

Effective Inclusion Strategies to Build Relationships in Recruitment and Retention: A Discussion with the Central Ohio Diversity Consortium

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Ground rules for today

- Actively listen with an open mind
- Be curious—ask questions to understand
- Assume positive intent
- Share your experience/coach each other
- Stretch yourself—try new behaviors
- Maintain confidentiality
- Be present now
- Have fun!



Reminder:
Please set all cell phones to vibrate.

Agenda

- Welcome and ground rules
- Agenda
- Definitions and business case: Diversity & Inclusion
- Awareness of unconscious bias
- Managing unconscious bias
- Inclusion scale: Reactions to differences
- Connection to promotions, retention, engagement...
- Wrap-up

Definitions

Diversity

defined

Diversity is a fact.

It is the full range of differences and similarities, visible and non-visible, that make each individual unique.

Inclusion

defined

Inclusion is a behavior.

It is recognizing, valuing, and fully leveraging different perspectives and backgrounds to drive results.

Engagement

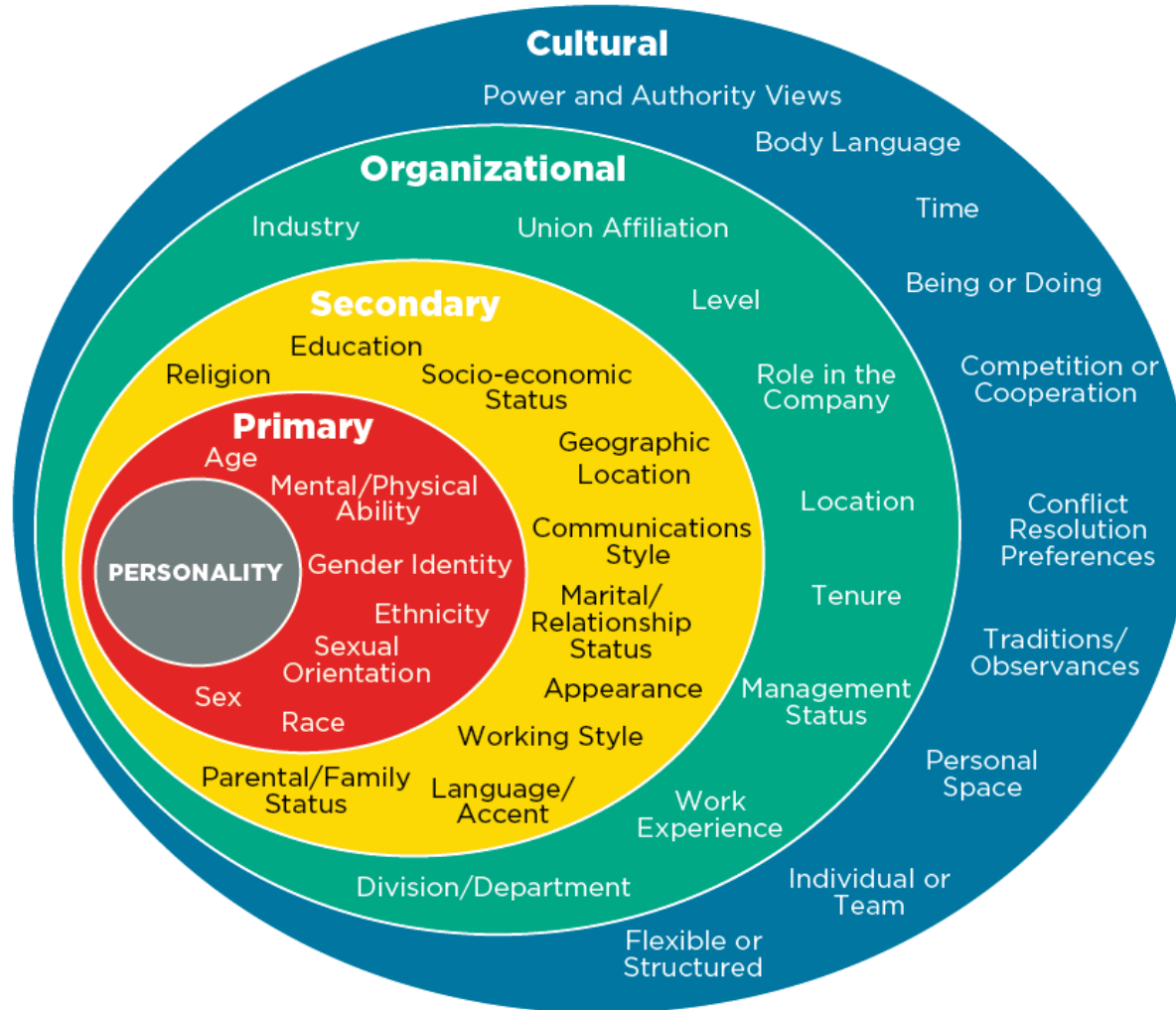
defined

Engagement is an emotion.

It is the emotional connection people have with their job, and is the driver of discretionary efforts.



Dimensions of diversity



Business Case: Why diversity and inclusion?

Companies that have leveraged Inclusion and Diversity for impact.

VS

Companies that have NOT leveraged Inclusion and Diversity for impact.



Source: "Creating Competitive Advantage Through Workforce Diversity," Corporate Executive Board / CLC Human Resources, 2012
Source: "Waiter, is that inclusion in my soup? A new recipe to improve business performance," Deloitte, 2012
Source: "Is there a payoff from top-team diversity?" McKinsey Quarterly, 2012

What is bias?

Bias

A judgment made even with compelling data and information to the contrary

Unconscious Bias

A judgment made without being aware that we are doing so

Both influence how we categorize, treat, engage and position people we interact with on a daily basis.

And neither is appropriate when managing and developing people.

What do you see?



We see what
we know is
there...

Perception
is reality...

Why does it happen?

Brain researchers estimate the human mind takes in **11 million pieces of information per second** through our senses.

- Our brain is **consciously aware** of only **~40 of them**
- The **unconscious mind**, operating on “autopilot,” **manages the rest**
- The brain creates “mental shortcuts” to help us **interpret information faster and save energy** in making decisions
- We **rely on our past experiences** in order to do this; when faced with similar situations/people we automatically make these associations



Two levels of thinking



First Level

this is where we think we think...

“higher”

deliberate

rational

thoughtful

Second Level

this is where we operate most often

“lower”

automatic

impulsive

unthinking

Source: Anthony Greenwald, Professor of Psychiatry, University of Washington

Examples of second-level thinking

Performing familiar “motor” tasks:

- Driving
- Tying shoes
- Riding a bicycle
- Walking

Practiced Athletic Skills (being in “the Zone”):

- Playing tennis
- Playing golf
- Skiing

Familiar social interactions:

- Informal conversation with sales people
- On planes
- In offices

Examples of first-level thinking

Learning new “motor” tasks:

- Driving
- Riding a bicycle

Unfamiliar language tasks:

- Proof reading
- Reading aloud

Non-routine social interactions:

- Remembering a new name
- Formal conversations and interactions

It takes work to overcome level 2!

When does it happen?

What *activates* our biases?



Unconscious thinking

The thought-behavior connection

- Are these results surprising to you?
- Where might there be evidence of unconscious bias or automatic thinking?
- Where have you seen something like this happen where you work or conduct business?
- What might you do to improve your automatic thinking?

Inclusion scale: Our reactions to differences

▶ 5 APPRECIATION

You see these people's differences as positives, and consider them to possess traits you value. You enjoy and choose to be around them.

▶ 4 ACCEPTANCE

These people's differences don't really matter to you. You pay most attention to the ways in which they are the same as you and tend to ignore the ways in which they are different.

▶ 3 TOLERANCE

You don't feel completely comfortable with these people's differences. You believe they have a right to be treated respectfully, but if you had your choice, you would not have them as co-workers or customers.

▶ 2 AVOIDANCE

You clearly feel uncomfortable around people with these differences. You try to avoid them and do not want to work with them.

▶ 1 REPULSION

•To you, these people are different in ways that are not normal. You believe they do not belong in your workplace. Working with them causes you a lot of discomfort.

Inclusion scale exercise

What behaviors could be demonstrated toward a person in your assigned category?



Behaviors activity: Instructions

- Your team will be working in front of a flip chart labeled with an inclusion scale position (appreciation, acceptance, tolerance, avoidance, repulsion).
- Once you are in front of your chart, identify who will be your scribe.
- You will be given a situation to respond to, based on the label on your chart.
- With your team, brainstorm how you might treat this person if you were behaving according to the label on your chart.
- Scribes will write the descriptors and behaviors on the chart. There are four scenarios, so leave room on the chart for more writing.

Behaviors activity: Situations

1. At a meeting, this person presents a radically different idea.
2. This person started as an administrative assistant, completes a degree and wants to move into a more lucrative position within the organization.
3. This person makes a mistake.
4. Their probable level of engagement (0% is low –100% is high).

Identify one word they would use to describe their experience at work.

Connection to retention, engagement, promotion...

- Building value-added connections (networking)
- Mentoring (one-on-one, circles, online)
- Leadership development programs
- Coaching (level specific)
- Assessments (360-Voices, Hogan)
- Feedback
- Advocacy (ERG support, leadership)
- Visibility (projects, branding)
- Action learning projects

For any of this to work, from where on the Inclusion Scale must you practice?

Additional actions you can take as an inclusive leader

- ❑ Check your own biases and assumptions to make sure they are not impacting your behaviors and decisions.
- ❑ Ask questions to learn about others' day-to-day experiences and what you can do to support them. Then, take action to address these items.
- ❑ Find opportunities to expand your knowledge of different cultures through books, movies, and social gatherings.
- ❑ When making a decision that affects many, make an effort to get input from those whom you would not typically consult.
- ❑ Increase awareness of your own cultural norms and values to understand why some cross-cultural interactions might feel awkward or inappropriate.
- ❑ Consider the impact of your words and actions before you say or do anything that might be perceived as exclusionary.
- ❑ Increase your understanding of the differences that can matter, such as age, tenure, gender, communication style, race, and sexual orientation, by doing some research, reading books, viewing movies, attending cultural events, etc.
- ❑ Demonstrate congruency between your words stating that you support diversity and inclusion, and your actions. Adopt this lens when making decisions about hiring, promoting, and forming teams.
- ❑ Initiate a reciprocal mentoring relationship with a person who is different from you (age, thinking style, race, culture, etc.) to foster two-way learning.

Q & A

- Thank you!
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