

## Implementation Toolkit for the Course

### ***Recognize & Respond to Microaggressive Situations***

#### **Suggested Ways to Share Resources and Tools with Teams and Colleagues**

The resources in this toolkit are intended to help supervisors and managers share many of the tools and activities from the self-paced course, *Recognize & Respond to Microaggressive Situations*, with their team members to embed these practices into daily work responsibilities. All page numbers refer to the course packet. Many of the suggestions in this toolkit can be easily incorporated into short, skill focused team development sessions in each meeting and/or used in longer team retreats.

If team members actively engage in these group development sessions, they can deepen their capacity to:

- a. Recognize common microaggressive situations that occur in the workplace and during interactions with those you serve.
- b. Understand your responsibility to use your privilege to speak up and shift microaggressive situations as an ally.
- c. Identify the probable negative impacts of microaggressions as well as the types of bias and prejudice possibly fueling various microaggressions.
- d. Effectively interrupt and shift microaggressive dynamics in the moment.
- e. Respond effectively when given feedback about the negative impact of your comments, actions, and/or inactions.

Supervisors and managers are encouraged to let team members know their intentions, expectations, and proposed formats for these sessions. For instance:

- State your commitment to zero tolerance for employees experiencing microaggressions, hate speech or harassment from clients or employees.
- Explain how you want to know immediately so you can support staff as they consider ways to take care of themselves in these situations. Offer your support and ask how, if at all, they would like you to follow-up on the incident.
- Share why you intend to lead these skill development sessions, for instance:
  - Talk about how these skill sets are aligned with the mission, vision, and values of the organization.

- State how you expect all team members to learn to use these tools to create more equitable and inclusive work environments and services.
- Explain how you intend to lead discussions and skill practice sessions in most every staff meeting, and possibly in some staff retreats.
- Clearly share your expectations that all staff commit to deepening their individual and the team's collective capacity in each of these areas by actively participating in each team development session, including completing any assigned prework.

Note: While the order of activities mostly mirrors those in the course recordings, it may be useful to shift the order as needed to meet the needs of your specific team.

## **A. Build the container for engaged dialogue and skill development**

### **Purpose:**

- To warm up the participants.
- A set of lower risk discussion prompts to facilitate more open, authentic dialogue among participants, to increase feelings of connection and engagement.
- It is generally useful to include the prompts you intend to discuss in the prework and move people into pairs or groups of three (triads) to discuss in the meeting before inviting voices to share in the full team.
  1. What are some things that bring you joy or are going well in your life? What, if anything, is weighing on your heart?
  2. Talk about a source of your passion or motivation/commitment for creating an equitable, inclusive work environment of belonging where everyone thrives and can contribute their best work? Be their best selves?
  3. Talk about a time in your life when you felt that you mattered ~ when you were a part of a group or situation where you felt included, important, valued, connected to others, and/or you were respected for who you are.

NOTE: Give a brief example from your own experience to model the depth of honesty and vulnerability you hope for.

4. What are 8-10 descriptors of work environments where you feel respected, valued, included, a sense of belonging, and able to contribute your best work? Where you can thrive and be your best self?

5. Take a moment to reflect or write down your answers to the following two prompts:
  - What do you believe everyone deserves to feel and experience in a work environment?
  - What should no one ever have to experience or feel in a work environment?
  - Lead a brainstorming session as you chart the responses.
  - Then ask, what can be the impact on team members if we co-create this type of work environment? On our services to clients?
6. What are some examples of micro-affirmations, things group members have done or said that left you and/or others feeling respected, valued, and able to thrive and contribute on this team?

## B. Closing out team meetings

It is a good practice to close out team meetings with a prompt, such as:

1. As I leave, I feel...
  2. What I have appreciated about this conversation...
  3. What are ways we worked well together? Any Engaging Guidelines we need to pay more attention to in the future?
  4. As a member of this group, I will...
  5. One learning I'm taking with me is...
- Always share your closing reflections and appreciations.

## C. Engage team members in imagining their vision of a diverse, equitable, and inclusive organization, pg. 4, and co-creating *Engaging Guidelines for the team*, pg. 5

1. Give this prompt as prework or give time to reflect in the meeting:

- \*What is your vision of a diverse, equitable, and inclusive team and organization?
  - How will people feel? Be?
  - Who will be a part of our organization and team? In what roles and responsibilities?
  - What will be our individual and collective level of demonstrated competence related to creating inclusive, high performing work cultures and climates?
  - How will people be treated? Engage others?

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- What will everyone be doing internally? Externally?
  - What will people no longer be doing internally? Externally? What WON'T be happening?
- \*Have people share in pairs or triads and then discuss as a full group.
2. Ask group members to reflect on these questions before you discuss as a group:  
\*Using a scale, 0-10 (not at all to completely):
    - *How close* is the current team climate and culture *to your vision* of equity, inclusion, and thriving? For you and for others?
    - What changes in behaviors, norms, policies, and practices could help us move towards your vision of equity, inclusion, and thriving?

Note: You may ask someone from outside of the team to help facilitate this discussion and others that may be a higher risk for team members.
  3. Discuss and negotiate the types of *Engaging Guidelines* they believe will help create the vision of a diverse, inclusive, and equitable environment.
  4. State: As in most meetings or interactions, it can be helpful to work within some *Engaging Guidelines* that align with our organization's values and mission for equity, inclusion, and belonging.
  5. State: Please take a moment and individually review this list of *Engaging Guidelines*, pg. 5, and
    - a. Identify any that you see us already demonstrating some, if not much of the time.
    - b. Which of these and others would help us create an even greater sense of inclusion, equity, belonging, and thriving? What do you need to be your best self? Do your best work?
    - c. Choose 2-3+ that you think may be particularly useful as we work together and serve others.
    - d. Any others you would suggest?
  6. After about 2+ minutes for reflection, put people into pairs and ask them to share their reflections on the above.
  7. Large group: Ask for 5-6 people to share both what they see already occurring as well as others they feel would be important for the group.
  8. Invite people to ask questions, add other ideas, offer nuanced perspectives and/or disagree with what has been suggested.

9. Ask if there are any other types of *Engaging Guidelines* that people want to highlight or add.
10. In a new pair or triad, ask group members to discuss the following prompts before you lead a full group discussion:
  - a. Which of these types of *Engaging Guidelines* do you/can you easily contribute to the team?
  - b. Which are more of a stretch for you that you commit to developing greater capacity to contribute?
11. State how you intend to revisit these *Engaging Guidelines* in the next meeting since some members may have more thoughts and ideas as they reflect on this discussion.
12. And then ask if everyone will work to engage others within these types of guidelines.

### **Suggested List of Engaging Guidelines**

1. Be open and honest as you share.
2. Anticipate your possible impact before you speak.
3. Participate fully, even if that means you're out of your comfort zone. Expect discomfort as you're learning.
4. Speak from personal experience.
5. Listen respectfully; listen to learn and believe.
6. Seek to understand; expect disagreement; and listen harder when it happens.
7. Share airtime: Move in to share, move out to listen.
8. Be fully present.
9. Be open to new perspectives.
10. Explore impact and take responsibility for your words and actions; acknowledge intent behind actions, only if useful to deepen understanding.
11. Expect people to learn and grow; don't freeze-frame others\* or judge them on only one comment or behavior.
12. Take risks; be brave; engage.
13. Respect and maintain confidentiality.
14. Notice and describe what you see happening in the group and in yourself.
15. Recognize your hot buttons and triggers; share if you feel triggered; circle back and check in on people who felt triggered.
16. Trust that dialogue will take us to deeper levels of understanding and acceptance.
17. Engage and embrace this opportunity; we won't be finished.

\* From Kaplowitz, Griffin & Seyka (2019). *Race Dialogues: A Facilitator's Guide to Tackling the Elephant in the Classroom*, pg. 32, Teacher's College Press.

**Additional workplace guidelines:**

- Contribute to co-creating an inclusive work environment where everyone feels valued, respected, a sense of belonging, able to contribute their best work, be their best selves.
- Work to minimize microaggressions and the negative impact of our comments and behaviors.
- Pause and respond to microaggressions that occur.
- Listen deeply & seriously consider feedback about the impact of our behaviors.

For more ideas and strategies to support a group to negotiate Engaging Guidelines, please watch Kathy's webinar: *Creating Inclusive Teams and Classrooms*  
<https://drkathyobear.com/inclusive-teams-webinar-confirm/>

**D. Negotiate ways to give and receive feedback**

The following discussion prompts can help team members identify and negotiate ways to give each other feedback if any behaviors have an unintended negative impact.

1. What can we do if someone does/says something that has unintended negative impact?
2. How do you tend to give feedback?
3. How do you want others to give you feedback if your behaviors have an unintended negative impact? If 1-1-? If in the group setting?
4. How might the hierarchical and other privileged group dynamics on the team impact our willingness to give and receive feedback? How can we navigate these?
5. How can we engage in ways that would increase the chance that others would give us honest feedback?
6. What are less productive ways to react when someone tries to give us feedback?
7. How might we know if you begin to feel triggered or hit a hot button as you are being given feedback?
8. How can we respond and support each other when people hit a hot button, feel triggered in our conversations? What would be helpful if you are reactivated in the moment?
9. How can we work to minimize unproductive behaviors and microaggressions in our team meetings and interactions?

\* To close out this section, use the following to clearly state your expectations and personal commitment to consider feedback and change your unproductive behaviors:

- I am committed to co-creating an inclusive, high-performing team for all and to advance our EDIB (Equity, Diversity, Inclusion & Belonging) goals and values. I welcome your thoughts, insights, and feedback about ways I can better do this:
  - Which of my types of comments and behaviors help you and others feel valued, respected, heard, and able to contribute to your full potential?
  - In what ways do I model EDIB skills and values as well as support the organization's strategic EDIB goals?
  - Which of my comments and behaviors give you concern?
  - What recommendations do you have for ways I can lead EDIB efforts more effectively and ways to support the team to develop into a more inclusive, high performing group?
- If you ever feel negatively impacted by any of my comments and behaviors, I hope you will tell me so I can apologize for my impact and change my behavior in the future. I sincerely want your input and feedback. And if you do not feel comfortable talking directly to me, here are a few people you can talk to who can give me the anonymous feedback \_\_\_\_\_.

## E. Understanding microaggressions

The following team discussion prompts can help all group members understand the concept of microaggressions as they prepare to develop more skill and willingness to interrupt them in the moment.

1. Describe a time, any time in your life, when you noticed someone being treated with disrespect and you spoke up to create greater inclusion. What did you do?
2. Talk about a time you felt you were treated less than, by someone or a group because of their biases & attitudes towards some difference you had...or they perceived you had. Please share:
  - What happened...how did you feel?
  - What did you do?
  - What, if anything, did you or someone else do to intervene and create more inclusion, understanding, and/or stop the disrespectful treatment?
  - What do you wish someone or you had done, if anything?

NOTE: Give a brief example from your own experience to model the depth of honesty and vulnerability you hope for.

3. Review the term microaggression and describe many of the key elements in the definitions on page 11.
4. Have group members review the list *Some Differences That Make a Difference* on pg. 6 and reflect:
  - Among people we work with and serve, as well as those we want to attract and retain, what are the various group identities and differences? For instance, by class background, race, gender, gender identity, sexuality, disability status, language proficiency, nationality, immigrant or refugee status, religion/spirituality, age, etc.
  - Which of these groups may experience more types of microaggressions and unproductive dynamics?
5. Discuss: Why is it important that we respond to microaggressions in the moment? And follow-up afterwards?
6. Which of these group identities are embedded in our thinking and planning (from *worksheet Some Differences That Make a Difference* on pg. 6)? Lead a full group discussion after people have had a chance to reflect and talk with a partner.
  - a. Which group identities do you think about every day as you do your work?
  - b. Which group identities do you think about every few days or so?
  - c. For which group identities do you usually need something or someone to remind you to think about this group in your work activities?
  - d. What other group identities, if any, do we need to pay attention to in our work responsibilities?
  - e. What are some diversity, equity, inclusion, and belonging issues that you know a lot about? What are some you don't know as much about? Are there any group identities that none of us know much about?
  - f. How can we ensure we think about all of these group identities in our discussions, planning, and decision-making?

## **F. Recognize microaggressions**

1. Ask group members to reflect and then discuss:
  - a. For which of these groups do you readily notice microaggressions in the moment in meetings and informal interactions?



- b. For which of these groups do you sometimes miss these types of daily indignities?
  - c. For which groups do you not know enough about the types of microaggressions that occur? And, therefore, you may not notice them?
2. Share the tools and skills of *Panning*.
  - a. Describe the key elements of the skill *Panning* (Pay Attention Now, pg. 7.)
  - b. Have group members review the worksheet *Panning with an Inclusion Lens*, pg. 8, and identify the tools they already use as well as those they want to add to their toolkit.
  - c. Assign 1-2 people to use this list to serve as process observers in the rest of the meeting to notice group dynamics. Invite their observations at the end of each meeting. Assign 1-2 other people in each future meeting to be process observers. Consider pausing in the middle of each meeting to ask for their observations and recommendations to improve group dynamics. Eventually, group members may develop the capacity to redirect group dynamics if not interrupt unproductive dynamics in the moment.
3. Identify *Unproductive Meeting Behaviors*, pgs. 9-10.
  - a. Have group members complete the worksheet, *Unproductive Meeting Behaviors* on pgs. 9-10 as prework.
  - b. Discuss in triads and the full group:
    - What were your thoughts, feelings, and reactions as you completed this worksheet?
    - Which ones have you observed in meetings and informal interactions here or other places?
    - What were the probable impacts when these occurred? Particularly if from someone in a privileged group to someone in the corresponding marginalized group?
    - Which if any of these types of unproductive behaviors have you ever done? What were your intentions when you did them? What was your probable unintentional impact across group memberships?
  - c. If any of us, including the supervisor, ever do any of these unproductive meeting behaviors, what can we do to shift these dynamics?
4. To help team members identify more types of microaggressions:
  - a. Assign different pairs of team members 4-5 pages of microaggressions to review in the packet. Ensure all pages are reviewed among pgs. 14-29.

- b. Ask them to identify:
- Which types of microaggressions could occur in the workplace?
  - Which might some of our colleagues and clients experience outside of the workplace?
  - What are the probable impacts of these types of microaggressions?
  - What could be the assumptions or implicit biases fueling these microaggressions?
  - What can we do if any of these types of exclusionary, microaggressive dynamics occur?
  - What are some types of disrespectful, microaggressive dynamics that you want to know more about how to respond to?
- c. Lead a team discussion using the above prompts.

## **G. Microaggressions & cumulative Impact**

Use these questions to lead a team discussion:

1. When have you, if ever, felt the cumulative impact from experiencing multiple microaggressions in a short period of time? Or observing and experiencing similar types of microaggressions over and over?
2. What are some short-term and long-term impacts from experiencing microaggressions?

Short-term examples: Can feel isolated, angry, irritated, confused, degraded, distrustful, invisible, silenced, over-looked, invalidated, resentful, betrayed, othered, insulted, dehumanized, anxious, hyper-vigilant, agitated, depressed, discouraged, self-doubt, question self... Others?

Long-term examples: High stress, headaches, sleep disturbances, high blood pressure, type 2 diabetes, weakens the immune system, harder to concentrate/focus, deep fatigue, damages the heart, premature aging... Others?

3. How do the results of cumulative impact negatively impact us and colleagues? Undermine team dynamics as well as our purpose and mission?
4. How can we support each other to minimize the cumulative impact of microaggressions?

## H. Implicit bias

1. Ask group members to reflect on this prompt as prework: When you were growing up, what were some of the messages, assumptions, beliefs and/or biases around you about your own social identity groups and those of other groups?
2. Lead a group discussion about the types of biases that were generally around as they were growing up.
3. Reference the definitions from [www.getimpactly.com/post/implicit-vs-explicit-bias](http://www.getimpactly.com/post/implicit-vs-explicit-bias):
  - **Bias** is a tendency, preference, or prejudice in favor of or against a person, group, or thing that influences our thoughts and choices.
  - **Implicit (Unconscious) Bias** is the assumptions, beliefs, attitudes, or stereotypes that impact our thoughts, decisions, and behaviors *unconsciously*.
  - **Explicit Bias** is the conscious assumptions, beliefs, attitudes or stereotypes we are aware of.
4. Choose 5+ common microaggressions that could occur in the workplace. Ask group members to identify some of the possible beliefs, assumptions, and implicit biases that could be underneath or fueling these unproductive behaviors. For example:
  - A female manager is assumed to be the administrative assistant.
  - White person says to a Woman of Color: "You should straighten your hair."
  - An idea from a new team member is dismissed without consideration.
  - An employee who has young children is not considered for a valued stretch assignment that requires late nights and traveling.
  - An employee of color who often raises issues and asks questions is labeled as unprofessional and difficult to work with.
  - A long-term employee doesn't agree with a younger staff member and raises the volume of their voice as they end the conversation.
5. Ask participants to think about a time they had a biased assumption and use the following questions to write about how they could shift this biased thought in the moment:
  - a. Why am I having this thought?
  - b. Is it true? Really true? Might the opposite be truer? (Adapted from Byron Katie, *The Work*)
  - c. What is my evidence that this is truer for one identity group than others?
  - d. When others exhibit the same behavior, how do I make meaning of that?
  - e. How does it serve for me to think this thought right now?

- f. What is my pay-off for having and maintaining this biased thought or assumption?
  - g. What are more useful thoughts?
6. Share a few of your own examples and then ask group members to share.
7. Review the following tools to use if group members ever believe someone could be reacting out of bias. See worksheet on pg. 32, *What if we believe someone else is reacting out of bias?*
  - I'm wondering if there may be an assumption under your question, comment...
  - What beliefs or assumptions might be connected to what you are saying?
  - Are we making any assumptions here?
  - Can we pause and identify any possible assumptions or biases that could be operating?

## I. Tools to shift and interrupt microaggressive dynamics

1. Ask group members to rate themselves using this scale and discuss:
 

0 - 10, not at all – almost every time

\*I consistently and effectively respond during microaggressive situations.
2. Review some of the types of useful intentions when we respond to microaggressions, for instance, we want to respond in ways that:
  - Interrupt microaggressions,
  - Engage others to reflect on the impact and intentions of their microaggressive actions,
  - Raise awareness as to why the comment, behavior, or policy has a negative impact, and
  - Build connections and relationships for further dialogue, learning, and organizational change.
3. Ask team members to review the skills on the worksheet, *PAIRS*, pg. 37-39 and have them reflect on these questions:
  - Which do you already use?
  - Which 5+ might be useful to add to your toolkit?

4. Ask group members to review the worksheet *Ways to Interrupt and Engage Microaggressive Situations* on pg 40-43 as well as 5+ more pages of tools and skills among pgs. 44-69 as they reflect and share in the next team session:

- Which tools and approaches do you already use to interrupt and shift microaggressive situations?
- Which could you add to your toolkit?

## J. Practice interrupting and shifting microaggressive situations

1. Ask group members to review the list of face-saving on-ramps on pg. 36 and identify other types of ways to start the conversation:
  - You may not have realized...
  - I trust you didn't intend to, but your comment didn't land well on me...
  - My guess is you didn't notice the impact of what you just said...
  - I could be wrong, but I think your comment had an impact you didn't intend...
  - I know it wasn't intentional, but when you\_\_\_\_, you had a negative impact.
2. Discuss:
  - What could be the impact if we start a conversation to give feedback with one of these types of face-saving on-ramps?
  - What are some other variations we could use?
3. Choose 3 examples of microaggressions (can use some from the list below) and have people in pairs discuss how they would 1<sup>st</sup> use a face-saving on-ramp and then some tools from PAIRS, pgs. 37-39, and other approaches to interrupt and shift these unproductive dynamics.
  - a. A more experienced staff member (A) starts debating a suggestion from a newer employee (B); their comments sound dismissive and minimizing. As the newer staff member is explaining more, (A) interrupts them with a louder voice than before.
  - b. A Muslim staff member is talking about some microaggressions they are hearing during Ramadan and wants the team to explore ways to interrupt and prevent these moving forward. Someone says, these sound like isolated incidents. Someone else starts to agree.
  - c. A staff member is complaining about having to make accommodations for someone with some disabilities: "Are these all really necessary? Could be they are trying to work the system."
  - d. A white colleague said: "You don't look Indigenous." When you try to talk with them, they get defensive: "I'm not racist, I didn't mean anything by it; I have friends from the reservation."

- e. A Person of Color joins the Zoom meeting 6 minutes after it had started. The leader looks at their watch, frowning says, "Glad you could join us." You know white colleagues have been late to other staff meetings without comment.
- f. A cisgender colleague continues to refuse to use the pronouns of a nonbinary or gender queer staff member and misgenders them each time.
- g. You overhear a male colleague making inappropriate sexist and sexualizing comments.
- h. You overhear a colleague making anti-Semitic stereotypic comments related to money and banking.
- i. A colleague is often curt and demanding as they interact with an administrative assistant when they give them work to do.
- j. Discussing which staff may be ready to apply to be a supervisor, someone says, "She only went to a community college."
- k. A colleague of color shares some of their concerns and no one acknowledges their comments.

#### K. Shift out-of-date terms & differential thoughts and treatment for similar behaviors

1. Ask group member to think about some terms and phrases that are either out-of-date or were never appropriate, for instance: calling females employees "girls"; using the phrases "let's circle the wagons"; "rule of thumb"; "That's so crazy!" "That's so gay!"  
Others:
  - Low man on the totem poll
  - I'm so schitzo these days
  - You are so "ret....ed!"
  - Let's have a pow wow
  - We need to circle the wagons
  - Black: list, ball, mark...
  - What are you, deaf?!?!?
  - They're wet behind the ears
  - You are such a spaz!
  - There are off the reservation!
  - She's such a slave driver
  - We have too many Chiefs, not enough Indians
  - Others?
2. Practice shifting some of these. Use the skills from the worksheet *Ways to Interrupt and Shift Dynamics When Someone Uses Seemingly Common Terms and Phrases That Have a Microaggressive Impact*, pg. 46:
  - That's an interesting term...
  - I wonder where that phrase came from...
  - I recently learned the origin of that term and why is it inappropriate to use today.
  - I wonder if that term has a negative impact I'm not aware of?
  - I used to use that term, then someone told me its impact today.

- What were you wanting to communicate with that term? Is there another way to phrase that?
  - So you want to \_\_\_\_\_ (offer an alternative phrase). For instance, instead of “have a pow wow” offer “gather together to find some solutions”.
3. Have them individually choose 3 others and consider: How could you help someone recognize the impact of that term or phrase? And find an unoffensive way to share of essence of their thought?
  4. Discuss and practice as a small group, then as a full group.

**L. Ways to shift microaggressive dynamics using the worksheet, *Desired/Expected Leader Behaviors* on pg. 30.**

1. Ask group members to individually review this worksheet as prework or in a team meeting.
2. Ask them when, if ever, they have observed similar dynamics or experienced them personally. Discuss the probable impact when these types of microaggressive situations occur.
3. In the full team, choose 3 examples of differential thoughts/judgments for similar behaviors from the worksheet *Desired/Expected Leader Behaviors* on pg. 30 and discuss ways team members could interrupt, raise awareness, and shift these types of unproductive dynamics. Consider using tools from the worksheet PAIRS, pg. 37-39 and pg. 47.
4. Put people into pairs or triads to talk about a few more and identify ways to shift the microaggressive dynamics.

**M. Ways to engage if someone tells you a microaggression they experienced**

1. To discuss ways NOT to react when someone tells you about a microaggression they experienced, ask group members to share stories of ineffective ways people reacted when they tried to share about a microaggressive situation.
2. Then ask them to talk about how they want someone to respond when they share a microaggression they experienced. Share some of your own examples.
3. Review the suggested steps below from pg. 32.
  - I am so sorry that happened to you....

- How are you feeling? How are you doing?
- My guess is the impact was.... or I can't imagine what the impact on you was... (and then listen very deeply...)
- I hear the... anger.... disbelief.... disappointment...
- My guess is this isn't the 1<sup>st</sup> time something like this has happened...
- Any way I can support? Anything I can do?

#### **N. Why we might not speak up and interrupt microaggressions**

1. For prework, ask group members to think about a time they noticed a microaggression and spoke up in effective, productive ways that aligned with their core values and furthered organizational goals, see worksheet on pg. 34:
  - a. What happened?
  - b. How did you feel?
  - c. What did you do?
  - d. Why did you choose to speak up?
2. Also for prework, ask them to think about times they have not spoken up ~ for whatever reasons, see worksheet on pg. 34, and reflect:
  - What were some of your thoughts or concerns that led to your not speaking up?
  - What was the probable impact of your silence on others? On you?
  - As you reflect, what could you have done in the moment?
3. Lead a group discussion exploring the prework assignments.
4. Have team members complete the worksheet on pg. 35, *Common Unproductive Reactions During Difficult Situations* to identify the unproductive reactions they could have during microaggressive dynamics. Discuss in triads and the full group.
5. Lead a discussion exploring the following activities:
  - Choose 1 reason you might have that supported your not speaking up to shift a microaggressive situation. What alternative thoughts might motivate you to do or say something to shift the unproductive dynamic?
  - How can we get more grounded and present when we are about to react out of these unproductive stress reactions?



**O. What are your INTENTIONS (conscious or not) as you decide how to engage and respond to unproductive, microaggressive behaviors?**

1. Ask group members to complete the worksheet *Less Productive Intentions*, pg. 70 and identify:
  - Which less productive intentions have you ever thought?
  - How might you react out of these less productive intentions?
  - If you do, what is the possible impact on others? You?
2. In triads, have them share their answers and then discuss as a full group.
3. Then have group members complete the worksheet on pg. 71, *Productive Intentions* and reflect on these prompts:
  - Which have you ever thought before you interrupted a microaggression?
  - Which could you add to your toolkit?
  - How might you respond out of some of these more productive intentions?
  - What might be the probable impact?
4. Debrief this activity in the full group.
5. Then ask group members to individually choose 5 less productive intentions they might think and identify what more productive intentions could help them choose a more effective response.
6. Have them share in triads and then discuss as a full group.

**P. Ways to respond effectively when someone gives you feedback**

1. For prework, ask group members to reflect on these questions:
  - a. Think about a time you feel you did not apologize effectively or owned the impact of your behavior. What did you do and say that was not useful? How do you think your reactions impacted others? As you look back, what do you wish you had said and done instead?
  - b. Think about a time you feel you effectively apologized and owned the impact of your behavior. What did you say when you apologized? How do you think your apology impacted others? Impacted you? As you reflect, is there anything else you could have done or said?

2. Ask team members to identify less productive ways they have ever reacted when someone tried to give them some feedback, such as (be sure to share some of your own):
  - Tone policing
  - That wasn't my intent!
  - I'm a good person....
  - You're too sensitive, over-reacting, it's not a big deal
  - Jumping to fix it
  - That happens to me, too! That has nothing to do with \_\_\_\_!
  - Tug-of-war: You started it! You made me say that!
  - Defensiveness: The reason I said that was...
  - Others?
  
3. Have participants review the tools on pgs. 33, *What can we do when we are confronted about our impact?* Discuss these and any other ways to respond effectively:
  - Breathe; choose to listen deeply & own your part
  - I apologize for my impact... what I did...
  - Are you open to saying more about the impact of my behavior?
  - So, when I .... (share back what you understood)
  - I regret my impact on you.... What I did/said...
  - I commit to learning more....changing my behavior in the future....
  - If there is ever more you want to share with me....
  
4. For prework, ask them to review any worksheets of tools and approaches to respond and shift microaggressive situations they haven't yet read among pgs. 44-69.

#### **Q. Negotiate ways to interrupt unproductive, microaggressive situations**

As you complete these team development sessions focused on interrupting microaggressive situations, it could be useful to revisit and renegotiate the team agreements using these prompts:

- How willing are you/we to pause and interrupt unproductive, microaggressive situations in the moment?
- What gets in your/our way of doing this?
- What would support you/us doing this more consistently?
- How willing are you/we to pause and engage in a discussion when someone interrupts what they feel is one of our unproductive, microaggressive situations?
- What are ways you would appreciate others pausing and naming one of your comments or behaviors that is unproductive or microaggressive?

**R. Re-imagining: Use an EDIB Lens in planning & decision-making discussions as well as to analyze and revise current policies, practices, programs, norms, and services**

1. For prework, ask group members to think about any policy, program, service, or practice from any time in their life that (share a few examples of your own):
  - DID NOT meet their needs
  - Created a barrier
  - Negatively impacted them and/or members of their marginalized group(s)
2. Also for prework, ask them to review the worksheet, *Re-Imagining with an Equity & Inclusion Lens*, pg. 72 and identify:
  - Which questions do you already ask and use?
  - Which could you add to your practice?
3. Have group members share the types of policies, practices, programs, and services that in the past did not meet their needs by group membership.
4. Lead a full group discussion using these prompts:
  - \*By group membership, what groups are among:
    - Those we serve?
    - Those we work with as partners?
    - Those we need to be particularly focused on as we make decisions?
    - Those we need to include in planning and decision-making ~ directly?
5. Have group members discuss the EDIB Lens questions to use in planning and decision-making discussions from the worksheet, *Re-Imagining with an Equity & Inclusion Lens*, pg. 72:
  - Which ones have we been using? What has been the impact?
  - Which others might be useful in our planning and decision-making processes? What could be the impact?
  - Any others?
6. Have the group create an initial list of policies, practices, programs, and services that MIGHT be improved by analyzing and revising with an EDIB Lens.
7. Have someone choose a current policy, practice, norm, program, or service and as a group use the questions on the worksheet, *Re-Imagining with an Equity & Inclusion Lens*, pg. 72 to analyze and revise this policy or practice with an Equity & Inclusion Lens. What new possibilities and changes could advance our EDIB goals?

8. Lead a discussion exploring ways the group can embed these questions into planning and decision-making processes as well as in discussions to analyze and revise current policies, practices, programs, norms, and services.

## **S. Next steps and action planning**

1. For prework, ask group members to rate their current demonstrated capacity in each of the following areas using a scale of 0-10 (not at all – almost always):
  - a. Recognize common microaggressive situations that occur in the workplace and during interactions with those you serve.
  - b. Understand your responsibility to use your privilege to speak up and shift microaggressive situations as an ally.
  - c. Identify the probable negative impacts of microaggressions as well as the types of bias and prejudice possibly fueling various microaggressions.
  - d. Effectively interrupt and shift microaggressive dynamics in the moment.
  - e. Respond effectively when given feedback about the negative impact of your comments, actions, and/or inactions.
2. Have them discuss their ratings and progress in pairs or triads before a full group discussion.
3. Ask them each to identify 5 specific skills and tools related to recognizing and interrupting microaggressions they will continue to develop over the next few months. Share in the large group and plan to review in 1-1 meetings in the next two weeks.
4. Discuss as a group: How can we as a team continue to deepen our collective capacities to interrupt microaggressive situations and co-create more equitable, inclusive work environments and services?
5. Commit to revisiting these skills and practicing ways to interrupt microaggressions in at least one team session each month over the next year or more.