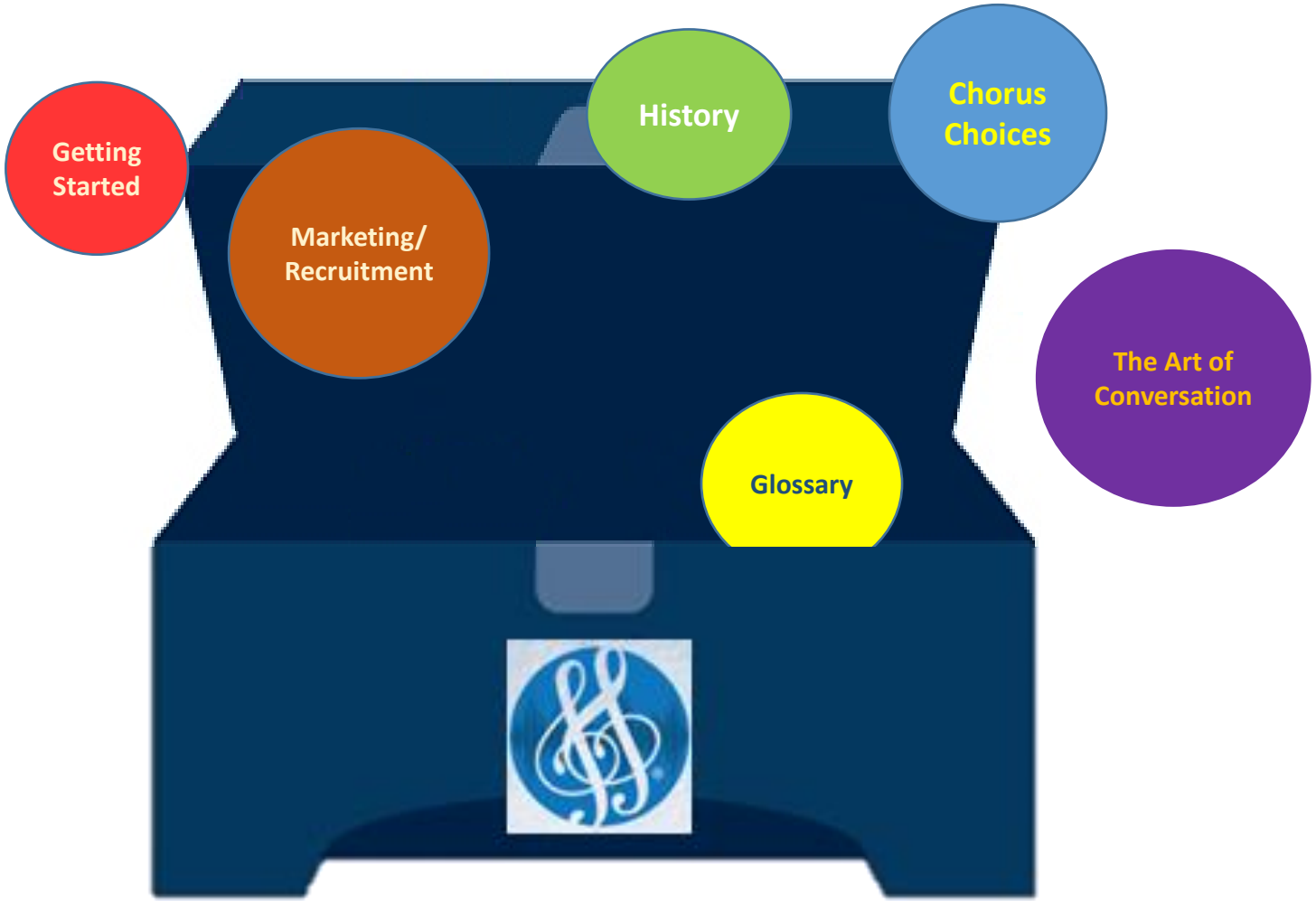
Lake Ontario Region 16
Let's Talk About
Diversity and Inclusion

The Chorus Toolkit



Why not now?

1. Pilot Lessons Learned

2. Change Management for Diversity and Inclusion

3. Change Management during COVID-19

Pilot lessons learned

1. The ‘Why’ is not clear enough across the organization

2. The contents of the toolkit are substantial – they are more likely to be successfully applied with a staged and strategic rollout

3. Chorus leadership support (both musical and administrative) is critical for the adoption of the chorus toolkit

Tips for Change Management for Diversity and Inclusion

- You can’t fast-forward to belonging. You have to go through the hard work of creating an inclusive culture so you can get to belonging.
- A ‘one-size fits all’ approach is not effective. Be open to trying new things and be sure to share success stories.
- Lasting change must activate different parts of the system – top down, bottom up, and middle out. Everyone must understand they have a role.

Tips for Change Management in the COVID-19 Paradigm

- Focus on priorities – make the changes that have the most impact – and communicate compelling reasons for them
- Be cognizant of change saturation – it actually creates a change barrier
- Recognize the factor of ‘what do I have to lose’ has a stronger weight than ever – because so much has already been lost due to COVID-19

So What Now?

1. Continuation of Pilot

   More focused, structured and specific

   More direct and person support from DITF

2. Prioritization of toolkit components and creation of roadmap

3. Support teams to enable progress to continue

A Couple of Toolkit Teasers

1. Project Implicit

   https://implicit.harvard.edu/implicit/education.html

   https://implicit.harvard.edu/implicit/canada/takeatest.html

2. Liberating Structures

   http://www.liberatingstructures.com/

The Song Assessment Tool Evolution

Repertoire Selection

Song Assessment Tool

IBOD June 2020

EDUCATION!!

Help members gain an understanding of diversity dimension and how they relate to songs

Help performers make more informed choices about their repertoire

Help members determine the admissibility of a song

Help judging panels support rule change

About Sweet Adelines

Learn More

Diversity, Equity, & Inclusion

Diversity, Equity, & Inclusion Resources

Members-Only Resources

View Members-Only DEI Resources

Song Assessment Tool Components

How It Works

The **Song Assessment Tool** assists singers with research to determine whether a song is appropriate for Sweet Adelines to sing. The **ever-expanding database** lists songs which have already been researched. Here you will find resources to help walk you through the Song Assessment Tool component of the soon-to-be-launched Chorus Toolkit.

First step: View the guide to get started.

Second Step: View the Song Assessment Tool Questions

Now you're ready! Input Answers into the Song Assessment Tool

View The Song Evaluation Database

Song Assessment Tool Submission Process

All steps performed by SAT Committee unless otherwise indicated

Submitter

1 Submit song assessment

Through submission

2 Staging Database (not shared)

DEI Council Song Assessment Tool Committee notified

3 @

4 Song exists in SA database?

Yes

5 Update database with new research?

No

6 Send submitter link to database

No

7 Quality Criteria met?

Yes

8 Send feedback/resources

No

Yes

9 Rate Admissibility for SA Performance

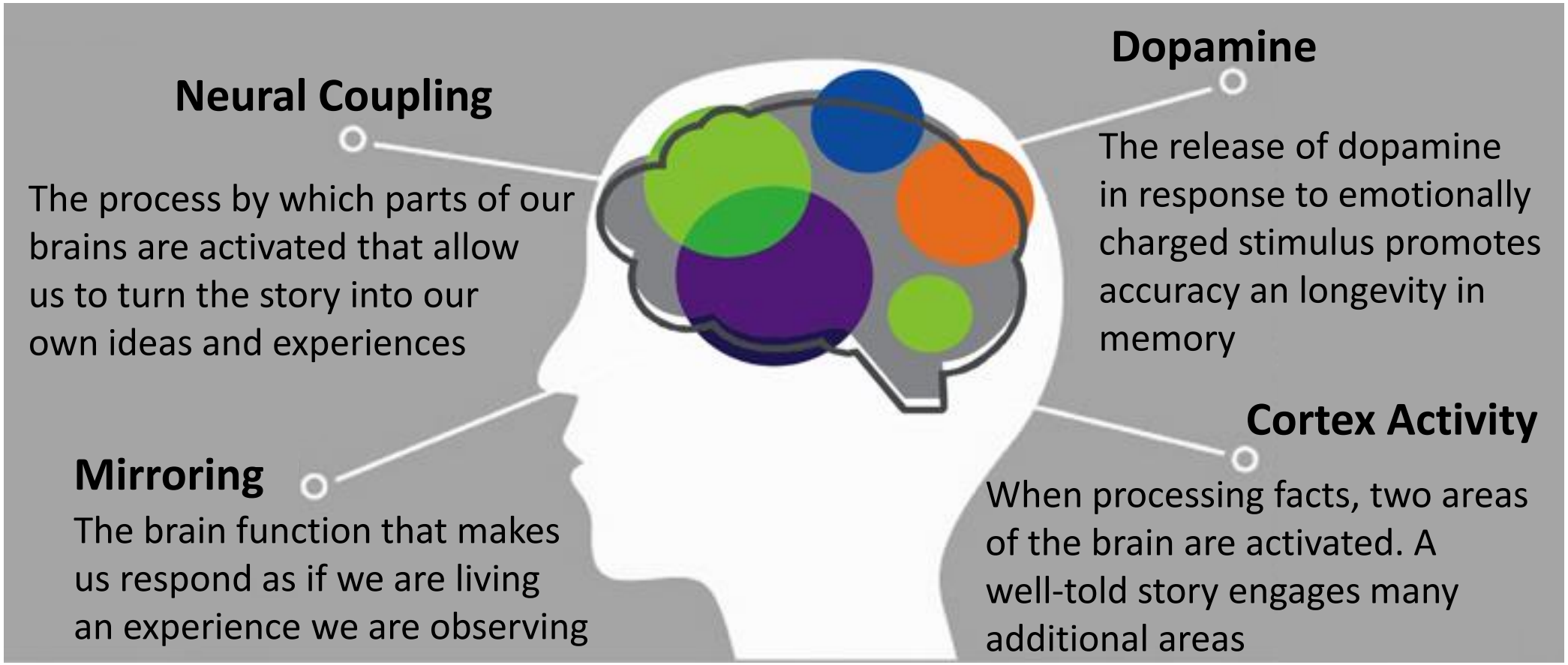
10 Store in SA Database (shared)

11 Advise submitter of admissibility rating

End

Let’s Explore another Toolkit Component

This is Your Brain on Storytelling



Let’s Try it Out!

The Framework:

The point of the exercise is to listen and allow yourself to fully experience the story

Use the ‘SITS’ principle – Stay In The Story - work to resist framing a response or judgment

Allow your brain’s natural functions to immerse yourself in someone else’s experience

Topic 1: What I experienced in school

Let’s Try it Out!

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Use the ‘SITS’ principle – Stay In The Story - work to resist framing a response or judgment

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Topic 2: How has the performance of religious or faith based music impacted me

Region 16 Regional Management Team
2020-2021

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