

Bull City Strong – Community Health Promoters Program
Managing Bias with Cultural Intelligence
September 1, 2022

Slide 1:

- In the next 90 minutes, we will explore how you can learn to manage bias using cultural intelligence
- Cultural intelligence is the capability to function and relate effectively in culturally diverse situations (both domestic and international contexts)

Slide 2:

- Disclosure Statement: I have NO financial disclosures or conflicts of interest with the materials presented

Slide 3:

- Session objectives
- Define bias - Discuss how bias is activated
- Discuss the harmful effect of bias - Describe 3 types of bias that contribute to harmful bias-influenced behavior... the -isms and -ics
- Discuss culturally intelligent strategies to manage bias - Refer to Handout with CQ strategies for managing bias
- And help you begin to develop a personal plan - How can you build your overall CQ? What CQ strategies will you use to manage bias

Slide 4:

- Ground rules
- In this session, we may find ourselves sharing some personal information that is not easy or comfortable share
- I want to ensure that you experience this as a safe space and a place where you can push yourself out of your 'comfort zone' and be brave where you may identify you need to be to grow and develop around this topic

Slide 5:

- Here are my proposed ground rules:
 - Confidentiality: What is said here that is personal, stays here
 - What's learned here, leaves here in some form
 - No judgement of ideas or people—Listen without judgement/assume positive intent

- o No one is pressured to share
- o Share the floor

Slide 6:

- Bias defined
- This slide contains a broad definition of bias. There are numerous definitions of bias that can be found in the existing literature on the subject
- It is important to remember that implicit biases operate almost entirely on an unconscious level. While explicit biases and prejudices are intentional and controllable, implicit biases are less so
- A person may even express explicit disapproval of a certain attitude or belief while still harboring similar biases on a more unconscious level. Such biases do not necessarily align with our own sense of self and personal identity. In many cases, people can hold positive or negative associations with regards to their own race, gender, religion, sexuality, or another personal characteristic
- Explicit bias is attitudes and beliefs we have about a person or group on a conscious level
- Unconscious/Implicit Bias is subtle and subconscious thoughts that happen to all of us, all of the time based on attitudes and beliefs that we may be unaware that we hold.
- “We’d like to believe we are open-minded, fair, and without bias, but research shows otherwise. This is an important, even if uncomfortable, realization for most of us.” Mahzarin Banaji - Author, Blind Spots: Hidden Biases of Good People

Slide 7:

- We all have biases
- Quote: “WE DON’T SEE THINGS AS THEY ARE, WE SEE THEM AS WE ARE”... Anais Nin

Slide 8:

- Where does bias come from?
- Our biases are a part of our identity
- Our identity is reflected in our thoughts, beliefs, assumptions and values

Slide 9:

- There are three important types of identity that can influence how you see things because of the way that you are
- Those three identities are your PERSONAL identity, your SOCIAL identity, and your CULTURAL identity
- Your personal identity is the sum total of who you are and includes your social and cultural identity. Personal identity answers the question: Who am I? (Reflects the total sum of who you are)
- Social identity reflects “Who I choose to be?”

- Cultural identity – Your cultural identity is the firmest foundation upon which your numerous identities are built
- Your cultural identity can best be described as: “Who I have been taught I am from an early age”

Slide 10:

- Accepted and Familiar
- Cultural differences can be a major trigger of biased thinking
- We may lack knowledge of the ways that we are similar and different to those who hold a different cultural identity than our own
- Because culture is best defined as the accepted and familiar behaviors, beliefs, and assumptions about what is ‘normal’ for members of a particular group
- Our normal may be the ‘blind spot’ that we have for others who have different accepted and familiar behaviors, beliefs and assumptions because as I previously submitted, culture is the least changeable of all of our identities because of its historical roots
- And our biased thinking may be easily triggered by our individuals with visible differences and invisible differences across numerous dimensions

Slide 11:

- What is Culture?

Slide 12:

- Cultural identity exercise

Slide 13:

- The problem with bias
- Our biases can take us to places where we don’t want to go
- Quote: Watch your thoughts for they become WORDS. Watch your words for they become ACTIONS. Watch your actions for they become HABITS. Watch your HABITS. For they become CHARACTER. Watch your CHARACTER for it becomes your DESTINY
- What’s the problem with bias?
- Well, the main problem with bias is that it can take us to places where we don’t want to go
- It can cause us to engage in behaviors that don’t line up with who we want to be
- As defined earlier in the presentation, we can be unaware of our biases. They can be thoughts that are subconscious or completely unconscious yet thoughts that can influence our behavior and they can be automatically ACTIVATED in our brain and acted upon quickly and without our conscious awareness
- There is a wealth of research associating bias with health inequity, poor health outcomes (particularly as a result of healthcare provider bias and the resulting biased interactions and cares)

- Bias has also been associated with the social determinants of health including health literacy. What biases do you think people might hold around health literacy?

Slide 14:

- Bias activation and behavioral response

Slide 15:

- Bias activation process
- System 1 intuitive thinking: Unconscious, Automatic, Emotional, Fast, and Effortless
- System 2 rational thinking: Conscious, Deliberate, Systematic, Slow, and Effortful

Slide 16:

- Bias activation process
- “If you can read this paragraph, it’s because our minds are very good at putting together pieces of information in a way that easy for us to make sense of. Our minds do this automatically, without our conscious control
- Source: Kirwin Institute. Implicit Bias Module Series

Slide 17:

- Types of bias
- The circle of trust

Slide 18:

- Types of bias
- Affinity bias
- Attractiveness bias
- Availability bias
- Confirmation bias
- Conformity bias
- Halo effect
- Horns effect
- Moral licensing
- Performance attribution bias
- The way ‘good’ people explain away bad behavior is called MORAL LICENSING
- Examples of Moral Licensing:
 - Gossiping
 - Racist/sexist/ageist/jokes
 - Police Brutality
 - Lynching

- The Holocaust

Slide 19:

- Managing with Cultural Intelligence (CQ)
- Cultural Intelligence (CQ) is the ability to work effectively across various cultural contexts with multicultural groups (e.g. racial, ethnic, national, organizational, generational)

Slide 20:

- Cultural intelligence vs. cultural competence
- Competence implies a 'static' condition
- Intelligence implies a condition or state that is not fixed and can be developed and improved through education, training, and experience
- The path to cultural competence not clearly or consistently defined
- Reliable, validated CQ Assessment tools available to measure CQ and cultural values preferences
- CQ FRAMEWORK has been effectively applied to many contexts: Social Justice, Racial Justice, Antiracist Education, Dismantling Racism

Slide 21:

- Managing bias with CQ - How
- CQ DRIVE: Your level of interest, persistence, and confidence during multicultural interactions
- CQ KNOWLEDGE: Your understanding of how cultures are similar and different
- CQ ACTION: Your ability to adapt when relating and working in multicultural contexts
- CQ STRATEGY: Your awareness and ability to plan for multicultural interactions

Slide 22:

- What is my current CQ?

Slide 23:

- Managing bias with CQ
- CQ drive

Slide 24:

- Graphic: CQ DRIVE with definition: CQ DRIVE is you level of interest, persistence, and confidence during multicultural interactions
- What does high CQ DRIVE look like?
- Individuals with high CQ DRIVE are:

- Motivated to learn and adapt to new and diverse cultural settings
- Confident in their abilities; confidence positively influences the way they perform in multicultural situations

Slide 25:

- Time for a gut check
- Managing bias takes interest, persistence, and confidence (CQ DRIVE)
- What motivates YOU to identify confront and consistently to MANAGE BIAS

Slide 26:

- Identify one cultural group, member of a diverse group or multicultural situation that you find very challenging to work with right now
- Ask yourself: Why do I find this group or situation challenging?
- Ask yourself: What is my current level of interest, persistence, and confidence during multicultural interactions with this group or situation?

Slide 27:

- The Implicit Association Test

Slide 28:

- Manage bias with CQ: CQ knowledge

Slide 29:

- Increasing CQ knowledge

Slide 30:

- CQ knowledge
- What does high CQ Knowledge look like?
- Individuals with high CQ Knowledge:
 - Can determine what part of a situation is cultural
 - Use cultural values to analyze multicultural situations and effectively work across the differences
 - Understand how culture shapes behavior
 - Have knowledge of the 10 largest global cultural clusters

Slide 31:

- Managing bias with CQ:
- Individual practices
- CQ strategy

Slide 32:

- Image with definition of CQ STRATEGY highlighted:
- What does high CQ STRATEGY look like?
- Individuals with high CQ STRATEGY capability?
 - o Think about multicultural interactions before, during, and after
 - o Plan ahead-identify which strategies they will use
 - o Check personal assumptions and expectations
 - o Refine mental maps
 - o Use specific strategies to manage or reduce personal bias
- CQ Strategy allows you to disrupt biased decision-making
- There are many things that you can do as an individual that have an individual impact
- The key is engaging in three key activities that involved PLANNING before you interact with someone who you see as different from you
- The things that you do as an individual may also have an impact on biased systems and practices

Slide 33:

- Individual strategies
- Realize that it could be you
- Use counter stereotyping
- Build significant relationships with people who you see as DIFFERENT from you
- Move out of your personal comfort zone. Get comfortable with the uncomfortable. It is ok and normal to feel like a 'fish out of water'

Slide 34:

- Promote system 2 thinking: minimize everyday influences
- Time Pressure, Fatigue, and Distractions all tend to promote System 1 thinking
- Remember System 1 thinking is INTUITIVE
- It is largely unconscious, automatic, emotional, fast, and effortless
- System 2 thinking is RATIONAL
- It is conscious, deliberate, systematic, slow, and effortful
- Staying in System 2 thinking can ensure that your unconscious biases are not driving your thoughts, feelings, and behaviors

Slide 35:

- Strategies to minimize everyday influences
- *Graphic #1: Time Pressure*
- Suggests using a Time Management Grid to minimize time pressure
- The grid displayed here has been called the “Eisenhower Box” and it was also modified by Steven Covey and referred to as working in the “4 Quadrants
- Eisenhower’s strategy for taking action and organizing your tasks is simple
- Using the decision matrix below, you will separate your actions based on four possibilities
- Urgent and important (tasks you will do immediately)
- Important, but not urgent (tasks you will schedule to do later)
- Urgent, but not important (tasks you will delegate to someone else)
- Neither urgent nor important (tasks that you will eliminate)
- The great thing about this matrix is that it can be used for broad productivity plans (“How should I spend my time each week?”) and for smaller, daily plans (“What should I do today?”)
- Effective time management minimizes the chances that you will be working under ‘time pressure’ and this is important because when we are working under time pressure our System 1 thinking is more likely to kick in
- That can be good in some circumstances and in other circumstances it can lead to biased decision-making and other behaviors
- We rely on the mental shortcuts that are a part of System 1 thinking when we are under time pressure

- *Graphic #2: Fatigue emphasizes the importance of self-care to promoting System 2 Thinking and focuses on things you can do to avoid fatigue which will also activate System 2 Thinking It includes:*
- SLOW DOWN. Respond rather than react
- Take a deep breath before responding to difficult situations
- Ask for more time to focus
- Eat well, sleep, exercise regularly
- Repeat
- Manage sleep deficits
- Schedule most cognitively demanding tasks during your peak performance time as much as possible
- *Graphic #3: Distractions*
- This graphic highlights strategies for minimizing distractions which can also activate System 1 thinking because you are not focused
- When you are not focused you rely on that intuitive, automatic unconscious thinking that can result in those biased thoughts creeping in and driving your behaviors
- Some of the strategies to minimize distractions include:
 - Avoiding multitasking

- o Close your email, turn off your alerts, put your phone on silent when faced with cognitively or emotionally challenging tasks
- o Clarify the difference between busyness and productivity
- o Manage your emotions. Strong emotions can be counter to the task at hand
- o Deep breathing, reflection
- o Practice mindfulness (Pay attention to the present moment)
- o Seek to act intentionally, not react unconsciously

Slide 36:

- Create an action plan: CQ ACTION

Slide 37:

- CQ ACTION
- What does high CQ ACTION look like?
- Individuals with high CQ ACTION capability are:
 - o Able to translate CQ Drive, Knowledge and Strategy into ACTION
 - o Can employ a broad range of verbal behavior, nonverbal behaviors, and speech acts
 - o Can adjust what they say, and how they say it
 - o Can adjust your non-verbal behavior
 - o Can adapt to language barriers
 - o Know when TO ADAPT and when NOT TO ADAPT

Slide 38:

- Graphic that states: Change is a process.... not an even

Slide 39:

- Graphic of CQ action definition - CQ ACTION is your ability to adapt when relating and working across differences
- Developing your capability in this area rests on your ability to translate CQ DRIVE, CQ KNOWLEDGE and CQ STRATEGY into action
- The best way to do that is to develop a plan for increasing your overall cultural intelligence and developing a Personal Action Plan
- We have already done some reflection on your capability in each area
- The next step is to develop a specific plan that is:
 - o Clearly defined
 - o Not too many goals (Keep it simple and realistic)
 - o Measurable
 - o Define completion date(s)
 - o Include accountability

Slide 40:

- Think-pair-share-breakout
- Breakout directions:
- If you have not done so already, spend 1-2 minutes (if needed) choosing
- AT LEAST ONE area of CQ capability where you want to increase your capability (CQ DRIVE, CQ KNOWLEDGE, CQ STRATEGY, CQ ACTION)
- Identify AT LEAST ONE strategy that you will use to achieve your goal
- Discuss with the partner in your assigned breakout room for the next 12 minutes your next steps
- Consider exchanging email addresses or phone numbers and plan a time for check-in on progress with your Action Plan
- This builds in some ACCOUNTABILITY to continue your work in this area

Slide 41:

- Debrief
- What is your goal? Which CQ capability or capabilities do you want to increase?
- Note: If you select CQ Strategy, refer to the list of strategies shared in the PowerPoint presentation that you can practice using when working across differences
- What actions will you take? What strategies will you use to build your _____ capability?
- Did you set a date with your accountability partner to check in via phone or email?

Slide 42:

RESOURCES

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