

# DEI: Inclusive Leadership Workshop

## FACILITATOR'S GUIDE

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*(Introduce yourself and review the Objective of this Workshop)*

**FACILITATOR:** By the end of the workshop, you will be able to

- Help uncover hidden biases and unfair hiring and career development practices.
- Teach learners to recognize problems and actively promote inclusion and equity.
- Equip leaders with skills to support inclusion within their teams.

It has been proven that the companies with the strongest DEI initiatives, have leaders that are fully committed to DEI, and in turn, cascade that support down through the various management levels. Oftentimes, companies want to incorporate DEI strategies internally but do not know how to successfully engage top leadership in the process.

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### TOPIC #1: INCLUSIVE LEADERSHIP

72% of employees who perceived a high sense of belonging in their organization reported intending to stay with their organization. More Employees who feel their organizations provide a sense of belonging reported being highly engaged at work and agreed that their organizations bring out their creative potential.

Our Responsibility as DEI Champions and Leaders are:

- Understanding the systemic challenges of their employees and community
- Welcoming and creating diversity in the workplace
- Tackling issues around equity, including policies
- Making sure that those who are diverse are welcomed and feel welcomed

### Activity #1:

**FACILITATOR:** Before we really dive into the Inclusive Leadership Section, let's get to know each other better. *(Review the Diversity Wheel, what it is, and review activity (on facilitators guide attached)).*

**Activity #2:** *Introduce the Pixar Short Purl and follow Facilitator Guide (includes Discussion Questions)*

**Activity #3:** *If you choose this, Discussion Questions listed in Deck*

*(All other activities and guides are in appendix)*

## **TOPIC#2: Unconscious Bias**

**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 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.

Two million professionals and managers voluntarily leave their jobs solely due to unfairness, according to the Corporate Leavers Survey. This costs US employers \$64 billion in turnover annually. Unconscious bias touches many aspects of diversity in the workforce.

### **Activity #1:**

**FACILITATOR:** *Before we really dive into unconscious biases, let's learn about the various types of unconscious biases. (Review types of Unconscious Bias. Open discussion on types. Can you think of others?)*

## Types of Unconscious Bias



**Affinity:** Favor towards someone we have an affinity with such as attending the same college, growing up in the same town, or being reminded us of someone we know and like.



**Performance:** Based on deep-rooted—and incorrect—assumptions about women's and men's abilities. We tend to underestimate women's performance and overestimate men's. The same bias is present with people of color.



**Confirmation:** The tendency to search for, interpret, favor, and recall information in a way that confirms or supports one's prior beliefs or values



**Likeability:** Likeability bias is rooted in age-old expectations. We expect men to be assertive, so when they lead, it feels natural. We expect women to be kind and communal, so when they assert themselves, we like them less.



**Contrast:** Comparing someone to another instead of comparing the skills and attributes of an individual to the skills and attributes required for the job.



**Attribution:** Attributing something we do well to our own merit, and something bad to external factors. When it comes to other people, we tend to think the opposite.



**Halo:** When we see one great thing about a person, and we let the halo-glow of that significant aspect affect our opinions of everything else about that person. Halo is the direct opposite.



**Double Discrimination / Intersectionality:** Multiple stigmatized identities, such as race, sexual orientation, disability, etc. stack up—and the compounded discrimination can be significantly greater than the sum of its parts.

### **Activity #2:** Practical Illustration: (Open discussion impacts)

Stacy is sifting through a stack of resumes at her desk. She has to hire someone for the opening in accounting. She calls Janna in and asks her to assist in sorting through resumes for possible candidates. Janna sits down and starts reading her pile of paper. After a while, Stacy notices that Janna has two piles sorted out. She asks Janna what the qualifications standards were of the possible candidates. Janna responds, "Well, I took out everyone that lives outside of Metro. And then I took out anyone who didn't have an Ivy League degree."

Stacy asks, "Is that how you think I hired you Janna?" Stacy continues by saying that she didn't just judge Janna according to her hometown or because of a school that she attended. "Let's go through that reject pile again, Janna, and see if we can find some applicants that have different skills and talents." Janna agrees and they sit down together to reread the applications with a more open mind. When the ladies complete their task, they have a hefty stack of resumes full of people with different educations and skills from which to choose their perfect candidate.

**Activity #3:** Complete Harvard Implicit Awareness Test ([Take a Test \(harvard.edu\)](https://www.harvard.edu/implicit)) The test identifies 14 unconscious biases that employees could possess and inadvertently allow to impact their daily decisions.

*The organization's management team has the responsibility of mitigating Unconscious Biases and creating a healthy and productive work culture. A positive work culture starts at the top and is taught to employees that follow this leadership.*

### **TOPIC #3: OTHER BARRIERS TO INCLUSION**

**FACILITATOR:** Unconscious bias is the most well known barrier to inclusion, however, there are other barriers that are not as well known, but also important to recognize.

Understanding the barriers to inclusion in the workplace is the first step in creating an inclusive environment. Once they are recognized, the organization can work to eliminate those barriers.

#### **Sub-topic #1 - In and Out Groups**

**FACILITATOR:** Humans naturally divide themselves into *in-groups* and *out-groups*. It is an instinctive behavior: we are hardwired to look to ally with people who are like us.

##### In-Group

- Bases for forming are according to race, culture, gender, age, religion, etc.
- Positive views of each other, feel valued and included. Feel comfortable being authentic self
- Have access to powerful networks, accepted, and knowledge of opportunities

##### Out-Group

- Feel excluded and not accepted because they are not part of the “In-Group”
- Often not engaged

When you are in the “in” group, your experiences will be different. You will likely feel included and valued. At the very least, you aren’t likely to feel threatened or targeted based upon your identity markers. You will likely feel comfortable bringing your authentic self to work. But, when you are in a situation where you are part of the “out” group, things will be different.

When you are part of the in group, you get access to powerful networks, unwritten rules, knowledge of opportunities, getting buy-in, being accepted.

Ask the group if they have experienced being either in the “in-group” or “out-group”.

**FACILITATOR:** Close out the sub-topic by offering some tips or ideas to [overcome](#) in and out groups in the workplace/team.

Get rid of in and out groups and leverage people’s differences, make people feel they belong and you will see an increase in innovation and effectiveness within the team and organization.

*More information on in and out groups can be found [here](#)*

#### **Sub-topic #2 - The Only**

**FACILITATOR:** Identify some key points that can interrupt feelings of inclusion or belonging. When we feel like we don’t belong or aren’t included, we don’t contribute as much of ourselves as we might otherwise do. We spend time covering, not sure how much of ourselves to share. There is often a question of how others in the room perceive you. For non-visible diversity, you

might ask “What if they knew? What would they say/do?” Overtime, this pressure and constant state of stress leads to exhaustion, burnout, disengagement and attrition.

An example of what you might say:

Let’s look at what gets in the way of Inclusion and Belonging. When you’re the only one in the room that identifies with a diversity category:

- Not seeing anyone that visibly shares your identity
- Trying to figure out how much to share
- Working double time – tax on being different
- Accumulates over time and leads to exhaustion, burnout, disengagement and attrition

If you are a leader, these are concepts that you will want to have in your leadership toolbox.

With all of the complexities, uncertainties and interdependencies - leaders will need to increase awareness of others and of self.

### Video

Prompt attendees to think about how they would react in this same situation. Address that people might react differently based upon their identities and life experiences.

Once the video has ended, ask attendees if they would have stayed or left in this situation. What if the theater was filled with all people of color, or all members of a different gender from yours, or everyone was dressed up in costumes, or any number of other examples. Would you have felt or acted differently? Why? What does this say about our own cultural norms, past experiences and personality types? What would it take to push you outside of your comfort zone?

### **An example of what you might say:**

So much of what we would do is based on cultural norms, our past experience and even our personality type.

We want to take personal responsibility for our growth by moving out of that comfort zone, past the fear zone and into the Learning and Growth zone. *Refer back to the comfort zone wheel.*

### **Sub-topic #3 - Covering**

Research at [Deloitte](#) by Christie Smith and Kenji Yoshino define covering as:

- Downplaying a known stigmatized identity
- Something we do instinctively within ourselves in order to assimilate or make others comfortable, or not make it a big deal
- Avoid triggering others or triggering their biases towards us

4 types:

1. Appearance based - how individuals alter their self-presentation/appearance (how people dress, hair, jewelry, tattoos, grooming, mannerisms, etc.) to blend into the mainstream;
2. Advocacy based - how much individuals “Stick up” for their group. Hesitating from advocating for my identity. For example, not making gender an issue, ever; exhaustion

- from being asked to represent their entire community, concerned about tokenism or favoritism; or not challenging a joke to prevent being seen as overly strident;
3. Affiliation based - how individuals avoid behaviors widely associated with their identity, often to negate stereotypes about that identity. Not wanting to be affiliated with a stigmatized identity and not taking advantage of what we need. For example, not taking advantage of parental leave; not talking about people in the news or politics; stay away from work that is stereotypical to my gender, race, or ethnicity; or don't talk about kids or significant others; and
  4. Association based - Avoiding being associated with a stigmatized group and avoids contact with other group members. For example, avoid being seen as someone who only hires people like you, distance ourselves or overcorrect; avoid seeking help for mental health or addiction; or hesitant to join an ERG or Diversity Group;

### **An example of what you might say:**

When you are part of the outgroup, or a piece of you is part of the outgroup, you will likely cover to protect yourself.

- Downplaying a known stigmatized identity
- Something we do instinctively within ourselves in order to assimilate or make others comfortable, or not make it a big deal
- Avoid triggering others or triggering their biases towards us
- Not taking advantage of Parental leave
- Not talking about people in the news or politics
- Stay away from work that is stereotypical to my gender, race or ethnicity
- Don't talk about kids or significant other

Example: President Franklin D. Roosevelt (FDR) had an agreement with the press to not be photographed in his wheelchair. He was not hiding his disability, everyone knew he was in a wheelchair. He was covering, making sure his disability was in the background of the interaction. He knew being seen in his wheelchair would trigger bias in others. (*Deloitte*).

### **Sub-topic #4 - Psychological Safety**

**Definition** - a climate in which people are comfortable being and expressing themselves - being their authentic self. One will not be punished or humiliated for speaking up with ideas, questions, concerns, or mistakes, and that the team is safe for interpersonal risk taking. - Dr. Amy Edmondson, Harvard Business School.

#### **FACILITATOR:**

Psychological safety follows a progression based on the natural sequence of human needs in social settings. These needs exist across demographics, psychographics, nations, and cultures. Just like humans need water, food, and shelter to survive, teams that want to innovate need [four things](#) in order to thrive: they need to feel included and safe to learn, contribute, and challenge the status quo. Teams progress through these stages as they intentionally create cultures of rewarded vulnerability and psychological safety. Key concept: It is a condition in which you feel (1) included, (2) safe to learn, (3) safe to contribute, and (4) safe to challenge the

status quo—all without fear of being embarrassed, marginalized, or punished in some way.

In large measure, the way you answer these questions will define the way you value human beings and your relationships with them. It will define the way you draw people out or shut them down, create confidence or induce fear, encourage or discourage. It will determine how you lead and influence others.

If you can banish fear, install true performance-based accountability, and create a nurturing environment that allows people to be [vulnerable](#) as they learn and grow, they will perform beyond your expectations and theirs.

**FACILITATOR:** Ask the group have they ever been part of an organization that was dominated by fear? How did you respond? How did other people respond?

*Next, recite the below scenario in the link and ask the discussion questions.*

### **ACTIVITY:**

“Uli is a long time manager known for his technical expertise. For the past two years he’s worked as manager of team XYZ, which is responsible for running a large scale project. He upholds very high standards, but in the past few months, Uli has become increasingly intolerant of mistakes, ideas he considers to be “underpar”, and challenges to his way of things.

Recently, Uli publicly “trounced” an idea offered by an experienced team member and spoke very negatively about that person to the wider team behind their back. Everyone else thought the idea was strong, well-researched, and worth exploring. Ideas have since dried up.”

Debriefing Questions:

- What behaviors do you see that reflect psychological safety?
- What behaviors may signal that psychological safety is lacking in the scenario?
- Why is psychological safety so important? What difference does it make in a team? What have you seen on your teams?

*Pass out the [Manager Actions](#) worksheet, then play the following TED Talk to closeout the topic for tips on fostering psychological safety. Reiterate the importance of psychological safety and how it can increase innovation and effectiveness within teams and organizations.*

TED TALK - [Building a psychologically safe workplace](#)

Other activities for psychological safety can be found [here](#).

## **TOPIC #4: EMPATHY**

**Empathy is defined as the ability to recognize, understand, and share the thoughts and feelings of others.**

According to [research](#), Empathy is the most important leadership skill. In fact, 90% of all employees-regardless of age- believe that empathy is an important workplace value. Empathy can help contribute to positive team results, strengthens loyalty (reduces turnover), and boosts morale.

### *Empathy Deep Dive:*

**FACILITATOR:** We will start with an activity that will help us learn about through an empathy lens. Next we are going to deep-dive into the topic of empathy- how it can have such a large impact on leaders, your organization, and you.

- **Opening Activity- Empathy Cards** ([here](#))
  - Have leaders each write down on an index card one thing that worries them about their work or causes anxiety- something that they feel they can't share with many people.
  - Trainer will shuffle cards and either have trainer read them aloud or distribute and ask leaders to read the card.
  - Expect leaders to make a connection with the thoughts being read and to each other as they realize they share the same feelings.
  - *Discuss thoughts and feelings that happened during the activity.*
- **Empathy [Video](#) and discussion-** (*Watch video and open discussion*)
- **Training- Importance of Leadership Empathy-** Material to cover the importance of empathy as well as stats around the effects of empathy in the workplace. Stats on Empathy ([here](#) and below). (*Open Discussion*)



### *Methods to Develop Empathy:*

**FACILITATOR:** We will now focus on various methods to develop and improve empathy for you and within your teams.

- **Elements of Empathy Wheel** (*Discuss empathy wheel below*)
- **Steps to improving empathy-** (*Watch video and open discussion on links below. Ask leaders to start listing things they can think of to have more empathy with others (examples below)*)
  - [Empathy exercises: How to be empathetic in an increasingly online world | RingCentral](#)

- [Cultivating empathy \(apa.org\)](https://www.apa.org)
  - [5 exercises to help you build more empathy | \(ted.com\)](https://www.ted.com)
- Turn on the camera when possible
  - Communicate in other ways (phone, using gifs)
  - Ask questions
  - Identify common grounds
  - Expose yourself to differences.



*Final Thoughts:*

**FACILITATOR:** We are wrapping up our topic on empathy. We will now do one final activity that will help us learn how to *really* listen to others and understand both sides of a story.

- Activity- Two side to every story exercise ([here](#))
  - Have everyone recall a time in which they felt someone was being unreasonable.
  - Break the group into pairs. One person tells the story and the other listens. The second person should try to imagine what the "irrational" person's position was.
  - Why was the person making this request, how they felt, what the impact of the situation was on them, reasons why it may not be so unreasonable.
  - By the end of the exercise participants learn to see things from someone else's view.
- Final discussion on the topic of empathy.