A woman with long dark hair, wearing a dark jacket, is smiling and holding a white rectangular sign in front of her. The sign contains text in a cursive font. The background is a plain, light-colored wall.

Diversity ignites creativity,  
problem solving and innovation.



# CONSCIOUSLY ADDRESSING UNCONSCIOUS BIAS

Tim Overton

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## THE DOLL TEST

- These were 4 to 7 year old children
- Black children ages 4 to 7





















BLACK  
LIVES  
MATTER

BLACK  
LIVES  
MATTER

BLACK  
LIVES  
MATTER

BLACK  
LIVES  
MATTER

MICHAEL







































































CHIEF JUDGE  
FREDERICK J. LAUTEN









JUDGE FAITH JENKINS





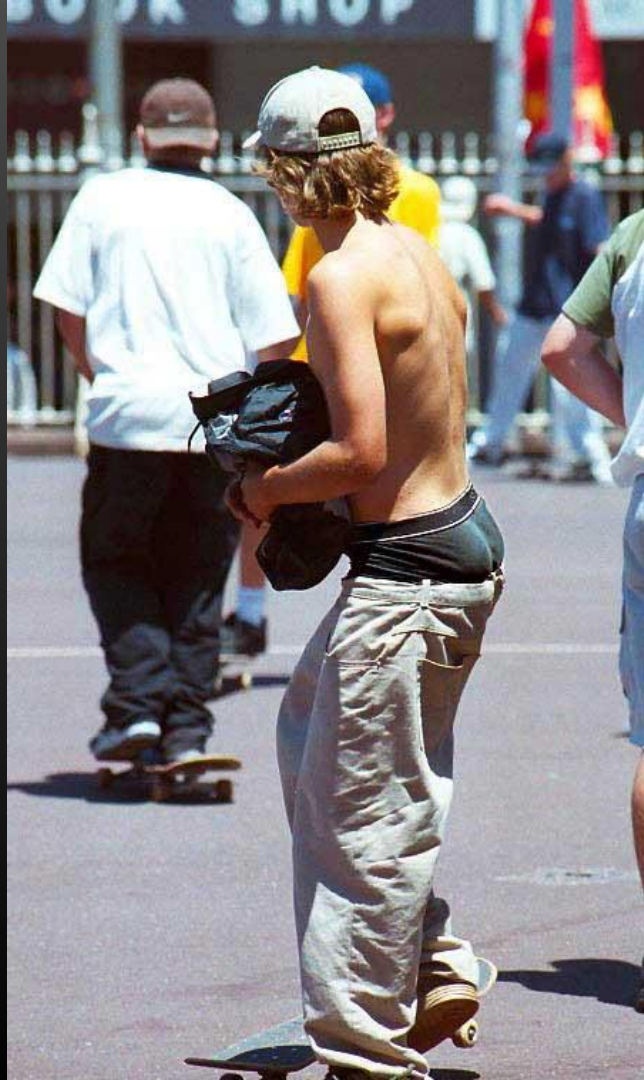


























## TRADITIONAL THOUGHT AND SOLUTION

Assumption that discrimination was conscious and that “people should know better.”

Find the bad people and “fix them.”



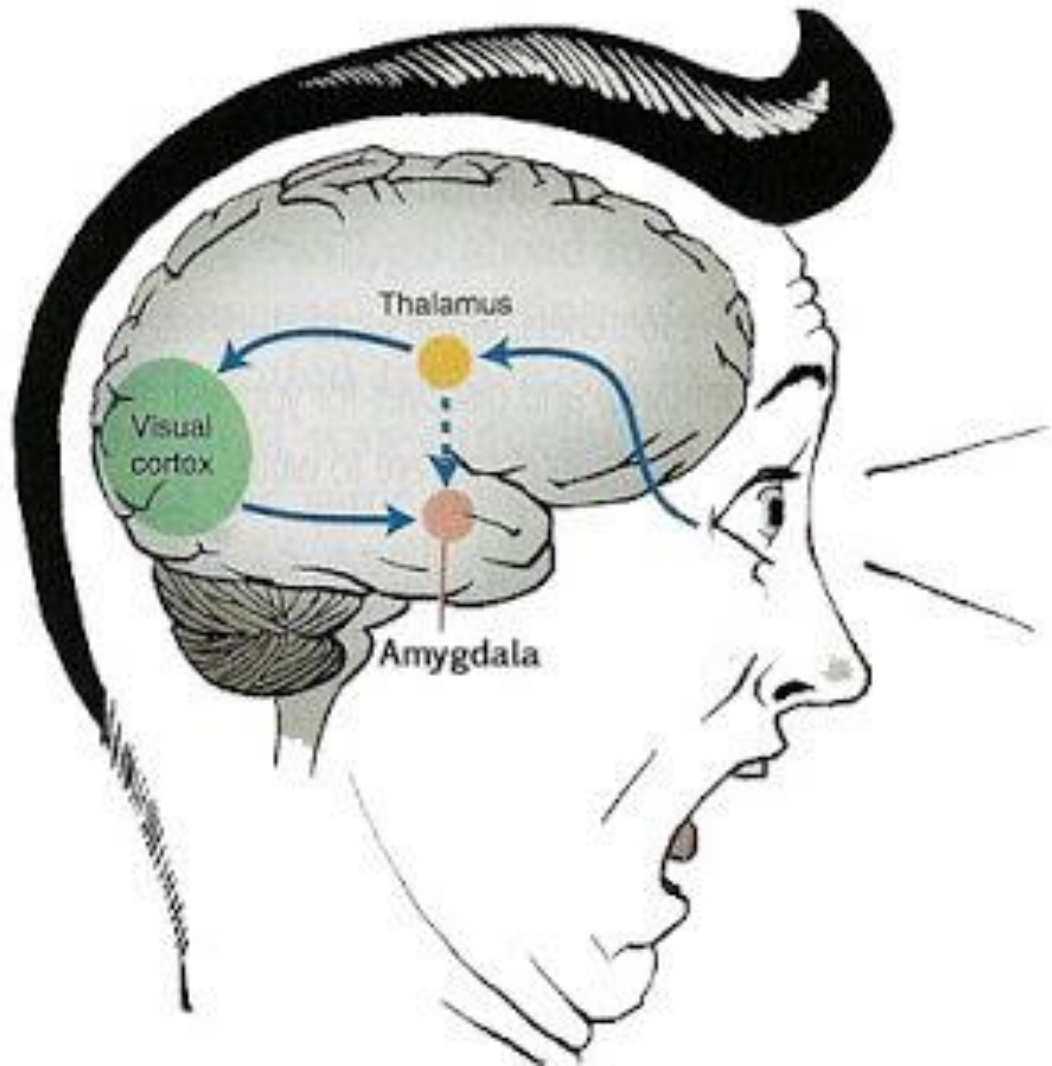
# CONSCIOUS VS. UNCONSCIOUS BRAIN

**CONSCIOUS:** Rational, careful, analytical, deliberate, understands exceptions

**UNCONSCIOUS:** Used 99.9999% while outside our awareness and may determine how we behave, applies rules to complex situations in which we may not behave appropriately



**40 vs.  
11,000,000**



# CONDITIONAL LEARNING

Brain mentally groups things together, categorizing and tagging information with general descriptions it can quickly sort.

Problems occur when categories are tagged with labels like “good” or “bad” and applied to entire groups.



# BRAINS LOVE STORIES

Releases cortisol = keeps our attention and sharpen our focus

Releases dopamine = gives us pleasure or satisfaction

Releases oxytocin = helps us bond and empathize

Receives a dopamine reward = fills in gaps and overlooks contradictions -  
gaps can be filled with biased information



B  
I  
A  
S

Perception Bias  
Affinity Bias  
Halo Effect  
Confirmation Bias



# INSTITUTIONAL BIAS

**A tendency to favor certain social groups when others are disadvantaged or devalued.**

**Not necessarily the result of any conscious prejudice or discrimination, but rather of the majority simply following existing rules or norms.**

**Institutional racism and sexism are the most common examples - Oxford Dictionary of Media and Communication.**





## **BIASES OFTEN APPEAR AS MICROAGGRESSIONS**

**Commonplace verbal, behavioral, or environmental statements, actions or inactions, whether intentional or unintentional, that can demean or insult others.**

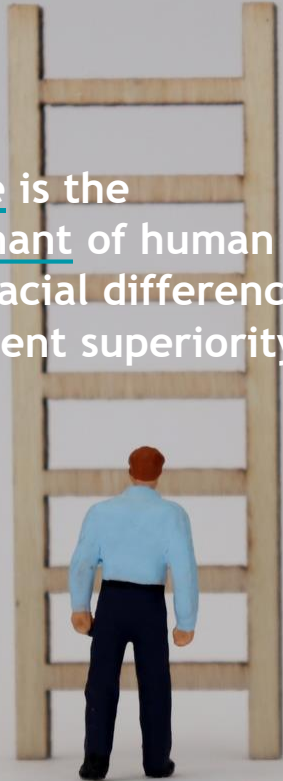




# RACISM VS. BIAS

## Racism

A belief that race is the primary determinant of human traits and capacities. Racial differences produce an inherent superiority of a particular race.



## Bias

An inclination of temperament or outlook; *especially* a personal and sometimes unreasoned judgment.





# JUSTINE DOE

14 Fourteen Street, Townsville 48099 | (08) 30000 8888 | jdoe@end.com

## CAREER FOCUS

Results-driven, career-orientated, aligned with advanced experience in spearheading the management, design, development, implementation and testing of IT solutions. Proven track record applying high-level technical solutions to meet business objectives with capabilities that transcend IT-specific boundaries. Adept at working with management to coordinate activities and provide defensible, repeatable, scalable business requirements and technical solutions. Committed to leading aggressive teams (seasonal) from start to finish. Environment through means such as being: **AI**, **Research**, **Development** and **Implementation** of technologies.

## SUMMARY OF SKILL

- Database Architecture
- IT Project Management
- Stakeholder & Clienting
- Technical Support
- Technical Writing
- Team Training and Development
- Business Operations
- Process Optimisation
- Business Requirements
- Collaborative Architecture
- Client Relations
- Core Certified Business Value Realisation
- CIC & CAME (Design & Migration)
- Global Communications, Project Coordination & Integration
- Network Infrastructure
- Cross-geared Communication and Collaboration
- IT Security

## ACCOMPLISHMENTS

- Introduced use of technologies including ITIL, leading client to meet demand through engineering, support, network, storage, cloud, with ongoing network infrastructure projects, producing 3.5M per year in savings.
- Secured full enterprise licensing deal for Cisco UC in Germany.
- Managed IBM Lotus GC deal for large European institution, defining overall architecture and full responsibility for GC solution, key customer, redesign of architecture, rollout of changes, and additional POC.

## PROFESSIONAL EXPERIENCE

2007

### Senior Solution Architect

Business Unit (Germany) **W4 & 60, 85** - Munich, Germany

- Full role of Senior Architect for the Sales consulting department, all activities in leading and mentoring various international teams.
- Develop customer's IT and solution and strategies through business activities, full time and remote/office integration.
- Drive various consultative assessments and half-projects to identify client's situations and future requirements.
- Conduct and design of projects for multinational banks, including network migration and purchasing optimisation, global and national contracts, and vendor source integration.
- Launch as technical specialist lead for important B2B.
- Comprehensive support management services, full-time and off-hours/on-call.

2004 to 2007

### Network Consultant

Service IT (Germany) - Heidelberg, Germany

- Service of 1000+ customer of technical support communication, 24/7/365.
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more

more job

more = less

more inter







# UNIVERSITY OF ILLINOIS EXPERIMENT





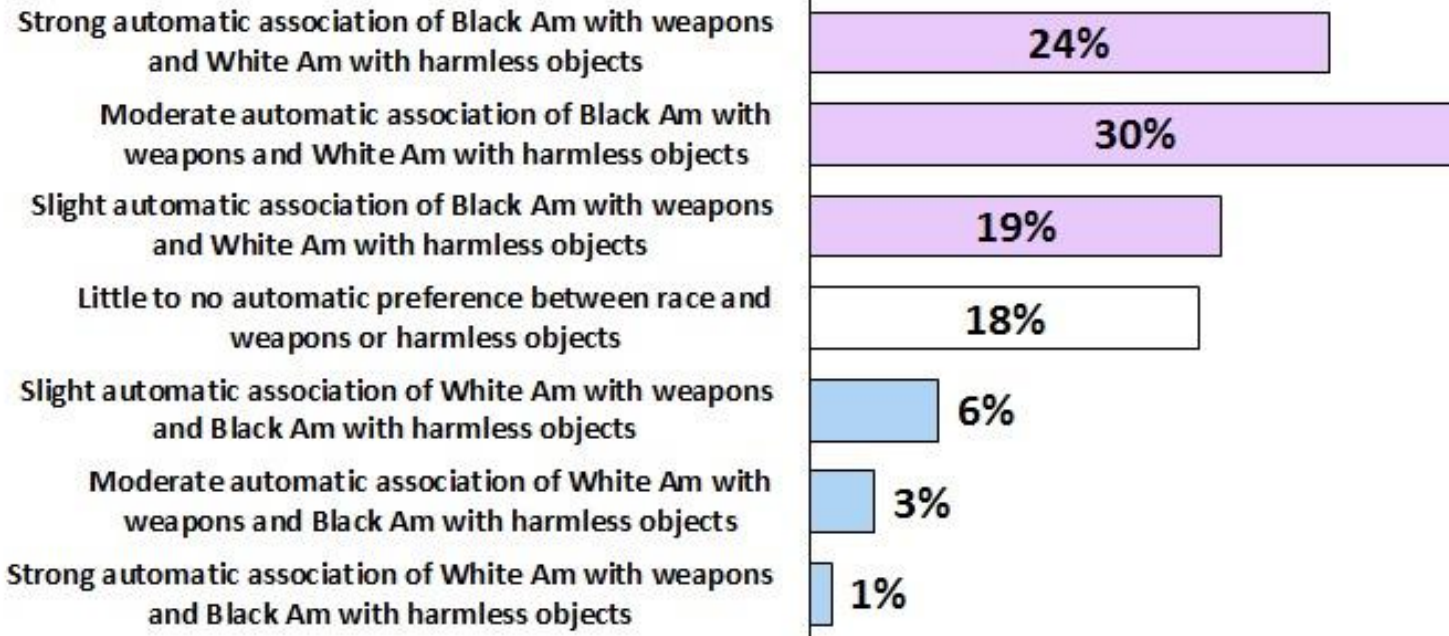


What if we really are uncomfortable with certain people?

Consciously address our unconscious bias:

1. Recognize
2. Define
3. Control
4. Reduce
5. Eliminate

## Percent of web respondents with each score



This distribution summarizes 530,817 IAT scores for the Race-Weapons task completed between April 2004 and December 2015.

# Harvard's Implicit Association Test



# HOW DOES THIS WORK?

Our unconscious brain reacts immediately -11,000,000

Our conscious brain takes slightly longer to actively consider information - 40

What color do you see?

- Red
- Green
- White
- Red
- Green
- White







**YELLOW**



PURPLE



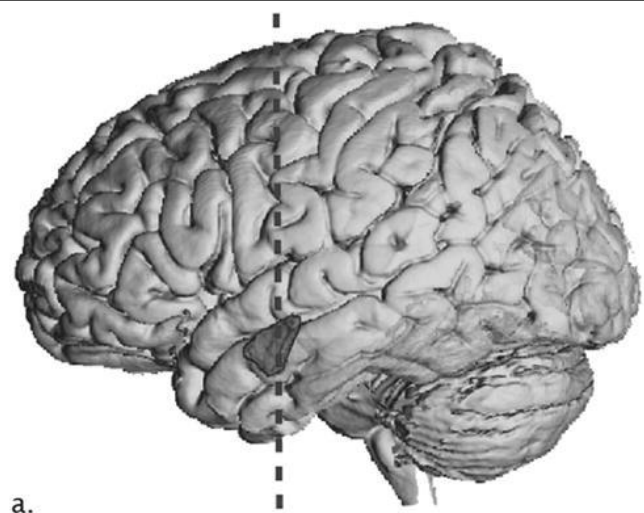


## Step 3: Control

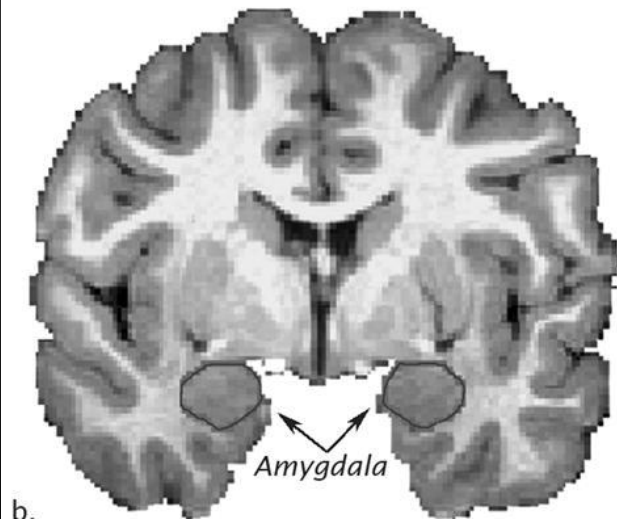
The amygdala is the part of the brain that initially evolved to detect dangers and provide responses (fight or flight).

If it is too active, normally benign aspects of the environment are perceived as dangers, interactions are limited, and anxiety may arise.

If it is not active enough, risk taking increases and inappropriate behaviors may occur.



a.



b.



# CREATE STRUCTURES TO CONTROL BIAS

Unconscious bias is the result of the brain's lightning speed in taking in, tagging and sorting information.

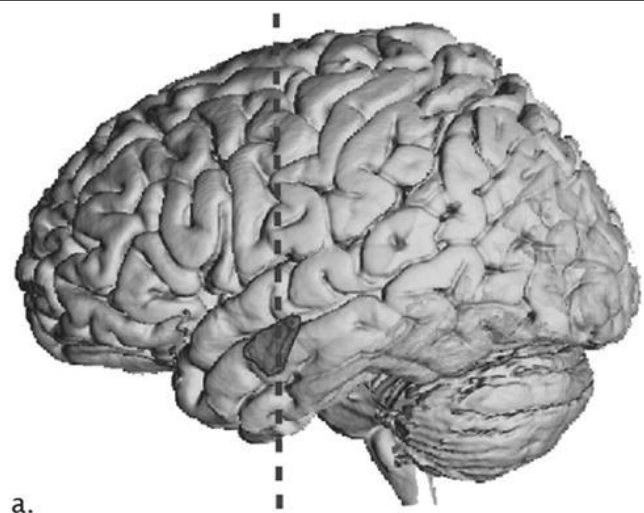
To slow the brain down, we can create structures for activities like decision making, such as résumé screening and interview formats.



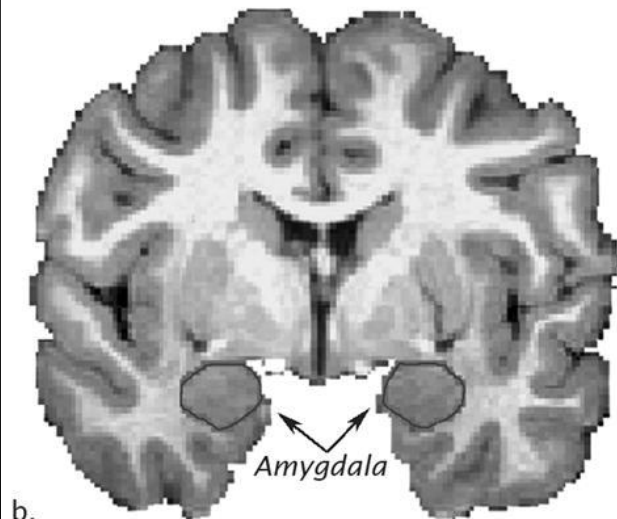
## STEP 4: Reduce

The amygdala can shrink...

MRI scans show that after an eight-week course of mindfulness practice, the brain's "fight or flight" center, the amygdala, appears to shrink. ... As the amygdala shrinks, the pre-frontal cortex - associated with higher order brain functions such as awareness, concentration and decision-making - becomes thicker.



a.



b.



**CAN WE REALLY CHANGE  
OUR BIASES?**

**Bias against LGBTQ significantly reduced over the  
last 30 years (11% to 68%)**



Good stories bind us to each other. As we hear stories, our brains release cortisol to heighten our attention and awareness, dopamine to make us happy, and oxytocin to bind us to others, helping us feel empathy.

Stories give life to statistics and data, changing people from labels into people like you and me, with lives and experiences that make us all better.







# DIVERSITY, INCLUSION & BELONGING

Diversity = Inviting someone to a party.

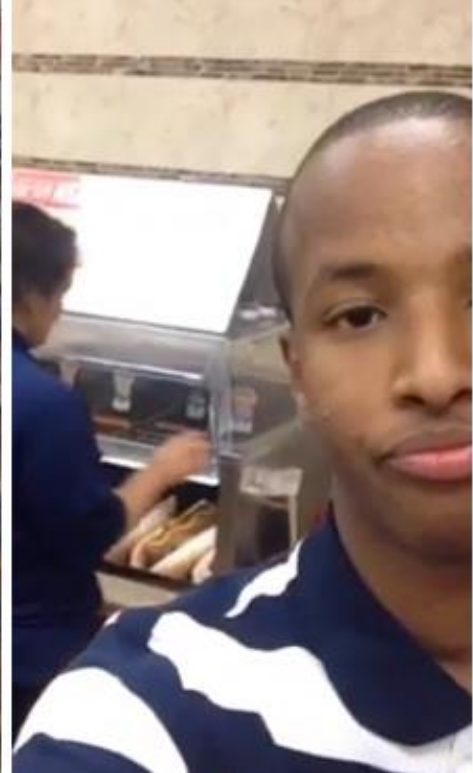
Inclusion = Asking them to dance.

Belonging = Asking them to teach you a dance.



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**ONCE WE SEE IT, WHAT DO WE DO ABOUT IT?**



# STRATEGIES TO ADDRESS BIAS AND RACISM

- ▶ Build a support team - formal and informal.
- ▶ Calmly, but directly address the incident.
  - Teachable opportunity
  - Timing
  - Context
- ▶ Report the incident.
  - Peers
  - Sponsor/mentor
  - Ethics complaint
  - Affinity group/diversity leader
  - Management/executive



## BUILD A SUPPORT TEAM

Have at least one colleague you can trust. Lean on them when microaggressions happen, or when you need someone who will defend you if necessary.

Participate in a resource/affinity group to build a group of confidants you can confide in, learn from, teach and support.

Find a leader who has the willingness and ability to help move the conversation forward.



# INTENTIONALLY ADDRESS

**Was it intentional?**

**What did they mean by it?**

**How does it really affect you?**

**Without showing anger or risking a major fallout, address the offender directly.**

**Try to relay why it was hurtful/inappropriate.**



# REPORT IT

A man with a beard, wearing a dark blue suit jacket over a light blue shirt, is looking off-camera with a serious expression. He is sitting at a desk with an open book in front of him. The background is slightly blurred, showing what appears to be a bookshelf.

Many people don't report microaggressions for fear of being deemed as too sensitive or fear of retribution or other negative consequences.

Everyone has a right to work in an environment that is free from unnecessary emotional and mental distress.

Find a leader who will hear you out and help you assess the situation. This is where you will need to rely on your network. We want a growth mindset and a growth environment.

# HOW DO YOU FEEL ABOUT THIS?

“I was in my front yard when a black man walked past my house on the sidewalk. Less than a minute later, a neighbor drove up to my house and asked me what that “n-word” was doing in our neighborhood.”



# OVERLOOKED



A less qualified employee received a promotion you think you deserved.

Talk to your support network.

Address the incident.

Report the incident.



# BE READY FOR FIGHT OR FLIGHT



“You’re taking it  
the wrong way!”



“I’m not a racist!”



“Now you’re playing  
the race card?”

# POSSIBLE RESPONSES

“What I said might have been offensive, though I did not intend it to be. Could you please explain to me how you interpreted what I said so I can better understand your perspective and feelings?”

“I don’t consider myself racist, but I’m sure I could have expressed myself in a different way. I apologize if it came off that way.”

“What do you mean by playing the race card?”

*We must keep the conversation going to move from the status quo toward equity.*

# MICROAGRESSIONS

A woman with blonde hair, wearing a dark blazer over a light blue top, sits at a conference table. She has a frustrated or angry expression, looking towards the right. To her left, a woman with glasses is partially visible. To her right, a man in a dark suit is also partially visible. The background is a blurred office setting.

You're in a meeting for which you've prepared and explaining the merits of your input. A white, male colleague cuts in before you finish and starts explaining your idea in his own words.

Talk to your support network.

Address the incident.

Report the incident.



# MANsplaining OR WHITESplaining

A man in a dark suit and light shirt is speaking to a woman in a white sleeveless dress and glasses. The man is on the left, gesturing with his hands. The woman is on the right, looking towards him with a serious expression. The background is a blurred office setting.

"What she's trying to say is..."

If you are a woman and/or racial minority, chances are you have been interrupted or talked over by a colleague.

Talk to your support network.

Address the incident.

Report the incident.

# I THINK I'LL SIT OVER HERE

A photograph of a man with a beard and a grey face mask, wearing a tan cardigan over a light blue shirt, sitting on a dark blue bus seat. He is looking out the window to his left. In the background, another person wearing a mask is visible, standing near a doorway. The scene is set inside a bus with large windows and overhead handrails.

African-American students report that on the first day when they sit in class the seats next to them are often the last to be taken. Or when they come late and sit next to a white student they notice less communication.

# YOU DON'T ACT BLACK



You just finished presenting business recommendations in a meeting. Most of the feedback was extremely positive. One member of your audience or meeting says you are so well spoken, which is different from what we usually see with other black people.



# DIVERSITY



Your department is mostly white, and your manager is putting together a team for an upcoming major project. At a team meeting, the manager announces the team members and their roles. When announcing your role, the manager highlights that you bring diversity to the team.

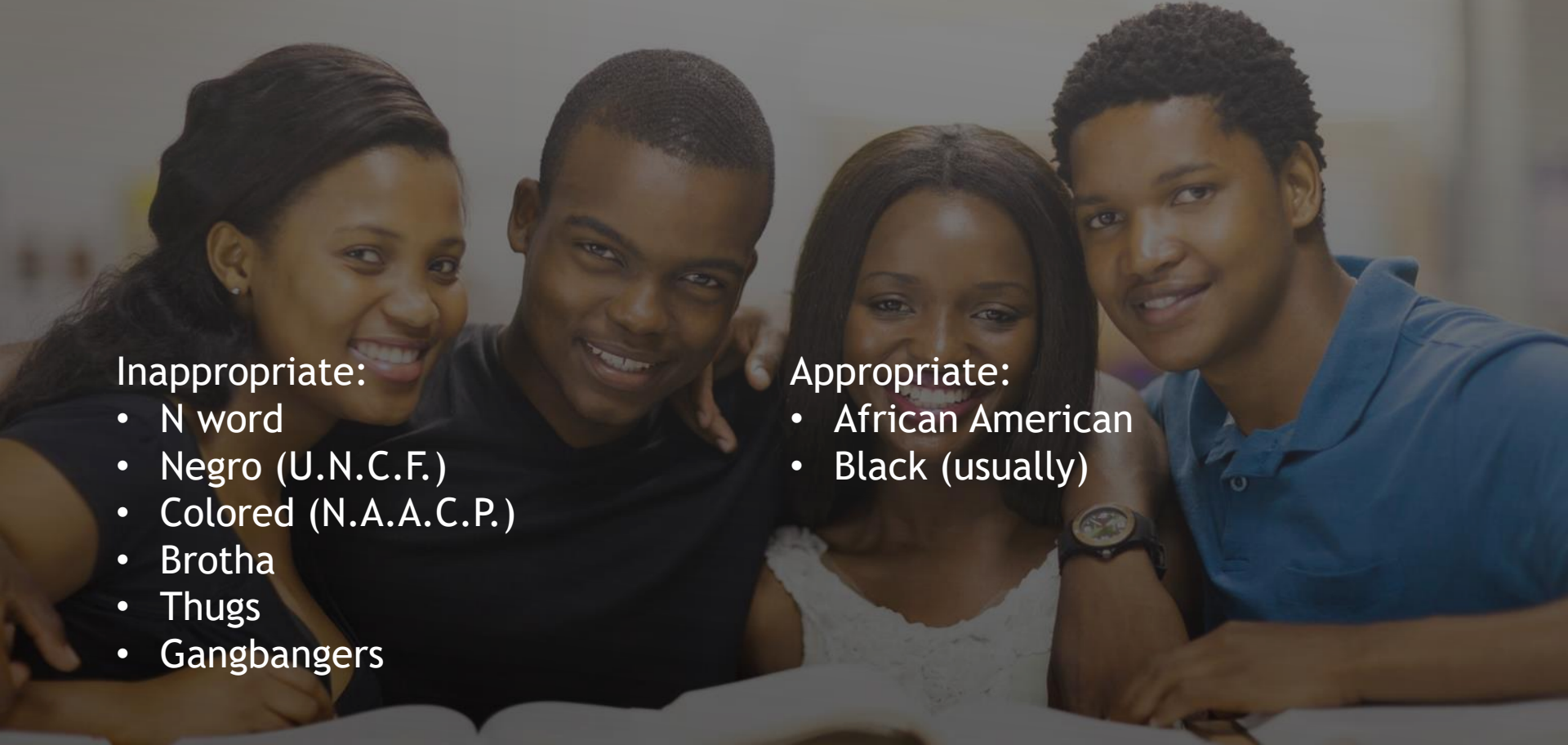
# Can I say “black people?”

## Inappropriate:

- N word
- Negro (U.N.C.F.)
- Colored (N.A.A.C.P.)
- Brotha
- Thugs
- Gangbangers

## Appropriate:

- African American
- Black (usually)



# Can I say “Mexican?”



## Inappropriate:

- Mexicans
- Anything related to what we consider Mexican food
- Wetback

## Appropriate:

- Mexican
- Hispanic. Most Spanish speakers are not Mexican. Nor Brazilian.
- Latino/a
- Latinx



# Can I say “handicapped?”

## Inappropriate:

- Retarded
- Cripple(d)
- Crazy

## Appropriate:

- Disabled
- Only refer to disability when it is related to what you are talking about.
- Person with mental health disability
- Visually impaired





PG&E's These Hands:

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