

Title:	Managing Unconscious Bias in Teamwork
Level:	2
Credit value:	3
GLH	26
Unique Reference Number:	K/650/8175
Aim:	The aim of this unit is to provide learners with the knowledge and skills to be able to understand the impact of unconscious bias when working in a team, then to consider how to overcome that bias both from the point of view of a team member and a manager / leader.
Assessment	Assessment of this unit will be internally set and internally assessed via a portfolio of evidence. It is important to design the assessment in an inclusive and appropriate way that does not promote stereotyping.

Learning outcomes

The learner will:

1. Identify the impact of unconscious bias on teamwork in social care settings.

Delivery content:

The aim of this learning outcome is to provide the learners with the knowledge and skills to identify the impact of unconscious bias on teamwork in social care settings.

The learner must:

- Describe how unconscious bias can **impact communication and collaboration** within a team in a social care setting.
- Identify potential **consequences** of unconscious bias on team dynamics and decision-making process in social care teamwork.
- Explain the **impact of unconscious bias on trust and cohesion** within a social care team.
- Give examples of how unconscious bias can hinder effective problem solving and innovation within a social care team.

2. Explore strategies to create an inclusive and bias-aware team culture.

Delivery content:

The aim of this learning outcome is to provide the learners with the knowledge and skills to explore strategies to create an inclusive and bias-aware team culture.

The learner must:

- Describe **techniques for promoting open dialogue** and creating a safe space for discussing bias within a social care team.
- Explain the importance of fostering a culture of active listening and empathy to create an **inclusive team** environment.
- Discuss **strategies to encourage diverse perspectives** and contributions within a social care team.
- Identify **methods for promoting self-awareness and reflection** among team members to address personal biases and foster an inclusive team culture.

3. Analyse the role of leadership in addressing unconscious bias within a team.

Delivery content:

The aim of this learning outcome is to provide the learners with the knowledge and skills to analyse the role of leadership in addressing unconscious bias within a team.

The learner must:

- Analyse how effective leadership can **influence** team dynamics and address unconscious bias within a social care team.
- Analyse strategies to encourage diverse perspectives that leaders can employ to promote diversity, equality and inclusivity within a team.
- Discuss the importance of modelling inclusive behaviours and challenging bias as a leader in a social care team.
- Explain how leadership can support and empower team members to recognise and address their own biases and promote a bias-aware team culture.

4. Be able to apply learning to a case study.

Delivery content:

The aim of this learning outcome is to provide the learners with the knowledge and skills to apply learning to a case study.

The learner must:

- Apply knowledge of unconscious bias to analyse a **case study** scenario involving a social care team.
- Identify specific instances of bias in the case study and discuss their potential impact on the team's dynamic and outcomes.

- Propose strategies and interventions that could be implemented withing the case study scenario to address unconscious bias and create a more inclusive team culture.
- Analyse the potential effectiveness of the proposed strategies and discuss any potential challenges or barriers to their implementation.

Scope of Training

The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.

For up to date and appropriate language, terminology and current practice, visit:

InclusiveEmployers (<https://www.inclusiveemployers.co.uk/>) *

The Home Office (<https://design.homeoffice.gov.uk/accessibility/inclusive-language>)

Inclusion Health (<https://www.gov.uk/government/publications/inclusion-health-applying-all-our-health/inclusion-health-applying-all-our-health>)

* - a collaborative partner in the writing of this qualification.

Scope of Assessment

Requirements

<p>Impact communication and collaboration:</p>	<p>Examples include:</p> <ul style="list-style-type: none"> Stereotyping team members. Making assumptions about team members. Lack of trust between team members. Lack of psychological safety in the team. Exclusion and marginalisation of team members. Communication barriers. Ineffective collaboration. Resistance to diverse perspectives. Limiting viewpoints. Reduced team cohesion. Reduced productivity.
<p>Consequences:</p>	<p>Examples include:</p> <ul style="list-style-type: none"> Reduced collaboration.

	<p>Reduced innovation.</p> <p>Negative impact on team dynamics.</p> <ul style="list-style-type: none"> - Cliques. - Conflict. - Lack of trust. <p>Inequitable distribution of responsibilities.</p> <p>Biased decision-making.</p> <p>Negative impacts on service users.</p>
Impact on trust and cohesion:	<p>Should include:</p> <p>Communication breakdowns.</p> <p>Decision-making errors.</p> <p>Staff turnover.</p> <p>Stress levels.</p> <p>Lowered productivity.</p> <p>A hostile work environment.</p>
Techniques for promoting open dialogue:	<p>Should include:</p> <p>Team cultural awareness.</p> <p>Setting ground rules.</p> <p>Using active listening.</p> <p>Using non-judgemental language.</p> <p>Ask questions.</p> <p>Be patient.</p> <p>Focus on the impact of bias, not on blame.</p>
Strategies to encourage diverse perspectives:	<p>Should include:</p> <p>Team cultural awareness.</p> <p>Hire a diverse workforce.</p> <p>Provide training on unconscious bias.</p> <p>Create a culture of openness and respect.</p> <p>Use inclusive language.</p> <p>Celebrate diversity.</p> <p>Seek external viewpoints if your team lacks diversity.</p> <p>Having “Courageous Team Conversations”</p> <p>Strategies for holding each other accountable (e.g.: Call In, Call Out, Call On)</p>

<p>Methods for promoting self-awareness and reflection</p>	<p>Should include:</p> <ul style="list-style-type: none"> Institutional / team expectation for reflective practice. Ongoing training from induction. Creation of a safe space to speak about bias. Use tools and exercises to promote self-awareness and reflection. Share good practice among team members. Include self-awareness and reflection on personal biases in appraisals and appropriate meetings.
<p>Influence:</p>	<p>Examples include:</p> <ul style="list-style-type: none"> Creating a culture of openness and trust. Modelling inclusive behaviour. Holding self and all team members accountable. Celebrating diversity and inclusion
<p>Case study</p>	<p>Can be written by, or provided to, the learners.</p>