



Tools to Navigate Difficult Situations in the Workplace 2020 Mini-Course

Designed & Facilitated by:

Kathy Obear, Ed. D, Center for Transformation & Change

www.drkathyobear.com | Kathy@drkathyobear.com

www.drkathyobear.com/events (access recordings of free videos; upcoming events)

For complimentary downloads of my books and related resources:

Turn the Tide: Rise Above Toxic, Difficult Situations in the Workplace:

<https://drkathyobear.com/wp-content/uploads/2016/01/Turn-the-Tide-Kathy-Obear.pdf>

www.drkathyobear.com/book-worksheets

www.drkathyobear.com/book-gift (animated video and outline for a Lunch & Learn)

...But I'm NOT Racist! Tools for Well-Meaning Whites

<https://drkathyobear.com/wp-content/uploads/2017/01/But-Im-NOT-Racist-Advance-Reader-Copy.pdf>

***In It For The Long Haul: Overcoming Burnout and Passion Fatigue as Social Justice
Change Agents***

<https://drkathyobear.com/wp-content/uploads/2017/08/In-It-For-the-Long-Haul-Kathy-Obear-pdf-2.pdf>

Table of Contents

Navigating Difficult Situations: Self-Assessment Checklist	3
Learning Guidelines/Working Agreements.....	5
Meeting & Classroom Guidelines Your Intentions & Guidelines.....	6
Panning.....	7
Panning Group Dynamics with an Inclusion Lens	8
Unproductive Meeting Behaviors.....	9
Common Unproductive Reactions During Difficult, Triggering Situations	11
Navigating “Hot Buttons” and Triggering Situations.....	12
Common Examples of Triggering Events.....	13
Journaling: The Triggering Event Cycle.....	16
Intrapersonal “Roots” of Triggering Events.....	17
Feelings and Emotions	19
Common Universal Needs/Values	20
Step 5: Shift Your Intentions.....	23
PAIRS: EFFECTIVE DIALOGUE SKILLS.....	24
Commitment Sheet	26
Navigating Ourselves: Self-Management Interventions.....	27
Four (4) Types of Panning Responses	33
Steps to Engage in Difficult Dialogues	34
Helpful Tactics	38
How to be an Ally: Things to Keep in Mind	43
Tools and Tips: Responding in Cross-Cultural Conflicts.....	46
Recovery Tools: The 3 R’s	50
Group Identity Cards: Various Ways to Use Them with Your Team Members.....	53
Group Identity Cards.....	57
How Much Do You Need Self-Care? A Checklist for Change Agents	62
How Have I Focused on Self-Care in My Life as a Social Justice Change Agent?	65
Identify How You Spend Your Time	66
How Satisfied Are You?	67
My Declarations: Self-Care	68
My Plan for Better Self-Care	69
My Plan for Healing My Intrapersonal Roots.....	70

Navigating Difficult Situations: Self-Assessment Checklist

Use the following scale to assess on your current skills and abilities during difficult, triggering situations:

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

- _____ 1. I acknowledge comments that seem inappropriate or triggering.
- _____ 2. I effectively name and discuss group dynamics in the moment and use them as “teachable moments” to facilitate deeper learning.
- _____ 3. I recognize that “resistance” and challenges are often doorways to deeper understanding and learning for the group.
- _____ 4. I engage people in dialogue when they make inappropriate or triggering comments.
- _____ 5. I encourage other group members to participate and engage in the discussion.
- _____ 6. I effectively navigate conflict and disagreement among group members.
- _____ 7. I can respond effectively to challenges and engage resistance from group members without taking it personally or feeling triggered.
- _____ 8. I effectively navigate behaviors I believe are distracting, including dominating, interrupting, side-tracking, side conversations, etc.
- _____ 9. I effectively navigate situations where group members are feeling and expressing deep emotions, including anger, sadness, fear, frustration, hopelessness, etc.
- _____ 10. I am able to be “in the moment” ~ fully present and focused on what is happening in the group and in myself.
- _____ 11. I use self-disclosure and share feelings, thoughts, opinions, and personal experiences as appropriate.
- _____ 12. I easily “go with the flow” and am flexible with the agenda as I adjust to the needs of the group in the moment.
- _____ 13. I can “meet the people where they are” and not demand or expect them to be farther along in their understanding or skill development.
- _____ 14. I use silence effectively.
- _____ 15. I use “Connecting Language” that bridges one person’s comments to another’s.
- _____ 16. I effectively find some relevant point in each person’s comments, even those that seem way off the topic.

- _____ 17. If I believe someone is on a tangent, I can effectively acknowledge their point, and redirect the conversation back to the group's topic.
- _____ 18. I minimize how much I use the "telling" style and maximize how often I pose questions or dilemmas to facilitate dialogue among others.
- _____ 19. I am aware of how I use my body language and nonverbal behavior to facilitate learning and engage others.
- _____ 20. I am aware of the how people/I may experience and interpret body language and nonverbal behaviors differently based upon their cultural perspective, and their experiences in their multiple privileged and marginalized groups.
- _____ 21. I am able to "relate in" and "see myself in others" to find compassion and connection, rather than judging them or distancing from them.
- _____ 22. I pay attention to the social group identities of others and notice patterns of participation, including who's talking, who is quiet, who interrupts, who gets interrupted, who assumes leadership, whose ideas "plop," etc.
- _____ 23. I am aware of my biases, assumptions, and stereotypes for various privileged and marginalized groups.
- _____ 24. I continually interrupt, reframe, and unlearn my biases, stereotypes and assumptions about privileged and marginalized groups.
- _____ 25. I understand how my various privileged and marginalized group identities impact how I am often perceived and experienced by others.
- _____ 26. I understand how my various privileged and marginalized group identities impact how I often make meaning of situations, and then how I react/respond.
- _____ 27. I continuously self-reflect to examine my behaviors, assumptions, feelings, and attitudes and their impact on others across social group memberships.
- _____ 28. I continually seek and utilize feedback about my behaviors and attitudes from members of privileged and marginalized groups; and utilize their input to improve my practice.
- _____ 29. I am aware of my "early warning signals" that I am beginning to feel triggered.
- _____ 30. I am able to notice and navigate my own triggered feelings of anger, fear, stress, grief, etc., so that I don't "work my issues on the group."
- _____ 31. I am aware of my triggers and their intrapersonal roots.
- _____ 32. I actively do my work around my triggers: explore their intrapersonal roots; do my healing work; etc.

Learning Guidelines/Working Agreements

1. Engage in open and honest dialogue
2. Participate fully (@ comfort level +1); Expect discomfort if learning occurs
3. Speak from personal experience
4. Listen respectfully; Listen to learn
5. Seek to understand; Expect disagreement &; Listen harder when you initially disagree
6. Share airtime; Move in, Move out
7. Be fully present
8. Be open to new and different perspectives
9. Explore the impact of comments and behaviors; 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 and describe what you see happening in the group, in you
14. Recognize your triggers; Share if you feel triggered
15. Trust that through dialogue we will reach deeper levels of understanding and acceptance
16. Engage & embrace this opportunity; We won't be finished

Meeting & Classroom Guidelines | Your Intentions & Guidelines

*To create environments where everyone feels heard, involved, supported, and respected

*To create productive and engaging environments for the 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 from other students

Panning

Increase your awareness of what is happening inside of you, and around you by using this skill...

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...
- Wonder: Is this an isolated incident or a possible pattern of experience?

*****AVOID falling into the trap of making a *SNAP JUDGMENT******
~ 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 Group Dynamics with an Inclusion Lens

Observers –

Use the following prompts as you use an Inclusion Lens to observe and track/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? and 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™**

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 the 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;" tell 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 rewords 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. Go 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.		
	41.		

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

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)

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

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

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

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

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

Feelings and Emotions

Major source: Raj Gill, Lucy Leu, Judi Morin, **NVC Toolkit**, 2009

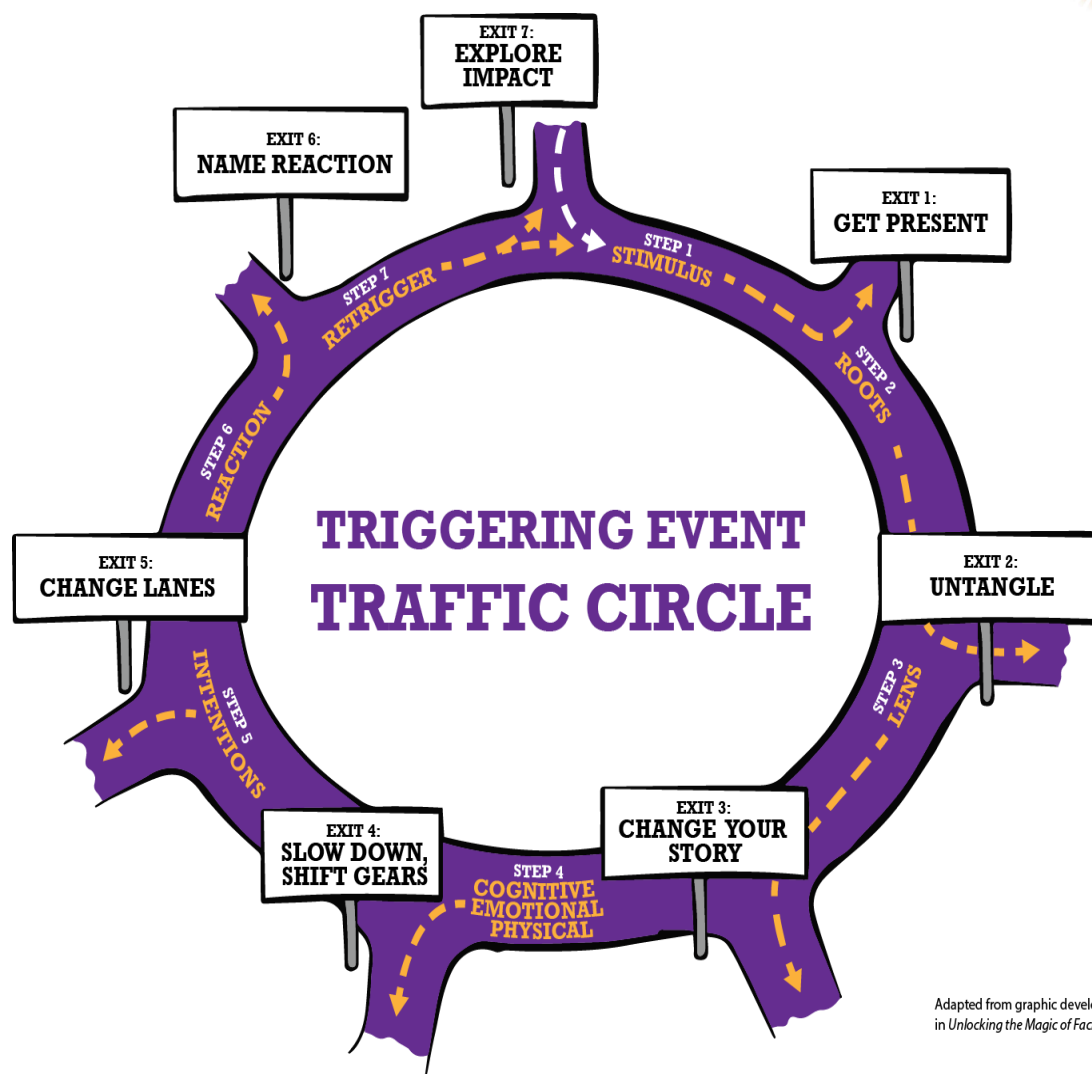
Sit with your reactions/reflections/experiences. **Check-off/Circle any that you felt/feel.** Add any others to the list.

Aggravated	Distressed	Jealous
Agitated	Distrustful	Jubilant
Alarmed	Drained	Lonely
Alienated	Dumbfounded	Longing
Ambivalent	Eager	Mean
Amused	Edgy	Mortified
Angry	Embarrassed	Nervous
Anguish	Empowered	Numb
Annoyed	Empathetic	Outraged
Anxious	Enraged	Overwhelmed
Appreciative	Envious	Panic
Apprehensive	Exasperated	Paralyzed
Appalled	Excited	Peaceful
Awe	Exhausted	Perplexed
Ashamed	Exhilarated	Powerless
Bitter	Fascinated	Preoccupied
Bored	Fearful	Puzzled
Burned out	Forlorn	Raging
Calm	Frightened	Regretful
Carefree	Furious	Relieved
Confident	Grateful	Remorseful
Confused	Gratified	Repulsed
Crushed	Grief	Resentful
Defeated	Guilty	Sad
Deflated	Hateful	Surprised
Dejected	Heartbroken	Sympathetic
Depleted	Hesitant	Tender
Depressed	Hopeless	Tense
Despair	Hurt	Terrified
Determined	Impatient	Touched
Disappointed	Incensed	Unsettled
Discouraged	Indifferent	Useless
Disgusted	Indignant	Vulnerable
Disheartened	Infuriated	Wary
Disillusioned	Insecure	Weary
Dissatisfied	Inspired	Worried
Distracted	Irritated	

Common Universal Needs/Values

(Adapted from R. Gill, L. Leu, and J. Morin (2009). NVC Toolkit for Facilitators.)

acceptance	effectiveness	openness
adaptability	efficiency	order
appreciation	empathy	participation
authenticity	equality	partnership
autonomy	fairness	peace
awareness	follow-through	play
balance	freedom	presence
beauty	fun	progress
belonging	growth	purpose
caring	harmony	reflection
celebration	healing	relaxation
challenge	health	reliability
choice	honesty	relief
clarity	hope	respect
collaboration	humor	rest
communication	inclusion	safety
community	independence	security
companionship	inspiration	self-expression
compassion	integration	self-reliance
competence	integrity	space
consciousness	intimacy	stimulation
connection	joy	spontaneity
consideration	learning	stability
contribution	love	support
cooperation	matterng	trust
creating	meaning	understanding
creativity	mourning	warmth
dependability	movement	wellbeing
dignity	mutuality	
ease	nurturance	



Adapted from graphic developed by Sam Killermann
in *Unlocking the Magic of Facilitation*. Used with Permission.

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

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 for folks?
- 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 meant 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... 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... 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 the dialogue. • So, we've discussed...we agreed to...

Commitment Sheet

Imagine a future difficult dialogue

- How might I prepare?

- What tools might I use to navigate my triggered reactions and become more centered and present?

- What tools might I use to engage others?

My next steps

1. What specific skills and capacities do I intend to develop further?

2. What resources can help me deepen my capacity and competence?
 - a. Who can I consult with and/or observe “in action?”

 - b. What can I read and study?

 - c. What videos can I watch?

 - d. From whom can I get support and encouragement?

Navigating Ourselves: Self-Management Interventions

As soon as you feel triggered, *Begin Within*

1. Conduct a “systems check” to track internal self-talk, feelings, physiological responses and intentions
2. Use stress management techniques (deep breathing, centering exercises) to minimize the impact of physiological and emotional reactions
3. Search for your intrapersonal roots that are fueling your reaction to the trigger
4. Notice how you interpreted the situation: your “story” about what you believe happened
5. Shift your “story” about the situation
6. Notice initial intent for how you want to respond
8. Use self-talk to shift your intentions to align with your values and vision for social justice
9. Assess your part in the group dynamics
10. Relate to the participants whose behavior was the source of your trigger: How are you just like them?
11. Identify your hoped-for outcomes: the destination of your response

Change your interpretation of the triggering event (Step 3)

- * If someone is "resistant":
 - They seem to feel safe enough to be honest about their thoughts and feelings
 - Now we can get to the heart of this issue...
- * If someone "interrupts":
 - I don't appreciate their timing, but they have a legitimate point/question.
 - They seem to have a lot of energy about this topic....
- * If someone makes a prejudicial remark:
 - Well, they came by their biases honestly in this society....
 - I wonder what they fear....
- * If someone is angry:
 - I wonder what feelings of hurt or fear are under their anger?
- * If someone gives negative feedback:
 - I can model how to be open to feedback....
 - This could be a powerful learning opportunity for me and others....
 - Maybe I have something to learn here....
- * If I make a mistake or make a prejudicial remark:
 - I can model how to be non-defensive and honestly acknowledge my comment....
 - I can model how to own and apologize for the impact of my behavior....and commit to working on myself and paying more attention...
- Focus on what is positive
 - At least they are willing to engage in this dialogue....
 - A few people are really getting it...
 - He did a nice job of reaching out to support her....

- I really respect them for hanging in with this topic....
- Focus on their intent
 - I know they don't intentionally try to make my life miserable.
 - These are good-hearted people....
 - They're doing the best they can...

Navigate your emotions ~ (Step 4)

- Monitor your level of emotional arousal
- Stay task-oriented
- Take a time-out
- Practice detachment
- Be still and meditate
- Vent your emotions with a colleague
- Simply name what you're feeling, and then hold your feelings for now, knowing you can explore and release them later
- Journal about the triggering event during a break or time-out

Restructure self-talk ~ (Step 4)

- **Thought stopping: stop your thoughts and refocus on what is happening in the moment.**

• Restructure irrational beliefs

- * I have to be liked and approved of by everyone
 - Some people may not like me. In fact, if this is a useful interaction, people may leave feeling confused and full of unsettling emotions.
- * I must be competent in all situations and not make mistakes
 - If I make a mistake, I can use it as an example in the conversation. They will see that I am human just like they are.
- * I have to know all the answers
 - I am not the expert here. My role here is to facilitate their coming to their own answers and finding their voice.
- * I must remain calm and control my feelings
 - If I get upset, I know I can manage my emotions. I could even use the event as a learning opportunity in the conversation.
- * I am responsible for their learning and growth
 - I will do the best I can. I am not responsible for everyone's learning. People will take away from here what they need.
- * People who are bad should be blamed and punished
 - I was just like them not too long ago.... I see myself in them. I want to help them learn from this experience.
- * I must try to change people to think and behave as I think they should
 - I have no right to try to change people. I can share my experience, strength, and hope, and talk about the impact of their behavior on me and others. Who am I to know what they need?

- **Positive self-talk**

- I can handle this
- I've done this before
- I am a competent, talented person...
- I have a lot to offer these folks...

- **Calming self-talk**

- Breathe...steady....
- I don't have to know everything
- I don't have to have the "perfect" answer...
- Everything works out for the best...
- What's the worst thing that can happen...?
- Trust the process....
- I'm doing the best I can. I don't have to be the expert....
- This isn't about me.... don't take this personally
- Everything happens for a reason....
- This, too, shall pass....
- How important is it....

- **Explore your part in the situation**

- I wonder why I am so triggered...
- What else is going on for me?
- Which of my issues and needs are being triggered in this interaction?
- What needs of mine are not getting met?
- Who does this person remind me of?
- What personal issues are interfering with my willingness or ability to be helpful?
- I wonder if I did something that triggered them...
- What am I doing that is contributing to their behavior?
- How have I acted inappropriately?
- What rules or expectations have I set-up that are not working?

- **Empathetic self-talk**

- I wonder what this person really needs, what they are really feeling...
- I wonder what they feel threatened about? scared about?
- How can I better understand where this person is coming from?
- How am I like this person?
- When have I felt similarly?

- **Recognize the person's level of competence**

- They don't understand...
- They don't have the ability to do what I want them to do...
- I know they're doing the best they can with what they know.
- This work takes significant skill...
- It takes a long time to unlearn all this prejudice....

Get Clear on Your Intentions ~ 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 the other person
- 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
- avoid confrontation and conflict
- 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 your past
- change the other person to account for times you either didn’t or couldn’t change oppressive people earlier in your life
- ignore them
- seek approval of others
- to be liked, to fit in

When You Feel Triggered, Shift Your Intentions to Align with Your Social Justice Values, such as:

- create greater inclusion
- leave people feelings 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, identifying unmet needs, shifting self-talk, stress management techniques, realigning your 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

Navigating Triggering Situations: Engaging Others (Step 6)

1. Get grounded in process outcomes: demonstrate respect and dignity; an opportunity to build relationship, connection, allies...
2. Avoid the “ABCs” of Potholes: Attacking, Belittling, Convicting
3. Explore, clarify, ask questions...to gather more information and understand their perspective....and gain time to re-center yourself and choose an effective response
4. Explore their intent: Help me understand what your intent was when you said...
5. State your truth, feelings, the impact on you...with care and compassion
6. Name the impact on organizational goals...with care and compassion
7. “Put a face on the issue”
 - a. Individual Level: Share your past and/or current diversity-related experiences (personal and work-related)
 - b. Group Level: Share others’ diversity experiences (personal and work-related)
 - c. Organizational Level: Discuss policies, practices, and procedures that have a negative differential impact on staff, faculty, and students across social identity groups, and organizational goals

Use "meta-interventions"

Ask the person(s) to take the "pulse" of the situation reflect on the process:

- What do you notice happening right now?
- How are we working together?
- How well are we respecting each other?
- How would you describe how people are treating each other?

Begin Within ~ Keep the focus on yourself; start by sharing what is going on for you, about you...

1. Here's what's going on for me as I hear you....
2. Here's where I relate....
3. Here's what I wonder about as I hear you....
4. Another way I might approach this is....
5. I hear what you're saying about.... a place where I have a different perspective is....
6. A dilemma for me is....
7. I'm on a learning edge here...what I'm curious about is....

Use the "self as instrument"

It takes great skill, personal awareness, presence, and self-confidence to effectively use triggering events as "teachable moments;" however, when managed effectively these moments can be some of the more powerful learning opportunities for others. The dynamics in the room often mirror those that others experience in their lives and in society. Triggering events can provide a microcosm within which people develop greater insight, knowledge, and skill to more effectively handle incidents they confront in everyday life. The following strategies can help people to use their emotional reactions to triggering events to inform their response and as a part of their intervention strategy.

- **Name your feelings and reactions**

- Describe your experiences, feelings, and perceptions to create a shared understanding of the situation
- Name the triggering event from your perspective and try to engage others in dialogue

- **Test for similar reactions**

- "I'm feeling frustrated, does anyone else feeling this way?"
- "I'm feeling anxious right now. Do others feel nervous, too?"

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 noticed that.... 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'm noticing 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 meant 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 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 inside and outside organization
- 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...

Further Resources

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.

Obear, K. (2016). *Turn the Tide: Rise Above Toxic, Difficult Situations in the Workplace*, Difference Press.

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 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 leaders and staff 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. 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?

15. 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'd 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?

16. Continuum for how to engage others:

- **Redirect:** Refocus group on topic/task without any reference to current group dynamics
- **Indirect:** A more vague, general comment to refocus group on topic and effective group dynamics
- **Direct:** Acknowledge the current situation, and/or the uninclusive or disrespectful dynamic

How to be an Ally: Things to Keep in Mind

A. The following behaviors may negatively impact the quality of the discussion:

Conversation stoppers

- Interrupting, speaking over each other
- Mostly using a telling and directive style
- Giving too much advice without asking questions to help others come up with their own solutions
- Pushing your point; insisting others do things your way
- Avoiding giving constructive feedback or using vague generalizations
- Overly critical focus on what they did wrong, what needs to change
- Always jumping right into task mode, without spending time developing and deepening relationships
- Assuming responsibility for the others' situations and trying to fix it for them
- Inappropriate jokes, gossip or stereotypic comments
- Making assumptions based on social group memberships, including gender identity and expression, race, ethnicity, religion/spirituality/ways of knowing, age, sexual orientation, nationality, im/migration status, educational background, disability status, veteran status, etc.

Common Dialogue Pitfalls/Traps

1. Perfectly Logical Explanations (PLEs)
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 POP 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

A good 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 to not 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.

A good ALLY first acknowledges their impact, apologizes, and asks to hear more about how they have negatively impacted the marginalized group member. And 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. AND 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 take action, 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 to 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.

Tools and Tips: Responding in Cross-Cultural Conflicts

A. Responding to Common Dialogue Blockers

1. Perfectly Logical Explanations (PLEs)

- 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. Yea, 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 "Yea, But" just then?

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. It rarely happens to them because some 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 somewhat 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 Feel 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

Recovery Tools: The 3 R's

It is critical to develop the capacity to demonstrate effective recovery skills when our comments and behaviors negatively impact others. We need the ability to acknowledge the other person's perspective, apologize for any negative impact, and commit to responding differently in the future.

REFLECT

As soon as you notice you feel triggered, *Begin Within*, and reflect on the following:

1. How am I feeling? How intense are my emotions? (-10 to +10)
2. What are my physiological reactions?
3. What story did I make up about this situation?
4. What intentions and motives fueled my reaction?
5. What intrapersonal roots are fueling my less effective reactions?
 - a. Current life issues
 - b. Cumulative impact
 - c. Unresolved issues and old wounds
 - d. Fears
 - e. Unmet Needs
 - f. Ego-driven desires
 - g. Assumptions, bias, shoulds, expectation and judgments
6. What might I have said or done that contributed to these difficult dynamics? Just now? Recently?
7. Relate to the person(s) whose behavior was the source of your trigger: How am I just like them?

RELEASE

1. Do some stress releasing activities to de-escalate the intensity of your physiological and emotional reactions
2. Create the time and space to release your retriggered emotions

REALIGN

1. Refocus on positive, productive intentions
2. Shift your initial story and subsequent thoughts

Then, choose how you want to RE-ENGAGE and RESPOND

If you are unclear why the dynamics are so charged and difficult, but suspect someone(s) may feel triggered:

- Did I say or do something that was offensive or triggering?
- Have I done something recently that is related to what we are talking about?
- Can you tell me more about what is troubling for you?
- It seems my behavior had a negative impact. I'm open to hearing how I've impacted you.
- I notice I'm feeling triggered, and I sense you are, too.

If you realize your behavior crossed a line, own your behavior and apologize:

- I notice I just interrupted you. I apologize.
- I realize what I just said/did was unproductive/offensive.
- I regret what I just did.
- I apologize. I was wrong to _____.
- I misspoke just now, and I apologize.
- I was wrong to just raise my voice and cut you off.
- I want to apologize for my tone.

If you realize someone is triggered by your comment or behavior, even if you feel you had not crossed a line:

- It seems something I did or said was triggering for you. Can we talk about it?
- Can you say more about the impact of what I said or did?
- I hear the impact of what I said/did. And I apologize.

If someone gives you feedback about your behavior:

- **Acknowledge and paraphrase** what behaviors they are concerned about and the impact
 - So, it sounds like you felt demeaned and dismissed by my actions.
 - When I interrupted, you shut down and didn't want to participate any longer.
 - You felt angry and disappointed when I followed up on Jerry's idea and not yours.
- If you are still unclear, **ask about the impact**
 - Can you say more about the impact of what I said on you?
 - What was the impact of my comment? Behavior?
- Ask if they have **any further feedback** for you or other issues to discuss
 - Is there anything else about the impact of my behavior you or others want to talk about?

- Are there other comments or actions that I've made that anyone wants to give me feedback on or discuss at this moment?
- **Apologize** for the impact and your behavior.
 - I apologize for my actions and regret the impact I had on you.
- **Appreciate** the person and the conversation
 - I appreciate your willingness to give me this feedback
 - I hope you'll continue to feel free to talk to me about this issue or anything else I do or say that creates a difficulty for you or the team.
- State **what you intend to do differently** in the future
 - It's my intention to think about all this, and to be far more aware of my tone and actions in the future.
 - As we go forward, my intention is to _____. Does this work for you?
 - Is there anything else you would like me to do differently in the future?

Group Identity Cards:

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 debrief

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 debrief

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, I can recognize them in the moment, but I struggle to respond effectively
 - iii. Not very aware or respond very effectively
- b. Share in groups of 2-3
- c. Large group debrief

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 debrief

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 in the organization

11. Conducting an Environmental Scan

- a. Divide up the 24 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. Web site 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

Group Identity Cards

Race/Racialized Identity	Educational Background
Customer-facing/ Back office	Skin Color
Gender Expression/Presentation	Position & Level in the Organizational Hierarchy
Immigration Status	Religion/Spirituality/ Ways of Knowing

Geographic Region	Sexual Orientation/Sexuality
Housing Status	Language Proficiency/ Use of English/ “Accents”
Criminal Background	Gender Identity (cisgender, transgender)
Work Style (extrovert or introvert, results or process oriented, etc.)	Sex Assigned at Birth (male, female, intersex)

Ethnicity/ Culture	Nationality/ Citizenship
Food Availability/ Security	Revenue producing/ Not revenue producing
Size/Appearance/ Athleticism	Relationship/ Marital Status
Disability Identity and/or Health Status	Socio-Economic Class (of origin; current)

<p>Mental Health Status</p>	<p>FAMILY MAKE-UP (of origin, current; household members)</p>
<p>Years of Experience (in the field, organization)</p>	<p>Political Affiliation</p>
<p>Veteran/Military Status</p>	<p>Age</p>
<p>Academic credit courses & services/ Non-credit courses & services</p>	<p>Transportation Status</p>

Care Giver Status

Survivor Status

Relationship with Addiction

Health Status

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?

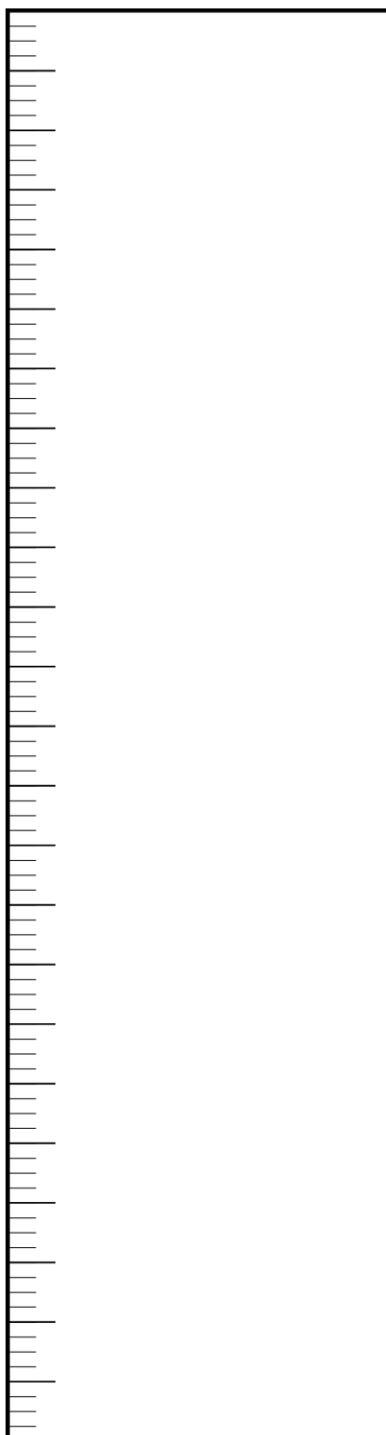
Identify How You Spend Your Time

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

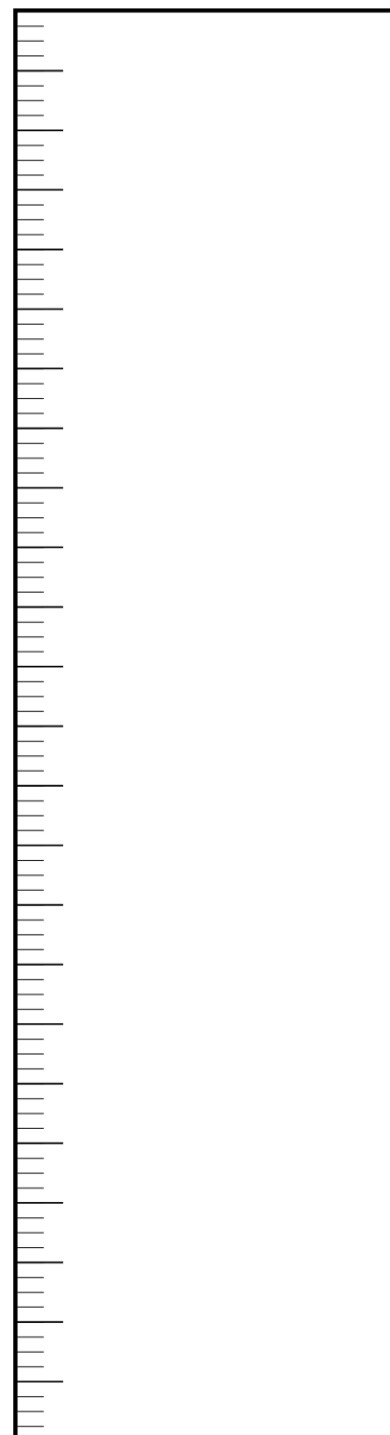
WORKDAY

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.

My Plan for Healing My Intrapersonal Roots

1. How I will get support and help to navigate my current life issues (financial pressures, relationship dynamics, burnout from deadlines and numerous responsibilities, illness, grief and loss, etc.):
2. How I will release the stress and pressure from the cumulative impact of recent events (talking with others, exercise, stress release activities, meditation...):
3. How I will work with others to resolve unfinished business and heal old wounds:
4. How I will identify and release my fears and anxieties:
5. How I will rearrange my life to find healthy ways to meet my needs more frequently and consistently:
6. How I will examine, heal, and shift my ego-centered desires (be in control, avoid conflict, be right, make others learn and change, be perfect, to be liked, prove I am competent, etc.)
7. How I will identify and shift assumptions, stereotypes, shoulds, expectations and judgments: