

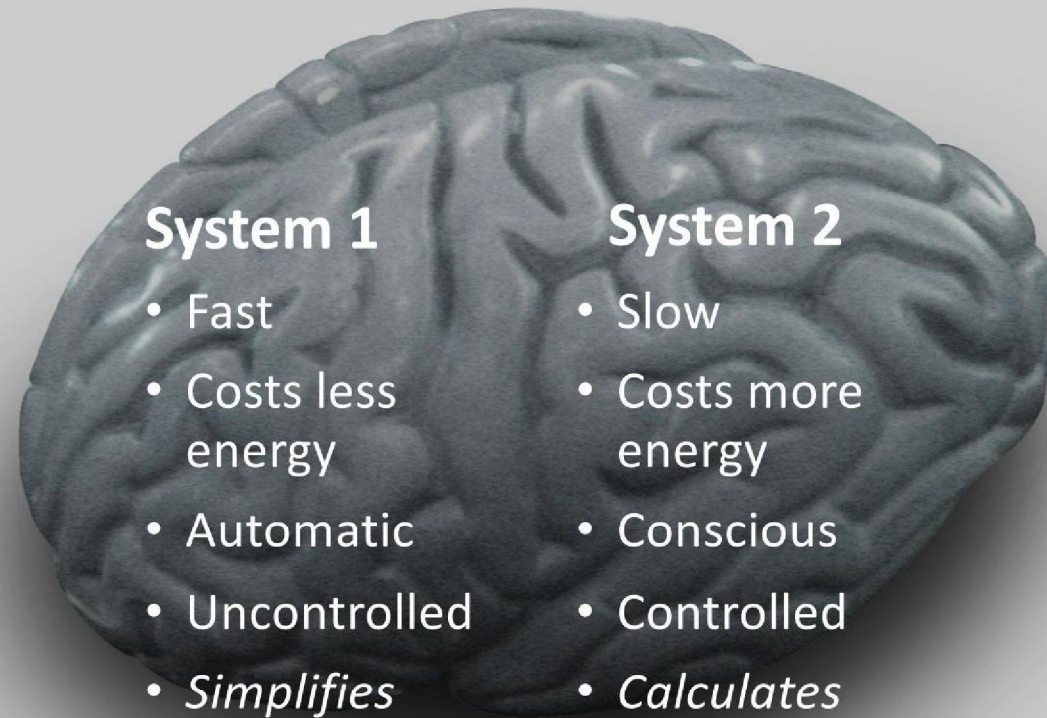
Implicit Bias

ICLON 2018/2019

Where can you find bias?

- Your first impression of someone
- If someone is different from you
- When recruiting and selecting employees
- In talent management: while assessing others' qualities and skills
- In your professional life and career

How our brains work: Thinking, fast & slow



We often allow ourselves to be guided by our brain's prejudices – without even realising it

dog

car

house

lion

tooth

window

box

pen

tree

We often allow ourselves to be guided by our brain's prejudices – without even realising it

red

yellow

blue

green

blue

blue

green

red

yellow

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We often allow ourselves to be guided by our brain's prejudices – without even realising it

blue

red

red

yellow

blue

green

yellow

red

blue

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THE BANK

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Anyone who has a brain is biased - so you are, too



- Intelligence doesn't reduce bias.
- Experience doesn't reduce bias.
- Awareness alone doesn't reduce bias.

**In fact: bias actually increases when
we believe we aren't biased.**

Why is combatting bias so difficult?

- Bias occurs unconsciously
- Being right and even *just feeling we are right* activates our reward pathway
- Being wrong activates our pain pathway

You already know a few of your cognitive prejudices

- Who do you feel ill at ease with?
- Who do you avoid, whether at home or at work?

HOW OUR BRAIN WORKS

There are four kinds of bias:

1.

Similarity bias

People who look like us
are better and nicer

3.

Availability bias

We see people as members of a group and
not as individuals, and therefore expect
people to possess the same characteristics
that we believe the group exhibits

2.

Egocentric bias

"I am not prejudiced"

4.

Group dynamics

- Groupthink: we parrot one another
- Tunnel vision: we forget to look for information that doesn't match our opinions
- In/out group: people who do not belong to our 'in group' are not as good

Considering someone part of the 'in group' or 'out group' affects our behaviour

In group

- We regard them as individuals
- May have individual differences
- Their positive characteristics have greater impact
- Contributions are often remembered
- Can count on energy and investment from members of the in group

Out group

- We regard them as homogenous, so individual differences are not recognised
- Their negative characteristics have greater impact
- Contributions are often forgotten
- Cannot count on energy and investment from members of the in group

In pairs

- What stereotypes have you seen in the department/group where you work?
- On which stereotypes have people in your department/group based their decisions or actions?
- What impact do these stereotypes have at work?

Bias affecting women

- **Double Bind:** (prescriptive bias) refers to how women are supposed to act
- **Prove It Again:** women have to prove themselves over and over again while most men do not
- **Maternal Wall:** (descriptive bias) firmly entrenched assumptions about motherhood
- **Tug of War:** refers to the different strategies women use to try to belong. Are you 'one of the boys' or do you maintain a more feminine style?

'She is young and inexperienced'

'She seems to have expensive taste. What would she do with our money?'

'She is cautious: she has no guts'

'She is dominant. She lacks social skills'



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'He is young and promising'

'He has an expensive car: he must be financially secure'

'He is cautious: he makes informed decisions'

'He is dominant, decisive and competent'

The power of numbers (Valian)

- **1-10 %**
Performance of women is rated more negatively than that of men.
Judgement based on gender.
- **11-20 %**
Slightly less negative.
- **25-35%**
Women are rated according to their performance.
- **> 50%**
Women are rated more positively than men.

Leadership: group behavior of men and women

Men	Women
Explore who will assume leadership	Bring harmony to the group, communicate with each other as equals without hierarchy
Show respect to 'senior' men, men with influence	Create atmosphere, ambiance
Perform power through exhibiting a calm demeanor and overt strength	Prioritize that everyone should participate
Focus on a single goal	Show many different initiatives, but are task oriented; want to 'see it through to the (successful) end'
Demonstrate expertise	Demonstrate creativity
Competitive process	Organic process

Judging and decision making: group behavior of men and women

Mannen	Vrouwen
Faster, less detailed	Slower due to paying attention to context and human aspects
'Stack' ideas, seemingly disparate	Share ideas with each other, associative
Constant focus on the big picture in order to achieve end results	In depth focus – with an eye for detail – explore initiatives and determine results at the end
Results and strategy matter	The quality of the contributions matters
Disagreement and conflict are allowed	Seldom show anger or impatience

The two least developed skills in the workplace

1. The skill of having uncomfortable (bad news) conversations
2. The skill of asking 'what if' questions

3 types of conversations

- Transactional: informing
'Is it okay if we add the second written example to our marketing materials?'
- Positional: negotiating, influencing
'I am fascinated by the second example. It has all the earmarks of good writing. What do you think? Would you agree with my decision? Is there anything preventing you from agreeing?'
- Transformational: co-creating, innovating
'Which of the written examples will lead to the best results? What assumptions are you making regarding the success of our campaigns? And how would you define success in this situation? Is there anything we're missing?'

Learning to have effective conversations

- Create conditions that inspire trust and confidence
- Listen in order to connect, not to judge, confirm or reject
- Ask questions you don't yet know the answers to
- Be flexible: refocus, reframe, redirect
- 'Double click'

Obstacles in the way: our blind spots

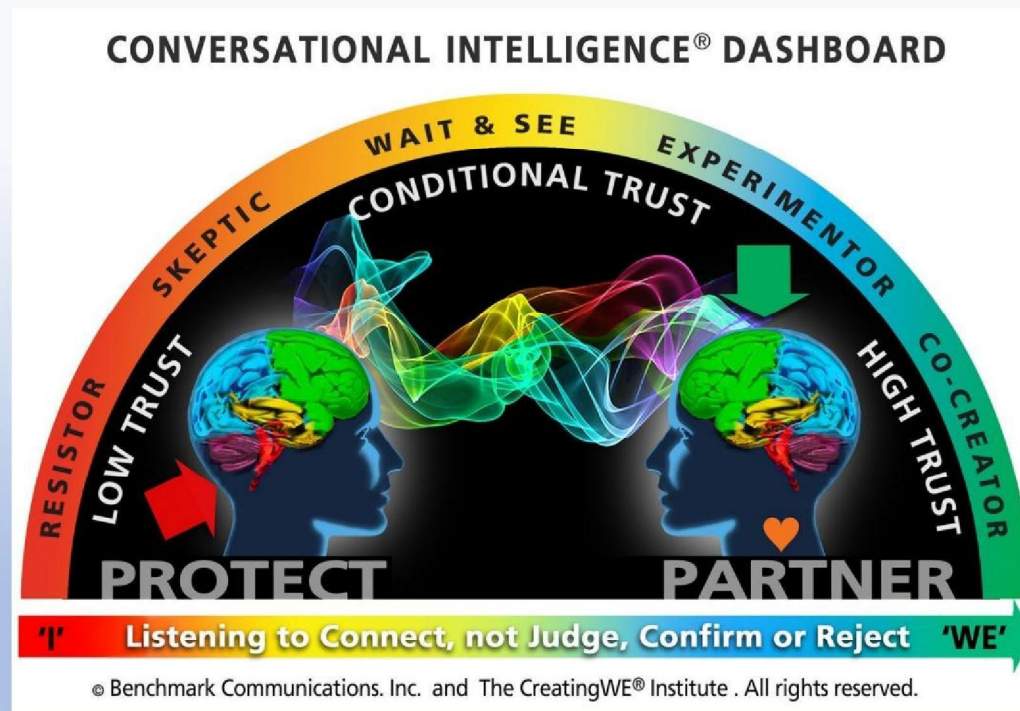
1. We assume that **everyone thinks the way that we do**: we hold on to being right (dopamine).
2. We forget that **feelings** such as fear, trust and distrust influence the interpretation of our reality (cortisol limits our capacity to see the whole).
3. We think think we can summon **empathy** even when we are **emotional**. Our mirror cells work far less efficiently when we do not feel a connection.
4. We think **we remember** what others have said. (Every 12-18 seconds we need time to process, we listen more to **our internal judgements and dialogue** than to what is actually being said.)
5. We think that **meaning** originates with the speaker instead of **the listener**. What the listener can hear depends on what we store in our emotional or factual memory.

Clarify the question

- The way we ask a question determines the answer we receive: 'How can this person with a disability do this job?' versus 'Can this person with a disability do this job?'
- The inclusion/exclusion discrepancy: look for the employment candidates you want to hire and not for those you want to reject

Conversational intelligence©Dashboard

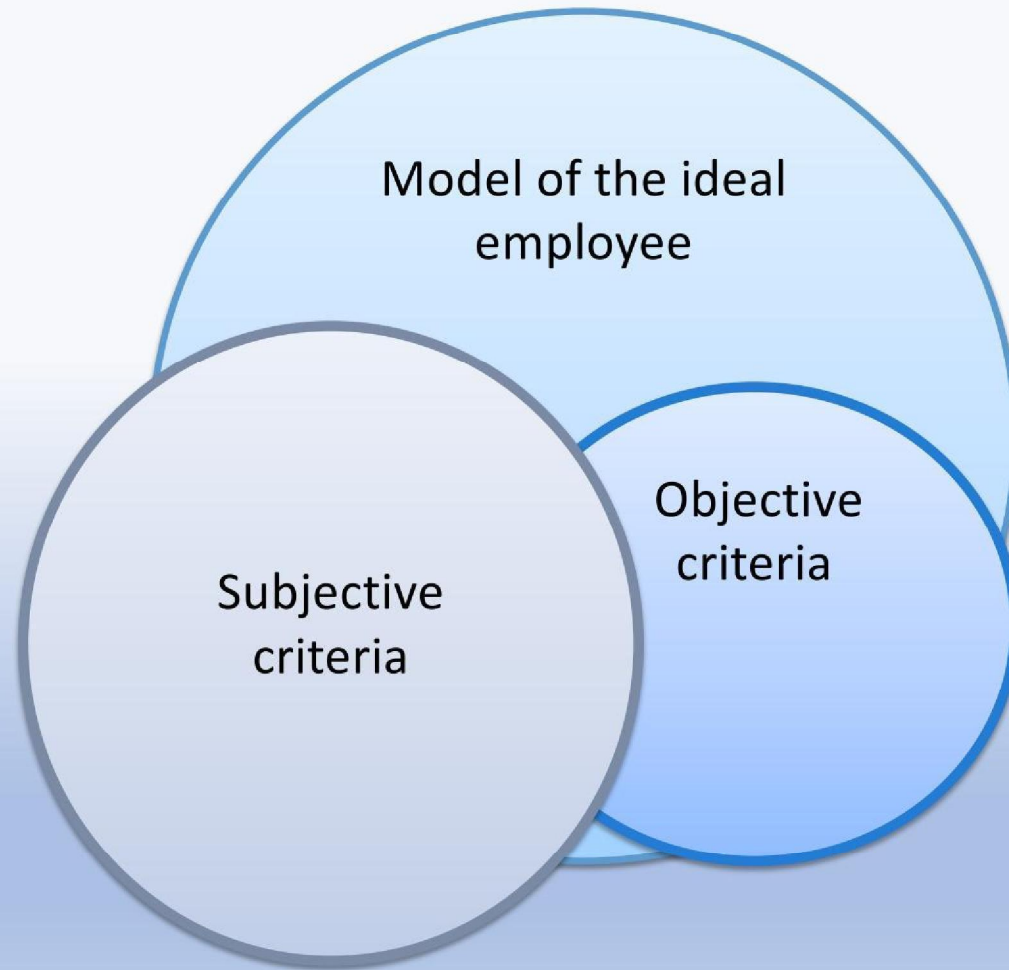
Cortisol
DISTRUST



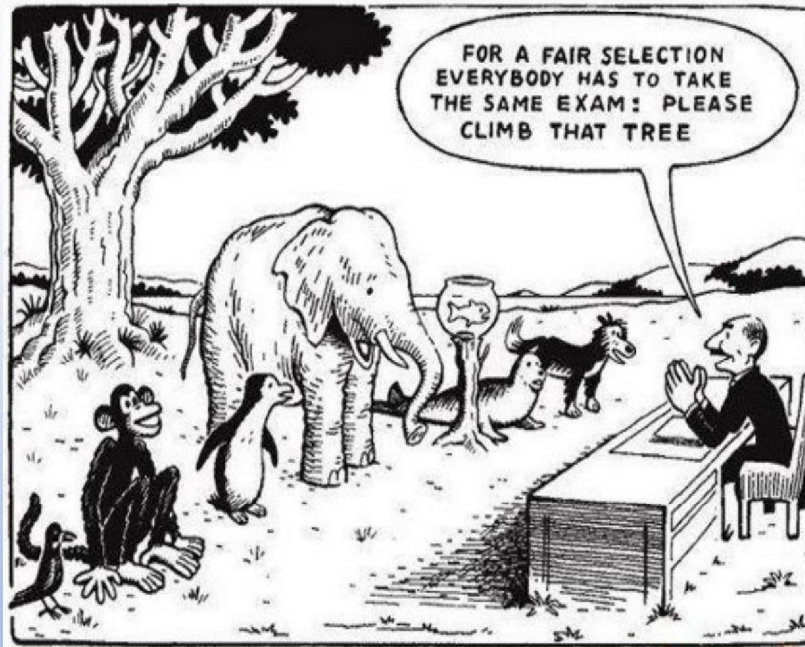
Oxytocin
TRUST

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The dynamics of challenging, coaching and assessing



We treat everybody the same, so:

“For a fair selection, everybody has to take the same exam: please climb that tree.”

But what happens to diversity – of qualities and skills?

Keep an eye on these issues

- Ambition – men and women exhibit it differently
- Seeking the fantastical, impossible allrounder
- ‘Fits in de organisation’ – what are the unwritten rules?
- Flexible work
- Work/life balance
- Children

Create the right conditions

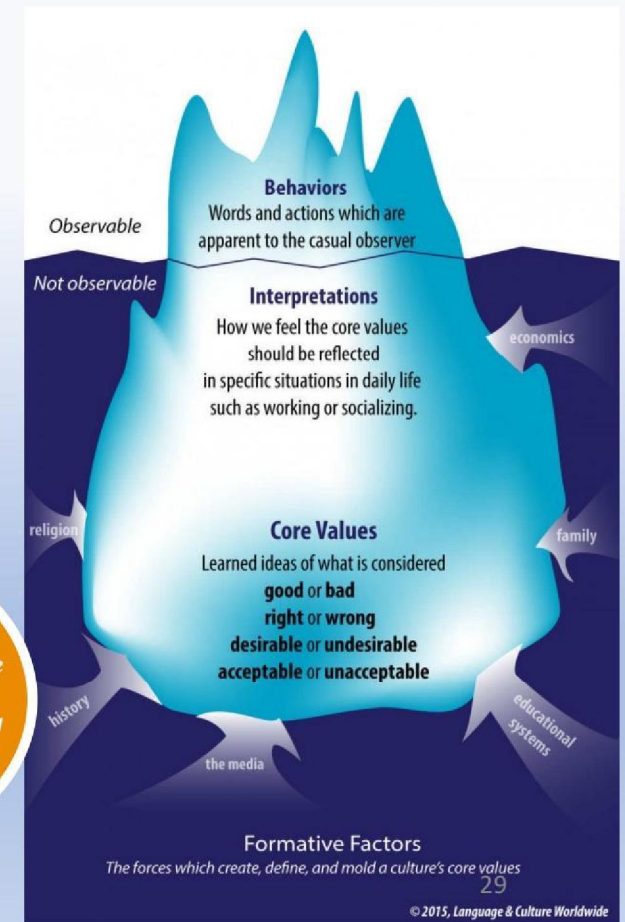
- Imposing time constraints is the best way to make the wrong decisions. Do not select a candidate after a long day of interviews!
- Do not compare candidates to each other, but to the selection criteria
- Time constraints – a deadline – mental multi-tasking general assessments (instead of gender neutral) are the main cause of bias

To be inclusive of different cultures, it is important to understand how a culture works

- A culture is a system of values, norms and rules which is mutable through time.
- A culture is passed down from generation to generation.
- A person's culture will often **unconsciously** determine their behavior and world view.
- A culture is the **mental programming** of a group of people which distinguishes them from other groups.
- A culture is difficult to recognize and observe. It is not immediately apparent in our behaviour.

Tip

Try to determine the Core Values for behaviour by asking a lot of questions.



Invisible values and norms differ greatly between cultures. These values and norms determine our behaviour, without our knowing or noticing.

G-culture (course-mesh)

1. Independence
2. Self-confidence
3. Good education
4. Fluent in Dutch
5. Honesty
6. Helpfulness
7. Respects parents
8. Good manners
9. Loyal to family
10. Obedience
11. Hospitality
12. Religious

G-cultures: Mostly modern, Western, characterised by a course-mesh structure of rules of conduct, more individual freedom of choice, individuals derive their identity from personal achievements and qualities.

F-culture (fine-mesh)

1. Religious
2. Respects parents
3. Loyal to family
4. Obedience
5. Hospitality
6. Good manners
7. Helpfulness
8. Fluent in native language
9. Good education
10. Honesty
11. Independence
12. Self-confidence
13. Fluent in Dutch

F-cultures: Traditional, not usually Western, characterised by detailed rules of conduct for every situation, individuals derive their identity from the group.



Tip

Try stepping into another person's world and then look at your own from their vantage point



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Tool 6: Changing Perspective

Suspend	Your own views, opinions and judgements
Ask yourself	How does the situation look from the other person's perspective?
Ask them	Questions to check your understanding of their perspective
Avoid	Justifying/explaining why they are wrong in seeing the situation that way
Ask yourself	How would they feel, given their perspective on the situation?
Convey	Empathy for the situation

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