



# **My Notebook**

A space for your private thoughts.

# Ground rules:

- 1. Listen respectfully.**
- 2. Speak your truth.  
And honor other people's truth.**
- 3. If your conversations get off track, pause and restart.**

Say you want to pause.

Share what you are feeling.

Talk about it. As a team, acknowledge it. "We hear you..."

Write it down in your notebook, and revisit it at the end of our day.

A series of 20 horizontal green lines, evenly spaced, intended for writing. They start below the thick black line and extend to the bottom of the page.

# What makes me, me? And you, you?

Similarities bond us together.

YET...

Being able to perceive what makes us unique—  
and different from each other—gives us the gift  
of seeing each other as full human beings.

---

**PRACTICE**

1. Pair up with someone on your team.
2. Keep time using your phone.
3. Super-fast: Try to find as many ways as you can that you are different from each other.

**WE ARE DIFFERENT FROM EACH OTHER IN ALL THESE WAYS:**

- |          |           |
|----------|-----------|
| 1. _____ | 7. _____  |
| 2. _____ | 8. _____  |
| 3. _____ | 9. _____  |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

Team Guidebook



Go back to the section "Seeing what makes us unique and different" in the Team Guidebook.



**In your life,  
where do  
you feel a  
sense of  
belonging?\***

\* Feeling welcome.  
Feeling included.  
Feeling like yourself.

---

**REFLECT**

Describe the place. Why does it make you feel like you belong?

---

---

---

---

---

---

---

---

How can you create that feeling with every person that visits your store?

---

---

---

---

---

---

---

---

Team Guidebook



Go back to the section “Reflecting on what belonging feels like” in the Team Guidebook.



8

**The first  
step to  
becoming  
color  
brave.**



Read through the  
following pages.

Take your time.

Seeing how bias  
operates takes  
reflection and  
introspection.

**Our unconscious  
brain processes  
11 million bits  
of information  
a second.**

**In that same time,  
our conscious  
brain processes  
only 40 bits.**

**Thus, we process  
more unconsciously  
than consciously.**

**Our brains do this  
because they must.**

**If we had to process  
everything consciously,  
the day would be so  
exhausting we'd never  
get through it.**

**To help us function,  
our brains take  
shortcuts.**

**When shortcuts  
are applied to the  
characteristics, traits  
and behaviors of  
a certain group  
of people, they are  
called stereotypes.**

**Stereotypes are shaped by the things we take in around us. Much of it comes through the media, but also our experiences and the broader culture we live in.**

**The risk is that when we hold negative stereotypes, unconscious bias can arise.**

**When we are under pressure, are short on time or don't pay attention, unconscious biases are triggered more easily.**

**We can hold biases about race and age and religion. Gender and sexuality and body type. Ability and mental health and class. And many other attributes.**

**That's why it's  
important that we  
learn about how our  
biases are framed and  
what we can do to  
override them.**



**Biases are not always  
easy to identify.  
They make us feel  
exposed.**

**Maybe even critical  
of ourselves.**

**But they're worth  
reflecting on.**

**Reflection is the crucial first step to navigating the differences we see and feel around certain people.**

**When we address  
our emotions as they  
relate to our biases,  
we build the muscle  
that helps us  
override them.**

**Let's try it now.**



## REFLECT

# The first time you...

Recall when you first experienced your racial identity. It may have been when you were a child. It may have been last week. If a scenario doesn't apply to you, feel free to leave it blank and move on to the next one.

**1. ...noticed your racial identity.**

---

---

---

**2. ...noticed how your race affected your beauty standards.**

---

---

---

**3. ...felt your accent impacted people's perception of your intelligence or competence.**

---

---

---

**4. ...altered your communication style (dialed it up or down) to avoid playing into stereotypes.**

---

---

---

**5. ...had a friend of a different race who regularly visited your home.**

---

---

---

**6. ...felt distracted at work because of external events related to race.**

---

---

---

**7. ...had a senior role model in your organization with a similar racial identity as your own.**

---

---

---

**8. ...went to work with your natural hair without comments or questions from others.**

---

---

---

**9. ...felt your race affected your ability to build a rapport with your manager.**

---

---

---

## REFLECT

Imagine you are meeting two different people for the first time. One of them is of your race, and the other is of a different race. Without thinking too much, select the level of difficulty that reflects how you might react in each instance.

Your action	With a person of your race	With a person not of your race
I can talk about race and not make the other person feel threatened.	EASY                      HARD ○ ○ ○ ○ ○	EASY                      HARD ○ ○ ○ ○ ○
I can comfortably maintain eye contact throughout the conversation and not fear I'm being aggressive.	EASY                      HARD ○ ○ ○ ○ ○	EASY                      HARD ○ ○ ○ ○ ○
I can use my normal gestures and body language without feeling uncomfortable.	EASY                      HARD ○ ○ ○ ○ ○	EASY                      HARD ○ ○ ○ ○ ○
I can expect to be respected without having to prove my worth.	EASY                      HARD ○ ○ ○ ○ ○	EASY                      HARD ○ ○ ○ ○ ○
I can speak with my natural cadence without feeling judged about my intelligence.	EASY                      HARD ○ ○ ○ ○ ○	EASY                      HARD ○ ○ ○ ○ ○
I can respond to a difficult request directly and not fear my answer will be questioned.	EASY                      HARD ○ ○ ○ ○ ○	EASY                      HARD ○ ○ ○ ○ ○
I can share my accomplishments without someone assuming that I did not earn them myself.	EASY                      HARD ○ ○ ○ ○ ○	EASY                      HARD ○ ○ ○ ○ ○
I can talk about my childhood and not expect others to assume I grew up in poverty.	EASY                      HARD ○ ○ ○ ○ ○	EASY                      HARD ○ ○ ○ ○ ○
I can voice my dissatisfaction with a situation and not be told I'm "too angry."	EASY                      HARD ○ ○ ○ ○ ○	EASY                      HARD ○ ○ ○ ○ ○



**What do  
you want  
to say  
to your  
customers  
about  
today?**



---

**MY EXPERIENCE**

When someone asks you, “What happened when you closed?” what will you say? Take a moment, then jot down your thoughts.

Here are some sentence starters.

“One thing I loved was...”

“One thing I learned was...”

“One thing that surprised me was...”

“I learned about my fellow partners that...”

“I hope that...”

---

---

---

---

---

---

---

---

---

---

Team Guidebook



Go back to the section “What to say”  
in the Team Guidebook.



## Key terms

### **Belonging**

An authentic feeling of empowerment and participation in a group, experienced when a person feels safe, valued and accepted.

Source: Adapted from the Perception Institute

### **Bias**

Embedded stereotypes that heavily influence our decision-making without our conscious knowledge.

Source: Perception Institute

### **Categorization**

Our brain's automatic process of organizing people, places, traits and behaviors into collections based on our limited individual experiences and understanding of the world, and focused by our brain's strong desire to create systems of logic from ambiguity.

Source: Perception Institute—Transforming Perception

### **Confirmation Bias**

The evaluation of information or behavior based on existing perspectives while ignoring or failing to see evidence to the contrary.

Source: Kahneman, 2011

### **Discrimination**

The unequal treatment of members of various groups based on race, gender, social class, sexual orientation, physical ability, religion and other categories.

Source: Institute for Democratic Renewal and Project Change Anti-Racism Initiative. A Community Builder's Tool Kit via Racial Equity Resource Guide

### **Exclusion**

The process or state of being set apart from other people or things.

Source: Adapted from the Perception Institute

### **Explicit Bias**

The attitudes and stereotypes people consciously hold and endorse.

Source: Kang et al., 2012

### **Identity Differences**

Aspects of people such as race, ethnicity, gender, sexual orientation, religion, ability or class that result in our sorting ourselves and others into groups.

Source: Perception Institute

### **Implicit Bias**

The automatic association of stereotypes or attitudes with particular social groups.

Source: Banaji & Greenwald, 2013

### **In-Group Bias**

Implicit or explicit preference for one's own group over other groups.

Source: Tropp & Molina, 2012

### **Inclusion**

The considerate process of creating an environment that welcomes, respects, values and supports all individuals, in an effort to respect their unique qualities.

Source: Adapted from the Perception Institute

### **Institutional Racism**

The ways in which institutional policies and practices create different outcomes for different racial groups, creating unbalanced advantages for whites along with oppression and disadvantages for people from groups classified as nonwhite.

Source: Racial Equity Guide

### **Othering**

A set of dynamics, processes and structures that engender marginality and persistent inequality across any of the full range of human differences based on group identities.

Source: The Problem of Othering: Towards Inclusiveness and Belonging

---

**KEY TERMS AND CONCEPTS****Prejudice**

A prejudgment or unjustifiable (and usually negative), attitude of one type of individual or group toward another group and its members. Such negative attitudes are typically based on unsupported generalizations (or stereotypes) that deny the right of individual members of certain groups to be recognized and treated as individuals with unique characteristics.

Sources: Institute for Democratic Renewal and Project Change Anti-Racism Initiative. A Community Builder's Tool Kit. Claremont, Calif.: Claremont Graduate University. via Racial Equity Guide

**Racial Anxiety**

The body's heightened levels of stress and emotional experience due to interactions with people of other races, often a byproduct of living in a racially homogeneous environment. Most often, people of color experience this anxiety due to their concern that they will be the subject of discrimination and hostility, where white people most often worry that they will be assumed to be racist.

Source: Tropp & Page-Gould, 2014

**Racial Equity**

The aspirational condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares.

Source: Center for Assessment and Policy Development via Racial Equity Guide

**Stereotype**

The beliefs and opinions people hold about the characteristics, traits and behaviors of a certain group.

Source: Steele, 2010

**Stereotype Threat**

Concern that our behavior may confirm stereotypes about a group we belong to, often causing us to behave in ways that confirm the very stereotypes at the root of our anxieties.

Source: Perception Institute











How does it feel when a Starbucks customer is not engaged or present with you or a fellow partner?

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



---

**REFLECTION**

What is the single most impactful thing you will do to bring your team's commitments to life?

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



A series of 20 horizontal green lines, evenly spaced, providing a writing area for the page.





A series of 20 horizontal green lines, evenly spaced, intended for writing. They start below the thick black line and extend to the bottom of the page.



A series of 20 horizontal green lines spaced evenly down the page, providing a template for writing.

