



Interrupting Interpersonal Aggressions/Microaggressions: Critical Skills for Creating High-Performing Inclusive Teams

Designed & Facilitated by:

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In this Track, participants will deepen their capacity to:

- Recognize common types of interpersonal aggressions, microaggressions, full a breadth of identity groups
- Recognize the negative impact of microaggressions on individuals, team work, innovation and productivity
- Explore the cumulative impact of multiple, persistent interpersonal aggressions
- Examine implicit biases and assumptions
- Choose courage and effectively intervene
- Respond effectively when our comments cause harm

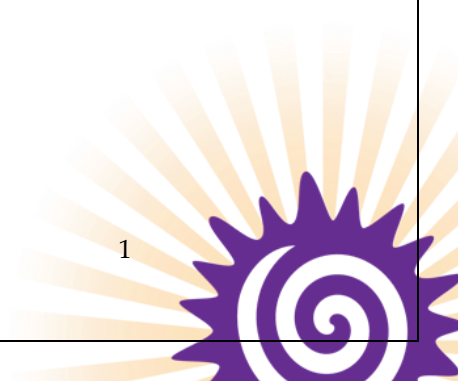
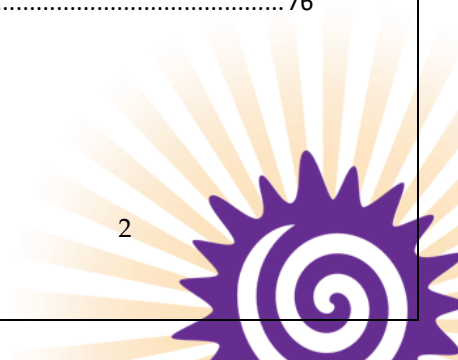




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Self-Assessment: Critical Skills for Inclusion Practitioners

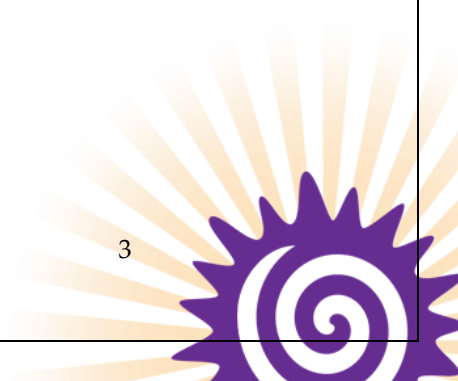
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Directions: Read each of the following and rate your current level of knowledge and skill in each of the six (6) sections using the following scale.

1 = Rarely 2 = Sometimes 3 = Much of the time 4 = Most of the time 5 = Almost always

A. Use an Inclusion Lens to both observe and respond effectively to group dynamics.

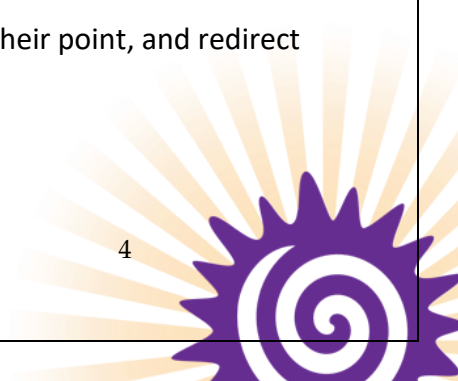
- _____ 1. I intentionally notice/track the various privileged and marginalized group memberships of others during meetings, conversations, etc.
- _____ 2. I intentionally use an Inclusion Lens to notice/track how people interact with each other, including: whose ideas get attended; whose ideas are ignored/dismissed; who interrupts; who gets interrupted; who is given leadership; how much air time people use; how people react verbally and nonverbally as others share; how decisions get made, who has eye contact with whom; to whom do people direct their comments, etc.
- _____ 3. I describe the details or “facts” of what I observe/pan without judgment, assumption, interpretation or conclusions.
- _____ 4. I notice what issues of diversity are discussed effectively and which ones are ignored or not addressed productively.
- _____ 5. I introduce topics or issues related to diversity, equity, and inclusion that others do not seem to raise or bring up.
- _____ 6. I respond effectively when I notice stereotypic and/or exclusionary comments and behaviors in meetings.
- _____ 7. I am aware of how people may experience and interpret comments and nonverbal behaviors differently based upon their cultural perspective, and their experiences in their multiple privileged and marginalized groups.





B. Engage others effectively

- _____ 8. I encourage group members to participate and engage them in the process.
- _____ 9. I use effective listening and communication techniques, including clarifying, paraphrasing, open-ended questions, etc.
- _____ 10. I use “Connecting Language” that bridges one person’s comments to another’s.
- _____ 11. I demonstrate empathy effectively.
- _____ 12. I am able to “relate in” and “see myself” in others to find compassion and make a connection with them, rather than judging them or distancing from them.
- _____ 13. I use silence effectively.
- _____ 14. I effectively use my tone of voice and nonverbal behavior to engage others.
- _____ 15. I use humor appropriately and effectively.
- _____ 16. I use self-disclosure and share feelings, thoughts, opinions, and personal experiences effectively.
- _____ 17. I acknowledge and appreciate people’s participation.
- _____ 18. I summarize discussions and make transitions effectively.
- _____ 19. I effectively move discussions along and keep the group focused and “on track.”
- _____ 20. I effectively include all members in the discussion.
- _____ 21. If I believe a member(s) has been overlooked or excluded I intervene to either indirectly bring them into the conversation or more directly note the group dynamic.
- _____ 22. I effectively find some relevant point in participant comments, even those that seem way off the topic.
- _____ 23. If I believe someone is on a tangent, I can effectively acknowledge their point, and redirect the conversation back to the group’s topic.





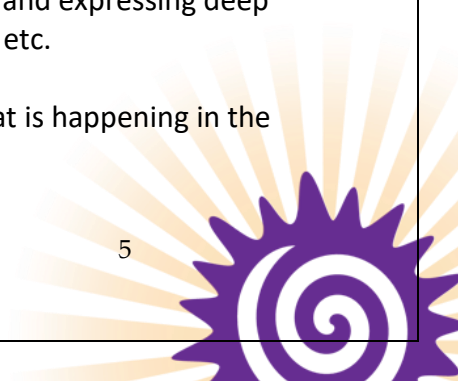
- _____ 24. I effectively help participants recognize assumptions and help them differentiate between observable facts and interpretations.
- _____ 25. I minimize how much I use the “telling” style and maximize how often I pose questions or dilemmas to facilitate dialogue among group members.
- _____ 26. I easily “go with the flow” and am flexible with the agenda as I adjust to the needs of the group in the moment.
- _____ 27. I can “meet people where they are” and not demand or expect them to be farther along in their understanding or skill development.
- _____ 28. I effectively name and discuss group dynamics among members in the moment and use them as “teachable moments” to facilitate deeper understanding and learning.
- _____ 29. I can “let go of the outcome” and “trust the process” knowing learning takes place even when I do not recognize it happening in the moment.

C. Facilitating discussions with an Inclusion Lens

- _____ 30. I talk about the college’s commitment to diversity and inclusion.
- _____ 31. I state that it is everyone’s responsibility to help create a campus climate that is respectful and inclusive for all community members.
- _____ 32. I effectively discuss the common daily indignities and micro-aggressions that people from marginalized groups experience on campus.
- _____ 33. I effectively discuss specific behaviors and actions that help create an inclusive campus environment.
- _____ 34. I consistently demonstrate respect for all participants across privileged and marginalized group memberships.

D. Responding in “difficult dialogues” with an Inclusion Lens

- _____ 35. I effectively navigate discussions where group members are feeling and expressing deep emotions, including anger, sadness, fear, frustration, hopelessness, etc.
- _____ 36. I am able to be “in the moment” ~ fully present and focused on what is happening in the group and in myself during difficult dialogues.

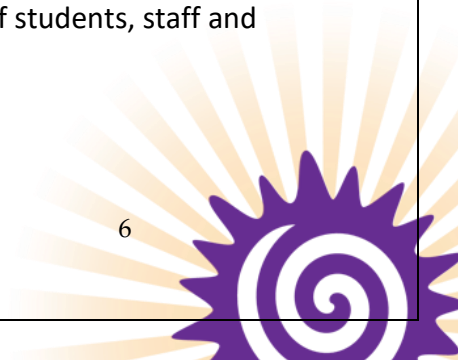




- _____ 37. I effectively respond to participant behaviors I believe are distracting, including dominating, interrupting, side-tracking, side conversations, etc.
- _____ 38. I acknowledge comments which sound inappropriate or triggering.
- _____ 39. I engage people in dialogue when I experience one of their comments as inappropriate or triggering.
- _____ 40. I recognize that “resistance” and challenges from group members are often doorways to deeper understanding and learning for the group.
- _____ 41. I effectively navigate conflict and disagreement among group members.
- _____ 42. I respond effectively to challenges and engage “resistance” from group members without taking it personally or feeling deeply triggered.
- _____ 43. I can use triggering events as “teachable moments” for the group.

E. Use an Inclusion Lens to analyze current policies, practices, services, programs, and marketing/media

- _____ 44. I recognize what identity groups will most likely have their needs met given a specific policy, practice or program.
- _____ 45. I recognize what identity groups might not have their needs met given a specific policy, practice or program.
- _____ 46. I recognize possible unintended negative differential impact across group memberships given a specific policy, practice or program.
- _____ 47. I track current utilization of programs and services within your area by group membership.
- _____ 48. I continually gather data about the impact, perceptions, and experiences of the programs, services, climate, etc., by group membership.
- _____ 49. I use these data to continually evaluate and revise current programs, services, practices, procedures, facilities, etc., to ensure inclusion for the full breadth of students, staff and faculty you served through our area.

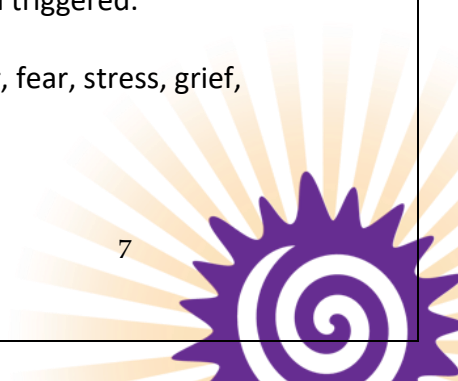




- _____ 50. I create process maps of current programs, services, policies, procedures, norms, unwritten rules, etc., to identify where they currently create inclusion as well as areas needing greater equity.
- _____ 51. I identify the discretionary points where unintended bias could result in differential treatment and experiences in planning and decision-making processes, hiring and development practices, programs and services, policies, procedures, etc.
- _____ 52. I continually research national/international trends and promising practices from peer institutions and other campus departments.

F. My self-work as an Inclusion Practitioner

- _____ 53. I am aware of my biases, assumptions, and stereotypes for the full range of privileged and marginalized groups.
- _____ 54. I continually interrupt, reframe, and unlearn my biases, stereotypes, and assumptions about members of privileged and marginalized groups.
- _____ 55. I understand how my various privileged and marginalized group memberships impact how I am perceived and experienced by others.
- _____ 56. I understand how my various privileged and marginalized group memberships impact how I make meaning of situations, and then how I react/respond.
- _____ 57. I am aware of how my beliefs about “what is “effective” _____ has been influenced by my socialization and experiences in my multiple privileged and marginalized group memberships (i.e., communication styles, decision making practices, dialogue skills, conflict resolution, training, meeting management, supervision, advising...)
- _____ 58. I continuously use an Inclusion Lens to self-reflect to examine my behaviors, assumptions, feelings, and attitudes and their impact on others.
- _____ 59. I continually seek and utilize feedback about my behaviors and attitudes from members of privileged and marginalized; and utilize their input to improve my practice.
- _____ 60. I am aware of my “early warning signals” that I am beginning to feel triggered.
- _____ 61. I am able to notice and navigate my own triggered feelings of anger, fear, stress, grief, etc., so that I do not “work my issues on the group.”

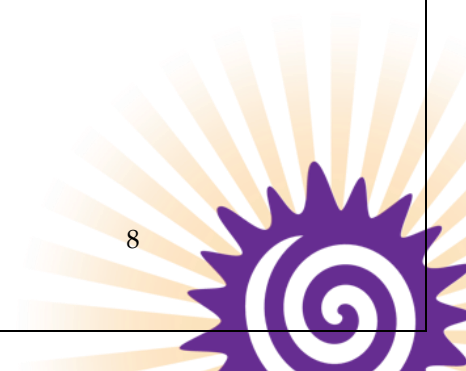




_____ 62. I am aware of my common triggers and their intrapersonal roots.

_____ 63. I actively do my work around my triggers: explore their roots; do my healing work; etc.

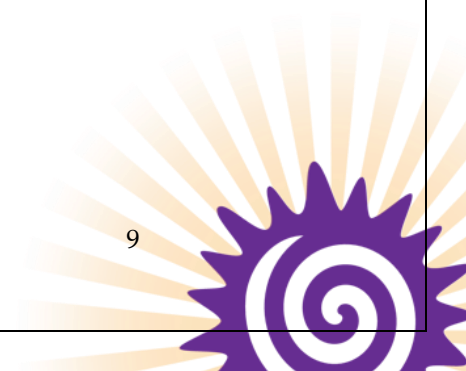
_____ 64. I actively expand my understanding of issues of diversity, equity and inclusion.





Engagement Guidelines

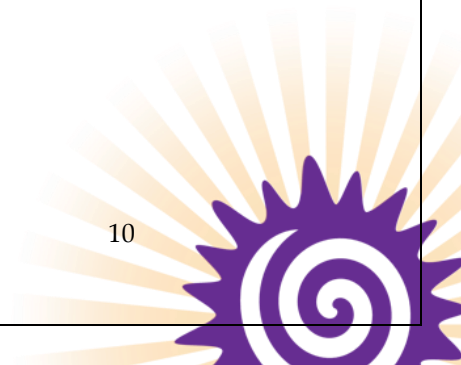
1. OPEN AND HONEST COMMUNICATION
2. PARTICIPATE FULLY (COMFORT ZONE +1); EXPECT DISCOMFORT IF LEARNING
3. SPEAK FROM PERSONAL EXPERIENCE
4. LISTEN RESPECTFULLY; LISTEN TO LEARN
5. SEEK TO UNDERSTAND; EXPECT DISAGREEMENT & LISTEN HARDER
6. SHARE AIR TIME: MOVE IN, MOVE OUT
7. BE FULLY PRESENT
8. BE OPEN TO NEW PERSPECTIVES
9. EXPLORE IMPACT; ACKNOWLEDGE INTENT
10. EXPECT PEOPLE TO LEARN AND GROW; DON'T FREEZE-FRAME OTHERS
11. TAKE RISKS; LEAN INTO DISCOMFORT; BE BRAVE; ENGAGE
12. RESPECT AND MAINTAIN CONFIDENTIALITY
13. NOTICE/DESCRIBE WHAT YOU SEE HAPPENING IN THE GROUP, IN YOU
14. RECOGNIZE YOUR TRIGGERS; SHARE IF YOU FEEL TRIGGERED
15. TRUST THAT DIALOGUE WILL TAKE US TO DEEPER LEVELS OF UNDERSTANDING AND ACCEPTANCE
16. ENGAGE & EMBRACE THIS OPPORTUNITY; WE WON'T BE FINISHED





Your Intentions: Meeting & Classroom Guidelines

- To create environments where everyone feels heard, involved, supported, and respected
- To create productive and engaging environments for open and respectful exchange of ideas, perspectives, and opinions
- To promote respectful dialogue, fair discussion of issues, and mutually respectful conversations
- Engage in respectful discourse
- Create a positive, collegial atmosphere
- Demonstrate mutual respect for the comments and views of all
- Speak and act in ways that do not disrupt or interfere with the learning or work of others
- Explore controversial issues through open dialogue and respectful deliberation
- Consider and explore new ideas and perspectives
- Express opposing ideas in a respectful manner
- Consider the potential impact of your comments and actions
- Accept responsibility for the overall welfare of the entire group
- Engage in respectful disagreement: Disagree with a person's ideas without attacking their humanity
- Respectfully address unproductive and exclusionary behaviors





“Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.”

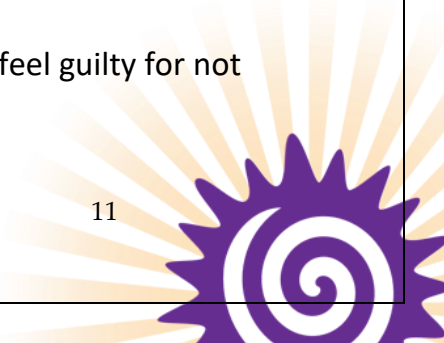
Blog by Dr. Derald W. Sue, Microaggressions: More than Just Race - Can microaggressions be directed at women or gay people? Published on November 17, 2010 <http://www.psychologytoday.com/blog/microaggressions-in-everyday-life/201011/microaggressions-more-just-race>

Microaggressions: Characteristics

- Everyday actions that occur all around us
- Committed by people who believe they are fair-minded, without prejudice
- Possibly done without any conscious intent or malice
- Usually unaware of how their comment, tone, or behavior negatively impacts others
- May be considered “no big deal”
- Few recognize the cumulative, long-lasting impact of constant barrage of microaggressions
- Some may not even recognize they experienced a microaggression until later

Potential impact and emotional toll on members of marginalized groups

- Uncertainty – never knowing when they will experience another microaggression
- Constantly vigilant, always mindful of their surroundings
- Self-doubt ~ given the ambiguous nature of some situations, some might obsess over questions like, “Am I over-reacting? Being too sensitive? Misinterpreting what just happened? Just being paranoid?”
- If they bring it up to the member of the privileged group, often met with denial, defensiveness; fear that this could hurt their relationship, career path
- Left feeling “I don't belong, I can't be successful here”
- May change their behavior in hopes that this may lessen their experiences of microaggressions; may come across as overly friendly, helpful, passive, soft-spoken, ingratiating....
- Feel pressure to “act right” or their actions could be used to reinforce stereotypes about their marginalized group; carry the group on their shoulders
- Damages the respect they may have for members of privileged groups; may not use them as resources in the future
- Often invest time and energy trying to diagnose what happened, manage the impact and feelings, decide if and how to respond
- If choose to “let it go,” may judge self as supportive of bad behavior; feel guilty for not stepping up



**Increase your awareness of what is happening inside of you -
and around you - by using the skill:**

PANNING

Just as a movie camera “pans” the environment to see the whole picture, we need to continuously **PAN** all around us *and* inside of us as we increase our ability to notice the patterns of treatment and experiences of members of both privileged and marginalized groups.

Some guidelines for using the skill of PANNING:

PAN:

PAY

ATTENTION

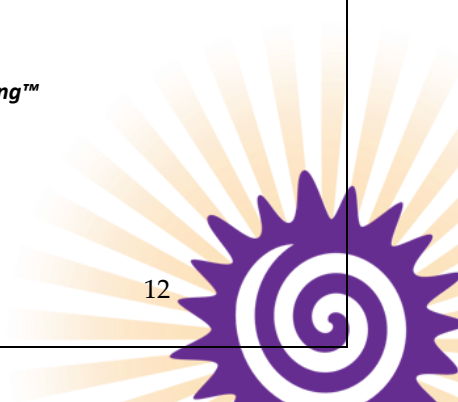
NOW

- Intentionally observe and notice behaviors, comments, feelings, patterns of treatment...
- Ask yourself: Is this an isolated incident or a possible pattern of experience?

*****AVOID falling into the trap of making a *SNAP JUDGMENT* or creating a story about what you see.**

- **PAN** the specific details and facts of what you see, feel, hear...
- Describe what you **PAN** without any assumptions, interpretations, conclusions, or prejudgments
- Notice the group memberships of people involved as you **PAN**, and describe the group memberships *if this information is useful to the discussion...*

Adapted from materials developed by Elsie Y. Cross Associates, Inc. 1994 Delyte Frost, et al. Tracking™



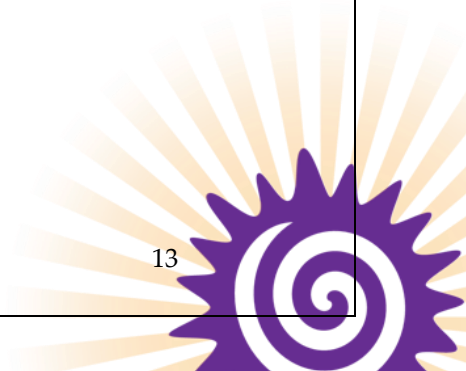


Panning/Observing Group Dynamics with an Inclusion Lens

Use the following prompts as you use an Inclusion Lens to observe and observe/pan group dynamics. Identify “just the facts” and the actual details of the situation without any assumptions, interpretations, judgments, or conclusions.

1. What differences are present in the group? Which group memberships? How many from various groups?
2. Who is talking?
3. Who is quiet? Doesn't speak as often as others?
4. How are people reacting nonverbally?
5. Who initiates the topics?
6. What ideas are brought up? By whom?
7. Whose ideas get considered? Whose ideas don't get much discussion?
8. Whose ideas are discounted? Or “plop” without comment?
9. How do decisions get made?
10. Who interrupts others? Who gets interrupted? Who is never interrupted?
11. How and when do the tone and energy of the conversation shift and change?
12. How much airtime do people take?
13. Who has changed their way of engaging recently?
14. Who do people look at when they are talking?
15. Who has eye contact with whom while others are talking?
16. Who engages in side conversations?
17. Who brings up issues of respect and inclusion?
18. How do people respond when different issues of inclusion are raised?
19. What issues of inclusion and respect are not being brought up or discussed?
20. As you notice interpersonal dynamics that are not inclusive, who intervenes to shift the dynamics? Who doesn't?
21. As you observe exclusionary comments and actions, wonder: Is this an isolated incident or a possible common pattern of experience?

Adapted from materials developed by Elsie Y. Cross Associates, Inc. 1994 Delyte Frost, et al. “Tracking™”

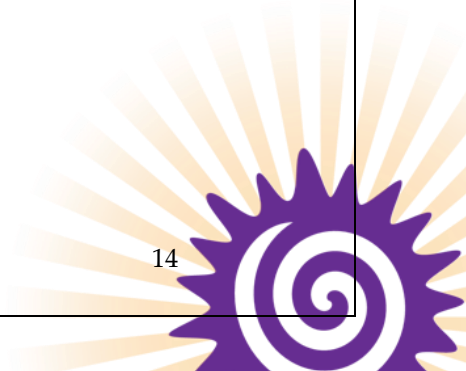




A Time You Responded Effectively

Directions: Below, write about a recent exclusionary situation/microaggression and how you responded in effective, productive ways that aligned with your core values and furthered organizational goals.

- What happened?
- How did you feel?
- What did you do?
- What was productive about your response? How did it positively impact others? And advance organizational goals?
- As you look back, what do you believe helped you respond effectively in this situation?





Privileged and Marginalized Group Patterns

Privileged Groups

- Greater access to power and resources
- Make the rules
- Define what is normal, “right,” the “Truth”
- Assumed to be leader, smarter, competent...
- Given the benefit of the doubt
- Often unaware of privileged group membership and privilege
- Less aware about uninclusive and discriminatory treatment of marginalized group
- Are more comfortable with members of marginalized groups who share similar behaviors, appearance, and values to them
- Hold to privileged group cultural beliefs, often without examination
- Collude, and if challenge, risk being ostracized/punished
- Focus on “how far we’ve come”

Marginalized Groups

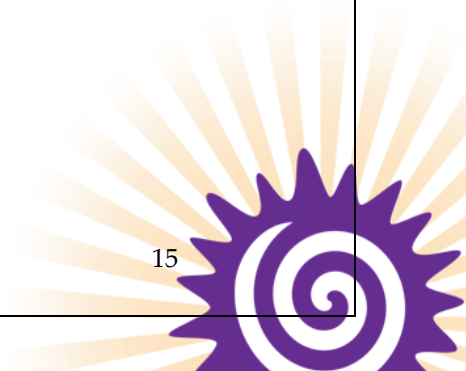
- Less access to power and resources
- Often seen as less than, inferior, deficient...
- Often assimilate, collude, abide by the rules, try to fit in...
- Track the daily indignities they experience; very aware of oppression
- Punished if challenge the status quo
- Have their truth and experiences questioned and often invalidated
- Know more about members of privileged groups than privileged group members know about them
- Often struggle with finding a balance between who they are and who they are told they need to be to be “acceptable”
- Often struggle with finding their voice and speaking up to challenge
- Focus on “how far we need to go”

Key Concepts of Privileged/Marginalized Group Dynamics

- Not always about numbers
- Visible and Invisible; Innate and Chosen
- Multiple Group Memberships
- Not always about individual behaviors or feelings
- You didn’t ask for it and you can’t give it back

***Adapted from materials developed by Elsie Y. Cross Associates**

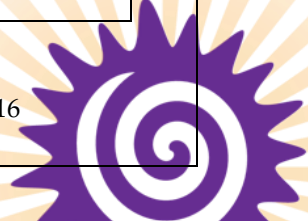
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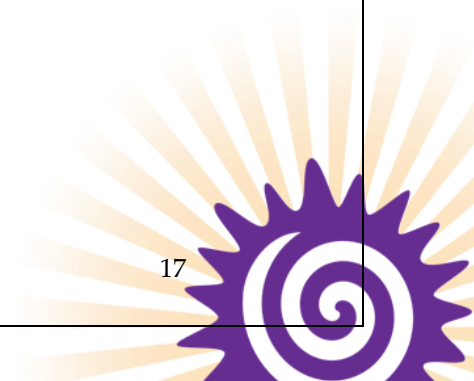
PRIVILEGED GROUP		MARGINALIZED GROUP
Late 30's to late 50's/early 60's	1. Age	Younger; Older
White	2. Race	Person of Color; Indigenous Peoples; People who identify as Biracial/Multiracial
Male	3. Sex Assigned at Birth	Female; Intersex
Cisgender	4. Gender Identity	Transgender; Gender Nonconforming; Gender Queer
President, Vice Presidents, Managers, Directors, Supervisors	5. Hierarchical Level	Direct service staff
Heterosexual	6. Sexual Orientation	Gay; Lesbian; Bisexual; Queer; Questioning
Upper class; Upper middle class; Middle class	7. Social Class	Working class; Living in poverty
Graduate or 4-year degree; highly valued school; private school	8. Educational Level; Credential; Certificate	High school degree; 1 st generation to college; less valued school; public school
Christian (Protestant; Catholic)	9. Religion/Spirituality	Muslim, Jewish, Agnostic, Hindu, Atheist, Buddhist, Spiritual, LDS, Jehovah Witness, Pagan ...
U.S. born	10. National Origin	"Foreign born;" Born in a country other than the U.S.
Not disabled	11. Disability Status	People with a physical, mental, emotional and/or learning disability; People living with AIDS/HIV+
"American;" Western European heritage	12. Ethnicity/Culture	Puerto Rican; Navajo; Mexican; Nigerian; Chinese; Iranian; Russian; Jewish...
Fit society's image of attractive, beautiful, handsome, athletic...	13. Size, Appearance, Athleticism	Perceived by others as too fat, tall, short, unattractive, not athletic...
Proficient in the use of "Standard" English	14. English Proficiency	Use of "non-standard" English dialects; have an "accent"
Legally married in a heterosexual relationship	15. Marital Status	Single; divorced; widowed; same sex partnership or marriage; unmarried heterosexual partnership...
Parent of children born within a 2-parent heterosexual marriage	16. Parental Status	Unmarried parent; do not have children; non-residential parent; LGBTQ parents...
More years of experience	17. Years of experience	New; little experience in the field, organization
U.S. citizen	18. Immigration Status	People who do not have U.S. citizenship, are undocumented
Suburban; valued region of U.S.	19. Geographic region	Rural; some urban areas...less valued region
Light skin; European/Caucasian features	20. Skin color; phenotype	Darker skin; African, Asian, Aboriginal features...

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Nuclear family with 2 parents in a heterosexual relationship	21. Family Status	Blended family; single-parent household; grandparents raising grandchildren; foster family...
Extrovert; task-oriented; analytical; linear thinker	22. Work Style	Introvert; process-oriented; creative; circular thinker

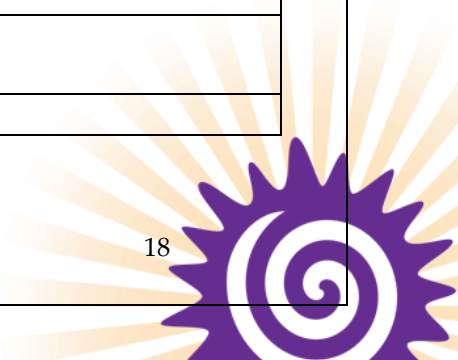




Unproductive Meeting Behaviors

- a. In the 1st column, check-off any unproductive behaviors which you have observed in meetings.
- b. Then in the 3rd column, check-off any of these behaviors that you have ever done.
- c. Choose 5+ items, and in the 4th column, note the probable impact of each type of unproductive behavior.

Others do this	Unproductive meeting behaviors, when someone:	I've done this	Probable impact
	1. Makes inappropriate comments or "jokes"		
	2. Belittles input or comments of others		
	3. Minimizes or rationalizes away the frustrations and comments of group members		
	4. Interrupts or talks over others		
	5. Engages in side conversations		
	6. Dominates the conversation		
	7. Makes snide or sarcastic comments		
	8. Only interacts and makes eye contact with people like them; people they like		
	9. Gives unsolicited "advice;" tells someone how they should have felt or responded differently		
	10. Dismisses or ignores the input of others		
	11. Disregards feedback from group members		
	12. Laughs at or makes fun of other group members		
	13. Treats peers with disrespect		
	14. Gives someone the "silent treatment" or "cold shoulder"		
	15. Uses a negative, judgmental tone		
	16. Uses an overly aggressive or forceful style		
	17. Refuses to participate in the discussion or the activity		
	18. Is silent, shut down or withdrawn		
	19. Challenges the validity of the information being presented to serve a personal agenda		
	20. Questions the usefulness of an activity or a discussion to serve a personal agenda		
	21. Gives excuses or PLEs (Perfectly Logical		



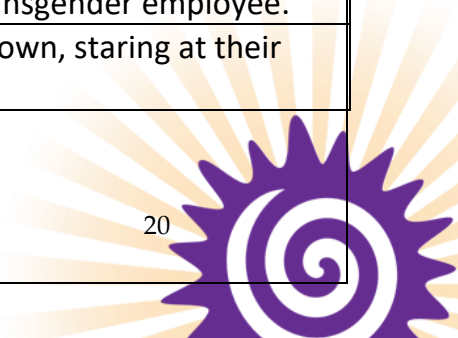
	Explanations) for disrespectful comments and behaviors		
	22. Raises their voice to try to silence others		
	23. Emphasizes “good intent” and does not also listen to the impact of actions		
	24. Makes negative stereotypic comments about others or self		
	25. Tells others they are “too sensitive”		
	26. Repeats or re-phrases what members with lower status have just said		
	27. “Hears” and acknowledges ideas only if they come from members with higher group status		
	28. Does not engage or “hear” comments from members with lower group status		
	29. Judges or dismisses input from members of lower status groups if they express anger or frustration		
	30. Only asks members of lower status groups to repeat what they have just said		
	31. When confronted, frames the situation as an “attack”		
	32. Goes to lunch or socializes only with certain group members		
	33. Acknowledges and praises only certain group members		
	34. Rolls their eyes or makes other negative nonverbal behaviors when others are talking		
	35. Chastises others publicly		
	34. Critiques and questions only the ideas and materials presented by lower status members		
	35. Bullies other group members		
	36. Has a patronizing or condescending manner		
	37. Derails the planned format and agenda to serve a personal agenda		
	38. Criticizes the personal character of group members		
	39. Takes credit for the work or ideas of others		
	40.		



Responding to Microaggressions: What Would You Do?

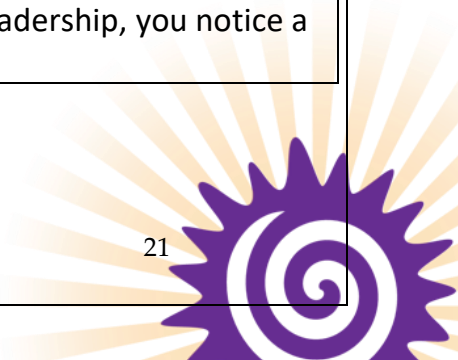
How Could You Respond More Effectively?

1. Over time, you have noticed that most people do not greet or interact with someone who is using a wheelchair as they do with others walking by.
2. You observe a colleague asking a person you think might be multiracial or biracial, “What are you?”
3. You notice some of the newer staff getting talked over or ignored in meetings and more informal discussions.
4. Someone talks louder and more slowly when addressing someone from Korea.
5. You hear some people making fun of an “overweight” client.
6. You notice when your task force meets to work on a project, the men only talk to men; whites only talk to whites; and overlook, don’t engage other members.
7. During a discussion about how to celebrate the winter holiday season, several staff are pushing the idea of a Secret Santa party to celebrate Christmas. You notice a few people look down or seem restless.
8. You hear someone asking a person they think is Asian, “Where are you from? And where did you learn to speak English so well?”
9. Someone is writing, “That’s so gay!!” on the bulletin board.
10. You notice a man standing really close to a woman. As she backs away a couple of times, the man continues to move closer.
11. You overhear a staff member discussing what accommodations that they will need in the workplace, and the supervisor seems distracted and frustrated.
12. You notice that some colleagues seem to react negatively when they see a woman wearing a veil/hijab.
13. Over a casual lunch, one staff member talks about being LGBTQ and a colleague says, “I’ll pray for you.”
14. You notice that the activities the manger is planning for “teambuilding” will require individuals to pay between \$40.00-50.00 each.
15. At a party you see a group of U.S. born colleagues approach a new staff member from another country and ask him to teach them swear words in his native language.
16. The manager continues to call two staff by the wrong names, confusing them for each other even though they look nothing alike - except they both are men of color.
17. A supervisor refuses to use the gender pronouns and name of a transgender employee.
18. You notice some of your friends regularly looking women up and down, staring at their breasts.



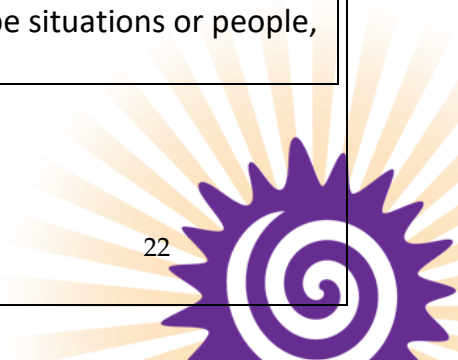


19. A manager doesn't agree with a staff member and seems to raise their voice to silence them and end the conversation.
20. You notice the organization's website talks about people of color, but never mentions anything related to Native Americans or Indigenous Peoples.
21. A colleague asks a team member, "How did you get hired with your type of learning disability?"
22. You overhear someone saying to an African American woman, "You're very articulate!"
23. In a group meeting a woman questions a male colleague and he turns and mutters, "What a B___!"
24. A Latina friend of yours is talking to some of the staff in the hallway about a supervisor's comment she felt was racist. One of the white staff says, "Why do you have to make everything about race? They treat everybody that way! They are an equal opportunity obnoxious person!"
25. Clients who are Black or Latino are more often asked to show 1-2 forms of ID when they check out and pay their bill, while white clients are not.
26. You notice that some team members repeatedly mispronounce or shorten a colleague's name who is from Pakistan.
27. In the break room, staff are talking about immigration issues and turn to the only Latino in the group and ask, "What do you think about what is going on?"
28. While walking past the coffee station, you overhear a few people making disparaging comments about Islam and Muslims.
29. The events manager schedules a high-profile awards ceremony in a venue that requires all awards recipients to climb 6 steps onto a stage.
30. You notice that the manger seems to pick the same few, more experienced employees for special projects and more valued/visible "stretch opportunities."
31. You see a couple of clients treating a custodial staff member with disrespect.
32. As some staff are talking about a female colleague who is rumored to have filed sexual harassment charges against a male supervisor, you hear one of them say, "Give me a break! Do you see what she wears to work?!?"
33. In the organization's cafeteria, someone at your table leaves their tray as they start to leave. When someone reminds them to bus their dishes, she says, "These workers get paid to clean up after us."
34. When someone points out the racist comment a colleague just made, their first reaction is, "I'm not racist. I was just kidding. I didn't mean it."
35. During a meeting about the need to hire and retain more women in leadership, you notice a couple of men having a side conversation and smirking.



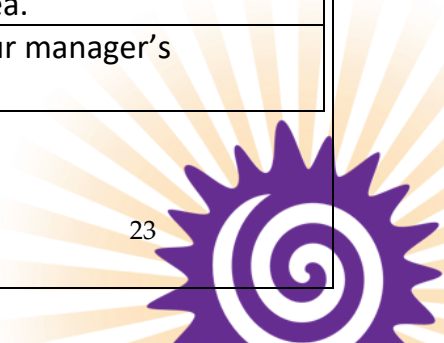


36. During a teambuilding retreat, a newer, younger staff member is talking about some unproductive team dynamics and an older colleague says, "That happens to me, too, and it has nothing to do with being new."
37. You overhear a white colleague saying to a woman of color, "You should straighten your hair. You'd be much more attractive."
38. You overhear a colleague talking about how their child is attending community college and takes the bus to the campus. Someone says, "What, are you too cheap to buy them a car?"
39. When a woman gets confused during a meeting, someone exclaims, "She's having a blonde moment!"
40. A supervisor listens intently and considers new ideas when a more experienced employee raises them, but quickly shuts down new or younger staff who ask questions or offer innovative ideas.
41. A female supervisor is assumed to be the secretary of the department.
42. You see people shaking their heads as they watch an overweight person putting food on their plate in the cafeteria.
43. A colleague sees two men holding hands and cuddling, and mutters, "I don't care what they do in their bedroom, but do they have to flaunt it in public?"
44. Someone comments to a person of color: "You got this job because of your race!"
45. You often see people standing and talking to colleagues at the desk of the administrative assistant while s/he is there trying to get work done.
46. In a required training online course, the videos are not captioned.
47. A manager publicly chastises an employee if they are a few minutes late to a meeting, but then will casually walk in 10 minutes late and not apologize for keeping others waiting.
48. A male manager of color is working on the weekend in jeans and a t-shirt and is assumed to be a maintenance worker.
49. You observe a supervisor talking to an "average looking" staff member who seems to get distracted when a "very attractive" staff member walks by and quickly stops talking to the original person and turns their attention to the more attractive one.
50. The trainer in a leadership workshop talked about how Columbus discovered America.
51. A leader visiting the project team greets several members by name, then just nods as they greet the only person born outside the U.S. and doesn't use their name.
52. Three men of color were talking at the coffee station, and someone walked by and "joked", "You're not starting a gang, are you?"
53. You hear colleagues all too frequently use derogatory terms to describe situations or people, "That's so gay!" "She's such a retard!" "He's such a pussy!"





54. During a hiring process, one of the committee members has positive comments only for the white men and white women candidates: “He seems like he’d be a good fit;” “She’d be a team player.”
55. A 6-foot person pats the head of someone who is 5’2”, someone they hardly know.
56. Introducing the male leader as Dr. __, and the female leader with a doctorate as Ms. ____ or by her first name.
57. A manager frequently announces new practices or changes the focus of task forces without including those who have to develop or implement the decisions.
58. A team member who often raises issues is not invited to lunch when the manager organizes informal gatherings among most staff.
59. At a coffee break you overhear a colleague say, “The realtor brought a Mexican family to view the house next door. I just hope my neighbor doesn't sell to them.”
60. You notice the group tends to not engage their colleague who is hard of hearing, even when they offer an idea.
61. An athletic coach called the captains together and asked, “Who is gay on the team?”
62. Someone called security to investigate a man of color who was walking through the building. He was a supervisor from another department.
63. An employee transitioned from female to male. The supervisor refuses to use his pronouns and constantly refers to him by his previous name.
64. A team member suggests translating key forms and policies into the most common 1st languages of the customers, and the manager refuses to support this.
65. A colleague with children asks a new female employee, “Do you have kids?” When she says “No,” the person says, “What a shame. You’d make a wonderful mother.”
66. While reviewing resumes, someone asks about a candidate who is a recent veteran, “I wonder if he has PTSD?” No one suggested he be given an interview.
67. A middle-aged white woman seemed surprised as she said to the black male passenger in the seat next to her, “You are so well-spoken and have a Master’s!”
68. You hear a colleague say, “These Chinese and Arabic names are too hard to pronounce.”
69. A colleague recounted how an academic advisor had told her daughter, “You want to go into Engineering? Most females drop out in their 1st or 2nd year.”
70. Several mid-level managers are talking about the expensive vacations they took with their families during a team meeting. A few lower level staff sit silently.
71. As a task force was updating the organization’s policies, someone suggested they revise any irrelevant gender-specific language. No one in the group supported this idea.
72. A major organizational event is scheduled on a high Jewish holiday. Your manager’s response? “We can’t accommodate everyone. This is important for us.”





73. A white teenager says they want to go to a specific junior high where the students are predominantly black and Latino. Her parents' comment, "You're so smart. You belong at a better school than that."

74. A manager mumbles as an accommodations meeting for a new employee is starting, "I don't know why we have to do this. It's a waste of time."

75. A frustrated customer asks a lower level employee to do something that is against organizational policy. As the staff member explains why they can't, the customer gets angrier, raises their voice, and demands to speak with a manager. When the manager comes over, the customer is very sweet and polite.

76. When parents try to register their child for school, the form only has two options to list their names: mother and father.

77. A team leader talks more slowly and with a louder voice to a team member who speaks English as their 2nd language. Later, when the employee offers an idea, the leader interrupts them and changes the subject.

78. A younger employee offered an idea that many thought was innovative and exciting. A 58-year old team member looked frustrated as they turned to a colleague and muttered, "I suggested that last week and no one liked it..."

79. A new team member asked a question in a meeting and offered an alternative idea for the project. One of the more experienced staff said, "When you are here longer, you can criticize me."

80. A colleague says, "I've been so schizophrenic lately...I can't seem to decide on anything!"

81. The policy is that employees need to pay their own travel expenses to conferences and later get reimbursed by the organization.

82. A team leader walks quickly up to the desk of the administrative assistant and interrupts them talking to a colleague, "I need 25 copies of this immediately for my meeting."

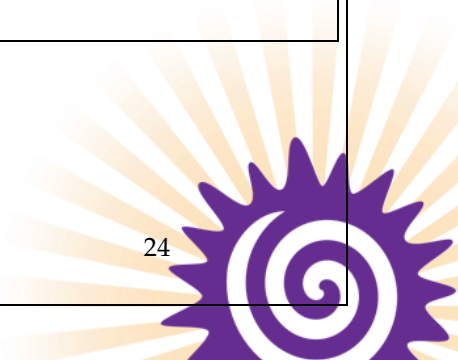
83. A white team member comes back from a vacation at a beach and says to a Latina colleague, "I'm now as dark as you!"

84. You overhear a white colleague complaining about diversity training, "Why do we have to label everyone? I see people as people. I am color-blind. I don't see race."

85.

86.

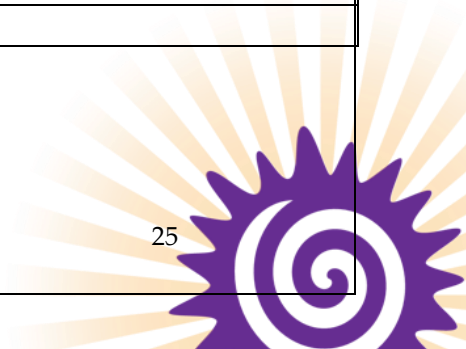
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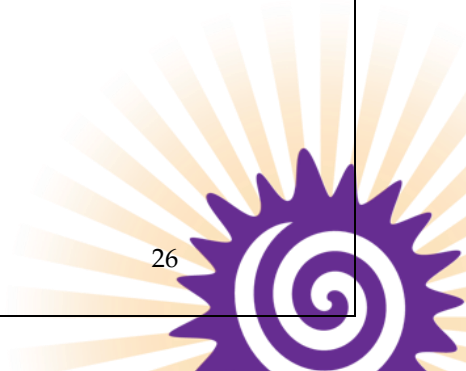
Microaggressions: Possible Biases or Stereotypes

Microaggression	Bias and/or assumptions possibly fueling the comment or behavior
1. Woman clutches her purse as a dark-skinned man gets on elevator.	
2. People who walk by men of color & check to make sure their wallet is deep in their pocket.	
3. Store clerks following around customers of color while white customers are eagerly asked if they need any help.	
4. Wait person overlooking person in a wheelchair and seating the couple standing behind them.	
5. Able-bodied people who will either not make eye contact with a person with a disability or just stare at them.	
6. Saying to someone with a disability, "I'm not sure you're ready for a higher leadership position."	
7. Younger people being ignored or talked over in group discussions.	
8. Newer employees being told to "keep quiet and learn the ropes."	
9. A supervisor who listens intently and considers new ideas when a more experienced employee raises them, but quickly shuts down new or younger staff who ask questions or offer innovative ideas.	
10. Female team members are always asked to take notes or make coffee.	
11. Group project work where men only talk to men; whites only talk to other whites; and overlook, don't engage members of marginalized groups.	
12. A female supervisor is assumed to be the secretary of the department.	
13. A manager assumes all staff are Christian, "We all want to be off to get ready for Christmas, we'll have to discuss who will cover the office."	
14. People who react negatively when they see a woman wearing a veil/hijab.	
15. An employee "jokingly" draws a swastika on a poster.	





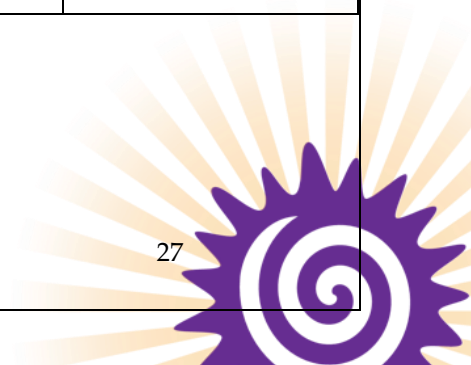
16. A supervisor stands very close to a female employee. As she backs away, the supervisor moves closer.	
17. Looking a woman up and down, staring at her breasts.	
18. The project manager often announces new 8 a.m. meetings with only a day's notice.	
19. A senior leader who decides not to interview an employee with 25 years of experience and a college degree for a promotion to a manager position.	
20.	





Examples of Microaggressions in Your Organization

	Microaggression	Impact	Intent
1.			
2.			
3.			
4.			
5.			

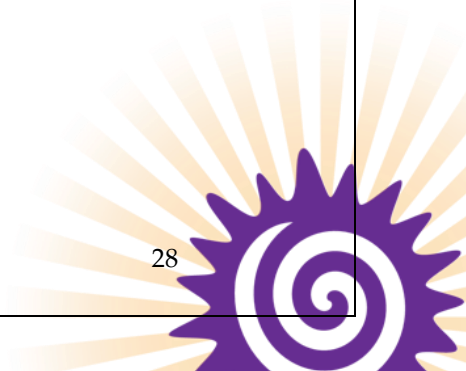




Common Fears

Directions: Check-off any of the following fears that you have felt or anticipate as you engage in difficult conversations.

1. What if I make a mistake?
2. What if I say something stereotypic or biased?
3. Will I be seen as a fraud?
4. What if I can't handle a situation?
5. If I don't manage this well, will people get hurt...
6. If I don't manage this well, it might hurt my relationships with others
7. Am I making this worse?
8. Am I ready to participate in this discussion?
9. People will get defensive and I won't know how to respond.
10. The conversation will "get out of control."
11. People will get too emotional and I won't have the skills to manage the situation.
12. I don't know enough to engage in the conversation effectively.
13. If I don't do this well, I'll let people down.
14. "Things won't change."
15. My comments will be dismissed.
16. I'll feel triggered by someone's comments or behaviors.
17. My personal opinions and behaviors will become the focus of the conversation.
18. I will lose credibility and be seen as less competent.
19. If I am too confrontational, there will be repercussions.
20. People will be disappointed in me.





Common Unproductive Reactions During Difficult, Triggering Situations

Fight Responses

- Aggressively argues and debates
- Raises their voice, yells
- Tries to silence others
- Tries to compete, win at any cost
- Interrupts
- Self-righteous, arrogant, or condescending behaviors
- Controlling, manipulative behaviors
- Intimidating, threatening behaviors
- Forces change
- Aggressively attacks and berates
- Dismisses or minimizes the comments of others
- Explodes and directs their feelings onto others
- Sarcastic or off-handed remarks
- Belittling comments
- Intentionally tries to embarrass others
- Criticizes or accuses with the intent to humiliate and shame
- Bullies others into submission
- Turns their words against them

Flight responses

- Gets defensive
- Becomes overly guarded
- Withdraws
- Ignores or avoids issues
- Tries to smooth over conflict
- Placating to keep things under control
- Minimizes, downplays the issues or conflict
- Shuts down
- Disengages
- Uses humor and jokes to distract and smooth things over
- Quickly changes the subject
- Pretends to agree to avoid conflict
- Uses crying to distract and not engage

Freeze responses

- Blanks out, forget what wanted to say or do
- Zones out
- Feels frozen, like they can't move
- Doesn't respond or interrupt exclusionary comments and actions
- Overly anxious and scared

Flounder Responses

- Giving contradictory comments/examples
- Stream of consciousness, blabbering
- Off on tangents; way off topic
- Can't decide: maybe this or maybe that
- Out of your body, still talking





Gallery of Stories

Purpose:

- Participants read/hear examples of microaggressions and daily indignities that people from marginalized groups have experienced on campus.
- Broadens and deepens understanding of current privileged and marginalized group dynamics on campus.
- Creates empathy and energy to create greater inclusion.

Time needed: 30-60 minutes

Set-up:

- Materials needed: 2 pages of blank copy paper/participant; pens
- Distribute paper, pens as needed
- Give directions
- Give participants 5+ minutes to write their examples

Directions (post on chart/PPT slide):

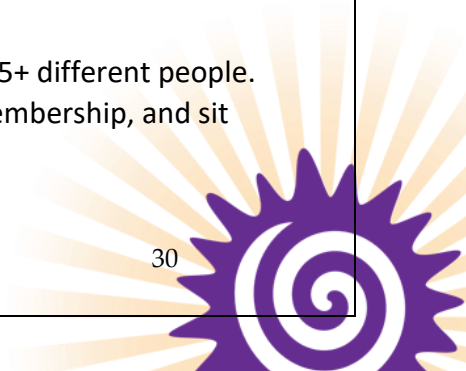
Write about TWO actual situations or patterns of un-inclusive and/or disrespectful treatment that marginalized group members experience on campus. Write one (1) example/piece of paper. The situation may have happened to you, or you witnessed it, or you heard the story from a credible source:

- Recent situation or pattern of experience (within last 2-3 years)
- Occurred on campus or in the local community
- Anonymous/Generic: NO NAMES or key references

- You can share one or more of the following:
 - * What is/was the situation?
 - * By group membership ~ who were the main players and their central group memberships?
 - * How did you feel? Others feel?
 - * What was the impact of this situation on you? Others?
 - * What, if anything, did someone do to create greater inclusion?

To Create Small Groups

- Ask each person to fold up their examples and trade them with 5+ different people.
- Then ask them to form small groups of 8-10, mixed by group membership, and sit down together in a circle.





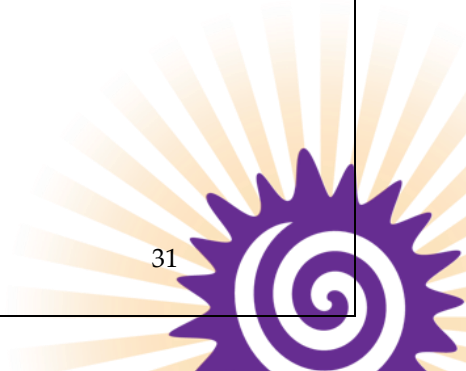
Directions for Small Groups

- In a moment, people will read the stories aloud to the small group.
- One person reads 1 story, then the next person in the circle, and so on.
- Do not talk about the stories, just keep reading them.
- Silently as you listen, begin to notice your feelings and reactions, and any patterns you notice.
- One person collects up the stories as they are read, and then passes them to your assigned group every 8-10 stories.
- We will circulate these stories a couple of times so that each small group will read about 40-60 stories before we talk about them.
- Any questions?
- Again, these are generic and anonymous. Don't spend any time trying to identify who might have been involved. The reality is the same type of situation has most likely occurred multiple times on campus."

Debriefing in Small Groups

- After 10-15 minutes, end the reading of the stories
- Ask group members to discuss the following prompts among themselves (post on chart/PPT slide):
 - *In your small group share and discuss:
 1. What are your feelings and reactions as you hear these stories?
 2. What's one example that stood out to you and why?
 3. What impact could this have?
 4. What are other examples that these reminded you of?

Note: This activity is called the "Gallery" because we post the stories on the wall and have participants silently read them, and then discuss.





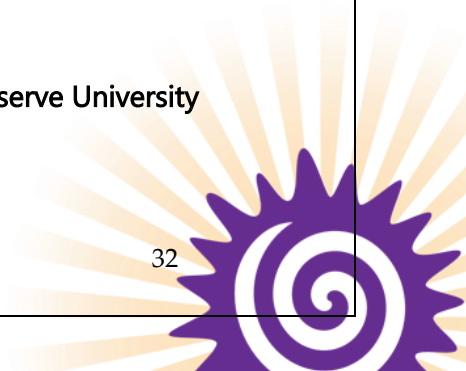
Using the ADDRESS© Model to Intervene

- **A** = **Acknowledge** (that something occurred)
- **D** = **Dialogue** (in the moment or with someone else at a later time)
- **D** = **“Document”** (tell someone; use the Bias Reporting System or another reporting structure)
- **R** = **Redirect** (the conversation)
- **E** = **Educate** (the person)
- **S** = **Stop** (the exclusionary behavior)
- **S** = **Support** (the people impacted and make space to support yourself)

Choose one microaggression to discuss:

1. What is the probable impact if **no one speaks up** in this situation?
2. How can you use the **ADDRESS model** to intervene and respond in this microaggression?
3. What could be the **positive outcomes if someone does intervene** and speak up?

*Developed by Naomi Sigg, Office of Multicultural Affairs, Case Western Reserve University





PAIRS: EFFECTIVE DIALOGUE SKILLS

P: PAN the environment and yourself; describe what you notice or engage others based on what you see (**Pay Attention Now**)

- I'm noticing I'm feeling...anyone else?
- I noticed how quiet everyone got; I'm wondering what is going on in everyone ?
- It seems some people were impacted by that statement, am I right?
- I'm noticing you're speaking with a lot of energy and emotion...
- I'm noticing that people get interrupted as they try to share...
- You seemed to have a reaction to what I just said...

A: ASK about the specifics behind the person's comment or behavior

- Could you say more about that...Tell me more...
- Can you give us an example of what you're saying...?
- Help me understand what you mean by that?
- What were you hoping to communicate with that comment?
- Can you help me understand what your intent was when you said/did...?
- Can you give me some background on this situation...?
- How were you impacted when....What were you feeling when...?

I: INTERRUPT the dynamics

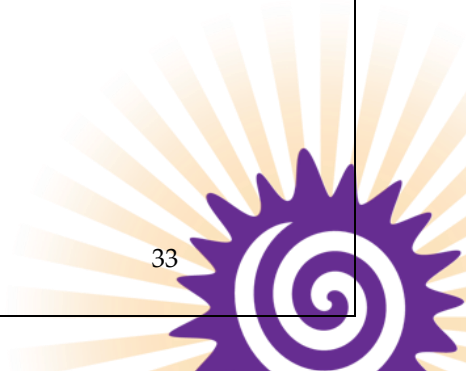
- Let's slow down the conversation and talk about what just happened...
- I'm going to interrupt and try a different approach to this conversation...
- We are not engaging according to our group norms.
- Let's take a breath...

R: RELATE to the person or their comment/behavior

- I relate to what you're saying, I...I have felt the same way...
- I remember a time when I did the exact same thing...
- How do others relate to that comment?
- What you're saying seems to relate to what so-and-so just said...

S: SHARE about yourself ~ self-disclose with a story or example; your feelings in the moment; the impact of a comment or behavior, etc.

- When I hear you say that I think/feel...?
- Just last week, I remember when I...
- I was socialized to believe...
- I'm beginning to feel _____...
- My heart aches as you tell that story...
- I notice I'm feeling a little triggered...



Engaging Skills	Examples/Descriptions
Ask the person for more information ~ seek to understand	<ul style="list-style-type: none"> • Can you tell me more...? • Can you give me an example...? • Can you give me some background on this situation...? • What do you mean when you say...? • Help me understand what you disagree with...find frustrating... • Help me understand how you came to that conclusion? • What were you feeling when...? • What's your perspective? • What led you to that conclusion?
Paraphrase the person's comments	<ul style="list-style-type: none"> • So, you're saying that... • So, you feel that... • So, you think that... • Are you saying that...? • So, from your perspective...
Explore their INTENT	<ul style="list-style-type: none"> • Help me understand your intent when you... • What had you wanted to communicate with your comment? • What was your intended outcome? • What is underneath your comment/question?
TRACK/PAN the person's body language, tone, and comments	<ul style="list-style-type: none"> • I notice you had a reaction to what I just said... • I don't believe she was finished with her comment... • I notice you just got very quiet...looked away...shook your head... • I'm noticing your tone of voice... • I'm noticing your body language...
Explore the IMPACT on them	<ul style="list-style-type: none"> • It seems my behavior had an impact on you... • How did that impact you? • What were you feeling when...
Acknowledge and validate their points as much as possible	<ul style="list-style-type: none"> • I hear that you feel... • I can see that from your perspective you think... • I'd probably feel ____, too...
Explore possible solutions	<ul style="list-style-type: none"> • What do you think we can do? • What do you see as the next steps? • One thought could be to...what do you think? • Might it be possible to...
State your desired outcome	<ul style="list-style-type: none"> • This is what I suggest we do... • I want to...I need...
Summarize the dialogue	<ul style="list-style-type: none"> • Summarize the dialogue without stating opinions or judging • So, we've discussed...we agreed to...



Four (4) Types of Panning Responses

1. **Redirect**: Refocus the group without any reference to the current group dynamics
 - I'd like to move on to the next agenda item.
 - Getting back to what we were talking about...

2. **Indirect**: A more vague, general comment to refocus the group on the topic and effective group dynamics.

Pose possibilities:

- It might be useful...
- I'd suggest we consider...
- One way to proceed could be...
- It may be more productive right now to...

3. **Direct**: Acknowledge the current situation, and/or the uninclusive or disrespectful dynamic

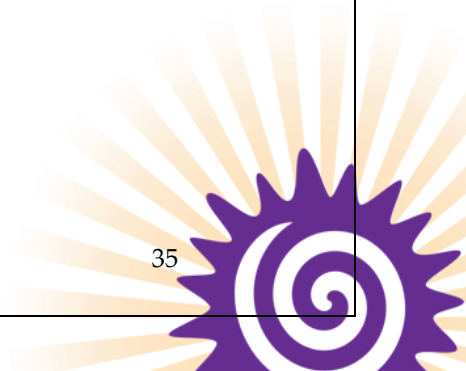
State your thought or opinion:

- I think that... I need...
- I believe it's important that...

Share your observation directly:

- I noticed that every time we start to talk about our team dynamics, someone shifts the conversation away from the topic.
- I'm noticing that the only time we talk about our group effectiveness is when I bring it up.
- I've noticed that when we started to discuss our dynamics, a number of folks look down, start writing notes...I'm curious what others have noticed? And what is going on for folks?

4. **Connect**: Invite others to connect to what you are saying, and share what they notice
 - Anyone connect to what I am saying?
 - I'm curious what others are noticing?





Steps to Engage in Difficult Dialogues

1. Get grounded in positive intentions ~ The DESTINATION:

- Create a teachable moment
- Stir cognitive dissonance
- Demonstrate respect and dignity
- Leave them feeling whole...
- Plant seeds...Influence hearts and minds...
- Help person(s) explore the impact of their behavior, understand the reasons their behavior has a negative impact on others/building an inclusive community
- Re-establish the boundaries for civil discourse
- Do no harm!
- Make a human connection; build the relationship for future dialogue
- Support those impacted by the comments/actions

P.A.I.R.S. ~ Skills to Engage

P: PAN the environment, yourself ~ as data to diagnose; name your pan as an intervention

A: ASK questions to explore

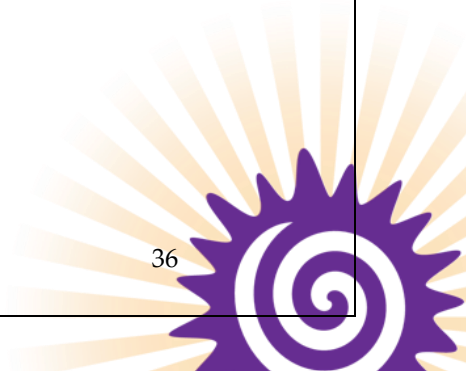
I: INTERRUPT the process

R: RELATE to others, their comments

S: Share, use self-disclosure as your response

2. Based on what you PAN, engage others in the conversation

- I overheard your conversation and thought I heard you say....
- I notice that folks were laughing...I'm curious what that's about?
- I noticed how quiet everyone just got...I'm wondering what is going on for folks?
- It seems some people were impacted by that statement.
- I notice you're speaking with a lot of energy and emotion...
- We've had some comments from this side of the room, what are your thoughts and reactions? (looking at the other side of the room)
- I'm wondering if people are feeling triggered right now.
- The energy in the discussion seemed to shift after...





3. A: ASK about the specifics behind the person's comment or behavior

- Gives you time to center, better understand the comment, choose a response
- May help the person hear themselves and reflect on what they said, the impact...

4: A: ASK clarifying questions

- I want to make sure I understand your point...you think that...
- Are you saying that...?
- Help me understand what you mean by that?
- I don't understand your point...
- What do you mean when you say...?
- Come again? Or Can you repeat that?

5. A: ASK questions to gather more information

- Could you say more about that...Tell me more...
- Can you give us an example of what you're saying...?
- Help me understand what you disagree with...find frustrating...
- Help me understand how you got to that conclusion?
- What has been your experience that led you to that conclusion?
- What readings or research are you referencing?

6. A: ASK questions to get them to reflect on their comment

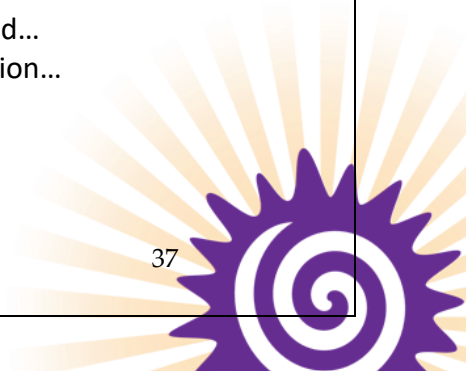
- When was the first time you heard that?
- How do you think others could be impacted by your comment? Behavior?
- Why might others disagree with your comment?
- What if I gave you a convincing argument and data that was counter to your perspective? What might that mean for you?
- How do you think others will view you when you make similar comments?

7. A: ASK questions to explore their intention

- What were you hoping to communicate with that comment?
- Help me understand your intent when you said...
- What did you mean to say with that comment?
- What is underneath your comment/question?

8. I: INTERRUPT the process and give space to process

- Let's slow down the conversation and talk about what just happened...
- I'm going to interrupt and try a different approach to this conversation...
- We are not engaging according to our group norms.
- Let's take a breath...





9. R: RELATE to the person who made the comment (Reflectively)

- How are you just like this person? Were you just like them? (search in other categories of difference)
- When have you said or done something similarly?
- When might you say or do something like this in the future?

10. R: RELATE to the person or their comment/behavior

- I relate to what you're saying, I...
- I have felt the same way...
- I remember a time when I...
- I did the exact same thing...
- How do others relate to that comment?
- Who can relate?
- What you're saying seems to relate to what so-and-so just said...

11. S: SHARE: "Put a Face on the Issue"

- Share a personal example or one you have heard from a credible source
- Invite others to share personal examples and stories ~ verbally; in writing
- Offer to share resources, articles so they can review different perspectives
- Offer to meet with them and talk about your life experiences on and off campus
- Ask them to talk with 2-3 other people in the near future to hear their experiences and stories

12. S: SHARE: Share about yourself ~ self-disclose with a story or example; your feelings in the moment; the impact of a comment or behavior, etc.

- My heart aches as you tell that story...
- As a ____, I... (tell a story, give an example)
- I'd like to share the impact of your comment...
- I'm feeling uncomfortable with what you're saying...
- I'm noticing I'm feeling ____, anyone else?
- I notice I feel triggered right now....
- That's a trigger word/phrase for me...
- I need to stop a moment and talk about what just happened. I...

13. Give the "benefit of the doubt" if you directly confront their comment ~ a face-saving tactic

- I trust/know you didn't intend this... I
- You're probably not aware of the impact of your comment...

Obear, K. H. (2013). Navigating triggering events: Critical competencies for social justice educators. In L. M. Landreman (Ed.), *The Art of Effective Facilitation: Reflections from Social Justice Educators*. Stylus.



Helpful Tactics

1. Gather more information

- Help me understand more about what you mean?
- I'm curious when you first heard that term or phrase?

2. Clarify what you "heard"

- I want to make sure I understand your point...you think that...
- Are you saying that...?
- So, you feel...
- You believe that...

3. Ask the person to walk you through their thought process so you can better understand how they came to their assumptions and conclusions

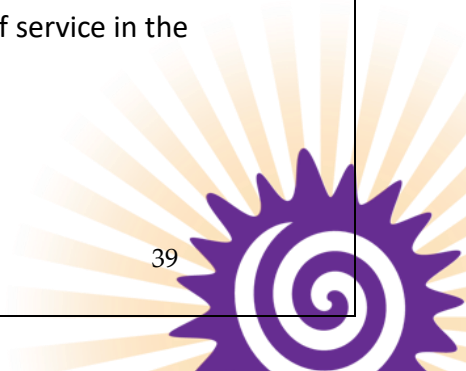
- Can you help me understand how you came to that conclusion?
- What has been your experience that led you to that conclusion?
- What assumptions are underneath your conclusion?

4. Focus the discussion on the PROCESS of the discussion

- I noticed that we tend to spend more time talking about these issues, and far less time talking about these other ones...
- I'm noticing that the only time we talk about ___ is when I bring it up...
- It seems that whenever we start talking about ___, someone changes the topic back to something else.
- I've noticed that when we are discussing ____, a number of folks look down, start writing notes...I'm curious what others have noticed?

5. Name the group's process or dynamic and shift the focus to be more inclusive

- We've talked about how this policy could impact people of color and white women....I'm wondering how it may impact GLBT employees across gender and race?
- I'm noticing that whenever we talk about race, whites turn and ask a question of one of the people of color. I'd like to hear from some of the whites in the room: What do you notice that whites, as a group, tend to say, do, and feel around issues of race in the **workplace?**
- This has been a great discussion about the chilly climate for women and men of color. I don't want to move off this too soon, and I also want to make sure we have time to have a similar conversation related to dynamics of age and length of service in the organization...





6. Give the “benefit of the doubt”

- You probably already thought of this... You probably noticed that...
- An unintended outcome of that idea could be that...
- I know you didn’t intend this, but when you have a side conversation while I’m speaking....

7. If you think someone misunderstood or is misrepresenting what you said

- I believe I said something different than that...What I said was...

8. Recognize comments and behaviors that help create greater inclusion before you give further feedback

- I appreciate the several best practices you’ve gathered for us to review, and I was wondering if there also were some that more specifically address...
- I appreciate your working to be inclusive in your language...and I understand the term “GLBT” to be more inclusive and current than “homosexuals”

9. Acknowledge the accumulative impact of what you are experiencing

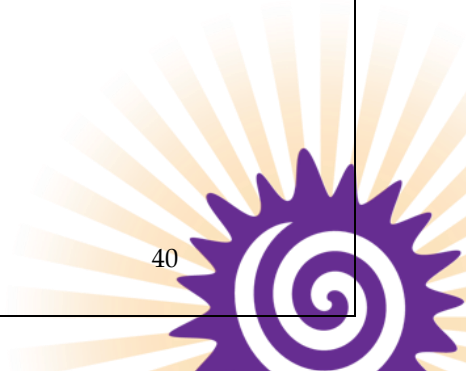
- I know I’m having a strong reaction to what you said....and this is only one of many times I have heard similar comments recently....OR .and, as you know, this seems to be a pattern we keep running into that creates an obstacle...

10. Ask questions to raise their awareness

- When did you decide/choose to be heterosexual?
- What are some of the ways that Christianity is embedded in the way we interact and included in the policies and practices of our nation? Organization?

11. Invite others to get engaged in the dialogue

- I’m curious what others are thinking? What other ideas do people have?
- Name your reaction and test to see where others are: I’m feeling unsettled about this possibility, is anyone else?
- Ask if others feel differently than what is being proposed: This is one way we could proceed. Does anyone have a different suggestion?
- Ask others to take the "pulse" of the situation and reflect on the process: I’m curious what people are noticing about our group dynamics?
- Ask if others have heard and experienced the situation as you did: That scene in the video hit me as Islamophobic...What do others think?





12. How to Confront Repeated Inappropriate Behaviors... 1st, 2nd, 3rd time...

1st time:

- Describe the behavior you observed
- State what you want to be different
- I'd appreciate it if you'd...

2nd time:

- Describe the behavior: I believe this is the 2nd time we've talked about this...This is the IMPACT when you do that....I need you to change your behavior

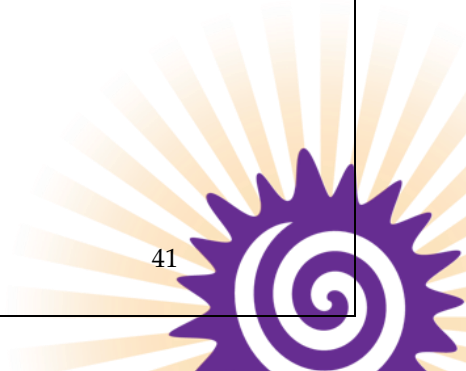
3rd time: Give clear consequences if they continue this behavior: This is the 3rd time I've asked you to...If you do this again...

13. Questions to explore possible and unintended (hopefully) exclusionary practices and attitudes in planning and decision-making discussions:

- Do we have the full breadth of social identity groups and perspectives at the table? Involved in the process?
- Does our process seriously consider the input and perspectives of a broad range of group memberships?
- How might our unconscious attitudes and assumptions about ____ be playing out in this decision?
- What could be the impact of this on students, staff, and faculty from various and multiple privileged and marginalized groups?
- How might this inadvertently advantage some and disadvantage others?
- How can we make this inclusive for members of various and multiple group memberships?

14. Partial List of Social Identity Groups

ableness/disability	geographic region	religion/spiritual practice
age	gender identity/expression	sexual orientation
athleticism	hierarchical level	skin color; physical features
biological sex	job function	size/appearance
citizenship status	marital/relational status	use of English (fluency, accents)
economic class	national origin	veteran status
educational level	parental status	years of experience
ethnicity/culture	race	





15. Diagnosing Privileged and Marginalized Group Dynamics

Use the following prompts to diagnose the potential privileged and marginalized group dynamics as you analyze a recent situation, case study, etc.

1. What are the various group memberships of the people involved, and which privileged and marginalized group memberships seem central to this situation?
2. What are the probable perspectives and feelings of each party?
3. How might unconscious attitudes, assumptions, and bias be playing out in this situation?
4. What are the possible privileged and marginalized group behaviors and dynamics in the situation?
5. What organizational issues are relevant in this situation, such as formal and informal policies, norms, procedures, organizational practices, etc.
6. What are the probable outcomes if this situation is left unaddressed? For members of marginalized groups? Members of privileged groups? For the team? For the organization?
7. Given your diagnosis, what and/or who should be the focus of a response and why?
8. What might be some effective ways to respond? And by whom?

16. Different Communication Styles

a. Direct

- I think that...I need...
- It's important that....We need to...

b. Pose possibilities

- It might be useful...
- I suggest we consider...
- One way to proceed could be....

c. Competing style

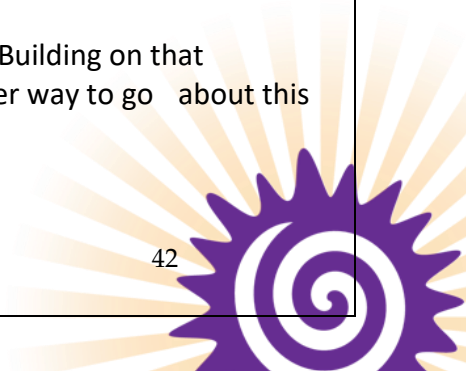
- State your thought or opinion right after another person, no connection
- I think...Well, I think....My idea is to...this is how we should proceed...

d. Debating style

- Reference the other person's ideas in order to negate them or disagree with them

e. Connecting style

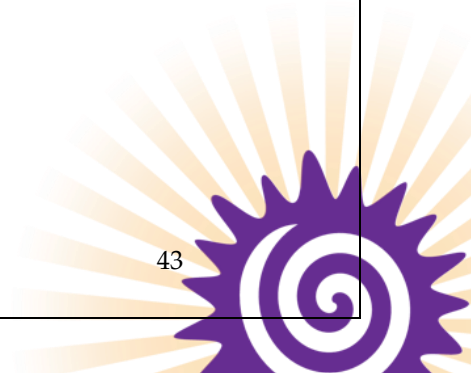
- Acknowledge what was said by others
- Connect your comment to theirs
- Build on what has been said, i.e., Connected to what you're saying; Building on that thought; Similar to what she said, I think; I like your idea and another way to go about this is...





f. Engaging style

- If a direct statement is made, ask a question to gather more information, deepen understanding, gain time to respond...
- Tell me more.
- Can you give me an example?
- What's your intended outcome? your intent behind that?
- How might that impact others?
- What's your thinking behind how that helps us meet our goal?





How to be an Ally: Things to Keep in Mind

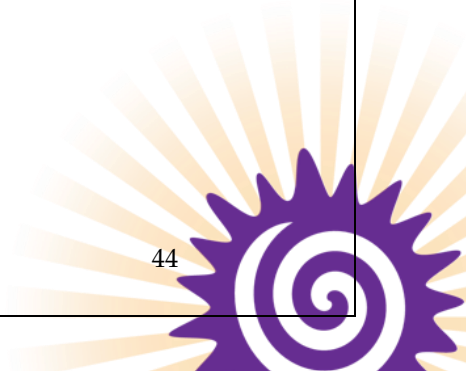
A. Avoid Common Dialogue Pitfalls

1. PLEs ~ Perfectly Logical Explanations
2. Yea, but....
3. That happens to me/my group, too....
4. I know someone who...and they don't agree with you....
5. I don't see it that way; therefore, it doesn't really happen....
6. That doesn't happen to me...(so it doesn't exist)
7. Don't you think that...
8. You're overreacting...you're too sensitive...
9. He/she's a good person...they never meant to do that....
10. That was not my intent! You misunderstood me!

B. Be Aware of Cumulative Impact

This concept occurs when a marginalized group member experiences repeated negative oppressive incidents, either in a short period of time or over a long period. Their feelings of anger, fear, distrust, frustration, etc., may build up and then they might “over-react” and respond out of cumulative impact for a number of reasons, including:

- It is not safe for them to challenge the people who treated them negatively.
- They are tired of intervening and trying to educate others.
- An effective ally understands that many marginalized group members may be carrying the cumulative impact of a long series of negative treatment. If they seem irritated or unusually upset, the ally tries not to take it personally, but instead, tries to offer support to the marginalized group member by:
 - Acknowledging the degree of feelings, the marginalized group member is experiencing.
 - Offering to listen to stories of how the person has been negatively treated (without interrupting, arguing, justifying, or trying to “give advice” and “fix it”).
 - Asking if there is anything they can do to be supportive.





C. Recognize Intent AND Impact

When a member of a privileged group says/does something hurtful or inappropriate, their tendency is to want to EXPLAIN their INTENT (I didn't mean it! It was just a joke! I didn't do it on purpose...). However, the pain and hurt, the IMPACT, is still very real to the marginalized group members.

An effective ALLY first acknowledges their impact, apologizes, and asks to hear more about how they have negatively impacted the marginalized group member. A good ally then asks how they can help, be supportive, make amends, avoid similar transgressions in the future, etc.

D. Recognize Varying Levels of Differential Risk and Credibility

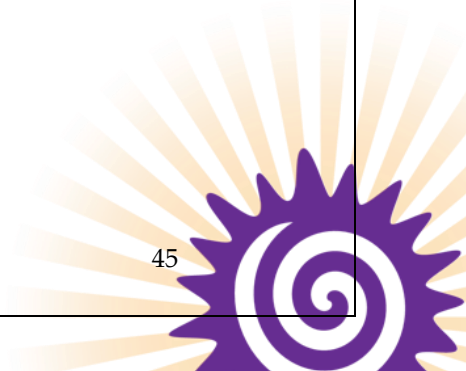
It is important that all people, marginalized and privileged group members, work to intervene and stop oppression wherever they see it. Privileged group members are generally given more credibility, listened to more seriously, and have fewer risks when they intervene, as compared to members of marginalized groups. A good ally consistently recognizes opportunities to speak up and intervene, knowing that it is their responsibility to act, regardless of the risks involved.

E. Recognize and Use your Discretionary Power

All people have some personal power, and possibly position power from which to speak up and intervene. They have the discretion/the choice of when or how or if to intervene. Privileged group members tend to have MORE discretionary power, given how often they are in positions of authority, and because of the greater credibility they have in society.

F. Distinguishing Behavior

Most privileged group members will be perceived as “just another man...white...administrator” UNTIL they show THROUGH THEIR ACTIONS that they are actively working as an ally against oppression. When privileged group members speak up and intervene, they DISTINGUISH themselves from the overall privileged group who generally both consciously and unconsciously perpetuate oppression.

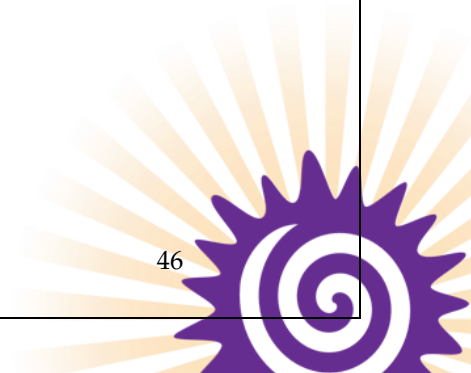




G. Intervening in Oppressive Situations

Good allies take the initiative and try to STOP inappropriate behaviors and situations. They then look for ways to EDUCATE the person(s) who made the comment/took the action, in hopes that they may learn why what they did was harmful, and to not repeat it in the future. Allies also offer SUPPORT to the target of the negative treatment when possible.

Adapted from materials developed by Elsie Y. Cross Associates; Developed by Kathy Obear, kathy@drkathyobear.com www.drkathyobear.com





Responding in Cross-Cultural Conflicts

A. Responding to Common Dialogue Blockers

1. PLEs ~ Perfectly Logical Explanations

- That may be true, but here's how I see it...or another way to view it...
- There may be a number of factors that contributed to this situation. Another one that does have to do with diversity might be.....
- When you say that, I feel you're discounting my experience. In that situation I felt...
- You could be right that this one specific time it had nothing to do with prejudice. But it feels so similar to so many other times in my experience when I have been treated negatively/experienced discrimination...it's hard to not assume this is just like all those other times....
- Your opinion that this has nothing to do with prejudice could be true...But what would it mean if my perception was true: that this person reacted to me out of their bias and stereotypes?

2. Yeah, but....

- What do you think the impact on me is when you say that?
- You may not have intended this, but when you give a "YEA, BUT" I feel discounted and that you have dismissed my perspective and experience.
- I'm curious what you were hoping to communicate with that statement?
- Honestly, I'm rather upset about what happened. And I can't hear your perspective right now. What I need is for someone to just listen to me and acknowledge what I experienced and am feeling....
- I'm curious why you chose to give me a "Yeah, But" just now?

3. That happens to me/my group, too....

This dynamic/situation does happen to other groups, too. The difference might be HOW OFTEN how often it happens to them, and WHY it happens to them. For instance, most whites have received bad customer service. But --- it rarely happens to them because someone has prejudice towards them because of their race. And it probably doesn't happen to them as frequently.

- How does it feel when it happens to you? How often does that happen? Why does it happen to you?

(So, you have a "window of understanding" to connect to what I and my group experience much of the time.)





4. I know someone who...and they don't agree with you....

- There might be some people who don't see this as I do. That doesn't discount my experience or perception.
- Not all ____ may feel like I do. And, unfortunately, there are many around here that do agree with me and have had very similar experiences. Are you open to hearing more about my experiences?

5. I don't see it that way... (therefore, it doesn't really happen....)

- You might not have ever recognized this dynamic before or seen it happen. There was a time I didn't see it this way, either. But after having it happen SO MANY times and when I can't find any other explanation, that I now believe that there most often is some prejudice underneath this type of reaction....

6. That doesn't happen to me... (so it doesn't exist)

- I'm glad and hopeful that it doesn't. And hope you never do experience this. And this is what happened to me, and I've heard many other folks describe all too similar experiences....
- It might not, or you may not notice it happening to you.... but here's what I've tracked and noticed in my life....

7. Don't you think that...

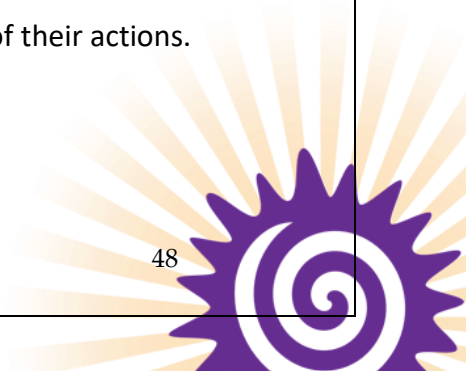
- I'm wondering if you have a statement behind your question....
- Do you have a specific example that illustrates what you're trying to ask or say?
- I'm curious what you think about that....

8. You're overreacting...you're too sensitive...

- You may not agree, but I feel very strongly about this. And I would appreciate your respecting me enough to at least acknowledge my perspective.
- When you say that, I want to end the conversation and would probably never talk to you about these serious issues again.
- Your intent might be to try to help or support me, but the impact of that statement is infuriating.

9. He/she's a good person...they never meant to do that....

- That comment just dismissed and discounted my experience.
- Many "good people" do very inappropriate and harmful things.
- Regardless of the intent, this was the impact of their actions....
- I'm not questioning if they're good or bad, I'm talking about the impact of their actions.





10. That was not my intent! You misunderstood me!

- I'm open to hearing your intent, but I'd first appreciate your acknowledging the impact of your comment/actions....
- What was your intent.... I hear your intent was _____, and I hope you can also realize the impact was different than what you intended.

11. That had nothing to do with _____ (an "ism")!! It's just their personality!

- That may be what you believe, and I have observed/experienced this type of situation so many times...and I have tracked a diversity cut to this...Here's the way I see it...

B. Responding When Someone is Triggered

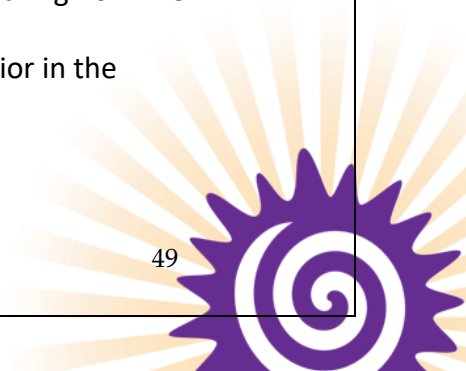
- I'm noticing you're speaking with a lot of energy and emotion...
- I'm wondering if you're feeling triggered right now.
- This response is unusual for you.... I'm wondering what else is going on for you.
- I'm wondering if something else is going on or did something happen that's related to why you're feeling this way?
- You're raising issues I want to talk about, and I'm also noticing that the depth of your emotions seems out of proportion to this situation...
- I notice I'm feeling a little triggered, and I wonder if you are, too?
- I think we're both a bit triggered right now....
- I want to talk about this further, and I can hear you better when you're not so triggered. What if we take a break and then come back to talk about this...?

C. Responding When Someone is Reacting out of Cumulative Impact

- Obviously I've said/done something to trigger you. What's going on?
- I can see you have a strong reaction to this. What happened?
- My guess is this is:
 - an example of what has happened to you a lot in the past....
 - what happens to you all the time...
 - not the first time something like this has happened...
- I'm open to hearing what happened if you want to talk....
- Is there anything I can do to be supportive of you?

D. Responding When Your Comment/Action Has Had a Negative Impact on Someone Else

- It seems what I said had an impact on you. I'm open to hearing it.
- I want to apologize for what I said/did.... I was wrong...and I'm open to hearing how I've impacted you....
- Thank you for letting me know this. It is my intention to change my behavior in the future...
- Is there anything I can do to make amends...

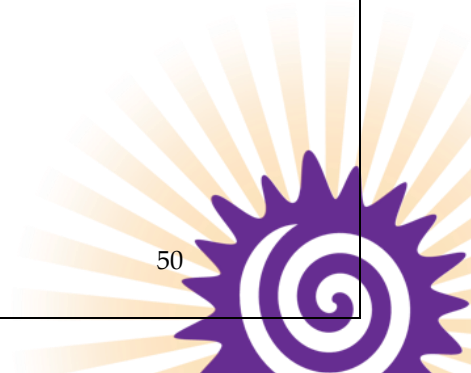




E. Responding When You Are Triggered

- I notice I feel triggered right now....
- That's a trigger word/phrase for me...
- I need to take a break and come back to this later....
- I need to stop a moment and talk about what just happened. I'm feeling triggered and this is why....
- This may have more to do with me than you, but I'm feeling triggered by what you just said....

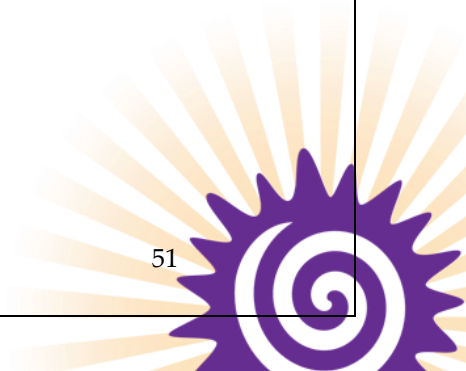
****Adapted in part from materials developed by Elsie Y. Cross Associates (215) 248-8100***





Group Identity Cards:

RACIALIZED IDENTITY	RELIGION/ SPIRITUALITY
GENDER PRESENTATION	EDUCATIONAL BACKGROUND
VETERAN STATUS	AGE



<p>SOCIO-ECONOMIC CLASS (OF ORIGIN; CURRENT)</p>	<p>SKIN COLOR</p>
<p>NATIONALITY/ CITIZENSHIP</p>	<p>SEX ASSIGNED AT BIRTH (male, female, intersex)</p>
<p>GEOGRAPHIC REGION</p>	<p>RELATIONSHIP/MARITAL STATUS</p>
<p>CRIMINAL BACKGROUND</p>	<p>FAMILY MAKE-UP (OF ORIGIN, CURRENT; family constellation; household members)</p>

<p>IMMIGRATION STATUS</p>	<p>SEXUAL ORIENTATION/ SEXUALITY</p>
<p>YEARS OF EXPERIENCE (IN THE FIELD, IN ORGANIZATION)</p>	<p>POSITION & LEVEL IN THE ORGANZATIONAL HIERARCHY</p>
<p>GENDER IDENTITY (Cisgender, Transgender)</p>	<p>SIZE/APPEARANCE/ ATHLETICISM</p>
<p>LANGUAGE PROFICIENCY/USE OF ENGLISH/"ACCENTS"</p>	<p>DISABILITY STATUS</p>

<p>WORK STYLE (EXTRO/INTROVERT RESULTS- PROCESS ORIENTED, ETC.)</p>	<p>ETHNICITY/ CULTURE</p>
<p>REVENUE PRODUCING/ NOT REVENUE PRODUCING</p>	<p>HOUSING STATUS</p>
<p>FOOD AVAILABILITY/SECURITY</p>	<p>TRANSPORTATION STATUS</p>
<p>SURVIVOR STATUS</p>	<p>RELATIONSHIP WITH ADDICTION</p>

MENTAL HEALTH STATUS	HEALTH STATUS



Various Ways to Use Them with Your Team Members

1. Socialization experiences

- a. Invite each person to: Choose 4-6+ group identities that seemed to have **had the most influence in shaping your experiences as you were growing up.**
- b. Have them share stories, reflections and insights in groups of 3-4

2. Panning

- a. Ask folks to choose the cards that reflect the group identities they tend to notice and pay attention to when they are scanning/panning group dynamics in meetings

3. What is on your “screen?”

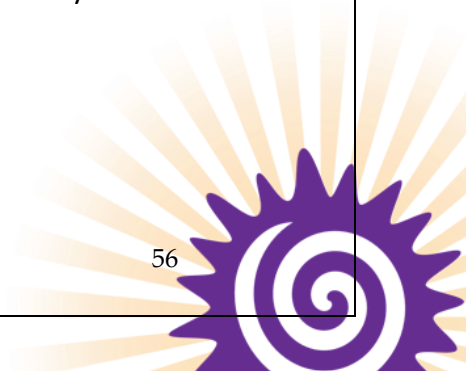
- a. Ask participants to make 3 piles or groupings of cards
 - i. Areas of diversity that you most often think about, are “on your screen”
 - ii. Those that you sometimes consider and think about
 - iii. Those you most often do not consider or think about
- b. Share in groups of 2-3
- c. Large group debriefs

4. Your privileged and marginalized group memberships

- a. Ask participants to make several groupings ~ Categories of diversity where they are in:
 - i. A privileged group
 - ii. A marginalized group
 - iii. A group where they receive both marginalization and some forms of privilege
- b. Share in 2-3's: share examples and stories, insights

5. Which playing card are you, generally?

- a. Ask folks (after completing the playing card activity) to think about which “card” they get treated as:
 - i. In most situations
 - ii. In varying contexts
- b. Note: They can use the group identity cards to talk about the intersections of various cards that contribute to the various forms of treatment they receive in different settings





6. Next steps in your professional development

- a. Ask folks to make several piles/groupings to reflect what areas of diversity that they:
 - i. Know a lot about; could coach others
 - ii. Know some, but want to know more
 - iii. Don't know much; need to learn quickly
- b. Share in groups of 2-3
- c. Large group debriefs

7. Which types of microaggressions do you interrupt effectively in a consistent manner?

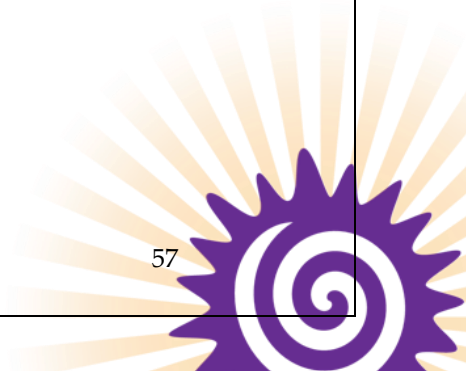
- a. Ask folks to make several piles/groupings to reflect what areas of diversity that they:
 - i. Easily recognize the types of microaggressions that occur AND respond effectively
 - ii. Generally, can recognize them in the moment, but struggle to respond effectively
 - iii. Not very aware or respond very effectively
- b. Share in groups of 2-3
- c. Large group debriefs

8. Stereotypes

- a. Ask folks to make several piles/groupings to reflect what areas of diversity that they:
 - i. Recognize they still have stereotypes about privileged and/or marginalized groups
 - ii. Intentionally have worked hard to interrupt and unlearn the socialized stereotypes about privileged and/or marginalized groups
- b. Share in groups of 2-3
- c. Large group debriefs

9. Beginning to analyze current policies, practices, services and programs with an Inclusion Lens

- a. Identify a practice, policy, program or service to analyze
- b. Ask folks to use the group identity cards to identify all of the marginalized groups that MAY be negatively (unintentionally) impacted by the current state; and/or have extra hurdles and obstacles given the current state
- c. Could also make several groupings:
 - i. Most likely negatively impacted
 - ii. Not sure if this group would be





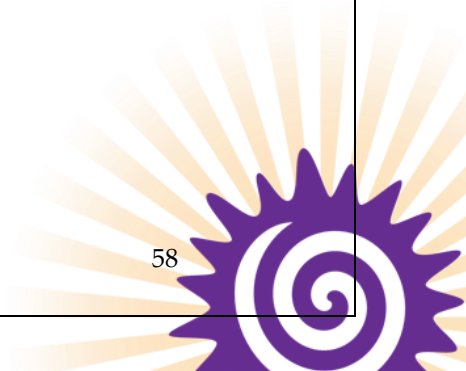
- iii. Probably would have needs met, advantaged, or at least not disadvantaged by the current state

10. Scanning how we present to others

- a. Ask people to “scan” you and your environment for a week or so
- b. Then use the cards to describe which topics of diversity you seem to talk about, champion, or care about based on what they observed about you:
 - i. in meetings
 - ii. in your office area
 - iii. on Facebook, Pinterest, Instagram
 - iv. as you interacted on campus

11. Conducting an Environmental Scan

- a. Divide up the 22 cards among team members
- b. People can work individually or in pairs
- c. Ask folks to each to use each card as a “lens” through which to observe, scan, and experience the unit to begin to assess how the environment sends messages about how welcomed, respected, and attended to members of various marginalized groups may feel Office decorations
- d. Ask folks to pay attention to everything, including:
 - i. Who is present in the office; how do they interact across group memberships?
 - ii. Office decorations, paintings, posters, bulletin boards
 - iii. Pamphlets, books, and other materials on display
 - iv. Website statements, pictures/graphics, descriptions of programs and services, marketing
 - v. Office set-up
 - vi. How accessible is the office space/web site for people with disabilities (mobility, visual, hearing, learning) and language differences?
- e. Have people share their evidence and observations in staff meetings or at a retreat





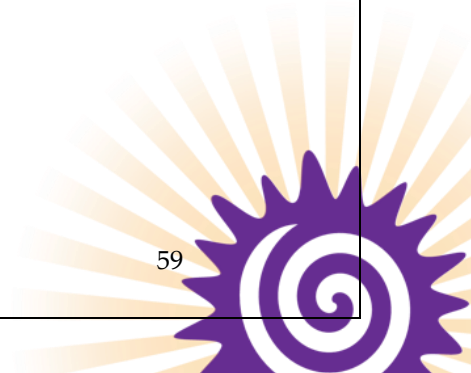
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Sue, Derald Wing; Capodilupo, Christina M.; Torino, Gina C.; Bucceri, Jennifer M.; Holder, Aisha M. B.; Nadal, Kevin L.; Esquilin, Marta. Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist*, Vol 62(4), May-Jun 2007, 271-286.



Navigating “Hot Buttons” and Triggering Situations

Characteristics of a Triggering Event

Any stimulus, either external or internal to the person, through which they experience an emotional reaction that may have some or all of the following characteristics:

- unexpectedness, the person is surprised by the arousal of their feelings
- strong intensity of feelings, the person experiences their emotions as overwhelming and disproportionate to the original stimulus
- disorienting, the person is disoriented and distracted from the flow of the workshop and the planned agenda: “stopped in their tracks”
- feeling out of control and overwhelmed by the situation
- feeling “de-skilled” and reacting less effectively
- requiring extra effort to manage the situation effectively





Common Examples of Triggering Events

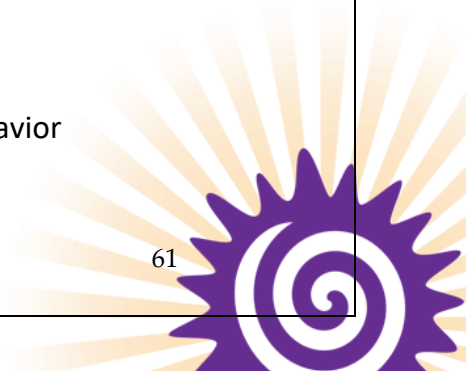
Directions: Use a 0-10 scale to rate how much of a hot button or “trigger” each of the following is for you when you are engaging in dialogues about issues of equity & inclusion.

- 0 = no emotional reaction
- 1 -2 = mild level of emotional reaction
- 3-4 = low-moderate degree of emotional reaction
- 5-6 = moderate degree of emotional reaction
- 7-8 = high degree of emotional reaction
- 9-10 = extremely high level of emotional reaction

Identifying my common EXTERNAL triggers

A. When someone:

- 1. makes an insensitive, stereotypic, or offensive comment
- 2. acts in ways that are classist, racist, sexist, homophobic, etc.
- 3. interrupts or speaks over me or the participants
- 4. dismisses my point or that of a participant
- 5. demonstrates disruptive behavior including joking, side conversations, or laughing at me or participants
- 6. makes snide or sarcastic comments
- 7. is belittling or demeaning
- 8. demonstrates domineering or controlling behavior
- 9. demonstrates bullying or threatening behavior
- 10. is arrogant or self-righteous
- 11. is patronizing or condescending
- 12. has a very blunt or impersonal style
- 13. has an aggressive or forceful style
- 14. tries to derail the planned format and agenda
- 15. refuses to participate in the discussion or the activity
- 16. is silent, shut down or withdrawn
- 17. is “set in their ways” and unwilling to shift their perspective
- 18. will only focus on their intent, and not the impact of their behavior

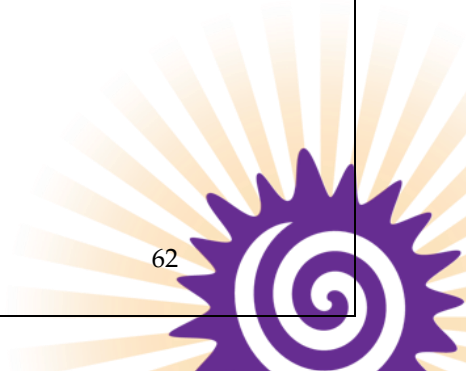




- 19. refuses to consider feedback from me or others
- 20. is crying and expressing deep emotions of pain or grief
- 21. is expressing deep anger or rage
- 22. is engaged in an intense, emotional conflict with me or others
- 23. challenges the validity of the information or statistics being presented
- 24. strongly disagrees with what I am saying
- 25. questions the usefulness of an activity or a discussion
- 26. criticizes my style, design, or approach
- 27. questions my competency as the facilitator
- 28. calls me classist, racist, sexist, homophobic, etc.
- 29. criticizes or minimizes efforts related to equity, inclusion, and social justice
- 30. dismisses the conversation as “political correctness”
- 31. portrays themselves as the “victim” of “reverse discrimination”
- 32. proclaims that they are “a good one” without acknowledging their unearned privilege
- 33. continually points out what others do that is oppressive without acknowledging their own participation in the dynamics of oppression
- 34. shifts the conversation away from their privileged group and to their marginalized group
- 35. only engages in the conversation out of marginalized identities
- 36. “coaches” members of marginalized groups on how to act, think and feel
- 37. is colluding with their own oppression, “going along to get along”
- 38. defends members of privileged groups who are acting out of privilege or prejudice
- 39. publicly criticizes other members of their marginalized group(s)

B. For me, when

- 40. I make a mistake or error
- 41. I do or say something biased, offensive or oppressive
- 42. I do not know the answer to a question
- 43. I fear I do not know how to effectively respond in a situation
- 44. I start to cry or lash out in anger
- 45. I believe the conversation is about to “get out of control”

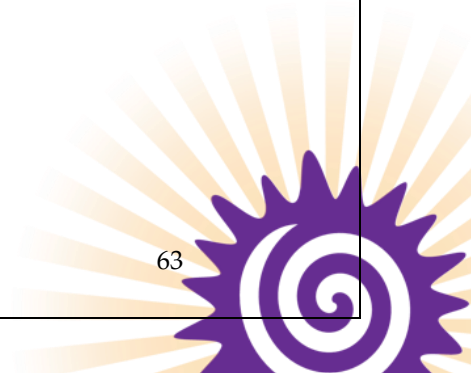




C. When a colleague:

- 46. is triggered and experiencing deep emotions
- 47. mismanages an activity or makes an ineffective intervention
- 48. makes an offensive or stereotypic comment
- 49. changes the planned agenda without checking in with me
- 50. steps in as I am leading and takes over
- 51. tries to “correct,” coach, or criticize me in front of the group
- 52. is silent and “disappears” during a group discussion in which they are a member of the privileged group
- 53. is silent and “disappears” during a group discussion in which they are a member of the marginalized group
- 54. takes credit for my ideas or work

Additional common hot buttons and triggers for you:

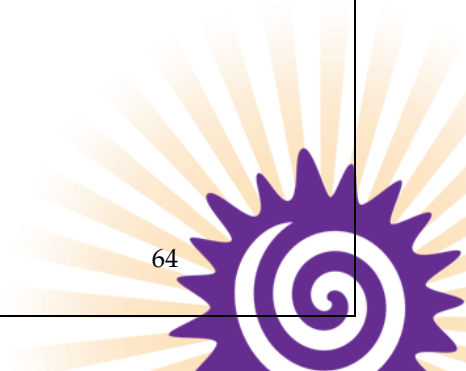




Journaling: The Triggering Event Cycle

Directions: Choose one situation when **you were not satisfied** with how you reacted when you felt triggered when engaging in authentic dialogue about issues of diversity, equity, inclusion, and social justice.

- 1. What was the specific situation in which you felt triggered (Step 1)?**
- 2. What were some of your intrapersonal roots fueling your triggered reactions? (Step 2) (see next page)**
- 3. How did you make meaning of the situation? What “story” did you make up about what you thought was happening (Step 3)?**
- 4. How did you know you were triggered (Step 4)?**
 - *physiological reactions:
 - *self-talk/thoughts:
 - *feelings:
 - *unconscious behaviors or responses:
- 5. What were your intentions and motives? Hoped for outcome? What were you trying to accomplish (Step 5)?**
 - *unproductive motives:
 - * more productive motives:
- 6. How did you react when you were triggered? Please note both your actions as well as your intrapersonal processes, such as your feelings and fears, thoughts and “self-talk” (Step 6)?**
 - * less effective reactions/responses: *more effective reactions/responses:
- 7. How was your effectiveness impacted by feeling triggered? How did your reactions impact you? Others (Step 7)?**





Intrapersonal “Roots” of Triggering Events

Directions:

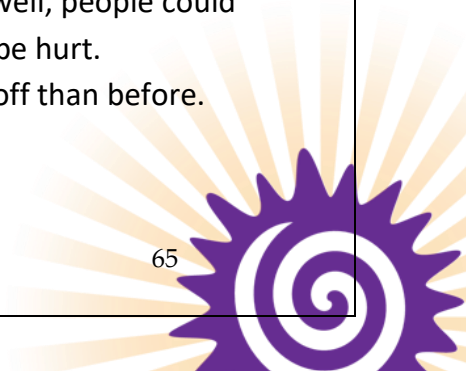
Think about your triggering event. What do you believe were the various factors or “roots” that contributed to your feeling triggered?

- 1. Current life issues and dynamics (fatigue, illness, crises, stressors, etc.)**

- 2. Cumulative impact of recent experiences: Does this situation remind you of recent events?**

- 3. Unfinished business, unresolved or unhealed past issues, traumas, and “wounds:” Does this person remind you of anyone? Does this situation remind you of past traumas?**

- 4. Fears (check-off all that are related and add any others)**
 - My personal issues will become the focus of the conversation: all eyes will be on me.
 - I will lose credibility and be seen as less competent.
 - If I cry and show emotion, people will think less of me.... I won't be able to manage the situation.
 - The conversation will “get out of control.”
 - People will get too emotional and I won't have the skills to manage the situation.
 - I won't know enough about the issue to engage in conversation.
 - If I challenge this issue, I will be all alone without any support.
 - I won't be able to express myself clearly; I'll be misunderstood.
 - If I am too confrontational or angry, then people will judge me, be mad at me, reject me, ostracize me, etc.
 - I will be seen as incompetent and “not good enough.”
 - They will see how prejudiced I really am.
 - I'll let people down and disappoint them.
 - People won't like me or approve of me.
 - Things won't change.
 - I will make a mistake and be wrong.
 - People will be disappointed in me.
 - If I don't handle this well, people could feel uncomfortable...be hurt.
 - Things will be worse off than before.



5. Unmet Universal Needs/What I value* (check-off all that are related and add any others)

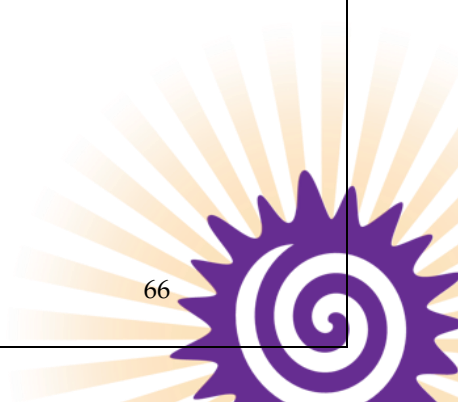
- Respect, dignity
- Trust
- Planning, order
- Fairness
- Clarity, understanding
- Openness, honesty
- Direct communication
- Respectful disagreement
- Recognition, acknowledgement
- Appreciation
- Competence, effectiveness
- Success, to make a difference
- To be kept informed and updated
- Harmony, peace...
- Safety, security
- Integrity
- Innovation and creativity
- Ease and simplicity
- Connection
- Mutuality, partnering, collaboration
- For approval
- For acceptance, belonging
- Inclusion
- Consideration
- Dependability, follow-through

6. Ego-driven desires (check-off all that are related and add any others)

- To assert, regain my power and authority
- To have control
- To win the argument; prove them wrong
- To get my way
- To make people change; "fix" them
- To make people learn
- To be right
- To shut them down, put them in their place
- To make them feel the pain and hurt I feel
- To be seen as the expert, smart
- To prove I am competent
- To gain prestige and status
- To be admired; avoid disgrace
- To be liked
- To fit in
- To be seen as a "good one," an ally
- To be perfect
- To gain certainty and predictability
- For everyone to feel happy
- To avoid deep emotions and conflict
- To make others engage as I want them to

7. Biases, assumptions, expectations, shoulds, and judgments

*This section was enhanced by the work of Marshall Rosenberg (2005). [Nonviolent Communication](#).



Step 3: Shift Your “Story” of What You Think is Happening

Step 3: The “story” I make up about what I think is happening	Given this story, how I would feel and, possibly, react less effectively	1-2 alternative stories that leave me feeling curious, compassionate, and/or caring

Identify Less Productive, “Negative” Intentions (Step 5), such as:

- win the argument
- get even; get them back
- to be right; prove the other person wrong
- to prove you are competent, smart
- assert your power and authority
- gain status and prestige; be admired
- be in control
- intimidate the other person
- “put them in their place,” shut them down
- punish the other person
- embarrass or put down
- make them feel the pain and hurt you feel
- change the other person’s views, feelings or behaviors
- to make people learn
- trick and “out fox” the other person
- keep the conversation “under control”
- avoid intense emotions: in self and others
- make everyone feel happy and harmonious
- avoid feeling or being viewed as “incompetent”
- control how others feel about you
- to be seen as a “good one,” an ally
- use the current opportunity to “right the wrongs” you experienced in the past
- change the other person to account for times you either didn’t or couldn’t shift oppressive dynamics earlier in your life
- ignore them
- seek approval of others
- to be liked, to fit in
- avoid confrontation and conflict

Step 5: Shift Your Intentions

My less productive, “negative” intentions	More productive, effective intentions	How I might respond more productively, effectively

When You Feel Triggered, Shift Your Intentions to Align with Your Inclusion Values:

- create greater inclusion
- leave people feeling whole
- engage in respectful dialogue
- do no harm
- “go with the flow;” trust the process
- deepen learning and growth
- meet the people “where they are” without judgment
- use the triggering moment to deepen understanding
- relate in to the person; connect with them
- create space for honest, authentic dialogue
- invite people to learn from the situation
- model the social justice behaviors you espouse - authenticity, empathy, self-reflection, engagement...
- model skills to navigate triggering moments: scan yourself, identify unmet needs, shift self-talk, stress-management, realigning intentions, exploring intrapersonal roots...
- facilitate open, honest discussion
- create space for the other person to express their feelings, perceptions
- deepen understanding across differences
- identify the deeper issues fueling the feelings, perceptions and behaviors of others
- create safety for the expression of differing viewpoints
- treat others with respect and dignity
- encourage more people to engage in the dialogue
- support people to disagree with each other in respectful ways
- model effective recovery skills after making an inappropriate comment or when your behavior results in negative impact
- re-establish credibility with the person/group
- identify inappropriate behaviors and explore the negative impact
- interrupt unproductive, inappropriate behaviors and group dynamics
- take time to “gather oneself,” navigate personal emotions, gain perspective...
- build a “bridge” and a connection with the other person
- encourage identity development and growth
- demonstrate compassion and empathy



How Much Do You Need Self-Care? A Checklist for Change Agents

Directions: Use the following scale to rate each of the following statements.

1 = Rarely 2 = Sometimes 3 = Much of the time 4 = Most of the time 5 = Almost always

1. I feel tired and stressed out all the time.
2. I feel overwhelmed.
3. I drop what I am doing to handle the next crisis that occurs.
4. I keep pushing myself to tackle a seemingly never-ending to-do list.
5. I have little time to be creative or innovative.
6. I interrupt time spent with friends, family, and/or my partner to respond to work demands.
7. I work late several nights during the week to try to catch-up.
8. I work on the weekends and miss out on socializing with friends, family, and/or my partner.
9. I do not get to participate in important family events due to work.
10. I over-sleep and miss important events.
11. I am more forgetful and confused.
12. I make silly, avoidable mistakes.
13. I miss deadlines and/or drop the ball on important tasks.
14. I cut back on sleep to get more things done.
15. I wake up in the middle of the night and obsess about all I have to do.

16. I cancel and cut back on leisure and self-care activities to get things done.
17. I experience stress-related physical symptoms (headaches, twitches, body aches, etc.)
18. I get sick from over-working and not taking care of my health.
19. I am irritable, judgmental, and more easily triggered.
20. I over-react and can't moderate my emotions.
21. I resent other people who seem to live more balanced lives.
22. I use alcohol and/or drugs to relieve my stress.
23. I over-eat and/or eat foods that are not healthy for me to relieve my stress.
24. I am unhappy with my weight and body size/shape.
25. I gain unwanted weight.
26. I binge watch (tv, movies, Netflix) to relieve my stress.
27. I zone out on social media to relieve my stress.
28. I over-do other activities to relieve stress, such as: shopping, gambling, sex, working out, etc.
29. I feel weary and less motivated to create change.
30. I feel hopeless and helpless.
31. I feel apathetic and cynical.
32. I feel less joy, enthusiasm, and happiness in my life.
33. I do the bare minimum to get by.
34. I feel like I am just going through the motions.
35. I am not interested in socializing with friends.

36. People in my life are complaining about how tired and unavailable I am.

37. People in my life are complaining about my life choices.

38. The quality of my relationships with intimate partners, friends, family members, and/or work colleagues is negatively impacted by my over-working and life imbalance.

How Have I Focused on Self-Care in My Life as a Social Justice Change Agent?

Directions: Reflect on your own journey as a social justice change agent and ways you have centered or disregarded your own self-care in the process. The following prompts may be useful as you journal.

1. What were some of the early messages you learned about taking care of yourself? How did you learn these messages?
2. What were some of the early messages you learned about taking care of others? How did you learn these messages?
3. What were some of your early messages about the role of work and service in your life?
4. Who would encourage you to take care of yourself?
5. Who would criticize you if you took care of yourself?
6. What were some of the images and messages about how to be a social justice change agent and the role of self-care in social change work?
7. **When, if at all, do you remember feeling close to burnout?** Experiencing burnout? How did you make meaning of these times of burnout? What did you say to yourself when you were burned out?
8. What, if any, costs or **difficulties did you experience** when you were feeling more burned out?
9. What, if anything, has helped you recover from burnout?
10. In what ways do you intentionally construct your life to minimize the chance of experiencing deep burnout, if at all?

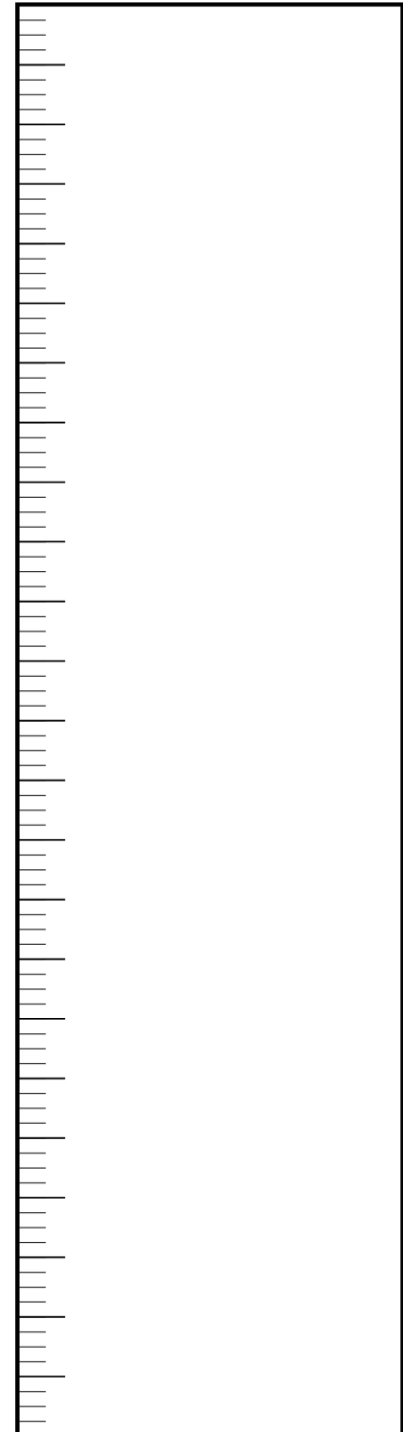
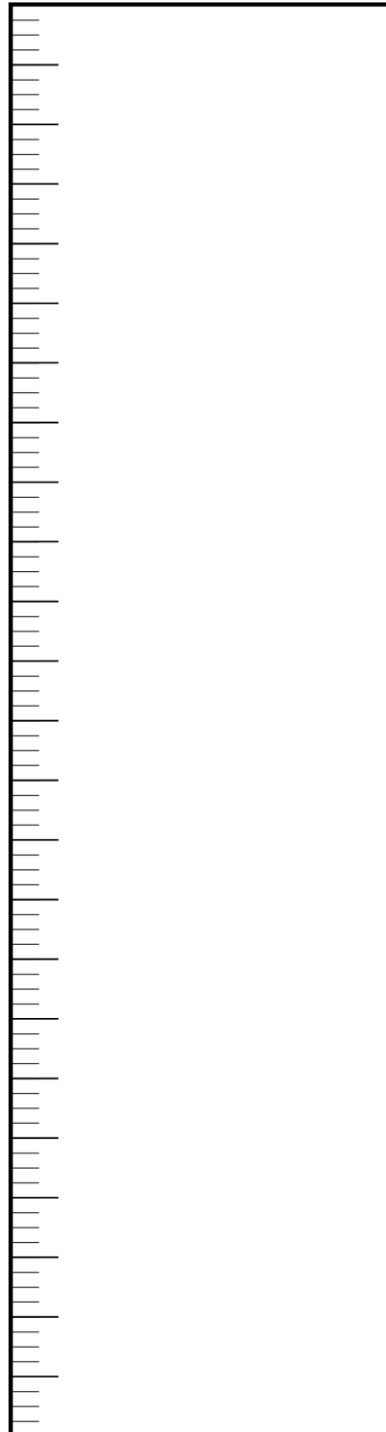
Identify How You Spend Your Time

Developed by Kathy Obear, *The Center for Transformation & Change*

WORKDAY

DAY OFF

Common workday
activities:



Common day off
activities:

How Satisfied Are You?

Rate each of the following using a 0-10 Scale:

0 = Not at all 10 = Completely

- ___ 1. work life, career
- ___ 2. life vision and dreams
- ___ 3. physical health
- ___ 4. exercise, fitness
- ___ 5. emotional and mental health
- ___ 6. eating
- ___ 7. sleep
- ___ 8. time with family and friends
- ___ 9. love life
- ___ 10. play, fun, adventure
- ___ 11. meditation, religious/spiritual/ways of knowing practices
- ___ 12. activities that add joy and happiness to your life
- ___ 13. rest, relaxation, rejuvenation
- ___ 14. emotional care and release
- ___ 15. stress management
- ___ 16. activities that enrich your learning, creativity, intellectual growth
- ___ 17. ways to be of service, pay it forward
- ___ 18. financial health

My Declarations: Self-Care

Directions: Below, write some declarative statements about your beliefs and intentions as you choose to center self-care in your life:

1. I deserve to take care of myself, and I will.
2. I can only serve others if I continue to replenish my energy reserves.
3. I will put myself on top of my to-do list so I can be helpful to others.
4. There is always enough time to take care of me.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

