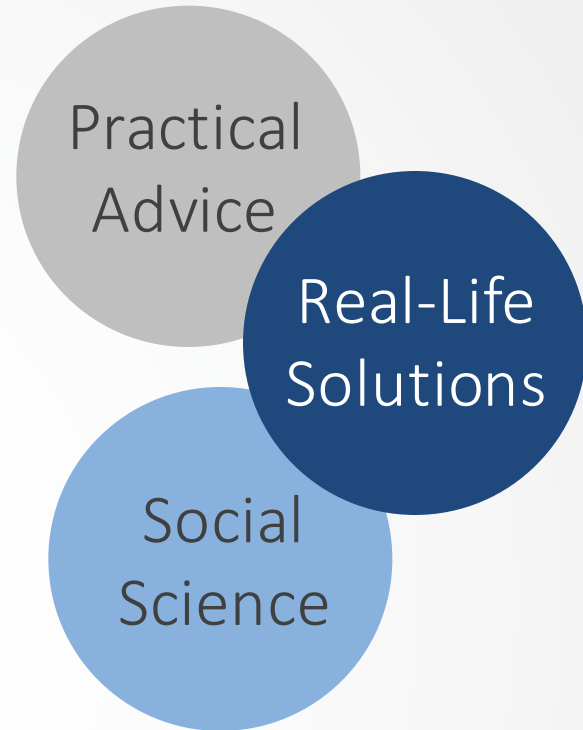


WOMEN'S LEADERSHIP
EDGE

An Initiative of the Center for WorkLife Law at
UC Hastings College of the Law



“She’s Too Abrasive/Aggressive/Emotional” – Interrupting Bias in Performance Evaluations

Distinguished Professor Joan C. Williams
Director, Center for WorkLife Law
University of California, Hastings College of the Law

Roadmap

1. Giving effective feedback
2. Writing a fair evaluation
3. Designing evaluation processes



1. Giving Effective Feedback (Whether Formal Or Informal)



Don't Forget the Positive

Positive feedback encourages people to continue what they are doing well with more vigor, determination, and creativity

Zenger & Folkman, 2013.



Ideal Ratio: 6:1?

- In high-performing teams, 5-6 positive comments for each negative comment
- Creates a space where people feel both supported and challenged

Zenger & Folkman, 2013.



Takeaways

- Provide everyone with positive feedback
- Provide everyone with some constructive criticism
- Be mindful of ratio

Zenger & Folkman, 2013.



Avoid Halo Error

- “Halo error is the longest recognized [and] most pervasive” rating error
 - Named in 1920
- Rick excels in one area
 - Evaluator generalizes one aspect of Rick’s performance to affect his overall rating



Takeaway

- **To avoid halo effect, assess specific skills, not overall impressions.**
 - “He has the whole package”
 - “Does she have the metabolism for M & A?”

Blair, 2002; Castilla 2008; Biernat, Tocci & Williams, 2012.



SBI Model

- **Situation**
- **Behavior**
- **Impact**

Weitzel, 2000.



Situation

- “At the team meeting last week, you spoke in a very tentative way and kept your voice so low I had trouble hearing you. This made me feel like you weren’t well prepared, or else didn’t care much about your presentation.”



Situation/**Behavior**

- “At the team meeting last week, **you spoke in a very tentative way and kept your voice so low I had trouble hearing you.** This made me feel like you weren’t well prepared, or else didn’t care much about your presentation.”



Situation/Behavior/**Impact**

- “At the team meeting last week, you spoke in a very tentative way and kept your voice so low I had trouble hearing you. **This made me feel like you weren’t well prepared, or else didn’t care much about your presentation.**”

Weitzel, 2000.



Which Describe Behaviors?

- Overconfident
- Very aggressive
- Needs to be tactical and more strategic
- Good team player
- Excellent all-around manager

Weitzel, 2000.



Which Describe Behaviors?

- Overconfident
- Very aggressive
- Needs to be tactical and more strategic
- Good team player
- Excellent all-around manager

- *None of them does*

Weitzel, 2000.



Show It, Don't Just Say It

- He is a good team player.
 - When we needed to reach our goal, Jim worked late for close to a month to make up for the fact that we were short two people due to turnover. He was a good team player.



Show It, Don't Just Say It

- She has leadership ability.
 - When we needed to launch, Jenny took the initiative to coordinate with Tom and Jennifer so that all the necessary tasks got done efficiently. This showed leadership ability.



Takeaway

- **Show your evidence, not just your conclusions**
- Provides more guidance to the candidate
 - Seems fairer, too
- More helpful to others who read your evaluation
 - They can see what it's based on

Weitzel, 2000.



2. Writing A Fair Evaluation



Even Small Biases Are Powerful

- Positive comments correlated with global ratings of men, but not women (halo)
- Women dinged more for poor performance; men rewarded more for good performance (halo horns)
- Small ratings differential—but made it 3x more likely for men to be promoted to partner

Biernat, Tocci, Williams, 2012; Martell, Lane, & Emrich, 1996.



Bias Basics

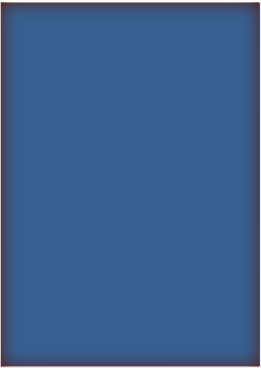
**Prove-It-
Again!**

Tightrope

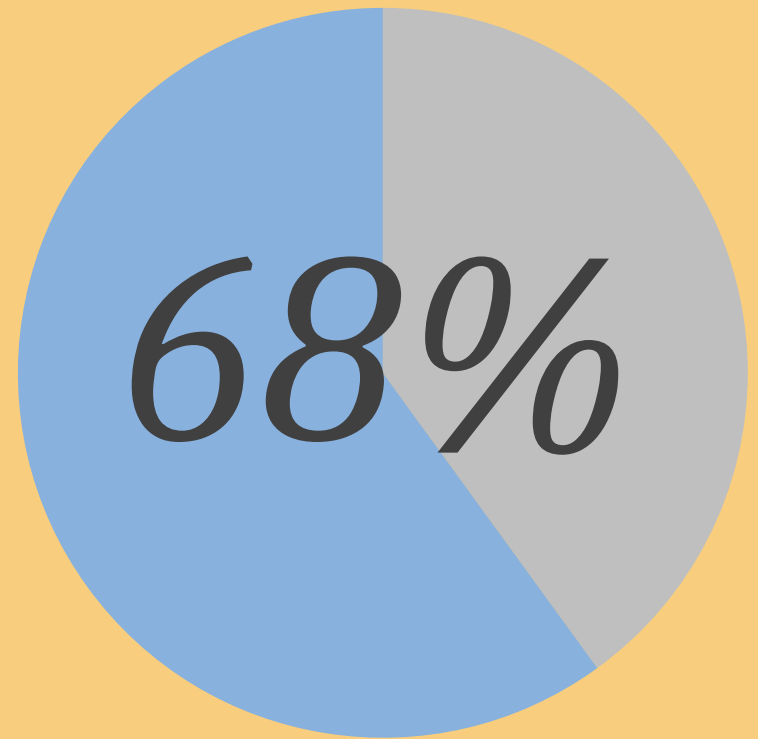
**Maternal
Wall**

**Tug of
War**





Prove-It-Again!



Lack of Fit

- Imagine the brilliant {fill in the blank}
- People who “fit” need to give less evidence to be seen as competent
 - In-group: halo effect
 - Out-groups: horns effect: prove it again

Heilman, 1983; DelPo, 2007.



Lack of Fit

- Low competence stereotypes
- Gender
- Race
- Disability
- Class migrants”PIA groups”

Cuddy, Fisk & Glick, 2008; Ameri, Schur, Adya, Bentley, McKay, & Kruse, 2015; Williams 2010

Prove-It-Again!

*African-Americans' vs.
Whites' Mistakes*

Spelling & grammar errors in memo

- More mistakes found (out of 7)
 - 2.9 (White) vs. 5.8 (African-American)
- Global attributions differed, too
 - “Good writer but needs to work on...”
 - “His writing needs work.”

Reeve, 2014; Bowles & Gelfand, 2010; Bauer & Baltes, 2002; Rothbart, Evans, & Fulero, 1979.



Prove-It-Again!

Halo/Horns

- For PIA groups: horns
 - Mistakes often:
 - *noticed more*
 - *remembered longer*
 - *lead to global attributions (horns)*
 - Successes attributed to luck, not skill
- For others: halo

Reeve, 2014; Bowles & Gelfand, 2010; Bauer & Baltes, 2002; Rothbart, Evans, & Fulero, 1979.



Prove-It-Again!

Objective Requirements

- Often applied rigorously to PIA groups; leniently to others
- Achievement vs. potential

Biernat, Fuegen, & Kobrynowicz, 2010; Bowles & Gelfand, 2010; Bauer & Baltes, 2002.



Prove-It-Again!

Shifting Standards

- Asian-Americans may be held to a higher standard of hard work or technical ability

Reeve, 2014; Bowles & Gelfand, 2010; Bauer & Baltes, 2002; Rothbart, Evans, & Fulero, 1979.



Risks are Riskier

- “A man takes a big risk and makes a mistake, that’s considered risky but he’s taking a chance; a woman does it, it’s just a big mistake.”

Williams & Dempsey, 2014.



More of a Risk?

- “I have been doing this job for six months, but when it came time to fill it, they didn’t even consider me. They gave it to a man who is junior to me—even though I had been doing the job well. When I asked my supervisor why, he said it was too risky to give it to me.”

Williams & Dempsey, 2014.



Polarized Evaluations

- “I realized that the fact that I was so successful didn’t make it easier for other women. In fact, it made it harder.”

Fleming, Petty, & White, 2005; Glick, Diebold, Bailey-Werner, & Zhu, 1997; Scherer, Owen, & Brodzinski, 1991; Heilman, Martell, & Simon, 1988; Jussim, Coleman, & Lerch, 1987; Weber & Crocker, 1983; Linville & Jones, 1980



Prove-It-Again!

Bias Interrupters

- *Limit your comments to this performance evaluation period*
- *Avoid global judgments without backup; discuss specific skills*
- *If you make a global judgment, give your evidence*

Williams, 2010 (quoting Lubrano, 2004).



Prove-It-Again!

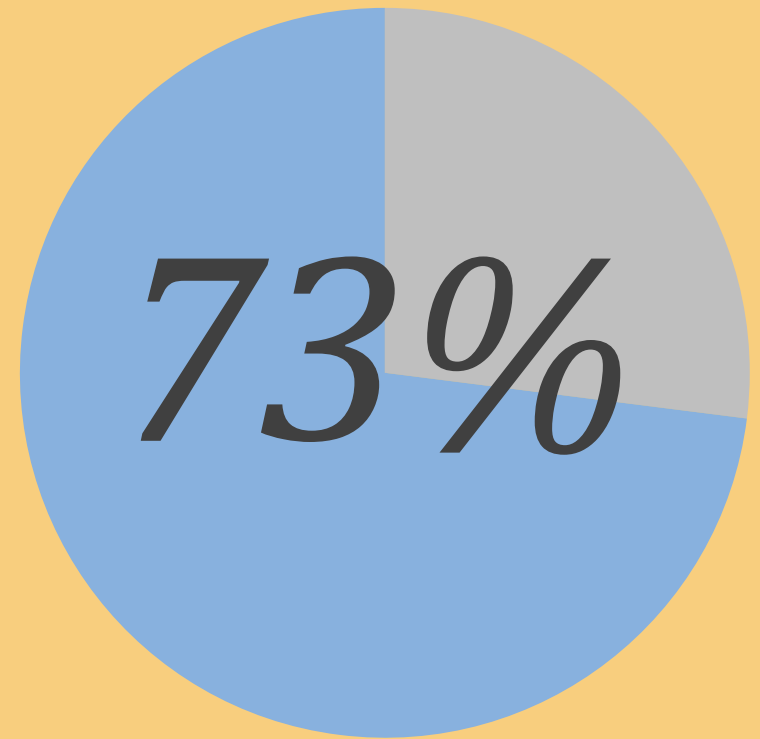
Bias Interrupters

- *Do only the superstars survive?*
- *Use handout to check for bias*

Williams, 2010 (quoting Lubrano, 2004).



Tightrope



Prescriptive Stereotypes

♀ are expected to be...

- Nice, and
- “Communal”
 - Helpful
 - Modest
 - Interpersonally sensitive

♂ are expected to be...

- Competent, and
- “Agentic”
 - Assertive
 - Direct
 - Competitive
 - Ambitious



Tightrope

*Likability/Competence
Trade-Off*

- Liked but not respected *“too” feminine*
- Respected but not liked *“too” masculine*

Haselhuhn & Kray, 2012; Bowles, Babcock, & McGinn, 2005; Heilman & Chen, 2005; Glick & Fiske, 2001; Taylor, 1981; Kanter, 1975.



Tightrope

Penalties for Feminine Behaviors

- “Lacks executive presence”
- “Lacking in leadership”
- Thermostats set at temperature most comfortable for a 40-year-old, 154-pound man

Fuegen, Biernat, Hanies, & Deaux, 2004; Allen, 2006; Kingma, van Marken Lichtenbelt, 2015.



Tightrope

Pressures To Behave In Feminine Ways

- Pressure to be deferential, peacemaker, or play office mom or dutiful daughter
- Organizational citizenship behavior
 - Women do more of it
 - And get less credit for doing it



Tightrope

Office Housework

- **Housework**
 - Planning parties, getting gifts
- **Admin work**
 - Taking notes, scheduling meetings
- **Emotion work**
 - Mentoring
- **Undervalued, behind-the-scenes work**
 - What's the glamour work?

Williams & Dempsey, 2014.



Tightrope

Penalties for Masculine Behaviors

- Direct
- Outspoken
- Assertive
- Competitive

Phelan, Moss-Racusin, & Rudman, 2008; Rudman & Phelan, 2008; Rudman & Fairchild, 2004; Rudman & Glick, 2001; Costrich, Feinstein, Kidder, Marecek, & Pascale, 1975.



Tightrope

Penalties for Masculine Behaviors

“So if you’re stern... or you say no, you’re immediate reaction is to call that woman a b*tch, right? If you’re a man, it’s just a no.”

Williams, 2007. [Focus group interviews for NSF ACE grant, San Francisco, CA]. Unpublished data.

Supporting evidence: Rudman & Phelan, 2008; Brett, Atwater, & Waldman, 2005; Rudman & Fairchild, 2004; Rudman & Glick, 2001; Costrich, Feinstein, Kidder, Marecek, & Pascale, 1975.



Tightrope

What a Witch!

59% of men got negative comments; 88% of women

“*It is important to set proper guidance around priorities...*”

Phelan, Moss-Racusin, & Rudman, 2008; Rudman & Phelan, 2008; Rudman & Fairchild, 2004; Rudman & Glick, 2001; Costrich, Feinstein, Kidder, Marecek, & Pascale, 1975.



Tightrope

What a Witch!

“

Bossy, abrasive, strident,
aggressive”

“

Emotional, irrational”

- **75% women; 2% men**

Phelan, Moss-Racusin, & Rudman, 2008; Rudman & Phelan, 2008; Rudman & Fairchild, 2004; Rudman & Glick, 2001; Costrich, Feinstein, Kidder, Marecek, & Pascale, 1975; Snyder, 2014.



Tightrope

Feminine Discount

“He’s great with clients.”

“Clients love her. She’s friendly.”

Williams, 2010 (quoting Lubrano, 2004).

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Tightrope

Bias Interrupters

- *Separate skill sets
from style comments*

Williams, 2010 (quoting Lubrano, 2004).



Tightrope

Anger: Gender

Showing anger tends to increase the perceived status of a *man*, but decrease that of a *woman*.

Brescoll & Uhlmann, 2008; Gupta, 2013; Krings, 2000.



Tightrope

Anger: Race

“Angry Black man/woman”

Latina/os “too emotional,”
“angry,” “crazy”



Tightrope

Bias Interrupters

- *Set a norm: “losing it” is not acceptable for anyone*



Tightrope

Self-Promotion: Gender

- Women get penalized for self-promotion
- Men for modesty
 - Seen as having < leadership ability, ambition & confidence



Tightrope

Self-Promotion: Race

“In most Asian cultures, being modest is the number one virtue.”

Rudman, 1998.



Tightrope

Self-Promotion: Class

“Boasting and self-promotion and credit hogging are wrong and unseemly”

Williams, 2010 (quoting Lubrano, 2004).



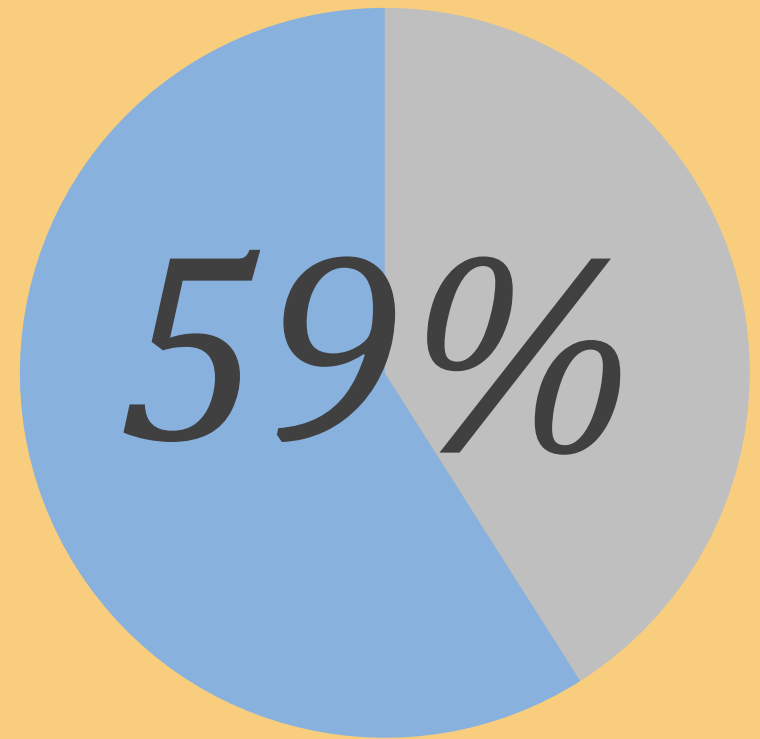
Tightrope

Bias Interrupters

- *Do you rely heavily on self-promotion?*
- *Train people what's expected in a self-evaluation*
- *Use worksheet provided*



Maternal Wall



Maternal Wall

Motherhood triggers the strongest form of gender bias

- 79% < likely to be hired
- 1/2 as likely to be promoted
- Offered \$11,000 less
- Higher performance & punctuality standards

Correll, S.J., Benard, S. & Paik, I., 2007.

Supporting evidence: Heilman & Okimoto, 2008; Cuddy, Fiske, & Glick, 2004; Fuegen, Biernat, Haines, & Deaux, 2004.

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Maternal Wall

Descriptive Bias

“In spite of having a child, she seems like she’s still committed.”

“She’s a mother.”

Correll & Benard, 2010; Correll, Benard, & Paik, 2007; Cuddy, Fiske, & Glick, 2004; Fuegen, Biernat, Haines, & Deaux, 2004.



Maternal Wall

*Hostile Prescriptive
Bias*

Indisputably competent and committed mothers:

- Seen as less likeable
- Held to higher performance standards

Correll & Benard, 2010; Correll, Benard, & Paik, 2007; Cuddy, Fiske, & Glick, 2004; Fuegen, Biernat, Haines, & Deaux, 2004.



Maternal Wall

*Benevolent
Prescriptive Bias*

“
I knew it wasn't a good time
for her.”

Correll & Benard, 2010; Correll, Benard, & Paik, 2007; Cuddy, Fiske, & Glick, 2004; Fuegen, Biernat, Haines, & Deaux, 2004.



Maternal Wall

Descriptive Bias

“She’s here all the time. What else does she have to do?”

Women without children work the longest hours

Correll & Benard, 2010; Correll, Benard, & Paik, 2007; Cuddy, Fiske, & Glick, 2004; Fuegen, Biernat, Haines, & Deaux, 2004.

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Maternal Wall

Flexibility Stigma

“Seems like kind of a part-timer; not taking ownership of things.”

- References to part-time status: is it relevant?

Correll & Benard, 2010; Correll, Benard, & Paik, 2007; Cuddy, Fiske, & Glick, 2004; Fuegen, Biernat, Haines, & Deaux, 2004.



Paternal Wall

Flexibility Stigma

“

I was told that...actually
[taking parental] leave would
be held against me.”

Correll & Benard, 2010; Correll, Benard, & Paik, 2007; Cuddy, Fiske, & Glick, 2004; Fuegen, Biernat, Haines, & Deaux, 2004.



Parental Wall

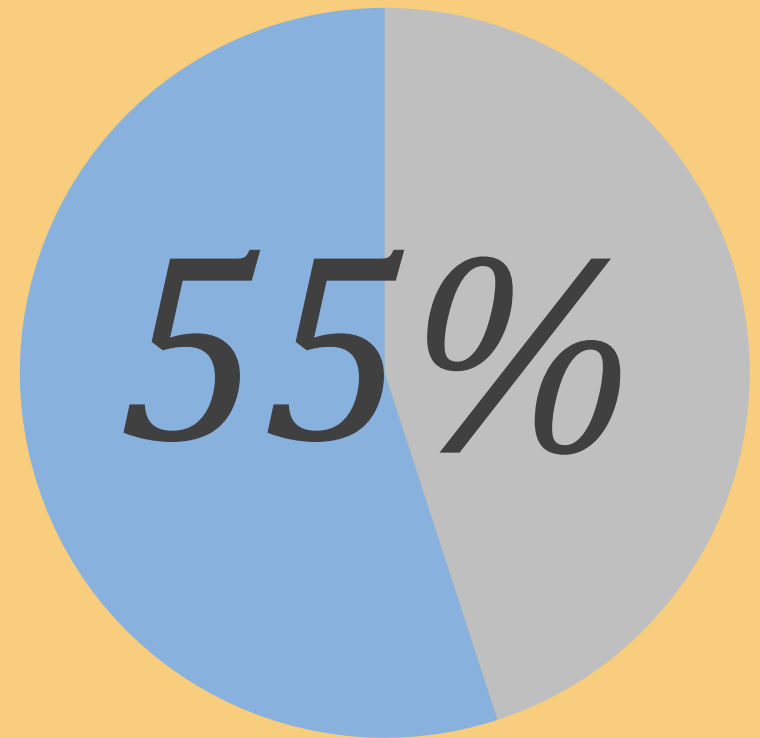
Bias Interrupters

- *Parenthood is irrelevant; the issue is performance*
- *What can part-timers expect?*
 - *Proportional advancement*

Correll & Benard, 2010; Correll, Benard, & Paik, 2007; Cuddy, Fiske, & Glick, 2004; Fuegen, Biernat, Haines, & Deaux, 2004.



Tug of War



Tug Of War

“The [older] women...always very encouraging, very helpful and very kind to me.”

Hall, 2012. [Interview for NSF Tools for Change Project]. Unpublished data.

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Tug Of War

Gender & Race

- Tokenism
- Strategic distancing
- Loyalty tax
- Favoritism?
- PIA pass-through

Williams & Dempsey, 2014. Supporting evidence: Zatz, 2002; Ely, 1994a & 1994b; Keller & Moglen, 1987; Kanter, 1997a & 1997b.



Tug Of War

Gender

- Tightrope pass-through
- Maternal wall pass-through
 - Identity threat
- “No life?”

Williams & Dempsey, 2014. Supporting evidence: Zatz, 2002; Ely, 1994a & 1994b; Keller & Moglen, 1987; Kanter, 1997a & 1997b.



Tug Of War

Bias Interrupters

- *Don't assume women are always on the side of other women*
- *Strategic distancing?*
- *PIA pass-through*
- *Keep identity issues out*

Williams & Dempsey, 2014. Supporting evidence: Zatz, 2002; Ely, 1994a & 1994b; Keller & Moglen, 1987; Kanter, 1997a & 1997b.

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3. Designing Evaluation Processes

Designing the Form

PIA Bias

- Limit assessment to evaluation period
- Pre-commit to what's important
- Accountability: require examples
- Avoid global judgments—or require specifics and separate them out



Designing the Form

Tightrope Bias

- Separate style comments from skill sets
- Make norms of self-promotion clear



Designing the Process

- Should you abandon traditional performance evaluation for real-time feedback?
- Does bias creep in after evaluations are completed?

Designing the Process

- Hand out “Be a Bias Interrupter!” (3 pages)

- Have HR do a Bias Interrupters analysis before evaluations become final
 - Train the trainers workshop in SF
 - Use Bias Interrupters webpage

Q & A Session | Questions and Comments

Q & A
Session

Advancing Women
@worklifelawctr



questions@womensleadershipedge.org



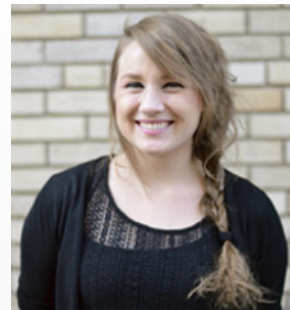
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UPCOMING WEBINARS

*Negotiating While Female:
How Gender Impacts Negotiations & What We
Should All Do About It*



Live webinar

May 25th 2016 9:00a PT

Led by Emily Epstein



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