

Inclusive Communication Interview_Part II.mp4

Lila [00:00:11] So, I think that what you're talking about there is kind of rules or understanding. It's like a shared understanding of how we want to speak to each other, how do we want to act towards each other. (...)

First of all, it's very important to take enough time and to really take it seriously, to make sure that this isn't just something that you're doing because it's like the task at hand, this is what I need to do to get my grades. But to really think about, how is this really going to affect me as a person in the way that I deal with other people?

When you're talking about inclusive communication and rules at hand it's really important to think about: What are the ways in which we can create an atmosphere in which people are, first of all, able to communicate in a way that they're not being discriminatory towards other people, they're not hurting other people's feelings, but also that we don't get into the idea that I'm not allowed to say anything anymore.

And I come back to what I said before: I'll say it again, to create spaces. We can't do everything right from the very beginning. So that's why it's important to have sort of (...) cycles of reflection. So basically, you say, okay, let's try this out. But this isn't set in stone. So maybe we create five different ways with which we want to speak with each other. (...) For example: we think before we speak; (...) which means that we need to have enough time in our meetings so that we're not stressed. These would be two things: We want to take enough time; We want to commit to the meetings (...) that we're participating in so that we are not rushed. If we're not rushed, then we can take time to think before we speak. And we want to have (...) truthful feedback, which also means that we need to have (...) maybe at the end of each meeting or at the beginning (...) what we call in German a Blitzlicht. So basically, a short time [where we ask] how are we feeling when we start the meeting, how do we feel when we end the meeting. So that people have the opportunity to get onto this reflective level and to think (...) that we were very productive today or I had the feeling like (...) we were under stress, or (...) Bryan laughed when I said something and that hurt my feelings or whatever. So, I think you need to have those spaces.

And so, if you want to have a charter, it's really important that we say, we're going to create this charter, but we're also going to have sort of ways to come back to it. Not just have it like a dead piece of paper, but to have it as a living document and to come back to and say: is it actually working? Is this helping us to communicate in a way that is empathetic and taking each other seriously in a learning process?

Dealing with diversity and dealing with inclusive communication is always a learning process. Because, unfortunately, we live in a society that doesn't really promote it and doesn't take it seriously enough. So, we have to also be open to the fact that people might make mistakes, people might need to try things numerous times.

I think that (...) having those reflexive processes and also trying to be sort of non-judgmental and letting people make mistakes, but then also correct them. I think that's part of it.



(...) I think it's a lot about the process. Of course it's about the product, it's what we have at the end of it written down. But I think, this inclusive communication is sort of relearning ways that we communicate with each other. And that's a process in which you really have to be open to trying things out.

Lisa: [00:04:03] Yes, I like your answer because I believe sometimes it's less about the product and much more about the process. (...) Thank you so much for this interesting conversation.



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