Bias Busting Strategies
for Interpersonal Interactions
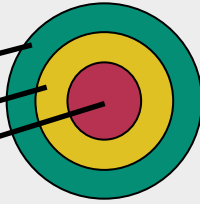
ENGENDERING SUCCESS IN STEM

Find out what **strategies** (⌖) and **actions** (🏃) you can take to counteract **implicit bias**[5].

You can take action against **implicit bias** on three levels:

Institutional
Interpersonal
Individual

Implicit bias is the **unconscious, automatic** tendency to associate certain **roles or traits** with **one social group** more than another.[6]

What Can We Do in Our Social Interactions?

Take the perspective of a person in a stereotyped group[1] ⌖

Listen and believe stories of subtle bias you might hear from other women. 🏃

Imagine what it might be like to go through their experience. 🏃

Seek out opportunities to engage with people from different social groups[2] ⌖

Initiate a constructive dialogue with someone from a different background than you. 🏃

Build respect for each other by sharing your mutual experiences, concerns, and values. 🏃

Become an active ally[3] ⌖

Encourage women to pursue career-related opportunities. 🏃

Speak out against harassment and subtle forms of gender bias. 🏃

Ensure women are represented in important decisions. 🏃

Volunteer to mentor women in your field. 🏃

Be socially inclusive[4] ⌖

Avoid planning social activities you know would exclude certain team members. 🏃

The actions suggested here are just a few examples of steps you can take. Learn more about implicit bias, what you can do to combat it, and our research in our white paper series and on our website: http://successinstem.ca/

Findings & References:

1. Perspective taking increasing psychological closeness, which decreases bias.
   Galinsky, A. D., & Moskowitz, G. B. (2000). Perspective-taking: decreasing stereotype expression, stereotype accessibility, and in-group favoritism. *Journal of Personality and Social Psychology, 78*(4), 708.

2. Increased contact can reduce implicit bias by changing our cognitive representations (how we imagine a group of people) of social groups, directly improving evaluations of the group, and fostering mutual respect between conversational partners.
   Pettigrew, T. F., & Tropp, L. R. (2008). How does intergroup contact reduce prejudice? Meta analytic tests of three mediators. *European Journal of Social Psychology, 38*(6), 922-934.

3. Both men and women can advocate on behalf of underrepresented groups to facilitate change and break discriminatory norms.
   Paluck, E. L., & Shepherd, H. (2012). The salience of social referents: A field experiment on collective norms and harassment behavior in a school social network. *Journal of Personality and Social Psychology, 103*(6), 899.

4. Because men and women can be interested in different social activities, women are often excluded from opportunities that arise from informal networking.
   De Welde, K., & Laursen, S. (2011). The glass obstacle course: Informal and formal barriers for women Ph. D. students in STEM fields. *International Journal of Gender, Science and Technology, 3*(3), 571-595.

5. Greenwald, A. G., & Banaji, M. R. (1995). Implicit social cognition: Attitudes, self-esteem, and stereotypes. *Psychological Review, 102*, 4–27.

6. Nosek, B. A., Smyth, F. L., Hansen, J. J., Devos, T., Lindner, N. M., Ranganath, K. A., ... & Banaji, M. R. (2007). Pervasiveness and correlates of implicit attitudes and stereotypes. *European Review of Social Psychology, 18*(1), 36-88.

About Engendering Success in STEM (ESS)

Engendering Success in STEM (ESS) is a research partnership focused on evidence-based solutions. The shared goal of our research is to foster women's inclusion and success in STEM (Science, Technology, Engineering, and Math). We bring together social scientists, STEM experts, and stakeholders in STEM industry and education to use an evidence-based approach to break down the biases girls and women face on their pathway to success.

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