



USAID ENGENDERING INDUSTRIES: WORKFORCE GENDER EQUALITY ACCELERATED PROGRAM



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FACILITATOR GUIDE

FEBRUARY 2022



USAID ENGENDERING INDUSTRIES:
WORKFORCE GENDER EQUALITY
ACCELERATED COURSE
PARTICIPANT HANDBOOK

Prepared for:
Center for Energy, Environment, and Infrastructure
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DISCLAIMER

This publication was produced by Tetra Tech for review by the United States Agency for International Development, USAID Task Order AID-OAA-I-14-00059/7200AA19F00013.

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WELCOME

Welcome to the Workforce Gender Equality Accelerated Program! USAID's Engendering Industries program is excited to offer this program as an activity that managers, leaders, and organizations in male-dominated industries can use to advance gender equality in the workforce.

Expanding women's participation in traditionally male-dominated industries leads to tangible economic outcomes and improved organizational performance that benefits everyone. Women represent half of the world's employment potential, and developing their talent increases an organization's competitive advantage. Research shows that gender equality pays dividends, and a 2018 McKinsey study of 1,000 companies across 12 countries found that gender-diverse companies were more profitable than their national industry average. Tapping into women's unique contributions and experiences can strengthen organizations in male-dominated industries and add trillions to the global gross domestic product. Strong organizations drive strong economies.

Each of us has an important role to play in making gender equality a reality, and we look forward to collaborating with you to advance this important work around the world. Changing workplace culture, policies, and practices that improve gender equality takes an intentional and sustained effort by both women and men within organizations. When we work toward this common goal together, everyone thrives. Thank you for being on this journey with us, and we look forward to seeing the great change you will bring to the world.

Sincerely,



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¹ McKinsey. Delivering through Diversity. https://www.mckinsey.com/~/media/mckinsey/business%20functions/organization/our%20insights/delivering%20through%20diversity/delivering-through-diversity_full-report.ashx

INTRODUCTION

Increasing gender equality in the workplace has become a priority for organizations around the world, and research shows gender diversity is correlated with improved company performance. Today, most organizations are working to advance workplace gender equality in order to recruit and retain the best talent, increase productivity, build resiliency, and improve brand and reputation. The Workforce Gender Equality Accelerated Program was created to meet the high demand for gender equality interventions at organizations around the world. Designed by USAID's Engendering Industries program, the Accelerated Program is a six-month program that consists of pre- and post-program assessments, a one-week course (which will be delivered virtually over a ten-week period or in-person over six days), and a minimum of four months of monthly change management coaching, up to one year of bi-weekly coaching. The Accelerated Program is a truncated and adapted version of the Engendering Industries Intensive Program: a two-year program that has advanced gender equality at 41 organizations across 27 countries. The Accelerated Program strategically selects approaches and tools used in the Intensive Program and supports participating organizations to apply them on a shorter (six-month) timeline.

The Workforce Gender Equality Accelerated Program prepares managers to become agents of change within their organizations by developing the skills needed to:

- Identify gender equality gaps within their organization;
- Develop a business case that demonstrates how gender equality will benefit the organization's bottom line;
- Take targeted, tangible, and strategic action, grounded in assessment, to increase gender equality in their organization;
- Strengthen leadership and change management skills and exercise more influence to create an equitable and diverse workplace; and
- Effectively engage other male and female leaders within their organization in support of desired change.



USAID'S ENGENDERING INDUSTRIES PROGRAM

USAID's Engendering Industries program works with public and private sector partners in male-dominated industries to improve gender equality in the workforce. Through customized interventions, demand-driven coaching, and a Gender Equity Executive Leadership Program, Engendering Industries builds the capacity of leaders to implement gender equality interventions in their organizations.

Engendering Industries works with partners to:

- Uptake best practices known to increase gender equality in the workplace.
- Use a framework to support the implementation of gender equality interventions. USAID's Delivering Gender Equality: A Best Practices Framework for Male-Dominated Industries provides partners with the resources they need to implement gender equality interventions across the employee life cycle.
- Work with change management coaches. Each organization is paired with expert change management and gender equality coaches who provide tailored technical support.
- Attend the Gender Equity Executive Leadership Program (GEELP). Developed by USAID and Georgetown University McDonough School of Business, this 12-month program empowers employees to integrate gender equality initiatives within their organization's structure.

THE ACCELERATED PROGRAM FACILITATOR GUIDE

This guide is intended for use by facilitators of the Workforce Gender Equality Accelerated Program; a short yet intensive program that rapidly develops the skills managers need to increase gender equality within their organizations. While the program was originally designed to be delivered in-person over the course of 6 days, it has been adapted for virtual delivery over a ten-week period. This facilitator's guide includes the instruction needed for partners to successfully deliver the program virtually and/or in person. It also outlines the resources needed to run the course effectively, including a scope of work that outlines the roles and responsibilities of the Accelerated Program Coordinator (See Annex 9). Using this guide, facilitators will be able to effectively manage and implement the four phases of the Accelerated Program. This includes:



PHASE 1

RECRUIT AND REGISTER PROGRAM PARTICIPANTS

- Market the program and recruit participants
- Invite interested organizations to register
- Notify participants when registration is complete and solicit participant CVs and commitment letters



PHASE 2

CONDUCT PRE-PROGRAM ASSESSMENTS AND LEARNING

- Conduct knowledge, attitudes, and practices self-assessment survey with participants
- Conduct rapid organizational gender equality assessments with participants
- Send participants online pre-program learning materials, including:
 - Pre-program required readings
 - [Gender 101 Training](#) (online)
 - [Change Management 101 Training](#) (online)



PHASE 3

FACILITATE PROGRAM IN-PERSON OR VIRTUALLY

- Create an open and enabling learning environment for participants
- Facilitate program teaching, knowledge sharing, group work, and practical exercises
- Support participants to create a Gender Action Plan (GAP)
- Conduct program evaluation and feedback surveys, as well as a follow-up knowledge, attitudes, and practices self-assessment



PHASE 4

CONDUCT CHANGE-MANAGEMENT COACHING AND POST-PROGRAM ASSESSMENTS

- Conduct five change-management coaching sessions over four months with each participating organization
- Conduct an additional post-program knowledge, attitudes, and practices survey and analyze results
- Distribute certificate of completion to program participants on the last day of the program
- Conduct post-program rapid organizational gender equality assessment and an additional satisfaction survey with program participants to assess the progress made by participating organizations in advancing gender equality

More detailed guidance on the management and implementation of each of these phases is included in the guide.

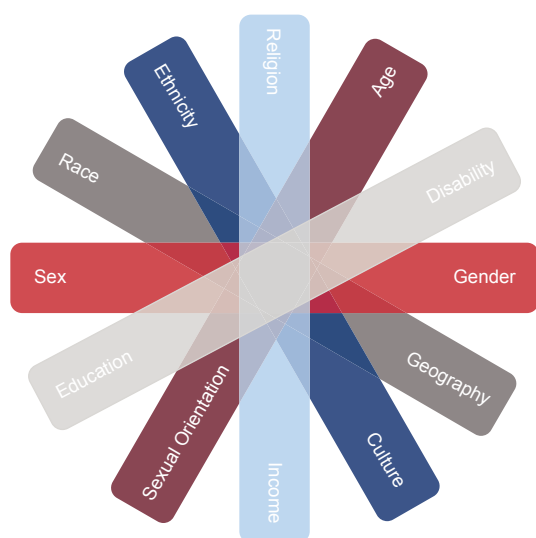
THE ACCELERATED PROGRAM APPROACH

The Workforce Gender Equality Accelerated Program is intersectional, knowledge-based, and action-oriented.

INTERSECTIONAL

The content delivered by the Workforce Gender Equality Accelerated Program is adapted from *Delivering Gender Equality: a Best Practices Framework for Male-Dominated Industries*. This framework is the foundational tool used by USAID's Engendering Industries program to advance gender equality in male-dominated sectors worldwide.

Gender equality is only one lens through which to improve diversity and inclusion in an organization or industry. All of the best practices presented in this program can be applied to broader diversity and inclusion goals, and participants will be reminded at intervals of the importance of the intersectionality of gender equality alongside other social identities (e.g., race, socioeconomic status, ability status, etc.).



The Accelerated Program is delivered globally, and program designers have developed content with a global lens to ensure diverse representation across the resources, imagery, photos, graphics, references, and case studies used in program materials. Additionally, the program was designed and will be delivered by individuals of mixed gender, race, and social identities.

KNOWLEDGE-BASED

The Engendering Industries Best Practices Framework illustrates how managers and organizations can implement gender equality initiatives at each phase of the employee life cycle: from recruiting and hiring, to promoting and succession planning. The framework demonstrates how an organization can assess the current status of gender equality in their workforce, use global best practices known to increase gender equality in an organization, and use data to benchmark progress towards gender equality. The framework provides a description of each best practice, as well as examples of successful implementation, an overview of potential implementation challenges, and tools, resources, and templates to assist organizations on their journey toward gender equality.

ACTION-ORIENTED

The Accelerated Program supports participants to define culturally relevant solutions that will drive sustainable change within their organizations. Whether the program is delivered in-person or virtually, participants will learn how to put their training into practice at work. The program fosters peer-to-peer and inquiry-based learning, and prioritizes peer interactions over top-down knowledge sharing. The content provided and actions suggested by the program are simple and relatively easy to implement at work. These actions will not require significant expert guidance and do not pose a risk of doing harm. Participants will be given ample opportunity to work on GAPs that are tailor made to meet the needs of their organization.

Over the course of the Accelerated Program, participants will design a Gender Action Plan (GAP). Participants will progressively build their GAPs as they are exposed to program content, tailoring their plan to meet the unique needs of their organization. Upon completion of the Accelerated Program, each participating organization will receive at least five coaching sessions with a change-management expert, who will support participants to prioritize and implement the interventions identified in their GAP.

GENDER-AWARE PROGRAM DESIGN AND DELIVERY

A fundamental guiding principle of the Workforce Gender Equality Accelerated Program is first, do no harm. Curricula, training, and facilitation have the potential to exacerbate gender inequality. This can happen when one gender has more access to training than others, or when one gender is addressed and engaged in the training more frequently and meaningfully than others. When this occurs, trainings may serve to strengthen existing gender stereotypes and inequality. To avoid this, the Accelerated Program modules were designed and will be facilitated using gender-aware facilitation principles. The following are recommendations for Engendering Industries' partner institutions who will deliver the Accelerated Program in their region.

GENDER-AWARE FACILITATION

- Ensure facilitators and teaching staff are diverse so that program participants feel represented by course implementers.
- Actively work to respond to, include, and engage female and male participants equally.
 - Give women and men equal amounts of time to participate in discussions, ask questions, and respond to the material.
 - Use a gender lens and approach to motivate, encourage, and provide feedback to men and women.
 - Address and engage men in conversations regarding gender equality. If you find that discussions about gender equality are female dominated, state this to the group and seek to actively engage men in the conversation.
- Model gender-equitable behavior and work to create an equitable learning environment.
 - If you find that program participants are perpetuating gender stereotypes, identify, discuss, and correct the issue during the session. If you see “mansplaining” or “maninterrupting,” raise this with the group.
 - Recognize and counteract stereotypical gendered divisions of labor that arise during sessions, such as women preparing food and snacks, taking notes, writing on flip charts, and men presenting. Women and men should share the burden of labor during the program.

- Before participants join the program, provide them with explicit knowledge targets and clear expectations of what is required by the program. Note that performance expectations impact women and men differently, and gender stereotypes and gender-differentiated self-confidence may impact actual performance.

GENDER-AWARE ORGANIZATION AND LOGISTICS

- Program organizers recognize the gendered burden of care and work-life balance that may hinder effective participation in the program. To the extent possible, program organizers should seek to:
 - Organize the time and place of the program so that child care may be available.
 - Ensure breastfeeding mothers have adequate space and facilities to feed their children and/or utilize a pump.
- Ensure the curriculum and expected pre-reading and homework are created in a way that participants with less time available for studying have an equal opportunity to successfully finish the program.

ADDRESSING GENDER-BASED VIOLENCE (GBV) AND SEXUAL HARASSMENT

Gender-based violence (GBV), sexual harassment, and domestic violence are key obstacles to gender equality in the workplace, and these issues are addressed throughout the Accelerated Program. Modules are designed to progressively familiarize participants with the definitions,

challenges, and realities of GBV in the workplace, and survivor-centered approaches and proactive male allyship are highlighted as important components of the solution. Modules that address these issues include:

- Accelerated Program Module 2 defines GBV and sexual harassment.
- Accelerated Program Module 3 addresses violence against boys and men.
- Accelerated Program Module 4 illustrates the cost of GBV for companies, and the importance of campaigns against GBV.
- Accelerated Program Module 7 illustrates the importance of male engagement, and the need for men to move from passive supporters to proactive allies.
- Accelerated Program Module 8 articulates how companies can prevent and respond to GBV, sexual harassment, and domestic violence in the workplace.





PHASE I

MANAGING THE RECRUITMENT, APPLICATION, AND REGISTRATION PROCESSES

Each Accelerated Program implementing partner is responsible for managing the program recruitment, application, and registration processes. USAID’s Engendering Industries will support program partners with these activities for each regional pilot program, however recruitment, application, and registration will be managed exclusively by partners in the delivery of subsequent programs. It is recommended that each partner identifies one staff member capable of dedicating 50 percent of their time to managing the course. Course management includes training facilitators, organizing preparation calls, attending and/or leading all accelerated course sessions, identifying co-facilitators, etc.



PROGRAM PARTICIPANT OUTREACH AND RECRUITMENT

Each Accelerated Program will accept and enroll 30-40 individuals, and each participating organization is required to enroll three participants. This creates a working group of colleagues who can collaborate to advance gender equality initiatives within their organization. The program targets female and male employees working in male-dominated industries within their respective countries and regions.

Program outreach and recruitment should ideally begin six to twelve months prior to the planned program delivery. Due to the logistics required for individuals to successfully participate—including the travel-planning required for participants traveling regionally for in-person programs—it is recommended that partners finalize and close registration at least eight weeks prior to the commencement of the program.

The Accelerated Program Communications toolkit will be circulated to implementing partners, and can be used for outreach and recruitment purposes, and is available for each implementing partner to adapt, tailor, and use. The [Accelerated Program website](#) and [Accelerated Program Brochure](#) can also be shared in outreach and recruitment efforts, and can be adapted for the delivery of future programs. The brochure outlines the program objectives, as well as the organizational and individual selection criteria for program participants. The selection criteria is critically important for the success of the program. Lessons learned from the Engendering Industries Intensive Program indicate that ensuring a mix of influential female and male colleagues who are in a position to create change within their organization bolsters support from senior leadership and increases the likelihood that gender equality initiatives will be successful.



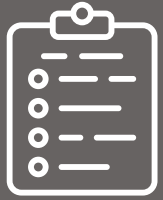
PROGRAM REGISTRATION

Organizations that register should be contacted by the program and sent:

- Accelerated Program brochure and schedule
- Reminder of selection criteria for organizations and individuals; and
- Link to program registration form and payment for participation (to be made directly to the implementing partner)

Organizations will need to complete the registration form with required documentation, including employee information and accompanying CVs, participant bios and photos, and a letter of support from the CEO or managing director.

For pilot programs, USAID's Engendering Industries Program will manage the program participant registration process, including sending the email and link to the program registration form (Annex 3) to organizations that meet the minimum criteria. In future programs, implementing partners are encouraged to adapt and tailor the program registration form and embed this within their own online platforms as appropriate. Registration forms and accompanying materials will be reviewed and participants with complete applications will be notified of their successful registration and make a direct payment to the implementing partner through a payment portal provided by the implementing institution. Registration will be confirmed when payment is received.



PHASE 2

CONDUCT PRE-PROGRAM ASSESSMENTS AND LEARNING



PRE-PROGRAM PARTICIPANT LEARNING AND PREP-WORK

Upon registration and confirmation of each organization's participants, a welcome package should be sent one month prior to program commencement. This package includes:

- [Accelerated Program brochure](#) and specific schedule with dates and times;
- Calendar invites with location details (location for in-person, web link for virtual sessions);
- Engendering Industries' [Delivering Equality: A Best Practices Framework for Male Dominated Industries](#);
- Accelerated Program Participant Handbook, along with soft copies of tools and templates for participants to use and edit and throughout;
- Gender 101 Training ([online](#));
- Change Management 101 Training ([online](#));
- Prepare a Who's Who brochure, which includes photos and bios of the facilitators and all individual program participants. This information will be collected via the registration form;
- Invitation to join the [Engendering Industries LinkedIn page](#) to join the community practice of all global Engendering Industries Intensive and Accelerated Program participants and facilitators;
- Invitation to join a WhatsApp group created by the academic partner for the program participants and faculty of each program to provide reminders to participants and facilitate discussion; and
- Links to the [Workplace Gender Equality Organizational Assessment](#) and [Gender Equality Self Assessment](#) that must be completed before the program commences.

USAID'S ENGENDERING INDUSTRIES LINKEDIN PAGE

The Engendering Industries LinkedIn Page is a closed network comprised of current and former Engendering Industries' participants, as well as Engendering Industries' program facilitators. It is a place for all global Engendering Industries' participants to connect, network, learn, and share. Members of the page will have access to information webinars, events, and new resources, and will have a supportive and advisory community of practice.



Implementing institutions should provide clear instructions for the completion of all prerequisites for the program, including due dates for each. Implementing institutions are encouraged to house participant materials and links on a virtual platform or drive for ease of access and reference, in both English and other languages as needed. Course prerequisites include:

One month before course:

- Complete the [Accelerated Program Rapid Organizational Assessment](#) (together with other participants from the same organization)
- Complete the [Participant Self-Assessment Survey](#) (each participant individually)

Any time before course:

- Review and familiarize with the program schedule, Engendering Industries' [Delivering Equality: A Best Practices Framework for Male Dominated Industries](#), and the Accelerated Program Participant Handbook.
- Join the [Engendering Industries LinkedIn page](#) to join the community practice of all global Engendering Industries Intensive and Accelerated Program participants and facilitators, and take a look at the Who's Who brochure.
- View the [Gender 101](#) and [Change Management 101](#) online training.
- Complete all pre-readings for Module 1 (refer to Participant Handbook)



See Annex 5 for a suggested email that outlines all of the prerequisites for participants. Please feel free to use this email in your pre-course correspondence.



ASSESSMENT AND SURVEY TOOLS

The Accelerated Program utilizes three assessment and survey tools, which are described below. Each serves a specific, unique need that supports learning and assessment at organizational and individual participant level, and also supports learning on the effectiveness of this program so that changes and adjustments may be made. The Accelerated Program Rapid Organizational Assessment and the Participant Self-Assessment Survey can be found on the Engendering Industries website. (For pilot programs, USAID's Engendering Industries will manage monitoring and evaluation, and provide this information to implementing partners and participants. In subsequent program deliveries, each implementing partner will be responsible for conducting survey data collection and analysis, and report results back to USAID's Engendering Industries program. Survey tools include:

Rapid Organizational Assessment on Gender Equality

- **What is it?** The Rapid Organizational Assessment is conducted before and after the program and is a requirement of each participating organization. The Rapid Organizational Assessment covers four thematic areas: 1. Policies; 2. Best Practices; 3. Staff Composition and Human Resources; and 4. Broad Organizational Strategies. These results will be presented and discussed throughout the program's modules to support identification of gender equality gaps within each organization, and support participants to develop strategic gender equality interventions and a business case that demonstrates how gender equality will benefit the organization's bottom-line. The survey will be repeated to measure change and impact at the organization as a result of this Accelerated Program. As part of the post-coaching organizational assessment, participants will also be asked to report on what they accomplished, summarizing the three priority actions they identified in their GAP, what was done or not done, any additional actions taken, results of all actions, what they

learned from the process, and their intentions for next steps or subsequent priority actions they will work on independently next.

- **Who completes it?** One survey is to be completed by each individual program participant.
- **When is it completed?** It should be completed for the first time at least one month before the start of the program modules as a prerequisite. It should be completed again on the last day of the workshop when Module 12 is delivered, and once again at the conclusion of the last coaching session.
- **How is the data used?** Data gathered the first time will be analyzed and reviewed by the Engendering Industries program team or other implementer, then shared with the program facilitator and each respective organization will receive their own results prior to the first session. Prior to the kick-off session aggregate results across participating organizations will be summarized and included in the session presentation slides. Data gathered the second time will be analyzed to measure changes from the first time the survey was conducted prior to the program. This analysis will be shared with each respective organization so they may share results, motivate further action, and develop communications around their successes and challenges. Data will be shared with the Engendering Industries program team or program implementer to analyze impact and effectiveness of the Accelerated Program globally.



Individual Participant Self-Assessment

- **What is it?** The Individual Participant Self-Assessment is completed before and after the program, and is a requirement of each participating individual. This survey assesses each participating individuals' knowledge, attitude, and practices related to gender equality. These survey results will be shared back with individual participants to reflect on throughout the program modules, and presented in aggregate across all of the program's participants. The self-assessment will be repeated again (twice) after the program concludes to measure the impact of the program on changing individuals' knowledge, attitude, and practices.
- **Who completes it?** One assessment is completed by each individual participant.
- **When is it completed?** It should be completed the first time at least one month before the start of the program modules as a prerequisite. It should be completed the second time on the last day of the workshop sessions immediately following the conclusion of the last module. It should also be repeated a third time at the conclusion of the coaching sessions.
- **How is the data used?** Data gathered will be analyzed and reviewed by the Engendering Industries program team or implementer and each respective implementing partner, then shared with the program facilitator and each respective individual with their own results prior to the first session. Prior to the kick-off session, aggregate results across participating individuals will be summarized and included in the session presentation slides. Data gathered the second and third times will be analyzed, comparing changes from the first time the survey was conducted prior to the program. This analysis of the change will be shared with each respective individual, and will be shared with the Engendering Industries program team or implementer to analyze impact and effectiveness of the Accelerated Program globally on individuals.

Individual Participant Post-Program Satisfaction Survey

- **What is it?** The Individual Participant Program Satisfaction Survey is a requirement of each participating individual. The satisfaction survey provides critical feedback to both the Engendering Industries program team or implementing partner and their staff and faculty on how satisfied individual program participants were with the program's content, structure, facilitation, and perceived success in achieving the program's stated objectives. These results will be analyzed and used by the Engendering Industries program or implementing partner to make decisions about required modifications to the program to ensure high-quality, effective program delivery over the long term.
- **Who completes it?** Participants from the same organization can work together to collaboratively fill-out and submit one organizational survey for their organization.
- **When is it completed?** It should be completed once on the last day of the workshop when Module 12 is delivered.
- **How is the data used?** Data gathered will be analyzed and reviewed by the Engendering Industries program team to compare participant satisfaction globally across implementing partners, and each respective implementing partner, to identify strengths and challenges that may require modification to program content, facilitation, or delivery approach to ensure high quality program delivery meets the stated Accelerated Program objectives.



PHASE 3

CONDUCT ACCELERATED PROGRAM VIRTUALLY OR IN PERSON

The Accelerated Program was designed and intended to be delivered in person, but has been adapted to allow for virtual facilitation during COVID-19. The following facilitation tips are recommendations for both in-person and virtual facilitation.



SUPPORT PARTICIPANTS TO DEVELOP A STRATEGIC GAP

The Gender Action Plan (GAP)—the road map that will be used to advance gender equality at participating organizations—is the key expected outcome at the conclusion of the course. GAPs will be created progressively over the course. Participants will add to their GAPs as they are exposed to new issues, tools, and best practices. The GAP for each organization will include long-term strategic targets and actions, as well as three strategic interventions that are prioritized for implementation immediately following the course. The plan will also serve as a reference document for coaches who are supporting program participants to implement gender equality interventions upon completion of the program.



Facilitators should frequently remind participants to reflect on how content presented throughout the course can be included in their GAPs, and to take notes and record their thoughts in their Participant Handbook, beginning with pre-course communications and introduction during Module 1, with reminders throughout all modules. At the conclusion of Module 11, participants will have a final draft GAP that they will present to the plenary group during the final session (Module 12). GAPs will outline priority interventions and plans for virtual follow-on coaching to support implementation at each organization.

The following activities, tools, and methods presented throughout the modules will inform each participant's GAP.

- Participants will use the findings from their organization's Rapid Organizational Gender Assessment to inform which interventions could be used to advance gender equality at their organizations.
- The Engendering Industries Best Practices Framework articulates best practices for advancing gender equality at each phase of the employee life cycle. Participants will identify and discuss priority best practices that

can be implemented in their organizations at the end of Modules 5, 6, 7, 8, and 9. These best practices will address the gaps and challenges identified by participants throughout the course.

- Exercises in Module 5 teach participants how to design a gender strategy, select strategic gender equality interventions, and set gender equality goals and targets.
- The Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis conducted in Module 5 will inform GAP priorities and design.
- The organizational gender equality road map assessment conducted in Module 5 is another key tool used to select and prioritize gender equality initiatives.

The GAP template can be found in Annex 7 and appears in the Participant Handbook. The GAP template includes sections that enable participants to:

- Identify their organization's overall gender equality goals and vision.
- Select three specific, measurable, attainable, relevant, and time-based (SMART) targets with associated actions that will be implemented with coaching support following the course.
- Summarize the baseline findings of the Rapid Organizational Gender Assessment.
- Summarize the organizational assessment outcomes, including the gender equality, SWOT analysis, and business case.
- Produce a long-term implementation plan based on the organizational assessment, including a list of potential interventions that can be introduced at each Employee Life Cycle.



GAP template is also available on the Engendering Industries Accelerated Program website and is downloadable as a Microsoft Excel file. Participants are encouraged to work collaboratively in a shared GAP with their organizational colleagues throughout the course, utilizing a shared document platform if possible. It is best practice for the implementer to upload a clean GAP template for each organization into a shared folder and share it with the assigned coach so that the coach can view the GAP progress throughout. In Module 11, participants will work with their colleagues to reflect and refine one organizational GAP, which will be presented to facilitators, coaches, and other participants during Module 12. Coaches will provide feedback on the draft GAP and focus coaching support after the course concludes on finalizing the GAP and supporting implementation.

SETTING PARTICIPANT EXPECTATIONS AND REQUIREMENTS

The program will be most beneficial and impactful to individuals and organizations where participants are engaged and diligent in completing the expected reading and homework, participating actively in course sessions and coaching sessions, and working collaboratively with their colleagues throughout on their GAP. It is important to communicate early and often the following to participants:

- This is a time commitment. Over the course of 10 weeks, participants can expect to spend 37 hours in sessions. The pre-course assessments and prerequisites will take several hours to complete. Pre-session readings and post-session homework will add several additional hours each week. Be sure you are prepared to invest the time required.
- Set a requirement of 85% minimum attendance to receive a course certificate; track and monitor attendance.

- Request that homework is submitted to the program coordinator on or before the due date; track and monitor homework completion.
- Request the GAP is shared frequently with the program coordinator and coach throughout to assess completion and provide support. All participants should finish Module 12 with a draft GAP.



LOGISTICS AND MATERIALS PREPARATIONS

The program is designed to be facilitated in-person over the course of six days, or virtually over the course of ten weeks. The following logistical and material considerations should be considered in advance of the course, whether delivered virtually or in-person.

In-Person Facilitation

- A physical space that accommodates roughly 50 people (30-40 participants and approximately five to seven facilitators and co-facilitators) in one room is required.
- The room should be set up to facilitate frequent small group discussions and breakout activities, with approximately ten round tables that seat five people per table.
- Tables should be far enough apart to accommodate vibrant small group discussions that do not disrupt other small groups.
- High quality projector, screen, and sound system to play audio is required.
- A white board, SMART board, and markers/tools are recommended.
- Ten flip charts and flip chart paper (one per table) should be available, in addition to an assortment of color markers, sticky note pads, and pens for each table.

Virtual Facilitation

- Zoom will be used as the virtual platform during the regional pilot programs supported by Engendering Industries.
- Once registration for the course is complete and closed, the lead facilitator (program manager) should count the number of registered participants and, breaking this number into small groups of five, determine how many co-facilitators will be needed to successfully deliver the course virtually.
- In future program deliveries, each implementing partner will be responsible for hosting and organizing virtual program delivery on Zoom or another similar virtual platform the institution uses (such as Canvas or other learning platforms).
- It is critical that the virtual platform chosen allows for advanced features, such as multiple virtual small breakout rooms, virtual white boards, and live polling functions.
- A technical support person is recommended to support smooth technical/logistical functioning to set up beforehand, and join all virtual sessions to support trouble-shooting and challenges that may arise.
- In advance of the session, provide a list of all participant and facilitator names, organizations, and genders to your tech support person or administrator indicating how each activity/breakout group should be organized.
- In advance of the session, identify small breakout sessions and activities where it is important to have a

co-facilitator to facilitate discussion. Prep co-facilitators so that each understands their role, and ensure co-facilitators have access to the discussion questions. Ensure that you never have more than four or five participants in each small group session so that each person has enough time to speak.

- In advance of the session, ensure the tech support/administrator has written guidelines of where support is required. For example, determine if tech support would be helpful to facilitate effective back and forth between the virtual breakout rooms and the plenary session, or if this action will be automated. Additional information to provide your tech support includes:
 - Breakout group specifications, including the number of people per breakout, if the composition of breakout rooms will be randomized or organized in advance, the gender-breakdown of each group, specific room assignments for facilitators, the timing of each breakout, and when the time limit warning should be provided to small groups.
- Ensure slides that contain the discussion prompts, questions, or activity instructions are visible to each virtual small-group room.
- All facilitators and co-facilitators must be well-versed and practiced in using the virtual platform, as well as the functions and features, and ready to help participants who face any technical challenges.

Zoom Tips and Tricks

- **Using mute.** Remind all participants to stay on mute while you are presenting. Also remind participants to minimize distractions by turning off their cell phones, and, if possible, ensuring they are in a quiet place.
- **Using polls.** Polls allow you to get real-time feedback, check knowledge, or engage with participants in a fun icebreaker. Polls can be created and managed directly in the Zoom meeting. [Learn more about how to use polls in Zoom.](#)
- **Encouraging reactions.** Engage participants by encouraging them to use the Reactions button. They can share how they are feeling, give a thumbs up that they can hear you, or celebrate an accomplishment. [Learn more about using Reactions in Zoom.](#)
- **Creating and using virtual breakout sessions.** Using Zoom breakout rooms will allow participants to discuss in small groups. The [Managing Breakout Rooms](#) guide by Zoom provides helpful guidance on how to assign participants to rooms, start and stop breakout sessions, reassign participants, and how to monitor breakout sessions in progress. [Learn more about Breakout Rooms.](#)
- **Using white boards and Jamboards.** While no course activities require the use of white boards/Jamboards, feel free to explore and experiment with using these tools if you have the technical capacity to do so. Using Zoom white boards enables you to share your screen as a “white board” that everyone in the meeting can contribute to with freehand drawing, text, stamps, etc. You can also explore the possibility of using a Jamboard (see an overview video about Jamboards here). You can also use a third-party app, like [Miro](#), to use sticky notes on your whiteboard. [Learn more about using whiteboards.](#)
- **Using annotations.** Similar to white boards, annotations allow you to draw or write while sharing your screen. This can be used to point out something on a slide, draw a diagram, or write something on the screen. [Learn more about using annotations.](#)

Other Zoom Resources

- [How to Use Zoom for Virtual Presenters](#)
- [Audio Visual Tips](#)

- [How to Make Zoom Sessions Interactive](#)
- [18 Do's and Don'ts of Zoom \[Zoom Tips & Tricks to Zoom Like a Pro\]](#)

Language and Translation Considerations

- **In-person:** Arrange for any required in-workshop language translation services, considering the primary language of registered participants who may come from outside of the country. It is advisable to arrange for a minimum of two translators who may exchange responsibility throughout the day.
- **Virtual:** If translation is required, arrange for a minimum of two translators per session who are familiar with virtual simultaneous translation, and ensure the virtual platform used (such as Zoom) has multiple language/channel capabilities.



PREPARE IN ADVANCE!

- Review slides in advance. Whether you are delivering the program virtually or in person, ensure you give yourself enough preparation time to run through and practice all slides in present mode. Ensure you can see the notes and that you understand the difference between the “Facilitator’s Notes” and the speaking points that are meant to be delivered verbally. Remember that some slides have animation. Make sure you understand and are prepared for slide functionality before you facilitate each module!
- Send the welcome package of materials and prerequisites immediately upon participant registration, and follow-up with reminders of due dates for completing prerequisite readings, training videos, and assessments.
- Prior to each module or day, remind participants to refer to their Participant Handbook to read the pre-module materials, complete homework, and review the specific materials.
- At the end of each module or day, close the session with a reminder of the required reading material, homework, and timing of the next session.



STAY CONNECTED WITH PARTICIPANTS

- Assign each participant a contact person among the Engendering Industries program team or implementing partner team to provide individual support when needed and answer any questions about the program. Ideally, each organization will have an assigned coach that they will be introduced to via email before the course start and again during the Introduction session will have a chance to meet in person/ virtually and know who the assigned coach is. Coaches will also meet with participants throughout the course, work with them in small breakouts, and provide feedback and 1-1 coaching during Modules 11, after, and during Module 12.
- individual participation and follow-up with individuals if they miss a session, reminding them of course completion and certification requirements
- Halfway through the program, ask each participant to join a 30-minute check-in call with the contact person and his/her colleagues. Ideally the contact person is also the coach who will coach the organization following the last module delivery.
- Utilize the WhatsApp group created for each discrete program delivery with all 30-40 participants and facilitators to send reminders of session time, prerequisites, reading materials, and facilitate discussion.
- Encourage networking with peers across organizations during and after the modules.



MIX IT UP AND ENCOURAGE ENGAGEMENT!

This workshop, both in-person and virtual, is a mix of plenary discussions, small working group sessions, role playing exercises, activities, and polling with multimedia presentations.

- Plenary discussions encourage participants to interact with the entire group and facilitator.
- Small working groups and breakout sessions break up the presentation and ensure participants have ample time to interact and discuss program content in an intimate space. This fosters engagement and facilitates a more comfortable space to speak and share for less vocal participants. It is important to plan for adequate time for each small breakout discussion, depending on the number of participants in each small working group (typically no more than five people per group) and what will be discussed. For an in-person course, the facilitator and co-facilitators should go from one group to another during small group discussions to check-in with participants, answer questions, etc. If the course is virtual, facilitators should determine in advance whether breakout sessions require a co-facilitator, and what slides/information need to be displayed within each breakout room to avoid confusion. Clear and automated transfer between the plenary and breakout rooms helps streamline the process.
- The course is designed to ensure that 70 percent of sessions are interactive.
 - Information sharing by the facilitator is limited to 30 percent of each 1.5 hour session.
 - Each 1.5h session includes a 20 to 35 minute workshop activity.
 - Each 1.5h session presents a video for reflection and/or discussion.
 - Each session starts or ends with a quiz or reflection question presented to participants, and announced in advance to keep participants' attention (e.g., *"We showed you last week a picture with a man and a woman climbing a ladder and working on an electric line; what are the two concepts around gender equality that this picture illustrates?"*)



MEASURE PARTICIPANT SATISFACTION THROUGHOUT

At the end of each module, ask participants to fill out a short survey using Survey Monkey or the Zoom Survey function, to solicit rapid feedback on the module (see Annex 10 for a survey example). Provide a follow up email with a link to the survey in case they did not complete it.

This rapid feedback is important to inform ongoing adaptations throughout course implementation.



SUPPORT PARTICIPANT WELL-BEING AND HAVE FUN!

- If participation or energy decreases during a session, the facilitator should organize a three to five minute breathing, dancing, or stretching break, either in-person or virtually.
- Five minute breaks are scheduled throughout all modules. The facilitator is free to move these breaks around as appropriate, and/or change the length of the break.
- Some of the topics covered in the program are sensitive. Instead of asking questions in the plenary session where participants may feel reluctant to answer, small group discussions should be used as a forum for discussion of sensitive topics where participants will feel more comfortable.
- **Virtual:** Invite a local musician or other performer to give a virtual performance during week four.

- **In-person:** Facilitators may consider inviting a musician, “resident workshop poet” or another creative art form to join the workshop from the local area to provide a creative outlet/break for participants.



USE MULTI-PERSON FACILITATION AND JOURNALISTIC TECHNIQUES

- Each session is co-facilitated by a team of facilitators. During the regional pilots, a member of the Engendering Industries team will co-facilitate with a trained facilitator from each implementing partner.
- The facilitators will use journalistic techniques to keep participants’ attention, such as dialogue between facilitators to present an idea, or one facilitator interviewing the other, or comments provided to one another.
- Co-facilitators will be well prepared to ensure small group discussion is well facilitated and vibrant.
- Alumni and current Engendering Industries Intensive program participants are invited as guest speakers to present experience on specific topics, via interviews conducted by the facilitator (e.g., “*Can you please tell us what challenge your organization was facing?*” or “*What is the benefit your organization drew from implementing this practice?*”)



END WITH A BANG!

- **In-person:** At the end of the program, surprise participants with a party with food, drinks, and music.
- **Virtual:** Ask participants to bring food and beverage of their choice to the session and surprise them with virtual live music.



PHOTO: IBEDC/NIGERIA



PHASE 4

POST-PROGRAM ASSESSMENTS AND COACHING



CONDUCT POST-PROGRAM ASSESSMENTS

At the conclusion of Module 12, participants should immediately complete two surveys: 1) Individual Self-Assessment Survey; 2) Individual Program Satisfaction Survey. Within six- to 12 months after the conclusion of five virtual coaching sessions, participants should complete the organizational gender assessment survey. These surveys, their purpose, and links are included in Phase 2 preceding this section. These are all critical surveys that are used to analyze individual, organizational, and program level changes, results, impacts, and areas for further improvement.



COACHING SUPPORT FOR IMPLEMENTATION OF GENDER ACTION PLAN

Upon completion of the course, the organization will participate in at least five coaching sessions over a four-month period, with the goal of successfully implementing the GAP that each organization developed during the program. These coaching sessions provide program participants from each organization the guidance, support, and technical assistance they need to implement gender equality interventions at their organization. The coaching is also designed to support the program participants to become effective change agents within their organizations. Five sessions spread over four months of coaching is a mandatory part of the program, although additional coaching support on a bi-weekly basis is highly recommended to continue for a total of 12 months to support deepened and sustained action. By the end of the four-month period, participants should be in the process of implementing their priority gender equality interventions as identified in their GAP.

Each organization's coaching plan will be tailored to meet the unique needs of the organization. These needs are identified during the pre-program organizational gender assessment, expanded during the Accelerated Program, and refined as participants created their GAPs. Each organization will be assigned a dedicated coach, who will be one of the trained faculty/facilitators with each implementing partner. Each faculty/trainer will receive approximately three organizations to coach, organizing each virtual coaching session with all three organizations' program participants together as a group.

In Module 11, participants meet their assigned coach and receive support to realistically frame the scope of their gender strategy/GAP that will be used for coaching activity. During the Module 11 session all participants

receive guidance to design their GAP in small groups, with their assigned coach spending approximately 10 to 15 minutes with each of their assigned organizations. After Module 11, and before Module 12, a 45-minute session is held with participants of the same organization and their assigned coach to discuss and finalize the prioritized interventions that will receive specific support through the five coaching sessions. This time should also be used to answer questions and support each organization’s team of participants to prepare for presenting their GAP during Module 12. This session should be scheduled at least two weeks in advance with the assigned coach and each organization to avoid scheduling challenges.

- **In-person:** Schedule on the morning of the last day (before Module 12), 45 minute in-person sessions with each organization (with all participants from within one organization together) to meet with their assigned coach.
- **Virtual:** Schedule 45-minute virtual sessions with each organization (with all participants from within one organization together) to meet with their assigned coach.



During this individualized coaching session, the coach shall plan the schedule for the length and frequency of coaching sessions. There should be a clear plan in place for next steps and the schedule of virtual calls, and the first coaching call should be held within two weeks of the program conclusion.

At the conclusion of coaching, program participants should be reminded to complete the organizational gender assessment again. Upon successful conclusion of the coaching and the final organizational gender assessment, the individual participants, as well as the organization as an entity, will then receive an Accelerated Program Certificate of Completion.

Push/Pull Approach to Coaching

The coaching model for Engendering Industries uses a push and pull approach. A supplementary Engendering Industries’ *Change Management Coaching for Gender Equality Guide* is [available here](#) and provides details on the



program's coaching approach. The coach uses coaching methodologies to help the participants to find their own solutions, but also provides technical expertise and guidance.

The GROW Model

Engendering Industries coaches use the GROW model to support real action. This includes:

- Defining a **G**oal
- Reviewing the **R**eality in which the goal implementation will be embedded
- Explore ideas and **O**ptions for moving forward
- Help to create the **W**ill for moving forward and creating accountability for achieving the desired goal

Systemic Approach to Coaching

Engendering Industries coaches utilize a systemic approach to coaching, which takes into consideration that all actions and interventions take place in the system in which we operate. Using a systems lens helps participants to understand an organization's interdependencies, which increases the participants ability to navigate barriers and seize opportunities as they arise. It also helps the participants to identify organizational levers that can be used for reaching the desired goal.

Key Characteristics of an Effective Change Management Coach

- Active listening and observing
- Paraphrasing and summarizing
- Powerful questioning; asking the right questions at the right time
- Empathy and open communication to establish a trusting relationship
- Draw attention to strengths and barriers, creating awareness for potential and limitations
- Provide structure, use standards and tools to design actions, planning and goal setting, managing progress and accountability
- Flexibility to adjust to the need, situation, and abilities of the client
- Respect the thoughts and ideas of the participants in a non-judgemental way and be patient if certain concepts are difficult to grasp
- Encourage teamwork and commitment amongst the participants, reminding them that they can go far together

Coaching Session Objectives and Structure

The main objective of coaching is to support program participants to implement the three priority actions identified in their GAP. Coaches will support the integration of program learning into the GAP in Modules 11 and 12, and will provide follow-up coaching after the course. Coaches will act as a sounding board for the participants to support the first steps in developing and implementing interventions.



Coaching sessions are meant to be a check-in point for participants to:

- Discuss their ideas and approaches to starting and implementing their interventions
- Receive feedback and technical advice on how to improve approaches, overcome challenges and make the interventions sustainable
- Receive moral support and motivation from coaches
- Increase their accountability to continue working on interventions and increasing impact

Tips for Before, During, and After a Session:

Before:

- Set a time and platform to meet and send the invitation several days in advance
- Provide an agenda and share relevant materials beforehand
- Send a reminder on the day before the session
- Request that participants send any necessary documents related to the interventions ahead of time so that you can review them
- Review the organization's GAP and Rapid Organizational Assessment and prepare specific questions or recommendations to guide the discussion.

During:

- Start and end on time and follow the agenda unless special requests are made by the participants
- Ask if participants have any updates they wish to share
- Take notes
- Agree to next steps and set up the next coaching call day and time

After:

- Update a running coaching log with notes from the session
- Share a summary of the meeting with key points and next steps with the participants
- Respond promptly to communication to partners between sessions

Ongoing:

- Set up a group on a platform such as WhatsApp to communicate easily or respond to urgent messages.

Common Coaching Challenges

- Working with organizations on technical challenges and priority setting to kick-off and implement interventions
- Creation of buy-in and support structures for driving change
- Communication within and beyond the organization to increase awareness, understanding, and support (messaging and stakeholder engagement) for improving gender equality
- Issues in collecting relevant data from data owners within the organization
- Shifting organizations from ad hoc approaches to gender equality to longer-term strategic planning for gender equality

- Approval of resources (time and money) to drive implementation
- Challenges in reconciliation of job duties and the role as change agents for gender equality



Before each coaching session, coaches will check-in with the coaching participants to identify any specific needs that have come up. This will help coaches to come prepared to the session and make the session as efficient as possible. Coaches should also define the most supportive questions for the coaching before each session.

Proposed Topics for Coaching Sessions

The coaching should be conducted with a demand-driven approach including topics such as:

- Recent developments, successes, challenges in the implementation of the identified gender equality initiative
- Discussion of technical aspects for one of the prioritized interventions
- Brainstorming for solutions to overcome challenges
- Agreement on next steps and action items



After each coaching session the coach should share verbally, and then in writing, a summary of discussion points, outcomes, and agreed next steps with the coaching participants.

Proposed Framework for Coaching Sessions

Session 1 (Opening Session):

- This session should take place while the course is still in session and should be scheduled between Module 8 and 12.
- Ensure that participants have a GAP at least partially complete prior to the session. The coach should cross reference the rapid organizational assessment with the GAP and be prepared to provide recommendations as appropriate.
- Begin with brief introductions and ask the partners what they would like to get out of coaching with a focus on their goals and expectations.
- Focus on the three selected interventions and ensure that participants can articulate why they have selected these three. How will this enhance gender equality at their organization? How do these interventions support their overarching goal or vision and also importantly how they benefit the business?
- As homework, have the team begin to brainstorm how they will implement these interventions and dedicate the subsequent three sessions to deep dives on each one.

Sessions 2, 3 and 4:

- Dedicate each session to each of the three priority interventions.
- Ensure that each intervention is SMART; don't settle for general ideas.
- Ask the team to articulate why they selected this intervention and how it supports the business goals of their company.

- Decide: What needs to be done? Who will do it? How will it be done? What challenges are anticipated? What support is needed from leadership or other business units? What is the timeframe? What resources (money/time/equipment, etc.) are required? How will they know that they have succeeded (what should they monitor/measure/indicators)?
- As homework, ask partners to develop a mini-action plan for each intervention based on the coaching, get approved as needed, and begin implementation.

Session 5 (Closing Session):

- Have the partner team summarize what they have achieved so far.
- What has gone well? What have they achieved? It is important for the coach to celebrate their achievements.
- What has been difficult? What were challenges to implementation?
- What needs to be changed in order to succeed in implementation? Do they need to change strategy or course for any of the interventions? What additional support do they need?
- Help the team to think through what they will do next to continue implementation and ensure sustainability.
- Overall: Ensure that ideas are being translated to action, even in small steps. Acknowledge and celebrate the successes of each partner!
- The key takeaway message of the last course session is: You have done so much great work to get here. The end of the course is the beginning of the work. This is an ongoing process, and you have built a strong foundation. Keep going!
- Support the team to brainstorm about their next steps. What will they prioritize to achieve gender equality goals at their organization? What do they need to do to continue building a supportive enabling environment? How can they identify champions within the organization to increase and sustain gender equality?
- Remind them to stay in touch with the broader Engendering Industries community of practice on LinkedIn, where there will be ongoing sharing of resources, knowledge, and invitations to events and continued learning. We also want them to post there about any gender equality successes so we can all celebrate with them as a community!
- Send them the link to complete the final organizational gender assessment again so we can compare the organizational changes that may have happened as a result of their efforts. We will share the analysis results back to them.
- Inform them that once the final organizational gender assessment is complete, they will receive their Certificate of Completion.

If partner organizations require additional support (more than five coaching sessions), the additional sessions should support GAP implementation and strategic planning to meet organizational gender equality goals identified in the GAP. Motivate participants to keep going!

Resources for Coaches:

- [Engendering Industries Coaching Guide](#)
- [The Executive Coaching Handbook: Principles and Guidelines for a Successful Coaching Partnership](#) (includes a list of core competencies for coaching)
- [16 powerful questions coaches ask their clients](#)

- [What is Systems Thinking](#)
- [Tools of a System Thinker](#)
- [What is the GROW Coaching Model?](#)



ACCELERATED PROGRAM CERTIFICATE OF COMPLETION

- Distribute a certificate of completion to program participants after all program requirements have been completed, including the virtual coaching sessions and final organizational gender assessment. A template for the certificate can be found in Annex 8.
- Certificate of Completion requirements include:
 - Pre-program and post-program organizational gender assessment and individual self-assessment complete.
 - Attendance and participation in all 12 modules.
 - Completion of an organizational GAP at the conclusion of the Modules.
 - Attendance and participation in five follow-on virtual coaching sessions.

BRINGING PARTICIPANTS BACK TOGETHER TO SHARE LESSONS LEARNED

Consider bringing participants back together as a group after coaching concludes to share lessons learned and the results of their GAPs. This can take place on a quarterly basis for a period of time starting at the conclusion of coaching. This type of a reunion can help keep participants motivated to continue their work on their GAPs and implement gender equality interventions even after coaching concludes.



PHOTO: GRENLEC/GRENADA

MODULE FACILITATION

INTRODUCTION MODULE



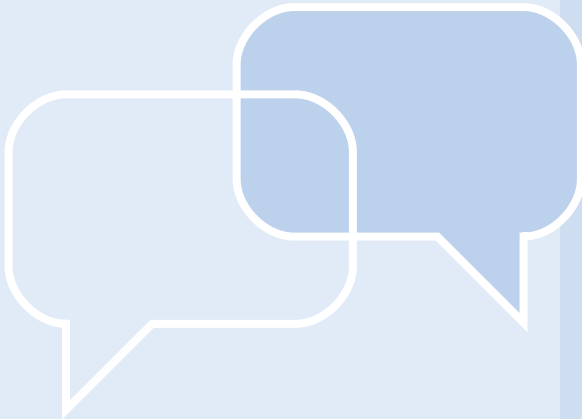
FACILITATOR PREPARATORY TIME: 1.5 hours

MODULE DURATION: 1 hour



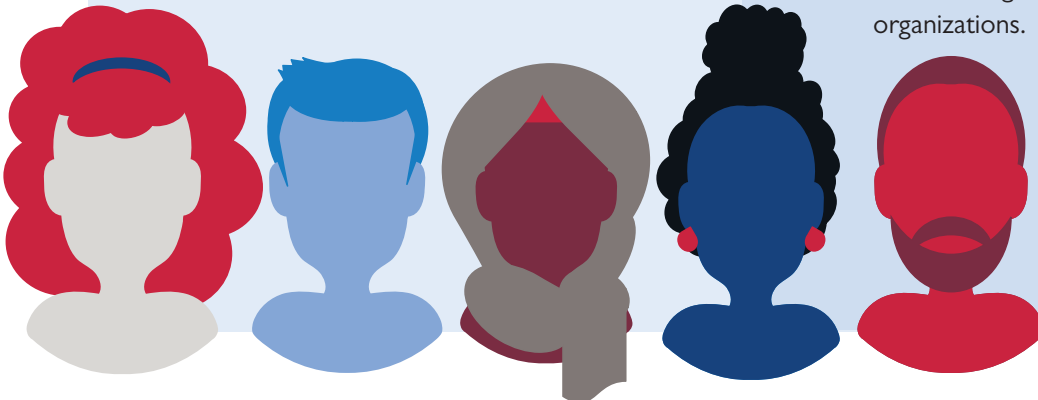
INTRODUCTION MODULE OVERVIEW

The introduction module introduces the group of participants to the facilitator and each other, and presents the Workforce Gender Equality Accelerated Program Objectives, the USAID Engendering Industries program, the program phases, agenda, institutional partners and rules of engagement. If delivered virtually, facilitators should ensure that there is one co-facilitator in each breakout group.



PARTICIPANT LEARNING OBJECTIVES

1. Participants are introduced to facilitator and peers.
2. Participants understand how the program will work technologically (muting microphones, raising hands, attending virtual breakout sessions, etc.).
3. Participants understand the “ground rules” (respect for differences of opinion, respect for others who are speaking, awareness that topics are sensitive and to treat each other with kindness).
4. Participants understand the trajectory of the program
 - Each module has a set of assigned readings to be reviewed in advance of the module.
 - A key objective is the progressive production of a GAP that they will use to advance gender equality within their organizations.



KEY EXERCISES AND ACTIVITIES IN INTRODUCTION MODULE

Activity 1: Introductions and “Why I Joined the Program”

Objective: Provide opportunities for participants to meet each other and share their reasons for joining the Accelerated Program.

Duration: 7 minutes of small group discussion

Format: Small group breakout discussions

Overview: Break participants into small groups of five people for seven minutes (staying at round tables if in-person, or sent to virtual breakout rooms if virtual). Have a facilitator/co-facilitator join a table or virtual breakout room, so there is one co-facilitator per room/group. Co-facilitators should:

- Share their screen with the list of discussion questions.
- Have everyone introduce themselves to one another. Each participant has one minute to share:
 - Name
 - Organization
 - Country
 - Role
 - Why they decided to join the course



PHOTO: RYAN KILPATRICK FOR USAID

MODULE 1: GENDER EQUALITY: THE VISION



FACILITATOR PREPARATORY TIME: 3 hours

MODULE DURATION: 2 hours



INTRODUCTION MODULE OVERVIEW

Module 1 builds upon what participants have learned in the prerequisite Gender 101 training. While the Gender 101 webinar focuses on some of the fundamental concepts and facts about gender equality in the world and society, the focus of Module 1 is gender equality in the workplace and the objective is to help participants build a vision of a gender- equal workforce. If delivered virtually, facilitators should ensure that there is one co-facilitator in each breakout group.



PARTICIPANT LEARNING OBJECTIVES

1. Learn and be able to explain the foundational concepts and facts about gender equality in the workplace to friends, colleagues, and management/leadership teams.
2. Learn to benchmark your organization's gender performance against other organizations in the same industry.
3. Build and share a vision of a gender-equal workplace.
4. Analyze and brainstorm how the content and issues presented in this module could be addressed in your GAP.



PHOTO: EDESUR, Dominican Republic



PRE-MODULE FACILITATOR READING REQUIREMENTS

Facilitators should read the following materials in advance of the program. Participants will also be reading materials that contain an asterisk (*).

- Review the status of gender equality in your country using the following online resources:*
 - PNUD. (2020) [Human Development Report](#).
 - The World Bank Group. [Women, Business and the Law](#).
- [Delivering Gender Equality: A Best Practices Framework for Male Dominated Industries*](#), with special attention on the following chapters:
 - Why Gender Equality Matters
 - Glossary of Gender-Related Terms
- [UN Women Website*](#)
- World Bank. (2019). [Women in Water Utilities: Breaking Barriers.*](#)
- Johnstone, N. & Silva, M. (2020). [Gender Diversity in Energy: What we Know and What we Don't Know.*](#)
- United Nations. [Gender Equality.*](#)
- International Labor Organization (ILO). (2019). [A quantum leap for gender equality: For a better future of work for all.](#)

KEY EXERCISES AND ACTIVITIES IN MODULE I

In Module I there are four activities that will require use of the **Participant Handbook**.

Activity I: Circle of Trust

Objective: Help participants understand the concept of affinity bias and the ways affinity bias affects the workplace.

Duration: 7 minutes

Format: Combination of plenary discussion/individual reflection

Overview: Ask participants to write down in their Participant Handbook the names of five to six people who they trust the most who are not family members. Once participants have written down their names, the facilitator will ask participants to place a checkmark next to people with similar traits, including:

- Gender (for example, if the participant is a woman, and the name on their list is a woman, place a checkmark next to that name)
- Nationality (for example, if the name of the person has the same nationality as the participant, place a checkmark next to the name)
- Native Language
- Age
- Race
- Professional Background
- Religion

The facilitator will ask questions in plenary, such as:

- Did the people on your list have a lot of check marks? Were they similar to you?
- Did these results surprise you?

This exercise is powerful for demonstrating the effect of affinity bias. Some participants may have discovered that their trusted 5-6 individuals display minimal diversity – for most participants, their inner circle includes people with backgrounds similar to their own. This tendency or preference for people like ourselves is called affinity or ingroup bias and is well-researched. Studies show that, in general, people extend not only greater trust, but also greater positive regard, cooperation, and empathy to ingroup members compared with outgroup members. This preference for people like ourselves is largely instinctive and unconscious. Affinity bias manifests not only as a preference for ingroup members — but it may also manifest as an aversive tendency towards outgroup members. For example, we are more likely to withhold praise or rewards from outgroup members.

The facilitator will ask further questions in plenary:

- What are the implications of this for the workplace?
- For example, as leaders, when they assign responsibility for a high-profile piece of work, to whom do they entrust that responsibility? Who are we more likely to mentor or sponsor?

We often offer opportunities to those individuals who we trust the most. Those people, it turns out, are people who are similar to us. Now, because success on high-profile assignments is critical for emerging as a leader, a tendency to favor people like ourselves when assigning stretch assignments leads to self-cloning and promotes homogeneity in leadership. Though not intentional, people who are not like us get overlooked and left behind.

Activity 2: Intersectionality

Objective: Discuss with your peers which identities face discrimination in your country or community.

Duration: 13 minutes

- Small Group: 10 minutes
- Plenary: 3 minutes

Activity 3: Presentation and Discussion of Rapid Organizational Gender Assessment

Objective: Share a sample organizational assessment result and allow time for individuals to reflect upon their own organization's assessment results while beginning to think how assessment results will influence their GAP.

Duration: 9 minutes

Overview: The Rapid Organizational Gender Assessment was conducted prior to the start of the program by each organization (refer to Phase I at the beginning of the facilitator handbook). There is a placeholder slide within Module I where a sample organizational assessment result can be presented. Facilitators should also review the individual organizational assessment results and ensure that each individual organization received their individual organizational assessment results prior to the session (in soft-copy if virtually or printed if in-person), as there will be time to reflect on their own organization's assessments during this Module. The facilitator should discuss the importance of the Organizational Assessment and explain the roadmap phases and how they lead to building the Action Plan:

- AVOIDING - Gender equality issues not recognized
- COMPLIANT - Gender equality efforts compliance driven only
- PROGRAMMATIC - Gender programs are provided for adhoc needs
- INTEGRATED - Gender equality is internalized within systems
- SUSTAINABLE - Gender equality is a business and cultural norm

Discuss the overall trends and averages of the participating organizations in this program. Ask participants to take five minutes to reflect upon their own individual organizational assessments, compared to the overall results. **Refer participants to the GAP template.** Ask them to complete the section in the GAP template that summarizes the organizational gender assessment results. They may choose to do it individually, or in a shared soft copy of the document along with their colleagues from their own organization.

Activity 4: Let's Build the Vision of a Gender-Equal Workplace!

Objective: *Build a vision of a gender equal workplace.*

Duration: 21 minutes

- Presentation of Activity: 1 minute
- Group Discussion: 15 minutes
- Plenary discussion: 5 minutes

Overview:

1. Facilitate a group discussion on what a gender-equal and fair organization would look like by discussing the following questions:
 - a. What does your organization's workforce look like now that gender equality is achieved?
 - b. What does your organization's leadership team look like? Do they run the organization differently, with different priorities?
 - c. What negative practices are no longer common?
 - d. How will both women and men benefit from gender equality in your organization?
 - e. Who has access to the highest salaries?
2. Conclude with a reminder discussion of gender-related concepts and definitions



ANTICIPATED PARTICIPANT QUESTIONS AND/OR FACILITATION CHALLENGES FOR MODULE 1

- **Participants assert that it is impossible to achieve gender equality.** Share with participants that while gender equality requires continuous efforts and a lot of hard work, we have seen many organizations successfully advance gender equality across their workforce. Things that once seemed impossible are now possible. If humankind is able to put a person on the moon, we are able to achieve equal numbers of men and women in our organizations. We are able to have organizations free of gender-based violence and sexual harassment. Gender equality is achievable. Remember the three key messages of the Accelerated Program three key messages: It All Starts in Your Mind, Leadership Buy-In Is Critical, If You Want to Go Far, Go Together. It all depends on our will and our efforts. The most important thing is to get started! The good news is that we know which best practices will help you achieve gender equality at your organization.
- **Inclusion of people with different sexual orientation or gender identity is not a priority/ possible/desired/in my country OR homosexuality/transgender people do(es) not exist in my country.** Research shows that people from many and very different countries, both developing and

developed countries, identify themselves as homosexual or transgender.² Just because no one is talking about people with different sexual orientations in your circles, community, or country doesn't mean they don't exist. Gender equality is about changing the roles assigned to genders, and this applies to LGBTQ people as well. The LGBTQ community also experiences discrimination and violence in the workplace. An organization will actually ruin all of its gender, diversity, and inclusion efforts if it fights discriminations against women, but still tolerates forms of discriminations and violence against other groups. You're either inclusive of all, or not inclusive at all!



NEXT STEPS AND PREPARATIONS FOR MODULE 2

- Remind participants that they should take time after the module concludes to brainstorm ideas in their GAP based on the three activities that they completed. At the conclusion of this module, prompt the participants to:
 - Complete the summarized organizational gender assessment results in their GAP in their Participant Handbook, or together with their colleagues in a shared soft copy version of the template.
 - Reflect upon and record in their Participant Handbook what kind of gender equality champion they are, they want to be, and brainstorm some ideas of what other gender equality champions exist at their organization (specific individuals) that could help to build, implement, and support their GAP. Once this workshop concludes and it is time to implement the Plan, having this list of people who can help implementation formally or informally will be critical to the plan's implementation success.
- Review the required readings for the next session.



FACILITATOR KNOWLEDGE SELF-ASSESSMENT

What is gender equality in the workplace? *Give definition here:*

What is my vision of a gender-equal organization? *My Vision:*

Do I believe that achieving gender equality is possible? *Explain:*

How comfortable do I feel facilitating the following? *If your answer is '3' or below, please explain what you can do to feel more comfortable*

Concepts around gender equality 1: Not comfortable at all; 5: Very comfortable *Explain:*
 1 • 2 • 3 • 4 • 5

What does a gender-equal workplace look like? 1: Not comfortable at all; 5: Very comfortable *Explain:*
 1 • 2 • 3 • 4 • 5

² The World Bank. (2017). Surveys, Big Data, and Experiments. How Can We Best Learn about LGBTI Development Outcomes? Available at: <http://documents1.worldbank.org/curated/en/828531501521958802/pdf/WPS8154.pdf>



GENDER EQUITY:

The process of reaching equality. The process of being fair to women and men, boys and girls. To ensure fairness, equity measures or interventions must be taken to compensate for cumulative economic, social and political disadvantages that prevent women and men, boys and girls from operating on a level playing field.

MODULE 2: GENDER EQUALITY: COMMON OBSTACLES



FACILITATOR PREPARATORY TIME: 3 hours

MODULE DURATION: 2 hours



MODULE 2: OVERVIEW

In module 1, participants built a vision for workplace gender equality. In module 2, participants will learn about obstacles to workplace gender equality and how to apply a gender lens to improve gender equality in the workplace. If delivered virtually, facilitators should ensure that there is one co-facilitator in each breakout group.



PARTICIPANT LEARNING OBJECTIVES

1. Understand and be able to explain the economic, social, and cultural obstacles to gender equality, including gender-based stereotypes, biases, discrimination, gender-based violence, and sexual harassment.
2. Understand what it means to reflect on personal biases and apply a gender lens in decision-making to improve gender equality in our lives and work environments.
3. Analyze and brainstorm how the content and issues presented in this module could be addressed in your GAP.





PRE-MODULE FACILITATOR READING REQUIREMENTS

Facilitators should read the following materials in advance of the program. Participants will also be reading materials that contain an asterisk (*).

- United Nations and the Rule of Law: [Human Rights and Gender](#)*
- Catalyst. (2020). [Women in Male-Dominated Industries and Occupations: Quick Take](#)*
- Recognize and respond to domestic violence in your workplace, Western University, http://s3.amazonaws.com/dna_futures/original/1323/Recognize_and_Respond.pdf?1418741069*
- Iris Bohnet. [What Works: Gender Equality by Design](#) (2016).*

KEY EXERCISES AND ACTIVITIES IN MODULE 2

In Module 2 there are three activities that will require use of the **Participant Handbook**.

Activity 1: Presentation and Discussion of Individual Self-Assessment Survey Results

Objective: Share aggregated key findings/observations of individual self-assessment results for the group to reflect on and note in their Participant Handbook areas they would like to change as a group and individually.

Duration: 7 minutes

- Presentation: 1 minute
- Plenary Discussion: 3 minutes
- Individual Reflection: 3 minutes

Overview: The Individual Self-Assessment survey was conducted prior to the start of the program by each participant (refer to phase 1 guidance at beginning of facilitator handbook). There is a placeholder slide within Module 2 that presents the aggregated results and facilitator's observations of the assessment of the participants. The facilitator will need to ensure that those aggregated results of the assessment are presented on the placeholder slides.

Discuss the overall trends and observations of the participants' knowledge, attitudes, and practices. Ask participants to take three minutes to reflect upon their own individual self-assessments, compared to the overall results, and knowledge, attitudes, and beliefs at their organizations. **Refer participants to their Participant Handbook.** Ask them to complete the exercise in their handbook on themselves and their organizations, noting two to three areas of knowledge, attitudes, or practices they would like to work on individually, and two to three areas they would like to work on with others at their organization.

Activity 2: Gender-Based Stereotypes and Bias

Objective: Reflect on gender-based stereotypes and biases individual participants hold or that may be pervasive within their organizations.

Duration: 10 minutes

- Plenary discussion: 10 minutes

Overview: Play the video, which describes different situations where women and men are treated differently because of their sex. The video shows that women (in the video it is men) are usually associated with words like “emotional,” “team players,” “stylish,” “put together,” “have lovely handwriting,” “spouses,” and “assistants.” The five minute video [is here](#) and embedded within the presentation. This video plays with gender stereotypes, presenting different scenes that you may have witnessed in your work life: an employee announcing to a manager he/she is expecting a baby, etc. Here, the stereotypes that are usually applied to women are applied to men.

Before playing the video, ask participants to try to identify those stereotypes while watching the video and **take note of the words in their Participant Handbook** that are usually associated with women, like “emotional,” and see how those stereotypes or assumptions have an impact on decision-making. Then, for five minutes in plenary, ask participants to share what notes they took on the words associated with men and women, revealing the words associated on the slides with the group after discussion.

- Do you think these stereotypes are harmful for either gender? Explain why or why not?
- Do you see lots of men with these “feminine” characteristics and women with “masculine” characteristics?
- How are these stereotypes harmful?
- Do these stereotypes hold women back in the workplace?

Note on Video: If the facilitator thinks that participants won’t understand or relate to the content and humor in this video, some alternative videos are provided below:

- <https://www.youtube.com/watch?v=WmobP7LvNZM>
- <https://www.youtube.com/watch?v=ZeD47CFrNNk>
- <https://www.youtube.com/watch?v=oSO3F9z23vU>

Activity 3: What are the Main Obstacles to Gender Equality in Your Organization?

Objective: Reflect on barriers to gender equality in our organizations.

Duration: 15 minutes

- Small group discussion: 10 minutes
- Plenary debrief: 5 minutes

Overview: In the plenary group, present the following questions:

1. What are three obstacles women have to overcome to be recruited by your organization?
2. What are three obstacles women have to overcome to work in the department of their choice in your organization? Give examples.

break the group into small groups of three people (physical or virtual) to discuss these questions for ten minutes, prompting participants to give concrete examples and mention issues including stereotypes, bias, discrimination, gender-based violence, and sexual harassment. They may also refer to other more systemic factors, such as the underrepresentation of girls and women in STEM (Science, Technology, Engineering and Mathematics) programs, education, and careers. Ask participants to write down in their **Participant Handbook** the main obstacles/ thoughts discussed, and be ready to share in plenary.

In plenary, ask for three to four volunteers to share out some of their main obstacles, asking that when people share that they add a new thought/obstacle to what others have already shared, rather than repeat what has already been mentioned. Ask that everyone individually listen and reflect on what they are hearing and take notes about what is true for their own organizations within their **Participant Handbook** while they are listening.



ANTICIPATED PARTICIPANT QUESTIONS AND/OR FACILITATION CHALLENGES FOR MODULE 2

- **Girls and women are under-represented in STEM (Science, Technology, Engineering and Mathematics) and other fields where my organization recruits.** We never receive applications from women for technical positions. It is not our responsibility to change that'. It is true that your organization's role is not to address gender inequalities everywhere they are in the society. But by not having access to a more diverse talent pool, your organization misses great opportunities of hiring great talents and increasing business performance, innovation and resilience (we will discuss in module 4 about the business benefits of gender equality).³ We will also present to you in the program that through partnerships with education institutions and external communications and outreach campaigns that address social norms and biases, your organization can more easily attract women to the field and curricula you need to create a more robust talent pipeline!
- **Gender bias and stereotypes are everywhere—in the movies we watch, the books we read, in our family. It is too big of a task; we can't change how people think.** It is true that gender biases are pervasive and deeply ingrained in all of us, the same way we have prejudice on people with a handicap, a different accent, etc. The question is not how we change people's minds, which will take a lot of time indeed, but how we can change our behaviors and establish new rules and practices for that. Iris Bohnet, for instance, shows that we need to focus our efforts on behaviors and concrete solutions like removing names on resumes:⁴ even if people still have strong biases, those simple solutions make bias ineffective! And many of those solutions don't cost anything!



NEXT STEPS AND PREPARATIONS FOR MODULE 3

- Remind participants that they should take time after the module concludes to brainstorm ideas in their GAP. At the conclusion of this module, prompt the participants to:
 - Reflect upon what they recorded in their Participant Handbook about themselves and their organizations:
 - » What are your own individual gender stereotypes and biases you hold?
 - » What are commonly held gender stereotypes and biases held by others at your organization?
 - » How does this influence gender equality at your organization?
 - Note in their Participant Handbook important considerations for addressing individual and organizational gender biases and stereotypes in order to take action to improve the organizational culture and implement their GAPs. They may want to consider developing strategic targets and goals related to addressing gender stereotypes and biases within their organizational culture in their GAP.
- Review the required readings for the next session

³ McKinsey. (2015). The Power of Parity. Available at: https://www.mckinsey.com/~media/mckinsey/featured%20insights/employment%20and%20growth/how%20advancing%20womens%20equality%20can%20add%201.2%20trillion%20to%20global%20growth/mg%20power%20of%20parity_full%20report_september%202015.pdf

⁴ Bohnet, Iris. (2016). What Works: Gender Equality by Design.



FACILITATOR KNOWLEDGE SELF-ASSESSMENT

Why do gender bias and stereotypes result in gender-based discrimination and violence?

Explain:

Why is gender-based discrimination and violence more pervasive in male-dominated organizations?

Explain:

How comfortable do I feel facilitating the following?

If your answer is '3' or below, please explain what you can do to feel more comfortable

How comfortable do I feel about facilitating this module?

1: Not comfortable at all;
5: Very comfortable

Explain:

1 • 2 • 3 • 4 • 5

MODULE 3: GENDER EQUALITY AND THE ROLE OF MALE LEADERS



FACILITATOR PREPARATORY TIME: 3 hours

MODULE DURATION: 2.5 hours



MODULE 3: OVERVIEW

Module 3 illustrates the importance and role of male leaders in advancing women's empowerment and gender equality. This module illustrates how organizations can engage men to become strong allies for women and gender equality in the workplace. If delivered virtually, facilitators should ensure that there is one co-facilitator in each breakout group.



PARTICIPANT LEARNING OBJECTIVES

1. Understand how to move from androcentrism—dominant patriarchal norms, values, and behavior and stereotyped masculinities—to positive and supportive gender norms and related behaviors that engage men as allies to women's empowerment and gender equality in society, at home and the workplace, to the benefit of everyone, while understanding and addressing the growing opposition to gender equality.
2. Analyze and brainstorm how the content and issues presented in this module could be addressed in your GAP.



PHOTO: RYAN KILPATRICK FOR USAID



PRE-MODULE FACILITATOR READING REQUIREMENTS

Facilitators should read the following materials in advance of the program. Participants will also be reading materials that contain an asterisk (*).

- The Man Box: [A Study on Being a Young Man in Australia](#)*
- [What Men Have to do with It: Public Policies to Promote Gender Equality](#)*
- [The International Men and Gender Equality Survey \(IMAGES\)](#). Please review the IMAGES reports for your participants' countries*
- Promundo (2017). [State of the World's Fathers: Time for Action](#)*
- The Week. (2020). [The Countries Where Homosexuality is Illegal](#).*
- Men Engage. www.menengage.org*
- Promundo. <https://promundoglobal.org/resources>*
- MenEngage (2014). [Delhi Declaration and Call to Action](#)*
- State of the World's Fathers (2019). [Unlocking the Power of Men's Care](#).*



GENERAL FACILITATION NOTES

Ensure that during the module both male and female participants contribute. To promote gender equality, men and women need to be able to have discussions together, while practicing active listening.

Though verbally many men will be “in favor” of gender equality and justice (otherwise they would not have signed up for the training), there is likely an unspoken fear among some male participants that the dominant position or traditional privileges they have been afforded will be compromised or changed. To get men actively and permanently engaged as supporters of gender justice, rather than out of “temporary charity” for women (or self-promotion of a man as making token efforts to become recognized as a “gender champion”), the conversation should focus on the benefits of gender transformative action for women and men (instead of a focus on gender equality as a women’s rights issue). The conversation must show men what is in it for them. When men see what is in it for them, their commitment to gender equality is more likely to last.

KEY EXERCISES AND ACTIVITIES IN MODULE 3

In module 3 there are two activities that will require use of the Participant Handbook.

Activity 1: Social Norms about Manhood and Maleness

Objective: Understanding social norms for men, social pressures that motivate men to adhere to social norms, and sanctions for men who do not adhere to social norms.

Duration: 15 minutes

- Small group work: 12 minutes
- Plenary discussion: 3 minutes

Overview: Provide the plenary group with instructions for discussion in small groups of no more than five people. They will have 12 minutes to discuss the questions below in small groups, followed by plenary discussion for 3 minutes:

- What are some of the social and/or gender norms regarding manhood and maleness in your community, culture, or country?
- Whose opinions influence men’s attitudes, beliefs, and behaviors in your community, culture, or country? In other words, who is setting the expectation for how men are supposed to behave?
- What are the consequences for men who deviate from traditional characteristics of maleness in your community, culture, or country?

Participants should be directed to record in their **Participant Handbook** reflections they have on these questions within their own community, culture, and country.

Activity 2: What is the Problem with Men? Are Men Really the Problem?

Objective: Increase participants’ understanding of the ways patriarchy is bad for women and men and the ways patriarchy curtails opportunities for both.

Duration: 15 minutes

- Presentation: 3 minutes
- Small group work: 7 minutes
- Plenary discussion: 5 minutes

Overview: Participants reflect in small groups on the following questions for seven minutes and then share their feedback from three to four volunteers for three minutes in plenary.

- What is the problem with men?
- Why don’t men recognize that patriarchy harms them?
- Why are boys and men afraid to acknowledge the way the “man box” constrains their lives?
- What do men have to lose if gender equality is achieved?
- What do men have to gain if gender equality is achieved?

Then, after a brief presentation, discuss in plenary for five minutes, asking three to five volunteers to share their takeaways and thoughts from the discussion in exercise, “What is the Problem with Men?” What other identities and power positions of women and men can you think of other than positions based on sex and gender? Remind them to remember this graphic from module 1. Class/wealth, caste, ethnicity, age, ability, rural or urban, literacy and education level, SOGIESC, etc.

Then, after a brief presentation, reflect and discuss if men are really the problem in plenary for five minutes:

- Reflect on your own position and share in the group as honest as you can: are you happy in the roles prescribed by the patriarchal norms and traditions of your society (as a man, or women or non-binary person)?
- Do you consider men as the problem for gender and other inequalities?
- Would you like to change the norms and practices... if you could?

- Is the use of physical, psychological or emotional violence part of your life, as perpetrator or survivor at home, in the public sphere or in your job?
- Can you think of ways to change that? Do you think it should be changed?
- Are you inspired and motivated to work on challenging and changing the prescribed roles and to transform gender power relations and traditions towards equal opportunities improving everyone's life at work and at home?

Participants are prompted to refer to their **Participant Handbook** after the module where these reflection questions appear with space to take individual notes on how this applies to them individually and their organizations.



ANTICIPATED PARTICIPANT QUESTIONS AND/OR FACILITATION CHALLENGES FOR MODULE 3

- **What is the problem with men? This is offensive to say!** This is an intentionally inflammatory statement to provoke an emotional reaction among the participants. There certainly will be people in the room who vocalize their offense. This is intended to facilitate participants getting in touch with their raw emotions and especially encouraging men to feel vulnerable to those emotions. If someone vocalizes their offense, it is important to validate and acknowledge their feelings, and encourage them to think about why that is so offensive to them to guide them in answering the group discussion questions.
- **Creating more flexible gender norms: “Does it mean that women and men are going to become the same?” or “I think there is some beauty in men’s and women’s differences. Women and men complement each other, why should we change that?”** Many belief systems around the world preach the concept that women and men complement each other, that a man needs a woman to be complete, and vice versa. Beyond our beliefs and faith, when we look at how societies work, we see a lot of inequalities, discrimination, and violence based on class, race, gender, and other social identities. If we want to achieve more equal and peaceful societies, we need to address these inequalities. Seeing men and women only as “complementary” without opportunity to switch roles maintains strict gender norms where the man is the breadwinner and the woman is the children’s caregiver. We have already discussed in the program that strict gender-based roles and divisions of labor put women in a disadvantaged position, where they have less access to political, social, and economic opportunities than men.⁵ In order to effectively address gender inequality, discrimination, and violence, we must first address the social norms and structures, like patriarchy, that enable inequality to persist. Gender equality does not mean that women and men will become the same; it means that they will have the same access to rights and opportunities.
- **If patriarchy is the norm in most cultures around the world, doesn’t it say something about the true nature of humankind? Patriarchy reflects the natural order of things.** First of all, not all human societies are patriarchal. There are many matriarchal societies in the world. The Khasis are 1.5 million people living in the northeast of India. Women are the heads of the family, run most businesses, and own natural resources, like land and forests.⁶ In this culture, only women inherit from their parents. Men move into their in-law’s house, and take their wife’s name when they get married. Men give the money they make to their wife, or to their sister if they are not married. Secondly, what is “natural” is a concept that changes over time and space. Centuries ago, it was “natural” (and perceived as normal) that most humans die

⁵ McKinsey. (2020). Ten Things to Know About Gender Equality. Available at: <https://www.mckinsey.com/featured-insights/diversity-and-inclusion/ten-things-to-know-about-gender-equality>

⁶ Bouissou, Julien. (2011). Where Women of India Rule the Roost and Men Demand Gender Equality. The Guardian. Available at: <https://www.theguardian.com/world/2011/jan/18/india-khasi-women-politics-bouissou>

before the age of 40. But this has changed in most countries thanks to the intentional efforts of scientists and modern medicine. The question is not “what is natural?” The question is “What type of society do we want to create?” and “What is a livable society?”

- **Fighting against patriarchy and gender-based violence is okay, but why should it be women now who have the power over men?** Gender equality is not about reversing domination and switching oppression from one group of people (men) to another (women). Gender equality is about creating more equal relations between groups of people based on their sex, gender identity, and sexual orientation. In a gender-equal society, no group experiences oppression. Being an advocate for gender equality does not mean you are an advocate of matriarchy; matriarchy is simply another form of domination. Some people misunderstand the intention of certain forms of activism, like feminism or the Me Too movement, and falsely believe that the goal of this activism is to oppress men. In reality, movements, like Me Too, are a reaction to widespread and pervasive gender-based violence and violence against women. One in three women will experience sexual or gender-based violence in their lifetime,⁷ and women and men are calling for more social justice, gender equality, and an end to gender-based violence.



NEXT STEPS AND PREPARATIONS FOR MODULE 4

- Remind participants that they should take time after the module concludes to brainstorm ideas in their GAP. At the conclusion of this module, prompt the participants to reflect on what they have recorded in their Participant Handbook and if possible, discuss with colleagues at their own organization before the next session:
 - What are the social and/or gender norms and opinions about manhood and maleness within your community, culture, and country, and what are consequences for men within your organization who deviate from traditional characteristics?
 - What can you and others at your organization do to change norms and practices?
 - What support would you find at your organization to make this change? From whom?
 - What resistance would you find at your organization to make this change? From whom?
 - Would joining the MenEngage Network help you and your organization to build your capacities for the change process in your company and personally? Would this motivate and position others to promote change at your organization?
- Record any identified strategic goals or potential actions in your individual and/or shared GAP with colleagues from your organization. Be sure to remind participants to reflect on what they have learned and refine/revise any ideas they have already recorded in their plan, both in completing the Stakeholder Mapping and potential activities within their GAP.
- Review the required readings for the next session.

⁷ World Health Organization. (2021). Violence against Women. Available at: <https://www.who.int/news-room/fact-sheets/detail/violence-against-women>



FACILITATOR KNOWLEDGE SELF-ASSESSMENT

What does male engagement mean?

Explain:

Why does patriarchy hurt both men and women?

Explain using the “Man Box” concept:

What is typical of my culture/ country that symbolizes patriarchy & andro-centrism, that I can use as an example in the program?

Explain:

How is the division of domestic responsibilities in my life, and/or with my partner, and/or with my daughters and sons?

Explain:

How comfortable do I feel facilitating discussion on the following topics?

If your answer is ‘3’ or below, please explain what you can do to feel more comfortable

Concepts around stereotypes of masculinity and the “Man Box”

1: Not comfortable at all;
5: Very comfortable
1 • 2 • 3 • 4 • 5

Explain:

Gender-based violence against women and girls, boys and men?

1: Not comfortable at all;
5: Very comfortable
1 • 2 • 3 • 4 • 5

Explain:

How comfortable do I feel about facilitating this module?

1: Not comfortable at all;
5: Very comfortable
1 • 2 • 3 • 4 • 5

Explain:



MODULE 4: GENDER EQUALITY: THE BENEFITS



FACILITATOR PREPARATORY TIME: 3 hours

MODULE DURATION: 2 hours



MODULE 4: OVERVIEW

Module 4 presents the benefits derived from improving gender equality. This module also demonstrates how participants can use the Engendering Industries Best Practices Framework for Male-Dominated Industries. If delivered virtually, facilitators should ensure that there is one co-facilitator in each breakout group.



PARTICIPANT LEARNING OBJECTIVES

1. Understand and be able to explain how gender equality benefits an organization, and use this knowledge to create a business case for gender equality at your organization.
2. Discover how to use Engendering Industries' Delivering Gender Equality: A Best Practices Framework for Male-Dominated Industries to improve gender equality at your organization.
3. Analyze and brainstorm how the content and issues presented in this module could be addressed in your GAP.

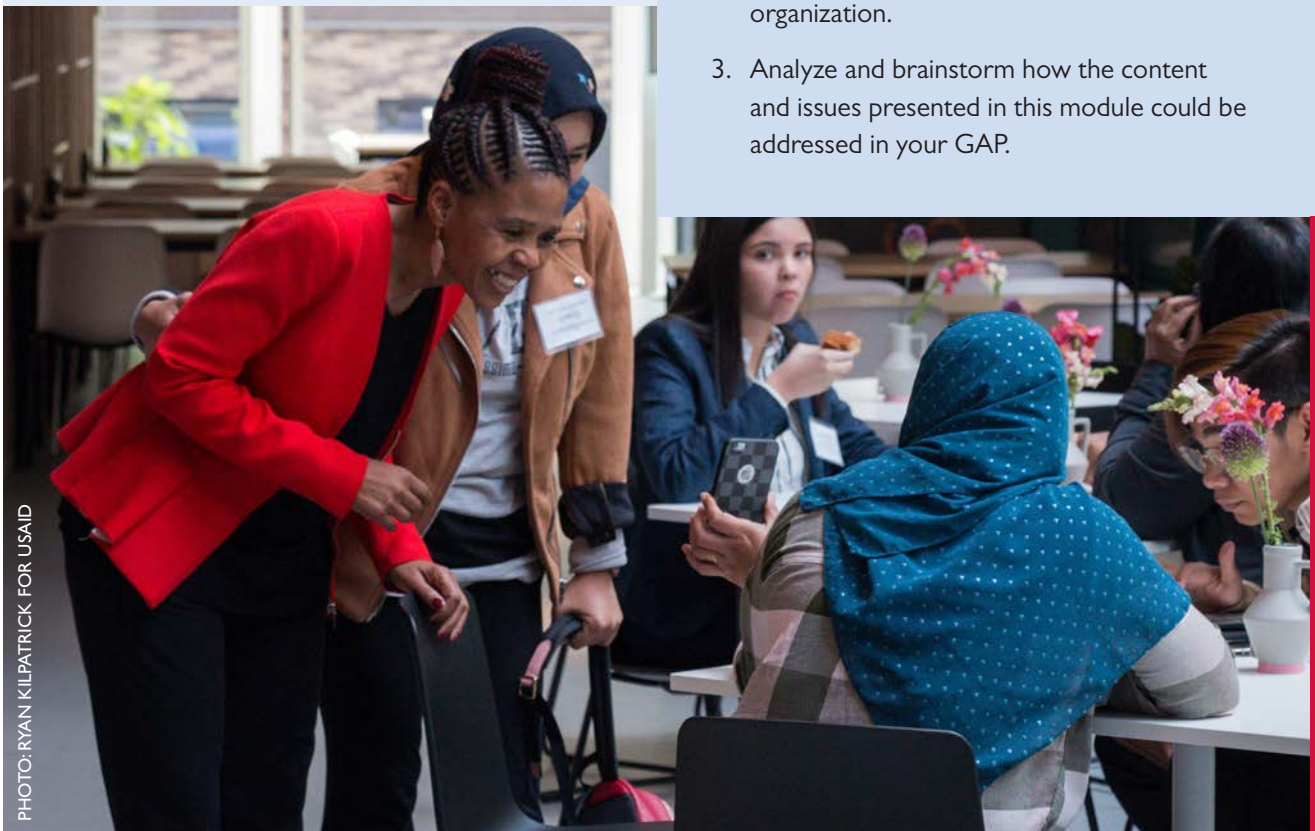


PHOTO: RYAN KILPATRICK FOR USAID



PRE-MODULE FACILITATOR READING REQUIREMENTS

Facilitators should read the following materials in advance of the program. Participants will also be reading materials that contain an asterisk (*).

- UN Women. [Understanding the Business Case for Gender Equality in the Workplace*](#)
- McKinsey & Company. [Still looking for Room at the Top: Ten Years of Research on Women in the Workplace*](#)
- ICRW. [The Costs of Sex-based Harassment to Businesses: An In-depth Look at The Workplace*](#)
- Catalyst. [Why Diversity and Inclusion Matter: Quick Take*](#)
- McKinsey. [Diversity during COVID-19 still matters*](#)

KEY EXERCISES AND ACTIVITIES IN MODULE 4

In Module 4, there are three activities that will require use of the **Participant Handbook**.

Activity 1: How Has the COVID-19 Crisis Affected Men and Women Differently in Your Company?

Objective: Begin to think about the benefits, and thereby begin developing the business case, for the organization sponsoring each participant to participate in this program.

Duration: 8 minutes

- Plenary discussion: 8 minutes

Overview: It is important for the facilitator to review and familiarize with individual organizational responses to the questions regarding COVID-19 prior to this session. The facilitator should ensure that individual participants come prepared to the session with the results of their organizational equality assessment, and particularly review their COVID-19 responses. During this session, participants will be asked to review their own organizational survey and discuss in plenary the following questions:

1. How has the COVID-19 crisis affected your company?
2. How has the COVID-19 crisis affected the situation of female workers in your company?

Participants are asked to record in their **Participant Handbook** key notes of how COVID-19 affected their company and the situation of female workers in their company during the discussion, reflecting on ideas of others as well, and highlighting some ideas for their GAP on critical challenges that may need to be addressed at the company to reduce the effects now and in the future to build resilience. Three to four volunteers will be asked to share in the plenary for four minutes.

After the facilitator presents information about COVID-19, participants will be asked to discuss in plenary what their organization has put in place and what could have been done differently or better. Participants are asked to record in their Participant Handbook ideas that could be worth considering at their own organization that could be included in their GAP. Some ideas that could come up include:

- Create inclusive gender-response plans and measures

- Apply a gender and diversity lens to all decision-making to ensure any budget, planning, cuts, or other support considers the short-term and long-term differential impact on individuals and the organization. Consider alternative solutions, especially when it comes to layoffs.
- Ensure new planned policies do not create adverse effects for women or others with diverse social identities, such as work-from-home options that decrease visibility and opportunities for challenging assignments, or safety measures limiting women’s ability to perform.
- Draft a formal crisis response or plan to communicate both internally and externally that supporting and including women at this time is a priority.
- Ensure women and others with diverse social identities are represented in crisis task forces and response teams and all decisions related to the workplace. Consult women and other groups when making decisions and drafting plans to respond to crisis.
- Ensure measures will not create adverse effects.
- Support working parents and keep in mind that the majority of unpaid care work falls on women. Men can be motivated to support women to reconcile work life and family life.
- Allow flexible work schedules and home-based work, while recognizing the need for childcare and provision of support mechanisms (e.g., hotlines or childcare support) for those who struggle due to insufficient working conditions or social challenges. Develop a plan to account for the impacts of work from home during performance reviews, especially for women who had childcare responsibilities at home. Ensure they will not get punished for being “absent.”
- Support mental well-being of employees in times of crisis. Share domestic violence resources with all employees or find ways for women to report cases of domestic violence. Offer mental or psychological support virtually through psychologists or other forms of coaching and/or regular check-ins with the entire team.
- Ensure gender equality, diversity, and inclusion are still a priority.

Activity 2: What’s in It for Your Organization?

Objective: Begin to think about the benefits, and thus developing the business case, for the organization sponsoring each participant to participate in this program.

Duration: 8 minutes

- Individual self-reflection work: 3 minutes
- Plenary discussion: 5 minutes

Overview: Participants are asked to take three minutes to reflect on, and write in their **Participant Handbook**, responses to these questions:

- What benefits does your organization expect from increasing gender equality?
- What is your organization’s intention in joining this program?

The facilitator then leads a plenary discussion, asking three to four volunteers to discuss their responses.

Activity 3: Gender Equality: The Main Benefits

Objective: Understand the business and performance benefits of gender equality.

Duration: 20 minutes

- Small group work: 10 minutes
- Plenary discussion: 10 minutes

Overview: The facilitator will introduce the graphic showing Gender Equality: The Main Benefits. Participants are asked to take ten minutes in four small groups to discuss: “How can gender equality improve these attributes/create these benefits?” Each group will be assigned specific benefits to focus on, broken down as follows:

- Group 1: Benefits 1, 2, 3; perspective, creativity, innovation
- Group 2: Benefits 4, 5, 6; problem solving, decision making, increased profits
- Group 3: 7, 8; higher employee engagement, reduce employee turnover
- Group 4: 9, 10; Better company reputation, improved hiring results

In plenary, groups will be asked to report out. Each group will be asked to contribute only new information that has not yet been said by previous groups.



ANTICIPATED PARTICIPANT QUESTIONS AND/OR FACILITATION CHALLENGES FOR MODULE 4

- **Domestic violence is a private matter. It has nothing to do with the workplace. What happens at home remains at home.** Explain that domestic violence, like any other form of gender-based violence and sexual harassment, affects individuals, their teams, and their organizations. Organizations are part of society and need to take responsibility for providing their team members with what they need to thrive. If they do not, businesses risk profit loss through decreased productivity and employee retention. For example, one study⁸ estimates:
 - The average cost through lost productivity is \$22,500 per person working in a team affected by harassment;
 - Annual cost of sexual harassment due to absenteeism, lost productivity, and turnover exceeded \$6 million per Fortune 500 company; and
 - Recruitment costs range from \$5,000 to \$10,000 for an hourly employee, \$7,500 to \$12,500 for mid-level employees, and \$75,000 to \$211,000 for high-level employees.

If you want to address the challenge of GBV and sexual harassment in your organization, but you don't have the specific expertise internally, we highly recommend you work with a GBV and sexual harassment specialist. GBV and sexual harassment are complex problems that need to be addressed carefully, with the right expertise, and a survivor-centered approach that gives the highest priority to the survivor's best interest, decisions, and confidentiality.

⁸ International Center for Research on Women (ICRW). 2018. The Costs of Sex-based Harassment to Businesses: An In-Depth Look at the Workplace. Available at: https://www.icrw.org/wp-content/uploads/2018/08/ICRW_SBHDonorBrief_v5_WebReady.pdf

- **I don't agree with what you said on gender essentialism. Women do have different attitudes or attributes than men.** Let's discuss an important distinction: there is a difference between specific attributes that individuals are born with, like the color of their eyes, and other attributes, such as personality traits and attitudes that individuals progressively develop depending on their family and social environment. Because men and women are socialized differently at school, in their family, and at work, they develop different traits. But those attributes are not part of their DNA; they stem from social contexts and environments, and they can evolve. At the same time, women may share common traits because they have gone through similar experiences. For example, women leaders tend to be more inclusive and compassionate and give more attention to gender-related issues. At the same time, women are a very diverse group of people with personalities and attributes that are as diverse as their social background, education, and life experience. You can't expect a woman leader to be more compassionate just because she is a woman. So always find the right balance between recognizing that while women may share some traits and attitudes because of similar life experiences, they are unique individuals with their own talent and potential.

NEXT STEPS AND PREPARATIONS FOR MODULE 5

- Remind participants that they should take time after the module concludes to brainstorm ideas in their GAP. At the conclusion of this module, prompt the participants to:
 - Reflect on what the benefits are for their own organization to improve gender equality (e.g., start to think about the business case and ideas to complete that portion of the GAP).
 - Reflect on how COVID-19 has affected women and men differently at your organization and begin to note some ideas for strategic goals, targets, and activities in your GAP that could help your organization build more resilience to address, or mitigate, the gendered impacts of COVID-19.
 - Reflect on what is already included in the GAP and apply your knowledge accordingly to update your plan.
- Review the required readings for the next session.



PHOTO: GRENLEC/GRENADA

⁹ IPew Research Center. (2018). Views on Leadership Traits and Competencies and How they Intersect with Gender. Available at: <https://www.pewresearch.org/social-trends/2018/09/20/2-views-on-leadership-traits-and-competencies-and-how-they-intersect-with-gender/>



FACILITATOR KNOWLEDGE SELF-ASSESSMENT

List three business-related benefits that an organization can derive from improving gender equality?

List 3 benefits here:

How do you explain that gender-diverse leadership teams make better decisions and achieve better performance results?

Explain:

How do you explain that in times of crisis such as pandemics, gender equality needs to remain a priority for organizations?

Explain:

How comfortable do I feel facilitating the following?

If your answer is 3 or below, please explain which topics you don't feel capable of facilitating and what you could do about it.

How comfortable do I feel about facilitating this module?

1: Not comfortable at all;
5: Very comfortable
1 • 2 • 3 • 4 • 5

Explain:



PHOTO: USUGIMONGOLIA

MODULE 5: GENDER EQUALITY STRATEGY AND CHANGE MANAGEMENT



FACILITATOR PREPARATORY TIME: 3 hours

DURATION: 4.5 hours (Day 1: 2.5 hours; Day 2: 2 hours)



MODULE 5: OVERVIEW

Module 5 builds on Module 4 (Gender Equality: The Benefits) and illustrates how organizations can use data to design a gender equality strategy that includes a business case for gender equality. The module will also demonstrate how to set SMART goals and targets for gender equality, and how to plan interventions and activities using a change management approach. If delivered virtually, facilitators should ensure that there is one co-facilitator in each breakout group.

This session introduces some critical activities that serve as building blocks to completing the gender action plan. Participants should be introduced to their assigned coach prior to this session. The activities in this session are not designed to be completed in the time allotted for the module, but participants should start working on them during break out sessions. Completion of the activities should be assigned as homework and participants should submit their completed activities to their assigned coach with an appropriate deadline depending on the length and pace of the course.



PARTICIPANT LEARNING OBJECTIVES

1. Learn how to design and implement a gender equality strategy using change management theories.
2. Learn how to successfully engage stakeholders, including leadership, to advance gender equality.
3. Learn how to anticipate and address challenges and resistance to change.
4. Learn how to conduct a robust gender gap assessment, based on their organization's pre-program rapid organizational gender assessment, and start designing a gender equality strategy for their organization.
5. Learn the basics of creating a dedicated budget and tracking use of financial resources to increase gender equality and diversity.
6. Analyze and brainstorm how the content and issues presented in this module could be addressed in your GAP.



PRE-MODULE FACILITATOR READING REQUIREMENTS

Facilitators should read the following materials in advance of the program. Participants will also be reading materials that contain an asterisk (*).

- Australian Government. [Workplace Gender Equality Strategy Guide](#)*
- Women Empowerment Principles: [Gender Gap Analysis Tool](#)*
- USAID's Engendering Industries Program: [Developing a Business Case for Gender Equality](#)*
- USAID's Engendering Industries Program: [Setting Strategic Gender Equality Targets](#)*
- USAID's Engendering Industries Program: [Organizational Goal Setting for Gender Equality](#)*
- USAID's Engendering Industries Program: [Integrating Gender into Workplace Policies](#)*

KEY EXERCISES AND ACTIVITIES IN MODULE 5

In Module 5, there are six activities that will require use of the **Participant Handbook**.

DAY 1 EXERCISES

Activity 1: Create a Causal Map and Build the Business Case

Objective: Participants will learn to build a [causal map](#), linking gender-equality interventions to gender-equality goals and concrete business performance objectives to support 1) building a business case for gender equality and 2) creating a gender equality strategy.

Duration: 24 minutes

- Presentation and discussion: 7 minutes
- Small group discussion: 12 minutes
- Plenary discussion: 5 minutes

Overview: This activity begins with the introduction of the concept of a causal map in a seven-minute plenary discussion. A causal map is a tool that is used to explain how factors lead to a specific outcome. Following plenary discussion and facilitator noting how one may complete the causal map linkage for Company C, the facilitator presents examples of the business case, before participants break into small groups with their colleagues from the same organization and take part in a 17-minute workshop on building the business case using the causal map. Participants are asked to refer to the [causal map tool worksheet](#). At the end, they will be asked to summarize this within their GAP within the business benefits section of the plan. Participants from within the same organization will work together in small groups for 12 minutes on using the causal map tool to answer the following questions for their own organization:

- List two business priorities/objectives of your organization in column C of the Causal Map, referring back to your responses in the pre-program organizational assessment. Work backward to column B, then A.
- Explain how gender equality can contribute to these objectives and the benefits of increased gender equality at an organization.

For four minutes in the plenary, the facilitator asks for volunteers or selects a few groups to present their

business case/causal map with one example. The goal is to show that a range of possible interventions could produce promising results for organizations. The participants should be reminded to later, with their colleagues, translate this causal map they have developed for their organization to complete the business case portion of the GAP template for their organization.

Activity 2: Organizational Gender Equality Assessment Tool

Objective: Support individuals to recognize as a team where their organization is on the gender equality road map using the [Organizational Phase Assessment Tool](#).

Duration: 25 minutes

- Explanation in plenary: 2 minutes
- Small group work: 20 minutes
- Debrief in plenary: 3 minutes

Overview: Participants from the same organization will work together for 12 minutes with intermittent co-facilitator guidance on the Gender Equality Road Map Organizational Assessment (found online [here](#)). Participants may choose to work collaboratively on a soft (electronic) copy. Participants may not complete this in full, but this is a chance to get started with a co-facilitator to support, and they may continue to work with their colleagues to complete after the session. This exercise will help to develop strategic priorities within their GAP.

THE GENDER EQUALITY ROAD MAP ORGANIZATIONAL PHASE ASSESSMENT:

| PHASE | CHARACTERISTICS | APPLIES TO MY/OUR ORGANIZATION (YES/NO) | COMMENT/ EXPLANATION |
|------------------|--|---|----------------------|
| Avoiding | Structural and cultural barriers to female career progression are unrecognized or denied. | | |
| | Exclusive and/or discriminatory behavior towards women accepted and/or normalized. | | |
| | No measurement or reporting of gender representation or equality issues. | | |
| | No one accepts (or sees a need to allocate) accountability for gender equality / diversity. | | |
| Compliant | Gender equality /diversity are seen as a compliance risk, not a business enabler or imperative. | | |
| | Any gender equality/diversity activity is limited to meeting compliance obligations. | | |
| | Responsibility for compliance with gender legislation or regulation is owned by support functions. | | |
| | Only data required to meet compliance obligations is gathered and is not exploited. | | |

Continued on next page

THE GENDER EQUALITY ROAD MAP ORGANIZATIONAL PHASE ASSESSMENT:

| PHASE | CHARACTERISTICS | APPLIES TO MY/OUR ORGANIZATION (YES/NO) | COMMENT/ EXPLANATION |
|---------------------|---|---|----------------------|
| Programmatic | Gender equality/diversity activity occurs only in response to issues that can't be ignored. | | |
| | Actions and initiatives are ad hoc, reactive, and tactical rather than planned, proactive, and strategic. | | |
| | Gender initiatives are disconnected and fragmented, which limits synergies, efficiencies, and impact. | | |
| | Business priorities take precedence and displace gender equality action if/when necessary. | | |
| | Failure of gender program initiatives to achieve progress or change undermines long-term support. | | |
| Strategic | A specific business case for addressing gender equality is identified and promoted by leaders. | | |
| | A gender strategy is developed that links to and supports business strategy and objectives. | | |
| | Gender strategy is used to guide effort, investment, and specific initiatives and is regularly reviewed. | | |
| | GAPs are developed and implemented to realize gender equality strategic objectives. | | |
| | Governance and reporting mechanisms are in place to ensure leadership oversight. | | |
| Integrated | Gender equality best practice is integrated into business and personnel policies and processes.. | | |
| | The business case for gender equality is understood and embraced at all organizational levels. | | |
| | Commitment to, and investment in, gender equality progress is unaffected by business challenges. | | |
| | Structural and cultural barriers to female career progression are actively challenged and addressed. | | |
| Sustainable | Business leaders hold themselves and their people publicly accountable for gender equality outcomes. | | |
| | Leaders have the necessary capability, confidence, and commitment to build gender-inclusive culture(s). | | |
| | The organization and its leaders are role models for gender equality/inclusion and they influence others. | | |
| | Ongoing commitment to gender equality is unaffected by changes in leadership composition. | | |
| | Gender equality is simply part of how business is done and how people work together—always. | | |

Activity 3: Conducting a SWOT Analysis

Objective: Participants begin working together on a [SWOT analysis](#) of their organization to assess the status of gender equality at their organization.

Duration: 20 minutes

- Plenary explanation: 3 minutes
- Small group work: 15 minutes
- Plenary debrief: 2 minutes

Overview: Participants from the same organization will work on a SWOT analysis for 15 minutes in small groups with co-facilitator round-robin support. A SWOT analysis is a useful tool that focuses on gender equality to help an organization's participants identify and assess the status of gender equality at the organization, what they are doing well, and what they need to improve. The SWOT analysis tool can be found online [here](#). Participants are encouraged to work together with their colleagues from the same organization on a soft (electronic) version on a sharing platform to collaboratively begin working on the SWOT. Participants may not complete the SWOT but are able to get started and may continue making progress on this after the session with their colleagues.

Activity 4: Identifying Challenges and Securing Leadership Buy-In

Objective: Participants will identify main challenges to implementing gender equality efforts and will begin to brainstorm ideas to address these challenges, with a spotlight on securing leadership buy-in.

Duration: 13 minutes

- Presentation: 1 minute
- Small group work: 10 minutes
- Plenary share outcomes in chat: 2 minutes

Overview: In small groups of five, participants will hold a ten-minute discussion of three main challenges to implementing gender equality interventions. In plenary, one representative from each group will share outcomes in the chat. Following the session, participants are encouraged to reflect with colleagues from their own organization on the challenges they anticipate and to record these in their Participant Handbook. They should reflect on how their GAP may need to include strategic measures to overcome these challenges.

DAY 2 EXERCISES

Activity 5: Start Working on Your Gender Equality Strategy

Objective: Participants begin working together to develop a gender equality strategy for their organization with SMART goals.

Duration: 15 minutes

- Small group work: 10 minutes
- Plenary discussion: 5 minutes

Overview: Participants from the same organization discuss the following in small groups for ten minutes:

1. Look at your rapid organizational assessment and identify one important gender equality gap that, if you solve it, may support achievement of an overarching organizational goal. Refer back to your causal map

and select a strategic gender equality gap that will help achieve an organizational goal.

2. The participants will then work collaboratively to fill out the [Gender Equality Goals, SMART Targets, and Activities Worksheet](#). For more information, use and refer participants to the [Engendering Industries Organizational Goal Setting](#) and [Target Setting](#) guides.
3. What activities would you conduct to meet your goal and SMART target? In year one? Year two? Year three? Beyond?

In plenary, ask one or two participants to present their work (five minutes total in plenary). Provide feedback on how SMART the goals are. Remind participants to continue elaborating SMART goals with colleagues from the same organization and begin transferring information into their organization's GAP, which they will have more time to work on in Module 11.

Activity 6: Stakeholder Mapping

Objective: Increase understanding of stakeholders and their influence over the successful implementation of their GAP using the [Stakeholder Mapping Worksheet](#).

Duration: 25 minutes

- Presentation: 3 minutes
- Small group work: 20 minutes
- Debrief in plenary: 2 minutes

Overview: A stakeholder is someone:

- With an interest in or concern about something
- Who can derail a project?
- Who can enable a project?
- Who is affected by a project?

Ask participants to take two minutes to individually answer the question in their **Participant Handbook**:

- How do you balance the needs/interests of the various stakeholders (e.g., staff, clients, regulators, partners, and family)?

Ask participants to work with their colleagues after the session to reflect on stakeholders at their organization who can influence the organization's success in implementing their GAP. The Stakeholder Mapping Worksheet can be found on the Accelerated Program webpage [here](#).

Facilitator should provide the following reminders to participants:

- Ensure that both male and female stakeholders are engaged fully in the process. This may require outreach and extra effort...especially in cultures where women are less often represented in professional or public forums.
- As you think about your stakeholders, it can be easy to spend too much time paying attention to people who are supportive and positive. While these stakeholders are helpful, participants need to be careful not to overestimate how much influence they have in the organization. Involve them as participants, advocates, and change champions. If you can strengthen their influence in the organization, you might increase their influence over time. However, these individuals might not be the "horses" who still believe in your goals but ALSO have

influence and power in the organization. They can help provide access to other leaders or resources to help accomplish your goals.

- Weak resisters can be given data or other evidence to encourage their support.
- You must be careful with powerful resisters. If it's not possible to convince them, you may be able to mitigate their negative impact by being strategic about their inclusion in meetings or task forces to ensure they don't dominate the conversation.



ANTICIPATED PARTICIPANT QUESTION AND/OR FACILITATION CHALLENGES FOR MODULE 5

What if the business case contradicts other business performance metrics or success factors?

A suitable gender-equality business case should support the business metrics of the company and help the company reduce risk and become more successful.¹⁰ There are some instances where the business case for gender equality may conflict with other business key performance indicators, e.g., when companies need to reduce staff. In this case, it is important to look for solutions that do not conflict with these targets (e.g., instead of hiring new staff, upskill women who are already in the workforce, take a close look at opportunities that come up through retirement, etc.). In a few other cases, a value-oriented approach can be taken in which the benefit of increased gender equality is made a priority by senior leadership, even though it may not support other KPIs. The most persuasive arguments with senior leaders are generally quantitative and proximal to the business.¹¹ Understanding and providing specific examples of how the business will benefit from increasing female participation will be critical.



NEXT STEPS AND PREPARATIONS FOR MODULE 6

- **HOMEWORK:** Remind participants that they should take time after the module concludes to brainstorm ideas in their GAP. At the conclusion of this module, prompt the participants to reflect on and continue to refine with their colleagues:
 - Causal map
 - Gender Equality Road Map Organizational Assessment
 - SMART goals
 - Gender equality challenges and senior leadership buy-in strategies
 - Stakeholder Mapping Matrix
- Participants should complete the activities in this section and submit it as homework to their assigned coach or point of contact for the
- In Module 11 you will have more time to reflect on these inputs to your GAP. In the meantime, ensure you review any content you already have documented in your plan and update according to what you learned today.
- In advance of the next session, review your organization's website. See if your organization reports on gender and diversity indicators and look at the pictures and wording used to present the organization, products and services, and the workforce. If possible, tell participants to bring electronic or printed copies of their organization's communications practices.
- Review the required readings for the next session.

¹⁰ PMI. (n.d.) Available at: <https://www.pmi.org/learning/library/need-business-case-6730>

¹¹ UN Women. (n.d.) Understanding the Business Case for Gender Equality in the Workplace. Available at: <https://promundoglobal.org/resources/understanding-the-business-case-for-gender-equality-in-the-workplace/>



FACILITATOR KNOWLEDGE SELF-ASSESSMENT

What are the four characteristics of a good gender equality strategy? *Explain:*

What makes a compelling business case for gender equality? *Explain:*

Three tips I would recommend to garner buy-in from the organization's leadership for gender equality and diversity and inclusion efforts *Explain:*

Why is it important to understand the social network when leading change toward gender equality? *Explain:*

Please rate how comfortable you feel facilitating the following topics:

If your answer is 3 or below, please explain what you can do to feel more comfortable

How to design a gender strategy 1: Not comfortable at all; 5: Very comfortable *Explain:*
1 • 2 • 3 • 4 • 5

How to design a business case for gender equality 1: Not comfortable at all; 5: Very comfortable *Explain:*
1 • 2 • 3 • 4 • 5

Discuss the main challenges around equality and inclusion efforts 1: Not comfortable at all; 5: Very comfortable *Explain:*
1 • 2 • 3 • 4 • 5



PHOTO: TPDDL/INDIA

MODULE 6: GENDER EQUALITY, ORGANIZATIONAL CULTURE, AND CORPORATE COMMUNICATION



FACILITATOR PREPARATORY TIME: 3 hours

DURATION: 2 hours



MODULE 6: OVERVIEW

Module 6 builds upon Module 5 by discussing how the gender equality strategy can be integrated into the organizational culture. Module 6 further explores how an organization can adopt international standards and join international campaigns on gender equality to gain support for its actions and improve its reputation. It also examines the importance of public commitments to goals and regular reporting on progress and provides guidance to develop more gender-responsive corporate communications practices. If delivered virtually, facilitators should ensure that there is one co-facilitator in each breakout group.

ARTIFACTS:
Norms, Practices, Symbols

FOUNDATIONS:
Assumptions, Values,
Meanings



PARTICIPANT LEARNING OBJECTIVES

1. Learn how to shift a male-dominated organizational culture to a culture and leadership that actively advances gender equality and how to communicate this intention to the organization.
2. Discover how to adopt international standards, endorse international commitments, and join international campaigns for gender equality that will benefit your organization's reputation and sustain its gender strategy. Learn how to discuss these options with organizational leadership.
3. Learn how to disclose gender equality goals (internally within the organization and externally to the public) and align corporate communication and branding practices with gender equality goals.
4. Learn how to engage the organization's leaders and communications department to develop more gender-responsive corporate communications practices.
5. Analyze and brainstorm how the content and issues presented in this module could be addressed in your GAP.



PRE-MODULE FACILITATOR READING REQUIREMENTS

Facilitators should read the following materials in advance of the program. Participants will also be reading materials that contain an asterisk (*).

- Review your organization's website: see if your organization reports on gender and diversity indicators and look at the pictures and wording used to present the organization, products and services, and the workforce. If possible, participants should have with them during the module electronically saved (for virtual) or printed examples (for in-person) of their organization's communications practices.*
- Read about the Women Empowerment Principles (WEPs) on their website: <https://www.weps.org/>.
- UNDP. "Let's Speak Gender": 10 Principles for gender-responsive communications for development.*
- New York Times. [Madam C.E.O. get me a coffee.](#)*
- Boston Consulting Group. [Measuring What Matters in Gender Diversity.](#)
- Manpower Group. [7 Steps to Conscious Inclusion: A Practical Guide to Accelerating More Women into Leadership.](#)
- McKinsey (2018). [Still Looking for Room at the Top: 10 Years of Research on Women in the Workplace.](#)
- SHRM. [Understanding and Developing Organizational Culture.](#)
- Gotham Culture. [Organizational Culture.](#)

KEY EXERCISES AND ACTIVITIES IN MODULE 6

In Module 6 there are four activities that will require use of the **Participant Handbook**.

Activity 1: Artifacts and Foundations of Organizational Culture (Iceberg Example)

Objective: Discover the visible artifacts versus the deep-rooted foundations of organizational culture.

Duration: 10 minutes (plenary session)

Overview: Organizational culture is a set of shared assumptions that guide behaviors. Artifacts are things you can SEE:

- Awards given
- Dress norms
- Preferred parking spots for the boss versus the "employee of the month"
- Office locations and sizes
- Promotion practices

Conversely, foundations, or assumptions, are not as visible, but underlie the artifacts:

- Hard work will be rewarded
- Family members will be promoted over non-family staff
- Delivering outcomes is more important than the process used to achieve them

Plenary discussion will be facilitated for five minutes to discuss the following questions:

- What are some of the artifacts in your organizational culture?
- What are some of the foundations, or assumptions, of your organizational culture?

Encourage participants to reflect and record in their **Participant Handbook** both the artifacts and assumptions of their organizational culture while the group discusses. This will be important in developing the GAP, ensuring that there are strategic goals in place to address artifacts and underlying organizational culture that lead to harmful assumptions.

Activity 2: Changing Corporate Culture Exercise #1

Objective: Discover the challenges in changing corporate culture.

Duration: 6 minutes

Overview: In plenary, discuss the following questions:

- What are some of the artifacts in your organizational culture?
- What are some of the foundations, or assumptions, of your organizational culture?

The assigned co-facilitator will take notes, listing actions that will be required to shift to a culture that supports gender equality. This will be revisited in plenary when discussing the final slide of the session. Participants are encouraged to reflect and record their thoughts in the **Participant Handbook** on challenges and actions they can take to shift culture to support gender equality at their own organization. This will be important to reflect on and incorporate into the GAP.

Activity 3: Changing Corporate Culture Exercise #2

Objective: Collectively discuss how the assumptions and values embedded in culture can enable or inhibit change and sustain gender equality.

Duration: 20 minutes

- Explanation in plenary: 2 minutes
- Small group discussion: 15 minutes
- Plenary discussion: 3 minutes

Overview: In small groups, alongside colleagues from their respective organizations, participants will discuss and complete the following questions for 15 minutes.

- What are the fundamental assumptions or values of your organization?
- In order to be an executive at this organization, you must....
- In order to be promoted, you must....
- Most everyone who gets selected for advanced training is....
- How do these assumptions or values affect employee behavior, attitudes, motivation, and work ethic (e.g., who gets invited to training, who is considered for promotion, etc.)?
- Are there any assumptions or values that inhibit the progress of women in the organization?

Participants should record responses within their **Participant Handbook** so that they may reflect on these responses and design appropriate goals and strategies as part of their GAP. In plenary, each organization is asked to share one assumption or value. Write them on a white board.

Activity 4: Creating Gender-Responsive Communication

Objective: Analyze the role of imagery in conveying an organization’s commitment to gender equality.

Duration: 6 minutes

- Small group work: 4 minutes
- Plenary discussion: 2 minutes

Overview: Based on the principles for gender-responsive communications, ask participants to discuss the three images presented on the slide in small groups for four minutes, and record their thoughts in their participant handbook.



ANTICIPATED PARTICIPANT QUESTION(S) AND/OR FACILITATION CHALLENGES FOR MODULE 6

- **Men may feel excluded when gender equality becomes a priority in corporate culture and communications. What can we do to address this problem?** It is important to make clear that gender equality is a topic for everybody—women and men—and that everyone benefits from improving gender equality. Leaders, but also staff in the company, need to understand why gender equality is good for the business and also the image of the company. Also they should be made allies to support gender equality efforts and become proud supporters, instead of “left-out” resisters.
- **Participants may complete questions in Activity 3 as follows:**
 - In order to be an executive at this organization, you must... be a man.
 - In order to be promoted, you must... be from the right family or have the right connections.
 - Most everyone who gets selected for advanced training is... male because women cannot be away from home for training.

If participants give these answers, the facilitator should explain that these assumptions reflect an organizational culture that inhibits the progress of women. They are beliefs and organizational culture traits that are shared among the teams, sometimes unconsciously, and that need to be identified then addressed to give women the same access to opportunities.



NEXT STEPS AND PREPARATIONS FOR MODULE 7

- **Homework: Corporate Communication Exercise:**
 - Ask participants to review their organization’s website to see if the organization reports on gender and diversity indicators and to look at the pictures and wording used to present the organization, products and services, and the workforce.
 - Ask participants to identify three ways to strengthen their organization’s communications policies and guidelines to be more gender responsive, recording them in their Participant Handbook.
 - Ask participants to discuss their key recommendations with the colleagues from their organization

and reflect on what they may incorporate into their GAP in the Communications Strategy, and potentially in the Communications ELC table, based on what they have recorded.

- Remind participants that they should take time after the module concludes to brainstorm ideas in their GAP. At the conclusion of this module, prompt the participants to:
 - Review and reflect on what they have recorded on challenges within the organizational culture, challenges to changing it, and ideas on strategies, actions, and targets to incorporate into their GAP, particularly in the Corporate Culture ELC.
 - Review other ideas recorded in your GAP, reflecting on your learning today.
 - Discuss with colleagues from your organization and make revisions or updates to reflect your learnings.
- Review the required readings for the next session.



FACILITATOR KNOWLEDGE SELF-ASSESSMENT

How comfortable do I feel discussing organizational culture? *Explain:*

Do I have enough background knowledge to answer questions about how you can shape organizational culture? *Explain:*

Am I familiar with the role of international alliances in shaping perceptions? *Explain:*

Please rate how comfortable you feel facilitating the following topics: *If your answer is '3' or below, please explain what you can do to feel more comfortable*

Organizational culture change 1: Not comfortable at all; 5: Very comfortable *Explain:*
1 • 2 • 3 • 4 • 5

Examples of international campaigns for gender equality, such as the WEPs 1: Not comfortable at all; 5: Very comfortable *Explain:*
1 • 2 • 3 • 4 • 5

Gender-responsive communications practices 1: Not comfortable at all; 5: Very comfortable *Explain:*
1 • 2 • 3 • 4 • 5



PHOTO: USUG/MONGOLIA

MODULE 7: GENDER EQUALITY AND THE ROLE OF MALE LEADERS AS ALLIES



FACILITATOR PREPARATORY TIME: 3 hours

DURATION: 2 hours



MODULE 7: OVERVIEW

The module builds upon the content taught in Module 3 on male engagement and Module 6 on organizational culture and corporate communications by focusing on male engagement interventions in the workplace. If delivered virtually, facilitators should ensure that there is one co-facilitator in each breakout group.

INCLUSION

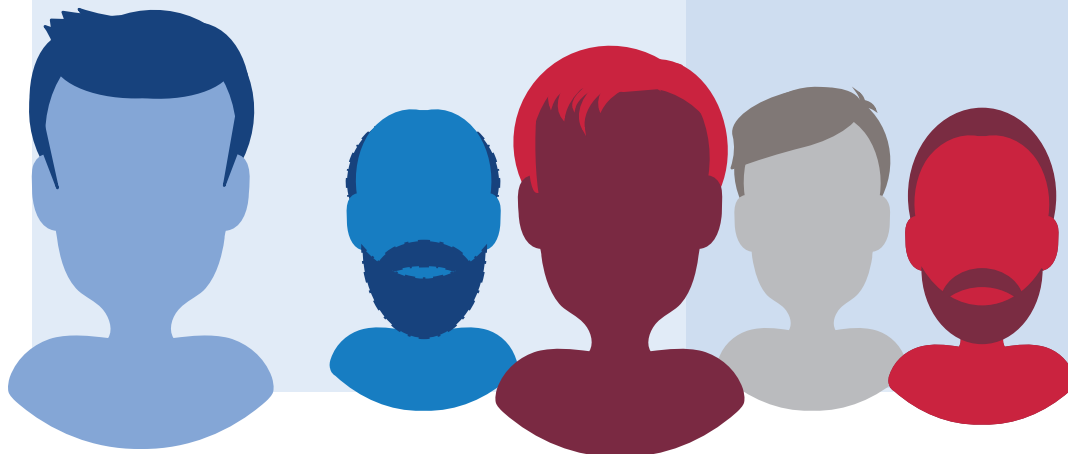
INCLUSION



PARTICIPANT LEARNING OBJECTIVES

1. Learn how to develop transformative strategies for male-dominated industries and discuss goals for corporate change.
2. Learn to support male engagement, identify male change agents, and motivate them to act as promoters and ambassadors for gender equality.
3. Learn how to engage senior leadership and staff in gender equality and inclusion efforts.
4. Learn how to intervene when witnessing discriminatory or inappropriate behaviors toward women and other employees.
5. Analyze and brainstorm how the content and issues presented in this module could be addressed in your GAP.

INCLUSION





PRE-MODULE FACILITATOR READING REQUIREMENTS

Facilitators should read the following materials in advance of the program. Participants will also be reading materials that contain an asterisk (*).

- [Actions Men Can Take to Create an Inclusive Workplace \(MARC by Catalyst\)*](#)
- [Dos and Don'ts for Engaging Men and Boys \(USAID Interagency Gender Working Group\)](#)
- [HeforShe Campaign*](#)
- [Promundo-US \(2019\). So, You Want to be a Male Ally for Gender Equality? \(And You Should\): Results from a National Survey, and a Few Things You Should Know. Washington, DC: Promundo](#)

KEY EXERCISES AND ACTIVITIES IN MODULE 7

In Module 7, there are five activities that will require use of the **Participant Handbook**.

Activity 1: From Tolerating to Inviting Women as Equals

Objective: Identify the conditions required for men to move from tolerating to inviting women as equals and for women to feel accepted and invited as equals.

Duration: 15 minutes

- Small group discussion: 15 minutes

Overview: In small groups of five participants with an assigned co-facilitator, discuss the two following questions. Make sure that participants use their assigned gender champion to think big and bold and develop ideas, especially around the aspect of gender equality that is the champion's focus. Record your thoughts in your Participant Handbook to capture your ideas to bring back to your own organization and GAP.

Question 1

What does it take for men to move from tolerating > accepting > welcoming > to inviting women as equals in all technical, managerial, and other fields of your industries and institutions and as indispensable for success?

List and explain two conditions (policies, equal pay, etc.).

Question 2

What does it take for women to feel accepted, welcomed, and invited as equals in all technical, managerial, and other fields of your industries and institutions and as indispensable for success? What would attract more women in technical/higher positions in your industry?

List and explain two conditions (policies, career opportunities, equal pay, etc.).

Don't forget about the role of men in the company, from board and top management to field staff.

Activity 2: Fears or Anxieties for Equal Opportunities and Pay

Objective: Explore the fears that women and men respectively hold of gender equality measures within same-sex groups.

Duration: 25 minutes

- Work in two large groups: 15 minutes
- Plenary discussion 10 minutes

Overview: Participants discuss the following questions in same-sex groups for 15 minutes below. Explain to participants that putting them in a group of same-sex people can help them see similarities of experiences and opinions. It may be the first time, especially for men, that they discuss these kinds of topics with men only. Invite them to enjoy this exercise as a new experience. Remind participants that same-sex groups remain very diverse: the group of women and the group of men may be composed of women or men of different age, class, and opinions. It is important to take into consideration all forms of diversity when making decisions in the company. Ask them if those fears are exacerbated in times of crisis, like a pandemic or a recession. After group discussion, invite participants to share in plenary discussion.

| GROUP OF MEN | GROUP OF WOMEN |
|--|---|
| <p>What fears do you, men, have for full equal opportunities and equality measures?</p> <p>For example:</p> <ul style="list-style-type: none"> • Losing power? • A woman as your boss? • Losing “male” culture of company? • Competition/job insecurity? • Women (or wife) earning more than you? • Women (or wife) becoming (economically) independent? • More chores at home? <p>Are those fears reinforced in times of crisis?</p> | <p>What fears do you, women, have for full equal opportunities and equality measures?</p> <p>For example:</p> <ul style="list-style-type: none"> • Increasing workload/burden? • Conflicting priorities: unpaid care work versus paid work? • (Increased) domestic violence? • Risk of abuse/abusive situations? • Not to be taken seriously? • Not accepted as boss? • Being patronized? • Constantly being tested (e.g., with heavy physical work)? <p>Are those fears reinforced in times of crisis?</p> |

Activity 3: From Passive to Proactive Allyship

Objective: Cultivate appreciation of what it means to be a proactive ally.

Duration: 15 minutes

- Individual self-reflection: 5 minutes
- Plenary discussion: 10 minutes

Overview: Martin Luther King said, “What will hurt the most in the end is not what is said by our enemies but the silence of our friends.” Most men want to be allies for gender equality, and many think they already are — but women aren’t convinced. It’s time for men to close this “allyship gap” and move from intention to thoughtful action. Participants are invited to reflect on their own experience, recording their thoughts in their **Participant Handbook**, followed by a conversation in plenary. Questions are then posed, which participants are invited to reflect on and record in their **Participant Handbook**, followed by a second brief plenary discussion:

- Do you personally implement these actions in your personal life or at work?
- What can you change in your own personal or work life to be better gender equality champions?

Participants are encouraged to reflect back on these thoughts to formulate strategic action for their GAPs.

Activity 4: Plenary Discussion: How to Intervene in Powerplay

Objective: Experience what it means to intervene as a proactive ally and influence change.

Duration: 10 minutes

- Plenary discussion: 10 minutes

Overview: In plenary, ask participants to consider potential responses to the scenario:

You overhear a male senior manager ask a female junior-level employee he supervises to have a drink with him after work?

- What would be a good, survivor-centered approach versus a harmful approach?
- How should a bystander (e.g. an observer/reporter, a junior staff woman, a manager, and a concerned staff member) respond to the situation?

Here are some potential solutions the the facilitator can reference in the plenary discussion:

- Is there a policy against that in the organization? Don’t be confrontational (e.g., Please don’t do that; there is a policy against that. I would hate that something bad happens to you.) Don’t sound like the police, but show you are looking out for their best interests. It is an effective way to change their approach.
- You can also speak with the woman who is targeted and tell her about the policy and tell her she does not have to accept the invitation.
- Ask all the colleagues around to join the party too; you may pretend you understood that the manager was inviting everybody in the team. It is an indirect intervention. But it may not be a long term solution.
- Ask the HR teams to develop a policy against that kind of behaviour. Start the process with the HR team!
- If there is no formal policy, you can still speak with the manager about how his behavior may be perceived and that it may look like he is trying to take advantage of his position (e.g., “This employee may feel she has

to go out with you because you're a senior manager, but she may not want to.") You may not convince him, but as a gender champion, it is important to see there is a need for a new policy.

- Do a group intervention along with 1 or 2 colleagues, where you speak with the manager. Avoid doing this in a confrontational way, but come with the perspective of caring and what is good for him and for the organization.
- Express your discomfort (e.g., "I am not comfortable with this behavior.") Nobody can oppose your opinion.
- Regardless of the response, it is most important that all bystanders adopt a survivor-centered approach which respects the needs and wishes of the woman (or in other cases, a man) who is being targeted. The survivor should be in full control of if, when, and how to take action.

Activity 5: Engaging Men for Transformative Action

Objective: Increase participants' understanding of the ways patriarchy is bad for women and men, and the ways patriarchy curtails opportunities for both.

Duration: 3 minutes

- Plenary discussion: 3 minutes

Overview: The facilitator presents two different ideas: 1) Transformative action for change; and 2) Exercises in Equality.

- Transformative action for change needed:
 - Understand, acknowledge, address gender injustices
 - Understand and acknowledge resistance to change
 - Build ingredients for change at every level: micro and macro (at home, work, public spaces and policy levels), e.g., child care facilities; safe transport; safe workspaces; healthcare; language use; career opportunities
- Exercises in equality:
 - Share caregiver and wage-earner roles
 - Publicly promote and support gender equality
 - Push for policy changes that support equality/justice
 - Allow mistakes without condemnation
 - Build support in communities and alliances
 - Reject bystander behavior

Participants discuss the questions below for five minutes, recording their thoughts and reflections about their own organizations within their Participant Handbook so that they may consider strategic goals and targets as they develop their GAP:

- Would such an approach work for you?
- Do you think you would find support for this in your company?

- Will there be a lot of resistance, and from whom in your company do you expect resistance?
 - Men, women, top or middle management? Field staff?
 - Do you feel the company is ready for change?

Participants are also asked to reflect on:

- Whether they feel joining the MenEngage Network would help them build their capacities for the change process in their company and personally?
- Would the idea to be part of a global alliance for gender justice that focuses on engaging men strengthen their motivation and position to promote change in the company?

Information on MenEngage is found in their Participant Handbook alongside these reflection questions and a prompt to consider this action as a potential strategic goal and activity.





NEXT STEPS AND PREPARATIONS FOR MODULE 8

- Remind participants that they should take time after the module concludes to brainstorm ideas in their GAP. At the conclusion of this module, prompt the participants to reflect on how they as individuals:
 - Inspire dialogue at their organizations to overcome fears of gender equality and move from tolerating to inviting women as equals.
 - Become proactive allies and inspire others to do the same, with concrete strategies and actions embedded into their GAP.
 - Review previous ideas on goals or activities from Module 3 related to male engagement, and from Module 6 on organizational culture change, that were recorded in the GAP and make any necessary adjustments based on learning today.
- Review the required readings for the next session.



FACILITATOR KNOWLEDGE SELF-ASSESSMENT

I see myself as a gender champion and an ally to gender equality and women’s empowerment?

1: Strongly Disagree; 5: Strongly Agree
1 • 2 • 3 • 4 • 5

What do I need to change in my personal and work life to be an even better gender champion and avoid bystander attitudes?

Explain: (don’t forget the distribution of domestic responsibilities with your family!)

Why does gender equality in the workplace benefit both women and me?

Explain:

How comfortable do I feel facilitating discussion of the following?

If your answer is ‘3’ or below, please explain what you can do to feel more comfortable

The role men need to play as allies to gender equality and women’s empowerment?

1: Not comfortable at all; 5: Very comfortable
1 • 2 • 3 • 4 • 5 *Explain:*

Examples of proactive allyship?

1: Not comfortable at all; 5: Very comfortable
1 • 2 • 3 • 4 • 5 *Explain:*

Intervention strategies toward inappropriate behaviors?

1: Not comfortable at all; 5: Very comfortable
1 • 2 • 3 • 4 • 5 *Explain:*



PHOTO: EVN/VIETNAM

MODULE 8: GENDER EQUALITY IN THE WORKFORCE



FACILITATOR PREPARATORY TIME: 3 hours

DURATION: 5 hours



MODULE 8: OVERVIEW

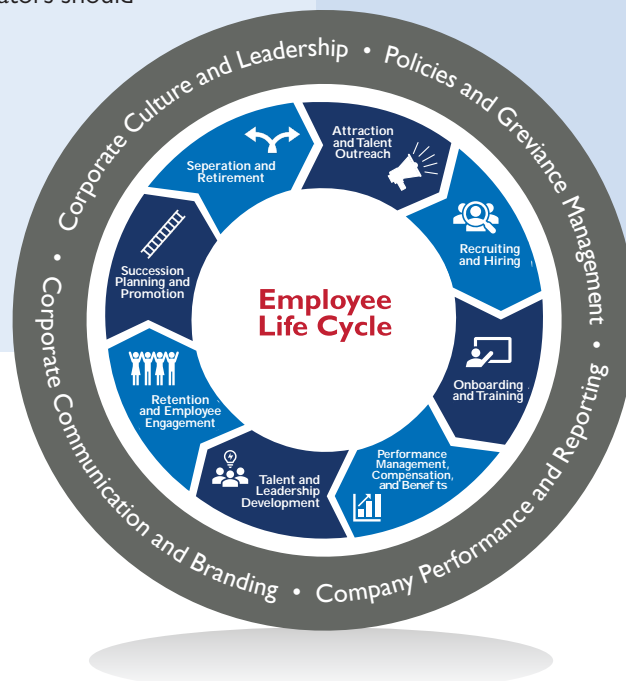
Module 8 presents foundational best practices and policies that address one of the most critical challenges male-dominated organizations face: how to attract, hire, and retain more women. These three sessions focus very squarely on the Best Practices Framework. Participants should become familiar with the Best Practices Framework through active engagement in these sessions. There will be several opportunities for participants to work with colleagues from their organization to craft interventions within specific phases of the employee life cycle, with an end goal of transferring their work to their GAP. If delivered virtually, facilitators should ensure that there is one co-facilitator in each breakout group.



PARTICIPANT LEARNING OBJECTIVES

Learn and practice applying internationally recognized best practices and policies to improve gender equality and women's participation in the workforce, including:

1. Best practices to attract, recruit, and hire a more diverse pool of talent;
2. Human resources policies that are foundational to increase gender equality; and
3. Best practices for gender-responsive onboarding and training, retention and employee engagement, and separation and retirement.





PRE-MODULE FACILITATOR READING REQUIREMENTS

Facilitators should read the following materials in advance of the program. Participants will also be reading materials that contain an asterisk (*).

- [LeanIn: 50 Ways to Fight Bias*](#)
- [Business Fights Poverty: How Businesses Can Tackle Gender-Based Violence in the World of Work*](#)
- [Best Practices Framework*](#) sections:
 - Attraction and Talent Outreach
 - Recruiting and Hiring
 - Onboarding and Training
 - Retention and Employee Engagement
 - Separation and Retirement
 - Policies and Grievance Management
- [Australian Human Rights Commission: A Step-by-Step Guide to Preventing Discrimination in Recruitment](#)
- [USAID: Integrating Gender into Workplace Policies*](#)
- [Society for Human Resource Management: New Employee Onboarding Guide](#)



PHOTO: TPDDL/INDIA

KEY EXERCISES AND ACTIVITIES IN MODULE 8

In Module 8, there are five activities that will require use of the **Participant Handbook**.

Activity 1: Setting Short and Medium-Term Targets

Objective: Apply learnings from Module 8 about how to set gender equitable SMART targets.

Duration: 17 minutes

- Small group work: 12 minutes
- Plenary discussion: 5 minutes

Overview: Participants will work in randomly assigned groups to work through a practical example of setting short and medium term targets. The participants will read a scenario of a company that has 18 percent women in its workforce but wants to increase its percentage to 40 percent. The goal is to identify short and medium term targets or processes that an organization could put in place to achieve this target of 40 percent. It is recommended that facilitators and participants review the Engendering Industries: Setting Strategic Gender Equality Targets guide. Participants should record their answers in their participant handbook.

Activity 2: Reviewing Recruitment and Hiring Best Practices

Objective: Take stock of all best practices discussed thus far in Module 8 and identify what the organization has done so far and what else they can do.

Duration: 15 minutes

- Small group work: 10 minutes
- Plenary discussion: 5 minutes

Overview: Participants will work with others in their organization to discuss which recruitment and hiring best practices presented in Module 8 have already been implemented at their organization as well as which best practices they may wish to implement in the future. This activity serves as a purpose to begin thinking about the Recruitment and Hiring phase in their Gender Action Plan. Participants should be reminded of the practices discussed in Module 8:

- Gender equitable recruitment policies
- Outreach to educational institutions
- Adopting an Equal Employment Opportunity Policy
- Gender-inclusive recruitment and hiring practices, including behavior-based interviewing, unconscious bias training for selection committees, gender-balanced shortlists and removal of biographic information from CVs
- Gender-inclusive job ads to attract more women candidates

Ask participants to record their thoughts in their Participant Handbook.

Activity 3: What is a Company's Role in Providing Childcare?

Objective: Discuss whether or not a company should make an effort and carry the financial burden of providing childcare to the children of employees.

Duration: 20 minutes

- Small group work: 15 minutes
- Plenary discussion: 5 minutes

Overview: Participants will break into random small groups to discuss the question of why companies should make an effort and carry the financial burden of providing childcare to the children of employees. This discussion will vary depending on cultural and regional context. In many countries, child care mechanisms are outside the traditional family (e.g., grandparents or other relatives), while in other regions such as Europe, formal childcare will be more common. Ensure that participants focus on the fact that as long as women still do proportionately more unpaid work, compared with men, related to home and family, these duties will continue to block career development and limit employability. Encourage participants to identify benefits to employer provided childcare (e.g., improved productivity, absenteeism, etc.) and record these thoughts in their Participant Handbook.

Activity 4: What is a Company's Role in Responding to Domestic Violence?

Objective: Discuss whether or not a company should respond to domestic violence.

Duration: 20 minutes

- Small group work: 15 minutes
- Plenary discussion: 5 minutes

Overview: Participants will break into random small groups to discuss if domestic violence is an issue for companies and whether or not addressing domestic violence crosses a line by interfering in the private lives of employees. Ensure that participants understand the impact of domestic violence on an employee and how it impacts the workplace (e.g., mental health and productivity of the survivor; perpetrators bringing unsafe behavior into the workplace, etc.) Participants should discuss things that an employer can do to address domestic violence (e.g., providing counseling, training, external support, etc.). Please note that this can be a very sensitive subject and should be handled carefully as some participants might have personal experience with domestic violence. Ensure that all small group facilitators are comfortable discussing the topic in a sensitive manner.

Activity 5: Increasing Gender Equality Across the Employee Lifecycle

Objective: Apply learnings from Module 8 to individual participants' own organization, identifying specific interventions to integrate into the [GAP](#).

Duration: 20 minutes

- Small group work: 20 minutes

Overview: Participants from the same organization will work together on the [GAP](#) template. The goal is to identify best practices for increasing gender equality across the employee lifecycle. Participants should focus on best practices and policies that are most important for their organization, and identify any challenges they expect

to encounter in their implementation. The Participant Handbook has this exercise, but they may wish to work together in a collaborative document-sharing platform. Participants may not be able to complete this exercise, but are encouraged to continue reflecting, inserting concrete actions into their GAP as they progress through modules and further develop their plan.

| PRIORITY GENDER EQUALITY INTERVENTIONS ACROSS EMPLOYEE LIFE CYCLE (Long-Term) | | | | | | |
|--|---|---|---|---|---|--|
| Employee Life Cycle Phase | Vision What do you want to achieve? | SMART Targets How do you break down the vision to make it actionable? | Actions How are we going to reach the target? | Responsibilities Who will drive the process? Who will support the process? | Timelines When will this be achieved? | Budget Do we need a budget? Who will approve it? |
| Attraction and Talent Outreach | | | | | | |
| Recruiting and Hiring | | | | | | |
| Onboarding and Training | | | | | | |
| Performance Management, Compensation, and Benefits | | | | | | |
| Talent and Leadership Development | | | | | | |
| Retention and Employee Engagement | | | | | | |
| Succession Planning and Promotion | | | | | | |
| Separation and Retirement | | | | | | |



ANTICIPATED PARTICIPANT QUESTIONS AND/OR FACILITATION CHALLENGES FOR MODULE 8

- **Why bother about being attractive to girls and women, if we have enough male talent in the market?** Many industry players compete for the same talent in the labor market and for some of them it is very challenging to get talented people into their work force. Even if we had enough male talent in the market, it is a lost opportunity not to tackle 50 percent of the population.¹² Increasing the pool of talent, and the pool of people who want to work for a company, provides an opportunity not only to hire, but to hire the best. Outreach activities play an important role in opening up perspectives for girls and young women to consider working in industry or technical jobs that are mostly male dominated. They also help to raise awareness at the level of parents and communities that these are good opportunities to increase family income and improve economic opportunities not only for women, but also for their families.
- **Domestic violence is a private matter. It has nothing to do with the workplace. What happens at home remains at home.** Explain that domestic violence, like any other form of gender-based violence and sexual harassment, affects individuals, their teams, and their organizations. Organizations are part of society and need to take responsibility for providing their team members with what they need to thrive. If they do not, businesses risk profit loss, through decreased productivity and employee retention. For example, one study estimates the average cost through lost productivity is \$22,500 per person working in a team affected by harassment.¹³ If you want to address the challenge of GBV and sexual harassment in your organization, but you don't have the specific expertise internally, we highly recommend you work with a GBV and sexual harassment specialist. GBV and sexual harassment are complex problems that need to be addressed carefully, with the right expertise, and a survivor-centered approach that gives the highest priority to the survivor's best interest, decisions, and confidentiality.



NEXT STEPS AND PREPARATIONS FOR MODULE 9

- Remind participants that they should take time after the module concludes to brainstorm ideas in their GAP. They should carefully consider all five ELC phases that were covered in this module.
- Review the required readings for the next session.

¹² McKinsey. (2018). Closing the Gender Gap: A Missed Opportunity for New CEOs. Available at: <https://www.mckinsey.com/~/media/McKinsey/Featured%20Insights/Gender%20Equality/Closing%20the%20gender%20gap%20A%20missed%20opportunity%20for%20new%20CEOs/Closing-the-gender-gap-A-missed-opportunity-for-new-CEOs.pdf?shouldIndex=false>

¹³ International Center for Research on Women (ICRW). 2018. The Costs of Sex-based Harassment to Businesses: An In-Depth Look at the Workplace. Available at: https://www.icrw.org/wp-content/uploads/2018/08/ICRW_SBHDonorBrief_v5_WebReady.pdf



FACILITATOR KNOWLEDGE SELF-ASSESSMENT

How familiar are you with the Best Practices Framework? 1: Not familiar at all; 5: Very familiar
1 • 2 • 3 • 4 • 5

Do I believe that it is an employer's responsibility to develop child-care solutions? *Yes or no; explain:*

Do I believe in a parental leave policy that includes maternity and paternity leave that are equal in length? *Yes or no; explain:*

Do I believe that it is an employer's responsibility to address gender-based violence and sexual harassment in the workplace? *Yes or no; explain:*

Among all the best practices and policies presented in the module:

What are the two best practices or policies I am the most capable of facilitating?

What are the two best practices or policies I am the least capable of facilitating?

What can I do to feel more prepared and capable?

MODULE 9: GENDER EQUALITY IN MANAGEMENT AND LEADERSHIP TEAMS



FACILITATOR PREPARATORY TIME: 3 hours

DURATION: 4.5 hours (Virtually over 2 days: Day 1 - 2.5 hours; Day 2 - 2 hours)



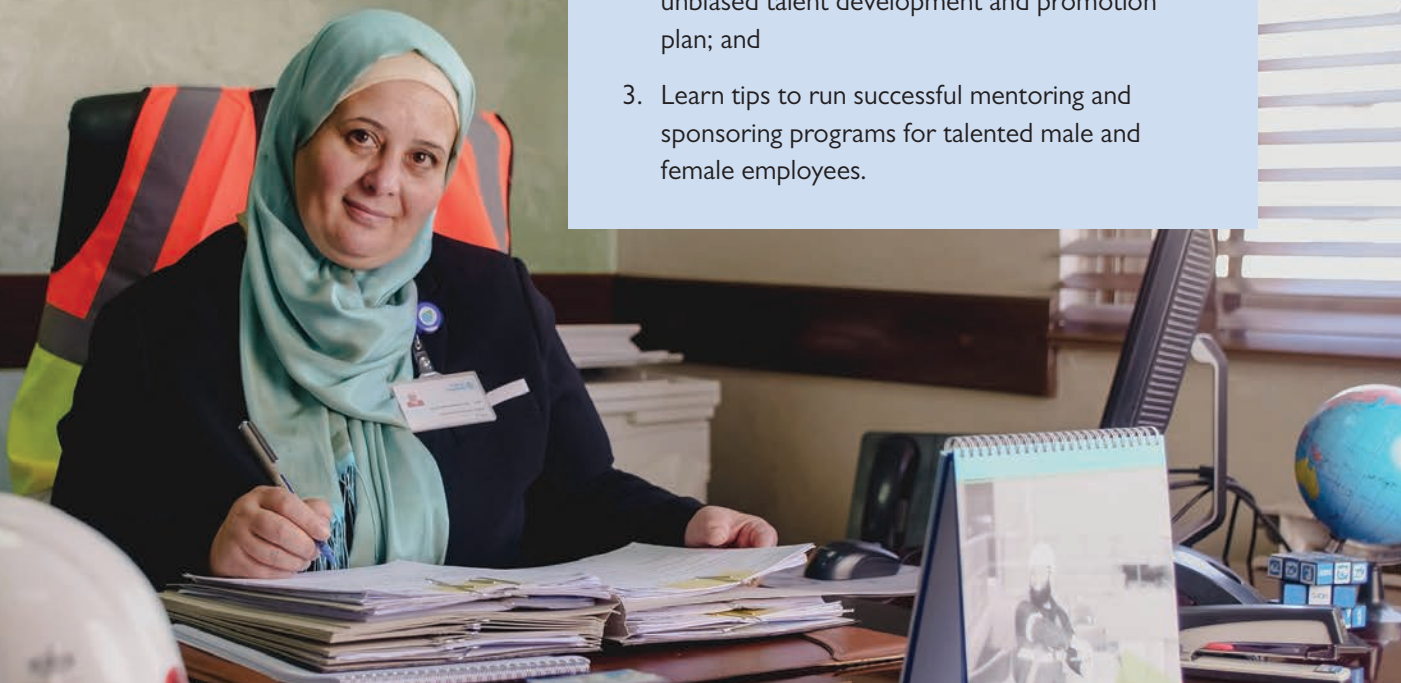
MODULE 9: OVERVIEW

After module 8 that focuses on how to attract, hire, and retain more women, module 9 presents best practices that address other critical challenges male-dominated organizations face: how to develop more gender-diverse management and leadership teams that will contribute to better performing and more resilient organizations? If delivered virtually, facilitators should ensure that there is one co-facilitator in each breakout group.



PARTICIPANT LEARNING OBJECTIVES

1. Learn how to apply internationally recognized practices to empower women in the organization and increase gender equality and diversity among management and leadership teams;
2. Workshop their own gender equality strategies and GAPs to successfully design a fair and unbiased employee performance management system; equitable salary, compensation, and benefits system; and unbiased talent development and promotion plan; and
3. Learn tips to run successful mentoring and sponsoring programs for talented male and female employees.





PRE-MODULE FACILITATOR READING REQUIREMENTS

Facilitators should read the following materials in advance of the program. Participants will also be reading materials that contain an asterisk (*).

- [Sticky floors or glass ceilings? The role of human capital, working time flexibility and discrimination in the gender wage gap.*](#)
- [WGEA - Supporting Careers: Mentoring or Sponsorship?*](#)
- [7 Steps to Conscious Inclusion: A Practical Guide to Accelerating More Women into Leadership \(ManpowerGroup\)*](#)
- [Workplace Gender Equality Agency, Australian Government, Guide to Gender Pay Equity](#)
- [How Hard to Push the Case for Diversity \(case\)](#)
- [The Battle for Female Talent in Emerging Markets](#)
- [Best Practices Framework Sections:*](#)
 - Performance Management, Compensation and Benefits
 - Talent and Leadership Development
 - Succession Planning and Promotion



GENERAL FACILITATION NOTES

- Because this is the final session devoted to the Best Practices Framework, the facilitator should both encourage and expect questions from any part of the BPF.
- Students will enjoy the debate near the end. It is there in order to absorb any extra time that may be available at the end of the session.

KEY EXERCISES AND ACTIVITIES IN MODULE 9

In Module 9, there are three activities that will require use of the **Participant Handbook**.

Activity 1: The Glass Ceiling, Glass Cliff, and Broken Rung

Objective: Learn how the Glass Ceiling, Glass Cliff, and Broken Rung serve as barriers to women's career advancement and how to overcome these challenges.

Duration: 15 minutes

- Small group discussion: 10 minutes
- Plenary discussion: 5 minutes

Overview: Break participants into small groups of five people for a 10-minute discussion on the questions below. A co-facilitator should be assigned to each small group in order to facilitate the conversation and ask the questions.

- In-person facilitation: Participants can stay at their round tables.
- Virtual facilitation: Participants are randomly assigned to virtual breakout rooms (randomized by gender, organization). A four-minute and one-minute warning should be given before auto-sending participants back to plenary at 10 minutes.

Co-facilitators to pose the following questions in each small group:

- Have you witnessed or experienced any of these phenomena at your organization? Share examples with each other.
- What do you think are the most common reasons for these experiences?
- Brainstorm solutions to these phenomena. How can they be prevented?

Activity 2: Mentoring vs. Sponsoring

Objective: Learn the difference between mentorship and sponsorship, and why both are important for advancing women's careers.

Duration: 15 minutes

- Small group discussion: 10 minutes
- Plenary discussion: 5 minutes

Overview: Break participants into small groups of five people for a 10 minute discussion of the questions below. A co-facilitator should be assigned to each small group in order to facilitate the conversation and ask the questions.

- In-person facilitation: Participants can stay at their round tables.
- Virtual facilitation: Participants are randomly assigned to virtual breakout rooms (randomized by gender, organization). Ensure this slide is displayed on the screen for each virtual breakout.

In small groups, an assigned co-facilitator should ask the following:

- How can mentorship and/or sponsorship help Linda?
- How can mentorship and/or sponsorship help Kim?

Activity 3: Increasing Gender Equality Across the Employee Lifecycle in the Talent and Leadership Development and the Performance Management, Compensation, and Benefits Phases of the Employee Life Cycle

Objective: Apply learnings from Module 9 to individual participants’ own organization, identifying specific interventions to integrate into the ELC portion of the GAP.

Duration: 25 minutes

- Small group work: 25 minutes

Overview: Participants from the same organization will work together on the ELC exercise in the GAP template. The goal is to identify best practices for increasing gender equality across the employee lifecycle. Participants should focus on these best practices in the Talent and Leadership Development and the Performance Management, Compensation, and Benefits phases for 20 minutes to identify which best practices and policies are most important for their organization and identify any challenges they expect to encounter in their implementation. The Participant Handbook has this exercise, but they may wish to work together in a collaborative document-sharing platform. Participants may not be able to complete this exercise, but are encouraged to continue reflecting, inserting concrete actions from the ELC template into their GAP as they progress through modules and further develop their plan.

| PRIORITY GENDER EQUALITY INTERVENTIONS ACROSS EMPLOYEE LIFE CYCLE (Long-Term) | | | | | | |
|---|--|--|--|---|--|---|
| Employee Life Cycle Phase | Vision What do you want to achieve? | SMART Targets How do you break down the vision to make it actionable? | Actions How are we going to reach the target? | Responsibilities Who will drive the process? Who will support the process? | Timelines When will this be achieved? | Budget Do we need a budget? Who will approve it? |
| Attraction and Talent Outreach | | | | | | |
| Recruiting and Hiring | | | | | | |
| Onboarding and Training | | | | | | |
| Performance Management, Compensation, and Benefits | | | | | | |
| Talent and Leadership Development | | | | | | |
| Retention and Employee Engagement | | | | | | |
| Succession Planning and Promotion | | | | | | |
| Separation and Retirement | | | | | | |



ANTICIPATED PARTICIPANT QUESTIONS AND/OR FACILITATION CHALLENGES FOR MODULE 9

- **Are quotas good or bad?** I would answer “both.” Most organizations today prefer to set goals and hold people accountable for them. That is subtly different from a quota in that it gives leaders the opportunity to exercise their judgment. Quotas are often used, especially in public administration and when inequalities are so significant that other means would take too long to change the existing system. Quotas are a good way to create opportunities for minorities to come into certain positions for the first time. However, the downside may be that the quota is turned into a stigma, and everyone with this specific attribute gets questioned whether they came into their position based on merit or because of a quota. Many improvements with regards to inclusion have been rooted initially in applying quotas. Quotas are good to use in a situation, for example, where applicants fulfill the same criteria and preference is given to the underrepresented group. Targets, on the other hand, are more commonly used in the business world and therefore have higher acceptance.
- **Compensation differences.** There is much discussion about compensation differences between men and women. For example, some like to talk about women being paid \$0.82 for every \$1.00 a man makes. <https://www.americanprogress.org/issues/women/reports/2020/03/24/482141/quick-facts-gender-wage-gap/>. If you control for differences in years worked, titles, education required, etc., the differences are reduced... but never fully go to zero. However, it is not sufficient to look at compensation differences using these controls. This is because the “glass ceiling” and other factors that women sometimes face can influence career trajectory, title, and years worked. For example, a woman’s title may not reflect her skill level or ability but the value the organization places on her. She may be penalized, for example, for time off for motherhood (otherwise known as the motherhood penalty). Thus, there is important work yet to do to move beyond the surface of a simple salary gap analysis.
- **Why would we need new (more female) leadership models? What is wrong with continuing what we have been doing? And what exactly is a female leadership model? Does this not lead to more gender stereotypes? Emotional intelligence can be a blocker for quick decision-making.** The point here is less about changing the leadership models to be more “female” and more about opening up the existing models to more diverse options that include different styles and perspectives on decision-making, executing, and performance parameters. A more empathic leader is not necessarily a better leader, but research shows that empathy helps both female and male leaders improve company growth and productivity and makes leaders better equipped to deal with certain people and problems.¹⁴
- **The problem is not a lack of talent and leadership development or succession planning programs, but that women do not want these positions.** The questions to ask:
 - Are you certain women do not want these positions, or are you assuming they do not want them? If so, why do these women not want the positions?
 - What kind of performance metric or environment has been created to make it difficult for women to envision themselves stepping up or taking responsibilities? Or, more importantly, are performance metrics used valuing skills, and unique skills, that both women and men bring to the table?
 - How have women who took on these challenges in the past succeeded or failed? What kind of message does this give to others? It is important to clearly state that biases frequently occur, and that there is a higher level of scrutiny of women leaders than men; women are sometimes expected to fail and may be held to a higher standard. If one woman fails, people may be quicker to point out that failure because

¹⁴ Parmer, Belinda. (2016). The Most Empathetic Companies, 2016. Harvard Business Review. Available at: <https://hbr.org/2016/12/the-most-and-least-empathetic-companies-2016>

she is a woman who represents all other women, whereas a failing male leader may not have his failure attributed to his sex. It is problematic when organizational culture holds male and female leaders to different standards.

– Do you have role models who can speak about how they have overcome any barriers they may have faced?

- **Gender pay gaps do not exist when you have a salary scheme that is applied to all positions.**

Unfortunately this is not true. First of all, many salary schemes use a principle of seniority, experience in a similar or lower position and previous salary history, which makes it more difficult for women to get into the higher salary ranks within a job group. Even if you have a salary scheme, it is critical to analyze where women and men sit within departments and ranks and identify if there are gender gaps in holding specific higher-paying versus lower-paying positions. It is also important to scrutinize salary schemes for bias. For example, do back office administrative support staff, typically dominated by females, have the same salary bracket as low-skilled field operations staff, typically dominated by females? Are there salary bracket differences that compensate female-dominated versus male-dominated positions differently?



NEXT STEPS AND PREPARATIONS FOR MODULE 10

- Remind participants that they should take time after the module concludes to brainstorm ideas in their GAP. They should carefully consider all four ELC phases that were covered in this module.
- Participants should come prepared for the next Module 11 session to be ready to work with colleagues from their organization to finalize their GAP, synthesizing all of the activities they have completed through the end of Module 10. Time will be provided to work collaboratively within each organization to finalize the GAP during Module 11.



FACILITATOR KNOWLEDGE SELF-ASSESSMENT

What is a mentor? A mentor is a professional who is one or more rungs above you on the career ladder. A good mentor will listen to your experience and be able both to give you advice and share how they made decisions when they were in your position.

What is a sponsor? A sponsor is a professional that works for your company or has direct ties to your company, with some level of influence on decision makers in your organization. If a mentor is a boxing trainer, cheering you on and giving you advice in your corner, a sponsor is like the boxing promoter who was able to get you in the ring in the first place.

What is a coach? A career coach is a paid professional who offers career advice to clients to help them through a career challenge. A career coach will focus on the problem that you are having, establish career goals, and work with you to help you accomplish those goals.

How comfortable do I feel facilitating?

If your answer is '3' or below, please explain what you can do to feel more comfortable

Best practices around training and development? 1: Not comfortable at all; 5: Very comfortable
1 • 2 • 3 • 4 • 5 *Explain:*

Best practices around succession planning and promotion? 1: Not comfortable at all; 5: Very comfortable
1 • 2 • 3 • 4 • 5 *Explain:*

Best practices around performance management, compensation, and benefits? 1: Not comfortable at all; 5: Very comfortable
1 • 2 • 3 • 4 • 5 *Explain:*

MODULE 10: EMPOWER YOURSELF AND LEAD THE CHANGE



FACILITATOR PREPARATORY TIME: 3 hours

DURATION: 3 hours



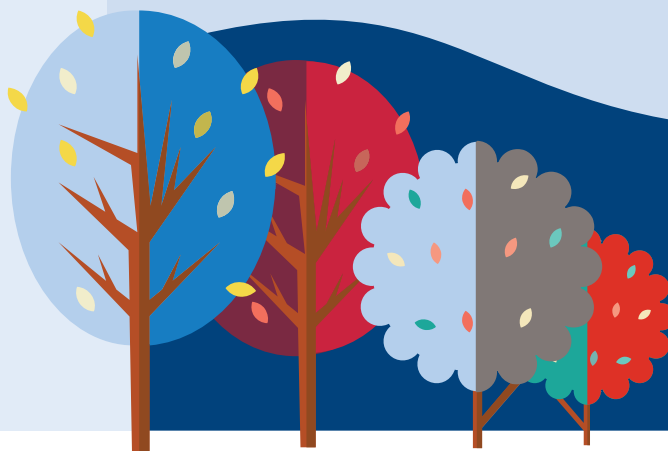
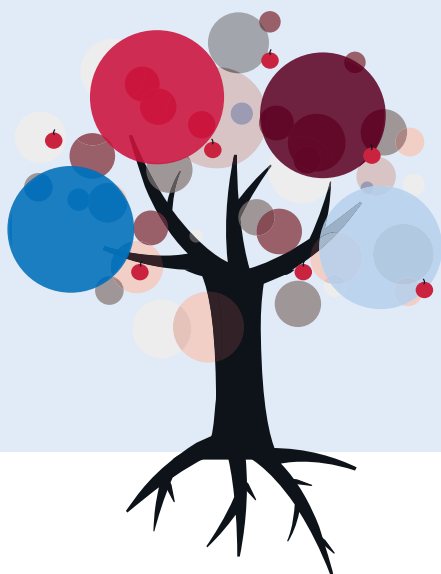
MODULE 10: OVERVIEW

Module 10 is designed to provide participants with the tools and skills needed to develop positive mental habits for personal empowerment and growth as a leader. Participants will learn about the Think-Feel-Do cycle to understand how thoughts and emotions influence our actions. Through individual and group activities, participants will explore their past experiences, achievements, and goals and develop visions for various aspects of their life. These activities will enable participants to overcome limiting beliefs and develop techniques to proactively establish a clear vision and set goals for their lives. If delivered virtually, facilitators should ensure that there is one co-facilitator in each breakout group.



PARTICIPANT LEARNING OBJECTIVES

1. Develop leadership skills and agency, drawing on lessons from the Johns Hopkins University SEE Change Initiative.
2. Reflect on personal needs and goals and learn how to overcome limiting beliefs and develop positive mental habits.
3. Enhance leadership competencies and develop techniques to establish a clear vision and set goals.
4. Analyze and brainstorm how the content and issues presented in this module could be addressed in your GAP.





PRE-MODULE FACILITATOR READING REQUIREMENTS

There are no pre-assigned readings for this module; however, if you are interested in learning more about empowering employees and entrepreneurs, additional resources are available [here](#).

KEY EXERCISES AND ACTIVITIES IN MODULE 10

In Module 10, there are seven activities that will require use of the **Participant Handbook**.

The activities in this module support participants to examine their goals and vision for their lives. The activities in this module consist of independent journaling followed by group sharing and exploration. Individuals will share personal information, and the facilitator should reiterate the need for respect, kindness, and patience toward other program participants as information is shared with the group.

Activity 1: Think-Feel-Do

Objective: Introduce the think-feel-do cycle.

Duration: 10 minutes

Overview: Our thoughts, emotions, and behaviors are interconnected and influence our actions. The premise of the Think-Feel-Do cycle is that our thoughts, emotions, and behaviors are interconnected and influence our actions:

- Read the slide;
- Give one short simple example of how your thoughts have affected your feelings and actions (a personal example if available)
- Spend 5 minutes encouraging participants to answer the questions:
 - “What do you think about this cycle and these connections?”
 - “Has anyone observed this connection in your own life?”
 - Allow for awkward silence if necessary to get volunteers to write in the chat or speak up.

Activity 2: Myself, My Friend

Objective: Help participants to understand that they should value and love themselves as much as they do their family and friends.

Duration: 11 minutes

- Individual self-reflection: 3 minutes
- Plenary discussion: 4 minutes
- Meditation exercise: 4 minutes

Overview: This activity helps participants understand that they should value and love themselves as much as they do their family and friends. During this activity, participants will list all of the people they love in their

Participant Handbook. Volunteers will then be asked to share examples of the people they love, and how they treat the people they love. Through this exercise, the facilitator will articulate the importance of self-love, and how self-love, self-compassion, and self-understanding are the foundation to confidence and success. Participants will then practice a meditation on [Mindful Body Awareness](#).

- **Logistics:** Facilitator needs a whiteboard and pen to write down whatever the group shouts out.
- **Preparation:** Facilitator should have a whiteboard and pen and be ready to write down suggestions from participants.
- **Rules:** Participants can call out freely, but should allow others to call out and not talk over each other as much as possible.

Activity 3: Tree of Life

Objective: Allow participants to view how their past and current life have shaped them, and how this has allowed them to achieve their goals. They should also identify some goals and/or dreams they have for their life.

Duration: 15 minutes

- Individual: 10 minutes
- Small groups: 5 minutes

Overview: The [Tree of Life](#) exercise encourages participants to understand how they have been shaped by their lives. Each part of the tree symbolizes a part of an individual's life. The roots represent an individual's personal and family history. The trunk represents present-day life. The fruits represent an individual's accomplishments, and the buds represent hopes and dreams. Participants will draw their individual tree of life, and volunteers will share their trees with the larger group. Note that the "tree of life" exercise may make participants sad or emotional, as they recall experiences in their past. Encourage and commend these individuals, and ask them to reach out for support from families, friends, or a health-care professional when needed.

- **Logistics:** Participants will need their Participant Handbook to work in and time to do individual work. Participants should split into groups of three to four at the end to share their trees (5 min).
- **Preparation:** Slide/flip chart with labeled tree.
- **Rules:** Participants should listen to each other respectfully as they share their trees.

Activity 4: Limiting Beliefs and Reframes

Objective: Participants understand what a limiting belief is and the different types of limiting beliefs, then identify one of their own limiting beliefs. They then practice reframing their limiting belief.

Duration: 25 min

Overview: During this activity, participants will learn what a limiting belief is, the different types of limiting beliefs, and identify their own limiting beliefs. They will then practice reframing their limiting belief. This activity may be challenging for some, Identifying limiting beliefs and reframes is not easy. Some individuals may feel that they do not have any limiting beliefs. Encourage participants to dig deep inside, as we all have limiting beliefs in

some area of our lives. It's ok if people are struggling to come up with a clear limiting belief and reframe. It takes practice! This exercise is only an introduction meant to show participants how and why it is important to be aware of our limiting thoughts.

- **Logistics:** Participants will need their Participant Handbook to work in and time to do individual work.
- **Preparation:** Facilitator should ensure sufficient time is allowed for journaling and review.
- **Rules:** Participants can share at the end if they wish, but not all will have time nor do all need to.

Activity 5: Developing Our Visions: Visionary Leaders and Leadership Qualities

Objective: Participants discuss visionary leaders and leadership qualities.

Duration: 10 minutes

Overview: Participants will be split into groups of three to four to discuss visionary leaders and leadership qualities.

- **Logistics:** Participants will need a journal to work in and time to do individual work.
- **Preparation:** Facilitators should ensure interactive group discussions and that sufficient time is allowed for journaling in their Participant Handbook and review. Facilitators need to be able to play soft music in the background for the visualization.
- **Rules:** Participants can share at the end if they wish, but not all will have time nor do all need to.

Activity 6: Developing Our Work Visions

Objective: Participants develop a vision for their life and work.

Duration: 13 minutes

Overview: During this exercise, participants will develop a clear vision for their life and work. Facilitators will lead the group through a visualization meditation, followed by independent participant journaling and group sharing.

Activity 7: Developing SMART Goals

Objective: Participants understand and develop SMART goals that enable them to achieve their visions.

Duration: 20 minutes

Overview: Participants will learn how to develop “SMART” goals that will enable them to execute their visions. Some participants may propose vague goals, for example, “my goal is to be a good person.” While this is a good goal, it is not specific enough to support a behavior change. The facilitator should encourage participants to be as concrete as possible with their goals. Participants should use the [Developing SMART Goals Worksheet](#) to develop at least one SMART goal that will enable you to progress toward your work vision. Then, share with the group (optional).



ANTICIPATED PARTICIPANT QUESTIONS AND/OR FACILITATION CHALLENGES FOR MODULE 10

- During some exercises, people may be moved to tears. Crying is a natural response when someone feels hurt, disappointed, sad, has unmet expectations, or relives past stress, disappointment, or sadness.
 - If this happens, allow the person space to feel their emotions. Calmly wait for them to signal they are ready to move on. Generally, if you tell a person to take their time and calmly sit in silence, they will let you know when they're ready to move on. Offer tissues if you have them. If the crying is uncontrollable, offer to allow the person to step outside. It is **critical** not to make them feel badly or wrong for crying.
- Resistance to change: there are some people who may be very resistant to change; this is ok. Sometimes this is because they are afraid of, angry about, or disappointed about something that is keeping them from moving forward. Until you find out what is at the source of the person's emotions—what they feel is at stake if they change, or what they aren't getting that they need before they can embrace the change—this information will have minimal effect. It is likely that the person may not know what is driving their behavior either.
 - Always remember: Avoid judging people for their reactions. Hold them in high regard during a difficult conversation.
- Be an active listener: this can include focusing on understanding what others are communicating and reflecting your understanding back to others so that they can clarify. Try not to become defensive or judgmental in your response.
- Give support and reassurance
 - Try to create a supportive space so the person can calm down. If they are not able to, provide them an option to leave the room or seek help.



NEXT STEPS AND PREPARATIONS FOR MODULE 11

- Remind participants that they should take time after the module concludes to brainstorm ideas in their GAP. At the conclusion of this module, prompt the participants to reflect on themselves as change agents, and what type of vision and SMART goals they need to set for themselves to create momentum and sustain change with their GAP at their organizations.
- Review the required readings for the next session.



FACILITATOR KNOWLEDGE SELF-ASSESSMENT

Please explain the think-feel-do cycle. *Explain:*

What are the four parts of the tree of life and how do they correspond to our life?

How does a to-do list differ from a to-be list?

How comfortable do I feel explaining?

If your answer is 3 or below, please explain what you can do to feel more comfortable

Identifying a limiting belief and reframe

1: Not comfortable at all;
5: Very comfortable

Explain:

1 • 2 • 3 • 4 • 5

Developing a vision

1: Not comfortable at all;
5: Very comfortable

Explain:

1 • 2 • 3 • 4 • 5

Think-Feel-Do Cycle

1: Not comfortable at all;
5: Very comfortable

Explain:

1 • 2 • 3 • 4 • 5

The average cost through lost productivity is \$22,500 per person working in a team affected by harassment

Source: International Center for Research on Women (ICRW). 2018. *The Costs of Sex-based Harassment to Businesses: An In-Depth Look at the Workplace.*



PHOTO: LASURECO/PHILIPPINES

MODULE 11: BUILD YOUR GAP AND PLAN FOR SUCCESS COACHING SESSION



FACILITATOR PREPARATORY TIME: 2 hours

DURATION: 1.5 hours



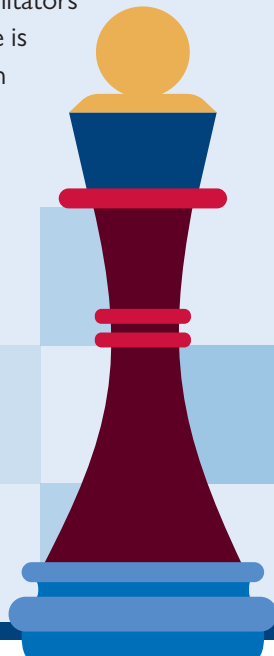
MODULE 11: OVERVIEW

After attending modules 1 through 10, the participants have identified gaps and potential interventions, learned about some of the most important best practices, and developed skills to design and implement tailor-made gender equality interventions for their own organization. In Module 11, they will refine and finalize a GAP together with colleagues from their organization with support from their assigned coach. This will include long-term strategic approaches and interventions, out of which three priority interventions will be selected to implement within the next four months with coaching support. If delivered virtually, facilitators should ensure that there is one co-facilitator in each breakout group.



PARTICIPANT LEARNING OBJECTIVES

1. Synthesize learnings and identified best practices to be integrated into the GAP.
2. Agree with colleagues from your organization the long-term strategic approach with a complementary long list of possible interventions.
3. Prioritize three interventions for your organization to implement with coaching support within the next four months.
4. Develop ideas on how to create leadership and organizational buy-in for the planned interventions.
5. Develop more detailed GAPs with clear responsibilities and realistic timelines.
6. Meet your assigned coach and plan for next steps.





PRE-MODULE FACILITATOR READING REQUIREMENTS

Facilitators should read the following materials in advance of the program. Participants will also be reading materials that contain an asterisk (*).

- [WGEA Gender Equality Strategy Guide*](#)
- [Engendering Industries Organizational Goal Setting Guide*](#)
- [Engendering Industries Setting Strategic Gender Equality Targets*](#)
- [Engendering Industries Coaching Guide](#)
- [Coaching and Gender Equality Section in the Facilitator Handbook](#)
- [The Executive Coaching Handbook: Principles and Guidelines for a Successful Coaching Partnership](#) (includes a list of core competencies for coaching)
- [16 powerful questions coaches ask their clients](#)
- [What is Systems Thinking](#)
- [Tools of a System Thinker](#)
- [What is the GROW Coaching Model?](#)



PRE-MODULE PARTICIPANT ASSIGNMENT

Participants will be asked to review their GAP with colleagues from their organizations. At this point, the GAP should already be partially completed. Ask participants also to review their work they have done to write ideas and reflections on the Participant Handbook activities. Ask them to reflect on what they have learned, individually and with their colleagues, and to begin to refine what is in their GAP as a team.

KEY EXERCISES AND ACTIVITIES IN MODULE

In Module 11 there is one activity that will require use of the **Participant Handbook**.

Activity: Refining and Finalizing the GAP

Objective: Ensure that each organization participating in the program has a well conceived, strategic GAP, with three prioritized interventions they plan to work on following the course.

Duration: 60 minutes

- Small group work: 60 minutes

Overview: Individual participants work together with colleagues from the same organization to complete the GAP and verify that it includes the latest learnings. Teams solidify their long-term vision, goals, targets, and actions, with a range of possible strategic interventions across the ELC, including clear actions to address organizational culture change. Each organization's assigned coach will spend 10 to 15 minutes with each group, providing them time to work independently, but also time to meet and interact with the coach and hear questions and feedback from the coach to facilitate sound finalization of their plan. Teams should also define next steps to finalize the GAP before presenting it to others in Module 12.



GENERAL FACILITATION NOTES

It will be important to make coaching assignments prior to this session so that coach introductions may be made and coaches know which groups to interact with during the session. Slides should be completed by the facilitator that include the photos and names of the coaches, as well as the coach assignment, identifying which coach is matched with which organization.

This session requires preparation by the assigned coaches/co-facilitators, who should, at minimum, review the Who's Who of participants and the organizational gender assessments for each organizational coaching assignment.

Participants are encouraged to work collaboratively as a team in a soft (electronic) GAP template, preferably shared on a document-sharing platform so that all participants from the same organization may work together to complete the plan.



NEXT STEPS AND PREPARATIONS FOR MODULE 12

- Remind participants that they should take time after the module concludes to refine and finalize, as needed, their GAP, identifying outstanding questions they wish to discuss with their assigned coach during their scheduled one-on-one coaching session.
- Participants should prepare to present their GAP in Module 12, focusing on presenting their vision, business case, and three priority actions they will focus on, describing the strategic reasons and SMART targets for those priority actions.
- Participants should share, if possible, a soft copy of their GAP with their assigned coach immediately after Module 11 concludes, even if not final, so that the assigned coach may also come prepared for the one-on-one coaching session.
- Participants should review and reflect on all their activities and recorded notes from Modules 1 through 10 to identify areas to improve and strengthen their GAP.
- It is important to keep the scheduled one-to-one coaching sessions, which all participants should attend jointly, as it is an important opportunity to receive expert guidance and feedback prior to presenting the GAP in Module 12.



FACILITATOR KNOWLEDGE SELF-ASSESSMENT

**How comfortable do I feel
facilitating?**

If your answer is 3 or below, please explain what you can do to feel more comfortable

GAP core components?

1: Not comfortable at all;
5: Very comfortable

Explain:

1 • 2 • 3 • 4 • 5

**Key aspects of a high quality,
strategic GAP?**

1: Not comfortable at all;
5: Very comfortable

Explain:

1 • 2 • 3 • 4 • 5

**How coaching complements
and supports the success of
this program?**

1: Not comfortable at all;
5: Very comfortable

Explain:

1 • 2 • 3 • 4 • 5

**Answer questions on coaching
timeline, expectations, and
coaching approach?**

1: Not comfortable at all;
5: Very comfortable

Explain:

1 • 2 • 3 • 4 • 5

COACHING SESSION



FACILITATOR PREPARATORY TIME: 2 hours

DURATION: 45 Minutes



COACHING SESSION: OVERVIEW

Each team of participants from the same organization will have the opportunity to have a dedicated coaching session for 45 minutes with their assigned coach. Coaches should be introduced to their organizations approximately mid-way through the course, ideally around Module 4 or 5. Coaches should then schedule their first coaching session at least one to two weeks in advance. This first session should take place after Module 8 and before Module 12. The session will be an opportunity for the coach and participants to build a relationship to support engagement following the end of the workshop. It will also be an opportunity for the coach to familiarize with the GAP, raise questions to help the team think through the plan, and help prepare the team for presenting the plan during Module 12 and planning for implementation.



PARTICIPANT LEARNING OBJECTIVES

1. Refine your GAP and prepare to present the final plan.
2. Familiarize with your assigned coach.
3. Receive expert coaching support and guidance to help finalize your plan.



PRE-COACHING SESSION PARTICIPANT ASSIGNMENT

Participants will be asked to refine and finalize the GAP with their colleagues from their organizations, and share the document with their assigned coach for a brief review prior to this session.



PRE-MODULE FACILITATOR READING REQUIREMENTS

Facilitators should read the following materials in advance of the program. Participants will also be reading materials that contain an asterisk (*).

- Organizational gender equality plans for all organizations assigned to the coach
- Organizational gender assessments for all organizations assigned to the coach
- Engendering Industries Coaching Guide
- Coaching and Gender Equality Section in the Facilitator Handbook



GENERAL FACILITATION NOTES

Take time to get to know each individual participant and begin to develop and establish a positive working relationship to set the stage for successful follow-on virtual coaching sessions. It will be important for the assigned coach to familiarize with each assigned organization's GAP and organizational gender assessment, and come prepared to the coaching session with questions to support participants to think through areas where they could strengthen their plan. The Engendering Industries Coaching Guide should provide information on coaching approaches and tips that may be used. Anticipate potential questions participants may ask, either about their plan, or about next steps, and come prepared.



FACILITATOR KNOWLEDGE SELF-ASSESSMENT

Do I have enough background knowledge to support the development of a strategic GAP?

Yes or no. If your answer is NO, please explain what you are going to do to close any existing gaps

Do I have enough information on the best practices outlined for each employee life cycle phase within the Best Practices Framework to coach, and am I able to indicate which best practices will help the organization meet their stated goals?

Yes or no. If your answer is NO, please explain what you are going to do to close any existing gaps

The participants have been guided to work on the different sections of the GAP throughout the previous course modules. Do I know which part of the plan has been introduced in each module and the rationale behind each part?



FACILITATOR KNOWLEDGE SELF-ASSESSMENT

How comfortable do I feel facilitating?

If your answer is '3' or below, please explain what you can do to feel more comfortable

GAP core components?

1: Not comfortable at all;
5: Very comfortable
1 • 2 • 3 • 4 • 5

Explain:

Key aspects of a high quality, strategic GAP?

1: Not comfortable at all;
5: Very comfortable
1 • 2 • 3 • 4 • 5

Explain:

Best practices of strategic interventions?

1: Not comfortable at all;
5: Very comfortable
1 • 2 • 3 • 4 • 5

Explain:

How coaching complements and supports the success of this program?

1: Not comfortable at all;
5: Very comfortable
1 • 2 • 3 • 4 • 5

Explain:

Coaching with a systemic approach to ensure key stakeholders at the organization get involved in the implementation of the proposed interventions?

1: Not comfortable at all;
5: Very comfortable
1 • 2 • 3 • 4 • 5

Explain:

Asking powerful questions to support participants developing their own solutions?

1: Not comfortable at all;
5: Very comfortable
1 • 2 • 3 • 4 • 5

Explain:

Balancing between a PUSH and PULL approach to support development of interventions and solution finding?

1: Not comfortable at all;
5: Very comfortable
1 • 2 • 3 • 4 • 5

Explain:



MODULE 12: WRAP-UP



FACILITATOR PREPARATORY TIME: 2 hours

DURATION: 2.5 hours



MODULE 12: OVERVIEW

This last module will recap the key takeaways and learnings from all sessions. Participants will have time to present their GAP to their peers, faculty, and coaches, identifying the three prioritized actions they will focus on with coaching support in the next four months, alongside any other key strategic areas of focus or their business case. Time will be provided for planning next steps in their program journey, reminders, and some celebration.



PARTICIPANT LEARNING OBJECTIVES

1. Recap what you have learned and key takeaways from the modules.
2. Present your organization's GAP and receive feedback from facilitators, coaches, and peers.
3. Plan for next steps to implement the GAP and ensure coaching sessions are scheduled with your assigned coach.
4. Provide feedback on your satisfaction with the program.
5. Celebrate the conclusion of this part of the journey and get ready for action!



KEY EXERCISES AND ACTIVITIES IN MODULE

In Module 12 there is one activity that will require use of the **Participant Handbook**.

Activity Title: **GAP Presentation and Peer Review**

Objective: Participants have an opportunity to present their final GAP and receive feedback from their assigned coach and peers.

Duration: 90 minutes

Overview: In a peer feedback session, each organization will present their Gender Action Plan to the rest of the group. Each coach is assigned three to four organizations for follow-on virtual coaching sessions. Each organization will have five to ten minutes (depending on the number of organizations) to present their GAP and receive feedback from their peers and coach.





REMINDERS AND ACTIONS

- All participants, facilitators, and partners of the Workforce Gender Equality Accelerated Program were invited to join the Engendering Industries LinkedIn Group when registering for this program: [Engendering Industries Partner & Alumni Network](#). If they have not already done so, encourage them to join the page.
- Participants should be informed that they will be sent links to two surveys that they are asked to complete within one week:
 - Satisfaction survey (10 minutes to complete)
 - Second individual self-assessment survey (30 minutes to complete)
- Time should be allocated to take both a group photo (in-person or on-screen virtually), as well as to take photos of each organization's individual participants together holding up a written personal commitment. For in-person sessions, a camera/photographer should be arranged in advance.
- Participants should have a clear message that this is only the beginning of their journey. When they leave, it is time to begin working on GAP implementation now! Each organization is requested to submit their final GAP in soft copy to their coach within the next two weeks, and prior to the first coaching call.
- Participants should have on their calendars the next scheduled coaching call and ideally will have agreed with their coach, and put on their calendars all five of the subsequent coaching calls.
- Participants should be reminded that once their coaching calls conclude, they will be asked to complete the organizational gender assessment and individual self-assessment again. As part of the post-coaching organizational assessment, participants will also be asked to report on what they accomplished, summarizing the three priority actions they identified in their GAP, what was done or not done, any additional actions taken, results of all actions, what they learned from the process, and their intentions for next steps or subsequent priority actions they will work on next independently.
- Participants will also be asked to repeat this post-organizational assessment again in one year and may be asked to participate in an interview or focus group discussion to elaborate on observed changes, results, and lessons learned.
- A certificate of completion will be provided at the conclusion of the coaching and second post-organizational gender assessment survey.
- End on a celebratory note with encouragement for continuing the hard work during the next four months and beyond. This work truly never ends. If there is time, invite a poet, musician, or artist to perform and provide beverages and snacks (in-person) or invite people to come with their favorite beverage to this session.

ANNEXES

ANNEX 1: Workforce Gender Equality Accelerated Program Brochure

The Accelerated Program brochure is available [here](#) and should be used in marketing, outreach, and recruitment activities with prospective participants of the Accelerated Program.

ANNEX 2: Accelerated Program Application and Registration Email for Participants

Implementing partners can use the following language to email organizations that meet the minimum criteria for enrollment. The letter includes a [link to submit the application online](#).

Dear [INSERT ORGANIZATION NAME],

Thank you for expressing your organization's interest in joining the Workforce Gender Equality Accelerated Program! Your organization meets the criteria for the program, and we would like to invite you to submit a full application for enrollment in the course. Please see the [Accelerated Program brochure](#) for more details on the course, and we look forward to working with you on this journey towards gender equality! Your full application package will be submitted online to USAID's Engendering Industries Program. Please review the information below before you submit your application online.

Organizational Submission and Commitment Requirements:

- A commitment letter signed by the CEO or authorized board member must be submitted online. The letter should express support for implementing gender equality activities and support for the individuals applying.
- Organizational leadership must select two to three employees per organization and commit to supporting their full participation in the course (this should be a gender-balanced group of individuals such as one male and two females OR two males/one female participant).

Selection criteria for individual participants:

- Organizations should select middle- to senior-level managers who wish to develop their gender equality expertise, boost their influence, and spearhead change within their organization.
- Operations leaders, HR managers, and managers of other support functions who are strategically placed within their organizations to influence change are encouraged to apply.
- For each participant, please also be prepared to submit the following documents:
 - Individual CVs specifying the employee's current title/job function at the organization;
 - Individual motivation letter for joining the course. Please see guiding questions for the motivation letter on the next page.

Before submitting your organization’s application, please ensure you can answer the following questions:

1. Do you have a commitment letter signed by the CEO or authorized board member?
2. Have you identified two to three candidates who are all middle- to senior-level managers with demonstrated influence in the organization and understanding of the organization’s business strategy?
3. Is there a balance of women and men participants?
4. Do you have a CV and motivation letter for each participant?
5. Do participants have required language proficiency for the related course?
 - English proficiency (for East Africa, West Africa, and Eastern Europe)
 - Vietnamese for Vietnamese nationals and English proficiency (for other nationalities joining the Southeast Asia regional course)
 - Spanish proficiency (for the Latin America course)

Ready to apply? Please use this Google Form to complete the course application and upload your materials. If accepted, the course fee is US\$400 per course participant, which you will be charged after acceptance to the course. If you have any questions about the Accelerated Course or the application process, please contact: Gender.Accelerated@tetrattech.com. Guidance for writing your organization’s motivation letter is included below.

Motivation Letter Guidance:

Each individual course applicant should complete a one-page motivation letter (400 to 500 words).

- Please describe briefly your areas of responsibility and the role of your department within the organization (if relevant, provide the number of people who are working within your area of responsibility or under your supervision).
- Describe your personal motivation to participate in the Workforce Gender Equality Accelerated Course, how you think your company can benefit from gender equality, and how you personally want to support your company in achieving gender equity.
- What do you think are the personal qualities that make you a good candidate for the program?
- Are there any initiatives related to gender equity that you have started or supported in the past? AND/OR Have you actively contributed to any organizational change efforts in the past?
- The program will require your active contribution and is a significant time commitment (participation in the training, then participation in coaching sessions, proactive implementation of interventions). Please provide a short description of how you will balance these additional tasks with the commitments of your job position. If you foresee any challenges, please shortly describe your strategies to counteract.

Please share anything else we should know about you or your interest in the program.

ANNEX 3: Accelerated Program Application Questions

Organizations will submit their full Accelerated Program applications [here](#). Application questions are as follows.

1. What is the name of your organization?
2. In which industry is your organization operating? (Multi-choice/single select):
 - Energy
 - Water
 - Information and Communications Technology (ICT)
 - Construction/Manufacturing
 - Agriculture
 - Other (specify)
3. Which regional course are you interested in having your staff join? (Multi-choice/single select):
 - East Africa Region (hosted by KenGen, Kenya)
 - West Africa Region (hosted by Lagos Business School, Nigeria)
 - Latin America and Caribbean Region (hosted by Universidad de Los Andes, Colombia)
 - Southeast Asia Region (hosted by Vietnam Fulbright, Vietnam)
 - Eastern Europe Region (hosted by ERRA, Hungary)
4. Please upload your organizational letter of commitment.

Participant #1

Participant Name

1. Sex
2. Age
3. Email address
4. Job Level (Mid-level/Senior level)
5. Job Title
6. Number of employees this individual manages or supervises
7. Language proficiency (check all languages this individual can speak and write and mark any additional language proficiency as “other”)
 - English
 - Spanish
 - Vietnamese
 - Other
8. Does this individual have a laptop and internet connection available to participate in the virtual course and coaching, or your organization will make this available for this person to be able to participate successfully? (Yes/No/Don’t know)
9. Please submit (upload) the following documents for this participant:
 - CV
 - Personal Motivation Letter

Participant #2

Participant Name

1. Sex
2. Age
3. Email address
4. Job Level (Mid-level/Senior level)
5. Job Title
6. Number of employees this individual manages
7. Language proficiency (check all languages this individual can speak and write and mark any additional language proficiency as “other”)
 - English
 - Spanish
 - Vietnamese
 - Other
8. Does this individual have a laptop, internet connection available to participate in the virtual course and coaching, or your organization will make this available for this person to be able to participate successfully? (Yes/No)
9. Please submit (upload) the following documents for this participant:
 - CV
 - Personal Motivation Letter

Participant #3

Participant Name

1. Sex
2. Age
3. Email address
4. Job Level (Mid-level/Senior level)
5. Job Title
6. Number of employees this individual manages
7. Language proficiency (check all languages this individual can speak and write and mark any additional language proficiency as “other”)
 - English
 - Spanish
 - Vietnamese
 - Other
8. Does this individual have a laptop, internet connection available to participate in the virtual course and coaching, or your organization will make this available for this person to be able to participate successfully? (Yes/No)
9. Please submit (upload) the following documents for this participant:
 - CV
 - Personal Motivation Letter

ANNEX 4: Pre-Course Email to Participants

Dear Participants of the [INSERT REGION] Accelerated Program,

We are excited to kick off the 2021 virtual Accelerated Program in [INSERT REGION]! Congratulations on taking the steps needed to advance gender equality in the workplace. Over the course of the program, each participant will develop a unique Gender Action Plan (GAP) that will guide the implementation of gender equality activities at your organization. We look forward to supporting you on this journey!

Please find below a list of required pre-course reading materials and activities, with associated due dates.

One Month Before First Session:

- Complete the [Accelerated Program Rapid Organizational Assessment](#) (together with other participants from the same organization)
- Complete the [Participant Self-Assessment Survey](#) (each participant individually)

Any time before first session:

- Review and familiarize yourself with the program schedule, Engendering Industries' [Delivering Equality: A Best Practices Framework for Male Dominated Industries](#), and the Accelerated Program Participant Handbook.
- Join the [Engendering Industries LinkedIn page](#) to join the community practice of all global Engendering Industries Intensive and Accelerated Program participants and facilitators, and take a look at the Who's Who brochure.
- View the [Gender 101](#) and [Change Management 101](#) online training.
- Complete all pre-readings for Module 1 (refer to Participant Handbook.)

ANNEX 5: Who's Who Brochure

The [Who's Who brochure](#) is a compilation of bios and photos of the Engendering Industries and Implementing Partner teams. It should be circulated to facilitators and participants in advance of the first course session.

ANNEX 6: GAP Template

The GAP template is available [here](#). Facilitators are encouraged to share electronic files of this template on a platform such as Google Docs that allows collaborative editing among a group of people. Alternatively, the template may be downloaded as an Excel file, which can then be edited and manipulated by participants. Facilitators of in-person sessions may also consider downloading and printing the template for participants, should this be desired.

ANNEX 7: Accelerated Program Certificate of Completion

Accelerated Program implementing partners will be provided a Certificate of Training that can be modified/edited using Adobe and provided to course participants.



ANNEX 8: Academic Partner Accelerated Program Coordinator Role

Partner organizations that are delivering the Accelerated Program should plan and budget for a full-time program coordinator who can manage all facets of the program, from registration through program delivery.

The following is an estimation of the time demands of the Program Coordinator

- Registration, logistics, and admin: 25 percent time
- Training and Facilitating: 50 percent time
- Coaching: 25 percent of time

Program Coordinator Scope of Work for Facilitating Modules

- Adapt and tailor accelerated program slides, including adding academic partner logo, pre-program assessments results, facilitation team, calendar, etc
- Assemble the facilitation team for each module and hold a 1 hour prep call to prepare for the role of each facilitator and co-facilitator
- Co-facilitate the accelerated program modules and coaching sessions
- Attend all accelerated program modules to ensure consistency, form relationships with participants, and address their needs throughout the program
- Manage participants' questions and requests by email and whatsapp
- Prior to each module, prepare breakout sessions, create participants groups, etc
- Conduct a 30 minute prep call prior to each Accelerated Program module, with the facilitation team, technical support team, and other contributors that are supporting breakout sessions
- Prior to each module, send participants an email with a reminder on pre-reading instructions and module slides (or send participants all modules slide in advance)
- After each module, send participants the module recording and check participants attendance
- Coordinate with Accelerated Program manager on communications and MEL related tasks
- Address potential comments and requests from participants on course content and delivery and adapt content accordingly
- For Vietnam deliveries, coordinate with an interpreter
- Organize a final celebratory event for the end of the course
- Provide all participants who have completed the course with a certificate of completion

Program Coordinator Scope of Work for Facilitating Modules:

- Assign one coach to each group of participants from a participating organization
- Schedule five coaching sessions for each group
- Check participants attendance and homework in coordination with the coach
- Coach a selection of organizations

ANNEX 9: Post-Module Survey for Participants

Partner organizations that are delivering the Accelerated Program should plan and budget for a full-time program coordinator who can manage all facets of the program, from registration through program delivery.

Accelerated Program - Module Feedback Form

Thank you for your participation today. Please take a few minutes to provide anonymous feedback on today's session along with any recommendations or suggestions you have on how to improve the content or facilitation for future modules.

1. Program Location
2. Module Number
3. Please rate the usefulness of the program materials used for this module.
(1=Not useful at all, 5=Extremely useful)
4. Please rate the effectiveness of the facilitator's communication and teaching methods for this module.
(1=Not useful at all, 5=Extremely useful)
5. Please rate the effectiveness of the plenary/content delivery for this module.
(1=Not useful at all, 5=Extremely useful)
6. Please rate how productive the breakout discussions were for this module.
(1=Not useful at all, 5=Extremely useful)
7. Do you have any suggestions for how to improve this module's content or facilitation methods?

ANNEX 10: Coaching Session Survey

After participants have had one to two coaching sessions, conduct a survey with participants using a platform such as SurveyMonkey to get their feedback on the effectiveness of the sessions and whether they are interested in extending the coaching from four months to one year.

Questions can include:

1. Has the coaching you've received so far been beneficial? If so, in what ways?
2. Are there changes that would make the coaching more effective?
3. If made available, are you interested in receiving additional coaching for up to a year's time?



