

DEI Intervention Training – Trainer Guidelines

Training Objectives: To provide tools and resources for team members at all levels to navigate around sensitive situations. This document is not exhaustive, but rather a stockpile of common scenarios to discuss so that we can provide a baseline for intervention and practice service-oriented skills in DEI-related topics.

This document can address all action items in our DEI statement, including intervene. To some, the word “intervene” may sound intimidating or imply a level of response that they don’t feel prepared to engage in. We hope to clarify that the skills required to intervene in an incident of bullying, harassment, or discrimination are often skills team members already have. For example, skills we use to respond to emergencies, injuries, or customer service concerns are transferable to these scenarios. At its core, intervening is the foundation of stepping up either in the moment or after the fact, to advocate, educate, break down barriers, and build partnerships. What does it look like to intervene?

For managers and directors – you may learn of an incident after the fact, but in many cases, a follow up conversation with the parties involved will need to happen. What other steps are beneficial? Following up with team members to provide education? Is additional training needed? Do the parties affected need support to feel welcome in the community? Are there consequences needed for the person(s) involved in the incident? Is there a social media or more public response required? Revisit our mission, core values, and DEI statement, and work with your VP or Area Director to ensure you respond effectively.

The following scenarios are real situations that have happened in our gyms. While we can’t imagine every possible incident that may come up, we can study past incidents as a guide for what may happen and what steps we can take to respond.

How to Use This Document:

1. Read over the scenarios and choose scenarios based on team member and gym needs, understanding that the intention is to not limit our focus on one or two marginalized groups.
2. Discuss a few chosen scenarios with the team (use Appendix for guidance if needed).
 - a. Read scenario and prompt team members for initial thoughts.
 - b. Brainstorm with team members what possible responses are appropriate.
 - c. Discuss when a manager should be included in the incident.
3. Go over the Steps to Intervene with team members.
4. Discuss more scenarios utilizing these Steps with team members.

Discussion Scenarios

Scenario:

A team member approached a lead belayer, aggressively demanding that the belayer stand closer to the wall with less slack out. The lead belayer complied but was concerned about the interaction and wondered later if the perceived aggression from the team member was related to the belayer's race. The lead belayer was black. The belayer relayed these concerns to a second team member.

Scenario:

A guest who had a son in a youth program approached the Front Desk and demanded that a man be removed from the women's locker room. The person in question identified as a woman.

Scenario:

A guest sent an e-mail to leadership about a situation when checking in at the Front Desk: when checking in, the team member laughed when told the guest's last name (of Japanese origin) and said, "I'm not even going to try!" The guest acknowledged that the team member most likely did not respond that way with malice, but the guest "was filled with shame" and the message that he received was that he "[didn't] belong there."

Scenario:

A guest with special needs took an Intro to Climbing: Belay Lesson class and was not able to safely continue to belay on their own after the class.

Scenario:

A group of guests that were deaf came to learn about class offerings and how to start climbing at the gym.

Scenario:

A member came to the Front Desk as he was leaving and complained about the amount of trash in the parking lot. When informed that we can let our custodial crew know, the member suggested that the gym get a "different colored cleaning crew."

Scenario:

A guest filled out a waiver using an adopted American name that does not match their name on their ID and was asked to fill out the waiver again with a matching name. The guest later witnessed a white, male guest using a nickname for their waiver, a name that also did not match their ID name. The original guest now perceived her waiver rejection as racially motivated.

Scenario:

A guest was confrontational and extreme when questioning the gym's motive behind including a Women's Intro to Bouldering. He accused the gym of being sexist.

Scenario:

A guest accused the gym of being racially discriminatory by advertising an event hosted by a separate organization, Brown Girls Climb. The guest's accusations included the gym being discriminatory against other races by not promoting groups for those that are male or white.

Scenario:

A member who is transitioning from male to female uses both men's and women's restrooms, depending on the day. A team member brought up to the leadership team concerns that this would make members and guests uncomfortable. There were no formal complaints brought up about this member beforehand.

Scenario:

A gym hosts a climbing competition with a male and female category. A guest who identifies as non-binary asked which division they should compete in.

Scenario:

A member was overheard saying derogatory comments about a group of new climbers that were next to him. The member commented that they should not be there if they don't know what they are doing.

Scenario:

A member brought in her dog, claiming it was a service animal, but the dog did not have any identifiers for that purpose. She was asked about her dog's status multiple times throughout the night from different team members and was upset because of the multiple interactions.

Scenario:

A younger team member approached a guest to correct their lead belaying (too far from the wall, brake strand not always fully in control). The guest responded that they have been climbing for longer than the team member, and to not mention anything to them again.

Steps to Intervene:

There is no right or universal answer for how to respond to an incident that relates to bullying, harassment, or discrimination. Every situation is unique, but we can identify steps that may often be helpful.

- **Stay calm**
 - ☐ If a customer is upset and angry, do your best to stay calm yourself so they can match your tone.
 - ☐ Introduce yourself and address the customer(s) by name as often as possible.
- **Do not blame**
 - ☐ You may be inclined to state company policy. This would be a mistake, as we automatically assume the customer is wrong when we don't gather more information.
- **Listen and assess**
 - ☐ This is where you will analyze the situation and see if this is something to escalate, or that can be handled individually.
 - ☐ "Let's work this out together"
 - ☐ "What is making you uncomfortable/unsafe/upset/etc?"
- **Clarify the incident**
 - ☐ This gives a chance for the customer to ensure that they are heard, as well as helping us gather information.
 - ☐ "What I hear you saying is . . ."
 - ☐ "Can I repeat what I'm hearing, and you correct me if I am missing anything?"
- **Admit mistakes**
 - ☐ This is not a 'customer is always right' admittance; ensure that you are fully understanding the incident
 - ☐ If a customer is upset about any situation, the mistake is that the team could have done more to educate/advocate/intervene on behalf of all parties to prevent the situation in the first place
 - ☐ "We apologize that X was not more visible, we can move forward with communicating that in different ways in the future."
 - ☐ "We should have educated our team more about how to approach these situations, we apologize for your uncomfortable interaction and we will course-correct for the future"
 - ☐ "We want to ensure that everyone in our gym feels comfortable and welcome, and we are so sorry that this incident occurred and negated. We will talk to the other parties involved to make sure that everyone understands what we stand for."
- **Goal-set to resolution**
 - ☐ Approach the customer with accountability to follow-up
 - "We will make sure to have a talk with the other party and follow-up with you with that conversation. Is the e-mail/phone number we have on file still a good contact?"
 - "We can follow-up with our director team to see what the next steps are, would you prefer I CC you on the e-mail?"
 - ☐ If the issue is resolvable right then, do so (conversation was enough, free day pass, guest pass, etc.)
 - "We are so sorry for the inconvenience today. We know this doesn't fully make up for it, but we'd like to offer you a free day pass for your next visit. We hope you can give us another chance!" with a follow-up offer if needed
- As a rule of thumb, directors should at least be notified of these incidences.

In addition to reviewing these suggestions for intervening, consider the following questions.

- Of the action steps above, what actions do you feel comfortable taking yourself?
- When would you need to pull someone else in to help handle the incident?
- Do you have suggestions on other action steps that would be useful to include with the list above?

APPENDIX: Training Outline Examples for How to Use this Document

Here are a few examples of meeting/training outlines that can help you bring this topic to your team. These are just examples and we encourage you to adapt to your needs, team, and time constraints.

Sample Outline for Leadership Team Meeting or Team Member Sub-Group Meeting (45-60 minutes suggested)

1. Introduce the topic – why do we want to create an inclusive environment? Revisit DEI statement with group. Acknowledge that part of creating an inclusive environment is “intervening” and that can be challenging, but it is something we are committed to. We may not know what intervening looks like or understand the level of “intervention” expected from us. Inform group the goal today is to talk about strategies and skills for the “intervene” part of this work.
2. Break group into pairs/small groups, give each group one or more scenarios. Ask each group/pair to read 1+ scenarios and discuss/reflect on possible responses and follow-up action, who should respond, and any other thoughts. (Not every group has to review every single scenario, you could give each group just 1-3 to work on, and they will get to hear about other scenarios later in the meeting.)
3. Pairs/Groups share back with larger group: Present the scenario(s) they had and the intervention steps/follow-up ideas they discussed. Take turns so each pair/group can present. Depending on your time and goals, you may role play responding to the scenarios, or may simply discuss them. During presentations, take time to ask if others have ideas they would add.
4. Ask group to reflect - in the responses to these scenarios that were discussed, are there any themes or common actions we should employ, that can help us be prepared to intervene in the future? Discuss, take notes on ideas.
 - a. Present “Themes / Common Ways we may Intervene” section from this document to group. Discuss. Add other ideas.
5. Discuss: How this group can implement the “common” intervention actions. Does this team or the whole staff need additional training? What support is needed locally for team members to be able to take basic “intervention” actions?
6. Discuss: When an incident comes up, we may also need to examine root causes of the incident. We may need to identify if training / education / advocacy or other steps from the gym or company are needed, in addition to responding to the incident itself. Can you think of any examples of how we could identify and address root causes of any scenarios we looked at?
7. Consider coming up with next steps / assigning action items to members of the group, if applicable.

Sample All-Hands Meeting Outline (15-20 minute station that team members rotate through, along with other stations)

1. Open with objectives and norms
 - a. Example
 - i. Objective: to practice de-escalation techniques by producing and reviewing responses to common scenarios
 - ii. Objective: to learn about systemic causes of negative customer interactions by reflecting on common scenarios and the responses to those scenarios.
 - iii. Norms:
 1. Because of timeframe, focus on one or two key ideas (scenarios related to a central topic)
 2. Focus is on education, so the session will have to be more lecture versus facilitation
2. Pass out chosen scenario(s) to each person to read, along with the actual response to the scenario.
3. Team members will *think* and write down the following about the response:
 - a. One thing they would keep
 - b. One thing they would change/omit
 - c. Which action step(s) (advocate, educate, break down barrier, partnership, intervene) were involved in the response.
4. Team members will *pair* up and compare answers with their partner
5. Team members will *share* their responses with the group.
6. Discuss: why groups chose to keep/change/omit certain parts of the response & rationalize the action steps that pairs came up with.
7. Debrief: biggest takeaways while referring to the objectives, go over expectations going forward and what they should expect for future meetings.

FAQ's for DEI Intervention Training

FOUNDATIONAL TERMINOLOGY

Stereotype: "Stereotypes are the belief that most members of a group have some characteristic. Some examples of stereotypes are the belief that women are nurturing or the belief that police officers like donuts. An explicit stereotype is the kind that you deliberately think about and report. An implicit stereotype is one that is relatively inaccessible to conscious awareness and/or control. Even if you say that men and women are equally good at math, it is possible that you associate math more strongly with men without being actively aware of it. In this case we would say that you have an implicit math + men stereotype." (Harvard IAT FAQ)

Prejudice: preconceived opinion. Can be positive, negative, or neutral.

Power: "the authority granted through social structures and conventions—possibly supported by force or the threat of force—and access to means of communications and resources, to reinforce racial prejudice, regardless of the falsity of the underlying prejudiced assumption. Basically, all power is relational, and the different relationships either reinforce or disrupt one another."-- ACLRC

Race and ethnicity are two concepts related to human ancestry. Race is defined as "a category of humankind that shares certain distinctive physical traits." The term ethnicities is more broadly [defined](#) as "large groups of people classed according to common racial, national, tribal, religious, linguistic, or cultural origin or background."

SCENARIO FAQ

Scenario 1 and 6:

- Implicit Bias
 - "Also known as implicit social cognition, implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual's awareness or intentional control. The implicit associations we harbor in our subconscious cause us to have feelings and attitudes about other people based on characteristics such as race, ethnicity, age, and appearance. These associations develop over the course of a lifetime beginning at a very early age through exposure to direct and indirect messages. In addition to early life experiences, the media and news programming are often-cited origins of implicit associations."-- Kirwan Institute
- What is racial profiling?
 - In a paper published in the Journal of Consumer Culture, Cassi Pittman, a sociologist at Case Western Reserve University, said racial discrimination alters African Americans' experiences as consumers. "Retail settings are often sites where anti-black bias is made evident, requiring black shoppers to navigate racial hierarchies while procuring goods," Pittman writes. "Second, discrimination alters the experience of shopping, arguably raising the costs and reducing the rewards derived from consumption. When a store's sales staff is hesitant to serve black shoppers or suspects that they are prospective shoplifters, shopping no longer becomes a form of leisure."
- Scenario 1 Question: Why did the person bring race into this?

- In many of our locations, people of color are in the minority when they walk into our facilities. Some folks may feel uncomfortable or fearful of being singled out when they walk into a space where they feel they will stick out based on their race. This fear is based in the lived experiences of racial profiling. It makes sense that a customer might feel they were targeted because of racial profiling—whether implicit or explicit, especially if they have experienced it in other businesses and places in their life. As staff, it is important to consider our implicit biases and make sure we are not enacting them outward towards customers.
- In scenario 6, a member made a racist remark. Why is this a problematic comment?
 - Prejudice and stereotyping are two types of language that can make those within our community feel excluded and hurt.

Scenario 2, 10, and 11:

- How do I know which bathroom a transgender person should use?
- What if someone doesn't look masculine or feminine enough to use a particular restroom?
- Are single stall restrooms better for transgender people than gender segregated bathrooms?
- Question: Why do we have pronoun stickers? What are different pronouns and why do they matter?
 - You can't always know what someone's pronouns are by looking at them. Asking and correctly using someone's pronouns is one of the most basic ways to show your respect for a person and their gender identity. When someone is referred to with the wrong pronoun, it can make them feel disrespected or alienated. -- University of Milwaukee LGBTQ+ Resource Center
- Question: Why should we care about pronouns at work?
 - El Cap is committed to creating an inclusive work place so that people from all backgrounds can feel comfortable working and playing here. You can't always tell what someone's gender pronouns are by looking at them. Knowing and using someone's gender pronouns is a positive way to support the people you work with. Even if everyone's pronouns seems to match their gender presentation, it is important to normalize sharing pronouns for all people.
- How do we share pronouns at work?
 - To begin sharing pronouns at work, you can include them in your email signature. As part of icebreakers or introductions at work, you can ask people to share their name, role, and pronouns. If you ever forget someone's pronouns, you can always ask them for a reminder.
- What if I make a mistake?
 - If you make a mistake and mis-gender someone and catch it, apologize, correct yourself and move on. If someone else corrects you, thank them for the correction!
- Question: Why is having a non-binary bathroom important?
 - At El Cap we are adding gender non-specific bathrooms as a resource for families, individuals that feel uncomfortable in gendered bathrooms, and members with disabilities.

Scenario 3, 7:

- **Cultural Competence:** your ability to interact effectively across various dimensions of diversity; to flex with difference.
- Question: What should I do if I don't know how to pronounce a customer's name?
 - When working desk, you will meet people with names you're unfamiliar with. We should never make fun or laugh at a guest's name. You can always respectfully ask them how to pronounce their name. Make sure you make it about your lack of knowledge, not the "challenge" of their name. The names

you're familiar with have to do with the culture you grew up in and what you've been exposed to. It is worthwhile to put in effort to learn the names of our guests to make them feel welcomed.

Scenario 4, 5, 13:

- Question: What is paraclimbing and adaptive climbing?
 - Adaptive Climbers (globally recognized by International Federation of Sport Climbing as Paraclimbers) who compete to be recognized by USA Climbing and the International Federation of Sport Climbing fall into 4 categories:
 - Amputation/Limb Difference -Limb difference is not amputation and refers to those who have a congenital abnormality of a limb from birth. Sub categories--- Upper and lower limbs.
 - Neurological- Brain damaged causing permanent or degrading neuromuscular damage. Examples include: Parkinson's, Cerebral Palsy, Multiple Sclerosis, Traumatic Brain Injury
 - Spinal Cord Injury/Paras - Permanent damage to the Spinal Cord between Cervix and Lumbar segments. Usually wheelchair user
 - Visual Impairment- Blind or severe impairment that is not helped with glasses.
- Question: Why are subtitles important for the videos?
 - It is important that we provide access to the same information to all people.
- Question: Why is diversity in the gym and the sport important?
 - Diversity brings in new perspectives and view points spurring innovation and creativity. Being that both the sport of climbing and El Cap are growing at a fast pace, having a diverse community provides growth in a sustainable and all-inclusive direction. Within the gym, diversity drives acceptance, lessens discrimination and breaks down unconscious biases. All of which provide a comfortable space for all climbers to train, relax, and have fun.
- Question: Why are affinity groups important?
 - Affinity groups offer opportunities for individuals with similar backgrounds and experiences an opportunity to socialize and share ideas and interests.
 - Able-bodied people are featured all over society, in our media, and in climbing contexts specifically. Having an affinity group for persons with differing abilities allows them to be centered instead of marginalized.
- Question: Why is it important to challenge our own biases and assumptions about people with disabilities?
 - There is the perception that people with a disability cannot lead a life of adventure—this is simply not true. There are many examples of climbers with different abilities that are able to climb. In our gyms, we set certain safety standards. These standards do not typically consider what people of differing abilities would need to be able to climb. It is important that our staff are able to recognize equally safe methods of climbing and belaying that might not match the conventional methods.

Scenario 8:

- Sexism means discrimination based on sex or gender, or the belief that because men are superior to women, discrimination is justified.
- Question: Why is diversity in the gym and the sport important?
 - Diversity brings in new perspectives and viewpoints spurring innovation and creativity. Being that both the sport of climbing and El Cap are growing at a fast pace, having a diverse community provides growth in a sustainable and all-inclusive direction. Within the gym, diversity drives acceptance, lessens

discrimination and breaks down unconscious biases. All of which provide a comfortable space for all climbers to train, relax, and have fun.

- What if men feel excluded from the group?
 - “We celebrate the accomplishments of white people every day. Calls to celebrate whiteness ignore the institutionalized celebration of whiteness that’s built into the very fabric of our day-to-day lives, along with the more overt celebrations in every history textbook.” ---
(<https://www.vox.com/identities/2017/2/7/14503144/white-history-month-black-history-month-white-pride-nationalism-racism>)
- Question: Why are affinity groups important?
 - Affinity groups offer opportunities for individuals with similar backgrounds and experiences an opportunity to socialize and share ideas and interests.
- Question: If we have womxn’s night, can we have men’s night?
 - At Earth Treks, we strive to create a community that is welcoming to people of different identities and backgrounds. We’re lucky that our facility is generally welcoming to people of different gender identities. Even so, we have still had instances where staff have had to speak to community members about inappropriate behavior towards other members and guests, almost exclusively towards women. Some womxn are also intimidated by the cave space and atmosphere. We started Womxn’s Bouldering Nights to increase the visibility of self-identified womxn, remove barriers from womxn climbing in the cave, and create a space where womxn can climb in our gym without fear of harassment or unwanted attention. We are committed to upholding our core value of Inclusion and will continue to find ways to increase visibility and support underrepresented communities in climbing.

Scenario 9:

- Question: Why do we have BGC?
 - Women of color are underrepresented in the climbing community. Brown Girls Climb aims to promote and increase visibility of diversity in climbing by establishing a community of climbers of color, encouraging leadership opportunities for female climbers of color, and by creating inclusive opportunities to climb and explore for underrepresented communities. Earth Treks is committed to upholding our core value of Inclusion and will continue to find ways to increase visibility and support underrepresented communities in climbing.
- Question: What if men and white people feel excluded from the group?
 - “We celebrate the accomplishments of white people every day. Calls to celebrate whiteness ignore the institutionalized celebration of whiteness that’s built into the very fabric of our day-to-day lives, along with the more overt celebrations in every history textbook.” ---
(<https://www.vox.com/identities/2017/2/7/14503144/white-history-month-black-history-month-white-pride-nationalism-racism>)
- Question: Why is diversity in the gym and the sport important?
 - Diversity brings in new perspectives and viewpoints spurring innovation and creativity. Being that both the sport of climbing and El Cap are growing at a fast pace, having a diverse community provides growth in a sustainable and all-inclusive direction. Within the gym, diversity drives acceptance, lessens discrimination and breaks down unconscious biases. All of which provide a comfortable space for all climbers to train, relax, and have fun.
 - Question: Why are affinity groups important?
 - Affinity groups offer opportunities for individuals with similar backgrounds and experiences an opportunity to socialize and share ideas and interests.

- [Why People of Color Need Spaces Without White People](#)
- Question: What is privilege? How does it affect how we interact with other people?
 - [The Unequal Opportunity Race](#)—AAPF

Scenario 12 and 14:

- Ageism
 - One should not make assumptions about a person's climbing expertise based on age alone (whether the person is older or younger). No matter their age or length of time climbing, our members, guests, and staff can still learn more about climbing.
- It is important we do not exclude people based on experience level, access to climbing information, or education level.
- Question: What kind of environment are we trying to create for new climbers in our gyms?
 - We strive to create a community that is welcome to people of all experience levels and backgrounds. Within the gym, diversity drives acceptance, lessens discrimination and breaks down unconscious biases. All of which provide a comfortable space for all climbers to train, relax, and have fun.

Other:

<https://chronicle-assets.s3.amazonaws.com/5/items/biz/pdf/Microaggressions.pdf>

Links:

- [How does implicit bias influence behavior?](#)
- <https://universityobserver.ie/the-importance-of-gender-neutral-bathrooms/>
- <https://www.climbing.com/people/diversity-in-climbing-a-tough-conversation/>
- <https://www.outsideonline.com/2401683/dynos-can-make-climbing-more-inclusive?fbclid=IwAR2cT9dyWowfqXcHqq1f9oboNaYxzdrSGHhVk6MEZ2HxktSCmLr-4xS-ZFM>
- <https://www.climbing.com/people/for-the-love-of-climbing-tokenism-in-the-outdoor-industry/?fbclid=IwAR0MpVnwb-Z1MDheDqfeW84P2OybwYWpBPVT8LldYBPiys9O6VdIMKjJotU>

1 and 6 links

- [Harvard Implicit Association Tests](#)
- [Education Resources](#)
- [Webiste about implicit bias](#)
- [Racial Profiling](#)

Scenarios 2, 10, 11

- [Transphobia](#)
- [Bathroom rights](#)

- [Non-binary/ gender non-conforming](#)
- [Genderbread person](#)

ARTICLES 3 & 7

- Resource: <https://www.facebook.com/GLBLCTZN/videos/1517784414983988/>
- [Xenophobia](#)

4, 5, 13

- [Ableism](#)
- [More on Ableism](#)
- Laws about [service animals](#)

Scenario 9:

- [Racism](#)
- [28 Common Racist Ideas and Behaviors](#)
- [White privilege](#)