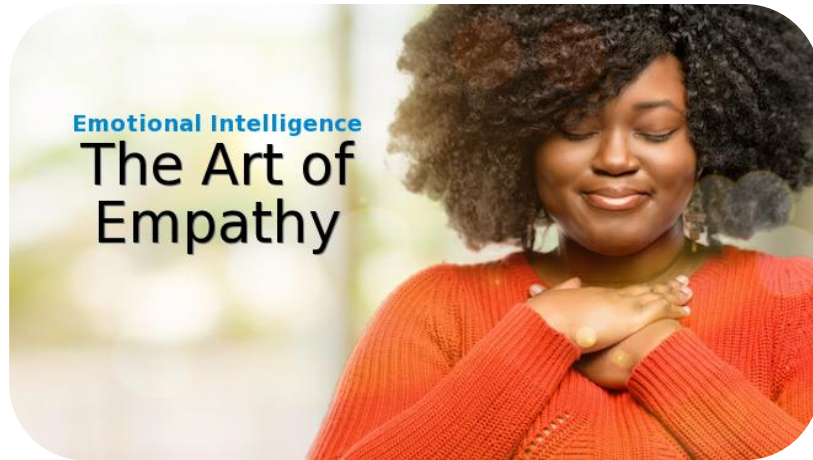


# Racial Injustice Stops with Me

For more information, click the images below to access BOB lessons.



## Quick Poll

What is your comfort level with having conversations around diversity and inclusion with your team?

---

- Very comfortable. I've already had conversation(s).
- Comfortable. I've already had conversation(s).
- Not yet comfortable but working toward it.
- Uncomfortable.

A photograph of two women in a cafe setting. The woman on the left is younger, with dark hair tied back, wearing a dark blue shirt with white polka dots, and holding a coffee cup. The woman on the right is older, with short white hair, wearing a yellow jacket. They are both smiling and looking at each other. The background is a blurred cafe interior with other people and lights.

Live Learning Event Presented to WSIA

# Racial Injustice Stops with Me

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Business is uniquely  
positioned to  
eradicate racism.



**3 billion working worldwide**



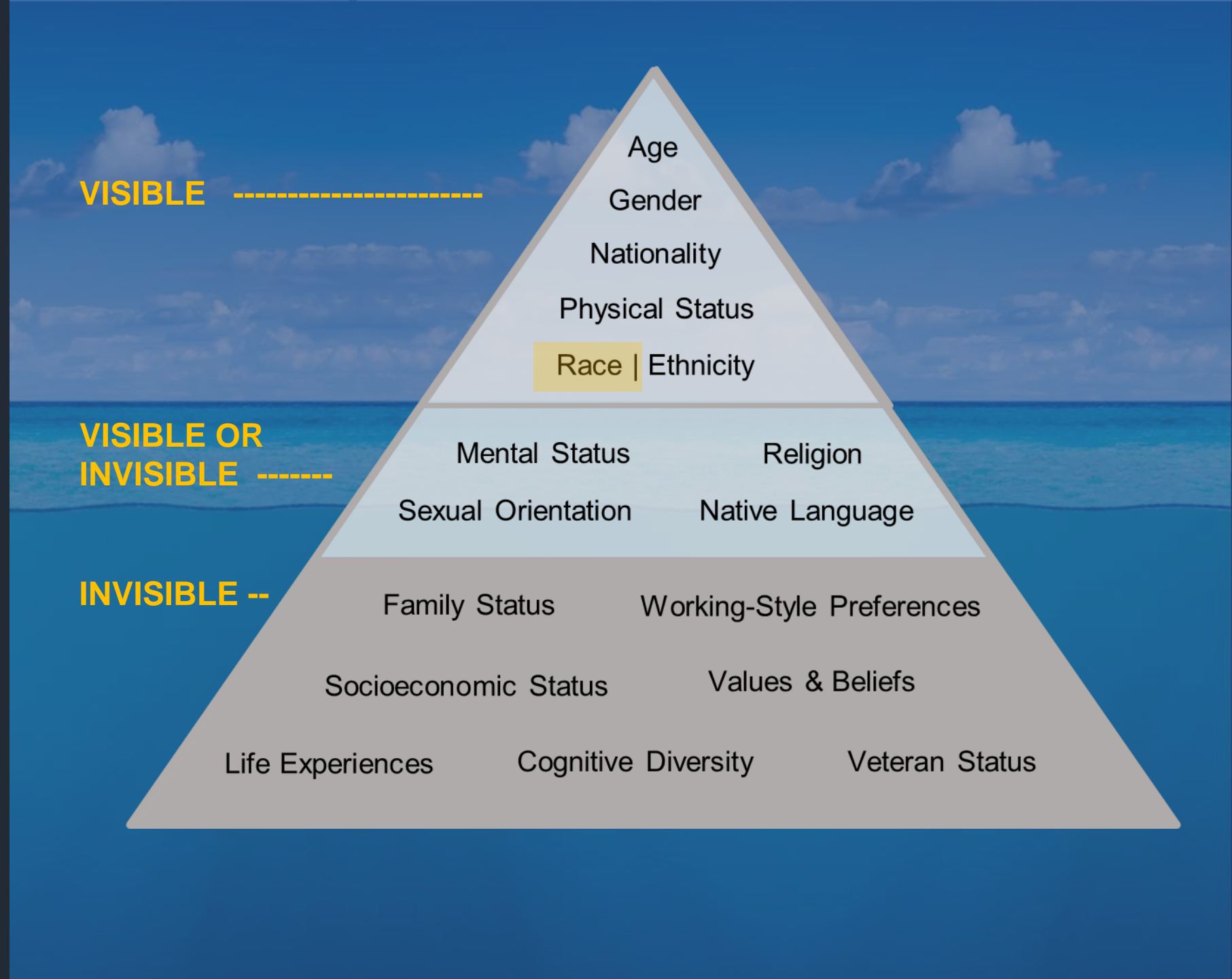
**130 million in the U.S.  
15 million in Canada**

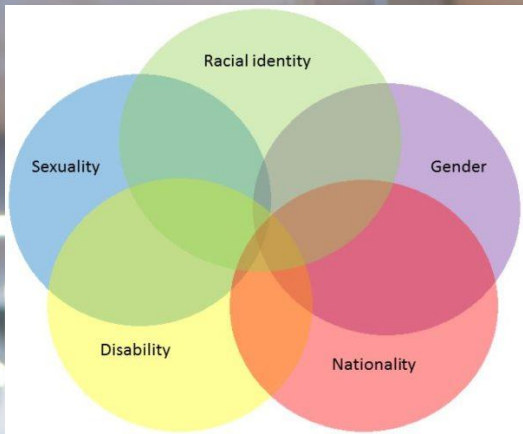
# Living the Values at WSIA

Embracing diversity, equity, and inclusion is simply the right thing to do

We believe that when people experience this culture in action, they are more innovative, and possess a sense of belonging leading to employee retention, customer retention, and profitability.

We all have visible and invisible layers of diversity.





# Intersectionality

Each of us is an intersection of multiple identities.

Gender, Race, Ethnicity, Lived Experiences, Cognitive Diversity, Sexual Orientation, Veteran Status, Mental Health



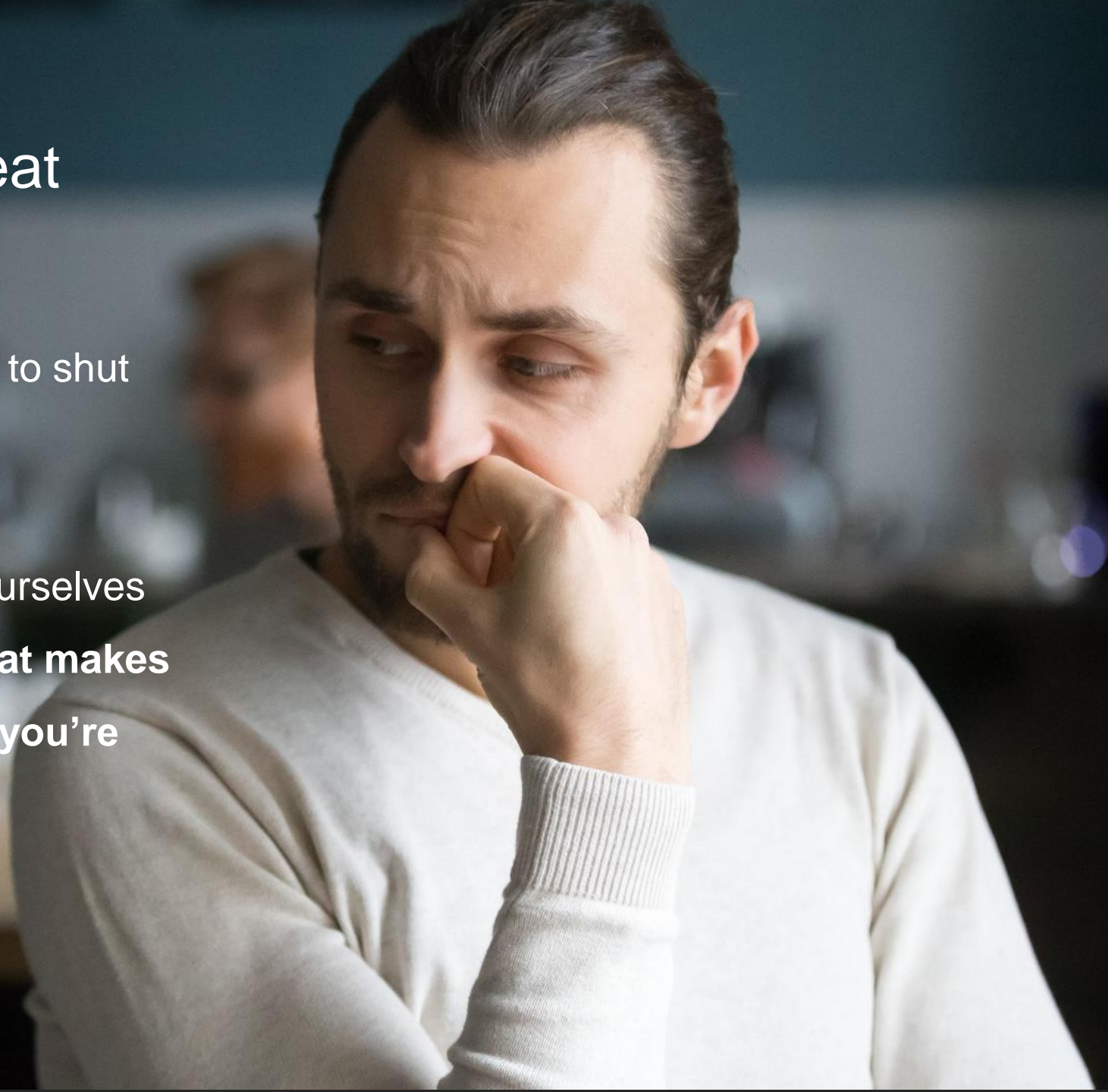
Why are more people across the world talking about racial injustice *now*?



# We Have a Strong Threat Response System

Perceived threat causes our brains to shut down.

As our attention narrows, we find ourselves trapped in the one perspective that makes us feel the safest: **“I’m right and you’re wrong,”**



# We are Visual Creatures

All primates, including humans, are highly visual creatures. We rely on visual cues for basic adaptive behaviors such as finding food, mates, and shelter; as well as more complex behaviors such as parental care and the formation of social hierarchies.

## Facts About Race

**Race** - dividing people into groups based on sets of physical characteristics and ascribing social meaning to those groups.

Ancient societies did not divide people according to physical distinctions, but according to religion, status, class, even language.

Adams, G., Biernat, M., Branscombe, N. R., Crandall, C. S., & Wrightsman, L. S. (2008). Beyond prejudice: Toward a sociocultural psychology of racism and oppression. In G. Adams, M. Biernat, N. R. Branscombe, C. S. Crandall, & L. S. Wrightsman (Eds.), *Commemorating Brown: The social psychology of racism and discrimination* (pp. 215–246). Washington, DC: American Psychological Association. doi:10.1037/11681-012. Contrasts mainstream social psychological discussions of racist phenomena with a sociocultural approach to racism and oppression.

## Facts About Race

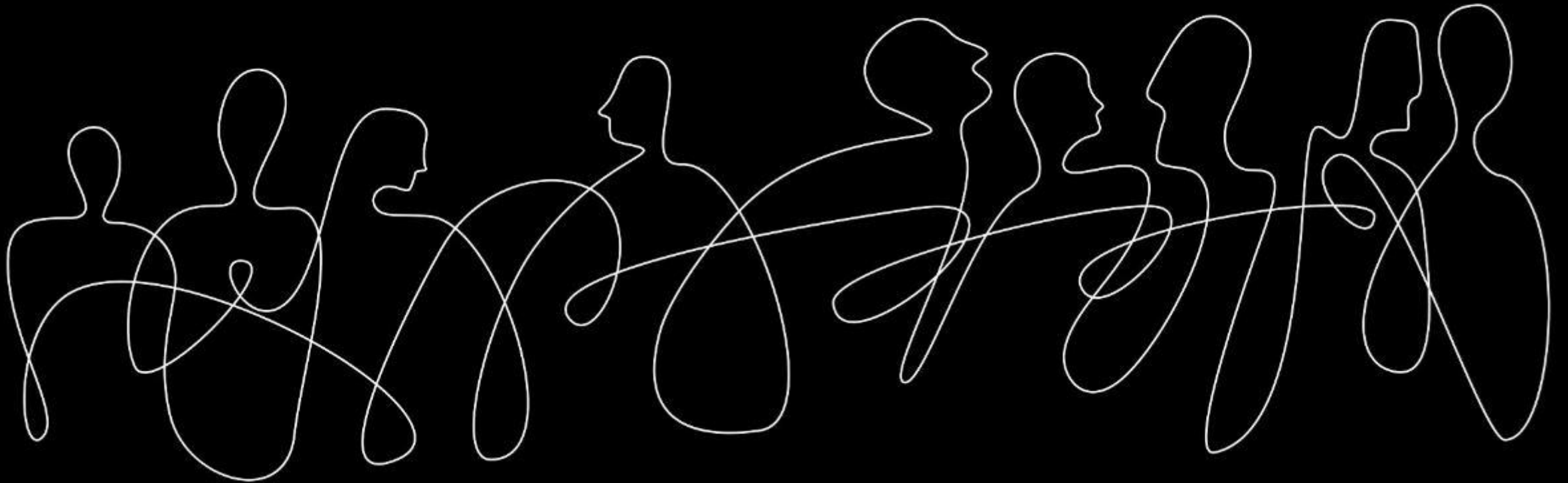
Race has no genetic basis. No trait or gene distinguishes all the members of one so-called race.

<https://sitn.hms.harvard.edu/flash/2017/science-genetics-reshaping-race-debate-21st-century/>

Kurtiş, T., Salter, P. S., & Adams, G. (2015). A sociocultural approach to teaching about racism. *The Race and Pedagogy Journal*, 1(1), Article 1. Retrieved from <http://soundideas.pugetsound.edu/rpj/vol1/iss1/1>. Provides a practical example of how a cultural psychological approach can be utilized in a classroom to increase student awareness of racism.

“I am not a racist.”

“I am an anti-racist.”



Consider the limitations of our education.





## Advantage Blindness

Makes It Harder for Us to See or Feel Racism

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**Is racism something we are born with  
or something we learn?**



**CHILD DEVELOPMENT**

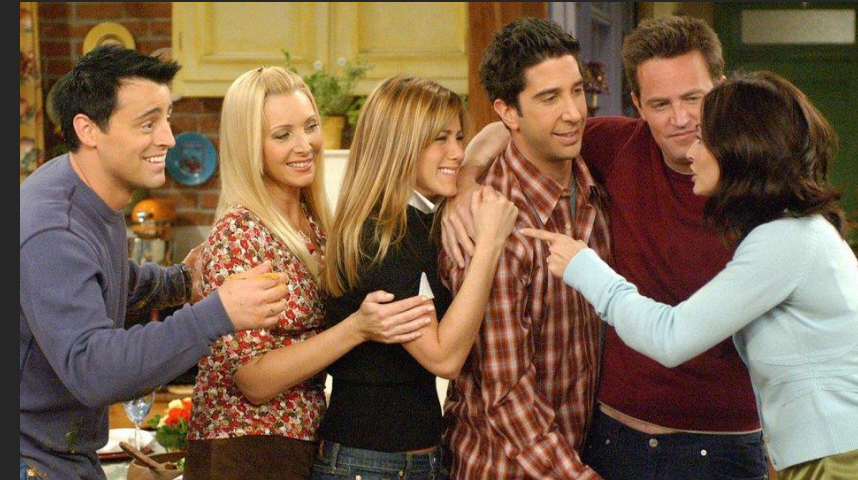
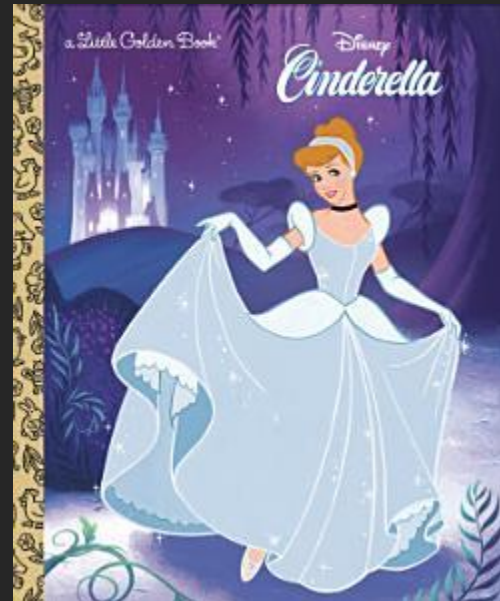
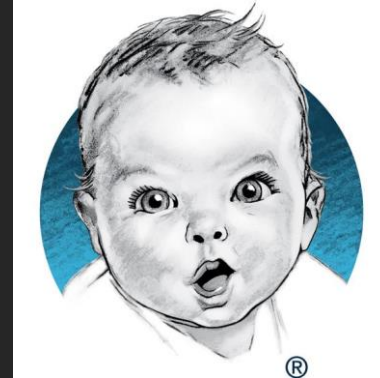
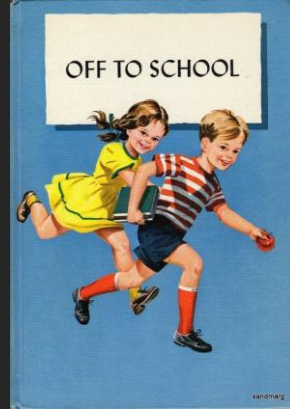
Empirical Article

**The Nature and Consequences of Essentialist Beliefs About Race in Early Childhood**

Tara M. Mandakaywala, Gabriele Rengen-Murdoch, David M. Amodio, Marjorie Rhodes

First published: 23 January 2018 | <https://doi.org/10.1111/cdev.13008> | Citations: 10

A sense of belonging or exclusion begins at a young age.



# Types of Racism

The word "racism" may have one definition, but can affect people in many different ways. In turn, new definitions of subtypes and distinct representations have been created to better explain the larger implications and grasp that racism has on society.

## Systemic racism

Systemwide racial inequality from the collective policies and practices of social institutions such as law, education and mass media.



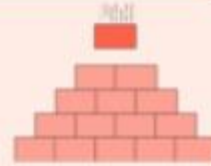
## Structural racism

A type of systemic racism that specifies the history, culture and social psychology of a racialized society.



## Systematic racism

Racism that is engaged in methodically, or according to a plan.



## Environmental racism

Racism where certain racial groups are disproportionately exposed to environmental hazards, such as toxic waste and pollution.



## Individual racism

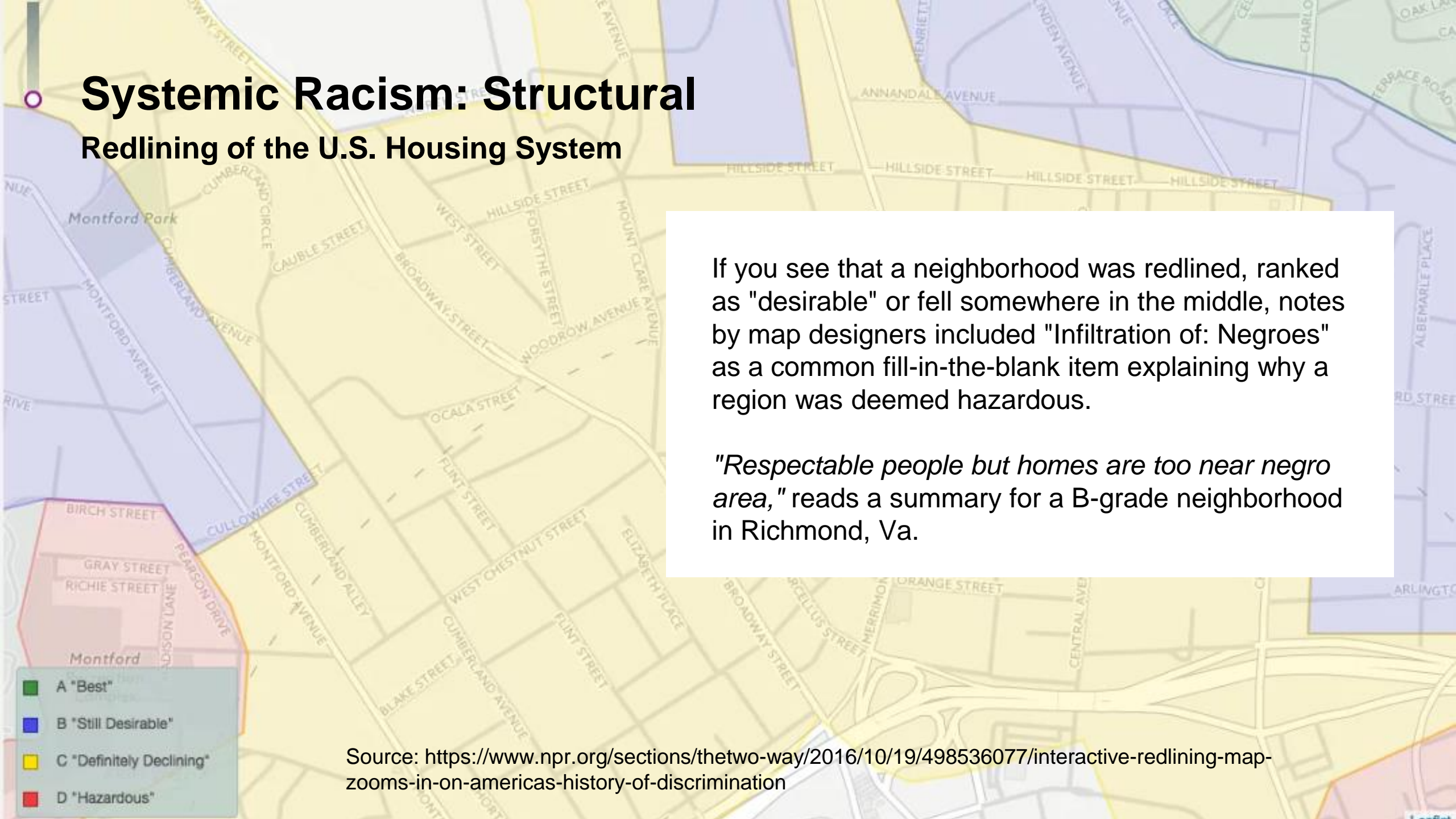
Racism by the individual, such as one's prejudice and xenophobia.

How does racism impact the world of work?

# Systemic Racism: Structural Redlining of the U.S. Housing System

If you see that a neighborhood was redlined, ranked as "desirable" or fell somewhere in the middle, notes by map designers included "Infiltration of: Negroes" as a common fill-in-the-blank item explaining why a region was deemed hazardous.

*"Respectable people but homes are too near negro area," reads a summary for a B-grade neighborhood in Richmond, Va.*

- 
- A "Best"
  - B "Still Desirable"
  - C "Definitely Declining"
  - D "Hazardous"

Source: <https://www.npr.org/sections/thetwo-way/2016/10/19/498536077/interactive-redlining-map-zooms-in-on-americas-history-of-discrimination>

**SCIENTIFIC  
AMERICAN**

# **Racism, Not Genetics, Explains Why Black Americans Are Dying of COVID-19**

Some scientists and politicians have invoked baseless ideas about unknown genes, ignoring systemic inequality and oppression

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2020




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# Consider the Path to Becoming Anti-Racist

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# Quick Poll



Which zone do you believe most people you work with currently occupy?

- Fear Zone
- Learning Zone
- Growth Zone

## Respond to Challenging Statements

“I don’t see color.” or “I’m colorblind.”



Understand and Be Able to Answer


“Shouldn’t we hire and promote the  
best person for the job, regardless of  
race or gender?”

**Actions:** Improve the diversity of your talent pipeline.  
Avoid using subjective terms like “best” or  
“culture fit”.



## Understand Bias

Bias is part of our human condition.

A blurred office scene with people sitting at a table and others walking past, overlaid with text. The scene is dimly lit, with warm tones from the interior lights. In the background, a group of four people is seated around a long wooden table, engaged in conversation. In the foreground, several people are walking past, their figures blurred to convey a sense of motion and activity. The overall atmosphere is one of a busy, modern workspace.

Bias continues in our modern brains.

We are not as objective as we hope to be.

# Implicit Bias | Unconscious Bias





















Attitudes or stereotypes that affect our understanding and decisions in an unconscious manner.

**Blind Spot Bias**

We don't think we have bias, and we see it in others more than ourselves.



*"I am not biased!"*

Memory	Social	Learning	Belief	Money	Politics
<b>Fundamental Attribution Error</b> We judge others on their personality or fundamental character, but we judge ourselves on the situation.  <i>Sally is late to class; she's lazy. You're late to class; it was a bad morning.</i>	<b>Self-Serving Bias</b> Our failures are situational, but our successes are our responsibility.  <i>You won that award due to hard work rather than help or luck. Meanwhile, you failed a test because you hadn't gotten enough sleep.</i>	<b>In-Group Favoritism</b> We favor people who are in our in-group as opposed to an out-group.  <i>Francis is in your church, so you like Francis more than Sally.</i>	<b>Bandwagon Effect</b> Ideas, fads, and beliefs grow as more people adopt them.  <i>Sally believes fidget spinners help her children. Francis does, too.</i>	<b>Groupthink</b> Due to a desire for conformity and harmony in the group, we make irrational decisions, often to minimize conflict.  <i>Sally wants to go get ice cream. Francis wants to shop for T-shirts. You suggest getting T-shirts with pictures of ice cream on them.</i>	
<b>Halo Effect</b> If you see a person as having a positive trait, that positive impression will spill over into their other traits. (This also works for negative traits.)  <i>"Taylor could never be mean; she's so cute!"</i>	<b>Moral Luck</b> Better moral standing happens due to a positive outcome; worse moral standing happens due to a negative outcome.  <i>"X culture won X war because they were morally superior to the losers."</i>	<b>False Consensus</b> We believe more people agree with us than is actually the case.  <i>"Everybody thinks that!"</i>	<b>Curse of Knowledge</b> Once we know something, we assume everyone else knows it, too.  <i>Alice is a teacher and struggles to understand the perspective of her new students.</i>	<b>Spotlight Effect</b> We overestimate how much people are paying attention to our behavior and appearance.  <i>Sally is worried everyone's going to notice how lame her ice cream T-shirt is.</i>	
<b>Availability Heuristic</b> We rely on immediate examples that come to mind while making judgments.  <i>When trying to decide on which store to visit, you choose the one you most recently saw an ad for.</i>	<b>Defensive Attribution</b> As a witness who secretly fears being vulnerable to a serious mishap, we will blame the victim less and attacker more if we relate to the victim.  <i>Sally sat too long at a green light because she was playing with her phone. She got rear-ended. Greg, who is known to text and drive, got out and yelled at the person who smacked into her.</i>	<b>Just-World Hypothesis</b> We tend to believe the world is just; therefore, we assume acts of injustice are deserved.  <i>"Sally's purse was stolen because she was mean to Francis about their T-shirt and had bad karma."</i>	<b>Naive Realism</b> We believe that we observe objective reality and that other people are irrational, uninformed, or biased.  <i>"I see the world as it really is — other people are dumb."</i>	<b>Naive Cynicism</b> We believe that we observe objective reality and that other people have a higher egocentric bias than they actually do in their intentions/actions.  <i>"The only reason this person is doing something nice is to get something out of me."</i>	
<b>Forer Effect (aka Barnum Effect)</b> We easily attribute our personalities to vague statements, even if they can apply to a wide range of people.  <i>"This horoscope is so accurate!"</i>	<b>Dunning-Kruger Effect</b> The less you know, the more confident you are. The more you know, the less confident you are.  <i>Francis confidently assures the group that there's no kelp in ice cream. They do not work in the dairy industry.</i>	<b>Anchoring</b> We rely heavily on the first piece of information introduced when making decisions.  <i>"That's 50% off? It must be a great deal."</i>	<b>Automation Bias</b> We rely on automated systems, sometimes trusting too much in the automated correction of actually correct decisions.  <i>Your phone auto-corrects "its" to "it's," so you assume it's right.</i>	<b>Google Effect (aka Digital Amnesia)</b> We tend to forget information that's easily looked up in search engines.  <i>"What was the name of that actor in that funny movie? I've looked it up like eight times..."</i>	

Source: [www.visualcapitalist.com/50-cognitive-biases-in-the-modern-world/](http://www.visualcapitalist.com/50-cognitive-biases-in-the-modern-world/)



# Affinity Bias

We tend to like people who are like us and favor those who are a member of our social group.

Note similarities you share with people so you can consciously make decisions based on the factors that *actually* matter.

---



# Overcoming the Affinity Bias

- 1) Be intentional about broadening your network of relationships.

Expand your human connections.



# Overcoming the Affinity Bias

2) Make note of similarities to strip out things that may cloud your judgement.

## Not Relevant to Promotion Decision

- Same age range
- Same graduate institution
- Same race
- Same politics
- Same favorite sports team




# Overcoming the Affinity Bias

3) Put safeguards against bias in place for important decisions.

- Have a colleague review decision.
- Avoid decisions when tired or stressed.
- Track your decisions and review metrics.







*“We don’t see things as  
they are. We see things  
as we are.”*

*- Anais Nin*



## What is it like to **code switch** all day?

Code-switching is a survival technique to help someone blend into different social and professional situations.



**Code switching can feel exhausting.**

‘I work in a predominantly white environment, and I’m conscious of being perceived as argumentative.

**So I feel like I water my personality down**, so people can’t say that I’m a “angry black woman” – whatever that means.

- Rochelle

C13

## Micro-inequities

# Spotting Acts of Exclusion

**Micro-aggressions:** Brief verbal, behavioral or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative attitudes toward stigmatized or culturally marginalized groups.



A man and a woman in business attire are walking in a modern office hallway. The man is wearing a light blue shirt, a dark tie, and dark trousers. The woman is wearing a light blue button-down shirt and a dark skirt. They are both looking towards each other and appear to be in conversation. The hallway has large windows on the left side, offering a view of a cityscape. The floor is carpeted with a patterned design. A potted plant is visible on the right side of the hallway.

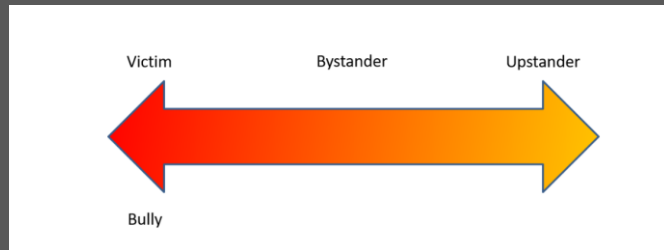
# Lead by Example

## Interrupt Exclusion

Pause the Conversation | “Call In” the Person | Explain Why | Have Patience but Expect Progress

GROWTH ZONE

# Becoming an Upstander



## Moving from Bystander

“...It’s like the United Nations in here; what happened to the days when people had *regular names* we could actually pronounce.”



## To Becoming an Upstander

- Ask, “Why do you say that?”
- Own your discomfort
- Guide the person to think about it differently.





## Authentic Leadership

# Engage in conversations at work...

1. State your intention.
2. Prepare.
3. Acknowledge your limitations.
4. Speak from your heart (and listen).

# High Performance Teams Build psychological safety.

Google's massive two-year study on team performance revealed that the highest-performing teams have one thing in common: **psychological safety**.

**PSYCHOLOGICAL SAFETY**

Will **OTHERS** give you the benefit of the doubt when you take a risk?



*"My team expects me to speak up. It's how we do things."*

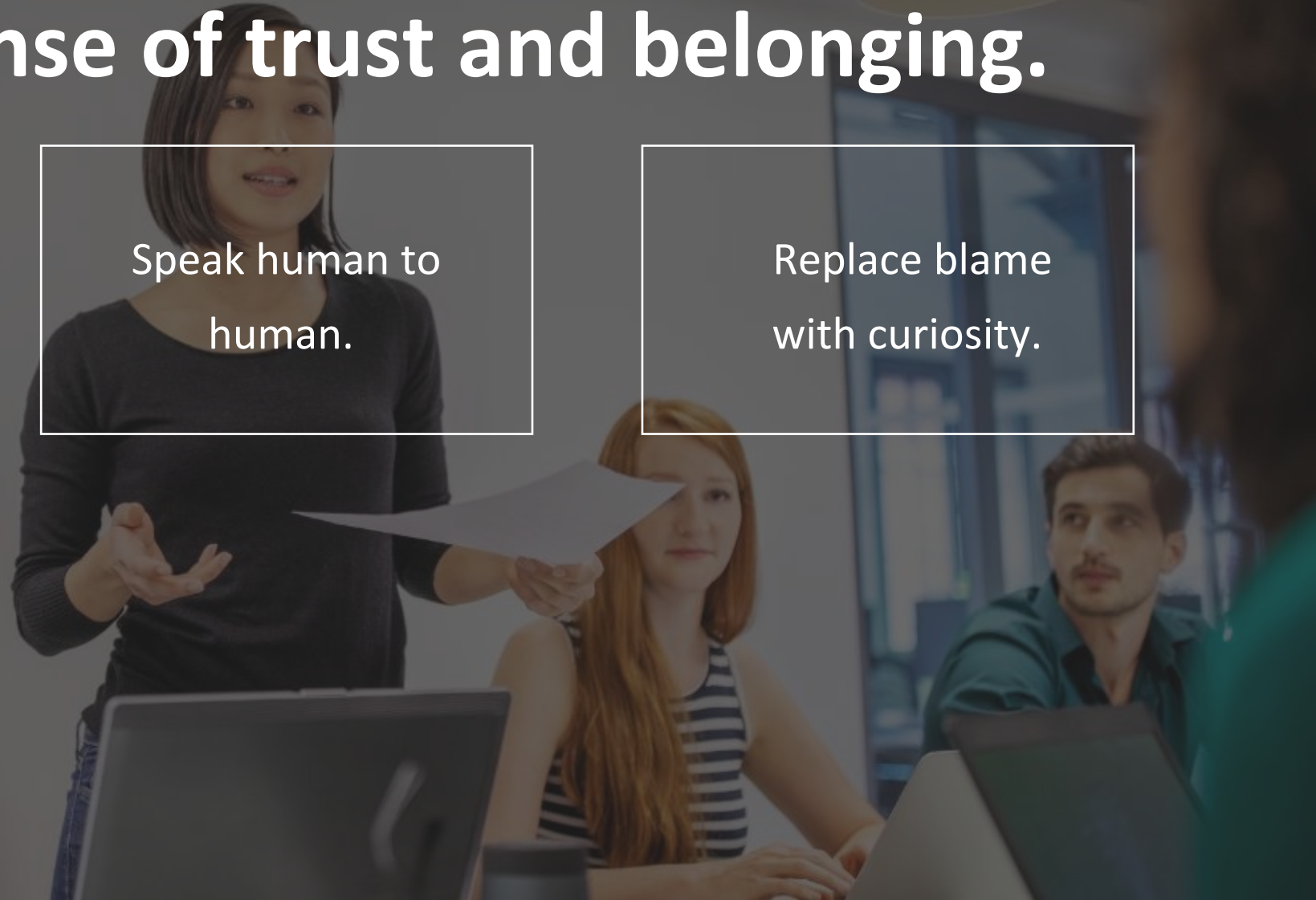
## Lead High Performance Teams

# Create a sense of trust and belonging.

Approach conflict as a collaborator and not an adversary.

Speak human to human.

Replace blame with curiosity.



Supporting a Culture of Growth

## Build on Others' Ideas



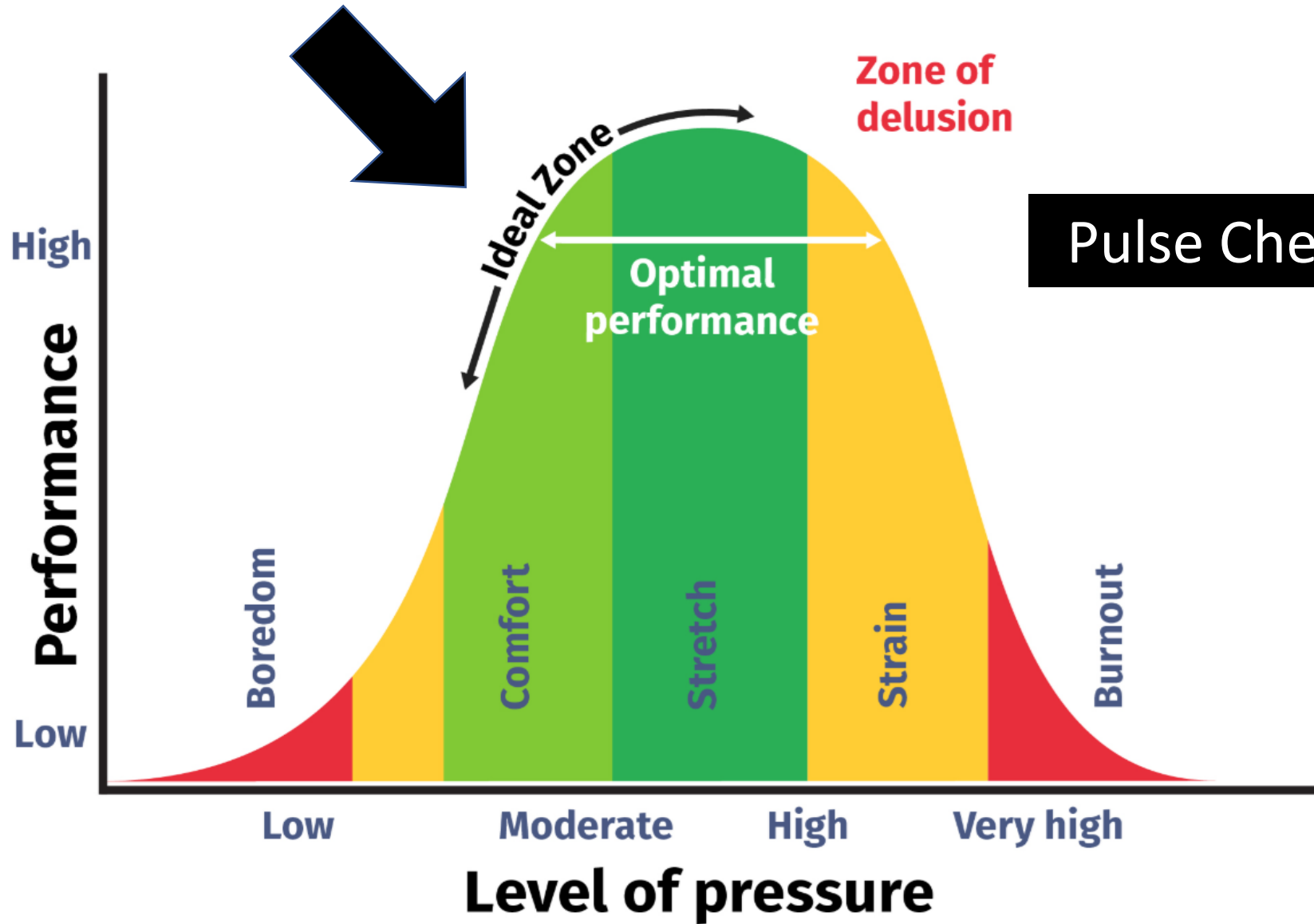
- See new ideas as fragile.
- Ask questions to learn more.
- Use “Yes, and...”
- Give ideas time to take root.



# Inclusive Meetings

## Start Your Next Meeting by Establishing Group Norms

- Every voice has weight.
- Curiosity for new ideas.
- Admitting mistakes shows courage.
- Acknowledge good work.
- Candid debate powers good decisions.



## Taking a Stand Against Racism

Research shows that Americans are looking to business leaders and brands to play a central role in addressing systemic racism.

**61%**

expect corporations to speak out against racial injustice<sup>1</sup>

**71%**

of employees placed far more trust in companies to respond to racial injustice<sup>1</sup>

**33%**

of employees say that the workplace is not doing enough to promote racial justice in the world<sup>2</sup>

<sup>1</sup> Systemic Racism: The Existential Challenge for Business (Edelman)

<sup>2</sup> Society for Human Resource Management

Learn from  
Other  
Organizations

## Advancing Diverse Talent in Leadership

### Challenge

We recognized that our leadership did not fully reflect our workforce at more senior levels.

### Actions

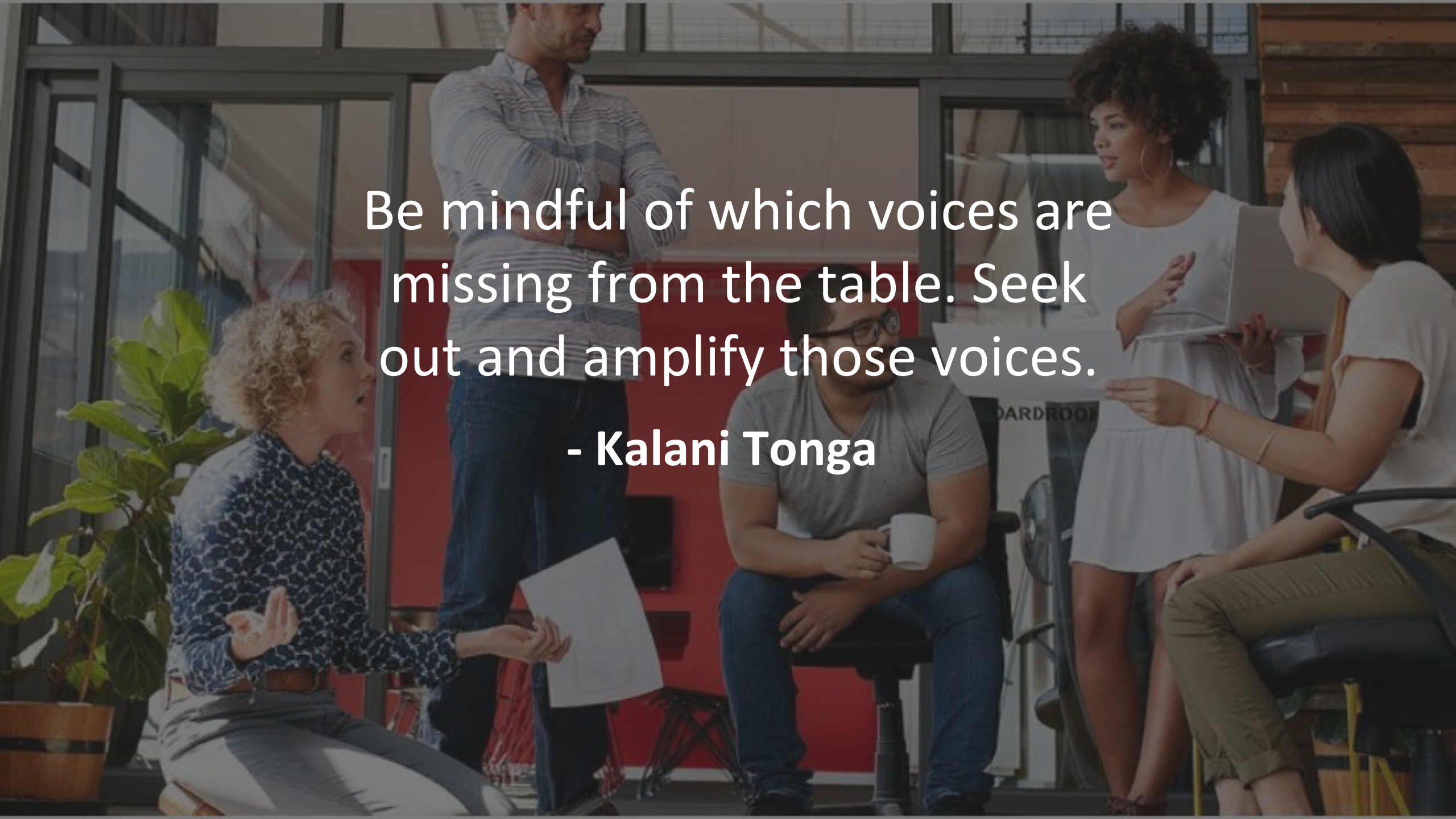
A review of talent data including mobility analysis, succession planning, associate engagement survey and talent acquisition identified areas of opportunity. A combination of strategies were deployed including diverse slates for executive openings; reporting on diversity metrics monthly to executive committee; expanding the role and number of employee resource groups to include business outcomes; implementing “the business case for diversity” in executive and leadership programs; expanding unconscious bias training for leaders; establishing 3-year diversity goals for women and minorities in executive leadership and introducing accountability scorecards by business area.

One of our programs, “Cultivate Your Career” was focused on advancing women of color. ADP became the title sponsor for the Black Enterprise Women of Power Summit and sponsored approximately 45 high potential women of color across multiple disciplines. In addition, we sponsored quarterly development programs targeting these high potential women covering topics like executive presence and business acumen. Another program, Multicultural Leadership Development, offers high potential men and women of color a one-year leadership seminar focused on leading self, leading others and leading the business.

We also initiated key partnerships with non-profit organizations focused on gender and ethnic diversity to support our talent pipeline.

### Outcomes

ADP achieved a 5-point improvement in the representation of both women and minorities in executive roles. Engagement for women and minorities has also improved over the same period.

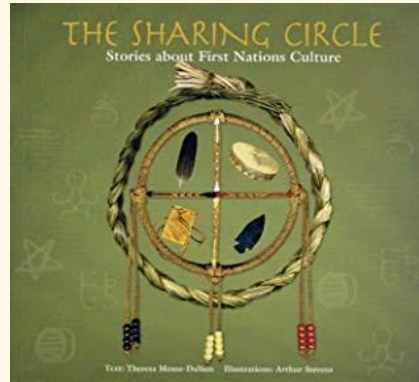
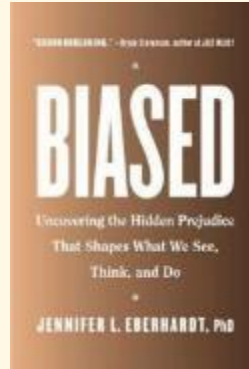
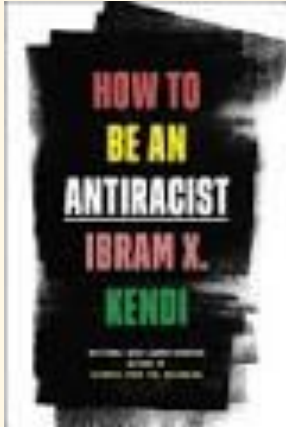
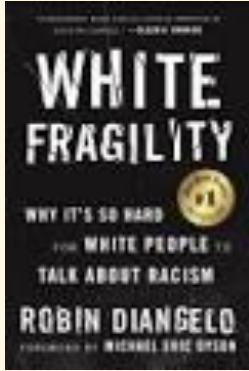


Be mindful of which voices are  
missing from the table. Seek  
out and amplify those voices.

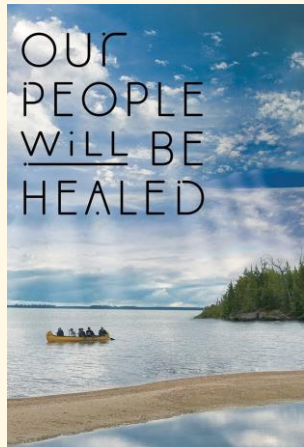
- Kalani Tonga



## What to Read



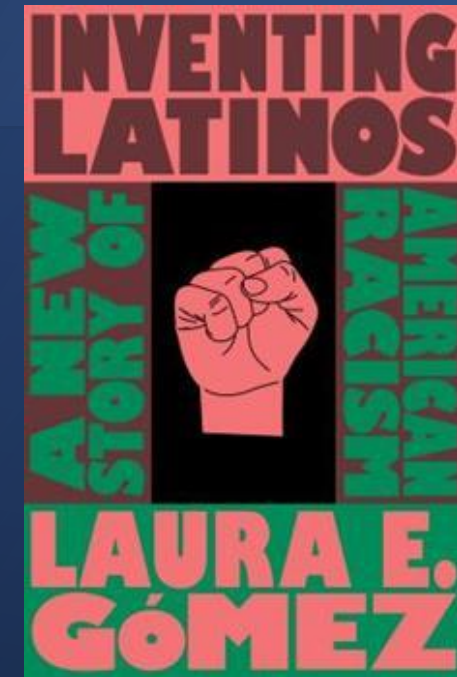
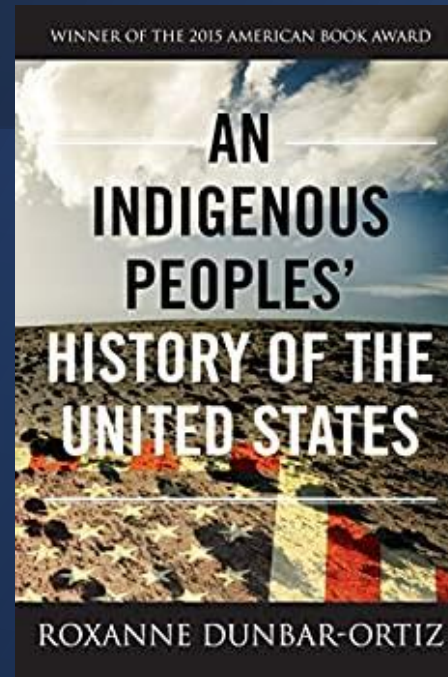
## What to Watch



## What to Listen to



# Education Beyond Black and White



A woman with short dark hair, wearing a black long-sleeved top, stands in a meeting room, holding a white paper and gesturing with her hands. She is addressing a group of people seated around a table. In the foreground, a woman with long red hair wearing a striped tank top and a man with a mustache wearing a teal shirt are looking towards the presenter. The room has large windows and modern lighting fixtures. The text is overlaid in white on a semi-transparent dark background.

How have your  
experiences/diversity dimensions  
impacted your perspective.

A photograph of two women in a cafe setting. The woman on the left is younger, with dark hair tied back, wearing a dark blue shirt with white polka dots, and holding a coffee cup. The woman on the right is older, with short white hair, wearing a yellow jacket. They are both smiling and looking at each other. The background is a blurred cafe interior with other people and lights.

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