

An Anti-racism Training  
Approach for Board-appointed  
Committee Members

Presented by the UUA Board's  
Anti-racism Assessment and  
Monitoring Team

April 2003

# Adult Learning Model

AWARENESS <-----> COMPETENCY

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- Stage One
  - Unconscious <----> Incompetent
- Stage Two
  - Conscious <----> Incompetent
- Stage Three
  - Conscious <----> Competent
- Stage Four
  - Unconscious <----> Competent

# Stage One

## Unconsciously Incompetent

### ■ Characteristics

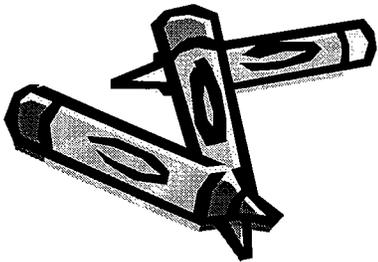
- Does not notice racism and oppression as systemic
- Sees only individual and isolated acts of prejudice

GOAL: Learn history of racism/oppression and resistance, become familiar with UUA history and position, understand definitions and vocabulary

# Stage Two

## Consciously Incompetent

- Characteristics
    - Aware of systemic racism/oppression, but does not always recognize it
    - Begins to challenge stereotypes of self and others
    - Frustrated at frequent “mistakes”
    - Doesn’t know “What to do”
- GOAL: Build skills to recognize systemic racism and oppression, provide tools, encourage peer/affinity group interaction

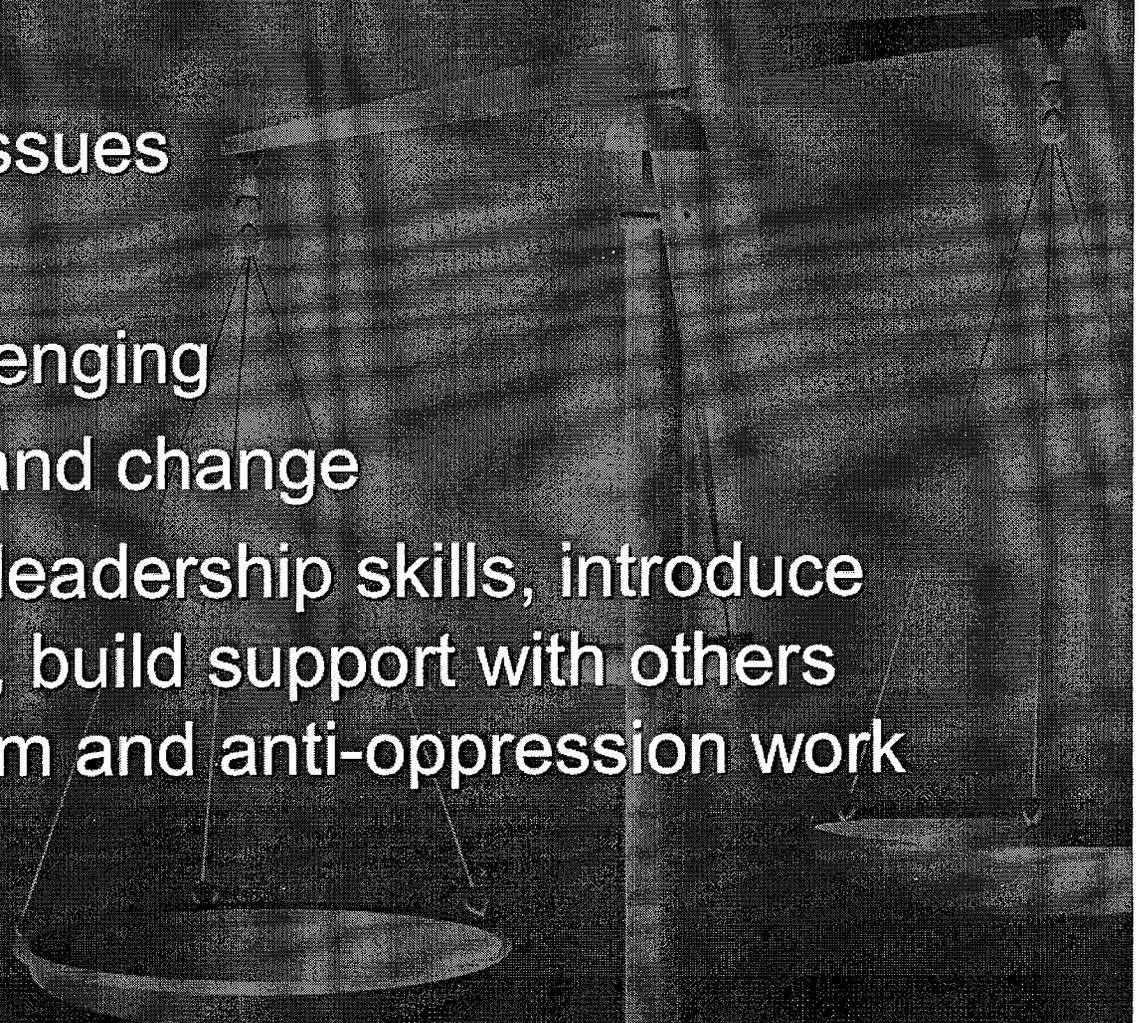


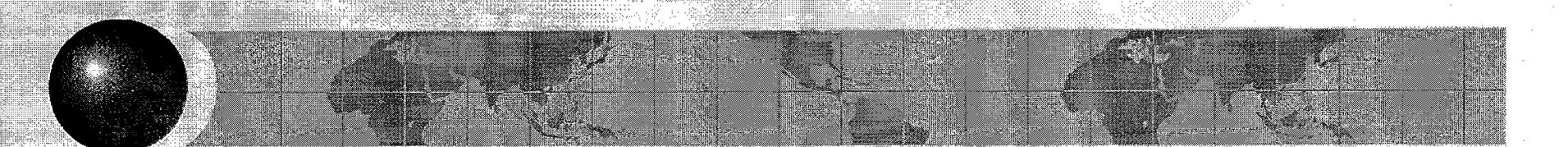
# Stage Three

## Consciously Competent

- Characteristics
  - Awareness of issues
  - Has basic skills
  - Open and challenging
  - Visible growth and change

**GOAL:** Enhance leadership skills, introduce systems theory, build support with others doing anti-racism and anti-oppression work





## *Stage Four*

# *Unconsciously Competent*

### ⊕ Characteristics

- ⊕ Perceives underlying systemic racism and oppression
- ⊕ Has broad based skills
- ⊕ Patient with self and others
- ⊕ Has ability to apply skills in many areas

GOAL: Understand change theories, create opportunity to provide leadership and demonstrate commitment and skill in a variety of settings

# Our Basic Assumptions

No one should serve on a UUA committee who is unconsciously incompetent in the area of racism and oppression.

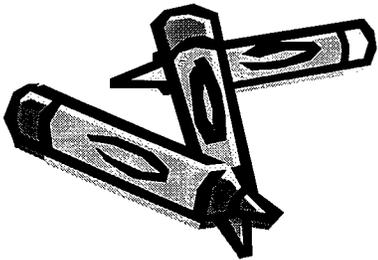
There are committees which require members to have reasonable competence in the area of racism and oppression in order to not do harm.

# Stage One: Unconsciously Incompetent

- GOAL: Learn history of racism/oppression and resistance, become familiar with UJA history and position, understand definitions and vocabulary
- Curriculum Strategy:
  - Broadest possible access
  - Fun, interesting, non-threateningSuch as videos, books, articles, District brown-bag discussions, interactive CD-ROM, conference call debriefing

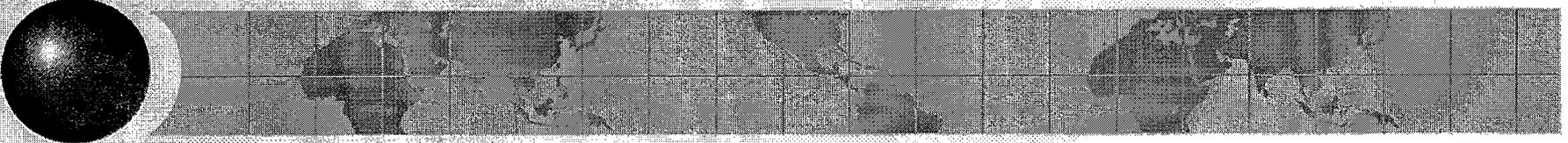
# Stage Two: Consciously Incompetent

- GOAL: Build skills to recognize systemic racism and oppression, provide tools, encourage peer/affinity group interaction
- Curriculum Strategies:
  - Anti-racism/Anti-oppression embedded in skills training for interviewing, effective meeting skills, conflict management
  - Involvement in affinity groups
  - Case studies
  - Tip sheets



# Stage Three: Consciously Competent

- GOAL: Enhance leadership skills, introduce systems theory, build support with others doing anti-racism and anti-oppression work
- Curriculum Strategies:
  - Strategic Planning
  - Systems Theory
  - Current statistics, information, data
  - Interactions with others at similar stage of learning



## *Stage Four: Unconsciously Competent*

- ⊕ GOAL: Understand change theories, create opportunity to provide leadership and demonstrate commitment and skill in a variety of settings
- ⊕ Curriculum Strategies:
  - ⊠ Leadership for Planned Change  
(Change Theory)
  - ⊠ Training of Trainers
  - ⊠ Benchmarking
  - ⊠ Ongoing involvement in all previous stages  
(Coaching/Consulting)