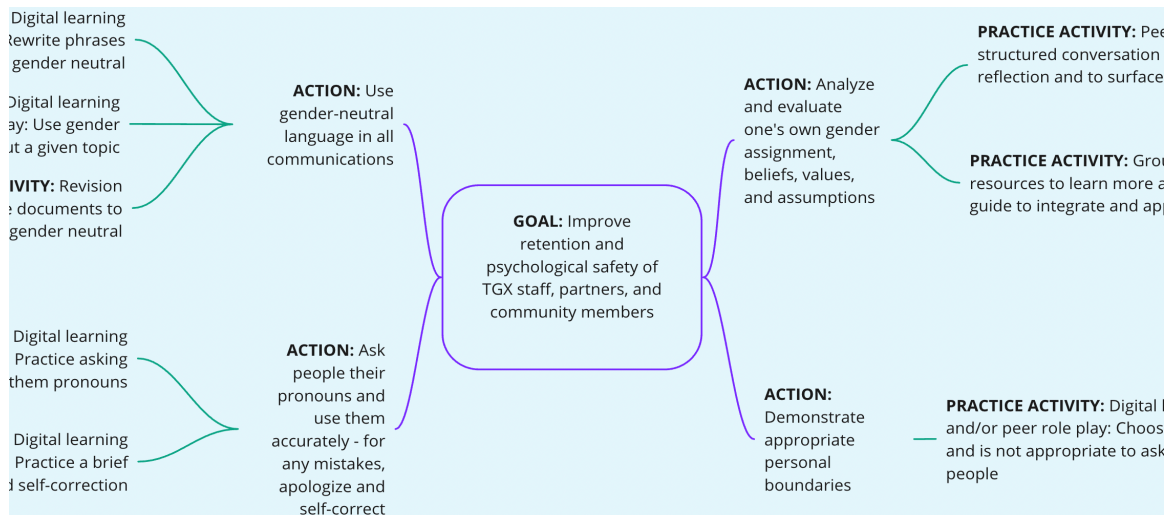DEIJB Learning & Performance Improvement Campaign:
Learning about Gender Justice and Changing Behaviors to Support TGX* People
trans and gender expansive

Digital learning
Rewrite phrases
gender neutral

Digital learning
ay: Use gender
ut a given topic

IVITY: Revision
e documents to
gender neutral

ACTION: Use gender-neutral language in all communications

Digital learning
Practice asking
them pronouns

Digital learning
Practice a brief
d self-correction

ACTION: Ask people their pronouns and use them accurately - for any mistakes, apologize and self-correct

GOAL: Improve retention and psychological safety of TGX staff, partners, and community members

ACTION: Analyze and evaluate one's own gender assignment, beliefs, values, and assumptions

ACTION: Demonstrate appropriate personal boundaries

PRACTICE ACTIVITY: Pee structured conversation reflection and to surface

PRACTICE ACTIVITY: Grou resources to learn more a guide to integrate and ap

PRACTICE ACTIVITY: Digital and/or peer role play: Choos and is not appropriate to ask people

Image: An action map identifies needs for behavior change and designs strategies for learners to practice target behaviors. This is a sample map - a more specific map will be designed in collaboration with 3-5 stakeholders to target training to staff's unique strengths and needs.

THE PROBLEM: Rising anti-LGBTQIA+ legislation and hate crimes have **diminished safety** and a sense of **belonging** for TGX people.

Some staff at a large, service-based nonprofit have **misgendered TGX colleagues**, made incorrect assumptions about them, crossed their personal boundaries, and used gendered language in their communications that are not **inclusive of our organization's clients, social media following, and wider community.**

Staff need more education; **opportunities to reflect** on how gender issues impact them personally and **intersect with other issues** such as racial justice; and **skills practice** to **better support TGX colleagues and community members**.

Some **environmental changes** also need to be made (e.g., gender neutral bathrooms, gender neutral language in paperwork and forms).

THE SOLUTION: By the end of this campaign, learners will:

Develop a habit of analyzing and evaluating their own gender story, assumptions, beliefs, and values	Use gender-neutral language when appropriate in all communications	Ask people their pronouns and use them accurately; for any mistakes, apologize and self-correct	Demonstrate appropriate personal boundaries towards TGX colleagues and clients	Develop commitments to improve their capacity to support TGX colleagues and clients

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Phases of the Campaign

➤ PHASE 1: Self-Reflection & Listening

Colleagues reflect on their strengths, needs, and unconscious beliefs via 1:1 or small group peer conversations using a structured [Conversation Guide](#).

(Time required: 1.5 to 2 hours)

➤ PHASE 2: Self-Paced Social Learning

Groups of 3-5 colleagues look at the [Gender History Timeline,](#) and collectively choose 2-3 elements from the [Resource Guide](#) to engage with and discuss in small groups.

(Time required: 2 to 3 hours - 1 hour to look at the timeline and decide on resources together, 1 to 2 hours to engage with resources, either together or independently)

➤ PHASE 3: Group Conversation & Developing Commitments

Small groups discuss their learning using the [Group Reflection and Commitments Guide.](#) Participants agree to commit to the 3 target behaviors, and make at least one additional commitment based on their personal learning and performance goals.

(Time required: 1 to 2 hours)

➤ PHASE 4: On-the-Job Practice, Coaching & Performance Support

Colleagues check the [Gender Neutral Communication Guide](#) before writing speeches or sending out communications. They receive digital microlearning opportunities via email every 2-3 weeks to practice using gender neutral and affirming language, receive links to relevant resources, and review their commitments.

(Time required: 5-15 minutes every 2-3 weeks of on-the-job practice)

Commitments are addressed in coaching and performance reviews, so learners can revisit them and identify any additional support they may need to fulfill them.

The LXD (learning experience designer) collaborates with supervisors and, if possible, an outside gender equity consultant to interpret evaluation results; continue action mapping to identify further learning and performance gaps; and plan future training campaigns.

Depending on evaluation data, these phases may cycle again (with new goals, content, or formats) every few months. DEIJB work is a lifelong process and can evolve rapidly as learners grapple with new understandings, intersectional issues, and current events.

Phase 1 Highlights

Peers use the conversation guide to self-reflect and surface assumptions, beliefs, and values, one-on-one or in small groups. Here are some slides from the Conversation Guide:

Conversation Guide:

Reflecting on Gender Justice & How to Support TGX* People

*Trans and Gender Expansive

"We're all part of one another. I want people to understand who we are as human beings. I want us to look at the similarities more than the differences."

MISS MAJOR

WHAT WE'LL DO TODAY

*Set agreements for our time together

*Read a quote from someone directly impacted by these issues

*Take a minute to get settled in our bodies

*Discuss 3 rounds of questions. We'll take turns listening to each other with no cross talk, and use a timer to make sure that we have equal time

*Read 2 more quotes, and discuss another round of questions

*Learn about ways to support people living on the frontlines of these issues

*Get settled in our bodies again, reflect on what we will do with what we've learned, and say goodbye

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AGREEMENTS
Take turns reading these out loud.

CONFIDENTIALITY What is said here, stays here. We might share our insights with other people, but we won't share each other's personal stories.

HUMILITY & VULNERABILITY Perfectionism won't help you here. Put it aside to question, learn, and grapple with things that might be hard, complicated, or confusing.

BRAVERY We can take risks here to be more honest, call ourselves in, and let ourselves grow. As Helen Keller said, "Life is either a daring adventure, or nothing at all."

RESPECT In our busy world, slowing down to listen to each other is sacred. We act with respect for our conversation partner, and for the people and issues we are talking about.

RESPECT FOR SILENCE We silence our phones. In moments when we, or our conversation partner, have nothing to say, we respect the silence. Silence is a teacher.

ANYTHING ELSE? Tell your partner if you need to add any agreements or access needs.

Before you continue, let your partner know that you agree.

"The gender binary is a cultural belief that there are only 2 distinct and opposite genders: man and woman. This belief is upheld by a system of power that exists to create conflict and division, not to celebrate creativity and diversity.

We deserve more options. The false choice of boy or girl, man or woman, male or female is not natural - it is political...

There is a shocking disconnect between the way the government and the media speak about gender nonconforming people and the reality of our lives. This gap between representation and reality continues to get worse. As we face heightened prejudice and harassment on the ground, more policies and public statements deriding us continue to be made. This disconnect is not coincidence: it is a calculation. This is how it has always worked: The best way to eliminate a group is to demonize them, such that their disappearance is seen as an act of justice, not discrimination."

ALOK VAID-MENON
Beyond the Gender Binary

---

check in with your
BODY

Stop doing.
Stop thinking.

Drop into the parts of your body that are touching the ground - or your chair.
Feel the parts of you that are supported.
Feel gravity holding you to the earth.

Take a moment to scan your body. Notice any discomfort; anxiety; excitement; or numbness. Where do you feel it?
If you like, you can put your hand there.
Breathe into it. Just be curious about the sensation - or lack of.

You might feel your vagus nerve at work. It transmits electrical signals to and from your throat, lungs, heart, liver, pancreas, kidneys, spleen, stomach, and intestines. It has a huge impact on your health, your mood, and how you connect with others.

Try to stay in your body today. And stay curious about your vagus nerve.

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1. GROUNDING: Each person chooses one question.
You don't need to answer the same question.

Talk about a time you felt fully alive. What made you feel so alive? Take your partner there by describing the sights, sounds, smells, tastes, sensations, and feelings of that time.

Talk about a place you love. What are the sounds, sights, smells, and sensations of that place? Take your partner there by describing it in detail.

Decide who will go first.
(If you can't decide, the person whose birthday comes sooner can go first.)
Start a timer for 2 minutes.
When it's your partner's turn, DON'T TALK. Just listen.
After the first person has spoken, switch.

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2. GRAPPLING: Each person chooses one question.

What are some of the questions that you have about gender, or about gender-nonconforming people? What confuses you, and why? Does anything about this issue cause you grief or pain? Why? Where does it hurt?

If you are in circles where people use lots of binary language - eg, "the masculine and the feminine," "brothers and sisters," or feminism centered on cis women - what do you (and others) gain from that binary thinking? What do you (and others) lose from that thinking?

Tell about a time when you thought of yourself as a girl, woman, boy, or man. What gender rules could you break? What rules could you not break? Were some rules unspoken? How have those rules impacted what you do, how you think, and how you express yourself?

Whoever went second last time will go first this time.
Start a timer for 3 minutes.
When it's your partner's turn, DON'T TALK. Just listen.
After the first person has spoken, switch.

3. BIG PICTURE: Each person chooses one question.

Tell about a time you noticed transphobia in yourself. How were you feeling at the time - confused? Uncomfortable? Scared? Worried? Jealous? Insecure? Why do you think you felt that way? How did you act - and how did that impact trans or gender expansive people?

Imagine a day in the life of someone who is trans or gender expansive. How is their life similar to, and different, from yours? What might be hard for them when it comes to work, medical care, finances, housing, and getting around in public? What might be joyful for them?
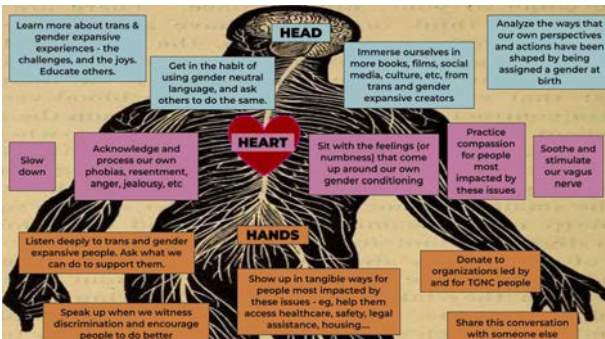
Whoever went second last time will go first this time.
Prepare a timer for 3 minutes.
When it's your partner's turn, DON'T TALK. Just listen.
After the first person has spoken, switch.

THANK YOU
for your humility, vulnerability, respect, and bravery.
Before we continue, check in with your body again and remember -

"The future is being decided.
And the future is being practiced.
The future is being planted in this breath. And this breath. And this breath...."

adrienne maree brown

HEAD

Learn more about trans & gender expansive experiences - the challenges, and the joys. Educate others.

Get in the habit of using gender neutral language, and ask others to do the same.

Immerse ourselves in more books, films, social media, culture, etc, from trans and gender expansive creators

Analyze the ways that our own perspectives and actions have been shaped by being assigned a gender at birth

HEART

Slow down

Acknowledge and process our own phobias, resentment, anger, jealousy, etc

Sit with the feelings (or numbness) that come up around our own gender conditioning

Practice compassion for people most impacted by these issues

Soothe and stimulate our vagus nerve

HANDS

Listen deeply to trans and gender expansive people. Ask what we can do to support them.

Show up in tangible ways for people most impacted by these issues - eg, help them access healthcare, safety, legal assistance, housing....

Donate to organizations led by and for TGNC people

Speak up when we witness discrimination and encourage people to do better

Share this conversation with someone else

FINAL QUESTION: Head, Heart, Hands

What is happening in your head, heart, and hands?

In other words - how does this conversation impact what you think, what you feel, and what you plan to do?

Whoever is ready will go first this time.
Prepare a timer for 3 minutes.
When your partner is talking, DO NOT TALK. Just listen.
When the 3 minutes are up, switch.

To see these slides and their notes in greater detail, please visit the Conversation Guide Slides.

Note: Training will be differentiated depending on colleagues' needs and lived experiences. A slightly different conversation guide for groups of trans and gender expansive staff is currently in development.

Phase 2 Highlights

Small groups begin a popular education process by exploring this interactive, digital History of Gender Timeline and choosing 2-3 resources from the Resource List to engage with at their own pace (or together as a group, if they prefer).

Phase 3 Highlights

Staff continue the learning process in small groups by asking questions, integrating and applying learning, and making commitments to fulfill the learning and performance objectives. They are encouraged to ask for additional support to follow through on their commitments.

Commitments

1. I will use gender-neutral language in all my communications.

2. I will ask people's pronouns if needed, and use them appropriately. If I make a mistake, I will apologize and correct myself.

3. I will exercise respectful personal boundaries when talking to trans and gender expansive people - I will not bring up their gender, looks, transition, or body.

4.

(Add one more commitment of your own here)

Click here to see the Group Reflection and Commitments Guide.

Phase 4 Highlights

Staff use a job aid to ensure that they use gender neutral language in all communications. Click here to see the [Gender Neutral Communication Guide.](#)

Gender Neutral Communication Guide	
Instead of….	**Say/write…**
man, woman	person, people
boy, girl	person, people
brothers, sisters	siblings
maternity or paternity leave	parental leave

Every 2 to 3 weeks, staff receive digital microlearning activities (~ 5 to 10 minutes each; currently in development) to practice skills and access resources (podcasts, videos, etc).

Staff continue to revisit commitments during coaching, performance reviews, and peer meetings, and receive support from trainers, supervisors, and peers to follow through.

TGX colleagues are invited to join focus groups and provide anonymous feedback about any additional needs to make the work environment as safe and affirming as possible.

Continued Learning and Performance Support

Phases may repeat as needed, with adjustments based on evaluation data and input from staff, supervisors, and if possible, outside gender equity consultants.

Stakeholders return to action mapping to determine what worked, what didn't, what performance gaps and inequities remain, and how to chart a course for continued learning and performance improvement.

Evaluation of Learning and Performance

⏏Level 1: Reaction

Learning experience designer (LXD) administers a written survey and/or verbal debrief after phase 1 & 3.

Questions: *How did this help you? What was missing from this experience? What do you still have questions about? Do you need anything else to make this process effective?*

⏏Level 2: Learning

LXD administers Performance-Focused Learner Surveys (written or verbal) to determine learning, from 1 - *I am lost and still very confused*, to 5 - *I feel like an expert and I could train my peers on this.*

⏏Level 3: Behavior

LXD and supervisors measure changes in staff behaviors by assessing the quality of their communications, gathering anecdotal evidence of how people fulfill (or don't fulfill) their commitments, and input from focus groups and Performance-Focused Learner Surveys.

Use surveys to determine impact and learner confidence, from 1 - *Nothing has changed in how I do my job*, to 5 - *I have changed much of what I do, and I could coach peers to do the same.* Differentiate surveys for TGX staff, from 1 - *Nothing has changed in how my colleagues act towards me* to 5 - *My colleagues' behavior towards me has changed drastically for the better.*

⏏Level 4: Results

Use surveys and interviews or focus groups to determine whether the campaign has improved experiences for TGX staff and partners; and **analytics** to determine whether it has expanded reach and participation from TGX community members.

NOTE: Make questions specific to distinguish the impact of training from the impact of other environmental and administrative changes.

Accessibility Strategy POUR Principles - WCAG (Web Content Accessibility Guidelines)			
Perceivable	**Operable**	**Understandable**	**Robust**
All resources include ALT text and high-contrast visuals

All multimedia resources provide captioning

All trainings provide live captioning and/or ASL interpretation depending on learner needs and requests | All eLearning solutions are tested with a screen reader to maximize focus order

All eLearning is keyboard accessible (e.g., provide alternatives to drag and drop interactions)

Conversation guides are available in digital, paper, and downloadable versions

Evaluation surveys can be completed in written form or via verbal feedback | All resources are written in plain, non-academic language

All acronyms are explained

Learners are encouraged to ask questions, request support, and express what they do not know or understand | TGX staff are allowed to work in affinity groups if desired; other groups are mixed groups of staff with varying levels of familiarity with the topic

All resources are continuously updated; there are reply fields to report broken links

Facilitators employ trauma responsive, differentiated approaches - e.g. allow breaks and solo reflection work if needed

Per evaluation data, future campaigns may be delivered in different formats |

Guiding Principles, Philosophies, and Learning Theories

- **Action Mapping -** Assess what training can and cannot solve; design strategies for behavioral change and real-world practice of targeted skills (Cathy Moore)
- **Popular Education –** Learning happens in community, and everyone has something to teach (Paulo Freire, et al)
- **Measurable DEI Outcomes –** Invest in long-term, tangible improvements to marginalized people's lived experiences and access to resources and power (Lily Zheng, et al)
- **Transformative Learning -** Reflect on assumptions and beliefs, and make plans for action to produce lasting change (Jack Mezirow)
- **Theory of Andragogy -** Leverage adults' knowledge and experience to spark intrinsic motivation to solve real-world problems (Malcolm Knowles)
- **Kirkpatrick's 4 Levels of Evaluation** Go beyond "smile sheets" and factual assessments to measure impact on learner behaviors and organization-wide outcomes (Donald Kirkpatrick)
- **Queer, Trans, Black and Brown Joy > Trauma -** Center joy, strengths, resilience, Black trans women, and others living on the frontlines of these issues (Miss Major, Alok Vaid-Menon, et al)

Sample Project Management Plan

WORK ELEMENT	STEPS & RESPONSIBILITIES	APPROXIMATE TIMELINE
Needs Assessment / Needs Analysis / Action Map	LXD and 3-5 stakeholders including a leader, experienced staff member, and SME (subject matter expert) create an action map to determine company goals, needs for behavior change, and minimum information staff needs to know	1-2 hours
Project Design Agreement	LXD and 3-5 stakeholders meet to confirm goals, objectives, and deliverables	1-2 hours
Development of Resources and Training Guides	• LXD writes storyboards, peer education guides, and job aids • LXD develops accessible digital solutions • SME provides feedback on deliverables • Leadership provides Level 1 and Level 2 feedback, and signs off on deliverables	1-4 weeks depending on project scope, digital complexity, and levels of differentiation
Implementation of Training Campaign and Performance Support	• LXD and stakeholders schedule training time in the workflow and create communication campaign *(WIIFM - what's in it for me?)* • LXD and managers observe staff in training and offer performance support	1 week for phases 1-3 (from self-reflection to commitments) 8 weeks or more for microlearning follow-up and performance support (revisit topic every 2-3 weeks for 5-15 minutes to improve retention and application)
Evaluation of Training Results (Kirkpatrick's 4 Levels)	• LXD solicits written or verbal feedback from learners on 1- reaction, 2- learning, and 3- capacity to change behaviors • Managers document staff behavioral changes and, along with LXD, provide performance support • LXD and leadership use anonymous surveys, focus groups, and analytics to determine 4- training results on reported psychological safety and retention rates for TGX staff, clients, and community	1 week of intensive evaluation for phases 1-3 8 weeks or more of ongoing data collection, soliciting feedback, etc. for summative, results-based evaluation
Needs Assessment / Needs Analysis	Cycle repeats as needed, informed by data on staff strengths, needs, and goals	Start 3-6 months after first campaign (more or less - depending on need)

Thank you for reading!

I look forward to talking with you about how we can adapt approaches like these to meet your team's needs and leverage their strengths.

For more work samples, please see

www.prosocialpower.org

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