

How you can become an **INCLUSIVE LEADER**

I - Include
N - Nerve
C - Cultural Competence
L - Listen
U - Unconscious Bias Mitigation
D - Diversity Leveraging
E - Empower



WORKBOOK FOR CLIENTS OF
ROBIN DENISE JOHNSON, PH.D.
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How to become an INCLUSIVE LEADER Workbook

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INCLUSIVE LEADER



WELCOME

Having taught management and leadership for a few decades now, I've been asked repeatedly by practicing managers what can they do – that's practical, doable, and useful - to become more inclusive leaders? We professors are trained to look in depth at research and will often come up with complicated answers when asked this kind of question – especially because people are so unique. However, over time I've looked for ways to synthesize that research. The result is this presentation & workbook – How You Can Become an Inclusive Leader.

The tone and style of this workbook is deliberately practical and informal, in keeping with my teaching style. I use American English and contractions.

Thank you for embarking on this journey. It is my hope that this workbook will contribute to having us all have more productive, growthful, and compassionate interactions with each other.

Peace,
Dr. Robin J.

The Pit



From the Tibetan Book of Living and Dying – AKA “Autobiography in Five Chapters – Simplified version. The story is by Portia Nelson, the book is by Sogyal Rinpoche. The conversation today and workbook you have here are a synthesis of years of research, teaching, and practice in this field.

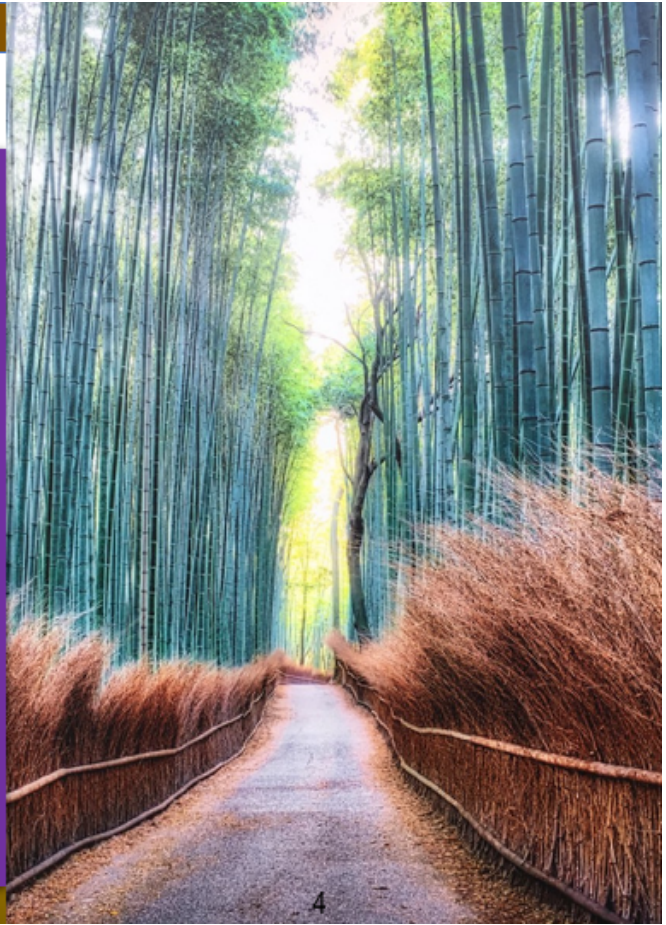
While we cannot go into depth for all of the topics I’ll mention, I will give some practical suggestions along the way on how to recognize the pit – chapter 2, insight into how you co-create your experience in your organizations – Chapter 3, how to avoid the pit – chapter 4, and most powerfully how to choose a different path altogether – chapter 5. I have a positive psychology leaning and believe that it is more effective and efficient to go for what you want – to use effective, inclusive strategies and behaviors – than to try to eliminate, stop, or change ineffective ones. So my suggestions all along the way work synergistically with each other to help you be a more inclusive leader.

Our Path

Explore competencies associated with being an Inclusive Leader

Decide which competencies are current strengths for you

Choose a competency to leverage your leadership




Notes:



LEADERSHIP

The intentional use of
power and influence
to initiate, empower, encourage,
and direct action that
has impact for the
achievement of shared goals



This definition includes themes I develop more in my book [Dance of Leadership](#) where I summarize leadership research. Intent matters. Leaders are not expected to have things happen by accident. And channeling intent appears to be related to leader charisma. Theorists rarely talk about leadership without considering power and influence. It might be a power-over, or a power-with, or a power-to style. And leaders tend to have a range of sources and uses of power. Moreover, they use a range of influence tactics – some direct, some indirect. In the U.S., action is expected. And we expect that action to be goal directed – not just towards personal goals, but also towards shared goals.

Notes:

INCLUSION

DEFINITION

- Creating and sustaining an environment where all members have productive respectful interactions, learn, and contribute their talent to organizational goals

INTENT

- Create a psychologically safe and effective organizational culture

Inclusion is about recognizing, respecting and ultimately, leveraging the differences we innately possess to build a better [organization]. Inclusion is a culture / or set of behaviors that fosters an environment ...

- That is open and accepting of individual differences so people use their full range of talents and skills
- Encourages people to feel valued for their unique qualities and experience a sense of belonging so we can learn from their uniqueness, and
- Leverages people's differences, making for productive, respectful interactions with each other.

Diversity is who we are, it is given within society – and inclusion is how we create an environment that reflects, respects, and is inviting and productive for all of us.



INCLUSIVE LEADERSHIP

Intentional use of power and influence to empower while creating and sustaining an environment where all kinds of team members


Get the job done

Learn from and leverage differences

Are engaged in their work, with each other

and with the organization

To achieve shared organizational goals.



When we combine the definition of Leadership with the definition of Inclusion, we get this definition of Inclusive Leadership.

Notes:

“How Diversity Makes Us Smarter”

by Katherine Phillips / [Scientific American](#)

1. Diversity makes us smarter
2. Equity means we're smart with heart
3. Inclusion increases innovation



In the article **How Diversity Makes Us Smarter** by Katherine Phillips, she shares research that supports the idea that diversity makes us smarter.

- Diversity of experience and expertise makes us better at solving complex, non-routine problems. Diversity provides the opportunity to learn – to challenge us to see more aspects of our world, to engage our creativity for find novel solutions to life's challenges. Diversity has the potential to jolt us into thinking in ways that staying in the same mind rut/social rut does not do.
- Equity means it's smart with heart. But we must be intentional about using that opportunity. Being fair, creating psychologically safe environments, engaging our empathy to reflect other's experience, means we engage and bring passion to our learning and problem solving.
- Inclusion increases innovation. It's not enough to simply have diversity, and intend to be fair. Sometimes it's easier to think we're being fair, than it is to act in ways that demonstrate we care. To leverage the potential learning power of diversity, we must engage in behaviors that are inclusive. Inclusive diverse groups (diverse in perspective, experience, and demographically diverse), are more innovative than homogeneous groups.

WE are more effective than me!

Effectiveness



OUTPUT x LEARNING x SATISFACTION
(adapted from J.Richard Hackman)

Leading Inclusively requires engaging in effective leader, inclusion, and equitable behaviors – while aligning organizational systems to reinforce those behaviors throughout your organization. My focus in this workbook is primarily on what you can do to be an inclusive leader – and assumes you will coordinate activities with your teams to drive systems changes.

Whenever I use the word “Effective” I’m considering three ways to measure it. Output means we get the work done and accomplish our team and organizational mission. If you have zero output, your leadership and your organization are not effective.

Learning is about continuous improvement and Growth. If you not cognitively agile and cannot keep up with ever-changing customer/employee expectations, you are not an effective leader or organization.

Satisfaction means we have productive interpersonal relationships with each other as we get the work done – we interact respectfully with other people who are similar and different from us. If there’s no trust and people feel unhappy and demotivated and disengaged, you will not be an effective organization or leader.

I made it a multiplicative function because we need some all three to be effective.

FROM ME TO WE => I.N.C.L.U.D.E.

- I – Inclusion (6 Soft S.K.I.L.L.S.)
- N – Nerve (Courage)
- C – Cultural Competence
- L – Listen
- U – Unconscious Bias Mitigation
- D – Diversity Management
- E – Empower / Engage

I use the acronym I.N.C.L.U.D.E. to frame the processes, competencies, mindsets, and behaviors associated with being an inclusive leader.

INCLUSION is about using the Secret Soft Skills (another workbook and program), and Inclusion In Action ideas in your management/leadership repertoire.

NERVE is about Courage – and Compassionate Clarity.

The Inclusive Leader understands and embodies CULTURAL COMPETENCE and how it helps create a more inclusive, effective organizational culture

They practice a key Inclusive Leadership skill: LISTENING

They are vigilant, so they recognize and limit UNCONSCIOUS BIAS at work

They Implement DIVERSITY Management strategies

And they commit to EMPOWERING behaviors and characteristics that increase trust in their multi-dimensional environment



Reflection (use your workbooks to note)

- Think about a time when you felt included. What happened? How did it impact your work?

- Think about a time when you reached out to include someone who was being excluded. What happened? What was the impact on them. On you? For the work? Team?



Before I go into greater depth about all of these topics, take a moment to reflect on these two questions.

I - INCLUSION



1. Know what it means & why (in your context)
2. Role Model
3. Manage unconscious and conscious bias (individual, group and organizational; our own and others') - including interrupting dising behaviors while replacing them intentionally with inclusive behaviors

This competency is about modeling the kind of behavior you want everyone in your organization to use.



KEY POINTS

- Inclusion is part of a movement
- Modeling inclusion matters
- Action Options
 - Use names – with ideas
 - Rotate dining at work
 - Use the inclusive 6 Soft Skills for everyone
 - Learn/use targeted “Inclusion In Action” techniques

One behavior that really gets a lot of result for a small effort is using names – and connecting names to ideas.

- Pronounce them correctly (make the effort)
- Use without dis in the tone
- Connect names to ideas
- Great for virtual meetings- gets their attention back to the meeting

Using names with ideas is a ‘how to do’ Individualized consideration - a powerful transformational leadership skill

Using names with ideas avoids the dis’ing of ideas from women / poc

A second easy, high-leverage inclusive behavior is to rotate who you dine with at work – for coffee/tea breaks and lunches. Make sure you connect with a diverse range of people. By including others in your social circle, you build a better larger network. You can even have tea/coffee breaks online by setting a time and sharing a cuppa while using a video chat or phone call. Your intent is simply to connect and share some of what’s important to you personally (differentiate personal from private); not to do any work on these chat/calls.

Go into more depth re: inclusive leader competencies in 6SSS.

Use the Six Soft Skills in Your Management Repertoire



1. Solution-Seeking
2. Kudos
3. Inclusion
4. Listening
5. Learning
6. S.M.A.R.T.E.R. Goals



S.K.I.L.L.S. is an acronym to help you remember these people skills.

The six secret soft skills are not linear. You can use them in any order. They are mutually reinforcing. They're all competencies; a competency being a blend of a skill, an attitude, and an intention. The skills are behavioral. The attitude is inclusive.

SOLUTIONS: A skill that helps you engage people so that implementation of a decision is more likely.

Intent: Cooperative Problem Solving

KUDOS: A synthesis of motivation research that suggests we reinforce goal-directed behavior we want people to continue. Intent: Motivating yourself & others towards achieving goals.

INCLUSION: Create and sustain an environment where all members have productive, respectful interactions, learn, and contribute their talents to goals. Intent: Positive Culture

LISTENING: Giving your undivided, caring attention to another without judging, fixing, analyzing, or hijacking the conversation to make it about you. Intent: Demonstrate respect behaviorally.

LEARNING: Checking for, and avoiding biases, assumptions & pre-mature conclusions so you use only the most relevant information when exploring options to solve problems, create & innovate. Detecting and correcting for bias & errors.

Intent: Grow, improve, develop.

S.M.A.R.T.E.R. GOALS: A checklist to make sure you achieve what you set out to achieve, stay energized, and keep all motivated & focused on success. The letters stand for Specific, Measured, Achievable, Results-Oriented, Timed, Engaging and Reinforced. Intent: Keep energy aligned and channeled towards goal achievement.

Let's learn a little more about three of the six: Kudos, Learning, and S.M.A.R.T.E.R. goals.

Kudos: Give praise for achievement



Effective Praise = a wise intervention

Kudos ~~≠~~ Compliments

Watch out for Bias

Using the Secret Soft Skill: Kudos

The K in the S.K.I.L.L.S. acronym stands for Kudos. Kudos comes from the Greek meaning “To give praise for achievement.” Notice it does not say to give praise for existence; for attendance, or for just showing up. We’re talking about getting praise for goal-directed action.

KUDOS: GIVE PRAISE FOR ACHIEVEMENT

RESEARCH: DWECK - A WISE INTERVENTION RE: EFFECTIVE PRAISE

Carol Dweck and her colleagues at Stanford University have done a lot of research on the impact praise has on sustained goal-directed effort. Their approach reflects a movement within psychology to engage in “wise psychological interventions.” Wise interventions work because they are precise in how they address people’s psychological reality. Dweck and colleagues noticed how minor, precise, tweaks in how we talk to people can encourage a growth mindset – a mindset that supports positive, psychological change. There is a 5-minute video on Youtube (Carol Dweck – A Study on Praise and Mindsets) that summarizes this research here.

<https://www.youtube.com/watch?v=NWv1VdDeoRY>

KUDOS DIFFER FROM COMPLIMENTS

Many of us confuse positive feedback with compliments. A compliment is a subjective, typically generic, evaluative statement of your liking. It’s your favorable opinion of someone or something. It is not specific, not tied to behavior, nor objective. (Although I appreciate compliments – thank you – they do not have the affirming, motivational power of positive feedback.) It takes mindfulness and discernment to focus attention on the specifics you appreciate. It takes mindfulness and discernment to describe, rather than evaluate what you’ve noticed. And it takes generosity to give the gift of appreciation without feeling diminished because you’ve noticed someone else positively.

DON’T LET HABITUAL BIAS UNDERMINE YOUR INTENT.

To start using this soft skill, I also suggest separating the kudos from critiques because Teresa Amabile’s convincing research says people feel critique more intensely than praise (at least 3 times more). We could just avoid giving critique but eliminating a habit (our habit of judging and telling others our opinion), is more difficult than replacing that toxic habit with more effective ones. So, we do have to train ourselves to notice what people are doing right and affirming only that. It’s not hard to do. It feels good. It works. Eventually it counterbalances and then crowds out some of the toxic interactions. When we compliment someone’s talent, ability, character trait, physical appearance, or intelligence, we unintentionally discount (and sometimes make invisible) the effort they’ve invested in developing the associated skills as well as the choice they’re making to direct those skills towards achieving goals. Unfortunately, while well-intentioned these compliments may also reinforce stereotypes more for members of some groups than for others.

By combining Amabile’s 3 Kudos to every critique, with Dweck’s wise focus on goal-directed behavior, you make feedback a more effective, and more inclusive, interpersonal interaction.

Kudos: Key Points



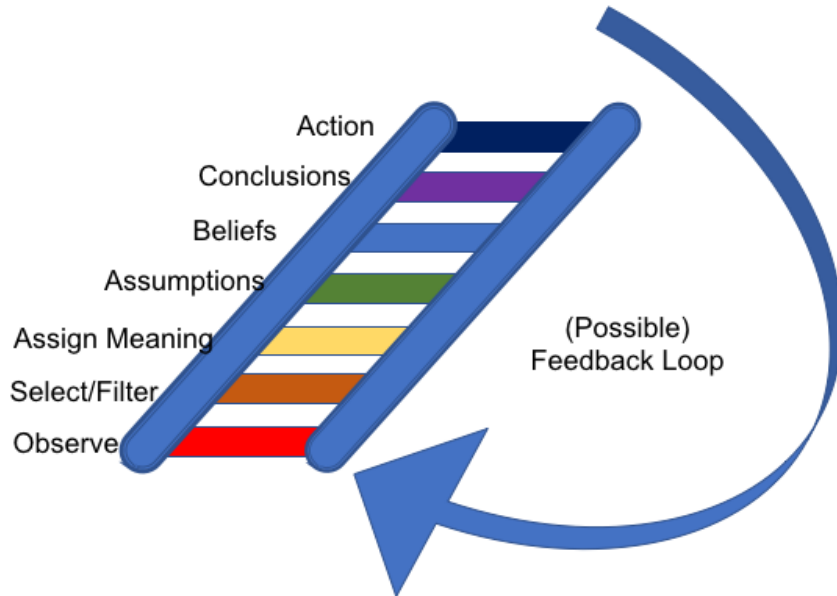
1. Progress towards the achievement of a meaningful goal motivates
2. To motivate yourself and others you must define what you DO want (not just what you don't)
3. Use Kudos to reinforce goal-directed behavior
 - Feedback motivates with at least a 3:1 ratio for Kudos: Criticism
 - Construct criticism by suggesting they tweak effective behaviors

- Give positive, reinforcing feedback 3 times more often than critique.
- Communicate praise for goal-directed, intentional behavior that affirm progress.
- Keep a DONE list. Model it yourself; encourage others to follow.

Research affirms that we get our best, most creative and innovative performance from people who are engaged in what they're doing. High achievers motivate themselves and others by setting a goal they want to attain, connecting to the goal in a meaningful way, and engaging in goal-directed behaviors. We can be motivated because we enjoy the process and we value the result. So, Kudos, as a soft skill, synthesizes motivation research suggesting that we reinforce goal-directed behavior we want people to continue.

When I go deeper into this competency, I share research from Teresa Amabile (that suggests we reinforce progress frequently), a description of some of Carol Dweck's research (she says focus on behaviors rather than intelligence), and discuss steps for giving motivating feedback using my favorite way to motivate: The Done List!

Ladder of Inference

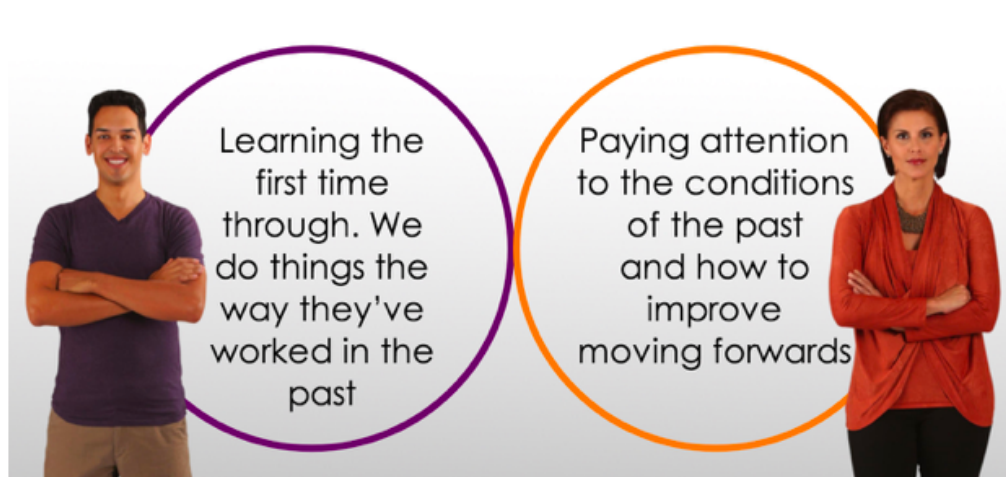


Using the Six Soft Skills: Learning

Much of the diversity research says that a key benefit of diversity is learning. Learning includes creativity, innovation, cognitive flexibility, growth, improvement – all these kinds of learning – as well as learning from different perspectives.

If you have the time, watch the video [Rethinking Thinking](#). It explains Chris Argyris' Ladder of Inference, a way to understand the learning process. And shows just how quickly we go from observation - taking in information – to selecting and filtering in some information (while leaving out other information), to assigning meaning or interpreting the information, to making assumptions, connecting emotionally to those ideas so they become beliefs, drawing conclusions that justify our thoughts, feelings, and subsequent action. This is first loop learning. And sometimes that first loop gets pretty tight and rapid. First loop learning is learning the first time through how things were done. And then sometimes we get stuck in that loop. Henry Mintzberg (1994) says, "Every {person} has a mental model of the world in which he or she acts based on experience and knowledge. When we must make a decision, {we} think of behavior alternatives within {our} mental model." This is single-loop learning.

Single and Double Loop Learning



Double-loop learning pays attention to what were the conditions of the past, what kinds of conditions are still there, what things are different now, what new knowledge we have, what were our assumptions, we revisit those assumptions so that we can improve moving forward. Double-loop learning is a process that involves thinking more deeply about your assumptions and beliefs.

Double-Loop Learning helps you acquire and integrate new information and develop new skills; question and possibly discard familiar and perhaps dysfunctional ways of thinking, feeling, and acting.

You can use the ladder of inference to look more deeply at how you're thinking. Go back and see what data you left out when you filtered. Go back and check the meaning you assigned, as well as other possible meanings or interpretations of what happened. In interactions you can have more than one right action. Go back to examine assumptions you made, conclusions you drew and emotions you attached to your beliefs. This going back through the cycle is double-loop learning.

The Ladder of Inference helps you draw better conclusions, or challenge other people's conclusions based on true facts and reality. It can be used to help you analyze hard data. And double-loop inquiry mitigates ubiquitous decision-making bias.

Argyris & Dweck

I

1. "It's hard to teach smart people to learn"
 - Argyris
2. Mindset matters! Reinforce goal-directed, learning enhancing behaviors (not just raw talent or intelligence)
 - Dweck

Related to these two concepts is Chris Argyris' observation that it is often difficult to teach smart people how to learn. His work has been reinforced by Carol Dweck's research on mindset and supports why we ought to be cautious when it comes to reinforcing someone for their intelligence or talent, vs. the effort they put in to learn and grow. People who are rewarded for having the answer, for being smart, may be so used to being valued for their knowledge that they protect themselves (their egos) from looking less intelligent.

Learner mode means you might not have the answers (yet), or be the smartest person in the room. You might even make mistakes, or be wrong, as you learn. If you're attached to being intelligent you may not be willing or able to engage in the open-minded give and take involved with learning. You may see mistakes as failures, rather than opportunities to learn, and punish or blame yourself or others. Argyris recognized that an important challenge for learners entails preparing smart people to be emotionally resilient with so-called-failures, to be open to learning, and to understand that mistakes may be part of that process.

Productive Interpersonal Relationships

INTENT = What you meant



IMPACT = How they felt



We credit ourselves for our intentions;
others judge the impact of our talk/behavior on them

Also, to leverage your learning in a multi-cultural environment, you'll need to be aware that sometimes the impact of your behavior, your comments, your actions on individuals or groups may be different from what you meant.

Impact may not always match intent.

Experience has shown that when you're given information, feedback, that something you did or said, was hurtful, or offensive – saying “I didn't mean it” is not enough. To build or repair the relationship, yes it helps if the person who was hurt or offended gives you the benefit of the doubt, and believes that you didn't intend to harm them. AND we expect you, the actor/offender to apologize, acknowledge the offense (if you can) and/or to talk it out in a way so that you both choose behaviors that will have a more positive impact on each other. I'll share some specific tips and techniques related to diversity dimensions as we continue in this course.

So, productive learning relationships will require accountability for dealing with gaps between intent and impact.

S.M.A.R.T.E.R. Goals

I

- Specific
- Measured
- Achievable-Actionable
- Results-oriented
- Timed
- Engaging-Enjoyable
- Reinforced

And this one of the Six Soft S.K.I.L.L.S. also deserves mention – S.M.A.R.T.E.R. GOALS

Specific : Clear description of goal/mission. What, why not how. Connect to stakeholders' needs/expectations.

Measured: How you will know you are making progress and have achieved the goal. Metrics Motivate!

Achievable: Action steps within the control-authority of the team; aids accountability when people commit to specific actions and complete them.

Results-Oriented: What you intend to achieve and the contribution/win your team is making for your children/families/stakeholders

Timed: Beginning and end points, progress markers, mid-point check in plan with stakeholders – set and agree on times

Engaging: Why this matters to company, patients-families, your unit, each of you (personal motivation). Be explicit about your common purpose (post-it, refer to it), constraints (get tangible evidence of support/resources), & stakeholders (who cares about this and how they will use your work). Progress towards meaningful goals motivate!

Reinforced: Celebrate, recognize the entire team as a team, reward in their motivation language

INCLUSION IN ACTION E-LEARNING: Guidelines for Inclusion



Be trustworthy

Try on

It's OK to Disagree

It's not OK to blame,
shame, or attack

Practice Self-focus

Both-And Thinking

Process and content

Intent v. Impact

Step Up / Step Back

Inclusion in Action is an Award-winning, video-based e-Learning program for mitigating the impact of Unconscious Bias in the workplace developed by Joel Lesko of Sunshower Learning. This 2-hour self-paced learning program uses video examples from workplace interactions to help people learn how quickly and easily they engage in unconscious bias-based behaviors – and gives 9 guidelines for how to be more inclusive. The suggestions are appropriate for people at any level in your organization.

Be trustworthy – follow through on your commitments.

Try on - consider others' thoughts feeling and actions understanding that their experiences may differ significantly from yours.

It's OK to Disagree; but

It's not OK to blame, shame or attack yourself or others.

Practice Self-focus by noticing your own thoughts, feelings and needs and then communicate using "I" statements.

Practice both/and thinking.

Notice both interpersonal process (the how) and content (the what) in your interactions.

Be aware of Intent and Impact and use the Constructive Dialog tool to discuss (and recover) from missteps.

Step Up / Step Back is about making room for other voices so everyone has a fair chance to participate.

Inclusion in Action eLearning helps Liberty Mutual create a more inclusive environment and competitive advantage.



Imagine what it can do for you

Inclusion in Action eLearning teaches 9 skills for communicating and collaborating across differences.

Not your everyday corporate learning, the video series is interactive and self-paced, and uses relatable workplace scenarios to teach employees inclusive communication skills that can lead to better work relationships and results. When your employees feel included, engagement, retention and productivity also increase.

Deeply engaging, Hollywood-quality production.
Includes Telly Award-winning learning videos.
Inclusion in Action is both entertaining and impactful.

Just a few reasons to check out this powerful learning:

- Used successfully by more than 35K employees and counting
- Average employee rating of 4.6 out of 5 stars
- Leaders rave about the impact on their teams

Features:

- Accessible on computers, tablets & smartphones
- SCORM 1.2
- Scalable training
- Video Scenarios with Impact
- Interactive Exercises & Activities
- Final quiz
- Completion Certificate

My experience and my team's experience with the Inclusion in Action eLearning has been phenomenal. It has really allowed us to step outside of our comfort zone, learn new things about ourselves and our peers, the people that we work with and interact with on a daily basis, both within the company as well as in our personal lives. It's helped us be more understanding of ourselves and others and align us with a common goal for how we're communicating.

Erin Waymire,
Claims Operations Manager, Liberty Mutual



Inclusion in Action eLearning not only brings attention to inclusion as a necessary leadership skill, it teaches skills that everyone in an organization can learn and practice. Best of all, the vignettes are realistic and really grab your attention.

Gerry Fernandez,
President and Founder
Multicultural Foodservice
& Hospitality Alliance



Demo the eLearning today and learn more:
www.InclusioninAction.com | Call 888-449-6389

NERVE

Definition 1

1. Bracing yourself ... mustering your courage, ... getting in the right frame of mind.



One definition of Nerve from the dictionary is bracing yourself, mustering your courage, getting in the right frame of mind.

The symbols in the Chinese character for courage mean accessing and strength. Courage is accessing your inner strength.

The root of the word courage in English is from the French word “coeur” which means heart. The source of that inner strength is your heart.

Lao Tzu says in the Tao- “Being deeply loved by someone gives you strength, while loving someone deeply gives you *courage*.”

Inclusive Leaders decide and act with compassionate clarity; they care deeply about people and this issue of inclusion. They understand that acting from that sense of compassionate clarity helps others know what they too must do. Deciding and acting courageously, from the heart, guides your frame of mind. Clarity about your intent guides your actions.



Courage can be thought of as a key Character Strength when it comes to Inclusive Leadership. The Values in Action (VIA) program says courage is the virtue that's about overcoming your fears to accomplish your goals and acting on your values.

Many of us are challenged to define and act from what matters most – right here, right now. It's not just about one single courageous act. Courage is an integration of heart and mind. Courage energizes your heart-felt intent and fuels your decisions and actions.

You can show courage by dealing with physical, moral, and psychological fears and obstacles.

Associated character strengths include bravery, perseverance, and honesty.

NERVE

Definition 1

1. Bracing yourself ... mustering your courage, ... getting in the right frame of mind.



N

To build and express your courage consider:


- Who do you see as courageous?
- What behavior do these beings exhibit that you see as courageous?
- When do you show courage? What do you stand for? What have you stood up for?
- What do you value about courage?

Your answers to the questions above...



Courageous, Compassionate, Clear Conversations

- R – Result
- O - Options
- B - Barriers
- I - Insights / Interpretations
- N - Next Steps



Sometimes you want to have a courageous conversation. One way to do that is through Courageous, Compassionate, Clear Conversations using the R.O.B.I.N. Method. I only invest the energy in these conversations when there is a relationship I care about.

Compassion is actively caring about the person/people you're talking to AND yourself, AND the work. This is your state of being – open, curious, and willing to connect.

Courageous, Compassionate, Clear Conversations

The R.O.B.I.N. Method, cont.

Getting Clarity using the R.O.B.I.N. Method means exploring the following in your conversation.

R- Result(s). What you'd like to achieve in this conversation (no more than three; and they should be results for you, not changing them!) Both of you state the desired result explicitly. Be sure to frame the Result in positive terms – rather than say “I'd like to clear the air and resolve this conflict with you” – say “I'd like to move forward in find better ways for us to work cooperatively together.” Many of us spend more time in the negative with what we *don't* want, and are not skilled in articulating what we **DO** want.

O – Options. Discuss some of the ways you believe you (two) could resolve the issue? Each of you must come up with at least three things each one of you could do. Write them down and make sure you mean the same thing. For example, when you use words like “work better as a team” – what exactly does “team work” mean to each of you? Be sure to note and keep track of places where you both feel attraction or positive energy.

B – Barriers. What seems to be getting in the way from your perspective **AND** from theirs. Be sure to note if/when you agree on something.

I – Insights / Interpretation gaps. How are you seeing things similarly? Where are the gaps between your perspectives? (This may be uncomfortable at times when you have distinctly different interpretations of micro-aggressions, discrimination, or diversity-related experiences. You may agree to disagree about those interpretations).

N – Next steps. One next step each of you can and will take to come closer. (You may not get closure from the previous step, but at least you both can commit to some action that gets you closer to the result you wanted from the conversation. Sometimes the action simply will be to give additional thought to what you heard/learned in this conversation).

NERVE

Definitions 1 & 2

N

- 1. Bracing yourself .. mustering your courage, ... getting in the right frame of mind.*
- 2. A sore and sensitive point.*

It takes nerve – courage – heart – to be an inclusive leader, especially since doing so will hit a ‘collective’ nerve

A second definition of courage from the dictionary is “a sore and sensitive point.”

When you become an inclusive leader in our current societal environment you are very likely to hit a collective sore and sensitive point. Many of the issues you will be dealing with are long standing inequities that target the vulnerable and disadvantaged in our society. These inequities persist because many people enjoy overt and hidden benefits they have from the status quo.

It takes Courage – Nerve - to step outside your comfort bubble – especially when dealing with the moral issue of racism.

Change is challenging – and being an agent of change – as you will be when you lead inclusively – will push on personal and collective nerves. Be ready for that. Learn how to take care of yourself and your allies so that you do not become a casualty in the process.

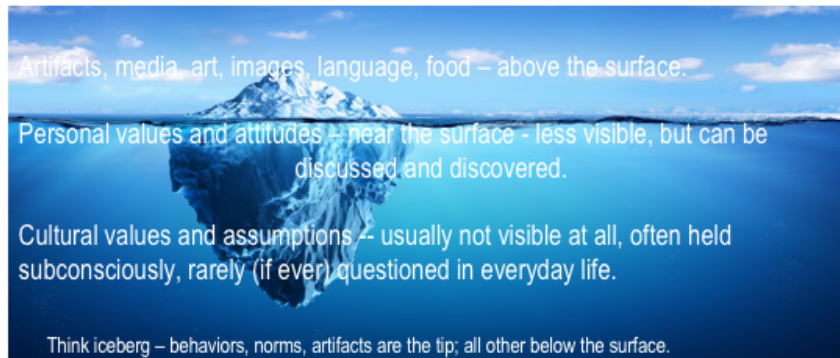
CULTURAL COMPETENCE

C

Definition: Culture

The collective programming of the mind that distinguishes one group or category of people from another. Culture is a construct.

Culture is taught/learned.



The classic model we use to describe culture is the iceberg.
The definition from culture expert, Geert Hofstede.

CULTURAL COMPETENCE

Cultural Transmission

C

- Ways of learning and creating knowledge, especially family, schooling, friends
- Playing differently - childhood games teach appropriate adult behavior
- Role modeling – Hero stories
- Portrayal in media

Culture is transmitted in a wide range of ways throughout our lifetimes.

Notes:

CULTURAL COMPETENCE

Culture Research



Culture scholars have noticed that ...

1. Cultural differences exist in more or less subtle forms, often swamped by obvious similarities.
2. Unless you recognize and respect the different assumptions underlying interactions, you may 'clash', get confused, have communication issues or conflict.
3. Even when you understand that things are different, it's not always easy to be clear about how they are different, or to figure out what to do for effective communication.
4. We have Affective (emotional), Cognitive (thoughts/beliefs) and Behavioral (communication) response-ability

Affective responses are feelings --

Sometimes it's as vague as discomfort, sometimes it's anger or fear, sometimes it's enjoyment. You may find it easier to relax and face a culture shock when you have a partner or friend to help-support-explain-be with you. Many people report that having someone you care about, and who is supportive of you on your inter-cultural journey, makes a significant positive difference in the willingness to keep learning.

When the communication breaks down you may tend to give up easily, rather than try to find a bridge -- or you may decide the conflict is intractable so you fight for what you believe is right -- righteous anger then is the emotional fuel. Some people become embarrassed.

Cognitive responses examples:

When you notice a violation of a culture rule you tend to attribute it to the ignorance of others. If such violations persist, you suspect dishonesty. Expectations and prejudices contribute heavily to your mental reaction to rule violations.

Behavioral response examples:

Time spent improving communication skills -- even non-verbal ones, is never wasted. So a behavioral response might be to learn non-verbal communication cues.

CULTURAL COMPETENCE

Definition: Cultural Competence

C

- Your **attitude** towards cultural similarities and differences
 - Feelings – emotions, affect
 - Thoughts – cognitions, ideas, beliefs
 - Behaviors
- To be culturally competent you must
 - be interested in people from other cultures,
 - be sensitive enough to notice cultural differences, and
 - be willing to modify your thoughts and behaviors as an indication of respect for people from other cultures.

An organizational definition of cultural competence is: A set of congruent behaviors, attitudes, policies, procedures, and services that enable you to embrace employee and customer differences and customize your management-services to their needs.

Many instruments measure where you are on a cultural continuum. The IDI (Intercultural Development Inventory) is a tool that also measures your orientation towards cultural differences and commonalities in general.

You need not have international cultural experience to accept and adapt to culture-based information. Nor does travel and intercultural contact necessarily mean that you are open to accepting and adapting to cultural differences.

CULTURAL COMPETENCE

Cultural Competence Reflection

C

1. What benefit could you personally gain from being more culturally competent?
2. Which agency/organizational/institutional objective(s) could cultural competence help you achieve?

Take a moment to reflect and answer these two questions.

CULTURAL COMPETENCE

Cultural Categories

C

Cultural Categories exist for all the dimensions of diversity, including some that may not be covered in this graphic.

Remember! We all have race, ethnicity, gender, culture, nationality, sexual orientation, etc. – a range of socio-cultural identities.



Notes:

CULTURAL COMPETENCE



Cultural Competence Questionnaire (CCQ)

Adapted from the Cultural Intelligence Questionnaire
by Ang and Van Dyne: [Handbook On Cultural Intelligence](#)



Complete your CCQ on the next page by following the instructions.

CULTURAL COMPETENCE QUESTIONNAIRE

Instructions: Select the response that best describes your capabilities. Select the answer that BEST describes you AS YOU ARE (1=strongly disagree to 5=strongly agree). For the purposes of this questionnaire "Culture" means any cultural category – National culture (such as Canadian, German, Turkish, Japanese, etc), Gender culture, Racio-Ethnic culture (Black-African, Latinx, Asian-American, Jewish, etc), Generation (Matures, Boomers, X, Millennial), sexual orientation (LGBTQ+ or Heterosexual), differing abilities (hearing, sight, mobility, learning etc.) – any large group of people with shared values, beliefs, expectations, language, art, and behaviors.

	Strongly disagree					Strongly agree
	1	2	3	4	5	
1. I enjoy interacting with people from different cultures.						
2. I am confident that I can socialize with people from a culture that is unfamiliar to me.						
3. I am sure I can deal with the stresses of adjusting to a culture that is new to me.						
4. I enjoy living in cultures that are unfamiliar to me.						
5. I am confident that I can get accustomed to the living conditions in a different culture.						
6. I know the rules (e.g., vocabulary, grammar) of at least one other language.						
7. I know the cultural values and beliefs of other cultures.						
8. I know the communication norms and conflict styles of my own and other cultures.						
9. I understand why others' cultural values, beliefs, behaviors, and perspectives differ from mine.						
10. I know what the cultural scripts that influence the behaviors of my teammates and customers/clients/patients are.						
11. I am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds.						
12. I understand how people's behavior makes sense from their perspective, and seek to learn what that perspective is.						
13. I am conscious of my own social identity and cultural values and beliefs.						
14. I mentally check the accuracy of my cultural knowledge as I interact with people from different cultures.						
15. I am aware of how my own social identity, cultural values and beliefs influence my interactions with others similar to, and different from me.						
16. I modify my verbal behavior (e.g., accent, tone, rate of speech) when a inter-cultural interaction requires it.						
17. I use pause and silence differently to suit different inter-cultural situations.						
18. I flex my communication style between direct and indirect as the situation requires.						
19. I adapt my non-verbal behavior, gestures, and facial expressions when an inter-cultural interaction requires it.						
20. I manage how much emotion I express to be appropriate given intercultural expectations.						

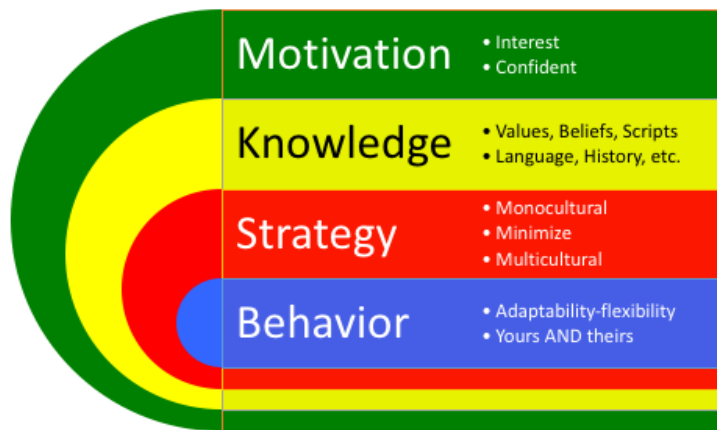
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Adapted from the Cultural Intelligence Questionnaire developed by Ang and Van Dyne
Handbook On Cultural Intelligence: Theory, Measurement And Applications

CULTURAL COMPETENCE

CCQ Factors

C



There are four factors in the CCQ. We will go through each of them.

CULTURAL COMPETENCE

C

Motivation for Inter-Cultural Interaction

Your interest in experiencing other cultures and interacting with people from other cultures. Includes intrinsic value you place on culturally diverse interactions and your sense of confidence that you can function on culturally diverse settings.

Questions 1-5

To calculate your score, give yourself 1 point for every strongly disagree in column 1, 2 points for disagrees in column 2 – etc. up to 4 points for your agrees and 5 points for your strongly agrees, for questions one through five.

Write down your score from those five questions. _____

Reflection: If your score is over 20, what's the source of your motivation to connect with people from various cultures?

If your score is less than 20, look at the actions & characteristics in questions 1-5 on the CCQ and decide which one of those you'd be willing to invest energy in to increase your cultural competence motivation score. Jot that down here.

CULTURAL COMPETENCE

CCQ Motivation Research Finding

C

Cultural Competence Motivation
is more important than IQ or EQ
(emotional intelligence) for predicting
leadership effectiveness
in multicultural contexts

Notes:

CULTURAL COMPETENCE

CCQ Knowledge



Cultural Knowledge

Your understanding of how cultures are similar to or different from your own. Includes knowledge about other cultural economic-legal-family systems, **communication styles**, social interaction norms, religious beliefs, aesthetic values, ways of seeing-thinking-organizing our world, and languages.

Questions 6-10

Write down your score from those 5 questions. _____

CULTURAL COMPETENCE

CCQ Knowledge



Culture-based communication styles

Which would be your choice – mostly on the left of on the right?

- | | |
|--|---|
| <ul style="list-style-type: none">• In a conflict, or with a tough message to deliver, I get my point across clearly, at the risk of offending or hurting the other person.• Clear communication is always best. "Say what you mean and mean what you say!" | <ul style="list-style-type: none">• In a conflict, or with a tough message to deliver, I maintain a cordial relationship, ensuring that nobody loses face – sometimes at the risk of misunderstanding.• I use hints, body language and tone very effectively. I know people know what I mean, even if I don't say it explicitly. |
|--|---|

Why did you place yourself where you did? Example?

Let's increase your CCQ Knowledge right now.

Circle the statements that reflect you most when you're doing what you'd really want to do (not what you think you should do in order to get along with others).

* These two questions engage you in thinking about your own cultural communication style. A full Cultural Conflict Communication Style Questionnaire provides more nuanced information; as does the Birkman Method Scores for Self-Consciousness Usual, Need and Stress. Contact me for more information about either of those tools.

CULTURAL COMPETENCE

CCQ Knowledge



Culture-based communication styles

How we deal with task-substance content

DIRECT

Meaning inside the verbal message
Precise, explicit use of language
Reliance on face-to-face resolution
Persuasion through reasoned argument
Rely more on verbal and written communication
Go straight to the point in discussion
Problem/solution (task) orientation

INDIRECT

Meaning outside the verbal message
Ambiguity, vagueness in language use
Reliance on 3rd party for resolution
Talk around differences of opinion
Persuasion through facework
Rely more on contextual, internalized understanding of information
Rely less on verbal & written communication
Hint, suggest main point
Relationship (repair) orientation

If you circled the two items on the left, you're most likely a direct communicator. If you circled the times on the right, you're more likely an indirect communicator.

The deeper cultural assumption for the direct communication style is that it is best to focus on substantive disagreement and be willing to compromise to solve the problem. This tends to be the preferred cultural communication style in much of Europe, North America, Australia and New Zealand. (and Business)

The deeper cultural assumption for the indirect communication style is that it is best to reinforce cooperation history, relational commitment & reciprocal obligations. This style is seen often / preferred in many East Asian, Indigenous, and Arab/MidEast societies.

Some culture scholars assert that this gap in approach and assumptions is enormously significant. Being willing to understand, appreciate, and flex your communication style to bridge this gap is a big step in becoming more culturally competent.

CULTURAL COMPETENCE

CCQ Knowledge

C

Culture-based communication styles

Moving from direct to indirect speech

- I need to see the numbers. Make sure that report with the data is on my desk by Friday.
- Please have the data report on my desk by Friday. I will need the analysis.
- If possible, I'd love to get the figures in time to look them over before the meeting. Could you have the report on my desk by Friday?
- Let's get our deliverables together by Friday. We could go over our action items together then.
- Aren't you responsible for the data we need to present on Monday. That's an important meeting. The executive committee members will be at that meeting Monday.

(Mitigated speech example. Use the right style at the right time, and adapt to your audience. From Jane Hyun, Flex)

For people with the direct communication style, statements one and two are clear. Many women add at least the "Please" in statement two so they don't get called the 5-letter word that rhymes with 'witch'. Statement three includes a hedge and question – again typical of many women's speech patterns designed to connect/relate/involve the listener.

The challenge with statement three is that more direct communicators may interpret that question as a question, not understanding that it's intended to be an order, implicit in an involving linguistic device. It's like the question "Are you hungry?" which really means, "stop the car right now I need food!"

Statement five, I'm told, says to an indirect communicator "I'm completely responsible to make this meeting work and not embarrass my boss. I'd better dot all I's and cross all t's." Direct communicators are more likely to think – "why are you telling me this? Have a nice weekend."

Indirect communicators may interpret statements one or two as "I have responsibility for exactly this thing. I'll do that and go home. No more, no less." Direct communicators may then interpret that as lacking initiative, and then become more directive (micromanage?) and frustrated.

CULTURAL COMPETENCE

CCQ Knowledge



Culture-based communication styles

Which would be your choice – mostly on the left of on the right?

If you ask my friends-family and people who know me well, they would say that in general, when resolving a conflict with someone, my approach tends to be to:

- Avoid expressing strong emotions
- Stay calm, cool and collected to get my point across
- Refrain from expressing negative emotions

If you ask my friends-family and people who know me well, they would say that in general, when resolving a conflict with someone, my approach tends to be to:

- Express exactly how I feel
- Present my ideas with full emotion, even if those ideas are not as logically presented as they could have been
- Passionately express my disagreement

Let's look at another key cultural communication style dimension: emotional display.

Circle the the items that reflect you most.

CULTURAL COMPETENCE

CCQ Knowledge



Culture-based communication styles

How we deal with emotional content

CONTAIN (RESTRAIN) EMOTION

- Minimal nonverbal, vocal emotional display
- Internalize emotions to control them
- Constrained emotions allow focus on task achievement and productive working relations
- Humor risky as tension releaser
- Sensitivity to be too emotional & hurting others' feelings
- Emotional containment needed to be credible, trusted, and de-escalate conflict
- Personally less involved, cool & self-contained conduct is admired

EXPRESS EMOTION

- Overt, nonverbal, vocal emotional expression
- Externalize emotions to control them
- Expressed emotions allow authentic focus on task achievement and productive working relations
- Humor used as tension regulator
- Sensitive to being asked to constrain emotion
- Emotional info needed for credibility, trust, and conflict de-escalation
- Personally involved, vital, animated emotion seen as commitment and admired

Every body thinks and everybody feels. This is about what cultures signal, and what you internalize, as appropriate emotional display.

In an emotionally restrained culture, love is demonstrating respect by never yelling, screaming. If you're emotionally 'hot' you go cool off emotionally.

In an emotionally expressive culture love is honest display of sentiment. You never walk from an argument. Expressing how you feel, whatever the feeling, is seen as more authentic.

The contained culture thinks of the expressive: "Emotion is clouding your judgment and you don't have self-mastery."

The expressive thinks of the contained: "You're cold, calculating, hiding, uncommitted and untrustworthy."

If you're on the line you can be 'bi' – or it you could have your core vs. adaptive strategies.

Culture-based communication styles

	CONTAINED	ANIMATED
DIRECT	Discussion Style	Engagement Style
INDIRECT	Obliging Style	Dynamic Style

All cultural patterns exist in all cultures – but some are preferred more than others.

- Discussion: British, Scandinavian, German, White-Anglo N. American, Australian, New Zealand
- Engagement: African American, Cuban, French, Italian, Russian, Greek, Nigerian, Apache, Puerto Rican, Israeli
- Obliging: Hopi, Navajo, Japanese, Mexican, Costa Rican, Peruvian, Chinese, Thailand, Indonesian, Malaysian
- Dynamic: Kuwaiti, Egyptian, Saudi, Lebanese, Pakistani

The biggest communication challenges tend to be with the diagonal styles. (Research from Mitch Hammer Cultural-Conflict Communication Styles)

These 2 dimensions of style – direct/indirect and Animated/Contained have huge, direct implications for performance reviews and promotion in organizations – as well as team work.

- *Example: Code words used in health care in US about the 4 styles:*

Discussion – OK, reasonable most of the time. If person has engagement style may say the discussion style is cold and unfeeling. Discussion may see Engagement as a pain in the backside, demanding, pushy, aggressive, rude or domineering. Accommodation/obliging style sometimes called devious, can't decide, great patients because they do what we ask – even if they're not really satisfied or happy about it. Dynamics are called volatile. Don't know what the problem is. We know they're upset because they have the whole darn family in there telling us. You see and hear code words for the four styles on report cards and in performance reviews too.

CULTURAL COMPETENCE

CCQ Knowledge



Culture-based communication styles

Reflection / Conversation

- What do you think might be some of the strengths of your style?
- What do you think might be some of the challenges of your style?
- How might these insights be relevant in your community? At your organization? (select someone to take notes as you all brainstorm).



CULTURAL COMMUNICATION STYLES: Strengths of the 4 styles

	Contained	Animated
Direct	Discussion Style <ul style="list-style-type: none"> ✧ Confronts problems ✧ Elaborates arguments ✧ Maintains calm atmosphere 	Engagement Style <ul style="list-style-type: none"> ✧ Provides detailed explanations, instructions and information ✧ Expresses opinions ✧ Shows feelings
Indirect	Obliging Style <ul style="list-style-type: none"> ✧ Considers other meanings to ambiguous messages ✧ Maintains calm atmosphere ✧ Sensitive to feelings of others 	Dynamic Style <ul style="list-style-type: none"> ✧ Uses third parties to gather information & resolve conflicts ✧ Skilled observers of changes in nonverbal behavior ✧ Comfortable with strong emotional displays



CHALLENGES OF THE 4 STYLES

In a conflict (under stress), we often go to our “core” personal-cultural style
 We often have a(n unconscious) bias for the dominant style in our culture
 The biggest challenges-misunderstandings can be when we cross the diagonals

	Contained	Animated
Direct	Discussion Style <ul style="list-style-type: none"> ✧ Difficulty reading between the lines ✧ Appears logical but unfeeling ✧ Appears uncomfortable with emotional expression during arguments 	Engagement Style <ul style="list-style-type: none"> ✧ Appears unconcerned with others’ views and feelings ✧ Appears dominating & rude ✧ Distrusts idea/opinions that emotional content
Indirect	Obliging Style <ul style="list-style-type: none"> ✧ Difficulty in voicing own opinion ✧ Appears uncommitted & indifferent ✧ Difficulty providing elaborate explanations 	Dynamic Style <ul style="list-style-type: none"> ✧ Rarely ‘gets to the point’ ✧ Appears unreasonable & devious ✧ Appears ‘too emotional’

CULTURAL COMPETENCE

CCQ Knowledge

C

Culture-based communication styles

While overseas travel, study, and languages help increase your cultural knowledge, you need not do all of those to increase your cultural knowledge:

1. Think broadly about cultural categories
2. Use insights about cultural communication style to flex yours
3. Explore the multi-cultural environment where you live and work

Notes:

CULTURAL COMPETENCE

CCQ Strategy

C

Intercultural Strategy

How you make sense of inter-cultural experiences. Includes strategizing before an intercultural encounter, checking assumptions during the encounter, & adjusting mental maps when actual experience differs from expectations.

CCQ Questions

11-15

Write down your score from those 5 questions. _____

CULTURAL COMPETENCE

CCQ Strategies



- ✧ **Denial** recognizes more observable cultural differences but may not notice deeper ones, and may avoid or withdraw from cross-cultural experiences.
- ✧ **Polarization** is 'us' vs. 'them' and can be critical towards them (defense) or overly critical towards us (reversal).
- ✧ **Minimization** highlights cultural similarities and universal values-principles. But overemphasis on commonalities masks recognition and appreciation of meaningful differences. May have a dynamic with invisible privilege & assimilation.

The Monocultural Strategies are Denial and Polarization. Denial is cultural cluelessness. People in denial don't see any differences. They tend to have cultural selective perception. In work, they will often assume relationships are excellent when they are not. They may also separate from others so that they don't have to engage with any differences (and protect denial).

Defense is an uncritical view towards your own cultural values and practices with an overly critical view toward other cultural values and practices. Essentially one recognizes the differences but see them as threatening to esteem or identity. Therefore, there may be suspicion of the other. There can be explicit denigration (difference is deficient), or superiority – our way is always better (implicitly putting the other culture down). Reversal is an overly critical orientation towards your own cultural values and practices and an overly positive view of other cultural values and practices.

Minimization is a transitional strategy. It is the most challenging to recognize and change because people's intent with it is positive; they intend to be tolerant. Minimization involves overgeneralizing and overemphasizing the similarities to your culture, or trivializing the differences between cultures to make them seem harmless. Variations of this include physical universalism (statements such as we're all biologically the same essentially), transcendent universalism, thereby reducing the importance of the notion that people have different blueprints of their social world), individualizing (prioritizing personal identity and ignoring – deleting the importance of social identity at all). "We're all one race, the human race"; "Why can't we all get along?"

CULTURAL COMPETENCE

CCQ Strategies



- ✧ **Acceptance** recognizes and appreciates similarities and differences in your own and other cultures.
- ✧ **Adaptation** is shifting cultural perspective and changing behaviors in culturally appropriate ways. It is flexing your style yet being authentic, not assimilating.

Acceptance acknowledges differences and notes that they are important and should be respected. You are able to notice verbal and non-verbal behavior within cultural context and accept that they are meaningful for people.

Adaptation is truly an attitudinal shift – you acknowledge differences cognitively, you understand the emotional impact on relationships, and you shift behavior as needed. Adaptation is the proactive use of differences in cultural information to build and sustain effective relationships.

Adaptation is not Assimilation, although many fear that to be the case. Assimilation is giving up your own culture. Adaptation is an expansion of your cognitive mindset and behavioral skill set to be more inclusive => growth. Keywords are Empathy (temporary shift in affective perspective); pluralism (capacity to hold the 'and' – interpret and respond from a different frame of reference) and Integration (holistic contextual response)

CULTURAL COMPETENCE

CCQ Strategy

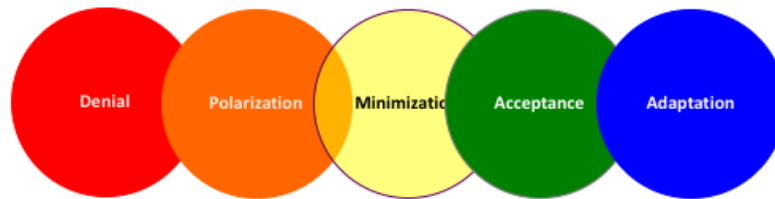
Video: Gender Culture Example



Process orientation
Talking it over



Goal focus
Giving the answer



Situation:

A female team member goes to her male manager to process through the best options for a project

Gender culture descriptions adapted from GenderSpeak program by Pat Heim, Ph.D.
Strategies for Intercultural Interaction adapted from Intercultural Development Inventory by Mitch Hammer, Ph.D. A video is available online on my website www.DrRobinJohnson.com.

Video Transcript: In GenderSpeak programs we talk about how girls and boys learn appropriate adult behavior. Through playing relationship with dolls, girls learn to involve and engage others in the decision-making process in order to develop win-win solutions. Through playing competitive games, boys learn to go for the goal and that there will be winners and losers. So girls develop a process orientation; boys a goal focus. When they grow up and interact as men and women at work, many women will still have this process orientation where they want to engage and involve others by talking through how they reach a decision. Many men will have a goal focus; where they want the bottom line, the answer, the decision itself and will ask for clarification about how you got there only if they have questions. In this example we combine the process orientation from female culture with the goal focus from male culture and go through the five intercultural interaction strategies: Denial of differences; Polarization with one way being better than another; Minimization of differences while emphasizing similarity; Acceptance the differences can be meaningful, and Adaptation – flexing behaviorally based on an understanding of the different gender-based cultural communication styles. In each case both characters will be using the same intercultural interaction strategy. The situation is the same all five times. It's a female team member who goes to her male manager to process through the best options for a project.

CULTURAL COMPETENCE

Intercultural Interaction Strategies

C

Both Using a Denial Strategy



Denial may recognize more observable cultural differences but may not notice deeper ones, and may avoid or withdraw from cross-cultural experiences

He: This is a matter between the two of us as individuals and has nothing to do with gender or culture (this diversity stuff is BS anyway).

She: This is just a work conversation between the two of us as individuals

RJ: Neither thinks there might be a gender-culture component to what is happening.

CULTURAL COMPETENCE

Intercultural Interaction Strategies



Both Using A Polarization Strategy



Polarization is 'us' vs. 'them' with an evaluation of better or worse - can be critical towards them (defense) or overly critical towards us (reversal)

He: I've got this motor-mouth employee who can never get to the point. She never seems to have solutions.

She: Whenever I go to my boss to talk about ideas he becomes Mr. Know-It-All and tells me what to do, as if I am an idiot.

RJ: He judges her process orientation as worse than his goal focus. She thinks her involving him in the process is better than his 'giving the answer.' They notice the differences between them and judge them.

CULTURAL COMPETENCE

Intercultural Interaction Strategies



Both Using A Minimization Strategy



Minimization highlights cultural similarities and universal values-principles; overemphasis on commonalities may mask recognition and appreciation of meaningful differences, and may have a dynamic of invisible privilege & assimilation (go along to get along).

He: I know you're smart and can work things out. I think you would be a more effective leader if you would bottom line your solution, and tell me about the process only if I have questions.

She: I can see that's the best way for me to show you I'm able to make decisions. So OK, I'll do it that way.

She (not talking to him) - The way to get along with my boss is to process out loud, like with a girlfriend, and not discuss my thinking with him. He'll just get impatient with me anyway. So I'll come up with a solution, present that, and defend my decision if he challenges me with questions

RJ: He has the best of intentions – to help her be effective by looking like a leader. He doesn't see that his image of a leader has a goal focus, and that he has an unconscious bias for that style. And he's most comfortable with that style. She decides to go along to get along. If she cannot find a way to process her solutions and trust her process she may give up, or not give her best.

CULTURAL COMPETENCE

Intercultural Interaction Strategies

C

Both Using An Acceptance Strategy



Acceptance recognizes, understands and appreciates similarities and differences in your own and other cultures

(In thought – don't talk to each other)

He: Hmm. I'll bet she's talking so much because she is processing through her options. This is an effective way for her to choose the best solution.

She: Hmm. I'm processing and would prefer to do that with him. But when I do, he sees me as being clueless and maybe will tune me out. I know he'd rather I just bottom-lined it. But I need to process too.

RJ: He reinterprets her intent knowing that she's not stupid, looking for answers, or his approval but rather involving him by sharing the process she used to get a solution. She understands that he's waiting for her answer, plans to share that, values his attention, and doesn't take his signs of impatience personally. They're aware of their differences and the meaning of those differences but do not yet adapt their behaviors. However, how they think and feel about each other has been a major attitudinal shift.

CULTURAL COMPETENCE

Intercultural Interaction Strategies

C

Both Using An Adaptation Strategy



Adaptation is shifting cultural perspective and changing behaviors in culturally appropriate ways; flexing your style yet being authentic, not assimilating

She: "I've explored options A, B & C."

He: Which one were you leaning toward?

She: I'm leaning toward option B for these reasons...

He: What do you see as the risks and benefits of that solution?

She: I see minor risks and lots of benefits. Do you see any problem if we go in that direction?"

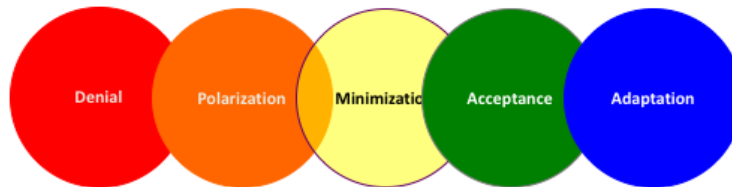
He: Nope. I'd have to agree with you, that seems the way to go.

RJ: He understands that she's processing and involving him. He adapts by flexing his style to mesh with hers. She understands his style and that he wants a final decision. She adapts by flexing her style to mesh with his.

CULTURAL COMPETENCE

Intercultural Interaction Strategies

C



You may have a preferred approach you use most in inter-cultural interactions.
You may use one approach predominantly, depending on which cultural categories are salient.
You may use different approaches with social vs. work situations.
You may flex your strategy depending on your relational goals.

Five Intercultural Interactions Strategies are based on research of Janet and Milton Bennett; measured by the IDI-Intercultural Development Inventory developed by Mitch Hammer.

If you think of your cross-gender intercultural interactions, which strategy do you use most often?

Thinking of racial intercultural interactions, which strategy do you use most often?

Thinking of sexual orientation / gender identity interactions, which strategy do you use most often?

Notes:

CULTURAL COMPETENCE



Intercultural Interaction Behavior

Your capability in adapting your verbal and nonverbal behavior to be appropriate in different cultures. Includes having a flexible repertoire of behavioral responses that are appropriate in a variety of situations.

Questions 16-20

Write down your score from those 5 questions. _____

Most of us can think of a time we adapted our behavior in an intercultural experience. Jot down some thoughts about when you've done that. What happened? What cultural dimension was involved? How did you know to flex? (what were the cultural clues for you?)

CULTURAL COMPETENCE

C

Takeaways

- Cultural competence is a skillset you develop; tied to your thoughts, behaviors, & feelings about cultural differences and similarities
- Cultural competence can be measured and learned
- Cultural Competence addresses
 1. Motivation
 2. Knowledge
 3. Inclusive / Respectful Behavioral Response Strategies
 - Denial, Polarization, Minimization don't work
 - Acceptance & Flexing do
 4. Adapting Behavior
- Research shows people tend to overestimate their cultural competence so get feedback about how you're doing

Notes:

CULTURAL COMPETENCE QUESTIONNAIRE INTERPRETATION

Your Cultural Competence Questionnaire scores are made up of four sub-scales.

1. Motivation for Intercultural Interaction
2. Cultural Knowledge
3. Intercultural Strategy
4. Intercultural Interaction Behavior

MOTIVATION FOR INTERCULTURAL INTERACTION

This is your interest in experiencing other cultures and interacting with people from different cultures. It is a measure of the magnitude and direction of energy you are likely to apply toward learning about and functioning in cross-cultural situations. It includes the intrinsic value you place on culturally diverse interactions as well as your sense of confidence that you can function effectively in settings characterized by cultural diversity.

Fill in your score for MOTIVATION FOR INTERCULTURAL INTERACTION: _____ out of 25.

People who are interested in experiencing other cultures and feel confident that they can interact with people who have different cultural backgrounds tend to be better adjusted in culturally diverse situations. The research also says that Motivation to interact with others from various cultures is more important than intelligence (IQ) or emotional intelligence (EQ) when it comes to leadership effectiveness in multicultural contexts. If you scored less than 20, please review the areas where you 'Strongly Disagree', 'Disagree' or 'Neither Agree nor Disagree', in order to identify the areas you need to strengthen.

CULTURAL KNOWLEDGE

This is your understanding of how cultures are similar to or different from your own. It reflects general knowledge structures and mental maps about cultures. It can include knowledge about economic and legal systems, norms for social interaction, religious beliefs, aesthetic values, cultural scripts, culture-diversity related values-assumptions-beliefs-expectations and languages of different cultures.

Fill in your score for CULTURAL KNOWLEDGE: _____ out of 25.

If your score is high, continue learning about yourself and others. If your score is low, you might want to use work relationships and friendships to learn about people who are different from you. Reading and traveling with the intent to increase your cultural knowledge also works, as does studying other languages. With language study you not only learn to translate words from your language to another's, you also learn about values, beliefs, and ways of thinking that others have in common with you, and that differ from yours. Remember, you can learn from whatever diversity surrounds you to increase your cultural knowledge. You need not travel overseas to do so. If you scored less than 20, please review the areas where you 'Strongly Disagree', 'Disagree' or 'Neither Agree nor Disagree', in order to identify the areas you need to strengthen.

INTERCULTURAL STRATEGY

This is how you make sense of inter-cultural experiences. It reflects the processes you use to acquire and understand cultural knowledge. This is the sense-making aspect of cultural competence. We all make judgments about our own thought processes and those of others. This area addresses how we strategize before an inter-cultural encounter, check our assumptions during an encounter, and adjust our mental maps when actual experiences differ from our expectations. It is the process of intentionally learning about, and perhaps learning to value, perspectives and world views that differ from our own.

Fill in your score for INTERCULTURAL STRATEGY: _____ out of 25.

Having a high capability to make sense of inter-cultural experiences (such as making judgments about their own thought processes and those of others) helps you make higher quality decisions and perform at higher levels in multi-cultural work settings. So if your score is high, you are willing to use every interaction as a way to get to know and accept cultural differences. You probably do not try to over-emphasize similarities or minimize differences in a misguided attempt to avoid inter-cultural conflict. You may know how easy it is to

stereotype, but you avoid stereotyping by being open to new information that challenges those stereotypes. If your score is less than 20, think about how you may be more strategic in your intercultural interactions. Review questions where you 'Strongly Disagree', 'Disagree' or 'Neither Agree nor Disagree'. These signal areas where you can strengthen your Intercultural Strategy skills.

INTERCULTURAL INTERACTION BEHAVIOR

This is your ability to adapt verbal and nonverbal behavior so it is appropriate for different cultures. It includes having a flexible repertoire of behavioral responses that are appropriate in a variety of situations.

Fill in your score for INTERCULTURAL INTERACTION BEHAVIOR: ____ out of 25.

If your score is high, you are willing and able to adapt your verbal and nonverbal behavior to fit specific cultural settings. You have a flexible repertoire of behavioral responses. Research says people with a high score for behavioral adaptation in intercultural interactions also work better (have better task performance) when they are in culturally diverse settings. They tend to adjust better in culturally diverse situations, such as when they are assigned to a diverse team, or given an expatriate assignment. Having a high score here is also the strongest predictor of your leadership effectiveness in cross-border contexts. Intercultural behavioral adaptability enhances the likelihood that you would actively engage in experiential learning and become more effective in general.

If your score is lower for intercultural behavior adaptation, look at your answers to see where you were less able or willing to adapt. Changing non-verbal behavior can be challenging because many of our behaviors are on automatic, and culture-based. But some of the behavioral adaptations are easier than others - such as pausing, slowing down and speaking clearly, avoiding the use of demeaning gestures, etc. Pick one behavior to work on and follow through by flexing that behavior in future intercultural interactions. If you scored less than 20, please review the areas where you 'Strongly Disagree', 'Disagree' or 'Neither Agree nor Disagree', in order to identify the areas you need to strengthen.

~~~~~

**SUM YOUR SUBTOTALS FOR YOUR TOTAL CULTURAL COMPETENCE SCORE: \_\_\_\_ OUT OF 100.**

Recent research by Ang, et. al, says that cultural intelligence/cultural competence affects your cultural judgment, decision making, and how well you do your job in multicultural settings. People with higher cultural intelligence are more effective at making decisions in multicultural work settings. Even after accounting for demographic characteristics, general cognitive ability, emotional intelligence, and openness to experience – higher cultural intelligence is correlated with better decision-making, better adjustment, more effective leadership, and better performance in multicultural environments.

If your overall cultural competence score is not high, do not fret. Cultural competence is about attitudes - feelings, thoughts and behaviors. And you can develop your cultural competence with intentional learning.

# LISTEN

## Transformational Listening Practice



Share an experience when you adapted your behavior in an intercultural interaction. Why did you do it? How did you do it? How might that guide you in other intercultural interactions where adapting / flexing would be effective?



Notes:



Attention is the  
rarest and purist  
form of generosity.  
Simone Weil

Transformational Listening is not just about hearing the words people are sharing. Transformational Listening is more importantly a mindfulness practice - giving the gift of your undivided, caring attention to the speaker. It is an act of generosity.

Notes:

# LISTEN

L



## DEFINITION

- Giving your undivided caring attention to another without judging, fixing, analyzing, or hijacking the conversation to make it about you

## INTENT

- Demonstrate respect behaviorally

Notes:

# LISTEN

L

## KEY POINTS

- Transformational Listening transforms relationship and makes teams psychologically safer
- Listening is the most important communication skill to use and an inclusive leader and team member
- Listening is the meta-emotional intelligence competency
- Transformational listening demonstrates respect behaviorally

Notes:

## 1. Questions = power play



## 2. Handling over talkers => 2 min / 3 ideas

## 3. Why people talk

When I have participants practice transformational listening and ask during the debrief “What was that like?” they frequently tell me it was challenging because they wanted to ask questions. This is one of the biggest differences between transformational listening and active listening. When someone fires a question back at you, interrupts you to ask their question, asks or implies ‘why did you do that?’, or even says ‘tell me more about such and such,’ there has been a power exchange. The so-called listener has shifted the energy away from the speaker and what the speaker wants to say, towards the listener and what the listener wants to hear. Therefore, it is important when you are doing transformational listening that you do not interrupt or ask questions.

Handling over-talkers - My rule of thumb for how long I listen before I say anything is two minutes or three ideas. I haven’t met anyone who could not do Transformational Listening for at least two minutes. Listening with mindful compassion takes energy. So, two minutes is often a good length of time to start. Or, you may choose listen to as many as three ideas before interrupting (cognitive psychologists’ research suggests that we can hold on to three ideas without moving into a mentally stressful place). After two-minutes or three ideas, I will interrupt an over-talker, and check in with them to make sure I’m catching the key points. I then decide if I want to continue listening at that time. That decision will depend on my energy, attention, other priorities, and commitment to the relationship.

# LISTEN

## Why People Talk

L

- V - Venting
- I - Informing (info, perspective)
- V - Validating (expecting)
- I - Ideas / Interpretations
- D - Direction / Decision

As a listener, it's also helpful to think about why that person is talking to you. Their expectations may influence how, how long, and when you listen to them. Are they Venting? Sharing Information with you? Seeking Validation? Generating Ideas? Or seeking Direction or help with a Decision? In coach training I learned to use the acronym V.I.V.I.D. to describe why people talk.

V-Venting. If they're venting you might want to set aside time to listen when you're not super busy or distracted. If someone is venting after a performance review (or about a test or grade), I may ask them to write down their thoughts before they come talk to me. Or I may suggest a cooling off period. If I were coaching them, I'd usually suggest they talk to a friend or advisor before venting with their manager.

I-Informing. Sometimes the talker is simply keeping you in the loop about things.

V-Validation. Sometimes the talker only expects you to say "Yes, dear! You're right."

I-Idea sharing. If the talker is sharing ideas and expects you to brainstorm with them, then you might want to listen for a while and make sure you've got the main gist. Ask if it's OK for you take notes.

Assuming they say yes, then take notes as you listen. Idea sharing is often a key part of a team meeting so taking notes – charting key ideas and connecting names to those ideas – can be effective in a team brainstorming or strategy setting.

D-Direction or Decision. If you are expected to provide direction or decision it is super helpful to clarify that expectation when the communication starts. Then do transformational listening. Then summarize key things you heard. Then let the talker know what your decision is, or the timing for getting back to them.

# LISTEN

## Why People Talk – cont.

L

V - Venting

I - Informing (info, perspective)

V - Validating (expecting)

I - Ideas / Interpretations

**D - Direction / Decision**

A couple more thoughts about D – Direction.

In a team context where you're gathering input, if you plan to make the decision, it is important to let the team members know what the issue is, let them all know you'll make the final decision, listen as they all share their input (without interruption or commentary from you – and without allowing them to comment/judge other people's ideas), then summarize what you heard and let them know your next step. Notice – I suggested the team leader talk only after everyone else has given input. Your intent includes maximizing input, fair participation, and psychological safety. This is the process for learning from and leveraging diverse experiences.

When women are talking to men and gathering input from multiple people, it is helpful to let those people you're asking for information, input, or advice know in advance that you're asking for input from many people AND that you will make the final decision. Otherwise, if you ask someone for advice, and he puts the effort into giving you his best suggestion, and then you go around asking other people or you do something else, you run the risk of losing an ally because you two hadn't clarified your expectations. I mention this particular situation because it's a documented case of misunderstanding in gender-based communication.

# LISTEN

## Key Takeaways



- Skill – gets easier with practice
- Effective and Efficient
- Demonstrates respect behaviorally
- Powerful motivator (Quality Time)

Gets Easier with Practice. Transformational Listening, requires a small amount of additional yet intentional energy, while providing a significant beneficial boost in our relational effectiveness. As a skill, it gets easier with practice. And that small additional amount of energy has a big payoff in benefits.

Transformational Listening is Effective & Efficient. What I have also noticed in the years I've taught this skill to many people is that this way of communicating verbally is incredibly effective;

- it is efficient/productive in that a lot of information is shared quickly,
- it helps you learn more, faster because the speaker often answers key questions you might have asked if you'd interrupted them and some questions you didn't think to ask so you learn more than you would have otherwise, and
- it is more enjoyable because the speaker feels more connected to you (likes you more).

Behavioral Demonstration of Respect. Only about five values cross national lines globally and respect is one of those five. We value respect, but we don't always know how to DO respect. Transformational Listening is one way to enact that value.

Motivates. Transformational listening is motivational to others because we're giving the gift of our attention. Many of the people who work with and for you feel most appreciated and motivated with you give them quality, positive attention.

# LISTEN

## Key Takeaways, cont.



- Balances Introversion & Extraversion
- Balances Direct & Indirect
- Intentional Tweak

Balances Introversion & Extraversion. A number of personality assessments measure extraversion and introversion. Most agree that U.S. workplaces, in particular, expect people to behave in a more extraverted fashion, even if their personality is more introverted, quiet, or contained. And managers simultaneously complain about how challenging it can be to manage a person who is too talkative, verbally dominant, or engagingly extraverted. Either way, we want to balance the input so that we make space for people to share and everyone to hear each other's ideas on teams. Transformational Listening practice, especially with the time or idea limit, works to balance that.

Balances Direct & Indirect Cultural Communication Styles. Cultural norms differ around how much context you need to provide to make a point vs. how direct and task focused a person should be in their verbal communications. By being more mindful and making space for people to communicate in the style that works best for them, you can adjust your allocated time for listening and talking to what's most effective in your milieu.

A Small Tweak of Something You Already Do. The good news is that you know how to listen; transformational listening asks you to be more intentional in your listening. In all the years I've been teaching this skill to thousands of people, I've never found anyone who could not do it. I believe it's not a matter of ability, it's a matter of choice; choosing to be more intentional in your communication.

## LISTEN

To Your Self

L



At the center of your being  
you know who you are and  
you know what you want.

Tao Te Ching – Lao Tzu

As a person who's done meditation daily for decades, I encourage you to consider listening to your Self with the gift of undivided caring attention.

When is the last time you listened to what your heart was telling you, without judgement, without criticizing yourself, without trying to fix or change anything – rather just being there in grateful appreciation of the gift you are to the planet?

Transformational Listening can also be used to transform your relationship to your own being. As the Tao says: At the center of your being, you know who you are and you know what you want." Still, heart-centered self-listening helps you remember that.

## LISTEN

### Small Tweak, Big Impact

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Listening is the most important communication skill for sustaining an inclusive organization – it creates Psychological Safety.

Listening is the over-arching, meta emotional intelligence skill.

Listening is the way we demonstrate RESPECT – a global, transcendent value.

But we need to tweak Active Listening – which many of us learned and practice – and move towards what I call Transformational Listening to be effective in creating and sustaining an inclusive environment.

The other thing that's really helpful about transformational listening is that it increases psychological safety when people are working together. When we work together we establish traditions, behavioral standards and unwritten rules about how to work together - what we social psychologists call "group norms". *Effective* group-participation norms provide psychological safety. Psychological safety in current research is defined as *a shared belief that it is safe to take interpersonal risks, and that we actually can trust each other*. The behaviors that create that sense of psychological safety include

1. encouraging equal communication between people,
2. making space for everyone to participate fairly, and
3. being aware of how people are feeling. In other words - some sensitivity to others. On the other hand, you can destroy psychological safety by micromanaging folks, engaging in conflict and power struggles, dissing people in the group, being overly critical or judgmental.

Transformational listening builds trust between people and increases psychological safety. That is not a trivial thing because there are a number of benefits to working together when you have psychological safety. Amy Edmondson of HBS found in her studies that - We achieve better results and people report higher job satisfaction with a greater degree of engagement in their work when there's psychological safety. Teams innovate faster. They see their mistakes quicker and they find better solutions. And organizations are more profitable when people are collaborative and that helps them outstrip their competitors.

## {UNCONSCIOUS} BIAS MITIGATION



### Goals

The goals of unconscious bias mitigation are

1. To recognize biases,
2. To know which ones we have, and
3. To know when a bias has been triggered so bias does not hijack our actions and become destructive.

Bias can be mitigated with awareness that we have bias, learning our likely bias triggers, information about the content of our biases, motivation to pause before acting on bias, and training in how to mitigate the bias so that actions/decisions are not adversely impacted by bias.

## {UNCONSCIOUS} BIAS MITIGATION

### Bias Definition



Ways of thinking, feeling and behaving  
that introduce systematic errors into  
the decision-making process

- Bias is a **predisposition** to see events, people or items in a **positive** or **negative** way
- Bias as an **attitude**, can be **conscious** or **unconscious**

Organizational Behaviorists have been doing research on bias for years. And we know that many of our decisions are subject to a range of biases. Most of the research into bias examined cognitive biases that impair our ability to evaluate information objectively, make good judgments, and wise decisions. All of these biases operated below conscious awareness for most people, until they learn to recognize and correct for them.

In more recent years as we've struggled with Diversity, Equity and Inclusion, researchers have reframed a lot of the conversation about people-related bias (including prejudice, discrimination, and stereotyping) as an issue of implicit or unintentional bias. Project Implicit, which grew out of research at a number of major universities, has been a key repository of information about people-related Blind Spots.

**Bias** is defined as a predisposition to see events, people or items in a positive or negative way. Bias can be conscious or unconscious.

Affective bias – bias related to how we feel about other people– was more challenging to research and address because the process was inherently subjective. Affective-people-based bias integrates with our self-concept and connects to historic structural inequities that make that topic more charged. And for many people, their people-oriented biases are social blind-spots. More recent research is exploring those biases under the topic [Implicit or Unconscious Bias](#).

# {UNCONSCIOUS} BIAS MITIGATION

Bias Research – Decision Making



Excessive Optimism  
Overconfidence  
Confirmation  
Anchoring  
Groupthink  
Egocentrism

Loss Aversion  
Escalation of Commitment  
Controllability  
Status Quo  
Present

This [HBR article](#) lists some common biases that impact leaders' decisions.

Action-oriented: Excessive Optimism (overestimating the likelihood of positive outcomes and underestimating negative ones); Overconfidence (overestimating our skill & abilities' impact while underestimating others' and the role of chance).

Perception: Confirmation (seeking and using information that supports what we want while ignoring or not seeking contradicting info); Anchoring (basing our decision on an initial value without adjusting it even if it doesn't make sense); Groupthink/Conformity (agreeing with relevant others' ideas without exploring divergent viewpoints in order to fit in to a social group); Egocentrism (focusing on self-view or opinion without much regard for others' or the impact on others.)

Framing: Loss Aversion (attachment to what we have so much that we hate losing something we value much more than we care about gaining something of equal or potentially greater value); Sunk Cost (paying attention to what we paid in the past that we can't get back, even when it's not relevant to the decision we need to make now or in the future); Escalation of Commitment (throwing good money/energy after bad because we're afraid to lose what was already invested); Controllability (thinking we can control outcomes/people more than we can so we misjudge the risk of a course of action).

Inertia: Status Quo (prefer status quo absent significant pressure to change); Present (value immediate, short term rewards very highly and undervalue long-term gains).

# {UNCONSCIOUS} BIAS MITIGATION

Bias Research: Interpersonal Interactions



Affinity

Appearance

Attribution

Contrast

Halo/Horn

Homophily

People-relevant bias researched extensively in the psychology literature include:

Affinity: Preference for people you feel an affinity with – tendency to do more micro-affirmations of them

Appearance: The tendency to think how a person looks/sounds and degree of perceived attractiveness is positively correlated to how they will perform a job-task; detailed data on height, hair, voice, for example.

Attribution / Fundamental Attribution Error: Bias in amount of credit or blame you give individual for success or failure, compared to amount of credit/blame you give the situation/context. There's a gender difference noted in research: Men tend to take personal credit for success/blame situation for failure; women tend to give credit to situation for success/internalize failure. Many tend to give leaders too much credit for both success and failure on teams – e.g. leader attribution error.

Contrast: Comparing person to the person who you encountered just before them

Halo/Horn: Spreading the glow from positive characteristics/achievements in one area to other areas that are unrelated; for example the M-Deity effect-seeing a medical doctor as an expert in areas unrelated to medicine; horn effect is the opposite – spreading the cloud from one area of 'failure' into other areas.

Homophily: Like liking like – preferring to be with/around people who are similar to you

## {UNCONSCIOUS} BIAS MITIGATION

Bias Research – Diversity/Equity/Inclusion

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Prejudice  
Discrimination  
Stereotyping  
Implicit  
Micro-Aggressions

In the Diversity-Equity-Inclusion arena there is research on additional social-identity group bias.

**Prejudice** is an opinion, prejudgment or (negative) attitude about a group or its individuals, often accompanied by misinformation, lack of knowledge, fear or hatred. Prejudices tend to form through an attachment to a close circle of friends/family (an in-group) who have views aimed at “out-groups”.

**Discrimination** is behavior that treats people in ‘out-groups’ unequally; can range from slights to hate crimes, and often begins with negative stereotypes and prejudices.

**Stereotype** is an oversimplified image or statement applied to a whole group of people, without regard for the individual; an exaggerated belief, image, or distorted truth about a person or group - a generalization that allows for little or no individual differences or social variation. They characteristically clump people together and imply all people in the group are identical, based on some dimensions of diversity they share; contain a judgment; and are fairly inflexible. More than simply having misinformation, which we correct when we learn more accurate information, a stereotype remains fixed even with contradictory evidence in front of us (“You’re not like the others.”) Moreover with stereotyping we tend to overestimate the number of people who support us (or agree with the statement), and underestimate the number of people who do not agree with us.

**Implicit Bias** is learned ways of interacting with others that are automatic, unintentional, deeply ingrained, widespread that influence thoughts, feelings and behaviors.

**Micro-Aggressions** will be discussed in greater detail later.

# {UNCONSCIOUS} BIAS MITIGATION

## Implicit Bias Research



If you're not familiar with how to recognize bias, how to pause before acting on bias, how to interrupt bias, or your personal biases and triggers – a place to start would be to read either [Blind Spot](#) by Banaji & Greenwald or [Biased](#) by Eberhardt and take 2-3 Implicit Association Tests (IAT) (<https://implicit.harvard.edu/implicit/takeatest.html>) to increase your self-awareness. The IAT gives immediate results and are confidential. Both books also give suggestions for how to manage bias at work. See next page for partial list of IATs

### Blind Spot

Research into scotomas and their consequences by two psychologists.

Designed reaction time experiments that help us become more conscious of our bias (vs. socially desirable responses to self-report prejudice assessments) and more able to understand ourselves and our impact on others

The book is the source and a highly recommended resource for understanding unconscious bias and its impact on our decisions and relationships

Biased more insights into what triggers implicit-bias based behavior.

# {UNCONSCIOUS} BIAS MITIGATION

Implicit Association Tests Include ...



Gender-Career

Weapons

Asian

Arab-Muslim

Sexuality

Gender-Science

Race

Presidents

Disability

Skin-tone

Religion

Native American

Weight

Age

[www.ProjectImplicit.com](http://www.ProjectImplicit.com)

Gender-Career: *Family / female vs. career / males*

Weapons: *White & Black faces & images of weapons or harmless objects*

Asian: *White & Asian-American faces & images of foreign / US origin places*

Arab-Muslim: *Muslim-Arab names vs. other nationalities / religions*

Sexuality: *Words / symbols representing straight / gay people*

Gender-Science: *Liberal arts / female vs. science / males*

Race: *European vs. African origin faces*

Presidents: *Recognize Barack Obama and one or more previous presidents*

Disability: *Symbols representing able-bodied and people with disabilities*

Skin-tone: *Light vs dark skinned faces*

Religion: *Familiarity with global religious terms*

Native American: *White vs. Native faces, dress, places*

Weight: *Thin vs. obese faces*

Age: *Old vs. young faces*

# {UNCONSCIOUS} BIAS MITIGATION



## Research Example – Resume Bias

1. Resumes sent to employers in Chicago & Boston
2. Random 50% AfAm; 50% “All American”
3. Exactly same resume (grads, GPA, experience), except name
4. Applicants: Brendan, Greg, Emily, Anne

|          |          |          |          |          |          |          |          |          |           |
|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Resume 1 | Resume 2 | Resume 3 | Resume 4 | Resume 5 | Resume 6 | Resume 7 | Resume 8 | Resume 9 | Resume 10 |
|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|

10 resumes to get 1 call back

5. Applicants: Tamika, Aisha, Rasheed, Tyrone

|          |          |          |          |          |          |          |          |          |           |           |           |           |           |           |
|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Resume 1 | Resume 2 | Resume 3 | Resume 4 | Resume 5 | Resume 6 | Resume 7 | Resume 8 | Resume 9 | Resume 10 | Resume 11 | Resume 12 | Resume 13 | Resume 14 | Resume 15 |
|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|-----------|-----------|-----------|

15 resumes to get 1 call back

6. AfAm names need to send out 50% more resumes to get the same number of call backs the All American names got

MIT researchers, 2005

*Mullainathin & Bertrand – replicated in Sweden & Singapore*

In this research study, that has been replicated many times since 2005, applicants send virtually identical resumes for real job openings to hiring managers in a range of companies. All companies stated that they did not discriminate in their hiring. The only differences in the resumes were the names. One group of applicants were named conventional ‘code-white’ names: Brendan, Greg, Emily and Anne. The other group were named ‘code-Black’: Tamika, Aisha, Rasheed, and Tyrone.

Despite their assertion that they did not discriminate – bias, perhaps unconscious – seems to have been a factor since the first group of applicants on average got a call back for every 10 resumes they sent. Whereas the other group had to send 50% more resumes, on average, to get a call back.

This is just one of many research studies examining implicit bias in hiring. And this was just with resumes. Interviews, which often focus as much on ‘fit’ as on abilities, have been demonstrably bias laden.

## {UNCONSCIOUS} BIAS MITIGATION

### Implicit Bias Research Findings

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- ✓ Cultural context has a significant impact on the implicit associations we make about people and objects – your specific Social Identity does not protect you from bias against your group if the bias is strong in your culture
- ✓ Implicit (unconscious) bias is far more prevalent than overt bias/prejudice/discrimination
- ✓ Context and consciousness can affect our biases
- ✓ We need not act on biases: although research says that in many cases we do
- ✓ Even if the expression of the bias is tiny or rare, the impact can be significant over time or cumulative

Notes:

# {UNCONSCIOUS} BIAS MITIGATION

## Micro-Aggressions: Definition



The everyday slights, indignities, put downs and insults that those who are marginalized experience in their day-to-day interactions with people

Often appear to be a compliment or joke, often not consciously from a place of mal-intent, but contain a hidden insult so they have a negative impact.

Researchers: Derald W. Sue, Chester M. Pierce, Mary Rowe

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While some people believe overt mistreatment of people from under-represented, undervalued groups has diminished, few people dispute the research demonstrating that small, covert, biased ideas (and subsequent behaviors) continue to exist. The question of whether these are always unconscious and unintentional has not been resolved fully. Overt mistreatment at the individual-interpersonal level may have diminished, however there are many systemic processes that have disparate, negative impact on certain social identity groups that have yet to be changed.

Where we do seem to have some agreement is that the individual-interpersonal biased behaviors, currently called Micro-Aggressions, undermine the creation of an inclusive culture.

Researchers: Derald W. Sue, Chester M. Pierce, and Mary Rowe define Micro-Aggressions as the everyday slights, indignities, put downs and insults that those who are marginalized experience in their day-to-day interactions with people. Micro-Aggressions often appear to be a compliment or joke, not consciously from a place of mal-intent, but contain a hidden insult. So, they have a negative impact.

Micro-Aggression: Positive (neutral) Intent + Hidden Bias -> Negative Impact

## RACIAL MICROAGGRESSIONS



In my programs, participants have found it helpful to learn about the different types of micro-aggressions. It is not unusual for people, even those from historically marginalized groups to say "Oh my! I do that! I never knew that someone might be offended by it."

## {UNCONSCIOUS} BIAS MITIGATION

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### Micro-Aggressions: Types

- Micro-assaults (can be intentional);  
Examples: *(Black) woman's hair -- (Pregnant) woman's abdomen*  
*"Can I touch?" while touching*
- Micro-inequities (ephemeral, hard-to-prove, covert events made to those perceived to be different, vulnerable, or unimportant)  
Examples: *Consistently mispronouncing someone's name; interrupting someone mid-sentence; confusing a person of a certain ethnicity with another person of the same ethnicity*

So here are some types of micro-aggressions with examples

Micro-assaults (can be intentional);

Examples: re: (Black women's hair) "Can I touch it?" while touching without their permission. Or another common one: Touching the abdomen of a woman who is pregnant without her permission. The intent is to connect with someone and allay curiosity. The impact is to touch someone without their permission. Touching another person without their permission is assault. In this case a micro-assault, in part, because the intent was not to inflict harm.

Micro-inequities (ephemeral, hard-to-prove, covert events made to those perceived to be different, vulnerable, or unimportant)

Examples: Consistently mispronouncing someone's name; interrupting someone mid-sentence; confusing a person of a certain ethnicity with another person of the same ethnicity

## {UNCONSCIOUS} BIAS MITIGATION



### Micro-Aggressions: Types

- Micro-insults (verbal, nonverbal or environmental actions that convey insensitivity, are rude, or directly demean a person's social identity)  
*Examples: "You are a credit to your race" / "You are so articulate"*
- Micro-invalidations (actions that exclude, negate or nullify the psychological thoughts, feelings, or experiences of another)  
*Examples: Complimenting an Asian American on their English speaking skills; asking "Where were you born?"*

Micro-insults (verbal, nonverbal or environmental actions that convey insensitivity, are rude, or directly demean a person's social identity)

Examples: "You are a credit to your race" / "You are so articulate"

Micro-invalidations (actions that exclude, negate or nullify the psychological thoughts, feelings, or experiences of another)

Examples: Complimenting an Asian American on their English-speaking skills; asking an American person of color "Where were you born?"

## {UNCONSCIOUS} BIAS MITIGATION



### Micro-Aggressions: Impact

- Small actions with big cumulative impact
- May not have negative intent but impact is harmful
  1. exclude
  2. take a psychological toll
  3. cause anger, depression, lower work productivity, decreased problem-solving ability
  4. create a hostile & humiliating work environment, etc.

One of the trickiest things about Micro-Aggressions for the targets of them, is that they, the target, are viewed negatively if they do not feel happy about the interaction. Since the actor believes their intentions were positive, they expect the target to give them credit for their intentions.

Other people don't see our intentions, they see our behaviors.

Even if the target acknowledges your positive intent, the impact can still be negative.

Micro-Aggressions destroy trust, engagement, and psychological safety in organizations.

Micro-Aggressions create a toxic environment and take a significant toll on the people targeted.

# {UNCONSCIOUS} BIAS MITIGATION

## Typical Blind Spots



### Individual

- Belief that we are more culturally competent than we are
- Walking on egg shells / avoiding / minimization
- Micro-Aggressions that destroy trust, engagement, and psychological safety

### Organizational

- Focusing on the individual and failing to deal with systemic bias
- No clear, measured goals & objectives
- “Special” programs without the same rigorous discipline used for other business issues

All of us have blind spots – both individual and organizational. Here are some of the typical ones.

# {UNCONSCIOUS} BIAS MITIGATION

## Bias Mitigation Program Designs / Plans



1. Awareness – IAT pre-tests  
(raise awareness, triggers)
2. Experiential Education  
(over time vs. single session, motivated vs. forced)
  - Counter-stereotype (real-life contact, imagined, resumes, etc.)
  - Negation (Actively reject information that reinforces stereotypes/bias by saying “That’s wrong” better than just “No”)
  - Perspective-taking / Empathy / Individualization vs. categorizing
  - Loving Kindness Meditation (practice – 7 min, not just discussing)
3. IAT post-test  
(measure whether intervention worked)

Should you decide you want to actively mitigate unconscious bias in your organization programmatically, here are a few things to keep in mind as you plan your interventions.

Suggest participants take two or more IATs to raise their awareness of their bias and possible triggers. The results are confidential but you may want people to share their experiences and insights in a facilitated meeting.

The educational components should be more than a one-off class. They should span over several sessions and be linked to your organization’s needs assessment. Participants should be encouraged and motivated to attend, but not be forced (likely backlash). Activities in the educational experiences might include counter-stereotype information with real people/speakers, resume conversations, imagery from media, etc.

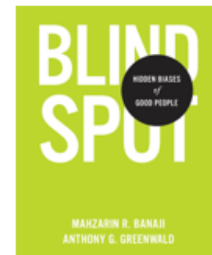
A wise intervention is one where participants learn to actively reject biased information. Role plays with perspective taking and empathy practice help. And one of the more interesting findings is that 7 minutes actually practicing Loving Kindness (Metta) Meditation has a measurable positive impact on bias reduction.

## {UNCONSCIOUS} BIAS MITIGATION

### Ways to Notice Organizational Blind Spots



- Employee Engagement Survey
- Organizational Culture Survey (ala *Denison*)
- *BlindSpot* book
- Use a standard procedure or document to depersonalize the situation, track events, and measure performance.



Notes:

# {UNCONSCIOUS} BIAS MITIGATION

Defeating Unconscious Bias eLearning:

[www.SunshowerLearning.com](http://www.SunshowerLearning.com)



Step 1: Self-Awareness - values, filters, culture

Step 2: Check your logic

Step 3: PAUSE – decenter, reinterpret intent

Step 4: Search for an empowered, positive action

Step 5: AND'ism - Value differences while connecting to shared goals



**Defeating Unconscious Bias: 5 Strategies** | Designed to address the hidden biases that can affect hiring, promoting and team building and limit the creation of an inclusive workplace (Telly-Award winner).

Step 1: Self-Awareness → Be aware of your own culture (VABEs = Values, Assumptions, Beliefs, Expectations) and how your culture influences interactions with others; Recognize when personal perceptual filters, stereotypes, or biases are at play (Use a reversal tool, take in feedback, training); “Would I think/feel/say the same thing if this person were part of a different group?”; Separate actual data (what you observe, hear, read, etc.) from inferences made (how you interpret the data); Be willing to trust others – especially those who differ from you

Step 2 → Check your logic. “How many people do I actually know who conform to this description / behave this way?” (You may find the number is tiny or broadly generalizable across groups)

Step 3 → PAUSE – Give yourself time to interrupt the thought/feeling, so you can choose a response rather than reacting.; Acknowledge your reactions, interpretations, judgements, feelings. Engage your empathy; Decenter. Imagine that people’s behavior makes sense from their perspective. What might their perspective be? What might that behavior mean from someone who comes from a different culture / background? How might the same behavior be interpreted from another perspective? Slow down and use relational (soft) skills. Bias is more likely under stress and when we’re super busy and task-focused.

Step 4 → Search for an empowered, positive action. Fake it ‘til you make it. Act as if your bias doesn’t exist. Try a (specific, concrete, measurable) counter-bias behavior for a few weeks. (That causes dissonance so something’s gotta change)

Step 5 → AND’ism; Connect with Courage; Value differences while connecting to shared goals

## {UNCONSCIOUS} BIAS MITIGATION

### Avoiding the Hooks / Unhooking



- ☐ Don't get hooked by, or let others engage in, Micro-Aggressions from Unconscious, Implicit, or Unintentional Bias – (or conscious bias, and stereotyping).
- ☐ As an inclusive leader / ally:
  - ✓ Set communication boundaries / standards
  - ✓ Don't give micro-aggressors an audience – keep them on track re: the tasks
  - ✓ Have realistic expectations re: people's communication skills, yet expect them to learn
- ☐ As a target:
  - ✓ Remember! while you may be the recipient of micro-aggressions or stereotypes, you are not the reason for them, nor responsible for them.
  - ✓ Decide if/how/when you want to respond (vs. reacting)

#### Unhooking

(adapted from Working With You Is Killing Me: Free Yourself from Emotional Traps at Work by Katherine Crowley and Kathi Elster)

## {UNCONSCIOUS} BIAS MITIGATION

### Recovery



1. Acknowledge and Accept Feedback
2. Apologize (if you did it) / State acceptable / unacceptable (if you're the leader)
3. Learn  
(On your own. Don't expect the targets to teach you)
4. Replace dis'sing behavior / thought with an inclusive behavior / thought  
(better than trying to stop a negative behavior)

### REFRAME AVOIDING, RECOVERY AFTER MAKING A MICRO-AGGRESSION

It is the actor's responsibility to check first (before touching), or apologize and stop the action if the target calls them out on their micro-aggression. For many people, this feels like they have to be politically correct or walk-on-eggshells around other people who are different. I suggest reframing that idea and consider avoiding/recovering from having done a micro-aggression as behaviorally demonstrating respect for others.

When in doubt, don't say it.

If you wouldn't like someone doing or saying that to you, don't do it.

If you're not sure, ask!

Micro-Aggressions create a toxic environment and take a significant toll on the people targeted.

# DIVERSITY

## Definition

D

### Diversity

Race  
Ethnicity  
Gender  
Generation  
LGBTQ  
Organization / Roles  
Language  
Nationality  
Religions  
Physical Abilities  
Appearance  
Military Service/Status  
Profession

The Mix of Social Identity (SI) dimensions that are shared, valued, and have emotional significance for your workforce and customer base.

Diversity can also address strategies members of a social identity group use to manage stigma / bias / targeting or micro-aggression towards them as members of said SI group.

Notes:

# DIVERSITY

## Benefits

D

### Diversity

Better decisions in complex situations

Better corporate results: stock prices, earnings

Innovation

Talent Retention

People act different and feel free to be different when difference is seen as OK

Notes:

# DIVERSITY

## Identity Dimensions and Definitions

### Individual-Personal Identity

Your conception and expression of your particular self-image, mental model of self, self-esteem, and individuality

### Social Identity

Those diversity dimensions that you share with others, that you **value**, and that have **emotional significance** for you



Notes:

# DIVERSITY

D

## Social Identity Experiences

We then have our assessment of what it's like to live with those social identities within our society, families, workplaces – our relational context – and we decide if that Social Identity, in our experience, is generally...

### Targeted

(people who share this social identity with us tend to be disadvantaged, vulnerable, or dis'd in some way)

### Advantaged

(people who share this social identity with us tend to have more power, get more, or benefit in some way)

### Neutral

(people who share this social identity have neutral experiences)

No one strategy is more authentic than another.

Want you to be intentional in your strategy – may change with situations.

Understand others' strategies.

# DIVERSITY

## Social Identity Management Strategies

D

All of us with targeted social identities develop strategies for dealing with people who dis' us...

**Exit** (get out of the group, convert, conform/deny that aspect of self)

**Pass** (self acceptance but conceal from others)

**Cover** (out with close circle but generally mute your difference – assimilation)

**Voice** (pushback, humor, reversal tests, authentic-empowered expression of entire self, role models, advocate law-policy changes, etc.)

Cover (out with close circle but mute your difference to make others comfortable – assimilation). You may cover through appearance, affiliations, advocacy, and associations. Term from work of Kenji Yoshino.

Notes:

# DIVERSITY

## Social Identity: Covering

D

- Deals with a set of performance you do AND as set of demands/expectations society may make to minimize your differences (Assimilation)
- Individuals make these choices AND your SI group makes these choices
- The new processes are not direct discrimination against an entire group, but social pressure targeting minority cultures, rather than individuals. You feel the pressure to assimilate, to cover through micro-aggressions and peer pressure from your SI group

Progress?

*To succeed you no longer need to be [affluent], white, [alpha] male, straight, Protestant, and able-bodied; [you] need only to act affluent, white, male, straight, Protestant and able-bodied.*

p.22, Covering: The Hidden Assault on Our Civil Rights by Kenji Yoshino

Examples of 'covering' social pressure statements:

Play hardball like men

Don't act like you're fresh off the boat

Straighten your hair

name so it's easier to pronounce

Drop the veil and your Arabic

Speak English

Hide the tools you use to manage your disability

Don't ask, don't tell

Drop the accent, you can't afford it

Change your nose

Be a model minority

Make your child care responsibilities invisible

Man up!

Don't be too Jewish

# DIVERSITY

D

## Addressing Diversity-Related Situations

- Respond to D&I situations effectively
- Pro-actively address discounting, bias, discrimination, etc.
- Coach others to work together in positive ways
- Coach others to serve customers/students in positive effective ways

Notes:

# DIVERSITY

Diversity and Inclusion Go Together

D



Diversity is being invited  
to the party.

Inclusion is being asked  
to dance.

Notes:

# DIVERSITY

## Common D&I Pitfalls

D

- Thinking recruitment is enough ... shift from D&I to managing contributions, conflict => retention, promotion, mentoring very important
- Failing to realize you co-create the work experience through your relationships and communications

(Chapters 1 and 2 = what do they want? We brought 'em in, trained them, they don't stay, complain, bring conflict, not our fault!  
Or Silent collusion, eggshells, blaming/shaming/guilt tripping if you say the wrong thing – That's not fair to the rest of us!)

Notes:

# DIVERSITY

## Common D&I Pitfalls: Individuals



### Failure to Speak Up / Silent Collusion

#### 6 Techniques to Use to Address Stereotyping/Bias

1. Assume Good / Neutral Intent and Explain Impact
2. Ask a Question (check intent)
3. Interrupt and Redirect
4. Broaden to Universal Human Behavior
5. Make It Individual
6. Say *Ouch!*

From *Ouch! That Stereotype Hurts* by Leslie Aguilar

From *Ouch! That Stereotype Hurts*.

Notice the six techniques don't magically resolve stereotypes or bias.

They DO provide a way to either redirect the conversation or pause the conversation and then open it up for further communication.

These techniques open the door for giving feedback and learning from each other.

Notes:

# DIVERSITY

## Common D&I Pitfalls: Teams

D

- LAE – Leader Attribution Error
- Not having clear, engaging goal / direction
- Poor or No Effectiveness Metrics
  - Output, Learning (growth / improvement), Engagement
- Influence tactics bias
  - Extraversion / goal focus / defend your idea

Notes:

# DIVERSITY

D

## Common D&I Pitfalls: Cultural Incompetence

### Focus on Wrong Intercultural Interaction Strategy

- **Denial** recognizes more observable cultural differences but may not notice deeper ones, and may avoid or withdraw from cross-cultural experiences.
- **Polarization** is 'us' vs. 'them' and can be critical towards them (defense) or overly critical towards us (reversal).
- **Minimization** highlights cultural similarities and universal values-principles. But overemphasis on commonalities masks recognition and appreciation of meaningful differences. May have a dynamic with invisible privilege & assimilation. On teams this looks like conflict avoidance.
- **Acceptance** recognizes and appreciates similarities and differences in your own and other cultures.
- **Adaptation** is shifting cultural perspective and changing behaviors in culturally appropriate ways. It is flexing your style yet being authentic, not assimilating.

Notes:

# DIVERSITY

## What can I do?



- As an Individual
  - Diversity Competencies Assessment
  - Develop your skills - 6 Ouch! Speaking Up Techniques
- Organizational
  - Include D&I competencies in performance evaluations
  - Set D&I goals and hold managers accountable for achieving them (Regular D&I Scorecards; reward managers who do D&I well / improve)

You can obtain the Diversity Competencies Assessment from my colleague Leslie Aguilar at the Diversity & Inclusion Center

Notes:

# DIVERSITY

D

## Best Practices: DiversityInc and SHRM

### Clear Business Case

- Address sales, market share, profitability, corporate social responsibility and/or reputation
- Align D&I goals with organizational priorities

### D&I Department (with budget, goals, sr. level, team)

- Liaison to ERGs, Mentoring program manager (w/HR), communications (separate from compliance) – document and communicate activities and results
- Track and measure everything from the start

### Executive Diversity Council

- Champions, set goals for change tied to organizational objectives
- CEO / Department heads on it

Notes:

# DIVERSITY

D

## Best Practices: DiversityInc and SHRM

### Mentoring

- Senior leaders involved, cross-diverse, train/expectations

### ERGs

- Exec sponsors, tie to organizational goals – one or two most important for your organization
- Call 'resource' groups, not affinity groups or networks,
- Open to all; use to develop diverse leaders; present to council; fund

### Supplier Diversity

- connect to community, reports to procurement

### Change Process

- Include business process changes and training/development
- Metrics motivate!

Notes:

# DIVERSITY

D

## Communicating D&I Efforts and Achievements

- Debunk D&I Myth: Diversity vs. Competence / Qualified workers
- Communicate AND rather than either/or whenever it comes up
- Use inclusive language and images in ALL communications, including training and process manuals
- Require Diversity-Inclusion statement from all applicants for new roles – have Chief Diversity Officer review / interview for hires/promotions
- Walk your talk (Role Modeling)
- Make 3 D&I commitments within leader team & hold each other accountable
- Share your actions & progress with your staff
- Assign member of D&I department to manage corporate communications

Notes:

## D – Diversity (& Social Identity)

### White Fragility – Robin DiAngelo

D

*The inability to tolerate racial stress - triggered when white people's positions, perspectives, or advantages are challenged. White fragility functions to block the challenge and regain white racial equilibrium.*

- A predictable set of responses to conversations / challenges to beliefs and impact of racial injustice that functions to preserve systemic racism and white comfort.
- Includes beliefs that see racism as **individual events** perpetrated by **'bad' people** who **intentionally** mistreat people of color – rather than centuries-old **state-sanctioned** and police **enforced** discrimination against a people of color.

The antidote is openness to feedback from P-O-C- about the impact of your behaviors, followed individual behavior, team interaction, and systemic changes consistent with your self-concept and espoused values re: equity for all.

113

In her book White Fragility Robin DiAngelo stresses that many people don't see racism as a system of state-sanctioned and police-enforced discrimination against a people of color. After the Civil Rights movement, racist came to be defined as an INDIVIDUAL who does not like people based on race and is INTENTIONALLY mean to them... a definition that obscures the systemic forces and prioritizes intent (which is internal) over impact (which is evident).

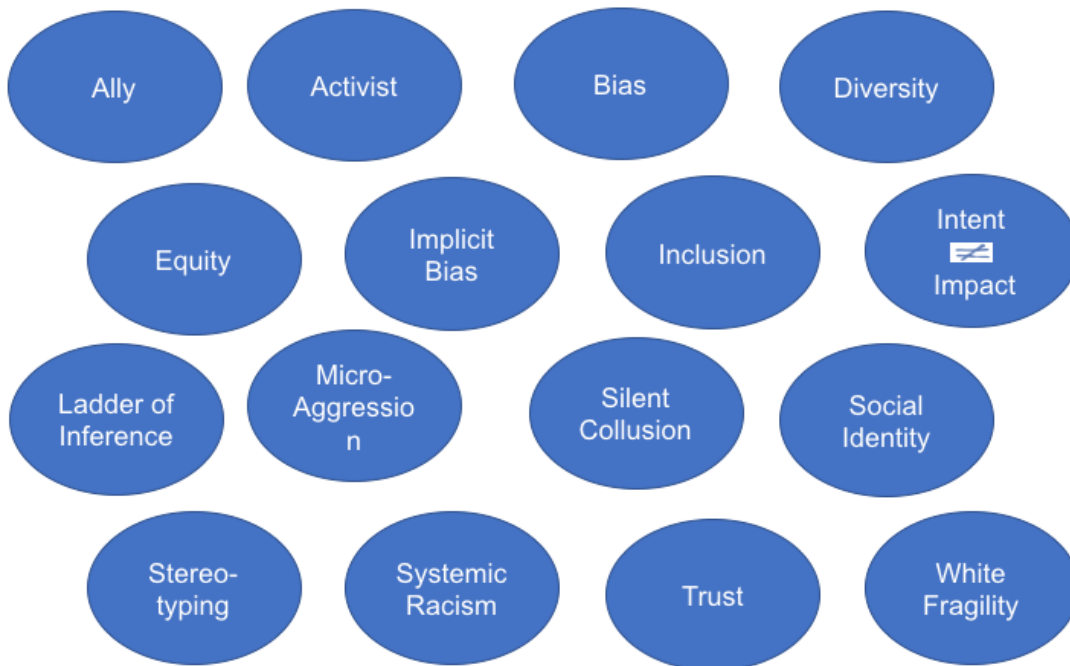
Then she says we attach good vs. bad labels to people who are progressive, tolerant (good) vs. ignorant, intolerant (bad). This either-or thinking is evident in comments such as "I'm not a racist – I worked in the Peace Corps!" and "This isn't about race it's about standards!" This kind of binary thinking is ubiquitous in our interactions – and not just about race.

So, I encourage "And-ism" thinking with leaders when talking about race. Something can be about race AND be about standards. One can engage in racist acts, benefit from and enforce racist systems, AND be a progressive. You can be a good person AND make biased decisions. We all can. D'Angelo's book summarizes and shares research and experience about this process around race. If you don't like the terms she uses, that's OK. Nonetheless, the clarity she provides about this dynamic system is as refreshing as it is challenging.

Watching the video will take 83 minutes of your attention – a relatively small investment that might lead to more peace and justice for all of us. I recommend it.

## KEY Concepts: Diversity, Equity & Inclusion

D



**Ally:** Someone who speaks up on behalf of someone else

**Activist:** Someone who actively works to eliminate / reduce the impact of systemic 'ism

**Bias:** Ways of thinking, feeling and behaving that introduce systematic errors into decision-making

**Diversity:** The broad mix of shared group identities that people value

**Equity:** Fair access to opportunities

**Implicit Bias:** Learned ways of interacting with others that are automatic, unintentional, deeply ingrained, widespread that influence thoughts, feelings and behaviors

**Inclusion:** Behaviors that foster environments to leverages people's differences for learning and innovation

**Intent** (what you meant) / **Impact** (What they felt)

**Ladder of Inference:** The step-by-step reasoning process (raw data, making filters explicit, reviewing alternative meanings, and checking & testing assumptions).

**Micro-Aggressions:** Small insulting actions and statements that may not intend harm, yet have big cumulative, negative impact

**Silent Collusion:** To go along with stereotyping, bias, discrimination, dissing, or prejudice through silence

**Social Identity:** Those diversity dimensions that you share with others, that you value, and that have emotional significance for you

**Stereotyping:** An oversimplified image or statement applied to a whole group of people, without regard for the individual

**Systemic Racism:** State sanctioned and police enforced discrimination against people of color

**Trust:** The propensity to relate to others in ways that gain their confidence)

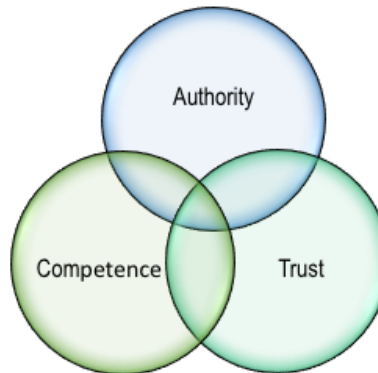
**White Fragility:** Inability to tolerate racial stress when benefits to white-race-based privileges are challenged

# EMPOWER

## Definition

E

- **AUTHORITY**
  - Decision rights appropriate for role
- **COMPETENCE**
  - Task and relational skills, attitudes, learning
- **TRUST**
  - Fair respectful relationships



When I was researching and defining empowerment for my doctoral dissertation, I learned from the people who participated in that research that empowerment, as they define it in practice, includes three interrelated relational concepts – Authority, Competence and Trust. Authority is the right to make decisions appropriate for your work role. Competence is the skills you need to carry out your job tasks, as well as the ability to learn to do your work better. Trust includes fairness in a respectful relationship between you, your managers, your co-workers and your company. You have to have all three in the work relationship for people to experience it as empowering. Authority – decision rights; Competence – Task-relevant skill; and Trust – respectful, fair relationships. The three are interrelated, relational concepts.

Authority without Trust, or without Competence feels unfair and too risky – almost like a set up for failure. Trust without Competence may feel good, but not get the results important for sustained performance. Competence without Trust makes the work feel meaningless, and makes people feel like machines. Questionnaires that follow will help you gain insight into your propensity to seek and use authority / position power, your thoughts about competence, and your inclinations that impact trust at work.

# EMPOWER

## Leadership Trait Questionnaire



### SECTION A

|                                                              |  |
|--------------------------------------------------------------|--|
| 1. I enjoy making decisions.                                 |  |
| 2. Making decisions is easy and natural for me.              |  |
| 3. I explore new ideas on a regular basis.                   |  |
| 4. I love to learn.                                          |  |
| 5. I am a good student.                                      |  |
| 6. I tend to take the devil's advocate position.             |  |
| 7. I love playing and winning games.                         |  |
| 8. I have a strong sense of what is right and wrong.         |  |
| 9. What I think matters.                                     |  |
| 10. I jump into conversations to ask questions, or to agree. |  |
| <b>Tally</b>                                                 |  |
| Extra:                                                       |  |
| Extra:                                                       |  |
| <b>TOTAL FOR SECTION A</b>                                   |  |

Put an X in the right side box for each of the first 10 items that you would say describe you. Remember, you are looking for traits – aspects of your core personality and things you do consistently.

## EMPOWER

### Leadership Trait Questionnaire: Authority

E

- propensity to seek and use your decision-making ability and position power
- 10 Extra points for each
  1. I enjoy making decisions
  9. What I think matters

Your **Authority** quotient is your propensity to seek and use your decision-making ability and position power. While all the items in this section represent attitudes, behaviors, and traits associated with an interest in developing and using authority, I'd like to focus on two items in particular. If you selected item 1: "I enjoy making decisions" – give yourself 10 more points. If you selected number 9 "What I think matters" – give yourself 10 more points – for a maximum of 30 points for your Authority Quotient. Managers and leaders must make decisions on a regular basis. If you don't enjoy making decisions, it could be challenging for you to be in that role. You may prefer being a teacher, coach, or individual contributor – all also offering potential to make a positive difference at work. But people who enjoy making decisions and trust their thinking tend to seek opportunities to do both. If you are committed to making decisions for others, and you intend to develop your decision-making skills, be aware of decision-making biases.

Decision-making is a complex process far less rational than many of us would like to admit. And making a bad, poor or unethical decision is far more common and easier to do than we might like to think. Ethical decision-making is making a decision where there is arguably some degree of uncertainty or risk. As a decision-maker you must assess whether the information available is complete or ambiguous and you are likely to use your values, preferences, and filters in regards to information you consider relevant for a given decision. Social psychological research cautions decision makers to be aware of how they actually make decisions, vs. how they should make decisions. The Learning section (p. 18) and Unconscious Bias Mitigation section (p. 77) provided background information regarding bias in decision-making. When it comes to Empowering Leadership that keeps people motivated and engaged, it is helpful to do your best to limit biased decisions.

## 8 Questions to Help Make Ethical Decisions

1. Fairness
2. Outcomes
3. Responsibilities
4. Character
5. Liberty
6. Empathy
7. Authority
8. Rights

In addition to the decision-making biases described earlier, when faced with ethical dilemmas, the Academy of Management Insights e-magazine suggest considering 8 issues. (published an article called “Eight Question to Help Solve Ethical Problems” [aom/.org/insights](http://aom/.org/insights)). They summarize the eight issues using the acronym FORCLEAR as a mnemonic device:

Fairness –balancing legitimate interests

Outcomes - achieving short and long term, as well as individual, team and organizational results

Responsibilities – what and whose obligations and duties are involved

Character – how the actions reflect you and your organization’s values

Liberty – how power, autonomy, freedom and consent influence the decision

Empathy – caring about stakeholders feelings, perspective taking and decentering

Authority – role-relevant, legitimate decision-rights

Rights – innate, legal, and social rights

# EMPOWER



## Leadership Trait Questionnaire: Competence

### SECTION C

|                                                         |  |
|---------------------------------------------------------|--|
| 1. I am the master of my fate.                          |  |
| 2. I focus on tasks completed, more than your feelings. |  |
| 3. I celebrate when I have just reached a goal.         |  |
| 4. I love clear beginnings and ends to projects.        |  |
| 5. I offer advice to people on how to do things better. |  |
| 6. People tell me I am a perfectionist.                 |  |
| 7. If a job needs to be done, it should be done right.  |  |
| 8. I work well to deadlines.                            |  |
| 9. I have won awards and acclaim for my achievements.   |  |
| 10. What I do, and doing it well, matters.              |  |
| <b>Tally</b>                                            |  |
|                                                         |  |
|                                                         |  |
| <b>TOTAL FOR SECTION C</b>                              |  |

Put an X in the right side box for each of the first 10 items that you would say describe you. Remember, you are looking for traits – aspects of your core personality and things you do consistently.

## EMPOWER

### Leadership Trait Questionnaire: Competence

E

- Propensity to seek out and complete tasks to high standards
  - 10 Extra points for each
9. I have won awards and acclaim for my achievements
10. What I do, and doing it well, matters

This is your **Competence** quotient, the propensity to seek out and complete tasks to high standards. As I did earlier, I'm going to focus on two items within this section.

If you selected item 9. I have won awards and acclaim for my achievements. Give yourself 10 more points. Acclaim could also mean you've been recognized in your profession, acknowledged by your peers, received consistent feedback about your accomplishments and expertise, etc. Item 9 is trying to correct for biases some people have around competencies. Some of us think we're awesome but that's a view not shared by many of the people who work with us. Some of us have competencies – skills, abilities, talents – that we take for granted and only notice when we receive some award or accolade.

Item number 10. "What I do, and doing it well, matters" is a definition of high achievement orientation. I'll talk more about that in a minute, but if you selected item 10 in the C section give yourself another 10 points. The maximum total is 30 points for your Competence quotient.

Item #6 is phrased differently from the other items. This is a case where getting 30 points by selecting all of the times, might not be such a good thing. The reason item number 6 is phrased differently "People tell me I'm a perfectionist" is that many perfectionists can't / don't see their own perfectionism. If people tell you you're a perfectionist, you probably do have strong perfectionist tendencies.

# EMPOWER

## Leadership Trait Questionnaire: Competence

### Achievement v. Perfectionism

E

#### ➤ Whose high standards?

Yours = achievement

Theirs / Ideal = perfectionism

- Achievement orientation is a high INTERNAL standard of excellence
- Perfectionism is an unreasonably high standard of excellence generated by ideals EXTERNAL to you and your experience

Seeking and completing tasks to high standards is highly valued and rewarded in our organizations. The question, and challenge, is whose high standards? If you seek and perform tasks to **their** high standards – you could be a perfectionist. If you seek and perform tasks to **your** high standards – that's achievement orientation. The two are vastly different in their impact on you, those who work with you, and your organization. As an aspiring or actual leader, you want to be able to differentiate perfectionism from achievement orientation - diminish perfectionism and increase achievement. Let's go into more detail about that.

Achievement orientation is a high INTERNAL standard of excellence. High achievers tend to set realistic goals and take steps, one at a time, with their eyes on the prize – to achieve those goals. Perfectionism is an unreasonable high standard of excellence – usually generated by ideals EXTERNAL to you and your experience.

## You might be a perfectionist if...

- people tell you you are a perfectionist
- the only time you take a vacation is when you're sick
- you get sick every time you go on vacation
- all A's, one B = "why'd you get that B?"
- "I never get it right!"
- "I feel I always disappoint you!"
- they hired 4 people to replace you
- you've been told you're a control freak
- you believe you have to prove your worth – constantly
- you always sweat the small stuff

Since many, if not most, perfectionists do not see themselves as perfectionists, I've come up with this list of indicators that you "might be a perfectionist if..." from research and experience. It's interesting to watch in programs of high-performing managers how many of them recognize themselves in these experiences.

Notes:

## EMPOWER

### Leadership Trait Questionnaire: Competence Perfectionism

E

- ✓ tied to emotional feelings of low self-worth
- ✓ with a need to prove yourself to others
- ✓ self worth tied to getting flawless results

To really get a handle on the difference between perfectionism and achievement orientation for you, it's helpful to go inside and think about how you feel – what drives you to do as much as you do. The externalized behaviors of achievers and perfectionist look the same. What's going on internally is very different. Perfectionism is often tied to emotional feelings of low self-worth and a need to prove yourself to others. Perfectionists tend to be trying to prove their worth to others. They're other-directed rather than self-directed. The standard of excellence is external, rather than internal. And their feelings of self-worth are tied to trying to get flawless results.

## EMPOWER

Leadership Trait Questionnaire: Competence  
Perfectionism



hard to release  
rewarded  
seen as positive

Perfectionism is hard to release because most people see it as a positive trait and many of our organizations reward perfectionist behavior when we're individual contributors. I often say the reward for being a perfectionist and working hard, and more hard, challenging work!

## EMPOWER

Leadership Trait Questionnaire: Competence  
Perfectionism

E



Strongly correlated with  
poor health  
heart attacks  
stress  
even early death  
physical illness 7 times normal

Perfectionism is strongly correlated with poor health, heart attacks, stress, even early death.

## EMPOWER

Leadership Trait Questionnaire: Competence  
Perfectionism

E

when measured for  
**managerial effectiveness**, perfectionists tend to rate  
**significantly below average**  
as seen by others,  
(even though perfectionists rate their own effectiveness highly)  
= perception gap

What's worse, is that when measured for managerial effectiveness, perfectionists tend to rate significantly BELOW the average as seen by others (even though perfectionists rate their own effectiveness highly). Their perfectionism creates this perception gap – and that gap fuels a defensive system that is an emotional and physical mine field.

## EMPOWER

Leadership Trait Questionnaire: Competence  
Perfectionism

E

OK as individual contributor  
but become



MICROMANAGERS

Perfectionism becomes more of a problem as you become a manager or leader.

The perfectionist works too hard, demands too much of self and other people, usually believes they're not good enough and that nothing they do is good enough, they are often overly controlling and obsessively concerned with details, and worst of all – micromanagers.

People hate being micromanaged. According to some researchers this is the 3<sup>rd</sup> worst characteristic of jerk managers. Micromanagers fears slow down decision making, create extra work for them and others, undermine credibility of direct reports, devalue the people, keep folks from feeling responsible, accountable, empowered fulfilled, and make people afraid of making mistakes and/or disappointing you. And perfectionist-driven micromanaging is very common. One 2005 survey of companies around the world found that more than 2/3 of managers and leaders were too micromanaging.

OK – maybe you don't think it's you. I didn't think it was me. But most micromanagers don't know they're micromanagers and many are clueless to how demotivating, disempowering, and angering micromanagement feels to co-workers and would-be followers.

# EMPOWER

Leadership Trait Questionnaire: Competence  
Perfection to Achievement Shift

E

1. First Things First (Covey)
2. The “DONE” list
  - Important to you
  - Important to your organization – Strategic priorities
3. S.M.A.R.T.E.R. Goals

Making the shift from perfectionism to achievement is not always easy, because for many of us those two are both rewarded and seem close together. Covey talks about doing things that are Important to US in his book, First Things First. Focus on what’s important TO YOU – not on what you think you should do, or what others want you to do. That helps to shift you to your own intrinsically motivating work. And by the way, doing what’s internally, intrinsically motivating is the path to career happiness.

To be more Achievement oriented make goal setting a habit, but then spend less time talking about your goals and more time taking the steps you need to accomplish those goals. Go for small wins – take small, moderate risks, listen to feedback, admit mistakes, correct those mistakes (that’s called learning), and then keep going for the goal.

I shifted from perfectionism to achievement orientation by changing one big habit – instead of a huge, never ending to-do list, I now do a monthly DONE list. For a recovering perfectionist, focusing on what I have achieved vs. what I have not achieved is a big mental shift. The done list should of course include things that are contributions and accomplishments that are important to you. It’s a bonus when they are also valued by your organization. That’s a career sweet spot – intrinsically interesting AND important to you AND valued by your organization. When you find yourself doing something just because you can and they want you to (whoever they are) you’re on the slippery perfectionist slope.

Propensity to relate to others in ways that gain their confidence

- Trust is important when there is risk
  - resource-based, physical, relational, or reputational
- Trust is important when there is interdependence
  - (As in team work)

While trust was a key part of my empowerment research, I adapted and integrated Erika Hayes-James' model into the trust questionnaire I use here.

## MDTQ - Multi-Dimensional Trust Questionnaire

Robin Denise Johnson, Ph.D.

This Multi-Dimensional Trust Questionnaire provides insight into your propensity to relate to others in ways that gain their confidence. Trust is important when there is risk. Risks could be physical, resource-based, to a relationship, or your reputation. Trust is also important when you are interdependent with others (as in team work), and in multicultural environments (because of many historical inequities). Trust is also the number one thing followers want from their leaders (according to a global Gallup survey). Yet trust is one of those big words, like love, that is difficult to operationalize behaviorally. We know when we have it, when know when it is broken and we feel betrayed, but we do not always know what to do to gain others' confidence. Most of the items in this trust questionnaire are behavioral and when practiced regularly in relationships with others, will increase their propensity to trust you. Having these attitudes - behaviors, feelings, and thoughts - will make you trust worthy.

*Place an X in the column to the right of every statement you believe to be true of you.*

|                                                                                                |  |
|------------------------------------------------------------------------------------------------|--|
| 1. My friends tell me I am a good listener.                                                    |  |
| 2. My behaviors, values and beliefs are consistent.                                            |  |
| 3. I respect my own knowledge, skills, and judgments.                                          |  |
| 4. No matter what, I am myself.                                                                |  |
| 5. I share information so people can make good decisions.                                      |  |
| 6. I tell the truth.                                                                           |  |
| 7. I keep my word. If I say I will do it, I do it.                                             |  |
| 8. I do not gossip.                                                                            |  |
| 9. I recognize communication bias and manage bias/micro-aggressions in my environment.         |  |
| 10. I catch people doing things right and give them positive feedback.                         |  |
| 11. I respect others' knowledge, skills, and judgments.                                        |  |
| 12. I accept constructive criticism/feedback with grace.                                       |  |
| 13. I receive positive feedback well.                                                          |  |
| 14. I do not disclose information given to me in confidence.                                   |  |
| 15. I offer constructive feedback to others as information - without expecting them to change. |  |
| 16. I let people know what is important me                                                     |  |
| 17. With new info I update my mental files, explore my assumptions, and question my beliefs.   |  |
| 18. I communicate my expectations to others (with words)                                       |  |
| 19. When someone has violated my trust, I let them know it                                     |  |
| 20. I speak up against unfair treatment of others when I see it                                |  |

## MDTQ Scores and Explanations

There are 3 different kinds of trust in this questionnaire.

1. **Communication-based trust** is how willing you are to share information, to share difficult truths with people, to disclose things that are important to you, to give and accept feedback, and to maintain confidentiality.
2. **Character-based trust** is the degree to which you see yourself as a person of good character, virtuous, willing to do your best, to keep your word, to fulfill your promises, to carry out agreements, to act with integrity, and to do so in ways consistent with your values.
3. **Competence-based trust** is the degree you respect and have confidence in your own and other people's knowledge, skills, abilities, and judgments.

Use the grid below to tally your scores. Circle the number for the item if you selected it. Each question is worth 5 points. Tally your scores for each type of trust, and your Total score.

### Communication-Based Trust Items:

Tally

1      5      8      9      10      12

13    14    15    16    18    19

\_\_\_\_\_

### Character-Based Trust Items:

2      4      6      7      17      20

\_\_\_\_\_

### Competence-Based Trust Items:

3      11

\_\_\_\_\_

### TOTAL:

YOUR OVERALL MULTI-DIMENSIONAL TRUST SCORE:

\_\_\_\_\_

Fill in your score for Communication-Based Trust: \_\_\_\_\_ out of 60.

You got points for Communication-based trust for the following 12 items.

Item 1 "My friends tell me I'm a good listener" is important because communication doesn't happen without listening. Listening is, unfortunately, far less practiced than talking. Listening is the meta-emotional intelligence skill and key to effective communication in any relationship. All meaningful relationships require trust. Trust requires good communication. And all good communication requires listening. I think listening is so important that I teach Transformational Listening in most of my programs. I've also produced an audio mini-lecture describing the technique and the benefits of high-quality listening. Let me know if you want access to that by sending me an email.

Item 5 "I share information so that people can make good decisions" is essential if you want people to feel empowered. Empowered does not mean abandoning them when they have to make decisions in situations of uncertainty or risk. Empowerment is giving them as much information as you can and trusting them to make the best decision they can by using that information and their own experience.

Items 8 & 14 "I do not gossip" and "I do not disclose information given to me in confidence" mean just that - that you do not gossip or share confidences. It's pretty self-evident that people will not trust you if they tell you something in confidence and you broadcast it to others. I do mention in programs though, that it is not kind to ask people to keep secrets. Nor should you share information with people who must disclose certain kinds of information because of their job responsibilities. It is better to refrain from putting your friends in the difficult situation of having to disclose a confidence versus keeping their job.

Item 9 "I recognize communication bias and manage bias/micro-aggressions in my environment" is included because we now know how unconscious/implicit bias creates a toxic environment and a significant toll on the people targeted. If you're not familiar with how to recognize bias, how to pause before acting on bias, how to interrupt bias, or your personal biases and triggers – a place to start would be to read either Blind Spot by Banaji & Greenwald or Biased by Eberhardt and take 2-3 Implicit Association Tests (IAT) (<https://implicit.harvard.edu/implicit/takeatest.html>) to increase your self-awareness. The IAT gives immediate results and are confidential. Both books also give suggestions for how to manage bias at work.

There are four feedback items about learning from what works and what does not work - Items 10, 12, 13, and 15. You need to be willing/able to give feedback and to receive feedback. We need to give constructive feedback to correct mistakes. Detecting and correcting errors is one definition of learning. All feedback should be specific, objective, and behavioral. You also need to give positive feedback to reinforce behaviors you want to continue - to let people know what they are doing right. Reinforcing what people do right is highly motivating because it provides goal-directing information for them. The research says that feedback is most effective if when positive reinforcement is given completely separate for critique; AND that the ratio of kudos (positive feedback) to critique is 3:1 at a minimum – that's three kudos for every critique. The feedback sandwich where you say "Great job – here's all the ways you messed up – love working with you!" does not work. And finally, don't try to manipulate or force people to change through giving feedback. Offer the feedback as information. You can share the consequences

of a person's behavior if they choose to ignore the feedback. But after sharing the gift of information, it is their choice to change or not to change. You need to release any need you have for them to do it your way.

Item 16 was "I let people know what is important to me." This one is about personal disclosure. This does not mean you have to go around telling people everything in your personal life. But you do have to let people who work with you closely get to know you. It is helpful to differentiate between what is personal and what is private. You can share things about yourself that are personal – they help people get to know you. You need not disclose things you consider private. At a certain point in your career the decision to promote you will be less about how well you do what you do (because every one competing for the promotion or the business also has good functional-technical job skills) and more about whether people know, like, and trust you. It's hard for them to trust you if they don't know you. So some disclosure about what's important to you has to occur. I have found in coaching some people of color, women, and LGBT managers that they believe coming out and sharing aspects of their social identity with managers who do not share that identity can be too risky. So in my programs we talk about strategic disclosure. If you wish to discuss this me, contact me \*  
Robin@DrRobinJohnson.com.

The last two items are about what many people consider to be difficult conversations - Items 18 and 19. "I communicate my expectations to others (with words)" - asks if you let others know what you want and need rather than expect them to guess. And the importance of the item "when someone has violated my trust, I let them know it" comes from what we've learned about broken psychological contracts and the damage that results in work relationships. It sometimes amazes me how often people will say something like "Well if she cared about me she would know how I feel!" or "If he just watched my face he could see I wanted X." or "...felt Y." So often we expect others who care about us to read our body language or guess what we're thinking and feeling. People's ability to decode non-verbal language varies greatly by individuals. And then decoding the meaning of the non-verbal cues varies greatly by culture. So, it is not helpful for multi-dimensional trust building to expect people to guess what you want or need. Please speak your expectations out loud. If you already do that, great!

Trust violations, aka betrayals, occur often. When they do it requires courage to speak up about the violation of your values, assumptions, beliefs or expectations (VABEs). Again, others are not you and may not know what your VABEs are. Letting them know you felt betrayed gives you an opportunity to check whether they intended to betray you. Just reinterpreting their intent, especially if they apologize, can repair the relationship damage. It takes some self-awareness and maturity on your part to clarify what the violated VABE was (sometimes you don't even know your values and beliefs until someone does something completely counter to a belief-value you accepted as universal truth). And it takes healthy emotional maturity to choose to re-trust. We call that forgiveness. Trust takes courage, for sure. But you must have the courage to trust, or you would not be taking this questionnaire.

=====

**Fill in your score for Character-Based Trust: \_\_\_\_\_ out of 30.**

Your score for Character-based trust is based on your responses to 6 items in the questionnaire.

First of these was item 2 "My behaviors are consistent with my values and beliefs." Having your behaviors consistent with your values and beliefs demonstrates integrity by walking your talk. Of course, you must know your values - and be acting in ways consistent with your cherished beliefs. When you do, you have what many effective leaders have values transparency. Even when people have values different from yours - something we see often in the multicultural arena - people are more likely to trust and respect you when your actions are consistent with your stated values and beliefs.

The next item, #4, was about authenticity - "no matter what, I am myself." No matter what package you come in (considering all the different social identities in our multi-dimensional workforce), we know that effective leaders find a way to be their whole and authentic selves at work.

The next item, #6, was about honesty "I tell the truth." Lying is one of the behaviors that will quickly destroy trust in any relationship.

The next item, #7, was about keeping your promises - "I keep my word. If I say I will do it, I do it." People report far too frequently that their managers 'forget' promises made.

The next item is really about stereotyping. #17 is "With new information I update my mental files, explore my assumptions, and question my beliefs." Stereotypes are all around us and we often make quick judgments about people based on what we've heard and learned about people from various groups. We are in the stereotype zone when we refuse to allow in disconfirming information. Even if something is true about a person in a group, or even some people in a group, it may not be true about the person in front of you. Plus, things we do sometimes, we may not do all the time. Being willing to update our files and question our beliefs and assumptions about people when we learn new things about them is the best way to avoid the stereotype zone in multi-cultural interactions.

The last of the character-based trust items in this multi-dimensional trust questionnaire, #20, is about being an ally "I speak up against unfair treatment of others when I see it." When we fail to speak up, we engage in silent collusion. Our silence is often taken as consent or agreement with the mistreatment. There are lots of reasons we don't speak up against mistreatment of others and Leslie Aguilar's video [OUCH! Your Silence Hurts!](#) goes over the most common ones. But when you do speak up against unfair treatment of others when you witness it, you are being an ally. And that enhances your Multi-Dimensional trustworthiness. People know you expect and want to co-create an environment where everyone is treated fairly.

===

**Fill in your score for Competence-Based Trust: \_\_\_\_\_ out of 10.**

Your answers to the items #3 and 11 are about respecting your own and others' knowledge, skills, and judgments. Those items contribute to your Competence-based trust score. When you hover over people and don't let them do the job you hired them to do (assuming you hired competent people), you're micro-managing them. Micromanagement is third on the JERK manager list (second was lying and first was demeaning others). Moreover, respecting others' knowledge, skills, and judgments is particularly important for building trust in the multicultural workplace. People really appreciate it when you hire or ask them to do a job, and then you trust them to do their best. Yet, for many years practitioners in the diversity-inclusion-cultural competence arena have heard from multi-dimensional workers that their competence is questioned, even discounted, in ways that do not happen for others. For instance, in a recent study reported at the Academy of Management, African American managers who support-mentor-promote other multicultural workers or women, those African-American managers find their own competence questioned in subsequent performance reviews. (This reduction in competence-based trust does not happen for white male managers who support-mentor-promote multicultural workers or women.)

## Empowerment: Trust

Communication-based trust    score \_\_\_\_\_

Notes:

Character-based trust            score \_\_\_\_\_

Notes:

Competence-base trust           score \_\_\_\_\_

Notes:

TRUST QUOTIENT TOTAL                      SCORE \_\_\_\_\_

Thank you for taking this Multi-Dimensional Trust questionnaire. Just the act of doing this increases your awareness of the ways you encourage others to trust. Trust takes courage, for sure. And I am sure you have the courage to trust, or you would not be taking this questionnaire. Recent research says that the fastest way to gain trust is to give it.

## Productive Interpersonal Relationships



Productive relationships require trust

Trust is a choice. A noun and a verb. There are different kinds of trust – trusting someone's ability to do good work, trusting their intelligence, trusting their intentions, trusting their character, trusting your communication channels are open – you can choose who to trust, how much, when, what kind – even to re-trust when someone has betrayed you. So, trust is a dynamic relational concept that we actively, and intentionally manage. It is super important for leverage learning in our dynamic interpersonal environment. The fastest way to destroy trust is to be, or be perceived as being unfair – back to the Equity part of DEI. Equity is not about treating everyone exactly the same – but rather being fair and inclusive in your approach. So, don't bust the trust. Since productive learning relationships require trust, choose to co-create respectful, trusting, productive relationships with your co-learners.

## EMPOWER: Trust



- Trust is a verb
- Trust is a noun
- Trust is in the relationship
- Meaningful relationships require trust
- Choose to trust
  - Type; communication, character, competence
  - Degree
  - Who
  - Forgive / re-trust
- The fastest way to lose trust at work is to be, or be perceived as unfair
- The fastest way to gain trust is to give trust

Trust is a verb – something you do; and a noun – the result of something you do. You can choose to trust – or not. You can choose to try to force people to earn your trust – or not. You can choose to never forgive a betrayal – or not. You can choose to be trustworthy using these behaviors and traits as guides, or not.

In the Speed of Trust, Covey asserts that the fastest way to lose trust at work is to be, or be perceived as unfair.

On a positive note, the fastest way to gain trust is to give it. Researchers attribute that to the release of oxytocin that occurs – the trust hormone – when someone trusts you first. It takes courage to trust – but then I know you've got that!

## Empowerment

Authority Quotient Score

\_\_\_\_\_

Bias Notes

Competence Quotient Score

\_\_\_\_\_

Achievement v. Perfectionism Notes

Trust Quotient Score

\_\_\_\_\_

Trust Notes:

Empowerment Quotient Total

\_\_\_\_\_

Take one more courageous step. Look at an item that you did not select in the Trust Questionnaire – and make a commitment to start doing that behavior – a behavior that demonstrates your trust in others. That step will make your workplace even more inclusive. Write it down here:



## INCLUSIVE LEADERSHIP: CONCLUSION

### Definition

Intentional use of power and influence to empower while creating and sustaining an environment where all kinds of team members

Get the job done

Learn from and leverage differences

Are engaged in their work, with each other

and with the organization

To achieve shared organizational goals.



Notes:

## THE INCLUSIVE LEADER: COMPETENCIES



- In this workbook you've been exposed to a wide range of competencies you can develop and use to be a more inclusive leader. What action steps will you take now?
- Develop and use one or more of the INCLUSIVE Soft Skills; or do the Inclusion in Action program and use those techniques
- Understand **C**CULTURAL COMPETENCE and how it can help create a more inclusive, effective organizational culture, paying particular attention to the intercultural communication strategies you use with people from different social identity groups
- Practice a key Inclusive Leadership skill: **L**ISTENING
- Review ways to recognize and limit **U**NCONSCIOUS BIAS at work
- Share **D**IVERSITY Management/Social Identity strategies; especially being aware of strategies you use to protect your social identity
- Explore **E**MPOWERING behaviors and characteristics that increase trust in a multi-dimensional environment



Thank You

Merci Teşekkür ederiz pyeonghwa ありがとう danku  
 谢谢 khaghaghut'yun Śānti მშვიდობა nuqneH  
 평화 kapayapaan שלום ubong TeRangimarie vrede barış Frieden  
 Hòa Bình 감사합니다 Terimakasih gracias Ευχαριστούμε  
 мир 和平 alafia  
 mir paix ειρήνη سلام

Peace

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Whatever you decide to do, do your best. Show up in your life and for your teams. Join groups where you have diversity that stretches you. And commit yourself to both knowledge and interpersonal learning.

We started this journey with the Pit story. You are now at chapters 3, 4 or 5 – you recognize that there are pitfalls to Inclusive Leading and how you co-create your experience (Ch. 3), you see the pits before you fall in them (Ch. 4), or you use some of the skills I've shared here to take another street (Ch. 5).

Thank you for using this workbook to learn about Inclusive Leadership. I love to hear success stories – things you learned, and new behaviors you tried that increased your effectiveness. Feel free to send me an email sharing your successes.

## ABOUT THE AUTHOR



Dr. Robin Johnson is an educator, coach, and dancer. As an educator, her key strength is making research practical for people who lead and manage people. As an educator and coach, she's known for her compassionate clarity.

Dr. Robin has been Executive Education Faculty and Faculty Director for a number of UCLA-Anderson Leadership Development programs since 1998 including the Multi-Dimensional Leaders' Institute, Head Start New Directors' Mentoring Program and Management Fellows Programs, LGBTQ+ Leadership Institute, Women's Leadership Institute, African American Leadership Institute. She is the program designer and faculty leader for several custom programs for corporate clients including the Black African American Leaders Program at Wells Fargo, the Multicultural Leadership Development Program at Novartis, and NAMIC's Leadership Seminar.

She is known as a "Soft Skills Specialist." She designs, teaches, and develops programs based on her books, workbooks and core topics including: Inclusive Leadership, Dance of Leadership (Leadership Styles), Cultural Competence, Mitigating {Unconscious} Bias, Career by Design, the Six Secret Soft Skills, Working the Birkman Method, the Gamma Project Team video, Multicultural Teams, Empowered Leadership, Transformational Listening, Mentoring & Networking, and Don't Be a J.E.R.K. Manager.

Dr. Robin is a Harvard Business School trained Ph.D. and wrote an award-winning dissertation on diversity, work-life balance and empowerment. Her BA is in International Relations / World History from Brown University and her Masters in Social Psychology from Harvard. She was also faculty at Darden-University of Virginia, Cal Poly Pomona, and UCLA – as well as a Visiting Professor at Ozyegin Business School in Istanbul, Turkey. She worked as an international finance manager for 10 years prior to attending graduate school (JP Morgan Chase, McDonald's Corp, and Lloyds Merchant Bank).

She does coaching using the Birkman Method (Master Certified Professional), Clifton Strengthsfinder, Korn-Ferry 360 Feedback, the Values in Action (VIA) Character Strengths, and her own Career by Design and Intuitive Coaching Methodologies.

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