

## How to Use the *Is It Bias?* Video

Because so many of us harbor the milder – but still destructive – brand of bias that this video addresses, the contents can productively be employed in a wide variety of settings. This material on how to identify and defeat bias can be valuable as part of your:

1. **Diversity/inclusion training** to provide the skills for functioning successfully in a diverse environment.
2. **Employee orientation** to both prepare associates and team members for communicating effectively and to send the message that respect is a core value of the organization.
3. **Management/leadership training** to provide skills for assessing biased behaviors and designing appropriate interventions.
4. **Sales training** to assure that customer contact professionals treat each prospect with respect for their individual needs and expectations.
5. **Communication training** to enable participants to see others accurately and, thereby, communicate with them effectively.

In order to decide just where this training is appropriate, ask this question: Will this group become more efficient and productive if they can know how to treat each other with greater respect and see each other more accurately? If the answer is yes, you've found your participants.

Bear in mind, too, that this video and Leader's Guide are designed to be flexible. For example, the DVD is divided into several self-contained chapters that can be used separately as the core of customized training. Remember, it is important that any training match both the facilitator's communication style and the goals and culture of your organization.

In this connection, feel free to substitute case studies and examples from the accompanying book, to add your own slides to the PowerPoint® presentation, and, of course, to develop bias-related case studies that reflect the diversity/inclusion challenges being faced by your organization. This program ultimately is about your organization or community and its people.

# Program Options

This Leader's Guide lays out four program options.

- I. Long Workshop: *Is It Bias? Making Diversity Work*  
Suggested Length: 2½ hours  
Purpose: To provide participants with the knowledge and skill with which to identify bias within themselves and others and the tools to reduce bias along with its impact on our ability to treat people with respect.  
Learning Objectives: At the completion of this program, participants will be able to:
  - Define the term bias as it pertains to diversity.
  - Identify biases in themselves and others.
  - Practice three steps for controlling and even eliminating biases in their thinking.
- II. Short Workshop: *Is It Bias? Making Diversity Work*  
Suggested Length: 1½ hour  
Purpose: To provide participants with the knowledge and skill with which to identify bias within themselves and others and the tools to reduce bias along with its impact on our ability to treat people with respect.  
Learning Objectives: At the completion of this program, participants will be able to:
  - Define the term bias as it pertains to diversity.
  - Identify biases in themselves and others.
  - Practice three steps for controlling and even eliminating biases in their thinking.
- III. Lunch & Learn: *Bias Reduction Taking it to the Next Step*  
Suggested Length: 45 minutes  
Purpose: To provide participants with in-depth knowledge about strategies for reducing bias in the workplace.  
Learning Objective: At the completion of this program, participants will be able to:
  - Discuss the difference between a bias and a “first best guess.”
  - Practice a four-step process for acting as if a bias does not exist and, thereby, weaken that bias.
  - Discuss how identifying what we share reduces bias and propose strategies for achieving that goal.
  - Practice three strategies for weakening the foundation of bias.
- IV. Manager Module: *How to Deal with Bias as a Manager*  
Suggested Length: 20 minutes

Purpose: To provide managers with specific skills and guidelines for responding effectively to the presence of bias in the workplace.

Learning Objectives: At the completion of this program, participants will be able to:

- Apply three techniques for effectively coaching team members who have made biased or disrespectful comments in the workplace.
- Provide effective coaching to managers/supervisors who are hesitant to coach team members out of fear of appearing racist.

Should you wish to expand the content of these programs, additional material is available in the book, *Making Diversity Work: Seven Steps for Defeating Bias in the Workplace* and in the “Bias Reduction: Taking it to the Next Step” section of the video.

Preview Only

# Is It Bias? Making Diversity Work Long Workshop (2½ hours)

## Overview for Facilitators

**Purpose of the Program:** To provide participants with the knowledge and skill with which to identify bias within themselves and others and the tools to reduce bias along with its impact on our ability to treat people with respect.

**Suggested Number of Participants:** 20

**Handouts:**

Bias Quiz – page 60

Is It Bias? Worksheet – page 63

Bias I.D. Activity: Ayana, Len, Mary – pages 64, 65, 66

Is It Bias? Workshops Key Learning Points – page 69

How to Defeat Unconscious Bias – page 71

Optional Handout: If you like, you can print out copies of the slides for distribution following the program. I suggest you not do that beforehand, as the information contained in the slides will provide the answers to several discussion questions and, therefore, will stifle participation.

**Suggested Break:** 15-minute break

**Abbreviated Program Outline & Time Frame:**

Unit 1: Welcome/Introduction/Quiz	15 minutes
Unit 2: Is It Bias?: How Can You Tell?	45 minutes
Unit 3: Bias Identification Skill Test	30 minutes
Unit 4: What Actions Do You Take?	30 minutes
Unit 5: Post-Quiz/Key Learning Review	15 minutes

**Before Participants Arrive:**

- Set up and test audio-visual equipment.
- Set up flip chart and pens.
- Arrange the room.
- Show “Welcome” PowerPoint slide.
- Display sign promising full confidentiality (optional).

# Long Workshop Script

**Suggested Length: 2½ hours**

(This includes one 15-minute break.)

## Unit 1: Welcome / Introduction / Quiz

**Time:** 15 minutes

**PowerPoint Slides:** #1, #2, #3, #4

**Handout:** Bias Quiz

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**PowerPoint  
Slide #1**

**SHOW SLIDE AND HAVE IT PROJECTING AS PARTICIPANTS**

**ARRIVE:** “Welcome to the “Is It Bias? Workshop” (#1)

**Facilitation Tip:** If you wish, put your name on title slide or flip chart.

**MAKE THESE POINTS:**

- Welcome participants to the program.
- Introduce yourself including appropriate information about your department or function.
- Tell the group that everything said in the room is completely confidential.

**ASK PARTICIPANTS:** To introduce themselves. If they do not know each other, have them identify their department and/or function. As each says his/her name, have them say one word that they feel is part of the definition of bias. Record the words on a flip chart.

**Option:** If there are more than 30 participants or if time is short, omit the self-introductions

**PowerPoint  
Slide #2**

**SHOW SLIDE – Title initially then individual bullets: “Preliminary Thoughts” #2**

**MAKE THESE POINTS:**

- **“Nice People” Biases:** In this program we are not emphasizing the kind of blatant bias that has plagued our workplaces for so many years – in a way those are easier to deal with because they and their consequences are obvious. We are, instead, focusing on those **subtler biases held by nice people**; in other words, people like us.
- **“Bad People”:** Biases **do not make us bad people**.
- **All Groups:** Also, as you’ll see in the video, this workshop has to do with the biases held by people from all groups. Biases are everywhere, in everyone, and we all have the responsibility – and the opportunity – to work on them.
- **Biases Can Be Fixed:** For many years, people have felt that there’s not much we can do about biases – all we can do is become aware of them and learn to work around them. Admittedly, there are some biases that are so deeply rooted, it’s pretty tough to dislodge them, but in most cases – and especially

with the kind of biases we are talking about here – there is a lot we can do to control and even, if we work hard enough, eliminate them.

**Facilitation Tip:** For additional information on the fact that biases can be fixed, see Chapter 1 of the book, *Making Diversity Work: Seven Steps for Defeating Bias in the Workplace*.

**PowerPoint  
Slide #3**

**SHOW SLIDE – Title initially then individual bullets: “Program Objectives” (#3)**

**MAKE THESE POINTS:**

At the completion of this program, participants will be able to:

- Objective 1: Define the term bias as it pertains to diversity.
- Objective 2: Identify biases in themselves and others.
- Objective 3: Practice 3 steps for controlling and even eliminating biases in their thinking.

**PowerPoint  
Slide #4**

**SHOW SLIDE: “Bias Quiz” (#4)**

**Facilitation Tip:** If you prefer, you could e-mail the Quiz to participants prior to the program and invite them to complete it before coming to the training.

**Bias Quiz  
Handout**

**DISTRIBUTE:** Bias Quiz handout – page 60

**ASK PARTICIPANTS:** To take the test. Explain that they will take the test again at the end of the training. If the Quiz is being used merely as a learning tool rather than as an evaluation of individual knowledge, point that fact out.

**Facilitation Tip:** Give them 5 minutes to complete the Quiz.

## Unit 2: Is It Bias? How Can You Tell?

**Time:** 45 minutes

**DVD:** Entire video, “Is It Bias? Making Diversity Work”

**PowerPoint Slides:** #5 - #12

**Handout:** Is It Bias? Worksheet

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**MAKE THIS POINT:** We are about to view a video called *Is It Bias? Making Diversity Work*. It is designed to help us better identify and defeat bias. We will watch it in its entirety once and then go back and review key parts.

**VIEW VIDEO:** Show entire “Is It Bias? Making Diversity Work” video.

**MAKE THIS POINT:** I realize you just took in a lot of information. Let’s go back and make sure that we have captured the key definition of bias.

PowerPoint  
Slide #5

**SHOW SLIDE:** “The Definition of Bias” (#5)

**READ THE SLIDE:** “A bias is an inflexible positive or negative conscious or unconscious belief about a particular category or group of people.”

**Facilitation Tip:** For additional information on the definition of bias see Chapter 3 of the book, *Making Diversity Work: Seven Steps for Defeating Bias in the Workplace*.

**Facilitation Tip:** The illustration on the slide shows human figures carefully placed in separate boxes. It is designed to show how we tend to categorize people by the group to which they belong.

**ASK PARTICIPANTS:** Is there anything about this definition that surprises you?

**Possible Responses:**

- That biases can be about positive traits
- That biases are attitudes/beliefs, not behaviors
- That biases can be both conscious and unconscious

**MAKE THESE POINTS:**

- We are using the word “bias” here as a synonym for “prejudice” and “stereotype.”
- Explain that this use of the word is different from when we say we have a “bias” for Mexican food or against the color green. **We are not talking here about a preference; we are talking about an inflexible belief** about what a group of people is like.
- Also, we are not talking about a preference or liking or disliking of one individual. Of course, there are individual people of all groups that we don’t care for. That is natural and has nothing to do with bias. **It becomes a bias if we are applying that liking or disliking inflexibly to an entire group.**

- Explain that a bias also is not the general sort of information we learn when studying other cultures. For example, we may be taught that people in Asia tend to value saving face or that Latino cultures are generally more casual about punctuality than northern Europeans. That information is fine and valuable as long as we don't inflexibly apply it to all members of the group.  
**ASK PARTICIPANTS:** What is it about what I just said that makes this information about Asian and Latino cultures NOT a bias?  
**Correct Response:** The fact that I used the phrases "tend to" and "generally."
- In a couple of minutes, we will review some examples of incidents that reflect bias and some that do not. One thing you will notice is that it is very difficult to tell if a person is biased or not just by their behavior. **We need to know what they are thinking or saying.** This is important because all-too-often people are accused of bias when, in fact, their behavior – though inappropriate – is caused by much less malignant attitudes.
- Having said that, **inappropriate or disrespectful behaviors**, regardless of whether they are caused by a biased attitude, ignorance, laziness, or fatigue, still **cannot be tolerated in the workplace.**  
**Facilitation Tip:** This is an extremely important point to emphasize. This is also the point at which you might briefly mention company policy on disrespectful and inappropriate behavior in the workplace.  
**ASK PARTICIPANTS:** If all inappropriate behaviors are against policy, why is it that we need to know if there is a bias behind it or not?  
**Correct Response:** If we know the attitude behind the behavior, we are better able to approach the person in an appropriate and effective way.
- Positive biases are among the most unrecognized types of prejudice. These are biases that apply a characteristic to an entire group (inflexibly) and that characteristic is one that most of us would like to have.  
**ASK PARTICIPANTS:** Why are positive biases a problem in the workplace?  
**Correct Responses:** 1. Positive biases keep us from seeing people accurately; 2. We sometimes feel let down if the person does not conform to a positive bias and therefore judge them harshly; 3. If we tolerate positive biases, we send the message that other types of bias are acceptable as well.

**DISTRIBUTE:** Is It Bias? Worksheet handout – page 63

**MAKE THESE POINTS:**

- **Facilitation Tip:** The primary purpose of this handout is to encourage participants to watch the video carefully.
- The purpose of the handout is to allow you to record your immediate response to each vignette. Do you think a bias is depicted or not? I realize the answer



will probably come up on the video too quickly for you to write much down, but you can record here any immediate thoughts that you'd like to share with the group.

- Explain to participants that you want them to watch for those types of situations that they see most often in their workplace.

**VIEW VIDEO (Partial re-play):** “Can You Spot the Biases” chapter of the “Is It Bias?” video.

**Option:** If you wish not to re-show the scenes from the video, simply work off Slides #6 through #12 and the Is It Bias Worksheet handout as you discuss each situation.

**MAKE THIS POINT:** Let's take another look at the scenes in the video. Pay careful attention to each of these situations – what is going on? Why is there or is there not a bias?

**PowerPoint  
Slides #6 - #12**

**SHOW SLIDES:** “Case by Case” (#6 - #12)

**Facilitation Tip:** If time is limited, consider discussing only those examples that are most pertinent to your organization.

**Scenario 1: “Mid-20's – Some Generation Y's”**

**ASK PARTICIPANTS:** Do they agree that the interviewer does not have a bias? If they don't agree, why do they feel that way?

**MAKE THESE POINTS:**

- As Dr. Thiederman points out, the interviewer made an observation about **one person, not the whole group**. In the case of the applicant, evidence showed that she did, in fact, move around a lot.
- In this case, the applicant **happens** to conform to the prevalent bias that reads, “All Generation Y's change jobs a lot.” This will happen from time to time. After all biases and stereotypes came from somewhere. There are, for example, people from southern California that love the beach, Germans who are punctual, or southerners who are hospitable. To notice what one individual is like is not biased. **It becomes bias if we assume the person has the characteristic solely because of the group to which he/she belongs.**
- Also, the word “some” lets the interviewer off the hook with respect to bias. If she'd said “all,” that would be a very different story.
- **Warning!:** When you meet one person who happens to conform to a bias, be careful not to jump to the conclusion that this one person represents everyone in his or her group.

**Scenario 2: “All Been from Mexico”**

**Facilitation Tip:** For additional information on the difference between a bias and an erroneous first assumption, see Dr. Thiederman’s comments on “The Difference Between a Bias and a ‘First Best Guess’” in the “Bias Reduction: Taking it to the Next Step” section of the DVD.

**ASK PARTICIPANTS:** Do they agree that the supervisor does not have a bias? If they don’t agree, why do they feel that way?

**MAKE THESE POINTS:**

- He made a reasonable assumption based on what he knew – the Spanish-speaking members of his team had previously all been from Mexico.

**ASK PARTICIPANTS:** How can we tell the difference between a bias and a reasonable assumption that turns out to be wrong?

**Correct Response:** Unbiased people will quickly and easily change their minds once they see that they are mistaken. If the person is biased, he/she will cling to their belief or rationalize it in some way. Example: They will say, “This person is an exception to the rule.”

- Having said that, **it is unwise to act on every reasonable assumption that comes along.** Example: It is illegal and unwise to promote a man over a woman because of the reasonable assumption – in this case a certainty – that she might get pregnant, but he certainly won’t.
- As this case illustrates, biases are particularly dangerous in the busy workplaces of today. Studies done by psychologist Keith Payne prove that, under the pressure of both crises and time, people stop relying on actual evidence in front of them and fall back on biases. When we have more time, fewer decisions are based on biases.

**Facilitation Tip:** Someone in your group might voice the view that the Argentine is biased against Mexicans – otherwise why would he be offended to be mistaken for one? If so, make the point that that could be true, but it is also possible that the Argentine was offended simply because his heritage was ignored – not because he looked down on Mexicans. It’s impossible to say.

**Facilitation Tip:** This is a prime opportunity to emphasize the fact that **we cannot jump to conclusions about who has a bias and who does not.**

**ASK PARTICIPANTS:** What lesson do we learn from this scenario in terms of relating effectively to people who are different from ourselves?

**Correct Response:** Ask respectful questions before jumping to conclusions.

**Facilitation Tip:** If time allows, you might follow up this answer by asking what language should or should not be used to ask questions respectfully. Inappropriate language would be phrases like, “What are you?” A better choice would be, “What is your background?”

### **Scenario 3: “Just Like Me”**

**ASK PARTICIPANTS:** Do they agree that this woman is not biased? If they don’t agree, why do they feel that way?

#### **MAKE THESE POINTS:**

- Being drawn to people who are in some way like us is perfectly natural.
- **ASK PARTICIPANTS:** What do we get out of being with people who are in some way like us?

**Facilitation Tip:** Be sure to use the phrase “in some way.” The point is about to be made that, just because we share the same heritage, culture, or skin color, does not necessarily mean we have everything in common.

**Correct Responses:** Comfort; a sense of safety; the expectation that we can get along; the belief that we will have something to say to each other

- All of these benefits are real. In fact, research shows that having a healthy sense of identity with one’s own group is a good thing and, surprisingly, means we are less apt – not more – to be biased against other groups. The reason for this seeming-contradiction is that group identity gives us strength and that strength allows us the room in which to consider what other groups might have to offer.
- Having said that, although being drawn to one’s own group is not a sign of bias, **it still is a good idea to “stretch our cultural comfort zone”** to spend time with members of other groups. Research shows that, the better we know a variety of people from other groups, the less apt we are to develop or sustain inflexible beliefs about them.

**Facilitation Tip:** For additional information on the value of cross-group contact, see Chapter 8 of the book, *Making Diversity Work: Seven Steps for Defeating Bias in the Workplace*.

**Scenario 4: “It Seems I Just Can’t Win”**

**ASK PARTICIPANTS:** If they agree that the supervisor does have a bias? If they don’t agree, why do they feel that way?

**MAKE THIS POINT:** This one is a good example of how a person’s “all” statement can be implied but not spelled out. In this case, the implication is seen in the fact that the manager assumed Nguyen would be a poor worker because he was an immigrant.

**Scenario 5: “The Single Mother”**

**ASK PARTICIPANTS:** Do they agree that the boss does have a bias? If they don’t agree, why do they feel that way?

**MAKE THESE POINTS:**

- As Dr. Thiederman says, **n niceness does not rule out bias**. In fact, bias can, like a guerilla warrior who is concealed within beautiful jungle foliage, hide behind good intentions and kindly acts.
- In this case, that good intention was the boss’ attitude that all single mothers need extra help.

**ASK PARTICIPANTS:** There is a fundamental premise behind Guerilla Bias™, what is it?

**Correct Response:** That all members of the group in question are in need of special treatment.

**ASK PARTICIPANTS:** Can you give me any other types of instances in which Guerilla Bias™ might be at work? Do you have any specific examples from your work life?

**Correct Responses:**

- Promoting or hiring someone who is not qualified out of the belief that certain groups need special treatment.
- Not holding someone to the same high standard of performance due to the group to which he/she belongs.
- Letting someone get away with behaviors like lateness, absences, or rudeness solely because of the group to which he/she belongs.

**ASK PARTICIPANTS:** What kind of damage can this brand of bias cause in the workplace?

**Correct Responses:**

- People feel patronized and disrespected so they do not want to perform at their best.
- Members of other groups resent it.

- Hiring or promoting someone who is not qualified damages, not only workplace productivity, but also that individual's career options.
- Members of the group might begin to internalize the bias. This means they actually begin to believe that they need special treatment.
- Individuals do not receive the coaching they need to excel.
- Loss of quality team members.

**ASK PARTICIPANTS:** What is the difference between simple kindness and Guerilla Bias™?

**Correct Response:** Kindness is in response to the needs of an individual, Guerilla Bias™ in response to the imagined needs of an entire group.

**Scenario 6: “Doesn’t Even Notice Me”**

**ASK PARTICIPANTS:** Do they agree that the boss does have a bias? If they don’t agree, why do they feel that way?

**MAKE THESE POINTS:**

- **Prejudices about how people look** – be it how they dress or how much they weigh or any other element of appearance -- **is one of the most neglected types of bias in today’s workplace.**
- In this case, the boss believes that “people who are overweight lack discipline.” This bias clearly would deprive any worker of opportunities and confidence in the workplace.
- Also, it is particularly insidious in that “lookism” is so engrained into our culture.
- Suggest that we all be especially vigilant at watching for this bias within our own thinking – even the best among us can fall victim to this distorted view.

**Scenario 7: “Bias Against Your Own Group”**

**ASK PARTICIPANTS:** Do they agree that these are biases. If they don’t agree, why do they feel that way?

**ASK PARTICIPANTS:** Why is bias against one’s own group a problem or is it?

**Correct Responses:**

- If we tolerate biases against our own group, it sends the message that bias unto itself is an acceptable and reasonable way to think.
- **The more we hear a biased statement**, no matter who says it, **the more we begin to believe it.** In fact, when

we hear people of a group express a bias against themselves, it carries extra weight and is more apt to be believed.

- Biases expressed in the workplace – again, no matter who says them – are demeaning to members of the group and contribute to a non-inclusive environment.

Preview Only

### Unit 3: Bias Identification Skill Test

**Time:** 30 minutes

**PowerPoint Slide:** #13, #14

**Handouts:** Bias I.D. Activity

**Facilitation Tip:** You may want to construct your own case studies or customize the ones provided here to fit your own industry and organization.

#### Bias I.D. Activity

**DISTRIBUTE:** Bias I.D. Activity handout – pages 64, 65, 66

**Facilitation Tip:** Depending on the size of the group, you can divide into three groups and give each a case or have the group work as a whole on all the cases. If divided into groups, have each group decide on a spokesperson that will report back on their findings.

**Facilitation Tip:** If the entire group is working on all three cases, give them three minutes to read the cases then begin group discussion. If divided into sub-groups, allow 10 minutes for discussion then have each group report back to the room as a whole.

#### PowerPoint Slide #13

**SHOW SLIDE:** “Definition of Bias” (#13)

“A bias is an inflexible positive or negative conscious or unconscious belief about a particular category of people.”

**Facilitation Tip:** Leave the definition up throughout the discussion of the scenarios and refer back to it when needed.

**ASK PARTICIPANTS:** To examine each case to decide what if any biases are depicted. Point out that the only information they can bring to their conclusion is that which is provided on the page. In fact, one of the key learning points of this session is that **we can’t read people’s minds or speculate beyond what we actually know about them or the situation.**

**MAKE THIS POINT:** Remind the group that a bias is an attitude, not a behavior.

#### PowerPoint Slide #14

**SHOW SLIDE:** “Ayana, Len, Mary” (#14)

**CASE 1 - Ayana:**

**THE CASE:** Ayana, an immigrant from Ethiopia, had been working at the department store for only three months. One morning, she was approached by a tall, blonde woman who asked her to find a particular item in another size. Upon returning from her quest, Ayana walked up to the wrong customer and said that her size was unavailable. The woman looked at Ayana blankly; Ayana had mistaken one white woman for another.

**ASK PARTICIPANTS:** To voice their ideas individually or through the sub-group spokesperson.

**MAKE THESE POINTS:**

- It is **perfectly natural** for a person who is unfamiliar with a group that is physically different from them **to have difficulty distinguishing individuals**.
- This applies to the physical appearance of people or to anything else. Think for a minute about something with which you used to be unfamiliar, but have since learned a lot about. That might be different brands of golf clubs, styles of children's jeans, or different species of apples. Before you knew about these things, all golf clubs, all children's jeans, and every apple seemed exactly alike to you. Now that you have become familiar with what golf clubs, children's jeans, and apples are all about, you can no doubt readily tell the difference between individual examples.
- Having said that, let me put a fine point on this issue of not being able to tell people apart. A recent study has found that, although not being able to tell people apart does not mean we are biased, once we become familiar enough with other groups to be able to distinguish individuals, any biases we **might** have had tend to begin to fade.

**CASE 2 - Len**

**THE CASE:** Len was in charge of hiring engineers for his division. Because of the large number of Asian residents in the community, his boss mandated that Len hire a certain number of Vietnamese and Chinese engineers within the year. As hard as he tried, Len failed to meet that goal. When asked why he didn't hire more Asians, he said that the ones whom he interviewed lacked the assertiveness necessary for the job. On closer examination, it turned out that Len had misread the applicants' lack of eye contact as a sign of passivity and indecisiveness.

**ASK PARTICIPANTS:** To voice their ideas individually or through the sub-group spokesperson.

**MAKE THESE POINTS**

- From what is on paper, Len is innocent of bias. He is, however, guilty of being ignorant of a cultural variation in communication style. Nobody had ever explained to Len, nor did he bother to find out, that some Asian immigrants drop their eyes as a sign of respect. He assumed that the lack of eye contact meant that the applicants were either lying about their qualifications or lacked the confidence to tackle the demanding duties of the job.
- **He could have avoided this problem by educating himself on possible cultural differences** found within his applicant pool.



**ASK PARTICIPANTS:** When Len does make an effort to learn about these possible cultural differences, what danger might he be facing?

**Correct Response:** Taking what he learns and applying it inflexibly to everyone he interviews. In other words, turning general information that doesn't apply to everyone into a bias.

**MAKE THIS POINT:** That is tricky and a point we need to constantly keep in mind. **Anything we learn about a different group applies to some people, not all.**

### **CASE 3 – Mary**

**THE CASE:** Being a lifelong lover of the blues, Mary was thrilled to be invited to a concert presented by her favorite artists. Upon arriving at the venue, she made her way to her seat, which was next to the only white person in the audience. At the end of each concert, the musicians had a tradition of inviting the crowd to shake something white in the air as a symbol of solidarity and optimism. When the call came to perform this ritual, Mary realized she had forgotten to bring the traditional white handkerchief so, without missing a beat, she grabbed the man next to her and playfully started shaking him.

**ASK PARTICIPANTS:** To voice their ideas individually or through the sub-group spokesperson.

**MAKE THIS POINT:** The fact that Mary has the good humor she has is a good thing. She is not biased.

**ASK PARTICIPANTS:** Essentially, what was she doing when she grabbed this man and shook him?

**Correct Response:** She was acknowledging that there was a difference – that his skin was a different color than hers.

**MAKE THIS POINT:** The fact that Mary was openly willing to acknowledge a difference is a good sign that she is comfortable with her attitudes and has nothing to hide.

## Unit 4: What Actions Do You Take?

**Time:** 30 minutes

**DVD:** “What Actions Do You Take?” chapter of “Is It Bias?” video.

**PowerPoint Slides:** #15 - #21

**MAKE THIS POINT:** We have been looking outward at other people, now it’s time to look at ourselves and what we can do to defeat our own biases. Let’s take a look at the solutions section of the video again.

**Facilitation Tip:** For additional information on the steps for defeating bias see Part Two of the book, *Making Diversity Work: Seven Steps for Defeating Bias in the Workplace*.

**VIEW VIDEO:** “What Actions Do You Take?” chapter of the “Is It Bias?” video.

PowerPoint  
Slide #15

**SHOW SLIDE:** “What Actions Do You Take? You Have a Choice and You Have the Power” (#15)

### MAKE THESE POINTS:

- It may surprise you, but, as Dr. Thiederman says, **we do have a choice about how much we let our biases control our behavior.**
- As you’ve seen, the biases we are talking about in this video are those that are conscious or, with a little bit of effort and observation, can be made conscious. Admittedly, sometimes biases are so deeply rooted that they remain beneath the surface. Even in those cases, there is still a lot we can do to attack them. At the close of the program, I will be distributing an article written by Dr. Thiederman that contains some concrete strategies for attacking bias even in the absence of awareness.
- For now, though, we’ll focus on the vast majority of biases of which we can be aware. Let’s take a closer look at the three steps Dr. Thiederman just mentioned.

PowerPoint  
Slide #16

**SHOW SLIDE:** “What Actions Do You Take? Step 1: Stop and Listen to What You Are Thinking or Saying” (#16)

**Facilitation Tip:** For additional information on how to become aware of one’s biases see Chapter 4 of the book, *Making Diversity Work: Seven Steps for Defeating Bias in the Workplace*.

### MAKE THESE POINTS:

- As we just saw, **the most straightforward way to spot a bias is to watch for inflexible words in our thoughts or statements.**
- Those words – “they’re all alike,” or “that’s the way they all are” – may not literally appear, but that doesn’t mean we can’t still spot the bias.

**Facilitation Tip:** Refer back to the case of Nguyen in the video.

- The way to spot even the implied “all” is to watch your thoughts to see if you jump to any conclusions about what a person is like based on the group to which he/she belongs. Examples: You meet a woman who speaks with an urban dialect and assume she is unintelligent; you see a man dressed in an elegant suit and assume he is smart and educated; you encounter a man dressed shabbily and assume he is dangerous; you see a beautiful female executive in the workplace and assume she is successful solely because of her looks. The possibilities go on and on and, let’s face it, we all have done this.
- Let me give you an example of how I spotted one of these in my own thinking.

**Facilitation Tip:** If possible, share an example from your own experience when you met someone from a particular group and immediately assumed he/she was be a particular way because of the group to which he/she belonged.

**PowerPoint  
Slide #17**

**SHOW SLIDE:** “What Actions Do You Take? Step 1, cont.: Watch Your First Thought” (#17)

**MAKE THESE POINTS:**

- **We invite you to spend the next two weeks watching the first thought --** the first assumption -- that pops into your brain when you see someone different from yourself.
- I’m not saying all those thoughts will be biases, but you just might catch one or two in the mix.
- If you do spot a bias, make a mental note of it and then follow up by practicing these next two steps. You will be amazed at what you will learn and how quickly that bias will fade.
- By the way, there are ways to defeat bias even if we are not aware of them and we have included here a handout that discusses some of those techniques. For now, though, our emphasis is on the biases we have been able to spot.

**PowerPoint  
Slide #18**

**SHOW SLIDE:** “What Actions Do You Take? Step 2: Recognize That This is a Critical Moment” (#18)

**Facilitation Tip:** For additional information on how to take advantage of a critical moment see Chapter 9 of the book, *Making Diversity Work: Seven Steps for Defeating Bias in the Workplace*.

**MAKE THESE POINTS:**

- Once you become aware of your inflexible belief, you are well equipped to make the most of the next time you encounter someone who is the object of your bias.
- These are, as Dr. Thiederman says, our “critical moments” in which **we have the power to control what happens next**. You are, as the video points out, at an intersection or, as shown in this slide, at a crossroads. You have a decision to make.

- You can, now that you are aware of your bias, **shove it aside** so you can see the person in front of you clearly and, in turn, treat them with respect.

PowerPoint  
Slide #19

**SHOW SLIDE – Title initially then individual bullets:** “What Actions Do You Take? Step 2, cont: Dissect Your Bias to Weaken Its Foundation” (#19)

**Facilitation Tip:** For additional information on how to weaken the foundation of bias see Chapter 7 of the book, *Making Diversity Work: Seven Steps for Defeating Bias in the Workplace* and Dr. Thiederman’s comments on weakening the foundation of bias in the “Bias Reduction: Taking it to the Next Step” section of the video.

**MAKE THESE POINTS:**

- This practice of **shoving a bias aside can become a habit**, but, at first, you may need to weaken the bias just a bit. You can do this by examining the logic behind it.
- What we are doing here is using the analytical part of your brain to play on an emotional issue – and biases are nothing if not emotional.
- Let’s look at how we can do this.

**Facilitation Tip:** Show each slide bullet individually.

**Facilitation Tip:** If possible, have an example from your own experience to share under each of these bullets.

**Facilitation Tip:** If time allows, have participants break into pairs to discuss a bias they have identified within themselves. Then have them take turns applying these three questions to each of their named biases.

Bullet 1: Ask yourself, “Did I learn this bias from a reliable source?”

**MAKE THE POINT:** In most cases the source of the bias is far from reliable. It might have been from a smattering of television shows, from a frightened parent, or from a media that is hungry for sensationalism.

Bullet 2: Ask yourself, “How many people do I **actually know** who conform to my bias?”

**MAKE THE POINT:** When I say, “actually know,” I don’t mean casual acquaintances, observed on the street, or heard a rumor about. I mean have had **personal reasonably extensive in-person experiences with**. My guess is, if you are honest, your answer is fairly few.

Bullet 3: Ask yourself, “How many people do I know who do **NOT conform** to my bias?”

**MAKE THE POINT:** Think about it. In most cases, if you have any reasonable amount of exposure to members of the group, you’ll know a lot of people who don’t conform to your bias.

- As you can see, biases weaken pretty easily if we look at them hard. Once this happens, we are more willing and able to shove them aside and get on with the third step of bias reduction.
- And, by the way, each time we succeed at shoving our bias aside, we are able to see the person in front of us accurately. Most likely, that person does not conform to our bias and, as those accurate experiences accumulate, our bias begins to fade.

PowerPoint  
Slide #20

**SHOW SLIDE:** “What Actions Do You Take Step 3: Treat Everyone as an Individual (#20)

**Facilitation Tip:** For additional information on how to consciously make the decision to treat people as individuals even in the presence of bias, see Chapter 10 of the book, *Making Diversity Work: Seven Steps for Defeating Bias in the Workplace* and Dr. Thiederman’s comments on “Act as If There is No Bias” in the “Bias Reduction: Taking it to the Next Step” section of the DVD.

**MAKE THESE POINTS:**

- How can we treat people as individuals? The answer is, by **acting as if our bias does not exist.**
- Ultimately, this means that we are treating people with respect. This makes sense because the Latin root of the word “respect” means “to give thought to” or “to look again.” In the context of bias, this means to look carefully at the person as an individual.
- This actually is pretty easy once we have completed Step 1 of identifying our bias and Step 2 of shoving it aside.
- The beauty of “acting as if” is that, not only does it mean we are treating people with respect, it also functions as still another way to reduce our bias. It reduces bias in three ways.

PowerPoint  
Slide #21

**SHOW SLIDE – Title initially then individual bullets:** “What Actions Do You Take? Step 3, cont: How ‘Acting as If’ Helps Reduce Bias” (#21)

1. When we treat people as individuals, they respond more positively.  
**Those positive responses, in turn, erode our biases.**
2. As we treat people as individuals – that is, without bias assuming they are all alike – **we see example after example of people** who, even if they are from the same group, are different from each other. This experience drives home to us the point that **the very idea of an inflexible belief about a group has no basis in reality.**
3. Another reason that “acting as if” works to defeat bias has to do with a mechanism called “cognitive dissonance.” Cognitive dissonance means that, when people are forced to act in a way that does not conform to those beliefs, those beliefs tend to **change to conform to the behavior.** In the case of bias, if we continue to behave as if we have no bias, the bias is bound to fade. You might have heard the phrase **“attitude follows behavior”** which is another way of saying this.

## Unit 5: Bias Post Quiz / Key Learning Review

**Time:** 15 minutes

**PowerPoint Slides:** #22

**Handouts:** Bias Quiz, Is It Bias Workshops Key Learning Points,  
How to Defeat Unconscious Bias

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### Bias Quiz

**DISTRIBUTE:** Fresh copies of the Bias Quiz – page 60

**ASK PARTICIPANTS:** To complete the Quiz. Give them approximately 5 minutes to do so.

**MAKE THESE POINTS:** Go over the answers one by one. If there is an obvious observation to make about an answer, we have included it here. Before giving the correct answer, ask participants to call out what they think is correct.

Question 1: a – The only way to be sure we are accessing an attitude correctly is by what a person says.

Question 2: False – Biases can be about positive characteristics.

Question 3: b – Notice the word “all.” Also, in answer “a,” the person is simply saying he/she have never **met** a Puerto Rican without a large family **not** that they “all” have large families.

Question 4: d – Biases often come from experience. In this case, that experience was positive. Also, it is clearly a bias because of the use of the word “all.”

Question 5: b – Of course, it is important to have close friends from all groups and to do so does make bias less likely, but just because we have a diversity of friends does not mean we are free of bias.

Question 6: True – Once we know about the bias, we can choose to behave in ways that are inconsistent with that belief.

Question 7: True – It is not biased to be drawn to members of our own group. It is, however, always a good idea to spend time with people of all backgrounds. We saw this in the “Just Like Me” scenario.

Question 8: False – We saw this principle being depicted in the “Single Mother” scenario. Guerilla Biases™ can look like kindness, but, in fact, be deeply disrespectful of a person’s abilities and potential.

Question 9: d – Acting as if we don’t have a bias is a powerful tool for weakening its hold on our thinking.

Question 10: b – Once the weak foundation of a bias is revealed, it is a lot easier to extricate it from our thinking.

**ASK PARTICIPANTS:** To turn to the person next to them to share the most important single thing they have learned during the workshop. Allow about 1 minute for this activity.

**Facilitation Tip:** If time allows, ask volunteers to share what they have learned.

**Is It Bias?  
Workshop  
Key Learning  
Points**

**DISTRIBUTE:** Is It Bias? Workshops Key Learning Points and How to Defeat Unconscious Bias handouts – pages 67, 71

**MAKE THESE POINTS:**

- Comment on the handouts and their function.
  - Key Learning Points: We suggest you keep this document handy and review it from time to time as it contains the key points learned throughout this program.
  - Unconscious Bias: In addition to the strategies covered in this program, there are additional steps that can be taken to reduce biases of which we are unaware. You will find those in this handout.
- Thank participants for their courage and openness.
- Encourage the group to apply the tools they have learned to begin to identify those subtle biases that prevent us all from being the very best that we can be.
- Remind the group that everybody has biases; they do not make us bad people.
- At the same time, **identifying biases and fixing them is a responsibility we all share** if we are to measure up to what Maya Angelou said...

**PowerPoint  
Slide #22**

**SHOW SLIDE:** “Maya Angelou said...” (#22)

“...people will forget what you said, people will forget what you did, but people will never forget how you made them feel.”

**END Long Workshop**



# **Is It Bias? Making Diversity Work**

## **Short Workshop**

### **(1½ hours)**

## **Overview for Facilitators**

**Purpose of the Program:** To provide participants with the knowledge and skill with which to identify bias within themselves and others and the tools to reduce bias along with its impact on our ability to treat people with respect.

**Suggested Number of Participants:** 20 - 30

**Handouts:**

Is It Bias? Worksheet – page 63

Is It Bias? Workshops Key Learning Points – page 67

How to Defeat Unconscious Bias – page 71

Optional Handout: If you like, you can print out copies of the slides for distribution following the program. I suggest you not do that beforehand, as the information contained in the slides will provide the answers to several discussion questions and, therefore, will stifle participation.

**Abbreviated Program Outline & Time Frame:**

Unit 1: Welcome/Introduction	15 minutes
Unit 2: Is It Bias?: How Can You Tell?	30 minutes
Unit 3: What Actions Do You Take?	30 minutes
Unit 4: Key Learning Review	15 minutes

**Before Participants Arrive:**

- Set up and test audio-visual equipment.
- Set up flip chart and pens.
- Arrange the room.
- Show “Welcome to the Is It Bias? Workshop” PowerPoint slide.
- Display sign promising full confidentiality (optional).



# Short Workshop Script

Suggested Length: 1½ hour

## Unit 1: Welcome / Introduction

**Time:** 15 minutes

**PowerPoint Slides:** #1, #2, #3

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PowerPoint  
Slide #1

### SHOW SLIDE AND HAVE IT PROJECTING AS PARTICIPANTS

**ARRIVE:** “Welcome to the Is It Bias? Workshop” (#1)

**Facilitation Tip:** If you wish, put your name on title slide or flip chart.

### MAKE THESE POINTS:

- Welcome participants to the program.
- Introduce yourself including appropriate information about your department or function.
- Tell the group that everything said in the room is completely confidential.

PowerPoint  
Slide #2

**SHOW SLIDE – Title initially then individual bullets:** “Preliminary Thoughts” #2

### MAKE THESE POINTS:

- **“Nice People” Biases:** In this program we are not emphasizing the kind of blatant bias that has plagued our workplaces for so many years – in a way those are easier to deal with because they and their consequences are obvious. We are, instead, focusing on those **subtler biases held by nice people**; in other words, people like us.
- **“Bad People”:** Biases **do not make us bad people**.
- **All Groups:** Also, as you’ll see in the video, this workshop has to do with the biases held by people from all groups. Biases are everywhere, in everyone, and we all have the responsibility – and the opportunity – to work on them.
- **Biases Can Be Fixed:** For many years, people have felt that there’s not much we can do about biases – all we can do is become aware of them and learn to work around them. Admittedly, there are some biases that are so deeply rooted, it’s pretty tough to dislodge them, but in most cases – and especially with the kind of biases we are talking about here – there is a lot we can do to control and even, if we work hard enough, eliminate them.

**Facilitation Tip:** For additional information on the fact that biases can be fixed, see Chapter 1 of the book, *Making Diversity Work: Seven Steps for Defeating Bias in the Workplace*.

**PowerPoint  
Slide #3**

**SHOW SLIDE – Title initially then individual bullets: “Program Objectives”**  
(#3)

**MAKE THESE POINTS:**

At the completion of this program, participants will be able to:

- Objective 1: Define the term bias as it pertains to diversity.
- Objective 2: Identify biases in themselves and others.
- Objective 3: Practice 3 steps for controlling and even eliminating biases in their thinking.

Preview Only

## Unit 2: Is It Bias? How Can You Tell?

**Time:** 30 minutes

**DVD:** Entire “Is It Bias? Making Diversity Work” video

**PowerPoint Slides:** #4 - #11

**Handout:** Is It Bias? Worksheet

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**MAKE THIS POINT:** We are about to view a video called *Is It Bias? Making Diversity Work*. It is designed to help us better identify and defeat bias.

Is It Bias?  
Worksheet

**DISTRIBUTE:** Is It Bias? Worksheet handout – page 63

### **MAKE THESE POINTS:**

**Facilitation Tip:** The primary purpose of this handout is to encourage participants to watch the video carefully.

- The purpose of the handout is to allow you to record your immediate response to each vignette. Do you think a bias is depicted or not? I realize the answer will probably come up on the video too quickly for you to write much down, but you can record here any immediate thoughts that you’d like to share with the group.
- Explain to participants that you want them to watch for those types of situations that they see most often in their workplace.

**VIEW VIDEO:** Show entire “Is It Bias? Making Diversity Work” video

**MAKE THIS POINT:** I realize you just saw a lot of information. Let’s go back and make sure we have captured the key definition of bias.

PowerPoint  
Slide #4

**SHOW SLIDE:** “The Definition of Bias” (#4)

**READ THE SLIDE:** “A bias is an inflexible positive or negative conscious or unconscious belief about a particular category or group of people.”

**Facilitation Tip:** For additional information on the definition of bias see Chapter 3 of the book, *Making Diversity Work: Seven Steps for Defeating Bias in the Workplace*.

**Facilitation Tip:** The illustration on the slide shows human figures carefully placed in separate boxes. It is designed to show how we tend to categorize people by the group to which they belong.

**ASK PARTICIPANTS:** Is there anything about this definition that surprises you?

### **Possible Responses:**

- That biases can be about positive traits
- That biases are attitudes/beliefs, not behaviors
- That biases can be both conscious and unconscious

**MAKE THESE POINTS:**

- We are using the word “bias” here as a synonym for “prejudice” and “stereotype.”
- Explain that this use of the word is different from when we say we have a “bias” for Mexican food or against the color green. **We are not talking here about a preference; we are talking about an inflexible belief** about what a group of people is like.
- Also, we are not talking about a preference or liking or disliking of one individual. Of course, there are individual people of all groups that we don’t care for. That is natural and has nothing to do with bias. **It becomes a bias if we are applying that liking or disliking inflexibly to an entire group.**
- Explain that a bias also is not the general sort of information we learn when studying other cultures. For example, we may be taught that people in Asia tend to value saving face or that Latino cultures are generally more casual about punctuality than northern Europeans. That information is fine and valuable as long as we don’t inflexibly apply it to all members of the group.

**ASK PARTICIPANTS:** What is it about what I just said that makes this information about Asian and Latino cultures NOT a bias?

Correct Response: That fact that I used the phrases “tend to” and “generally.”

- In a couple of minutes, we will review some examples of incidents that reflect bias and some that do not. One thing you will notice is that it is very difficult to tell if a person is biased or not just by their behavior. **We need to know what he/she is thinking or saying.** This is important because all-too-often people are accused of bias when, in fact, their behavior – though inappropriate – is caused by much less malignant attitudes.
- Having said that, **inappropriate or disrespectful behaviors**, regardless of their cause – be it, bias, ignorance, laziness, or fatigue -- still cannot be **tolerated in the workplace.**

**Facilitation Tip:** This is an extremely important point to emphasize. This is also the point at which you might briefly mention company policy on disrespectful and inappropriate behavior in the workplace.

**ASK PARTICIPANTS:** If all inappropriate behaviors are against policy, why is it that we need to know if there is a bias behind it or not?

**Correct Response:** If we know the attitude behind the behavior, we are better able to approach the person in an appropriate and effective way.

- Positive biases are among the most unrecognized types of prejudice. These are biases that apply a characteristic to an entire group (inflexibly) and that characteristic is one that most of us would like to have.

**SHOW SLIDES:** “Case by Case” (#5 - #11)

**Facilitation Tip:** Because this is a short workshop, you will not be discussing all of the scenarios shown in the video. In order to decide

which to discuss you can either identify those you feel are most problematic in your workplace or ask the participants which scenes they found the most applicable or the ones about which they have questions.

**Note:** You will use the material below selectively depending upon which scenarios you decide to discuss. In each case, you will encourage questions and ideas from the participants.

### **Scenario 1: “Mid-20’s – Some Generation Y’s”**

#### **MAKE THESE POINTS:**

- As Dr. Thiederman points out, the interviewer made an observation about **one person, not the whole group**. In the case of the applicant, evidence showed that she did, in fact, move around a lot.
- In this case, the applicant **happens** to conform to the prevalent bias that reads, “All Generation Y’s change jobs a lot.” This will happen from time to time. After all biases and stereotypes came from somewhere. There are, for example, people from southern California that love the beach, Germans who are punctual, or southerners who are hospitable. To notice what one individual is like is not biased. **It becomes bias if we assume the person has the characteristic solely because of the group to which he/she belongs.**
- Also, the word “some” lets the interviewer off the hook with respect to bias. If she’d said “all,” that would be a very different story.
- **Warning!:** When you meet one person who happens to conform to a bias be careful not to jump to the conclusion that this one person represents everyone in his or her group.

### **Scenario 2: “All Been from Mexico”**

**Facilitation Tip:** For additional information on the difference between a bias and an erroneous first assumption, see Dr. Thiederman’s comments in “Bias Definition: the Difference Between a Bias and a ‘First Best Guess’” in the “Bias-Reduction: Taking It the Next Step” section of the DVD.

#### **MAKE THESE POINTS:**

- He made a reasonable assumption based on what he knew – the Spanish-speaking members of his team had previously all been from Mexico.

**ASK PARTICIPANTS:** How can we tell the difference between a bias and a reasonable assumption that turns out to be wrong?

**Correct Response:** Unbiased people will quickly and easily change their minds once they see they are

mistaken. If the person is biased, he/she will cling to his/her belief or rationalize it in some way.

Example: They will say, “This person is an exception to the rule.”

- Having said that, **it is unwise to act on every reasonable assumption that comes along.** Example: It is illegal and unwise to promote a man over a woman because of the reasonable assumption – in this case a certainty – that she might get pregnant, but he certainly won’t.
- As this case illustrates, biases are particularly dangerous in the busy workplaces of today. Studies done by psychologist Keith Payne prove that, under the pressure of both crises and time, people stop relying on actual evidence in front of them and fall back on biases. When we have more time, fewer decisions are based on biases.

**Facilitation Tip:** Someone in your group might voice the view that the Argentine is biased against Mexicans – otherwise why would he be offended to be mistaken for one? If so, make the point that that could be true, but it is also possible that the Argentine was offended simply because his heritage was ignored – not because he looked down on Mexicans. It’s impossible to say.

**Facilitation Tip:** This is a prime opportunity to emphasize the fact that **we cannot jump to conclusions about who has a bias and who does not.**

### Scenario 3: “Just Like Me”

#### **MAKE THESE POINTS:**

- Being drawn to people who are in some way like us is perfectly natural.
- In fact, research shows that having a healthy sense of identity with one’s own group is a good thing and, surprisingly, means we are less apt – not more – to be biased against other groups. The reason for this seeming-contradiction is that group identity gives us strength and that strength allows us the room in which to consider what other groups might have to offer.
- Having said that, although being drawn to one’s own group is not a sign of bias, **it still is a good idea to “stretch our cultural comfort zone”** to spend time with members of other groups. Research shows that, the better we know a variety of people from other groups, the less apt we are to develop or sustain inflexible beliefs about them.

**Facilitation Tip:** For additional information on the value of cross-group contact, see Chapter 8 of the book, *Making*

*Diversity Work: Seven Steps for Defeating Bias in the Workplace.*

**Scenario 4: “It Seems I Just Can’t Win”**

**MAKE THIS POINT:** This one is a good example of how a person’s “all” statement can be implied but not spelled out.

**Scenario 5: “The Single Mother”**

**ASK PARTICIPANTS:** There is a fundamental premise behind Guerilla Bias™, what is it?

**Correct Response:** That all members of the group in question are in need of special treatment.

**MAKE THIS POINT:** Above answer is correct.

**ASK PARTICIPANTS:** What kind of damage can this brand of bias cause in the workplace?

**Correct Responses:**

- People feel patronized and disrespected so they do not want to perform at their best.
- Members of other groups resent it.
- Hiring or promoting someone who is not qualified damages, not only workplace productivity, but also that individual’s career options.
- Members of the group might begin to internalize the bias. This means they actually begin to believe that they need special treatment.
- Individuals do not receive the coaching they need to excel.
- Loss of quality team members.

**Scenario 6: “Doesn’t Even Notice Me”**

**MAKE THESES POINTS:**

- **Prejudices about how people look** – be it how they dress or how much they weigh or any other element of appearance -- **is one of the most neglected types of bias in today’s workplace.**
- Also, it is particularly insidious in that “lookism” is so engrained into our culture.
- Suggest that we all be especially vigilant at watching for this bias within our own thinking – even the best among us can fall victim to this distorted view.

**Scenario 7: “Bias Against Your Own Group”**

**ASK PARTICIPANTS:** Why is bias against one’s own group a problem or is it?

**Correct Responses:**

- If we tolerate biases against our own group, it sends the message that bias unto itself is an acceptable and reasonable way to think.
- **The more we hear a biased statement**, no matter who says it, **the more we begin to believe it**. In fact, when we hear people of a group express a bias against themselves, it carries extra weight and is more apt to be believed.
- Biases expressed in the workplace – again, no matter who says them – are demeaning to members of the group and contribute to a non-inclusive environment.

Preview Only



## Unit 3: What Actions Do You Take?

**Time:** 30 minutes

**DVD:** “What Actions Do You Take?” Chapter of the “Is It Bias?” video.

**PowerPoint Slides:** #12 - #18

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**MAKE THIS POINT:** We have been looking outward at other people, now it’s time to look at ourselves and what we can do to defeat our own biases. Let’s take a look at the solutions section of the video again.

**Facilitation Tip:** For additional information on how to defeat bias see Part Two of the book, *Making Diversity Work: Seven Steps for Defeating Bias in the Workplace*.

**VIEW VIDEO:** View the “What Actions Do You Take?” chapter of the “Is It Bias?” video.

**PowerPoint  
Slide #12**

**SHOW SLIDE:** “What Actions Do You Take? You Have a Choice and You Have the Power” (#12)

**MAKE THESE POINTS:**

- It may surprise you, but, as Dr. Thiederman says, **we do have a choice about how much we let our biases control our behavior.**
- As you’ve seen, the biases we are talking about in this video are those that are conscious or, with a little bit of effort and observation, can be made conscious. Admittedly, sometimes biases are so deeply rooted that they remain beneath the surface. Even in those cases, there is still a lot we can do to attack them. At the close of the program, I will be distributing an article written by Dr. Thiederman that contains some concrete strategies for attacking bias even in the absence of awareness.
- For now, though, we’ll focus on the vast majority of biases of which we can be aware. Let’s take a closer look at the three steps Dr. Thiederman just mentioned.

**PowerPoint  
Slide #13**

**SHOW SLIDE:** “What Actions Do You Take? Step 1: Stop and Listen to What You Are Thinking or Saying” (#13)

**Facilitation Tip:** For additional information on how to become aware of one’s biases see Chapter 4 of the book, *Making Diversity Work: Seven Steps for Defeating Bias in the Workplace*.

**MAKE THESE POINTS:**

- As we just saw, **the most straightforward way to spot a bias is to watch for inflexible words in our thoughts or statements.**
- Those words – “they’re all alike,” or “that’s the way they all are” – may not literally appear, but that doesn’t mean we can’t still spot the bias.

**Facilitation Tip:** Refer back to the case of Nguyen on the video.

- The way to spot even the implied “all” is to watch your thoughts to see if you jump to any conclusions about what a person is like based on the group to which he/she belongs. Examples: You meet a woman who speaks with an urban dialect and assume she is unintelligent; you see a man dressed in an elegant suit and assume he is smart and educated; you encounter a man dressed shabbily and assume he is dangerous; you see a beautiful female executive in the workplace and assume she is successful solely because of her looks. The possibilities go on and on and, let’s face it, we all have done this.
- Let me give you an example of how I spotted one of these in my own thinking.

**Facilitation Tip:** If possible, share an example from your experience when you met someone and immediately assumed they had certain characteristics because of the group to which they belonged.

PowerPoint  
Slide #14

**SHOW SLIDE:** “What Actions Do You Take? Step1, cont.: Watch Your First Thought” (#14)

**MAKE THESE POINTS:**

- **We invite you to spend the next two weeks watching the first thought**, the first assumption that pops into your brain when you see someone different from yourself.
- I’m not saying all those thoughts will be biases, but you just might catch one or two in the mix.
- If you do spot a bias, make a mental note of it and then follow up by practicing these next two steps. You will be amazed at what you will learn and how quickly that bias will fade.
- By the way, there are ways to defeat bias even if we are not aware of them and we have included here a handout that discusses some of those techniques. For now, though, our emphasis is on the biases we have been able to spot.

PowerPoint  
Slide #15

**SHOW SLIDE:** “What Action Do You Take? Step 2: Recognize That This is a Critical Moment” (#15)

**Facilitation Tip:** For additional information on how to take advantage of a critical moment see Chapter 9 of the book, *Making Diversity Work: Seven Steps for Defeating Bias in the Workplace*.

**MAKE THESE POINTS:**

- Once you become aware of your inflexible belief, you are well equipped to make the most of the next time you encounter someone who is the object of your bias.
- These are, as Dr. Thiederman says, our “critical moments” in which **we have the power to control what happens next**. You are, as the video points out, at an intersection or, as shown in this slide, at a crossroads. You have a decision to make.
- You can, now that you are aware of your bias, **shove it aside** so you can see the person in front of you clearly and, in turn, treat them with respect.

PowerPoint  
Slide #16

**SHOW SLIDE – Title initially, then individual bullets.** “What Actions Do You Take? Step 2, cont: Dissect Your Bias to Weaken Its Foundation” (#16)

**Facilitation Tip:** For additional information on how to weaken the foundation of bias see Chapter 7 of the book, *Making Diversity Work: Seven Steps for Defeating Bias in the Workplace* and Dr. Thiederman’s comments on bias dissection in the “Bias Reduction: Taking it to the Next Step” chapter of the video.

**MAKE THESE POINTS:**

- This practice of **shoving a bias aside can become a habit**, but, at first, you may need to weaken the bias just a bit. You can do this by examining the logic behind it.
- What we are doing here is using the analytical part of your brain to play on an emotional issue – and biases are nothing if not emotional.
- Let’s look at how we can do this.

**Facilitation Tip:** Show each bullet individually.

**Facilitation Tip:** If possible, have an example from your own experience to share under each of these bullets.

Bullet 1: Ask yourself, “Did I learn this bias from a reliable source?”

**MAKE THE POINT:** In most cases the source of the bias is far from reliable. It might have been from a smattering of television shows, from a frightened parent, or from a media that is hungry for sensationalism.

Bullet 2: Ask yourself, “How many people do I **actually know** who conform to my bias?”

**MAKE THE POINT:** When I say, “actually know,” I don’t mean casual acquaintances, observed on the street, or heard a rumor about. I mean have had **personal reasonably extensive in-person experiences with**. My guess is, if you are honest, your answer is fairly few.

Bullet 3: Ask yourself, “How many people do I know who do **NOT conform** to my bias?”

**MAKE THE POINT:** Think about it. In most cases, if you have any reasonable amount of exposure to members of the group, you’ll know a lot of people who don’t conform to your bias.

**Facilitation Tip:** If time allows, have participants break into pairs to discuss a bias they have identified. They will take turns applying these questions to each of their biases.

- As you can see, biases weaken pretty easily if we look at them hard. Once this happens, we are more willing and able to shove them aside and get on with the third step of bias reduction.
- And, by the way, each time we succeed at shoving our bias aside, we are able to see the person in front of us accurately. Most likely, that person does not conform to our bias and, as those accurate experiences accumulate, our bias begins to fade.

PowerPoint  
Slide #17

**SHOW SLIDE:** “What Actions Do You Take? Step 3: Treat Everyone as an Individual – ‘Act as If’” (#17)

**Facilitation Tip:** For additional information on how to consciously make the decision to treat people as individuals even in the presence of bias, see Chapter 10 of the book, *Making Diversity Work: Seven Steps for Defeating Bias in the Workplace* and Dr. Thiederman’s comments on “Act as If” in the Bias Reduction: Taking it to the Next Step” chapter of the DVD.

**MAKE THESE POINTS:**

- How can we treat people as individuals? The answer is, by **acting as if our bias does not exist.**

**SHOW SLIDE – Title initially then individual bullets:** “What Actions Do You Take? Step 3, cont: How ‘Acting as If’ Helps Reduce Bias” (#18)

- Ultimately, this means that we are treating people with respect. This makes sense because the Latin root of the word “respect” means “to give thought to” or “to look again.” In the context of bias, this means to look carefully at the person as an individual.
- This actually is pretty easy once we have completed Step 1 of identifying our bias and Step 2 of shoving it aside.
- The beauty of “acting as if” is that, not only does it mean we are treating people with respect, it also functions as still another way to reduce our bias. It reduces bias in three ways.
  1. When we treat people as individuals, they respond more positively. **Those positive responses, in turn, erode our biases.**
  2. As we treat people as individuals – that is, without bias assuming they are all alike – **we see example after example of people** who, even if they are from the same group, are different from each other. This experience drives home to us the point that **the very idea of an inflexible belief about a group has no basis in reality.**
  3. Another reason that “acting as if” works to defeat bias has to do with a mechanism called “cognitive dissonance.” Cognitive dissonance means that, when people are forced to act in a way that does not conform to those beliefs, those beliefs tend to **change to conform to the behavior.** In the case of bias, if we continue to behave as if we have no bias, the bias is bound to fade. You might have heard the phrase **“attitude follows behavior”** which is another way of saying this.

PowerPoint  
Slide #18

## Unit 4: Key Learning Review

**Time:** 15 minutes

**PowerPoint Slides:** #19

**Handouts:** Is it Bias Workshops Key Learning Points, How to Defeat Unconscious Bias

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**ASK PARTICIPANTS:** To turn to the person next to them and to share the most important single thing they have learned during the workshop. Allow about 1 minute for this activity.

**Facilitation Tip:** If time allows, ask volunteers to share what they have learned.

Is It Bias?  
Workshop  
Key Learning  
Points

How to  
Defeat  
Unconscious  
Bias

**DISTRIBUTE:** Is It Bias Workshops Key Learning Points and How to Defeat Unconscious Bias handouts – pages 69, 71

### MAKE THESE POINTS:

- Comment on the handouts and their function.
  - Key Learning Points: We suggest you keep this document handy and review it from time to time as it contains the key points learned throughout this program.
  - Unconscious Bias: In addition to the strategies covered in this program, there are additional steps that can be taken to reduce biases of which we are unaware. You will find those in this handout.
- Thank participants for their courage and openness.
- Encourage the group to apply the tools they have learned to begin to identify those subtle biases that prevent us all from being the very best that we can be.
- Remind the group that everybody has biases and that they don't make us bad people.
- At the same time, **identifying them and fixing them is a responsibility we all share** if we are to measure up to what Maya Angelou said.....

PowerPoint  
Slide #19

**SHOW SLIDE:** “Maya Angelou said...” (#19)

“...people will forget what you said, people will forget what you did, but people will never forget how you made them feel.”

## END Short Workshop

# **Bias Reduction: Taking it to the Next Step**

## **Lunch & Learn Session**

### **(45 minutes)**

## **Overview for Facilitators**

**Purpose of the Program:** To provide participants with in-depth knowledge about strategies for reducing bias in the workplace.

**Suggested Number of Participants:** 20 - 30

**Handouts:**

Bias Reduction: Taking it to the Next Step Lunch & Learn Key Learning Points – page 69

How to Defeat Unconscious Bias – page 71

Optional Handout: If you like, you can print out copies of the slides for distribution following the program. I suggest you not do that beforehand, as the information contained in the slides will provide the answers to several discussion questions and, therefore, will stifle participation.

**Slides:**

Due to the short length of this program, slides are optional.

**Abbreviated Program Outline & Time Frame:**

Unit 1: Welcome/Introduction	2 minutes
Unit 2: Bias Definition: The Difference Between a Bias and a “First Best Guess”	10 minutes
Unit 3: Bias Remedy: Act as If There is No Bias	10 minutes
Unit 4: Bias Remedy: Reduce Bias by Identifying What We Share	10 minutes
Unit 5: Bias Remedy: Weaken the Foundation of Bias	10 minutes
Unit 6: Conclusion	3 minutes

**Before Participants Arrive:**

- Set up and test audio-visual equipment.
- Set up flip chart and pens.
- Arrange the room.
- Show “Welcome” PowerPoint slide.
- Display sign promising full confidentiality (optional).

**Pre-Program Personal Preparation:**

- Watch the entire contents of the *Is It Bias?* video along with the “Bias Reduction: Taking it to the Next Step” section.
- Read the sections of the book *Making Diversity Work* referred to below in anticipation of questions that might be asked by participants.

Preview Only

# ***Bias Reduction: Taking it to the Next Step***

## **Lunch & Learn Script**

**Suggested Length: 45 minutes**

### **Unit 1: Welcome / Introduction**

**Time:** 2 minutes

**PowerPoint Slides:** #1

**Flip Chart**

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PowerPoint  
Slide #1

#### **SHOW SLIDE AND HAVE IT PROJECTING AS PARTICIPANTS**

**ARRIVE:** “Bias Reduction: Taking it to the Next Step -- Welcome” (#1)

**Facilitation Tip:** If you wish, put your name on title slide or flip chart.

#### **MAKE THESE POINTS:**

- Welcome participants to the program.
- Introduce yourself including appropriate information about your department or function.
- Tell the group that everything said in the room is completely confidential.

#### **MAKE THESE POINTS:**

- Today’s session is based on the “Bias-Reduction: Taking it to the Next Step” section of Dr. Sondra Thiederman’s “Is It Bias?” DVD. In this commentary she explores several questions about bias that have a real impact on your ability to identify and even cure bias.
- What we will do in this meeting is view those segments and then take a few minutes highlighting the key points of each.

**ASK PARTICIPANTS:** As you view each commentary, be thinking of any questions you may have and how the material included applies to your own workplace experience.



## **Unit 2: “The Difference Between a Bias and a ‘First Best Guess’”**

**Time:** 10 minutes

**DVD:** “The Difference Between a Bias and a ‘First Best Guess’” chapter of the “Bias Reduction: Taking It To The Next Step” section

**PowerPoint Slide:** #2

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**VIEW VIDEO:** View “The Difference Between a Bias and a ‘First Best Guess’” chapter.

**Option:** If you wish, you can show the entire “Bias Reduction: Taking it to the Next Step” section before discussing each topic.

PowerPoint  
Slide #2

**SHOW SLIDE – Title initially then individual bullets as discussion**

**progresses below:** “Bias Definition: The Difference Between a Bias and a ‘First Best Guess’” (#2)

**Facilitation Tip:** For additional information on the difference between a bias and a “first best guess” or “reasonable assumption,” see pp. 22-23 of the book, *Making Diversity Work: Seven Steps for Defeating Bias in the Workplace*.

**ASK PARTICIPANTS:** Is there anything in Dr. Thiederman’s commentary that surprised or confused you?

**Possible Response:** Someone might say that any thought that comes to mind when meeting someone different is automatically a bias.

**MAKE THIS POINT:** Any thought, can, of course, be a bias, but we need to be careful not to assume a bias is present in the absence of absolute proof.

**MAKE THESE POINTS:**

- Dr. Thiederman covered three ways in which we can tell if a first assumption is a bias. These included:
  - It not being a bias if you just accept that your first response was wrong
  - It probably being a bias if you feel betrayed and a bit angry that the person does not conform to your expectation.
  - You declare that this one person is an “exception to the rule,” and all others of the group are the way you expected.
- Here, are a couple of other ways you can tell.

**SHOW SLIDE BULLETS:**

Bullet 1: Your first assumption is probably a bias if you attempt to rationalize the way a person is to make them conform to how you assumed they would be.

**MAKE THIS POINT:** You struggle to explain away the fact the person does not conform to your explanation. For example,

perhaps you assume someone from Asia will be shy and retiring. You meet someone of that background and they are, instead, assertive and outgoing. In order to preserve your bias, you say to yourself, “they are probably just pretending” or “they know that’s how we like it in corporate America so they are just acting this way in the workplace.”

Bullet 2: It is probably a bias if you find yourself interacting with the person in some way that eventually creates what you had first expected.

**MAKE THIS POINT:** Sadly, we do have the ability to create what we expect to see. For example, you assume a member of a given group would, because of that group membership, not be a good people manager. Because of that belief, you never give them opportunities to learn management skills. When the time comes to promote this person, they are indeed not ready. Why? Because your bias caused you to act in a way that made the bias come true - a classic self-fulfilling prophecy.

Preview Only

### **Unit 3: “Bias Remedy: Act as If There Is No Bias”**

**Time:** 10 minutes

**DVD:** “Bias Remedy: Act as If There Is No Bias” chapter of the “Bias Reduction: Taking It to the Next Step” section

**PowerPoint Slides:** #3

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**VIEW VIDEO:** View “Bias Remedy: Act as If There Is No Bias” chapter

PowerPoint  
Slide #3

**SHOW SLIDE:** “Bias Remedy: Act as If There Is No Bias” (#3)

**Facilitation Tip:** For additional information on acting as if a bias does not exist, see Chapter 10 of the book, *Making Diversity Work: Seven Steps for Defeating Bias in the Workplace*.

**ASK PARTICIPANTS:** Is there anything in Dr. Thiederman’s commentary that surprised or confused you?

**Possible Responses:**

- Some might be skeptical that attitudes actually do follow behavior.  
**MAKE THIS POINT:** Extensive research has shown that attitudes do tend to change to conform, not only to what we do, but also to what we say.
- Some might ask what we do about unconscious biases – how can we act counter to the bias if we do not know it exists?

**MAKE THESE POINTS:**

- There is a handout that you will receive on how to defeat unconscious bias.
- We can influence unconscious bias by deliberately treating everyone with respect. That positive treatment can impact unconscious bias in the same way that specific behaviors can weaken biases of which we are aware.

## **Unit 4: “Bias Remedy: Reduce Bias by Identifying What We Share”**

**Time:** 10 minutes

**DVD:** “Bias Remedy: Reduce Bias by Identifying What We Share” chapter of the “Bias Reduction: Taking It to the Next Step” section

**PowerPoint Slides:** #4

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**VIEW VIDEO:** View “Reduce Bias by Identifying What We Share” chapter.

PowerPoint  
Slide #4

**SHOW SLIDE:** “Bias Remedy: Reduce Bias by Identifying What We Share” (#4)

**Facilitation Tip:** For additional information on the value of identifying what we share and ways to implement this bias-reduction strategy in the workplace, see Chapter 8 of the book, *Making Diversity Work: Seven Steps for Defeating Bias in the Workplace*.

**Facilitation Tip:** The images that are on this slide reflect various aspects of living that we potentially can share (family, children, religion, learning, volunteer work)

**ASK PARTICIPANTS:** Dr. Thiederman mentions a couple of strategies for facilitating people identifying what they share (affinity groups, clubs, volunteer opportunities, shared goals). Do you have any other suggestions or methods that have worked in your workplace?

**Facilitation Point:** Record responses on the flip chart.

## **Unit 5: “Bias Remedy: Weaken the Foundation of Bias”**

**Time:** 10 minutes

**DVD:** “Bias Remedy: Weaken the Foundation of Bias” chapter of the “Bias Reduction: Taking It to the Next Step” section

**PowerPoint Slides:** #5

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**VIEW VIDEO:** View “Bias Remedy: Weaken the Foundation of Bias” chapter.

PowerPoint  
Slide #5

**SHOW SLIDE:** “Bias Remedy: Weaken the Foundation of Bias” (#5)

**Facilitation Tip:** For additional information on how to weaken the foundation of bias see Chapter 7 of the book, *Making Diversity Work: Seven Steps for Defeating Bias in the Workplace*.

**ASK PARTICIPANTS:** Can any of you think of a bias – an inflexible belief about a particular category of people – that is based on very flimsy evidence?

**MAKE THIS POINT:** No matter what the bias, reinforce the point that **biases don’t make us bad people** – we all have them. Encourage the person who shared the example to provide more details about its weak foundation. They might, for example, say that the bias was based on only one person, learned from a television show, or generated by the point-of-view of a parent or teacher. Encourage others to examine their biases in the same way.

## **Unit 6: Conclusion**

**Time:** 3 minutes

**PowerPoint Slide:** #6

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**ASK PARTICIPANTS:** What stands out in this program as the most important key learning point?

**PowerPoint  
Slide #6**

**SHOW SLIDE:** “Thank You for Your Participation” (#6)

**MAKE THIS POINT:** Thank them for their participation.

**Lunch &  
Learn  
Key Learning  
Points**

**DISTRIBUTE:** Bias Reduction: Taking it to the Next Step Lunch & Learn Key Learning Points and How to Defeat Unconscious Bias handouts – pages 69, 71

**How to  
Defeat  
Unconscious  
Bias**

**END Lunch & Learn Session**

# How to Deal With Bias as a Manager Module (20 minutes)

## Overview for Facilitators & Program Script

**Purpose of the Program:** To provide managers with specific skills and guidelines for responding effectively to the presence of bias in the workplace.

**Suggested Number of Participants:** 20 - 30

**Handouts:**

How to Deal with Bias as a Manager Key Learning Points – page 70

**Slides:**

Due to the short length of this program, slides are optional.

**Before Participants Arrive:**

- Set up and test audio-visual equipment.
- Set up flip chart and pens.
- Arrange the room.
- Show “Welcome” PowerPoint slide.
- Display sign promising full confidentiality (optional).

**Applications of the “How to Deal with Bias as a Manager” Module:**

This module can be used either as a stand alone training or integrated into or following the other programs discussed in this Leader’s Guide.

**Script:**

PowerPoint  
Slide #1

**SHOW SLIDE AND HAVE IT PROJECTING AS PARTICIPANTS**

**ARRIVE:** “Welcome to ‘How to Deal with Bias as a Manager’ (#1)”

**MAKE THIS POINT:** Welcome participants to the training and, if necessary, introduce yourself.

PowerPoint  
Slide #2

**SHOW SLIDE:** “Program Goal” (#2)

To provide managers with specific skills and guidelines for responding effectively to the presence of bias in the workplace.

**VIEW VIDEO:** “How to Deal with Bias as a Manager”

**ASK PARTICIPANTS:** What are the key things you learned from watching Situation One?

**PowerPoint  
Slide #3**

**SHOW SLIDE – Title initially then individual bullets:** Situation One (#3)

Bullet 1: Your first concern is Ben’s behavior, not his attitude or beliefs.

**MAKE THIS POINT:** In other words, we don’t know if he is biased against people who are gay or not and that is not our concern at this point. What we do know is his behavior is disrespectful and against company policy. It is the behavior – not the attitude – that concerns us most here.

Bullet 2: Avoid discussing issues that are not pertinent to the situation.

**MAKE THIS POINT:** In other words, there is no need to comment on who told who what, who was listening, or even why he said what he did. These subjects will just distract from the very clear message that it is not OK to make disrespectful remarks in the workplace.

Bullet 3: Focus on clarifying company policy.

**MAKE THIS POINT:** As depicted in the video, it is important to have the policy with you in writing at the time of the coaching session. Not only does this emphasize its importance, it also avoids any risk of misunderstanding or confusion.

Bullet 4: Treat the offending team member with respect.

**MAKE THIS POINT:** In all situations, it is imperative that you model the message of diversity/inclusion/respect. This means not to accuse team members of offenses of which you are not certain or that are not pertinent to the situation. In this case, admittedly, it is likely that Ben carries a bias against people who are gay, but, without further conversation, we can’t be sure. What we do know is that his behavior was inappropriate and disrespectful.

**ASK PARTICIPANTS:** What are the key things you learned from watching Situation Two?

**PowerPoint  
Slide #4**

**SHOW SLIDE – Title initially then individual bullets:** Situation Two (#4)

Bullet 1: Ask well-targeted questions to lead the team member to self-awareness

**MAKE THIS POINT:** In the video, it is clear that Greta knows Kerry is afraid of appearing racist to the black members of her team. Rather than just come out and say this – which might have made Kerry defensive – Greta asks questions that allow Kerry to see the situation for herself.



Bullet 2: Provide action steps to solve the problem.

**MAKE THIS POINT:** Notice that most of what Greta says has to do with what Kerry can do, not what she should or should not feel. Of course she isn't unkind and does acknowledge Kerry's feelings, but then immediately shifts to giving her tangible actions she can take to solve her problem.

Bullet 3: State your expectations clearly and concretely.

**MAKE THIS POINT:** Greta's verbal choices are clear and precise. She uses words like "expectations," "goals," "actions" and repeats the idea in different ways to make sure that Kerry understands.

**MAKE THIS POINT:** Notice, too, that Greta does not talk much about diversity or even the issue of bias. That doesn't mean that those topics might not need to be discussed at some time, but, at this point in the process, Greta understands that changing behaviors just might be enough to resolve any diversity or bias problems that are present.

PowerPoint  
Slide #5

**SHOW SLIDE:** "Thank You for Your Participation" (#5)

**MAKE THIS POINT:** Thank them for their participation.

## **END Management Module**

## **Participant Handouts**

Preview Only

## **Bias Quiz (Pre- and Post-)**

1. The surest single way to tell if people have biases is by looking at:
  - a. What they say.
  - b. What they do.
  - c. With whom they spend their time.
  
2. A bias is defined as “an inflexible negative belief about a particular category of people.”  
True or False
  
3. Which, if any, of the following statements reflect a bias?
  - a. “I’ve never met a Puerto Rican who doesn’t have a large extended family.”
  - b. “People who smoke cigarettes lack self-discipline in other aspects of their lives.”
  - c. “Most French people are great cooks.”
  
4. When someone believes that a desirable characteristic is true of all members of a group, it means:
  - a. That the believer has probably had extensive good experiences with members of that group.
  - b. That the person is correct.
  - c. That the person has a bias.
  - d. a and c
  
5. One sure way to spot a bias in ourselves is to:
  - a. See if we have friends from a wide variety of groups.
  - b. Watch our thoughts or words to see if we spot any inflexible “all” statements about the characteristics of other groups.
  - c. Assess how much people from other groups like us.
  
6. Becoming aware of a bias gives us the power to prevent it from dictating how we treat people.  
True or False
  
7. Being drawn to people from one’s own group is not a sign of bias.  
True or False

8. Biases always express themselves in the obvious and noticeable negative treatment of others.

True or False

9. Acting as if you don't have a particular bias works to reduce that bias because:
- a. It causes others to respond to us more positively.
  - b. Our minds can't tolerate it when we behave in a way that does not reflect what we believe so our attitude will change to match the behavior.
  - c. It doesn't work because, no matter what we do, our bias will reappear.
  - d. a and b
10. One sure way to make it easier to get bias out of the way of our decisions during critical moments is to:
- a. Remind ourselves of how much trouble we will be in if we express or act on our bias.
  - b. Dissect the bias to see how illogical it is.
  - c. Keep thinking about what bad people we are for having the bias.

## **Bias Quiz Answers**

1. a
2. False
3. b
4. d
5. b
6. True
7. True
8. False
9. d
10. b

Preview Only

## Is It Bias? Worksheet

As you watch the video, use this handout to quickly record your observations about each scene. Is there a bias depicted? What other issues can you spot?



### Scene 1: “Mid-20’s – Some Generation Y’s”

Summary: A woman in her mid-20s is not hired “mainly because she had quit four career-track jobs since college.”

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### Scene 2: “All Been from Mexico”

Summary: A team member is mistaken as being from Mexico.

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### Scene 3: “Just Like Me”

Summary: A woman sits with other Latinos because that makes her feel more comfortable.

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### Scene 4: “It Seems I Just Can’t Win”

Summary: The supervisor tells a team member that he is pleasantly surprised at his good performance and that he had been skeptical because of the team member’s immigrant background.

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### Scene 5: “The Single Mother”

Summary: Crane, the boss, feels single mothers “need a little extra help” in the workplace.

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### Scene 6: “Doesn’t Even Notice Me”

Summary: Lisa’s boss assumes she doesn’t have the discipline to “get anywhere in the company.”

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### Scene 7: “Bias Against Your Own Group”

Summary: Three people say negative things about members of their own group.

## **Bias I.D. Activity -- Case #1: Ayana**

Ayana, an immigrant from Ethiopia, had been working at the department store for only three months. One morning, she was approached by a tall, blonde woman who asked her to find a particular item in another size. Upon returning from her quest, Ayana walked up to the wrong customer and said that her size was unavailable. The woman looked at Ayana blankly; Ayana had mistaken one white woman for another.

**Biased?**

**Not Biased?**

Preview Only

## **Bias I.D. Activity -- Case Study #2: Len**

Len was in charge of hiring engineers for his division. Because of the large number of Asian residents in the community, his boss mandated that Len hire a certain number of Vietnamese and Chinese engineers within the year. As hard as he tried, Len failed to meet that goal. When asked why he didn't hire more Asians, he said that the ones whom he interviewed lacked the assertiveness necessary for the job. On closer examination, it turned out that Len had misread the applicants' lack of eye contact as a sign of passivity and indecisiveness.

**Biased?**

**Not Biased?**

Preview Only



## **Bias I.D. Activity -- Case Study #3: Mary**

Being a lifelong lover of the blues, Mary was thrilled to be invited to a concert presented by her favorite artists. Upon arriving at the venue, she made her way to her seat, which was next to the only white person in the audience. At the end of each concert, the musicians had a tradition of inviting the crowd to shake something white in the air as a symbol of solidarity and optimism. When the call came to perform this ritual, Mary realized she had forgotten to bring the traditional white handkerchief so, without missing a beat, she grabbed the man next to her and playfully started shaking him.

**Biased?**

**Not Biased?**

Preview Only

## Is It Bias? Workshops

### Key Learning Points

*“People will forget what you said, people will forget what you did, but people will never forget how you made them feel.” Maya Angelou*

- **Attitude/Belief:** A bias is an inflexible positive or negative conscious or unconscious belief about a particular category of people.
- **All Groups:** Members of any group can have biases and having a bias does not mean we are bad people.
- **Inappropriate Behaviors:** Inappropriate and disrespectful behaviors cannot be allowed in the workplace regardless of the attitude (i.e. presence or absence of bias) behind them.
- **Jumping to Conclusions:** We need to be careful not to accuse others of bias prematurely.
- **Positive and Negative:** Biases inflexibly apply both positive and negative characteristics to groups of people.
- **“Some”:** It is not a bias to notice that one person or “some” people happen to conform to the content of a bias or stereotype.
- **Reasonable Assumption:** A reasonable assumption about someone that turns out to be wrong is not necessarily bias. It does point out, however, the importance of respectfully asking questions before jumping to conclusions.
- **Just Like Me:** Being drawn to someone from our own group is not unto itself a sign of bias. It is, however, a good idea to reach out and get to know those who are different from yourself.
- **Guerilla Bias™:** Biases can hide behind seemingly kind thoughts and actions that, in fact, reflect a patronizing attitude toward a group.
- **“Lookism”:** An often neglected bias in the workplace is that involving inflexible beliefs about dress, height, weight, or other aspects of appearance.
- **Against Our Own:** It is possible to have inflexible beliefs about one’s own group and those can be as destructive as any other type of bias.

- **Power over Biases:** We have the power to identify and control most of our biases.
- **Responsibility:** We each have the responsibility to become aware of and work at defeating our biases.
- **“All” Statements:** The best way to identify a bias is to watch for thoughts or statements that include words like “all” or “those people” or that imply an inflexible generality about a group.
- **“Critical Moments”:** If you notice a biased (inflexible) thought when encountering someone different from yourself, you have the power to shove the bias out of the way so you can treat that person as an individual.
- **Weakening the Foundation:** By examining the lack of logic behind our biases we can weaken their foundation and increase our ability to shove them aside. Ask yourself: Was the source of my bias reliable? How many people do I actually know who conform to my bias? How many do I know who do **not** conform to my bias?
- **“Act as If...”:** Acting as if you have no bias – that is, deliberately making an effort to treat people as individuals despite the presence of a bias – can actually help your bias to fade.

# Bias Reduction: Taking it to the Next Step

## Lunch & Learn

### Key Learning Points

**The Difference Between a Bias and a “First Best Guess”:** Our first assumption about what someone is like is probably not a bias if we easily change our mind when we realize we have been mistaken. It is a bias if...

- ...we feel betrayed and upset when the object of our first assumption turns out not to be as we expected.
- ...when we learn that our first assumption is wrong, we declare the individual to be an exception to the rule.

**Bias Remedy – Act as If There Is No Bias:** Acting in ways that run counter to our bias can actually cause the bias to fade. This works because:

- ...of the positive responses we get from people whom we treat with respect.
- ...we find ourselves exposed to a variety of people who, we gradually come to learn, have individual characteristics.
- ...our attitudes tend to conform to our behavior.

**Bias Remedy – Reduce Bias by Identifying What We Share:** Focusing on what we share helps reduce bias because, once we identify commonalities with a person, we tend to see them as an individual, not as merely a member of a group whose members are all alike. Strategies for identifying what we share include...

- ...watching for what we share with people who are otherwise different from ourselves (i.e., keeping what we share “top of mind”).
- ...creating and taking advantage of workplace opportunities to mix with those who are different (examples: affinity groups around shared needs and interests, clubs, volunteer efforts.)
- ...focusing on common goals.

**Bias Remedy – Weaken the Foundation of Bias:** Biases can be weakened by uncovering the lack of logic that lies behind them. This can be done by...

- ...asking ourselves how many people we **actually know** who conform to our bias.
- ...asking ourselves how many people we know who do **not** conform to the bias.
- ...asking ourselves if the source of the bias was reliable.

# How to Deal with Bias as a Manager

## Key Learning Points

**Behavior Not Attitude:** When someone has done or said something inappropriate or disrespectful in the workplace, your first step is to make it clear that the behavior – regardless of the attitude behind it – cannot be allowed to continue.

**Focus on What Matters:** When coaching an inappropriate behavior, focus solely on the behavior in question. Avoid being distracted by issues that are not genuinely pertinent to the situation (for example, who observed the behavior, the intent of the person performing the inappropriate act).

**Company Policy:** Make certain that company policy is fully understood.

**Avoid Accusations:** Avoid accusing team members of attitudes – including biases – of which you have no firm evidence. Focus, instead, on modifying observable behaviors.

**Ask Targeted Questions:** Ask well-targeted questions to lead the team member to self-awareness. This is a more powerful tool than spelling out what you think is wrong. Let them discover it for themselves.

**Action Steps:** Direct the team member to specific action steps to solve the problem. The more concrete and measurable these steps are, the better.

**Focus on the Job, Not the Person:** Focus on coaching the team member on how to do his/or job better, not, unless absolutely necessary, on personal foibles or problems with attitude.

**Use Precise and Easily Understood Words:** State expectations clearly and precisely. Have the team member repeat back what you have said if there is any doubt that he/she has understood.