

# TIGER BITES

Bystander Intervention Training

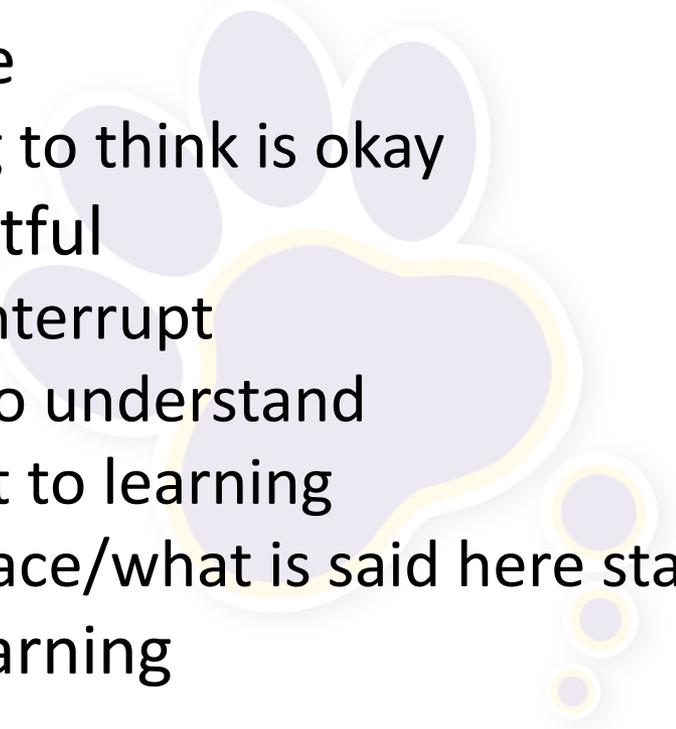
Basic Training

# To Get Started...

- Should have completed:
  - Title IX training
  - Pre-test
- Introductions
- Training overview
  - Learning outcomes



# Ground Rules

- Participate
    - Pausing to think is okay
  - Be Respectful
    - Don't interrupt
    - Listen to understand
    - Commit to learning
    - Safe space/what is said here stays here
  - Trigger Warning
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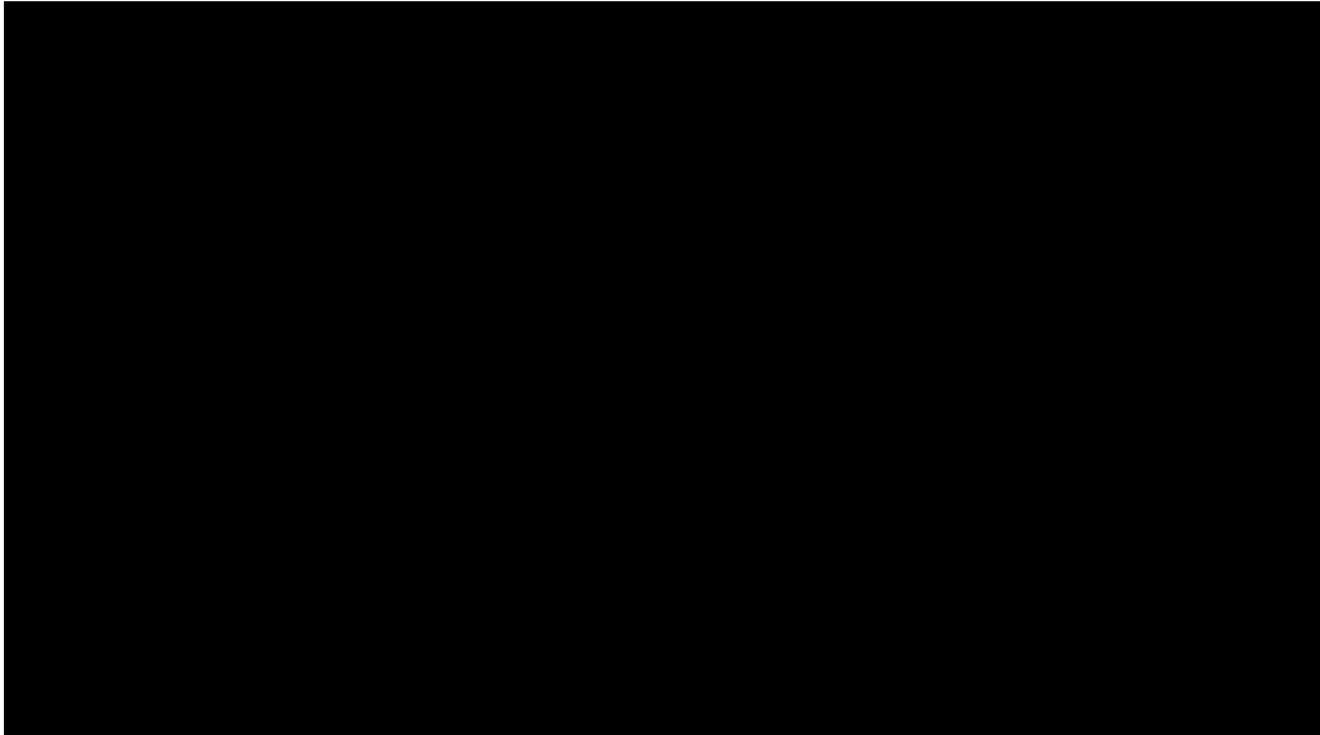
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**We're Committed**

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**LSU**

# Bystander Intervention

***Bystander Intervention*** involves developing the awareness, skills, and courage needed to intervene in a situation when another individual needs help. Bystander intervention allows individuals to send powerful messages about what is acceptable and expected behavior in our community.

# College Campus Challenges

- Sexual Assault
- Relationship Abuse
- Alcohol/Drug Abuse
- Hazing
- Discrimination
- Mental Health Issues
- Other Issues?

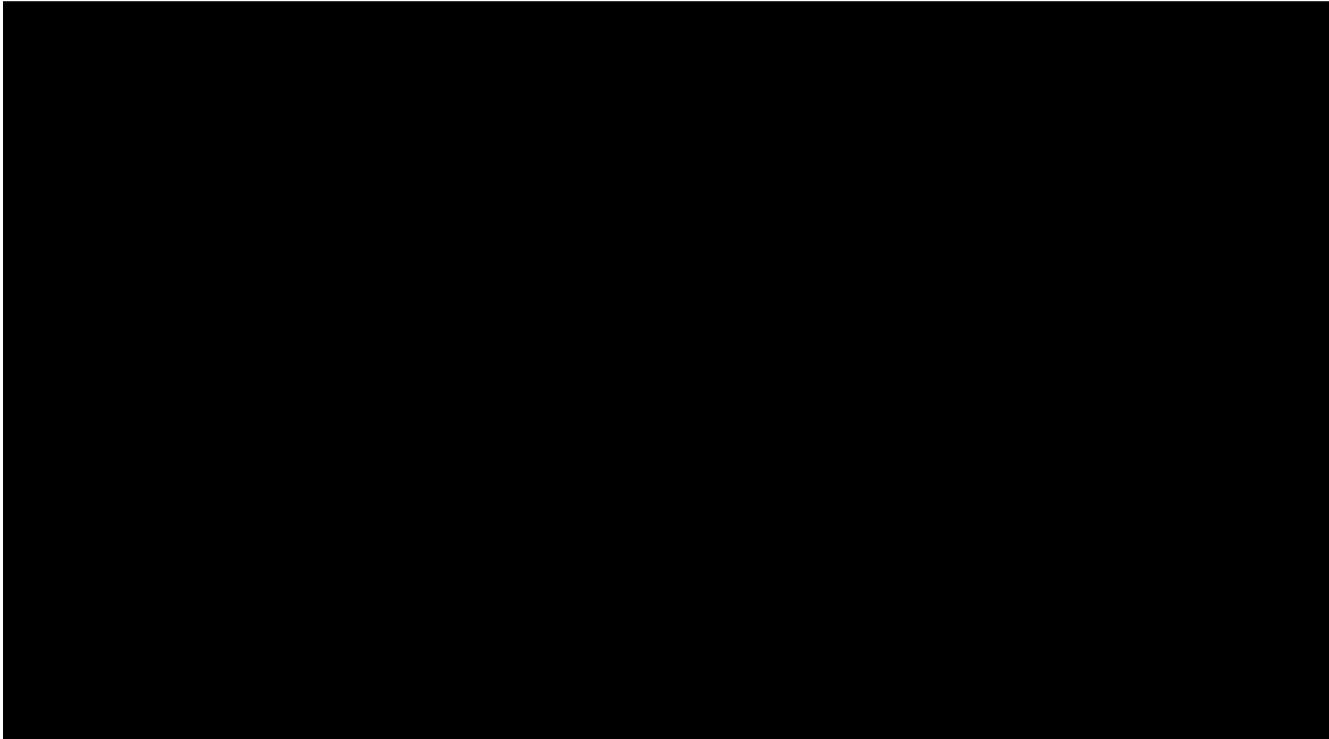
# What is Sexual Assault?

“**Sexual assault** is a crime of power and control. The term **sexual assault** refers to sexual contact or behavior that occurs without explicit consent of the victim. Some forms of **sexual assault** include: Penetration of the victim's body, also known as rape. Attempted rape. Fondling or unwanted sexual contact.” - RAINN

# What is Consent?

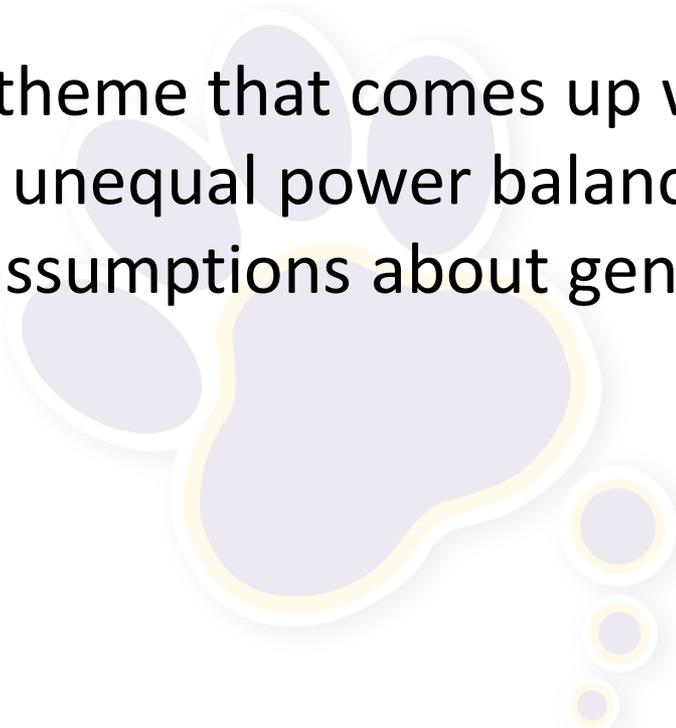
- Consent can change at ANY time during an interaction!
  - Consent at each level of interaction
- Legally, consent can NOT be given if one or more parties are not fully conscious
  - i.e. under the influence of drugs and/or alcohol
- Past consent of sexual activities does not imply future on-going consent
- Silence may not in and of itself constitute consent; anything but a yes must be considered a no; Yes means yes

# Consent: Simple as Tea



# Gender Equity and Norms

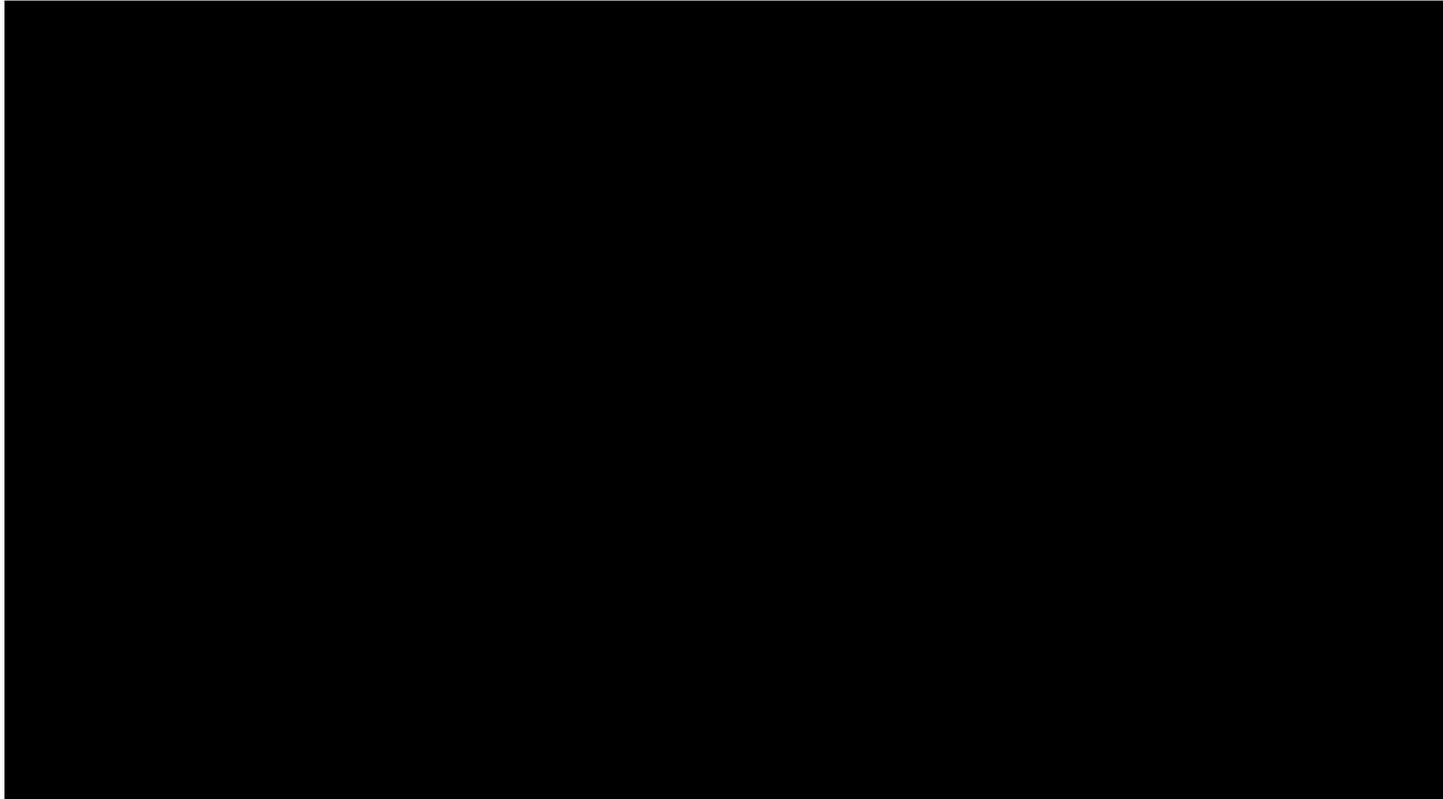
A common theme that comes up when discussing consent is unequal power balance and societal assumptions about genders.



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# TED Talk: Gender Norms

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# Healthy Relationships Activity

- Get into small groups and complete handout
- What does a healthy relationship look like to you?
- What does an unhealthy relationship look like?

(See handout #1)

# Participant Poll

How confident are you that you could engage in the described behavior:

**Call 911 if I hear someone yelling “help”.**

# Participant Poll

How confident are you that you could engage in the described behavior:

**Talk to a friend who I suspect is in an abusive relationship.**

# Participant Poll

How confident are you that you could engage in the described behavior:

**Do something to help a very drunk person who is being brought to a bedroom by a group of people.**

# Participant Poll

Based on behavior you have observed, how likely do you think most students at your school would be willing to:

**Say something to a friend who is taking a drunk person back to their room at a party.**

# Participant Poll

Based on behavior you have observed, how likely do you think most students at your school would be willing to:

**Challenge a friend who said something offensive about people who are lesbian, gay, bisexual or transgender.**

# Participant Poll

Based on behavior you have observed, how likely do you think most students at your school would be willing to:

**Support others who confront harmful or problematic behavior.**

# Participant Poll

Indicate whether you think the situation is a problem.

*You are at a party and you notice Rachel across the room. Next to Rachel is Jesse. You have never seen Rachel or Jesse around campus and you do not know who they are. From what you can see, there is a lot of alcohol at the party, and Jesse and Rachel appear to be drinking, but it doesn't seem like they're wasted. Jesse keeps grabbing Rachel's butt and rubbing up against her. Rachel is laughing but you can also tell she is trying to pull away from Jesse. Rachel keeps removing his hands from her body and politely telling him to "cut it out." Yet, Jesse continues to make advances.*

# True or False

In a situation of distress most people will intervene.

**FALSE**

*Research shows if someone is alone witnessing a moment of distress about 80% of people will intervene. However, if others are around that number drops to 20%.*

# Why Focus on the Bystander?

- We all witness language and behavior that can be defined as hurtful, harmful or potentially dangerous
- Leaves no one out
- Bystanders can elicit social influence and exert positive peer pressure

# Sense of Responsibility

- What kind of responsibility do we have to our friends and peers?
- Who is responsible for creating and maintaining a safe environment?

# Why Do We Need Active Bystanders?

## Diffusion of Responsibility

A phenomenon in which a **person is less likely to take responsibility** for action or inaction **when others are around.**

## Evaluation of Apprehension

A theory that argues that we quickly learn that the **social rewards and punishments** (for example, in the form of approval and disapproval) that we receive from other people are based on their evaluations of us.

# When to Help

- What kinds of situations do you think occur on college campuses, besides sexual assault, that with the help of a bystander could end differently?
  - Mental health crisis
  - Inappropriate jokes (i.e. discriminative, sexist)
  - Bullying
  - Hazing
  - Medical transports (alcohol/drug-related)

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# Power of Peer Influence

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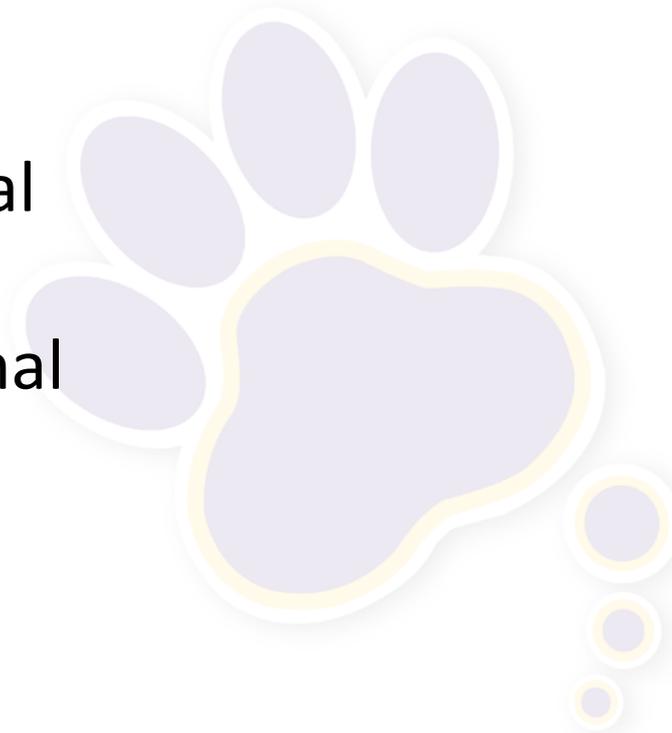


# Five Step Decision-Making Model

1. **Notice** the event
2. **Interpret** the event as a problem
3. Take **personal responsibility** to intervene
4. **Decide how** you are going to intervene
5. Decide to **intervene**

# Variables That Affect Helping

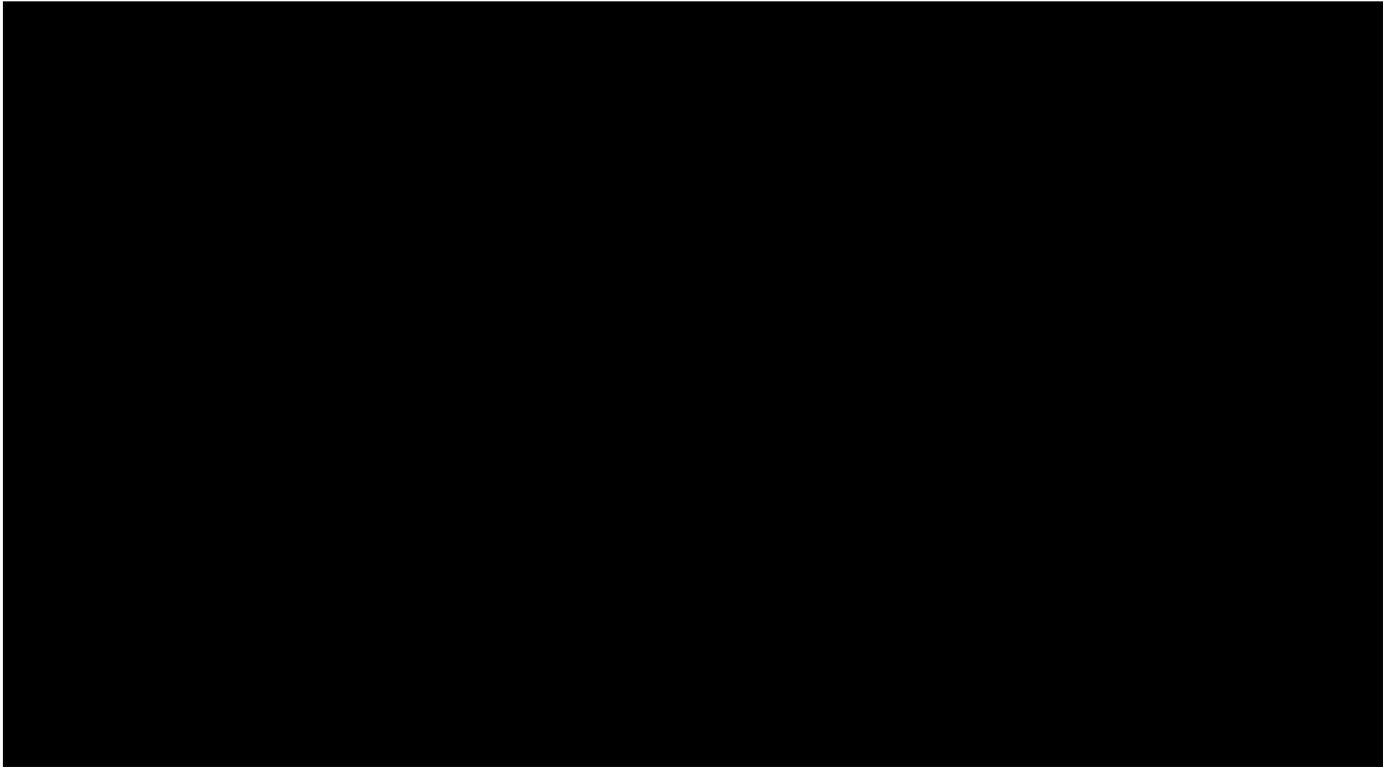
- Individual
- Situational
- Victim



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# Bystander Video

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# Choosing Your Intervention Style

- The Divider
- The Interrupter
- The Evaluator
- The Recruiter
- The Disrupter



(see handout #2A-E)

# Practice Scenarios

- Small group discussions
  - \*Remember language:
    - I care
    - I see
    - I feel
    - I want
    - I will



(See handout #3A-J)

# Additional Tips for Intervening

- First and foremost keep yourself safe
- Approach everyone as a friend
- Be honest and direct whenever possible
- Recruit help if necessary

*You are still intervening even when you ask someone else to step in for safety reasons*

# Resources

- Lighthouse Program – [www.lsu.edu/lighthouse](http://www.lsu.edu/lighthouse)
- Student Health Center – [www.lsu.edu/shc](http://www.lsu.edu/shc)
- LSU Police - <https://sites01.lsu.edu/wp/lspd/>
- We're Committed – [www.lsu.edu/werecommitted](http://www.lsu.edu/werecommitted)
- LSU Cares – [www.lsu.edu/lsucares](http://www.lsu.edu/lsucares)
- Download LSU Shield – [www.lsu.edu/lsshield](http://www.lsu.edu/lsshield)



# **TIGER BITES**

Bystander Intervention Training

**Facilitator Training**

# Training Agenda

- Recap of previous session
  - What causes bystander behavior
  - Intervention styles
  - Deciding when to help
  - Practice scenarios
- Putting the training into action as you educate others

# Ground Rules

- Participate
  - Pausing to think is ok
- Be Respectful
  - Don't interrupt
  - Listen to other ideas
  - Commit to learning
  - Safe space/what is said here, stays here
- Trigger Warning



# Facilitation Fundamentals

- Practice active listening
- Offer clarification or explain in another way if there is confusion
- Be open-minded
  - You will hear lots of solutions and ideas
- Encourage participation
  - Be comfortable with moments of silence

# Facilitating a Group

- Ask open-ended questions
- Positive body language and tone of voice
- Provide positive feedback
- Repeating statements/questions if needed for clarity and/or reinforcement

# Emotional Intelligence

- Self-awareness
- Self-regulation
- Motivation
- Empathy
- Social skills



# Be Prepared!

## Anticipate Questions-Being Proactive

- Look at the scenario
- Come up with a few questions you would like to ask to help steer the conversation
  - Example – worksheet we previously worked on
- Think about how you would address the scenario
- Come up with at least 3 ways to address it positively
- Think about questions you can ask to lead students should they get off track
- Have a closing question(s)
  - What did you learn specifically from what someone else said that you would not have thought of on your own?

# Steering the Conversation

- Active Listening
- Ask the pros and cons of that option
  - This may enable them to see that there may be better options available
  - If possible, we always want to lead them to other options
- Offer another option that has more pros
- Ask the group to offer other options
- Always relate the scenarios back to safety

# Managing Participant Polls

How participant polls are administered is up to the training facilitator

- Show of Hands
- Campus Labs (must have account through LSU)
- Direct Poll <http://directpoll.com/>
- Easy Polls <https://www.easypolls.net/>

# How to Measure Success

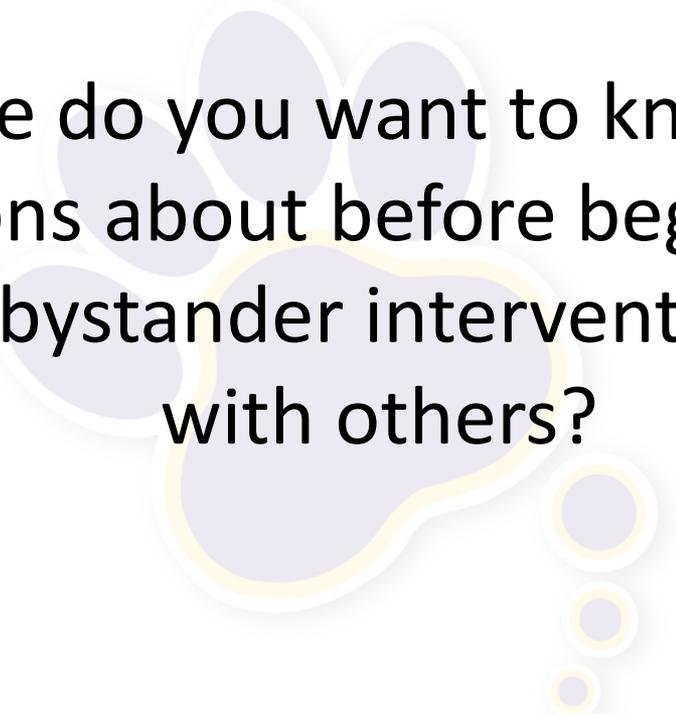
- The most successful small group discussions rely on the ability of the leader to be a good facilitator, not on their expertise!
  - You don't need to be an expert!
  - You need to be good at keeping the conversation going and being supportive
  - Control your own biases
  - Remain neutral

# Practice: Teach Backs

- Pick two slides to present and facilitate a discussion or activity with the group
- Group will provide feedback at the completion of the teach back

# Questions?

What else do you want to know or have questions about before beginning to facilitate bystander intervention training with others?



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## Healthy Relationships

What does a healthy relationship look like to you?

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What does an unhealthy relationship look like to you?

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I feel most comfortable with my friends when

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I feel most comfortable with a significant other when

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## Intervention Methods- The Divider

Step in and separate both people. Let them know your concerns and reasons for intervening. Be a friend and let them know you are acting in their best interest. Make sure they get out of the situation safely.

Ways to use this intervention style:

1. While at a bar you notice two members of your organization are getting in a pretty heated argument. Using the divider method and as their friend, step in and encourage them to separate for a bit to avoid getting in a bad situation. Have them take time to cool off and talk about the situation at a later time when both parties have collected themselves.
2. While hanging out with a group of friends one of the guys there won't leave one of the girls alone. She looks very uncomfortable and has tried to end the conversation with him a few times, but he is relentless. After noticing you wait several minutes, but then notice the situation is not getting any better. Use the divider method to go separate them and encourage them to mingle with other people there.

Write your own idea for using this style:

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## The Interrupter

Step in to redirect the focus somewhere else: “Hey, I need to talk to you.” Or “Hey, this party is lame. Let’s go somewhere else.”

Ways to use this intervention style:

1. While at a bar you notice two members of your organization are getting in a pretty heated argument. Using the interrupter method approach one of them by saying something like, “I’m hungry and bored. Let’s go get something to eat.”
2. While hanging out with a group of friends one of the guys there won’t leave one of the girls alone. She looks very uncomfortable and has tried to end the conversation with him a few times, but he is relentless. After noticing you wait several minutes, but then notice the situation is not getting any better. Use the interrupter method and join the conversation. You can ask them what they are talking about or comment on them secluding themselves from the rest of the group.

Write your own idea for using this style:

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## The Evaluator

Evaluate the situation and people involved to determine your best move. You could directly intervene yourself, or alert friends of each person to come in and help. If the person reacts badly, try a different approach.

Ways to use this intervention style:

1. While at a bar you notice two members of your organization are getting in a pretty heated argument. Using the evaluator method think about the options you have. Do you know them well enough to intervene and help them solve the problem? Are you comfortable telling them to separate? Are there people there who are closer friends with them who could help you?
2. While hanging out with a group of friends one of the guys there won't leave one of the girls alone. She looks very uncomfortable and has tried to end the conversation with him a few times, but he is relentless. After noticing you wait several minutes, but then notice the situation is not getting any better. Use the evaluator method to think about ways you or the other friends there could help you get involved in resolving the situation. After taking a minute to assess your options pick the safest option and step in.

Write your own idea for using this style:

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## The Recruiter

Recruit help from friends of both people to step in as a group. Make a plan... “I’ll do A, you do B.”

Ways to use this intervention style:

1. While at a bar you notice two members of your organization are getting in a pretty heated argument. Using the recruiter method locate other people who know them to get involved with you. The plan can be that one of you will begin a conversation with one of them while the other does the same with the second friend participating in the argument.
2. While hanging out with a group of friends one of the guys there won’t leave one of the girls alone. She looks very uncomfortable and has tried to end the conversation with him a few times, but he is relentless. After noticing you wait several minutes, but then notice the situation is not getting any better. Use the recruiter method to ask some of the other friends there to go join the conversation with you and turn the uncomfortable twosome conversation in to a group conversation.

Write your own idea for using this style:

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## The Disrupter

Divert the attention of one person away from the other. Have someone standing by to redirect the focus (see “The Interrupter”). Commit a party foul if you need to (i.e. spilling your drink).

Ways to use this intervention style:

1. While at a bar you notice two members of your organization are getting in a pretty heated argument. Using the disrupter method approach the two of them and join the conversation by asking questions about their day, homework, weekend plans or tell them you have a great story from the day, work, school that you want them to hear.
2. While hanging out with a group of friends one of the guys there won't leave one of the girls alone. She looks very uncomfortable and has tried to end the conversation with him a few times, but he is relentless. After noticing you wait several minutes, but then notice the situation is not getting any better. Use the disrupter method and yell to them to come join the larger group conversation or join their conversation by saying, “Sorry to interrupt, but I just have to show you this” and take one of them away.

Write your own idea for using this style:

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## Practice Scenario 1

During the first few weeks of the semester your friend, Taylor, has been going out a lot. She likes to drink, but never drinks and drives. You have gone out with her a couple times and know Taylor is very social and interacts with many guys while out. Most of the time she is just flirting and having a good time. One night when you go out with Taylor she sees a guy from class, Matt, who she has spoken to a couple times at school and thinks he is really sweet and cute. Matt comes over to the two of you and after he introduces himself to you and buys you both a shot he asks Taylor to dance. They seem to be having a great time and you are happy your friend is getting attention from such a nice guy. After a couple hours, you are ready to leave. When you go to find Taylor, both Taylor and Matt are clearly intoxicated and Taylor is insisting Matt will get her home safely. What do you do?

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## Practice Scenario 2

Robbie and Ariel have been together for 2 years and basically act like a married couple. Robbie is on the basketball team and very well known on campus. Ariel is highly involved on campus and got to know Robbie through an athletic event Student Government hosted. Although they are a great couple their busy schedules sometimes cause frustration and trust issues. They have been seen arguing with one another, but it's always just verbal arguments that they get over in a few days. One day after a basketball game they are at a friend's house celebrating the win, but they get in an argument and Robbie forcefully grabs Ariel's arm. He tells her they are leaving so they can have this conversation in private. What do you do?

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## Practice Scenario 3

While walking to class on campus you pass a group of students who are also in your class, and you hear them making fun of a guy in your class, Lucas. You are not really friends with Lucas, but you have known him for a while and know that he is openly gay. He has feminine mannerisms and many people have seen him put on lip gloss. They are talking about how weird he dresses and that anytime he talks in class he sounds like a girl. Then they start making plans to “mess with him” after class that day. What do you do?

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## Practice Scenario 4

One night you and a bunch of your guy friends decide to go out to Tigerland. You all decide to meet up at one of the guy's apartments and have a couple drinks before going out. When you get there everyone is already there drinking. You notice three guys standing in the living room are snorting cocaine. You've been friends with these guys for a while and know they smoke weed sometimes, but have never seen them with cocaine. They are encouraging others to join them and are talking about how much better the night will be if everyone does it. What do you do?

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## Practice Scenario 5

You and your best friend, Nina, are at a tailgate and her boyfriend, Nick is with the two of you. You and Nina are both 21, but her boyfriend is only 20. Since the two of you are 21 you both bought alcohol before heading to tailgate, you are sharing with Nick so that he doesn't have to risk using a fake ID to buy his own alcohol. After a couple hours you notice that you and your friend are buzzed, but that Nick is really drunk. He is telling jokes and seems to be having a great time. It's already hot outside, but Nick is really sweaty and is having a hard time keeping his balance. Nina thinks it's funny and keeps making him drinks. You try to jokingly tell Nina it looks like he has had enough to get her to stop, but she just brushes the comment off. You are getting more worried about Nick every time he has another drink. What do you do?

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## Practice Scenario 6

After a long week of classes, you and a few classmates plan to have a movie night at your apartment. When they arrive you all decide to head to Wal-Mart to pick up some snacks. While searching the aisles for exactly what everyone wants, you come across a couple using particularly aggressive language with their approximately 4 year old son. The child keeps grabbing items from the shelf and trying to put them in the cart. Finally one of the parents pulls the child towards them and swats the child on the behind and then turns the boy around and is yelling pretty loudly at him. What do you do?

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## Practice Scenario 7

You and several of your good friends from high school are happy to be attending the same college. You all decided to go through fraternity recruitment, but wanted to keep an open mind that you would each join the group that was best for you, not just because that's the group your friends want. Two of your friends, Eric and Josh, end up joining the same fraternity and you and two others all joined different groups. Although being new in a fraternity is a huge time commitment, the five of you still try to hang out often. After a couple weeks in to the semester Eric and Josh never seem to have time to hang out. They are always at the fraternity house early in the morning and are exhausted by the time you all make plans in the evening. You have class with Josh that meets Monday, Wednesday and Friday. He is typically only there once a week. Whenever he is in class he looks tired and you have been able to see that he gets demanding text messages about going to clean the house or pick brothers up from class. You and your other two friends brush it off because you all know being in a fraternity is a lot of work. One day Josh comes to class and he has a black eye. When you ask him about it he says some of the brothers were just messing around, it's no big deal. What do you do?

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## Practice Scenario 8

Living in a dorm room has not been nearly as bad as you thought. You are able to sleep in quite a bit because you can walk to your classes in about five minutes, you have an unlimited meal plan with food just a few steps away and your random roommate is turning in to a great friend. You and your roommate, Alaina spend a lot of time together watching movies, going shopping and you have both decided to join a campus church together. You have lived together for four months, but it feels like you have known her for years. Alaina is a health nut and often gets up early to go workout and then you don't see her until late afternoon. Over the past few weeks she has also been skipping dinner because she says school is really ramping up and she has to work on homework and she will just eat a snack while at the library. The few recent times you have had dinner with her she eats a small salad and a piece of fruit and that's it. You are starting to get concerned about her "healthy" lifestyle. What do you do?

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## Practice Scenario 9

While out to dinner with a couple of your close friends you start talking about a class you all have together. You all have to complete an upcoming class project and your friend Sarah starts describing her project. After sharing their topic she adds that one of the group members, Brionna, is one of the prettiest black girls she has ever seen and is “surprisingly smart”. You know Sarah is from a small town and doesn’t know many black people, but her comment makes you uncomfortable. What do you do you?

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## Practice Scenario 10

You and your best friend Kyle from high school have been college roommates for three years now. It has been a lot of fun and you are glad the two of you have been able to stay so close. Recently Kyle and his high school girlfriend broke up and he has not seemed like himself since. He goes straight to his room when he gets home and sleeps as much as possible. Whenever you are able to convince him to go out with you he drinks more than he ever used to. You have tried to bring up his new behavior with him a couples times. Every time you bring it up he just says he needs some time to get over his ex-girlfriend, but he's working through it and will be ok. You believed him at first, but it's been almost a month since the break up and Kyle is not improving at all. What do you do?

# TIGER BITES

## Bystander Intervention Training

### What is Bystander Intervention?

A process that involves developing the awareness, skills and courage needed to intervene in a situation when another individual needs help. Bystander intervention allows individuals to send powerful messages about what is acceptable and expected behavior in our community.

### Why Focus on the Bystander?

- We all witness language and behavior that can be defined as hurtful, harmful or potentially dangerous
- Leaves no one out
- Bystanders can elicit social influence and exert positive peer pressure

### Five Step Decision-Making Model

1. **Notice** the event
2. **Interpret** the event as a problem
3. Take **personal responsibility** to intervene
4. **Decide how** you are going to intervene
5. Decide to **intervene**

### Three D's of Intervention:

**Direct** – Directly intervening, in the moment, to prevent a problem or situation from happening

**Delegate** – Seeking help from another individual, often someone who is authorized to represent others, such as a police officer or campus official

**Distract** – Interrupting the situation without directly confronting the offender

### Tips for Intervening

- First and foremost keep yourself safe
  - Approach everyone as a friend
  - Be honest and direct whenever possible
  - Recruit help if necessary
- You are still intervening even when you ask someone else to step in for safety reasons*

### Resources

- Lighthouse Program – [www.lsu.edu/lighthouse](http://www.lsu.edu/lighthouse)
- Student Health Center – [www.lsu.edu/shc](http://www.lsu.edu/shc)
- LSU Police - <https://sites01.lsu.edu/wp/lspud/>
- We're Committed – [www.lsu.edu/werecommitted](http://www.lsu.edu/werecommitted)
- LSU Cares – [www.lsu.edu/lsucares](http://www.lsu.edu/lsucares)
- Download LSU Shield – [www.lsu.edu/lshield](http://www.lsu.edu/lshield)

## **HANDOUT: CORE PRINCIPLES OF ACTIVE LISTENING**

**Below are four core principles of active listening.**

### 1. Physical Attention

- Face the person who is talking.
- Notice the speaker's body language; does it match what he/she is saying?
- Can you match the speaker's body language?
- Try not to do anything else while you are listening.

### 2. Paraphrasing

- Show you are listening and understanding what is being said.
- Check the meaning and your interpretation.
- Restate basic ideas and facts.
- Check to make sure your understanding is accurate by saying:  
“It sounds like what you mean is... Is that so?”  
“So what happened was... Is that correct?”

### 3. Reflecting

- Show that you understand how the person feels.
- Help the person evaluate his or her feelings after hearing them expressed by someone else.
- Reflect the speaker's feelings by saying:  
“Are you saying that you're angry/disappointed/glad, because...?”  
“It sounds like you feel...”

### 4. Clarifying

- Help clarify what is said.
- Get more information.
- Help the speaker see other points of view.
- Use a tone of voice that conveys interest.
- Ask open-ended questions, as opposed to yes/no questions, to elicit more information.

### 5. Encouraging

- Show interest by saying  
“Can you tell me more about that?”  
“Really?”  
“Is that so?”

# Emotional Intelligence in Leadership

## Learning How to Be More Aware

Does your emotional intelligence lift your team to new heights?

When you think of a "perfect leader," what comes to mind?

You might picture someone who never lets his temper get out of control, no matter what problems he's facing. Or you might think of someone who has the complete trust of her staff, listens to her team, is easy to talk to, and always makes careful, informed decisions.

These are qualities of someone with a high degree of [emotional intelligence](#).

In this article, we'll look at why emotional intelligence is so important for leaders – and how you, as a leader, can improve yours.

## What Is Emotional Intelligence?

Emotional intelligence or EI is the ability to understand and manage your own emotions, and those of the people around you. People with a high degree of emotional intelligence know what they're feeling, what their emotions mean, and how these emotions can affect other people.

For leaders, having emotional intelligence is essential for success. After all, who is more likely to succeed – a leader who shouts at his team when he's under stress, or a leader who stay in control, and calmly assesses the situation?

According to [Daniel Goleman](#), an American psychologist who helped to popularize emotional intelligence, there are five key elements to it:

1. Self-awareness.
2. Self-regulation.
3. Motivation.
4. Empathy.
5. Social skills.

The more that you, as a leader, manage each of these areas, the higher your emotional intelligence. So, let's look at each element in more detail and examine how you can grow as a leader.

## Emotional Intelligence in Leadership

### 1. Self-awareness

If you're self-aware, you always know how you feel, and you know how your emotions and your actions can affect the people around you. Being self-aware when you're in a leadership position also means having a clear picture of your [strengths and weaknesses](#), and it means behaving with [humility](#).

So, what can you do to improve your self-awareness?

- **Keep a journal** – Journals help you improve your self-awareness. If you spend just a few minutes each day writing down your thoughts, this can move you to a higher degree of self-awareness.
- **Slow down** – When you experience anger or other strong emotions, slow down to examine why. Remember, no matter what the situation, you can always choose how you react to it. (Our article on [Managing Your Emotions at Work](#) will help you understand what your emotions are telling you.)

## 2. Self-regulation

Leaders who regulate themselves effectively rarely verbally attack others, make rushed or emotional decisions, stereotype people, or compromise their values. Self-regulation is all about staying in control.

This element of emotional intelligence, according to Goleman, also covers a leader's flexibility and commitment to [personal accountability](#).

So, how can you improve your ability to self-regulate?

- **Know your values** – Do you have a clear idea of where you absolutely will not compromise? Do you know what [values](#) are most important to you? Spend some time examining your "code of ethics." If you know what's most important to you, then you probably won't have to think twice when you face a moral or ethical decision – you'll make the right choice.
- **Hold yourself accountable** – If you tend to blame others when something goes wrong, stop. Make a commitment to admit to your mistakes and to face the consequences, whatever they are. You'll probably sleep better at night, and you'll quickly earn the respect of those around you.
- **Practice being calm** – The next time you're in a challenging situation, be very aware of how you act. Do you relieve your stress by shouting at someone else? Practice deep-breathing exercises to calm yourself. Also, try to write down all of the negative things you want to say, and then rip it up and throw it away. Expressing these emotions on paper (and not showing them to anyone!) is better than speaking them aloud to your team. What's more, this helps you challenge your reactions to ensure that they're fair!

## 3. Motivation

Self-motivated leaders work consistently toward their goals, and they have extremely high standards for the quality of their work.

How can you improve your motivation?

- **Re-examine why you're doing your job** – It's easy to forget what you really love about your career. So, take some time to remember why you wanted this job. If you're unhappy in your role and you're struggling to remember why you wanted it, try the [Five Whys](#) technique to find the root of the problem. Starting at the root often helps you look at your situation in a new way.

And make sure that your goal statements are fresh and energizing. For more on this, see our article on [Goal Setting](#) .

- **Know where you stand** – Determine how motivated you are to lead. Our [Leadership Motivation Assessment](#) can help you see clearly how motivated you are in your leadership role. If you need to increase your motivation to lead, it directs you to resources that can help.
- **Be hopeful and find something good** – Motivated leaders are usually [optimistic](#) , no matter what problems they face. Adopting this mindset might take practice, but it's well worth the effort.

Every time you face a challenge, or even a failure, try to find at least one good thing about the situation. It might be something small, like a new contact, or something with long-term effects, like an important lesson learned. But there's almost always something positive, if you look for it.

## 4. Empathy

For leaders, having empathy is critical to managing a successful team or organization. Leaders with empathy have the ability to put themselves in someone else's situation. They help develop the people on their team, challenge others who are acting unfairly, give constructive feedback, and listen to those who need it.

If you want to earn the respect and loyalty of your team, then show them you care by being empathic.

How can you improve your empathy?

- **Put yourself in someone else's position** – It's easy to support your own point of view. After all, it's yours! But take the time to look at situations

from other people's perspectives. See our article on [Perceptual Positions](#) for a useful technique for doing this.

- **Pay attention to body language** – Perhaps when you listen to someone, you cross your arms, move your feet back and forth, or bite your lip. This [body language](#) tells others how you really feel about a situation, and the message you're giving isn't positive! Learning to read body language can be a real asset in a leadership role, because you'll be better able to determine how someone truly feels. This gives you the opportunity to respond appropriately.
- **Respond to feelings** – You ask your assistant to work late – again. And although he agrees, you can hear the disappointment in his voice. So, respond by addressing his feelings. Tell him you appreciate how willing he is to work extra hours, and that you're just as frustrated about working late. If possible, figure out a way for future late nights to be less of an issue (for example, give him Monday mornings off).

## 5. Social Skills

Leaders who do well in the social skills element of emotional intelligence are great communicators. They're just as open to hearing bad news as good news, and they're expert at getting their team to support them and be excited about a new mission or project.

Leaders who have good social skills are also good at managing change and resolving conflicts diplomatically. They're rarely satisfied with leaving things as they are, but they don't sit back and make everyone else do the work: They set an example with their own behavior.

So, how can you build social skills?

- **Learn conflict resolution** – Leaders must know how to resolve conflicts between their team members, customers, or vendors. Learning [conflict resolution](#) skills is vital if you want to succeed.
- **Improve your communication skills** – How well do you communicate? Our [communication quiz](#) will help you answer this

question, and it will give useful feedback on what you can do to improve.

- **Learn how to praise others** – As a leader, you can inspire the loyalty of your team simply by [giving praise](#) when it's earned. Learning how to praise others is a fine art, but well worth the effort.

## Key Points

To be effective, leaders must have a solid understanding of how their emotions and actions affect the people around them. The better a leader relates to and works with others, the more successful he or she will be.

Take the time to work on self-awareness, self-regulation, motivation, empathy, and social skills. Working on these areas will help you excel in the future!

[https://www.mindtools.com/pages/article/newLDR\\_45.htm](https://www.mindtools.com/pages/article/newLDR_45.htm)

# TIGER BITES

Bystander Intervention Training

## **Training Checklist**

### Prior to the Training:

- Work with co-presenter to divide up presentation responsibilities
- Confirm dates, location, time, etc.
- Decide on introduction activity and scenarios to use
- Ask the person requesting if there is anything you should be aware of as the presenter, group dynamics etc.
- Confirm technology needs for PowerPoint capabilities
- Check in with Wellness and Health Promotion training staff
- Send pre-test link to participants  
<http://baseline.campuslabs.com/lsu/tigerbitespre>

### What to bring to the Training:

- Flash drive with PowerPoint
- Handouts for participants
- We're Committed T-shirt
- Extra resource materials (lighthouse brochures, etc.)

### After the Training:

- Provide link to post-test evaluation  
<http://baseline.campuslabs.com/lsu/tigerbitespost>
- Send link to check-in evaluation  
<http://baseline.campuslabs.com/lsu/tigerbitescheckin>

# TIGER BITES

Bystander Intervention Training

## Introduction Activities

Introductions should be quick, but allow each person a chance to introduce themselves and share something about themselves with the group. The follow are ideas for facilitating introductions.

1. Each participate should introduce themselves and share what their dream job would be.
2. Each participate should introduce themselves and share what first item they would buy if they won the lottery.
3. Each participate should introduce themselves and what their ideal vacation spot is.

# TIGER BITES

## Bystander Intervention Training

Topic	Learner Outcomes
<b>Basic Tiger BITes Training</b>	
<b>1. Consent</b>	Learners will <ul style="list-style-type: none"> <li>• Define what meaningful consent is.</li> <li>• Identify the importance of giving and receiving consent in a sexual relationship.</li> <li>• Recognize the need for establishing boundaries with intentional communication in relationships.</li> </ul>
<b>2. Gender Equity</b>	Learners will <ul style="list-style-type: none"> <li>• Recognize the expectations and opportunities society provides to men and women are often different.</li> <li>• Be able to discuss how gender role pressures can influence decision making.</li> </ul>
<b>3. Healthy Relationships</b>	Learners will <ul style="list-style-type: none"> <li>• Identify elements of a healthy relationship.</li> <li>• Identify elements that may indicate an unhealthy relationship.</li> </ul>
<b>4. Risky Situations</b>	Learners will <ul style="list-style-type: none"> <li>• Describe some common challenges including, racism, hazing, alcohol and drug abuse, self-harming and disordered eating, on a college campus.</li> <li>• Identify warning signs that may be precursors of a risky or dangerous situation.</li> </ul>
<b>5. Bystander Intervention</b>	Learners will <ul style="list-style-type: none"> <li>• Define the bystander effect and the origins of the term.</li> <li>• Define what bystander intervention is.</li> <li>• Describe and label different bystander intervention methods.</li> <li>• Describe and label factors that affect decision making to intervene.</li> <li>• Be motivated to help others who are in a potentially risky or dangerous situations.</li> </ul>
<b>6. Peer Influence</b>	Learners will <ul style="list-style-type: none"> <li>• Understand that individuals can create a new norm by intervening first, therefore making the intervention behavior socially acceptable.</li> </ul>
<b>7. How You Can Make a Difference</b>	Learners will <ul style="list-style-type: none"> <li>• Recognize the importance of intervention.</li> <li>• Recognize the potential outcomes of inaction.</li> <li>• Understand that indirectly intervening is still being an active bystander.</li> </ul>

# 6 Reasons Why Bystanders Choose Not to Intervene to Stop Bullying

11/19/2013 01:50 pm ET | Updated Jan 23, 2014

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- Signe Whitson Author; School Counselor

In October, National Bullying Awareness month came and went. As a parent, a school counselor, and an author on the subject of bringing an end to bullying, it is my hope that the 31 days of media coverage shined a helpful spotlight on a painful, often shameful issue among school-aged students. Likewise, my fingers are crossed for those in a position to make a difference in the lives of young people benefitted from the month-long blitz of information, advice, and strategies on stopping unwanted aggression.

Even as the attention faded, however, those of us who work and live with kids know that it's worth taking extra time to acknowledge that stopping bullying is not as easy as it sounds on a tip sheet. For kids, who are often in the very best position to stop the bullying that occurs in their midst, the barriers to intervention are very real and quite formidable.

What follows are six of the most frequently cited reasons that young people give for why they choose not to intervene to stop bullying:

## **1. "Someone else will surely step in."**

Over the years, there has been quite a bit of research on the "diffusion of responsibility theory" which says that if a person believes that someone else will step in to stop a troubling situation, then they tend not to do so. Within schools, teams, and other youth-oriented groupings, kids often assume that adults will take full responsibility for intervening to end bullying. As such, they feel freed of the responsibility to do so.

The trouble with this assumption, however, is that most bullying occurs where adults are not present. Hallways, buses, cafeterias, locker rooms, and social networking sites are among the most frequent venues for bullying, and share in common the absence of consistent adult supervision. When educating kids about being good bystanders, adults must make a priority of teaching kids not to look to others to intervene but to understand that stopping bullying is their personal responsibility.

## **2. "If I say anything, he'll turn on me next!"**

For young people, it is a very real possibility that doing the right thing for someone else will equate to doing the wrong thing for their own social status. As Barbara Coloroso (2008) points out in her book *The Bully, The Bullied, and the Bystander*, young people are keenly aware that kids who bully are quick to disparage and malign anyone who tries to intervene. The intimidation factor is forbidding.

## **3. "I don't like what she is doing, but she is still my friend."**

It is not at all unusual for a young person to witness an incident of bullying at the hands of a good friend. Recently, a middle school student shared with me a story about a friend who started a slut-shaming rumor about another classmate. When I asked her what she thought about the situation, she replied plainly, "I mean, I don't agree with what she did, but she is still my friend." As I searched my brain for what to say (quickly filtering past stern finger-wagging and a conversation-ending rebuke), I watched her face. I sensed that in her gut, she knew that what her friend did was wrong and that she felt ashamed of her own non-action. She stammered to explain -- in her own set of words -- that the pressure to avoid a fight with her friend was paralyzing.

Helping kids find ways to surmount this pressure and to sustain relationships even in the face of conflict is a key role of helping adults.

**4. "I would say something, but she and I aren't really friends."**

The 7th grade girl who told me about the rumor knew with certainty that the bullying she witnessed was wrong, but was also able to rationalize that the girl being bullied was not her friend. In that way, she could convince herself that it was not her place to defend her and stop the bullying. This private logic is related to the diffusion of responsibility theory--the young girl justified that someone who was better friends with the bullied classmate would likely step in, so she was excused from doing so.

**5. "You're asking me to stand out on purpose?"**

Most tweens and teens spend the majority of their waking hours trying to blend in with the crowd. Even kids who excel in academics, sports, theatre, or other particular interests tend to want to "be normal" when it comes to hanging out with their peers. Well-intentioned adults often give lip-service to the idea that kids should "stand up for their peers" without giving enough weight to how challenging it is for kids to stick their necks out in a cut-throat social world.

**6. "I just don't know what to do to make it stop."**

Oftentimes, adults feel helpless when it comes to bringing an end to a bullying situation. They feel that they don't know what to say or how to intervene to make aggressive behavior stop. This is all the more true for young people. While news stories about bullying-related tragedies abound and bully-free zone posters adorn many school hallways, specific instruction on how to intervene effectively is not as widely available. Kids need explicit instruction on how to report, what to say, and who to talk to about common bullying situations. They need adults to listen to them thoroughly, take them seriously, and believe them when they find the courage to speak up about bullying among their peers.

The barriers to intervening in bullying situations are both real and powerful for young people. To empower kids to speak out and stand up for their bullied peers, professionals and parents must be aware of these frequently cited challenges and help kids overcome them. It is important that all young people:

- Understand that stopping bullying starts with them; that it is their job to intervene, rather than someone else's responsibility.
- Feel connected to bullied children in a compelling way. Whether or not their relationship is a bona fide friendship, kids need to be able to empathize with targeted children and believe that no one deserves to be mistreated.
- Accept that conflict is a normal part of life and that while they may feel nervous about challenging a friend's bullying behavior, they must also be confident that a healthy friendship can withstand some disagreement.
- Believe that their actions will positively impact the bullied child and, at the same time, have minimal negative personal consequences.

[http://www.huffingtonpost.com/signer-whitson/six-reasons-why-bystander\\_b\\_4295181.html](http://www.huffingtonpost.com/signer-whitson/six-reasons-why-bystander_b_4295181.html)

# The American Bystander

08/21/2015 04:34 pm ET | Updated Aug 27, 2015

Dickey American politics aficionado, spin instructor, monogram obsessed, realist.



FOTO BY CHANDLER CHOU VIA GETTY IMAGES

On a humid subway ride into work a few days ago, a woman on the other end of my car had a seizure. Above the buzz of personal conversations, I heard her let out a wail as she collapsed. For several minutes, the train continued down the track, and everyone in the car just stared at the woman.

Finally, at the next stop a man informed the operator of what had happened, and she called 911. Luckily the woman came to as the EMTs carried her off the train. Ever since that morning, I've been haunted by the same question -- why didn't anyone do anything? And more importantly, why didn't I do anything?

In my social psychology course at Wellesley, we learned about the commonly referenced bystander effect -- a psychological phenomenon in which individuals will refrain from offering help to a person in need when other people are present. The bystander effect is attributed to two different psychological processes: social influence -- individuals in a group will monitor and emulate other group members' behavior -- and diffusion of responsibility -- individuals will refrain from intervening because they believe that someone else will.

So, in my form of self-diagnosis, I've repeatedly told myself that the reason I didn't help that woman on the subway is not because I am a bad person, but because I was suffering from an unavoidable psychological symptom. But, if I really believed that my inaction was justified, then why am I so bothered by what happened?

The answer is clear: Just because I can justify what I didn't do does not make it right.

Even though most people probably haven't witnessed a woman having a seizure on the subway, I'm sure if asked, anyone could think of a time when they could have helped and simply didn't. In fact, I know that we have all experienced the bystander effect, because I believe it is one of American society's most pervasive afflictions.

Anyone who follows the news can tell you that most of what we hear or read about these days is another death or another hate crime committed right in our own country. According to a 2012 Pew Research Study, 48 percent of Americans say they regularly watch their local TV news, 38 percent say they regularly read a daily newspaper, and 46 percent say they regularly go online for the news. This shows at least half of Americans are very much aware of the countless people who become victims each day. Yet the fact that these same problems continue to make daily headlines indicates we are all guilty of being a bystander.

Consider the most recent theatre shooting in Nashville. The headlines read "Another Theatre Shooting, Gunman is dead." The use of the word another implies a sense of regularity and normality, so we must ask ourselves how it has come to be that such a connotation can be attached to tragic shootings. But when we read that headline or heard it on the news, most of us just acknowledged how sad it was then told ourselves that there is nothing we can do to help and assumed that someone else would.

If America is just one large group of witnesses, and we are all bystanders forming our behaviors to the actions of the people around us, all while telling ourselves that someone else most certainly will step in, how can we hope to shake the hold of this social psychological spell? The solution lies solely within us, to know the difference between doing what is justifiable and doing what is right, helping those in need when we have the means and opportunity to do so. I want to be like the man on the subway who told the operator about the woman's seizure, because as soon as he did, people followed suit and offered help. We have the power to choose whether to justify passivity or actively decide to do the right thing, and as a society I believe we ought to break free from our psychological tendency to just stand by.

[http://www.huffingtonpost.com/maura-dickey/the-american-bystander\\_b\\_8020868.html](http://www.huffingtonpost.com/maura-dickey/the-american-bystander_b_8020868.html)

# 23% of women report sexual assault in college, study finds

Kelly Wallace is CNN's digital correspondent and editor-at-large covering family, career and life. Read her [other columns](#), and follow her reports at [CNN Parents](#) and on [Twitter](#).

(CNN)A new survey of college students, one of the largest ever focusing on sexual assault and sexual misconduct, has reignited the debate over just how big a problem sexual assault on campus really is.

Among female college students, 23% said they experienced some form of unwanted sexual contact -- ranging from kissing to touching to rape, carried out by force or threat of force, or while they were incapacitated because of alcohol and drugs, according to the [new survey by the Association of American Universities](#) (AAU). Nearly 11% said the unwanted contact included penetration or oral sex.

"I think one takeaway is that this problem is a broad problem within society as well as on campus, so I think it's something all of us have to be concerned about," said AAU President Hunter Rawlings in an interview.

While the survey's findings are fairly consistent with those of other recent studies, the significance of this latest effort is its size: More than 150,000 students participated from 27 universities, including some of the most prominent schools across the country. All the members of the Ivy League took part with the exception of Princeton, along with schools such as Iowa State University, the University of Florida and the California Institute of Technology.

For college women seniors, the number reporting nonconsensual sexual contact of any kind carried out by force or while incapacitated was even higher than the 23% for all female college students: 26% of female seniors said they had experienced it at some point during their four years in college. At some of the country's most elite schools, that number climbed even higher: 34% for University of Michigan female seniors, 32% at Yale and 29% at Harvard.

"The results warrant the attention and concern of everybody in our community," Drew Faust, president of Harvard, [said in a statement](#). "Sexual assault is intolerable, and we owe it to one another to confront it openly, purposefully and effectively. This is *our* problem."

Faust said Harvard has doubled its staff for its Office of Sexual Assault and Prevention, expanded orientation and training on sexual assault and created an office charged with investigating reports of misconduct. She has also requested a task force to come up with recommendations by January 2016.

"We must commit ourselves to being a better community than the one the survey portrays," she said.

## **Critics: 'Unwanted sexual contact' too broad**

For many years, the "one in five" statistic -- that one in five women are sexually assaulted on college campuses -- has been widely cited by advocates and policymakers. The number stems from a [2007 Department of Justice study](#), which faced some criticism for being limited in scope since the survey involved only two colleges.

### [Study has more disturbing findings about campus rape of freshmen women](#)

The 2007 study, along with the newer survey by AAU, incorporated a broad definition of sexual assault to include activities such as unwanted kissing and fondling, along with rape and attempted rape.

That is a problem, said John Foubert, national president of [One in Four](#), an organization that is dedicated to the prevention of rape through education and research.

"Many of the statistics that are widely cited in the public about sexual violence are of 'rape or attempted rape' -- I believe rightfully so," wrote Foubert, who is also professor of higher education and student affairs at Oklahoma State University, on [the One in Four Facebook page](#). "Those are the most serious types of sexual violence, and also, based on my experience, those most likely to result in PTSD [post traumatic stress disorder]. When we throw 'unwanted sexual contact' into the mix, we risk equating a forced kiss (which is a bad thing obviously) with rape (which is a fundamentally different act)."

## **Why women don't come forward**

The survey, developed by a group of researchers, program administrators and methodologists, was emailed to nearly 780,000 students. More than 150,000 completed the online questionnaire, which is a response rate of just over 19%, lower than several other surveys on sexual assault and misconduct, which Foubert said was another issue with the survey.

It is possible that the results could be slightly biased since students who didn't participate may have been less likely to report they experienced any unwanted sexual contact.

Foubert also said the sample -- 27 universities -- was not as broad as it could have been with most of the participants coming from elite institutions.

"Those participating are most of our nation's most selective, large institutions. It did not include any Christian universities, small colleges, community colleges ... or other institutions of great importance," wrote [Foubert](#), author of seven books that deal with the prevention of sexual assault.

Rawlings, while not commenting directly on Foubert's criticism, said the survey was the "first very large scale survey of students" and included more specificity than other surveys in terms of what students were asked to gain a better sense of what is really happening on campuses across the country.

The questions "are much more specific about the type of incidents that the students were asked to respond to. Did it involve violence? Did it involve force? ... And then what was the type of incident? Was it harassment? Was it penetration? All of those details, I think, are very important because definitions turn out to be very significant in understanding what the students are experiencing."

Sofie Karasek, director of education and co-founder of the advocacy group [End Rape on Campus](#), said the significance of the survey is that it provides evidence for many of the things she and other advocates thought were happening on campus, including how many students are reluctant to come forward after they are a victim of sexual assault.

More than 50% of the women who reported some of the most serious incidents, including forced penetration, didn't report it because they didn't think it was "serious enough," according to the survey. Others said they didn't come forward because they were embarrassed, ashamed or thought it would be too emotionally difficult or that they didn't think anything would be done about it.

"I think that evidence is really important to have in terms of specific policies that we would use to combat this type of victim blaming mentality," said Karasek.

Topping that list would be widespread education, she said, as early as middle school, in the areas of affirmative consent, healthy relationships, respect, what constitutes sexual assault and how and where to go to report it.

"It was clear before but now it's even clearer that campus sexual assault is widespread and we need to be tackling it from a variety of standpoints."

<http://www.cnn.com/2015/09/22/health/campus-sexual-assault-new-large-survey/>

# Why Being in a Crowd Makes Us Callous

10/21/2011 08:49 am ET | Updated Dec 21, 2011

- [Sam Sommers](#), Professor, Tufts University; Author

It happens, it would seem, with the regularity of the new moon. Unfortunately, every month or so a news story captures local, national, or even global attention because of the apparent indifference of a crowd of people. This week it's the [very sad story of a toddler at a market in China](#) who was gravely injured by a hit-and-run driver (actually, multiple drivers), then lay bleeding in the street while passersby took no action.

As often happens in cases like these (whether the [1964 murder of Kitty Genovese](#) in Queens, N.Y. or the [1993 abduction and torture of young James Bulger](#) outside Liverpool, England) the accusations and recriminations quickly started to fly. *What's the matter with Chinese society?*, asked one line of questioning. Others pointed a finger more broadly, suggesting that this is yet another example of the continued deterioration of common decency and humanity in the modern age.

Perhaps.

After all, while technology has shrunk the figurative distance between communities, many of us also live in an era in which it's easier than ever to disengage from the outside world. In today's waiting rooms, elevators, and commuter trains, you see more pairs of headphones than conversation partners, more people thumbing iPhones than making eye contact.

But the infamous Genovese case was 50 years ago. And I can cite you examples of similar instances of bystander apathy across time period and continent. There must be more to these stories than a sudden, recent shift in common decency. There's certainly a lot more to them than the personality-based conclusions we usually jump to.

For most of us who read about the tragic case in China, our reaction will be to indict these marketgoers as particularly indifferent, apathetic, and callous human beings.

*What's wrong with these people?*, we'll ask, confident that we would have acted differently.

Again, maybe.

But it's also the case that there are specific situations that render all of us—yes, you and me included—less likely to take action and inject ourselves into the affairs of others. And one of the most noteworthy of these situations is being in a crowd. As a general rule, we're less likely to help when we're surrounded by others.

There are a variety of explanations for this tendency towards apathy in crowds:

- When in densely populated areas, we're simply less likely to notice someone in need. In busy areas, there's so much going on that any one event becomes less likely to draw our divided attention.
- We're less likely to interpret events as emergencies when in the company of others. Sure, seeing a child hit by a truck is an unambiguous crisis. But other emergencies are less clear-cut: Are the 3:00 am screams outside someone in need of help or a loudmouth who had too much to drink? Is the animated argument in the parking lot a harmless domestic squabble or an altercation in need of intervention? When we're uncertain about events, we look to those around us to gauge their reactions. When no one else seems alarmed, we're more likely to keep to ourselves as well.
- And, simply, having other people around lets us rest on the assumption that *someone else will take care of it*. Whether it's the out-of-focus projector at the movie theater or the accident that merits a 911 call, when we're with others, we experience **diffusion of responsibility**.

Just how strong is our tendency for non-intervention in crowds? Well, simply imagining being surrounded by people is enough to make us less helpful. [In one creative set of studies](#), researchers at Princeton instructed participants to visualize themselves in a crowded movie theater. Or out to dinner with 30 friends. After answering unimportant questions like, what room temperature would they prefer in the theater, participants moved on to an ostensibly unrelated charity survey.

Having just pictured themselves in a crowd, respondents pledged smaller donations compared to participants who had earlier visualized an empty theater (or more

intimate dinner for two). And in a follow-up study, the same researchers gave a new set of respondents a categorization task: Participants who earlier had imagined a crowd showed quicker reaction times to words like “unaccountable” and “exempt.” You see, even being with imaginary people shapes how we think about helping.

So does this power of context to influence our helping tendencies excuse passersby who fail to assist during an emergency? Not at all. And does it even apply to the China story, in which the surveillance video fails to capture just how many people were on the scene? It’s unclear.

But it does help us understand a bit better how incidents like this can occur. It prevents us from getting too confident in “bad apple” explanations or the conclusion that *this would never happen in my neighborhood*. And, perhaps most importantly, learning how the presence of others promotes apathy is often enough to prevent us from falling victim to this tendency in the future: When we understand how crowds can make us callous, we know too much to rest comfortably in our own inaction.