




**CULTUREMATTERS**  
MANAGING UNCONSCIOUS BIAS

Presented by:

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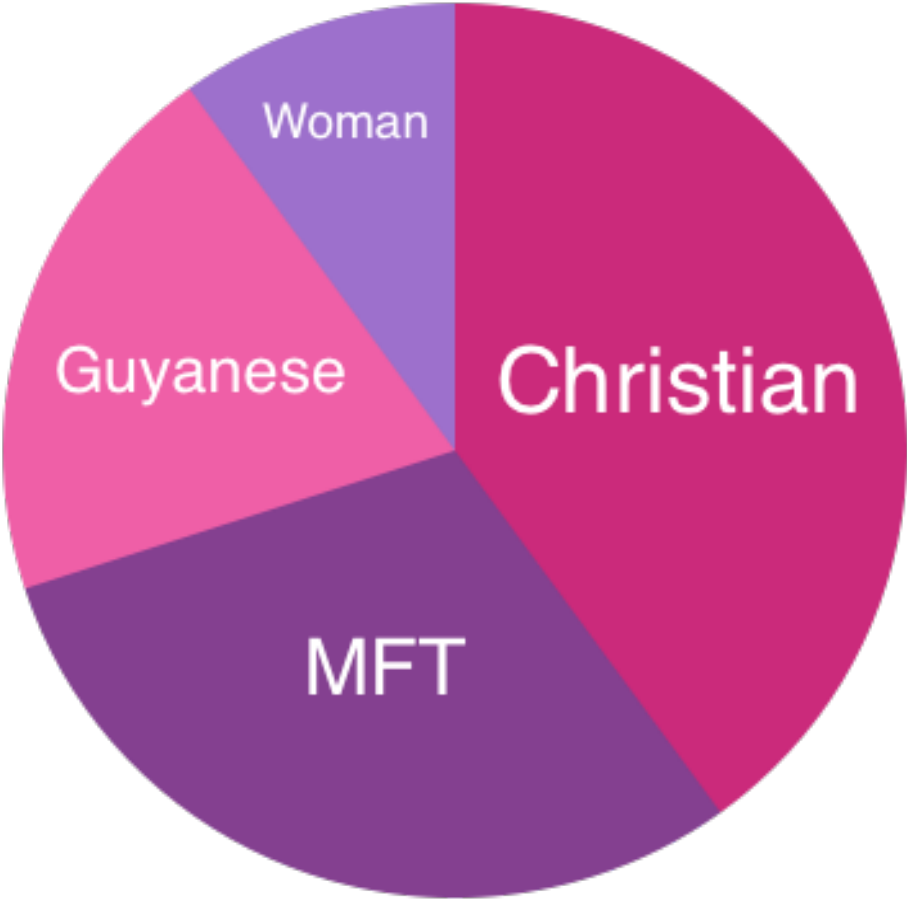
# Learning Outcomes

- ❖ Increase awareness of your own identities
  - ❖ Understand the sources of unconscious bias and how bias can influence your interactions with others
  - ❖ Examine the presence and impact that microaggressions can have on our communication
  - ❖ Develop strategies to combat bias
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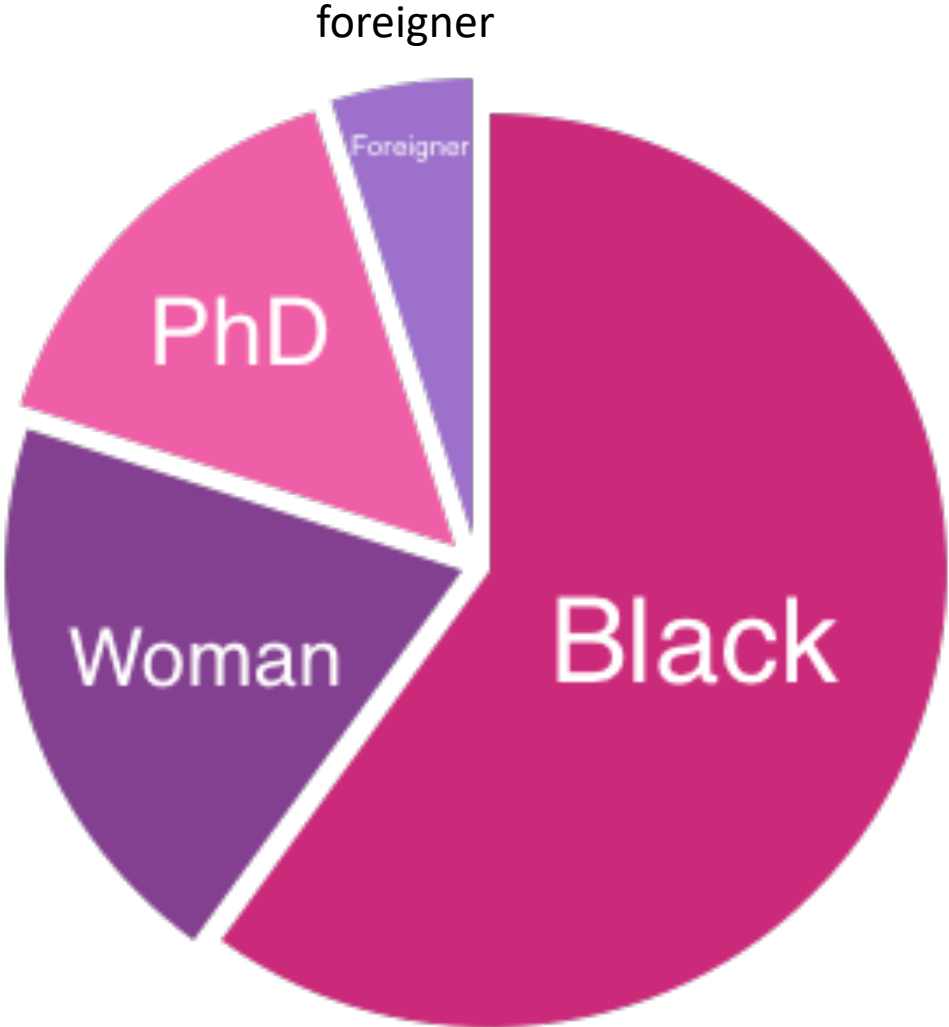
# My Background

- Education
  - BA in Business Journalism and Communications [NYC]
  - MS in Marriage and Family Therapy [OKC]
  - PhD in Human Development & Family Sciences [CT]
    - parenthood and parent-child relationships

# Jonelle's Cultural/Social Identity




My Perception



Others' Perception

# Social Identity Activity

Pick any one of the pie charts that you are most willing to talk about today and identify the one aspect in that chart that you feel is most important to your identity (in theory, this is your largest slice).

1. How does this aspect of your identity impact how you speak with your children about diversity and inclusion?
  2. How does this aspect of your identity in form:
    - whether you feel included in this community [with the school and PTO] or not?
    - how included others with different identities than yours feel?
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# Culture

A shared pattern of beliefs, values, assumptions and behaviors that distinguishes one group from another

# Cultural Values

- ❖ Reveal your personal orientation to life, work and relationships. This is how you **prefer** to go about life and work.
- ❖ May reveal **biases** you have toward those who have values different than yours
- ❖ Don't **predict** your ability to work across cultures
- ❖ Provide **insights** about how to effectively work and lead across cultures

# Cultural Values Report

## INDIVIDUALISM

Emphasis on individual goals and individual rights



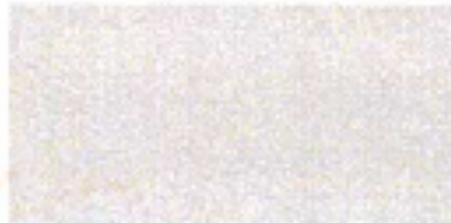
## COLLECTIVISM

Emphasis on group goals and personal relationships



## LOW POWER DISTANCE

Emphasis on equality, shared decision-making



## HIGH POWER DISTANCE

Emphasis on differences in status, superiors make decisions





# Cultural Values Report

## LOW UNCERTAINTY AVOIDANCE

Emphasis on flexibility and adaptability



## HIGH UNCERTAINTY AVOIDANCE

Emphasis on planning and predictability



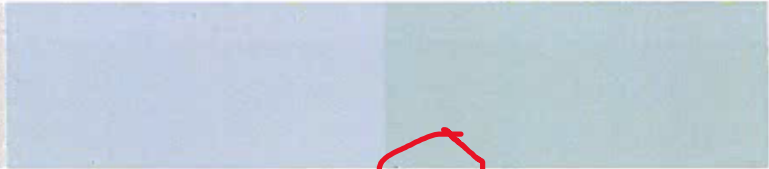
## COOPERATIVE

Emphasis on collaboration, nurturing, and family



## COMPETITIVE

Emphasis on competition, assertiveness, and achievement



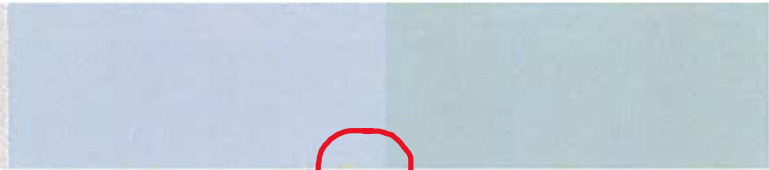
## SHORT TERM

Emphasis on immediate outcomes (success now)



## LONG TERM

Emphasis on long term planning (success later)



## LOW CONTEXT / DIRECT

Emphasis on explicit communication (words)



## HIGH CONTEXT / INDIRECT

Emphasis on indirect communication (tone, context)



# Cultural Values Report

## BEING

Emphasis on quality of life

## DOING

Emphasis on being busy and meeting goals



## UNIVERSALISM

Emphasis on rules; standards that apply to everyone

## PARTICULARISM

Emphasis on specifics; unique standards based on relationships



## NEUTRAL / NON-EXPRESSIVE

Emphasis on non-emotional communication; hiding feelings

## AFFECTIVE / EXPRESSIVE

Emphasis on expressive communication; sharing feelings



## MONOCHRONIC / LINEAR

Emphasis on one thing at a time; punctuality; work and personal life separate

## POLYCHRONIC / NON-LINEAR

Emphasis on multitasking; interruptions ok; work and personal life combined



# Cultural Differences in Parenting

- Japan & Norway – focus on cultivating independence
- In Scandinavia – democratic relationship between parent and child
- In Korea- obedience is emphasized
- In Jewish tradition- focus on developing resourcefulness and resilience
- In Holland – emphasis on regularly scheduled rest, food and a pleasant environment
- In Spain- focus on social and interpersonal aspects of child development
- In America – focused on grooming their children for success and the need to be happy all the time
- Polynesian Islands– common for toddlers & preschoolers to take care of younger children, including those who are not family

A photograph of Richard Pellegrino, a man with short grey hair, wearing a dark blue blazer over a dark V-neck shirt. He is smiling and looking to his right. He has a small lapel microphone clipped to his shirt. The background is a dark blue stage with some light patterns.

# Cross-Cultural Communication

**RICHARD PELLEGRINO**  
TEDx TALK

A woman with long dark hair, wearing a dark top, is speaking against a blue background with abstract light patterns. The text 'The Art of Choosing' is overlaid in white on the lower part of the image.

# The Art of Choosing

Dr. SHEENA IYENGAR

TED TALK

# UNPACKING UNCONSCIOUS BIAS

"How can I address my biases if I don't know that I have them?"



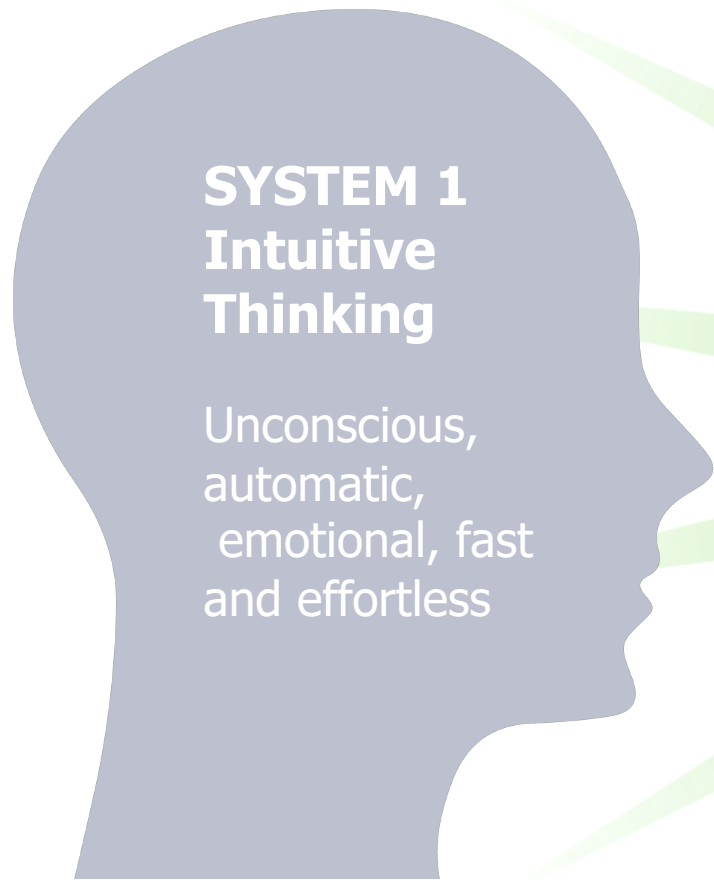
# WHAT IS BIAS?

- ❖ **Explicit Bias** is attitudes and beliefs we have about a person or group on a conscious level
- ❖ **Unconscious/Implicit Bias** is unintended, subtle, and subconscious thoughts that happen to all of us, all of the time

“ We’d like to believe we are open-minded, fair, and without bias, but research shows otherwise. This is an important, even if uncomfortable, realization for most of us. ”

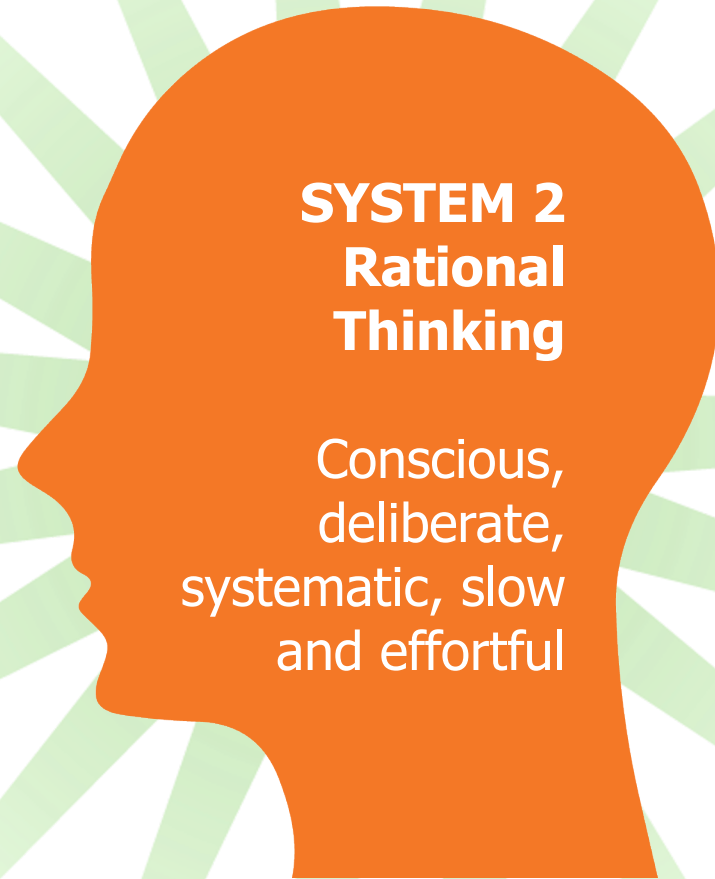
— MAHZARIN BANAJI

Author, *Blind Spots: Hidden Biases of Good People*



**SYSTEM 1**  
**Intuitive**  
**Thinking**

Unconscious,  
automatic,  
emotional, fast  
and effortless



**SYSTEM 2**  
**Rational**  
**Thinking**

Conscious,  
deliberate,  
systematic, slow  
and effortful



# Unconscious Bias


## Affinity Bias



## Confirmation Bias



# Microaggressions

- ❖ Everyday verbal, nonverbal, and environmental slights, snubs, or insults
  - ❖ Intentional or unintentional
  - ❖ Hidden messages may
    - Invalidate the group identity or experiential reality of the target persons
    - Demean on a personal or group level
    - Threaten, relegate or intimidate them to inferior status or treatment
  - ❖ Communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership
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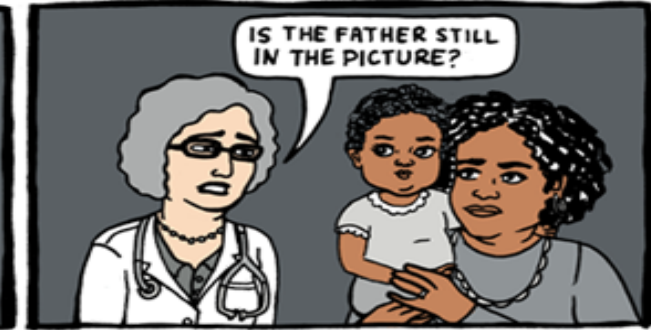
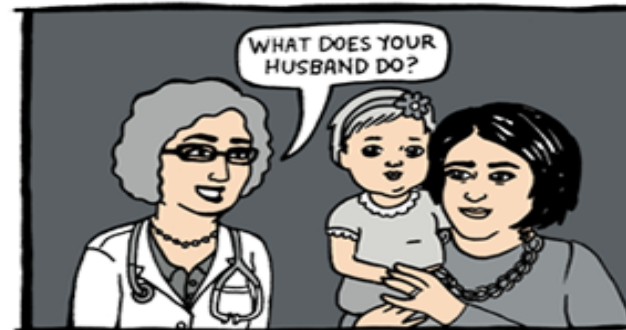
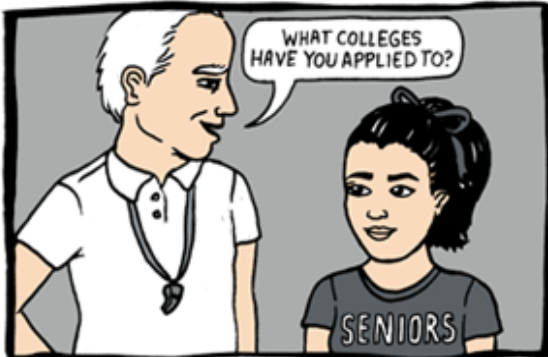


# Marginalized Groups

- ❖ People of color
- ❖ Women
- ❖ LGBTQ+ individuals
- ❖ Individuals with disabilities
- ❖ Religious minorities
- ❖ People with addictions

# Where Else Do You See Microaggressions?

## QUESTIONS



# When Bias Breaks Out: Explaining Away

“ They’re a good person—they didn’t mean anything by it. ”

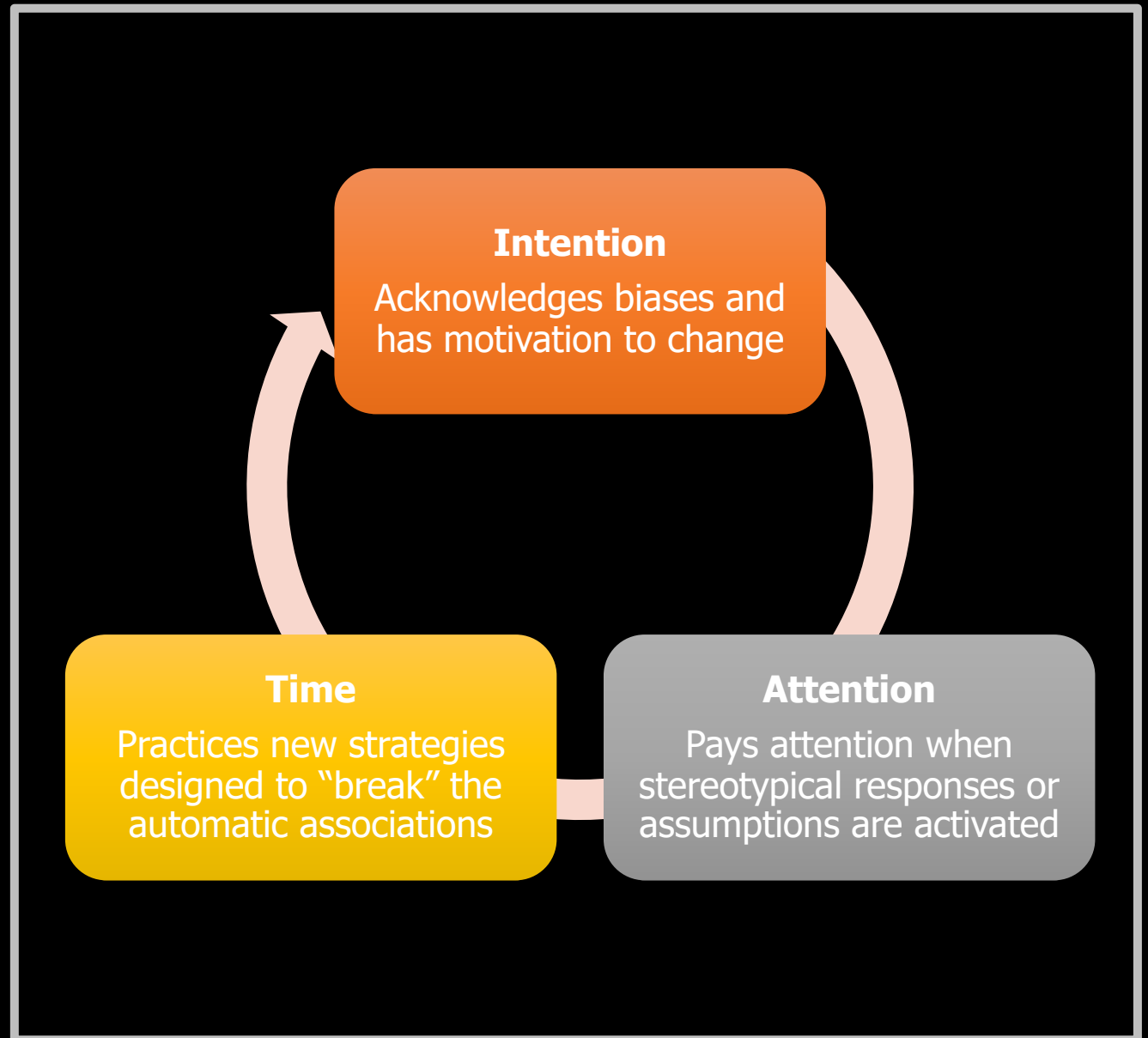
“ What’s wrong, can’t you take a joke? ”

“ I’ve called lots of women that and they didn’t mind! ”



**HABITS THAT BREAK BIASES**

# Habits for Breaking Biases





# Habits For Breaking Bias

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- ❖ Take intentional steps to expose blind spots (take IAT test)
- ❖ Recognize hot buttons/micro-triggers and don't jump to conclusions too quickly
- ❖ Build in accountability. Solicit feedback from peers, employees, etc.
- ❖ Step into the shoes of a stereotyped person and consider their view (perspective taking)





# Habits For Breaking Bias

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- ❖ Use your increased knowledge about cultural differences to anticipate how someone is likely to respond
- ❖ Actively seek out situations where you are likely to be exposed to positive examples of other cultures that are subject to stereotypes
- ❖ When a stereotypical response is detected, remind yourself of examples that prove the stereotype to be inaccurate

# THANK YOU!

