

# SUPERVISING-IN-A-BOX SERIES:

## Employee Recruitment/Selection



1 of 5

in-a-box  
SERIES

*Supervising-in-a-Box: Employee Recruitment/Selection* provides supervisors with resources for recruiting and hiring the best talent. This “Box” includes background information, a training guide, tip sheets, resources for employee recruitment and selection, templates, evaluation tools, and a summary of key takeaways.



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Technical companies or departments striving to create highly productive teams that reduce employee turnover, capitalize on diverse innovative thinking, and ultimately strengthen their bottom lines have a new resource at their disposal: *Supervising-in-a-Box Series*. This five-part series provides tools to help supervisors develop successful and productive teams.



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## AT-A-GLANCE

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### WHY *SUPERVISING-IN-A-BOX*?

Employees report that the supervisory relationship is one of the most significant factors in their decision to leave or stay with an organization. Are you, as a supervisor, adequately prepared for this responsibility?

Unfair treatment and subtle forms of bias drive more than two million employees a year to leave their jobs, according to a survey of 1700 professionals conducted by the Level Playing Field Institute. Organizations that assume their supervisory relationships and work environments adequately foster productivity and innovation might be losing important talent and limiting their capacity for real accomplishments.

Are you looking for practical resources to help you develop and supervise a high-performing, diverse, technical team? Is your organization eager to realize the full potential of its employees? Even if your institution already has a formal training program for supervisors, *Supervising-in-a-Box* is for you.

## WHAT'S IN THE FIVE-PART SERIES?

The *Supervising-in-a-Box Series* provides resources for addressing unconscious bias and institutional barriers that affect five different supervisory job functions. Each box focuses on one job function. The different boxes in the Supervising Series are:

- » **Employee Recruitment/Selection** focusing on hiring the best talent.
- » **Employee Development** focusing on ensuring that employees contribute their best ideas and talents to the team.
- » **Team/Project Management** focusing on running an effective, innovative, and productive team.
- » **Performance Review/Promotion Processes** focusing on equitably advancing the best talent.
- » **Supervisors as Agents of Change** focusing on working for cultural reform with other managers and company leaders.

## WHAT'S IN THIS BOX?

*Supervising-in-a-Box Series: Employee Recruitment/Selection* includes the following components:

**Background Information and Training Guide** — Provides supervisors with an overall understanding of key concepts, issues, and problems related to unconscious bias and institutional barriers. Each section includes definitions, examples, key findings, and a general summary of how these

concepts and issues affect supervising. This background information is provided in each volume and also can be used as a training guide or tool for educating team members about these issues. See the suggestions for using this section as a training guide or educational tool in the “Add-water” Resources section of the *Team/Project Management Box* available at [www.ncwit.org/supervising](http://www.ncwit.org/supervising).

**“Add-water” Resources and Templates** — A selection of concrete tools you can use to improve your employee recruitment and selection efforts.

### TIP/FACT SHEETS

- » Fact Sheet: Research on Unconscious Bias in Recruiting and Selection
- » Tip Sheet: Reducing Unconscious Bias in Recruiting Efforts
- » Tip Sheet: Reducing Unconscious Bias in Interviewing and Selection Decisions

### RESOURCES

- » Interview Strategies for Hiring “Functionally Diverse” Talent
- » Checklist: Reducing Unconscious Bias in Job Descriptions/Advertisements
- » Implicit Association Test
- » Bias-reducing Screen Savers
- » Conduct Your Own Internal Resume Test
- » Recruiting Strategic Plan

### EVALUATION TOOLS

- » Tracking Candidate Demographics
- » Pre- and Post- Self-reflection Survey
- » Manager Checklist/Assessment Tool

### SUMMARY: KEY TAKEAWAYS

**Resources Index** — A composite list of important resources referenced throughout this box series is available at [www.ncwit.org/supervising](http://www.ncwit.org/supervising).

### USING *SUPERVISING-IN-A-BOX SERIES: EMPLOYEE RECRUITMENT/SELECTION*

Download *Supervising-in-a-Box Series: Employee Recruitment/Selection* at [www.ncwit.org/supervising](http://www.ncwit.org/supervising). Read background information on common phenomena that thwart supervisors' well-intentioned attempts to build an effective team. Use the "add-water" resources, talking points, templates, and multimedia resources to help you recognize and address these problems. Use the box as a whole or pick and choose the pieces most relevant for your purposes and environment. Be sure to check out the other boxes in the *Supervising-in-a-Box Series*.

*Supervising-in-a-Box is sponsored and created by the National Center for Women & Information Technology (NCWIT), NCWIT's Workforce Alliance, and*

*Supervising-in-a-Box* was developed in collaboration with the Level Playing Field Institute (LPFI). LPFI promotes innovative approaches to fairness in higher education



and workplaces by removing barriers to full participation. For more information see [www.lpfi.org](http://www.lpfi.org).



*the Workforce Alliance Practices Committee.*

# UNCONSCIOUS BIAS AND INSTITUTIONAL BARRIERS: WHAT SUPERVISORS NEED TO KNOW

## THE PROBLEM: HIDDEN BIASES AND BARRIERS COST CORPORATE AMERICA \$64 BILLION PER YEAR — AND THAT IS A CONSERVATIVE ESTIMATE.

**COST #1: EMPLOYEE TURNOVER AND LOSS OF TALENT.** The above estimate accounts only for the annual cost of employee turnover due solely to unfairness, which disproportionately affects people of color, women, and gay, lesbian, bisexual, and transgendered (GLBT) employees.<sup>1</sup> When considering other intangible factors, such as the cost to company reputation and ability to recruit new talent, the price tag soars even higher.

Today 80% of a company's value is now classified as the "intangibles" tied up with people, in stark contrast to the 80% that used to be tied up in tangible assets such as inventory.<sup>2</sup> As founder and board chair of the Level Playing Field Institute, Freeda Kapur Klein observes, "Most employers have yet to figure out how to unlock the true value of that 80%. For the business that gets it right, the rewards will be enormous."<sup>3</sup>

## COST #2: LOSING THE BENEFITS OF DIVERSE INNOVATION.

The above estimate does not include the cost companies incur when they fail to realize the benefits of diverse work

teams. Numerous recent studies document how diverse work teams improve innovation, problem-solving, and productivity. Consider just a few examples:

- ✦ An NCWIT study revealed that mixed-gender teams produce IT patents that are more highly cited.<sup>4</sup>
- ✦ Similarly, the London Business School found that work teams with equal numbers of men and women were more likely than all other types of teams to experiment, be creative, share knowledge, and fulfill tasks.<sup>5</sup>
- ✦ Additional studies indicate that, under the right conditions, teams comprising diverse members consistently outperform teams comprising "highest-ability" members.<sup>6</sup>

Unconscious bias and institutional barriers not only result in the *loss* of diverse talent, but they also prevent supervisors from even recruiting or hiring diverse talent in the first place. Likewise, they can prevent employees who do stay from contributing their best ideas — ideas that would make valuable contributions to work teams and company productivity.

<sup>1</sup> See the Corporate Leavers Survey published by the Level Playing Field Institute, 2007. <http://www.lpfi.org/workplace/index.html>.

<sup>2</sup> Reibstein as cited in Kapur Klein, Giving Notice.

<sup>3</sup> Kapur Klein, Giving Notice.

<sup>4</sup> Ashcraft, C. & Breitzman, T. Who Invents IT?

<sup>5</sup> London Business School, Innovative Potential.

<sup>6</sup> Page, S., The Difference.



## UNCONSCIOUS BIAS: WHAT IS IT AND WHAT ARE SOME EXAMPLES?

**Unconscious bias** results when our pre-existing gender schemas (stereotypes, beliefs and attitudes, representations, narratives) about particular groups of people subtly influence behaviors and decisions, negatively affecting employees from underrepresented groups.

**“But we’ve moved beyond that! We’re all pretty open and fair-minded around here.”** A great deal of research shows that even individuals who consider themselves committed to equality and believe that they have overcome these biases still engage in subtle forms of unconscious bias and discrimination.<sup>7</sup> Consider the following examples:

- » In one study, candidates with resumes that had white-sounding names received 50% more callbacks than the exact same resumes with black-sounding names.<sup>8</sup>
- » In another study, college administrators were far more likely to say they would hire candidates with resumes that had male names rather than female names even though the resumes were identical. This effect is exacerbated when women make up a smaller proportion of the candidate pool, as is often the case in technical companies or departments.<sup>9</sup>
- » In the Implicit Association Test, a test designed to measure unconscious bias, almost all test takers initially describe themselves as unbiased, yet 88% of white test takers show some bias against African Americans, and a majority of test takers show bias against photos of people who are overweight, gay,

elderly, or Arab/Muslim.<sup>10</sup>

- » When shown pictures of people of the same height, study participants overestimated the height of males and underestimated the height of females even though the photo included a reference point, such as a doorway.<sup>11</sup>

Unconscious biases such as these have a profound effect on the workplace, on supervisory relationships, and on hiring, performance, and advancement procedures.

## INSTITUTIONAL BARRIERS: WHAT ARE THEY AND HOW ARE THEY RELATED TO UNCONSCIOUS BIAS?

**Institutional barriers** include any aspect of a particular culture that systematically disadvantages certain groups of people. While similar to and often caused by unconscious bias, these barriers are more formal and institutionalized. When an initial population is fairly similar (i.e., in male-dominated professions), systems naturally emerge to meet the needs of this population. If these systems do not change with the times, they can inhibit the success of new members with different needs. It is important to remember that these barriers naturally arise in any majority-minority situation and are not necessarily the result of any ill intentions. Addressing the barriers is the goal, **not** finding fault or assigning blame.

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<sup>7</sup> Dovidio, On Contemporary Prejudice.

<sup>8</sup> Bertrand & Mullainathan, Are Emily and Greg More Employable.

<sup>9</sup> Steinpreis, et. al., The Impact of Gender on the Review.

<sup>10</sup> Banaji & Hardin, Automatic Stereotyping.

<sup>11</sup> Biernat, et. al., Stereotypes and Standards of Judgement.

Some examples of institutional barriers include the following:

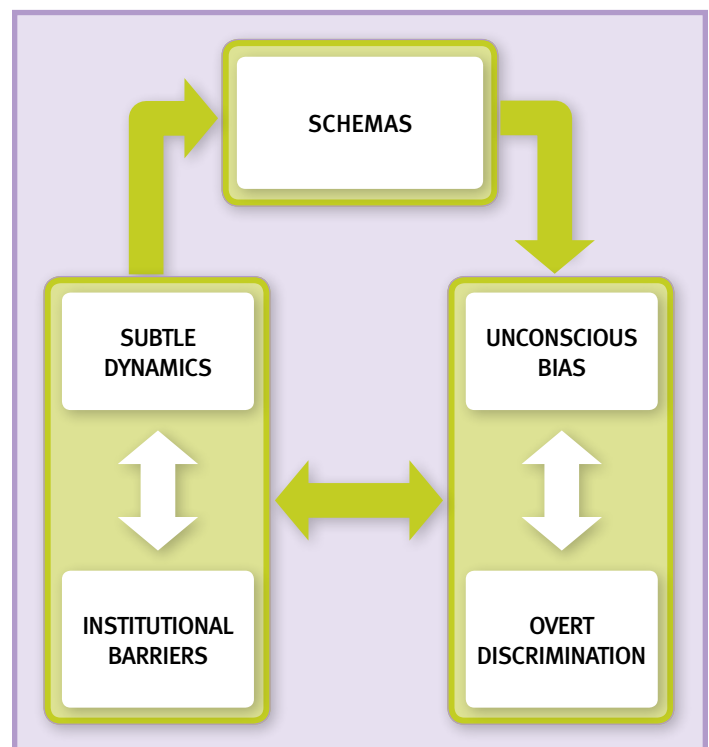
- » Systems that give more important tasks to people based on criteria that tends to advantage one group (e.g. *is in the office later at night, doesn't have children*)
- » Rigid schedules that make it difficult to attend to family responsibilities
- » Holding informal meetings in places underrepresented members are unlikely to be (e.g. *golf course, bar after work*)
- » “Promotion from within” policies (if few or no members from underrepresented groups are in the “pipeline” for promotion from within)
- » Performance evaluation criteria that (perhaps inadvertently) reward certain styles of communication rather than actual performance
- » Hiring systems or policies that weigh universities differently *without* considering how this perpetuates bias against low-income or first-generation college candidates. While some sort of weight system is necessary, companies also should build in weights that give credit to students for overcoming adverse conditions. This is arguably as important a quality in job performance as attending a prestigious school.

While unconscious bias certainly contributes to the development of institutional barriers, addressing individual unconscious bias alone will *not* remove institutional barriers. Companies also must identify and actively dismantle


seemingly natural systems (rather than only individual biases) that disadvantage particular groups.

## OTHER MISUNDERSTOOD MAJORITY-MINORITY PHENOMENA: SUBTLE DYNAMICS RELATED TO UNCONSCIOUS BIAS AND INSTITUTIONAL BARRIERS

Unconscious bias and institutional barriers result in a number of other phenomena and subtle dynamics commonly found in majority-minority environments (see figure below). These dynamics are often mistakenly seen as the fault of the minority members themselves. In reality, however, they are naturally occurring phenomena that arise in most majority-minority contexts because of unconscious biases and institutional barriers. Recognizing and addressing these dynamics is important for managing a productive team and fostering diverse innovation.




**MICROINEQUITIES:**

 **“My manager always lists me last toward the bottom in email to the team, unless there is a problem. THEN I’m first in the list. What’s up with that?”**

Microinequities<sup>12</sup> — closely related to and often caused by unconscious bias — are subtle cumulative messages that devalue, discourage, and impair performance in the workplace. These messages include looks, gestures, or tone of voice, and often accumulate in ways that lead employees to underperform, withdraw from co-workers, and ultimately leave the workplace. Other examples include the following:

- » Failing to recognize an idea when expressed by one employee but acknowledging it when paraphrased by another employee
- » Looking at the clock, answering the cell phone, or other subtle behaviors that indicate a manager or supervisor is not interested in the conversation with an employee
- » Subtle norms that make it acceptable for heterosexuals to talk about what they did on the weekend with husbands, wives, family but not as acceptable or comfortable for GLBT employees to do so

**STEREOTYPE THREAT:**

 **“Great job! You’re living proof that women really do have a technical-mind!”**


Even when said in jest, these kinds of comments (or more subtle comments) can invoke stereotype threat – the fear or anxiety that our actions will confirm negative stereotypes

about our “group” or about ourselves as members of a group. These fears and anxieties reduce feelings of competence and trust, and can negatively affect performance, confidence, and risk-taking behavior. Consider the following examples:

- » White male engineering students get lower-than-usual test grades when told in advance that Asians typically score higher than any other group on math tests.<sup>13</sup>
- » African Americans underachieve on academic tests when told racial stereotypes about intelligence.<sup>14</sup>
- » Women underperform on math tests when gender is called to their attention.<sup>15</sup>

It is important for supervisors to recognize these phenomena; otherwise they might incorrectly assume that this lack of confidence or certain instances of underperformance are the result of personal characteristics of the employees themselves. This will leave the conditions that create stereotype threat unaddressed, ensuring that these employees are not able to live up to their full potential and most likely will leave the company.

**TOKENISM:**

 **“We’re so excited to have you on board, and we’ve really needed someone like you to help us understand the Asian market.”**

Tokenism often occurs when only a few employees belong to a particular identity group (e.g., in terms of gender, race, age).

<sup>12</sup> Young, The Power of Small.

<sup>13</sup> Aronson, et. al., When White Men Can’t Do Math.

<sup>14</sup> Steele & Aronson, Stereotype Threat.

<sup>15</sup> Correll, Gender and the Career Choice Process.




The presence of these few “token” employees is sometimes used to satisfy technical diversity requirements but can mask the fact that a true environment of inclusiveness does not exist. Tokenism also results in a number of additional problems.

- » These members from diverse groups are often expected by others to “speak for” or “represent” the group as a whole.
- » Diverse members are expected to be able to “relate to” customers or clients who are also members of the same or similar identity group/s.
- » Members from diverse groups get tapped for a larger share of diversity work. This frequently prevents them from putting as much time into other aspects of their jobs, often negatively affecting job performance, evaluations, and advancement.

These expectations ignore the reality that a wide range of variation exists within any identity group and that it is unreasonable to expect one person to represent this within-group variation (for example, rarely do we expect a white person to speak for all whites or a man to speak for all men).

### GENDER — OR COLOR — “BLINDNESS”:


 “I don’t see color or gender; you do your work well on my team, you’ll succeed!”


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Individuals frequently make well-intentioned assertions such as these in an effort to combat prejudice and treat employees equitably. A gender- or color-blind stance might be appropriate if the larger society also were gender- and color-blind. Since this is not yet the case, holding such a

stance ignores important current realities. Women and people of color often have experiences that shape their lives differently, (e.g., women more often than men have to think about or are asked to explain how they balance work and family responsibilities). These individuals also face different prejudice and inequities. “Treating everyone the same” ignores these realities and the fact that existing workplace conditions do not meet these employees’ needs. It also ignores the fact that current workplace conditions are not natural; they have subtly evolved to meet the needs of the original population. This is especially the case in organizations where the original population was a relatively similar group of people (e.g., men, women, whites). For example, when most employees have a stay-at-home-spouse at home taking care of the children, flex time does not become a norm because these employees do not need it. If most of the original employee population had been single parents or had dual-working relationships, different systems would most likely have evolved.

### WITHIN-GROUP “COMPETITIVENESS”:

 “Women are often their own worst enemy; if you’d stop competing or fighting with each other, you’d be so much better off.”

 “Frankly, I prefer working with men: women can be so catty and not straightforward; men will more often just tell you how it is.”

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These comments mistakenly assume that this competitiveness results from characteristics of the minority members themselves; however, this dynamic occurs in almost any majority-minority situation where underrepresented groups feel pressure to scramble for limited resources and

rewards. While all employees may feel this pressure to some degree, the pervasiveness of stereotype threat, tokenism, and other such phenomena compound this pressure for members from underrepresented groups. These phenomena also make it far more likely that any mistakes or failures will be attributed, at least in part, to the employee's membership in an underrepresented group (e.g., reflected in comments such as "See, generally speaking, women are just more emotional about these sorts of things").

These dynamics also foster an increasingly competitive environment where, in order to succeed, members of underrepresented groups feel they must compete with each other or distance themselves from others in the same identity group in order to escape the assumptions made about that group (e.g., not only "act like a man" but highlight how you "act more like a man" than other women do).

### THE GLASS CLIFF:



**"Well, we've been getting pressure to diversify management, so we better give her a shot even if she's not quite ready."**

This phenomenon occurs when members from underrepresented groups are promoted too early or put in charge of tasks they do not yet have the expertise or the authority to carry out. Similar to tokenism, this often happens as supervisors, managers, or company leaders try to meet diversity requirements. Meeting these requirements in this way, however, unwittingly sets these employees up to fail and is detrimental to the long term interest of the company, to the employee's own interest, and to future efforts for hiring and retaining diverse employees. Supervisors need

to be keenly aware of whether or not they are hiring and promoting members of underrepresented groups simply to fill a "diversity requirement" and, in the process, may be setting these employees up to fail or fall off the "glass cliff."

### PRIVILEGE:



**"I'm where I am because of hard work! I didn't take advantage of any special treatment or handouts."**

We often talk about how unconscious biases, sexism and racism disadvantage underrepresented groups. Less often do we talk about how these biases and systems actually privilege or actively advantage majority group members. As Peggy McIntosh explains, in her case about white privilege, "I have come to see white privilege as an invisible package of unearned assets which I can count on cashing in each day, but about which I was 'meant' to remain oblivious."<sup>16</sup>

It is important to remember that recognizing and discussing "privilege" is in no way meant to diminish the work or accomplishments of majority members. It is certainly true that many or most majority members have worked hard to get to where they are. Statements like the opening quote above, however, mask the fact that these members also frequently benefit from a workplace that was, for the most part, designed by and for employees relatively similar to them. This makes "special treatment" unnecessary because these "treatments" are already built into the policies and cultural norms of a workplace.

The following list is adapted from McIntosh's list to illustrate some of the invisible privileges majority group members

<sup>16</sup> McIntosh, White Privilege.

experience in the workplace. These daily, taken-for-granted experiences provide subtle, intangible advantages that produce a significant cumulative effect. As an interesting exercise or discussion tool, employees and managers might consider the examples below, identifying which apply to their lives or daily experiences.

- » At work, I can be in the company of people of my gender and/or race most of the time. I also regularly see people of my gender and/or race represented in top leadership positions.
- » I can be pretty sure of finding people who would be willing to talk with me and advise me about my next steps, professionally. I can also be pretty sure these people will be similar to me in gender and/or race.
- » I can perform my job well without being called a “credit to my gender and/or race.” If I perform my job poorly, people also are unlikely to attribute this to my gender and/or race.
- » I can attend meetings or work socials relatively sure that no one will ask me to get them a cup of coffee or a cocktail unless this is actually part of my job description.
- » I am never asked to speak for all the people of my gender or racial group.
- » I can advocate for women or other underrepresented groups without being seen as self-interested or self-seeking. In other words, I am less likely to be seen or talked about behind my back as promoting “my own agenda.”

- » When looking back at the history of our industry and technological invention, I am consistently shown that people of my gender and/or race made it what it is today.

# UNCONSCIOUS BIAS AND INSTITUTIONAL BARRIERS: SAMPLE SCENARIOS AND VIDEO VIGNETTES

Use the scenarios and discussion questions on the next page to explore unconscious bias and institutional barriers with your employees. Two video versions of these scenarios also are available for download at [www.ncwit.org/supervising](http://www.ncwit.org/supervising).

## CUSTOMIZE YOUR OWN VIDEO VIGNETTES

The sample scenarios in this box are based on real-life examples drawn from the Level Playing Field's Corporate Leavers Study. You also can turn real-life scenarios from your own company into customized video vignettes. To do so, contact the Level Playing Field Institute, [jacqueline@lpfi.org](mailto:jacqueline@lpfi.org).



## EDUCATE AND TRAIN EMPLOYEES USING *SUPERVISING-IN-A-BOX: TEAM/PROJECT MANAGEMENT*



Detailed information on how to use this section to help educate and train employees is included in the “Add-water” Resources section of this box. This section also includes additional information on “bystander training” — how to help employees or colleagues who witness biased behaviors (but may not be directly involved) to take appropriate and helpful action.

*The following scenarios are all real-life examples of how unconscious bias plays out in the workplace. Read through the scenarios and use the questions below to explore practical ways for addressing these biases and barriers.*

## DISCUSSION QUESTIONS

1. What kinds of biases are operating in this scenario?
2. What problems, if any, do you see with the way this scenario was handled?
3. What could have the various players in each scenario done differently?
4. What kinds of company policies, practices, or cultural norms might prevent this sort of scenario from happening in the first place?

### SCENARIO 1

At a recent strategy retreat for senior managers, the conversation over dinner turned to global economic trends. I often get drowned out during these conversations as I'm the only senior African American woman business unit manager across any of our offices, yet I'm also the only one who was a successful entrepreneur before coming here. As the talk turned from economics to the U.S. presidential election, a very senior manager reached across the table and snatched

the dessert that had just been placed in front of me. He commented loudly that since Obama might win, the team would need me to stay healthy and go get all that new business. I was shocked and insulted on so many levels. Was my health not important before? My experience and intelligence should be all that counts. If they think I might have an advantage in a new administration, did they ever think about the advantage they've always had?

### SCENARIO 2

When I had errors on my work, even if it was really minor, the partner would say, "There is an English problem here" instead of just calling it a typo. Even stupid things like when I capitalized a term she didn't think should be capitalized she would call it an "English problem." It was really offensive. Everyone made typos but when I made them it was different. I felt singled out. But when we had an Asian client, they were more than happy to have me speak Chinese. My bilingual background only hurt me, it didn't help me when it benefited the firm. — *Asian, female lawyer*

### SCENARIO 3

I had been working for my tech company for a number of years, as one of the relatively few moms working there. Because of the crazy hours and the convenience, I was paying to send my two children to the company's onsite day care facility. I was absolutely shocked when I found out recently that company leadership decided to raise charges for their day care by a whopping 75% — which is even above the market rate! That means I'd be paying about \$50,000 per year for my two kids. Even though I and other parents in the company voiced our concerns about many not being able to afford such costly daycare, they went forth with their decision

to raise prices through the roof. Part of their argument was that they were upgrading to the highest quality daycare services. Well, to be honest, a lot of parents were quite satisfied with the previous daycare. So I think to myself, what is the point of upgrading to “state of the art” daycare if only the wealthiest can afford it? Personally, I don’t need “Gucci daycare.” That was the last straw in the elitism of the company for me. Why not provide affordable, quality services for all employees? I guess finding an equitable solution just wasn’t a priority.

#### SCENARIO 4

José recalled his mentor’s advice about networking, so when he was at the company’s holiday party and saw two colleagues talking to the regional Vice President, he walked right over to say hello. The VP responded, “Thanks, I’ll take another white wine please.” It took José a few stunned seconds to realize the VP had mistaken him for a waiter, and a few more stunned seconds to realize his two colleagues were not setting the record straight and introducing him.<sup>17</sup>

#### SCENARIO 5

As the most senior woman on an engineering team of a fast-paced start-up, I loved my job. The thrill of creating something, the ups and downs of getting funding, the tough competition in the space--there’s nothing like it. So when I became a mom, I vowed not to let my team down. I’d arrive at 8am, having dropped my kids at daycare, and got right to work. Around 10, 10:30, the single guys would start to show up. They’d get their coffee and breakfast and sit at their desks, perusing their favorite blogs and news sites. After a stint of work, it would be lunch time; I’d eat at my desk and they would either go out or go to the gym. By mid-afternoon,

as I was racing to get things done before picking up my kids, many of my colleagues would gather for a round of frisbee or foosball or ping pong. At the stroke of 5:00, I’d be off to pick up my kids and have dinner with my family. Usually by 9 p.m. I’d log back on and see how my teammates felt about my day’s contributions.

Not long ago, I was up for a promotion; given my peer reviews and my experience, it was a slam-dunk. But my manager doubted my commitment. He said, “When I make the rounds at 9 p.m., I see many of your teammates still working while eating pizza at their desks. I know you’re often online, but that’s not the same.” I told him, “Of course they’re still at their desks at 9 p.m., they’ve only put in 6 hours of work so far that day.”

That’s when I knew I was out of there. If my manager can’t tell the difference between face time and productivity, I’ll never get what I deserve.

#### SCENARIO 6

Within six months of my new job, I found out I was pregnant. I told my boss, “I’m so happy. I’m pregnant.” My boss quit talking to me for a week. It was very strange because we were so close. So I pulled him aside and asked, “What’s wrong here? Why aren’t you talking to me?” He said, “Well, you know, you were my walk-on-water. I have even given you special training. Now you are going to leave.” I said, “I’m not leaving. I’m giving you eight months notice. We can plan for this. I will come back.” He said, “No you won’t.” I asked, “Hold on. What’s your paradigm?” He told me his first wife

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<sup>17</sup> Scully & Rowe, Bystander Training. All other scenarios in this section come from the Level Playing Field’s Corporate Leavers Study.



got pregnant and quit work. His second wife just won't have kids because all she does is work. I said, "How about a new paradigm: I work and I have my baby and then I come back to work. I've given you eight months notice. We can plan my projects. If I was Joe Shmoe and broke my leg skiing, I'd call in and say that I couldn't come in for three weeks. But this is something we can plan for." He still didn't get it. So I said, "Look, somebody had to quit work long enough to have you and every other man who works in this company." He just looked at me and finally he got it.

**NOTES:**

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# “ADD-WATER” RESOURCES: SECTION OVERVIEW

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The following materials are designed to help supervisors tackle unconscious biases in recruiting and hiring processes.

## TIP/FACT SHEETS

- » Fact Sheet: Research on Unconscious Bias in Recruiting and Selection
- » Tip Sheet: Reducing Unconscious Bias in Recruiting Efforts
- » Tip Sheet: Reducing Unconscious Bias in Interviewing and Selection Decisions

## RESOURCES

- » Interview Strategies for Hiring “Functionally Diverse” Talent
- » Checklist: Reducing Unconscious Bias in Job Descriptions/Advertisements
- » Implicit Association Test
- » Bias-reducing Screen Savers
- » Conduct Your Own Internal Resume Test
- » Recruiting Strategic Plan

## EVALUATION TOOLS

- » Tracking Candidate Demographics
- » Pre- and Post- Self-reflection Survey
- » Manager Checklist/Assessment Tool

## SUMMARY: KEY TAKEAWAYS

# FACT SHEET

## Research on Unconscious Bias in Recruiting and Selection

**“But we’ve moved beyond that! We’re just interested in hiring the ‘best’ candidate for the job!”**

*Research shows that even individuals who consider themselves committed to equality still engage in subtle forms of unconscious bias and discrimination.<sup>1</sup> Consider these examples from published research studies:*

- » In one study, resumes with white-sounding names prompted 50% more callbacks than the exact same resumes with black-sounding names.<sup>2</sup>
- » In another study, college administrators were far more likely to say they would hire candidates with resumes that had male names rather than female names even though the resumes were identical. This effect was exacerbated when women made up a smaller proportion of the candidate pool, as is often the case in technical companies or departments.<sup>3</sup>
- » When evaluating verbal skills, evaluators rated the same vocabulary definitions higher if they were told that a white person had provided the definition than if they were told a black person had provided it.<sup>4</sup>
- » Another study examined the nonverbal responses of interviewers to white and black candidates. White interviewers sustained higher levels of visual contact (indicating respect) when talking with whites, and higher rates of blinking (indicating tension) when talking with blacks.<sup>5</sup>

- » Conducting auditions for the orchestra behind curtains increased the probability that women candidates would advance out of preliminary rounds by 50% and increased the percentage of new hires that were women anywhere from 25-46%.<sup>6</sup>
- » In a review of post-doctoral fellowship applications, women applicants needed to produce more than 99 “impact factors” to be perceived as competent as men who had produced only 20 “impact factors.”<sup>7</sup>

**Unconscious biases such as these have a profound effect on the workplace and on recruiting, interviewing, and hiring processes. We all have biases, and it is impossible to completely rid ourselves of these biases. Being aware of what these biases may be and how they may affect our decision-making is important, however. To find out more, visit [www.ncwit.org/supervising](http://www.ncwit.org/supervising) for the complete *Supervising-in-a-Box Series*.**

<sup>1</sup> Dovidio, On Contemporary Prejudice

<sup>2</sup> Bertrand & Mullainathan, Are Emily and Greg More Employable?

<sup>3</sup> Steinpreis, et. al., The Impact of Gender on the Review

<sup>4</sup> Biernat, et al., Stereotypes and Standards of Judgement

<sup>5</sup> Dovidio, et al., The Nature of Prejudice

<sup>6</sup> Goldin & Rouse, Orchestrating Impartiality

<sup>7</sup> Wenneras & Wold, Nepotism and Sexism

## TIP SHEET

### Reducing Unconscious Bias in Recruiting Efforts

#### **Advertise and recruit in venues that target diverse audiences.**

Take stock of your current recruiting venues and plan strategic efforts to reach underrepresented groups that you currently do not reach. The following are key websites for advertising to diverse candidate pools:

- » <http://diversityjobs.com/>
- » <http://www.diversity.com/>
- » <http://www.hirediversity.com/>
- » [http://www.womenforhire.com/employer\\_services](http://www.womenforhire.com/employer_services)
- » Diversity networking forums on LinkedIn

#### **Implement or advocate for department policies that promote alternative pathways to technical careers.**

Establish policies that encourage hiring candidates from a wider range of schools or from alternative pathways such as military spouse programs. Many companies also offer opportunities for current employees to move from non-technical to technical positions. Encourage hiring these internal employees. If no such opportunities exist, work with appropriate company personnel to explore ways to implement these opportunities.

**Ensure that job announcements or descriptions allow for flexibility in screening and selecting candidates.** Only criteria that are absolutely necessary for the job should be listed as “required” qualifications. List other desired criteria as “preferred”; this allows the committee maximum flexibility

in considering different combinations of strengths. Also include criteria that account for “nontraditional” evidence of strengths (e.g., demonstrated success at overcoming adverse circumstances might be as strong or stronger evidence of future job success than having attended a “top school”).

**Examine job announcements/descriptions for bias.** Are all of the criteria listed truly relevant for the job? Does the language subtly reflect stereotypes (e.g., language such as “high-powered,” “results-driven,” “action-oriented,” “people-person”)? Research shows that these types of phrases tend to conjure up gendered or raced stereotypes of what it looks like to be “action-oriented” or a “people person.” This can cause interviewers to miss other, non-traditional ways of being “action-oriented.” It also can cause some high-quality candidates to self-select out of these positions. If such a candidate is “high-powered” or a “people-person” but not in traditional ways, they may not think of themselves in these terms or may not have been told that they have these talents. (See *Checklist: Reducing Unconscious Bias in Job Descriptions/Advertisements*).

**Educate and train interviewers and/or search committee members about unconscious bias in recruiting, interviewing, and selection processes.** Use the resources in this box (e.g., the Implicit Association Test, the Bias Reducing Screen Savers, the Fact/Tip Sheets) to educate interviewers about ways to reduce these biases. Also see the “Discussing Diversity Dynamics” guide in the *Team/Project Management Box* available at [www.ncwit.org/supervising](http://www.ncwit.org/supervising).

**Systematically track demographics....**

- » **of candidate pools.** Keep track of demographics such as race, gender, and age of all applicants to your department. Identify what kinds of diversity are underrepresented in the current candidate pool and plan targeted efforts to increase that diversity, especially in managerial or leadership positions.
  
- » **of successful hires.** Keep track of demographics such as race, gender, and age of successful hires in your department. Identify what kinds of diversity are underrepresented and plan targeted efforts to increase that diversity.

**NOTES:**

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## TIP SHEET

### Reducing Unconscious Bias in Interviewing and Selection Decisions

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**Actively counteract bias with conscious reminders.** Provide ongoing reminders that disrupt typical assumptions or stereotypes about who does what type of job. See the “Bias-Reducing ScreenSavers” for innovative ways to provide employees with these ongoing reminders (e.g., people with non-traditional backgrounds who have succeeded).

#### QUESTION THESE STATEMENTS:

“This candidate just isn’t a good ‘fit.’”

Interviewers frequently use this reasoning to explain vague or intangible “vibes” that make them think a candidate is not appropriate for a particular position; however, these “vibes” often reflect unconscious biases. Instead, identify the specific reasons or characteristics that make this candidate seem like a poor fit. Examine whether these reasons or characteristics might reflect biases about race, gender, income level, or sexual orientation. For example, could these characteristics just be “different ways of doing or saying things” – ways that might seem unfamiliar or uncomfortable but are not necessarily less effective or valuable?

“I’m for diversity as long as we pick the best candidate for the job.”

It is certainly important to uphold quality in hiring decisions. Often times, however, a single best candidate does not emerge or there can be multiple, equally acceptable definitions of “best.” Statements such as this can shut down discussion about how to define “best.” It is often useful to consider these multiple definitions and discuss how biases

may be influencing them. (See pages 17 and 21-22 for more information on multiple definitions of “best.”)

**Take your time and reduce distractions.** Research shows that unconscious bias has a more pronounced influence on an interviewer’s or evaluator’s decisions if these decisions are made under time pressure or when the interviewer is distracted by other tasks.<sup>8</sup>

**Examine evaluation tools for biases.** Ensure that these tools clearly list the relevant criteria. Have search committee members rate each candidate in relation to the criteria and provide reasons for their ratings. Without this kind of evaluation tool, it is easy for interviewers to become sidetracked by “vague impressions” or feelings about characteristics or criteria not relevant for the position.

**Use both quantitative and qualitative measures for candidate evaluation.** Quantitative measures such as rating or scoring systems (mentioned in previous paragraph) are important for reducing biases. Of course, these measures are not perfect and do not capture all of the important information about a candidate. Thus, it is important to provide interviewers with ways to include additional comments about information that they think is important to consider but might be missed by rating or scoring measures.

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<sup>8</sup> Martell, Sex Bias at Work



## RESOURCES

### Interview Strategies for Hiring *Functionally Diverse* Talent

#### FUNCTIONAL DIVERSITY = THE “SECRET INGREDIENT” FOR IMPROVING INNOVATION AND COMPETITIVENESS

**What is “functional diversity” and why is it important for a company’s bottom line?**

Functional diversity refers to diversity in the way individuals frame and solve problems. It is this type of diversity that can most significantly increase a work team’s or company’s innovation, problem-solving abilities, productivity, and competitiveness.<sup>9</sup> Research illustrates that functionally diverse teams consistently outperform teams of “highest-ability” members (that is, members considered the “best”

by traditional standards). Life experience contributes to *functional diversity*, and an individual’s membership in particular identity groups influences her or his *life* experiences. Of course, this membership does not guarantee this type of diversity, but it increases its likelihood.

**How can I identify job candidates with “functionally diverse” perspectives?**

❖ **Pile Sorts\*:** This is an innovative interview strategy that asks employees to categorize a number of objects, concepts, or ideas that are initially listed in random order. Use this strategy to identify candidates with different, valuable perspectives or patterns of thinking.

**Pile Sort**

Sort the following items into any combination of piles (or categories) that makes sense to you:

- Google Search
- iPod
- GPS
- Blackberry
- Cell Phone
- YouTube
- Blogs
- Wikipedia
- LinkedIn
- Facebook
- Wiki
- iPhone

<u>Entertainment</u>	<u>Communication</u>	<u>Learning</u>
iPod iPhone YouTube	Blackberry Cell Phone Wiki LinkedIn Facebook	Wikipedia Google Search Blogs GPS
<u>Youth</u>	<u>Professionals</u>	<u>General Public</u>
Facebook YouTube Blogs iPod	Blackberry LinkedIn Wiki	Google Search GPS iPod Wikipedia iPhone
<u>So Cool</u>	<u>Makes Me Efficient</u>	<u>Distraction/Annoyance</u>
iPod iPhone Facebook Cell Phone	Google Search LinkedIn GPS Blackberry	Blogs YouTube Wiki

\*For more information see <http://www.ncwit.org/interviewstrategies>.

» **Scenario Analysis:** Many companies already use scenarios to see how candidates behave or solve problems in a given situation. Often, though, employers look for candidates who solve these problems in ways that have been predetermined as “best” or as the best “fit” for the organization. To increase functional diversity, employers also should seek candidates who solve these problems accurately but in ways that differ from the organization’s standard practice.

» **Simple Modifications to Traditional Aptitude or Ability Tests:** If your company currently administers a test or questionnaire that is scored on the basis of the highest number of “correct” answers, modify this process. Consider also awarding points for accurate answers that are arrived at through diverse, innovative, or unique methods different from the current company standard. Of course, questions need to be complex enough for this to work. If the current test does not contain sufficiently complex questions or problems, add some that allow for a variety of correct solutions or problem-solving approaches. Also give particular credit or attention to candidates who get right answers to questions that most others get wrong.

**DIVERSITY TRUMPS ABILITY: DIVERSE GROUPS GENERALLY DO BETTER THAN “HIGH-ABILITY” GROUPS AT PROBLEM SOLVING OR PREDICTION. THESE ARE NOT *POLITICAL STATEMENTS*; THEY ARE *MATHEMATICAL TRUTHS*.**

**~ SCOTT E. PAGE, *THE DIFFERENCE***

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<sup>9</sup> Page, *The Difference*

## RESOURCES

### Checklist: Reducing Unconscious Bias in Job Descriptions/ Advertisements

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*Use the following checklist to identify bias in job advertisements and descriptions.*



Are all of the criteria listed necessary for doing this job well?



Do any of the criteria reflect typical assumptions about the “kind of person” you think usually does this job? If so, ask whether these are truly necessary for the job or whether they reflect subtle biases about who traditionally does this job?



Do you provide a way to account for important life experiences that may not show up on traditional resumes but that can indicate likelihood for success in this job?



Could additional criteria be included that would open up possibilities for a wider range of candidates who might still do an excellent job?



Does the language in the description or advertisement subtly reflect gender or racial stereotypes/preferences (e.g., language such as “high-powered,” “results-driven,” “action-oriented,” “people-person”)?



Do you include and value criteria such as “ability to work on diverse team or with a diverse range of people”?

## RESOURCES

### Implicit Association Test

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This research project conducted by Project Implicit is one of the most objective systems devised to date for quantifying unconscious bias. The online test identifies unconscious bias by measuring how quickly a person responds with positive or negative words when shown photos of different kinds of people. Almost all of the people taking this test initially describe themselves as unbiased, yet 88% of white people who take the test show some bias against African Americans, and a majority of people who take the test show bias against photos of people who are overweight, gay, elderly, or Arab/Muslim. These unconscious thoughts and feelings have a profound effect on the workplace, on supervisory relationships, and on hiring, performance and advancement procedures.

#### NOTES:

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Being aware of these potential biases is an important first step for addressing them. Take a few minutes to take some of the Implicit Association Tests at [www.implicit.harvard.edu](http://www.implicit.harvard.edu). You might also have your team take the test and then discuss what they think about it using some of the questions provided on the site.

## RESOURCES

### Bias-reducing Screensavers

According to the latest studies in neuroscience, all individuals harbor unconscious biases, yet we are often unaware of their presence and impact on our everyday judgments, decisions, and interactions with others-- especially in the workplace! The good news is that our biases are malleable and can be counteracted, especially if we make a conscious effort to become aware of them. One way to counter unwanted preferences or negative stereotypes is by association of positive images-- for example, employing bias-mitigating tools such as screensavers which feature successes of underrepresented groups of people or subtle images that challenge social stereotypes.

Visit [www.ncwit.org/supervising](http://www.ncwit.org/supervising) to download three sample screensavers that can be employed in the workplace and in educational environments to mitigate biases. These can also be used as larger screen displays throughout the workplace.



#### COUNTERACT BIAS WITH SCREENSAVERS FROM THE LEVEL PLAYING FIELD INSTITUTE

The Level Playing Field Institute's screensavers portray positive images that can be employed in the workplace and in educational environments to mitigate biases. Visit [www.ncwit.org/supervising](http://www.ncwit.org/supervising) to view and download several screensavers.

### CUSTOMIZE YOUR OWN SCREENSAVERS

If you are interested in having additional, customized screensavers made for your company or industry, please contact Jacqueline Switzer, Workplace Programs Manager at the Level Playing Field Institute ([jacqueline@lpfi.org](mailto:jacqueline@lpfi.org)).



# RESOURCES

## Conduct Your Own Internal Resume Test

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To heighten awareness of our hidden biases, test how truly fair or biased your company's hiring practices are by conducting an internal resume study. Here are key steps:

### TEST 1: MOCK RESUME TEST

1) Compile a pool of mock resumes containing equally **comparable** education, experience, and qualifications that would appeal to your company. If testing for racial/ethnic bias, insert "white" or "anglo" sounding names on half of the resumes; for the other half of the resumes, insert "ethnic" sounding names. If you want to simultaneously test for gender, you can see to it that half of the "white" names and half of the "ethnic" names are female. For testing of gender bias, half should be women's names; the other half should be men's names. To keep it simple, keep all names either "white" or "ethnic." To make it more realistic, however, you can give half of the men and women "white" names and half of the men and women "ethnic" names. (You need a few hundred resumes for statistically significant results, but can use smaller numbers if necessary).

**Note:** Double-check that all qualifications and characteristics are comparable across resumes with the exception of any identifiers for elements being tested (i.e., race/ethnicity, gender, sexual orientation, etc.). Seasoned HR staff or hiring managers can help identify appropriate names and pre-test for comparability of educational background and work experience.

2) Provide the entire batch of mock resumes to recruiters

and hiring managers responsible for selecting candidates for the interview process. Ensure that the batch being tested is isolated from other resumes being reviewed. If possible, conduct the testing for actual, open positions. Ask the reviewers to rank resumes and/or divide the resumes into two categories: further review or end of candidacy. This process should mirror as closely as possible your company's actual process.

3) Based on the results, determine whether one group (e.g., anglo sounding names) was selected for call-backs at a higher or lower rate than the other group (e.g., ethnic sounding names), and by how much. If the mock candidate pool was large enough, findings can also be broken out and compared across business unit.

If the results from the resume study reveal a discrepancy which clearly indicates a bias favoring or disfavoring one group over another, the findings should be incorporated into customized feedback for recruiting and hiring managers. Simply making them aware of their biases and the impact on their candidate selections can be an effective measure to ensuring more fairness in your company's future recruitment and hiring processes.

### TEST 2: WOULD YOU HIRE THEM AGAIN? A TEST OF EXISTING EMPLOYEES' DISGUISED RESUMES

A smaller-scale internal resume study can be conducted by simply reviewing a handful of resumes of current highly distinguished executives and employees within your



company. Be sure to disguise any identifying markers so that the resumes are rendered anonymous. For example, a senior manager with an unusual background may be too obvious. However, try to keep identifying demographic information the same. In other words, if gender or race/ethnicity or religion can be inferred by the original name, keep the new name within those same identity groups. Allow hiring managers to review these resumes without knowing they are of current “stars,” and see if they would in fact hire these same people again. You may be surprised by how few of these resumes make the cut! Many people who were part of the founding group of tech companies wouldn’t be hired by a mature company, sometimes indicating that the very characteristics that signal risk-taking or innovation are actually screened out by established companies.

To see results on a larger scale, you can also partner with other companies and conduct an industry-wide resume study.

### NOTES:

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# RESOURCES

## Recruiting Strategic Plan

The following is a summary of the important elements of a successful plan for recruiting the best talent. To develop a strategic plan for improving your efforts, use the chart below to identify which elements are currently in place and where you need to improve. Then set short-term and long-term goals using the charts below.

### KEY ELEMENTS OF SUCCESSFUL RECRUITING

- ☒ Recruiting in venues that target diverse audiences
- ☒ Examining job announcements and criteria for potential bias
- ☒ Educating interviewers about unconscious bias and how to reduce
- ☒ Educating team as to the benefits of diverse teams and functional diversity
- ☒ Implementing interview strategies that identify functional diversity
- ☒ Encouraging hiring from alternative pathways (e.g., diverse institutions, military spouse programs, internal transfers from non-tech areas)
- ☒ Systematically tracking the demographics (e.g., gender, age, race/ethnicity) of your candidate pool and successful hires

In place now:	Areas we need to improve:

From the previous chart, identify the key goals you wish to accomplish. In the second column, identify the concrete actions that will help you achieve these goals. In the remaining two columns, indicate who is responsible for each action and the timeline for completion.

Goal	Action/s	Who's Responsible	Timeline

## EVALUATION TOOLS

### Tracking Candidate Demographics

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The most important outcome of the recruiting and hiring practices included in this box is a more diverse workforce. Tracking the applicants and hires in your organization, or department, will let you know what effect your practices have had. There are many different ways to do this. Below we suggest two possibilities.

**Request Reports from HR.** Your Human Resources department may be able to supply you with department-wide, or organization-wide, data on demographic characteristics of applicants and hires each year. This is ideal, as the demographic information probably was supplied by the applicants themselves and will, therefore, be most accurate.

**Track your own progress.** A simple spreadsheet can help you. For each open position, you could track candidates' demographic variables in a single spreadsheet (see sample on the following page).

- » Year
- » Division
- » Position title/rank
- » Hiring Stage (Applicant, 1st interview, 2nd interview, etc.)
- » Sex by Race or Ethnicity (Male White, Male Asian, Male Hispanic, etc. and Female White, Female Asian, Female Hispanic, etc.)
- » Sex (total male, total female)
- » Minority (total minority)

**Note:** This latter approach (tracking your own progress) can be a useful informal measure of your progress. In some cases, however, you may not have all of the demographic information you need regarding each candidate or hire. You could consult HR for this information, but do NOT directly ask applicants or job candidates for information about their gender, race, or ethnicity.

## Sample Tracking Form for Candidate Demographics

The chart below is all for one specific position — Software Engineer III. The far left column indicates each hiring stage (applicant, 1st interview, etc), and the remaining columns track the demographics of candidates that make it to each stage. For example, Row 1 indicates how many different kinds of candidates applied, while Row 2 shows how many of these candidates made it to the 1st interview, and so on.

Division Name: \_\_\_\_\_

Position: \_\_\_\_\_

Hiring Stage	M White	M Asian	M Black	M Hispanic	M Amer Ind	M Ukwn	F White	F Asian	F Black	F Hispanic	F Amer Ind	F Ukwn
Applicant	89	25	15	10	3	5	41	33	16	13	4	16
1st Interview	2	2	1	1	0	0	2	2	1	1	1	3
2nd Interview	0	1	0	0	0	0	0	0	1	0	1	1
Job Offer	0	0	0	0	0	0	0	0	1	0	0	0
Hired	0	0	0	0	0	0	0	0	1	0	0	0

## EVALUATION TOOLS

### Pre- and Post- Self-reflection Survey

Use this survey template as a pre-reflection survey before you implement any of the practices contained in this Box. After using the box, allow an appropriate length of time (approximately 6 months or more) and then use the survey again to evaluate the effectiveness of your reform efforts. As a self-reflective survey, it will be taken only by you and/or any others who have been involved in trying to implement these practices to eliminate bias. You will not be able to draw statistical inferences from this survey; however, it will allow you to more systematically reflect on your progress.

You can use this survey alone or in tandem with the Manager Checklist/Assessment Tool on page 33. For example, after completing this survey you might use the checklist to plan ways to improve areas in your hiring processes that receive lower scores.

*Please answer each of the following items on a scale of 1-6, where “1” means you strongly disagree with the statement and “6” means you strongly agree with it. If you absolutely think the question doesn’t apply to you, or you don’t know how to answer it, you can use the “Not Applicable” [NA] response option. All items must be answered.*

Questions	Strongly Disagree ..... Strongly Agree						
1. The wording of job advertisements reflects attempts to reduce unconscious bias.	1	2	3	4	5	6	NA
2. The organization is advertising in places likely to attract a diverse pool of candidates.	1	2	3	4	5	6	NA
3. Life experiences are considered as qualifications in the selection and interview process.	1	2	3	4	5	6	NA
4. Functional diversity is considered as a positive attribute in the selection and interview process.	1	2	3	4	5	6	NA
5. The organization has cultivated non-technical employees so they can fill technical positions.	1	2	3	4	5	6	NA
6. Hires in the last six months add racial/ethnic diversity to the organization.	1	2	3	4	5	6	NA
7. Hires in the last six months add gender diversity to the organization.	1	2	3	4	5	6	NA
8. Hires in the last six months add functional diversity to the organization.	1	2	3	4	5	6	NA
9. Hires in the last six months include individuals who have experience working on diverse teams.	1	2	3	4	5	6	NA
10. I have implemented efforts to raise my employees’ awareness about unconscious biases and ways to reduce it (e.g., conducted internal resume tests, used bias-reducing screensavers, had employees take the Implicit Association Test).	1	2	3	4	5	6	NA



# EVALUATION TOOLS

## Manager Checklist/Assessment Tool

*This self-assessment tool is designed to help managers assess their performance in terms of the recruitment and selection practices identified in this box. Use this checklist alone or in tandem with the self-reflection survey on the previous page. For example, you might first fill out the survey and then use this form to see if your scores are accurate and plan actions for improving areas that received low scores.*

Managers can reduce bias in hiring by...	How I am accomplishing this...	How I might improve these efforts...
Advertising for and recruiting in venues that target diverse audiences		
Examining job announcements and criteria for potential bias		
Educating interviewers about unconscious bias and how to reduce		
Educating team as to the benefits of diverse teams and functional diversity		
Implementing interview strategies that identify functional diversity		
Encouraging hiring from alternative pathways (e.g., diverse institutions, military spouse programs, internal transfers from non-tech areas)		
Systematically tracking the demographics (e.g., gender, age, race/ethnicity) of your candidate pool		
Systematically tracking the demographics of successful hires		

# SUMMARY: KEY TAKEAWAYS FOR EMPLOYEE RECRUITMENT AND SELECTION

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1

## Attract diverse talent by:

- » Advertising in a variety of venues
- » Listing desired criteria as “preferred” instead of “required”
- » Looking for different combinations of candidate strengths
- » Accepting a wide range of educational background
- » Looking for functional diversity

2

## Check for biased wording:

- » in job announcements
- » in interview questions
- » in candidate evaluation tools
- » when claiming cultural “fit” or lack of “fit”

3

## Track demographics for:

- » applicants
- » hires

4

## Create awareness about bias.

- » Provide visible examples of successful and diverse figures.
- » Assess your own unconscious bias and encourage your team to assess their own biases.
- » Conduct an internal resume bias test.
- » Educate hiring managers and other employees about unconscious bias.