

Facilitator's Guide  
The Bystander Conundrum: How to be an Effective Ally

VisionSpring  
Inclusion Learning Loop

## The Bystander Conundrum: How to be an Effective Ally

### **INTRODUCTION**

#### **What is an Inclusion Learning Loop™ Training Toolkit?**

The Inclusion Learning Loop™ training toolkits are complete out of the box training curriculums that provide Inclusion Learning Loop™ members access to a library of diversity and inclusion-related workshops. All of our toolkits include facilitator materials, a PowerPoint presentation, pre-work or foundational materials and an action planning worksheet. Each of our training toolkits equips trainers with all the information, tools and materials needed to deliver a rich and comprehensive development experience.

#### **What is The Bystander Conundrum: How to Be an Effective Ally Toolkit?**

*The Bystander Conundrum: How to Be an Effective Ally* is a two-hour training that can be leveraged by D&I practitioners as part of their training offerings. The training is designed to help employees across the organization recognize and understand how they can further diversity and inclusion as an ally.

#### **Who is it designed for?**

The intended participant is any employee across all functions and levels. This workshop is designed to be delivered by diversity and inclusion practitioners and trainers. **Some facilitation skill and an intermediate-to-advanced level of D&I competency is required to lead a successful meeting.**

#### **How can you use it?**

This workshop can be included as part of your organization's internal D&I training offerings. This workshop can be delivered by a facilitator who has training skills and knowledge of diversity and inclusion. You will also find the PowerPoint presentation to accompany this facilitator's guide. Tools to enhance subject knowledge are provided on the [Inclusion Learning Loop™](#).

This exercise can be effectively executed in 90 minutes to two hours depending on the size of the group and the amount of time you want to dedicate to the exercises and discussion. The items indicated in **red** on the agenda can be eliminated or shortened to reduce the time needed for the workshop.

#### **Exercise objectives:**

An ally is someone who's willing to leverage his or her privilege and influence in support of members of a different identity group. This workshop provides a solid foundation for individuals looking to be effective allies.

In this workshop you will:

- Deepen your understanding about what it means to be an ally
- Explore the bystander conundrum and what prevents us from getting involved
- Recognize opportunities where you can influence change as an active bystander and an ally
- Gain techniques and strategies for how you can be an effective ally

#### **Materials:**

Flip chart and markers

Tape to post flip chart pages

Name tags or cards (depending on audience)

Copies of Action Plan Worksheet for each participant

A PowerPoint Presentation had been provided as part of this toolkit

## Facilitator Preparation: Review Content and Materials

### Familiarize Yourself with the Workshop Materials and the Content

1. Review Facilitator Guide
2. Review PowerPoint
3. Decide how much time you want to dedicate to the training and how you will structure the workshop. **Red** items in the agenda can be eliminated or reworked to take less time.
3. Review background information materials to become knowledgeable on the content.
4. Additional reading materials can be found in the [Articles Section](#) - on the Inclusion Learning Loop™

### Decide if you will Assign Participant Pre-work

Decide if you want the participants to read articles prior to the workshop or if you want them to “hear” the information for the first time via the presentation.

1. Suggested articles

[The Role of the Ally in Creating Inclusive Work Environments](#)

[What Prevents Us from Getting Involved](#)

Decide how you would like to use the materials

2. If assigning as pre-work, send the link to all participants at least one week prior to the workshop

### Assemble all Workshop Materials

1. Review materials list and secure through proper channels
2. Decide if you are going to print participant materials or supply them electronically to all workshop attendees.
  - a. if yes, [print participant materials](#)

## Workshop Agenda

### **Section I: Welcome and Introductions (10 minutes)**

Opening Remarks

Present Session Objectives

**Ice-Breaker Exercise – I’m an Ally – 6 minutes**

### **Section II: Overview and Definitions - (15 minutes)**

Large Group Discussion–What Does Diversity Mean to You? – 6 minutes

**Word Association Game – 5 minutes (Can be eliminated to shorten workshop)**

Presentation – Sharing of Definitions & Key Concepts – 4 minutes

Presentation – What Does it Mean to Be an Ally

### **Section III: The Bystander Conundrum - (20 minutes)**

**Small Group Exercise–The Bystander Effect – 15 minutes (5 minutes as large group discussion)**

Presentation – Factors, Risks and Benefits - 5 minutes

### **Section IV: Getting Comfortable Getting Involved (25-40 minutes)**

Getting Involved Decision-Making Process

**Interactive Exercise – What Would You Do? Scenarios – 15 - 30 minutes (Can shorten)**

Practical Tips for Getting Involved

### **Section V: How to be an Ally (5 minutes)**

7 Things You Can Do to Be an Ally

### **Section VI: Personal Action Planning (15 minutes)**

What Did I Learn? 3 minutes

**What Will I Do? - Pair Conversations - 7 minutes (Can be eliminated to shorten workshop)**

**Prepare Action Planning Worksheet – 5 minutes (Can be assigned as independent post-work)**

### **Section VII: Wrap Up, Actions and Next Steps (5 minutes)**

Review of Learning Outcomes

Next Steps

## Section I: Welcome and Introductions

### Welcome, Workshop Objectives and Agenda

**Say:** *Good day. We are happy to be here today and are looking forward to the workshop! In today's session we are going to explore the concepts of diversity and inclusion with a specific focus on the role of the D&I Ally. The goal is to help identify opportunities to serve as an ally and provide tools, tips and resources to be effective in your role.*

*Throughout the next couple of hours, we will:*

- *Deepen your understanding about what it means to be a bystander or an ally*
- *Explore the critical role of allies in creating inclusive workplaces*
- *Recognize opportunities where you can influence change*
- *Gain techniques and strategies for how you can be an effective ally*

### Ground Rules

*Listen actively*

*Be open to new ideas*

*Ask questions*

*Parking lot*

*Have fun*

## Section II: Overview and Definitions

### Definitions

**Diversity** is defined as the broad mix of human and organizational differences and similarities. In the most traditional sense it refers to dimensions of diversity that are more visible and easy to define such as associations with certain racial, gender and cultural groups.

Today organizations are also including dimensions relating to age, sexual orientation, religion and disability into their definitions of diversity and in their diversity and inclusion strategies.

In the broadest sense diversity embodies all difference, including socio-economic status, level of education, dimensions of thought, and relational aspects.

#### Dimensions of Diversity

- |                                 |                          |                |
|---------------------------------|--------------------------|----------------|
| • Age                           | • Political Affiliation  | • Ethnicity    |
| • Marital Status                | • Education and Learning | • Race         |
| • Background                    | • Personality            | • Gender       |
| • National Origin               | • Physical Ability       | • Religion     |
| • Generation                    | • Sexual Orientation     | • Health       |
| • Socioeconomic Status          | • Job Function           | • Thought      |
| • Length of Service & Expertise | • Work Style             | • Job Function |

Add your own definition of diversity.

**Inclusion** is the practice of providing a sense of belonging to all individuals so that they are welcomed, respected, encouraged and valued as an employee and can contribute their best work.

Research conducted by Catalyst tells us that inclusion happens when a person's need for both individuality and connection are met.

**Bias** is an inflexible belief about a group or individual that interferes with impartial judgment. Bias is a very real part of life and every corporate culture, and substantial research shows a connection between unconscious bias and actions and behaviors.

**Privilege** is a right, benefit or immunity granted or available to some people and not to others.

- As individuals, we have very little to do with acquiring that privilege.
- There are many forms of privilege including those associated with race, gender, sexual orientation class, education and level and function in the organization. What we call positional privilege.
- While some forms of privilege provide more advantage over others, everyone has some level of privilege.
- Privilege is not necessarily a bad thing. It is a gift that can and should be shared with others.
- One of the greatest advantages of privilege is the ability to take risks in order to challenge the status quo with little consequence.
- Privilege is at the heart of our ability to serve as allies. It what enables and empowers us to serve as champions for change.

## Word Association Game

Divide a flip chart page in half lengthwise and draw a line across the top. In the first column write the word Bystander. In the second column write the word Ally.

Bystander	Ally

Ask participants to call out words they associate with the term Bystander.  
Flipchart responses.

Ask participants to call out words they associate with the term Ally.  
Flipchart responses.

Ask participants if the words associated with each term are positive or negative.

### Share Definitions

A **Bystander** is a person who observes a conflict or unacceptable behavior and does nothing to stop it.

An **Active Bystander** is a person who observes a conflict or unacceptable behavior and decides to intervene in a way that feels safe, appropriate and productive.

An **Ally** is a person who actively supports, empowers and/or advocates for another person or group.

***Say:** What role do you want to play? As individuals there are many ways to respond to the behaviors and actions we observe that range from supporting oppression to driving inclusion. The Action Continuum provides an effective visible representation of the different ways in which we can contribute to or detract from inclusion.*

# Action Planning Worksheet

What have I learned as a result of this session?

What are some specific situations where active involvement of an ally may be needed?

Conclusions: How can I apply what I've learned to be a more effective ally?

What are my goals with respect to moving from bystander to ally?

1.

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2.

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3.

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Accountability Coach:

Follow up Meeting Date:  
Action Items:      Required Support:      Deadline:

## Section VII: Wrap Up, Actions and Next Steps

We want to close out this section first and foremost by thanking you for your time today.

We also ask you to commit to do four things:

1. Complete your action plans in the next 48 hours.
2. Refer back to your plan and make progress every week.
3. Meet with your accountability coach in the next 4 weeks.
4. Incorporate diversity and inclusion into your everyday conversations and keep D&I top of mind as you conduct your day-to-day work.

Review any additional next steps for your organization.