

# Diversity for Scientists

A brief summary based on the OSCa Peer Groups of the HBP High Potential Mentoring Programme and ...

## **HBP AL-ScOT**

the **Art of Leading Science Organisations and Teams**



# What is Needed for Effective Mentoring: Differentiate between doing the things right and doing the right things

**C**onfidence  
**A**ptitude and Attitude  
**K**onnection (sic!) to Resources  
**E**ncouragement

**P**erformance  
**I**mage  
**E**xposure

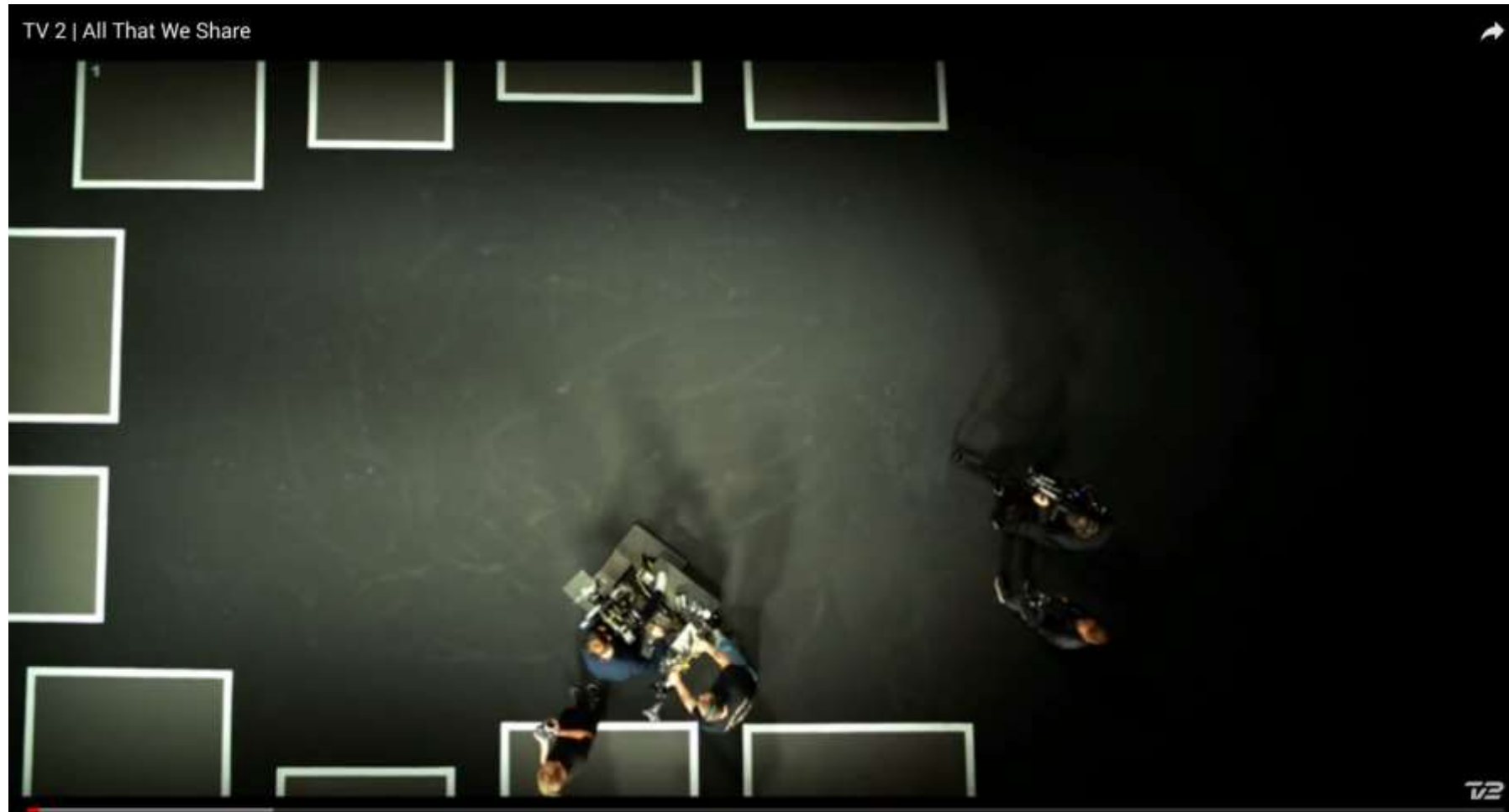
**Formal mentoring (and training), especially for women and minorities, focuses more on CAKE and too little on PIE-Aspects.**

*Colantuono, Susan L (2012): Make the Most of Mentoring – Capitalize on Mentoring and Take your Career to the Next Level; Interlude Productions, Charlestown*

# Insights into different aspects for research teams and leaders

- *Awareness of biases and their impact, respectful interaction, inclusive collaboration*
- *Understanding of individual diversity traits, the impact on how we perceive others and are perceived by others*
- *Learning about different working styles, values and norms and their impact on collaboration*
- *Contributing to mutual beneficial interactions in diverse virtual teams*
- *Knowing whom to turn to in case of explicit biases or discrimination*
- *Creating inclusive working conditions, especially for virtual teams*

# What is Diversity?



*TV2 Denmark (2017): All that we share, <https://www.youtube.com/watch?v=jD8tjhV01Tc>*

# What is Diversity and Diversity Management?

## Diversity is a Phenomenon

The fact that human beings **differ** in many ways and at the same time share many **similarities**

## Diversity Management is an Individual Competence

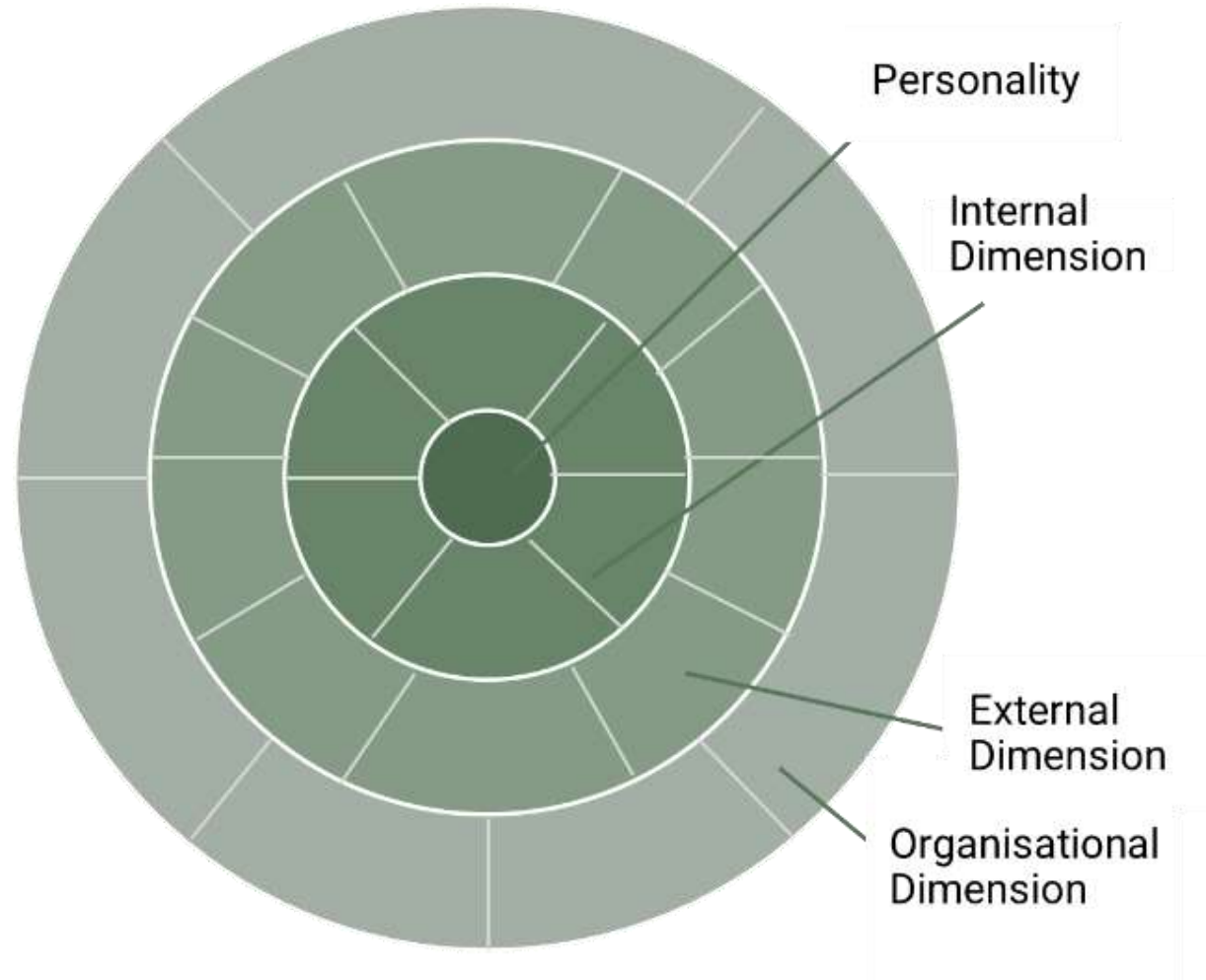
- the conscious and affirmative reflection of diversity
- practicing tools and techniques for effective interaction

## Diversity Management is an Organisational Competence

**the design of collaboration**, of supportive structures and processes across different cultures, departments, roles, ... to *utilise* the potentials inherited in individual and team diversity



# Four Layers of Diversity (see Gardenswartz and Rowe 2003)



For an example see  
<https://community.astc.org/ccli/resources-for-action/group-activities/diversity-wheel>

Four Layers of Diversity by Gardenswartz and Rowe 2003; <https://www.gardenswartzrowe.com/why-g-r>



# Further Differentiation of Diversity Dimensions

Immediately perceptible vs. barely perceptible diversity

Inborn diversity vs. behaviour ("learned" diversity)

Primary vs. secondary diversity

(cf. EU Treaty Article 13: Distinction between natural, practically unchangeable and changeable dimensions)

Our potentials and talents should count.  
Whether they are recognized and encouraged,  
which role they will be able play in once life,  
depends on many factors that can affect the course of life.



# Primary and Secondary Diversity

The example of sex vs. gender

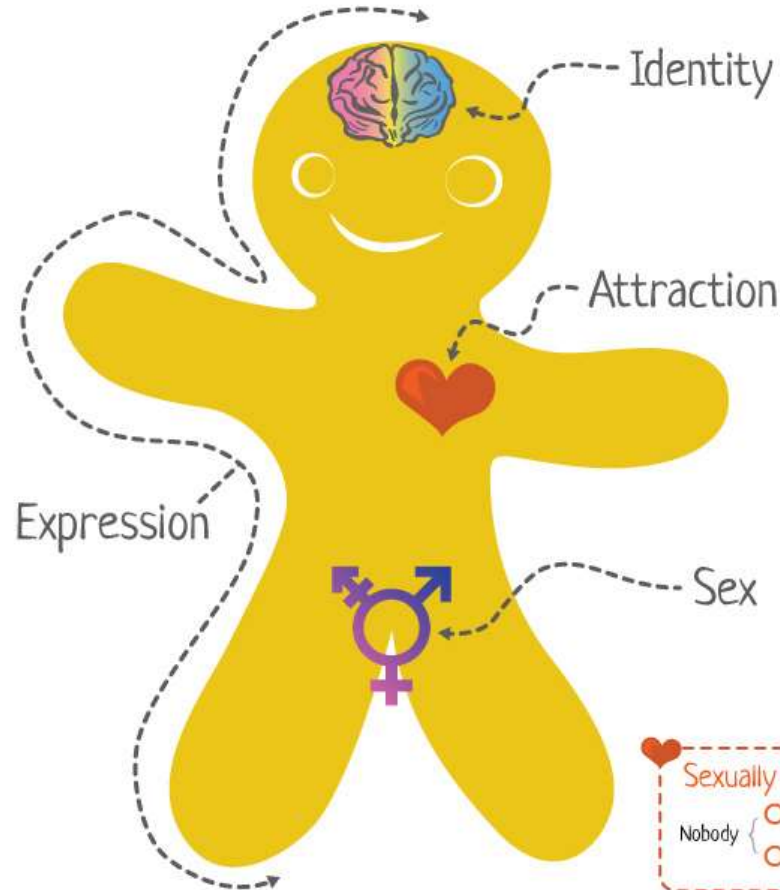




# The Genderbread Person v3.3

by its pronounced **METROsexual**.com

Gender is one of those things everyone thinks they understand, but most people don't. Like *Inception*. Gender isn't binary. It's not either/or. In many cases it's both/and. A bit of this, a dash of that. This tasty little guide is meant to be an appetizer for gender understanding. It's okay if you're hungry for more. In fact, that's the idea.



For a bigger bite, read more at <http://bit.ly/genderbread>

Plot a point on both continua in each category to represent your identity; combine all ingredients to form your Genderbread. 4 (of infinite) possible plot and label combos

**Gender Identity**

Indicates a lack of what's on the right.

Woman-ness  
Man-ness

How you, in your head, define your gender; based on how much you align (or don't align) with what you understand to be the options for gender.

Labels: "woman", "man", "two-spirit", "genderqueer"

**Gender Expression**

Feminine  
Masculine

The ways you present gender; through your actions, dress, and demeanor; and how those presentations are interpreted based on gender norms.

Labels: "butch", "femme", "androgynous", "gender neutral"

**Biological Sex**

Female-ness  
Male-ness

The physical sex characteristics you're born with and develop, including genitalia, body shape, voice pitch, body hair, hormones, chromosomes, etc.

Labels: "male", "female", "intersex", "MtF Female"

**Sexually Attracted to**

Nobody { (Women/Females/Femininity)  
(Men/Males/Masculinity)

**Romantically Attracted to**

Nobody { (Women/Females/Femininity)  
(Men/Males/Masculinity)

In each grouping, circle all that apply to you and plot a point, depicting the aspects of gender toward which you experience attraction.

Sam Killermann (2015) <http://itspronouncedmetrosexual.com/2015/03/the-genderbread-person-v3/>



# Gender: roles and and expectations based on sex



<https://www.freshdads.com/magazin/werbung-im-wandel-der-zeit-frauen-den-herd#.W-so8eKNxaQ>

# Gender – Roles and Perceptions Change



<https://pixabay.com/de/baby-kinder-niedlich-vater-papa-22194/>

www.convelop.at



## Gender – Roles and Perceptions Change



<https://pixabay.com/de/latein-frauen-modell-motorrad-1812906/>

www.convelop.at



# Sex, gender and/or further diversity traits?

Level of Hormones?  
Chromosomes?  
Anatomy?

Age?  
Culture?

Socio-Economic Factors?



[https://www.freepik.com/free-vector/gender-neutral-movement\\_8356943.htm#page=1&query=genders%20non-binary&position=5](https://www.freepik.com/free-vector/gender-neutral-movement_8356943.htm#page=1&query=genders%20non-binary&position=5)



# Equality vs. Equity – remove the fens!

A picture illustrating the concepts of equality, equity and justice

Courtesy Advancing Equity and Inclusion: A Guide for Municipalities

by City for All Women Initiative (CAWI), Ottawa



# Equal Opportunities: the right for everyone to have the same access to education, employment ...

- Political Framework
- Education and Employment specifically
  
- No Discrimination









<https://pixabay.com/de/photos/kaiman-krokodil-raubtier-alligator-3301709/>



# Our brain draws decisive conclusions quickly and unconsciously from little information

How does

- ▣ the name of children affect their grades in schools?
- ▣ the temperature of a beverage influence a job interview?
- ▣ body size impact the chances of becoming a CEO?
- ▣ ...



# Stereotype, Prejudice, Discrimination

- **Stereotype**  
Ascription of attributes, characteristics as „typical“ for a person or group (either positive or negative)
- **Prejudice**  
Ascription of negative Attributes
- **Discrimination**  
negative behaviour towards others based on prejudice



# Prejudice lead to ingroups and outgroups – for no good reason

*Now the Star-Belly Sneetches Had bellies with stars.  
The Plain-Belly Sneetches Had none Upon thars.*

*Those stars weren't so big.  
They were really so small You might think  
such a thing wouldn't matter at all.*

*But because they had stars,  
all the Star-Belly Sneetches Would brag,*

*"We're the best kind of Sneetch on the beaches."*

*With their Snoots in the air,  
they would sniff and they'd snort,*

*"We'll Have Nothing to do with the Plain-Belly sort!"*

*And whenever they met some,  
When they were out walking,  
They'd hike right on past them without even talking.*



*Dr. Seuss, The Sneetches and Other Stories* [https://www.youtube.com/watch?v=qPhOZzsi\\_6Q](https://www.youtube.com/watch?v=qPhOZzsi_6Q) (12min)

# Thinking about diversity, your networks and your experiences:

- Do you remember an occasion, when the difference between you and others was striking to you?
- In which way was this experience an enrichment?
- In which way was this experience a strain?
- Which aspects of diversity you can manage easily?  
Which aspects of diversity are hard for you to deal with?  
What makes it easier or harder to deal with differences?
- In your opinion: which competences are needed to work well with others who differ (in their work stile, age, ...) as a team?



# „the Ladder of Inference“ Leads to Prejudice and Conflicts



based on: Argyris Chr., Putman R, & Smith D. (1985): The Learning Organisation, Senge P. (2006) The Fifth Discipline



# Emotions and Emoticons – Cultural Differences

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See also: <https://www.dasgehirn.info/handeln/mimik-gestik-koerpersprache/schau-mir-in-die-augen-kleines/>



# Exercise on Body Language and Communication

- Eye Contact
- Body Distance
- Touching
- Kissing
- .....

what is considered polite/rude, friendly, ....

In „your region“ or home country?

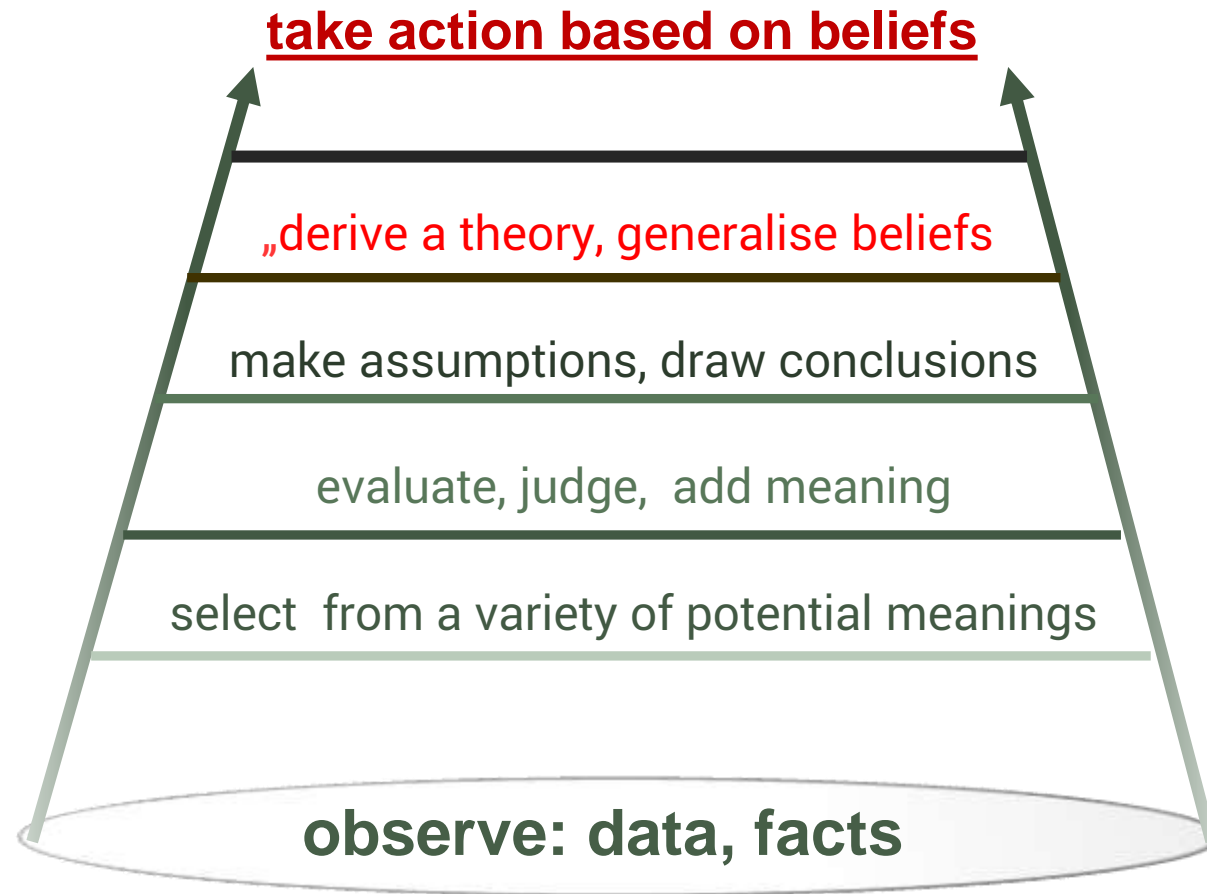
Different expectations depending on gender?

Are there any differences between specific groups within this region? – when comparing with other regions or countries?





# „the Ladder of Inference“ Leads to Prejudice and Conflicts



based on: Argyris Chr., Putman R, & Smith D. (1985): The Learning Organisation, Senge P. (2006) The Fifth Discipline



# Active listening (Attention: big cultural differences!)

**General rules - which have to be changed depending on the cultural context!**

- Confirmation, eye contact, turning to the body
- If possible, adapt to language, tempo
- Watch your feelings, don't let them get out of hand.
- Ask questions, draw attention by asking questions
- Summarizing what you've heard

Please be particularly careful with:

- Addressing feelings –  
rarely possible in a professional context, culture-dependent!
- "paraphrasing" (repeating exactly what has been said)  
- may be perceived as exaggerated

**Bad listening**

- Being busy with your own thoughts while listening,  
"just" waiting to be able to bring in their own opinions
- Speaking out bring in your own ideas, offer "ready-made" solutions



# Non Violent Communication by Marshall Rosenberg

## Observations

- Honestly sharing observations without analysing, judging or interpreting them
- Accepting the other person, empathically, just the way he/or she „is“ at that moment – without taking criticism personally

*Feelings related to the observation – taking responsibility for it  
(be aware of cultural differences in expressing emotions)*

- *Clarifying how you feel*
- *Clarifying how the other person feels*

## Needs

- What are the needs, leading to my feelings?
- What are the needs, of the other person?

## Appeal/Request

- What could be something the other person could do in order to improve the situation?
- **+ ask how a good mutual agreement can be made**



# What is your reaction to feedback?

Remember a situation when you really struggled with feedback you received or even rejected it completely:

What were the reasons for it?

What are your lessons learned from this experience?

Advice from you how to deal with similar situation in the future?

What helps if feedback is considered as destructive?



# Pay attention to feedback functions and personality types

Feedback can have different meanings:

1. Praise, Motivation
2. Coaching, mentoring function
3. Assessment, evaluation

→ How does this fit in with the current needs of the person receiving the feedback?

**In addition, ...**

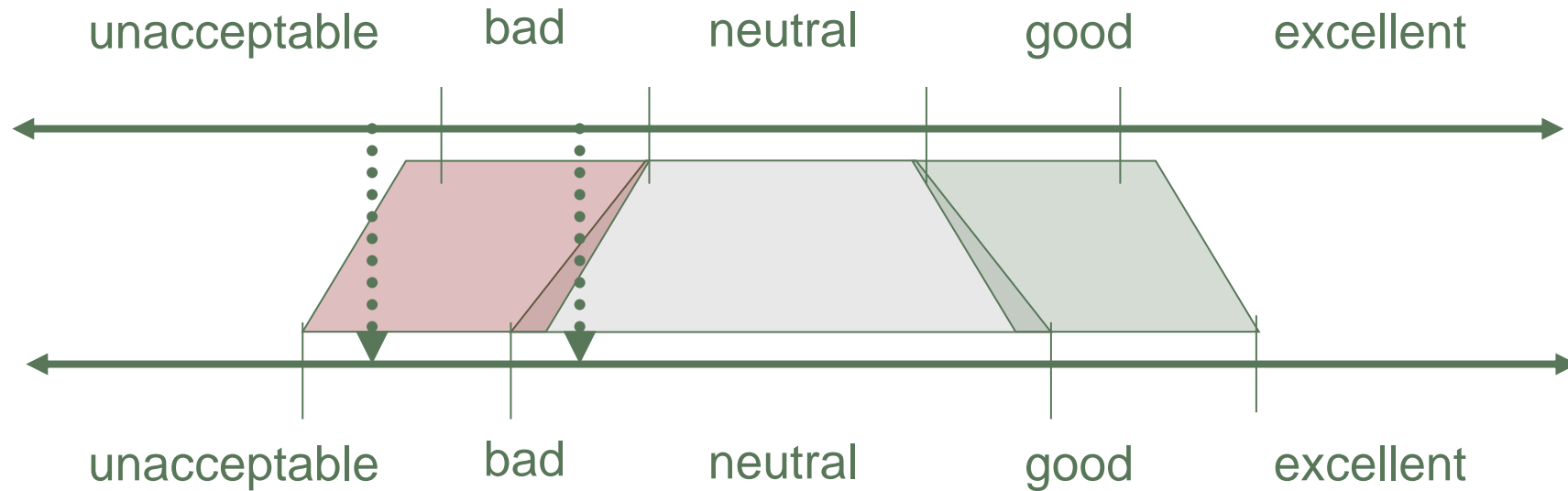
**the perception of positive and negative signals, the sensitivity is very different both culturally and individually, thus also: the effect and the duration of the effect.**

*Vgl. Stone & Heen (2014): Thanks for the Feedback*



# Communicating Feedback is Culturally Different

e.g. Canada, Poland

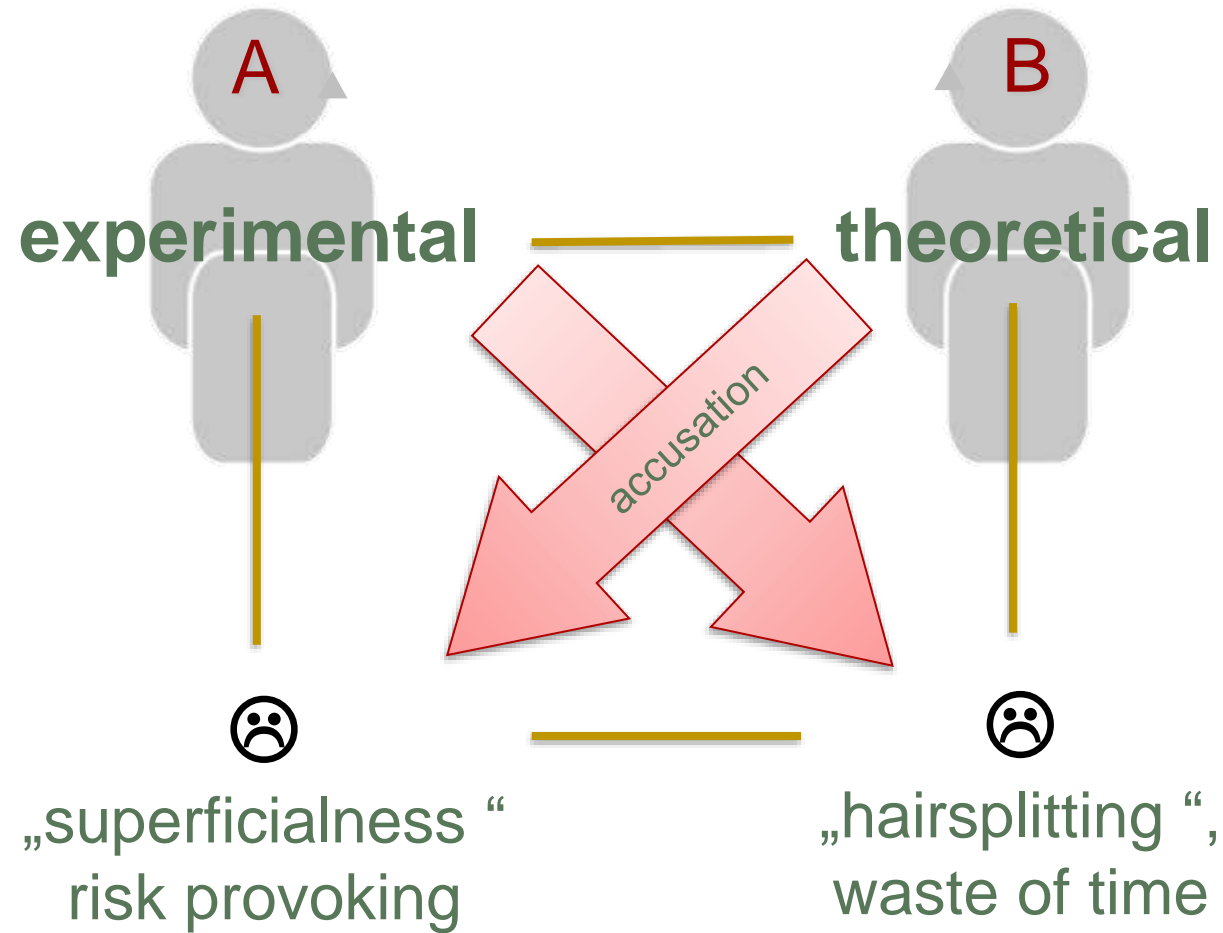


e.g.. France, Mexico

*Laroche 2003*



# Different Perceptions, e.g. of Risks, lead to accusations, leading to conflicts, ....



Based on Schultz von Thun: „Square of Values“ / „Wertequadrat“



# Virtual communication of Emotions and Emoticons a question of age, business community – and culture

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*Park et.al (2013): Emoticon Style: Interpreting Differences in Emoticons Across Cultures*  
<https://www.aaai.org/ocs/index.php/ICWSM/ICWSM13/paper/viewFile/6132/6386>



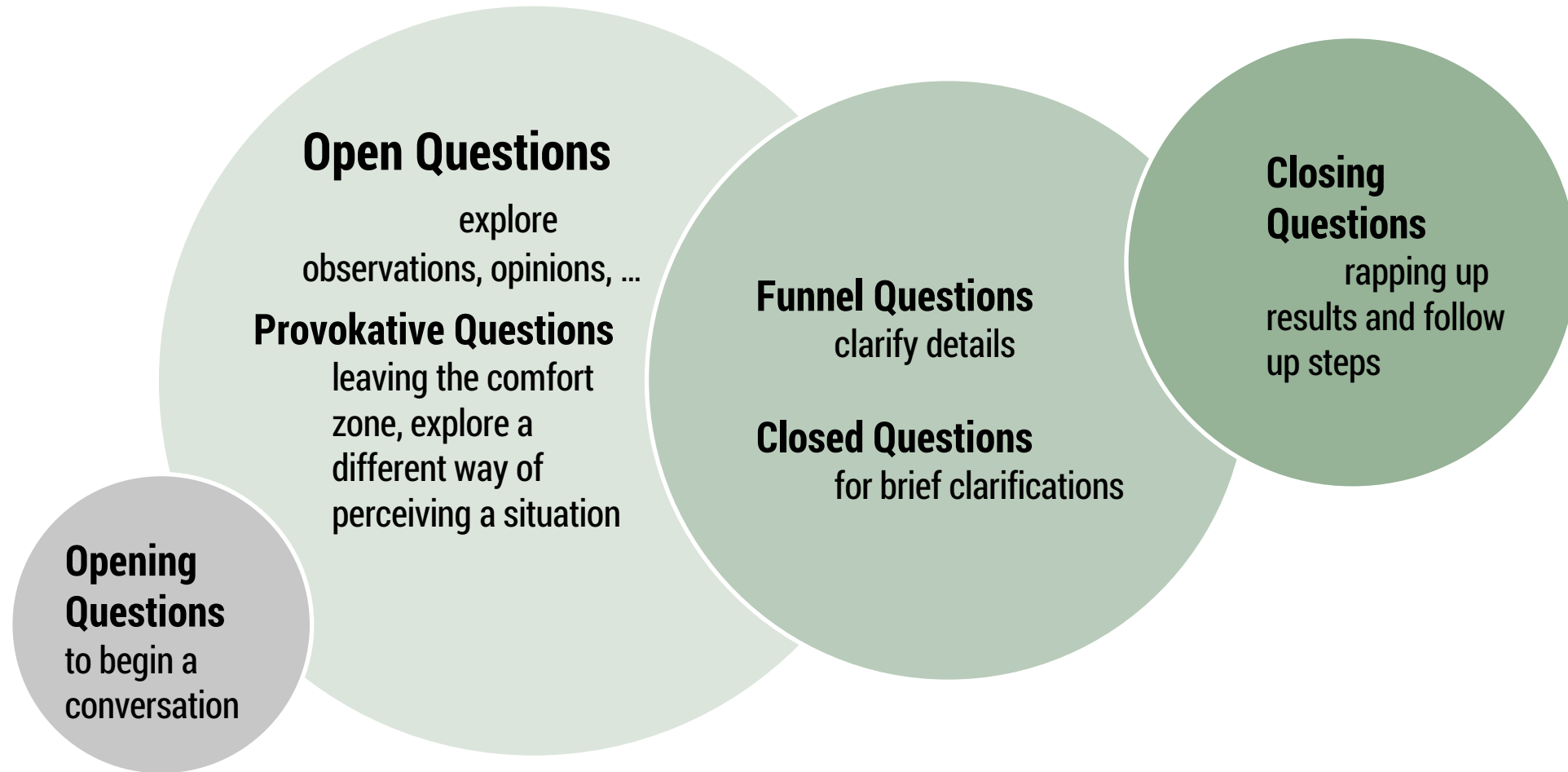


Stop Telling

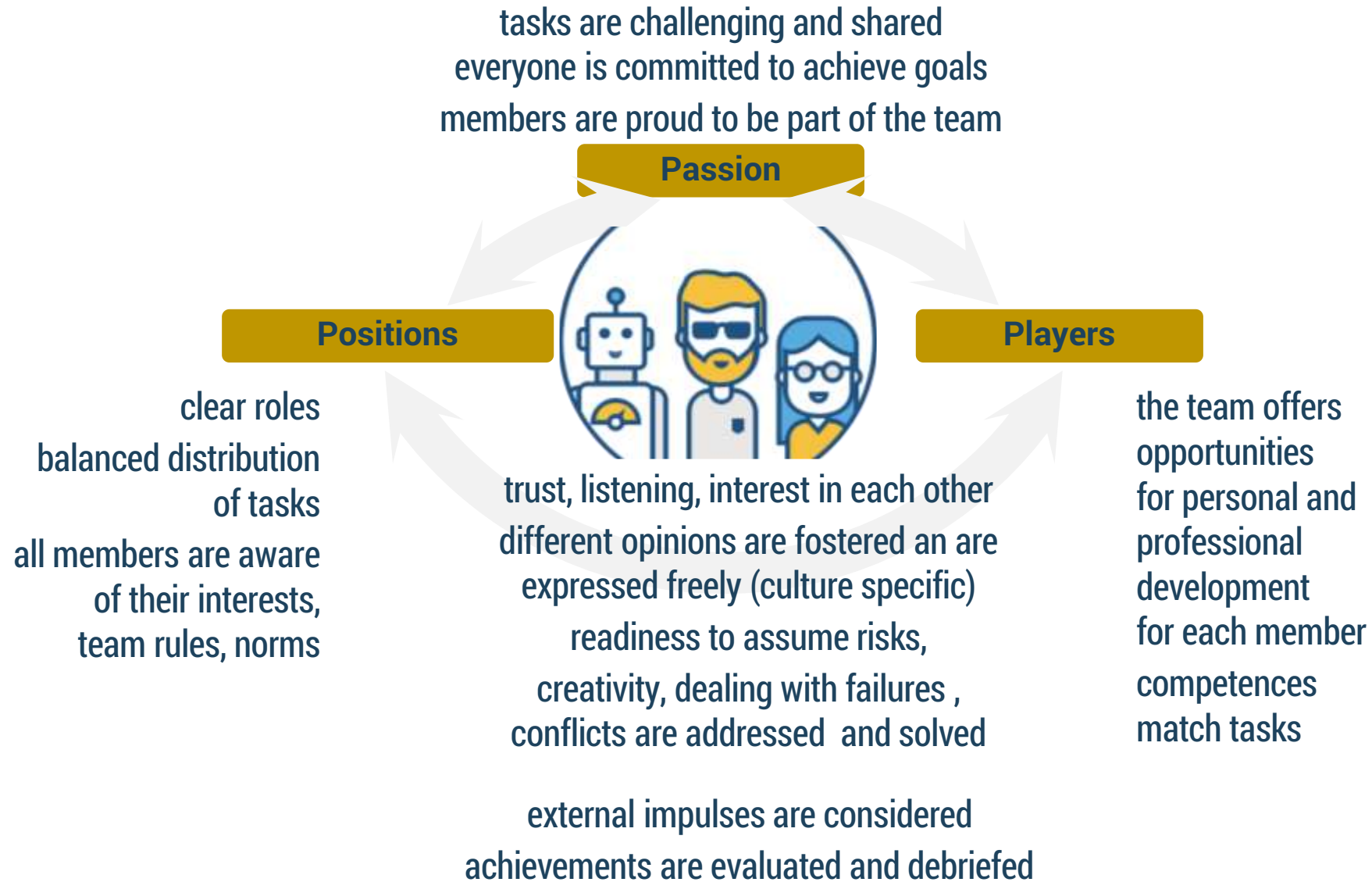
Ask Questions



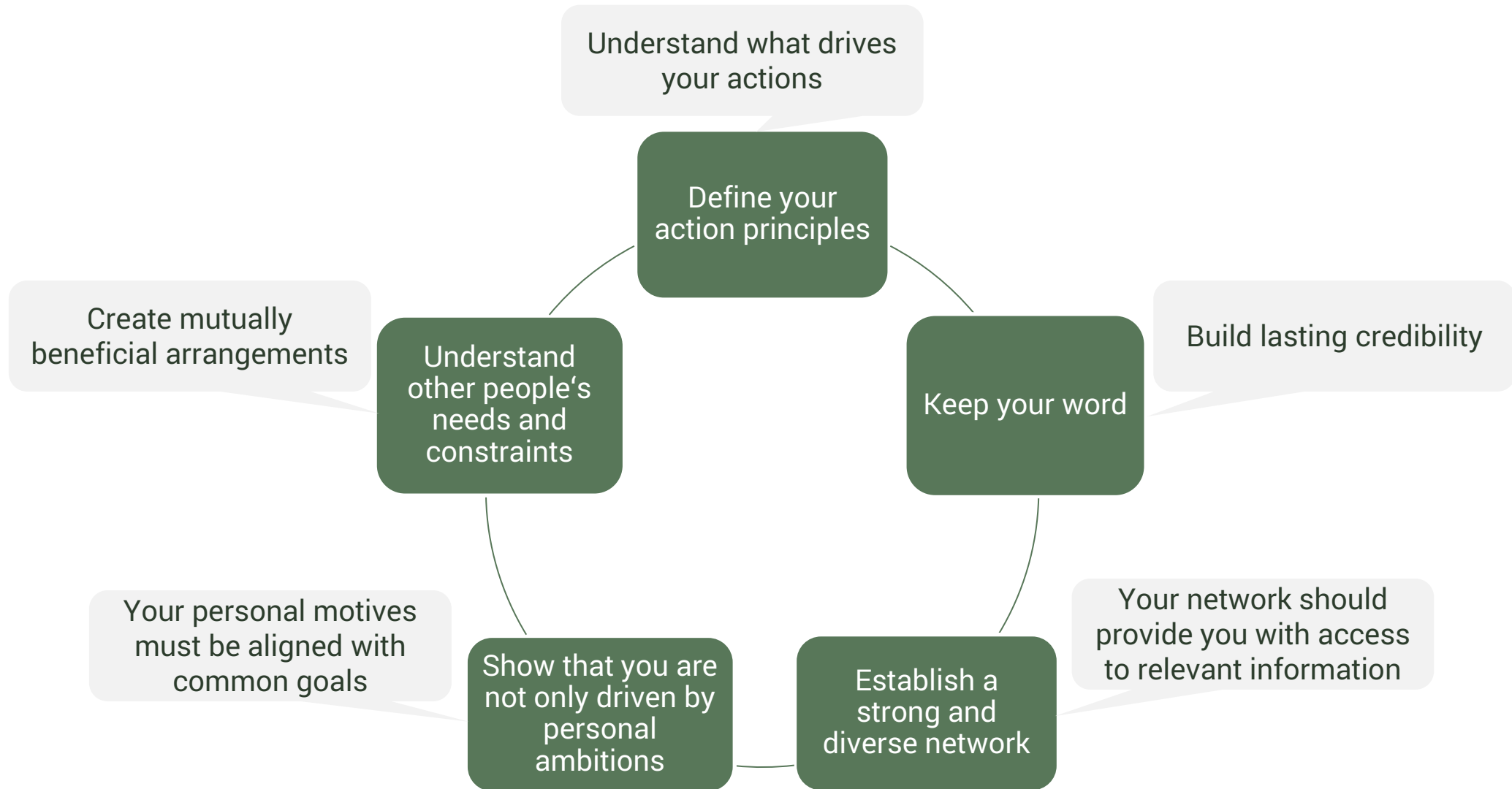
# What is the aim of our questions?



# What is an Effective Team?



# The Keys to Lateral Leadership



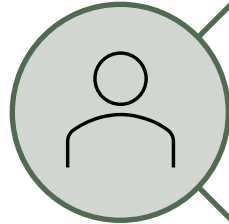
<https://www.manageris.com/synopsis-the-keys-to-lateral-leadership-20370.html>



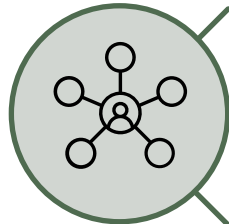
## 4 recommendations to develop effective support networks



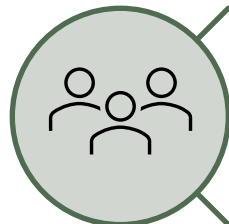
Build your networks proactively



Position yourself strategically



Create a diversified network



Adjust your network as you evolve



# Whom to turn to within the HBP

- DEOC – Members of Diversity and Equal Opportunities Committee
  - <https://www.humanbrainproject.eu/en/about-hbp/diversity-and-equal-opportunities/diversity-and-equal-opportunities-committee/>
  - [Karin.Grasenick-at-convelop.at](mailto:Karin.Grasenick-at-convelop.at)
- PORE – Point of Registrion an Ethical Concern
  - <https://www.humanbrainproject.eu/en/social-ethical-reflective/about/data-governance/>
- HBP Ombudsperson
  - <https://www.humanbrainproject.eu/en/about-hbp/project-structure/governance/hbp-ombudsperson/>
- Coaching and Counseling at your university or research institution

## HBP Leaders' Commitment to Equal Opportunities and Inclusiveness

The members of the **Science and Infrastructure Board (SIB)** endorsed the letter and the attachments, which comprise a vision, the mission to follow the cascade model and a checklist ([link](#)).

The checklist gives each leader **20 action steps to care about**: from reflecting statistics to a fair work distribution in teams and individual career development plans.



**Every person with a leadership responsibility is invited to join and sign the letter** and choose those aspects from the checklist that can be applied to their position. HBP leaders thereby counteract the leaky pipeline and strive to implement the reference model of the HBP: Women and men are expected to be represented at each career level in proportion to the level below.

The initial figures are derived at the level of PhD students and Postdocs, based on ratios from sources like the [European SHE FIGURES](#) and/or organisations considered as best practice for each Work Package or Task. If there is a significant difference, the responsible leaders will check closely to try to find the reason. If the reason is discrimination, the HBP

## HBP Guidelines

For **HBP leaders** we have summarised a short [HBP Leadership Checklist](#) as well as the [HBP Recruiting Guidelines for Leaders](#). The [Leaders' Commitment to Equal Opportunities and Inclusiveness](#) is waiting for you to be signed!

For **researchers** we have summarised the [HBP Research Guideline](#) as well as the [HBP Publication Guideline](#). Terminology and examples for diversity in research are explained in [this document](#).

**Early stage researchers** might wish to explore the [HBP Career Guideline](#) and further [material on career planning](#) .



## HBP High Potential Mentoring Programme

Due to its enormous success, the **HBP High Potential Mentoring Programme** is now carried out one last time, after it was originally launched on [International Women's Day 2019](#). It was developed by the [Diversity and Equal Opportunities Committee](#) (former Gender Advisory Committee) and is designed for HBP early career stage scientists,



# Equality, Diversity and Inclusion in Project Themes and Teams

The **EDI Toolkit** supports **projects in integrating EDI (Equality, Diversity, Inclusion)** in their research content and **as guiding principles for team collaboration**. It is **designed for everyday usage** by offering

- basic information,
- guiding questions, templates and tools to design responsible research,
- quick checklists, guidance for suitable structures and standard procedures,
- as well as measures to support EDI based leadership, fair teams and events