

People and Practices

How Behavioral Sciences Can Promote Diversity and Inclusion in Organizations

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Behavioral Insights Unit



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Preface | Roberto Quiroga (IMF)

Dear readers,

The book *People and Practices: How Behavioral Sciences Can Promote Diversity and Inclusion in Organizations* results from a research project carried out by CLOO – Behavioral Insights Unit in partnership with Instituto Mattos Filho.

Founded in 2018, the institute is an initiative created by the partners of Brazilian law firm Mattos Filho to promote law and strengthen access to justice for a freer, more diverse, and democratic society. Its actions are grounded on four pillars: fostering pro bono legal practice and broadening access to justice; granting academic scholarships; promoting knowledge of the legal system via innovative methodologies; and supporting civil society initiatives targeted at diversity and citizenship.

This publication of this book is the first initiative developed within the scope of the final pillar. It is pioneering in Brazil in how it applies the knowledge and rigorous methodology of behavioral sciences to the field of diversity and inclusion in the corporate world. Thus, it drives understanding about good diversity and inclusion policies and practices, breaking away from 'guesswork' in favor of common sense and solid, scientific arguments about how to combat gender, racial, or sexual orientation inequalities that professionals face.

By identifying the main challenges for the effective inclusion of these groups in the corporate universe and presenting scientific proposals to overcome them, we hope that the information in this book is helpful for those who have already developed a diversity and inclusion program or are seeking to do so. By spreading knowledge that promotes diversity and inclusion in the workplace, Instituto Mattos Filho aims to contribute to improving the employability of professionals from minority groups, who will be able to fulfill their potential by feeling that they belong and are fully included in their organizations. In turn, organizations will reap the benefits from the innovative and creative work conducted by more diverse teams.

Happy reading!

Instituto Mattos Filho

Preface | Carlos Mauro (CLOO)

This book, the result of the collective efforts of Instituto Mattos Filho and CLOO – Behavioral Insights Unit, compiles relevant scientific knowledge on the application of behavioral sciences to diversity and inclusion in organizations.

It was highly satisfying for CLOO to work with Instituto Mattos Filho on this project, especially due to our aligned goals and the collaborative work between our teams. Beyond being an organizational challenge, the topic of diversity and inclusion is a complex net of ethical and social challenges, where cognition and human behavior play critical roles.

In this book, we introduce the state-of-the-art applications of behavioral sciences to the field of diversity and inclusion.

We explore key cognitive and behavioral concepts that help us understand how feelings of belonging, negative attitudes, and stereotypes about groups and their consequences are developed in terms of discriminatory behavior. Only with an accurate understanding of these aspects could we effectively find solutions, whether through more efficient education around diversity and inclusion or through interventions and policies that reduce the impact of existing stereotypes.

We present a set of interventions and policies that have been tested, delivering good results. Because of this, they constitute a promising set of practices to promote diversity and inclusion. The examples presented come from various parts of the world that must be contextualized according to historical, social, and cultural factors from each region. They are still applicable to the Brazilian context but must be adapted to local and organizational realities to be genuinely effective.

Throughout the book, we also foster a critical reflection on the specificities of the Brazilian context and its particular challenges.

Based on this knowledge and reflection, we are fully committed to the next stage – which is to carry out research specific to diversity and inclusion and develop and test interventions in Portuguese for the Brazilian context. This is a core item in CLOO's agenda for 2021 and a logical next step from this publication, following the track of evidence-based interventions. We hope that this becomes a movement with real continuity and positive social impact that contributes to improving inclusive practices across all social spheres.

It is our hope that this book is relevant both to people and to organizations.

CLOO – Behavioral Insights Unit

Introduction

Globally, the diversity and inclusion agenda has become more and more predominant in public debate and the plans of several governments, companies, and multilateral organizations. Although this may be a positive trend, we are still far from reaching the ideal scenario where every person has the same level of opportunities, regardless of gender, race, sexual orientation, or any other characteristic that leads to discriminatory behavior.

Within such a complex theme – one that includes social, economic, and cultural dimensions – we want this book to contribute to fostering efficient and effective inclusion processes through behavioral sciences. This field encompasses a set of scientific approaches including social psychology, cognitive psychology, behavioral economics, sociology, neuroscience, anthropology, and law to better understand human behavior and the factors that influence it and develop evidence-based policies and interventions.

When speaking of evidence, we refer to a body of research – often in the field and often using experimental methods – where there is a control group (to whom the intervention is not applied) and one or more experimental groups (to whom interventions are applied). The results or performance of each group are later evaluated and compared to demonstrate whether the intervention had a significant effect on a set of variables. The rigorous application of this methodology allows for evaluating if such experiments really work with a higher level of certainty.

The body of research that presents the most promising results in diversity and inclusion is presented in **chapter 3**. It is applied to processes concerning goal setting and metric tracking, recruitment and selection, performance reviews, salary gap reduction, diversity training, combatting harassment and discrimination, the importance of representativeness, and the role of leaders in diversity and inclusion within organizations.

Though a behavioral sciences approach alone will not respond to all these challenges, it allows us to find practices that reduce the negative impact of inadequate and often unconscious biases that lead to discriminatory behaviors. However, this is just one piece of the puzzle, as there is also a structural dimension to the exclusion that needs to be treated with other kinds of structural, economic, and educational policies. Although these are not the focus of this book, it must be clear that advances in the field of diversity and inclusion also depend on improvements in the application of these policies, in tandem with interventions that make a short-term impact on people's attitudes and behaviors, such as those presented in this report.

These contributions come from various parts of the globe, so in all practices and results described in this book we provide critical reflections on cultural differences and relevant necessary adaptations.

The need for critical reflection and adaptation is framed within a continuous movement of research and updated practices. It should be remembered that contexts also change as attitudes, behaviors, and the challenges related to diversity and inclusion all transform. For this reason, we analyze the reality in Brazil and its specific characteristics in **chapter 4**, along with the challenges that still exist for the future and the investigative approaches – adapted to the Brazilian context – that can be applied to develop and validate new interventions.

Firstly though, in **chapter 1**, we begin by presenting the reader with a set of fundamental concepts addressed in this book – diversity, inclusion, and behavioral sciences. Although these concepts may seem intuitive, as they are increasingly used in our daily lives, it is imperative to define them clearly so that the issues presented can be clearly understood.

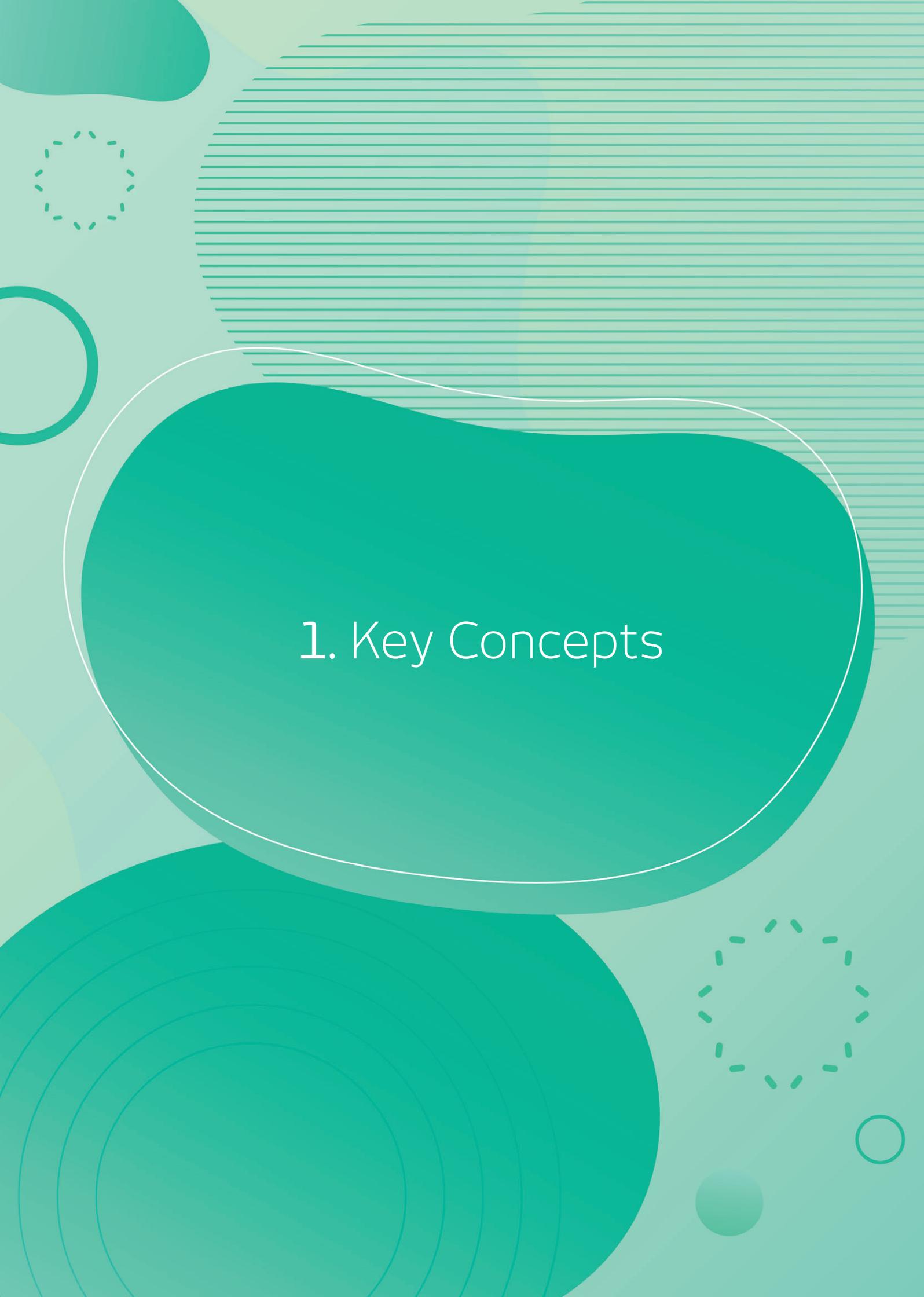
From the outset, the concept of diversity can be logically understood in various ways, such as through diversity of thought or academic training. It is essential to clarify that we follow a conceptualization of diversity that reveals intrinsic characteristics that people have no choice over, leading to discrimination within the context they live in.

Similarly, we discuss a set of dimensions that constitute the concept of inclusion, such as formal aspects like job position and autonomy, as well as informal aspects such as adequate inclusion in social activities. Finally, we present the historical context of behavioral sciences and its central theoretical and methodological aspects.

In **chapter 2**, we address theoretical contributions to the field of behavioral sciences, presenting a set of fundamental mechanisms such as stereotypes, prejudice, and discrimination. Psychological and behavioral factors behind attitudes and behaviors are also addressed, as well as certain behavioral principles that can help reduce or inhibit them.

Despite their conceptual nature, these two chapters should help readers understand the underlying principles of the interventions presented in chapter 3 and think critically about how they can be adapted and implemented more effectively within their organizations. They should also help to identify specific challenges that new behavioral sciences-based interventions can target.

To get the most out of this book, we recommend reading it in full, following the chapters in order.



1. Key Concepts

1. Key Concepts

1.1 What is diversity?

Fortunately, debates about diversity are increasingly becoming more frequent within a variety of contexts. The topic has been discussed in terms of public and organizational policies, but it is also the subject of conversation across the general population, which generates different perspectives – polarized at times – as well as doubt about which actions should be taken.

As often happens in such cases, the debate has positive effects, enlightening both public and private decision-makers and the general population, allowing problems to be identified and solutions to be developed. On the other hand, the definitions of key terminology often become blurred as their use becomes more widespread, being used with different meanings and consequently becoming more conceptually imprecise. Therefore, it seems critical to us to define the term *diversity* and its use in this book.

When we talk about diversity, we can intuitively think about the differences among human beings and how heterogeneous they are in a group or organization. An important branch of scientific literature on diversity within organizations seeks to study the impact of having groups made up of different profiles on performance¹. Researchers are concerned about understanding the effect that the interaction of people with different characteristics has, with respect to **(i)** academic background, professional experience, and type of function, **(ii)** values and personality, or **(iii)** socio-demographic characteristics.

However, there are fundamental differences among these attributes:

- The first set of attributes **(i)** is related to group members' competencies, areas of discipline, and professional experiences, leading to the study of how these competencies complement each other and improve the group's performance and results.
- The second set **(ii)** is related to differences of opinion, worldview, and types of personality, leading to the study of how different people are able to maintain relationships and work with each other in groups.

1. VAN KNIPPENBERG, D.; SCHIPPERS, M. C. Work Group Diversity. **Annual Review of Psychology**, v. 58, p. 515-541, 2007.

- The third set (iii), in turn, points to visible socio-demographic characteristics, such as gender or race, to determine the effects of diversity on cohesion, affection, and cooperation across groups².

By bringing all these categories into the same discussion on diversity, we run the serious risk of underestimating the negative impact of belonging to certain groups in category (iii).

Characteristics such as gender, race, and sexual orientation tell us nothing about professional competencies, the ability to work in teams, management, problem-solving, and decision-making skills under pressure. However, women, transgender, people of color, gay, lesbian, and bisexual people continue to have fewer opportunities than people with equal or less ability.

This reality is still far from the ideal of universal equality outlined in the United Nations (UN) Universal Declaration of Human Rights. Furthermore, it may also represent the inability of organizations to attract, develop and retain the best available talent in the market.

This book will *not* seek to address diversity by looking at individual differences related to behaviors, competencies, or personality. Rather, we will address differences related to either belonging or the sense of belonging to a particular relevant social group and the consequences for its inclusion in the labor market. We agree with proponents³ of the perspective that delimits diversity as something that must be operationalized by looking at and valuing affected groups in each context.

Effectively, groups that suffer because of their specific characteristics are not the same in every context. For example, differentiation by caste in India is a very particular case of group stratification, and it does not make sense in other countries. In addition, particular religious affiliations are prohibited and even persecuted in specific regions of the world, while there is effective religious freedom with little associated stigma in others. In the western world, we see a strong appreciation of youth, associated with technological skills and innovation, while in countries like China, older age remains associated with greater wisdom.

2. Initially, some researchers considered the hypothesis that Diversity in the socio-demographic level would produce less cohesion and empathy among work groups, but several works of research found that this type of Diversity would be related to higher work satisfaction and commitment to the group. For a review Research on the effects of Diversity on work groups, consult: VAN KNIPPENBERG, D.; DE DREU, C. K. W.; HOMAN, A. C. Work group diversity and group performance: An integrative model and research agenda. **Journal of Applied Psychology**, v. 89, p. 1008 –1022, 2004; and VAN KNIPPENBERG, D.; SCHIPPERS, M. C. Work group diversity. **Annual Review of Psychology**, v. 58, p. 515-541, 2007.

3. BARAK, M. E. M. **Managing Diversity: Toward a Globally Inclusive Workplace**. Thousand Oaks, CA: Sage, 2016.

In this way, we adopt a criterion that focuses on the consequences of belonging to a group and not on a delimited definition of which groups should be the subject of diversity policies.

One might think that the term diversity only refers to the integration of minorities. However, this description may skew common sense on the issue, which tends to understand minorities according to a merely quantitative perspective.

The groups we will address are not necessarily quantitative minorities. One only needs to look at the example of women, who make up half the world's population but are still underrepresented in leadership positions and have lower average salaries than men. In Brazil, data from the Brazilian Institute of Geography and Statistics (IBGE – Instituto Brasileiro de Geografia e Estatística) shows that 56.8% of the total population is made up of black or brown (*pardo*) people⁴. Although it may seem obvious, this point is vital in ensuring that this topic is not reduced to an issue of representation, which is also minimal. A company does not solve its diversity problems by doing the bare minimum and hiring one or two black people or one or two women.

Thus, when we think about diversity and problematize it, we can do so by thinking about groups that are understood to be outside the dominant social groups for structural reasons and their associated stereotypes. Therefore, people perceived to be part of these groups end up being harmed.

1.2 What is inclusion?

Another term central to this book is *inclusion*, which describes a more comprehensive, multi-dimensional process that goes far beyond hiring people from diverse groups⁵. When we look at Inclusion in the job market, we realize that belonging to a certain group can put someone at a disadvantage as early as during the recruiting process. The language used to describe the role and the institutional presentation of the company can immediately signal that the organization seeks candidates with a normative profile (for example, male, white, without physical disabilities, and heterosexual). This can happen due to the conscious or unconscious bias of the people involved in recruiting and/or creating a given job post. However, even after these barriers are overcome and people with diverse profiles are hired, they continue to face integration challenges within the firm.

4. INSTITUTO BRASILEIRO DE GEOGRAFIA E ESTATÍSTICA (IBGE). **National Survey by Continuous Domicile (Sample Pesquisa Nacional por Amostras de Domicílios Contínua (PNAD Contínua))** – General Characteristics of Domiciles and Residents 2019. Rio de Janeiro: IBGE, 2020.

5. BARAK, M. E. M. Inclusion is the key to diversity management, but what is inclusion?. **Human Service Organizations: Management, Leadership & Governance**, v. 39(2), p. 83-88, 2015.

Then, we must ask ourselves: what decision-making power does the person have within their work group and the organization? To what extent are they encouraged to participate in relevant group activities and decisions? Do management and colleagues share important information about organizational processes with them? Do they have access to a comprehensive and relevant social network within the organization? These points influence their wellbeing and development within the organization.

Let us see how exclusion can happen early on, at an informal level. For example, in an office, some interns may be invited to have lunch with more senior colleagues at a restaurant with above-average prices. If it is not made clear that the lunch would be offered free of charge, people with lower income would be less likely to foster important relationship networks within the office.

Other symbolic barriers in the workplace can signal whether the person is welcome or not early on. For example, suppose a bathroom has a sign for men or women. In that case, a trans person may not feel comfortable using it and may experience repression from others who do not accept or understand non-binary concepts of gender. However, if the organization demonstrates that it has a clear perspective on accepting the trans population and their genders, this situation can be avoided. This logic may seem obvious, but it is worth remembering that even after the end of the Jim Crow segregation laws in the south of the United States, several schools denied entrance to black students, alleging that they did not have bathrooms for them⁶. This shows how specific details can contribute to making an environment more or less inclusive.

A company's willingness to promote diversity and inclusion internally cannot remain only on paper. If it creates a hiring system that values people from diverse groups but does not create the conditions for their full development and integration, these workers will end up peripherally participating in key processes at best, not competing and collaborating on equal footing with other workers.

These examples help us understand how complex inclusion is and how difficult it can be to delimit actions.

The need for inclusive measures can vary over time and across different groups. However, several authors⁷ point out that in organizations, it is necessary to have people participating in both formal and informal processes for inclusion to foster a sense (personal and subjective)

6. BORIS, E. You Wouldn't Want One of 'Em Dancing With Your Wife: Racialized Bodies on the Job in World War II. **American Quarterly**, v. 50(1), p. 77-108, 1998.

7. For a review of this discussion, see the following: SHORE, L. M. et al. Inclusion and diversity in work groups: A review and model for future research. **Journal of Management**, v. 37(4), p. 1262-1289, 2011; and BARAK, M. E. M. Inclusion is the key to diversity management, but what is inclusion?. **Human Service Organizations: Management, Leadership & Governance**, v. 39(2), p. 83-88, 2015.

of belonging and a sense that their sociodemographic characteristics are accepted and respected. We hope that the examples and issues described in this chapter help to better understand and identify challenges and barriers to inclusion in different contexts.

1.3 Groups addressed in this publication

As mentioned, diverse groups must be identified in contrast with dominant groups in each cultural context. There are differences between excluded groups and how they are excluded in different contexts.

Around the world, there is a strong historical legacy of exclusion based on characteristics such as gender, race, sexual orientation, and disability. Though it is clear that people with disabilities face specific challenges, there is still no sustained body of evidence for this in behavioral sciences studies. We believe that behavioral sciences have excellent potential to be applied to diversity and inclusion interventions focused on people with disabilities and that this theme will merit special attention in future publications in the coming years. However, in this first publication, we have identified and systematized evidence on diversity and inclusion behavioral policies within the scope of *gender, race, and sexual orientation*.

1.3.1 Gender

Gender inequality has been one of the most discussed and explored issues in recent decades – for example, there have been a series of significant achievements in increasing women’s social and professional participation. It is also an area of great focus in empirical and experimental research, which helps us understand which strategies can effectively integrate women into certain environments. Despite improvements in this situation, women continue to have less participation in decision-making roles and lower wages on average⁸, as mentioned. The challenge of full integration must be worked towards until it is possible to see effective equality.

Stereotypes about the social roles of women and men are still present and rooted in inequality, with women being considered to be less assertive and more likely to be attentive and sympathetic⁹. This stereotype considers women less apt for leadership positions because the characteristics associated with their gender are different from the temperament of the socially idealized leader.

8. WORLD ECONOMIC FORUM. **The Global Gender Gap Report 2020**. Geneva: World Economic Forum, 2019.

9. HEILMAN, M.; OKIMOTO, T. Why are women penalized for success at male tasks? The implied communality deficit. **Journal of Applied Psychology**, v. 92, p. 81-92, 2007.

On the other hand, when women effectively demonstrate characteristics such as assertiveness, more associated with leadership roles, they are penalized for displaying behavior that deviates from the expectations of their gender¹⁰. Thus, they are penalized in both senses, harming their chances of career progression.

Transgender and people with non-binary gender identity are also part of the theme of gender. Gender can be non-binary in several ways, including but are not limited to people who have a gender identity that is opposite to their sex at birth (for example, people who are born with male biological features but identify as women), people who experience being a man or a woman at different times, or people who do not have a defined gender¹¹.

Despite having gained social relevance, the transgender population is still not accepted in many contexts and faces additional barriers due to a lack of understanding and empathy. These barriers generate greater challenges for the inclusion of transgender and non-binary people, causing them to suffer different forms of discrimination in the workplace¹² and experience a more substantial prevalence of mental health issues relative to people with binary gender identification¹³.

It seems necessary to clearly acknowledge that transgender and/or non-binary groups must be considered when gender issues are discussed in the scope of diversity and inclusion. Excluding them means that any gender equality policy will not consider the positive and negative impacts for these people if implemented and fail to identify cases that demand customized policies.

1.3.2 Race

Although frequently discussed, researchers and activists from different fields¹⁴ have not reached a unified consensus on the concept of 'race.' On the one hand, this is because one cannot speak about the existence of several human races in biological terms, each with intrinsic differences to the others. In other words, from a scientific point of view, one rejects the notion that there are distinct biological differences among groups associated with race,

10. *Ibid.*

11. MATSUNO, E.; BUDGE, S. L. Non-binary/genderqueer identities: A critical review of the literature. **Current Sexual Health Reports**, v. 9(3), p. 116-120, 2017.

12. BONCORI, I.; SICCA, L. M.; BIZJAK, D. Transgender and Gender Non-conforming People in the Workplace: Direct and Invisible Discrimination. *In*: NACHMIAS S.; CAVEN V. (eds). **Inequality and Organizational Practice**. London: Palgrave Macmillan, 2019, p. 141-160.

13. JONES, B. A. *et al.* Mental health and quality of life in non-binary transgender adults: A case control study. **International Journal of Transgenderism**, v. 20(2-3), p. 251-262, 2019.

14. WAGNER, J. K. *et al.* Anthropologists' views on race, ancestry, and genetics. **American Journal of Physical Anthropology**, v. 162(2), p. 318-327, 2017.

such as blacks, whites, Latinos, Asians, or Arabs, who tend to have distinct physical features and phenotypes¹⁵. On the other hand, populations that have experienced racial discrimination end up developing group identities, often supported by self-identification based on the concept of race¹⁶. In this sense, over time, a socially constructed concept of race^{17, 18, 19} has been developed and is applied today in various contexts.

This concept applies to groups with shared experiences of discrimination and unequal opportunities. In this sense, it considers experiences and identities formed and shared by groups, such as people of color, and how they strengthen their mobility and organization. Therefore, there is no doubt that the 'racial group' category has become socially relevant and can be used to understand various aspects of inequality. Chapter 4 explores a set of inequalities that the black population faces in Brazil, demonstrating such disparities.

Thus, for this publication, we will use the concept of racial groups in the sense of socially relevant groups with shared identity and experiences, based on skin color and/or phenotype and common cultures, even if at the same time it is known that there are no relevant intrinsic biological differences between them.

1.3.3 Sexual orientation

There have been fewer studies about sexual orientation as a factor for integration into the labor market. As this group is less visible than others, this can pose additional challenges to the analysis and identification (self-declaration) of its members in the professional sphere.

In fact, contrary to racial and binary gender questions, sexual orientation is not identifiable in a photograph or on a resume, and the person may not be openly lesbian, gay, or bisexual (LGB). Thus, it is an identifying characteristic that can be hidden to avoid discrimination in social and professional contexts.

15. BETANCOURT, H.; LÓPEZ, S. R. The study of culture, ethnicity, and race in American psychology. **American Psychologist**, v. 48(6), p. 629, 1993.

16. JACKSON III, B. W. Black identity development. In: JACKSON III, B. W.; WIJEYESINGHE C. L. (eds). **New Perspectives on Racial Identity Development: Integrating Emerging Frameworks**. New York: NYU Press, 2012, p. 33-50.

17. FERNANDES, V. B.; SOUZA, M. C. C. D. Identidade Negra entre exclusão e liberdade. **Revista do Instituto de Estudos Brasileiros**, v. 63, p. 103-120, 2016.

18. SANTOS, D. J. D. S. *et al.* Race versus ethnicity: differentiate to better apply para. **Dental Press Journal of Orthodontics**, v. 15(3), p. 121-124, 2010.

19. SMEDLEY, A.; SMEDLEY, B. D. Race as biology is fiction, racism as a social problem is real: Anthropological and historical perspectives on the social construction of race. **American Psychologist**, v. 60(1), p. 16, 2005.

Although an LGB person may try to hide their orientation, the effort involved in doing so and the fear of being discovered can create tension and an extra sense of caution that affect not only their wellbeing but the way they navigate their daily lives. Recent research²⁰ shows that LGB people who have revealed their sexual orientation at work showed a greater sense of satisfaction and professional fulfillment.

Therefore, organizations should not look at the issue of sexual orientation as something that does not concern them, as something private to the individual, in the sense that the organization's role becomes simply not to discriminate objectively. It is necessary to take an additional step, analyzing whether they are internally signaling that LGB people should not be discriminated against and what precisely these signals are.

Based on this analysis, organizations should create the necessary conditions to ensure that LGB people are properly welcomed and included on equal terms. For example, they could guarantee that LGB people are able to speak openly about their partners without fear of any consequences to their careers, reducing the pressure of current social norms that can generate tension.

On the one hand, failure to act in this area means that organizations contribute to an additional layer of exclusion LGB people face in their lifetime, especially in their professional lives. On the other hand, it also represents the loss of an important part of the available workforce.

1.4 Why is this publication important?

The theme of diversity and inclusion can generate a series of economic and social benefits when applied to organizations. However, rather than focusing on potential benefits, diversity and inclusion should be encouraged within organizations simply to create less unequal and more productive working environments, as well as a fairer society.

Although these policies may lead to tension within the organization in the short term, such efforts are outweighed by the level of exclusion felt by people from certain groups. Furthermore, they are relatively small compared to the contribution these people can make in an environment where they are fully included, increasing the organization's productivity.

20. WRIGHT, T. *et al.* Lesbian, gay and bisexual workers: equality, diversity and inclusion in the workplace. **Equal Opportunities International**, v. 25(6), p. 465-470, 2006.

LEGATE, N.; RYAN, R. M.; WEINSTEIN, N. Is coming out always a "good thing"? Exploring the relations of autonomy support, outness, and wellness for lesbian, gay, and bisexual individuals. **Social Psychological and Personality Science**, v. 3(2), p. 145-152, 2012.

1.5 Behavioral Sciences

At one point or another, every person and every organization – whether public or private – aims to influence the behavior of others. Equally, we seek to apply strategies we consider more persuasive in achieving specific behavioral outcomes, whether encouraging the purchase of a particular product, receiving a favor from a friend, making people abide by the law, or acting more inclusively and tolerantly.

When we look at the policies of public and private organizations, we find that they traditionally seek to **(i)** offer more information and/or instruction, **(ii)** regulate through warnings and punishments, or **(iii)** create sets of incentives and rewards. These strategies presuppose a human being who deliberates rationally, analyzes available information, calculates the expected results for each option, and identifies which one stands to benefit them the most, always in a self-interested and selfish way.

While it is true that people reflect on decisions they have to make and seek to deliberate on what is best for themselves and society, a robust body of scientific production has demonstrated that many of our decisions are made unconsciously and without deliberation²¹. Instead, such decisions are based on intuition, emotion, habits, and more specifically on heuristics and cognitive biases²².

Heuristics and Cognitive Biases

What are Heuristics?

Heuristics are mental ‘rules’ or ‘shortcuts’ that we use to make decisions automatically and unconsciously. These rules are intuitive ways our brains make judgments and decisions, selecting information from the context under time constraints, and are the mechanism via which we make most of our daily decisions.

Examples of Heuristics:

21. FRANKISH, K. Dual-process and dual-system theories of reasoning. **Philosophy Compass**, v. 5(10), p. 914-926, 2010.

22. KAHNEMAN, D. **Thinking, Fast and Slow**. [New York]: Macmillan/Farrar, Straus and Giroux, 2011.

- **Representativeness Heuristics**²³

We tend to consider that an object A is more likely to belong to category B, the more similar A is to B.

Example: We can consider that a highly intelligent but not very creative student is more likely to study computer science than educational science or humanities.

- **Availability Heuristics**²⁴

We tend to consider an event more likely if we can easily recall instances in which it happened in the past.

Example: We can estimate that there is a higher probability that an airplane will have an accident if we remember other airplane accidents that happened in the past.

What are Cognitive Biases?

We talk about cognitive biases when our intuitive way of making decisions drives us to make systematic and predictable errors²⁵.

Example: When we apply the representativeness heuristic to estimate that a very intelligent but not very creative student is more likely to study computer science than social science, we may be making a gross prediction error if there are eight times as many social science students.

In addition, the availability heuristic can lead us to forecast errors when we remember an airplane accident more easily because it occurred on a large-scale and was widely reported, while at the same time struggling to remember car accidents – which despite being more common, are not as widely reported and occur on a smaller scale. Thus, if we use the availability heuristic to determine a greater risk of airplane accidents than car accidents, we incur a bias.

It is essential to understand that heuristics frequently lead us to make correct judgments without resulting biases. However, the complexity of our world often makes them inadequate.

²³. KAHNEMAN, D.; TVERSKY, A. On the psychology of prediction. **Psychological Review**, v. 80(4), p. 237-251, 1973.

²⁴. TVERSKY, A.; KAHNEMAN, D. Availability: a heuristic for judging frequency and probability. On the psychology of prediction. **Psychological Review**, v. 5(2), p. 207-232, 1973.

²⁵. TVERSKY, A.; KAHNEMAN, D. Judgment under uncertainty: heuristics and biases. **Science**, v. 185(4157), p. 1124-1131, 1974.

As humans, we lack the cognitive ability to process all of the information around us correctly or otherwise lack the time and the necessary conditions to deliberate on different options. To address these limitations, we have developed mechanisms that allow us to make reasonable decisions without effort.

The truth is that most of our daily decisions are made automatically, quickly, and unconsciously. This mechanism gives people the advantage of lightening their cognitive effort and allocating their attention to other processes that require further deliberation. Despite being advantageous and, in some cases, adapted to our environment, such an intuitive and unconscious decision-making process can also lead to undesirable behavior or behavior that systemically harms individual or social well-being. For this reason, it is crucial to notice which mechanisms or factors influence people in making certain decisions and not others.

Behavioral sciences take evidence-based approaches that seek to support public and private organizations in developing policies, interventions, and initiatives to understand and/or alter human behavior. These approaches encompass a diverse range of scientific disciplines such as social psychology, cognitive psychology, behavioral economics, sociology, neuroscience, anthropology, and law.

Behavioral sciences allow for a scientifically structured, multidisciplinary approach to diagnosing the diverse factors that can influence people's decisions and applying knowledge about what influences people's behavior and decisions to create more effective policies and interventions in behavior change.

In academia, the study of human decision-making and advances in behavioral sciences has led to several Nobel Prizes in Economics, namely those awarded to Herbert Simon in 1978, Daniel Kahneman in 2002, and, more recently, Richard Thaler in 2017.

The application of this knowledge to public policies has grown globally during the last fifteen years. Today, more than 200 institutions around the world apply behavioral sciences to areas such as health, the environment, finance, justice, product design, and human resources, among others. In the scope of diversity and inclusion, behavioral sciences are now being used to understand which biases are behind decision-making and discriminatory behavior, as well as to develop and test a set of interventions with proven effects in reducing discriminatory behavior.

Nobel Prizes related to behavioral economics

Herbert Simon, 1978: an American researcher in the field of decision-making, who became associated with the concept of 'bounded rationality'²⁶. This idea posits that human rationality has limits and that it is impossible to incorporate and process all existing information. Therefore, human behavior models – namely economic ones – also need to reflect this reality.

Daniel Kahneman, 2002: an Israeli psychologist who, together with his colleague Amos Tversky (died in 1996), conducted a set of innovative experimental studies that demonstrated how people did not act according to the economic rationality principle of maximizing anticipated gains, but rather according to automatic mental rules that facilitate the decision-making process – heuristics and biases. Among many other contributions, he developed Prospect Theory²⁷, which postulates that losses and gains are not equally valued in decision-making but that the 'pain of losing' is greater than the 'pleasure of gaining' the same amount. His bestselling book *Thinking Fast and Slow* compiles several of his discoveries about how we think and decide automatically.

Richard Thaler, 2017: an American economist who helped develop the field of Behavioral Economics, collaborating on multiple occasions with Kahneman and Tversky to better understand why people decide and act contrary to what would be expected according to neoclassical economic theory. He demonstrated the power of *default options* (previously chosen options) by verifying that many more people were willing to set aside part of their salary for a savings plan if that were a default option, thus contributing to the relevant increase in retirement saving plans created by companies²⁸. He wrote the bestseller *Nudge* with Cass Sunstein, where they propose applying behavioral sciences to public policy through small behavioral interventions ('nudges') that point people in the right direction without limiting their options.

²⁶. SIMON, H. A. A behavioral model of rational choice. **The Quarterly Journal of Economics**, v. 69(1), p. 99-118, 1955.

²⁷. KAHNEMAN, D.; TVERSKY, A. Prospect Theory: An Analysis of Decision under Risk. **Econometrica**, v. 47(2), p. 263-291, 1979.

²⁸. THALER, R. H.; BENARTZI, S. Save more tomorrow™: Using behavioral economics to increase employee saving. **Journal of Political Economy**, v. 112(S1), p. S164-S187, 2004.

An important benefit of behavioral sciences is the development of evidence-based interventions, where the standard recommendation is to test interventions or policies before scaling them up or down.

The field of diversity and inclusion has seen a growing wave of interventions and the production of empirical research. The processes associated with the acceptance and integration of people with diverse origins, characteristics, mentalities, orientations, and habits are intrinsically linked to human behavior issues. It is important to notice which mental mechanisms are in place when we judge and deal with people around us. Equally, organizations that intend to make effective improvements in the diversity and inclusion of their employees must apply policies that have proven results. Otherwise, there is a risk of investing time and money in interventions that may not have the intended results.

This book aims to make a practical contribution to organizations while initiating a respectful and productive debate about applying behavioral sciences to diversity and inclusion interventions and policies.

The background is a warm, orange-toned abstract composition. It features several overlapping shapes: a large, dark orange circle on the left; a large, light orange circle in the center; a smaller, solid orange circle in the top right; a dashed orange circle in the top center; a solid orange circle in the middle; a dashed orange circle in the middle right; a solid orange circle in the bottom left; and a large, light orange circle in the bottom left. A white outline of a large circle is centered around the text. In the bottom right corner, there is a pattern of thin, parallel orange lines.

2. Behavioral Sciences and Diversity and Inclusion

2. Behavioral Sciences and Diversity and Inclusion

It is now important to synthesize and understand how diversity and inclusion and behavioral sciences relate to each other. The relevance of this cross-section may seem obvious – after all, the area of diversity and inclusion is full of behavioral issues, policies, and interventions related to human behavior and well-being. However, before we get to know the possibilities for Inclusion policies presented by behavioral sciences, it is important to focus on what precedes all forms of exclusionary behavior. Why do people discriminate against others for being different?

Can we just look at this behavior as a negative character trait, or do we need to go deeper and understand the cognitive and social phenomena behind it?

With a closer look at the cognitive and social aspects underlying exclusion processes, we believe that it is possible to better understand how we can realistically counter these processes.

We also believe that social phenomena and relationships are structural factors and should always be considered central to discussions around diversity and inclusion. Behavioral policies and interventions can help solve the problem and rapidly increase people's well-being, but they are not the ultimate solution – structural issues will always be a determining factor. It is worth mentioning that although this book does not address structural social issues, this does not mean that it does not value them – on the contrary, we put behavioral sciences at the service of those who deal directly with structural issues²⁹.

Simply put, when we address diversity and inclusion issues, we are talking about processes that involve interactions between groups that identify and perceive themselves as having distinct characteristics. In the relationship between these different groups, the development of positive perceptions and attitudes towards the dominant 'in-group' and negative perceptions and attitudes towards other groups is a common psychological phenomenon³⁰.

²⁹. MAURO, C. Indisciplinar a disciplinaridade: o que são, afinal, as Ciências Comportamentais?. **O Concreto**, September 30, 2020. Available at: <https://estadodaarte.estadao.com.br/indisciplinar-disciplinaridade-o-concreto-2/>. Accessed on March 3, 2021.

MAURO, C. A ignorância é quase sempre protagonista: o que são, afinal, as Ciências Comportamentais?. **O Concreto**, August 20, 2020. Available at: <https://estadodaarte.estadao.com.br/ignorancia-ciencias-comportamentais-concreto/>. Accessed on March 3, 2021.

³⁰. DOVIDIO, J. F.; GAERTNER, S. L. Intergroup bias. In: FISKE, S. T.; GILBERT, D. T.; LINDZEY, G. (eds.). **Handbook of Social Psychology**, Nova Jersey: John Wiley & Sons, 2010, p. 1084–1121.

This type of perception can be based on characteristics as simple as musical taste (“people who like pop music have bad taste”) or belonging to a certain department within the organization (“we have a lot more work and respond faster than the finance department”). The consequences can range from a simple look of disdain to the exclusion of others from relevant organizational and social processes. Even physical and/or psychological forms of violence against the ‘other’ are *not* excluded.

2.1 Stereotypes, prejudice, and discrimination

We can organize the mechanisms that affect how people think and act on their biases towards members of other groups in three processes, which are commonly understood to have very similar meanings^{31, 32}:

1. Stereotypes
2. Prejudices
3. Discrimination

We speak of **stereotypes** when we refer to characteristics we associate with certain groups or categories of people³³. This is a cognitive and automated process that we use to create rapid judgment and expectations with little recourse to deliberation. The use of stereotypes results in people making judgments according to their group’s expectations rather than the information we have about the individual or the characteristics that they effectively have. Stereotypes can either be positive or negative, and both can target group members.

Stereotype example: “People who wear orange are lazy and careless but are good athletes.”

Prejudices are the negative (or less positive) reactions that we have towards people due to their belonging to a given group³⁴. This process is based on stubborn beliefs that people in the affected group demonstrate pejorative or objectionable behavior or attitudes. It is a process that always involves an unjustifiable judgment and a negative emotion.

31. TAYLOR, D. M., & MOGHADDAM, F. M. **Theories of Intergroup Relations:** International Social Psychological Perspectives. 2. ed. Westport: Praeger Publishers/Greenwood Publishing Group, 1994.

32. FISKE, S. T. Stereotyping, prejudice, and discrimination. **The Handbook of Social Psychology**, v. 2(4), p. 357-411, 1998.

33. SCHNEIDER, D. J. **The Psychology of Stereotyping**. New York: Guilford Press, 2005.

34. DOVIDIO, J. F.; GLICK, P.; RUDMAN, L. A. (eds.). **On the Nature of Prejudice:** Fifty years after Allport. New Jersey: John Wiley & Sons, 2008.

Prejudice example: “People who wear orange are disgusting, and we should stay away from them.”

Finally, discrimination is the effective behavior resulting from stereotypes and prejudices³⁵. An individual or group is negatively discriminated against when treated unfairly and/or harmed for simply belonging to a particular group³⁶.

Discrimination example: “People who wear orange are not allowed into the party.”

When we address diversity and inclusion, it is essential to take these three processes into account. Note that we can prevent discriminatory behavior against women, people with non-binary gender, or people of color when we develop a candidate evaluation model where recruiters do not have access to candidates’ names, photographs, and nationality, yet that does not necessarily mean that stereotypes and prejudices about these people do not exist and are not felt if candidates are eventually hired. Although all these processes are related, they can occur at different times with different impacts.

Therefore, each intervention should always consider whether it wants to work on stereotypes, prejudices, or discriminatory behavior or more than one of these dimensions together. This is the only way to define tangible objectives, assess whether they have been achieved, and develop comprehensive and interconnected policies.

2.2 Implicit and explicit biases

We can ask ourselves about why people think and act in biased and negative ways toward members of other groups. If this way of thinking is an excessive and often unfounded generalization, why do people continue to resort to it? In an era with increasingly available information, shouldn’t people know how to avoid these ways of thinking?

This does occur to a certain extent. Today, people (white men, for example) tend to overtly declare fewer stereotypes and prejudices towards other racial groups³⁷. Whether because

³⁵. ALLPORT, G. W.; CLARK, K.; PETTIGREW, T. **The Nature of Prejudice**. Cambridge, Mass.: Addison-Wesley, 1954.

³⁶. Fortunately, the concept of discrimination has become socially and politically relevant, with several practical definitions having been developed. For example, the UN’s concept of discrimination uses the legal definition of discrimination as being “every distinction, exclusion or restriction based on any specific characteristic – sex, race, age, etc. – and that aims to harm or cancel the recognition, enjoyment, or exercise of human rights or fundamental freedom in the political, economic, social, cultural and civil fields, or in any other field.”

³⁷. DOVIDIO, J. F.; GAERTNER, S. L. Aversive racism. In: ZANNA, M. P. **Advances in Experimental Social Psychology**. Amsterdam: Elsevier Academic Press, v. 36, p. 1–52, 2004.

these people have become more aware that these stereotypes and prejudices are inappropriate or because they have become socially objectionable, people have started to stop explicitly acknowledging their racism, sexism, homophobia, and/or transphobia. Although the opposite may seem to be occurring in some specific contexts, there is greater constraint associated with these types of attitudes today.

Evidence also points to the idea that explicit beliefs about people of color can be changed with education and information³⁸. However, discriminatory behaviors do not decrease to the same extent³⁹.

It turns out that the processes we refer to concerning stereotypes, prejudice, and discrimination take place automatically and unconsciously in many cases. As we saw in **chapter 1.2**, in most cases, our way of making decisions is not deliberate, directly affecting how we judge people from other groups.

Many people are genuinely well-intentioned and do not consider themselves racist or sexist, yet they make biased associations about other groups through unconscious and automatic processes.

These automatic and unconscious associations are derived from recurrent exposure to stereotypes and prejudices in different contexts beginning early in our development. While this may or may not be based on actual experiences, it is based on the exposure to representations in the media and the opinions of people close to us^{40, 41}.

These associations fulfill a practical function – when we relate to someone new with limited or no information, we automatically activate associations regarding the available elements (gender or race, for example). The problem with this comes up precisely when these assumptions are inadequate and/or exaggerated.

Especially when cognitive skills are overloaded (if we are more tired or thinking about various subjects), we tend to resort to categorical associations that seem more relevant and accessible, though these can be biased and incorrect. In such cases, we talk about **implicit biases** (also known as unconscious biases), which people are often unaware of.

³⁸. WILSON, T. D., LINDSEY, S., & SCHOOLER, T. Y. A model of dual attitudes. **Psychological Review**, v. 107(1), p. 101-126, 2000.

³⁹. DOVIDIO, J. F.; GAERTNER, S. L. Aversive racism. In: ZANNA, M. P. **Advances in Experimental Social Psychology**. Amsterdam: Elsevier Academic Press, v. 36, p. 1-52, 2004.

⁴⁰. BAR-TAL, D., & LABIN, D. The effect of a major event on stereotyping: Terrorist attacks in Israel and Israeli adolescents' perceptions of Palestinians, Jordanians and Arabs. **European Journal of Social Psychology**, v. 31(3), p. 265-280, 2001.

⁴¹. POSTHUMA, R. A.; CAMPION, M. A. Age stereotypes in the workplace: Common stereotypes, moderators, and future research directions. **Journal of Management**, v. 35(1), p. 158-188, 2009.

In contrast, there are still people with **explicit biases** – characterized by a level of prejudice that they themselves assume and accept – even if they avoid displaying them in specific social contexts for fear of being judged⁴². Although these people may not necessarily express their perceptions publicly, there has been a lot of activity in online communities (which tend to be more anonymous), where hate speech and exclusion are directly visible⁴³. Thus, explicit biases continue to be a relevant problem that must be addressed with basic education policies.

However, we believe that organizations and companies that genuinely want to improve their diversity and inclusion policies and practices must focus on implicit biases, which are harder to identify and modify. Researchers have carried out experiments asking participants to complete as many sets of fragmented words as possible^{44, 45}, analyzing whether the completed terms vary when participants receive specific stimuli. For example, if participants tend to fill out the word ‘laziness’ after observing a photograph of a black man, there may be an implicit association that black men are lazy⁴⁶. This type of test helps us identify unfounded biases that the participants themselves may not be aware of or would not reveal otherwise.

Another test commonly used is the Implicit Association Test (IAT)⁴⁷, which measures how quickly participants can correctly categorize words and concepts.

42. DOVIDIO, J. F. *et al.* On the nature of prejudice: Automatic and controlled processes. **Journal of Experimental Social Psychology**, v. 33(5), p. 510-540, 1997.

43. STEPHENS-DAVIDOWITZ, S. **Everybody Lies**. New York: Harper Collins, 2017.

44. TULVING, E.; SCHACTER, D. L.; STARK, H. A. Priming effects in word-fragment completion are independent of recognition memory. **Journal of Experimental Psychology: Learning, Memory, and Cognition**, v. 8(4), p. 336-342, 1982.

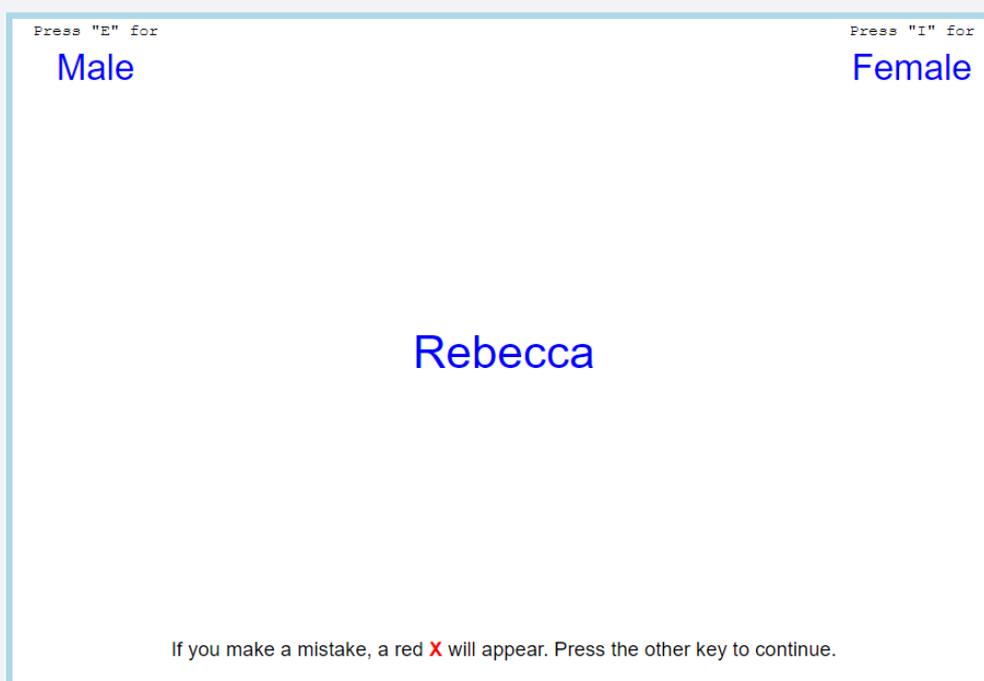
45. BRUSS, P. J.; MITCHELL, D. B. Memory systems, processes, and tasks: Taxonomic clarification via factor analysis. **The American Journal of Psychology**, v. 122(2), p. 175-189, 2009.

46. KOOPMAN, J. *et al.* A framework for developing word fragment completion tasks. **Human Resource Management Review**, v. 23(3), p. 242-253, 2013.

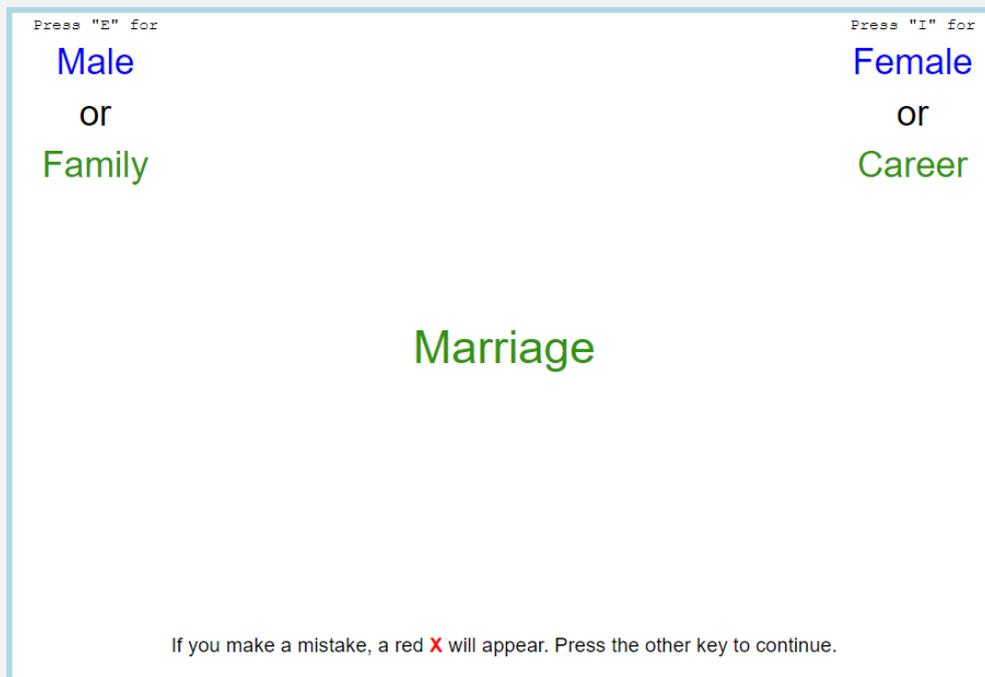
47. LANE, A. K. *et al.* Understanding and using the Implicit Association Test: IV. What we know (so far) about the method. *In*: WITTENBRINK, B.; SCHWARZ, N. S. (eds.). **Implicit Measures of Attitudes: Procedures and Controversies**. New York: Guilford Press, 2007, p. 59-102.

IAT – Implicit Association Test

As an example of how this test works, in the version that measures implicit gender associations, male (Ben, Paul, etc.) or female (Emily, Julia, etc.) names and concepts related to career (salary, business, office) or family (marriage, home, children) are used. The participants' first tasks are straightforward: they must read a set of names that appear on the screen sequentially and indicate if they are male or female (Emily – female, for example). Then, in the same way, they must indicate whether each concept is related to career or family (marriage – family, for example).



The following stages are more complex. The categories are grouped consistently both according to gender stereotypes that associate women with family tasks and men with providing subsistence ('male names + professional career' and 'female names + family'), and also in contradiction of these stereotypes ('male names + family' and 'female names + professional career').



At this stage, both names and concepts appear on the screen, and the test measures if the participant's response times are longer when the categories contradict traditional gender expectations.

If this happens, it can be concluded that the participant has implicit associations of gender roles related to career and family⁴⁸.

Although less apparent, many studies have revealed that stereotypes and prejudices related to race or gender still exist today, unconsciously leading to discriminatory behavior⁴⁹.

Therefore, it is important that people do not believe themselves immune from the use of stereotypes and prejudices from the outset to a certain extent. We have a natural tendency to create a positive image of ourselves and those close to us⁵⁰. Therefore, it can be tempting to believe that our organizations do not have problems with diversity and inclusion and that the people who work and make decisions in organizations would never demonstrate discriminatory behavior.

48. Different implicit association tests can be taken at <https://implicit.harvard.edu/>.

49. NOSEK, B. A.; GREENWALD, A. G.; BANAJI, M. R. Understanding and using the Implicit Association Test: II. Method variables and construct validity. **Personality and Social Psychology Bulletin**, v. 31(2), p. 166-180, 2005.

50. ARONSON, E. (1969). The theory of cognitive dissonance: A current perspective. **Advances in Experimental Social Psychology**, v. 4(1), p. 1-34, 1969.

Assuming these problems may exist is a critical first step towards positively altering policies and organizational frameworks. Scientific research^{51, 52} shows that when white people reveal having thoughts about people of color that they consider inappropriate or that they fear displaying discriminatory behavior, it is more likely that they adjust their attitudes and behavior so that they commit to promoting equality. On the other hand, denial of inappropriate thoughts or behavior increases the likelihood of also denying there are problems with inclusion and discriminatory attitudes and behavior in social and professional spaces.

2.3 Which groups suffer discrimination and prejudice?

Discrimination between groups can involve a wide range of categories, even when defined in an arbitrary and apparently irrelevant way. Several studies reveal that the simple allocation of people in groups based on the toss of a coin, wearing different colored t-shirts, or even by the separation of tasks is enough to generate behavior that favors the group they belong to and/or disfavors the other groups⁵³.

There are intrinsic processes and mechanisms in humans that alter our behavior towards groups of people that we judge as having distinctive features (irrespective of what they may be) or those who appear to have similarities with us.

We call the subjective process of classifying people into groups with apparent similarities **social categorization**⁵⁴. Cognitive psychologists and sociologists⁵⁵ contend that this is the primary process from which biases towards distinct groups arise and perpetuate. Some authors argue that this categorization is a resource that would have the purpose of helping us to more easily identify people we can trust and expect to cooperate with⁵⁶. Yet, as with any automated cognitive process, although valuable and efficient at times, it can also lead to systematic judgment errors.

51. MONTEITH, M. J.; ARTHUR, S. A.; FLYNN, S. M. Self-regulation and Bias. *In: DOVIDIO, J. F. et al (eds.). The Sage Handbook of Prejudice, Stereotyping, and Discrimination*. Los Angeles: Sage, 2010, p. 493-507.

52. MONTEITH, M. J.; MARK, A. Y.; ASHBURN-NARDO, L. The Self-regulation of Prejudice: Toward Understanding Its Lived Character. *Group Processes & Intergroup Relations*, v. 13(2), p. 183-200, 2010.

53. TAJFEL, H.; TURNER, J. C. The Social Identity Theory of Intergroup Behavior. *In: WORCHEL, S.; AUSTIN, W. G. (eds.). Psychology of Intergroup Relations*, Chicago: Hall Publishers, 1986, p. 7-24.

54. TAJFEL, H.; TURNER, J. C. An Integrative Theory of Intergroup Conflict. *In: WORCHEL, S.; AUSTIN, W. G. (eds.). The Social Psychology of Intergroup Relations*. Monterey, CA: Brooks/Cole, 1979, p. 33-47.

55. ZERUBAVEL, E. *Social Mindscapes: An Invitation to Cognitive Sociology*. Cambridge: Harvard University Press, 2009.

56. DOVIDIO, J. F.; GAERTNER, S. L. (2010). Intergroup Bias. *In: FISKE, S. T.; GILBERT, D. T.; LINDZEY, G. (eds.). Handbook of Social Psychology*. New Jersey: John Wiley & Sons, 2010, p. 1084-1121.

How we think about people from other groups

- Social categorization highlights similarities as well as differences between groups. In other words, members of a category are seen as more similar to each other than they really are, and the distinctions between members of different groups are highlighted⁵⁷.
- The behavior of a member of another group tends to be perceived as representative of the entire group, especially if that behavior confirms negative stereotypes^{58, 59}.
- The same does not happen when a member of another group behaves non-stereotypically. The behaviors of a member of another group are emphasized when they are congruent with our expectations (i.e., when they confirm stereotypes) and undervalued when deviating from our expectations (i.e., when they do not confirm stereotypes). This further reinforces incorrect perceptions of certain behaviors being associated with the group itself⁶⁰.

As we have mentioned, if feelings of belonging to the same group can be based on a wide range of variables, it should not be surprising that the most visible race and gender differences are more susceptible to social categorization and the development of stereotypes and prejudices. These stereotypes and prejudices are later reproduced and amplified socially due to a history of the division of tasks and public representation of roles, spreading of opinions, and representation in different forms of media and communication.

Is it possible to conclude that discrimination against groups such as people of color and women is natural and inevitable? We present relevant research to answer this question. Several neuroscientists have used functional magnetic resonance imaging to understand how people react when exposed to pictures of white people or people of color. Whether a different reaction comes naturally and intrinsically or due to socially constructed and learned

57. TAJFEL, H. Cognitive aspects of prejudice. **Journal of Biosocial Science**, v. 1(S1), p. 173-191, 1969.

58. PERDUE, C. W. *et al.* Us and them: social categorization and the process of intergroup bias. **Journal of Personality and Social Psychology**, v. 59(3), p. 475-486, 1990.

59. MUMMENDEY, A. *et al.* Positive-negative asymmetry in social discrimination: Valence of evaluation and salience of categorization. **Personality and Social Psychology Bulletin**, v. 26(10), p. 1258-1270, 2000.

60. PERDUE, C. W. *et al.* Us and them: social categorization and the process of intergroup bias. **Journal of Personality and Social Psychology**, v. 59(3), p. 475-486, 1990.

stereotypes, they analyze an area of the brain called the amygdala, which is activated when a person faces a threat^{61, 62}.

Various replications carried out in the United States have demonstrated that the probability of activating the amygdala is much higher when exposed to a photo of a person of color, even if images are shown for mere milliseconds – insufficient time for them to be processed properly. Thus, participants reveal the existence of stereotypes and prejudice against black people at an unconscious level, automatically associating them with a threat. Subsequently, it was also found that participants who activated this part of the brain scored higher in tests examining levels of prejudice against black people.

Some variations of the study have allowed us to better understand these mechanisms. In 2012, a replication with children and adolescents found that only those participants 14 years of age and older showed sensitivity in their amygdala in relation to black people⁶³. Researchers concluded that the stereotype of black people being a threat because they look different is not intrinsic to human cognition, although children between the ages of three and six are able to categorize people in different groups. Furthermore, adolescents who reported having more contact with people from other racial groups had less activity in their amygdala when looking at faces of black people. Therefore, researchers propose that the association of a racial group with danger is not innate but instead developed by the assimilation of racial stereotypes within the people's social context.

These examples show us that although discrimination and exclusion processes can be studied and understood from a cognitive and neurological perspective, they are not inevitable and can be equally countered.

2.4 Effects on affected groups

Exclusion processes do not occur only because of the active behaviors of normative populations (for example, white heterosexual males without physical disabilities) over minority populations. The mere awareness that there are widespread social prejudices towards a given minority group means that people in such groups must face additional cognitive challenges.

61. PHELPS, E. A. *et al.* Performance on indirect measures of race evaluation predicts amygdala activation. **Journal of Cognitive Neuroscience**, v. 12(5), p. 729-738, 2000.

62. HART, A. J. *et al.* Differential response in the human amygdala to racial outgroup vs ingroup face stimuli. **Neuroreport**, v. 11(11), p. 2351-2354, 2000.

63. TELZER, E. H. *et al.* Amygdala sensitivity to race is not present in childhood but emerges over adolescence. **Journal of Cognitive Neuroscience**, v. 25(2), p. 234-244, 2013.

This awareness creates additional pressure on people who may even confirm negative stereotypes of their own groups, negatively affecting their performance. For example, black students do better in tests if these tests are not considered as a “diagnosis of intellectual capacity” or when they are not asked to indicate their race on the test. This is because these labels underscore the absurd stereotype that black people are naturally less intelligent⁶⁴.

Therefore, inclusion policies must also aim to create adequate psychological conditions for people to participate in public and organizational life without facing additional barriers created by related stereotypes.

This is supported by evidence from a set of interventions⁶⁵ involving reducing the visibility of stereotypes, the existence of role models (people belonging to the same group who do not exemplify existing stereotypes), or even the creation of activities that make people reflect on their personal values and characteristics – reinforcing non-stereotypical individual identities.

2.5 How can we reduce biases between groups?

In conclusion, behavioral sciences help us understand that social categorization is an inevitable cognitive process in our relationships with the people around us. However, this does not mean that such processes inevitably lead to prejudice and discriminatory behaviors based on gender, race, sexual orientation, and other demographic characteristics. The study of these cognitive processes also allows us to understand how they can be limited and countered.

Facilitating contact between people from different groups early on is a way of diluting negative and unjustified perceptions between groups and their members^{66, 67, 68}. This contact can form interdependent relationships that diminish differences between groups, shifting the focus to ‘you and me’ instead of ‘us and them.’ Studies show that the more representatives each group has, the more interpersonal contact becomes effective in reducing biases between groups. Thus, extending attitude changes to a greater number of members of the other group is possible.

64. STEELE, C. M.; ARONSON, J. Stereotype threat and the intellectual test performance of African-Americans. **Journal of Personality and Social Psychology**, v. 68, p. 797–811, 1995.

65. COHEN, G. L., et al. Reducing the racial achievement gap: A social-psychological intervention. **Science**, v. 313(5791), p. 1307–1310, 2006.

66. AL RAMIAH, A.; HEWSTONE, M. (2013). Intergroup contact as a tool for reducing, resolving, and preventing intergroup conflict: Evidence, limitations, and potential. **American Psychologist**, v. 68(7), p. 527-542, 2019.

67. BROOCKMAN, D.; KALLA, J. Durably reducing transphobia: A field experiment on door-to-door canvassing. **Science**, v. 352(6282), p. 220-224, 2016.

68. SANDERS, M. et al. **Increasing Social Trust with an Ice-Breaking Exercise: An RCT Carried Out with NCS Participants**. London: BIT, 2017.

On the other hand, each person can belong to diverse groups and different categories. Therefore, it is possible to recategorize them by selecting new common categories to generate a feeling of belonging to a common group⁶⁹. This recategorization can involve several dimensions, such as a school, a team, a city, or even common personal goals. Generating a sense of presence – an ‘us’ – facilitates positive attitudes and behavior among members of this new group.

These and other principles can be applied to develop policies and interventions that effectively promote greater inclusion. In the past few years, companies and behavioral scientists have made significant efforts to develop interventions based on these principles, rigorously applying them in both the laboratory and in the field to better understand which policies effectively promote inclusion.

In the next chapter, we will present a set of interventions applied to different areas and processes in detail.

⁶⁹. TAJFEL, H. *et al.* Social categorization and intergroup behaviour. **European Journal of Social Psychology**, v. 1(2), p. 149-178, 1971.

The background is a vibrant orange color with various abstract shapes and patterns. There are several overlapping circles and organic shapes in different shades of orange. A large, irregular white shape is centered on the page, containing the text. At the bottom left, there is a pattern of fine, parallel lines. At the top and bottom center, there are dashed circular outlines.

3. Field Interventions for Diversity and Inclusion

3. Field Interventions for Diversity and Inclusion

This chapter has compiled a set of interventions that have proven effective in improving diversity and inclusion policies and practices in organizations. We have favored interventions applied in the field with robust and scientific evaluation methodologies, but we have also included interventions with less conclusive results or those carried out in laboratories.

Before proceeding, it is important to remember that there are no magic recipes. Each organization exists within a specific context, with structural and cultural aspects that can enhance or hinder the application of the presented interventions.

This is not to say we take a pessimistic stance towards the interventions presented – they are our best perspective, based on scientific evidence and on the most promising results regarding what can impact organizations. Yet, in a field as dynamic as human behavior, we should be aware that knowledge is not something that arrives all at once – rather, it is gradually accumulated via the replication and innovation of practical interventions.

At the same time, it is important to understand the specific challenges of each organization. Organizations have consolidated practices and cultures that need to be identified and monitored to allow diversity and inclusion interventions to have the intended impact. Ensuring that organizational problems are effectively understood requires listening to people from groups that face the most difficulties regarding inclusion, as well as tracking relevant diversity and inclusion metrics.

3.1 Listening, setting goals, and tracking relevant metrics

The first step is to listen to people from non-privileged or vulnerable groups, understand how they feel inside the organization, and how they see diversity within the organization.

Indeed, all workers must be heard and may have valid concerns about the organization. However, the fact that there may be people whose inclusion is limited by their race, gender, or sexual orientation should be prioritized. When organizations do not listen and do not act to address the concerns of these people, they tend to react defensively if formal discrimination

complaints emerge. This often leads to a higher number of voluntary departures by people from non-privileged groups^{70, 71}.

Organizations can actively listen to these people by conducting anonymous questionnaires, interviews, or promoting organized representative groups, who can assist in communicating workers' concerns. In addition, people from these groups must be able to directly participate in shaping diversity and inclusion policies, rather than being relegated to a merely consultative role – which could easily be interpreted as insincere.

Besides giving a voice to those who lack it, organizations can monitor and analyze relevant data to identify whether their diversity and inclusion policy is failing. This data allows organizations to set goals with deadlines and to track their development. This practice is key for structured, consistent, and efficient diversity and inclusion policies, allowing companies to engage and hold their leaders accountable and set better metrics^{72, 73}.

Although each organization should reflect on its challenges and specific objectives in defining metrics, a basic record should include:

KEY DATA

1. What percentage of job candidates belong to diverse groups?
2. Of the candidates from these diverse groups, what percentage is called for interviews?
3. On average, how are candidates from diverse groups evaluated in comparison to the rest of the candidates?
4. Of candidates from diverse groups, how many are hired?
5. How do performance evaluations of people from diverse groups compare with average evaluation levels in the organization?
6. What percentage of people from diverse groups have been promoted?
7. What percentage of people from diverse groups meet performance targets?
8. What percentage of people from diverse groups leave the company voluntarily and involuntarily?

Often relatively straightforward to collect and organize, this data allows organizations to better see the internal inequality patterns that may otherwise go unnoticed. Moreover, the analysis

70. ROSCIGNO, V. **The Face of Discrimination**: How Race and Gender Impact Work and Home Lives. New York: Rowman and Littlefield, 2007.

71. BERREY, E.; NELSON, R. L.; NIELSEN, L. B. **Rights on Trial**: How Workplace Discrimination Law Perpetuates Inequality. Chicago: University of Chicago Press, 2017.

72. KALEV, A; DOBBIN, F; KELLY, E. Best Practices or Best Guesses? Assessing the Efficacy of Corporate Affirmative Action and Diversity Policies. **American Sociological Review**, v. 71, n. 4, p. 589–617, 2006.

73. CASTILLA, E. Accounting for the Gap: A Firm Study Manipulating Organizational Accountability and Transparency in Pay Decisions, **Organization Science**, v. 26, n. 2, p. 311–333, 2015.

of this information allows for greater transparency and accountability, particularly relevant to decision-makers within the organization.

It is important to invite these decision-makers to be part of the metric and goal-setting process, furthering their involvement and allowing them a partnering role in increasing diversity and inclusion levels^{74, 75}.

Some organizations have even set diversity targets as components of their executives' and leaders' annual bonuses. Companies such as Microsoft, Intel, P&G, and Walmart⁷⁶ have adopted this type of policy.

Although these organizations have already announced such policies, we have yet to find research that tracks their effectiveness. Even though this measure may seem intuitive, binding diversity targets to bonuses disassociates them from the 'natural' (intrinsic) motivation to do what is right, making these targets transactional and their pursuit essentially motivated by the monetary bonus at the end⁷⁷.

In theory, this might not seem like a problem, but we know that when intrinsically motivated, people tend to perform better and more consistently. Meanwhile, motivation by extrinsic incentives leads to a colder approach of either doing the minimum necessary to receive the incentive or giving up on the incentive if it seems too difficult to achieve. This risk becomes even more significant if the targets set are too easy or very difficult to achieve.

Although well-defined bonus policies and goals can effectively foster better performance, we must take heed of the need for studies on the effects and impacts of this policy in the medium and long term in the case of diversity and inclusion.

74. SANDHOLTZ, K.; BURROWS, T. Compliance Police or Business Partner? Institutional Complexity and Occupational Tensions in Human Resource Management. *In*: COHEN, L. BURTON, D.; LOUNSBURY, M. (ed.). **The Structuring of Work in Organizations**. Bingley, UK: Emerald Group Publishing Limited, 2016, p. 161–191.

75. DOBBIN, F.; SCHRAGE, D.; KALEV, A. Rage Against the Iron Cage: The Varied Effects of Bureaucratic Personnel Reforms on Diversity. **American Sociological Review**. v. 80, n. 5, p. 1014–1044, 2015.

76. BOURKE, J.; GARR, S.; VAN BERKEL, A.; WONG, J. Diversity and inclusion: the reality gap. *In*: WALSH, B.; VOLINI, E. (ed.). **Rewriting the rules for the digital age**: 2017 Deloitte global human capital trends. Deloitte University Press, 2017, p. 105-116.

77. GNEEZY, U.; RUSTICHINI, A. Pay enough or don't pay at all. **Quarterly Journal of Economics**. v. 115, n. 3, p. 791-810, 2000.

3.2 The role of leaders

Inevitably, leaders are critical players in diversity and inclusion processes. Leaders allow companies to create a safe space for workers to speak up, be heard, and feel integrated into organizations and their teams.

A study⁷⁸ carried out with several companies found a relationship between six inclusive leadership practices and a culture of inclusion. Workers of non-privileged groups feel safe and welcome in organizations, knowing that they can contribute, propose ideas, be heard and taken seriously.

These are the six inclusive leadership practices:

1. Ensure that all workers have the opportunity to speak and be heard;
2. Ensure that it is safe for workers to propose new ideas;
3. Empower team members to make decisions;
4. Receive and implement workers' suggestions and feedback;
5. Offer actionable feedback – feedback that allows workers to improve their performance and decision-making process;
6. Share credit for the team's success.

While these behaviors are generally important for effective leadership, **they are specifically critical for inclusive leadership.**

An extensive literature on leadership profiles and practices already exists, and it is not our objective to fully explore the theme of leadership and define the ideal leadership profile for diversity and inclusion. However, the behaviors and practices we have identified are a good start. When a firm conducts surveys on organizational climate or other topics related to its workers, it can include the items below, along with a scale of agreement.

⁷⁸. HEWLETT, S. A. *et al.* **Innovation, Diversity and Market Growth**. New York: Center for Talent Innovation, 2013.

	1. Strongly disagree	2. Disagree	3. Slightly disagree	4. Slightly agree	5. Agree	6. Strongly agree
1. I feel that the leadership is open to listening to my concerns and problems within the team and the organization.						
2. I feel that the leadership is open to listening to my ideas, even if they are disruptive to the current strategy and practices.						
3. The leadership often gives me the power to make decisions autonomously.						
4. The leadership considers my suggestions and feedback and acts on them.						
5. The leadership gives me clear feedback on how I can improve my performance.						
6. The leadership gives me credit for my work and ideas publicly.						

These questions should be posed to all workers and analyzed by separating respondents from different non-privileged or vulnerable groups. Only then will it be possible to identify challenges in implementing inclusive leadership.

Otherwise, upon first reading, a sound or average overall score on these issues may lead people to believe that a leader is performing well or that, at most, they need to develop certain leadership skills. However, looking at results by gender, age, or sexual orientation can reveal significant differences between people’s responses from non-privileged groups and the others, showing that leaders behave differently towards women, transgender, people of color, or LGB people. This exercise is key because such people may already make up a minority on the team, and when grouped with the overall results, their voices may become dimmed or silenced once again.

All of these questions can be analyzed and their results can be validated with different levels of statistical reliability. Ideally, the organization may have an expert in data analysis to guide the statistical reliability of the conclusions drawn from the research. However, even if the organization does not have or cannot hire such an expert, analyzing and discussing descriptive statistics – such as comparing average results or the distribution of responses – is sufficient in helping with the diagnostic process and the perception of challenges to inclusion.

Note: Although we specifically address racial, gender, and sexual orientation issues, this practice can be applied to other relevant non-privileged groups in the organization, such as people with disabilities or older people.

Non-inclusive leadership will not produce the best results for teams. On the contrary, conscious or unconscious leadership biases can lead to a 'self-fulfilling prophecy'⁷⁹ regarding workers from non-diverse groups⁸⁰.

In a study⁸¹ of a convenience store chain in France, the implicit attitudes measurement test (see chapter 2.2) was carried out with supervisors of cashier workers. The researchers concluded that on days when supervisors showed higher levels of implicit biases, workers of African origin⁸² performed worse – they were absent from their workstation for longer, took longer to scan objects and serve each customer. However, on days when the supervisor showed lower levels of implicit bias, workers of African origin performed better than the average performance of white workers.

The researchers also found no measures for understanding which supervisors the workers of African origin preferred to work with, nor were there measures to ensure they worked more days with supervisors of African origin.

Store management simply treated and evaluated all workers equally, without any specific inclusion policy. Data collection and analysis were not sensitive to issues of diversity and inclusion. As a result, the workers of African origin who remained in their jobs were those who performed above average on days with unbiased supervisors, as this was the only way to compensate for the worse performance on the days they worked with supervisors with higher levels of implicit biases.

This situation is just another example of how the lack of measures for inclusion hinders organizations in getting the best out of their workers, as they do not provide them with the ideal conditions for their integration.

79. This effect is widely found in educational contexts where teachers' attitudes and implicit biases negatively impact the performance of students from non-privileged groups.

80. GLOVER, D.; PALLAIS, A.; PARIENTE, W. Discrimination as a self-fulfilling prophecy: evidence from French grocery stores. *The Quarterly Journal of Economics*, v. 132, n. 3, p. 1219-1260, 2017.

81. See chapter 2.

82. In France, collecting racial data is not allowed, which is why the study is based on the analysis of names. Still, workers typically overachieve when they have unbiased supervisors and underachieve when they have biased supervisors.

3.3 The importance of representativeness

It is increasingly common to recognize unequal access to positions of power and decision-making based on gender, race, or sexual orientation, reflecting the existing prejudices around these groups and the consequential inequality of opportunity. However, the way to best respond to this problem continues to be a source of debate.

Some believe that promoting people from non-privileged groups may constitute an unjust form of 'inverse discrimination' or that this policy could even lead beneficiaries to feel increased stigma. They may feel they did not get the position on merit and therefore not feel valued and respected in the same way as other people in the same position are.

However, it is important to understand the evidence that actually exists regarding this type of policy. There is evidence⁸³ that quota policies can singlehandedly help to positively change attitudes towards beneficiary groups.

In 1993, the Indian government implemented a policy that reserved spots for female candidates in leadership positions within the council of certain villages and towns. Male candidates had historically occupied these positions, and the population was resistant to the idea that women had the aptitude to carry out such roles.

Seeking to understand the impact of this measure, a group of researchers⁸⁴ selected participants in villages and towns affected by the policy, as well as in those that had never had reserved leadership positions for female candidates. Participants were asked to listen to a recorded speech and evaluate its quality. One group of participants listened to a version of the speech delivered by a man. In contrast, the other group listened to another version, with the same content and intonation, but this time spoken by a woman.

Analyzing participants' evaluations of both versions of the speech, investigators found that in villages and towns where there had never been leadership roles reserved for women, participants evaluated the woman's speech as being of lower quality. On the other hand, participants from villages and towns that were already under the policy showed no apparent difference in their evaluations, regardless of whether a man or a woman had presented the speech.

Despite this example's specific political and cultural context, it is paradigmatic, as it demonstrates that ensuring representation of groups that have suffered prejudice can be effective in altering implicit or explicit representations and biases about such groups.

⁸³. BEAMAN, L. *et al.* Powerful women: does exposure reduce bias?. **The Quarterly Journal of Economics**, v. 124(4), p. 1497-1540, 2009.

⁸⁴. *Ibid.*

The experience of having women in positions of power and responsibility, even if initially met with resistance, made residents alter their perception about gender roles and recognize that women are competent enough to assume roles of political responsibility. The promotion of people from non-privileged groups to decision-making positions can also foster additional positive interactions between groups, leading other members to develop positive attitudes⁸⁵.

This fact shows the importance of taking proactive measures to promote people from diverse groups. It changes their perceptions and behavior inside the organization, thus becoming empirically legitimized and fundamental to sustaining the promotion of diversity strategies.

Representativeness in decision-making also has another fundamental role – it not only allows for stereotypes to change, but on its own, it can be a positive factor in integrating people from the same group.

In the case of integrating LGB people, the likelihood that they will declare their sexual orientation a part or all of their colleagues is associated with different factors, including policies that expressly mention same-sex couples, the existence of LGB groups in the organization, and the presence of LGB people in leadership and management positions. At the same time, a lack of examples of other openly LGB people in relevant positions can lead LGB people to behave vigilantly and protectively toward their sexual orientation for fear of retaliation and discrimination.

3.4 Diversity training

The effect of training focused on diversity and inclusion has sparked plenty of discussion in recent years. Some authors^{86, 87} argue that, in general, studies show that they are not effective and may even increase workers' resistance to the topic.

As we mentioned in **chapter 2.2**, people often tend to have a positive self-image, leading them to deny the possibility of having biases – even unconscious ones – towards people from other groups. This can cause them to view their participation in training on inclusion as an attack on their integrity, leading to reactive behavior and the belief that they do not need training or that

⁸⁵. MACINNIS, C.; PAGE-GOULD, E.; HODSON, G. Multilevel Intergroup Contact and Antigay Prejudice (Explicit and Implicit), Evidence of Contextual Contact Benefits in a Less Visible Group Domain. **Social Psychological and Personality Science**, v. 8(3), p. 243-251, 2017.

⁸⁶. DOBBIN, F.; KALEV, A.; KELLY, E. Diversity management in corporate America. **Contexts**, v. 6, n. 4, p. 21-27, 2007.

⁸⁷. DUGUID, M. M.; THOMAS-HUNT, M. C. Condoning stereotyping? How awareness of stereotyping prevalence impacts expression of stereotypes. **Journal of Applied Psychology**, v. 100, n. 2, p. 343-359, 2009.

the training is not serious. Frequently, this is highlighted as one of the possible reasons why diversity and inclusion training tends to be ineffective.

However, not all training courses use the same methodology and content, which is why it is necessary to further analyze the characteristics of both the training programs that work and those that do not.

A recently reviewed article⁸⁸ demonstrated how certain activities could be particularly beneficial for effective training. It argued that more efficient training courses are conducted over a more extended period and integrated into other diversity and inclusion policies developed by the organization.

The importance of organizations signaling their commitment to diversity and inclusion with concrete action is revealed in this case. Authors also found that training courses focusing on concrete measures and behavior are more effective than raising participants' awareness of diversity and inclusion.

Another review⁸⁹ of the effectiveness of diversity and education training methodologies identified activities associated with more effective training programs. The application of the implicit bias test, for example, works as a moment of self-discovery for participants. Following up the test with a non-intrusive and non-accusatory debriefing session explaining the test's objectives and results helps participants realize that unconscious biases exist and are difficult to prevent in some cases, which may help break the resistance to the theme and lead to a drop in implicit biases. This exercise should not intend to socially normalize actions derived from these implicit biases. The objective should always be to make people more aware of having such biases and positively changing the game.

A study⁹⁰ with students from a college in the southern United States tested the effect of conducting a personal goal-setting activity at the beginning of diversity and inclusion training regarding sexual orientation. The researchers found that, on average, students who carried out the activity stated a more favorable attitude and more supportive behavior towards LGB people than students who did the same training course but did not do the activity. Some examples of objectives that can be defined are: "I will not use the word 'gay' in a derogatory manner,"

88. BEZRUKOVA, K.; SPELL, C. S.; PERRY, J. L.; JEHN, K. A. A meta-analytical integration of over 40 years of research on diversity training evaluation. **Psychological Bulletin**, v. 142, n. 11, p. 1227-1274, 2016.

89. ATEWOLOGUN, D.; CORNISH, T.; TRESH, F. **Unconscious Bias Training: An Assessment of the Evidence for Effectiveness**. Manchester: Equality and Human Rights Commission, 2018.

90. MADERA, J. M.; KING, E. B.; HEBL, M. R. Enhancing the effects of sexual orientation diversity training: The effects of setting goals and training mentors on attitudes and behaviors. **Journal of Business and Psychology**, v. 28, n. 1, p. 79-91, 2013.

“I will not laugh at jokes about homosexuality,” and “I will research and learn about a famous homosexual.”

Another study⁹¹ testing different diversity and inclusion training approaches found greater effectiveness in a “perspective taking” activity. In it, participants wrote a short text in which they put themselves in the position of an LGB or person of color and described a typical day in that person’s life, reflecting on the challenges they would face. Participants who performed this activity reported an improvement in their attitudes towards LGB people.

Training courses do not work in isolation, and they cannot eliminate implicit biases on their own. They also rarely influence people with explicit biases who have strong and conscious negative attitudes against people from other groups.

When integrating diversity and inclusion training into worker and leadership programs, we need to understand which goals are achievable without idealizing unrealistic post-training scenarios. Organizations must set their own effectiveness metrics while planning and proposing training courses, critically analyzing the methodologies used to identify which training activities have been effective for workers in the medium term.

However, it is not easy to obtain conclusive data on the influence of diversity and inclusion training on effective changes in behavior, as most studies⁹² rely on participants’ self-reporting without necessarily proving whether changes indeed took place.

Nevertheless, this is something each organization can record internally, analyzing if the implementation of training drives improvement in diversity and inclusion metrics. It can also evaluate the evolution of candidates from non-privileged groups being called for interviews and being hired, their satisfaction in the workplace, their performance reviews, and their level of staff turnover.

91. LINDSEY, A.; KING, E.; HEBL, M.; LEVINE, N. The impact of method, motivation, and empathy on diversity training effectiveness. **Journal of Business and Psychology**, v. 30, n. 3, p. 605-617, 2015.

92. BEZRUKOVA, K.; SPELI C. S.; PERRY, J. L.; JEHN, K. A. A meta-analytical integration of over 40 years of research on diversity training evaluation. **Psychological Bulletin**, v. 142, n. 11, p. 1227-1274, 2016.

3.5 Recruitment and selection

3.5.1 The importance of language in recruitment processes

One of the first barriers to accessing the labor market that people from non-privileged groups face relates to the recruitment and selection process. Several studies^{93, 94, 95} have demonstrated the importance of language in job advertisements to encourage or discourage male or female candidates. The language of advertising can deter women from applying, for example, by referring to the role's profile in masculine terms or by referring to characteristics traditionally associated with males, especially in male-dominated fields.

For example, women are traditionally associated with interpersonal skills, while men are considered more competitive and more apt for leadership and decision-making^{96, 97}. The way male and female characteristics are described is often reflected in these stereotypes⁹⁸.

Thus, the integration of characteristics linked to male stereotypes in job posts contributes to potential female candidates considering such vacancies to be less appealing while anticipating the lack of a sense of belonging vis-à-vis the organization⁹⁹.

Therefore, employers who wish to remove gender biases in recruiting processes should ban the use of stereotyped words. The following are examples of gender-stereotyped words:

Examples of words associated with the masculine gender: active, ambition, assertiveness, decision, leader, logic, objectivity, and self-confidence.

Examples of words associated with the feminine gender: support, affection, compassion, understanding, emotional, kind, modesty, and sensitivity.

93. GAUCHER, D.; FRIESEN, J.; KAY, A. C. Evidence that gendered wording in job advertisements exists and sustains gender inequality. *Journal of Personality and Social Psychology*, v. 101, n. 1, p. 109-128, 2011.

94. KUHN, P.; SHEN, K. Gender discrimination in job ads: Evidence from china. *The Quarterly Journal of Economics*, v. 128, n. 1, p. 287-336, 2013.

95. BEM, S. L.; BEM, D. J. Does Sex-biased Job Advertising "Aid and Abet" Sex Discrimination? *Journal of Applied Social Psychology*, v. 3, n. 1, p. 6-18, 1973.

96. EAGLY, A. H.; KARAU, S. J. Gender and the emergence of leaders: A meta-analysis. *Journal of Personality and Social Psychology*, v. 60, n. 5, p. 685-710, 1991.

97. RUDMAN, L. A.; KILIANSKI, S. E. Implicit and explicit attitudes toward female authority. *Personality and Social Psychology Bulletin*, v. 26, n. 11, p. 1315-1328, 2000.

98. MADERA, J. M.; HEBL, M. R.; MARTIN, R. C. Gender and letters of recommendation for academia: agentic and communal differences. *Journal of Applied Psychology*, v. 94, n.6, p. 1591-1599, 2009.

99. GAUCHER, D.; FRIESEN, J.; KAY, A. C. Evidence that gendered wording in job advertisements exists and sustains gender inequality. *Journal of Personality and Social Psychology*, v. 101, n.1, p. 109-128, 2011.

Note: The referred study was carried out in English with Canadian students. Therefore, it is important to highlight that the terms used express language practices in advertisements within the Canadian cultural context. Although gender stereotypes are also present in the Brazilian context, it is essential to continue studying which specific language aspects and concepts effectively encourage or discourage candidates from various genders. In addition, the language of advertisements may also reflect other stereotypes related to race and sexual orientation. We suggest that research be carried out using experimental methodology with Brazilian participants to understand how language can be inclusive and contribute to creating a glossary for neutral recruiting.

3.5.2 Analysis of resumes

Recruitment is only the first obstacle that people from non-privileged groups face in accessing the labor market. Several studies^{100, 101} have used the technique of sending fictitious resumes with similar content but adjusting the personal information to reflect different demographic characteristics (use of female names vs. male names, or use of names with different ethnic or social connotations). The conclusion that is often drawn is that demographic factors strongly affect a person's likelihood of being called for a job interview. In one study¹⁰², applications were sent out for jobs in Boston and Chicago in the United States. Profiles with traditionally white names were called for job interviews twice as often as profiles with names commonly associated with people with African or black ancestry. In the latter case, having high-quality skills only slightly increased the likelihood of being called for an interview, demonstrating racial bias among the recruiters that led them to make inferences about quality candidates while ignoring the objective information presented.

Another more recent study¹⁰³ concluded that recruiters are also affected by recent or current events, further decreasing the likelihood of black candidates being called for interviews if they come from areas where criminality is higher and where a violent crime has recently occurred. In this case, the prevalence of criminal events seems to drive recruiters to activate stereotypes that black people are more violent, leading them to disregard their applications.

100. OREOPOULOS, P. Why do skilled immigrants struggle in the labor market? A field experiment with thirteen thousand resumes. **American Economic Journal: Economic Policy**, v. 3, n. 4, p. 148-71, 2011.

101. BERTRAND, M.; MULLAINATHAN, S. Are Emily and Greg more employable than Lakisha and Jamal? A field experiment on labor market discrimination. **American Economic Review**, v. 94, n. 4, p. 991-1013, 2004.

102. Ibid.

103. MOBASSERI, S. Race, place, and crime: how violent crime events affect employment discrimination. **American Journal of Sociology**, v. 125, n. 1, p. 63-104, 2019.

Studies also show relevant asymmetries concerning gender. Various studies^{104, 105} in the field of recruitment in technology organizations have demonstrated that male candidates are consistently preferred to female candidates with the same qualifications. A more recent study¹⁰⁶ shows how this bias can also be associated with subjective evaluation factors. Recruiters viewed male candidates who had done internships in major organizations positively but did not view similar female candidates with the same level of positivity.

While these discoveries certainly do not fully explain how discrimination occurs in these processes, they clearly show the risk of having procedures without predefined evaluation parameters, leaving the weight of each element of the application up to the subjectivity of recruiters and evaluators.

Analysis of the various studies carried out in this area shows that there have not been significant improvements in reducing discrimination in job-selection processes via analyzing resumes since 1980¹⁰⁷.

3.5.3 Anonymization of applications

One successfully tested approach concerns the anonymization of applications, where forms of data such as gender, name, age, and alma mater are systematically removed.

This method has been widely used in orchestra auditions since 1990, with evaluators only listening to the candidates' performances rather than watching as well, thus not knowing whether the candidate was male or female. Analysis of candidate selection and the gender composition of orchestras has shown that this method increases the likelihood of a female candidate being hired by approximately 50%¹⁰⁸.

Similarly, the use of this method for positions in the private and public sector has also been effective in increasing the chances of female candidates or candidates with ethnic-sounding

¹⁰⁴. RÉGNER, I. *et al.* Committees with implicit biases promote fewer women when they do not believe gender bias exists. **Nature Human Behaviour**, v. 3, n. 11, p. 1171-1179, 2019.

¹⁰⁵. GLASS, C.; MINNOTTE, K. L. Recruiting and hiring women in STEM fields. **Journal of Diversity in Higher Education**, v. 3, n.4, p. 218-229, 2010.

¹⁰⁶. KESSLER, J. B.; LOW, C.; SULLIVAN, C. D. Incentivized resume rating: eliciting employer preferences without deception. **American Economic Review**, v. 109, n. 11, p. 3713-44, 2019.

¹⁰⁷. QUILLIAN, L.; PAGER, D.; Hexel, O.; Midtboen, A. Meta-Analysis of Field Experiments Shows No Change in Racial Discrimination in Hiring Over Time. **Proceedings of the National Academy of Sciences**, v. 114, n. 4, p. 10870-10875, 2017.

¹⁰⁸. GOLDIN, C.; ROUSE, C. Orchestrating impartiality: The impact of "blind" auditions on female musicians. **American Economic Review**, v. 90, n. 4, p. 715-741, 2000.

names (that are understood as traditional black names in certain contexts) being called for interviews and being hired^{109, 110, 111}.

Technological advances allow for efficient anonymization at low cost, with organizations developing application forms with fields relevant to the role itself. This process makes the role of recruiters more straightforward, as they can objectively compare the defined characteristics in advance.

Beyond anonymous application forms, we have also seen more ambitious initiatives regarding the use of technology to create fairer hiring processes. Examples include:

- **Pymetrics:**¹¹² this tool uses a set of peer-reviewed behavioral sciences evaluations that measure relevant cognitive, social, and emotional traits in various cultures and contexts. Programmers perform regular audits of the system, and whenever a tracked variable has any correlation with racial or gender dimensions, the algorithm is reprogrammed to avoid benefitting or harming members of any specific group. Through the evaluation, the results create a set of relevant profiles for the companies.
- **Applied:**¹¹³ a technology platform where candidates are evaluated based on their responses to relevant work scenarios. Responses are anonymized and randomized so that recruiters can evaluate each one independently, without any demographic information on candidates or the evaluations of other recruiters.

The results of these tools show the importance of creating processes that blind evaluators to elements that may lead them to show bias. It also demonstrates the importance of previously defined evaluation criteria that help monitor the effectiveness of diversity and inclusion policies and interventions related to the hiring of increasing female, non-binary, black, gay, lesbian, and bisexual people.

If there is no increase in hiring people from these groups, the organization should try to understand why this does not happen. For example, the defined criteria could themselves be biased, perhaps for valuing work experience in paid summer jobs, or valuing hobbies

109. KRAUSE, A.; RINNE, U.; ZIMMERMANN, K. F. Anonymous job applications in Europe. **IZA Journal of European Labor Studies**, v. 1, n. 5, 2021.

110. BØG, M.; KRANENDONK, E. **Labor market discrimination of minorities? Yes, but not in job offers.** MPRA Paper 33332, University Library of Munich, Germany, 2011.

111. BURSELL, M. **Ethnic discrimination, name change and labor market inequality:** Mixed approaches to ethnic exclusion in Sweden. Dissertation (Doctorate in Sociology) – Faculty of Social Sciences, University of Stockholm, Stockholm, 2012.

112. For more information on this tool, check: <https://www.pymetrics.ai/>.

113. For more information on this tool, check: <https://www.beapplied.com/>.

associated with elite groups such as playing classical music or practicing polo¹¹⁴, but not valuing previous work experience in cafes and bakeries.

3.5.4 The interview process

During job-selection processes, the interview stage is very susceptible to biases because it is when the recruiter and the candidate theoretically meet in person for the first time. Various experiences have shown that the likelihood of people from non-privileged groups being hired is affected at this stage.

Studies have shown^{115, 116, 117, 118} that details such as elements of physical appearance affect the evaluation of candidates. Women considered less attractive by recruiters are less likely to be hired, especially for traditionally female positions. However, in some cases, such as positions that are considered to be traditionally male or where appearance is considered less relevant, women may be penalized for being considered more attractive¹¹⁹. At the same time, men with more feminine physical features are also less likely to be hired for traditionally male positions¹²⁰.

In addition, recruiters' impressions about candidates during interviews can be so strong that they may base their evaluation on subjective elements about a candidate's posture and personality, valuing this more highly than other objective and comparable information¹²¹.

114. RIVERA, L. A.; TILCSIK, A. Class advantage, commitment penalty: The gendered effect of social class signals in an elite labor market. **American Sociological Review**, v. 81, n. 6, p. 1097-1131, 2016.

115. HOSODA, M.; STONE-ROMERO, E. F.; COATS, G. The effects of physical attractiveness on job-related outcomes: A meta-analysis of experimental studies. **Personnel Psychology**, v. 56, n. 2, p. 431-462, 2003.

116. WHEELHOUSE, K. L. **The impact of a woman's physical attractiveness on the height of her glass ceiling**. Dissertation (Business Management) – Administration Department, University of Arkansas, Fayetteville, 2016.

117. MARLOWE, C. M.; SCHNEIDER, S. L.; NELSON, C. E. Gender and attractiveness biases in hiring decisions: are more experienced managers less biased? **Journal of Applied Psychology**, v. 81, n. 1, p. 11-21, 1996.

118. CANN, A.; SIEGFRIED, W. D.; PEARCE, L. Forced attention to specific applicant qualifications: impact on physical attractiveness and sex of applicant biases. **Personnel Psychology**, v. 34, n. 1, p. 65-75, 1996.

119. JOHNSON, S. K.; PODRATZ, K. E.; DIPBOYE, R. L.; GIBBONS, E. Physical attractiveness biases in ratings of employment suitability: Tracking down the "beauty is beastly" effect. **The Journal of Social Psychology**, v. 150, n. 3, p. 301-318, 2010.

120. SCZESNY, S.; KÜHNEN, U. Meta-cognition about biological sex and gender-stereotypic physical appearance: Consequences for the assessment of leadership competence. **Personality and Social Psychology Bulletin**, v. 30, n. 1, p. 13-21, 2004.

121. DEVAUL, R. A. et. al. Medical school performance of initially rejected students. **JAMA**, v. 257, n. 1, p. 47-51, 1987.

The analysis of company recruiting processes shows that, in most cases, there is no structured interview guide to follow, nor records on the evaluation of candidates' performance in interviews.

STRUCTURED INTERVIEW GUIDES WITH DEFINED EVALUATION CRITERIA

Developing structured interview guides with defined evaluation criteria is one strategy that can be used to reduce the influence of biases. The simple fact of ensuring that all interviews follow the same pattern and the same question order guarantees that the process becomes more systematic. The evaluation and record of each response must also be carried out immediately, preferably during the interview itself, as a posterior evaluation may be subject to a set of other biases¹²².

These steps help to make the interview fairer and more objective while also making the process more transparent. Likewise, they provide the organization with additional data on how candidates from diverse groups are evaluated compared to others, allowing potential inequalities in the evaluation process to be identified.

PROMOTING RECRUITERS FROM NON-PRIVILEGED GROUPS

Organizations can also reduce biases when contacting candidates by ensuring the recruiting team itself comprises members of non-privileged groups. After all, most biases regarding race, gender, and sexual orientation are present in people outside of non-privileged groups, who tend to value candidates like themselves. Similarly, data shows that black people are more likely to hire black candidates¹²³ and that women are more likely to employ other women¹²⁴.

Another advantage of having recruiters from non-privileged groups concerns the fact that they can work as role models for candidates from diverse groups and positively influence their performance, reducing anxiety during the interview¹²⁵.

¹²². BOHNET, I. How to Design Talent Management *In*: Bohnet, I. **What Works**. Harvard University Press, 2016, p. 103-164.

¹²³. STOLL, M. A.; RAPHAEL, S.; HOLZER, H. J. **Why Are Black Employers More Likely Than White Employers to Hire Blacks?**. 2001. Discussion Paper, Institute for Research on Poverty.

¹²⁴. WORLD ECONOMIC FORUM. **The Global Gender Gap Report**. Geneva: World Economic Forum, 2017.

¹²⁵. MCINTYRE, R. B. *et al.* A social impact trend in the effects of role models on alleviating women's mathematics stereotype threat. **Current Research in Social Psychology**, v. 10, n. 9, p. 116-136, 2015.

3.6 Performance review

Performance review is considered a fundamental process for organizational justice, and therefore for inclusion policies as well. This process is susceptible to many of the same biases as the selection process. Various studies^{126, 127, 128, 129} have demonstrated that evaluators rate men and women differently (a woman is much more likely to be critically evaluated as too 'aggressive' and a man as too 'soft' than the other way around). Women are more critical in self-evaluations than men, which influences their final evaluation. Organizations also rarely have evaluation monitoring policies to identify and act on asymmetries related to both gender and other groups.

The use of open questions and leadership meetings to discuss worker performance invites subjective and biased judgment, leading to biased decisions. Therefore, using forms with pre-defined evaluation criteria that focus on behaviors and concrete results instead of personality aspects is recommended. For example, "the candidate gave suggestions on improving internal processes" is a more objective variable than "does the candidate have an entrepreneurial attitude?".

A recent study¹³⁰ also shows that one way to reduce biases during evaluations is to cut back the scale of points-based evaluation processes. In this case, researchers first asked participants to evaluate the transcription of a class on a ten-point scale. Results showed that participants tended to give maximum scores (nine and ten) when they believed that the author of the work was a man, but when they thought it was a woman, the scores hardly went above eight. As a result, the average score was 7.8 when participants believed they were evaluating a man. However, this dropped to 7.1 when they believed they were evaluating a woman.

The same exercise was then conducted using a six-point scale instead of a ten-point one. This time, the difference between scores was practically eliminated, with participants giving an average rating of 4.9 and 4.8 for men and women, respectively. This difference is neither statistical nor substantially significant, which makes evaluations less biased in terms of gender.

126. RIDGEWAY, C. L. **Framed by Gender:** how gender inequality persists in the modern world. Oxford: Oxford University Press, 2011.

127. CORRELL, S.; SIMARD, C. Vague feedback is holding women back. **Harvard Business Review**, v. 94, p. 2-5, 2016.

128. WYNN, A. T.; CORRELL, S. J. Combating gender bias in modern workplaces. In: RISMAN, B.; FROYUM, C.; SCARBOROUGH, W. (ed.) **Handbook of the Sociology of Gender**, Springer, Cham. p. 509-521, 2018.

129. HEILMAN, M. E. Sex stereotypes and their effects in the workplace: what we know and what we don't know. **Journal of Social Behavior & Personality**, v. 10, n. 6, p. 3-26, 1995.

130. RIVERA, L.; TILCSIK, A. Scaling Down Inequality: Rating Scales, Gender Bias, and the Architecture of Evaluation. **American Sociological Review**, v. 84, n. 2, p. 248-274, 2019.

3.7 Responding to harassment and discrimination

One of the pillars of diversity in organizations is the existence of complaint mechanisms against harassment and discrimination. Although these procedures do exist formally, they tend to have a legalistic and confidential character that makes their effects questionable. In analyzing the available studies and data on the impact of formal harassment and discrimination complaint processes, Alexandra Kalev and Frank Dobbin¹³¹ conclude that:

1. Half of the discrimination and harassment complaints lead to retaliation;
2. People who make harassment complaints have worse careers and worse physical and mental health than other people who experience similar levels of harassment but never filed a complaint;
3. The likelihood of accused professionals being transferred from their workplace or losing their jobs is practically inexistent;
4. Leaders accused of discrimination are rarely sanctioned; and
5. Formal processes of complaint and investigation take on a confidential character that ends up protecting abusers.

Furthermore, complaint processes are often complicated and painful for victims. They leave victims feeling exposed, having to testify and relive traumatic experiences in some cases. The low probability of the accused being seriously punished makes it more likely that these processes will lead to the departure of the victim rather than changes in the organization.

However, the authors propose alternatives to a legalistic approach, such as:

- **Ombudspersons**

The organizational ombudsperson is an independent party whose role is to listen to the victims' complaints and offer confidential advice. This advice can involve support on how to speak to the person responsible for the harassment or discrimination, how to act if it should happen again, or how to search for a new job. In some organizations, the ombudsperson can communicate directly with the accused or someone in the human resources team to discuss alternatives to work conditions, the distribution of tasks, and team structure. This model allows victims to receive quality advice and be represented without going through a slow and confrontational process.

131. DOBBIN, F.; KALEV, A. The promise and peril of sexual harassment programs. **Proceedings of the National Academy of Sciences**, v. 116, n. 25, p. 12255-12260, 2019.

- **Worker support plans**

Worker support plans assist workers on issues related or unrelated to work that may affect their health, well-being, or performance. Generally, they are written up by a third party who puts the workers in contact with specialized professionals, who have a role akin to that of the ombudsperson but act remotely and are less directly connected to the organization.

- **Dispute resolution office**

This internal or external office uses arbitration and mediation to reach a satisfactory solution for both parties. In more extreme cases, or where there is a significant power gap between the parties, this may not be the most efficient solution. Furthermore, the existence of this office should never prevent the victim from seeking alternative forms of support or other ways to submit a complaint.

- **Transformational dispute model**

A model that aims to transform the workspace by emphasizing mediation work that listens and helps foster dialogue between both parties, evaluates facts and arguments, and finds solutions aiming to avoid the reoccurrence of incidents. Thus, it seeks to differentiate itself from the adversarial character of the legalistic model while increasing the satisfaction of complainants and reducing retaliation.

A long-term study¹³² of the United States Postal Service – a user of this model – showed that 90% of participants in this process stated that they were satisfied. At the same time, supervisors reported that participation in the process helped them develop their conflict management and listening skills. The study showed that 30% of the victims reported receiving a sincere apology in this model. This result is practically impossible in a legalistic approach, where an apology represents an admission of guilt.

The above alternatives aim to provide support and advice to workers who are victims of discrimination and harassment. They also seek to ensure that decision-makers are aware of victims' experiences and that the organization is driven to act, either through changes to work arrangements, placing victims in teams where they feel more comfortable or by providing contact and resolution between the parties when possible.

THE NEED TO ACT IN HARASSMENT SITUATIONS

Although there is increasing clarity about the importance and the impact of harassment and discrimination processes in workplaces, these issues remain undervalued. Both decision-makers and workers who witness these situations may still be resistant to acting in such contexts.

132. BINGHAM, L. B. **Mediation at Work: Transforming Workplace Conflict at the United States Postal Service.** Washington D.C.: IBM Center for the Business of Government, 2003.

Since the emergence of the #MeToo movement, recent studies have demonstrated that the number of cases of harassment reported in organizations has decreased¹³³, and men have stated that they are more aware of inappropriate behaviors and the effects they may have on other people¹³⁴. Therefore, even if it is too early to notice the long-term impacts of this movement, and if the reported attitudes do reflect either an increase in empathy for the victims or a cautionary reaction, the results seem to indicate that sharing stories and the public problematization of harassment has helped to establish a more apparent shared set of appropriate behaviors.

In this sense, the Behavioral Insights Team (United Kingdom) and Vic Health (Australia) developed and tested an intervention¹³⁵ that aims to continue raising people's awareness of the problem of harassment and incentivize them to take concrete steps when they witness harassment or sexism occurring. The intervention follows the rationale that confrontation and submitting complaints are emotionally exhausting for the victim and that the actions of other people can be fundamental in preventing and stopping harassment situations.

The research team developed an e-mail campaign on sexual harassment and sexist behavior sent to students at two Australian universities. The emails contained five topics:

- E.1. Introduction and the exemplification of what sexism and sexual harassment are;
- E.2. Sexist comments and jokes;
- E.3. Undesired sexual attention;
- E.4. Inappropriate physical contact; and
- E.5. Inappropriate sexual communication

Each e-mail had the following objectives:

1. To help identify and delimit inappropriate situations with examples and practical situations, such as insisting on invitations to go out together after the other party demonstrated no interest in doing so and reported feeling uncomfortable; sending messages with language, images, or animations of sexual character; and making physical contact and invitations to go out during work hours.

¹³³. KEPLINGER, K. *et al.* Women at work: changes in sexual harassment between September 2016 and September 2018. **PloS one**, v. 14(7), e0218313, 2019.

¹³⁴. FISHER, H.; GARCIA, J. R. (2019). **Singles in America**. Available at <https://www.singlesinamerica.com/#SINGLESINAMERICA>. Accessed on March 3, 2021.

¹³⁵. VICHEALTH AND BEHAVIOURAL INSIGHTS TEAM. **Take Action: Empowering Bystanders in Australian Universities**. Melbourne: Victorian Health Promotion Foundation, 2019. Available at: https://www.vichealth.vic.gov.au/-/media/ResourceCentre/PublicationsandResources/PVAW/Bystander/Bystander_Final-ReportPhase2Trials.pdf. Accessed on March 3, 2021.

2. To present steps for taking concrete action in different harassment and sexism situations, such as suggesting an intervention when someone makes a sexist joke, saying “I’m sorry, can you explain the joke? I did not understand it” or “you may think that this is only a joke, but I think what you said is offensive and disrespectful towards women.”

Researchers found a significant effect when the e-mails included a statement indicating that the majority of students consider it correct to confront someone for making racist comments and jokes, and that 78% of students reported that they would intervene if they saw situations of sexism and sexual harassment on campus. This strategy is frequently used in behavioral sciences and is based on the fact that people tend to conform their behavior following the majority. By making a predominant behavior visible, it becomes the **social norm**¹³⁶, and people tend to reproduce it.

However, the intervention alone did not significantly increase the probability of men acting as observers of other men. The research team believes that future interventions can attempt to be more effective by better explaining what sexism is, how to identify it, why it is problematic, as well as using social norm and messenger strategies based on groups that men are more likely to identify themselves with.

The researchers also prepared a guide¹³⁷ for adapting and applying their interventions and principles to other groups and organizations, demonstrating how an effective diagnosis can be made to understand which aspects campaigns should focus on. Although this particular campaign focused on gender issues, its principles can be applied to similar campaigns for observers to intervene in racial or sexual-orientation discrimination situations.

3.8 Decreasing the pay gap

The pay gap remains one of the most discussed topics in the field of gender equality. In taking a binary perspective of gender, a large part of the difference in pay between genders is associated with the fact that women experience more difficulty ascending the corporate ladder in organizations from the outset. Beyond the various processes already addressed in this book

¹³⁶. CIALDINI, R. B.; TROST, M. R. Social influence: Social norms, conformity and compliance. *In*: FISKE, S. T.; GILBERT, D. T.; LINDZEY, G. (ed.). **Handbook of Social Psychology**. New York: McGraw-Hill, p. 151-192, 1998.

¹³⁷. VICHEALTH AND BEHAVIOURAL INSIGHTS TEAM. **Take Action: Empowering Bystanders to Act on Sexist and Sexually Harassing Behaviours**. Melbourne: Victorian Health Promotion Foundation, 2019. Available at: https://www.vichealth.vic.gov.au/-/media/ResourceCentre/PublicationsandResources/PVAW/Take-Action-Bystander_Oct2019.pdf?la=en&hash=D3150832DDE6E645A0B854AC2CD57B119E03BD22. Accessed on March 3, 2021.

that can be improved upon, such as recruitment, selection, and performance evaluation, there is also evidence that men may be more likely to negotiate their salaries¹³⁸.

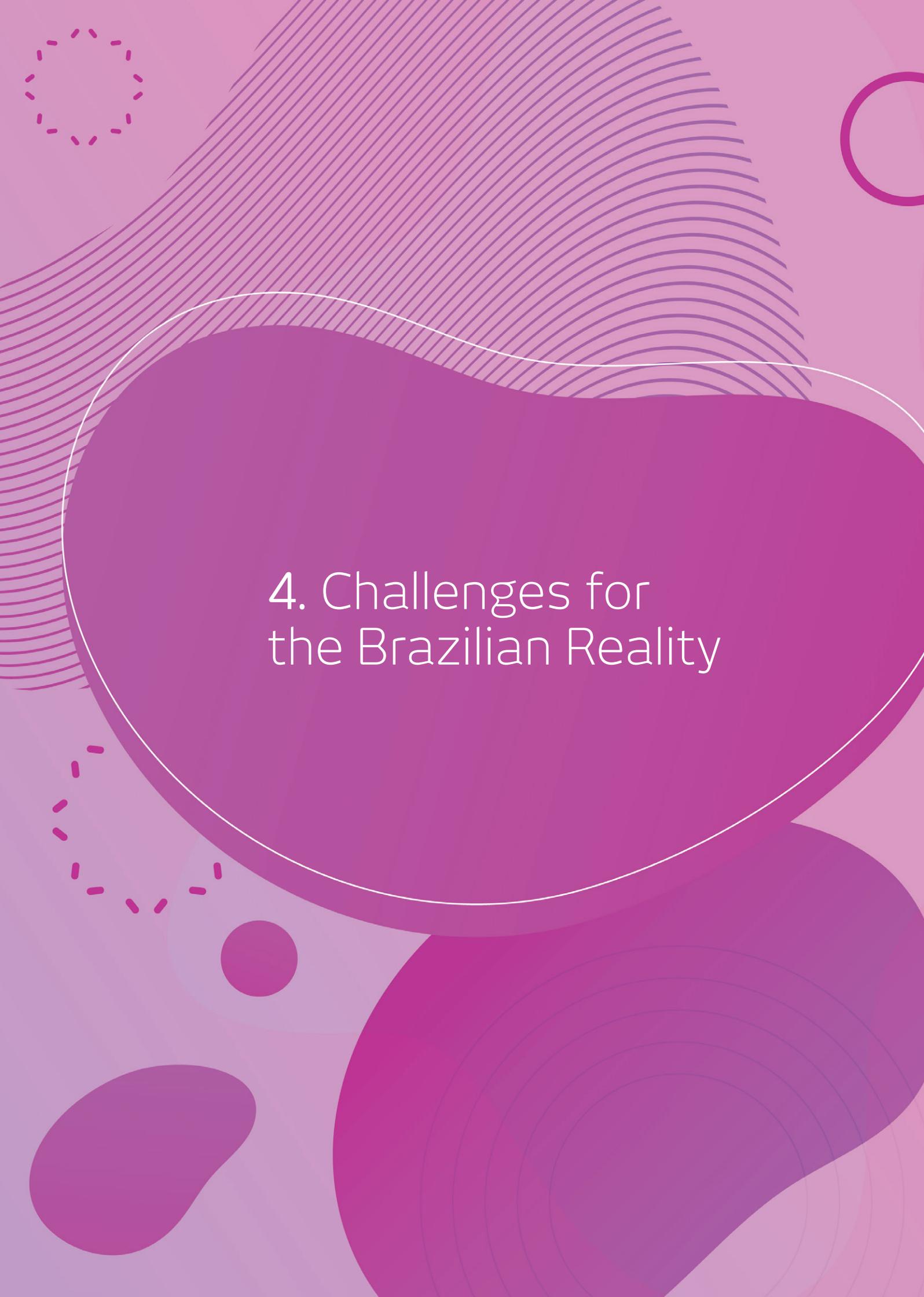
In exploring alternatives to counter this trend, experimental research¹³⁹ has tested the impact of explicitly stating that the position's salary was negotiable in a job advertisement. In this case, it was found that more women apply for the position with a negotiable salary and that the likelihood they would negotiate their salary was three times higher.

Researchers concluded that using the expression 'negotiable salary' can attract more female candidates and cancel men's tendency to negotiate their salaries more, thus contributing to narrowing the pay gap.

Future interventions regarding job advertisements could also test the effect of this measure with people from other non-privileged groups.

¹³⁸. LEIBBRANDT, A.; LIST, J. A. Do women avoid salary negotiations? Evidence from a large-scale natural field experiment. **Management Science**, v. 61, n. 9, p. 2016-2024, 2015.

¹³⁹. Ibid.



4. Challenges for the Brazilian Reality

4. Challenges for the Brazilian Reality

Due to a series of historical factors, Brazil has a very racially heterogeneous composition. According to the Brazilian Institute of Geography and Statistics (IBGE), Brazil's black population constitutes approximately 58.6% of the total population¹⁴⁰, including self-declared black and brown (*pardo*) people. It could be expected that this diversity would be reflected across the different spheres of the country, from access to education to levels of employment or positions of power. Or, at the very least, it could be expected that not seeing this diversity reflected in such spheres would seem strange to society and cause discomfort, leading to a systematic debate and the best strategies for changing this reality.

However, what is seen instead is a naturalization of asymmetry in social conditions and access to positions of power by people of different racial groups. A survey conducted in São Paulo¹⁴¹ showed that the black workers are primarily present in what are considered low-level sectors, in professions such as cleaning assistants, domestic servants as well as mechanical workers, and general auxiliary servicers. This reality has been accepted and naturalized, systematically associating the black population with positions and functions involving lesser technical training and lower remuneration.

Whether implicit or explicit, such an association limits the expectations about what members of this population can achieve, reinforcing stereotypes about black people and giving rise to a series of other related problems.

In addition to comprising about half of Brazil's population, black people¹⁴² make up approximately 51% of the students in public universities throughout the country. However, these numbers are not reflected in the labor market.

According to an IBGE analysis¹⁴³, black and brown people occupy only 29.9% of managerial positions while they make up about 65% of the country's total unemployed population¹⁴⁴ and

140. INSTITUTO BRASILEIRO DE GEOGRAFIA E ESTATÍSTICA (IBGE). **National Survey by Continuous Domicile Sample (Pesquisa Nacional por Amostras de Domicílios Contínua) (PNAD Contínua)** – General Characteristics of Domiciles and Residents 2019. Rio de Janeiro: IBGE, 2020.

141. FUNDAÇÃO SISTEMA ESTADUAL DE ANÁLISE DE DADOS (SEADE). **Os negros no mercado de trabalho da região metropolitana de São Paulo**. São Paulo: SEADE, 2018. Available at <https://www.dieese.org.br/analiseped/2018/2018pednegrossao.html>. Accessed on March 3, 2020.

142. In other words, black and brown (*pardo*) people.

143. INSTITUTO BRASILEIRO DE GEOGRAFIA E ESTATÍSTICA (IBGE). **Desigualdades sociais por cor ou raça no Brasil**. Rio de Janeiro: IBGE, 2019.

144. Ibid.

earn only 58% of the average salary of white people. A report by Instituto Locomotiva¹⁴⁵ stated that the annual income gap between white and black people totaled R\$776 billion in Brazil in 2018.

In terms of gender, it appears that there has been an increase in women's participation in leadership positions, reaching 37% in 2019. However, this number decreases to 10% when we analyze their presence in executive positions¹⁴⁶. Women continue to face other challenges, such as their average salary being 20.5% lower than men's average salary¹⁴⁷, in addition to the prevalence of sexual harassment in the workplace¹⁴⁸.

In general, the debate about the inclusion of women and black people occurs more frequently than that of other groups, which may be connected to greater systematization and ease of collecting, consulting, and analyzing data on the inclusion of women and black people.

In the case of sexual orientation, it is more challenging to measure inequalities objectively. The presence of LGB people in leadership positions in organizations is more difficult to diagnose because sexual orientation is private and sensitive information and, as such, less accessible. However, it is possible to identify some of the barriers this population faces in Brazil through field research.

Research by consulting firm Santo Caos¹⁴⁹ showed that 40% of respondents revealed having suffered discrimination at work because of their sexual orientation, including having their orientation revealed without consent and being asked to resign, being socially excluded, or being the target of unwanted jokes. The study also showed that 47% of respondents reported they had revealed their sexual orientation in the workplace, a figure that we consider positive within a hostile context. However, looking from a broader perspective, we should point out a relevant problem that arises when a non-heterosexual person feels the need, obligation, or expectation to reveal their sexual orientation. In a truly inclusive environment, no statement is necessary, however informal.

¹⁴⁵. INSTITUTO LOCOMOTIVA. **Qual o impacto do racismo na economia**. São Paulo: Instituto Locomotiva, 2018.

¹⁴⁶. INSTITUTO BRASILEIRO DE GEOGRAFIA E ESTATÍSTICA (IBGE). **Estatísticas de gênero: indicadores sociais das mulheres no Brasil**. Rio de Janeiro: IBGE, 2018.

¹⁴⁷. INSTITUTO BRASILEIRO DE GEOGRAFIA E ESTATÍSTICA (IBGE). **Rendimento de todas as fontes 2019 in PNAD Contínua**. Rio de Janeiro: IBGE, 2020.

¹⁴⁸. SOUZA DIAS, E. P.; CASARA, M.; WERLE, S. Condenada por ser mulher. **Observatório social em revista**, year 2, n. 5, 2004.

¹⁴⁹. SANTO CAOS. **Demitindo preconceitos – Porque as empresas precisam sair do armário**. São Paulo: Santo Caos, 2015.

Other indicators show us that violence against LGB people is a serious problem in Brazil. There has been substantial growth in the number of reports to human rights hotline Disque 100 of homicides involving lesbian, gay, bisexual, transsexual, and people with non-binary gender identities – jumping from 85 complaints in 2016 to 197 in 2017¹⁵⁰. This increase may result from greater activism within this community, leading to more reporting and not necessarily an increasing number of homicides. However, it could also indicate that we are still some way from understanding the actual numbers and the impact of discrimination against sexual orientation and gender identity in the Brazilian reality.

At the current rate, according to data from Ethos Institute and the Interamerican Development Bank (IDB)¹⁵¹, racial equality in the workplace will only be achieved in 150 years and gender equality, binary terms, in 80 years.

Collecting data on the levels of inequality and exclusion related to sexual orientation, transsexuality, and non-binary gender identity in the country is still of the utmost importance. It drives us to question why the diversity of Brazil's population is not reflected in its different social dimensions.

4.1 Are stereotypes still present?

“Another mother, that of a boy, was left with no answers for two consecutive questions from her young son: ‘Why is she brown?’ the boy asked, referring to the maid. And then: ‘Where do brown people sleep?’ since brown people leave his house and his friends’ houses at the end of the day, but he did not know where they were going. Another condo?”

In this text¹⁵², Eliane Brum discusses the experiences of white children in a luxury upper-class gated community in São Paulo – an enclosed and controlled environment – which leads them to question where and how people of other races live. The question “where do brown people live?” may seem very problematic, but it illustrates a mechanism for mentally organizing different social categories that adults also use. Similarly, we could also ask, “what jobs do brown people have?”

150. CERQUEIRA, D., *et al.* **Atlas da violência 2019**. Rio de Janeiro: Applied Economic Research Institute (Ipea)/ Brazilian Forum of Public Security, 2019 – Instituto de Pesquisa Econômica Aplicada (Ipea)/Fórum Brasileiro de Segurança Pública, 2019.

151. GONÇALVES, B. S. (ed.). **Perfil social, racial e de gênero das 500 maiores empresas do Brasil e suas ações afirmativas**. São Paulo: Instituto Ethos/Banco Interamericano de Desenvolvimento, 2016.

152. BRUM, E. Mãe, onde dormem as pessoas marrons?. **El País**, Madrid, June 22, 2015. Available at: https://brasil.elpais.com/brasil/2015/06/22/opinion/1434983312_399365.html. Accessed on March 3, 2020.

What do children and adults have in common in such situations? Maybe a certain unfamiliarity with the reality of people from another group, or the unconscious impression of knowing everything about the other group, imagining that all the people inside it have the same characteristics and skills. Therefore, this curiosity about the other should serve as a call to promote contact, awareness, and empathy through personal experiences, rather than this only being addressed from behind walls, reproducing stereotypes and prejudice.

After all, as we have seen, this mechanism that homogenizes people from another group is nothing but a simplification. A white man thinking about ‘white men’ in a collective sense soon realizes that the idea that all white men are cut out to become doctors, politicians, lawyers, or to work in other well-regarded job positions¹⁵³ is nonsensical.

The homogenization of groups that we do not belong to is a cognitive shortcut¹⁵⁴ that we use and need to be aware of. If we know that we are different within our own groups, why do we think it would be different with another group?

In Brazil, we have identified stereotypes commonly found in other countries, such as women’s association with domestic work – leading them to carry out most of the housework even when they work the same number of hours as their male partners¹⁵⁵. There is also the association of black people with dishonesty and aggression¹⁵⁶ that impairs their job prospects.

Regarding sexual orientation, gay men could not donate blood in Brazil until recently because of a stereotype linked to a bohemian lifestyle and a so-called ‘promiscuous’ sexuality. When handing down the decision overturning the ban, a Supreme Federal Court judge mentioned that declaring the prohibition of blood donation by gay men unconstitutional seeks to combat longstanding stereotypes, prejudice, and stigmatization of this population¹⁵⁷.

By virtue of their recognizable physical appearance, in some cases, there is a need for transsexual people to resort to prostitution due to their difficulties in entering the labor

¹⁵³. In **chapter 2.1** we analyze these cognitive factors in detail, along with their influence on the creation of stereotypes, prejudices and discriminatory behaviors.

¹⁵⁴. See **chapter 2.1**.

¹⁵⁵. BRUSCHINI, M. C. A.; RICOLDI, A. M. Reviewing stereotypes: men’s role in domestic labor. **Revista Estudos Feministas**, v. 20, n. 1, p. 259-287, 2012.

¹⁵⁶. BATISTA, J. R. M. *et al.* Negros e nordestinos: similaridades nos estereótipos raciais e regionais. **Revista Psicologia Política**, v. 14, n. 30, p. 325-345, 2014.

¹⁵⁷. SUPREMO TRIBUNAL FEDERAL (Brasil). **Proibição de doação de sangue por homens homossexuais é inconstitucional, decide STF**. Brasília, 2020. Available at: <http://portal.stf.jus.br/noticias/verNoticiaDetalhe.asp?idConteudo=443015&ori=1>. Accessed on March 3, 2020.

market¹⁵⁸. Although there is no official data and an evident lack of in-depth studies about transgender and non-binary gender populations, the Brazilian Association of Transvestites and Transsexuals (ANTRA) estimates that 90% of transvestites and transgender women resort to prostitution¹⁵⁹.

Another practical case seen in Brazil concerns the perception that black people are physically stronger and more resistant to pain^{160, 161}. The consequences of this can be drastic, as seen by the fact that black women tend to receive more infrequent and lower doses of analgesia during childbirth than white women do^{162, 163}. This case is an extreme situation, but it clearly demonstrates the impact of stereotypes of toughness, strength, aggression, and violence associated with black people. Similarly, we find cases of non-representation and stereotyped characterization in Brazil. The representation of black or brown women as housemaids leads to their symbolic exclusion, reinforcing stereotypes about this group¹⁶⁴.

These cases illustrate the deeply rooted institutionalization of racist and homophobic practices, showing us the extent that the distance between perception and reality can harm an entire population in structural terms. However, these are also cases that help us solve the Brazilian social puzzle and warn us about the need to continue studying the effects of exclusion and understanding how they disproportionately affect different groups of people.

Moreover, these cases show us the importance of breaking down the artificially created barriers and ensuring that non-privileged people are heard, understood, and included. This way, they may fulfill their potential, have a better quality of life, and live with human dignity – in other words, have their human rights respected.

158. REIDEL, M. **A pedagogia do Salto Alto**: histórias de professoras transexuais e travestis na educação brasileira. Dissertation (Master in Education) – Faculdade de Educação, Universidade Federal do Rio Grande do Sul, Porto Alegre, 2013.

159. ALMEIDA, C. B. D.; VASCONCELLOS, V. A. Transexuais: transpondo barreiras no mercado de trabalho em São Paulo?. **Revista Direito GV**, v. 14, n. 2, p. 303-333, 2018.

160. BATISTA, J. R. M. *et al.* Negros e nordestinos: similaridades nos estereótipos raciais e regionais. **Revista Psicologia Política**, v. 14, n. 30, p. 325-345, 2014.

161. JARDIM, S. (2016). Reconhecendo estereótipos racistas na mídia norte-americana. **MEDIUM**. July 15, 2016. Available at: <https://medium.com/@suzanejardim/alguns-estere%C3%B3tipos-racistas-internacionais-c7c7bfe3dbf6>. Accessed on March 3, 2020.

162. LEAL, M. D. C., *et al.* A cor da dor: iniquidades raciais na atenção pré-natal e ao parto no Brasil. **Cadernos de Saúde Pública**, v. 33, suppl. 1, e00078816, 2017.

163. DINIZ, C. S. G.; CHACHAM, A. S. O “corte por cima” e o “corte por baixo”: o abuso de cesáreas e episiotomias em São Paulo. **Questões de Saúde Reprodutiva**, v. 1, n. 1, p. 80-91, 2006.

164. CARNEIRO, S. Mulheres em movimento. **Estudos Avançados**, v. 17, n. 49, p. 117-133, 2003.

4.2 Challenges for the future

As we have seen throughout this book, people almost always make decisions quickly and automatically. In the area of diversity and inclusion, the challenges are twofold.

On the one hand, we want to reduce people's implicit biases, decreasing the likelihood of discriminatory behavior. This can happen over time via positive interaction with discriminated populations and even through training, but above all, a core strategy promoting diversity and inclusion from primary education.

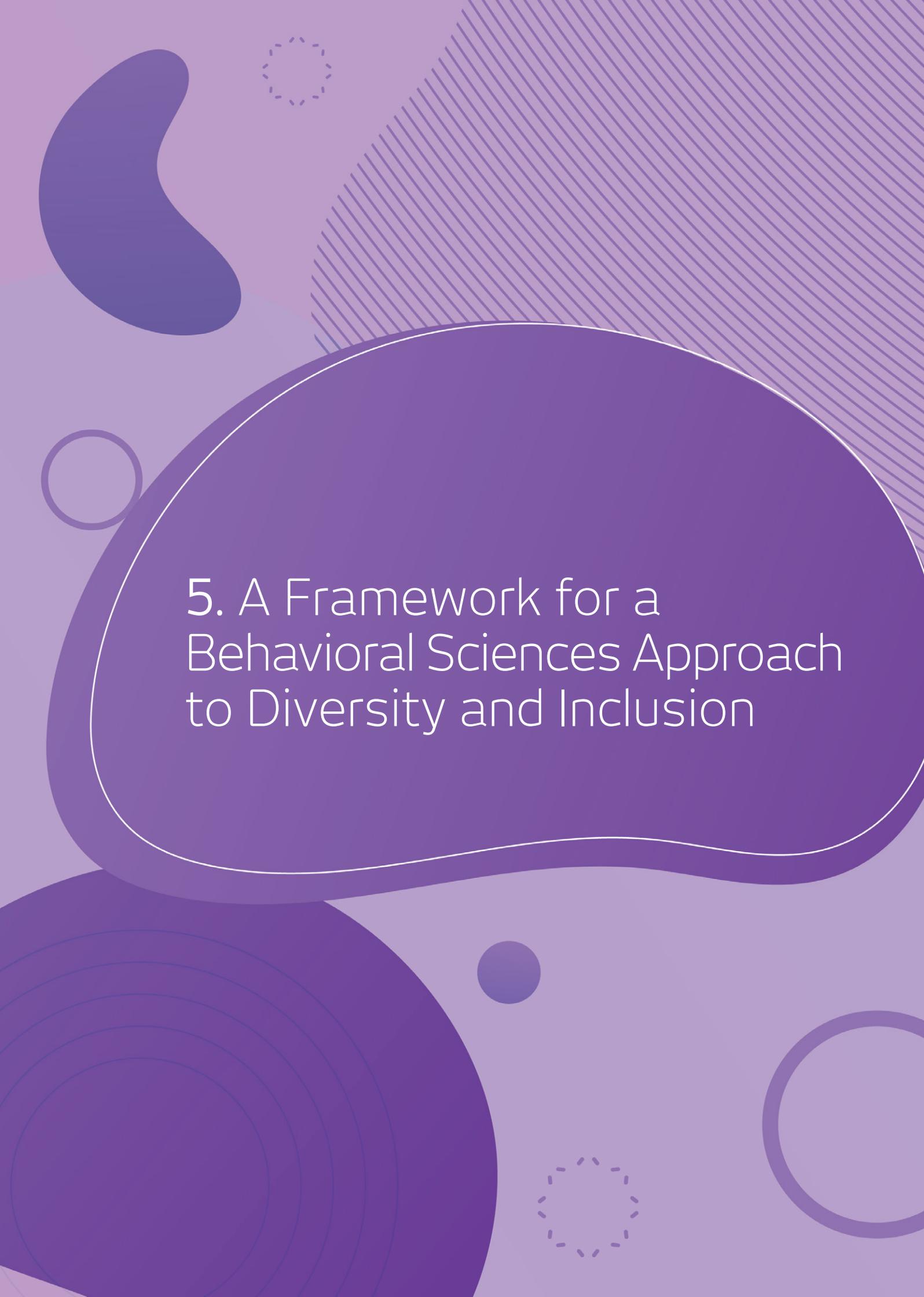
On the other, we can also create policies and procedures to challenge automatic biased decisions, often with short-term effects. In the same way that we can remove sexual orientation from blood donation forms and perform the same risk screening that heterosexual men and women are required to go through, we can also collect and monitor data on analgesic procedures for women from different racial groups during childbirth. We can create monitoring mechanisms for diversity and inclusion metrics in organizations, as well as policies that prevent or reduce the effect of implicit biases.

This book has presented evidence and interventions that can contribute to the inclusion process of certain groups within organizations, such as removing unnecessary information from resumes and only including what is relevant to the position, as presented in **chapter 3.5.3**.

We believe that the set of interventions we have presented create an important foundation for organizations to improve their diversity and inclusion processes. We know that there are still obstacles to overcome in achieving full Inclusion, as there are subtle forms of discrimination that we still do not understand or have not found the best way to fight. There are clearly ways of improving processes that have not yet been developed or otherwise must be perfected to make them more inclusive. There is still a lot of research and testing work ahead of us to understand the effectiveness of these interventions with respect to gay, lesbian, bisexual, transsexual, and non-binary gender populations.

Beyond the growing mobilization of non-privileged groups¹⁶⁵ and the theme of diversity and inclusion becoming increasingly relevant to organizations, we realize there are other possibilities for creating short-term impacts – while still maintaining our focus on structural issues and possible long-term results. We need to keep listening to people from non-privileged groups and try to understand their experiences, looking at the scientific evidence for new ways of developing innovative policies and opening ourselves to the possibility of measuring their impacts. This way, such policies will effectively be based on evidence, and therefore more effective in promoting diversity and inclusion.

165. MACHADO, J. A. S. Ativismo em rede e conexões identitárias: novas perspectivas para os movimentos sociais. *Sociologias*, v. 18, p. 248-285, 2007.

The background is a light purple color with various abstract shapes and patterns. There is a large, dark purple, irregular shape in the center that contains the text. Other elements include a dark purple crescent shape in the top left, a dashed circle in the top center, a hatched triangular area in the top right, a solid circle in the middle left, a large circle with concentric lines in the bottom left, a solid circle in the bottom center, and a large circle with a dashed outline in the bottom right.

5. A Framework for a Behavioral Sciences Approach to Diversity and Inclusion

5. A Framework for a Behavioral Sciences Approach to Diversity and Inclusion

Throughout this book, we have presented a behavioral sciences approach to the field of diversity and inclusion, along with proposals resulting from several studies that can be applied to organizations.

In this chapter, we offer a summary of the interventions and a set of key questions to facilitate understanding of the content presented in the book. Your responses will not only help identify failures in the inclusive policies within your organization but also opportunities to implement other policies and interventions.

Listening, setting goals, and monitoring relevant metrics

Organizations must give a voice to workers from non-privileged groups using different methodologies:

- InterviewInterviews
- Anonymous questionnaires
- Facilitating organized affinity groups

Developing metrics and objectives related to diversity and inclusion allows organizations to make their inclusion processes more transparent, diagnose flaws, and hold key agents accountable.

The set of metrics collected must always include data on:

- the appeal of job positions to candidates;
- the recruitment of candidates;
- performance evaluations; and
- staff turnover rates.

Both leaders and people from non-privileged groups must be included in this process.

KEY QUESTIONS

1. Does my organization actively seek the feedback of people from non-privileged groups about their satisfaction with the organization, their perception of the firm's inclusive culture, and their concerns?
 - a. Does feedback frequently result in changes to the way the company functions and the organization's internal policies?
2. Does my organization explicitly promote channels for people from non-privileged groups to share their concerns?
 - a. How often are these channels used?
 - b. Does the use of these channels lead to changes in the way the company functions and its internal policies?
3. Regarding people from non-privileged groups, does my organization follow specific Diversity metrics:
 - a. In attracting candidates?
 - b. When evaluating applications?
 - c. When hiring candidates?
 - d. In performance evaluations?
 - e. In satisfaction with the work environment?
 - f. Regarding turnover rates?
4. Are workers from non-privileged groups involved in setting metrics and goals for diversity and inclusion and its respective assessment?

The role of leaders

Leaders with implicit biases about non-privileged groups have a negative impact on the performance of people from these groups.

Asking questions and analyzing the responses of people from non-privileged groups about leader behavior can allow the organization to identify those least able to deal with diversity.

Conducting **training programs** for leaders has mixed results in academic literature. However, the training programs with the best results seem to use non-intrusive methodologies, leading participants to understand how implicit biases work and that they are normal via implicit bias tests.

Organizations can internally **monitor the impact** of the training, checking if there have been changes to participants' diversity metrics to participants.

KEY QUESTIONS

1. Does my organization collect data from workers from non-privileged groups and assess their engagement with their leadership team?
 - a. Is this data used to identify leaders who are more and less capable of dealing with diversity?
 - b. Is this data used to redefine teams and work methods?
2. Does my organization use training to increase leadership skills to deal with diversity?
 - a. Is training content evaluated internally?
 - b. Are more extensive training programs prioritized?
 - c. Are participants evaluated on their awareness of the importance and impact of implicit biases after going through training?
 - d. Does it evaluate if recruitment, assessment, satisfaction, and turnover metrics in the participant's area improve after training?

The importance of representativeness

Having people from non-privileged groups in leadership and executive positions has a positive impact as:

- They help to fight stereotypes; and
- They serve as role models and facilitate the integration and inclusion of other people from the same groups.

KEY QUESTIONS

1. Does my organization have people from non-privileged groups in leadership and senior management positions?
2. How likely is a person from a non-privileged group to meet examples of people from their own or another non-privileged group in their first week of work at my organization?

The importance of language in recruitment processes

The language used in recruitment processes can define stereotyped gender profiles and discourage people of other genders or non-binary gender from applying.

Future studies may focus on inclusive language to attract more candidates from non-privileged groups.

KEY QUESTIONS

1. Does my organization internally analyze the language of its job advertisements?
 - a. Are job advertisements tested internally, collecting the opinions of people from different groups about how appealing the ads seem to them?
 - b. Are different types of advertisements tested to try to attract more people from non-privileged groups?
 - c. Are the results of attracting diverse candidates analyzed, and are good internal practices defined?

Analysis of resumes and anonymization of applications

The anonymization of resumes prevents bias in recruiters' analysis. For this purpose, several categories of data should remain anonymous:

- Name;
- Age;
- Gender;
- Nationality;
- Educational institution; and
- Birthplace.

Defining criteria prior to analyzing resumes reduces the subjectivity of an eventual decision:

- The criteria must be related to the job and to situations the person faces on the job, and not to personal characteristics;
- Monitoring evaluations is necessary to ensure that the defined criteria do not discriminate against non-privileged groups.

Technology can be used to develop forms and apps that use the principles presented in the evaluation phase.

KEY QUESTIONS

1. Do recruiters in my organization have access to candidates' demographic data when they make their assessments?
2. Are evaluation criteria defined beforehand?
 - a. Are records of each application kept?
 - b. Is there an analysis to verify the existence of asymmetries between candidates of non-privileged groups after their assessment?
3. Does my organization have its own application forms?
 - a. If so, do these forms separate the information relevant for the job from the candidate's demographic data?
 - b. If so, do these forms allow for each candidate's responses to be evaluated comparatively?
 - Is the evaluation of responses made by more than one evaluator?
 - Does the evaluation of each response follow a random order?

The interview process

Many interview processes are not structured, allowing biased and subjective evaluations to take place.

Structured interviews ensure that:

- All candidates are asked the same questions and in the same order;
- There are previously defined evaluation criteria; and
- There is a record of the interview guidelines used (the order and classification of each question) and the interview performance evaluations.

Having recruiters from non-privileged groups is a way of fighting the tendency of recruiters from privileged groups to hire people like themselves.

KEY QUESTIONS

1. Does my organization use structured interviews with job candidates?
 - a. Is there a record of the interview guidelines used?
 - b. Are there questions related to specific job situations?
 - c. Are there pre-defined evaluation criteria for candidates' responses?
 - d. Is there a record of the recruiters' evaluations and observations after the interview?
2. Are there recruiters from non-privileged groups in my organization?
 - a. How likely is a candidate to be interviewed by:
 - a female recruiter?
 - a non-binary gender recruiter?
 - a black recruiter?
 - a gay, lesbian, or bisexual recruiter?

Performance review

Open criteria and performance discussion meetings result in subjective and biased evaluations. The following practices help to reduce bias during evaluations, making them more inclusive:

- Defining the evaluation criteria in advance;
- Focusing on specific behaviors and results, not on personality traits;
- Not using rating scales with more points than necessary; and
- Monitoring evaluations of non-privileged groups to identify whether defined criteria or certain evaluators assess specific groups asymmetrically.

KEY QUESTIONS

1. Does the performance review in my organization include open-ended questions?
2. What is most frequently mentioned in the performance evaluation in my organization:
 - a. General things, such as teamwork skills?
 - b. Specific behavior, such as “incorporating suggestions from colleagues in problem-solving,” “giving credit to colleagues for their contributions,” or “offering colleagues actionable feedback, indicating how they can improve performance”?
3. Are evaluation scales with more than six points used?
4. Are the results of evaluations of people from non-privileged groups analyzed?
 - a. Are the evaluation criteria revised if asymmetry is detected in the evaluation of people from non-privileged groups?

Responding to harassment and discrimination

Traditional and formal complaint models can lead to confrontational processes that often cause emotional distress in the victims and lead to unsatisfactory results.

Organizations can use alternative models, including victim support systems and/or providing resolution through arbitration. The following models can be tested and implemented to deal with harassment and discrimination issues:

- Ombudspersons;
- Workers support plans;
- Conflict resolution offices; and
- Transformational dispute models.

Observers that are not directly involved can play a decisive role in preventing and reducing harassment and discrimination in the workplace. However, such observers often only have a passive role.

The likelihood of observers acting in situations of harassment and discrimination can be fostered through campaigns that:

- Help to identify inappropriate behavior;
- Determine action strategies if harassment or discrimination is witnessed; and
- Make visibility to the intention of most people to act in the event of witnessing harassment or discrimination.

KEY QUESTIONS

1. In my organization, are harassment and discrimination complaint processes formal and legalistic?
2. If someone becomes a victim of harassment or discrimination, does the organization facilitate an external point of contact for support and counseling?
 - a. If so, does the point of contact have the power to communicate the case to the human resources team and find solutions that satisfy the victim?
3. Is there an alternative conflict resolution process to making formal complaints and admission of guilt?
4. Has your organization already carried out awareness actions that explicitly identify inappropriate and unacceptable behavior?
 - a. If so, were these campaigns targeted at observers not directly involved in harassment and discrimination cases?
 - b. If so, do these campaigns contain practical guidelines for acting in the event of witnessing an inappropriate situation?

Reducing the pay gap

Making the salary negotiation process explicit and transparent can attract more female candidates, increase their likelihood of negotiating salaries, and improve their status vis-à-vis male candidates.

KEY QUESTIONS

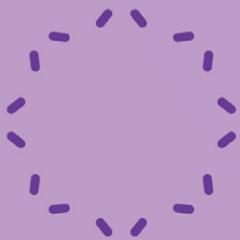
1. Does your organization monitor the wage gap between people from privileged and non-privileged groups?
2. Is there transparency on the real possibility of negotiating salaries when hiring and promoting?
3. When a salary is effectively negotiable, is this fact explicitly stated in the job advertisement?

People and Practices

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Can Promote Diversity and
Inclusion in Organizations

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