Module 1: Foundations

Introduction

Narration:
At NIH, our fundamental mission is to turn discovery into health. Our ability to accomplish this mission relies on great minds throughout our research enterprise, to develop effective solutions to complex health problems that affect millions of people. Great minds require diverse perspectives.

At NIH, we are deeply committed to fostering an inclusive environment, one that embraces and values different perspectives. Diversity enhances creativity and innovation and broadens the scope of scientific inquiry, enabling the understanding required for fulfilling our mission. Yet biases and ineffective communication and team dynamics can impede such efforts.
Most of us don't recognize our own biases, yet we have them. It is the very nature of being human. They shape our world view, our daily interactions with each other, and our behaviors and most importantly, our decisions. And some of those decisions can have profound consequences on others.

Many of us have the best intentions of being inclusive in all we do, but our underlying biases can still get in the way, often without us even knowing. These biases can subtly affect who is hired, what we think of our colleagues and other people with whom we’re collaborating, how we interact with patients and research participants, and how we review scientific materials that may have an impact on biomedical research.

**Effective, evidence-based tools**

The good news is that there are effective, evidence-based tools to reduce the effect of bias, and to keep it out of our decision-making.

To enhance our efforts to ensure that diversity and inclusion thrive at NIH, we have created evidence-based implicit bias training.

The training will help NIH staff to learn what bias is, how to recognize it, and how to minimize its impact.

But beyond formal training, consider how implicit bias can creep into day-to-day interactions with your colleagues and with the public. Are we doing all we can to welcome diverse ideas, backgrounds, and expertise?
The more perspectives brought to solve a problem, the greater is the opportunity for effective solutions. Indeed, great minds think differently!

The Question We'll Explore

Narration:
Diversity leads to innovation and scientific excellence. Most people can agree that diversity is a great thing. So, why is our organization—along with so many others in the sciences—still showing a lack of diversity among scientists, health care professionals, and leaders?

This course helps you explore that question.
About Course

Narration:
In this Implicit Bias course, we’ll define diversity, show why it matters, discover what prevents it, and learn how to foster it.

The course is divided into three modules. You'll need at least 20 minutes to complete each of Modules 1 and 2 and 30 minutes to complete Module 3.

Lesson 1:

How do we define diversity?

Narration:
How do we define diversity?

Most people consider nationality, ethnicity, gender identity, race, and disability to be defining characteristics of diversity. Sometimes characteristics can be visible, but other times they are hidden.
Picture an iceberg. Some forms of diversity are at the top of the iceberg that is above water.

However, **most characteristics of diversity are not visible**. Diversity is often hidden from view, just like the largest portion of an iceberg is hidden below the surface of the water. This deeper level diversity reveals differences in people’s beliefs, how they think, and how they perceive the world, as shown here: perspectives, sexual orientation, religion, skills, age, culture, thinking style, language, geography, physical abilities, experiences, socio-economic status, first generation professional, and professional role.

**Diversity Definition**

**DIVERSITY** reflects...

The range of human differences,

including but not limited to race, ethnicity, gender, sexual orientation, age, social class, physical ability or attributes, religious or ethical value system, national origin, and beliefs.

**Narration:**

Diversity reflects a range of human differences, including but not limited to race, ethnicity, gender, sexual orientation, age, social class, physical ability or attributes, religious or ethical value system, national origin, and beliefs.
Is diversity invisible?

Narration:
Because the broad range of characteristics that define an individual are hidden from view, our processes for reviewing grant applications, recruiting or hiring people, or recruiting study subjects must look beneath the surface to discover all that people have to offer.

We'll examine some of these processes later, but now, let's discover why diversity is so important for teams, for the sciences, and for NIH.

Why is diversity important for teams?

Narration:
Multiple studies over decades have shown the positive impact of diversity within groups, including these studies which show better, more creative problem solving and more accurate decision-making.
Professor Scott Page’s work reveals that innovation may depend less on smart individuals than on the diversity of a group of people working together and capitalizing on their individuality. Page’s work shows how groups of people with a range of perspectives outperform groups of like-minded experts.

**Citation**

Professor Katherine Phillips’ work suggests that the mere presence of diversity in a group creates awkwardness, and the need to diffuse this tension leads to better group problem-solving. In one of her studies on problem-solving, diverse groups performed with higher accuracy, even though the group did not feel confident in their decisions. In contrast, the homogeneous groups in the study reported much higher confidence in their decisions, but in truth their performance was less accurate. This is perhaps due to the groups’ feeling that “since everyone else felt the same way I did, we must be on the right track.”
EXAMPLE: Juries and Decisions

Choose Your Jury

Racially homogeneous jury

Racially heterogeneous jury

Narration:
Our first example is a study comparing racially homogeneous juries with racially heterogeneous juries. If you were on trial, which jury would you prefer? Select one.
[On choosing a racially homogeneous jury]
Even at the level of demographic diversity, the diverse jury performed more accurately. The study showed they took more time to deliberate, and had fewer incorrect statements go uncorrected.

Your best bet would have been with the heterogeneous jury…

A mock jury study compared group deliberations for a racially relevant and ambiguous case between two types of juries.

The researcher found that racially heterogeneous juries:
- Took more time to deliberate
- Discussed more facts
- Exchanged a wider range of information
- Discussed fewer factual inaccuracies
- Had fewer inaccurate statements go uncorrected

Citation
http://doi.org/10.1037/0022-3514.90.4.597
[On choosing a racially homogeneous jury]

Even at the level of demographic diversity, the diverse jury performed more accurately. The study showed they took more time to deliberate, and had fewer incorrect statements go uncorrected.

Good choice!

A mock jury study compared group deliberations for a racially relevant and ambiguous case between two types of juries.

The researcher found that racially heterogeneous juries:
- Took more time to deliberate
- Discussed more facts
- Exchanged a wider range of information
- Discussed fewer factual inaccuracies
- Had fewer inaccurate statements go uncorrected

Citation
EXAMPLE: Gender Diversity and Innovation

Gender Diversity
Gender diversity within R&D teams generates certain dynamics that foster novel solutions leading to radical innovation.

4,000+
companies in sample

GENDER DIVERSITY
generates certain dynamics that lead to radical innovation

Narration:
Here’s a second example.

Research at the University of Castilla la Mancha used information on innovative activities performed by companies of the Technological Innovation Panel. The study sample was 4,277 companies from the industrial and service sectors.

Results suggest that gender diversity generates certain dynamics within the team that foster novel solutions in uncertain situations, such as the ones that lead to radical innovation.

Lead researcher Cristina Díaz García concludes, "Gender diversity can provide different perspectives and insights. The combination of these offers a wider range of ideas and, thus, greater creativity, facilitating decision-making processes."

Citation
Why is Diversity Important for the Sciences?

Narration:
Is the United States losing its global advantage in Science, Technology, Engineering, and Mathematics (also known as STEM fields)?

According to recent reports by the National Science Foundation, developing nations like China have recently experienced robust growth trends in Science and Technology. Meanwhile, in the United States and other developed nations, the relative share of Science and Technology activity shrinks. While the United States currently has the global advantage in these fields—we need to increase the STEM talent pool to maintain that advantage.

Citation

Cognitive Diversity

“Diversity isn’t a form of political correctness, but an insurance policy against internally generated blindness that leaves institutions exposed and out of touch.
—Margaret Heffernan, author of Worthy Fools: Why We Ignore the Wisdom of Our Past

When the members of a team think differently, these teams:
• Are more creative
• Search for novel information
• Seek out novel perspectives
• Engage in better decision making

DEFINITION
Narration:
Of particular importance for the sciences is cognitive diversity—that is, different ways of thinking and approaching a problem.

— Quote by Margaret Heffernan, author of Willful Blindness: Why We Ignore the Obvious at Our Peril

“Diversity isn’t a form of political correctness, but an insurance policy against internally generated blindness that leaves institutions exposed and out of touch.”

When the members of a team think differently, these teams excel. They are more creative, search for novel information, seek out novel perspectives, and engage in better decision making.

Let’s watch a brief commercial for a diverse team that has developed a breakthrough medical product.

Definition
Cognitive diversity has been defined as differences in perspective or information processing styles. It is not predicted by factors such as gender, ethnicity, or age.


A Brief Commercial

Narration:
Commercial Announcer: “Have you struggled to reduce your patients’ risk of infection in your surgical suite? Our unique team developed a breakthrough product to prevent surgical infections. Meet the trio responsible for this innovative, life-saving product: An expert in wound healing; an animal surgeon; and a specialist in theatrical makeup with expertise in adhering materials to skin.”

Second Announcer: “This commercial brought to you by Diverse Teams.”
Here's the Story

Narration:
The preceding commercial features an actual innovation developed by 3M with the help of the diverse viewpoints of the experts identified.

While the wound specialist is consistent with who we’d expect to be on the team, the inclusion of a makeup artist is unexpected. The makeup artist brought a particular expertise that turned out to be relevant to solving the problem.

“...There’s very little difference between scientists and engineers and artists—they just use different tools. We [all] want to make things that haven’t been made before, and that’s tremendously exciting. It’s exhilarating, it’s invigorating, and it’s hard. Diversity is absolutely key to innovation.”

What helped this team be successful is cognitive diversity—different ways of thinking.

Citation:
Why is diversity important for NIH?

Narration:
Cognitive diversity helped 3M create an innovative product. Our mission at NIH is to foster creative discoveries and innovative research strategies. To remain at the forefront of discovery and innovation, we must embrace intellectual creativity and diverse skill sets and viewpoints.

Encouraging Cognitive Diversity

Narration:
You likely already have a lot of cognitive diversity on your team or within your department. But is it utilized? The issue is that people often try to conform their thinking in an effort to fit in at work or in social settings. How safe is it within your team or department to allow people to try things different ways? To say things that may not align with the prevailing or majority opinion?

Citation:
**Self Assessment**

**Self Assessment**

In your team or department how safe is it to:

<table>
<thead>
<tr>
<th>SAFE</th>
<th>SCARY</th>
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<tbody>
<tr>
<td>•</td>
<td></td>
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<tr>
<td>Disagree with a superior?</td>
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<td>Take time to reach conclusions?</td>
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<tr>
<td>Ask others outside of your team or department to weigh in?</td>
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<tr>
<td>Seek out alternate perspectives? (Remember the make-up artist who helped develop a wound-healing product?)</td>
<td></td>
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</tbody>
</table>

Your responses are NOT being recorded. Assess your true feelings.

**Narration:**

Take this brief self-assessment to gauge your own team’s or department’s environment for cognitive diversity. This assessment is for your eyes only; your responses are not being shared.

- Is it Safe or Scary to disagree with a superior?
- Is it Safe or Scary to take time to reach conclusions?
- Is it Safe or Scary to ask others outside of your team or department to weigh in?
- Is it Safe or Scary to seek out alternate perspectives? (Remember the make-up artist who helped develop a wound-healing product?)

**Checklist**

**Thank you.**

Now, consider these inclusive behaviors that can help your team welcome more new ideas and perspectives. Select at least two of these behaviors to work on.

- Be curious. Before discounting another’s idea, ask about their thought process.
- Make sure people get credit for their ideas.
- Avoid interrupting. (Women are interrupted more often than men.)
- Learn and use the correct pronunciation of colleagues’ names.
- Monitor your non-verbal behavior. Do you roll your eyes, frown, or check your mobile device while others are speaking?

**Narration:**

To support diversity—especially cognitive diversity—team members must feel safe sharing their ideas and perspectives. Here are some ways your department or team can create an environment that welcomes new ideas and perspectives. Choose at least two of these practices to work on personally in the future, and get
further help from a colleague if necessary. For example, few of us are aware of our own body language, but a colleague can observe you and provide feedback.

A. Be curious. Before discounting another’s idea, ask about their thought process.
B. Make sure people get credit for their ideas.
C. Avoid interrupting. (Women are interrupted more often than men.)*
D. Learn and use the correct pronunciation of colleagues’ names.
E. Monitor your non-verbal behavior. Do you roll your eyes, frown, or check your mobile device while others are speaking?

[Citations]
Studies on Interrupting Others

A study from George Washington University found that men interrupted 33 percent more often when they spoke with women than when they spoke with other men.


In an analysis (using transcripts) of court justices’ interruptions, female justices were three times more likely to be interrupted than their male colleagues.


Summary of Lesson 1

**EXPOSURE to Diverse Perspectives**

- Dissent *provokes more thought* when it comes from someone who is different from us.
- Diverse teams encourage us to *consider alternatives.*

![3M Innovation](image)

**Narration:**
To summarize this first lesson on defining diversity, recall how even simple demographic diversity helped mock juries make better decisions, and research and development teams achieved greater innovation through gender diversity. Recall how 3M leveraged cognitive diversity to achieve its innovative product for surgical wound care.
These examples show that **simply being exposed to diversity** can change the way we think. What innovations can NIH achieve through diversity?

**What’s preventing diversity?**

*We prefer* others like ourselves.

Narration:

There are many barriers to achieving diversity in an organization, but at the most basic level, it comes down to people preferring people who are like themselves. We do this because human brains are designed to quickly recognize what's familiar and unfamiliar, based on our past experiences.
Narration:
Let’s do a quick exercise to reveal associations that exist in your brain. Which pairs go together? Select a dog that likely pairs with each owner. When you’re finished, select the DONE button.

For Queen Elizabeth II:
A. Corgi dog
B. Pomeranian dog
C. German Shepherd dog

For a fashionable young woman:
A. Corgi dog
B. Pomeranian dog
C. German Shepherd dog

For a police officer:
A. Corgi dog
B. Pomeranian dog
C. German Shepherd dog
Exercise Debrief

Narration:
In this exercise, you probably quickly paired off the police officer with the German Shepherd, Queen Elizabeth with her famous Royal corgis, and the stylish young woman with the small Pomeranian breed. These associations probably came quickly to mind because you’re accustomed to identifying certain pairs together. We create these types of associations constantly, usually in response to the media and cultural narratives.

These automatic pairings are called implicit associations, or implicit bias.

You’ve probably not seen this pair together in your community, in movies, or in photographs.

Mental Shortcuts

Narration:
Implicit bias is our brain’s attempt to be efficient. It’s a mental shortcut. Author Daniel Kahneman calls our brain’s automatic, shortcut thinking system, “System 1.” System 1 is the “gut reaction” system of thinking. Our second thinking system—System 2—is our thoughtful and deliberate system of thinking.

We spend most of our daily lives in the fast mode of thinking—or System 1. System 2 only gets involved when we encounter something unexpected that System 1 can’t automatically process.
Learn more about Systems 1 and 2 by watching a short video.

[On click video button]
Daniel Kahneman, Thinking, Fast and Slow.

There is a compelling drama going on in our minds, a filmlike plot between two main characters with twists, dramas and tensions. These two characters are the impulsive, automatic, intuitive System 1, and the thoughtful, deliberate, calculating System 2.

As they play off against each other, their interactions determine how we think, make judgements and decisions, and act.

System 1 is the part of our brain that operates intuitively and suddenly often without our conscious control! You can experience this system at work when you hear a very loud and unexpected sound. What do you do? You probably immediately and automatically shift your attention toward the sound. That’s System 1.

This system is a legacy of our evolutionary past. There are inherent survival advantages in being able to make such rapid actions and judgments.

System 2 is responsible for our individual decision making, reasoning and beliefs.
For instance, image you’re looking for a woman in a crowd. Your mind deliberately focuses on the task: it recalls characteristics of the person and anything that would help locate her. This focus helps eliminate potential distractions, and you barely notice other people in the crowd. If you maintain this focused attention, you might spot her within a matter of minutes, whereas if you’re distracted and lose focus, you’ll have trouble finding her.

The relationship between these two systems determines how we behave.

Citation:

Implicit Associations

If System 1 is our “gut reaction” system of thinking, where do those reactions come from? They are created from our past experiences, our culture, our parents, our environment, our religion, the media. All of these influences form our preferences for or against something—which is a definition of bias.
These deeply entrenched preferences influence our actions and decisions on an unconscious level. For example, why do most children associate a male with the word “scientist”?

[ON CLICK]

In popular culture, scientists typically are not represented by women. In our culture, we’re more frequently exposed to images of male scientists, and this repeated exposure creates an association in the brain.
What do children see?

Narration:
Why do the majority of children draw a picture of a white man when asked to draw a scientist? When elementary and middle school teachers asked their students to draw a scientist, most students from kindergarten to eighth grade drew a man. The chart shows a rise in percentage as children get older.

Over time, repeated exposure to media from a young age is one powerful way that implicit associations are formed—and reinforced.

Citation:

Scientists are Male

Narration:
Currently, a Google image search for “famous scientists” shows only one woman and very few persons of color in the results.
What about nurses?

Narration:
What about nurses?
A Google image search for “nursing profession” returns images from various nursing profession web sites. They are largely of females, but individual males appear in the group images, too.

The American Association for Men in Nursing works to increase the number of male nurses in the workforce.

Would more males enter the profession if its implicit association in our culture was less of a “female” profession?

About 13% of RNs are male.

Nursing is a valued, well-paying profession which is currently experiencing shortages in many areas of the U.S.

Citation:
More About Implicit Associations

Narration:
Implicit bias is a problem because it’s unconscious—that is, it’s so automatic that we don’t even recognize it is happening.

Neuroscientist and Nobel Laureate Eric Kandel was awarded the Nobel Prize in 2000 for his groundbreaking work on the chemical processes of explicit (conscious) and implicit (unconscious) memory inside the brain.

“Most aspects of our cognitive processes are based on unconscious inferences, on processes that occur without our awareness.”
—Nobel-prizing winning neuroscientist Eric Kandel
Dr. Kandel says that most aspects of our thinking are based on unconscious preferences. He was trained as a cellular biologist and was examining the neural circuitry of cognitive behavior.

He incorporated chemistry and molecular biology in his work, with tools that made it easy to explore the molecular underpinnings of mental processes.

His important work resulted in greater understanding of unconscious mental processes. Through his work on mice, he examined mechanisms of attention and cognition, seeking answers to consciousness itself.

The last frontier of the biological sciences— their ultimate challenge—is to understand the biological basis of consciousness and the mental processes by which we perceive, act, learn, and remember.

—Nobel-prize winning neuroscientist Eric Kandel
“The last frontier of the biological sciences—their ultimate challenge—is to understand the biological basis of consciousness and the mental processes by which we perceive, act, learn, and remember.”

-Nobel-prize winning neuroscientist Eric Kandel

Citations:


How This Affects NIH

Narration:
Has implicit bias in science and medicine been formally studied? Yes. These examples summarize studies where implicit bias is likely a key factor. When you're finished reviewing them, we'll identify some different types of bias that may be operating in these examples.

[Grants to First-time Principal Investigators]

Summary:
- Researchers examined 53,903 grants from 2006 to 2017 that went to first-time principal investigators (PIs).
- Men and women didn’t differ significantly in some research metrics, such as the number of publications. Yet the median size of a grant for male PIs was $165,721, whereas for women it was just $126,615 or 24% smaller.
- The results were even more striking for some types of institutions: At Big Ten public universities, for example, grants to men were more than twice as large as those to women ($148,076 versus $66,365).
Source:

[Recommendation Letters]
Summary:
Analysis of 312 recommendation letters for 103 positions at a medical school revealed different tendencies:

- Letters for men were longer, made more references to CV, publications, patients, and colleagues.
- Letters for women were shorter, made more references to personal life, included more “doubt raisers” (hedges, faint praise, and irrelevancies), and used phrases like, “It’s amazing how much she’s accomplished.”

Source:

[Black Patients and Pain]
Summary:
Black Americans are systematically under-treated for pain relative to white Americans. Study 1 documented these beliefs among white laypersons and revealed that participants who more strongly endorsed false beliefs about biological differences reported lower pain ratings for a black (vs. white) target. Study 2 extended these findings to the medical context and found that half of a sample of white medical students and residents endorsed these beliefs.

Source:

[Women and Cardiac Care]
Summary:
Although cardiac care has improved considerably for both women and men over the past decades, there are several areas in which women have benefited less than men.

Among patients with acute coronary syndromes (ACS), studies have consistently shown that women are less likely than men to receive guideline-recommended therapies. Possible reasons for this include differences in disease phenotype between women and men...more pronounced side effects in women, and sex bias.

Source:
[Asians and Diabetes Screenings]

Summary:
Asian Americans were the least likely racial and ethnic group to receive recommended diabetes screening.

Overall, Asian Americans had 34% lower adjusted odds of receiving recommended diabetes screening compared to non-Hispanic whites (95% CI: 0.60, 0.73). In subgroup analyses by age and weight status, disparities were widest among obese Asian Americans ≥ 45 years (AOR = 0.56; 95% CI: 0.39, 0.81).

Source:

Types of Bias: Stereotyping

The literature has identified more than 100 types of implicit bias.  
1. Stereotyping  
2. Blind Spots  
3. Confirmation Bias  
4. Affinity Bias  
5. Groupthink

Narration:
More than one hundred different types of implicit bias have been described in the literature. We’ll examine five of the most common types, beginning with stereotyping. A stereotype is an oversimplified belief about a group of people, usually based on limited or incorrect information.
We often rely on stereotypes to make judgments, because stereotypes are easily accessible and all around us.

[EXAMPLE]
The earlier example of how children draw scientists as white men is an example of stereotyping. In those studies, the majority of children associated a group—scientists—with a trait: being male. Associating a group with certain traits is stereotyping.

Types of Bias: Blind Spots

Narration:
A blind spot is a tendency to recognize cognitive biases in others, but not recognize how bias influences your own thinking.

[EXAMPLE]
Dr. Simons complains that Dr. Hobart treats international interns in her lab with obvious bias, giving them fewer challenging assignments and mispronouncing their names. However, Dr. Simons doesn’t see his own behavior as biased. In his lab, he routinely greets his white colleagues first, and exhibits impatient body language with anyone who speaks English with an accent.
Types of Bias: Confirmation Bias

Confirmation bias is the tendency to gravitate to, and to remember, facts that confirm our own beliefs. Confirmation bias can cause us to ignore information that contradicts our hypotheses.

[On click EXAMPLE]
You carpool to work with a colleague. “Women are bad drivers,” your colleague tells you, as he points out examples of bad women drivers on your daily drives.

If a woman driver drives too slow or runs a yellow light, he says, “See what I mean? Women just don’t know how to drive.”

When you start pointing out women who are driving safely, he’ll dismiss them with yet another example of a bad female driver.

Types of Bias: Affinity Bias

Next slide
Narration:
Affinity bias is when we prefer people who are similar to ourselves. Often, our social networks are made up of people very much like ourselves, and we feel comfortable with them. This feeling of comfort makes us seek more of the same type of people in other arenas of our lives, such as the workplace.

[On click: EXAMPLE]
Greg is a member of a hiring committee that just interviewed three candidates for a staff scientist. All of them had great qualities, but Greg is leaning towards the candidate who had a notebook from Greg’s alma mater, and who had references from some of Greg’s former professors. Greg feels strongly that this candidate would be the best fit for the job.

Types of Bias: Groupthink

Narration:
Groupthink happens when a group of people desire harmony or conformity in their group, hoping to minimize conflict and reach a consensus without critical evaluation of alternate ideas. Groupthink usually results in flawed decision-making. Those caught in the vise of groupthink are often fearful of offering a dissenting opinion.
“An often-cited example of groupthink is the Challenger disaster. Before the launch, some engineers on the project raised concerns about the ability of the O-ring seals to withstand the launch temperatures and opposed the launch. They were pressured by the group to reconsider their position and reverse their initial no-go position—which they did with disastrous results.”

Citation:

Practice Section

Narration:
In this practice section, you’ll have an opportunity to review what you have learned in Module 1.
Matching Exercise

Narration:
Match each type of bias with its definition.

Bias definitions:
1. When a group desires harmony and avoids critical evaluation of alternate ideas
2. Recognizing cognitive biases in others, but not in your own thinking
3. Tendency to gravitate to and remember facts that confirm your own beliefs
4. Preferring people who are similar to ourselves
5. Oversimplified belief about a group of people based on limited information

Bias types:
A. Stereotyping
B. Blind Spots
C. Confirmation Bias
D. Affinity Bias
E. Groupthink

[Correct Answer]
1. When a group desires harmony and avoids critical evaluation of alternate ideas = D. Affinity Bias
2. Recognizing cognitive biases in others, but not in your own thinking = B. Blind Spots
3. Tendency to gravitate to and remember facts that confirm your own beliefs = C. Confirmation Bias
4. Preferring people who are similar to ourselves = A. Stereotyping
5. Oversimplified belief about a group of people based on limited information = E. Groupthink
System 2 Characteristics

When choosing your answer, select all that apply. Characteristics of the brain’s System 2 thinking (as defined by Daniel Kahneman) include:

A. Slower (than System 1)
B. Faster (than System 1)
C. Deliberate
D. Requires Effort

[Correct Answer]
A., C., and D. System 2 is the slower, deliberate mode of thinking, and it requires conscious effort.

Practice Complete

Narration:
Great work! Choose the Next button to move to the lesson summary, or you can choose to review or restart the practice section using the buttons provided.
Summary of Lesson 2

To summarize this lesson on what gets in the way of diversity, we’ll quote a familiar saying: “We recruit in our own image.” This bias doesn’t end with demographic distinctions like race or gender. It can also occur during the recruiting process. So, how do we expand our comfort zone to include more people unlike ourselves? That’s what we’ll explore next.

Citation:

Module 2: Mitigating Bias
How can we create more diversity?

LESSON 1
How can we create more diversity?

Narration:
Building more diversity within NIH and within the scientific community at large, requires both awareness and action.

Does awareness even work?

Building awareness is a first step, but action must follow. We’ll begin this section by exploring if—and how—awareness works. Then, we’ll look at specific bias-busting actions we can take at NIH.

Does awareness work?
Narration:
Can we become more aware of our implicit associations? Does awareness even work to help modify behavior?

World War II is a great example of how awareness campaigns made people pull together and modify their behavior. Campaigns such as "Loose Lips Sink Ships" helped people understand that talking about troop movements or military equipment could jeopardize soldiers—and even the outcome of the war itself. These campaigns also served another function: preventing people from spreading rumors that might sap morale.

Debrief: Awareness

Narration:
Awareness can foster change, especially if it is reinforced and part of a broader campaign.
However, continually monitoring ourselves for implicit bias is unsustainable. Trying to constantly “think about our own thoughts” is extremely mentally demanding.

Our challenge is to slow down our thinking when making important decisions and engage our deliberate System 2 thinking mode.

Let’s look at an example of System 2 thinking applied to a gender bias problem.

**Citation:**

**Example of Action**

**The Action**

Orchestras began auditioning musicians blind, in a screen, so the musician’s gender was unknown.

**The Result**

By the 1990s, many orchestras saw increases in the number of female players.
Narration:
Orchestras of the past were comprised mostly of male musicians. Instead of relying on an instruction to “hire more female musicians,” orchestras in the 1970s took action to fix the problem of female under-representation.

For example, blind auditions helped the New York Philharmonic consist of 35 percent female musicians by 1997—a dramatic increase over having had zero female players for decades.

Actions Adapted

Narration:
Wait a minute. The truth is that, at first, the screen hiding the musicians made no difference. Select the circle to find out why, and what needed to be done to adapt the blind audition process.

[On click]
HIGH HEELS! Suspecting that the click-clack of high heels from female musicians as they entered the room rendered the screen ineffective, the hiring committee had musicians remove their shoes when they entered. In the absence of gendered footfalls, the judges trained their acute ears on the music itself. KEY POINT: Often our bias-busting actions must be adjusted.
Citation:

Actions We Can Take at NIH

Narration:
With the orchestra example, you saw how awareness of a diversity problem led to action, and how adjustments were needed to fulfill the intent of the action.

What actions can we take at NIH to help prevent unconscious bias in our own decision-making?
Here are some bias-busters everyone can adopt.

- Broaden images of success
- Use a habit-breaking routine
- Be transparent, and hold decision makers accountable
- Create a welcoming environment

Let’s look at each one of these actions.

**ACTION: Broaden Images of Success**

Narration:
As with the orchestra example, we often hold our own prototypes of what a successful candidate or scientist looks like.

If we broaden our images of success—seek them out and allow new images to come to mind—we can expand what we look for.
ACTION: Use a Habit-Breaking Routine

PLAN OUT in advance

Narration:
To change deeply embedded habits, such as always greeting certain people before others in a group, plan out in advance when, where, and how to act, using an if-then format.

For example:
If I am the most senior person in the room, then I will share my ideas last.

If I’m in grant review and someone rejects a first-time applicant, then I will ask that person to share their thought process.

Exercise: Create an If/Then Practice

Narration:
Here’s the checklist of inclusive behaviors:

- Be curious. Before discounting another’s idea, ask about their thought process.
- Make sure people get credit for their ideas.
- Avoid interrupting. (Women are interrupted more often than men.)
- Learn and use the correct pronunciation of colleagues’ names.
- Monitor your non-verbal behavior.
Monitor your non-verbal behavior. Do you roll your eyes, frown, or check your mobile device while others are speaking?

Choose one and consider how you might help practice it using an If/Then process. Before moving on, capture your If/Then process in whatever way works best for you, such as a Post-It note, personal whiteboard, or audio recording so that you can keep it accessible every day.

**ACTION: Be Transparent, and Hold Decision Makers Accountable**

Transparency is explanation. It’s the ability to explain your decision-making process. When you have to explain your decision to someone else, you will more carefully scrutinize your own decision-making process. The process of explaining also helps you slow down your thinking, which is a great way to reveal any implicit preferences that may have influenced your decision.

**Probing with Questions**

- “What brought you to that conclusion?”
- “What is the connection between ___ and ___?”
- “What if the opposite were true?”
- “When have you done/experienced this before?”
- “Which of this [candidate’s, applicant’s] characteristics are you responding to?”
Narration:
To help decision-makers explain their thinking process, try these questions for starters. While these questions are especially useful for teams making hiring decisions or approving grant applications, you may find these questions useful in many situations. Approach these questions with true curiosity to set a tone of discovery, not interrogation.
- “What brought you to that conclusion?”
- “What is the connection between ____ and ___?”
- “What if the opposite were true?”
- “When have you done/experienced this before?”
- “Which of this [candidate’s, applicant’s] characteristics are you responding to?”

2.13 ACTION: Welcome Diversity

Narration:
How welcoming are you? Do you live by the Golden Rule or the Platinum Rule?

The Golden Rule encourages us to “treat others as you want to be treated.”

But to attain true inclusion and welcome people from all cultures and viewpoints, we need to try on the Platinum Rule, which states, “Treat others as they want to be treated.”

[On click: EXAMPLES]
The Platinum Rule is all about asking and listening.

Recognize that what drives people is highly variable.

- Lead with your own preference as a way of getting others to share theirs. Example:
  - “I like texting, but really prefer to talk to someone voice-to-voice. As we start this project, what’s your preference?”

- Wear earplugs for a day to see what you notice about the world when you cannot hear.
  - How does this inform your understanding of how a deaf or hard-of-hearing person may feel?
  - How can you find out how deaf or hard-of-hearing people want to be treated?
Get to Know Someone Unlike You

**TRY THIS.**

GET TO KNOW more about the person on your team you know the least.

**Narration:**
Identify the person on your team or in your department you know the least. Make a commitment to get to know that person better. Do they have a pet? Enjoy hiking or traveling?

Find out some of this person’s preferences. How do they like to be treated? Is that different than you would like to be treated?

**Practice Section**

**PRACTICE EXERCISES**

**Narration:**
In this practice section, you’ll have an opportunity to review some terminology and concepts.
What action is this?

A trusted colleague tells you that you've been routinely mis-pronouncing the names of some new interns. You decide to be prepared for any situation where you meet new colleagues. You plan to ask for the correct pronunciation of names and repeat the pronunciation to be sure it's correct. Your action is an example of:

- Broadening images of success
- Confirmation bias
- Creating an If/Then process
- Stereotyping

**Correct Answer**

- c. When you plan out in advance when, where, and how to act, you are creating an If/Then process.

 Narration:
 Select the best answer.

What action is this?

The head of your recruiting team invites the team members to attend a Women in Bio local chapter event. She wants your team to meet women in biology, and to explore how Women in Bio can help build the talent pool for NIH. This action is an example of:

- Broadening images of success
- Affinity bias
- Transparency
- Creating an If/Then process

Narration:
Select the best answer.
The head of your recruiting team invites the team members to attend a Women in Bio local chapter event. She wants your team to meet women in biology, and to explore how Women in Bio can help build the talent pool for NIH. This action is an example of:

A. Broadening images of success  
B. Affinity bias  
C. Transparency  
D. Creating an If/Then process

[Correct Answer]  
A. We often hold our own prototypes of what a successful candidate or scientist looks like. As you learned in this course, the predominant image of scientists is that they are male. By seeking out an organization devoted solely to female scientists, you are broadening your image of success.

Orchestra Example Key Point

A key take-away from the study of gender bias in orchestras is:

- Males benefited from more musical training, which is why they were chosen.
- The judges were all male, so the problem was affinity bias.
- Actions to reduce bias may need to be adjusted.
- It took decades for blind auditions to have an effect.

Narration:
Select the best answer.

A key take-away from the study of gender bias in orchestras is:

A. Males benefited from more musical training, which is why they were chosen.
B. The judges were all male, so the problem was affinity bias.
C. Actions to reduce bias may need to be adjusted.
D. It took decades for blind auditions to have an effect.

[Correct Answer]  
C. Even after devising bias-busting actions to take, those actions may need to be adjusted. Experimentation may be needed to achieve the best results.
What action is this?

You lead a multi-cultural team that just completed an important initiative with great success. You want to reward your team for a job well done. You obtain input from each person on the team to determine how each person would prefer to be rewarded or recognized. Your action is an example of:

- A. The Motivation Rule
- B. The Rule of 360 Input
- C. The Golden Rule
- D. The Platinum Rule

[Correct Answer]

D. The Platinum Rule asks us to learn how others prefer to be treated, rather than assuming we know their preferences.

Practice Complete
Narration:
Great work! Choose the Next button to move to the lesson summary, or you can choose to review or restart the practice section using the buttons provided.

Lesson 1 Summary

SUMMARY for Lesson 1

• Helping decision-makers be transparent with their thought process is a great way to reveal hidden biases.
• Broadening our images of success and getting to know others who are unlike us can help loosen our implicit associations.
• Putting the Platinum Rule into practice. Find out what others prefer, and how they prefer to be treated.
• Preparing for situations where implicit associations may influence decisions, by preparing an If/Then practice.

Narration:
Let’s summarize this lesson before proceeding to some on-the-job scenarios.

We reviewed four ways to mitigate bias:
• Helping decision-makers be transparent with their thought process is a great way to reveal hidden biases.
• Broadening our images of success and getting to know others who are unlike us can help loosen our implicit associations.
• Putting the Platinum Rule into practice. Find out what others prefer, and how they prefer to be treated.
• Preparing for situations where implicit associations may influence decisions, by preparing an If/Then practice.
If we need cognitive diversity to deal successfully with new, uncertain, and complex situations, then we need to encourage people to deploy their different modes of thinking. We need to make it safe to try things multiple ways.

This means leaders will have to build their team’s sense of psychological safety—allowing team members to share their thoughts and ideas without fear of negative consequences to their status or career.

**Scenarios**

**Lesson 2**

**LESSON 2**
The following scenarios will give you the opportunity to apply all you have learned in this course.

**Narration:**
The following scenarios will give you the opportunity to apply all you have learned in this course.
Scenario 1

Narration:
Meet three individuals in a hiring situation.

Keith is a senior leader in the Management Policy and Analysis Branch (MPAB). He is trying to recruit a Management Analyst who will plan and conduct studies related to quality improvement issues.

Sheila is a graduate from an online university. She seems to be a perfect fit for the job based on her strong project management skills and previous federal experience.

While Tim has limited project management experience, he does have impressive Ivy League credentials.

Scenario 1a

Based on the information provided, who would you be inclined to hire and why?

- Sheila
- Tim

Why? Write in your response below.

Narration:
Based on the information provided, who would you be inclined to hire and why? Sheila or Tim?

[On click]
Keith decides to hire Tim since he is impressed with his Ivy League credentials, even though Tim really doesn’t have the skills and experience needed for the job. Keith went to a highly-rated university and he is comfortable with that educational path. Given Tim’s inexperience, Keith may have to spend a lot of time training him and overseeing his work.
Scenario 1b

What type of bias did Keith exhibit?
- Stereotyping
- Blind Spots
- Confirmation Bias
- Affinity Bias
- Groupthink

[Correct Answer]
D. Affinity Bias. Affinity Bias is when we prefer people who are similar to ourselves. Often, our social networks are made up of people very much like ourselves, and we feel comfortable with them.

Scenario 1c

If you were in Keith’s position, what would you do to mitigate this bias? Write in your response.

Narration:
If you were in Keith’s position, what would you do to mitigate this bias?
Scenario 1d

**Steps to Mitigate Affinity Bias in Hiring**

- Slow down your thinking by explaining how you arrived at your decision to someone else.
- Hold yourself accountable for your initial reactions by asking questions like:
  - What brought me to this conclusion?
  - Which characteristic am I reacting to?
  - What if the opposite were true?
- Broaden your image of success. Consider that your team will benefit from someone who brings a different background to the team and consciously recruit someone who is unlike you.
- Request and incorporate others’ feedback in decision-making. Ensure that the feedback is from a diverse group of individuals.
- Use an objective means of evaluating candidates such as that done through work sample tests, clear evaluation criteria, and skills and knowledge scoring.

**Narration:**

Review a list of steps to mitigate affinity bias in hiring. Consider a step to discuss with your work team after the training.

- Slow down your thinking by explaining how you arrived at your decision to someone else.
- Hold yourself accountable for your initial reactions by asking questions like:
  - What brought me to this conclusion?
  - Which characteristic am I reacting to?
  - What if the opposite were true?
- Broaden your image of success. Consider that your team will benefit from someone who brings a different background to the team and consciously recruit someone who is unlike you.
- Request and incorporate others’ feedback in decision-making. Ensure that the feedback is from a diverse group of individuals.
- Use an objective means of evaluating candidates such as that done through work sample tests, clear evaluation criteria, and skills and knowledge scoring.

Scenario 2

**SCENARIO 2**

**Hire a Purchasing Agent**

**Current Situation**

- Need to hire a Purchasing Agent to support efforts related to COVID-19 public health emergency
- Teleconference interviews 1 completed
- Harish
  - Exceeded all qualifications
  - Answered all questions more thoroughly than other candidates

**Narration:**

The National Institute of Allergy and Infectious Diseases (NIAID) is looking to hire a Purchasing Agent to support efforts related to the COVID-19 public health emergency. As a result of the pandemic, candidate interviews are conducted through teleconference only. During the first-round, Harish - a candidate that speaks
with an Indian accent - demonstrated that he exceeded all of the qualifications for the role. He also answered the questions more thoroughly than the other candidates.

**Scenario 2a**

Narration:
Let’s listen to part of the team meeting to decide who should move to the second round of interviews.

[Panel lead] Harish is the next candidate on our list. His experience is in line with what we’re looking for in this position. I don’t know about the rest of you, though, but I found his accent really difficult to understand. I vote not to move him forward to the next round of interviews. Speak up now if you disagree. Ok, let’s move on to the next candidate.

**4.9 Scenario 2b**

Narration:
What type of bias just occurred?
- [ ] Stereotyping
- [ ] Blind Spots
- [ ] Confirmation Bias
- [ ] Affinity Bias
- [ ] Groupthink

CHECK My Answer

What type of bias just occurred?
A. Stereotyping
B. Blind Spots
C. Confirmation Bias
D. Affinity Bias
E. Groupthink

[Correct Answer]

E. Groupthink. Groupthink happens when a group of people desire harmony or conformity in their group, hoping to minimize conflict and reach a consensus without critical evaluation of alternate ideas. Groupthink usually results in flawed decision-making. Those caught in the vise of group think are often fearful of offering a dissenting opinion.

Scenario 2c

If you were a panel member present in the room, what could you have done? Write in your response.

Narration:
If you were a panel member present in the room, what could you have done?

Scenario 2d

Steps Panel Members Can Take
- Solicit the group's input one by one along with the reasons behind their decisions.
- Hold the panel lead or members accountable for their statements by asking questions like:
  - What brought you to this conclusion that a given characteristic (e.g., an accent) disqualified the candidate from moving to the next round of interviews?
  - What is the connection between a given characteristic (e.g., an accent) and their qualifications for the job?
  - When have you experienced this before?
- Encourage the panel lead to become more aware of personal biases.
- Designate a member of the group to serve as the “devil’s advocate” to ensure that all opinions are brought to the surface and considered.
Narration:
Review a list of steps that panel members can take. Consider a step to discuss with your work team after the training.

- Solicit the group’s input one by one along with the reasons behind their decisions.
- Hold the panel lead or members accountable for their statements by asking questions like:
  - What brought you to this conclusion that a given characteristic (e.g., an accent) disqualified the candidate from moving to the next round of interviews?
  - What is the connection between a given characteristic (e.g., an accent) and their qualifications for the job?
  - When have you experienced this before?
- Encourage the panel lead to become more aware of personal biases.
- Designate a member of the group to serve as the “devil’s advocate” to ensure that all opinions are brought to the surface and considered.

Scenario 3

Narration:
Meet the Toxicology Program Team.

Quinn is a new Branch Chief that oversees a portfolio of environmental health sciences programs. During his first weeks in the role, he makes a concerted effort to attend individual research team meetings. He is very detail-oriented and believes it is important to track key decisions and action items from each meeting.

Layla is a Senior Health Scientist with a PhD in Environmental Toxicology. She is an integral member of the team whose input is critical for determining next steps with the toxicology program.

Kevin is the Administrative Assistant for the team. He is there to support Quinn and the team. He manages all meeting logistics including the room reservations, meeting reminders, minutes and other related tasks. He has recently begun working with Quinn and wants to make a good impression.

Additional team members include health scientists with expertise in environmental toxicology.
**Scenario 3a**

Narration:
At the start of a meeting with the toxicology program team, Quinn introduces himself.

**[Quinn]** My name is Quinn and I am your new Branch Chief. I see a few familiar faces and am glad to see you again. As you know, I oversee a portfolio of environmental health sciences programs including this team. I’m here today because I really want to know more about what you do and how I can best support you. Layla, can you take minutes to ensure that we capture important ideas and action items?

**[Layla]** Yes, I can take minutes.

**[Narrator]** Kevin thinks to himself.

**[Kevin]** That’s what I usually do, it’s my job.

**[Quinn]** Thanks, Layla. Ok, I’d like to hear about everyone’s individual projects and key issues.

**Scenario 3b**

What just happened in this meeting? Check all that apply.

- Quinn made the assumption that Layla - the only woman in the meeting - was the one to ask to take meeting notes exhibiting gender bias.
- Kevin did not speak up about it being his responsibility to take meeting notes.
- No one else in the meeting spoke up to the Branch Chief to say that Kevin historically took the meeting notes.

CHECK My Answer
Narration:
What just happened in this meeting? Check all that apply.
A. Quinn made the assumption that Layla - the only woman in the meeting - was the one to ask to take meeting notes exhibiting gender bias.
B. Kevin did not speak up about it being his responsibility to take meeting notes.
C. No one else in the meeting spoke up to the Branch Chief to say that Kevin historically took the meeting notes.

[Correct Answer]
All of these are correct.

Scenario 3c
What type of bias just occurred?
- Stereotyping
- Blind Spots
- Confirmation Bias
- Affinity Bias
- Groupthink

Narration:
What type of bias did Quinn exhibit?
A. Stereotyping
B. Blind Spots
C. Confirmation Bias
D. Affinity Bias
E. Groupthink

[Correct Answer]
A. Stereotyping. A stereotype is an oversimplified belief about a group of people, usually based on limited or incorrect information. We often rely on stereotypes to make judgments, because stereotypes are easily accessible and all around us.
Scenario 3d

If you were Quinn, what could you have done differently to avoid making an assumption? Write in your response.

Narration:
If you were Quinn, what could you have done differently to avoid making an assumption?

Scenario 3e

Narration:
Let’s replay this part of the scenario.

[Quinn] My name is Quinn and I am your new Branch Chief. I see a few familiar faces and I am glad to see you again. As you know, I oversee a portfolio of environmental health sciences programs including this team. I’m here today because I really want to know more about what you do and how I can best support you. I’d like to ensure that we capture important ideas and action items. How do you normally manage meeting minutes?
How Quinn Could Have Avoided Making Assumptions

- Use an if/then format – if he didn’t know how things were usually done, then ask questions before or during the meeting.
- Get familiar with the team member roles and responsibilities before the meeting.
- State that he would observe and listen while they ran their meeting as they usually did.

Review a list of steps Quinn can take to avoid making assumptions.
- Use an if/then format – if he didn’t know how things were usually done, then ask questions before or during the meeting.
- Get familiar with the team member roles and responsibilities before the meeting.
- State that he would observe and listen while they ran their meeting as they usually did.

Scenario 3f

If you were Kevin, what could you have done? Write in your response.

Narration:
If you were Kevin, what could you have done?
Scenario 3g

Narration:
If you were Kevin, what could you have said?

[Kevin] Excuse me, Quinn. It’s part of my role to take the meeting minutes.

Scenario 3h

Narration:
If you were a team member present in the room, what could you have done?
Scenario 3

Steps Team Members Can Take to Address Stereotypes

- Intervene and inform colleagues how processes are managed when incorrect assumptions are made.
- Speak up and ask why assumptions were made.
- When biases are expressed, have a team discussion about how easy it is to rely on stereotypes to make judgments and how to help each other build awareness of bias.

Narration:
Review a list of steps team members can take. Consider a step to discuss with your work team after the training.

Steps Team Members Can Take to Address Stereotypes

Consider one action that you can work on after the training.

- Intervene and inform colleagues how processes are managed when incorrect assumptions are made.
- Speak up and ask why assumptions were made.
- When biases are expressed, have a team discussion about how easy it is to rely on stereotypes to make judgments and how to help each other build awareness of bias.

Scenario 4

Narration:
Omar, a Supervisory IT Specialist and his colleague Geoffrey, an IT Specialist on his team are leaving the office late. When they get to the employee parking lot, Omar realizes that his keys are locked inside his car. Omar runs back into the building to ask Security to call for assistance, while Geoffrey tries to unlock the door from the cracked window.
Christy, while leaving the building to get to her car, walks past Geoffrey struggling with the window. As she looks down to answer a text, Omar returns to the car while Geoffrey goes back to the building to wait inside. Christy now sees Omar trying to unlock the door from the cracked window and immediately calls campus police.

Scenario 4a

What just happened in this situation? Check all that apply.

- Christy saw Geoffrey - a white male - struggling with the window and made the assumption that nothing was out of the ordinary.
- Christy assumed Geoffrey was locked out of his car.
- Christy saw Omar - a black male - struggling with the window and made the assumption that a crime was occurring.
- Christy assumed Omar was breaking into the car.

Narration:
What just happened in this situation? Check all that apply.

A. Christy saw Geoffrey - a white male - struggling with the window and made the assumption that nothing was out of the ordinary.
B. Christy assumed Geoffrey was locked out of his car.
C. Christy saw Omar - a black male - struggling with the window and made the assumption that a crime was occurring.
D. Christy assumed Omar was breaking into the car.

[Correct Answer]
All of these are correct.
Scenario 4b

Narration:
Geoffrey returns to find Omar dealing with the campus police. After the situation is resolved, Geoffrey confronts Christy about her decision to call the campus police.

Let's listen to part of the exchange between them.

[Geoffrey] Why did you call the campus police? Didn't you see that we were just locked out of his car?

[Christy] When I saw him, I thought he was trying to break in.

[Geoffrey] I was trying to get into the car too. You didn’t have a problem with me. Why would you assume he was breaking in and I wasn’t?

[Christy] Yeah, I saw you, but nothing looked out of the ordinary. With the other guy…I don’t know…it’s a really expensive car…and he looked angry.

[Geoffrey] Yes – It’s an expensive car that Omar owns, and he was frustrated because he accidentally locked his keys in the car. Can you see how your assumptions made a frustrating situation dangerous?
Scenario 4c

What type of bias did Christy exhibit?
- Blind Spots
- Stereotype
- Affinity Bias
- Groupthink

CHECK My Answer

Narration:
What type of bias did Christy exhibit?
A. Blind Spots
B. Stereotyping
C. Affinity Bias
D. Groupthink

[Correct Answer]
B. Stereotype. Christy operated from assumptions about racial differences. A stereotype is an oversimplified belief about a group of people, usually based on limited or incorrect information. We often rely on stereotypes to make judgments, because stereotypes are easily accessible and all around us.

Scenario 4d

Actions to Avoid Stereotyping Missteps
- Slow down your reactions and ask yourself if you are responding to a bias instead of the situation before you.
- Develop and use a habit breaking routine. If you see something that concerns you, ask questions before taking action.
- Seek to develop a meaningful relationship (friend, colleague, mentor) with someone from a different racial background.
- Become aware of racial biases and anti-black racist behavior through reading, listening to podcasts, taking a class, talking with others, etc.
- Speak up when you witness racist behavior in the workplace and share your perspective and resources.
- Work on inclusive behaviors and treating others as they want to be treated.

Narration:
Review a list of actions that Christy can take to avoid future missteps. Consider one action you can work on after the training.
• Slow down your reactions and ask yourself if you are responding to a bias instead of the situation before you.
• Develop and use a habit breaking routine. If you see something that concerns you, ask questions before taking action.
• Seek to develop a meaningful relationship (friend, colleague, mentor) with someone from a different racial background.
• Become aware of racial biases and anti-black racist behavior through reading, listening to podcasts, taking a class, talking with others, etc.
• Speak up when you witness racist behavior in the workplace and share your perspective and resources.
• Work on inclusive behaviors and treating others as they want to be treated.

### Scenario 5

**Narration:**

During a scientific review meeting, a group of reviewers discuss a proposal. This investigator is focused on understanding the risk factors and disease processes of diabetes among Mexican immigrants who have migrated to the United States in the past 1-5 years. This research will have a broad impact among Mexican immigrants and non-immigrants.

Most of the reviewers agree that the investigator's research design and environment is strong, and the proposal will have a broad impact on the field. However, Reviewer A believes that the study is not significant because the focus is on Mexican immigrants and the results will not be generalizable to the U.S. population.
Scenario 5a

Narration:
What type of bias did Reviewer A exhibit?
A. Stereotyping
B. Blind Spots
C. Confirmation Bias
D. Affinity Bias
E. Groupthink

[Correct Answer]
D. Affinity Bias. Affinity Bias is when we prefer people who are similar to ourselves. While Reviewer A might have a preference for research that produces a broad impact, this research will be generalizable to a segment of the U.S. population.

Scenario 5b

Narration:
If you were a member of the review group, what could you have done to address Reviewer A’s bias?
Scenario 5c

Steps Review Group Members Can Take

- Hold reviewers accountable by asking questions like:
  - What makes knowledge about a specific issue significant?
  - What is your basis for saying that a topic isn’t significant?
  - What brought you to the conclusion that the proposal is weak?
- Highlight the need for diversity in science, especially among historically marginalized groups.
- Have each review group member identify the reasons why they believe the topic is significant and the proposal is strong.
- Encourage reviewers to become more aware of personal biases.

Narration:
Review a list of steps that review group members can take. Consider a step to discuss with your work team after the training.

Consider one action that you can work on after the training.
- Hold reviewers accountable by asking questions like:
  - What makes knowledge about a specific issue significant?
  - What is your basis for saying that a topic isn’t significant?
  - What brought you to the conclusion that the proposal is weak?
- Highlight the need for diversity in science, especially among historically marginalized groups.
- Have each review group member identify the reasons why they believe the topic is significant and the proposal is strong.
- Encourage reviewers to become more aware of personal biases.

Module 3: Creating a Culture of Inclusive Excellence
Narration:
In Module 2, you worked through scenarios to identify various types of biases and consider strategies to mitigate those biases.

As we continually create a culture of inclusive excellence at NIH, we must also examine the broader range of daily workplace interactions, staff development, and evaluation and reward practices.

The Roles of Psychological Safety and Employee Engagement

Narration:
Psychological safety and employee engagement are important for attracting, selecting, developing, and retaining the best talent across all professions at NIH.

Psychological safety is defined as “a climate where people feel safe enough to take interpersonal risks by speaking up and sharing concerns, questions, or ideas.”

Employee engagement is defined as "an employee's sense of purpose that is evident in their display of dedication, persistence and effort in their work or overall attachment to their organization and its mission."
All staff are fundamental to fostering this cultural change. Our actions can boost our colleagues’ motivation and enable our teams to perform to the best of their abilities. Creating this culture of inclusive excellence requires that all staff be empowered with effective tools.

**Citations:**

**Psychological Safety**


**Employee Engagement**


**Module Overview**

**Strategies and practices for NIH staff to foster an inclusive and thriving workplace culture**

**Narration:**

This module is designed to provide all NIH staff with an understanding of how to effectively create an inclusive workplace culture. Every individual in the NIH community is a change agent who can influence and contribute to positive organizational change.
We will focus on barriers to and solutions for **creating psychological safety** and **enhancing employee engagement** to foster an inclusive and thriving workplace culture.

To examine these issues, a workplace case study at a hypothetical NIH Institute, Center, or Office (referred to as an ICO) is presented. You will put yourself in the shoes of the case study staff confronting challenging workplace conditions.

**Benefits**

- Taking a holistic organizational view
- Taking others’ perspectives

**Narration:**

Examining issues at the organizational level will provide a more holistic view of how workplace biases constrain employee and organizational growth.

Further, research shows that taking others’ perspectives is itself a useful practice for both reducing stereotypic biases and fostering creativity.

**Citations:**

Learning Objectives

• Recognize the concepts and value of psychological safety and employee engagement in the workplace
• Identify organizational conditions constraining psychological safety and employee engagement
• Apply tools and organizational levers for creating psychological safety and enhancing employee engagement
• Develop solutions for the case study Institute, Center, or Office (ICO), which you can practice at your own ICO

Narration:
Following the case study and related evidence-based frameworks, you will be able to:
• Recognize the concepts and value of psychological safety and employee engagement in the workplace
• Identify organizational conditions constraining psychological safety and employee engagement
• Apply tools and organizational levers for creating psychological safety and enhancing employee engagement
• Develop solutions for the case study Institute, Center, or Office (ICO), which you can practice at your own ICO

Case Study Overview

Narration:
Let's begin by looking at some of the key issues at our case study Institute, Center, or Office (ICO) X. Note that the specific issues and scenarios in this training are developed for learning purposes and are not necessarily a direct characterization of NIH.
NIH is addressing systemic and structural racism, through efforts such as UNITE, and barriers to fostering a culture of inclusion where diverse talent can advance scientific and health discovery in a positive workplace climate.

In response, ICO X has recently examined its workplace culture, based on several metrics and feedback. Click on each source to learn about the current issues at ICO X.

You can also click on UNITE for a description.

[On Click Federal Employee Viewpoint Survey (FEVS)]
ICO X reviewed their employee engagement and related staff experience scores reported on the Federal Employee Viewpoint Survey (FEVS), covering staff in all positions and at all levels of the ICO. They identified some areas with lower scores, including staff perceptions of their unit’s communication, performance and rewards, and career development and skill utilization opportunities.

[On Click ICO X’s Data Analysis]
ICO X also reviewed its other workforce data showing that, while some progress had been made to improve representation of women and underrepresented group members, several challenges remained: White men still receive higher salaries and budgets and are provided larger lab spaces than women and individuals from underrepresented racial and ethnic groups.

[On Click Strategic Plan]
ICO X additionally solicited feedback for its Strategic Plan and identified similar workplace culture and talent development challenges. Through discussion group sessions, ICO X’s leadership gained a richer sense of specific experiences driving these outcomes. Some of these experiences included: staff feeling that they would be penalized for presenting ideas that differed from their leadership’s views and staff not receiving clear guidance on how to succeed and further develop.

[On Click HR Reports]
Finally, amidst overall lower morale, HR reports additionally show increased turnover the past couple years.

[On Click UNITE]
The UNITE initiative was established to identify and address structural racism within the NIH-supported and the greater scientific community. With representation from across the NIH Institutes and Centers, UNITE aims to establish an equitable and civil culture within the biomedical research enterprise and reduce barriers to racial equity in the biomedical research workforce. To reach this goal, UNITE is facilitating research to identify opportunities, make recommendations, and develop and implement strategies to increase inclusivity and diversity in science. These efforts will bolster the NIH’s effort to continue to strive for diversity within the scientific workforce and racial equity on the NIH campus and within the extramural community.
ICO X's Findings

**Task:**
Develop solutions to remove biases and facilitate a culture of inclusion

**Narration:**
ICO X is tasked with developing solutions to remove biases and facilitate a culture of inclusion and engagement in the ICO. A team of staff convene to review the materials and identify the people issues confronting their ICO.

The team learns that morale and employee engagement are low, and turnover has increased because systemic biases have led to several pervasive conditions.

Click to learn about each of the key conditions.

[On Click Lack of Psychological Safety]
Overall, employees do not feel a sense of psychological safety, meaning they fear that sharing their concerns or mistakes will result in negative consequences, such as being blamed or ignored.

[On Click Ineffective Communication and Collaboration]
The first core organizational condition limiting employee engagement is ineffective communication and collaboration. There is a lack of effective communication and teamwork and high interpersonal conflict.

[On Click Unfair Management Practices]
The second core organizational condition is unfair management practices. Performance assessments and job assignments are widely perceived to be unfairly distributed and not reflective of true abilities and performance.

**On Click Constrained Developmental Opportunities**
The third core organizational condition is constrained developmental opportunities. Developmental pathways are unclear, with guidance and opportunities often conveyed through less-known, informal channels.

**Our Learning Path**

Narration:
To help us better understand these conditions — and create solutions to them — we’ll follow a learning path through the module.

We’ll begin with psychological safety. First, we’ll examine the concept. You will develop an understanding of psychological safety and learn some tools to establish it. This is the essential foundation to enable growth and allow for any further team and organizational development practices.

Next, we will apply this understanding of psychological safety to the case study. We will consider some specific actions you could take to establish psychological safety at ICO X.
Then, we will build on the foundation of psychological safety by introducing the concept of employee engagement. First, we'll cover the concept of employee engagement and three organizational levers - culture, reward and performance management, and job design - that can drive such engagement.

Finally, we will apply this understanding to the case study. We will look at each of the conditions - ineffective communication and collaboration, unfair management practices, and constrained development opportunities - across ICO X and consider how the organizational levers may be applied to improve outcomes.

Within each of these three conditions, you will view: (a) one example scenario associated with the condition, (b) an analysis of the example scenario, (c) a broader analysis of the condition, and (d) application of an organizational lever to improve that broader condition.

Enhanced Employee Engagement is built upon a strong foundation of Psychological Safety.

**Establishing a Foundation for Inclusive, High-Performing Teams**

Narration:

You've just discovered some pervasive problems related to ICO X’s work environment.
Given these conditions, we must first consider how to create a foundation for implementing positive changes. Behaviors that reflect exclusion, unfair treatment, and poor communication often require people to be able to speak up and express their views.

Such freedom to voice views is similarly needed for the organization to innovate and grow. Yet this cannot occur where employees feel unvalued and that they will be penalized for speaking up.

Psychological Safety and Diversity

Narration:
To facilitate positive changes in team and organizational performance, it is essential to first create psychological safety. As a reminder, psychological safety is defined as “a climate where people feel safe enough to take interpersonal risks by speaking up and sharing concerns, questions, or ideas.”

Research on drug development teams in the pharmaceutical industry shows that psychological safety is especially important for successfully leveraging the value of diverse teams.

Citations:

Psychological Safety Framework

Narration:
Harvard Business School Professor Amy Edmondson offers a framework for creating psychological safety—for which she finds that staff at all levels of the organization play an important role. Edmondson and her colleagues have examined the effects of psychological safety across contexts, including in healthcare and technologically-innovative environments.

To facilitate psychological safety, we want to engage in three critical steps. We’ll introduce them here and then provide examples so that you can consider ways to apply them at ICO X.

First, we can Set the Stage so that employees have shared expectations and meaning.

Second, we can Invite Participation so that employees have confidence that their voice is heard.

And finally, we can Respond Productively by facilitating continuous learning and improvement.

Importantly, Professor Edmondson recommends adopting a learning orientation and using these tools continually rather than as a one-time action, as building and reinforcing psychological safety are both required for a truly inclusive workplace culture.
5.11 Set the Stage

Narration:
You just learned that the first step for facilitating psychological safety is setting the stage.

Setting the stage involves:
- Framing the work to set expectations about failure (such as zero tolerance vs. some acceptance for experiments),
- Uncertainty (to encourage observation and curiosity),
- Interdependence (to encourage collaborative conversations about how various work efforts fit together), and
- What is at stake (considering the implications of high stakes vs. low stakes errors).
**Set the Stage Action**

What is one action you would take at ICO X to Set the Stage for a psychologically safe work environment?

Type your text here.

**Narration:**
What is one action you would take at ICO X to Set the Stage for a psychologically safe work environment?

Click the EXAMPLES icons to see some example actions.

**[On click Additional Examples]**

Additional Examples to Set the Stage:

- Clarify the purpose of your team’s work to facilitate a sense of purpose among all team members.
- Guide staff on what is at stake with a given effort so that they have context on the value of speaking up (whether to prevent catastrophic outcomes for high stakes efforts or to openly share insights learned from failure on low stakes efforts).
- Encourage staff to learn how initiatives, projects, or tasks are interdependent and for which information and idea sharing will be important.
- Explain to staff the uncertain nature of your team’s work and promote their continual learning.

**[On click Failure Example]**

Examples for Discussing Failures:

- Discuss with your staff how the team will manage failures by considering:
- Failures that are avoidable—e.g., those related to routine processes—and consider strategies the team will use to prevent them.
- Failures that are intelligent—e.g., those related to unsuccessful trials (including scientific, administrative, or management related)—and consider how some of these failures may be encouraged to enable creativity and innovation.
- Explain high stakes errors (e.g., patient safety errors) vs. low stakes errors so that employees can be cognizant of the difference.
Invite Participation

Narration:
The second critical strategy to facilitate psychological safety is to Invite Participation.

This involves making people feel that the invitation to participate is genuine by applying situational humility. Remain confident in your overall abilities yet be open about your shortcomings in certain areas and interest in learning more.

It can also be helpful to practice inquiry through asking good questions, listening, and avoiding cutting people off. Provide positive acknowledgement of their input before disagreeing with their ideas.

Additionally, you may set up structures and processes to invite participation by creating forums for input or providing discussion guidelines.

One example of inviting participation is humble listening. Click the Example icon to learn more about the practice of humble listening.

[ON CLICK Example icon]
You can practice good listening by engaging in what Edmondson calls “humble listening,” which involves entering situations with a mindset of “not knowing.” This can enable others to feel safe and even encouraged to present their own ideas to help you.

Humble listening is a useful practice that Edmondson identifies from successful clothing designer Eileen Fisher.
Invite Participation Action

Narration:
What is one action you would take at ICO X to Invite Participation?

Click the EXAMPLES icon to see some example actions.

[On click Example]
Some examples to Invite Participation for Psychological Safety:
- Engage in the practice of situational humility by acknowledging specific issues on which you are not an expert.
- Acknowledge your errors and shortcomings.
- Proactively inquire about issues to learn more.
- Ask useful questions – those to which you don’t know the answer, for which the answer is open-ended rather than “yes/no,” and which elicit focused but thoughtful responses for the context.
- Create structures to enable input (e.g., information sharing teams).

Respond Productively

- Expressing appreciation by listening, acknowledging, and thanking
- Destigmatizing failure
- Sanctioning clear violations
Narration:
The third critical strategy for facilitating psychological safety is to Respond Productively.

Responding productively involves expressing appreciation by listening, acknowledging, and thanking; destigmatizing failure, including by offering help and guidance; and sanctioning clear violations so that people know what is and is not acceptable.

Respond Productively Action

Narration:
What is one action you would take at ICO X to Respond Productively?

Click the EXAMPLES icon to see some example actions.

[On click Example]
Some examples to Respond Productively for Psychological Safety:
- Express appreciation by listening and thanking staff for speaking up or sharing information.
- Praise staff for their efforts regardless of outcomes.
- Destigmatize failure by announcing and celebrating an intelligent failure that enabled learning.
- Sanction clear violations of rules, when needed, to maintain consistent communication on the established culture.
Psychological Safety Summary

Narration:
You have now been introduced to a psychological safety framework and considered practices to help establish psychological safety at ICO X.

We now have a foundation from which to build for developing high performing teams. Next, we'll review the concept of employee engagement and learn how to apply organizational levers to facilitate it.
Employee Engagement: What Is It and Why Does It Matter?

Narration:
Now, let's talk about employee engagement and why it matters in the workplace.

Employee engagement—reflecting employees’ involvement in, enthusiasm about, and commitment to their work and workplace—is critical for organizations to operate effectively and efficiently.

Research across organizational and industry contexts has found that greater employee engagement leads to increases in positive organizational outcomes—for example, key performance metrics, such as customer satisfaction, employee productivity, and other forms of discretionary effort.

Engaged employees are more likely to take on additional tasks, including being a good organizational citizen by helping colleagues. Increased engagement is also associated with decreases in negative employee behaviors and organizational outcomes. For example, greater engagement reduces absenteeism and turnover and results in fewer patient safety defects.

Citations:


Employee Engagement in the U.S. Workforce

Employee Engagement in the U.S. Workforce

36% Actively Engaged
50% Not Engaged
14% Active Disengagement

Note: Engagement statistics illustrate due to the pandemic and social and racial justice issues brought to the forefront in 2020. However, these 2020 statistics reflect those toward the end of the year and are comparable to pre-COVID-19 levels (Gallup has tracked employee engagement since 2000).

CITATIONS

Narration:

How engaged are employees in the U.S. workforce?

Recent 2020 statistics from Gallup show that only 36% of employees in the U.S. workforce are actively engaged—meaning that they’re involved in, enthusiastic about and committed to their work and workplace.

That leaves about two-thirds of the workforce not engaged. Cases of active disengagement, which account for 14% of employees, could result in employees undermining their employer. Further, half of the workplace is simply not engaged, meaning they may indicate that they’re generally satisfied but do not feel fully encouraged or able to do their best work.

Lack of engagement constrains opportunities for greater organizational performance.

Creating a diverse and inclusive workplace helps facilitate trust and, in turn, engagement.

Next, we’ll look at practices that foster diversity, equity, and inclusion, and drive engagement.

Citations:


Theory of Motivation

Narration:
Management and organizational scholars Paul Lawrence and Nitin Nohria developed a theory of motivation to guide practices that foster engaged, motivated employees. Drawing on cross-disciplinary research in the social sciences and life sciences—including fields like neuroscience, biology, and evolutionary psychology—they found that people are driven by basic emotional needs, or drives.

Click to learn about the basic emotional needs or drives.

[ON CLICK Bond]
Bond refers to our drive to form connections with individuals and groups.

[ON CLICK Acquire and Defend]
Acquire refers to our drive to obtain scarce goods, including intangibles like social status. Defend refers to our drive to protect against threats to justice and fairness, including in the allocation of goods.

[ON CLICK Comprehend]
Comprehend is our drive to understand and be able to master the world around us.

Citation:
Organizational Levers

Narration:
Lawrence, Nohria, and colleagues find that to fulfill each of these needs, organizations can apply specific organizational levers.

Select each drive to learn about the associated organizational levers.

[ON CLICK Bond]
To fulfill the need to bond, organizations can change the culture to foster collaboration, cooperation, and sharing of best practices among employees and teammates.

[ON CLICK Acquire and Defend]
To fulfill people’s need to acquire, organizations can implement reward systems that differentiate between good and poor performers and tie performance to rewards. Relatedly, to fulfill the need to defend, organizations can increase the transparency of their processes, including those related to performance management and resource allocation and emphasize the fairness of the processes.

[ON CLICK Comprehend]
To fulfill the need to comprehend, organizations can improve job design to include distinct and well-understood roles that employees find meaningful, and therefore feel they’re able to contribute to the organization’s mission.

Citations:

Ineffective Communication and Collaboration

Narration:
Next, we’ll examine the three remaining conditions at ICO X and consider how to apply these organizational levers to improve workplace outcomes.

ICO X’s leadership has learned about ineffective communication, including lack of teamwork, minimal information sharing, and high interpersonal conflicts. The issues have occurred between leaders and staff and among peers.

Ineffective Communication and Collaboration Example Situation

Narration:
Let’s look at one example from ICO X’s Policy and Planning office to view some communication issues in further detail.

Click on each image to meet the team members.
The Meeting

Narration:
Let’s join a meeting with Jordan, Jonathan, Erin, and Kelly.

[Kelly speaking to the group] Jordan and I just left a committee meeting about a new program evaluation. We received a lot of feedback from the program’s stakeholders about success metrics, and now need to discuss our next steps for the evaluation. I’m trying to figure out which of these areas are most strategic to focus on. Jordan, I’ll start with you. What are your thoughts on which direction makes the most sense?

[Jordan] Let’s take a look at some of these areas. We can identify the costs and benefits of each area to help us decide.
[Kelly responds by talking loudly and over Jordan as though he doesn’t understand] We need to make a decision right away. You need to have a clear idea.

[Kelly directing her comment to the sign language interpreter instead of Jonathan] Does Jonathan have any ideas?

[Erin/thought bubble] Why is Kelly looking at the sign language interpreter instead of Jonathan?

[Jonathan through sign language interpreter] I think it would be most useful to consider the eventual publication success and mentoring efforts of the program’s awardees.

[Kelly responds to the interpreter] I don’t think that’s the best approach. You’re not considering the range of outcomes that matter for success.

[Erin/thinking to herself] Is Kelly going to ask for my feedback? I don’t feel comfortable speaking up because of how she’s reacted to Jordan and Jonathan, and I’ve only first started on the team, so my view may not be valued.

Ineffective Communication and Collaboration Example Analysis

Narration:
Kelly is in a supervisory position and does not effectively communicate or try to collaborate with her staff.

Within ICO X, there is ineffective communication. Click each button to learn more about Kelly's biases and the effects on the team. Then learn how you can serve as a model through your leadership role.

[ON CLICK Kelly’s Biases]
Kelly exhibited bias toward those with English as a second language, by talking loudly and over Jordan. Further, rather than communicating with Jonathan directly, Kelly exhibits an affinity bias toward those with a style of communication like hers and with which she is more accustomed, directing her comments to the interpreter. In doing so, she additionally explicitly shut down Jonathan’s idea. She also failed to provide an opportunity for all to express their views, despite the session being presented as one for sharing suggestions, never asking for Erin’s feedback.
[ON CLICK Effects on Team]
Kelly’s approach impedes team members’ ability to contribute ideas, which limits their professional development and the insights they may bring to Kelly and her team. Additionally, as she shuts down or disregards input, team members will likely feel that their skills and ideas are not valued and may in turn become less committed to devoting extra effort and being fully engaged with the office’s mission. Team communication overall may suffer, as Kelly fails to model effective and inclusive communication practices with both established and new team members.

[ON CLICK Leaders as Models]
While bystander interventions can be useful, leaders can model practices to reduce the potential onus on bystanders, particularly when there are formal power differences, as in this example.

Leaders may also benefit from creating a collaborative and open culture, where staff feel comfortable speaking up in instances where less effective practices may occur.

ICO X’s Culture

Narration:
This example is only one in ICO X that reflects more general ineffective communication, a lack of helping or mentoring colleagues, and high interpersonal conflict.

What can result from this culture?
- Reduced collaboration (both within and across ICOs and departments)
- Heightened boundaries between staff
- Competition between staff
- Feeling that views are not valued

This type of culture leaves employees lacking a desired bond or drive to form connections with individuals and groups within the ICO.
Potential Actions to Improve Culture

Britta's actions:

Let’s consider how we can use the organizational lever of culture.

Read all of the practices listed here that are used for improving culture. Focusing on the case study, what is one action you would take or recommend to improve ICO X’s culture and enable better connections among ICO X’s employees at all levels?

- Encourage employees to share best practices. These practices can relate to effective communication styles, such as communicating only through an interpreter, as in the earlier example. Sharing best practices about work projects can facilitate information flow and create a stronger team and better quality output.
- Foster a peer-to-peer learning community where members of the team, no matter what their job description, share an update or present information pertinent to the full team.
- Foster opportunities for employees to work together to accomplish a common goal and develop friendships. For example, identify ways for staff who may tend to work only independently on tasks to bring their respective skills to a single, multifaceted effort. Or meet with the team and assign small groups to work on a project.
- Incentivize and reward quality collaborations and teamwork. Doing so can strengthen the connection among team members, leading to a more positive and productive work culture.

[After first choice]

Now, choose one of these potential actions to work on with your own team in the future. You can download a list of the references and actions to mitigate bias and create inclusion presented in this course by clicking on the References tab at the top right corner and selecting the documents.
Unfair Management Practices

Reward and Performance

Narration:
Now, let's examine the second organizational condition - unfair management practices.

In addition to communication problems, many employees in ICO X perceive unfair management practices in performance assessments and the allocation of high-status assignments.

Organizational research shows that, in many companies, employees perceive biased and ineffective feedback. Yet performance management practices perceived as fair are also perceived as more effective.

Let’s look at an example of how staff assessments and assignments are made in one of ICO X’s labs.

Citation:

Unfair Management Practices Example Situation
Narration:
Click on each image to meet the team members.

[ON CLICK Celia]
Celia is a first-year graduate student on a rotation and the only laboratory member from an underrepresented group (URG). She is also the second trainee from a URG in the history of the laboratory. Upon Celia's joining the lab, communication expectations were not reviewed.

Celia appears to listen to others and nods to acknowledge her engagement. She is by nature an observer and good listener who does not speak before thinking things through first. As such, relative to other colleagues, her vocal participation is low in small group discussions.

[ON CLICK Dr. Crane]
Dr. Crane notices Celia is very quiet and barely participates during small group discussions. When she does speak, it is almost always to agree with what others are saying.

Dr. Crane does not expect to see this passive behavior from his graduate students and believes that participating in group discussions is an integral part of a scientist’s professional development. Over time, this behavior does not change, and Dr. Crane begins to doubt that Celia even understands the research in the laboratory.
The Meeting

Narration:
Dr. Crane schedules a one-on-one meeting with Celia to discuss his concerns.

[Dr. Crane] I wanted to meet with you to discuss your lack of participation and contributions to our group discussions. When you do speak, it is almost always to agree with what others are saying instead of offering your own insights.

[Celia] I appreciate hearing what my colleagues contribute and want to be supportive of them. I’m more comfortable listening and considering everyone’s viewpoints as I form my own opinions.

[Dr. Crane] Listening is good, but your lack of participation leads me to wonder if you even understand the research we’re discussing.

[Celia] I didn’t know that it was important to participate in group discussions. I do understand the research, really. Everything is fine.

[Narrator] Discouraged with Celia’s perceived lack of enthusiasm and participation in the laboratory’s intellectual exchanges, Dr. Crane stops asking for her input. He later tells her that he isn’t sure this is the best fit for her and that she might prefer working somewhere that better matches her style.

Celia became more withdrawn and decided to pursue jobs in administrative support positions and abandon her career aspirations in science.
Unfair Management Practices Example Analysis

Narration:
Here we see that the criteria for what is required for success are not clearly established. So-called requirements to be successful in a research lab are developed and applied on an ad hoc basis and in a biased manner. Dr. Crane exhibits a common workplace bias against introverted thinking and work styles. Yet a combination of both introverted and extroverted group members can help achieve a team’s goals.

Citation:

Gender Bias in Evaluating Interpersonal Style

Narration:
Additionally, research shows that women are more frequently interrupted than are men. Women also tend to correctly assume that they may face backlash for talking more than men. Therefore, simply recommending for individuals to speak up neglects broader issues with performance criteria and associated biases.
Click the icon to learn more about negative outcomes that can result from situations like those experienced by Celia.

[On click Example]
The fact that Celia decides to pursue other career options reflects a lost opportunity to engage and retain a talented person in the NIH workforce due to the potential unintended consequences of bias. This treatment may damage Celia’s self-esteem, her perceptions about NIH, and about science as a career path.

Citations:


ICO X’s Reward and Performance Management

Beyond the specific example you just viewed, ICO X is experiencing broader problems with management practices for employee evaluation and recognition. Performance evaluations and rewards do not seem to be based fully on relevant abilities and skills. Good performance does not always seem recognized or rewarded. At the same time, many perceive that poor performance is not adequately dealt with and leads to negative interpersonal dynamics. These issues leave employees lacking a desired need to acquire and defend by failing to convey fairness and reward good performance.
Potential Actions to Improve Reward and Performance Management

<table>
<thead>
<tr>
<th>What is one action you would take or recommend to improve ICO X’s reward and performance management practices and enable more fair and equitable practices that encourage excellent performance?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Increase the transparency of both individual (e.g., management process for evaluating success) and organizational actions (e.g., lab, office, clinic, or unit reassignment decisions).</td>
</tr>
<tr>
<td>Establish clear, merit-based evaluation criteria, ensuring they reflect skills and work quality important for the team and organization to meet its objectives, rather than those based on subjective personal styles.</td>
</tr>
<tr>
<td>• Tie rewards to performance on the established criteria.</td>
</tr>
<tr>
<td>• Differentiate among levels of performers once merit-based aspects of performance are established.</td>
</tr>
<tr>
<td>Monitor and pause to examine any personal biases that may shape how employees are rated every year; confer with other leaders to provide a reality check on your approach to rating employees and gain insights.</td>
</tr>
<tr>
<td>• Recognize that bias may occur without your awareness even with objective performance criteria.</td>
</tr>
</tbody>
</table>

Narration:
Let’s consider how we can use the organizational lever of reward and performance management.

Read all of the practices listed here that are used for improving reward and performance management. Focusing on the case study, what is one action you would take or recommend to improve ICO X’s reward and performance management practices and enable more fair and equitable practices that encourage excellent performance?

- Increase the transparency of both individual (e.g., management process for evaluating success) and organizational actions (e.g., lab, office, clinic, or unit reassignment decisions).
- Establish clear, merit-based evaluation criteria, ensuring they reflect skills and work quality important for the team and organization to meet its objectives, rather than those based on subjective personal styles.
- Tie rewards to performance on the established criteria.
- Differentiate among levels of performers once merit-based aspects of performance are established.
- Monitor and pause to examine any personal biases that may shape how employees are rated every year; confer with other leaders to provide a reality check on your approach to rating employees and gain insights.
- Recognize that bias may occur without your awareness even with objective performance criteria.

[After first choice]
Now, choose one of these potential actions to work on with your own team in the future.
Constrained Developmental Opportunities

Narration:
We’ve discussed the first two conditions at ICO X of ineffective communication and collaboration and unfair management practices. The final condition is constrained developmental opportunities.

Talent development can be facilitated by trusting relationships among colleagues who openly share work and career information.

However, in some of ICO X’s units the career pathways are unclear and the primary way to gain guidance is through informal channels, such as meeting for lunch or getting to know one another in non-work related activities.

Constrained Developmental Opportunities Example Situation

Narration:
Let’s look at an example of staff opportunities in one of ICO X’s offices. Meet some members of the larger office, click on each image to meet the team members.

[On click David]
David is a senior member of the office, with supervisory and management responsibilities.
[On click James]
James is an individual contributor within the office.

[On click Nathan]
Nathan is also an individual contributor within the office.

[On click Barbara]
Barbara is a supervisor overseeing a small team within the office.

[On click Samantha]
Samantha is a supervisor overseeing another small team within the office.

The Invitation

Outside of work, David is actively involved in the sailing club. He emails Nathan and Samantha to let them know that the club is looking for recruits and asks if they want to join because he thinks they may be interested. Both expressed interest and plan to attend a first outing to learn more.

David does not send any notes about the opportunity to James and Barbara, even though he has a good professional relationship with both team members, because he thinks they would not be interested. During the outing, David, Samantha, and Nathan discuss work opportunities, amidst more casual conversation, and Samantha and Nathan learn about ways they may be able to further prepare for upcoming work opportunities.
**Constrained Developmental Opportunities Example Analysis**

**Narration:**
In this example, we see that biased perceptions about who may be interested in sailing can lead to differences—in this case, by race and age—in who has access to greater information and more informal mentoring and network opportunities.

Biases in who seems to be a good fit for both formal and informal developmental opportunities can occur for many groups.

This can have a particularly detrimental effect in work contexts where the expectations for success and opportunities for advancement are ambiguous.

Click the example icon to learn more.

**[On click Example]**
Employees near retirement-eligible age, such as Barbara, may be perceived as uninterested in advancing their careers, or managers may actively choose to not invest in their development. Individuals may apply stereotypes about interests based on demographic characteristics such as race and parental status. Additionally, parents, especially mothers due to gender biases, may be perceived as needing to attend to their children and therefore not invited to off-hour work events.

Beyond the individual effects of these biases and decisions, the office, team, or lab — in the example you viewed — may be adversely affected.

Group collaboration and perceptions of fairness — issues we’ve covered in the previous sections — may erode.
ICO X’s Job Design

**Narration:**
Biases in providing developmental opportunities reflect a broader set of job design issues.

While many ICO X staff have a clear understanding of how their work connects with the mission, they do not always feel that they have clear pathways for contributing. Also, some do not believe that their talents are used well.

Collectively, these issues relate to **job design**, with unclear pathways being disadvantageous for all. Informal developmental opportunities can result in exclusion of some employees and lack of clarity about professional boundaries.

Potential Actions to Improve Job Design

**Narration:**
Let’s consider how we can use the organizational lever of **job design**.

What is one action you would take or recommend to improve ICO X’s job design practices?

- Create clear channels for development and advancement.
- Develop inclusive practices for less formal developmental opportunities (e.g., idea and information exchanges over meals, happy hours, sporting events, extracurricular activities, or other social gatherings).
- Craft role responsibilities to enable staff to utilize their skills and find value in their contributions. Doing so requires leaders to develop an understanding of their staff’s developmental goals.
• Create clear channels for development and advancement.
• Develop inclusive practices for less formal developmental opportunities (e.g., idea and information exchanges over meals, happy hours, sporting events, extracurricular activities, or other social gatherings).
• Craft role responsibilities to enable staff to utilize their skills and find value in their contributions. Doing so requires leaders to develop an understanding of their staff’s developmental goals.

[After first choice]
Now, choose one of these potential actions to work on with your own team in the future.

Summary for Module 3

Narration:
In this module, you learned that practices that foster diversity, equity, inclusion and accessibility through reducing biases and enhancing culture, rewards and performance management, and job design lead to a more engaged and thriving workforce.

Through today’s case at ICO X, you diagnosed organizational problems and considered solutions. You were provided with a framework for creating psychological safety, which then serves as a strong foundation for
advancing other practices to further enhance employee engagement and create an inclusive culture of excellence at NIH.

Final Thoughts

Narration:
The strategies presented in this module are summarized well in the article “Getting Serious About Diversity,” which received the McKinsey award for best Harvard Business Review article in 2020. To fully realize the benefits of diversity, business scholars Drs. Robin Ely and David Thomas advise leaders to:

“Create a psychologically safe workplace, combat systems of discrimination and subordination, embrace the styles of employees from different identity groups, and make cultural differences a resource for learning and improving organizational effectiveness.”

Citation: