Learning to See Clearly: Removing Blindspots from Organizational Behavior
Agenda

9:30  Introductions
9:45  Group Agreements
10:15 Unconscious Bias
    Self-Evaluation
    Implicit Association Test (IAT)
    Break (10:45-ish)
    Presentation/Discussion
11:45 Intercultural Competence
12:15 Lunch
12:45 Institutional Bias
1:15  World Café – Hiring Bias
2:30  Break
2:45  Examining Bias in Your Organization
3:30  Questions and Discussion
Introductions

1. Name
2. Organization
3. Where is your organization in terms of a diversity plan?
   a. Just starting out?
   b. Developing the plan?
   c. Beginning to implement the plan?
   d. Evaluating the plan?
Group Agreements

1. Use “I” statements, speak only for yourself
2. Share the air; leave room for everyone to speak
3. Our unique backgrounds and social status give us different life experiences
4. Seek first to understand - ask questions to clarify, not to debate
5. Controversy with civility
6. Own your intentions and your impact
7.
8.
9.
Agenda

Drawing heavily on these two sources today
The Johari Window

- **Known to Self**: My Public Self
- **Unknown to Self**: My Hidden Self
- **Known to Others**: My Blind Spots
- **Unknown to Others**: My Unknown Self
Bias Self-Evaluation

Please respond to the following statements by marking true or false.

I have an automatic preference for:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>White over black people</td>
</tr>
<tr>
<td>2.</td>
<td>European Americans over Asian Americans</td>
</tr>
<tr>
<td>3.</td>
<td>Abled over disabled people</td>
</tr>
<tr>
<td>4.</td>
<td>People from other nationalities over Arab-Muslim people</td>
</tr>
<tr>
<td>5.</td>
<td>White people over Native American people</td>
</tr>
<tr>
<td>6.</td>
<td>Thin people over obese people</td>
</tr>
<tr>
<td>7.</td>
<td>Light skinned people over dark skinned people</td>
</tr>
<tr>
<td>8.</td>
<td>Straight people over gay people</td>
</tr>
</tbody>
</table>
We will now do an online evaluation
You will need either a laptop, a smartphone, or a tablet that has an external keyboard
Implicit Association Test (IAT)

- Measures the strength of association between concepts and evaluations or stereotypes
- Concept = African American or European American
- Evaluation = Bad or Good

Part 3 of 7

Use the E key for African Americans and for Bad. Use the I key for European Americans and for Good. Each item belongs to only one category.

If you make a mistake, a red X will appear. Press the other key to continue. Go as fast as you can while being accurate.

Press the space bar when you are ready to start.
IAT continued

- Sorting images related to concepts i.e. pictures of African American or European American
- Sorting words relating to the evaluation - words you think are good/bad
IAT Continued

- Combine categories - concept images and evaluation words together
- Placement of the concepts switches
- Categories combined in a way that is opposite of what they were
IAT continued

Debriefing

The sorting test you just took is called the Implicit Association Test (IAT). You categorized good and bad words with images of Black people and White people.

Here is your result:
Your data suggest a strong automatic preference for Black people over White people.

Your result is described as an "Automatic preference for Black people over White people" if you were faster responding when Black people and Good are assigned to the same response key than when White people and Good were classified with the same key. Your score is described as an "Automatic preference for White people over Black people" if the opposite occurred.

Your automatic preference may be described as "slight", "moderate", "strong", or "no preference". This indicates the strength of your automatic preference.

The IAT requires a certain number of correct responses in order to get results. If you made too many errors while completing the test you will get the feedback that there were too many errors to determine a result.

Note that your IAT result is based only on the categorization task and not on the questions that you answered.
IAT continued

Percent of web respondents with each score:

- Strong automatic preference for European American compared to African American: 24%
- Moderate automatic preference for European American compared to African American: 27%
- Slight automatic preference for European American compared to African American: 17%
- Little to no automatic preference between African American and European American: 18%
- Slight automatic preference for African American compared to European American: 7%
- Moderate automatic preference for African American compared to European American: 5%
- Strong automatic preference for African American compared to European American: 2%

This distribution summarizes 3,314,277 IAT scores for the Race task completed between December 2002 and December 2015.
IAT Your Turn

Visit:
implicit.harvard.edu/implicit/takeatest.html
Or Google search “Project Implicit”

Take one of the following: Race, Asian, Disability, Arab-Muslim, Native, Weight, Skin-tone, or Sexuality IAT
YOU DO NOT HAVE TO GIVE SPECIFICS ABOUT WHICH TEST YOU TOOK OR THE OUTCOME

Please discuss the following:

- Were you surprised by the results?
- How are you feeling?
- What skepticism might you have about the test?
- What can you do with the information you learned about yourself?
Unconscious bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.
# Implicit Not Overt

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>System 1</th>
<th>System 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fast</td>
<td>Effortless</td>
</tr>
<tr>
<td></td>
<td>Triggers emotions</td>
<td>Associative</td>
</tr>
<tr>
<td></td>
<td>Looks for causation</td>
<td>Creates stories to explain events</td>
</tr>
<tr>
<td>Advantages</td>
<td>Speed of response in a crisis</td>
<td>Creativity through associations, so good for expansive thinking</td>
</tr>
<tr>
<td></td>
<td>Easy completion of routine or repetitive tasks</td>
<td>Good for reductive thinking</td>
</tr>
<tr>
<td>Disadvantages</td>
<td>Jumps to conclusions</td>
<td>Unhelpful emotional responses</td>
</tr>
<tr>
<td></td>
<td>Can make errors that are not detected and corrected, such as wrong assumptions, poor judgements, false causal links</td>
<td>Requires effort and energy, which can lead to decision fatigue</td>
</tr>
</tbody>
</table>
Automatic vs. Reflective

“Gut”  (Automatic Cognitive System)  vs.  “Mind”  (Reflective Cognitive System)
Unconscious Bias in the Media
Stereotypes

- Lead to bias
- Starting point for our perceptions of others
- Do not take special effort to acquire
- Compromise our internal due process
- Who gets stereotyped?
Homo Categoricus

<table>
<thead>
<tr>
<th>Race</th>
<th>Religion</th>
<th>Age</th>
<th>Nationality</th>
<th>Sex/Gender</th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>Christian</td>
<td>Young</td>
<td>French</td>
<td>Male</td>
<td>Professor</td>
</tr>
<tr>
<td>Asian</td>
<td>Muslim</td>
<td>Middle-age</td>
<td>Detroit</td>
<td>Female</td>
<td>Homemaker</td>
</tr>
<tr>
<td>Black</td>
<td>Jewish</td>
<td>Sixtyish</td>
<td>Australian</td>
<td>Gay</td>
<td>Flight Attendant</td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td>Elderly</td>
<td>American</td>
<td>Lesbian</td>
<td>Attendant</td>
</tr>
<tr>
<td>Native</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Factory Worker</td>
</tr>
<tr>
<td>American</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Would you feel the same about a black man who is a doctor as a black man who is a factory worker? How about a gay flight attendant and a gay professional athlete?
"I Am An American"

I am an American.  
That’s the way most of us put it, just matter of factly.  
They are plain words, those four.  
You could write them on your thumbnail,  
or you could sweep them clear across this bright autumn sky.  
But remember too that they are more than words.  
They are a way of life.  
So whenever you speak them, speak them firmly;  
speak them proudly; speak them gratefully.  
I am an American.
Developing Bias

- Parents
- Media
- Friends
- Role Models
- Boss
Why does bias matter?

"Uncomfortable Egalitarians" are people who earnestly describe themselves as egalitarian but, nevertheless, display subtle forms of discrimination.
In-group/Out-group bias

- Limits best behaviors to in-group
- Demand more from out-group
- Undercuts relationship building
- Us vs Them mentality
Mitigating Bias

“How can I address my biases if I don’t know that I have them?”
Self-Awareness

- Question your beliefs
- Recognize our privilege
- Know your in-groups
- Counterstereotypes in mass media
Build Relationships

- All group members have equal status
- Opportunities for meaningful personal encounters are available
- Participants are interdependent and working toward a common goal
- Stereotypes are actively disconfirmed
- The group actively supports equality
Table Talk

For your top five friends (folks you trust the most), list each person’s race, gender, religion, sexual orientation, socioeconomic status, occupation, and personality type.

- How similar are they to you?
- How are they different from you?
- What else did you notice?
Listening

- Develop curiosity
- Listen empathetically
- Display courage and humility
- Check your ego

“One of the most sincere forms of respect is actually listening to what another has to say.”

Bryant H. McGill
8 Jan 2014 6:33 am
Tools - The Johari Window

<table>
<thead>
<tr>
<th>Known to Self</th>
<th>Unknown to Self</th>
</tr>
</thead>
<tbody>
<tr>
<td>Known to Others</td>
<td>MY PUBLIC SELF</td>
</tr>
<tr>
<td>Unknown to Others</td>
<td>MY BLIND SPOTS</td>
</tr>
<tr>
<td>MY HIDDEN SELF</td>
<td>MY UNKNOWN SELF</td>
</tr>
</tbody>
</table>
Tools

- Scan to expand
- Media to provide counterstereotypes
- "You may not be aware of this but I am uncomfortable with the way you are talking about that group of people."
- Implicit Association Test
- Control/Conquer/Prevail
Intercultural Competence
Intercultural Development Inventory

- The Intercultural Development Inventory (IDI) assesses intercultural competence.

- The Intercultural Development Inventory is a 50-item questionnaire available online that can be completed in 15–20 minutes.

- Results in an individual profile, and a group profile.
Intercultural Development Inventory

Intercultural Development Continuum
Primary Orientations

Monocultural Mindset

Denial
Misses difference

Polarization
Deemphasizes difference

Minimization
Deeply comprehends difference

Acceptance
Bridges across difference

Adaptation

Cultural Disengagement Scale

Copyright 1998-2014, Mitchell R. Hammer, Ph.D., IDI, LLC

Department of Inclusion and Community Engagement
MNHS’ **Perceived Orientation** score indicates that the group rates its own capability in understanding and appropriately adapting to cultural differences within Acceptance, reflecting an orientation that recognizes and appreciates patterns of cultural difference in one’s own and other cultures in values, perceptions and behaviors.

![Intercultural Development Inventory (IDI)](image-url)
MNHS’ Developmental Orientation indicates that the group’s primary orientation toward cultural differences is within Minimization, reflecting a tendency to highlight commonalities across cultures that can mask important cultural differences in values, perceptions and behaviors.
Intercultural Development Inventory (IDI)

The **Orientation gap** is the difference between the groups’ Perceived Orientation score and its Developmental Orientation. A gap score of 7 points or higher can be considered a meaningful difference between where the group perceives it is and where the group actually is.

“The group substantially overestimates its level of intercultural competence and may be surprised their Developmental Orientation Score is not higher.:  
-IDI Report, YWCA

Orientation Gap:  
20.15
Table Talk

What are the dangers of overestimating your intercultural competence?
Institutional Bias

- Biases of powerful individuals get magnified
- Bias becomes part of a process or systems
- Bias is based in the historical culture of an organization
## Organizational Culture

<table>
<thead>
<tr>
<th></th>
<th>White Respondents (% Almost Never/never)</th>
<th>Non-white Respondents (% Almost Never/Never)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MNHS has cultivated an attitude of fairness and equity</td>
<td>8.1</td>
<td>23.5</td>
</tr>
<tr>
<td>MNHS integrates diverse perspectives in decision making</td>
<td>19.6</td>
<td>47.1</td>
</tr>
<tr>
<td>MNHS examines its practices to ensure consistency with diversity goals</td>
<td>17.5</td>
<td>41.2</td>
</tr>
</tbody>
</table>
Supervisor Engagement

"While I feel that my supervisor is incredibly supportive of and values diversity in the department, I feel like this is the exception and not the norm at MNHS."

"The culture in my division/department is very open, nurturing and dynamic."

"As a person of color my expression of diverse perspectives are welcomed more often when I am "speaking for my race" then when I am expressing my opinions as an individual, diverse person. This is frustrating."
## Workplace Authenticity

<table>
<thead>
<tr>
<th>Statements</th>
<th>White Respondents (% Almost Never/Never)</th>
<th>Non-white Respondents (% Almost Never/Never)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can truly be myself around others at work</td>
<td>7.9</td>
<td>17.7</td>
</tr>
<tr>
<td>I need to conceal or distort valued parts of my identity, style, or individual characteristics</td>
<td>71.6</td>
<td>41.2</td>
</tr>
<tr>
<td>I can have genuine conversations with others without needing to involuntarily hide relevant parts of myself</td>
<td>7.8</td>
<td>11.8</td>
</tr>
<tr>
<td>I can be open, honest, and transparent about my ideas and perspectives</td>
<td>7.9</td>
<td>17.6</td>
</tr>
</tbody>
</table>
### Work Group Involvement

<table>
<thead>
<tr>
<th></th>
<th>White Respondents (% Almost Never/Never)</th>
<th>Non-white Respondents (% Almost Never/Never)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am treated as a full participant in activities and interactions</td>
<td>7.9</td>
<td>11.8</td>
</tr>
<tr>
<td>At MNHS, we are part of the same team, even when we disagree</td>
<td>12.5</td>
<td>17.7</td>
</tr>
<tr>
<td>MNHS provides sufficient resources to help me feel included</td>
<td>10.5</td>
<td>23.5</td>
</tr>
<tr>
<td>I cannot succeed here because of my identity</td>
<td>80.2</td>
<td><strong>53</strong></td>
</tr>
</tbody>
</table>

**Department of Inclusion and Community Engagement**
Covering at Work
Levels of Organizational Culture - Ed Schein

- **Artefacts**
  - what you see and hear
  - "culture theatre"

- **Espoused values**
  - Actual essence of culture
  - Generates

- **Shared, tacit assumptions**
  - + situational forces
Systems

- Planning
- Budgeting
- Hiring
- Procurement
- Pay
- Benefits
- Careers
- Evaluation

- Rewards
- Development
- Promotion
- Performance Management
- Information
- Control
- Decision-making
Individual Level
Cognitive, Affective,
Behavior, Knowledge and
Skill Development

Example Concepts

Knowledge of Diverse
Communities; Personal Barriers to
Inclusion; Personal Values;
Personality Types
Systems Theory of Change

**Example Concepts**

Active Listening; Cross Cultural Communication; Identity Development; Conflict Management

Knowledge of Diverse Communities; Personal Barriers to Inclusion; Personal Values; Personality Types

**Team/Group Level**

- In/Out Group Dynamics;
- Interpersonal Skill Development

**Individual Level**

- Cognitive, Affective, Behavior, Knowledge and Skill Development
Systems Theory of Change

Example Concepts

Respectful Workplace Policy; Position Descriptions; Business Case for Diversity; Internal Structures

Active Listening; Cross Cultural Communication; Identity Development; Conflict Management

Knowledge of Diverse Communities in MN; Personal Barriers to Inclusion; Personal Values; Personality Types

Organization
Inclusive Internal Policies and Procedures, Organizational Culture, Values and Behavior Alignment

Team/Group Level
In/Out Group Dynamics; Interpersonal Skill Development

Individual Level
Cognitive, Affective, Behavior, Knowledge and Skill Development
World Cafe

- Three rounds of questions
- Everyone at the table is a scribe
- Conversation at each table
- Switch tables each round
- Each round, 1 person stays at the table to summarize conversation for the next group
- Learn together through large group discussion
Round 1

What are barriers to creating a more diverse workforce for your organization?
Round 2

How might organizational blind spots contribute to these barriers to diversify the workforce of your organization?
Round 3

What could you do to remove the barriers from blindspots?
Policy or Position Description Review

- Are all of the “required” criteria listed necessary for doing this job well? Are some of the criteria really preferred and not required?
- Do any of the criteria reflect typical assumptions about the “kind of person” you think usually does this job?
- Does the description contain an imbalance of masculine or feminine-associated language and describe people rather than behaviors (e.g. language such as “high-powered”, “action-oriented”, “people person”)?
- Could additional criteria be included that would open up possibilities for a wider range of candidates who might still do an excellent job? Could additional criteria be included to allow candidates to demonstrate important life experiences that may not show up on traditional resumes?
- Does the description avoid extreme modifiers, such as “world-class” unparalleled” or “rock star”?
- Do you include and value criteria such as “ability to work on a diverse team or with a diverse range of people?”
Contact Info and Questions

Chris Taylor
Chief Inclusion Officer
Minnesota Historical Society
chris.taylor@mnhs.org