Module 3: Enhancing Staff Teams

Module 3, Segment 1: Strategies for Supervised Visitation Leadership to Build & Maintain Cohesive Staff Teams

FOR LEADERSHIP STAFF

Grounding Information for Leadership Staff

For every private and public social service program, building and maintaining a cohesive staff team takes time, intentionality, and support. Whether you're building a visitation program from the ground up and working to develop your staff team or taking a moment to reflect on your existing program and current staff team this supplemental guide is intended to provide you with some tips on how to build, maintain, and enhance your staff team.

What we have learned over the years is that when a program actively works to create a cohesive staff team programming is strengthened, and the outcome is a program that is informed and responsive to the individuals and communities being served.

The following are some strategic steps any supervised visitation program can take to support your process of building, maintaining, or enhancing your staff team.

1. **Ensure you have a diverse team.**

Programs must be intentional about hiring a diverse staff that represents the communities you serve. Diversity is an asset to all workplaces, especially within social service organizations. People from a variety of backgrounds and identities often work together to create more innovative policies and practices that will benefit your organization, your community, and the families you serve. You ideally want your team to have a variety of lived experiences related to gender, sexual orientation, race, religion, ethnicity, ability, socioeconomic background, age, etc. Having a diverse team, across multiple aspects of identity and community, can also help prevent tokenism and marginalization within the workplace, which can improve recruitment and retention. It’s important to note that hiring a diverse staff is the first step to creating an environment that is equitable and inclusive. Diverse staff members must also experience a sense of belonging, while their expertise is honored. You will also want to look critically at who has access to leadership and management positions within your organization, ensuring that there is equal access to upward mobility. Building a diverse team grounded in equity and inclusion is significant and important work for any organization, and tangible resources should be dedicated to it whenever possible. Remember that a diverse team where everyone is valued and welcomed will ultimately contribute to all the families you work with feeling valued and welcomed, which in the end can contribute to healing, safety, and well-being.

Programs should work to hire staff members who are well suited for the work of supervised visitation services. The nuts and bolts of visitation work can be taught; however, particular beliefs and attitudes that are imperative to this work are more difficult to teach. Not everyone is a good fit for this work. The ability to hold compassion and empathy for everyone, while working to ensure no further harm comes to adult and child victims requires great skill and self-awareness. Please refer to the supplemental guide “Considerations: Visitation Center Staff Qualifications” found at the end of this segment for further support on selecting staff that would fit well in this line of work.

For many programs, staff turnover tends to be very high. Staff turnover has a tremendous negative impact on an organization and its ability to take on the added complexity of working with families who have experienced violence, trauma, and change. What we have learned from organizations that retain diverse teams is that work/life balance is critical and must be nurtured. Finding the balance between staff autonomy and staff oversight is critical to growing teams where everyone who feel trusted, respected, and confident that they have the tools, support, and respect they need to be successful.

It is also imperative that organizations/programs provide the staff with regular team meetings, individual supervision and support, and consultation with community partners (e.g., batterer's intervention programs, domestic violence advocates, children's advocates, and family law attorneys) on a regular basis. Program staff should be provided with the best available training, information, support, and resources to be successful in their positions. A staff team that feels well equipped and supported is much more likely to do well and remain with an organization/program.

2. **Create a strong organizational infrastructure.**

It is essential that as organizations, you are transparent about why and how you do the work. Organizations should actively examine and make clear the beliefs you hold, the approaches used, and the role of your center. It is vital to undergo a process of collective assessment and continual, iterative improvement to best serve the families utilizing supervised visitation services. Ongoing assessment and subsequent improvement efforts should apply to your policies and practices for both clients and employees. Through consistently engaging in evaluation and reflection, your organization can demonstrate how not only center participants but staff can grow, thrive, and push learning edges as much as possible. The first step in this exploration is to determine each other's definitions and beliefs about domestic violence, sexual assault, child sexual abuse, dating violence, and stalking.

Here are some questions to help you explore the beliefs that are held by your program staff and collaborative partners:

Q- What beliefs do you have about domestic violence, sexual assault, stalking, dating violence, and child sexual abuse that inform and guide your work?

Q- What unifying/common beliefs do you possess as an OVW grant community?

Q- How should these beliefs guide and inform the development and operation of your supervised visitation program?

Your beliefs should then guide the development of a unifying vision, mission, and philosophy for your grantee community. If you have already developed a vision, mission, and philosophy you may need to work backward and conduct a cross-check – you can then ask (1) What beliefs do our vision, mission, and philosophy reflect? (2) How does the vision, mission, and philosophy account for our beliefs? and (3) Is this reflection on target with how we want our program to operate?

Determine or clarify the role of your supervised visitation program. Engaging in an exploration of such questions as (1) What is the center's responsibility toward the survivor parent? (2) What responsibility does the center have to make the violence visible? and (3) What is the primary reason the center exists? (e.g., is the center there for the courts, attorneys, the men, women, and children who will use center services)?

Conduct an assessment to determine how well your program provides support for staff to be successful in their positions. Explore the following questions:

- How are you organized to support staff working with people who use violence?
- How are you organized to support staff working adult survivors of violence?
- How are you organized to support staff working with children and youth who have experienced violence?

- How does your organization support and ensure that its staff represents the diversity within your community?
- How are supervision and support set up for staff?

3. **Practice teamwork.**

Team-building is imperative to the success of the staff team and their ability to work together and look to each other for support and connection. Module 3, Segment 1: Building Team Cohesion provides support to begin building your staff team.

4. **Establish trust.**

Different teams will have varying degrees of trust. Even within a team, different people may feel more trust than others. Programs must take time to build and enhance trust among diverse team members. Module 3, Segment 2: Establishing Trust provides a guide to explore and build trust among your staff team.

5. **Give & get feedback.**

Giving and receiving feedback is a great way to grow, learn, and build the capacity to become stronger in your role. This should be a combination of individual feedback and team feedback. Module 3, Segment 3: Peer-to-Peer Support & Giving Feedback provides support to establish this practice in your program.

6. **Celebrate success.**

When your team celebrates together, they tend to become a stronger team. Be intentional about celebrating the big and small things that happen within your staff team - both at work and outside of work. It is also important to make sure the staff team knows you appreciate their work; thank them often.

Supplemental Guide for Module 3: Segment 1: Strategies for Supervised Visitation Leadership Staff to Build & Maintain Cohesive Staff Teams

Considerations: Desired Qualities of Visitation Center Staff

- ❑ Self-awareness and the ability to set aside personal bias and beliefs.
- ❑ Willingness to address power differentials and privilege and the impact that has on building relationships and trust.
- ❑ Ability to set strong boundaries around personal well-being.
- ❑ Able to work in the complexities of people's lives. Willingness to be in the grey of people's experiences.
- ❑ Ability to hold compassion and understanding for survivors, children, and people who use violence.
- ❑ Comfortable working with people who use violence.
- ❑ Ability to learn and grow without feeling defensive. Capable of receiving feedback and being willing to change.
- ❑ Able and willing to ask for help and support.
- ❑ Clear philosophical understanding of domestic violence.
- ❑ An understanding of cultural humility and the ability to be responsive to diverse and unique needs.
- ❑ Non-judgmental and awareness of personal judgments with the ability to self-monitor and set them aside.
- ❑ Compassion and the ability to show respect to every person who uses center services.
- ❑ The ability to manage multiple needs, expectations and safety issues simultaneously.
- ❑ The ability to make clear decisions and remain calm in chaotic circumstances while being pressured or confronted by others.
- ❑ The ability to make decisions and defer decision-making to other staff when necessary.
- ❑ The ability to manage conflict effectively and model healthy communication styles.

- ❑ Can continue to work effectively while strong emotions are being expressed.
- ❑ Sense of humor.
- ❑ Holds respect and empathy for self and others.
- ❑ Ability to solve complex problems, respond quickly in a crisis, and deal with a variety of concrete variables in situations where there may not be directives nor a lot of clarity.
- ❑ Acts professionally and ethically at all times and maintains positive, cooperative, and productive working relationships with colleagues and collaborative partners.
- ❑ Ability to maintain a non-judgmental attitude when working with others whose values and beliefs may be in contrast with their own values and beliefs.
- ❑ Ability to maintain confidentiality.
- ❑ Ability to function under stressful conditions; able to work independently as well as part of a team; consistently demonstrate effective listening skills and common sense.
- ❑ The ability to tolerate frequent interruptions.
- ❑ Demonstrates a courteous, caring, and understanding attitude towards program participants, co-workers, and community partners.

Module 3, Segment 2: Building Team Cohesion

Facilitator Preparation & Notes

Just like the families using your center should ideally feel a sense of trust, belonging, and connection, so should the staff at your center. It's quite common for work teams NOT to feel a sense of cohesion, shared purpose, nor a feeling that everyone's expertise is respected and utilized. Often the pressure of the work and definitions of "productivity" that challenge trust and relationships get in the way. This segment is meant to build team cohesion and relationships. Having a strong staff team who feels connected to one another comes from being intentional about building staff cohesion. To build staff cohesion, it is important to nurture the ability for the staff to get to know each other, hold personal connections with each other, talk regularly about things that matter to them, and talk about difficult or sensitive issues. While it is important to have fun together, building staff cohesion also requires time for staff to get to know one another in a deeply meaningful way. Providing an atmosphere where the staff is supported and allowed to make mistakes and express oneself freely also improves team cohesion. We have provided a few ideas that balance having fun with supporting a deeper connection among the staff. We encourage you to supplement these activities with any others that suit your team. In this segment, you will be asking staff to generate ideas to enhance their team cohesion, so be prepared to hear from them and think about how you can implement their ideas in the future. The following are a few ideas in case you need to supplement what your staff share:

- *Create intentional time to meaningfully engage in a thought-provoking question (work or non-work related).*
- *Go for a hike or a walk together*
- *Play a game before or after a staff meeting*
- *Have meetings outside of the workspace*
- *Organize an event together*
- *Volunteer at another organization as a team*

- *Hold a staff variety show*
- *Create a staff message board to encourage sharing things such as: what do you like to do in your free time, what you are currently reading or wanting to read, what you are currently watching (TV show/ movie), your pets with a picture, favorite food, favorite restaurant, a picture of your family, a picture of your silliest selfie...*

Supporting Materials

➔ Post-it notes (enough to give several sheets to each person)

Facilitator Guide & Talking Points

1. (10 minutes) Check-in: Share a hidden talent that you possess that your co-workers may not know about you.
2. (2 minutes) Share with staff: We will do our best work as a supervised visitation center when we are connected as a team, where everyone can be their authentic self and contribute to the culture of our organization. Each of you is a critical part of this team, and we hope you feel like it. Sometimes when our work is stressful and overwhelming, we can lose sight of that. Also, just sharing in camaraderie and fun is a big part of team building. Todays' meeting is all about helping us feel connected. It's a work in progress!
3. (10 minutes) Ask staff to break into pairs, and discuss: "What brings you to this work of helping keep kids safe, and how does this motivation add to what you offer as a staff person?" Let the staff know that they will be sharing back to the large group on behalf of each other. Staff should only share what makes them feel comfortable.
4. (15 minutes) Large group share-out. Ask everyone to share what they learned about their partner.
5. (5 minutes) Team building brainstorm: Pass out post-it notes to everyone. Ask them to write ideas they have for free and easy

activities, games, or exercises for fun and team building, one idea per post-it.

6. (5 minutes) Ask everyone to add their post-it notes to the wall, and share their ideas as they post them. You will be saving these ideas to consider for implementation. You can also revisit these ideas in future staff meetings if you need more time.
7. (10 minutes) Check-out: ask everyone to share one thing they appreciate about the center or a fellow staff member.

Module 3, Segment 3: Establishing Trust

Facilitator Preparation & Notes

Different teams will have varying degrees of trust in a staff meeting and a family consultation process, especially if it involves a focus on how they have worked with families. Even within a team, different people may feel more trust than others during a staff meeting and consultation process. This first activity is meant to help you explore with your team what staff needs to have trust in conducting consultations and in establishing some agreed-upon basic expectations.

Supporting Materials

➔ Note-taking Supplies

Facilitator Guide & Talking Points

1. (10 minutes) Check-in: Ask everyone to share one thing they love about working with children and families at your center. Celebrate the good stuff.
2. (5 minutes) Share with staff that today you will explore how your team can engage with each other in a way that is honest, helpful, and grounded in trust. A key to staff and organizational wellness is being intentional about allowing time to cultivate relationships, create room for open and honest dialogue among the staff, engage in self-reflection, and support ongoing growth and change. Mention that people may have different feelings about giving and receiving feedback. All of those feelings are valid and can help us build a process that ideally works for everyone and leads to enhanced work with families. It is normal to feel a little anxious about receiving feedback, and we want to make sure we build a process that is supportive and helpful. It's also important to remember that some of

our most profound learning happens when we are out of our comfort zones.

3. (10 minutes) Break the staff into pairs and have each pair discuss: When you think about **giving** feedback to your colleagues during the family consultation process, what thoughts and feelings first come to mind? Try not to censor your thoughts.
4. (10 minutes) In the same pair groups, now ask them to discuss: When you think about **receiving** feedback from your colleagues during family consultations, what thoughts and feelings first come to mind? Try not to censor your thoughts.
5. (15 minutes) Bring everyone back into the large group and facilitate a discussion about giving and receiving feedback. You will want to take notes or ask for a volunteer notetaker, as points from this discussion will aid in Segment 2. Below are talking points to supplement or support you in facilitating this discussion:
    a. What came up for people that you are willing to share?
    b. Do any common themes emerge around giving and receiving feedback?
    c. Can any of the concerns be resolved through shared agreements and guidelines? Information you obtain here will help with Segment 2, which will more formally establish how a peer-to-peer support model for giving and receiving feedback will be implemented.
    d. Why is it important for us to be able to give and receive feedback as we consult about our work with families? Ask if the group can come to a consensus about why it’s essential.
    e. Why is it important for a sense of trust to be established among the team, including with leadership, for family consultation processes?
    f. Let people know that the next step in the next meeting will be to establish the peer-to-peer support model and have a chance to practice. Everything the team discussed today will help inform how you implement your staff meeting and family consultation model.

6. (5 minutes) Closing: Ask everyone to share one time they learned something new from participating in family consultation (formal or informal). Or, ask them to share one thing they are looking forward to related to improving staff meetings and the family consultation process.

Module 3, Segment 4: Peer-to-Peer Support & Giving Feedback

Facilitator Preparation & Notes

This section, in particular, draws from content covered in the training "Working with Infants, Children, and Youth in Supervised Visitation" presented by Inspire Action for Social Change in partnership with the Department of Justice, Office on Violence Against Women, so this may be review for some of your staff. But these concepts tend to become more effective with practice!

Additional resource: An article written by Brooke Anderson on Medium.com called "10 Tips on Receiving Critical Feedback: A Guide for Activists". https://medium.com/@brookeanderson/10-tips-on-receiving-critical-feedback-a-guide-for-activists-e51689c59d81

Supporting Materials

➔ Each staff person will need writing materials and their Supplemental Workbook

Facilitator Guide & Talking Points

1. (10 minutes) Check-in: Review from your last meeting the reasons staff shared for why it's important to be able to give and receive feedback in this work. Ask people to share if they have any new reflections.
2. (5 minutes) Share with the staff: Peer-to-peer-support is an important element to creating an environment that fosters mutual respect, support, and growth. We know that providing and receiving feedback requires trust as well as a specific set of skills. To offer a peer-to-peer connection, we have to be in a mindful and open place. It's important to remember that to provide thoughtful feedback; each person needs to be able to be present and

authentic. Remind staff that we are all human and may not always be in a good space to give or receive feedback, it's OK. If you are ever not feeling up to it, your peer-to-peer session should be rescheduled. The process of peer connection should be a give-and-take process that is organized to support and nurture you and your peers, not create shame or create a sense of failure.

3. (5 minutes) Ask staff to turn to pages 29-30 of their workbook, and ask them to take turns reading each point out loud from the "Tenets to Peer-to-Peer Connection and Feedback Reminders" and "Providing Peer-to-Peer Support" worksheets. When providing peer-to-peer connection and support, keep these key tenets in mind both when you are giving feedback and receiving feedback.
5. (5 minutes) Large group discussion: Are there any points here that stick out to you? Why?
6. (5 minutes) Share with the staff: In our next meeting, we will decide how we will be structuring our staff meetings and family consultation formats using peer-to-peer support, based on these principles. Ask if they have any questions.
7. (10 minutes) Check-out: Ask everyone to share one thing they will do today to honor a success or positive aspect of their work at your center. For example: "When I hear a child laughing, I will take a breath and hear the joy," etc.

Module 3, Segment 5: How to Structure Family Consultation Peer-to-Peer Feedback

Facilitator Preparation & Notes

It's up to you and your team how specifically you would like to structure peer-to-peer family consultations, and your team practice can change and evolve. Here we offer some options to consider as a team, but encourage creativity in developing an approach that works for you. The most important thing is to make sure that the structure you use is rooted in the content in the workbook, "Tenets to Peer-to-Peer Connection and Feedback Reminders" and "Providing Peer-to-Peer Support" (workbook pages 29-30). We encourage a model where the staff person receiving feedback gets to choose if they would like the consultation to occur in smaller peer-to-peer groups or with the whole staff. Both offer unique benefits.

Supporting Materials

➔ Each staff person will need writing materials and their Supplemental Workbook

Facilitator Guide & Talking Points

1. *(10* minutes*)* Check-in: Ask the staff to break into pairs and share one positive result from our last meeting. Bring the group back and facilitate a large group process by asking if there is anything they would like to share from their discussion with their partner.
2. (5 minutes) Ask the group to break into small groups (groups of three typically work best), and discuss the following question: As we set up our peer-to-peer feedback family consultation structure, one option to consider is whether you would like to consult in small groups, or as a whole staff. Please talk together for five minutes

about your preferences as the person **receiving** feedback.

3. (10 minutes) Bring staff back together for a larger discussion. Ask if anyone wants to share highlights from their discussion about small group peer-to-peer feedback consultation vs. whole team feedback. Remind staff about your discussions and commitments from Segment 1 of this module when you discussed establishing trust.
4. (5 minutes) Refer staff to workbook page 31, and ask them to read the steps to “How to Structure Peer-to-Peer Family Consultation Feedback”.
5. (10 minutes) Facilitate a group discussion to allow the staff to:
    a. Ask questions.
    b. Share reflections or bring up concerns about these steps.
    c. Share if they have any suggested changes.
6. (10 minutes) Check out: Share one thing about learning from your peers that you think can help you in your work.

Module 3, Segment 6: Practical Application Feedback Session

Facilitator Preparation & Notes

In this segment, staff will be trying out family consultation peer-to-peer feedback which we prepared for in the previous segment. We recommend that before this session takes place, you identify a staff person willing to be the person receiving feedback, from the staff team. (Logistically for this segment, it will work best if the entire staff team participates in this first practice session together before breaking off into small groups). If the person who volunteered to receive feedback feels comfortable, it would be helpful if they identify an actual family they are working with now or in the past. If you are unable to identify a volunteer for this segment, we encourage you to consider being the person receiving feedback to model how it can look. You can speak about a real family you worked or work with, or write a fictional scenario with background information about the family. If you do have a brave staff volunteer, share with them the steps for this meeting in advance, so they know what to expect. Additionally, make sure you have thought in advance about how you could incorporate peer-to-peer feedback. For example, if you already know based on logistics and other constraints when and how often family consultation peer-to-peer feedback sessions can plausibly take place, you might opt to share your determination with staff during that section of this segment, and ask for their thoughts. However, if possible, we encourage empowering the staff to be part of that decision-making process. No matter what, transparency and clear communication are key. You also want to ensure that the feedback sessions can happen regularly as scheduled, and aren't put off consistently - which is why being realistic is crucial.

Supporting Materials

➔ Each staff person will need writing materials and their Supplemental Workbook

Facilitator Guide & Talking Points

1. (5 minutes) Check-in: Share one word that describes how you feel at this moment when you think about receiving family consultation peer-to-peer feedback.
2. (10 minutes) Ask staff to break into groups of three and briefly describe a moment in the past few weeks when they felt like a consultation with peers could be helpful. They don't need to present background or detailed information about this situation, just a very brief description of a situation that gave them pause. This meant to be a warm-up activity before diving into a real peer-to-peer feedback session.
3. (5 minutes) Ask staff to turn back to the workbook page 31 from your last meeting, Module 3, Segment 5: "How to Structure Peer-to-Peer Family Consultation Feedback". Ask them to quickly reread these steps as a review.
4. (20-30 minutes) If you DO have a staff volunteer, share with staff that this person will be receiving peer-to-peer feedback from the staff team, following the format in the above workbook pages. Remind everyone that going forward, we will decide if they want the entire staff team or small group feedback sessions, but for the purposes of group learning, this staff person has graciously volunteered.
   If you DON'T have a staff volunteer, let the staff know that for this exercise, you will be the person receiving feedback.
   Follow the steps as outlined in the workbook "Peer-to-Peer Family Consultation Feedback." *Please note for steps 3 & 4 you may not

have time for every single staff person to contribute, and not everyone may have feedback or questions. Encourage people to engage in steps 3 and 4 as needed.

5. (2 minutes) Thank your staff volunteer for engaging in this process, and for being brave enough to try it with the staff team. Remind staff that we can all learn during this process, even during someone else's feedback session.
6. (5 minutes) Ask the staff to break back into the same small groups, and discuss how often they would like to have peer-to-peer feedback sessions. Let them know they will report back to the large group. They don't all have to agree, though it's helpful if each group reaches consensus.
7. (5 minutes) Bring the staff team back together and ask for a report out. Keep a tally of the results, and hopefully, a few options will emerge. If all of the options are feasible, ask for a vote. If you believe that more leadership and administrative level consideration will need to be part of determining when and how often peer-to-peer feedback will occur, let the staff know. Also, let them know when you will get back to them with a decision.
8. (5 minutes) Check-out: Share one thing you will do this week to recognize the positive work happening at your center. It can be something to focus on, compliments to give each other, observations to make, a joy to cultivate, etc.

Module 3, Segment 7: Integrating "Lid Flipping" into Family Consultations

Facilitator Preparation & Notes

Note to facilitator: Hopefully, most of the staff will have been through the Inspire Action for Social Change, "Working with Infants, Children, and Youth in Supervised Visitation Immersion Training". In this training they would have learned about the concept of "lid flipping," which is a shorthand way of describing what happens in our brains when we have a significant stress response and our thinking brain goes offline, or "flips," and we go into flight, fight, freeze response. Additionally, here are two resources that can support a deeper understanding of this concept:
Dr. Daniel Siegel presenting the "Hand Model of the Brain" in this 2.5-minute video that explains the concept of lid flipping. In this video, Dr. Daniel Segel is talking to parents, but the applications are relevant: https://www.youtube.com/channel/UCTWBXmBPmADBOJah1tl0IFA/playlists?view_as=subscriber. From this "Info @InspireAction" YouTube Channel you can then select "Playlist" on the menu bar and then open the "Enhanced Model of SV Immersion Extension Package" playlist. Then select "VIEW FULL PLAYLIST" and choose this video.

Another supporting resource: "The Whole-Brain Child Workbook Practical Exercises, Worksheets, and Activities To Nurture Developing Minds" *http://www.portlandpediatric.com/console/page-images/files/building-resilience/Late%20Adolescence/Whole%20Brain%20Child%20Workbook_PUB083550.pdf*

Supporting Materials

- ➔ Each staff person will need writing materials and their Supplemental Workbook

Facilitator Guide & Talking Points

1. (10 minutes) Check-in: Ask everyone to share one indication in their body when they know they have a stress response, and their lid is about to flip. It is okay if some people are not able to identify or feel uncomfortable sharing any indicators. A benefit of this check-in is to allow people time and space to think, and as a result, they may be able to start to notice this for themselves in the future. If time allows, ask everyone to share one non-verbal thing they do to put their lid down and turn their brain back on when they notice these indicators. A few common indicators to supplement your discussion if needed:
    a. Heart racing
    b. Fast & shallow breathing
    c. Sweaty palms
    d. A sudden hot sensation
    e. Feeling dazed or hazy
    f. Shaking
    g. Clenched jaw
2. (5 minutes) Ask for a volunteer to explain the concept of lid flipping to the group. Remind the group that everyone flips their lid - it's a normal response to certain types of stress. What's important is that we learn how to best put our lids back down before we try to solve complicated problems with ourselves and others.
3. (10 minutes) HOT SPOTS ACTIVITY:
    a. Share with staff: Everyone has "hot spots" otherwise known as interactions, situations, communications, and triggers that can set off a stress response, causing us to flip our lids. We can have these experiences at work, at home, or in our communities. Once we know what our "hot spots" are, we can think in advance about how to prevent them, manage or navigate them when they do happen. Once we are aware of our "hot spots", we can be better prepared to put our lids

down!

b. Ask the staff to complete the “Hot Spots Activity” found on pages 32-33 of the workbook. “Hot Spots” can be anything from a simple act to a complex response, and they aren’t the same for everyone. Some examples of “Hot Spots” to supplement your discussion:
   i. Getting interrupted
   ii. People talking too close to you
   iii. The layout of a room not making sense to you
   iv. A process that feels unnecessarily complicated
   v. Someone raising their voice
   vi. Someone not listening
   vii. Microaggressions

4. (5 minutes) Ask staff to break into pairs and discuss any reflections or points from the “Hot Spot” activity.
5. (5 minutes) Bring the group back to have a large group discussion and ask:
   How do you think identifying your “hot spots” in advance can help you keep your lid down?
6. (5 minutes) Check out: Ask everyone to say one word indicating how they feel now that they have identified hot spots at work.