

REJI ORGANIZATIONAL RACE EQUITY TOOLKIT

2ND EDITION

Tool H: ADDRESSING Model - Guide for Supervisors



**WASHINGTON RACE EQUITY
& JUSTICE INITIATIVE**

Tool H: ADDRESSING Model Guide for Supervisors

If you are in a supervisory or management role, reflect on your experience, familial beliefs, known cultural norms, stereotypes, and media narratives associated with each of the identities listed below. To explore the equity work of supervisors and management even further, [request a copy of JustLead Washington's Equitable Practices for Supervision Curriculum](#).

Consider these social rank categories from the ADDRESSING Model discussed in Part 1 of this Toolkit:

- Age
- Disability
- Religious Culture
- Ethnicity
- Sexual Orientation
- Social Class Culture
- Indigenous Heritage
- National Origin
- Gender

Reflect on the following points to challenge your current paradigm as a supervisor:

1. Consider the beliefs you grew up with and identify how they show up in your professional relationships.
2. What negative stereotypes play out most often in your mind? Although unspoken, recognize the unconscious bias associated with those identities can play out in a myriad of ways unknown to you but impacting employees.
3. Pinpoint which identity(s) are the furthest away from your lived experience and/or knowledge. Reflect on how this separation and disconnect is an opportunity for growth, learning and inclusion or exclusion, stagnation, and loss. Have you taken steps to educate yourself and create opportunities for belongingness?

Consider your organization, department, or team:

1. How is the institution I am a part of supporting targeted staff and communities with actual resources at this moment?
2. How will our organization continue to support these same staff and communities?
3. With the privileges I have (i.e., the Agent rank I play in how society views me), what am I doing to ensure the voices of those mobilized and organized for the health and wellness of marginalized communities are being centered? How am I supporting others with my resources and time?
4. With the barriers I face (i.e., the target rank I play in how society views me), what am I doing to ensure my own mental and physical wellbeing? What support system do I need to create for myself?

Consider the following points and ask yourself these questions to deepen your understanding of the moment we are in and to support the work going forward:

1. Encourage all staff to take the Harvard Implicit Association Test to learn more about their own personal unconscious biases, how they play out, and strategies for mitigation. This is foundational to reducing biased behavior against those target identities discussed above.
2. Provide training for all staff on the Target/Agent Model to understand their own privileged and marginalized identities and how they influence decision making and interpersonal engagement.
3. Move more slowly in your decision-making process to reflect on how and if bias is playing out and skewing your point of view. This will also inherently slow down the systems of which we are all a part and help ensure we are making equity-centered decisions.
5. How are target communities being further marginalized in this COVID-19 pandemic response? Are your media sources talking about this? How can you ensure they are?