



Creating Inclusive Workplaces: Seeing and Blocking Bias

Caroline Simard, PhD

Brookhaven National Laboratory

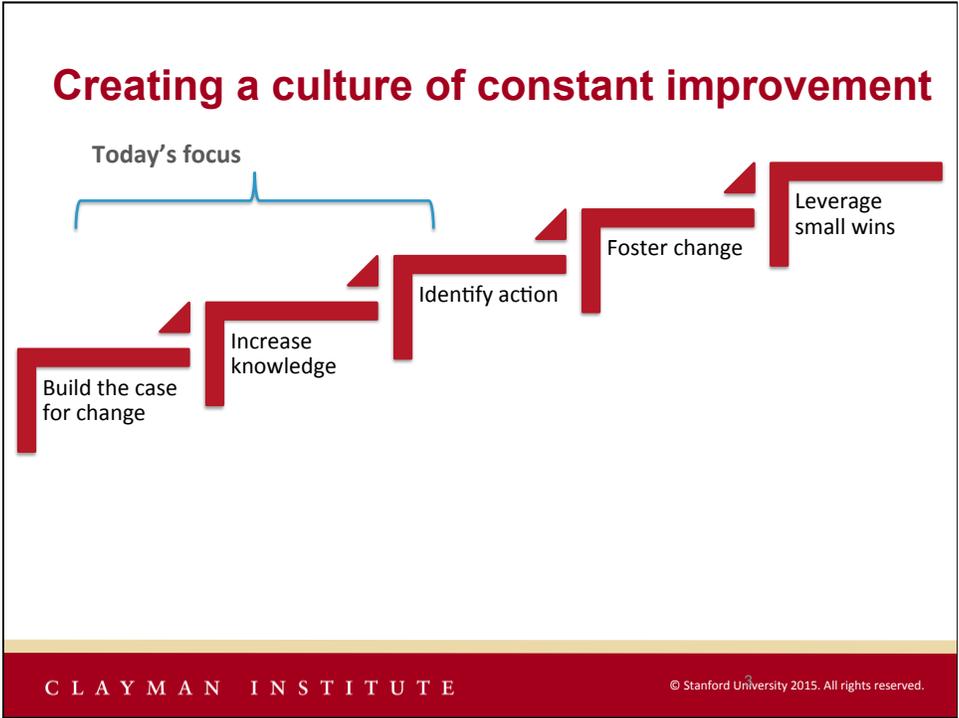
Stanford | **Michelle R. Clayman Institute
for Gender Research**

Inclusive workplaces

Harness all of the talent in our diverse society
and create environments where
all individuals can fully thrive.

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Bias is an error
in decision making.

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Decision making errors

- Availability bias
- Negativity bias
- Anchoring bias
- Leniency bias

(Kahneman, 2011)

Stereotypes are the content of bias

Stereotypes are generalized beliefs about a particular group or class of people.



Stereotypes function as “cognitive shortcuts.”

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Commonly held stereotypes that lead to bias

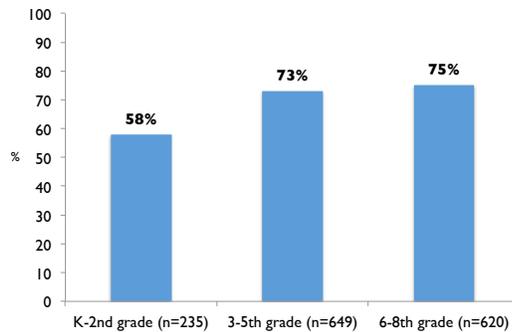
	Stereotype	Impact
Asian American	Stereotype: STEM Achievers Perceived as academically successful, esp. in STEM (Wong et al., 1998).	Impact: Asian Americans are seen as competent at technical tasks but not leadership tasks (Sy et al., 2010).
Obese People	Stereotype: Lazy Perceived as lazy, having poor personal hygiene, lacking self-discipline, and emotionally unstable (Puhl & Brownell 2001).	Impact: Applicants who were perceived to be obese are less likely to be hired than applicants who are not perceived to be obese. (Klassen, Jasper, and Harris, 1993).
Tall People	Stereotype: Leader More likely to be perceived as having more leadership qualities (Murray and Schmitz, 2011; Blaker et al., 2011).	Impact: Tall people make more money than short people: \$800 per inch more across occupations (Judge and Cable, 2004).

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Raising your Talent to a Higher Power

Bias in STEM comes from stereotypes

Draw-A-Scientist Test: Percent of Students
Who Drew A Male Scientist
(N=1504)



(Barman, 1999)

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Not much of a personality
and more into their
work.

- Sample of 550 Teachers (McDuffie, 2001)
 - Male (84%)
 - White (nearly all)
 - Middle Aged (73%)
 - Glasses (50%)
 - Unconventional hair styles (36%)
 - No other people in the drawings

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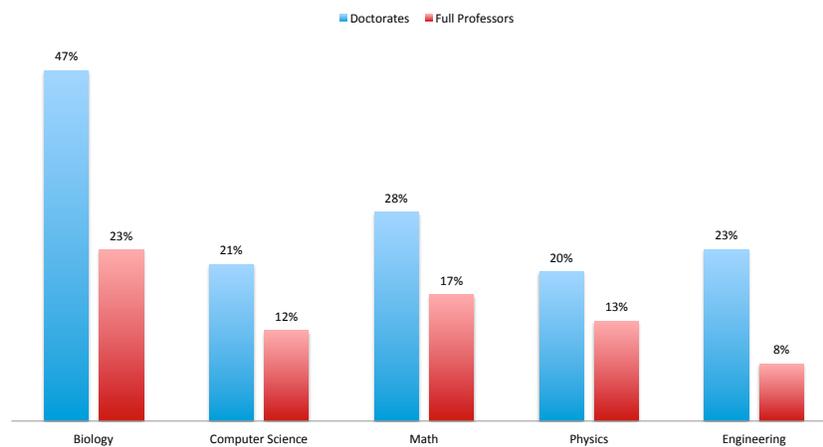
Underrepresentation of women in the US

- Approximately 4.5% of the Fortune 500 CEOs are women.
- Women hold 14% of executive officer positions.
- Women hold 18% of elected congressional offices.
- Women hold 17.2% of research university presidencies.
- Women of color are more underrepresented.

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Women in Science Representation of women in Science (NSF)



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Bias: Cognitive Function



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Categorization by sex (and race)



Expectations about the individual



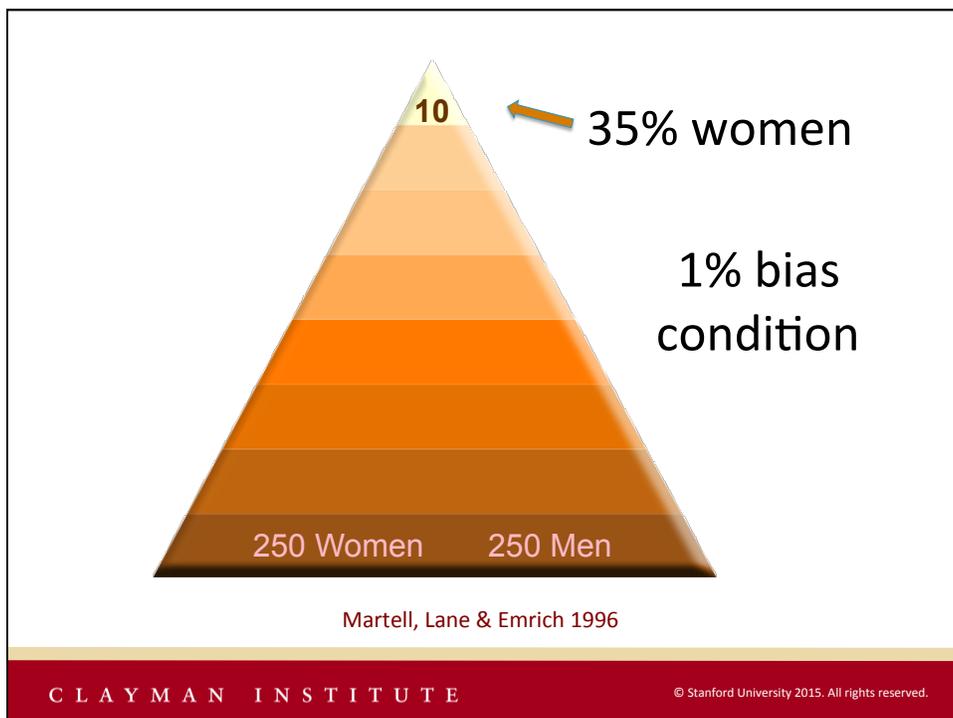
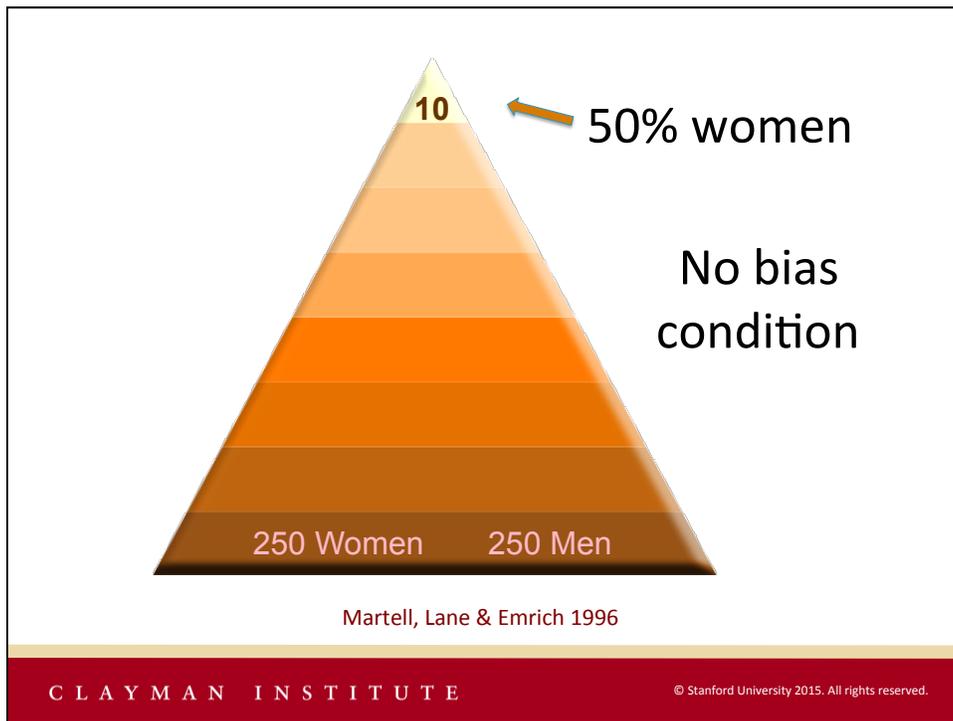
Bias in how we process information



Evaluations, opportunities, influence

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How do we block bias?

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“Recognize that we didn’t
create this, but we can fix it.”

Megan Smith
CTO, United States of America

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Bias 2.0: Organizational Function



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We can **debug processes** and **block bias.**

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Goldin & Rouse 2000

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(Goldin and Rouse, 2000)

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Stereotypes affect the *standard* we use to evaluate the performance of individuals.

Brian Miller

79%

Karen Miller

49%

Correll, 2013; Steinpreis, Anders & Ritzke 1999.

Extra Scrutiny



“I would need to see evidence that she had gotten these grants and publications on her own.”

“It would be impossible to make such a judgment without teaching evaluations.”

Correll, 2013; Steinpreis, Anders & Ritzke 1999.

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Stereotypes affect the *criteria* we use to evaluate the performance of individuals.

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More education

More experience

Uhlmann & Cohen 2005

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Brian Miller

Karen Miller

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OBJECTIVE
An administrative assistant position requiring strong organization and planning skills to provide exceptional support to a vice president in the financial industry.

SKILLS SUMMARY

- Six years experience as an office assistant supporting two senior managers in Finance and Marketing.
- Extensive computer knowledge for analyzing reports in Excel and for building PowerPoint presentations.
- Experience with coordinating meetings within various financial departments.

SKILLS AND EXPERIENCE

ORGANIZATION AND PLANNING

- Planned and scheduled company-wide meetings for teams of senior managers.
- Coordinated three executive assistants, personal assistants, and flight in a professional manner.
- Organized thousands of records and managed filing system containing confidential information.

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More experience More education

✓

Uhlmann & Cohen 2005

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Thomas Meyer

Seniority: 3rd Year Law Associate
Alma Mater: NYU
Race/Ethnicity: Caucasian

Last summer Temple University Bookstore decided to capitalize on the electronic music among college students. For the first time, the Bookstore started selling laptops, laptop accessories, and other electronic devices.

Bookstore, an 18-year-old Temple bookstore, moved into the downtown area in August 2004. Except about housing in Temple City, Bookstore is the main Temple bookstore to buy a Temple University t-shirt, notebook, notepad, and laptop bag. While she was at the Bookstore, Bookstore saw the new electronic devices. Laptop of all sorts of colors, shapes, and sizes were on display. Bookstore and purchased a laptop for \$600 in September. When she purchased the laptop, the salesperson asked Bookstore if she was a fan of some artists, whose music she liked. The salesperson said if she was a fan of some artists, Bookstore should be a fan of some artists. The salesperson said, "What is the best fan?" The salesperson responded, "I'm just a student. I like the music, but I don't know anything about it." Bookstore's answer was that she liked it all the time, and she liked to listen to the music. Bookstore paid for the laptop. The salesperson gave Bookstore her new laptop, a copy of the computer files, agreement, and her sales receipt. Bookstore went back to her dorm room, opened the paperwork in a drawer, and opened up her new laptop.

Over the next week Bookstore started using her laptop, but Bookstore had a few problems in using around campus in other ways to listen. She decided that she wanted a smaller, lighter laptop. On September 15, Bookstore had her laptop, along with the receipt back to the Bookstore and sold it to them. The salesperson told Bookstore that they would gladly take the laptop back since she was returning it within the 14-day return policy. However, there is a 20% restocking fee. Although Bookstore had that the 14th day, she was still a student. The salesperson called Bookstore and told her that because of the sales agreement that Bookstore had signed, she would not be able to return the laptop since she was subject to a 20% restocking fee. Feeling unhappy, Bookstore returned the laptop and got \$400 back (20% restocking fee).

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Reeves 2014

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Over the next week Book started using his laptop. He found that it was too heavy to carry around campus in other ways to class. One week later the laptop was stolen. Right before the September 11, Book took his laptop, along with the receipt back to the Bookstore and asked for a receipt. The salesperson told Book that they would gladly take the laptop back since she was charging a return fee. He didn't know anything about a returning fee. The salesperson calmly showed Book that if Book had the sales Agreement that Book had signed that meant that the salesperson intended laptop were subject to a 9% returning fee. Being confused, Book returned the laptop and got \$900 back (910 less 9% returning fee).

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My laptop was stolen just over the week past, and I've nothing more than to open my windows and see if I have removed the screens from the windows, and that's it.

"I remember that - that - that - that - that"

THIS DOESN'T MAKE SENSE

OMIT

CHECK THIS PART

SMARTER

WARRIORS WHO CHOSE IS

WARRIORS !!

THIS IS OK

IS THIS TOPIC GOOD?

3x more edits /comments
2x more likely to find mistakes

Reeves 2014

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"I remember that - that - that - that - that"

THIS DOESN'T MAKE SENSE

OMIT

CHECK THIS PART

SMARTER

WARRIORS WHO CHOSE IS

WARRIORS !!

THIS IS OK

IS THIS TOPIC GOOD?

Score: 4.1 out of 5

"generally good writer but needs to work on..."

"has potential"

"good analytical skills"

Score: 3.2 out of 5

"needs lots of work"

"can't believe he went to NYU"

"average at best"

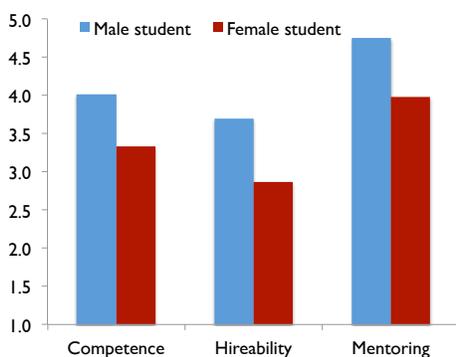
Reeves 2014

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Evaluations in Science

Nationwide sample of biology, chemistry, and physics professors evaluated application materials of an undergraduate science student (female or male) for a lab manager position.



1. **Both** male and female faculty participants rated the female student as less competent and less hireable, and offered the female student a lower salary and less mentoring.

Moss-Racusin CA, Dovidio JF, Brescoll VL, Graham MJ, Handelsman J. (2012) PNAS.

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Language of Scientific Competence

300 letters of recommendation for medical science faculty:

Recommendation letters for women were more likely to:

- Be shorter
- Include references to personal life
- Lack alignment to the job description
- Emphasize teaching over research
- Include doubt raisers
- Describe women in nurturing language “e.g. works well with others” rather than “accomplished”
- Use grindstone adjectives, e.g. “hardworking”
- Use less standout adjectives such as “outstanding”, “excellent”
- Less use of the word “research” (62% for male candidates, 35% for female candidates)

(Trix, F. & Psenka, C. 2003)

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Team Dynamics

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Team Dynamics

In a group of 8, 3 people speak 67% of the time.

Airtime is perceived as influence – the loudest voice is seen as the most influential even if it did not contribute the most.

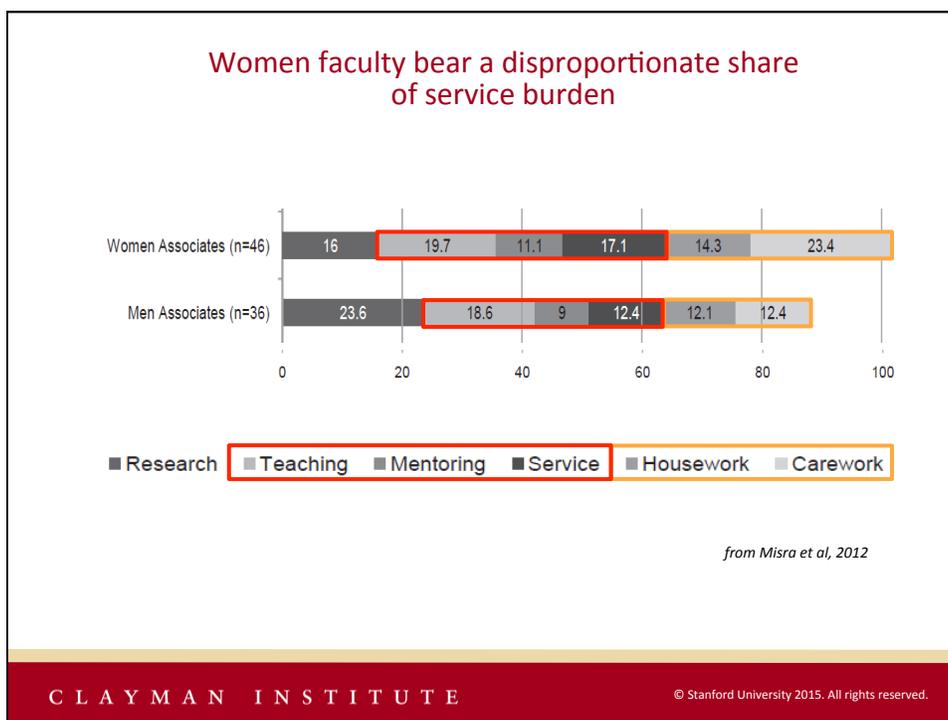
Women are less likely to have influence in team meetings and are more likely to have their ideas overlooked.

- Men interrupt women significantly more than they interrupt other men. Women are more often a target of interruptions than men.

Brescoll, V. L. 2011; Thomas-Hunt, M., and Phillips, K.W. 2004

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How can we overcome these effects?

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Effective solutions require breaking
the tendency to use stereotypes as cognitive
shortcuts

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Power of Introductions

Advocacy and Sponsorship to create conditions for performance

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Rudman 1998

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The Double Bind

- Women who are seen as competent suffer a likability penalty.
- A woman who is successful in a stereotypically male job is seen as less likable, less attractive, less happy, and less socially desirable.
- Successful female managers are seen as more deceitful, pushy, selfish, and abrasive than successful male managers.

Yoder and Schleicher, 1996; Heilman, et al, 2004

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The Double Bind for African American Leaders

- Black men incur a penalty for behaving assertively
- Black leaders often have to use “disarming mechanisms” to reduce backlash.

(Livingston and Pearce, 2009)

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Double Bind in science

“I have found that it is much more accepted for a male to be aggressive... Many professors that will even kick the doors and everything, and nobody seems to care about that. I can guarantee if a female does it, they will feel that she’s crazy.”

– Latina Engineer

“I don’t raise my voice. Because if I were as assertive as some Caucasian colleagues that are male, I would be called a mad Black woman.” – African American microbiologist

Williams et al, 2014

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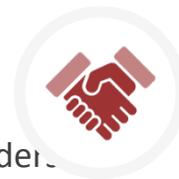
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Advocacy and Sponsorship

“No one leans in more than the Clayman Institute. I have had the privilege and honor of working with Shelley and Lori. I believe strongly in leadership. I’ve never met better leaders.

They believe in gender equality. They understand how you take academic research and make it apply. And they will stop at nothing to change this world. And it is an honor and a privilege to be able to partner with you.”

Sheryl Sandberg



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Organizational Solutions

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Organizational solutions

Arm the choir. Educating about the effects of stereotypes gives well-intentioned men and women the tools to avoid bias.

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Organizational solutions

Establish clear criteria before making evaluations.

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- Organized thousands of records and managed filing system containing confidential information.

More experience

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More education 

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Organizational solutions

Hold decision makers and ourselves accountable for decisions.

- Be prepared to explain your decisions and judgments to others.

Correll 2004

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Organizational solutions

Be transparent.

- Track numerical progress. Organizations manage what they measure.
- Helps avoid the “paradox of meritocracy.”

Castilla & Benard 2010

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The paradox of meritocracy

If we do not question meritocracy,
we open the door to bias.

Castilla & Benard, 2013

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Toolkit

1. Define criteria before evaluations
 - Scientific results (define)
 - Define other criteria (e.g. leadership)
 - Articulate weight
2. Outline process before review
 - Insist on consistent application of criteria
 - Define process
 - Notice when higher or different standards are used to evaluate the performance of certain individuals
 - Block criticisms of communication style

Toolkit

3. Review assignments and service work on your team
 - Legacy vs. “new” projects
 - Office housework
 - Develop career plans toward the right assignments

Toolkit

1. Vouch for the competence of underrepresented employees
2. Focus on accomplishments in reviews.
3. Block undue criticism of women's (and men's) communication styles.
4. Pay attention to team dynamics: whose voice gets heard?

Toolkit

Team Dynamics

1. Establish groundrules
2. Solicit input
3. Ask Framing questions
4. Interrupt Interruptions
5. Master effective introductions

Conclusion

- Stereotypes negatively affect individuals in multiple ways and cumulate over careers.
- These effects can be reduced or eliminated if we break the tendency to use stereotypes as shortcuts.
- Removing bias is good for individuals and good for organizations.

Q&A