

Slide #	Time allotted	Script for Part 2
1.		<p><b>Welcome</b></p> <p>Welcome back, we hope you enjoyed your break.</p>
2.		<p><b>Inclusive Innovation</b></p> <p>As you well know, science and engineering projects rise and fall on the <b>success</b> of the teams working together to design and implement them. In the next portion, we'll be pacing you through several activities and educational segments to communicate how <b>inclusive organizations</b> help cultivate more collaborative teamwork.</p> <p>We'll talk about the following topics:</p> <ul style="list-style-type: none"> <li>- Communicating inclusion</li> <li>- Putting allyship into action</li> </ul> <p><i>Facilitation notes: Communicate lunch timing to the group if applicable</i></p>
3.		<p><b>Communicating Inclusion</b></p> <p>Let's dive in...</p>
4.		<p><b>Let's continue the conversation</b></p> <p>... and continue the conversation.</p> <p>Remember that the purpose of our workshop is to help you understand and reflect on the material in a more personal way, as well as to gain an in depth understanding of each other's unique experiences.</p>
5.		<p><b>Ground rules and norms</b></p> <p>&lt;&lt;remind participant of the established ground rules&gt;&gt;</p> <p>As a reminder, our ground rules are important for our second half of the session as well:</p> <ul style="list-style-type: none"> <li>- Equal input and turn taking is important</li> <li>- Active listening, share personal experiences and perspectives, confidentiality</li> <li>- Some questions might be difficult or awkward to answer, but do your best.</li> <li>- It's ok to share experiences you have seen or heard of if you do not have a personal story to share.</li> <li>- It's ok to feel vulnerable...in our experience, people are surprised at how rich these conversations can be.</li> </ul> <p>The point is <b>not</b> to name names when speaking about experiences</p>
6.	20 mins	<p><b>Please follow these instructions</b></p> <p>Just a couple of important points before we start the discussions. The first is that we ask you to read and answer the questions in the order in which they appear in your packet, as questions build off of each other and will make most sense in this particular order. Please refrain from looking forward in the packet, as questions further along in the packet are more meaningful when topics presented in earlier questions have been considered. The list of questions is divided into two parts, each taking approximately 20 minutes.</p>

		<p>Please do not feel rushed to answer all questions in Part 1, but we will ask you to move forward to Part 2 at the halfway point.</p> <p>Additionally, although we would like the conversation to flow in a way that seems natural to your group, we do emphasize that each person in the pair takes a turn in answering the question. We also emphasize the importance of listening closely to your partner, as this dialogue exercise is not only centered on sharing your own thoughts and experiences, but also hearing what your partner has to say! Finally, we kindly ask you to refrain from leaving the room during this exercise. If you and your partner have finished all of the questions before the 40-minute mark, you may return to questions that you found most interesting or were unable to finish.</p> <p>Thank you! We will now distribute the question packets to each pair. You may begin the discussion as soon as you are ready to do so.</p> <p><i>Facilitator notes</i></p> <ul style="list-style-type: none"> <li>- People should refrain from leaving during the exercise, if possible.</li> <li>- 40 minute discussion split into two parts.</li> <li>- Try to get through most questions, but its ok to not get through all of the questions; most important thing is to have a rich and meaningful conversation on these ideas for the whole time.</li> </ul>
7.	15 mins	<p><b>We are at the 20-minute mark</b></p> <p>We are now at the half-way point in this activity. If you haven't already done so, we ask you to move on to Part I of the packet after finishing the question you are currently discussing. There are 20 minutes left in this activity.</p> <p><i>Facilitator notes:</i>  <i>Note that if short on time, can cut down to 18 min for each half (previous and current half)</i></p> <p><i>Facilitator can go from table to table to prompt them to continue (rather than yelling over people)</i></p>
8.	5 mins	<p><b>5 Minutes left</b></p> <p>We want to let you know that there are 5 minutes left in this activity. Please wrap up the conversation on the current question you are discussing now.</p>
9.	1 min	<p><b>Time is up</b></p> <p>We are now at 40 minutes and we will end the dialogue exercise here. We hope that you enjoyed the activity and had interesting conversation with your partner.</p>
10.	5 mins	<p><b>Reflection Survey #2</b></p> <p>We would be so grateful if you could now complete a brief 5-minute reflection on the exercise so that we have a sense of what went well and what we should improve in future iterations of the activity.</p>

11.	1 min	<p><b>Inclusive Innovation</b></p> <p>AFTER PEOPLE HAVE COMPLETED THE REFLECTION SURVEY (TRANSITION INTO NEXT SECTION)</p> <p>Thank you so much for participating that activity and offering your input on how it went! As you know, some of the questions in this discussion were centered on what you can do to address issues related to gender bias in the workplace. We will now focus our attention on this topic, recognizing and addressing biases when they occur to help make workplaces more inclusive for all.</p>
12.	1 min	<p><b>The Reflective System</b></p> <p>Earlier I talked about how our reflexive system can fall back on these culturally learned stereotypes and implicit biases.</p> <p>You'll be happy to know that this does not always happen...our reflective system that we use for more deliberate thought can counteract these implicit biases.</p> <p>But three things are necessary;</p> <ul style="list-style-type: none"> <li>- We need to be aware that biases can affect our behaviour</li> <li>- We need to be motivated to set those biases aside</li> <li>- And we need to have specific strategies for what to do</li> </ul>
13.		<p><b>Believing that Biases...</b></p> <p>The first step is simply believing that these biases can be a problem.</p> <p>As part of the RISE project's research, the group who created this workshop, they have looked at how this 'think STEM, think male' implicit association can affect women's chances of being hired for a research position by measuring implicit associations with evaluation committees and relating that to their actual hiring decisions.</p> <p>What RISE researchers found is that when selection committees don't believe that bias is a problem and barriers hold women back, committees actually make more biased selections.</p> <p>But when members of these committees agree that these barriers do exist, there is actually no relationship between the implicit association of STEM = Male and the final decisions they make.</p> <p>Simply having the belief that bias is a problem allows us to put our implicit associations aside.</p>
14.		<p><b>Bringing to Mind Successful Examples</b></p> <p>Other research shows that a specific strategy we can use to counteract our implicit associations is to bring to mind examples of women or other underrepresented people who are successful in the STEM field.</p>

		<p>One example of this, the “I look like an engineer” campaign, is an effort to break down our biases by diversifying how we think about engineers.</p> <p>In one intervention where scientists on hiring committees were taught to use strategies like this one, they showed an 18% increase in hiring women into STEM faculty positions over the following two years.</p>
15.		<p><b>Becoming Better Allies to Women</b></p> <p>Finally, RISE research has been working to show the importance of building good relationships at work is an effective strategy for all employees, but perhaps especially for men within STEM, to become better allies to women.</p> <p>In RISE studies, men who express their respect for women’s abilities play a unique role in boosting women’s sense of inclusion.</p>
16.		<p><b>Summary</b></p> <p>And so, we talked about how implicit associations don't always need to lead to unequal treatment or bias, especially if we can override our personal implicit associations. But this assumes that we’re aware that implicit associations can affect our behavior and decision making, that we're motivated to set those biases aside, and that we have strategies for doing so.</p>
17.		<p><b>Allyship Toolkit</b></p> <p>Before we get concrete about what strategies we can use, I want to demonstrate in a bit more detail the negative effects that biases can have in a network of people and the positive benefits of allyship.</p>
18.		<p><b>Simulating Costs and Benefits</b></p> <p>We are going to look at these costs and benefits using a simulation.</p> <p>Simulations can be really useful for isolating the net impact of behaviours using a set of starting assumptions and mathematical equations.</p> <p>For those who like a more data-driven approach, this can often be better than trying to rely on a series of anecdotes or case studies.</p>
19.		<p><b>How Can Underrepresentation...</b></p> <p>The goal of this first simulation is to show how underrepresentation of one group in a network can lead to disproportionate impact on that group. To start, let’s get to know our network. We can imagine that this is a department or small start-up with only 40 people. The blue circles represent 32 different men, and the orange circles represent 8 women. This means there are 20% women at the company, which is comparable to numbers we see in many STEM companies across North America.</p>
20.		<p><b>Burt and Ada</b></p> <p>We are going to represent interactions between two people in the company with an arrow.</p>

		For example, if Burt seeks Ada’s advice on a project, we would see something like this.
21.		And if Ada seeks Burt’s advice on a project, we would see something like this. Different actions will be indicated by different colored arrows and different outcomes. More on this later.
22.		<p><b>Gender Bias =</b> Now that you know how the network is set up, let’s discuss our first type of action in the workplace: gender bias.</p> <p>Gender bias broadly refers to unequal treatment toward another person based on their gender. As you’ve learned today, this bias can either be subtle or overt. For our demonstration, we’ll focus on overt instances of bias.</p> <p>For example, dismissing or refusing to seek out a woman’s advice on a technical problem due to negative stereotypes about women’s technical abilities is an example of gender bias.</p>
23.		<p><b>Simulation 1</b> In this simulation, each gender biased action will appear as a red arrow. When someone is the recipient of a gender biased action, they will be slightly pushed out of the network. For example, if Burt refuses Ada’s help on a technical problem due to his stereotype of women’s technical abilities, we would see something like this.</p>
24.		<p><b>Assumptions</b> We’ll assume everyone in <u>this</u> particular network has a 25% likelihood of enacting gender bias. That means for every round, 1 in 4 randomized people in this network will direct a gender biased action toward someone of the opposite gender. In today’s demonstration, we will focus on cross-gender actions, though we know that same-gender bias can also occur in STEM workplaces.</p> <p>Here, we see that when women are just as represented as men and both genders have an equal likelihood of enacting gender bias, their outcomes look largely the same. However, as we’ll see in today’s simulation, when women are underrepresented, their experiences with gender bias end up being vastly different from men.</p> <p>Yet we are still assuming that men and women have an <u>equal</u> likelihood of enacting gender bias. This isn’t always the case, but in order to focus on how women’s underrepresentation alone is enough to create disparate outcomes for women, we’ll assume it is. In a network where men are more biased than women, the outcomes would only look more disparate.</p> <p>We will run this simulation for 2 rounds.</p>
25.		<p><b>Who experiences Bias?</b> &lt;&lt;start the animation&gt;&gt; Now we’re going to do 2 rounds of 40 actions per round for a total of 80 actions. And what we’re going to see in the dashboard here below is the</p>

	<p>cumulative effect of these interactions on women’s and men’s sense of inclusion.</p> <p>You'll see we're not showing the grey arrows, the neutral interactions. We're just going to show the 25% of the time that an interaction is somehow coloured by stereotypes and you'll see that when a person is targeted by one of these stereotypic actions, it has a hit to the person's sense of inclusion, pushing them out of the circle, and that’s true both for the orange arrows who are woman and the blue arrows who are men.</p> <p>But what’s interesting here is that women are the ones experiencing more bias simply by virtue of them being less prevalent in the organization.</p> <p>So right here at this point in the simulation, there have been 13 instances of bias that have targeted women, only 4 that have targeted men. And the overall effect on inclusion for women is much greater than the overall effect of inclusion on men.</p>
26.	<p><b>Even when two groups...</b></p> <p>What we can also see if we organize these circles into those who didn't experience any gender bias and those individuals who did, is that 100% of the women experienced gender bias and only a small fraction of the men.</p> <p>The point here is that even when two groups are equally likely to enact bias against each other (which is what we stipulated up front), the mere underrepresentation of one group leads them to experience disproportionate impact. And so, we end up with this situation where all of the women know what it's like to experience gender bias whereas only a handful of the men do.</p>
27.	<p><b>Allyship =</b></p> <p>We’re going to use these same principles to understand the benefits of allyship, which is <b>taking action to support those who might otherwise be excluded or feel excluded.</b></p>
28.	<p><b>Allyship – proactive and reactive</b></p> <p>It is valuable to distinguish between 2 types of allyship.</p> <p>Reactive allyship is reacting to bias when we see it – such as witnessing someone say something disrespectful or question someone’s expertise and we stand up for that person.</p> <p>But we can also have proactive allyship. Proactive allyship is doing things ahead of time to increase inclusion more broadly, like inviting potentially marginalized coworkers on to key projects.</p>
29.	<p><b>Andrew Chael</b></p> <p>To give you an example of reactive allyship, you might recall that in 2019 we had the first ever photograph of a black hole. It was widely publicized that a woman created the algorithm used to get this image. But there was also those online who questioned how large her contribution really was. So her colleague, Andrew, spoke up on Twitter, saying, “So apparently some (I hope very few) people online are using the fact that I'm the primary developer of the eht-</p>

		<p>imaging software library at github to launch awful and sexist attacks on my colleague and friend Katie Bouman. Stop.” So, he saw what he what he thought was gender bias happening and he spoke out publicly to confront the situation, speak up for his colleague’s contributions, and tell them to stop.</p> <p><i>Facilitator note: Feel free to find another, similar example that is more current</i></p>
30.	5 mins	<p><b>Brainstorming Allyship for 5 mins</b></p> <p>Reacting to bias when it happens is one way to show support and help create inclusive norms. Here are some specific examples.</p> <p>Engaging in reactive allyship requires that we wait until we see something happen. Another disadvantage to reactive allyship is <b>that there can be social costs to calling people out for their biased actions</b>. Still, innovation (even cultural innovation) often requires some discomfort...so we need to embrace that discomfort.</p> <p>We don’t have to wait until bias happens to create more inclusive norms. We can also engage in proactive allyship.</p> <p>What can we do to enact allyship in our own networks?</p> <p>As you read over these example actions, think about 1 or 2 actions OF EACH TYPE that you could enact in your own workplace. Are there other ways in which you can enact allyship not listed here?</p> <p>Take a couple minutes to write down your brainstormed actions on the supplied worksheets. Then, discuss in teams for 4 minutes.</p>
31.		<p><b>Simulation 2</b></p> <p>What happens when we have gender bias in the network, but we also have allyship to counteract it? Let’s run another simulation to find out.</p> <p>In this simulation, each instance of allyship will appear as a yellow arrow. Allyship will happen <u>after</u> a gender biased action has occurred. When someone is the recipient of allyship, they will be pulled back into the network and the impact of the gender biased action is reduced.</p> <p>For example, if Burt has refused Ada’s help on a technical problem due to negative stereotypes about women’s technical abilities, but Andrew responds by vocally affirming Ada’s technical expertise, we would see something like this.</p>
32.		<p><b>Assumptions</b></p> <p>As in our previous network, let’s assume everyone in the network has a 25% likelihood of enacting gender bias. This means that, like before, 1 in 4 people in the network will direct a biased action toward someone of the opposite gender.</p> <p>This time, let’s also assume <u>half</u> of these biased actions are counteracted by allyship.</p>

33.	<p><b>Who experiences bias</b></p> <p>We'll run this simulation again, where 1 in 4 behaviours are gender biased, but now half of the biased actions are going to be counteracted by having an ally. Again, these allies are equally likely to be men or women.</p> <p>So again, run two rounds. And now, you're going to see that 50% of the time after one of these red biased interactions happens, a yellow ally interaction happens to pull the individual back into the circle.</p>
34.	<p>You have the same number of biased actions happening here on the left but the level of overall exclusion that women have experienced has been cut in half.</p>
35.	<p><b>Allyship</b></p> <p>If allies wait to react to bias, they will not always see or be willing or able to speak up when things happen. This then leads us to wonder - what about the benefits of having proactive allies who can do things at any time to foster inclusion?</p>
36.	<p><b>Simulation 3</b></p> <p>What happens when we have gender bias in the network, but we also have proactive allyship present? Let's run another simulation to find out. In this simulation, each instance of proactive allyship will appear as a green arrow.</p> <p>When someone is the recipient of proactive allyship, they will be resilient to future gender bias actions. If they have already been the recipient of a gender biased action and are pushed out of the network, they will be pulled back in. For example, if Andrew invites Ada to take a leadership role overseeing a technical project, we would see something like this.</p> <p>Burt may later dismiss Jane's technical expertise, but because she is in this key technical leadership position, her position in the network is unchanged.</p>
37.	<p><b>Assumptions</b></p> <p>As in our previous networks, let's assume everyone in the network has a 25% likelihood of enacting gender bias. This time, let's also assume everyone in the network has a 25% likelihood of enacting proactive allyship. That means for every round, 1 in 4 people in the network will enact proactive allyship toward someone of the opposite gender.</p>
38.	<p><b>Who experiences bias</b></p> <p>&lt;&lt;play simulation&gt;&gt;</p> <p>What we see when we run this simulation with these starting assumptions, we see the same number of red arrows happening here as in previous simulations we've run today. So the same number of biased behaviours.</p> <p>But now we also have proactive allies making an effort to foster inclusion. Importantly, you don't have to catch and confront all biased actions that occur and you don't have to have everyone acting as an ally, but if you have a small minority – here 25% actively engaged as allies, you can create an inclusive culture.</p>
39.	<p><b>No Allies vs Reactive Allies vs Proactive Allies</b></p>



		<p>How does our network with <u>proactive</u> allyship compare to our network with <u>reactive</u> allyship? How about our network with <u>no</u> allyship?</p> <p>The largest inclusion gap occurs when no allyship is enacted. Reactive allyship can often be a more accessible action for people to take and can positively affect levels of inclusion in a group. Further, the most significant effects occur with proactive allyship which is often aimed at addressing systemic imbalances. While these can have large effects on inclusion levels, they are not always easy to implement.</p>
40.		<p><b>What are the benefits of allies</b></p> <p>Simulations like these are nice, but what are the real-life benefits of allies?</p>
41.		<p><b>Women with More Male Allies...</b></p> <p>Research from Project RISE reveals some answers to this question – as you see here, there is a gender gap perception of allies and beliefs of being an ally.</p> <p>Here I can show you that overall, we find a gender gap in a measure of social identity threat across numerous organizations. Social identity threat is a measure of how frequently one is aware of their gender on a day-to-day basis at work. This is something that women report higher levels of than men do, but you'll see that that gap diminishes as people say that they work in an environment where more men are allies to women in the workplace.</p> <p>We see here that from the RISE Workplace Culture Survey, women across STEM organizations feel that about 54% of the men at their workplace were allies to women with goals of gender inclusion. In comparison, 85% of the men who were surveyed expressed that they were highly motivated to be allies to women.</p> <p>This demonstrates that we have a clear gap between men's level of motivation to be allies and the allyship that women are perceiving from the men in their workplace. So, our question to you is: how do we close that gap?</p>
42.	Slides 17-42 take 16-17 mins (15 ideal)	<p><b>Summary</b></p> <p>We're going to specifically turn to this question in this last section of the workshop. To summarize, underrepresentation can magnify women's experience of bias, but allyship can be a powerful tool to combat this bias. Reactive allies respond to bias when it happens, but more importantly proactive allies can act at any time to increase inclusion. RISE data clearly shows that people are motivated to be allies, they just don't always know how.</p>
43.		<p><b>Putting Allyship into Action</b></p> <p>Let's start to look at the specifics of allyship in action.</p>
44.		<p><b>Becoming a better ally</b></p> <p>We are entering the home stretch, and will now discuss how to take all the information that we've taken in today and put it into action. To do this, we're going to leverage what we know about the science of goal pursuit. In other words, how do we take something that we want to achieve and make it achievable?</p>

	<p>First, we start with knowing what we're going to do. We want to plan to do something that is feasible and realistic, to make it more likely that we will actually implement it. Here, you might be familiar with the acronym SMART: you want to focus areas of change on something that is Specific, Measurable, Attainable, Realistic, and Timely.</p> <p>The second thing we want to do is identify the cue that will remind you of what to do when it's time to act. We want to focus on something specific that we are likely to encounter so that this can serve as a reminder of our goal.</p> <p>Finally, we want to anticipate some of the obstacles that could get in our way, so that we can put a plan in place to combat those obstacles. So that is the process we are going to walk you through.</p>
45.	<p><b>Opportunities for allyship</b></p> <p>We've seen in the circle simulation just how powerful allyship can be. Here's a reminder that those were not just little dots, they represent human beings that are showing up every day and doing their best to be respected and be included and to make a contribution. So for them, these examples of bias can really make someone feel disengaged and can prevent them from achieving their best. So here are some examples of situations that might be cues for demonstrating reactive allyship. For example, jokes that women should do the housework, or that someone is being ignored or overlooked in a meeting, or other people being unsupportive of family demands.</p> <p>These are instances that, after today, you might make a commitment to speak up and say something if you see something similar in our own workplace.</p> <p>What about cues to acting proactively? It's not as easy to spot the opportunities for proactive allyship, because by definition proactive allyship can be done anytime. So you need to look for everyday reminders for being inclusive. Here are some ideas of when it might be appropriate to shift into proactive allyship mode. When there is a promotion coming up, or you happen to notice a group is all male, it doesn't have any other voices on it, or you have some junior or new employees in search of mentoring. In a minute, you'll have the opportunity to think about other instances where it makes sense to be proactive in fostering inclusion.</p>
46.	<p><b>Putting allyship on autopilot</b></p> <p>How exactly can we capitalize on the science of goal pursuit to increase the likelihood that we'll engage in allyship behaviour? We do this by forming if-then contingency plans to make allyship behaviour more like a habit.</p> <p>Let's walk through an example of what your final product will look like. We start by identifying *when* we'll act. That is our IF. The IF serves as a cue for our allyship action.</p> <p>Then, we'll specify what kind of allyship behaviour we want to enact. THEN identifies our action. This action follows from the IF cue.</p>

		<p>So <i>if</i> someone downplays someone's expertise (let's say a senior member gets credit for a presentation, when you know that the junior staff was the brains behind it), you could speak up and say "hey actually I know that this was all Janet and you know props to her. I'd love to get her input on this other project because it's just like that one." This is an example of something you could do to be reactive in your allyship.</p> <p>It's also important to plan for obstacles and how to navigate them. In this case, someone might imagine that in certain contexts, it's simply harder to speak up in the moment and say something. Maybe the problematic comments was made by a high-ranking customer and you can't risk offending them. Although speaking up might be the most powerful thing you could do to foster an inclusive culture, you could as a backup plan, commit to speaking to the woman privately or just with your local team, to express your personal support for her expertise and input on the project. You could say, "Hey, I saw how you were overlooked and that was not cool. Know that I'm going to go talk to X Y and Z later". So there's an example of reactive allyship.</p>
47.	6 mins	<p><b>Reactive Allyship plan</b>  Now it's your turn. Here is what your sheet looks like in front of you.</p> <p>In Step 1, you've got "when are you going to act" "what is the situation that cues you into reactive allyship?" So pro tip here: this is something that is a frequent symptom of exclusion. If you're not sure or you feel you can't see it by yourself, you will have the opportunity to brainstorm these experiences at your table or with your partner.</p> <p>But for now, brainstorm on your own: when to act, what you could do, what might stop you, and then how would you overcome it or work around that obstacle stopping you.</p> <p>Then at the end you put it together looking at all of this together you say "if the situation happens, then I will" and that's going to form the basis of your commitment to yourself to take action as an ally. Does make sense?</p> <p>We're going to give you five minutes at this point to go ahead and fill in all of your reactive allyship responses. Then we're going to move into proactive allyship.</p> <p><i>Facilitator notes:</i>  Suggestions for participants:</p> <ul style="list-style-type: none"> <li>- Best to think about a specific action you could actually visualize doing</li> <li>- Forewarn that they will be invited to share with their table.</li> <li>- This will give them a chance to get feedback</li> <li>- They will later be putting their finalized If/then on the action cards</li> </ul>
48.		<p><b>If-Then contingencies</b>  We can create the same IF, THEN plans for proactive allyship.</p>

		<p>Here it can be really important to identify the action we want to take, and only after specify the context when that its most likely to be appropriate.</p> <p>So if a new woman joins the team, then I will ask her about her expertise so that everyone knows what skills she brings to the group.</p> <p>Again, we want to think about obstacles. If you are working remotely with not everyone in the same room, then you might need to email directly.</p>
49.	6 mins	<p><b>Proactive Allyship plan</b></p> <p>So we are going to follow the same process with our worksheet here, this one's a little bit greener in colour. A key difference here is you're first going to brainstorm the thing you want to do - see how step one is the second column, and then you're going to decide how am I going to know when it's time to act. Then next thing you do is "what might stop you" and then "how will I overcome it".</p> <p>These are all actions that you can choose that you can implement in the next two weeks. Then you can put it together and make it automatic with your if-then statement. Please spend 5 minutes on this worksheet.</p> <p><i>Facilitator notes:</i> Give participants 5 minutes (<b>or less</b>) to complete at least 1 row of this <i>proactive action plan</i> sheet and fill in the If-THEN. Emphasize focus that they should start by identifying the action they want to take first.</p>
50.	16 mins	<p><b>Crowd-sourcing allyship</b></p> <p>Now that you've had a chance to think about concrete actions of each type that you could take, we want you to spend time discussing these actions at your table. The goal is to crowdsource some suggested actions and also get feedback on your personal plans. Spend 10 minutes sharing and discussing what you think will be some of the most effective ways to cultivate feelings of inclusion within your teams or organization.</p> <p><i>Facilitator notes</i> <i>Give tables 10 minutes to share and discuss each other's action plans. Focus them on sharing one's they are comfortable talking about and that they are likely to actually do. Participants should give feedback on what would be most successful and how to make their plans as concrete as possible.</i></p> <p><i>Each table shares general themes and action plans with the room with an emphasis on crowdsourcing each type of leadership. (~5 min)</i></p> <p><b>Facilitator might give a 5 minute warning after first 5 minute of discussion. Spend 5 min sharing a few ideas about each type in larger discussion at the end.</b></p>
51.		<p><b>Give Yourself an Allyship "nudge"</b></p> <p>We want to emphasize that this is not just a theoretical discussion, these are actions we want you to make a commitment to carrying out. So maybe you</p>

		<p>had the opportunity to get some feedback, maybe you've rethought some of the things that you might have done as an ally.</p> <p>We encourage you now to update your IF-THEN action plans and write the final version on to this card keep it with you. Stick it inside your phone, stick it to into your wallet, put it on your dashboard in your car, whatever makes sense it will make it real to you and will remind you to take action.</p> <p>You can also set up an email if you just e-mail every Tuesday at Nudgemail, you'll get an email every Tuesday reminding you to take allyship of action. Or you can set up a calendar reminder. You can do whatever you want to send yourself an allyship nudge.</p> <p><i>Facilitators notes:</i> Participants are encouraged to write down their action plans on cards they can take with them and/or send themselves a nudge to remind them to carry out their plan.</p> <p><b>Choose a feasible action plan that you think will be most valuable for helping you achieve your leadership goals.</b> Type <a href="mailto:unsubscribe@nudgemail.com">unsubscribe@nudgemail.com</a> Facilitator asks for a few examples to be shared with goal to get at least one reactive and one proactive. NOTE, THAT PEOPLE CAN ALSO TAKE EXTRA ACTION PLAN SHEETS AND CARDS IF THEY LIKE</p>
52.		<p><b>Summary</b> We are talking about how action plans harness our power, remember we said that positive aspiration to be fair and inclusive is our reflexive system – our conscious goals. But often there is gap between our conscious intentions and what women feel they experience.</p> <p>The action plans are how we can put our conscious good intension to be inclusive on autopilot. So if someone ignores the woman on the team, I will give props to her expertise in front of the client. So there you go, that's reactive allyship. You can have proactive allyship as well, and your action plans will be most effective when they are achievable actions and they clearly identify when to act and obstacles that might come up.</p>
53.	10 mins	<p><b>Reflection Survey #3 + Workshop Evaluation</b> Last survey of the day! Please take 10 minutes to fill out survey #3.</p>
54.		<p><b>Wrap Up + Conclusions</b> We can all work together to cultivate a more inclusive workplace with small changes to everyday interactions. In this final wrap up, I'd like to invite you to share one thing that you have learned from today? What will you take away? Or what will you do differently?</p>

	<p>You really are all demonstrating so much leadership and capacity to change. In a way you are changing the world, by simply changing the everyday experiences of the people around you. We change an organization by changing how we interact with one another, because what is culture but a group of people that agree to certain beliefs and norms and ways of doing things. So you have the opportunity to impact that for the better and we thank you for taking the time to learn about.</p> <p><i>Facilitator note</i> <i>If short on time, allow attendees to get lunch/food and continue these last two slides while they are eating.</i> <i>You can choose to just get people to share aloud</i></p>
55.	<b>Add a conclusion slide with next steps that are appropriate for your context (if required)</b>