

Prosocial Leadership
Understanding Ourselves, Understanding Others, and Working Together
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Teacher's Manual and Resources
Prosocial Leadership
Understanding Ourselves, Understanding Others, and Working Together

Unit Goal

This unit is designed to help students explore their own identity, their privilege, their intersectional identity, implicit bias, shared identity, and bridging differences, and why these topics may be important personally, as well as to their work.

Unit Objectives

Students will be able to:

- Connect lawyer professionalism skills to the professional behavior required when working with others in the legal system ([American Bar Association Model Rules of Professional Conduct](#), Rules 1.1 through 1.4 and [Foundations for Practice Skills](#))
- Articulate how they gain self-awareness, and how various components of their identity and privilege can shape perception
- Identify many aspects of their identity
- Consider how an intersectional framework of identity can promote discrimination
- Identify many aspects of their privilege
- Determine shared identity with a person that is seemingly different than them
- Consider why bridging differences is important to themselves and their work
- Reflect on what knowing more about themselves and others means to their work and personal lives

Lawyering Culture, Classroom Culture, Psychological Safety, Belonging, and Inclusion

Statement of Inclusion: You Belong Here

Be gentle with yourself. You are a child of the universe no less than the trees and the stars, you have a right to be here.

~ Max Ehrmann

You belong here, as do your classmates. You belong here if you had great teachers and positive experiences of schooling. You belong here if schools and society have marginalized you and your community. You belong here if you are Sikh, Muslim, Jewish, Christian, Buddhist, Hindu, Atheist, Secular Humanist, or Pagan, follow some other belief system, or adhere to no organized belief system at all. You belong here if you are still figuring out what and who you are. You belong here if you are documented, DACAmented, or undocumented. You belong here if you are a person of color, or white, or perceived to be white, or mixed, or perceived to be other identities that you aren't. You belong here if you have an exceptionality or disability, if you have intellectual, cognitive, or emotional disabilities or if you are neurotypical. You belong here if you identify as gender nonconforming or LGBTQ, or if you're still learning what some of those letters mean. You belong here no matter what language you grew up speaking. You belong here if your mom was a professor or if you were the first one in your family to graduate from high school. Whatever your body type, appearance, talents, abilities, identities, histories, or backgrounds, you belong here if you are here to learn and to be humane, inclusive, respectful, rigorous, and just toward the others who are also here to learn.

As the Professor for this program, I will try hard to ensure you and your classmates always remember that you belong here, and to ensure you and your classmates feel welcome and valued. I expect all members of this class to do the same.

~Adapted from Dr. Brenda Allen, University of Colorado Denver

Psychological Safety and Belonging

Psychological safety is: "the belief that you won't be punished or humiliated for speaking up with ideas, questions, concerns, or mistakes." Cultures benefit from a diversity of ideas, and teams are more innovative and productive, when people enjoy psychological safety in the environment.¹

According to Dr. Timothy Clark, author of *The 4 Stages of Psychological Safety: Defining the Path to Inclusion and Innovation*, adults must experience the following four phases of safety before they feel fully free to make valuable contributions.

- Stage 1 Inclusion Safety: *Can I be my authentic self?*
- Stage 2 Learner Safety: *Can I learn and grow by experimenting, asking questions, making mistakes, and getting feedback?*
- Stage 3 Contributor Safety: *Can I use my skills and abilities to add value?*
- Stage 4 Challenger Safety: *Can I speak up, challenging the status quo, to suggest changes or improvements?*

Stage one is a feeling of belonging. Without a sense of acceptance of your unique attributes and characteristics, it is impossible to attain the other three stages.²

Greg Walton and Shannon Brady, in *The Many Questions of Belonging*, argue that individuals assess their capacity to belong in an environment using the following six questions:

- *Does anyone here notice me?*
- *Are there people here I can connect with?*
- *Do people here value people like me?*
- *Do I want to belong here?*
- *Could I be more than a stereotype here?*
- *Are people like me compatible with this setting?*

Belonging interventions can improve a culture. Educators must be thoughtful and intentional when they design learning and create connections.³

Lawyering Skills, Character Attributes, Collaboration Competencies, and Self-Care and Self-Regulation Skills

Foundations for Practice Report

Institute for the Advancement of the American Legal System

The Foundations for Practice Report, which surveyed 24,137 lawyers, found law schools should be teaching a blend of legal skills, and professional and character competencies.

Character Attributes Include:

- Self-awareness (Strengths, Weaknesses, Boundaries, Preferences, Sphere of Control)
- Intellectual Curiosity
- Resourcefulness
- Flexibility & Adaptability
- Strong Moral Compass
- Decision-making under Pressure
- Handle Dissatisfaction Appropriately
- Ownership of & Passion for Work
- Commitment to Excellence

Collaboration Competencies Include:

- Positive Professional Relationships
- Work Cooperatively & Collaboratively as Part of a Team
- Express Disagreement Thoughtfully and Respectfully
- Integrity, Courtesy, Respect, Tact & Diplomacy
- Tolerance, Sensitivity & Compassion
- Humility & Patience

Self-Care and Self-Regulation Skills Include:

- Energy
- Optimism
- Resilience
- Stress Management

Content and Trigger Warning

The materials have been released early so that you may determine whether to attend class in person or via the class recording. I will support each student's determination about how they would like to attend class. I will approve the class recording for anyone who wants to attend via recording, or in the event anyone decided to leave class at any time.

I acknowledge that each of you comes to this institution with your own unique life experiences. This contributes to the way you perceive various types of information.

In this class, we will cover content that may be intellectually or emotionally challenging, or some of which you may find triggering. We will be covering the following topics, which have been intentionally curated to achieve the learning goals for this course: self-awareness, identity, privilege, intersectionality, bias, oppression, hate, empathy, dignity, and power. These topics have been chosen for this class because of the strong likelihood that you will become leaders in organizations after law school. "Lawyers are inevitably leaders in all positions they hold due to their privilege, power, prestige, and responsibility."⁴

Leadership has been defined as:

- "Lifting a person's vision to higher sights, the raising of a person's performance to a higher standard, and the building of a personality beyond its normal limitations, Peter Drucker;
- The art of mobilizing others to want to struggle for shared aspirations, James Kouzes & Barry Posner; and
- Defining what the future should look like, aligning people with that vision, and inspiring them to make that future happen despite the obstacles, John Kotter."⁵

The decision to include such material is not taken lightly. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. I will support you throughout your learning in this program.

Unit Activities

Optional Activity to Reduce Student Stress: Coloring

Students may enjoy the option to color in coloring books with crayons or colored pencils to reduce the stress of covering this material. Students can listen and participate in discussions while coloring a sheet out of a coloring book.

Icebreaker from [1000 Things You Don't Know About Me](#)

- My special talent is ...
- My anthem is ...
- I can never have enough ...
- If I could choose my own name, it would be ...
- The older I get, the better I understand ...

Understanding Ourselves

Self-Awareness

every time someone loves themselves better,
builds their self-awareness, understands their patterns,
improves their ability to communicate and
expands their compassion for others,
the future of humanity grows brighter.
your healing impacts the world by bringing in new peace.

~ [yung pueblo](#)

1. Please read [To Understand Yourself is the Beginning of Wisdom](#), a Zen Pencils Cartoon

“Identity is how you think about, describe, and present yourself. It can be made up of different roles, traits, and experiences. Developing a strong identity can give meaning and direction in life.”

2. Please watch [10 Things Only Self-Aware People Do Video](#) (5:27)

Please reflect on which of the 10 things you do and do not do.

In your small group, discuss 10 things and

- a. What do you already do?
 - b. What do you want to begin or improve?
3. Please complete the Identity Exploration Worksheet Who Am I?

In your small group, discuss

- a. Why do you identify more strongly with some parts of yourself than others?

- b. How do the different parts of your identity relate to your values?
- c. What insight did you gain from completing this exercise?
- d. How does your internal sense of self compare to the identity you present to the world?

Source: [Who Am I? Identity Exploration Exercise | Worksheet | Therapist Aid](#)

Positionality

Positionality: How my identity influences, and potentially biases, my understanding of and outlook on the world.

Positionality Statement: How your worldview, identity, background, experiences, values, and biases shape your work.

1. Please read the content and watch the positionality videos at [positionality Meaning | Gender & Sexuality | Dictionary.com](#)

To help you with this exercise, please read the content, watch the video, and review The Wheel of Privilege and Power at [Wheel of Privilege and Power \(wisc.edu\)](#).

2. Please draft your Positionality Statement

Source: [positionality Meaning | Gender & Sexuality | Dictionary.com](#)

Intersectionality

1. Please read What Does Intersectional Feminism Actually Mean? At [What does intersectional feminism actually mean? | IWDA](#).

“[T]oday, intersectionality encompasses more than just the intersections of race and gender. **It’s now widely used** to illustrate the interplay between *any* kind of discrimination, whether it’s based on gender, race, age, class, socioeconomic status, physical or mental ability, sexual identity, religion, or ethnicity.”

Dealing with Difficult Topics: Privilege, Bias, Oppression, Empathy, Dignity, Power, and Hate

- Have you explored them in other classes?
- Do you have concerns about exploring them now?
- Why might it be important for graduates to grapple with these topics?

Addressing Privilege and Bias

1. Please watch the [What is Privilege Video](#) (3:51)
2. Please watch the [Privilege Walk Video](#) (2:55)

3. Please take the [How Privileged Are You BuzzFeed Quiz](#)
4. In your Small Group: Processing Privilege
 - a. What does that mean for school?
 - b. What does that mean for outside of school?
 - c. What does that mean for your career?

Understanding Others

Understanding Power, Privilege, and Oppression

1. Please watch [Understanding Power, Privilege & Oppression Video](#) (6:30)
2. Please watch [How to Understand Power Video](#) (6:39)
 - a. Types of Civic Power
 - i. Physical Force
 - ii. Wealth
 - iii. State Action
 - iv. Social Norms
 - v. Ideas
 - vi. Numbers
 - b. Laws of Power
 - i. Power is never static
 - ii. Power is like water
 - iii. Politics: Harnessing flow of power in the direction you prefer
 - iv. Policy: Power frozen
 - v. Power compounds
3. In your Small Group: Processing Power and Privilege
 - a. What does that mean for school?
 - b. What does that mean for outside of school?
 - c. What does that mean for your career?

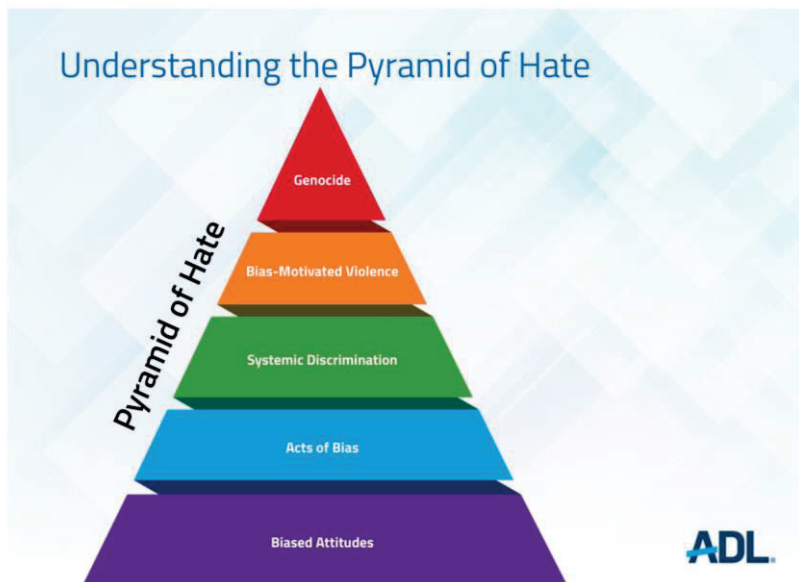
The Meaning of Dignity

1. Please watch [Exploring the Meaning of Dignity Video](#) (3:32)

Understanding Bias and Hate

1. Please watch [Trevor Noah Interviews Bubba Wallace](#) (10:19)
2. Please facilitate the [ADL Pyramid of Hate Lesson](#)
 - a. Click on Load Mini-Lesson
 - b. Teacher information for the first few slides.
 - c. With students

- 1) Start at Understanding the Pyramid of Hate
 - 2) End at Review
- d. Student Handout begins on page 3



About the Mini-Lesson

This mini-lesson will introduce you to the **Pyramid of Hate**, an ADL concept and activity that demonstrates how escalating levels of attitudes and behavior grow in complexity from biased ideas to discrimination and acts of violence.

ADL's mini-lessons are short, interactive, online lessons for educators to learn about a core ADL topic, theme or activity.

Objectives

This self-paced mini-lesson will enable you to:

- Use the Pyramid of Hate to explore the escalation of bias and hate with your students.
- Guide your students to identify ways to counter bias and hate and be an ally to those who are victimized and targeted.

Length

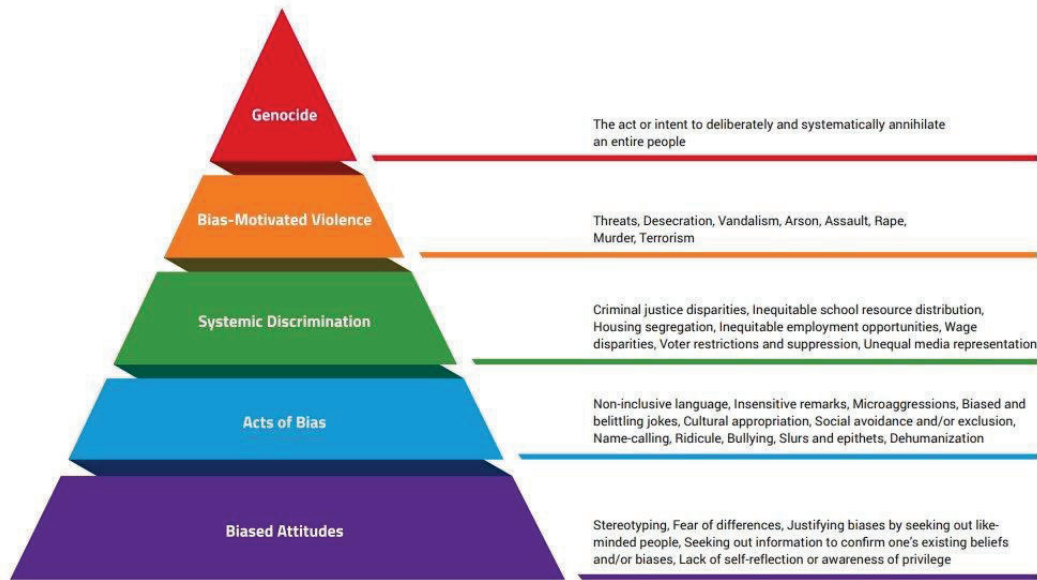
20 minutes. Go at your own pace, pausing and resuming as needed.

Requirements

Be sure you have audio capability to hear voiceover explanations for the slides. Closed-captioning available for slides with audio.

ADL PYRAMID OF HATE

The **Pyramid of Hate** illustrates the prevalence of bias, hate and oppression in our society. It is organized in escalating levels of attitudes and behavior that grow in complexity from bottom to top. Like a pyramid, the upper levels are supported by the lower levels. Bias at each level negatively impacts individuals, institutions and society and it becomes increasingly difficult to challenge and dismantle as behaviors escalate. When bias goes unchecked, it becomes "normalized" and contributes to a pattern of accepting discrimination, hate and injustice in society. While every biased attitude or act does not lead to genocide, each genocide has been built on the acceptance of attitudes and actions described at the lower levels of the pyramid. When we challenge those biased attitudes and behaviors in ourselves, others and institutions, we can interrupt the escalation of bias and make it more difficult for discrimination and hate to flourish.



Biased Attitudes Pyramid of Hate Examples

Biased Attitudes

- Social media echo chamber (i.e., following only like-minded or people from same identity groups on social media)
- Biased thought patterns (e.g., Black = dangerous, poor = lazy, etc.)
- Privileging intent over impact (i.e., "I didn't mean it that way..." vs "I hurt that person")
- Not acknowledging your privilege
- Exposing yourself almost exclusively to books, art, movies, music, etc. that reflect your own identity group

Acts of Bias

Pyramid of Hate Examples

Acts of Bias

- Stereotypes in memes
- Dehumanizing names (e.g., “alien” or “illegal” instead of “undocumented”)
- Biased jokes (e.g., “dumb blonde” jokes)
- Cliques in school that exclude certain groups of people
- School pranks that are racist and offensive
- Refusing to use a trans or non-binary person’s accurate pronoun and name
- Saying, “That’s so gay,” to describe something you don’t like

- Non-inclusive language
- Insensitive remarks
- Slurs/epithets
- Microaggressions**
- Bullying
- Dehumanization

The everyday slights, indignities, put-downs and insults that people of color, women, LGBTQ populations and other marginalized people experience in their day-to-day interactions.

The term microaggressions was coined in the 1970s. The definition is from Donald R. Williams, *Microaggressions in Everyday Life* (4th ed. 2018, John Wiley & Sons, 2019).

Source: <https://www.aclu.org/other/acts-bias>

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Systemic Discrimination

Pyramid of Hate Examples

Systemic Discrimination

- Lack of fresh, healthy food available in low-income areas
- Racial disparities at every level of the criminal justice system—from arrest to sentencing
- Underrepresentation of people of color, LGBTQ people and people with disabilities on TV and in movies
- Wage gap for women (especially Black, Latina and Native American women) compared to men
- Real estate “redlining” in which lenders refuse to lend money and extend credit to families of color, particularly Black families
- Preventing or restricting voting by requiring photo ID, restricting early voting and making voter registration more difficult
- Advertisements that demean and objectify women and girls
- High school, college and professional sports teams that use Native American slurs or caricatures in their name or mascot
- Inadequate accommodations for people with disabilities at work
- Binary gendered bathrooms (i.e., male and female), excluding non-binary and gender non-conforming individuals

The denial of justice and fair treatment in many areas including:

- Criminal Justice
- Employment
- Housing
- Education
- Healthcare
- Voting
- Media

Source: <https://www.aclu.org/other/acts-bias>

Source: <https://www.aclu.org/other/acts-bias>

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Bias-Motivated Violence Pyramid of Hate Examples

Bias-Motivated Violence

- Shooting at Tree of Life Synagogue in Pittsburgh
- Murder of Emmett Till
- Arson of Black churches in Louisiana
- Anti-immigrant graffiti
- Assault and murder against Black trans women
- Vandalization of mosques

- Vandalism
- Assault
- Desecration
- Arson
- Threats
- Terrorism
- Murder
- Rape

ANTHONY WISNIEWSKI
BIOETHICS AND VIOLENCE

ADL

Genocide

Pyramid of Hate Examples

Genocide

- The Holocaust, also called the Shoah
- Rwandan genocide, also called the genocide against the Tutsis
- Trail of Tears following the Indian Removal Act
- Rohingya genocide in Myanmar
- Darfur genocide in Sudan

Genocide is the act or intent to deliberately and systematically destroy an entire people.

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ADL

3. Please Review Strategies for Counteracting Implicit Bias from the Peace Learning Center
(Note: materials no longer online from [Peace Learning Center](#). [Current Resources Page](#))

- a. Uncover your implicit biases (like the Harvard Implicit Bias Test)
- b. Remove emotion and blame. Blaming distracts us from the work we need to do.
- c. Be honest with yourself when identifying discrepancies existing between conscious ideals and automatic implicit associations.
- d. Meaningfully engage with individuals whose identities differ from your own.
- e. Seek out exposure to counter-stereotypical exemplars: Individuals who contradict widely held stereotypes.
- f. Use photographs and décor that expose individuals to counter-stereotypical exemplars to activate new mental association.
- g. Take enough time to carefully process a situation before making a decision.
- h. Be part of difficult conversations to process how these things happen in real time.

4. Reflection on Implicit Bias (adapted from Peace Learning Center)

Internally: Within Yourself

What are three next steps for you to work internally on Implicit Bias?

For example: I will learn more about people and cultures I have bias against. I will work to notice when I catch myself making assumptions about groups of people.

- 1.
- 2.
- 3.

Interpersonally: Between People – How We Treat Each Other

What are three next steps for you to work internally on in your class, community, or organization?

For example: I will make sure the office art and the images on Powerpoint slides represent all different types of people.

- 1.
- 2.
- 3.

Institutionally: the Policies, Procedures, Culture, and Practices of Institutions

What are three next steps you or your group can work on to counteract Implicit Bias in your Institution?

For example: Make sure that all constituents are trained on Implicit Bias and anti-racism and that a follow-up team is formed to offer regular professional development and celebrations.

- 1.
- 2.

3.

Working Together

Curiosity & Innovation

1. Please read [Seth Godin's The Grid of Inquiry](#)
2. What if we focused on our Shared Identities?
3. Why do we need to Bridge Differences?

Finding Shared Identities

1. Please listen to [W. Kamau Bell's Thoughts on Awkward Relationships and Bridging Divides](#), or read the Podcast Transcript. The Shared Identity Exercise begins at 6:34.
2. Please complete the Shared Identity Exercise
 - a. Think of a person in your life who seems really different than you.
 - b. Make a list of all the things you share in common with this person.
 - c. Reflect on the commonalities you have identified with this person. How do they make you see this person in a new light?
3. In your Small Group: Processing Shared Identities
 - a. What does that mean for school?
 - b. What does that mean for outside of school?
 - c. What does that mean for your career?

Bridging Differences

1. Please Read [Five College Campuses That Managed to Bridge Differences \(berkeley.edu\)](#)
2. Please Read [Why Bother Bridging Differences in College, Anyway? \(berkeley.edu\)](#)
3. Please read [How Americans Can Find What They Have in Common](#)
4. In your Small Group: Processing Bridging Differences
 - a. What does that mean for school?
 - b. What does that mean for outside of school?
 - c. What does that mean for your career?
5. Extra Bridging Differences Resource: Download the [Bridging Differences Playbook](#)

The Power of Lovingkindness Meditation

1. Please read [This Lovingkindness Meditation is a Radical Act of Love](#)
2. Optional Reading: Meditation Research from The Professional Brain Newsletter
3. Lovingkindness Meditation Practice
 - a. While sitting quietly and comfortably, take deep slow breaths and reflect
 - b. *May I be safe and protected and free from inner and outer harm. May I be happy and contented. May I be healthy and whole to whatever degree possible. May I experience ease of well-being.*
 - c. Imagine a loved one or friend
 - d. *May you be safe and protected and free from inner and outer harm. May you be happy and contented. May you be healthy and whole to whatever degree possible. May you experience ease of well-being.*
 - e. Send these wishes to someone you feel neutral about, or someone who is difficult for you to deal with
 - f. *May you be safe and protected and free from inner and outer harm. May you be happy and contented. May you be healthy and whole to whatever degree possible. May you experience ease of well-being.*
 - g. Expand your wishes to all people or all beings
 - h. *May you be safe and protected and free from inner and outer harm. May you be happy and contented. May you be healthy and whole to whatever degree possible. May you experience ease of well-being.*

Provide Feedback

1. Anonymous Survey
 - a. Optional
 - b. Provide feedback to me
 - c. I'll review after the end of the term
2. Survey Questions
 - a. What does what you learned mean for school?
 - b. What does what you learned mean for outside of school?
 - c. What does what you learned mean for your career?

Optional Closing Meditation

1. [10 Minute Guided Meditation to Clear Your Mind](#)

Notes

¹ Center for Creative Leadership, What is Psychological Safety at Work?, Jan 15, 2022, [What Is Psychological Safety at Work? | CCL](#).

² Gazala Abid Sayad, Psychologically Safe Work Environments Matter, LinkedIn, Nov. 23, 2022, [\(23\) Psychologically Safe Work Environment Matters | LinkedIn](#).

³ *Id.* at 52; Gregory M. Walton and Shannon T. Brady, The Many Questions of Belonging, Chapter 15 in the Handbook of Competence and Motivation: Theory and Application, 2d Ed., The Guilford Press, 275-278, 283-286 (2017), [Sample Chapter: Handbook of Competence and Motivation: Second Edition: Theory and Application \(guilford.com\)](#).

⁴ Randall Kiser, Soft Skills for the Effective Lawyer 226 (2017).

⁵ Randall Kiser, Soft Skills for the Effective Lawyer 227-228 (2017).