



# Hayward Community Taskforce

## COMMUNITY CONVERSATION TOOLKIT

### TABLE OF CONTENTS

I	Introduction and Purpose.....	2
II	Roles and Responsibilities.....	2
III	Conversation Components.....	3
	A. Introduction & Icebreaker.....	3
	B. Setting Ground Rules.....	3
	C. Group Discussion Format.....	4
	D. Report Back to the Taskforce.....	5
IV	Time Recommendations.....	5
V	Materials Checklist.....	6
VI	Community Conversation Questions	8
EXHIBIT A	Guidelines for Multicultural Interactions	19
EXHIBIT B	Café Style Conversations	20
EXHIBIT C	Gallery Style Conversations	21



# Hayward Community Taskforce

- I. **INTRODUCTION AND PURPOSE:** This toolkit is designed to provide guidelines and examples to assist Community Taskforce members serving as Community Conversation Facilitators and Recorders in conducting community conversations.

Specific circumstances may require that Facilitators veer from the guidelines provided. The primary goal of the Community Conversation is to assist the Taskforce with updating the 1992 Anti-Discrimination Action Plan. We want to ensure that all community members participating have an opportunity to be heard, and that their concerns and ideas are accurately recorded.

**Community Taskforce members are key to making the Community Conversation process a success. City staff stand ready to assist in any way that we can to help you in this quest.**

- II. **ROLES AND RESPONSIBILITIES:** There are three roles involved in Community Conversations.

A. **FACILITATOR'S ROLE:** The facilitator helps make sure that everyone has a chance to speak and that no one person takes over the discussion. The facilitator should keep track of the time, keep the discussion on topic, and moves the conversation along – assertively, but with kindness and respect. The facilitator should always remain neutral and refrain from sharing personal views.

B. **RECORDER'S ROLE:** The recorder's task is to accurately write down main phrases and key words that capture the main points and concepts expressed by community members. The recorder may should avoid disruption to the flow of the speakers' conversations, but may ask for clarification if needed. Like the Facilitator, the Recorder should always refrain from inserting or sharing their personal views.

*NOTE: If conducting a One-to-One Conversation, the Taskforce member will be both Facilitator and Recorder.*

C. **PARTICIPANTS' ROLE:** Participants in this discussion are here to share their experience, knowledge, and opinions on issues related to diversity and inclusion. Participants should be willing to follow ground rules set by the facilitators and by the group and be willing to listen respectfully to other people's opinions.



# Hayward Community Taskforce

**III. CONVERSATION COMPONENTS:** Community Conversations can take a variety of forms. This Toolkit offers ideas for how to structure the conversations depending on number of people involved, and how well group participants know one another.

**A. INTRODUCTION & ICEBREAKER:** Regardless of the size of your group, the Facilitator should start things off by declaring that the discussion is going to begin. This should be done with a warm welcome to everyone, and with an introduction of yourself, as a Community Taskforce member who will be serving as the Facilitator of the conversation. If you have a team member serving as the Recorder, ask that person to introduce them self as well.

Then provide some context as to why the group was brought together. We have provided sample introduction statements and icebreaker questions in Section V1: Community Conversations Questions. However, it is important that you are comfortable sharing this information, so please use your own words.

**B. GROUND RULE SETTING:** Given the nature of the topics that will be discussed, you can anticipate that people may express strong personal opinions and/or emotions. Therefore, it is important to establish agreed upon Ground Rules that can be referred to by the Facilitator if needed during the conversation.

If time is short, come with prepared ground rules already written on a flip chart paper, review them, and ask if there are changes or additions that the group would like to make.

On a large paper, the Recorder will write Discussion Ground Rules and record all of the rules shared by the group participants. Once the rules are suggested, confirm that everyone in the room agrees to them.

**You can share some or all of the following examples, if needed:**

- Listen deeply
- Try on new ideas and perspectives
- Be respectful;
- Talk one at a time;
- Everyone has an opportunity to speak;
- Speak from an “I” perspective;
- Speak about your experience;
- All views are welcomed
- Stick to the issue;
- Personal stories stay in the group unless someone agrees to share their own story outside of the group.
- “Step up, Step back”



# Hayward Community Taskforce

- C. **GROUP DISCUSSION FORMAT:** Depending on whether the Community Conversation takes the form of a small or large group, different techniques and tools can be used to foster positive outcomes. Below are different types of conversation structures that you may consider.

**Facilitated Group Discussion:** A conversation with all attendees about all or a select number of questions that pertain to the group.

- **Pros:** This format engages the full group at the same time on a single question at a time. All attendees can contribute to each question and hear all the responses.
- **Cons:** This format takes longer and requires full cooperation of the group to keep agenda moving.

**Café Style Conversation:** Each small group is given a set amount of time to respond to the topic questions at their table. Each small group reports out to the larger group on each question, and everyone can add comments to all the sections. (See Exhibit B for more details.)

- **Pros:** This format provides a comfortable space for those who are not as comfortable sharing in a large group. This can be a shorter format.
- **Cons:** Attendees may only get to provide input on one or two of the questions. Attendees will only hear the summary of each of the discussions, not the full responses.

**Gallery Style Conversations:** Participants float around the room and write responses to questions on large posters. (See Exhibit C for more details.)

- **Pros:** This is a shorter format and gives everyone the opportunity to respond to each of the questions. This format allows for anonymous feedback, feedback in multiple languages, and greater comfort for people who do not like speaking in large groups.
- **Cons:** This format only offers a limited discussion of the responses at the end. Participants do not interact with one another while responding to the questions.

**One-to-One Conversations:** This may take the form of face-to-face conversations in an office, on a park bench, at a community event booth or table, during on-the-street surveys, going door-to-door, over the telephone, as a video conference via computer, or other opportunities where two people can sit and have a conversation with one another.

**Online Conversations:** In addition to the opportunities described above, Community members will have other methods they can use online to answer the same questions. The Community Taskforce webpage ([www.Hayward-Ca.gov/ThisIsHayward](http://www.Hayward-Ca.gov/ThisIsHayward)) will provide a link to a survey that community members can complete on their computer, in their own space and on their own time. (the survey is expected to be on the website by March 27, 2017.)



# Hayward Community Taskforce

**D. REPORT BACK TO THE TASKFORCE:** After your conversation is over, please share your findings with the other members of the Community Taskforce by:

- Summarizing your findings in the Community Conversation Results Summary Survey (preferred) – link will be provided
- Inputting individual results from one-on-one or street surveys into the #ThisIsHayward Survey (preferred) – link will be provided
- Giving staff your written records to be transcribed (less preferred)

## IV. TIME RECOMMENDATIONS

### *Group Community Conversations*

#### **30 minutes**

- Facilitator Opening and Introduction (3 minutes)
- Ice Breaker (4 minutes)
- Ground Rule Setting (3 minutes)
- Questions (17 minutes)
- Closing Remarks (3 minutes)

#### **60 minutes**

- Facilitator Opening and Introduction (5 minutes)
- Ice Breaker (5 minutes)
- Ground Rule Setting (5 minutes)
- Questions (35 minutes)
- Closing Remarks (10 minutes)

#### **90 minutes**

- Facilitator Opening and Introduction (5 minutes)
- Ice Breaker (10 minute)
- Ground Rule Setting (10 minutes)
- Questions (55 minutes)
- Closing Remarks (10 minutes)

### *Street Survey and One-On-One Conversations*

#### **10 minutes**

- Facilitator Opening and Ice Breaker (2 minutes)
- Questions (7 minutes)
- Closing Remarks (1 minutes)

#### **30 minutes**

- Facilitator Opening and Ice Breaker (5 minutes)
- Questions (22 minutes)
- Closing Remarks (3 minutes)



# Hayward Community Taskforce

## V. MATERIALS CHECKLIST

The City will provide the following materials for all conversations. Please estimate the quantity that you will need based on the expected size of your group.

ITEMS	QUANTITY	NOTES
<b>Office Supplies</b>		
Flip charts	1	
Paper clips and a roll of painters tape	1	
Easels		
Markers for Flip Chart		
Pens		
8.5 X 11 Paper Pads for notes		
Name Tags		
<b>Posters / Documents / Handouts</b>		
This Toolkit with the Questions	1	
Additional Copies of the Questions	2	
Copies of the 1992 ADAP (for reference)	3	
Participant Sign-in Sheets		
Meeting Agendas		
Community Conversation Ground Rules (if preset)		
Tri-fold Brochures		
Calendars of all Conversations, including ones where Spanish translation will be provided		
Hard copies of the questions in Spanish		
Know Your Rights and Immigration Legal Assistance Flyers		

If you plan to use a café or gallery style discussion format, please let staff know and we can get you the needed additional materials from below.

ITEMS	QUANTITY	NOTES
<b>Office Supplies</b>		
Butcher Paper Roll (for Café Conversation Tables)		
Center Pieces (for Café Conversation Tables)		
Additional Paper Pads and Pens for Café Tables		
Sticky notes		
<b>Posters / Documents / Handouts</b>		
Posters with Questions (for Gallery Walk)		



# Hayward Community Taskforce

## V. MATERIALS CHECKLIST Continued

Depending on your group, you may also want to consider the following optional materials, which the City will not be providing.

Please let staff know if you anticipate needing translation services. The City may be able to provide a translator and devices. If we cannot accommodate your request, we will help you find alternative ways of serving non-English speakers at your conversation.

ITEMS	QUANTITY	NOTES
<b>Office Supplies</b>		
Stapler		
Folders		
<b>Posters / Documents</b>		
Direction Signs to the Meeting Room		
Translation Device Check-out Sheets		
Any Additional Handouts		
<b>Refreshments</b>		
Water Cups / Bottles		
Cups (Hot / Cold)		
Plates		
Napkins		
Coffee/Tea/Hot Chocolate		
Baked Goods/Snacks		
<b>A/V Equipment</b>		
Sound System		
Lap Top (incl., cords)		
Projector		
Power Point Presentation		
Translation Devices		
<b>Services</b>		
Translation		
Childcare		



# Hayward Community Taskforce

## VI. COMMUNITY CONVERSATION QUESTIONS

<b>Date of Conversation:</b>	<b>Location:</b>
<b>Facilitator:</b>	<b>Recorder:</b>
<b># of participants:</b>	<b>Group:</b>
<b>Other information:</b>	

### FACILITATOR’S OPENING STATEMENT: (3 - 5 minutes)

(This is a sample introductory statement that you can use. It is important that you are comfortable in sharing this information, so please use your own words as appropriate.)

Thank you so much for coming! My name is \_\_\_\_\_. I am serving on the recently established Hayward Community Task Force to partner with community members who represent the diversity of the Hayward community.

My associate is \_\_\_\_\_ who will be serving as today’s recorder. Her/his goal is capture the main words and concepts that you share today, and not to write every word that is spoken. If something is written that needs correction, please speak up.

We are convening this conversation today to address the increased concerns of our residents about human and civil rights, and about increased tensions between community members based on Hayward’s residents’ political affiliation, economic status, place of origin, immigration status, religion, race, ethnicity, gender, gender identity, sexual orientation, and other personal characteristics.

The conversation we are conducting today will help shape recommended updates to the City of Hayward’s Anti-Discrimination Action Plan, initially created in 1992, so that it addresses the issues that are of concern to Hayward community members today. Your ideas are important to this process and I/we appreciate your being here.





# Hayward Community Taskforce

## Sample Introduction / Ice-breaker questions: (4 - 10 minutes)

- A. If group participants know each other already, ask the group:** What motivated you to come to this meeting today?
- B. If group participants do not know each other:** Please pair up with someone you don't know. Interview each other for 2 minutes to learn more about one another and your motivation for coming to this meeting. In 4 minutes, we will come back together and ask you to introduce your partner to the group.

**Note:** If your group is very large, the paired conversations are sufficient ice breakers without everyone reporting out after 4 minutes. You can ask a few people to share if they have a compelling interest they want to share.

- C. If a one-to-one conversation, ask:** What motivated you to participate in this conversation?



# Hayward Community Taskforce

## GROUND RULE SETTING: (3 - 10 minutes)

**FACILITATOR'S OPENING REMARKS:** When we discuss topics like discrimination, people may have strong feelings and can be very passionate. We want to have a respectful and productive conversation, and so it is important that we agree on the ground rules for today's conversation. We are providing some rules that were previously recommended by similar groups. What do these rules mean to you? What else would you like to add?

**FACILITATOR NOTE:** *If time is short, come with prepared ground rules already written on a flip chart paper, review them, and ask if there are changes or additions that the group would like to make.*

*You can share some or all the following examples, if needed:*

- Listen deeply;
- Try on new ideas and perspectives;
- Be respectful;
- Talk one at a time;
- Everyone has an opportunity to speak;
- Speak from an "I" perspective;
- Speak about your experience;
- All views are welcomed;
- Stick to the issue;
- Personal stories stay in the group unless someone agrees to share their own story outside of the group;
- "Step up, Step back"

**RECORDER'S NOTE:** *On a large paper, write Discussion Ground Rules at the top, and record all the ground rules shared by the group participant's.*

After the list is complete, ask the group to confirm that they agree to adhere the Ground Rules.

## QUESTIONS: (17 – 55 minutes)

**FACILITATOR REMARKS:** We have eight questions for you today, which cover 1) attitudes and behaviors, 2) equitable access to goods and services, 3) education discrimination, 4) employment discrimination, 5) housing discrimination, 6) hate crimes and violence, 7) community and police relations, and 8) current social issues. Your answers today will help the Taskforce Members update each section of the Anti-Discrimination Action Plan (ADAP for short).







# Hayward Community Taskforce

## QUESTION 3: DISCRIMINATION IN EDUCATION

**OPTIONAL INTRO (If there is time and it makes sense for your group):**

I'm going to read the current ADAP language on this topic. We welcome feedback on this language.

**SECTION II A: Discrimination in Education:** There are various state and federal laws which prohibit discrimination by publicly supported education institutions. Hayward's preschools; primary, middle, and high schools; Chabot Community College, and California State University-East Bay are governed by other agencies. The City of Hayward is committed to working with these public institutions to ensure that Hayward students and their families are not discriminated against.



# Hayward Community Taskforce

- A. When have you or someone you know experienced discrimination at a school or in an educational setting in Hayward? If you are comfortable, would you describe that experience? How did you feel about this then? How do you feel about this now? Did someone report this discrimination? Why or why not?
- B. What is your general impression of discrimination in education in Hayward? How prevalent do you feel this problem is?
- C. What ideas do you have for addressing discrimination in education here in Hayward?

## QUESTION 4: EMPLOYMENT DISCRIMINATION

### **OPTIONAL INTRO (If there is time and it makes sense for your group):**

I'm going to read the current ADAP language on this topic. We welcome feedback on this language.

**SECTION II A. Employment Discrimination:** Current Federal and California State Laws prohibit discrimination in employment based on one's race, ancestry, national origin, color, sex, religion, physical disability (including AIDS), marital status, age (over 40), & cancer-related medical conditions. Persons are also protected by law from retaliation against them for filing a complaint or for protesting possible violations of the law).



# Hayward Community Taskforce

- A. When have you or someone you know ever experienced employment discrimination in Hayward? If you are comfortable, would you describe that experience? How did you feel about this then? How do you feel about this now? Did someone report that discrimination? Why or why not?
- B. What is your general impression of employment discrimination in Hayward? How prevalent do you feel this problem is?
- C. What ideas do you have for addressing employment discrimination here in Hayward?

## QUESTION 5: HOUSING DISCRIMINATION

### **OPTIONAL INTRO (If there is time and it makes sense for your group):**

I'm going to read the current ADAP language on this topic. We welcome feedback on this language.

**Section II A: Housing Discrimination:** California State Law prohibits discrimination in renting, leasing, and selling housing based on race, ancestry, sex, national origin, color, religion, marital status, age (or presence of children in a household), or physical handicap (including AIDS). Individuals are also protected by law from retaliation for filing complaints



# Hayward Community Taskforce

- A. When have you or someone you know ever experienced housing discrimination in Hayward? If you are comfortable, would you describe that experience? How did you feel about this then? How do you feel about this now? Did someone report this discrimination? Why or why not?
- B. What is your general impression of housing discrimination in Hayward? How prevalent do you feel this problem is?
- C. What ideas do you have for addressing housing discrimination here in Hayward?

## QUESTION 6: HATE CRIMES / VIOLENCE

### **OPTIONAL INTRO (If there is time and it makes sense for your group):**

I'm going to read the current ADAP language on this topic. We welcome feedback on this.

**Section II A: Hate Crimes / Violence:** California law specifically forbids violence or threats of violence that are based on one's race, color, religion, sex, ancestry, national origin, age, disability, sexual orientation, or political party. California law also states that it is illegal for someone to use force or threats of force to interfere with another's rights under the United States or California





# Hayward Community Taskforce

constitutions – or other federal or state laws – because of one’s race, sex, color, religion, national origin, or sexual orientation.

- A. When have you felt any sense of disrespect based on your identity in Hayward? If you are comfortable, would you describe that experience? How did you feel about this then? How do you feel about this now?
  
- B. What is your general impression of hate crimes in Hayward? How prevalent do you feel this problem is in Hayward?
  
- C. What ideas do you have for addressing for how hate crimes might be prevented from taking place in Hayward?
  
- D. How can the City and the Community help those experiencing acts of hate?

## QUESTION 7: COMMUNITY AND POLICE RELATIONS

**OPTIONAL INTRO (If there is time and it makes sense for your group):**

There is no current section in the ADAP that addresses this topic. The Community Taskforce members recognized the importance of adding a section to the revised ADAP that included details around community and police relations.





## Hayward Community Taskforce

We want to make sure that we include all relevant updates to the ADAP. We talked about attitudes and behaviors, equitable access, education, employment, housing, hate crimes and violence, and community and police relations. There may be other community issues related to human and civil rights, and the way that people with differing backgrounds and characteristics live with and treat one another.

**Is there anything else you would like to add?**

### **CLOSING REMARKS: (3 – 10 minutes)**

**FACILITATOR NOTE:** Thank you so much for your input – this was an incredibly valuable community conversation. We will be incorporating your feedback into our revisions of ADAP. Please review our website for upcoming meetings and invite your friends to participate in this conversation. We want to hear from you.



# Hayward Community Taskforce

## EXHIBIT A: GUIDELINES FOR MULTICULTURAL INTERACTIONS<sup>1</sup>

<b>A.</b>	<b>BE PRESENT</b>	Bring your full attention to the process. Acknowledge anything that you need to let go of to be present.
<b>B.</b>	<b>“TRY ON” NEW IDEAS &amp; PERSPECTIVES:</b>	Be willing to open-up to new territory and break through old patterns. Remember, “try on” is not the same as “take on”
<b>C.</b>	<b>IT IS OKAY TO AGREE TO DISAGREE</b>	Avoid attacking, discounting or judging the beliefs, views, and experiences of others. Instead, welcome disagreement as an opportunity to expand your world view.
<b>D.</b>	<b>CONFIDENTIALITY</b>	It helps to remember that the story belongs to the teller.
<b>E.</b>	<b>STEP UP, STEP BACK</b>	Be aware of sharing space in the group. Respect the different rhythms in the room; it is okay to be with silence.
<b>F.</b>	<b>SELF-AWARENESS</b>	Respect and connect to your thoughts, feelings, and reactions in the process. Monitor the content, the process, and yourself.
<b>G.</b>	<b>CHECK OUT ASSUMPTIONS</b>	This is an opportunity to learn more about yourself and others; do not “assume” you know what is meant by a communication especially when it triggers you – ask questions.
<b>H.</b>	<b>PRACTICE “BOTH/AND” THINKING</b>	Making room for more than one idea at a time means appreciating and valuing multiple realities.
<b>I.</b>	<b>INTENT IS DIFFERENT THAN IMPACT</b>	Both are important. It is also important to own our ability to have a negative impact in another person’s life despite our best intentions.
<b>J.</b>	<b>LISTEN DEEPLY</b>	Listen with intent to hear, listen for the entire content and what is behind the words. Engage heart and mind – listen with compassion.
<b>K.</b>	<b>SPEAK FROM THE “I”</b>	Speaking from one’s own personal experience rather than saying “we”, or “you”, allows us to take ownership of thoughts, feelings, and actions.

<sup>1</sup> Reference Source: King County, CA - Office of Equity and Social Justice, January 2015



# Hayward Community Taskforce

## EXHIBIT B: CAFÉ STYLE CONVERSATIONS

The World Café (aka: Café Style) methodology is a simple, effective, and flexible format for hosting large group dialogue which fosters the opportunity for all participants to contribute.

1. **Setting:** Create a “special” environment including: small round tables that are covered with a checkered or white linen tablecloth, or butcher block paper; colored pens, a vase of flowers or center piece, an optional “talking stick” item used to enforce one person speaking at time, and a tablet or form for taking notes. The tables each have a unique number or letter, and a sign that describes the “topic” being discussed at that table.
2. **Questions / Conversation Prompts:** Have one question on each table.
3. **Welcome and Introduction:** The Facilitator begins with a warm welcome and an introduction to the Café discussion process, setting the context, and sharing ground rules.
4. **Option A: Small Group Rounds:** The process begins with the first of three or more twenty minute rounds of conversation for the small group seated around a table. The participants rotate from one table to the other until they have participated at each of the tables. (Optional: If time doesn’t allow for all to rotate to all tables, limit the session to 3-4 rounds.) The Facilitator, as time keeper, ensures everyone is given an equal amount of time to speak. At the end of the twenty minutes, each member of the group moves to a different new table. The Facilitator may ask one person to stay at the table as the “table host” for the subsequent rotations of participants. The “table host” briefly fills in the new round of participants to the topic being discussed at the table, shares what the previous participants talked about, and then asks the new group to contribute their information and ideas. If a “table host” is not used, then a person in the new group is asked to volunteer to review the topic and previous comments made by previous participants.  
  
**Option B: Topic Specific Small Group Discussions:** The Facilitator can randomly assign people, or people can self-select which topic table they want to be at. Each small group is given a set amount of time to respond to the topic questions at their table.
5. **Harvest Time:** After the small group period is completed, participants stay in their seats and the Facilitator addresses the large group. Individuals are invited to share insights or other results from their conversations with the rest of the large group. These results are reflected on large sheets of paper by one or more recorders in the front of the room. The Facilitator then offers participants from the large group to add to what each small group initiated.

### World Café Method Resources

- A free hosting tool kit: <http://www.theworldcafe.com/tools-store/hosting-tool-kit/> ;
- An online community of practice: <http://www.theworldcafecommunity.org/>; and
- A World Cafe Signature Learning Programs: <http://www.theworldcafe.com/services-programs/signature-learning-programs/>



# Hayward Community Taskforce

## EXHIBIT C: GALLERY WALK STYLE CONVERSATIONS

This method provides an opportunity for everyone in a large group to contribute their experience and ideas anonymously (and in their own language if limited-English speaking participants are in the group). Facilitators and other volunteers float around the room and aid as needed while participants are responding to the questions.

**Preparation:** A large room is needed that has enough wall space to hang pre-printed questions on large sheets of paper. These are posted around the room. (Staff will provide the pre-printed wall sheets, or if necessary, they can be prepared ahead of time by the Recorder). Enough pens and large sticky post-it notes or pieces of paper and tape are needed for each participant.

**Welcome and Introduction:** The Facilitator begins with a warm welcome and an introduction to the Gallery Walk discussion process, setting the context, sharing the Ground Rules, and making the participants feel welcomed, put at ease, and inspired about being part of the activity ahead.

**Process:** Participants are invited to walk around the room, read the information in each piece of paper that is posted on the wall, then write down on their piece of paper their responses, and then post their responses to the sheet on the wall. They can do so anonymously (or not), and in whatever language they choose. (NOTE: If not English, they need to identify the language so that their comments can be translated.)

**Share Out:** When the time is up, the Facilitator reconvenes the large group. From their seats, participants can share any particular thoughts that resonated with them.

This method allows participants to be inspired by one another's comments.