

HIRE
Hiring Innovative Recruits Effectively
A Starter Guide for Diversified Hiring



GROSSMONT-CUYAMACA
COMMUNITY COLLEGE DISTRICT

Who Must Take This Training:

Any person who will be serving in the screening or selection process must complete this training before serving in that capacity. Completion of this training should take part before the screening process begins and prior to the initial meeting of the committee.

This training is required by the District's EEO Plan and the law(California Code of Regulations, Division 67, Title 5) before one may serve on a District screening or selection committee

Successful Completion of This Training will qualify an employee to serve, where applicable, on a screening committee for the next 3 years from the date of completion in the capacity of a committee chairperson or general committee member.

Expectations of Training:

Respect Everyone's Time

Silence Cell Phones

If you need to take a call or answer an email, please respect the space and exit the room to conduct your business

Participation

Ask Questions

Agenda

- 1 | Hiring Committee Overview**
- 2 | Embracing Diversity**
- 3 | Conducting an Effective Interview**
- 4 | Challenges in the Hiring Process**



Course Learning Objectives

- A** | Understand the benefits of diversity and inclusion in the workplace
- B** | Identify and eliminate bias in the hiring process
- C** | Understand and apply best practices in serving on a screening/selection committee
- D** | Understand the primary State and Federal nondiscrimination laws and how they impact the hiring process





1 | Hiring Committee Overview

The Importance of a Hiring Committee · Understanding the Process · Responsibilities · Expectations · Confidentiality

ASK PARTICIPANTS: Why is hiring by committee important?

DOCUMENT ANSWERS ON BOARD

Possible Responses:

1. Joint Decision-Making
2. Multiple Views/Prospective
3. Encourages & Promotes Diversity, Equity, & Inclusion
4. Reduces possibility for Bias
5. Increase chance of hiring outside comfort zone (meaning: we often will select those things we are comfortable with, are similar to us, with whom we are familiar)
6. Support buy-in from possible coworkers/team members having role in hiring
7. Represent diversity of the organization

The Importance of a Hiring Committee

1

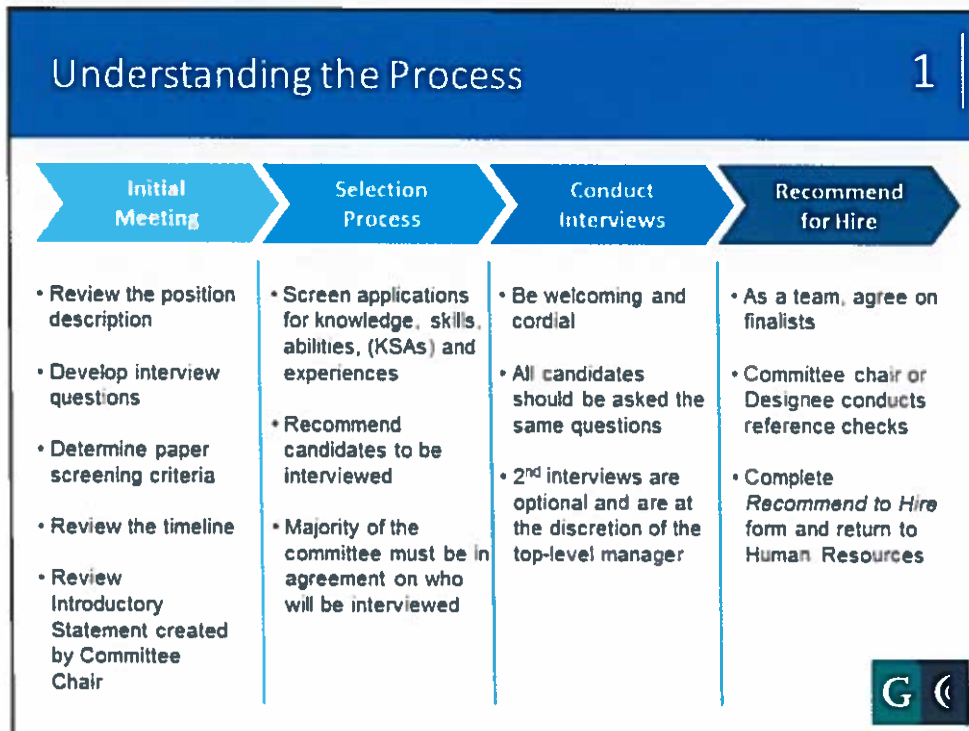
The Hiring Committee is formed with the belief that the **views and perspectives** from different individuals can lead to a **better decision** than from a single person.

This collegial consultation approach encourages and promotes **diversity, equity, and inclusion** as well as reduces the possibility for bias.



Understanding the Process

1



This is a high level overview of the steps in the selection process. A more detailed overview will be given during your Hiring Committee orientation.

4 Phases of the Hiring Process

1. Initial Meeting of the Committee:
 - Recruiter should provide a finalized Job description for all to review
 - Review Job Description, Timeline, Introductory Statement (created by the chair) → this should include expectations of the applicants "answer exact questions asked, act as if no one on the committee has met you or knows anything about you" (everything that happens in the interview is all that can be judged on, you can't even use the paper screening process)
 - Develop Interview Questions
 - Determine paper screening criteria and go over
2. Selection Process
 - Screen based on KSAs & Experience → complete the form that goes with this process
 - Meet to recommend candidates (diverse pool whenever possible) for interviews
 - Majority needed to move candidate to the next phase of screening
3. Interviews → we will go deeper into this section
 - Remember they are also "Interviewing" our organization (probably applied to other positions).
 - Important to attract and retain talent starts here in the interview process in our communication and our interactions
4. Recommend to Hire
 - ALL MUST AGREE → Unanimous
 - Reference checks are the responsibility of Committee Chair
 - Recommend finalistS to HR, the committee should not contact the candidates personally or directly → All communication should stem from the recruiter from HR

Chair/Supervisor Responsibilities

1

- 1 | Provide leadership to the committee members and manage the search process to ensure it is **efficient, effective, and accountable**
- 2 | Ensure hiring committee members **understand the process**
- 3 | **Partner with the recruiter** to coordinate the interview and develop criteria
- 4 | **Develop an introductory statement** that provides notice to all interviewees about the details of the interview process
- 5 | Provide the recruiter with the **strengths and weaknesses** for each applicant, identifying the **recommended finalists**, if applicable
- 6 | Ensure candidates are made as **comfortable as possible**









This is an overview of the Chair/Supervisor's responsibility. You will be given specific instructions during your orientation.

Responsibilities:

1. Provide leadership and manage search process (1)
2. Hold all committee members (including yourself) accountable to expectations (will cover on next slide) (1)
3. "Go to Person" for all committee members during the process if they need clarification on the process, need better understanding or hiring practices, EEO restrictions, etc. (2)
4. Main contact with the recruiter during process & develop criteria & schedule interviews (3)
5. Develop Introductory Statement → sets out details of the interview process & the expectations of all in room during interview including committee & candidates (4)
6. Document & provide strengths & weaknesses defined for each applicant by selection committee members (5)
7. Recommend finalist (if applicable) (5)
8. Facilitate a comfortable, welcoming process for ALL candidates: (6)
 1. Offer water
 2. Make sure they are comfortable
 3. Facilitate the interview process keeping the room welcoming and not over eager
 4. Keeping committee members in check by following the scripted questions only

Hiring Committee Member Expectations

1

-  Be available to attend **all meetings and interviews**
-  **Become familiar with the position, and provide input** to the interview questions as needed
-  Evaluate candidates based on **pre-established criteria**, resisting personal biases
-  Contact the recruiter if you become aware of **unfair or biased activities**, or if you have concerns about **conflicts of interests**
-  Keep all discussions about the candidates **related to the job**
-  **Maintain confidentiality** throughout and after the process



You have been chosen to be a member of the hiring committee.

Now what?

The following are expectations of You:

Be available to attend all meetings and interviews: When finalizing timelines for meetings and interviews, there may be scheduling conflicts. You are encouraged to remain as flexible as possible because your participation is highly valuable. If you are unable to attend all interviews, please remove yourself from that set of interviews. In order to achieve a fair and balanced evaluation, all members must be present for all interviews.

Become familiar with the position. During the initial meeting set up by the recruiter, the job description will be discussed with the committee. It is important to have a full understanding of the position requirements so you are able to provide input to the interview questions

NOTE: During the initial meeting, it is critical to review committee member's expectations & add any additional expectations you have collectively during the process. This should be facilitated by the chair. Some examples of expectations to cover include: communication, decision-making process, dealing w/ conflicts, etc.)

Evaluate candidates based on pre-established criteria and be able to recognize and resist personal biases. We will discuss biases in detail later in the presentation.

Contact recruiter if you become aware of unfair biased – we will discuss this later in the presentation as well. Keep in mind, that as a committee member you have an obligation to disclose or raise concern about biased and/or conflicts of interests

NOTE if your concern regards the Chair go directly to the recruiter, if another member it is suggested to involve the Chair as well!

Keep all discussions about the candidate related to the job - During an interview, you must take care to keep your interview questions focused on the KSAs and experience needed to perform the job. If you find your discussion straying off course or eliciting information you don't want about potential job discrimination topics, bring the discussion quickly back on topic by asking another job-related interview question

Maintain confidentiality - (move to next slide for a detailed discussion)

The Importance of Confidentiality

1

Information gathered in the hiring process is highly sensitive and confidential.

- All interview committee members must maintain the highest degree of confidentiality in order to preserve the integrity of the process.
- No discussion about the process should occur outside of committee meetings or with unauthorized persons.
- Remember, confidentiality is forever – not just until the position is filled.

All committee members are required to sign a Confidentiality Agreement.

- A breach of confidentiality may result in the committee member(s) being removed from the committee.
- Violations pertaining to the process, such as the ones listed above, may result in ceasing the current recruitment process and restarting the process.
- Violations may be subject to disciplinary action.



As a committee member, you will be privy to confidential and sensitive information. You have an obligation to protect both the candidate and the committee's deliberations. Confidentiality of committee proceedings and deliberations – committee members need to be able to freely discuss candidate qualifications without the concerns that the conversation will circulate outside of the room.

It is important to note that confidentiality obligations continue after the hiring process is complete.

During your orientation, you will sign a Confidentiality Agreement that will be placed in your personnel file. This is an official document and any breach of the agreement will be escalated as needed.

Violations:

1. Discussing any aspect of the process outside of committee meetings
2. Discussing any aspect of the process w/ unauthorized persons
3. Sharing written notes w/ outside unauthorized persons

Breach of Confidentiality may result in committee member(s) being removed from the committee & violations may be subject to disciplinary action

Process may cease altogether forcing the whole process to restart completely → can cause HUGE delays & disrespect to your colleagues



2 | Embracing Diversity

Commitment to Diversity · Diversity, Equity, and Inclusion Council Goals · Benefits of a Diverse Workforce · Diversity Data

What is GCCCD commitment to diversity?

Share Board Policy 7100 → invite someone to read it out loud

You can find more information about Diversity, Equity, & Inclusion Council on the staff site

Commitment to Diversity (Board Policy 7100)

2

"The Grossmont-Cuyamaca Community College District (GCCCD) is committed to providing learning and working environments that ensure and promote diversity, equity, and inclusion. People of diverse backgrounds, perspectives, socioeconomic levels, cultures, and abilities are valued, welcomed, and included in all aspects of our organization. GCCCD strives to provide an educational environment that fosters cultural awareness, mutual understanding, and respect that ultimately also benefits the global community."



As a GCCCD community, we are proud of our diverse student body, faculty and staff. We are committed to continue to promote diversity in the workplace and throughout all campuses.

Diversity, Equity, and Inclusion Council Goals

2

- 1 | **Student Access, Equity, & Success** – Ensure that students of all backgrounds feel welcomed and succeed
- 2 | **Cultural Competency & Culture of Inclusion** – Enhance cultural and global competencies for students and employees
- 3 | **Communication** – Communicate and inform the college district and community about DEI and related activities
- 4 | **Workforce** – Diversify our workforce by enhancing hiring practices and providing support and development for all employees

<http://www.gcccd.edu/about-us-area/diversityequityinclusion.html>



In Feb 2011, the District launched the Diversity, Equity and Inclusion Council to take the existing efforts at both colleges and develop them into a more unified, comprehensive and focused effort to promote diversity and multiculturalism. The council and other established districtwide committees will work to develop and implement goals related to diversity, equity, and inclusion

1. Student Access, Equity, and Success
 1. Seek to maintain a student population that reflects diversity in the community
 2. Share information that leads to promotion of increasing success and course completion rates for students and/or while reducing the achievement gap
 3. Promote ADA standards for existing or new facilities**
 4. Promote safe and inclusive spaces throughout the District**
2. Cultural Competency & Culture of Inclusion
 1. Promote and infuse globalization across the curriculum**
 2. Recognize and enhance cultural and global competencies for all employees.**
 3. Enhance cultural and global competencies for all students
3. Communication
 1. Raise awareness of DEI goals and activities with the internal and external community
 2. Promote appropriate language use for DEI
4. Workforce**
 1. Work with Human Resources to promote hiring of a diverse workforce
 2. Monitor hiring practices and make recommendations to Human Resources to promote the development of a world-class work force.
 3. Recognize diversity, equity, and inclusion leadership among employees

** = related to staff and faculty

Share the goals that are relatable to the hiring committees → other goals I did not mention are related to the overarching charge of the DEI Council & its impact on students

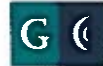
Diversity Benefits Students

**Studies prove the education benefits
of a diverse faculty**

**Closing achievement gaps by
20-50%**

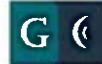


Fairlie, R.W., Hoffman, F., Oreopoulos, P. (2014). *A Community College Instructor Like Me: race and Ethnicity Interactions in the Classroom*. American Economic Review.



Key Questions of Study

- Do underrepresented minority students perform better in courses taught by minority instructors?
- Do African-American students do better in courses taught by African-Americans?
- Do Latino students do better in courses taught by Latino instructors?
- How much does this represent the achievement gap?



How Large are Effects Relative to Achievement Gap

Underrepresented Minority

	Similar Instructor Effect	White-Min. Achievement Gap	Percent of Gap	Minority Base Rate
Dropped Course	-0.020	-0.039	51%	0.281
Passed Course	0.012	0.054	23%	0.835
Course Grade	0.054	0.318	19%	2.587
Grade B or Higher	0.024	0.112	21%	0.567



Effects on Long-Term Outcomes

- Examine effects of taking courses with minority instructors on:
 - Awards and degrees
 - Majors
 - Transfers
- Positive Effects



Conclusions

- Strong, positive and robust minority-interaction effects for all outcomes examined
- Strong, positive own-race interactions
 - African-Americans seem to have largest gains
- Evidence for students reacting to instructors rather than vice versa
 - Role model effects, take additional courses and majors
 - Focus on courses with more objective grading
- More details, full article
 - <http://people.ucsc.edu/~rfairlie/papers/>



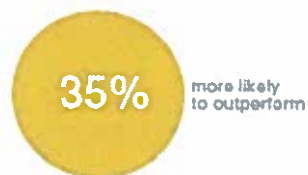
Institutional Effectiveness

Diversity's dividend

What's the likelihood that companies in the top quartile for diversity financially outperform those in the bottom quartile?

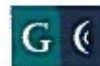


Gender-diverse companies



Ethnically diverse companies

*Results show likelihood of financial performance above the national industry median. Analysis is based on composite data for all countries in the data set. Results vary by individual country.
Source: McKinsey analysis



Diversity Data

2

Applicant Analysis	Five Year Average	GCCCD Boundary	SD County
Female	58.3%	50.8%	50.0%
Male	36.8%	49.2%	50.0%
Unknown	4.9%	0.0%	0.0%
Over 40	33.3%	46.5%	43.2%
Disabled	1.0%	UNKNOWN	2.2%

Hiring Analysis	Five Year Average	GCCCD Boundary	SD County
Female	60.1%	50.8%	50.0%
Male	37.2%	49.2%	50.0%
Unknown	2.7%	0.0%	0.0%
Over 40	48.2%	46.8%	44.0%
Disabled	0.6%	UNKNOWN	2.2%



We are not going to cover this data in depth but it can be accessed on the DEI Council's webpage under:

EEO Data 2010-2015.pdf

→ Male applicants were underrepresented slightly in the hiring pools, but not significantly

Diversity Data

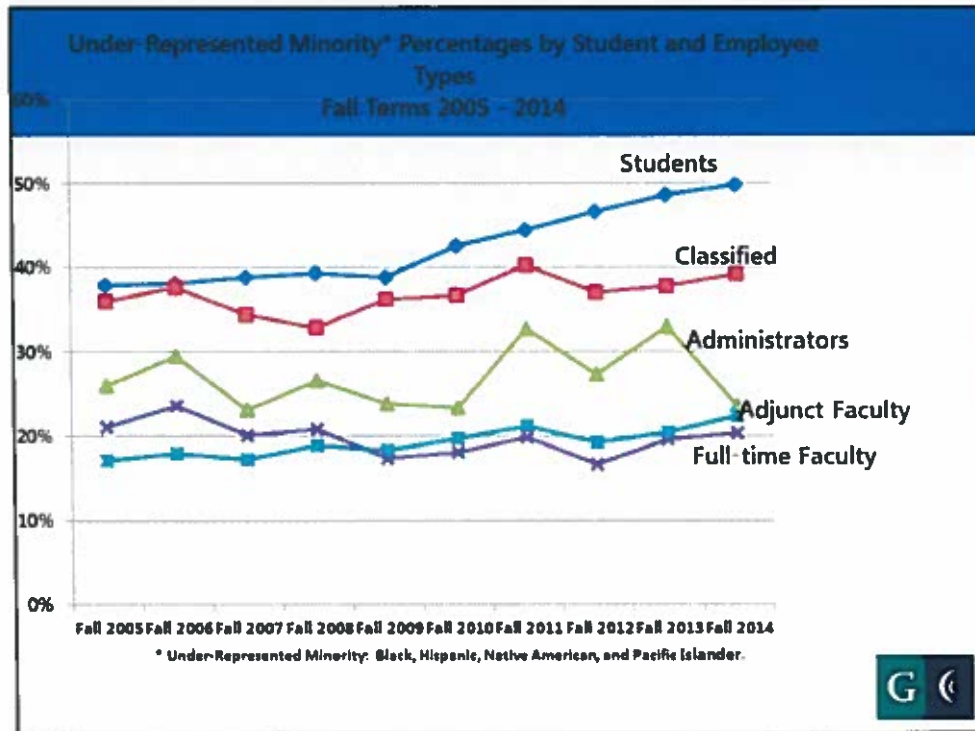
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Applicant Analysis	Five Year Average	GCCCD Boundary	SD County
Asian/Pac. Islander	8.4%	4.8%	11.5%
Black Non-Hispanic	9.3%	5.4%	4.3%
Hispanic	20.4%	27.0%	33.4%
Native American	1.4%	0.7%	0.5%
White	48.2%	58.1%	46.9%
Two or More	NA	3.8%	3.2%

Hiring Analysis	Five Year Average	GCCCD Boundary	SD County
Asian/Pac. Islander	6.7%	4.8%	11.5%
Black Non-Hispanic	6.7%	5.4%	4.3%
Hispanic	17.7%	27.0%	33.4%
Native American	0.9%	0.7%	0.5%
White	57.0%	58.1%	46.9%
Two or More	NA%	3.8%	3.2%



**White applicants have been consistently overrepresented among those hired compared to the percentage of white applicants while ALL other ethnic groups have been slightly underrepresented



State DATA



3 | **Conducting an Effective Interview**

Interview Do's and Don'ts · Anti-Discrimination Laws · Equal Opportunity Employer · What Can I Ask?

Ask group to describe a positive interview experience they had (take 1-2 short examples or 1 long example)

Ask group to describe a negative interview experience they have had (take 1-2 short examples or 1 long example)

Request specific evidence of WHY it was positive OR negative

→ Ask for "appropriate" stories NOT "nightmare" stories

Interview "Do's" and "Don'ts"

3



The Do's

- Listen carefully and take effective notes
- Evaluate each candidate after the interview is concluded
- Be friendly, yet business-like, remaining as objective as possible
- Create open-ended questions that will force a specific reply
 - Such as: "Tell me about your work experience," or "Tell me about the jobs you enjoyed most and least."
 - Allow the candidate time to think and answer the question
- Ask clarifying questions: Three E's
 - **Expand** on their answer
 - **Explain** their answer
 - **Example** - ask them to provide an example



The Don'ts

- Make judgments on one trait without having considered all traits
- Conduct yourself in a manner that is not too friendly or too stern
- Let the applicant see that you favor or disfavor them
- Use language that may be interpreted as offensive or divisive
- Ask questions which only allow a "yes" or "no" response
- Accept general answers. Probe for more specific information
- Let yourself become lost or fail to listen carefully to everything being said



The Do's:

Taking notes can be crucial for the deliberation phase. ALL notes MUST focus on the candidate meeting OR not meeting the KSAs to perform the job

→ Notes can be subpoenaed and used as evidence in any trial against the District/College

Provide time between candidates (10-15 min) to individually evaluate each candidate after the interview is complete → help decrease bias

Be welcoming & friendly BUT remember you must remain as OBJECTIVE as possible

COVER 4th BULLET AS WRITTEN

Allowed to ask clarifying questions using 3E's Approach (see 5th BULLET AS WRITTEN ABOVE)

NOTE: If you use the 3E's in asking the original Questions you can avoid having to ask clarifying questions

EX.

- A. Could you expand on a time your strengths were well showcased in a work situation?
- B. How has your past experience influenced your teaching strategy? Explain.
- C. Provide an example of a time you missed a deadline and how you addressed the situation.

DON'Ts

Objectivity can be difficult throughout the interview process but is imperative to evaluate each candidate fairly. Try not to allow judgement of one trait impact your assessment of another trait

Ex. Excellent time management so MUST be highly organized

Ex. Poorly answered question about organization so MUST be a poor communicator

Conduct self in a professional manner. Being welcoming, smiling is ok but must not be overly engaged that a candidate observes or interprets it as a preference in the hiring process (favor/disfavor)

Active Listening during answers

Use language that may be interpreted as offensive or divisive (tending to cause disagreement or hostility) Cannot BULLY a candidate

USE 5th BULLET AS WRITTEN

Clarifying questions only allowed using 3Es

Active Listening, set expectations "I will be taking notes during this interview, eye contact, mirroring when applicable

AFTER COVERING CONTENT: Ask audience if they have any Best Practices to ADD or have any questions

**If additions need to be addressed due to HR purposes express that (otherwise all others should be added)

A Few Anti-Discrimination Laws

3

Federal Anti-Discrimination Regulations

- Title VII (race, color, religion, sex, national origin)
- Title IX (sex discrimination in education)
- Age Discrimination in Employment Act (ADEA)
- Americans with Disabilities Act (ADA)
- Fair Employment and Housing Act (FEHA)

These laws apply to all aspects of the interviewing and hiring process.



To avoid a discrimination suit, it is important to focus on the applicant's knowledge, skills, and abilities as they relate to the specific job.



In the case of a complaint/lawsuit, the best defense is to ensure we have "legitimate business reasons" for our decisions.



It is important to become familiar with the laws to prohibit workplace discrimination.

Grossmont-Cuyamaca Community College District is an Equal Opportunity employer. This means we do not discriminate based on an applicant's. . .

- Race
- Color
- Sex/Gender Identity
- Marital or Parental Status
- Pregnancy Status
- Genetic Information
- Lactating Women
- Military and Veteran Status
- Religion
- National Origin
- Ancestry
- Age
- Disability, Medical Condition
- Citizenship
- Sexual Orientation
- Association with a Protected Group



What Questions Can I Ask?

3

Topic	DO NOT Ask	Appropriate to Ask
Reliability Attendance	<ul style="list-style-type: none"> • Number of children? • Do you have pre-school age children at home? • What is your marital status? 	<ul style="list-style-type: none"> • What hours and days can you work? • Are there specific times that you cannot work?
Citizenship/National Origin	<ul style="list-style-type: none"> • What is your national origin? • Where are your parents from? 	<ul style="list-style-type: none"> • Are you legally eligible for employment in the United States?
Arrest and Conviction	<ul style="list-style-type: none"> • Have you ever been arrested? 	<ul style="list-style-type: none"> • Have you ever been convicted of a crime?
Disabilities	<ul style="list-style-type: none"> • Do you have any disabilities? 	<ul style="list-style-type: none"> • Can you perform the duties of the job you are applying for?
Birth Date	<ul style="list-style-type: none"> • What is your date of birth? 	<ul style="list-style-type: none"> • If hired, can you furnish proof that you are over age 18?
Military Record	<ul style="list-style-type: none"> • What type of discharge did you receive? 	<ul style="list-style-type: none"> • What type of education, training, work experience, did you receive while in the military?
Organizations	<ul style="list-style-type: none"> • List all clubs, societies and lodges to which you belong. • Are you a union member? 	<ul style="list-style-type: none"> • Inquiry into applicant's membership in organizations which the applicant considers relevant to his or her ability to perform job.
Race or Color	<ul style="list-style-type: none"> • How would you define your race? 	<ul style="list-style-type: none"> • None
Religion or Creed	<ul style="list-style-type: none"> • Inquiry into applicant's religious denomination, religious affiliations, church, parish, pastor or religious holidays observed. 	<ul style="list-style-type: none"> • None
Gender	<ul style="list-style-type: none"> • Do you wish to be addressed as Mr., Mrs., Miss or Ms.? 	<ul style="list-style-type: none"> • None



4 | Challenges in the Hiring Process

Internal Applicants · Conflicts of Interest · The Unconscious Bias

Internal Applicants

4

Internal applicants or others known to you can present a particular challenge to maintaining objectivity



- ✓ You may be familiar with an internal applicant's work performance. It is important to conduct a **meaningful and productive** interview and bring any concerns or feedback to the recruiter
- ✓ **Evaluate internal and external candidates consistently** on the same criteria
- ✓ Advise **ALL** applicants during the **Introductory Statement** that the committee must assume they know nothing about the applicant to encourage genuine answers



We encourage internal applicants to apply to job openings in order to support career development and retain talent.

Recognize and Report Conflicts of Interest

4

- 1 Actual or perceived conflicts of interest arising at any stage of the interview committee process should be reported to **the Screening Committee Chair** and the assigned **Recruiter**. The EEO Officer determines disputed conflict of interest inquiries.
- 2 Conflicts of Interest can arise from **various sources**:
 - Related by blood or marriage to an applicant
 - Other relatives, personal friends, or a dislike of someone so compelling that you cannot remain fair or impartial
 - Having a personal or financial relationship with an applicant

It is every committee member's responsibility to recognize potential biases or conflicts of interest. Not revealing a conflict of interest could lead to a complaint of an unfair hiring practice.



The Unconscious Bias

4

Common interviewing biases include, but are not limited to:

Stereotyping - Forming an opinion about how people of a given gender, religion, race, appearance, or other characteristic think, act, respond, or would perform the job without any evidence that this is the case. Example: Women prefer desk job over labor work.

Contrasting - Strong(er) candidates who interview after weak(er) ones may appear more qualified than they are because of the contrast between the two.

Halo and Horn Effect - The "halo" effect occurs when an interviewer allows one strong point about the candidate to overshadow or have an effect on everything else. The "horn" effect is just the opposite – allowing one weak point to influence everything else.

Like Attracts Like - Favoring candidates because they may share personal interests or other similarities.

"Our brains are wired to reflectively categorize and stereotype people, often in ways we consciously reject as false" - Barbara Reskin in Unconsciousness Raising



We all have unconscious biases. An effective hiring committee will help its members recognize and face that bias in a productive manner. It is your responsibility as a committee member to address issues of bias if you feel they are inappropriately affecting the hiring process.

Stereotyping - This type of interview bias assumes that certain candidate traits will make them better or worse in the job. For example, you might believe that all people who go to church are trustworthy or women are not as physically strong as men. Employers need to be especially careful about stereotypes of minority groups, as discrimination based on such stereotypes can lead to legal action.

Contrasting - A skilled interviewer will avoid contrasting by focusing on each individual, using the common yardsticks of the job description, person specification and predetermined interview criteria.

Halo and Horn Effect - For instance, knowing someone went to a particular university might be looked upon favorably. Everything the applicant says during the interview is seen in this light. The "horn" effect is just the opposite allowing one weak point to influence everything else.

Likes Attracts Likes - One type of interview bias -- like attracts like -- is formed as the interviewer gets to know certain things about the candidate that match his own background and experience. For example, they might have a similar education, leisure interests or lifestyle. Even immediate visual similarities such as physical attributes can subconsciously swing an interviewer's perception of the candidate's abilities and suitability for the job. People are automatically attracted to others who are like them in some way or represent an aspect of themselves they value.

Shown in numerous studies starting in 1980s that we can have bias despite explicitly believing that prejudice & discrimination are wrong

Specific areas of our brain trigger bias responses:

1. Amygdala - reacts to fear & threat direct connection to racial bias
2. Left Temporal Lobe - stores general information about people & objectives → social stereotypes
3. Medial Frontal Cortex - forming impressions of others, empathy, and reasoning
4. Hippocampus - forms links between memories (ie dates and facts) & steers decision-making (choices)

Apply your awareness of it. Let's look @ some basic forms of bias (above)

Immediate impressions can often be subjective & open to bias when making snap judgements

END: 3 Step Approach

1. Learn about unconscious bias
2. Build skills around cultural dexterity
3. Use insights to create "third culture" draws upon strengths of people's cultural differences

Also use Franklin Covey Co. PCD Method (Pause, Clarify, Decide)

NOTE: Anterior Cingulate Cortex - cognitive control can detect activation of implicit attitudes and signal dorsal lateral frontal cortex (moral decisions) to override implicit bias!



Thank you!

Questions?