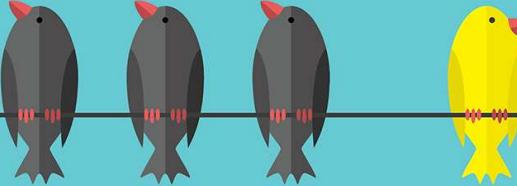


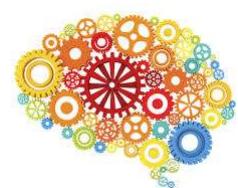
Consciously Addressing Unconscious Bias



Nonoko Sato, Associate Director
Minnesota Council of Nonprofits

Our purpose today

- Understand unconscious bias and different types of biases that exist
- Become more aware of our own biases
- Learn specific skills to address your biases
- Receive tools to convert this practice into action



Acknowledgements

- You chose to be here
- You care about others
- We all have biases
- We all make mistakes
- Change requires intention and action



Agreements

- Make it useful
- Yes, and...
- Confidentiality
- Anything else?

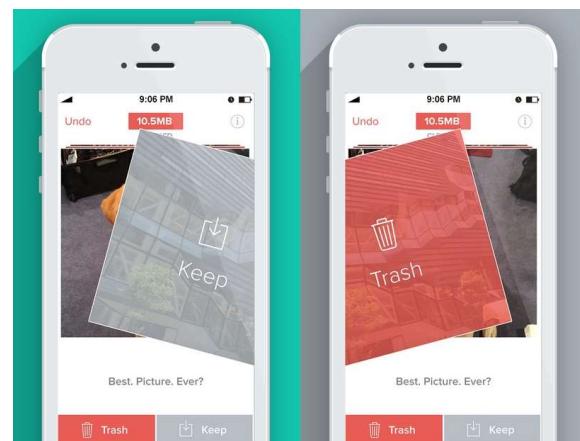


What was the first thing you noticed about me?



What we notice in few seconds

- Gender
- Race and Ethnicity
- Age
- Status
- Trustworthy-ness
- Charisma
- Leadership potential
- Social habits
- Intelligence



What is unconscious bias?

Group Sorting

Learned Stereotypes

Automatic



Unintentional

Deeply engrained

Influences behavior



Ask yourself...

What don't I know?

What am I assuming?

Why did I think this way?



Racist babies

3 months:

- Show a positive bias toward attractive faces (Langlois, 1987)

6 months:

- Interested in skin color and gender differences (Bisson et al., 1955-1989)
- Able to “discriminate between different races” (Katz & Kofkin, 1997)

24 months:

- Notice and ask about differences (Bisson et al.)



Bias in children

1947 Doll Test



Source: Gordon Parks

Majority of 3-7 year old children assigned positive characteristics to white dolls

2010 Test



Source: CNN

White and Black children, as a whole, still showed preferred bias towards whiteness, but far less for black children.

75% of white families do NOT address race with their children

75% of black families address race with their children

Unconscious Bias

- Shaped by our personal experiences,
- Attitudes of family, friends and others, living and working environments,
- Culture: media, movies, and books

Developed over the course of a lifetime,
beginning at an early age.

Thumb Activity



Image source: <https://www.usip.org>

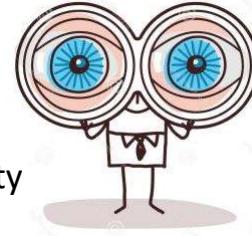
Match up with a partner.

Every time you pin your
partner's thumb for three
seconds, you get a point.

Keep count!

Resource: Jeff Mio, California State Polytechnic University, Pomona
<http://breakingprejudice.org/teaching/group-activities/thumb-war-activity.html>

Did you notice?



Notice that the instructions did not say the activity is a competition

Notice that there were no limits to the number of points each person could earn

Notice that participants who took turns holding each others' thumb for 3 seconds usually earn more points than those who compete

Notice that the instructions did not say you cannot talk to one another

Implications of Unconscious Bias

- We tend to see an individual as a **representation of a particular group** rather than as an individual.
- We tend to favor, prefer, and associate **positive characteristics** with members of the **group to which we belong**
- We tend to associate **negative characteristics** with or disfavor members of groups to which **we do not belong**.

These tendencies are the foundation of stereotyping, prejudice and, ultimately, may result in discriminatory decisions or actions, even if those decisions or actions might not be what we consciously intend or acknowledge.

Addressing bias in children (and ourselves)

- Don't ignore just because it makes you uncomfortable
- Encourage questions
- Offer many ways for exposure to people from different backgrounds
- Encourage them to value friends who come from different backgrounds
- Look at your own attitude & how you describe other people
- Discuss images in the media



Source: Dave Nagel/Getty Images

Implicit vs Unconscious Bias

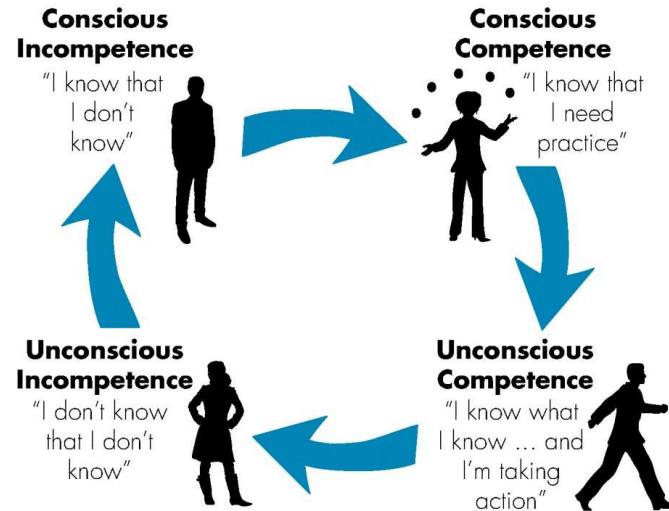


Unconscious bias refers to automatic bias that we are unaware of, and which happens outside of our control to help make quick judgments and assessments of people and situations, influenced by our background, cultural environment and personal experiences.



Implicit bias refers to the same area, but as we are being made increasingly aware of them, we are responsible for them. We all need to recognise and acknowledge our biases and find ways to mitigate their impact on our behaviour and decisions.

[Equality Challenge Unit: Unconscious Bias and Higher Education](#)



Scenario

A young boy gets into a car accident with his father. He ends up at a trauma center, in need of an urgent operation. The surgeon sees him, approaches the boy and his father, and says, "I can't operate on him. He's my son."

Ask yourself...

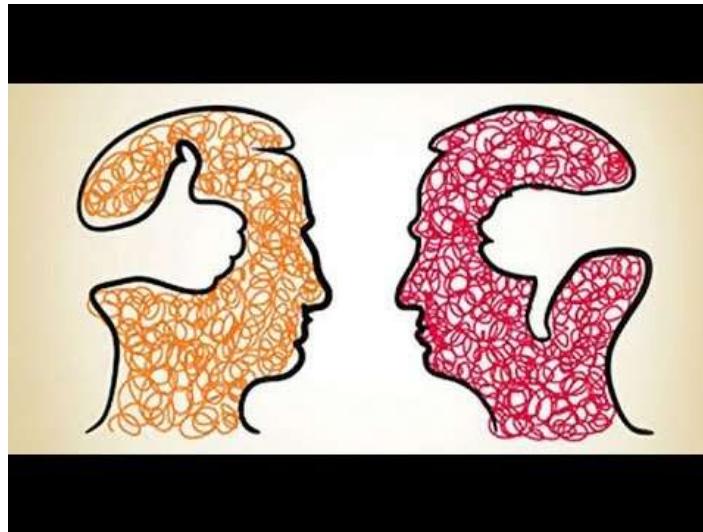
What don't I know?

What am I assuming?

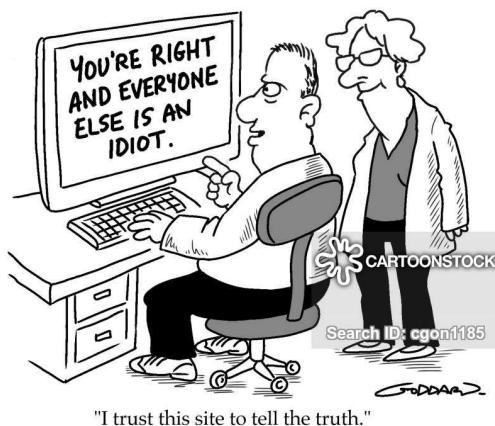
Why did I think this way?



Different Types of Biases



Confirmation bias



Looking for information that supports our beliefs, and ignoring details to the contrary

Perception bias

Stereotyping people based on a group they belong to



Affinity bias



Only receptive to people to people who are like themselves

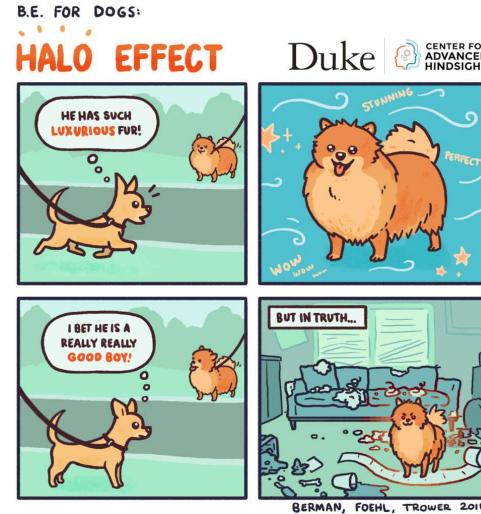
Conformity Bias / Bandwagon Effect

Doing something primarily because other people are doing it, regardless of your own beliefs



Beauty Bias / Halo Effect

Assuming everything about a person must be great because you like something about them



Contrast Effect

Assessing similar things and compare them with one another, rather than looking at each based on their own merits

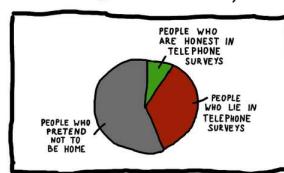


Selection Bias

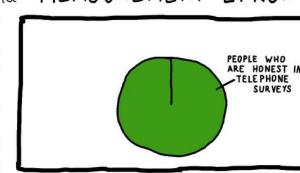
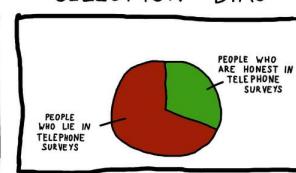
Bias that results from an under-representative sample

TELEPHONE SURVEYS SIMPLY EXPLAINED

REAL DATA,



SELECTION BIAS and MEASUREMENT ERROR



Attribution Bias



Systematic errors people make when evaluating our own and/or other people's behaviors

Share Out

Think of an example when someone made an negative and incorrect assumption about you.

How did that make you feel?



Now imagine if many people who you have encountered made the same assumption every single day of your life? What effect would it have on you today?

Microaggressions

"Death by a thousand nicks."

Alvin Poussaint on the cumulative impact of experiencing microaggressions

What is said:

"Where are you from? No really?"

"You speak English well."

"Everyone take out your smart phones."

"You throw like a girl."

"That's retarded."

"You don't even seem Asian."

How it is received:

You're not American

Your appearance/background dictates your skills or knowledge (or lack of)

Everyone has enough money for common items

Feminine traits are undesirable.

People with disabilities are less important, likeable, or competent.

Everyone from your group acts the same.

What do you think the possible intent was of the speaker? Does the intent change the impact of the statement?

Microaggressions and their impact

- Performance
- Mental health
- Disengagement
- Induce imposter syndrome
- Stereotype Threat – constant fear of validating a stereotype
- Feeling excluded and alienated

Microaggressions point out cultural difference in ways that put the recipient's non-conformity into sharp relief, often causing anxiety and crises of belonging on the recipient.



Source: <https://www.theatlantic.com/politics/archive/2015/09/microaggressions-matter/406090/>

Hand Exercise

Raise your hand if you are right-handed

Raise your hand if you wake up in the morning thinking...
“right-handed people are awesome!”



Source: Steven Jones, Ph.D. 2008

Hand Exercise

Right-handed people DO wake up to a world where everything is awesome for them. This is a privilege you didn't have to think about, ask/work for, certainly didn't earn.

- Computers set up with the mouse and number pad
- Fridge, scissors, door knobs
- Shaking hands
- Pledging to the flag
- School desks
- Reading backwards
- Driving
- Pushing a ball point pen (not pulling)



Source: [Marina Gialanella University of Michigan](#)

Don't Blame the Canary

Consider the Environment

- Is it set up so individuals can thrive?
- Does it offer multiple ways for individuals with different needs to be able to participate?
- Whose perspectives are we missing?



Adjusting Cultural Norms and Standards

- Perfectionism vs. Culture of appreciation
- Sense of urgency vs. developing realistic workplans
- Quantity vs. Quality
- Written communication vs. other forms of communication
- Power hoarding vs. inclusive leadership
- Either/or thinking vs. acknowledging multiple viewpoints
- Being polite vs. addressing conflict directly
- Individualism vs. Collectivism
- Bigger/More mentality vs. "Seventh Generation" thinking
- Objectivity vs. Accepting different view points

Source: Kenneth Jones and Tema Okun, ChangeWork, 2001
http://cswsworkshop.org/PARC_site_B/dr-culture.html

Universal Design: creates more access for all

A design and composition of an environment so that it can be accessed, understood and used to the greatest extent possible by all people regardless of their age, size, ability or disability.

Source: <http://universaldesign.ie>



Why creating an inclusive space matters

Heterogeneous Groups

- Can lead to awkward exchanges
- Can have more perceptions of conflict
- Can be difficult to understand others' ideas



However...

- Individuals can play various roles (leader, innovator, communicator, etc)
- Can lead to more information processing
- Can lead to a higher degree of creativity
- More exchange of different perspectives
- Better group problem solving
- New ideas can emerge, individuals can learn from one another, and they may discover a solution to a problem in the process.

Unconscious to Conscious

Unconscious bias is like a habit that can be reduced through a combination of:

- Awareness
- Concern about the effects of that bias, and
- Application of strategies to reduce bias



Source: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3603687/>

Build Awareness

- The first step is to acknowledge that we all have unconscious biases.
- Take the Project Implicit IAT – a web based test that measures the strength of associations between concepts and evaluations.
<https://implicit.harvard.edu/implicit/>
- Participate in trainings and other educational programs aimed at raising awareness about implicit biases and their impact.
- Build positive new relationships with individual members of groups outside your own.
- Consider the attributes of the individual apart from their group and focus on what you have in common.

Project Implicit

Nonprofit organization with a goal to educate the public about hidden biases

www.implicit.harvard.edu

The screenshot shows the Project Implicit homepage with a sidebar on the left listing various IATs and their descriptions. The sidebar includes:

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

Copyright © Project Implicit

Understand Effects

- Take in a different perspective of the person. Try to understand from their perspective what they encounter and what adaptive techniques they might use to function successfully.
- Hold yourself responsible. Do not dismiss your accountability simply because implicit biases are triggered automatically without our conscious awareness.
- Remind yourself that an inclusive culture leads to better buy-in, stimulates creativity, and help find solutions that benefits all

Apply Strategies to Reduce and Interrupt

- Practice Individuation – take the time to learn about people who you perceive to be different than you.
- Practice counter-stereotypic imaging – do a media audit, counter negative stereotypes of under-represented and marginalized groups
- Improve decision making process
 - “blind” yourself so you make decisions based on relevant information
 - Use checklists to slow down decision making and encourage deliberate thinking
- Build new mental associations and these interventions must be consistently and continuously applied.

Source: SPACES: Safe Places for the Advancement of Community & Equity

Source: Staats, *supra* note 7, at 17; Redfield, *supra* note 6.

Worksheet

“Breaking the habit” of implicit bias requires learning about the contexts that activate the bias and how to replace the biased responses with responses that reflect one’s nonprejudiced goals.

I have a bias against... _____

I assume these three things

1. _____

2. _____

3. _____

I am concerned about this bias because...

Worksheet page 2

Individuation, perspective taking, and stereotype replacement

I think that the individual to whom I have a bias against would feel

Some positive examples of individuals of the group I have a bias against

Here are ways I can increase opportunities for contact with groups I have bias against



Nonoko Sato
nsato@minnesotanonprofits.org
 651-757-3063