

Diversity Today, Being More Inclusive Tomorrow



For

Community Foundation

For Loudoun and Northern Fauquier Counties

REDi For Change Conference

DIVERSITY
TRAINING
GROUP 

Every. One. Included.

By:

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About Mauricio

- **Earned a BA (Econ, Psych double major) from UVA, MBA from GWU (HRM)**
- **DEI Trainer, Strategist, Consultant, Ombudsman**
- **Sexual and General Harassment Prevention Trainer**
- **Toxic Employee, Engagement, Civility in Workplace Trainer, Executive Coach, Expert Witness**
- **MBP, Leaseweb, Dominion Energy, Major League Soccer, National Police Foundation, Dulles and National Airports, Goodwill, Habitat for Humanity – all present, past clients.**
- **Trained in every state but ND, been to over 70 countries, lived abroad, married with three kids, son of immigrants**
- **Mauricio is presently Vice Chair Elimination of Prejudice EOP, Past Chair Institute for Conservation Leadership**



My family – Elise, Maya, Kelly & Ethan





Agenda / Objectives

- ★ **Opening, Set Up, Bias Basics – *What***
- ★ **Define Diversity Today – get us all on same page - *How***
- ★ **What does it mean to be Inclusive – *End Game***
- ★ **Video – The Lunch Date (Conscious & Unconscious Bias)**
- ★ **Self-awareness is the first step – debrief self-assessment**
- ★ **Trust and Being a Change Agent**
- ★ **Video – The Danger of Silence**
- ★ **Action Plan**

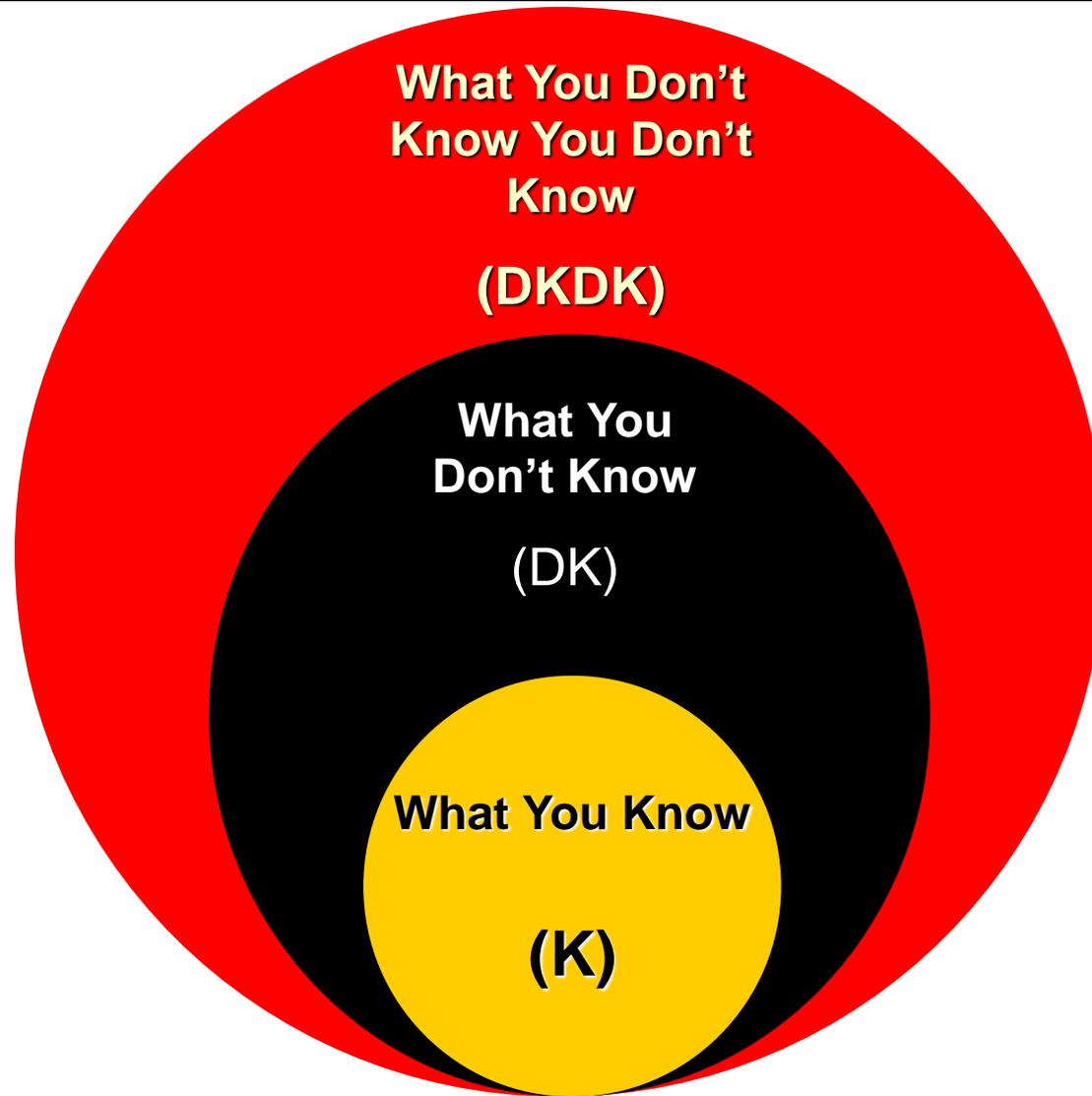


Mauricio's Mission Today

- **Provoke Thought**
- **Facilitate Discussion & Learning**
- **Surprise You**
- **Entertain You**
- **Add Value**
- **Provide Subject Matter Expertise**



Opening Remark





Intent vs. Impact

Intent

(what you meant)

vs.

Impact

(what you actually said)



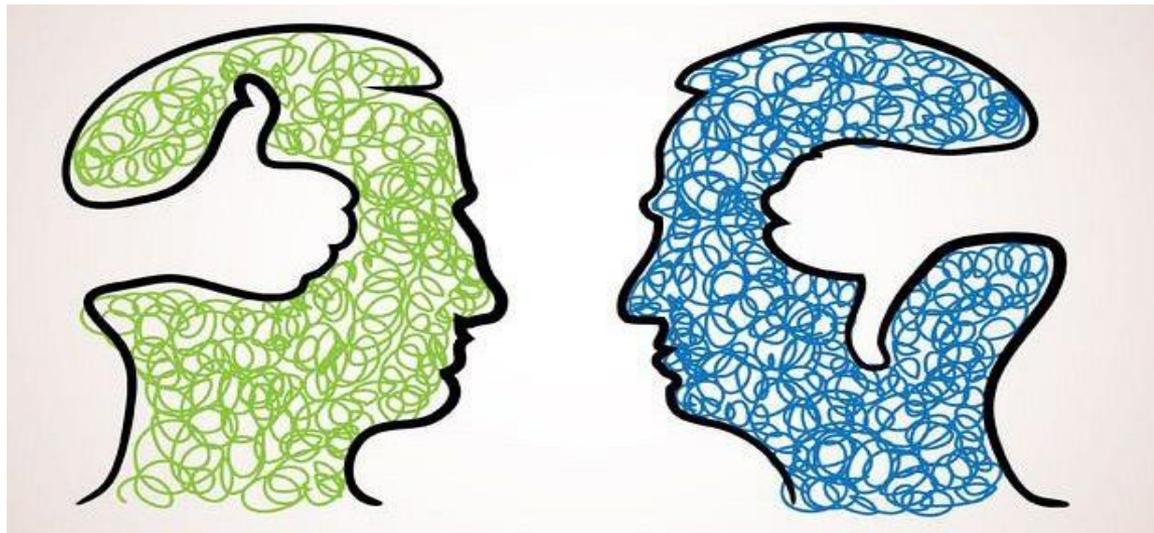
We all needs skills, tools, techniques



So, what is Bias? *The What*



Did you know there are two kinds?



Bias, Prejudice, Stereotypes

Bias – lean toward or favor for or against one thing, person, or group compared with another, usually in a way considered to be unfair. (For example “there was evidence of bias against foreign applicants” – synonyms: favoritism, sexism, racism, etc.). Bias - An inflexible belief about a particular category of people.

Prejudice – preconceived opinion that is not based on reason or actual experience. (For example “prejudice against foreigners” – synonyms: preconception, preconceived notion)

Stereotype – a widely held but fixed and oversimplified image or idea of a particular type of person or thing – synonyms: typecast, pigeonhole, label, tag, etc.



Implicit vs Explicit Bias

Implicit or unconscious bias is the **bias** in judgment and/or behavior that results from subtle cognitive processes (e.g., **implicit** attitudes and **implicit** stereotypes) that often operate at a level below conscious awareness – for example, we can unconsciously **favor in-group** (for example – “hit the break” when....). These biases form from past experiences and socializations (generalizations – stereotypes). These hidden biases might leads us to act in ways that are at odds with our intentions.

Explicit bias reflects the attitudes or beliefs that one endorses at a conscious level. (for example – “All blanks are blank – you say it out loud, speak what you are thinking).





More on Unconscious Bias

Also called “**Hidden Bias**” - We are “**hard-wired**” to prefer people like ourselves, look like us, sound like us and share our background and interests (and possibly values). “**Social categorization**” is what Social Psychologists call it and we do this **routinely and rapidly every day**. This explanation came up as a way to explain why discrimination still persists today.

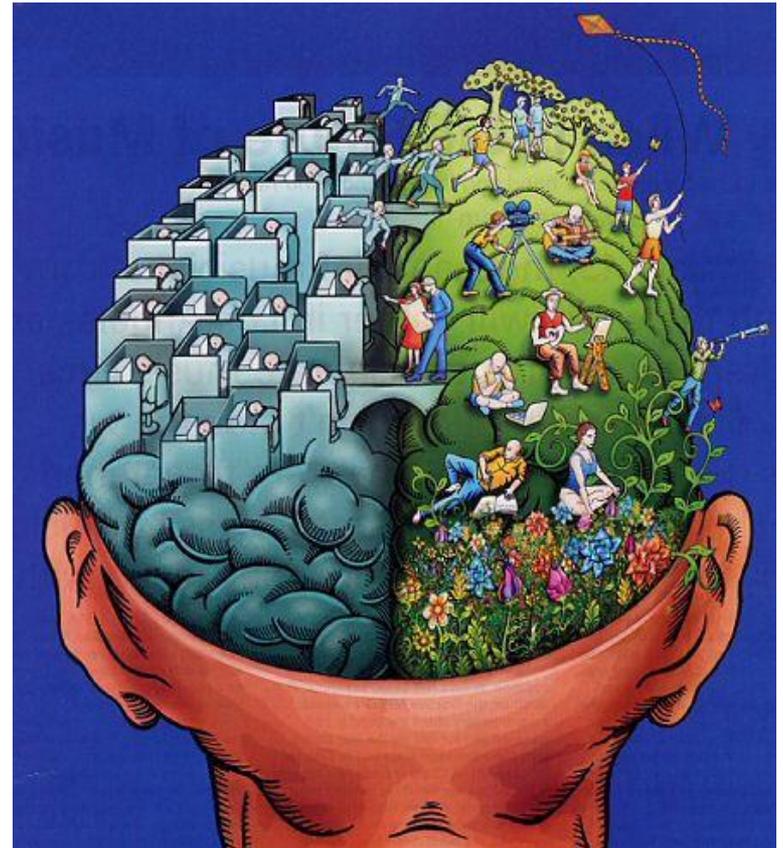
Explicit Bias – something we are aware of, we hold or believe, controllable, takes introspection, and we endorse it, support it.

Implicit Bias – we are much less aware, hence we have less control over, with little or no introspection, we do not necessarily endorse

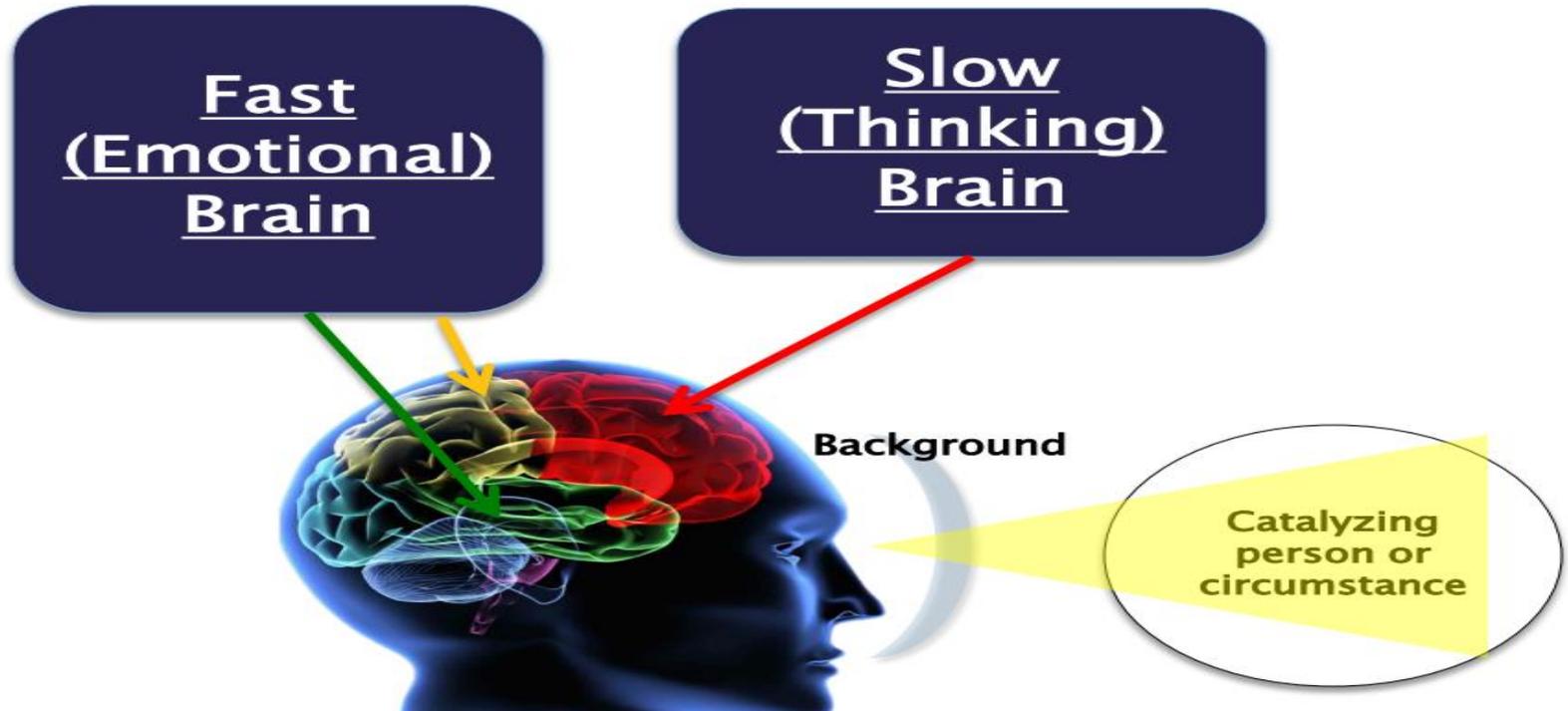
More on Unconscious Bias

These preferences can bypass or overwhelm normal, rational or logical-common sensical thinking.

We use these “sorting or categorization processes” we believe very effectively (some call it intuition or “gut”) but these categories can be illogical or not rational.



Daniel Kahneman



Fast thinking – System 1 – fast, intuitive, metaphorical, automatic, impressionistic and very hard to switch off, main source of explicit beliefs and deliberate choices of System 2

Slow Thinking – System 2 – slow, deliberate, and effortful. Requires attention and is disrupted when distracted. Conscious, reasonable self.



IAT

- **Project Implicit- non-profit org / international collaboration between researchers interested in implicit social cognition - thoughts and feelings outside of conscious awareness and control**
- **Founded in 1998 by three scientists – Tony Greenwald (*University of Washington*), Mahzarin Banaji (*Harvard University*), and Brian Nosek (*University of Virginia*)**
- **Goal - educate the public about implicit social cognition & provide a “virtual laboratory” collecting data on the Internet.**
- **Project Implicit also provides consulting, education, and training services on implicit bias, diversity and inclusion, leadership, applying science to practice, and innovation.**
- **For more information about the Project Implicit research group, see <https://www.projectimplicit.net>**



So how do we... *The How*

- **How does our mind “makes sense of all our biases or differences?”**
- **How do we label, categorize, and add value (stereotype)?**
- **How does our mind store away this information for retrieval later?**

- ✓ **We need a framework for understanding, anticipating and combating our biases and prejudices.**
- ✓ **Heightened or enlightened self-awareness is key.**



Diversity

- ✿ **What pops into your head?**
- ✿ **What comes to mind?**
- ✿ **Think of your organization, your staff, customers, constituents in our communities.**





Did you say?

Race, Color, Ethnicity

Gender

Age

Culture/Ethnicity

Sexual Orientation

**Physical/Mental Ability,
Disability**

Class/Income

Education

Religion, Faith, Spirituality

Work background

Geography, upbringing

Title/Role/Job

**Marital/Family/Parental
Status**

Work Style

Right hand, left hand

Nationality, Veteran Status



Diversity means “Different”

Different should not mean

..... “ew”

..... “yuk”

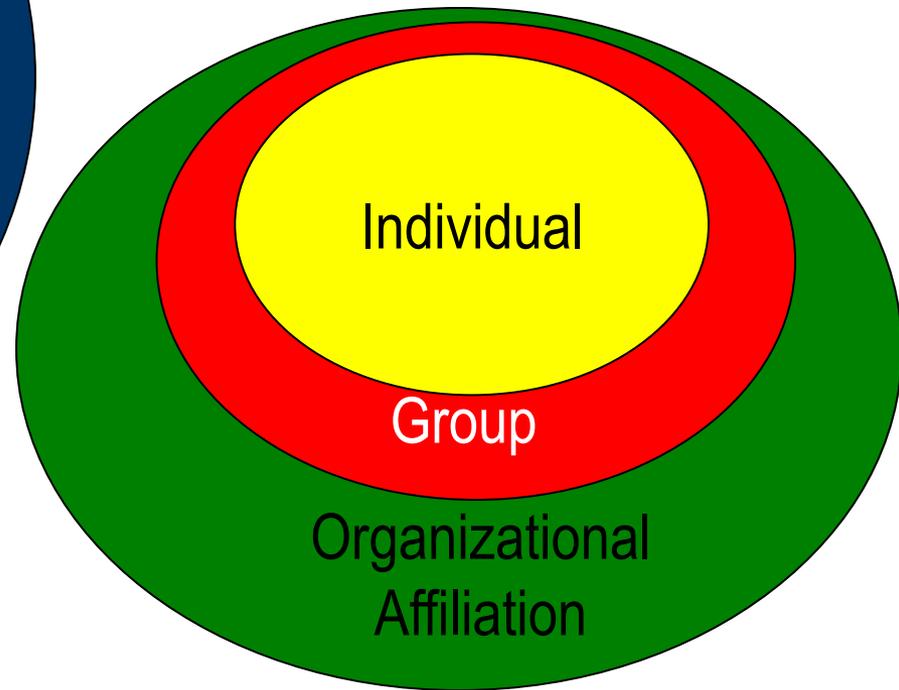
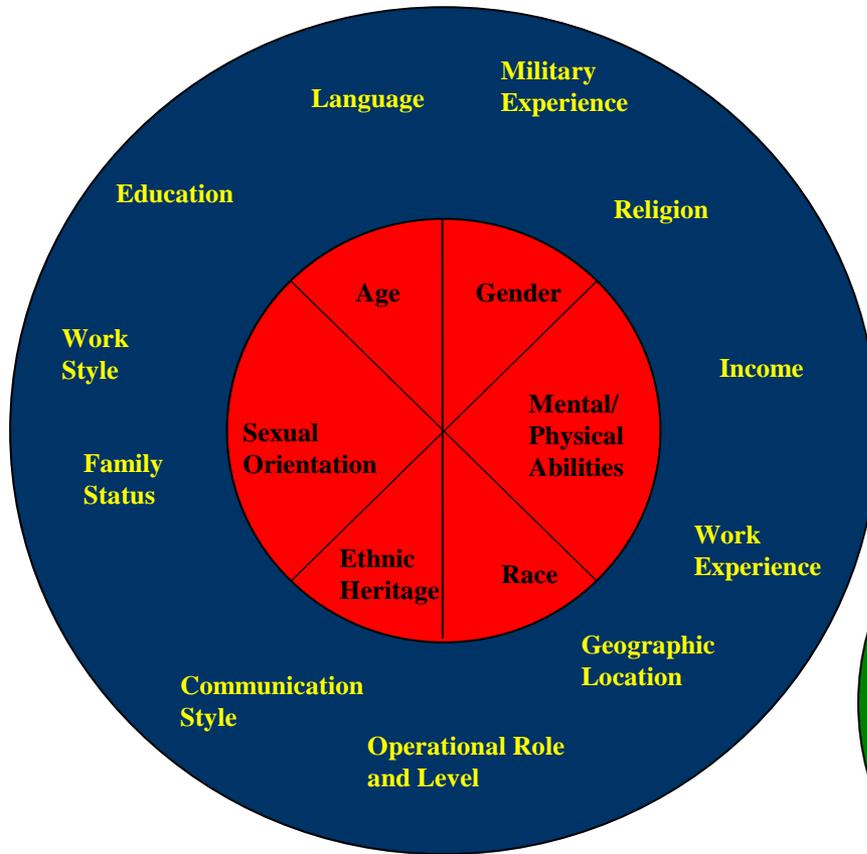
..... less than

..... “them” or “those people”

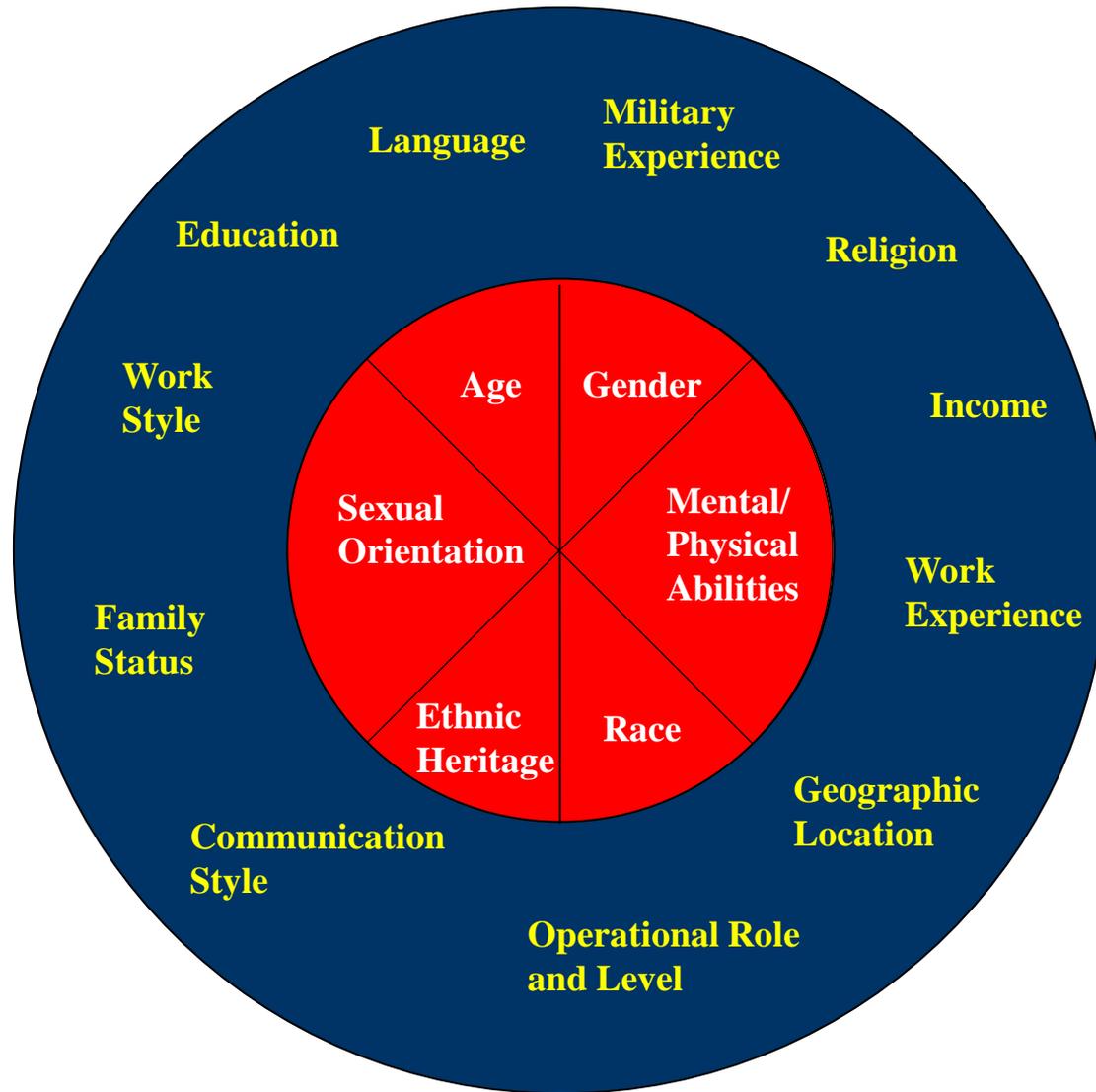
**..... “stranger danger” or “look what the
cat dragged in?”**

**We need a framework – a model to look at
all issues**

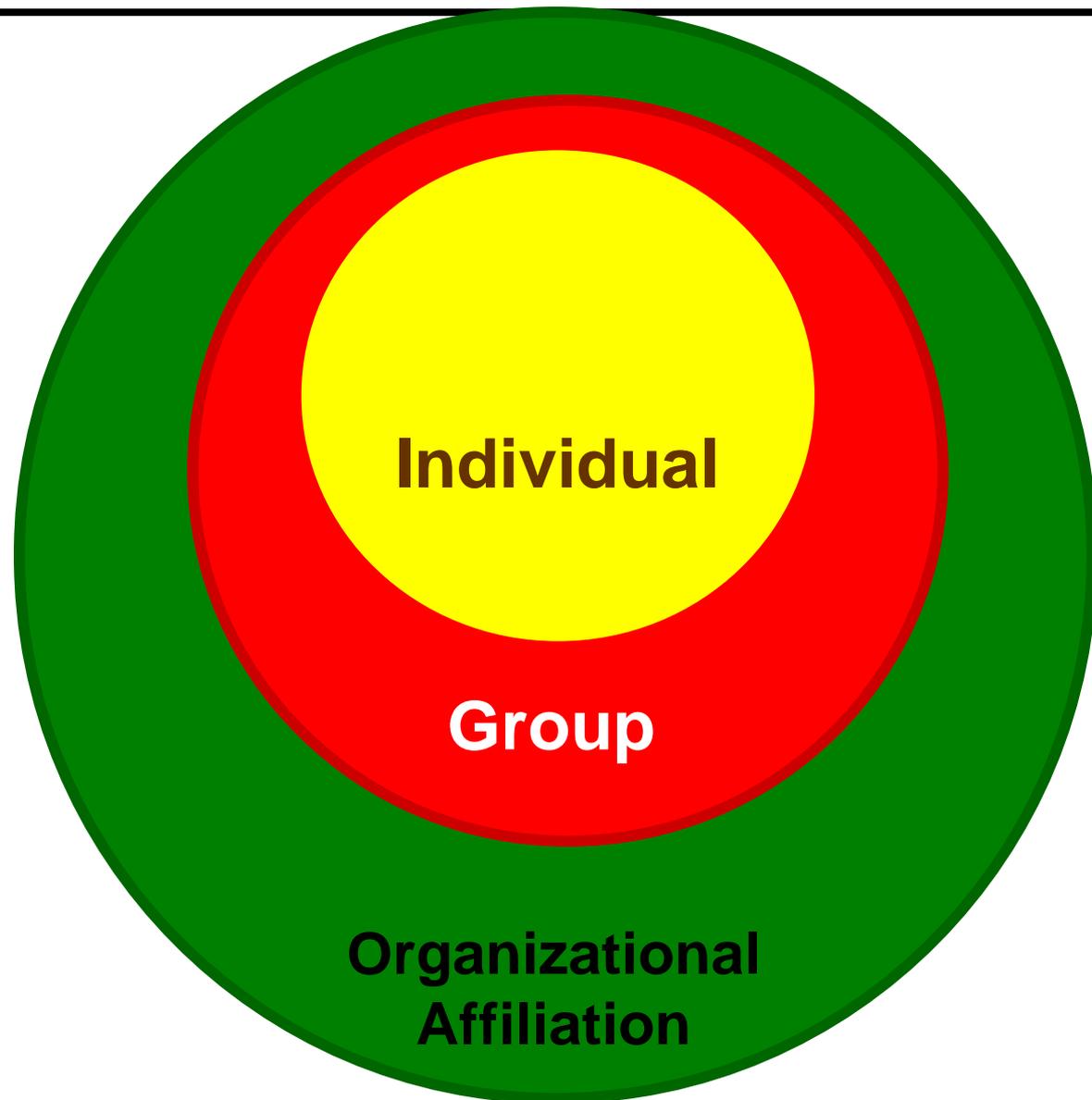
Dimensions of Diversity



Dimensions of Diversity



Dimensions of Diversity





My family – Elise, Maya, Kelly & Ethan





Inclusive Culture

A culture that connects each employee to the organization. It encourages fairness, openness, collaboration, supportiveness and empowers all individuals to participate in the workplace and contribute to their full potential.

To be inclusive is to be welcoming of all. To “take into consideration all of the biases” inherent in our organizational culture and workplace and challenge and combat them.

An Inclusive Culture is Equitable. Equity is “the state, quality, or ideal of being just, impartial, and fair.”

Synonymous with fairness and justice. Needs to be thought of as a structural and systemic process, not just a “desired or lofty state of affairs.”

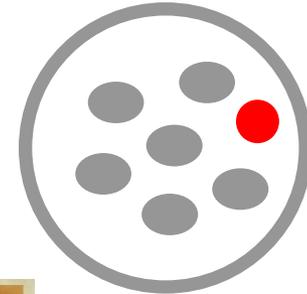


Dominant (In) vs Non-dominant (Out)

Dominant or In Group – an exclusive, typically small, group of people with shared interest or identity – inner circle, in-crowd, popular crowd (mentoring, grooming, high potential, given opportunities, can fail, learn)

How do you know when you are in the dominant group? *“Person is capable, qualified...”*

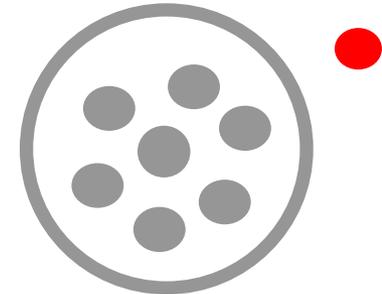
Can make mistakes..... Learn from it



Non-dominant, Out-Group or Subordinate Group – those that do not belong to in-group (not mentored, not given a chance, no tolerance for failure)

How do you know when you are in the out-group? *“Has this person done the job before?”*

No tolerance for mistakes – all eyes are watching



Key dynamic - under certain conditions people will prefer and have affinity for one’s in-group over the “other” out-group



IN-GROUPS AND OUT-GROUPS





Putting Content to Test

“The Lunch Date”

<https://youtu.be/ePuTZigxUY8>

- Adam Davidson
- Screen Writer/Director
- This was his thesis to get his degree in film from AFI – American Film Institute, New York City
- Won many awards
- Filmed in 1990



Discussion Questions

- **What happened?**
- **Did they see each other as human beings or as members of different groups?**
- **Not the group affiliation specifically but the meaning we attach to those groups – what meaning were we attaching to those groups?**
- **Did they trust each other?**



What is Trust?

- ✿ **What does it look like?**
 - ✿ **What do you see that creates and support trust?**
 - ✿ **What do you see that undermines trust?**
-
- ✿ **Diversity issues (bias, prejudice, favoritism, nepotism) undermine trust.**



Trust Defined

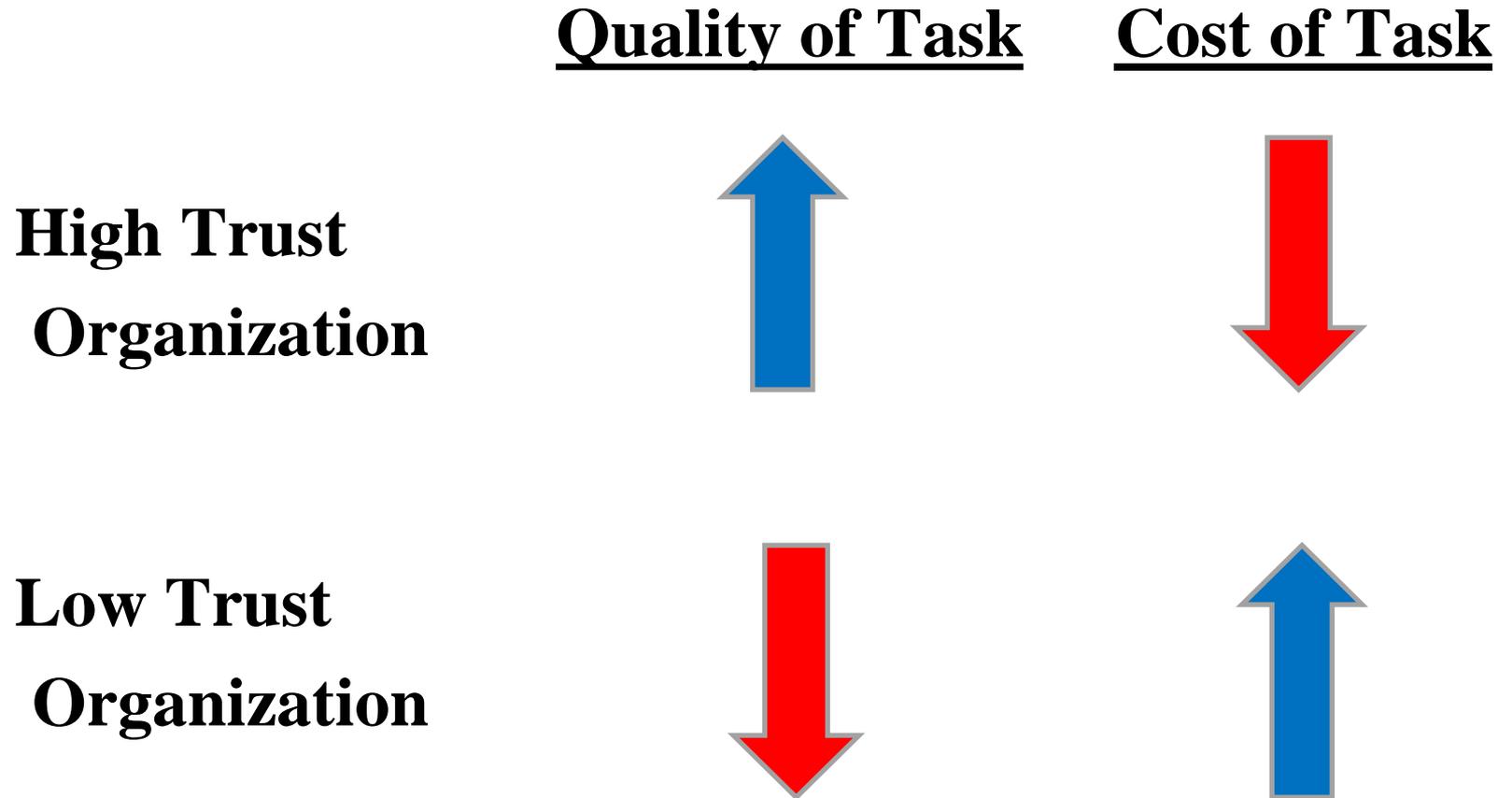
“Trust means confidence. The opposite of trust is suspicion. When you trust people, you have confidence in them – in their integrity, and in their abilities.



When you distrust people, you are suspicious of them – of their integrity, their agenda, their capabilities or their track record.”

S.M.R. Covey

Economics of Trust





S.M.R. Covey says....

**“Leadership is getting results in a way that
inspires trust.”**



**In your every action – do you inspire trust, are you
leading by example?**

**What are you/we doing that BUILDS or SUPPORTS TRUST
and what UNDERMINES TRUST?**



I suggest to you....

**“Before You Can Understand
‘Others’ – You Must
Understand Yourself First’**

- M. V.

(one of the themes of my work)



What Your Scores Tell You

0 - 20 Naive

Acts with no knowledge or awareness of biases and prejudice and their impact on others. What they don't know they don't know. This person has no clue as to the impact of their actions on others.

21 - 40 Perpetuator

Aware of biases and prejudices, but continues behaviors and actions that reinforce and support stereotypes and intolerance. This person is aware of the impact of their actions on others, but continues with such behaviors nevertheless, "You can't teach an old dog new tricks."

41 - 59 Avoider

Aware of biases and prejudices, but makes a conscious choice to ignore inappropriate behavior or withdraw from it. This person would rather turn and walk away than understand and address inappropriate behaviors or that bias that can appear or be misinterpreted as support. "If you are not part of the solution, you are part of the problem."



What Your Scores Tell You

**60 - 75 IWE
Change Agent
(*Inclusive Work
Environment*)**

Acts as a role model. Takes action when appropriate and addresses behaviors when important. IWE Change Agent will take risks and use the many tools available to him/her. IWE Change Agent will take peers aside and provide feedback and coaching with the intent to improve work relationships and personal productivity.

76 - 80 Fighter

Attacks all actions and confronts all behaviors. Always on the lookout for injustice but is often too confrontational, sometimes in public settings. Although a very important role, too often these individuals are labeled as “troublemakers.” If you have this energy, this fervor, please consider the change agent approach to problem-solving and inclusivity.



What is a Change Agent?



As Advocates, Allies, Change Agents

- ★ We engage, address negative behaviors**
- ★ We lead by example**
- ★ We are ever vigilant, ever mindful of biases**
- ★ We are coaches (give each other feedback)**
- ★ We must give straightforward and honest feedback**
- ★ We always keep our mission first in our mind**
- ★ We employ skill, tact, direction**



Now for A Change Agent

The Danger of Silence

Clint Smith

<https://youtu.be/NiKtZgImdlY>

His Classroom Values:

- **Read Critically**
- **Write Consciously**
- **Speak Clearly**
- **Tell Your Truth**



We all needs skills, tools, techniques





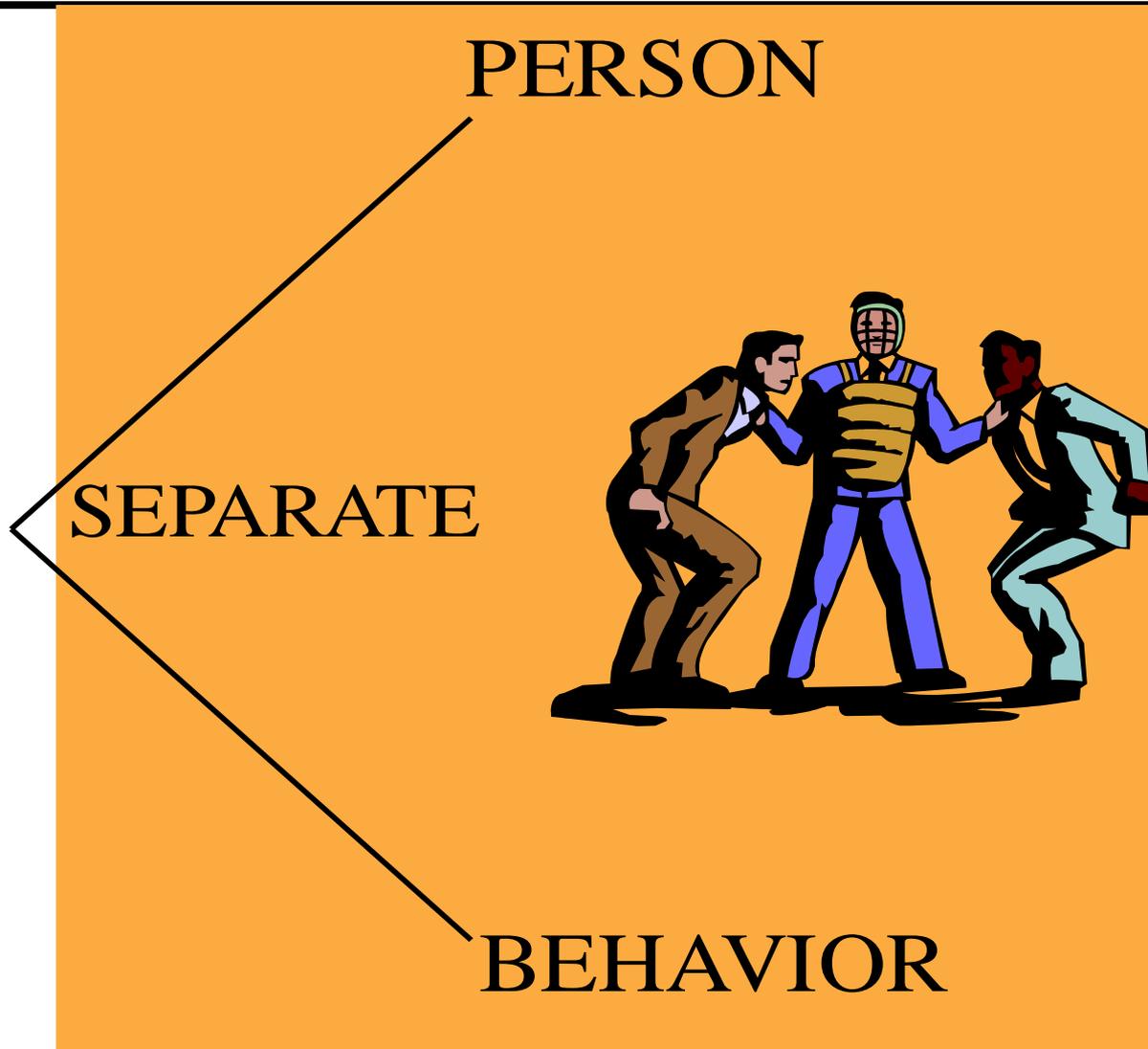
When you witness a “moment to shine”

You have to say something....

- **“Ouch!”**
- **“Really?” or “Wow”**
- **“Come on now!”**
- **“No, not here, not now.”**
- **Just repeat what they said...**
- **“What do you mean by that comment?”**
- **“How does that add value to what we are doing?”**
- **“How does that help us with our mission?”**
- **“That comment goes against our values!”**

Silence is not an option for a change agent.

Positive Behavior Intervention Approach





Stop Start Technique (Time permitting)

Start with a Positive

Please stop _____
(describe negative/unproductive behavior)

Start _____
(describe new, more appropriate/positive behavior)

Continue _____
(describe ongoing positive behavior)

End with a Positive



I-Statement Tool

How do I coach someone when I feel my differences are being held against me?

(Start with a Positive)

When you _____, I feel _____
(describe behavior) (impact of behavior)

I would prefer _____
(new behavior – more appropriate/productive)

OR

I feel _____, when you _____
(impact of behavior) (describe behavior)

I would prefer _____
(new behavior – more appropriate/productive)

OR

When I see _____, it makes me feel _____
(describe behavior) (impact of behavior on you/group)

I would prefer _____
(new behavior – more appropriate, more productive)

(End with a Positive)



Ultimately 2 Kinds of Behaviors

PREFERS

- Promote respect
 - Diversity friendly
 - Promote mission
 - Inclusive of difference
 - We want to see (+)
 - Honor our Values
 - INCLUSIVE – Include
 - *I want to see more of...*
- ✓ Remember our Values

NEVERS

- Disrespect
- Bias/prejudice
- Undermine mission
- Exclusive of difference
- We don't want to see (-)
- Dishonor our Values
- EXCLUSIVE – Exclude
- *I want to see less of...*



Change Agents are Problem-Solvers

Step

Action

Example



Identify and agree on the problem (consensus) Ask the right questions.

- ✿ **Ask for the facts**
- ✿ **Verify the information**
- ✿ **Decide what else you need to know**

- ✿ **“Help me understand exactly”**
- ✿ **“Let me make sure this is recorded correctly”**
- ✿ **“I will be able to help you better if I know...”**



Conduct problem-cause analysis to identify a specific problem and its cause

- ✿ **Restate the problem in simple terms**
- ✿ **Get agreement on the problem and its importance/impact**

- ✿ **“So, the basic issue is...”**
- ✿ **“It seems we agree it is important to fix this because...”**



Identify solutions/alternatives

- ✿ **Ask what can be done to solve the problem**
- ✿ **Suggest other options for consideration**
- ✿ **Tell them what you can do**

- ✿ **“What ideas do you have on how this can be fixed?”**
- ✿ **“In similar situations we have..”**
- ✿ **“I really wish we could do exactly what you suggested. However, according to..., we must...”**



In Closing...

What you permit – you promote

What you allow – you encourage

What you condone – you own

(Change Agents know this)



Don't forget to Action Plan

- ★ **What are you going to do with what you learned today?**
- ★ **What specific actions will you take?**
- ★ **Write it down or you will forget!**
- ★ **I am interested in your Commitments, Not your Wishes or Promises – we often do not get to those**



If the World Was Only 100 People

- **You Tube Video – 2019, many versions**
- **What surprised you the most?**
- **Numbers slightly different from pdf I sent you – numbers I sent you are January 5, 2021 numbers**
- **This puts our workshop today in perspective**





Another gift from me to all of you

**The secret to changing the world | Lee Mun Wah |
TEDxExpressionCollege**

TEDx Talks

106K views

Lee Mun Wah is an internationally renowned Chinese American documentary filmmaker, author, poet, Asian folk teller, educator, ...

<https://www.youtube.com/watch?v=Hp5SNpCtiWk>



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