

Everyday Inclusion Begins with Me: Diversity and Intergroup Communication in the Workplace

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Overview

- Introduction
- Intergroup communication
- Mentoring
- Microaggressions
- Conclusion
- Conversation with participants

The 'post-Millennial' generation, representing current 6 to 21-year-olds, is the most racially and ethnically diverse generation in recent U.S. history with just 52% identifying as non-Hispanic white, and they are projected to enroll in college at higher rates than Millennials (Fry & Parker, 2018).

Benefits of diverse groups

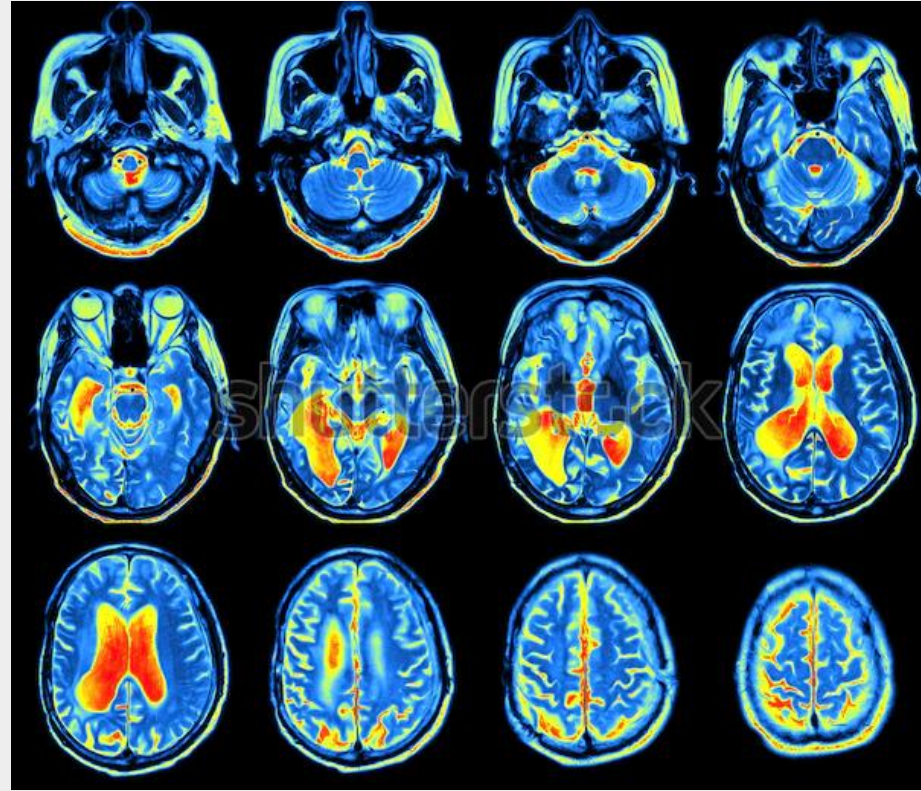
- Can outperform very able groups* (Page, 2007)
- Uncover more angles (Sommers, 2006)
- New viewpoints = more results (Phillips, Liljenquist, & Neale, 2009)

* When these 4 conditions are met: problem is difficult; calculus condition (everyone must have ability to solve the problem); diversity condition (diversity among problem solvers); size matters (group needs to be larger than a handful and be drawn from a large population)

The pain of not being included

perception of social exclusion =
association with physical trauma in the brain

(Eisenberger, Lieberman, & Williams, 2003)



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Intergroup Communication

Implicit intergroup bias and consequent indirect expressions of bias happen on a subconscious level; individual does not believe they are prejudiced (Dovidio & Gaertner, 1999).

Intergroup relations involve

- a sense of social identity
- intragroup cooperation
- intergroup competition

Resulting in the general tendency to:

- favor ingroup members
- be wary of outgroup members

(Park & Hunt, 2018)

Functional responses to social categorization

Stereotyping

- Definition: assigning traits believed to be associated with specific social categories
- Serve cognitive 'energy-saving' function
- Motivate adaptive behaviors
- Tend to be positive for ingroup members
- Tend to be negative for outgroup members

Functional projection

- Definition: mis(perceiving) aggressive intentions
- Example: People may tend to perceive anger in outgroup members, especially males, even if the outgroup members have neutral expressions.

Reducing prejudice*, individual-oriented techniques

Implicit intergroup bias and consequent indirect expressions of bias happen on a subconscious level; individual does not believe they are prejudiced.

- Techniques that uncover inconsistencies between people's self-image, values, and behaviors
- Understanding may lead to feelings of guilt or other negative emotions
- Result: motivate development of favorable racial attitudes and intergroup behavior; control subsequent spontaneous stereotypical responses

*unfair negative attitude toward a social group or a member of that group
(Dovidio & Gaertner, 1999)

Reducing prejudice, intergroup strategies

Intergroup contact in which the following factors apply:

- Equal status between groups
- Cooperative intergroup interactions
- Opportunities for personal acquaintance
- Supportive egalitarian norms

(Dovidio & Gaertner, 1999)

Allport's (1954) contact hypothesis

Intergroup conflict may be reduced if the groups:

- Have equal status
- Are in the pursuit of common goals
- Have opportunities to get to know each other
- Have the support of authorities

(Park and Hunt, 2018, p. 276)

Factors of intergroup contact reduce intergroup boundaries

Decategorization: seeing people as separate individuals in contrast to perceiving them by their group identity

- interactions that individuate members of the out-group by revealing variability
- people seen as unique individuals due to exchange of intimate information

Recategorization: seeing people in a different social category

- make aware that members of one group are also members of one's own group
- create membership in a superordinate group instead of separate groups
- change basis of membership from race to alternative dimension (can alter who is 'we' and who is 'they')

Inclusive meetings



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- Agenda sent out before meeting
- Appoint group facilitator
- Encourage all individuals to contribute
 - Give people time to gather their thoughts (ex. When big questions come up, give everyone a few minutes to write down their thoughts, then go around and have everyone share)
 - Do not put anyone on the spot by pressuring them to have a meaningful answer instantly (though may want to state a closed question such as, “[Insert colleague’s name] would you agree with what’s been said?” to help a person open up)
 - Participants working remotely -- regularly check if they are able to follow the conversation and contribute

Modified from Dubin’s blog post, “How to counteract 3 types of biases and run inclusive meetings”

Inclusive meetings, continued



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- Give speaker full attention
- Interrupt interruptions
 - Do not allow people to speak over each other
- Give credit where it is due
 - Acknowledge each other's contributions
- Conclude by summarizing new information and solidifying consensus
 - Recap actions that will be taken to provide opportunity for participants to voice agreement or concerns
- Provide post meeting follow-up, such as notes from meeting

Modified from Dubin's blog post, "How to counteract 3 types of biases and run inclusive meetings"

Mentoring

Please take a moment to think about communication in your organization

What formal and informal groups exist in your organization?

Think about the groups you belong to in your organization?

Who's included in certain groups, who's excluded (intentionally or unintentionally)?



Additional thoughts regarding communication in your organization



Do certain members of the organization suffer penalties when they speak?

Are important, interesting, or new opportunities always given to the same people?

Mentoring as a component of communication

Formal definition : to advise or train

A way to share information about the organization

Traditionally focused on onboarding new employees, providing job-related skills training, or retention focused

Creating connections that strengthen how we understand each other, our organizations, and the interconnected nature of our roles

Psychosocial mentoring

“those aspects of a relationship that enhance a sense of competence, clarity of identity, and effectiveness in a professional role.” (Kram, 1988)



Are we open to learning? fixed vs growth mindset

Fixed mindset: intelligence is static, abilities are fixed

Examples

- I don't have a math brain.
- I'm a procrastinator.

(Dweck, 2007)

Growth mindset: intelligence/abilities can be developed, absence of skills temporary and malleable

Examples

- This challenge is a good opportunity for me to learn.
- What can I do next time to make this work?

What can happen to BIPOC or marginalized members of organizations...

Stereotype threat- When the threat of being viewed negatively actually leads to decreased performance

This can be reduced when people trust that their evaluators had high standards and believed that the person could meet the standards (Myers, 2011)

Ways to mentor as a supervisor or manager

Advocate for equity in training opportunities throughout your organization

Attempt to learn the strengths of your coworkers, look for projects that speak to their strengths and connect to organizational goals

Clearly communicate your standards and ensure your bias doesn't interfere with your appraisal

Consider presenting, publishing, or working on projects with your coworkers.

Use your power to support and uplift your team

Ways you can mentor regardless of your position

Speaking up in meetings

Stopping inappropriate conversations

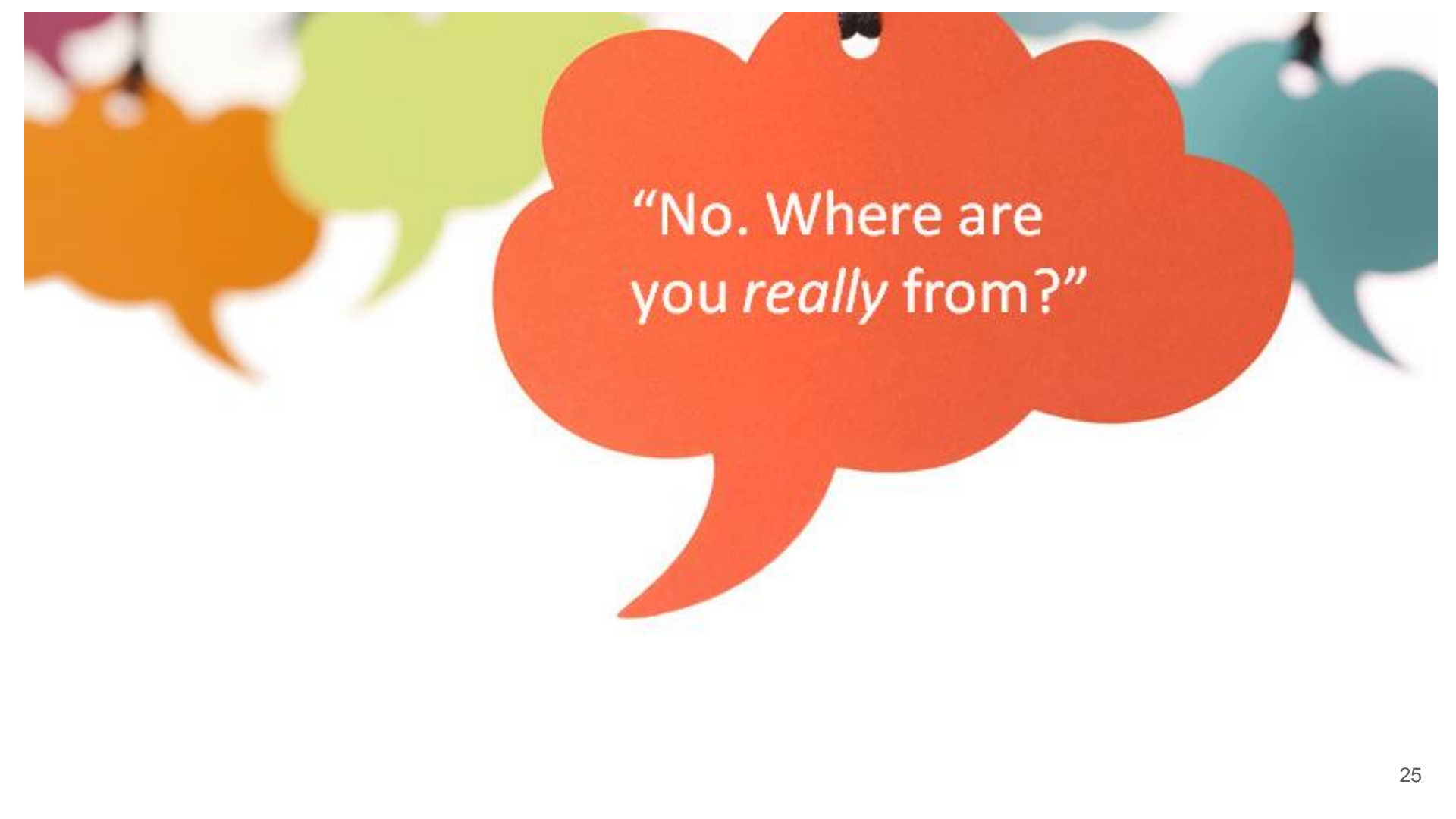
Amplifying ideas if people are often unheard

Removing zero sum thinking, focusing on the success of your team and organization

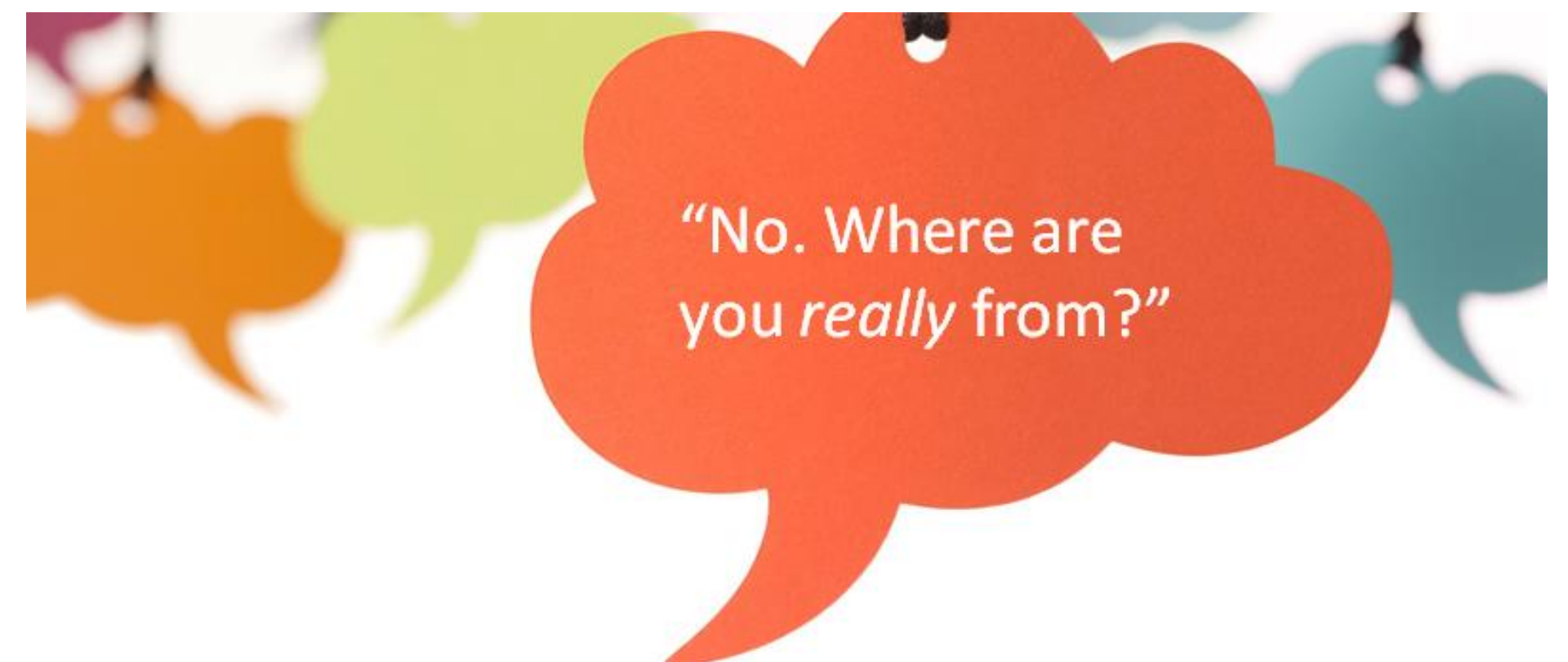
Use your power in the organization to advocate for those with less power

Microaggressions

Subtle, denigrating messages delivered to people based on their membership in one or more marginalized groups



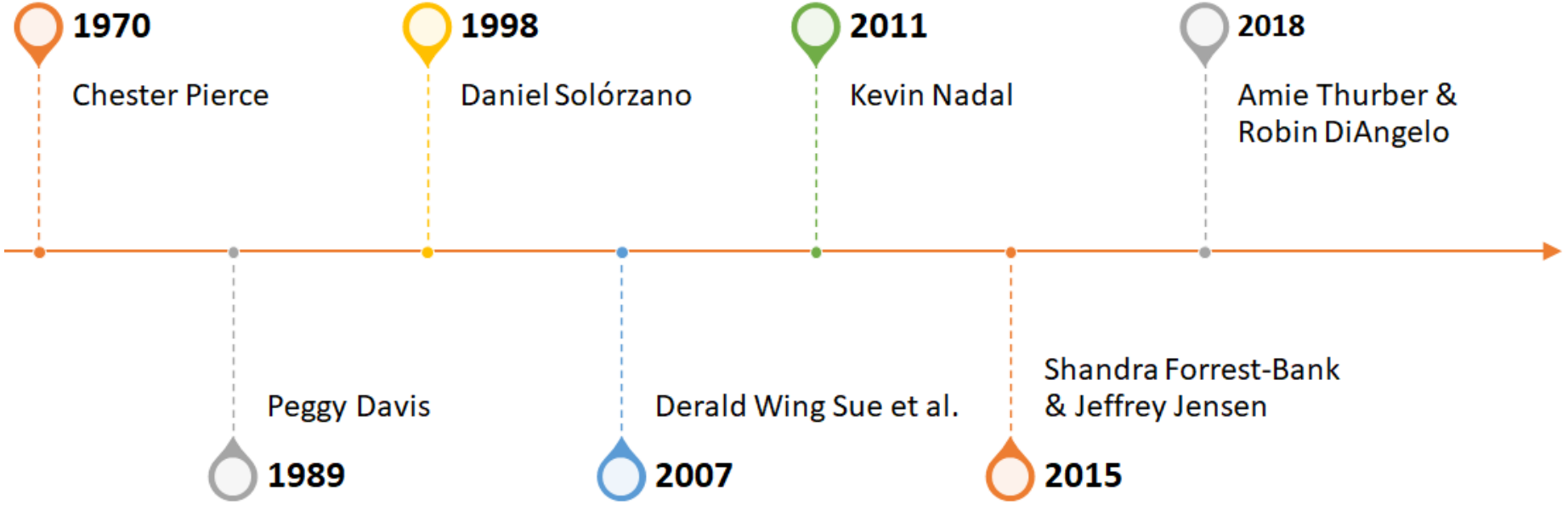
“No. Where are
you *really* from?”

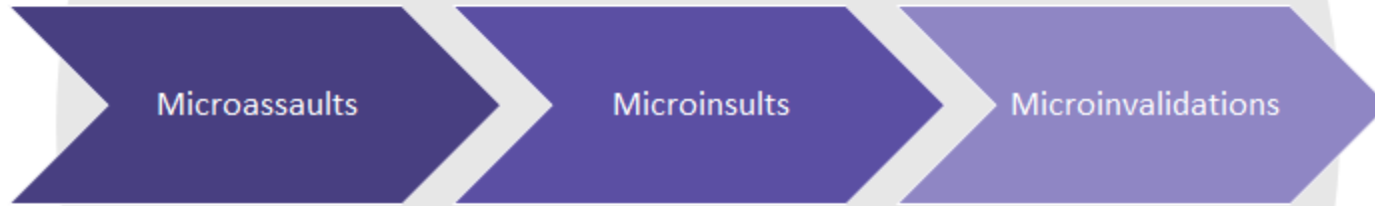


“No. Where are
you *really* from?”

Because you don't look like you're from here (i.e., an American).

Timeline of Select Microaggressions Research





Microaggressions exist along a continuum

(Sue et al., 2007)

Principles for Intervening

As a target

Your first responsibility is to yourself. You don't owe anyone a response.

Acknowledge and affirm what you're feeling. Take time to re-center.

What do you want to see happen? Evaluate strategies for achieving that goal or moving forward.

Reclaim your voice.

(Thurber & DiAngelo, 2018)

As a witness

What's the cost of not responding?

What's your goal/purpose?

Focus on calling *in* rather than calling *out* the offender

(Thurber & DiAngelo, 2018)

As a perpetrator

Face oppressive patterns

Be open and receptive to feedback

Accountability as a process

Seek restorative action

(Thurber & DiAngelo, 2018)

Microinterventions

“the everyday words or deeds, whether intentional or unintentional, that communicates to targets of microaggressions (a) validation of their experiential reality, (b) value as a person, (c) affirmation of their racial or group identity, (d) support and encouragement, and (e) reassurance that they are not alone” (Sue et al., 2019, p. 134).

Strategic Goals of Microinterventions

- Make the “invisible” visible
- Disarm the microaggression
- Educate the offender
- Seek external intervention

(Sue et al., 2019)

Personal Strategies to Reduce Microaggressions



Stop espousing a colorblind philosophy



Educate yourself



L I S T E N

Don't minimize or invalidate the experiences and concerns of librarians from marginalized groups

Focus on...

achieving connection
and creating
relationships

(rather than satisfying
your own curiosity)



You're going to make mistakes.
Keep doing the work.

(Hathcock, 2016)

Conclusion

Diversity matters for us to...

become part of inclusive organizations in which we

- consider different perspectives
- question assumptions
- empower each other
- share knowledge
- keep growing



...and put this knowledge
into action by...

continuously improving services to be
relevant in supporting & engaging with the
diverse populations we serve

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Questions? Conversations?

Thank you for attending!

Be the change! Let's continue the conversation: #ACRLtogether2020

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Additional Resources

Tactics to achieve strategic goals of microinterventions

Make the “Invisible” Visible

- Undermine the metacommunication
- Name and make the metacommunication explicit
- Challenge the stereotype
- Broaden the ascribed trait
- Ask for clarification

Disarm the Microaggression

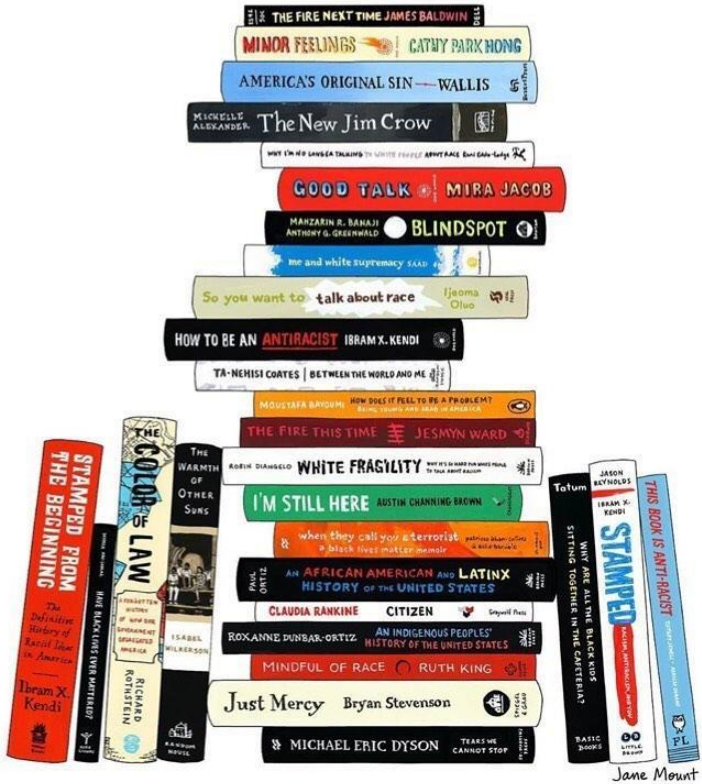
- Express disagreement
- State values and set limits
- Describe what is happening
- Use an exclamation
- Nonverbal communication
- Interrupt and redirect
- Remind them of the rules

Educate the Offender

- Differentiate between intent and impact
- Appeal to the offender's values and principles
- Point out the commonality
- Promote empathy
- Point out how they benefit

Seek External Reinforcement or Support

- Alert leadership
- Report
- Therapy/counseling
- Spirituality/religion/community
- Buddy system
- Support group



An Antiracist Book List

An Antiracist Book List

The Fire Next Time, James Baldwin

Minor Feelings, Cathy Park Hong

America's Original Sin, Jim Wallis

The New Jim Crow, Michelle Alexander

Why I'm No Longer Talking to White People About Race, Reni Eddo-Lodge

Good Talk, Mira Jacob

Blindspot, Mahzarin R. Banaji & Anthony G. Greenwald

Me and White Supremacy, Layla Saad

So You Want to Talk About Race, Ijeoma Oluo

How to Be an Antiracist, Ibram X. Kendi

Between the World and Me, Ta-Nehisi Coates

How Does it Feel to Be a Problem? Being Young and Arab in America, Moustafa Bayoumi

The Fire This Time, Jesmyn Ward

White Fragility, Robin DiAngelo

I'm Still Here, Austin Channing Brown

When They Call You a Terrorist: A Black Lives Matter Memoir, Patrisse Khan-Cullors & asha bandele

An African American and Latinx History of the United States, Paul Ortiz

Citizen, Claudia Rankine

An Indigenous Peoples' History of the

United States, Roxanne Dunbar-Ortiz

Mindful of Race, Ruth King

Just Mercy, Bryan Stevenson

Tears We Cannot Stop, Michael Eric Dyson

Stamped from the Beginning: The Definitive History of Racist Ideas in America, Ibram X. Kendi

Have Black Lives Ever Mattered?, Mumia Abu-Jamal

The Color of Law: A Forgotten History of How Our Government Segregated America, Richard Rothstein

The Warmth of Other Suns, Isabel Wilkerson

Why Are All the Black Kids Sitting Together in the Cafeteria?, Beverly Daniel Tatum

Stamped: Racism, Antiracism, and You, Jason Reynolds & Ibram X. Kendi

This Book is Anti-Racist: 20 Lessons on How to Wake Up, Take Action, and Do the Work, Tiffany Jewell

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