

**NCWIT Summit 2018**  
**Critical Listening Workshop**  
**Tick-Tock**

Time	Notes/Slides
4:00-4:05	<p><b>Introductions</b>  Walk around the room and memorize names. Choose one person to say everyone's names. If they falter, the last person whose name was said picks up the beat.</p> <p><b>Slide</b>  Walkers or Nametag</p>
4:05-4:07	<p><b>Learning Objectives</b>  It can be hard work, scary to respond to problematic statements about race, gender, sexuality. What we're going to do is use our intellect to get us to the very heartfelt skill of listening first and then responding. We're going to use one of my favorite NCWIT resources, the Critical Listening Guide to help us. There are three parts. First, the critical part. That doesn't mean criticism, rather krinein, to judge or decide. We're talking here about analysis, evaluation to decide what to do next. Listening means being present, not anticipating what the person will say next. Guide means nothing is set in stone. Personal story: my tendency to go to flight or fight. Giggle, silence, full-on virtuous ballistic. Share this to say that this is something I'm still working on AND that practicing helps. By the end of this session, you'll be able to:</p> <ul style="list-style-type: none"> <li>● Identify a problematic statement</li> <li>● Analyze a problematic statement</li> <li>● Evaluate one or more ways to respond to different types of problematic statements</li> <li>● Demonstrate responses to problematic statements, including in stressful situations</li> </ul> <p>How comfortable do you feel? Thermometer vote.</p> <p><b>Slides</b>  Greek krinein.  Gratuitous puppy.  Pirates  Learning objectives</p>
4:07-4:12	<p><b>Problematic Statements</b>  I have found it rare to hear really over-the-top racist, sexist comments in academic settings. Rather, what I hear are comments that betray underlying assumptions about gender, about race, about sexuality, but that are harder to respond to. These are comments that make you wonder...hmmm. I'm somewhat unnerved, irritated by that comment, but I can't figure out why. In my case, I'll probably be giggling in a very uncomfortable way as I am wondering. What we're going to do is hone your ability to recognize and respond to problematic statements--without flight or fight reactions. First things first. Let's vote. Are these problematic statements? We're not going to say why right now, just yes/no.</p> <ul style="list-style-type: none"> <li>● My sister tears up when her little kids give her flowers picked from the neighbor's garden.</li> <li>● Women tend to be emotional.</li> <li>● The sky is blue.</li> <li>● That African American man is probably on food stamps.</li> <li>● The proportion of African American food stamp recipients is greater than their overall representation in the population.</li> <li>● Parental leave programs help retain employees.</li> <li>● I can't think of anyone but Jennifer who would benefit from a parental leave program, so I don't see why we need one.</li> </ul> <p>It's not always easy to tell. Tone makes a difference. Context makes a difference. But here's the good news. The practices outlined in the Critical Listening Guide work even if it turns out you've erred and considered a statement problematic at first, when it might be in a gray area.</p> <p><b>Slides</b>  Yes/No</p>

	Statements
<b>4:12-4:15</b>	<b>Underlying Values</b> Two books shape the way I manage and lead in my professional and personal lives. The first is The 15 Commitments of Conscious Leadership. Relationships matter. Not at any cost, but at most costs. Playing the long game. Fully within your rights to read the riot act as necessary.
<b>4:15-4:20</b>	<b>First Practice</b> Body odor role play. May I give you feedback? Listen. You interrupted. May I give you feedback? Listen.
<b>4:20-4:25</b>	<b>First Practice De-Brief</b> Get to: May I give you feedback, listen.
<b>4:25-4:35</b>	<b>The buckets: essentialist, fix 'em, not my problem</b> Mini-lecture
<b>4:35-4:48</b>	<b>Gluing Time</b> Packets--read the statements, decide what bucket they go in.
<b>4:48-4:53</b>	<b>De-Brief</b> Get to: Gray, gray, gray, and overlap
<b>4:53-4:58</b>	<b>Next responses</b> Mini-lecture on research underlying the guide, other resources, additional responses
<b>4:58-5:03</b>	<b>Introduce the practicing</b> Model with someone
<b>5:03-5:20</b>	<b>Practice</b> Cards with statement and speed-dating set up. Orange/Blue cards with statements. First orange grabs a card, says the statement, blue responds. Then switch. Pair up at first, one partner gets orange, the other blue. They retain the color always. Then switch partners. Three times, three minutes each. Two minutes analysis. One minute find new partner. 5:03-5:05 Role play X 2 5:05-5:07 Analyze, evaluate 5:07-5:08 Switch 5:08-5:10 Role play X 2 5:10-5:12 Analyze, evaluate 5:12-5:13 Switch 5:13-5:15 Role play X 2 5:15-5:17 Analyze, evaluate Cards orange 1, 2, 3; blue 1, 2, 3 Handout: which bucket?
<b>5:20-5:25</b>	<b>Practice De-Brief</b> What was hard? What was easy? What will you use? What do you need more practice with?
<b>5:25-5:30</b>	<b>Critical Listening Guide De-Brief</b> What's helpful about the guide? What's missing? What will you use? Will you share it?