**INTERGROUP DIALOGUE FACILITATOR TRAINING**

Harrisburg Area Community College

**Pyramid Consulting Services** (PCS) would like to offer its diversity education training services to the **Harrisburg Area Community College** to support its Intergroup Dialogue Facilitator Training Program. PCS has a team of qualified trainers, researchers, and educators in the areas of diversity education, program evaluation and implementation, and multicultural competency to create, develop, and implement the training required for a program of this magnitude.

PCS’s **Transformational Intergroup Dialogue Program Train-the-Trainer Program** will serve as the model for this training program. **Transformational Intergroup Dialogue** is primarily geared towards professionals interested in improving their skills in developing, implementing and facilitating intergroup dialogue programs, as well as those in the areas of cross-cultural communication; intercultural relations; teaching courses on race, gender, sexual orientation, religion, class, and multicultural education; developing connections across student organizations; and providing support for support community development and experiential learning.

Transformational Intergroup Dialogue draws from two well-known and successful models for promoting democratic dialogue, action and civic engagement in the context of diversity: (a) the *Michigan Intergroup Relations Model* (http://www.igr.umich.edu/), a process used by the University of Michigan and universities throughout the United States to promote intergroup dialogue and engagement in higher education and community settings; and (b) *Transformational Social Therapy* (TST), a process used internationally to promote knowledge sharing and collaborative action involving diverse parties in municipalities, civil society, educational settings, and other public arenas. Both models are informed by the theory and practice of multicultural citizenship and theory and research on learning and equitable social change in the context of diversity. TST’s grounding in depth psychology and critical social theory complements the Michigan Model by contributing a more robust understanding of the ways human needs and social structures interact and influence intergroup behavior.

**Intergroup Dialogue**

An intergroup dialogue is a facilitated learning approach that engages participants in exploring issues of identity, inequality and change through continuous, face-to-face meetings between people from two or more social identity groups that have a history of conflict or potential conflict. Intergroup dialogue is an innovative strategy to enhance participant’s awareness, knowledge and skills in relating to people who are different from them. Dialogues assist participants in enhancing their skills in the area of multicultural competency development, cross-cultural communications, problem solving, teamwork and collaboration.
There are a number of universities that conduct annual intergroup dialogues following the model of the University of Michigan, including the University of Maryland College Park, University of Washington, the University of Massachusetts at Amherst, Occidental College, Arizona State and Mount Holyoke College. Under this model, the aim is for participants to construct new meanings together, build alliances, and move to action. Intergroup dialogue differs from other diversity education programs because it focuses on both the cognitive and affective dimensions.

Two trained facilitators from varying identity groups facilitate the dialogue. The facilitators are trained in the following areas: self awareness, including awareness of their own social identity in the context of systems of domination/privilege and of oppression/exclusion; knowledge of the groups involved in the dialogue; group process; and community building.

**Transformational Social Therapy**

Charles Rojzman, a renowned French social psychologist, author, and international consultant, invented Transformational Social Therapy twenty years ago as a method for transforming institutions by helping people address the hatred and violence that separate them and prevent them from working together. The Charles Rojzman Institute ([http://www.institut-charlesrojzman.com/homepage_040.htm](http://www.institut-charlesrojzman.com/homepage_040.htm)) has done extensive work in resolving intergroup violence and conflicts in France, Rwanda, Chechnya, and Israel. The main goal of TST, which begins with group dialogues and leads to transformative action, is to foster the practice and theory of healthy multicultural democracies by building relationships between individuals and groups.

TST is oriented to community problem-solving, particularly where groups are divided and problems appear intractable. The TST group building process allows participants to express their emotions, feel sufficiently safe to come into non-violent conflict, share information, and engage in transformative action on problems that affect them.

The transformation of violence into conflict is a key aspect of TST. Violence, defined as the denial of the humanity of the other, is a pathological accommodation to fears that arise from a confluence of societal, institutional, and personal factors. This kind of violence prevents people from living, working, and problem solving together and provides support for fear-based authoritarian and extremist perspectives. The group process enables participants to move from blaming others to taking collective responsibility for the problems they face. The ability to come into conflict, without the usual “masks”, enables participants to take collective responsibility for the problems they face and put on the table what they know about particular issues or problems.

**TRAINING PEDAGOGY AND LEARNING GOALS**

The training pedagogy will integrate academic and experiential learning and intergroup dialogue practice. Participants will develop personal and interpersonal capacities for diversity/intergroup facilitation, including emotional intelligence (self-awareness, self-confidence, empathy, trustworthiness, relationship building); multicultural awareness (seeing differences as assets; willingness to examine one’s own cultural assumptions, values, biases, and worldview); and awareness of power dynamics in groups and institutions.
The goal is for participants to be able to:

- Facilitate dialogues about difficult diversity issues in ways that further group functioning and group outcomes;
- Gain the trust and respect of individuals who are culturally different from themselves;
- Help a diverse group gather sound information from its members and use it to inform a collective action project.

The training will make significant use of experiential learning pedagogy, which means that an important focus is on learning by reflecting on one’s experience, while also bringing academic knowledge (readings, theories and integrative discussions) to bear on deepening participants’ understanding. Another aspect of this pedagogy is that participants’ direct their own learning by electing to explore in more depth issues that become significant to them. This is done by participants identifying their own learning goals within the larger context of the learning goals of the training.

Participants will engage in activities relevant to emotional intelligence, group membership and diversity and to the practice of facilitating intergroup dialogues and leading diverse groups. Developing these capacities requires first, the facilitator’s self-awareness about his/her own positionality and attitudes regarding diversity; and second, the capacity to develop trust and shared motivations among diverse group members. Included in self-awareness is awareness of (a) any biases you may hold and how you may overcome them; (b) the roles you enact in different contexts; and (c) the ways one participates in collaborative situations. The development of collaboration in a diverse group involves participants’ awareness of the masks we all wear; and (b) creating relationships and an environment in which participants feel free to drop their masks and speak relatively freely about difficult topics.

The training will deepen participants’ understanding of how to work with diverse groups in professional settings. Participants will review their personal and professional masks, and the ways their fears influence attitudes and behaviors related to social group identity. There will be a significant focus on understanding the socio-psychological bases of social identity and intergroup prejudice and violence; and practicing the “leader as a tool”.

**TRAINING CONTENT OVERVIEW OUTLINE**

- Pre-Training Activities:
  - Completion of relevant readings related to intergroup dialogue facilitation and social justice advocacy
  - Completion of an web-based survey to gather data from program participants, specifically related to multicultural competency development and intergroup relations
  - Completion of online web-based bias assessment from Harvard University’s Project Implicit - [https://implicit.harvard.edu/implicit/](https://implicit.harvard.edu/implicit/)
• Framing Transformational Intergroup Dialogue
  o Introduction to Transformational Intergroup Dialogue
    ▪ Major Concepts
    ▪ Outlining Stages of the Process
  o Facilitator Development
    ▪ Participants begin to learn foundational skills in self-awareness and intergroup communication
    ▪ Experimentation with the intergroup dialogue process, including the emotional life of a group, exploration of fears in intergroup relations, and developing trust in a group.
  o Individual and Group Reflection and Processing

• Prejudices, Projections and Social Group Membership
  o Understanding the Role of Individual, Institutional and Societal Oppression
  o Engaging the Other through the Dialogic Process
  o Understanding Facilitator Assets and Liabilities
  o Facilitating the Group
  o Individual and Group Reflection and Processing

PROSPECTIVE FACILITATORS:

Tchet Dereic Dorman is the President of Pyramid Consulting Services, an educational services company that provides evaluation, assessment, training and consultation services. He also serves as the Director of the Center for Social Justice and Multicultural Education in the Office of Institutional Diversity, Equity, Advocacy and Leadership at Temple University. Tchet has a wide variety of experiences over the past 24 years as a university instructor and administrator, having worked at 14 higher education institutions, including Temple University, Lebanon Valley College, Albright College, Swarthmore College, the University of Pennsylvania, Oberlin College, and Philadelphia University.

As the Director of the Center he created Temple’s first Intergroup Dialogue Program, facilitating sustained dialogue groups related to race, gender/sexism, sexual orientation, religion and socio-economic status for students, faculty, staff and professionals from throughout the region; created the Intergroup Dialogues Facilitator Training Institute, providing a train-the-trainer opportunity for faculty, administrators, and professionals. Over the past two year’s, the Institute has sponsored a one-day symposium titled Engaging Diversity, Keeping It Real: An Introduction to Intergroup Dialogue (http://www.temple.edu/ideal/sss/IGD/EngagingDiversitySymposium.html) to provide professional development to faculty, teachers, administrators, social service professionals, community leaders and activists from throughout the Philadelphia region. Furthermore, over the past two academic years, he has co-sponsored faculty development and training related to race through Temple’s Teaching and Learning Center.
As an outgrowth of the Intergroup Dialogue Program, he developed a strategic partnership with the Department of Educational Leadership and Policy Studies of the College of Education to create the Graduate Certificate in Diversity Leadership (http://www.temple.edu/ideal/CertificateinDiversityLeadership.html), a four-course, twelve-credit graduate diversity education program geared for professionals who teach, facilitate, train and lead in educational, community, corporate and public settings. The Certificate has provided an intensive model for intercultural skill development for a wide variety of professionals from throughout the Philadelphia region, providing a unique opportunity for faculty, administrators, and other professionals to learn the Transformational Social Therapy model. As part of the Certificate he co-teaches the first course, Emotions, Diversity and Democratic Leadership.

He has also been the Director of Multicultural Affairs at both Albright College and Lebanon Valley College and the Director of the Ronald McNair Faculty-In-Training Program at Temple University. He also taught courses at Temple, including African American History, African Literature and Introduction to African American Studies; at Community College of Philadelphia, he has taught Introduction to Sociology and Cultural Anthropology; taught a Multiculturalism and the American Identity at LVC; and taught Black History at Harrisburg Area Community College.

He served as the National Secretary of the African Heritage Studies Association for over five years, the President of the Pennsylvania chapter of the National Association for Multicultural Education (NAME) and presently serves on the national board of NAME as a Regional Director. For the past eight years, he has been a major organizer of the Pennsylvania Association of Liaisons and Officers of Multicultural Affairs on the statewide level and in both central and southeastern Pennsylvania.

Tchet achieved doctoral candidacy in African American Studies at Temple University, where he also received his master’s in African American Studies. He received his bachelor’s degree in Black Studies and Government from Oberlin College in Ohio. In 2007, Tchet received the Educator of the Year Award from the National Association for Multicultural Education.

DR. PAMELA E. BARNETT

Pamela E. Barnett is an Associate Vice Provost and Director of Temple University’s Teaching and Learning Center which provides programs and consultations to enhance the teaching of faculty and teaching assistants. She earned Temple’s Certificate in Diversity Leadership in 2011, and has written about methods she learned through that program for encouraging honest, productive discussion about hot topics. (See "Discussions across difference: addressing the affective dimensions of teaching diverse students about diversity", Teaching in Higher Education, 2011).

Prior to her work in instructional development, she was Associate Professor of English & African American Studies at the University of South Carolina. Her book Dangerous Desire: Literature of Sexual Freedom and Sexual Violence Since the Sixties (Routledge, 2004) examines literature written in response to the liberation movements of the 1960’s. She is currently working on a book about how faculty social identities impact
teaching and learning and is on the editorial board for *Transformations: The Journal of Inclusive Scholarship and Pedagogy.*

Previously, Dr. Barnett worked as the associate director of the McGraw Center for Teaching and Learning at Princeton University. Prior to assuming this position, she was a tenured associate professor of English and African-American studies at the University of South Carolina. She earned a bachelor's degree in English from Barnard College and a doctoral degree in English from Emory University.

**HILLARY BLECKER**

Hillary Blecker has a decade of experience designing and facilitating participatory trainings on workplace and community issues from developing advocacy skills to creating safer workplaces. She has worked with unions, day labor worker centers, and health clinics. Three years ago, Hillary co-founded the Philadelphia Trainers’ Collaborative, which brings educators, organizers, and trainers together to share techniques and improve their ability to use education for transformation.

Hillary earned a bachelor’s degree in Public Health from Johns Hopkins University and a master’s degree in Public Health from the University of Washington.