Part I: Recruiting for Local Government

The challenging times of public service

- #1 worry: Good people won’t sign up to run or may quit!
  - “More Minnesota school board members resign in turbulent year. Record number have resigned in Minnesota this year amid controversies.”
  - “Another Stillwater school board member resigns, citing political divisions in community”
- Why we need good people to run and to staff our public organizations
Changing demographics
- All Minnesota counties and school districts, as well as most cities, grew more diverse over the past decade
- 36% of school age children in Minnesota are people of color


Who would be a good leader (or staffer)?
- Open your range of possibilities:
  - There are opportunities for a more diverse group of people to serve
  - How do you identify possible candidates, colleagues?

Define the role and expectations
- People are often afraid of what the positions may entail
- Put together a draft ‘one-pager’ about the position
Consider Recruiting

- You need to identify people who you think would do a good job, and encourage them to consider serving
- If you don’t recruit, you’re leaving it to chance
- It’s important to have a good image, being known as a well-run city/county/township/school district. This helps attract good staff and potential leaders

Bridging Divides 2.0 quick review

- Race
- Gender identity
- Sexual orientation
- Age
- Political affiliation
- Religious affiliation
- Geographic location: rural, city, suburban, lake, farm, etc.
- Marital status
- Ability/disability
- Language
- Education
- Socioeconomic status

Bridging Divides 2.0 responses:

- But how do we get “them”?
- Where do we find “them”?
- Once we get “them”, how do we keep them?
There aren’t 5 easy strategies for building an inclusive team

How do I build an inclusive team?
- Identify local experts, engage, listen, and believe their experiences
- Identify national or global thought leaders
- “Grow your own” – support recruiting and campaigning efforts
  - Voting information and awareness
  - Voting accessibility

Importance of retaining your team
- Risk of losing a lot of experience, at the staff level and at the elected level
- Developing better succession planning
Role of leaders in retention

- Supporting the team when they are under attack
- Checking in with your colleagues on a regular basis
- Actively promote trust

Something to remember

*Train People Well Enough So They Can Leave, and then Treat Them Well Enough So They Don’t Want To*

*Richard Branson*

Part II: Leading for Inclusion
Building inclusive teams
We must engage in ideological mindset shifts towards diversity, inclusion, and equity in order to have truly inclusive teams.
- Self-awareness
- Understanding others
- Understanding the community and larger society

Know thyself
“To know thyself is the beginning of wisdom.” – Socrates
- What do you bring to the table when you’re at your best?
- How do you react under stress/under pressure?
- Do you know your triggers?
- What are your tendencies?

Resources to build self awareness
- Myers-Briggs
- Strength Finder
- Enneagram
- DISC
- GIANT Worldwide 5 voices
- Something else you know, or have used?
Know your multi-cultural identities

- Age
- Physical (dis)ability
- Gender
- Race
- Ethnicity
- Sexual orientation
- Political ideology
- Marital status
- Job classification
- Religious beliefs
- Socio-economic status
- Parental status
- Education
- Language

Which identities did you claim?
Which identities connect to a position of power or privilege?
Which do not?
Which of these identities represent the dominant cultural norm?
How do you know?
How will this self-awareness impact how you lead?

Rachel’s identities:
- Woman
- Mother
- Educator
- Christian
- Equity advocate

Resources for understanding multicultural identities

Activities:
- Multicultural Selves Circle Activity
- Like Me
- My Culture

Websites:
- Equity Literacy Institute: Multicultural Activities page

Articles:
- Culture: A View of Self
Know others: Cultural Continuum Activity
How do you value time?
1- Highly structured/clock oriented
5- Highly flexible

Know others: Cultural Continuum Activity
How do you display emotions?
1- Highly emotional
5- Highly reserved

How does it feel...
- If you are highly clock oriented in a group that is very flexible?
- If you are more emotionally expressive in a group that is more emotionally restrained?
Know your community and society

Is your community a mirror of our larger society?
- Based on your answer, what might you understand that others don’t?
- What might you miss?

How does having a more inclusive lens of a global society make your community more welcoming?

How does being welcoming impact your community?
- Economically
- Creatively
- Educationally
- medically
- Other ways?

Resource for group or community feedback

Inclusive teams build bridges

Bridge your team, bridge the community
Part III: Leading Together

Needed: a safe space, a sense of teamwork
- Goal: Working together, collaborating, learning, and serving
- Goal: Make a positive difference for our communities

Building and maintaining trust one day at a time
Your problem is not what you think it is.

It’s never a people problem.

It’s a TRUST problem.
Public Engagement in tough times

- Being prepared is the key to survival
- Be clear on the purpose of the meeting
- Additional resources on your handout

Navigating resistance

Engage in productive dialogue
- Others have similar questions
- The resistor is open to hearing ideas; genuine confusion or concern
- This idea or question has come up multiple times
- The exchange will serve as a model

Shut it down
- The intent is disruptive, not productive
- Comments directly attack a person or people
- Airtime is being monopolized
- Derailing for sport
- Blatantly racist, sexist, homophobic, xenophobic, etc.

Strategies for “shutting it down”

“That comment/question is counterproductive to this session. We can talk about it after the session if you would like.”

“That comment/question reinforces racism/inequity/oppression and may harm others. I cannot allow it here.”

“You are free to leave.”
Various resistor voices

- The Thinker: “Where’s the Data?”
- The Believer: “I’ve Done this Before”
- The Fairness Seeker: “Equal is Fair”
- The Minimizer: “Why Can’t We All Just (Go Along to) Get Along?”
- The Status-Seeker: “We’ve Come a Long Way/Back in my Day…”
- The Relater: “What About…”
- The Autonomy-Seeker: “What Choice do we Have, Anyway?”
- The Denier: “Nope.”

Resources in your handout

Navigating Resistance part 1 & 2

Talking points for:

- Critical Race Theory: Resources from MSBA
- Masking/Covid in general: Resources from MSBA
- Social Studies Standards: MDE resources; Truth in our Classrooms
- Bridges Divides: A messaging Guide
- Equity/ Racial equity: Talking Points about Racial Equity in Education; Resources on Framing the Equity Conversation

Dialogue vs. Debate

<table>
<thead>
<tr>
<th>Dialogue involves</th>
<th>Debate involves</th>
<th>Principles of Transformation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finding</td>
<td>Knowing</td>
<td>Asking why?</td>
</tr>
<tr>
<td>Questions</td>
<td>Answers</td>
<td>Asking why?/Humility; reframing, self-awareness</td>
</tr>
<tr>
<td>Sharing</td>
<td>Winning or losing</td>
<td>Compassion</td>
</tr>
<tr>
<td>Equal</td>
<td>Unfair</td>
<td>Celebration of diversity, humility, compassion, self-awareness</td>
</tr>
<tr>
<td>Respect</td>
<td>Power</td>
<td>Humility, reframing, celebrating diversity</td>
</tr>
<tr>
<td>Listening</td>
<td>Proving a point</td>
<td>Self-awareness, spontaneity</td>
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Taking care of yourself

Awareness  Balance  Connection

Thank you!
Join us on Zoom for our More than Lunch discussion. The link is located below or in your email from this morning.