

Good people are not biased.

I avoid conflict because I don't want to be seen as aggressive or confrontational.

Human beings, at some level, need  
bias to survive.

The way I handle conflict is to ignore it  
and hope that it will go away.

Conflict is not a problem to be managed or resolved, but is an opportunity to strengthen a shared sense of belonging.

# IMPLICIT BIAS AND CONFLICT MANAGEMENT

Angela Russell,  
MS

Diversity &  
Inclusion  
CUNA Mutual  
Group

# GROUND RULES

- There will be emotions that are triggered. Breathe and take note about the emotions that are coming up. Take care of yourself.
- Use “I” statements.
- Be honest and willing to share.
- Listen with curiosity and the willingness to learn and change
- Suspend judgment. Be open to the wisdom in each person’s story.
- Respect for one another, verbal and non-verbal
- Confidentiality
- Assume good intentions, recognize unintended impacts
- Facilitator is not the expert – I am learning, too

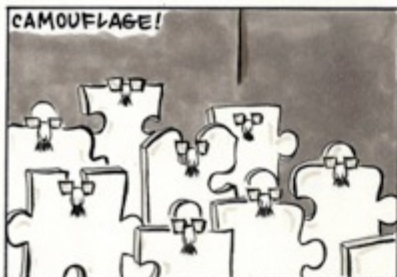
# PRESENTATION GOALS

- Understand the sources of conflict and tools for each source
- Understand how to break down the story, and why it matters
- Understand bias and how it intersects with conflict
- Use tools for managing conflict in an individual and group setting
- Understand how to identify interests and tap into frames that create mutual agreement

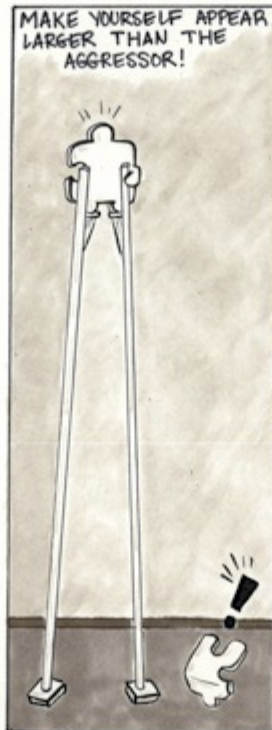


# WORKPLACE CONFLICT

## WAYS to handle **WORKPLACE CONFLICT**



(c) 2009-2011



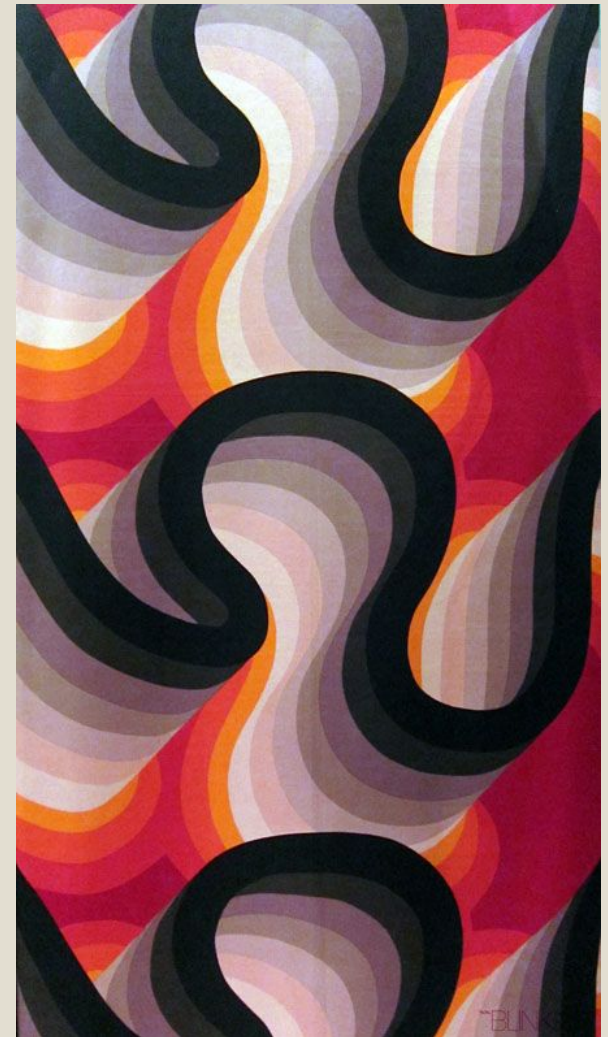
IDK Comics



EasierSaid.net

# TYPES OF WORKPLACE CONFLICT

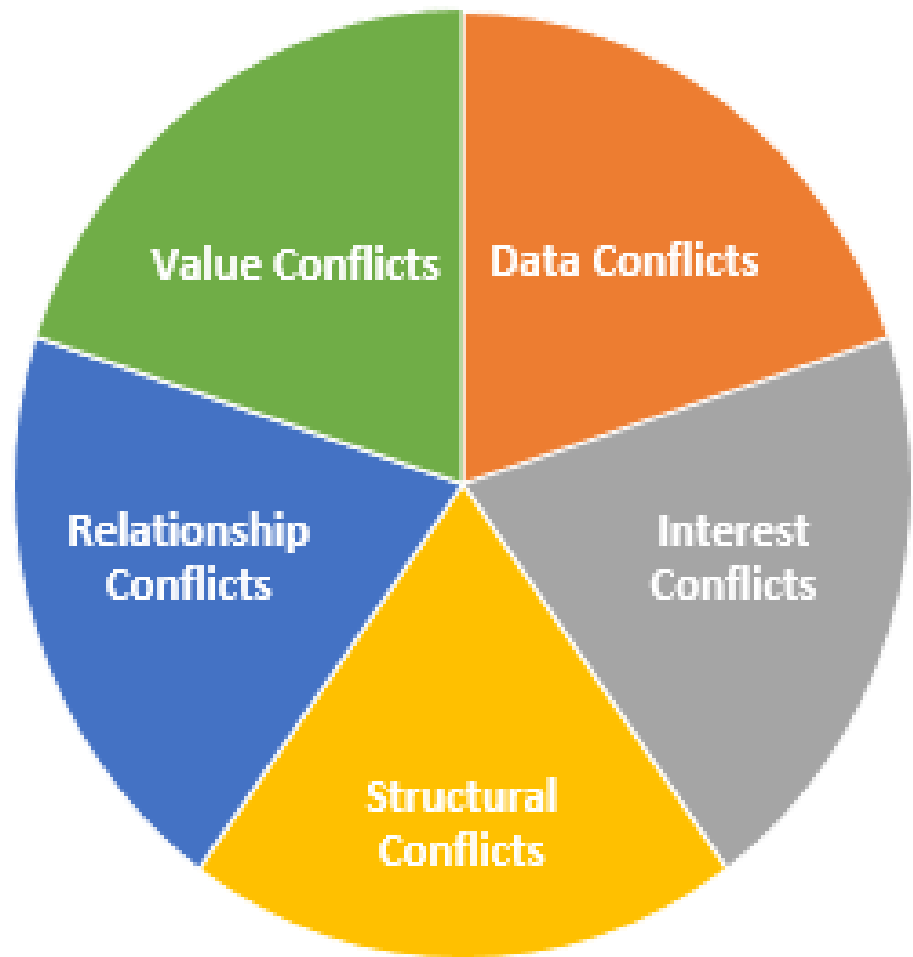
- Differences in opinion
- Resource challenges
- Different ways of being in the world
- Conflicting perceptions and bias
- Competing agendas and priorities
- Power struggle
- Different personal values



Write down an example of one individual and one group conflict

# SOURCES OF CONFLICT

- Discuss sources of conflict
- Identify the sources for your two examples
- Share an example relevant to the table assignment



# **BREAKING DOWN THE STORY**

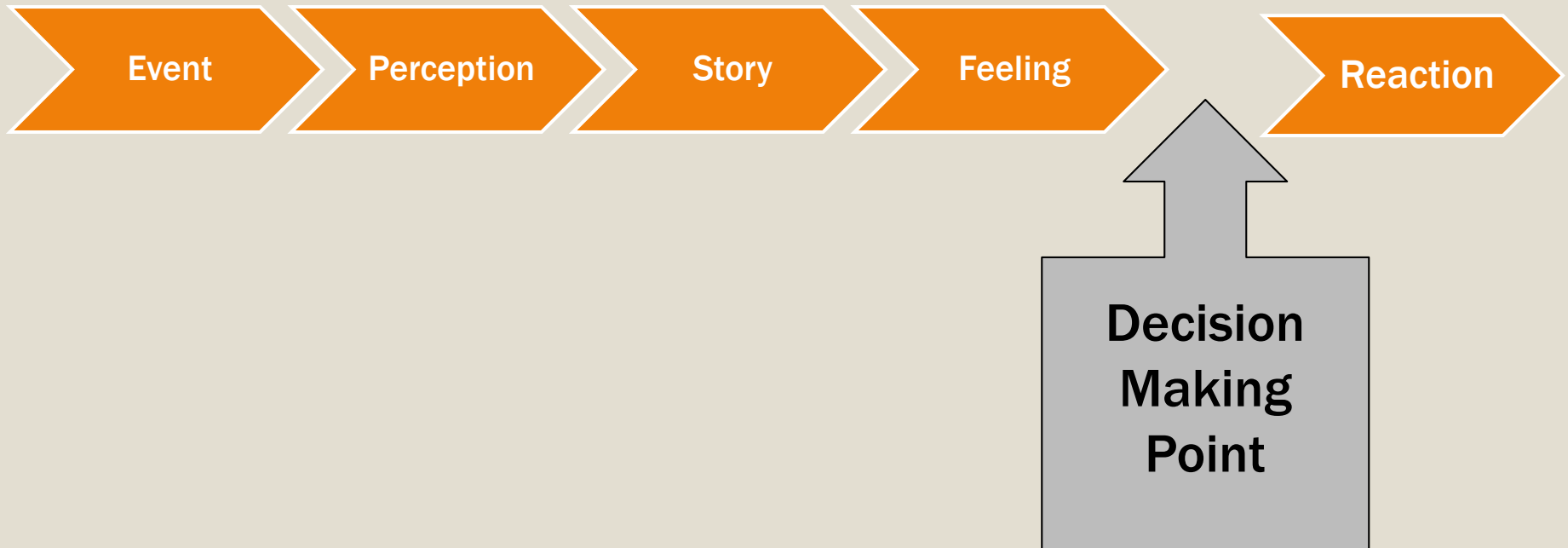
# THE STORY MATTERS

Situation/Scenario	Story you tell
Someone lets you down and it's not the first time.	There are irresponsible and unreliable.
You let someone down and it's not the first time.	It's because you've been overworked recently.
Someone cuts you off while driving.	They are rude, aggressive and inconsiderate.
You cut someone off while you are driving.	It's because you are in a hurry, and if you don't catch these lights you'll miss your doctor's appt.
One of your peers (whom you don't like) buys the boss a birthday card.	It's because they are buttering up the boss and trying to get a promotion.
You buy your boss a birthday card.	It's because you are warm and caring.

# EXERCISE: SHIFT FROM STORY TO FACT

1. Look at the individual conflict that you have with someone
2. On your paper, draw a line down the middle.
3. In the left hand column, write down the stories you are telling yourself about the person and the particular conflict. Include all the feelings, thoughts, judgments, bias, labels, conclusions that are running in your head.
4. In the right hand column, write down all the actual facts. Facts are observable, objective, specific actions and information.
5. Reflect: Is the story that you've been telling yourself supported by the facts?
6. Share: Take some time do discuss this at your table
  1. What your story supported by the facts? If so, how?
  2. What was this experience like? What did you learn?

# BREAK IT DOWN FURTHER

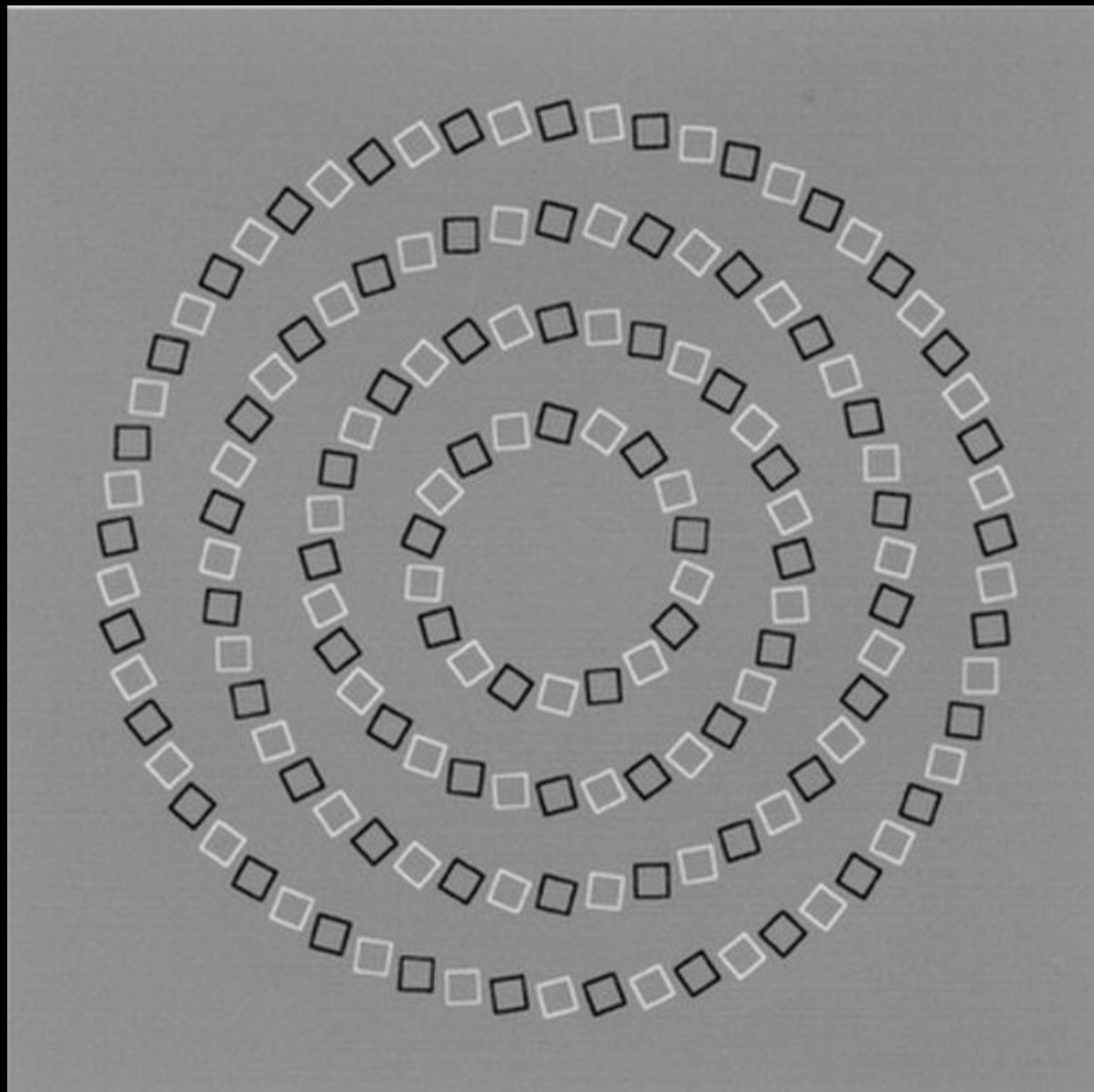


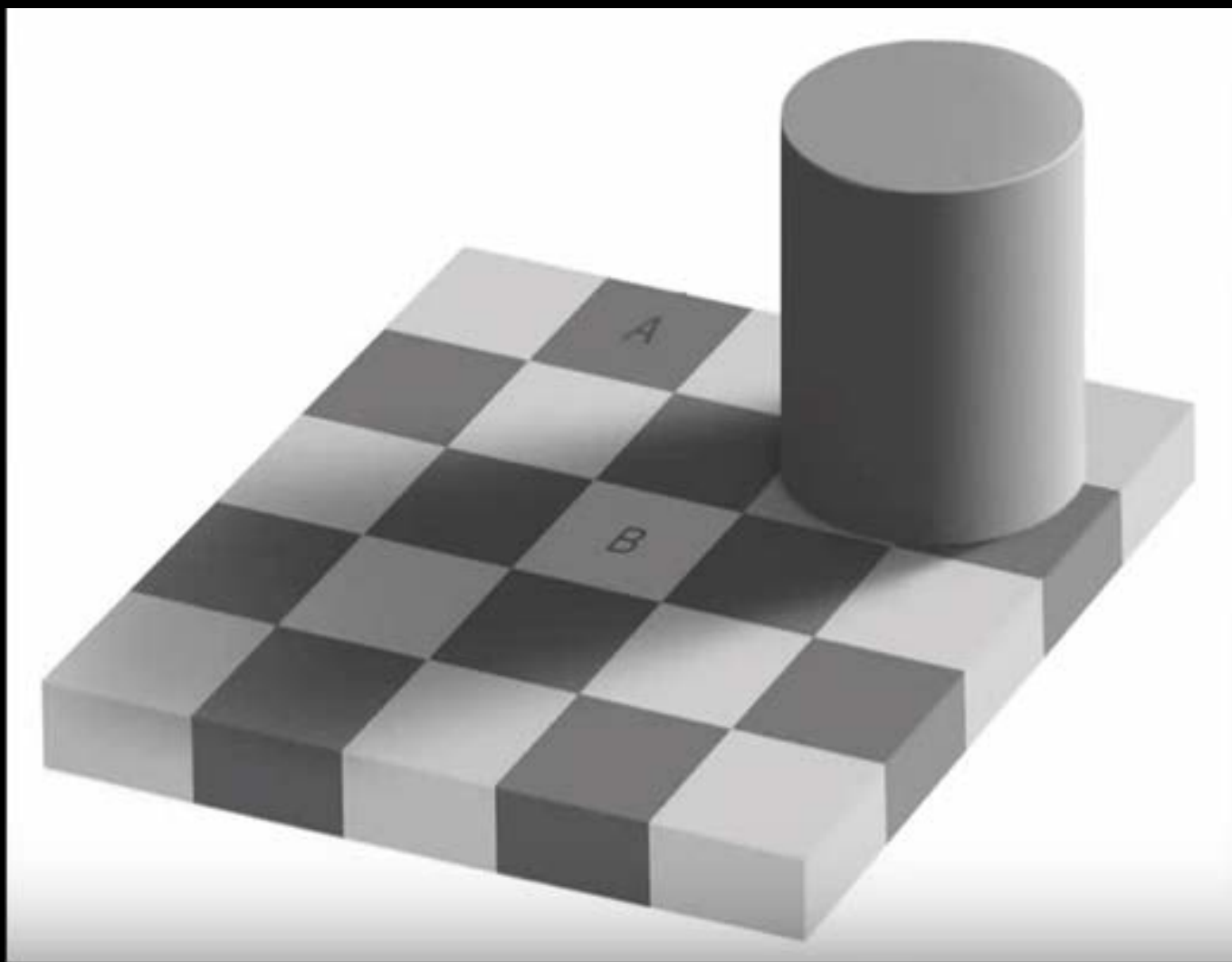
# USING THE TOOL

- Looking at your individual conflict example, share with a partner how to respond effectively rather than react at the decision making point
- Now look at the other parts of the tool, where else might you have been able to intervene?
- Group share

# WHAT PART DOES BIAS PLAY?







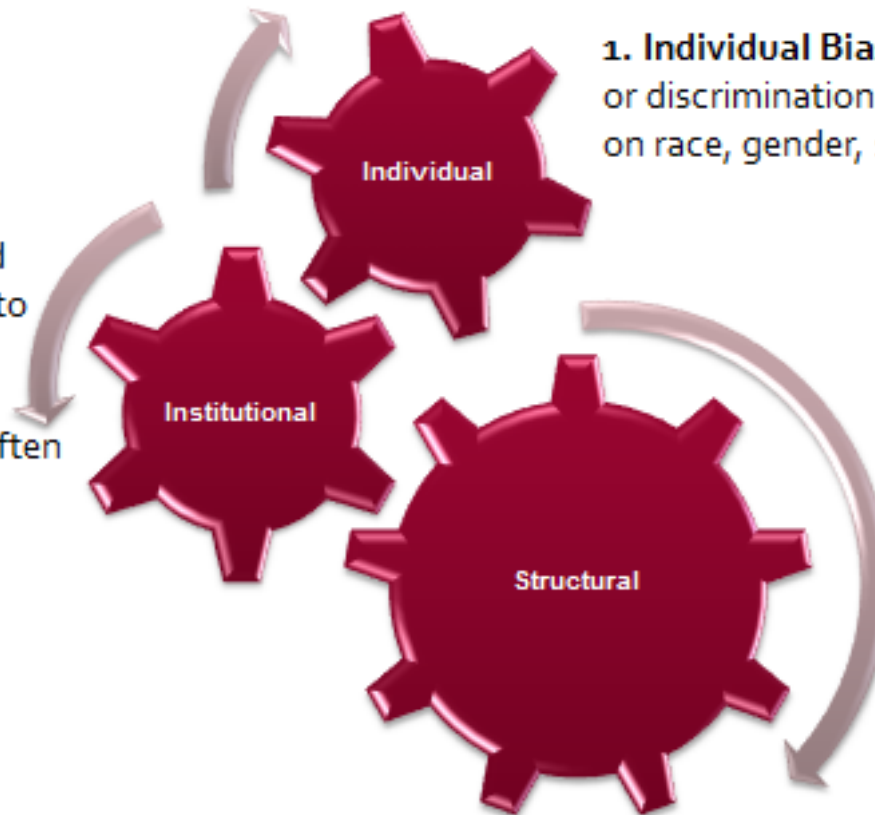
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# BIAS DEFINED

"A bias is a tendency. Most biases—like preferring to eat food instead of paper clips, or assuming someone on fire should be put out—are helpful. But cognitive shortcuts can cause problems when we're not aware of them and we apply them inappropriately, leading to rash decisions or discriminatory practices. Relying on biases but keeping them in check requires a delicate balance of self-awareness."

# 3 LAYERS OF BIAS

**2. Institutional Bias :**  
Policies, practices, and procedures that work to the benefit of certain people and to the detriment of others, often unintentionally or inadvertently.



**1. Individual Bias:** Pre-judgment, bias, or discrimination by an individual based on race, gender, sexual orientation, etc.

**3. Structural Bias:** A history and current reality of institutional bias across all institutions. This combines a system that negatively impacts people.



**TED<sup>x</sup>**  
**SouthBank**  
• independently organized TED event

**Yassmin Abdel-Magied**

**TED<sup>x</sup>**



0:10 / 13:49





# CHARACTERISTICS OF IMPLICIT BIAS

- Implicit biases are **pervasive**. Everyone possesses them, even people with avowed commitments to impartiality such as judges.
- Implicit and explicit biases are **related but distinct mental constructs**. They are not mutually exclusive and may even reinforce each other.
- The implicit associations we hold **do not necessarily align with our declared beliefs** or even reflect stances we would explicitly endorse.
- We generally tend to hold implicit biases that **favor our own ingroup**, though research has shown that we can still hold implicit biases against our ingroup.
- Implicit biases are **malleable**. Our brains are incredibly complex, and the implicit associations that we have formed can be gradually unlearned through a variety of debiasing techniques.

Two residents waded through chest-deep water after finding bread and soda from a local grocery store after Hurricane Katrina came through the area in New Orleans, Louisiana.

(AFP/Getty Images/Chris Graythen)



A young man walks through chest deep flood water after looting a grocery store in New Orleans on Tuesday, Aug. 30, 2005. Flood waters continue to rise in New Orleans after Hurricane Katrina did extensive damage when it

**AP** Associated Press



WOMEN'S MEDIA CENTER

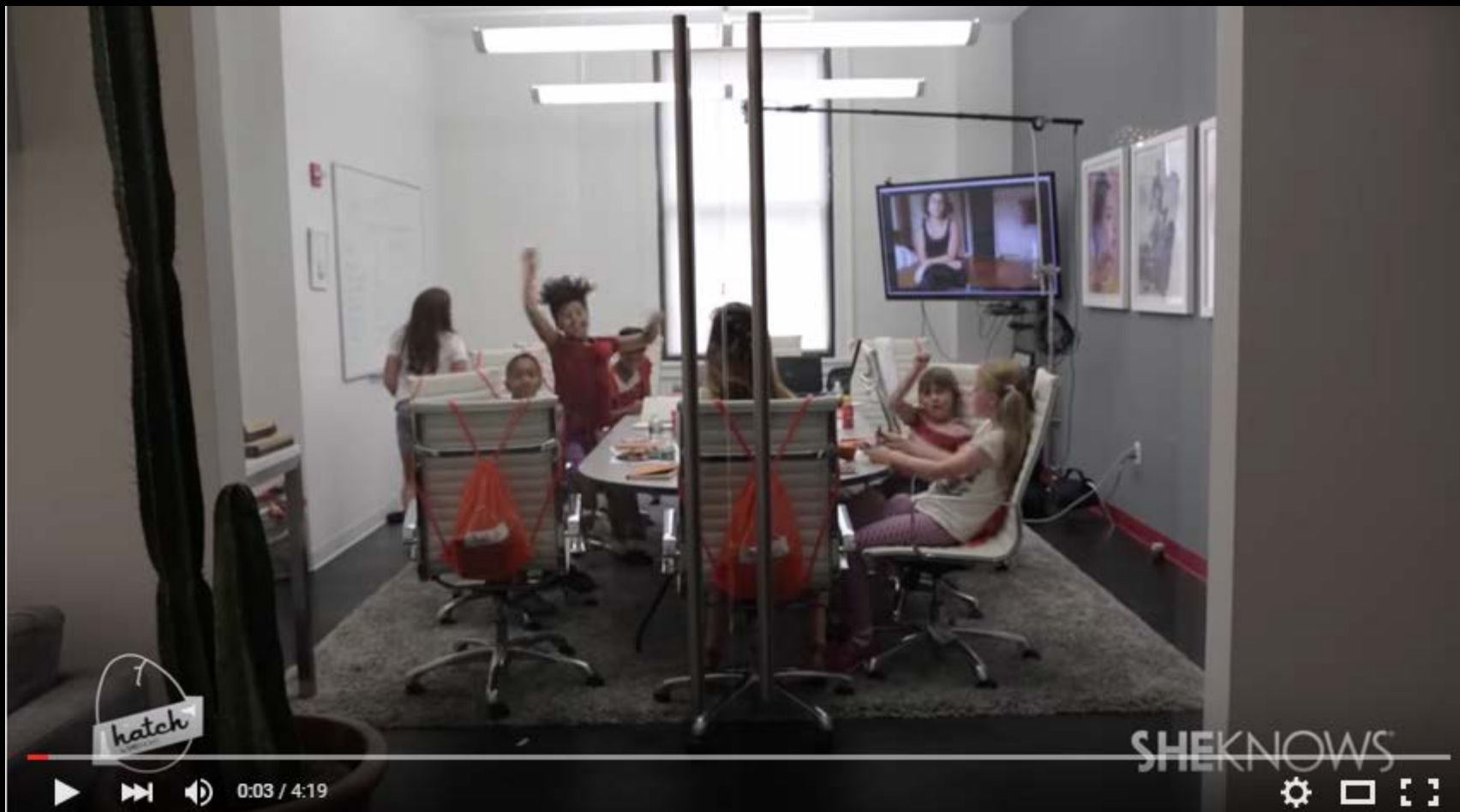


# DIVIDED

## THE MEDIA GENDER GAP

**Gender inequality** among journalists is evident across all media outlets and all issues. Men receive **63%** of byline credits in print, Internet, and wire news.





# IDENTIFYING AND ADDRESSING IMPLICIT BIAS

- Recognize that we all have it – no one is immune.
- Make the implicit explicit – take the IAT.
- Participate in implicit bias trainings and diversity seminars.
- Evaluate current media sources and consumption.
- Get feedback back from a trusted colleague.
- Improve conditions for decision making – thinking slow.
- Intergroup contact.

**PAIR & SHARE:**

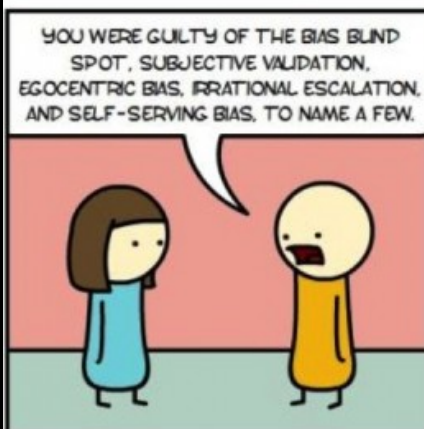
What are some of the  
stereotypes of workplace  
conflict for women?

***TRANSFORMING CONFLICT  
THROUGH UNDERSTANDING***

# TRANSFORMING CONFLICT – IDEAS/TIPS/PRACTICES

- Choose battles wisely
- Breathe
- Seek first to understand
- Go beyond either/or
- Remain or become nonviolence – in words and actions
- Let go of the need to be right
- Stop pouting
- Ask for an ego audit – from a trusted colleague or friend
- Let go of blame
- Acknowledge where you have failed or made a mistake
- Stay present and stay compassionate





# PRACTICE - ACT



AFFIRM

COUNTER

TRANSFORM

# AFFIRM

Start off the dialogue by mentioning phrases and images that speaks to audience's values. The key is to hook and engage your audience.

*1. Start with the heart*

*2. Explain why we are all in this together*



# COUNTER

Lead the audience into the discussion of race with a brief snapshot of the historical context. The key is to open audience's minds to deeper explanations about racial inequities.

**3.** *Explain why we have the problem*

**4.** *Take on race directly*



# TRANSFORM

Leave the audience with an engaging solution. The key is to present a solution so that the audience feels committed and feel as though they are progressing forward.


**5.** *Reframe “makers” and “takers”*

**6.** *End with heart and solution*





# PAIR AND SHARE USING ACT



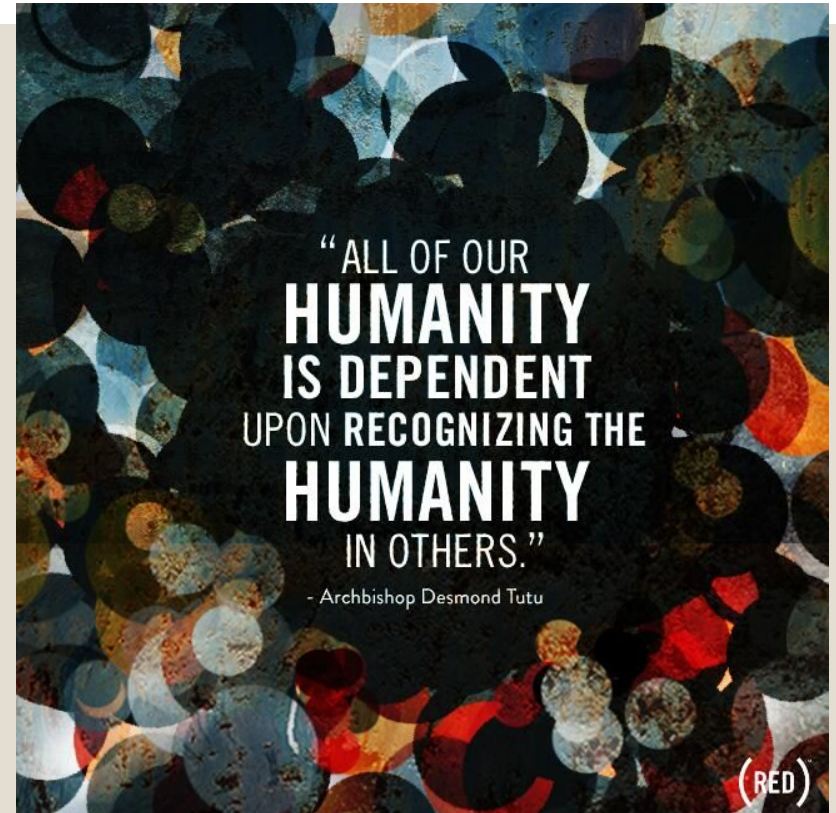
Empathy is, at its simplest, **AWARENESS** of the **FEELINGS** and **EMOTIONS** of other people. It is a key element of emotional intelligence, the link between self and others, because it is how we as individuals understand what others are experiencing **AS IF WE WERE FEELING IT OURSELVES.**

# WHAT ROLE DOES EMPATHY PLAY

- **Table Discussion: How does empathy facilitate better use of the ACT model in communication?**
- **What can you do to increase your own empathy in conflict?**

# WHAT CAN WE DO DAY-TO-DAY?

- Be brave and
- Check biases and beliefs – implicit bias assessment
- MTV - 7 day bias cleanse - <http://www.lookdifferent.org/what-can-i-do/bias-cleanse>
- Practice ACT
- Ask questions
- Self-care
- Actively work towards dismantling systems and structures of inequity in your home, work, and community



*“Being human is about being in the right kind of relationships. I think being human is a process. It's not something that we just are born with. We actually learn to celebrate our connection, learn to celebrate our love. If you suffer, it does not imply love. But if you love, it does imply suffering. To suffer with, though, compassion, not to suffer against. And if we can hold that space big enough, we also have joy and fun even as we suffer. And suffering will no longer divide us. And to me, that's sort of the human journey.” – john a. powell*

# UNDERSTANDING YOUR OWN RESPONSE

# CONFLICT MANAGEMENT STYLES



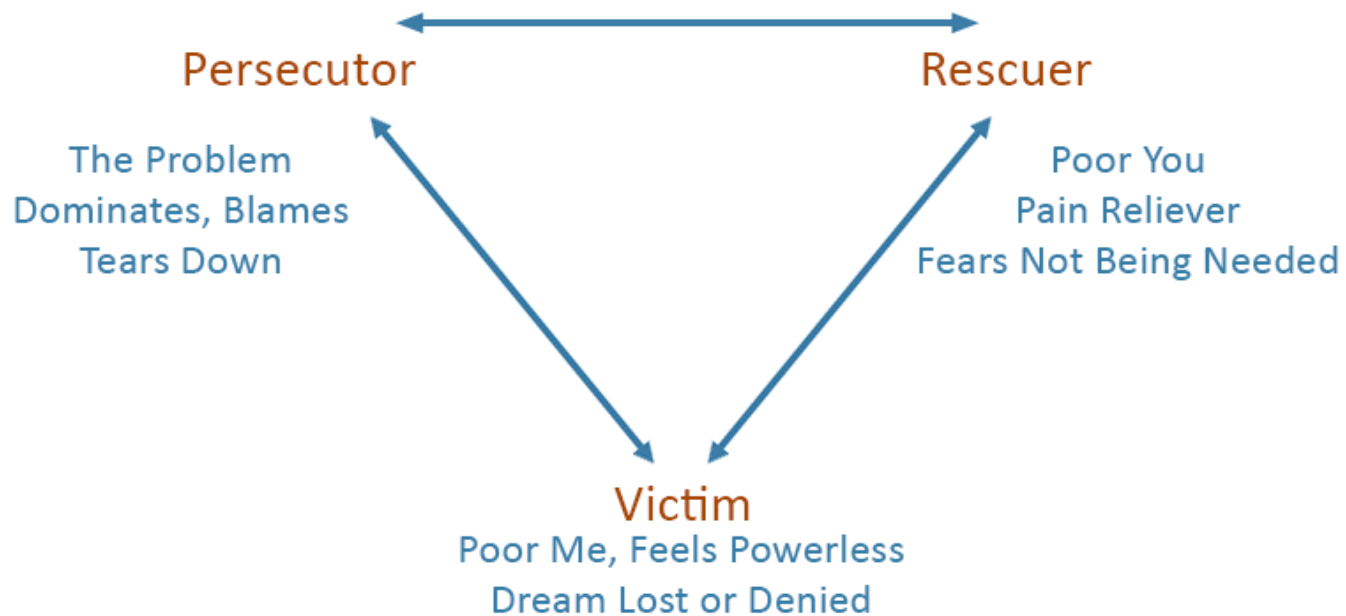
- Know your style
- Understand the conflict dynamics
- Know when each are appropriate
- Decide which style to use in your group conflict example
- Share

# DISRUPTIVE ROLES IN CONFLICT

1. **Steamroller:** Often demanding, does not consider the voices or concerns of others. Muscles their way through.
2. **Sniper:** Often passive-aggressive, and takes pot shots at others rather than talking about the work itself.
3. **Office Landmine:** These individuals are often avoided, as conflict can disrupt into “blow-ups” and “tantrums.”
4. **Complainer:** Rarely pleased, and often complains about the solution chosen even if they participated in decision making.
5. **Apathetic Negativist:** Voices negativity like, “It won’t matter anyway,” and “We’ve tried this all before.”
6. **Grunter:** Non participative, sits passively, withholds information.

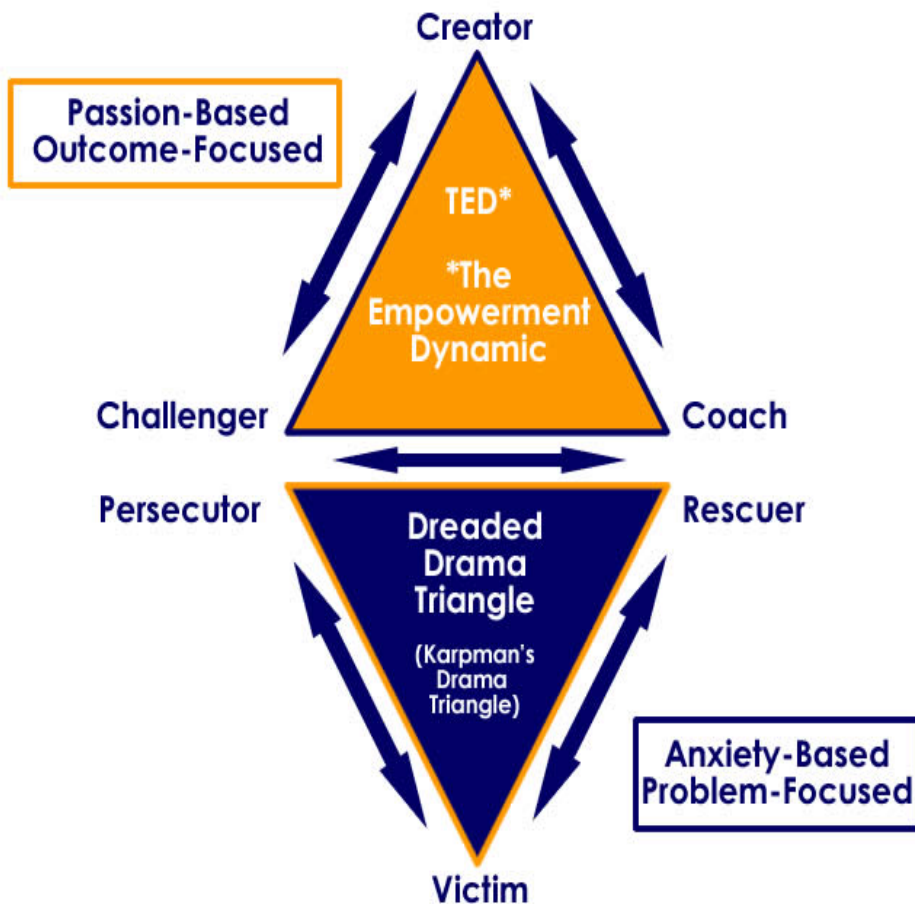
# KNOW YOUR ROLE

## **DDT: THE DREADED DRAMA TRIANGLE™** (KARPMAN DRAMA TRIANGLE)



# SLOW YOUR ROLL

David Emerald's TED\* (\*The Empowerment Dynamic) triangle provides an alternative to the Karpman Drama Triangle



# **SHIFTING OTHERS' UNDERSTANDING**

# HOW DO YOU TALK ABOUT WHAT YOU DO?





# FRAME, NARRATIVE AND MESSAGE

- **Frame:** a lens or worldview through which people see an issue or problem. Frames can be intentionally or unintentionally constructed.
- **Narrative:** specific stories used to convey or reinforce a given frame.
- **Message:** the takeaway from frames and narratives that points to a specific action needed

Race Forward: *Moving the Race Conversation Forward*

<https://www.raceforward.org/research/reports/moving-race-conversation-forward>



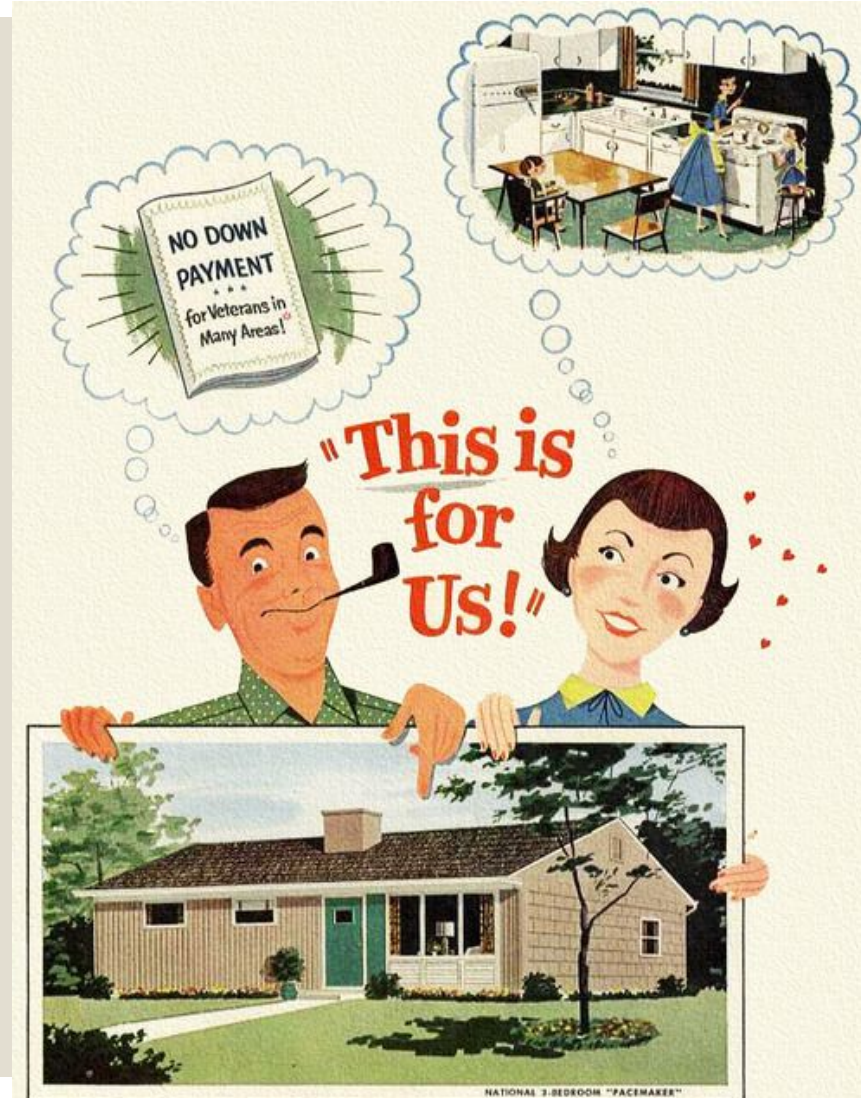
# WHAT ARE FRAMES?

**Networks of association that shape how we think, not just what we think**

- **People reject facts that don't fit their frames**
- **People carry multiple frames that are sometimes linked and sometimes contradictory.**
- **Framing is a long-term project because people need to receive it in multiple forms and overtime to shift**

# FRAME EXAMPLES

- “Law & order” vs. Human dignity
- Personal vs. Government responsibility
- Individual vs. Public health
- “Right choices” vs. Environment



# OBESITY

			
<b>WARNING</b> <b>CHUBBY KIDS MAY NOT OUTLIVE THEIR PARENTS</b> <a href="http://stopchildhoodobesity.com">stopchildhoodobesity.com</a>	<b>WARNING</b> <b>FAT KIDS BECOME FAT ADULTS.</b> <a href="http://stopchildhoodobesity.com">stopchildhoodobesity.com</a>	<b>WARNING</b> <b>BIG BONES DIDN'T MAKE ME THIS WAY. BIG MEALS DID.</b> <a href="http://stopchildhoodobesity.com">stopchildhoodobesity.com</a>	<b>WARNING</b> <b>HE HAS HIS FATHER'S EYES, HIS LAUGH AND MAYBE EVEN HIS DIABETES.</b> <a href="http://stopchildhoodobesity.com">stopchildhoodobesity.com</a>



**PORTIONS HAVE GROWN  
SO HAS TYPE 2 DIABETES, WHICH  
CAN LEAD TO AMPUTATIONS**

**CUT YOUR PORTIONS. CUT YOUR RISK.**  
» Call 311 for your Healthy Eating Packet

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Commissioner

**WARNING:**  
Cigarettes  
are  
addictive.



# SMOKING



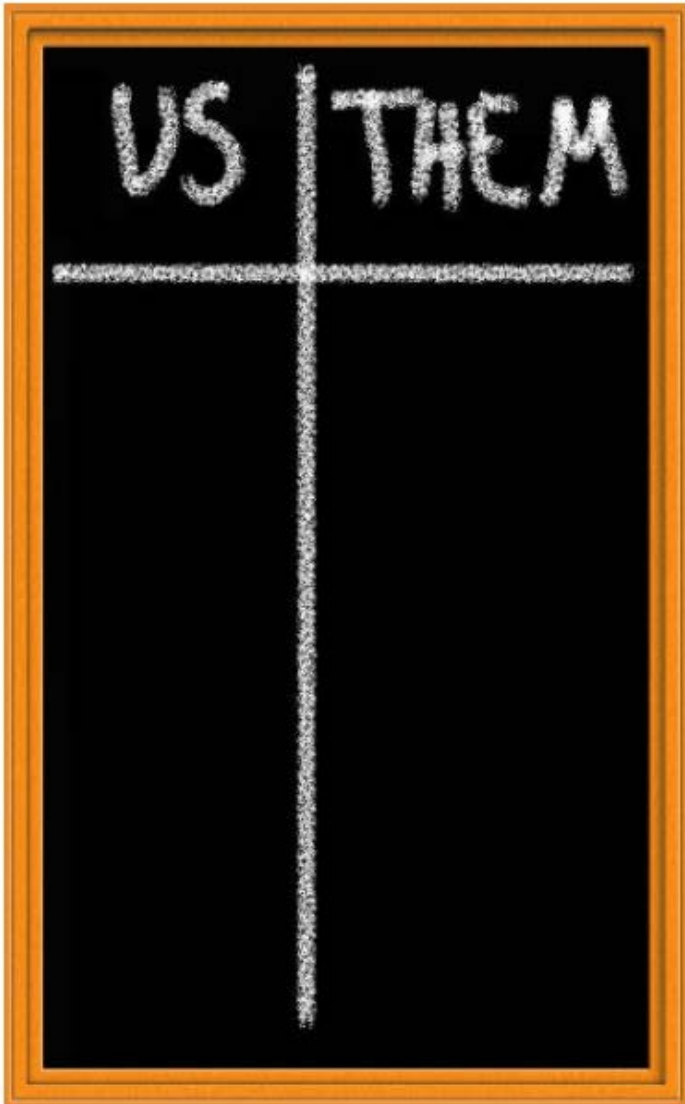
# PUBLIC PERCEPTIONS OF GOVERNMENT

From “Making the Case for Government” by Anika Fassia, Public Works,  
11-18-15

# WHAT ARE SOME AREAS OF CONFLICT WITH THE PUBLIC IN YOUR WORK?

- How do you respond?
- How do others respond?
- What do you see as the root causes?

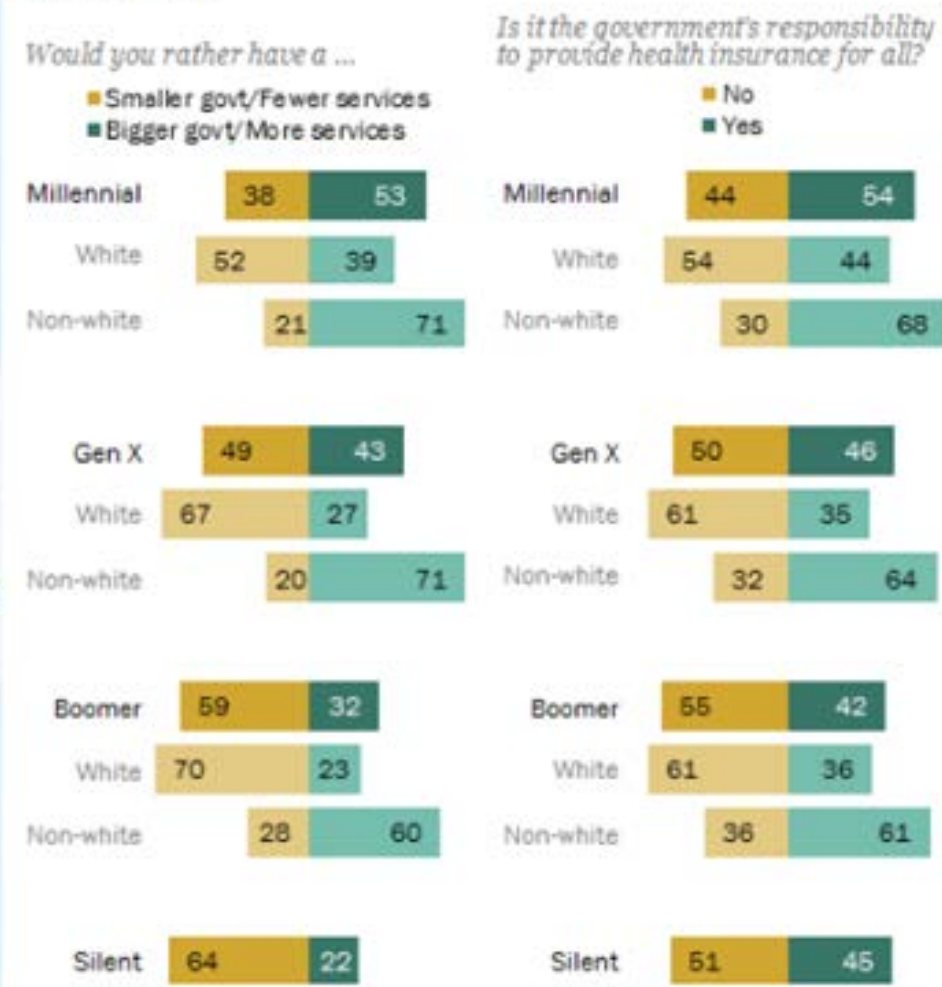




Government is not for me  
but for “them”

- often racialized
- framed as “takers”
- reinforces bias and stereotypes
- feeds scarcity mentality and “nanny state” narrative

# Wide Racial Differences on Views of Role of Government



Note: Whites are non-Hispanic; non-whites include Hispanics. Racial differences shown when significant sample is available.

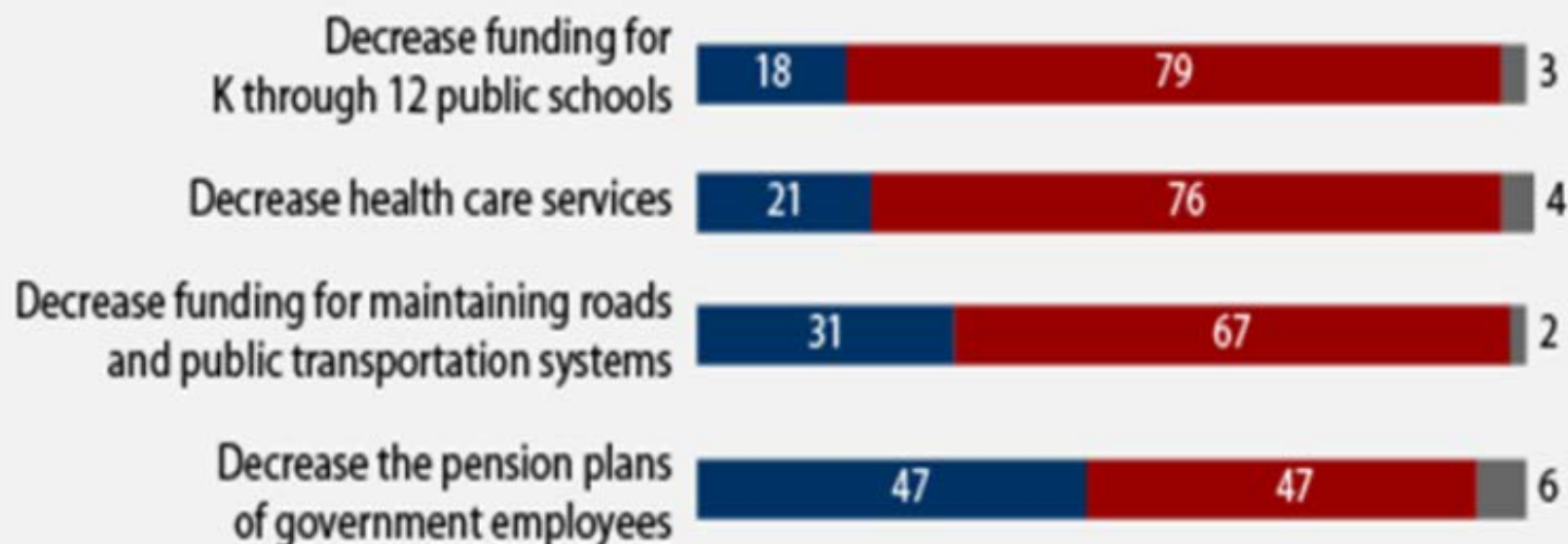
Source: Figures for role of government from Pew Research survey, Sept. 4-8, 2013; figures for government responsibility to provide health insurance from Pew Research survey, Jan. 23-Feb. 9, 2014

Stark racial and generational differences

# But . . . We don't want services to be cut

If your state government needs to find ways to balance its budget this year, do you think your state should do the following or not?

■ Yes, state should ■ No, state should not ■ Don't know/refused



Source: February 2-7, 2011 Pew Research Center for the People and the Press political survey.  
N=1,385.

# Dominant Stories about Government



Just Politics

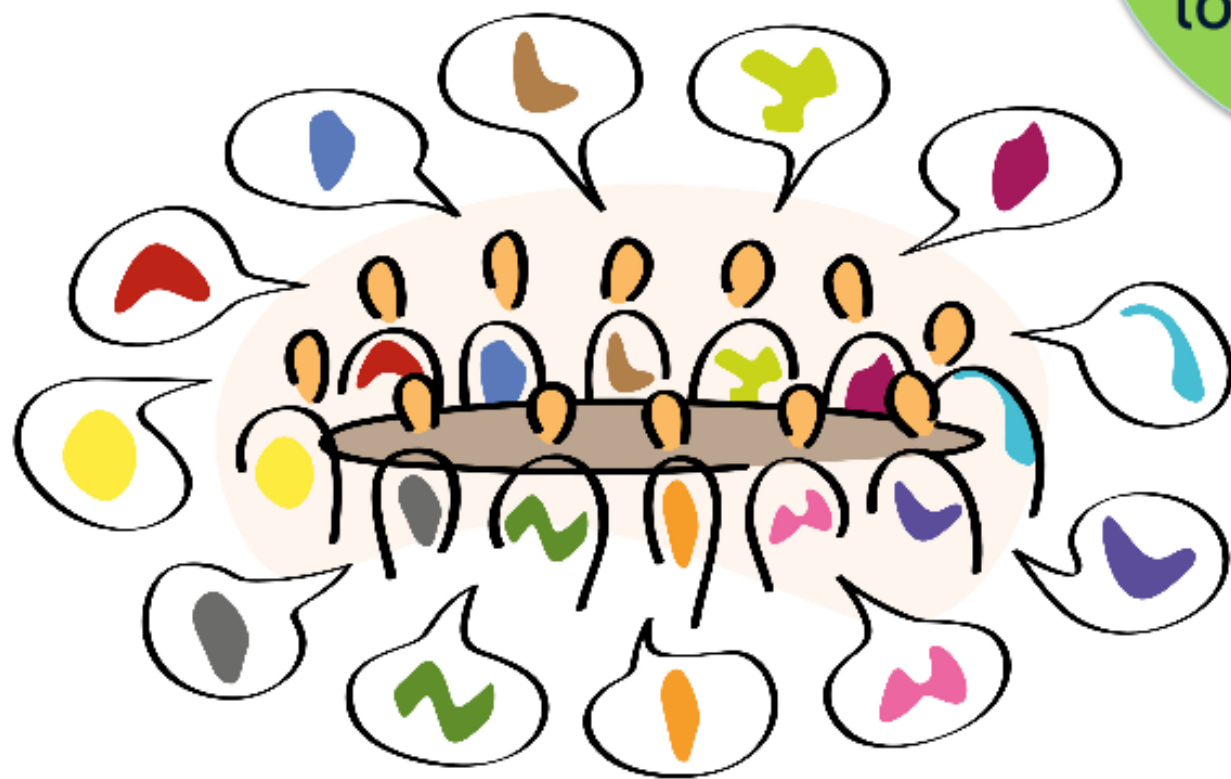


Bureaucracy

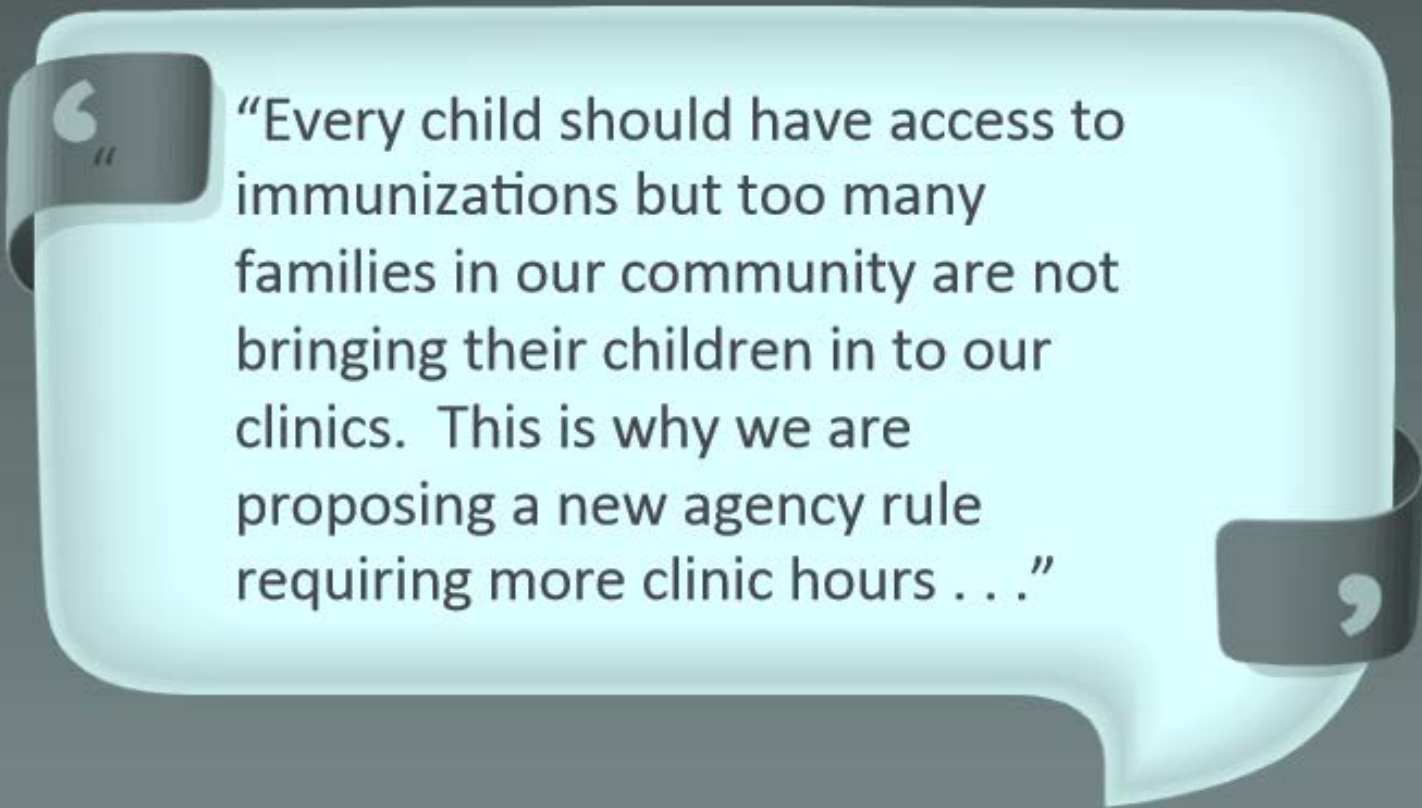


Vending Machine

Good News!  
The “idea” of  
government is not  
lost

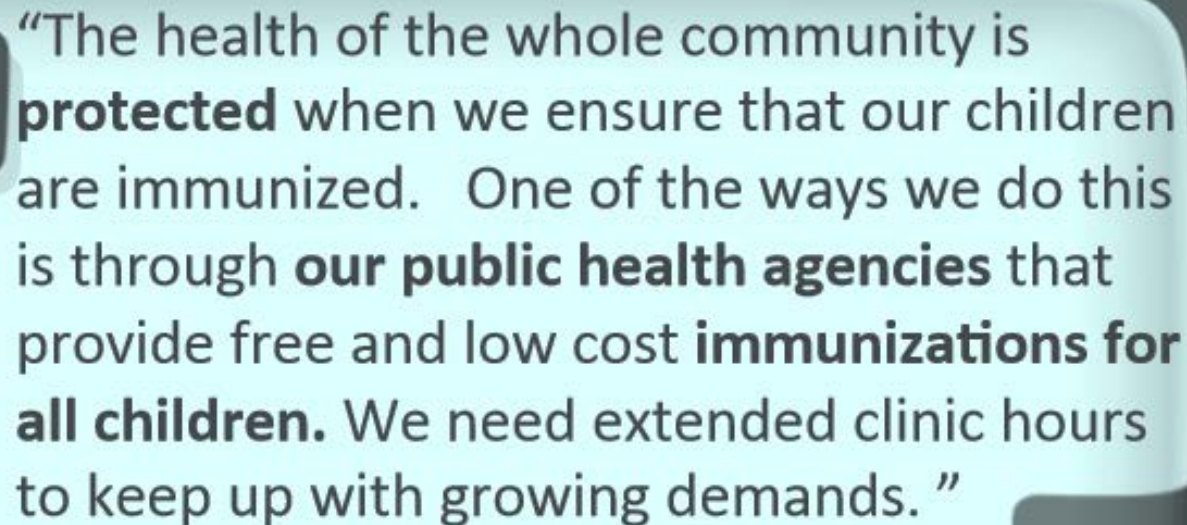


# Why Does this Matter?



“Every child should have access to immunizations but too many families in our community are not bringing their children in to our clinics. This is why we are proposing a new agency rule requiring more clinic hours . . .”

# Speak to Values First



“The health of the whole community is **protected** when we ensure that our children are immunized. One of the ways we do this is through **our public health agencies** that provide free and low cost **immunizations for all children**. We need extended clinic hours to keep up with growing demands.”

# INTENTIONAL FRAMING

## Recommendations Summary



1. Uplift unique mission and role of government
2. Name the barriers to opportunity structures
3. Speak to citizen managers



**Reflection:**

**Think about an experience where  
you resisted responding to conflict  
or bias. Why?**



# SHOULD I RESPOND?

- Small groups
- Share your scenario
- Decide whether and how to respond

# HOW DO YOU DECIDE WHETHER, WHEN AND HOW TO RESPOND?

- Power dynamics
- Existing relationship and trust
- End goal: what do you want to accomplish?
- Cost/benefit analysis

# COUNTERING BIAS IN GROUPS

- Stay engaged
- Speak your truth
- Experience discomfort
- Expect/accept non-closure
- Continue to use ACT
- Set the stage through mutual frame



# PRACTICE - ACT

AFFIRM

COUNTER

TRANSFORM

# COUNTERING BIAS

**Affirm**– Start off the dialogue by mentioning phrases and images that speaks to audience’s values. The key is to hook and engage your audience.

*1. Start with the heart*

*2. Explain why we are all in this together*



# COUNTERING BIAS

**Counter**– Lead the audience into the discussion of race with a brief snapshot of the historical context. The key is to open audience's minds to deeper explanations about racial inequities.

**3.** *Explain why we have the problem*

**4.** *Take on race directly*



# COUNTERING BIAS

**Transform**– Leave the audience with an engaging solution. The key is to present a solution so that the audience feels committed and feel as though they are progressing forward.

**5.** *Reframe “makers” and “takers”*

**6.** *End with heart and solution*



# PUTTING IT ALL TOGETHER



# WHAT CAN YOU USE

## ■ Use your tools

- Understand the type of conflict sources and options for resolution
- Understand how bias interacts and tips for knowing when to interrupt
- Use ACT
- Know your Conflict Management Style and learn to shift to the most effective style
- Understand your normal role in conflict and shift roles
- Understand frames and adapt frames toward mutual benefit

**Reflection:**

**Which tool will you practice with  
over the next two weeks?**



**WITH YOUR NEW  
AWARENESS  
PAIR, PRACTICE, SHARE**

# RESOURCES FOR IMPLICIT BIAS AND CONFLICT MANAGEMENT

- Implicit Bias Assessment, Harvard University - <https://implicit.harvard.edu/implicit/>
- The limits of introspection - [http://www.huffingtonpost.com/david-size/introspection-research\\_b\\_7306546.html](http://www.huffingtonpost.com/david-size/introspection-research_b_7306546.html)
- How to use conflict to your advantage at work - <http://www.fastcompany.com/3033749/the-future-of-work/how-to-use-conflict-to-your-advantage-at-work>