BUILDING A COMMUNITY OF EFFECTIVE ENGINEERS

Countering Discriminations in Practice: Student Awareness and Actions

Facilitator:

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WHAT'S YOUR PERSPECTIVE?

- **Before we discuss, consider.**
  - **INVISIBLE INFLUENCE: The Hidden Forces that Shape Behavior by Jonah Berger**
    - **https://www.youtube.com/watch?v=XxfcaY86jpw**
  - **Don't Put People in Boxes**
    - **https://www.youtube.com/watch?v=zRwt25M5nGw**

- **How do you think your identity *(gender, race, class, religion etc combined)* impacts our behavior?**

CONSIDER

"…the more gender or race <u>stands out in a situation</u> because it <u>differentiates the people</u> there and/or seems <u>relevant to the goals</u> of the setting or to the characteristics of a participant, the more a perceiver's <u>responses will be biased</u> by widely shared gender and race stereotypes…."

(Ridgeway & Kricheli-Katz 2013 299)

GENDER AS A PRIMARY FRAME

- **How is gender (race and class) a primary frame?**

  - Gender is **a category system** (defines self and other in a situation)
    - The system acts as simplified, cultural constructed <u>starting points</u> for interaction
    - They categories created are the <u>basis for perceiving</u> others
    - Minimal cues based on <u>mentally primed stereotypes</u> are enough to categorise

  - <u>**The result**</u>
    - **Implicit Frames** that shape our understanding of each other
    - Unconscious priming of gender stereotypes in your mind
      - *"makes cultural beliefs cognitively available to implicitly shape the perceiver's judgements and behaviours"* (Ridgeway and Krichelli-Katz 2013 299)

  - **Let's consider**
    - **Understanding unconscious bias | The Royal Society**
      - <u>https://www.youtube.com/watch?v=dVp9Z5k0dEE</u>
    - **How are implicit biases holding us back? | Allison Stanger**
      - <u>https://www.youtube.com/watch?v=Spt479VpXZ0</u>

BELIEFS SHAPE BEHAVIOUR

- Gender (race & class) are **systems/logics of difference and inequality**
  - Combines Cultural **Schemas** (widely held cultural beliefs) and Cultural **Hierarchies** (how behaviours, resources and power are distributed)
- Gender race and class are cultural constructions that are only real in their consequences

- **How beliefs shape behaviour**
  - To anticipate behaviour and connect with each other we **CATEGORISE**
  - **CATEGORIES** are based in "common knowledge" (codes of social difference)
  - This **COMMON KNOWLEDGE** reflects **SHARED STEREOTYPES**
    - *"…they provide an initial basis for deciding who the other is, who we are in comparison, and therefore how each of us is likely to behave, they place a powerful role in organizing social relations…"* (Ridgeway & Kricheli-Katz 2013, 298)

PAUSE FOR SOME THEORY

- *"The opposite of action is not inaction, its indifference"* Kelly Charles-Collins TED Talk

- **The Bystander Effect** - occurs when the **presence of others discourages** an individual from intervening in an emergency situation, against a bully, or during an assault or other crime. The **greater the number of bystanders, the less likely** it is for any one of them to provide help to a person in distress. People are more likely to take action in a crisis when there are few or no other witnesses present.

- Two Factors that Create the Effect
  - **Diffusion of Responsibility** - the more onlookers there are, the less personal responsibility individuals will feel to take action.
  - **Social influence** - individuals monitor the behavior of those around them to determine how to act.

- **Consider these explanations on your own:**
  - **The Bystander Effect | The Science of Empathy** https://www.youtube.com/watch?v=Wy6eUTLzcU4&t=12s
  - **The best short film - Diffusion of Responsibility** **https://www.youtube.com/watch?v=-pZFYXM5JkM**

LET'S TALK FOR A MINUTE

- What is the difference between <u>empathy</u> and a <u>respect</u>?

  - Brené Brown on Empathy vs Sympathy <u>https://www.youtube.com/watch?v=KZBTYViDPIQ</u>
  - The Illusion of Rudeness - The Myth of Respect | Richard Burnell | TEDxWolverhampton <u>https://www.youtube.com/watch?v=9hwlfxBBZ4E</u>

EXERCISING EMPATHY AND RESPECT

The Three Types of Empathy

There are 3 parts to empathy, which have more formal names but can be more easily understood as thoughts, feelings and actions. To truly practice empathy, all 3 are required:

Learn more about empathy and emotional intelligence, visit: www.6seconds.org

Cognitive Empathy
I put myself in your shoes.

FULLY REALIZED EMPATHY

Emotive Empathy
I feel WITH you.

Empathic Action
I will stand with you, without fixing.
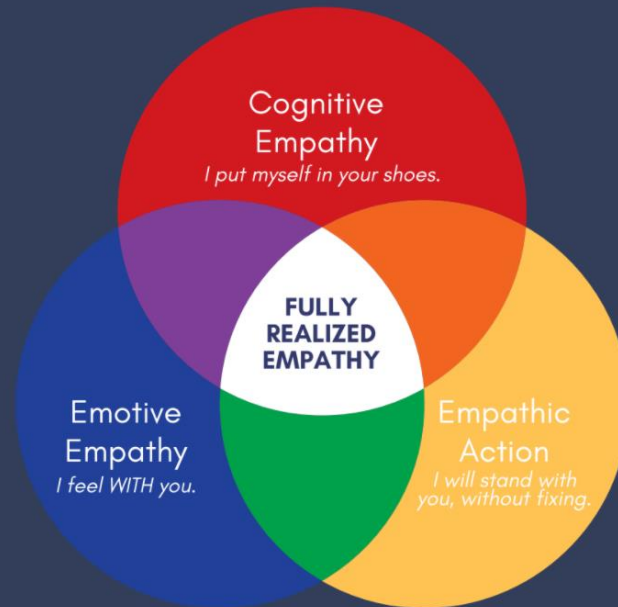
RESPECT IN THE WORKPLACE
3 Ways to Show Respect in the Workplace

Seek Diverse Perspectives - Then Listen and Act

Give Feedback, Both Complementary and Constructive

Support Balance Between Personal and Professional Life

ENGAGING THE BYSTANDER

- **Mentoring Community Participation: From Passive to Active**

  - <u>Bystander intervention</u>
    - increases a person's likelihood of assuming responsibility and taking actions
    - creates a safer environment and changing norms

  - Practice the <u>Four D's; Direct, Distract, Delegate and Delay</u>

    - **Direct** Stepping in/direct interruption

    - **Distract - D**raws everyone's attention and allows for a swift intervention

    - **Delegate - E**ncourages people to **recruit help** or seek out an authority figure or resource.

    - **Delay - I**s not as proactive as the others, but does offer a role for individuals who may not be able to act in the moment or learn about something after the fact. It focuses on **reaching out to a victim** of the harmful behaviour and **seeing how to be of service or support**.

  - **Assessing personal safety and the risk of physical harm is crucial.**

REFERENCES

- Ridgeway, Cecilia, and Kricheli-Katz, Tamar. 2013. Intersecting Cultural Beliefs in Social Relations: Gender, Race and Class Binds and Freedoms. Gender and Society. Vol 27, No 3, pp 294-318.

- Ridgeway, Cecelia. 2009. Framed Before We Know It: How Gender Shapes Social Relations. Gender and Society. Vol 23, No 2, pp 145-160.