



Module 4: Attitude, Bias, and Ethics

Summary

The purpose of this training module is to provide the resources necessary to conduct an introductory training on Attitude, Bias, and Ethics in a social services organization.

This module includes:

- A lesson plan outline/agenda for conducting a training,
- A written overview “Attitude, Bias, and Ethics”, and
- A Learning Guide designed to be used by a facilitator working with one or more learners to reinforce the training content and enhance the learning experience. Though designed to be used by a facilitator, the Learning Guide can be easily adapted to be used by individual learners.

How to use this training module:

These materials may be incorporated into an existing employee orientation or induction training, as a component of an expanded Foundations of Human Services training series, or as a stand-alone training.

The content of this module may be loaded into the agency’s learning management system, and may be used as part of a classroom-based training, supervisor-led training, or viewed by individual learners at their desk.

The Lesson Plan follows the module text and provides general timeframes for delivering the content if it provided by a trainer in a classroom setting. If another format is used, the Lesson Plan can serve as a guide.

The Learning Guide is designed to support and enhance the learning experience. Whether used by a trainer in a classroom setting, a supervisor meeting one-on-one with an employee, or a facilitator to guide a group discussion, the Learning Guide offers discussion prompts, suggests considerations for self-reflection, and provides ideas for the learner to enhance their practice.

A Bay Area Social Services Consortium Project

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Module 4: Attitude, Bias, and Ethics

Overview

In the field of social services, we learn about the importance of treating the people we serve with respect. In addition to providing respectful service, as public servants, we are required to conduct our business ethically. Understanding what it is to be respectful and ethical in our interactions means we have to first understand that our attitudes and beliefs shape what we think of as “respect” and to learn what standards of ethical behavior we are held to as public servants. In this module we will explore both how our attitudes, and biases – either known by us or unknown – impact our work, and the ethics that both underpin and guide our work in human services.

The Role of Attitude

First, let’s explore what we mean by ‘attitude.’ The Oxford Dictionary defines it as “a settled way of thinking or feeling about someone or something, typically one that is reflected in a person's behavior.” For example, if we have come to believe that people who behave a certain way are uncaring or rude, we are likely to treat them differently than if we believe that their behavior may be related to severe stress or a mental illness. In other words, how we view the situation has a direct impact on how we respond. And, how we respond to different types of situations or individuals is most often governed by our attitudes about them.

Let’s look at some different scenarios.

A young woman comes to your office seeking support. She has three small children with her. Two of the children appear to be under the age of three and are crying. The mother first tries to console them, then begins to shout at them to stop crying.

What are your thoughts about this situation? What are they about the mother? Do you think she must be under a lot of stress, and empathize with her? Are you upset by the way she has spoken to her children and think she’s a bad parent? How do you react, internally, when you see these kinds of interactions?

Or, your job requires you to enter data in a system that is difficult for you to navigate. You’ve never seen the data used and aren’t sure what it is used for, but entering it takes a lot of time and takes you away from other tasks that are important to your job.

What are your thoughts and assumptions about the situation? Do you think the data entry is a poor use of your time? Do you believe entering it will serve no important purpose? What are your actions? Do you put the job off and take care of the tasks that matter to you? Do you complain about having to do the data entry to your coworker? Or, do you simply jump right in, enter the data, and then move on to the next task?

Because your perceptions of the situation are derived from past experiences and understanding you’ve developed over the years, you will have drawn some conclusions about both of these situations. Your conclusions may be accurate or inaccurate, but either way, they are likely to determine how you respond.

Each of us has a basic nature. Some people are excited about change and jump in early when change is required. Others are less so, and maybe even resent having to change the way they're doing something. Some look for the best in situations, others see the problems. These ways of experiencing the world around us are neither right nor wrong, but they do impact the development of our attitudes and biases, which in turn affects not only what we think, but how we respond.

Assumptions and Bias

Our perceptions, beliefs and attitudes are developed over a lifetime. They have been influenced by our family, experiences we've had both growing up and as adults, our culture, our education, and our social networks. Through these experiences we begin to form beliefs about the world. These beliefs often lead us to make assumptions. Assumptions are things we accept to be true without any immediate evidence. They are neither positive nor negative, but they do influence how we act. If it's cloudy, and I assume it's going to be cold outside, I dress in warm clothing. If our assumptions often prove to be correct, or are positively reinforced in some way, we begin to believe they are facts or truths. Our actions reflect those beliefs - I wear warm clothing whenever it's a cloudy day.

The Oxford English Dictionary defines assumption as "a thing that is accepted as true or as certain to happen, without proof."

We make assumptions all the time without even being aware of it. It's part of how we navigate through the world without evaluating each new experience. It's our brain's short cut to knowing what to expect. While this may work well most of the time, it may also result in limiting our perceptions and opportunities to learn something new.

There are times when our assumptions don't prove to be true. Even so, we may hold onto them and treat them as truths. I believe that if it's cloudy, it'll be cold, so I always dress in warm clothing on a cloudy day. It may take many warm cloudy days to change my mind about how to dress.

There are times when we also make assumptions about individuals or people. We may do so based on the color of their skin, the language they speak, the clothing they're wearing, whom they're with, their age, and so on. The assumption may be neutral – the stylishly-dressed woman in the Mercedes is wealthy, the men holding hands are gay, or the young man speaking Spanish is Latino. As with all assumptions, they may or may not be accurate. But these assumptions are neutral – neither negative nor positive by themselves. If, however, an assumption includes a positive or negative judgment, it is a bias. Bias is defined as "a strong feeling in favor of or against one group of people." Thinking the woman with the Mercedes is a snob, the men holding hands are trying to force their lifestyle on you, or the Spanish-speaking young man is a gang member, is an expression of bias.

The distinction between an assumption and a bias is that assumptions may be neutral, while biases are either negative or positive in nature. Bias is a lack of objectivity. It reflects an inclination or predilection to favor one thing, person, or group over another. It can exist in any circumstance or about anything.

A person's bias may simply be a reflection of his or her values that doesn't affect others. For example, someone might have a bias for classical music, or against rock music. These biases are reflection of the individuals' preferences, not objective facts. When it comes to music, acting on one's bias is inconsequential, unless it's played so that it disturbs someone else. Biases against or for certain individuals or groups of people, however, can be damaging and lead to poor outcomes. For example, if a hiring manager believes that women are more compassionate than men, she might overlook the best candidate for the job if it's a man. The manager's bias affects both the candidates and the organization since the best person for the job wasn't appointed.

We all have biases – about things, situations and people. Some of our biases are explicit or known to us. Others are implicit, or unknown to us, and operate outside our conscious awareness or control, yet they affect what we do and how we behave.

The Impacts of Attitude and Bias

Working in a public human services organization will expose you to many different types of people, with different cultural and experiential backgrounds. This includes your coworkers, supervisor or manager, as well as members of the public whom you serve. Your attitude about your work, your organization, and the people you serve all impact the quality of service you'll provide. In order to engage effectively with a wide variety of people, with a range of life experiences, it is important to strive to develop a helpful, 'can do' attitude – one that expresses positivity. We all know someone who, regardless of what the situation is, can find something to be positive about. They exude optimism. When you're with them, it feels like anything is possible. When an individual, team, or work environment is infused with positivity, the results are likely to be:

- Increased productivity
- Improved morale
- Improved customer/client service
- Greater collaboration and teamwork
- Openness to sharing ideas and information, and
- Increased ability to overcome challenges

These are just the impacts in the workplace. For individuals who have a positive attitude, according to research done by the Mayo Clinic, they may have:

- Increased life span
- Reduce risk of depression
- Lower levels of distress
- Greater resistance to the common cold

- Better psychological and physical well-being, and
- Strong coping skills during hardships and times of stress

We've also all known someone who views situations as problems, not to be solved, but to complain about. Working with him or her is challenging. It can be hard to reach agreement about a course of action when all options seem unworkable to them. The negativity not only impacts your work but impacts their ability to work collaboratively and find solutions.

As with positive thoughts, brain imaging studies have shown that negative thoughts also affect the brain. They reduce the activity in the cerebellum, the part of the brain that controls motor functions such as balance, coordination and speech, as well as working relationships with others and the speed of thought ([Marien, 2015](#)). What's more, negative thinking slows down brain coordination, making it difficult to process thoughts and find solutions ([Reynolds, 2011](#)).

Clearly, having a positive attitude will impact both you and your organization. But how do you develop a positive way of approaching your work if you're feeling overburdened, stressed, or undervalued? It begins with positive "self-talk". Self-talk is the internal dialog going on in our heads all day, every day. Engaging in positive self-talk can actually rewire our brains! Rethinking our original conclusions by taking a negative thought and framing it positively may not come naturally, but the benefits of doing so far exceed the effort.

Here are a few examples of how negative self-talk can be transformed into a positive message:

From:	To:
"I'm not good at this."	"I'm learning how to be better at this!"
"I failed and embarrassed myself."	"I gave it a try! That took courage!"
"I don't know how to do this."	"This is a great opportunity to learn something new!"
"There's no way this will work."	"I'll give it my best effort to make it work!"

Positive self-talk is something that requires practice, but will pay off with better relationships, stronger problem-solving skills, and a happier and healthier life ([Reynolds, 2011](#)).

In the work environment, a positive attitude—toward our work, our coworkers, and our customers or clients—results in better outcomes.

Our attitude is a product of our perceptions, beliefs, and assumptions. Our biases also develop out of beliefs we have and assumptions we make. The Oxford English Dictionary defines bias as an "inclination or prejudice for or against one person or group, especially in a way considered to be unfair." We all have biases. They develop over time, through direct and

indirect experiences. They are often shaped by our social environments. As with assumptions, we may come to believe our biases are truths, rather than opinion, perspectives, and beliefs that are subjective.

It's important to be aware of the biases we have. As with assumptions as they are often our brain's "short cut" to assessing an individual or his or her behavior. Our biases affect how we behave, therefore it's important to know that they exist and to take time to consider them before taking action. Remember, it is your responsibility, as a public human services worker, to show respect for those you work with and serve them with objectivity. This may mean taking a moment to think through the situation you're in and consider whether you are making a negative assumption or experiencing a bias against someone and setting that first judgment aside in order to provide compassionate service.

You may have beliefs about immigrants, single parents, people of different cultural backgrounds, those whose gender expression is non-conforming or whose sexual orientation is different from yours. Or, you may hold beliefs about someone's lifestyle, appearance, way of dressing, or other qualities. Some of these categories are legally protected from discrimination or unequal treatment. Others are not. In either case, while you are not required to change your beliefs to work as a public servant, you are required to treat all people, regardless of your opinions or beliefs about them, with the same level of service, showing respect, and being fair.

Biases and judgments may show up in a variety of ways. If you have a negative reaction to someone, unrelated to any specific action they've taken or statement they've made, you are likely experiencing a bias. For example, if the well-dressed woman who drives up in a Mercedes comes into your office seeking food assistance, you may react negatively, thinking she has resources and shouldn't be seeking public assistance. Without taking time to consider what circumstances she's in, your quick judgment and bias may affect how you treat her. Or if a young man, who looks healthy and strong is seeking cash assistance for his family, you may think he doesn't deserve assistance and that he should go get a job. Again, your bias, if not checked, may result in him being treated differently than another person.

Understanding that our biases, even when we don't know they are present, impact how we engage with others. Participating in an experiential training or seminar about implicit bias is a good way to begin to understand yours and help you avoid acting on your biases unknowingly.

As you begin to explore your own explicit and implicit biases, and understand how they, along with your beliefs and attitude may affect your work, there are actions you can take to ensure you are treating everybody with respect. First, whenever possible, giving the other person the benefit of good intentions will change the way you interact with them. For example, if you are working with someone who is being argumentative or uncooperative, rather than assuming they are choosing to be difficult, consider that they are doing the best they can in the moment given their circumstances. This doesn't mean you have to accept disrespectful behavior, but rather means you respond to them with compassion rather than judgment. Rethinking your assumption might look like this:

From:	Consider:	To:
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“He’s being rude”	I wonder what’s causing him to be dealing with me this way. What else may be going on in our interaction that I’m not seeing? Why do I think his behavior is rude? What kind of personal beliefs or biases are at work for me right now?	“He’s clearly having a difficult time” <i>or</i> “He’s behaving in a way that makes me uncomfortable
“She’s being resistant”	What other changes has she had to make? Why am I calling her behavior ‘resistant’? How does this impact my feelings about helping her?	“It’s hard for her to make this change”
“She won’t listen to me”	Are there things going on with her that make it difficult for her to hear what I’m saying? What makes me believe she’s not listening? Am I making an assumption?	“There must be a lot on her mind and she’s not able to focus on what I’m trying to tell her”
“He shouldn’t be seeking support”	There may be more to his situation than I can see. What bias may be operating in me if I think this?	“He feels like he needs help”

Considering what, specifically, someone was doing, then exploring why they might be doing it is an important part of providing ethical and compassionate service. What were you seeing? What can you do that is appropriate (in your actions, based on your perceptions) to improve the interaction? How might your response be triggering or dismissive, and result in a negative outcome?

Being able to better understand our own perceptions and why we have them will help us reframe the way we see individuals and their circumstances. This kind of reframing will not only make your interactions go more smoothly; it will lower the level of stress you feel when dealing with these types of challenging experiences.

In addition to understanding how our attitudes and biases affect the work we do, it’s important for us, as public servants, to know what ethical standards we are held to. Because our work is to serve the public, and our organizations as well as our own salaries are paid for by the public, there are expectations about how we will act and provide service.

Ethics in Public Service

The Merriam-Webster dictionary defines ethics as “moral principles that govern a person's behavior or the conducting of an activity.” But what do we mean when we talk about ethics in public service? To ensure public confidence in the integrity of the government, public servants are held to a set of standards for behavior. This means that all we do as public servants is governed by standards that ensure that members of the public can be assured that, regardless of who is in a position within the government, a certain standard of behavior and service can be expected. This notion dates back to the founding of our country. Thomas Jefferson said,

“When a man assumes a public trust, he should consider himself as public property.” At the federal level, the Department of the Interior has an Ethics Office that outlines the conditions of public service though [describing the fundamental principles of ethical behavior](#). They include instruction regarding financial holdings or investments, acceptance of gifts or favors, impartiality and fairness, acting in good faith, confidentiality, and avoiding the appearance of personally benefitting from one’s position, among others.

Many counties have their own code of ethics or code of conduct to which employees are expected to adhere. They generally include standards such as being fair and objective, treating all individuals with respect and dignity, upholding all laws, and protecting confidentiality.

In some cases, certain job roles have ethical guidelines tailored to a specific type of work. For example, there is a set of national standards, the [National Association of Social Workers Code of Ethics](#), that guides social work. It includes the core values of service, social justice, dignity and worth of all individuals, importance of human relationships, integrity, and competence. There are ethical standards in the legal, health care, research, and education professions as well.

With many different potential codes of ethics that might govern the work in your position as a public human services worker, there are a few that apply to everyone. They include:

- Maintaining confidentiality of all individuals at all times,
- Avoiding conflicts of interest and the appearance of conflict of interest
- Following all laws, ordinances, policies and regulations that relate to your work
- Treating all individuals fairly, with respect, and without discrimination

With an understanding that our attitudes and biases shape both how we experience our work and those we serve as well as shaping how others perceive us, and that as public employees we are expected to behave ethically, let’s explore what this means for us in our day to day work.

Each one of us learns, first from our family and cultural heritage, how to behave. Then as we get a little older, we learn what is expected of us in school. This may be different from what our family expects. As children, we adapt to the expectations of each new environment. As we enter the work world, we develop new understanding of the expectations of the workplace. So that, by the time we become adults, we believe we know right from wrong, and what is acceptable as well as what isn’t.

Becoming a public employee exposes many of us to a new set of standards. For example, as an employee in an auto shop, doctor’s office, or bank, if you provided a customer with excellent service, she might bring you a thank you gift of a box of chocolates or a gift certificate. In this type of business, you can accept such a gift. As a government worker, however, accepting gifts from the public is not acceptable. Some might perceive doing so as accepting a gift in return for favored treatment. Likewise, things that are acceptable in your personal life or in other work environments, such as gossiping with a coworker about a grumpy

customer or client, could be a breach of confidentiality as a public human services worker. The same is true of our interactions with or our behavior related to coworkers. For example, you may have heard from a coworker that she has recently been diagnosed with cancer or that has been disciplined for something related to her work. Sharing this information with others would not only be unfair to her, it would be a breach of her confidentiality and therefore unethical. Some of the ethical standards we are held to may be obvious to us, while others are less so, as with receiving gifts or sharing information about coworkers.

In some cases, our own standards, morals, or values may conflict with the standards of the organization. For example, you may think that teenagers should not have access to contraceptives or sexual health services without their parents' knowledge, but access to confidential medical care through receiving MediCal services is a right for teens. If you are someone whose job it is to determine eligibility for MediCal, you must do so regardless of your personal beliefs. There may be many cases in which your personal values differ from your organization's expectations.

As a public servant, you must always put the public first by acting in accordance with the organization's standards. If, however, you ever feel that a member of the public is being disadvantaged in some way by procedures, guidelines or other standards, it's your responsibility to bring that to the attention of someone who can address it.

Conclusion

Serving the public is both an honor and a responsibility. Your actions as a public servant are held to a high standard. This means bringing your "best self" to work each day, having a positive attitude about those you serve, your work, and your organization. Doing so is not only your responsibility, it will contribute to a positive work environment that will be more fulfilling for you and your coworkers. Learning and adhering to the organization's ethical standards will ensure that you are being a good steward of the public trust. Acting in good faith, being fair and unbiased in your work, and putting the public first are the hallmarks of a great public servant, something to strive for every day!

Module 4: Attitude, Bias, and Ethics

Lesson Plan for Classroom-Based Training

Training: Attitude and Ethics

Time: 3.5 – 5 hours

Objectives:

Participants will have a basic understanding of the following:

1. The role of attitude in the workplace
2. Ways to shift one's attitude to become more positive
3. The concepts of explicit and implicit bias
4. The role implicit bias plays in the workplace
5. One's own biases and how to address them
6. The ethical standards that guide work in public human services

For a general overview, present or conduct activities in the sections without highlights and italics. To present a more robust, in-depth training, use some or all of the "OPTIONAL" activities and videos in *italics* and blue-colored fields, also indicated with the text "OPTIONAL."

Time		How
	General Overview	
	<i>OPTIONAL</i>	

Time	Activity	How
Pre or Post Activity (10 – 30 minutes)	Complete one of the self-assessment tools, watch a video, and/or review one of the online resources about attitude, bias, or ethics	Instructor or participant selects activity, video, and/or resource from list in the Learning Guide
5 minutes	Introduce topic, objectives, and why this training matters to participants' work	Present
5 minutes	Provide brief overview of training content	Present

		Provide handouts if available
15 minutes	Why attitude matters Complete an attitude assessment	Present Select one of the assessments from the Learning Guide
10 minutes 10 minutes	Discuss ways attitude can affect work and relationships with clients and colleagues	Identify examples of both positive and negative attitudes demonstrated in the workplace (be careful not to give identifying information about the person demonstrating a negative attitude) Small group discussion then share with full group
<i>25 minutes</i> <i>OPTIONAL</i>	<i>Select one of the videos from the “Attitude” video list</i>	<i>View video and discuss perceptions and ideas</i>
5 minutes	Present the distinction between attitude and bias	Using information from Module narrative, provide examples
5 minutes	Present concept of explicit vs. implicit bias	Using information from Module narrative, provide examples
15 minutes	TED Talk: Implicit Bias	Present video
15 minutes 10 minutes	Discuss video – What are your thoughts? What examples have you seen of implicit bias in your own life?	Small group discussion Share impressions with full group
<i>35 minutes</i> <i>OPTIONAL</i>	<i>The Neuroscience of Implicit Bias</i>	<i>View video and discuss in full group</i>
<i>25 minutes</i> <i>OPTIONAL</i>	<i>Take Project Implicit – Implicit Bias Assessment</i>	<i>Take assessment. Share thoughts about your results with a partner</i>
5 minutes	Brainstorm ideas about how to address one’s own implicit bias	Group brainstorm
20 - 30 minutes	Implicit Bias activity	Select an activity for understanding and/or addressing implicit bias from the “Activity” section of the Learning Guide

5 minutes	Create a personal plan for addressing one's own implicit bias	Individual activity
5 minutes	Present concept of ethics in public service	Present
10 minutes	Present agency's ethical standards or policies	Either present or have participants look on organization's intranet to review
15 minutes 15 minutes	Present ethical scenarios participants might experience and discuss potential responses or actions one might take	Instructor selects ethical scenarios from Learning Guide or creates his/her own. Small group discussion, (each group may have a different scenario, or all groups have the same ones) Share ideas with full group
15 minutes	Discuss selected questions from the Learning Guide related to ethics in the workplace	Full group discussion
10 minutes	Summarize and Options for further information	Wrap up discussion and review internal, online, and other resources for participants to gain further information (see Learning Guide)

Module 4: Attitude, Bias, and Ethics

Learning Guide

This learning guide is designed to be used by a facilitator (supervisor, trainer, or other designated staff) as a tool to guide a one-on-one discussion/debrief with a single employee, or as the basis of a discussion with a group of employees who participated in the learning experience/online training, or to direct learners to further resources.

Discussion Questions

Facilitator Prompt: *“Thinking about what you saw/heard in the ‘Attitude, Bias, and Ethics’ module, let’s talk about what it means to your work.”*

What does this mean to everyday work?

- How can you be effective, or more effective, in your work based on your new knowledge?
- How will you move forward in your work based on the information in the training? What support will you need?
- Does your organization have a code of conduct or code of ethics? What are the standards? How do you see others demonstrate them in their work? How do you demonstrate them in your work?

Expanding your understanding of this topic

- Is there anything else you think is important about this topic that you’d like to discuss?
- Is there anything else about this topic you would like to know? *(Refer employee to the appropriate resources listed below based upon the answer to this question.)*

Ethical Dilemmas – What would you do in this situation?

- You approach two coworkers in the break room and overhear them making fun of a client.
- Your supervisor shares information about another worker’s medical condition. The worker himself hasn’t talked to you about the condition.
- You know a worker has been given several accommodations at work such as a reduced caseload and flexible hours. Your coworkers tell you it’s because of ‘family problems’.
- One of your colleagues is serving a client that is a neighbor of his.
- You become aware of what appears to be a romantic relationship between your supervisor and her manager.
- A colleague rents a room in her house to one of her clients.
- A client brings in a box of chocolates to thank you for helping him enroll in MediCal.
- You become aware of one of your coworkers looking up information on his ex-wife in the client database.
- You overhear a couple of colleagues making racist comments about Muslim coworkers.

Activities

- Attitude/bias assessments for individuals:

[Positivity Self-Assessment](#)

[Project Implicit – Implicit Bias Assessment Summary](#)

[Attitude Self Comments - Self Feedback and Self-Assessment Comments](#)

- Classroom activities:

[Implicit Bias classroom activity](#)

[Implicit Bias Awareness: Resources and Activities](#)

Applying learning to practice

Discuss the following list of ways that the employee can enhance their understanding based on what was learned from the training. Encourage them to identify one or more actions they might take to incorporate learning into the workplace. Offer your own ideas for ways to apply learning to the workplace.

Self-reflection activities

- List specific activities/actions you can add to your practice/work based on your learning.
- Consider what kind of attitude you have about your work, coworkers, organization, and people you serve. Is it as positive as you think it should be? What can you do to improve it?
- In what ways have you experienced your own attitude affect your work – for the better or for the worse? What did you learn from the experience(s)?
- What biases are you aware that you have? How do they impact the way you work with people? What do you do to limit their effect on your work?
- How can you learn more about your implicit, or unknown, biases? How do you think they impact your interactions with others at work?
- What ethical standards do you hold yourself to in your work? What standards do you think all public employees should be held to?

Opportunities for impact

- Discuss your ideas for raising awareness about ethics in the workplace with your supervisor. In what ways can an understanding of ethics become an important part of the organization's culture?

Seeking consultation

- Discuss what you've learned with a co-worker who has not participated in this training experience.

- Seek more information from someone in the organization who is well-versed in this topic (see below), or one of the resources below.
- Person(s) in the agency to contact for further information or clarification:

- Current training sessions that build on or support this module are:
- Other agency resources related to this topic:

Resources for further information

Online resources

- [The Mayo Clinic: Positive Thinking](#)
- [Mindfulness Exercises](#)
- [20 Ways to Keep a Positive Attitude at Work](#)
- [12 Common Biases That Affect How We Make Everyday Decisions](#)
- [Biased Language Definition and Examples](#)

Videos about attitude

- [Seven Ways to Stay Positive at Work](#) (12:31 minutes)
- [The Happy Secret to Better Work](#) (12:20 minutes)
- [How to Train Your Mind to Stay Positive](#) (14:06 minutes)

Videos about bias

- [Facts, Opinions, Assumptions, Biases](#) (10:05 minutes)
- [TED Talk: Implicit Bias](#) (12:00 minutes)
- [TED Talk: Are you biased? I am](#) (8:49 minutes)
- [The Neuroscience of Implicit Bias](#) (21:10 minutes)
- [An Introduction to Unconscious Bias](#) (3:30 minutes)
- [Implicit Bias: The Psychology of Ordinary Prejudice in Everyday Lives](#) (1:26:23 minutes)
- [How to Outsmart Your Own Unconscious Bias](#) (17:23 minutes)