



**Alliance for Healthier Communities**  
Alliance pour des communautés en santé

Board of Health Resource Handout:

# **Self-Reflection Tools for Inclusive Leadership Practices**

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# Background

The Board of Health resource handout: “Self-Reflection Tools for Inclusive Leadership Practices”, accompanies the Board of Health Inclusive leadership in Governance Webinars One and Two. These webinars support boards of health to adopt inclusive leadership in governance practices. This resource includes a diversity of self-reflection tools that let board members look at their life experiences as well as social and organizational factors that have influenced their life experiences. Everyone has a life of experience of privilege and marginalization, impacted by the various systems of power. These systems of power are connected, and this is the concept of intersectionality which is a foundational understanding for practicing Inclusive Leadership. Having a concrete awareness of intersectionality, and the multiple identities and structural factors that influence discrimination and inclusion, is critical to recognizing some of the ways that power imbalances, bias and privilege may be at play.

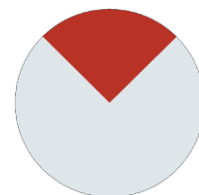
## Reflection Tools from Inclusive Leadership Webinar One & Two

There are several tools provided for review by the board of health and public health agency staff including:

- Diversity Wheel City for All Women Initiative (CAWI) resource
- Reflection on Heterosexual Privilege
- Reflection on White Privilege
- Unpacking the Knapsack of Able Privilege
- I am Practicing Allyship when... Reflection Tool
- Inclusive Leadership in Governance Framework

Additional resources for webinar 2 – Board diversity survey +

# Diversity Wheel



As a consequence of systemic barriers and inequities, we all have experienced exclusion in some areas of our life, but inclusion in others. Each of us has multiple factors at play in our lives. For example, a middle-age francophone female manager with a disability has different life experiences from a recently hired Indigenous male university student.

Who we are could contain a variety of life experiences, multiple social factors, and cross-overs with many groups. It is this intersection, or crossover of identities of who we are that affects how we experience the city.

This is called **intersectionality**.

**This is made visible on the Diversity Wheel on the following page.**

The **first circle** represents your **LIFE EXPERIENCES**.

The **second circle** are the **SOCIAL FACTORS** that influence your life experiences:- sexual orientation, aboriginal ancestry, age, education, social class, education, sex, race/ethnicity, gender identity, religion/spirituality, length of time in the community, geographic location, marital/family status, disabilities, place of origin, language, income, immigration status, and other factors.

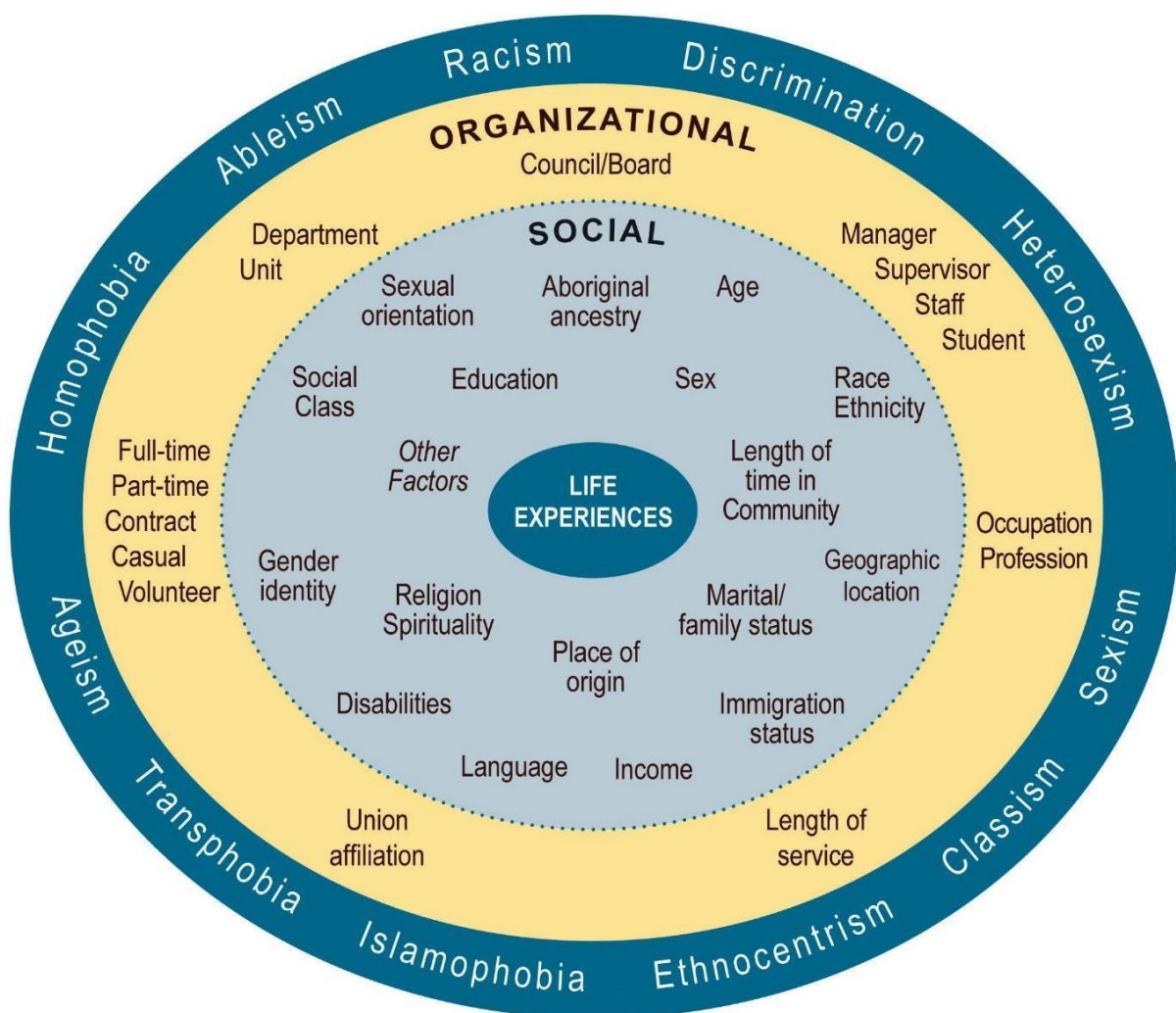
The **third circle** are the **ORGANIZATIONAL FACTORS** that might add a layer of how you experience the city: your participation on council/board, your position as a manager, supervisor, staff, student, your occupation and profession, your length of service, your union affiliation, whether you are full-time, part-time, contract, casual or volunteer, and your department/unit.

The **outermost circle** are the **“ISMS” or overarching systems of power** that indirectly and directly impact your life such as: racism, discrimination, heterosexism, sexism, classism, ethnocentrism, transphobia, ageism, homophobia, and ableism.

When we reflect on our own experiences, we can go the next step to ask to what extent this relates to the degree to which we will experience inclusion or exclusion (privilege or marginalization) in a given situation or context. Sometimes we experience both.

Take a few moments to identify areas in your life where you have had advantages or disadvantages. In some areas of your life, you may find it has been both an advantage and disadvantage at different times in your life.

- Underline advantages
- Circle disadvantages



**How can you use your experiences to understand and become an ally for people experiencing exclusion?**

# Recognizing Privilege Tools:

## Heterosexual Privilege Checklist

This list is based on Peggy McIntosh's article on white privilege. These dynamics are but a few examples of the privilege which heterosexual people have. Lesbian, gay, bisexual, and queer-identified folk have a range of different experiences but cannot count on most of these conditions in their lives.

On a daily basis as a heterosexual person...

1. I can be pretty sure that my roommates, hall-mates and classmates will be comfortable with my sexual orientation.
2. If I pick up a magazine, watch TV, or play music, I can be certain my sexual orientation will be represented.
3. When I talk about my heterosexuality (such as in a joke or talking about my relationships), I will not be accused of pushing my sexual orientation onto others.
4. I do not have to fear that if my family or friends find out about my sexual orientation there will be economic, emotional, physical or psychological consequences.
5. I did not grow up with games that attack my sexual orientation (i.e., fag tag or smear the queer).
6. I am not accused of being abused, warped or psychologically confused because of my sexual orientation.
7. I can go home from most meetings, classes, and conversations without feeling excluded, fearful, attacked, isolated, outnumbered, unheard, held at a distance, stereotyped or feared because of my sexual orientation.
8. I am never asked to speak for everyone who is heterosexual.
9. I can be sure that my classes will require curricular materials that testify to the existence of people with my sexual orientation.
10. People don't ask why I made my choice of sexual orientation.
11. People don't ask why I made my choice to be public about my sexual orientation.

12. I do not have to fear revealing my sexual orientation to friends or family.
13. It's assumed.
14. My sexual orientation was never associated with a closet.
15. People of my gender do not try to convince me to change my sexual orientation.
16. I don't have to defend my heterosexuality.
17. I can easily find a religious community that will not exclude me for being heterosexual.
18. I can count on finding a therapist or doctor willing and able to talk about my sexuality.
19. I am guaranteed to find sex education literature for couples with my sexual orientation.
20. Because of my sexual orientation, I do not need to worry that people will harass me.
21. I have no need to qualify my straight identity.
22. My masculinity/femininity is not challenged because of my sexual orientation.
23. I am not identified by my sexual orientation.
24. I can be sure that if I need legal or medical help my sexual orientation will not work against me.
25. If my day, week, or year is going badly, I need not ask of each negative episode or situation whether it has sexual orientation overtones.
26. Whether I rent or I go to a movie theater, I can be sure I will not have trouble finding my sexual orientation represented.
27. I am guaranteed to find people of my sexual orientation represented in my school's curriculum, faculty, and administration.
28. I can walk in public with my significant other and not have people double-take or stare.
29. I can choose to not think politically about my sexual orientation.
30. I do not have to worry about telling my roommate about my sexuality. It is assumed I am a heterosexual.
31. I can remain oblivious of the language and culture of LGBT folk without feeling in my culture

any penalty for such oblivion.

32. I can go for months without being called straight.

33. I'm not grouped because of my sexual orientation.

34. My individual behavior does not reflect on people who identify as heterosexual.

35. In everyday conversation, the language my friends and I use generally assumes my sexual orientation. For example, sex inappropriately is referring to only heterosexual sex or family meaning heterosexual relationships with kids.

36. People do not assume I am experienced in sex or that I even have it merely because of my sexual orientation.

37. I can kiss a person of the opposite gender without being watched and stared at.

38. Nobody calls me straight with maliciousness.

39. People can use terms that describe my sexual orientation and mean positive things (i.e., "straight as an arrow", "standing up straight" or "straightened out") instead of demeaning terms (i.e., "that's gay" or being "queer").

40. I am not asked to think about why I am straight.

41. I can be open about my sexual orientation without worrying about my job.



# Recognizing Privilege Tools:

## Social Class Privilege Checklist

This list is based on Peggy McIntosh's article on white privilege. These dynamics are but a few examples of the privilege which people from upper social classes have.

On a daily basis as an upper social class person...

1. I don't need to worry about learning the social customs of others.
2. The 'better people' are in my social group.
3. It is likely that my career and financial success will be attributed to my hard work.
4. People appear to pay attention to my social class.
5. When I am shopping, people usually call me "Sir" or "Ma'am".
6. When making a purchase with a cheque or credit card, my appearance doesn't create problems.
7. When I, or my children, are taught about history, people from my social class are represented in the books.
8. I can easily speak with my attorney or physician.
9. There are neighborhoods I can move to where I feel 'at home'.
10. There are places where I can be among those exclusively from my social class.
11. I can deny Social Class Privilege by asserting that all social classes are essentially the same.
12. Experts appearing on mass media are from my social class.
13. There are stores that market especially to people from my social class.
14. I can protect myself and my children from people who may not like us based on my social class.
15. Law enforcement officials will likely assume I am a non-threatening person once they see me and hear me.

16. Disclosure of my work and education may actually help law enforcement officials perceive me as being “in the right” or “unbiased.”
17. I can easily speak to my child’s college professors.
18. My citizenship and immigration status will likely not be questioned, and my background will likely not be investigated, because of my social class.
19. I can be sure that my social class will be an advantage when seeking medical or legal help.
20. If I wish to send my children to private schools, I have a variety of options.
21. I can find colleges that have many people from my social class as students and that welcome me or my child.
22. If I apply for a prestige job competing with people of a lower class, my social class will be to my advantage.
23. The decision to hire me will be related to my background and where I went to school.
24. When I watch TV or read the newspapers I can see people of my own class represented well.
25. The “Newsmakers” are like me.
26. I deserve my status because of my accomplishments.
27. If I get offered a job over someone with more experience, it is because I deserve it.
28. My elected representatives share a similar background with mine.
29. Chances the person in charge in any organization is like me or is sympathetic to my status.
30. My child is never ignored in school, and if there are problems, I am called by the teacher or principal.
31. People are usually careful with their language and grammar around me.

# Recognizing Privilege Tool: Unpacking the Knapsack of Able Privilege

*By Louise Bailey, Jack Pearpoint and the whole Options team at Family Service Toronto with thanks to Peggy McIntosh. <http://www.fsatoronto.com/programs/options/knapsack.html>*

We know that people with labels are oppressed. If some of us are oppressed, it means that others of us are privileged. **When we are privileged, we usually don't think of this as privilege - but the norm - how it should be.** Just as men have to look at the privileges that arise from sexism, white people the privileges that arise from racism, **we who are labelled non-disabled have to be conscious of our own privileged status.** If we think about how privilege plays out in our day-to-day life- here are some sampler observations of how it looks:

- If I make a mistake at work, no one calls my mother.
- I can be pretty sure I won't be stared at or called names in the mall/store.
- After I turned 12, I set my own bedtime.
- When I go to a restaurant, the waiter will ask ME what I want to eat.
- If I go to a doctor or a counsellor, I can assume my confidentiality is respected.
- Other people assume I understand what I'm talking about.
- If I turn up day after day at a workplace to do a job, people assume I'm an employee.
- If I'm out with a non-labelled person, other people assume that's my friend, not my worker or family member.
- My family and school believe in my future and invest in preparing me for a good job.
- It's assumed I'll move out on my own. I get to choose where and with whom I will live.
- It's assumed that I'll bring happiness to my parents. I can rebel, protest, and disagree without being labelled mentally ill, in need of medication or behaviour management. I can watch TV or a movie without hearing myself called a pejorative name - e.g. retard.
- I can watch people like me on TV being portrayed at their best -- competent, valued, in-charge, powerful.

- I can do really well without being called an "exception".
- People congratulate me when I say I am pregnant.
- If I go to any workplace, store, etc., I'll see people like me as employees.
- I'm not expected to work for nothing.
- People don't hesitate to speak to me.
- I can find friends - instead of "activity programs".
- I get to choose who I want to hang out with.
- People will ask me if I have a relationship.
- I can choose the job I want.

# Allyship Tool:

## I am practicing allyship<sup>1</sup> when:

- I check my assumptions so as to unlearn biases and stereotypes
- I am committed to personal growth (in spite of the discomfort) required to promote social change
- I speak up against hurtful comments, oppressive jokes, slurs and actions knowing that silence can communicate condoning oppression
- I do not expect gratitude or recognition for my practice, especially not from marginalized groups
- I follow the lead articulated by those impacted most, rather than deciding on my own what might be best
- I am constantly seeking out ways to learn and unlearn, and try to facilitate the learning (and unlearning) of others with whom I share privilege
- I pause and consider my reactions such as defensiveness, guilt or shame when being asked to 'take up less space' or to share power

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<sup>1</sup> See PHESC.CA for additional Allyship tools.

# INCLUSIVE LEADERSHIP IN GOVERNANCE DIALOGUE TOOL

See Webinar One Board Reflection Option 1 & 2



# Inclusive Leadership in Governance DIALOGUE TOOL:

## UNDERSTANDING EQUITY AND INCLUSION:

### Anti-Racism, Anti-Oppression, Health Equity, Intersectionality

- Recognizing the impact systems of power have on health outcomes including quality of life, access to public health care, and experiences of public health
- Commitment to developing and strengthening Board understanding of these equity frameworks
- Learning from best practices on embedding or operationalizing these frameworks for governance

## BOARD OF HEALTH ACTIONSTO ADVANCE INCLUSIVE LEADERSHIP:

- Think and lead strategically: for example, name equity and inclusion in your strategic plan
- Drive progressive policies: for example, a Land Acknowledgement policy
- Enhance board attributes: for example, board composition, representation and diversity
- Champion system change: for example, Advocate for a low-income dental plan

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Inspired by A Framework for Health Care Organizations to Achieve Health Equity, developed by the Institute for Healthcare Improvement. Wyatt R, Laderman M, Botwinick L, Mate K, Whittington J. Achieving Health Equity: A Guide for Health Care Organizations. IHI White Paper. Cambridge, Massachusetts: Institute for Healthcare Improvement, 2016 (Available at [ihi.org](http://ihi.org)); Governance as Leadership: Reframing the Work of Nonprofit Boards. Chait R, Ryan W, Taylor B. John Wiley and Sons, NJ, 2005; National Collaborating Centre for Determinants of Health. (2013). Let's Talk: Public Health Roles for Improving Health Equity. Antigonish, NS: National Collaborating Centre for Determinants of Health, St. Francis Xavier University.

# Exploring implicit biases

In all the literature on implicit bias and striving for bias-free practices there are references to being self-aware and knowing more about your assumptions and biases. Board members may be interested in taking implicit bias tests related to age, race, sexual orientation and other possible categories as part of the recruitment process.

<https://implicit.harvard.edu/implicit/canada/takeatest.html>

## Bias-free approach to interviewing when recruiting for committees of the board.

- To reduce barriers for people always offer accommodations for the interview and be deliberate in the offer; such as offering to provide the questions in writing (not just asking them verbally) so that applicants can read and reflect before answering.
- To provide a welcoming and inclusive environment have diversity amongst the interviewers (gender, age, racial, LGBT).
- To reveal and reduce bias, reflect on your responses to interpersonal communication such as the enthusiasm of the applicant, whether they made eye contact, their naming of acronyms, or if they reference people or organizations you know.
- To be equity-informed and inclusive we value lived experiences of oppression and discrimination as highly as we value work experiences, and we recognize that systemic discrimination creates access barriers to education, leadership opportunities, work and volunteer experiences.
- To be inclusive we recognize that people may present interview behaviors that are different from what we expect.

In addition to biases from cultural stereotypes and systemic forms of discrimination such as racism, sexism, homophobia, heterosexism, transphobia, ageism, ableism and other forms of systemic and social exclusion<sup>2</sup>, there are predictable biases in interviewing such as:

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<sup>2</sup> See Alliance for Healthier Communities Anti-oppression framework: <https://www.allianceon.org/anti-oppression>



1. **Similarity attraction effect:** Find yourself leaning toward an applicant who likes something (cooking, music) as much as you do? Or who tends to share your manner of expressing yourself? This tendency to gravitate toward people who are like ourselves is common, but it's usually irrelevant to making a good recruitment decision.

↗ Consider mitigating this bias through reflective dialogue with others on the interview panel.

2. **The halo effect:** A polite, well-dressed, well-spoken applicant is a likable applicant. And if you like the individual as a person, you may be prone to overrating his or her skills and abilities.

↗ Consider making this bias less subjective by having a **likeability score** for each candidate. This provides a control for your personal feelings about a particular applicant by giving likability a numerical score, making it more controllable. This will also give the interviewers an opportunity for further reflection about their potential biases.

3. **Confirmation bias:** When you believe one candidate is best based on their application and letter of interest or something you heard from another colleague. Confirmation bias will lead you to focus in on information confirming that conclusion, which is why this bias can contribute to inconsistent and/or leading interview questions.

↗ Mitigate this bias by paying attention to **how you interact with information in the application form and letter of interest**. Consider starting the interview with the applicant reviewing their responses to the questions asked for in the letter of interest. This helps make sure that all interviewers are fully aware of the experience the applicant has shared and are all assessing the applicant based on the same information about their skills and experiences related to the questions:

# The “How To” of Bias-free Interviewing<sup>3</sup>:

Literature on bias-free interviewing emphasizes the importance of asking **behavioral or situational-based questions**<sup>4</sup> when possible related directly to the role. These types of questions ask for an example or description of an experience and draw out actual capabilities and give more insight into how someone will be in the role.

A question to assess an applicants’ knowledge about an equity-informed approach might be: "Tell us about a time when you were part of a group or team making a decision that was informed by equity considerations. Can you walk us through the process you took to prepare for and make that decision?"

Open the interview by telling the applicants what they need to know about the role, and priorities for the position such as **reviewing the “Responsibilities and Terms of Reference of the Board of Health committee”**. In this way all applicants will start with the same information about they need to know. The applicant can provide relevant examples during the interview that connect back to the role and expectations the board has for the role.

Use a scoring tool and attaching a score to each question allows the applicants’ answers to be rated based on **ideal answers or key words**. This means developing the responses which the interview panel will look for in the applicants’ responses in advance. Make sure to ask each interviewer to write down each applicants' responses for each question. And, of course, make sure to ask each applicant the same questions. After each interview, have the interview panel discuss the candidate's responses and come to an agreed score for each question.

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<sup>3</sup> Some steps are adapted from various sources: <http://diversecityonboard.ca/general-resources/>

<sup>4</sup> Behavioral interviewing is a structured process that helps interviewers identify targeted technical and interpersonal competencies in the candidates they interview. It draws out relevant facts from actual past experiences that can serve as predictors of their future performance. Because it focuses on demonstrated capabilities rather than documentation or descriptions of hypothetical situations it is considered an objective method. As a result, it is valuable for reducing predictable bias in hiring decisions. Behavioral interviewing allows interviewers to effectively delve into the applicants experience while providing a comfortable situation for the candidate to speak about himself or herself