



# INCLUSION INSIGHTS

## Leader's Guide

**Stereotypes, Lazy Brains  
& Unintentional Intolerance**

*with Steve L. Robbins, Ph.D.*

**SUNSHOWER  
LEARNING**

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## ABOUT INCLUSION INSIGHTS

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***Inclusion Insights: Stereotypes, Lazy Brains & Unintentional Intolerance*** provides a new lens with which to see both others and ourselves. It will help you to understand how and why we react the way we do, why we don't like to consider new ideas that are outside our comfort zones, and ultimately, why we are so resistant to change. In *Inclusion Insights*, Dr. Robbins presents a compelling case for why diversity programs have not been as successful as they could have been. He offers a new way of looking at Diversity and Inclusion—it's not only the right thing to do, it's the smart thing to do to maximize innovation and stay competitive in today's world.

Formal diversity training began in the 1970s, following the Civil Rights era, as a response to a “social justice” movement. Social justice became the perspective that guided “diversity training.”

Social justice approaches primarily emphasize race and gender, and most workshops are conducted with the purpose of understanding race, gender, equality, anti-harassment, Affirmative Action, etc. Social justice and “counting people” became synonymous in some people's minds.

Although the social justice approach works well for some, it does not work well for many others. Many whites, specifically white males, perceived it as WMB (white male bashing). For audiences that have difficulty understanding the social justice approach, we must have other approaches.

Dr. Robbins' “Creativity & Innovation” approach makes problem solving the reason for “doing diversity.” This approach emphasizes seeking different perspectives, new ideas, knowledge, and experiences. It is seen by many to be a more inclusive approach.

This unique program illustrates that there is a better, more compelling way to approach diversity—one that encourages creativity and innovation and improves the bottom line.

***Let's see how!***

### ***Steve Says:***

*For audiences that have difficulty understanding the social justice approach, we must have other approaches.*

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# PRE-SESSION PREPARATION

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Use this section to prepare yourself to facilitate this class.

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## CHECKLIST

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 Task	
	Watch the <i>Inclusion Insights</i> DVD and familiarize yourself with the menus.
	Review the DVD transcripts to understand the content.
	Review the Leader's Guide to become familiar with the material and timing and determine if there are any changes needed to make it more appropriate for your organization's needs.
	Book the room and the refreshments.
	Invite participants. Send reminder notices and create sign-up sheet, if needed.
	Determine the number of participants and learn about any needs they may have (i.e., English subtitles, accessibility, dietary restrictions, etc.)
	Adapt the outline to your group's needs and time restrictions.
	Review the PowerPoint slides and customize them, as necessary, to meet your objectives.
	Gather and print any materials you need (Inclusion Insights DVD, Leader's Guide, PowerPoint, Handouts, etc.)
	Read, " <i>What if?</i> " by Dr. Steve Robbins for additional stories and background information.

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## Prepare the Room

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- Arrive early before the training session
- Arrange tables and chairs for small groups of four to six participants. Ensure sufficient aisle space for participants using wheelchairs.
- Test your AV equipment to ensure that it is working properly and that volume levels have been set (DVD player, PowerPoint).
- If offering refreshments, place them where they are easily accessible without disrupting the group.

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## Materials

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Customization and flexibility are primary objectives of this program. The program includes:

- DVD with Steve's presentation
- CD-ROM with:
  - This Leader's Guide
  - A PowerPoint presentation to be used as is, or adapted for your particular training.
  - Participant Handouts
    - I am from Activity (Part 1)
    - I am Activity (Part 2)
    - Personal Reflection Activity
    - Section Quizzes (1-3)
  - Participant Guide
  - Transcripts of the video

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## PRESENTING INCLUSION INSIGHTS

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The *Inclusion Insight* DVD has three main sections: *Stereotypes*, *Lazy Brains*, and *Unintentional Intolerance*. Each section consists of short individual *Insights*.

You can present an entire section, or you can customize your own training module using just one, or a few *Insights*. This is one of the strengths of the *Inclusion Insights* program.

The course is organized, as follows:

# Introduction

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Introduce the participants, the course, and Dr. Steve Robbins.

## SECTION 1: STEREOTYPES

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**Video Run Time: 27:00 minutes**

1. Don't Judge a Book by its Accent (Video 5:50 minutes)
2. N.I.C.E People (Video 7:30 minutes)
3. The Power of Culture (Video 9:40 minutes)
4. Lessons from Star Trek (Video 4:00 minutes)

## Section 2: Lazy Brains

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**Video Run Time: 20:45 minutes**

5. Lazy Brains (Video 5:15 minutes)
6. The Role of Visual Cues (Video 2:30 minutes)
7. Cognitive Dissonance (Video 9:40 minutes)
8. Flat Out Wrong (Video 3:20 minutes)

## Section 3: Unintentional Intolerance

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**Video Run Time: 23:00 minutes**

9. Unintentional Intolerance: How NICE People Make Mistakes (Video 9:45 minutes)
10. Unintentional Intolerance in Action (Video 9:00 minutes)
11. Reframing your World (Video 4:15 minutes)

## Summary and Conclusion

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Summarize the key messages from the sections and conclude the course.

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## ADDITIONAL DELIVERY INFORMATION

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This section provides additional guidance for using the *Inclusion Insights* materials to deliver this course.

### Slides

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The PPT slides are designed to bring structure and consistency to the delivery of the course. To deliver Inclusion Insights in its entirety, use the full set of slides. To deliver a custom version, simply hide or delete the slides you will not use.

### Video (DVD) Debrief

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There are several ways to debrief the video for each section.

#### Option 1:

- Conduct a small group activity where each group discusses and presents the key messages from one Insight.
  - Divide the group into groups (one for each Insight) and assign each group an Insight.
  - Ask each group to discuss the key points and assign a spokesperson.
  - After 3-5 minutes call time and reconvene the large group.
  - Ask each group to present the key messages to the large group.
  - Briefly discuss with the large group.

#### Option 2:

- Discuss each Insight (together or separately) with the large group.
- Use the Insight slides to help you with the discussion

### Participant Handouts

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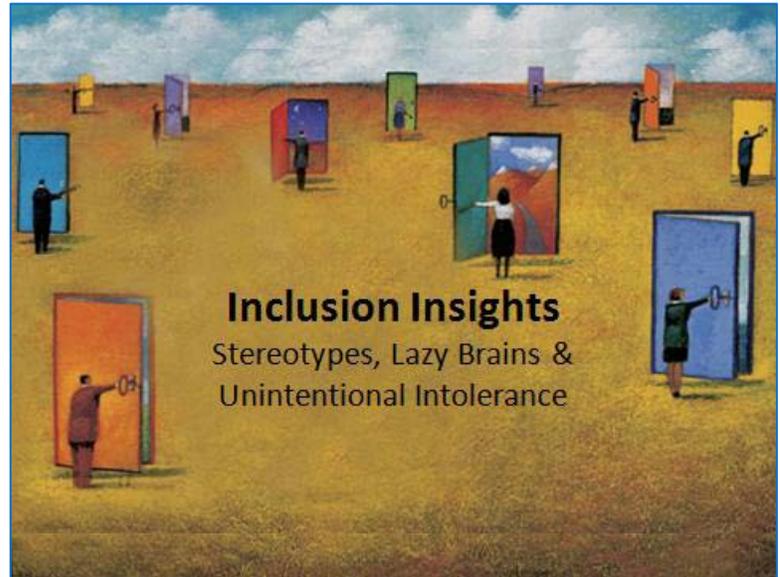
There are PDFs for the following:

- I am From... Activity Part 1
- I am From... Activity Part 2
- Personal Reflection Activity
- Section Quizzes (1-3)
- Participant Guide

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# INTRODUCTION

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“We cannot solve our problems with the same thinking we used when we created them.”  
~Albert Einstein

Much has been written about diversity; organizations have completed sensitivity training, and covered the legalities of discrimination in the workplace. While this has been an important part of our workplace history, organizations are finding that the old ways of thinking about diversity no longer support the needs of today’s workplace.

We need to rethink how we look at diversity; instead of examining our similarities and differences, we need to appreciate the advantages of how we are different. Instead of seeing a roadblock when confronted with someone who thinks differently, we can see a key to solving the complex problems of the future.

*Inclusion Insights: Stereotypes, Lazy Brains & Unintentional Intolerance* provides an understanding of how and why we respond the way we do and why we are often reticent to change and open ourselves up to things that are different.

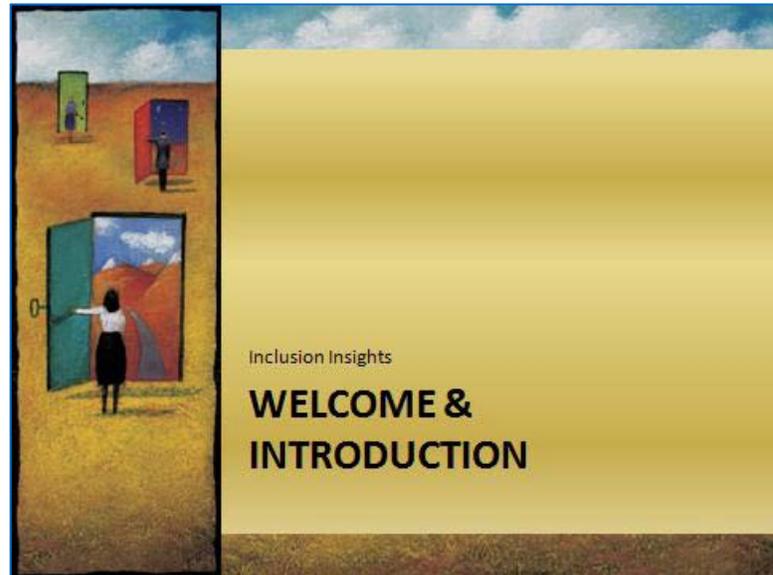
**The bottom line is this**—if we understand our behavior and the behavior of others better we can make changes in our lives, influence changes in others and make the world a better place.

---

# WELCOME

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**Timing: Approximately 10 Minutes**



## **Talking Points/Background Information:**

In this brief topic, you will kick off the session. You will welcome the participants and introduce everyone. You can conduct an icebreaker, if desired. Also, go over housekeeping items such as:

- Location of restrooms
- Timing and duration of breaks
- Emergency exits (if conducting in an unfamiliar venue)
- Cell phone/laptop usage
- Ground rules for courtesy and respect during discussions

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## WELCOME MESSAGE

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A slide titled "Welcome to Inclusion Insights" with a yellow background and a blue sky border. It features a video thumbnail of Steve Robbins and a bulleted list of course details.

Welcome to Inclusion Insights

- Exciting course with video by Steve Robbins
- You will watch video
- Examine the key insights
- Discuss how this content might change the way you look at and apply diversity in your organization.

### Talking Points/Background Information:

This exciting, video-based course will help your audience change its mindset around inclusion.

- The entertaining video segments are presented by Dr. Steve Robbins, a noted expert on diversity and inclusion.
- The video consists of 11 Insights
- After each Insight, we will have an opportunity to discuss and apply what we've learned
- This material is designed to make you look closely at your views on inclusion and begin to see how it is not something you are *supposed* to do, but something you *want* to do to increase the organization's ability to compete in today's business environment.

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## LEARNING OBJECTIVES

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### Learning Objectives

- Examine how nice, well-meaning people engage in “unintentional intolerance.”
- Recognize how closed-mindedness and exclusion take place, and how to become more open-minded to new people and novel ideas.
- Discover how everyday experiences shape our perspectives and influence our interpretations of the people and world around us.

### Talking Points/Background Information:

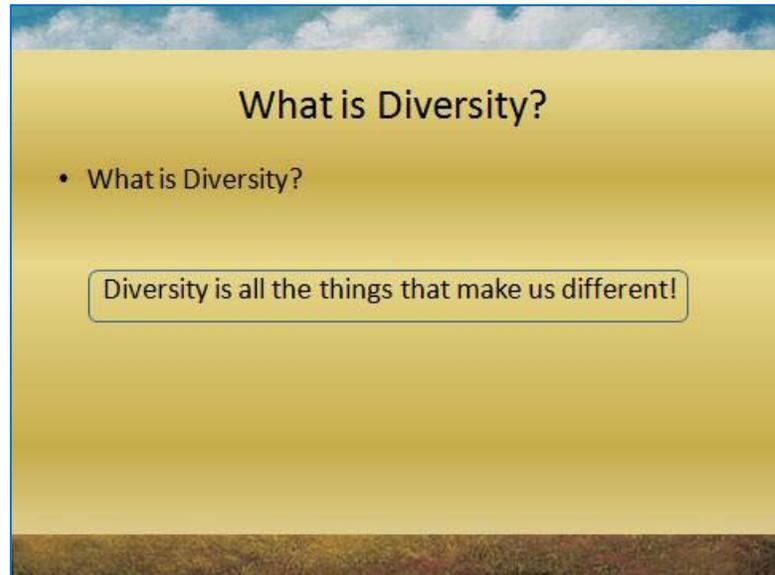
Let’s look at the learning objections for *Inclusion Insights*.

- Describe the learning objectives and answer any questions the participants have about these objectives.

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## DIVERSITY DEFINITION AND HISTORY

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This slide contains animation. Click the mouse to display slide elements.

What does diversity mean to you? Include the good and the bad.



### **Talking Points/Background Information:**

- There are multiple ways of defining, examining, and understanding diversity.
- The general concept of diversity is that it is “all those things that make us different,” but that some things matter more than others and that’s why we emphasize some dimensions of diversity and not others

What are some dimensions of diversity that tend to matter most in our society?

### **Possible responses:**

Cultural, religious, gender, etc.



## A Brief History of Diversity

	SOCIAL JUSTICE	CREATIVITY & INNOVATION
Experiences	The Civil Rights Movement	An ever-changing, fast-paced, dynamic world that's throwing new things at us all the time. Competition in an environment of limited resources.
Perspective	The fight for civil rights provided some with unique "lenses"	To cope and compete in the 21 <sup>st</sup> century we must be creative and innovative.
Problems	The social justice lenses allowed some to "see" injustice, unfairness, and inequality.	Human beings like being in their comfort zones, hanging out with similar people, and tend toward closed-mindedness.
Solutions	One solution that flowed from the way the "problem was framed was "diversity training," where we basically talked about unfairness, inequality, injustice, and the need to create their opposites.	Open-mindedness and the ability to entertain many perspectives: cognitive flexibility and behavioral adaptability.

*From S. L. Robbins & Associates*



### Talking Points/Background Information:

Formal diversity training began in the 1970s following the Civil rights era as a response to the social justice movement. During this time, social justice became the perspective that guided diversity training efforts.

### Traditional Approach

The traditional approach was called *social justice*.

- It focused on righting wrongs, not gaining competitive advantage.
- Often ended up being an exercise in counting: how many women, etc.
- These focused mainly on issues of race and gender and "counting people" in the various categories.
- This worked for some, but not others.

When does the social justice approach often backfire?

### Answer:

The social justice approach can backfire when individuals don't see the problem or the need to fix the problem.





**Steve says:**

*Diversity has sometimes been about counting people. Inclusion is always about making people count.*



**Talking Points/Background Information:**

The Social Justice framework works for some but not all. Those who saw injustice (not just disparity) pushed for diversity training and diversity initiatives. Others who did not see much social injustice, if they saw it at all, with respect to race, gender and class (and their combinations) rebelled against diversity training and initiatives — they did not “see” or perceive the need.

**Creativity & Innovation**

Steve’s approach “creativity & innovation” goes beyond fairness and equity and presents diversity as a competitive advantage and business imperative.

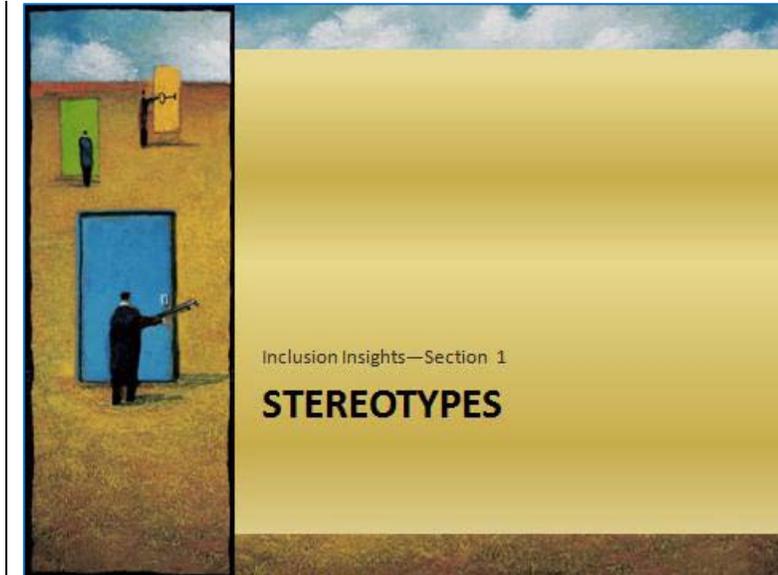
- It emphasizes using different perspectives, ideas, knowledge and experiences to help us better solve problems.
- In the approach, which you will learn today, our varying perspectives become tools for solving problems.
- For this approach to work, it must include many different points of view.
- What have you seen in your experience where diversity efforts have been poorly handled?
- How can you see inclusion being a business imperative?

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## SECTION 1—STEREOTYPES

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Timing: Approximately 90 minutes



As you familiarize yourself with the *Inclusion Insights* program, you'll see that Steve Robbins is a real-world expert in diversity. He hasn't just studied it academically; he's lived it. In fact, when he lectures and teaches, he often finds that people have stereotypes and mental models about him.

The purpose of *Section 1* is to help people recognize that we all have mental models and stereotypes about people. We pick these up from our environment. It's important to remember that we didn't have to put these stereotypes in our heads by ourselves; our environment does it for us.

If we're not careful, and if we don't critically examine some of our mental models, we tend to make mistakes called unintentional intolerance.

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## SECTION 1 OVERVIEW AND VIDEO

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### Section 1 Insights—Stereotypes

1. Don't Judge a Book by its Accent
2. N.I.C.E People
3. The Power of Culture
4. Lessons from Star Trek

#### Talking Points/Background Information:

There are four Insights covered in this section.

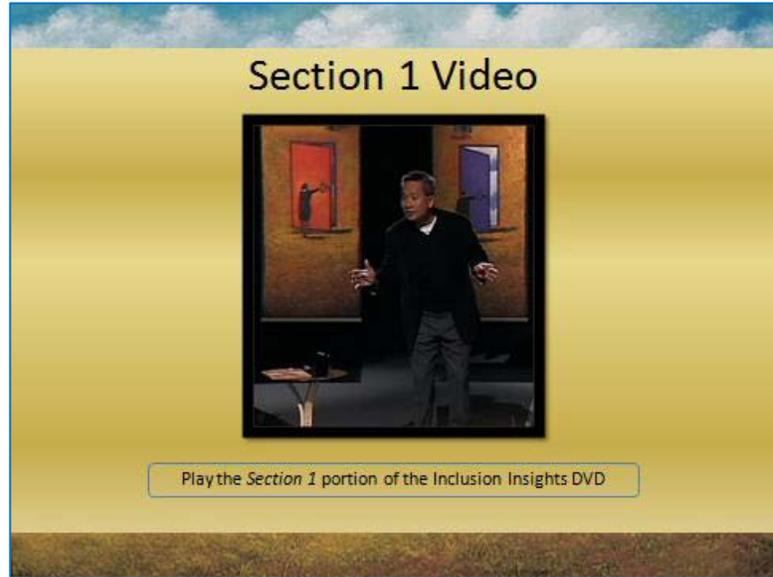
- *Insight 1* helps you recognize that we all have stereotypes and mental models in our heads about Asians, poor people, rich people, about what a Christian is and what a Muslim is, etc.
- *Insight 2* tells us that when we don't critically examine some of those things that we have in our head we tend to make mistakes called unintentional intolerance.
- *Insight 3* provides examples of how powerful culture can be in our lives.
- *Insight 4* ties it all together with an example from Star Trek.

The four Insights in this section build on each other and will help you make people aware of their stereotypes, understand where they came from, work hard to critically examine their mental models, and begin to see how differently things look from another person's perspective.

# Section 1 Video



Let's get started with the video.



Play the video and then debrief and discuss the Insights with the participants.

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## SECTION 1 INSIGHTS

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### 1. Don't Judge a Book by its Accent

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What are the key messages of this *Insight*?

#### 1. Don't Judge a Book...

- We are quick to judge people by how they talk or how they look.
- When we care, we put effort into understanding and are then better able to understand.
- When something is wrong, we often try to “fix” the other person but the only person you can truly fix is yourself.



What were your thoughts when Dr. Robbins began speaking? Were you surprised when he began speaking with an American accent?



#### Talking Points/Background Information:

- When you first hear Dr. Robbins speak, you might immediately think of labels to use, such as: Asian, Immigrant, non-native speaker of English. When he reverted to his American accent, some of you may have been surprised; others may have expected it thinking that the opening was done on purpose. In both situations, it is likely you made some judgements about Dr. Robbins in the very beginning of his talk.

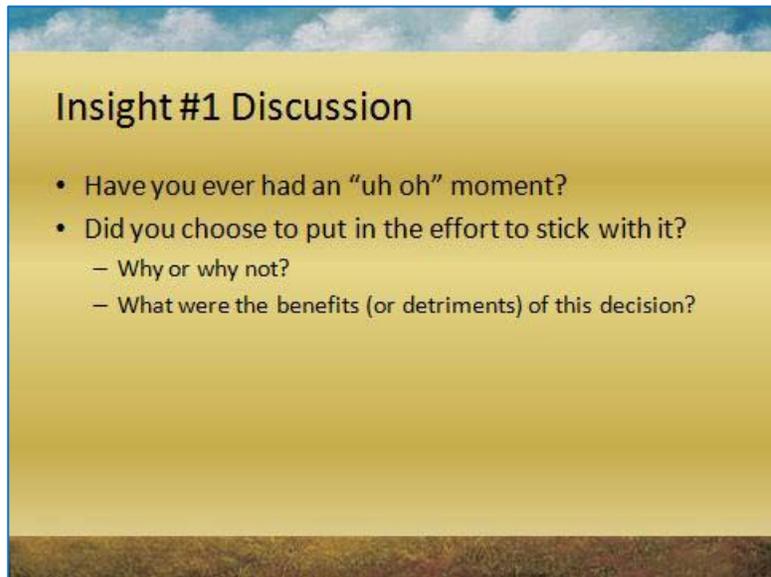
**Steve says:**

When something is wrong, we often want to “fix” the other person.

However, at any given moment, WE could be the other person.

*The only person you can truly “fix” is yourself!*

- Dr. Robbins mentioned a colleague who had a research project called *The Uh Oh Syndrome*. This study found that when people care, they are willing to put the effort into understanding.
- Overcoming intolerance begins with understanding and working on our own behavior first. When we care, we put effort into understanding and then we are better able to understand. When something is wrong, we often want to “fix” the other person. However, at any given moment, WE could be the other person. *The only person you can truly “fix” is yourself!*



**Insight #1 Discussion**

- Have you ever had an “uh oh” moment?
- Did you choose to put in the effort to stick with it?
  - Why or why not?
  - What were the benefits (or detriments) of this decision?



Use the questions on this slide to conduct a large group discussion of this Insight.

Include your own notes here:

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## 2. N.I.C.E. People



What are the key messages of this Insight?

### 2. N.I.C.E People

- **N.I.C.E = Not Inclined to Critically Examine**
- What we have in our head influences how we respond to things in our world
- We must critically examine our own behavior and the behavior of others to make changes in our lives and influence changes in other peoples' lives
- Not critically examining the things in our head can lead to unintentional intolerance.



### Talking Points/Background Information:

- Gut reactions:
  - Research suggests our gut reactions influence our subsequent behavior. Other research suggests that we're often unaware we are having a gut reaction. It's important to understand our gut reactions so that we don't have a negative gut reaction toward someone that is unwarranted. Otherwise, you could end up damaging a relationship with someone unknowingly.
- N.I.C.E. (Not Inclined to Critically Examine)
  - This acronym means that often times in our fast-paced world we don't take the time to critically examine what we have in our head about our world. What we have in our head has a direct influence on how we respond to things in our world, so we need to learn to critically examine our own behavior.



## 3. The Power of Culture



What are the key messages of this Insight?

### 3. The Power of Culture

- Culture creates lenses and filters through which we perceive and understand the world.
- Culture impacts our behavior, actions, and responses.
- To be culturally competent in an environment requires you to spend time there.
- You need to be cognitively flexible and behaviorally adaptable.



#### **Steve says:**

*We live in socially constructed realities: realities created by our limited experiences and acquired knowledge. Many of these realities are non-neutral—that is, they favor one or some groups over another or others.*

#### **Talking Points/Background Information:**

- Culture is coordinated patterns of human behavior with a particular group of people. Components that make up culture are values, beliefs, and attitudes.
- Culture provides us with the lenses and filters we use to view and understand the world. Filters and lenses give us our perspective on the world. People with different sets of experiences can receive the same data and information and yet walk away with very different interpretations.
- Culture influences the way we think and behave.
- We live in socially constructed realities: realities created by our limited experiences and acquired knowledge. Many of these realities are non-neutral—that is, they favor one or some groups over another or others.

- To be culturally competent in an environment you must spend time there. You must step out of your comfort zone and explore different environments and different types of people.
- To achieve cultural competence, you need two key attributes:
  - Cognitive flexibility
  - Behavioral adaptability
- Agility is needed to effectively manage in the 21<sup>st</sup> century!

### Insight 3 Discussion

1. James Spradley defines culture as, "...the acquired knowledge people use to interpret experience and generate behavior." What does this mean?
2. What are the key components of culture? What are some examples you see in your work environment?
3. What does it mean to be culturally competent?



Use the questions on this slide to conduct a large group discussion of this Insight.

Now let's have a little fun with an activity.



## Activity

"I AM FROM..." PART 1

*Understanding other perspectives*

Write a few sentences about yourself using these phrases:

- I am from...(familiar/distinct smells)
- I am from...(familiar/distinct foods)
- I am from...(familiar/distinct sayings or rituals)
- I am from...(favorite/distinct hobbies/activities/sports)

*"I am from freshly cooked egg rolls, sweet and juicy mangoes, rice for every meal, freshly caught catfish and crab, as well as McDonalds, Jack-in-the-box, and Taco Bell."*



### Activity Instructions

- Each person works alone.
- Write a sentence or two about yourself using one or more of these phrases. The example on the slide uses familiar foods.
- Ask for a volunteer to read theirs.
- Discuss this question with the large group:
  - What "assumptions" can you make about this person?
  - You may notice differences in how people interpret the "I am from" clues.
- Repeat 2 or 3 times as time allows.



How does this relate to James Spradley's culture definition?

**Answer:** It helps to illustrate how people can see the same events and circumstances differently. It reminds us that our acquired knowledge and experiences drive how we see the world around us.



## 4. Lessons from Star Trek



What are the key messages of this Insight?

### 4. Lessons from Star Trek

- People see things from different perspectives
- We hang out with people like ourselves (our “homies”)
- There can be advantages and disadvantages to surrounding ourselves with our “homies”



### Talking Points/Background Information:

- Perspectives
  - People see things from different perspectives. People who see things differently can still be friends and they can still be your “homies.” There may even be advantages to seeing things differently.
- Pros and Cons of “homies”:
  - We relax around our “homies” and they make us comfortable; our brains don’t have to work too hard. But when we just hang out with our “homies” we are only seeing things from one perspective and we might be missing a valuable vantage point.

## Insight #4: Discussion Questions

- Why is it important to seek different perspectives? What is an example where doing this helped you?
- In this video segment, Dr. Robbins discussed “belief perseverance.” What does this mean?



Use the questions on this slide to conduct a large group discussion of this Insight.

Why is it important to seek different perspectives? What is an example where doing this helped you?

**Answer:**

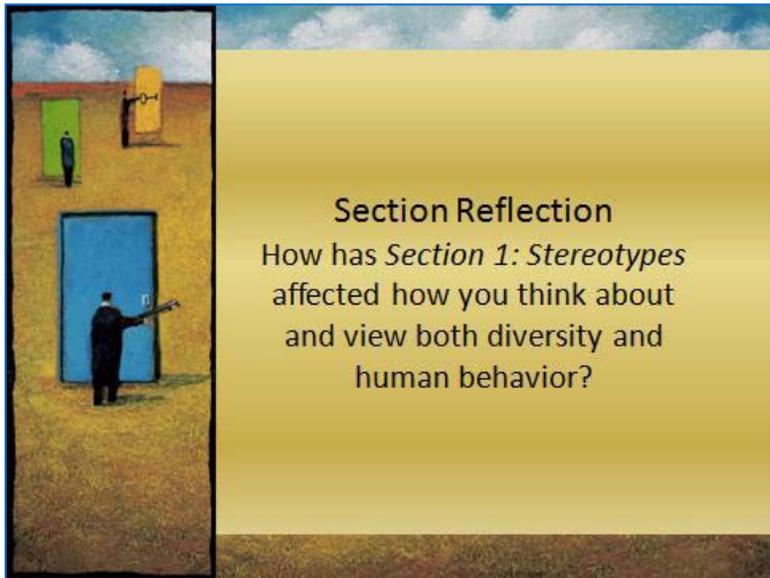
When we seek different perspectives, it allows us to approach problems from a variety of angles. This can keep us from repeating our mistakes by opening our eyes to other ways of doing things. Look for people to share examples of when they broke away from “we’ve always done it this way” and found a cool new solution.



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# SECTION 1 CONCLUSION

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How can these Insights be applied to our organization?



Take a few minutes to discuss what you learned in this section before you continue.



**Include your own notes here:**

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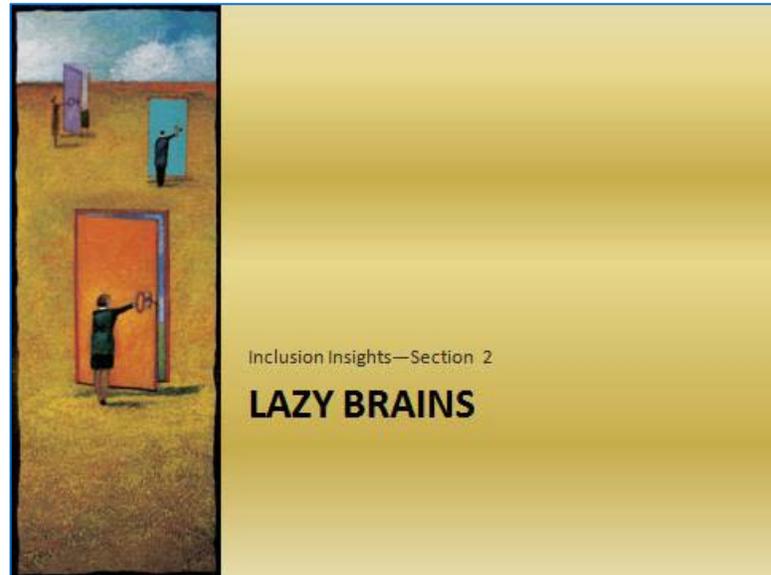
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## SECTION 2—LAZY BRAINS

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Timing: Approximately 90 minutes



*In Section 2: Lazy Brains, Steve builds a case for why we need to be more conscious about our thoughts.*

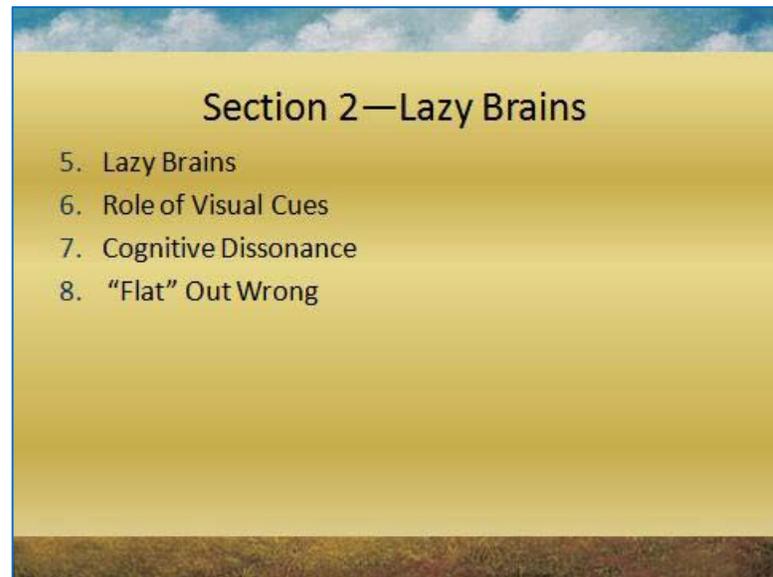
- He references how the brain attempts to streamline things and do things the easy way.
- Then he talks about visual cues that help us not "waste" brain power.
- We actually have to work all the way down to our brain's physiology to get a different attitude.

If we think we know what a green apple tastes like, we'll assume we know all green apples. It's easier for the brain that way, and it's a visual cue. Problem is, we do the same with people. This is why this session offers so much for you, the trainer, to help people make a change.

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## SECTION 2 OVERVIEW AND VIDEO

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### Talking Points/Background Information

This section contains the next four Insights.

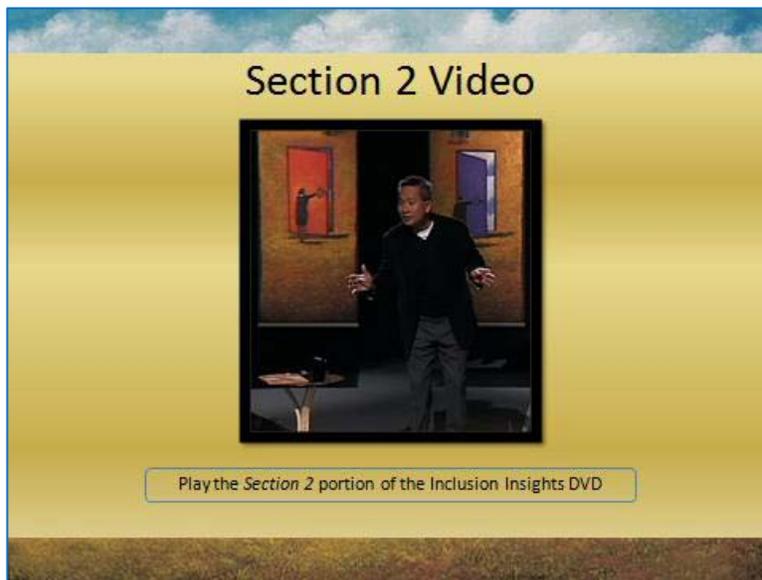
- *Insight 5* talks about how brains are designed for efficiency.
- *Insight 6* helps you understand how visual cues work and how powerful they are.
- *Insight 7* describes how cognitive dissonance is a powerful tool that can lead to valuable discussions about new ideas. It is the key to the innovation model of diversity.
- *Insight 8* ties up the ideas from this section and suggests the need for multiple perspectives.

All of these continue to work together to make a great case for diversity to increase innovation.

## Section 2 Video



Let's get started with the video.



Play the video and then debrief and discuss the video and the Insights with the participants.

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## SECTION 2 INSIGHTS

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### 5. Lazy Brains

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What are the key messages of this Insight?

**5. Lazy Brains**

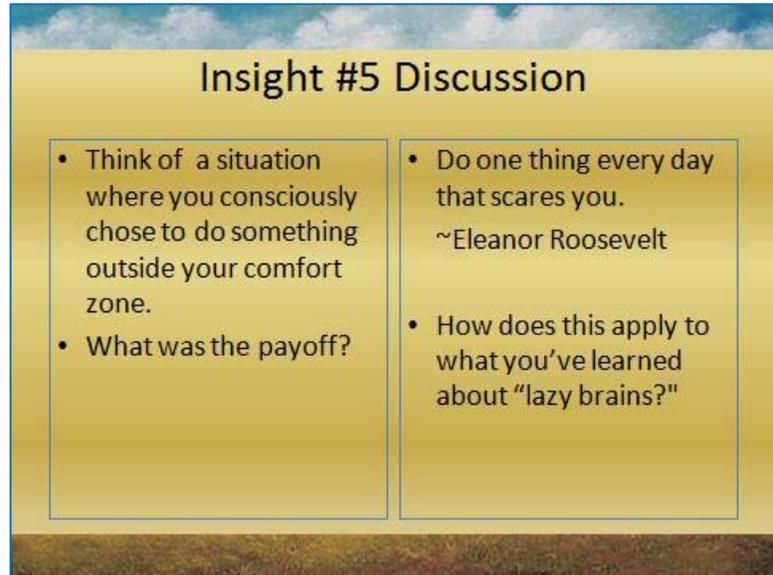
- Our brains operate on an “efficiency principle”
- The brain attempts to streamline and do things the easy way
- To streamline, the brain creates mental categories for things so it can react quickly in the future



**Talking Points/Background Information:**

- Our brains attempt to streamline and do things the easy way. In order to streamline things for efficiency the brain creates mental categories for things it has already encountered in order to react quickly.
- The brain accounts for 2% of our body mass but requires about 20% of our bodies’ energy intake. Because the brain takes so much energy, it has to operate in ways that conserve energy. This leads us to our comfort zones and hanging out with our ‘homies’.
- When our brain encounters something new and novel it says, “I need to figure out what that thing is.” Therefore, it says, “I’m going to put a bunch of neurons online to try and figure out what that new thing is.”

- The more the brain encounters something new, the more familiar it becomes, and the more it enters your comfort zone. Therefore, we hang with our ‘homies’ because if we hang out with people who thought differently than we did we would have to spend a lot of cognitive energy. It is easier on our brains to hang out with people who reinforce and agree with us.



The slide features a yellow background with a blue sky and clouds at the top and a grassy field at the bottom. The title "Insight #5 Discussion" is centered at the top. Below the title are two white boxes with black borders, each containing a list of bullet points.

### Insight #5 Discussion

- Think of a situation where you consciously chose to do something outside your comfort zone.
- What was the payoff?

- Do one thing every day that scares you.  
~Eleanor Roosevelt
- How does this apply to what you've learned about "lazy brains?"

This slide builds using a mouse click.

Use the questions on this slide to conduct a large group discussion of this Insight.



**Include your own notes here:**

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## 6. The Role of Visual Cues



What are the key messages of this Insight?

### 6. The Role of Visual Cues

- Vision and sight are a large part of human behavior.
- We classify our environment based on what we see.
- Visual clues have become more complex and ambiguous in modern times
- We often use visual cues to “classify” people.



### Talking Points/Background Information

- We rely on our vision/sight to identify and classify the world around us.
- We often use these visual clues to classify people as well.
- The problem is that in the past a one-to-one correlation of the visual cue matched the inner desire of that being, today we don't have that.
- For example, you can't use somebody's attractiveness, their weight, their height, or their skin color to discern how intelligent they are or how hard they will work. It's very ambiguous and yet our brain still operates the same way. It tries to take those visual cues and discern the inner being of that person.



# 7. Cognitive Dissonance



**Steve says:**

*Open-mindedness—and the desire and ability to consider perspectives, ideas, and behaviors other than those we are comfortable with—are key attributes of a culturally competent person.*



What are the key messages of this Insight?

## 7. Cognitive Dissonance

- Cognitive dissonance occurs when we encounter things that do not fit our mental models
- This causes us to try to hold on to incongruent or inconsistent beliefs and attitudes—even when we learn they are wrong!
- Humans do not like to be in a state of cognitive dissonance and are motivated to get out of it.



Let's spend a moment reviewing the two ways to get rid of cognitive dissonance.

What two approaches did Dr. Robbins explain about getting rid of cognitive dissonance?

**Answer:** Blocking and entertaining new ideas.

Let's discuss each of these approaches now.

## Two Approaches for Getting Rid of Cognitive Dissonance

### Block Approach

- Often preferred because it is easier and doesn't require as much energy.
- Is a form of closed-mindedness.
- Does not have to be formally practiced—we are often unaware we are doing it.

### Entertain New Ideas Approach

- Give information a chance and consider (play with) multiple perspectives.
- Does not require you to accept the information right away
- Lets you imagine how things might be different if the information was true
- Lets you practice "What if?"



### Talking Points/Background Information

- This slide briefly reviews the key point of each approach. Dr. Robbins makes it very clear that entertaining new ideas is the best approach and will result in opening our minds to new and better solutions to business problems.
- Open-mindedness—and the desire and ability to consider perspectives, ideas, and behaviors other than those we are comfortable with—are key attributes of a culturally competent person.
- We would have fewer issues around “diversity” if more people were open-minded.
- Using cognitive dissonance theory is an excellent way to illustrate how open-mindedness and closed-mindedness operate at the cognitive level.



## 8. “Flat” Out Wrong



What are the key messages of the video?

### 8. “Flat” Out Wrong

- We often make errors because we are working with limited data sources.
- Observation can be misleading because it’s only from one perspective.
- We need to realize that without multiple perspectives, we can easily be “flat” out wrong!



**Steve says:**

*Be less certain.  
Be more curious.*

### Talking Points/Background Information

Humans believed that the world was flat because their observations supported that theory. The problem is that humans were only collecting data from one data source—observation. We need to collect data points from other places. Observation can be misleading because it’s only from one perspective. We need to include other perspectives, other information and other data.

When we are missing information, we could potentially be wrong. Since no one is all knowing, can see all perspectives or knows all data, then we need to realize that every once in a while we are going to be wrong.

## Insight # 8 Discussion

- Why is it so important to consider multiple perspectives?
- What are some of the consequences of not seeking and entertaining multiple consequences?



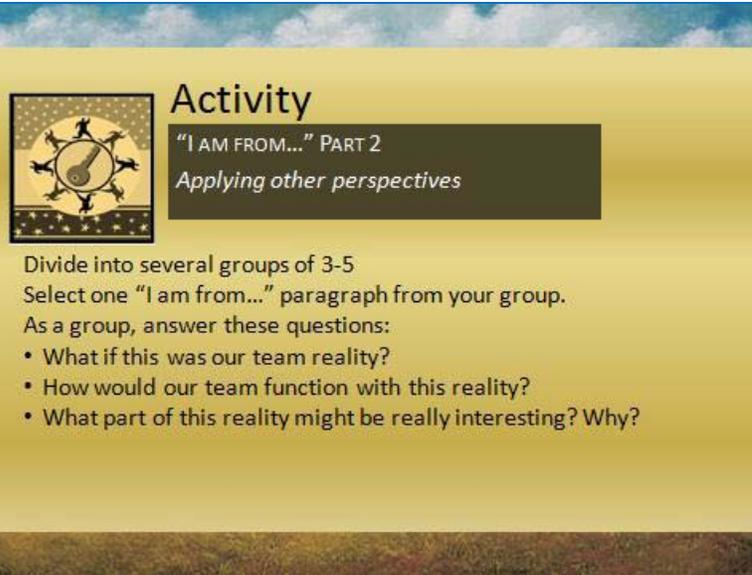
Use the questions on this slide to conduct a large group discussion of this Insight.

- Why is it so important to consider multiple perspectives?
- What are some of the consequences of not seeking and entertaining multiple perspective

### Examples:

- Software is built without input from ALL stakeholders.
- An international marketing campaign launches and contains items that are offensive in certain countries
- One part of an organization takes on a project not realizing the legwork was done (and more thoroughly) by another group.

Let's return to our "I am From..." statements and do another activity.



**Activity**  
 "I AM FROM..." PART 2  
*Applying other perspectives*

Divide into several groups of 3-5  
 Select one "I am from..." paragraph from your group.  
 As a group, answer these questions:

- What if this was our team reality?
- How would our team function with this reality?
- What part of this reality might be really interesting? Why?



**Activity Instructions:**

- Divide into several groups of 3-5 people
- Select one "I am from..." paragraph from your group
- As a group, answer these questions:
  - What if this was our team reality?
  - How would our team function with this reality?
  - What part of this reality might be interesting? Why?
- After 5-10 minutes, reconvene the large group.

**Discuss these questions:**

What takeaways did you gain from this discussion?  
 Did the crazy "I am from..." story spark any creativity?  
 On a practical level, how might you leverage diverse realities in a business setting?

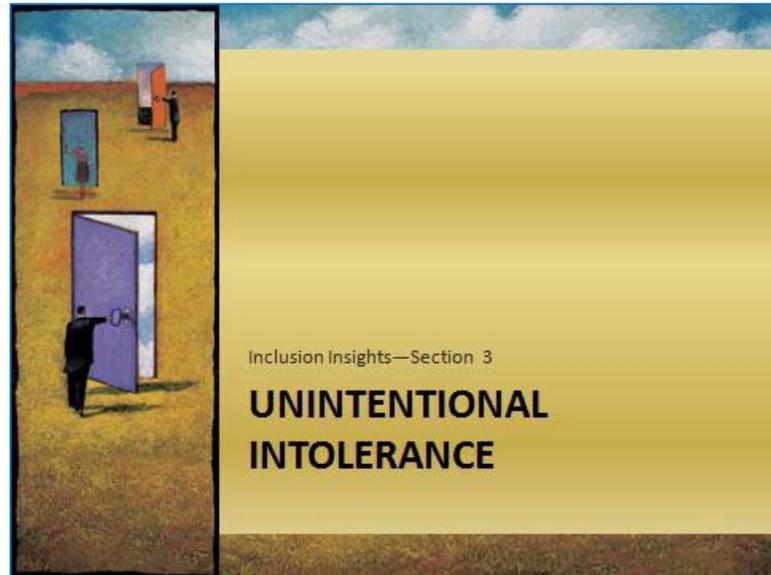


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## SECTION 3—UNINTENTIONAL INTOLERANCE

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Timing: Approximately 90 minutes



Steve is becoming famous for coining this phrase. As he says, "sometimes, we mean to do the right thing, but the outcomes are negative, especially for other people. How does that happen?"

In *Section 3*, Steve brings it all together and jokes that, because he's Asian, he's made a mathematical formula for the problem. Mindlessness + Multiple Redundant Messages = Unintentional Intolerance.

The cognitive scripts that we have running unconsciously won't work if the variables change, and in today's fast-paced workplace, the variables are changing all the time. This is when we make mistakes. Steve's suggestion is to ask more questions. Ask, "What if?" We must get outside our comfort zones, become more mindful, change our perspective, and be open to new ideas.

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## SECTION 3 OVERVIEW AND VIDEO

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### Section 3 Insights—Unintentional Intolerance

9. How N.I.C.E. People Make Mistakes
10. Unintentional Intolerance in Action
11. Reframing Your World

The final three Insights are covered in this section.

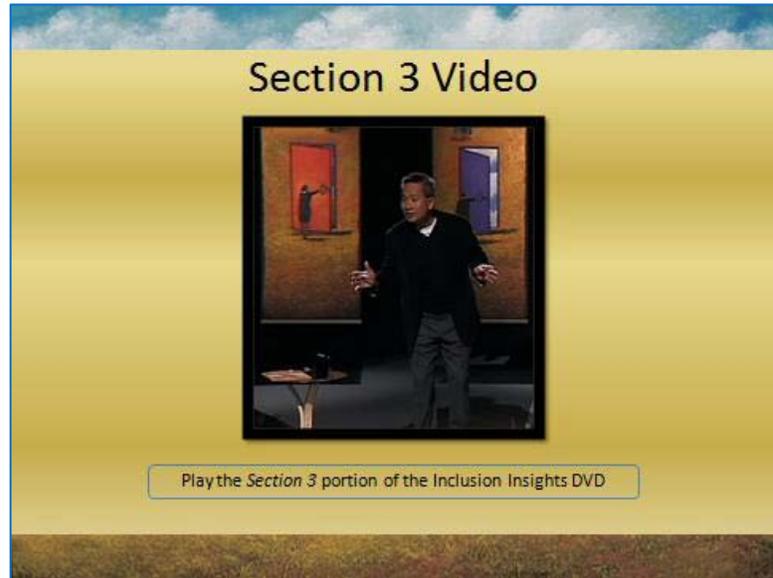
- *Insight 9* describes how mindlessness causes people to engage in unintentional intolerance.
- *Insight 10* shows us the downsides of unintentional intolerance and provides insight in how to avoid it.
- *Insight 11* shows you ways to reframe how you view the world to make inclusion work for you.

## Section 3 Video

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Let's get started with the video.



Play the video and then debrief and discuss the video and the Insights with the participants.

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## SECTION 3 INSIGHTS

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### 9. How N.I.C.E. People Make Mistakes

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What are the key messages about this Insight?

#### 9. How N.I.C.E. People Make Mistakes

- Mindlessness + multiple redundant messages = unintentional intolerance ( $M1 + M2 = UI$ )
- Multitasking makes us put some things on autopilot
- Unintentional intolerance can have negative results for our ability to solve complex problems



#### Talking Points/Background Information:

- Mindlessness
  - In our daily lives, our daily activities we don't put much cognitive effort or cognitive energy into things that we do on a regular basis. We do lots of things on a regular basis, many of them mindlessly
  - Mindlessness + multiple redundant messages = unintentional intolerance. This means that being mindful is the best remedy for avoiding unintentional intolerance.
  - According to cognitive researchers, we don't multitask very well. This means that when we are multitasking, there are things that we are doing on autopilot.

- Results of autopilot mode
  - When you have done something repeatedly, you don't have to put a lot of cognitive energy into doing it anymore.
  - Your brain writes you a cognitive script for that thing that you do, so that when you step into that scene later on to do that thing you do all the time, your brain puts the script online and runs it for you.
  - This can cause you to be unintentionally intolerant simply because you are not thinking
- Advertising and branding
  - Advertising is a great example of the power of multiple redundant messages! We don't put the messages about Nike or Burger King in our heads and we cannot get rid of them. This is called branding.
  - Branding is what happens when a company gets their message out to the public. Companies make the message repetitious so that it is instantly recognizable.
  - Once a message is formed, is embedded, once a neuro network is formed you can never get rid of it. You don't always have conscious access to it, but certain things can trigger it. This happens to our own repetitive (autopilot) thoughts and actions.
  - Branding becomes a problem when we brand people, for example, Asians, Muslims, Russians, etc. The reality is if we are not careful of what types of brands or mental models we have in our head we can make mistakes. These mistakes lead to unintentional intolerance



# 10. Unintentional Intolerance in Action



**Steve says:**

*Justice requires those who suffer the least to speak up the most.*



What are the key messages of the video?

## 10. Unintentional Intolerance in Action

- Triggers in our head can lead to mindless behavior that impacts other people.
- We need to be mindful and in the moment instead of relying on past experience.
- There is knowledge outside your experience base that will allow you better solve problems.



### Talking Points/Background Information

In a matter of 10 or 15 seconds, Steve was able to get the audience to say the wrong answer even though they knew the correct answer. He did this by bombarding the audience with multiple redundant messages.

The concern is that we are bombarded with bad multiple redundant messages or mental models and even though we might want to do the right thing, we may end up doing the wrong thing.

A trigger can start with a word, with a sound, with an emotion, or with a smell. Reactions are easily triggered under stress. This can be scary because now we have to think, “What might we have learned a long time ago growing up about people who are different than us? What did we learn from television programs?”

We don't even believe all the triggers we have in our heads but they are there and can easily come out in a mindless mode. This doesn't make us bad people; it makes us human.

We need to be more mindful and less mindless.

Mindlessness relies on *past* experiences to drive *present* action, and in fact, mindlessness doesn't even care about what's going on right now. Mindfulness says, "What's going on right now? What do I need to be aware of right now?"

This allows us to open our minds to new ideas and new solutions.

### Insight #10 Discussion

- What was the key message in the joke/yoke example on the video?
- Can you think of a personal or professional situation where you were part of a diverse team?
  - What benefits did you see?
  - What difficulties did you (or others) have in accepting knowledge or perspectives outside your experience base?



Use the questions on this slide to conduct a large group discussion of this Insight.



**Background/Content:**

In the “joke/yolk” example, Dr. Robbins was illustrating that only a handful of people knew the right answer and the majority were caught up in the mindless trigger. This is why diversity is so important. It is a powerful tool for problem solving.

- If you never learned algebra, if it was never part of your experiential base, how do you come up with the right answer by yourself?
- Since no one has experienced everything, it is important to invite the perspective of others to supplement our own.

**Include your own notes here:**

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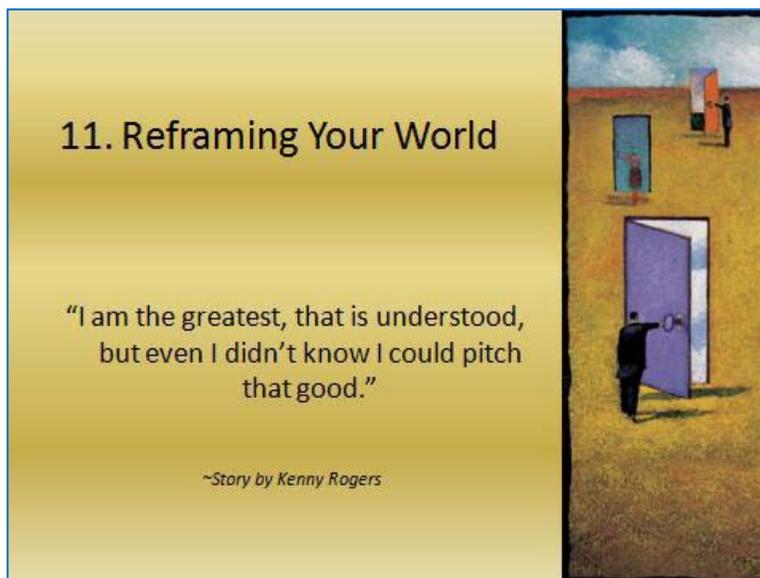
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# 11. Reframing Your World



What are the key messages of the video?



## Talking Points/Background:

Once you understand stereotypes, lazy brains, mental models, and unintentional intolerance, it boils down to the importance of mindfully seeking multiple perspectives and using them as tools to *reframe your world*.

- In the story example, the batter reframes himself as a pitcher and this results in a more positive outcome for him!
- In our professional lives, we can combine our existing knowledge with perspectives from a diverse array of people and circumstances to create outcomes that are more positive for ourselves!



## Insight #11 Discussion

- Why is reframing challenging?
- What are some of the rewards of reframing?

Use the questions on this slide to conduct a large group discussion of this Insight.

Now let's do an individual activity.



## Activity

REFRAMING

*Personal Reflection*

- Work individually
- Take 5-10 minutes to complete the *Personal Reflection Handout*
- Debrief activity with the large group
- You are not required to share your answers



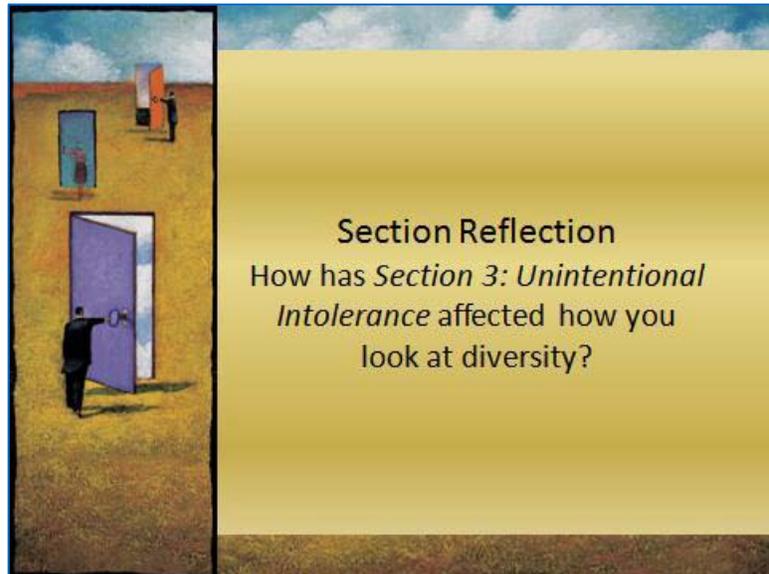
### Activity Instructions:

- Distribute the *Personal Reflection Handout* to each participant
- Allow 5-10 minutes for participants to complete the worksheet
- Reconvene the large group to debrief the activity
- Do not require anyone to share if they do not wish to



### Activity Debrief/Discussion:

- What are your thoughts on completing this worksheet?
- Who would be willing to share their examples?
- How has the information you learned today changed your view about the importance of reframing?
- What actions can you take to do this reframing?



How has this section affected how you look at diversity?

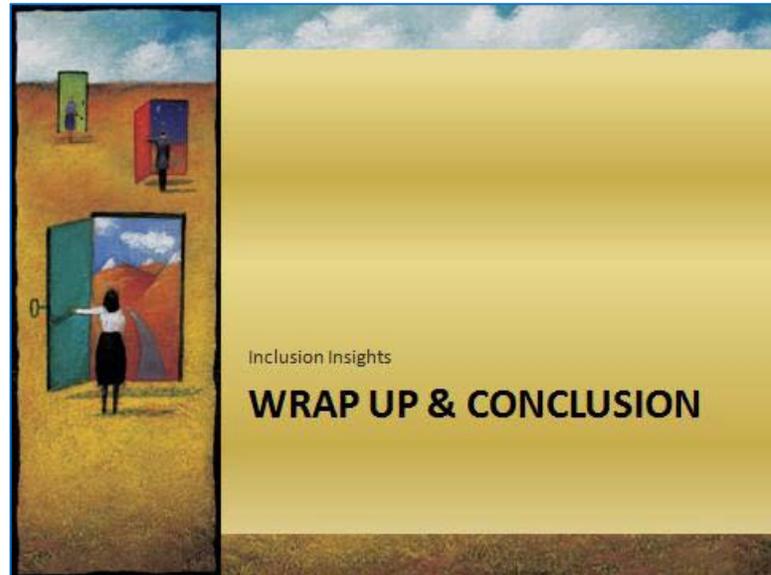


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# WRAP UP AND CONCLUSION

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Timing: Approximately 15 Minutes



Now that we've completed the course, we can answer any remaining question and talk about next steps.

## Next Steps

- What perceptions do I hold that are not serving me in business?
- What actions can I take to change these perceptions?
- How can I arrange to expose myself to working with other types of individuals?
- How can I increase the inclusion mindset in my team?
- Think of a current situation you are trying to solve. How might you benefit from changing your perspectives, or including other points of view?



Use the questions on this slide to discuss possible next steps and then conclude the course.



- Thank attendees for their participation
- Point out additional information/learning that is available to them

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## APPENDIX—QUIZ ANSWER KEYS

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### Answers to Section One Quiz

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1. True
2. False. Actually, it's the opposite. Our gut reactions do influence our behavior.
3. C
4. D
5. True
6. False. "Homies" are your friends; people that think like you.
7. False. To be culturally competent in any environment you have to spend time there.
8. True
9. A
10. B

### Answers to Section Two Quiz

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1. True
2. False. The brain takes up 2% of our body mass but requires 20% of our bodies energy intake.
3. True
4. False. Visual cues may have worked for our ancestors to discern a "meat eater" from a "veggie eater" but they no longer are effective for determining how or whether someone can effectively contribute to the work environment.
5. D
6. True
7. D
8. True
9. A
10. True

## Answers to Section Three Quiz

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1. B
2. True
3. False. According to Cognitive Researchers our brains don't multi-task well in fact our brains tend to be less efficient when we multi-task.
4. True
5. True
6. True
7. False. When a memory triggers something in our brains, we can choose to take time and process before we respond and determine if the reaction is legitimate or not.
8. True
9. False. Diversity and different types of thinking and experiences actually become a powerful tool at helping us to solve problems.
10. True