Terminology used in workplace interventions to mitigate subtle slights: A multi-method investigation

Iain Alexander Smith, BSc., MSc.

Thesis submitted to the University of Nottingham

for the degree of Doctor of Philosophy

September 2022

ABSTRACT

“Subtle slights” refer to a range of ambiguous negative interactions between people that may harm individual health, well-being, and performance at work. Research in this area has taken place in disciplinary siloes and contexts both in and outside the workplace. This thesis investigates the terminology used to describe subtle slights, the common and distinguishing properties of terms, and how the choice of a term might influence employee perceptions of workplace interventions designed to mitigate subtle slights.

This thesis comprises four studies. Study 1, a meta-synthesis of 338 peer-reviewed papers, organises properties of the most common subtle slight terms: “microaggression”, “everyday discrimination”, and “workplace incivility”. Study 2, a corpus linguistic analysis of 14,636 tweets, explores how “microaggression” is used in online discourse. Study 3, an expert interview study with 16 HR leaders, investigates employer considerations regarding the properties of subtle slight terms. Study 4, an experimental design with 630 working adults in the UK, examines learner reactions to an animated eLearning module when a low-provocative term for a subtle slight is used instead of a high-provocative term.

Findings suggest that there are properties of subtle slights terminology that may enable employers to raise awareness holistically instead of using a specific term. This thesis contributes to the research literature by highlighting how properties of terminology can influence the acceptability of subtle slight interventions. Employers can draw from the findings of this thesis about terms and term properties to make the topic more acceptable to different audiences.

Keywords: diversity, equity & inclusion; subtle slights; microaggressions; everyday discrimination; workplace incivility.

ACKNOWLEDGEMENTS

Firstly, I want to give special thanks to MindGym for funding my PhD, and Octavius, Joanne and Seb for their continuous support and encouragement. More than just funding my education, they have enabled my career as an organisational psychologist. I could not have achieved all this without them.

Secondly, I would like to express my gratitude to Katy Jones, Alison Chasteen and Paul Litchfield for their advice, particularly in the formative stages of this thesis. A very special thank you goes to Kevin Harvey, in his role as my second supervisor and for opening my eyes to the world of corpus linguistics.

Most of all, I would like to thank my supervisor, Amanda Griffiths, for her constant patience, guidance, and reassurance throughout my thesis. Ten years ago, I had never considered that I could do a PhD. I credit being convinced otherwise to Amanda's incredible powers of perception and persuasion.

I am eternally grateful to my family, both in the UK and U.S., of Michael, Rosemary, Kelly, Andrew, Mike, and Amy. Your collective support has kept me going, even when times have been most challenging.

Finally, Devin, my fiancé, my unfailing source of levity and optimism: you have patience and spirit enough for both of us. Thank you for everything.

Dedicated to Michael and Rosemary

CONTENTS

ABSTRACT ..... **I**

ACKNOWLEDGEMENTS ..... **II**

LIST OF TABLES ..... **XI**

LIST OF FIGURES ..... **XIII**

LIST OF OUTPUTS ..... **XIV**

LIST OF ABBREVIATIONS ..... **XVI**

GLOSSARY ..... **XVII**

1. BACKGROUND **1**

1.1 Chapter Overview 1

1.2 Background to the Research Topic 1

1.2.1 Workplace Diversity, Equity, and Inclusion (DEI) Interventions 1

1.2.2 Subtle Slights 8

1.2.3 The Properties of Subtle Slight Terms 11

1.2.4 The Acceptability of Subtle Slight Terminology in Workplace Interventions 17

1.3 Purpose Statement and Research Questions 20

1.4 Reflexivity on Epistemological and Methodological Stances 21

1.5 Structure of the Thesis 25

2. THE DEVELOPMENT OF TERMS USED TO EXPLORE SUBTLE SLIGHTS: A CHRONOLOGY **27**

2.1 Chapter Overview 27

2.2 Chronology of the Development of Subtle Slight Terms 27

2.2.1 1970–1980 28
2.2.2 1980–1990 30
2.2.3 1990–2000 31
2.2.4 2000–2010 34
2.2.5 2010–Present 38
2.3 Developing a Conceptual Framework 42
2.4 Chapter Summary 45
3. STUDY 1: MICROAGGRESSIONS, EVERYDAY DISCRIMINATION, INCIVILITIES AND OTHER SUBTLE SLIGHTS AT WORK: A META-SYNTHESIS 46
3.1 Chapter Overview 46
3.2 Introduction 46
3.3 Method 49
3.3.1 Search Strategy 49
3.3.2 Inclusion and Exclusion Criteria 52
3.3.3 Full-Text Review, Coding and Analysis 52
3.4 Results 54
3.4.1 Overview of the Articles Under Review 54
3.4.1.1 Publishing Trends. 55
3.4.1.2 Countries of Origin. 55
3.4.1.3 Demographic Focus. 56
3.4.1.4 Negative Affect (NA). 57
3.4.2 What are the Commonalities and Distinguishing Properties of Subtle Slight Terms? 57
3.4.2.1 Definitions. 57

3.4.2.2 Outcomes. 61
3.4.2.3 Quality. 62
3.4.2.4 Context 63
3.4.2.5 Sampling. 64
3.4.2.6 Methods. 65
3.4.2.7 Journals. 66
3.4.2.8 Measures. 67
3.5 Discussion 67
3.5.1 Strengths and Limitations 71
3.5.2 Further Research and Implications for Practice 72
3.6 Chapter Summary 77
4. STUDY 2: USE OF THE TERM "MICROAGGRESSION" IN COMMUNICATIONS ON TWITTER: A CORPUS LINGUISTIC ANALYSIS . 78
4.1 Chapter Overview 78
4.2 Introduction 78
4.3 Method 81
4.3.1 Design 82
4.3.2 Corpora 82
4.3.3 Data Analysis 87
4.3.4 Reflexivity 91
4.4 Results 92
4.4.1 The Description of Actions Related to Microaggressions ... 94
4.4.1.1 Experiencing Microaggressions. 94
4.4.1.2 Committing Microaggressions. 98

4.4.2 How Microaggressions and Actions are Described in a Workplace Context 100
4.4.2.1 Theme-Rheme of Experiences in the Workplace. 102
4.4.2.2 Nominalisation of Employer Responsibility and Action. 110
4.4.2.3 Lexical Density. 115
4.4.2.4 Use of Grammatical Metaphor. 117
4.5 Discussion 122
4.5.1 Strengths and Limitations 130
4.5.2 Further Research and Implications for Practice 132
4.6 Chapter Summary 133
5. STUDY 3: HR LEADERS' VIEWS ON THE ACCEPTABILITY OF TERMINOLOGY FOR SUBTLE SLIGHTS IN UK WORKPLACES 134
5.1 Chapter Overview 134
5.2 Introduction 134
5.3 Method 137
5.3.1 Participants and Recruitment 138
5.3.2 Procedures 140
5.3.3 Data Analysis 142
5.4 Results 146
5.4.1 Exploration of Participant Understanding 146
5.4.2 Thematic Analysis 148
5.4.1 Acceptability of Terminology 149
5.4.1.1 Perceived coherence of terms. 150
5.4.1.2 Perceived provocativeness of terms 151
5.4.2 The Journey to Acceptability 154

5.4.2.1 History of previous interventions 154
5.4.2.2 Employers' perception of need. 155
5.4.2.3 Employees' motivation for behaviour change. 157
5.5 Discussion 160
5.5.1 Strengths and Limitations 165
5.5.2 Further Research and Implications for Practice 167
5.6 Chapter Summary 168
6. STUDY 4: THE INFLUENCE OF TERMS ON WORKING ADULT REACTIONS TO A LEARNING MODULE ON SUBTLE SLIGHTS 170
6.1 Chapter Overview 170
6.2 Introduction 170
6.3 Method 172
6.3.1 Design 172
6.3.2 Participants 173
6.3.4 Materials and Measures 176
6.3.4.1 Demographic questionnaire. 176
6.3.4.2 Learning module. 176
6.3.4.3 Reactions to the design of the module. 176
6.3.4.4 Reactions to the utility of the module. 177
6.3.4.5 Emotional reactions to terms. 178
6.3.5 Procedure 179
6.4 Results 181
6.4.1 Descriptive Statistics 181
6.4.2 A Comparison of Learning Condition Reactions 183
6.4.2.1 T-test of reactions to the utility of the module. 184

6.4.2.2 Chi-square test of emotional reactions to terms. 185
6.4.2.3 Qualitative exploration of sentiment related to “anger”. 186
6.4.3 Exploring the Covariables of Ethnicity, Gender, and Age . 186
6.4.3.1 Ethnicity. 187
6.4.3.2 Gender. 188
6.4.3.3 Age. 189
6.5 Discussion 190
6.5.1 Strengths and Limitations 193
6.5.2 Further Research and Implications for Practice 194
6.6 Chapter Summary 195
7. SUMMARY AND CONCLUSIONS 196
7.1 Chapter Overview 196
7.2 Summary of Research Findings 196
7.3 Strengths and Limitations 203
7.4 Implications for Future Research 205
7.5 Implications for Employers 207
7.6 Conclusions 208
REFERENCES 210
APPENDIX 1: *STUDY 1 META-SYNTHESIS SEARCH TERMS* **..... 264**
APPENDIX 2: *STUDY 1 CASP CRITICAL APPRAISAL CHECKLISTS BY RESEARCH METHOD* **..... 265**
APPENDIX 3: *STUDY 1* M*ETA-SYNTHESIS SEARCH INDEX* **..... 268**
APPENDIX 4: *STUDY 3 PARTICIPANT INFORMATION SHEET* **..... 304**
APPENDIX 5: *STUDY 3 INTERVIEW GUIDE* **..... 307**

APPENDIX 6: *STUDY 3 EXAMPLE TRANSCRIPT* **309**

APPENDIX 7: *STUDY 4 PARTICIPANT INFORMATION SHEET* **320**

APPENDIX 8: *STUDY 4* P*ARTICIPANT CONSENT FORM*..... **323**

APPENDIX 9: *STUDY 4 ONLINE SURVEY* **324**

APPENDIX 10: *STUDY 4 ELEARNING ANIMATION TRANSCRIPT* **329**

APPENDIX 11: *STUDY 4 EXAMPLE FRAMES FROM MICROAGGRESSION AND MICROMESSAGE LEARNING MODULES* **331**

LIST OF TABLES

Table 1 *Components of the Theoretical Framework of Acceptability* 20

Table 2 *Number of Articles Presented by Subtle Slight Term* 54

Table 3 *Number of Articles Presented by Demographic Focus* 56

Table 4 *Properties of Subtle Slight Terms Drawn from Definitions* 60

Table 5 *Outcomes Studied by Term* 62

Table 6 *CASP Quality Rating of Research by Term* 63

Table 7 *Research Context by Term* 64

Table 8 *Research Methods by Term* 65

Table 9 *Number of Tweets Before and After Deduplication and Data Cleaning* 84

Table 10 *Lexical Keywords Describing the Experience of a Microaggression* 95

Table 11 *Lexical Keywords Describing the Sending of a Microaggression* 99

Table 12 *Collocates for "Commit" from the British National Corpus* 100

Table 13 *Lexical Keywords Salient to the Workplace* 101

Table 14 *Collocates with the Keywords "Colleagues", "Employees", "Institutional", and "Workplace" with an MI Score of >3* 102

Table 15 *Lexical Density Featuring Halliday's Method and Flesch Reading Ease Scores* 116

Table 16 *Industry Sectors Represented by Participants* 139

Table 17 *Audit Trail of the Analytical Process* 145

Table 18 *Examples of Subtle Slights Provided by Interviewees* 147

Table 19 *Thematic Structure* 148

Table 20 *Demographic Variables: Total Sample and by Learning Condition* 174

Table 21 *Carroll Izard's 10 Basic Emotions Categorised as Negative and Positive* 179

Table 22 *Mean Design and Utility Reaction Scores* 182

Table 23 *Number of Participants Reporting Emotional Reactions* 183

Table 24 *Independent Samples T-Test Comparing Differences in Learning Condition Reactions to the Utility of the Module* 185

Table 25 *Summary of Findings in Relation to the Components of the TFA* . 198

LIST OF FIGURES

Figure 1 *A Typology of the Unintended Consequences of DEI Interventions*.. 5

Figure 2 *Inclusion for All Framework*..... 7

Figure 3 *Overtness Spectrum of Harmful Workplace Behaviours*..... 9

Figure 4 *Defining Properties of Subtle Slights* 16

Figure 5 *Chronological Development of Subtle Slight Terms*..... 28

Figure 6 *Categories of and Relationships Among Microaggression Terms*... 35

Figure 7 *Conceptual Framework to Guide Research Design*..... 43

Figure 8 *QUOROM Flowchart Demonstrating Search and Data Extraction Processes*..... 51

Figure 9 *Publishing Rates for Articles on Microaggressions, Everyday Discrimination, or Workplace Incivilities*..... 55

Figure 10 *Word Cloud of Outcomes Associated with Experiences of Subtle Slights*..... 61

Figure 11 *VIDI Framework Organising the Properties of Subtle Slight Terms* 70

Figure 12 *Word Cloud Overview of Profile Descriptions* 85

Figure 13 *Word Cloud of Keywords in the Corpus by Frequency* 93

Figure 14 *Extension of the Inclusion for All Framework to Incorporate Clarity* 129

Figure 15 *Terms Used by Participants to Refer to Subtle Slights* 164

Figure 16 *Subtle Slight Intervention Acceptability Framework* 201

LIST OF OUTPUTS

Published peer-reviewed scientific papers:

Smith, I. A., & Griffiths, A. (2022). Microaggressions, everyday discrimination, workplace incivilities, and other subtle slights at work: A meta-synthesis. *Human Resources Development Review, 0*(0), 1–25. https://doi.org/10.1177/15344843221098756

Submitted for publication:

Smith, I. A., & Griffiths, A. (2022). A thorn by any other name: The acceptability of terminology for subtle slights in UK workplaces. *Qualitative Research in Organizations and Management.* Resubmitted [second iteration] and under review.

Smith, I. A., & Griffiths, A. (2022). A microaggression or a micromessage? How choice of term influences working adults' reactions to an eLearning animation on subtle slights. *International Journal of Training and Development.* Resubmitted [second iteration] and under review.

Smith, I. A., Griffiths, A., & Harvey, K. (2022). The language and use of the term "microaggression" in communications on Twitter: A corpus linguistic analysis. *International Journal of Communication.* Resubmitted [second iteration] and under review.

Published trade publication:

Smith, I. A. (2017). To-get-her: A collective, inclusive approach needed for true gender equality. *OP Matters, (34*)June, 34–37.

Published popular publication:

Smith, I. A. (2016, March 8). *What happens to the brain when it encounters sexism. The Independent*. Retrieved June 18, 2022, from https://www.independent.co.uk/voices/international-women-s-day-if-your-children-are-sexist-then-so-are-you-a6918806.html

Materials created for taught courses:

Smith, I. A. (2021). *Managing elephants while ants walk by.* [Occupational Health Psychology presentation]. Mental Health & Clinical Neurosciences, University of Nottingham. https://youtu.be/QInSsndiNHE

Smith, I. A. (2021). *Making sense of microaggressions.* [Occupational Health Psychology presentation]. Mental Health & Clinical Neurosciences, University of Nottingham. https://youtu.be/PvN0kOgcb54

Learning module created for the thesis

Smith, I. A. (2020). *Micromessage eLearning.* [animated learning module]. Mental Health & Clinical Neurosciences, University of Nottingham. https://youtu.be/df88y1kj-_Y

Smith, I. A. (2020). *Microaggression eLearning.* [animated learning module]. Mental Health & Clinical Neurosciences, University of Nottingham. https://youtu.be/QegDAwvJi_4

LIST OF ABBREVIATIONS

CASP	Critical Appraisal Skills Program
CLA	Corpus Linguistic Analysis
CQR	Consensual Qualitative Research
DEI	Diversity, Equity & Inclusion
HR	Human Resources
IFAF	Inclusion for All Framework
L_d	Lexical Density
LL	Log-likelihood
MANCOVA	Multivariate Analysis of Covariance
NA	Negative Affect
PI	Participant Information Sheet
POC	People of Colour
QUORUM	Quality of Reporting of Meta-Analyses
RTA	Reflexive Thematic Analysis
SCM	Stereotype Content Model
SD	Standard Deviation
SFL	Systemic Functional Linguistics
SSI	Subtle Slight Interventions
TFA	Theoretical Framework of Acceptability
UK	United Kingdom
U.S.	United States of America

GLOSSARY

Subtle slights: A range of ambiguous negative interactions between people that may harm individual well-being and performance at work.

Subtle slight interventions: Activities used by employers to mitigate subtle slights in the workplace.

Subtle slight terminology: The collection of terms and meanings which describe subtle slights in workplace interventions.

Subtle slight terms: The word or words used to describe covarying subtle slight behaviours, including “microaggressions”, “everyday discrimination”, and “workplace incivilities”.

1. BACKGROUND

1.1 Chapter Overview

This chapter sets out the context of the present work. A background for the thesis is provided and research gaps are identified (Section 1.2). Research questions are stated (Section 1.3), and reflexivity is used to disclose influences on the author (Section 1.4). The chapter concludes with a description of the thesis' chapters and how the studies conducted align with the research questions (Section 1.5).

1.2 Background to the Research Topic

This section provides the background for the four central areas of this thesis: workplace Diversity, Equity, and Inclusion (DEI) interventions (Section 1.2.1), subtle slights (Section 1.2.2), the properties of subtle slight terms (Section 1.2.3), and the acceptability of terminology used in subtle slight interventions (Section 1.2.4).

1.2.1 Workplace Diversity, Equity, and Inclusion (DEI) Interventions

A focus on DEI is a significant factor shaping the future of employers and the function of Human Resources departments ([HR], Torraco & Lundgren, 2020). Despite commonly being referred to together, the three aspects of DEI differ in their respective definitions (Bernstein et al., 2020). The definitions of each component of DEI are presented here, drawn from Bernstein and colleagues' (2020) literature review, to describe the foci of DEI at the time of this thesis. "Diversity" refers to the "representation of people with distinctly different group affiliations of cultural significance" (p. 396).

“Equity” is the “absence of systematic disparities between groups with different levels of underlying social advantage/disadvantage” (p. 396). Finally, “Inclusion” is “the degree to which individuals feel a part of critical organizational processes” (p. 396), such as an ability to influence decision-making.

The employer focus on DEI began in the U.S. following civil rights legislation in 1964 (Anand & Winters, 2008) and has evolved in breadth and complexity. Employers have spent billions of dollars annually (Rodgers et al., 2019) on DEI interventions, defined as “the implementation of one or more practices aimed at improving the workplace experiences and outcomes of groups that face disadvantage” (Leslie, 2019, p. 538). Creating interventions that adequately address DEI has been described as the most complex HR challenge of the century (Heitner et al., 2013). DEI interventions are being implemented across industry sectors in the UK, including media (Douglas, 2021), television (Hogg, 2020), universities and medicine (Tiefenbach et al., 2021), private business (Brahma et al., 2021) and government agencies (Lomas, 2021). When DEI interventions are successful, employers benefit from better innovation, decision-making, talent sourcing, and customer service (Guillaume et al., 2017). However, employers whose DEI interventions fail can experience lower employee morale, more conflict between employees and poorer job performance (Guillaume et al., 2017).

There are two employer orientations towards DEI: a prevention orientation and a promotion orientation (Brannon & Lin, 2021; Shore et al.,

2018). Historically, employers have adopted a prevention orientation typified by compliance, including protecting diverse social categories and reducing the risk of harm (Triana et al., 2021). This approach focused on the skills that leaders needed to manage diverse teams and raised awareness of how unconscious bias can lead to unfairness (Chang et al., 2019). Contemporary DEI interventions have moved towards a promotion orientation that focuses on the benefits of inclusion (Shore et al., 2018). This emphasis on employee experience and behaviour has created a variety of training on complex topics such as anti-racism (Jogie, 2022), subtle discrimination (Haynes-Baratz et al., 2021) and how employees can act as allies for their colleagues (Gardner & Alanis, 2020). These complex issues have led employers to focus on nuanced aspects of DEI that require substantial in-depth research and understanding.

A growing body of literature suggests that the success of DEI interventions is related to the development of diversity openness and the avoidance of diversity resistance (Brannon et al., 2018; Dover et al., 2016, 2020; Leslie, 2019; Moss et al., 2018). “Diversity openness” describes a state where employees are receptive to diverse values, communities, and perspectives (Moss et al., 2018). Determinants of diversity openness include curiosity and learning orientation (Lievens et al., 2022; Pieterse et al., 2013). Conversely, a state of diversity openness could be inhibited in workplaces where colleagues compete with one another or perceive threats (Litman, 2005; Pieterse et al., 2013). Diversity openness differs from the personality trait of “openness to experience”, which concerns being intellectual, imaginative, sensitive, and open-minded (Roccas et al., 2002). The

personality trait of openness has been shown to predict an individual orientation toward diversity but not necessarily a belief in pro-diversity workplace interventions (Lall-Trail et al., 2021). The implication is that even individuals who identify as being very open to experiences may resist DEI interventions if they feel threatened.

In contrast to diversity openness, “diversity resistance” concerns employee behaviours that undermine employer DEI interventions (Wiggins-Romesburg & Githens, 2018). Diversity resistance can include silence, inaction, hostility, and workplace violence. These behaviours are collectively referred to as “backlash” when demonstrated by employees who do not see themselves as the target audience of DEI interventions (Brannon et al., 2018). An example of backlash is the resentment and repercussion from unmarried and childless workers to family-friendly initiatives (Lee, 2022). These reactions are some of the unintended consequences that can occur when employers implement DEI interventions (Figure 1, Leslie, 2019). Backlash is undesirable as it undermines the intended outcomes of DEI interventions. Other unintended consequences include “negative spillover”, where diversity resistance leads to decreased engagement among employees who do not see themselves benefitting from DEI (Leslie, 2019).

Figure 1

A Typology of the Unintended Consequences of DEI Interventions

	The DEI outcome is affected	An unintended outcome is affected
The effect is undesirable	**Backlash** Example: decreased diversity representation	**Negative spillover** Example: decreased non-target engagement
The effect is desirable	**False progress** Example: improved diversity representation achieved by reclassifying existing employees	**Positive spillover** Example: increased ethical behaviour not tied to diversity issues

Note. Adapted from "Diversity Initiative Effectiveness: A Typological Theory of Unintended Consequences," by L. M. Leslie, 2019, *Academy of Management Review*, *44*(3), p. 544 (https://doi.org/10.5465/amr.2017.0087). Copyright 2019 by Academy of Management Review.

Reducing diversity resistance is important for employers. If employees have an adverse reaction to training on a topic such as sales, it may impact their intention to apply what they have learned. However, if employees respond negatively to DEI training, this can escalate into outspoken and destructive displays of division and conflict. Real-world examples include the 2017 situation at Google when an engineer released an internal memo into the public domain arguing against inclusion interventions (Conger, 2017) and the incident at Coca-Cola when employees publicly criticised a workplace DEI learning module (Bremner, 2021).

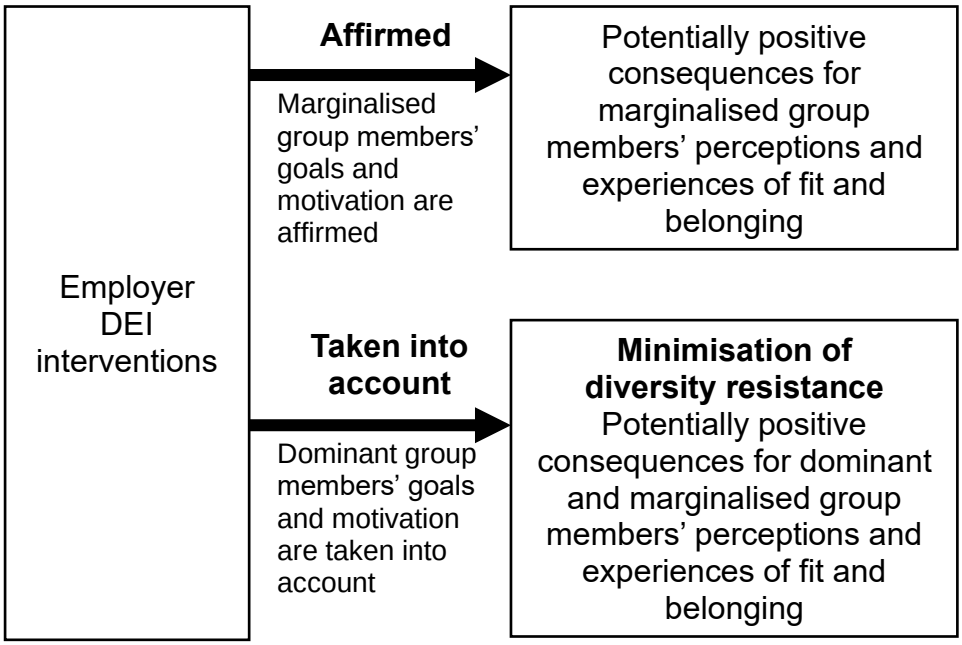
Group status is one of the predominant factors shaping reactions to DEI interventions. One status is "marginalised", referring to "social groups that have been historically underrepresented or disadvantaged" (Brannon et al., 2018, p. 58). This term is preferred over BAME (Black, Asian, and minority

ethnic) and BME (Black and minority ethnic), which are no longer used due to their negative connotations (Bunglawala, 2019) and their emphasis on certain groups (e.g., Asian, and Black) while excluding others ([e.g., mixed race], Race Disparity Unit, 2021). “Dominant” refers to “groups that tend to be favoured or advantaged in society, such as Whites and men” (Dover et al., 2016, p. 58).

Employers face a challenge balancing the needs of marginalised and dominant group members (Brannon et al., 2018), as visually presented in the Inclusion for All Framework ([IFAF], Figure 2). The framework posits that DEI interventions that consider the goals and motivations of dominant group members tend to be more effective (Brannon et al., 2018). DEI interventions are designed to benefit marginalised group members (Bernstein et al., 2020), who can feel pride or threatened by DEI interventions (Brannon & Lin, 2021). However, DEI interventions can create a sense of threat for dominant group members as well, stemming from a fear of unfair treatment and exclusion (Dover et al., 2020), that their autonomy or freedom is being reduced (Brannon et al., 2018), or that their integrity is being questioned (Brockner & Sherman, 2019; Moss et al., 2018).

Figure 2

Inclusion for All Framework



Note. Adapted from "From Backlash to Inclusion for All: Instituting Diversity Efforts to Maximize Benefits Across Group Lines," by T. N. Brannon, E. R. Carter, L. A. Murdock-Perriera, and G. D. Higginbotham, 2018, *Social Issues and Policy Review*, *12*(1), p. 61 (https://doi.org/10.1111/sipr.12040). Copyright 2018 by The Society for the Psychological Study of Social Issues.

Brannon and colleagues suggest that employers might minimise diversity resistance by demonstrating consideration for dominant group members' goals and motivations while maintaining positive consequences for marginalised group members. It seems possible to overdo this approach, however. One experimental study found that when an employer's DEI mission statement broadened its definition of diversity to include Caucasians, White participants developed a greater degree of diversity openness. However, this approach also increased marginalised group members' concerns regarding exclusion and unfair treatment (Small et al., 2021).

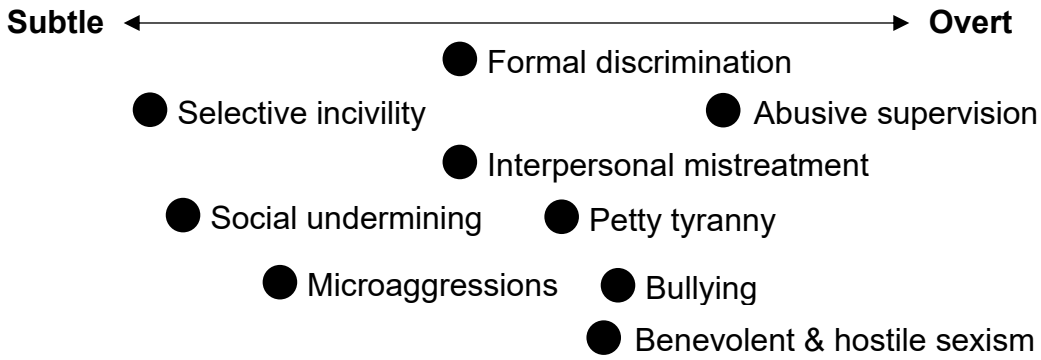
1.2.2 Subtle Slights

Employers have historically focused on DEI interventions against overt discrimination, such as the open expression of prejudice towards certain identifiable demographic groups (Kalev et al., 2006). However, subtle forms of discrimination have remained unaffected by these interventions and have even been shown to increase in response to overt discrimination interventions (Lennartz et al., 2019; Rabenu & Chernyak-Hai, 2017). Subtle forms of discrimination include behaviours such as the spreading of rumours or the delaying of work to make someone look bad (Hershcovis, 2011). The former Chief Diversity Officer at JPMorgan Chase, Stephen Young, used the metaphor that employers tend to “manage the elephants while the ants walk by” (Funderburg, 2005, p. 129). This metaphor suggests that employers often focus on overt examples of discrimination but overlook more frequent, subtler interpersonal behaviours (Jones et al., 2017; Klein & Briggs, 2017).

The overtness of behaviour provides a spectrum demonstrated in Figure 3 developed by Klein and Briggs (2017) as an initial map of harmful behaviours and how they might align to overtness. The subtler behaviours of “selective incivility”, “social undermining”, and “microaggressions” contrast with the overt behaviours of “bullying”, “benevolent & hostile sexism”, and “abusive supervision”.

Figure 3

Overtness Spectrum of Harmful Workplace Behaviours



Note. Adapted from "A Fruitful Framework: Commentary for a More Integrative Approach," by J. M. Klein and E. P. Briggs, 2017, *Industrial and Organizational Psychology, 10*(1), p. 125 (https://doi.org/10.1017/iop.2016.113). Copyright 2017 by Society for Industrial and Organizational Psychology.

"Subtle slights" refer to a range of ambiguous negative interactions between people (I. A. Smith & Griffiths, 2022), which may seem inconsequential, yet they can harm employees who experience them (Costa et al., 2022; Han et al., 2022; Jones et al., 2016). Research has demonstrated relationships between employees experiencing subtle slights and specific outcomes, such as decreased job satisfaction and intention to stay as well as increased stress and burnout (Basford et al., 2014; Beattie & Griffin, 2014; Cortina et al., 2013; Welbourne et al., 2015). Subtle slights in the workplace can also undermine employer interests including performance, employee engagement, culture, and well-being (Han et al., 2022; S. Kim, 2019).

There are many subtle slight terms, including "microaggressions" (Mizzi, 2017), "everyday discrimination" (Mouzon et al., 2017), "workplace incivilities" (Reio Jr. & Ghosh, 2009), "selective incivility" (Cortina et al., 2013), "micro-inequities" (Rowe, 1990), and "covert or aversive discrimination"

(Jones et al., 2016). In 2007, a seminal paper that revitalised research on microaggressions (Sue et al., 2007) compiled and categorised examples of subtle racism. The authors reflected on the various terms they could have used, sharing that, “In reviewing the literature on subtle and contemporary forms of racism, we have found the term ‘racial microaggressions’ to best describe the phenomenon in its everyday occurrence” (p. 272). Other terms under consideration were "modern racism", "symbolic racism", "aversive racism", "implicit discrimination", and "micro-inequities". Their review of terms was not detailed, and research has continued to grow since 2007 to suggest that the success of workplace DEI interventions depends in part on clearly defined HR practice, pedagogy, and terminology (Sparkman, 2019), features that may be muddled by the range of terms and overlap of term properties.

The subtlety of these slights is, in part, what makes them harmful: many employers have procedures in place for reporting overt discrimination, but typically the means to report and resolve subtle slights is less clear, creating a greater sense of helplessness for those who experience them (Jones et al., 2016). Recipients of subtle slights are often trapped in a catch-22 situation due to their uncertainty of whether prejudice has been expressed (Lilienfeld, 2017a). If recipients say nothing, their sense of resentment may increase. Saying something, however, may lead the deliverer of the slight to deny it and accuse the recipient of being hypersensitive or paranoid. Another property of subtle slights is their chronic, repetitive nature. Subtle slights seem to be encountered more frequently than acts of overt discrimination which,

combined with a lack of visibility and means of support, can create a chronic stressor that impacts employees over time (van Laer & Janssens, 2011).

For the purposes of this thesis, “subtle slights” refers collectively to the many forms of subtle interpersonal behaviours that are often researched in different disciplines. This thesis will refer to Subtle Slight Interventions (SSI) when describing employer efforts to raise awareness of subtle slights and mitigate the effects of these negative interpersonal behaviours. These SSIs usually take the form of training programmes (Jamieson, 2020); however, they can also include internal marketing and communications (McCluney et al., 2021) or responses to incidents that have occurred (Leigh & Melwani, 2019). In undertaking these interventions, employers aim to create a more inclusive culture to improve outcomes such as collaboration, public relations, and talent acquisition. Nevertheless, the main incentive is to reduce harm.

1.2.3 The Properties of Subtle Slight Terms

Terminology is the study of specialised words (terms) and vocabularies (terminologies) of special languages, with a view to improving “the efficiency of professional communication” (Rogers, 2008, p. 1847). Terminology is commonly misperceived as the production of technical terms. Instead, terminology is an applied field that incorporates linguistics and philosophy to explore the properties of terms and the relations between them (Rogers, 2008). This sub-section provides a research background related to subtle slight terms.

The properties of subtle slight terms may affect employees' reactions toward SSIs. For instance, the term “microaggression” has been widely used but criticised for being overly pejorative (Lilienfeld, 2017a) while also not being strong enough for labelling racial abuse (Kendi, 2019). The two aspects of the term have also been described as an oxymoron (Priscilla Lui et al., 2020); the root “micro” could trivialise people’s lived experiences, while the affix “aggression” implies a level of intent that may not be present. In one of the few studies exploring awareness of the term “microaggression”, researchers found that while some students in a university medical school could recognise a microaggression that had happened to them, others rejected it as a valid source of concern. Those students who denied its existence suggested that people who perceived microaggressions were “extremely sensitive individuals” or that it was a way to “crack down on free speech” (Espaillat et al., 2019, p. 147).

Research suggests that people, particularly dominant group members, may evaluate terms such as “microaggressions” as threatening (Lilienfeld, 2017a). This threat could be caused by a conflict between what may appear to be a pejorative term and an individual’s sense of self-concept: the set of beliefs an individual has about themselves (Scherer, 1982). This kind of threat response has been a longstanding feature of appraisal theory, which concerns peoples’ evaluations of events, situations or interventions and the emotions generated (J. S. Lerner et al., 2015; Scherer et al., 2001). The specific risk to self-concept here may be explained by the just-world theory that posits people generally believe they are morally “good” actors in a world

where people get what they deserve: good behaviour is rewarded and bad behaviour is punished (Furnham, 2003; M. J. Lerner, 1980). The fundamental beliefs outlined in just-world theory could potentially be challenged by terms that seem overly punitive, particularly if a behaviour was well-intentioned.

Campbell and Manning (2016) provide an example of how labelling a word or action as a “microaggression” can be problematic:

> What makes a word or deed a microaggression is only that someone takes offence and conceptualizes it as such. Perusing the list of words and actions that have been referred to as microaggressions reveals that anything from asking people where they are from, to correcting a student’s spelling, to using the term “politically correct” might be called a microaggression. Even microaggressions complaints themselves can be microaggressions. Microaggression is that which is so labelled. (p. 150)

If employees appraise terms such as microaggression as threatening, it may lead to avoidance or disengagement with SSIs. Research suggests that emphasising the importance of diverse values, communities, and perspectives without explicitly advocating for diversity may avoid a defensive response from members of the dominant culture (Dover et al., 2016; Moss et al., 2018). Such “surreptitious” DEI interventions may help avoid backlash and conflict between groups (Moss et al., 2018).

On the other hand, a focus on protecting the self-concept of employees can also yield undesired consequences. Literature in social cognitive theory

suggests that reducing emotional resonance in terminology can lead to “moral disengagement” – a psychological state where unethical behaviours are seen as permissible (Bandura, 2002; Newman et al., 2020). Using less emotional terminology is known as “euphemistic labelling”, the softening of pejorative descriptions of harmful conduct in a way that can reduce personal responsibility. An example of euphemistic labelling is an employee describing “borrowing” an item from the office rather than “stealing” it (Hystad et al., 2014). Researchers have suggested that people “behave much more cruelly when assaultive actions are given a sanitised label than when they are called aggression” (Bandura, 2002, p. 104). Social etiquette in workplaces is typically to downplay the severity of behaviour such that it seems less reprehensible than it really is (Dang et al., 2017). This literature suggests that using “subtle slights” instead of explicit terms, such as “microaggression”, may reduce employees’ responsibility to change their behaviour.

Contemporary views on employers’ responsibilities to employees are that “do no harm” is the bare minimum, with employers often aiming to “do lots of good” (Kanter, 2008, p. 279; Wettstein, 2010). SSIs may raise a paradox between these aims. Employers could conceivably cause harm in the pursuit of doing good with a focus on subtle slights, as there is an outstanding question about the emotional burden placed on employees by SSIs. For instance, it might be distressing for an employee to have a well-intended behaviour labelled as a microaggression (Lilienfeld, 2017a, 2017b). On the other hand, raising awareness of subtle slights to employees who experience

them can remind them of these potentially traumatic experiences and reinforce a victim status (West, 2019).

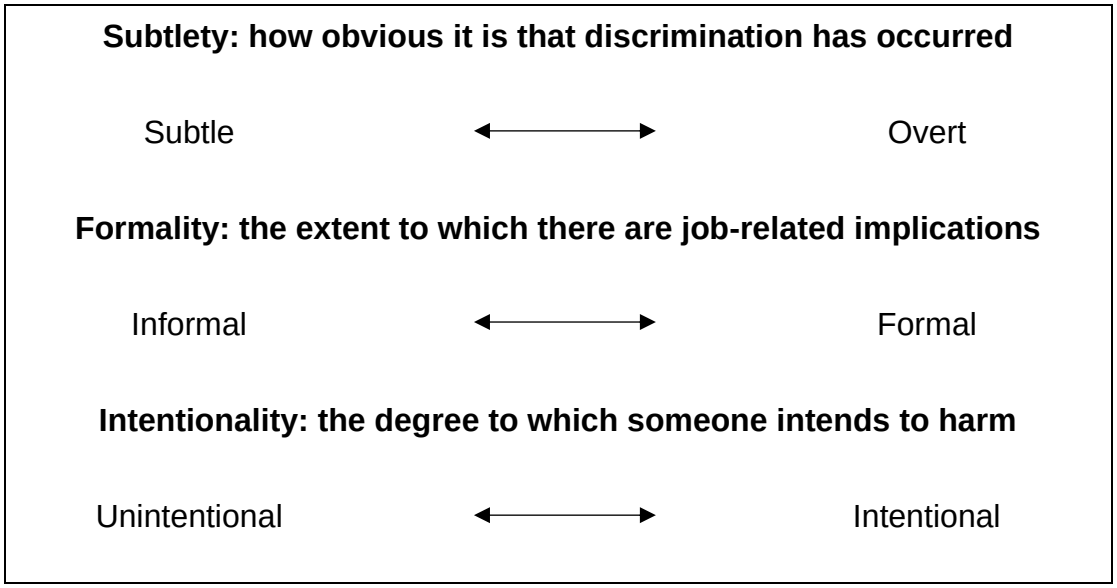
The individual disposition of negative affect (NA) may influence a person's experience of subtle slights. NA is the individual disposition to experience and report distress and unpleasurable engagement (Crawford & Henry, 2004). Increased NA has been suggested as both a predictor (Lilienfeld, 2017a) and an outcome (Hoprekstad et al., 2019; Zhou et al., 2015) of experiencing subtle slights. Employers might benefit from understanding how subtle slight terms are associated with positive and negative affect in employees (Paulsen & Kauffeld, 2017). Providing employees with terminology to constructively discuss daily experiences such as subtle slights could lead to greater feelings of belonging and inclusion than focusing on mitigating slights (Tremmel & Sonnentag, 2018). These considerations emphasise the importance of terminology and evoked emotion when raising awareness of subtle slights in the workplace.

There have been initial efforts to organise the properties of subtle slight terms into a framework, with perhaps the most detailed effort found in the work of Jones and colleagues (2017). This paper sought to define the properties of subtle slights in the workplace as being on three continua (Figure 4): subtlety, formality, and intentionality (Jones et al., 2017). Subtle slights are typically subtle, informal, and unintentional. These defining features help demonstrate what subtle slights look like but do not define differences between terms (e.g., microaggressions, everyday discrimination,

workplace incivilities). Indeed, the authors recognised that these continua might better serve as a starting point for research to unify properties of subtle slights to avoid replication and redundancy (Jones et al., 2017). However, that line of inquiry risks assuming these terms are identical: the differences in properties of subtle slight terms need to be described alongside their similarities.

Figure 4

Defining Properties of Subtle Slights



Note. Adapted from "Subtle Discrimination in the Workplace: A Vicious Cycle," by K. P. Jones, D. F. Arena, C. L. Nittrouer, N. M. Alonso, and A. P. Lindsey, 2017, *Industrial and Organizational Psychology, 10*(1), p. 53 (https://doi.org/10.1017/iop.2016.91). Copyright 2017 by Society for Industrial and Organizational Psychology.

This continua-based approach to defining subtle slights brought about a range of comments (Daniels et al., 2017; Gardner & Ryan, 2017; Klein & Briggs, 2017; Marshburn et al., 2017), including criticism of its lack of definitional clarity, the overlap between the different continua and the absence of a process model (Daniels et al., 2017). These critiques were valid yet arguably premature, given that this was an initial effort suggesting a range of

common properties, including intensity, ambiguity/intentionality, subtlety, and formality. Refinement and organisation of these properties through further research (per the definitional criticism of Daniels et al., 2017) will enable the development of process models featuring antecedents and outcomes. Indeed, other authors affirmed the framework's intent as a starting point for further research (Klein & Briggs, 2017).

Altogether, these studies suggest that the properties of subtle slight terms may affect employee reactions towards SSIs. Initial work has been conducted in an attempt to organise the relations between subtle slight terms. However, the relative dearth of literature highlights the need for further research into subtle slight terminology.

1.2.4 The Acceptability of Subtle Slight Terminology in Workplace Interventions

The literature on diversity openness and resistance (Sub-section 1.2.1) is relatively new. It may benefit from well-established research and methodologies in fields such as implementation science, "the scientific study of methods to promote the systematic uptake of research findings and other evidence-based practices into routine practice" (Bauer et al., 2015, p. 3). It is a field interested in "implementation outcomes", the "effects of deliberate and purposive actions to implement new … practices and services" (Proctor et al., 2011, p. 65). These outcomes include (a) acceptability, (b) adoption, (c) appropriateness, (d) feasibility, (e) fidelity, (f) implementation cost, (g) penetration, and (h) sustainability (Garner et al., 2016; Proctor et al., 2011).

A fundamental assumption of implementation science is that adopting new ideas or practices is a social process with many determinants (Bauer & Kirchner, 2020). The utility of this approach has been demonstrated in research into interventions designed to reduce harassment, where the content of an intervention is evidence-based and carefully considered but has nonetheless been shown not to have been effective for reasons such as failure to adhere to the guidance about its implementation or because managers felt unsupported during an intervention (Dobbin et al., 2019; Woodrow & Guest, 2014).

Of these implementation outcomes, “acceptability” may best describe the DEI considerations of diversity openness and resistance as the extent to which “people delivering or receiving an intervention consider it to be appropriate, based on anticipated or experiential cognitive and emotional responses” (Sekhon et al., 2017, p. 8). Research into acceptability began in the 1980s with studies of behavioural interventions used in classrooms (Elliott, 2017; Witt et al., 1984). At that time, researchers realised the limitations of only examining the effectiveness of interventions, as even efficacious interventions might fail to be implemented should teachers perceive them as unacceptable (Witt et al., 1984). Acceptability research would go on to be conducted mainly on healthcare interventions exploring patient uptake (Bautista et al., 2019; Nadarzynski et al., 2019; Reynolds et al., 2019). While acceptability alone is insufficient for an effective intervention, a successful implementation does depend on deliverers and receivers viewing the intervention as acceptable. To this end, acceptability studies have been used

to explore areas recognised as contentious, including medical abortion (Winikoff, 1995), stem cell research (Horst, 2008) and vaccines (Gates et al., 2021). Acceptability has also been used to assess preferred terminology for medical conditions, including schizophrenia (Kingdon et al., 2008) and conversion disorder (Ding & Kanaan, 2017).

Inconsistencies in the definitions and measurement of acceptability led to the development of a Theoretical Framework of Acceptability (TFA). The TFA is comprised of the seven components (Sekhon et al., 2018), presented in Table 1, that demonstrate the multifaceted nature of acceptability. Considering these separate components of acceptability provides researchers with a means of understanding how different features of interventions can hinder acceptability. There is very little published research on the acceptability of interventions in the workplace, and what has been published has focused on the acceptability of employee health interventions (de Cocker et al., 2015). There has been no detailed investigation of the acceptability of DEI interventions. Yet, despite the lack of applied research, the existing literature suggests promise in using acceptability as a lens to consider the properties of subtle slight terms used in workplace interventions.

Table 1

Components of the Theoretical Framework of Acceptability

TFA Component	Definition
Affective attitude	How an individual feels about the intervention
Burden	The perceived amount of effort that is required to participate in the intervention
Ethicality	The extent to which the intervention has a good fit with an individual's value system
Intervention coherence	The extent to which the participant understands the intervention and how it works
Opportunity costs	The extent to which benefits, profits, or values must be given up to engage in the intervention
Perceived effectiveness	The extent to which the intervention is perceived to be likely to achieve its purpose
Self-efficacy	The participant's confidence that they can perform the behaviour(s) required to participate in the intervention

Note. From "Acceptability of Health Care Interventions: A Theoretical Framework and Proposed Research Agenda," by M. Sekhon, M. Cartwright, and J. J. Francis, 2018, *British Journal of Health Psychology*, *23*(3), p. 522 (https://doi.org/10.1111/bjhp.12295). Copyright 2018 by The British Psychological Society.

1.3 Purpose Statement and Research Questions

The available evidence pointed to a lack of research about the introduction of interventions to address subtle slights at work. Scant evidence existed about which terms were considered by employees and employers to be the most appropriate and helpful for training programmes designed to reduce the incidence of subtle slights and associated harm. Implementation science and the theory of acceptability looked promising for driving this exploration, which led to the development of four studies, each with a different method, to investigate various aspects of the issue. These studies are introduced in Section 1.5, "Structure of the Thesis".

The overarching research questions for the PhD are as follows.

Question 1: What are the common and distinguishing properties of subtle slight terms?

Question 2: What are the properties of how people describe experiences of microaggressions in the workplace?

Question 3: Which terms do HR leaders feel are most acceptable for raising awareness of subtle slights in the workplace?

Question 4: How does varying the term used to refer to subtle slights affect the reactions of working adults?

1.4 Reflexivity on Epistemological and Methodological Stances

Research at the University of Nottingham strives to have an impact, defined by the Economic and Social Research Council as a demonstrated contribution to society and the economy (2022). This contribution can include influencing policy, practices, legislation, behaviour, reframing debates, or personal skill development. Given that this exploratory research is in an area heavily influenced by identity and bias, the impact of the author's identity must be considered through reflexivity. Reflexivity is frequently used in theses to describe explicitly the researcher's positionality and influence on the research (Subramani, 2019). The author has adopted first-person in this section to embody a reflexive style.

I was raised in Sussex, England, in a middle-class family. I identify as a heterosexual Caucasian, British male. Growing up, attending university was more of an expectation than a question. My father had previously attended university to obtain a BSc and an MBA. I provide this information to emphasise that my background is more consistent with a historically dominant group member than a marginalised identity. I do not have lived experience of oppression or racism. There is precedent for this to be a factor critiqued in this field. For instance, authors of a paper evaluating microaggression research were criticised regarding their supposed lack of first-hand experience (R. Harris, 2009): “well-intentioned Whites often dismiss, negate, and minimize the experiential reality of POC [People of Colour]” (Sue et al., 2008, p. 277). Another paper by the same author has since suggested that microaggressions are a matter of “experiential rather than empirical reality” (Sue, 2017, p. 170), and that the origins of psychological science in Western, Eurocentric culture may bias research. In detailing my upbringing, identity, and experiences, I aim to detail my perspectives regarding this research and how those views have evolved during the thesis.

My stance on subtle slights and workplace DEI interventions has changed during the eight years I have worked on this thesis. Since 2013, before beginning my PhD, I have been employed with a behavioural science consultancy, MindGym, which has greatly influenced the development of this thesis. It has allowed me to stay close to DEI as it evolves in workplaces and research. I have worked with employers worldwide of all sizes and industries as they attempt to solve DEI challenges. This experience has given me a

sense of the priorities and challenges managed by organisational leaders. It has also allowed me to compare organisations in the UK, typically newer to DEI, with those in the U.S., where DEI has been a major focus for much longer.

My initial intention when I began my PhD was to explore subtle discrimination experienced by older working adults. While conducting my first literature review, I encountered the terms “microaggressions” and “everyday discrimination”, which seemed to explain older adults’ discriminatory experiences. As described in a White Paper for the British government (Ward & Bytheway, 2008, p. 96) on the research area:

> Everyday age discrimination is rarely noticed. It is only noticed when it is experienced as something that is “out of the ordinary” … the slow accumulation of many, seemingly minor, humiliations explains the long process of exclusion and withdrawal from public places and intergenerational social relations.

When I first came across the term “microaggression”, I accepted it without question. The idea that people can be “slighted” due to their identity intuitively made sense. Two events led me to adjust my stance. After conducting a literature review, it became apparent that microaggression research featured considerable limitations that warranted further exploration before the term could be used to describe the experience of older adults. The second event was my presentation on microaggressions to a Chief Medical Officer and leading occupational physician of a large employer in the UK, where I had asked to conduct a study of age-related microaggressions in the

organisation. However, the concern shared by this experienced practitioner about this term, and his concerns over its implementation in the workplace, led me to reconsider my research questions. In particular, it caused me to reflect on how a better understanding of the reaction to the various terms for subtle slights (not just microaggressions) would be a helpful focus, as it would support employers in their SSI designs. In addition, the practitioner advised me that looking at how the topic of subtle slights was introduced in the context of the workplace would be helpful. So, the course of my thesis changed.

While researching subtle slight terms, I have strived to find a balance between validating experiences and critiquing evidence. I have frequently experienced frustration, introspection, guilt, and shame as I have used scepticism and scientific method to critique well-intentioned subtle slight research with weak methodologies and evidence. Those moments of evaluation evoked the debate referenced by Sue (2017) of experiential versus empirical evidence and how scientific methods can be used to suppress the voices of oppressed groups. At the same time, this thesis sits in the domain of applied psychology, and I have attempted to stay true to the tenets of that field. A critical point of this reflexivity statement is that I have conducted this research while attempting to maintain the scientific method. I have strived to be impartial and ensure that my privilege and use of objectivity have not suppressed diverse viewpoints. However, I acknowledge that different epistemologies and disciplines may disagree with my approaches.

1.5 Structure of the Thesis

This thesis comprises seven chapters, including this current first chapter. Chapter 2 demonstrates the chronological development of subtle slight terms from the 1970s to 2022. A conceptual framework is developed to support the present research.

Chapter 3 presents Study 1: a systematic review of the literature and meta-synthesis that explores the commonalities and distinguishing properties of subtle slight terms. The meta-synthesis organises the properties of subtle slight terms into a framework that may be useful for researchers and employers alike. The review explores various factors in the literature about subtle slights, for example, geographical origin, disciplinary focus, demographic focus, research outcomes, and the quality of research studies.

Chapter 4 introduces Study 2: a corpus linguistic analysis of terminology related to one subtle slight term: “microaggression”. This study explores 14,636 tweets to determine the terminology people use to talk about microaggressions in general and workplace contexts.

Chapter 5 introduces Study 3: a reflexive thematic analysis of one-to-one interviews with HR leaders designed to explore their perspectives on the acceptability of various terms for subtle slights that might be used in their organisations. It explores the reasons for those perspectives and the recommended conditions for successful SSIs.

Chapter 6 presents the final study, Study 4: an experimental design to investigate how varying the term used to describe subtle slights (in this case, “microaggression” or “micromessage”) influences reactions to the training. The study employed two otherwise identical versions of an animated learning module about subtle slights.

Finally, in Chapter 7, the overall findings are summarised and theoretical and practical contributions are considered, a revised conceptual framework is proposed, and strengths and limitations are reviewed. The chapter concludes with an overview of the implications of the PhD for research and practice.

2. THE DEVELOPMENT OF TERMS USED TO EXPLORE SUBTLE SLIGHTS: A CHRONOLOGY

2.1 Chapter Overview

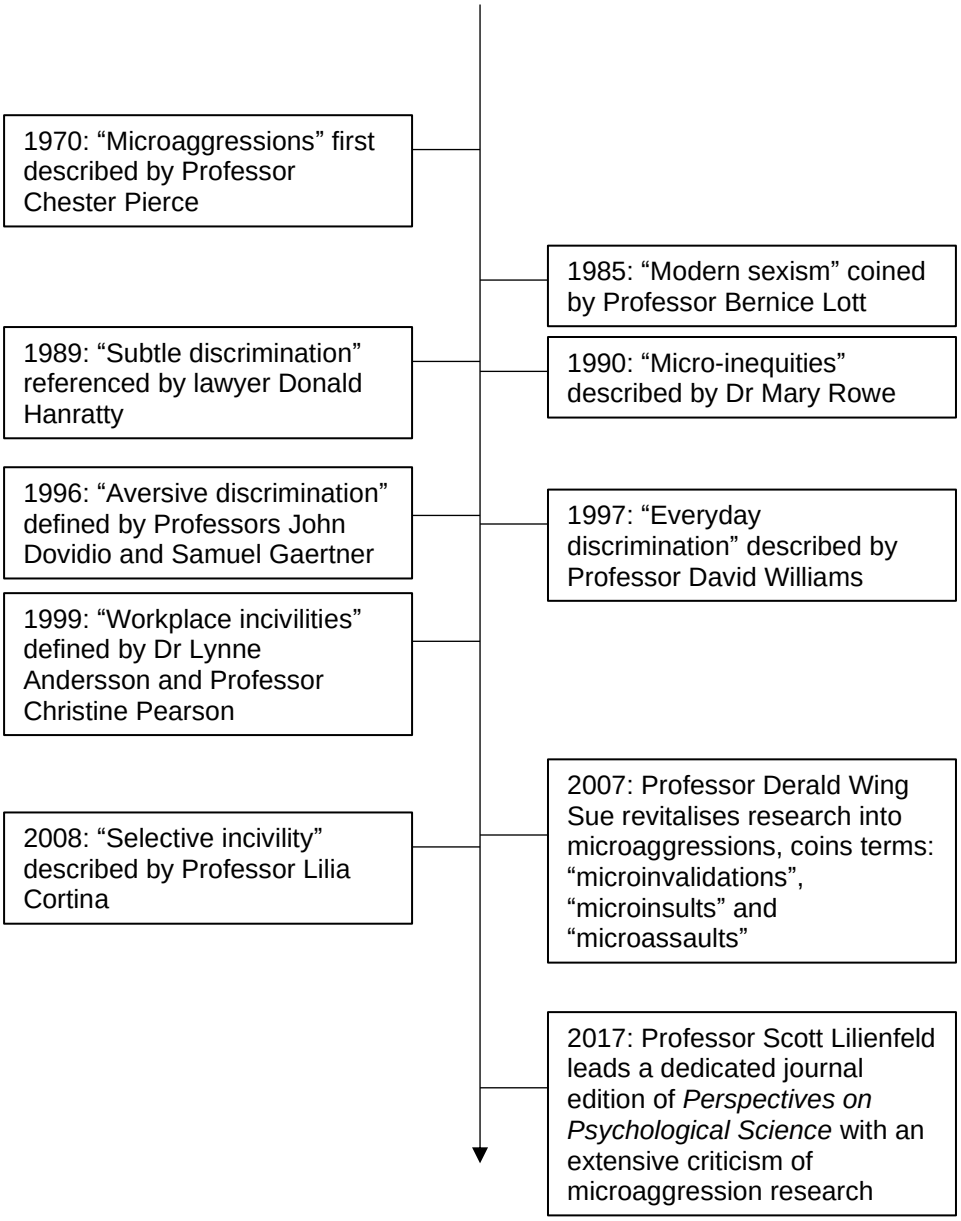
The various terms used to describe subtle slights and their acceptability in the workplace are a central focus of this PhD. This chapter introduces the most used terms, their etymology and definitions. To justify the rationale and positioning of studies in the subsequent chapters of this thesis, the chronological development of these terms is provided (Section 2.2). The chapter concludes with a conceptual framework that guided this thesis' research (Section 2.3) and a summary of the chapter (Section 2.4).

2.2 Chronology of the Development of Subtle Slight Terms

This chronology describes how subtle slight terms have developed over the last 52 years (from 1970 to 2022). Chronologies search for the earliest occurrences of literature, reviewing and organising the development of literature ordered into a linear timeframe (Pathania et al., 2021). Reviewing historical development can be helpful for future research (Argyres et al., 2020), and a chronology allows for the sequencing of events over time, simplifying the visualisation of existing knowledge for researchers (Nayak et al., 2022). Google Scholar was used to search for the earliest peer-reviewed references to subtle slight terms (Figure 5). The following description of literature follows this timeline chronologically.

Figure 5

Chronological Development of Subtle Slight Terms



2.2.1 1970–1980

In America, in the 1960s, Professor Chester Pierce – a psychiatrist and researcher at Harvard University – noticed his African American therapy clients coming to him with new experiences. Where they had previously discussed overt discrimination in the form of racist taunts, clients instead began to describe feeling excluded by means of others’ more subtle behaviours. Pierce did not give examples in his published work, but

subsequent descriptions of racial microaggressions would include: being assumed to be poorer because of race, being avoided on the street because of race, being told that you should not complain about race, or being assumed to speak a language other than English (Nadal, 2011).

These experiences often led to feelings of invisibility in society (Franklin, 1999). Exploring these subtle insults and dismissals led Pierce to define “microaggressions” (Pierce, 1970b). He described these as “subtle, stunning, often automatic, and non-verbal exchanges which are ‘put downs’” (Pierce et al., 1977, p. 66).

As much of this thesis’ research stems from Pierce’s work, it is worth dedicating a few words to his life, career, and contributions. Chester Pierce was born an African American male in the U.S. in 1927. By 1952, he had graduated from Harvard Medical School, having already obtained an undergraduate degree from Harvard College. In 1969, he was the founding National Chair of the Black Psychiatrists of America. He was elected to the Institute of Medicine at the National Academy of Science in 1971. He became President of the American Board of Psychiatry and Neurology in 1978, President of the American Orthopsychiatric Association in 1983, and appointed to 22 journal editorial boards. He was renowned among mental health professionals for his work on how Black people coped with racist behaviour in the U.S. In addition, he held the rank of Commander in the U.S. Navy and was consulted on psychiatry involved in extreme environments by the U.S. Air Force, the U.S. Arctic Research Commission, the Peace Corps,

and the National Aeronautics and Space Administration. He visited Antarctica so frequently that a peak was named after him (Pierce Peak).

Outlining his many achievements underlines his credibility but also illustrates why he had limited capacity to develop his primary research into microaggressions. He published two papers in the 1970s (Pierce, 1970a; Pierce et al., 1977). However, since his initial description of microaggressions, research into such subtle and pernicious behaviours has increased significantly in psychiatry and other disciplines.

2.2.2 1980–1990

Despite being coined in the 1970s, the term microaggression was rarely used in literature during the 1980s. One peer-reviewed journal article referenced the term (P. C. Davis, 1989) and less than 20 non-reviewed items such as book chapters and conference proceedings. Davis (1989) focused the definition of microaggression further on race, describing microaggressions as "stunning, automatic acts of disregard that stem from unconscious attitudes of white superiority and constitute a verification of black inferiority" (p. 1576). This definition builds on Pierce's by using the expression "unconscious attitudes" instead of describing microaggressions as automatic, preceding how research into unconscious attitudes would expand in the 1990s. Discussions of microaggressions in this period stayed rooted in the context of racial injustice and abuse.

During this decade, the idea of “subtle discrimination” was raised in the context of women’s rights and focused on “modern sexism” in society and the legal system (Hanratty, 1989; Lott, 1985). The term was loosely defined and not subject to research. Instead of being defined as a separate term, at this stage, subtle discrimination was presented as being “in contrast to” overt discrimination (Hanratty, 1989) as an emerging experience worthy of consideration and exploration.

2.2.3 1990–2000

Research into microaggressions and subtle discrimination continued to be conducted during this time, predominantly to shape approaches to mental health for marginalised groups (Willie, 1995). Pierce’s description of microaggressions was developed further by Franklin (1999) into the following: “Subtle acts or attitudes experienced as hostile, which fit a personal history and pattern of racial slights and disregard” (p. 767). This description goes beyond Pierce’s in that it describes microaggressions as experiences – particularly the individual’s construction of experience within the context of previous microaggressions and slights. These properties also suggest that the impact of microaggressions is cumulative rather than bound to a single occurrence.

Research into subtle slights in the 1990s led to the development of more terms. Early in the decade, Mary Rowe of MIT wrote about subtle discrimination as “micro-inequities” (Rowe, 1990): “actions which are unjust toward individuals, when reasonable people would agree the particular

treatment of the individual occurs only because of a group characteristic unrelated to creativity and work performance" (Rowe, 1990, p. 155). Examples included situations where a member of a marginalised group is not introduced, presumptions of a lack of ability based on identifiable demographic features such as race, or actions such as a male leader placing his hand on the leg of a female team member (Rowe, 1990). Rowe referenced microaggressions six times during her article, often synonymously in place of micro-inequities, but the literature review did not comment on similarities between the terms. Further research on micro-inequities was rare.

The first references in peer-reviewed literature of "aversive discrimination" appeared in the 1990s (Dovidio & Gaertner, 1996). Aversive discrimination, appearing in this instance as aversive racism, was described as "a modern form of prejudice that characterizes the racial attitudes of many Whites who endorse egalitarian values, who regard themselves as nonprejudiced, but who discriminate in subtle, rationalizable ways" (Dovidio & Gaertner, 1996, p. 53). Examples included avoidant behaviours, such as a White person avoiding helping a Black person in need (Dovidio & Gaertner, 1996).

The Perceived Discrimination Scale was also published in this decade, in 1997 (D. R. Williams et al.), containing two measures: discrimination and "everyday discrimination". Discrimination was described as "major experiences of unfair treatment", and everyday discrimination was described as "chronic, routine and relatively minor experiences of unfair treatment" (D.

R. Williams et al., 1997, p. 340). Examples of everyday discrimination include “being treated with less courtesy than others” or “receiving poorer service than others in restaurants or stores” (D. R. Williams et al., 1997). The term and measure of everyday discrimination would lead to much research exploring the relationship between perceived everyday discrimination and health-related outcomes and become known separately as the Everyday Discrimination Scale.

At the end of the 1990s, the term “workplace incivility” was introduced by Andersson and Pearson (1999). They defined workplace incivility as “low-intensity deviant behavior with ambiguous intent to harm the target, in violation of workplace norms for mutual respect” (Andersson & Pearson, 1999, p. 457). Uncivil behaviours are rude and discourteous, displaying a lack of regard for others, with examples including rude comments, thoughtless acts, or negative gestures. The initial study (1999) was motivated by previous research demonstrating that most workplace aggression took subtle forms: verbal instead of physical, passive instead of active, indirect rather than direct, and subtle instead of overt (Neuman & Baron, 1997). The authors described how incivility was a growing problem in society and likely to continue increasing with changes in the workplace ([e.g., increasingly prevalent communication technology], Andersson & Pearson, 1999). Research up to this point can be broadly considered as identifying, naming and characterising the experience of subtle slights.

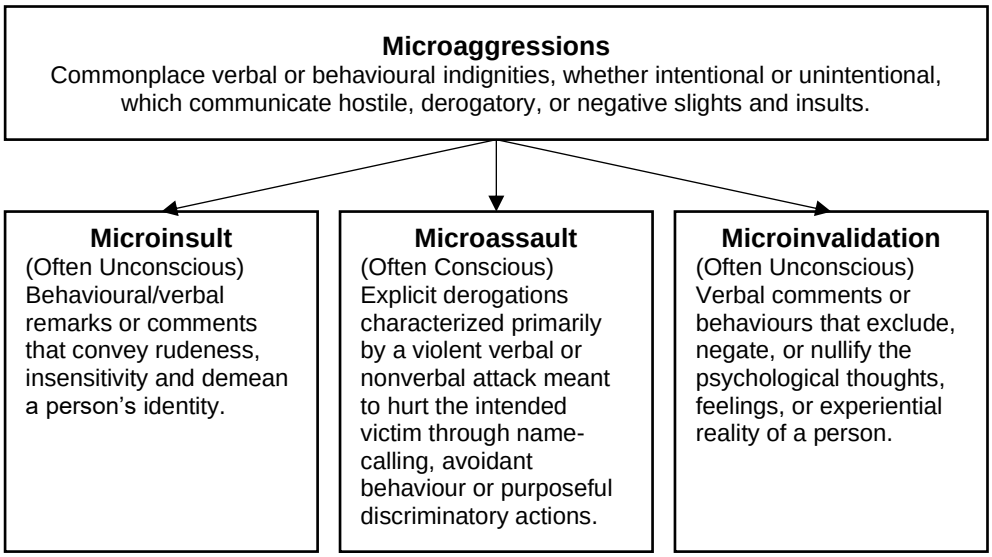
2.2.4 2000–2010

Interest in microaggressions increased following two seminal articles led by Derald Wing Sue of Columbia University in 2007 (Constantine & Sue, 2007; Sue et al., 2007), where microaggressions were described as “Brief, everyday exchanges that send denigrating messages to people of color because they belong to a racial minority group” (Sue et al., 2007, p. 273). This description marked a departure from the focus on automatic or unconscious processes and changed the emphasis of a microaggression. The ambiguity of the experience (e.g., “which fit a personal history and pattern of racial slights”) is replaced with a stronger statement about causation: “because they belong to a racial minority group.”

Sue and colleagues’ (2007) article reinvigorated the term “microaggression” and introduced new terminology: Microinvalidations, microinsults and microassaults (Sue et al., 2007). While the authors described their work as “reviewing the literature” (p. 272), the taxonomy presented seemed based on the authors’ experiences rather than an empirical study or review. The terms were mapped out as shown in Figure 6. The properties of the three sub-category terminologies appeared to signal more intent than the original description of a microaggression, which included the properties “subtle” and “automatic” (Pierce et al., 1977, p. 66)

Figure 6

Categories of and Relationships Among Microaggression Terms



Note. Adapted from "Racial Microaggressions in Everyday Life: Implications for Clinical Practice," D. W. Sue, C. M. Capodilupo, G. C. Torino, J. M. Bucceri, A. M. B. Holder, K. L. Nadal, and M. Esquilin, 2007, *American Psychologist, 62*(4), p. *278* (https://doi.org/10.1037/0003-066X.62.4.271). Copyright 2007 by the American Psychological Association.

Sue and colleagues' (2007) article was criticised for its reasoning and philosophy. A central story in the paper was a real-life incident where Derald Wing Sue and an African American colleague were asked to move seats on a plane when three White men in business suits boarded as they were told that the weight of the small propeller plane needed to be balanced. The request was attributed to race, and the story was provided in Sue and colleagues' article as an example of a microaggression. Other researchers (R. S. Harris, 2008) responded to the article by highlighting the validity of the reason given by the airline to balance the weight of the plane. Other critics have suggested that the central story and other examples of microaggressions throughout the article demonstrate a victimisation philosophy that pervades the authors' work (Thomas, 2008). Sue and colleagues responded to these criticisms by citing

the importance of experiential evidence and claiming the authors behind such criticisms were “working to impose their racial realities on POC [People of Colour]” (Sue et al., 2008, p. 277).

Despite the criticism, the article has become the most cited research paper on a subtle slight term, with 6,458 citations (according to Google Scholar in June 2022). Microaggressions continued to be referenced in health psychology (e.g., Franklin & Boyd-Franklin, 2000), but the work of Sue and colleagues led to the term being adopted by other disciplines, including counselling (Constantine et al., 2008) and psychology (R. S. Harris, 2008; Sue, 2009). Experiences of microaggressions began to be explored for demographics other than race, including gender (Schmaling, 2007), sexual orientation (Frazier, 2009), and religion (Abdo, 2008). Sue would become a significant contributor to microaggression research, influencing many studies over the next 15 years.

Research into everyday discrimination expanded quickly with the help of the Everyday Discrimination Scale, developed in the previous decade by Williams and colleagues (1997). The new measure was frequently used to explore the relationship of perceived everyday discrimination with various health outcomes (Banks et al., 2006; Lewis et al., 2006; Pérez et al., 2008). Furthermore, the relationship between everyday discrimination and mental health outcomes was strengthened by findings from longitudinal studies using the measure (e.g., Schulz et al., 2006). In contrast, few papers were published on aversive discrimination, with only a few additions from the

researchers who coined the term, John Dovidio of Yale University and Samuel Gaertner of the University of Delaware (Dovidio & Gaertner, 2000, 2005).

This decade also featured a seminal paper introducing the Workplace Incivility Scale (Cortina et al., 2001), which was used as a consistent measure that supported increased research. Studies explored correlations between workplace incivility and adverse outcomes, such as reduced performance, stress (Quiceno et al., 2009), creativity, helpfulness (Porath & Erez, 2009), and increased psychological distress (Lim & Cortina, 2005). Despite the research, scholars raised concerns that the HR community was unaware and uninterested in subtle mistreatment (Estes & Wang, 2008). Professor Lilia Cortina of the University of Michigan, the author of the Workplace Incivility Scale, went on to become a leading contributor to workplace incivility research.

Building on workplace incivility research, the term “selective incivility” emerged in 2008 (Cortina, 2008) to describe how workplace incivility could be a form of bias against underrepresented group members. A second aim was to extend discrimination literature into an area that is behavioural, with much previous work focusing on stereotyping and attitudinal change (Cortina, 2008). However, the article stated in its literature review that “the few psychologists who have looked at actual discriminatory conduct have generally focused on ‘formal discrimination’” (p. 56) without referencing the alternative terms of microaggressions and everyday discrimination that could have been used (Cortina, 2008). Research into subtle slights in this decade can be

characterised by exploration of the form and consequences of different types of behaviour described by subtle slight terms.

2.2.5 2010–Present

Since 2010, researchers have explored relationships between microaggressions and adverse outcomes, such as increased alcohol abuse (Blume et al., 2012), emotional distress (Wang et al., 2011), post-traumatic stress symptoms (Robinson & Rubin, 2016), low self-esteem (Clark et al., 2012), and poor outcomes in healthcare and counselling (Hook et al., 2016; Walls et al., 2015). The journal *Perspectives on Psychological Science* twice devoted volumes to the research agenda of microaggressions, including challenges and rebuttals (Lilienfeld, 2017a, 2020; Sue, 2017; M. T. Williams, 2020b). Author debate centred on the clarity and consistency of how to operationalise the term “microaggression”, with 18 recommendations for further research, including the following 5 (Lilienfeld, 2017a, p. 161):

1. Provide a clearer operationalization of microaggressions, with a particular focus on which actions and statements do not fall under the microaggression umbrella.
2. To avoid the problem of embedded political values, enlist collaborators who do not necessarily share the core assumptions of the microaggression research program, such as that subtle racism is pervasive in U.S. society.
3. Abandon the term “microaggression” and substitute an alternative term that does not imply that deliverer statements and actions are necessarily (a) aggressive and (b) extremely subtle.
4. Ensure that microaggression items contain sufficient situational context to minimize ambiguity in their interpretation.

5. Include measures of negative emotionality, especially those that assess the perception of oneself as a victim and hostile attribution bias, in studies of microaggressions.

Contemporary critiques of microaggression research have questioned a frequently used ideology, Critical Race Theory: “The problem is, when Sue, Solórzano, and other critical race researchers reject ‘Eurocentric epistemologies’ and ‘objectivity’ they reject the methodology and standards of modern science (e.g., use of a comparison group, sufficient sample size, unbiased questions, replicability of results, use of modern statistical analysis)” (Nagai, 2017, p. 51). In contrast, microaggression researchers have suggested that experiential evidence is of equal, if not greater, importance and that the use of objective scientific methods may result in “unintentionally diluting, dismissing, and negating the lived experience of marginalised groups in our society” (Sue, 2017, p. 171).

A striking occurrence in this period of research was the description of the term “microrape”, which originated in an academic article (Charles & Arndt, 2013) and made its way into terminology on the internet (*Subreddit: Microrape*, 2013). The term “microrape” could be problematic for sexual violence and DEI research. Adding the affix “micro” to the word “rape” may trivialise experiences of sexual abuse. Using the word “rape” in DEI research and interventions may lead to diversity resistance and be offensive to victims of rape. The term may also have been falsely conceived. It originated in the 2013 paper by Charles and Arndt (p. 2), authors who incorrectly referenced its use to the paper by Sue and colleagues (2007). Wikipedia moderators

discussed the term's problematic etymology and debated whether it should appear on the wiki page for microaggressions (*Talk:Microaggression/Archive 1 - Wikipedia*, 2022). Ultimately the moderators decided to remove it. "Microrape" did not appear again in academic literature, but the term could be found in online discourse. This occurrence illustrates the organic growth of terminology in this area: how it has been unstructured and influenced by various parties from inside and outside academia.

Beyond academic research, the term "microaggression" has been added to dictionaries, including Merriam-Webster and the Cambridge English Dictionary (Italie, 2017), used in mainstream publications such as The Economist (Johnson, 2016) and applied in workplace DEI training (Shepherd, 2019). This increased interest and uptake has, at times, been acrimonious. In 2020, for example, The University of Sheffield in the UK announced that it intended to pay 20 students to "tackle microaggressions in the university" (Coughlan, 2020). While it was a well-intentioned intervention by the university, it was criticised as unworkable due to "everyone having a different opinion on what constitutes a microaggression" (Dunn, 2020). The consequences of this intervention were noted in business literature at a time when employers were also adopting training on microaggressions (Jamieson, 2020). The death of George Floyd and the social unrest sparked by the incident led to increased calls in academic papers for action against microaggressions in the workplace as part of anti-racism strategies (Boatright et al., 2021; McCluney et al., 2021; Mezu-Ndubuisi, 2021).

The term “everyday discrimination” was less used in common parlance, but research continued. Similar to the term “microaggression”, questions were raised about the role of intentionality (Gardner & Ryan, 2017) and the defining properties of what constitutes everyday discrimination (Greenland et al., 2018). Contexts in which the term “everyday discrimination” was used broadened from a focus on race to other demographics, including age (Ward & Holland, 2011), gender (Jacobs et al., 2014), and disability (Mereish, 2012).

Research into workplace incivility focused on exploring antecedents (Arab et al., 2013; Welbourne et al., 2015), mediators and moderators (Abubakar et al., 2018; H. Kim & Qu, 2019; Loh & Loi, 2018; Sliter et al., 2012; Torkelson et al., 2016), and reviews of the field (Kabat-Farr et al., 2020; Miner et al., 2018; Schilpzand et al., 2016). The term “selective incivility” seemed to bring workplace incivility closer to other subtle slight terms outlined in this chronology. Indeed, selective incivility has also been described as equivalent to modern (Cortina et al., 2013) and subtle (Krings et al., 2014) discrimination in the workplace.

During this period, research largely focused on reviewing and organising research on the individual terms and deepening an understanding of various antecedents, mediators, and moderators. Research continued to be driven by siloed disciplines, something that is explored further in Chapter 3 (Sub-section 3.4.2.7). This decade also led to more papers referencing different subtle slight terms together. In a literature review of research on rudeness and incivility, microaggressions and workplace incivilities were

categorised as being similar low-level behaviours (Cortina et al., 2017). In an exploratory study of discriminatory language in the workplace, subtle discrimination and workplace incivility were described synonymously (di Marco et al., 2019). The literature presented over these 12 years suggests that research into subtle slights has been coalescing around the same themes and direction:

1. Exploring how subtle slight terms interrelate and overlap.
2. Questioning the parameters of what makes for a subtle slight.
3. And finally, creating more precise, consistent terminology among researchers of subtle slights.

This thesis builds on this research and explores the implications for employers, using the research questions presented in Section 1.3.

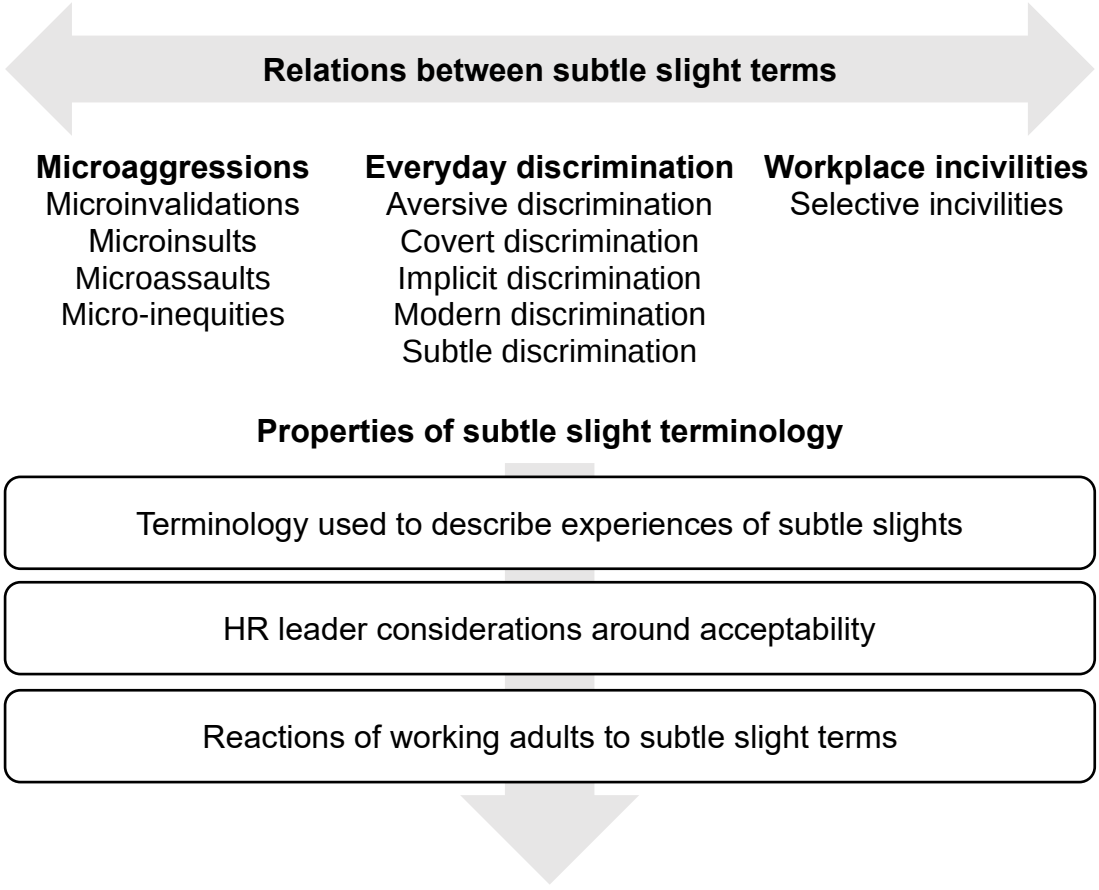
2.3 Developing a Conceptual Framework

The development's chronology suggests subtle slight terms may fit into three categories: microaggressions and micro-inequities, everyday or subtle discrimination, and workplace or selective incivilities. Research has occurred across varied disciplines and contexts, but there appears to be a dearth of research into subtle slights in the workplace context. Of the terms reviewed, workplace incivilities may have the most research applied to the workplace, with reviews suggesting less applied workplace research into microaggressions (Metinyurt et al., 2021) and everyday discrimination (Jones et al., 2016). Most research is about employees' experience of subtle slights rather than their experience of SSIs.

A conceptual framework is defined as the integration of research questions, variables and literature that contextualise and guide a study or application (Ravitch & Carl, 2016). The development of a conceptual framework guides this thesis in the formulation of research design, methods, and analyses. As an output of this thesis, a framework may support implementation by summarising and making research findings accessible (Economic and Social Research Council, 2022). A feature of this thesis and its framework is its focus on organising subtle slight terms, exploring their properties, and considering the acceptability of subtle slight terms when used in workplace SSIs (Figure 7).

Figure 7

Conceptual Framework to Guide Research Design



This conceptual framework consolidates the terms and research areas described in this chapter. The primary terms explored are microaggressions, everyday discrimination, and workplace incivilities. These appear to be the three most researched terms, and other less-used terms seem to share their properties. Chapter 3 presents a review and meta-synthesis of the relations between these terms.

Once the terms are organised, the conceptual framework can be deepened by further exploring subtle slights' terminology as used in the workplace context. This thesis draws on two samples and research methods to achieve this goal. As noted in the Introduction, Chapter 4 uses a corpus linguistic analysis methodology to explore the real-world terminology used to describe experiences of subtle slights. Chapter 5 uses a reflexive thematic analysis methodology to explore employer views on the acceptability of different terms. The final area of exploration in Figure 7 is how working adults react to subtle slight terms and how different terms might prompt varying emotional reactions. This is explored in Chapter 6 using an experimental design with a sample of working adults from the UK. It is hoped that the findings of these studies will improve our understanding of the properties of subtle slight terms.

It is not expected that the framework produced at the end of this thesis will be the final framework as the scope of organising subtle slight terms and exploring the acceptability of these terms is ambitious. However, this thesis

makes a novel contribution to an under-researched area by beginning this process.

2.4 Chapter Summary

The investigation and development of subtle slight terms have occurred in disciplinary siloes over several decades. More needs to be done to organise the relations between subtle slight terms. This chapter ended with the development of a conceptual framework to summarise and inform the direction of research in this thesis and provide a structure for analysis and discussion in Chapter 7. Chapters 3 through 6 detail four studies that build on this chronology and develop the framework. The next chapter explores the relations between subtle slight terms described in the chronology, while subsequent chapters explore the properties of subtle slight terms.

3. STUDY 1: MICROAGGRESSIONS, EVERYDAY DISCRIMINATION, INCIVILITIES AND OTHER SUBTLE SLIGHTS AT WORK: A META-SYNTHESIS

3.1 Chapter Overview

This chapter presents a meta-synthesis of subtle slight research from 2007 to 2020, focusing on the terms “microaggressions”, “everyday discrimination” and “workplace incivilities”. The chapter begins with the objective of the review and details the research question it addresses (Section 3.2). Following this, a description and justification of this type of review are provided, in addition to methodological decisions (Section 3.3). Results of the meta-synthesis are then presented (Section 3.4). The main findings are discussed and the strengths and limitations of the review are presented (Section 3.5) and summarised (Section 3.6).

3.2 Introduction

The objective of this study was to explore the common and distinguishing properties of the subtle slight terms presented in Chapter 2. This review addresses the first research question outlined in Section 1.3: What are the common and distinguishing properties of subtle slight terms? At the same time, this study serves to identify any areas where adequate evidence is lacking and, therefore, areas where further studies are needed (Egger et al., 2001).

Subtle slight terms have been developed in various disciplines (Chapter 2) and described as “disunified” (Sternberg & Grigorenko, 2001; Wong et al., 2014). In a unified science, there is a common understanding of terms and their properties ([such as the meaning of a quark in physics], Staats, 1999). Such shared understanding allows research to progress and employers to apply research findings (Passmore & Chae, 2019). As demonstrated by the chronology (Chapter 2), subtle slight terms appear to share strong identification with specific disciplines (e.g., clinical psychology) and adherence to specific paradigms (e.g., behaviourism), which may lead to preferences in discipline-specific methodologies and journals (Sternberg & Grigorenko, 2001). As covered in Sub-section 2.2.4, many of Lilienfeld’s (2017a) recommendations for microaggression research related to stronger operationalisation, reduced ambiguity and contextualisation in how subtle slights are defined.

In contrast to the integrated literature reviews into research on workplace aggression and employee engagement (Hershcovis & Reich, 2013; Shuck et al., 2017), reviews and meta-analyses have tended to focus on individual subtle slight terms. For example, microaggressions (Wong et al., 2014), subtle discrimination (Jones et al., 2016) and workplace incivilities (Cortina et al., 2017). Most review scholarship has focused on microaggressions, with several articles published in 2017 and 2020 in *Perspectives on Psychological Science*, including challenges and rebuttals (Lilienfeld, 2017a, 2020; Sue, 2017; M. T. Williams, 2020a). Together, they

suggested that the effects of subtle slights on employees are deleterious and merit attention.

Employers may be acutely aware of the need to take action against subtle slights (Cortina et al., 2017; Leigh & Melwani, 2019; Metinyurt et al., 2021) but may be unaware of the various terms and unsure as to the most appropriate way forward. It is difficult to identify, monitor and address these negative behaviours when their conceptualisations are unclear (Marshburn et al., 2017). Intervention development is challenging under these circumstances. Questions have been raised about the intentionality and parameters of subtle slights (Gardner & Ryan, 2017; Greenland et al., 2018).

Employers and applied research may be supported through the organisation of subtle slight terms and their properties. A deeper understanding of the similarities and differences between the various forms of subtle slights and an overarching framework may organise these bodies of knowledge to help employers better understand and address these phenomena. It may also enable the development of process models featuring antecedents and outcomes (Daniels et al., 2017). As Klein and Briggs suggested in their commentary on workplace discrimination (Klein & Briggs, 2017, p. 124), “Without a doubt, a framework that lends itself to the integration of the many forms of discrimination is long overdue”.

The present study systematically synthesises research into subtle slight terms conducted since Sue et al.'s landmark study in 2007. This research is done through a meta-synthesis approach and asks three questions:

Question 1: What are the similarities and distinguishing properties of the various subtle slight terms?

Question 2: In which countries has research into subtle slights taken place, and on which demographic groups has it focused?

Question 3: What is the quality of research into subtle slights?

3.3 Method

A meta-synthesis approach was chosen, which involves a rigorous and systematic search for material, a quality appraisal, and a qualitative review of compiled papers (Samnani, Vaska, Ahmed, & Turin, 2017). Meta-synthesis is useful when bringing together literature from various disciplines as it looks to interpret findings from studies and to reflect upon and explain phenomena (Samnani et al., 2017).

3.3.1 Search Strategy

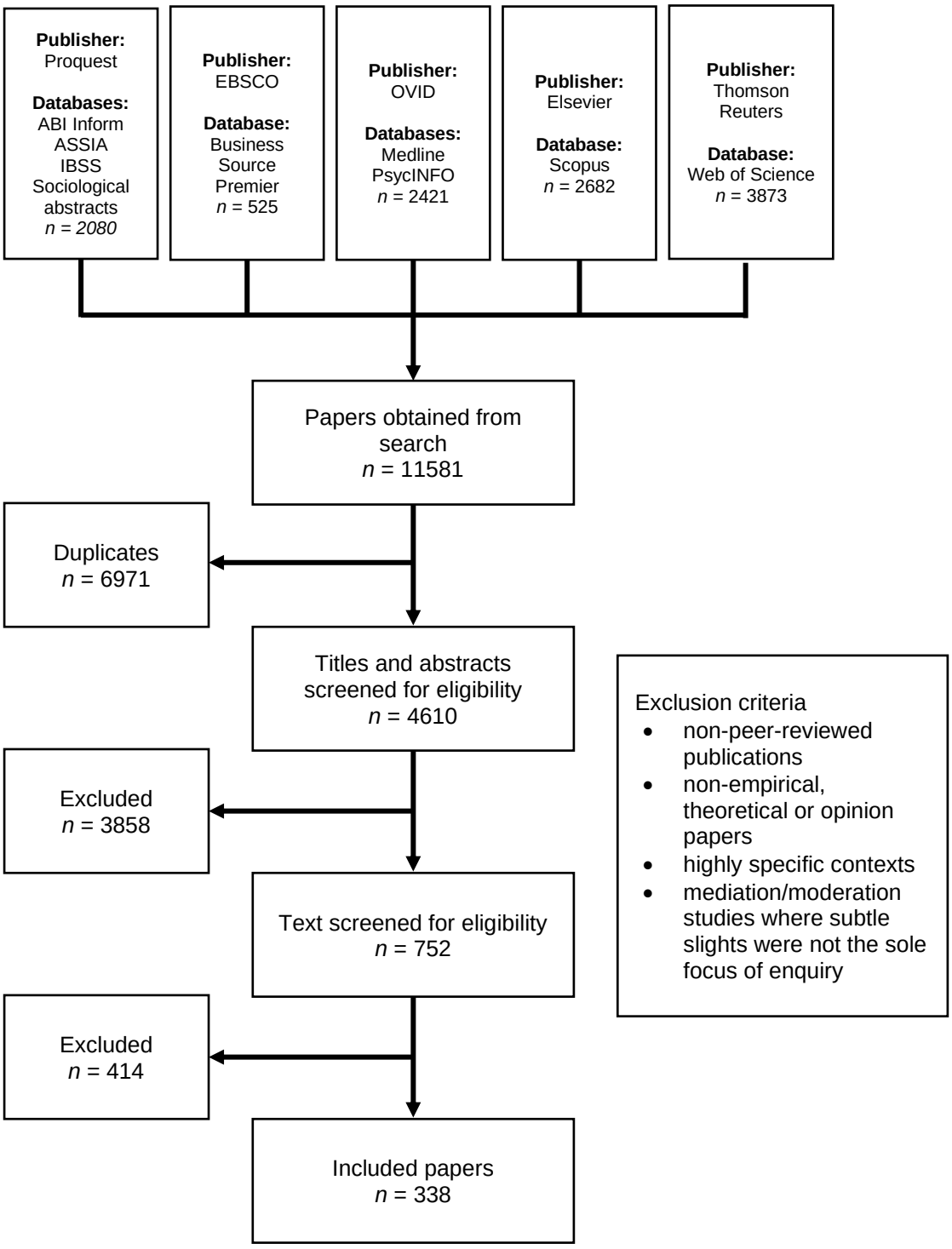
The search strategy was developed from an initial scoping literature view that generated key papers on the types of subtle slights. To refine the strategy, "litmus test" searches were conducted with key, known papers and review articles for related terms and synonyms. The 16 final search

parameters (listed in Appendix 1) included the terms: *microaggression*, *incivility*, *discrimination* (*aversive*, *covert*, *implicit*, *modern*, *subtle*), *microinvalidation*, *microassault*, *microinequity* and *microinsult*. The terms *everyday racism*, *everyday sexism* and *everyday ageism* were also included. Authors were contacted for further information where necessary.

Nine databases were searched (Figure 8) mainly from the disciplines of sociology, psychology, medicine, and business: ABI Inform, Applied Social Sciences Index and Abstracts (ASSIA), International Bibliography of the Social Sciences (IBSS), Sociological Abstracts, Business Source Premier, Medline, PsycINFO, Scopus and Web of Science.

Figure 8

QUOROM Flowchart Demonstrating Search and Data Extraction Processes



3.3.2 Inclusion and Exclusion Criteria

The main objective of data extraction was to include primary, empirical research and literature reviews into subtle slights. Papers were included if a review of their title and abstract suggested they were in English and reviewed or conducted primary research involving microaggressions, everyday discrimination, workplace incivilities, or other subtle slights. They were published between 1 January 2007 and 31 January 2020, featured adult participants (aged 18 and over), and were published in peer-reviewed journals.

Once duplicates had been removed, this strategy yielded 4,610 papers (Figure 8). Some were subsequently excluded if their focus was on larger or more overt constructs (e.g., unconscious bias, overt discrimination, bullying) or on highly specific contexts (e.g., student incivility, nursing incivility, family incivility). Research on mediators, moderators, measure validation studies or studies that explored onlooker responses were excluded. Autobiographical articles, commentaries, book reviews and book chapters were also omitted. To make terms more comparable, research that presupposed a societal ideology was excluded. This process left 752 articles for review.

3.3.3 Full-Text Review, Coding and Analysis

Copies of the 752 articles were obtained, and the full text of each was scanned against the inclusion and exclusion criteria. Exclusions at this stage were less about relevance and more about whether a study met all the requirements of the inclusion and exclusion criteria. Common reasons for

exclusion at this stage include studies seeking to propose and validate measures; research that focused solely on moderating or mediating factors; and papers that used inappropriate samples such as adolescents. At this stage, irrelevant papers were excluded, particularly ones with a research focus that initially seemed related. Examples of these include nursing incivility (the study of rude behaviours between nurses in hospital wards) and family incivility (the study of rude behaviours between family members). Initial test examples of the criteria were discussed with the research supervisor. A random selection of 20 articles was reviewed by an independent researcher to check for consistent application of the inclusion and exclusion criteria. These checks resulted in minor amendments incorporated into the subsequent analysis of all articles.

The remaining 338 articles were reviewed and assessed for quality using the appraisal methodology described by Crombie (1996) and the Critical Appraisal Skills Program (CASP, 2019). CASP is a toolkit that assists in the evaluation of evidence, with checklists provided for different research methodologies (Appendix 2). The appraisals produce four quality ratings (high, moderate, low, and very low). The quality review did not result in article exclusion but instead allowed for a review of the distribution of quality and, in a later narrative review, to base conclusions on articles rated highest for quality.

3.4 Results

The complete list of extracted studies, together with their characteristics (year of publication, authors, title, journal, country of the primary researcher, which type of subtle slight was the focus, sample size, nature of the sample, research context, and study design), are presented in Appendix 3. The results of the meta-synthesis are divided into two Sub-sections: 3.4.1, an overview of extracted articles, and 3.4.2, a review of subtle slight terms' similarities and distinguishing properties.

3.4.1 Overview of the Articles Under Review

The majority of the 338 papers on subtle slights focussed on three terms: microaggressions (51%), everyday discrimination (32%), and workplace incivility (12%). Full details are presented in Table 2, showing the number of papers adopting other less common terms.

Table 2

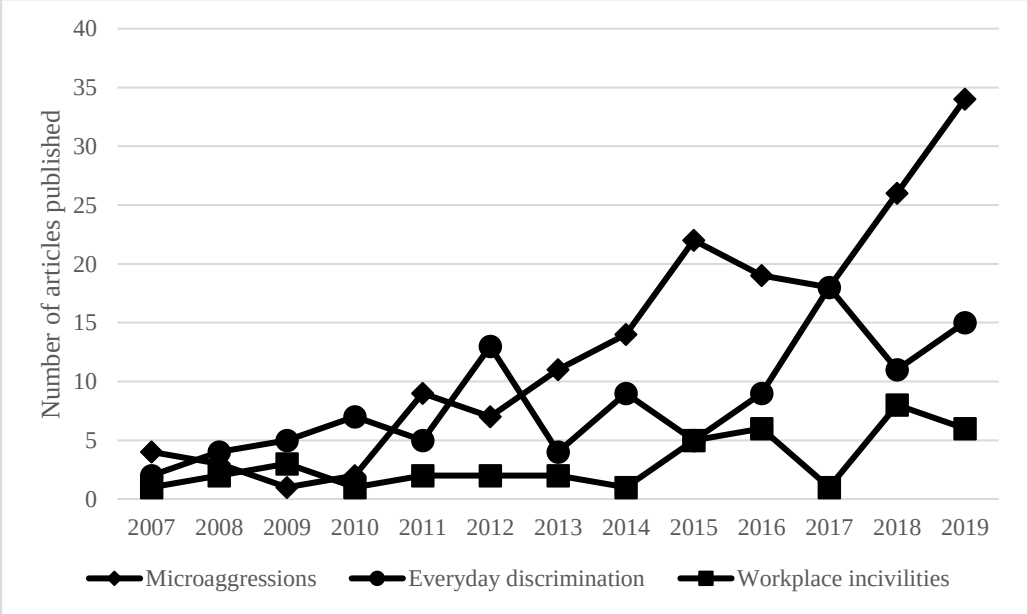
Number of Articles Presented by Subtle Slight Term

Term	Number of Articles
Microaggression	172
Everyday discrimination	108
Workplace incivility	41
Subtle discrimination	9
Selective incivility	4
Aversive discrimination	1
Covert discrimination	1
Micro-inequities	1
Workplace mistreatment	1
Total	338

3.4.1.1 Publishing Trends. There was an increase in research into subtle slight terms over the review period, with an approximate six-fold increase from the first to the last year. This increase is shown in Figure 9. From the papers extracted in the systematic search, in 2007, there were four articles on microaggressions, two on everyday discrimination and one on workplace incivilities. In the final year of reviewed papers, there were 34 on microaggressions, 15 on everyday discrimination and 6 on workplace incivilities.

Figure 9

Publishing Rates for Articles on Microaggressions, Everyday Discrimination, or Workplace Incivilities



3.4.1.2 Countries of Origin. The overwhelming majority of papers (270; 80%) came from the U.S. Of the rest, 17 were from Canada, 10 from the UK., 9 from Australia, and the following countries each produced 4 or fewer papers: Malaysia (4), Spain (4), Germany (3), The Netherlands (3), Belgium

(2), China (2), India (2), Israel (2), Portugal (2), Sweden (2), Brazil (1), Finland (1), Hong Kong (1), Iran (1), New Zealand (1), Norway (1), and Switzerland (1).

3.4.1.3 Demographic Focus. Of the papers with a demographic focus, studies principally investigated three factors: race or ethnicity (135), sexual orientation (23) and gender (22). The remaining papers either focused on other factors or a combination of factors. However, most of the 79 papers that considered multiple foci, such as the combination of race and gender, included race or ethnicity as a focus (60). Table 3 presents the number of papers where subtle slights were explored in various demographic contexts in 10 or fewer papers: mental health or disability, for example.

Table 3

Number of Articles Presented by Demographic Focus

Demographic Focus	Number of Articles
Race or ethnicity	135
Sexual orientation	23
Gender	22
Age	7
Nationality	6
Mental health	6
Religion	5
Weight	3
Class	3
Disability & disease	2
Hierarchy	2
Homeless	1
Studies with multiple foci	79
Total	294

3.4.1.4 Negative Affect (NA). This review of research explored whether empirical studies controlled for NA. Twenty-five empirical studies included an NA measure as a control or outcome variable; most of which were on workplace incivility. The findings were mixed: some found NA co-varied with outcomes such as anxiety, hurt feelings and job satisfaction (Flanders, 2015; Ismail et al., 2018; Reio Jr. & Ghosh, 2009). Others suggested that different variables might mediate NA's role, such as adverse events (Ong et al., 2009) or differences between a supervisor and a subordinate (Woznyj et al., 2017).

3.4.2 What are the Commonalities and Distinguishing Properties of Subtle Slight Terms?

The core research question explored the commonalities and distinguishing properties of subtle slight terms in research papers published between 2007 and 2020. The meta-synthesis compared definitions, quality, context, sampling, methods, the journals that published the studies, and the measures used. The remainder of this review focuses on the 325 papers on these three most common terms used in research: "microaggressions", "everyday discrimination", and "workplace incivility". Studies on selective incivility were included with papers on workplace incivilities as a closely related term.

3.4.2.1 Definitions. High-quality papers on "microaggressions" (22) shared common themes around intensity, intent, and duration. Although definitions varied slightly to fit the demographic studied, the most frequent

definition stemmed from Sue and colleagues' article: "brief and commonplace daily verbal, behavioural or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults towards people of color" (Sue et al., 2007, p. 271).

Most of the high-quality papers using the term "everyday discrimination" (67) defined it as "chronic, and unfair treatment that occurs in commonplace social encounters" (Mouzon, Taylor, Keith, et al., 2017). Many of these papers also included measures of overt discrimination. Most studies employed the measure of everyday discrimination used by Williams and colleagues (1997), and the examples given tended to come from Williams' measure. These include being treated with less courtesy than others, less respect than others, or receiving poorer service than others in restaurants or stores.

The nine articles on "workplace incivility" that were rated as high quality all used the same definition drawn from Andersson and Pearson (1999, p. 457): "low-intensity deviant behavior with ambiguous intent to harm the target, in violation of workplace norms for mutual respect. Uncivil behaviours are characteristically rude and discourteous, displaying a lack of regard for others." Examples quoted in the literature include having someone put you down or be condescending to you, make demeaning or derogatory remarks about you, repeatedly gossip about you to other co-workers, or doubt your judgment on a matter over which you have responsibility.

Extracting information from these definitions of the three primary subtle slight terms allowed for the use of an inductive approach to explore similarities and differences in their properties (Jebb et al., 2017). These are summarised in Table 4. The definitions are similar in that they all refer to low-intensity interactions characterised by subtle disrespect, condescension and character-based discrimination that would not be uniformly recognised as overt acts of discrimination (Keith et al., 2017). The definitions for microaggressions and workplace incivility are similar in that they do not identify the likely intention (hostile or well-meant) of the person who delivers a slight.

The definition of everyday discrimination does not reference intent at all. The most significant difference between the three definitions is the type of violation that precedes the offence. Microaggressions' definitions refer to slights and put-downs in the context of identity, such as "you are so articulate" and "where are you from?", which stereotype racial identity (Sue et al., 2007). The definition of everyday discrimination refers to unfair treatment, such as when a target (a person receiving a slight) is treated with less courtesy or receives poorer service than others. Definitions of workplace incivility refer to the violation of workplace norms regarding politeness and respectful behaviour. Thus, microaggressions and everyday discrimination are positioned as experiences specific to marginalised groups, whereas workplace incivility is defined as a universal experience. Finally, in terms of their duration, microaggressions and everyday discrimination are defined as occurring at many points over time (chronic), whereas definitions of workplace incivility do not specify repeated experience.

Table 4

Properties of Subtle Slight Terms Drawn from Definitions

Term	Defining Properties			
	Violation	Intensity	Duration	Intent
Microaggressions	Identity	Low	Chronic	Ambiguous
Everyday discrimination	Expectations of fairness	Low	Chronic	Not specified
Workplace incivility	Expectations of respect	Low	Not specified	Ambiguous

3.4.2.2 Outcomes. A range of outcomes was studied through the extracted research. The most common focus (113 papers) was a qualitative exploration of participants' experiences of subtle slights. The most common outcomes studied were depressive symptoms (17 studies), poorer mental health (9), substance use or alcohol-related problems (9), obesity (7), poorer physical health (6), blood pressure (5), Post-Traumatic Stress Disorder symptoms (4) and sleep quality (4). Work-related outcomes included burnout (2), customer service (2), employee engagement (2), intention to stay (2), job performance (2) and employee well-being (2). The complete list of outcomes across all types of subtle slights is presented as a "word cloud" in Figure 10, where larger text represents more commonly reported outcomes.

Figure 10

Word Cloud of Outcomes Associated with Experiences of Subtle Slights



Outcomes were categorised into three groups: health outcomes, workplace outcomes and individual performance outcomes (e.g., cognitive, or academic performance). As demonstrated in Table 5, research into subtle

slights has predominantly focused on health-related outcomes. Workplace incivility is the notable exception, with a greater focus on workplace outcomes. Evidence of health-related outcomes is relevant for employers deciding whether to focus on subtle slights. However, there is a relative dearth of research into workplace and performance-related outcomes. These outcomes might strengthen an employer's intention to implement SSIs.

Table 5

Outcomes Studied by Term

Term	Outcome Studied		
	Health	Performance	Workplace
Microaggressions	70% (32)	19% (9)	11% (5)
Everyday discrimination	96% (50)	2% (1)	2% (1)
Workplace incivility	50% (13)	8% (2)	42% (11)

Note. Percentages are of research articles with evidence of each outcome category. The number of articles is shown in parentheses.

3.4.2.3 Quality. Using quality appraisal (CASP, 2019), most papers about everyday discrimination and workplace incivility were rated as high/moderate quality. The quality of microaggression papers was more evenly distributed, with almost equal numbers rated low/very low as high/moderate. Table 6 presents the details.

Table 6

CASP Quality Rating of Research by Term

Term	Quality Rating	Number
Microaggressions	High	22
	Moderate	62
	Low	54
	Very low	34
Everyday discrimination	High	67
	Moderate	31
	Low	9
	Very low	1
Workplace incivilities	High	9
	Moderate	25
	Low	8
	Very low	3

3.4.2.4 Context. The majority (43%) of studies on microaggressions used a research context of “everyday life”, with 29% of research on microaggressions using an education context (e.g., university culture) and 10% using a workplace setting (see Table 7 for further detail). The context of everyday life featured in 93% of studies on everyday discrimination, with only four studies looking at everyday discrimination in a workplace setting, and 93% of research on workplace incivilities was conducted in a workplace setting

Table 7

Research Context by Term

Term	Context	Number
Microaggressions	Workplace	18
	Everyday	75
	Education	50
	Counselling	13
	Other	3
	Social work	3
	Healthcare	10
Everyday discrimination	Workplace	4
	Everyday	100
	Education	1
	Healthcare	3
Workplace incivilities (includes studies on selective incivility)	Workplace	42
	Education	2
	Other	1

3.4.2.5 Sampling. In terms of the type of sample employed, empirical studies on everyday discrimination and workplace incivilities primarily employed applied samples (96% and 88%, respectively), whereas studies on microaggressions tended to use student samples (58%). The mean sample size also varied between the type of research. Mean sample sizes were much larger in studies about everyday discrimination and workplace incivilities than in studies about microaggressions (Table 8). Microaggression studies using a workplace setting have an increased percentage of non-student samples: 67% of the 18 studies used a non-student sample.

Table 8

Research Methods by Term

Term	Method	Articles (n)	Mean Sample Size (n)	Range
Microaggressions	Cross-sectional survey	63	499	40–4800
	Focus group/interviews	83	33	3–314
	Review	17	NA	NA
	Longitudinal	6	391	53–1410
	Experimental	3	241	68–394
Everyday discrimination	Cross-sectional survey	71	3095	77–8385
	Focus group/interviews	6	168	32-613
	Review	2	NA	NA
	Longitudinal	28	15152	174–59,000
	Experimental	1	301	301
Workplace incivilities	Cross-sectional survey	29	2195	40–34,209
	Focus group/interviews	1	39	39
	Review	5	NA	NA
	Longitudinal	6	165	76–348
	Experimental	0	NA	NA

3.4.2.6 Methods. As shown in Table 8, most studies used cross-sectional surveys or qualitative methods (focus groups or interviews). Longitudinal studies and experimental designs were used to a lesser extent. Research focusing on microaggressions frequently used a focus group or interview approach. Research into everyday discrimination predominantly used cross-sectional or longitudinal surveys, while research into workplace incivilities frequently used cross-sectional surveys. Most papers rated as low quality via CASP were interviews, focus group studies and reviews. For

studies employing interviews and focus groups, this was often due to an absence of quality control, impartial auditing of qualitative analysis, the absence of an independent inspection of notes or transcripts, and lack of transferability to other settings. Review studies tended to be rated lower due to a lack of comprehensive literature searches, unreproducible search strategies, unclear presentation of inclusion or exclusion criteria and limited/no use of quality assessments.

3.4.2.7 Journals. Research was published in various journals, although 12 journals published four or more articles: 20% of the total articles extracted. Research into microaggressions often appeared in journals with a strong interest in diversity, usually originating from a sociological or counselling discipline. This includes, but is not limited to: The Journal of Diversity in Higher Education (9), The Journal of Counseling Psychology (6), The Journal of Homosexuality (6), and The Journal of Ethnic and Cultural Diversity in Social Work (5).

In contrast, everyday discrimination has often been driven by clinical psychology or public health (e.g., The American Journal of Epidemiology and The American Journal of Public Health, 5), exploring relationships between exposure to everyday discrimination and various outcomes, usually health-related. These papers often appeared in epidemiology and public health journals and used longitudinal, large cohorts representing defined populations, such as the Black Women's Health Study (e.g., Bacon et al., 2017; Coogan et al., 2014; Cozier et al., 2014; Lu et al., 2019). Finally, studies

on workplace incivility were typically carried out from a business and management perspective and were primarily published in work-related journals (e.g., The Journal of Occupational Health Psychology, 8).

3.4.2.8 Measures. The 56 cross-sectional studies on microaggressions used 15 different measures, the most common of which were the Racial and Ethnic Microaggressions Scale (Nadal, 2011), used 14 times; the Daily Life Experience subscale of the Racism and Life Experience Scale (Harrell, 1997) used six times; and the Racial Microaggressions Scale (Torres-Harding et al., 2012) used five times. Research into everyday discrimination consistently used the Everyday Discrimination Scale (D. R. Williams et al., 1997), used in 98 studies. Research into workplace incivility (26 studies) mostly used a variation of the Workplace Incivility Scale (L. M. Cortina et al., 2001).

3.5 Discussion

This meta-synthesis explored the common and distinguishing properties of three primary subtle slight terms: microaggressions, everyday discrimination and workplace incivility. It also explored the quality of research and its origin. Past literature reviews have focused on research related to one term, but this meta-synthesis focused on a wide selection of terms used to refer to subtle slights.

Analysis revealed that research into subtle slights was disunified. Studies using the various terms mostly emerged from specific disciplines and thus adhered to the epistemologies of those areas of study (Sternberg &

Grigorenko, 2001). Nonetheless, there were similarities in these terms' properties: all referred to low-intensity negative interactions between people. There were critical differences between terms regarding the "violation" that caused them to be regarded as slights.

Despite the disunified research, there were many commonalities in the studies conducted. All terms had increased research over the review period, most of which was about race and published in the U.S. Definitions all referred to covert, subtle slight experiences. Due to these subtleties, there are shared challenges when it comes to studying these phenomena: a) how to isolate a behaviour that is covert and often context-dependent; b) how to avoid confounding variables that could influence study results, and c) how to avoid bias entering into methods, whether through the opening question of an interview or the design of cross-sectional measures. These challenges have led to similar use of exploratory cross-sectional or qualitative methods. Much of the research is still exploratory.

Regarding the origin of the harm that results from subtle slights, all are considered as hurting the person experiencing a slight through a violation of expected treatment or social norms. A microaggression is the experience of a slight or put-down, a violation based on the target's identity. Everyday discrimination is the experience of unfair or disrespectful treatment due to the target's identity. Both subtle slight terms are regarded as stemming from stereotyping, conscious or unconscious, of marginalised group members' identities. Workplace incivility is related to generic rudeness and violations of

workplace norms; people at work expect to be respected, protected, and receive fair treatment. Thus, anyone can experience workplace incivility, but only certain group members might experience microaggressions or everyday discrimination.

This review has included the emerging term “selective incivility”, bringing the term closer to that of microaggressions and everyday discrimination ([where only a select few are the targets of uncivil behaviour due to an aspect of their identities, such as race or gender], Cortina et al., 2013). There are also examples in articles on workplace incivility of certain groups, such as women, being more likely to experience incivility at work (Zurbrügg & Miner, 2016). Selective incivility highlights a potential challenge that subtle slight research faces: where one person may encounter rudeness and describe it as general incivility; another could see that rudeness as an attack on their identity and label it a microaggression.

The subtle slight terms reviewed in this study may be understood in terms of four properties (VIDI Framework; Figure 11): “Violation” (of fairness, identity or respect), “Intensity” (how strong or offensive the slight is perceived to be), “Duration” (whether the experience is frequent and occurs over a long period of time), and “Intent” (whether the slight is deliberate, unintentional or ambiguous). A critical difference between the VIDI Framework and past research (Cortina et al., 2017; Jones et al., 2017) is the incorporation of “violation” to differentiate between different subtle slight terms. Organising

subtle slight terms within this framework may enable employers to raise awareness of subtle slights holistically.

Figure 11

VIDI Framework Organising the Properties of Subtle Slight Terms

	Introducing a focus on workplace behaviours that
Violation	Undermine employees' identity, sense of fairness, or respect
Intensity	May seem small
Duration	Occur over time
Intent	May seem unintentional
	These may be known as microaggressions, everyday discrimination or workplace incivility

The quality appraisal suggested that research into everyday discrimination and workplace incivilities was of higher quality than research into microaggressions. Qualitative methodologies (interviews and focus groups) with small samples, frequently comprised of students, was often used in microaggression research. There have been criticisms about how small sample sizes and students, particularly psychology students, have been used in studies of racial microaggressions (Lilienfeld, 2017a; Wong et al., 2014). Reliance on student samples may lead to bias, as student populations are often unrepresentative of populations of interest (e.g., employees or a cross-section of society), and phenomena of interest may manifest differently in student samples and their study environments (Shen et al., 2011). The cross-sectional and longitudinal surveys more frequently used by research into everyday discrimination and workplace incivilities were more likely to be

rated as high quality, feature large and representative samples, use valid and reliable measurements, and account for confounding variables.

3.5.1 Strengths and Limitations

This review has several defining strengths. A meta-synthetic approach has established that research into subtle slights is being carried out in various disciplines using different terminology. Drawing from research conducted outside workplace contexts has enabled this study to explore terms that may still be used within workplaces. Similarly, reviewing without a geographical filter has allowed this study to investigate origins and patterns in literature. Quality appraisal permitted this study to focus on properties of subtle slight terms drawn from definitions in the highest quality papers and present an overall view of the quality and nature of research in this field.

In terms of limitations, it is possible that some terms were not identified during the systematic search process. Despite the rigour of the systematic process, human error remains a factor. It is possible that relevant articles could have been missed or unintentionally excluded during filtering and compiling. Due to the breadth of this review, hand searching of journals was not carried out, which may limit the identification of relevant articles. While efforts were made to identify unpublished research by contacting authors of articles within the extracted data, the limited response to this effort is another restraint. Specifically, it raises the chances of publication bias: studies showing significant or interesting findings are more likely to be published than those that do not show relationships (Thornton & Lee, 2000).

The decision was made to exclude certain irrelevant terms such as “nursing incivility” or “political incivility.” While these specific terms were unlikely to be relevant, it is possible that articles were missed. It is acknowledged that, despite the systematic process of this meta-synthesis, the judgements upon which articles were included, excluded, and rated for quality remain subjective. Other researchers may have decided differently. The study attempted to control for this using precise quality assessment forms and a separate researcher to audit a selection of articles. However, this meta-synthesis was approached from psychology, and the quality appraisal process was originally rooted in clinicians’ need for evidence-based interventions. The definition of quality and methodological rigour may vary from disciplines with different perspectives (e.g., sociology, counselling).

3.5.2 Further Research and Implications for Practice

A range of research gaps was identified. Firstly, most of the research in this area has focused on race and originated in the U.S. For instance, the term “microaggression” was chosen by Chester Pierce (1970b) to describe the slights that Black people were facing during that time in the U.S. Initial research in the UK (West, 2019) suggests that this term may be appropriate to describe experiences faced by marginalised racial and ethnic group members and other underrepresented groups in Europe – but further research could explore and confirm that. It is important that more research is done in Europe to see how lived experiences vary, how terms resonate, and to pick the terms that are meaningful and acceptable in the workplace.

This review has focused on the properties of terms. A greater focus on theory and systems thinking may enrich our understanding of why subtle slights occur and the mechanisms by which harm transpires, both for individuals and employers. The literature reviewed here suggests that microaggressions and everyday discrimination stem from conscious or unconscious stereotyping of marginalised group members' identities. In contrast, workplace incivility can arise from factors including job dissatisfaction, dominant conflict management styles and obsessive passion for work (Cortina et al., 2017). Jones and colleagues (2016) provided a valuable commentary on various theories that might explain the harm that subtle discrimination causes. The very "subtlety" of these experiences is important in comprehending that harm. This understanding might help address the concern that most current interventions to reduce discrimination at work focus on overt rather than subtle behaviours.

Research might benefit from greater integration with other disciplines, such as pragmatics and linguistics (Bargiela-Chiappini, 2003; Locher & Larina, 2019). These disciplines may connect research into subtle slights with literature that is culturally and methodologically diverse ([e.g., theories of politeness and face-saving in Eastern cultures] Kinnison, 2017; Olaniyi, 2017). Research could also investigate potential co-variables such as NA, described in Sub-section 1.2.3. It is currently unclear how NA influences recipients' perceptions of subtle slights (West, 2019; M. T. Williams et al., 2018). There is evidence to suggest that other co-variables might be instrumental in the perception of subtle slights; for example, whether the communicator is known

for fairness or equity (Offermann et al., 2013), a person's level of dispositional forgiveness (Burrow & Hill, 2012), or level of neuroticism (Milam et al., 2009). It would be helpful for employers to understand when slights might be experienced because of individual dispositions or personality traits and what this might mean for SSIs (Hernandez et al., 2020).

Moreover, the subtle slight literature has developed without incorporating progress made elsewhere in related fields. This is particularly relevant regarding the Stereotype Content Model (SCM), which has served as a unifying framework for stereotype literature in a way that could also guide progress for research into subtle slights. The SCM (Fiske et al., 2007) explains how all perceptions of others and the stereotypes they incur factor down to two elements: warmth, whether someone is seen as a friend or a foe; and competence, whether or not someone is believed as being able to act on their intentions (i.e., help or hurt us). A large body of research has arisen over the last ten years (Fiske, 2018) that reveals these two dimensions feature in most, if not all, stereotypes, and influence how people respond to outgroup members with those associations. Most research has focused on race, with everyday discrimination and microaggressions specifically coined to explain the experiences of African American populations (Chapter 2). SCM suggests the main stereotype of this group is a perception of lower warmth, hostility, and aggression, leading to contemptuous or resentful behaviours (Fiske et al., 2002). Given the focus of research on race, it may be that the examples and forms of subtle slights have been predicated on this SCM aggression stereotype.

Measures of subtle slights may benefit from adopting different forms of behaviour from across the SCM spectra. For example, pitying behaviours may not be considered aggressive but still indicate a negative perception of someone (Fiske et al., 2002). It is also likely that these different forms of subtle slights may lead to different outcomes. Where previously aggressive subtle slights have been measured for an impact on outcomes, such as well-being and depression, it may be that those who perceive benevolent or pitying subtle slights are impacted in different ways, such as a reduction in self-esteem or self-efficacy. Should the subtle slight field adopt a multidimensional framework, research may be better generalised to different groups. Another benefit might be an improved understanding of how intersectionality (e.g., the experiences of individuals with different combinations of marginalised identities such as race, gender, age, and sexual orientation) influences the initiation and perception of subtle slights. It may also allow measures to be tailored even more effectively across populations and contexts, improving usefulness and impact for employers.

This meta-synthesis can inform employers in the UK. Subtle slights are deleterious and may undermine many employer interests. However, tackling them has not been straightforward, given the hitherto disparate approaches to understanding them. The variety of subtle slight terms may confuse employees (Farrington, 2011; Oldroyd & Morris, 2012) and make it complicated for employers to monitor and mitigate (Marshburn et al., 2017). The VIDI framework (Figure 11) might prepare the ground for employers to identify and focus on all types of subtle slights by organising their properties.

This could be helpful for employers in adopting appropriate terminology in SSIs without committing to a particular discipline or term (Torraco & Lundgren, 2020).

These findings and the VIDI framework may also support employers. Subtle slights are inherently covert, ambiguous, and contextual, making them difficult to define and recognise. The degree to which an individual recognises a behaviour as negative has been suggested to predict whether that individual is likely to "send" a subtle slight (Mekawi et al., 2021; Mekawi & Todd, 2018). Recognition of a slight and assessment of intent informs response options (Ashburn-Nardo et al., 2008). However, this requires an understanding of the properties of terms, which have been described as "imprecise" in distinguishing between subtle slights and other more overt forms of aggression (Freeman & Stewart, 2021). The ambiguity of a subtle slight is such that research found bystanders significantly benefit from displays of emotion and appeals for help from the targets when deciding whether to respond (Jensen & Raver, 2021). The VIDI framework may support training to reduce ambiguity and increase sharing of experiences between employees.

Employers deciding whether to implement SSIs may note the breadth of research indicating that subtle slight experiences could be frequent and harmful. Should employers implement interventions informed by this research, it would be prudent to test these with representative samples of employees before they are deployed. Employers may wish to explore the lived experiences of marginalised employee groups and shape interventions that

address subtle slights in addition to obvious examples of discrimination. The research presented in this meta-synthesis suggests that it is worth considering for increasingly diversifying workforces.

3.6 Chapter Summary

This study has organised the common and distinctive properties of subtle slight terms into a novel framework. Combining this literature has demonstrated the breadth and variety of research into subtle slights. Employers may strengthen their DEI interventions by using the VIDI Framework, addressing the common properties of subtle slights rather than committing to specific terms. There is a body of high-quality literature that gives voice to the experiences of marginalised groups and the harmful effects of subtle slights. On the other hand, more work needs to be done to examine the use of these terms in geographies outside of the U.S. and to understand how more popularly used terms, such as “microaggression”, resonate with people within the context of the workplace, which will be addressed in the next chapter.

4. STUDY 2: USE OF THE TERM “MICROAGGRESSION” IN COMMUNICATIONS ON TWITTER: A CORPUS LINGUISTIC ANALYSIS

4.1 Chapter Overview

This chapter introduces a corpus linguistic analysis of how the term “microaggression” is used in communications on Twitter. The chapter begins with background literature and the research benefits of using such an analysis (Section 4.2), and then the corpus building method and its analysis is stated (Section 4.3). Results are presented in different domains of corpus linguistic analysis (Section 4.4), which are discussed, including considerations for employers and further research (Section 4.5). The chapter is then summarised (Section 4.6).

4.2 Introduction

As demonstrated in Chapter 3, the term “microaggression” has been increasingly used in academic research, appears more in Google searches and is steadily making its way into mainstream publications such as The Economist (Johnson, 2016). In 2017, Merriam-Webster added the term to its dictionary (Italie, 2017). Employers in the UK are introducing – or debating whether to introduce – interventions on microaggressions (Jamieson, 2020). However, as noted earlier, the term was first defined in 1970s America (Pierce, 1970b). It is unclear how the term is now being used in common parlance or how it has functioned within UK culture, as there is limited research into the term “microaggression” in everyday conversations and the

terminology around it. Past research has focused on creating a taxonomy of experiences classed as microaggressions; little research has focused on how the term can communicate those experiences and whether it leads to helpful dialogue or division and argument. A better understanding of usage and perceptions may support employer interventions, particularly with the term's increasing use.

A common challenge of microaggression research has been getting "real" data, that is, data derived from natural use rather than drawn out in research settings such as interviews or focus groups. Previous studies have relied heavily on generating insights through focus groups, often composed of students (Wong et al., 2014). However, research using real-world data is necessary to study the term "microaggression" in everyday discourse. Real-world data adds greater validity and generalisability to findings in this research area beyond sentiment from focus groups or laboratory settings. One means of obtaining this type of data is through online discourse, such as forums. For example, health research has used social media discourse as a novel source of real-world data on perceptions of healthcare interventions (Y. Kim et al., 2016).

The most detailed study to explore the use of the term "microaggression" in online discourse showed significant increases in monthly mentions of microaggressions between 2010-2018 (Eschmann et al., 2020). Having extracted 254,964 tweets from this timeframe, the researchers filtered the dataset to focus on 1,038 tweets from the 933 authors deemed to be most

influential. The researchers themed the tweets, suggesting that 33% of the tweets were denials of microaggressions. The remaining themes were tweets which responded to microaggressions, defined microaggressions, shared the impact of microaggressions, provided support regarding microaggressions, or linked microaggressions to broader challenges of inequality (Eschmann et al., 2020). The study showed that microaggressions are being discussed in online forums and described the contexts in which microaggressions are being discussed. However, more research is needed to consider the terminology used to discuss microaggressions.

More broadly, research has explored “rudeness” and “civility” in social media (Anderson & Huntington, 2017; Kimmons et al., 2017; Southern & Harmer, 2019). These studies have typically focused on occurrences of incivility online, the forms it takes and the people who tend to be targeted. Online discourses have also been used to explore health experiences and outcomes in various areas, from suicidal sentiment (Greaves & Dykeman, 2019) to happiness (Asai et al., 2019).

These large online datasets have required psychologists to draw on forms of analysis traditionally found in other fields that allow for statistical analyses while preserving the richness of qualitative data. An example of this is the use of Corpus Linguistic Analysis (CLA): the study of language expressed in corpora (extensive collections of text) drawn from everyday life (Hasko, 2012). CLA allows researchers to use computer-aided retrieval of online terminology and interpret this empirical data to see how language is

used for communication (Hasko, 2012). This epistemology has been used within the discipline of pragmatics to study similar fields, particularly the concept of impoliteness (Culpeper & Hardaker, 2017) and self-image when communicating with others (Pennock-Speck & del Saz-Rubio, 2013).

This study used CLA to explore the online use of the term "microaggression" and the terminology used to describe microaggressions within a workplace context. The focus was on "microaggression" due to the term's frequency of use, as it was discovered through Study 1 to be the most popular term in academic and social discourse. The research questions were:

> **Question 1:** What linguistic properties feature in how people describe their experiences of microaggressions and the actions that lead to them?

> **Question 2:** What do people share online about their experience of microaggressions in workplaces, and what terminology do they use to describe those experiences?

4.3 Method

This study combined quantitative insights from CLA with qualitative analysis, an approach known as a corpus-assisted discourse study (Partington, 2004), which allows researchers to combine the quantitative analytical approaches of CLA with qualitative techniques drawn from discourse analysis. This analysis

was done by qualitatively studying lines of texts taken from the corpus, known as concordance lines (Jaworska, 2016).

Institutional ethics committee approval came from the Research Ethics Committee of the Division of Psychiatry and Applied Psychology, School of Medicine, University of Nottingham (ref 396).

4.3.1 Design

This study employed a cross-sectional design, which analyses variables drawn from a sample population at one given point in time (Setia, 2016). This cross-sectional approach to CLA is known as a synchronic corpus design (Weisser, 2016) rather than a diachronic corpus design, which compares texts from different periods to consider how language changes over time.

4.3.2 Corpora

The corpora were constructed using FireAnt Version 1.1.4, a freeware social media and data analysis toolkit that allows for data from Twitter to be collected and filtered (Anthony & Hardaker, 2017). Two corpora were created, a Twitter corpus containing texts related to microaggressions and a reference corpus for comparison. Data collection for the Twitter corpus took place over eight months, from 25 May 2019 to 29 January 2020, to reduce the chance of the data being skewed by the discussion of a single societal event. The search terms used contained the singular “microaggression” and the plural “microaggressions”. While research has shown the effects of misspelling to be

negligible on keywords generated from corpora (C. Smith et al., 2014), a variety of spellings of microaggression were accounted for due to the word's complexity (five syllables) and specialist nature as a term. This approach collected tweets containing "micro aggression", "micro-aggression", "micro-aggressions", "microagression", "microagressions", "microaggresion", and "microaggresions". Data collection for the reference corpus was a general randomised sample of Twitter data collected during one week from 20 January to 27 January 2020. The length of time for collection of the reference corpus was significantly shorter than the Twitter corpus, as sampling Twitter without filters brings a much larger volume of data. The reference corpus was extracted over three days to ensure the data were not tied to a single day's events.

Tweets were stored in a JSON (JavaScript Object Notation) file format and managed using Fireant Version 1.1.4 (Anthony & Hardaker, 2017). The data extracted included: the extended tweet full text (introduced to the Fireant software when Twitter extended the number of characters per tweet from 140 to 280), user location, user profile description and username. Only the extended tweet full texts were included in the corpus. The other data were used to profile the audience sampled and review any data quoted in this research to reduce the risk of dataset contamination by bots or foreign state agents (Wojcik, 2018). Fireant filters were used to clean and deduplicate the data. Tweets containing "RT" (abbreviation for retweet), "via", or "not found" were removed from the dataset to avoid duplication of tweets that might skew data analysis. Handles, hashtags, and URLs were also removed from the

dataset to clean the data. The numbers of tweets in the corpus and reference corpus before and after data filtering are presented in Table 9. Spelling errors within the text were not addressed: Tweets were represented and analysed as posted by their authors.

Table 9

Number of Tweets Before and After Deduplication and Data Cleaning

	Number of Tweets: Raw Data	Number of Tweets: Filtered Data
Twitter microaggression corpus	99,741	14,636
Twitter reference corpus	1,150,801	76,145

For question two, the analysis focused on a subset of the Twitter microaggression corpus: tweets containing organisational keywords, such as “workplace”.

Before the dataset was analysed, it was critical to understand more about the authors who contributed and validate that they were real authors. As a first step towards understanding the authors who created this dataset, the authors’ profile descriptions were reviewed and extracted into a word cloud based on frequency (Figure 12). The presence of “uniqueness” (references to individuality), “intellectual positions”, and “positive emotion words” demonstrated in the world cloud indicate a liberal authorship group (Sylwester & Purver, 2015). Uniqueness was heavily demonstrated in profiles through pronouns that signalled gender identity: “she/her”, “he/him”, and “they/them”. Intellectual positions were common: “writer”, “author”, “director”, “professor”,

and “PhD”. Furthermore, positive emotion words were prevalent: “like”, “love”, “life”, and “lover”. However, it was not solely liberal. Conservative voices and purportedly neutral groups such as news organisations, consulting firms, and universities were also present.

Figure 12

Word Cloud Overview of Profile Descriptions


she/her
Writer
Tweets
Black
people
life
love
Director
Author
Advocate
enthusiast
student
fanlike
views
Former
Social
Opinions
Educator
Feminist
advocate
account
Americans
Artist
Education
Diversity
Equity
Research
Health
education
Science
support
Justice
Public
Studies
Conservative
Christian
Husband
Proud
Founder
Speaker
Twitter
Love
Queer
Social
Mom
PhD
mom
music
politics
women
black
educator
endorsement
candidate
they/them
culture
change
always
political
everything
Inclusion
Assistant
sometimes
He/Him
Boston
Consultant
Creator
Working
professor
disabled
Enthusiast
Leader
Loves
Parent
Retired
dedicated
husband
Jewish
Catholic
Disabled
fighting
advice
training
Entrepreneur
BlackWomeninMedicine
America
Alumna
Researcher
Medicine
Women
Student
Passionate
Blogger
conservative
graduate
Business
Freelance
Scholar
opinion
blogger
lawyer
Project
Physician
Engineer
mother
Podcast
Academic
photographer
Coach
trans
woman
professional
network
pronouns
students
endorsements
editor
wife
Lover
Views
Universities
Just
things
I'm
art
artist
feminist
teacher
Prof
Dad
kids
owner
family
twitter
fuck
help
White
Alum
BLM
Work
Dr
Mental
Jesus
Lady
Book
girl
Liberal
right
Grad
Human
medical
Music
author
Speaker
Founder
back
College
Officer
policy
please
British
lesbian
Clinical
African
believe
Personal
They/Them
Association
English
community
Father
Digital
Veteran
History
Intersectional
Trump
also
know
lover
world
mine
one
day
news
former
want
Queer
Social
community
Christian
Husband
Proud
Fellow
Instagram
Development
Associate
Pronouns
Medical
MAGA
get
Director
Health
Black
good
Public
Studies
Conservative
Christian
Father
also
know
lover
life
health
work
science
Former
working
Teacher
Chief
living
New
stuff
nerd
make
opinions
Social
Author
Wife
Mom
Teacher
Chief
living
New
stuff
nerd
make
opinions
Social
Author
Wife
alum
Politics
Education
Diversity
Equity
gender
Research
President
business
Surgeon
activist
women
black
research
educator
God
public
future
endorsement
candidate
tweet
Consultant
Boston
Enthusiast
teaching
professor
disabled
Creator
Working
writing
News
political
always
Feminist
Opinions
change
culture
Artist
Education
Diversity
Equity
gender
Research
President
business
Surgeon
activist
women
black
research
educator
God
public
future
endorsement
candidate
tweet
Consultant
Boston
Enthusiast
teaching
professor
disabled
Creator
Working
writing
News
political
always
Feminist
Opinions
change
culture
Artist
Science
support
Inclusion
Assistant
sometimes
He/Him
education
everything
Entrepreneur
BlackWomeninMedicine
America
Alumna
Researcher
Medicine
Women
Student
Passionate
Blogger
conservative
graduate
Business
Freelance
Scholar
opinion
blogger
lawyer
Project
Physician
Engineer
mother
Podcast
Academic
photographer
Coach
trans
woman
professional
network
pronouns
students
endorsements
editor
wife
Lover
Views
Universities
Just
things
I'm
art
artist
feminist
teacher
Prof
Dad
kids
owner
family
twitter
fuck
help
White
Alum
BLM
Work
Dr
Mental
Jesus
Lady
Book
girl
Liberal
right
Grad
Human
medical
Music
author
Speaker
Founder
back
College
Officer
policy
please
British
lesbian
Clinical
African
believe
Personal
They/Them
Association
English
community
Father
Digital
Veteran
History
Intersectional
Trump
also
know
lover
world
mine
one
day
news
former
want
Queer
Social
community
Christian
Husband
Proud
Fellow
Instagram
Development
Associate
Pronouns
Medical
MAGA
get
Director
Health
Black
good
Public
Studies
Conservative
Christian
Father
also
know
lover
life
health
work
science
Former
working
Teacher
Chief
living
New
stuff
nerd
make
opinions
Social
Author
Wife
Mom
Teacher
Chief
living
New
stuff
nerd
make
opinions
Social
Author
Wife
alum
Politics

appear at the end of each quoted tweet as a country and a bot score, in the following format: [country, score] (e.g., [UK, 0.6/5]). This information has also been provided for tweets that seemed to be authored by organisations (e.g., [U.S., organisation, 1.5/5]). Username data has not been provided to ensure the privacy of the authors.

The authors' location was identified based on the information disclosed by users in their profile descriptions and location data. As a means of estimating the average locations of authors in this corpus, 10% of all tweets related to microaggressions (n = 1,461) were manually coded for the country of origin: 42% of tweets were coded as originating in the U.S., 9% from the UK and 4% from Canada. The location could not be identified from profile descriptions or location data for 39% of the sample. For quotes presented in the analysis, Twitter profiles were visited to find more location details if it was not present in the authors' profile descriptions or location data. Overall, this sample was predominantly based in western, educated, industrial, rich, and democratic (Muthukrishna et al., 2020) nations and cultures.

Over the last ten years, there has been a substantial increase in the presence of bots, social media accounts controlled partly or entirely by computer algorithms, online (Yang et al., 2019). Bots have been found to influence online discourse about vaccinations, politics, and stock markets (Ferrara et al., 2016), and it is important for researchers using online datasets to take their influence into account. To mitigate this potential bias in the dataset, accounts responsible for quotes were assessed for the likelihood of

being a bot using the Botometer program ([also see “BotOrNot”], C. A. Davis et al., 2016). The program scans the history and profile descriptions of accounts to see if any patterns are similar to bots’ known characteristics. This produced a score out of five for each quote regarding the likeliness that a bot account provided the quote. Bot accounts could not be removed from the full dataset of tweets as there is currently no means of automating this process. By validating each quote used in the analysis, only one quote was removed due to the high likelihood of being a bot (with a score of 4.2/5). If no bot score is given for a quote, that account name has changed, or the account was deleted since the tweet was posted.

4.3.3 Data Analysis

The first research question examined lexical verbs related to how people described the sending and receiving of microaggressions via keyness and collocation. Lexical verbs are “a verb which expresses an action, event or state” (Crystal, 2008, p. 278). “Keyness” was the extent to which a lexical verb appeared more frequently in the microaggression corpus than in the reference corpus (Baker, 2006). The most frequently occurring words are termed “keywords”. “Collocates” are words that frequently appear alongside lexical verbs (Scott, 2016).

Keyness was calculated using log-likelihood (LL) scores as a measure of the difference in word appearances between the microaggression corpus and the reference corpus. LL was used instead of odds ratios, as research has found LL to be more effective for research that looks to identify linguistic

features that characterise a corpus (Pojanapunya & Todd, 2018). Collocates were explored by concordancing keywords, which generate the words that most frequently appear to the left and right of the target keywords. Collocates were sorted by L1 and R1, L2 and R2, through to L5 and R5. “L1” refers to the word “one to the left”, or preceding, a target keyword. “R5” refers to the word “five to the right” or five following a target keyword.

Keywords were generated using WordSmith 7.0 software (Scott, 2016). To qualify as a keyword, words needed to feature in at least 5% of texts and meet a minimum level of statistical significance, set at $p < 0.0000001$, with a minimum log ratio of 1.5 and a minimum Bayesian Information Criterion (BIC) score of 2.5. Log ratios and BIC scores are measures that test the significance of the difference in the occurrence of a word in one corpus versus another. The list of keywords was capped at 500.

The second research question explored the collocates and keyness of keywords related to workplaces, with the same parameters as the first research question. To dive deeper into how people report their experiences of microaggressions at work, the study drew on Systemic Functional Linguistics ([SFL], To et al., 2015), which concerns how social worlds are established through the everyday use of language (Kazemian & Hashemi, 2014). There are many different analytical approaches available in Corpus Linguistics (Litosseliti, 2010); however, how SFL examines the functions that language has evolved to serve in society (Young & Harrison, 2004) made it a well-suited analysis for this research question.

Systemic Functional Linguistics is based on the following assumptions: (1) that language use is functional, (2) that the function of language is to make meanings, (3) that these meanings are influenced by the social and cultural context in which they are exchanged, and (4) that the process of using language is a process of making meaning through certain choices (Trask & Stockwell, 2007). SFL-based analyses explore the properties of theme-rheme, nominalisation, grammatical metaphor, and lexical density. These four properties are analysed in Sub-section 4.4.2 and will be explained below.

Theme-rheme concerns how authors create a thematic structure in their writing. “Theme” can be loosely described as a *starting point* and “rheme” as *aboutness* (Dejica-Cartis & Cozma, 2013). Analysing patterns of theme-rheme within the texts allowed an exploration of how messages are organised and a review of how authors present information to readers, particularly how the communication begins and the text’s main focus that the author wants to convey (To et al., 2015).

Nominalisation is the extent to which text features nouns derived from other word classes. This is imminently applicable to the topic at hand, as the term “microaggression” is itself a nominalisation – used instead of the adjective “microaggressive”. Nominalisation tends to occur more frequently in formal texts, such as academic writing, scientific discourse and law (Fairclough, 2000). Nominalisation is important for two reasons: one, it provides an insight into the formality with which meaning is represented in a text, and two, nominalising allows for information to be condensed and for a

social group to share meaning. Looking at nominalisation and texts where nominalisation is heavily used enables the discovery of different ideologies or motivators. The noun “microaggression” is an excellent example of this, as it is a single noun with a complicated shared meaning that does not need explaining each time the word is used. Nominalisation was searched for in clusters related to workplace keywords and by manually searching through collocates based on sorted data.

Grammatical metaphor is the substitution of a grammatical class or structure with another (Halliday, 1994). This is another important area where shared meaning regarding microaggression experiences can be explored, as grammatical metaphor accounts for the various ways meaning can be expressed (Xuan & Chen, 2019). Ideational metaphors, incorporating experiential and logical metaphors, are explored in this study, given the focus on terminology related to experiences (Devrim, 2015). Experiential metaphors refer to actions, processes, or qualities realised as nouns in texts, and logical metaphors relate to grammatical or conventional metaphors to link those nouns in discourse. The following clauses contain examples of logical metaphors (boldface) and experiential metaphors ([underlined], Devrim, 2015, p. 11):

> The passing of a new bill **caused** anxiety among taxpayers.
>
> Anxiety among taxpayers is **due to** the passing of a new bill.
>
> The passing of a new bill is **causal** to anxiety among taxpayers.
>
> The **cause** of anxiety among taxpayers is the passing of a new bill.

Grammatical metaphors expand on noun use and nominalisation. This analysis supplemented the exploration of nominalisation with metaphor examples found via hand-searching the concordance lines related to workplace keywords.

Lexical density is the proportion of lexical items per total words. Lexical items are usually nouns, verbs, adjectives, and some forms of adverbs. Analysis of lexical density can highlight how authors use lexical items to present or explain information in the text. It indicates “information packing”, which is the amount of information presented in a clause. Higher levels of lexical density can impede the legibility of texts. In this study, lexical density is calculated using Halliday’s method (Halliday, 1985, pp. 61–64):

$$L_d = \frac{\text{The number of lexical items}}{\text{The total number of clauses}}$$

L_d was presented as a ratio, where a score of 2 indicated an average of two lexical items per clause.

4.3.4 Reflexivity

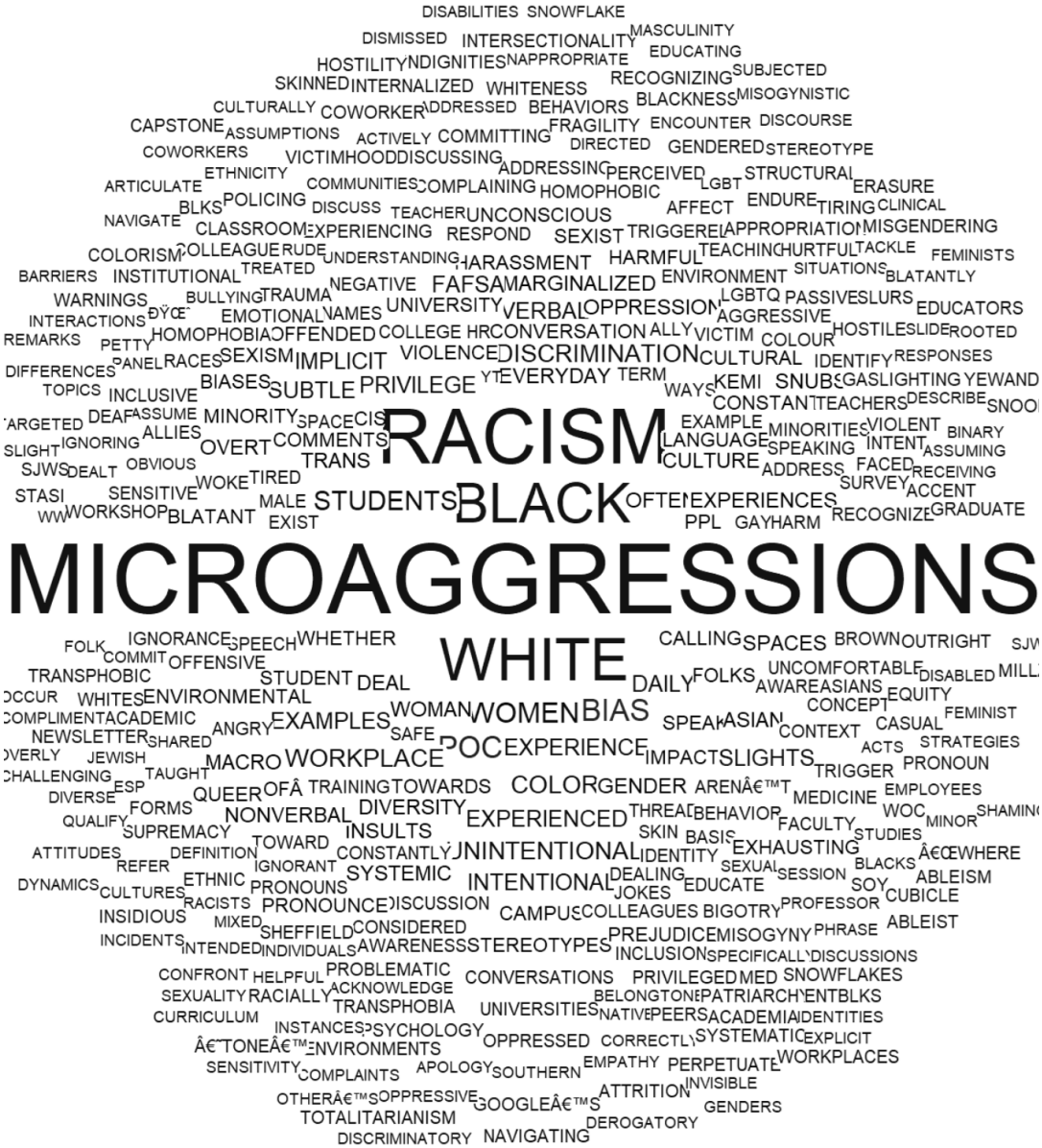
This study combines statistical analyses with qualitative decisions and interpretations that require a degree of reflexivity. The author conducted this research, and the results section was written in first-person to reflect this. Decisions and interpretations were discussed with two supervising researchers, and challenges were discussed until a consensus was reached.

4.4 Results

I generated the 500 keywords that were most frequently occurring and statistically significant ($P < 0.001$). A word cloud (Figure 13) was generated to present these keywords visually, presenting the most frequent words as the largest in the word cloud. The most frequent words were “microaggressions” (LL = 20,232.19), “racism” (LL = 4,295.12), “white” (LL = 2,982.15), and “black” (LL = 2,749.91). As indicated in the world cloud, the term microaggression was frequently used in a racial context. However, there were references to microaggressions in other contexts, such as women’s experiences (LL = 935.86), transgender experiences (LL = 444.59), those of LGBTQ (Lesbian, Gay, Bisexual, Transgender, Queer) communities (LL = 34.10), religious groups (LL = 49.75), different classes (LL = 45.30), and nationalities (LL = 39.27).

Figure 13

Word Cloud of Keywords in the Corpus by Frequency



4.4.1 The Description of Actions Related to Microaggressions

I began by examining the keyword list for words that were lexically salient to how microaggressions were being communicated and received in the Twitter corpus.

4.4.1.1 Experiencing Microaggressions. I identified 10 lexical verbs related to how microaggressions are received or experienced (Table 10). The table presents the verbs in order of log-likelihood as a measure of how much more frequently they appeared in the microaggression corpus when compared with the reference corpus. Examples of use are also provided. The predominant use of “experience” and “deal” gives a sense that the microaggression is not shocking or surprising, but instead, is chronic: experienced and dealt with regularly.

Table 10

Lexical Keywords Describing the Experience of a Microaggression

Verb	Log-likelihood	Example of Use
Experience	532.54	“Scariest thing I’ve done so far is talk about the microaggressions I’ve **experienced** in the Army.” [UK, 1.2/5]
Deal	346.85	“Today was rough at the office **dealing** with racial microaggressions. 🤯.” [U.S., 0/5]
Educate	147.74	“The emotional labour of **educating** white people about race, racism, and microaggressions [*sic*] falls overwhelmingly on POC in the workplace in the charity sector.” [UK, organisation, 1.6/5]
Face	133	“I **faced** microaggressions myself, at work.” [U.S., 0.2/5]
Address	129.96	“While I agree that people should be more sensitive and that some microaggressions should be **addressed**, we have become too quick/judgmental in denouncing transgressors.” [U.S., no bot score]
Respond	102.74	“From blatant bias to microaggressions, off-color jokes and demeaning statements, you know them when you hear them. A little prep can enable you to **respond** more effectively to hurtful and inappropriate comments that can decrease workplace trust.” [U.S., organisation, 1.5/5]
Confront	66.65	“Microaggressions are a morale killer! You have to make sure to **confront** them in the workplace before your situation worsens.” [U.S., 1.2/5]
Receive	62.54	“The person **on the receiving end** is the judge of whether it is a microaggression.” [U.S., no bot score]
Navigate	56.84	“I...am almost 40 years old & I don’t enjoy **navigating** racial microaggressions for fun.” [U.S., 0.6/5]
Encounter	56.39	“Man held open a door for me at the train station. First act of gender micro-aggression I’ve **encountered** today. I’m sure there’ll be plenty more.” [UK, no bot score]

I read through the 1,098 entries containing “experience” and the 556 containing “deal”. While both words indicate that microaggression experiences are almost expected and mundane, they were frequently paired with adjectives or nouns that conveyed pain and frustration:

> I’ve **experienced** a lot of **weird** microaggressions with my hair.... [U.S., 0.7/5]

> I **experienced** the **biggest ableist microaggression of my life** last night but I couldn’t do anything about it. [U.S., 0.2/5]

> I’m sorry for the **trauma** you’ve **experienced** from repeated micro-aggressions. U.S., 0.2/5]

Linguistically, these pairings give a sense that the everyday act of managing microaggressions is expected, predictable and frequent, but the experience of each one is still disorientating. “Exhausting” (LL = 242.82) and “tiring” (LL = 86.92) regularly featured in descriptions of the experience of microaggressions. The word “deal” was also frequently used to describe the process of coping with microaggressions, as shown in the following examples:

> Dreamt about going off at a work training on how **exhausting dealing** with microaggressions is, and then having a white guy think it was funny to hold a butter knife against my throat. So, like one degree away from reality. [U.S., 0.2/5]

> You’ve doubtless **experienced** numerous **challenges** (microaggressions, racism, etc) that I’ve never had to **deal** with.... [UK, 0.6/5]

> The micro-aggressions I **deal** with **daily** ad [sic] a Black man in the tech world is **sick**. Lord guide me through the rest of this day. Please don't allow my anger to get the best of me today. Amen. [U.S., 0/5]

The verbs "educate" (freq = 126), "face" (freq = 82), "confront" (freq = 52), "navigate" (freq = 59) and "encounter" (freq = 67; Table 10) were less frequent keywords. They contain more emotion and take a more active stance than "experience" and "deal". The examples below show these keywords within the context of actively coping or managing the experience of microaggressions.

> And it really fucking sucks that we're burdened with the emotional labor of forgiving and **educating** people who make microaggressions against us but the reality is if we don't, we burn bridges, drive off potential allies, and overall, just sabotage ourselves from achieving our goal. [U.S., 0.1/5]

> When faced with microaggressions how does one react? It is a very tricky situation to be in. She fell back on her [implicit bias] **and I wasn't brave enough to confront** her there and then. But the best thing in a workplace is to stand up and say how a comment has made you feel. [UK, 0.4/5]

> The past few days have seen several threads from women doctors being frustrated about microaggressions they **encounter** at work. I get it. It can be exasperating when your expertise is dismissed or ignored…. [Canada, 0.1/5]

> In terms of the corrector how do we move beyond correcting to make people modern and beyond a sense of "rightness" into correcting with the intention to support those who might be hurt by words (even when

we are not) particularly those **navigating** micro-aggressions daily? [U.S., 0.3/5]

Finally, the verbs “address” (freq = 259), “respond” (freq = 147) and “receive” (freq = 57; Table 10) take a less personal stance and feature more in the communications of employers offering training, or in use by impartial commentators. The keyword “receive” regularly featured in the idiom “on the receiving end” to describe experiencing microaggressions (freq = 27).

Join the Allies for Equity Team on the 4th for a presentation on unconscious bias, microaggressions, and how to handle them. This is a great opportunity to start the conversation about microaggressions and how to **address** them. [U.S., organisation, 0.1/5]

Let’s Talk: Microaggressions & Strategies for Resilience. Learn how to catch our unconscious biases to prevent microaggressions & tools you can use to **respond** to microaggressions when they do happen - whether that be to you or someone nearby. [U.S., organisation, 4.2/5: high bot score due to organisational use of account]

Celeste says the examples of racism in the book are all examples of microagressions [sic] of which she and her friends have been **on the receiving end**, like ‘Where are you from? No, where are you really from?’ [UK, organisation, 1.2/5]

4.4.1.2 Committing Microaggressions. I identified three keywords (Table 11) related to how people send a microaggression: “perpetrate” (LL = 90.53), “commit” (LL = 70.51) and “direct” (LL = 62.54). This was a lower quantity of verbs than found for experiencing microaggressions, with lower frequencies (“commit” freq = 128, “perpetuate” freq = 69, “direct” freq = 57).

This suggests that descriptions of microaggression experiences are more prevalent in the discourse than in the descriptions of how microaggressions are sent.

Table 11

Lexical Keywords Describing the Sending of a Microaggression

Verb	Log-likelihood	Example of Use
Perpetuate	90.53	"Read about microaggression and stop **perpetuating** microaggressions." [U.S., organisation, 0.8/5]
Commit	70.51	"English is my second language. Thanks for correcting my spelling, but this is actually a SERIOUS micro-aggression you're **committing** and I expect an apology. Watch your privilege Lidia." [U.S., no bot score]
Direct	62.54	" 😡 🤷 💔 let's also not forget that beyond overt bullying, daily microaggressions faced by POCs wear us down. I can't keep count of how often "educated" & "well meaning" people have **directed** microaggressions towards me. Always leaves me feeling drained and 😲 " [U.S., 0.4/5]

The use of the verbs in Table 11 implies intent on behalf of the sender. As an example, intent is often inherent in the use of the word "commit", as demonstrated in examples from the British National Corpus ([Table 12], BNC, n.d.), showing strong relationships between "commit" and emotive, intentional outcomes such as "suicide", "(an) offence", "crimes" and "adultery". This intentionality is at odds with how microaggression is described in keywords extracted from the Twitter data, where the most common descriptive keywords are "unintentional" (LL = 623.31), "implicit" (LL = 538.64), "subtle" (LL = 493.58), unconscious (LL = 294.57), "subconscious" (LL = 47.82), "covert" (LL = 45.59) and "invisible" (LL = 44.94).

The original definition of microaggression is “subtle, stunning, often automatic, and non-verbal exchanges which are ‘put downs’” (Pierce et al., 1977, p. 66). The academic descriptions of microaggressions and how microaggressions are described in the Twitter data suggest that the senders are typically unaware or unassuming in sending a microaggression, such that if a sender was described as “committing” one, it might seem incongruent with their intentions.

Table 12

Collocates for “Commit” from the British National Corpus

Collocate	Relevance (Mutual Information Score)
Two-phase	11.65
Suicide	9.51
Conspiring	8.90
Incitement	8.86
Crimes	8.34
Adultery	8.06
Atrocities	7.94
Offence	7.50
Conspiracy	7.28
Arson	7.22

4.4.2 How Microaggressions and Actions are Described in a Workplace Context

I reviewed the keywords list for words salient to workplaces, and I extracted a total of eight relevant keywords (Table 13), which notably could be categorised into two groups: circumstantial words (workplace, colleagues, employees, coworkers) that indicated where microaggressions might be occurring and by whom, and words that indicated an employer’s response or responsibility (training, HR, session, workshop). “Workplace” was the most frequently occurring keyword related to the experience of microaggressions in

organisations and provided context to the authors' experiences. Furthermore, the phrase "in the workplace" was frequently used (freq = 131), reinforcing the workplace as a recurring context in which microaggressions were experienced. There were 1,036 tweets containing the eight keywords, and I extracted these as a separate dataset to answer the second research question.

Table 13

Lexical Keywords Salient to the Workplace

Keyword	LL	Example
Workplace	676.58	[*redacted*]'s tweets on the microagressions [sic] and racism she's faced since becoming an MP are important. We should reflect on how operates [sic] in **workplaces** across the country, including parliament. [UK, 1.7/5]
Colleagues	186.51	A study on how male physician microaggressions against female **colleagues** are not noticed as much by male viewers elicits comments from male physicians ignorant about microaggressions 🙄 [Canada, 0/5]
Training	120.79	There was a seminar yesterday on 'Overcoming your colleagues' microaggressions and implicit biases', YET, I haven't seen a single seminar/ workshop/ **training** on how to unpack and dismantle biases. [U.S., 0.1/5]
Workshop	104.32	Then a quick change of venue to facilitate a Theatre of the Oppressed **workshop** to address gender microaggressions at the knowledge share session! [U.S., organisation, 0.5/5]
HR	99.60	Brought up to my **HR** department a training on unconscious biases and microaggressions and how to keep them out the workplace.... [U.S., no bot score]
Coworkers	82.97	Surprisingly few microaggressions though! Although one of my dad's **coworkers** went up to my brother and said 'you must be [my birthname], right?' [UK, 0.2/5]
Session	48.32	This **session** is on Anti-Racism led by [*redacted*]. [Canada, 0.8/5]
Employees	38.57	'Microaggressions! Not as subtle as one might think.' ‼ 2/3 of **employees** are concerned about microaggressions at work. 1/3 of **employees** would consider leaving their job because of them [U.S., organisation, 1/5]

I explored the collocates of the eight keywords to broaden my understanding of how authors were using them (Table 14). Collocates of "colleagues" position them as a source of microaggressions ("from colleagues"), and there is another reference to race ("white colleagues"). The collocation of "your employees" appears to speak to employers or leaders of a workforce directly. The collocates of "workplace" position it as the context of microaggression experiences, and "diversity training", "bias training", or "microaggression training" are frequently-mentioned employer responses to microaggressions in the workplace. There were no references to other forms of employer interventions, such as policies or processes.

Table 14

Collocates with the Keywords "Colleagues", "Employees", "Institutional", and "Workplace"

Keyword	Collocates
Colleagues	From, Their, White, With, Your
Employees	Your
Training	Bias, Diversity, Microaggression
Workplace	Experienced, Microaggressions, More, Racism, Women

4.4.2.1 Theme-Rheme of Experiences in the Workplace. I analysed the theme-rheme structure of tweets featuring the keyword "workplace". This enabled me to present common patterns as to how different authors described microaggressions in the workplace. Tweets about microaggressions frequently stemmed from two common themes: first-person experiences and third-person sharing of stories, quotes or data. These two common themes were built on with various rhemes explored in this section. Themes are presented as underlined; rhemes are presented in bold.

Many tweets were grounded in the theme of a first-person experience. The following quotes indicate how the first-person themes lead to different rhemes. A typical, simple theme-rheme structure within the texts was the theme of a first-person experience followed by a rheme of detail about the microaggression experienced, as demonstrated in the example below:

> Some of the most galling and undermining micro-aggressions I have experienced have **been perpetrated by other women in healthcare (nurses, managers, even one colleague who left job adverts for another institution in my locker)**. [New Zealand, 0.2/5]

The theme in this example focuses on the first-person experience of microaggressions paired with adjectives emphasising the impact of the experience ("galling" and "undermining"), the kind of combination discussed in Sub-section 4.4.1.1. The rheme identifies the actors who have "perpetrated" the microaggression, using this verb in line with examples explored in Sub-section 4.4.1.2. The author suggests that what gave these microaggressions their impact was that it came from "other women in healthcare", suggesting these women were expected to play a supportive role or not send microaggressions themselves. The use of the specific example described at the end of the rheme further emphasises the sense of surprise in the author's experience.

> I'm brown with a beard and **people are afraid of me on the tube** [train] **- that kind of hostility is fostered in the media**.
> But it shouldn't **follow through in the workplace**. Often, it's presented more in a way of **work being overly criticised or patronised at work**.

> Other things being **laziness to say names which don't roll of** [*sic*] **the tongue**. Microaggressions are the worst **because it's often seen as bants** [*sic*]. [UK, 0.3/5]

In this example, the author first introduces an element of their identity that is salient to their microaggression experience ("I'm brown with a beard") and then describes the actual microaggression they experience. This rheme then introduces a new theme where the author expresses that their experiences at work should be free of microaggressions, before providing examples of what they experience.

Another common rheme was how colleagues either support or question the experience of a microaggression:

> I was explaining to my **white coworkers all the racist microaggressions I was experiencing at work**, and their response was **'that's just the way it is, you have to deal with it'**.
> [U.S., no bot score]

> I wrote about one **microaggression I experienced in the workplace** - being told by a partner her husband **had an affair with a 'black woman' with green eyes and dreadlocks** and people are **sending me messages of gratitude**. [I] Didn't **expect that**. [U.S., 1.4/5]

In both examples, the themes start with the authors' actions ("I was explaining", "I wrote") with the rhemes detailing those experiences. These progress to theme-rhemes concerning reactions: the first example is indifference ("you have to deal with it"), and the second is appreciation

(“messages of gratitude”). The way the authors present these theme-rhemes suggests that indifference is expected. The first example is presented plainly; the semiotic choices regarding action (“I was explaining”, “their response was”) contain little emotion. The second example explicitly states “I didn’t expect that”, regarding a supportive response to their experiences.

The following examples show theme-rhemes regarding the role of authorities in the workplace, often managers, in the experience of workplace microaggressions:

> [I] Experienced my **first microagression** [sic] **at my new job**. The person I work under reprimanded me for **spending too much time talking to my coworkers**. She made sure to mention that **my work HASN’T suffered**; however, if it continues, **she’ll have to let my manager know**. [U.S., 0.6/5]

> This is similar to what I experienced while **working for** [*redacted*] A week after reporting **poor work ethic and micro-aggressions in the workplace**. I was scheduled to meet with a manager and she said **‘Either you can quit or I’ll have to fire you**’.” [U.S., no bot score]

> [I’m] Not going to lie, **I do this**. I’ve also been on the other end where you do **voice your concerns about microaggressions in the workplace and it’s never ended well for me**. [UK, no bot score]

In these examples, interactions with workplace authorities are presented formally, such as “the person I work under reprimanded me” and “scheduled to meet with a manager”. This extends to the authors’ actions, too; in these examples, authors describe “reporting … micro-aggressions” or “voice your

concerns about microaggressions". The consequences are all negative – "she'll have to let my manager know" or "it's never ended well for me" – and framed within the workplace context – "at my job" or "while working for". The theme here is the expectation of adverse outcomes when experiencing or raising experiences of microaggressions to authority figures in the workplace.

Finally, the following examples of theme-rheme concern actions taken to succeed despite microaggressions in the workplace.

> I'm striking for **all those women and BAME** [Black and Minority Ethnic] **colleagues who doubt themselves, doubt their brilliance as researchers and teachers, whose experience of microaggressions pushes them out of academia, when we (academia and students) sorely need them and their voices**. [UK, 0.6/5]

> To make it work **for me**. I refused to make the **racism, microaggressions** [sic] **& small-mindedness that I experienced in newsrooms at the beginning of my career become my eternal fate**. I chose to **forge my own path instead**. And you can **do it, too**. [U.S., 0.3/5]

> I facilitated a **corporate training** this morning on **microagressions** [*sic*]. I asked people to name the kinds of **microagressions** [*sic*] **they experience**, and the answers rolled in. The most frequent answers: **sexism, racism, ageism & fatphobia**. You are **not alone**. What you are experiencing **is real**. [Canada, 0.4/5]

In these examples, authors affirm microaggression experiences for themselves and others. The expressions used in the first-person themes are active ("I'm striking", "I refused", "I facilitated") and directly address the reader

with a positive message (“you can do it, too”, “you are not alone”, “what you are experiencing is real”). These examples provide specific contextual information, such as “pushes them out of academia” or “small mindedness that I experienced in newsrooms”. The discourse presents the reader with a case for change, the suggestion that change is possible, and validation of the reader’s experience of microaggressions.

Another set of theme-rhemes was based on third-person observations, experiences, or quotes. This set is impersonally written, often in third-person and using secondary sources to provide validation for microaggressions. The following examples build from the themes of examples or statements about microaggressions:

> [Have you] Ever been addressed as ‘**love’ or ‘dear’ at work**? Then you’ve probably experienced a **microaggression.** [redacted] reminded me of **an old workplace.** [UK, 0.2/5]

> Microaggressions aren’t **small at all**. They loom large in the **minds of those on the receiving end**. Some ‘microaggressions’ are **code for bullying women and men of color in the workplace**. In the name of true DE&I, we have got to **start calling a thing a thing**. [U.S., 0.2/5]

Organisations often authored this third-person style theme-rheme. The examples below further demonstrate this, as both examples start with a theme statement regarding women in the workplace or STEMM (science, technology, engineering, mathematics and medicine), building to rhemes that provide examples:

> All women in STEMM have experienced **microaggression in their careers, from overlooking women to collaborate on projects to not listening to our ideas but responding to the same idea from a man**. It's time **this changed**. [Australia, organisation, 1.8/5]

> Women in the workplace report **conclusions**: Women are more likely to **face discrimination—or microaggressions—such as being subjected to demeaning comments, having to provide more evidence of their competence, or being mistaken for someone more junior**. [UK, organisation, 0.7/5]

The authors share many examples in these rhemes to emphasise the range and frequency of microaggression experiences. The following theme-rheme examples demonstrate a theme of a third-party observation of impact on a particular group (e.g., Black employees, women) followed by rhemes quantifying that impact using numerical figures:

> Black employees have **less access to senior leaders than their white peers** and [*they*] experience **more microaggressions at work than members of other minority groups**. Black employees are also **30% more likely to leave their jobs than white employees**. [U.S., 0.6/5]

> Bias impacts women's **day-to-day work experiences and ability to advance**. Over 73% of women report **experiencing microaggressions—or everyday discrimination—which is rooted in bias**. (Source: McKinsey & Company) [U.S., organisation, 2.6/5]

In these excerpts, we see examples of business rhetoric (Chiapello & Fairclough, 2002) through specific phraseology ("less access to senior

leaders", "ability to advance"), the use of percentages ("Black employees are also 30% more likely", "73% of women report"), and a citation for credibility.

Finally, many tweets quoted other people's validation of the author's views on the frequency or consequences of experiencing microaggressions, as seen in the following examples that all contain varying styles of quotation:

> 'Black women seen as threats often experience microaggressions or punishment **for challenging the status quo of the workplace**.'— Erika Stallings [South Africa, 0.3/5]

> Otele says 'These things break something in you but **they also harden you**. It means the micro-aggressions I've experienced in **British academia still have an impact but in a different way'**. [UK, 0.4/5]

In these first two examples, the author has quoted someone's perspective on microaggressions and has not added any additional commentary. Notably, the expressions quoted are more direct and active in tone than the examples of business rhetoric (Chiapello & Fairclough, 2002), such as "these things break something in you" and "Black women seen as threats". Quotations in a workplace context have an advantage where authors can be more explicit without attributing it to themselves. In the following example, the author adds their commentary to the quotation:

> 'All the extra work...**is draining**.' This is the seemingly unbearable weight of **microaggressions that's invisible to many of our colleagues**. And when those around us then minimize our experience,

> that **weight can feel too heavy to lift at times**. TY [thank you] for **sharing**. V relatable. [U.S., 0.2/5]

Here, the author uses the quote to add a conventional metaphor about the weight of experiencing microaggressions. They end by thanking the original author for sharing and emphasising relatability. By beginning with a quote and ending with a note of thanks, the author shares their perspective without the sentiment being attributable to them.

4.4.2.2 Nominalisation of Employer Responsibility and Action. I explored nominalisation by hand-searching tweets containing organisational keywords. A typical pattern is that nominalisation is often used in tweets related to employers' actions. This might be due to the prevalence of business rhetoric (Draycott, 1980; Fairclough, 2000) in communications of this nature. However, it may also emphasise the different connection and responsibility to microaggressions for employers in contrast to their employees who experience them. Nominalisation occurs in tweets that promote events as well as in commentary about microaggressions. This is shown in the two examples below (examples of nominalisation are in bold):

> **Diversity Committee** presents **Bias** and **Microaggression** in the **Profession**: A **Conversation** with the **New Jersey Legal Community** on Jan. 15, then join us afterwards as we kickoff [sic] the new year! Register here. [U.S., organisation, 0.4/5]

> **Toxic environments** are built from **dozens of micro-aggressions** daily. **Reality** for **many colleagues** in the **NHS** [National Health

> Service], that the **Brexit-talk** is **exacerbating**. **Important debate** about **belonging** and **valuing**. [UK, 1.5/5]

I found nominalisation to commonly occur alongside keywords that concerned the action employers can take to raise awareness and change behaviour regarding microaggressions: specifically, “training”, “workshop”, and “HR”. This is significant because previous work in communicating through business rhetoric has suggested that nominalised terminology such as this can conceal where actual responsibility lies (Chiapello & Fairclough, 2002; Fairclough, 2000).

The following examples demonstrate the range of training that is either expected or used by employers, including the three types that appeared as collocates in Table 13: “diversity training”, “bias training”, and “microaggression training”. Nominalisation can be seen in the terminology used to describe what an employer will be doing:

> We are holding a **mandatory 3-hour session** on **implicit bias, microaggressions**, and **white supremacy culture training** for all **admin** when we return from summer. [U.S., organisation, 0.7/5]

> Latest **happenings** at [*redacted*] in **Singapore**:
> **Diversity & Inclusion – Workshop on bias blind spots, 111icroaggressions and their impact on teams and culture in the workplace**. [Singapore, organisation, 2/5]

> **Teaching & Learning Reflections, microaggressions workshop offered by colleagues** [redacted] **Self-awareness, active listening, create safety.** [U.S., organisation, 0.3/5]

> Join **partner** [*redacted*] **in Washington DC on December 19** where she will be **hosting** [*redacted*]'s **cosponsored event 'Succeeding Despite…,' a life coaching workshop** on **collecting tools** to manage **microaggressions in the workplace.** [U.S., organisation, 1/5]

Employers use nominalisation in the examples above to convey a considerable amount of information through these tweets. This detail is about the event (e.g., "mandatory 3-hour session", "life coaching workshop"), the topic being focused on (e.g., "microaggressions", "bias blind spots", "white supremacy") and the potential outcomes (e.g., "self-awareness", "active listening", "collecting tools"). The reason for hosting these events is often absent. Combined with nominalisation, this gives the sense that these activities are happening in a vacuum, disconnected from the employer's current challenges or responsibilities. While these are communications from organisations, similar patterns are demonstrated in communications from individuals when referring to workplace interventions:

> Excited to announce **Women's Clinician Network 1st event of 2020**. – **strategies for response, courage & reflection for female clinicians**! A **free workshop** addressing **inappropriate behaviours incl. sexism, harassment & microaggressions in the workplace**. [U.S., 0.3/5]

> The sweet thing is we have **trainings in bias. Microaggression and privilege**... I've taken it and several of my colleagues have. It's a **5-**

> **week training** at that. I guess **the System** needs to have it completed ASAP. [U.S., 0.1/5]

> a lot to learn about **113icroaggressions** [*sic*]**, implicit bias**, etc. Going to a **workshop** like that through a **school** or **organization** can be a great place to start. [U.S., 0.2/5]

While there is positive sentiment in these examples (e.g., “excited to announce”, “sweet thing”, “great place to start”), there is still an absence of any reason for the interventions or any need for change. This contrasts with the first-person theme-rheme experience examples, in which the authors clearly state the need for change.

I found similar patterns of nominalisation in calls from individuals for employer action. This suggests that nominalisation may not just be a property of corporate writing but is a feature of employee expectations of employers when it comes to action.

> It is crucial to create **an environment where** employees are protected from **microaggressions and harassment by strong HR systems**! Also think many healthcare staff who experience constant 113icroaggressions [*sic*] & verbal discrimination feel too exhausted to report it all. [UK, 0.8/5]

> This needs to be **addressed expeditiously**. Appreciate comments for DM. This is a troubling and **unacceptable display of microaggressions and bias**. **Your staff** need **training, reprimand and to be vocally apologetic**. [U.S., 0.4/5]

> Brought up to my **HR department a training on unconscious biases and microaggressions** and how to keep them **out the workplace**... I wasn't tryna [*sic*] keep educating mf's [*sic*] on how to be a functional adult. [U.S., no bot score]

In these examples, there is also nominalisation of the parties to whom the issue is being raised, such as "strong HR systems!", "the institution", "your staff", and "HR department". By referencing these collective nouns, the authors give the impression of sharing their request with a faceless group, which gives the reader the sense that there is an absence of accountability or agreement.

Finally, I saw similar patterns of nominalisation when authors critiqued employers' actions:

> We continue to see **programs** tap into **part of the problem** and not necessarily to the **heart of the matter.**" –
> **Trainings** [sic] often center **aggressors & bystanders** but offer **few resources** for **those enduring the microaggressions / workplace racism**. [U.S., 0.2/5]

> **Organizations' bias trainings** [*sic*] **often fail** to address the **daily microaggressions** experienced and witnessed **in the workplac**e, which have **negative impacts on employees' happiness and overall productivity**. [U.S., organisation, 1.1/5]
> Country now has **government mandatory training on 'white privilege' and 'microaggressions'**, this is blatantly racist towards whites, the state of Oregon is so screwed, I have no idea. [U.S., no bot score]

In these cases, the nominalisation may be less expected, as complaints typically have a target. Instead, in all three examples, the failure lies with training (e.g., “Trainings often center aggressors & bystanders but offer few resources”, “organizations” bias trainings often fail”) rather than an employer or employee.

4.4.2.3 Lexical Density. I randomly selected, using a random number generator, approximately 10% of the tweets about microaggressions in a workplace context, 100 in total, and manually coded the data to analyse lexical density. For comparison, I also manually coded 100 randomised tweets from the microaggression corpus and 100 randomised tweets from the reference corpus. The lexical density of these texts is shown in Table 15.

Mean lexical density was greater for tweets from the microaggression corpus than the sample of tweets from the reference corpus. Lexical density was highest for the sample of tweets related to microaggressions in the workplace context. This difference in score suggests that tweets related to microaggressions contain more lexical items per clause than typical tweets on Twitter. It may be that lexical density was greater for tweets focused on microaggressions at work because those tweets all contained the additional workplace context. In addition to lexical density analysis, I also analysed Flesch reading ease: a measure of reading difficulty, where higher scores indicate a greater reading ease. The Flesch score decreased in the microaggression corpora compared to the reference corpus. This supports the view that the sample of tweets regarding workplace microaggressions is

denser and more challenging to read than the reference or the microaggression corpus.

Table 15

Lexical Density Featuring Halliday's Method and Flesch Reading Ease Scores

	Reference Corpus	Microaggression Corpus	Workplace Microaggression Tweets
Mean lexical density	5.802	7.162	8.422
Range	0–17	0.9–23	2.6–29
Flesch reading ease	69.7	60.7	53.9

Below are two examples of tweets with the lowest and highest scores to illustrate how lexical density appeared within the texts. These examples illustrate the range and variation in lexical density of tweets related to workplace microaggressions. While the greater mean lexical density suggests that tweets related to workplace microaggressions are typically denser and more difficult to read, the range of lexical density is also broad, influencing the mean score. It is notable that the lowest tweet, below, still contains many lexical words, but it is broken up into shorter clauses, resulting in lower lexical density:

> Those with **privilege**, by **definition**, don't **experience bias**. It's there. It **compromises** our **workplace**. **Pointing** it **out** is **necessary** to **make change**. **Thanks** [*redacted*] & [*redacted*] for **showing** us how.
> [U.S., 1/5, lexical density of 2.6]

This example contains 13 lexical words divided between 5 clauses. In contrast, the following example contains twice as many lexical words – 26 – in a single clause. The example also features a detailed description of the author's learning and realisation of the microaggressions they have experienced:

> **Ever since** my **classmate sent** me an **article** on **white supremacy** and how **microaggressions** by **white women against WoC** [*women of colour*] **work, especially** in **schools** and the **workplace**, I've **finally** been **able** to **make sense** of **SO MANY weird** and **awful occurrences** in my **life** that I **never understood before**.
> [U.S., 0.6/5, lexical density of 29]

Both examples have instances of nominalisation, and this example demonstrates explicitly how aspects of nominalisation explored in Sub-section 4.4.2.2 support higher lexical density.

4.4.2.4 Use of Grammatical Metaphor. I also explored how grammatical metaphor supported the patterns of business rhetoric and nominalisation found in Sub-sections 4.4.2.1 and 4.4.2.2. This analysis focused on grammatical metaphor in the discussion of microaggressions in the workplace and employer action through training. The analysis looked at how meaning is encoded into a semantic process exploring three components (Simpson, 1993):

1. Process: The process of the clause as expressed by choice of verb
2. Participants: The actors involved in the process; roles typically given through noun phrases

3. Circumstances: The context of the process; usually realised through adverbial and propositional phrases

Grammatical metaphor plays a role in connecting the nouns of "microaggression" and "workplace". The most direct way in which a statement regarding microaggressions in the workplace might be phrased would be: "There are microaggressions in the workplace". However, on its own, this statement lacks semantic detail, so the authors must add more information beyond just the process itself:

- Participants: Who are the actors involved? Who was the target, and who was the sender?
- Circumstances: How frequently does this experience happen? Where does it happen? In what context within the workplace?

The following example shows the lexico-grammatical choices made by an author to add this information:

> Even when workplaces **are filled with** microaggressions **against women**, men may have difficulty recognizing them. [U.S., organisation, 0.4/5]

In this example, the author references workplaces "filled with" microaggressions, covering the frequency of the experience, and describes the recipients of microaggressions: "against women". It was common for authors to use modifiers and conventional metaphors to add detail, as shown in the next two examples:

> They [women] **have been on the receiving end of some manipulative & unprofessional** workplace behaviors … And the microaggressions **appear to be a feature, rather than a bug, in these academic** workplaces. [U.S., 1/5]

> Racism, bias, and microaggressions **toward Black workers still run rampant in** workplaces across the United States. [U.S., no bot score]

In these examples, there are references to the process (“toward”, “on the receiving end”), the participants (“Black workers”, “women”), and circumstances (“academic workplaces”, “workplaces across the United States”, “appear to be a feature, rather than a bug” and “still run rampant in”). Regarding the processes, the terminology used is in line with the examples explored in Sub-section 4.4.1.1, giving the sense that microaggressions are done to participants. Participants are made evident in terms of the people who experience microaggressions. However, the examples do not detail who the senders of microaggressions are, something that has been a frequent pattern throughout the examples reviewed in this study. When it comes to describing the circumstances of the experience, “running rampant” suggests frequency and a lack of control – “rampant” being described as when something negative is increasing with a lack of control (*Rampant*, 2020). In the three examples presented in this section, using the expressions “filled with”, “a feature, rather than a bug”, and “run rampant” show how these statements featuring nominalised terms make statements about workplace environments or culture more than individual-level experiences.

In the following examples, the authors link the activity of microaggression training to its outcomes. The outcomes themselves are typically nominalised, such as “advice”, “inclusivity”, and “escalations”. This shows how authors used grammatical metaphor to link microaggression training to the stated outcomes.

> The training **provides** definitions on microaggressions and **offers advice on how to handle** potentially offensive situations. [U.S., 0.6/5]

In this example, defined human participants are absent: “training” is the participant that bestows a benefit to the attendee. This may be why the verbs to describe the process are phrased passively as “providing” and “offering advice”. There is a lack of circumstantial information, with the author stating only that the training may help an attendee in the context of “potentially offensive situations”.

This formal, passive style was a common property of the discourse, with two further examples below:

> Professors and students **ought to undergo** microaggression training **in order to increase** inclusivity **and decrease** stereotyping on campus. [U.S., organisation, 1.6/5]

> Provide employees **with access to training regarding** microaggressions and having topical, hard conversations **to empower them to deal with such** instances **directly and reduce the likelihood of** escalation. [U.S., organisation, 1.2/5]

In these examples, the terminology used to describe the process is notable for sounding formal and authoritarian. There is a description that participants "ought to undergo" microaggression training, a phrase commonly used with procedural activities, such as surgery. On the other hand, "provide employees with access to training" is more passive, emphasising the existence of the training rather than the attendance of training. In both examples, benefits are framed as an increase or decrease in an outcome: "increase inclusivity and decrease stereotyping" or "reduce the likelihood of escalation".

In the following example, the author brings themselves into the clause as a participant:

> I recently took a harassment training **and had to learn about** microagressions [*sic*], white privilege, cisgender privilege, **and some** pronouns. [U.S., 0.8/5]

However, the process is described in procedural or authoritarian terminology: the participant "had to learn about" microaggressions and lists the training outcomes in a way that lends them a disparaging nature ("and some pronouns"). There are similar patterns in discourse that critique employer actions:

> Trainings **often center** aggressors & bystanders **but offer few resources for** those enduring the microaggressions / workplace racism. [U.S., 0.2/5]

> HR training **restricting behavior in the** work place [*sic*] makes it a dangerous place if you manage to hire a snowflake. [U.S., 0.3/5]

These examples critique training from different perspectives. The first example suggests that training needs to do more, whereas the second suggests that training is unnecessary and harmful. Both use similar terminology to make these points, and both place training in the role of the participant and describe the process formally, either passively in the first example (“center aggressors”, “offer few resources”) or in more of an authoritarian style in the second example (“restricting behaviour”). The circumstantial information in each is where there is a divergence between the two examples, particularly between “those enduring” and “snowflake”, a modern slang term used to infer that someone is easily offended (*Snowflake*, 2021).

4.5 Discussion

This CLA examined the use of the term “microaggression” on Twitter. It investigated the terminology people use to talk about microaggressions, both generally and in the workplace. Where past research has often relied on data generated through focus groups, this study explored terminology in “real-world” data.

Regarding the first research question, people from various countries described their experiences and perceptions of microaggressions on Twitter. Most tweets seemed to come from the U.S., and the context of microaggression was predominantly about race. However, authors from

various countries (e.g., the UK, Canada, and Australia) also used the term and applied it to a range of individual differences (e.g., gender, sexual orientation). Authors frequently referred to “experiencing” and “dealing with” microaggressions. These words suggested expectancy, reinforcing that microaggressions are a regular occurrence rather than a surprising one. However, “experienced” was paired with powerful adjectives such as “traumatic” and “humiliating”, which suggested that, despite their regularity and expectancy, the experience still invokes pain.

Many other keywords emerged in connection with the experience of microaggressions that suggested more active forms of coping, including: “educate”, “face”, “confront”, “navigate”, and “encounter”. When exploring the words used to describe how people send a microaggression, “perpetrate” and “commit” were most frequent. This contrasts with the less emotive keywords of “experience” and “deal” used to describe receiving a microaggression. “Perpetrate” and “commit” also contrasted with the lack of intent or conscious thought inherent in the definition of a microaggression (Sue et al., 2007). Variation in how receivers and senders are described may create division by emphasising the differences between those who experience microaggressions and those who do not (Brannon et al., 2018; Coleman, 2021).These patterns were a helpful starting point to see the terminology people use to describe everyday occurrences of microaggressions. It appeared that the discourse in this corpus was frequently authored by those who experience microaggressions. This led to terminology concerning the

expectancy of microaggressions, the pain of experiencing them, the emotional burden of coping with them, and the frustration at those who commit them.

Employers introducing a focus on microaggressions typically aim to do two things: validate the experiences of those who perceive them and create behaviour change interventions to reduce their prevalence (Brannon et al., 2018). Yet, microaggression terminology may create tension between these two aims. Should employers raise awareness using the term "microaggression" and employees adopt the terminology explored in this chapter, well-intentioned behaviour may be labelled by those experiencing microaggressions as "committed" or "perpetrated". This may threaten self-concept (Scherer, 1982), as explored in Chapter 1, and lead to diversity resistance (Dover et al., 2016, 2020; Leslie, 2019).

Regarding the second research question, there were a number of keywords in the microaggression corpus related to organisations, including "workplace", "colleagues", and "training". The terminology used in tweets containing these keywords was explored in-depth through four different analyses associated with SFL: theme-rheme, nominalisation, lexical density and metaphor. It was found that communication in a workplace context often used a formal style characterised by the third-person point of view, greater amounts of nominalisation and higher lexical density. While this style was apparent in text authored by organisations, it was also adopted by individual contributors when writing about experiences in the workplace. The consequence is that the need or responsibility for change may not be readily

apparent to a reader. Employers may adopt this style in an attempt to manage admittance of liability and resistance to diversity interventions (Brannon et al., 2018). Individuals may adopt this style out of fear of retaliation. However, the use of formal and impersonal communication may undermine the purpose of communicating about microaggressions. It may also seem incongruent to readers who experience microaggressions when employers comment on an emotive topic in an impersonal, nominalised style.

Communications regarding employer responsibility and actions seemed to use greater levels of lexical density and nominalisation. In contrast to the first-person examples that presented trauma and hurt, the nominalised accounts of action emphasised “unconscious bias training” and “microaggression workshops” and left out actors. There was little mention of who was responsible, who needed to change or who was attending the training. Altogether, this terminology meant that readers might not understand why training was being run or what employers hoped to achieve by delivering it. This was not just present in tweets authored by organisations. Even tweets authored by individuals calling for employers to act defaulted to calls for “training” and “workshops” without specifying what change would look like or who needed to change.

Microaggression is a term that has received increasing research attention (Chapter 3). More employers are raising awareness of microaggressions with employees (Jamieson, 2020). As research and application have increased, studies have begun to note potential challenges

with the term and definition of “microaggression”. These concerns include the risk that the concept is denied (Espaillat et al., 2019), that the definition and term do not adequately reflect the lack of intent on the part of senders of microaggressions (di Gennaro & Brewer, 2018) and that the term may have embedded political values (Lilienfeld, 2017a). Furthermore, research has shown that the introduction of terms such as “microaggressions” within SSIs may lead to unintended consequences (Leslie, 2019), including a backlash from employees (Dover et al., 2016). By exploring the term within a real-world dataset, this study contributed to this burgeoning body of research.

This study supports research that suggests there are risks for employers raising awareness of microaggressions. It is emotive, demonstrated by the adjectives that authors used collocated with verbs such as “experience” and “deal”. This emotion is also seen in words that describe the action of sending microaggressions, such as “commit” and “perpetrate”. Microaggressions are frequently unintentional (di Gennaro & Brewer, 2018), and the debate continues as to the relationship between “microaggression” and “aggression” (Lilienfeld, 2020). Should employees use the terminology of “microaggression”, “commit”, and “perpetrate”? The cognitive dissonance this can create for the accused could lead to conflict and backlash. However, the present study also showed that employer action is occurring. The terminology used in tweets related to responsibility and action featured nominalisation and increased lexical density, decreasing the chances of information retention (Perfetti, 1969). The combination of nominalisation and higher lexical density in terminology may weaken communications.

It may be that employers choose this communication style to avoid conflict. However, raising awareness of microaggressions using an impersonal style creates another risk: minimising the experience. As one Twitter author put it: “if you’ve never experienced micro-aggressions it’s kinda like walking outside when it’s slightly drizzling. If you open your umbrella, you’re overreacting. But if you don’t, you’re walking 30 minutes with little droplets hitting your face every few seconds.” Employers attempting to raise awareness using an impersonal style may create dissonance for those who experience them. This is the bind for employers described in the IFAF (Brannon et al., 2018).

The IFAF suggests that employers may mitigate backlash from the dominant group by addressing those areas in their communications while using accessible and emotive terminology to reflect marginalised groups' experiences. In doing so, employers might be able to communicate about microaggressions in a way that meets the needs of both group members (Brannon et al., 2018). As an example of how this balance could be achieved, leaders in an organisation could host listening sessions to hear real examples of microaggressions in the workplace and use that information in communications to emphasise that they are listening, learning and committed to making change happen. Employers may also want to use examples of microaggressions experienced in the workplace to emphasise why change needs to occur. DEI interventions often aim to increase constructive communication and shared understanding (Böhm et al., 2020; Coleman, 2021). However, by minimising the experience of microaggressions and

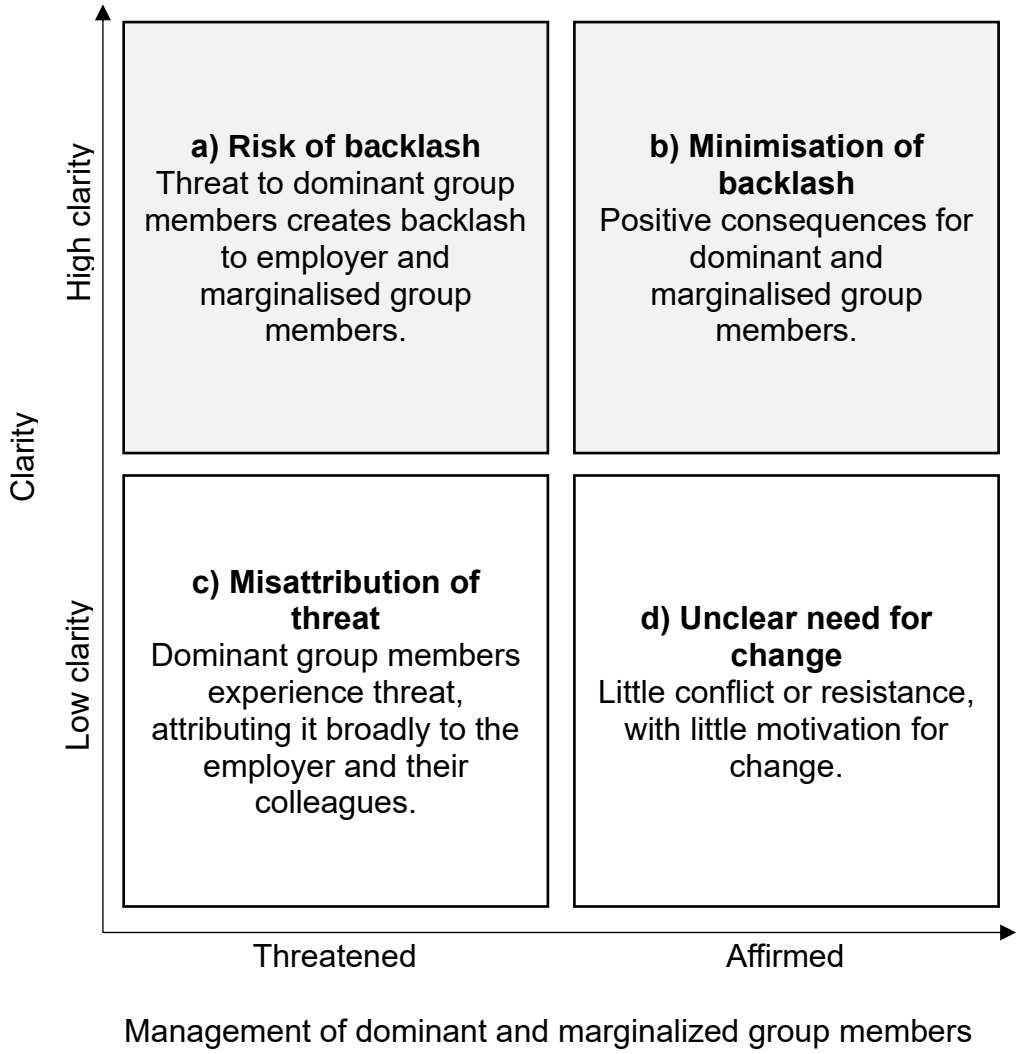
exaggerating the intent of senders, the terminology explored in this study may have the opposite effect of deepening intergroup identification and conflict (Böhm et al., 2020).

The IFAF also proposes that employers might benefit from balancing the goals and motivations of marginalised and dominant groups (Brannon et al., 2018). In doing so, employers might minimise unintended signals that can create resistance to DEI work (Dover et al., 2020). While the first recommendation of the authors is “be mindful of cues that signal inclusion (and change those that do not)” (Brannon et al., 2018, p. 70), including in employer communications, it assumes messages are explicit and clear to employees. It is possible that, to manage the groups identified by Brannon and colleagues, employers are increasing density and nominalisation in communications about microaggressions. These properties can obscure the message, who the actors are, and the need for change.

Opaque communications might reduce the risk of employees feeling threatened. However, employees who experience a threat may be uncertain about its source and attribute it elsewhere in the workplace, such as to colleagues. In cases where employees feel affirmed but communication is unclear, employees may have little sense of a need for change. Incorporating this thinking into the IFAF (Figure 14) extends the guidance provided to employers. A revised framework posits that communication should affirm dominant and marginalised group members’ goals and motivations and communicate with reduced lexical density and nominalisation.

Figure 14

Extension of the Inclusion for All Framework to Incorporate Clarity



While Brannon and colleagues' (2018) IFAF emphasises the need to manage the goals and motivations of both dominant and marginalised group members, this does not necessarily mean communicating the same messages in the same style to both groups. The present study shows the emotional discrepancy between the personal way individuals describe their experiences and the more impersonal and neutral ways employers might engage with this topic. Furthering dialogue about microaggressions requires

communication that validates people's experiences while influencing senders' behaviour. These two audiences may require different communication strategies, making it difficult to communicate using a single term without increasing the risk of resistance.

There is a risk of resistance and backlash from employees if employers fail to manage communications about DEI (Brannon et al., 2018; Dover et al., 2016, 2020; Leslie, 2019). This study suggests that there is an increase in nominalisation and lexical density in workplace communications. This could obscure the messages employers are trying to signal about inclusiveness. Denser communication seems unlikely to manage the threat experienced by dominant group members in DEI interventions. Employers may consider increasing clarity in communications about microaggressions by reducing nominalisation and lexical density. More accessible and engaging communications about microaggressions may benefit employers.

4.5.1 Strengths and Limitations

This was the first study to apply CLA methodology to the terminology of microaggressions and explore how the term is used in online discourse. In doing so, it contributed findings based on real-world data, a source of data that microaggression research has often lacked (Wong et al., 2014). This has many benefits: it avoids social desirability bias (Fisher, 1993) and reduces experimenter effects (Sheldrake, 1998) because no researcher is involved in creating the dataset. It also significantly expands the sample of data from the typical sample size of microaggression research shown in Chapter 3.

Employers are likely interested in microaggressions due to rising interest in society. This study's design allows employers to see the term's contemporary use and how that use varies within the workplace.

Inferences should be taken from the data with care. CLA points to patterns in language that are then interpreted (Baker, 2006), providing a snapshot of data rather than a conclusive point. The study should not be generalised to the entire population of people who use Twitter. It should also be stated that Twitter users are not representative of all working adults. From user data, the authors of this corpus were more likely to be liberally minded. By only including words in the English language, the data may have been limited. This study used various spellings for microaggression to ensure a representative corpus; however, there may have been other spelling varieties or even other missed words that would have strengthened the corpus.

Moreover, while the corpus included contributions from authors around the world, the majority of contributions appear to be from the U.S., something that should be considered by employers in the UK when interpreting these findings. Most research into microaggressions has been conducted in western, educated, industrialised, rich, and democratic cultures (Bettache, 2022), a feature that remains a significant limitation of microaggression research. While this study did not filter data based on user location, the corpus dataset was still biased towards these cultures.

4.5.2 Further Research and Implications for Practice

This study presents many opportunities for further research. In particular, as employers within the UK continue to raise awareness of microaggressions, further research focusing on datasets specific to this region and culture could be useful. Employers would also benefit from research engaging with practitioners in the UK regarding their choices of terminology used to raise awareness and where they see resistance. Furthermore, choices of lexical words in this study have hinted at a range of approaches and coping mechanisms that individuals employ to manage microaggressions in the workplace and how that is affected by communications from peers and authority figures, such as managers.

There are two practical implications for employers. The first is the tension employers face between validating the experience of those who receive microaggressions while changing senders' behaviour to reduce microaggressions. These audiences may have unique needs and require different communication strategies. The second is the discrepancy between the personal way in which individuals describe their experiences and the impersonal and neutral ways employers might raise awareness. The implication is that employers may consider using accessible and engaging terminology in their communications about microaggressions and clarify why change is necessary.

4.6 Chapter Summary

Employers in the UK are increasingly interested in microaggressions. This study explored the terminology used on Twitter to inform how employers might raise awareness of microaggressions with their employees. Authors tended to write that microaggressions are “experienced” or “dealt with”. In contrast, people who send microaggressions are described as “committing” or “perpetrating” them. In a detailed analysis of tweets specific to the workplace, there were examples of theme-rheme, nominalisation and lexical density that indicated denser and more impersonal terminology regarding employer responsibility and action. This leads to two implications for employers: firstly, a need to find ways to increase awareness of microaggressions without disengaging those who are concerned about the limitations to their freedom of speech, and secondly, to create a common terminology that is in keeping with that used by those who experience microaggressions without compromising the position of the employer. HR leaders’ considerations of subtle slight terms are explored in the next chapter.

5. STUDY 3: HR LEADERS' VIEWS ON THE ACCEPTABILITY OF TERMINOLOGY FOR SUBTLE SLIGHTS IN UK WORKPLACES

5.1 Chapter Overview

This chapter introduces the thesis' third study, a reflexive thematic analysis of interviews with HR leaders that explores their perspectives on the acceptability of various subtle slight terms. The chapter begins with an overview of the background literature and rationale for the study, along with the research questions addressed (Section 5.2). The method of data collection and use of reflexive thematic analysis are stated (Section 5.3). Following this, results are presented thematically (Section 5.4) and then discussed, ending with strengths, limitations, and opportunities for further research (Section 5.5). Finally, the chapter is summarised (Section 5.6).

5.2 Introduction

Employers are currently aware of the need to address subtle slights (Cortina et al., 2017; Leigh & Melwani, 2019; Metinyurt et al., 2021) and are using training and communications to raise awareness in a bid to mitigate potential harm (Shepherd, 2019). As described in Chapters 1 and 2, employers have myriad considerations when implementing SSIs. Central to this is the need to use terminology that generates acceptability and openness from employees instead of backlash and resistance.

The range of terms used to refer to subtle slights (Cortina et al., 2017; Jones et al., 2016; Sue et al., 2007) may make it challenging for employers to

choose which ones to focus on and how to do so in a way that employees will accept (Chapter 3). This lack of conceptual clarity may make it difficult for those responsible, often HR leaders, to implement SSIs (Marshburn et al., 2017). This challenge should be considered with the knowledge that mitigating subtle slights is only one of many DEI areas of focus for HR leaders (Combs et al., 2019; Shore et al., 2018). As Anand and Winters (2008, p. 356) described, “diversity has evolved into a rather amorphous field, where the very work itself invokes a variety of different meanings and emotional responses.” This state of DEI for employers suggests that HR leaders may be well placed and motivated to comment on the amorphous meanings of DEI terminology, including subtle slight terms.

Additionally, as introduced in the background (Section 1.2), employers could face a dilemma in choosing terms to use with dominant and marginalised groups in the same organisation. The properties of subtle slight terms may present a challenge for employers. There is currently a lack of research into how the properties of terms affect how employees perceive SSIs. The existing research into subtle slight terms has primarily been conducted on “microaggression”, which has been described as emotionally charged and polarising (Lilienfeld, 2017a) and oxymoronic (Priscilla Lui et al., 2020). Chapter 4 explored how the term “microaggression” is used in workplace contexts, and, in summary, the study found that formal and dense terminology may be used to describe microaggressions in workplace contexts, which could impair the clarity of messages. It would be helpful to explore this further with experts in workplace DEI interventions, yet, the voices of those

responsible for SSIs, often HR leaders, have featured minimally in research to date. They are likely in a strong position to comment on the acceptability of the various terms and may be alert to possible adverse reactions in their organisations.

The Theoretical Framework of Acceptability (Sekhon et al., 2017), introduced in Section 1.2, supports the exploratory approach required in the present study. The acceptability of employer interventions has been studied in past research by exploring people's perceptions of an intervention and its compatibility with their personal identity (Devereux-Fitzgerald et al., 2016). Yardley and colleagues (2015) proposed a person-centred approach to exploring acceptability, prioritising the use of qualitative methods to investigate the "beliefs, attitudes, needs and situation" (p. 1) of intervention recipients. These investigations can uncover hidden considerations for interventions, such as how a qualitative study into the acceptability of chatbot services explored AI (artificial intelligence) hesitancy (Nadarzynski et al., 2019), suggesting that hesitancy may be in part due to the negative connotations of the word "artificial."

It is necessary to discuss terminology with HR leaders in order to explore their considerations of raising awareness of subtle slights while avoiding adverse reactions. This study involved interviewing HR leaders who have a remit for DEI in organisations operating in the UK. The study explored the terminology they saw as being most useful to raise awareness of subtle slights. The current study addressed the following research questions:

Question 1: Which terms do HR leaders feel are most acceptable for raising awareness about subtle slights in the workplace?

Question 2: What do HR leaders regard as necessary conditions for employers to raise awareness of subtle slights?

5.3 Method

This study used an expert interview approach to explore HR leaders' perspectives on subtle slights. Experts are "people who possess special knowledge of a social phenomenon which the interviewer is interested in", and expert interviews are "a specific method for collecting data about this social phenomenon" (Gläser & Laudel, 2009, p. 117). The expert interview is an efficient and focused way to gather data and develop emerging theory, using a select group of individuals who are relatively easy to identify and access (Bogner et al., 2009). In this instance, HR leaders have expertise and experience raising awareness of DEI topics and are in a strong position to consider terminology that might be acceptable to employees.

The study received institutional ethics committee approval from the Research Ethics Committee of the Division of Psychiatry and Applied Psychology, School of Medicine, University of Nottingham (ref 358). The research was conducted following the guidelines set out by The British Psychological Society (The British Psychology Society, 2018) based on four ethical areas to observe when setting out a research proposal: respect, competence, responsibility and integrity. These areas outline a set of values

and standards which guide researchers in decision-making and behaviour. All standards of this study have adhered to the given values in the code of conduct.

This method section is presented in line with best practice principles for reporting qualitative studies, as recommended by Tong and colleagues (2007).

5.3.1 Participants and Recruitment

This study used in-depth, semi-structured interviews with 16 HR leaders. The sampling criteria required that participants held a leadership role with responsibilities for DEI in a large employer ([250+ employees], Rhodes, 2019) operating in the UK. These employers might be headquartered and solely operating in the UK or a UK branch of a multinational employer.

Participants were intentionally sampled from a range of industries (see Table 16). Two of the organisations operated in the Public Sector, one as a Government Department and the other within the National Health Service Trust System. Fourteen participants (87.5%) were female, a representative sample when compared to the membership of the Chartered Institute of Personnel and Development, whose membership was 80% female at the time (Ratcliffe, 2019). Nine participants held titles that explicitly included diversity and inclusion (e.g., Head of Diversity and Inclusion), while the remaining seven had broader titles (e.g., HR Director).

Table 16

Industry Sectors Represented by Participants

Industry Sector	Number of Participants
Retail	1
Digital consulting	1
Technology	1
Transport and logistics	1
Engineering	1
Public sector: National Health Service or Government Department	2
Pharmaceutical	2
Insurance	3
Financial services	4

Recruitment was both purposive and opportunistic (Tong et al., 2007). Participants were contacted through MindGym, a psychology consultancy for whom the author worked at the time of this study. Potential participants were identified by the author in collaboration with MindGym consultants, who acted as gatekeepers to the participants. MindGym consultants emailed potential participants inviting them to participate in a 30-minute telephone interview hosted over Skype, a digital teleconferencing application. The Participant Information Sheet ([PI], Appendix 4) was attached. Some of the potential participants had been clients of MindGym, while others had a professional networked relationship with MindGym consultants. Two of the participants had existing relationships with the author.

Interested participants contacted the interviewer directly and in confidence, and interview slots were arranged at a mutually convenient time. In total, 40 participants were contacted by MindGym consultants. Twenty-two responded, and six declined to participate, resulting in a final sample of 16 participants and a response rate of 40%. Sampling ceased when data

saturation ([when all the main variations of a phenomenon have been identified and incorporated into the emerging theory], Guest et al., 2006) was reached.

5.3.2 Procedures

Interviews took place between May and October 2019. Participants were assured of confidentiality and anonymity and reminded of their right to withdraw before and during the interview. Participants were informed of the intended use of the data, that participation was voluntary, that they could withdraw their data up to the point at which it was analysed and that the research objective of this study was to explore their perceptions of raising awareness of subtle slights within employers in the UK. On average, semi-structured individual interviews lasted 24 minutes (range = 17–33), took place over the phone hosted by Skype without video and, with participants' permission, audio recorded. Participants were located either in their organisation's offices or homes and were not interrupted.

A semi-structured interview guide was used to achieve a conversational style focused on two areas. One area was terminology, exploring participants' reactions to the various terms that might be used to describe experiences of subtle slights: microaggression, microinequity, workplace incivility and subtle discrimination. Once participants gave their reactions to different terms, they were asked which terms they would prefer to use to raise awareness of subtle slights within their organisation and why. The second area explored the extent to which this topic was a priority for their

employer, past work, and impact. For the complete interview guide, please see Appendix 5.

The question design process was informed by Jacob & Furgerson (2012): the interview questions were linked back to the overall research questions, a script was used for the beginning and the end of the interview, questions were open-ended, and the interview began with questions that were easier to answer. The draft interview guide was piloted with a HR leader known to the author to establish the suitability and style of the questions. The interview guide proved suitable in terms of its structure and potential for stimulating the relevant areas of reflection. Minor amendments were made after the pilot, which led to the final interview guide. Data from the pilot study were not recorded, transcribed, or incorporated into the final analysis.

The interview guide remained unchanged throughout the interviews, which were anonymised on transcription by a professional transcriber working under a signed confidentiality agreement. Audio recordings were deleted after transcription, and sensitive and personally-identifying information was removed from all transcripts by the transcriber. The author checked the transcripts and made additional minor edits to ensure anonymity. An example transcript is presented in Appendix 6. Transcripts were managed and analysed using the NVivo 12 data management package. The author checked the transcripts against original recordings for accuracy.

5.3.3 Data Analysis

Transcripts were analysed using reflexive thematic analysis ([RTA], Braun and Clarke, 2019) to explore HR leaders' views on the likely acceptability to their employees of terms used to refer to subtle slight terms. RTA is a method of analysis that places researchers at the intersection of data, analytic process, and subjectivity. It aims to build creative and interpretive stories about the data (Braun & Clarke, 2019). Thematic analysis is a "method for identifying, analysing, and reporting patterns (themes) within data" (Braun & Clarke, 2006, p. 81). The original authors updated the method to RTA in a bid to emphasise researchers' active roles in "generating" themes, rather than "letting them emerge" (Braun & Clarke, 2019).

Thematic analysis was preferred to other techniques, such as critical discourse analysis (Blommaert & Bulcaen, 2000) and interpretative phenomenological analysis (J. A. Smith, 2011). This was because of the exploratory nature of this study. A strength of thematic analysis is its theoretical independence (Braun & Clarke, 2016) and openness regarding how themes are searched for and collated (Braun & Clarke, 2006, 2019). RTA also suited the expert interviews method in that it allowed for the exploration of HR leaders' views as experts, rather than how they formed meaning from their experiences as individuals. These strengths have seen thematic analysis used before for studies exploring acceptability (Sarkeshikian et al., 2020) and using samples of experts (Morrison, 2020).

Consensual qualitative research ([CQR], Hill et al., 2005) was also considered as a potential method. CQR brings additional rigour to thematic analysis through defined processes and quality control methods. As this research was conducted as part of a PhD research programme, the CQR requirement to conduct qualitative analysis through team dialogue and consensus was unsuitable. However, many of the tenets of CQR were adopted, such as the use of an external auditor (Hill et al., 2005).

The author conducted the analysis, internally reviewed by a supervising researcher and audited by an external researcher. The external researcher was employed in full-time psychological research at another UK university and was experienced in qualitative analysis.

The author read through the transcripts several times and noted initial ideas. Each transcript was given equal attention in the coding process. The author coded and categorised data features within the transcripts in alignment with the study's research questions. Coding was done through a thematic structure developed based on the transcripts' regularities and patterns, which formed the coding categories (Packer, 2011). The categories were then organised into themes and subsequently checked against the other categories and the overall dataset to ensure that all relevant data were represented. This iterative process led to the themes and sub-themes being condensed from an original set of four themes and fifteen sub-themes to a final set of two themes with five sub-themes. Themes were named, described, and illustrated with quotes.

Reflexivity and quality control measures were used at each stage of the RTA analytical process (Cloutier & Ravasi, 2021) to ensure trustworthiness. These stages are presented in an audit trail of the decisions made (Nowell et al., 2017), which covers three phases of the analytical process: familiarisation of the data, search for themes and refinement of themes (Table 17).

An inter-rater reliability process was used with the external researcher in the role of auditor. The external researcher audited two randomly chosen (by a random number generator) transcripts (10% of the sample) in their entirety. Full transcripts were picked instead of extracts to allow participant sentiment to be analysed wholly. The inter-rater reliability process involved comparing transcripts coded by the author with transcripts coded by an impartial external researcher using the thematic structure. The initial comparison of transcripts yielded a consistency score of 70% of data features being coded to the same sub-themes. The author then clarified the thematic structure, largely by combining subthemes, and recoded the two transcripts. The consistency score increased to 91% with the updated thematic structure. This final thematic structure was utilised by the author to recode all 16 transcripts.

Table 17

Audit Trail of the Analytical Process

Stage	Analytical Activities	**Output**
Familiarisation of the data and generation of the initial codes	1. Transcripts were read through several times, and initial ideas were noted.	Log of initial reactions and ideas.
	2. Notable, repetitive, or relevant features in the data were coded systematically across all transcripts.	Concept map of 25 features in the data.
	3. Interpretation of the data was discussed between the author and supervising researchers using the initial concept map.	
Search for themes and development of thematic structure	1. Codes were collated into potential themes and sub-themes (a thematic structure). The author shared details with the supervising researcher regarding the exclusion of any initial ideas in the concept map that were no longer present in the thematic structure.	First iteration of the thematic structure produced four themes and fifteen sub-themes.
	2. The thematic structure was reviewed by the author and supervising researcher, considering (a) do these themes and subthemes represent the sentiments of participants and (b) are the themes and sub-themes distinct?	Second iteration of the thematic structure produced three themes and seven sub-themes.
	3. The face validity of the initial thematic structure was reviewed by the external researcher to see if the theme names and descriptions made sense.	
Refinement of themes	1. An inter-rater reliability process was used with the external researcher in an auditor role.	Consistency score 70%.
	2. Inconsistencies in coding and incongruences in interpretations were discussed by the author and external researcher until agreement was reached.	Consistency score 91%.
	3. All transcripts were recoded for a final time.	Third and final iteration of the thematic structure produced two themes, five sub-themes.
	4. A description of the final themes was shared with participants to provide a form of member checking (Thomas, 2017). No amendments were required.	

5.4 Results

This section provides the details of the thematic analysis conducted on interview transcripts in Sub-section 5.4.2. Firstly, briefly, Sub-section 5.4.1 illustrates participants' familiarity with subtle slights and the examples some participants provided.

5.4.1 Exploration of Participant Understanding

Participants had varying levels of familiarity with subtle slights. Some participants were very familiar with subtle slight terms, while a minority were unfamiliar with certain terms. All interviewees said that they understood the topic of subtle slights and could identify examples, which varied in subtlety and target group (see Table 18). Some examples were in line with the definition of workplace incivilities and subtle acts of rudeness. Other examples were relevant to the definition of microaggression, particularly those regarding identity violations. These were demonstrated as a defining property of microaggressions in Chapter 3 (Table 4).

Table 18

Examples of Subtle Slights Provided by Interviewees

Examples
"I've been asked, for example, 'Do you have children?', and I go 'No', and they would go 'Aw … never mind'." (Interview 2)
"She was relatively new in her role. She walked in, I think it may have been her first or second board meeting that she had and before the formalities had started, but in a sort of open space, her chair turned to her and said, 'Is that an appropriate dress for a chief executive to be wearing?'" (Interview 3)
"for example, if somebody has an accent, then how people react to this accent … but still it communicates, it's almost like something's wrong with you because of your accent or where you come from." (Interview 5)
"you know, people rolling eyes. And I've seen that, and I've seen people rolling their eyes when other people are talking, and I'm thinking if the person saw that, how would they think or what would they think?" (Interview 6)
"people would speak Dutch around me, which is fine, but if you're in a meeting and people are speaking in Dutch, it's not going to be very helpful because I don't speak Dutch." (Interview 7)
"someone who said something that was very flattering to a female about how she looked and how that would help this individual with her career." (Interview 8)
"she was a lesbian and married, and her boss couldn't bring himself, I guess, to refer to her wife as her wife, right? So always referred [to her] as 'partner'. So it was interesting because she felt that that was a microaggression that he couldn't recognise that she had a wife." (Interview 9)
"for example, women who have children often get that sort of 'Oh, so you're leaving early to look after the children, oh I wish I had a child'." (Interview 10)
"like cutting them off, you know, even body language-wise, like just showing that you're not really listening to what they're saying. So we have issues with people checking their emails and just not being present in the meetings." (Interview 13)
"for example, men are getting a lot of flak in our organisation at the moment for calling women 'love'." (Interview 15)

Some participants also referenced how different terms had given them terminology to explain phenomena they had not previously labelled. Until that point, they used examples of subtle behaviours to raise awareness:

> I had lots of meetings where I'm the only woman in the room, and I've had lots of instances of microaggressions, but I was never really able to see a label to them as such until I read more about what it was and started getting more informed. (Interviewee 13)

5.4.2 Thematic Analysis

The data were organised into two overarching themes: (1) acceptability of terminology and (2) the journey to acceptability. These themes, sub-themes, and their respective descriptions are displayed in Table 19.

Table 19

Thematic Structure

Theme	Sub-theme
Acceptability of terminology How different groups of employees might perceive the various terms for subtle slights.	**Coherence** The "academic" nature of terms and how different audiences might interpret such terminology.
	Provocativeness The emotions and strength that various terms might lend to a message.
The journey to acceptability Whether employers are ready to raise awareness of subtle slights.	**History of previous interventions** The organisational context: whether previous training interventions might pave the way for approaching subtle slights.
	Employers' perception of need The different reasons why employers might focus on subtle slights, such as ticking a box, acting before people are hurt or offended or changing culture.
	Employees' motivation for behaviour change The challenges that HR leaders face in engaging employee interest.

5.4.1 Acceptability of Terminology

Participants assessed different terms' acceptability that might be used to refer to subtle slights in their own workplaces and considered how different groups of employees might receive the terminology. Participants suggested that they would likely use more than one term to connect with various audiences, such as by using one term in an all-company meeting and a different term in smaller training sessions. These audiences included subject matter experts, senior leaders, general employees, and specific, marginalised groups who may regularly experience subtle slights.

Participants often considered terms according to two attributes: (1) how abstract the term would seem to an audience and (2) how much emotion the term might generate and how provocative it was perceived. These considerations align with two components of acceptability theory: "intervention coherence" and "affective attitude" (Sekhon et al., 2018). Coherence is "the extent to which the participant understands the intervention, and how the intervention works" (Sekhon et al., 2017, p. 9) and affective attitude concerns the "attitudes towards the intervention" and how recipients feel about the intervention (Sekhon et al., 2017, p. 4). Participants described the tensions in effecting a balance between raising awareness of subtle slights: validating those who experience them while simultaneously trying to change the behaviour of those who send them.

> You know that one term will not satisfy all. (Interviewee 2)

> The way that we talk about it is quite important, that we don't come across as, you know, too scientific or too geeky or too politically correct. I think that would turn them off. (Interviewee 1)

> It seems like a term needs to do two things, which is one, add weight to the experience of the individual on the receiving end so as not to belittle what they're experiencing, but also to explain to people who are trying to learn about these ideas, these concepts, to almost describe what it is you know, the micro-message as it were? (Interviewee 15)

5.4.1.1 Perceived coherence of terms. Participants reflected on these terms' abstract or "academic" nature and how different audiences might understand such terminology. They acknowledged that one term might not be well understood by all parties. It was emphasised that some audiences value a scientific approach to subtle slights and terms that originate in academic study. However, other employees may resist or be uninterested if the terms sounded too technical or complicated.

> I think if something … comes across as too academic or theoretical … actually it depends on your audience, it can excite some people, it can switch others off. (Interviewee 14)

> I think that [subtle slight] is a useful term. I think it … 'does what it says on the tin', even though, like I say, it's such a grey area and one that people have different levels of understanding and sensitivity to. But I do think that's a better use of phrase than microinequities, which, like I say is less understood probably. (Interviewee 15)

The terms "microinequity" and "microaggression" were perceived as particularly "academic" and therefore not as likely to be suitable:

> For me, maybe it [microinequity] feels more like a term that would be used in the academic world compared to one that would be used in the workplace. (Interviewee 2)

> We don't use lots of fancy language. We keep things really simple. And so, I think they would think that [microaggression] was fancy-schmancy new terminology that we don't need. (Interviewee 12)

> It [terms like microinequity, microaggression] makes it much more sophisticated and much more separate to what we're talking about. I understand it, and I think it's sort of more academic, and I absolutely appreciate that, but I think for the common person, the layperson in the business, we can't speak in language like that. We have to speak very plainly. (Interviewee 10)

5.4.1.2 Perceived provocativeness of terms. Participants reflected on how different terms can bring emotions and strength to a message. The term "microaggression" was often seen as provocative due to the affix of "aggression".

> That [microaggression] is quite a hard word in [X – my organisation], you know. If you describe somebody as aggressive, you don't hear that word that much, you know. And I suppose in the X culture, it's quite a derogatory term … if somebody called you aggressive. (Interviewee 6)

> I think aggression is quite a strong term to use. (Interviewee 8)

However, some participants suggested that strong terms such as microaggression were warranted to validate the employees who experience them:

> Slight is almost … (laughs). I don't know. It almost is a nice way of saying someone's being horrible, isn't it? And I don't know that we want to make it a nice thing? (laughs). (Interviewee 12)

> [Subtle slight] feels softer and more acceptable because it feels like there is no blame being put on the person, whatever the situation is. And … you could think because it's 'subtle' and 'slight', are you making little of it? (Interviewee 2)

> There's one part of me that says actually we should be talking quite explicitly about what happens in the workplace and using terms like aggression and things like that because the emotion or the emotions that are felt by the receiver of some of that behaviour can be devastating. They can lead to stress, to suicide, to all sorts of terrible situations. So, it is serious. (Interviewee 8)

Participants thought one of the roles of a term was to validate people's experiences of subtle slights as well as to raise awareness and change the behaviour of those who might send them. It was also suggested that the provocativeness of a term could hinder its acceptability by threatening people's self-concept:

> There's a very delicate balance because you don't want to do this 'political correctness' and not say anything. But it's almost like, how do you reach a point where you're kind of clear what everything … everyone has a voice as to what's acceptable, and you define these rules. (Interviewee 5)

> I think what often happens when we open up this debate, when we talk about this topic, is people become immediately defensive. So, coming

> … you need to have more maybe subtle language around how you approach this. (Interviewee 8)

> There's trouble with that [everyday discrimination, everyday sexism, everyday racism] because again, there's lines that are crossed, and everybody's got different levels of sensitivity.… So, it's one of these things that are now being branded everyday racism or everyday sexism. A lot of people would probably disagree – they're not sexist or racist in nature at all. (Interviewee 15)

Overall, the HR leaders in this study suggested that finding the correct terminology to engage their audiences in an acceptable way was more important than sticking rigidly to specific terms. Participants reflected on how subtle slights often occurred from misunderstandings and changing workplace norms about what constitutes acceptable behaviour. The HR leaders in this study felt that one of their challenges was to help develop a shared understanding and create opportunities for these conversations.

> And that's the key thing. Can the manager have that conversation? Do they have the time … that's the other thing we struggle with a lot, do they actually have the time to sit down with their direct reports to have a talk and listen? That's the main thing, yeah. (Interviewee 2)

> it's almost like think about putting yourself into other person's shoes, and this is how it feels to be there. And therefore, it's actually not very pleasant. The reason it happens is, you know, there's a lot of things that are not actually within your control. However, good news is that you can do something about it to make the experience of this individual better. (Interviewee 5)

5.4.2 The Journey to Acceptability

Participants reflected on whether their organisation was ready to raise awareness about subtle slights. The idea of readiness was referred to by many participants as their organisation's "journey", implying progression towards a defined end state where it is acceptable to talk about subtle slights.

5.4.2.1 History of previous interventions. Participants described the early stages of their organisation's journey towards addressing subtle slights within the context of prior interventions.

> I think we're on a journey. So, you probably get those foundations in place, and once those foundations are in place, then you start to move into the nuances that are perhaps a little bit harder to tackle. (Interviewee 12)

> I don't think we're ready for this level of sophistication yet. I think we will be in about another year to two years as we embed all our training. (Interviewee 11)

> Where we are with it at the minute, we haven't quite got to the smaller behaviours [referencing to subtle slights] yet. (Interviewee 4)

They reflected on the DEI topics they had already focussed on, frequently referencing unconscious bias training. Some saw subtle slights as connected to unconscious bias, while others saw it as different from, but building on, such interventions.

> We're currently going through our second phase of unconscious bias… I was thinking we should actually include microaggressions,

> microbehaviours in our unconscious behaviour, unconscious bias, sorry, training. (Interviewee 2)
>
> It's almost like unconscious. But unfortunately, the word conscious or unconscious bias has been done to death, and I think it's… again, it's a term that is somewhat controversial now. (Interviewee 5)
>
> On a regular basis, we've looked to keep the dialogue fresh and new and different. So, the topic of microaggressions, I think, came up, I'm going to say, maybe 18 months ago or so. Our organisation this year was … ready to start talking about things in a slightly different way. (Interviewee 9)
>
> Going into a conversation might be from the point of view of "let's talk about unconscious bias", and it's my job to kind of open it up wider. (Interviewee 7)

5.4.2.2 Employers' perception of need. Participants gave their thoughts on employers' different reasons for focusing on subtle slights, such as ticking a box, taking action before people are hurt or offended, as well as on trying to change workplace culture. In keeping with the theme of a journey, some participants felt that their organisation was not yet ready for sophisticated and nuanced issues like subtle slights. Participants acknowledged that a focus on DEI was important but needed to be accompanied by a meaningful commitment to change. They felt that commitment was not meaningful if an organisation was focused on its DEI "image" rather than taking action that aims to make a difference.

> Essentially, we keep doing a lot of ribbon-cutting and baby-kissing, but we're not necessarily really specifically targeting the issues that our data is highlighting for us. (Interviewee 4)

> It really depends on, you know, what you're trying to achieve. So, is it true cultural change? Is it true behavioural change in organisations? Or are you trying to tick boxes that say, "yeah, we've done training, yeah okay, we're covered from a compliance perspective? Yes, we've provided managers a cheat sheet on X or Y, okay, so we've covered ourselves there." So, I think it really depends on the attitudes and the aim of all of this. (Interviewee 7)

Shaping culture was frequently referenced as a long-term goal of HR leaders, as they sought to ensure the right conditions for success. These efforts support the organisation's journey towards the acceptability of DEI interventions. Interviewees recognized subtle slights' cumulative effect and their negative impact on employees.

> We recognise the experience of our individuals of minority groups may not be as great as it can be due to variety of reasons which aren't necessarily within our control. And there are certain things that we need to be mindful of to improve this experience. And one of them is the everyday experience of individuals, and one of them can be microaggression. (Interviewee 5)

> I think it's a huge priority because it's subtle, because it's small, because it can go unnoticed. But in fact, it can also be all-pervasive. So therefore, we have to really think it through and listen. I mean, we get a lot of complaints and stuff coming down the track, and we hear it all, however small, because we know that the person has raised that complaint because they're hurt. You know, they feel offended, they feel

> ignored, they feel marginalised, all those different feelings. And as a business, we have to ensure that people feel that we care and that we're interested. (Interviewee 10)

Participants suggested that employers needed to address subtle slights before matters escalated to conflict and complaints, by which stage matters were more difficult to manage.

> Is it almost, not that it's too late when somebody raises it, but we're at the point where it has had a negative effect and has hurt somebody, etc? But if we could raise it kind of earlier, would that help us? (Interviewee 2)

> It's the cumulative effect. So often, what we would see is that, you know, if somebody comes to HR, for example, with an issue, with something like that, they've probably been dealing with it for a very long time before they take the stance that they need to escalate it to HR. (Interviewee 14)

5.4.2.3 Employees' motivation for behaviour change. Participants reflected on how they most effectively motivated behaviour change in the workplace. They felt that motivating employees through a compliance-driven approach had limitations. Rather than relying on employees simply doing what they were told, HR leaders described how it was important to motivate employees via intrinsic factors such as pride and alignment to personal values. They described the role of leaders and managers as enablers of this motivation:

> I mean, no-one wants to be the HR police. Asking a HR partner to call out a senior leader they're partnering with in front of a team seems very risky, fairly high stakes. (Interviewee 1)

> There's only so much I can do to push things down and into our culture or our organisation. I am 100% reliant on our colleagues, you know, whether they're leaders or managers or individual contributors, I'm reliant on them to embrace these concepts. And understand the plans, understand the impact, and amend or correct through the behaviour of others. Right? I can't be in every situation to know when microaggressions are being used or not. I need other people to be advocates and to lobby and to make others accountable. (Interviewee 9)

Part of HR leaders' efforts to motivate behaviour change was seen as how they marketed training interventions. They described how they attempted to introduce training about subtle slights in ways that would be acceptable, and many of their methods avoided technical terms in marketing altogether. This led HR leaders to describe training with titles that referred to being a better leader or developing respectful teams.

> If I'm sort of on the stage as an expert as it were, I'll talk about microaggressions, but I'll immediately then define what that means. If we're with the business and then talking about in terms of changing behaviour, I'll talk about body language and eye contact and voice. (Interviewee 1)

> I think it's useful, actually, to have the different terms for different purposes. And for different audiences. So, if, for example … somebody in a diversity role within an organisation was talking to the board of their organisation, the senior members of the organisation, I think they

> would probably use the word or the words microaggressions, micro-inequities, because the language would resonate, I think, more with that group. (Interviewee 3)

> We wouldn't call it diversity and inclusion training … because otherwise, you don't get the interest, and you don't get the sign-off, and you know, you're trying to encourage the pull rather than force the push. (Interviewee 14)

Despite these efforts from HR leaders to motivate behaviour change, there was a recognition that these activities still may fail. They were concerned that training might be intellectually stimulating and raise awareness but not change behaviour. Furthermore, participants suggested that if people attend training without fully understanding its purpose, their behaviour may not change and instead, they simply become worried about saying the wrong thing.

> It was amazing, but it did feel a little bit like, I think for some of the audience, you know, we put thousands of people through these workshops, and people came away entertained but not necessarily achieving anything in their behaviour. (Interviewee 1)

> People will go through the training, of course.... But the question would be, will they be able to apply it, discuss it, bring it up and have those difficult conversations? (Interviewee 2)

> People end up walking on eggshells, and it is very counterproductive. And then because line managers think it's such a headache to have somebody of ethnic minority, for example, that I don't want to hire any because I have to go through all this sort of bizarre, from my

perspective, because I don't have much time for this, strange training course on little things. (Interviewee 5)

5.5 Discussion

This RTA explored how HR leaders responsible for DEI viewed the acceptability of subtle slight terms. Past studies have focused on experiences of subtle slights, often with student samples. This RTA study used expert interviews with HR leaders to explore their considerations of a variety of terms, their acceptability, and the conditions required for implementation.

Past research has demonstrated that DEI interventions can create unintended consequences such as backlash, decreased engagement of majority group members or tokenism and a sense of false progress (Dover et al., 2016, 2020; Leslie, 2019). This has led some researchers to suggest that the introduction of topics needs to be carefully crafted (Brannon et al., 2018) and that DEI interventions may even be more effective if implemented surreptitiously without explicit reference to diversity (Moss et al., 2018). The present study supports these findings and suggests that employers are actively managing these tensions as they raise awareness of DEI topics such as subtle slights. While managing subtle slights is just one component of DEI practices (Shore et al., 2018), HR leaders in this study reflected on its importance for their organisation and how they introduce it.

This study also adds to the evidence base regarding the generalisability of subtle slight terms to a UK context. Chapter 3 demonstrated that subtle slight terms originated in the U.S., and most research has taken

place there. However, the interviewed experts in this study recognised the topic and provided examples of subtle slights in UK workplaces, suggesting it has applicability in a European context. Slights related to gender were the most frequent examples given, although examples ranged across many differences such as race, age, sexual orientation, and social class.

This is the first study to explore HR leaders' views about the acceptability of terminology used to refer to subtle slights and the conditions required for the successful implementation of interventions to reduce their incidence. The findings suggest that HR leaders took many factors into account while making these judgements. Participants reported that there was no single term that was ideal for all situations. They suggested that a focus on subtle slights was an advanced DEI topic best built on previous organisational interventions and required the right conditions for employees to be open to training. The study demonstrated the value of using an expert sample with an in-depth understanding of the aims and obstacles of DEI interventions (Ayala & Elder, 2011).

Participants generally regarded that, on their own, the terms for subtle slights deemed abstract and academic-were not acceptable for a general audience. They frequently proposed that "microaggression" and "microinequities" were provocative, findings that are supported by previous studies (Lilienfeld, 2017a; Priscilla Lui et al., 2020). Nonetheless, they did not feel that such terms should always be avoided as such "provocative" terms can validate the experience of marginalised group members. This need for

flexibility in approach supports the IFAF (Brannon et al., 2018) that notes the importance of designing such interventions to consider dominant group members' goals and motivations. Participants in this study often referred to their organisation's leaders and discussed the importance for leaders to sign on to DEI interventions. Leaders are typically more representative of dominant group members (Gündemir et al., 2014), with power inherent in their positions (Maner & Mead, 2010).

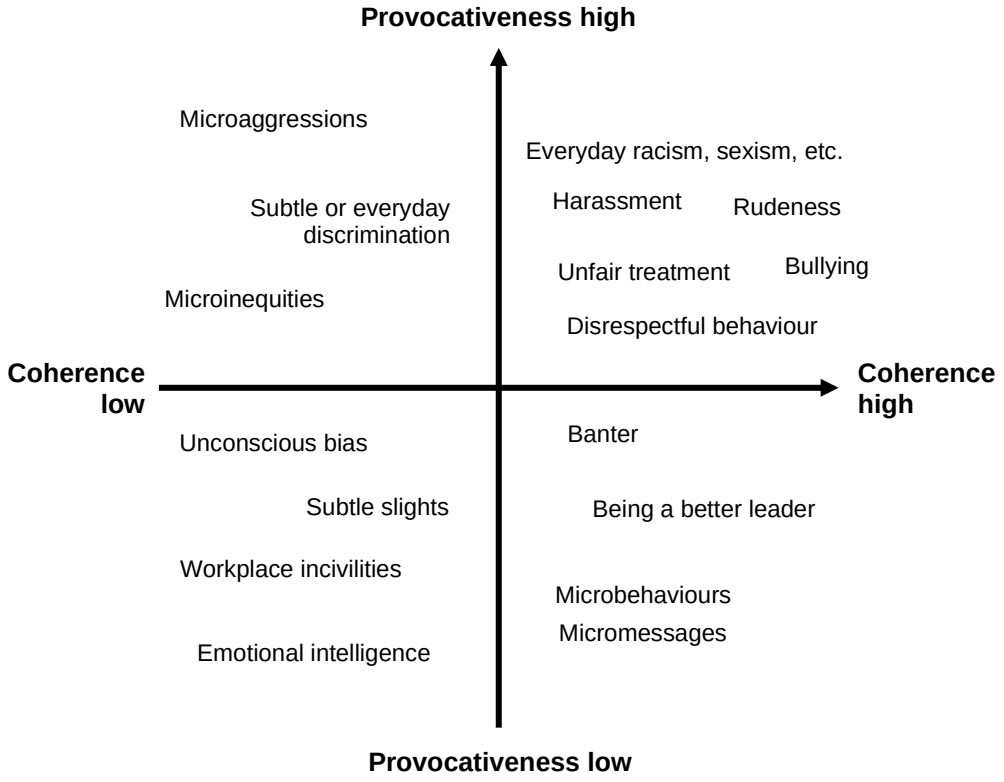
Since participants suggested dominant groups may prefer SSIs to be framed with less provocative terms and marginalised groups may prefer more provocative terms, there may be an argument for training to incorporate both. Employers might consider using several terms, explaining why some of these may resonate better with some groups of employees than others. This might be a way of generating empathy between groups and between people with different experiences.

This study drew on the literature regarding intervention acceptability and, in particular, on the TFA proposed by Sekhon and colleagues (2017). Previous research on openness and resistance to DEI interventions has focused largely on factors that threaten dominant group members and how these might lead to backlash (Brannon et al., 2018; Moss et al., 2018). To date, much of the research on intervention acceptability has taken place in healthcare settings. These findings suggest there may be merit in drawing on this body of research and integrating the TFA into the design and evaluation of future SSI studies.

One of the main findings of this study was that participants valued having different terms to use when referring to subtle slights because there was a lack of a universally accepted term. The various terms used by HR leaders in interviews can be mapped onto the two dimensions of coherence and provocativeness, as illustrated in Figure 15. These two dimensions align to the acceptability components of “coherence” and “affective attitude” (Sekhon et al., 2017). Thus, “microaggression”, for example, was a term seen by most participants as complicated and “strong”, and a provocative term that potentially labels people as aggressive and might hinder acceptability. In contrast, expressions like “being a better leader” and “micromessages” were suggested by participants as ways to soften the terminology, becoming less provocative and thus more acceptable. “Everyday discrimination” was frequently viewed as understandable but provocative, and “workplace incivilities” as not easily understandable but not provocative.

Figure 15

Terms Used by Participants to Refer to Subtle Slights



The various terms presented in Figure 15 can be seen through two lenses: a researcher lens and an employer lens. A researcher might question whether the terms “emotional intelligence”, “banter”, and “rudeness” accurately describe the identity-based slights on which the microaggression and everyday discrimination literature are focused. However, HR leaders suggested this is of secondary importance to finding the appropriate terminology to engage their audiences and change their behaviour. They cautioned against introducing a term without gauging the needs of the organisation, leaders, and employees. Prior consultation may be advantageous since each organisational culture is unique. Employers could

conduct focus groups with employees before an intervention (Ayala & Elder, 2011) to understand how various groups perceive terms' acceptability.

HR leaders spoke about the readiness of an organisation being developed over time and that it was important to reduce resistance. As the importance of DEI grows and conversations are regularly needed to support employees (Leigh & Melwani, 2019), employers may want to be proactive and begin to work towards readiness rather than waiting until an employee is offended or hurt and for complaints to be made.

5.5.1 Strengths and Limitations

This is the first study to gather HR leaders' views on different subtle slight terms and the considerations of raising awareness using the terms within the workplace. The study focused on which terms would be most appropriate and covered the approaches used by HR leaders to raise awareness – including training and communication. It is one of the few studies that have explored microaggressions and everyday discrimination within the UK. There are some notable exceptions to this (Panagiotis, 2018; Shankar & Hinds, 2017; West, 2019). However, these studies explored relationships between subtle slights and outcomes rather than how employers raise awareness using subtle slight terms. These studies have successfully shown the relationship between subtle slights and adverse outcomes. However, an emerging body of research shows the challenges that might face employers in implementing SSIs, even if it is clear that the intervention is designed to support DEI (Brannon et al., 2018; Dover et al., 2020; Moss et al., 2018). This

study was able to add to previous research through a sample of DEI experts in HR leadership roles.

Several limitations in the present study should be noted. Participants were contacted through a single consultancy acting as a gatekeeper, which may have led to sampling bias. The study was exploratory and concerned with the views of a small group of participants. Participants' reports were potentially subject to recall error, the tendency to misremember events further in the past (Clarke et al., 2008), and social desirability bias, the tendency to want to appear altruistic and society-oriented (Latkin et al., 2017). While participants represented a range of industries, a larger sample was from the Financial Services and Insurance industries. The employers represented by participants all had DEI as a focus: different findings may come from interviews with HR leaders in employers who do not focus on DEI.

The interviews took place before various incidents of social unrest in 2020 and the killing of unarmed Black people, most notably the murder of George Floyd in the U.S. (Crooks et al., 2021). Since those events, HR leaders' views may have changed as employers have focused on DEI interventions and acted quickly to support diversity (Farah, 2022). Finally, RTA involves the researchers actively "generating themes" (Braun and Clarke, 2019, p. 593), and while quality control measures were employed, the data may be open to other interpretations.

5.5.2 Further Research and Implications for Practice

Future research could benefit through the use of diverse samples. For instance, it would be helpful to conduct studies in countries other than the UK, with small employers and blue-collar employers. The themes generated in the present study corresponded to two aspects of TFA (coherence and provocativeness). Other studies may purposefully explore different areas described in this framework, namely: “burden”, “ethicality”, “opportunity costs”, “perceived effectiveness”, and “self-efficacy” (Sekhon *et al.*, 2018).

While this study revealed participants’ careful reasoning about the likely acceptability of various terms, their opinions could be tested with employees using members of various employee demographic groups. Most importantly, research is needed on the efficacy of interventions designed to address subtle slights. Does varying terms along dimensions, such as provocativeness or coherence, impact employee awareness and behaviour? Finally, how varying the messenger changes the message deserves exploration. In the field of DEI, research into the nature of communication and how best to confront prejudice has shown that the socially identifiable group represented by the communicator can affect how their message is interpreted (Bashir et al., 2013; Gulker et al., 2013; Sabat et al., 2020). It may also be the case that messengers representing these different demographic groups (e.g., of different genders or ethnicities) find interventions to be more effective by varying the terms they use.

This study raises considerations for HR leaders, and participants encouraged thoughtfulness about the trade-offs of using different terms. For instance, using the term “micromessage” may make it more engaging to a general audience. However, in doing so, the term may not speak as clearly to those who regularly experience subtle slights. This again returns to the idea that employers must balance the goals and motivations of marginalised groups with those of the dominant group. Participants also described the importance of meaningful commitment from leadership before raising awareness of subtle slights. HR leaders cautioned against presenting a topic without gauging the readiness and needs of leaders and employees. DEI is a specialist field that requires leaders to communicate and engage with a range of stakeholders. While there may be internal and external pressures to begin a conversation about subtle slights, participants explained that this could backfire if various audiences are not ready. The HR leaders spoke of willingness being developed over time. As DEI grows in importance and conversations are needed to support employees more regularly (e.g., Leigh & Melwani, 2019), employers may want to build readiness proactively rather than waiting until a complaint is made.

5.6 Chapter Summary

As SSIs within UK employers become commonplace, it is important to understand how employers can implement these interventions acceptably. Using RTA to explore HR leaders' views, this study has identified themes that show the nuances and tensions that employers balance. Employers have an important role in choosing appropriate terms to describe peoples’ lived

experiences. In raising awareness of subtle slights, employers attempt to achieve two things: to validate people's experiences and to generate understanding, empathy, and behaviour change in those who do not have that lived experience. No single universally accepted term for raising awareness of subtle slights was found. It is hoped that this consideration of terms will help future research and practice, which should explore these ideas with a larger sample from diverse geographies and industries, and empirically test the relationship between varying terms and employee reactions. The next chapter begins exploration in the latter area.

6. STUDY 4: THE INFLUENCE OF TERMS ON WORKING ADULT REACTIONS TO A LEARNING MODULE ON SUBTLE SLIGHTS

6.1 Chapter Overview

This chapter introduces the fourth and final study of the project, an experimental design exploring how varying the term used to describe subtle slights influences working adults' reactions to a learning module. The chapter begins with the background literature and how this study builds on previous chapters of the thesis, ending with the research questions to be answered (Section 6.2). Sampling, design, means of data collection and analysis are described (Section 6.3). Results are presented comparing differences between learning conditions and exploring the variables of participant ethnicity, gender, and age (Section 6.4). The study's findings are discussed along with implications and suggestions for future research (Section 6.5). Finally, the chapter is summarised (Section 6.6).

6.2 Introduction

A broad evidence base supports the importance of employees having a positive reaction to training and organisational change (Kraiger & Ford, 2021; Tracey et al., 2001). Reactions can be categorised in two ways: utility ([the extent to which learners feel able to change or use something], E. A. Ruona et al., 2002) and affect ([the extent to which learners are willing and motivated to change or do something], Sitzmann et al., 2008). There is mixed evidence as to whether these reactions predict behaviour change (S. Kim et al., 2020), largely because "feeling" able and willing is not the same as "being" able and

willing. This is particularly true of moral behaviours, where prior studies have suggested that most people believe they are more just, virtuous, and moral than the average person (Tappin & McKay, 2017), an illustration of the gap between belief and reality. However, the importance of positive reactions increases when employers attempt a motivational or attitudinal change in employees (Sitzmann et al., 2008), such as in SSIs. The need for a positive response is not simply because it might pre-empt behaviour change but also because negative reactions can lead to behaviours that undermine DEI interventions (Brannon et al., 2018; Wiggins-Romesburg & Githens, 2018).

Past approaches to DEI interventions have created guilt or shame to motivate employee change (Chavez & Weisinger, 2008; Wiggins-Romesburg & Githens, 2018). However, initial research suggests that generating emotions such as these has a limited impact on attitudinal change (Mekawi et al., 2021) and may even increase negative affect in participants over time (Longo & DeDonno, 2019). Past research indicates that employers benefit from creating positive and minimising negative emotional reactions in learners (Paulsen & Kauffeld, 2017). Adopting terminology in SSIs that creates acceptability and empathy may be more impactful for employers and employees (Tremmel & Sonnentag, 2018).

Chapter 5 demonstrated HR leaders' concerns regarding the acceptability of terms that might be used in SSIs, including the potential for resistance to terms like "microaggression", which might be considered a provocative term. The level of emotion stimulated in trainees is seen by HR

leaders as a consideration in how they raise awareness of subtle slights. HR leaders suggested that the extent to which a term is seen as provocative may influence employee reactions to DEI interventions, including training.

This study explored this potential relationship using two terms appraised as high and low in provocativeness in Chapter 5: microaggression and micromessage. In doing so, this study addressed many under-researched areas: the acceptability of subtle slight terms, the influence of terminology on employee sentiment towards DEI interventions, and subtle slights in the context of the UK workplace. The study also trialled a novel experimental design to extend research methods used to study subtle slights. This study addressed the following research questions:

Question 1: What is the difference between participants' reactions to the terms "microaggressions" and "micromessages"?

Question 2: Do participant reactions vary with ethnicity, age, and gender?

6.3 Method

This section is presented in line with the best practice principles for reporting quantitative studies, as recommended by Harris (2008).

6.3.1 Design

This study used a two-way, randomised, unrelated samples design.

The independent variables were ethnicity, gender and age, and the term used in a short training module in the form of an animated learning module intended to train people about subtle slights. The module used the term “microaggression” in one learning condition and the term “micromessage” in another learning condition. The term featured a total of 13 times in the module. Each independent variable had two levels: ethnicity (White British and Black British), gender (male and female), age (18–49 and 50–80) and learning condition (microaggression and micromessage). Ethnicity and gender were limited to two levels each to keep the study to a reasonable size. Much of the research (Chapter 3) on subtle slights had been done using the variables of ethnicity, predominantly with Black participants, and on the grounds of gender, using cisgender men and women. These past samples informed the sampling approach for this study.

Dependent variables were reactions to the design of the module, to the utility of the module and emotional reactions to the term used.

6.3.2 Participants

The sample was comprised of full-time workers in the UK (n = 630). Sampling took place from 24 September 2020 to 2 November 2020. Sampling aimed for an even representation between ethnicities, genders, and ages. These categories were informed by prior UK census categories, including the 2019 census rehearsal (*2019 Rehearsal*, 2020) and UK workforce demographic analyses (Storey et al., 2019). Demographic numbers based on participant responses are presented in Table 20. A balanced split was

achieved for ethnicity and gender, but the sample was biased towards a younger population. “Older working adults” were defined as older than 49, based on definitions from the Office for National Statistics (Casey et al., 2022).

Table 20

Demographic Variables: Total Sample and by Learning Condition

Demographic Variable	*n* Total Sample	*n* Microaggression Learning Condition	*n* Micromessage Learning Condition
Ethnicity			
White British	315 (50%)	157 (50%)	158 (50%)
Black British	315 (50%)	157 (50%)	158 (50%)
Gender			
Male	308 (49%)	154 (49%)	154 (49%)
Female	322 (51%)	160 (51%)	162 (51%)
Age			
18–49	455 (72%)	225 (72%)	230 (73%)
50–80	175 (28%)	89 (28%)	86 (27%)

Participants were compensated for their participation in the study, which was calculated based on the requested participation time to ensure it exceeded the minimum hourly wage. Compensation was based on the upper range of time to complete the survey to ensure time requirements and compensation were fair for all participants.

This study utilised a paid-for panel of participants. Panel services offer a novel means of recruiting a purposive, random sample that would otherwise be hard to reach. In this case, it might be unappealing for an employer to test reactions to different terms because of the inconsistent experience it could create for employees. The chosen panel service provider was Qualtrics, a vendor with whom the University of Nottingham had an existing relationship.

Participants were already enrolled with Qualtrics and had previously provided their demographic information, which was used for targeted sampling in this study. The survey sent to participants still included a request for demographic information to ensure accuracy.

Panel samples are now commonly used in organisational research and papers published in scientific journals (e.g., Agley et al., 2021; Holgersen et al., 2021; Klucarova & Hasford, 2021). Research into these recruitment tools has shown the samples to be as reliable and valid as traditionally used samples (Clifford et al., 2015; Kees et al., 2017) and to compare at least equally with traditional student samples (Bartneck et al., 2015). Specific to the field of applied psychology, an extensive meta-analysis (Walter et al., 2019) demonstrated that the properties of data collected through panel surveys were comparable to conventional data.

With regards to sample size and statistical power, tests to measure group differences in ordinal data (e.g., t-test, MANCOVA) and categorical data (e.g., chi-square) would be required to explore differences between learning conditions. When measuring group differences in ordinal data, a cell size of 30 is required for 80% power (Wilson VanVoorhis & Morgan, 2007). For chi-square, a sample is required of at least 20 overall with no cell smaller than 5 (Wilson VanVoorhis & Morgan, 2007). The sample used in this study met these requirements, although the large sample size does increase the risk of amplifying differences (Faber & Fonseca, 2014) and creating a type I error (Kaplan et al., 2014).

6.3.4 Materials and Measures

The materials were built into one online survey that was hosted and distributed by Qualtrics. A PI explaining the research (shown in Appendix 7) and a consent form (shown in Appendix 8) preceded the survey (shown in Appendix 9), which was comprised of three parts, described in Sub-sections 6.3.4.1 to 6.3.4.3.

6.3.4.1 Demographic questionnaire. Demographic data collection was limited to the independent variables under examination: ethnicity, gender, and age. Demographic survey items were informed by the latest census items, including the 2019 census rehearsal (*2019 Rehearsal*, 2020).

6.3.4.2 Learning module. A short, animated learning module used the term “microaggression” in one learning condition and “micromessage” in the other learning condition. The module was embedded within the online survey and was available as a transcript if participants encountered technical challenges. The module was designed by a learning expert using the platform Vyond (*About Vyond*, 2021). The animation ran for 3 minutes and 15 seconds. The script for the animation is in Appendix 10. The animation featured a cartoon style and was designed using on-screen text without reliance on a voiceover to support accessibility. Frames extracted from the module to demonstrate its design are in Appendix 11.

6.3.4.3 Reactions to the design of the module. Participants’ reactions to the module were measured using items adapted from Brown’s

(2005) measure of reactions to training (Cronbach's alpha .83.4). The measure contained five items: (a) "I enjoyed the eLearning experience", (b) "The eLearning was relevant to my experiences of work", (c) "The eLearning provided useful examples and illustrations", (d) "I would like to learn more about this topic in the future", and (e) "I would recommend this eLearning to my colleagues". Participants responded to these using a five-point Likert scale with the labels: (a) "strongly agree", (b) "agree", (c) "neutral", (d) "disagree", and (e) "strongly disagree". This measure was included to control for participants' experience of the design, knowing that module design experience can influence other trainee reactions (Gegenfurtner et al., 2020).

6.3.4.4 Reactions to the utility of the module. Reaction to the module's utility was measured by items created specifically for this study, which aimed to gauge participants' reactions regarding the usefulness and relevance of the content in the module (E. A. Ruona et al., 2002). The author created the items and reviewed them with the research supervisor. Minor amendments were made.

The measure contained six items. In the following description of the items, "microaggressions" or "micromessages" was inserted where *term* appears, depending on the learning condition. The six items were: (a) "*term* are a topic that organisations are right to focus on", (b) "I have seen *term* taking place during my time at work", (c) "a focus on *term* is an example of 'political correctness gone mad'", (d) "learning about *term* has caused me to reflect on my own behaviour", (e) "learning about *term* has given me language

to explain my own experiences", and (f) "learning about *term* has given me language to explain others' experiences". Item (c) was phrased "negatively" in contrast to the other items to disrupt respondents who were quickly clicking through the measure and to help the identification of inauthentic responses (Weijters et al., 2013). Participants responded to these items using a five-point Likert scale with the labels: (1) "strongly agree", (2) "agree", (3) "neutral", (4) "disagree", and (5) "strongly disagree".

6.3.4.5 Emotional reactions to terms. Items to measure participants' emotional reactions to the term used in each condition were drawn from Carroll Izard's list of ten basic emotions (Izard, 2007, 2009). This was for two reasons. First, Izard's list offered more emotions for participants to choose from when rating the content instead of Robert Plutchik's (2001) eight or Paul Ekman's (1992) six. The second reason is that Izard's contained the most accessible and layperson-friendly language. The question participants were asked was: "which emotion best describes the reaction you had to the term?" Participants could choose one emotion from the complete list presented in Table 21. The order in which they appeared in the online survey was randomised to reduce the risk of skewed results due to participants choosing the most immediate emotion presented to them.

Table 21

Carroll Izard's 10 Basic Emotions Categorised as Negative and Positive

Negative Emotions	Positive Emotions
Anger	Interest
Contempt	Joy
Disgust	Surprise
Fear	
Guilt	
Sadness	
Shame	

Three open text fields followed the choice of emotions: (a) "Pease could you tell us a bit more about your reaction?" (b) "Do you think the term is a useful one to use in training? What term would be more helpful in engaging people in a productive conversation about this topic?" and (c) "What other reflections do you have that you'd like to tell us about?"

6.3.5 Procedure

Participants were contacted by Qualtrics about the study through two means. The first was an invitation survey to specific participants who met the study's demographic requirements, decided by Qualtrics, explaining the research purposes, the duration of the study, and the available incentives. The second was a general advertisement of the study on Qualtrics' home screen portal. The information was kept general to minimise self-selection bias, referring to a diversity and inclusion study. The survey was piloted to ensure it took no longer than 10 minutes and that participant compensation would be in line with minimum wage requirements for the time taken to complete the survey. No amendments were made to materials or to the

survey as a result of piloting. Data collection took place over five weeks, from 24 September 2020 to 2 November 2021.

Once the dataset was received from Qualtrics, it was inspected for falsified responses. A response was considered at risk of falsification if it was completed unusually quickly compared to the mean response time, if there were unintelligible qualitative comments or if the same response had been given across all items, including reverse-scored items. A total of 53 responses (9%) were flagged as being at risk of falsification, which were removed from the dataset. Resampling took place to restore the number. Once the dataset was finalised, data were organised in SPSS (Statistical Package for the Social Sciences) for analysis.

This research focused on the sensitive topic of subtle slights at work, raising several ethical considerations for the research design. The research was designed and conducted according to the ethics guidelines for internet-mediated research specified by the British Psychological Society (2021) and the University of Nottingham. The study received institutional ethics committee approval from the Research Ethics Committee of the Division of Psychiatry and Applied Psychology, School of Medicine, University of Nottingham (ref 1580). The research was explained to participants at the beginning of the study, informed consent was gained, and confidentiality and anonymity were assured. Participants were not asked to provide personally identifiable information. The panel provider, Qualtrics, fully met GDPR

compliance guidelines (*Safe. Secure. And Ready for GDPR*, 2021). Study data were stored securely on the University of Nottingham's servers.

6.4 Results

Descriptive analyses were conducted (Sub-section 6.4.1) before investigations explored research questions one (Sub-section 6.4.2) and two (Sub-section 6.4.3).

6.4.1 Descriptive Statistics

Descriptive statistics "describe and summarize collected research data in a logical, meaningful and efficient way" (Vetter, 2017, p. 1797). In this study, descriptive statistics were generated to consider the data's feasibility for parametric analyses. Descriptive statistics also allowed for a review of the dataset in its untransformed, unanalysed state.

The mean scores and standard deviations for participants' reactions to the design and utility of the module are presented in Table 22. Histograms were used to explore each item's distribution, showing them to be subject to positive skew. Values of skewness across items ranged from -0.154 to 1.827, and values of kurtosis ranged from -1.169 to 3.465. These values are within the considered-acceptable ranges for normal univariate distribution: -2 to +2 for skewness and -7 to +7 for kurtosis (Byrne, 2010; Hair et al., 2010).

Table 22

Mean Design and Utility Reaction Scores

		Microaggression Learning Condition	Micromessage Learning Condition
Reactions to the design of the module			
I enjoyed the eLearning experience	M	4.35	4.35
	SD	0.942	0.915
The eLearning was relevant to my experiences of work	M	4.07	4.15
	SD	1.009	1.018
The eLearning provided useful examples and illustrations	M	4.20	4.25
	SD	0.924	0.925
I would like to learn more about this topic in the future	M	4.01	4.09
	SD	1.042	0.984
I would recommend this eLearning to my colleagues	M	4.22	4.35
	SD	1.014	0.911
Reactions to the utility of the module			
This is a topic that organisations are right to focus on	M	4.22	4.34
	SD	1.015	0.952
I have seen this taking place during my time at work	M	3.97	4.02
	SD	1.125	1.175
A focus on this topic is an example of “political correctness gone mad” (R)	M	3.00	2.89
	SD	1.341	1.406
Learning about this topic has caused me to reflect on my own behaviour	M	3.79	3.84
	SD	1.066	1.135
Learning about this topic has given me language to explain my own experiences	M	3.89	3.94
	SD	1.058	1.019
Learning about this topic has given me language to explain others’ experiences	M	3.89	3.95
	SD	0.986	0.992

Note*. M = mean; SD = standard deviation; 5 = strongly agree.*

The mean scores in Table 22 indicated positive participant responses in both groups, as a score of “4” reflected the sentiment “agree”. The positive ratings of the module’s design reduced concern that it would feature as a covariable in the study. Differences in scores suggest that the item, “a focus

on this topic is an example of ‘political correctness gone mad’” appeared to be reverse scored by participants as intended. Scores in the microaggression learning condition appeared to be slightly less positive than in the micromessage one.

The number of participants in each learning condition reporting various emotional reactions is presented in Table 23. The score counts show more than twice as much reporting of “anger” in the microaggression learning condition and twice as much reporting of “sadness”. There were 41 more reports of “interest” in the micromessage learning condition.

Table 23

Number of Participants Reporting Emotional Reactions

	Microaggression Learning Condition	Micromessage Learning Condition
Anger	46	21
Contempt	29	34
Disgust	28	20
Fear	14	9
Guilt	14	7
Sadness	34	17
Shame	7	11
Interest	111	152
Joy	8	13
Surprise	23	32
	314	316

6.4.2 A Comparison of Learning Condition Reactions

Research question one sought to understand the difference between participants’ reactions to the terms “microaggressions” and “micromessages”. T-test and chi-square tests were used to gauge the extent and significance of

differences between the two learning conditions (Moore et al., 2021). Both tests can both be used to assess for differences between two groups. The t-test was used to explore scored reactions to the utility of the module, as the scores for that dependent variable were in the form of an ordinal Likert scale. A chi-square test was used due to the categorical nature of the emotional reactions.

6.4.2.1 T-test of reactions to the utility of the module. An independent-samples t-test was conducted to compare differences between learning conditions regarding reactions to the utility of the module. These tests were conducted individually to avoid Type 1 errors, which is when a true null hypothesis is incorrectly rejected (Durand, 2013). The results of these tests suggested that, despite the slightly more positive mean reaction scores shown in Table 22, there were no significant differences in reactions to the module's utility between learning conditions. The degrees of freedom, t values, p values and confidence intervals are presented in Table 24.

Table 24

Independent Samples T-Test Comparing Differences in Learning Condition Reactions to the Utility of the Module

	df	95% CI Lower	95% CI Upper	t	p
Organisations are right to focus on this topic	628	-0.276	0.032	-1.56	.120
I have seen this taking place at work	628	-0.228	0.132	-.52	.603
This is an example of political correctness gone mad (R)	628	-0.101	0.329	1.04	.299
Learning about this topic caused me to reflect on my behaviour	628	-0.215	0.130	-.484	.629
Learning about this topic gave me language for my experiences	628	-0.214	0.111	-.620	.535
Learning about this topic gave me language for others' experiences	628	-0.216	0.094	-.771	.441

(R) = reverse scored item

6.4.2.2 Chi-square test of emotional reactions to terms. A chi-square test of independence was performed to examine the differences between learning conditions and positive or negative emotional reactions (Table 21) to the content. The difference in emotional reactions between learning conditions was significant, X^2 (1, N = 630) = 18.57, p = < 0.001, Cramer's V = 0.172. Participants in the microaggression learning condition were significantly more likely to report negative emotions (59.1%) than those in the micromessages learning condition (40.9%).

A chi-square test of independence was performed using pairwise z-scores to explore differences in proportions between specific emotional reactions. The emotional reactions of "anger" and "interest" were statistically

different between learning conditions, with significantly more participants reporting “anger” in the microaggressions learning condition (68.7%) than in the micromessages learning condition (31.3%), X^2 (1, N = 630) = 30.08, p = < 0.001, Cramer’s V = 0.219. Conversely, the proportion of participants reporting “interest” was significantly less in the microaggressions learning condition (42.2%) than in the micromessages learning condition (57.8%).

6.4.2.3 Qualitative exploration of sentiment related to “anger”.

While qualitative comments from participants were not substantial enough to allow for thematic analysis, looking at participant comments related to choices of anger indicated three sources: (a) diversity openness, (b) experiences of microaggressions, and (c) diversity resistance:

a) “It’s an important subject to address; it’s a habit to a lot of people to make comments like the ones shown without thinking anything of it.”
b) “Anger because of the feeling of being unable to speak up about it or stop it.”
c) “Political correctness gone mad. Trying to shame people and guilt-trip people about things that really aren’t offensive.”

6.4.3 Exploring the Covariables of Ethnicity, Gender, and Age

Research question two sought to understand whether participant reactions varied with ethnicity, age, and gender. This required similar analyses to those used in Sub-section 6.4.2. Instead of t-tests, MANCOVA (Multivariate Analysis of Covariance) was used to explore whether ethnicity, gender or age were covariables in learning condition reactions to the utility of

the module. Chi-square tests were used again to analyse emotional reactions as a categorical variable.

Three MANCOVA analyses were conducted individually to explore whether there were significant differences in the reactions to the content between learning conditions, taking into account the demographic factors of ethnicity, gender or age as covariables. Using Pillai's trace, there were no significant differences between learning conditions in their reactions to the utility of the module, even when accounting for the covariables of ethnicity (V = 0.005, F(6,622) = 0.496, p = 0.811), gender (V = 0.01, F(6,622) = 0.499, p = 0.809) or age (V = 0.01, F(6,622) = 0.499, p = 0.809).

Three chi-square tests of independence were conducted looking at the relationship between learning conditions and emotional reactions, with results presented by ethnicity (Sub-section 6.4.3.1), gender (Sub-section 6.4.3.2) and age (Sub-section 6.4.3.3). An alpha level of 0.05 was used. Percentages show the proportion of responses for each emotion belonging to demographic groups.

6.4.3.1 Ethnicity. There were significant differences in emotional reactions for White participants (χ^2(9, n = 315) = 18.97, p = 0.025, Cramer's V = 0.245). White participants were significantly less likely to report "interest" in the microaggression learning condition (43.2%, n = 57) than the micromessage learning condition (56.8%, n = 75). White participants were significantly more likely to report "sadness" in the microaggression learning

condition (77.4%, *n* = 24) than the micromessage learning condition (22.6%, *n* = 7).

There were also significant differences in emotional reactions for Black participants ($x^2(9, n = 315) = 23.65$, $p = 0.005$, Cramer's V = 0.274). Black participants were significantly more likely to report "anger" in the microaggression learning condition (79.1%, *n* = 34) than the micromessage learning condition (20.9%, *n* = 9). Black participants were also significantly less likely to report "interest" in the microaggression learning condition (41.2%, *n* = 54) than the micromessage learning condition (58.8%, *n* = 77). However, Black participants were also significantly less likely to report "contempt" in the microaggression learning condition (40%, *n* = 12) than the micromessage learning condition (60%, *n* = 18).

6.4.3.2 Gender. There were significant differences in emotional reactions for female participants, $x^2(9, n = 322) = 23.38$, $p = 0.005$, Cramer's V = 0.269. Female participants were significantly less likely to report "interest" in the microaggression learning condition (40.6%, *n* = 58) than the micromessage learning condition (59.4%, *n* = 85). Female participants were also significantly more likely to report "sadness" in the microaggression learning condition (73.5%, *n* = 25) than the micromessage learning condition (26.5%, *n* = 9).

There were no significant differences in emotional reactions between male participants in the two learning conditions, (x^2(9, *n* = 308) = 12.37, *p* = 0.194, Cramer's V = 0.200).

6.4.3.3 Age. There were significant differences in emotional reactions for younger participants (x^2(9, *n* = 455) = 24.22, *p* = 0.004, Cramer's V = 0.231). Younger participants were significantly more likely to report "anger" in the microaggression learning condition (70%, *n* = 42) than the micromessage learning condition (30%, *n* = 18). Younger participants were significantly less likely to report "contempt" in the microaggression learning condition (38.3%, *n* = 18) than the micromessage learning condition (61.7%, *n* = 29). Younger participants were also significantly less likely to report "interest" in the microaggression learning condition (42.4%, *n* = 72) than the micromessage learning condition (57.6%, *n* = 98).

There were significant differences in emotional reactions for older participants (x^2(9, *n* = 175) = 17.43, *p* = 0.042, Cramer's V = 0.316). Older participants were significantly more likely to report "contempt" in the microaggression learning condition (68.8%, *n* = 11) than the micromessage learning condition (31.3%, *n* = 5). Older participants were significantly more likely to report "disgust" in the microaggression learning condition (100%, *n* = 6) than the micromessage learning condition (0%, *n* = 0). Older participants were significantly more likely to report "guilt" in the microaggression learning condition (75%, *n* = 6) than the micromessage learning condition (25%, *n* = 2). Furthermore, older participants were significantly more likely to report

“sadness” in the microaggression learning condition (66.7%, *n* = 10) than the micromessage learning condition (33.3%, *n* = 5).

On the other hand, older participants were significantly less likely to report “interest” in the microaggression learning condition (41.9%, *n* = 39) than the micromessage learning condition (58.1%, *n* = 54). They were also significantly less likely to report “surprise” in the microaggression learning condition (33.3%, *n* = 6) than the micromessage learning condition (66.7%, *n* = 12).

6.5 Discussion

This experimental study investigated the influence of terms on reactions to a learning module about subtle slights. Subsequently, this study has developed nascent literature on the terminology of subtle slights and how it may influence employee reactions to DEI interventions.

The results provided mixed evidence that using a low-provocative terms, such as micromessage, could influence a more positive reaction to a learning experience than a high provocative term, such as microaggression. Mean scores regarding the design and utility of the learning module were lower for participants in the microaggression learning condition than in the micromessage learning condition, but not significantly different. Participants in the micromessage learning condition were significantly more likely to select positive emotional reactions to the content than participants in the microaggression learning condition. The differences in emotional reactions

suggested that using the term “micromessage” instead of “microaggression” was enough to create significantly more interest in reaction to the learning module. This difference occurred across demographic variables, except for men.

The choice of emotions other than “interest” may not necessarily be undesirable. Emotions such as anger have been shown to motivate behaviour (Seip et al., 2014). An example of where nuance may exist here is where Black and younger participants were significantly more likely to report anger and less likely to report contempt in the microaggression learning condition than in the micromessage learning condition. This may be due to the attribution of anger or contempt, as seen in the qualitative comments accompanying choices of anger in Sub-section 6.4.2.3. It could be that one condition is generating emotion at the term, and the other is generating emotion at experiences. Finally, if SSIs create distinct groups of people with reactions such as the three indicated by comments in Sub-section 6.4.2.3, it may lead to conflict between groups that negatively impact employee experiences (Brannon et al., 2018).

The greatest number of differences in emotional reactions between learning conditions occurred for older participants, who reported significantly more counts of contempt, disgust, guilt, and sadness and significantly fewer counts of interest and surprise in the microaggression learning condition than in the micromessage learning condition. The sample may have influenced these findings, as there were 175 older adults in the study, which led to

smaller counts in the chi-square test (e.g., six counts of “guilt” in the microaggression learning condition and two counts in the micromessage learning condition). Another explanation might be that microaggressions are part of a changing social norm that has been accepted by younger adults more quickly than by older adults.

The findings raise the question: why was there a significant difference in emotional reactions but not in the reactions to the utility of the module? One explanation could be social desirability bias – the tendency to underreport socially undesirable attitudes and behaviours (Latkin et al., 2017). Participants may have felt able to be more honest about their emotional response than their response to the utility of the module because the utility items resembled an evaluation of material. In contrast, the emotional reaction may have been experienced as being more about how participants felt. Another explanation is that the difference in scores highlights the cognitive dissonance of competing thoughts (Elliot & Devine, 1994) that some participants may have experienced: rationally agreeing with the concept but selecting an emotional response that suggests unease. This suggests that the idea of subtle slights is accepted, but the term “microaggression” may create heightened emotions and concern.

This study furthers existing research into how employers can raise awareness of subtle slights in the workplace, as well as adding to the “sparse” (Wiggins-Romesburg & Githens, 2018, p. 180) literature on diversity resistance and employee reactions to DEI training. A limiting factor of

research so far has been the binary nature of its typologies and categorisation (Brannon et al., 2018; Dover et al., 2016, 2020; Leslie, 2019), dividing reactions to DEI interventions into good and bad outcomes. The findings of this study provide no closure or reconciliation to this research, instead hinting at a variety of levels and effects ongoing in the reactions to a simple 3-minute learning module. Expanding the concept of diversity resistance to include emotional reactions may add nuance to reactions beyond resistance or backlash. Some of these responses – such as increased sadness and anger in underrepresented group members – raise questions for researchers and employers: when do these emotional reactions constitute emotional distress for employees? Which emotions are helpful and unhelpful in raising awareness of subtle slights? How can employers judge content and terms to advance DEI while minimising harm?

6.5.1 Strengths and Limitations

This study was novel in two ways. Firstly, it expanded microaggression research in the UK and in the workplace, contexts where there is a dearth of research (Chapter 3). The study used a paid-for panel of participants, a new sampling method (Wong et al., 2014), that enabled access to “real-world” participants while minimising disruption to employers. This approach is replicable for future research into subtle slights. Secondly, it demonstrated an experimental design that employers could use to test reactions to DEI materials before launching them via interventions.

This study was also subject to some limitations. It was an exploratory study, so caution should be taken in generalising the findings without further research. The study endeavoured to minimise data collection from participants but may have missed co-variables that influenced the results, such as negative affect or religious or political beliefs. One of the considerable limitations of the study is the inability to attribute exact causation for emotional reactions. For instance, some participants selected “anger” as their emotional response to the module, yet the reason for the anger was mixed. Some participants described anger towards the training, while others disclosed their anger was towards the prevalence of subtle slights in the workplace.

Data collection for this study took place in 2020, during the COVID-19 pandemic (Fleming et al., 2020) and a period of social unrest following the killing of George Floyd (Crooks et al., 2021). These events may have influenced participant motivation to participate in the study and participant responses to the items.

6.5.2 Further Research and Implications for Practice

Future studies should expand the range of variables to include factors such as political beliefs and culture. Building on this study with longitudinal research would allow for an examination of how positive reactions influence attitudinal and behavioural change over time. Different terms for subtle slights could be explored, along with how other DEI terms, such as “unconscious bias” and “psychological safety”, influence learner reactions. Using an animated learning module allowed for a controlled experimental design in this

study, but further research should explore the delivery of terms in different formats. For instance, classroom-style training with a facilitator may neutralise adverse emotional reactions, as the facilitator can guide and translate the term to be meaningful to learners in the room.

Chapter 5's study explored expert opinions that the degree to which a term is seen as provocative may influence employee reactions to DEI interventions. The present exploratory study has added quantitative data to substantiate these concerns. While more research should be conducted, employers should consider raising awareness of subtle slights through neutral terminology based on this evidence. Not only might this increase interest in SSIs, but the results suggest it may also decrease the experience of strong emotions such as anger and sadness in diverse groups. Employers might use this experimental design to test reactions to training before deployment, which may help pre-empt adverse learner reactions, such as those experienced by Coca-Cola in response to DEI training in February 2021 (Bremner, 2021).

6.6 Chapter Summary

This study showed how varying the term used in a learning module influenced learner reactions. It demonstrated that changing from a high-provocative term, such as microaggression, to a low-provocative term, such as micromessage, could increase learner interest and reduce negative emotions. This exploratory study contributed a novel methodology and findings regarding the acceptability of subtle slight terms. The next chapter summarises and discusses research conducted across the thesis.

7. SUMMARY AND CONCLUSIONS

7.1 Chapter Overview

This chapter begins with a summary of the overall findings of the thesis and contributions to the research literature (Section 7.2). This section also draws on the thesis' findings to update the conceptual framework from Chapter 2. The strengths and limitations of the thesis are discussed (Section 7.3). Following this, the implications for future research (Section 7.4) and employers (Section 7.5) are described. Finally, the chapter ends with closing remarks and conclusions (Section 7.6).

7.2 Summary of Research Findings

This thesis set out to review the properties of subtle slight terms and explore how the choice of a term influences employee perceptions of workplace interventions designed to mitigate subtle slights. The studies in this thesis deepened knowledge regarding the research questions in Section 1.3 and the conceptual framework in Section 2.5 (Figure 7).

Throughout the studies, it is surprising that one term did not emerge as universally accepted. Microaggression seemed to be the most used subtle slight term. However, the division it may create – indicated in studies 2 and 4 – and the preference of HR leaders for a variety of terms (Study 3) suggests a continued search for the best way to communicate these experiences. As research into subtle slights increases, and as employers continue raising awareness, it may be that a unified term emerges. Equally, there may be

continual evolution of terms described as the “euphemism treadmill” where new “polite” words are invented to refer to emotionally laden or distasteful things – yet, over time, the created words become tainted and need replacing (Pinker, 1994). Much research has been conducted to establish the incidence and impact of subtle slights; more research into acceptable interventions may yield either a “best” term or a smaller number of useful terms for employers.

This thesis has found evidence that terminology, including specific terms and meanings between terms, is a relevant consideration for the acceptability of subtle slight terms in the workplace. The TFA (Theoretical Framework of Acceptability, Table 1) was introduced as background to this thesis as a useful theoretical lens for the present work. The findings of this thesis have been presented in alignment with the TFA in Table 25. The two primary components evidenced in this thesis are “coherence” and “affective attitude”, with some evidence regarding “ethicality”. This thesis did not find evidence to suggest that “burden”, “perceived effectiveness”, “opportunity costs”, or “self-efficacy” of employees would hinder acceptability. It is important to note that this was initial research into the acceptability of terms and that an absence of evidence does not mean that components are not influencing acceptability

Table 25

Summary of Findings in Relation to the Components of the TFA

TFA Component	Evidence from this Thesis
Intervention coherence	Study 1: Meta-synthesis demonstrated evidence of disunified research and organised the properties of subtle slight terms.
	Study 2: Findings suggested that terminology used regarding microaggressions could be denser and less easy to understand in the context of the workplace.
	Study 3: HR leaders identified coherence of terms as a consideration for the acceptability of SSIs.
Affective attitude	Study 2: Findings suggested increased usage of emotional terminology concerning the sending of microaggressions.
	Study 3: HR leaders identified the provocativeness of terms as a consideration for the acceptability of SSIs.
	Study 4: Findings suggested that using a provocative term could decrease interest and increase negative emotions in employees.
Ethicality	Study 3: HR leaders indicated differences in personal beliefs and sensitivities influence reactions to subtle slight terms Study 4: Qualitative comments accompanying quantitative insights suggested anger may be due to clashes with personal beliefs.
Opportunity costs	No evidence found
Burden	No evidence found
Perceived effectiveness	No evidence found
Self-efficacy	No evidence found

"Intervention coherence" is the extent to which an employee would understand an intervention and how it works (Sekhon et al., 2018). The range of terms explored in the chronology (Chapter 2) raised the possibility of overlap and disunification, while the similar properties of terms were highlighted through the meta-synthesis (Study 1). Study 2 indicated that HR leaders also signalled this as a consideration in their efforts to raise awareness of subtle slights: that participants might not understand the term or

how it relates to them or their organisation (Study 3). The hindrances to acceptability due to coherence may be twofold: the range of terms that could create confusion and the terms' seemingly "academic" nature that may be poorly understood.

"Affective attitude" is how an individual feels about the interventions (Sekhon et al., 2018). Study 2 demonstrated the emotional terminology used regarding microaggressions – particularly the adjectives used to describe experiencing them and the verbs used to describe sending them. Study 2 also showed that people might use less emotional terminology when discussing microaggressions in a workplace context. There was evidence from Study 3 that HR leaders consider this TFA component and manage it via the terms used to raise awareness of subtle slights. This led to Study 4 and the exploration of how a term might influence working adults' emotional reactions to an SSI. This study found that using a more provocative term, such as microaggression, led to significantly more negative emotional reactions such as anger, guilt, and sadness.

The third component, which had limited evidence, is "ethicality": the extent to which an intervention has a good fit with an individual's value system (Sekhon et al., 2018). This thesis found some evidence to suggest that ethicality may play a role in the acceptance of SSIs. This limited evidence came from two studies. In Study 3, HR leaders suggested that there were differences in personal beliefs and sensitivities of employees that may influence receptivity to subtle slight terms. The results in Study 4 included

qualitative insights indicating incongruence between the idea of subtle slights and some participants' personal beliefs. It might be that these brief references to ethicality in the form of personal beliefs are to related to the acceptability component of "affective attitude".

Chapter 1 suggested that people may find terms such as "microaggression" to be pejorative (Lilienfeld, 2017a) due to a threat to one's sense of self-concept (Scherer, 1982). It is too early to draw a definitive conclusion, but the "defensiveness" and "different levels of sensitivity" referred to by HR leaders in Study 3, as well as the limited qualitative data in Study 4, suggest that the perceived ethicality of SSIs may be related to affective attitude. Employees may feel defensiveness regarding their personal values and self-concept should they hear their behaviour described using emotive terminology.

It was somewhat surprising that there was no evidence of opportunity costs, which is the extent to which benefits, profits, or values must be given up to engage in an intervention (Sekhon et al., 2018). It could be argued that opportunity costs concerning personal values may be linked to ethicality. However, across the studies, it did not seem that acceptability of subtle slight terms was related to a potential loss faced by employees.

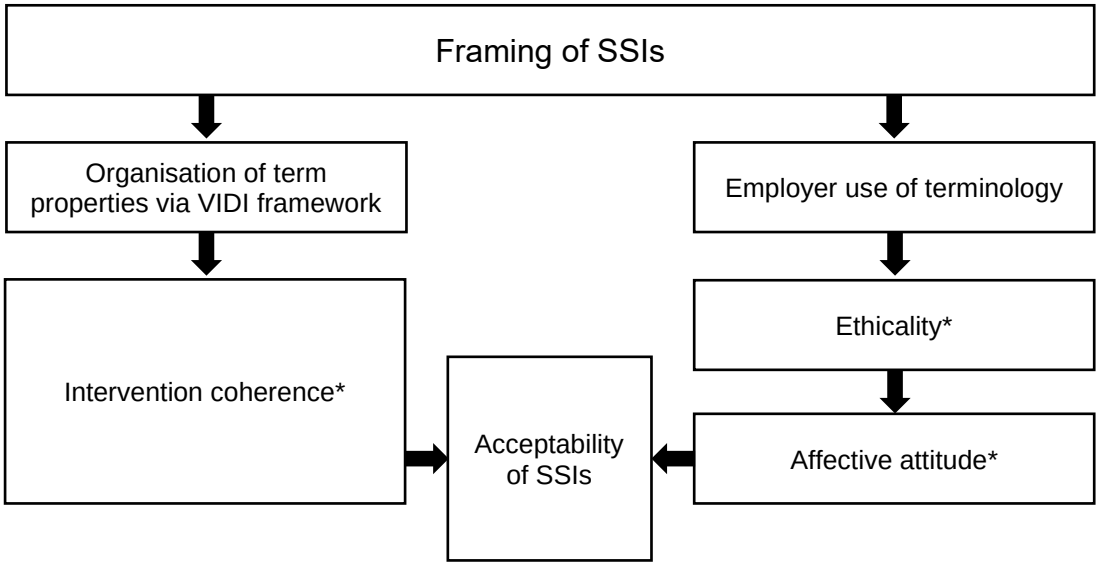
Based on this thesis, there are two predominant barriers to SSI acceptability. The first is coherence and ease of understanding for employees regarding the terminology used in SSIs. The second is affective attitude: the

reactions employees have to the terminology used in SSIs, which may be influenced by a threat to self-concept (ethicality). This would align with prominent social psychology theories, notably Social Identity Theory (Tajfel & Turner, 1979), where group conflict is suggested to arise mainly from clashes in identity or conflict over resources (Finley, 2010).

The framework set out in Chapter 2 (Figure 7) served to scaffold and focus the thesis' research aims. The framework was developed as each chapter provided findings that answered the research questions and aims. The final version is presented in Figure 16. Bringing these research features together in a conceptual framework allows for a holistic view of how acceptability components may interact (Ravitch & Carl, 2016). Specifically, it indicates how this research may provide a "frame" that employers can use to raise awareness of subtle slights in a more acceptable way.

Figure 16

Subtle Slight Intervention Acceptability Framework



**Asterisks denote components of TFA drawn from* Sekhon et al. (2018)

“Framing” is the use of a “central organizing idea or story line that provides meaning (to an issue or event)” (Gamson & Modigliani, 1987, p. 143). The need for coherence to create acceptability regarding SSIs suggests a need for framing as a source of clarity and understanding. Furthermore, the role of ethicality and affective attitude components suggests a potential use for “moral reframing”, which was developed in political science and involves “arguing in favor of a political position that members of a political group would not normally support in terms of moral concerns that the members strongly ascribe to” (Feinberg & Willer, 2019, p. 3).

If the role of threat to personal values were to be considered further, Moral Foundations Theory (Graham et al., 2009; Haidt, 2012; Haidt & Joseph, 2011) might enable exploration of where the TFA component of ethicality requires moral reframing to increase SSI acceptability. Moral Foundations Theory posits that there are at least five universal human moral values (Haidt, 2012): harm, fairness, ingroup, authority, and purity. Literature in this domain suggests that people with highly liberal political views place added emphasis on the values of harm (reduction) and fairness and that people with highly conservative views tend to hold all five moral values in more equal regard (Graham et al., 2009). SSIs may speak directly to the liberal values of reducing harm and prioritising fair treatment. Finding a moral reframe for SSIs that would align the focus to all five moral values could be a way of keeping terminology the same while increasing acceptability.

7.3 Strengths and Limitations

This thesis had several main strengths. The systematic review process within the meta-synthesis organised the main subtle slight terms available to employers. This process highlighted methodological strengths and weaknesses in existing literature, particularly an absence of applied or "real-world" data. These areas were then addressed through Studies 2–4. Where past research on subtle slights has been criticised for its homogeneity and lack of imagination (Wong et al., 2014), the approaches used in this thesis have enabled applied research through access to real-world data as opposed to, for example, focus groups with student populations. The methods used are novel in subtle slight literature.

This thesis also navigated a lack of well-grounded theoretical positions in the existing literature. The emerging literature on subtle slights has been well-intentioned but also criticised due to a lack of rigour in theoretical development (Daniels et al., 2017; R. S. Harris, 2008; Lilienfeld, 2017a; Nagai, 2017; Thomas, 2008). This thesis did not adopt an overarching paradigmatic or ideological position. This neutrality allowed the thesis to critique and integrate literature from different fields with competing epistemologies and contrarian perspectives. Studies and discussions here have attempted to blend this emerging literature with existing, established theories such as appraisal theory, just-world theory, social identity theory and the TFA.

The thesis' findings are subject to at least four limitations. Firstly, the research conducted is exploratory: it has critiqued and extended literature on subtle slights, but there has been a focus on breadth at the expense of depth. Follow-up investigative studies into employee reactions to subtle slight terms, controlling for a broader range of variables, may enable greater generalisability. Furthermore, regarding variables, the research here did not control for variables related to moral or political beliefs. Negative affect emerged as the main co-variable for consideration in the initial literature reviews. Reflecting on the studies' findings and this chapter's discussion, moral beliefs and political views could play a significant role in the perception of subtle slight terms. This thesis' findings should be considered knowing these were not controlled variables.

There was also the challenge of researching a range of subtle slight terms when, at the time of writing, microaggression was the best known and most used term. This influenced the designs of Studies 2 and 4, which focused on the term "microaggression". Study 2 drew on the term's societal usage to explore the terminology related to microaggressions, and Study 4 used the term for its provocativeness. The morphology ("aspect of language concerned with the internal structure of words", Devlin et al., 2004, p. 1) of the different subtle slight terms may mean that findings related to "microaggression", with its unique components of "micro" and "aggression", may not generalise to other terms.

Finally, this thesis has been conducted over eight years, during which microaggressions and subtle discrimination have progressed from being relatively obscure to topics of societal debate. The studies were conducted before and during the COVID-19 pandemic (Fleming et al., 2020) and a period of social unrest following the killing of George Floyd (Crooks et al., 2021). Literature regarding subtle slights has developed rapidly during this time. While this thesis has reviewed research until the point of submission, it is possible that some papers were missed. It will be interesting to observe the field as it develops, with a note of caution as to how long the findings in this thesis will continue to be relevant.

7.4 Implications for Future Research

A natural progression of the research in this thesis would be to continue testing and developing the Subtle Slight Intervention Acceptability Framework (Figure 16). This framework could be strengthened by studies testing whether there are any other components of TFA that influence the acceptability of subtle slight terms and by exploring how varying terminology and framing affects coherence and affective attitude. Establishing the relationship between ethicality and affective attitude, including whether it functions in a moderating or mediating role, would also strengthen the framework.

Further research may also consider SSIs from the perspectives of other areas of implementation sciences (Bauer et al., 2015; Bauer & Kirchner, 2020; Michie et al., 2011). This thesis explored acceptability; however, other areas such as effectiveness and feasibility may also warrant exploration.

Effectiveness concerns the impact of interventions against desired outcomes (Quanbeck et al., 2018). Studying effectiveness would entail impact studies of SSIs to see if an attitudinal and behavioural change is achieved. Feasibility is exploring how easy it is to implement interventions, including time and effort requirements (Jackman et al., 2019). Exploring feasibility might be done with people managers in organisations and may also be a route to exploring potential opportunity costs (Table 25).

The third area of future research might involve continued unification with existing theories in psychology and social sciences. Recommendations for progression towards unification include future studies striving to acknowledge alternative terms and using methods drawn from many disciplines to increase the diversity of research approaches across terms. An attempt to unify would benefit research into subtle slights, but it could also strengthen research in emerging areas such as backlash, diversity openness and resistance. These areas may also benefit from efforts to ground them in existing theories such as social identity theory.

These further research suggestions have been oriented to subtle slight terminology. However, another notable area of exploration is the expectations of different employee groups in the workplace. Changing expectations have driven many employers' DEI interventions in 2020 – 2022 since the murder of George Floyd (Crooks et al., 2021; Farah, 2022). Subtle slights were described in Section 3.5 of this thesis as "all considered as harming the person experiencing a slight through a violation of expected treatment or

social norms". It would be helpful to explore how expectations are changing, where there is tension between the DEI expectations of different employee groups, and the consequences this has on the perceived acceptability of subtle slight terms. Now is an opportune time for such research, as studies into the role of individual expectations, violation of expectations and coping with expectation violations are increasing (Gollwitzer et al., 2018). The ViolEx model (Rief & Glombiewski, 2016) is one such framework that may enable an understanding how people cope with the expectation violations inherent in subtle slights and how employee expectations change over time.

7.5 Implications for Employers

Employers might consider the findings useful as they consider and manage the implementation of SSIs. For instance, employers might raise awareness of subtle slights using neutral terms with employees before going deeper into abstract or provocative terms with specific employee groups. In doing so, employers may implement SSIs through policies, practices, and training without committing to a specific discipline or term (Torraco & Lundgren, 2020).

At this point, HR leaders may have the following questions: How do you assess for coherence and affective attitude before implementing SSIs? How do you navigate changes in coherence and affective attitude as SSIs are implemented? Based on Study 3, this is an area where leaders, particularly from HR, play a crucial role in understanding an organisation's journey and monitoring how employees respond to SSIs.

Finally, employers might heed the warning that pursuing a “perfect term” may be unhelpful. While the choice of term seems to be important, it may not be significant enough to slow down organisational DEI action while terms are extensively tested for acceptability. Conflict and disputes about SSIs are unlikely to be wholly preventable. Subtle slights may continue to be a feature of evolving social norms (McTernan, 2018). By attempting to mitigate subtle slights, employers place themselves in a position where they are supporting employees in making sense of evolving and ambiguous social norms and cues. Rather than “taking a side” as social norms change, an implication for employers is to create the right conditions for conducive conversations between employees. As described by HR leaders in Study 3, implementing SSIs is part of an organisation’s journey towards deeper understanding and establishment of acceptability.

7.6 Conclusions

As demonstrated in this thesis, there is good reason for DEI to be described as the most complex HR challenge of the century (Heitner et al., 2013). Employers are implementing DEI and subtle slight interventions to support diversifying workforces and to reap the benefits of an inclusive culture. In doing so, employers take on the challenge of communicating meaningful topics to audiences with varying levels of relatability and acceptance.

The choice of the terms used to describe peoples’ lived experiences is not a trivial one. A term ultimately must achieve two things: give weight to the experiences of people on the receiving end of subtle slights and help those

who do not have that lived experience to understand. Employers may be acutely aware of the need to act on subtle slights (Cortina et al., 2017; Leigh & Melwani, 2019; Metinyurt et al., 2021), but the variety of terms could impact decisions, such as which slight to focus on and how to best address it. The opaqueness of a term's properties could make it difficult for employees and managers to understand what a subtle slight is and recognise it when it happens.

This thesis has furthered literature regarding subtle slight terms and their relevance for workplace interventions to mitigate subtle slights. Disunified subtle slight terms have been organised in the VIDI Framework (Figure 11). Findings from the remaining studies indicated two potential hindrances of acceptability for SSIs: coherence and affective attitude. These findings supported the development of the SSI Acceptability Framework (Figure 16). In doing so, this thesis addressed longstanding limitations of subtle slight research, including disunity and lack of real-world data. Thus, the findings and suggested frameworks have implications for research and practice.

REFERENCES

2019 Rehearsal. (2020, October 1). Office for National Statistics. https://www.ons.gov.uk/census/censustransformationprogramme/testingthecensus/2019rehearsal

Abdo, A. (2008). The legal status of Hijab in the United States: A look at the dociopolitical influences on the legal right to wear the Muslim headscarf. *Hastings Race & Poverty Law Journal*, *5*(2), 441–508. https://repository.uchastings.edu/hastings_race_poverty_law_journal/vol5/iss2/6/

About Vyond. (2021). https://www.vyond.com/company/about/

Abubakar, A. M., Megeirhi, H. A., & Shneikat, B. (2018). Tolerance for workplace incivility, employee cynicism and job search behavior. *Service Industries Journal*, *38*(9–10), 629–643. https://doi.org/10.1080/02642069.2017.1420171

Agley, J., Xiao, Y., Thompson, E. E., & Golzarri-Arroyo, L. (2021). Using infographics to improve trust in science: A randomized pilot test. *BMC Research Notes*, *14*(1), 1–6. https://doi.org/10.1186/s13104-021-05626-4

Anand, R., & Winters, M.-F. (2008). A retrospective view of corporate diversity training from 1964 to the present. *Academy of Management Learning & Education*, *7*(3), 356–372. http://www.jstor.org/stable/40214554

Anderson, A. A., & Huntington, H. E. (2017). Social media, science, and attack discourse: How Twitter discussions of climate change use sarcasm and incivility. *Science Communication*, *39*(5), 598–620. https://doi.org/10.1177/1075547017735113

Andersson, L. M., & Pearson, C. M. (1999). Tit for tat? The spiraling effect of incivility in the workplace. *Academy of Management Review*, *24*(3), 452–471. https://doi.org/10.2307/259136

Anthony, L., & Hardaker, C. (2017). *FireAnt (Version 1.1.4) [Computer Software]*. Tokyo, Japan: Waseda University.

Arab, N., Sheykhshabani, E. H., & Beshlideh, K. (2013). Antecedents of workplace incivility: Investigating some personal and organizational variables. *Journal of Psychology*, *17*(3), 294–309. https://psycnet.apa.org/record/2013-35851-004

Argyres, N. S., de Massis, A., Foss, N. J., Frattini, F., Jones, G., & Silverman, B. S. (2020). History-informed strategy research: The promise of history and historical research methods in advancing strategy scholarship. *Strategic Management Journal*, *41*(3), 343–368. https://doi.org/10.1002/smj.3118

Asai, A., Evensen, S., Golshan, B., Halevy, A., Li, V., Lopatenko, A., Stepanov, D., Suhara, Y., Tan, W. C., & Xu, Y. (2019). HappyDB: A corpus of 100,000 crowdsourced happy moments. *LREC 2018 - 11th International Conference on Language Resources and Evaluation*, 647–655. https://doi.org/10.48550/arXiv.1801.07746

Ashburn-Nardo, L., Morris, K. A., & Goodwin, S. A. (2008). The confronting prejudiced responses (CPR) model: Applying CPR in organizations. *Academy of Management Learning & Education*, *7*(3), 332–342. https://doi.org/10.5465/AMLE.2008.34251671

Ayala, G. X., & Elder, J. P. (2011). Qualitative methods to ensure acceptability of behavioral and social interventions to the target population. *Journal of*

Public Health Dentistry, *71*(1), 69–79. https://doi.org/10.1111/j.1752-7325.2011.00241.x.

Bacon, K. L., Stuver, S. O., Cozier, Y. C., Palmer, J. R., Rosenberg, L., & Ruiz-Narváez, E. A. (2017). Perceived racism and incident diabetes in the Black Women's Health Study. *Diabetologia*, *60*(11), 2221–2225. https://doi.org/10.1007/s00125-017-4400-6

Baker, P. (2006). *Using Corpora in Discourse Analysis*. Continuum: London, UK.

Bandura, A. (2002). Selective moral disengagement in the exercise of moral agency. *Journal of Moral Education*, *31*(2), 101–119. https://doi.org/10.1080/0305724022014322

Banks, K. H., Kohn-Wood, L. P., & Spencer, M. (2006). An examination of the African American experience of everyday discrimination and symptoms of psychological distress. *Community Mental Health Journal*, *42*(6), 555–570. https://doi.org/10.1007/s10597-006-9052-9

Bargiela-Chiappini, F. (2003). Face and politeness: New (insights) for old (concepts). *Journal of Pragmatics*, *35*(10–11), 1453–1469. https://doi.org/10.1016/S0378-2166(02)00173-X

Bartneck, C., Duenser, A., Moltchanova, E., & Zawieska, K. (2015). Comparing the similarity of responses received from studies in Amazon's Mechanical Turk to studies conducted online and with direct recruitment. *PLoS ONE*, *10*(4). https://doi.org/10.1371/journal.pone.0121595

Basford, T. E., Offermann, L. R., & Behrend, T. S. (2014). Do you see what I see? Perceptions of gender microaggressions in the workplace.

Psychology of Women Quarterly, *38*(3), 340–349. https://doi.org/10.1177/0361684313511420

Bashir, N. Y., Lockwood, P., Chasteen, A. L., Nadolny, D., & Noyes, I. (2013). The ironic impact of activists: Negative stereotypes reduce social change influence. *European Journal of Social Psychology*, *43*(7), 614–626. https://doi.org/10.1002/ejsp.1983

Bauer, M. S., Damschroder, L., Hagedorn, H., Smith, J., & Kilbourne, A. M. (2015). An introduction to implementation science for the non-specialist. *BMC Psychology*, *3*(1), 1–12. https://doi.org/10.1186/S40359-015-0089-9

Bauer, M. S., & Kirchner, J. A. (2020). Implementation science: What is it and why should I care? *Psychiatry Research*, *283*, 1–6. https://doi.org/10.1016/j.psychres.2019.04.025

Bautista, T., James, D., & Amaro, H. (2019). Acceptability of mindfulness-based interventions for substance use disorder: A systematic review. *Complementary Therapies in Clinical Practice*, *35*, 201–207. https://doi.org/10.1016/j.ctcp.2019.02.012

Beattie, L., & Griffin, B. (2014). Day-level fluctuations in stress and engagement in response to workplace incivility: a diary study. *Work and Stress*, *28*(2), 124–142. https://doi.org/10.1080/02678373.2014.898712

Bernstein, R. S., Bulger, M., Salipante, P., & Weisinger, J. Y. (2020). From diversity to inclusion to equity: A theory of generative interactions. *Journal of Business Ethics*, *167*(3), 395–410. https://doi.org/10.1007/s10551-019-04180-1

Bettache, K. (2022). The W.E.I.R.D. microcosm of microaggression research: Toward a cultural psychological approach. *Perspectives on Psychological Science*. https://doi.org/10.31234/osf.io/r7wcj

Blommaert, J., & Bulcaen, C. (2000). Critical discourse analysis. *Annual Review Anthropology*, *29*, 447–466. https://doi.org/10.4324/9780203809068-8

Blume, A. W., Lovato, L. v, Thyken, B. N., & Denny, N. (2012). The relationship of microaggressions with alcohol use and anxiety among Ethnic Minority college students in a historically White institution. *Cultural Diversity & Ethnic Minority Psychology*, *18*(1), 45–54. https://doi.org/10.1037/a0025457

Boatright, D., Berg, D., & Genao, I. (2021). A roadmap for diversity in medicine during the age of COVID-19 and George Floyd. *Journal of General Internal Medicine*, *36*(4), 1089–1091. https://doi.org/10.1007/s11606-020-06430-9

Bogner, A., Littig, B., & Menz, W. (2009). Introduction: Expert interviews - an introduction to a new methodological debate. In A. Bogner, B. Littig, & W. Menz (Eds.), *Interviewing Experts* (1st ed., pp. 1–16). Macmillan Publishers Limited.

Böhm, R., Rusch, H., & Baron, J. (2020). The psychology of intergroup conflict: A review of theories and measures. *Journal of Economic Behavior and Organization*, *178*, 947–962. https://doi.org/10.1016/j.jebo.2018.01.020

Brahma, S., Nwafor, C., & Boateng, A. (2021). Board gender diversity and firm performance: The UK evidence. *International Journal of Finance and Economics*, *26*(4), 5704–5719. https://doi.org/10.1002/ijfe.2089

Brannon, T. N., Carter, E. R., Murdock-Perriera, L. A., & Higginbotham, G. D. (2018). From backlash to inclusion for all: Instituting diversity efforts to maximize benefits across group lines. *Social Issues and Policy Review*, *12*(1), 57–90. https://doi.org/10.1111/sipr.12040

Brannon, T. N., & Lin, A. (2021). “Pride and prejudice” pathways to belonging: Implications for inclusive diversity practices within mainstream institutions. *American Psychologist*, *76*(3), 488–501. https://doi.org/10.1037/amp0000643.supp

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, *3*(2), 77–101. https://doi.org/10.1191/1478088706qp063oa

Braun, V., & Clarke, V. (2016). (Mis)conceptualising themes, thematic analysis, and other problems with Fugard and Potts’ (2015) sample-size tool for thematic analysis. *International Journal of Social Research Methodology*, *19*(6), 739–743. https://doi.org/10.1080/13645579.2016.1195588

Braun, V., & Clarke, V. (2019). Reflecting on reflexive thematic analysis. *Qualitative Research in Sport, Exercise and Health*, *11*(4), 589–597. https://doi.org/10.1080/2159676X.2019.1628806

Bremner, J. (2021, October 24). *Coca-Cola faces backlash over seminar asking staff to “be less white.”* The Independent.

https://www.independent.co.uk/life-style/coca-cola-racism-robin-diangelo-coke-b1806122.html

British National Corpus (BNC). (n.d.). Retrieved July 24, 2020, from https://www.english-corpora.org/bnc/

British Psychological Society. (2021). *Ethics guidelines for internet-mediated research*. https://www.bps.org.uk/news-and-policy/ethics-guidelines-internet-mediated-research

Brown, K. G. (2005). An examination of the structure and nomological network of trainee reactions: A closer look at “smile sheets.” *Journal of Applied Psychology*, *90*(5), 991–1001. https://doi.org/10.1037/0021-9010.90.5.991

Bunglawala, Z. (2019). *Please, don’t call me BAME or BME!* Civil Service Blog. https://civilservice.blog.gov.uk/2019/07/08/please-dont-call-me-bame-or-bme/

Burrow, A. L., & Hill, P. L. (2012). Flying the unfriendly skies?: The role of forgiveness and race in the experience of racial microaggressions. *The Journal of Social Psychology*, *152*(5), 639. https://doi.org/10.1080/00224545.2012.686461

Byrne, B. M. (2010). *Structural equation modeling with AMOS: Basic concepts, applications, and programming*.

Campbell, B., & Manning, J. (2016). Campus culture wars and the sociology of morality. *Comparative Sociology*, *15*(2), 147–178. https://doi.org/10.1163/15691330-12341382

Casey, A., Taylor, D., Saini, C., & Long, M. (2022). *Movements out of work for those aged over 50 years since the start of the coronavirus pandemic*.

https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/articles/movementsoutofworkforthoseagedover50yearssincethestartofthecoronaviruspandemic/2022-03-14

CASP. (2019). *CASP Checklists - CASP - Critical Appraisal Skills Programme*. https://casp-uk.net/casp-tools-checklists/

Chang, E. H., Milkman, K. L., Gromet, D. M., Rebele, R. W., Massey, C., Duckworth, A. L., & Grant, A. M. (2019). The mixed effects of online diversity training. *Proceedings of the National Academy of Sciences of the United States of America*, *116*(16), 7778–7783. https://doi.org/10.1073/pnas.1816076116

Charles, M. W., & Arndt, L. M. R. (2013). Gay- and lesbian-identified law enforcement officers: Intersection of career and sexual identity. *The Counseling Psychologist*, *41*(8), 1153–1185. https://doi.org/10.1177/0011000012472376

Chavez, C. I., & Weisinger, J. Y. (2008). Beyond diversity training: A social infusion for cultural inclusion. *Human Resource Management*, *47*(2), 331–350. https://doi.org/10.1002/hrm.20215

Chiapello, E., & Fairclough, N. L. (2002). Understanding the new management ideology: A transdisciplinary contribution from critical discourse analysis and new sociology of capitalism. *Discourse and Society*, *13*(2), 185–208. https://doi.org/10.1177/0957926502013002406

Clark, C. R., Mercer, S. H., Zeigler-Hill, V., & Dufrene, B. A. (2012). Barriers to the success of Ethnic Minority students in school psychology graduate programs. *School Psychology Review*, *41*(2), 176–192. https://doi.org/10.1080/02796015.2012.12087519

Clarke, P. M., Fiebig, D. G., & Gerdtham, U. G. (2008). Optimal recall length in survey design. *Journal of Health Economics*, *27*(5), 1275–1284. https://doi.org/10.1016/j.jhealeco.2008.05.012

Clifford, S., Jewell, R. M., & Waggoner, P. D. (2015). Are samples drawn from mechanical turk valid for research on political ideology? *Research and Politics*, *2*(4). https://doi.org/10.1177/2053168015622072

Cloutier, C., & Ravasi, D. (2021). Using tables to enhance trustworthiness in qualitative research. *Strategic Organization*, *19*(1), 113–133. https://doi.org/10.1177/1476127020979329

Coleman, P. T. (2021). *The way out: How to overcome toxic polarization*. Columbia University Press.

Combs, G. M., Milosevic, I., & Bilimoria, D. (2019). Critical discourse: Envisioning the place and future of diversity and inclusion in organizations. *Journal of Leadership and Organizational Studies*, *26*(3), 277–286. https://doi.org/10.1177/1548051819857739

Conger, K. (2017). *Exclusive: Here's The Full 10-Page Anti-Diversity Screed Circulating Internally at Google [Updated]*. Gizmodo. https://gizmodo.com/exclusive-heres-the-full-10-page-anti-diversity-screed-1797564320

Constantine, M. G., Smith, L., Redington, R. M., & Owens, D. (2008). Racial microaggressions against Black counseling and counseling psychology faculty: A central challenge in the multicultural counseling movement. *Journal of Counseling & Development*, *86*(3), 348–355. https://doi.org/10.1002/j.1556-6678.2008.tb00519.x

Constantine, M. G., & Sue, D. W. (2007). Perceptions of racial microaggressions among black supervisees in cross-racial dyads. *Journal of Counseling Psychology*, *54*(2), 142–153. https://doi.org/10.1037/0022-0167.54.2.142

Coogan, P. F., Yu, J., O'Connor, G. T., Brown, T. A., Cozier, Y. C., Palmer, J. R., & Rosenberg, L. (2014). Experiences of racism and the incidence of adult-onset asthma in the Black Women's Health Study. *Chest*, *145*(3), 480–485. https://doi.org/10.1378/chest.13-0665.

Cortina, L. M. (2008). Unseen injustice: Incivility as modern discrimination in organizations. *Academy of Management Review*, *33*(1), 55–75. https://doi.org/10.2307/20159376

Cortina, L. M., Kabat-Farr, D., Leskinen, E. A., Huerta, M., & Magley, V. J. (2013). Selective incivility as modern discrimination in organizations: Evidence and impact. *Journal of Management*, *39*(6), 1579–1605. https://doi.org/10.1177/0149206311418835

Cortina, L. M., Kabat-Farr, D., Magley, V. J., & Nelson, K. (2017). Researching rudeness: The past, present, and future of the science of incivility. *Journal of Occupational Health Psychology*, *22*(3), 299–313. https://doi.org/10.1037/ocp0000089

Cortina, L. M., Magley, V. J., Williams, J. H., & Langhout, R. D. (2001). Incivility in the workplace: Incidence and impact. *Journal of Occupational Health Psychology*, *6*(1), 64–80. https://doi.org/10.1037/1076-8998.6.1.64

Costa, P. L., McDuffie, J. W., Brown, S. E. V., He, Y., Ikner, B. N., Sabat, I. E., & Miner, K. N. (2022). Microaggressions: Mega problems or micro

issues? A meta-analysis. *Journal of Community Psychology*, 1–17. https://doi.org/10.1002/jcop.22885

Coughlan, S. (2020, January 14). *Sheffield students paid to tackle racist language on campus*. BBC News. https://www.bbc.com/news/education-51098539

Cozier, Y. C., Yu, J., Coogan, P. F., Bethea, T. N., Rosenberg, L., & Palmer, J. R. (2014). Racism, segregation, and risk of obesity in the Black Women's Health Study. *American Journal of Epidemiology*, *179*(7), 875–883. https://doi.org/10.1093/aje/kwu004

Crawford, J. R., & Henry, J. D. (2004). The Positive and Negative Affect Schedule (PANAS): Construct validity, measurement properties and normative data in a large non-clinical sample. *British Journal of Clinical Psychology*, *43*(3), 245–265. https://doi.org/10.1348/0144665031752934

Crombie, I. (1996). *The pocket guide to critical appraisal*. BMJ Publishing Group.

Crooks, N., Donenberg, G., & Matthews, A. (2021). Ethics of research at the intersection of COVID-19 and black lives matter: A call to action. *Journal of Medical Ethics*, *47*(4), 205–207. https://doi.org/10.1136/medethics-2020-107054

Crystal, D. (2008). L. In *A Dictionary of Linguistics and Phonetics* (pp. 263–291). Blackwell Publishing Ltd. https://doi.org/10.1002/9781444302776.ch12

Culpeper, J., & Hardaker, C. (2017). Impoliteness. In J. Culpeper, M. Haugh, & D. Kadar (Eds.), *Palgrave Handbook of (Im)politeness* (pp. 199–225). Basingstoke: Palgrave.

Dang, C. T., Umphress, E. E., & Mitchell, M. S. (2017). Leader social accounts of subordinates' Unethical behavior: Examining observer reactions to leader social accounts with moral disengagement language. *Journal of Applied Psychology*, *102*(10), 1448–1461. https://doi.org/10.1037/apl0000233

Daniels, S. R., Perrewé, P. L., & Ferris, G. R. (2017). The subtleties of subtle discrimination: An interesting but incomplete picture. *Industrial and Organizational Psychology*, *10*(1), 82–86. https://doi.org/10.1017/iop.2016.105S175494261600105X

Davis, C. A., Varol, O., Ferrara, E., Flammini, A., & Menczer, F. (2016). BotOrNot: A system to evaluate social bots. *WWW'16 Companion*, *April*(11–15), 4–5. https://doi.org/10.1145/2872518.2889302

Davis, P. C. (1989). Law as microaggression. *Yale LJ*, *98*, 1559–1577.

de Cocker, K., Veldeman, C., de Bacquer, D., Braeckman, L., Owen, N., Cardon, G., & de Bourdeaudhuij, I. (2015). Acceptability and feasibility of potential intervention strategies for influencing sedentary time at work: Focus group interviews in executives and employees. *International Journal of Behavioral Nutrition and Physical Activity*, *12*(1). https://doi.org/10.1186/s12966-015-0177-5

Dejica-Cartis, D., & Cozma, M. (2013). Using theme-rheme analysis for improving coherence and cohesion in target-texts: A methodological approach. *Procedia - Social and Behavioral Sciences*, *84*, 890–894. https://doi.org/10.1016/j.sbspro.2013.06.668

Devereux-Fitzgerald, A., Powell, R., Dewhurst, A., & French, D. P. (2016). The acceptability of physical activity interventions to older adults: A

systematic review and meta-synthesis. *Social Science and Medicine*, *158*, 14–23. https://doi.org/10.1016/j.socscimed.2016.04.006

Devlin, J. T., Jamison, H. L., Matthews, P. M., & Gonnerman, L. M. (2004). Morphology and the internal structure of words. *Proceedings of the National Academy of Sciences of the United States of America*, *101*(41), 14984–14988. https://doi.org/10.1073/pnas.0403766101

Devrim, D. Y. (2015). Grammatical metaphor: What do we mean? What exactly are we researching? *Functional Linguistics*, *2*(1), 1–15. https://doi.org/10.1186/s40554-015-0016-7

di Gennaro, K., & Brewer, M. (2018). Microaggressions as speech acts: Using pragmatics to define and develop a research agenda for microaggressions. *Applied Linguistics Review*, *10*(4), 725–744. https://doi.org/10.1515/applirev-2017-0069

di Marco, D., Arenas, A., Munduate, L., & Hoel, H. (2019). Discriminatory language in the workplace: unmasking prejudices and stereotypes / El lenguaje discriminatorio en contextos laborales: desenmascarando prejuicios y estereotipos. *Revista de Psicologia Social*, *34*(1), 110–136. https://doi.org/10.1080/02134748.2018.1540122

Ding, J. M., & Kanaan, R. A. A. (2017). Conversion disorder: A systematic review of current terminology. *General Hospital Psychiatry*, *45*, 51–55. https://doi.org/10.1016/j.genhosppsych.2016.12.009

Dobbin, F., Kalev, A., & Aviv, T. (2019). The promise and peril of sexual harassment programs. *PNAS*, *116*(25), 12255–12260. https://doi.org/10.3886/E109781V3

Douglas, O. (2021). The media diversity and inclusion paradox: Experiences of black and brown journalists in mainstream British news institutions. *Journalism*, *00*(0), 1–18. https://doi.org/10.1177/14648849211001778

Dover, T. L., Kaiser, C. R., & Major, B. (2020). Mixed signals: The unintended effects of diversity initiatives. *Social Issues and Policy Review*, *14*(1), 152–181. https://doi.org/10.1111/sipr.12059

Dover, T. L., Major, B., & Kaiser, C. R. (2016). Members of high-status groups are threatened by pro-diversity organizational messages. *Journal of Experimental Social Psychology*, *62*, 58–67. https://doi.org/10.1016/j.jesp.2015.10.006

Dovidio, J. F., & Gaertner, S. L. (1996). Affirmative action, unintentional racial biases, and intergroup relations. *Journal of Social Issues*, *52*(4), 51–75. https://doi.org/10.1111/j.1540-4560.1996.tb01848.x

Dovidio, J. F., & Gaertner, S. L. (2000). Aversive racism and selection decisions: 1989 and 1999. *Psychological Science*, *11*(4), 315–319. https://doi.org/10.1111/1467-9280.00262

Dovidio, J. F., & Gaertner, S. L. (2005). Understanding and addressing contemporary racism: From aversive racism to the common ingroup identity model. *Journal of Social Issues*, *61*(3), 615–639. https://doi.org/10.1111/j.1540-4560.2005.00424.x

Draycott, D. (1980). Commercialese—a form of words? *English in Education*, *14*(2), 15–17. https://doi.org/10.1111/j.1754-8845.1980.tb00850.x

Dunn, A. (2020, January 26). *Sheffield University is playing a dangerous game*. The Courier. https://www.thecourieronline.co.uk/sheffield-university-is-playing-a-dangerous-game/

Durand, C. P. (2013). Does raising type 1 error rate improve power to detect interactions in linear regression models? A simulation study. *PLoS ONE*, *8*(8). https://doi.org/10.1371/journal.pone.0071079

E. A. Ruona, W., Leimbach, M., F. Holton III, E., & Bates, R. (2002). The relationship between learner utility reactions and predicted learning transfer among trainees. *International Journal of Training and Development*, *6*(4), 218–228. https://doi.org/10.1111/1468-2419.00160

Economic and Social Research Council. (2022). *Defining impact*. UK Research and Innovation. https://www.ukri.org/councils/esrc/impact-toolkit-for-economic-and-social-sciences/defining-impact/

Egger, M., Smith, G. D., & O'Rourke, K. (2001). Rationale, potentials, and promise of systematic reviews. In M. Egger, G. Davey-Smith, & D. Altman (Eds.), *Systematic reviews in health care: Meta-analysis in context* (2nd ed., pp. 3–19). BMJ Books.

Ekman, P. (1992). Are there basic emotions? *Psychological Review*, *99*(3), 550–553. https://doi.org/10.4081/jear.2011.169

Elliot, A. J., & Devine, P. G. (1994). On the motivational nature of cognitive dissonance dissonance as psychological discomfort. *Journal of Personality and Social Psychology*, *67*(3), 382–394. https://doi.org/10.1037/0022-3514.67.3.382

Elliott, S. N. (2017). The social validity of "acceptability of behavioral interventions used in classrooms": Inferences from longitudinal evidence. *Behavioral Disorders*, *43*(1), 269–273. https://doi.org/10.1177/0198742917739021

Eschmann, R., Groshek, J., Chanderdatt, R., Chang, K., & Whyte, M. (2020). Making a microaggression: Using big data and qualitative analysis to map the reproduction and disruption of microaggressions through social media. *Social Media and Society*, *6*(4), 1–13. https://doi.org/10.1177/2056305120975716

Espaillat, A., Panna, D. K., Goede, D. L., Gurka, M. J., Novak, M. A., & Zaidi, Z. (2019). An exploratory study on microaggressions in medical school: What are they and why should we care? *Perspectives on Medical Education*, *8*(3), 143–151. https://doi.org/10.1007/s40037-019-0516-3

Estes, B., & Wang, J. (2008). Workplace incivility: Impacts on individual and organizational performance. *Human Resource Development Review*, *7*(2), 218. https://doi.org/10.1177/1534484308315565

Faber, J., & Fonseca, L. M. (2014). How sample size influences research outcomes. *Evidence-Based Orthodontics*, *19*(4), 27–29. https://doi.org/10.1016/j.jbi.2014.02.013

Fairclough, N. (2000). *New Labour, New Language?*

Farah, H. (2022). *Workplace inclusion drives have almost trebled since BLM protests, survey shows*. The Guardian. https://www.theguardian.com/money/2022/apr/17/workplace-inclusion-drives-have-almost-trebled-since-blm-protests-survey-shows?

Farrington, J. (2011). From the research: Myths worth dispelling. *Performance Improvement Quarterly*, *23*(4), 113–116. https://doi.org/10.1002/piq

Feinberg, M., & Willer, R. (2019). Moral reframing: A technique for effective and persuasive communication across political divides. *Social and*

Personality Psychology Compass, *13*(12), 1–12. https://doi.org/10.1111/spc3.12501

Ferrara, E., Varol, O., Davis, C., Menczer, F., & Flammini, A. (2016). The rise of social bots. *Communications of the ACM*, *59*(7), 96–104. https://doi.org/10.1145/2818717

Finley, S. A. (2010). An identity-based understanding of intergroup conflict. *Contemporary Justice Review: Issues in Criminal, Social, and Restorative Justice*, *13*(4), 425–441. https://doi.org/10.1080/10282580.2010.517977

Fisher, R. J. (1993). Social desirability bias and the validity of indirect questioning. *Journal of Consumer Research*, *20*(2), 303. https://doi.org/10.1086/209351

Fiske, S. T. (2018). Stereotype content: Warmth and competence endure. *Current Directions in Psychological Science*, *27*(2), 67–73. https://doi.org/10.1177/0963721417738825

Fiske, S. T., Cuddy, A. J. C., & Glick, P. (2007). Universal dimensions of social cognition: warmth and competence. *Trends in Cognitive Sciences*, *11*(2), 77–83. https://doi.org/10.1016/j.tics.2006.11.005

Fiske, S. T., Cuddy, A. J. C., Glick, P., & Xu, J. (2002). A model of (often mixed) stereotype content: Competence and warmth respectively follow from perceived status and competition. *Journal of Personality and Social Psychology*, *82*(6), 878–902. https://doi.org/10.4324/9781315187280

Flanders, C. E. (2015). Bisexual health: A daily diary analysis of stress and anxiety. *Basic and Applied Social Psychology*, *37*(6), 319. https://doi.org/10.1080/01973533.2015.1079202

Fleming, T. R., Labriola, D., & Wittes, J. (2020). Conducting clinical research during the COVID-19 pandemic: Protecting scientific integrity. *JAMA - Journal of the American Medical Association*, *324*(1), 33–34. https://doi.org/10.1001/jama.2020.9286

Franklin, A. J. (1999). Invisibility syndrome and racial identity development in psychotherapy and counseling African American men. *The Counseling Psychologist*, *27*(6), 761–793. https://doi.org/10.1177/0011000099276002

Franklin, A. J., & Boyd-Franklin, N. (2000). Invisibility syndrome: A clinical model of the effects of racism on African-American males. *American Journal of Orthopsychiatry*, *70*(1), 33–41. https://doi.org/10.1037/h0087691

Frazier, A. M. (2009). Culturally and linguistically diverse populations: Serving GLBT families in our schools. *Perspectives on Communication Disorders and Sciences in Culturally and Linguistically Diverse (CLD) Populations*, *16*(1), 11–19. https://doi.org/10.1044/cds16.1.11

Freeman, L., & Stewart, H. (2021). Toward a harm-based account of microaggressions. *Perspectives on Psychological Science*, *16*(5), 1008–1023. https://doi.org/10.1177/17456916211017099

Funderburg, L. (2005). The little chill. *O the Oprah Magazine*, 127–129. http://www.lisefunderburg.com/the-little-chill/

Furnham, A. (2003). Belief in a just world: Research progress over the past decade. *Personality and Individual Differences*, *34*, 795–817. https://doi.org/10.1016/S0191-8869(02)00072-7

Gamson, W. A., & Modigliani, A. (1987). The changing culture of affirmative action. In R. G. Braungart & M. M. Braungart (Eds.), *Research in political sociology* (Vol. 3, pp. 1–37). JAI Press.

Gardner, D. M., & Alanis, J. M. (2020). Together we stand: Ally training for discrimination and harassment reduction. *Industrial and Organizational Psychology*, *13*(2), 196–199. https://doi.org/10.1017/iop.2020.35

Gardner, D. M., & Ryan, A. M. (2017). Does intentionality matter? An exploration of discrimination with ambiguous intent. *Industrial and Organizational Psychology*, *10*(1), 77–82. https://doi.org/10.1017/iop.2016.104

Garner, B. R., Hunter, S. B., Funk, R. R., Griffin, B. A., & Godley, S. H. (2016). Toward evidence-based measures of implementation: Examining the relationship between implementation outcomes and client outcomes. *Journal of Substance Abuse Treatment*, *67*, 15–21. https://doi.org/10.1016/j.jsat.2016.04.006

Gates, A., Gates, M., Rahman, S., Guitard, S., MacGregor, T., Pillay, J., Ismail, S. J., Tunis, M. C., Young, K., Hardy, K., Featherstone, R., & Hartling, L. (2021). A systematic review of factors that influence the acceptability of vaccines among Canadians. *Vaccine*, *39*(2), 222–236. https://doi.org/10.1016/j.vaccine.2020.10.038

Gegenfurtner, A., Zitt, A., & Ebner, C. (2020). Evaluating webinar-based training: a mixed methods study of trainee reactions toward digital web conferencing. *International Journal of Training and Development*, *24*(1), 5–21. https://doi.org/10.1111/ijtd.12167

Gläser, J., & Laudel, G. (2009). On interviewing “good” and “bad” experts. In A. Bogner, B. Littig, & W. Menz (Eds.), *Interviewing Experts* (pp. 117–137). Macmillan Publishers Limited.

Gollwitzer, M., Thorwart, A., & Meissner, K. (2018). Editorial: Psychological responses to violations of expectations. *Frontiers in Psychology*, *8*, 1–3. https://doi.org/10.3389/fpsyg.2017.02357

Graham, J., Haidt, J., & Nosek, B. A. (2009). Liberals and conservatives rely on different sets of moral foundations. *Journal of Personality and Social Psychology*, *96*(5), 1029–1046. https://doi.org/10.1037/a0015141

Greaves, M. M., & Dykeman, C. (2019). A corpus linguistic analysis of public Reddit blog posts on non-suicidal self-injury. *PsyArXiv Preprints*, *February 3*, 1–21. https://doi.org/10.48550/arXiv.1902.06689

Greenland, K., Andreouli, E., Augoustinos, M., & Taulke-Johnson, R. (2018). What constitutes ‘discrimination’ in everyday talk? Argumentative lines and the social representations of discrimination. *Journal of Language & Social Psychology*, *37*(5), 541–561. http://10.0.4.153/0261927X18762588

Guest, G., Bunce, A., & Johnson, L. (2006). How many interviews are enough?: An experiment with data saturation and variability. *Field Methods*, *18*(1), 59–82. https://doi.org/10.1177/1525822X05279903

Guillaume, Y. R. F., Dawson, J. F., Otaye-Ebede, L., Woods, S. A., & West, M. A. (2017). Harnessing demographic differences in organizations: What moderates the effects of workplace diversity? *Journal of Organizational Behavior*, *38*(2), 276–303. https://doi.org/10.1002/job.2040

Gulker, J. E., Mark, A. Y., & Monteith, M. J. (2013). Confronting prejudice: The who, what, and why of confrontation effectiveness. *Social Influence*, *8*(4), 280–293. https://doi.org/10.1080/15534510.2012.736879

Gündemir, S., Homan, A. C., de Dreu, C. K. W., & van Vugt, M. (2014). Think leader, think white? Capturing and weakening an implicit pro-White leadership bias. *PLoS ONE*, *9*(1), 1–10. https://doi.org/10.1371/journal.pone.0083915

Haidt, J. (2012). *The righteous mind: Why good people are divided by politics and religion*. Pantheon.

Haidt, J., & Joseph, C. (2011). How moral foundations theory succeeded in building on sand: A response to Suhler and Churchland. *Journal of Cognitive Neuroscience*, *23*(9), 2117–2122. https://doi.org/10.1162/jocn.2011.21638

Hair, J., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). *Multivariate data analysis* (7th ed.).

Halliday, M. A. K. (1985). *Spoken and written language*. Deakin University.

Halliday, M. A. K. (1994). *An introduction to functional grammar* (2nd ed). Edward Arnold.

Han, S., Harold, C. M., Oh, I. S., Kim, J. K., & Agolli, A. (2022). A meta-analysis integrating 20 years of workplace incivility research: Antecedents, consequences, and boundary conditions. *Journal of Organizational Behavior*, *43*(3), 497–523. https://doi.org/10.1002/job.2568

Hanratty, D. C. (1989). Moving closer to eliminating discrimination in jury selection: A challenge to the peremptory. *Journal of Human Rights*, *7*(1),

204–242. https://digitalcommons.nyls.edu/journal_of_human_rights/vol7/iss1/13

Harrell, S. P. (1997). The Racism and Life Experiences Scales (RaLES). In *APA PsycTests* (Database Record). APA PsycTests. https://doi.org/10.1037/t09928-000

Harris, P. (2008). *Designing and Reporting Experiments in Psychology* (Third Edit). Open University Press.

Harris, R. (2009). Racial microaggression? How do you know? - Revisited. *American Psychologist*, *64*(3), 220. https://doi.org/10.1037/a0014749

Harris, R. S. (2008). Racial microaggression? How do you know? *American Psychologist*, *63*(4), 275–276. https://doi.org/10.1037/0003-066X.63.4.275

Hasko, V. (2012). Qualitative Corpus Analysis. In C. A. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics* (First edit, pp. 4758–4764). Blackwell Publishing, Oxford UK. https://doi.org/10.1002/9781405198431.wbeal0974.

Haynes-Baratz, M. C., Metinyurt, T., Li, Y. L., Gonzales, J., & Bond, M. A. (2021). Bystander training for faculty: A promising approach to tackling microaggressions in the academy. *New Ideas in Psychology*, *63*. https://doi.org/10.1016/j.newideapsych.2021.100882

Heitner, K. L., Kahn, A. E., & Sherman, K. C. (2013). Building consensus on defining success of diversity work in organizations. *Consulting Psychology Journal*, *65*(1), 58–73. https://doi.org/10.1037/a0032593

Hernandez, T. R., Bergman, M. E., & Liu, S. N. C. (2020). Why is training the only answer? *Industrial and Organizational Psychology*, *13*(2), 147–153. https://doi.org/10.1017/iop.2020.28

Hershcovis, M. S. (2011). Incivility, social undermining, bullying... oh my!: A call to reconcile constructs within workplace aggression research. *Journal of Organizational Behavior*, *32*(3), 499–519. https://doi.org/10.1002/job.689

Hershcovis, M. S., & Reich, T. C. (2013). Integrating workplace aggression research: Relational, contextual, and method considerations. *Journal of Organizational Behavior*, *34*(1), 26–42. https://doi.org/10.1002/job.1886

Hill, C. E., Knox, S., Thompson, B. J., Williams, E. N., Hess, S. A., & Ladany, N. (2005). Consensual qualitative research: An update. *Journal of Counseling Psychology*, *52*(2), 196–205. https://doi.org/10.1037/0022-0167.52.2.196

Hogg, C. (2020). A Class Act: An interview with Julie Hesmondhalgh on casting, representation and inclusion in British television drama. *Critical Studies in Television*, *15*(3), 302–311. https://doi.org/10.1177/1749602020934670

Holgersen, H., Jia, Z., & Svenkerud, S. (2021). Who and how many can work from home? Evidence from task descriptions. *Journal for Labour Market Research*, *55*(1). https://doi.org/10.1186/s12651-021-00287-z

Hook, J. N., Farrell, J. E., Davis, D. E., DeBlaere, C., van Tongeren, D. R., & Utsey, S. O. (2016). Cultural humility and racial microaggressions in counseling. *Journal of Counseling Psychology*, *63*(3), 269–277. https://doi.org/10.1037/cou0000114

Hoprekstad, Ø. L., Hetland, J., Bakker, A. B., Olsen, O. K., Espevik, R., Wessel, M., & Einarsen, S. V. (2019). How long does it last? Prior victimization from workplace bullying moderates the relationship between daily exposure to negative acts and subsequent depressed mood. *European Journal of Work and Organizational Psychology*, *28*(2), 164–178. https://doi.org/10.1080/1359432X.2018.1564279

Horst, M. (2008). The laboratory of public debate: Understanding the acceptability of stem cell research. *Science and Public Policy*, *35*(3), 197–205. https://doi.org/10.3152/030234208X302652

Hystad, S. W., Mearns, K. J., & Eid, J. (2014). Moral disengagement as a mechanism between perceptions of organisational injustice and deviant work behaviours. *Safety Science*, *68*, 138–145. https://doi.org/10.1016/j.ssci.2014.03.012

Ismail, I. R., Poon, J. M. L., & Arshad, R. (2018). Effects of workplace incivility, negative affectivity and hurt feelings on coworker helping. *Jurnal Pengurusan*, *52*(52), 1–21. https://doi.org/10.17576/pengurusan-2018-52-03

Italie, L. (2017). *Ghosting, shade, microaggression hit Merriam-Webster website*. AP News. https://www.apnews.com/79c2b517a380458eb8aac1ed42d5312f

Izard, C. E. (2007). Basic emotions, natural kinds, emotion schemas, and a new paradigm. *Perspectives on Psychological Science*, *2*(3), 260–280. https://doi.org/10.1111/j.1745-6916.2007.00044.x

Izard, C. E. (2009). Emotion theory and research: Highlights, unanswered questions, and emerging issues. *Annual Review of Psychology*, *60*, 1–25. https://doi.org/10.1146/annurev.psych.60.110707.163539

Jackman, M. M., Nabors, L. A., McPherson, C. L., Quaid, J. D., & Singh, N. N. (2019). Feasibility, acceptability, and preliminary effectiveness of the OpenMind (OM) program for pre-school children. *Journal of Child and Family Studies*, *28*(10), 2910–2921. https://doi.org/10.1007/s10826-019-01506-5

Jacob, S. A., & Furgerson, S. P. (2012). Writing interview protocols and conducting interviews: Tips for students new to the field of qualitative research. *The Qualitative Report*, *17*, 1–102. https://doi.org/10.1016/0168-1702(91)90033-R

Jacobs, E. A., Rathouz, P. J., Karavolos, K., Everson-Rose, S. A., Janssen, I., Kravitz, H. M., Lewis, T. T., & Powell, L. H. (2014). Perceived discrimination is associated with reduced breast and cervical cancer screening: The study of Women's health across the nation (SWAN). *Journal of Women's Health (2002)*, *23*(2), 138–145. https://doi.org/10.1089/jwh.2013.4328

Jamieson, H. (2020). *Is microaggression D&I training a step too far?* HR Magazine. https://www.hrmagazine.co.uk/article-details/is-microaggression-di-training-a-step-too-far

Jaworska, S. (2016). Using a corpus-assisted discourse studies (CADS) approach to investigate constructions of identities in media reporting surrounding mega sports events: The case of the London Olympics 2012.

Critical Events Studies, 149–174. https://doi.org/10.1057/978-1-137-52386-0_8

Jebb, A. T., Parrigon, S., & Woo, S. E. (2017). Exploratory data analysis as a foundation of inductive research. *Human Resource Management Review*, *27*(2), 265–276. https://doi.org/10.1016/j.hrmr.2016.08.003

Jensen, J. M., & Raver, J. L. (2021). A policy capturing investigation of bystander decisions to intervene against workplace incivility. *Journal of Business and Psychology*, *36*(5), 883–901. https://doi.org/10.1007/s10869-020-09712-5

Jogie, M. R. (2022). Critical race theory and higher education research: In the shadow of bricolage. *Theory and Method in Higher Education Research*, *7*, 21–37. https://doi.org/10.1108/S2056-375220210000007002

Johnson. (2016). *Double-edged words*. The Economist. https://www.economist.com/books-and-arts/2016/02/13/double-edged-words

Jones, K. P., Arena, D. F., Nittrouer, C. L., Alonso, N. M., & Lindsey, A. P. (2017). Subtle discrimination in the workplace: A vicious cycle. *Industrial and Organizational Psychology*, *10*(1), 51–76. https://doi.org/10.1017/iop.2016.91

Jones, K. P., Peddie, C. I., Gilrane, V. L., King, E. B., & Gray, A. L. (2016). Not so subtle: A meta-analytic investigation of the correlates of subtle and overt discrimination. *Journal of Management*, *42*(6), 1588–1613. https://doi.org/10.1177/0149206313506466

Kabat-Farr, D., Settles, I. H., & Cortina, L. M. (2020). Selective incivility: An insidious form of discrimination in organizations. *Equality, Diversity and Inclusion*, *39*(3), 253–260. https://doi.org/10.1108/EDI-09-2019-0239

Kalev, A., Kelly, E., & Dobbin, F. (2006). Best practices or best guesses? Assessing the efficacy of corporate affirmative action and diversity policies. *American Sociological Review*, *71*(4), 589–617. https://doi.org/10.1177/000312240607100404

Kanter, R. M. (2008). The Corporate Conduct Continuum: From “Do No Harm” To “Do Lots Of Good.” In C. C. Manz, K. S. Cameron, K. P. Manz, & R. D. Marx (Eds.), *The Virtuous Organization* (pp. 279–286). World Scientific Publishing.

Kaplan, R. M., Chambers, D. A., & Glasgow, R. E. (2014). Big data and large sample size: A cautionary note on the potential for bias. *Clinical and Translational Science*, *7*(4), 342–346. https://doi.org/10.1111/cts.12178

Kazemian, B., & Hashemi, S. (2014). Critical discourse analysis of Barack Obama’s 2012 speeches: Views from systemic functional linguistics and Rhetoric. *Theory and Practice in Language Studies*, *4*(6), 1178–1187. https://doi.org/10.4304/tpls.4.6.1178-1187

Kees, J., Berry, C., Burton, S., & Sheehan, K. (2017). An analysis of data quality: Professional panels, student subject pools, and Amazon’s Mechanical Turk. *Journal of Advertising*, *46*(1), 141–155. https://doi.org/10.1080/00913367.2016.1269304

Keith, V. M., Nguyen, A. W., Taylor, R. J., Mouzon, D. M., & Chatters, L. M. (2017). Microaggressions, discrimination, and phenotype among African

Americans: A latent class analysis of the impact of skin tone and BMI. *Sociological Inquiry*, *87*(2), 233–255. https://doi.org/10.1111/soin.12168

Kendi, I. X. (2019). *How to be an antiracist*. Penguin Random House.

Kim, H., & Qu, H. (2019). Employees' burnout and emotional intelligence as mediator and moderator in the negative spiral of incivility. *International Journal of Contemporary Hospitality Management*, *31*(3), 1412–1431. https://doi.org/10.1108/IJCHM-12-2017-0794

Kim, S. (2019). Workaholism, motivation, and addiction in the workplace: A critical review and implications for HRD. *Human Resource Development Review*, *18*(3), 325–348. https://doi.org/10.1177/1534484319845164

Kim, S., Park, S., Lavelle, J., Kim, M., & Chaudhuri, S. (2020). Revisiting trainee reactions: A multilevel analysis of the nomological network. *Human Resource Development Quarterly*, *31*(2), 173–191. https://doi.org/10.1002/hrdq.21383

Kim, Y., Huang, J., & Emery, S. (2016). Garbage in, garbage out: Data collection, quality assessment and reporting standards for social media data use in health research, infodemiology and digital disease detection. *Journal of Medical Internet Research*, *18*(2), 1–14. https://doi.org/10.2196/jmir.4738

Kimmons, R., McGuire, K., Stauffer, M., Jones, J. E., Gregson, M., & Austin, M. (2017). Religious identity, expression, and civility in social media: Results of data mining Latter-Day Saint Twitter accounts. *Journal for the Scientific Study of Religion*, *56*(3), 637–657. https://doi.org/10.1111/jssr.12358

Kingdon, D., Gibson, A., Kinoshita, Y., Turkington, D., Rathod, S., & Morrison, A. (2008). Acceptable terminology and subgroups in schizophrenia: An exploratory study. *Social Psychiatry and Psychiatric Epidemiology*, *43*(3), 239–243. https://doi.org/10.1007/s00127-007-0284-y

Kinnison, L. Q. (2017). Power, integrity, and mask – An attempt to disentangle the Chinese face concept. *Journal of Pragmatics*, *114*(June 2017), 32–48. https://doi.org/10.1016/j.pragma.2017.03.015

Klein, J. M., & Briggs, E. P. (2017). A fruitful framework: Commentary for a more integrative approach. *Industrial and Organizational Psychology*, *10*(1), 123–126. https://doi.org/10.1017/iop.2016.113

Klucarova, S., & Hasford, J. (2021). The oversharenting paradox: When frequent parental sharing negatively affects observers' desire to affiliate with parents. *Current Psychology*. https://doi.org/10.1007/s12144-021-01986-z

Kraiger, K., & Ford, J. K. (2021). The science of workplace instruction: Learning and development applied to work. *Annual Review of Organizational Psychology and Organizational Behavior*, *8*(4), 1–28. https://doi.org/10.1146/annurev-orgpsych-012420-060109

Krings, F., Johnston, C., Binggeli, S., & Maggiori, C. (2014). Selective incivility: Immigrant groups experience subtle workplace discrimination at different rates. *Cultural Diversity & Ethnic Minority Psychology*, *20*(4), 491–498. https://doi.org/10.1037/a0035436

Lall-Trail, S. F., Salter, N. P., & Xu, X. (2021). How personality relates to attitudes toward diversity and workplace diversity initiatives. *Personality*

and Social Psychology Bulletin, *00*(0), 1–15. https://doi.org/10.1177/01461672211057755

Latkin, C. A., Edwards, C., Davey-Rothwell, M. A., & Tobin, K. E. (2017). The relationship between social desirability bias and self-reports of health, substance use, and social network factors among urban substance users in Baltimore, Maryland. *Addictive Behaviors*, *73*, 133–136. https://doi.org/10.1016/j.addbeh.2017.05.005

Lee, J. (2022). A critical review and theorization of workplace backlash: Looking back and moving forward through the lens of social dominance theory. *Human Resource Management Review*. https://doi.org/10.1016/j.hrmr.2022.100900

Leigh, A., & Melwani, S. (2019). #Blackemployeesmatter: Mega-threats, identity fusion, and enacting positive deviance in organizations. *Academy of Management Review*, *44*(3), 564–591. https://doi.org/10.5465/amr.2017.0127

Lennartz, C., Proost, K., & Brebels, L. (2019). Decreasing overt discrimination increases covert discrimination: Adverse effects of equal opportunities policies. *International Journal of Selection and Assessment*, *27*(2), 129–138. https://doi.org/10.1111/ijsa.12244

Lerner, J. S., Li, Y., Valdesolo, P., & Kassam, K. S. (2015). Emotion and decision making. *Annual Review of Psychology*, *66*, 799–823. https://doi.org/10.1146/annurev-psych-010213-115043

Lerner, M. J. (1980). The Belief in a Just World. In M. J. Lerner (Ed.), *The Belief in a Just World: A Fundamental Delusion* (pp. 9–30). Springer US. https://doi.org/10.1007/978-1-4899-0448-5_2

Leslie, L. M. (2019). Diversity initiative effectiveness: A typological theory of unintended consequences. *Academy of Management Review*, *44*(3), 538–563. https://doi.org/10.5465/amr.2017.0087

Lewis, T. T., Everson-Rose, S. A., Powell, L. H., Matthews, K. A., Brown, C., Karavolos, K., Sutton-Tyrrell, K., Jacobs, E., & Wesley, D. (2006). Chronic exposure to everyday discrimination and coronary artery calcification in African-American women: The SWAN Heart Study. *Psychosomatic Medicine*, *68*(3), 362–368. https://doi.org/10.1097/01.psy.0000221360.94700.16

Lievens, F., Harrison, S. H., Mussel, P., & Litman, J. A. (2022). Killing the cat? A review of curiosity at work. *Academy of Management Annals*, *16*(1), 179–216. https://doi.org/10.5465/annals.2020.0203

Lilienfeld, S. O. (2017a). Microaggressions: Strong claims, inadequate evidence. *Perspectives on Psychological Science*, *12*(1), 138–169. https://doi.org/10.1177/1745691616659391

Lilienfeld, S. O. (2017b). Through a Glass, Darkly: Microaggressions and Psychological Science. *Perspectives on Psychological Science*, *12*(1), 178–180. https://doi.org/10.1177/1745691616669098

Lilienfeld, S. O. (2020). Microaggression research and application: Clarifications, corrections, and common ground. *Perspectives on Psychological Science*, *15*(1), 27–37. https://doi.org/10.1177/1745691619867117

Lim, S., & Cortina, L. M. (2005). Interpersonal mistreatment in the workplace: The interface and impact of general incivility and sexual harassment.

Journal of Applied Psychology, *90*(3), 483–496. https://doi.org/10.1037/0021-9010.90.3.483

Litosseliti, L. (2010). *Research methods in linguistics*. Continuum.

Locher, M. A., & Larina, T. V. (2019). Introduction to politeness and impoliteness research in global contexts. *Russian Journal of Linguistics*, *23*(4), 873–903. https://doi.org/10.22363/2687-0088-2019-23-4-873-903

Loh, J. M. I., & Loi, N. (2018). Tit for tat: Burnout as a mediator workplace incivility and instigated workplace incivility. *Asia-Pacific Journal of Business Administration*, *10*(1), 100–111. https://doi.org/10.1108/APJBA-11-2017-0132

Lomas, D. W. B. (2021). #ForgetJamesBond: diversity, inclusion and the UK's intelligence agencies. *Intelligence and National Security*, *36*(7), 995–1017. https://doi.org/10.1080/02684527.2021.1938370

Longo, J., & DeDonno, M. (2019). The effect of bullying vignettes on negative affect. *Issues in Mental Health Nursing*, *41*(2), 154–160. https://doi.org/10.1080/01612840.2019.1636908

Lott, B. (1985). The devaluation of women's competence. *Journal of Social Issues*, *41*(4), 43–60. https://doi.org/10.1111/j.1540-4560.1985.tb01140.x

Lu, D., Palmer, J. R., Rosenberg, L., Shields, A. E., Orr, E. H., DeVivo, I., & Cozier, Y. C. (2019). Perceived racism in relation to telomere length among African American women in the Black Women's Health Study. *Annals of Epidemiology*, *36*, 33–39. https://doi.org/10.1016/j.annepidem.2019.06.003

Maner, J. K., & Mead, N. L. (2010). The essential tension between leadership and power: When leaders sacrifice group goals for the sake of self-

interest. *Journal of Personality and Social Psychology*, *99*(3), 482–497. https://doi.org/10.1037/a0018559

Marshburn, C. K., Harrington, N. T., & Ruggs, E. N. (2017). Taking the ambiguity out of subtle and interpersonal workplace discrimination. *Industrial and Organizational Psychology*, *10*(1), 87–93. https://doi.org/10.1017/iop.2016.106

McCluney, C. L., King, D. D., Bryant, C. M., & Ali, A. A. (2021). From “Calling in Black” to “Calling for Antiracism Resources”: The need for systemic resources to address systemic racism. *Equality, Diversity and Inclusion*, *40*(1), 49–59. https://doi.org/10.1108/EDI-07-2020-0180

McTernan, E. (2018). Microaggressions, equality, and social practices. *Journal of Political Philosophy*, *26*(3), 261–281. https://doi.org/10.1111/jopp.12150

Mekawi, Y., & Todd, N. R. (2018). Okay to Say?: Initial validation of the acceptability of racial microaggressions scale. *Cultural Diversity and Ethnic Minority Psychology*, *24*(3), 346–362. https://doi.org/10.1037/cdp0000201

Mekawi, Y., Todd, N. R., & Blevins, E. J. (2021). Reducing acceptability of racial microaggressions using online videos: The role of perspective-taking and white guilt. *Journal of Diversity in Higher Education*, 1–10. https://doi.org/10.1037/dhe0000365

Mereish, E. H. (2012). The intersectional invisibility of race and disability status: An exploratory study of health and discrimination facing Asian Americans with disabilities. *Ethnicity and Inequalities in Health and Social Care*, *5*(2), 52–60. https://doi.org/10.1108/17570981211286796

Metinyurt, T., Haynes-Baratz, M. C., & Bond, M. A. (2021). A systematic review of interventions to address workplace bias: What we know, what we don't, and lessons learned. *New Ideas in Psychology*, *63*(June), 1–9. https://doi.org/10.1016/j.newideapsych.2021.100879

Mezu-Ndubuisi, O. J. (2021). Unmasking systemic racism and unconscious bias in medical workplaces: A call to servant leadership. *Journal of the American Heart Association*, *10*(7), 1–5. https://doi.org/10.1161/JAHA.120.018845

Michie, S., van Stralen, M. M., & West, R. (2011). The behaviour change wheel: A new method for characterising and designing behaviour change interventions. *Implementation Science*, *6*(1). https://doi.org/10.1186/1748-5908-6-42

Milam, A. C., Spitzmueller, C., & Penney, L. M. (2009). Investigating individual differences among targets of workplace incivility. *Journal of Occupational Health Psychology*, *14*(1), 58–69. https://doi.org/10.1037/a0012683

Miner, K. N., Diaz, I., Wooderson, R. L., McDonald, J. N., Smittick, A. L., & Lomeli, L. C. (2018). A workplace incivility roadmap: Identifying theoretical speedbumps and alternative routes for future research. *Journal of Occupational Health Psychology*, *23*(3), 320–337. https://doi.org/10.1037/ocp0000093

Mizzi, R. C. (2017). Tough times: Adult educators, microaggressions, and the work context. *New Horizons in Adult Education and Human Resource Development*, *29*(2), 54–59. https://doi.org/10.1002/nha3.20179

Moore, David. S., Notz, William. I., & Fligner, M. (2021). *The basic practice of statistics* (9th ed.). Macmillan Learning.

Morrison, J. F. (2020). Talking stagnation: Thematic analysis of terrorism experts' perception of the health of terrorism research. *Terrorism and Political Violence*, 1–21. https://doi.org/10.1080/09546553.2020.1804879

Moss, S. A., Ennis, G., Zander, K. Z., Bartram, T., & Hedley, D. (2018). Can workplaces foster an openness to diversity surreptitiously? *Equality, Diversity and Inclusion*, *37*(8), 750–762. https://doi.org/10.1108/EDI-11-2017-0260

Mouzon, D. M., Taylor, R. J., Keith, V. M., Nicklett, E. J., & Chatters, L. M. (2017). Discrimination and psychiatric disorders among older African Americans. *International Journal of Geriatric Psychiatry*, *32*(2), 175–182. https://doi.org/10.1002/gps.4454

Muthukrishna, M., Bell, A. v., Henrich, J., Curtin, C. M., Gedranovich, A., McInerney, J., & Thue, B. (2020). Beyond Western, educated, industrial, rich, and democratic (WEIRD) psychology: Measuring and mapping scales of cultural and psychological distance. *Psychological Science*, *31*(6), 678–701. https://doi.org/10.1177/0956797620916782

Nadal, K. L. (2011). The racial and ethnic microaggressions scale (REMS): Construction, reliability, and validity. *Journal of Counseling Psychology*, *58*(4), 470–480. https://doi.org/10.1037/a0025193

Nadarzynski, T., Miles, O., Cowie, A., & Ridge, D. (2019). Acceptability of artificial intelligence (AI)-led chatbot services in healthcare: A mixed-methods study. *Digital Health*, *5*, 1–12. https://doi.org/10.1177/2055207619871808

Nagai, A. (2017). The pseudo-science of microaggressions. *Academic Questions*, *30*(1), 47–57. https://doi.org/10.1007/s12129-016-9613-5

Nayak, B., Bhattacharyya, S. S., & Krishnamoorthy, B. (2022). Exploring the black box of competitive advantage – An integrated bibliometric and chronological literature review approach. *Journal of Business Research*, *139*, 964–982. https://doi.org/10.1016/j.jbusres.2021.10.047

Neuman, J. H., & Baron, R. A. (1997). Aggression in the workplace. In R. A. Giacalone & J. Greenberg (Eds.), *Antisocial behavior in organizations* (pp. 37–67). Sage Publications.

Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: Striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods*, *16*(1), 1–13. https://doi.org/10.1177/1609406917733847

Offermann, L. R., Basford, T. E., Graebner, R., DeGraaf, S. B., & Jaffer, S. (2013). Slights, snubs, and slurs: Leader equity and microaggressions. *Equality, Diversity and Inclusion: An International Journal*, *32*(4), 374–393. https://doi.org/10.1108/EDI-05-2012-0046

Olaniyi, K. (2017). Politeness principle and Ilorin greetings in Nigeria: A sociolinguistic study. *International Journal of Society, Culture & Language*, *5*(1), 58–67. http://www.ijscl.net/article_24931.html

Oldroyd, J. B., & Morris, S. S. (2012). Catching falling stars: A human resource response to social capital's detrimental effect of information overload on star employees. *Academy of Management Review*, *37*(3), 396–418. https://doi.org/10.5465/amr.2010.0403

Ong, A. D., Fuller-Rowell, T., & Burrow, A. L. (2009). Racial discrimination and the stress process. *Journal of Personality and Social Psychology*, *96*(6), 1259–1271. https://doi.org/10.1037/a0015335

Packer, M. (2011). *The Science of Qualitative Research*. Cambridge University Press. https://doi.org/10.1017/CBO9780511779947

Panagiotis, P. (2018). The marginalization of religion in end of life care: Signs of microaggression? *International Journal of Human Rights in Healthcare*, *11*(2), 116–128. https://doi.org/10.1108/IJHRH-09-2017-0053

Partington, A. (2004). Corpora and discourse, a most congruous beast. In A. Partington, J. Morley, & L. Haarman (Eds.), *Corpora and Discourse* (pp. 11–20). Bern: Peter Lang.

Passmore, D. L., & Chae, C. (2019). Potential for meta-scientific inquiry to improve the usefulness of HRD research outcomes for practice. *Advances in Developing Human Resources*, *21*(4), 409–420. https://doi.org/10.1177/1523422319870173

Pathania, M., Mantri, A., Kaur, D. P., Singh, C. P., & Sharma, B. (2021). A chronological literature review of different augmented reality approaches in education. *Technology, Knowledge and Learning*, 1–18. https://doi.org/10.1007/s10758-021-09558-7

Paulsen, H. F. K., & Kauffeld, S. (2017). Linking positive affect and motivation to transfer within training: A multilevel study. *International Journal of Training and Development*, *21*(1), 35–52. https://doi.org/10.1111/ijtd.12090

Pennock-Speck, B., & del Saz-Rubio, M. M. (2013). A multimodal analysis of facework strategies in a corpus of charity ads on British television. *Journal of Pragmatics*, *49*(1), 38–56. https://doi.org/10.1016/j.pragma.2012.12.010

Pérez, D. J., Fortuna, L., Alegría, M., Perez, D. J., Fortuna, L., & Alegria, M. (2008). Prevalence and correlates of everyday discrimination among U.S. latinos. *Journal of Community Psychology*, *36*(4), 421–433. https://doi.org/10.1002/jcop.20221

Perfetti, C. A. (1969). Lexical density and phrase structure depth as variables in sentence retention. *Journal of Verbal Learning and Verbal Behavior*, *8*(6), 719–724. https://doi.org/10.1016/S0022-5371(69)80035-6

Pierce, C. (1970a). Black psychiatry one year after Miami. *Journal of the National Medical Association*, *62*(6), 471. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2611929/

Pierce, C. (1970b). Offensive mechanisms. In F. Barbour (Ed.), *The Black Seventies*. Boston, MA: Porter Sargent.

Pierce, C., Carew, J., Pierce-Gonzalez, D., & Willis, D. (1977). An experiment in racism: TV commercials. *Education and Urban Society*, *10*(1), 61–87. https://doi.org/10.1177/001312457701000105

Pieterse, A. N., van Knippenberg, D., & van Dierendonck, D. (2013). Cultural diversity and team performance: The role of team member goal orientation. *Academy of Management Journal*, *56*(3), 782–804. https://doi.org/10.5465/amj.2010.0992

Pinker, S. (1994). The game of the name. *The New York Times*, 21–21.

Plutchik, R. (2001). The nature of emotions: Human emotions have deep evolutionary roots, a fact that may explain their complexity and provide tools for clinical practice. *American Scientist*, *89*(4), 344–350. https://doi.org/10.1007/BF00354055

Pojanapunya, P., & Todd, R. W. (2018). Log-likelihood and odds ratio: Keyness statistics for different purposes of keyword analysis. *Corpus Linguistics and Linguistic Theory*, *14*(1), 133–167. https://doi.org/10.1515/cllt-2015-0030

Porath, C. L., & Erez, A. (2009). Overlooked but not untouched: How rudeness reduces onlookers' performance on routine and creative tasks. *Organizational Behavior and Human Decision Processes*, *109*(1), 29–44. https://doi.org/10.1016/j.obhdp.2009.01.003

Priscilla Lui, P., Berkley, S. R., Pham, S., & Sanders, L. (2020). Is microaggression an oxymoron? A mixed methods study on attitudes toward racial microaggressions among United States university students. *PLoS ONE*, *15*(12), 1–25. https://doi.org/10.1371/journal.pone.0243058

Proctor, E., Silmere, H., Raghavan, R., Hovmand, P., Aarons, G., Bunger, A., Griffey, R., & Hensley, M. (2011). Outcomes for implementation research: Conceptual distinctions, measurement challenges, and research agenda. *Administration and Policy in Mental Health and Mental Health Services Research*, *38*(2), 65–76. https://doi.org/10.1007/s10488-010-0319-7

Quanbeck, A., Brown, R. T., Zgierska, A. E., Jacobson, N., Robinson, J. M., Johnson, R. A., Deyo, B. M., Madden, L., Tuan, W. J., & Alagoz, E. (2018). A randomized matched-pairs study of feasibility, acceptability, and effectiveness of systems consultation: A novel implementation strategy for adopting clinical guidelines for Opioid prescribing in primary care. *Implementation Science*, *13*(1), 1–13. https://doi.org/10.1186/s13012-018-0713-1

Quiceno, J. M., Leon, C. B., Vinaccia, S., Báez León, C., & Vinaccia, S. (2009). Workplace incivility: “A new factor of job stress.” *Acta Colombiana de Psicologia*, *11*(2), 37–46. https://actacolombianapsicologia.ucatolica.edu.co/article/view/299

Race Disparity Unit. (2021). *Writing about ethnicity*. Ethnicity Facts and Figures Service. https://www.ethnicity-facts-figures.service.gov.uk/style-guide/writing-about-ethnicity

Rampant. (2020). Cambridge English Dictionary. https://dictionary.cambridge.org/dictionary/english/rampant

Ratcliffe, J. (2019). *The gender split of CIPD members*. CIPD. https://www.cipd.co.uk/Community/discussion-forum/our_profession/f/general/74834/the-gender-split-of-cipd-members?pifragment=2

Ravitch, S. M., & Carl, N. M. (2016). *Qualitative research: Bridging the conceptual, theoretical, and methodological*. Sage.

Reio Jr., T. G., & Ghosh, R. (2009). Antecedents and outcomes of workplace incivility: Implications for human resource development research and practice. *Human Resource Development Quarterly*, *20*(3), 237–264. https://doi.org/10.1002/hrdq.20020

Reynolds, J. P., Archer, S., Pilling, M., Kenny, M., Hollands, G. J., & Marteau, T. M. (2019). Public acceptability of nudging and taxing to reduce consumption of alcohol, tobacco, and food: A population-based survey experiment. *Social Science and Medicine*, *236*, 1–10. https://doi.org/10.1016/j.socscimed.2019.112395

Rhodes, C. (2019). Business Statistics. In *Briefing Paper* (No. 06152; Issue 16 December).

Rief, W., & Glombiewski, J. A. (2016). Expectation-focused psychological interventions (EFPI). *Verhaltenstherapie*, *26*(1), 47–54. https://doi.org/10.1159/000442374

Robinson, J. L., & Rubin, L. J. (2016). Homonegative microaggressions and posttraumatic stress symptoms. *Journal of Gay and Lesbian Mental Health*, *20*(1), 57–69. https://doi.org/10.1080/19359705.2015.1066729

Roccas, S., Sagiv, L., Schwartz, S. H., & Knafo, A. (2002). The big five personality factors and personal values. *Personality and Social Psychology Bulletin*, *28*(6), 789–801. https://doi.org/10.1177/0146167202289008

Rodgers, J., Hoon, S., & McAllister, B. (2019). Perceptions of frontline managers practicing diversity management. *Journal of Social Change*, *11*(1), 14–29. https://doi.org/10.5590/josc.2019.11.1.02

Rogers, M. A. (2008). Lexicology and the study of terminology. In D. A. Cruse, F. Hundsnurscher, M. Job, & P. R. Lutzeier (Eds.), *Lexicology* (pp. 1847–1854). De Gruyter Mouton. https://doi.org/10.1515/9783110171471.2.41.1847

Rowe, M. (1990). Barriers to equality: The power of subtle discrimination to maintain unequal opportunity. *Employee Responsibilities and Rights Journal*, *3*(2), 153–163. https://doi.org/10.1007/BF01388340

Sabat, I. E., Lindsey, A. P., King, E. B., Winslow, C., Jones, K. P., Membere, A., & Smith, N. A. (2020). Stigma expression outcomes and boundary

conditions: A meta-analysis. *Journal of Business and Psychology*, *35*(2), 171–186. https://doi.org/10.1007/s10869-018-9608-z

Safe. Secure. And ready for GDPR. (2021). https://www.qualtrics.com/uk/platform/gdpr/

Samnani, S. S., Vaska, M., Ahmed, S., & Turin, T. C. (2017). Review typology: The basic types of reviews for synthesizing evidence for the purpose of knowledge translation. *Journal of the College of Physicians and Surgeons Pakistan*, *27*(10), 635–641. https://pubmed.ncbi.nlm.nih.gov/29056126/

Sarkeshikian, A., Zakery, A., Shafia, M. A., & Aliahmadi, A. (2020). Stakeholders' consensus on organizational technology acceptance; using thematic analysis and SEM. *Kybernetes*, *50*(6), 1873–1899. https://doi.org/10.1108/K-03-2020-0180

Scherer, K. R. (1982). Emotion as a process: Function, origin and regulation. *Social Science Information*, *21*(4/5), 555–570. https://doi.org/10.1177/053901882021004004

Scherer, K. R., Schorr, A., & Johnstone, T. (2001). *Appraisal Processes in Emotion*. Oxford University Press.

Schilpzand, P., de Pater, I. E., & Erez, A. (2016). Workplace incivility: A review of the literature and agenda for future research. *Journal of Organizational Behavior*, *37*, S57–S88. https://doi.org/10.1002/job.1976

Schmaling, K. B. (2007). Gender microaggressions in higher education: Proposed taxonomy and change through cognitive-behavioral strategies. *Forum on Public Policy*, *Summer*.

https://link.gale.com/apps/doc/A192639898/AONE?u=anon~1e20d603&sid=googleScholar&xid=3243c211

Schulz, A. J., Gravlee, C. C., Williams, D. R., Israel, B. A., Mentz, G., & Rowe, Z. (2006). Discrimination, symptoms of depression, and self-rated health among African American women in Detroit: Results from a longitudinal analysis. *American Journal of Public Health*, *96*(7), 1265–1270. https://doi.org/10.2105/AJPH.2005.064543

Scott, M. (2016). *WordSmith Tools version 7*. Stroud: Lexical Analysis Software.

Seip, E. C., van Dijk, W. W., & Rotteveel, M. (2014). Anger motivates costly punishment of unfair behavior. *Motivation and Emotion*, *38*(4), 578–588. https://doi.org/10.1007/s11031-014-9395-4

Sekhon, M., Cartwright, M., & Francis, J. J. (2017). Acceptability of healthcare interventions: An overview of reviews and development of a theoretical framework. *BMC Health Services Research*, *17*(1). https://doi.org/10.1186/s12913-017-2031-8

Sekhon, M., Cartwright, M., & Francis, J. J. (2018). Acceptability of health care interventions: A theoretical framework and proposed research agenda. *British Journal of Health Psychology*, *23*(3), 519–531. https://doi.org/10.1111/bjhp.12295

Setia, M. S. (2016). Methodology series module 3: Cross-sectional studies. *Indian Journal of Dermatology*, *61*(3), 261–264. https://doi.org/10.4103/0019-5154.182410

Shankar, A., & Hinds, P. (2017). Perceived discrimination: Associations with physical and cognitive function in older adults. *Health Psychology*, *36*(12), 1126–1134. https://doi.org/10.1037/hea0000522

Sheldrake, R. (1998). Experimenter effects in scientific research: How widely are they neglected? *Journal of Scientific Exploration*, *12*(1), 73–78. https://doi.org/10.1177/027046769701700405

Shen, W., Kiger, T. B., Davies, S. E., Rasch, R. L., Simon, K. M., & Ones, D. S. (2011). Samples in applied psychology: Over a decade of research in review. *Journal of Applied Psychology*, *96*(5), 1055–1064. https://doi.org/10.1037/a0023322

Shepherd, S. M. (2019). Cultural awareness workshops: Limitations and practical consequences. *BMC Medical Education*, *19*(1), 1–10. https://doi.org/10.1186/s12909-018-1450-5

Shore, L. M., Cleveland, J. N., & Sanchez, D. (2018). Inclusive workplaces: A review and model. *Human Resource Management Review*, *28*(2), 176–189. https://doi.org/10.1016/j.hrmr.2017.07.003

Shuck, B., Osam, K., Zigarmi, D., & Nimon, K. (2017). Definitional and conceptual muddling: Identifying the positionality of employee engagement and defining the construct. *Human Resource Development Review*, *16*(3), 263–293. https://doi.org/10.1177/1534484317720622

Simpson, P. (1993). *Language, Ideology and Point of View*. London: Routledge.

Sitzmann, T., Brown, K. G., Casper, W. J., Ely, K., & Zimmerman, R. D. (2008). A review and meta-analysis of the nomological network of trainee

reactions. *Journal of Applied Psychology*, *93*(2), 280–295. https://doi.org/10.1037/0021-9010.93.2.280

Sliter, K. A., Sliter, M. T., Withrow, S. A., & Jex, S. M. (2012). Employee adiposity and incivility: Establishing a link and identifying demographic moderators and negative consequences. *Journal of Occupational Health Psychology*, *17*(4), 409–424. https://doi.org/10.1037/a0029862

Small, P. A., Major, B., & Kaiser, C. (2021). Making diversity work for everybody? The double-edged sword of all-inclusive diversity. *Personality and Social Psychology Bulletin*. https://doi.org/10.1177/01461672211047016

Smith, C., Adolphs, S., Harvey, K., & Mullany, L. (2014). Spelling errors and keywords in born-digital data: A case study using the teenage health freak corpus. *Corpora*, *9*(2), 137–154. https://doi.org/10.3366/cor.2014.0055

Smith, I. A., & Griffiths, A. (2022). Microaggressions, everyday discrimination, workplace incivilities, and other subtle slights at work: A meta-synthesis. *Human Resource Development Review*, 1–25. https://doi.org/10.1177/15344843221098756

Smith, J. A. (2011). Evaluating the contribution of interpretative phenomenological analysis. *Health Psychology Review*, *5*(1), 9–27. https://doi.org/10.1080/17437199.2010.510659

Snowflake. (2021). Cambridge English Dictionary. https://dictionary.cambridge.org/us/dictionary/english/snowflake

Southern, R., & Harmer, E. (2019). Twitter, incivility and “everyday” gendered othering: An analysis of tweets sent to UK Members of Parliament. *Social Science Computer Review*. https://doi.org/10.1177/0894439319865519

Sparkman, T. E. (2019). Exploring the boundaries of diversity and inclusion in human resource development. *Human Resource Development Review*, *18*(2), 173–195. https://doi.org/10.1177/1534484319837030

Staats, A. W. (1999). Unifying psychology requires new infrastructure, theory, method, and a research agenda. *Review of General Psychology*, *3*(1), 3–13. https://doi.org/10.1037/1089-2680.3.1.3

Sternberg, R. J., & Grigorenko, E. L. (2001). Unified psychology. *American Psychologist*, *56*(12), 1069–1079. https://doi.org/10.1037/0003-066X.56.12.1069

Storey, A., Coombs, N., & Leib, S. (2019). *Living longer: Caring in later working life*. Office for National Statistics. https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/ageing/articles/livinglongerhowourpopulationischangingandwhyitmatters/2019-03-15

Subramani, S. (2019). Practising reflexivity: Ethics, methodology and theory construction. *Methodological Innovations*, *12*(2). https://doi.org/10.1177/2059799119863276

Subreddit: Microrape. (2013). Reddit. https://www.reddit.com/r/sjsucks/comments/1ur1o5/microrape_characterized_by_predatory_nonphysical/

Sue, D. W. (2009). Racial microaggressions and worldviews. *American Psychologist*, *64*(3), 220–221. https://doi.org/10.1037/a0015310

Sue, D. W. (2017). Microaggressions and “evidence”: Empirical or experiential reality? *Perspectives on Psychological Science*, *12*(1), 170–172. https://doi.org/10.1177/1745691616664437

Sue, D. W., Capodilupo, C. M., Nadal, K. L., & Torino, G. C. (2008). Racial microaggressions and the power to define reality. *American Psychologist*, *63*(4), 277–279. http://10.0.4.13/0003-066X.63.4.277

Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. M. B., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist*, *62*(4), 271–286. https://doi.org/10.1037/0003-066X.62.4.271

Sylwester, K., & Purver, M. (2015). Twitter language use reflects psychological differences between Democrats and Republicans. *PLoS ONE*, *10*(9), 1–18. https://doi.org/10.1371/journal.pone.0137422

Tajfel, H., & Turner, J. C. (1979). An integrative theory of intergroup conflict. In W. G. Austin & S. Worchel (Eds.), *The social psychology of integroup relations* (pp. 33–37). Brooks/Cole.

Talk:Microaggression/Archive 1 - Wikipedia. (2022). Wikipedia. https://en.wikipedia.org/wiki/Talk:Microaggression/Archive_1#Microrape

Tappin, B. M., & McKay, R. T. (2017). The illusion of moral superiority. *Social Psychological and Personality Science*, *8*(6), 623–631. https://doi.org/10.1177/1948550616673878

The British Psychology Society. (2018). *Code of Ethics and Conduct*. The British Psychological Society. https://www.bps.org.uk/news-and-policy/bps-code-ethics-and-conduct

Thomas, K. R. (2008). Macrononsense in multiculturalism. *American Psychologist*, *63*(4), 274–275. https://doi.org/10.1037/0003-066X.63.4.274

Thornton, A., & Lee, P. (2000). Publication bias in meta-analysis: Its causes and consequences. *Journal of Clinical Epidemiology*, *53*, 207–216. https://doi.org/10.1016/s0895-4356(99)00161-4

Tiefenbach, J., Park, J. J., Singh, S., & Demetriades, A. K. (2021). Diversity and inclusion in neurosurgery. *The Lancet Neurology*, *20*(6), 419. https://doi.org/10.1016/S1474-4422(21)00112-5

To, V., Lê, Q., & Lê, T. (2015). Applying Halliday's linguistic theory in qualitative data analysis. *Qualitative Research Journal*, *15*(2), 135–146. https://doi.org/10.1108/qrj-11-2014-0059

Tong, A., Sainsbury, P., & Craig, J. (2007). Consolidated criteria for reporting qualitative research (COREQ): A 32-item checklist for interviews and focus groups. *International Journal for Quality in Health Care*, *19*(6), 349–357. https://doi.org/10.1093/intqhc/mzm042

Torkelson, E., Holm, K., Bäckström, M., & Schad, E. (2016). Factors contributing to the perpetration of workplace incivility: The importance of organizational aspects and experiencing incivility from others. *Work and Stress*, *30*(2), 115–131. https://doi.org/10.1080/02678373.2016.1175524

Torraco, R. J., & Lundgren, H. (2020). What HRD is doing—what HRD should be doing: The case for transforming HRD. *Human Resource Development Review*, *19*(1), 39–65. https://doi.org/10.1177/1534484319877058

Torres-Harding, S. R., Andrade, A. L. J., & Romero Diaz, C. E. (2012). The racial microaggressions scale (RMAS): A new scale to measure experiences of racial microaggressions in people of color. *Cultural Diversity & Ethnic Minority Psychology*, *18*(2), 153–164. https://doi.org/10.1037/a0027658

Tracey, J. B., Hinkin, T. R., Tannenbaum, S., & Mathieu, J. E. (2001). The influence of individual characteristics and the work environment on varying levels of training outcomes. *Human Resource Development Quarterly*, *12*(1), 5–23. https://doi.org/10.1002/1532-1096(200101/02)12:1<5::AID-HRDQ2>3.0.CO;2-J

Trask, R. L., & Stockwell, P. (2007). *Language and Linguistics: The Key Concepts* (2nd Ed.). Routledge.

Tremmel, S., & Sonnentag, S. (2018). A sorrow halved? A daily diary study on talking about experienced workplace incivility and next-morning negative affect. *Journal of Occupational Health Psychology*, *23*(4), 568–583. https://doi.org/10.1037/ocp0000100

Triana, M. del C., Gu, P., Chapa, O., Richard, O., & Colella, A. (2021). Sixty years of discrimination and diversity research in human resource management: A review with suggestions for future research directions. *Human Resource Management*, *60*(1), 145–204. https://doi.org/10.1002/hrm.22052

van Laer, K., & Janssens, M. (2011). Ethnic minority professionals' experiences with subtle discrimination in the workplace. *Human Relations*, *64*(9), 1203. https://doi.org/10.1177/0018726711409263

Vetter, T. R. (2017). Descriptive statistics: Reporting the answers to the 5 basic questions of who, what, why, when, where, and a sixth, so what? *Anesthesia and Analgesia*, *125*(5), 1797–1802. https://doi.org/10.1213/ANE.0000000000002471

Walls, M. L., Gonzalez, J., Gladney, T., & Onello, E. (2015). Unconscious biases: Racial microaggressions in American Indian health care. *Journal of the American Board of Family Medicine : JABFM*, *28*(2), 231–239. https://doi.org/10.3122/jabfm.2015.02.140194

Walter, S. L., Seibert, S. E., Goering, D., & O'Boyle, E. H. (2019). A tale of two sample sources: Do results from online panel data and conventional data converge? *Journal of Business and Psychology*, *34*(4), 425–452. https://doi.org/10.1007/s10869-018-9552-y

Wang, J., Leu, J., & Shoda, Y. (2011). When the seemingly innocuous "stings": Racial microaggressions and their emotional consequences. *Personality and Social Psychology Bulletin*, *37*(12), 1666–1678. https://doi.org/10.1177/0146167211416130

Ward, R., & Bytheway, B. (2008). *Researching age and multiple discrimination*.

Ward, R., & Holland, C. (2011). "If I look old, I will be treated old": Hair and later-life image dilemmas. *Ageing & Society*, *31*(2), 288–307. https://doi.org/10.1017/S0144686X10000863

Weijters, B., Baumgartner, H., & Schillewaert, N. (2013). Supplemental material for reversed item bias: An integrative model. *Psychological Methods*, *18*(3), 320–334. https://doi.org/10.1037/a0032121.supp

Weisser, M. (2016). *Practical corpus linguistics: An introduction to corpus based language analysis.* Wiley Blackwell.

Welbourne, J. L., Gangadharan, A., & Sariol, A. M. (2015). Ethnicity and cultural values as predictors of the occurrence and impact of experienced workplace incivility. *Journal of Occupational Health Psychology*, *20*(2), 205–217. https://doi.org/10.0.4.13/a0038277

West, K. (2019). Testing hypersensitive responses: Ethnic minorities are not more sensitive to microaggressions, they just experience them more frequently. *Personality and Social Psychology Bulletin*, *45*(11), 1619–1632. https://doi.org/10.1177/0146167219838790

Wettstein, F. (2010). For better or for worse: Corporate responsibility beyond "do no harm." *Business Ethics Quarterly*, *20*(2), 275–283. https://www.jstor.org/stable/25702398

Wiggins-Romesburg, C. A., & Githens, R. P. (2018). The psychology of diversity resistance and integration. *Human Resource Development Review*, *17*(2), 179–198. https://doi.org/10.1177/1534484318765843

Williams, D. R., Yan Yu, Jackson, J. S., & Anderson, N. B. (1997). Racial differences in physical and mental health. *Journal of Health Psychology*, *2*(3), 335–351. https://doi.org/10.1177/135910539700200305

Williams, M. T. (2020a). Microaggressions: Clarification, evidence, and impact. *Perspectives on Psychological Science*, *15*(1), 3–26. https://doi.org/10.1177/1745691619827499

Williams, M. T. (2020b). Psychology cannot afford to ignore the many harms caused by microaggressions. *Perspectives on Psychological Science*, *15*(1), 38–43. https://doi.org/10.1177/1745691619893362

Williams, M. T., Kanter, J. W., & Ching, T. H. W. (2018). Anxiety, stress, and trauma symptoms in African Americans: Negative affectivity does not explain the relationship between microaggressions and psychopathology. *Journal of Racial and Ethnic Health Disparities*, *5*(5), 919–927. https://doi.org/10.1007/s40615-017-0440-3

Willie, C. (Ed.). (1995). *Mental Health, Racism And Sexism*. Routledge. https://doi.org/10.4324/9781315041254

Wilson VanVoorhis, C. R., & Morgan, B. L. (2007). Understanding power and rules of thumb for determining sample sizes. *Tutorials in Quantitative Methods for Psychology*, *3*(2), 43–50. https://doi.org/10.20982/tqmp.03.2.p043

Winikoff, B. (1995). Acceptability of medical abortion in early pregnancy. *Family Planning Perspectives*, *27*(4), 142–185. https://pubmed.ncbi.nlm.nih.gov/7589354/

Witt, J. C., Elliott, S. N., & Martens, B. K. (1984). Acceptability of behavioral interventions used in classrooms: The influence of amount of teacher time, severity of behavior problem, and type of intervention. *Behavioral Disorders*, *9*(2), 95–104. https://www.jstor.org/stable/43153286

Wojcik, S. (2018). *5 things to know about bots on Twitter*. Pew Research Center. https://www.pewresearch.org/fact-tank/2018/04/09/5-things-to-know-about-bots-on-twitter/

Wong, G., Derthick, A. O., David, E. J. R., Saw, A., & Okazaki, S. (2014). The what, the why, and the how: A review of racial microaggressions research in psychology. *Race and Social Problems*, *6*(2), 181–200. https://doi.org/10.1007/s12552-013-9107-9

Woodrow, C., & Guest, D. E. (2014). When good HR gets bad results: Exploring the challenge of HR implementation in the case of workplace bullying. *Human Resource Management Journal*, *24*(1), 38–56. https://doi.org/10.1111/1748-8583.12021

Woznyj, H. M., Shanock, L. R., Heggestad, E. D., & Long, S. D. (2017). What did you mean by that? Justice implications of interpersonal interactions for Latino/as. *Journal of Latina/o Psychology*, *5*(3), 195–212. https://doi.org/10.1037/lat0000073

Xuan, W. W., & Chen, S. (2019). A synthesis of research on grammatical metaphor: Meta-data and content analysis. *Word*, *65*(4), 213–233. https://doi.org/10.1080/00437956.2019.1670911

Yang, K., Varol, O., Davis, C. A., Ferrara, E., Flammini, A., & Menczer, F. (2019). Arming the public with artificial intelligence to counter social bots. *Human Behavior and Emerging Technologies*, *1*(1), 48–61. https://doi.org/10.1002/hbe2.115

Yardley, L., Ainsworth, B., Arden-Close, E., & Muller, I. (2015). The person-based approach to enhancing the acceptability and feasibility of interventions. *Pilot and Feasibility Studies*, *1*(1). https://doi.org/10.1186/s40814-015-0033-z

Young, L., & Harrison, C. (2004). *Systemic functional linguistics and critical discourse analysis: Studies in social change*. Continuum.

Zhou, Z. E., Yan, Y., Che, X. X., & Meier, L. L. (2015). Effect of Workplace Incivility on End-of-Work Negative Affect: Examining Individual and Organizational Moderators in a Daily Diary Study. *Journal of*

Occupational Health Psychology, *20*(1), 117–130. http://10.0.4.13/a0038167

Zurbrügg, L., & Miner, K. N. (2016). Gender, sexual orientation, and workplace incivility: Who is most targeted and who is most harmed? *Frontiers in Psychology*, *7*(MAY). https://doi.org/10.3389/fpsyg.2016.00565

Appendix 1: *Study 1 meta-synthesis search terms*

Search terms used
S1: Microaggress*
S2: “Micro-aggress*”
S3: Microinvalid*
S4: Microassault*
S5: Microinsult*
S6: “Microinequit*”
S7: “Micro-inequit*”
S8: “Incivil*”
S9: “Aversive discrimination”
S10 “Covert discrimination”
S11 “Implicit discrimination”
S12 “Modern discrimination”
S13: “Subtle discrimination”
S14: “Subtle slight*”
S15: Everyday (racism OR sexism OR ag#ism OR discrimination)
S16: “Every day” (racism OR sexism OR ag#ism OR discrimination)

Appendix 2: *Study 1 CASP critical appraisal checklists by research method*

Research method	Appraisal questions
Cross-sectional research	1. Did the study address a clearly focused question / issue? 2. Is the research method (study design) appropriate for answering the research question? 3. Is the method of selection of the subjects (employees, teams, divisions, organizations) clearly described? 4. Could the way the sample was obtained introduce (selection)bias? 5. Was the sample of subjects representative with regard to the population to which the findings will be referred? 6. Was the sample size adequate for statistical power? 7. Was a satisfactory response rate achieved? 8. Are the measurements (questionnaires) likely to be valid and reliable? 9. Was the statistical significance assessed? 10. Are confidence intervals given for the main results? 11. Could there be confounding factors that haven't been accounted for? 12. Based on this assessment, this evidence can be rated either high, moderate, low or very low quality
Qualitative research	1. Did the study address a clearly focused question / issue? 2. Is the research method (study design) appropriate for answering the research question? 3. Was the context clearly described? 4. How was the work undertaken- was it described in detail? Are the methods for collecting data clearly described? 5. Could the evidence (fieldwork notes, interview transcripts, recordings, documentary analysis, etc.) be inspected independently by others? 6. Are the procedures for data analysis reliable and theoretically justified? Are quality control measures used? 7. Was the analysis repeated separately by more than one researcher to ensure reliability? 8. Are the results credible?

	9. Are the conclusions drawn justified by the results? 10. Are the findings of the study transferable to other settings? 11. Based on this assessment, this evidence can be rated either high, moderate, low or very low quality
Reviews	1. Did the study address a clearly focused question? 2. Was a comprehensive literature search conducted using relevant research databases (i.e. ABI/INFORM, Business Source Premier, PsycINFO, etc.). 3. Is the search systematic and reproducible (e.g. were searched information sources listed, were search terms provided)? 4. Has publication bias been prevented as far as possible (e.g. were attempts made at collecting unpublished data)? 5. Are the inclusion and exclusion criteria clearly defined (e.g. population, outcomes of interest, study design) 6. Was the methodological quality of each study assessed using predetermined quality criteria? 7. Are the key features (population, sample size, study design, outcome measures, effect sizes, limitations) of the included studies described? 8. Has the meta-analysis been conducted correctly? (may not be applicable) 9. Were the results similar from study to study? 10. Is the effect size practical relevant? May not be applicable 11. Was the estimation of the effect size precise? Were confidence intervals given? 12. Based on this assessment, this evidence can be rated either high, moderate, low or very low quality
Cohort or panel studies	1. Did the study address a clearly focused question / issue? 2. Is the research method (study design) appropriate for answering the research question? 3. Were there enough subjects (employees, teams, divisions, organizations) in the study to establish that the findings did not occur by chance? 4. Was the selection of the cohort / panel based on external, objective and validated criteria? 5. Was the cohort/ panel representative of a defined population?

	6. Was the follow up of cases/subjects long enough? 7. Were objective and unbiased outcome criteria used? 8. Are objective and validated measurement methods used to measure the outcome? 9. Is the size effect practically relevant? 10. How precise is the estimate of the effect? Were confidence intervals given? 11. Could there be confounding factors that haven't been accounted for? 12. Based on this assessment, this evidence can be rated either high, moderate, low or very low quality
Controlled or experimental studies	1. Did the study address a clearly focused question/ issue? 2. Is the research method (study design) appropriate for answering the research question? 3. Were there enough subjects (employees, teams, divisions, organizations) in the study to establish that the findings did not occur by chance? 4. Were subjects randomly allocated to the experimental and control group? If not, could this have introduced bias? 5. Are objective inclusion / exclusion criteria used? 6. Were both groups comparable at the start of the study? 7. Were objective and unbiased outcome criteria used? 8. Are objective and validated measurement methods used to measure the outcome? If not, was the outcome assessed by someone who was unaware of the group assignment (i.e. was the assessor blinded)? 9. Is the size effect practically relevant? 10. How precise is the estimate of the effect? Were confidence intervals given? 11. Could there be confounding factors that haven't been accounted for? 12. 12. Based on this assessment, this evidence can be rated either high, moderate, low or very low quality

Appendix 3: *Study 1* m*eta-synthesis search index*

Data extracted from reviewed articles (K = 338)

Year	Authors	Title	Journal	Country of primary researcher	What form of subtle slight does this research focus on?	Sample size	Students used in sample Y/N	Research context	Study design	Quality of evidence
2007	Burnes, Bernard Pope, Rachael	Negative behaviours in the workplace: A study of two Primary Care Trusts in the NHS	International Journal of Public Sector Management	UK	Workplace incivilities	226	N	Workplace	Cross-sectional survey	Very low
2007	Constantine, Madonna G	Racial Microaggressions Against African American Clients in Cross-Racial Counseling Relationships	Journal of Counseling Psychology	U.S.	Microaggressions	40	Y	Counselling	Cross-sectional survey	Moderate
2007	Gee, Gilbert C Spencer, Michael S Chen, Juan Takeuchi, David	A Nationwide Study of Discrimination and Chronic Health Conditions Among Asian Americans	American Journal of Public Health	U.S.	Everyday discrimination	2095	N	Everyday	Cross-sectional survey	Moderate
2007	Smith, William A Allen, Walter R Danley, Lynette L	Assume the position ... you fit the description': psychosocial experiences and racial battle fatigue among African American male college students	American Behavioral Scientist	U.S.	Microaggressions	36	Y	Education	Qualitative	Very low
2007	Sue, Derald Wing Capodilupo, Christina M. Torino, Gina C. Bucceri, Jennifer M. Holder, Aisha M. B. Nadal, Kevin L. Esquilin, Marta	Racial microaggressions in everyday life: implications for clinical practice	American psychologist	U.S.	Microaggressions	NA	NA	Everyday	Review	Very low
2007	Sue, Derald Wing Bucceri, Jennifer Lin, Annie I Nadal, Kevin L Torino, Gina C	Racial microaggressions and the Asian American experience.	Asian American Journal of Psychology	U.S.	Microaggressions	10	Y	Everyday	Qualitative	Low
2007	Taylor, Teletia R Williams, Carla D Makambi, Kepher H Mouton, Charles Harrell, Jules P Cozier, Yvette Palmer, Julie R Rosenberg, Lynn Adams-Campbell, Lucile L	Racial discrimination and breast cancer incidence in US Black women: the Black Women's Health Study.	American journal of epidemiology	U.S.	Everyday discrimination	59000	N	Everyday	Cohort/Panel study	High

2008	Constantine, Madonna G Smith, Laura Redington, Rebecca M Owens, Delila	Racial Microaggressions Against Black Counseling and Counseling Psychology Faculty: A Central Challenge in the Multicultural Counseling Movement	Journal of Counseling & Development	U.S.	Microaggressions	12	N	Education	Qualitative	Moderate
2008	Cortina, Lilia M	Unseen Injustice: Incivility as Modern Discrimination in Organizations	Academy of Management Review	U.S.	Workplace incivilities	NA	NA	Workplace	Review	Very low
2008	De Castro, Arnold B Gee, Gilbert C Takeuchi, David T	Workplace Discrimination and Health Among Filipinos in the United States.	American Journal of Public Health	U.S.	Everyday discrimination	1652	N	Workplace	Cross-sectional survey	Moderate
2008	Hyers, Lauri L Hyers, Conrad	Everyday Discrimination Experienced by Conservative Christians at the Secular University	Analyses of Social Issues and Public Policy	U.S.	Everyday discrimination	42	Y	Everyday	Qualitative	Low
2008	Lim, Sandy Cortina, Lilia M Magley, Vicki J	Personal and workgroup incivility: Impact on work and health outcomes	Journal of Applied Psychology	U.S.	Workplace incivilities	1158	N	Workplace	Cross-sectional survey	Moderate
2008	Panter, A T Daye, Charles E Allen, Walter R Wightman, Linda F Deo, Meera	Everyday discrimination in a national sample of incoming law students.	Journal of Diversity in Higher Education	U.S.	Everyday discrimination	8000	Y	Education	Cross-sectional survey	Moderate
2008	Pérez, D J Fortuna, Lisa Alegría, M Perez, Debra Joy Fortuna, Lisa Alegria, Margarita	Prevalence and correlates of everyday discrimination among U.S. latinos	Journal of Community Psychology	U.S.	Everyday discrimination	2554	N	Everyday	Cross-sectional survey	Moderate
2008	Sue, Derald Wing Capodilupo, Christina M Holder, Aisha M B	Racial Microaggressions in the Life Experience of Black Americans	Professional Psychology: Research and Practice	U.S.	Microaggressions	13	Y	Everyday	Qualitative	Moderate
2008	Sue, Derald Wing Nadal, Kevin L Capodilupo, Christina M Lin, Annie I Torino, Gina C Rivera, David P	Racial Microaggressions Against Black Americans: Implications for Counseling	Journal of Counseling & Development	U.S.	Microaggressions	13	Y	Counselling	Qualitative	Low
2009	Beagan, Brenda L Etowa, Josephine	The impact of everyday racism on the occupations of African Canadian women.	Canadian journal of occupational therapy.	Canada	Everyday discrimination	50	N	Everyday	Qualitative	Moderate
2009	Brinkman, Britney G Rickard, Kathryn M	College Students' Descriptions of Everyday Gender Prejudice	Sex Roles	U.S.	Everyday discrimination	104	Y	Everyday	Qualitative	Moderate
2009	Cozier, Yvette C Wise, Lauren A Palmer, Julie R Rosenberg, Lynn	Perceived racism in relation to weight change in the Black Women's Health Study.	Annals of epidemiology	U.S.	Everyday discrimination	43103	N	Everyday	Cohort/Panel study	High

2009	Friedman, Elliot M Williams, David R Singer, Burton H Ryff, Carol D	Chronic discrimination predicts higher circulating levels of E-selectin in a national sample: the MIDUS study.	Brain, behavior, and immunity	U.S.	Everyday discrimination	804	N	Everyday	Cohort/Panel study	High
2009	Kern, Julie H Grandey, Alicia A	Customer incivility as a social stressor: the role of race and racial identity for service employees.	Journal of occupational health psychology	U.S.	Workplace incivilities	102	N	Workplace	Cross-sectional survey	Moderate
2009	Milam, Alex C Spitzmueller, Christiane Penney, Lisa M	Investigating Individual Differences Among Targets of Workplace Incivility.	Journal of Occupational Health Psychology	U.S.	Workplace incivilities	179	N	Workplace	Cross-sectional survey	Moderate
2009	Ong, Anthony D Fuller-Rowell, Thomas Burrow, Anthony L	Racial Discrimination and the Stress Process	Journal of Personality and Social Psychology	U.S.	Everyday discrimination	174	Y	Everyday	Cohort/Panel study	Moderate
2009	Pearson, Adam R Dovidio, John F Gaertner, Samuel L	The Nature of Contemporary Prejudice: Insights from Aversive Racism	Social and Personality Psychology Compass	U.S.	Aversive discrimination	NA	NA	Everyday	Review	Very low
2009	Reio Jr., Thomas G Ghosh, Rajashi Reio, Thomas G Jr. Ghosh, Rajashi Reio Jr, Thomas G Ghosh, Rajashi	Antecedents and outcomes of workplace incivility: Implications for human resource development research and practice.	Human Resource Development Quarterly	U.S.	Workplace incivilities	402	N	Workplace	Cross-sectional survey	Moderate
2009	Sue, Derald Wing Lin, Annie I Torino, Gina C Capodilupo, Christina M Rivera, David P	Racial microaggressions and difficult dialogues on race in the classroom.	Cultural Diversity & Ethnic Minority Psychology	U.S.	Microaggressions	14	Y	Education	Qualitative	High
2010	Ajrouch, Kristine J Reisine, Susan Lim, Sungwoo Sohn, Woosung Ismail, Amid	Perceived everyday discrimination and psychological distress: does social support matter	Ethnicity & Health	U.S.	Everyday discrimination	969	N	Everyday	Cross-sectional survey	High
2010	Albert, Michelle A Cozier, Yvette Ridker, Paul M Palmer, Julie R Glynn, Robert J Rose, Lynda Halevy, Nitsan Rosenberg, Lynn	Perceptions of race/ethnic discrimination in relation to mortality among Black women: results from the Black Women's Health Study.	Archives of internal medicine	U.S.	Everyday discrimination	48924	N	Everyday	Cohort/Panel study	High
2010	Bennett, Ian M Culhane, Jennifer F Webb, David A Coyne, James C Hogan, Vijaya Mathew, Leny Elo, Irma T	Perceived Discrimination and Depressive Symptoms, Smoking, and Recent Alcohol Use in Pregnancy	Birth: Issues in Perinatal Care	U.S.	Everyday discrimination	4454	N	Everyday	Cross-sectional survey	High

2010	Griffin, Barbara	Multilevel relationships between organizational-level incivility, justice and intention to stay	Work and stress	Australia	Workplace incivilities	34209	N	Workplace	Cross-sectional survey	Moderate
2010	Lewis, Tene T Aiello, Allison E Leurgans, Sue Kelly, Jeremiah Barnes, Lisa L	Self-reported experiences of everyday discrimination are associated with elevated C-reactive protein levels in older African-American adults.	Brain, behavior, and immunity	U.S.	Everyday discrimination	296	N	Everyday	Cross-sectional survey	Moderate
2010	Mouton, Charles P Carter-Nolan, Pamela L Makambi, Kepher H Taylor, Teletia R Palmer, Julie R Rosenberg, Lynn Adams-Campbell, Lucile L	Impact of Perceived Racial Discrimination on Health Screening in Black Women	Journal of Health Care for the Poor and Underserved	U.S.	Everyday discrimination	47228	N	Everyday	Cohort/Panel study	High
2010	Owen, Jesse Tao, Karen	Microaggressions and Women in Short- Term Psychotherapy : Initial Evidence	The Counseling Psychologist	U.S.	Microaggressions	121	Y	Counselling	Cross-sectional survey	Low
2010	Reed, Elizabeth Silverman, J G Ickovics, J R Gupta, J Welles, S L Santana, M C Raj, A	Experiences of Racial Discrimination & Relation to Violence Perpetration and Gang Involvement among a sample of Urban African American Men	Journal of Immigrant and Minority Health	U.S.	Everyday discrimination	703	N	Everyday	Cross-sectional survey	Moderate
2010	Tomfohr, Lianne Cooper, Denise C Mills, Paul J Nelesen, Richard A Dimsdale, Joel E	Everyday Discrimination and Nocturnal Blood Pressure Dipping in Black and White Americans	Psychosomatic Medicine	U.S.	Everyday discrimination	78	N	Everyday	Cross-sectional survey	Low
2010	Torres, Lucas Driscoll, Mark W Burrow, Anthony L	Racial microaggressions and psychological functioning among highly achieving African-Americans: a mixed-methods approach	Journal of Social and Clinical Psychology	U.S.	Microaggressions	107	Y	Education	Qualitative	Very low
2011	Ayalon, Liat Gum, Amber	The relationships between major lifetime discrimination, everyday discrimination, and mental health in three racial and ethnic groups of older adults	Aging and mental health	U.S.	Everyday discrimination	8385	N	Everyday	Cross-sectional survey	High
2011	Brettell, Caroline B	Experiencing Everyday Discrimination: A Comparison Across Five Immigrant Populations	Race and Social Problems	U.S.	Everyday discrimination	613	N	Everyday	Qualitative	Very low

2011	Burdsey, Daniel	That joke isn't funny anymore: Racial microaggressions, color-blind ideology and the mitigation of racism in English men's first-class cricket.	Sociology of Sport Journal	UK	Microaggressions	12	N	Other	Qualitative	Low
2011	Clark, D Anthony Spanierman, Lisa B Reed, Tamilia D Soble, Jason R Cabana, Sharon	Documenting Weblog expressions of racial microaggressions that target American Indians.	Journal of Diversity in Higher Education	U.S.	Microaggressions	NA	NA	Education	Qualitative	Low
2011	Hunte, Haslyn E R	Association between perceived interpersonal everyday discrimination and waist circumference over a 9-year period in the Midlife Development in the United States cohort study.	American journal of epidemiology	U.S.	Everyday discrimination	1452	N	Everyday	Cohort/Panel study	High
2011	King, Eden B Dunleavy, Dana G Dunleavy, Eric M Jaffer, Salman Morgan, Whitney Botsford Elder, Katie Graebner, Raluca	Discrimination in the 21st century: Are science and the law aligned?	Psychology, Public Policy, and Law	U.S.	Microaggressions	NA	NA	Workplace	Qualitative	Low
2011	Morrow, Paula C McElroy, James C Scheibe, Kevin P	Work unit incivility, job satisfaction, and total quality management among transportation employees	Transportation Research. Part E, Logistics & Transportation Review	U.S.	Workplace incivilities	1381	N	Workplace	Cross-sectional survey	Moderate
2011	Nadal, K L Issa, M.-A. Leon, J Meterko, V Wideman, M Wong, Y	Sexual orientation microaggressions: "Death by a thousand cuts" for lesbian, gay, and bisexual youth	Journal of LGBT Youth	U.S.	Microaggressions	26	Y	Everyday	Qualitative	Moderate
2011	Nadal, Kevin L Griffin, Katie E Hamit, Sahran Leon, Jayleen Rivera, David P Tobio, Michael Rivera, David P	Subtle and overt forms of Islamophobia: microaggressions toward Muslim Americans	Journal of Muslim Mental Health	U.S.	Microaggressions	10	Y	Everyday	Qualitative	Moderate
2011	Pilver, Corey E Desai, Rani Kasl, Stanislav Levy, Becca R	Lifetime discrimination associated with greater likelihood of premenstrual dysphoric disorder.	Journal of women's health	U.S.	Everyday discrimination	2718	N	Everyday	Cross-sectional survey	High
2011	Reio Jr, Thomas G Sanders-Reio, Joanne	Thinking About Workplace Engagement: Does Supervisor and Coworker Incivility Really Matter?	Advances in Developing Human Resources	U.S.	Workplace incivilities	272	N	Workplace	Cross-sectional survey	Moderate

2011	Schoulte, Joleen C. Schultz, Jessica M. Altmaier, Elizabeth M.	Forgiveness in response to cultural microaggressions	Counselling Psychology Quarterly	U.S.	Microaggressions	10	N	Everyday	Qualitative	Very low
2011	Shelton, Kimber Delgado-Romero, Edward A	Sexual Orientation Microaggressions: The Experience of Lesbian, Gay, Bisexual, and Queer Clients in Psychotherapy	Journal of Counseling Psychology	U.S.	Microaggressions	16	Y	Counselling	Qualitative	Moderate
2011	Smith, W A Hung, M Franklin, J D	Racial battle fatigue and the miseducation of black men: Racial microaggressions, societal problems, and environmental stress	Journal of Negro Education	U.S.	Microaggressions	661	N	Everyday	Cross-sectional survey	Moderate
2011	Van Laer, Koen Janssens, Maddy Laer, Koen van Janssens, Maddy	Ethnic minority professionals' experiences with subtle discrimination in the workplace	Human relations	Belgium	Subtle discrimination	26	N	Workplace	Qualitative	Moderate
2011	Wang, Jennifer Leu, Janxin Shoda, Yuichi	When the Seemingly Innocuous "Stings": Racial Microaggressions and Their Emotional Consequences	Personality and Social Psychology Bulletin	U.S.	Microaggressions	327	Y	Everyday	Cross-sectional survey	High
2011	Ward, Richard Holland, Caroline	If I look old, I will be treated old': hair and later-life image dilemmas	Ageing & Society	UK	Everyday discrimination	NA	NA	Everyday	Qualitative	Low
2012	Benjamins, Maureen R	Race/ethnic discrimination and preventive service utilization in a sample of whites, blacks, Mexicans, and Puerto Ricans.	Medical care	U.S.	Everyday discrimination	1699	N	Everyday	Cross-sectional survey	Moderate
2012	Blume, Arthur W Lovato, Laura V Thyken, Bryan N Denny, Natasha	The relationship of microaggressions with alcohol use and anxiety among ethnic minority college students in a historically White institution.	Cultural diversity & ethnic minority psychology	U.S.	Microaggressions	684	Y	Education	Cross-sectional survey	Moderate
2012	Burrow, Anthony L Hill, Patrick L	Flying the Unfriendly Skies?: The Role of Forgiveness and Race in the Experience of Racial Microaggressions	The Journal of Social Psychology	U.S.	Microaggressions	198	Y	Everyday	Cross-sectional survey	Low
2012	Clark, C R Mercer, S H Zeigler-Hill, V Dufrene, B A	Barriers to the succes of ethnic minority students in school psychology graduate programs	School Psychology Review	U.S.	Microaggressions	313	Y	Education	Cross-sectional survey	Low
2012	Couto, Paulo Francisco Goto, Janaina Brugnera Bastos, Joao Luiz	Blood pressure and interpersonal discrimination: systematic review of epidemiologic studies.	Arquivos brasileiros de cardiologia	Brazil	Everyday discrimination	NA	NA	Everyday	Review	Moderate

2012	Hammond, Wizdom Powell	Taking It Like a Man: Masculine Role Norms as Moderators of the Racial Discrimination-Depressive Symptoms Association Among African American Men	American Journal of Public Health	U.S.	Everyday discrimination	674	N	Everyday	Cross-sectional survey	Low
2012	Harwood, Stacy A Huntt, Margaret Browne Mendenhall, Ruby Lewis, Jioni A	Racial microaggressions in the residence halls: Experiences of students of color at a predominantly White university.	Journal of Diversity in Higher Education	U.S.	Microaggressions	81	Y	Education	Qualitative	Moderate
2012	Hickson, DeMarc A Lewis, Tene T Liu, Jiankang Mount, David L Younge, Sinead N Jenkins, William C Sarpong, Daniel F Williams, David R	The associations of multiple dimensions of discrimination and abdominal fat in African American adults: the Jackson Heart Study.	Annals of behavioral medicine : a publication of the Society of Behavioral Medicine	U.S.	Everyday discrimination	5301	N	Everyday	Cohort/Panel study	Moderate
2012	Hudson, Darrell L Bullard, Kai M Neighbors, Harold W Geronimus, Arline T Yang, Juan Jackson Darrell L.	Are benefits conferred with greater socioeconomic position undermined by racial discrimination among African American men?	Journal of Men's Health	U.S.	Everyday discrimination	3570	N	Everyday	Cross-sectional survey	High
2012	Hunte, Haslyn E R Barry, Adam E	Perceived Discrimination and DSM-IV-Based Alcohol and Illicit Drug Use Disorders.	American Journal of Public Health	U.S.	Everyday discrimination	5008	N	Everyday	Cross-sectional survey	High
2012	Jimenez-Castellanos, Oscar Gonzalez, Gustavo	Understanding the impact of micro-aggressions on the engagement of undocumented Latino immigrant fathers: Debunking deficit thinking.	Journal of Latinos and Education	U.S.	Microaggressions	29	N	Everyday	Qualitative	Very low
2012	Lee, Hedwig Turney, Kristin	Investigating the Relationship between Perceived Discrimination, Social Status, and Mental Health	Society and Mental Health	U.S.	Everyday discrimination	3102	N	Everyday	Cross-sectional survey	Moderate
2012	Lorenzo-blanco, Elma I Delva, Jorge	Examining Lifetime Episodes of Sadness, Help Seeking, and Perceived Treatment Helpfulness Among US Latino/as	Community Mental Health Journal	U.S.	Everyday discrimination	2554	N	Everyday	Cross-sectional survey	Moderate
2012	Luo, Ye Xu, Jun Granberg, Ellen Wentworth, William M	A Longitudinal Study of Social Status, Perceived Discrimination, and Physical and Emotional Health Among Older Adults	Research on Aging	U.S.	Everyday discrimination	6377	N	Everyday	Cohort/Panel study	High

2012	Mereish, Ethan H	The intersectional invisibility of race and disability status: an exploratory study of health and discrimination facing Asian Americans with disabilities	Ethnicity and Inequalities in Health and Social Care	U.S.	Everyday discrimination	2095	N	Everyday	Cross-sectional survey	Moderate
2012	Nadal, Kevin L Vigilia Escobar, Kara Mia Prado, Gail T David, E J R Haynes, Kristal	Racial microaggressions and the Filipino American experience: Recommendations for counseling and development.	Journal of Multicultural Counseling and Development	U.S.	Microaggressions	12	N	Everyday	Qualitative	Moderate
2012	Porath, Christine L Pearson, Christine M	Emotional and Behavioral Responses to Workplace Incivility and the Impact of Hierarchical Status.	Journal of Applied Social Psychology	U.S.	Workplace incivilities	137	Y	Workplace	Cross-sectional survey	Moderate
2012	Shippee, Tetyana Pylypiv Schafer, M H Ferraro, K F	Beyond the barriers: racial discrimination and use of complementary and alternative medicine among black Americans	Social science and medicine	U.S.	Everyday discrimination	201	N	Everyday	Cross-sectional survey	Low
2012	Sims PhD, Mario Diez-Roux MD, Ana V Dudley BS, Amanda Gebreab PhD, Samson Wyatt PhD, Sharon B Bruce PhD, Marino A James PhD, Sherman A Robinson PhD, Jennifer C Williams PhD, David R Taylor MD, Herman A Sims, Mario Diez-Roux, Ana V Dudley, Amanda Gebreab, Samson Wyatt, Sharon B Bruce, Marino A James, Sherman A Robinson, Jennifer C Williams, David R Taylor, Herman A	Perceived Discrimination and Hypertension Among African Americans in the Jackson Heart Study.	American Journal of Public Health	U.S.	Everyday discrimination	4939	N	Everyday	Cross-sectional survey	High
2012	Sliter, Michael Sliter, Katherine Jex, Steve	The employee as a punching bag: The effect of multiple sources of incivility on employee withdrawal behavior and sales performance	Journal of Organizational Behavior	U.S.	Workplace incivilities	120	N	Workplace	Cross-sectional survey	Moderate

2012	Williams, David R Rahwa, Haile Mohammed, Selina A Herman, Allen Sonnega, John Jackson, James S Stein, Dan J	Perceived discrimination and psychological well-being in the USA and South Africa	Ethnicity and health	U.S.	Everyday discrimination	10433	N	Everyday	Cross-sectional survey	Moderate
2012	Williams, J L Nichols, T M	Black women's experiences with racial microaggressions in college: Making meaning at the crossroads of race and gender	Diversity in Higher Education	U.S.	Microaggressions	20	Y	Education	Qualitative	Low
2013	Bowleg, Lisa	"Once you've blended the cake, you can't take the parts back to the main ingredients": Black gay and bisexual men's descriptions and experiences of intersectionality.	Sex Roles	U.S.	Microaggressions	12	N	Everyday	Qualitative	Moderate
2013	Bowleg, Lisa Teti, Michelle Malebranche, David J Tschann, Jeanne M	"It's an uphill battle everyday": Intersectionality, low-income Black heterosexual men, and implications for HIV prevention research and interventions.	Psychology of Men & Masculinity	U.S.	Microaggressions	30	N	Everyday	Qualitative	Moderate
2013	Bunk, Jennifer A Magley, Vicki J	The Role of Appraisals and Emotions in Understanding Experiences of Workplace Incivility.	Journal of Occupational Health Psychology	U.S.	Workplace incivilities	522	N	Workplace	Cross-sectional survey	Moderate
2013	Cerezo, Alison Lyda, James Beristianos, Matthew Enriquez, Alma Connor, Michael	Latino men in college: Giving voice to their struggles and triumphs	Psychology of Men & Masculinity	U.S.	Microaggressions	12	Y	Education	Qualitative	Moderate
2013	Charles, Mark W Rouse Arndt, Leah M	Gay- and Lesbian-Identified Law Enforcement Officers: Intersection of Career and Sexual Identity	The Counseling Psychologist	U.S.	Microaggressions	14	N	Workplace	Qualitative	Low
2013	Cortina, Lilia M Kabat-Farr, Dana Leskinen, Emily A Huerta, Marisela Magley, Vicki J	Selective Incivility as Modern Discrimination in Organizations: Evidence and Impact	Journal of Management	U.S.	Selective incivility	16519	N	Workplace	Cross-sectional survey	High
2013	Cunningham, George B Miner, Kathi McDonald, Jennifer	Being different and suffering the consequences: The influence of head coach-player racial dissimilarity on experienced incivility	International Review for the Sociology of Sport	U.S.	Selective incivility	212	Y	Other	Cross-sectional survey	Moderate
2013	Donovan, Roxanne A Galban, David J Grace, Ryan K Bennett, Jacqueline K Felicié, Shaina Z	Impact of racial macro- and microaggressions in black women's lives: a preliminary analysis	Journal of black psychology	U.S.	Microaggressions	187	Y	Everyday	Cross-sectional survey	Very low

2013	Hunte, Haslyn E R Finlayson, Tracy L	The relationship between perceived discrimination and psychotherapeutic and illicit drug misuse in Chicago, IL, USA.	Journal of urban health : bulletin of the New York Academy of Medicine	U.S.	Everyday discrimination	3101	N	Everyday	Cross-sectional survey	Moderate
2013	Laschinger, Heather K Wong, Carol Regan, Sandra Young-Ritchie, Carol Bushell, Pamela	Workplace incivility and new graduate nurses' mental health: the protective role of resiliency.	The Journal of nursing administration	Canada	Workplace incivilities	272	N	Workplace	Cross-sectional survey	Moderate
2013	Lewis, Tene T Troxel, Wendy M Kravitz, Howard M Bromberger, Joyce T Matthews, Karen A Hall, Martica H	Chronic exposure to everyday discrimination and sleep in a multiethnic sample of middle-aged women.	Health Psychology	U.S.	Everyday discrimination	368	N	Everyday	Cohort/Panel study	High
2013	Nadal, Kevin L Sriken, Julie Davidoff, Kristin C Wong, Yinglee Mclean, Kathryn	Microaggressions within families: experiences of multiracial people	Family relations	U.S.	Microaggressions	9	Y	Other	Qualitative	Moderate
2013	Offermann, Lynn R Basford, Tessa E Graebner, Raluca DeGraaf, Sumona Basu Jaffer, Salman	Slights, snubs, and slurs: leader equity and microaggressions	Equality, Diversity and Inclusion: An International Journal	U.S.	Microaggressions	387	Y	Workplace	Cross-sectional survey	Very low
2013	Ong, Anthony D Burrow, Anthony L Fuller-Rowell, Thomas E Ja, Nicole M Sue, Derald Wing	Racial microaggressions and daily well-being among Asian Americans	Journal of Counseling Psychology	U.S.	Microaggressions	152	Y	Everyday	Cohort/Panel study	Low
2013	Platt, Lisa F Lenzen, Alexandra L	Sexual Orientation Microaggressions and the Experience of Sexual Minorities	Journal of Homosexuality	U.S.	Microaggressions	12	Y	Everyday	Qualitative	Moderate
2013	Sarno, Elissa Wright, A Jordan	Homonegative Microaggressions and Identity in Bisexual Men and Women	Journal of Bisexuality	U.S.	Microaggressions	120	N	Everyday	Cross-sectional survey	Very low
2013	Sellers, Sherrill Cherepanav, Dasha Hanmer, Janel Fryback, Dennis G Palta, Mari	Interpersonal discrimination and health-related quality of life among black and white men and women in the United States	Quality of Life Research	U.S.	Everyday discrimination	3648	N	Everyday	Cross-sectional survey	High
2013	Walton, Jessica Priest, Naomi Paradies, Yin	It Depends How You're Saying It': The Complexities of Everyday Racism	International Journal of Conflict and Violence	Australia	Everyday discrimination	32	N	Workplace	Qualitative	Moderate

2013	Woodford, Michael R Howell, Michael L Kulick, Alex Silverschanz, Perry	"That's so Gay": Heterosexual Male Undergraduates and the Perpetuation of Sexual Orientation Microagressions on Campus	Journal of Interpersonal Violence	U.S.	Microaggressions	2568	Y	Education	Cross-sectional survey	Moderate
2014	Basford, Tessa E. Offermann, Lynn R. Behrend, Tara S.	Do You See What I See? Perceptions of Gender Microaggressions in the Workplace	Psychology of Women Quarterly	U.S.	Microaggressions	150	Y	Workplace	Cross-sectional survey	Very low
2014	Beattie, Larissa Griffin, Barbara	Day-level fluctuations in stress and engagement in response to workplace incivility: a diary study	Work and stress	Australia	Workplace incivilities	130	N	Workplace	Cohort/Panel study	Low
2014	Bostwick, Wendy Hequembourg, Amy	"Just a little hint": bisexual-specific microaggressions and their connection to epistemic injustices	Culture, health and sexuality	U.S.	Microaggressions	10	Y	Everyday	Qualitative	Low
2014	Bromberger, Joyce T Beatty moody, Danielle L Brown, Charlotte Matthews, Karen A Moody, Danielle L Beatty Brown, Charlotte Matthews, Karen A Bromberger, Joyce T	Everyday Discrimination Prospectively Predicts Inflammation across 7-Years in Racially Diverse Midlife Women: Study of Women's Health across the Nation	Journal of Social Issues	U.S.	Everyday discrimination	2490	N	Everyday	Cohort/Panel study	High
2014	Clark, D Anthony Kleiman, Sela Spanierman, Lisa B Isaac, Paige Poolokasingham, Gauthamie	"do you live in a teepee? " Aboriginal student's experiences with racial microaggressions in Canada	Journal of Diversity in Higher Education	U.S.	Microaggressions	6	Y	Education	Qualitative	Moderate
2014	Coogan, Patricia F Yu, Jeffrey O'Connor, George T Brown, Timothy A Cozier, Yvette C Palmer, Julie R Rosenberg, Lynn	Experiences of racism and the incidence of adult-onset asthma in the Black Women's Health Study.	Chest	U.S.	Everyday discrimination	38142	N	Everyday	Cohort/Panel study	High
2014	Cozier, Yvette C Yu, Jeffrey Coogan, Patricia F Bethea, Traci N Rosenberg, Lynn Palmer, Julie R	Racism, segregation, and risk of obesity in the Black Women's Health Study.	American Journal of Epidemiology	U.S.	Everyday discrimination	12810	N	Everyday	Cohort/Panel study	High
2014	Galupo, M Paz Henise, Shane B Davis, s Davis	Transgender microaggressions in the context of friendship: Patterns of experience across friends' sexual orientation and gender identity.	Psychology of Sexual Orientation and Gender Diversity	U.S.	Microaggressions	207	N	Everyday	Cross-sectional survey	Very low

2014	Houshmand, Sara Spanierman, Lisa B Tafarodi, Romin W	Excluded and avoided: racial microaggressions targeting Asian international students in Canada.	Cultural diversity & ethnic minority psychology	Canada	Microaggressions	12	Y	Education	Qualitative	High
2014	Jacobs, Elizabeth A Rathouz, Paul J Karavolos, Kelly Everson-Rose, Susan A Janssen, Imke Kravitz, Howard M Lewis, Tene T Powell, Lynda H	Perceived discrimination is associated with reduced breast and cervical cancer screening: the Study of Women's Health Across the Nation (SWAN).	Journal of women's health	U.S.	Everyday discrimination	3258	N	Everyday	Cohort/Panel study	High
2014	Kendzor, Darla E Businelle, Michael S Reitzel, Lorraine R Castro, Yessenia Vidrine, Jennifer I Mazas, Carlos A Cinciripini, Paul M Lam, Cho Y Adams, Claire E Correa-Fernandez, Virmarie Cano, Miguel Angel Wetter, David W	The influence of discrimination on smoking cessation among Latinos	Drug and Alcohol Dependence	U.S.	Everyday discrimination	190	N	Everyday	Cross-sectional survey	Moderate
2014	Kendzor, Darla E Businelle, Michael S Reitzel, Lorraine R Rios, Debra M Scheuermann, Taneisha S Pulvers, Kim Ahluwalia, Jasjit S	Everyday discrimination is associated with nicotine dependence among African American, Latino, and White smokers.	Nicotine & tobacco research: official journal of the Society for Research on Nicotine and Tobacco	U.S.	Everyday discrimination	2376	N	Everyday	Cross-sectional survey	High
2014	Rippon, Isla Kneale, Dylan de Oliveira, Cesar Demakakos, Panayotes Steptoe, Andrew	Perceived age discrimination in older adults	Age and Ageing	U.S.	Everyday discrimination	7805	N	Everyday	Cross-sectional survey	High
2014	Krings, Franciska Johnston, Claire Binggeli, Steve Maggiori, Christian	Selective incivility: immigrant groups experience subtle workplace discrimination at different rates.	Cultural diversity & ethnic minority psychology	Switzerland	Selective incivility	2001	N	Workplace	Cross-sectional survey	Moderate
2014	LeBron, Alana M; W Valerio, Melissa A Kieffer, Edith Sinco, Brandy Rosland, Ann-Marie Hawkins, Jaclynn Espitia, Nicolaus Palmisano, Gloria Spencer, Michael	Everyday Discrimination, Diabetes-Related Distress, and Depressive Symptoms Among African Americans and Latinos with Diabetes	Journal of Immigrant and Minority Health	U.S.	Everyday discrimination	157	N	Everyday	Cross-sectional survey	Moderate

2014	Magallares, Alejandro Benito de Valle, Pilar Irles, Jose Antonio Jauregui-Lobera, Ignacio	Overt and subtle discrimination, subjective well-being and physical health-related quality of life in an obese sample.	The Spanish journal of psychology	Spain	Subtle discrimination	111	N	Everyday	Cross-sectional survey	Low
2014	Mavin, Sharon Grandy, Gina Williams, Jannine	Experiences of Women Elite Leaders Doing Gender: Intra-gender Micro-violence between Women	British Journal of Management	UK	Microaggressions	81	N	Workplace	Qualitative	Moderate
2014	Nadal, Kevin L Griffin, Katie E Wong, Yinglee Hamit, Sahran Rasmus, Morgan	The Impact of Racial Microaggressions on Mental Health: Counseling Implications for Clients of Color	Journal of Counseling & Development	U.S.	Microaggressions	506	Y	Everyday	Cross-sectional survey	Low
2014	Nadal, Kevin L Mazzula, Silvia L Rivera, David P Fujii-Doe, Whitney	Microaggressions and Latina/o Americans: An analysis of nativity, gender, and ethnicity.	Journal of Latina/o Psychology	U.S.	Microaggressions	311	Y	Everyday	Cross-sectional survey	Low
2014	Nadal, Kevin L Wong, Yinglee Griffin, Katie E Davidoff, Kristin Sriken, Julie	The adverse impact of racial microaggressions on college students' self-esteem.	Journal of College Student Development	U.S.	Microaggressions	225	Y	Education	Cross-sectional survey	Very low
2014	Nnawulezi, Nkiru A Sullivan, Cris M	Oppression Within Safe Spaces: Exploring Racial Microaggressions Within Domestic Violence Shelters	Journal of Black Psychology	U.S.	Microaggressions	14	N	Social work	Qualitative	Moderate
2014	Offermann, Lynn R Basford, Tessa E Graebner, Raluca Jaffer, Salman De Graaf, Sumona Basu Kaminsky, Samuel E	See no evil: color blindness and perceptions of subtle racial discrimination in the workplace.	Cultural diversity & ethnic minority psychology	U.S.	Microaggressions	387	Y	Workplace	Cross-sectional survey	Very low
2014	Poolokasingham, Gauthamie Spanierman, Lisa B Kleiman, Sela Houshmand, Sara	"Fresh off the boat?" racial microaggressions that target South Asian Canadian students.	Journal of Diversity in Higher Education	Canada	Microaggressions	7	Y	Everyday	Qualitative	Moderate
2014	Slopen, Natalie Williams, David R	Discrimination, other psychosocial stressors, and self-reported sleep duration and difficulties.	Sleep	U.S.	Everyday discrimination	2983	N	Everyday	Cross-sectional survey	Moderate
2014	Tran, Alisia G T T Lee, Richard M	You speak English well! Asian Americans' reactions to an exceptionalizing stereotype	Journal of Counseling Psychology	U.S.	Microaggressions	68	Y	Everyday	Controlled	Moderate
2014	Walsh, Benjamin M Magley, Vicki J	An Empirical Investigation of the Relationship Among Forms of Workplace Mistreatment	Violence and Victims	U.S.	NA	138	Y	Workplace	Cross-sectional survey	Moderate

2014	Wong, Gloria Derthick, Annie O. David, E. J R Saw, Anne Okazaki, Sumie	The What, the Why, and the How: A Review of Racial Microaggressions Research in Psychology	Race and Social Problems	U.S.	Microaggressions	NA	NA	Everyday	Review	Moderate
2014	Woodford, Michael R Han, YoonSun Craig, Shelley Lim, Colin Matney, Malinda M	Discrimination and Mental Health Among Sexual Minority College Students: The Type and Form of Discrimination Does Matter	Journal of Gay & Lesbian Mental Health	U.S.	Selective incivility	2428	Y	Education	Cross-sectional survey	High
2015	Alabi, Jaena	Racial Microaggressions in Academic Libraries: Results of a Survey of Minority and Non-minority Librarians.	Journal of Academic Librarianship	U.S.	Microaggressions	139	N	Education	Cross-sectional survey	Very low
2015	Alabi, Jaena	“This Actually Happened”: An Analysis of Librarians’ Responses to a Survey about Racial Microaggressions.	Journal of Library Administration	U.S.	Microaggressions	139	N	Education	Qualitative	Very low
2015	Chang, Tiffany K Chung, Y Barry	Transgender microaggressions: Complexity of the heterogeneity of transgender identities.	Journal of LGBT Issues in Counseling	U.S.	Microaggressions	NA	NA	Everyday	Review	Very low
2015	Clark, Trenette T Salas-Wright, Christopher P Vaughn, Michael G Whitfield, Keith E	Everyday discrimination and mood and substance use disorders: a latent profile analysis with African Americans and Caribbean Blacks.	Addictive behaviors	U.S.	Everyday discrimination	4462	N	Everyday	Cross-sectional survey	High
2015	Endo, R	How Asian American female teachers experience racial microaggressions from pre-service preparation to their professional careers.	The Urban Review	U.S.	Microaggressions	10	N	Education	Qualitative	Very low
2015	Everson-Rose, Susan A Lutsey, Pamela L Roetker, Nicholas S Lewis, Tene T Kershaw, Kiarri N Alonso, Alvaro Diez Roux, Ana V	Perceived Discrimination and Incident Cardiovascular Events: The Multi-Ethnic Study of Atherosclerosis.	American journal of epidemiology	U.S.	Everyday discrimination	6508	N	Everyday	Cohort/Panel study	High
2015	Flanders, Corey E	Bisexual Health: A Daily Diary Analysis of Stress and Anxiety	Basic and Applied Social Psychology	Canada	Microaggressions	91	N	Everyday	Cohort/Panel study	Low
2015	Forrest-Bank, Shandra S. Jenson, Jeffery M.	The relationship among childhood risk and protective factors, racial microaggression and ethnic identity, and academic self-efficacy and antisocial behavior in young adulthood	Children and Youth Services Review	U.S.	Microaggressions	409	Y	Education	Cross-sectional survey	Low

2015	Forrest-Bank, Shandra Jenson, Jeffrey M.	Differences in Experiences of Racial and Ethnic Microaggression among Asian , Latino / Hispanic , Black , and White Young Adults	Journal of Sociology & Social Welfare	U.S.	Microaggressions	409	Y	Everyday	Cross-sectional survey	Low
2015	Gomez, Jennifer	Microaggressions and the enduring mental health disparity: Black Americans at risk for institutional betrayal.	Journal of black psychology	U.S.	Microaggressions	NA	NA	Healthcare	Review	Very low
2015	Gonzales, Lauren Davidoff, Kristin C Nadal, Kevin L Yanos, Philip T	Microaggressions experienced by persons with mental illnesses: An exploratory study.	Psychiatric rehabilitation journal	U.S.	Microaggressions	21	Y	Everyday	Qualitative	High
2015	Han, Jina Richardson, Virginia E	The relationships among perceived discrimination, self-perceptions of aging, and depressive symptoms: a longitudinal examination of age discrimination	Aging & Mental Health	U.S.	Everyday discrimination	3921	N	Everyday	Cohort/Panel study	High
2015	Holder, Aisha M B Jackson, Margo A Ponterotto, Joseph G	Racial microaggression experiences and coping strategies of Black women in corporate leadership.	Qualitative Psychology	U.S.	Microaggressions	10	N	Workplace	Qualitative	Moderate
2015	Ikram, Umar Z Snijder, Marieke B Fassaert, Thijs J L Schene, Aart H Kunst, Anton E Stronks, Karien	The contribution of perceived ethnic discrimination to the prevalence of depression	European Journal of Public Health	The Netherlands	Everyday discrimination	6546	N	Everyday	Cross-sectional survey	High
2015	Jones, Merrill L. Galliher, Renee V.	Daily racial microaggressions and ethnic identification among Native American young adults.	Cultural Diversity and Ethnic Minority Psychology	U.S.	Microaggressions	114	N	Everyday	Cross-sectional survey	Low
2015	Nadal, Kevin L Davidoff, Kristin C Davis, Lindsey S Wong, Yinglee Marshall, David McKenzie, Victoria	A qualitative approach to intersectional microaggressions: Understanding influences of race, ethnicity, gender, sexuality, and religion.	Qualitative Psychology	U.S.	Microaggressions	80	Y	Everyday	Qualitative	Moderate
2015	Nadal, Kevin L Wong, Yinglee Sriken, Julie Griffin, Katie Fujii-Doe, Whitney	Racial microaggressions and Asian Americans: An exploratory study on within-group differences and mental health.	Asian American Journal of Psychology	U.S.	Microaggressions	157	Y	Everyday	Cross-sectional survey	Low
2015	Nicholson, Tahnee Griffin, Barbara	Here Today but Not Gone Tomorrow: Incivility Affects After-Work and Next-Day Recovery.	Journal of Occupational Health Psychology	Australia	Workplace incivilities	175	N	Workplace	Cohort/Panel study	Moderate

2015	O'Keefe, Victoria M Wingate, LaRicka R Cole, Ashley B Hollingsworth, David W Tucker, Raymond P	Seemingly harmless racial communications are not so harmless: Racial microaggressions lead to suicidal ideation by way of depression symptoms.	Suicide and Life-Threatening Behavior	U.S.	Microaggressions	405	Y	Everyday	Cross-sectional survey	Low
2015	Palmer, Robert T Maramba, Dina C	Racial microaggressions among Asian American and Latino/a students at a historically Black university.	Journal of College Student Development	U.S.	Microaggressions	12	Y	Education	Qualitative	Low
2015	Perez-Garin, Daniel Molero, Fernando Bos, Arjan E R	Perceived discrimination, internalized stigma and psychological well-being of people with mental illness.	The Spanish journal of psychology	Spain	Subtle discrimination	213	N	Social work	Cross-sectional survey	Moderate
2015	Saporu, D F Herbers, J M	What's in a title? Gender micro-inequities in a university human resources database	NASPA Journal About Women in Higher Education	U.S.	Micro-inequities	NA	N	Education	Cross-sectional survey	Moderate
2015	Shenoy-Packer, Suchitra	Immigrant Professionals, Microaggressions, and Critical Sensemaking in the U.S. Workplace	Management Communication Quarterly : McQ	U.S.	Microaggressions	16	N	Workplace	Qualitative	Low
2015	Sliter, Michael Withrow, Scott Jex, Steve M	It happened, or you thought it happened? Examining the perception of workplace incivility based on personality characteristics.	International Journal of Stress Management	U.S.	Workplace incivilities	708	Y	Workplace	Cross-sectional survey	Low
2015	Smith-Oka, Vania	Microaggressions and the reproduction of social inequalities in medical encounters in Mexico	Social Science & Medicine	U.S.	Microaggressions	NA	N	Healthcare	Qualitative	Very low
2015	Suárez-Orozco, C Casanova, Saskias Martin, Margary Katsiaficas, Dalal Cuellar, Veronica Smith, Naila Antonia Dias, Sandra Isabel Suarez-Orozco, Carola Casanova, Saskias Martin, Margary Katsiaficas, Dalal Cuellar, Veronica Smith, Naila Antonia Dias, Sandra Isabel	Toxic Rain in Class: Classroom Interpersonal Microaggressions	Educational Researcher	U.S.	Microaggressions	NA	N	Education	Qualitative	Moderate
2015	Sutin, Angelina R Stephan, Yannick Carretta, Henry Terracciano Henry	Perceived discrimination and physical, cognitive, and emotional health in older adulthood.	The American Journal of Geriatric Psychiatry	U.S.	Everyday discrimination	6450	N	Everyday	Cohort/Panel study	Moderate
2015	Torres-Harding, Susan Turner, Tasha	Assessing Racial Microaggression Distress in a Diverse Sample	Evaluation & the Health Professions	U.S.	Microaggressions	374	Y	Everyday	Cross-sectional survey	Moderate

2015	Vagharseyyedin, S A	Workplace incivility: A concept analysis	Contemporary Nurse	Iran	Workplace incivilities	NA	NA	Workplace	Review	Low
2015	Walls, Melissa L Gonzalez, John Gladney, Tanya Onello, Emily	Unconscious biases: racial microaggressions in American Indian health care.	Journal of the American Board of Family Medicine: JABFM	U.S.	Microaggressions	218	N	Healthcare	Cross-sectional survey	Low
2015	Welbourne, Jennifer L Gangadharan, Ashwini Sariol, Ana M	Ethnicity and Cultural Values as Predictors of the Occurrence and Impact of Experienced Workplace Incivility.	Journal of Occupational Health Psychology	U.S.	Workplace incivilities	262	N	Workplace	Cross-sectional survey	Moderate
2015	Woodford, Michael R Paceley, Megan S Kulick, Alex Hong, Jun Sung	The LGBQ social climate matters: Policies, protests, and placards and psychological well-being among LGBQ emerging adults.	Journal of Gay & Lesbian Social Services: The Quarterly Journal of Community & Clinical Practice	Canada	Microaggressions	417	Y	Everyday	Cross-sectional survey	Very low
2015	Young, Kathryn Anderson, Myron Stewart, Saran	Hierarchical microaggressions in higher education.	Journal of Diversity in Higher Education	U.S.	Microaggressions	NA	N	Workplace	Qualitative	High
2015	Zhou, Zhiqing E Yan, Yu Che, Xin Xuan Meier, Laurenz L	Effect of Workplace Incivility on End-of-Work Negative Affect: Examining Individual and Organizational Moderators in a Daily Diary Study.	Journal of Occupational Health Psychology	U.S.	Workplace incivilities	76	N	Workplace	Cohort/Panel study	Low
2016	Baden, Amanda L	"Do you know your Real parents?" And other adoption microaggressions.	Adoption Quarterly	U.S.	Microaggressions	NA	NA	Everyday	Review	Very low
2016	Bailey, Kerry A	Racism within the Canadian university: Indigenous students' experiences	Ethnic and Racial Studies	Canada	Microaggressions	17	Y	Education	Qualitative	Moderate
2016	Brown, Bryan A Henderson, J Bryan Gray, Salina Donovan, Brian Sullivan, Shayna Patterson, Alexis Waggstaff, William	From description to explanation: An empirical exploration of the African-American pipeline problem in STEM	Journal of Research in Science Teaching	U.S.	Microaggressions	611	Y	Workplace	Cross-sectional survey	Very low
2016	Davis, Don E DeBlaere, Cirleen Brubaker, Kacy Owen, Jesse Jordan Ii, Terrence A Hook, Joshua N Van Tongeren, Daryl R	Microaggressions and Perceptions of Cultural Humility in Counseling	Journal of Counseling & Development	U.S.	Microaggressions	128	Y	Counselling	Cross-sectional survey	Low
2016	Earnshaw, Valerie A Rosenthal, Lisa Carroll-Scott, Amy Santilli, Alycia Gilstad-Hayden, Kathryn Ickovics, Jeannette R	Everyday discrimination and physical health: Exploring mental health processes	Journal of Health Psychology	U.S.	Everyday discrimination	1299	N	Everyday	Cross-sectional survey	High

2016	Fleras, Augie	Theorizing Micro-aggressions as Racism 3.0: Shifting the Discourse	Canadian Ethnic Studies	Canada	Microaggressions	NA	NA	Everyday	Review	Very low
2016	Henrickson, Mark Fisher, Meaghan	Treating Africans differently': Using skin colour as proxy for HIV risk.	Journal of Clinical Nursing	New Zealand	Microaggressions	NA	NA	Healthcare	Review	Very low
2016	Hong, Jun Sung Woodford, Michael R Long, Larry D Renn, Kristen A	Ecological Covariates of Subtle and Blatant Heterosexist Discrimination Among LGBQ College Students	Journal of Youth and Adolescence	U.S.	Microaggressions	530	Y	Education	Cross-sectional survey	Moderate
2016	Hook, Joshua N Farrell, Jennifer E Davis, Don E DeBlaere, Cirleen Van Tongeren, Daryl R Utsey, Shawn O	Cultural humility and racial microaggressions in counseling	Journal of Counseling Psychology	U.S.	Microaggressions	2212	N	Counselling	Cross-sectional survey	High
2016	Hu, Emily Taylor, Matthew J	The relationship among ethnicity-related experiences, minority mental health, and ethnic awareness in social interactions.	Journal of Ethnic & Cultural Diversity in Social Work: Innovation in Theory, Research & Practice	U.S.	Microaggressions	449	N	Everyday	Cross-sectional survey	Moderate
2016	Iwasaki, Michiko Thai, Christina J Lyons, Heather Z	Perceptions of societal microaggressions in Japanese American women married to White American men.	Couple and Family Psychology: Research and Practice	U.S.	Microaggressions	22	N	Everyday	Qualitative	Moderate
2016	Jones, Kristen P Peddie, Chad I Gilrane, Veronica L King, Eden B Gray, Alexis L	Not so subtle: A meta-analytic investigation of the correlates of subtle and overt discrimination.	Journal of Management	U.S.	Subtle discrimination	NA	NA	Workplace	Review	High
2016	Kershaw, Kiarri N Lewis, Tene T Roux, Ana V Diez Jenny, Nancy S Liu, Kiang Penedo, Frank J Carnethon, Mercedes R	Self-reported experiences of discrimination and inflammation among men and women: The multi-ethnic study of atherosclerosis.	Special Issue: Disparities in Cardiovascular Health	U.S.	Everyday discrimination	6567	N	Everyday	Cross-sectional survey	High
2016	Liegghio, M Caragata, L	“Why Are You Talking to Me Like I’m Stupid?”: The Micro-Aggressions Committed Within the Social Welfare System Against Lone Mothers	Affilia - Journal of Women and Social Work	Canada	Microaggressions	92	N	Social work	Qualitative	High
2016	Magallares, Alejandro Luna, Barbara Garriga, Maria Botella-Carretero, Jose I Morales Alejandro;	Subtle discrimination and subjective well-being in obese patients: The personal/group discrimination discrepancy.	Stigma and Health	Spain	Subtle discrimination	72	N	Healthcare	Cross-sectional survey	Moderate

2016	Molina, Kristine M Jackson, Benita Rivera-Olmedo, Noemi	Discrimination, racial/ethnic identity, and substance use among Latina/os: Are they gendered?	Annals of Behavioral Medicine	U.S.	Everyday discrimination	2554	N	Everyday	Cross-sectional survey	High
2016	Molina, Kristine M James, Drexler	Discrimination, internalized racism, and depression: A comparative study of African American and Afro-Caribbean adults in the US	Group Processes & Intergroup Relations	U.S.	Everyday discrimination	4988	N	Everyday	Cross-sectional survey	High
2017	Mouzon, Dawne M Taylor, Robert Joseph Keith, Verna M Nicklett, Emily J Chatters, Linda M	Discrimination and psychiatric disorders among older african americans.	International Journal of Geriatric Psychiatry	U.S.	Everyday discrimination	773	N	Everyday	Cross-sectional survey	High
2016	Nadal, Kevin L Whitman, Chassitty N Davis, Lindsey S Erazo, Tanya Davidoff, Kristin C	Microaggressions Toward Lesbian, Gay, Bisexual, Transgender, Queer, and Genderqueer People: A Review of the Literature	The Journal of Sex Research	U.S.	Microaggressions	NA	NA	Everyday	Review	Low
2016	Paulin, Deanna Griffin, Barbara	The relationships between incivility, team climate for incivility and job-related employee well-being: a multilevel analysis.	Work & Stress	Australia	Workplace incivilities	637	N	Workplace	Cross-sectional survey	Moderate
2016	Reisner, Sari L White Hughto, Jaclyn M Gamarel, Kristi E Keuroghlian, Alex S Mizock, Lauren Pachankis, John E	Discriminatory experiences associated with posttraumatic stress disorder symptoms among transgender adults.	Journal of Counseling Psychology	U.S.	Everyday discrimination	412	N	Everyday	Cross-sectional survey	Moderate
2016	Robinson, Jennifer L Rubin, Linda J	Homonegative microaggressions and posttraumatic stress symptoms.	Journal of Gay and Lesbian Mental Health	U.S.	Microaggressions	170	N	Everyday	Cross-sectional survey	Low
2016	Roffee, James A Waling, Andrea	Rethinking microaggressions and anti-social behaviour against LGBTIQ+ youth	Safer Communities	Australia	Microaggressions	16	Y	Education	Qualitative	Very low
2016	Schilpzand, Pauline De Pater, Irene E Erez, Amir	Workplace incivility: A review of the literature and agenda for future research	Journal of Organizational Behavior	U.S.	Workplace incivilities	NA	NA	Workplace	Review	Low
2016	Sharma, Naman Singh, V K	Effect of workplace incivility on job satisfaction and turnover intentions in India	South Asian Journal of Global Business Research	India	Workplace incivilities	283	N	Workplace	Cross-sectional survey	Moderate
2016	Shetty, Amith L Vaghasiya, Milan Boddy, Rachel Byth, Karen Unwin, Danielle	Perceived incivility during emergency department phone consultations	EMA - Emergency Medicine Australasia	Australia	Workplace incivilities	40	N	Education	Cross-sectional survey	Moderate

2016	Shires, Deirdre A Jaffee, Kim D	Structural discrimination is associated with smoking status among a national sample of transgender individuals.	Nicotine and Tobacco Research	U.S.	Everyday discrimination	4781	N	Everyday	Cross-sectional survey	High
2016	Shoshana, Avihu	The language of everyday racism and microaggression in the workplace: Palestinian professionals in Israel	Ethnic and Racial Studies	Israel	Microaggressions	28	N	Workplace	Qualitative	Moderate
2016	Sims, Mario Diez-Roux, Ana V Gebrea, Samson Y Brenner, Allison Dubbert, Patricia Wyatt, Sharon Bruce, Marino Hickson, DeMarc Payne, Tom Taylor, Herman	Perceived discrimination is associated with health behaviours among African-Americans in the Jackson Heart Study.	Journal of Epidemiology and Community Health	U.S.	Everyday discrimination	4925	N	Everyday	Cross-sectional survey	High
2016	Slaughter-Acey, Jaime C Sealy-Jefferson, Shawnita Helmkamp, Laura Caldwell, Cleopatra H Osypuk, Theresa L Platt, Robert W Straughen, Jennifer K Dailey-Okezie, Rhonda K Abeysekara, Purni Misra, Dawn P	Racism in the form of micro aggressions and the risk of preterm birth among black women.	Annals of Epidemiology	U.S.	Microaggressions	1410	N	Everyday	Cross-sectional survey	High
2016	Smith, Laura Mao, Susan Deshpande, Anita	"Talking Across Worlds": Classist Microaggressions and Higher Education	Journal of Poverty	U.S.	Microaggressions	15	Y	Education	Qualitative	Moderate
2016	Smith, William A Mustaffa, Jalil Bishop Jones, Chantal M Curry, Tommy J Allen, Walter R	You make me wanna holler and throw up both my hands!': Campus culture, Black misandric microaggressions, and racial battle fatigue.	International Journal of Qualitative Studies in Education	U.S.	Microaggressions	36	Y	Education	Qualitative	Low
2016	Torkelson, Eva Holm, Kristoffer Bäckström, Martin	Workplace Incivility in a Swedish Context	Nordic Journal of Working Life Studies	Sweden	Workplace incivilities	3001	N	Workplace	Cross-sectional survey	Moderate
2016	Torkelson, Eva Holm, Kristoffer Bäckström, Martin Schad, Elinor	Factors contributing to the perpetration of workplace incivility: the importance of organizational aspects and experiencing incivility from others.	Work and Stress	Sweden	Workplace incivilities	512	N	Workplace	Cross-sectional survey	High
2016	Williams, Amanda Oliver, Clio Aumer, Katherine Meyers, Chanel	Racial microaggressions and perceptions of Internet memes	Computers in Human Behavior	UK	Microaggressions	113	Y	Everyday	Cross-sectional survey	Very low

2016	Zurbruegg, Lauren Miner, Kathi N	Gender, sexual orientation, and workplace incivility: Who is most targeted and who is most harmed?	Frontiers in Psychology	U.S.	Workplace incivilities	1300	N	Workplace	Cross-sectional survey	Moderate
2016	Fazeli Dehkordy, Soudabeh Hall, Kelli S. Dalton, Vanessa K. Carlos, Ruth C.	The Link between Everyday Discrimination, Healthcare Utilization, and Health Status among a National Sample of Women	Journal of Women's Health	U.S.	Everyday discrimination	1078	N	Healthcare	Cross-sectional survey	High
2016	Schmengler, Heiko Ikram, Umar Z. Snijder, Marieke B. Kunst, Anton E. Agyemang, Charles	Association of perceived ethnic discrimination with general and abdominal obesity in ethnic minority groups: The HELIUS study	Journal of Epidemiology and Community Health	The Netherlands	Everyday discrimination	16858	N	Everyday	Cross-sectional survey	High
2017	Bacon, Kathryn L. Stuver, Sherri O. Cozier, Yvette C. Palmer, Julie R. Rosenberg, Lynn Ruiz-Narváez, Edward A.	Perceived racism and incident diabetes in the Black Women's Health Study	Diabetologia	U.S.	Everyday discrimination	59000	N	Everyday	Cohort/Panel study	High
2017	Cortina, Lilia M. Kabat-Farr, Dana Magley, Vicki J. Nelson, Kerri	Researching rudeness: The past, present, and future of the science of incivility	Journal of Occupational Health Psychology	U.S.	Workplace incivilities	NA	N	Workplace	Review	Very low
2017	DeSouza, Eros R. Wesselmann, Eric D. Ispas, Dan	Workplace Discrimination against Sexual Minorities: Subtle and not-so-subtle	Canadian Journal of Administrative Sciences	U.S.	Microaggressions	NA	N	Workplace	Review	Very low
2017	Dortch, Deniece Patel, Chirag	Black Undergraduate Women and Their Sense of Belonging in STEM at Predominantly White Institutions	NASPA Journal About Women in Higher Education	U.S.	Microaggressions	3	Y	Education	Qualitative	Low
2017	Dugan, Sheila A. Lewis, Tené T. Everson-Rose, Susan A. Jacobs, Elizabeth A. Harlow, Siobán D. Janssen, Imke	Chronic discrimination and bodily pain in a multiethnic cohort of midlife women in the Study of Women's Health Across the Nation	Pain	U.S.	Everyday discrimination	3056	N	Everyday	Cross-sectional survey	High
2017	Dunlay, Shannon M. Lippmann, Steven J. Greiner, Melissa A. O'Brien, Emily C. Chamberlain, Alanna M. Mentz, Robert J. Sims, Mario	Perceived Discrimination and Cardiovascular Outcomes in Older African Americans: Insights From the Jackson Heart Study	Mayo Clinic Proceedings	U.S.	Everyday discrimination	5085	N	Everyday	Cohort/Panel study	High
2017	Giasson, Hannah L. Queen, Tara L. Larkina, Marina Smith, Jacqui	Age group differences in perceived age discrimination: Associations with self-perceptions of aging	Gerontologist	U.S.	Everyday discrimination	15071	N	Everyday	Cohort/Panel study	High

2017	Glover, Láshauntá M. Sims, Mario Winters, Karen	Perceived discrimination and reported trust and satisfaction with providers in African Americans: The Jackson heart study	Ethnicity and Disease	U.S.	Everyday discrimination	5301	N	Healthcare	Cross-sectional survey	High
2017	Hughey, Matthew W. Rees, Jordan Goss, Devon R. Rosino, Michael L. Lesser, Emma	Making Everyday Microaggressions: An Exploratory Experimental Vignette Study on the Presence and Power of Racial Microaggressions	Sociological Inquiry	U.S.	Microaggressions	320	Y	Education	Cross-sectional survey	Low
2017	Jones, Kristen P. Arena, Dave F. Nittrouer, Christine L. Alonso, Natalya M. Lindsey, Alex P.	Subtle discrimination in the workplace: A vicious cycle	Industrial and Organizational Psychology	U.S.	Subtle discrimination	NA	NA	Workplace	Review	Very low
2017	Jones, Kristen P. Sabat, Isaac E. King, Eden B. Ahmad, Afra McCausland, Tracy C. Chen, Tiffani	Isms and schisms: A meta-analysis of the prejudice-discrimination relationship across racism, sexism, and ageism	Journal of Organizational Behavior	U.S.	Subtle discrimination	NA	N	Workplace	Review	High
2017	Keith, Verna M. Nguyen, Ann W. Taylor, Robert Joseph Mouzon, Dawne M. Chatters, Linda M.	Microaggressions, Discrimination, and Phenotype among African Americans: A Latent Class Analysis of the Impact of Skin Tone and BMI	Sociological Inquiry	U.S.	Microaggressions	3343	N	Everyday	Cross-sectional survey	Moderate
2017	Lilienfeld, Scott O.	Microaggressions: Strong Claims, Inadequate Evidence	Perspectives on Psychological Science	U.S.	Microaggressions	NA	NA	Everyday	Review	Very low
2017	Lino, M. Hashim, I. H.M. Ricardo, R.	The lurking racism: Exploring racial microaggression in the Malaysian university setting	Pertanika Journal of Social Sciences and Humanities	Malaysia	Microaggressions	40	Y	Education	Qualitative	Moderate
2017	Liu, Sze Yan Kawachi, Ichiro	Discrimination and telomere length among older adults in the United States: Does the association vary by race and type of discrimination?	Public Health Reports	U.S.	Everyday discrimination	3868	N	Everyday	Cross-sectional survey	High
2017	Moragne-Patterson, Y. Kafi Barnett, Tracey M.	Experiences and responses to microaggressions on historically white campuses: A qualitative interpretive meta-synthesis	Journal of Sociology and Social Welfare	U.S.	Microaggressions	NA	Y	Education	Review	Low
2017	Mouzon, Dawne M. Taylor, Robert Joseph Keith, Verna M. Nicklett, Emily J. Chatters, Linda M.	Discrimination and psychiatric disorders among older African Americans	International Journal of Geriatric Psychiatry	U.S.	Everyday discrimination	773	N	Everyday	Cross-sectional survey	High

2017	Mouzon, Dawne M. Taylor, Robert Joseph Woodward, Amanda Toler Chatters, Linda M.	Everyday Racial Discrimination, Everyday Non-Racial Discrimination, and Physical Health Among African-Americans	Journal of Ethnic and Cultural Diversity in Social Work	U.S.	Everyday discrimination	3570	N	Everyday	Cross-sectional survey	High
2017	Nadal, Kevin L. Griffin, Katie E. Wong, Yinglee Davidoff, Kristin C. Davis, Lindsey S.	The Injurious Relationship Between Racial Microaggressions and Physical Health: Implications for Social Work	Journal of Ethnic and Cultural Diversity in Social Work	U.S.	Microaggressions	277	Y	Everyday	Cross-sectional survey	Low
2017	Ong, Anthony D. Cerrada, Christian Lee, Rebecca A. Williams, David R.	Stigma consciousness, racial microaggressions, and sleep disturbance among Asian Americans.	Asian American Journal of Psychology	U.S.	Microaggressions	152	Y	Everyday	Cohort/Panel study	Low
2017	Owens, Sherry L. Hunte, Haslyn E.R. Sterkel, Amanda Johnson, Dayna A. Johnson-Lawrence, Vicki	Association between discrimination and objective and subjective sleep measures in the midlife in the United States study adult sample	Psychosomatic Medicine	U.S.	Everyday discrimination	361	N	Everyday	Cross-sectional survey	Moderate
2017	Parker, Lauren J. Benjamin, Troyana Archibald, Paul Thorpe, Roland J.	The Association Between Marijuana Usage and Discrimination Among Adult Black Men	American Journal of Men's Health	U.S.	Everyday discrimination	1833	N	Everyday	Cross-sectional survey	High
2017	Peters, Heather J. Schwenk, Haley N. Ahlstrom, Zachary R. Mclalwain, Lyndzie N.	Microaggressions: The experience of individuals with mental illness	Counselling Psychology Quarterly	U.S.	Microaggressions	18	Y	Everyday	Qualitative	Moderate
2017	Pitcher, Erich N.	‘There’s stuff that comes with being an unexpected guest’: experiences of trans* academics with microaggressions	International Journal of Qualitative Studies in Education	U.S.	Microaggressions	10	Y	Workplace	Qualitative	Moderate
2017	Senter, Mary S. Ling, David A.	“It's Almost Like They Were Happier When You Were Down”: Microaggressions and Overt Hostility Against Native Americans in a Community with Gaming	Sociological Inquiry	U.S.	Microaggressions	100	N	Everyday	Qualitative	Low
2017	Shankar, Aparna Hinds, Petra	Perceived discrimination: Associations with physical and cognitive function in older adults	Health Psychology	UK	Everyday discrimination	4886	N	Everyday	Cohort/Panel study	High
2017	Siddiqi, Arjumand Shahidi, Faraz Vahid Ramraj, Chantel Williams, David R.	Associations between race, discrimination and risk for chronic disease in a population-based sample from Canada	Social Science and Medicine	Canada	Everyday discrimination	16836	N	Everyday	Cross-sectional survey	High

2017	Stepanikova, Irena Baker, Elizabeth H. Simoni, Zachary R. Zhu, Aowen Rutland, Sarah B. Sims, Mario Wilkinson, Larrell L.	The Role of Perceived Discrimination in Obesity Among African Americans	American Journal of Preventive Medicine	U.S.	Everyday discrimination	5301	N	Everyday	Cross-sectional survey	High
2017	Tao, Karen W. Owen, Jesse Drinane, Joanna M.	Was that Racist? An Experimental Study of Microaggression Ambiguity and Emotional Reactions for Racial–Ethnic Minority and White Individuals	Race and Social Problems	U.S.	Microaggressions	261	Y	Education	Controlled	Very low
2017	Taylor, Jacquelyn Y. Sun, Yan V. De Mendoza, Veronica Barcelona Ifatunji, Mosi Rafferty, Jane Fox, Ervin R. Musani, Solomon K. Sims, Mario Jackson, James S.	The combined effects of genetic risk and perceived discrimination on blood pressure among African Americans in the Jackson Heart Study	Medicine (United States)	U.S.	Everyday discrimination	2932	N	Everyday	Cross-sectional survey	Moderate
2017	Thayer, Zaneta M. Blair, Irene V. Buchwald, Dedra S. Manson, Spero M.	Racial discrimination associated with higher diastolic blood pressure in a sample of American Indian adults	American Journal of Physical Anthropology	U.S.	Everyday discrimination	77	N	Everyday	Cross-sectional survey	Low
2017	Torino, Gina C. Sisselman-Borgia, Amanda G.	Homeless Microaggressions: Implications for Education, Research, and Practice	Journal of Ethnic and Cultural Diversity in Social Work	U.S.	Microaggressions	NA	NA	Everyday	Review	Very low
2017	Whitaker, Kara M. Everson-Rose, Susan A. Pankow, James S. Rodriguez, Carlos J. Lewis, Tené T. Kershaw, Kiarri N. Diez Roux, Ana V. Lutsey, Pamela L.	Experiences of discrimination and incident type 2 diabetes mellitus: The Multi-Ethnic Study of Atherosclerosis (MESA)	American Journal of Epidemiology	U.S.	Everyday discrimination	5310	N	Everyday	Cohort/Panel study	High
2017	Williams, Monnica T. Taylor, Robert Joseph Mouzon, Dawne M. Oshin, Linda A. Himle, Joseph A. Chatters, Linda M.	Discrimination and symptoms of obsessive-compulsive disorder among African Americans	American Journal of Orthopsychiatry	U.S.	Everyday discrimination	3570	N	Everyday	Cross-sectional survey	High
2017	Wong-Padoongpatt, Gloria Zane, Nolan Okazaki, Sumie Saw, Anne	Decreases in implicit self-esteem explain the racial impact of microaggressions among Asian Americans	Journal of Counseling Psychology	U.S.	Microaggressions	127	Y	Everyday	Cross-sectional survey	Low

2017	Woodford, Michael R. Joslin, Jessica Y. Pitcher, Erich N. Renn, Kristen A.	A Mixed-Methods Inquiry Into Trans* Environmental Microaggressions on College Campuses: Experiences and Outcomes	Journal of Ethnic and Cultural Diversity in Social Work	U.S.	Microaggressions	152	Y	Education	Cross-sectional survey	Moderate
2017	Woznyj, Haley M. Shanock, Linda R. Heggestad, Eric D. Long, Shawn D.	What did you mean by that? Justice implications of interpersonal interactions for Latino/as	Journal of Latina/o Psychology	U.S.	Microaggressions	259	N	Workplace	Cross-sectional survey	Moderate
2017	Zambrana, Ruth Enid Harvey Wingfield, Adia Lapeyrouse, Lisa M. Dávila, Brianne A. Hoagland, Tangere L. Valdez, Robert Burciaga	Blatant, Subtle, and Insidious: URM Faculty Perceptions of Discriminatory Practices in Predominantly White Institutions	Sociological Inquiry	U.S.	Microaggressions	485	Y	Education	Cross-sectional survey	Very low
2018	Agrawal, Ravindra Foresti, Katia Rajadurai, Jeremy Zubaran, Carlos	Assessing workplace discrimination among medical practitioners in Western Sydney	Australasian Psychiatry	Australia	Everyday discrimination	526	N	Workplace	Cross-sectional survey	Moderate
2018	Amsalem, Doron Hasson-Ohayon, Ilanit Gothelf, Doron Roe, David	Subtle ways of stigmatization among professionals: The subjective experience of consumers and their family members	Psychiatric Rehabilitation Journal	Israel	Microaggressions	16	N	Healthcare	Qualitative	High
2018	Beatty Moody, Danielle L. Chang, Yuefang Brown, Charlotte Bromberger, Joyce T. Matthews, Karen A.	Everyday Discrimination and Metabolic Syndrome Incidence in a Racially/Ethnically Diverse Sample: Study of Women's Health Across the Nation	Psychosomatic Medicine	U.S.	Everyday discrimination	2132	N	Everyday	Cohort/Panel study	High
2018	Bonifacio, Luisa Gushue, George V. Mejia-Smith, Brenda X.	Microaggressions and Ethnic Identity in the Career Development of Latina College Students	Counseling Psychologist	U.S.	Microaggressions	202	Y	Counselling	Cross-sectional survey	Moderate
2018	Brezinski, Kyle J. Laux, John Roseman, Christopher O'Hara, Caroline Gore, Shanda	Undergraduate African–American student's experience of racial microaggressions on a primarily white campus	Journal for Multicultural Education	U.S.	Microaggressions	53	Y	Education	Cross-sectional survey	Low
2018	Britt-Spells, Angelitta M. Slebodnik, Maribeth Sands, Laura P. Rollock, David	Effects of Perceived Discrimination on Depressive Symptoms Among Black Men Residing in the United States: A Meta-Analysis	American Journal of Men's Health	U.S.	Everyday discrimination	NA	NA	Everyday	Review	High
2018	Bryan, Sarah E.	Types of LGBT Microaggressions in Counselor Education Programs	Journal of LGBT Issues in Counseling	U.S.	Microaggressions	12	Y	Counselling	Qualitative	Moderate

2018	Castellanos, Jeanett Gloria, Alberta M. Perez, Oscar Fernando Rojas Fonseca, Luis	Assessing the etic and emic well-being of latino male undergraduates: Navegando los Obstáculos de la Universidad con mi Cultura	Psychology of Men and Masculinity	U.S.	Microaggressions	95	Y	Education	Cross-sectional survey	Low
2018	Chavez, Kathryn E. Palfai, Tibor P. Squires, Leah E. Cheng, Debbie M. Lloyd-Travaglini, Christine Saitz, Richard	Perceived discrimination and drug involvement among black primary care patients who use drugs	Addictive Behaviors	U.S.	Everyday discrimination	203	N	Healthcare	Cross-sectional survey	Low
2018	Conover, Kristin J. Israel, Tania	Microaggressions and Social Support Among Sexual Minorities with Physical Disabilities	Rehabilitation Psychology	U.S.	Microaggressions	192	N	Everyday	Cross-sectional survey	Moderate
2018	Dapherede Otusanya, Ayodeji Castle Bell, Gina	“I thought I’d have more trouble with white people!”: Exploring racial microaggressions between West African immigrants and African Americans	Qualitative Research Reports in Communication	U.S.	Microaggressions	16	N	Everyday	Qualitative	Low
2018	Di Gennaro, Kristen Brewer, Meaghan	Microaggressions as speech acts: Using pragmatics to define and develop a research agenda for microaggressions	Applied Linguistics Review	U.S.	Microaggressions	NA	Y	Education	Qualitative	Moderate
2018	Di Marco, Donatella Hoel, Helge Arenas, Alicia Munduate, Lourdes	Workplace Incivility as Modern Sexual Prejudice	Journal of Interpersonal Violence	Spain	Workplace incivilities	39	N	Workplace	Qualitative	Moderate
2018	Farrukh, Muhammad Ting, He Shahzad, Imran Ahmad Hua, Zhou	Can incivility impede knowledge sharing behaviour?	International Journal of Information Systems and Change Management	Malaysia	Workplace incivilities	380	N	Workplace	Cross-sectional survey	Moderate
2018	Gabriel, Allison S. Butts, Marcus M. Yuan, Zhenyu Rosen, Rebecca L. Sliter, Michael T.	Further understanding incivility in the workplace: The effects of gender, agency, and communion	Journal of Applied Psychology	U.S.	Workplace incivilities	422	Y	Workplace	Cross-sectional survey	Moderate
2018	Geldart, Sybil Langlois, Lacey Shannon, Harry S. Cortina, Lilia M. Griffith, Lauren Haines, Ted	Workplace incivility, psychological distress, and the protective effect of co-worker support	International Journal of Workplace Health Management	Canada	Workplace incivilities	1968	N	Workplace	Cross-sectional survey	Moderate
2018	Godley, Jenny	Everyday discrimination in Canada: Prevalence and patterns	Canadian Journal of Sociology	Canada	Everyday discrimination	15000	N	Everyday	Cross-sectional survey	High
2018	Hall, J. Camille Crutchfield, Jandel	Black women’s experience of colorist microaggressions	Social Work in Mental Health	U.S.	Microaggressions	67	N	Everyday	Qualitative	Low

2018	Harwood, Stacy Anne Mendenhall, Ruby Lee, Sang S. Riopelle, Cameron Huntt, Margaret Browne	Everyday Racism in Integrated Spaces: Mapping the Experiences of Students of Color at a Diversifying Predominantly White Institution	Annals of the American Association of Geographers	U.S.	Microaggressions	4800	Y	Education	Cross-sectional survey	Very low
2018	Hunt, Andrea N. Rhodes, Tammy	Fat pedagogy and microaggressions: Experiences of professionals working in higher education settings	Fat Studies	U.S.	Microaggressions	13	N	Education	Qualitative	Low
2018	Ismail, Ida Rosnita Poon, June M.L. Arshad, Rasidah	Effects of workplace incivility, negative affectivity and hurt feelings on coworker helping	Jurnal Pengurusan	Malaysia	Workplace incivilities	463	N	Workplace	Cross-sectional survey	High
2018	Kabat-Farr, Dana Cortina, Lilia M. Marchiondo, Lisa A.	The emotional aftermath of incivility: Anger, guilt, and the role of organizational commitment	International Journal of Stress Management	U.S.	Workplace incivilities	419	N	Workplace	Cross-sectional survey	High
2018	Legge, Melissa Marie Flanders, Corey E. Robinson, Margaret	Young bisexual people's experiences of microaggression: Implications for social work	Social Work in Mental Health	Canada	Microaggressions	91	N	Everyday	Qualitative	Moderate
2018	Mennicke, Annelise Gromer, Jill Oehme, Karen MacConnie, Lindsey	Workplace experiences of gay and lesbian criminal justice officers in the United States: a qualitative investigation of officers attending a LGBT law enforcement conference	Policing and Society	U.S.	Covert discrimination	14	N	Workplace	Qualitative	Moderate
2018	Molina, Kristine M. Estrella, Mayra L. Rivera-Olmedo, Noemi Frisard, Christine Lemon, Stephenie Rosal, Milagros C.	It Weigh(t)s on You: Everyday Discrimination and Adiposity Among Latinos	Obesity	U.S.	Everyday discrimination	602	N	Everyday	Cross-sectional survey	High
2018	Nitzsche, Martina Ribeiro, Luisa Laneiro, Tito	Workplace Incivility Among Portuguese Hotel Employees: Is Lack of Respect Burning Them Out?	Journal of Spatial and Organizational Dynamics	Portugal	Workplace incivilities	385	N	Workplace	Cross-sectional survey	High
2018	O'Hara, Caroline Cook, Jennifer M.	Doctoral-Level Counseling Students' Experiences of Social Class Microaggressions	Counselor Education and Supervision	U.S.	Microaggressions	11	Y	Counselling	Qualitative	High
2018	Okhomina, Victoria I. Glover, LáShauntá S. Taylor, Herman Sims, Mario	Dimensions of and Responses to Perceived Discrimination and Subclinical Disease Among African-Americans in the Jackson Heart Study	Journal of Racial and Ethnic Health Disparities	U.S.	Everyday discrimination	3029	N	Everyday	Cross-sectional survey	High
2018	Panagiotis, Pentaris	The marginalization of religion in end of life care: signs of microaggression?	International Journal of Human Rights in Healthcare	UK	Microaggressions	12	N	Healthcare	Qualitative	Low

2018	Pearl, R. L. Wadden, T. A. Tronieri, J. Shaw Chao, A. M. Alamuddin, N. Berkowitz, R. I.	Everyday discrimination in a racially diverse sample of patients with obesity	Clinical obesity	U.S.	Everyday discrimination	122	N	Everyday	Cross-sectional survey	Moderate
2018	Pitcan, Mikaela Park-Taylor, Jennie Hayslett, Janelle	Black Men and Racial Microaggressions at Work	Career Development Quarterly	U.S.	Microaggressions	12	N	Workplace	Qualitative	Moderate
2018	Pro, George Sahker, Ethan Marzell, Miesha	Microaggressions and marijuana use among college students	Journal of Ethnicity in Substance Abuse	U.S.	Microaggressions	332	Y	Education	Cross-sectional survey	Low
2018	Proctor, Sherrie L. Kyle, Jennifer Fefer, Keren Lau, Q. Cindy	Examining Racial Microaggressions, Race/Ethnicity, Gender, and Bilingual Status with School Psychology Students: the Role of Intersectionality	Contemporary School Psychology	U.S.	Microaggressions	228	Y	Education	Cross-sectional survey	Moderate
2018	Rask, Shadia Elo, Irma T. Koskinen, Seppo Lilja, Eero Koponen, Päivikki Castaneda, Anu E.	The association between discrimination and health: Findings on Russian, Somali and Kurdish origin populations in Finland	European Journal of Public Health	Finland	Subtle discrimination	1795	N	Everyday	Cross-sectional survey	High
2018	Saban, Karen L. Mathews, Herbert L. Bryant, Fred B. Tell, Dina Joyce, Cara DeVon, Holli A. Witek Janusek, Linda	Perceived discrimination is associated with the inflammatory response to acute laboratory stress in women at risk for cardiovascular disease	Brain, Behavior, and Immunity	U.S.	Everyday discrimination	99	N	Everyday	Cross-sectional survey	Low
2018	Scharer, Jacob L. Taylor, Matthew J.	Coping with sexual orientation microaggressions: Implications for psychological distress and alcohol use	Journal of Gay and Lesbian Mental Health	U.S.	Microaggressions	229	N	Everyday	Cross-sectional survey	High
2018	Schultz, Rebecca A.	Embodied Nonverbal Microaggressions from the Perspective of Dance/Movement Therapists: Interpretative Phenomenological Analysis	American Journal of Dance Therapy	U.S.	Microaggressions	4	N	Counselling	Qualitative	Moderate
2018	Sittner, Kelley J. Greenfield, Brenna L. Walls, Melissa L.	Microaggressions, diabetes distress, and self-care behaviors in a sample of American Indian adults with type 2 diabetes	Journal of Behavioral Medicine	U.S.	Microaggressions	192	N	Everyday	Cross-sectional survey	Moderate
2018	Snyder, Cyndy R Wang, Prince Z Truitt, Anjali R	Multiracial Patient Experiences With Racial Microaggressions in Health Care Settings	Journal of Patient-Centered Research and Reviews	U.S.	Microaggressions	31	N	Healthcare	Qualitative	High

2018	Taylor, Philip McLoughlin, Christopher Earl, Catherine	Everyday discrimination in the Australian workplace: Assessing its prevalence and age and gender differences	Australasian Journal on Ageing	Australia	Everyday discrimination	3203	N	Workplace	Cross-sectional survey	Low
2018	Tremmel, Stephanie Sonnentag, Sabine	A sorrow halved? A daily diary study on talking about experienced workplace incivility and next-morning negative affect.	Journal of Occupational Health Psychology	Germany	Workplace incivilities	165	N	Workplace	Cohort/Panel study	High
2018	Weber MS, Amanda Collins PhD, Shelly-Ann Robinson-Wood EdD, Tracy Zeko-Underwood MA, Elda Poindexter MS, Bianca	Subtle and Severe: Microaggressions Among Racially Diverse Sexual Minorities	Journal of Homosexuality	U.S.	Microaggressions	18	N	Everyday	Qualitative	Low
2018	White Hughto, Jaclyn M. Reisner, Sari L.	Social Context of Depressive Distress in Aging Transgender Adults	Journal of Applied Gerontology	U.S.	Everyday discrimination	452	N	Everyday	Cross-sectional survey	High
2018	Williams, Monnica T. Kanter, Jonathan W. Ching, Terence H.W.	Anxiety, Stress, and Trauma Symptoms in African Americans: Negative Affectivity Does Not Explain the Relationship between Microaggressions and Psychopathology	Journal of Racial and Ethnic Health Disparities	U.S.	Microaggressions	201	Y	Everyday	Cross-sectional survey	Low
2018	Woodford, Michael R. Weber, Genevieve Nicolazzo, Z. Hunt, Renee Kulick, Alex Coleman, Todd Coulombe, Simon Renn, Kristen A.	Depression and attempted suicide among LGBTQ college students: Fostering resilience to the effects of heterosexism and cisgenderism on campus	Journal of College Student Development	U.S.	Microaggressions	776	Y	Education	Cross-sectional survey	High
2018	Ylioja, Thomas Cochran, Gerald Woodford, Michael R. Renn, Kristen A.	Frequent experience of LGBQ microaggression on campus associated with smoking among sexual minority college students	Nicotine and Tobacco Research	U.S.	Microaggressions	566	Y	Education	Cross-sectional survey	High
2018	Zeiders PhD, Katharine H Landor PhD, Antoinette M Flores MS, Melissa Brown, Alaysia	Microaggressions and Diurnal Cortisol: Examining Within-Person Associations Among African-American and Latino Young Adults	Journal of Adolescent Health	U.S.	Microaggressions	53	Yes	Everyday	Cohort/Panel study	Moderate
2019	Abas, Nurul Ain Hidayah Ahmi, Aidi Lin, Mei Hua Perveen, Asma	Global trend on incivility research	Indian Journal of Public Health Research and Development	India	Workplace incivilities	NA	NA	Workplace	Review	Low

2019	Akoury, Liya M. Schafer, Kerri J. Warren, Cortney S.	Fat Women's Experiences in Therapy: "You Can't See Beyond…Unless I Share It with You"	Women and Therapy	U.S.	Microaggressions	15	N	Counselling	Qualitative	Moderate
2019	Austin, Ashley Craig, Shelley L. Dentato, Michael P. Roseman, Shirley McInroy, Lauren	Elucidating transgender students' experiences of microaggressions in social work programs: next steps for creating inclusive educational contexts	Social Work Education	U.S.	Microaggressions	97	Y	Social work	Qualitative	Low
2019	Barber, S. Gronholm, P. C. Ahuja, S. Rüsch, N. Thornicroft, G.	Microaggressions towards people affected by mental health problems: A scoping review	Epidemiology and Psychiatric Sciences	UK	Microaggressions	NA	NA	Everyday	Review	High
2019	Beatty Moody, Danielle L. Chang, Yue Fang Pantesco, Elizabeth J. Darden, Taylor M. Lewis, Tené T. Brown, Charlotte Bromberger, Joyce T. Matthews, Karen A.	Everyday discrimination prospectively predicts blood pressure across 10 years in racially/ethnically diverse midlife women: Study of women's health across the nation	Annals of Behavioral Medicine	U.S.	Everyday discrimination	2180	N	Everyday	Cohort/Panel study	High
2019	Blithe, Sarah Jane	Gender inequality in the academy: microaggressions, work-life conflict, and academic rank	Journal of Gender Studies	U.S.	Microaggressions	21	N	Workplace	Qualitative	Low
2019	Bourabain, Dounia Verhaeghe, Pieter Paul	Could you help me, please? Intersectional field experiments on everyday discrimination in clothing stores	Journal of Ethnic and Migration Studies	Belgium	Everyday discrimination	301	N	Everyday	Controlled	High
2019	Casey, Logan S. Reisner, Sari L. Findling, Mary G. Blendon, Robert J. Benson, John M. Sayde, Justin M. Miller, Carolyn	Discrimination in the United States: Experiences of lesbian, gay, bisexual, transgender, and queer Americans	Health Services Research	U.S.	Microaggressions	489	N	Everyday	Cross-sectional survey	Moderate
2019	Cook, Jennifer M. O'Hara, Caroline C.	An emerging theory of the persistence of social class microaggressions: an interpretative phenomenological study	Counselling Psychology Quarterly	U.S.	Microaggressions	11	Y	Counselling	Qualitative	High
2019	Dale, Sannisha K. Dean, Taquesha Sharma, Ratanpriya Reid, Rachelle Saunders, Sherene Safren, Steven A.	Microaggressions and Discrimination Relate to Barriers to Care among Black Women Living with HIV	AIDS Patient Care and STDs	U.S.	Microaggressions	100	N	Everyday	Cross-sectional survey	Low

2019	Dale, Sannisha K. Safren, Steven A.	Gendered Racial Microaggressions Predict Posttraumatic Stress Disorder Symptoms and Cognitions Among Black Women Living With HIV	Psychological Trauma: Theory, Research, Practice, and Policy	U.S.	Microaggressions	100	N	Everyday	Cross-sectional survey	Low
2019	Di Marco, Donatella Arenas, Alicia Munduate, Lourdes Hoel, Helge	Discriminatory language in the workplace: unmasking prejudices and stereotypes / El lenguaje discriminatorio en contextos laborales: desenmascarando prejuicios y estereotipos	Revista de Psicologia Social	Portugal	Subtle discrimination	39	N	Workplace	Qualitative	Moderate
2019	Dimberg, Sierra K. Clark, D. Anthony Spanierman, Lisa B. VanDaalen, Rachel A.	“School Shouldn’t Be Something You Have to Survive”: Queer Women’s Experiences with Microaggressions at a Canadian University	Journal of Homosexuality	U.S.	Microaggressions	8	Y	Education	Qualitative	High
2019	Espaillat, Andre Panna, Danielle K. Goede, Dianne L. Gurka, Matthew J. Novak, Maureen A. Zaidi, Zareen	An exploratory study on microaggressions in medical school: What are they and why should we care?	Perspectives on Medical Education	U.S.	Microaggressions	351	Y	Education	Cross-sectional survey	Very low
2019	Farmer, Heather R. Wray, Linda A. Thomas, Jason R.	Do Race and Everyday Discrimination Predict Mortality Risk? Evidence From the Health and Retirement Study	Gerontology and Geriatric Medicine	U.S.	Everyday discrimination	12081	N	Everyday	Cohort/Panel study	High
2019	Firmin, Ruth L. Mao, Susan Bellamy, Chyrell D. Davidson, Larry	Peer support specialists' experiences of microaggressions	Psychological Services	U.S.	Microaggressions	65	N	Healthcare	Qualitative	Low
2019	Fisher, Colleen M. Woodford, Michael R. Gartner, Rachel E. Sterzing, Paul R. Victor, Bryan G.	Advancing Research on LGBTQ Microaggressions: A Psychometric Scoping Review of Measures	Journal of Homosexuality	U.S.	Microaggressions	NA	NA	Everyday	Review	Moderate
2019	Gonzales, Ernest Lee, Yeonjung Jane Marchiondo, Lisa A.	Exploring the Consequences of Major Lifetime Discrimination, Neighborhood Conditions, Chronic Work, and Everyday Discrimination on Health and Retirement	Journal of Applied Gerontology	U.S.	Everyday discrimination	944	N	Everyday	Cohort/Panel study	High
2019	Goodwill, Janelle R. Taylor, Robert Joseph Watkins, Daphne C.	Everyday Discrimination, Depressive Symptoms, and Suicide Ideation Among African American Men	Archives of Suicide Research	U.S.	Everyday discrimination	1271	N	Everyday	Cross-sectional survey	High

2019	Haque, Afshana Tubbs, Carolyn Y. Kahumoku-Fessler, Emily P. Brown, Matthew D.	Microaggressions and Islamophobia: Experiences of Muslims Across the United States and Clinical Implications	Journal of Marital and Family Therapy	U.S.	Microaggressions	314	N	Counselling	Qualitative	Moderate
2019	Harris, Tina M. Janovec, Anastacia Murray, Steven Gubbala, Sneha Robinson, Aspen	Communicating Racism: A Study of Racial Microaggressions in a Southern University and the Local Community	Southern Communication Journal	U.S.	Microaggressions	28	Y	Everyday	Qualitative	Moderate
2019	Hodge, David R.	Spiritual microaggressions: Understanding the subtle messages that foster religious discrimination	Journal of Ethnic and Cultural Diversity in Social Work	U.S.	Microaggressions	NA	NA	Everyday	Review	Very low
2019	Holmvall, Camilla M. Sobhani, Shayda Maria	Incivility toward managers: gender differences in well-being outcomes	Equality, Diversity and Inclusion	Canada	Workplace incivilities	50	N	Workplace	Cross-sectional survey	Low
2019	Hosler, Akiko S. Kammer, Jamie R. Cong, Xiao	Everyday Discrimination Experience and Depressive Symptoms in Urban Black, Guyanese, Hispanic, and White Adults	Journal of the American Psychiatric Nurses Association	U.S.	Everyday discrimination	1596	N	Everyday	Cross-sectional survey	High
2019	Huc-Hepher, Saskia	'Sometimes there's racism towards the French here': xenophobic microaggressions in pre-2016 London as articulations of symbolic violence	National Identities	UK	Microaggressions	20	N	Everyday	Qualitative	Very low
2019	Jiang, Wenbo Chai, Huaqi Li, Yali Feng, Taiwen	How workplace incivility influences job performance: the role of image outcome expectations	Asia Pacific Journal of Human Resources	China	Workplace incivilities	727	N	Workplace	Cross-sectional survey	Moderate
2019	Keys, Hunter M. Noland, Gregory S. De Rochars, Madsen Beau Taylor, Thomas H. Blount, Stephen Gonzales, Manuel	Perceived discrimination in bateyes of the Dominican Republic: results from the Everyday Discrimination Scale and implications for public health programs	BMC public health	The Netherlands	Everyday discrimination	768	N	Everyday	Cross-sectional survey	High
2019	Kwon, Soyoung Han, Daehoon	Discrimination, Mental Disorders, and Suicidal Ideation in Latino Adults: Decomposing the Effects of Discrimination	Journal of Immigrant and Minority Health	U.S.	Everyday discrimination	1916	N	Everyday	Cross-sectional survey	Moderate
2019	Lee, Eun Jeong Ditchman, Nicole Thomas, Julia Tsen, Jonathan	Microaggressions Experienced by People With Multiple Sclerosis in the Workplace: An Exploratory Study Using Sue's Taxonomy	Rehabilitation Psychology	U.S.	Microaggressions	29	N	Workplace	Qualitative	Moderate
2019	Lett, Kayla Tamaian, Andreea Klest, Bridget	Impact of ableist microaggressions on university students with self-identified disabilities	Disability and Society	Canada	Microaggressions	108	Y	Education	Cross-sectional survey	Low

2019	Li, Yao Tai	"It's Not Discrimination": Chinese Migrant Workers' Perceptions of and Reactions to Racial Microaggressions in Australia	Sociological Perspectives	Hong Kong	Microaggressions	38	N	Workplace	Qualitative	Low
2019	Lino, Mitshel Hashim, Intan H.M.	Racial microaggression in multicultural malaysia: Ethnic-specific experience of university students	Journal of Ethnic and Cultural Studies	Malaysia	Microaggressions	40	Y	Education	Qualitative	Moderate
2019	Livingston, Nicholas A. Berke, Danielle S. Ruben, Mollie A. Matza, Alexis R. Shipherd, Jillian C.	Experiences of Trauma, Discrimination, Microaggressions, and Minority Stress Among Trauma-Exposed LGBT Veterans: Unexpected Findings and Unresolved Service Gaps	Psychological Trauma: Theory, Research, Practice, and Policy	U.S.	Microaggressions	47	N	Healthcare	Qualitative	Moderate
2019	Lomash, Edward F. Brown, Tabria D. Paz Galupo, M.	"A Whole Bunch of Love the Sinner Hate the Sin": LGBTQ Microaggressions Experienced in Religious and Spiritual Context	Journal of Homosexuality	U.S.	Microaggressions	90	N	Other	Qualitative	Moderate
2019	Lu, Darlene Palmer, Julie R. Rosenberg, Lynn Shields, Alexandra E. Orr, Esther H. DeVivo, Immaculata Cozier, Yvette C.	Perceived racism in relation to telomere length among African American women in the Black Women's Health Study	Annals of Epidemiology	U.S.	Everyday discrimination	997	N	Everyday	Cross-sectional survey	High
2019	Lui, P. Priscilla Quezada, Lucia	Associations between microaggression and adjustment outcomes: A meta-analytic and narrative review	Psychological Bulletin	U.S.	Microaggressions	NA	NA	Everyday	Review	High
2019	Manejwala, Raisa Abu-Ras, Wahiba	Microaggressions on the University Campus and the Undergraduate Experiences of Muslim South Asian Women	Journal of Muslim Mental Health	U.S.	Microaggressions	12	Y	Education	Qualitative	Low
2019	Mathies, Nicole Coleman, Todd McKie, Raymond M. Woodford, Michael R. Courtice, Erin Leigh Travers, Robb Renn, Kristen A.	Hearing "that's so gay" and "no homo" on academic outcomes for LGBQ + college students	Journal of LGBT Youth	Canada	Microaggressions	574	Y	Education	Cross-sectional survey	Moderate
2019	Miller, Leslie Riggle Peck, B. Mitchell	A Prospective Examination of Racial Microaggressions in the Medical Encounter	Journal of Racial and Ethnic Health Disparities	U.S.	Microaggressions	224	N	Healthcare	Cross-sectional survey	Moderate

2019	Mills, Kristen J.	"It's Systemic": Environmental Racial Microaggressions Experienced by Black Undergraduates at a Predominantly White Institution	Journal of Diversity in Higher Education	U.S.	Microaggressions	17	Y	Education	Qualitative	Moderate
2019	Moody, Anahvia Taiyib Lewis, Jioni A.	Gendered Racial Microaggressions and Traumatic Stress Symptoms Among Black Women	Psychology of Women Quarterly	U.S.	Microaggressions	226	Y	Everyday	Cross-sectional survey	Low
2019	Nair, Nisha Good, Deborah Cain Murrell, Audrey J.	Microaggression experiences of different marginalized identities	Equality, Diversity and Inclusion	U.S.	Microaggressions	25	Y	Everyday	Qualitative	High
2019	Nicholson, Harvey L.	Associations Between Major and Everyday Discrimination and Self-Rated Health Among US Asians and Asian Americans	Journal of Racial and Ethnic Health Disparities	U.S.	Everyday discrimination	3379	N	Everyday	Cross-sectional survey	High
2019	Ogunyemi, Dotun Clare, Camille Astudillo, Yaritzy M. Marseille, Melissa Manu, Eugene Kim, Sun	Microaggressions in the Learning Environment: A Systematic Review	Journal of Diversity in Higher Education	U.S.	Microaggressions	NA	NA	Education	Review	Low
2019	Olkin, Rhoda Hayward, H'Sien Abbene, Melody Schaff VanHeel, Goldie	The Experiences of Microaggressions against Women with Visible and Invisible Disabilities	Journal of Social Issues	U.S.	Microaggressions	30	N	Everyday	Qualitative	Low
2019	Sims, Kendra D. Sims, Mario Glover, LáShauntá M. Smit, Ellen Odden, Michelle C.	Perceived Discrimination and Trajectories of C-Reactive Protein: The Jackson Heart Study	American Journal of Preventive Medicine	U.S.	Everyday discrimination	5145	N	Everyday	Cohort/Panel study	High
2019	Slaughter-Acey, Jaime C. Sneed, Devon Parker, Lauren Keith, Verna M. Lee, Nora L. Misra, Dawn P.	Skin Tone Matters: Racial Microaggressions and Delayed Prenatal Care	American Journal of Preventive Medicine	U.S.	Microaggressions	1410	N	Everyday	Cohort/Panel study	High

2019	Sullivan, Samaah Hammadah, Muhammad Al Mheid, Ibhar Shah, Amit Sun, Yan V. Kutner, Michael Ward, Laura Blackburn, Elizabeth Zhao, Jinying Lin, Jue Bremner, J. Douglas Quyyumi, Arshed A. Vaccarino, Viola Lewis, Tené T.	An investigation of racial/ethnic and sex differences in the association between experiences of everyday discrimination and leukocyte telomere length among patients with coronary artery disease	Psychoneuroendocrinology	U.S.	Everyday discrimination	369	N	Everyday	Cross-sectional survey	High
2019	Taylor, Robert Joseph Forsythe-Brown, Ivy Mouzon, Dawne M. Keith, Verna M. Chae, David H. Chatters, Linda M.	Prevalence and correlates of everyday discrimination among black Caribbeans in the United States: the impact of nativity and country of origin	Ethnicity and Health	U.S.	Everyday discrimination	1621	N	Everyday	Cross-sectional survey	Moderate
2019	Vahle-Hinz, Tim	Little things matter: A daily diary study of the within-person relationship between workplace incivility and work-related rumination	Industrial Health	Germany	Workplace incivilities	95	N	Workplace	Cohort/Panel study	Low
2019	Vahle-Hinz, Tim Baethge, Anja Van Dick, Rolf	Beyond one work day? A daily diary study on causal and reverse effects between experienced workplace incivility and behaving rude towards others	European Journal of Work and Organizational Psychology	Germany	Workplace incivilities	348	N	Workplace	Cohort/Panel study	High
2019	West, Keon	Testing Hypersensitive Responses: Ethnic Minorities Are Not More Sensitive to Microaggressions, They Just Experience Them More Frequently	Personality and Social Psychology Bulletin	UK	Microaggressions	394	N	Everyday	Controlled	High
2019	Winberg, Carter Coleman, Todd Woodford, Michael R. McKie, Raymond M. Travers, Robb Renn, Kristen A.	Hearing “That’s So Gay” and “No Homo” on Campus and Substance Use Among Sexual Minority College Students	Journal of Homosexuality	Canada	Microaggressions	574	Y	Education	Cross-sectional survey	Moderate
2019	Yoon, Eunkyung Coburn, Corvell Spence, Susie A.	Perceived discrimination and mental health among older African Americans: the role of psychological well-being	Aging and Mental Health	U.S.	Everyday discrimination	397	N	Everyday	Cross-sectional survey	Moderate
2019	Young, Kim A. Hassan, Shahidul Hatmaker, Deneen M.	Towards understanding workplace incivility: gender, ethical leadership and personal control	Public Management Review	U.S.	Workplace incivilities	741	N	Workplace	Cross-sectional survey	High

2019	Zhu, Zheng Hu, Yan Xing, Weijie Guo, Mengdi Wu, Bei	Perceived discrimination and cognitive function in middle-aged and older adults living with HIV in China	AIDS Care - Psychological and Socio-Medical Aspects of AIDS/HIV	China	Everyday discrimination	324	N	Everyday	Cross-sectional survey	Moderate
2020	Bethea, Traci N. Zhou, Eric S. Schernhammer, Eva S. Castro-Webb, Nelsy Cozier, Yvette C. Rosenberg, Lynn	Perceived racial discrimination and risk of insomnia among middle-aged and elderly Black women	Sleep	U.S.	Everyday discrimination	26139	N	Everyday	Cohort/Panel study	High
2020	Dyar, Christina Sarno, Elissa L. Newcomb, Michael E. Whitton, Sarah W.	Longitudinal Associations Between Minority Stress, Internalizing Symptoms, and Substance Use Among Sexual and Gender Minority Individuals Assigned Female at Birth	Journal of Consulting and Clinical Psychology	U.S.	Microaggressions	488	N	Everyday	Cohort/Panel study	High
2020	Le, Thomas P. Kuo, Linda Yamasaki, Victoria	Gendered Racial Microaggressions, Feminism, and Asian American Women's Eating Pathology: An Intersectional Investigation	Sex Roles	U.S.	Microaggressions	192	Y	Everyday	Cross-sectional survey	Moderate

Appendix 4: *Study 3 Participant information sheet*

PARTICIPANT INFORMATION

STUDENT RESEARCH PROJECT ETHICS REVIEW
Division of Psychiatry & Applied Psychology

Project Title: Human Resources leaders' views on the language of subtle slights towards minority group members in organisations

Researcher/Student: Iain Alexander Smith, iain.smith@nottingham.ac.uk

Supervisor/Chief Investigator: Amanda Griffiths, amanda.griffiths@nottingham.ac.uk

Ethics Reference Number: DPAP - 2019 - 0358 - 1

We would like to invite you to take part in a research study about how HR leaders understand subtle slights in organisations in the UK, within the context of diversity and inclusion. Before you begin, we would like you to understand why the research is being done and what it involves for you.

What is the purpose of this study?

As organisations have focused more on diversity and inclusion (D&I), a range of specific topics have begun to be discussed and included in training. An example of this is 'unconscious bias': now a common form of training within organisations.

This study seeks to explore the views of Human Resources leaders on a similar topic: subtle slights. 'Subtle slights' as a concept embodies a range of concepts: 'microaggressions', 'micro-inequities', 'everyday discrimination', and 'workplace incivilities'. These are putdowns or insults communicated to people who would typically considered to be in a minority group because of their race, gender or age.

We would like to explore with HR leaders which of these terms resonate best and seek their advice on which would be most helpful to use in everyday practice. How would they feel most comfortable introducing these concepts into an organisation?

Why have I been invited?

You have been invited because as a Human Resource leader because HR leaders are typically are responsible for organisational D&I strategies. You also have a level of expertise and organisational experience that makes you an ideal person to give us your perspective on this topic.

Do I have to take part?

It is up to you to decide whether or not to take part. If you do decide to participate you will be given this information sheet to keep and be asked to sign a consent form. You may change your mind about being involved at any time or decline to answer a question. You are free to withdraw at any point before or during the study without giving a reason.

What will I be asked to do?

If you choose to take part, you will be asked to taking part in an interview lasting for about 30 minutes. This interview will be semi-structured, meaning it will be based around key research questions, but it will feel like a guided conversation. The interview will be recorded to save the interviewer from making continuous notes, allowing them to focus more on you and the conversation, but it will be destroyed as soon as an anonymised transcription has been made. The interview will explore your thoughts and advice about how best to address the topic of subtle slights.

Will the research be of any personal benefit to me?

We cannot promise the study will help you but the information we get from this study may help you reflect on how these issues might be implemented in a way that is beneficial to organisations. You'll also receive a summary report of the study's findings, so you'll hear themes from interviews with other HR leaders too.

Are there any possible disadvantages or risks in taking part?

We will be discussing the topic of workplace subtle slights within a neutral, organisational context rather than a personal context. For this reason, we don't foresee any risks in taking part.

What will happen to the information I provide?

Following the interview, the recording will be transcribed and any names you mention will be anonymised, or examples that might inadvertently allow people or employers to be identified will be deleted. The data will then be included with other transcribed interviews and analysed to allow the researcher to explore patterns across interviews. This process will ensure that neither you nor your organisation can be identified. Once you have been interviewed it may not be
technically possible to withdraw your data unless requested within two weeks of the interview date.

Only the researcher and the research supervisors will have access to this data. The transcribed interview file will remain stored into a password protected server at the University of Nottingham. The recorded interview file will be destroyed.

During the analysis process we would like to be able to quote what you say in our report or publication. We will make sure that your anonymity is protected. But if you do not wish us to do so, please tell us. On completion, a summary of findings will be available to all participants. If you would like a copy, please tell the research and it will be emailed to you. We plan to write the findings for publication in an academic journal, perhaps to present them at conference, and for them to be included in a chapter of a PhD thesis.

Data Protection

We will follow ethical and legal practice and all information will be handled in confidence.

Under UK Data Protection laws the University is the Data Controller (legally responsible for the data security) and the Chief Investigator of this study (named above) is the Data Custodian (manages access to the data). This means we are responsible for looking after your information and using it properly. Your rights to access, change or move your information are limited as we need to manage your information in specific ways to comply with certain laws and for the research to be reliable and accurate. To safeguard your rights we will use the minimum personally – identifiable information possible.

You can find out more about how we use your information and to read our privacy notice at:

https://www.nottingham.ac.uk/utilities/privacy.aspx

The data collected for the study will be looked at and stored by authorised persons from the University of Nottingham who are organising the research. They may also be looked at by authorised people from regulatory organisations to check that the study is being carried out correctly. All will have a duty of confidentiality to you as a research participant and we will do our best to meet this duty.

At the end of the project, all raw data will be kept securely by the University under the terms of its data protection policy after which it will be disposed of securely. The data will not be kept elsewhere.

If you have any questions or concerns, please don't hesitate to ask. We can be contacted before and after your participation at the email addresses above.

What if there is a problem?
If you have any queries or complaints, please contact the student's supervisor/chief investigator in the first instance. If this does not resolve your query, please write to the Administrator to the Division of Psychiatry & Applied Psychology's Research Ethics Sub-Committee adrian.pantry1@nottingam.ac.uk who will pass your query to the Chair of the Committee.

Appendix 5: *Study 3 interview guide*

Opening

A. (Check Interviewee Identity) Hi there, am I speaking to ___?
B. (Establish Rapport) My name is Iain Smith and I am calling for the interview that you agreed to carry out.
    a. How are you, etc.
C. (Purpose) Okay, before we start I'll just remind you of the purpose of the interview along with some admin bits.
    a. My research study is exploring the views of HR leaders on the topic of subtle slights
    b. A subtle slight is a putdown or insult communicated to people typically as a result of their identity, typically they may be considered to be in a minority group.
    c. Subtle slights – you may have heard them referred to as 'microaggressions' or 'micro-inequities' – are increasingly being discussed in society and in organisations, including policies and training
    d. We're interested in how they are currently being introduced within the workplace, if at all, along with the language used to describe and define them, so your thoughts as an experienced HR leader will be really valuable for me.
    e. In this interview I would like to ask you about your thoughts and experiences of this topic – essentially, I want this to be more of an informal chat that a structured interview, although I do have some pre-written questions to help the discussion along.
D. (Time) The interview should take about 30 minutes.
E. (Withdrawal and Ethics) You will be able to withdraw at any point during this interview, should you wish to do so, without giving a reason.
F. (Recording) It will save me taking copious amounts of notes if I can record this interview, but I promise to destroy the recording once it has been transcribed and anonymised - your name or that of your organisation will not feature on it anywhere.
G. If you are happy to start I will turn on the recording.
H. I have got your consent form – thank you. This will be stored separately from interview notes so you can't be identified. Can I just confirm for the benefit of the recording – we have to do this for all studies – that you have read the Participant Information Sheet and that I have your consent to participate? … Thanks.
I. This is Interview Number 1/2/3/4 etc.

(Transition: Ask participant how long they have been with their organisation, a little about their role, and any connection they have to the topic at hand)

Body

A. Language of subtle slights

1. As I mentioned earlier, a subtle slight is a putdown or insult communicated to people typically considered to be in a minority group. I'm going to share some terms used in academia and

organisations to describe and define subtle slights. You may have heard some of these before. For each term, please could you give me your initial reaction to it:

[a] What you think this term describes? What does it communicate to you?
[b] What is your gut reaction to the term? Can you explain why you have that reaction?

- 'Microaggression'
- 'Microinequity'
- 'Workplace incivility'
- 'Subtle discrimination'

2. Which of these terms would you feel most comfortable introducing or using in your organisation, for example in raising awareness or in training? Why?

3. Which terms would you feel less comfortable introducing? Why?

4. What reaction do you have to the general label of 'subtle slight'?

B. Organisational focus/introducing the topic

1. Are you aware of any instances where people in your organisation have complained about behaviours like these subtle slights? Could you give me some examples? Have you encountered any common themes?
2. What has your organisation already done to ensure people behave civilly at work and avoid the smaller slights we've discussed so far?
3. How much does your organisation focus on awareness, behaviour change or training around these smaller cases of subtle slights and discrimination? What challenges do you face in this area? Where do would you say employees in your organisation most need support?
4. Would you describe this area as a priority for your organisation? If so, why? If not, why not?

Closing

A. (Summarize) Quickly sum up the discussion.
B. (Maintain Rapport) I appreciate the time you took for this study. Is there anything else you think would be helpful to know that is relevant to how subtle slights may be perceived in the workplace?
C. (Action to be taken) I should have all the information I need. Would it be alright to contact you again if I have any further questions? Thanks again. Please don't hesitate to contact me if you have any more questions. And I will send you a summary of my findings if you would like me to.

Appendix 6: *Study 3 example transcript*

I: And I have got your consent form, thank you. This will be stored separately from the interview notes, so you can't be identified. Can I just confirm for the benefit of the recording, we have to do this for all studies, that you've read the participant information sheet and that I have your consent to participate?

F: Mm, yeah, absolutely and I think Julie [inaudible – 00.25] terminology, emailed you the copy.

I: Exactly, yeah, we've got the copy and we'll store that separately from this transcription; wonderful. So this is Interview 5. And so X I'd love to begin by just hearing a little bit more about you, how long you've been with your organisation, a little bit about your role, and any connection you have to this topic?

F: So I've been with X for about six years now. And I previously worked in more commercial goals, I worked in e-buying and merchandising and also in finance. So before I moved into HR my last role was financial strategy, so I'm kind of new to the world of HR. But the reason I moved into this role, which my title is Head of Diversity, Inclusion and Well-being for X is because of the strategic importance of people for us commercially. But also understanding how do we need to invest and change our approaches both to diversity and inclusion and to well-being, to make sure people thrive at work? I don't think it's just a nice-to-have but it's a commercial priority of the business. Again it's a different approach to it, as opposed to you know we're here to make money and what you do in your personal life it doesn't really matter to us. It's more of a thinking about individuals as whole beings, we're not kind of bringing only part of yourself to work. And how do we support people to really thrive? And so diversity and inclusion is one of the elements of my role.

I: Wonderful, that's really helpful and really interesting to see them connected because they are so connected, wellness, well-being and inclusion.

F: Mm.

I: And very linked to this idea of subtle slights which of course is potentially damaging to well-being. So I'm curious about some of the terms and language you might have used in this space. So as I mentioned earlier, a subtle slight is a putdown or an insult but a very subtle one you know, that might not often be obvious in the moment. I'm going to share some terms used in academia and organisations to describe and define subtle slights. You might have heard some of these before and I'm curious about your initial reaction to the different terms, along with you know what does the term describe, what does it communicate to you and what your gut-reaction is to the term?

F: Mm.

I: So the first term would be microaggression, and I'm wondering you know, have you heard this before, do you have a reaction to the term and what do you think the term describes?

F: Yeah, I think I've heard it before. The reason is just from our context obviously we'll have lots of shops and in our shops people come in contact with customers and some customers are nicer than others as human beings. So some customers are very polite and courteous, whereas others are less so. And in terms of this microaggression word, we came across it when people are … so you're terming the workplace as in colleague to colleague but it's more about interacting with customers as one of the examples. If somebody is wearing a hijab, then somebody can approach them and say go away or go home, all Muslims are bad or something of this … I don't know if it's micro or whether we're transgressing into macro but it's almost like either/or … it's probably kind of on the scale of almost not microaggression but something bigger than that.

I: Mm.

F: But also then things like so for example if somebody has an accent, then how people react to this accent in a sense that if you're kind of obviously annoyed by that and it's like what are you trying to say and I don't understand. So that can be more subtle and again … but still it communicates, it's almost like something's wrong with you because of your accent or where you come from. So I think that's the term I was kind of … I've heard about that, yes.

I: Mm.

F: I was curious what academia defines as microaggression.

I: Yeah and I'm curious … so it seems like there are experiences of whether they are micro or whether they're slightly bigger than that, it certainly sounds like it's a concept and an experience that still comes up even in the context of say the UK … yeah, within the context of the UK as a culture.

F: Mm.

I: Do you have reactions to the term microaggression when it comes to educating people about them? Do you think it's well-received when we talk about microaggressions or …?

F: Depends. I know it depends is not very helpful but it depends on what you are trying to do with that. Because I think when you say microaggression, so for example if we are saying … we put it in a training programme for our employees and say right, so we're going to train you on how to avoid microaggression. I think the term itself, it almost puts you on the defensive first of all, no-one wants to be … unless you are a raging psychopath, no-one wants to be called aggressive.

I: Mm.

F: And so I think it's kind of from the word go, aggression makes it look oh I'm doing something wrong.

I: Yeah.

F: And I think there's … and as I said it depends, if you position more as a broader … so it's kind of to introduce the term you need to have a bit of a journey. So to explain this is what we're trying … so for example we are trying to become more accepting as an organisation but we recognise the experience of our individuals of ethnic minority or whatever other minority, may not be as great as it can be due to variety of reasons which aren't necessarily within our control. And there are certain things that we need to be mindful of to improve this experience. And one of them is everyday experience of individuals and one of them can be microaggression. But I think it's just the word aggression, again it still needs to have a lot of explanation to get to microaggression and people kind of saying okay, I can see where … so it's almost like if you are training someone to think about what they're doing themselves and whether it's perceived as microaggression, I think it probably puts people a lot on the defensive. If it is about in our context in particular, it's more about customers and what your reaction would be if your colleague is subject to microaggression from customers. I think that more externalises it and people are more … so it's like if it's relating to you and you are somehow … it's not accused but implicitly it's almost like you may be unconsciously doing some microaggression things, I think then you can be quite … either people become defensive and when people become defensive it kind of devalues the whole topic, they say oh yeah, here we go again, I am sick of this PC nonsense.

I: Mm.

F: So I think it can create more problem than solve.

I: But as you were hinting at if you're on the receiving end of the microaggression it could potentially be useful in at least adding weight to their experience, is that fair to say?

F: Yeah I think it's fair to say but also then … it is fair to say but it's … yeah but it's how do we define that because I think it's almost like … and I appreciate this is for your thesis but it's almost like there's certain societal perceptions that are then translated into behaviours which can be then interpreted by the receiving end. Or not interpreted but the experience by the receiving end as microaggression. It's almost like microaggression it all started with that, you start with the accepted societal norms that women are looking after children, women are … and we're moving away from this stereotype but it's almost like women are not as clever and they're girly and they like to dress up. And then it's like oh yeah, women … or men are not great at cooking, so it's like oh yeah, here's my husband cooking or not

cooking again. So it can be perceived as microaggression to somebody if you are a good cook and you happen to be a man.

I: Mm.

F: But it's almost like … sorry, I'm not articulating it well but it's almost like it starts with more into behaviours which then come back to aggression. So if you start at the aggression point in any communications, it's kind of there's quite a lot you need to unpick to actually do something about microaggression. So for example you don't say okay we'll train you on removing your microaggression … sorry, if it's not useful to use the training analogy please let me know …

I: No, no, no, this is all making great sense.

F: But then it's almost like how do you … if you put it into context and say okay, some things that currently happen in society which are kind of acceptable, can be perceived as … it's almost like think about putting yourself into other person's shoes and this is how it feels to be there. And therefore it's actually not very pleasant. The reason it happens is you know, there's a lot of things that are not actually within your control, however good news is that you can do something about it to make the experience of this individual better.

I: Yeah.

F: But it doesn't have to be this way. So it's like you're not to blame necessarily but you can do something positive to address the experience of the individual. So it's almost like I don't know how you phrase but it's … yeah.

I: It's almost going back to well certainly looking for an outcome where we're bringing people together and creating perspective-taking and understanding and empathy rather than people potentially being divided and thinking it's political correctness. And potentially going back to the stereotypes and the societal norms that cause these rather than focusing on the way in which they show up. Is that fair to say?

F: Yes, yes.

I: And just quickly for a couple of other terms, you mentioned the everyday experience. Another term that's used to describe this area is everyday discrimination. Do you have any reactions to that? Do you think that's also potentially too defensive as well?

F: It's divisive. I mean anything to say discrimination, I'm an HR person and I haven't been in HR for a while it brings kind of legal suit right away and you're based in America now where …

I: (laughs) Yeah, they're very strong …

F: It's like discrimination, we're going to get sued type of thing.

I: Yeah.

F: So it's a very strong word. Very strong word. When you say everyday discrimination, you're thinking about you know, well it's illegal to discriminate. I mean it's like you go back to … discrimination is a very strong word. So if you say everyday discrimination then it's almost like we'll have lawyers to coming to us.

I: (laughs) And similarly there's a term which you may have heard before as well, that sounds very similar to microaggression, which is microinequity. Do you have any reactions to that?

F: It's sort of … I think we're then going into very intellectualised space.

I: Mm.

F: I like it more personally because it's more neutral term and it's almost like it doesn't go into as strong as discrimination. It's still not completely … it doesn't completely capture … inequity again it's a nicer way to say discrimination.

I: Mm.

F: And also it's not inequality because microinequality would be … but inequity is better but still it doesn't completely do it for me.

I: And it may not be accessible to people who aren't … you know for instance where English is a second language, where it becomes a little more complicated?

F: Yeah, exactly, so then it becomes … yeah, it's very kind of intellectualised. Workplace incivility, the one you mentioned as well in the paper, incivility … but again if we're talking about incivility it's … well again it is also quite strong because I think it's almost like what are we defining as slight? So for example if we say slight is that you know, somebody says all women are stupid, a slight inequity, but again it's just if it's something that is … because also I think what can be more acceptable as a term from … it's you know, banter, especially in kind of English language environment, banter is usually kind of a catch-all term for this type of thing. So it's almost like it's kind of civil banter where everyone participates, enjoys and laughs. Whereas uncivil is when somebody feels very uncomfortable.

I: Mm.

F: So I think it's almost like it's because you know … well for example I'm Russian and sometimes I have to say well … not have to say but sometimes I say I've never been to Salisbury or Russian hackers, and it can be perceived … it depends on the context. But I personally find it funny, so it's for me I don't feel insulted or it's not necessarily a putdown, it's not a slight but it can be

perceived as such. But in spite of this banter and it's kind of acceptable overall but if I hear … if I'm a situation for example and somebody says well all Russians hate democracy or something like that, so it's just making big … something that I would make more uncomfortable and everybody says … agrees with that.

I: Mm.

F: Then I feel it doesn't affect me personally but it's like if some other Russian person … and they feel that they kind of shrink in size and things move on but there is still a little cloud. So it's like it's nothing particularly bad or it wasn't a major thing and because it's so in the media that no-one even thought twice and actually there was a Russian person in the room while they were discussing how bad Russians are. But it's sort of everyone moved on very quickly but there was something subtle that was mentioned that makes me feel I don't belong to this group and just something that I can't participate in this.

I: Mm.

F: Whereas if somebody said pretty the same thing but I was able at the same time kind of … well not the same thing but [inaudible – 18.05] differently and … because there's a very delicate balance because you don't want to do this political correctness and not say anything. But it's almost like how do you reach a point where you're kind of clear what everything … everyone has a voice as to what's acceptable and you define these rules you know, the very popular concept of belonging is how you can work with that. So it's almost like how do you define … it's almost like incivility but it's like inclusive banter or something along those lines. So it's almost like banter by itself actually can be fun, it can kind of release steam, it's a good valve so people can have a laugh. And sometimes … and yeah, sometimes people joke about their nationality or identity or whatever and it's just … so if it's taken out of context in can be perceived as you know, aggression but if it was for the group it's actually … sorry if I'm not very helpful.

I: No, no, no, this is making a lot of sense.

F: Yeah, but it's almost like defining it in … because it's subtle if you're saying it's like subtle slights, it's not the kind of something you go to your HR professional and say you know, there's something, I need to raise a grievance. But it's this kind of talk that happens in the workplace.

I: Yeah.

F: And inclusive or exclusive … sorry?

I: Yeah, no sorry I didn't mean to talk over you. I was really struck by your point about everyone has a voice and what is acceptable and using belonging to achieve that. Because I think you're right, I think when it comes to whether we call them micromessages, subtle slights or something specific

like microaggressions, often it's not understanding where someone's coming from or almost not having that shared understanding between team members or between a group that leads to either inappropriate questions or banter that goes too far or you know, the little subtle slights that end up causing offence. I just think it's quite a nice way of resolving it more at that group level than almost inserting a huge policy on an organisation that asks people to avoid doing a specific thing.

F: I agree because first of all then you can't legislate for everything. And when you said legislating, usually you find there are more problems than … because especially in things like subtle, I mean define subtle? And it can become really toxic really quickly.

I: And what reaction, just on you mentioned subtle there, do you have any reaction to the general label that I used of subtle slights?

F: To be honest I think it's almost like the beauty is in the eye of the beholder of what is subtle. What's subtle for one individual can be major for another. It's like if you think of my mother-in-law for example, everything is a slight.

I: (laughs)

F: But it's a different story. But it's almost like I think slight in itself I think carries … and again I'm not a native English speaker, so I'm just … but it's my perception, is slight in itself is kind of not a major offence.

I: Yeah.

F: It's something that is you know, small, relatively speaking, but still annoying. But subtle, I think it's more of a … this microaggression thing, as in it's still … I think subtle is key because the people who are committing the slight, they are not realising what it is they're doing. It's almost like unconscious. But unfortunately the word conscious or unconscious bias has been done to death and I think it's … again it's a term that is somewhat controversial now because it's like okay, it's not my fault and then … yeah, it's all sorts of things that you know very well, given I used to work at Mind Gym.

I: (laughs)

F: But it's almost like what's the word I'm looking for … not so much unconscious but it's something … I don't know what's the word to describe it, you commit a slight without realising it.

I: Unintentional maybe?

F: Unintentional, that's the one, yeah, it's kind of unintentional slights rather than … because I think what subtle slight communicates to me is almost like you're offending something slightly but you know what you're doing (laughs).

I: Yeah.

F: Whereas unintentional is you say something which again the receiving end feels they are not … it's unpleasant for them but you don't mean it this way, you don't think about it as … you just think you're being funny for example. Or you think you've repeated something that you've heard either on the news or somebody else … and you don't give it a second thought. So it's like you did not intend to offend anybody. And it goes back to this … but I think it's because the subtlety has been defined by the receiving end and whether it's a slight or not has been received as … it almost feels to me that it's a group dynamic and understanding how you define the rules as to what's acceptable and everyone feels they actually genuinely do have a voice in setting these rules. So unless you resolve that you can research the subject …

I: (laughs)

F: It's not going to make any difference.

I: Yeah. Yeah, I think you're right.

F: Yeah.

I: I think you're right, I think the academic world is certainly wrestling with how contextualised this is in the field of psychology where we want to define and be able to measure every single thing. I think the creation of something that's kind of so context-dependent, dependent on the group, is where this becomes slightly tricky.

F: Mm.

I: But what's been most interesting is your reactions on you know, how some of these terms that are currently being used by academia might land within an organisation. And it seems like a lot of the terms from academia, microaggression and microinequity, everyday discrimination, workplace incivility, are almost too strong. And maybe appropriate for academic thinking but potentially not as helpful within organisations. Is that a fair summary of thoughts on those terms?

F: Yes that's right. And also for me it seems like … and obviously academia, if you went to contextualise it but it's almost like why are we trying to name something that is a symptom rather than a disease, so to speak.

I: Mm.

F: Which makes perfect sense because you can say it's … for example it's groups or companies where people don't feel that they have a voice, you can feel out of that and you can call it inequities, microaggressions, kind of the volume of this thing which is happening. But it's a symptom of the underlying

cause. So it depends on how you phrase it in academia, how you treat it in academia, is that the kind of if you see this symptom coming through then the underlying cause is most likely to be that. I think that would be quite a productive line of enquiry.

I: Mm.

F: Whereas if it is just saying microaggressions are diseases, then I think it's probably less helpful.

I: Yeah. And potentially there are a number of different … is it fair to say that there are potentially a number of different causes, a number of different diseases, that might result in the experience of a subtle slight or a microaggression, is that what you're heading towards?

F: Possibly, yeah, possibly. It's almost like given the experience underlying the systems of the ethics and beliefs and then their beliefs and their poor behaviours overall and what's accepted, what's tolerated within company cultural landscape. And if you see some of the symptoms such as you know microaggressions and whatever, that indicates that there's something really wrong with the underlying setup of the company. It's almost like to fix that you'd need to start thinking about what other different elements can be potentially not working well.

I: Mm, interesting. And just as a quick final question that's linked to that on almost what we do about it and the focus on this topic. I'm curious how much does your organisation focus on either awareness or responding or training around things like the subtle slights, things like you mentioned particularly with customer interactions earlier on. Is this an area that the organisation provides support for or …?

F: We do a bit but we don't call it … well it's not so much subtle slights, it's more of an acceptable behaviour, that's what we have. So it's like what's acceptable, what's not acceptable? In these terms we also have unconscious bias training but as such we don't provide … specifically we don't really do much on that.

I: That's interesting. Would you describe it as something that fits into your priorities when it comes to diversity, inclusion and well-being? Or is it almost down the line in terms of there are other things that are more important?

F: You mean slights?

I: Yeah and the smaller littler behaviours.

F: No, to be honest I think our earlier conversation, I think it's almost like … it's not that it doesn't fit into my priority, I just don't think you can tackle the whole thing. As in what we want to achieve is a much better culture which means more kind of interest, empathy, all those kind of good things that are fundamental for people actually listening to each other and trying to

understand another person's point of view. And once you create that, then you can have a more kind of conversation as in well you said that and it really upset me and I say okay, I'm really sorry, I didn't mean it, I won't do it again. And that kind of contracts into you know, what do you find acceptable and what not.

I: Mm.

F: But I think even if you're a minority … yeah because it's like otherwise people end up walking on eggshells and it is very counterproductive.

I: Yeah.

F: And then because line managers think it's such a headache to have somebody of ethnic minority for example that I don't want to hire any because I have to go through all this sort of bizarre, from my perspective, because I don't have much time for this, strange training course on little things. I mean … yeah. But if people genuinely view that diversity is good, it can be quite messy sometimes, so it's … people can get upset. But if you get upset then it's okay to say and if you say we'll change it. So I think that's where I put my focus. Having training on how to avoid micro… I don't see any value in it.

I: Yeah, yeah. This has been incredibly helpful, thank you so much X for taking the time to speak with me. I actually, if you'd be interested, I know you wanted to understand how academia defines microaggressions and that's something that I've looked at elsewhere in my thesis. I can send over a table of different definitions if that would … and examples, if that would interest you?

F: Yes that would be really, really helpful actually, I'd be really, really interested to understand that. And also Iain it would be great because you mentioned that we can have summary of this research.

I: Yeah.

F: So I'd be really, really interested to see what the summary research comes through and what others think about this subject as well, I'd be really keen to understand that.

I: Yeah, it should be quite interesting. So just on that, I'm probably going to end up speaking with between 12 to 15 HR leaders from different organisations, different industries around the UK. The plan is to finish the interviews by the end of September, I hope, and to have some kind of results summary by the end of this calendar year is what I'm hoping for.

F: Right.

I: So I'll keep you in the loop on it but certainly we'll be sharing that at the end. Thanks so much. I think I have everything that I need. Would I be okay to contact you again if I have any further questions?

F: Yeah, no absolutely.

I: And when it comes to anonymising X, would it be best to refer to the organisation as a retail organisation or would you use a different term?

F: Retail organisation is absolutely fine.

I: Okay, wonderful. Thank you so much and please don't hesitate to contact me if you have any more questions and yeah, thank you so much X I really appreciate it, it's been a great conversation.

F: Absolutely, thank you so much Iain.

I: Thank you.

F: Bye.

I: Bye.

END OF RECORDING

Appendix 7: *Study 4 participant information sheet*

PARTICIPANT INFORMATION

STUDENT RESEARCH PROJECT ETHICS REVIEW
Division of Psychiatry & Applied Psychology

Project Title: Working adults' reactions to an eLearning module on 'subtle slights' in the workplace

Researcher/Student: Iain Smith, iain.smith@nottingham.ac.uk
Supervisor/Chief Investigator: Prof. Amanda Griffiths,
amanda.griffiths@nottingham.ac.uk
Ethics Reference Number: 1580

We would like to invite you to take part in a research study exploring reactions towards an example of diversity and inclusion eLearning designed for the workplace. Before you begin, we would like you to understand why the research is being done and what it involves for you.

What is the purpose of this study?

This study aims to explore how working adults in the UK view a contemporary eLearning module typical of British organisations' focus in the area of diversity and inclusion. In particular, I am interested in how people see the helpfulness and usefulness of the eLearning module.

I cannot promise the study will help you but the information we get from this study may help me inform diversity and inclusion training in the future. It will also form part of my PhD study.

Why have I been invited?

You have been invited because you have previously registered with Qualtrics as a survey respondent, and you meet our sampling criteria: in particular, you are a working professional adult employed in the UK.

Am I able to opt out?

As part of a panel you have already elected to take part, but you are welcome to withdraw at any point before or during the study without giving a reason.

What will I be asked to do?

If you choose to take part, you will be asked to watch a short eLearning animation and answer a short questionnaire about your reactions to the animation. This should take less than 10 minutes in total.

What will happen to the information I provide?

Your questionnaire responses will be confidential and anonymous. They will be stored and compiled with the other respondents to this survey. Only the primary researchers and Qualtrics will have access to this dataset. It will not be possible for you to be identified from the dataset by your demographic data. Once you have completed and submitted this anonymous questionnaire it is not possible to withdraw the data because we won't know who you are.

The data is being used in the completion of a PhD research program and may be published in an academic journal.

Are there any possible disadvantages or risks in taking part?

We don't expect there to be any disadvantages or risks to taking part. You will be asked to watch a short eLearning video that contains scenarios related to race, age, sexual orientation and gender. In the unlikely event that it does give rise to any concerns for you, or you are upset, you can find advice and guidance related to equality, diversity and inclusion at the UK Human Rights Commission webpage, here: https://www.equalityhumanrights.com/en/advice-and-guidance.

Data Protection

We will follow ethical and legal practice and all information will be handled in confidence.

Under UK Data Protection laws the University is the Data Controller (legally responsible for the data security) and the Chief Investigator of this study (named above) is the Data Custodian (manages access to the data). This means we are responsible for looking after your information and using it properly. Your rights to access, change or move your information are limited as we need to manage your information in specific ways to comply with certain laws and for the research to be reliable and accurate. To safeguard your rights we will use the minimum personally – identifiable information possible.

You can find out more about how we use your information and to read our privacy notice at:

https://www.nottingham.ac.uk/utilities/privacy.aspx

We would like your permission to use anonymised data in future studies, and to share our research data (e.g. in online databases) with other researchers in other Universities and organisations both inside and outside the European Union. This would be used for research in health and social care. Sharing research data is important to allow peer scrutiny, re-use (and therefore avoiding duplication of research) and to understand the bigger picture in particular areas of research. All personal information that could identify you will be removed or changed before information is shared with other researchers or results are made public.

The data collected for the study will be looked at and stored by authorised persons from the University of Nottingham who are organising the research. They may also be

looked at by authorised people from regulatory organisations to check that the study is being carried out correctly. All will have a duty of confidentiality to you as a research participant and we will do our best to meet this duty.

At the end of the project, all raw data will be kept securely by the University under the terms of its data protection policy after which it will be disposed of securely. The data will not be kept elsewhere

If you have any questions or concerns, please don't hesitate to ask. We can be contacted before and after your participation at the email addresses above.

For a reminder of Qualtrics' data protection/privacy policies, please visit: https://www.qualtrics.com/uk/platform/gdpr/

What if there is a problem?

If you have any queries or complaints, please contact the student's supervisor/chief investigator in the first instance. If this does not resolve your query, please write to the Administrator to the Division of Psychiatry & Applied Psychology's Research Ethics Sub-Committee adrian.pantry@nottingam.ac.uk who will pass your query to the Chair of the Committee.

If you remain unhappy and wish to complain formally, you should then contact the Faculty of Medical and Health Sciences Ethics Committee Administrator, Faculty Hub, Medicine and Health Sciences, E41, E Floor, Medical School, Queen's Medical Centre Campus, Nottingham University Hospitals, Nottingham, NG7 2UH or via E-mail: FMHS-ResearchEthics@nottingham.ac.uk

We believe there are no known risks associated with this research study; however, as with any online activity the risk of a breach is always possible. We will do everything possible to ensure your answers in this study will remain anonymous.

Appendix 8: *Study 4* p*articipant consent form*

Participant Consent

STUDENT RESEARCH PROJECT ETHICS REVIEW

Division of Psychiatry & Applied Psychology

Project Title: Working adults' reactions to an eLearning module on 'subtle slights' in the workplace
Researcher/Student:
Iain Smith, iain.smith@nottingham.ac.uk
Supervisor/Chief Investigator: Prof. Amanda Griffiths, amanda.griffiths@nottingham.ac.uk
Ethics Reference Number: 1580

Have you read and understood the Participant Information?	YES/NO
Do you agree to participate in a study about diversity and inclusion training in the workplace	YES/NO
Do you know how to contact the researcher if you have questions about this study?	YES/NO
Do you understand that you are free to withdraw from the study without giving a reason?	YES/NO
Do you understand that for anonymous questionnaire studies, once you have completed the study and submitted your answers, the data cannot be withdrawn?	YES/NO
Do you give permission for your data from this study to be shared with other researchers in the future provided that your anonymity is protected?	YES/NO
Do you understand that non-identifiable data from this study including quotations might be used in academic research reports or publications?	YES/NO
I confirm that I am 18 years old or over	YES/NO

By clicking the button below I indicate that I understand what the study involves and I agree to take part.

If I do not want to participate I can close this window/press the exit button.

Appendix 9: *Study 4 online survey*

Welcome page

Thank you for agreeing to take part in this survey exploring reactions towards an example of diversity and inclusion eLearning.

Today we will be sharing an example of a short learning on a specific topic and getting your reactions to this.

This survey should take up to ten minutes to complete.

Be assured that all answers you provide will be kept in the strictest confidentiality.

By clicking the button below, you are confirming eligibility for this study: specifically, that you are a working adult currently employed in the UK.

Study Information page

<Participant Information Sheet>

Please click to continue with the survey having read this information sheet.

Consent page

<Participant Consent Form>

By clicking the button below, I indicate that I understand what the study involves and I agree to take part.

If I do not want to participate, I can close this window/press the exit button.

Demographic questions page

What is your age?

Which ethnic group do you most identify with?

- White
- Black / African / Caribbean / Black British
- Other ethnic group [please state]

Which gender category do you most identify with?

- Male
- Female
- Other gender category [please state]

Do you consider yourself to be transgender?

- Yes
- No

Do you spend most of your time working in an office – either in a home office or an office building?

- Yes
- No

Do you have line management responsibilities in your place of work?

- Yes
- No

We understand if you would prefer not to disclose any of this information, and you may exit the survey at this point.

eLearning page

Welcome to a short eLearning on the topic of micromessages/microaggressions. Please watch this before clicking on to answer questions about your experience.

<eLearning video>

If you are encountering technical difficulties, click here to download a transcript of the eLearning video.

Reaction to eLearning survey page

Reaction survey

I enjoyed the eLearning experience	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The eLearning was relevant to my experiences of work					
The eLearning provided useful examples and illustrations					
I would like to learn more about this topic in the future					
I would recommend this eLearning to my colleagues					

Reaction to content survey page

Now we'd like to hear more from you about your reaction to the main topic explored in the eLearning: micromessages/microaggressions.

Had you heard of micromessages/microaggressions prior to this experience?	YES/NO
Have you personally experienced micromessages/microaggressions before?	YES/NO

Micromessages/Microaggressions are a topic that organisations are right to focus on	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I have seen micromessages/microaggressions taking place during my time at work					
A focus on micromessages/microaggressions is an example of 'political correctness gone mad'					
Learning about micromessages/microaggressions has caused me to reflect on my own behaviour					
Learning about micromessages/microaggressions has given me language to explain my own experiences					
Learning about micromessages/microaggressions has given me language to explain others' experiences					

Which emotion best describes the reaction you had to the term 'micromessages/microaggressions'?

- Anger
- Contempt
- Disgust
- Fear
- Guilt
- Interest
- Joy
- Sadness
- Shame
- Surprise

Please could you tell us a bit more about your reaction?

Do you think the term micromessages/microaggressions is a useful one to use in training? What term would be more helpful in engaging people in a productive conversation about this topic?

What other reflections do you have that you'd like to tell us about?

Closing text page

Thank you for taking the time to complete this survey. As a reminder, should you have any concerns having taken part, you can find advice and guidance related to equality, diversity and inclusion at the UK Human Rights Commission webpage, here: https://www.equalityhumanrights.com/en/advice-and-guidance.

Appendix 10: *Study 4 eLearning animation transcript*

Welcome to a short eLearning on the topic of microaggressions/micromessages

What is a microaggression/micromessage?
A microaggression/micromessage is an everyday verbal, non-verbal, or environmental slight, snub, or insult, whether intentional or unintentional, that communicates hostile, derogatory, or negative messages to target persons (Gonzales, Davidoff, Nadal & Yanos, 2015).

You can think of it as a form of mental papercut: experiencing one microaggression/micromessage may sting, but experiencing many over time – in work or in life – becomes far more painful.

The following are some examples of microaggressions/micromessages (McTernan, 2018):

- Clutching your bag closer on seeing a young Black man in an elevator.
- Saying, 'what are you', to enquire about someone's racial or ethnic group or asking, 'but where are you really from?'
- Telling someone of Asian descent that he or she speaks English well.
- Saying, 'cheer up love', to a woman walking down a hallway.
- A man stating, 'what a shame', in response to learning that a woman is gay
- Assuming an older worker doesn't understand a piece of new technology

It's important to understand that offence often isn't intended. But microaggressions/micromessages send a subtle message to the receiver that they may not truly belong in that team or workplace.

Why does this matter at work?
Microaggressions/micromessages can impact all of us. The experience of microaggressions/micromessages has been linked to (Wong, Derthick, David, Saw, & Okazaki, (2014)):

- Lower self-esteem
- Depression and anxiety
- Higher blood pressure
- … and ultimately, it makes people less happy with life

So, what can I do about this?

Four key actions (Thurber & DiAngelo, 2018) you can take…

1) **Understand the feelings of those who experience microaggressions/micromessages.** Remember that while they may seem small and unintentional, they can have big impact on people's health and well-being.

2) **Be aware of your own behaviour.** While it's difficult to monitor for an unintentional slip-up, be open to the idea that you are capable of saying or doing something that others might consider a microaggression/micromessage.
3) **Step in when you see microaggressions/micromessages.** Try and avoid calling people out – this can make the situation worse. Instead, try and 'call people in': share what you noticed, the impact it might have and allow them to respond and reassess what they said or did. Typically this will make people less defensive, and more likely to change.
4) **Prioritise self-care when you experience a microaggression/micromessage.** Your first priority is to yourself. Recognize that any feelings you may have are a legitimate response. If you feel able and willing to address your experience with the person that caused it, follow the previous steps: share what you experienced, and leave space for them to respond and ask questions.

While we'll never fully stop microaggressions/micromessages from happening, by being a little more aware and a little more open to discussing experiences, we can reduce the number and impact of these accidental papercuts.

Appendix 11: *Study 4 example frames from microaggression and micromessage learning modules*






A microaggression is an everyday verbal, non-verbal, or environmental slight, snub, or insult, whether intentional or unintentional, that communicates hostile, derogatory, or negative messages to target persons.
Gonzales, Davidoff, Nadal & Yanos, 2015


A micromessage is an everyday verbal, non-verbal, or environmental slight, snub, or insult, whether intentional or unintentional, that communicates hostile, derogatory, or negative messages to target persons.
Gonzales, Davidoff, Nadal & Yanos, 2015