



WOMEN'S LEADERSHIP
EDGE

An Initiative of the Center for WorkLife Law at UC
Hastings College of the Law

Bias Interrupters

Distinguished Professor Joan C. Williams
Director, Center for WorkLife Law
University of California, Hastings College of the Law

Practical
Advice

Real-life
Solutions

Social
Science

Huge body of research

- Hundreds of lab studies
- Documenting bias over and over again for 40 years
- Do lab studies describe what actually goes on at work?

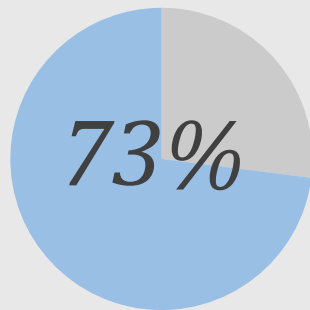


“Any of that sound familiar?”

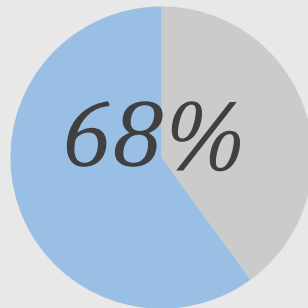


Four distinct kinds of bias:

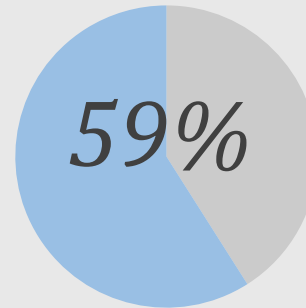
Tightrope



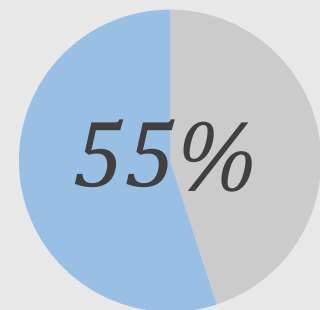
Prove-It-Again!



Maternal Wall



Tug of War

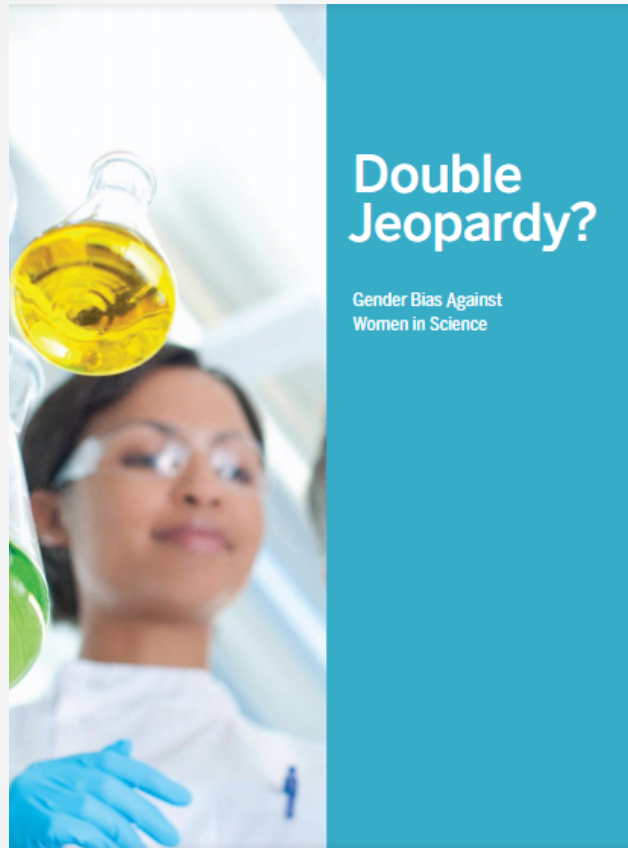


Workplace Experiences Survey

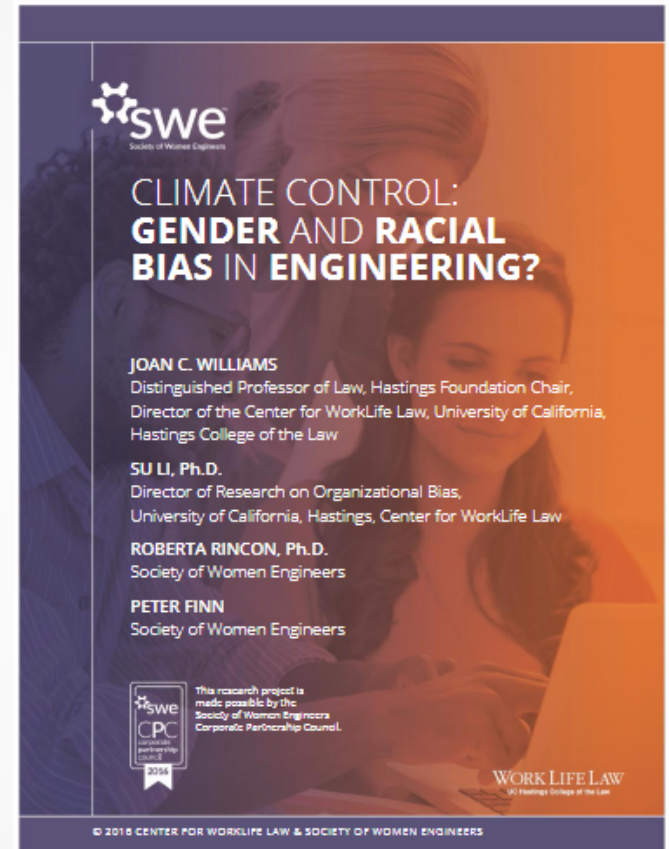
- 10-minute climate survey
 - **Whether:** 4 types of bias: race, gender, class origin, disability
 - **Where:** e.g. assignments, performance evaluations
 - **Impact:** on belonging, intent to stay etc.



How the experience of gender bias differs by race



Explores parallels and divergences between racial and gender bias



Available at www.worklifelaw.org





1. INDIVIDUAL BIAS INTERRUPTERS

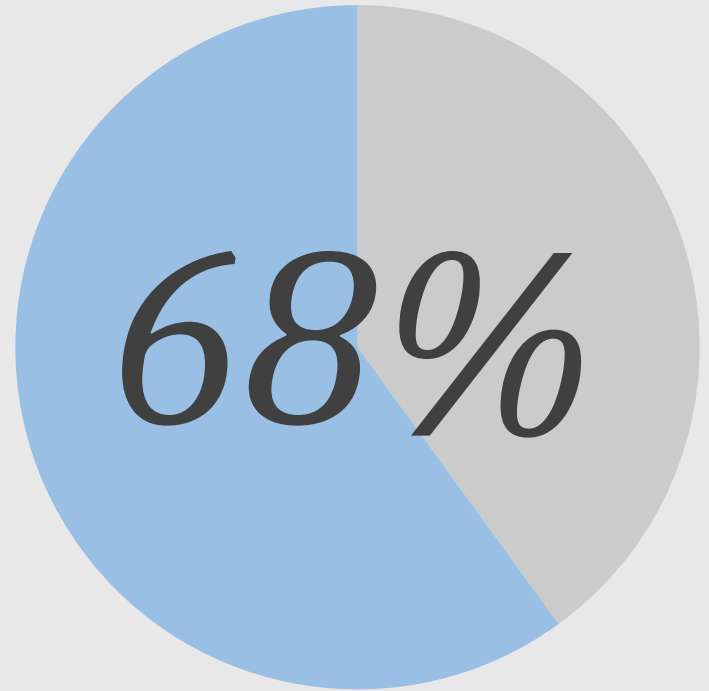
What individuals can do

2. ORGANIZATIONAL BIAS INTERRUPTERS

Changing organizational systems



Prove-It-Again!



Prove-It-Again!

Benefit of the Doubt

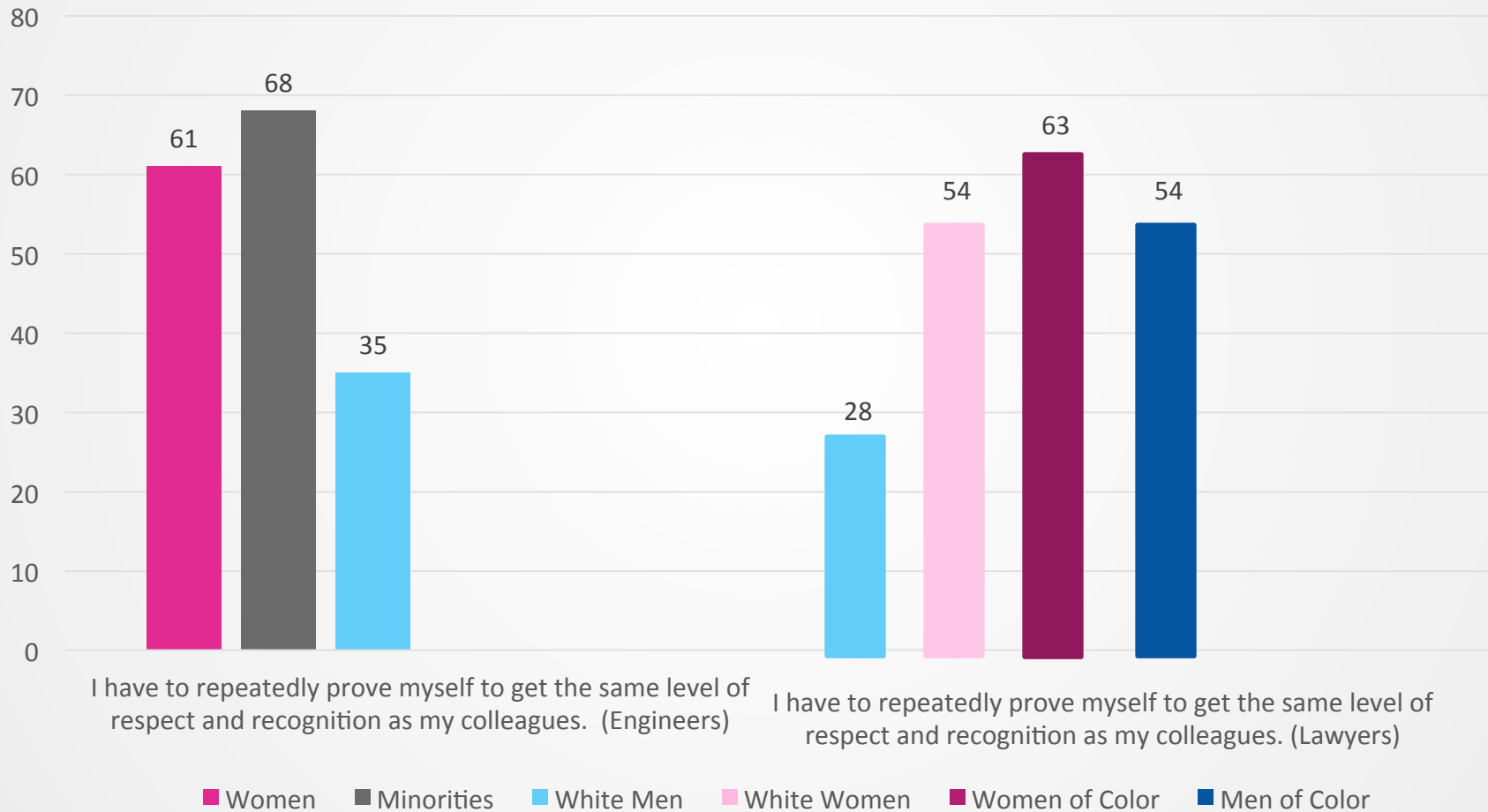
“

For a woman to get a promotion—it's difficult. I had actually been *doing* the job, without the title or a pay raise, for about a year. But they still needed more time to see whether I was up to it.”

Kulich, Trojanowski, Ryan, Alexander Haslam, & Renneboog, 2011; Garcia-Retamero & López-Zafra, 2006; Swim & Sanna, 1996; Igbaria & Baroudi, 1995; Greenhaus & Parasuraman, 1993; Taylor, Fiske, Etcoff, & Ruderman, 1978.



Prove-It-Again!



% agreement



We Help Companies Interrupt And Correct Implicit Bias In The Workplace

LEARN MORE

VIEW TOOLKITS

BiasInterrupters.org

Let Us Equip You With Tools To Interrupt Bias

Bias Interrupters is an evidence-based model that provides solutions. It interrupts the constant transmission of bias in basic business systems, which leads to more diverse and better performing workplaces. Bias Interrupters change systems, not people.

Hiring:

- **Pre-commit to what's important—and require accountability** Pre-commit in writing to what qualifications are important, both in entry-level and in lateral hiring. When qualifications are waived for a specific candidate, require an explanation of why they are no longer important—and keep track to see for whom requirements are waived.



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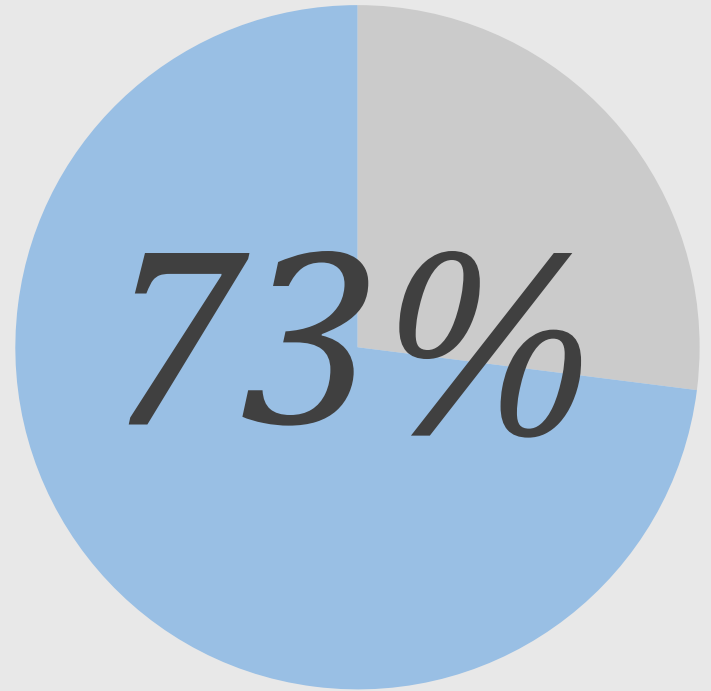
Performance Evaluations:

- **Require evidence from the evaluation period that justifies the rating.**

Try: “In March, she gave X presentation in front of Y client on Z project, answered his questions effectively, and was successful in making the sale,” instead of: “She’s quick on her feet.”



Tightrope





Prescriptive stereotypes

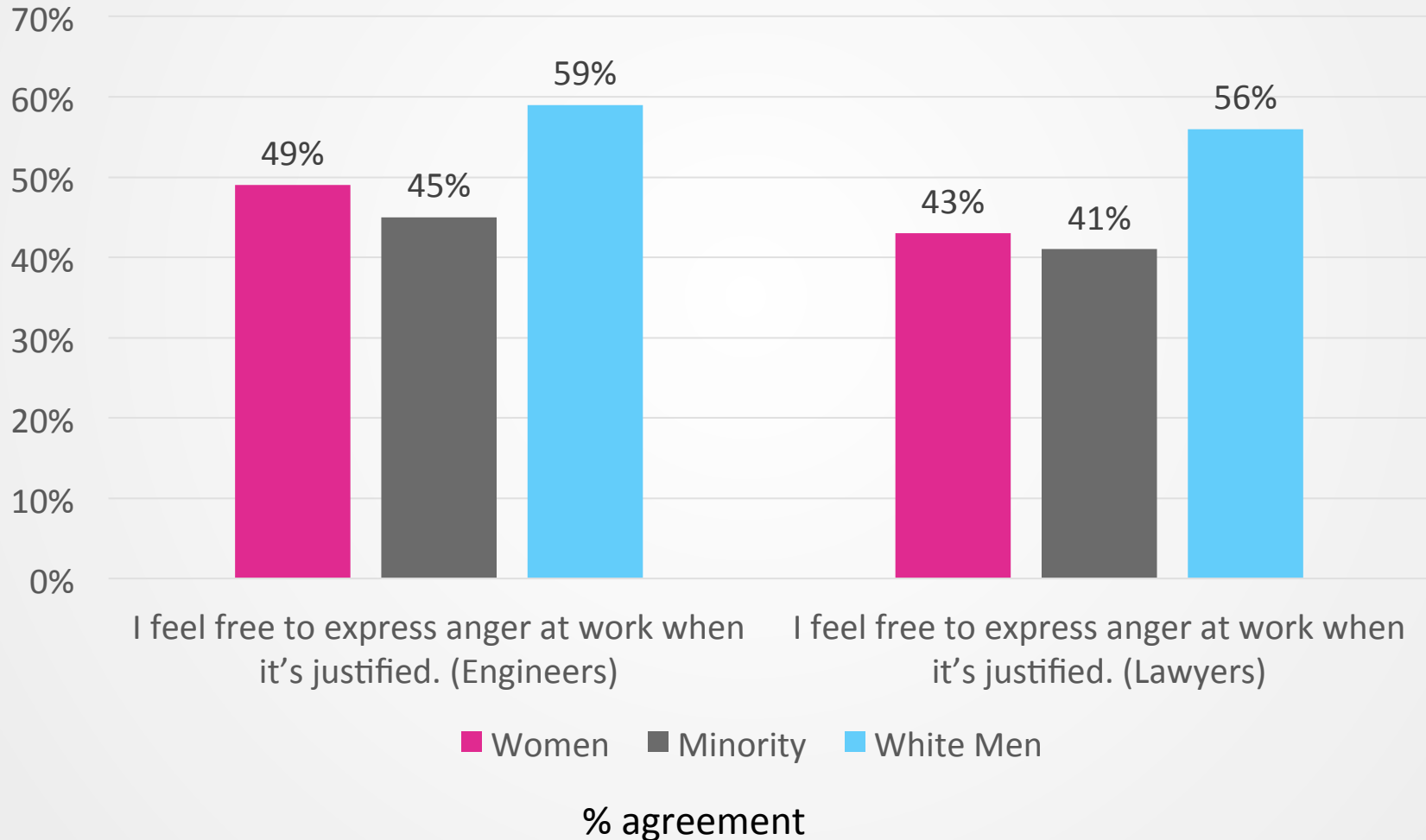
Women are expected to be...

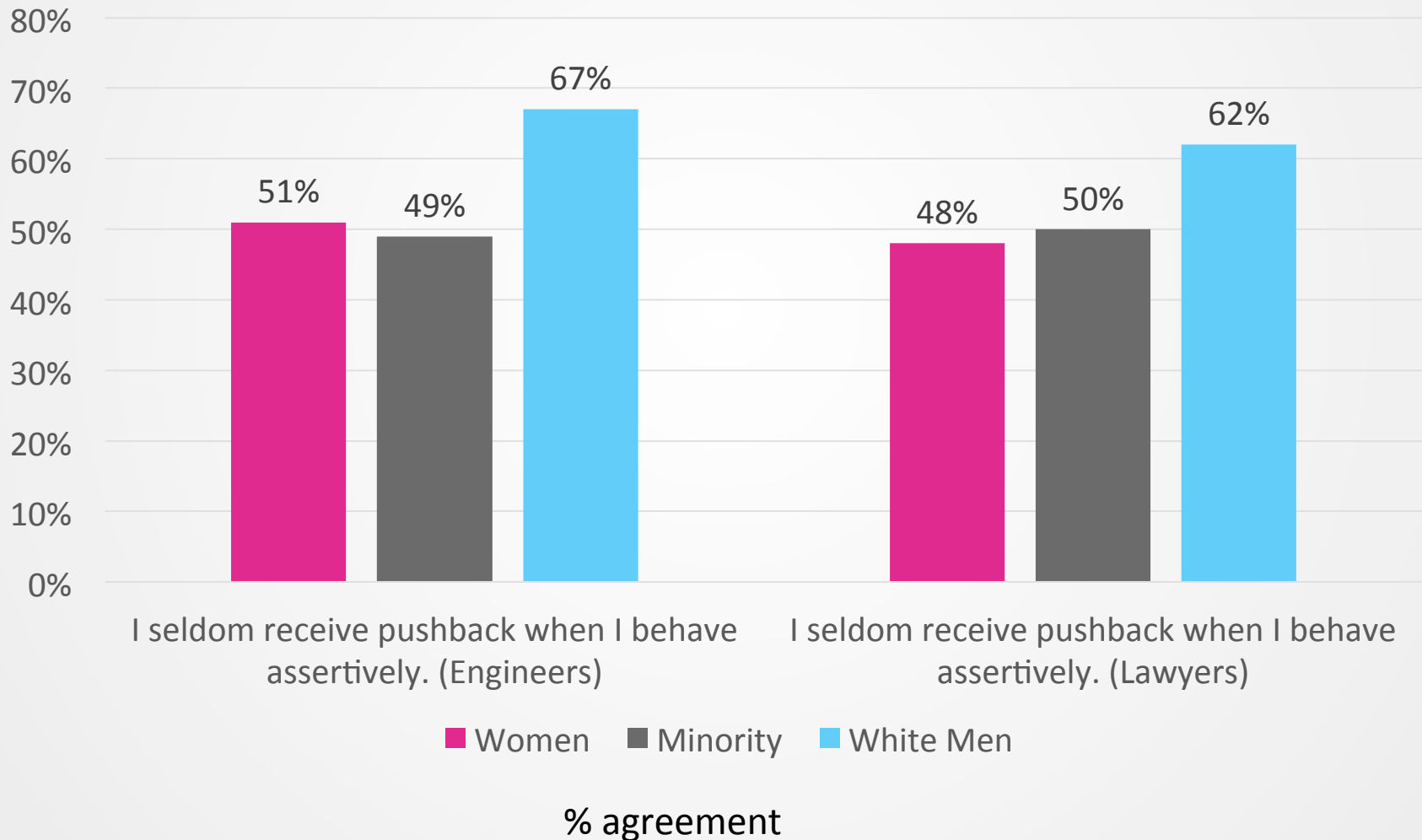
- Nice, and
- “Communal”
 - Helpful
 - Modest
 - Interpersonally sensitive
 - Good team players

Men are expected to be...

- Competent, and
- “Agentic”
 - Direct
 - Assertive
 - Competitive
 - Ambitious
 - Leaders







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Performance Evaluations:

- **Separate personality issues from skill sets.**

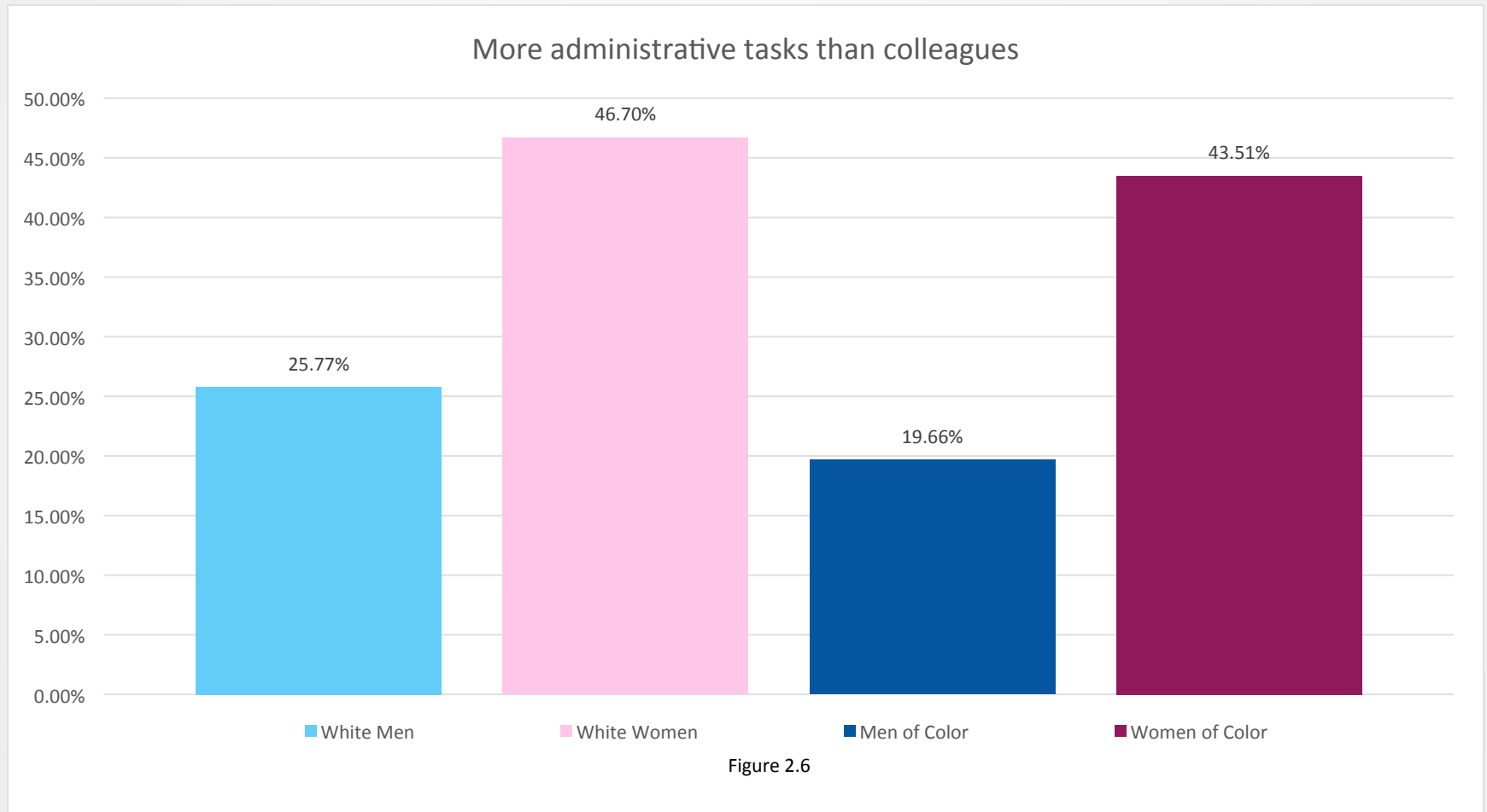
Women are more likely to be faulted for personality faults than men; make that visible.



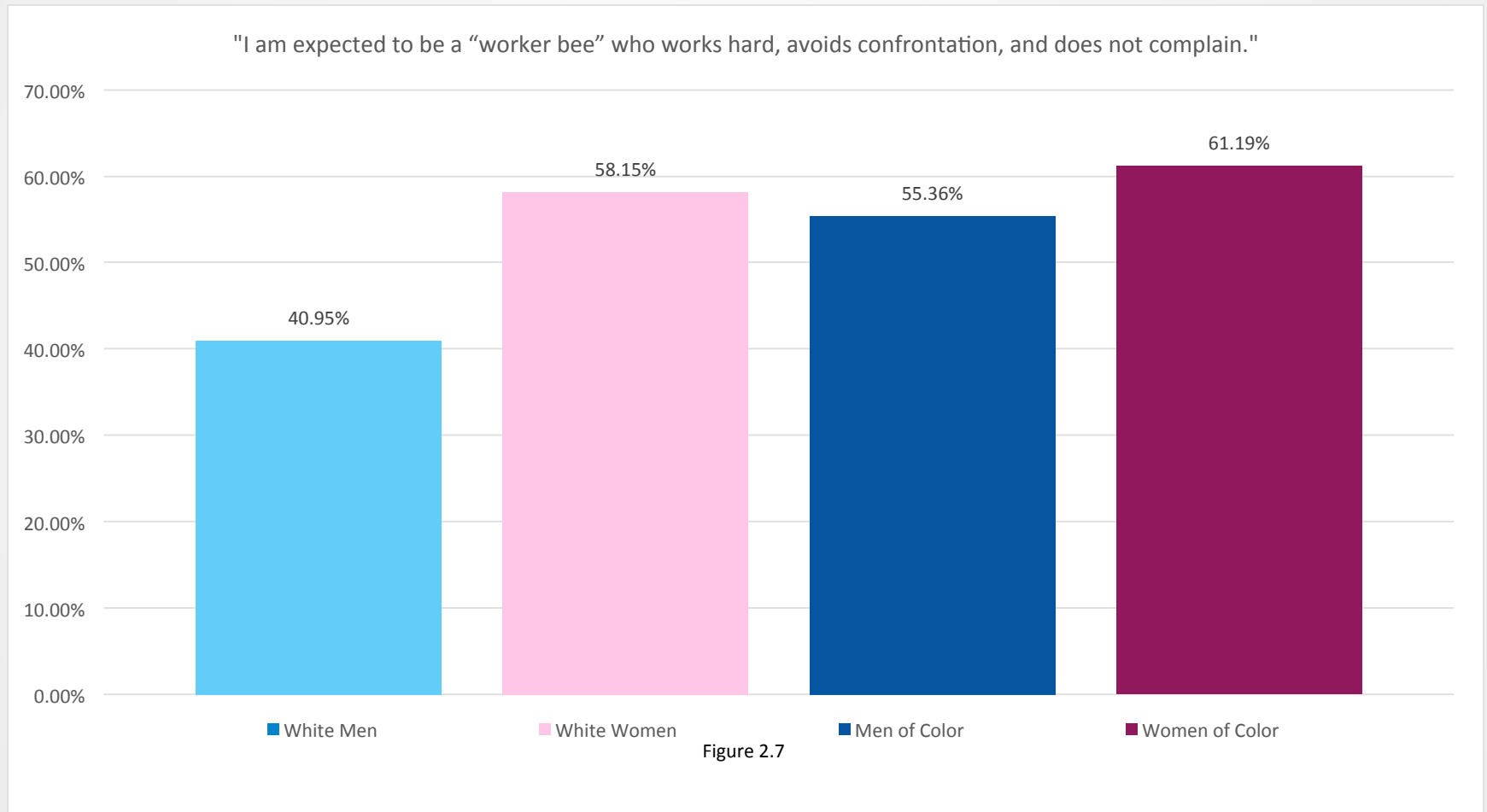
- **Literal housework**
 - Planning parties, getting gifts
- **Admin work**
 - Taking notes, scheduling meetings
- **Emotion work**
 - “He’s upset. Can you fix it?”
- **Undervalued, behind-the-scenes work**



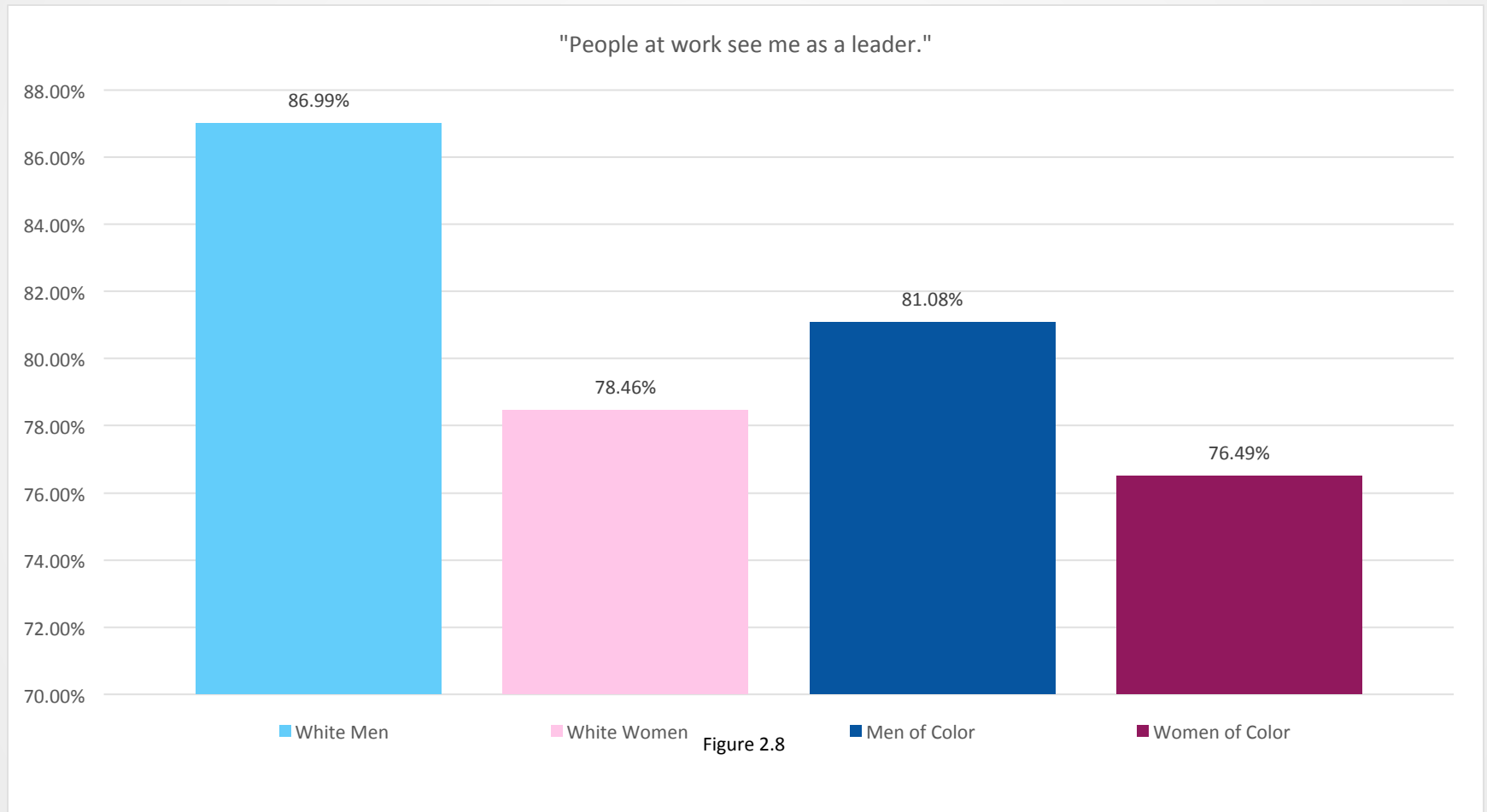
Administrative work



Who's a worker bee?



Who's a leader?



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Assignments:

- **Don't ask for volunteers** for office housework.

Women are more likely to volunteer because they are under subtle but powerful pressures to do so. Instead, establish a rotation for routine administrative tasks.



Assignments Toolkit

www.biasinterrupters.org

[BIAS INTERRUPTERS] *small steps big change* 2

Please fill in the blanks below. Put in zero if no time was spent on certain tasks.

				Tell us about the peers you have in mind when answering the previous question		
	On average, how much time did you spend per month on each task below?	How much time do you typically spend per month on each task? (based on last year)	Do you feel you spent more time on this task than your peers with similar seniority and experience (circle answer)	# of peers you have in mind	# of women in your peer group	# of people of color in your peer group
1. Cleaning up after meetings	__ hours __ minutes	__ hours __ minutes	Yes/No			
2. Planning parties and other social events	__ hours __ minutes	__ hours __ minutes	Yes/No			
3. Getting coffee/food for meetings	__ hours __ minutes	__ hours __ minutes	Yes/No			
4. Taking notes at meetings	__ hours __ minutes	__ hours __ minutes	Yes/No			
5. Fetching documents during meetings	__ hours __ minutes	__ hours __ minutes	Yes/No			
6. Handling logistics and scheduling for meetings	__ hours __ minutes	__ hours __ minutes	Yes/No			
9. Keeping track of paperwork	__ hours __ minutes	__ hours __ minutes	Yes/No			
10. Keeping track of budgets	__ hours __ minutes	__ hours __ minutes	Yes/No			
11. Managing documents and data	__ hours __ minutes	__ hours __ minutes	Yes/No			
12.						
13.						



Assignments Toolkit

www.biasinterrupters.org

[BIAS INTERRUPTERS] *small steps big change* **4**

ASSIGNMENT TYPOLOGY WORKSHEET

Fill out the worksheet below with specific projects/types of work/assignments that are high-profile and fall under the categories provided below:

This process applies to: (circle one) Junior Senior Intermediate () Other ()

HIGHER-PROFILE WORK:

Roles that provide the opportunities to gain new knowledge or become a subject matter expert (SME):
1.
2.
3.
4.
Opportunities to display knowledge to important audiences:
1.
2.
3.
4.
Opportunities to develop relationships inside the company that are important for promotion/comp:
1.
2.
3.
4.
Opportunities to develop relationships outside the company that are important for promotion/comp:
1.
2.
3.
4.
Opportunities that grant access to business development resources:
1.
2.
3.
4.
Other high-profile assignments in your organization that lead to promotion:
1.
2.
3.
4.
5.



Assignments Toolkit

www.biasinterrupters.org

[BIAS INTERRUPTERS] *small steps big change* 5

MANAGER ASSIGNMENT WORKSHEET

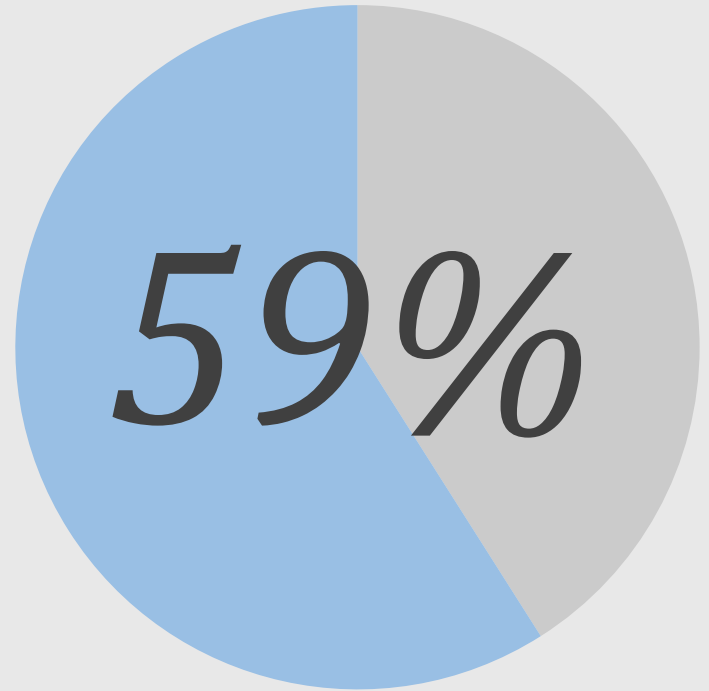
Instructions: Input the specific projects/types of work/assignments that were identified in the manager's typology meeting. Distribute to managers to complete the employee assigned column.

This process applies to: (circle one) Junior Senior Intermediate () Other ()

Glamour Work	Employee Assigned
Roles that provide the opportunities to gain new knowledge or become a subject matter expert (SME):	
1.	1.
2.	2.
3.	3.
4.	4.
Opportunities to display knowledge to important audiences:	
1.	1.
2.	2.
3.	3.
4.	4.
Opportunities to develop relationships inside the company that are important for promotion/comp:	
1.	1.
2.	2.
3.	3.
4.	4.
Opportunities to develop relationships outside the company that are important for promotion/comp:	
1.	1.
2.	2.
3.	3.
4.	4.
Opportunities that grant access to business development resources:	
1.	1.
2.	2.
3.	3.



Maternal Wall



Maternal Wall

Negative Competence and Commitment Assumptions

- 79% less likely to be hired
- Half as likely to be promoted
- Offered \$11,000 less

Correll, Benard, & Paik, 2007; Heilman & Okimoto, 2008; Cuddy, Fiske, & Glick, 2004; Fuegen, Biernat, Haines, & Deaux, 2004.

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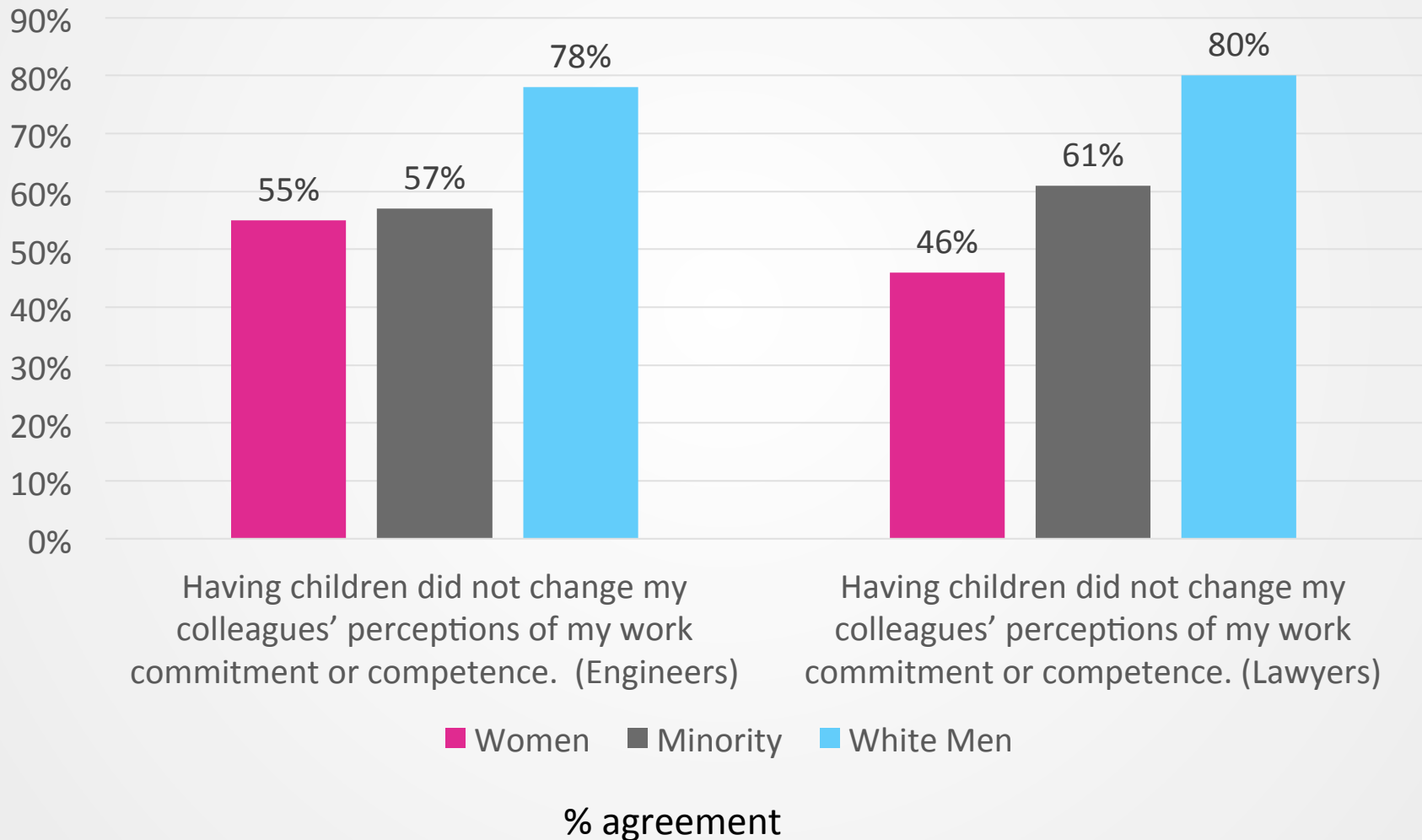
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Maternal Wall

Commitment and Competence



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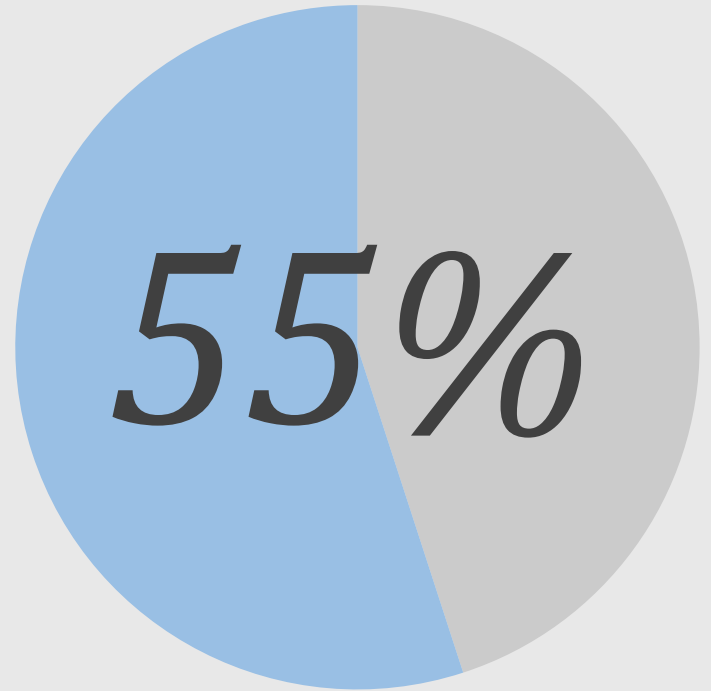
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Use Metrics:

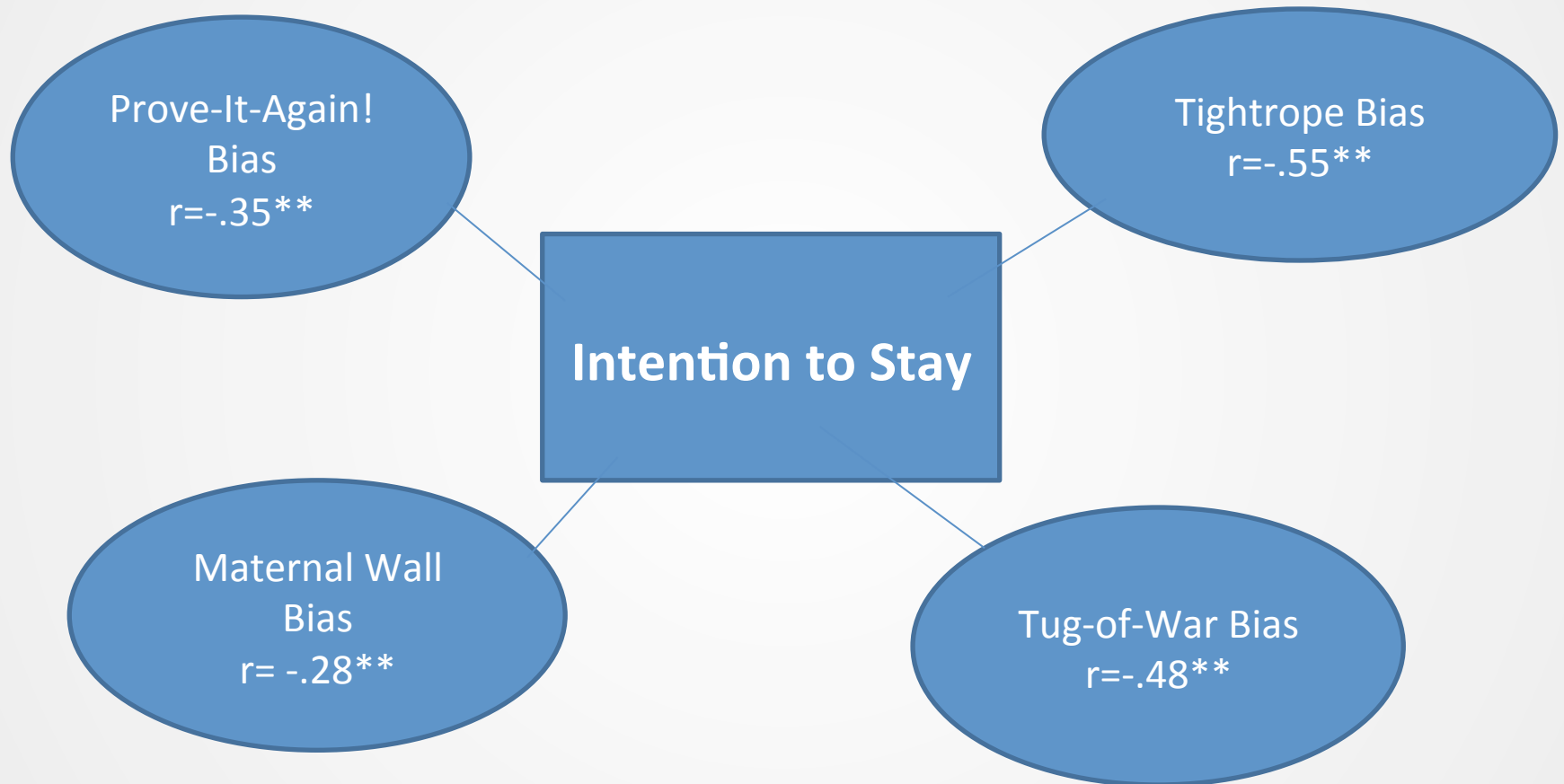
- Do women's ratings fall after they have children? Do employees' ratings fall after they take parental leave or adopt flexible work arrangements?



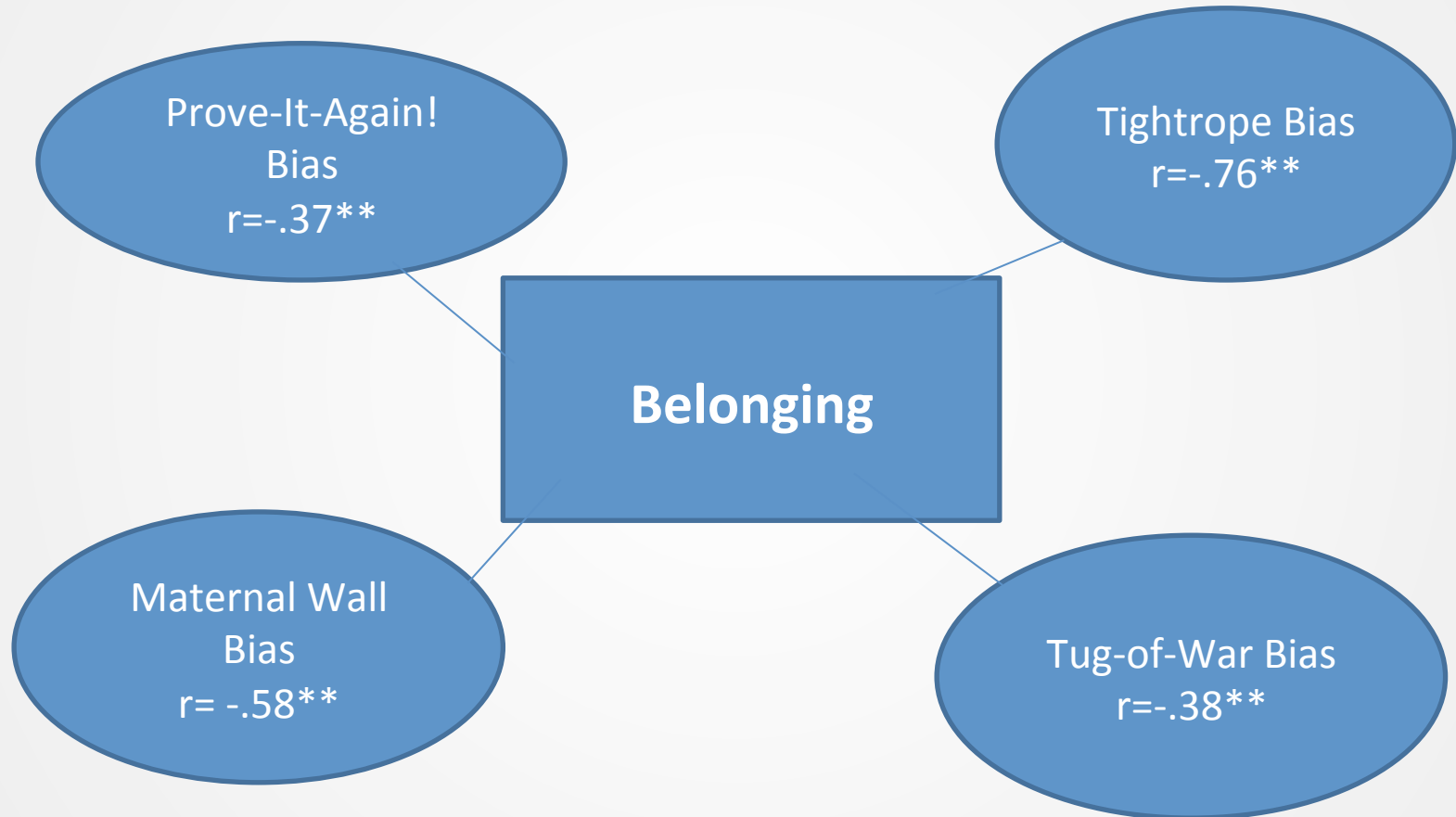
Tug of War



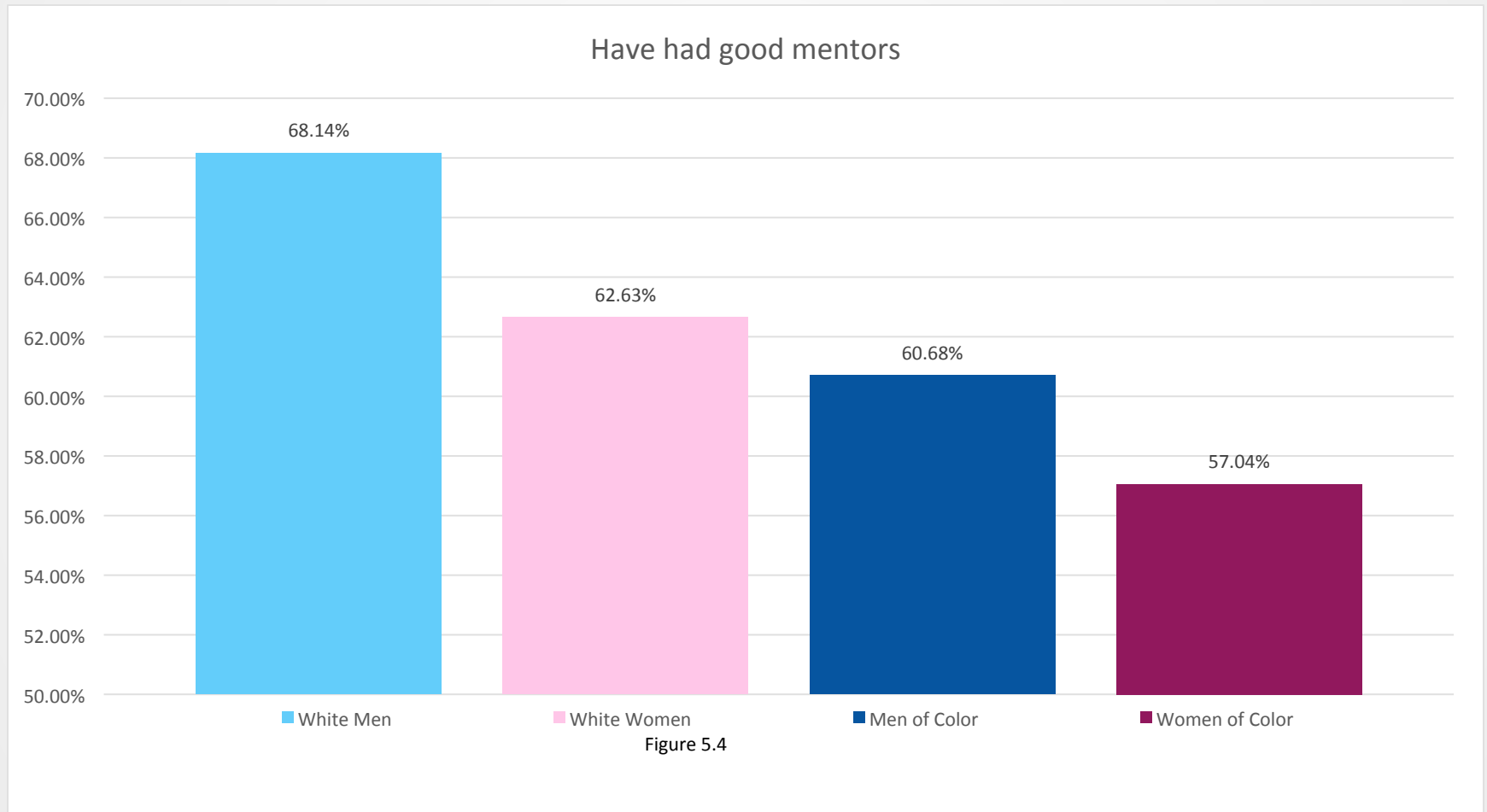
Patterns of bias: Negatively correlated with intent to stay



Patterns of bias: Negatively correlated with belonging



Mentors



Compensation

"My pay is comparable to that of my colleagues who have similar qualifications and experience."

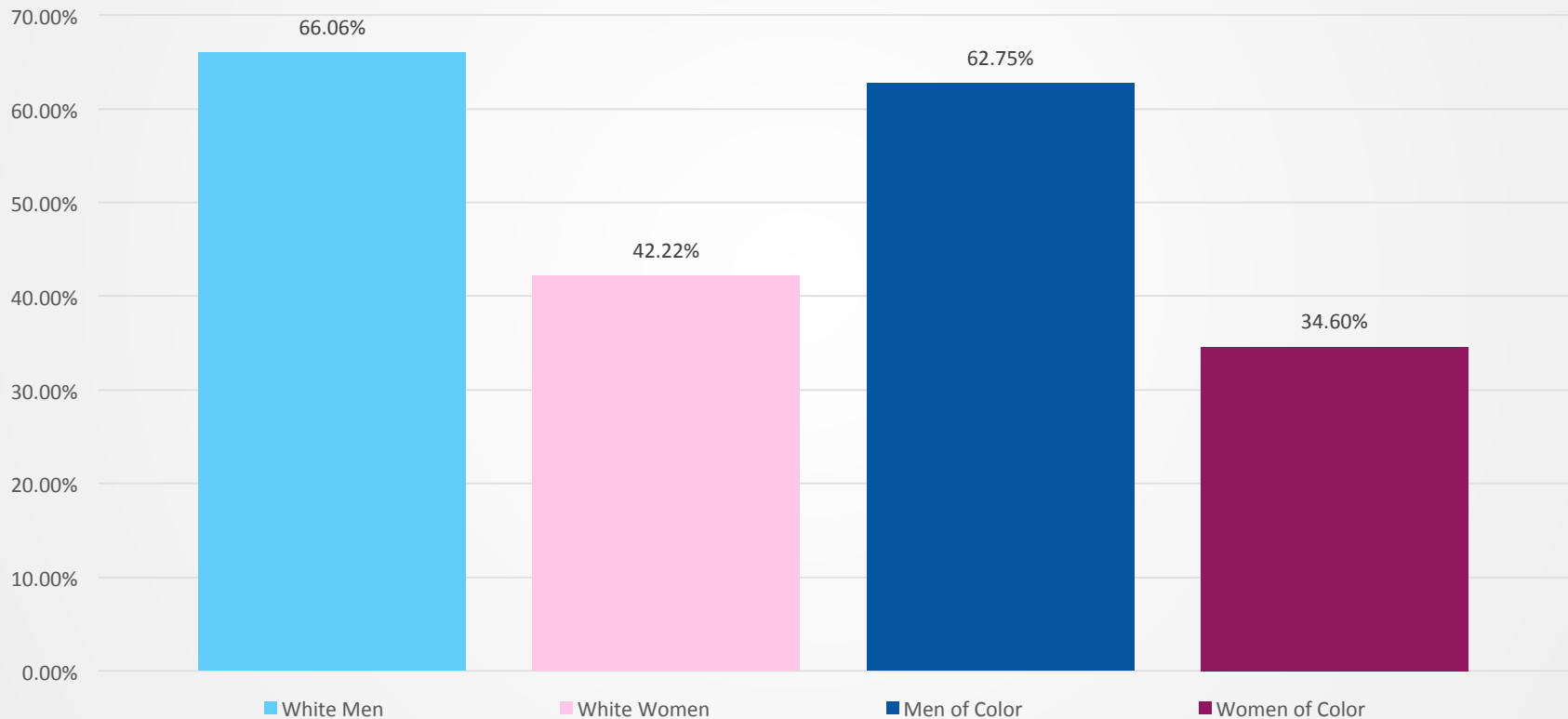


Figure 6.1



Natural experiment

- Major STEM research org
 - I gave *Individual Bias Interrupters* workshop to all managers
 - Bias interrupter in place
 - If scores more than 1 standard deviation off the mean for ♀ or POC...
 - Workplace Experiences Survey before/after

 *No bias* in performance evaluations



Stable Scheduling Study

PI

Distinguished Professor Joan C. Williams

Co-PIs

Associate Professor Susan J. Lambert

Associate Professor Saravanan Kesavan

**Randomized controlled experiment in 28
Gap stores**

Only prior experiment...



Changed seven things at once



Dramatic business benefits

Stable scheduling sharply
increased median sales, by 7%

- Gap spent \$31,200 to fund TAS; intervention stores made \$2.9 million in increased revenues

Labor productivity increased by 5%

- Improved retention of more experienced workers



Tools

- Open-sourced toolkits
- <http://biasinterrupters.org/>
- Workplace Experiences Survey – ask me
- Take the quiz!
<https://biasinterrupters.org/bias-at-work/>

