

ON THE PATH:

How Coach Training Schools
can take
Action on DEIJB

Halli MacNab, MCC

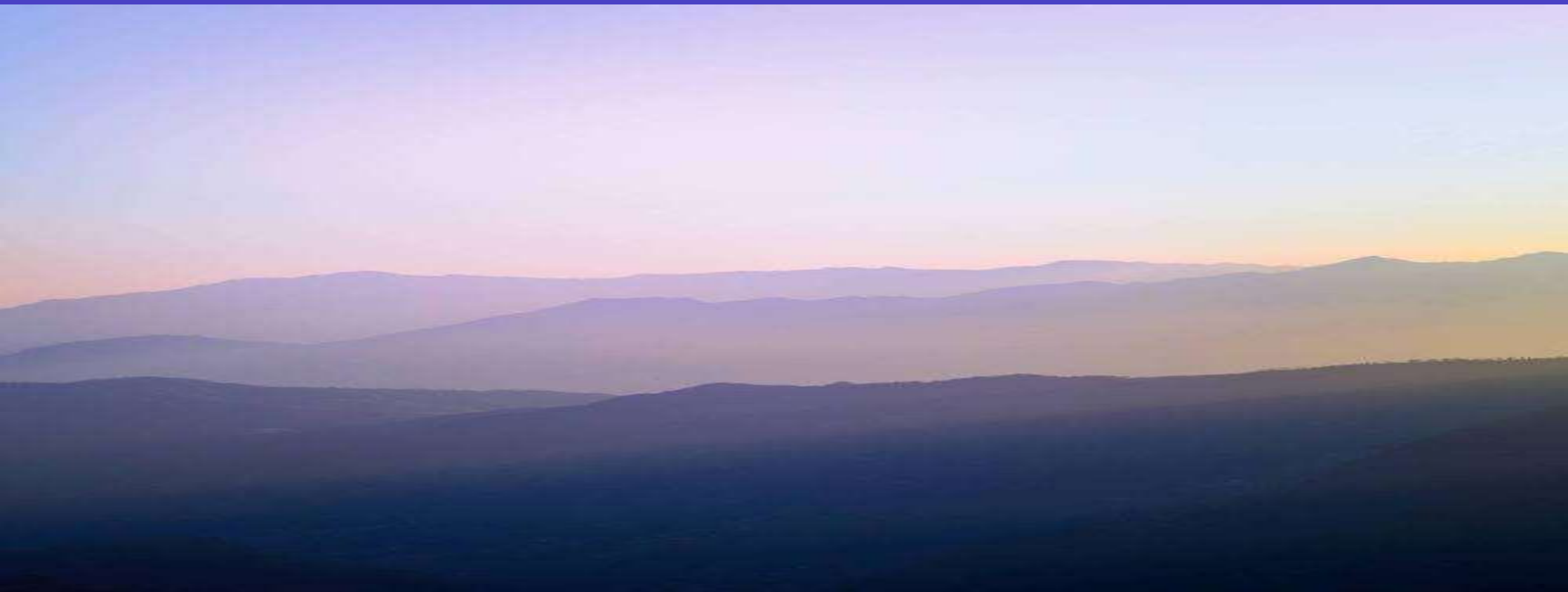


Agenda

- **Why is this important?**
- **Concepts to address**
- **You don't know what you don't know**
- **Actions your school can take**

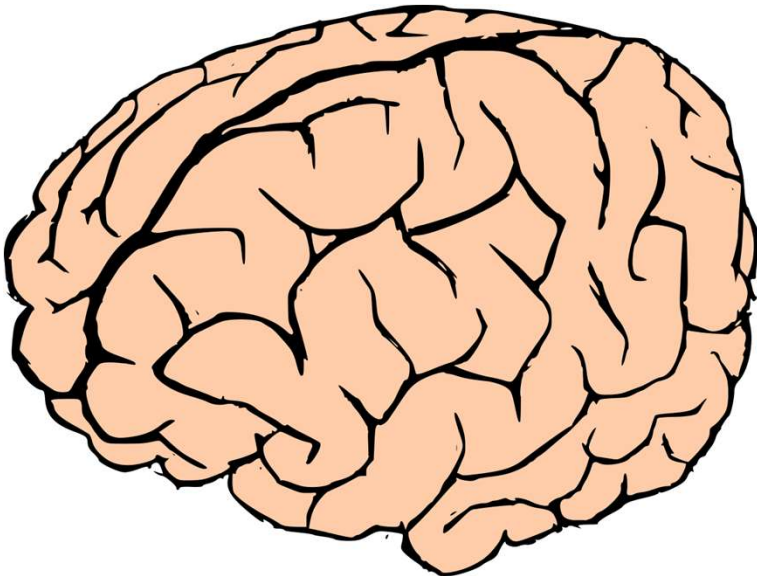


Why is this important?



Why is this important?

Head



All the Reasons

- **"The business case for diversity" (better bottom line)**
- **Faster & better decisions**
- **Better retention**
- **Increased productivity**
- **Greater resilience**
- **Better performance**
- **Etc.**

It's just the right thing to do.



We can do something about it.

Why is this important?

Heart



The priority:
DO YOUR OWN WORK FIRST

**Changing from a concept (head)
to a felt sense (heart)**



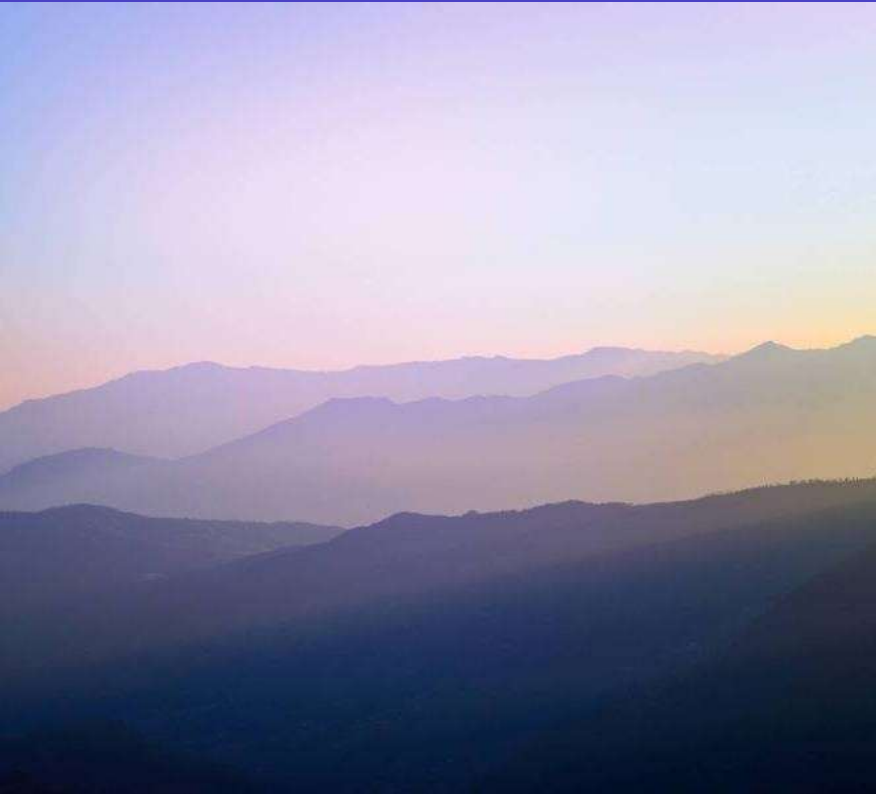
Relevant concepts

- 1) **Blindspots**
- 2) **Culture**
- 3) **Partnerships - including power dynamics**
- 4) **Trauma**
- 5) **Inclusion, Exclusion, Microaggressions**
- 6) **The Planet**

What schools can DO to be on the path.



How a school can make a difference



Make real changes in your company to show how important it is

Make space

Make time

Pay people to “do the work”

Not: “It would be nice if...”

What Schools Can Do

The priority:

PEOPLE DOING THEIR OWN WORK FIRST

**People = Faculty, CEO, Admin,
Staff, Marketing, etc.
(everyone who contacts students)**



What a School Can Do

1) **"DOING YOUR OWN WORK" - things to do**

Pay staff to learn & practice identity work

- contemplate your identity
- do exercises, take workshops, talk with others
- practice vulnerable & sensitive conversations

Pay staff to learn & practice apologizing

- from impact, not intent
- from the heart

Pay staff to learn & practice receiving feedback

- not acting defensive, or ignoring the feedback
- practice being curious and a co-learner vs a teacher

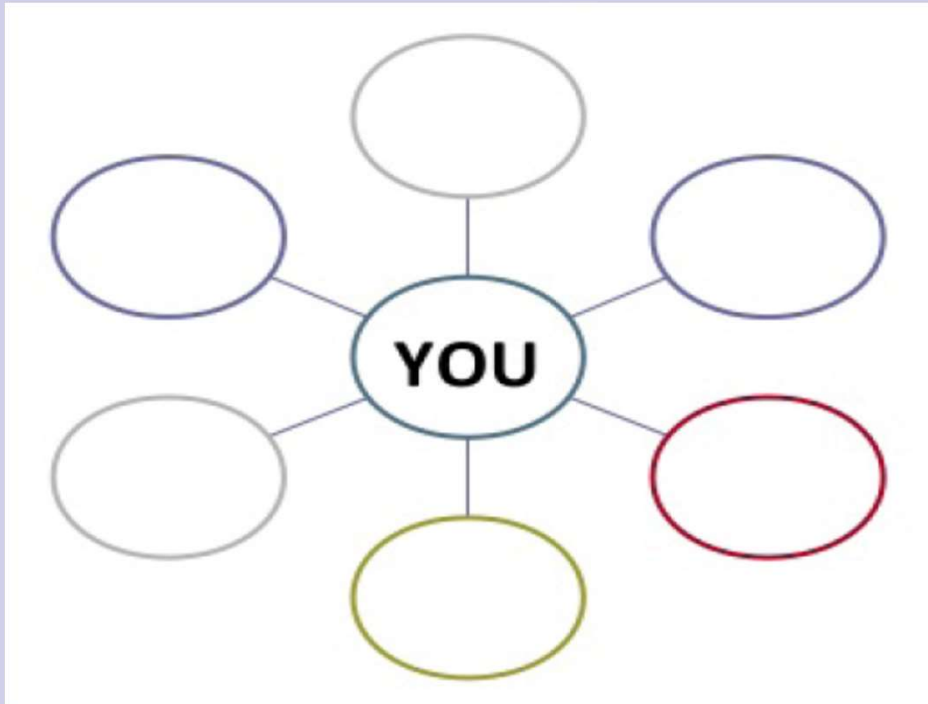
Pay staff to learn, design & practice cross-cultural partnerships

- explore impact on all parties and power dynamics



What a School Can Do

Identity Work - Breakouts Origins of Our Cultural Programming

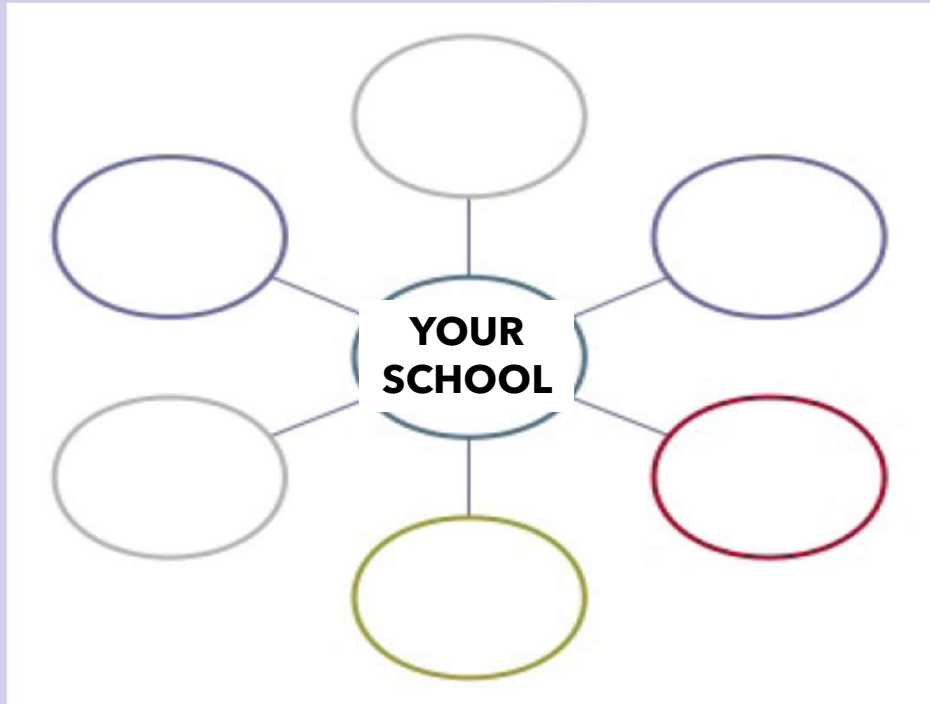


Attribution TBC



What a School Can Do

Identity Work - Breakouts Origins of Our Cultural Programming



Attribution TBC



What a School Can Do

Identity Work Origins of Our Cultural Programming

Individually: write some of the aspects of your identity that are sources of your or your school's cultural programming in the circles, e.g. country of origin, gender, socioeconomic status, language, etc.

Identify: discover the values, norms, beliefs, biases, and blind spots they taught.

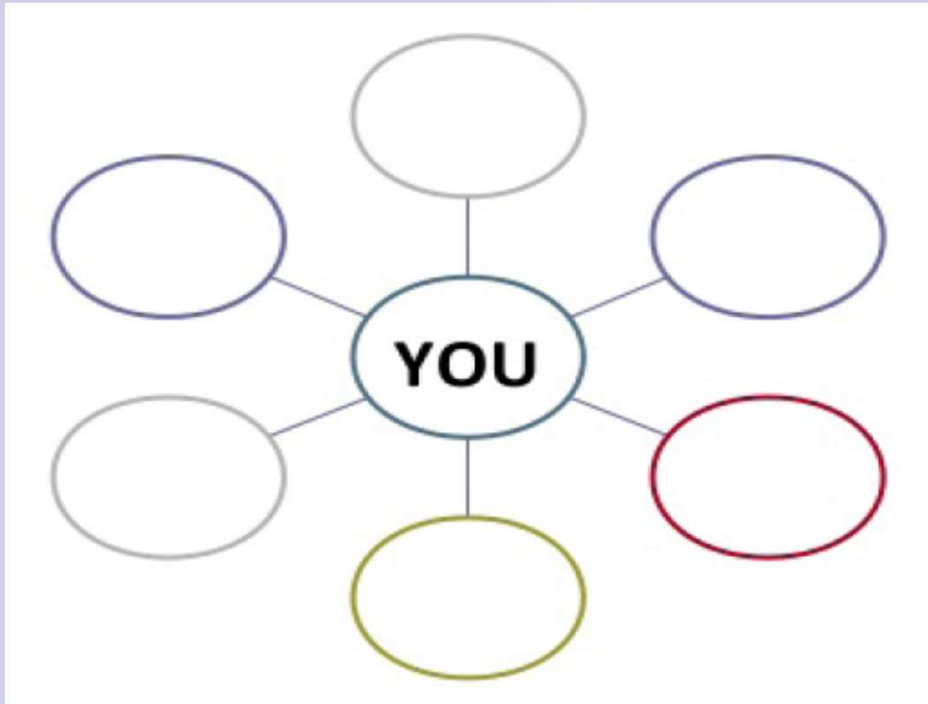
With partner: share what you discovered.

- *What cultural sources continue to inform your school?*
- *How might they influence your curriculum, staffing, student selection, policies, etc.?*



What a School Can Do

Identity Work Origins of Our Cultural Programming



Attribution TBC



What a School Can Do

Identity Work
Origins of Our Cultural Programming

Debrief



What a School Can Do

2) **Start and sponsor affinity groups**

- have multiple people learn how to facilitate

Sponsor a discussion group on cross-cultural partnerships

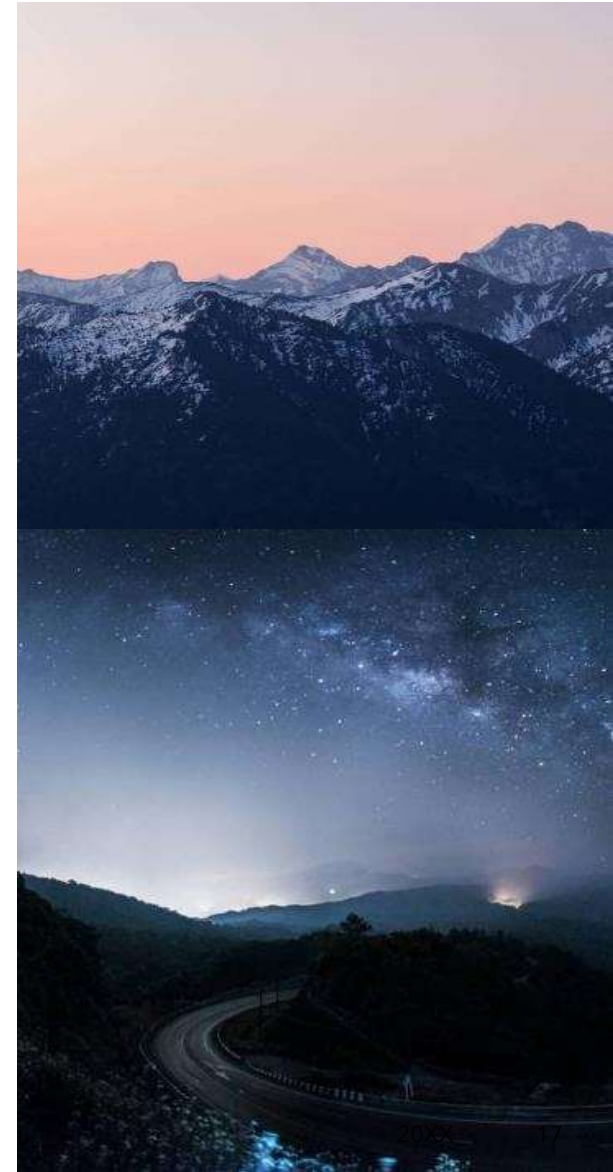
- explore impact on all individuals in partnership
- start a curated feed on social, cultural, political articles

Sponsor a book club

- have the facilitator understand concepts presented

Teach about Widening the Coaching Conversation

- include indigenous perspectives (or a person), the environment, all living beings and the planet



What a School Can Do

3)

Learn & Teach about Creating Effective Partnerships in Curriculum

- FACULTY FIRST - Partnership foundational in coaching
- Power dynamics
- Tools to assess partnerships
- Cross-cultural partnerships, design & practice them

Learn & teach the concepts of inclusion, exclusion & microaggressions

- FACULTY FIRST - Personal experiences?
- What do these concepts look like? Feel like?
- Do you know how to recognize them?

Learn & Teach about Trauma Informed & Responsive Coaching

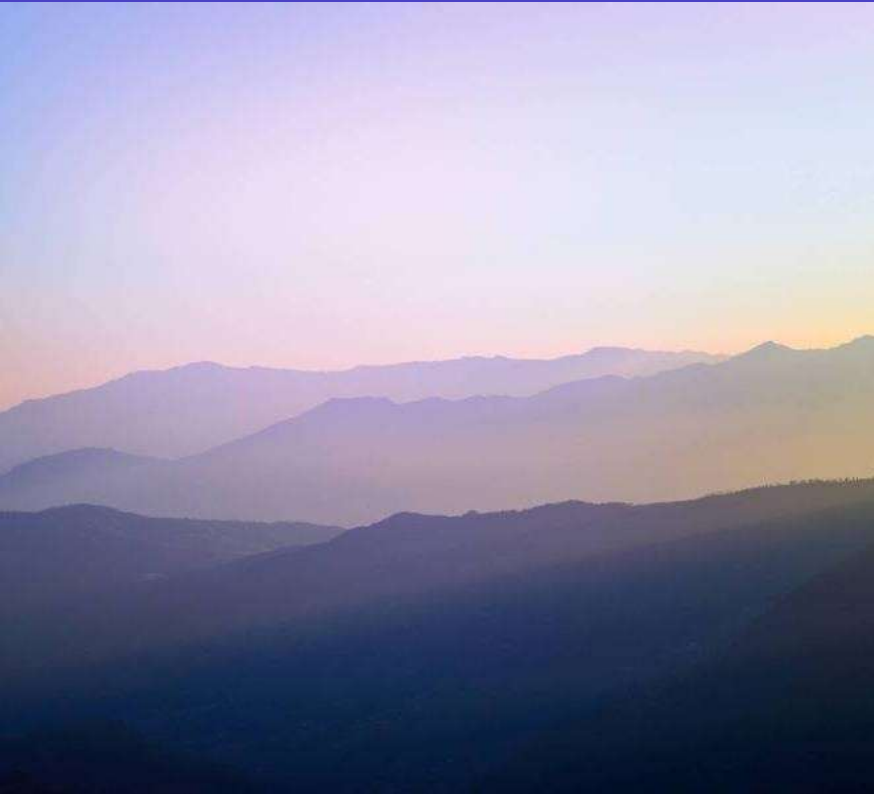
- FACULTY FIRST - Everyone has trauma
- How to identify it - How to address trauma in coaching
- When is a referral to another professional warranted?



You don't know what you don't know
(even if you think you do)



Blindspots



**We ALL have blind spots
(THAT'S WHY WE HIRE
COACHES)**

**Having tools & methods to
identify blindspots and
address them is absolutely
critical for ALL trainers &
coaches**

What a School Can Do

4)

Hire a Diverse Faculty

Hire a Diverse Consulting Firm

Have one of the above address blindspots of people in the school



Resources



Racism for White Communities

- Robin DiAngelo, White Fragility

Trauma

- Gabor Mate, When the Body Says No
- YouTube videos of both people
- (Individuals make up organizations!
These can apply to them too. And there
are other resources.)

Q & A





hmacnab@powerforlifecoaching.ca

Email me for more resources!

Halli MacNab,
MCC



Thank you

