CREATING AN INCLUSIVE BAR ENVIRONMENT

What it Takes!

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Today’s Topics

• Defining Inclusion
• Inclusive Processes
• Countering Unintentional Biases
• The Key: Intentional Actions
Harvard Law School
Women at Harvard Law School in 1953
Diversity is about Counting
Inclusion is about Cultivating
“Inclusion” is about...

- Promoting an environment where people from different cultural backgrounds:
  - Are welcomed and treated with respect
  - Feel included and integrated
  - Are given equal access to opportunities
  - Are given opportunities to contribute their ideas and concerns
“Diversity is Being Invited to the Party.

Inclusion is Being Asked to Dance.”

Vernā Myers
Why Didn’t They Remember the Bathrooms?
Diversity Lens

Adapted from:
Marilyn Olden & Judy B. Rosener, 1991
Consider Your Own Experience

• Did you feel included when you came to the bar association?
  – If so, what made you feel included?
  – If not, why not? What would have helped?
  – Were you aware of any dimensions of difference (race, gender, sexual orientation, geography, language, age, physical attributes or abilities, type of practice setting, area of expertise, size of organization, etc.)

• Be conscious of and name your lenses
Create Inclusive Processes to Learn Needs, Perspectives and Experiences

• **ASK**
  – Is there something you need?
  – What are you concerns? What are you interested in?
  – What are your goals? How can the bar association be helpful to you? What role would you like to play?

• **Information Gathering**
  – Open dialogues- periodically
  – Focus groups and interviews- consider using a third party
  – Surveys
  – Specifically with underrepresented groups, but also with majority group member so you can compare results
Assess and Change

• Use the information you gather through the process to assess your culture and ways of doing things and MAKE CHANGES to create more inclusion
• Find ways to keep the information and communication flowing:
  – Create feedback loops
  – Survey periodically
  – Include questions in evaluations of staff, programs, and leadership- how inclusive and respectful of difference they are
  – Don’t promote people to positions if they are not demonstrating inclusion
  – Correct those who are behaving in a disrespectful or exclusive manner
What About Difference Makes a Difference?

• What are the major barriers that you see to attraction, retention and inclusion?
• Are generational differences impacting your ability to attract and keep members?
• What other differences seem to make a difference?
• In what ways can you utilize differences in backgrounds, perspectives, communities, experience, language, etc. to strengthen your bar association and its mission?
What Some Historically Excluded Groups Are Experiencing

All the same challenges as historically included groups, PLUS:

- Stereotype and bias - having to prove against presumption – low expectations; higher hurdles
- Covering
- Isolation and exhaustion
- Tokenism - pigeon-holed
- Discomfort
- Lack of identification and reflection of their culture, values and priorities
- Unique business development challenges
- Lack of community
- Lack of mentoring and role models
- Lack of exposure and leadership opportunity
Much of the Exclusion is Unintentional

- Implicit bias
- Micro-inequities
- In-group favoritism
Is not just a river in Egypt
Micro-Inequities

- Quick, small acts; slights or indignities – subtle and often unintentional
- Reveal an assumption or stereotype
- Repeated slights, accumulate & develop a weight of their own
- Impact teams/offices/clients - frustration, exclusion, low productivity, litigation, attrition, squandered opportunity

- “Aren’t you worried about living in that part of town?”
- “You don’t seem gay to me.”
- “There’s no way to be a good lawyer and a good mother at the same time.”
- “Your English is so good!” [to U.S. born Asian man]

- Mistaken Identity
  - Using the word “qualified” only when describing candidates of color groups
Word Association Exercise

Write down the first NAME that pops in your head when you see this word:

LEADER
Who Do We See – When We See Leaders?

“DESCRIPTIVE BIAS”
In-group Favoritism

- **In-group favoritism is a bias toward your own group**
- Try not to look for yourself
- Apply standards consistently
- Rotate opportunity (don’t keep the best opportunities for those who you know well)
- Consider the entire list of people who could take on the opportunity- don’t use your mental list-

*It’s corrupted with your biases*
Expand Your Dance Card

- Who have you mentored in the bar association?
- With whom do you socialize?
- What messages are you sending about inclusion?
- Put yourself in places when you are in the minority
- Intentionally connect and follow up with people you meet
- Go to affinity group associations and events
- It’s not about perfection; it is about connection
Intentional Actions

- Focus on the WIIFT (What’s In It For Them)
- Champions (strong uncompromising leadership)
- Create orientations and receptions - to foster connection, decipher culture, learn unspoken rules, navigate the association and different work environments
- “Posses” work - create classes of individuals who come in and go through orientation and programming together
- Mentors are needed to make a difference; try reverse mentoring
Intentional Actions

• Sponsors – to make an investment in an individual’s success
• Diversity training for all leaders and staff
• Rooney rule- require a diverse slate to fill certain positions and opportunities (ex. who teaches CLE courses)
• Setting aside seats can be good but there can be downsides
Intentional Actions, con’t

• Look closely at your website, mission, vision, advertisements, language, photographs, where you hold events, what time you hold them, what you do at events - do they promote inclusion?

• Discounts for bar membership - discount the majority bar dues when they join an affinity bar

• Funding for travel to meetings - to enable face to face connections

• Coordinate and collaborate with affinity bar associations

• Include affinity bars on your board of governors or have a working group of leaders
Intentional Actions, con’t

• Accept that people may have different trajectories-life cycles, goals- provide on ramps and off ramps- keep track of people

• Make opportunities and the benefits of participating in the association better known

• Remember there is no silver bullet; this is a long term process; things don’t change over night

• COMMUNICATE!- MAKE SURE YOU ARE ASKING AND LISTENING!!!
QUESTIONS!
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With the Right Music, You Can Get Anyone on the Dance Floor: What Messages Are You Sending About Who’s Included?

Dance Lessons for this Chapter:

✓ How organizations and communities can create inclusive processes to communicate and demonstrate inclusion

✓ Small personal steps that you can take to create more inclusion at work, in your community, at school, and elsewhere

✓ The phenomenon of “stereotype threat” and how it can negatively impact the performance of black people at work

In 2003, I returned to my law school for a conference celebrating fifty years of women at Harvard Law School. Now that you know a little about my background, you can imagine that the august halls of Harvard are a long way from my black community in Baltimore. As I listened to a panel of older women from the class of 1953, the first group of women to attend Harvard Law School, I realized they had traveled a long road as well. There was one story they told that really struck me because of how clearly it illuminated the difference between diversity and inclusion. I was all prepared to hear war stories about the sexism they encountered as they crossed the gender line, but I was completely surprised when the panelists told the audience that when they arrived at the ivy halls of the law school, there were no bathrooms for the women!1 As smart law school students, they argued to school administrators that requiring them to walk to Harvard Square (a good ten- to fifteen-minute walk) to use the restroom was unfair, since their male counterparts did not have to do the same. How would they make it to their classes on time? What would they do if they had to use the restroom during class or a test? The men at Harvard decided they had a point, and they installed a toilet in the janitor’s closet in the basement of a large classroom building. That is where these fantastically brilliant women were relegated to go to the bathroom.

In 1953, Harvard Law School had gender diversity, but I would argue they didn’t have gender inclusion. As we have discussed, diversity is about who is represented in the organization, whereas inclusion speaks more to who is respected, expected, and
integrated into an institution. Diversity may be the conscious message that your organization or community is sending, but the lack of inclusion can be communicated easily and sometimes unconsciously. In the Harvard Law School example, without something as basic as a bathroom, would it be crazy for those women to conclude that the powers that be didn’t want them to be there? At the least, they might imagine that the institution did not understand, respect, or see them. To be seen, respected, and understood is fundamental to feeling included.

**Inclusion Is Not About Intelligence**

Why didn’t the really brilliant men who had been debating for decades about whether to discontinue discriminating against women provide bathrooms for their newly invited female students? Do you think it was intentional? I doubt it. Being good at creating inclusion for others unlike you is not about intelligence, at least not how we think of intellect. The brightest people can be clueless when it comes to promoting a sense of belonging and connection for others. That’s because being smart about inclusion means becoming aware of the views outside your experience and expertise, in other words, outside your intelligence.

The work of Howard Gardner argues that cognitive intelligence, the type of capabilities we measure by IQ tests, is only one kind of intelligence. The capacity to understand the intentions, motivations, and desires of other people, what Gardner identified as interpersonal intelligence, is another equally important form of intellect. Daniel Goleman also identified an intelligence he called social intelligence—understanding the perspectives of others, sensing and having empathy for their emotions, and taking an active interest in their concerns. No matter what your cognitive intelligence, these social or interpersonal capabilities are what we need to promote inclusion. You have to concern yourself with the perspectives and needs of others. However, this is more difficult when the others are different from you in a significant way. It is made more complex when you are a member of the dominant group or “in-group” within an institution. Those in the “in-group” are like fish in the water of the organization or community. The culture and practices of the organization or community are so reflective of how the dominant group thinks and operates, it becomes hard for them to see that others may not be experiencing the environment the same way they are.

If you are reading this book, you want to know if you are doing something that may make a black person feel unseen and excluded in your communities, relationships, and workplaces. You want to stop doing those things and start being intentionally inclusive. In this chapter, you will find my best suggestions for making sure that when the black people to whom you have extended an invitation arrive at your home, school, boardroom, or office, they receive a clear message that they are welcome, visible, and valuable. These are the steps you can take to make sure you won’t forget the bathrooms. They are the actions that help you realize when you should be bringing new music to the dance.

So how do you gain more awareness about who’s struggling to survive in the environment that seems friendly and familiar to you? One way is to develop inclusive processes where the perspectives of others, especially newcomers, are solicited, respected, and integrated into how the environment operates. The administrators of the Harvard
Law School may have prepared for the first class of women students in 1953, but I am almost certain that they did not include the newly accepted women students in the process. Even if they had talked to other traditionally male-only schools that had already accepted women, it seems to me that those schools might have told them, “Oh, and don’t forget the bathrooms.” If they had decided to have a little focus group of women, with the actual students, or maybe with some other women to inquire if there were any issues or concerns they should anticipate, it seems more likely that group would have identified the restroom issue. Or it may have happened that at a breakfast or lunch meeting of the focus group of women where tea, coffee, or water was served, a woman would raise her hand and say, “Excuse me, where is the ladies’ room?” Immediately the blinders would have been removed. This is the benefit of inclusion—we learn what we don’t know and what we can’t know without being exposed to the perspectives and experiences of others different from ourselves.

Processes that Will Help You Communicate and Demonstrate Inclusion

If your place of worship is about to develop a relationship with a predominately black church, your firm is working hard on increasing the racial ethnic diversity of its incoming employees, or your school has a number of new black families enrolling this year, what is your plan for inclusion? How are you going to get the information you need to anticipate what, if anything, needs to change about the way you are accustomed to doing things? Remember you can’t think of many of these things by yourself. Your intelligence and intention will not be enough. The fish does not notice the water. Here are some suggestions for processes that can help:

- **Ask for input from others.** Are there other administrators, program coordinators, parents, presidents, or directors in other institutions who have been successful at creating more racial inclusion in other institutions? Remember to ask specifically about any dance steps they made or what they wished they would have known before they invited their new dance partners onto the floor.

- **Think about when you first came to the organization or neighborhood.** Did you feel welcome? If so, what made you feel welcome? Were you aware of any particular identity of your own when you arrived (e.g. age, accent, geography, immigrant status, socioeconomic class, religion, prior employment, school affiliation, sexual orientation, gender, disability)? If so, how did you feel? Despite your present in-group status, these questions might help you remember it wasn’t always that way and may give you a concrete idea of what “to do” or “not to do” with others who are orienting to the new environment.

- **Consult others in your institution who may have been “swimming upstream” at one point in the organization’s history.** What groups of people used to be under-represented in your institution because of religion, ethnicity, age, or language? They may have insight about what made them feel included when they entered, or what they wished had been done to make them feel more accepted and integrated.

- **If you are involved in an organization, undertake a cultural audit or assessment.** Have a third party conduct confidential interviews, focus groups, and surveys...
of those in the organization to determine how they are experiencing the workplace. How are racial minorities faring? How are the company’s policies and practices impacting racial minorities, as compared to whites in the environment? Ask white people about their experiences and opportunities too so that you can get a complete picture, and compare how your practices are affecting everyone.

- Be prepared to examine and change how you do things in response to the information that comes from your cultural assessment. Once you have started this process and invited people to give you feedback on how the present environment supports and hinders inclusion, be prepared to make changes. As I mentioned in the first chapter, you can’t say you want change and expect to get there without doing things differently.

- Invite the new or underrepresented group to be part of the orientation process. What do they want to know? What do they need? How can you and the organization be responsive? How do you keep the communication open and flowing?

### Small and Simple but Important Dance Steps You Can Take to Create Inclusion in Your Environment

Some people, especially at work, explain to me that they don’t have time to be inclusive. They have too much work to do. What I hear from minority groups is that the smallest things can make them feel more or less included, respected, and valued in their organizations, schools, and communities. It is not that these individuals aren’t going to make their own efforts to integrate and engage, it is just much easier, quicker, and more comfortable when those who are in the majority meet them halfway. One junior associate in a large law firm told me that it made a world of difference when a white partner invited him to lunch and said the simplest thing: “I hope you are thinking about sticking around; you are doing great work.” It wasn’t the lunch as much as the comment that made him think more seriously about committing to a future with the firm. Sometimes, people of color tell me they feel included when a white person seems to engage with them about or show a genuine interest in an event, activity, artist, movie, or book pertaining to black culture. It feels good to be able to share the self they don’t often display at work and to feel that the white person regards their interests and culture as valuable.

When I was compiling the list below, I thought about what I have heard from other black people about what helps with inclusion, and I also thought of the many ways that my white colleagues and friends have made me feel connected and integrated when I am in a majority white environment. You may see things on this list below that you do already. That’s great! Keep doing them. They make a difference. Now find one or two actions from the list that you don’t do at present, but you could stretch to do. Commit to doing them and see what happens.

- Go up to and speak to people of color wherever you see them. Approach them at your kid’s school, at the grocery store, at the school concert, at the PTO meeting, on the soccer field, in the elevator, at a reception, in the lobby, on your floor, or when you see them sitting by themselves on the bleachers. You don’t have to make a big deal of it, just make contact.
Call people by the name they want to be called. Many people don’t like to be called by a nickname. Nicknames are given to you by people who are in your family or your friends. For many black people, naming them without their permission feels like you are taking a liberty that you have not earned. I see the naming problem more so with people of color also because some have non-traditional names (or spellings, like my own) that people are not sure how to pronounce. If a person has a name you don’t know how to pronounce, ask them how to pronounce it, rather than not speaking to them or calling them by the wrong name. I find that people with uncommon names are happy to offer some useful mnemonic device to help you remember the correct pronunciation.

When you engage in conversations with black people, share a little about yourself and also take time to listen to them. Especially at the job, go beyond the discussion about work matters; if this is something you do with others, it seems weird when you don’t do it with black people. If you see their eyes glazing over when you are speaking, it is a clue that maybe you should ask them a question about their interests, their vacation, the books they like, movies they saw, etc. Black and white people can have significant commonalities, but there are also cultural differences and realities that sometimes create two separate worlds. What TV shows we watch, what places we feel comfortable visiting, and what we do on the weekends can be quite different. This is all good and can be enriching if you know how to converse in a way that allows both the commonalities and the differences to surface.

Expand your social circles to include more black people. Get to know the parents of the black kids that your children are friends with. It is not enough that your children have black friends; attend dinners and events where you know there will be a racially mixed audience or a majority of black people.

At work, instead of going with the same people to lunch, for coffee, or a drink, diversify the group of individuals with whom you spend time. Even though you may not be intending to send a message of exclusion, the impact of having only white people in your social circle at work, especially if you are in a managerial position, is that you are not interested in developing cross-racial relationships.

When you develop a mental list of colleagues to lead a project, head a committee, or even to promote, go back over that list and see if it comprises only white people or even only white males. Then think again about the firm’s goals of inclusion and the benefits that diverse perspectives might bring to the group as a whole, and expand that list to include talented men and women of color and representatives of other diverse groups.

Pay attention to whom you generally include in telephone calls, meetings, emails, and communications. Who are you missing? Why haven’t you included a particular black individual? Was she outside your view? Are you treating her the same as or different from others? Are there some implicit biases you are not acknowledging? Even if you are treating her the same, is the impact on her the same as it is on others? Is there a problem with her performance, and is that why you haven’t included her? Have you told her? If not, why not? It is hard for people to contribute or perform at their highest potential if they don’t have the information they need or if they feel excluded. Benign neglect is not benign.
With the Right Music, You Can Get Anyone on the Dance Floor

 Invite a black person with whom you work, with whom you serve on a committee, or who teaches or coaches your kid for dinner. Watch to make sure that you are not assuming that dinner should always be at your house or in your part of town; be willing to go to his or her home or community as well.

 Share with black neighbors, colleagues, supervisees, and friends, information about the inside politics, unspoken rules, resources, scholarships, discounts, relationships and organizations that can improve their lives. Many black people are new to professional and business organizations and clubs. Sometimes this is because the clubs excluded black people or made it very difficult for them to join. (Also, the black middle class has its own clubs and affiliations, but they exist separately from the larger white society.) As a black working class woman, there was a whole world of resources and powerful affiliations that I knew nothing about or had no idea how to access. Also, I was often unaware of the ways things were done or how people think in organizations that are predominately white. My white friends, many of whom are professionals and whose parents and grandparents were professionals, often say, “You need to know about this group or you need to meet this person; I will introduce you.” Or they will say, “Do you know how this works? I would be happy to tell you.” I really appreciate when they do this.

 Point out and help your black colleagues and supervisees avoid potential pitfalls and problems. Lend them your perspective and experience in a certain area. Promoting inclusion is not only about suggesting, “Why don’t you try this?” It is also about warnings, such as, “That’s probably not the best way to do that.” I had a wonderful, smart, white male colleague who agreed to be my mentor and provide me with the “white man’s view” on certain strategies I was attempting to implement in a majority white male organization. Of course, he couldn’t speak for all white males, but he offered invaluable insight into perspectives that I could not have come to on my own.

 Don’t dominate the conversation in a meeting or discussion. Make sure you are hearing from black people in the room about what they think regarding a subject or project, especially if they are in the minority on the project or in the organization. If their contribution differs from the mainstream or dominant position, consider its value and reward their courage. This contribution from a different perspective may be very helpful to your organization or firm; it may develop an area or strategy that you and the firm had not considered thus far.

 If points are made from diverse perspectives of men and women of color, don’t dismiss them, even in subtle ways. If you don’t see the value of the perspective immediately, consider politely probing by asking that person how he or she could develop that point or new insight to advance the objectives, strategies and advantages of your firm (or committee). If the insights differ greatly from the historically dominant approach, the rest of the group may need to have those points made more clearly so that they can give it more thought after the meeting. By the next meeting, consider developing it and incorporating it into the group/firm’s plan, strategy, etc. When you are able to support the point made by that person of color every member of the committee will see the value of this contribution. You will enhance his or her status, further the firm’s goals of inclu-
sion, and allow everyone to see benefits from inclusion for the firm as a whole.

If you are running a meeting, notice who’s not talking when you ask, “Does anyone have anything to add?” or “Are there any questions?” The silence may not mean there is nothing more to be said. Many black people, especially when they are not well represented in an environment, are reluctant to speak out. They may see the situation different from the majority, and they are unsure how much of an appetite there is for doing things differently from what has been over a long period of time. They don’t want to be perceived as “troublemakers” or “not good team players.” Employ different strategies to solicit opinion and ideas (e.g., employing round-robins where everyone takes a turn; using secret ballots; writing thoughts and questions on index cards anonymously; soliciting information before and after meetings in person and via telephone or email; creating a suggestion box). When new ideas are offered, make sure that you respond in a way that encourages more input.

Watch Out for Stereotype Threat and Learn How to Counter It

One of the reasons some black individuals don’t speak up in meetings is that they are concerned that their questions or comments may be held against them. Professor Claude Steele of Stanford University and his colleagues Joshua Aaronson and Steven Spencer have been studying for many years this worry and the incapacitating effect it has on some black students’ performance in college. They call this phenomenon “stereotype threat,” the threat of being viewed through the lens of a negative stereotype. This occurs when individuals of any race or gender fear they will perform in a way that will inadvertently reinforce a negative stereotype held by their evaluators. The anxiety or intimidation that is produced causes individuals to doubt and adjust their performance in a way that they would not if they were not worried.

They discovered the occurrence when in an effort to improve the performance of black students at Stanford, they found that the differences in academic success between white and black students occurred even among black students who came to school with the same preparation (SAT and grades), parental income, and quality of education.1 Steele and Aaronson began testing the idea of stereotype threat using various experiments with a control condition (where a stereotype was evoked: e.g., inquire about test-takers’ preference in sports and music; complete word fragments with stereotype-related words) and an experimental condition (where the threat of stereotype is reduced). In one experiment, they gave white and black students a difficult standardized test. Under the control condition, the test was presented as an examination of intelligence and preparation, but for the experimental condition, the students were told that the test was not about intelligence; instead testers explained they wanted to examine the psychology of verbal problem solving. They used the same test and equally talented students; everything was the same except what the students had been told before taking the test. The performance of white students did not change from the control to experimental condition. However, the black students “solved, on average, twice as many items on the test that was given under the experimental condition.
One of the interesting discoveries that Steele and his colleagues have made is that stereotype threat impacts the most conscientious and hardworking students most severely. Also, the anxiety is produced only when the task is challenging. Steele explains,

What exposes students to the pressure of stereotype threat is not weaker academic identity and skills but stronger academic identity and skills. They may have long seen themselves as good students—better than most. But led into the domain by their strengths, they pay an extra tax on their investment—vigilant worry that their future will be compromised by society’s perception and treatment of their group.\(^5\)

Steele and his colleagues’ work focuses on students; however, I think it is especially relevant for black individuals working in elite professions that are focused on solving difficult cognitive tasks in a high-pressure environment. These are also the environments where performance is being evaluated informally and formally by individuals who are mostly white. Cognitive achievement has a lot to do with motivation and expectations, but Steele’s research shows that reducing stereotype threat is accomplished when black students trust that the tester is fair and not being influenced by negative stereotypes.\(^6\) The power of race to diminish the performance and contributions of black people will continue unless we can find ways, as Steele and his colleagues have done in their experiments, to change how our society and work environments create stereotype threat.\(^7\) Steele did find that two explicit steps helped to reduce stereotype threat and increased black students’ trust of their white evaluators. If the evaluators told students they were using high standards and that the students’ work led them to believe that the students could meet these standards (this suggests that you are not viewing them stereotypically), the students trusted that the critique of the evaluators was unbiased. This trust that was developed allowed the students to hear the critical feedback and they became more motivated than the other white students in the study to improve their work.

I believe that if white supervisors and managers in the workplace took these two steps—articulating high standards and indicating, where appropriate, their confidence in the black person’s ability to achieve these standards—they would help more black direct reports to perform at their highest potential. What will this take? Obviously, one issue is to work hard to uncover and offset the biases and stereotyping that do actually exist. We will talk in detail about how we might do this in Chapters Eight. In addition, there are ways that some very well-meaning white people have worked with black supervisees that need to change. We will explore these old dance moves and the new steps we suggest instead in Chapter Eleven.

You might be thinking that Steele’s suggestions and the two lists of steps that I have offered in this chapter are nice reminders, but they are just about having good manners, being a respectful person, relating effectively with others, and being a good manager. You might also notice that everyone, no matter what race or ethnicity they are, would appreciate being treated this way. I would agree with you wholeheartedly on both accounts. If you carry out these actions already with all types of people, don’t change anything you are doing; this is ideal. But, if not, committing to these behaviors with a particular focus on blacks and other underrepresented groups within your
environment will promote inclusion for these individuals who, for various reasons, do not as often enjoy such treatment from individuals in the in group. This is not due to intention, of course, but to a lack of attention to how we do what we do and the impact it has on others, especially those in the out groups. Bathrooms are not a big deal, until they are forgotten. “Hellos” are not momentous, unless you have been feeling invisible. “I’m sure you can do it” may seem like faint praise, unless you are full of anxiety about your supervisor’s presumptions. So, can we agree? Even though there are big steps required to create more racial inclusion, small things matter, too. If we take the time to pay more attention to the smallest things, we can break down racial barriers and make real progress toward including racial diversity in our lives and organizations.

Endnotes


6. Id.

7. In Steele’s recent book, Whistling Vivaldi: And Other Clues to How Stereotypes Affect Us and What We Can Do, Steele describes the many experiments he and others have conducted on stereotype threat and what they have learned from them about how to counter the threat and to minimize stereotype threat: (a) improve the number of people from the social category in the setting so that a critical mass is reached, (b) make it clear that you value diversity, (c) foster intergroup conversations and frame these as a learning experience; (d) allow the stereotyped individuals to use self-affirmations, and (e) help the stereotyped individuals to develop a narrative about the setting that explains their frustrations while projecting positive engagement and success in the setting.