



**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

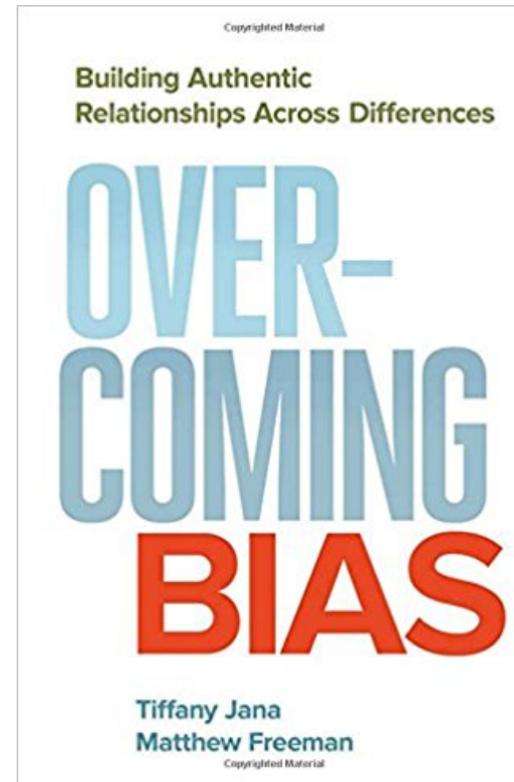
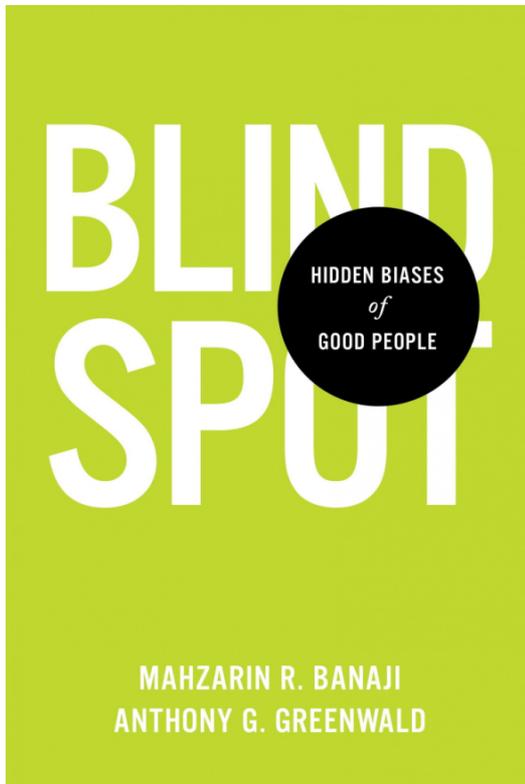
1. Name
2. Organization
3. Where is your organization in terms of a diversity plan?
 - a. Just starting out?
 - b. Developing the plan?
 - c. Beginning to implement the plan?
 - d. Evaluating the plan?



Group Agreements

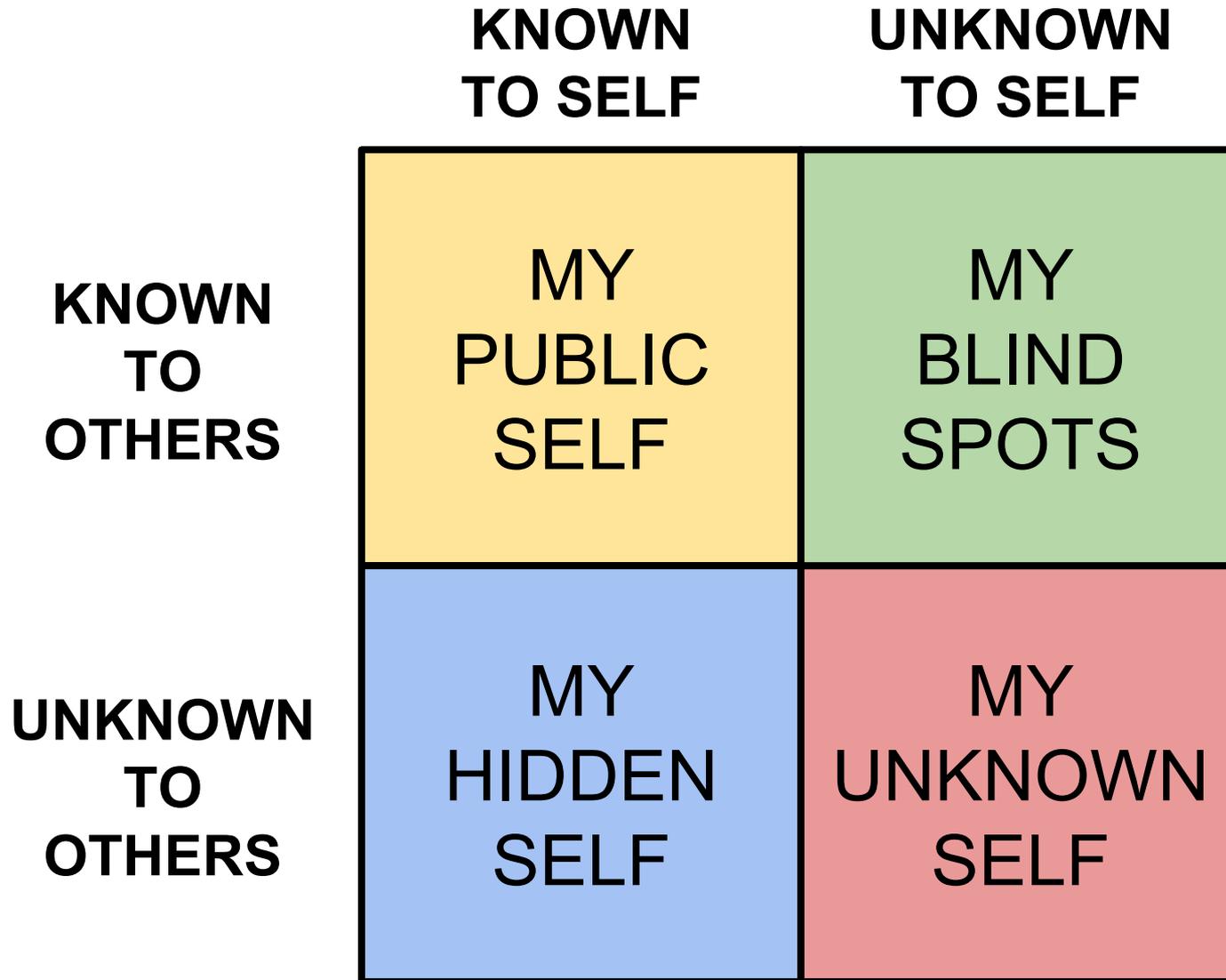
1. Use “I” statements, speak only for yourself
2. Share the air; leave room for everyone to speak
3. Our unique backgrounds and social status give us different life experiences
4. Seek first to understand - ask questions to clarify, not to debate
5. Controversy with civility
6. Own your intentions and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

Agenda



Drawing heavily on these two sources today

The Johari Window



Bias Self-Evaluation

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

I have an automatic preference for:

1. White over black people
2. European Americans over Asian Americans
3. Abled over disabled people
4. People from other nationalities over Arab-Muslim people
5. White people over Native American people
6. Thin people over obese people
7. Light skinned people over dark skinned people
8. Straight people over gay people

Yes	No

Harvard University – Project Implicit

We will now do an online evaluation

You will need either a laptop, a smartphone, or a tablet that has an external keyboard



Project Implicit®

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

Press "E" for
Bad
or
African Americans

Press "I" for
Good
or
European Americans

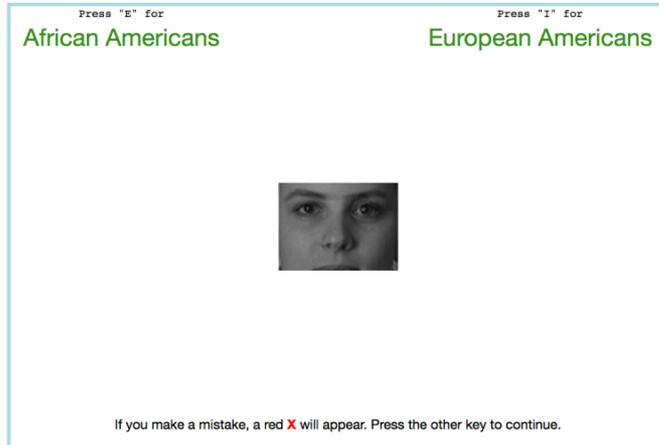
Part 3 of 7

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

Press "E" for
Bad
or
African Americans

Press "I" for
Good
or
European Americans

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.

Press "E" for
European Americans

Press "I" for
African Americans

Part 5 of 7

Watch out, the labels have changed position!
Use the left finger on the E key for European Americans.
Use the right finger on the I key for African Americans.

Go as fast as you can while being accurate.

Press the **space bar** when you are ready to start.

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.

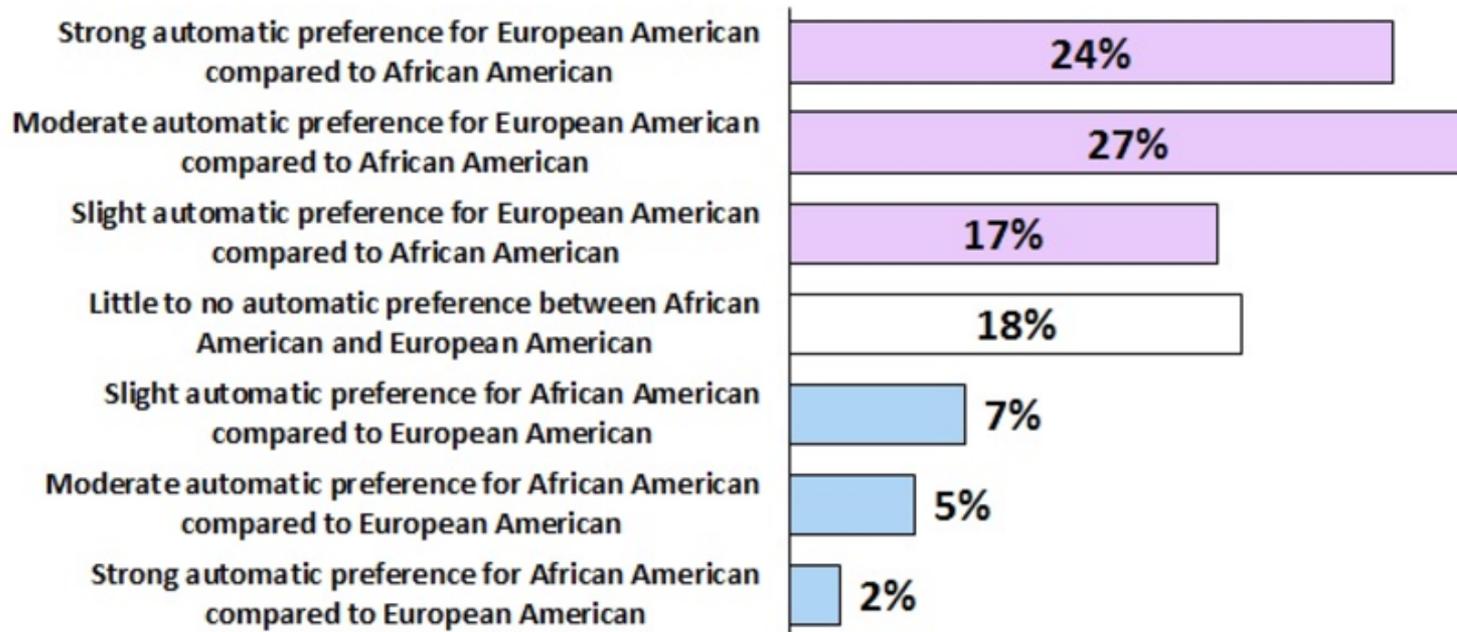
Your automatic preference may be described as "slight", "moderate", "strong", or "no preference". This indicates the *strength* of your automatic preference.

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



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”

Preliminary Information

Whichever IAT you do, we will ask you (optionally) to report your attitudes toward or beliefs about these topics, and provide some general information about yourself. These demonstrations should be more valuable if you have also tried to describe your self-understanding of the characteristic that the IAT is designed to measure. Also, we would like to compare possible differences among groups in their IAT performance and opinions, at least among those who decide to participate.

Data exchanged with this site are protected by SSL encryption, and no personally identifying information is collected. IP addresses are routinely recorded, but are completely confidential.

Important disclaimer: In reporting to you results of any IAT test that you take, we will mention possible interpretations that have a basis in research done (at the University of Washington, University of Virginia, Harvard University, and Yale University) with these tests. However, these Universities, as well as the individual researchers who have contributed to this site, make no claim for the validity of these suggested interpretations. If you are unprepared to encounter interpretations that you might find objectionable, please do not proceed further. You may prefer to examine [general information about the IAT](#) before deciding whether or not to proceed.

I am aware of the possibility of encountering interpretations of my IAT test performance with which I may not agree. Knowing this, [I wish to proceed](#)

Weight IAT	Weight ('Fat - Thin' IAT). This IAT requires the ability to distinguish faces of people who are obese and people who are thin. It often reveals an automatic preference for thin people relative to fat people.
Gender-Career IAT	Gender - Career. This IAT often reveals a relative link between family and females and between career and males.
Presidents IAT	Presidents ('Presidential Popularity' IAT). This IAT requires the ability to recognize photos of Donald Trump and one or more previous presidents.
Race IAT	Race ('Black - White' IAT). This IAT requires the ability to distinguish faces of European and African origin. It indicates that most Americans have an automatic preference for white over black.
Age IAT	Age ('Young - Old' IAT). This IAT requires the ability to distinguish old from young faces. This test often indicates that Americans have automatic preference for young over old.
Skin-tone IAT	Skin-tone ('Light Skin - Dark Skin' IAT). This IAT requires the ability to recognize light and dark-skinned faces. It often reveals an automatic preference for light-skin relative to dark-skin.
Weapons IAT	Weapons ('Weapons - Harmless Objects' IAT). This IAT requires the ability to recognize White and Black faces, and images of weapons or harmless objects.
Disability IAT	Disability ('Disabled - Abled' IAT). This IAT requires the ability to recognize symbols representing abled and disabled individuals.
Arab-Muslim IAT	Arab-Muslim ('Arab Muslim - Other People' IAT). This IAT requires the ability to distinguish names that are likely to belong to Arab-Muslims versus people of other nationalities or religions.
Sexuality IAT	Sexuality ('Gay - Straight' IAT). This IAT requires the ability to distinguish words and symbols representing gay and straight people. It often reveals an automatic preference for straight relative to gay people.
Asian IAT	Asian American ('Asian - European American' IAT). This IAT requires the ability to recognize White and Asian-American faces, and images of places that are either American or Foreign in origin.
Gender-Science IAT	Gender - Science. This IAT often reveals a relative link between liberal arts and females and between science and males.
Native IAT	Native American ('Native - White American' IAT). This IAT requires the ability to recognize White and Native American faces in either classic or modern dress, and the

Take one of the following: Race, Asian, Disability, Arab-Muslim, Native, Weight, Skin-tone, or Sexuality IAT

Table Talk

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

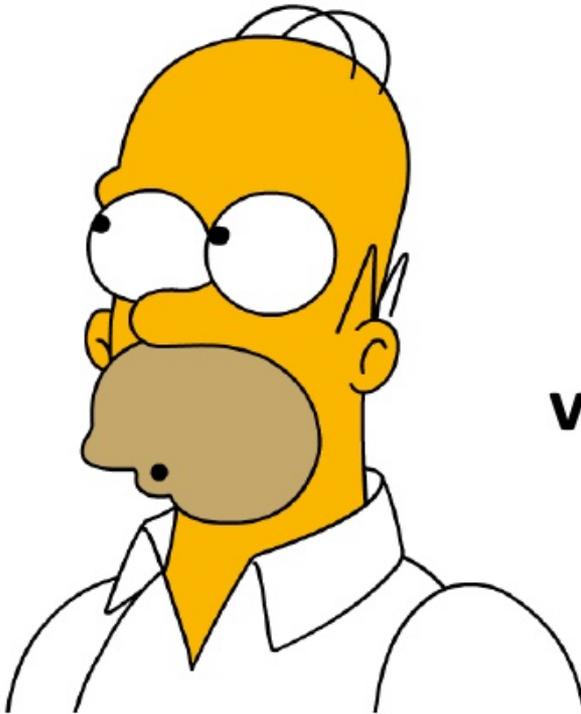


Unconscious bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner

Implicit Not Overt

	System 1	System 2
Characteristics	<p>Fast Effortless Unconscious</p> <p>Triggers emotions Associative</p> <p>Looks for causation Looks for patterns</p> <p>Creates stories to explain events</p>	<p>Slow Effortful Conscious</p> <p>Logical Deliberative</p> <p>Can handle abstract concepts</p>
Advantages	<p>Speed of response in a crisis</p> <p>Easy completion of routine or repetitive tasks</p> <p>Creativity through associations, so good for expansive thinking</p>	<p>Allows reflection and consideration of the "bigger picture", options, pros and cons, consequences</p> <p>Can handle logic, maths, statistics</p> <p>Good for reductive thinking</p>
Disadvantages	<p>Jumps to conclusions Unhelpful emotional responses</p> <p>Can make errors that are not detected and corrected, such as wrong assumptions, poor judgements, false causal links</p>	<p>Slow, so requires time</p> <p>Requires effort and energy, which can lead to decision fatigue</p>

Automatic vs. Reflective



"Gut"

(Automatic Cognitive System)

vs.



"Mind"

(Reflective Cognitive System)

Unconscious Bias in the Media



Stereotypes



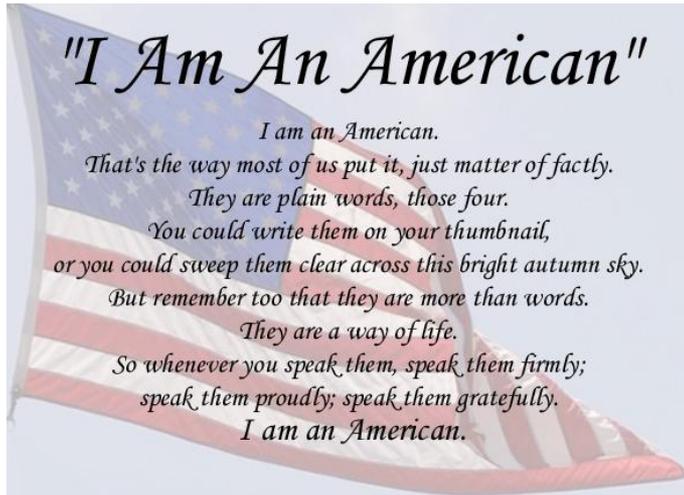
- Lead to bias
- Starting point for our perceptions of others
- Do not take special effort to acquire
- Compromise our internal due process
- Who gets stereotyped?

Homo Categoricus

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

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?

Anchoring

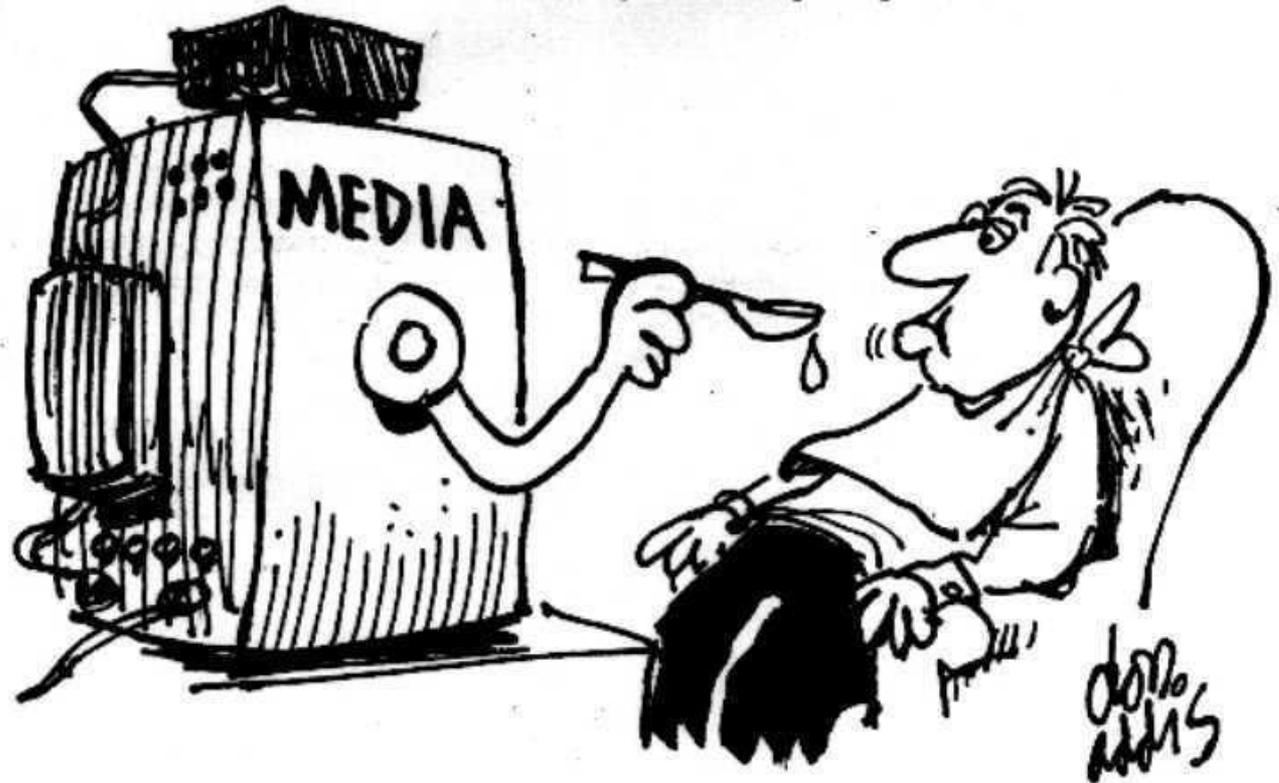


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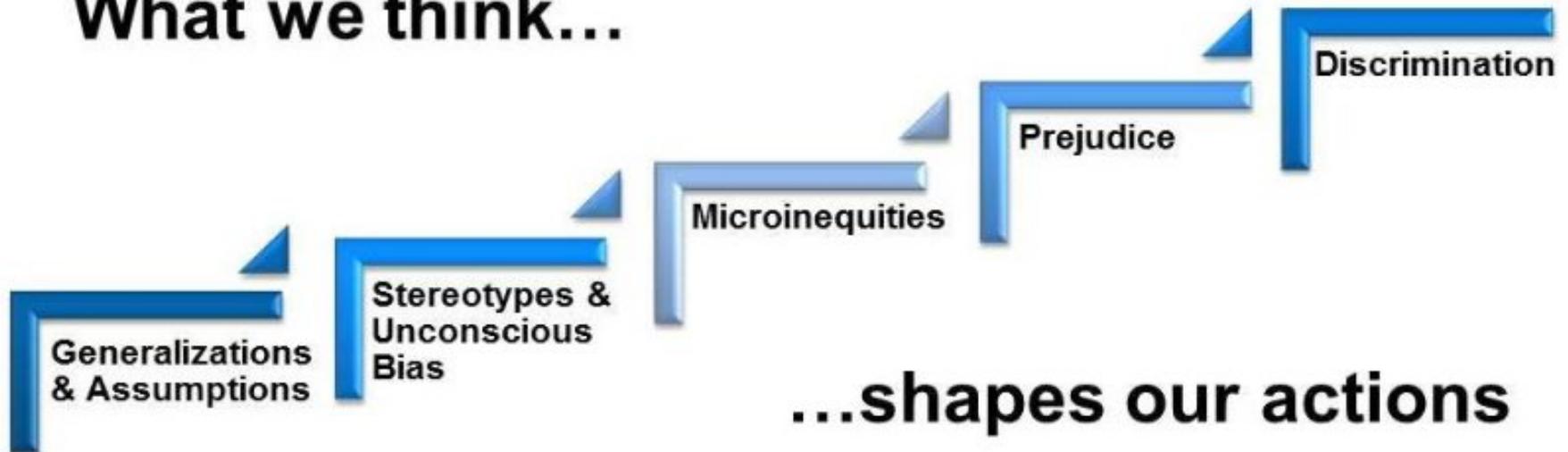
Developing Bias

- Parents
- Media
- Friends
- Role Models
- Boss



Why does bias matter?

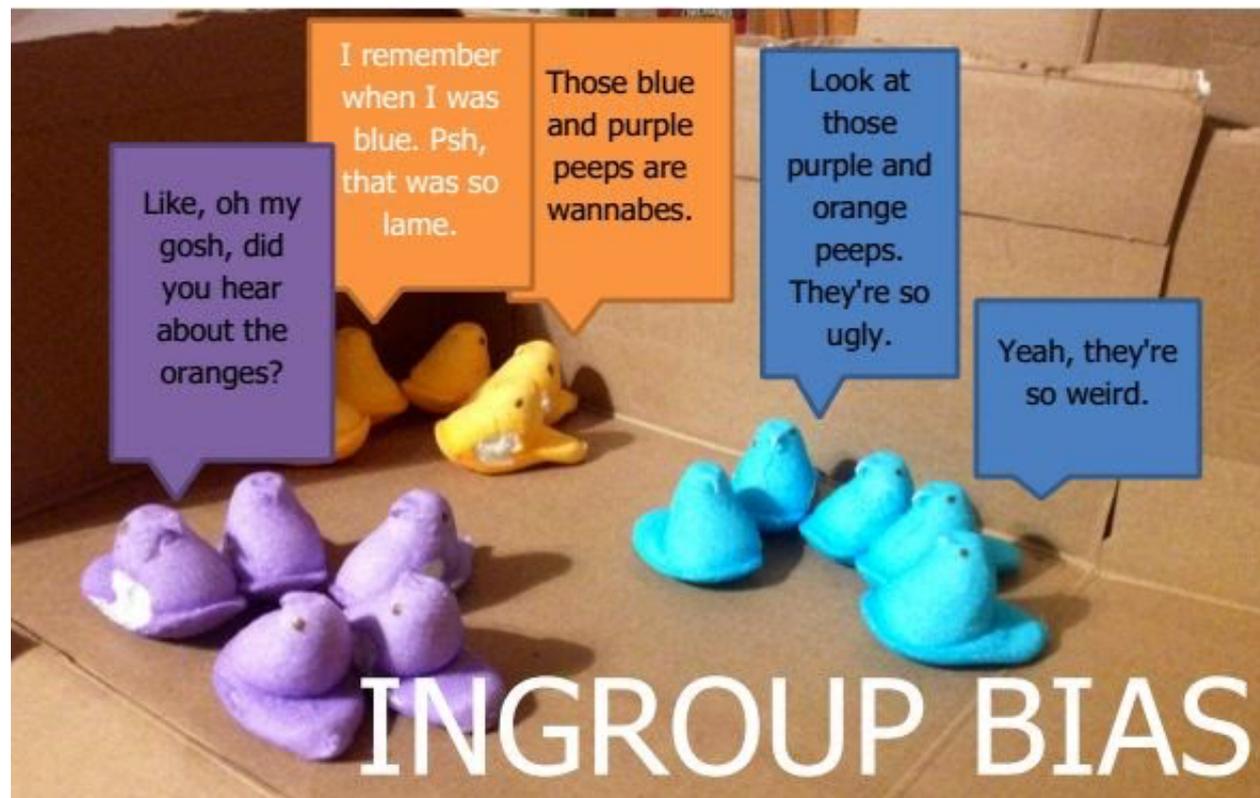
What we think...



"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

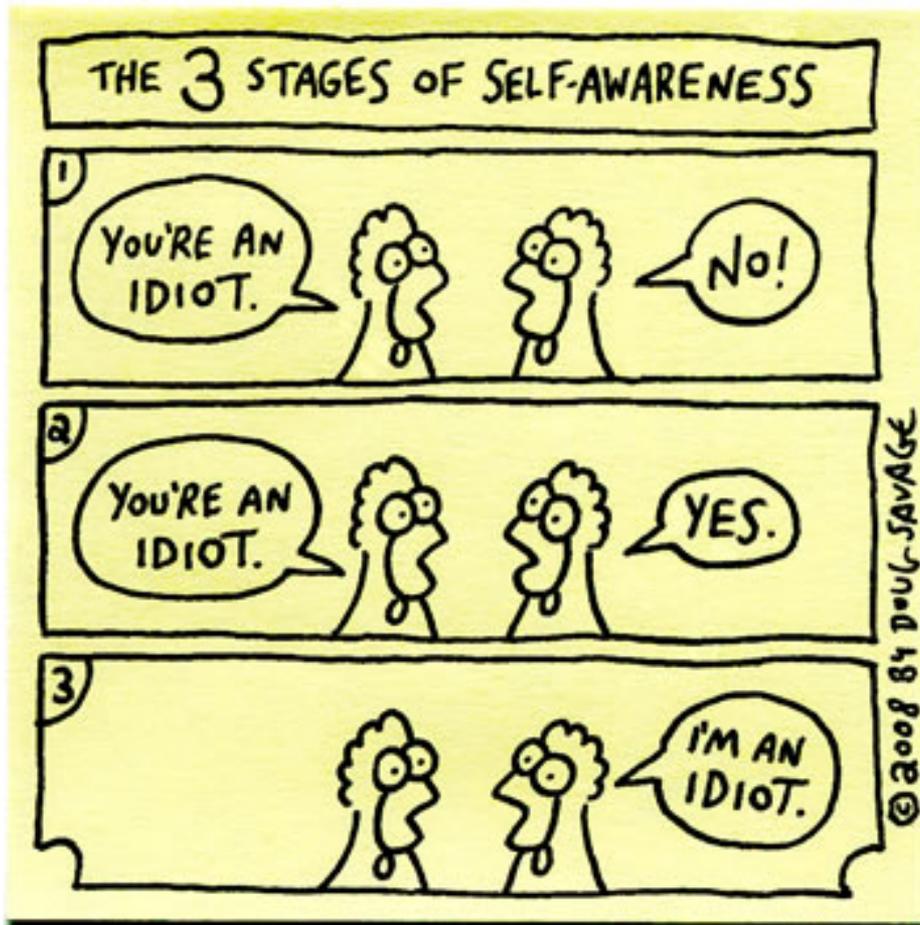
"How can I address my biases if I don't know that I have them?"



Self-Awareness

Savage Chickens

by Doug Savage



www.savagechickens.com

- 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?

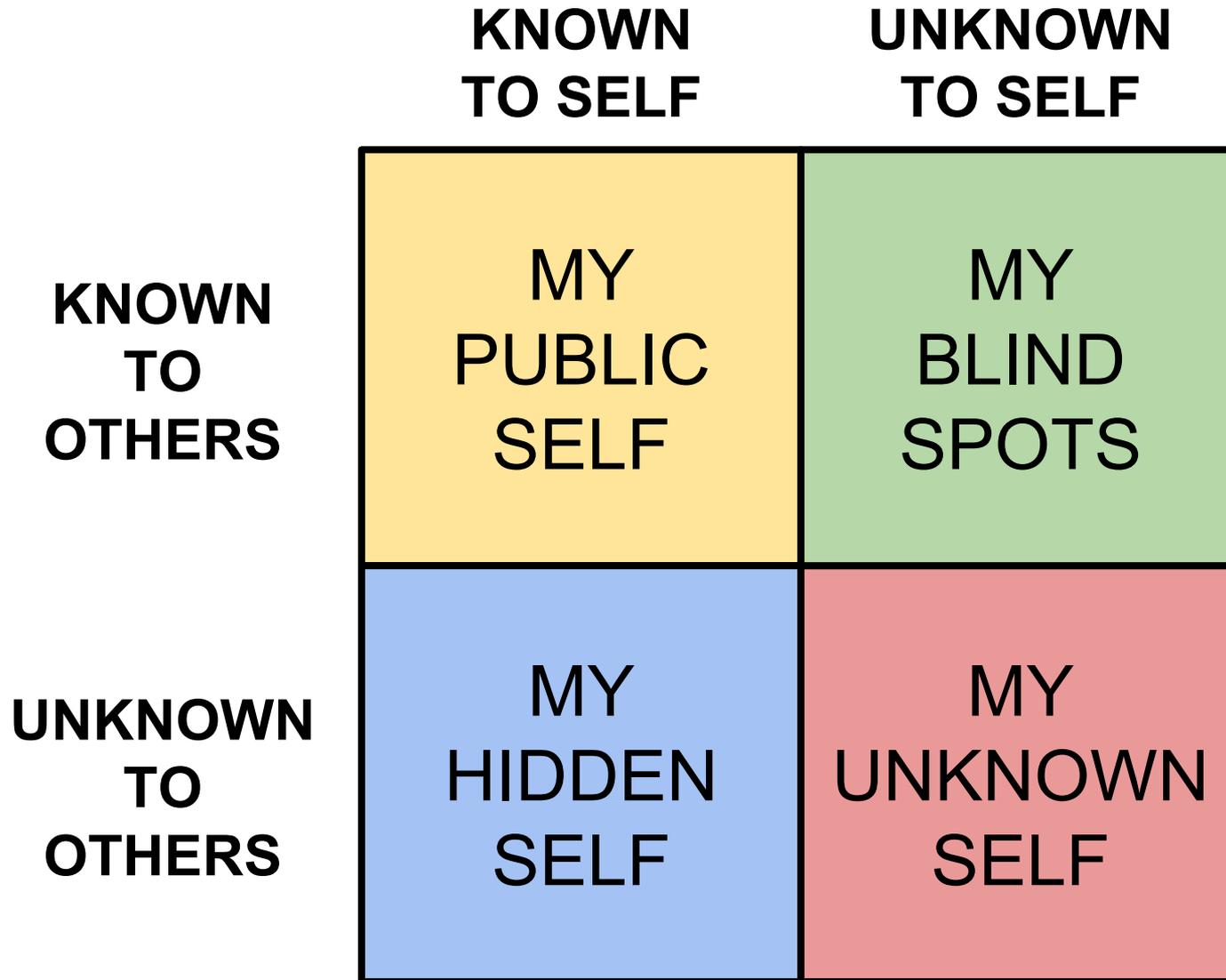
Listening

- 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



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

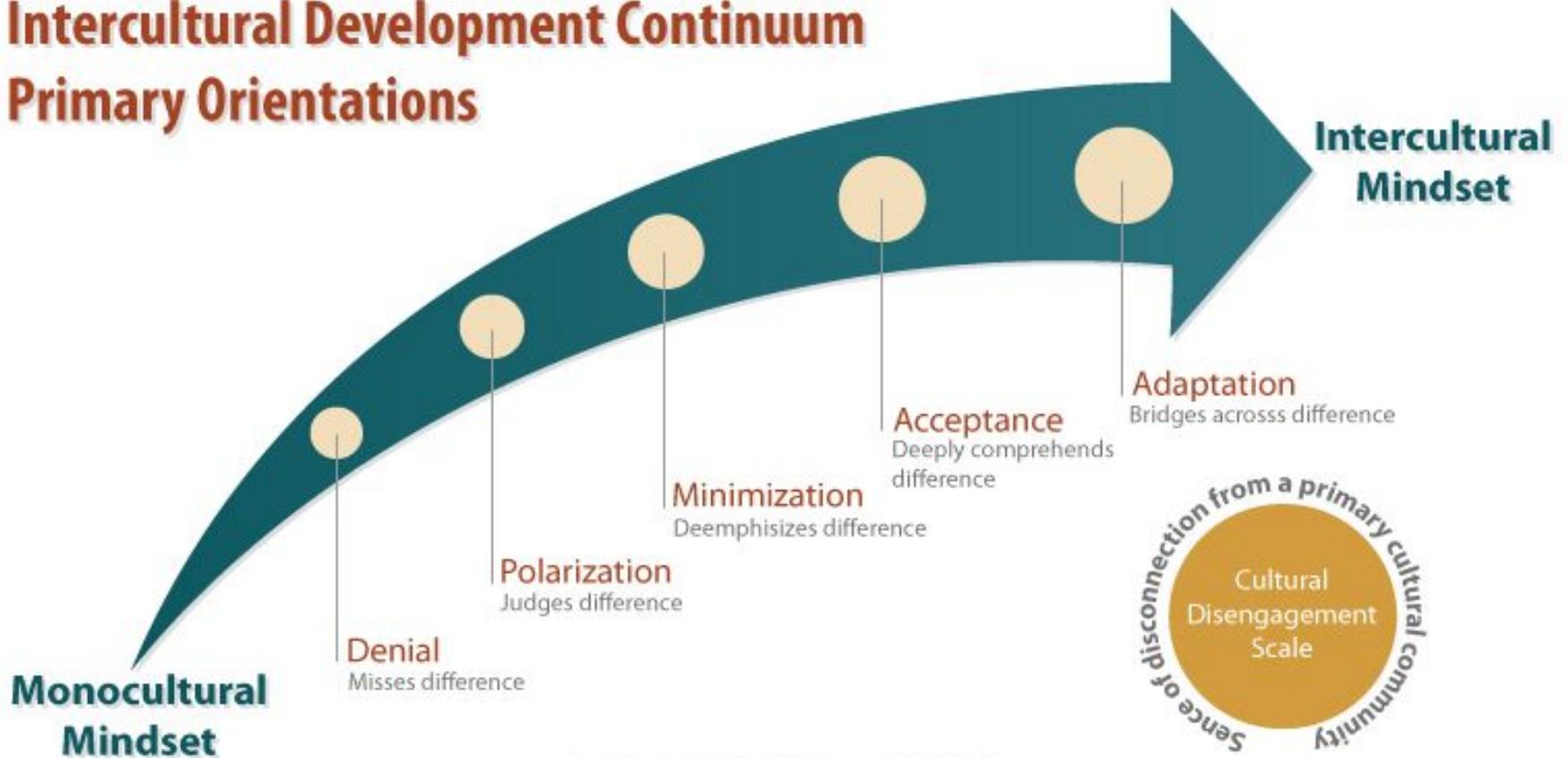
Intercultural Development Inventory

- 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

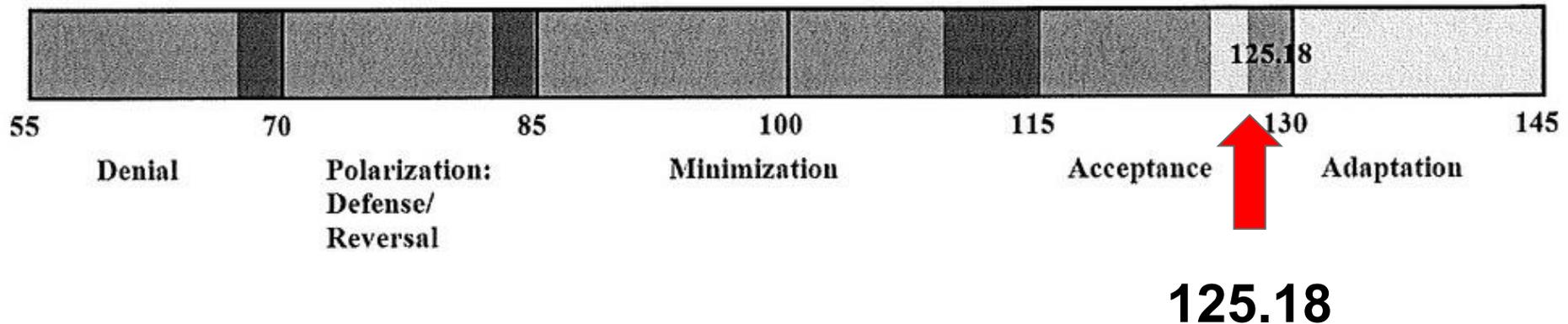
Intercultural Development Continuum Primary Orientations



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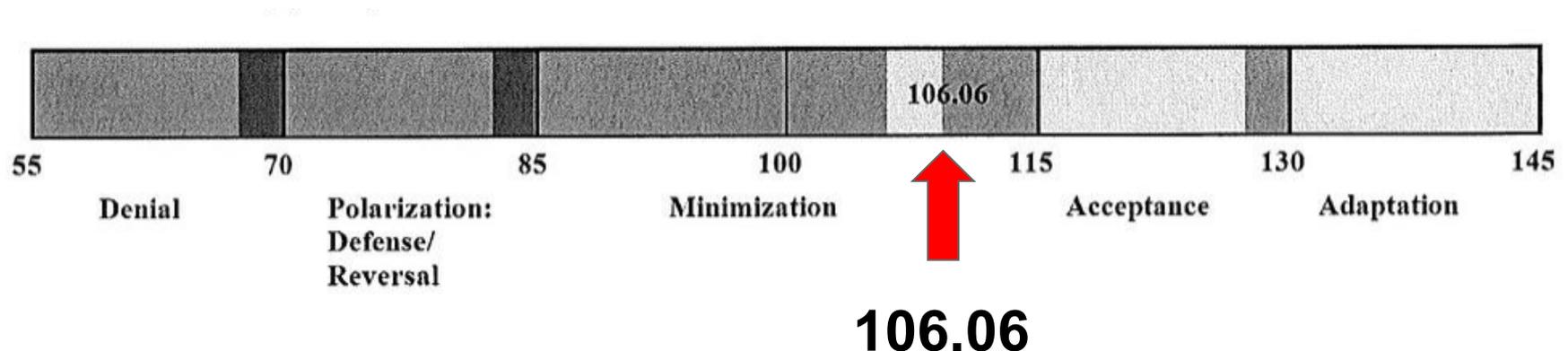
Intercultural Development Inventory (IDI)

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)

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?





Organizational Culture and Systems

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

	White Respondents (% Almost Never /Never)	Non-white Respondents (% Almost Never/Never)
MNHS has cultivated an attitude of fairness and equity	8.1	23.5
MNHS integrates diverse perspectives in decision making	19.6	47.1
MNHS examines its practices to ensure consistency with diversity goals	17.5	41.2

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" than when I am expressing my opinions as an individual, diverse person. This is frustrating.”



Workplace Authenticity

White Respondents
(% Almost Never/Never)

Non-white Respondents
(% Almost Never/Never)

I can truly be myself around others at work	7.9	17.7
I need to conceal or distort valued parts of my identity, style, or individual characteristics	71.6	41.2
I can have genuine conversations with others without needing to involuntarily hide relevant parts of myself	7.8	11.8
I can be open, honest, and transparent about my ideas and perspectives	7.9	17.6

Work Group Involvement

White Respondents
(% Almost Never/Never)

Non-white Respondents
(% Almost Never/Never)

I am treated as a full participant in activities and interactions

7.9

11.8

At MNHS, we are part of the same team, even when we disagree

12.5

17.7

MNHS provides sufficient resources to help me feel included

10.5

23.5

I cannot succeed here because of my identity

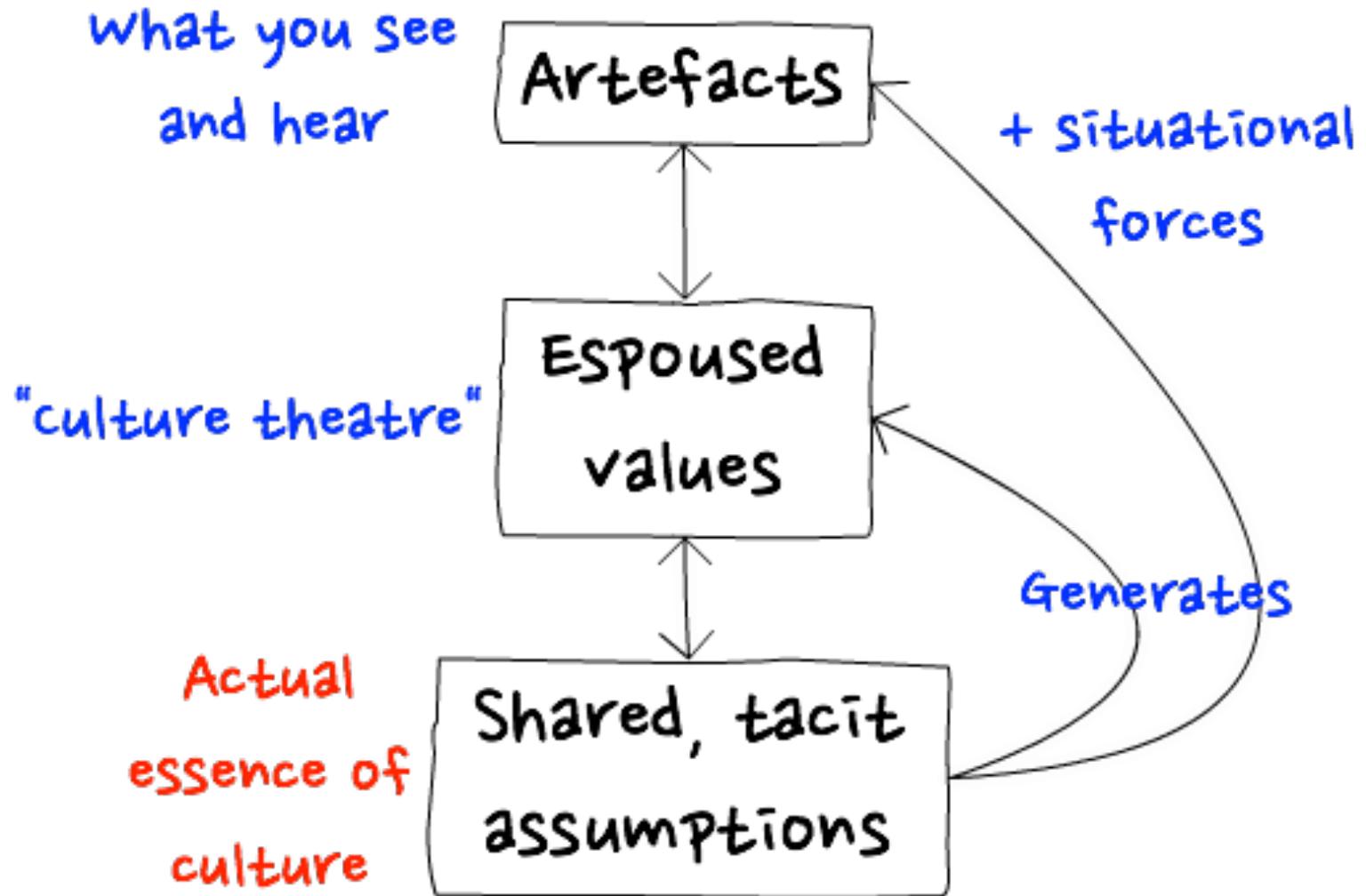
80.2

53

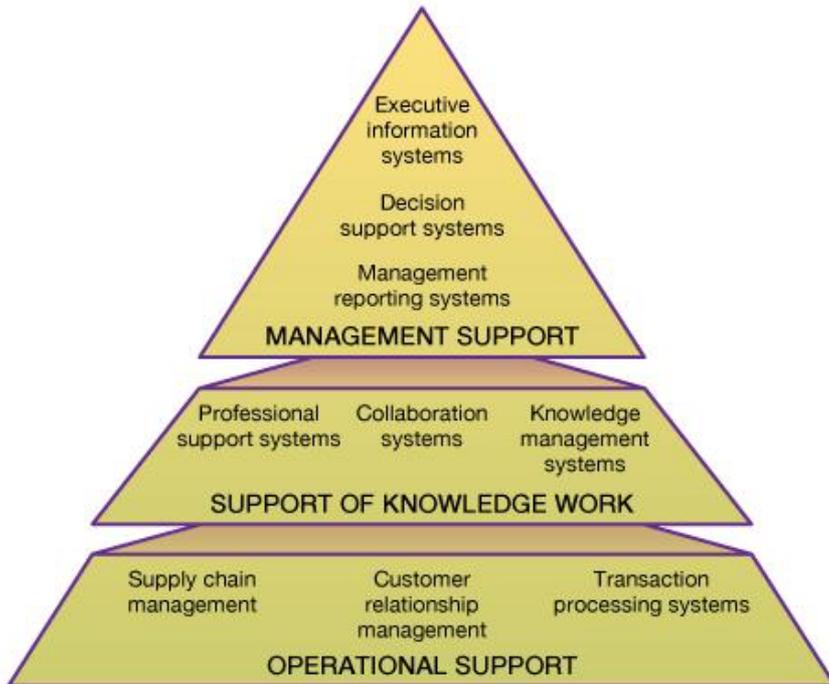
Covering at Work



Levels of Organizational Culture - Ed Schein



Systems



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- Planning
- Budgeting
- Hiring
- Procurement
- Pay
- Benefits
- Careers
- Evaluation
- Rewards
- Development
- Promotion
- Performance Management
- Information
- Control
- Decision-making

Systems Theory of Change

Example Concepts

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

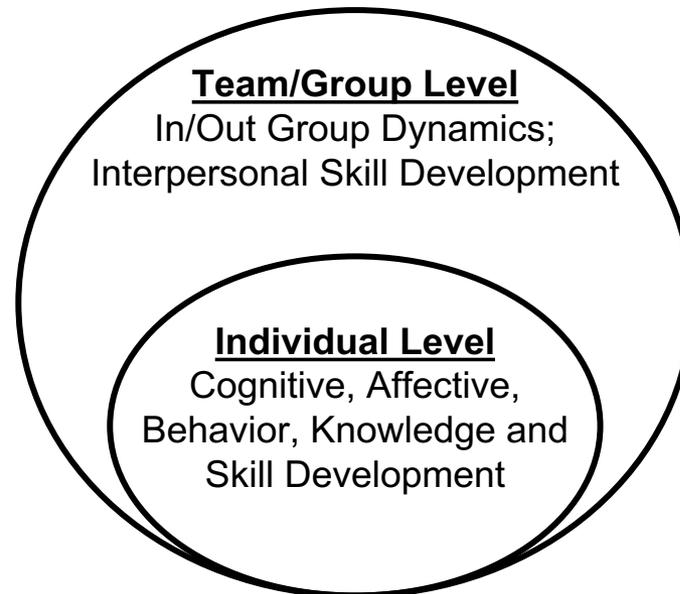
Individual Level
Cognitive, Affective,
Behavior, Knowledge and
Skill Development

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



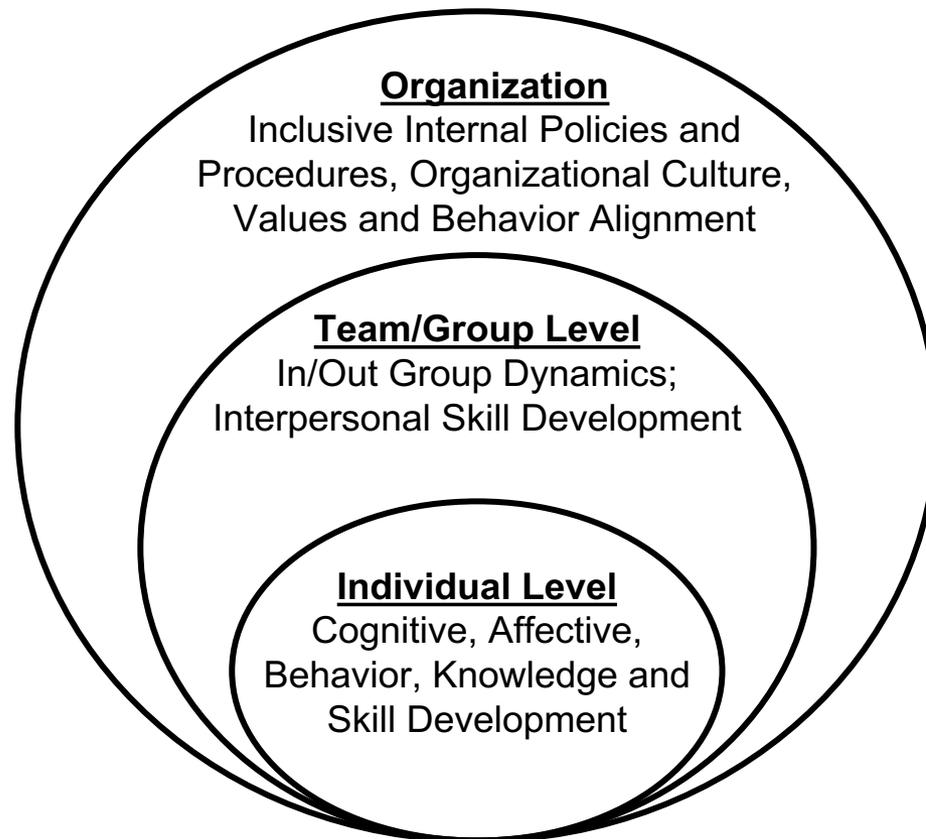
Systems Theory of Change

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



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

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