

Recognize & Respond to Microaggressions

Quizzes and Pework Assignments

1: Recognize & Respond to Microaggressions

Quiz for recording #1:

1. Use a scale of 0-10 (not at all to almost always) as you rate your demonstrated capacity for each of the following course learning outcomes:
 - 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. What do you hope to learn in this course?

Pework assignments for recording #2, *What are Microaggressions?*

1. Write out how you would describe the concept of microaggressions to colleagues.
2. Review pages 11-13 that outline definitions and Dr. Derald Sue's 3 types of microaggressions.

2: *What are Microaggressions?*

Quiz for recording #2:

1. Why is it important to deepen the capacity of leaders and employees to recognize and respond to microaggressions?
2. Which of the following metaphors may not readily apply to describing the concept of microaggressions? (bolded responses are the correct answers)

The donkey in the room...

Constantly pecked at by geese/ducks

Twisting your ankle

Swarmed by mosquitoes

A paper cut

Sneezing

3. True or **False** (bolded response is the correct answer)
Microaggressions are often intentional comments and behaviors that send a message that someone is not valued or respected and does not belong in the workplace.

4. True or **False** (bolded response is the correct answer)
Individuals always recognize when they experience a microaggression.
5. **True** or False (bolded response is the correct answer)
Individuals may not always recognize the cumulative effect of experiencing multiple microaggressions in a day or in a week.

Pework assignments for recording #3, *Proactively Create Inclusive Work Environments*

Write out your answers to the following prompts:

1. What is a source of your personal passion/commitment/motivation for creating greater equity, inclusion, and belonging by interrupting microaggressions in the moment? Circling back afterwards (see pg. 4)?
2. Why is it important that we respond to microaggressions in the moment? Afterwards?
3. What are 8-10 descriptors of work environments where you feel respected, valued, included, and able to contribute your best work? Where you can thrive and be your best self?
4. What is your vision of a diverse, equitable, and inclusive (see pg. 4)?

3: *Proactively Create Inclusive Work Environments*

Quiz for recording #3:

- a. What types of *Engaging Guidelines* (see pg. 5) are already explicitly negotiated among team members?
- b. Which others from the suggestions, if any, could help team members co-create a more inclusive, equitable work environment where everyone works to minimize microaggressions and respond effectively if any occur?
- c. Which of these types of *Engaging Guidelines* do you/can you contribute to the team?
- d. Which are more of a stretch for you that you commit to developing greater capacity to contribute?

Pework assignments for recording #4, *PANNING WITH AN INCLUSION LENS: How many types of microaggressions do you notice and recognize?*

1. Share with a colleague your passion and vision for equitable & inclusive work environments. Ask about theirs.
2. Reflect and write about these prompts:
 - a. What are the different group memberships among those you work with? Want to attract & retain?
 - b. By group membership, who are the clients & partners you support and serve?
 - c. Which groups may experience more types of microaggressions?

3. Review the list *Some Differences That Make a Difference* on pg. 6 and write about:
 - a. Which group identities do you think about every day as you do your work?
 - b. Which group identities do you think 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 you need to pay attention to in your work responsibilities?

4: PANNING WITH AN INCLUSION LENS: How many types of microaggressions do you notice and recognize?

Quiz for recording #4:

1. Describe 3 key elements of the skills *Panning* (Pay Attention Now, pg. 7).
2. What were 3-4 types of microaggressions you observed/panned as you used the worksheet *Panning with an Inclusion Lens*, pg. 8, in meetings? Without using names, describe the unproductive dynamics including the group memberships of people involved.

Pework assignments for recording #5, *Unproductive Meeting Dynamics ~ Intent & Impact*

1. Complete the worksheet, *Unproductive Meeting Behaviors* on pgs.9-10.
2. Choose three types of unproductive behaviors you have ever done. What were your intentions when you did them? What was your probable impact across group memberships?

5: Unproductive Meeting Dynamics ~ Intent & Impact

Quiz for recording #5:

1. Choose 3 common types of unproductive meeting behaviors that occur in the organization and write about their probable impact in the moment and afterwards.
2. Write about a time you did not have any conscious intent to negatively impact others, yet your comment or behavior did impact someone(s) in a marginalized group(s). As you reflect back on this situation, what do you wish you had done differently?
3. With a colleague(s), each share experiences of microaggressions that occur both inside and outside of the work environment. Discuss the probable impacts when these occur. Identify what you wish someone would have done in these microaggressive situations.
4. What was the impact of sharing examples and impacts of microaggressions with a colleague?

Pework for recording #6, *Microaggressions & Cumulative Impact*:

1. Review 5-10 pages of examples of microaggressions among pgs. 14-29.
2. What are some that occur in the organization to you and/or others? What are the probable impacts?
3. What are some you have ever done? What were your probable impacts?

4. When have you, if ever, felt the cumulative impact from experiencing multiple microaggressions in a short period of time? Or observing similar types of microaggressions over and over?

6: Microaggressions & Cumulative Impact

Quiz for recording #6:

1. How would you describe the concept of *cumulative impact* to a colleague?
2. Which of these is not a possible short-term or long-term impact of experiencing microaggressions?
 - a. self-doubt
 - b. confused
 - c. distrustful
 - d. deep fatigue
 - e. becoming hyper-vigilant
 - f. sleep disturbances
 - g. **none of the above**

Pework assignments for recording #7, *Implicit Bias*:

1. Talk with your supervisor and team members about the types of microaggressions that could occur in the workplace and the probable impact if these are not addressed effectively.
2. 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?
3. Choose 5 common microaggressions that could occur in the workplace. What could be some of the beliefs, assumptions, and implicit biases that are underneath or fueling these unproductive behaviors?
4. Review some skills to respond on the worksheet, *PAIRS*, pg. 37-39:
 - * Which do you already use?
 - * Which 5+ might be useful to add to your toolkit?

7: Implicit Bias

Quiz for recording #7:

1. Write about 3 microaggressions you have ever done or could possibly do in the future. For each, note 2-3 biases or assumptions that could possibly be fueling your thoughts and behaviors.
2. How could you describe these concepts to colleagues: implicit bias and explicit bias?

3. Choose one type of unproductive bias about a group identity and use the following questions to write about how you 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?

Pework assignments for recording #8, *More Tools to Interrupt and Shift Microaggressive Situations*:

1. 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.
2. Which tools and approaches do you already use to interrupt and shift microaggressive situations? What could you add to your toolkit?

8: *More Tools to Interrupt and Shift Microaggressive Situations*

Quiz for recording #8:

1. What are the 5 skill sets that “PAIRS” stands for?
2. Choose 3 examples of microaggressions from the list below and write out how you would use each of the 5 sets of tools from PAIRS and other approaches to interrupt and shift these unproductive dynamics. Also, identify 2-3 possible biases fueling each microaggression:
 - 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.

Pework for recording #9, *Shifting Out-of-Date Terms and Differential Thoughts & Treatment for Similar Behaviors*:

1. Meet with your supervisor to discuss 3-5 microaggressive scenarios and review ways to use a face-saving on-ramp and the 5 sets of tools in PAIRS pgs. 37-39 to interrupt and shift unproductive dynamics.
2. Review 5+ more pages of tools to engage on pgs. 44-69:
 - * Which do you already use?
 - * Which 5-10+ might be useful in the future?
3. 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!"
 - Choose 3 and consider: How could you help someone recognize the impact of their using that term or phrase? And find an unoffensive way to share of essence of their thought?

9: *Shifting Out-of-Date Terms and Differential Thoughts & Treatment for Similar Behaviors*

Quiz for recording #9:

1. Choose 3 out-of-date and/or never appropriate terms and write out 2 different ways to respond and shift each term or phrase.
2. Choose 3 examples of differential thoughts/judgments for similar behaviors from the worksheet *Desired/Expected Leader Behaviors* on pg. 30 and write out ways you could interrupt, raise awareness, and shift these types of unproductive dynamics.

Pework for recording #10: *Why we may not speak up and interrupt microaggressions*

1. Think about a time you noticed a microaggression and spoke up in effective, productive ways that aligned with your 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. Think about times you have not spoken up ~ for whatever reasons, see worksheet on pg. 34:
 - 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?
3. Use the worksheet, *Common Unproductive Reactions During Difficult, Triggering Situations* on pg. 35 to identify the unproductive reactions you have had during microaggressive dynamics.
4. Review the worksheets, *Less Productive Intentions* and *Productive Intentions* on pgs. 70-71.

10: Why we may not speak up and interrupt microaggressions?

Quiz for recording #10:

1. Choose 1 reason you might have that supports 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?
2. Choose 5 less productive intentions you might think as you decide to react during microaggressive situations. What more productive intentions could you think instead that might help you choose a more effective response?

Pework for recording #11, *Responding Effectively When: A. Someone tells you about a microaggressive situation they experienced? B. Someone Gives You Feedback:*

1. Reflect on this scale, 0-10, 0 = not at all – 10: every time, as you rate your current skill and courage levels:

I consistently and effectively respond during microaggressive situations.
2. Review the tools on pgs. 32-33 about ways to **Respond Effectively When:**
A. Someone tells you about a microaggressive situation they experienced, and
B. Someone gives you feedback
3. Review any worksheets of tools and approaches to respond and shift microaggressive situations you haven't read among pgs. 44-69.

11: Responding Effectively When: A. Someone tells you about a microaggressive situation they experienced? B. Someone Gives You Feedback

Quiz for recording #11:

1. Write about a time (no names, just enough descriptors to convey the situation) 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?
2. Write about a time (no names, just enough descriptors to convey the situation) 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?

Pework for recording #12, *To Minimize Microaggressive Impact, Create & Revise Policies and Practices with an Equity & Inclusion Lens*:

1. REFLECT: From any time in your life, what is a policy, program, service, or practice that:
 - DID NOT meet your needs
 - Created a barrier
 - Negatively impacted you and/or members of your marginalized group(s)
2. Review the worksheet, *Re-Imagining with an Equity & Inclusion Lens*, pg. 72:
 *Which questions do you already ask and use? Which could you add to your practice?
3. How can you share these resources and activities with your supervisor? With colleagues?

12: *To Minimize Microaggressive Impact, Create & Revise Policies and Practices with an Equity & Inclusion Lens*

Quiz for recording #12:

1. Choose a current policy, practice, norm, program, or service and use the questions on the worksheet, *Re-Imagining with an Equity & Inclusion Lens*, pg. 72 to analyze and revise policies and practices with an Equity & Inclusion Lens. What new possibilities and changes that could advance EDIB goals?
2. Share the questions on the worksheet *Re-Imagining with an Equity & Inclusion Lens* on pg. 72 with team members. Use these questions in a planning meeting. What, if any, results did you notice from using this list of questions?

Pework for recording #13, *Next Steps*:

1. Rate your 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. What 5 specific skills and capacities related to recognizing and interrupting microaggressions will you intentionally continue to develop over the next few months?
 3. How will you share these resources and activities with your supervisor and team members?

13: Next Steps

Quiz for recording #13:

1. What are 5 ways you will continue to deepen your capacity in these competencies?
 1. Recognize common microaggressive situations that occur in the workplace and during interactions with those you serve.
 2. Understand your responsibility to use your privilege to speak up and shift microaggressive situations as an ally.
 3. Identify the probable negative impacts of microaggressions as well as the types of bias and prejudice possibly fueling various microaggressions.
 4. Effectively interrupt and shift microaggressive dynamics in the moment.
 5. Respond effectively when given feedback about the negative impact of your comments, actions, and/or inactions.
2. How will you share these tools and resources with your colleagues and supervisor?