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OFFICE OF THE DIRECTOR OF NATIONAL INTELLIGENCE

# Unconscious Bias Training

DNI/COO/HRM  
September 2021

*Talent Management Office*

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## Unconscious Bias:



Recognize. Reflect. Respond.

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**\*\*\*NOTE: Class usually runs between 2 hours to 2 hours 15 minutes\*\* Don't worry if you finish early – students are usually happy to get time back – just don't go over\*\*\*\***

Introduce yourself to the class

If a learning facilitator is unavailable discuss administrative details as necessary for facility. Such details include, but are not limited to:

Emergency exits and phone number  
Location of restrooms and vending/café area

Time: 1 Min Elapsed time: 1 Min

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## Ice Breaker



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Trash Can Bias Ice-breaker: Ask everyone to write down what feelings or thoughts come to mind when they hear the word bias. (give them 1-2 minutes to write)

After everyone is finished writing instruct students to ball up their paper and toss them into the trash can. (if no trash can, improvise) - You can pick the air balls up from the floor when students move into their first activity or go on break.

Explain the purpose of this activity: to get rid of any pre-conceived assumptions or thoughts about the class

Time: 3 Min Elapsed time: 4 Min

## Course Objectives

- Describe unconscious bias and micro-inequities
- Identify different types of bias and micro-inequities
- Demonstrate System 1 and System 2 thinking
- Recognize biases & implement proactive countermeasures in decision making

Review Objectives and establish Ground Rules.

### Ground Rules:

- Speak for yourself
- Listen for understanding, not agreement (Agree to disagree)
- Participation: Share ideas, Learn from one another, non-attribution
- Cooperation: Be open and honest, Everyone's opinion is important
- Leave rank/position at the door
- Be respectful: Perception is reality to the person perceiving; Treat others with dignity/respect; Do not interrupt others
- No side bar conversations

Time: 1 Min Elapsed time: 5 Min

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## Who Would You Sit By?



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Tell the students they are getting on a crowded bus and the only three seats left are by one of the individuals shown. Who would you sit by? Get some answers from students and ask them why they chose who they did. Get a variety of answers. This should be fun and light.

After you get some answers/discussion tell the students: As we saw, not everyone chose the same person and we even saw some of the same people chosen but for different reasons. This is because we all have biases based on our own experiences, backgrounds, etc. Your answers were not wrong, they were just different. Having Bias is Natural! However, we have to be careful that our unconscious biases do not impact our decisions or actions in the workplace without us being aware. We are going to explore this more throughout the class.

Time: 6 Min Elapsed time: 11 Min

## What is Unconscious Bias?

- Preconceived notions about certain situations, demographics, or groups of people that individuals form outside their own conscious awareness
- A tendency or inclination that results in judgment without question
- Irrational human thinking and conclusion drawing

Unconscious Bias comes out “automatically”, like driving home without thinking about it because the path is so familiar.

Ask the class to provide some examples of preconceived notions and follow up by asking how such notions lead to irrational thinking and jumping to conclusions

### Optional scenario discussion:

- You're in the grocery store the day before a predicted large storm. It's crowded and you are in a hurry – which line do you choose? (Don't let them explain why yet)
- Gather three or four different answers (you can write them on a flip chart or board if you want), then ask each student that provided an answer *why* they choose their answer.

Ask the class about the assumptions that the student's brains were making to quickly select a line. There were different answers, for different reasons – each based on their own experience built up over time. Their choices probably work some of the time. Ask the students to describe a situation where some of the choices named would not be the fastest way to check out.

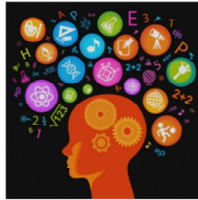
So the brain's shorthand is helpful – some of the time. It saves us brain energy for deeper thinking and it saves time.

**Emphasize the fact that Bias is neither good or bad. It is human behavior.  
Everyone has bias**

Time: 5 Min Elapsed time: 16 Min

## Unconscious Bias: Why?

- Based on natural tendencies to process quickly and efficiently to survive
- We are exposed to as many as 11 million pieces of information at any one time – our brains can only functionally deal with about 40.



**Impact on employees = Impact on mission**

**Bullet One:** Bias stems from our natural inclination to distinguish “Friend” from “Foe” in order to survive. (Will I eat or be eaten – fight or flight)

**Example:** You are crossing a street when a truck is suddenly coming right for you at a high speed. Do you stop? Run in the direction you were heading? Jump out of way? Run back the way you came? – This decision will be made in a split second.

**Bullet Two:** Our brains can only focus on so much information at one time. We develop a perceptual lens that filters out certain things and lets others in depending upon certain perceptions, interpretations, preferences, and biases we have adapted throughout our lifetime.

**Example:** Having a conversation with a friend in the middle of thousands of people at a rock concert.

**Bias allows us to bin information quickly based on our assumptions so we can move forward with our daily activities- these assumptions can sometimes be inaccurate. (just like in the grocery store line example)**

Why is this important to us? This teaches us to recognize how different types of biases can effect our decision-making, communication and interpersonal relationships. It also brings to the forefront how some of the behaviors we display



are hindering us or are detrimental to others in ways we haven't always intended or even realize.

Time: 3 Min Elapsed time: 19 Min

## Consider These Examples

- Career Advancement
- Pay
- Recruiting & Hiring
- Opportunity

Often times, generalizations are applied when evaluating people, many times without even realizing it

**\*\*Ensure the below information is discussed in reference to the bullets\*\***

**Career Advancement:** Fewer than 15% of American men are over 6 foot tall, yet almost 60% of corporate CEOs are over 6 foot tall (Malcolm Gladwell's book Blink, based on research by Timothy Judge and Daniel Cable). Why does this happen? Do corporate boards of directors look specifically for someone tall to be a CEO regardless of their qualifications? We easily make decisions every day in favor of one group, and to the detriment of others, without even realizing we're doing it.

**Pay:** Science professors received a 1 page synopsis about a potential hire. Same document—only name changed. (conducted at Yale School of Medicine). **John:** Rated 4.0 on 7-point scale and offered \$30,328. **Jennifer:** Rated 3.3 on 7-point scale and offered \$26,508 (Bias Persists for Women of Science as Study New York times, Sep 24 2012).

**Recruiting & Hiring:** Researches at MIT & University of Chicago discovered that names unconsciously impact decision-making. 5,000 resumes were distributed to 1250

employers. Every Company was sent 4 resumes. Resumes with typically white names received 50% more call backs than typically black names. (Are Emily and Greg more Employable than Lakisha and Jamal? A field experiment on Labor Market Discrimination, University of Chicago Grad. School of Business by Marianne Bertrand & Sendhil Mullainathan.)

**Opportunity:** Nicholas McCarthy's graduation from the prestigious Royal College of Music in London (July 2012) made history and drew press headlines worldwide, when he became the first one-handed pianist to graduate from this college in its 130 year history. But critics weren't always so kind – when he was a teenager, music school officials denied him an audition, citing his disability.

Time: 5 Min Elapsed time: 24 Min

## Implicit Bias

When someone consciously rejects stereotypes and supports anti-discrimination efforts but simultaneously holds negative associations.

Harvard Implicit Bias Test Link: <https://implicit.harvard.edu/implicit/takeatest.html>

## Implicit bias occurs when someone consciously

**rejects stereotypes and supports** anti-discrimination efforts but simultaneously holds negative associations. There are implicit bias tests created by three scientists (Tony Greenwald, Mahzarin Banaji, and Brian Nosek) that help you discover your own implicit bias. You can take these tests on Harvard's Project Implicit website. The scientists that created the tests have been collaborating for over 30 years to understand how minds operate in social contexts.

**(Instructors: Instructors should take a min. of 1-2 of the Harvard Implicit Bias tests(low side) so they can speak to it). Let students know not to visit link at work.**

**Example1:** A supervisor in an open cubicle environment says to another supervisor "I don't have a problem with gays, it's just not right."

**Example2:** Male supervisor consciously rejects the stereotype that women with children can do as much as men in the workplace yet when he must pick someone for a TDY automatically finds himself discounting a female employee because she has children.

**Example3:** A team lead has no objections to having a person with disabilities on their team, supports equal opportunity. A deaf co-worker on the team asks to be faced while speaking to him so he can read lips. Team lead has a quick turn-around task to communicate at a team meeting and has the meeting without the deaf co-worker. Decides to just get the information to him later because the meeting may take more time with him present.

This is frustrating to us because in our conscious minds and hearts we've moved past the bias, but our unconscious holds on to it.

## **PLAY VIDEO CLIP: Play the Carlsberg Biker**

### **Video on the low side**

**([https://www.youtube.com/watch?v=Aq9xKY\\_itMw](https://www.youtube.com/watch?v=Aq9xKY_itMw) If you search for Carlsberg Biker Video you will also find it easily on YouTube)**

After the Video ask the students what they noticed. What would you do? Would you sit down?

Time: 11 Min Elapsed time: 35 Min

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## Carlsberg Video

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## A Few Examples of Biases

- Confirmation
- In-group
- Projection
- Status quo
- Negativity
- Bandwagon

**More than 150 biases have been identified. We will discuss 6. Briefly go over the definitions – then do activity; don't spend too long on definitions**

### **Activity Instructions:**

- Pair students up (a group of 3 can be used if there is an uneven number) and have them use the "Select Cognitive Biases" handout they received
- Explain that the card has definitions of each bias example shown on the slide
- Students are to come up with 1 real word example of each of the Biases on the cards (**Tell students they will have 5 Minutes**)
- Ask for 1 example of each of the Biases on the cards. If no one answers, call on someone. Only do 1 total example per bias, do not do all of them for each group.
- During the discussion, you can ask the class if anyone has experienced the respective bias or example first hand.

Time: 11 Min Elapsed time: 46 Min

**Confirmation bias** – Tendency to search for or interpret information in a way that confirms one's preconceptions of the situation or outcome. You notice all the accidents on a street corner so think it's dangerous; but don't notice the number of cars that travel through without incident.

**In-group bias**– Tendency to form tighter bonds with people in our “in-group” – same school, home town, degree, org, etc.

**Projection bias** – Tendency to assume that others share one’s perspective, reaction, values, thoughts, and current emotional state.

**Status quo bias** – Tendency to make the unwarranted assumption that another choice would be inferior to the one already made, without studying probable impacts. Tendency is to make no change.

**Negativity bias** – Tendency to pay more attention or give more weight to bad news/negative experiences and to be less suspicious of its accuracy.

**Bandwagon effect** –Effect often has behavioral norms propagate across a group and is tied to the desire to fit in. This can occur with large crowds or small groups.



The slide features a dark blue header with the text 'ODNI' in white. Below the header, the title 'Bias Game' is centered in a bold, dark blue font. The main content consists of two rows of colorful letter tiles. The first row contains the letters 'N', 'A', 'M', 'E', 'T', 'H', 'A', 'T' in a sequence of orange, green, blue, purple, blue, orange, green, and blue tiles. The second row contains the letters 'B', 'I', 'A', 'S' in purple, blue, orange, and green tiles. At the bottom right of the slide, the text 'Talent Management Office' is displayed in a small, grey font, and the number '12' is shown in white on a dark blue background.

Have the class break into teams and instruct them to come up with their own unique “buzzer” sound and team name. (give them no more than 2 min)

Record the names on a flip chart or white board.

Explain that a bias will appear one by one and the team that “buzzes in” the fastest and correctly answers will earn points.

Remind them to not yell out the answer until it is determined that their team “buzzed” in first.

Give points to the teams that ring in and answer correctly as the game progresses.

Time: 3 Min    Elapsed time: 49 Min

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## Bias Example 1

**N A M E   T H A T**  
**B I A S**

I can pull a few people together to work on this with me. I can tap into an old alias from the class I took.

## In-Group Bias

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**\*\*The answer will show when you hit the enter key\*\***

Time: 20 seconds

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## Bias Example 2

**N A M E   T H A T**  
**B I A S**

Your office mates leave a little early on  
Fridays. You find yourself doing the same  
thing.

## Bandwagon Effect

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**\*\*The answer will show when you hit the enter key\*\***

Time: 20 seconds

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### Bias Example 3

**N A M E   T H A T**  
**B I A S**

Since I'm sure we all support the top performer on the list for promotion, maybe we should begin our discussion with the next candidate.

### Projection Bias

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**\*\*The answer will show when you hit the enter key\*\***

Time: 20 seconds

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## Bias Example 4

**N** **A** **M** **E**   **T** **H** **A** **T**  
**B** **I** **A** **S**

I noticed when we interviewed him, he had a tendency to ramble. Now our meetings never end since he always has to chime in with a story.

## Confirmation Bias

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**\*\*The answer will show when you hit the enter key\*\***

Time: 20 seconds

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## Bias Example 5

**N A M E   T H A T**  
**B I A S**

Has anyone ever asked why we have  
deputies? Corporations don't use that  
model.

## Status Quo Bias

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**\*\*The answer will show when you hit the enter key\*\***

Time: 20 seconds Elapsed time: 51 Min

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## Bias Example 6

**N A M E   T H A T**  
**B I A S**

**We can't change rank in-person. It's an institution here.**

## Status Quo Bias

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**\*\*The answer will show when you hit the enter key\*\***

Time: 20 seconds

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## Bias Example 7

**N A M E   T H A T**  
**B I A S**

There is a new project, but the team is already picked. The leader went with people she'd worked with before.

## In-Group Bias

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**\*\*The answer will show when you hit the enter key\*\***

Time: 20 seconds Elapsed time: 52 Min



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## Bias Example 8

**N A M E   T H A T**  
**B I A S**

**You received overwhelming positive feedback during a performance review but you find yourself fixating on the one criticism and become angry.**

### **Negativity Bias**

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**\*\*The answer will show when you hit the enter key\*\***

Time: 20 seconds

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## Bias Example 9

**N** **A** **M** **E**   **T** **H** **A** **T**  
**B** **I** **A** **S**

I think the whole team is tired of  
Pat's music.

## Projection Bias

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**\*\*The answer will show when you hit the enter key\*\***

Time: 20 seconds Elapsed time: 53 Min

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## To be Bias is to be Human

Techniques that unconsciously affect decision making

Priming  
Anchoring  
Framing

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We are all prone to unconscious bias. Over the next few slides we are going to talk about a few techniques that have a direct influence on our unconscious, easily leading to unconscious bias in our everyday lives

Time: 1 Min Elapsed time: 54 Min

## How Fast Can You Read?

FLINT  
HINT  
MINT  
PINT  
LINT

**\*\*\*Do NOT hit the advance key until you give instructions – just keep the blank slide up.**

**Tell the students you are going to bring up a series of words and they are to read the words ALoud as they show, as fast as they can! The words are going to keep coming so keep up and be fast!**

**\*\*Tell them to be ready, and hit the Enter key ONE time – the words will come on their own\*\***

Afterwards discuss the inclination to pronounce Pint with a short I sound like the previous words vs how the word is supposed to be pronounced with the long I sound.

### **Another fun priming example to try with the students:**

Tim's mom has three sons, Snap, Crackle, and ..... (pause for them to answer, if they don't answer ask what the third son's name is). Many will say "Pop" but it's really Tim. (Tim's mom = Tim is one of the sons)

***Advance to next slide to explain what just happened and what Priming is.***

Time: 3 Min Elapsed time: 57 Min

## Priming

- Exposure to one stimulus influences reaction to subsequent stimulus
- Occurs without our conscious awareness
- Can have a major impact on every day life



**Priming:** Ideas promote other ideas later without conscious awareness. When priming occurs, particular associations in memory are activated just before an action or task is carried out. This Phenomenon occurs without our conscious awareness, yet it can have a major impact on numerous aspects of every day life.

In the first activity we did on the previous slide, many people say pint (pronounced with a soft i sound like the word “in”) versus PINT (pronounced with a long I sound like the word “eye”). This happens because the brain was just primed with the other words that contain the soft i sound.

**Priming Example:** An instructor priming a classroom. An instructor starts the class with “Well, this material is dry. I will get through it as fast as I can, bear with me”. What is the class already thinking or feeling? Instead an instructor says, very enthusiastically “Welcome to the class! We are going to have some FUN today learning about X!!!!” How would the 2<sup>nd</sup> statement make the class feel?

**Priming Example:** We can self-prime via the way we stand & present ourselves. Different postures (poses) release different hormones into the body. The “power pose”– lie back in your chair, put your hands behind your head and your feet on the table–releases testosterone into the bloodstream after a few minutes. Whereas,

cortisol (stress hormone) is released if you adopt a non-threatening, unconfident posture (such as dropped shoulders, hands in lap, standing hunched with arms crossed).

Amy Cuddy, professor & researcher at Harvard, studied the effect of the “power pose” on candidates at job interviews. They posed beforehand in either a high power pose or a low power pose. The interviewers wanted to hire all those who had been in the high power pose because they considered them more confident & authentic. (Carney, Dana R., Amy J.C. Cuddy, and Andy J. Yap, “Power Posing: Brief Nonverbal Displays After Neuroendocrine Levels and Risk Tolerance.” *Psychological Science* 21, no. 10 (October 2010): 1363-1368)

Priming is both a tool and a weapon and we need to think carefully about all the ways in which we can prime others and be primed ourselves.

Time: 2 Min Elapsed time: 59 Min

## Anchoring

Relying too heavily on 1<sup>st</sup> piece of information you receive



**Anchoring:** Influences you to rely too heavily on the 1<sup>st</sup> piece of information you receive. Once the anchor is set, other judgements are made by adjusting away from that anchor.

**Example1:** How much do you pay for something? Let's say the MSRP for a new Lexus is \$39,465 and you negotiate a price for \$35,250. You may feel pretty proud of yourself. But is this an example of good negotiating or of anchoring? The initial price sets the standard for the rest of the negotiations – it is the anchor. The lower you get the price the more reasonable it seems, even if the price you end up with is actually higher than what the car is worth.

**Example2:** A husband is doing 10X more housework than his dad ever did. He may feel entitled to a “best husband of the year award” from his wife. Imagine his surprise when she berates him for not doing enough. What's going on here? His anchor is what his dad used to do. Her anchor is the amount of work she does – what's the big deal, they both work full time and she does more.

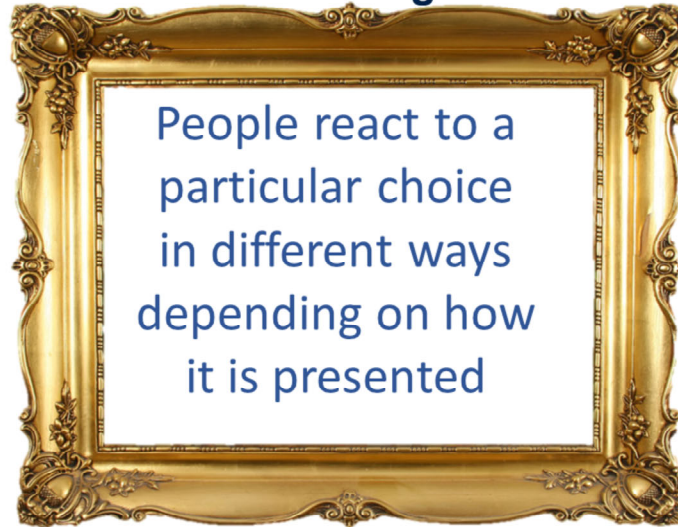
**Example3:** You hear 50% of your office got a bonus but you did not, You are very upset and angry at your management (you had a 4.3 ACE score). What you didn't know was that the bonuses were geared to junior grades and a much smaller percentage of GS13-15 got a bonus.

**Example4:** You hear that the Agency promotion rate is 16.5%. You are disappointed when your office does not do that well. You didn't research to know that after GS12 the rate of promotion significantly dips. So, your office of mostly 13-15s will be below the Agency promotion rate.

Time: 3 Min Elapsed time: 1 hour 2 Min



## Framing



How information is presented can have a direct affect on how people react to the information.

**Example1:** When shopping there is a package of 80% lean ground beef. There is also a package of 20% fat ground beef. Most people automatically choose the one that says 80% lean.

**Example2:** A city of 600 people are likely to be attacked by a deadly disease. Program A will ensure 200 people will be saved. Program B notes that after implementation 400 people will die. People are generally more inclined to choose Program A

**Example3:** 75% of investors in stocks of Company X will turn profit **Or** Investing in Company X has turned out to be a loss - 25% of investors lose money

In each example the information is the same but the way it is presented makes one seem more appealing than the other

**Ask Students:** Consider how priming, anchoring and framing can affect the workplace – can anyone think of any specific examples? (make a point after

examples as to how this is an example of how unconscious bias can creep in without even being aware)

Time: 2 Min Elapsed time: 1 hour 4 Min

## System 1 and System 2

- $1+1=$
- $2+2=$
- $3+3=$
- $4+4=$
- $87+148=$
- $1,345+426=$

**\*\*\*\*Leave only the title up first – DO NOT hit enter until you explain a little on sys1 and sys2 thinking, then what to do and students are ready to start!**

**Give the class a little test: Tell the students they are going to see some math problems. They will come fast and they are to say answer aloud as fast as they can. Tell them, ready, go! And hit ENTER ONE TIME. The problems will come on their own.**

Ask the class what happened? The first few were really easy, didn't have to think. Once problems become more complex, our brains need to slow down and become more purposeful to problem solve.

Ask if anyone has heard of Daniel Kahneman or his System 1 and System 2 thinking? Explain that Kahneman, a Psychologist and Nobel Memorial Prize winner in Economic Science, has conducted extensive study on decision making in the human brain. He came up with System 1 and System 2 thinking (*you can read more in his book "Thinking Fast and Slow"*).

**System 1 characteristics:** Fast thinking, instinctive, automatic, emotional, subconscious

**System 2 characteristics:** Slow thinking, more deliberate, logical, takes effort

*Answers if anyone asks:*  $87 + 148 = 235$      $1,345 + 426 = 1,771$

Time: 2 Min Elapsed time: 1 Hour 6 Min

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## System 1 and System 2 Thinking

System 1 sends suggestions to System 2
System 2 accepts or rejects suggestions

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System 1 and System 2 don't exist in the physical brain but are one model of how the mind works. Make sure you communicate that they are not independent from one another.

### System 1:

- Automatic and Effortless; you don't think about it.
- It uses shortcuts and is prone to error – but can save your life
- Based on instincts, experiences, feelings, habits, impulses, and emotions.
- Fight or flight is a system 1 immediate response. When we sense danger we automatically have a feeling of fight or flee.

### System 2:

- Slower and reliable.
- It is deliberate, logical, controlled and takes mental effort.
- When you have a simple math problem you don't have to think about it. You just answer. If the math problem is more difficult, you may still get it right but you have to slow down and put some thought into the answer.

System 1 sends suggestions to system 2 and system 2 then accepts or rejects suggestions. In the little cartoon at the bottom. When coming across a sleeping bear the system 1 thinking immediately went to flight – run and get away as fast as you can. System 2,

when engaged, says – wait a minute – back off slowly and quietly so as to not wake the bear.  
This makes more sense.

**Ask Students a few opened ended questions relating back to the workplace:**

What processes or tasks here at the agency would we want to deliberate thought on?

What could a potential danger or negative outcome be if we do not use deliberate thought in certain situations?

\*\* Fast judgements made without consideration of what we are weighing, without critical thought, are judgements that are open to greater irrationality\*\*

Time: 4 Min Elapsed time: 1 Hour 9 Min

## Ladder of Inference



**It is best to present the Ladder of Inference with a scenario in a “What would you do?” context. See below for scenario examples.**

**Scenario (Disability):** When a woman and her daughter get back to their car parked in a handi-cap spot they see they have a slip of paper someone left that is one of those fake “citations”. This one said the offense was misuse of a handi-cap spot and the comments said that next time they will be reported. The person apparently saw the mother walking into store and didn’t notice anything wrong with her. (What they didn’t see was her prosthetic leg. They jumped to the conclusion because they couldn’t see what was medically wrong with her that she shouldn’t be using the handi-cap spot.)

**Scenario (Personal):** You are in a crowded parking lot and you see an open spot close to the building entrance, you turn on your signal and before you can turn into the spot an oncoming car cuts you off and takes the spot. You slam on the brakes and call the person a few creative names to express your displeasure. You can’t believe their rude behavior! You roll down your window to verbally berate this individual only to have the person quickly apologize, explaining that he is running in to pick up his partner who is pregnant; her water has broken and needs to get to hospital ASAP.

**Scenario (Work-Related):** You’re new to NCTOC and your team is given a quick turn-around

cyber tasking by the DIRNSA. Most people are working diligently on their classified systems while one team member is constantly on their unclassified system.

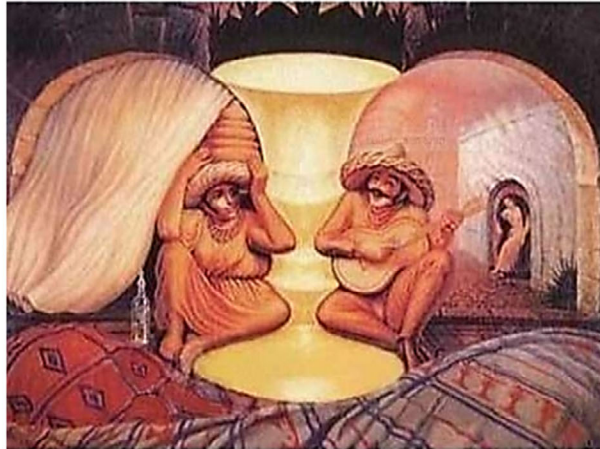
How do you react? **Additional information:** The team member on the unclass system represents Enterprise Discovery Operations and uses open source/unclassified information for a lot of their research/job.

- For more information: [www.mindtools.com/pages/article/newTMC\\_91.htm](http://www.mindtools.com/pages/article/newTMC_91.htm) - In-depth article on the LOI and developer Chris Argyris
- For additional resources to better understand the LOI, please view the following links:
  - <https://www.youtube.com/watch?v=7N8-4FgWWSw>- Date Night
  - <https://www.youtube.com/watch?v=73NSXgz24pA>- Manager Scenario
  - <https://www.youtube.com/watch?v=ddLSEIJ02v8> – How to Communicate with the LOI

**\*\* GIVE STUDENTS A 10 MINUTE BREAK\*\***      Time: 5 Min Elapsed time: 1 Hour  
25 Min (incl. break time)



## What Do You See?



**\*\*THIS IMAGE will stay for about 3 seconds and disappear\*\* When it disappears ask the students what the first thing they saw was? This prevents them from continually looking at it and going with the true first thing they saw. Then click to advance to next slide, and the image will re-appear for further discussion.\*\***

We all develop a perceptual lens that filters some things out and lets others in. This lens is different for everyone based on certain perceptions, interpretations, preferences, experiences and biases we have adopted throughout our lives. As a result of these pre-established filters, we see, hear, and interpret things differently from each other.

**Follow-on Questions:** Were you wrong for what you saw? Were you able to see what others saw once they shared their perspective?

**Answers:** No, you were not wrong for what you saw, it was your first impression based on your perspective. The value here is what happens when we think in groups, about how our collective wisdom far exceeds the sum of its parts.

Imagine if we were not allowed to openly share our ideas and perspectives here at work...

What do you think may happen? Might we loose out on powerful thoughts and ideas to help solve complex problems in the agency? Is it important to have a safe, & inclusive environments here for all to share?

**Question:** Why can teams of people find better solutions than brilliant individuals? **Answer:** The answers lie in diversity, not what we look like outside, but what we look like within, our distinct tools and abilities.

Scott Page, a well known American Social Scientist and Collegiate Professor of Complex Systems, Political Science & Economics at the University of Michigan, has written a book called The Difference. In his work Scott redefines the way we understand ourselves in relation to each other and that progress and innovation rely **less** on the lone thinkers with enormous IQs than on diverse/unique people working together and capitalizing on their individuality.

His scientific research proves that the diverse group **almost always** out performs the BEST (ALPHA group) by a healthy margin.

**Take away: The best innovation comes from combinations of ideas!**

Time: 2 Min Elapsed time: 1 Hour 27Min

## Micro-Inequities

A BIG word for *small* actions

**Transition Notes:** Encouraging diversity of thought and actively seeking and listening to different perspectives is key to building an inclusive and productive workplace. However, work places that promote diversity, inclusion and respect are not always successful in meeting these goals. Organizations often have well meaning people and well meaning goals but something is still off that may be effecting an individuals productivity thus effecting mission.

**For example:** Your in a meeting and have just made a statement or suggestion. You notice your coworker rolled their eyes right after your suggestion. You ask yourself, Did my coworker just roll his/her eyes at my suggestion? Or am I just being paranoid?

**Micro-inequities:** a term, built upon the early work of Mary Rowe at MIT.

- Small ways in which we see bias at work. (meaning in motion)
- Typically disrespectful actions that are subtle. Am I feeling slighted? Or am I being oversensitive?
- Micro-inequities are bad when you are on the receiving end.

**They are:** Small subtle slights; Often hard to prove;

Covert; Often unintentional; Frequently unrecognized by the perpetrator; Occur wherever people are perceived to be different

**Examples of Micro-Inequities:** Consistently mispronouncing a person's name; Interrupting a person mid-sentence; Making eye-contact with only males while talking to a group containing males and females;

Confusing a person of a certain ethnicity with another person of same ethnicity; Ignoring a person's ideas, comments, etc. due to gender, ethnicity, or other factor but accepting the same information from another;

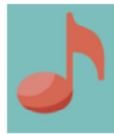
Rolling Eyes; Sighing Loudly

**Ask students to describe how these small events would make someone feel?  
Would this effect a person's ability to be productive in the workplace?**

List of possible examples a person may feel: Singled out; Slighted; Less Competent; Low Self-Esteem; Lack of Productivity; Depressed;

Time: 3 Min Elapsed time: 1 Hour 30 Min

## Micro-Inequities Conveyed Via



Tone



Signals



Body Language

**\*\*Demonstrate a good example to the class. For example, Sue comes into office and you greet her happily and enthusiastically. Joe comes into the office and your tone changes and you greet him with no enthusiasm and like you could care less he is there. (Act out the example in the correct tones so the class fully understands). You may also use a different example along the same lines.\*\***

### Micro-Inequities:

- Elicit emotion; which can impair performance
- Often are situational and must be understood in context and by intention

**Do you treat your colleagues in a fair or equitable manner or are biases you don't think about affecting your behavior?**

Tell stories by providing examples of how micro-inequities are expressed. Words (epithets, referring to women as girls or men to boys); Tone (example – voice change), signals (gestures), body language etc.

Emphasize not always intentional but still has impact: When someone steps on your toes it hurts; was it intentional? Does that change the fact that it still hurts?

Time: 4 Min Elapsed time: 1 Hour 34 Min

## Micro-Affirmations

*Small Actions = BIG impact!!*

**We are all susceptible to Unconscious Bias and can easily engage in Micro-Inequities without realizing it. Is there a remedy? Yes----Micro-Affirmations.**





- Micro-Affirmations are small acts of respect and inclusion
- Tiny actions of opening doors to opportunity
- Often hard to see
- Occur wherever people wish to help others succeed

**Examples:** Publicly recognizing an individual's contribution/success; saying hello in a hallway/elevator; basically being a nice human and sincerely acknowledging an individual

Time: 1 Min Elapsed time: 1 Hour 35 Min

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## Micro-Affirmation: ACTS

<b>A</b> cknowledge		<ul style="list-style-type: none"><li>• Give Credit</li><li>• Acknowledge Strengths</li><li>• Call Out Accomplishments</li></ul>
<b>C</b> onnect		<ul style="list-style-type: none"><li>• Be Socially Inclusive</li><li>• Keep People in the Loop</li><li>• Participate</li></ul>
<b>T</b> ake Note		<ul style="list-style-type: none"><li>• Eye Contact</li><li>• Pay Attention</li><li>• No Interrupting</li></ul>
<b>S</b> tay Engaged		<ul style="list-style-type: none"><li>• Be Friendly</li><li>• Ask for Input</li><li>• Say Hello/Goodbye</li></ul>

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Let's take a look at some micro-affirmations: "ACTS"

Using micro-affirmations are a way of helping us become more consciously thoughtful and fair to all.

Micro-affirmations can help the workplace in a few ways:

- Appropriately affirming the work of another person is likely to help them do well and to help them enjoy doing well
- Consistent, appropriate affirmation of others can spread from one person to another – potentially raising morale and productivity
- It may be hard for a person to "catch" himself/herself unconsciously behaving inequitably. If you consistently try to affirm others, you have a good chance of blocking behavior that you want to prevent

Time: 3 Min Elapsed time: 1hr 38 min



## Ok, I Have Bias – Now What?

- Notice when people surprise you
- Examine rather than believe your assumptions
- Pay attention to the language you use
- See if you can catch yourself “walking away” from a person different from you
- Choose to think fast and efficiently (System1) or slow and deliberately (System 2) based on the situation

Now that we are all aware that bias is a normal, human function, what do we do?

One of the most effective things you can do is to learn to recognize bias and engage System 2 deliberate thinking before taking action or making decisions.

**Notice when people surprise you:** Why did they surprise you?? Example: “Wow, you’re well spoken”. Why did you think they wouldn’t be? (because English was their second language?)

**Examine assumptions:** Are you having a gut reaction about a person/idea? Positive or negative? **What am I taking notice of:** height, weight, dress, senior status, grade, age, gender, etc, and **how am I reacting?** Does this person remind me of someone I know? Do we share something in Common? **And how am I weighing that in my work with this person?**

**See if you catch yourself walking away from a person different than you:** Do you find you don’t engage with a blind person or someone in a wheelchair? Someone of a different nationality? Why?

Time: 5 Min Elapsed time: 1 Hour 58 Min

## Backwards Bike

Show the Backwards Bike Video (8min)      **Discussion on the video – Ask**  
Students for comments. What did they notice or find interesting?

### **Possible questions to ask:**

1. Using the example of the backwards bicycle, What do you think Destin means when he says that knowledge doesn't equal understanding?
2. Destin says that he set out to prove he could free his brain from a cognitive bias, but that he re-designated that bias. Using the example of the backwards bicycle, explain what he means by this.
3. Can you think of other examples of things you might understand theoretically, but not practically?

### **Important Points to Emphasize:**

It took Destin 8 months to unlearn how to ride a bike. Within 20 minutes his ability to ride a normal bike or old way of thinking returned.

Learning to recognize and respond to your biases will not happen overnight. This is something that requires practice and a consistent effort.

Remind students the importance of keeping information about managing bias in the forefront of their minds and to routinely remind themselves that they look at the world w/bias and to question assumptions when making decisions.

Time: 11 Min Elapsed time: 2 Hour 9 Min

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## Remember

**Impact on employees = Impact on mission**

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Knowledge of our biases alone does not create a culture of change. We need to put meaningful thought & purposeful actions into play.

We should understand diversity of thought, how to avoid unconscious bias traps, and how to leverage our differences for the benefit of all.

Soliciting a range of perspectives here at work will help us get the best ideas needed to solve NSA's most complex problems.

Time: 1 Min Elapsed time: 2 Hours 10 Min