Conor Murphy MLA
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Clare House, 303 Airport Road West
Belfast BT3 9ED

Jim Allister MLA
Northern Ireland Assembly
Parliament Buildings
Ballymiscaw
Stormont

AQW 12165/17-22

Jim Allister MLA has asked:

To ask the Minister of Finance to place in the Assembly library copies of the slides and material used in unconscious bias training in the Civil Service.

ANSWER

A copy of the slides used for the NICS SCS classroom based training along with the content of the e-Learning package for all other staff have been issued to NI Assembly to be placed in the Assembly library.

Signed:

Conor Murphy MLA

Date: **23/12/2020**

Unconscious Bias e-Learning

The objectives are:

• Define what Unconscious Bias is.

• Explain how Unconscious Bias can impact in the workplace.

• State ways to tackle Unconscious Bias.

Training themes:

What is Unconscious Bias

1. What is unconscious Bias
2. First impressions
3. Stereotypes
4. Mental shortcuts
5. Self reflection

In the workplace

1. The far reaching impacts of unconscious bias in the workplace

Tackling Unconscious bias

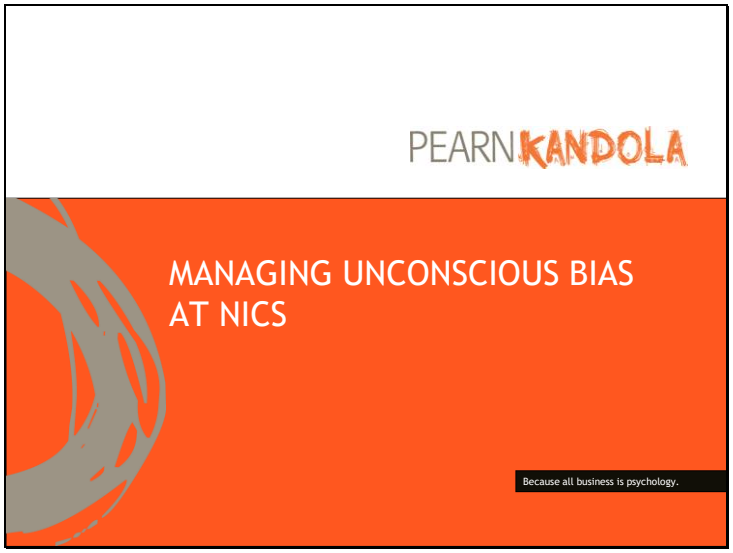
1. Know the warning signs
2. Tackling unconscious bias
3. Aware of your biases
4. Widen your informal network in work
5. Manage stress
6. Awareness of unconscious bias whilst delivering at pace
7. Non-verbal behaviours
8. Pathway to inclusive working culture
9. Golden rules to tackling bias

Slide 1

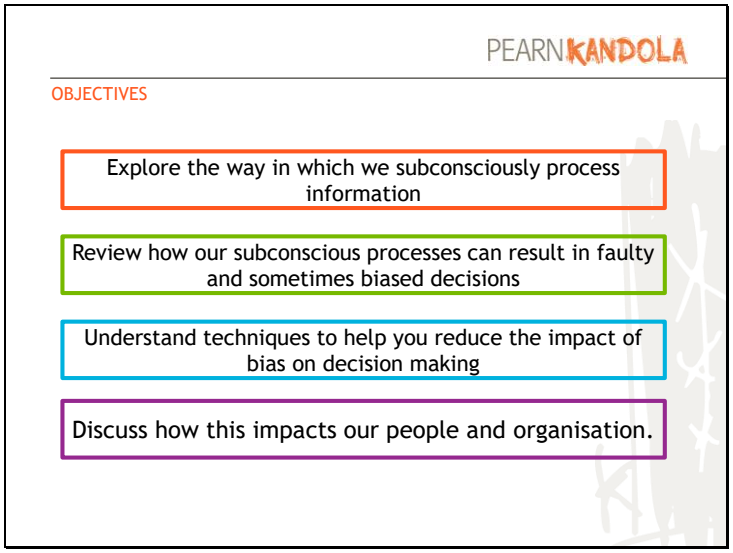
PEARN KANDOLA

Because all business is psychology

Slide 2


PEARN KANDOLA
MANAGING UNCONSCIOUS BIAS AT NICS
Because all business is psychology.

Slide 3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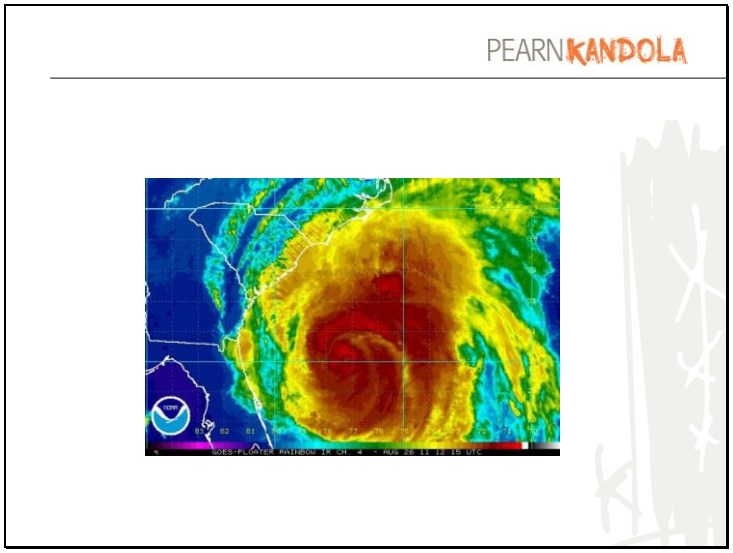
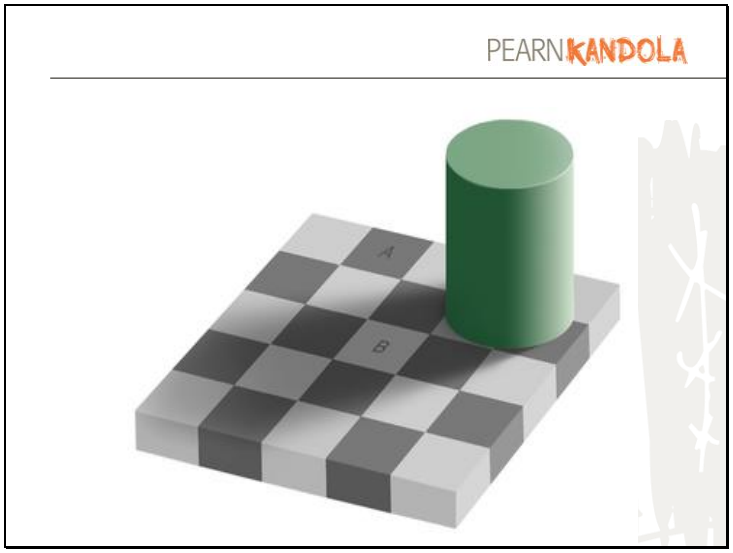
OBJECTIVES
Explore the way in which we subconsciously process information
Review how our subconscious processes can result in faulty and sometimes biased decisions
Understand techniques to help you reduce the impact of bias on decision making
Discuss how this impacts our people and organisation.

Slide 4



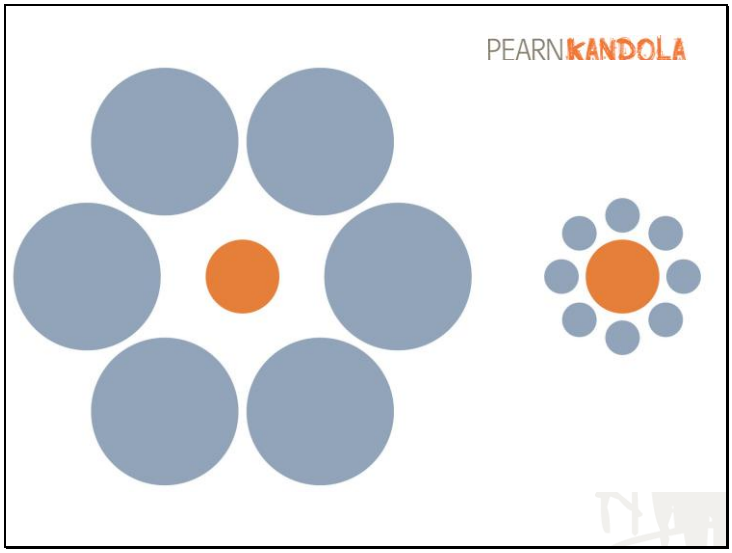
Intro to UB. Study showing the biases influence our decisions to evacuate during hurricanes.

Slide 5



Slide 6

Slide 7



Core Module 1 – Tool 1 – total 60 min

How can this impact your day to day behaviors or processes such as recruiting?

Slide 8

Group think, conformity – and relate it to recent events and research
More likely to occur with charismatic leadership

Slide 9

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FINISHED FILES ARE THE RE
SULT OF YEARS OF SCIENTI
FIC STUDY COMBINED WITH
THE EXPERIENCE OF YEARS

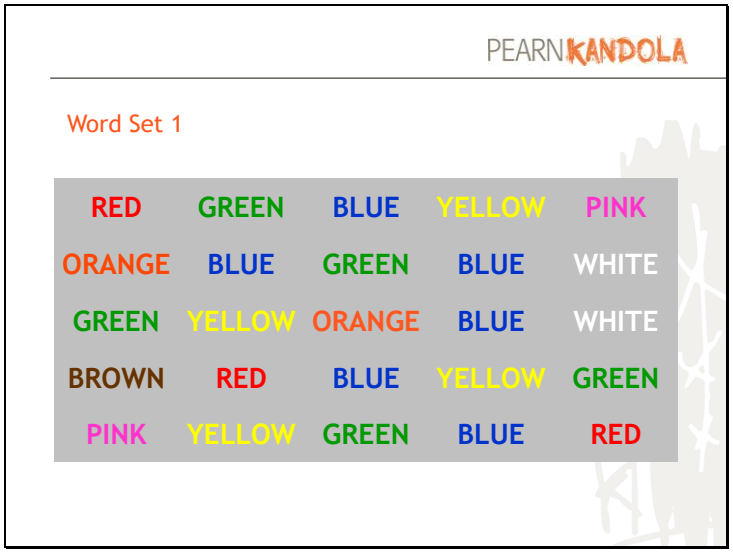
Slide 10

Priming, need to make sense of the world, geoligist example

System 1 thinking: quick, irrational – fight or flight
System 2: more cognitive

Slide 11

Slide 12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Word Set 1
RED GREEN BLUE YELLOW PINK
ORANGE BLUE GREEN BLUE WHITE
GREEN YELLOW ORANGE BLUE WHITE
BROWN RED BLUE YELLOW GREEN
PINK YELLOW GREEN BLUE RED

Slide 13

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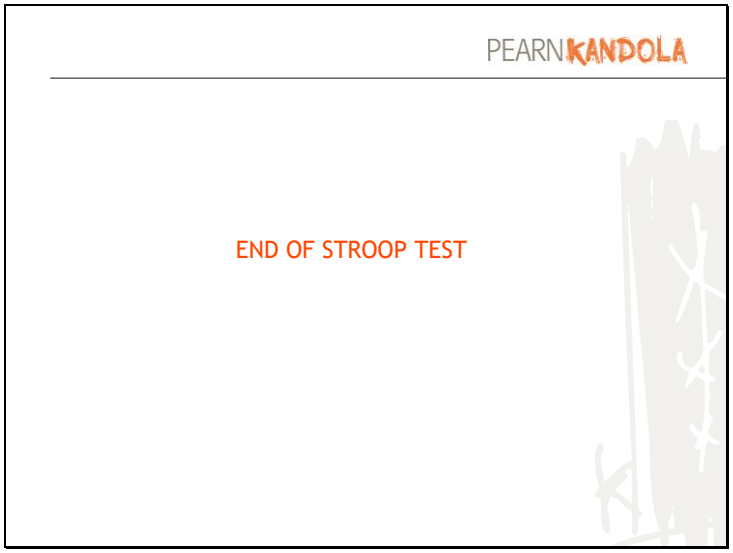
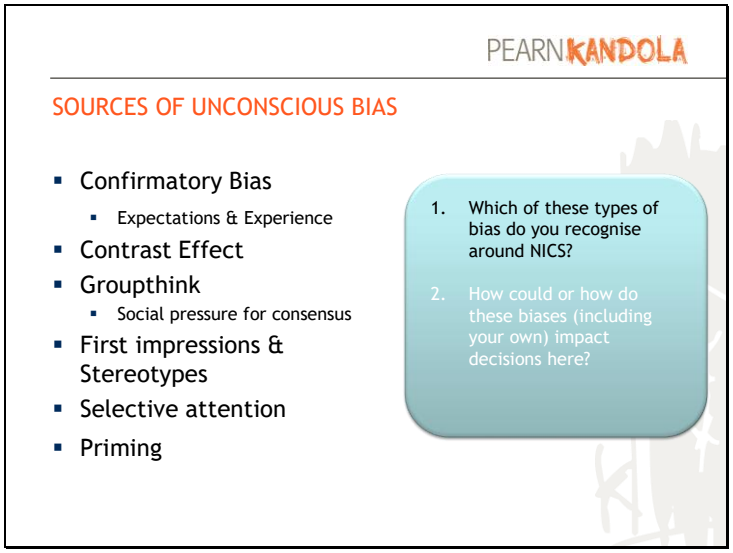
Word Set 2
RED GREEN BLUE YELLOW PINK
ORANGE BLUE GREEN BLUE WHITE
GREEN YELLOW ORANGE BLUE WHITE
BROWN RED BLUE YELLOW GREEN
PINK YELLOW GREEN BLUE RED

Slide 14



Slide 15



In small groups – which one of these biases do you see? And feedback to group

Slide 16

Introduces tools

Slide 17

PEARN KANDOLA
PRACTICAL TOOLS FOR MANAGING BIAS
Tool 1 You're Biased: Accept it
Tool 2 Create the Right Conditions
Tool 3 Network Analysis
Tool 4 Displaying Inclusion

Slide 18

PEARN KANDOLA
PRACTICAL TOOLS FOR MANAGING BIAS
Tool 1 You're Biased: Accept it

Slide 19

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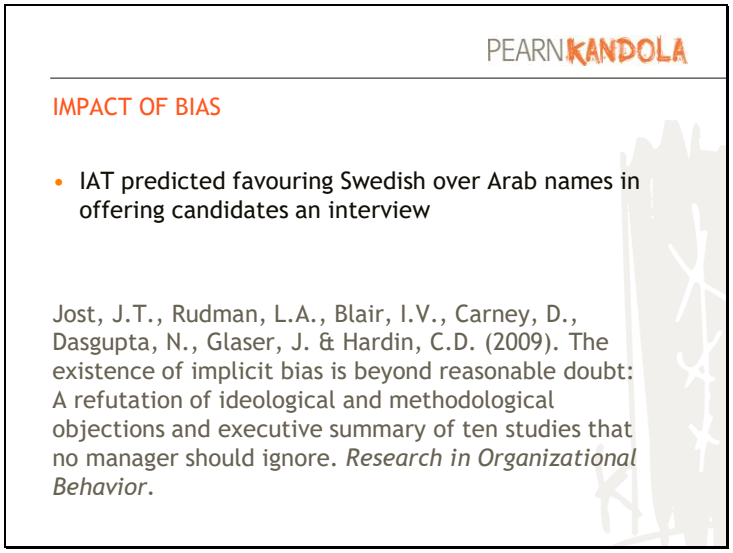
PRACTICAL WAYS TO MANAGE YOUR BIAS

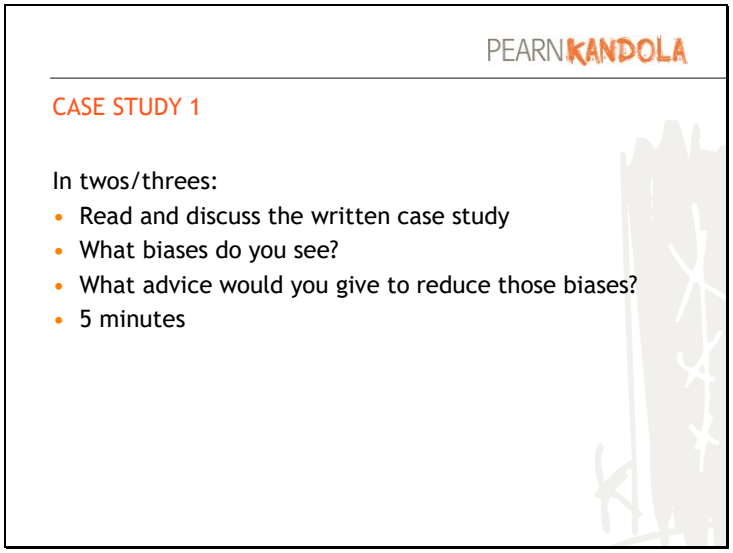
- **Know your own biases!**
- **Some of your biases you will already know -**
  - Are there particular backgrounds or experiences that you are favourable towards or against?
  - Are there things that candidates do that leaves you with a particularly good or poor first impression?
- **Some of your biases will be unconscious -**
  - Harvard University Implicit Association Test - https://implicit.harvard.edu/implicit/demo/takeatest.html

Slide 20



•With the first example, it's important to state that this is for equally qualified candidates. Again, make reference to the UMIST research of CV scanning. Other research is that European American sounding names 50% more likely to be invited to interview that applications with African American sounding names. (Bertrand & Mullainathan, 2004).
•2nd Bullet – needs careful debrief. This was based on research carried out in computer based simulations, not on real events. The researchers found that police officers were more likely to shoot a black unarmed suspect than they were to shoot a white unarmed suspect. Importantly, this bias was reduced with appropriate training. This last point is important as it links to the possibility to reduce bias with training, hence the e-learning package.

Slide 21

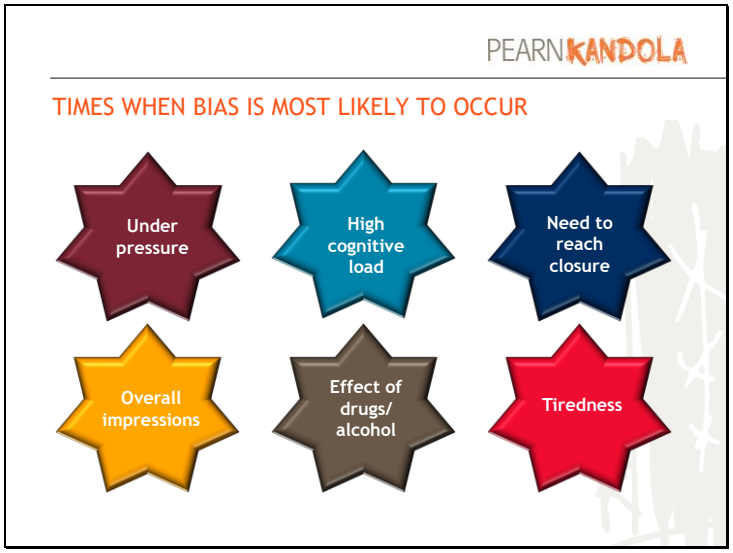


Use case study – creating the right conditions

Slide 22

Identifying and challenging Bias Module – 80 minutes

Slide 23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TIMES WHEN BIAS IS MOST LIKELY TO OCCUR
Under pressure
High cognitive load
Need to reach closure
Overall impressions
Effect of drugs/ alcohol
Tiredness

Slide 24

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Tool 2- CREATE THE RIGHT CONDITIONS
Give yourself time – focus!
Look to disconfirm a stereotype
Treat people as individuals
Challenge each other
Review your decisions
Instruct yourself and others to be fair and objective

Slide 25

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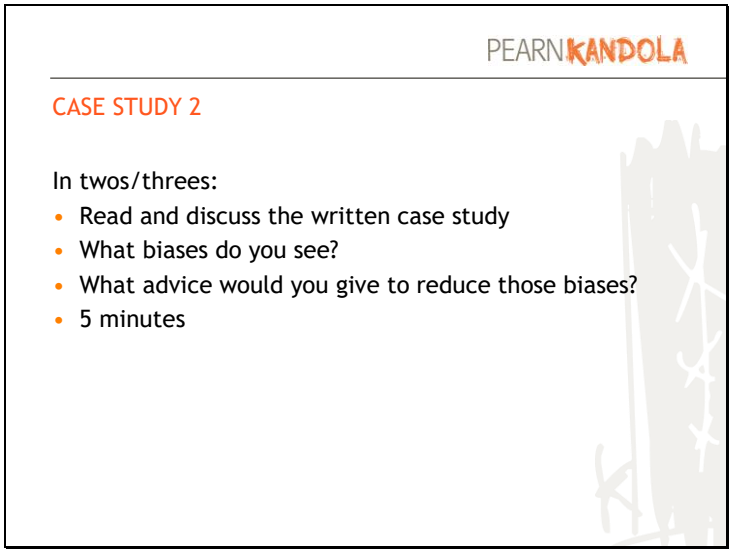
INSTRUCT YOURSELF TO BE FAIR

- Imagine a scenario in which you will make a decision.
- Give yourself an implementation plan.
- Remind yourself of the plan regularly.

Example:

"I will make sure that when I interview candidates, I will treat them all fairly and objectively. I will not stereotype or make assumptions about them. I will treat them as an individual."

Slide 26



Use case study – creating the right conditions

Slide 27

Slide 28

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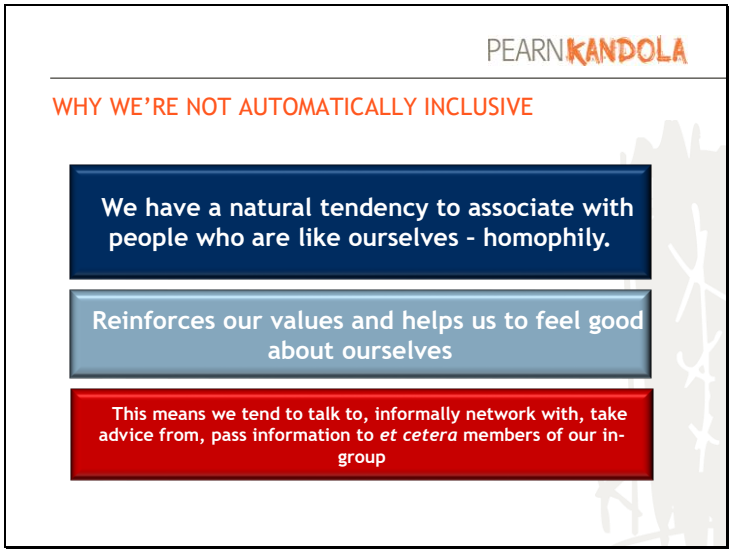
Slide 29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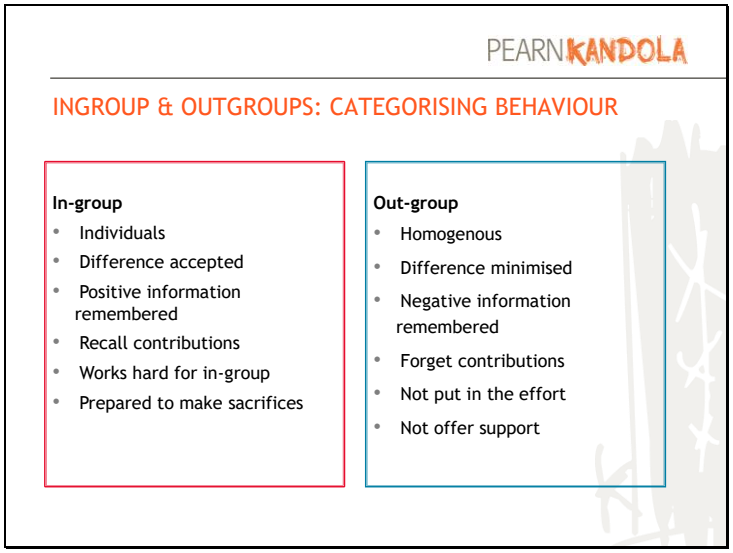
WHY WE'RE NOT AUTOMATICALLY INCLUSIVE
We have a natural tendency to associate with people who are like ourselves - homophily.
Reinforces our values and helps us to feel good about ourselves
This means we tend to talk to, informally network with, take advice from, pass information to *et cetera* members of our in-group

Slide 30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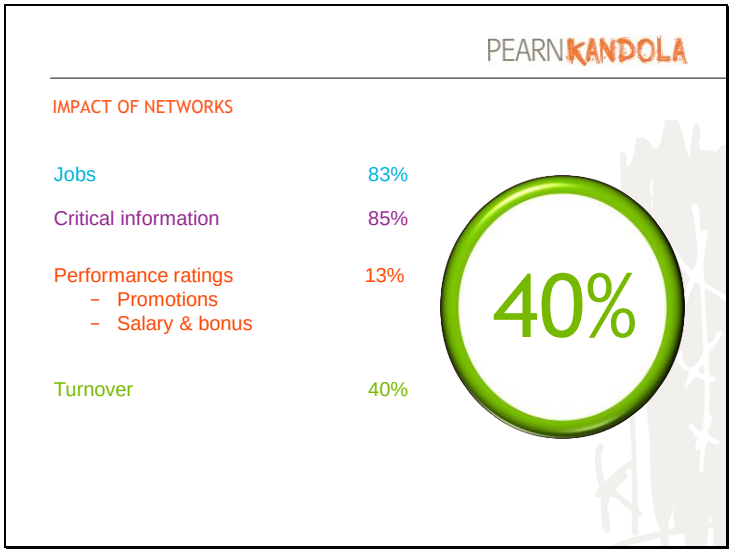
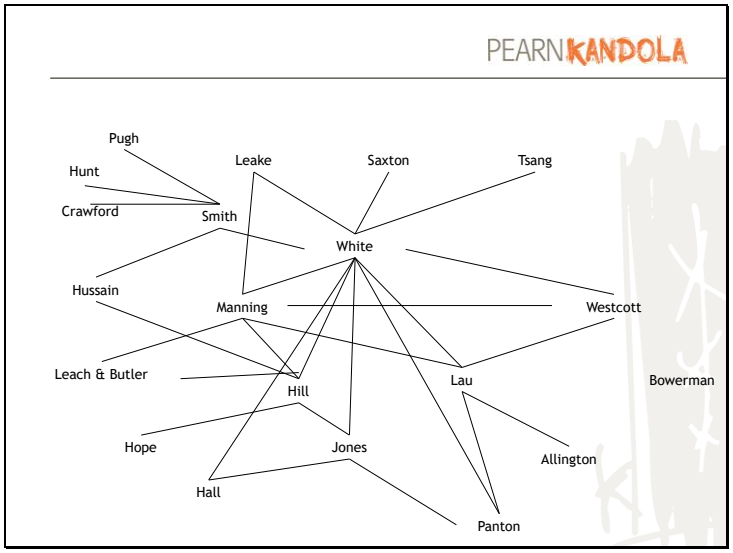
INGROUP & OUTGROUPS: CATEGORISING BEHAVIOUR
In-group
Individuals
Difference accepted
Positive information remembered
Recall contributions
Works hard for in-group
Prepared to make sacrifices
Out-group
Homogenous
Difference minimised
Negative information remembered
Forget contributions
Not put in the effort
Not offer support

Slide 31



Study 2011

Slide 32


PEARN KANDOLA
Pugh
Hunt
Crawford
Smith
Leake
Saxton
Tsang
White
Hussain
Manning
Westcott
Leach & Butler
Hill
Lau
Bowerman
Hope
Jones
Allington
Hall
Panton

Slide 33

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KEY QUESTIONS FOR YOU TO ASK YOURSELF

Thinking about each of your team members:

- How often do I ask their opinion or seek their advice?
- How often do I involve them in social activities / conversations?
- How often do I involve them in formal decision making discussions?
- How often do I provide them with information?

Slide 34

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PRACTICAL TOOLS FOR MANAGING BIAS
Tool 4 Displaying Inclusion

Slide 35

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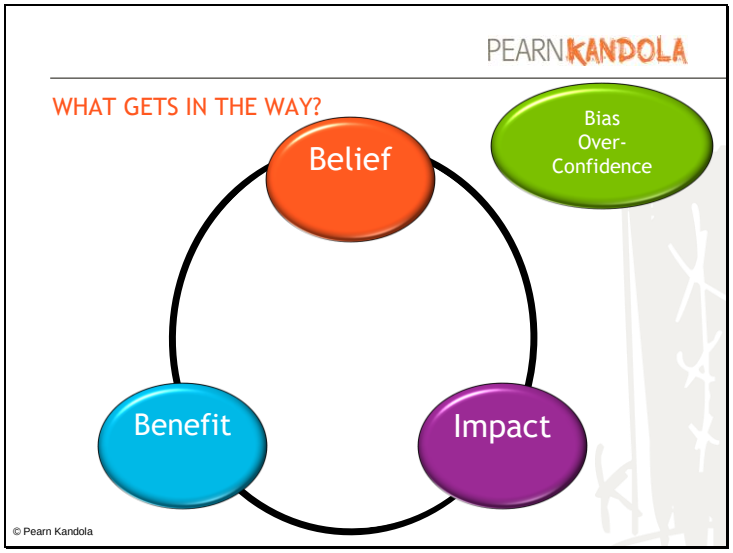
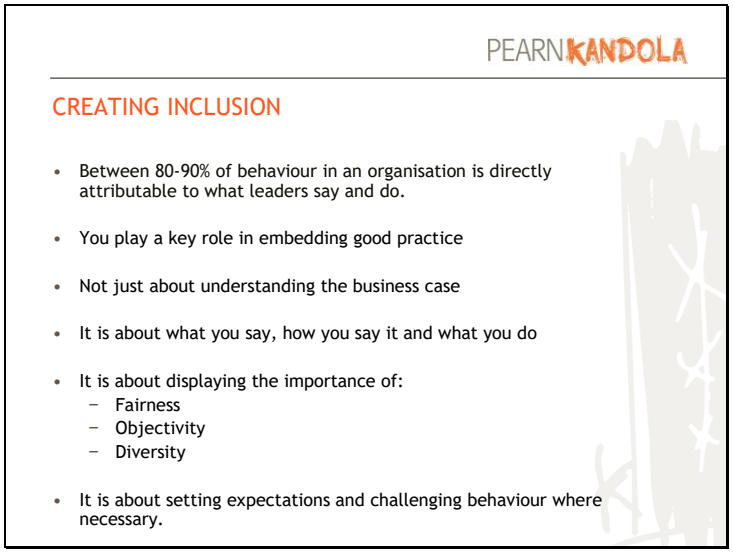
INCLUSION MINDSET
Belief
85%
Benefit
Impact
© Pearn Kandola

Slide 36



Bias gets in the way of being inclusive as does an over-confidence in our abilities-we may not be as good as we think we are at this. These are aspects that will be explored in this workshop.

Slide 37



In pairs – discuss everything we talked about –what has struck you most? Learned? What could you do differently? Or changes to instigate to systems or proceses you are responsible for in the business?
And he asks for some examples – 10 minutes

With a reference to the Action Board!

Action planning

Slide 38

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INCLUSIVE ACTIONS
Use the IAT to identify your unconscious biases
Share out the stretch opportunities
Identify someone from a different background to mentor
Develop a diverse personal network
Actively seek different perspectives from your team members
Give feedback to team members
Talk about unconscious bias
Think: What can I do to demonstrate inclusion today?
38

Slide 39

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YOUR INCLUSIVE ACTIONS

1. What have you learnt?

2. What will you do?

Slide 40