

Sample Training Pack

Recognising and Challenging our Unconscious Bias



This project is funded by the PROGRESS Programme of the European Union



Acknowledgements

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Background to Training



I.

Background to Training | Recognising and Challenging our Unconscious Bias

What is the National Women's Council of Ireland?

The National Women's Council of Ireland (NWCI) is the leading national women's membership organisation seeking equality between women and men, founded in 1973.

We represent our membership which includes 180 member groups as well as a wide range of individual members from a diversity of backgrounds, sectors and locations.

Our mission is to lead and to be a catalyst for change in the achievement of equality between women and men. We articulate the views and experiences of our members and make sure their voices are heard wherever decisions are made which affect the lives of women.

The issue of women in decision making has, since NWCI's establishment in 1973, been core to our agenda forming a key part of our work over the past 42 years. NWCI believe that in order to achieve substantive equality between women and men, women must be part of the key decision making processes and structures within Irish society. Tackling unconscious gender bias is a key element of succeeding in this process.

What is the purpose of this training pack?

Unconscious gender bias is the stereotyping of behaviours or beliefs by gender, often wholly accidentally. This bias is informed by norms, traditions, and values that define what we understand to be male or female, and learn from a very young age.

The aim of this project is to increase awareness of the existence of gender bias and its negative impact in decision making, and provide tools to address it in order to increase the numbers of women at senior levels of decision making in the Irish Civil Service.

This training programme 'Recognising and Challenging our Unconscious Bias', was undertaken by NWCI as part of an EU project coordinated by the Department of Justice and Equality entitled "Initiatives to support the achievement of gender balance in decision-making roles in Ireland", 2014-2015.

The training has been designed to communicate the message of the benefits of greater gender balance at middle and senior management levels for effective decision making and increased productivity. It highlights the potential negative implications of failing to support gender diversity and address unconscious gender bias in recruitment, promotion and retention policies.

Participants will be equipped with a greater understanding of unconscious bias through a practical case-study style approach, assisting in the definition of how culture, processes and practice can be identified and adapted to promote gender balance.

Objectives and Summary of Content Recognising and Challenging our Unconscious Bias



2.

Objectives & Summary of Content | Recognising and Challenging our Unconscious Bias

Workshop Objectives:

What will we cover?

- Explore the topic of inequality and unconscious gender bias
- Examine our individual biases and how to adjust them
- Identify the benefits of greater gender balance at middle and senior management levels
- Examine the potential negative implications of failing to address unconscious bias and to support gender diversity
- Demonstrate how as individuals we can address unconscious gender bias in our decision making

Summary of Content:

Welcome & Introductions

Exploration of the topic of inequality and unconscious gender bias

An overview of inequality, also introducing unconscious bias and the neuroscience behind it

Examining our individual biases and how to adjust them

This will involve syndicate exercises asking individuals to explore their biases in groups and follow on with what they can do about this unconscious bias.

Individual groups will then focus on what unconscious **gender** bias is and how we relate differently to men and women.

Then as a group, we will explore the broader impact of bias and look at the national picture – statistics etc.

A break will follow the first element of the session.

Identify the benefits of greater gender balance at middle and senior management levels for effective decision making and increased productivity

&

Examine the potential negative implications of failing to support gender diversity

Having examined bias, and specifically, unconscious gender bias, the session now looks at benefits of and negatives of not addressing/supporting gender balance and diversity:

- Why gender balance matters?
- How much it matters?
- Who does it matter to?

The group will also discuss research statements (or statements captured earlier on in the session) on the subject of genderbalance in decision-making.

This will be followed by a debrief with points from each group to summarise "benefits of gender balance" to organisations.

Demonstrate how as individuals we can address unconscious gender bias in our decision making

This element looks at five case studies, chosen specifically to assist delegates in identifying processes, policies and approaches that can address unconscious bias and why this is the case.

Then the session explores / brainstorms specific learnings that can be brought into their own department or role, including changes they can implement in their workplace (action focused).

The session concludes with a debrief and discussion around the session overall and next-steps

Approach:

Trainers are recommended to use a practical, thoughtful and engaging approach to the session. This training is not designed to be focused on 'teaching' but helping delegates to envision unconscious gender bias, understand and be aware of it – providing their own examples and insights – as well as clearly defining how they might approach or support initiatives to tackle unconscious gender bias in their working lives.

Materials included in training delivery are:

- course slides in handout form,
- case studies,
- video and a reading list.

A series of statements are also utilised for a group discussion. A full breakdown of the Training Session, Materials and Timings are included in the section that follows.

Actions & Observations from Pilot Training Sessions:

Participants in the pilot "Recognising and Challenging Our Unconscious Bias" programme clearly outlined key actions and observations in tackling unconscious gender bias. These points are central to successful and meaningful long-term change, and were echoed by participants in syndicate / feedback exercises.

- **Consistency** in policy, **leadership** and **culture** are key
- Everyone must take ownership. It is important to reaffirm and support positive action
- It can be a case of including **subtle suggestions and references to unconscious bias** in the right contexts that makes all the difference
- Incorporating unconscious bias into other forms of training is a good idea
- Recognising and challenging unconscious bias is an educational process, it takes time
- It's important to gently but firmly challenge biased views people often aren't conscious of them
- Label supports to achieve gender balance with a sunset 'target' for mainstreaming (mentoring programmes, networking specifically for women)
- Civil service wide mentoring and networking would be great

- **Men** need to be part of the process and bought in...
- not a "tickbox" exercise
- "Walk the talk"...
- Ensure regular analysis and data collection

Recognising & Challenging Our Unconscious Bias



3.

Suggested Reading | Recognising & Challenging Our Unconscious Bias

1.

Ernst & Young, LLP, (2013)

Outsmarting our brains ; Overcoming hidden biases to harness diversity's true potential.

www.ey.com

2.

Avivah Wittenberg-Cox, (2015)

Tackle Bias in Your Company Without Making People Defensive. Harvard Business Review.

www.hbr.org

3.

National Women's Council of Ireland (2015)

Better Boards, Better Business, Better Society

www.nwci.ie

4.

Herminia Ibarra, Robin J. Ely, Deborah M. Kolb (2013)

Women Rising: Unseen Barriers. Harvard Business Review.

www.hbr.org

5.

Conference Report, (2014)

Investing in Talent – Promoting Gender Balanced Leadership.

www.genderequality.ie

6.

Lisa Marie Jenkins, (2015)

Unconscious Gender Bias: Everyone's Issue. Huffington Post.

www.huffingtonpost.com

7.

Howard J. Ross, (2012),

Dealing with Unconscious Bias. Division of Occupational and Environmental Medicine

www.doem.uchc.edu



Slide Content





1. Recognising and Challenging our Unconscious Bias

Welcome and Introductions

2. Workshop Outcomes:

- 1. Explore the topic of inequality and unconscious bias
- 2. Examine individual biases and how to adjust them
- **3.** Identify the benefits of greater gender balance at middle and senior management levels
- 4. Examine the potential negative implications of failing to support gender diversity
- **5.** Demonstrate how individually we can address unconscious gender bias in our decision making

3. Introductions:

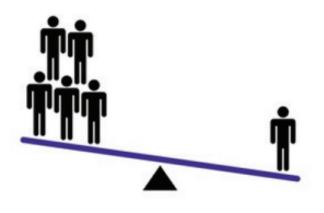
Inequality??



4. Inequality?

- What is it?
- How does it arise?
- What is its impact?

5. Inequality?



6. What is the impact of inequality?

Categorisation and stereotyping [assumptions / suppositions / judgment]

Shapes socialisation [Learned values, behaviour and culture]

Shapes identity [Linked to social group belonging]

7. What is the Imapct of Inequality?

• Specifically **stereotyping:**

- Infers certain attitudes, roles, feelings or motivations from the actions of certain groups;
- Classifies social group through dress, expression, attitudes and beliefs.
- **Ultimate impact?** Restriction of relationships, opportunities and identities

8. What is Equality about?

The state of being equal, especially in status, rights, opportunities and outcomes. Equality is about the distribution of resources as well as power and culture and the valuing of difference.

Anne Philips 'Which Equalities Matter?'

9. Ultimately...

Diversity is key - it acknowledges that people have diverse identities and that these have practical implications for institutional systems, while recognising that societies are comprised of diverse groups.

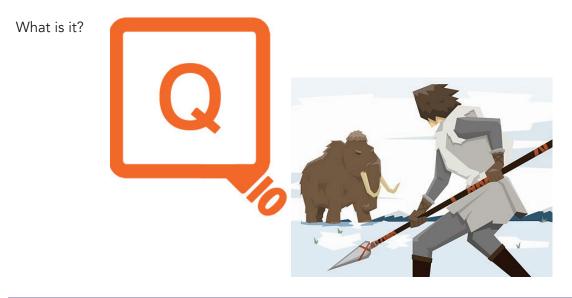
Valuing diversity.

10. Background...

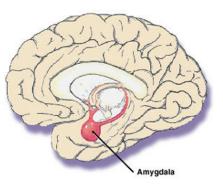


The Training Programme

11. Unconscious Bias?



12. Unconscious Bias .. How is it formed?



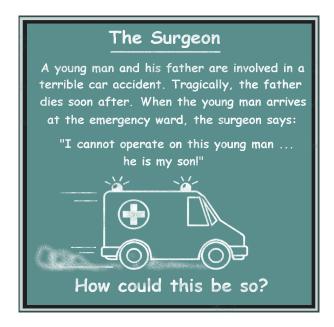
"In-Group" and "Out Group"

13. Table Discussion

✓ What are your **In Groups** and what does that mean in terms of your unconscious bias?

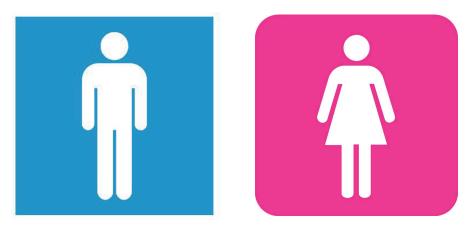
✔ What impact does this have in the workplace or elsewhere in your life?

14. A Conundrum?

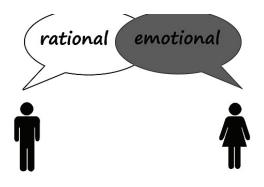


15. Unconscious Gender Bias?

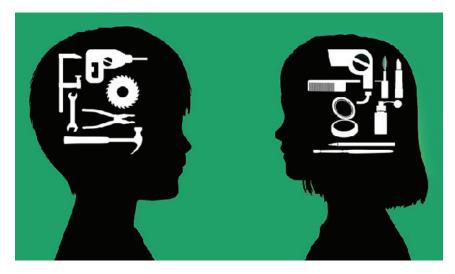
What words do you assciate with?



16. Unconscious Gender Bias?



17. Unconscious Gender Bias?



18.



19. Take Action

What steps can you take to address the influence of your own unconscious gender bias?



20. Unconscious Gender Bias?

- Nationally?
- What do the stats say?



21. The National Picture?

- What % of the civil service are female? 60%!
- What % of senior managers are female?
 33%!



60% of staff, but only 33% of senior managers in the Civil Service are women

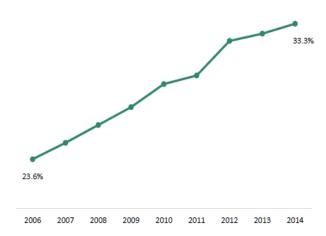
More than 60% of the Civil Service are women

Proportion of women at different grade levels, 2014



In the last decade, the proportion of women employed in senior management positions increased to 33.3%

Proportion of women employed at Principal and above, 2006 -2014



23. The National Picture?

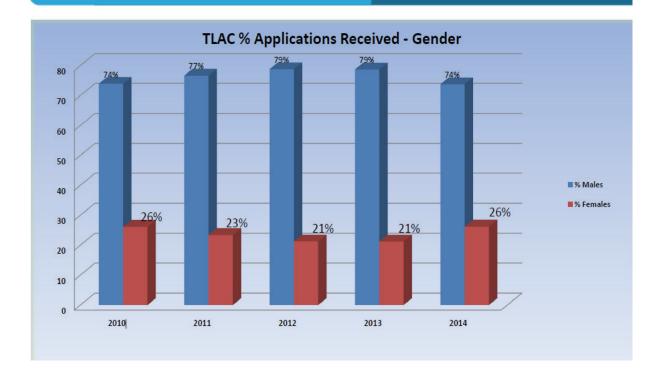
- What % of applications received for most senior roles were female? 26% i.e. 1 in 4!
- What % of females received final appointments?
 38%!



22.

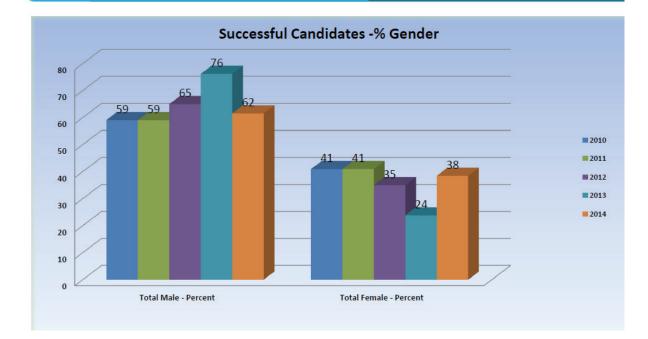
24.

Applications Received for the most senior roles



25.

Successful candidates – gender %



26. Progress of Women and Promotion in Public Service?

- Progress but...
- Plateauing since 2013..

27.

Grade	1997	2007	2010	2013	2014 (30/06/1 4)	Increases since 1997
Secretary General	5%	17%	18%	18%	17%	12%
Deputy & Assistant Secretary	10%	12%	16%	20%	19%	9%
Principal Officer	12%	24%	30%	33%	33%	21%
Assistant Principal	24%	33%	37%	41%	42%	18%
Administrative Officer	37%	55%	59%	56%	54%	17%
Higher Executive Officer	39%	49%	50%	56%	56%	17%
Executive Officer	54%	65%	65%	65%	64%	10%
Staff Officer	N/A	77%	78%	77%	77%	(No change since 2007)
Clerical Officer	N/A	76%	76%	76%	75%	-1% (since 2007)
Females as % of Total serving in all above grades combined	N/A	64%	65%	66%	65%	

28. % of Female Global Graduates?



"we employ least, those whom we educate most"

29. OK

- Why gender balance matters?
- How much it matters?
- Who does it matter to?

30. Let's Discuss...

- Organisations with a good gender-balance in senior positions tend to perform better than those who do not.
- Women in senior decision-making positions are thought to be more riskaverse than their male counterparts.
- Where women do occupy senior managerial positions, they have been found to focus more than men on the development and mentoring of their subordinates.

31. Debrief...

• Greater Gender balance



32. Gender Awareness

• Appreciate the differences between male and female ...

&

• Recognition of the complementary skills of men and women and their differing thought processes

Harnessing everyone's potential...

33. Addressing the Bias?

• Learning to support gender balance in your department





34. From this Morning...

For you?



35. Diversity...



Reading List...

36. Thank You...



5

Exercise Exploring Why Gender Balance Matters



5.

Exercise | Exploring Why Gender Balance Matters

STATEMENT 1:

ORGANISATIONS WITH A GOOD GENDER-BALANCE IN SENIOR POSITIONS TEND TO PERFORM BETTER THAN THOSE WHO DO NOT.

In your group discuss this statement and consider:

- How do the group feel about the statement and why?
- What benefits does this statement suggest for organisations?
- Any other comments?

STATEMENT 2:

WOMEN IN SENIOR DECISION-MAKING POSITIONS ARE THOUGHT TO BE MORE RISK-AVERSE THAN THEIR MALE COUNTERPARTS

In your group discuss this statement and consider:

- How do the group feel about the statement and why?
- What benefits does this statement suggest for organisations?
- Any other comments?

STATEMENT 3:

WHERE WOMEN DO OCCUPY SENIOR MANAGERIAL POSITIONS, THEY HAVE BEEN FOUND TO FOCUS MORE THAN MEN ON THE DEVELOPMENT AND MENTORING OF THEIR SUBORDINATES

In your group discuss this statement and consider:

- How do the group feel about the statement and why?
- What benefits does this statement suggest for organisations?
- Any other comments?



Case Studies



6.

Case Studies

CASE STUDY 1:

Citigroup - 46% of employees are female but this was not reflected in the gender composition of leadership teams and the company acknowledged that the company realised that it needed to do more to encourage gender diversity. Citi have a range of initiatives in place to support and develop women in reaching decision making positions in the organisation. These include:

• The 'Women Leading Citi' programme which is designed for high performing female participants who have the potential to assume significant leadership positions and to help female talent better manage their career development and advancement as leaders, it has proved particularly helpful to women in taking on

new roles. A participant has the support of her manager, a talent professional and a senior manager advocate.

• 'Coaching for Success', a long standing development programme targeted for mid-level women. The programme is delivered through a series of workshops and engages senior management as coaches. One of its goals is to improve retention and increase promotion and opportunities for internal mobility among participants.

• **Citi Women** is a network that supports the formal and informal programmes and initiatives and provides additional development and mentoring programmes and offers networking opportunities.

• Citi Parents Ireland was established in 2008 to support parents both within the workplace and at home. From mid-2008, the network has run a number of workshops for women returning to work following maternity leave, designed to improve the understanding and experience of maternity leave in the workplace. These workshops focus on the key issues faced by women around transition, work, parenting, self-image and support. The network has also facilitated a workshop for managers of employees who are pregnant or have just returned from maternity leave. A workshop for new and expectant fathers looked at how fathers can balance their work with their parental responsibilities, explored their new identity as a dad and how to manage the expectations of dual-career families.

• Unconscious bias training: In 2010, Citi developed unconscious bias training for senior leaders, middle managers and employees. This was followed, in 2012, with training on stereotypes and perceptions to see how these processes shaped team building culture. In 2014, an inclusive leadership scheme was launched that profiled role models in the organisation to challenge aspects of practice at Citi that was incompatible with the organisations' diversity agenda.

Consider:

CASE STUDY 2:

Accenture Ireland hired an event split of, the global management consulting, technology services and outsourcing company, employs 70,000 women, representing a third of its global workforce – 1600 employees in Ireland. Although Accenture hired an even split of 50% men and women, the attrition rate for female employees was 2.5 times greater than that of male employees. The company has a range of programmes to support female employees to further its commitment as a diverse and inclusive workplace, including:

• Developing High Performance

Women – a course directed at developing women leaders. Female role models help managers to evaluate requirements to reach the next stage in their careers. To date, more than 550 women from 23 countries have participated in the programme.

• Women's Mentoring Programme, which pairs female executives with senior executive mentors. The Programme includes virtual workshops and provides networking tips.

• The Accenture Women's Network a global intranet connecting women across the company and provides access to resources available both at Accenture and externally.

• **Local Women's Networks** to drive initiatives and to support women at the location to build strong networks.

• An Internal women careers network that supports, coaches and encourages women from graduates to more senior employees to talk about their concerns; and an awareness campaign that also involved men "to get them to see what women felt and the way they see them". The end result is that **in Ireland over** 40% of senior executives at Accenture are female and in the last round of promotions at the senior level 4 out of 5 positions were awarded to women, one of whom had just returned from maternity leave. Accenture believe that men are crucial to achieve this level of transformational change. Consider:

CASE STUDY 3:

Electricity Supply Board (ESB):

• To facilitate the growth and development of women in the organisation, ESB has launched a female learning and development programme called '**Empowering women with 2020 vision**' as part of ESB's 2020 Strategy. The aim of the programme is to enhance women's personal and professional growth by providing knowledge and learning in areas such as communication, self awareness and goal setting, while also providing coaching and role models.

• Work-life balance initiatives in

ESB range from employee assistance programmes, education support and bursaries, childcare, retirement planning, health screening and promotion and flexible working and leave arrangements.

• To ensure the relevance and utility of the diversity initiatives, an annual staff attitude survey to inform management is carried out to examine respect and dignity, disability, discrimination, pressure of the job, work-life balance and equality in career progression.

• ESB is also working on a range of proactive approaches to support women on maternity leave and to keep them engaged with the organisation which include a number of 'maternity positive' initiatives focusing on 'Preparing to go on maternity leave' and 'Returning to work after maternity leave' checklists. A network is being set up to enable the women to stay connected to what is going on in the organisation, and to access information on organisation changes, promotion opportunities, etc

• A 'Parenting with Confidence'

programme is currently being piloted to support parents and equip them with information and confidence in their parenting abilities so they are more effective personally and professionally.

• Encouraging more females into nontraditional roles such as engineering and apprenticeships is also a key focus for ESB. This includes schools' programmes to raise awareness and to provide encouragement to female students to consider non-traditional career options. The schools programmes offer insights into career options, on-the-job shadowing and experience. Ongoing contact is maintained with students which can include further work experience if students are genuinely interested in pursuing studies and careers in these areas.

Consider:

CASE STUDY 4

Dell: To identify the obstacles or challenges to their career success, Dell surveyed its female managers to identify what the company needs to do to ensure that there is a culture of learning, inclusion and development to support, attract and retain women in executive roles. The results led to the implementation of various initiatives, such as:

• The work-life focus, assigning mentors from among male and female senior managers and women's network groups. Sixteen women's networks across Europe, the Middle East and Africa host networking events and lunches with visiting Vice-Presidents/senior leaders. For example, two of the top five men in the company met eighteen senior management and director level women from a UK network and listened to their concerns and issues. This is not just a women's issue and many networks have both male and female senior sponsors. This helps to give role models to future executives and to change culture.

• One of the most successful initiatives involves two learning and development programmes called 'Taking the stage' and 'Embracing the stage'. The 'Taking the Stage' programme highlights some of the challenges many women face while en-route to senior management and how to overcome them. This programme was delivered by senior female managers and directors and 700 women across Europe were trained & encouraged women to:

- consider whether they wanted to 'take the stage' and what being a leader entailed;
- examine how they used their voice and contributed in groups;

- consider the language they use and how to come across as a leader;
- learn how to have a dynamic presence.

• Based on the success of 'Taking the Stage' and feedback from participants, Dell developed its follow up programme; 'Embracing the Stage' which focuses on how individuals can continue to take the stage in their careers through their influencing skills, and the importance of building relationships and networking. Dell created DVDs for the programme by filming their own senior people answering questions such as, 'How did you get to where you are?' 'What helped you to succeed?' and 'How has networking helped you in your career?' Fifty senior females have been trained to deliver the programme across Europe with ten trainers in Ireland and will be open to both men and women.

• Following a global staff survey, Dell employees indicated the need for flexibility in working arrangements including telecommuting and remote working, which have now been implemented for eligible employees. To promote work-life balance Dell Ireland holds a week of activities and information sessions to outline the benefits and work-life policies available to staff.

Consider:

CASE STUDY 5

The British Civil Service's National School of Government offered a number of positive action programmes and events for women managers and leaders in the UK Civil Service and in the wider public sector. Courses specifically tailored for female employees included:

Career Planning for Senior Women - a

two day programme for senior women whose next promotion will be to the Senior Civil Service (SCS), which includes devising a personal career plan including short and long-term objectives;

Leadership Development for Senior

Women – a four day programme for senior women managers in strategic roles in the UK Civil Service and wider public sector whose next promotion will be to SCS. The programme addresses the specific challenges that women face in a senior leadership role and covers issues such as influencing an organisation's culture, raising your personal visibility in the organisation and developing political astuteness. The programme also teaches participants how to develop their leadership style;

Personal Development and Career

Planning for Women – a four day programme for women in first line and middle management roles to assess their current level of interpersonal skills and needs and to analyse how these affect their relationships at work. To develop the skills of personal effectiveness, assertiveness and influence and to devise strategies for handling conflict more effectively;

Leadership Challenges for Women in Middle Management – a three day programme to allow women in middle management roles the opportunity to reflect on their leadership abilities and to identify career development strategies; and

Management Skills and Personal Development for Women – a three

day programme for women in first line and middle management roles to look at their personal development and to work on specific management skills and competencies and to develop a personal action plan to move their professional development forward.

An annual International Women's Leadership Conference aiming to:

- enable delegates to learn about the different leadership styles adopted by women who are already paving the way to the future;
- provide workshops to increase delegates' understanding of ethics, economics and the environment as the foundations of a sustainable society;
- support delegates to 'think big' and work towards aspirational leadership goals; and
- offer a unique networking opportunity to bring together women in the UK and International Public Service roles.

Consider:

Trainers' Notes Recognising & Challenging Our Unconscious Bias

Half Day Training Session



7.

Trainers' Notes | Recognising and Challenging our Unconscious Bias (Half-Day Training Session)

Materials Required:

- Laptop, remote clicker, speakers;
- Flipchart and markers;
- Handouts;
- NWCI Video, "Recognising and Challenging our Unconscious Bias";
- Blu-tak;
- Pens and paper for participants;
- Name-badges and sign-in sheets;
- Slides (Section 4)

Element / Goal or Indicator: Introduction of trainers

Activity: A short introduction by the trainers themselves, timings, outline of the session.

Materials: Slide 1

Time: 5 minutes

Element / Goal or Indicator: Workshop Expectations

Activity: At this juncture, the trainer(s) go through bullet points explaining that they will also include expectations from the ice breaker exercise

Materials: Slide 2

Time: 5 minutes

Element / Goal or Indicator: Icebreaker

Activity: Exercise-based session to ensure participants engage with one another, promoting interaction. Participants are asked to 'workshop' the word "inequality", what does it mean to them? What words connect? (There's no wrong answer!). They are also asked to jot down any expectations for the session.

Once the ice-breaker has been completed, each group will attach their flip-chart sheet to the wall nearest them.

Materials: Trainers to provide a flip-chart sheet to each table of participants with the word "inequality" on it – markers, pens also required. Slide 3

Time: 15 minutes

Element / Goal or Indicator: Explore the topic of inequality

Activity: Refer to inequality feedback on flipchart and explore the topic further:

- What is inequality? "An unfair situation in which some people have more rights or better opportunities than other people";
 - What does it result in? How does it affect people? Trainer should briefly refer to effects such as dominant and minority groups, unequal division of labour, power and resources, assisted by prejudice and stereotyping;
 - Discrimination can affect people on many different bases – in Irish legislation, this is clearly defined in the Employment Equality Act; What is the impact of inequality? How does it manifest?

Conversely, equality is the 'state

of being equal' – which links to diversity, and the harnessing of our collective potential.

Materials: Slides 4 to 9

Time: 10 minutes

Element / Goal or Indicator: Background to programme

Activity: This section gives the trainer an opportunity to provide participants with a brief synopsis on the background to the programme – as outlined in the "Background to Training" section of this pack.

Materials: Slide 10

Time: 10 minutes

Element / Goal or Indicator: Explore the topic of unconscious bias

Activity: Here, the trainer explores the terms "unconscious" and "bias" with a focus on the neuroscience of "in" and "out" groups;

It is helpful to utilise simple definitions of both words – referring directly to the unconscious element (e.g. programmed / socialised);

Our biases have been formed over time – they're engrained and socialised. It's important to bear in mind that the origins of bias were actually a protective mechanism – as prehistoric beings, we had to make quick decisions to judge a situation – whether we were going to be safe or unsafe (is that animal going to kill me, for example). However, with time, this safety mechanism has morphed into a model of classifying groupings without fully understanding or engaging with them (earlier mentioning of stereotyping can be referred to here).

These groupings can broadly be considered as "in" (the social grouping and type of person I'm most comfortable with or feel affinity to) and "out" groups (the social grouping I'm less comfortable with or don't identify with). Unconscious bias leads us to categorise people into our "in" and "out" groups – making decisions about them almost instantly.

This element of the session then breaks into a table discussion (small groups of 4) so that participants can explore their "unconscious bias" and what it means to them as individuals. Participants should be assured that everyone has unconscious biases, it's conditioned and a reality of humankind. Being conscious and aware of it is crucial.

Materials: Slide 11 to 13 Pens and flip-chart paper on desks

Time: 30 minutes

Element / Goal or Indicator: Examine individual biases and how to adjust them

Activity: Once this exercise is complete, the focus of the session turns to focusing on unconscious gender bias, as a group discussion;

How do we identify – consider stereotypes? What are the qualities we consider when we think of the word 'male' or 'female'?

What are the kinds of roles we're more likely to consider women occupying versus male colleagues?

Women tend to be viewed in caring or creative / organisational roles (nursing, marketing, administration), whereas men are often categorised in technical, methodological roles (engineering, mathematics, finance). Traits apportioned to genders are also centrally important as they often define someone's readiness to manage a project, lead a department etc. Unconscious gender bias categorises women and men in a way which doesn't realise their potential – being aware, therefore, of unconscious gender bias – is key;

A debrief is carried out, followed by summarising and action planning with the group to address their own unconscious bias;

As a group, before summing up prior to the break, the trainer explores the national picture asking for the group's views on statistics. These statistics highlight the current 'picture' in terms of female representation across the civil service. They also acknowledge change and developments within the service. With that in mind, it's important to note the progress that has been made while also acknowledging that consistent action is required to continue this progress (60% of the civil service is female, while 33% hold senior managerial positions).

Materials: Slide 14 Conundrum Slide 15 to 28 Flipchart feedback from groups

Time: 15 minutes

Break 15 Minutes Element / Goal or Indicator: Video: "Recognising and Challenging our Unconscious Bias"

Activity: Screen the NWCI video on "Recognising and Challenging our Unconscious Bias".

The video provides a helpful linkage to the exercise stage of the session, which follows.

It is useful to ask the group what their thoughts are on the video – could they relate / appreciate or identify some of the issues outlined?

Materials: Video: "Recognising and Challenging our Unconscious Bias"

Time: 5 minutes

Element / Goal or Indicator: Identify the benefits of greater gender balance at middle and senior management levels/ Examine the potential negative implications of failing to support gender diversity

Activity: Following the video and discussion, the trainer carries out a syndicate exercise which focuses on participants looking at three statements in order to identify the benefits and what might be the negatives of failing to support gender diversity. **Exercise:** Exploring Why Gender Balance Matters

Materials: Slides 29 to 31 Flipchart feedback from groups i.e. BENEFITS of gender balance & NEGATIVES of failing to support gender diversity

Time: 20 minutes

Element / Goal or Indicator: Demonstrate how individually we can

address unconscious gender bias in our decision making.

Activity: At this point, the participants will look at the Case Studies included in this pack – this is also a syndicate exercise which focuses on groups discussing the beneficial elements of each case study;

Once the Case Studies have been discussed, the trainer follows through with a debrief, including summary and action planning with the group to identify the learning /changes they can take from the case studies to support gender balance in their department.

Materials: Slides 32 Case Studies Flipchart LEARNING & ACTIONS feedback from groups

Time: 30 minutes

Element / Goal or Indicator: **Delegate action points**

Activity: Revisit the group asking for a summary of their individual key actions from the session.

Materials: Flipchart final ACTIONS, Slide 33

Time: 15 minutes

Element / Goal or Indicator: **Final debrief / summary**

Activity: Issue reading list and summarise the session positively by recapping of major points, summarising suggested actions for the future, a thank you for listening and an invite for Qs.

Materials: Slides 34 to 36 Reading list

Time: 10 minutes

Tips for Facilitators

- Ensure to fully brief delegates on all exercises and their purpose/ expected outcomes;
- Include flexibility to the delivery due to the required interactive nature of the session;
- Trainers should engage on a oneto-one with the groups themselves during exercises, assisting in their learning;
- Tone is very important unconscious bias is something which is socialised and embedded – recognising it and working to tackle it is priority (avoiding blame or negative framing).

Evaluation

- Key: delegate action planning demonstrating commitment to address unconscious gender bias on return to their place of work;
- Evaluation sheets to be completed (a draft sheet is included in the pack).

Trainers' Notes | Recognising and Challenging our Unconscious Bias (Optional Short Session)

Materials Required:

- Laptop, remote clicker, speakers,
- Flipchart and markers;
- Handouts;
- Blu-tak;
- Pens and paper for participants;
- Name-badges and sign-in sheets.

Element / Goal or Indicator: Introduction of trainer(s)

Activity: A short introduction by the trainers themselves, timings, outline of the session.

Materials: (adapted from half-day session) Slide 1

Time: 5 Minutes

Element / Goal or Indicator: Icebreaker

Activity: Exercise-based session to ensure participants engage with one another, promoting interaction. Participants are asked to 'workshop' the word "inequality", what does it mean to them? What words connect? (There's no wrong answer!). They are also asked to jot down any expectations for the session. Once the icebreaker has been completed, each group will attach their flip-chart sheet to the wall nearest them.

Materials: (adapted from half-day session) Trainers to provide a flip-chart sheet to each table of participants with the word "inequality" on it – markers, pens also required. Slide 3

Element / Goal or Indicator: Explore the topic of inequality

Activity: Refer to inequality feedback on flipchart and explore the topic further:

- What is inequality? "An unfair situation in which some people have more rights or better opportunities than other people";
- What does it result in? How does it affect people? Trainer should briefly refer to effects such as dominant and minority groups, unequal division of labour, power and resources, assisted by prejudice and stereotyping;
- Discrimination can affect people on many different bases – in Irish legislation, this is clearly defined in the Employment Equality Act;
- What is the impact of inequality? How does it manifest?
- Conversely, equality is the 'state of being equal' – which links to diversity, and the harnessing of our collective potential.

Materials: (adapted from half-day session) Slides 4 to 9

Time: 10 minutes

Element / Goal or Indicator: Background to programme

Materials: (adapted from half-day session) This section gives the trainer an opportunity to provide participants with a brief synopsis on the background to the programme – as outlined in the "Background to Training" section of this pack. Slide 10

Time: 5 minutes

Time: 15 minutes

Element / Goal or Indicator: Explore the topic of unconscious bias

Activity: Here, the trainer explores the terms "unconscious" and "bias" with a focus on the neuroscience of "in" and "out" groups;

It is helpful to utilise simple definitions of both words – referring directly to the unconscious element (e.g. programmed / socialised);

Our biases have been formed over time – they're engrained and socialised. It's important to bear in mind that the origins of bias were actually a protective mechanism – as prehistoric beings, we had to make quick decisions to judge a situation – whether we were going to be safe or unsafe (is that animal going to kill me, for example). However, with time, this safety mechanism has morphed into a model of classifying groupings without fully understanding or engaging with them (earlier mentioning of stereotyping can be referred to here);

These groupings can broadly considered as "in" (the social grouping and type of person I'm most comfortable with or feel affinity to) and "out" groups (the social grouping I'm less comfortable with or don't identify with). Unconscious bias leads us to categorise people into our "in" and "out" groups – making decisions about them almost instantly;

This element of the session then breaks into a table discussion (small groups of 4) so that participants can explore their "unconscious bias" and what it means to them as individuals. Participants should be assured that everyone has unconscious biases, it's conditioned and a reality of humankind. Being conscious and aware of it is crucial.

Materials: (adapted from half-day session) Slide 11 to 13

Pens and flip-chart paper on desks

Element / Goal or Indicator: Examine individual biases and how to adjust them

Activity: Once this exercise is complete, the focus of the session turns to focusing on unconscious gender bias, as a group discussion;

How do we identify – consider stereotypes? What are the qualities we consider when we think of the word 'male' or 'female'?

What are the kinds of roles we're more likely to consider women occupying versus male colleagues?

Women tend to be viewed in caring or creative / organisational roles (nursing, marketing, administration), whereas men are often categorised in technical, methodological roles (engineering, mathematics, finance). Traits apportioned to genders are also centrally important as they often define someone's readiness to manage a project, lead a department etc. Unconscious gender bias categorises women and men in a way which doesn't realise their potential – being aware, therefore, of unconscious gender bias – is key;

A debrief is carried out, followed by summarising and action planning with the group to address their own unconscious bias;

As a group, before summing up prior to the break, the trainer explores the national picture asking for the group's views on statistics. These statistics highlight the current 'picture' in terms of female representation across the civil service. They also acknowledge change and developments within the service. With that in mind, it's important to note the progress that has been made while also acknowledging that consistent action is required to continue this progress (60% of the civil service is female, while 33% hold senior managerial positions).

Materials: (adapted from half-day session) Slide 14 Conundrum Slide 15 to 28 Flipchart feedback from groups

Time: 15 minutes

Element / Goal or Indicator: Identify the benefits of greater gender balance at middle and senior management levels/ Examine the potential negative implications of failing to support gender diversity

Activity: Following the discussion, the trainer carries out a syndicate exercise which focuses on participants looking at three statements in order to identify the benefits and what might be the negatives of failing to support gender diversity.

Materials: (adapted from half-day session) Exercise: Exploring Why Gender Balance Matters Slides 29 to 31 Flipchart feedback from groups i.e. BENEFITS of gender balance & NEGATIVES of failing to support gender diversity. Time: 20 minutes

Element / Goal or Indicator: **Final debrief / summary**

Activity: Issue reading list and summarise the session positively by recapping of major points, summarising suggested actions for the future, a thank you for listening and an invite for Qs.

Materials: (adapted from half-day session) Slides 34 to 36 Reading list

Tips for Facilitators

- Ensure to fully brief delegates on all exercises and their purpose/ expected outcomes;
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Evaluation

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- Evaluation sheets to be completed (a draft sheet is included in the pack).

Time: 10 minutes



Suggested Evaluation Sheet



8. Evaluation Sheet |Recognising & Challenging Our Unconscious Bias

point scale. A five indicates that you strongly ag while a one indicates that you strongly disagree	gree (SA) ۱			he five- tion,
A = Agree; NA/D = Neither Agree or d and SD = Strongly Disa		e; D	= Disag	ree	
	SA	Α	NA/D	D	SD
a) I felt comfortable participating in the training	5	4	3	2	1
b) The training was relevant to me in my own work	5	4	3	2	1
c) I have a better understanding of:					
Unconscious gender bias	5	4	3	2	1
The negative impact of unconscious gender bias	5	4	3	2	1
The benefits of addressing unconscious gender bias	5	4	3	2	1
Ways to promote gender balance in my role	5	4	3	2	1
d) I have a clear idea how I will apply the learning from the module in my own role	5	4	3	2	1
e) The training module objectives were met	5	4	3	2	1
f) I would recommend this module to colleagues	5	4	3	2	1
g) I would recommend this module to senior management in my organisation	5	4	3	2	1

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A = Agree; NA/D = Neither Agree of and SD = Strong	-) = C)isagree		
	SA	Α	NA/D	D	SD
h) The venue and facilities were appropriate	5	4	3	2	1
i) Course materials were useful	5	4	3	2	1
j) Course slides were useful	5	4	3	2	1
k) Course video was useful	5	4	3	2	1
l) The trainers helped me to learn	5	4	3	2	1

2. What did you find most useful about the module, and why?

3.	How do you feel the module could be improved?
4.	Is there anything you suggest could be done differently in future sessions?

5. Any other comments

THANK YOU!

If you would like to be contacted about your evaluation form, please sign below:

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National Women's Council of Ireland 100 North King Street, Smithfield, Dublin 7 Tel: 01 6790100 Web: www.nwci.ie twitter @nwci





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