

Mitigating Bias through Allyship Facilitator Guide

Mitigating Bias through Allyship Course Description and Syllabus

UOD: Casual Wear

What is Mitigating Bias through Allyship?

Mitigating Bias through Allyship is a fun, interactive, discussion-based 8-hour workshop in which students learn about the different kinds of Bias as a barrier to inclusion and innovation and how to combat its effects through awareness and Allyship. The workshop provides an interactive learning experience that teaches students cognitive tools and tactics pioneered in social psychology. Learn about the dangers of bias and tools you can use to spot cognitive barriers that you never even knew you had! The curriculum is collaborative in nature with breakouts to discuss topics in depth and engaging activities to discover potential cognitive trends. The benefits are numerous and can include: increased group innovations, productivity, and creativity; enhanced relationship- and community-building; and, greater inclusion, equity and appreciation for diversity.

Allyship training prepares employees to better support, collaborate with and advocate for people from any and all groups both inside and outside of the workplace. Allyship training has emerged to complement bias training, as simply raising awareness of bias is only one step in beginning to combat these biases. Allyship training offers instruction and guidance on building empathy and addressing bias when and as they arise.

Class participants do not need to have any previous experience with social psychology or innovation principles – just a desire to learn and grow!

Background

Unconscious bias (or implicit bias) is often defined as prejudice or unsupported judgments in favor of or against one thing, person, or group as compared to another, in a way that is usually considered unfair. Many researchers suggest that unconscious bias occurs automatically as the brain makes quick judgments based on past experiences and background. As a result of unconscious biases, certain people benefit and other people are penalized. In contrast, deliberate prejudices are defined as conscious bias (or explicit bias). Although we all have biases, many unconscious biases tend to be exhibited toward minority groups based on factors such as class, gender, sexual orientation, race, ethnicity, nationality, religious beliefs, age, disability and more.

Allyship is an ongoing commitment to learning and taking courageous action to create more equitable and inclusive experiences and workplaces. Behaviors that are part of Allyship include changing to more inclusive use of language, and combating forms of prejudice against perceived outgroups such as racism, ableism, xenophobia, or other forms of discrimination. Outcomes of Allyship considered to be desirable by proponents include greater inclusion in the workplace and empowerment of outgroups.

Both of the topics above will be explored in a fun, eye-opening, friendly, and safe environment.

Learning Goals

By the end of the workshop, students should be able to:

- Understand why bias occurs and the differing systems of thought the brain uses
- Identify the different forms of bias and how to combat them
- Understand the importance of bias and its effects on innovation and the workplace
- Understand the concept of being an ally
- Understand the value of an inclusive environment and the barriers to inclusion
- Leave class with tools and mindsets to catch bias and enable innovation in the workplace

Introduction Module

30-45 minutes

Greet everyone and thank them for being here today. As participants arrive have them get a nametag and write down their preferred name for the day, a sticky note pad and writing utensil. You can conduct some surveys of preference items for a later activity done for the Affinity module. (I-phone vs Android, Coca cola products vs Pepsi Products, Michael Jordan vs Lebron James, Coffee vs no coffee, etc) Slide 1: Introduction

Slide 1: Introduction (Overview)



Mitigating Bias through Allyship
(Formerly known: Unconscious Bias & Allyship)

Give an overview of the course and how it came to be: This workshop was created by AFPC Innovation cell. Capt [REDACTED] had the opportunity to participate in the program Education with industry and work with Apple during that time. A lot of the content came from Apple's I&D team and is delivered to corporate Apple on a routine basis. We have tailored this for USAF. The Innovation Cell then started collaborating with JBSA M&FRCs to continue providing a wider range of opportunities for participants to come to the workshop. Later we partnered with the Secretary of the Air Force Diversity and Inclusion office and we currently work with them in The workshop has evolved and continues to evolve over time as we continue to get feedback from the participants and new facilitators. We have asked everyone to attend in casual attire to flatten the status. As we participate in conversation today, we would like to maintain some level of anonymity when it comes to our position. This is to create a brave space for everyone and make sure we keep the flat status.

Slide 2: Ice Breaker




Conduct icebreaker activity here to get people warmed up. You can choose an icebreaker of your choice. We have added some below as examples.

Some icebreakers we have used:

- Color swatch introductions – everyone chooses a color from the table and shares their name, why they chose that color, and how they came about the course.
 - I am a tool – Everyone shares their names, what tool would they say they identify as (leveler, rubber band, Swiss army knife, spatula) and how they came about the course.
 - Superpower – Everyone introduces themselves, chooses the superpower they would like to have and why and how they came about the course.
 - Strangest job – Everyone introduces themselves, then in 2-3 words they describe their strangest job without using obvious words to describe it and how they came about the course. (K-Pop star, tumbling architect, grape shaker, rat suit, Aquaman hunter) This activity is a bit more interactive as we write down the different job descriptions on the board and throughout the course between breaks, we have the participants choose one and that person then describes or tells their story of their strangest job.
 - I am _____ but I am not _____ - For this icebreaker have everyone introduce themselves and say I am _____ but I am not _____. They will fill the blanks with different things (examples: I am introvert but I am not antisocial, I am American but I am not originally from the US) Facilitators will be examples before the participants to ensure they understand the icebreaker.
 - I am an animal: Everyone shared their name, what animal they identify with and why and how they came about the course.
- **Facilitators always go first in icebreakers to give participants time and for facilitators to provide examples.

Slide 3: House keeping

Overview & House Keeping

- This is a collaborative course!
- This is a safe non retributive place.
- Activities are denoted with this: 
- There is some sensitive material.
- You're encouraged to share stories/experiences, but only if you are comfortable.

A

Local House Keeping:

- Bathrooms
- Food (Lunch)
- *Rose / Bud / Thorn* -- feedback as you think about it
- 🙋 Hands up at attention grabber 🙋

Ensure we go over a few housekeeping rules / procedures.

- Go over where to find the bathrooms, food or any other amenities available in your space.
- Explain the different symbols we will use during the workshop (Blocks for activities and purple A for Allyship concepts or reflection)
- The course is meant to be interactive and collaborative. We encourage everyone to participate in discussions and offer their view and opinion.

- This is a safe space to discuss this topic. There is a reason everyone is wearing casual clothing. We want people to bring their best/comfortable self (the real you) to the session and not feel like they can't speak up or share due to rank. It is a level playing field in the class, but everyone is expected to respect one another.

- There may be some sensitive material and there may be a propensity to realize something about yourself that could make you upset. It is OK...we are here to discover and learn about ourselves and this topic. Everyone has bias, it is ok, but it matters

- To point 1, encourage participation and sharing of stories, but only if they are comfortable. I usually mention that I offer myself as tribute, but not everyone has to.

- Finally, whenever one facilitator raises both of their hands, everyone will also raise their hands. This is with the purpose of grabbing everyone's attention back to the facilitator after discussions or activities.

Slide 4: Guidelines for conversation

Guidelines for Conversation



- This is a learning space. Nobody knows everything, but together we come to know, and can learn.
- Assume good intentions. Speak from your own experience and avoid generalizations.
- We learn the most when we challenge ourselves to step out of our comfort zones
- Our comfort zones look different: engaging in a conversation we are unfamiliar with, supporting others in their learning process, listening to understand the experience of others, etc.

Necessary for everyone to understand what the rules for conversation are.

Not everyone is going to feel comfortable. It's your job as the facilitator to make sure participants adhere to this slide. Go over the rules in the slide and elaborate giving examples as necessary.

**You could use this slide again coming back from lunch as a quick reminder when they back if you determine that it might be necessary.

Slide 5: D&I and Innovation

How does this tie to D&I?

DIVERSITY & INCLUSION ARE KEY TO HEALTHY BUSINESSES



Some students may be confused on how D&I relates to innovation in the workplace. Use this slide to cover some of the reasons why it is good for innovation.

Several studies have shown that a diverse and inclusive workplace equates to higher talent/retention, reputation/responsibility, increased financial performance, and increased innovation and group performance. Apple is a great example of a company that does this well.

Every idea is valued and brought in. The company wants to create a sense of belonging for its people and an openness to accept everyone for who they are and what they bring to the table.

Slide 6: What is Diversity?

What Is Diversity?



What is diversity in your terms?

Before getting into the definition, ask the class to define diversity and tell you what it means to them.

Some things to look out for that stand out is not just the diversity of race, gender etc., but hone in and point out the diversity of thought, experience, and background. These are the things that you cannot see with your eyes, but are greatly important for a diverse workplace and innovation.

Slide 7: Diversity definition

What Is Diversity ?

- **Diversity** is differences in racial and ethnic, socioeconomic, geographic, and academic/professional backgrounds.
 - People with different opinions, backgrounds (degrees and social experience), religious beliefs, political beliefs, sexual orientations, heritage, and life experience.



The first thing that often comes to mind when people here the term diversity is diversity of race or color. Be sure to point out to the students that diversity can go as far as diversity of thought, experiences, opinions, personalities, or backgrounds.

It's like making a cake and diverse people are "the mix". Is the importance of all the different ingredients needed to make a cake. (You could also use a salad as an example for diversity as all ingredients to a salad is what makes it unique and tasty).

But it's also easily defined and measured. We can slap metrics on diversity and gather and analyze statistics for "diversity". But...

Slide 8: What is Inclusion?

What Is Inclusion?



What about Inclusion? How do we define inclusion?

Ask the class to define inclusion.

It is worth it to reinforce that diversity is the easier to understand topic. We can quantify diversity and slap metrics on it, but inclusion is a more nebulous topic to understand and one that is often not paid enough attention to. Inclusion is a big part of providing a sense of belonging to others.

Slide 9: Inclusion definition

What Is Inclusion?

- **Inclusion** means that all people are accepted, respected, meaningfully engaged and able to fully participate in the activities of an organization, regardless of their identity.
 - Inclusion involves bringing together and harnessing diverse forces and resources in a way that is beneficial.
 - Inclusion puts the concept and practice of diversity into action by creating an environment of involvement, respect, and connection.
 - Where the richness of ideas, backgrounds, and perspectives are harnessed to create business value and overall success.



"Making the Mix Work"



Inclusion is what you do with diversity. Action!

It's the process of making that cake and making the mix work. If you toss all the ingredients into a bowl without considering the steps needed or how to mix them well, then your end result for a cake might not be the best. Same with a salad, if you just add ingredients and not consider how they will mix together, then you might end up with a salad that nobody would want to eat due to its appearance or its taste.

Slide 10: Diversity and inclusion as a whole

Mixing It All Together

- Diversity is simply a *representation of many different types of people* (gender, race, ability, religion, etc.). Focused on the differences! *Your "Mix"*
- Inclusion is the *deliberate act of welcoming diversity and creating an environment* where all kinds of people can thrive and succeed
- Inclusion is the act of *"Making The Mix Work"*

Diversity is **what you have**. Inclusion is **what you do**.

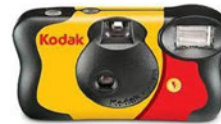


Sum up both concepts together. Diversity is what you have, Inclusion is what you do.

Slide 11: Barriers to Innovation

Barriers to Innovation

- **Informative**
 - *A lack of knowledge can prevent you from innovating*
- **Normative**
 - *A traditional way of doing things. "That's just how it is"*
- **Cognitive**
 - *An inability to see. Unconscious bias as an example.*
 - *Blockbuster & Kodak is an example too*



The main focus of this course is identifying barriers to innovation. The one we are focusing on today are the cognitive barriers. Use the slide to mention Kodak as an example of the threats of cognitive bias.

Barriers to innovation is at the heart of why firms get disrupted.

Hundreds of reasons for firms not being able to innovate boil down to these three categories.

Go over each of the categories.

You can use the Kodak example:

Kodak was so comfortable with their product and how well they were doing that when presented with the concept of digital imaging, they rejected it as a trend that would come and go and would no affect them. However, digital imaging stayed and has anyone seen kodak products as much as before?

You could also use Blockbuster as an example.

Slide 12: Activity

Activity!

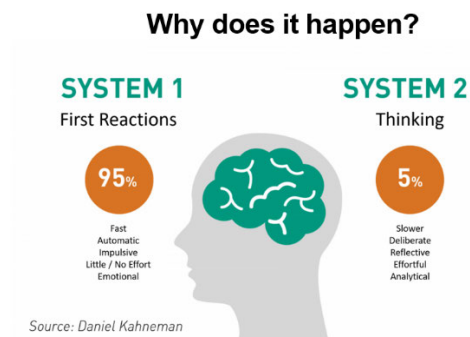


Let's do our first activity!

Tell the participants you are going to present an image. When you do, they will tell you the first thing they see or that comes to mind without thinking too much about it.

aware of them and actively engaging in curbing them when they may affect others negatively. I am biased, you are biased, we are all biased.

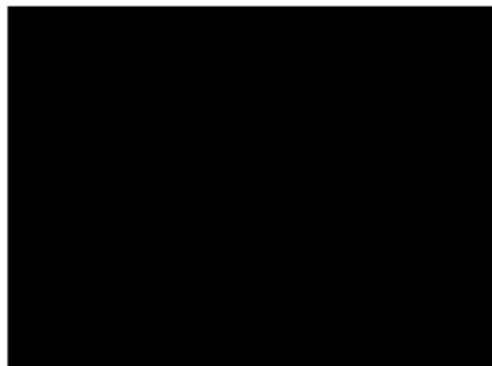
Slide 16: Why does it happen?



Let's talk about why it happens from a biological standpoint. This comes from the book *Think fast, think Slow* by Daniel Kahneman. Your brain generally uses two systems of thought. System 1 is your brain on auto-pilot, it is your survival brain. Use the example of a cup of water being thrown at you. You instinctively jump out of the way right? Or have you driven your car somewhere, spaced out, and realized you didn't crash but ended up somewhere without realizing it? This is your System 1. This is the system we tend to use the most because it is the fastest and the one that uses the least amount of energy.

System 2 is your slower more deliberate brain that often takes more effort and concentration to use. Think doing a math problem that is system 2. We use this system for more complex tasks. Has anyone had a busy day at work with a lot of interactions but not physical demands and still feel really tired? This is because our system 2 was a lot at play and it utilizes a lot more energy.

Slide 17: Awareness test video



<https://www.youtube.com/watch?v=xNSgmm9FX2s>

Tell the participants we will be watching a video. Play the video.

Ask if anyone had seen it before and if they missed the moon walking bear.

Slide 18: Who Dunnit video



<https://www.youtube.com/watch?v=ubNF9QNEQLA>

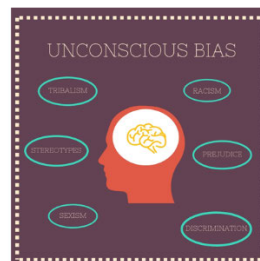
Tell the participants we will be watching another video. Play the video.

Ask if anyone noticed any of the differences. As you can see in the video, it is easy to miss something that you are not looking out for. Just as it is easy for unconscious bias to go undetected if you are not trying to be aware of it.

Slide 19-20: What can we do about it?

What can you do about it?

1. Increase your awareness
2. Understand the different types
3. Make conscious decisions
 - Explain the Why
 - Give Decisions Time
 - Seek Alternative Views



The next two slides are overview slides. These are the things we are going to cover in the UB portion of the course.

So what can we do about these biases and default “system” of thinking.

First, we can start with increasing your awareness. A good way to do that is to understand the different types. There are 16 biases and 180 heuristics within those biases. We won’t cover them all today!

**Heuristics – shortcuts in our brain that occur to process and categorize information.

Then we are going to talk about some practices to help catch biases.

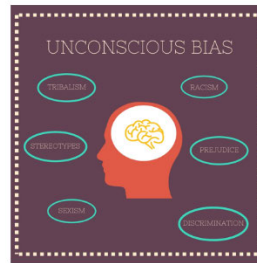
What can you do about it?

4. Inclusive Meetings

- Enable Contributions
- Listen Carefully
- Challenge Assumptions

5. Everyday Connections

- Bring People In
- Learn About Others
- Advocate for others



We might not go over these because throughout the workshop the conversation and discussion will naturally bring examples of number 4 and 5. All of this is also covered in the handouts sent previously in the email confirmation. (See Handouts 1 and 2).

Allyship Module

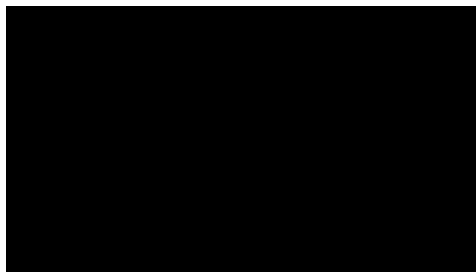
30-45 minutes

Slide 1: Be an Ally

**BE AN
ALLY**

Ask how many of the participants have heard about allyship. Then introduce that we will be watching a video. Ask them to pay attention to some of the words that stand out for them as they watch the video.

Slide 2: Netflix Video



<https://www.youtube.com/watch?v=3nipFRf3IEA>

Slide 5: Curiosity examples

Curiosity

Reflect on yourself

Consider your groups and your influence.

Reflect on your allies

Identify how others have helped you.

Connect to communities

Step out of your silo.

Ask and listen

Be intentional about learning about others.

Pay attention

Be aware of how others are treated.



Allies start with curiosity, and commit to continuous learning about the experiences and perspectives of others. Knowing that someone is interested in you beyond your work is foundational to a sense of belonging.

Here are some things to discuss as you go over some of the curiosities for Allyship.

- 1) Think about the situations that you are in the majority. Think about the situations where you are in the minority. Think about this influences your decision making.
- 2) Reflect on those who have helped you and how.
- 3) Step out of your comfort zone. Stepping out of that silo will provide more opportunities to learn more about others and have different perspective.
- 4) Create the right space and opportunities for people to share their experiences and perspectives with you – whether it's seeking more perspectives in a meeting, or scheduling a one-on-one to explore further. Resist the temptation to add your own perspectives initially – but asking clarifying questions is OK.
- 5) Often we don't realize that regular interactions and dynamics of our teams may be affecting an individual's sense of belonging. Observe the dynamics in relationships and within teams to identify where people may be unintentionally excluded.

Slide 6: Action!



Slide 8: Activity!

Activity!



Explain the participants that for this activity you will be reading a series of scenarios. As the scenarios change, they become more complex and uncomfortable. We will be focusing and discussing how to be an ally during this activity. Encourage the group to look at the Allyship words previously compiled. There are no right or wrong answers as everyone has different perspectives and different ways to handle different situations.

Slide 9: Activity Scenario 1

Scenario 1

Karen is a female engineer working for a major oil and gas operator. One day while attending a training session to learn a new time-writing application, Karen asks a question about a feature of the new package. The instructor who is male responds by suggesting that as admin staff she does not need to learn about that feature. **As an ally, how should you respond?**

Read the scenario and have the students answer the question, thinking of the allyship concepts.

Slide 10: Activity Scenario 2

Scenario 2

Mani is an apprentice and works for TP Engineering services. Mani is also a Muslim and he prays five times a day. Some colleagues joke about him having more break time than everyone else and have on occasion called him a “part timer”. **As Mani's ally with position of influence, how would you make Mani's colleagues realize he is not being given preferential treatment?**

Read the scenario and have the students answer the question, referencing back to the allyship words. In this scenario point out that, yes you are the supervisor, but we are looking for how would they be allies using that influence as a supervisor.

Slide 11: Activity Scenario 3

Scenario 3

Paul is a guest speaker at a corporate dinner, and he is seated at a table with guests who all happen to be of similar race. At a point one of the hosts, a senior person in the company starts to tell a joke and Paul knows straight away that the joke is likely to be racially charged. Paul has a split second to decide if he should just go along with the joke or register his discomfort in some way. **What would you do if you were Paul?**

Read the scenario and have the students answer the question. Remember to focus this activity on allyship. Although the topic of race is mentioned, we are in the Allyship concept so keeping the conversation focused on that is important for this activity.

Slide 12: Common responses vs Ally's Responses

Common Reactions

Common Response	Ally's Response
<i>I'm uncomfortable with this, I think I will remove myself from this situation</i>	<i>I won't walk away. I will try to help.</i>
<i>I may make things worse by pointing it out</i>	<i>Worse for who? The victim or me? Better to try and fail than to fail to try.</i>
<i>I know many minorities who are not so sensitive</i>	<i>I will not lump the experiences of all minorities together</i>
<i>It's not my place to get involved in the business of others</i>	<i>It is my place to make my world fairer and so I will work on ways to intervene that are non-confrontational but effective</i>

Go over these common reactions vs Ally's responses. Explain that these are not wrong ways of responding to situations but rather the common ones that most of us have probably already done and that is ok. Our goal for this module is to give students the knowledge and perspective to have tools moving forward. We hope that in a future situation they are able to identify an opportunity to be an ally and make the connections with the discussion and have options on how to respond as an ally.

Slide 13: Additional actions for leaders

Additional actions for leaders

Mentor

A great mentor listens first, asks probing questions to help generate insights, and provides advice or reflections where needed to fuel those insights

Sponsor

Sponsoring means putting your own position, influence, or reputation to work for someone else

Advocate

Show up



Explain the differences between these concepts. Explain how mentor is the most common term used. However, mentor can have a negative connotation at times, especially in the Air Force. It sounds intimidating when someone says "Let me give you some mentoring". On the other hand, if you say "let me give you some sponsoring" it does not have the same ring to it. That is because of the difference in action between the two concepts. Mentors tend to be in a higher position, sponsors through their action act more like a peer. Let's not confuse this type of sponsor with the sponsors that take us around base when we first PCS. Sponsor in this case is someone that is an ally.

Slide 14: Breakout discussion

A

Can you think of a time you may have witnessed Affinity bias?

Break the group into smaller groups (3 or 4 people groups) and have them discuss and share their experience of someone who was an ally to them and how they were an ally. Give them 7-10 minutes (depending on the size of the group and your time left). At the 7-10 minute mark, raise both hands to get everyone's attention back. Have each group share at least one of the stories shared in the group.

**You can count 1-2-3, 1-2-3 to set up the smaller groups. Try to keep in mind having different groups throughout the workshop to make sure all participants are able to benefit from the diversity of the group.

Slide 15: Break



Give a 5 – 10 minute break.

Affinity Bias Module

45-60minutes

Slide 1: Activity (there will be 2 activities back to back)

Activity!



Perform the “Tennis Shoe” Activity and then the “Circle of Trust” Activity depending on the makeup of your students. If you don’t have people with different shoes then try “iPhone vs Android”. Hopefully you can use both activities but time will determine this. DO NOT REVEAL WHAT TYPE OF BIAS THIS ADDRESSES. It will influence how they behave as they try to “beat the game.” You can and should have the observers share their observations from the “Tennis Shoe” activity but don’t get into the details of the bias just yet.

Tennis Shoes: (Use observer hand out) See handout 3

**You can use the surveys done at the beginning while everyone was arriving to determine which categories you will use. So far, the I-phone vs Android topic is the most popular and effective when used,

To illustrate how easily and quickly we form ingroups and outgroups, I divide my class into those wearing tennis shoes that day and those not wearing tennis shoes. Then I have each group sit in a circle with its members. The “tennis shoe” group is assigned to list as many reasons as it can think of as to why the members of the other group did **not** wear tennis shoes that day. The non-tennis shoe group is assigned to list as many reasons as it can as to why the other group members **are** wearing tennis shoes. The listing starts out fairly neutral, but it is not long before each group’s list becomes more and more derogatory, particularly when it overhears the list the other group is generating. I separated the class into two – a group of those who were wearing sports shoes and those who weren’t. It was about a 50/50 split. For each of those groups I assigned an observer whose role was to be outside the group and observe the group interaction. The observers had a piece of paper in which they were asked to indicate the statements being made in the group about their own group versus about the other group separated into positives and negatives. The groups were competing for cookies I brought in and their goal was to write as many reasons as they can in 3 minutes as to why the other group was or wasn’t wearing sports shoes.

Share out: Pull the thread on how quickly the team came together and formed an affinity for their group, and an “outsider” view of the other group.

Circle of Trust: (See Hand out 4)

The Circle of Trust is a powerful exercise for demonstrating the effect of affinity bias. In this exercise, participants are instructed to write down in a column on the left-hand side of a blank piece of paper the initials of six to ten people whom they trust the most who are not family members. The facilitator then reads out some diversity dimensions including **gender, nationality, native language, accent, age, race/ethnicity, professional background, religion, etc.**, and participants are instructed to place a tick beside those members of their trusted circle who are similar in that dimension to them. For example, male participants will place a tick beside all men in their trusted six, white participants will place a tick beside all white individuals in their trusted six etc. Participants discover that their trusted six often displays minimal diversity – for most participants, their inner circle include people with backgrounds similar to their own.

The facilitator explains that this [tendency or preference for people like ourselves is called affinity or ingroup bias and is well-researched](#). Studies show that, in general, people extend not only greater trust, but also greater positive regard, cooperation, and empathy to ingroup members compared with outgroup members. This preference for people like ourselves is largely instinctive and unconscious. Affinity bias manifests not only as a preference for ingroup members — but it may also manifest as an aversive tendency towards outgroup members. For example, we are more likely to withhold praise or rewards from outgroup members.

Participants are then prompted to consider the implications of this for the workplace? For example, as leaders, when they assign responsibility for a high-profile piece of work, to whom do they entrust that responsibility? The facilitator suggests that participants will likely offer opportunities to those individuals whom they trust the most. Those people, it turns out, are people who are similar to themselves. Now, because success on high-profile assignments is critical for emerging as a leader, a tendency to favor people like ourselves when assigning stretch assignments leads to self-cloning and promotes homogeneity in leadership. Though not intentional, people who are not like us get overlooked and left behind.

Although we believe we are making objective assessments of merit and treating people fairly, hidden preferences for people like ourselves can cause us to support the development and career progression of some people over others without us even knowing we are doing so. Regarding employment, affinity bias can compel people to favor those who are most similar to themselves, thereby leading to a tendency for leaders, people managers or recruiting managers to hire, promote, or otherwise esteem those who mirror attributes or qualities that align with their own. Moreover, we are also very good at justifying our biases. Studies show that we exhibit a systematic tendency to claim that the strengths of ingroup candidates are more important selection criteria than are the strengths of candidates with backgrounds different from our own.

Affinity bias can also lead us to actively solicit, pay greater attention to and to favour the contributions of ingroup members over outgroup members. We are also more likely to mentor or sponsor ingroup members compared with outgroup members.

In some groups, there may be certain individuals with a diverse inner circle. The facilitator encourages participants to think about how an individual's experiences could disrupt affinity bias with the ensuing discussion drawing on intergroup research supporting intergroup friendship as a prejudice reduction technique.

Slide 2: In Group / Out Group (Affinity)

In-Group/Out-Group (“Affinity”)

The tendency to favor people with whom we share characteristics, experiences, backgrounds, interests, and associations.



Similarity is attractive to the brain, because it enables quick categorization and processing based on familiarity. In-groups can negatively affect an excluded individual's sense of belonging and their ability to do their best work. In-group bias can also limit perspectives in problem-solving and ideation within the group.

Slide 3: Ways to mitigate in-group bias

Ways to mitigate in-group bias

Take an outside view – An outside view at the onset of a project prevents you from seeking data that validates your points. Consult the out group!

Use prospective hindsight – Instead of waiting for a postmortem to understand failure, imagine your possible routes. Think about a possible future failure and explain the cause.

Ask for advice – Resist the urge to seek council from someone you trust. It is important to seek out different types of people to prevent an echo-chamber.

Go over the different points. Try to come up with examples (personal experiences are best). You can also invite other facilitators who may have good examples to share.

Slide 4: Small group discussion

A

Can you think of a time you may have witnessed Affinity bias?

Break the group into smaller groups (3 or 4 people groups) and have them discuss and share their experience. Give them 7-10 minutes (depending on the size of the group and your time left). At the 7-10 minute mark, raise both hands to get everyone's attention back. Have each group share at least one of the stories shared in the group.

Ask students if they can give an Air Force example of this or share a personal story of when this affected them. This can happen quite a bit in the hiring process.

Share personal story:

- Redesign flight suit
- 38F community vs maintenance

((this could go as long as 5 min, or 15 min as needed – this was actually about the one hour point))

Conformity Module

30- 45 minutes

Slide 1: Activity (50 states)

Activity!



Ask if anyone is good at geography? Take note of the students that raise their hands for observation later.

Use 50 States activity – Give students handout 5. Tell them there will be no phone usage. First, they will be doing the activity individually. Ask them to fill out as many capitals as they can. During this time, facilitators walk around and look at how the participants are doing on their own.

6-7 min individually

Set up 2 groups (it can be the same groups used during the shoe activity). Tell them they will now try to get as many answers correct as possible. The group with the most correct will win a prize. (This is to build pressure and hype to the activity) Also tell them they only have 5 minutes.

While the groups work on the activity, facilitators walk around observing for any instance where someone has the correct answer and shares it but changes it due to the pressure of the group or the pressure of time. This occurs often with Carson City or other states where there are cities that are more popular than the capitol.

6-7 min in a group

6-7 min debrief – Ask if anyone observed anything. Ask if anyone in the group had a correct answer but changed it when they were in the group setting. If nobody shares, point out anyone who was observed changing their answer and ask why they changed their answer.

Tell the group to keep this in mind moving forward. We will watch a video next.

Slide 2: Video



<https://www.youtube.com/watch?v=o8BkzvP19v4>

Ask the group if they think they would do this? Present examples where we have done this.

Forming a line at the grocery store. Etc.

Slide 3: Conformity Bias

Conformity Bias

This is when our deep-seated need to belong causes us to adapt our behaviors to feel like part of the group. This may be unintentional but can have a powerful impact on making unbiased decisions.



Conformity bias is when our deep-seated need to belong causes us to adapt our behaviours to feel like part of the group. Rather than using personal and ethical judgment, people imitate the behaviour of others in a bid to toe the party line. This type of behaviour may be unintentional but can have a powerful impact on our ability to make unbiased decisions.

There are times when conformity may help you get ahead professionally, such as adhering to a certain code of conduct or embodying a particular set of values. But when team members and candidates conform to what they feel is expected, rather than what they believe is right, it restricts creativity and innovation. In other words, how can businesses grow and improve if no one is willing to rock the boat?

Companies that allow employees to be their authentic selves and freely express their opinion often benefit from a well-rounded range of perspectives and insights. This acceptance and acknowledgement of varying opinions can drive employee engagement, harvest creativity, and boost customer satisfaction—a win-win for any company.

Slide 4: Ways to mitigate conformity bias

Ways to mitigate conformity bias

Use objective data – When data bears weight early in decision-making it reduces opportunities for flawed social conformity bias to draw misguided conclusions.

Be Aware – Does your organizations seem to promote conformity? Where is this tendency coming from?

Solicit opinions in advance – Remove the pressure of the group. Ask for ideas or opinions individually before meeting to discuss in a group setting.

Manage Strong Personalities – Don't let one person's voice dominate the team.

Go over the different points. Bring examples and elaborate to make sure the participants are able to make connections on day to day situations.

The Air Force is an organization that does promote conformity. We see it in many aspects, especially during training and common behaviors of greetings, attire etc.

Slide 5: Group discussion

A

Can you think of a time you may have witnessed Conformity bias?

Break the group into smaller groups (3 or 4 people groups) and have them discuss and share their experience. Give them 7-10 minutes (depending on the size of the group and your time left). At the 7-10 minute mark, raise both hands to get everyone's attention back. Have each group share at least one of the stories shared in the group.

COVID and mask wear is a current and very interesting example of conformity bias. *Use this example if you think it would be a comfortable topic with the group. By now you have gotten to know your audience and will probably be able to gauge if this example would be one that would allow to continue healthy discussion. Keep this in mind for other examples or topics as you go over the workshop.

I use my mx squadron experience as another example of this bias. Even people who did not cuss normally, started to cuss quite a bit more from the pressure of fitting in.

*****Lunch break*****

This is usually a good mark for lunch break.

60 minute lunch break

****If you like or find that the group would benefit from it, you can bring back the slide about the guidelines for conversation presented during the introduction module.**

Group Think Module

20-30 minutes

****This module does not have an activity****

Slide 1: Bias in Action Video (Group think – Challenger disaster video)

For this video and module, we will not have a big reveal of the bias. Just explain the group that we will be playing a video that goes over group think and some of the symptoms of this bias. The video is about the challenger disaster and how group think affected decision making.

Slide 2: Video



<https://www.youtube.com/watch?v=USJ8OSljhvk&t=3s>

Slide 3: Cognitive bias: Group Think

Cognitive Bias - Group Think

Groupthink is a phenomenon that occurs when a group of well-intentioned people makes irrational or non-optimal decisions spurred by the urge to conform or the **belief that dissent is impossible**.



The problematic or premature consensus that is characteristic of groupthink may be fueled by a particular agenda—or it may be due to group members valuing harmony and coherence above critical thought.

The term “groupthink” was first introduced in the November 1971 issue of *Psychology Today* by psychologist Irving Janis. Janis had conducted extensive research on group [decision-making](#) under conditions of [stress](#).

Since then, Janis and other researchers have found that in a situation that can be characterized as groupthink, individuals tend to refrain from expressing doubts and judgments or disagreeing with the consensus. In the interest of making a decision that furthers their group cause, members may also ignore ethical or moral consequences. While it is often invoked at the level of geopolitics or within

business organizations, groupthink can also refer to subtler processes of social or ideological [conformity](#), such as participating in [bullying](#) or rationalizing a poor decision being made by one's friends.

In groups we could be sacrificing individual creativity, thinking and uniqueness to avoid causing conflict and the preference to fit in. As well as it having impacts within the group it can also lead to consequences with those outside the group and dehumanizing their actions.

Slide 4: Symptoms of Group think

Symptoms of Group Think

- **Invulnerability**
- **Rationale**
- **Morality**
- **Stereotypes**
- **Pressure**
- **Self-censorship**
- **Illusion of Unanimity**
- **“Mind Guards”**

The term was first used in 1971 by social psychologist Irving L. Janis.

- **Invulnerability**
Members of the group share an illusion of invulnerability that creates excessive optimism and encourages taking abnormal risks.
- **Rationale**
Victims of this behavior ignore and discount warnings and negative feedback that may cause the group to reconsider their previous assumptions.
- **Morality**
Victims ignore the ethical or moral consequences of their decisions and believe unquestionably in the morality of their in-group.
- **Stereotypes**
Members of the group possess negative and/or stereotypical views of their “enemies”.
- **Pressure**
Victims apply direct pressure to any individual who momentarily expresses concern or doubt about the group’s shared views. Members are not able to express their own individual arguments against the group.
- **Self-censorship**
Victims avoid deviating from what the group consensus is and keep quiet. Doubts and concerns about the group are not expressed and victims of groupthink may undermine the importance or validity of their doubts.
- **Illusion of Unanimity**
Victims of groupthink share an illusion of unanimity – that the majority view and judgments of the group are unanimous.

- **Mind Guards**

Victims of groupthink may appoint themselves to protect the group and the group leader from information that may be problematic or contradictory to the group's views, decisions, or cohesiveness.

Slide 5: Ways to mitigate Group Think

Ways to mitigate Group Think

- Require everyone in the group to evaluate ideas critically.
- If you're leading the group, keep your opinions to yourself.
- If you're the group leader, consider being a no-show.
- Consider a team approach.
- Thoroughly examine all alternatives.
- Get an outsider's perspective.
- Consult an outside expert.
- Select one person at random to be the devil's advocate.

- **Require everyone in the group to evaluate ideas critically:**

This step is easily performed by asking everyone in the group to take a quiet moment to jot down both pros and cons of ideas that have been submitted before they are discussed. If you are still worried about employees feeling free enough to express themselves you can use a polling app that allows people in the group to vote or comment on topics anonymously.

- **If you're leading the group, keep your opinions to yourself:**

The trouble with being a leader is that your opinions have a big influence on others and timid employees will think twice before dissenting with your opinion or submitting an idea that is better than yours. If your opinions lead a discussion, you will invariably miss great opportunities to discover individual talents and strengths in your group that may prove critical to future successes.

- **If you're the group leader, consider being a no-show:**

Because [body language](#) is nearly impossible to hide, you don't have to say anything for people in the group to know how you feel about a topic, so don't give them the opportunity. Let members know you value their ideas so much that you plan to be absent from certain group meetings where your presence will excessively influence the outcome.

- **Consider a team approach:**

If your group is large, consider randomly dividing folks into smaller groups to work on the same problem. Not only does this approach foster camaraderie between employees, it fuels a competitive atmosphere where the best ideas can win.

- **Thoroughly examine all alternatives:**

Once your group has compiled a list of ideas or solutions, submit those ideas to a standardized method of evaluation that answers questions such as: How does this idea support the goal? What are the costs? What are the risks? Etc.

- **Get an outsider's perspective:**

As your group begins evaluating various ideas and solutions, assign each member a task of getting an outsider's opinion. If the solutions being discussed are sensitive, then ask them to talk to a specific and trusted leader inside the company.

- **Consult an outside expert:**

If a project or solution has components that run outside the expertise of the group, consider inviting an outside expert to a meeting to participate in the discussion of the group's proposed solutions. Outsiders often provide a refreshing change to group dynamics, and expert opinions enable everyone in the group to learn from an expert's insights and wisdom.

- **Select one person at random to be the devil's advocate at each meeting:**

Once meeting attendees are all present, draw straws to see who will serve as the devil's advocate for the meeting. The person who is chosen will be charged with "thinking like an enemy" and countering all popular ideas and opinions in the meeting in order to encourage healthy debate and test the strength of opposing arguments.

Slide 6: Group discussion

A

*Can you think of a time you may have
witnessed Group Think?*

Break the group into smaller groups (3 or 4 people groups) and have them discuss and share their experience. Give them 7-10 minutes (depending on the size of the group and your time left). At the 7-10 minute mark, raise both hands to get everyone's attention back. Have each group share at least one of the stories shared in the group.

Slide 7: Break



Gage how the group is doing. Is just after lunch and they might need more breaks.

Confirmation Bias Module

45-60 minutes

Slide 1: Activity

Activity!



Use the following slides to conduct the confirmation bias “Mad Libs” experiment. Only have participants fill out the missing words in the handout, then move on to the next activity. Discussion and out brief for this activity will occur later in the module. **See handout 6**

Slide 2: Mad Libs (optional)

“Mad Libs” for Learning

All children are capable of _____, but we cannot expect all students to _____ when far too many are _____ stairwells with broken handrails and missing steps, tripping and falling as they _____ to keep up, while others are _____ up on elevators. Equitably funded schools run by _____ educators, buttressed by strong local, state and national educational _____ that center the entire contexts of students' lives, will be the ones to improve the academic _____ of America's most economically _____ children. They demand multiple solutions, deep investment and political _____.

Give the participants a few minutes to fill in the blanks. Let them know we will get back to this.

Slide 3: Activity

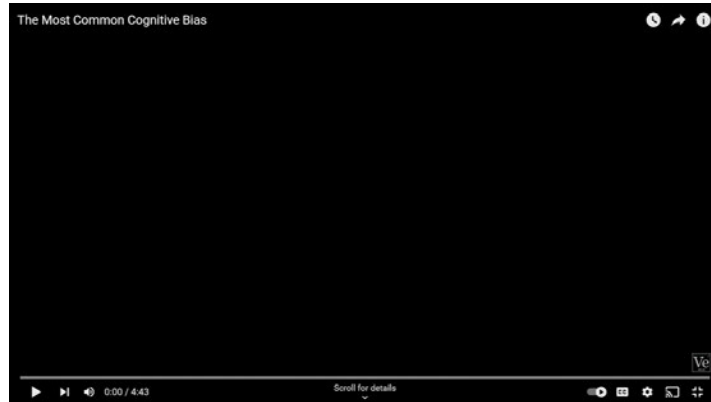
Activity!



For this activity, we are going to watch a video for instructions. Is anyone familiar with number rules?

Count by 2s, count by 5s, multiples of 3, etc.

Slide 4: 2-4-6 activity instructions video



This video stops at 1:03 mark for this activity.

<https://www.youtube.com/watch?v=vKA4w2O61Xo>

Pass out a copy of the *confirmation bias handout* to each student. Though all the instructions are on the handout, I have found the activity works best if I slowly and deliberately take students through the instructions with these *confirmation bias powerpoint slides*. Once you begin playing the 2-4-6 game, you will have to move about the room quickly; stopping to clarify instructions for a few students would disrupt the flow. ****See handout 7****

Slide 5: What sequence makes me happy?

What Sequence Makes Me Happy?

Sequence	Fits My Rule?	Guess What Rule Makes Me Happy	How Sure?

DevPiay.org

A sequence of numbers has an order to it. For example, 1-2-3 is a different sequence from 3-2-1. Some sequences of 3 numbers make me incredibly happy; other sequences of 3 numbers make me very sad. Your goal is to figure out the rule for what sequences make me happy. But you can't simply ask me my rule. Instead, you can conduct experiments on me. You can make up a 3 number sequences and I'll tell you if it makes me happy. Then you can make up another sequence, I'll tell you again, and we'll keep going until you're mostly confident you know the rule inside my head. I have the same rule for everyone in class, but please don't peek. When we're done everyone will know the rule for what sequences make me happy.

Slide 6: Example of numbers

What Sequence Makes Me Happy?

Sequence	Fits My Rule?	Guess What Rule Makes Me Happy	How Sure?
2,4,6			

Let's do the first sequence together. 2-4-6. I already wrote it on your paper.

Slide 7: Next step (does it make me happy?)

What Sequence Makes Me Happy?

Sequence	Fits My Rule?	Guess What Rule Makes Me Happy	How Sure?
2,4,6	😊		

DevPsy.org

After you write the sequence I'll come by and write a happy or sad face for you in the "fits my rule" column. It turns out the sequence makes me happy! I also wrote that already on your paper.

Slide 8: Example: Try to guess the rule

What Sequence Makes Me Happy?

Sequence	Fits My Rule?	Guess What Rule Makes Me Happy	How Sure?
2,4,6	😊	count up by 2's	

DevPsy.org

Now that you have feedback from me, you should **make your best guess for the rule** that makes me happy. For example, you might guess, "counting up by 2's." If that's your guess write it in this blank, or you can feel free to write another hypothesis.

I have a rule in my head for this entire exercise. You are trying to guess my rule using this spot on the paper.

Slide 9: How confidence are you?

What Sequence Makes Me Happy?

Sequence	Fits My Rule?	Guess What Rule Makes Me Happy	How Sure?
2,4,6	😊	count up by 2's	50%

DevPsy.org

To finish the row, you should make a rough estimate for how certain you are that the rule you guessed really is the rule for sequences that make me happy. If you have absolutely no confidence and your guess is basically random, write 0%. On the other hand, if you are totally sure you have it, write 100%. I wrote 50% here to start, but you should feel free to put any percent from 0 to 100.

Slide 10: Try it on your own

What Sequence Makes Me Happy?

Sequence	Fits My Rule?	Guess What Rule Makes Me Happy	How Sure?
2,4,6	😊	count up by 2's	50%

DevPsy.org

Now it's your turn. Write your own sequence of 3 numbers to test me. THEN WAIT UNTIL I GIVE YOU A HAPPY OR SAD FACE. Once I give you feedback, write your hypothesis. If it's the same as before, feel free to put the ditto marks. Say how sure you are with a percent. Then make another sequence to test what rule makes me happy. Once you're 100% confident, feel free to turn over your paper so I skip you.

Slide 11: Keep this slide up during the activity as a reference for the participants.

What Sequence Makes Me Happy?

1. Write a number sequence.
2. Wait for me to tell you if it fits my rule 😊, or not 😞.
3. Take your best guess for what my rule is.
4. Estimate your confidence from 0% to 100%

Repeat the steps.

DevPiety.org

If you have a class of about a dozen students, it is pretty easy to cycle through students for many rounds. If you have two dozen students, this requires you to cycle pretty quickly to avoid students getting bored. I suggest you make sure people put backpacks and other obstacles under desks before you begin. I also recommend just saying, “happy” or “sad” softly to students and have them fill in the column. This speeds up your pace. If you have three dozen or more students, I recommend having help such as a TA’s or former students who can divide up the room with you. I’ll give you the rule below; I recommend you generate one sequence now so you can experience a little of the game.

Normally I only play for about 5 rounds. At this point about half the class is 100% sure and most of the rest have a high percent. It’s helpful if you make a mental note of who in your class has the correct answer before you poll the class.

Slide 12: Take a poll of the class guesses

What Sequence Makes Me Happy?

Poll of Our Class:

Guess What Rule Makes Me Happy	N
count up by 2's	
count up by X's	
a formula like (a,b,c) → a+b=c	
...what else?	

DevPiety.org

Even if you’re not 100% sure, let’s see what rules you figured out. I normally write the rules on the board and write a count from the show of hands beside it. I begin by guiding the responses.

How many of you ended with the rule, “count up by 2’s?”

How many of you ended with the rule, “count up by a multiple,” such as 3,6,9 and 5,10,15?

How many of you ended with a rule that’s a formula like add the first two numbers for the third number?

Anybody have another rule? Here you should delay calling on students you know have the right answer until any other rules are mentioned.

Typically about 80% of class has one of the first three rules and 20% has the correct answer.

***We will reveal and discuss the answer later. Let's get to the bias at play. ***

Slide 13: Confirmation Bias

Confirmation Bias

- We actively try to support what we *already believe* rather than trying to find out where we might be wrong.
- We seek out information that *confirms* our view.
- We interpret ambiguous or mixed information to *confirm* our existing theories

(e.g., Darley & Gross, 1983).

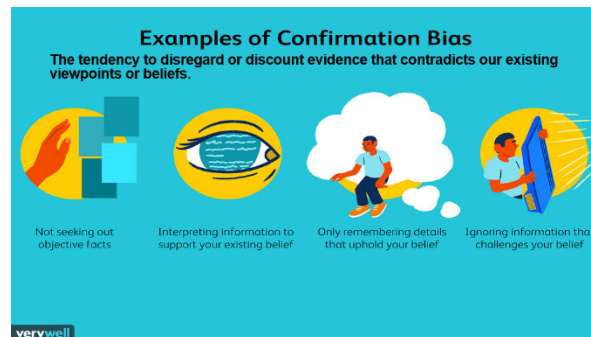
Confirmation Bias is one of the many natural inclinations we have in our thinking and decision-making.

Deeply.org

We actively try to support what we *already believe* rather than trying to find out where we might be wrong. We seek out information that *confirms* our view. We interpret ambiguous or mixed information to *confirm* our existing theories (e.g., Darley & Gross, 1983).

This **confirmation bias** is one of the many natural inclinations we have in our thinking and decision making.

Slide 14: Examples of confirmation bias



It can make us reluctant to revisit or overturn prior decisions, even when we have new information that may be valid. It can limit innovation, continuous improvement, and our ability to see potential and growth in others.

- 1) This is when we only look for the information that continues to reinforce our beliefs.
- 2) This is when you rationalize information to make sure you continue to support your belief. (Fake news, wrong facts, not real scientists, etc)
- 3) Emotions or state of mind play a big factor on this one. Best example is a change in a relationship. When you are happy in your relationship all the details you remember are great and positive. However, if you break up with that person and now you are in a different mindset about them, you might only remember all the negative things and details of the relationship. Even when there might be really positive ones as well.
- 4) This one is simple; you just simply ignore and refuse to even consider anything else.

Slide 15: Cartoon example 1

Confirmation Bias in Everyday Life



Slide 16: Cartoon example 2

Confirmation Bias in Everyday Life



Slide 17: Examples in media

Confirmation Bias in Everyday Life



* The appeal of Fox News and MSNBC, whose viewers are mostly those who already agree with their political leanings

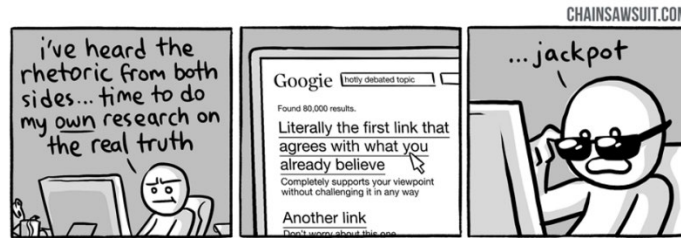
* When we search online, we seek information we already agree with or we seek to connect with those we agree with (e.g., social media) Algorithms play a big part of this as well.

* Once we stereotype a group of people, we interpret their actions and circumstances to fit the stereotype (e.g., why are poor people poor)

* Once we have a reputation (e.g., clumsy, smart) people interpret our actions as fitting their preconception

Slide 18: Cartoon example Googie

Confirmation Bias in Everyday Life



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Who has not done this at some point?

Slide 19: Mad Libs explained (optional)

“Mad Libs” for Learning

All children are capable of SUCCESS , but we cannot expect all students to achieve when far too many are climbing stairwells with broken handrails and missing steps, tripping and falling as they work to keep up, while others are zooming up on elevators. Equitably funded schools run by visionary educators, buttressed by strong local, state and national educational policies that center the entire contexts of students' lives, will be the ones to improve the academic mastery of America's most economically vulnerable children. They demand multiple solutions, deep investment and political will .

<https://www.nytimes.com/2019/09/14/us-school-reform-hopeless/poor-schools-need-to-emphasize-more-than-instruction-to-succeed>

Before revealing any of the true words, make a short list of participant inputs for each blank in the first sentence (5 lists total). Then reveal the words and facilitate discussion on the first sentence. Use the following information from an edsurge.com article to frame the conversation.

From <https://www.edsurge.com/news/2019-09-04-everyone-has-invisible-bias-this-lesson-shows-students-how-to-recognize-it>

Next, I asked the students to focus on one sentence from the paragraph:

“they to keep up, while others are up on elevators.” and share how they completed it.

Here are some examples from the students.

they *struggle* to keep up, while others are *racing* up

they *try* to keep up, while others are *rising* up

they *attempt* to keep up, while others are *moving* up

We drilled into their words starting with “struggle,” “try” and “attempt.” “What do these words imply? What do these words say about the people doing the action?” I asked them. The students observed that these words insinuated difficulty, obstacles and likely failure. Some thought they conveyed a lack of will or commitment to the task. Ultimately, they agreed that these words implied a lack of agency.

Then we focused on the second words: “racing,” “rising,” “moving.” Here the students noted progress, accomplishment, success and action. Certainly the way the statement was completed gave the “others” power and agency that the “they” in the sentence did not have.

Of course the final step was to compare their word choice with the original author’s:

“they *work* to keep up, while others are *zooming* up”

“Whoa,” said one student.

“That’s really different,” said another.

I invited them to explain why.

Carter, the original author, actually gives agency to the people my students described as “struggling,” “attempting,” and “trying.” Not only did she give them agency but by saying “they work,” she implies that they have skill, purpose and goals. And by describing others as “zooming” she implies privilege. And there, in that one phrase, is material for a substantive and meaningful discussion of implicit bias.

Kyle and his class took home a lesson about how our place, our upbringing, our background and our media exposure contributes to our world view. Unless we confront the bias, we can not overcome it.

Full paragraph text

All children are capable of success, but we cannot expect all students to achieve when far too many are climbing stairwells with broken handrails and missing steps, tripping and falling as they work to keep up, while others are zooming up on elevators. Equitably funded schools run by visionary educators, buttressed by strong local, state and national educational policies that center the entire context of students’ lives, will be the ones to improve the academic mastery of America’s most economically vulnerable children. They demand multiple solutions, deep investment and political will.

Slide 20: 2-4-6 explained

What Sequence Makes Me Happy?

Sequence	Fits My Rule?	Guess What Rule Makes Me Happy	How Sure?
2,4,6	😊	count up by 2's	50%

Any increasing sequence of numbers.

Why did so many of you become so confident about a wrong answer?

DevPty.org

The correct answer is that any increasing sequence of numbers makes me happy.

Why did so many of you become so confident about a wrong answer?

I normally jokingly add, “Maybe more interestingly, how come I was so confident you would miss it that I animated that on the slide before class?”

Slide 21: 2-4-6- Typical response

Wason’s 2-4-6 Task Typical Response

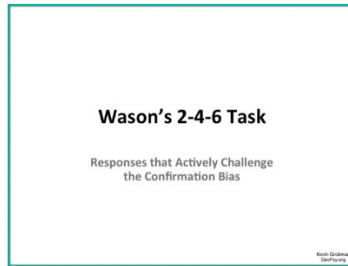
Sequence	Fits My Rule?	Guess What Rule Makes Me Happy	How Sure?
2,4,6	😊	count up by 2's	50%
8,10,12	😊	count up by 2's	60%
10,12,14	😊	count up by 2's	70%
20,22,24	😊	count up by 2's	80%
42,44,46	😊	count up by 2's	90%
96,98,100	😊	count up by 2's	100%

DevPty.org

It’s normally pretty intuitive to students how they played the game and why it went wrong. Draw out of them how they had an idea and then kept testing the idea with things that work. That led them to become more and more confident. But they didn’t see that really many possible rules could account for all those examples.

Slide 22: Challenge confirmation Bias

Challenge Confirmation Bias



It's usually a bit more challenging for students to figure out how they should have played to figure out my rule. Even this difficulty highlights how intuitive the confirmation bias is, and how counter-intuitive it is to think differently. Draw out of students how they needed to actively challenge their preconception by conducting experiments that could falsify their hypothesis.

(Could show this slide in class, but normally I just show the next slide instead.)

Slide 23: Challenge confirmation bias (How it would look like)

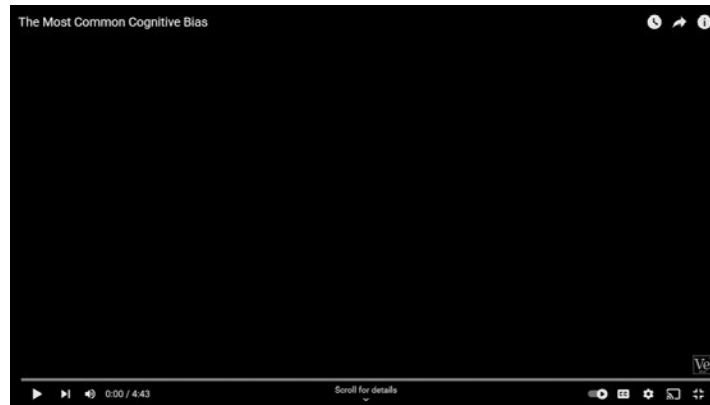
Challenge Confirmation Bias

Sequence	Fits My Rule?	Guess What Rule Makes Me Happy	How Sure?
2,4,6	☺	count up by 2's	50%
5,10,15	☺	count up by X's	50%
3,7,10	☺	the first two add to the third	50%
4,25,100	☺	operation combines 1 st two for 3 rd	50%
3,20,700	☺	any sequence going up	50%
3,2,1	☹	any sequence going up	60%
3,1,2	☹	any sequence going up	70%
7, 1/2, 12	☹	any sequence going up	80%

DevPlay.org

It's usually a bit more challenging for students to figure out how they should have played to figure out my rule. Even this difficulty highlights how intuitive the confirmation bias is, and how counter-intuitive it is to think differently. Draw out of students how they needed to actively challenge their preconception by conducting experiments that could falsify their hypothesis. That is, the only way to show you're right, is to try and show you're wrong.

Slide 24: 2-4-6 video follow up explanation



This video starts at 1:04 mark for this activity.

<https://www.youtube.com/watch?v=vKA4w2O61Xo>

Slide 25: How to mitigate confirmation bias

How to mitigate Confirmation Bias

Allow yourself to be wrong – If you want to get closer to objective truths, you have to be able to admit you were wrong, especially in the face of new data.

Test your hypothesis – Search out disconfirming evidence of your theories, and form factually supported arguments with new evidence.

Beware of repetition – Simply because you have heard it so many times does not mean it is true. Be skeptical and ask questions.

Go through each point.

Bring examples to the table. Use personal experience as this helps the group feel more at ease.

Side 26: Group breakout

A

Can you think of a time you may have witnessed Confirmation Bias?

Break the group into smaller groups (3 or 4 people groups) and have them discuss and share their experience. Give them 7-10 minutes (depending on the size of the group and your time left). At the 7-10 minute mark, raise both hands to get everyone's attention back. Have each group share at least one of the stories shared in the group.

Slide 27: Break



Give group a 5-10 minute break. Depending on the time left.

Stereotypes Module

30-45 minutes

Slide 1: Activity

Activity!



For this activity you will need 1 volunteer. Take the volunteer outside while you explain the instructions for the rest of the group. The group will choose 3 categories for types of restaurants, favorite color, movie genre, types of cars, grocery stores etc.

Example: Movie genre: Comedy, Horror & Action

The job of the group is to remain silent and poker faced. We will have the volunteer come in and choose one category for each person without asking questions. Each person is going to walk to the area designated for that category and wait until everyone has been placed in their category.

We then ask for participants to move to a different category if they feel they have been placed a category other than their most preferred.

The 1st volunteer then chooses another volunteer and the activity repeats 2 more times with different categories.

Slide 2: Riddle intro

Riddle

- Listen as I read out a riddle.
- You will need to answer some questions that follow.

Explain to the group that now you will be reading a riddle. After the riddle we will discuss some questions.

Slide 3: Riddle

Riddle

A van driver whistles to a nurse on the street then swerves to miss a parked car and crashes into a young boy and his father who are driving to school. The father dies at the scene. The boy is transported to the hospital, taken immediately into surgery... but the surgeon steps out of the operating room and says, "I can't operate on this boy - he is my son"!

"Father Son Activity"

Another useful awareness activity for unconscious bias training taken from the social psychological literature is the Father/Son activity, adapted from Pendry, Driscoll, & Field (2007). In this activity, participants are instructed to solve the following problem:

"A father and son were involved in a car accident in which the father was killed and the son was seriously injured. The father was pronounced dead at the scene of the accident and his body was taken to a local morgue. The son was taken by ambulance to a nearby hospital and was immediately wheeled into an emergency operating room. A surgeon was called. Upon arrival and seeing the patient, the attending surgeon exclaimed "Oh my God, it's my son!" Can you explain this?"

Slide 4: Riddle – questions

Riddle - questions

- How can the boy be the surgeon's son?
- What gender do you immediately associate with the van driver?
- What gender did you think the nurse on the sidewalk is?

Around 40% of participants who are faced with this challenge do not think of the most plausible answer—being the surgeon is the boy's mother. Rather, readers invent elaborate stories such as the boy was adopted and the surgeon was his natural father or the father in the car was a priest. As such, the exercise illustrates the powerful pull of automatic, stereotyped associations. For some individuals, the association between surgeon and men is so strong that it interferes with problem-solving and making accurate judgments.

This exercise leads well into an ensuing discussion on the automaticity of stereotypes and the distinction between explicit and implicit bias. From here, the discussion can move to explore ways of controlling or overcoming automatic bias. Also, because some of the participants will solve the problem with the most plausible reason, the exercise highlights individual differences in stereotyping and opens a discussion into why stereotypes differ across individuals.

Slide 5: Riddle answers

Riddle - answers

- How can the boy be the surgeon's son?
 - The surgeon could be a woman and it is her son.
 - Or the surgeon could be a man and they are a gay couple with a son.
- Is the van driver a man or woman?
 - Unknown – it could be man or woman.
- They could be whistling at a male or female nurse.

Discuss

Slide 6: Stereotype



By now, you have probably guessed it. We are discussing stereotypes. But for this discussion, I want you to think of stereotypical thinking.

Slide 7: Stereotypes and “isms”

Stereotypes and “Isms”

A stereotype is a fixed belief about people or groups based on identifying characteristics.



Stereotypes include behavioral expectations or assumptions based on age, gender, race, religion, sexual orientation, nationality, and other characteristics. Stereotypes can undermine our ability to recognize individuals as unique. But this diversity is essential in creating great products and delighting our diverse customers.

****No need to read the picture or discuss it as participants will look at it while you are defining stereotypical thinking****

Slide 8: Boy dancing picture

What is your reaction to this?



What do you think about this?

What would your parents think about this?

Slide 9: Boy boxing picture

Does this seem better?



What about this picture?

What do you think?

What would your parents think?

Slide 10: Billy Elliot

What is your reaction?



- Billy Elliot was a boy who had a passion and gift for ballet, but he was forbidden to practice because it was for 'girls'. He pursued his passion and became a successful ballerina, dancing in Swan Lake.

Billy Elliot was a boy who had a passion and gift for ballet, but he was forbidden to practice because it was for 'girls'. He pursued his passion and became a successful ballerina, dancing in Swan Lake.

Slide 11: Gender stereotypes

Gender stereotypes

- Why does Billy Elliot's family not like him doing ballet?
- Where does his family's attitudes come from?
- Are there certain sports that are for girls and others for boys?
- Is it fair that some things are labelled as girls or boys?

Go over the questions. Keep the conversation respectful but flowing. Remind everyone that there are no right or wrong answers. The last 2 questions create lots of discussion. The topic of transgenders in sports is a common one. Remember that we are still learning and figuring out some things. We will not have a straight answer and is ok. We are not experts at this.

Slide 12: Gender roles video (80-90s video)



Share with the class that we will be watching a video.

Ask what they thought about the video briefly.

Slide 13: Gender roles video (more updated video)

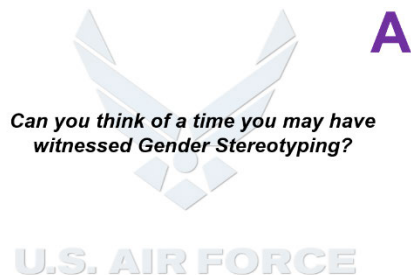


<https://youtu.be/aTvGSstKd5Y>

Let's watch another video.

Ask what they thought about the video and briefly discuss.

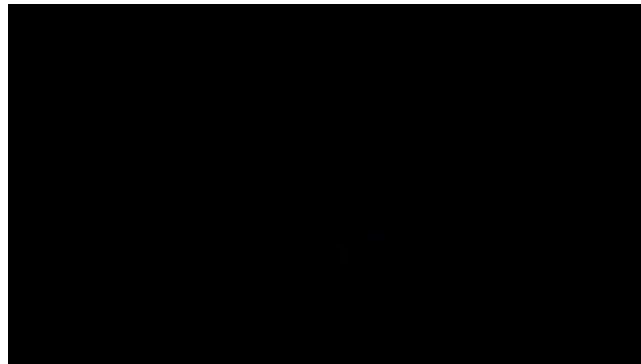
Slide14: Group discussion



***If you have observed that the participants feel comfortable discussing this as a group, you can facilitate this discussion with the whole group. If there has been difficulty with everyone contributing, break into smaller groups.

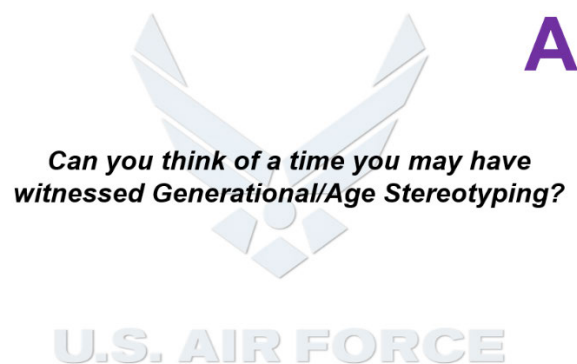
Break the group into smaller groups (3 or 4 people groups) and have them discuss and share their experience. Give them 7-10 minutes (depending on the size of the group and your time left). At the 7-10 minute mark, raise both hands to get everyone's attention back. Have each group share at least one of the stories shared in the group.

Slide 15: Video (Generational stereotype)



We will watch another video.

Slide 16: Group Discussion



Break the group into smaller groups (3 or 4 people groups) and have them discuss and share their experience. Give them 7-10 minutes (depending on the size of the group and your time left). At the 7-10 minute mark, raise both hands to get everyone's attention back. Have each group share at least one of the stories shared in the group.

Slide 17: Break



Give a 5- 10 minute break or wrap up the workshop.

Ask students to add the feedback to the Rose- Bud – Thorn designated area.

Hand out the Net Promoter Score to be filled out and given back at the entry table.

Facilitators will remain in the classroom for any questions or additional discussion participants will like to have.

Wrap up module

20-30 minutes

This module is optional, depending on time available*

Explain all the slides briefly as a refresher as most of this information and points have been already covered.

Slide 1: Circle back (what can you do about it?)

What can you do about it?

1. Increase your awareness

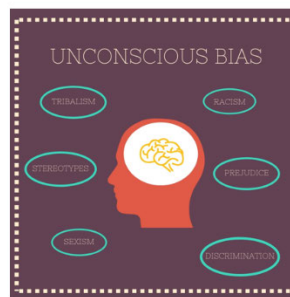
2. Understand the different types

3. Make conscious decisions

Explain the Why

Give Decisions Time

Seek Alternative Views



We have gone through these today throughout our workshop and discussion.

Slide 2: What can you do about it 4 & 5 points

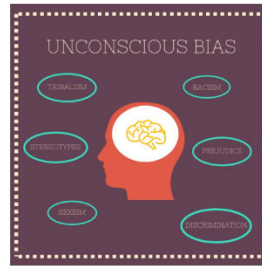
What can you do about it?

4. Inclusive Meetings

- Enable Contributions
- Listen Carefully
- Challenge Assumptions

5. Everyday Connections

- Bring People In
- Learn About Others
- Advocate for others



Let's go over some of these.

Slide 3: Make conscious decisions

Make conscious decisions



Think about your decisions. Look for facts and evidence. Think your decisions thoroughly.

Slide 4: Explain the why

Explain the why

When you state a conclusion or opinion, give the reasoning that led you there.



Forcing yourself to give voice to your internal decision processes helps you consciously reflect on your reasoning and provides an opening for others to add their perspectives.

"Here's what I've taken into account to reach this point..."

Look to explain or have others explain the decision that has been made. This will help double check all the possibilities and filter for possible instances where our decisions are not data driven. You can even try explaining your decision to an outsider and get feedback or have them be the devil's advocate as you explain.

Slide 5: Give decisions time

Give decisions time

Allow time to explore alternatives before reaching a decision



The pressure to make fast decisions is a key enabler of unconscious bias.

"Let's make sure to measure this against some alternatives before we agree too quickly."

In the culture that surrounds us in the Air Force or DoD in general, this can be difficult at times. We are accustomed to make quick decisions to move to the next task. But if we can, or if we have a sphere of influence, try as much as you can to give decisions time. We saw throughout today how the pressure of time really influenced our way of approaching different activities.

Slide 6: Seek alternative views

Seek alternative views

Search for opinions and feedback from people who you think will have an alternative viewpoint.



The right decisions will stand up to stress tests, but more often than not, seeking all views will help shape your decision in a way that makes it better

"I want your critical perspective on this. What other options should I be thinking about here."

Going back to stepping out of your silo or seeking that expert advice.

Slide 7: Inclusive meetings

Inclusive Meetings



Let's look at some ways to achieve this.

Slide 8: Enable contributions

Enable contributions

Create greater opportunities for sharing



Everyone has different styles or preferences for getting thoughts and ideas out in the open

"Jessie, you looked like you had something to add a moment ago."

Creating that space for others to join and contribute. We discussed the concept of loud and quieter voices. Making sure we manage those loud voices from not muting the quieter voices.

Slide 9: Listen Carefully

Listen carefully

Listen for expressions that could indicate bias.



It's your responsibility to politely question and check any bias that may be implicit

If we go back to Allyship, we discussed the paying attention as curiosity part of it. Listening to the different hints of possible Bias at play can helps us mitigate or point out that we might need to step back and take a different approach or bring some of the other actions discussed.

Slide 10: Challenge assumptions

Challenge assumptions

Ask questions that help the team look out for bias





Exploring assumptions, beliefs, or premises can uncover the impact of confirmation bias or stereotypes, without accusing anyone of being bias.

"Let's check the assumptions we're using to make this decision."

Ask questions. Clarify something that might not be clear even if it is inferred or suggested. Sometimes we think it is clear as mud until we have to explain it and that's when we realize, we might need to look into the details and make sure the mud settles. This is also a good way to approach a situation without having to be confrontational as we are simply presenting a clarifying question.

Slide 11: Some things to consider (optional)

Consider this.

 bitcoin	Uber	 airbnb	Facebook	 Alibaba
The world's biggest bank, with no actual cash	The world's largest taxi company, owns no vehicles	The world's largest accomodation provider, owns no real estate	The world's most popular media owner, creates no content	The world's most valuable retailer, has no inventory

Think about this.

Slide 12: Everyday connections

Everyday Connections



Everyday connections, how can we do this?

Slide 13: Learn about others

Learn about others

Connect with someone because of how they're different instead of how they are similar to you



Most often we're drawn to people who are like us in some way, because similarities are comfortable. By challenging ourselves to reach out beyond what we have in common, we deepen relationships and broaden perspectives for ourselves and others

"Hey, I fell like we've followed different paths to get here—I'm curious to hear more about your experience"

Learn about others. Be intentional about meeting them in their space. Set aside time to sit with them.

Slide 14: Bring people in

Bring people in

Think about a work or social group you are part of. Who could you bring into that group?



Reflect on yourself and your sphere of influence. Learn about others to bring them into some of those groups.

As you reflect on yourself and your sphere of influence or the places you inhabit, think of the “in-groups” you are part of. Bring someone in. Use what you have learned about others to make connections between others.

Slide 15: Advocate with others

Advocate with others

Speak up when you have an opportunity to champion someone else's perspective

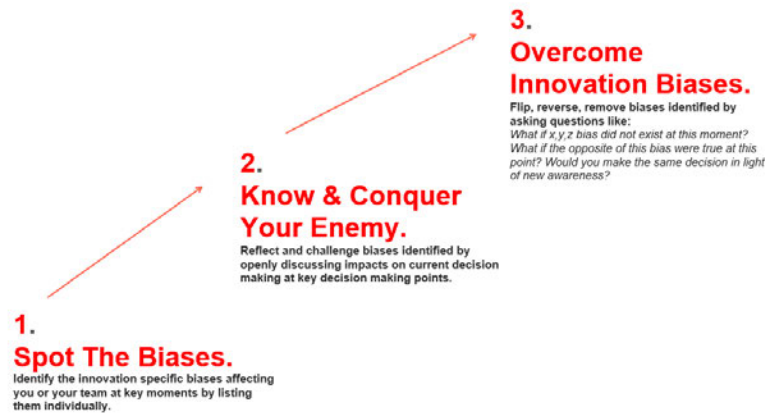


Enabling someone else's voice to be heard not only helps them, it helps the Air Force. When advocating for someone, talk to them first to make sure they are comfortable with you supporting them in the way you plan to.

"I was talking to ___ and I think they have a really valuable contribution to make here."

This is where the sponsor concept comes into play. Advocate along others and with others. Give credit where credit is due and advocate even when that person is not there.

Slide 16: Steps to take



Awareness – Reflection – Action

We have already started this journey today by being here, sharing our experiences, learning about others and learning about bias and some ways to mitigate them. The next step is to challenge ourselves in our day to day and spread the knowledge.

Slide 17: Questions / Net Promoter Score survey



Ask students to add the feedback to the Rose- Bud – Thorn designated area.

Hand out the Net Promoter Score to be filled out and given back at the entry table.

Facilitators will remain in the classroom for any questions or additional discussion participants will like to have.

References and Resources

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Unconscious Bias 101

On these pages you'll learn more about unconscious bias and how you can help reduce its negative impact in three key areas: making decisions, inclusive meetings, and everyday connections with others.

Defining Bias	2
Making Decisions	4
Inclusive Meetings	5
Everyday Connections	6

Defining Bias

A bias is a preference for or against one thing, person, or group, when compared with another. Biases are formed as part of our psychological development — having biases is part of being human and no one is immune. Some biases aid in our protective instincts, while other biases can hinder how we interact with people, make decisions, and shape our teams and culture.

A preference that you consciously understand and acknowledge is called explicit bias. Preferring a particular flavor of ice cream is an example of explicit bias.

Unconscious bias is a preference that you're unaware of. Unconscious bias isn't as easy to recognize in what you say or do, because you're not aware that it's driving your reasoning or conclusions. Unconscious bias is also referred to as implicit bias. An example of unconscious bias is our tendency to be more receptive to opinions from people we know, regardless of their expertise.

Why unconscious bias occurs.

[Unconscious bias is a result of how our brains are wired to process information.](#)

Conscious thought is a relatively tiny proportion of the brain's activity. In fact, we process approximately 11 million bits of information per second — and only 40 of those bits are processed consciously. Conscious thought is also an extremely energy-intensive task for the brain, and those resources are limited, so most information processing happens unconsciously. To process information, the brain uses pattern recognition, assumptions, and extrapolations to create shortcuts that are largely effective or mostly correct.

Aside from efficiency, these shortcuts have other advantages — for example, they enable us to react quickly to a potential threat, and where the time required for a conscious assessment could be life-threatening. But these shortcuts can also be inaccurate. So sometimes we miss things, misinterpret things, or make false assumptions that can affect our decision-making and how we engage with others.

Types of bias and their impact.

Research has explored and named over a hundred different types of bias. A few of the most common types are:

In-group/Out-group

In-group bias is the tendency to favor people with whom we share characteristics, experiences, backgrounds, interests, and associations.

Similarity is attractive to the brain, because it enables quick categorization and processing based on familiarity. In-groups can negatively affect an excluded individual's sense of belonging and their ability to do their best work. In-group bias can also limit perspectives in problem-solving and ideation within the group.

Confirmation bias

Confirmation bias is the tendency to disregard or discount evidence that contradicts our existing viewpoints or beliefs.

It can make us reluctant to revisit or overturn prior decisions, even when we have new information that may be valid. It can limit innovation, continuous improvement, and our ability to see potential and growth in others.

Stereotypes

A stereotype is a fixed belief about people or groups based on identifying characteristics. Stereotypes include behavioral expectations or assumptions based on age, gender, race, religion, sexual orientation, nationality, and other characteristics. Stereotypes can undermine our ability to recognize individuals as unique. But this diversity is essential in creating great products and delighting our diverse customers.

Reducing Bias

Knowing that you have biases and why they occur are the first steps in reducing their impact.

Checking assumptions takes conscious effort (time and energy), and we need to be aware of factors that can increase bias in decision-making. When we're tired, stressed, or short on time we can be more vulnerable to bias, because that's when we rely more on unconscious mental shortcuts for efficiency.

Engaging others in conversations about bias, highlighting where it may be happening, and asking others to check your decisions for bias are all great ways to ensure you keep it in check.

Making Decisions

We make thousands of decisions every day, both conscious and unconscious. Most of our unconscious decisions are based on inputs and information that we're already familiar with, and they drive actions or responses that we barely notice or think about. However, even what we think of as conscious decisions the things we think we're putting "mental energy" into are often informed by unconscious bias.

The following are some things you can do to reduce the impact of these biases in your own decisions and those you make with your teams.

Explain the why.

"Here's what I've taken into account to reach this point ..."

[When you state a conclusion or opinion, give the reasoning that led you there.](#)

Forcing yourself to give voice to your internal decision processes helps you consciously reflect on your reasoning and provides an opening for others to add their perspectives. This can lead to better conclusions, and help reveal any gaps or biases in your logic.

Give decisions time.

"Let's make sure to measure this against some alternatives before we agree too quickly."

[Allow time to explore alternatives before reaching a decision.](#)

The pressure to make fast decisions is a key enabler of unconscious bias. Even allowing a small amount of additional time can make a big difference in reducing being influenced by bias.

Seek alternative views.

"I want your critical perspective on this. What other options should I be thinking about here?"

[Search for opinions and feedback from people who you think will have an alternative viewpoint.](#)

The right decisions will stand up to stress tests, but more often than not, seeking alternative views will help shape your decision in a way that makes it better.

Questions to Consider

Use these questions with your team to check for other ways bias may affect good decision-making.

- What decisions are being driven by the timeframe instead of the optimal result?
- What assumptions is this decision dependent on?
- Is a recent experience in this area having an outsized influence in our decision?

Inclusive Meetings

Much of the work we do in AFPC, and the Air Force requires teamwork, and teamwork requires meetings. Whether it's your own team, a team of your peers, or a cross-functional team, everyone can individually and collaboratively reduce the impact of bias on how we meet and work together.

Enable contributions.

"Jessie, you looked like you had something to add a moment ago."

Create greater opportunities for sharing.

Everyone has different styles or preferences for getting thoughts and ideas out in the open, but often the first or the loudest voice is the only one that's heard. When you see that someone has something to contribute, help create the space for them to be heard.

Listen carefully.

"This is just the way we do it."

"We know what they're going to say."

"Let's just push through this."

Listen for expressions that could indicate bias.

Statements like these don't necessarily mean bias is present, but it's your responsibility to politely question and check to cover any bias that may be implicit in these expressions.

Challenge assumptions.

"Let's check the assumptions we're using to make this decision."

Ask questions that help the team look out for bias.

Exploring assumptions, beliefs, or premises can uncover the impact of confirmation bias or stereotypes, without accusing anyone of being biased.

Questions to Consider

Use these questions at meetings to help reduce the impact of bias.

- Have we heard everyone's input on this?
- What can we do as a team to reduce bias in the way we work together?

Everyday Connections

Each of us has a role to play in fostering a more inclusive and diverse culture at AFPC. One of the most powerful ways we can do that is with the personal and professional connections we have, and those we choose to make.

Bring people in.

“We should invite _____ to be a part of this. I think their involvement could be helpful.”

Think about a work or social group you’re part of.

Who could you bring in to that group?

Breaking down artificial in-group barriers not only fosters belonging for individuals, it can add new perspectives and energy to the group.

Learn about others.

“Hey, I feel like we’ve followed different paths to get here— I’m really curious to hear more about your experience.”

Connect with someone because of how they’re different instead of how they are similar to you.

Most often we’re drawn to people who are like us in some way, because similarities are comfortable. By challenging ourselves to reach out beyond what we have in common, we deepen relationships and broaden perspectives for ourselves and others.

Advocate for others.

“I was talking to _____ and I think they have a really valuable contribution to make here.”

Speak up when you have an opportunity to champion someone else’s perspective.

Enabling someone else’s voice to be heard not only helps them, it helps the Air Force. When advocating for someone, talk to them first to make sure they’re comfortable with you supporting them in the way you plan to.

Questions to Consider

Use these questions to reflect on how you can help build a sense of belonging at AFPC.

- How can I expand my personal connections at AFPC?
- Who can I support, and how can I best do that?
- How can I challenge the assumptions that I have about others?



Being an Ally

An ally is someone who uses their position, influence, and voice to advocate for a person or a group.

In the Air Force, we believe it's everyone's job to bring everybody in. Being an ally to others is a great way to bring that to life. All of us have opportunities to be an ally to someone else, regardless of our identities and our roles.

Being an ally is more than a good intention, it's a significant commitment to improve inclusion and the sense of belonging of others. That work starts first with curiosity and is made meaningful through action.

This guide explores what it means to be an ally and what an ally does.

Curiosity ----- 2

Action ----- 3

Additional leader actions ----- 5

Curiosity

Allies start with curiosity, and commit to continuous learning about the experiences and perspectives of others. Knowing that someone is interested in you beyond your work is foundational to a sense of belonging.

Reflect on yourself

Consider your groups and your influence.

At work, in what situations are you in the majority, and in a minority? What are the areas where you have influence, and those where you don't?

Reflect on your allies

Identify how others have helped you.

When you've been in a minority, or haven't had the influence you wanted or needed, who was it that helped you feel more seen, heard or valued. Who has used their influence to support you? What did they do?

Ask and listen

Be intentional in learning about others.

Create the right space and opportunities for people to share their experiences and perspectives with you — whether it's seeking more perspectives in a meeting, or scheduling a one-on-one to explore further. Resist the temptation to add your own perspectives initially — but asking clarifying questions is OK.

Pay attention

Be aware of how others are treated.

Often we don't realize that regular interactions and dynamics of our teams may be affecting an individual's sense of belonging. Observe the dynamics in relationships and within teams to identify where people may be unintentionally excluded.

Great Questions

Try the following questions to help you learn about others:

- What would you want someone to know about you to help them better understand what interests or motivates you?
- Where are the places that you wish you had more influence?

Action

Though continuous curiosity is foundational for an ally, using that knowledge to take appropriate action is what makes your intentions meaningful.

Before taking action, however, make sure you're being a partner to those you want to support, and not preemptively deciding what's best for someone else without their input.

Share your learning.

"I learned the other day that ..."

Help spread insights and the importance of curiosity.

When you demonstrate that learning is a continuous process, you make it OK for others to be on a learning journey themselves. Share the questions you used to gain this knowledge to help others find their own language.

Ask how to help.

"What's something I can do to help you in this situation?"

Respect that individuals know what they need best.

Sometimes all that someone might need to help them feel understood is acknowledgement of the situation. Other times they may have a specific ask of you that could help them with the situation. The key is to not assume that your good intentions will necessarily drive the right actions.

Create space for others.

"I'd love to hear what _____ thinks because I know they have some great experience with this."

Invite people into the conversation when you know they have something to contribute that isn't being heard.

Sometimes only the loudest voices are heard. By creating opportunities for other voices, you bring in valuable contributions and can shift the debate dynamics.

Ally or Rescuer?

An ally's best intentions can go wrong if the person or group we want to support is set apart or disempowered.

- Don't speak *for* someone, speak *in support of* them.
- Before you call out negative behaviors, consider the impact on all parties
- Start from positive intent and use one-on-one conversations to explore behavior you perceived as negative.

Reinforce voices.

“I want to return to what _____ suggested because I think it’s a really great idea.”

Repeating great ideas and attributing them to the right person can help make sure that the person isn’t lost in vigorous debate.

When reinforcing voices, the key is to be clear that you’re emphasizing or repeating another’s idea, and underscoring that fact. Bring that person back into the conversation where possible to give the ownership back to them.

Bring others in.

“I think we’re missing an important voice in this conversation.”

Help provide opportunities for others to participate where they might not have been included.

Exclusion is rarely a conscious act, but often happens as a result of expediency, location, timeliness, or established relationships. Help others expand their view of who can participate in ideation, contribute to decisions, or even join social events.

Engage your peers.

“I heard something in that conversation that I’d like to explore with you.”

Highlighting situations where there is potential bias or exclusion of groups/individuals raises awareness for everyone, and it can influence others to think and behave more inclusively.

Speaking up doesn’t have to be confrontational or accusatory, but can be done through exploratory questions and genuine curiosity. It provides the opportunity for others to understand impacts that they were likely not aware of.

Speaking up

Try the following statements and questions to support others during meetings and conversations.

- “I don’t think we heard all of what _____ was saying.”
- “What are the assumptions behind that?”
- “That sounds like it could be a stereotype. Are we sure it applies in this situation?”
- “I can think of at least one person who would be excluded by that approach.”
- “Let’s make sure we’ve heard from everyone on this.”

Additional actions for leaders

Leaders have levels of influence that make them powerful allies. And leaders are in positions where their allyship can be a visible example to others.

The actions in this guide can have significant impact when leaders take them on. In addition to being an ally, leaders can further their support by stepping into the following roles:

Mentor

“I’d be more than happy to be a mentor to you if that’s something you’d find helpful.”

A great mentor listens first, asks probing questions to help generate insights, and provides advice or reflections where needed to fuel to those insights.

Reflect on the mentors who have helped you in your career and what they provided for you. Find an opportunity to pay that forward by offering to mentor someone who is building their ability to influence and impact.

Sponsor

“As we think about this position, I highly recommend you consider _____. I think they would bring complementary skills to the role that the team needs.”

Sponsoring means putting your own position, influence, or reputation to work for someone else.

Most of us have an example in our career journey where someone spoke up for us or took a chance on us. Sponsoring could be recommending someone for a particular role that they might not have otherwise been considered for, or simply creating a connection for them that might help them in their journey.

Advocate

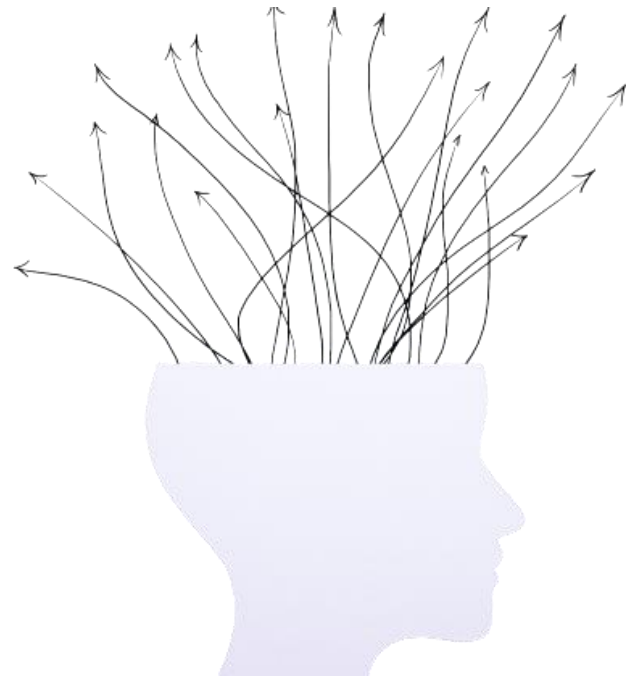
Show up.

As a leader, your advocacy at events, guest speaker engagements, and cultural celebrations for the communities where you’re an ally sets an example that others can follow. By being present, you demonstrate your commitment to inclusion and diversity and prompt others to engage, learn, and become allies themselves.



Mitigating Bias through Allyship

(Formerly known: Unconscious Bias & Allyship)



Unique Job



Overview & House Keeping

- This is a collaborative course!
- This is a safe non retributive place.
- Activities are denoted with this:
- There is some sensitive material.
- You're encouraged to share stories/experiences, but only if you are comfortable.



Local House Keeping:

- Bathrooms
- Food (Lunch)
- *Rose / Bud / Thorn* -- feedback as you think about it
- Hands up at attention grabber 🖐️

How does this tie to D&I?

DIVERSITY & INCLUSION ARE KEY TO HEALTHY BUSINESSES



Talent



Innovation and
Group Performance



Reputation and
Responsibility



Financial
Performance

What Is Diversity?



What Is Diversity?

- **Diversity** is differences in racial and ethnic, socioeconomic, geographic, and academic/professional backgrounds.
 - People with different opinions, backgrounds (degrees and social experience), religious beliefs, political beliefs, sexual orientations, heritage, and life experience.



"It's the Mix"



What Is Inclusion?



What Is Inclusion?

- ***Inclusion*** means that all people are accepted, respected, meaningfully engaged and able to fully participate in the activities of an organization, regardless of their identity.
 - *Inclusion* involves bringing together and harnessing diverse forces and resources in a way that is beneficial.
 - Inclusion puts the concept and practice of diversity into action by creating an environment of involvement, respect, and connection.
 - Where the richness of ideas, backgrounds, and perspectives are harnessed to create business value and overall success.



“Making the Mix Work”



Mixing It All Together

- Diversity is simply a *representation of many different types of people* (gender, race, ability, religion, etc.). Focused on the differences/*Your “Mix”*.
- Inclusion is the *deliberate act of welcoming diversity and creating an environment* where all kinds of people can thrive and succeed.
- Inclusion is the act of *“Making The Mix Work”*.

Diversity is what you have. Inclusion is what you do.



Barriers to Innovation

- **Informative**

- *A lack of knowledge can prevent you from innovating.*

- **Normative**

- *A traditional way of doing things. “That’s just how it is”.*

- **Cognitive**

- *An inability to see. Unconscious bias as an example.*
- *Blockbuster & Kodak are examples too.*

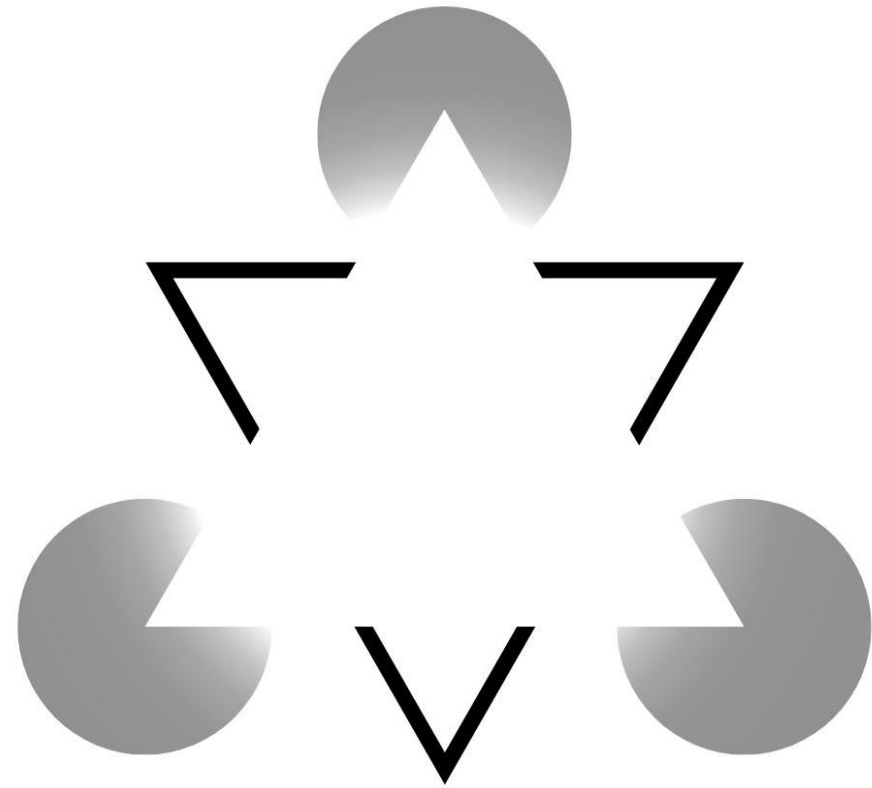


Activity!





What do you
see?



What is Unconscious Bias?

The inclinations, attitudes or stereotypes that affect or influence our understanding, actions, and decisions that form outside our own conscious awareness.

YOU are biased.

(So am I.)



It matters.

Why does it happen?

SYSTEM 1

First Reactions

95%

Fast
Automatic
Impulsive
Little / No Effort
Emotional

SYSTEM 2

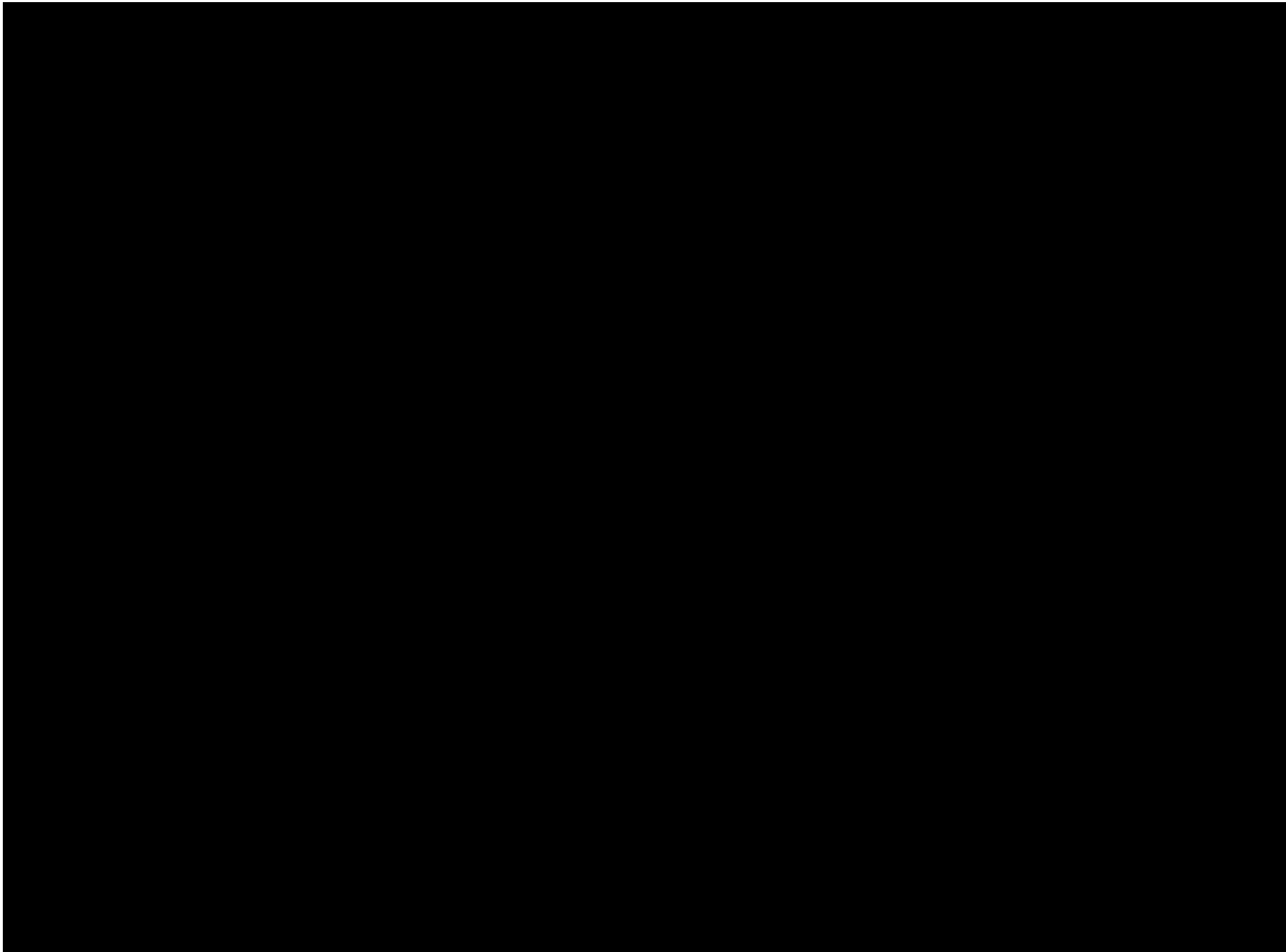
Thinking

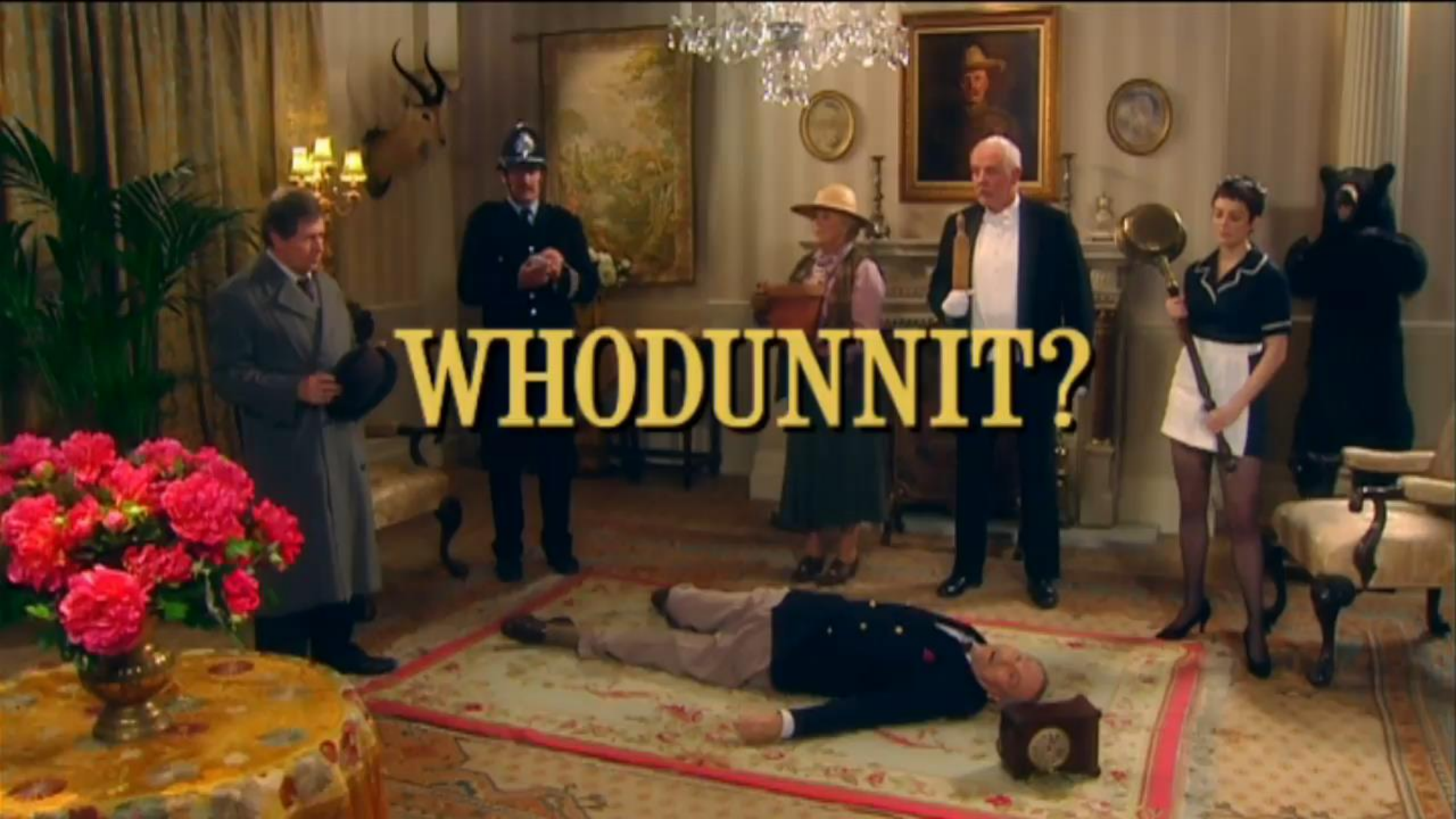
5%

Slower
Deliberate
Reflective
Effortful
Analytical



Source: Daniel Kahneman



A murder scene in a grand, ornate room. A man in a dark suit and light-colored trousers lies face down on a patterned rug. A police officer in a dark uniform and helmet stands to the left, looking at the body. A woman in a light-colored dress and a wide-brimmed hat stands in the center, holding a small brown bag. To her right, a man in a white tuxedo jacket and black trousers stands with his hands behind his back. Further right, a woman in a dark blue and white uniform, holding a large mallet, stands next to a person in a black bear mascot costume. The room features a chandelier, a large painting, a mounted deer head, and a table with a large bouquet of pink flowers in the foreground. The text "WHODUNNIT?" is overlaid in large, bold, yellow letters across the center of the scene.

WHODUNNIT?

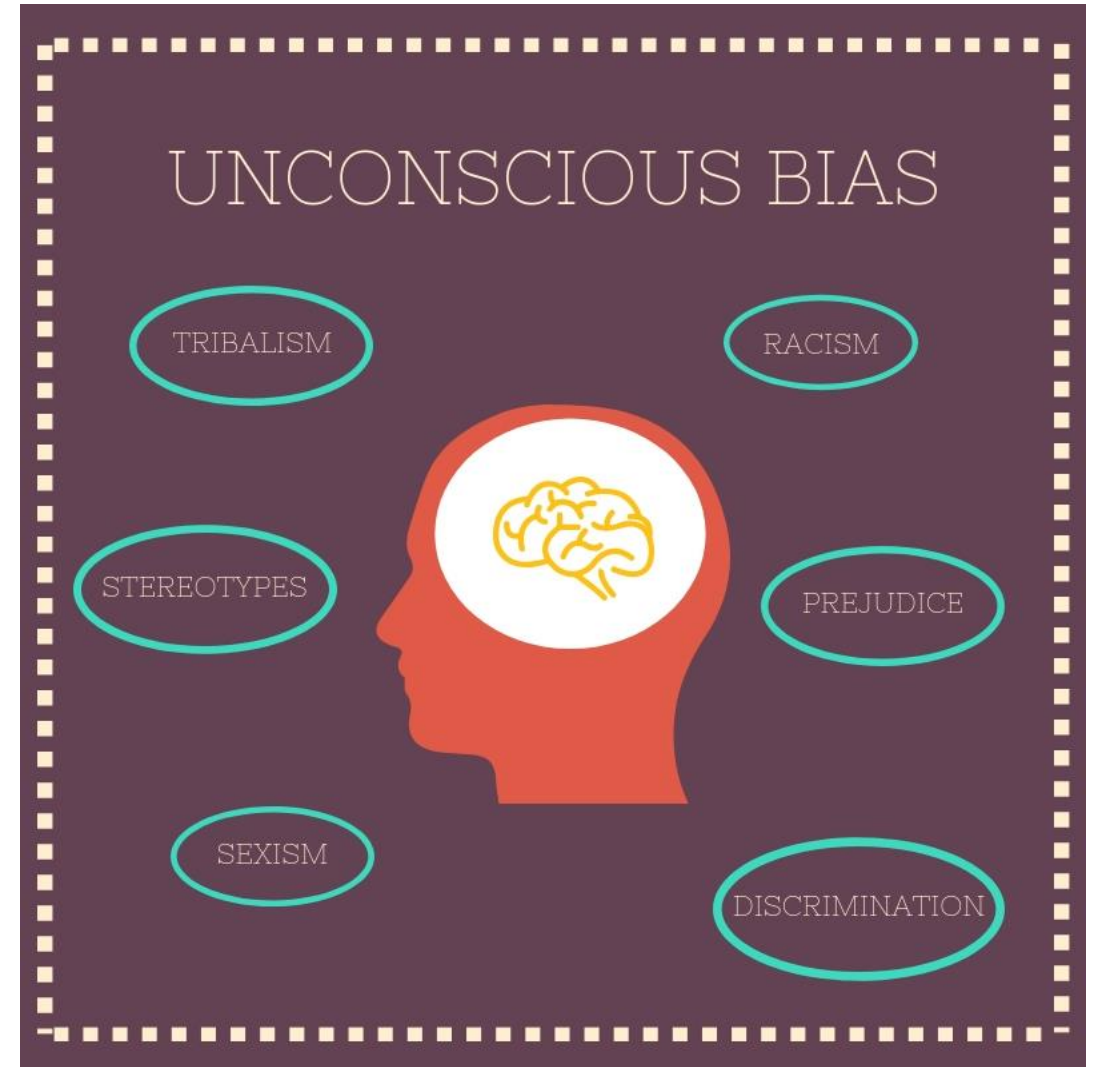
What can you do about it?

1. Increase your awareness
2. Understand the different types
3. Make conscious decisions

Explain the Why

Give Decisions Time

Seek Alternative Views



What can you do about it?

4. Inclusive Meetings

Enable Contributions

Listen Carefully

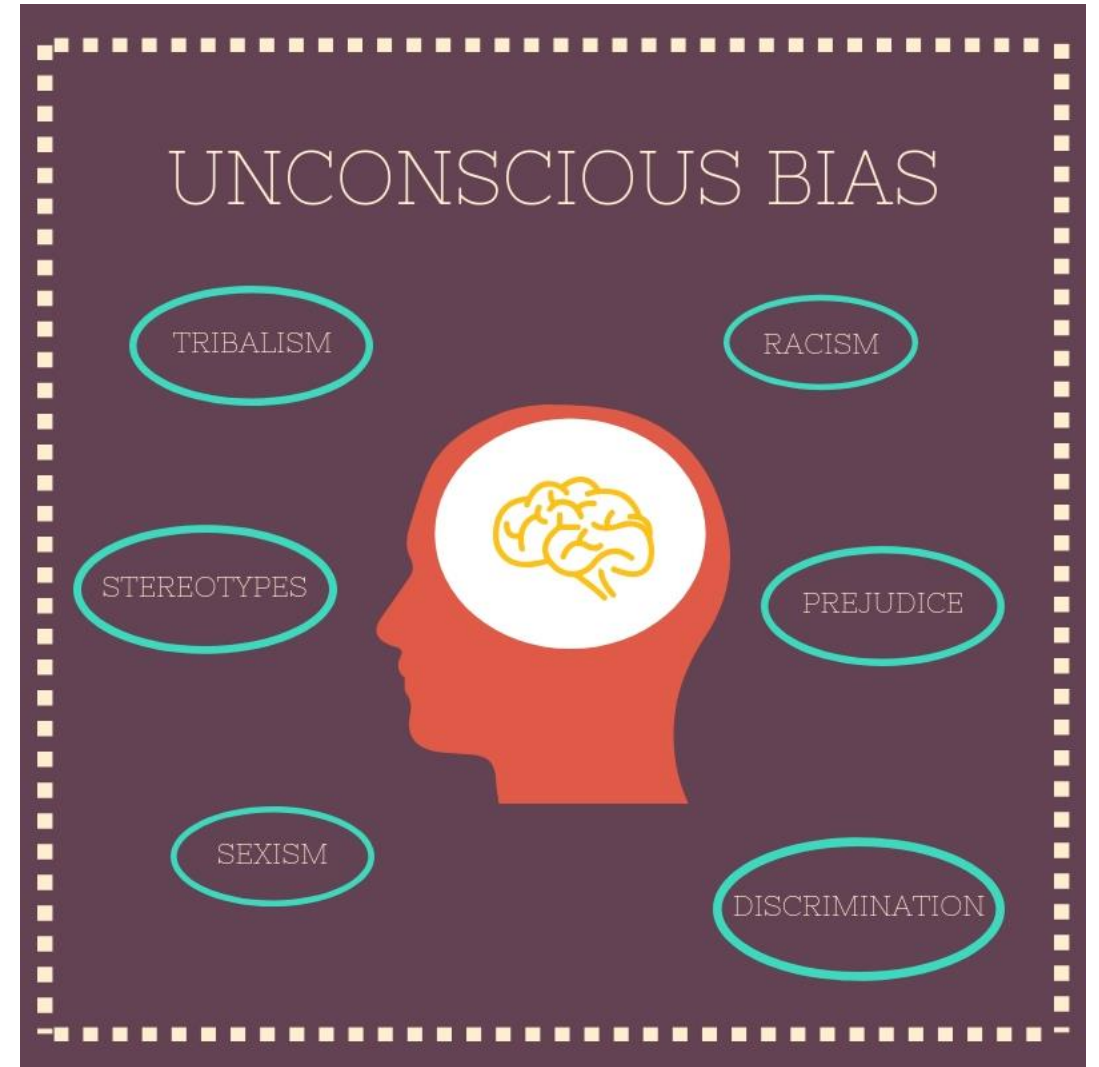
Challenge Assumptions

5. Everyday Connections

Bring People In

Learn About Others

Advocate for others





Break

BE AN
ALLY

Being an Ally

An **ally** is someone who uses their position, influence, and voice to advocate for a person or a group.

Being an **ally** is more than a good intention, it's a significant commitment to improve inclusion and the sense of belonging of others.

That work starts first with **curiosity** and is made meaningful through **action**.



Curiosity

- **Reflect on yourself**
Consider your groups and your influence.
- **Reflect on your allies**
Identify how others have helped you.
- **Connect to communities**
Step out of your silo.
- **Ask and listen**
Be intentional about learning about others.
- **Pay attention**
Be aware of how others are treated.





Action

- **Share your learning**
Help spread insights and the importance of curiosity.
- **Ask how to help**
Respect that individuals know what they need best.
- **Create space for others**
Invite people into the conversation.
- **Reinforce voices**
Repeating great ideas and attributing them to the right person.
- **Engage your peers**
Highlighting situations where there's potential bias or exclusion of groups or individuals.



Activity!



Scenario A

Karen is a female engineer working for a major oil and gas operator. One day while attending a training session to learn a new time-writing application, Karen asks a question about a feature of the new package. The instructor who is male responds by suggesting that as admin staff she does not need to learn about that feature. **As an ally, how should you respond?**

Scenario B

Mani is an apprentice and works for TP Engineering services. Mani is also a Muslim and he prays five times a day. Some colleagues joke about him having more break time than everyone else and have on occasion called him a “part-timer”. **As Mani’s ally with position of influence, how would you make Mani’s colleagues realize he is not being given preferential treatment?**

Scenario C

Paul is a guest speaker at a corporate dinner, and he is seated at a table with guests who all happen to be of similar race. At a point one of the hosts, a senior person in the company starts to tell a joke and Paul knows straight away that the joke is likely to be racially charged. Paul has a split second to decide if he should just go along with the joke or register his discomfort in some way. **What would you do if you were Paul?**

Common Reactions

Common Response	Ally's Response
<i>I'm uncomfortable with this, I think I will remove myself from this situation.</i>	<i>I won't walk away. I will try to help.</i>
<i>I may make things worse by pointing it out.</i>	<i>Worse for who? The victim or me? Better to try and fail than to fail to try.</i>
<i>I know many people who are not so sensitive.</i>	<i>I will not lump the experiences of all people together.</i>
<i>It's not my place to get involved in the business of others.</i>	<i>It is my place to make my world fairer and so I will work on ways to intervene that are non-confrontational but effective.</i>

Additional actions for leaders

Mentor

A great mentor listens first, asks probing questions to help generate insights, and provides advice or reflections where needed to fuel those insights.

Sponsor

Sponsoring means putting your own position, influence, or reputation to work for someone else.

Advocate

Show up.



A

***Think of someone who has been an ally to you.
How were they an Ally?***



Break

Activity!





Class exercise : Observer Sheet

Which team? :

Briefly indicate here the things that are mentioned about the **other team** :

Positive	Negative

Indicate here all the things that are mentioned about **your team** :

Positive	Negative

In-Group/Out-Group (“Affinity”)

The tendency to favor people with whom we share characteristics, experiences, backgrounds, interests, and associations.



Ways to mitigate in-group bias

Take an outside view – An outside view at the onset of a project prevents you from seeking data that validates your points. Consult the out group!

Use prospective hindsight – Instead of waiting for a postmortem to understand failure, imagine your possible routes. Think about a possible future failure and explain the cause.

Ask for advice – Resist the urge to seek council from someone you trust. It is important to seek out different types of people to prevent an echo-chamber.

A

***Can you think of a time you may have
witnessed Affinity bias?***

Activity!





Appendix A

The 50 States

Without using any electronic devices, write the capital of each state next to the state.

State	Capital		State	Capital	
	Your answer	Group answer		Your answer	Group answer
Alabama	_____	_____	Montana	_____	_____
Alaska	_____	_____	Nebraska	_____	_____
Arizona	_____	_____	Nevada	_____	_____
Arkansas	_____	_____	New Hampshire	_____	_____
California	_____	_____	New Jersey	_____	_____
Colorado	_____	_____	New Mexico	_____	_____
Connecticut	_____	_____	New York	_____	_____
Delaware	_____	_____	North Carolina	_____	_____
Florida	_____	_____	North Dakota	_____	_____
Georgia	_____	_____	Ohio	_____	_____
Hawaii	_____	_____	Oklahoma	_____	_____
Idaho	_____	_____	Oregon	_____	_____
Illinois	_____	_____	Pennsylvania	_____	_____
Indiana	_____	_____	Rhode Island	_____	_____
Iowa	_____	_____	South Carolina	_____	_____
Kansas	_____	_____	South Dakota	_____	_____
Kentucky	_____	_____	Tennessee	_____	_____
Louisiana	_____	_____	Texas	_____	_____
Maine	_____	_____	Utah	_____	_____
Maryland	_____	_____	Vermont	_____	_____
Massachusetts	_____	_____	Virginia	_____	_____
Michigan	_____	_____	Washington	_____	_____
Minnesota	_____	_____	West Virginia	_____	_____
Mississippi	_____	_____	Wisconsin	_____	_____
Missouri	_____	_____	Wyoming	_____	_____



Answers

State	Capital	State	Capital
Alabama	Montgomery	Montana	Helena
Alaska	Juneau	Nebraska	Lincoln
Arizona	Phoenix	Nevada	Carson City
Arkansas	Little Rock	New Hampshire	Concord
California	Sacramento	New Jersey	Trenton
Colorado	Denver	New Mexico	Santa Fe
Connecticut	Hartford	New York	Albany
Delaware	Dover	North Carolina	Raleigh
Florida	Tallahassee	North Dakota	Bismarck
Georgia	Atlanta	Ohio	Columbus
Hawaii	Honolulu	Oklahoma	Oklahoma City
Idaho	Boise	Oregon	Salem
Illinois	Springfield	Pennsylvania	Harrisburg
Indiana	Indianapolis	Rhode Island	Providence
Iowa	Des Moines	South Carolina	Columbia
Kansas	Topeka	South Dakota	Pierre
Kentucky	Frankfort	Tennessee	Nashville
Louisiana	Baton Rouge	Texas	Austin
Maine	Augusta	Utah	Salt Lake City
Maryland	Annapolis	Vermont	Montpelier
Massachusetts	Boston	Virginia	Richmond
Michigan	Lansing	Washington	Olympia
Minnesota	Saint Paul	West Virginia	Charleston
Mississippi	Jackson	Wisconsin	Madison
Missouri	Jefferson City	Wyoming	Cheyenne

H L O P Z D

P O T E C

D P C T

E O

F T D



Conformity Bias

This is when our deep-seated need to belong causes us to adapt our behaviors to feel like part of the group. This may be unintentional but can have a powerful impact on making unbiased decisions.



Ways to mitigate conformity bias

Use objective data – When data bears weight early in decision-making it reduces opportunities for flawed social conformity bias to draw misguided conclusions.

Be Aware – Does your organizations seem to promote conformity?
Where is this tendency coming from?

Solicit opinions in advance – Remove the pressure of the group. Ask for ideas or opinions individually before meeting to discuss in a group setting.

Manage Strong Personalities – Don't let one person's voice dominate the team.

A

Can you think of a time you may have witnessed Conformity bias?

Bias in Action Video

groupthink challenger disaster



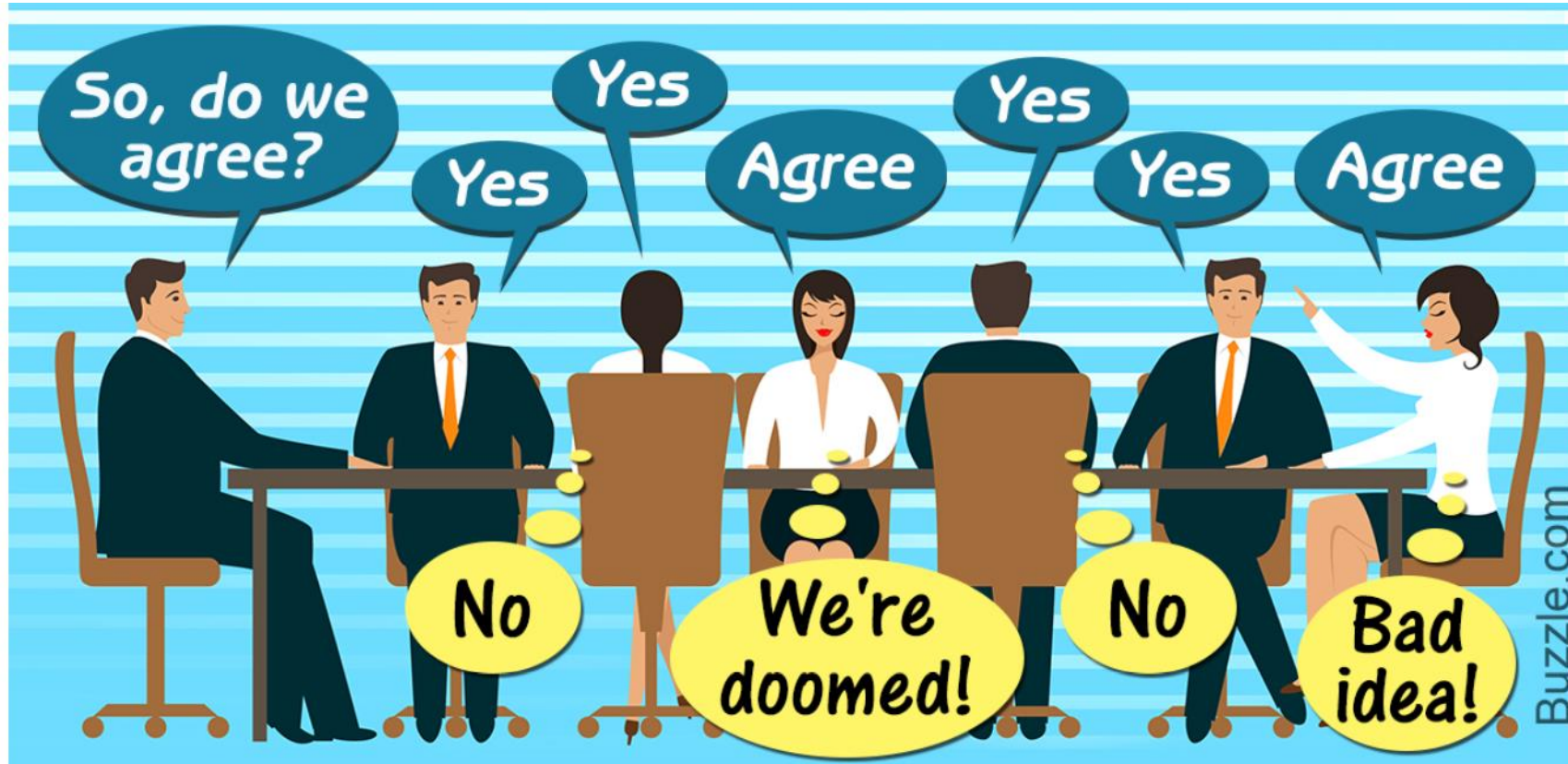
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Scroll for details



Cognitive Bias - Group Think

Groupthink is a phenomenon that occurs when a group of well-intentioned people makes irrational or non-optimal decisions spurred by the urge to conform or the **belief that dissent is impossible**.



Symptoms of Group Think

- **Invulnerability**
- **Rationale**
- **Morality**
- **Stereotypes**
- **Pressure**
- **Self-censorship**
- **Illusion of Unanimity**
- **“Mind Guards”**

Steps to mitigate Group Think

- **Require everyone in the group to evaluate ideas critically.**
- **If you're leading the group, keep your opinions to yourself.**
- **If you're the group leader, consider being a no-show.**
- **Consider a team approach.**
- **Thoroughly examine all alternatives.**
- **Get an outsider's perspective.**
- **Consult an outside expert.**
- **Select one person at random to be the devil's advocate.**

A

***Can you think of a time you may have
witnessed Group Think?***



Activity!





What Sequences Make Me Happy?

A sequence of numbers has an order to it. For example, 1-2-3 is a different sequence from 3-2-1. Some sequences of 3 numbers make me happy. Your goal is to figure out the rule for what sequences make me happy. You can make up a 3 number sequences and I'll tell you if it makes me happy. Then you can make up another sequence, I'll tell you again, and we'll keep going until you're mostly confident you know the rule inside my head. Let's do the first sequence together. 2-4-6. It turns out the sequence makes me happy! Now that you have feedback from me, you should make your best guess for the rule that makes me happy (e.g., "counting up by 2's."). Make a rough estimate for how certain you are that the rule you guessed really is the rule for sequences that make me happy (i.e., 0% to 100%). Now it's your turn. Write your own sequence of 3 numbers to test me. **Wait until I give you a happy or sad face.** Once I give you feedback, write your hypothesis. Say how sure you are. Make another sequence. Repeat until you're confident you know the rule for sequences that make me happy.

Sequence	Fits My Rule?	Guess What Rule Makes Me Happy	How Sure?
2, 4, 6	😊		

The Most Common Cognitive Bias



▶ ⏩ 🔊 0:00 / 4:43

Scroll for details
▼



What Sequence Makes Me Happy?

Sequence	Fits My Rule?	Guess What Rule Makes Me Happy	How Sure?

What Sequence Makes Me Happy?

Sequence	Fits My Rule?	Guess What Rule Makes Me Happy	How Sure?
2,4,6	😊		

What Sequence Makes Me Happy?

Sequence	Fits My Rule?	Guess What Rule Makes Me Happy	How Sure?
2,4,6	😊	count up by 2's	

What Sequence Makes Me Happy?

Sequence	Fits My Rule?	Guess What Rule Makes Me Happy	How Sure?
2,4,6	😊	count up by 2's	50%

What Sequence Makes Me Happy?

Sequence	Fits My Rule?	Guess What Rule Makes Me Happy	How Sure?
2,4,6	😊	count up by 2's	50%
____,____,____			
____,____,____			
____,____,____			

What Sequence Makes Me Happy?

1. Write a number sequence.
2. Wait for me to tell you if it fits my rule 😊, or not ☹️.
3. Take your best guess for what my rule is.
4. Estimate your confidence from 0% to 100%.

Repeat the steps.

What Sequence Makes Me Happy?

Poll of Our Class:

Guess What Rule Makes Me Happy	N
count up by 2's	
count up by X's	
a formula like (a,b,c) è $a+b=c$	
...what else?	

Confirmation Bias

- We actively try to support what we *already believe* rather than trying to find out where we might be wrong.
- We seek out information that *confirms* our view.
- We interpret ambiguous or mixed information to *confirm* our existing theories.

(e.g., Darley & Gross, 1983).

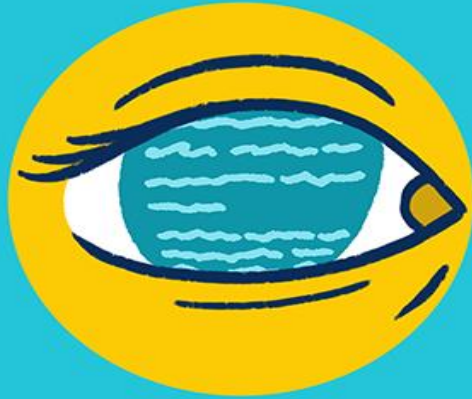
Confirmation Bias is one of the many natural inclinations we have in our thinking and decision-making.

Examples of Confirmation Bias

The tendency to disregard or discount evidence that contradicts our existing viewpoints or beliefs.



Not seeking out objective facts



Interpreting information to support your existing belief

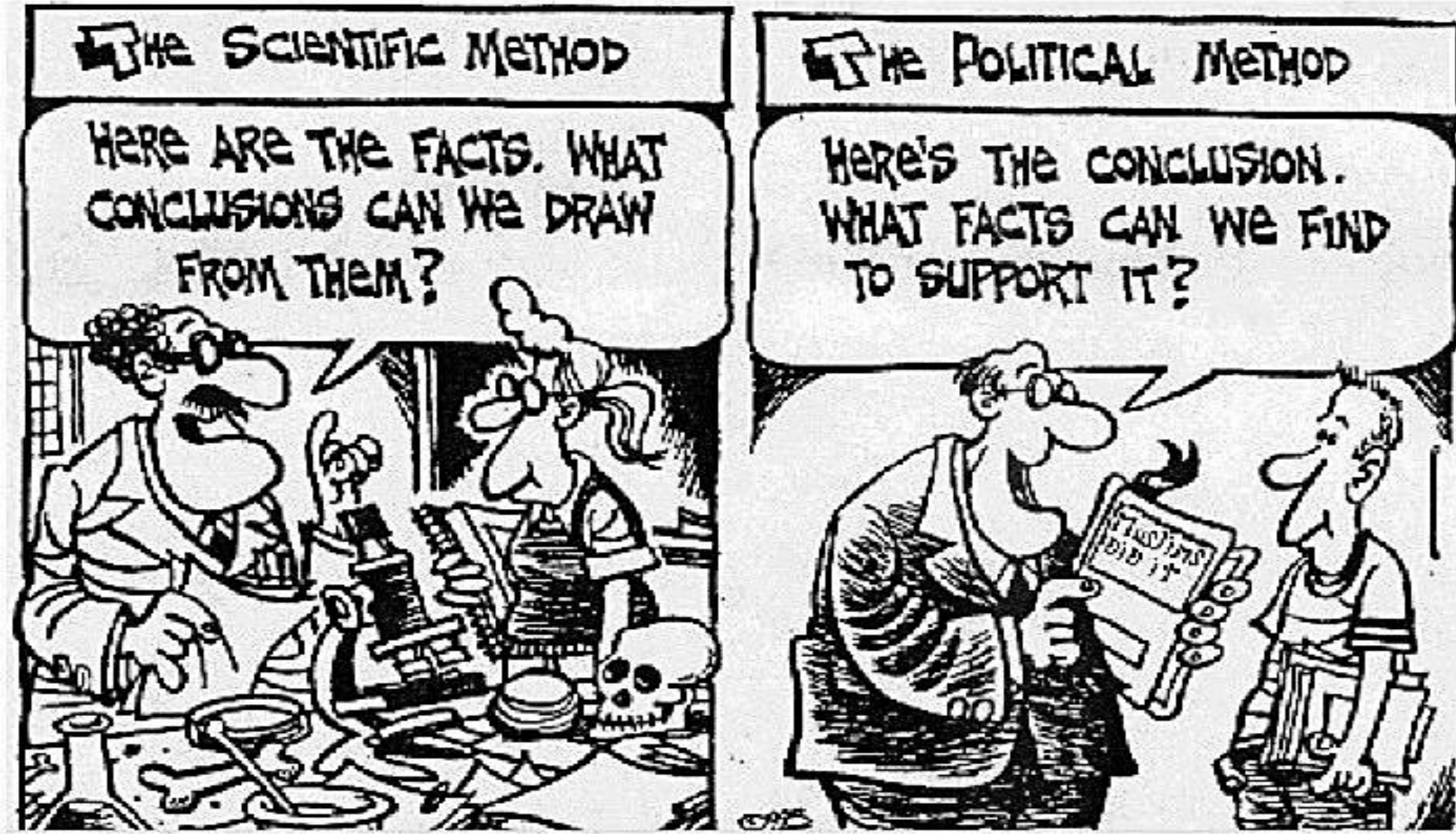


Only remembering details that uphold your belief

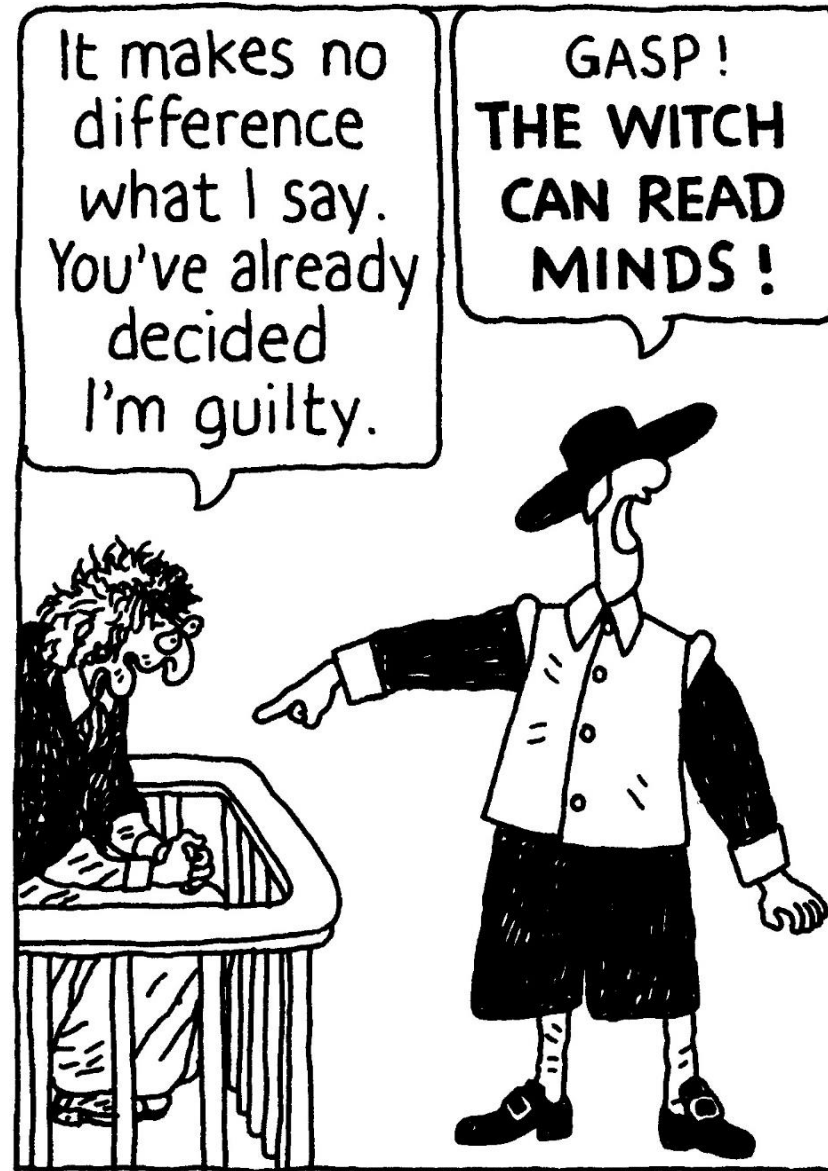


Ignoring information that challenges your belief

Confirmation Bias in Everyday Life



Confirmation Bias in Everyday Life

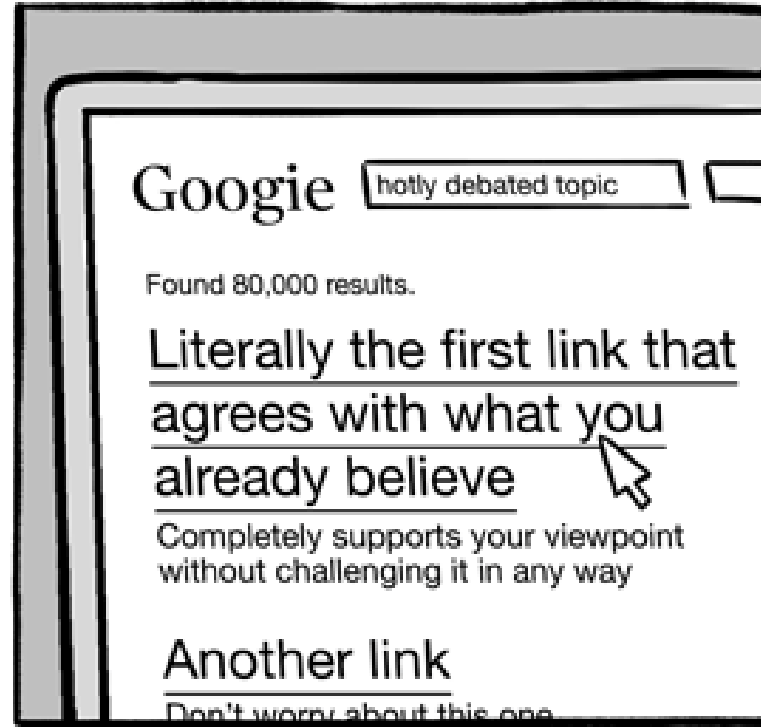
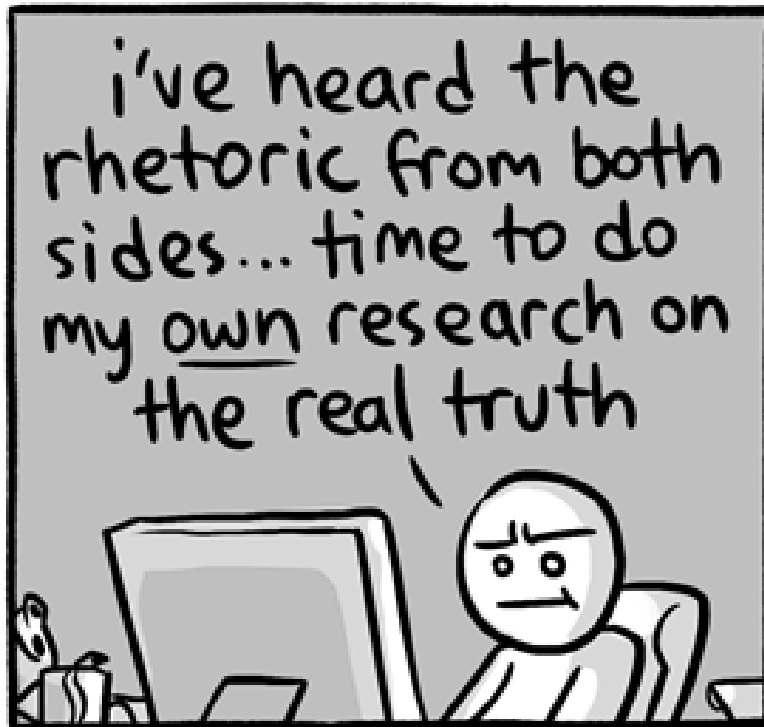


Confirmation Bias in Everyday Life



Confirmation Bias in Everyday Life

CHAINSAWSUIT.COM



What Sequence Makes Me Happy?

Sequence	Fits My Rule?	Guess What Rule Makes Me Happy	How Sure?
2,4,6	😊	count up by 2's	50%



Any increasing sequence of numbers.

Why did so many of you become so confident about a wrong answer?

Wason's 2-4-6 Task

Typical Response

Sequence	Fits My Rule?	Guess What Rule Makes Me Happy	How Sure?
2,4,6	😊	count up by 2's	50%
8,10,12	😊	count up by 2's	60%
10,12,14	😊	count up by 2's	70%
20,22,24	😊	count up by 2's	80%
42,44,46	😊	count up by 2's	90%
96,98,100	😊	count up by 2's	100%

Challenge Confirmation Bias

Wason's 2-4-6 Task

Responses that Actively Challenge
the Confirmation Bias

Challenge Confirmation Bias

Sequence	Fits My Rule?	Guess What Rule Makes Me Happy	How Sure?
2,4,6	😊	count up by 2's	50%
5,10,15	😊	count up by X's	50%
3,7,10	😊	the first two add to the third	50%
4,25,100	😊	operation combines 1 st two for 3 rd	50%
3,20,700	😊	any sequence going up	50%
3,2,1	😞	any sequence going up	60%
3,1,2	😞	any sequence going up	70%
7, $\frac{1}{3}$, 12	😞	any sequence going up	80%



How to mitigate Confirmation Bias

Allow yourself to be wrong – If you want to get closer to objective truths, you have to be able to admit you were wrong, especially in the face of new data.

Test your hypothesis – Search out disconfirming evidence of your theories, and form factually supported arguments with new evidence.

Beware of repetition – Simply because you have heard it so many times does not mean it is true. Be skeptical and ask questions.

A

***Can you think of a time you may have
witnessed Confirmation Bias?***



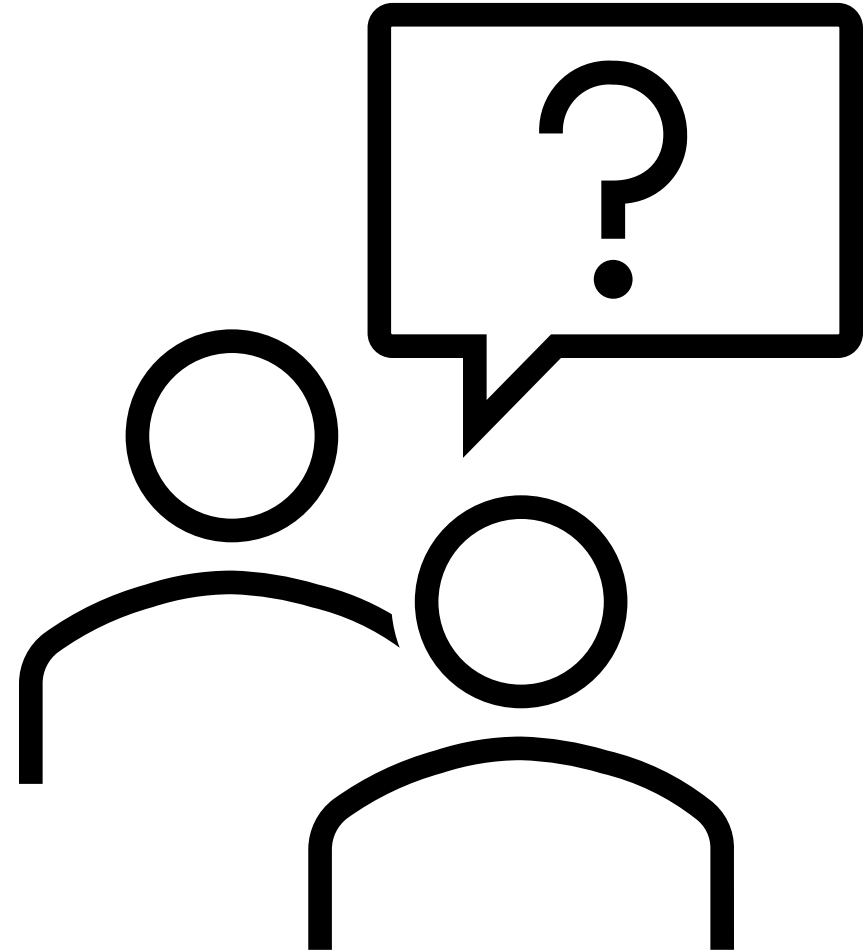
Activity!



Riddle

Listen as I read out a riddle.

You will need to answer
some questions that
follow.

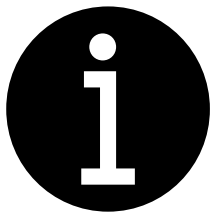




Questions?

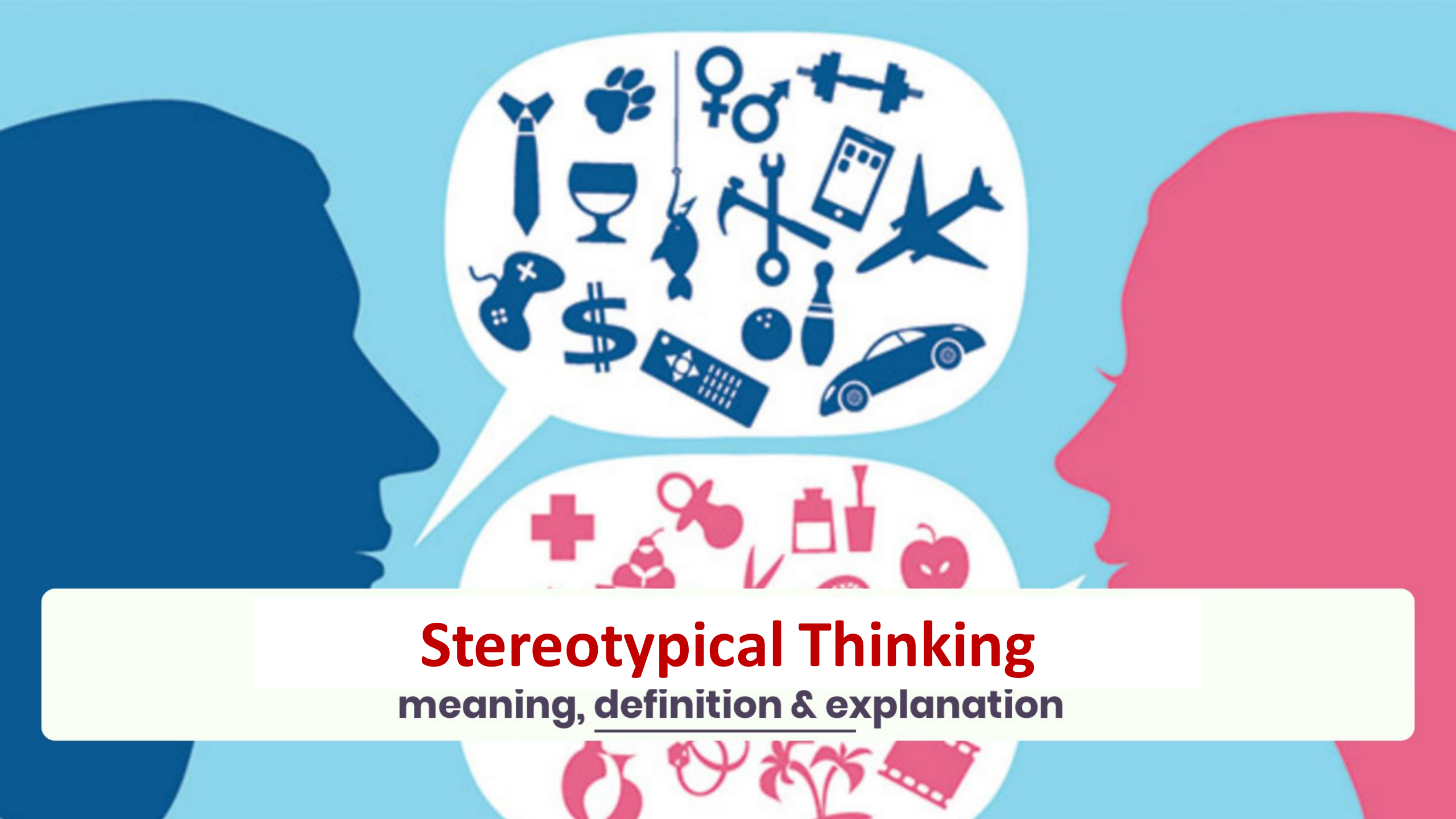


- How can the boy be the surgeon's son?
- What gender do you immediately associate with the van driver?
- What gender did you think the nurse on the sidewalk is?



Possible Answers

- How can the boy be the surgeon's son?
 - The surgeon could be a woman and it is her son.
 - Or the surgeon could be a man and they are a gay couple with a son.
- Is the van driver a man or woman?
 - Unknown – it could be man or woman.
- They could be whistling at a male or female nurse.

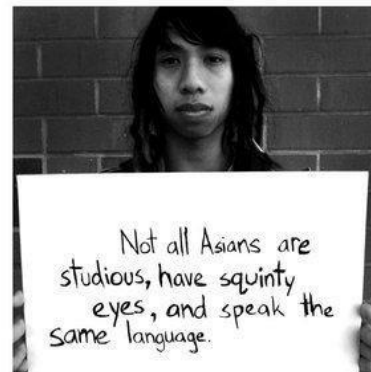
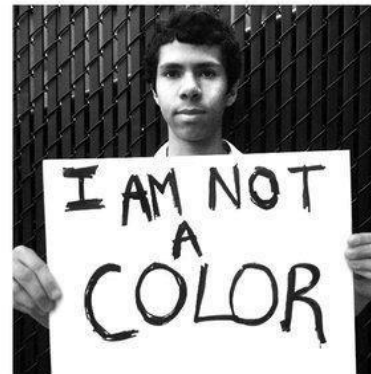


Stereotypical Thinking

meaning, definition & explanation

Stereotypes and “Isms”

A stereotype is a fixed belief about people or groups based on identifying characteristics.



What is your first reaction to this?



Does this seem better?



What is your reaction?



Billy Elliot was a boy who had a passion and gift for ballet, but he was forbidden to practice because it was for 'girls'. He pursued his passion and became a successful ballerina, dancing in Swan Lake.

Gender stereotypes

- Why does Billy Elliot's family not like him doing ballet?
- Where does his family's attitudes come from?
- Are there certain sports that are for girls and others for boys?
- Is it fair that some things are labelled as girls or boys?





A

Can you think of a time you may have witnessed Gender Stereotyping?

A

Can you think of a time you may have witnessed Generational/Age Stereotyping?



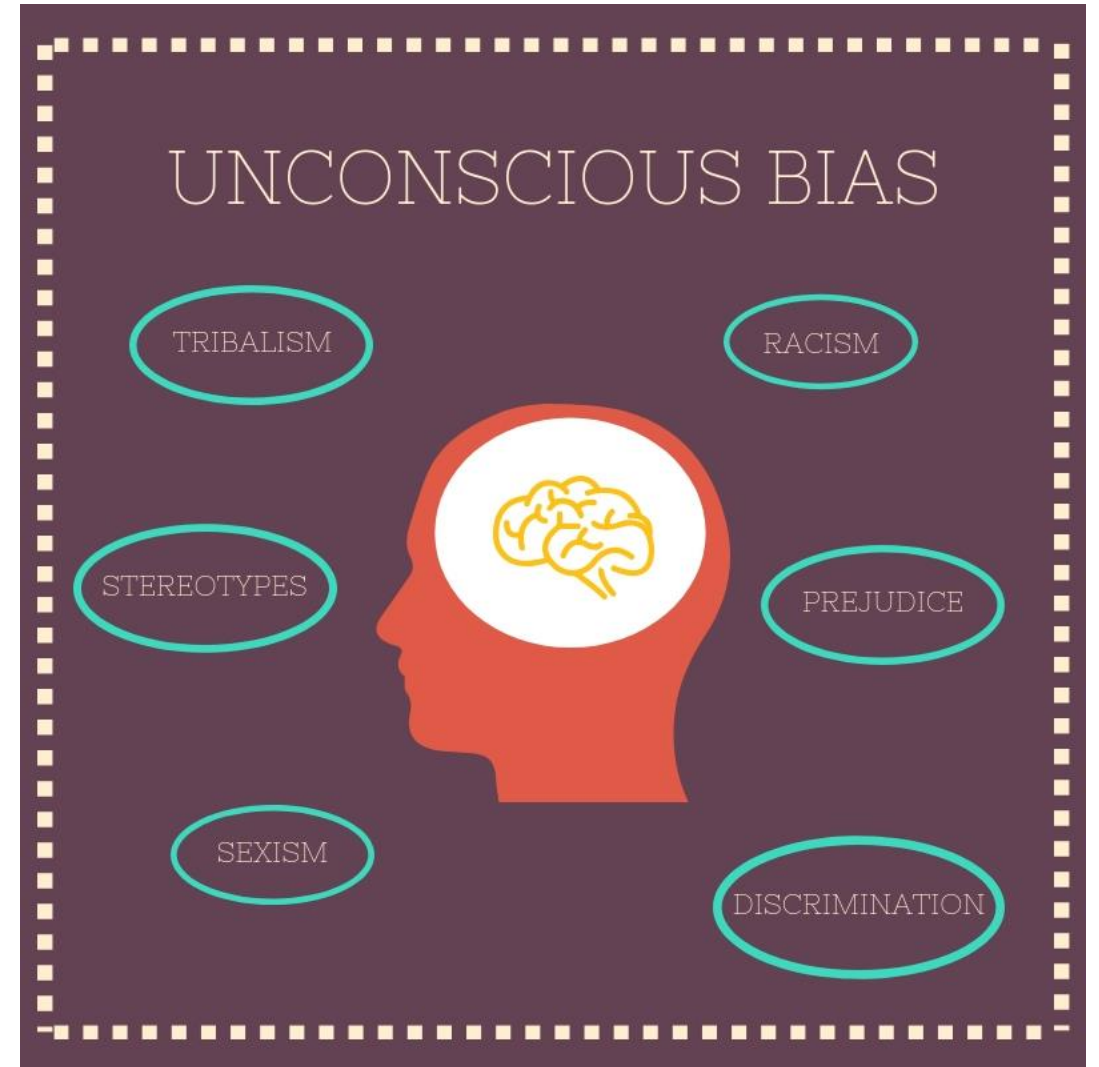
What can you do about it?

1. Increase your awareness
2. Understand the different types
3. Make conscious decisions

Explain the Why

Give Decisions Time

Seek Alternative Views



What can you do about it?

4. Inclusive Meetings

Enable Contributions

Listen Carefully

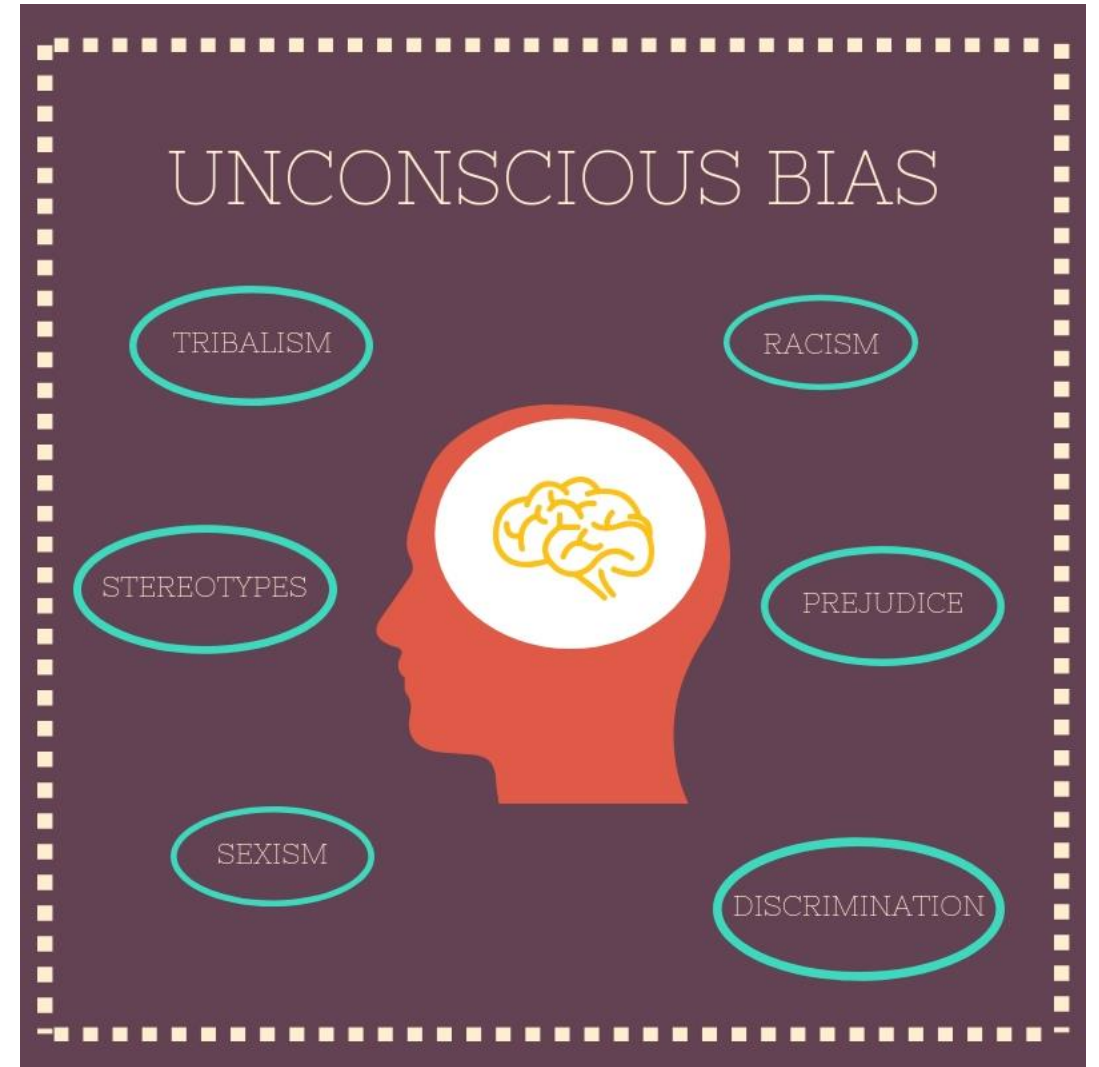
Challenge Assumptions

5. Everyday Connections

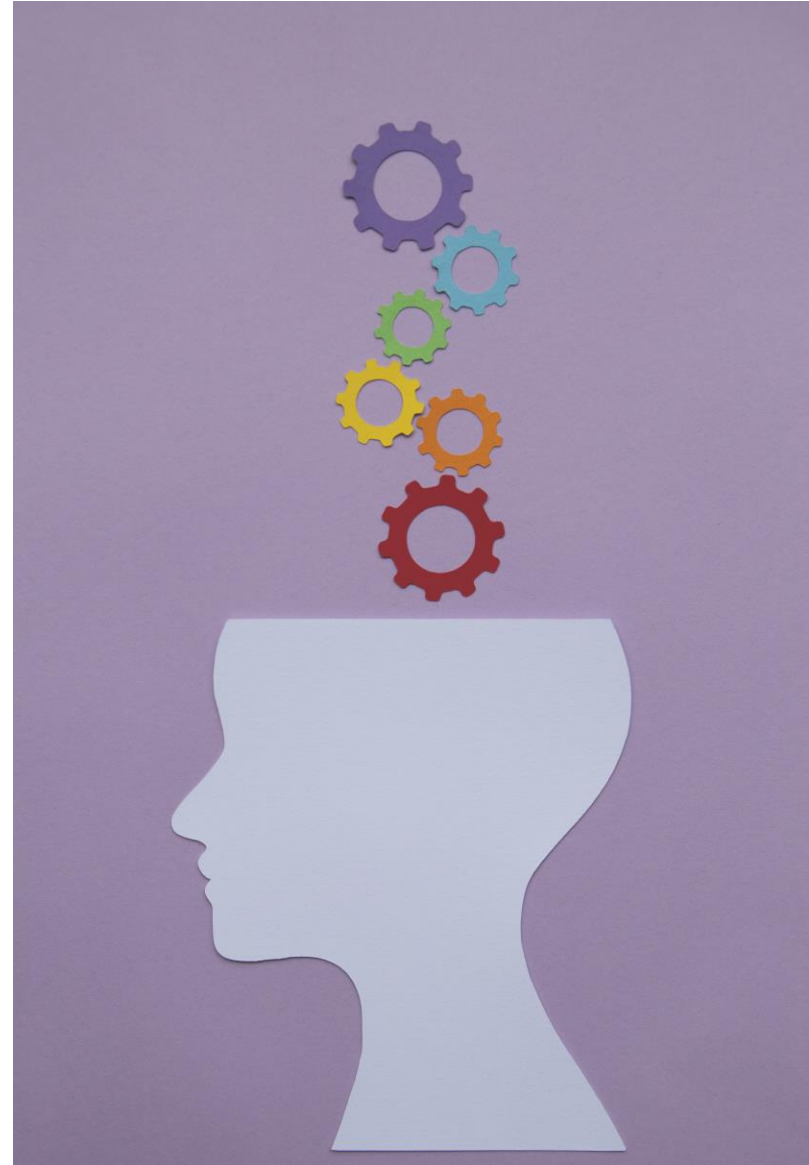
Bring People In

Learn About Others

Advocate for others



Make conscious
decisions



Explain the why

When you state a conclusion or opinion, give the reasoning that led you there.



Forcing yourself to give voice to your internal decision processes helps you consciously reflect on your reasoning and provides an opening for others to add their perspectives.

“Here’s what I’ve taken into account to reach this point...”

Give decisions time

Allow time to explore alternatives before reaching a decision.



The pressure to make fast decisions is a key enabler of unconscious bias.

“Let’s make sure to measure this against some alternatives before we agree too quickly.”

Seek alternative views

Search for opinions and feedback from people who you think will have an alternative viewpoint.



The right decisions will stand up to stress tests, but more often than not, seeking alternative views will help shape your decision in a way that makes it better.

“I want your critical perspective on this. What other options should I be thinking about here.”

Inclusive Meetings



Enable contributions

Create greater opportunities for sharing.



Everyone has different styles or preferences for getting thoughts and ideas out in the open.

“Jessie, you looked like you had something to add a moment ago.”

Challenge assumptions

Ask questions that help the team look out for bias.



Exploring assumptions, beliefs, or premises can uncover the impact of confirmation bias or stereotypes, without accusing anyone of being bias.

“Let’s check the assumptions we’re using to make this decision.”

A network diagram illustrating everyday connections. The background is a dark blue-grey color. Numerous white, stylized human figures are scattered across the frame. Each figure is positioned on a small, dark circular base. These bases are interconnected by a complex web of thin, black lines, forming a network. The figures are arranged in a way that suggests a social or professional network, with some individuals having more connections than others. The overall composition is centered around the text 'Everyday Connections' which is overlaid on a semi-transparent white rectangular box.

Everyday Connections

Learn about others

Connect with someone because of how they're different instead of how they are similar to you.

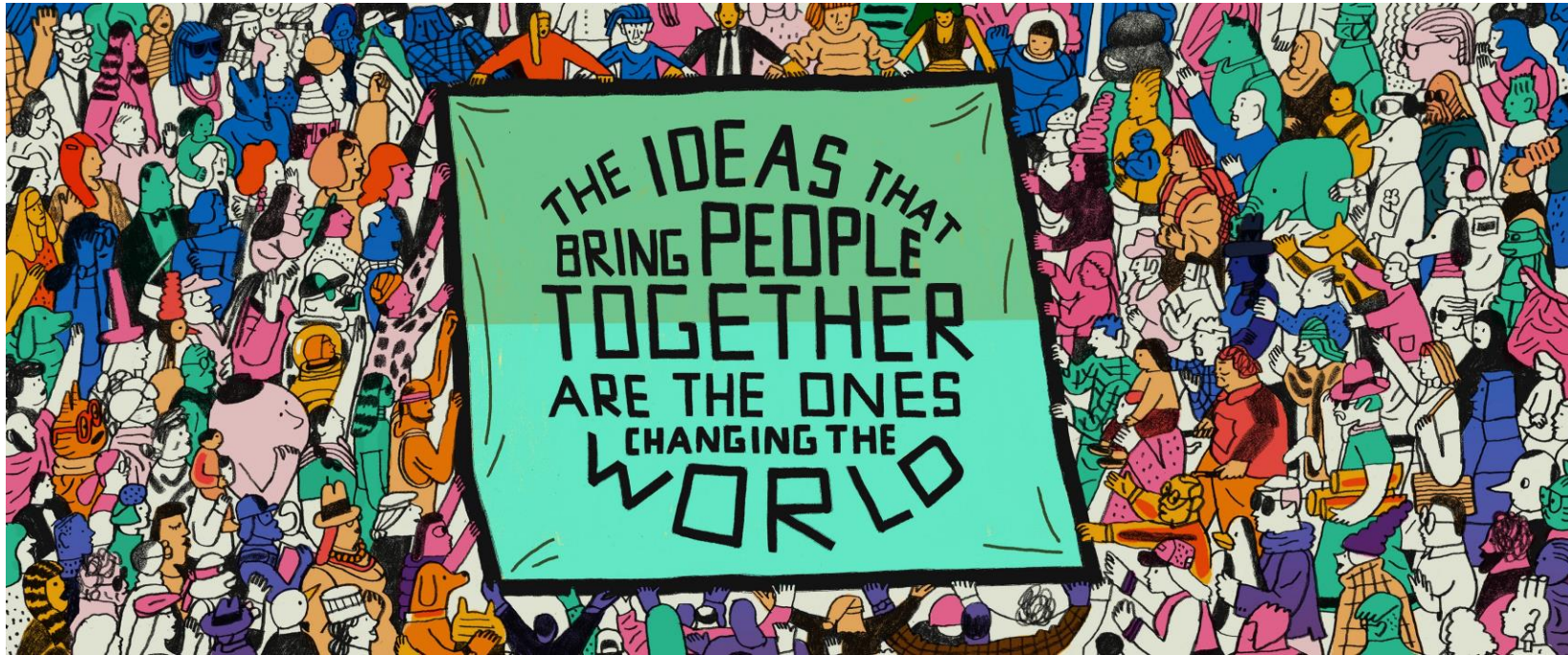


Most often we're drawn to people who are like us in some way, because similarities are comfortable. By challenging ourselves to reach out beyond what we have in common, we deepen relationships and broaden perspectives for ourselves and others.

“Hey, I feel like we've followed different paths to get here—I'm curious to hear more about your experience”.

Bring people in

Think about a work or social group you are part of. Who could you bring into that group?



Reflect on yourself and your sphere of influence. Learn about others to bring them into some of those groups.

Advocate with others

Speak up when you have an opportunity to champion someone else's perspective.



Enabling someone else's voice to be heard not only helps them, but it also helps your organization. When advocating for someone, talk to them first to make sure they are comfortable with you supporting them in the way you plan to.

“I was talking to ___ and I think they have a really valuable contribution to make here.”



1.

Spot The Biases

Identify the specific biases affecting you or your team at key moments by listing them individually.



2.

Know & Conquer Your Enemy

Reflect and challenge biases identified by openly discussing impacts on current decision making at key decision making points.



3.

Overcome Biases

Flip, reverse, remove biases identified by asking questions like:

What if x,y,z bias did not exist at this moment?

What if the opposite of this bias were true at this point? Would you make the same decision in light of new awareness?





All children are capable of _____, but we cannot expect all students to _____ when far too many are _____ stairwells with broken handrails and missing steps, tripping and falling as they _____ to keep up, while others are _____ up on elevators. Equitably funded schools run by _____ educators, buttressed by strong local, state and national educational _____ that center the entire context of students' lives, will be the ones to improve the academic _____ of America's most economically _____ children. They demand multiple solutions, deep investment and political _____.

Carter, Prudence L. "Is School Reform Hopeless?" The New York Times, The New York Times, 14 Sept. 2016, www.nytimes.com/roomfordebate/2016/09/14/is-school-reform-hopeless/poor-schools-need-to-encompass-more-than-instruction-to-succeed.

Whiting, Jacquelyn. "Everyone Has Invisible Bias. This Lesson Shows Students How to Recognize It." EdSurge News. EdSurge, EdSurge, 10 Feb. 2020, www.edsurge.com/news/2019-09-04-everyone-has-invisible-bias-this-lesson-shows-students-how-to-recognize-it.

9BMitigating Bias through Allyship

How Are We Doing?

We are actively gathering data for **SAF/DI** in relation to this course, so we welcome your comments. Please fill out this questionnaire and provide it back to the facilitators. Thank you!

Did the material presented foster inclusion?

1 2 3 4 5 6 7 8 9 10

Disappointing

Exceptional

Did the workshop increase the awareness of something you didn't know?

1 2 3 4 5 6 7 8 9 10

Disappointing

Exceptional

Will you apply any of the material presented today?

1 2 3 4 5 6 7 8 9 10

Unlikely

Likely

How likely are you to recommend this course to a friend, co-worker, subordinate, or supervisor?

1 2 3 4 5 6 7 8 9 10

Unlikely

Likely

Why, or why not?

Please share any additional comments or suggestions.

9BMitigating Bias through Allyship

JBSA Military & Family Readiness Centers

9BMitigating Bias through Allyship

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Unlikely

Likely

Why, or why not?

Please share any additional comments or suggestions.

Mitigating Bias through Allyship

JBSA Military & Family Readiness Centers



**Increasing Bias
Awareness –
Talent
Management
*Workshop
participant guide***



Introduction

Overview

This workshop is designed specifically for DAF Leaders and Managers who participate in talent management activities such as: recruiting, hiring, developing, and retaining military and civilian Airmen and Guardians. The objective of the workshop is to equip the leaders with the information and skills to reduce the influence of bias during key talent management decisions by:

- Understanding bias and its sources
- Recognizing personal and organizational biases concerning leadership, qualification of future leaders, and talent management
- Identifying bias triggers
- Using bias mitigation techniques to reduce the influence of bias

The workshop outline:

Part I – Understanding Bias and influence of Bias on Decision Making

Part II – Awareness of Perceptions, Perspectives, and Preferences, a.k.a. Biases

Part III – Bias Triggers and Techniques to Reduce the Influence of Bias

Part I

Understanding Bias and Blind Spots

In this workshop, we will discuss and bring awareness to individual perceptions, perspectives, and preferences, which become biases or blind spots. Your perceptions (the ability to see, hear, or become aware of something through senses), perspectives (a particular attitude toward or way of regarding something), and preference (a greater liking for one alternative over another or others) make up your biases. They can become blind spots that impact everyday interactions and decisions. Biases and blind spots can impact talent management decisions about recruiting, hiring, developing, promoting, and retaining a high-quality, diverse total force where all airmen and guardians can bring their authentic themselves to work and thrive.

Video: [Understanding Bias - Litmos Heroes Training](https://www.youtube.com/watch?v=dloCJq8shZE)

<https://www.youtube.com/watch?v=dloCJq8shZE>



Exercise 1: What personal experience and characteristics do you remember from the instructor's introduction?

Part II

Awareness of Perceptions, Perspectives, and Preferences, a.k.a. Biases

Bringing awareness to individual biases at key decision points is part of making an informed decision. An easy exercise to bring awareness to personal perspectives and preferences concerning the military experiences, qualities, and characteristics that make up good and bad leadership is recalling perceptions of the best and worst leaders you worked with during your career.

Exercise 2:

Think of the best and worst leaders/team members you worked for:

Best leader/Team Member:

1. What are their backgrounds, professional characteristics, experiences, and personal characteristics (Professional and personal experiences, education experiences and class rankings, operational experiences including different jobs, race, ethnicity, gender identity, sexual orientation, age, marital status, parental status)?



2. What do you and the individual have in common?

3. Describe a memory of working with the individual that makes them the best or worst

Worst Leader/Team Member:

1. What are their backgrounds, professional characteristics, experiences, and personal characteristics (Professional and personal experiences, education experiences and class rankings, operational experiences including different jobs, race, ethnicity, gender identity, sexual orientation, age, marital status, parental status)?

2. What do you and the individual member have in common?



3. Describe a memory of working with the individual that makes them the best or worst?

An easy exercise to bring awareness to personal perspectives and preferences concerning experiences, qualities, and characteristics that you look for when recommending career development opportunities and training.

Exercise 3:

Write down the military qualifications, experiences, and characteristics that indicate future leadership potential for development opportunities and training:

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
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<hr/>	<hr/>
<hr/>	<hr/>

1. Does everyone have the same access and opportunity to get them, explain?



2. Are they all required for mission accomplishment or can someone successful and advance in a position without those qualifications, characteristics, and experiences?

Exercise 4:

Identifying and mitigating the influence of bias in performance evaluation and talent management decisions can change the trajectory of Airmen’s careers and remove barriers to success. Think about completing performance evaluations military and civilian (if applicable)

1. What are your criteria or logic for giving a higher stratification or higher performance award?

2. How do you prepare to do performance evaluations (review files or notes; review past records; review current record)?



3. When do you complete performance evaluations, what time of day, how close to the deadline, how do you prioritize within other workloads?

4. What performance words come to your mind when you think about competence, excellence, or poor performance in men, women, younger leaders, older civilians?

Men _____

Women _____

Young _____

Older _____

Defense Advisory Committee on Women in the Services (DACOWITS)

RFI 4. Conscious and Unconscious Gender Bias

Table 1. Attributes Assigned to Male and Female Service Members in Performance Reviews in Order of Relative Frequency⁴⁹

Words Used to Describe Men		Words Used to Describe Women	
Positive Attributes	Negative Attributes	Positive Attributes	Negative Attributes
<ul style="list-style-type: none"> ▪ Analytical ▪ Competent ▪ Athletic ▪ Dependable ▪ Confident ▪ Versatile ▪ Articulate ▪ Level-headed ▪ Logical ▪ Practical 	<ul style="list-style-type: none"> ▪ Arrogant ▪ Irresponsible 	<ul style="list-style-type: none"> ▪ Compassionate ▪ Enthusiastic ▪ Energetic ▪ Organized 	<ul style="list-style-type: none"> ▪ Inept ▪ Selfish ▪ Frivolous ▪ Passive ▪ Scattered ▪ Opportunistic ▪ Gossip ▪ Excitable ▪ Vain ▪ Panicky ▪ Temperamental ▪ Indecisive

Source: Smith, Rosenstein, & Nikolov, 2018⁵⁰

<https://dacowits.defense.gov/Home/Documents/2018-Documents/Dec2018CommitteeMeeting/>

Common Bias that can influence talent management

Affinity Effect Definition: A tendency to seek out those who are like you. We gravitate toward people like ourselves in appearance, beliefs, and background. We may avoid or even dislike people who are different from us (APA, 2021).

Halo and Horns Definition: The halo effect occurs when your perception of a person is based on a one single category. Halo is often associated with performance reviews and discipline when a rater or supervisor makes an error in judging a person's total personality and performance on the bases of a single positive trait. The single positive trait may override all other traits (Luthans, 2015). The horns effect is similar, but the single trait is negative and may override all other traits.

Recency Effect Definition: The tendency to focus on the most recent time period instead of the total time period. It is easier to remember things that someone has done recently and harder to remember what they have done 6 months ago. It is a memory phenomenon which the most

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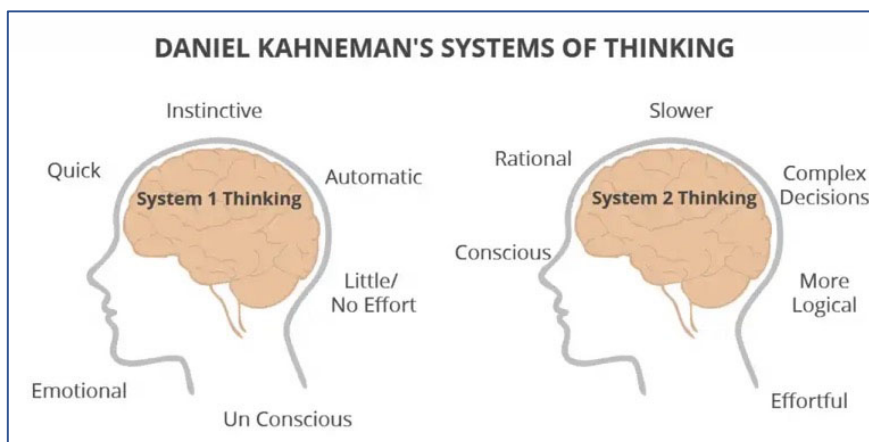
recently presented facts, impressions, or items are learned or remembered better than information presented earlier (APA, 2021).

Group Think Effect Definition: It is tendency that obstructs effective group decision making. Symptoms include apparent unanimity, illusions of invulnerability and moral correctness, biased perceptions of others, interpersonal pressure, self-censorship, and defective decision-making strategies. In groupthink, people tend to conform to the majority in decision making rather than using their own personal judgement (Luthans, 2015).

References:

- APA. (2022). *Apa Dictionary of Psychology*. American Psychological Association. Retrieved April 26, 2022, from <https://dictionary.apa.org/groupthink/elective-affinity/recent-effect/halo-effect>
- Luthans, F., Luthans, B. C., Luthans, K. W. (2015). *Organizational Behavior: An Evidence-Based Approach*, 13th Edition. Retrieved from [vbk://9781681231211](https://doi.org/10.1111/9781118123121)

Part III – Bias Triggers and Techniques to Reduce the Influence of Bias



System 1 - Fast

- **DEFINING CHARACTERISTICS:** unconscious, automatic, effortless
- **WITHOUT** self-awareness or control, "What you see is all there is"
- **ROLE:** Assesses the situation, delivers updates
- Does 98% of all our thinking

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System 2 - Slow

- **DEFINING CHARACTERISTICS:** deliberate and conscious, effortful, controlled mental process, rational thinking
- **WITH** self-awareness or control, logical and skeptical
- **ROLE:** seeks new/missing information, makes decisions
- Does 2% of all our thinking

To summarize, you could say that System 2 thinking is a drone to System 1. System 1 sends suggestions to our System 2, turning them into beliefs.

[Daniel Kahneman: Thinking Fast Vs. Slow](https://youtu.be/PirFrDVRBo4)

<https://youtu.be/PirFrDVRBo4>

Bias Triggers

- Time Pressure
- Stress
- Emotional overload: anger, frustration
- Cognitive overload: ambiguity, information overload; overly complex decisions
- Emotional or mental resources depletion: distraction, fatigue, low blood sugar - hunger

Where are triggers in your current work environment?

Techniques to Mitigate Bias

- Take care of your mind and body through nutrition, hydration, exercise, and rest
- Maintain mindfulness; minimize distractions; awareness of stress, fatigue, hunger when making decisions
- Be curious; increase exposure and understanding of Airmen with different backgrounds and experiences

- Intentionally bring awareness of personal biases when making key decisions
- Develop structured procedures for talent management decisions that are transparent and have accountability
- Maintain personal accountability of your talent management activities to identify trends
- Keep pictures of Airmen and Guardians representing today's DAF you serve

Q: What bias mitigation technique will you use?

References:

Books:

Blindspot: Hidden biases of good people. Banaji, M. R., & Greenwald, A. G.
Blink: The Power of Thinking Without Thinking. Gladwell, M.
Biased: Uncovering the hidden prejudice that shapes what we see, think and do. Eberhardt, J. L.
Driven by difference: How great companies fuel innovation through diversity. Livermore, D.
Everyday bias: Identifying and overcoming unconscious judgements in our daily lives. Ross, H.
Inclusify: The Power of Uniqueness and Belonging to Build Innovative Teams. Johnson, S.
Thinking, fast and slow. Kahneman, D.

Websites/Videos:

- *Unconscious Bias (PACE)*
https://youtu.be/k_BDud7SPKk
- *DAF HAF Neurons & Narratives (DAF)*
<https://youtu.be/EiHEge>
- *Google: Making Unconscious the conscious*
<https://www.youtube.com/watch?v=NW5s-NI3JE>
- *Project Implicit, Implicit Association Test*
<https://implicit.harvard.edu/implicit/aboutus.html>
- *Understanding the Implicit Association Test*
<https://www.youtube.com/watch?v=hr9xAcWv790>
- *What Diversity is Really About: Simon Sinek*

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<https://www.youtube.com/watch?v=XisFCRrQivU>

DAF Virtual Training:

1. eLearning Courses:

[eLearning Bias Awareness Courses](#)

(https://usafprod.skillport.com/skillportfe/main.action?path=browsecatalog/en-us/fcpaths_L1NraWxsU29mdFNQOC9CdXNpbmVzc1NraWxsczEvUHJvZmlvbmFsZW5lc3MvUHJvZmlvbmFsdGhbmHMxL2FwZF8xNA..fcpathe#browse/70628ec1-7f6a-426f-bec4-29b0c6d5f5d9)

2. Digital University

<https://digitalu.af.mil/>

Increasing Bias Awareness Workshop





IDENTIFYING
UNCONCIOUS

BIAS

Objectives for Workshop

Equip the leaders with the information and skills to reduce the influence of personal, cultural, and organizational biases during key talent management decisions

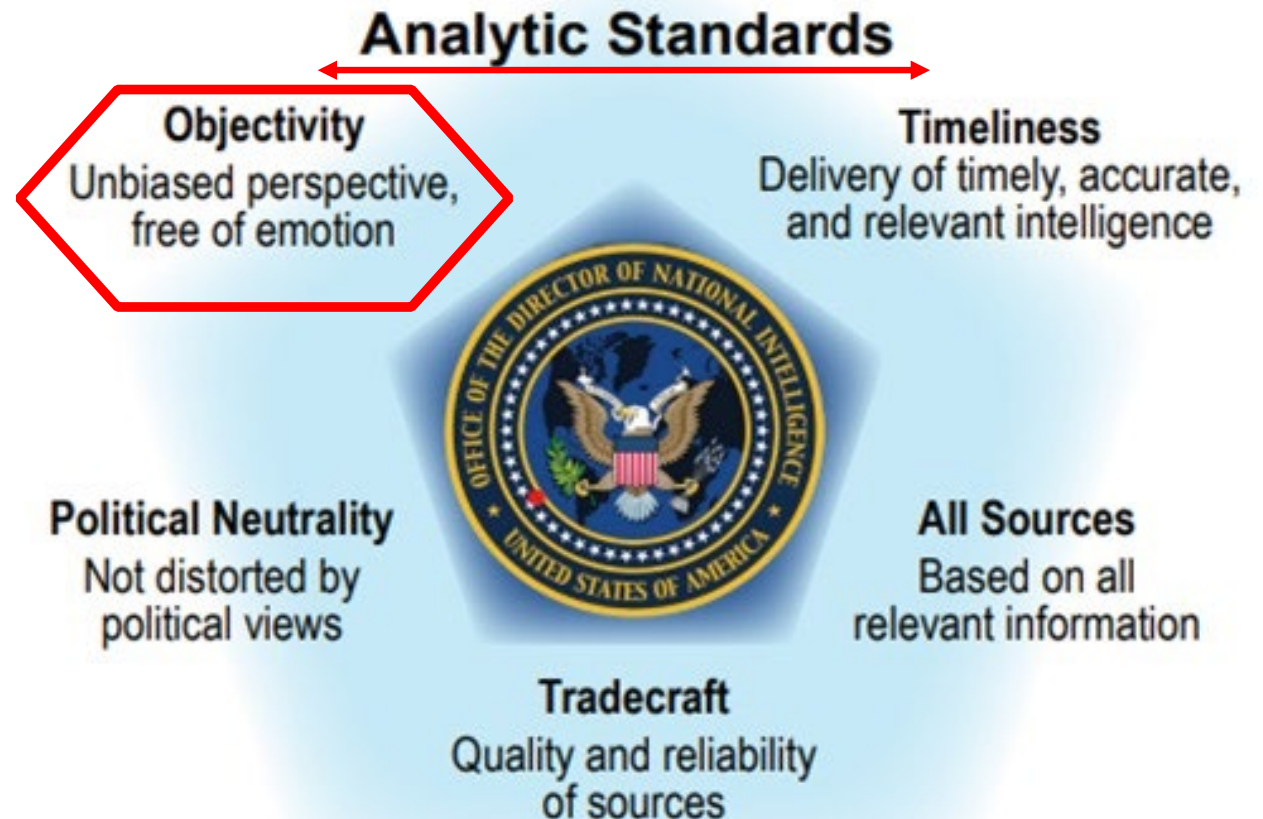
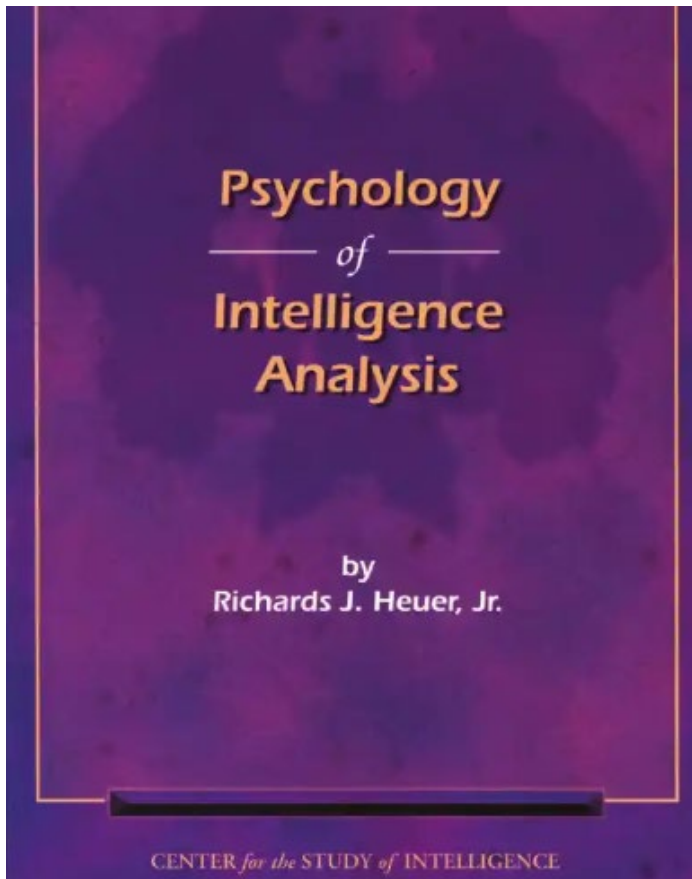
- Understanding bias and its sources
- Recognizing personal and organizational biases concerning leadership potential
- Identifying bias triggers
- Using bias mitigation techniques to reduce the influence of potential bias

Part I – Understanding Bias and Blind Spots



Bias Awareness in Analysis & Decision Making

Identifying and mitigating personal, cultural, and cognitive biases is recognized by the Intelligence Community as foundational in intelligence analysis and an operational necessity to save lives





Video: Understanding Bias - Litmos Heroes Training

<https://www.youtube.com/watch?v=dloCJq8shZE>



Play (k)



0:00 / 2:11



Leading the world. Accelerating learning.

Part II – Awareness of Bias

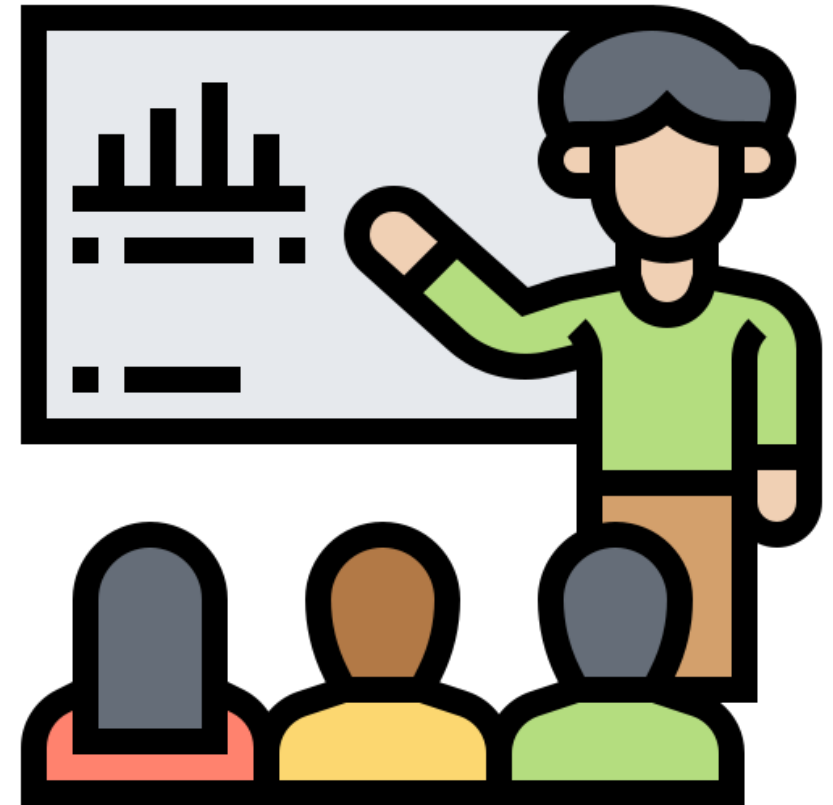
Exercise 1:

Write down personal experiences and characteristics you remember from the instructor's introduction?

Q1: What personal characteristics do you remember

Q2: What personal experiences do you remember

Q3: Do you have any characteristics or experiences in common



Part II – Awareness of Bias - Leadership

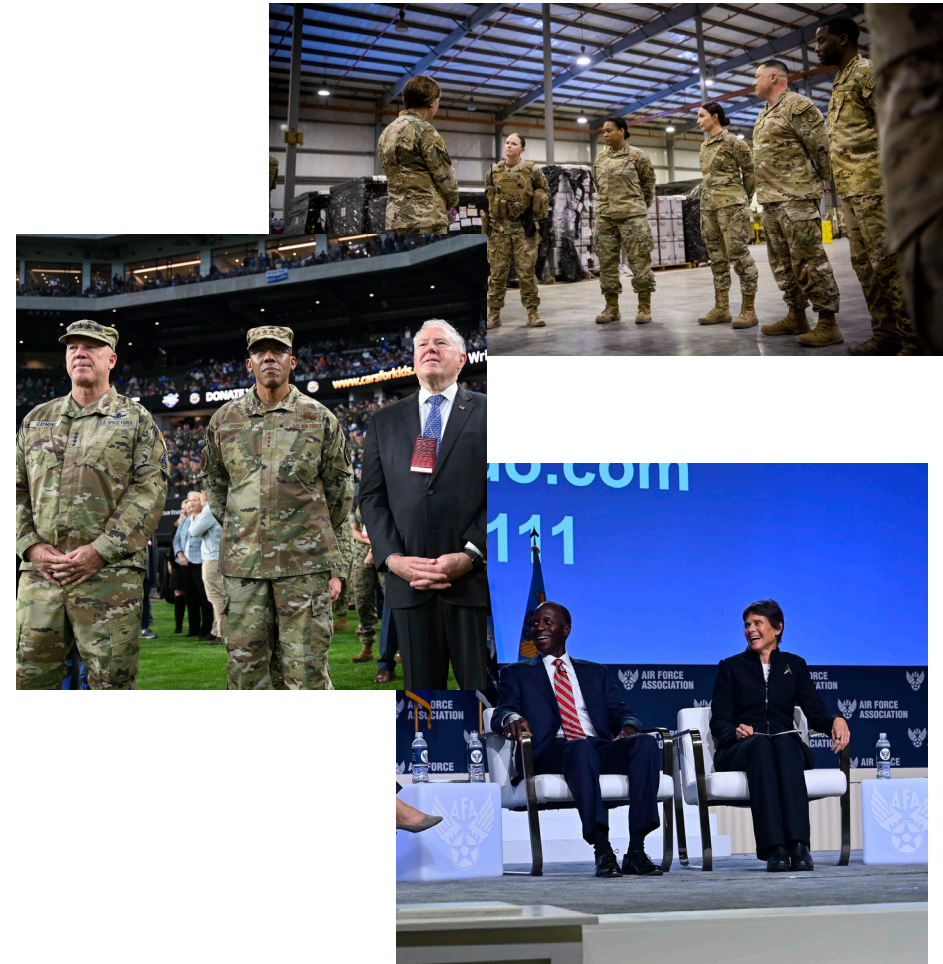
Exercise 2:

Think of the best and worst leaders/team members you worked for or with

Q1: What are their backgrounds, professional characteristics, experiences and personal characteristics e.g.,

Professional and personal experiences, education experiences and class rankings, operational experiences including different jobs, race, ethnicity, gender identity, sexual orientation, age, marital status, parental status

Q2: What do you and the individual have in common



Part II – Awareness of Bias – Future Potential

Exercise 3:

Write down the qualifications, experiences, and characteristics that you look for when recruiting, retaining, and promoting members and future leaders or team members of the Department of Air Force and your organization:

Q1: Does everyone have the same access and opportunity to get them

Q2: Are they all required for mission accomplishment or can someone successful and advance in a position without those qualifications, characteristics, and experiences





Part II – Awareness of Bias – Performance Evals

Exercise 4:

Think about doing performance evaluations military and civilians (if applicable)

Q1: What is your criteria or logic for giving a higher stratification or higher performance award?

Q2: How do you prepare to do performance evaluations (review files or notes; review past records; review current record)?

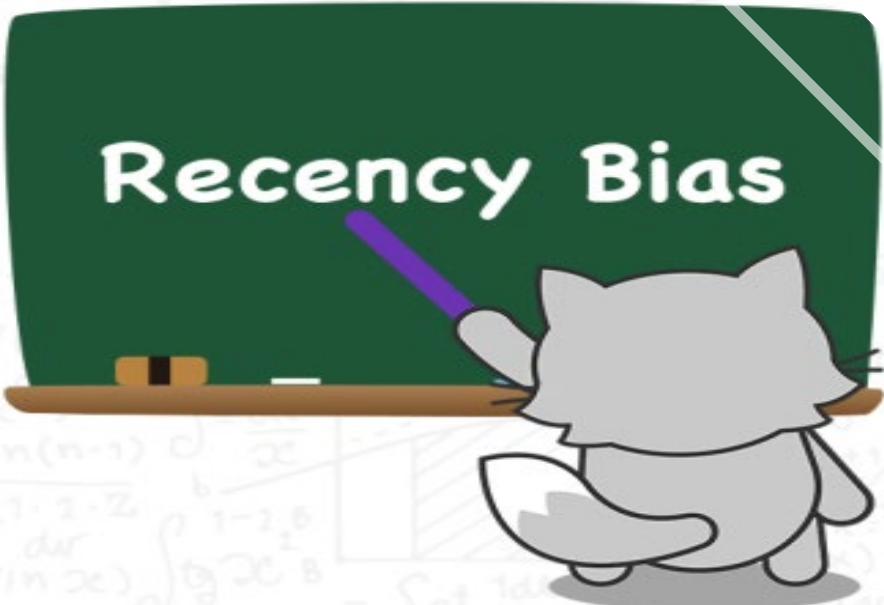
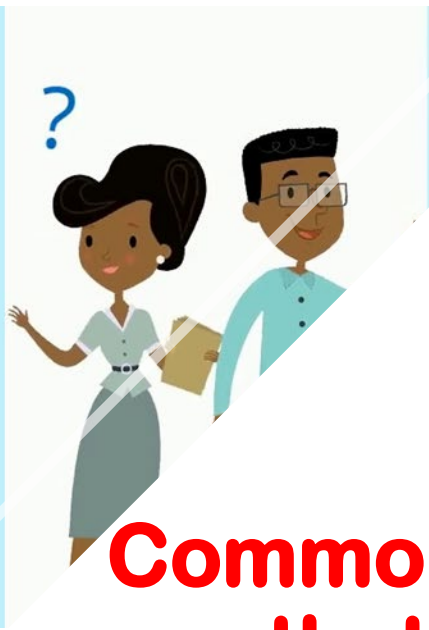
Q3: What performance words come to your mind when you think about competence, excellence, or poor performance in men, women, younger leaders, older civilians?

Q4: When do you complete performance evals time of day, how close to deadline, prioritize within other workload?





Affinity Bias



Common Biases that Can Influence Talent Management



HALO EFFECT

- Positive Impression
- Higher Equity
- More Trust & Better Value

HORN EFFECT

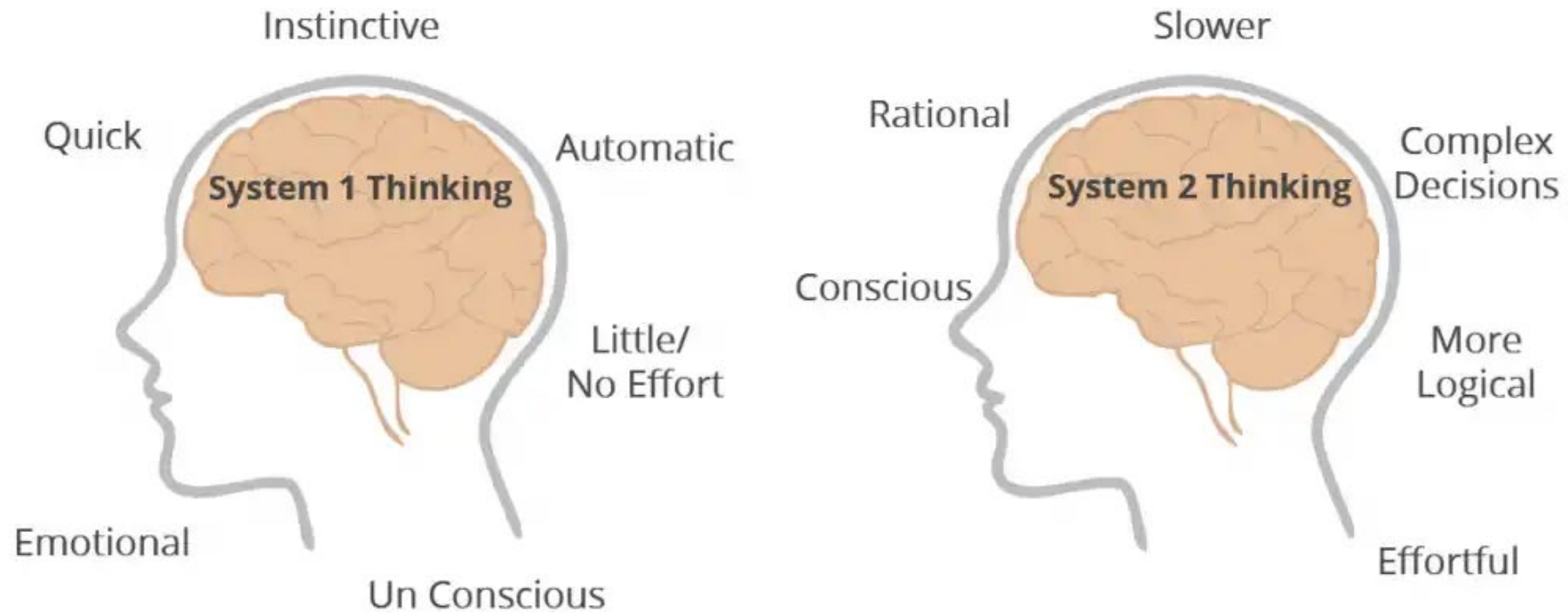
- Negative Impression
- Lower Equity
- Lesser Value & Low Trust



Group Think Bias

Part III – System Thinking

DANIEL KAHNEMAN'S SYSTEMS OF THINKING



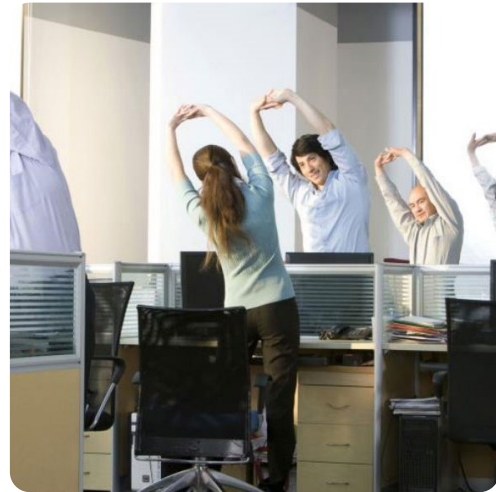
Part III – Bias Triggers

- **Time Pressure**
- **Stress**
- **Emotional overload:** anger, frustration
- **Cognitive overload:** ambiguity, information overload; overly complex decisions
- **Resources depletion:** distraction, fatigue, low blood sugar - hunger

Q: Where can a bias-influenced response be triggered in communication and decision making?



Part III – Techniques to Mitigate Influence of Potential Bias



- Take care of your mind and body through nutrition, hydration, exercise, and rest
- Maintain mindfulness; minimize distractions; awareness of stress, fatigue, and hunger
- Bring awareness to personal biases at key talent management decision points
- Develop structured procedures for talent management decisions that are transparent and have accountability
- Maintain personal accountability of your talent management activities to identify trends
- Keep pictures of Airmen and Guardians representing today's DAF you serve

Q: What bias mitigation technique(s) will you use?



Conclusion