



CARESTM CERTIFICATION

RESPECT: Restorative
Relationships



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You are authorized to use the learning objectives, activities, and module materials within your team to help your team to become, or remain, high performing in the areas of equity and inclusion. We ask that you do not teach or share these materials. Thank you!

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Objectives for the Respect Module

By participating in this session, you will be able to:

- Analyze how relationships are impacted by personal experiences
- Understand Core Competencies of Social and Emotional interactions
- Incorporate restorative practices into multiple levels of relationships

Core Principles & Beliefs of US²

1. Guilt and politeness are the glue that hold prejudice and stigma in place.
2. Intentions ≠ Perceptions.
3. We must intentionally include so as not to unintentionally exclude.
4. **Seek to impact someone's heart – this will change their minds.**
5. Every issue counts.
6. Growth occurs in discomfort.
7. Once you know better, do better!

Our goal within US² is to help people better understand themselves in order to unite society.

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Use this section to take notes throughout the presentation – your facilitator will remind you and refer to page numbers. Slide decks are not provided in their entirety, so your notes and participation will allow the continuation of learning:

Relationship Values

➤ **What do we value about our relationships with others?**

➤ **How do these values impact how we communicate?**

➤ **How do these values impact who we have relationships with?**

Rose/Thorn; Win/Loss

Ask participants to share names and where they are from. Then ask them to share their rose/win and their thorn/loss for the current day or week. This could be anything they are seeing as a win (PR in a fitness event, grocery bill under a certain amount, full night of sleep, job promotion, etc.) and anything they are seeing as a loss (lost sleep, a broken household appliance, they or someone they love is sick, an extra bill they weren't anticipating, etc.) Acknowledge that we all have a variety of these- wins and losses- regularly in our lives and our relationships. We need to acknowledge both sides- no matter how big or small- for ourselves and others and sit with the feelings these wins/losses bring.

CASEL Core Competencies

Self-Awareness: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose. Such as:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose

Who Are You?

Participants will pair off (paired by the trainer or sent to breakout rooms at random). One person will begin by asking the other "Who are you?". Their partner will answer this question and then the asking partner will ask the question again. This will continue for 2 minutes with the same person asking over and over "Who are you?" and the partner answering the question differently each time (there is no rule for their answers except that it must be different from something they have said previously). After 2 minutes, the partners will switch. The person who was asking the question will now become the person answering the question. After these 2 minutes are up, ask each participant to take a few minutes to reflect on what they said and what they heard from their partner. Questions to consider-

- Was this easy?
- Did you reveal things that surprised you?
- Were there things that you wanted to say, but didn't? Why do you think that is?
- Do you consider the things you shared part of your identity? Why or why not?
- Why do our identities matter?
- What would we say if this exercise was reversed? (You answer the "Who are you?" question for your partner) And how does that reversal speak to the way we identify and/or categorize people?
- Are these categorizations for ourselves/others good/bad/otherwise?

Leaving Your Legacy

You are asked to prepare the criteria for your own legacy award. What criteria would you use? How would you want to leave your legacy? In order for someone to receive your award, what criteria would they have to meet? How is this criteria based on your life?

SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals. Such as:

- Managing one's emotions
- Identifying and using stress-management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency

Blurt!

When it is your turn, you must describe the word or phrase without saying any of the words on your list or saying it rhymes with _____. (Example- the phrase is Dolly Parton. You must give clues that do not use the words “dolly” “parton” or it sounds like “polly martin”.) Each participant will keep track of the number that they get right. The person with the most right at the end of all the rounds is declared the winner.

QUESTIONS

- Did you hold back at all during the game? Why or why not?
- Would you play this game differently depending on the people with whom you were planning?
- How did you feel when you got an answer right or wrong? Did you ever feel yourself having a strong emotional response? How about when others got an answer right or wrong?
- Where you mindful of the emotions of others while you were playing?
- Would you have played differently if you were specifically instructed to pay attention to your emotions as you played?
- How does a game like this connect to our real-life interactions with others?

WORD LIST

| | | | | |
|--------------|----------|-------------|----------|---------|
| Old | Agile | Love | Mix | Statue |
| Dumb | Gain | Loyal | Texture | Conquer |
| Silly | Brown | Backward | Domestic | Cover |
| Weird | Liberal | Slight | Foreign | Ceiling |
| Nerd | Freedom | Honor | Pull | Silent |
| Fast | Bridge | Binge | Cross | Closet |
| Smart | Wall | Flag | Border | Needle |
| White | Trailer | Frontier | Crowd | Red |
| Rich | Language | Quest | Power | Rally |
| Cross | Sign | Land | Hunt | Rise |
| Large | Stop | Reservation | Fault | Nail |
| Puny | Order | Inquiry | Crazy | Normal |
| Conservative | Slow | Drink | Mental | Typical |
| Poor | Skinny | Brand | Bland | Trendy |
| Black | Rule | Dark | Shy | Clothes |
| Mute | Broken | Shadow | Huge | |
| Speech | Rash | Hood | Loud | |
| Forward | Disease | Tease | Hero | |

Triggers

Ask participants to identify words that operate as triggers for them. Collect these words/phrases. In small groups ask participants to discuss:

- Why are certain words/phrases triggers?
- How do you typically respond when hearing these words/phrases?
- Are you aware of having to manage a response to these words or phrases?
- What happens when we have to manage these responses?
- Are there times when you haven't been able to manage your response in a way that others feel is appropriate? (What are appropriate responses? Who decides this?)
- Have you had to hold your tongue or limit how you respond to someone because of the impacts a strong response might illicit?
- How is this management impacted by our personal identities?
- Do people who carry certain identities have to respond in certain ways?

Consider writing a letter to the person/people who used these words or phrases against you and say the things you wished you had.

RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed
- Standing up for the rights of others

RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. Such as:

- Demonstrating curiosity and open-mindedness
- Identifying solutions for personal and social problems Learning to make a reasoned judgment after analyzing information, data, facts
- Anticipating and evaluating the consequences of one's actions
- Recognizing how critical thinking skills are useful both inside & outside of a work/professional environment
- Reflecting on one's role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts

The Office

You are locked in an office together. This office is stocked with the typical office supplies (nothing too fancy but things that you find the show, *The Office*!). It is their job to create a list of 10 things that they can find around the office to use to escape and get everyone out safely. (The office is on the 33rd floor of a high rise building with extra thick glass on the windows that cannot be broken. There is a front door and backdoor to the office space. Both have double locks).

- First, brainstorm all sorts of things that exist in this setting that may help them.
- Then, pare the list down to ten things would they need/use to get out.
- Once they have come to a consensus, they must pare the list down to 6 supplies.
- Can they work together to get their list to 3 items?

Questions:

- Did you use any of the steps shared earlier?
- Was there a point in time when emotions were high and self-management skills needed to be employed?
- What real-life problems have you encountered where these steps would be beneficial?
- How does self-awareness, self-management, and relationship skills impact decision-making?
- What do we do when we deem decisions to be irresponsible?
- Who/what determines what is a responsible decision?
- How does that connect back to our identities?

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations/systems on behavior

Quiz Yourself: Do You Lead with Emotional Intelligence?

By Annie McKee

Great leaders *move* us—they inspire, motivate, and energize us. How? They do it through emotional intelligence. Dan Goleman woke us all up when he published his groundbreaking book on the topic (in 1995). Since then we’ve learned a lot about EI competencies, such as self-awareness and empathy, and about what people can do to develop them.

To gain a deeper understanding of your own emotional intelligence, respond to the statements below as honestly as possible, checking one of the columns from “Always” to “Never.”

To calculate your score, as you finish each section count the checkmarks in each column and record the number in the “Total per column” line. Multiply your total score for each column by the number in the row below it, and record it in the row below that. Add this row together to get your total score for how you perceive yourself along each of the dimensions of EI.

Reflecting on your strengths and where you can improve is important, but don’t stop there. Other people’s perspectives matter too. After reviewing your scores, ask one or two trusted friends to evaluate you using the same statements, to learn whether your own insights match what others see in you.

How Would You Describe Yourself?

| | ALWAYS | MOST OF THE TIME | FREQUENTLY | SOMETIMES | RARELY | NEVER |
|---|--------|------------------|------------|-----------|--------|-------|
| EMOTIONAL SELF-AWARENESS | | | | | | |
| 1 I can describe my emotions in the moment I experience them. | | | | | | |
| 2 I can describe my feelings in detail, beyond just "happy," "sad," "angry," and so on. | | | | | | |
| 3 I understand the reasons for my feelings. | | | | | | |
| 4 I understand how stress affects my mood and behavior. | | | | | | |
| 5 I understand my leadership strengths and weaknesses. | | | | | | |
| Total per column | | | | | | |
| <i>Points per answer</i> | x 5 | x 4 | x 3 | x 2 | x 1 | x 0 |
| <i>Multiply the two rows above</i> | | | | | | |
| TOTAL SELF-AWARENESS SCORE (sum of the row above) | | | | | | |
| POSITIVE OUTLOOK | | | | | | |
| 6 I'm optimistic in the face of challenging circumstances. | | | | | | |
| 7 I focus on opportunities rather than obstacles. | | | | | | |
| 8 I see people as good and well-intentioned. | | | | | | |
| 9 I look forward to the future. | | | | | | |
| 10 I feel hopeful. | | | | | | |
| Total per column | | | | | | |
| <i>Points per answer</i> | x 5 | x 4 | x 3 | x 2 | x 1 | x 0 |
| <i>Multiply the two rows above</i> | | | | | | |
| TOTAL POSITIVE OUTLOOK SCORE (sum of the row above) | | | | | | |
| EMOTIONAL SELF-CONTROL | | | | | | |
| 11 I manage stress well. | | | | | | |
| 12 I'm calm in the face of pressure or emotional turmoil. | | | | | | |
| 13 I control my impulses. | | | | | | |
| 14 I use strong emotions, such as anger, fear, and joy, appropriately and for the good of others. | | | | | | |
| 15 I'm patient. | | | | | | |
| Total per column | | | | | | |
| <i>Points per answer</i> | x 5 | x 4 | x 3 | x 2 | x 1 | x 0 |
| <i>Multiply the two rows above</i> | | | | | | |
| TOTAL EMOTIONAL SELF-CONTROL SCORE (sum of the row above) | | | | | | |

HOW WOULD YOU DESCRIBE YOURSELF?

| | ALWAYS | MOST OF THE TIME | FREQUENTLY | SOMETIMES | RARELY | NEVER |
|---|--------|------------------|------------|-----------|--------|-------|
| ADAPTABILITY | | | | | | |
| 16 I'm flexible when situations change unexpectedly. | | | | | | |
| 17 I'm adept at managing multiple, conflicting demands. | | | | | | |
| 18 I can easily adjust goals when circumstances change. | | | | | | |
| 19 I can shift my priorities quickly. | | | | | | |
| 20 I adapt easily when a situation is uncertain or ever-changing. | | | | | | |
| Total per column | | | | | | |
| <i>Points per answer</i> | x 5 | x 4 | x 3 | x 2 | x 1 | x 0 |
| <i>Multiply the two rows above</i> | | | | | | |
| TOTAL ADAPTABILITY SCORE (sum of the row above) | | | | | | |
| EMPATHY | | | | | | |
| 21 I strive to understand people's underlying feelings. | | | | | | |
| 22 My curiosity about others drives me to listen attentively to them. | | | | | | |
| 23 I try to understand why people behave the way they do. | | | | | | |
| 24 I readily understand others' viewpoints even when they are different from my own. | | | | | | |
| 25 I understand how other people's experiences affect their feelings, thoughts, and behavior. | | | | | | |
| Total per column | | | | | | |
| <i>Points per answer</i> | x 5 | x 4 | x 3 | x 2 | x 1 | x 0 |
| <i>Multiply the two rows above</i> | | | | | | |
| TOTAL EMPATHY SCORE (sum of the row above) | | | | | | |

Get a Different Perspective

Now that you've reflected on your emotional intelligence, it's time to check your self-perception against someone else's perspective.

HERE'S HOW THIS EXERCISE WORKS:

1. Pick a friend or colleague with whom you can have an honest and caring conversation about your EI. Choose someone who is "safe" and has your best interests in mind—someone who would not use this exercise against you or otherwise do you harm.
2. Explain that you are working on your EI skills and that you would value their opinion and help in checking your assumptions. Send them a copy of this document but ask them to fill out the quiz based on *your* behaviors and personality. Offer to reciprocate—your colleague can take this quiz and you can score them.
3. Set up a time to discuss their responses and how they align—or don't—with yours. It's important to do this in person, over the phone, or by video—not by email. There's too much room for misunderstanding if your friend simply sends you scores and writes a few comments.

In the conversation, listen deeply. Remember that candid feedback is a gift—something to be grateful for. Gratitude, like other positive emotions, helps you stay centered and open to new information. Make an effort to see things from your friend's perspective. Ask what you can do to leverage your EI skills. The focus for improvement should be on your strengths, not your deficiencies. Resist the urge to focus on your problem areas. That will help you keep defensiveness at bay. If you have also scored your friend, you might consider having a joint conversation about EI.

An important note: If you are coaching one another, each of you should have a turn to share and a turn to listen. Although you want to be warm and encouraging, this is not the time for cheerleading or for giving unwanted advice.

By exchanging perceptions like this, both of you can learn to read how others are responding to you. The more you build that awareness, the more effective you'll be in your daily work and life.

What to Do Now

Of course, everyone has both strengths and areas to improve when it comes to emotional intelligence. If you're like most high achievers, right now you're zeroing in on the areas where you scored lowest. But concentrating on our shortcomings can be exhausting and depressing, so we often give up on changing ourselves before we even start.

Instead, focus first on your strengths. Doing so will generate positive emotions, such as hope and a sense of self-worth, which give you the strength to deal with problem areas. Choose one or two competencies that seem well developed (look at your highest scores) and think about how you can exercise them even more fully.

To improve your emotional self-awareness:

- Reflect on the impact your “emotional style” has on others.
- **Meditate and write down** your key plans and priorities.
- Take a few **psychometric tests**.

To work on having a more positive outlook:

- **Train your brain** to be positive by developing new habits.
- Make an effort to have **positive conversations**.
- **Believe you will succeed** (but don't assume the road will be easy).

To exercise greater emotional self-control:

- **Take care of your mind and body** to increase your capacity for self-control.
- Learn to **resist the immediate gratification of technology** and other interruptions.
- Invest in your capacity to **focus**.
- **Be mindful** of your thoughts and feelings, not trapped in them.
- Perform better under stress by **talking to yourself in the third person**.

To improve your adaptability:

- Understand why **change is hard**—for you and for others.
- Get out of **your comfort zone**.
- Strengthen **your resilience**.

To become more empathic:

- Improve **your ability to listen**—start by making it a priority.
- Slow down, take the time to **hear and learn from others**, and ask brilliant questions.
- Put yourself in **your colleagues' shoes**.

Annie McKee is a senior fellow at the University of Pennsylvania, director of the PennCLO Executive Doctoral Program, and the founder of the Teleos Leadership Institute. She is the author of *Primal Leadership* with Daniel Goleman and Richard Boyatzis as well as *Resonant Leadership* and *Becoming a Resonant Leader*.

Adapted from content posted on hbr.org on June 5, 2015.

Questions adapted from the **Hay Group's Emotional and Social Competency Inventory** and Richard Boyatzis's article "**Competencies in the 21st Century**" (*Journal of Management Development*, 2008, 27:1, 5-12).

Restorative Practices

Nine Affects

Social Discipline Window

Restorative Justice Typology

Compass of Shame

Fair Process

Affective Statements

Affective Questions

Impromptu Conversations

Proactive Circles

Formal Conferences

Overview of CARES™ Certification

US² Consulting | Understand Self, Unite Society

**With Courage, Acceptance,
Respect, and Empathy, you
will see Success!**

The Path to CARES™ Certification



CARES™ Certification Program Overview

CARES™ Certification is the leading benchmark in providing individuals, businesses, and organizations, a trust-worthy credential for action planning in building diversity, equity, and inclusion among its stakeholders. The CARES™ Curriculum is comprised of 5 modules, taught by a certified CARES™ instructor.

| Module 1 | Module 2 | Module 3 | Module 4 | Module 5 |
|---|--|--|--|--|
| COURAGE Courageous Conversations | ACCEPTANCE Diversity & Equity | RESPECT Restorative Relationships | EMPATHY Inclusive Training/ Curriculum | SUCCESS Accountability & Sustainability |

Benefits of Certification

- Develop an action plan to monitor and assess progress toward the CARES™ principles.
- CARES™ PDF Resource guide with key content features.
- Assessment using the Intercultural Development Inventory (IDI).
- Support from a CARES™ Coordinator.
- Quarterly support sessions for certified individuals/entities.

Contact Us to Become Certified!

www.us2consulting.com | certification@us2consulting.com

Respect Action Plan Template

| | | | |
|---|---|------|--|
| Individual Name | | Date | |
| Why do you want to be certified? | | | |
| | | | |
| Respect Objectives | | | |
| Objective 1 | Analyze how relationships are impacted by personal experiences. | | |
| Areas of Strength | | | |
| Growth Opportunities | | | |
| Tactics | | | |
| Timeline | | | |

Respect Action Plan Template

| Respect Objectives | |
|----------------------|--|
| Objective 2 | Understand Core Competencies of Social and Emotional interactions. |
| Areas of Strength | |
| Growth Opportunities | |
| Tactics | |
| Timeline | |

Respect Action Plan Template

| Respect Objectives | |
|----------------------|--|
| Objective 3 | Incorporate restorative practices into multiple levels of relationships. |
| Areas of Strength | |
| Growth Opportunities | |
| Tactics | |
| Timeline | |

Respect Module | What's Next?

To gain credit for this course, please login to your portal on <https://us2consulting.com/cares-certification/> and complete the following:

- Mark your course complete
- Assess yourself with the quiz for this module
- Complete the survey for US² to continue reflecting and growing as trainers, facilitators, and social justice change agents

If you have not already done so, please consider enrolling in other modules to become a certified CARES™ professional.

– With Courage, Acceptance, Respect, and Empathy, you will see Success!

For any questions and/or concerns regarding the Certification process, please contact certification@us2consulting.com

To inquire about additional training opportunities and/or how US² can help your organization become a more inclusive and equitable environment, please contact info@us2consulting.com

Join the US² Consulting Community of Practice!



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