and vice versa.
- May have intense trauma associated with law enforcement
- Tend to be 1:1 or in very small groups
- Meetings/events tend to be in the space of the impacted individual or group
- May need to build strategies to engage the larger population of that particular group in conjunction with the group.

**THANK
YOU!!**



PAT MCGREGOR
OFFICE OF CULTURE & ENGAGEMENT

patrick.mcgregor@wsp.wa.gov

