



An Anti-Racism Playbook for Food Businesses

A Resource to Inspire Your Journey to Take Meaningful Action

Version 1.0 (Sept 30, 2020)

What is here?

Introduction	3
Food businesses for racial equity	5
How to use this playbook?	7
Activities	
Know Oneself	
Practice Mindfulness	10
Understand Race	12
Tell Your Food Stories	14
Expand Beyond A Single Story	16
Understand Power	18
“This I Believe”	22
Map Your Roles in Leading An Anti-Racist Business	24
As a Team	
Practice Reflective Listening	28
Build Our Collective Timeline	31
Facilitate Group Conversations via World Cafe and Open Space	33
Map Your Supply Chain with a Racial Equity Lens	39
Take Action	
Visioning & Current Reality	42
Powerful Questions to Inspire Ideas and Action	44
Three Stages of Progress	48
Progress Check-In	49
What next?	50

Introduction

I am glad that you chose to open this playbook. Chances are, this document found its way to you because someone recognized your need and/or leadership in this area, or perhaps you found it via a search on the topic of anti-racism work as a food business leader. Either way, something about this topic compels you, and I am grateful for your interest in this work.

Oftentimes, people find jobs or their life's calling in food-related work because there is something universal about working in food. Perhaps you are driven by your love of food through how it engages your senses, or you deeply care to make sure others are well-fed and loved. Perhaps you find food to be ways you practice and uphold your cultural upbringing, and a way to bridge and introduce its uniqueness to the world. Perhaps the work in the food industry is among those most accessible to you - you can always find something you can do, from serving to cooking to growing and harvesting to distributing and selling.

At the time of writing this playbook*, the summer of 2020 has been marked by the chaos resulting from the COVID-19 pandemic and the racial reckoning taking place in the United States of America. Both resulted and continue to impact Black and Indigenous communities, communities of color, and immigrant communities at disproportionate rates, causing significant job losses, riskier working conditions, and poor health outcomes. As leaders, many of us want to find ways to not just maintain the integrity of our organizations and the ability to sail through these storms, but to do so in a way that ensures our work will also include and celebrate those who have been marginalized or left out. I was privileged to speak to several business leaders in the creation of this playbook, and their resounding sentiment is to ensure these values of racial equity are woven into ways in which their businesses try to make it through these difficult times.

To do so, they recognize the work would not be easy, and that would include some deep introspection on their own actions and leadership. Already, the pandemic is making it hard for businesses to stay afloat, and you are likely to be overwhelmed by it all.

“The beauty of antiracism is that you don’t have to be free of racism to be an anti-racist. Antiracism is the commitment to fight racism wherever you find it, including in yourself. And it’s the only way forward.”

Ijeoma Oluo

This playbook pulls together some activities and resources aimed at giving food business leaders some initial first steps or options to consider to navigate through these times. This playbook in no way contains answers to these complex problems we collectively face on issues of race and racism. Think of this as a map or compass during these stormy times, enabling and encouraging insights and conversations among your crewmembers, as you all collectively move forward.

I hope this playbook provides you some food for thought and action, and that we may find ourselves together at a table we set together, abundant and overflowing with relationships, shaping a future where we all collectively celebrate each other.

Sook Jin Ong
www.ongsookjin.com

* Context and Gratitude

This playbook is a fulfillment of the University of Minnesota's Integrated Food Systems Leadership Certificate program for its individual capstone requirement.

Sook Jin would like to express her gratitude to the business leaders who offered their insights and shared their honest reflections on where they are in their own journey of weaving in racial equity and justice into their business practices. Additionally, Sook Jin would like to thank all the original creators of the various concepts that she adapted for this workbook, for it is their labor of love and activism that contributes to a universe of steps we can all take for a better future.

Food Businesses for Racial Equity

As a vital part to our existence, it is no surprise that the systems that support food - from production to consumption - is a huge part of many economies. The food sector in the United States made up 5% of Gross Domestic Product, 10% of total employment, and 10% of consumers' disposable income purchases in 2017¹. In dollar terms, it had a \$1.4 trillion total sales. Therefore, the organizations in this space - especially food-related businesses, have the power and potential to do amazing things with how they do their work.

Juxtapose that with the racial disparities we witness in our society. In this sector, a significant portion of its workforce are from communities who identify as Black, Indigenous, or persons of color, but do not necessarily earn as much as their white counterparts². Coupled that with larger shockwaves we are seeing from COVID-19, this results in impacts that cut deeper for certain groups - for example, Minnesotans of color who will find themselves more likely to get exposed to COVID-19³ or unemployed because they make up a larger share of deeply impacted industries and occupations such as food service⁴. Food business owners from immigrant communities struggle with lack of access to supply chains, sales channels, and resourcing to make it through these times⁵.

To put this in terms of what we will lose out on: "By 2050, our country stands to realize an \$8 trillion gain in GDP by closing the U.S. racial equity gap. Closing the gap means lessening, and ultimately eliminating, disparities and opportunity differentials that limit the human potential and the economic contributions of people of color."⁶ What might closing that gap look like in a racially equitable society? It is the creation of a society where "neither race nor ethnicity determines opportunity and life outcomes. It is a society in which all groups have the ability to participate, prosper, and reach their full potential."⁶

So, why businesses? Work is very much a facet of our lives, and this is where business leaders can use their power and position to try innovative solutions to address social and economic challenges, lead by example with their employees and stakeholders by talking about racism and its impacts, send signals publicly about values that matter, and collaborate and take on risks that other sectors might not be willing to do.⁷

1 Committee for Economic Development (2017) Economic Contribution of the Food and Beverage Industry . URL: http://www.ced.org/pdf/Economic_Contribution_of_the_Food_and_Beverage_Industry.pdf

2 Shah, K. (2015) People of Color Are Paid 56 Percent Less Than White Workers in Restaurant Industry: Study. URL: <https://www.eater.com/2015/10/22/9593482/study-people-of-color-paid-less-white-workers-restaurant-industry-roc>

3 Marshall, W. F. (2020) Coronavirus infection by race: What's behind the health disparities? URL: <https://www.mayoclinic.org/diseases-conditions/coronavirus/expert-answers/coronavirus-infection-by-race/faq-20488802>

4 Dobbins, N., Chaudhuri, S., Casale, O., Hegman, J. (2020) State of the State: Early Employment Impacts of COVID-19. URL: <https://mn.gov/deed/newscenter/publications/trends/june-2020/state-of-the-state-covid-19.jsp>

5 Seibel, B. (2020) Immigrant-Led Food Startups Face an Uphill Battle in the Pandemic. URL: <https://civileats.com/2020/09/08/immigrant-led-food-startups-face-an-uphill-battle-in-the-pandemic/>

6 Turner, A., via W. K. Kellogg Foundation (2018) THE BUSINESS CASE FOR RACIAL EQUITY A STRATEGY FOR GROWTH. URL: <http://www.nationalcivicleague.org/wp-content/uploads/2018/04/RacialEquityNationalReport-kellogg.pdf>

7 Kanter, R. (2020) Business leaders have to create the change needed to end racism. URL: <https://www.cnn.com/2020/06/03/perspectives/systemic-racism-business-leaders/index.html>

From the interviewees

As part of pulling together this playbook, I spoke to 8 food business leaders on what it means to build or weave anti-racism values into their business. At the time of creation (summer 2020), COVID-19 was an ongoing threat to our lives. From our conversations, these themes emerged:

- **Start the learning from within oneself:** the leaders named that there is much needed work to do in their own personal lives. Some of them have begun understanding their own racial identity in the context of the United States, especially on their privilege. For those who have been doing this work for a while, they named the importance of staying in dialogue and continue the learning with the various communities where they work and live, and to constantly push themselves on ways they can share or cede power, provide opportunities, advocate, and help others go further on their own learning journey.
- **Challenge to find ways to change business practices to be more equitable and ensuring business remains afloat during difficult times (COVID-19):** They noted how this desire to push for equitable business practices is made complicated in the current times - many of them are working long hours and having to recreate products/services and policies to keep their staff safe, while managing disruptions in supply chain, communicating the changes to customers, and complying with the regulatory changes. Being in this crisis mode also opens windows for changes that can be more racially equitable, and the leaders recognize the need to pause and reflect to do so intentionally.
- **Challenges in recognizing business practices that create or perpetuate systemic racism, especially ones where it is not immediately apparent:** Leaders recognize the need to look into business practices throughout their supply chain - procurement, product, personnel, policies, and other practices that are industry-specific that tend to keep those from communities of color out of reach. There is a need for dialogue and learning, and to be able to try and learn from failures.
- **Resources to put racial equity into action** were requested, such as ways to connect to producers of color, support other organizations who do similar work, learn from peers to see what is being tried.

This playbook is an attempt at providing some support to a sector that is very much a key part of the fabric of our lives.



How to Use This Playbook

A playbook encourages curiosity and openness. Flip through it to get acquainted. Work intentionally on activities that jump out at you - for yourself, and as a team. It is perfectly alright to spend some time on an activity to encourage depth and nuances. Come back to the activities from time to time, and note what you learned since you last attempted them. Here are some guiding principles in using this playbook:

Use it, don't rush it.

Always provide space for reflection after spending time with an activity. What did you learn? What surprised you? Write that down in a notebook. Not much of a writer? Use the Voice Memo function on your phone and dictate an audio recording to yourself. Consider drawing or doodling your reflection if you are a visual learner.

Create your learning pace.

Learn, do, reflect, learn, do, reflect. Consistency is important in building a practice. It is tempting to want to go through all the activities headfirst, but think of this work as a marathon. What will be a sustainable pace? Consider what that will look like for yourself, and for your team.

Always find ways to support the original creators.

I've included as many ways to get in touch with the creators or owners of these great activities or resources. There are many ways you can support them: buy their published works, subscribe to their newsletters, follow them on social media, watch their talks, attend their events, donate to their organizations, among others. Share the resource and your learning with family and friends. And don't forget: always, always credit them as the source of your learning.

Investment is needed to dismantle racism.

Invest your time. Invest your resources. Invest in the relationships you build as part of doing this work. The changes needed to unroot racism require deep investment from each and every one of us. If you have time, spend it to learn, do, reflect. If you have resources, dedicate them to this work by compensating the labor of those who support your anti-racism work (e.g. consultants or trainers, your own staff, a new role, among others), and pay for the resources needed to do this work well. Invest in your staff and suppliers by ensuring fair payments or compensation for their work. Build relationships and support Black, Indigenous, and Persons of Color (BIPOC) communities by getting to know them and center them in your supply chain or operations.

You won't get it right all the time. Let's keep improving.

As part of this work, none of us will get it right all the time. It is important to put your energy into learning what happened, and how you can do better. Apologize genuinely, and know that if you care, you can do better, and your relationships with those around you will support this growth.

There will be difficult emotions.

Recognize the emotions that come with this work. Sometimes they will make you uncomfortable. It is important to recognize them, and work through that. Find practices that help you do so.

This playbook is not enough.

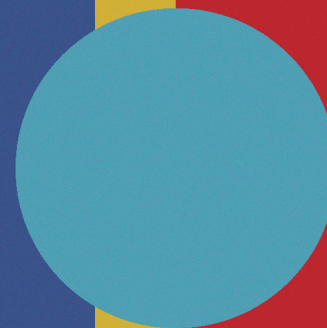
This was created to provide some activities and ideas to begin, but this alone is not enough! Keep finding ways to continue learning and investing in anti-racist work.



Know Oneself

The image features a vibrant, abstract background with a yellow-gold base. A large, dark blue circle is positioned behind the text. To the right, a vertical red bar with a yellow semi-circle cutout is visible. In the lower-left quadrant, there is a red rounded rectangle partially overlapping a blue circle. In the lower-right quadrant, a large blue semi-circle is present. The overall composition is modern and geometric.

Practice Mindfulness



Adapted from the Insight Dialogue practice by Rhonda Magee, listed under the Practice Mindfulness activity from the Bridging Differences Playbook (published by UC Berkeley's Greater Good Science Center).

Why begin here?

Cultivating a mindfulness practice is helpful particularly when you are working through new and potentially difficult situations. Moment-to-moment awareness of our own thoughts, feelings, and situation can help us better assess what is going on and be thoughtful especially to judgment, cynicism, or unconscious bias.

In Rhonda Magee's own words, "Deep and abiding compassion arises from mindfulness practices that invoke a felt sense of the interconnectedness (interbeing or co-arising) that pervades all of the seemingly "separate" dimensions of our experiences and of related oppressions in the world. This includes, for many of us, the dimensions of race, gender/feminist, sex orientation, class/elitism, national origin/immigration status and so on. We sense—we know—that they are all profoundly interconnected.

Thus, while it is important to seek to deepen our understanding of the particular suffering of, say, black men, or of undocumented parents in American, it is also critical to understand the links, interconnections, and commonalities between them."

Mindfulness can be simple

- Focus on our breath for a few minutes
- Noticing our environment associated with a task
- Setting an intention for a conversation.

Steps:

1. Simply sit, bring awareness to breath, and notice any sounds that occur. We label them as sound, noticing perhaps when they arise and fall away, and any impact on the body, or tendency to go into a story about what the sound represents.
2. By developing this capacity to hear sound with less judgment, we enhance our capacity to hear words with an ear for the multi-dimensionality of the messages they convey.
3. Pause, allow thoughts to settle and open to the wisdom and honest truth that might support deepening connection, while trusting in the process of bringing awareness into the experience of being with another. Only then do we speak.
4. The listener settles into presence, creating a safe container in which the truth may be spoken. The speaker listens not merely for the words spoken, but also for the body language through which deep meaning is often conveyed.

Consider:

- If the practice above does not resonate with you, search for other practices of mindfulness. Each of us will have practices that resonate, and ones that won't. Our personalities, schedules, cultures, and context influence what will be a helpful practice.
- Mindfulness practices can be grounded in our daily tasks, too. Consider a walking meditation, a breathing meditation, or ones centered around your daily tasks. Thich Nhat Hanh and Dr. Lillian Cheung offer an eating meditation grounded in the activity of eating an apple.
- You might notice that your mind may start to wander. This is natural. Just notice that your mind has wandered and then gently redirect your attention back to your breathing. You might feel yourself having a strong emotional reaction to what a person says. This is also natural. Watch those feelings like you'd watch weather in the sky, knowing that weather changes.

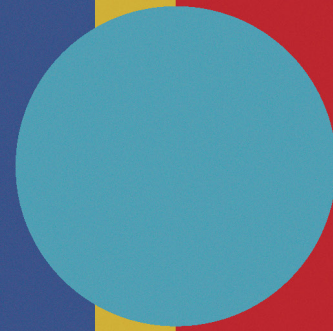
Reflect:

- After you have given the mindfulness practice some time, how did it feel?
- How might you continue to put mindfulness into practice? What came naturally? What was difficult?
- What changes might you do to make your mindfulness practice come to you more naturally or to make it more relevant to your life? What information might you seek to help you do so?
- How might this mindfulness practice help you be a stronger leader in your anti-racism work?

Resources informing this activity:

- Rhonda V. Magee's website: <https://www.rhondavmagee.com/> contains links to her book, *The Inner Work of Racial Justice*.
- The Bridging Differences Playbook by the UC Berkeley Greater Good Science Center: https://greatergood.berkeley.edu/images/uploads/Bridging_Differences_Playbook-Final.pdf
- The Art of Mindful Living via Plum Village features a host of meditations associated with our daily tasks such as walking, sitting, and eating: <https://plumvillage.org/mindfulness-practice/>

Understand Race



Adapted from the Smithsonian National Museum of African American History & Culture's Talking About Race resources.

Why?

To do this work, we must begin with ourselves. The Smithsonian National Museum of African American History & Culture explained this succinctly :

The first thing to understand is that it is a process. This process of understanding and talking about race begins by learning where you are on your own journey. The starting point is different for each and every individual. It is informed by how you see yourself and how you're seen by others. Add in all your unique experiences in addition to factors like place, family history and community, and the starting point will be different for every person. Each of our paths will be different based on who we are and how we got here.

Issues of race are sometimes blatant and obvious, sometimes subtle and nuanced, and often difficult to confront. However, with commitment and caring, we can all play an important role in dismantling racism to create a more inclusive, just, and safe society. By committing to understanding and talking about race, all our lives will be better.

Steps:

There is no one linear journey to understanding race and racism. Even if you have been conscious of race for a while, all of us benefit from doing these reflections again time to time.

Consider these questions to begin:

- When were you first aware of your race?
- What do you remember from childhood about how you made sense of human differences? What confused you?
- What childhood experiences did you have with friends or adults who were different from you in some way?
- How, if ever, did any adult give you help thinking about racial differences?

Reflect on them, and consider the following resources from the Smithsonian to continue on your journey:

Bias

Being anti-racist

Self-care

Community Building

Race and Racial Identity

Social Identities and Systems of Oppression

Whiteness

Historical Foundations of Race

Consider:

- This work is always ongoing. At some point, you might feel that you have made enough progress, but it always helps to keep learning and understand how the topic of race is discussed or communicated differently.
- This journey will look very differently for each and every one of us, oftentimes compounded by other identities present in our lives such as gender, sexual orientation, age, immigration and nationality status, abilities, among others. Give yourself grace in your journey, and offer compassion to others as they work through their own journey to understanding race.

Reflect:

- What are ways in which you keep yourself grounded and mindful in your journey of learning about race? You can always refer to the Practice Mindfulness activity to brainstorm ways to do so.
- How might you tie this personal journey of racial awareness to your work? The nuances and intersection of race with your work in the food sector will look different. Ask yourself and learn, among others:

How race impacts the types of food businesses in your community or area?

Issues of food access, security, and sovereignty in your area of interest?

Labor conditions in your industry, impacted by race?

Stereotypes concerning food especially issues of cultural appropriation and appreciation?

- What other questions or areas of exploration might be of interest to you?

Resources informing this activity:

- Access the main Talking About Race page here: <https://nmaahc.si.edu/learn/talking-about-race>

Tell Your Food Stories

Stories help us learn more about ourselves and those around us. This activity helps us exercise the way we share what is meaningful or memorable to us. This might be particularly difficult for those of us who are not used to talking about ourselves or our lives, but a good one to help us find our voice and our values.

Tying to this anti-racism work, “storytelling has always played a significant part in challenging the status quo. The ability to imagine a world that is different than the present is the beginning of any movement for change: to be able to communicate the world one imagines to others and have it feel possible is the power of narrative.” Therefore, the practice of telling one’s own stories is intricately part of our work in pursuing change.

Steps

You will need a way to jot down your story - a notebook or paper, some pens or pencil, or perhaps a computer or tablet.

Read the prompts below, and pick one. Let yourself imagine or reminisce:

1. Think of a comfort food from your childhood. What did you remember about it? Tell us about how it looked, smelled, felt. How was it served? Who made it? Where did you often eat it? Who was with you? Why was it so memorable? What other memories or food felt similar to this comfort food? What did you learn from that memory?
2. Think of a difficult memory involving food. What was it about? What happened? Who was there? What caused it to happen? How did it resolve? What are you feeling right now? Are there similar memories that are resolved similarly or differently? What did you learn from that memory?

Take notes, and write down what comes to mind. They don’t have to be complete sentences, or to flow seamlessly.

Consider:

- The focus of this exercise is not quality - you are not writing a story for an audience but yourself. The intention is not to question your truth, but your truth as you remember it.
- If it helps, set a timer for 20 minutes. If you find yourself finishing before the timer, look at what was written, and add more to them.
- If members of your team are working on this too, consider following this up with the Reflective Listening activity. You can replace the first part of the Reflective Listening activity by reading your stories.

Reflect:

- How did telling your story feel? Were there parts that come easily, or parts that feel fuzzy?
- Who are the people in your story? Are there other stories that come to mind about the people in your story? How are they connected to you in life?
- What surprised you in telling your story?
- Did other memories come up as you reminisce?

Additional resources:

- TELLING OUR OWN STORY: The Role of Narrative in Racial Healing <https://perception.org/wp-content/uploads/2014/11/Telling-Our-Own-Story.pdf>

Expand Beyond A Single Story

Adapted from the Expand Your Activities, Views, Seek Counter-Stereotypical Information, Focus on Individuality activities from the Bridging Differences Playbook (published by UC Berkeley's Greater Good Science Center).

Why?

It is easy to fall into stereotypes - or what Chimamanda Ngozi Adichie calls the single story - of unfamiliar cultures. By participating and learning about new people, events, and experiences, we are taking in more information to get to know others in our lives.

It's important to approach these events with questions and an open mind. Don't arrive hoping to make other people like you, or looking for things to criticize. The next step, beyond that, is to bring others like you into your new experiences. In this way, you can reduce misperceptions and biases, and create warmer feelings between people.

"Stories matter. Many stories matter. Stories have been used to dispossess and to malign, but stories can also be used to empower and to humanize. Stories can break the dignity of a people, but stories can also repair that broken dignity. ...when we reject the single story, when we realize that there is never a single story about any place, we regain a kind of paradise." - Chimamanda Ngozi Adichie.

Steps

Consider ways in which you would like to learn more about a culture. Some ways might include:

- **Arts and culture:** Visit an exhibition featuring the stories and lives of various communities, watch a music performance from a group you don't know, learn a new artform or even enjoy your favorite ones performed through the perspective of performers from a different background.
- **Educational classes:** Community college or continuing education classes oftentimes offer ones that are taught by those from within the community -- pick one that is of interest, try cooking classes at a local market, intercambio (language exchange), or even an online course on a particular cultural topic.
- **Personal interactions:** Do you get to spend time with friends of different cultures doing what's meaningful to them? Go shopping, have food from a restaurant, both of you cook childhood favorites, share favorite music or swap books. Have deeper conversations where you genuinely seek to listen.
- **Books and articles:** Do you read books or articles written by authors of various cultures? Consider fiction as well as autobiographies too!
- **Neighborhood activities:** Festivals, open streets, other ways to volunteer during the holidays, neighborhood watch duties.
- **Visits and travel:** Are there important cultural sites that you can visit? Or places within your own state or nearby places you have not frequented. Try seeing places you thought you knew through different eyes.

Consider:

- It's important to start by acknowledging we do hold stereotypes about individuals, based on their group identities. If we become more aware of the stereotypes we hold, we can ask where they come from.
- You can also make a deliberate effort to expose yourself to counter-stereotypical information through the news or content you consume.
- Questions you have for people unfamiliar to you might betray your stereotypes about them, which could feel offensive. It's important to clearly state your intentions up front for asking those questions and remind them it's acceptable to choose not to respond. You should also try to be patient with irritation at your ignorance. Even if that conversation is difficult, you'll be better equipped to have another one. The goal of exposing ourselves to counter-stereotypical information is to challenge our own assumptions and broaden our perspectives, not to create new stereotypes.
- Superficial exposure will have limited impact; it often requires deeper, ongoing engagement.

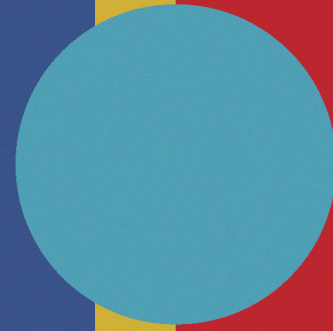
Reflect:

- What are some activities you do that would be an easy way to include new ways of doing them?
- For example, if you are a book reader, pick your next read from an author from a different background than what you are used to. If you love going out for dinner, go to a restaurant featuring a new cuisine you have not tried. If you have a friend who loves to cook, organize a get-together where both of you would cook a childhood favorite and talk about it.
- What did you learn from doing the activity?
- What is something outside your comfort zone or usual habits that you will try?

Additional resources:

- Chimamanda Ngozi Adichie's Danger of a Single Story TED Talk can be found here https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story

Understand Power



Why?

Our own understanding of concepts such as privilege and power helps us uncover and name ways in which structures, policies, and practices perpetuate injustices based on identities such as race. By beginning to see how our roles and identities intersect with power, we can be more thoughtful in the work we do to address racism. The concepts below come from various sources (see Additional Resources).

Steps:

Read and understand the various types of power below. Most of the text came from a talk presented by Tuesday Ryan-Hart (see Additional Resources).

Power manifests in various forms, and it is important to not think of power with a broad brush, but with nuance. In our current system, we are taught of power as transactional. One that can only be possessed by the one who holds it. It is finite and scarce. However, there are four types of power:

POWER OVER

When we talk about power, without thinking this is often the one we refer to. This takes place with a group of people. The question often asked in these settings is: “Who has more power?”

For example, in a workplace setting, one might think, “My boss has more power. I have less power.” In a conversation or group activity, one might think, “As a participant, I have less power in the room. The leader has more power.” There are also groups that are perceived with more power - e.g. with a broad brush, we might say, “Men have more power than women”, “straight folks have more power than queer folks”, or “white people have more power than persons of color”.

We have to be curious about this, and not just simply accept it as is. When we think of power in this way - which is real - we can lose opportunities for action. We begin to minimize where power is, and dehumanise the other group as powerful or powerless, and not engage in meaningful change. Here the opportunity for growth come from asking questions such as:

- How do we get curious about preconceptions and realities of power? How is it working for me? How is it not working for me?
- How do I equalize power? How do we put equity at the center?
- How do we work with those who have (real or perceived) more power?
- How can you be aware of your own power? How can you be aware of its impact?

We are oftentimes told to deal with this type of power directly, and we try to address it bluntly. Bringing people together to “bring your full selves” and “have an honest conversation” does not make everyone equal. Power dynamics are present. To go hands-off simply means we replicate the dominant system. Ask yourself:

- How am I calling on people?
- Who gets to have a voice in this room?
- Who takes up room?

As leaders, we center things that we personally think are important. Who you have as hosts has an impact on what gets centered in the room. Be responsive to others, but you can bring your values and voices too. Recognize that in a power position of facilitator or leader, you have a specific access to voice and influence that others who are participating don't have.

Another way of challenging power over is in decision-making. Decide how you will make decisions ahead of time; otherwise, we default to what is easiest. What is the process? Who then has decision-making power? Be clear - don't promise power you don't have or power you are not willing to share. Make it clear when you are inviting others to this work.

POWER WITH

This is the idea of “I have power, you have power - let's share it!”. It is collaborative power. Sometimes we are forced to work together due to circumstances, and sometimes we want to work together. It's worthwhile in those groups to have explicit conversations about power: ask why are we doing this, what are we sharing power over, what are our processes, how are we making decisions, is it about budget, and so forth.

Be clear on:

- What do you need to protect?
- What can you let go of?
- How can you make decisions together?
- What are your hopes when you start your project?

There is an assumption by all involved of shared power that it would look the same for everyone. We need to imagine together what sharing power looks like, especially when there's unequal resourcing. Think of relationships you have with suppliers. How do we talk about resourcing beyond money? The question often asked in these settings is: “What does it look like?” Stay up. Stay sharp. Stay awake with each other.

Here the opportunities for growth come from asking:

- How do we talk about partnership?
- What are our principles of cooperation?
- Have the practice for calling in (vs. being 'called out') - “what you're doing is disruptive and I'm calling you back in to be in a relationship with me”.

POWER FOR

This is commonly referred to as allyship or advocacy, often driven by some social aspect. “I will use my power for you. Let me use what I have on your behalf.”

This is a very slippery space to be in. It's half a step away from being “it's all about me because I want to be a good person”. The discourse of ‘use your privilege to do this way because you're a good person’ encourages this slippery position, where one can easily become a gatekeeper that makes decisions on behalf of other groups.

For this place to be truly generative, you need to be in relationship with others to keep probing this. Have conversations where others can name what they need, whether it is “I might not want you to speak on my

behalf” or “I want you to advocate for me”. And this may change from time to time, and it is important to keep having these conversations.

If you find yourself going into the headspace of “I am using my power for ____ because I am a good person”, you need to move back to being in relationship with yourself to understand your internal self. Ask yourself: “How do I bring it back in? How do I make it sustainable?”.

It is also important to understand the difference between performative allyship and genuine allyship.

- Performative allyship is, “a form of activism used to increase one’s social capital or personal gain rather than genuine support towards a movement, issue, or cause.”
- Genuine allyship is, “a form of activism that does not direct attention to the activist, but rather seeks to support and uplift all social justice movements, issues, or causes.”

Let things emerge, and not let it be prescriptive. Let the next steps be about togetherness: stay together, walk together.

POWER AMONG

This new articulation of power is being explored by Tuesday Ryan-Hart as a form of infinite, abundant power (the last three are finite in nature). How can we think of abundance and not scarcity of power? This is often the type of power present when working in emergence.

An example of this power is when you see someone doing something that makes you feel seen and inspired. Tuesday’s example: “Often you see this with artist: they take up their power, and somehow you feel better too. I feel powerful when I see a female rapper taking the mics and speaking her truth, or when I see myself reflected in the art created by artists. In deep relationships you’ll see this too - when a close friend accomplishes something and you feel a little bigger, taller, more proud. This sort of power is just not in my head - it is felt.”

Consider:

- Don’t forget, these concepts are important to understand from your own identities, and this means different things for all of us.
- This might be something difficult for leaders to accept or be aware. Do this reflection on your own and see how it shows up. Remind yourself to be mindful. Observe. Remember the impact that you can cause others, even in your own discomfort or the shock of your own realization.

Reflect:

From the All That Power activity, found in the Equity-Centered Community Design Field Guide

- With our topic in mind, write words or draw an image to represent all the ways you interact with power. (e.g. how you have or hold power, how you experience power, how others hold power over you)
- Reflect on the following (still with our topic in mind):

Which forms of power are helpful to myself and others? How? Why?

Which forms of power are harmful to myself and/or others? How? Why?

Which forms of power are given to me? Which forms of power do I give myself?

Are there places/spaces/ways in which I can share and/or give up power? Where? How?

How can I harness the power I have to create positive change?

How does my relationship to power impact how I show up in this topic?

Resources informing this activity:

- Another source describing the types of power: <https://sustainingcommunity.wordpress.com/2019/02/01/4-types-of-power/>
- Download or purchase a copy of the Equity-Centered Community Design Field Guide: <https://www.creativereactionlab.com/our-approach>
- Tuesday Ryan-Hart's website is <https://www.findtheoutside.com/> and most of the text from the Power reading above came from her talk <https://www.youtube.com/watch?v=uVW0vn-Mq3eo>
- Want more tools? Check out <https://www.racialequitytools.org/module/power-analysis>

“This I Believe”

Adapted from the This I Believe organization and its website.

Why?

The practice of writing your “This I Believe” statement can help you see the value of considering other people’s beliefs, including those whom you might not agree with.

Steps:

1. Begin by reading or listening to other This I Believe statements in order to explore the core beliefs of others.
2. When you are ready, begin by telling a story of something compelling that has stuck with you. These can be a time when you learned an important lesson in life, or when you had an “aha” moment. Write out what you know of that story.
3. Once done, reflect on what the core values are at the heart of the story.
4. From the core values, use that as the starting point to write your This I Believe statement. These are meant to be short, between 500 - 600 words. Start with “This I believe...”

If you are stuck, try writing one to the prompts below:

- Who are you? What is important to you?
- What do you believe? Why are they important to you?
- What are some important moments in your life?
- What are some values that are center to who you are?

Consider:

These are some tips from the website: <https://thisibelieve.org/guidelines/>

Tell a story about you.

Be specific. Take your belief out of the ether and ground it in the events that have shaped your core values. Consider moments when belief was formed or tested or changed. Think of your own experience, work, and family, and tell of the things you know that no one else does. Your story need not be heart-warming or gut-wrenching—it can even be funny—but it should be real. Make sure your story ties to the essence of your daily life philosophy and the shaping of your beliefs.

Be brief.

Your statement should be between 500 and 600 words. That’s about three minutes when read aloud at your natural pace.

Name your belief.

If you can't name it in a sentence or two, your essay might not be about belief. Also, rather than writing a list, consider focusing on one core belief.

Be positive.

Write about what you do believe, not what you don't believe. Avoid statements of religious dogma, preaching, or editorializing.

Be personal.

Make your essay about you; speak in the first person. Avoid speaking in the editorial "we." Tell a story from your own life; this is not an opinion piece about social ideals. Write in words and phrases that are comfortable for you to speak. We recommend you read your essay aloud to yourself several times, and each time edit it and simplify it until you find the words, tone, and story that truly echo your belief and the way you speak.

Reflect:

- Reflect on the experience of the writing exercise. How did it feel? What surprised you?
- Read or listen to some of the other stories on the website. Pick a theme, and read a few.
<https://thisibelieve.org/themes/>
How did that feel? What are some insights you gained from listening to other This I Believe stories?
- If members of your team are working on this too, consider following this up with the Reflective Listening activity. You can replace the first part of the Reflective Listening activity by reading your stories.

Resources informing this activity:

- This I Believe is "where people shared essays describing the core values that guide their daily lives. Over 125,000 of these essays, written by people from all walks of life, have been archived on their website, public radio, books, and weekly podcasts. The project is based on the popular 1950s radio series of the same name hosted by Edward R. Murrow." Learn more via <https://thisibelieve.org/>

Map Your Roles in Leading An Anti-Racist Business

Adapted from Deepa Iyer's Mapping Our Roles in a Social Change Ecosystem.

Why?

Changes come in many shapes and forms, and we play multiple roles in that pursuit. Sometimes these roles feel difficult, or the change ahead of us feels daunting. This framework created by Deepa Iyer encourages us to align and get in the right relationships with social change values, our own roles, and how these roles fit in our larger ecosystem.

Steps:

- Reflect on the values in the middle of the map. Circle the ones that connect with you and/or add more. You can also choose to write in a particular issue, campaign, or crisis that calls to you to take action (i.e. COVID-19, solidarity with Black communities, role of migrant workers in agriculture, food insecurity due to COVID-19, struggles of the hospitality industry, urban agriculture, building an anti-racist business, etc).
- Look at the roles around the map. Locate yourself and put your name inside the circles that you find yourself playing most frequently. Add other circles if needed and label them with roles (not job titles). Recognize that you can be playing multiple roles, and that these roles can even shift depending on the context.
- What role(s) do you feel comfortable and natural playing, and why? What role(s) make you come alive, and why? Are there any differences between these two responses for you to explore?
- What is the impact of playing these roles on you - physically, energetically, emotionally, or spiritually? What/who sustains you?
- In your role(s), how often do you vision and dream? What is the effect of repetition and redundancy, or compromise and sacrifice in the roles you play?
- How does your role connect to your privilege and power? For example, are there roles where you might be taking too much space (or not enough)? Which roles provide positional authority and power and what are the effects?
- What story emerges about you when you review the map and your reflections?
- How could you stretch yourself? Where can you take bolder risks?

The Map and the Roles



- **Weavers:** I see the through-lines of connectivity between people, places, organizations, ideas, and movements.
- **Experimenters:** I innovate, pioneer, and invent. I take risks and course-correct as needed.
- **Frontline Responders:** I address community crises by marshaling and organizing resources, networks, and messages.
- **Visionaries:** I imagine and generate our boldest possibilities, hopes and dreams, and remind us of our direction.
- **Builders:** I develop, organize, and implement ideas, practices, people, and resources in service of a collective vision.
- **Caregivers:** I nurture and nourish the people around me by creating and sustaining a community of care, joy, and connection.
- **Disruptors:** I take uncomfortable and risky actions to shake up the status quo, to raise awareness, and to build power.
- **Healers:** I recognize and tend to the generational and current traumas caused by oppressive systems, institutions, policies, and practices.
- **Storytellers:** I craft and share our community stories, cultures, experiences, histories, and possibilities through art, music, media, and movement.
- **Guides:** I teach, counsel, and advise, using my gifts of well-earned discernment and wisdom.

Consider:

- If you do this activity with your team, you will be able to see the various roles that emerge. You can work on this together by starting with your immediate ecosystem (usually your organization), and then zoom out to include mentors, supporters, and colleagues outside of your organization. You can also do this part of the exercise through the lens of an organizational ecosystem by first identifying your organizational role(s) on the map, and then placing allies and partners in different circles.
- The middle circle in the map identifies the values of the communities and the world we seek to create. Which resonate with your ecosystem and why? How does your ecosystem create the conditions for justice, liberation, solidarity and inclusion to be realized?

Reflect:

- What observations emerge about your team, organization, network, or movement when you review the complete ecosystem, and your role in it?
- An effective, healthy, and sustainable social change ecosystem requires people playing diverse roles. Is your map imbalanced in any way? If so, how could the ecosystem provide support, alter objectives, or course correct?
- Often, social change ecosystems are prone to maintaining cultures of overwork, productivity, and performance at the cost of individual well-being and long-term sustainability. Does the mapping process provide insights into the culture of your ecosystem? Are there roles that need to be strengthened in order to cultivate a more sustainable culture?
- There are times when we all feel confused and lost about the roles that we should play, especially during community crises. When you don't feel in alignment with my roles, how can you re-set? Who can you turn to for guidance? When you are in the right relationship between your roles and values, how do you feel?

Resources informing this activity:

- Mapping Our Roles in a Social Change Ecosystem is created by Deepa Iyer, SolidarityIs and Building Movement Project. Questions? Please contact Deepa via email (diyer@buildingmovement.org), on Twitter (@dviyer), or on Instagram (@deepaviyer). Visit her site for details and resources: <http://deepaiyer.com/the-map-social-change-ecosystem/>

The background is a solid dark blue color. It features several large, overlapping abstract shapes: a teal rounded rectangle in the upper center, a red rounded rectangle to its right, a large teal circle on the left side, a yellow circle in the top-left corner, a red circle overlapping the teal rounded rectangle, a yellow circle in the bottom-right corner, and a red circle at the bottom center.

**As A
Team**

Practice Reflective Listening

Adapted from the Art of Hosting Workbook's Reflective Listening Activity.

Why?

This activity helps us listen in reflection to what the speaker shared to ensure we understand their message, and to verify and acknowledge the act of listening. This activity often helps us as listeners recognize where our own biases or limitations are, thus identifying areas where we can improve our listening. The techniques are best used when:

- When we sense we do not fully understand and we would like to learn more about how they experience their situation
- When we sense there is more to what the other person is saying than what is being expressed
- To summarize from time to time in order to pull together important ideas and establish a basis for further discussion
- To verify a feeling the listener has heard embedded in the message
- To validate a quality or value the listener might have heard embedded in the message

Steps

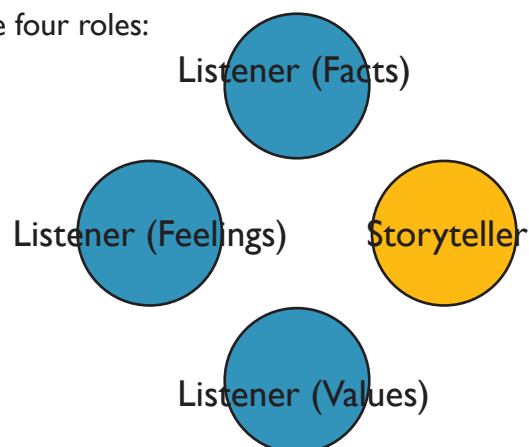
While the elements of this activity can be practiced at any point, it is best illustrated by going through this activity to understand its potential. This is best done in groups of four.

Begin by deciding on a relevant prompt. Come up with something open-ended. Some examples to consider:

- Tell us a story of a memory you had with food and your culture.
- Tell us a story of sharing food with others (friends, family, neighbors, strangers, etc).
- Tell us a story of a dish or food you were introduced to by someone else.
- Tell us a story of a time when you had to learn a hard lesson.

In the group of four, each of you will take turns playing these four roles:

1. Storyteller
2. Listener for facts
3. Listener for feelings
4. Listener for values



Part 1:

Storyteller will share a story or their thoughts in reaction to a certain prompt. Listeners will listen for the full duration, no interruption even for clarification. Give the storyteller the full amount of time. Silence is OK.

While the storyteller shares, the three listeners will listen and take notes on the following:

- **Facts:** Listener notes what the person has said and checks for confirmation that the important parts of the communication were heard accurately.
- **Feelings:** The listener expresses the essence or meaning behind the words, including the feeling and tone and asks for accuracy. (See list of emotions on the following page.)
- **Values:** The listener deepens the mirroring to the being or core level of the speaker's communication and reflects the values or essence of what was heard. (See list of values on the following page.)

Part 2:

The listeners share what they heard from the storyteller. When all listeners have shared, storyteller offers a quick reflection or gratitude.

You repeat this (parts 1 and 2) until everyone in the group of four has played all four roles.

Consider:

- Remind everyone of confidentiality: some stories will be deeply personal. Keep confidentiality. If you choose to do a group reflection, make it clear that no one should share details from another person's story to the larger group.
- Group psychological safety: Consider if there are difficult dynamics within the group to ensure agreements are set up prior to this activity, or to be thoughtful about group allocation.

Reflect:

These are some good questions for group debrief and individual reflection:

- When you were telling your story, how did it feel to share?
- Was there silence? How did that change the storytelling?
- When you were listening, which one was easiest? Which one was hardest? What did you learn about yourself?

Reflection questions in relation to anti-racism work:

- Did you learn anything here that you can apply into your daily lives?
- How might this have impacted a time when you did not listen to someone who is different than you? How might this have changed the outcomes?

Additional resources:

- The Compassionate Listening Project www.compassionatelistening.org
- Sometimes it might be hard to find the right words! See next page as a "cheat sheet" list of feelings and values.

FEELINGS

Likely to be experienced when our needs ARE being fulfilled

absorbed
adventurous
affectionate
alert
alive
amazed
amused
appreciative
aroused
astonished
blissful
carefree
cheerful
comfortable
concerned
complacent
composed
confident
contented
cool
curious
dazzled
delighted
eager
ecstatic
elated
electrified
encouraged
energetic
engrossed
enlivened
excited
exhilarated
expansive
expectant
exultant
fascinated
free
friendly
fulfilled
glad
gleeful
glorious

glowing
good-humored
grateful
gratified
groovy
happy
helpful
hopeful
invigorated
involved
inquisitive
inspired
intense
interested
intrigued
joyous
jubilant
keyed up
loving
mellow
merry
mirthful
moved
optimistic
overjoyed
overwhelmed
peaceful
proud
quiet
radiant
rapturous
refreshed
relieved
satisfied
secure
sensitive
splendid
stimulated
surprised
tender
thankful
thrilled
touched
tranquil
warm
wide awake
wonderful
zany
zestful

FEELINGS

Likely to be experienced when our needs ARE NOT being fulfilled

afraid
disgusted
aggravated
disheartened
agitated
dislike
alarmed
dismayed
aloof
displeased
angry
disquieted
anguished
distressed
animosity
disturbed
annoyed
downcast
anxious
downhearted
apathetic
dread
apprehensive
dull
averse
edgy
beat
embarrassed
bitter
embittered
blah
exasperated
blue
exhausted
bored
fatigued
broken-hearted
fearful
chagrined
fidgety
cold
forlorn
concerned

frightened
confused
frustrated
cool
furious
cross
gloomy
dejected
grief
depressed
guilty
despairing
hate
despondent
heavy
detached
helpless
disappointed
hesitant
discouraged
horrible
disgruntled
horriBled
hostile
hot humdrum
hurt
impatient
indifferent
inert
intense
irate
irked irritated
jealous
jittery
keyed up
lassitude
lazy
lethargic
listless
lonely
mad
mean
melancholy
miserable
mopey
nervous
nettled
overwhelmed
passive
perplexed

pessimistic
puzzled
rancorous
reluctant
repelled
resentful
restless
sad
scared
sensitive
shaky
shocked
skeptical
sleepy
sorrowful
sorry
sour
spiritless
startled
surprised
suspicious
tepid
terriBled
tired
troubled
uncomfortable
unconcerned
uneasy
unglued
unhappy
unnerved
unsteady
upset
uptight
vexed
weary
withdrawn
woeful
worried
wretched

VALUES

In listening deeply to one another, our hearts assist us to hear the values underneath the words, rhetoric, or strongly held positions. When we listen deeply and can reflect the values that we hear, we connect to the wholeness in the other.

beauty
compassion
community
connection
courage
creativity
equality
faith
family
friendship
freedom
generosity
justice
goodwill
gratitude
harmony
humor
inclusiveness
love
order
patience
peace
respect
service
simplicity
trust
understanding
wholeness
wisdom

Build Our Collective Timeline

Why?

By sharing what we know collectively about our history, this sheds light on how intricately tied certain events in our lives are to the forces surrounding its time. This also helps remind us that nothing is permanent and there is always hope for change. Sometimes, you might notice trends that help spark that change.

Steps:

1. Build out a timeline. You can use a large roll of paper on a wall, or several flip chart papers. If you plan to do this online, you can use apps such as Miro, Mural or Jamboard.

	<i>1600s</i>	<i>1700s</i>	<i>1800s</i>	<i>1900s</i>	<i>2000s</i>	<i>2010s</i>	<i>2020</i>
<i>Global</i>							
<i>In the USA</i>							
<i>Minnesota</i>							
<i>Local</i>							

2. First start with important dates or events in your own work. Also include important dates or events from your own community. One event per Post-It.

Some prompts:

Important global events

Significant change in relevant policies, programs, or trends (national, state, local)

Significant demographic changes (e.g. arrival of a community, new generation, migration, etc.)

3. Now, we personalize this further with the following Post-Its:
 - Year your most recent relative arrived in the USA
 - Year when someone in your family first owned property
 - Year when you were born
 - Year when someone in your family first went to college or tertiary educationNow, do a gallery walk. Spend the next 5 minutes exploring the timeline you have created together. Take note. What are some trends you noticed?
4. Spend time debriefing as a group. You can use the questions in the Reflect section.

Consider:

- It might be difficult to start on a blank timeline. Consider pre-populating with some key dates. Look at the Additional Resources list for dates to begin with.
- There are some realizations of our individual histories being tied up with external events that might be difficult to process. Create space for that reflection, and acknowledge the emotions that arise.

Reflect:

- What is the significance of the history in front of you in shaping our current reality?
- What is the significance of this history in shaping your organization?
- What are the implications of understanding history to address ways you can be more racially equitable in your work?

Resources to help pre-populate timeline:

- <https://americanhistory.si.edu/american-food-history-project>
- <https://leitesculinaria.com/10348/writings-100-years-american-food.html>
- <http://www.foodtimeline.org/>
- <https://foodsystemhistory.wordpress.com/timeline/>
- <https://www.facinghistory.org/topics/race-us-history>
- <https://www.racialequitytools.org/fundamentals/history-of-racism-and-movements/overview-and-timeline>
- <http://www.oprah.com/inspiration/timeline-of-race-relations-in-america>

Facilitate Group Conversations via World Cafe and Open Space

Why?

Expand your practices to include two ways for facilitating conversations. Sometimes you need the ability to convene conversations beyond a large group.

The two methods below have been used in various settings, and serve different purposes. Consider what you are trying to achieve from gathering a group of people before deciding if one of these will be appropriate:

World Cafe

Process used to foster interaction and dialogue with both large and small groups. Particularly effective in surfacing the collective wisdom of large groups of diverse people.

Very flexible and adapts to many different purposes
– information sharing, relationship building, deep reflection, exploration and action planning.

Open Space

Useful in many contexts, including strategic direction-setting, envisioning the future, conflict resolution, morale building, consultation with stakeholders, community planning, collaboration and deep learning about issues and perspectives.

World Cafe

Adapted from www.theworldcafe.com

With this process, we are looking to learn from the knowledge that is present with those invited. To fully learn from their wisdom, we need to honor unique contributions, connect the ideas emerge, listen to what comes out, and notice deeper themes and questions. When planning a World Café, make sure to leave ample time for both moving through the rounds of questions and some type of whole-group harvest.

MATERIALS NEEDED:

- Small tables, preferably round
- Chairs (4 to 5 per table)
- Make the table feel welcoming: use tablecloths, other centerpieces (e.g. chocolates or candy, tea lights, vases, etc.). This also serves as a strategic way to change the environment to encourage creativity and break routines.
- Flip chart paper for notes, and markers

GENERAL FLOW OF A WORLD CAFÉ

- A World Cafe session consists of several rounds that build upon each other. Usually, these are rounds of 20 - 30 minutes each, build around one or few powerful questions per round. An example:

Round 1:

What are some areas at work where we are making progress on racial equity? What made that happen?

Round 2:

What are some areas at work where we are lacking on racial equity? What was difficult?

Round 3:

What might our work look like if we value racial equity?

- Seat 4-5 people at café-style tables or in conversation clusters. At each table,
- Ask one person to stay at the table as a “host” to ensure everyone shares insights during the round. The host will remain at the table for the next round. They will then share key insights, questions, and ideas briefly to new table members before the new conversation begins.
- For others (who are table members), they participate, help take notes, and when the round is over, they disperse to new tables.
- Another variation is to have no hosts. Everyone moves to a new table at each round, and they are all responsible to share the themes from their previous conversation at the new table they joined.
- After you’ve moved through the rounds, allow some time for a large group debrief of the conversations. Surface themes and insights.



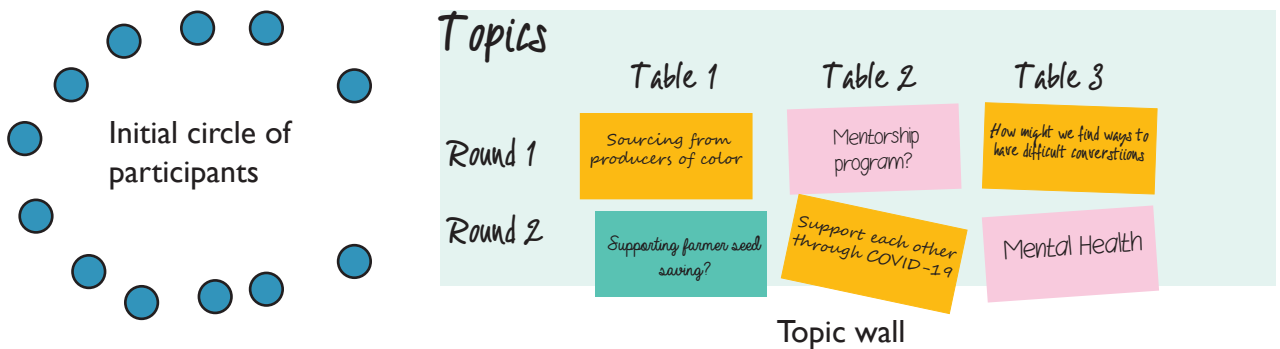
Open Space

Adapted from Open Space World <https://openspaceworld.org/wp2/>

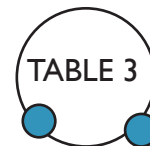
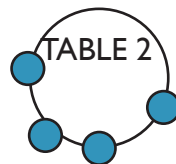
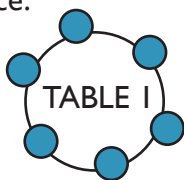
The goal of an Open Space Technology meeting is to create time and space for people to engage deeply and creatively around issues of concern to them. The agenda is set by people with the power and desire to see it through, and typically, Open Space meetings result in transformative experiences for the individuals and groups involved. This method is most useful when you want the attendees to be the ones setting the agenda with the following context:

- A real issue of concern
- Diverse attendees
- Issue(s) at hand can be complex
- Presence of passion (including conflict)
- The ability to create a space for actions moving forward and deeper conversations.

GENERAL FLOW OF AN OPEN SPACE MEETING:



1. The group convenes in a circle and is welcomed by the sponsor. The facilitator provides an overview of the process and explains how it works. The facilitator invites people with issues of concern to come into the circle, write the issue on a piece of paper and announce it to the group.
2. These people are "conveners." The convener places their topic on the wall and chooses a time and a place to meet. This process continues until there are no more agenda items. The group then breaks up and heads to the agenda wall, by now covered with a variety of sessions. Participants take note of the time and place for sessions they want to be involved in. (In this example, three topics were convened per round, with two rounds taking place.



3. These topic-specific conversations will go on throughout the rounds. Recorders determined by each group capture the important points and post the reports on the news wall. All of these reports will be compiled in some way and returned to the larger group.

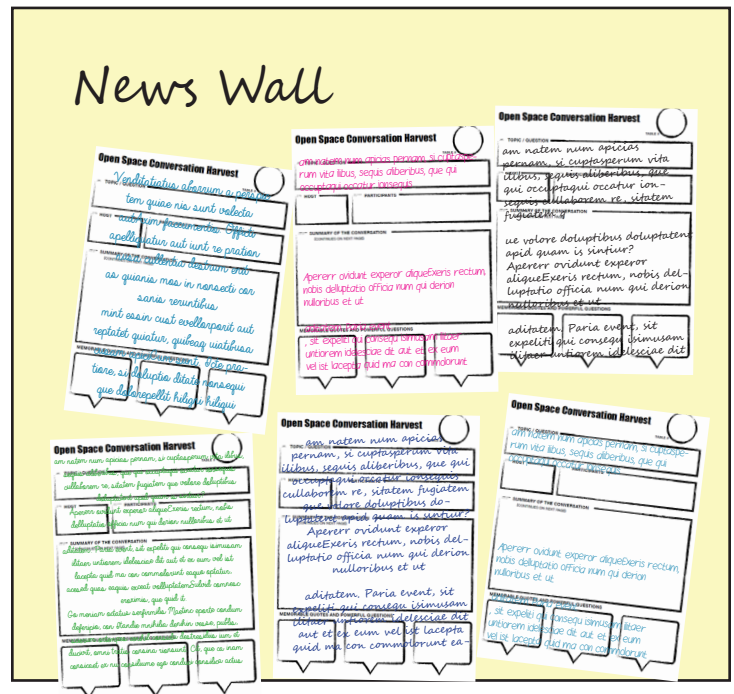
Some considerations:

- There are some topics that will be really popular, and the groups will end up large. That's alright.
- There are tables with potentially only one person. That's alright too - this is a gift of time to focus on fleshing out the topic of their interest.
- Participants can move to other tables at any point in their conversation. Encourage this for cross-pollination of ideas.

- You might choose to finish the meeting with a closing circle where people are invited to share comments, insights, and commitments arising from the process.
- After the meeting, collect all the notes (from the News Wall). You can scan them or document them as appropriate for next steps.

MATERIALS NEEDED:

- Circle of chairs for participants. If you are logistically constrained, dedicate a space for participants to congregate where they can see the Agenda wall.
- Letters or numbers around the room to indicate meeting locations, and breakout spaces for meetings
- Agenda wall: A blank wall that will become the agenda
- News wall: A news wall for recording and posting the results of the dialogue sessions
- Paper (or large Post-Its on which to write session topics/questions
- Markers
- Note-taking: Template or blank paper for the News Wall (whichever most appropriate)



RESOURCE

- See next pages for an example of a template you can use for tables to capture notes from their conversations.

Open Space Conversation Harvest

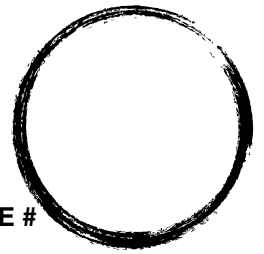


TABLE #

TOPIC / QUESTION

HOST

PARTICIPANTS

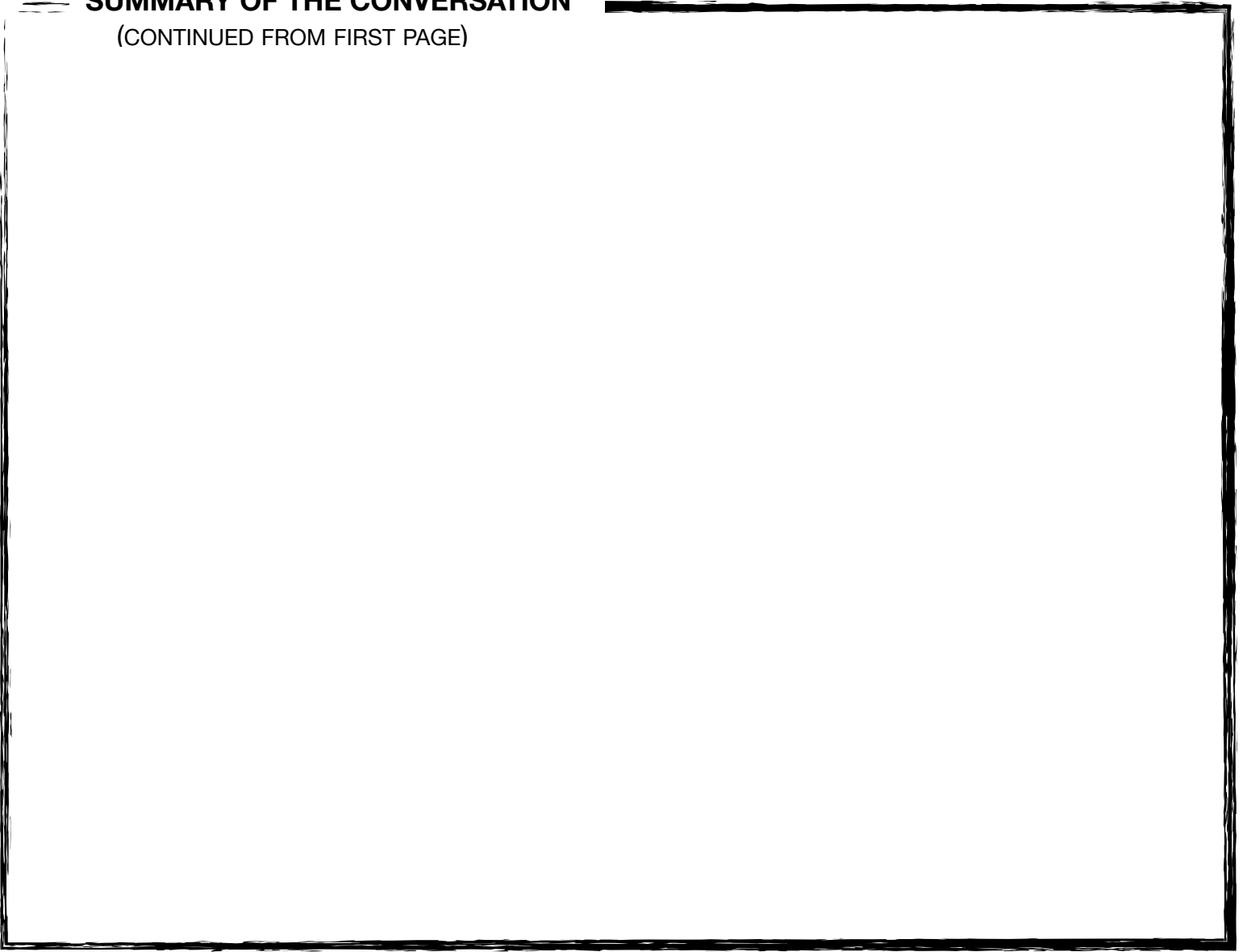
SUMMARY OF THE CONVERSATION

(CONTINUES ON NEXT PAGE)

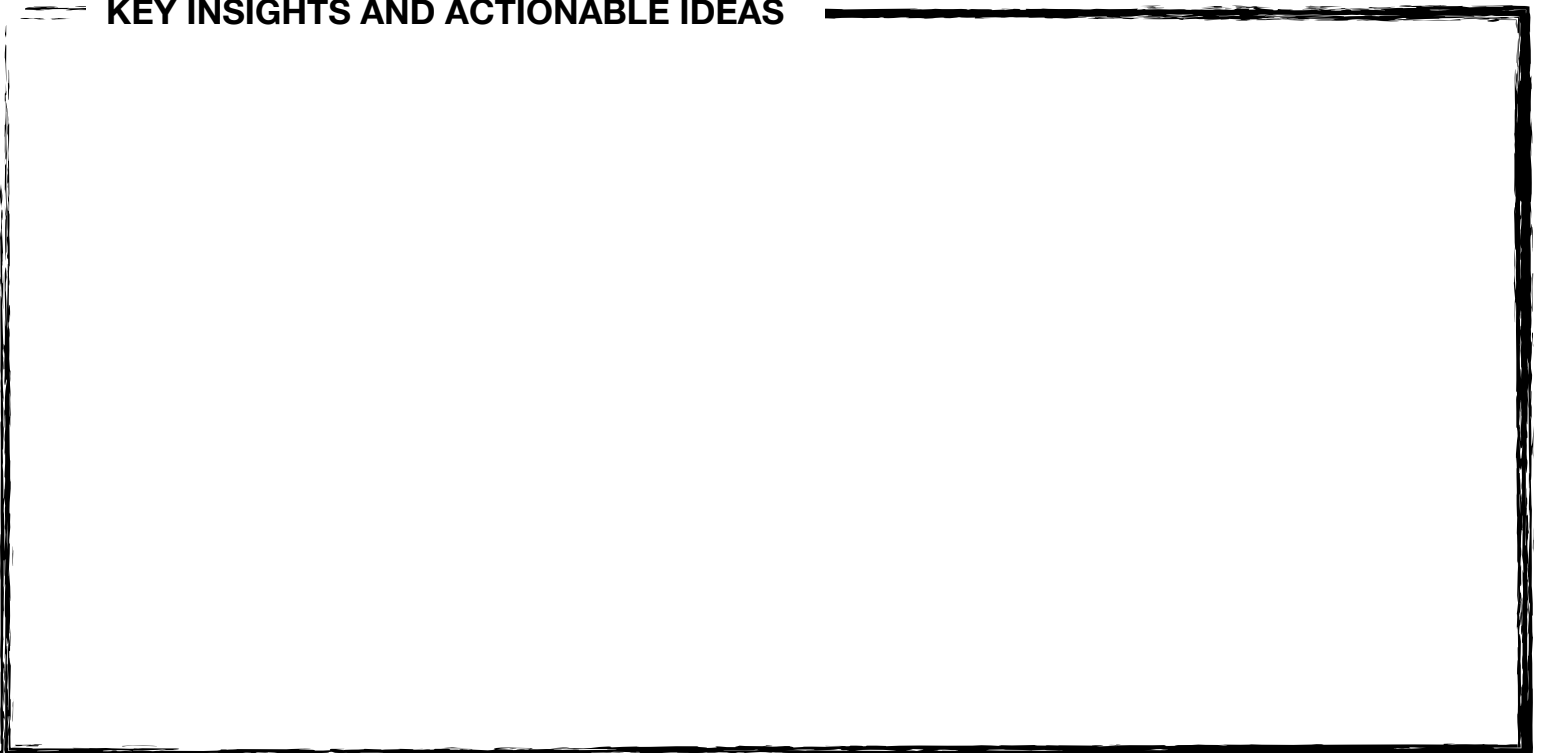
MEMORABLE QUOTES AND POWERFUL QUESTIONS

SUMMARY OF THE CONVERSATION

(CONTINUED FROM FIRST PAGE)



KEY INSIGHTS AND ACTIONABLE IDEAS



Map Your Supply Chain with a Racial Equity Lens

Why?

To know what could be, we must first know what is. By mapping out your current supply chain with a lens on equity, you can get a baseline to which to work on improvements and measure progress.

Steps:

You want post-its and markers for this one. Find a wall. You can also build it virtually using Miro or Mural or Jamboard.

Some organizations have already done value mapping or supply chain mapping. If so? Great! You can start at step 3 or 4, depending on where makes most sense.

1. Identify the flow of your operations.
What are the key activities in each area?
What constitutes:
 - Input
 - Process
 - Output
 - Supporting areas/departments (e.g. IT, finance, HR, procurement, marketing, etc.)
2. Consider other parts to the larger value chain that isn't immediately connected to your supply chain - i.e. what is further upstream or downstream from you?
3. Name all the partners or people you know or work with in each area.
4. Name policies or procedures that advance or factor in racial equity at each step.
5. For each area where you cannot think of any, circle it with a red marker.
6. Take a step back and reflect on the overall process.

Reflect:

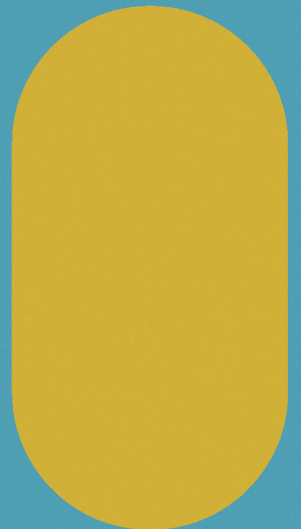
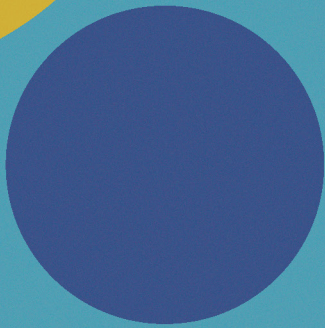
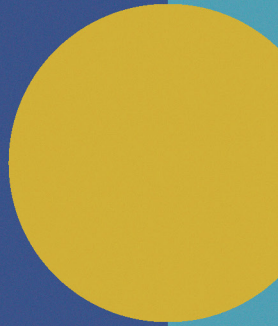
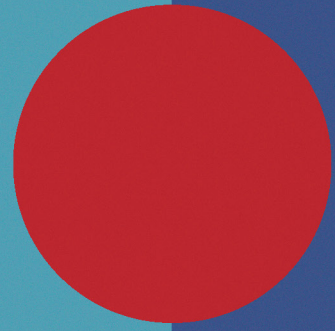
- What comes to mind when you look at your supply chain as a whole?
- To what extent is your business actively and intentionally pursuing contracts and partnerships with organizations and businesses of color?
- How is racial equity reflected in your business criteria for selecting partners?
- How are you providing and promoting a fair and living wage?

- How are you providing and promoting just working conditions?
- How are you helping businesses of color to scale up and grow along with your business success?
- How can you establish or strengthen your business relationship to local, regional, and global food movements?
- How can your business maximize input from stakeholders of color into your decisions and strategy development? Name areas of potential improvement.

Additional Resources:

- Value chain mapping resource by Meda.org: <https://www.meda.org/market-systems-publications/the-care-meda-e-course-on-market-analysis-and-value-chain-project-design/>

Take Action



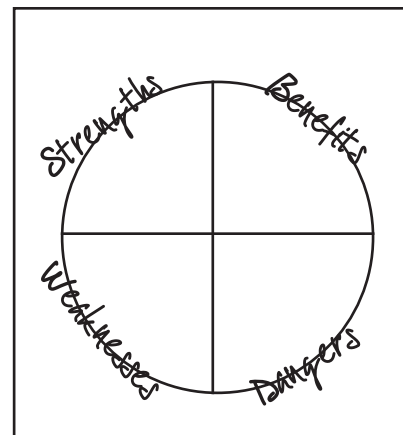
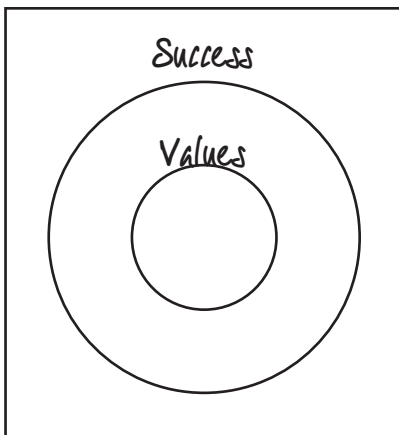
Visioning & Current Reality

Adapted from the Visioning and Current Reality activity from the TOPS facilitation method (from the University of Minnesota's Cultivating Powerful Participation workshop), as well as insights from Lexa Dundore's Racial Equity Tools for Food Systems Planning workbook.

This method helps groups dream and imagine what could be and get grounded in their current reality. This method can be used and adapted to meet your needs. It is typically used to begin a process of strategic planning, consensus building, or action planning.

Steps:

- Draw the following templates on two pieces of flip chart paper:



- Decide on the topic and guiding questions. What are you envisioning? Help others to understand what they are envisioning. The goal is to see how we can move towards realizing that vision.
- If you are doing this activity after mapping out your supply chain, consider: Imagine the kind of organization we want to have.

Other versions to consider:

Imagine the community we want to be a part of.

Imagine the world we want to live in.

Imagine the relationships we want to have with our partners.

Imagine the relationships we want to have with our customers.

During the activity:

- Start by providing some context to the activity.
- If you have done prior work - e.g. the supply chain mapping activity - indicate its relevance here.
- Ensure everyone has a common understanding of certain terms, e.g. equity.

Round 1: Envisioning.

Share the vision prompt - “Imagine ...”. Ask participants to envision a future when their mission has been accomplished - what does it look, sound, and feel like? Encourage everyone to dig deep. Encourage everyone to consider what might this look like if it is an equitable future.

If you have a larger group, you can get them to brainstorm in smaller groups or pairs before opening it up to the larger group.

Capture this on the Visioning flipchart.

Name the values you want to uphold. Don't forget to include racial equity!

Round 2: Current Reality

With the vision of a successful future, now tie it back to the current reality. Guide participants through all four sections of the flip chart template, and capture their notes as you go.

Ask: If we were 100% successful in accomplishing the vision we captured in the previous activity. Take your time at each section, and go in this order:

1. What “Strengths” can we use to reach success?
2. What “Weaknesses” do we need to recognize in order to reach success?
3. If we are successful, what “Dangers” may we experience?
4. If we are successful, what “Benefits” may we experience?

Consider:

- Don't leave this activity hanging on its own. This activity explores the “what” and “so what” of a potential future, and participants are oftentimes left with “now what?”. If you are part of the leadership team, consider what might be the next steps following this activity.

Reflect:

- How might you bring in your insights or knowledge from other activities to go deeper in reflection in this activity?
- How does racial equity show up in this conversation? Where is it lacking?
- What are some next steps that come to mind? What are some steps you can take in the short term? What next steps require more information, insight, and investment?

Resources informing this activity:

- University of Minnesota Extension's Cultivating powerful participation: food justice facilitation workshops - Visioning and Current Reality workshop materials via <https://extension.umn.edu/courses-and-events/food-justice-workshops>
- FOOD SYSTEM RACIAL EQUITY ASSESSMENT TOOL AND FACILITATION GUIDE Created by Lexa Dundore via University of Wisconsin-Madison Extension: <https://fyi.extension.wisc.edu/foodsystemstoolkit/fsrea/>

Powerful Questions to Inspire Ideas and Action

Adapted from the Racial Equity Implementation Guide for Food Hubs framework and Center for Economic Inclusion's Racially Responsive Actions for Executive Leaders.

Why?

When you've identified an area of growth, go deeper into your supply chain analysis with a racial equity lens using these questions. Here are good questions adapted from two resources for you to explore your supply chain at a deeper level. Oftentimes these questions do not yield immediate answers. Use them to help shape your research or next steps to build a more racially equitable business!

Producer Relationships

- How can you help farmers of color overcome barriers to selling to your food business?
- How can you facilitate access to land for your emerging growers? How are you seeding the pipeline?
- How can you incentivize farmers of color and create buying agreements that reflect the values of a healthy and empowered food system?
- How does your food business seek and support business partnerships and purchasing agreements with suppliers of color?
- Do you offer fair pricing to farmers and suppliers (not just always looking for the cheapest price)?
- How are you helping to strengthen ownership and financial sustainability of farmers of color?
- How can you help farmers of color access more markets and buyers?
- What can you do to help farmers of color access trainings and resources (e.g. food safety certifications, crop planning, recordkeeping, etc.) they need to become stronger partners with your food business? Can you provide improved contracts for those completing select training programs?
- How can you engage with all of your farmers and suppliers to ensure that they fairly treat farm workers (the majority of whom are people of color) and other employees/laborers?
- How can you implement more collaborative risk management strategies that balance the needs of your business along with the needs of farmers and suppliers of color? For example, some buying agreements allow you to make last minute changes in order size without penalty. This leaves the farmer to absorb all of the costs often at a financial loss.
- How are you spending with locally owned businesses owned by those identifying as Black, Indigenous, and Persons of Color? Know that if you spend with intention, you support family-sustaining jobs especially if your spending is focused in undercapitalized neighborhoods
- How are you mentoring producers or suppliers of color?

- What is the experience of a business of color applying to your contracting process? Ensure your procurement polices are not prohibitive.

Transportation and Distribution

- How can your food business work with under-resourced farmers of color to help find creative ways to get their goods to your markets? If your business owns its own transportation vehicles, how can they be used to mitigate the transportation costs of farmers? If your business doesn't own its own fleet, can it enter into transportation and logistics contracts that include people of color as primary agents?
- How can your food business help to connect farmers of color with the distribution and transportation partners they need? What roles can suppliers of color play in distribution and transportation solutions between your hub and other food business?
- Are there people of color-owned companies with which your food business could contract for services? If so, does your hub pay them the same rates as it does white-owned companies?
- Are there transportation and distribution firms that prioritize or support producers of color? Are there transportation and distribution firms with owners of color that you can work with?
- Do all transportation and distribution firms with whom you do business pay a living wage to their employees/subcontractors?
- Do all transportation and distribution firms with whom you do business support safe and just working conditions for its employees/subcontractors?
- How can your food business help producers of color in keeping a consistent cold chain and leveraging your infrastructure to reach market channels?
- How is your food business using its distribution networks to provide affordable food in underserved communities?
- How are you actively supporting people of color in your transportation and distribution network to scale up along with your business growth?

Facility Development and Management

- Can your food business create a Community Benefits Agreement with local stakeholders to ensure mutually desired outcomes?
- How are your business investments and operational decisions related to land use and the built environment advancing healthier people of color communities?
- What are the environmental impacts of capital projects on nearby communities?
- What are the environmental impacts of your facilities' daily operations on nearby communities?
- Do neighboring communities need access to more community spaces? How could your business meet some of those needs?
- How can you leverage your business facility or equipment to support the growth of mission-aligned partners?

Marketing and Sales

- Who do you identify as your primary markets? Do they include local underserved communities? Do they include racially diverse communities?
- Are you pursuing greater profitability at the expense of meeting the needs of these racially diverse communities?
- How is your food business elevating and promoting the brands, stories and voices of producers of color in your supply chain?
- Is your food business responsive to the variety of food products desired by both domestic and international people of color in your service area? Is the food that you procure culturally relevant or appropriate in your distribution geographies?
- Do you identify opportunities for your farmers of color to grow based on increased demand or niche

markets?

- Does your business create education and outreach materials in collaboration with partners of color, especially as it relates to reaching communities of color?
- Do you identify the most culturally appropriate market channels? What information and media sources do local communities of color most use?
- Do you help to grow your farmers' capacity to understand and to navigate traditional purchasing channels?
- What can your food business do to help re-educate its consumer base so they can have equal appreciation and support for "grade A and B" products? Smaller scale farms are more likely to produce so-called "grade B" products in alignment with the ways in which produce naturally grows.
- Whose stories or visuals are centered in your marketing materials? Do they reflect the work you do throughout your supply chain? Be mindful if your marketing materials convey racial diversity but your operations are not reflective of that visual.

Products and Services

- Does your food business offer food products and services that reflect the cultural tastes of local communities? Do you have access to feedback from these communities?
- Is your business doing enough to ensure sourcing of products from suppliers of color?
- What more can your business do to elevate the stories behind products that reflect people of color ownership and voices?
- Are you aware of other competitors or peers in your industry that are owned by people of color? What are some creative ways of supporting each other in this work?
- Are you aware of professional organizations or coalition supporting businesses of color in your industry? If so, what are some ways you can provide support either as an ally or as a business owned by a person of color?

Governance, Management, and Personnel

- Does your business mission and/or strategic plan include an explicit commitment to racial equity? If so, how do you hold yourself accountable to this commitment? To whom do you hold yourself accountable?
- What metrics does the business use to measure its racial equity impacts and progress?
- How does your food business hold itself accountable for its racial equity values and commitments?
- What are the key performance indicators your business uses to measure its impacts? To what extent do they reflect racial equity values?
- Do people of color have the opportunity to purchase ownership stake in your enterprise?
- How do you assess the level of representation and participation by people of color in your business' governance structure?
- What roles do people of color play in making external decisions, i.e. affecting areas that do not fall within the traditional business scope of activities?
- Does your food business have a collaborative, consensus decision-making process?
- How can communities of color serve as planners and innovators to help solve business challenges?
- What feedback loops can you develop with the communities of color you serve to ensure informed partnerships? How often do you survey and/or convene your stakeholders of color? How can you increase their voices in the conversations?
- Does your food business have people of color representation on the Board of Directors and advisory groups?
- Do the demographic profile of your internal stakeholders (Staff, volunteers, Board) reflect that of your service area?
- What is the hiring process used by your business? What percentage are your applicants from communities of color? Where are your jobs advertised and who might these platforms reach?
- Does your food business provide clear opportunities for promotion and growth for all staff? How do the business' staff of color assess the quality of the advancement opportunities provided?

- What does the compensation structure look like across a particular job class? What does it look like across various jobs? What benefits can you provide that would challenge some of the structural inequities built into the wage structure of your industry?
- Does the leadership team or governing body support building connections with social change efforts that are related to the work in food and farm systems? Does the food business have a voice on matters related to improving the conditions of those who work within the food system as well as those who rely on it for their physical sustenance?
- Identify ways in which racial bias and barriers show up in your policies and practices in attraction, retention, engagement, wages, and advancement.
- What are ways you center the voices, experiences, and goals of those who identify Black, Indigenous, and Persons of Color in data-informed, market-responsive, multi-sector actions?

Financing and Capital

- What are your business priorities and standards for reinvesting in local communities? Have you partnered with stakeholders of color to explore how community (re)investments might also further your profitability or financial viability? Have you considered non-financial forms of investment currency that would also benefit communities of color (providing access to expert advice, free use of facility space, etc.)?
- Does your food business choose to work with financial entities that are primarily located in local communities and who choose to invest in the same? For example, rather than establishing accounts with a national bank chain, can your business work with a credit union or community development financial institutions (CDFI) who are required to provide credit and financial services to underserved markets and populations?
- Has the business identified opportunities to work with social finance partners, sometimes called slow money investors, who share a commitment to both profit and social impact?
- What can your accounting office do to be more responsive to the needs of under-resourced farmers who tend to be more vulnerable to cash flow disruptions (issue timely payments, etc.)?
- What can your food business do to help provide access to finance for producers of color who may face barriers to traditional lending institutions?
- How can your food business use its financial and capital assets and resources to support and to strengthen local infrastructure of communities of color?
- Does the business seek to hire contractors of color whenever possible for its capital projects?
- How might you make capital investment decisions that would support both the needs of the business and the needs of small-scale producers and suppliers?

Resources informing this activity:

- Racial Equity Implementation Guide for Food Hubs: A Framework for Translating Values Into Organizational Action by Tamara Jones, Dara Cooper, Simran Noor, Alsie Parks, via <https://www.raceforward.org/practice/tools/racial-equity-implementation-guide-food-hubs>
- Center for Economic Inclusion's Racially Responsive Actions for Executive Leaders can be found at <https://www.centerforeconomicinclusion.org/>

Three Stages of Progress

Why?

Following from the visioning session and/or from mapping the supply chain, what might be your next steps? Depending on the time and resources you have, there are several ways to unpack your next steps to make them more manageable. Consider progress in three stages:

Steps

Use this template to guide you through some thinking:

Area of improvement Define an area to improve. What is the goal here? Is there a specific timeframe or urgency to this?	
Low hanging fruits What might you do to start tomorrow? <i>Example: Google future suppliers, ask your distributor for recommendations, ask your team for ideas or variety, ask for stories</i>	
Short-term Requires some work or effort, potentially some resources. <i>Example: upcoming opportunity for a collaboration, to hire someone, to source a new product, to start conversation earlier while there's no urgency to solve an issue, to do site visit or coffee.</i>	
Long-term Requires investment and time, build intentionally. <i>Example: Not just hire someone but what will it take for them to be successful? What policies might you change? What contracts might you establish with a new supplier to ensure they are valued for their work?</i>	

Consider:

- To make this less overwhelming, pick a few areas to improve that receive the most support or interest.

Progress Check-In

Why?

To keep yourself motivated and to have a way to track your progress, don't forget to set a way for you to track the progress you and your team made.

Step:

Consider using something like the following worksheet as a way to track your progress. Modify as appropriate.

Your goal:					
What will this look like in a year?					
Today's date (when I set this goal):					
<i>[Select what is relevant.]</i>	30 days from today	60 days from today	90 days from today	6 months from today	1 year from today
Check-in date for this point:					
What did I do during this duration?					
What are some changes I see?					
What did I learn?					
What was difficult?					
What can I do differently before the next check-in?					

Consider:

- Print multiple copies - use them for different goals.
- Keep your goals and progress indicators reasonable. Set SMARTIE goals (see: <https://www.idealists.org/en/careers/better-than-smart-smartie-goals>)
- Be realistic. Making change is a long-term effort. It is reasonable to not see as much perceived changes at the start. Sometimes plateaus happen. Keep going.

What's Next

Thank you for spending time with this resource. This playbook is not meant to be exhaustive, and was put together in hopes to inspire other food business leaders to take up anti-racist work. This work will take time, and is important for all of us to be a part of. This work ensures that we are collectively making this world a place where all of us will find ways to pursue our dreams, celebrate our beings, treasure our communities, heal from the pain of our pasts, do meaningful work, and build strong foundations for future generations.

If you have benefited from some of the ideas or activities in this Playbook, consider:

- Personally donate or invest time and energy in organizations who do work supporting communities who identify Black, Indigenous, or communities of color. Look up organizations led by communities that you can support locally!
- Continue to support the work of those whom these activities come from. Visit their website, buy their books, show up for their workshops, hire them for work, invest in their organizations, among others.
- Continue to use your power, access, resources, and networks to support colleagues and partners in your work, especially those who identify as Black, Indigenous, and Persons of Color. Promote their work, advocate for their advancement, create opportunities and space for them to do well. Deepen your relationships with them.
- Continue to use your time and capacity to hold conversations that are difficult, especially if you identify with a privileged identity (e.g. white, male, heterosexual, well-resourced). You likely will have more bandwidth to hold these conversations and help others along on their own journey - use your privilege and power for this.
- If you find yourself at conversations where these issues are not brought up, engage others in your industry in this conversation.
- Share this resource with other leaders.
- Always, always go back to your own personal growth.
- Share power generously where possible.

Not the playbook you are looking for?

Looking for something else as a starting off point?

Want more resources?

I am committed to compiling resources to accompany this playbook, including other toolkits or workbooks that inspire and push similar efforts to build a more racially equitable future. Please check out

<https://www.ongsookjin.com/playbook.html>

