

Inclusion, Belonging, and Excellence for One King County: Addressing Implicit Bias, Racial Anxiety, and Stereotype Threat

Pre-session Notes for Facilitators

1. Thoroughly review Facilitator's Guide prior to leading a discussion.
2. Share the Participant Guide with your group a few days ahead of the session.
3. Encourage participants to take the RACE Implicit Association Test (IAT) and one other IAT (gender, age, disability, religion, etc.). You, as the facilitator, should also take the IATs.

Please emphasize to participants that the IAT should be taken in privacy and in a setting where they feel most comfortable.

Remind them that the IAT is strictly an educational tool and is taken anonymously.

4. Keep discussion table groups small (6-8 people) for effective conversations.
5. Remember that these topics are sensitive and may evoke strong emotions. To the best of your ability, create a safe space for open conversations by referring to the discussion guidelines when appropriate.
6. It's OK to not have all the answers – you are not expected to! If you are unfamiliar with any topic, take note and refer participants to arun.sambataro@kingcounty.gov, jake.ketchum@kingcounty.gov or candace.jackson@kingcounty.gov.



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Facilitator Guide*

Total time = 90 minutes

Part 1: Getting Started (15 minutes)

The facilitator introduces her/himself and reviews the purpose and goals of the discussion.

Purpose: Achieve King County Equity and Social Justice foundational practice of “fostering an organizational culture that promotes fairness and opportunity.”[†]

Facilitator Prompt: speak to how this discussion will achieve the purpose; perhaps something like: *“Through today’s session, we hope to raise awareness and continue building the skills and behaviors necessary to create more inclusive workplaces and communities...”*

Discussion Goals

1. Understand the concept of implicit bias and begin to identify our individual biases.
2. Learn how we experience racial anxiety and stereotype threat, and how these experiences impact our workplace and community interactions.
3. Discuss ways to mitigate implicit bias at decision points:
 - Hiring
 - Work relationships
 - Policy (drafting, interpretation, implementation)
 - Community engagement
 - Customer service
 - Personnel supervision

* Revised by King County Office of Equity and Social Justice in collaboration with Rachel Godsil. Adapted from Within Our Lifetime Facilitator Guide created by Patrick L. Scully, Ph.D. Clearview Consulting, LLC. For more information, see <http://www.withinourlifetime.net/Blog/index.html>

[†] King County Ordinance 16948. October 2010 (Pg. 4, Line 80.)



Now, the facilitator asks the group:

- *“Around your table(s), take a couple of minutes to say your name and your role in the workplace.”*

Then, the facilitator introduces the guidelines as a set of some common expectations/pact for creating a healthy place for all participants to learn, share and have positive interactions. To save time, summarize each guideline.

Guidelines for Multicultural Interactions (by Laurin Mayeno and Elena Featherston, 2006, adapted from VISIONS, Inc.)

Be present... Let go of anything that might be a distraction (deadlines, paperwork, children, etc.) and be intentional about your purpose in this moment. Bring your full attention to the process. Acknowledge anything that you need to let go of in order to be present.

Try on new ideas, perspectives... as well as concepts and experiences that are different than your own. Be willing to open up to new territory and break through old patterns. Remember, “try on” is not the same as “take on.”

It’s OK to disagree... Avoid attacking, discounting or judging the beliefs and views of others. Discounting can be verbally or non-verbally. Instead, welcome disagreement as an opportunity to expand your world. Ask questions to understand the other person’s perspective.

Confidentiality... There is another dimension of confidentiality that includes “asking permission” to share or discuss any statement another person makes of a personal nature. It helps to remember that the story belongs to the teller.

Step up, step back... Be aware of sharing space in the group. If you are person who shares easily, leave space for others to step into. Respect the different rhythms in the room; it is ok to be with silence. If you are a person who doesn’t speak often, consider stepping forward and sharing your wisdom and perspective.

Self-awareness... Respect and connect to your thoughts, feelings and reactions in the process. Be aware of your inner voice and own where you are by questioning why you are reacting, thinking and feeling as you do. Monitor the content, the process and yourself.

Check out assumptions... This is an opportunity to learn more about yourself and others; do not “assume” you know what is meant by a communication especially when it triggers you – ask questions.



Practice “both/and” thinking... Making room for more than one idea at a time means appreciating and valuing multiple realities (it is possible to be both excited and sad at the same time) – your own and others. While either/or thinking has its place it can often be a barrier to human communication

Intent is different from impact... and both are important. It is also important to own our ability to have a negative impact in another person’s life despite our best intention. In generous listening, if we assume positive intent rather than judging or blaming, we can respond, rather than reacting or attacking when negative impact occurs.

Listen deeply... Listen with intent to hear, listen for the entire content and what is behind the words. Encourage and respect different points of view and different ways of communicating. Engage heart and mind -- listen with alert compassion.

Speak from the “I”... is speaking from one’s personal experience rather than saying “we,” it allows us to take ownership of thoughts, feelings and actions.

After reviewing the guidelines, the facilitator asks:

- *“Take a minute and go around your table/group to share what you hope to get out of this discussion.”*



Part 2: Understanding the Concepts (45 minutes, with video)

The facilitator introduces the video segment:

“We are now going to watch a short segment from Rachel Godsil’s presentation at the 2014 ESJ annual forum that describes the concepts of implicit bias, racial anxiety and stereotype threat.”

Rachel Godsil’s presentation from December 2014 ESJ Annual Forum – Building a Culture of Equity (28 min.): https://www.youtube.com/watch?v=AGlRt-5HX_E&feature=em-share_video_user

Implicit bias refers to the process of associating stereotypes or attitudes toward categories of people without conscious awareness.

Racial anxiety is discomfort about the experience and potential consequences of inter-racial interaction:

- People of color can be anxious that they will be the target of discrimination and hostile or distant treatment;
- Whites can be anxious that they will be assumed to be racist and, therefore, will be met with distrust or hostility.

People experiencing racial anxiety often engage in less eye contact, have shorter interactions, and generally seem—and feel—awkward. Not surprisingly, if two people are both anxious that an interaction will be negative, it often is. So racial anxiety can result in a negative feedback loop in which both parties’ fears appear to be confirmed by the behavior of the other.

Stereotype threat occurs when a person is concerned that she will confirm a negative stereotype about her group. When people are aware of a negative stereotype about their group in a domain in which they are identified, their attention is split between the activity at hand and concerns about being seen stereotypically.

Implicit Association Test (drawing from Discussion Materials, Patricia Devine)(15+ minutes)

Facilitator asks the group:

Has everyone taken the Race IAT and one other IAT of your choice?

What are your thoughts or reactions?

What does it mean for how you work with your colleagues? The public?

If you took the Race IAT and found it easier to pair white faces with positive words and black faces with negative words or the Gender IAT and found it easier to associate words linked to



work with men and family to women, you are not alone. More than 85% of whites are shown to have a “preference” for whites, for example. The good news is that this “preference” is not fixed – you can change it – and that you can make sure your behavior is not affected by this automatic response that is not consistent with your conscious beliefs.

Part 3: Preventing Effects of Implicit Bias (30 minutes)

Facilitator reads the intentions aloud.

It is important that people consciously engage in the process (Wald and Tropp^{*‡}, 2013):

- Have intention and motivation to bring about change
- Become aware of bias
- Pay attention to when stereotypical responses or assumptions are activated
- Make time to practice new strategies

Facilitator tells the group:

“Take a moment to review the interventions handout. (2 min.) We will focus on the interventions that we can practice easily on our own as individuals, and start to develop immediately within our workplaces, to bring about positive change.”

Individual Interventions



Institutional Interventions

- Improve Conditions of Decision-making
- Count

[‡] Wald, J., Tropp, L. *Strategies for Reducing Racial Bias and Anxiety in Schools* (PDF document). Retrieved from http://www.onenationindivisible.org/wp-content/uploads/2013/11/Strategies-for-Reducing-Racial-Bias-and-Anxiety-in-Schools_Wald-and-Tropp.pdf

Facilitator asks the group:

Now, let us consider a specific decision point (select one from list on page 2) and discuss how we can apply these concepts and interventions that we reviewed above, during decision-making to minimize/eliminate negative impact.

1. What are some known risk areas where bias can influence interactions and decision-making?
2. How is implicit bias, racial anxiety, or stereotype threat at play?
3. How can you determine whether bias, racial anxiety or stereotype threat might be impacting decisions?
4. Which of the interventions (see definitions sheet) are likely to be most useful and how can they be applied to the situation?
5. How will you measure success?



Guidelines for Multicultural Interactions

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Laurin Mayeno and Elena Featherston, 2006
Adapted from VISIONS, Inc.



Definitions of Interventions*

Implicit Bias Interventions

Studies have shown that people who engage in the strategies described below reduce their implicit bias, are more aware of and concerned about discrimination, and are more enthusiastic about inter-racial contact. (Devine et al, 2012)

The following are steps that individuals can take to “break the prejudice habit”
(Devine et al, 2012):

Stereotype replacement: 1) Recognize that a response is based on stereotypes, 2) label the response as stereotypical, and 3) reflect on why the response occurred. This creates a process to consider how the biased response could be avoided in the future and replaces it with an unbiased response.

Counter-stereotypic imaging: Imagine counter-stereotypic others in detail – friends, co-workers, respected community members, even celebrities. This makes positive images more available and begins the process of replacing the negative, often inaccurate stereotypes.

Individuation: Learn specific information about your colleagues. This prevents stereotypic assumptions and enables association based on personal and unique, rather than group, characteristics.

Perspective taking: Imagine oneself to be a member of a stereotyped group. This increases psychological closeness to the stereotyped group, which ameliorates automatic group-based evaluations.

Increasing opportunities for contact: Increased contact between groups can reduce implicit bias through a wide variety of mechanisms, including altering their images of the group or by directly improving evaluations of the group. (Ex: learn about other cultures by attending community events and other public educational opportunities like exhibits, media, etc.)

Institutions can establish practices to prevent these biases from seeping into decision-making.

A group of researchers developed these four interventions listed, which have been found to be constructive (Kang et al., 2011):

1. **Doubt Objectivity:** Presuming oneself to be objective actually tends to increase the role of implicit bias; teaching people about non-conscious thought

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processes will lead people to be skeptical of their own objectivity and better able to guard against biased evaluations.

2. **Increase Motivation to be Fair:** Internal motivations to be fair rather than fear of external judgments tend to decrease biased actions.
3. **Improve Conditions of Decision-making:** Implicit biases are a function of automaticity. Think slowly by engaging in mindful, deliberate processing, not in the throes of emotions prevents our implicit biases from kicking in and determining our behaviors.
4. **Count:** Implicitly biased behavior is best detected by using data to determine whether patterns of behavior are leading to racially disparate outcomes. Once one is aware that decisions or behavior are having disparate outcomes, it is then possible to consider whether the outcomes are linked to bias.

Racial Anxiety and Stereotype Threat Interventions

Most of these interventions were developed in the context of the threat experienced by people of color and women linked to stereotypes of academic capacity and performance, but can be useful in the work place and are also be translatable to whites who fear confirming the stereotype that they are racist so can be useful in reducing racial anxiety.

Social Belonging Intervention: Help employees realize that people of every identity category experience some challenge when they begin a new job or new set of responsibilities but that those feelings abate over time. This has been shown to have the effect of protecting employees from stigmatized identity categories from assuming that they do not belong due to their race or other identity category and helped them develop resilience in the face of adversity.

Wise Criticism: Convey high expectations and belief in the capacity to meet them. Giving feedback that communicates both high expectations and a confidence that an individual can meet those expectations minimizes uncertainty about whether criticism is a result of racial bias or favor (attributional ambiguity). If the feedback is merely critical, it may be the product of bias; if feedback is merely positive, it may be the product of racial condescension.

Behavioral Scripts: Setting set forth clear norms of behavior and terms of discussion can reduce racial anxiety and prevent stereotype threat from being triggered.

Growth Mindset: Teaching people that abilities including the ability to be racially sensitive are learnable/incremental rather fixed has been useful in the stereotype threat context because it can prevent any particular performance for serving as “stereotype confirming evidence.”