

LEARNING OBJECTIVES



Skills for Inclusive Conversations

With Mary-Frances Winters

Learning Objective		Assessment Question	Row Number
1	Explain how psychological safety can benefit an inclusive dialogue.	How might you help build psychological safety at a day-long seminar group that you are leading?	43
2	Interpret actions that impact one's ability to engage in an inclusive conversation.	When are blind spots likely to hinder your perspective?	44
		Which action is detrimental to establishing common ground?	48
3	Distinguish between the components of the 4E Model when assessing readiness.	The Four-E Model is used to assess one's readiness to engage in difficult conversations. Which component is lacking if you are not aware of specific cultural details?	45
4	Determine what action to take when people involved in a conversation have a strong emotional response.	If one or more of the participants in a conversation is having a strong emotional response, what should you do?	47
5	Analyze what actions are necessary for effective and inclusive conversations about religion, gender, and race.	Masha is a member of the dominant racial group in her environment. What groundwork should she do before engaging in sensitive conversations about race?	50
		Which characteristic indicates readiness for inclusive conversations about religion?	51
		How should you view the improvement of inclusive discussions?	52