

# Gender-Transformative Leadership

A Participatory Toolkit for Health Workers



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# Facilitator Guidance

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Jhpiego is a nonprofit global leader in the creation and delivery of transformative health care solutions that save lives.

In partnership with national governments, health experts, and local communities, we build health providers' skills, and we develop systems that save lives now and guarantee healthier futures for women and their families. Our aim is revolutionizing health care for the planet's most disadvantaged people.

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## List of Modules

Module 1. Foundations

Module 2. Leading with Confidence

Module 3. Negotiation

Module 4. Networking

Module 5. Sexual Harassment

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## Acknowledgments

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## Purpose and Target Audience

This package seeks to *strengthen existing* leadership development curricula for pre- and in-service health workers and managers through a *suite of gender-transformative sessions*, which challenge participants to identify and respond to unique considerations for women in leadership. Rather than expecting women to “lean in” to professions and organizations that have largely excluded them from leadership and senior roles, gender-transformative leadership addresses discrimination, bias, and inequities in the system (both formal and informal) so that women are included on an equal basis to men. In this way, gender-transformative leadership can be used by and benefit decision-makers, the institutions they work in, and the health system itself.

**Gender transformative leadership** seeks to cultivate individuals, including decision-makers, who empower themselves and their organizations “to pay close attention to **gender power structures** and **discriminatory practices**—both **formal and informal**—in order to **advance gender equity** in their organizations” as well as in the communities and constituencies they serve.

*(UN Women, Transformative Leadership: Leading for Gender Equality and Women’s Rights)*

Unlike traditional leadership development programs, which tend to focus heavily on building individuals’ confidence and skills to lead, this package goes further to also explore how formal (policies, laws) and informal (norms, workforce cultures) systems present opportunities and barriers to achieving gender equality in health sector organizations.

## Contents of the Toolkit

This toolkit has five sections with a total of 16 modules that include participatory sessions. An outline of the toolkit is as follows:

- Foundational
  1. Gender and Work Icebreaker
  2. Vote with Your Feet: Workplace Edition
  3. Where Are the Women Leaders in Global Health?
  4. What Is Bias?
  5. Gender Bias in the Workplace

- Leading with Confidence
  6. Mentorship and Sponsorship
  7. How to Be a Workplace Ally
  8. Effective Feedback
  9. Communicating with Confidence
- Negotiation
  10. Negotiation Strategies for Women
- Networking
  11. Building Effective, Diverse Networks
- Sexual Harassment
  12. Power and Harassment
  13. Violence in Daily Life
  14. How to Stop Sexual Harassment
  15. Talking about Sexual Harassment
  16. Self-Care After Sexual Harassment

## What We Mean by Participatory

Sessions are designed to be participatory and dialogue-based. This approach does not entail a trainer passing on knowledge to passive learners; rather, participants are actively engaged by the facilitator and each other. Participants are recognized as experienced, curious, contributing individuals who have the capacity for action and bring their own unique expertise, life experiences, and realities to the learning environment. Typical session activities include facilitated individual reflections, group discussions, case studies, short videos and debrief, and role-plays with practical job aids.

## How to Use the Toolkit

The sessions in the toolkit may be facilitated in a variety of ways, depending on time and resources available. The modular design allows for great flexibility in programming. Facilitators may choose to deliver sessions all at once in a workshop format, implement sessions within a particular module that aligns with their program objectives, or select specific sessions from multiple modules and hold one session weekly or monthly over time. Regardless of how you organize the sessions, the following guidance will ensure participant learning and minimize harm:

- Begin sessions with exercises that allow participants to feel relaxed and get to know each other. This will ensure that they feel safe and comfortable throughout the activity.
  - You may choose to start the session or workshop by facilitating a discussion on group norms for participants to adhere to for the duration of the workshop. As the facilitator, you can write the norms that participants suggest on flipchart paper, and display the paper throughout the duration of the workshop. You may also wish to use external resources, such as the World Health Organization's [Training Curriculum: Gender and Rights in Reproductive Health](#), which includes a group contract session (page 24) and a welcome and an introduction session (page 20).

- The “Gender and Work Icebreaker” from this package is an effective session to begin the workshop or first meeting with, regardless of whether you facilitate the entire “Foundational” (i.e. sessions 1-5) set of modules from this toolkit.
- Facilitators are strongly encouraged to include all modules in the “Foundational” section.
- Given the sensitive nature of the material covered in the “Sexual Harassment” sessions, facilitators should not facilitate them as standalone sessions without proper introduction or sensitization to the topic.

## Session Format

Each session is formatted as follows:

- **Learning objectives** of the session
- **Time** required for the session
- **Materials needed** for the session
- **Advance preparation** the facilitator will need to complete before leading a session
- **Introduction** to open the session and prepare participants for learning
- **Steps** for leading the session
- **Facilitator notes** on the session process and important points to be made during the session
- **Participant handouts** that may be given out during or at the end of the session
- **Facilitator resources** needed to lead the session

## Learning Objectives

The learning objectives are what participants should learn as a result of completing the session. It is a good idea to begin each session with a description of its learning objectives. This helps participants understand why they are doing the session and what they can hope to get out of it.

## Time

Time indicates how long the session should take. Various factors, such as the number of participants, will affect the time needed to complete each session. It is important to work at the pace of the participants. It is also important to remember that any agenda for a workshop is usually a full one. Taking too long with one session may mean you do not have time to complete others. Try to stick to the time suggested.

Note that sessions include steps that require small group work (for example, case studies, role-plays, reflection, and other activities). It is important to facilitate smooth transitions between plenary discussions and smaller group activities. Set the space up in advance to allow participants to use nearby areas for breakout work, load or distribute materials before the sessions start, let participants know when they have 5 minutes left in group work, and rally groups with your co-facilitator when it is time to move from smaller group exercises to plenary.



## Materials Needed

These are the materials you will need for each session. You will need to prepare some of them before the workshop begins. For the most part, they include basic materials such as flipchart paper and markers. In cases where the materials listed cannot be easily accessed, you should feel free to improvise.

## Advance Preparation

This section will inform you about any preparations you should make before conducting the session.

Many of the sessions also include video clips that can be downloaded in advance. The .mp4 video files are included with the session material.

## Facilitator Notes

These notes will help you to facilitate the sessions. They point out important aspects of the process, as well as background information and tips to help you prepare. Make sure to read these notes before you begin. In some instances, facilitator notes will indicate whether a particular session should be delivered only after other sessions have been covered.

## Steps

These are the steps you should follow to facilitate the session effectively. Follow the steps in the order in which they appear, and remain mindful of the time allotted for each step. Steps for the different sessions will vary, but all sessions include an introduction and a closing.

Knowledge and perceived comfort/competency questions should be delivered during the introduction and closing as pre- and post-tests, respectively. Participants can track their answers using the “Answer Log for Knowledge and Perceptions of Comfort/Competency Questions” annex.

## Introduction

This section provides facilitators with a suggested opening statement for the session. You are free to adapt this to create your own opening statement.

## Closing

This section highlights the key points that participants should retain from the session. It may be helpful to refer to these key points as you facilitate group discussions. You can also use them to sum up the discussion at the end of the session. As with the opening statement, feel free to use your own words to deliver these messages.

Each session closes with a few minutes on action planning. Facilitators can decide whether to email the Action Planning handout to participants, provide blank templates for all sessions during the first session, or distribute a single blank template at the end of each session. Participants will revisit their action plans during the wrap-up activity at the end of the 16 sessions.

## Participant Handouts

- Some sessions include handouts. These appear at the end of the session. The handouts include information for participants to take away with them or for the facilitator to review with them. Some

handouts include information participants need to complete in a particular part of a session. You should refer to the “Advance Preparation” section to determine the exact number of copies of each handout you will need to make. Not all sessions include participant handouts.

- The curriculum also contains several **annexes**:
  - **Answer Log for Participants** for participants to log their pre- and post-test answers
  - **Pre-/Post-Test Answer Key**, which facilitators can use to confirm answers to knowledge and perceived comfort/competency questions
  - **Wrap-Up Action Planning Template** to be used during the wrap-up activity
  - **Most Significant Change** for facilitators to use as an evaluation tool 1, 3, and 6 months after the delivery of sessions

### Facilitator Resources

- This is additional information for the facilitator to review while preparing a session. Not all sessions include facilitator resources.

### Reflective Practice and the Power of the Circle

Reflective practice differs from classic training workshops in that the facilitator leads participants through a process of learning and personal introspection, as opposed to simply delivering information in a didactic manner. Reflective practice acknowledges that participants are also experts by virtue of their personal experiences, and it recognizes that everyone “has a piece of the truth.” To enable the learning and self-reflection process, it is useful to seat participants in a large semicircle (see Figure 1). This seating arrangement encourages a sense of community and positions everyone at the same level. You may place a few small tables against the walls at the back of the room and use them to hold materials. Seating participants at a table creates a more formal atmosphere and tends to encourage participants to focus on taking notes rather than interacting with and listening to others. Laptops and cellphones should not be allowed in a reflective practice workshop as they disrupt the learning process and can be distracting for the facilitator and other participants.

**Figure 1. Seating participants in a large semicircle supports learning and self-reflection.**



### Role of the Facilitator

Leading this workshop is a great opportunity to share awareness, inspiration, healing, and empowerment with others. As workshop leader, your job will be to:

- Help participants feel welcome, valued, and safe
- Encourage respectful listening and dialogue
- Facilitate workshop sessions

What <i>is not</i> expected of you as a facilitator:	What <i>is</i> expected of you as a facilitator:
<ul style="list-style-type: none"> <li>You <b>are not expected</b> to be an expert on all of the issues that might arise in this workshop. No one person can know it all.</li> <li>You <b>are not expected</b> to have the answer to every question that might arise. If you do not know the answer, say so! Someone in the group may have an answer, or the group may come up with an answer together.</li> <li>You <b>are not expected</b> to do everything perfectly. You will make mistakes. Use these mistakes as learning opportunities. (It is important for the group to see you acknowledge and work through mistakes, awkwardness, and difficulty. It is an essential part of learning!)</li> <li>You <b>are not expected</b> to be responsible for each participant's learning and change. This is not something you can control; all participants are responsible for themselves.</li> </ul>	<ul style="list-style-type: none"> <li>You <b>are expected</b> to guide participants through this workshop. Sometimes, this means actively steering the group's conversation, and sometimes this means stepping back and letting the group members develop their own ideas.</li> <li>You <b>are expected</b> to help every member of the group feel welcome, safe, and respected. All participants should have a chance to share their ideas, experiences, and opinions.</li> <li>You <b>are expected</b> to provide gentle guidance, support, and encouragement to individuals and to the group as a whole, particularly when things get difficult.</li> <li>You <b>are expected</b> to keep the larger picture in mind. Remember the goals of the workshop and bring the group back to those goals when necessary.</li> <li>You <b>are expected</b> to model gender equality—with your co-facilitator, group members, and everyone with whom you come into contact during the workshop.</li> </ul>

## Facilitation Guidelines

- **Keep the end in mind.** Know what you are doing and why you are doing it. Be sure that participants are clear about the purpose and goals of the workshop and of each session.
- **Be flexible.** Be prepared to adapt or skip a session to meet the specific needs of a group or situation. Reassure participants that it is okay to leave some of the sessions and discussions unfinished. This is a lifelong process, and participants can continue to meet as a group or individually to talk, learn, and plan together.
- **Encourage participation.** Ask the group questions and encourage participants to ask questions. Show appreciation for all comments (even if you disagree with them).
- **Pay attention to who speaks and who does not.** Ask people to be mindful of sharing speaking time in the group. You may need to ask people who speak up often to hold their thoughts to create space for people who have not yet spoken.
- **Help the group learn and practice dialogue skills.** Listen to each participant with respect and compassion rather than criticism. Explain that differences in experiences and opinions are an opportunity for learning, not judgment.
- **Encourage participants to engage and talk about their emotions.** The deepest, most effective learning involves both the mind and the heart.
- **Everything that happens is a learning experience, especially situations that seem challenging.** Remind participants that you are learning from each other and with each other all of the time.
- **Use yourself and your experiences as examples.** Trust the value of your experience and perspective. The workshop is a learning experience for you too. Share with the group what you are learning.

## Working with a Co-facilitator

A co-facilitator equally shares the responsibility of leading and facilitating the workshop. You are encouraged to use a co-facilitator for this workshop because:

- You can share the responsibility for the workshop. (Participatory facilitation is hard work!)
- You will have someone to help keep track of the important tasks and details of the workshop and each session.
- It brings an additional perspective on gender and another set of life experiences and wisdom into the large group.
- It can provide participants with an excellent model of cooperation, connection, and gender equity when things are going well. It can also provide an excellent model of dialogue and conflict resolution when things are challenging.
- Your co-facilitator can help you check your perceptions about what is happening in the group, help you to think about and address group dynamics, and give you feedback on your facilitation.
- It provides a mix of facilitation styles and personalities, helping to keep the energy fresh and engaging.
- Each facilitator can learn something from the skills and perspectives of the other.

## Preparing for Co-facilitation

- Carefully review the objectives of the workshop, as well as the objectives for each session.
- Review the session descriptions. Discuss their potential challenges, how to avoid these challenges, and how to deal with them if they occur.
- Decide who will serve as lead facilitator for each session.
- Discuss contingency plans for each day. Despite our best efforts, things do not always go as we plan. What sessions can you shorten or skip if you run out of time?
- Set times during the day for the two of you to check in with each other.
- Talk specifically about how you will manage the beginning and ending of the workshop.
- Review the “Managing Conflict” section and talk about effective ways for managing conflict that you have observed.

## Additional Preparation for Co-facilitators

The relationship between co-facilitators has a big impact on the workshop. It is important that you meet with your co-facilitator **at least twice** before the workshop to get to know each other, review the workshop sessions, and work out the details of your workshop plan.

- Discuss your experiences as participants in previous workshops: What was most valuable to you? What seemed most effective for others in the group? What did you notice about the facilitation? Was there anything that you did not like?
- If you have previously worked together as co-facilitators, talk about the last time you facilitated together: What went well? What was challenging? What would you do differently? How can you improve the experience for workshop participants?

## Co-facilitation during the Workshop

- Be open to thoughts, feedback, and help from your co-facilitator. Your co-facilitator may notice something happening during the workshop that you missed. If you feel stuck or unsure about something, ask your co-facilitator for their thoughts. In addition, when you are leading, make a habit of asking your co-facilitator for input or if they have anything to add.
- Take time during and after the workshop to check in with your co-facilitator. This will give both of you the opportunity to check perceptions, give and receive feedback, and strategize about what happens next.
- When you are leading a session, be sure to make eye contact with your co-facilitator. This will give your co-facilitator a chance to get your attention (if necessary) without disrupting the session. It will also give you an opportunity to see if your co-facilitator has something to add to the conversation.
- When your co-facilitator is leading, scan the room to get a sense of what is happening in the group. Check for reactions, participation levels, and nonverbal communication. Gently interrupt your co-facilitator if you think something needs immediate attention.
- When your co-facilitator is leading a session, pay attention to the time. It is very easy to lose track of time, particularly when great conversation or significant learning is happening. Helping your co-facilitator to pay attention to time will allow both of you to balance the group's immediate needs with the workshop objectives.

## Personal Preparation

As a facilitator preparing to do gender work, you will need to consider your own thoughts and feelings and how they may affect your role as a facilitator. For example, you may feel uncomfortable talking openly about certain topics (e.g., masturbation or other aspects of sexuality). You may also have strong feelings about certain topics (e.g., homosexuality). These feelings may make it hard to facilitate an open or frank discussion. You may also be reminded of painful experiences from your past. Being reminded of these experiences may make it hard to talk about certain topics.

To help women and men discuss these issues as openly as possible, you must first make time to think about your own thoughts, feelings, and experiences. This could involve:

- Meeting with a colleague to discuss your thoughts and feelings about the gender work you will be doing. Talk about what you are nervous and unsure about, discuss any issues that make you uncomfortable and why, and make a plan for how you will deal with this discomfort.
- Making time during a team meeting to have the same discussions with your peers. If possible, bring in a skilled outside facilitator to help team members with this discussion.
- Choosing someone you trust and whom you think will listen to you and support you (e.g., colleague, friend, family member). Tell this person about the past experiences you are concerned about, how you think they may affect your work, and how you would like to be supported in dealing with your memories of them. Make a plan for how to get this support. If you think you cannot get the support you need or that the memories of the experiences are too strong and painful, remember that you have the choice not to do this work.

## Active Listening

Active listening is a basic skill for facilitating group discussions. Active listening helps people feel that they are being understood as well as heard, and encourages people to share their experiences, thoughts, and feelings more openly. It shows participants that their ideas are valuable and important when it comes to solving problems.

Active listening involves:

- Using body language to show interest and understanding. In many cultures, this will include nodding your head and turning your body to face the person who is speaking.
- Showing interest and understanding to reflect what others are saying. It may include looking directly at the person speaking. In some communities, such direct eye contact may not be appropriate until the speaker and the listener have established some trust.
- Listening not only to what is said, but also to how it is said, by paying attention to the speaker's body language.
- Asking the speaker questions to show that you want to understand.
- Summing up the discussion to check that what was said was understood. Ask for feedback.

## Staying Neutral

Remember to provide information in nonauthoritarian, nonjudgmental, and neutral ways. Never impose your feelings on the participants.

## Effective Questioning

Asking effective questions is another core facilitator skill. Effective questions help facilitators identify issues, clarify facts, and draw out differing views on an issue. Skillful effective questioning also challenges assumptions, shows you are really listening, and demonstrates that the group's opinions and knowledge are valuable. Effective questioning also increases participation in group discussions and encourages problem-solving.

Ways to achieve effective questioning include:

- Asking open-ended questions: Why? What? When? Where? Who? How?
- Asking probing questions. Follow up with questions that delve deeper into the issue or problem.
- Asking clarifying questions by rewording a previous question.
- Discovering personal viewpoints by asking how people feel, not just what they know.

## Facilitating Group Discussions

There is no single best way to facilitate a group discussion. Different facilitators have different styles, and different groups have different needs. The following are some common aspects of good group facilitation:

- **Set the rules.** It is important to create “ground rules” that the group agrees to follow. Establish ground rules regarding respect, listening, confidentiality, and participation.
- **Involve everyone.** Helping all group members to take part in the discussion is an important part of group facilitation. This involves paying attention to who is dominating discussions and who is not contributing. Try to involve members who are not participating by asking them a direct question.

However, remember that people have different reasons for being quiet. They may be thinking deeply! If a participant is very talkative, suggest they allow others to take part in the discussion and then ask the others to react to what the person is saying.

- **Encourage honesty and openness.** Encourage participants to be honest and open. They should not be afraid to discuss sensitive issues. Encourage them to honestly express what they think and feel, rather than say what they think the facilitator(s) or other participants want to hear.
- **Keep the group on track.** It is important to help the group stay focused on the issues being discussed. If the discussion seems to be going off the subject, remind the group of the objectives for the session and get them back on track.

### Gender Composition of Participant Groups

Given the sensitive nature of the topics covered in this toolkit, many women may not feel comfortable participating openly in dialogue about their experiences, beliefs, and learnings in the presence of men, or being guided by a male facilitator. Review each session carefully in advance and consider whether participants would feel most comfortable learning and discussing in single-sex or mixed-sex groups. Also consider whether participants may respond best to female or male facilitators. The “Negotiation Strategies for Women” session is specifically designed for a female audience, and should be led by a female facilitator. For some sessions, it may be important to engage male leaders as participants, for example, sessions in the **Foundations** and **Sexual Harassment** modules. Before completing the Sexual Harassment modules, *all* participants should receive introductory training on gender and social norms.

For sessions where the group is a single gender (e.g., all women) or is highly gender imbalanced, you can include men’s viewpoints by asking the women to respond from a man’s perspective.

### Facilitating Mixed-Sex Groups

When facilitating content with mixed-sex groups, ensure equal participation by women and men. This means ensuring that men do not dominate while also making sure that men feel comfortable contributing. It is also important not to assume that all women participants are disempowered and suffering, or that all men participants are powerful and dominating. Be aware of and address differences among participants in terms of language, race, class, caste, and ethnicity, ensuring that no group feels alienated or insecure and all groups participate equally. The following pointers will help to ensure equal participation:

- If the discussion is not going anywhere, use probing questions to deepen the discussion.
- Do not take sides.
- Give practical examples when needed to stimulate discussion.
- Manage discussions and avoid getting emotionally invested in issues.
- If the group is spending too long on a small point, push the group forward.
- Draw on people’s experiences.
- Help people in conflict to search for common ground and understand one another’s views.
- Make everyone feel valued.
- Ensure that participants have a chance to share their viewpoints, and that no one dominates.



## Dealing with Difficult People

People often take on certain roles within groups. Some of these roles can interfere with the learning of the workshop. Facilitating a group discussion may mean dealing with people who are negative or disruptive or who continue to interrupt the discussion. Reminding the group of the ground rules and asking everyone to be responsible for maintaining them is a good way to deal with difficult people. If someone constantly complains, ask for specifics, address the complaint, or refer the complaint to the group. If a participant is disruptive, you can involve the group by having members ask the difficult person to help, rather than hinder, the group, or deal with the individual apart from the group.

## Managing Conflict

- Know the difference between disagreement and conflict: disagreement is healthy and can lead to better understanding through positive discourse; conflict is not healthy and distracts from learning objectives. Disagreement is not always a bad thing; it can be productive and is a normal part of group development. When disagreement occurs, do not rush to interrupt if it is happening in a respectful way.
- Reassure the group that disagreement is an important part of the workshop and that it can create a learning and healing experience for everyone.
- Encourage the group to use “I” statements, describing their own individual feelings, rather than “you” statements that criticize or judge others.
- Tell the group that disagreements do not always have to be resolved. **Learning to allow each other our differences can be even more important than getting everyone to agree.**
- If the disagreement is becoming a problem, the following strategies can help deescalate:
  - Review the group guidelines and talk about the importance of working together.
  - Give the group a 5-minute break so you can confer with your co-facilitator.

## Session Supplies and Materials

Supplies and materials required will vary depending on the sessions you are facilitating. Review the list of materials for each session in advance. Some sessions require specific materials that are not used in other sessions (e.g., string). In general, all sessions will require the following:

- A meeting room large enough to comfortably accommodate 25–30 people, allow for small group work, and enable participants to move around freely
- Chairs (enough for participants and facilitators) organized in a large semicircle (see diagram in the “Reflective Practice and the Power of the Circle” section)
- Flipchart stand (for some sessions, you may require two stands)
- Flipchart paper
- Plenty of colored markers (at least 30)
- Reams of A4 sized paper
- Construction paper
- Masking tape
- Enough wall space to display flipcharts
- Projector



- Laptop computer
- Speakers
- Notebooks for participants
- Pens or pencils for participants
- Downloaded files of video clips, if indicated for session

## **Advance Preparation**

### **Know the Space**

If you do not know what the room for the meeting or workshop is like, try to visit it a few days in advance. This will help you create the most positive environment for the training. For example, you may need to move chairs and tables or improve the lighting. The space should also be private in the sense that participants should feel comfortable discussing sensitive topics and personal opinions. If the room is not suitable, an advance visit will give you time to look for another room before the workshop begins.

### **Read the Toolkit**

Read through the toolkit before you begin a meeting or workshop. Read through each session once more before facilitating it. If you are confused or concerned about any of the information in the toolkit, ask another facilitator about it.

### **Prepare Materials**

Prepare handouts and flipcharts in advance. Make sure you have enough copies of the handouts for all participants. Some sessions require you to write information on sheets of flipchart paper before beginning the session. Make sure you have all the materials for each session before you begin, including a downloaded file of the video clips. A list of these materials is included in the description of each session.

Special note about video/language limitations: Many sessions (3–6, 8–11, 14) include the use of videos that are available in English. Facilitators are encouraged to review the videos in advance to consider necessary modifications (i.e., video not shown or material presented in a different format) for use in francophone or lusophone settings.

### **Research Support Services**

For some participants, a gender workshop may bring up painful memories, such as childhood sexual abuse or sexual harassment. Some participants may have experienced violence during their adult lives, and some may still be experiencing violence. Facilitators should identify available support services and refer participants if needed.

## **As Participants Arrive**

- Welcome each participant enthusiastically.
- Spend some time interacting with participants.
- Look out for participants who are not mingling with others and make an effort to reach out to them.

## Final Thoughts

Relax. Breathe. Stay in the moment. Connect with your co-facilitator. Connect with each person in the room. Feel and acknowledge emotions and energy—your own and the group’s. **Trust that you can and will be a good facilitator**, that the group will learn and connect, and that the experience will be valuable for everyone!

## Sources

Adapted from EngenderHealth. 2015. *Training on Gender and Sexual and Reproductive Health: Facilitation Toolkit*. New York, NY: EngenderHealth.

Adapted from The ACQUIRE Project/EngenderHealth and Promundo. 2008. *Engaging Boys and Men in Gender Transformation: The Group Education Toolkit*. The ACQUIRE Project/EngenderHealth and Promundo: New York, NY, and Rio de Janeiro, Brazil.

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**Gender-Transformative Leadership**  
A Participatory Toolkit for Health Workers

**Module 1**

**Foundations**

**Session 1**  
.....

# Gender and Work Icebreaker

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# Session 1: Gender and Work Icebreaker

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## Learning Objective

By the end of the session, participants will be able to:

- Articulate the meaning of “gender” and “gender stereotype”
- Identify examples of how their gender has affected their roles, tasks, and interactions in the workplace

## Time

75 minutes

## Materials Needed

- Flipchart paper
- Markers
- **Participant Handout: Knowledge and Perceived Comfort/Competency Pre-/Post-Test**
- **Annex: Answer Log for Knowledge and Perceptions of Comfort/Competency Questions**
- **Annex: Action Planning Handout**

## Advanced Preparation

1. Write the ground rules (Step 2 in the next section) on a piece of flipchart paper that can be displayed throughout all sessions.
2. Write the following definitions on a piece of flipchart paper that can be displayed throughout all sessions (if needed):
  - **Gender:** Social characteristics associated with being a man or woman; includes power relations and expectations of what it means to be a woman, man, boy, or girl.
  - **Gender stereotypes:** Ideas that people have about masculinity and femininity: what men and women of all generations should be like and are capable of doing. For example, girls are allowed to cry whereas boys are expected to be brave and not cry.

## Steps

### Introduction (10 minutes)

1. Explain that the activity is intended to help create a friendly and trusting atmosphere for the workshop through sharing personal stories. Point out that this activity is also useful for initiating personal reflection on gender and its influence in our lives, including at work.
2. Invite participants to establish and agree to ground rules for the group and record the rules on flipchart paper. Suggested rules include:
  - Maintain confidentiality. What is said in the room stays in the room.

- Everyone has the right to pass. A participant who feels uncomfortable about a particular topic or about sharing on a particular point has the right to pass.
- Suspend judgment. All people have a right to their opinions and beliefs. Try not to judge others and try to maintain an open mind and hear what others are saying.
- Respect the opinions and feelings of others. Avoid interrupting others while they are speaking, mocking speakers, or minimizing a person's contribution.
- Do not speak for others. Share only your own thoughts. Do not relate what another participant has said in the context of this group.
- Practice active listening. Pay attention when others are speaking and listen carefully to what they are saying.
- Take care of yourself, and take a break if you need to.
- If a participant wants additional support on this issue for themselves, a family member, or a friend, tell them to talk to you after the session to be connected to support resources.
- Distribute **Participant Handout: Knowledge and Perceived Comfort/Competency Pre-/Post-Test**, asking participants to record their answers on the **Answer Log for Knowledge and Perceived Comfort/Competency**.

### Getting to Know One Another (65 minutes)

1. Ask participants to pair up with someone they don't know.
2. After each participant has found a partner, explain that participants will take turns introducing themselves to their partner and answering a question. Explain that each person will have 2 minutes to introduce themselves (e.g., their name, where they are from, and the program/project they work on) and answer the following question:
  - When did you first become aware that there are certain things you are allowed and not allowed to do as a woman/man or girl/boy? Try to think specifically of times that being a woman/man or girl/boy constrained you from specific roles, tasks, or positions at work. (If workshop participants already have a good level of gender awareness and understanding, use the following question instead: "Can you share an experience/example when you felt that your gender allowed or did not allow you to do certain things?")
3. Explain that after 2 minutes you will instruct participants to stop and switch so the person who was speaking becomes the listener.
4. Ask participants if they have any questions and clarify any misunderstandings (spend no more than 5 minutes on steps 1–4).
5. Ask participants to begin sharing. After 2 minutes, call time and ask participants to switch.
6. After 2 minutes, ask participant pairs to quickly decide who will introduce their partner first. They should also establish with their partner if it is okay to share what was discussed.
7. Bring everyone into a large circle.
8. Ask each person to introduce their partner and relate a story or issue that their partner shared. Allow no more than 2 minutes per pair.
9. On flipchart paper, list what people shared with the group in two lists, using the headings "Men" and "Women." Under each heading, list the different gender roles, norms, expectations, or constraints participants shared as being man or woman, respectively. At the end of the

introductions, briefly explain that these gender roles, norms, expectations, and constraints are boxes that society imposes on us due to our gender. We can call them the “man box” and “woman box.” You may refer to this throughout the training for quick reference to gender roles, norms, expectations, and constraints.

- If the mix of men and women in the room is not a relatively even (for example, all men or all women), have participants brainstorm other gender roles, norms, and expectations so the lists are relatively even. Start the discussion session by saying that participants can add items to either column, regardless of their gender.

10. Next, ask participants how the gender norms identified have influenced them at work. How did this make them feel? Invite discussion for 10 minutes. Explain to participants that they will have an opportunity to further explore gender dynamics in leadership and work throughout the course of these sessions.

**Facilitator note:** It is important to ask participants for permission to share their story with the group. During the discussion, remind participants:

- Throughout their lives, men and women receive messages from family, media, and society about how they should act as men and women, and how they should relate to other men and women. As we have seen, many of these differences are constructed by society and are not part of our nature or biological makeup. This can come in the form of conscious or unconscious bias, both of which are harmful and will be further explored in this curriculum.
- Many of these expectations are harmless and help us enjoy our identities as either a man or a woman. However, we all have the ability to identify unhealthy messages as well as the right to keep them from limiting our full potential as human beings.
- There are many ways to be a woman or a man. As we become more aware of the ways that some gender stereotypes can negatively impact our lives and our communities, we can begin to think constructively about how to challenge them and promote more positive gender roles and relations. Therefore, we are all free to create our own “man box” and “woman box.”

### Closing (5 minutes)

1. End the activity by thanking everyone for their openness and for sharing their stories. State that the personal experiences shared help to illustrate the profound influence gender norms have in shaping our social identities. It will be important to keep these concepts in mind as the group continues to discuss the impacts of gender on women and men in the workplace.
2. Distribute **Annex: Answer Log for Participants** and **Annex: Action Planning** handout. Ask participants to bring these to every session.
3. Ask participants to complete the Participant Handout: Knowledge and Perceived Comfort/Competency Pre-/Post-Test, recording their answers on the Answer Log.



**Facilitator note:** Participants should complete this action planning/brainstorm at the end of every session. The facilitator should acknowledge that participants are free to choose their own key messages and next steps. That being said, the facilitator should encourage participants to choose some action steps that they can act on as individuals. Although organizational/institutional change is extremely important, not all participants may feel safe or comfortable advocating for change at this level.

4. Ask participants to spend a few minutes thinking about what they have learned. What were some key messages, and what do they want to take forward with them in their work? What is their action plan for implementing what they have learned? Encourage participants to use the **Action Planning** handout to document their ideas. Explain each column:
  - Column 1: Identify a problem to be addressed, area for improvement, or unmet need.
  - Column 2: Identify potential solutions, action steps, or ways forward.
  - Column 3: Identify who needs to take the next steps forward.

## Sources

Cooperative for Assistance and Relief Everywhere (CARE), and International Center for Research in Women (ICRW). 2007. *ISOFI Toolkit: Tools for Learning and Action on Gender and Sexuality*. PLA Exercise 3. Atlanta, GA: CARE and ICRW. Copyright © 2007 CARE and ICRW. Used with permission.

UNDP/World Bank/WHO Special Programme for Research and Training in Tropical Diseases. 1995. *Health Workers for Change: Manual to Improve Quality of Care*. Geneva, Switzerland: World Health Organization. <https://apps.who.int/iris/handle/10665/63192>.

## Participant Handout: Knowledge and Perceived Comfort/Competency Pre-/Post-Test

### Knowledge Questions: Circle One Response

**Question 1:** What is the definition of **gender**? Select the best choice.

- A. Social characteristics associated with being a man or woman; includes power relations and expectations of what it means to be a woman, man, boy, or girl.
- B. A label you are assigned at birth based on the genitals you were born with and chromosomes you have.

**Question 2:** True or False? **Gender stereotypes** are ideas that people have on masculinity and femininity: what men and women of all generations should be like and are capable of doing. For example, girls are allowed to cry whereas boys are expected to be brave and not cry. Select the best choice.

- A. True
- B. False

**Question 3:** Select the best choice. Gender norms shape social identities for which of the following groups:

- A. Women
- B. Men
- C. All genders
- D. None of the above

**Session 2**  
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# **Vote with Your Feet: Workplace Edition**

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## Session 2: Vote with Your Feet—Workplace Edition

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### Learning Objectives

By the end of this session, participants will be able to:

- Discuss personal perceptions about gender differences, roles, and inequalities with a focus on the workplace

### Time

45 minutes

### Materials Needed

- Chairs organized in a semicircle
- A4-sized paper
- Markers
- Masking tape
- **Facilitator Resource: Statements on Gender Roles and Workplace Issues**
- **Facilitator Resource: Dealing with Difficult Situations**
- **Participant Handout: Knowledge and Perceived Comfort/Competency Pre-/Post-Test**
- **Annex: Answer Log for Knowledge and Perceptions of Comfort/Competency Questions**

### Advance Preparation

1. Create two signs by writing AGREE on one sheet of A4-sized paper, and DISAGREE on another sheet of A4-sized paper. Post the signs on two walls facing opposite sides of the room.
2. Select five statements from **Facilitator Resource: Statements on Gender Roles**.

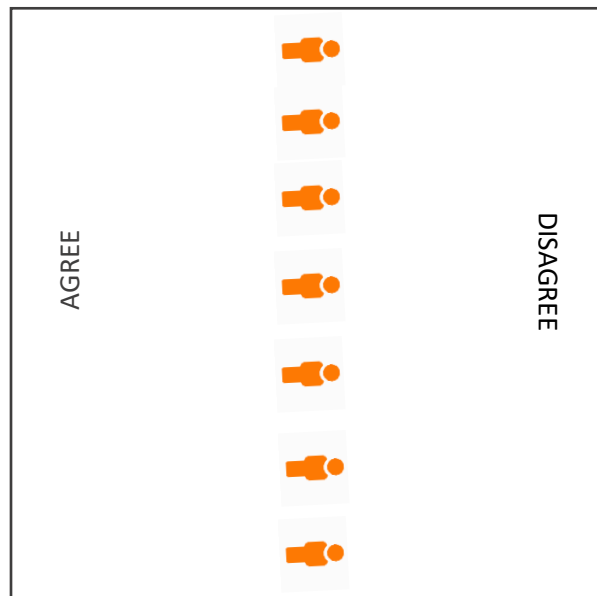
### Steps

#### Introduction (1 minute)

1. Explain to participants that this activity is designed to give them a general understanding of their own and each other's values and attitudes about gender. It aims to challenge some of their current thinking about gender issues, particularly in the workplace, and help them clarify how they feel about certain issues. Remind participants that everyone has a right to their opinion, and everyone's opinions should be respected.
2. Distribute the **Participant Handout: Knowledge and Perceived Comfort/Competency Pre/Post-Test**, asking participants to record their answers on the **Answer Log for Knowledge and Perceptions of Comfort/Competency Questions**.

## Values Clarification (28 minutes)

1. Ask participants to stand in a single-file line in the middle of the room facing the wall on which you posted the AGREE sign (see diagram). With participants standing, briefly draw their attention to the wall behind them where you have posted the DISAGREE sign.



2. Explain to participants that you will read a series of five statements. Each participant will need to decide (on their own) whether they disagree or agree with each statement.
3. Explain that you will read each statement aloud twice. Participants should move to the AGREE wall if they agree with the statement or the DISAGREE wall if they disagree with the statement. Explain that after they have moved, you will call on a few participants to share their opinions if they feel comfortable doing so. Facilitators can explain statements if participants do not understand certain words or phrases, but should avoid adding clarification or interpretation to the statements so that participants can interpret them individually.
4. Tell participants not to discuss their opinions with others and to move silently to the sign that best reflects their opinion.
5. Tell participants that they cannot remain in the middle. They must either agree or disagree.
6. Before beginning, check that everyone understands the rules.
7. Next, refer to **Facilitator Resource: Statements on Gender Roles** and read the first statement you pre-identified aloud, twice. Allow participants a few seconds to move toward the signs.

**Facilitator note:** If all participants agree on any of the statements, play the role of “devil’s advocate” by walking to the opposite side of the room and asking, “Why would someone be standing on this side of the room?” (i.e., what values would put them here).

**Facilitator note:** Some participants may say that they don’t know whether they agree or disagree and don’t want to stand next to either sign. If this happens, ask these participants to talk more about their reactions to the statement. Then encourage them to choose a side. If they still don’t want to, let them stand in the middle of the room as a “don’t know” group.

**Facilitator note:** During facilitation, you may address topics that are sensitive and challenging to discuss. You will likely have to deal with participants who make statements that are not in line with the views and values of the program or the organization. These could include sexist, homophobic, or racist remarks or opinions. Everyone has a right to their opinion, but they do not have a right to oppress others with their harmful views. Refer to **Facilitator Resource: Dealing with Difficult Situations** for suggestions on how to address harmful participant views.

**Facilitator note:** If a participant is in a wheelchair, instead of taking a step, the individual can move/roll the equivalent.

8. Once all participants have positioned themselves next to a sign, ask two or three volunteers from each group to explain their opinion to the group. (Spend no more than 3 minutes per question on this step.) Facilitator's notes are included under some of the statements in the **Facilitator Resource: Statements on Gender Roles**. These notes include helpful talking points and supporting or clarifying information for the facilitator after participants have had the chance to explain their opinions to the group. However, for most of these statements, there is no clear "right" or "wrong" answer, and it is important to make that clear to the group.
9. Next, bring participants back to the middle of the room and read the next statement aloud.
10. Repeat steps 7–9 for the remaining four statements.
11. Once you have read all of the statements, ask participants to return to their seats.

### Group Discussion (15 minutes)

1. Next, facilitate a 10-minute discussion using the following questions:
  - What statements, if any, did you have strong opinions or not-so-strong opinions about? Why?
  - Did some of the opinions in the room surprise you? Why or why not?
  - How do you think people's attitudes about some of the statements might affect the way they deal with women and men in their lives? In their workplaces?
  - How did it feel to talk about an opinion that was different from that of some of the other participants?

### Closing (1 minute)

1. End the activity by emphasizing the importance of thinking about our personal attitudes toward gender and continuing to challenge our own values and beliefs about gender. State that although it is important to respect other people's attitudes about gender, it is also important to challenge them if their attitudes and values can be harmful to themselves and to others in the workplace.
2. Make the following final points:
  - Our own experiences with and beliefs about gender can have an impact on how we view and understand our roles at work and interactions with colleagues.
  - We need to keep all of these challenges in mind as we work to address gender issues in the workplace.

3. Ask participants to complete the **Participant Handout: Knowledge and Perceived Comfort/Competency Pre-/Post-Test**, recording their answers on the **Answer Log for Knowledge and Perceptions of Comfort/Competency Questions**.
4. Ask participants to spend a few minutes thinking about what they have learned. What were some key messages, and what do participants want to take forward with them in their work? What is their action plan for implementing what they have learned? Encourage participants to use the **Action Planning** handout to document their ideas. Explain each column:
  - Column 1: Identify a problem to be addressed, area for improvement, or unmet need.
  - Column 2: Identify potential solutions, action steps, or ways forward.
  - Column 3: Identify who needs to take the next steps forward.

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## Facilitator Resource: Statements on Gender Roles and Workplace Issues

In preparation for the session, identify five of the following statements to read aloud (twice) to participants, selecting a mix of work-related and non-work-related statements. If the statements generate a rich discussion, the group may only get through two or three of them in the time allotted, which is acceptable.

**Facilitator note:** When discussing the various statements in this category, you may want to raise the following points:

- Men are generally perceived to have more privileges in society—for example, as being favored for educational and economic opportunities. However, men can also have many burdens. Likewise, women face many social pressures.
- Although individuals are born female or male, they undergo a socialization process whereby they learn to conform to social and cultural expectations regarding how women and men should behave, dress, speak, think, etc. Gender roles are learned/acquired and are not biological/innate.
- The goal of gender equality is not for women and men, girls and boys, to become the same. The goal of gender equality is to ensure that women and men have the same chances to access and benefit from social, economic, and political resources (e.g., have the same opportunities to vote, to be educated, etc.).

- A woman's place is in the home.
- The most important thing a woman can do is have babies and care for them.
- A man is only valued for his ability to make money and provide for his family.
- A man is more of a man once he has fathered a child.
- Women are naturally better parents than men.
- Men will feel threatened if too many women are in leadership roles.
- For women to succeed in the workplace, special benefits and accommodations must be made available to them (i.e., flexible schedules for childcare, space for breastfeeding or pumping).

**Facilitator note:** Women may be equally capable in the workplace in terms of skills and abilities and should not necessarily be given advantages over men. However, women may need leave for childbearing, flexible schedules for childcare, space for breastfeeding and breast pumping, or other special considerations (for example, for office settings or travel, or safety and security).

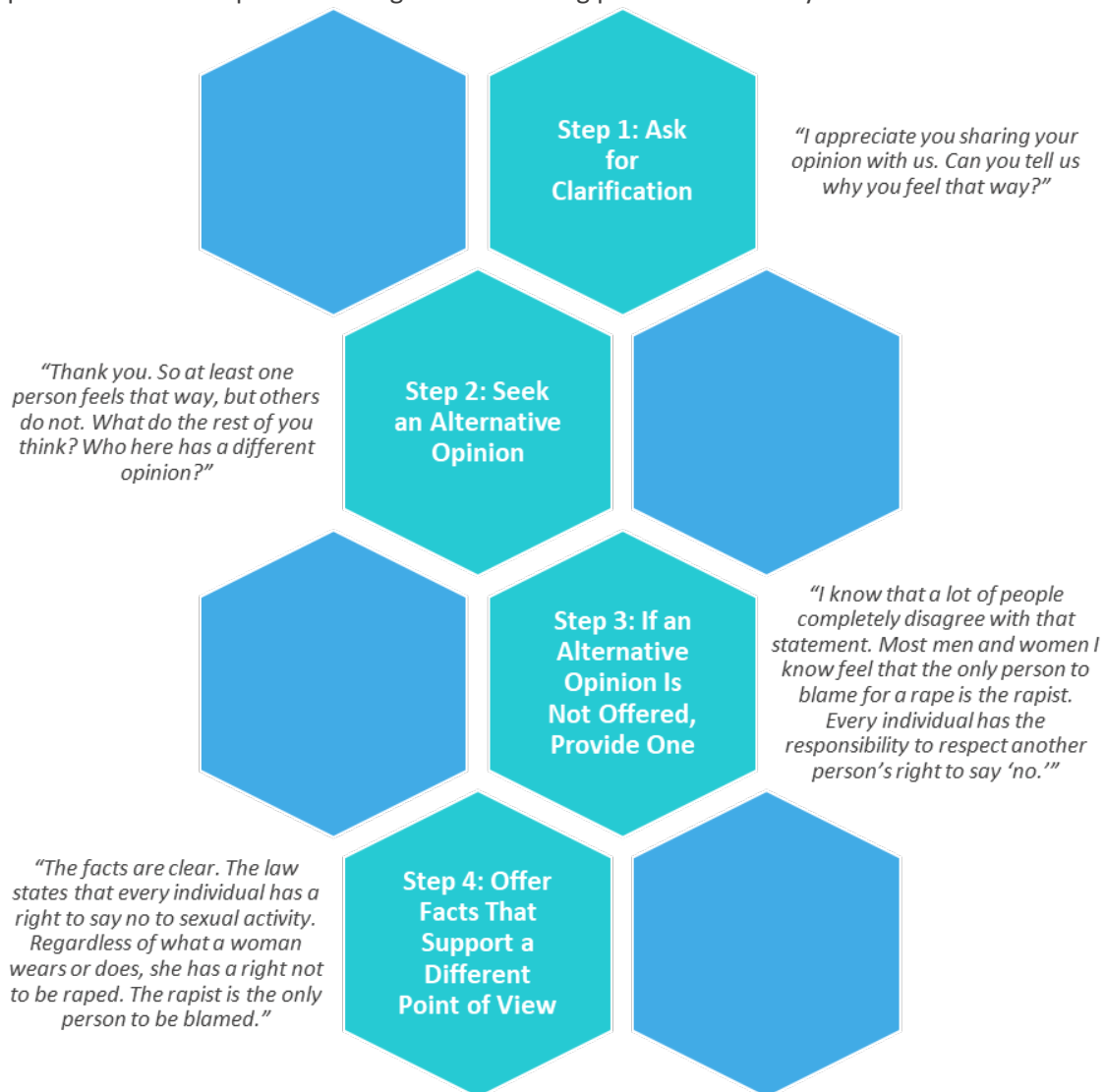
- The burden of accommodating women's needs in the workplace is too costly.
- Men are naturally better leaders than women in the workplace.

**Facilitator note:** First, women are never to blame for experiencing violence at the hands of someone else, including their partner, colleague, or others. Women may, in some cases, initiate violence; however, violence is not acceptable from either males or females and should be deescalated. Violence is never justified. Everyone has a right to live and work free of violence and harassment.

- A man has a right to flirt with a woman at work if he likes her, even if he knows she is not interested in him; there is nothing wrong with being "friendly."
- In certain circumstances, women provoke violent behavior, including sexual harassment at work.

## Facilitator Resource: Dealing with Difficult Situations

During facilitation, the facilitator may address many topics that are sensitive and difficult to discuss. The facilitator will likely have to deal with participants who make statements that are not in line with the program's views and values. These could include sexist, homophobic, or racist remarks or opinions. Everyone has a right to their opinion, but they do not have a right to oppress others with their views. For example, a participant might say, "If a woman gets raped, it is because she asked for it. The man who raped her is not to blame." It is important that facilitators challenge such opinions and offer a viewpoint that reflects the program's philosophy. This can be difficult, but it is essential in helping participants work toward positive change. The following process is one way to deal with this situation:



Note that even after the facilitator takes these four steps to address the difficult statement, it is unlikely that the participant will openly change his or her opinion. However, by challenging the statement, the facilitator has provided an alternative point of view that the participant will be more likely to consider and, it is hoped, adopt later.

### Source

EngenderHealth. 2015. *Training on Gender and SRH: Facilitation Manual*. New York: EngenderHealth; 123.

## Participant Handout: Knowledge and Perceived Comfort/Competency Pre-/Post- Test

### Knowledge Questions: Circle One Response

**Question 1:** True or False? The goal of gender equality is for men and women to be exactly the same.

- A. True
- B. False

**Question 2:** Which of the following statements is most accurate?

- A. Women are never to blame for experiencing violence at the hands of their partner, colleagues, or others.
- B. Women and men may both initiate violence; it is unacceptable in either case.
- C. Both A and B
- D. Neither A nor B

**Question 3:** Although women may be equally capable in terms of skills and abilities, which of the following are examples of workplace considerations that can improve gender equality?

- A. Flexible schedules to allow for childcare
- B. Travel arrangements that allow for safety and security
- C. Physical spaces for things like breastfeeding and breast pumping
- D. All of the above

## Session 3

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# Where Are the Women Leaders in Global Health?

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# Session 3: Where Are the Women Leaders in Global Health?

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## Learning Objectives

By the end of this session, participants will be able to:

- Summarize global disparities in women's leadership in the health sector
- Define Gender-Transformative Leadership
- Describe the Gender at Work Analytical Framework
- Explore the ways in which gender is a social determinant for workplace advancement and leadership

## Time Needed

2.5 hours

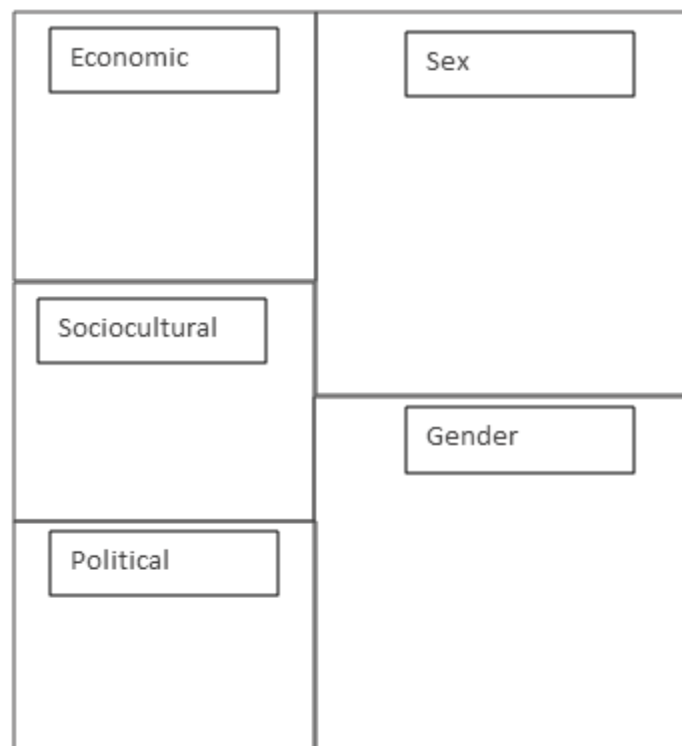
## Materials Needed

- Chairs organized in a semicircle
- Flipchart paper
- Flipchart stand
- Markers
- Masking tape
- String
- 1 pair of scissors
- Laptop computer
- Projector
- **Facilitator Resource: Eunice's Story**
- **Participant Handout: Where Are the Women?**
- **Participant Handout: Knowledge and Perceived Comfort/Competency Pre-/Post-Test**
- **Annex: Answer Log for Knowledge and Perceptions of Comfort/Competency Questions**

## Advance Preparation

1. Download the video, "Why We Have Too Few Women Leaders," by Sheryl Sandberg.
2. Print one copy of the **Participant Handout: Where Are the Women?** for each participant.
3. Load the PowerPoint presentation onto a projector
4. Choose questions from the list in the "Why We Have Too Few Women Leaders" section.
5. Use masking tape to create one large square on the floor. Make the square large enough for all participants to fit comfortably inside. After creating the square outline, split it into five smaller squares as illustrated in the diagram on the following page.

6. Print one copy each of **Facilitator Resource: Eunice's Story**
7. Write the following words on five sheets of A4-sized paper (one word per sheet):
  - Economic
  - Sociocultural
  - Political
  - Sex
  - Gender
8. Make sure each of the smaller squares is large enough to fit three to five people comfortably. Clearly demarcate the five squares using masking tape on the floor. Next, place the A4-sized sheets of paper you prepared on the floor in the five squares, as the diagram shows.



## Steps

### Introduction (1 minute)

1. Explain to participants that this foundational session is intended to deepen their understanding and awareness of the status of women in health sector leadership roles and how gender norms have influenced existing systems and structures.
2. Distribute the **Participant Handout: Knowledge and Perceived Comfort/Competency Pre-/Post-Test**, asking participants to record their answers in the **Answer Log for Knowledge and Perceptions of Comfort/Competency Questions**.

## Time for Gender Transformation in the Health Workforce (45 minutes)

1. Project and present the PowerPoint “Where Are Women Leaders in Global Health?”
2. Distribute the **Participant Handout: Where Are the Women?**
3. Invite participants to ask questions about the content covered in this session or included on the handout.

## Why We Have Too Few Women Leaders (35 minutes)

1. Show the 15-minute [video](#) by Sheryl Sandberg, Chief Operating Officer of Facebook and founder of the Lean In organization, “Why We Have Too Few women Leaders,” which paints a global picture of gender disparities in leadership. (Note: The mp4 video file is included in this package. If you have difficulty projecting the video, you may consider playing the audio for participants instead.)
2. Facilitate a 20-minute discussion around some of the following questions (select a few before the session):
  - The number of women making it to the top of industry or government, including health care, continues to fall short of the number of men. Why do you think that is?
  - Do you believe that women are judged more harshly than men? How likable are the women you know who are in positions of power? How likable are the men? What do you think are the reasons for the difference? How important is it for you to be liked by your peers?
  - Where do you usually sit in a classroom or conference room: in the middle of the action or on the sidelines? Are you nervous about drawing attention to yourself?
  - Have you passed up opportunities because you felt unsure or insecure? Have you seen other women pass up opportunities they should have seized?
  - Share a time when you challenged yourself. Did you succeed or fail? Did it make you more likely to challenge yourself in the future?
  - Have you pulled back from seeking new challenges in anticipation of making room for a family?
  - Would you be happy if you had a son who became a stay-at-home dad? A daughter who wanted to have a high-level job? Why or why not?
  - What can men do to create more equal workplaces and families? What can women do to create more equal workplaces and families?
  - Name one takeaway from this session you would like to share with someone else. With whom would you share it?

## Eunice’s Story (30 minutes)

1. Stand in the center of the large square with the ball of string in your hand and a copy of **Facilitator Resource: Eunice’s Story** and **Facilitator Resource: Character Profiles**.
2. Ask participants to stand on the outside of the large square. Point to the five squares that you outlined with the masking tape and explain that each square represents a determinant of career growth and progression. Give and request examples to illustrate each of the determinant categories. Ensure that everyone has a clear understanding before moving on. Examples include:
  - Sociocultural: How people are perceived by their community
  - Economic: Control of finances



- Political: Legal rights
  - Gender (social construction): How women should dress
  - Sex (biological): Reproductive rights
3. Explain that you will read a story about a woman and what her experiences. You will pause at intervals and ask participants to identify factors that contributed to the issues she encounters based on what they heard by asking, “But why?” When you ask, “But why?” participants must raise their hand before answering. You may ask, “But why?” again to narrow the answer down to a specific determinant, at which point other participants may raise their hand and offer an answer. Participants will agree as a group on how to categorize the determinant identified (i.e., sociocultural, economic, political, gender, biological/sex).

**Facilitator note:** In some cases, the group may decide that a statement represents more than one category. This is acceptable, too. Economic, sociocultural, and political factors are often intertwined with factors related to gender and sex and can seem to mesh into one. Although it is important to see these links, it is equally important to separate them analytically so that later in the session the group can identify where it is most feasible and appropriate to cut the web.

4. After the group has agreed on a category (or, in some cases, two categories), the participant(s) who answered last will move and position themselves in the corresponding square, at which point you will toss them the ball of string. Explain that this process will continue until you are finished reading the story and a spider’s web has been created. Use the following example to illustrate the process:
- Facilitator: Eunice is one of the few female community health workers (CHWs) in her village. Why do you think that is?
    - > Participant 1: The majority are men because they have more educational opportunities.
  - Facilitator: But why?
    - > Participant 2: Women’s education is not as much of a priority as men’s.
  - Facilitator (to the group): To which category does this determinant belong?
    - > Group: Gender (participant 2 moves to stand in the “gender” square and the facilitator tosses participant 2 the ball of string)
  - Facilitator: Eunice becomes a CHW but feels less confident conducting her duties around the village than her male co-workers. Why is this?
    - > Participant 3: Men are more welcome as CHWs in the village.
  - Facilitator (to the group): To which category does this determinant belong?
    - > Group: Sociocultural (participant 3 moves to stand in the “sociocultural” square and participant 2 tosses participant 3 the ball of string. (See the diagram on the following page for a visual of the spider web.)



5. Make sure that all participants understand the process and allow a few minutes for participants to ask questions and/or make comments. Spend no more than 15 minutes on steps 1–4.
6. Next, standing in the center of the circle, begin reading from **Facilitator Resource: Eunice’s Story**. Stop and ask, “But why?” where indicated. As individual participants give answers, probe as needed to get to a specific determinant.

### Cutting the Web (15 minutes)

1. After you finish the story, tell participants that they will now explore points in Eunice’s experience at which they might intervene to change her story and “cut her free” from her web.
2. Assign the following profiles randomly to four participants (one per person) standing outside the squares.
  - Eunice’s brother
  - Eunice’s male coworker
  - Eunice’s husband
  - Eunice’s male supervisor
3. Ask the participants you have assigned to a profile to think of a way their character could intervene to make a difference in Eunice’s situation. For example, ask the participant with the coworker profile, “As Eunice’s coworker, where would you cut the web?” The participant might reply, “I would make sure to empower young women in the workplace and discuss how to advocate for oneself professionally.”
4. As each participant answers, write down the interventions on the flipchart paper and then cut the participant free of the web.
5. Ask participants to return to their seats.

### Group Discussion (15 minutes)

1. Facilitate a discussion using the questions below:
  - How did you feel when you were entangled?
  - What do you think the entanglement signified?
  - Were there parts of the spider web that would be more difficult to cut through than others?
  - What lessons did you draw from the exercise?
  - Which determinants affect women exclusively?
  - Would this action have been different if the coworker were a woman?

### Closing (1 minute)

1. End the activity by stating that part of gender-transformative discussion and progress is realizing that gender is a social determinant for workplace advancement and leadership.
2. Share the following summary points:
  - It is useful to distinguish between determinants common to women and men and those that are related to sex and gender, because each set of factors requires a different type of intervention.
  - Often there are several factors causing a problem, and a multipronged strategy is required to address them simultaneously.
3. Ask participants to complete the **Participant Handout: Knowledge and Perceived Comfort/Competency Pre-/Post-Test**, recording their answers on the **Answer Log for Knowledge and Perceptions of Comfort/Competency Questions**.

**Facilitator note:** Participants should complete this action planning/brainstorm at the end of every session. The facilitator should acknowledge that participants are free to choose their own key messages and next steps. That being said, the facilitator should encourage participants to choose some action steps that they can act on as individuals. Although organizational/institutional change is extremely important, not all participants may feel safe or comfortable advocating for change at this level.

4. Ask participants to spend a few minutes thinking about what they have learned. What were some key messages, and what do participants want to take forward with them in their work? What is their action plan for implementing what they have learned? Encourage participants to use the **Action Planning** handout to document their ideas. Explain each column:
  - Column 1: Identify a problem to be addressed, area for improvement, or unmet need.
  - Column 2: Identify potential solutions, action steps, ways forward.
  - Column 3: identify who needs to take the next steps forward.

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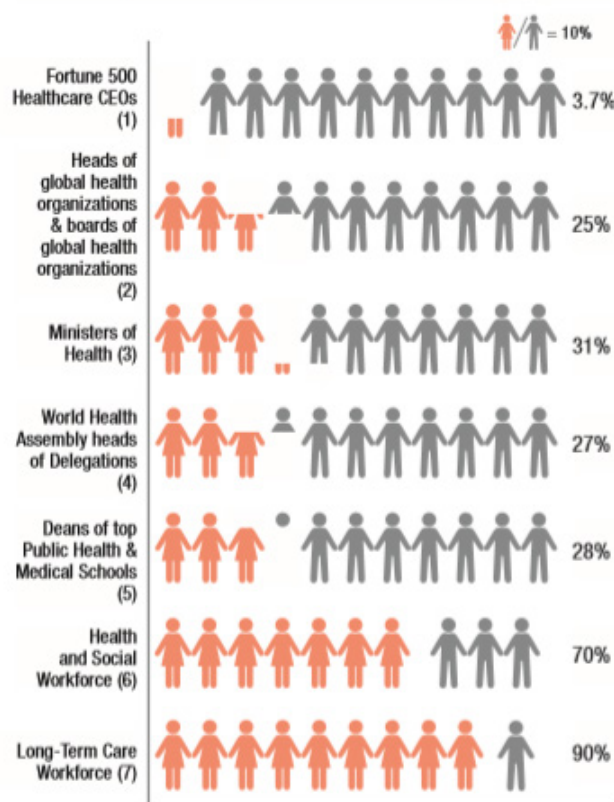
## Participant Handout: Where Are the Women?

*“More women in leadership will change global health for the better. Yet we all know you can’t fix a pipe by adding more water. We need to transform the system that makes it nearly impossible for so many women to rise, succeed and lead. Transformation starts with a clear understanding of where we are today.”* —Dr. Senait Fisseha, Professor of Obstetrics and Gynecology, University of Michigan, Member of GH5050 Advisory Council, Chief Advisor to Director General of WHO

- Women comprise 70% of health workers globally and contribute US \$3 trillion annually to global health care, half of which is in the form of *unpaid* care work.
- Even though women make up the majority of the health care workforce, they hold few management positions.
  - Globally, women occupy only 25% of leadership roles.
  - In Ghana and Tanzania, for example, women hold just 15% of management positions.
  - In the United States, although women make up almost 40% of all physicians, they represent just 24% of medical school directors.

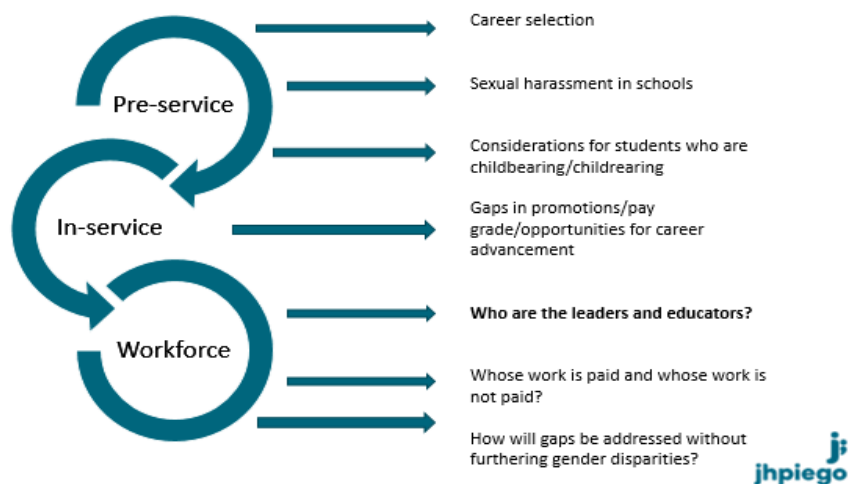
**Figure 6.4 Global health leadership pyramid**

Women's representation in global health leadership, based on influence



- Globally, women are under-represented in positions of leadership and decision-making.
  - Women account for 31% of ministers of health and 27% of World Health Assembly heads of delegations.
  - Just 31% of executive directors and 20% of board chairs at global health organizations are women.
  - Across 191 countries, only 51 had a female minister of health.
  - Only 25% of global health organizations have gender parity at senior management levels, and 20% of organizations have gender parity in their governing bodies.
- Gender norms and constraints greatly influence the health workforce:

### Human resources for health: What's gender got to do with it?



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## Facilitator Resource: Eunice's Story

Eunice is 28 years old and a new mother of a baby girl. She prides herself on providing essential health services as a community health worker (CHW) in her village of 600 people, roughly 200 kilometers from the closest hospital. Eunice feels lucky to have been selected and trained as a CHW, because the majority of the workers are men.

**STOP AND SAY: “Eunice is one of the few female CHWs in her village. Why do you think that is?”**

Eunice was lucky that her father valued her education and sent her to school. Her older sisters were not so lucky, as they had to stay home and work with their mother. Eunice learned to read and knew she wanted to be a CHW. CHWs in her village must be literate, so she was one of the only women eligible for the position. Her brothers and other men in the village teased her that she would not be taken seriously as a female CHW and she would have a hard time finding a husband if she was working all the time. She did meet a husband, who was also a CHW, and they had a baby girl.

**STOP AND SAY: “Eunice becomes a CHW but does not feel as confident conducting her duties around the village as her male co-workers. Why is this?”**

Eunice had been working for 2 years now as a CHW. She felt much more confident in her duties and consistently received high performance scores from her supervisor. An opportunity was presented at a CHW meeting for some of the CHWs to become trainers and travel to neighboring villages. The opportunity was associated with a pay raise, and the individual would receive a motorbike for future similar trips. Eunice was interested in the position.

**STOP AND SAY: “Eunice did not receive the opportunity and promotion. Why?”**

Eunice's husband did not approve of her traveling to other villages, especially since she had a small child to care for. Additionally, some of the male CHWs in the meeting joked that she should not waste her time applying because only men would be taken seriously for an advanced position. Eunice applied but did not feel comfortable listing reasons why she should be selected because of the negative pressure from her husband and co-workers. She was also taught that being prideful about one's accomplishments meant there is less space for wisdom. She was familiar with the current trainers and knew they were all men, and her supervisor who was male often ignored her requests for feedback on her performance.

She resolved to continue her work at the village where she could be close to family. She considered other ways to make more money or grow her skills as a CHW, such as pursuing nursing training or incorporating fee-for-service components into what she offered to villagers.

**STOP AND SAY: “Eunice did not advance or grow from her CHW position. But why?”**

Eunice struggled with the idea of asking for more money or growing her skills, because her entire life she was taught to appreciate what she had. Her mother would tell her “the lion is beautiful at a distance” to remind her that she was lucky enough to go to school as a girl. Additionally, she did not know of any other female CHWs who had asked for more beyond their position.

Eunice remained in her position, growing her knowledge and providing care as an essential component of the village. She inspired other women to become CHWs, but often wondered how she could have helped her village more if she had been given the opportunity for further training or to increase her status in the health system.

## Participant Handout: Knowledge and Perceived Comfort/Competency Pre-/Post-Test

### Knowledge Check Questions: Circle One Response

**Question 1:** Globally, women make up what percentage (%) of the global health workforce?

- A. 20%
- B. 50%
- C. 70%

**Question 2:** Globally, women make up what percentage (%) of leadership roles in the global health workforce?

- A. 10%
- B. 25%
- C. 50%

**Question 3:** Which of the following statements is NOT true?

- A. Bullying and sexual harassment/violence at work can negatively impact women's ability for advancement to leadership.
- B. Traditional gender norms often portray women as leaders.
- C. Women's disadvantages can be multiplied by other factors like race, class, and age.
- D. All statements are true.



Session 4

# What Is Bias?

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Jhpiego is a nonprofit global leader in the creation and delivery of transformative health care solutions that save lives.

In partnership with national governments, health experts, and local communities, we build health providers' skills, and we develop systems that save lives now and guarantee healthier futures for women and their families. Our aim is revolutionizing health care for the planet's most disadvantaged people.

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# Session 4: What Is Bias?

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## Learning Objectives

By the end of this session, participants will be able to:

- Define unconscious bias
- Reflect on their own experiences of holding or showing bias against others
- Discuss ways in which bias can be harmful

## Time Needed

1 hour 15 minutes

## Materials Needed

- Chairs organized in a semicircle
- Flipchart paper
- Flipchart stand
- Markers
- Masking tape
- Projector
- **Participant Handout: Knowledge and Perceived Comfort/Competency Pre-/Post-Test**
- **Annex: Answer Log for Knowledge and Perceptions of Comfort/Competency Questions**

## Advance Preparation

1. Load the TED Talk "[Are you biased?](#)" onto a projector. The mp4 file is included with this package.
2. Set up the flipchart.

## Steps

### Introduction (1 minute)

1. Explain to participants that this activity is intended to deepen their understanding of gender norms and biases, how they may unwittingly perpetuate some of these rules/expectations, and the positive and harmful impacts of these rules/expectations on their lives.
2. Distribute the **Participant Handout: Knowledge and Perceived Comfort/Competency Pre-/Post-Test**, asking participants to record their answers in the **Answer Log for Knowledge and Perceptions of Comfort/Competency Questions**.

**Facilitator note:** Depending on time constraints, and if you have already facilitated "Gender and Work Ice-breaker," you may decide to skip the first section of this session, "Man, Box, Woman Box."

## Man Box, Woman Box (43 minutes)

1. Ask the male participants if they have ever been told to “act like a man.” Ask for a few volunteers to share some experiences in which someone has said this or something similar to them. If there are no male volunteers in the group, ask the women in the room for examples they have observed with the men in their lives. Ask:
  - Why did the person say this?
  - How did it make you feel?
2. Next, ask the female participants if they have ever been told to “act like a woman.” Ask for a few volunteers to share some experiences in which someone has said this or something similar to them. Ask:
  - Why did the person say this?
  - How did it make you feel?
3. Tell participants that they will now spend some time looking more closely at these two phrases. Explain that by studying them, we can begin to see how society can make it difficult to be either female or male. (Spend no more than 5 minutes on steps 1–3.)
4. Label a blank flipchart page “Act Like a Man.” Then, ask participants to share some ideas/examples of what it means to “act like a man” in their context. As participants call out ideas, write them on the flipchart page. To get participants started, you might use up to three of the following examples. (Spend no more than 5 minutes on this step.)
  - Be tough
  - Do not cry
  - Yell at people
  - Show no emotions
  - Are strong leaders
  - Are decisive
  - Have lots of sex
5. Once the group thinks the list is complete, draw a box around the list. Explain that all of the “male characteristics” listed constitute what can be referred to as the “man box” because the characteristics act as rules intended to confine men and boys to a specific definition of masculinity.
6. Before moving to the next step, tape the “man box” to the wall where it is visible to participants.
7. Next, facilitate a 10-minute group discussion using the following questions and record some of the participants’ answers on a blank flipchart page:
  - What are the benefits of living inside this box for men and boys? What are the potential harms to men and boys?
  - In what ways could men’s and boys’ adherence to the rules of the “man box” impact the lives of women and girls?
  - Can men and boys live outside the box? Is it possible for them to challenge and change the rules?
  - What consequences do men and boys face in stepping out of the box?
  - When is it acceptable for men and boys to step out of the box?

8. After ending the discussion, tape the flipchart page with participants' answers to the wall next to the "man box."
9. Next, label a blank flipchart page "Act Like a Woman." Then, ask participants to share some ideas/examples of what it means to "act like a woman" in their context. As participants call out ideas, write them on the flipchart page. To get participants started, you might use up to three of the following examples (spend no more than 5 minutes on this step):
  - Be emotional
  - Be passive
  - Be the caretaker
  - Act sexy, but not too sexy
  - Be quiet
  - Listen to others
  - Be the homemaker
10. Once the group thinks the list is complete, draw a box around it. Explain that all of the "female characteristics" listed constitute what can be referred to as the "woman box."
11. Tape the "woman box" to the wall next to the two male flipchart pages.
12. Next, facilitate a 10-minute group discussion using the following questions and record some of the participants' answers on a blank flipchart page:
  - What are the benefits to women and girls of living inside this box? What are the potential harms to women and girls?
  - In what ways could women's and girls' adherence to the rules of the "woman box" impact the lives of men and boys?
  - Can women and girls live outside the box? Is it possible for them to challenge and change these rules?
  - What consequences do women and girls face in stepping outside of the box?
  - When is it acceptable for women and girls to step outside the box?
13. After ending the discussion, tape the flipchart page with participants' answers to the wall next to the "woman box."
14. Next, introduce the concepts of hegemonic masculinity and hegemonic femininity by explaining the following points:
  - The characteristics listed in the "man box" and the "woman box" are forms of hegemonic masculinity and hegemonic femininity, respectively.
  - Hegemonic masculinity/femininity is the social pressure to conform to a singular predominant idea of "what it means to be a woman or a man" in one's culture. Hegemonic masculinity and hegemonic femininity are valued more than other expressions of masculinity and femininity. They are also often defined in opposition to one another; for men to remain dominant, women must be submissive and subordinate.

15. Next, introduce the concept of intersectionality, by explaining that we all have numerous identities that make up who we are and how we may be perceived by others. Intersectionality is the complex, cumulative way in which the effects of multiple forms of discrimination (such as racism, sexism, classism) combine, overlap, or intersect, especially in the experiences of marginalized individuals or groups.
  - Ask participants how an experience of a female member of an ethnic minority may differ from that of a female member of an ethnic majority at their workplace?
16. Before closing, allow participants 5–8 minutes to ask questions and/or make comments.

### Are You Biased? (30 minutes)

1. Start this session by asking participants, “What is bias?” Call on a few participants to suggest their ideas and then state that bias is showing disproportionate weight in favor or against something or someone, usually in a way that is close-minded or unfair.
2. Then ask, “What is unconscious bias?” Once a few participants have shared their answers, offer the following working definition: unconscious bias means behaving in certain ways toward an individual or individual(s), without even realizing it, due to deeply entrenched patterns of thoughts or behaviors.
3. Next, explain to participants that they will view a short video, “[Are you biased?](#)” which is a TED Talk provided by Kristen Pressner, Human Resources Executive for Roche Diagnostics.
4. After viewing the video, ask participants to find a partner they have not yet spoken to in the larger group. Explain that each member will take 5 minutes to share an occasion where, like the speaker in the video, they realized they held a certain bias. If participants have a difficult time thinking of responses, it may help to share an example from your own life.
5. After 5 minutes, instruct the partners to switch.
6. Come together in a circle and invite volunteers to share their own responses if they feel comfortable.
7. Wrap up by summarizing that unconscious bias can come from each of us and affects many of us. Being aware of it can reduce the effect it has on one another.

### Closing (1 minute)

1. End the activity by stating that throughout their lives, men and women receive messages from family, media, and society about how they should act as men and women, and how they should relate to other men and women. As we have seen, many of these differences are constructed by society and are not part of our nature or biological makeup. This can come in the form of conscious or unconscious bias, however, both are harmful.
2. Many of these expectations are completely fine and help us enjoy our identities as either a man or a woman. However, we all have the ability to identify unhealthy messages as well as the right to keep them from limiting our full potential as human beings.
3. There are many ways to be a woman or a man. As we become more aware of the ways that some gender stereotypes and biases can negatively impact our lives and our communities, we can begin to think constructively about how to challenge them and promote more positive gender roles and relations. Therefore, we are all free to create our own “man box” and “woman box.”

**Facilitator note:** Participants should complete this action planning/brainstorm at the end of every session. The facilitator should acknowledge that participants are free to choose their own key messages and next steps. That being said, the facilitator should encourage participants to choose some action steps that they can act on as individuals. Although organizational/institutional change is extremely important, not all participants may feel safe or comfortable advocating for change at this level.

4. Ask participants to complete the **Participant Handout: Knowledge and Perceived Comfort/Competency Pre-/Post-Test**, recording their answers on the **Answer Log for Knowledge and Perceptions of Comfort/Competency Questions**.
5. Ask participants to spend a few minutes thinking about what they have learned. What were some key messages, and what do participants want to take forward with them in their work? What is their action plan for implementing what they have learned? Encourage participants to use the Action Planning handout to document their ideas. Explain each column:
  - Column 1: Identify a problem to be addressed, area for improvement, or unmet need.
  - Column 2: Identify potential solutions, action steps, or ways forward.
  - Column 3: Identify who needs to take the next steps forward.

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## **Participant Handout: Knowledge and Perceived Comfort/Competency Pre-/Post-Test**

### **Knowledge Check Questions: Circle One Response**

**Question 1:** What is the definition of intersectionality?

- A. The social pressure to conform to a singular predominant idea of “what it means to be a woman or a man” in one’s culture.
- B. The complex, cumulative way in which the effects of multiple forms of discrimination combine, overlap, or intersect, especially in the experiences of marginalized individuals or groups.
- C. Showing disproportionate weight in favor or against something or someone, usually in a way that is close-minded or unfair.

**Question 2:** True or false? The way women and men should act is typically defined by biological makeup rather than social construction.

- A. True
- B. False

**Question 3:** True or false? Because we are aware of all of our biases, we can adjust our thoughts and actions accordingly.

- A. True
- B. False

### **Perceived Comfort/Competency Questions: Circle One Response**

**Question 1:** I recognize the unconscious biases I have about male versus female leaders. Circle one response.

- A. Strongly disagree
- B. Disagree
- C. Neither agree nor disagree
- D. Agree
- E. Strongly agree



## Session 5

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# Gender Bias in the Workplace

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In partnership with national governments, health experts, and local communities, we build health providers' skills, and we develop systems that save lives now and guarantee healthier futures for women and their families. Our aim is revolutionizing health care for the planet's most disadvantaged people.

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# Session 5: Gender Bias in the Workplace

## Learning Objectives

By the end of this session, participants will be able to:

- Discuss how gender biases negatively affect women in the workplace
- Explore personal experiences of gender bias in the workplace

## Time Needed

1 hour 40 minutes

## Materials Needed

- Chairs organized in a semicircle
- Flipchart paper
- Flipchart stand
- Markers
- Masking tape
- Projector
- **Participant Handout: Knowledge and Perceived Comfort/Competency Pre-/Post-Test**
- **Annex: Answer Log for Knowledge and Perceptions of Comfort/Competency Questions**

## Advance Preparation

1. Load the McKinsey video “[Addressing Unconscious Bias](#)” onto a projector.
2. Write the definitions of the four types of bias listed below on flipchart paper.
3. Draw the following table on a flip chart:

	Men	Women	Both
Examples of unconscious bias from video			
How can this be detrimental to work?			

## Steps

### Introduction (1 minute)

1. Explain to participants that this activity is intended to build on their understanding and awareness of how different social rules/expectations applied to women and men affect their professional lives. These social rules/expectations have harmful consequences that are detrimental to women's advancement in the workplace.
2. Distribute the **Participant Handout: Knowledge and Perceived Comfort/Competency Pre-/Post-Test**, asking participants to record their answers in the **Answer Log for Knowledge and Perceptions of Comfort/Competency Questions**.

### Addressing Unconscious Bias (30 minutes)

1. Explain to participants that they will view a short video, "[Addressing Unconscious Bias](#)," developed by the global consulting firm, McKinsey (5 minutes). Encourage participants to take note of the different ways unconscious biases are portrayed in the workplace.
2. Next, refer to the table on the flipchart and ask participants to work in small groups (up to three participants) to think of examples they observed of biases shown against men, women, or both. Distribute several Post-it Notes to each group and encourage participants to write their answers on the Post-it Notes and place them on the flipchart at the front of the room.
3. When all groups have posted their answers to the flipchart, briefly summarize the different examples cited.
4. Next, ask how each of the biases observed can create a negative workplace culture, or "how can this be detrimental to work?" Record answers on the flipchart in plenary. If participants have a hard time coming up with examples, you may offer the following example: assuming that the male employee in the video was "too emotional" to receive constructive feedback could mean that he does not receive helpful feedback that would improve his performance at work.
5. Wrap up by summarizing how unconscious bias can affect the culture of a workplace, and how being aware of it can mean that it is less likely to be harmful to coworkers.

### Understanding Different Types of Bias (20 minutes)

1. Next, explain that participants will now explore four specific types of gender bias. Explain that although these are the most common types of bias that women experience, it is important to note that men may also experience certain biases in the workplace.
2. Review the definitions of the four types of bias using the flipchart.
  - **Prove It Again bias:** Women often have to prove themselves over and over and over again.
  - **Tightrope bias:** Women have to walk a tightrope between being seen as too feminine, and so not taken seriously, or as too masculine and therefore not likable.
  - **The Maternal Wall:** Gender bias triggered by motherhood. Once you become a mother, there are strong negative competence and commitment assumptions. Interestingly enough, this pattern can also affect even women without children and women who do not want children.
  - **Tug of War:** Gender bias that reflects all three of the other patterns and creates conflict among women.

3. Next, divide the participants into three groups and assign each group one of the following: Prove It Again bias, Tightrope bias, or the Maternal Wall. Ask participants to create a short skit (~1 minute) that illustrates the type of bias they were assigned.

**Facilitator note:** These examples may resonate better in some contexts than in others. Other examples of bias might include assumptions around women's commitment to work or to being leaders because of additional household responsibilities, assumptions that women lack confidence, or women or men's preference for men as leaders. If participants do not feel that the four examples above resonate, they can create a skit based on another form of bias they feel is prevalent.

**Facilitator note:** Each group should have three or four participants, so if the total group is larger than 10–12, the facilitator may want to have multiple groups perform skits on the same topic (i.e., two groups can perform skits on Tightrope bias.

**Example skit for Maternal Wall bias:**

*(Setting: conversation between a supervisor and a woman supervisee in a health facility)*

**Supervisor:** Congratulations of your pregnancy.

**Woman supervisee:** Thank you, I am very happy.

**Supervisor:** It is too bad that the timing is bad.

**Woman supervisee:** What do you mean?

**Supervisor:** There is a promotion available and I was considering you for the position. However, I assume that because you will soon be a mother, you will want to work part time only. I will offer the promotion to someone else.

4. After 5–10 minutes, come together as a full group and ask each group to present its skit. Once all groups have performed, reiterate that **Tug of War** is gender bias that reflects the other three patterns playing out and creating conflict among women.
5. Explain that in the next session participants will have an opportunity to reflect further on the biases presented in these skits and in consideration to their own lives.

### **Our Experiences with Gender Bias in the Workplace (60 minutes)**

1. State that participants will now take some time to reflect more deeply on their personal experiences of gender bias in the workplace and how it felt. Explain that acknowledging these feelings can offer participants an insider's view of gender bias—how it hurts and how powerful it can be. The idea is to use this experience to help participants empathize with others who have experienced gender bias.
2. Ask participants to sit in silence for 2 minutes and think about a time in their lives when they experienced bias. If participants have a difficult time thinking of situations, you may refer them back to the examples in the skits from the previous section. Ask participants to think about what happened, and how they felt.

3. Next, ask participants to pair up with someone with whom they would feel comfortable sharing their experience. Allow the pairs 10 minutes to share (5 minutes per person) and then bring everyone back together in a large circle.

**Facilitator note:** Emphasize that sharing is voluntary—no one will be forced to give their story—and emphasize the importance of confidentiality. Remind participants of the ground rule: “What is shared should stay in the room.” Encourage group members to listen carefully to each other’s stories.

**Facilitator note:** Participants may feel more at ease if you share your own personal experience first.

4. Ask for volunteers to share their experiences with the large group. Remind participants that they should only share if they feel comfortable doing so.
5. As participants share, ask the following questions:
  - How did you feel?
  - How did the experience affect your life?

**Facilitator note:** During the discussion, validate the participants’ responses and emphasize the following:

- Gender bias can destroy our self-esteem. It may make us angry, or cause us to doubt ourselves and our self-worth.
- It is okay to feel this way and you are not alone. We have all experienced this sense of social exclusion at some point in our lives.
- Experiencing bias is very painful. It really hurts and the hurt can last for a lifetime.
- We all have unconscious bias. It is part of life. We need to recognize the damage we can do to others when we act on these biases without first challenging them.

6. After a few participants have shared, facilitate a group debrief by asking:
  - What did you learn from this exercise?
  - What might you do differently in the future as a result of this exercise? What might organizations do differently to combat bias? If participants have a hard time answering this question, explain that this will be explored in more depth in subsequent sessions of the curriculum.

### Closing (1 minute)

1. End the session by communicating the following points:
  - This exercise gives us an inside understanding of how it feels to experience bias. It helps put us into the shoes of others, including our colleagues.
  - Bias evolved as an innate mechanism for us to process things easier. Learned bias is generally close-minded and prejudicial. Thus, if one is not aware of bias and actively preventing it, then it can be harmful.

- Once we have experienced bias, we have a better sense of how others may feel if they experience bias.
2. Ask participants to complete the **Participant Handout: Knowledge and Perceived Comfort/Competency Pre/Post-Test**, recording their answers on the **Answer Log for Knowledge and Perceptions of Comfort/Competency Questions**.

**Facilitator note:** Participants should complete this action planning/brainstorm at the end of every session. The facilitator should acknowledge that participants are free to choose their own key messages and next steps. That being said, the facilitator should encourage participants to choose some action steps that they can act on as individuals. Although organizational/institutional change is extremely important, not all participants may feel safe or comfortable advocating for change at this level.

3. Ask participants to spend a few minutes thinking about what they have learned. What were some key messages, and what do participants want to take forward with them in their work? What is their action plan for implementing what they have learned? Encourage participants to use the Action Planning handout to document their ideas. Explain each column:
  - Column 1: Identify a problem to be addressed, area for improvement, or unmet need.
  - Column 2: Identify potential solutions, action steps, or ways forward.
  - Column 3: Identify who needs to take the next steps forward.

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## Participant Handout: Knowledge and Perceived Comfort/ Competency Pre-/Post-Test

### Knowledge Check Questions: Circle One Response

**Question 1:** Which of the following is NOT a type of gender bias?

- A. Prove It Again bias
- B. Tightrope bias
- C. Maternal Wall
- D. Emotional bias
- E. Tug of War

**Question 2:** Which of the following might be a harmful consequence to women's advancement in the workplace because of differentially applied social rules/expectations?

- A. Women being seen as too feminine and as a result, not being taken seriously
- B. Assumptions that a woman is less committed to her work because she is a mother or wants children
- C. Both of the above

**Question 3:** Which of the following may occur because of a gender bias in the workplace?

- A. Women are more frequently asked to take notes at a meeting than men.
- B. Women are more frequently asked to present work at meetings than men.
- C. Women are promoted to positions of leadership.



**Session 2**  
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# **Vote with Your Feet: Workplace Edition**

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Jhpiego is a nonprofit global leader in the creation and delivery of transformative health care solutions that save lives.

In partnership with national governments, health experts and local communities, we build health providers' skills, and we develop systems that save lives now and guarantee healthier futures for women and their families. Our aim is revolutionizing health care for the planet's most disadvantaged people.

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## Session 2: Vote with Your Feet—Workplace Edition

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### Learning Objectives

By the end of this session, participants will be able to:

- Discuss personal perceptions about gender differences, roles, and inequalities with a focus on the workplace

### Time

45 minutes

### Materials Needed

- Chairs organized in a semicircle
- A4-sized paper
- Markers
- Masking tape
- **Facilitator Resource: Statements on Gender Roles and Workplace Issues**
- **Facilitator Resource: Dealing with Difficult Situations**
- **Participant Handout: Knowledge and Perceived Comfort/Competency Pre-/Post-Test**
- **Annex: Answer Log for Knowledge and Perceptions of Comfort/Competency Questions**

### Advance Preparation

1. Create two signs by writing AGREE on one sheet of A4-sized paper, and DISAGREE on another sheet of A4-sized paper. Post the signs on two walls facing opposite sides of the room.
2. Select five statements from **Facilitator Resource: Statements on Gender Roles**.

### Steps

#### Introduction (1 minute)

1. Explain to participants that this activity is designed to give them a general understanding of their own and each other's values and attitudes about gender. It aims to challenge some of their current thinking about gender issues, particularly in the workplace, and help them clarify how they feel about certain issues. Remind participants that everyone has a right to their opinion, and everyone's opinions should be respected.
2. Distribute the **Participant Handout: Knowledge and Perceived Comfort/Competency Pre/Post-Test**, asking participants to record their answers on the **Answer Log for Knowledge and Perceptions of Comfort/Competency Questions**.

## Values Clarification (28 minutes)

1. Ask participants to stand in a single-file line in the middle of the room facing the wall on which you posted the AGREE sign (see diagram). With participants standing, briefly draw their attention to the wall behind them where you have posted the DISAGREE sign.



2. Explain to participants that you will read a series of five statements. Each participant will need to decide (on their own) whether they disagree or agree with each statement.
3. Explain that you will read each statement aloud twice. Participants should move to the AGREE wall if they agree with the statement or the DISAGREE wall if they disagree with the statement. Explain that after they have moved, you will call on a few participants to share their opinions if they feel comfortable doing so. Facilitators can explain statements if participants do not understand certain words or phrases, but should avoid adding clarification or interpretation to the statements so that participants can interpret them individually.
4. Tell participants not to discuss their opinions with others and to move silently to the sign that best reflects their opinion.
5. Tell participants that they cannot remain in the middle. They must either agree or disagree.
6. Before beginning, check that everyone understands the rules.
7. Next, refer to **Facilitator Resource: Statements on Gender Roles** and read the first statement you pre-identified aloud, twice. Allow participants a few seconds to move toward the signs.

**Facilitator note:** If all participants agree on any of the statements, play the role of “devil’s advocate” by walking to the opposite side of the room and asking, “Why would someone be standing on this side of the room?” (i.e., what values would put them here).

**Facilitator note:** Some participants may say that they don’t know whether they agree or disagree and don’t want to stand next to either sign. If this happens, ask these participants to talk more about their reactions to the statement. Then encourage them to choose a side. If they still don’t want to, let them stand in the middle of the room as a “don’t know” group.

**Facilitator note:** During facilitation, you may address topics that are sensitive and challenging to discuss. You will likely have to deal with participants who make statements that are not in line with the views and values of the program or the organization. These could include sexist, homophobic, or racist remarks or opinions. Everyone has a right to their opinion, but they do not have a right to oppress others with their harmful views. Refer to **Facilitator Resource: Dealing with Difficult Situations** for suggestions on how to address harmful participant views.

**Facilitator note:** If a participant is in a wheelchair, instead of taking a step, the individual can move/roll the equivalent.

8. Once all participants have positioned themselves next to a sign, ask two or three volunteers from each group to explain their opinion to the group. (Spend no more than 3 minutes per question on this step.) Facilitator's notes are included under some of the statements in the **Facilitator Resource: Statements on Gender Roles**. These notes include helpful talking points and supporting or clarifying information for the facilitator after participants have had the chance to explain their opinions to the group. However, for most of these statements, there is no clear "right" or "wrong" answer, and it is important to make that clear to the group.
9. Next, bring participants back to the middle of the room and read the next statement aloud.
10. Repeat steps 7–9 for the remaining four statements.
11. Once you have read all of the statements, ask participants to return to their seats.

### Group Discussion (15 minutes)

1. Next, facilitate a 10-minute discussion using the following questions:
  - What statements, if any, did you have strong opinions or not-so-strong opinions about? Why?
  - Did some of the opinions in the room surprise you? Why or why not?
  - How do you think people's attitudes about some of the statements might affect the way they deal with women and men in their lives? In their workplaces?
  - How did it feel to talk about an opinion that was different from that of some of the other participants?

### Closing (1 minute)

1. End the activity by emphasizing the importance of thinking about our personal attitudes toward gender and continuing to challenge our own values and beliefs about gender. State that although it is important to respect other people's attitudes about gender, it is also important to challenge them if their attitudes and values can be harmful to themselves and to others in the workplace.
2. Make the following final points:
  - Our own experiences with and beliefs about gender can have an impact on how we view and understand our roles at work and interactions with colleagues.
  - We need to keep all of these challenges in mind as we work to address gender issues in the workplace.

3. Ask participants to complete the **Participant Handout: Knowledge and Perceived Comfort/Competency Pre-/Post-Test**, recording their answers on the **Answer Log for Knowledge and Perceptions of Comfort/Competency Questions**.
4. Ask participants to spend a few minutes thinking about what they have learned. What were some key messages, and what do participants want to take forward with them in their work? What is their action plan for implementing what they have learned? Encourage participants to use the **Action Planning** handout to document their ideas. Explain each column:
  - Column 1: Identify a problem to be addressed, area for improvement, or unmet need.
  - Column 2: Identify potential solutions, action steps, or ways forward.
  - Column 3: Identify who needs to take the next steps forward.

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## Facilitator Resource: Statements on Gender Roles and Workplace Issues

In preparation for the session, identify five of the following statements to read aloud (twice) to participants, selecting a mix of work-related and non-work-related statements. If the statements generate a rich discussion, the group may only get through two or three of them in the time allotted, which is acceptable.

**Facilitator note:** When discussing the various statements in this category, you may want to raise the following points:

- Men are generally perceived to have more privileges in society—for example, as being favored for educational and economic opportunities. However, men can also have many burdens. Likewise, women face many social pressures.
- Although individuals are born female or male, they undergo a socialization process whereby they learn to conform to social and cultural expectations regarding how women and men should behave, dress, speak, think, etc. Gender roles are learned/acquired and are not biological/innate.
- The goal of gender equality is not for women and men, girls and boys, to become the same. The goal of gender equality is to ensure that women and men have the same chances to access and benefit from social, economic, and political resources (e.g., have the same opportunities to vote, to be educated, etc.).

- A woman's place is in the home.
- The most important thing a woman can do is have babies and care for them.
- A man is only valued for his ability to make money and provide for his family.
- A man is more of a man once he has fathered a child.
- Women are naturally better parents than men.
- Men will feel threatened if too many women are in leadership roles.
- For women to succeed in the workplace, special benefits and accommodations must be made available to them (i.e., flexible schedules for childcare, space for breastfeeding or pumping).

**Facilitator note:** Women may be equally capable in the workplace in terms of skills and abilities and should not necessarily be given advantages over men. However, women may need leave for childbearing, flexible schedules for childcare, space for breastfeeding and breast pumping, or other special considerations (for example, for office settings or travel, or safety and security).

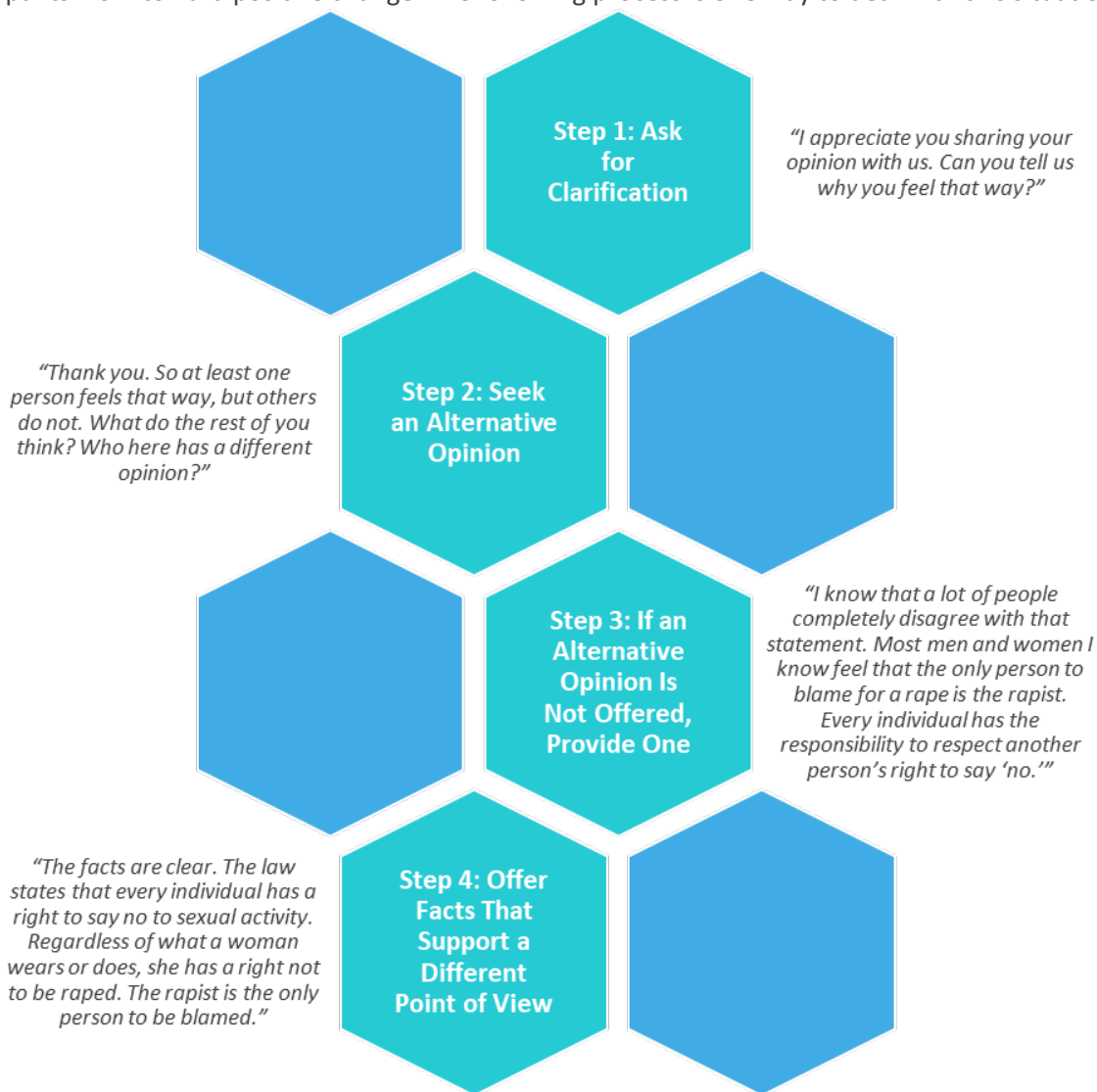
- The burden of accommodating women's needs in the workplace is too costly.
- Men are naturally better leaders than women in the workplace.

**Facilitator note:** First, women are never to blame for experiencing violence at the hands of someone else, including their partner, colleague, or others. Women may, in some cases, initiate violence; however, violence is not acceptable from either males or females and should be deescalated. Violence is never justified. Everyone has a right to live and work free of violence and harassment.

- A man has a right to flirt with a woman at work if he likes her, even if he knows she is not interested in him; there is nothing wrong with being "friendly."
- In certain circumstances, women provoke violent behavior, including sexual harassment at work.

## Facilitator Resource: Dealing with Difficult Situations

During facilitation, the facilitator may address many topics that are sensitive and difficult to discuss. The facilitator will likely have to deal with participants who make statements that are not in line with the program's views and values. These could include sexist, homophobic, or racist remarks or opinions. Everyone has a right to their opinion, but they do not have a right to oppress others with their views. For example, a participant might say, "If a woman gets raped, it is because she asked for it. The man who raped her is not to blame." It is important that facilitators challenge such opinions and offer a viewpoint that reflects the program's philosophy. This can be difficult, but it is essential in helping participants work toward positive change. The following process is one way to deal with this situation:



Note that even after the facilitator takes these four steps to address the difficult statement, it is unlikely that the participant will openly change his or her opinion. However, by challenging the statement, the facilitator has provided an alternative point of view that the participant will be more likely to consider and, it is hoped, adopt later.

### Source

EngenderHealth. 2015. *Training on Gender and SRH: Facilitation Manual*. New York: EngenderHealth; 123.



## Participant Handout: Knowledge and Perceived Comfort/Competency Pre-/Post- Test

### Knowledge Questions: Circle One Response

**Question 1:** True or False? The goal of gender equality is for men and women to be exactly the same.

- A. True
- B. False

**Question 2:** Which of the following statements is most accurate?

- A. Women are never to blame for experiencing violence at the hands of their partner, colleagues, or others.
- B. Women and men may both initiate violence; it is unacceptable in either case.
- C. Both A and B
- D. Neither A nor B

**Question 3:** Although women may be equally capable in terms of skills and abilities, which of the following are examples of workplace considerations that can improve gender equality?

- A. Flexible schedules to allow for childcare
- B. Travel arrangements that allow for safety and security
- C. Physical spaces for things like breastfeeding and breast pumping
- D. All of the above

## Session 3

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# Where Are the Women Leaders in Global Health?

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Jhpiego is a nonprofit global leader in the creation and delivery of transformative health care solutions that save lives.

In partnership with national governments, health experts and local communities, we build health providers' skills, and we develop systems that save lives now and guarantee healthier futures for women and their families. Our aim is revolutionizing health care for the planet's most disadvantaged people.

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# Session 3: Where Are the Women Leaders in Global Health?

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## Learning Objectives

By the end of this session, participants will be able to:

- Summarize global disparities in women's leadership in the health sector
- Define Gender-Transformative Leadership
- Describe the Gender at Work Analytical Framework
- Explore the ways in which gender is a social determinant for workplace advancement and leadership

## Time Needed

2.5 hours

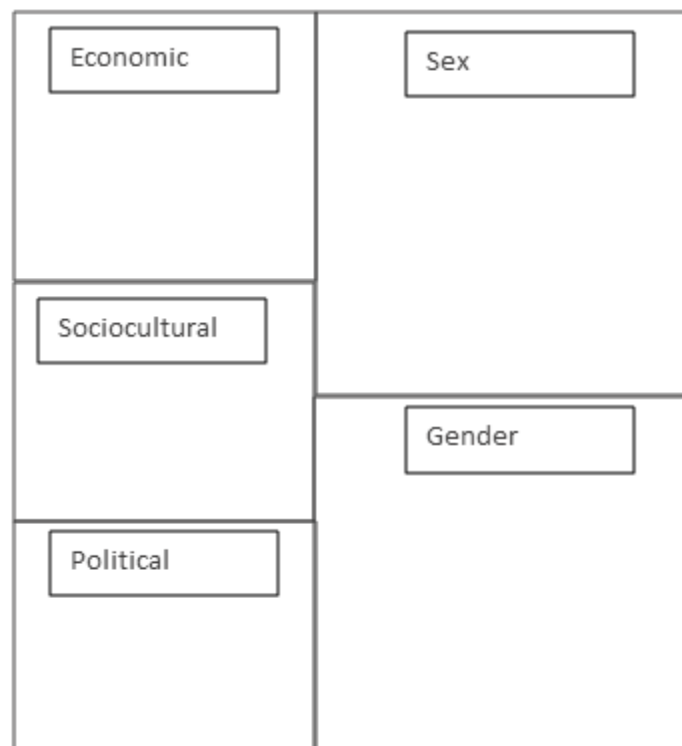
## Materials Needed

- Chairs organized in a semicircle
- Flipchart paper
- Flipchart stand
- Markers
- Masking tape
- String
- 1 pair of scissors
- Laptop computer
- Projector
- **Facilitator Resource: Eunice's Story**
- **Participant Handout: Where Are the Women?**
- **Participant Handout: Knowledge and Perceived Comfort/Competency Pre-/Post-Test**
- **Annex: Answer Log for Knowledge and Perceptions of Comfort/Competency Questions**

## Advance Preparation

1. Download the video, "Why We Have Too Few Women Leaders," by Sheryl Sandberg.
2. Print one copy of the **Participant Handout: Where Are the Women?** for each participant.
3. Load the PowerPoint presentation onto a projector
4. Choose questions from the list in the "Why We Have Too Few Women Leaders" section.
5. Use masking tape to create one large square on the floor. Make the square large enough for all participants to fit comfortably inside. After creating the square outline, split it into five smaller squares as illustrated in the diagram on the following page.

6. Print one copy each of **Facilitator Resource: Eunice's Story**
7. Write the following words on five sheets of A4-sized paper (one word per sheet):
  - Economic
  - Sociocultural
  - Political
  - Sex
  - Gender
8. Make sure each of the smaller squares is large enough to fit three to five people comfortably. Clearly demarcate the five squares using masking tape on the floor. Next, place the A4-sized sheets of paper you prepared on the floor in the five squares, as the diagram shows.



## Steps

### Introduction (1 minute)

1. Explain to participants that this foundational session is intended to deepen their understanding and awareness of the status of women in health sector leadership roles and how gender norms have influenced existing systems and structures.
2. Distribute the **Participant Handout: Knowledge and Perceived Comfort/Competency Pre-/Post-Test**, asking participants to record their answers in the **Answer Log for Knowledge and Perceptions of Comfort/Competency Questions**.

## Time for Gender Transformation in the Health Workforce (45 minutes)

1. Project and present the PowerPoint “Where Are Women Leaders in Global Health?”
2. Distribute the **Participant Handout: Where Are the Women?**
3. Invite participants to ask questions about the content covered in this session or included on the handout.

## Why We Have Too Few Women Leaders (35 minutes)

1. Show the 15-minute [video](#) by Sheryl Sandberg, Chief Operating Officer of Facebook and founder of the Lean In organization, “Why We Have Too Few women Leaders,” which paints a global picture of gender disparities in leadership. (Note: The mp4 video file is included in this package. If you have difficulty projecting the video, you may consider playing the audio for participants instead.)
2. Facilitate a 20-minute discussion around some of the following questions (select a few before the session):
  - The number of women making it to the top of industry or government, including health care, continues to fall short of the number of men. Why do you think that is?
  - Do you believe that women are judged more harshly than men? How likable are the women you know who are in positions of power? How likable are the men? What do you think are the reasons for the difference? How important is it for you to be liked by your peers?
  - Where do you usually sit in a classroom or conference room: in the middle of the action or on the sidelines? Are you nervous about drawing attention to yourself?
  - Have you passed up opportunities because you felt unsure or insecure? Have you seen other women pass up opportunities they should have seized?
  - Share a time when you challenged yourself. Did you succeed or fail? Did it make you more likely to challenge yourself in the future?
  - Have you pulled back from seeking new challenges in anticipation of making room for a family?
  - Would you be happy if you had a son who became a stay-at-home dad? A daughter who wanted to have a high-level job? Why or why not?
  - What can men do to create more equal workplaces and families? What can women do to create more equal workplaces and families?
  - Name one takeaway from this session you would like to share with someone else. With whom would you share it?

## Eunice’s Story (30 minutes)

1. Stand in the center of the large square with the ball of string in your hand and a copy of **Facilitator Resource: Eunice’s Story** and **Facilitator Resource: Character Profiles**.
2. Ask participants to stand on the outside of the large square. Point to the five squares that you outlined with the masking tape and explain that each square represents a determinant of career growth and progression. Give and request examples to illustrate each of the determinant categories. Ensure that everyone has a clear understanding before moving on. Examples include:
  - Sociocultural: How people are perceived by their community
  - Economic: Control of finances

- Political: Legal rights
  - Gender (social construction): How women should dress
  - Sex (biological): Reproductive rights
3. Explain that you will read a story about a woman and what her experiences. You will pause at intervals and ask participants to identify factors that contributed to the issues she encounters based on what they heard by asking, “But why?” When you ask, “But why?” participants must raise their hand before answering. You may ask, “But why?” again to narrow the answer down to a specific determinant, at which point other participants may raise their hand and offer an answer. Participants will agree as a group on how to categorize the determinant identified (i.e., sociocultural, economic, political, gender, biological/sex).

**Facilitator note:** In some cases, the group may decide that a statement represents more than one category. This is acceptable, too. Economic, sociocultural, and political factors are often intertwined with factors related to gender and sex and can seem to mesh into one. Although it is important to see these links, it is equally important to separate them analytically so that later in the session the group can identify where it is most feasible and appropriate to cut the web.

4. After the group has agreed on a category (or, in some cases, two categories), the participant(s) who answered last will move and position themselves in the corresponding square, at which point you will toss them the ball of string. Explain that this process will continue until you are finished reading the story and a spider’s web has been created. Use the following example to illustrate the process:
- Facilitator: Eunice is one of the few female community health workers (CHWs) in her village. Why do you think that is?
    - > Participant 1: The majority are men because they have more educational opportunities.
  - Facilitator: But why?
    - > Participant 2: Women’s education is not as much of a priority as men’s.
  - Facilitator (to the group): To which category does this determinant belong?
    - > Group: Gender (participant 2 moves to stand in the “gender” square and the facilitator tosses participant 2 the ball of string)
  - Facilitator: Eunice becomes a CHW but feels less confident conducting her duties around the village than her male co-workers. Why is this?
    - > Participant 3: Men are more welcome as CHWs in the village.
  - Facilitator (to the group): To which category does this determinant belong?
    - > Group: Sociocultural (participant 3 moves to stand in the “sociocultural” square and participant 2 tosses participant 3 the ball of string. (See the diagram on the following page for a visual of the spider web.)



5. Make sure that all participants understand the process and allow a few minutes for participants to ask questions and/or make comments. Spend no more than 15 minutes on steps 1–4.
6. Next, standing in the center of the circle, begin reading from **Facilitator Resource: Eunice’s Story**. Stop and ask, “But why?” where indicated. As individual participants give answers, probe as needed to get to a specific determinant.

### Cutting the Web (15 minutes)

1. After you finish the story, tell participants that they will now explore points in Eunice’s experience at which they might intervene to change her story and “cut her free” from her web.
2. Assign the following profiles randomly to four participants (one per person) standing outside the squares.
  - Eunice’s brother
  - Eunice’s male coworker
  - Eunice’s husband
  - Eunice’s male supervisor
3. Ask the participants you have assigned to a profile to think of a way their character could intervene to make a difference in Eunice’s situation. For example, ask the participant with the coworker profile, “As Eunice’s coworker, where would you cut the web?” The participant might reply, “I would make sure to empower young women in the workplace and discuss how to advocate for oneself professionally.”
4. As each participant answers, write down the interventions on the flipchart paper and then cut the participant free of the web.
5. Ask participants to return to their seats.



### Group Discussion (15 minutes)

1. Facilitate a discussion using the questions below:
  - How did you feel when you were entangled?
  - What do you think the entanglement signified?
  - Were there parts of the spider web that would be more difficult to cut through than others?
  - What lessons did you draw from the exercise?
  - Which determinants affect women exclusively?
  - Would this action have been different if the coworker were a woman?

### Closing (1 minute)

1. End the activity by stating that part of gender-transformative discussion and progress is realizing that gender is a social determinant for workplace advancement and leadership.
2. Share the following summary points:
  - It is useful to distinguish between determinants common to women and men and those that are related to sex and gender, because each set of factors requires a different type of intervention.
  - Often there are several factors causing a problem, and a multipronged strategy is required to address them simultaneously.
3. Ask participants to complete the **Participant Handout: Knowledge and Perceived Comfort/Competency Pre-/Post-Test**, recording their answers on the **Answer Log for Knowledge and Perceptions of Comfort/Competency Questions**.

**Facilitator note:** Participants should complete this action planning/brainstorm at the end of every session. The facilitator should acknowledge that participants are free to choose their own key messages and next steps. That being said, the facilitator should encourage participants to choose some action steps that they can act on as individuals. Although organizational/institutional change is extremely important, not all participants may feel safe or comfortable advocating for change at this level.

4. Ask participants to spend a few minutes thinking about what they have learned. What were some key messages, and what do participants want to take forward with them in their work? What is their action plan for implementing what they have learned? Encourage participants to use the **Action Planning** handout to document their ideas. Explain each column:
  - Column 1: Identify a problem to be addressed, area for improvement, or unmet need.
  - Column 2: Identify potential solutions, action steps, ways forward.
  - Column 3: identify who needs to take the next steps forward.

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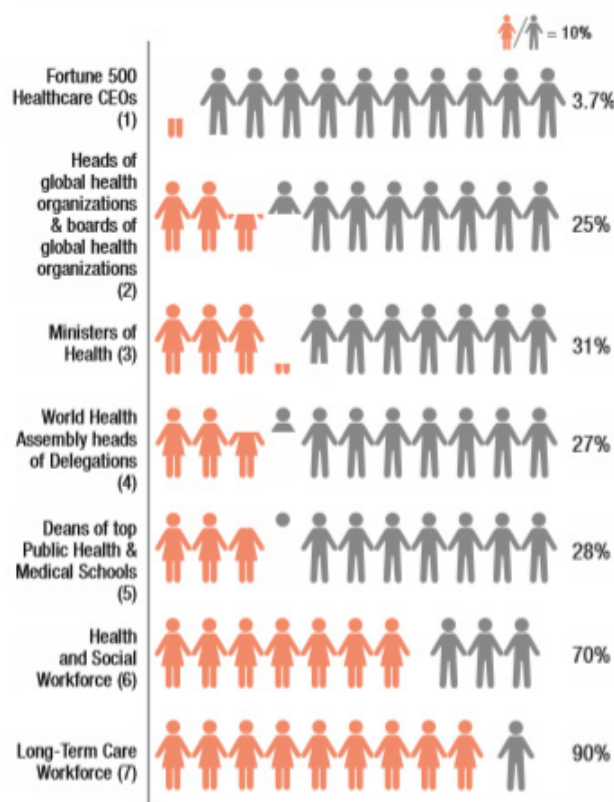
## Participant Handout: Where Are the Women?

*“More women in leadership will change global health for the better. Yet we all know you can’t fix a pipe by adding more water. We need to transform the system that makes it nearly impossible for so many women to rise, succeed and lead. Transformation starts with a clear understanding of where we are today.”* —Dr. Senait Fisseha, Professor of Obstetrics and Gynecology, University of Michigan, Member of GH5050 Advisory Council, Chief Advisor to Director General of WHO

- Women comprise 70% of health workers globally and contribute US \$3 trillion annually to global health care, half of which is in the form of *unpaid* care work.
- Even though women make up the majority of the health care workforce, they hold few management positions.
  - Globally, women occupy only 25% of leadership roles.
  - In Ghana and Tanzania, for example, women hold just 15% of management positions.
  - In the United States, although women make up almost 40% of all physicians, they represent just 24% of medical school directors.

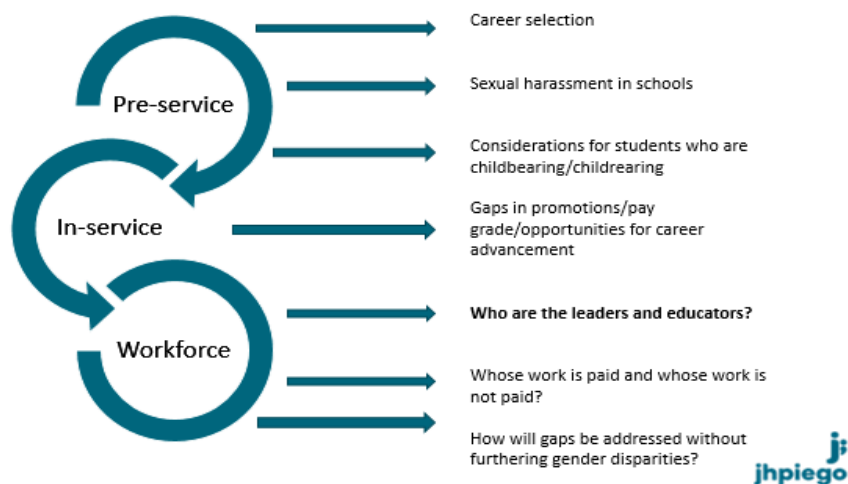
**Figure 6.4 Global health leadership pyramid**

Women's representation in global health leadership, based on influence



- Globally, women are under-represented in positions of leadership and decision-making.
  - Women account for 31% of ministers of health and 27% of World Health Assembly heads of delegations.
  - Just 31% of executive directors and 20% of board chairs at global health organizations are women.
  - Across 191 countries, only 51 had a female minister of health.
  - Only 25% of global health organizations have gender parity at senior management levels, and 20% of organizations have gender parity in their governing bodies.
- Gender norms and constraints greatly influence the health workforce:

### Human resources for health: What's gender got to do with it?



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## Facilitator Resource: Eunice's Story

Eunice is 28 years old and a new mother of a baby girl. She prides herself on providing essential health services as a community health worker (CHW) in her village of 600 people, roughly 200 kilometers from the closest hospital. Eunice feels lucky to have been selected and trained as a CHW, because the majority of the workers are men.

**STOP AND SAY: “Eunice is one of the few female CHWs in her village. Why do you think that is?”**

Eunice was lucky that her father valued her education and sent her to school. Her older sisters were not so lucky, as they had to stay home and work with their mother. Eunice learned to read and knew she wanted to be a CHW. CHWs in her village must be literate, so she was one of the only women eligible for the position. Her brothers and other men in the village teased her that she would not be taken seriously as a female CHW and she would have a hard time finding a husband if she was working all the time. She did meet a husband, who was also a CHW, and they had a baby girl.

**STOP AND SAY: “Eunice becomes a CHW but does not feel as confident conducting her duties around the village as her male co-workers. Why is this?”**

Eunice had been working for 2 years now as a CHW. She felt much more confident in her duties and consistently received high performance scores from her supervisor. An opportunity was presented at a CHW meeting for some of the CHWs to become trainers and travel to neighboring villages. The opportunity was associated with a pay raise, and the individual would receive a motorbike for future similar trips. Eunice was interested in the position.

**STOP AND SAY: “Eunice did not receive the opportunity and promotion. Why?”**

Eunice's husband did not approve of her traveling to other villages, especially since she had a small child to care for. Additionally, some of the male CHWs in the meeting joked that she should not waste her time applying because only men would be taken seriously for an advanced position. Eunice applied but did not feel comfortable listing reasons why she should be selected because of the negative pressure from her husband and co-workers. She was also taught that being prideful about one's accomplishments meant there is less space for wisdom. She was familiar with the current trainers and knew they were all men, and her supervisor who was male often ignored her requests for feedback on her performance.

She resolved to continue her work at the village where she could be close to family. She considered other ways to make more money or grow her skills as a CHW, such as pursuing nursing training or incorporating fee-for-service components into what she offered to villagers.

**STOP AND SAY: “Eunice did not advance or grow from her CHW position. But why?”**

Eunice struggled with the idea of asking for more money or growing her skills, because her entire life she was taught to appreciate what she had. Her mother would tell her “the lion is beautiful at a distance” to remind her that she was lucky enough to go to school as a girl. Additionally, she did not know of any other female CHWs who had asked for more beyond their position.

Eunice remained in her position, growing her knowledge and providing care as an essential component of the village. She inspired other women to become CHWs, but often wondered how she could have helped her village more if she had been given the opportunity for further training or to increase her status in the health system.

## Participant Handout: Knowledge and Perceived Comfort/Competency Pre-/Post-Test

### Knowledge Check Questions: Circle One Response

**Question 1:** Globally, women make up what percentage (%) of the global health workforce?

- A. 20%
- B. 50%
- C. 70%

**Question 2:** Globally, women make up what percentage (%) of leadership roles in the global health workforce?

- A. 10%
- B. 25%
- C. 50%

**Question 3:** Which of the following statements is NOT true?

- A. Bullying and sexual harassment/violence at work can negatively impact women's ability for advancement to leadership.
- B. Traditional gender norms often portray women as leaders.
- C. Women's disadvantages can be multiplied by other factors like race, class, and age.
- D. All statements are true.

Session 4

# What Is Bias?

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Jhpiego is a nonprofit global leader in the creation and delivery of transformative health care solutions that save lives.

In partnership with national governments, health experts, and local communities, we build health providers' skills, and we develop systems that save lives now and guarantee healthier futures for women and their families. Our aim is revolutionizing health care for the planet's most disadvantaged people.

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Baltimore, Maryland 21231-3492, USA

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# Session 4: What Is Bias?

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## Learning Objectives

By the end of this session, participants will be able to:

- Define unconscious bias
- Reflect on their own experiences of holding or showing bias against others
- Discuss ways in which bias can be harmful

## Time Needed

1 hour 15 minutes

## Materials Needed

- Chairs organized in a semicircle
- Flipchart paper
- Flipchart stand
- Markers
- Masking tape
- Projector
- **Participant Handout: Knowledge and Perceived Comfort/Competency Pre-/Post-Test**
- **Annex: Answer Log for Knowledge and Perceptions of Comfort/Competency Questions**

## Advance Preparation

1. Load the TED Talk "[Are you biased?](#)" onto a projector. The mp4 file is included with this package.
2. Set up the flipchart.

## Steps

### Introduction (1 minute)

1. Explain to participants that this activity is intended to deepen their understanding of gender norms and biases, how they may unwittingly perpetuate some of these rules/expectations, and the positive and harmful impacts of these rules/expectations on their lives.
2. Distribute the **Participant Handout: Knowledge and Perceived Comfort/Competency Pre-/Post-Test**, asking participants to record their answers in the **Answer Log for Knowledge and Perceptions of Comfort/Competency Questions**.

**Facilitator note:** Depending on time constraints, and if you have already facilitated "Gender and Work Ice-breaker," you may decide to skip the first section of this session, "Man, Box, Woman Box."

## Man Box, Woman Box (43 minutes)

1. Ask the male participants if they have ever been told to “act like a man.” Ask for a few volunteers to share some experiences in which someone has said this or something similar to them. If there are no male volunteers in the group, ask the women in the room for examples they have observed with the men in their lives. Ask:
  - Why did the person say this?
  - How did it make you feel?
2. Next, ask the female participants if they have ever been told to “act like a woman.” Ask for a few volunteers to share some experiences in which someone has said this or something similar to them. Ask:
  - Why did the person say this?
  - How did it make you feel?
3. Tell participants that they will now spend some time looking more closely at these two phrases. Explain that by studying them, we can begin to see how society can make it difficult to be either female or male. (Spend no more than 5 minutes on steps 1–3.)
4. Label a blank flipchart page “Act Like a Man.” Then, ask participants to share some ideas/examples of what it means to “act like a man” in their context. As participants call out ideas, write them on the flipchart page. To get participants started, you might use up to three of the following examples. (Spend no more than 5 minutes on this step.)
  - Be tough
  - Do not cry
  - Yell at people
  - Show no emotions
  - Are strong leaders
  - Are decisive
  - Have lots of sex
5. Once the group thinks the list is complete, draw a box around the list. Explain that all of the “male characteristics” listed constitute what can be referred to as the “man box” because the characteristics act as rules intended to confine men and boys to a specific definition of masculinity.
6. Before moving to the next step, tape the “man box” to the wall where it is visible to participants.
7. Next, facilitate a 10-minute group discussion using the following questions and record some of the participants’ answers on a blank flipchart page:
  - What are the benefits of living inside this box for men and boys? What are the potential harms to men and boys?
  - In what ways could men’s and boys’ adherence to the rules of the “man box” impact the lives of women and girls?
  - Can men and boys live outside the box? Is it possible for them to challenge and change the rules?
  - What consequences do men and boys face in stepping out of the box?
  - When is it acceptable for men and boys to step out of the box?

8. After ending the discussion, tape the flipchart page with participants' answers to the wall next to the "man box."
9. Next, label a blank flipchart page "Act Like a Woman." Then, ask participants to share some ideas/examples of what it means to "act like a woman" in their context. As participants call out ideas, write them on the flipchart page. To get participants started, you might use up to three of the following examples (spend no more than 5 minutes on this step):
  - Be emotional
  - Be passive
  - Be the caretaker
  - Act sexy, but not too sexy
  - Be quiet
  - Listen to others
  - Be the homemaker
10. Once the group thinks the list is complete, draw a box around it. Explain that all of the "female characteristics" listed constitute what can be referred to as the "woman box."
11. Tape the "woman box" to the wall next to the two male flipchart pages.
12. Next, facilitate a 10-minute group discussion using the following questions and record some of the participants' answers on a blank flipchart page:
  - What are the benefits to women and girls of living inside this box? What are the potential harms to women and girls?
  - In what ways could women's and girls' adherence to the rules of the "woman box" impact the lives of men and boys?
  - Can women and girls live outside the box? Is it possible for them to challenge and change these rules?
  - What consequences do women and girls face in stepping outside of the box?
  - When is it acceptable for women and girls to step outside the box?
13. After ending the discussion, tape the flipchart page with participants' answers to the wall next to the "woman box."
14. Next, introduce the concepts of hegemonic masculinity and hegemonic femininity by explaining the following points:
  - The characteristics listed in the "man box" and the "woman box" are forms of hegemonic masculinity and hegemonic femininity, respectively.
  - Hegemonic masculinity/femininity is the social pressure to conform to a singular predominant idea of "what it means to be a woman or a man" in one's culture. Hegemonic masculinity and hegemonic femininity are valued more than other expressions of masculinity and femininity. They are also often defined in opposition to one another; for men to remain dominant, women must be submissive and subordinate.

15. Next, introduce the concept of intersectionality, by explaining that we all have numerous identities that make up who we are and how we may be perceived by others. Intersectionality is the complex, cumulative way in which the effects of multiple forms of discrimination (such as racism, sexism, classism) combine, overlap, or intersect, especially in the experiences of marginalized individuals or groups.
  - Ask participants how an experience of a female member of an ethnic minority may differ from that of a female member of an ethnic majority at their workplace?
16. Before closing, allow participants 5–8 minutes to ask questions and/or make comments.

### **Are You Biased? (30 minutes)**

1. Start this session by asking participants, “What is bias?” Call on a few participants to suggest their ideas and then state that bias is showing disproportionate weight in favor or against something or someone, usually in a way that is close-minded or unfair.
2. Then ask, “What is unconscious bias?” Once a few participants have shared their answers, offer the following working definition: unconscious bias means behaving in certain ways toward an individual or individual(s), without even realizing it, due to deeply entrenched patterns of thoughts or behaviors.
3. Next, explain to participants that they will view a short video, “[Are you biased?](#)” which is a TED Talk provided by Kristen Pressner, Human Resources Executive for Roche Diagnostics.
4. After viewing the video, ask participants to find a partner they have not yet spoken to in the larger group. Explain that each member will take 5 minutes to share an occasion where, like the speaker in the video, they realized they held a certain bias. If participants have a difficult time thinking of responses, it may help to share an example from your own life.
5. After 5 minutes, instruct the partners to switch.
6. Come together in a circle and invite volunteers to share their own responses if they feel comfortable.
7. Wrap up by summarizing that unconscious bias can come from each of us and affects many of us. Being aware of it can reduce the effect it has on one another.

### **Closing (1 minute)**

1. End the activity by stating that throughout their lives, men and women receive messages from family, media, and society about how they should act as men and women, and how they should relate to other men and women. As we have seen, many of these differences are constructed by society and are not part of our nature or biological makeup. This can come in the form of conscious or unconscious bias, however, both are harmful.
2. Many of these expectations are completely fine and help us enjoy our identities as either a man or a woman. However, we all have the ability to identify unhealthy messages as well as the right to keep them from limiting our full potential as human beings.
3. There are many ways to be a woman or a man. As we become more aware of the ways that some gender stereotypes and biases can negatively impact our lives and our communities, we can begin to think constructively about how to challenge them and promote more positive gender roles and relations. Therefore, we are all free to create our own “man box” and “woman box.”

**Facilitator note:** Participants should complete this action planning/brainstorm at the end of every session. The facilitator should acknowledge that participants are free to choose their own key messages and next steps. That being said, the facilitator should encourage participants to choose some action steps that they can act on as individuals. Although organizational/institutional change is extremely important, not all participants may feel safe or comfortable advocating for change at this level.

4. Ask participants to complete the **Participant Handout: Knowledge and Perceived Comfort/Competency Pre-/Post-Test**, recording their answers on the **Answer Log for Knowledge and Perceptions of Comfort/Competency Questions**.
5. Ask participants to spend a few minutes thinking about what they have learned. What were some key messages, and what do participants want to take forward with them in their work? What is their action plan for implementing what they have learned? Encourage participants to use the Action Planning handout to document their ideas. Explain each column:
  - Column 1: Identify a problem to be addressed, area for improvement, or unmet need.
  - Column 2: Identify potential solutions, action steps, or ways forward.
  - Column 3: Identify who needs to take the next steps forward.

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## **Participant Handout: Knowledge and Perceived Comfort/Competency Pre-/Post-Test**

### **Knowledge Check Questions: Circle One Response**

**Question 1:** What is the definition of intersectionality?

- A. The social pressure to conform to a singular predominant idea of “what it means to be a woman or a man” in one’s culture.
- B. The complex, cumulative way in which the effects of multiple forms of discrimination combine, overlap, or intersect, especially in the experiences of marginalized individuals or groups.
- C. Showing disproportionate weight in favor or against something or someone, usually in a way that is close-minded or unfair.

**Question 2:** True or false? The way women and men should act is typically defined by biological makeup rather than social construction.

- A. True
- B. False

**Question 3:** True or false? Because we are aware of all of our biases, we can adjust our thoughts and actions accordingly.

- A. True
- B. False

### **Perceived Comfort/Competency Questions: Circle One Response**

**Question 1:** I recognize the unconscious biases I have about male versus female leaders. Circle one response.

- A. Strongly disagree
- B. Disagree
- C. Neither agree nor disagree
- D. Agree
- E. Strongly agree

## Session 5

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# Gender Bias in the Workplace

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## Session 5: Gender Bias in the Workplace

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### Learning Objectives

By the end of this session, participants will be able to:

- Discuss how gender biases negatively affect women in the workplace
- Explore personal experiences of gender bias in the workplace

### Time Needed

1 hour 40 minutes

### Materials Needed

- Chairs organized in a semicircle
- Flipchart paper
- Flipchart stand
- Markers
- Masking tape
- Projector
- **Participant Handout: Knowledge and Perceived Comfort/Competency Pre-/Post-Test**
- **Annex: Answer Log for Knowledge and Perceptions of Comfort/Competency Questions**

### Advance Preparation

1. Load the McKinsey video "[Addressing Unconscious Bias](#)" onto a projector.
2. Write the definitions of the four types of bias listed below on flipchart paper.
3. Draw the following table on a flip chart:

	Men	Women	Both
Examples of unconscious bias from video			
How can this be detrimental to work?			

## Steps

### Introduction (1 minute)

1. Explain to participants that this activity is intended to build on their understanding and awareness of how different social rules/expectations applied to women and men affect their professional lives. These social rules/expectations have harmful consequences that are detrimental to women's advancement in the workplace.
2. Distribute the **Participant Handout: Knowledge and Perceived Comfort/Competency Pre-/Post-Test**, asking participants to record their answers in the **Answer Log for Knowledge and Perceptions of Comfort/Competency Questions**.

### Addressing Unconscious Bias (30 minutes)

1. Explain to participants that they will view a short video, "[Addressing Unconscious Bias](#)," developed by the global consulting firm, McKinsey (5 minutes). Encourage participants to take note of the different ways unconscious biases are portrayed in the workplace.
2. Next, refer to the table on the flipchart and ask participants to work in small groups (up to three participants) to think of examples they observed of biases shown against men, women, or both. Distribute several Post-it Notes to each group and encourage participants to write their answers on the Post-it Notes and place them on the flipchart at the front of the room.
3. When all groups have posted their answers to the flipchart, briefly summarize the different examples cited.
4. Next, ask how each of the biases observed can create a negative workplace culture, or "how can this be detrimental to work?" Record answers on the flipchart in plenary. If participants have a hard time coming up with examples, you may offer the following example: assuming that the male employee in the video was "too emotional" to receive constructive feedback could mean that he does not receive helpful feedback that would improve his performance at work.
5. Wrap up by summarizing how unconscious bias can affect the culture of a workplace, and how being aware of it can mean that it is less likely to be harmful to coworkers.

### Understanding Different Types of Bias (20 minutes)

1. Next, explain that participants will now explore four specific types of gender bias. Explain that although these are the most common types of bias that women experience, it is important to note that men may also experience certain biases in the workplace.
2. Review the definitions of the four types of bias using the flipchart.
  - **Prove It Again bias:** Women often have to prove themselves over and over and over again.
  - **Tightrope bias:** Women have to walk a tightrope between being seen as too feminine, and so not taken seriously, or as too masculine and therefore not likable.
  - **The Maternal Wall:** Gender bias triggered by motherhood. Once you become a mother, there are strong negative competence and commitment assumptions. Interestingly enough, this pattern can also affect even women without children and women who do not want children.
  - **Tug of War:** Gender bias that reflects all three of the other patterns and creates conflict among women.

3. Next, divide the participants into three groups and assign each group one of the following: Prove It Again bias, Tightrope bias, or the Maternal Wall. Ask participants to create a short skit (~1 minute) that illustrates the type of bias they were assigned.

**Facilitator note:** These examples may resonate better in some contexts than in others. Other examples of bias might include assumptions around women's commitment to work or to being leaders because of additional household responsibilities, assumptions that women lack confidence, or women or men's preference for men as leaders. If participants do not feel that the four examples above resonate, they can create a skit based on another form of bias they feel is prevalent.

**Facilitator note:** Each group should have three or four participants, so if the total group is larger than 10–12, the facilitator may want to have multiple groups perform skits on the same topic (i.e., two groups can perform skits on Tightrope bias).

**Example skit for Maternal Wall bias:**

*(Setting: conversation between a supervisor and a woman supervisee in a health facility)*

**Supervisor:** Congratulations of your pregnancy.

**Woman supervisee:** Thank you, I am very happy.

**Supervisor:** It is too bad that the timing is bad.

**Woman supervisee:** What do you mean?

**Supervisor:** There is a promotion available and I was considering you for the position. However, I assume that because you will soon be a mother, you will want to work part time only. I will offer the promotion to someone else.

4. After 5–10 minutes, come together as a full group and ask each group to present its skit. Once all groups have performed, reiterate that **Tug of War** is gender bias that reflects the other three patterns playing out and creating conflict among women.
5. Explain that in the next session participants will have an opportunity to reflect further on the biases presented in these skits and in consideration to their own lives.

### **Our Experiences with Gender Bias in the Workplace (60 minutes)**

1. State that participants will now take some time to reflect more deeply on their personal experiences of gender bias in the workplace and how it felt. Explain that acknowledging these feelings can offer participants an insider's view of gender bias—how it hurts and how powerful it can be. The idea is to use this experience to help participants empathize with others who have experienced gender bias.
2. Ask participants to sit in silence for 2 minutes and think about a time in their lives when they experienced bias. If participants have a difficult time thinking of situations, you may refer them back to the examples in the skits from the previous section. Ask participants to think about what happened, and how they felt.

3. Next, ask participants to pair up with someone with whom they would feel comfortable sharing their experience. Allow the pairs 10 minutes to share (5 minutes per person) and then bring everyone back together in a large circle.

**Facilitator note:** Emphasize that sharing is voluntary—no one will be forced to give their story—and emphasize the importance of confidentiality. Remind participants of the ground rule: “What is shared should stay in the room.” Encourage group members to listen carefully to each other’s stories.

**Facilitator note:** Participants may feel more at ease if you share your own personal experience first.

4. Ask for volunteers to share their experiences with the large group. Remind participants that they should only share if they feel comfortable doing so.
5. As participants share, ask the following questions:
  - How did you feel?
  - How did the experience affect your life?

**Facilitator note:** During the discussion, validate the participants’ responses and emphasize the following:

- Gender bias can destroy our self-esteem. It may make us angry, or cause us to doubt ourselves and our self-worth.
- It is okay to feel this way and you are not alone. We have all experienced this sense of social exclusion at some point in our lives.
- Experiencing bias is very painful. It really hurts and the hurt can last for a lifetime.
- We all have unconscious bias. It is part of life. We need to recognize the damage we can do to others when we act on these biases without first challenging them.

6. After a few participants have shared, facilitate a group debrief by asking:
  - What did you learn from this exercise?
  - What might you do differently in the future as a result of this exercise? What might organizations do differently to combat bias? If participants have a hard time answering this question, explain that this will be explored in more depth in subsequent sessions of the curriculum.

### Closing (1 minute)

1. End the session by communicating the following points:
  - This exercise gives us an inside understanding of how it feels to experience bias. It helps put us into the shoes of others, including our colleagues.
  - Bias evolved as an innate mechanism for us to process things easier. Learned bias is generally close-minded and prejudicial. Thus, if one is not aware of bias and actively preventing it, then it can be harmful.

- Once we have experienced bias, we have a better sense of how others may feel if they experience bias.
2. Ask participants to complete the **Participant Handout: Knowledge and Perceived Comfort/Competency Pre/Post-Test**, recording their answers on the **Answer Log for Knowledge and Perceptions of Comfort/Competency Questions**.

**Facilitator note:** Participants should complete this action planning/brainstorm at the end of every session. The facilitator should acknowledge that participants are free to choose their own key messages and next steps. That being said, the facilitator should encourage participants to choose some action steps that they can act on as individuals. Although organizational/institutional change is extremely important, not all participants may feel safe or comfortable advocating for change at this level.

3. Ask participants to spend a few minutes thinking about what they have learned. What were some key messages, and what do participants want to take forward with them in their work? What is their action plan for implementing what they have learned? Encourage participants to use the Action Planning handout to document their ideas. Explain each column:
  - Column 1: Identify a problem to be addressed, area for improvement, or unmet need.
  - Column 2: Identify potential solutions, action steps, or ways forward.
  - Column 3: Identify who needs to take the next steps forward.

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## **Participant Handout: Knowledge and Perceived Comfort/ Competency Pre-/Post-Test**

### **Knowledge Check Questions: Circle One Response**

**Question 1:** Which of the following is NOT a type of gender bias?

- A. Prove It Again bias
- B. Tightrope bias
- C. Maternal Wall
- D. Emotional bias
- E. Tug of War

**Question 2:** Which of the following might be a harmful consequence to women's advancement in the workplace because of differentially applied social rules/expectations?

- A. Women being seen as too feminine and as a result, not being taken seriously
- B. Assumptions that a woman is less committed to her work because she is a mother or wants children
- C. Both of the above

**Question 3:** Which of the following may occur because of a gender bias in the workplace?

- A. Women are more frequently asked to take notes at a meeting than men.
- B. Women are more frequently asked to present work at meetings than men.
- C. Women are promoted to positions of leadership.

## Module 2

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# Leading With Confidence

Session 6

# Mentorship and Sponsorship



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Jhpiego is a nonprofit global leader in the creation and delivery of transformative health care solutions that save lives.

In partnership with national governments, health experts, and local communities, we build health providers' skills, and we develop systems that save lives now and guarantee healthier futures for women and their families. Our aim is revolutionizing health care for the planet's most disadvantaged people.

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# Session 6: Mentorship and Sponsorship

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## Learning Objectives

By the end of the session, participants will be able to:

- Define mentorship and sponsorship
- Reflect on their experiences as mentors and mentees, and how these roles influence their lives and careers
- Explore barriers to mentorship opportunities for women and how to overcome them
- Discuss tips for mentors and mentees for effective mentoring relationships

## Time

1 hour 30 minutes

## Materials Needed

- Chairs organized in a semicircle
- Flipchart paper
- Flipchart stand
- A4-sized paper (one sheet per participant)
- Pencils or pens
- Markers
- Masking tape
- Equipment to show the video clip (projector)
- **Participant Handout: Tips for Mentors and Mentees**
- **Participant Handout: Knowledge and Perceived Comfort/Competency Pre-/Post-Test**
- **Facilitator Resource: River Diagram Example**
- **Annex: Answer Log for Knowledge and Perceptions of Comfort/Competency Questions**

## Advance Preparation

1. On a blank flipchart page, draw a river. Label different parts of the river with the various life milestones and people that led you to be in the profession you are in today. An example river diagram is available at the end of the session description.
2. Download the video, “Mentorship Matters,” at <https://leanin.org/education/mentorship-matters>.

## Steps

### Introduction (1 minute)

1. Open the session by stating that mentoring is a dynamic, reciprocal relationship that is mutually beneficial, empowering, and enabling. In this session, participants will have a space to reflect on

their mentorship experiences and examine how those experiences have affected their choices about their lives and the work they do (Blake-Beard 2019). This session will also explore key barriers women experience in access to mentorship opportunities, as well as tips for sustaining effective mentoring relationships once these relationships are in place.

2. Distribute the **Participant Handout: Knowledge and Perceived Comfort/Competency Pre-/Post-Test**, asking participants to record their answers on the **Answer Log for Knowledge and Perceptions of Comfort/Competency Questions**.

### Why I Am a Mentor/Mentee (40 minutes)

1. Show the 2-minute video “[Mentorship Matters](#)” by Sheryl Sandberg, Chief Operating Officer of Facebook and founder of the Lean In organization.
2. Summarize the key points made in the video: Mentorship is a key driver of success for everyone, yet often women can have a harder time finding mentors, especially mentors with influence. This is different from coaching, which focuses on the development of skills or competencies, and supervision, which is ensuring those skills are met.
  - Ask participants if they can remember from the video why this is the case.
    - > Answer: Men disproportionately occupy positions of leadership across almost every sector of industry and government, including health care. We are more likely to mentor others who are similar to us, and therefore men are more likely to have opportunities for influential mentorship. Furthermore, some men report they feel uncomfortable mentoring women.
3. Tell participants they may have also heard the term “sponsorship” used in the context of professional development. Ask participants to describe the difference between a mentor and a sponsor and why both roles are valuable.

**Facilitator note:** Be sure to acknowledge the difference between sponsorship and nepotism. **Sponsorship** is senior-level staff members investing in a protégé’s career success and using their network and influence to help a protégé advance their career. This is distinct from **nepotism**, which is giving unfair advantage to family if you are in a position of power, particularly employment. Nepotism can result in jobs going to less qualified people, at the expense of those who are best qualified for the position.

**Facilitator note:** In short, mentors *advise you* and sponsors *advocate for you*. Summarize key differences between mentors and sponsors in the box on the following page.

<b>Mentors vs Sponsors</b>	
Mentors have mentees	→ Sponsors have protégés.
A mentor could be anyone in a position with experience desired by a mentee who can offer advice and support.	→ A sponsor is a senior level staff member invested in a protégé's career success.
Mentors support mentees through formal or informal discussions about how to build skills, qualities and confidence for career advancement	→ Sponsors promote protégés directly, using their influence and networks to connect them to high-profile assignments, people, pay increases and promotions.
Mentors help mentee craft a career vision	→ Sponsors help drive their protégé's career vision
Mentors give mentees suggestions on how to expand their network	→ Sponsors give protégés their active network connections and make new connections for them
Mentors provide feedback to aid a mentee's personal and professional development	→ Sponsors are personally vested in the upward movement of their protégé
Mentors offer insight on how a mentee can increase visibility through finding key projects and people	→ Sponsors champion their protégés visibility, often using their own platforms and reputation as a medium for exposure.
Mentors passively share the "unwritten" rules" for advancement in their organization with mentees	→ Sponsors actively model behavior and involve protégés in experiences that enable advancement

4. Tell participants they will now reflect on their own experiences with mentorship and sponsorship throughout their life (professional and personal) through an individual activity.
5. Describe the flow of a river to the participants using the narrative below:  
 "A river winds slowly and turns, goes quickly over rocks, rushes down a waterfall, and reaches a pool where it rests for a while. All these stages of a river have a different feeling. Going down a waterfall can be a turbulent time. Winding through a flat area of land can be a boring time or a quiet, easy time. Going quickly over rocks can be a busy, interesting time or a busy, difficult time. Being in a pool can be a time of recovery or rest or sadness. A person's life can also be like this."
6. Next, explain to participants that you want them to spend some time thinking about their own lives and the various experiences that led them to become and remain health care workers or managers. State that they will represent their lives in the form of a river. Explain that the river should begin with their birth and will include all of the important things that have happened and that led them to become health workers today, including the key person(s) who influenced their lives and careers. To illustrate, show participants the flipchart page you prepared with your river of life. Encourage participants to also reflect on any experiences throughout their lives in which they offered mentorship or sponsorship to others, and how that relationship was mutually beneficial.
  - Remind participants that, rather than expecting women to "lean in" to professions and organizations that have largely excluded them from leadership and senior roles, Gender-Transformative Leadership addresses discrimination, bias, and inequities in the system (both formal and informal) so that women are included on an equal basis to men. And the term "gender-transformative" can be applied to decision-makers, the institutions they work in, and to the health system itself.
  - How can mentors or sponsors promote the principles of Gender-Transformative Leadership?
7. Distribute one sheet of A4-sized paper and some pens to each participant and ask participants to find a space inside or outside of the room where they can sit quietly and draw for 15 minutes.
8. Tell participants that the group will not be looking at their individual pictures. Each person's picture belongs to that person alone.

9. After 15 minutes, call time and ask participants to return to their seats.

**Facilitator note:** As participants draw, go around the room and talk with each person in turn. Do not scrutinize their drawings, but ask if they understand and are managing the exercise. Ask if they want help. If participants wish to talk privately about their river or path, give them the opportunity to do so. If participants have a difficult time thinking of any mentorship experiences, encourage them to reflect on any life or career moments when they wish they had a mentor and what that ideal mentor would look like.

### Group Discussion (45 minutes)

1. Next, facilitate a group discussion using the following questions:
  - Reflecting on your life “rivers,” how has a mentor or sponsor influenced your life or career? How did you establish this relationship? How did you maintain this relationship?
  - What are the attributes of an ideal mentor?
  - Were most of your mentors of the same gender as you? How might women and men have different experiences identifying influential mentors?
  - What are the attributes of an ideal mentee?
  - What is your current experience with mentoring and sponsoring relationships? Are there people to whom you regularly turn for career advice? Are there people who regularly turn to you for career advice?
  - Are they mutually beneficial and empowering? What do you give in each relationship? What do you receive? Are these relationships based on similarity, difference, or a mixture of both?

### Tips for Mentors and Mentees (10 minutes)

1. Next, distribute the **Participant Handout: Tips for Mentors and Mentees** to each participant.
2. Invite two volunteers to read the tips aloud. One person will read the tips to mentees and the other will read the tips to mentors.
3. Facilitate a short discussion with participants:
  - Have you ever practiced any of these tips before? Which ones?
  - Do you have any additional tips from your own experiences to add?
  - What should a woman do if all of the people she knows in senior or leadership roles are men? Is it possible for a man to demonstrate Gender-Transformative Leadership as a mentor? What should he do?

### Closing (4 minutes)

1. End the session by making the following points:
  - Mentorship and sponsorship are key drivers of successful careers.
  - Given that leadership positions in health care are often occupied by men, and we tend to mentor others who are similar to us, women often experience more challenges identifying influential mentors.

- Summarize the main feeling that came out of the workshop. For example, you might say, “The overwhelming feeling of the workshop was that the mentorship has a positive effect on health workers/managers but women and men have different experiences in receiving and offering mentorship.”
2. Ask participants to complete the Participant Handout: Knowledge and Perceived Comfort/Competency Pre-/Post-Test, recording their answers on the Answer Log for Knowledge and Perceptions of Comfort/Competency Questions.
  3. Ask participants to spend a few minutes thinking about what they have learned. What were some key messages, and what do participants want to take forward with them in their work? What is their action plan for implementing what they have learned? Encourage participants to use the Action Planning handout to document their ideas. Explain each column:
    - Column 1: Identify a problem to be addressed, area for improvement, or unmet need.
    - Column 2: Identify potential solutions, action steps, or ways forward.
    - Column 3: Identify who needs to take the next steps forward.

**Facilitator note:** Participants should complete this action planning/brainstorm at the end of every session. The facilitator should acknowledge that participants are free to choose their own key messages and next steps. That being said, the facilitator should encourage participants to choose some action steps that they can act on as individuals. Although organizational/institutional change is extremely important, not all participants may feel safe or comfortable advocating for change at this level.

## Acknowledgments

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# 4 Things All Mentors and Mentees Should Know

*Mentorship and sponsorship are key drivers of success, yet women can have a harder time finding mentors and sponsors, especially ones with influence. The good news is that we can mentor other women at any stage in our careers, and it pays off when we do. Women who are mentored by women feel more supported and are often more satisfied with their career.<sup>1</sup> Use our tips to be the best mentor/mentee you can be, and remember, like all good relationships, mentorship is a two-way street.*

## Mentee

### Don't ask, "Will you be my mentor?"

If you have to ask a woman to be your mentor, the answer is probably no. Mentorship relationships start with a mutual connection—and mentors often select protégés based on their performance and potential.<sup>2</sup> So shift your thinking from "If I get a mentor, I'll excel" to "If I excel, I will get a mentor." Find a woman whose career path aligns with your goals and work hard to get noticed. For example, share your ideas for making a project she's leading better or volunteer for an initiative that's important to her.

## Mentee

### Your mentor's time is valuable—treat it that way

Show your mentor you value her time by using it wisely. Avoid meeting just to catch up or asking questions you can find answers to yourself. Instead, come to her with thoughtful questions and be ready to discuss real challenges you're facing. Then listen carefully to her recommendations and report back on your progress. She's more likely to continue to invest in you if you're acting on her input—and she sees the impact she's having on your career.

## Mentor

### Find a woman to mentor—it's never too early

No matter what stage you're at in your career, you can mentor another woman. If you're farther along in your career, pay it forward by investing in a woman just starting out. And if you're early in your career, find a woman who's coming up behind you or a student who's interested in your field. Don't underestimate the value of your input—you may have just been through what she's experiencing.

## Mentor

### Invest in your mentee's success

Commit time and energy to developing your mentee. Make yourself available and take the time to understand her questions and give her thoughtful and thorough input. Ask your mentee for regular updates. The more you understand her progress—and what's working and what's not, the more effective you can be as a mentor. If she's not using your time wisely, be clear about your expectations and set guidelines for your time together. You'll both benefit from getting into a good rhythm.





### View feedback as a gift

Women don't always get the direct input they need to be their best selves because coworkers may be nervous about eliciting an emotional response.<sup>5</sup> Make sure you don't fall into this trap with your mentor. Solicit her feedback whenever you can by asking specific questions like, "How can I improve?" and "What am I not doing that I should be?" The more you ask for and accept her feedback, the faster you'll learn—and odds are she'll respect your openness and willingness to grow.

# 3



### Give open, honest input—even when it's hard

Direct, actionable feedback is a gift, but women often receive less of it. Look for opportunities to give your mentee specific input for improving her performance and learning new skills. Whenever possible, share your input in the moment, when it's most effective. If you hold back to protect your mentee's feelings, you're not helping her. Remember, your honest feedback will help her advance more quickly.



### Build trust with your mentor

Over time mentors can develop into sponsors who use their status and clout to create opportunities and make connections for you. Before your mentor will sponsor you, she needs to trust that you are reliable and a bet worth making. To build trust, always follow through on what you say you're going to do and always do your very best work. When you're consistent over time, you build valuable trust with your mentor—and your coworkers.

# 4



### Don't just mentor—sponsor!

The best mentors go beyond mentorship and advocate for their mentees. Start by understanding your mentee's career goals, then think through her best path forward and how you can help. Endorse her on social media. Recommend her for a high-profile project. Introduce her to people in your network. Find ways to open doors for her and invest in her success.

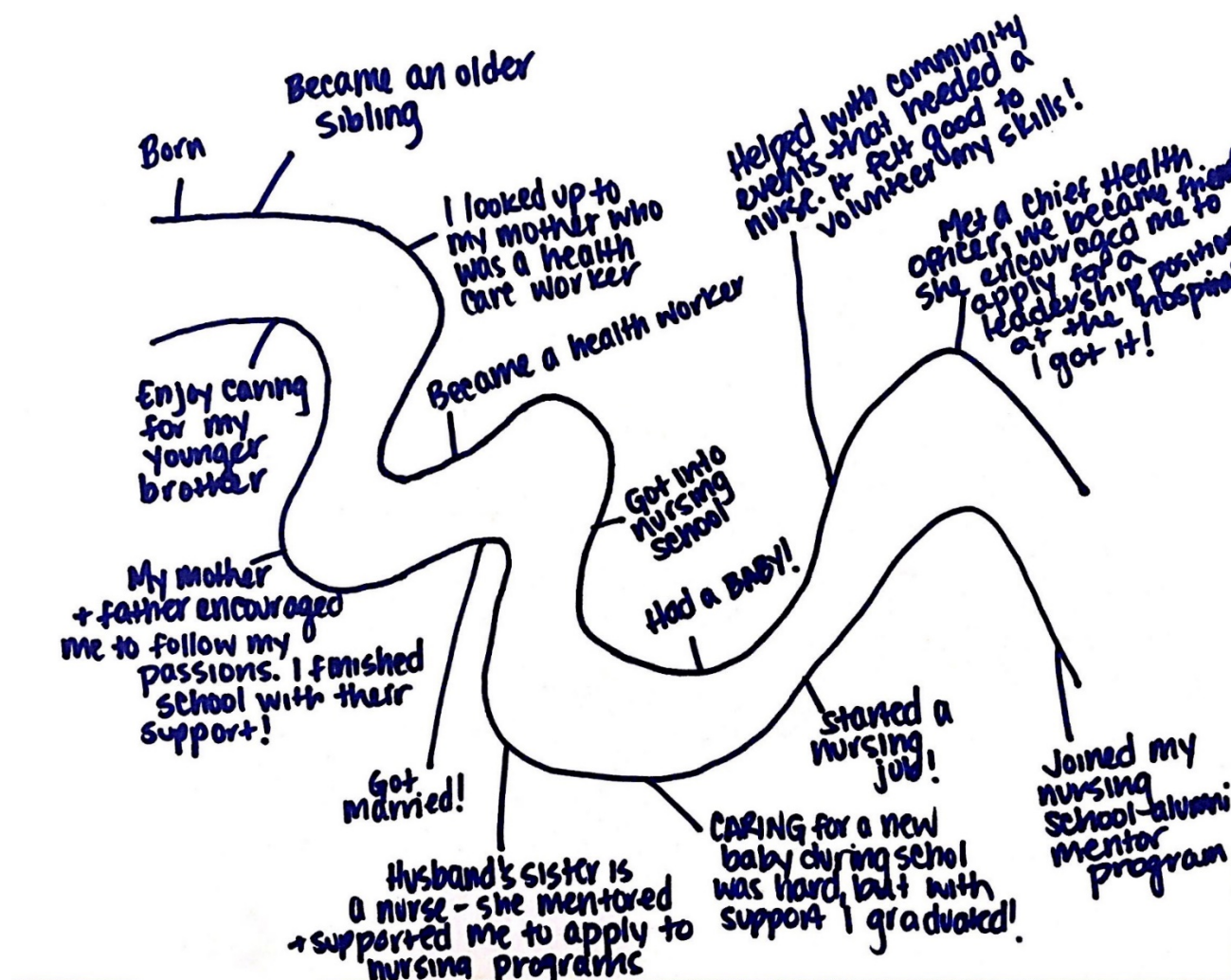
## Endnotes

1. For a review of research see Carol T. Kulik, Isabel Metz, and Jill A. Gould, "In the Company of Women: The Well-Being Consequences of Working with (and for) women," in *Handbook on Well-Being of Working Women*, ed. Mary L. Connerley and Jiyun Wu (New York: Springer, 2016), 189; Sarah Dinolfo, Christine Silva, and Nancy M. Carter, *High-Potentials in the Pipeline: Leaders Pay it Forward* (Catalyst, 2012); K. E. O'Brien, A. Biga, S.R. Kessler, and T.D Allen, "A Meta-Analytic Investigation of Gender Differences in Mentoring," *Journal of Management* vol. 36, no. 2 (2010): 537–554, <http://jom.sagepub.com/content/36/2/537.short>.
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Adapted from [www.LeanIn.org/tips/mentorship](http://www.LeanIn.org/tips/mentorship).



## Facilitator Resource: River Diagram Example



## Participant Handout: Knowledge and Perceived Comfort/Competency Pre-/Post-Test

### Knowledge Check Questions: Circle One Response

**Question 1:** What are the benefits of mentorship?

- A. Mentorship is empowering to both the mentor and the mentee because mentorship is a mutually beneficial relationship.
- B. Mentors help mentees build skills and confidence through informal and formal discussion.
- C. None of the above
- D. Both A and B

**Question 2:** True or False? A sponsor is often a senior-level staff member interested in the success of their protégé.

- A. True
- B. False

**Question 3:** Which of the following is a barrier that women may face in finding a mentor or sponsor?

- A. Men disproportionately occupy positions of leadership, including in health care settings, and because people tend to mentor/sponsor those similar to them, it can be hard to find a women mentors/sponsors.
- B. Men may not feel comfortable sponsoring or mentoring women.
- C. Both A and B
- D. Neither A nor B

### Perceived Comfort/Competency Questions: Circle One Response

**Question 1:** I feel comfortable approaching an experienced colleague to ask her/him to support me as a mentor or sponsor.

- |                      |                               |
|----------------------|-------------------------------|
| A. Strongly disagree | C. Neither agree nor disagree |
| B. Disagree          | D. Agree                      |
|                      | E. Strongly agree             |

**Question 2:** I can easily identify a colleague whom I could ask to support me as a mentor or sponsor.

- |                      |                               |
|----------------------|-------------------------------|
| A. Strongly disagree | C. Neither agree nor disagree |
| B. Disagree          | D. Agree                      |
|                      | E. Strongly agree             |

**Question 3:** I am comfortable offering to act as a mentor or sponsor for a colleague.

- |                      |                               |
|----------------------|-------------------------------|
| A. Strongly disagree | C. Neither agree nor disagree |
| B. Disagree          | D. Agree                      |
|                      | E. Strongly agree             |

**Question 4:** I have the knowledge and skills needed to act as a mentor for a colleague.

- |                      |                               |
|----------------------|-------------------------------|
| A. Strongly disagree | C. Neither agree nor disagree |
| B. Disagree          | D. Agree                      |
|                      | E. Strongly agree             |

## Session 7

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# How to Be a Workplace Ally

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# Session 7: How to Be a Workplace Ally

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## Learning Objectives

By the end of this session, participants will be able to:

- Identify strategies to be an effective ally for women in the workplace

## Time Needed

1 hour

## Materials Needed

- Chairs organized in a semicircle
- **Participant Handout: How to be a Workplace Ally**
- **Participant Handout: Knowledge and Perceived Comfort/Competency Pre-/Post-Test**
- **Annex: Answer Log for Knowledge and Perceptions of Comfort/Competency Questions**

## Advance Preparation

1. Print one copy of the **Participant Handout: How to be a Workplace Ally** for each participant

## Steps

### Introduction (1 minute)

1. Open the activity by explaining that there are many steps men and women can take now to celebrate and advocate for gender equality in the workplace, by being an ally for women. In this session, participants will explore specific strategies.
2. Distribute the **Participant Handout: Knowledge and Perceived Comfort/Competency Pre-/Post-Test**, asking participants to record their answers on the **Answer Log for Knowledge and Perceptions of Comfort/Competency Questions**.

### How to Be a Workplace Ally (58 minutes)

1. Distribute the **Participant Handout: How to be a Workplace Ally** and divide participants into six groups.

**Facilitator note:** You may decide that not all strategies/scenarios apply equally well to the sector or context that participants work in. You can choose which of the strategies from the **Participant Handout: How to Be a Workplace Ally** to assign to small groups.

2. State that each group will be assigned to examine a different strategy listed on the handout. Groups will have 10 minutes to create a 5-minute role-play that illustrates each of the situations and solutions.
3. Assign groups. After 10 minutes, invite each group to present their role-play in plenary.

4. After each group has presented, facilitate an 18-minute discussion around the following questions:
  - Have you observed or experienced these situations in the workplace?
  - Will some solutions be more difficult to implement than others? Which ones? Why? Do some of these solutions require policy changes? If so, what might those changes be?
  - What will it take to implement these solutions where you work? Who are the influential decision-makers? Are they men, women, or both?
  - Are there other scenarios you have encountered in the workplace that presented opportunities to be a workplace ally?
  - What is the role of men for ensuring gender disparities are addressed in the workplace? What is the role of women?
  - We all have numerous identities that make up who we are and how we may be perceived by others. Intersectionality is the complex, cumulative way in which the effects of multiple forms of discrimination (such as racism, sexism, classism) combine, overlap, or intersect, especially in the experiences of marginalized individuals or groups.
  - How might an experience of a female member of an ethnic minority differ from that of a female member of an ethnic majority at their workplace? What needs might they have for an ally and how are those needs similar or different?

### Closing (1 minute)

1. End the activity summarizing that there are many steps organizations and individuals—men and women alike—can take now to promote gender equality in the workforce. Together we can level the playing field and go further faster.
2. Ask participants to complete the **Participant Handout: Knowledge and Perceived Comfort/Competency Pre/Post-Test**, recording their answers in the **Answer Log for Knowledge and Perceptions of Comfort/Competency Questions**.

**Facilitator note:** Participants should complete this action planning/brainstorm at the end of every session. The facilitator should acknowledge that participants are free to choose their own key messages and next steps. That being said, the facilitator should encourage participants to choose some action steps that they can act on as individuals. Although organizational/institutional change is extremely important, not all participants may feel safe or comfortable advocating for change at this level.

3. Ask participants to spend a few minutes thinking about what they have learned. What were some key messages, and what do participants want to take forward with them in their work? What is their action plan for implementing what they have learned? Encourage participants to use the **Action Planning** handout to document their ideas. Explain each column:
  - Column 1: Identify a problem to be addressed, area for improvement, or unmet need.
  - Column 2: Identify potential solutions, action steps, or ways forward.
  - Column 3: Identify who needs to take the next steps forward.

## Acknowledgments

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## Participant Handout: How to Be a Workplace Ally

There are simple things men and women can do every day to celebrate and advocate for gender equality in the workplace. Together we can level the playing field and go further faster.

### Make Sure Women's Ideas Are Heard

When women stay quiet, their status suffers: women who speak less in group discussion are seen as having less influence.

#### Situation

If you watch coworkers at the same level in meetings, you'll likely notice that more men sit in the front and center seats, whereas women tend to gravitate toward the end of the table and edge of the room, away from positions that convey status. Women also get less airtime in group discussions.<sup>1</sup> Women are interrupted more—by both men and women<sup>2</sup>—and given less credit for their ideas.<sup>3</sup>

#### Solution

Set a good example by sitting front and center and speaking up in meetings—and encourage other women to do the same. Then look for ways to shape the conversation. If a woman is interrupted, interject and say you'd like to hear her finish. If a coworker runs away with a woman's idea, remind everyone it originated with her by saying, "Great idea . . . thanks to Sarah for surfacing it." If you see a woman struggling to break into the conversation, say you'd like to hear other points of view. When you advocate for your female coworkers, they benefit—and you're seen as a leader. Moreover, meetings are most effective when everyone's best thinking is heard.

### Challenge the Likeability Penalty

In a recent study of performance reviews, 66% of women received negative feedback on their personal style such as "You can sometimes be abrasive," compared to less than 1 percent of men.<sup>7</sup>

#### Situation

Women face a double standard that men don't. Men are expected to be assertive and confident, so coworkers welcome their leadership. In contrast, women are expected to be nurturing and collaborative, so when they lead, they go against expectations—and often face pushback from men and women.<sup>6</sup> The problem is that women need to assert themselves to be effective. This "likeability penalty" often surfaces in the way women are described, both in passing and in performance reviews. When a woman speaks in a direct style or pushes her ideas, she is often called "aggressive" and "ambitious." When a man does the same, he is seen as "confident" and "strong."

#### Solution

When you hear a woman called "bossy" or "shrill," ask for a specific example of what the woman did and then ask, "Would you have the same reaction if a man did the same thing?" In many cases, the answer will be no. When you're having a negative response to a woman at work, ask yourself the same question and give her the benefit of the doubt. Odds are she's just doing her job.

### Celebrate Women's Accomplishments

According to a recent study by a Harvard PhD candidate in economics, men get about the same amount of credit when they write a research paper with a coed team as they do when they're the sole author. In contrast, women get almost zero credit if they write a paper as part of a team with a man on it.<sup>11</sup>



## Situation

Women are often given less credit for successful outcomes and blamed more for failure.<sup>8</sup> Moreover, women and men respond to recognition differently. Women often credit their accomplishments to external factors such as “getting lucky” and “help from others,” whereas men attribute theirs to innate qualities and skills.<sup>9</sup> They own their success, whereas women undermine theirs. Conversely, when women celebrate their own accomplishments, they are often penalized for self-promotion.<sup>10</sup> As a result of these dynamics, women’s contributions can go unnoticed.

## Solution

Look for opportunities to celebrate women’s accomplishments, and point out when women are being blamed unfairly for mistakes. Better yet, where possible, women should get together with a group of women and agree to celebrate one another’s successes. Although women are often penalized for promoting themselves, you can lift up other women, and they can do the same for you. When you introduce female coworkers, highlight their credentials and accomplishments. For example, you might say, “Sarah led our clinic’s response to COVID-19 control and we have not had any health workers become infected.”

## Encourage Women to Go for It

Men apply for jobs when they meet 60% of the hiring criteria, whereas women wait until they meet 100%.<sup>24</sup>

## Situation

Women are prone to more intense self-doubt than men, and it is not because they’re missing a special confidence gene.<sup>13</sup> Women face an uneven playing field at work. This bias is so pronounced that simply changing the name on a résumé from a woman’s to a man’s increases a candidate’s hireability by 61%.<sup>14</sup> Because female performance is frequently underestimated, women need to work harder to prove they’re just as capable<sup>15</sup> and are more likely to miss out on key assignments, promotions, and raises.<sup>16</sup> Women even tend to underestimate their own performance and are more likely to attribute their failures to lack of ability. Because the workplace is harder on women—and women are harder on themselves—their confidence often erodes.

## Solution

Look for opportunities to boost women’s confidence and encourage them to go for it. If a coworker tells you she’s not ready for a new project or position, remind her what she’s already accomplished and offer to be a thought buddy while she gets up to speed . . . or “fakes it till she makes it.”

## Give Women Direct Feedback

In a recent analysis of hundreds of performance reviews, 60% of the developmental feedback men received was linked to specific business outcomes—and therefore actionable—compared to only 40% of the developmental feedback women received.<sup>20</sup>

## Situation

Women often receive less—and less helpful—feedback. Whereas men get specific recommendations for improving their performance, women hear more generic feedback that’s harder to act on, such as “Good job” or “You need more presence in meetings.”<sup>18</sup> Men may hesitate to give critical feedback to women for fear of eliciting an emotional response<sup>19</sup>—and this is likely the case for women, too.

Unfortunately, this lack of input slows women down; it's hard to build skills and advance if you don't know what to do.

### Solution

Look for opportunities to give the women you work with input that can help them learn and grow, and remember that holding back for fear you'll upset someone doesn't benefit them. Whenever possible, share your feedback live and in the moment. We should all treat feedback as a gift and solicit it often—you'll benefit from the input, and ideally your female coworkers will follow your lead.

## Mentor and Sponsor Other Women

Your peers can serve as valuable advocates and advisors.

### Situation

Mentorship and sponsorship are key drivers of success, but unfortunately women often miss out. Men tend to gravitate toward mentoring other men because they have shared interests—in fact, two-thirds of the men who participated in the Women in the Workplace study reported that their mentors were mostly men.<sup>21</sup> In addition, women are less likely to have mentors who advocate for and promote them, and this type of sponsorship is ultimately what opens doors and creates opportunities.<sup>22</sup> These disparities help explain why fewer women end up in leadership roles.

### Solution

Commit the time and energy to mentor women. If you're early in your career, don't underestimate the value of your input—you may have just been through what someone starting out is experiencing. If you're more senior, go beyond offering advice and use your influence to advocate for your mentee. Sponsorship is a great way for leaders to reach back to help women early in their careers.

Adapted from [www.Leanin.org/tips/workplace-ally](http://www.Leanin.org/tips/workplace-ally).

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## Participant Handout: Knowledge and Perceived Comfort/Competency Pre-/Post-Test

### Knowledge Check Questions: Circle One Response

**Question 1:** If someone you work with is having trouble having her voice heard during a meeting, what is a strategy you can use that enables her to share?

- A. Say, "If no one else has any thoughts on this topic, let's move on."
- B. Say, "I think that [name of colleague] feels this way."
- C. Say, "[name of colleague], what are your thoughts on this topic?"

**Question 2:** True or False? Men and women tend to both apply for jobs, even if they do not meet all of the qualifications.

- A. True
- B. False

**Question 3:** Which of the following is NOT a strategy you should use to celebrate and encourage gender equality in the workplace (i.e. be a workplace ally)?

- A. Caution women against applying for competitive positions because you are worried that they will be upset or frustrated if they do not get the position.
- B. Mentor women peers or sponsor colleagues in earlier stages of their careers.
- C. Provide direct feedback to women during performance reviews and in general so that they can learn and grow.

### Perceived Comfort/Competency Questions: Circle One Response

**Question 1:** I am comfortable helping a colleague to be heard when she is being interrupted during a meeting.

- |                               |                   |
|-------------------------------|-------------------|
| A. Strongly disagree          | D. Agree          |
| B. Disagree                   | E. Strongly agree |
| C. Neither agree nor disagree |                   |

**Question 2:** I am comfortable talking about my accomplishments with my colleagues and taking credit for the work I have done.

- |                               |                   |
|-------------------------------|-------------------|
| A. Strongly disagree          | D. Agree          |
| B. Disagree                   | E. Strongly agree |
| C. Neither agree nor disagree |                   |

**Question 3:** I would apply for a job that I believed would be a good fit, even though I did not meet 100% of the criteria.

- |                               |                   |
|-------------------------------|-------------------|
| A. Strongly disagree          | D. Agree          |
| B. Disagree                   | E. Strongly agree |
| C. Neither agree nor disagree |                   |

## Session 8

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# Effective Feedback

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# Session 8: Effective Feedback

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## Learning Objectives

By the end of the session, participants will be able to:

- Describe how gender biases affect the feedback women receive
- Identify best practices individuals and organizations can put in place to ensure all employees receive effective feedback
- Build skills asking for specific, actionable feedback

## Time

1 hour 15 minutes

## Materials Needed

- Chairs organized in a semicircle
- Laptop computer
- Projector
- Flipchart stand
- Flipchart paper
- Markers
- Equipment to show video
- **Participant Handout: Engaged Feedback Checklist**
- **Participant Handout: Strategies for Receiving Feedback**
- **Participant Handout: Knowledge and Perceived Comfort/Competency Pre-/Post-Test**
- **Annex: Answer Log for Knowledge and Perceptions of Comfort/Competency Questions**

## Advance Preparation

1. Download the video, “Focusing on Feedback,” from <https://leanin.org/education/focusing-on-feedback>.
2. Print copies of the **Participant Handout: Engaged Feedback Checklist**.
3. Prepare projector with PowerPoint slides

## Steps

### Introduction (2 minutes)

1. Open by stating that feedback is information that helps to affirm or adjust performance. Feedback can be formal or informal and may include positive reinforcement or constructive suggestions about how you handled a task or engaged in an activity. Feedback is critical to growth and development. We all have performance blind spots and learning to take advantage of opportunities for feedback now pays off over time.
2. Distribute the **Participant Handout: Knowledge and Perceived Comfort/Competency Pre-/Post-Test**, asking participants to record their answers in the **Answer Log for Knowledge and Perceptions of Comfort/Competency Questions**.

### Focusing on Feedback (30 minutes)

1. Play the video (7 minutes 5 seconds): "[Focusing on Feedback](#)" from Lean In by Kym Ward Gaffney, a coaching leader from PricewaterhouseCoopers consulting firm.
2. Next, facilitate a 20–25-minute discussion around the following questions:
  - What's the most useful feedback you've ever received? What made it useful?
  - Have you ever received feedback you disagreed with? How did you respond? Did you get defensive? Did you ask clarifying questions or ask for specific examples? What did you learn from your response?
    - > Sometimes feedback can come from a place of bias, such as when women receive feedback that they are too aggressive. We will discuss this more later in the session.
  - Have you ever received feedback that was vague or not particularly useful? How could you respond to this person to receive the specific, actionable feedback you need to grow?
    - > One suggestion: "I'm so glad to hear that. I want to make sure next year is even better. Are there some specific things you think I should focus on? Or are there specific projects that you want to see me continue?"
  - Think about the feedback you've *given* over the past few months. Have you ever avoided giving critical feedback to an employee? What stopped you? What did you think of the recommendation to reframe the feedback as a gift?
  - Distribute the **Participant Handout: Engaged Feedback Checklist** and review each item with participants.
    - > Ask participants, have you ever given feedback before considering the key messages from this handout? How can these key points be used to improve the feedback you give to others? How might it help you avoid situations of giving ineffective, biased, or unfairly harsh feedback?

### Gender and Feedback (40 minutes)

1. Next, show the PowerPoint slides and facilitate a guided mini lecture using the slides (spending roughly 30 minutes on the slides to allow for 10 minutes of discussion). Refer to the discussion questions in the facilitation notes throughout.
2. The slides include a prompt for a "Skills-building role-play: Asking for feedback" (slide 7) in which the participants will:



- Break into pairs.
  - Choose one partner to be the manager and the other to be the supervisee.
  - Participants in the supervisee role will pretend they are meeting privately with their manager to ask for feedback on their performance. They will practice what they would say.
  - After 30 seconds, partners will switch roles.
3. Wrap up this section by facilitating a discussion around the following questions:
- What else can individuals do to ensure they receive and offer effective feedback?
  - What can managers and organizations do to ensure that evaluation systems are fair and unbiased?
  - What are some biases that might affect feedback that women receive? (Reference Gender Bias session if covered previously with participants.)
  - How should someone respond to feedback that seems to be based on gender bias?
  - How can organizations create a “culture” of open feedback?
  - How often should individuals receive formal feedback? What about informal feedback?
  - What is the best way to elicit feedback about an individual from coworkers?

**Facilitator note:** While feedback is often viewed as interpersonal, organizations are responsible for creating a culture and environment that promotes feedback to foster the growth of its employees. Examples of this include providing trainings to teach effectively communicating and receiving feedback, creating institutionalized opportunities for colleagues and supervisors/supervisees to give feedback (360-degree reviews), and using language that lauds feedback as a positive and welcome thing. Request and offer examples of how organizations can foster this.

### Closing (3 minutes)

1. Close the session by summarizing the key points:
- Feedback is a gift. It is a great way to deepen your relationships and demonstrate commitment to continued development.
  - Women are less likely than men to receive specific, actionable, objective feedback.
  - Individuals can seek effective feedback by asking for it and using the acronym AWARE (Ask for feedback, Watch your emotions, Ask questions, Reach out for perspectives, Engage your Potential).
  - Supervisors can practice providing nonbiased feedback to their supervisees—both women and men—with specific recommendations tied to business outcomes.
  - Organizations can ensure that effective, fair feedback mechanisms are in place by instituting standardized performance appraisal systems, as well as fostering a culture of continuous feedback for optimal employee growth. For example, in a 360-degree review, employees are evaluated not only by their supervisor, but also by their supervisees and the people they work in parallel with. This process underscores the point that feedback is not meant to be a “point in time” but an iterative and continuous process that spans hierarchies within an organization.

2. Ask participants to complete the **Participant Handout: Participant Handout: Knowledge and Perceived Comfort/Competency Pre/Post-Test**, recording their answers on the **Answer Log for Knowledge and Perceptions of Comfort/Competency Questions**.

**Facilitator note:** Participants should complete this action planning/brainstorm at the end of every session. The facilitator should acknowledge that participants are free to choose their own key messages and next steps. That being said, the facilitator should encourage participants to choose some action steps that they can act on as individuals. Although organizational/institutional change is extremely important, not all participants may feel safe or comfortable advocating for change at this level.

3. Ask participants to spend a few minutes thinking about what they have learned. What were some key messages, and what do participants want to take forward with them in their work? What is their action plan for implementing what they have learned? Encourage participants to use the **Action Planning** handout to document their ideas. Explain each column:
  - Column 1: Identify a problem to be addressed, area for improvement, or unmet need.
  - Column 2: Identify potential solutions, action steps, or ways forward.
  - Column 3: Identify who needs to take the next steps forward.

## Acknowledgments

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## Participant Handout: Engaged Feedback Checklist



Source: Brown B. 2018. Engaged Feedback Checklist. Retrieved from <https://daretolead.brenebrown.com/wp-content/uploads/2018/10/DaringFeedback-EngagedFeedbackChecklist.pdf>.

## Participant Handout: Strategies for Receiving Feedback

### What Is Feedback? Why Is It Important?

- Information that helps to **affirm** or **adjust** performance
- Can be **formal** or **informal**
- Includes **positive reinforcement** or **constructive suggestions** on how you handled a task or engaged in an activity
- Feedback is needed to grow, develop and **fulfill your potential**
- It is an effective way to **deepen relationships** and **demonstrate commitment**

#### Strategies for Receiving Feedback: AWARE acronym

- Ask for feedback
- Watch your emotions
- Ask questions
- Reach out for perspectives
- Engage your potential

### Tips for Implementing AWARE: Think about the Following:

- Ask for feedback: How consistent are you at . . .
  - Proactively requesting feedback? Conveying openness to receiving feedback based on your actions?
- Watch your body language: When receiving feedback, how frequently do you . . .
  - Remain open to what you are hearing? Ask to “take a moment” if you feel your emotions are getting in the way of hearing the message?
- Ask questions to clarify: During a feedback conversation, how frequently do you . . .
  - Listen to understand, not to respond? Ask questions and request specific examples to deepen your understanding of what you’re hearing?
- Reach out for perspective: After a feedback conversation, how frequently do you . . .
  - Self-reflect and search for themes and actionable truths in the message?
- Engage your potential: After a feedback conversation, how consistent are you at . . .
  - Thanking the individual providing you feedback?
  - Evaluating the feedback and committing to action items?

### Organizational Strategies for Giving Feedback

- Use 360-degree evaluations to gain a variety of perspectives (i.e., from supervisors, supervisees, and colleagues).
- Offer training for managers on providing feedback.
- Offer trainings to discuss the importance of feedback and how to put it into action.

- Emphasize feedback as a way to advance professionally.
- Recognize employees' achievements (positive reinforcing feedback).

## Acknowledgments

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## Participant Handout: Knowledge and Perceived Comfort/Competency Pre-/Post-Test

### Knowledge Check Questions: Circle One Response

**Question 1:** True or False? Feedback is a way for supervisors to provide criticisms on negative aspects only of a supervisee's performance.

- A. True
- B. False

**Question 2:** True or False? Women tend to receive more positive feedback than men do, but feedback is often vague or related to personality instead of actionable outcomes.

- A. True
- B. False

**Question 3:** Which of the following practices can individuals or organizations put in place to ensure all employees receive effective feedback?

- A. Individuals can ask for feedback directly and ask clarifying questions if needed.
- B. Offer managers training on how to provide feedback.
- C. Institute performance reviews that seek feedback not only from supervisors, but also from supervisees and other colleagues.
- D. All of the above

### Perceived Comfort/Competency Questions: Circle One Response

**Question 1:** I am comfortable asking my supervisor for feedback.

- |                               |                   |
|-------------------------------|-------------------|
| A. Strongly disagree          | D. Agree          |
| B. Disagree                   | E. Strongly agree |
| C. Neither agree nor disagree |                   |

**Question 2:** I am comfortable asking my supervisor to clarify feedback if I did not initially find it useful.

- |                               |                   |
|-------------------------------|-------------------|
| A. Strongly disagree          | D. Agree          |
| B. Disagree                   | E. Strongly agree |
| C. Neither agree nor disagree |                   |

**Question 3:** I have the skills and confidence I need to provide specific, actionable, objective feedback to my supervisees.

- |                               |                   |
|-------------------------------|-------------------|
| A. Strongly disagree          | D. Agree          |
| B. Disagree                   | E. Strongly agree |
| C. Neither agree nor disagree |                   |

## Session 9

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# Communicating with Confidence

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In partnership with national governments, health experts, and local communities, we build health providers' skills, and we develop systems that save lives now and guarantee healthier futures for women and their families. Our aim is revolutionizing health care for the planet's most disadvantaged people.

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# Session 9: Communicating with Confidence

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## Learning Objectives

By the end of the session, participants will be able to:

- Explore gender patterns in communication among women and men
- Identify strategies to communicate in a manner that projects confidence

## Time

1 hour 30 minutes

## Materials Needed

- Chairs organized in a semicircle
- Laptop computer
- Speakers (to play podcast)
- Flipchart stand
- Flipchart paper
- Plastic cups
- Water jug
- Tea or juice
- **Participant Handout: Eliminating Weak Language**
- **Participant Handout: Knowledge and Perceived Comfort/Competency Check Pre-/Post-Test**
- **Annex: Answer Log for Knowledge and Perceptions of Comfort/Competency Questions**

## Advance Preparation

1. Prepare two sets of cups, enough to provide one set each to groups of two participants. Fill one set with water and the other with an inch of tea or juice.
2. Load the podcast "[Women at Work: Season 1 Episode 1](#)" so 41:15 is remaining. You will play it until 35:30 is remaining to stimulate discussion.
3. On a piece of flipchart paper, write the following three phrases out to stimulate discussion for the first activity:
  - Do you think you could do this by 4 p.m.?
  - Do this by 4 p.m.
  - I need this by 4 p.m. Do you think you could do that?

## Steps

### Introduction (2 minutes)

1. Open by stating the following:
  - Communication skills are invaluable in professional environments. They dictate how we convey what we mean, how we present ourselves, and how we perceive people we work with. Too often, communication patterns are influenced by the biases that we discussed in the “What Is Bias?” session, which is often to the detriment of women.
  - Being aware of some gendered differences in communication can help eliminate factors that might hinder confidence or how men and women are perceived differently in the workplace.
2. Distribute the **Participant Handout: Knowledge and Perceived Comfort/Competency Pre-/Post-Test**, asking participants to record their answers in the **Answer Log for Knowledge and Perceptions of Comfort/Competency Questions**.

### How and Why Women’s Speech Patterns Differ from Men’s (20 minutes)

1. Ask participants to think about a time they asked a colleague to do something. Ask:
  - How did you phrase your request?
  - Did you frame it as a favor?
2. Point to the three examples of how one might ask a colleague at a similar level to do something on the flipchart paper:
  - Do you think you could do this by 4 p.m.?
  - Do this by 4 p.m.
  - I need this by 4 p.m. Do you think you could do that?

Ask participants:

- Which of the three would feel most natural to you and why?
  - Could you be more assertive the next time you ask someone to do something? Or do you worry you’ll be seen as too demanding? What other concerns do you have?
  - Do you often use “we” when talking about something you accomplished?
  - Have you ever apologized for something that wasn’t your fault? What did your counterpart say? Did they play their part in the “conversational ritual”?
  - Do you seek out opportunities to speak publicly (e.g., answering questions in class or meetings, volunteering to lead groups)? Do you encourage women to do the same?
3. Now think about how assertiveness links to communication with colleagues at different levels. Ask participants:
    - Can someone be assertive and still be respectful? What does that look like?
    - In your experience, does respectful assertiveness look different for men and women? Should it?
  4. Ask participants to observe over the next few weeks when they say “we” instead of “I” and think about how they can give themselves more credit.

### Eliminating Weak Language (30 minutes)

1. State that one of the quickest ways to improve your public speaking skills, and increase your confidence, is to eliminate weak language. Weak language is any word or phrase that does not add value to your message. For example, “Umm,” “like,” “basically,” “let me start by saying,” “at the end of the day,” “what I’m trying to say is . . .”
2. Invite participants to break into pairs. Explain that one person will play the role of the speaking partner, and the other will be the non-speaking partner. Give each pair a set of the cups that you prepared earlier (juice or tea to the speaking partner, water to the non-speaking partner).
3. Tell the speaking partner that the juice or tea represents the content of their message. The speaking partner must answer the following question in 1 minute: “Where do you see yourself in 5 years?”
4. The non-speaking partner listens to the speaking partner’s answer to this question. Each time the speaking partner uses weak language, the non-speaking partner pours a small amount of water into the cup of juice to dilute it and “make it weaker.” Note if you do not have juice and water, you may have the non-speaking partner hold a pen and raise it each time they observe the speaking partner using weak language.
5. After 1 minute switch roles and repeat.
6. In plenary, ask participants:
  - How did the activity go for you? Was it easy/difficult? Have you ever used weak language at work? Why or why not?
7. Ask participants what they believe are the negative implications of weak language.

### Communicating with Confidence (25 minutes)

1. Start the podcast “[Women at Work: Season 1 Episode 1](#),” which is produced by editors at *Harvard Business Review*, at the time where you pre-loaded it (41:15 remaining). Stop it at 35:30 minutes remaining.
2. Guide a discussion around the following points:
  - Based on the podcast, where does this gendered language originate from? How does what we are taught as children translate into our adult lives in the workplace?
  - What were some examples you heard of the gendered language in the podcast?
  - How do you think this kind of gendered language impacts workplace performance?
  - How does the language men or women use align or disagree with expectations of each gender? How does this translate into conflict in the workplace?

### Bringing It Home (10 minutes)

1. Next, encourage participants to take 2 minutes to identify an opportunity to speak in public in the next month. It does not have to be a formal presentation at work; they can talk before a community or volunteer group, address a class, or speak in a meeting.

**Facilitator note:** If you do not feel it is feasible for participants to complete an exercise at home, facilitate the “alternative exercise” described next.

2. Share your opportunity to speak in public with your colleagues so that you commit to holding yourself accountable to doing it. During this speaking opportunity, participants should try to keep in mind and practice powerful language and eliminate weak language as the group did today.

### Alternative Exercise

1. Ask a participant to give a 3-minute presentation on a recent success or challenge they faced at work.
2. Ask other participants to remember one or two examples of weak language they heard in the presentation. When the presenter finishes, ask participants to share the examples they heard.
3. If time allows, repeat steps 1–2 with a second presenter.

### Closing (3 minutes)

1. Explain to participants that being mindful of weak and strong language will help them become better communicators and improve their self-confidence.
2. There are many ways that gender affects communication and conduct in the workplace. Discussing these kinds of differences—whether they are positive or frustrating—with mentors or mentees is key to assisting other women and men to eliminate gendered language.
3. Ask participants to complete the **Participant Handout: Knowledge and Perceived Comfort/Competency Pre-/Post-Test**, recording their answers on the **Answer Log for Knowledge and Perceptions of Comfort/Competency Questions**.
4. Ask participants to spend a few minutes thinking about what they have learned. What were some key messages, and what do participants want to take forward with them in their work? What is their action plan for implementing what they have learned? Encourage participants to use the **Action Planning** handout to document their ideas. Explain each column:
  - Column 1: Identify a problem to be addressed, area for improvement, or unmet need.
  - Column 2: Identify potential solutions, action steps, or ways forward.
  - Column 3: Identify who needs to take the next steps forward.

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## Participant Handout: Eliminating Weak Language

Instead of this	Use this stronger language
How about . . . ?	I suggest...
I tend to agree.	This is right and here's why . . .
I think maybe . . .	My advice is . . .
I agree.	I agree completely because . . .
Maybe we can . . .	Here's my plan . . .
Well, what if . . . ?	I recommend . . .
What I'm trying to say is . . .	The point I am making is
I believe/feel . . .	I'm confident/convinced . . .

### Tips for Preparing to Speak Confidently in a Meeting:

1. Go to the meeting early and talk to who's already there ("the power of the informal").
2. Bring questions to the meeting and raise at least one of them.
3. Try using stronger language. See the table for examples.

### How to Deal with Interrupters

- How should you handle interruptions in the moment? The key is to do it in a very casual, relaxed, confident way. You can say:
  - "Please let me finish."
  - "We look forward to hearing your ideas, but first I would like to finish my thought."
  - You can also stop interruptions before they start by setting an expectation of what you plan to say, such as, "There are a number of factors that lead to this suggestion, so please bear with me as I give the context. When I'm done, I'll be happy to hear any reactions."
- As an ally, if you see a female colleague being interrupted, you can amplify her point and help to redirect the conversation so she can finish.
- There's a lot of research on how women are more likely than men to get interrupted. Is this something you've experienced at work? What happened and how did you handle the situation?
- Have you ever talked to the interrupter to address the issue head-on? If not, is this something you can see yourself doing? "You may not realize what's happening in meetings, but I feel like I'm being interrupted multiple times. And I don't know what I'm doing to contribute to the problem, but I'd love to talk with you about how we can change our dynamic in the meeting."
- "Before we get started, I want to bring something up about how this meeting is going and throw out something that I've seen work in other meetings that I thought might help us. I want to make sure we all get to finish our thoughts. Could we hold off on interruptions so that we get to hear everyone's point of view?" What do you think of this approach?

## Participant Handout: Knowledge and Perceived Comfort/Competency Check Pre-/Post-Test

### Knowledge Check Questions: Circle One Response

**Question 1:** Which of the following is NOT an example of commonly used weak language (i.e., language that does not add to your argument):

- A. “Well basically . . .”
- B. “I am confident that . . .”
- C. “Umm”
- D. “I believe/feel that . . .”

**Question 2:** True or false? Biases influencing communication patterns often affect both men and women equally.

- A. True
- B. False

**Question 3:** Which of the following is NOT a strategy for communicating confidently in the workplace?

- A. Use strong language as opposed to weak language.
- B. Prepare questions in advance of a meeting and raise at least one during the meeting.
- C. Interrupt colleagues to make sure you have the opportunity to express your own opinion.
- D. Address people who interrupt you in a relaxed, direct, and confident manner.

### Perceived Comfort/Competency Questions: Circle One Response

**Question 1:** I am aware of when I use weak language (such as “Umm,” “like,” “basically,” “what I’m trying to say is . . .”).

- A. Strongly disagree
- B. Disagree
- C. Neither agree nor disagree
- D. Agree
- E. Strongly agree

## Module 3

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# Negotiation

## Session 10

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# Negotiation Strategies for Women



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# Session 10: Negotiation Strategies for Women

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## Learning Objectives

By the end of the session, participants will be able to:

- Identify concrete steps of effective negotiation strategies for women

## Time

1 hour 35 minutes

## Materials Needed

- Chairs organized in a semicircle
- Laptop computer
- Projector
- Flipchart stand
- Flipchart paper
- **Participant Handout: Knowledge and Perceived Comfort/Competency Check Pre-/Post-Test**
- **Annex: Answer Log for Knowledge and Perceptions of Comfort/Competency Questions**

## Advance Preparation

1. Download the four videos

## Steps

### Introduction (1 minute)

1. Open by stating that life is a series of negotiations and learning how to become effective and comfortable at negotiating can lead to improvements in our work and personal lives. In this session, participants will explore concrete steps of effective negotiation strategies for women.
2. Distribute the **Participant Handout: Knowledge and Perceived Comfort/Competency Pre-/Post-Test**, recording their answers in the **Answer Log for Knowledge and Perceptions of Comfort/Competency Questions**.

**Facilitator note:** Although negotiation can be a valuable tool for many, in some settings, women have very little negotiating power. Acknowledge the challenge, for example, of a woman trying to negotiate in her job when she relies on it to provide for her entire family. Encourage participants to take any pieces that might be helpful from the session.

## Negotiating for Women (four-part video/discussion series)

### Why Negotiating Is Crucial for Women

1. Play the Lean In video (2 minutes), “Why Negotiation is Crucial for Women,” which is produced by Duke University professor Ashleigh Shelby Rosette, at <https://leanin.org/education/negotiation-pays-negotiate>.

**Facilitator note:** Although most individuals think of compensation when they discuss negotiation, negotiation applies to many conversations in the workplace such as discussing time of work, scope of work, decision-making, position, additional training and professional development opportunities, etc. If the conversation steers towards discussions around funds, remind individuals of the many areas where negotiation skills are pertinent and request examples.

2. After showing the video clip, facilitate a 20-minute guided discussion around the following questions:
  - Think of something you successfully negotiated for at work or in your personal life. What did you do to help it go well?
  - Can you relate to any of the points shared in this video? For example, that women are often hesitant to negotiate? What has held you back from negotiating?
  - The presenter in this video cites research that found women who negotiate can pay a social penalty—they’re often considered pushy and less likable. Have you been criticized for negotiating? How did you respond? What might you do differently next time?

### Negotiation Advice for Women: Make the First Offer

1. Play the next video clip in this series (4 minutes), “Negotiation Advice for Women: Make the First Offer,” at <https://leanin.org/education/negotiation-making-first-offer>.
2. After showing the video, facilitate a 20-minute guided discussion around the following questions:
  - Do you relate to Nina’s hesitation to ask for the raise she wanted? Have you ever found yourself in a similar situation? After watching the video, how might you change your approach to asking for what you want?
  - Have you made the first offer before? Was this a strategic decision? What new tips from the video would you incorporate into your next negotiation?
  - What are other things that might be negotiated in the workplace? Can participants give examples (e.g., additional training and professional development opportunities, decision-making responsibilities, etc.)?
  - The presenter says, “Knowledge is a weapon” when it comes to negotiating. Think of something you’d like to negotiate for. What research would you need to do? Brainstorm what information you need and where you’d find it.
  - Did observing Nina’s more assertive approach in the second interaction give you any ideas for your next negotiation? What could you borrow from her techniques?
  - What’s one key takeaway from the video that you’d share with someone else?

## Negotiating for Women: Use Positive Emotions to Get to “Yes”

1. Play the next video clip in this series (4 minutes), “Negotiating for Women: Use Positive Emotions to Get to a ‘Yes,’” at <https://leanin.org/education/negotiation-using-positive-emotions>.
2. After showing the video, facilitate a 20-minute guided discussion around the following questions:
  - According to the presenter’s research, a negative or even a neutral approach to negotiation can trigger a defensive response, which can derail the conversation. Have you ever been on the receiving end of negative emotions in a negotiation? How did you react?
  - Before watching the video, did you think that it was best to remain neutral or even negative during a negotiation—to play it cool? If you’ve tried this in the past, what was your negotiating partner’s response?
  - One strategy for using positive emotions is to frame the negotiation as a cooperative effort—for example, by telling your partner that you want to work together to reach a solution. Can you think of other useful phrases to show you want to cooperate?
  - The presenter explains how to use body language and tone to convey positive emotions. Do a body language check right now. Are your arms crossed? Are you leaning toward the group or away? What’s your facial expression? Try changing your body language to signal positive emotions. Do you feel different? How does your reaction change when you see members of the group do the same?
  - What did you think of Kimberly’s use of positive emotions in the second interaction? Could you use her strategies when you negotiate? Which ones?
  - What’s one key takeaway from the video that you’d share with someone else?

## Negotiating Advice for Women: Win by Working Together

1. Play the final video clip in this series (4 minutes), “Negotiation Advice for Women: Win by Working Together and Thinking Communally,” at <https://leanin.org/education/negotiation-thinking-communally>.

**Facilitator note:** Some participants may notice the seeming contradiction that women are being counseled to conform to stereotypes to be successful in negotiation, and may feel uncomfortable with this. It is important to acknowledge this issue head on. Cheryl Sandberg noted, “I want to be clear, I’m about to give advice that I don’t want to give, because I don’t want these biases to exist. But the best way to get rid of these biases is to get women to negotiate well.” Ask participants if they agree or disagree with this.

2. After showing the video, facilitate a 20-minute guided discussion around the following questions:
  - Have you negotiated differently with women and men in the past? Why?
  - What did you think of Danielle’s first interaction with her boss? Have you ever had a similar moment—expecting a woman manager to be easygoing and then being surprised when she wasn’t? If so, what did you do? After watching the video, would you have handled the situation differently?
  - The presenter reminds us that both women and men can react unfavorably to women who advocate for themselves. Have you ever caught yourself responding negatively to a woman negotiating for herself? Imagine you could redo that negotiation. How would you act differently?

- Seeing the other party's perspective is one strategy for communal thinking. What's something that you want to negotiate for—and what would the other party want out of it? As a group, brainstorm how you might address the other party's needs in two or three participant negotiation scenarios.
- Refer back to the session on using strong language, and how women were counseled to use "I" language instead of "we" language to highlight their accomplishments. How does this relate to the suggestion in this video to use MORE "we" instead of "I" language when negotiating? Is there a contradiction here?

**Facilitator note:** Explain that using "we" language in negotiation is important to frame requests as serving some larger good that goes beyond the negotiator's own benefit. In the video, Danielle's second negotiation attempt illustrates the two different contexts for "we" versus "I." She framed her request as working toward the common goal of the team being fully staffed on Friday (the "we") and then listed the things she personally had done (e.g., "I asked Matt to fill in," "I scheduled a meeting within him beforehand so he will have everything he needs") to make sure that the common goal was accomplished (the "I").

If additional time is available, consider asking participants to work in pairs to practice making an initial request for something they would like, using "we" language. For example:

- "We could perform better as a team if everyone focuses on the task at hand"
- "We should look for areas to strengthen our services"

- In addition to the examples the presenter gives in the video, what are other ways you can show that you're a team player during a negotiation?
- What's one key takeaway from the video that you'd share with someone else?

### Closing (1 minutes)

1. Close the session by stating that negotiation is part of life; after participating in this session, participants have a toolbox of strategies to help them overcome any previous fears or discomfort they may have felt about negotiation.
2. Ask participants to complete the **Participant Handout: Knowledge and Perceived Comfort/Competency Pre-/Post-Test**, recording their answers in the **Answer Log for Knowledge and Perceptions of Comfort/Competency Questions**.

**Facilitator note:** Participants should complete this action planning/brainstorm at the end of every session. The facilitator should acknowledge that participants are free to choose their own key messages and next steps. That being said, the facilitator should encourage participants to choose some action steps that they can act on as individuals. Although organizational/institutional change is extremely important, not all participants may feel safe or comfortable advocating for change at this level.

3. Ask participants to spend a few minutes thinking about what they have learned. What were some key messages, and what do participants want to take forward with them in their work? What is their action plan for implementing what they have learned? Encourage participants to use the Action Planning handout to document their ideas. Explain each column:
  - Column 1: Identify a problem to be addressed, area for improvement, or unmet need.
  - Column 2: Identify potential solutions, action steps, or ways forward.
  - Column 3: Identify who needs to take the next steps forward.

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## Participant Handout: Knowledge and Perceived Comfort/Competency Check Pre-/Post-Test

### Knowledge Check Questions: Circle One Response

**Question 1:** True or False? Women may be considered “less likable” or “pushy” when they negotiate because of the expectation that women are kind, nurturing, and relationship-oriented (as opposed to confident or independent).

- A. True
- B. False

**Question 2:** Negotiation strategies are applicable to which of the following workplace topics?

- A. Salary/compensation
- B. Decision-making authority/level of responsibility
- C. Working hours/vacation
- D. All of the above

**Question 3:** All of the following are strategies that may be helpful during negotiations EXCEPT:

- A. Using positive body language, like uncrossing your arms
- B. Removing all emotion from the conversation
- C. Framing your negotiations as a cooperative effort, by saying that you are looking forward to the conversation

### Perceived Comfort/Competency Questions: Circle One Response

**Question 1:** I am comfortable negotiating in the workplace about issues such as compensation, scope of work, time of work, and decision-making.

- A. Strongly disagree
- B. Disagree
- C. Neither agree nor disagree
- D. Agree
- E. Strongly agree

**Question 2:** I have the knowledge and skills needed to negotiate about issues such as compensation, scope of work, time of work, and decision-making.

- A. Strongly disagree
- B. Disagree
- C. Neither agree nor disagree
- D. Agree
- E. Strongly agree



## **Module 4**

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# **Networking**

## Session 11

# Building Effective, Diverse Networks

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Baltimore, Maryland 21231-3492, USA

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# Session 11: Building Effective, Diverse Networks

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## Learning Objectives

By the end of the session, participants will be able to:

- Define the three main types of networks (operational, personal, and strategic)
- Discuss how gender affects the networks and networking behaviors of women and men
- Reflect on the strengths and gaps in their own networks
- Discuss strategies to strengthen their networks moving forward

## Time

1 hour 30 minutes

## Materials Needed

- Chairs organized in a semicircle
- Flipchart paper
- Flipchart stand
- Projector for video
- Laptop
- Pens
- Notepaper
- **Participant Handout: Building Effective, Diverse Networks**
- **Participant Handout: Knowledge and Perceived Comfort/Competency Check Pre-/Post-Test**
- **Annex: Answer Log for Knowledge and Perceptions of Comfort/Competency Questions**

## Advanced Preparation

1. Print a copy of the **Participant Handout: Building Effective, Diverse Networks** for each participant.

## Steps

### Introduction (2 minutes)

1. Start by stating that a network is a set of relationships that you depend on to get things done. Networks are vital to our success; they enable us to offer more and have a greater impact. In this session, participants will explore the importance of networks, debunk common misconceptions about networks, and learn about strategies for building effective networks.
2. Networks are particularly important to consider with regard to gender because, as we discussed in earlier sessions, there are fewer women leaders, which means that there are fewer women to draw

on as network members. Additionally, this session will review key differences in the literature around the composition and formation of men's and women's networks.

3. Distribute the **Participant Handout: Knowledge and Perceived Comfort/Competency Pre/Post-Test**, asking participants to record their answers on the **Answer Log for Knowledge and Perceptions of Comfort/Competency Questions**.

### Video and Reflection (30 minutes)

1. Tell participants the group will watch a 15-minute video in which Herminia Ibarra, professor of organizational behavior at INSEAD Business School, highlights the power of strategic networks, which are critical for career advancement. Among the strategies discussed, some are especially relevant to women, including developing the value they bring to their network and, when facing time constraints, how to prioritize and invest in a few activities to enhance their networks.
2. Play the video available at this link: <https://womensleadership.stanford.edu/building-effective-networks>.
3. Facilitate a 15-minute discussion around the following questions:
  - In the video, we learned that building an effective network can be particularly challenging for women. Can you recall why?
  - How does information presented in this video relate to challenges you have faced at work?

**Facilitator note:** Possible answers may include: 1) In settings where men hold most positions of power, women have a smaller pool of high-status, same-gender contacts on which to draw and fewer ties to high-status powerful men. 2) Compared to men's networks, research shows that women's personal and work networks tend to overlap less. This becomes more pronounced over time and particularly for women as they become parents. This matters as managers tend to trust and put forward the people they know best when they know them personally. Also, networking is more efficient and less time-consuming when your work and personal networks overlap. 3) Networking can feel more inauthentic or calculating to women than to men, and therefore women may be less likely to focus on developing networks.

- What strategies have you used to overcome these challenges?
- How can individual men play a role in supporting women to build effective networks? How can organizations support women to build effective networks?
- Do you have networking events in your facility/office/context? What does networking look like for you?
- When do people have the opportunity to build networks?

### Individual Network Reflections (55 minutes)

1. Next, distribute the **Participant Handout: Building Effective, Diverse Networks**, pens, and paper and ask participants to take 15 minutes to reflect on their own networks by answering the following questions:
  - Make a list of your operational, personal, and strategic networks. Where do you have the most contacts? Where do you have gaps in your networks? Does your network have intersecting

circles, like a Venn diagram, or are they separate? How does social media play into your consideration of networks and contacts? For example, are there contacts you interact with only virtually?

- Do you have mostly “just like me” convenience networks?
  - Do you have valuable “weak ties” in your networks?
  - What challenges do you face when cultivating your networks? How may you address those challenges?
2. Now ask participants to pair up. Instruct them to share their reflections to these questions with their partner. After 5 minutes, switch and let partners share.
  3. Invite participants back to plenary and ask a few volunteers to discuss the results of their network reflections. Note any differences in responses between women and men who volunteer answers. Facilitate a 15-minute discussion around the following questions:
    - What is one key discovery or reflection that resonated with you (or not) based on your experiences?
    - What are the strengths of your current networks? How can your networks enable you to learn about opportunities for career advancement?
    - What challenges are you facing in relation to forming networks? What, if anything, holds you back from forming the kinds of networks you would like to have?
    - What are some strategies that could help you navigate these challenges?
  4. Next, ask participants to meet with their partners one more time and each identify one to three relationships they would like to advance based on the gaps they have discovered. Tell participants to role-play with their partners how they might approach the people they have identified as wanting to add to their network. Who would introduce you? What value do you bring to each of these relationships?
  5. After 15 minutes invite participants back to plenary and ask for one or two volunteers to describe or demonstrate their strategies for engaging with these new contacts.

### Closing (3 minutes)

1. End the session by summarizing the following key points:
  - Networks are crucial to career success. They allow us to generate new ideas, expand our influence, and develop ourselves.
  - Most people understand that networks are important but say that their own networks are rarely as strong as they would like them to be.
  - “Just like me” convenience networks are not the most effective. We need a diversity of ideas, inputs, information, and resources.
  - Strategies for building effective networks include: 1) engaging in activities both inside and outside your organization, 2) connecting through people you already know, 3) focusing on and developing the value you bring to your network, and 4) prioritizing and investing in a few activities—favor active over passive networking.

2. Ask participants to complete the Participant Handout: Knowledge and Perceived Comfort/Competency Pre-/Post-Test, recording their answers on the Answer Log for Knowledge and Perceptions of Comfort/Competency Questions.

**Facilitator note:** Participants should complete this action planning/brainstorm at the end of every session. The facilitator should acknowledge that participants are free to choose their own key messages and next steps. That being said, the facilitator should encourage participants to choose some action steps that they can act on as individuals. Although organizational/institutional change is extremely important, not all participants may feel safe of comfortable advocating for change at this level.

3. Ask participants to spend a few minutes thinking about what they have learned. What were some key messages, and what do they want to take forward with them in their work? What is their action plan for implementing what they have learned? Encourage participants to use the **Action Planning** handout to document their ideas. Explain each column:
  - Column 1: Identify a problem to be addressed, area for improvement, or unmet need.
  - Column 2: Identify potential solutions, action steps, or ways forward.
  - Column 3: Identify who needs to take the next steps forward.

## Acknowledgments

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## Participant Handout: Building Effective Networks

### Building Effective Networks

#### Key Take-Aways

**Networks enable you to offer more and have more impact.**

A network is a set of relationships that you depend on to get things done to get ahead in your career and to develop professionally.

**“Just Like Me” convenience networks are not the most effective** — we need a diversity of ideas, inputs, information, and resources.

**There is strength in “weak ties”** — in our relationships with people that we don’t know that well or that we don’t see very often.

#### THERE ARE THREE KINDS OF NETWORKS:

- **Operational** — relationships with people at work that allow you to get today’s work done
- **Personal** — relationships of your choosing, people you like to hang out with informally
- **Strategic** — (most important network for career advancement) relationships that help you envision your future, sell your ideas, and get the information and resources you need

#### GREAT STRATEGIC NETWORKS ARE:

- **Broad** — connected to a diverse range of people
- **Connective** — linked or bridged across people and groups that would not otherwise connect
- **Dynamic** — responsive and adaptive, growing as you grow

Building a strong strategic network is challenging for anybody but it can be particularly challenging for women, especially in male-dominated organizations and fields

#### STRATEGIES FOR BUILDING EFFECTIVE NETWORKS

- **Engage** in activities both inside and outside your organization
- **Connect** through people you already know
- **Focus** on and develop the value you bring to your network
- **Prioritize** and invest in a few activities — favor active over passive networking

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Michelle R. Clayman Institute  
for Gender Research  
Voice & Influence Program



Source: Ibarria H. 2019. Building Effective Networks. Stanford VMware Women’s Leadership Innovation Lab.  
<https://womensleadership.stanford.edu/building-effective-networks>

## Participant Handout: Knowledge and Perceived Comfort/Competency Check Pre-/Post-Test

### Knowledge Check Questions: Circle One Response

**Question 1:** Which of the following statements about networks is true?

- A. Networks allow us to develop new ideas and expand our influence.
- B. It is best to have “just like me” networks, comprised of people with thoughts and ideas that are very similar to yours.
- C. It is better to passively invest in a large number of connections and activities than to actively prioritize and invest in a few.

**Question 2:** The following definition applies to which type of network.

“\_\_\_\_\_ networks are relationships that help you envision your future, sell your ideas, and get the information and resources you need.”

- A. Operational
- B. Personal
- C. Strategic

**Question 3:** The following definition applies to which type of network.

“\_\_\_\_\_ networks are relationships with people at work that allow you to get today’s work done.”

- A. Operational
- B. Personal
- C. Strategic

### Perceived Comfort/Competency Questions: Circle One Response

**Question 1:** I feel comfortable “networking” to make new professional connections with people who are not like me.

- |                               |                   |
|-------------------------------|-------------------|
| A. Strongly disagree          | D. Agree          |
| B. Disagree                   | E. Strongly agree |
| C. Neither agree nor disagree |                   |

**Question 2:** I understand the value I bring to my professional networks.

- |                               |                   |
|-------------------------------|-------------------|
| A. Strongly disagree          | D. Agree          |
| B. Disagree                   | E. Strongly agree |
| C. Neither agree nor disagree |                   |

**Question 3:** I have the knowledge and skills I need to build my professional network.

- |                               |                   |
|-------------------------------|-------------------|
| A. Strongly disagree          | D. Agree          |
| B. Disagree                   | E. Strongly agree |
| C. Neither agree nor disagree |                   |

**Module 5**  
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# Sexual Harassment

## **Session 12**

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# **Power and Harassment**

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Jhpiego is a nonprofit global leader in the creation and delivery of transformative health care solutions that save lives.

In partnership with national governments, health experts, and local communities, we build health providers' skills, and we develop systems that save lives now and guarantee healthier futures for women and their families. Our aim is revolutionizing health care for the planet's most disadvantaged people.

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# Session 12: Power and Harassment

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## Learning Objectives

By the end of the session, participants will be able to:

- Define violence and sexual harassment
- Describe the influence of dominant gender norms on women's and men's personal and work lives
- Identify the links between gender inequality, power imbalance, and sexual harassment

**Facilitator note:** This session is best conducted in groups with both women and men. If you do not have at least two women and two men in your group, you will need to provide some participants with fictitious identities, such as those included on **Participant Handout: Female Identities** and **Participant Handout: Male Identities**. For example, if you have an all-male group, you will need to assign female identities to two of the men; and if you have an all-female group, you will need to assign male identities to two of the women. Likewise, if you have fewer than two women and/or men in the group, you will need to assign enough fictitious identities to give you at least two participants representing the opposite sex. Bring cards labeled with fictitious identity descriptions in case fictitious identities are required. You may want to write different identities that are more specific or appropriate to your context.

**Facilitator note:** This is an intense exercise that requires sensitivity. Do not conduct this exercise if you feel there is tension or disrespect in your group. Set the tone of this session carefully with participants. Participants must feel safe.

## Time

1 hour 40 minutes

## Materials Needed

- Chairs organized in a semicircle
- Four blank name tags
- **Participant Handout: Female Identities**
- **Participant Handout: Male Identities**
- **Participant Handout: Expressions of Power**
- **Participant Handout: What is Sexual Harassment?**
- **Facilitator Resource: Statements**
- **Participant Handout: Knowledge and Perceived Comfort/Competency Check Pre-/Post-Test**
- **Annex: Answer Log for Knowledge and Perceptions of Comfort/Competency Questions**

**Facilitator note:** Some participants may feel uncomfortable representing a character of a different gender. The facilitator should be sensitive to this discomfort expressed by male participants and, when appropriate, remind them of any previous discussions about gender roles. The facilitator should also encourage participants to reflect on their reactions. If absolutely necessary, participants who are not comfortable may be given a character description that matches their own gender. Note that some women may feel uncomfortable playing a male character due to their own negative experiences with people of power, including sexual harassment, so the decision to reassign characters should be done with sensitivity.

## Advance Preparation

1. If the participants are all men or all women, you will need to either:
  - Print one copy of **Participant Handout: Female Identities** and cut out each of the two identity profiles along the dotted line, OR
  - Print one copy of **Participant Handout: Male Identities** and cut out each of the two identity profiles along the dotted line.
2. Print enough copies of the remaining handouts.
3. Write the four expressions of power (OVER, WITH, TO, WITHIN) on a piece of flipchart paper.

## Steps

### Introduction (1 minute)

1. Start the session by stating that some people have more power than others in the community, including at places of work, and it is important to examine and address these differences because it is unjust that all people do not move through life equally throughout their lives and careers. Explain that this session will help them to understand power differences between men and women at work and explore the linkages between sexual harassment and power inequities.
2. Distribute the **Participant Handout: Knowledge and Perceived Comfort/Competency Pre/Post-Test**, asking participants to record their answers on the **Answer Log for Knowledge and Perceptions of Comfort/Competency Questions**.

### Defining Power and Sexual Harassment (30 minutes)

1. Start by leading a 15-minute brainstorming session using the following questions:
  - What is power?
  - What are some examples of people or groups who have power? How do you know they are powerful?
  - Is power only control over others? What are other types of power?
2. Next, draw participants' attention to the handout listing the four main expressions of power and briefly define each type. Refer to **Participant Handout: Expressions of Power** for examples of each type of power.
3. After you have walked participants through each expression of power, explain that power is just power; it is not necessarily good or bad, although it can be used both constructively and destructively.

4. Next, ask participants:

- What is violence? Call on a few participants to share responses. State that the World Health Organization defines violence as “the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in *injury, death, psychological harm, maldevelopment, or deprivation.*”
- Next, tell participants that you are going to read a few scenarios followed by questions for participants to answer:

*A woman and her husband work in the same company. The woman just got a promotion, whereas the man has not. As a result, he is upset and has stopped talking to his wife; he taunts her in front of his friends, telling them that she is now “too important” for him. Do you think there is any violence involved in this situation? Why?*

**Facilitator note:** Answer: Yes, the husband’s behavior is a form of violence. It will cause emotional and mental harm to the woman. It is his jealousy that is making the man hurt his wife in this manner. Also, most men are brought up to believe that they are “superior” to women; so when his wife receives more recognition than he does at her job, he probably feels inferior, he feels he is “less of a man.” But the fact is that, like a man, a woman has a right to have a career and to secure a promotion based on her hard work and good performance.

*A nursing student is attending to clients in the antenatal clinic. She takes a brief break near the end of her day to use the washroom and as she is walking back to the ANC, her male preceptor approaches her in the empty hallway and begins rubbing her shoulders and says, “You have the best smile.” Is there any violence in this situation?*

**Facilitator note:** Answer: Sexual harassment is a form of violence that includes unwelcome sexual advances, requests for sexual favors, and other conduct of a sexual nature. Although people tend to think of sexual harassment as occurring between two individuals with differing levels of power (e.g., supervisor-supervisee), this is not always the case.

5. Ask participants, “What is sexual harassment?” Call on a few participants to share responses.
6. Follow up with, “Why was the previous story an example of sexual harassment?”
7. Next, draw participants’ attention to the Participant Handout: What Is Sexual Harassment? and review the definition and key points on the handout. Ask if participants have any questions.

**Facilitator note:** Some participants may not be familiar with the different terms and definitions used to describe gender. If you think participants could benefit from this information (or from a refresher), refer to Module 1, Session 1, from the Gender-Transformative Leadership: A Participatory Toolkit found at this link: <http://reprolineplus.org/resources/gender-transformation-toolkit>.

*Examples:*

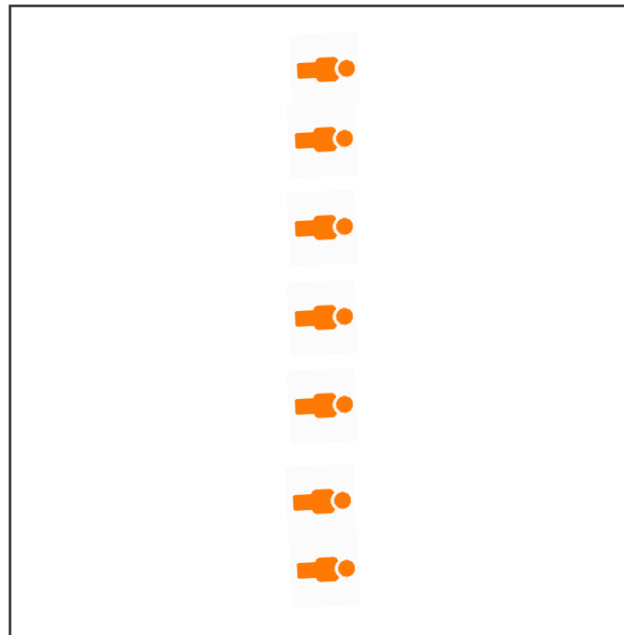
**Transgender:** Umbrella term for people whose gender identity and/or expression is different from cultural expectations based on the sex they were assigned at birth. Being transgender does not imply any specific sexual orientation. Therefore, transgender people may identify as straight, gay, lesbian, bisexual, etc.

**Intersex:** General term used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn’t seem to fit the typical definitions of male or female.



## The Space Between Us (13 minutes)

1. Next, explain to participants that they will spend some time reflecting on power imbalances, because power imbalances are fundamental to understanding gender inequality and harassment in the workplace.
2. Ask participants to line up side by side across the middle of the room in a straight line (**not** a circle) facing forward, leaving about 10 feet or 3 meters in front of them and behind them. Ask participants to hold hands with their neighbors, if it is acceptable to do so in the setting.



3. Explain to participants that you will read a series of statements. After each statement, based on their personal experiences, participants will move one space forward or backward, or will stay where they are. Explain that if they move in the opposite direction of those with whom they are holding hands, they will have to let go. Tell participants that this is a silent exercise and they should not comment on their own or others' movements. State that if they have not heard a statement clearly, they should say "repeat."

**Facilitator note:** If a participant is in a wheelchair, instead of taking a step, the individual can move/roll the equivalent.

4. Make sure everyone understands the instructions and then read the first statement on the Facilitator Resource: Statements aloud. After reading the first statement, give participants a few moments to decide on their answer and move (or stay) accordingly. Regularly remind participants that this is a silent exercise and individuals should focus on their own response to each statement rather than those of others.

**Facilitator note:** After reading each statement aloud, ensure that participants understand the directions so they know whether to step forward or backward, depending on the statement. You may need to pause after the first one or two statements to ensure that all participants understand, especially if you suspect any confusion. Depending on time constraints, you may choose to read select statements instead of all.

5. After you have read all of the selected statements, pause. Ask participants to remain where they are. If some participants are still holding hands, ask them to let go.
6. Ask participants to look around the room and observe where they are standing and where others are standing. Ask them to take a moment to reflect on their position and the positions of others.
7. Communicate the following instruction: “When I say ‘go,’ race/walk to the wall in front of you.” Give participants a few seconds to get ready (some may want to tie shoelaces, remove shoes, etc.) and then call out, “One, two, three, GO!”
8. Ask participants to return to their seats.

### Group Discussion (20 minutes)

1. Facilitate a group discussion using the following questions:
  - How did you feel doing this exercise?
  - How did you feel at the beginning when you were all in the straight line?
  - How did it feel to move forward? To move backward?
  - How did it feel to release the hands of your neighbors?
  - What did you notice about other participants’ reactions as the exercise progressed? (Probe: “Did the tone of the game change from playful to serious?”)
  - What did you think or feel when you saw where everyone was standing at the end of the game? Was there anything that surprised you about people’s positions?
  - What was your first reaction when I asked you to race to the wall? (Contributions could include too far, too close, ran very hard, knew I couldn’t win, what was the point, etc.) Could distance from the wall be a factor in success? How was distance from the wall determined, and how is this similar to what happens in communities?
    - For participants who represented a member of the opposite sex, what was it like putting yourself in the shoes of someone of the opposite sex? What realizations did you experience?
    - What does this exercise teach you about the power imbalances between women and men?
    - How do you think these imbalances affect male and female employees differently?
    - What did you learn about your own power? The power of those around you?

**Facilitator note:** During the debrief, ensure that neither you nor participants speak specifically about another participant’s experiences, as revealed through the exercise. This behavior creates a lack of safety in the group. All participants should speak for themselves.

## Closing (1 minute)

1. End the session by making the following key points:
  - In our community, women typically have less power than men. This is a social norm—something that is considered normal in our community.
  - The power imbalances between women and men mean that women are at a disadvantage, both in the community and at the workplace.
  - Sexual harassment is one way this power imbalance is allowed to continue.
  - It is unjust that women and men do not move through life, and their careers, equally.
2. Ask participants to complete the Participant Handout: Knowledge and Perceived Comfort/Competency Pre/Post-Test, recording their answers in the Answer Log for Knowledge and Perceptions of Comfort/Competency Questions.

**Facilitator note:** Participants should complete this action planning/brainstorm at the end of every session. The facilitator should acknowledge that participants are free to choose their own key messages and next steps. That being said, the facilitator should encourage participants to choose some action steps that they can act on as individuals. Although organizational/institutional change is extremely important, not all participants may feel safe or comfortable advocating for change at this level.

3. Ask participants to spend a few minutes thinking about what they have learned. What were some key messages, and what do participants want to take forward with them in their work? What is their action plan for implementing what they have learned? Encourage participants to use the Action Planning handout to document their ideas. Explain each column:
  - Column 1: Identify a problem to be addressed, area for improvement, or unmet need.
  - Column 2: Identify potential solutions, action steps, or ways forward.
  - Column 3: Identify who needs to take the next steps forward.

## Acknowledgments

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Women Watch. n.d. What is sexual harassment? <http://www.un.org/womenwatch/osagi/pdf/whatissh.pdf>. Accessed March 13, 2017.

## Participant Handout: Male Identities

\*\*\*\*\*

### Nametag:

***Male Nurse***

**Identity description:** My name is Juma, and I am 25. I am head of the local clinic. I did not have any major difficulties reaching this position. I have never been sexually harassed in my life.

\*\*\*\*\*

### Nametag:

***Male Local Government  
Representative***

**Identity description:** My name is Henry, and I am 55. My father had quite a bit of land. He gave me some, so I started working on it. I have always liked social contacts and everyone in the village knows me. It was logical for me to go into politics. I am now a local leader.

## Participant Handout: Female Identities

\*\*\*\*\*

### Nametag:

***Female Nurse***

**Identity description:** My name is Aminah, and I am 25. I am head of the local clinic. I had to work hard to reach this position because my male colleague was also aiming for it. For a short while when I was a child, my parents lacked the money to pay my school fees, although my brothers continued to attend. As an adolescent, I was very beautiful and smart, which the teachers definitely noticed.

\*\*\*\*\*

### Nametag:

***Female Local Government  
Representative***

**Identity description:** My name is Fatma, and I am 50 years old. My father had quite a bit of land. He gave me some, so I started working on it. I have always liked social contacts and everyone in the village knows me. It was logical for me to go into politics, but many men considered this inappropriate. I had to organize many events to explain my good intentions. It was hard campaigning while also raising children, but I was finally elected the third time I was on the list.

## Facilitator Resource: Statements

1. If you have never been whistled at (in a sexual way) in public by the opposite sex, move one step forward.
2. If those who make the majority of decisions in government are **not** the same sex as you, move one step back.
3. If you were discouraged from pursuing a career of your choice because of your gender, move one step back.
4. If you never worried about losing a position or responsibility at work after becoming a parent, take one step forward.
5. If you equally share childrearing responsibilities with your partner, move one step forward.
6. If it is generally accepted for you to make sexual jokes in public about the other sex, move one step forward.
7. If you have **never** been harassed or disrespected at work **because of your gender**, move one step forward.
8. If you have ever worried about how to dress at work to keep yourself safe, move one step back.
9. If people of your gender often fear coming forward about sexual harassment at work, move one step back.
10. If you could be beaten by your partner with little or no reaction from others, move one step back.
11. If you have never been offered presents for sexual favors, move one step forward.
12. If you were denied a job or a promotion because of your gender, move one step back.
13. If people who are the same sex as you often fear violence in their own relationships or homes, move one step back.
14. If people who are the same sex as you can beat a partner because of unfaithfulness and with general acceptance of this behavior from others, move one step forward.
15. If people who are the opposite sex from you are often paid for sexual favors, move one step forward.
16. If you commonly see people who are the same sex as you in positions of leadership in business, in court, and in government, move one step forward.
17. If you fear being attacked if you walk home alone from work after dark, move one step back.
18. If you could continue school while your siblings of the opposite sex had to stop, move one step forward.
19. If it is generally accepted for people of your gender to have multiple partners, move one step forward.
20. If your religious leaders are the same gender as you, move one step forward.
21. If your name or family name can be given to your children, move one step forward.
22. If your gender is the one that usually makes the decisions about household expenditures, move one step forward.

## Participant Handout: Expressions of Power

### Power OVER

The power to dominate others. Power is seen as an external control over something or someone. The source of this power is **authority**. *Examples: parents' authority over children, supervisors' authority over supervisees.*

### Power WITH

The power of mutual support, solidarity, and collaboration. This power comes when groups work together toward a common goal. The source of this power is **other human beings**. *Examples: people who support and assist a leader, groups who use collective action to achieve a goal, a person's sense of identity or belonging.*

### Power TO

The power that comes from the capacity to accomplish something. The source of this power is one's **knowledge, education, skills, or talent**. *Examples: education, talent, knowledge of a certain thing or of how to do a certain thing.*

### Power WITHIN

The power of internal beliefs, attitudes, and habits. This has to do with a person's sense of self-worth and self-knowledge. The source of this power may be **self-confidence, faith, ideology, or a sense of mission**. *Example: a person's ability to stand up for what they believe.*

*Source: Burden A, Fordham W, Hwang T, Pinto M, Welsh P. 2013. Gender Equity and Diversity Module Five: Engaging Men and Boys for Gender Equality. Cooperative for Assistance and Relief Everywhere (CARE); 72, Figure 1. Reused under Creative Commons license at <https://creativecommons.org/licenses/by-nc-sa/3.0/legalcode> with some formatting changes.*

## Participant Handout: What Is Sexual Harassment?

Sexual harassment is a form of violence that includes unwelcome sexual advances, requests for sexual favors, and other conduct of a sexual nature. Sexual harassment often occurs between two individuals with differing levels of power (e.g., supervisor-supervisee), but this is not always the case.

“Unwelcome” is the critical aspect of sexual harassment. “Unwelcome” does not mean “involuntary.” Someone experiencing sexual harassment may consent or agree to certain conduct and actively participate in it even though it is offensive and objectionable to them. Sexual harassment is in the eye of the beholder. Sexual harassment is defined by the way language or behavior makes someone feel, regardless of how the behavior or language was intended. In other words, the person experiencing harassment defines it. In most cases, sexual harassment involves a person using sex to exert power or control over another person, making them feel uncomfortable, threatened, or harmed in some way.

Sexual harassment is different from sexual assault, which occurs when physical sexual activity occurs without the consent of one party, or when the person involved is unable to consent to the activity. Sexual harassment is usually heard about in school or work settings because these are the two main places where sexual harassment is reported. Sexual harassment, however, can occur in other places as well.

Sexual harassment can happen to women, men, transgender persons, intersex persons, and those who are non-gender conforming. Sexual harassment is not limited to sexual orientation.

Sexual harassment includes many things:

Verbal	Nonverbal	Physical
<ul style="list-style-type: none"><li>• Referring to an adult as a girl, hunk, doll, babe, or honey</li><li>• Whistling at someone, cat calls</li><li>• Making sexual comments about a person's body</li><li>• Making sexual comments or innuendos</li><li>• Turning work discussions to sexual topics</li><li>• Telling sexual jokes or stories</li><li>• Asking about sexual fantasies, preferences, or history</li><li>• Asking personal questions about social or sexual life</li><li>• Making kissing sounds, howling, and smacking lips</li><li>• Making sexual comments about a person's clothing, anatomy, or looks</li><li>• Repeatedly asking out a person who is not interested</li><li>• Telling lies or spreading rumors about a person's personal sex life</li></ul>	<ul style="list-style-type: none"><li>• Looking a person up and down (elevator eyes)</li><li>• Staring at someone</li><li>• Blocking a person's path</li><li>• Following the person</li><li>• Giving personal gifts</li><li>• Displaying sexually suggestive visuals</li><li>• Making sexual gestures with hands or through body movements</li><li>• Making facial expressions such as winking, throwing kisses, or licking lips</li></ul>	<ul style="list-style-type: none"><li>• Giving a massage around the neck or shoulders</li><li>• Touching the person's clothing, hair, or body</li><li>• Hugging, kissing, patting, or stroking</li><li>• Touching or rubbing oneself sexually around another person</li><li>• Standing close or brushing up against another person</li></ul>

## Sources

EngenderHealth. 2008. *Engaging Men and Boys in Gender Transformation: The Group Education Manual*. New York: EngenderHealth.

Women Watch. n.d. What is sexual harassment?

<http://www.un.org/womenwatch/osagi/pdf/whatish.pdf>. Accessed March 13, 2017.



## Participant Handout: Knowledge and Perceived Comfort/Competency Check Pre-/Post-Test

### Knowledge Check Questions: Circle One Response

**Question 1:** True or False? The World Health Organization defines violence as “the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation.”

- A. True
- B. False

**Question 2:** Which of the following statements about sexual harassment is NOT true?

- A. Sexual harassment occurs only between people at different levels (e.g., supervisor-supervisee).
- B. Sexual harassment is a form of violence.
- C. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other conduct of a sexual nature.

**Question 3:** Who can experience sexual harassment?

- A. Men, women, transgender persons, intersex persons, and other gender non-conforming persons
- B. Women
- C. Women and transgender persons, intersex persons, and other gender non-conforming persons

## Session 13

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# Violence in Daily Life

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# Session 13: Violence in Daily Life

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## Learning Objectives

By the end of this session, participants will be able to:

- Describe the many ways that men's use of violence limits women's (and men's) lives
- Reflect on the pervasiveness of violence, including in the workplace

**Facilitator note:** Before beginning this session, facilitators should refer to the sections of the *Facilitators Guide* on **Gender Composition of Participant Groups** and **Facilitating Mixed-Sex Groups**. This session should only be facilitated in a mixed gender group, where all participants have already received introductory training sessions on gender and social norms.

**Facilitator note:** Given the highly sensitive nature of this activity, it is advisable to include this activity as part of a broader training during which participants have already been able to examine social norms. Do not facilitate this activity as a standalone session.

**Facilitator note:** It is likely that some participants, particularly women, have experienced, or are experiencing, violence in their personal lives. It is important for the facilitator to have information about existing national laws and/or policies related to gender-based violence to refer to during the activity. Prior to leading this activity, research local support services for survivors of gender-based violence in the event a participant requests such support. It is also important to clarify with your organization any ethical or legal aspects related to dealing with situations that might come up during discussions on violence.

## Time Needed

45 minutes

## Materials Needed

- Chairs organized in a semicircle
- Flipchart paper
- Flipchart stand
- Markers
- Masking tape
- **Participant Handout: Knowledge and Perceived Comfort/Competency Check Pre-/Post-Test**
- **Annex: Answer Log for Knowledge and Perceptions of Comfort/Competency Questions**

## Advance Preparation

None

## Steps

### Introduction (2 minutes)

1. Open the activity by explaining to participants that in this session they will be examining the prevalence of violence in individuals' personal lives, as well as the influence of violence on women's and men's lives, including at the workplace. Bullying, sexual harassment, violence at work negatively affects women's opportunity for advancement.
2. Before proceeding further, explain that because the session focuses on a very sensitive topic, participants must observe the following ground rules:
  - Maintain confidentiality. What is said in the room stays in the room.
  - Everyone has the right to pass. A participant who feels uncomfortable about a particular topic or about sharing on a particular point has the right to pass.
  - Suspend judgment. Everyone has a right to their opinions and beliefs. Try not to judge others and try to maintain an open mind and hear what others are saying.
  - Respect the opinions and feelings of others. Avoid interrupting others while they are speaking, mocking speakers, or minimizing a person's contribution.
  - Do not speak for others. Only share what you have said. Do not relate what someone else may have said in the context of this group.
  - Practice active listening. Pay attention when others are speaking and listen carefully to what they are saying.
3. Explain that given the sensitive nature of the topic, participants should keep in mind the following options during the session:
  - Take care of yourself, and take a break if you need to do so.
  - If you [a participant] want additional support on this issue for yourself, a family member, or a friend, feel free to talk to the facilitator after the session to be connected to support resources.
4. Ask the group if they have any questions or concerns.
5. Distribute the **Participant Handout: Knowledge and Perceived Comfort/Competency Pre-/Post-Test**, asking participants to record their answers in the **Answer Log for Knowledge and Perceptions of Comfort/Competency Questions**.

### Sexual Violence in Daily Life (40 minutes)

1. Divide participants into same-sex groups of five to eight persons.

**Facilitator note:** Even if you have a small number of participants and/or a limited number of participants from either sex, maintain single-sex groups. The purpose of this part of the activity is to highlight the significant contrast between women's and men's daily experiences of sexual violence.

2. Once the groups have been created, explain that each group will have 20 minutes to answer the following questions:
  - What do you do on a daily basis to protect yourself from sexual violence?
  - What do you lack to be able to protect yourself from sexual violence?
3. Instruct participants to write their answers to each question on two separate flipchart pages. Make sure that everyone understands the questions, and then ask the groups to begin (spend no more than 5 minutes on steps 1–3).
4. After 20 minutes, ask the groups to stop and to post their flipchart pages on a wall.
5. After each group has posted its flipchart pages, allow participants 3–5 minutes to read each poster silently.
6. After participants have had a chance to read the posters, ask them to return to their seats. Next, facilitate a 5-minute debrief. First, ask the men in the group, “What did you notice about the women’s list(s)? Do you have any questions or comments about the women’s list(s)?”
7. After a few men have shared their observations, ask the women, “What did you notice about the men’s list(s)? Do you have any questions or comments about the men’s list(s)?”
8. Next, facilitate a 15-minute group discussion using the following questions:
  - Did the men list many things pertaining to sexual violence? Why or why not?
  - How does men’s use of violence damage men’s lives as well?
  - (to the men) How much do you already know about the impact of men’s use of violence on women’s lives? What does it feel like to have not known much about it previously?
  - (to the men) Do you think some men avoid noticing the impact men’s use of violence has on women’s lives?

**Facilitator note:** Be sensitive to the fact that some men may not be aware of the level of consciousness women carry on a daily basis about the potential for violence and how to avoid it.

**Facilitator note:** When facilitating the discussion, be careful not to push men into feeling blamed and guilty. Rather, try to ease them into recognizing the reality of the situation and committing themselves to greater responsibility for ending other men’s use of violence.

**Facilitator note:** If men are defensive during the discussion, make it clear that you are not accusing anyone in the room of having created such a climate of fear. Remind the group that you are trying to show how common and devastating violence against women is for everyone. Be sure to challenge participants who try to deny or reduce the significance of violence, particularly violence against women.

**Facilitator note:** This activity helps to establish a clear understanding of the extent and impact of men’s use of violence against women. Be sure to allow sufficient time for discussion in plenary, as the discussion may be quite emotional.

**Facilitator note:** Be aware that some men may think they need to protect women from violence. If some men in the group say this, remind the group that it is important for everyone to work together to create a world free from violence. Women and men need to work together as allies in this effort. The danger of saying that it is up to men to protect women is that we reinforce the stereotype of men as strong and powerful and women as men's property that must be protected from other men.

### Closing (3 minutes)

1. End the activity by making the following points:
  - Violence and the threat of violence are everyday facts for women. Because most men do not live with the daily threat of violence, they do not realize the extent of the problem that women face, including in the workplace.
  - Men often do not understand that violence—actual and threatened—is such a regular feature of women's daily lives. However, men's lives are also damaged by violence against women. The women targeted are men's sisters, mothers, daughters, cousins, and colleagues—women that men care about are being harmed by violence every day. Violence against women also harms society as a whole, and men as well as women feel the impact of this.
  - When women are bullied, harassed, or subjected to violence in the workplace, their ability for advancement is negatively impacted. This contributes to, and reinforces, gender disparities in leadership in the health sector. When women are not included in leadership and decision-making, we lose out on their talent and the important perspectives they offer.
  - Social acceptance of violence against women gives men permission to treat women as unequal and makes it harder for men to be vulnerable with their partners, wives, and female friends.
  - Violence poses a serious risk to women's sexual and reproductive health. Women in abusive relationships are often unable to negotiate the conditions of sex (e.g., where, when, how, and if sex occurs). Sexual violence makes it impossible for a woman to negotiate condom use and eliminates any element of choice regarding the decision to have sex. Forced sex also increases women's risk of an unwanted pregnancy, sexually transmitted infections, and HIV.
2. Ask participants to complete the **Participant Handout: Knowledge and Perceived Comfort/Competency Pre-/Post-Test**, recording their answers on the **Answer Log for Knowledge and Perceptions of Comfort/Competency Questions**.

**Facilitator note:** Participants should complete this action planning/brainstorm at the end of every session. The facilitator should acknowledge that participants are free to choose their own key messages and next steps. That being said, the facilitator should encourage participants to choose some action steps that they can act on as individuals. Although organizational/institutional change is extremely important, not all participants may feel safe or comfortable advocating for change at this level.

3. Ask participants to spend a few minutes thinking about what they have learned. What were some key messages, and what do they want to take forward with them in their work? What is their action plan for implementing what they have learned? Encourage participants to use the **Action Planning** handout to document their ideas. Explain each column:
  - Column 1: Identify a problem to be addressed, area for improvement, or unmet need.
  - Column 2: Identify potential solutions, action steps, or ways forward.
  - Column 3: Identify who needs to take the next steps forward.

## Acknowledgments

EngenderHealth. 2015. *Bringing in the Bystander: A Prevention Workshop for Establishing a Community of Responsibility*. New York, NY: EngenderHealth.

EngenderHealth. 2015. *Training on Gender and Sexual and Reproductive Health: Facilitation Manual*. New York, NY: EngenderHealth, 57–60.

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## **Participant Handout: Knowledge and Perceived Comfort/Competency Check Pre-/Post-Test**

### **Knowledge Check Questions: Circle One Response**

**Question 1:** Consequences of violence/or the threat of violence can have which of the following negative consequences:

- A. Reinforce gender disparities in leadership in the workplace
- B. Risks to women's sexual and reproductive health
- C. Both of the above
- D. Neither of the above

**Question 2:** True or False? Men should protect women from violence.

- A. True
- B. False

**Question 3:** True or False? Violence against women can damage men's lives as well.

- A. True
- B. False

Session 14

# How to Stop Sexual Harassment

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# Session 14. How to Stop Sexual Harassment

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## Learning Objective

By the end of this session, participants will be able to:

- Identify elements of organizations that contribute to increased likelihood of sexual harassment
- Discuss evidence-based interventions at both the organizational and individual level to end sexual harassment in the workplace
- Explain what bystander intervention is and what participants can do as bystanders

## Time

1 hour 30 minutes

## Materials Needed

- Chairs organized in a semicircle
- Flipchart paper
- Flipchart stand
- Markers
- Post-it notes
- **Participant Handout: Key Takeaways**
- **Participant Handout: Knowledge and Perceived Comfort/Competency Check Pre-/Post-Test**
- **Annex: Answer Log for Knowledge and Perceptions of Comfort/Competency Questions**

## Advance Preparation

1. Set up equipment and video file to show the video clip.
2. Print a copy of the **Participant Handout: Key Takeaways** for each person.
3. Write, “What can leaders of organizations do to end sexual harassment?” on one sheet of flipchart paper and “What can individuals do to end sexual harassment?” on a second sheet of flipchart paper.

## Steps

### Introduction (1 minute)

1. To begin, state that in this session participants will explore elements of organizations that contribute to the increased likelihood of sexual harassment, followed by evidence-based interventions at both the organizational and individual level to end sexual harassment in the workplace.
2. Distribute the **Participant Handout: Knowledge and Perceived Comfort/Competency Pre-/Post-Test**, asking participants to record their answers on the **Answer Log for Knowledge and Perceptions of Comfort/Competency Questions**.

## Video and Discussion (35 minutes)

1. Show the TEDx talk [video](#) “The Power of Us: How We Stop Sexual Harassment” by Marianne Cooper, sociologist at the Clayman Institute for Gender Research at Stanford University. The video is about 15 minutes long.
2. Facilitate a 20-minute group discussion in plenary using the following questions:
  - Have you ever worked somewhere that was male dominated or very hierarchical?
    - > Did you feel that harassment was tolerated at that organization?
    - > How were you affected by this kind of workplace culture?
    - > How do you think others were affected?
  - Have you worked somewhere that took a strong stand against harassment?
    - > Did you see harassers held accountable?
    - > How were you affected by this style of leadership?
    - > How do you think others were affected?
  - Have you ever been a bystander when someone was harassed or treated poorly at work?
    - > Did you say anything to the person being harassed? What happened next?
    - > Did you say anything to the harasser? How did it work out?
    - > What would you say if you were in that situation now?
  - Have you ever heard someone say, “Boys will be boys”? Did you say anything in response?
    - > What do you think would be a good way to respond?

**Facilitator note:** The facilitator should acknowledge that although this session focuses on sexual harassment, other types of harassment (for example, bullying) can also have impacts on participants, both personally and professionally. If it feels appropriate, encourage participants to think about their reactions to other instances of harassment.

3. Display the PowerPoint and present on the first subsection entitled, “Decent Work: The Global Landscape.”

## Strategies to End Harassment (23 minutes)

1. Refer to the prepared flipchart pages and tell participants they will now work in pairs to brainstorm strategies to end sexual harassment at both the individual and organization levels.
2. Tell participants they will have 10 minutes to work with their partners and come up with answers to the two questions posted on the flipchart pages: “What can leaders of organizations do to end sexual harassment?” and “What can individuals do to end sexual harassment?”
3. Distribute at least 10 Post-it notes to each pair and ask participants to write their ideas on the Post-it notes and place them on the flipchart at the front of the room when they are finished.
4. After 10 minutes, review in plenary the solutions generated under both questions. Summarize the strategies shared on Post-it notes and facilitate a short discussion around the following questions:
  - Is anything missing?
  - Which of these strategies may be more difficult to enact?

- Which of these strategies can be put in place right away?
- Who else should be engaged for buy in and support to implement these strategies moving forward?

**Facilitator note:** The facilitator should be sensitive to the fact that sometimes these individual actions are difficult to do because of worries of retribution or a negative impact on a person's professional relationships or reputation. The facilitator should specifically mention that these individuals actions are easier and safer for the person doing them in an environment where leaders are already taking action and changing policies.

5. Distribute the **Participant Handout: Key Takeaways** and review any content that was not yet raised in the discussion.

### Bystander Intervention (30 minutes)

1. Tell participants they will now explore ways that people who observe violence, known as bystanders, may intervene to stop or prevent violence against others.
2. Present the PowerPoint subsection entitled, "The Power of Bystanders."
3. For slide 2, write down the ideas/definitions shared by participants on a flipchart.
4. For slide 3, when you present the definitions of the terms, add new components of the definitions to the flipchart.
5. Next, ask the group, "Why is it important to be a pro-social bystander?" Facilitate a brief discussion around this question. Reinforce to participants that pro-social bystanders have impact beyond the level of the individual.
6. Ask the group, "What are the positive impacts of bystanders on themselves, their community, and globally?" Reinforce the idea that taking action is an important part of being a good citizen.

### Closing (1 minute)

1. End the session by summarizing that sexual harassment occurs most often in workplaces that are male dominated, hierarchical, and tolerant of inappropriate behaviors. Remind participants that ending sexual harassment is possible and requires change at both the system and individual levels.
2. Distribute the **Participant Handout: Knowledge and Perceived Comfort/Competency Pre/Post-Test**, asking participants to record their answers on the **Answer Log for Knowledge and Perceptions of Comfort/Competency Questions**.
3. Ask participants to spend a few minutes thinking about what they have learned. What were some key messages, and what do they want to take forward with them in their work? What is their action plan for implementing what they have learned? Encourage participants to use the **Action Planning** handout to document their ideas. Explain each column:
  - Column 1: Identify a problem to be addressed, area for improvement, or unmet need.
  - Column 2: Identify potential solutions, action steps, or ways forward.
  - Column 3: Identify who needs to take the next steps forward.

**Facilitator note:** Participants should complete this action planning/brainstorm at the end of every session. The facilitator should acknowledge that participants are free to choose their own key messages and next steps. That being said, the facilitator should encourage participants to choose some action steps that they can act on as individuals. Although organizational/institutional change is extremely important, not all participants may feel safe or comfortable advocating for change at this level.

## Acknowledgments

Cooper M. 2018. The Power of Us: How to stop sexual harassment. Questions for Discussion. Downloaded from <https://leanin.org/education/tedx-talk-marianne-cooper-stop-sexual-harassment>.

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UNDP/World Bank/WHO Special Programme for Research and Training in Tropical Diseases. 1995. *Health Workers for Change: A Manual to Improve Quality of Care*. Geneva, Switzerland: World Health Organization. <http://apps.who.int/iris/handle/10665/63192>

## Participant Handout: Key Takeaways

### When Is Sexual Harassment Most Likely?

Sexual harassment occurs most often when . . .

- **Workplaces are male dominated.** Male-dominated organizations are most likely to encourage behavior that caters to gender stereotypes and biases. In these contexts, professionalism can give way to inappropriate behaviors. Sexualized talk and crude actions marginalize and exclude women. Often other men don't label it as a problem, and this makes things worse. All of this sets the stage for harassment.
- **Organizations are very hierarchical.** Research shows that abuse happens in settings where leaders have a lot of power because power has a corrupting influence. People in power tend to have less consideration for others' feelings and sometimes won't take no for an answer. A situation with high potential for harassment is when a powerful figure can strongly influence a person's career—for example, when a clinical officer disparages a new nurse. Power can also protect perpetrators from being held accountable.

By contrast, workers with less power—including many frontline providers and members of minority ethnic groups—are most vulnerable to harassment. Few people who experience harassment who work in low-paying jobs feel they can come forward because of legitimate concerns that retribution will put them out of work.

- **Management tolerates bad behavior.** The biggest predictor of harassment is how forgiving an organization is of harassment. Bad behavior leads to more bad behavior. When codes of conduct are violated and nothing happens, it's a green light for perpetrators. It also makes people experiencing harassment feel that it's risky to come forward and that their complaints won't be taken seriously.



## What Can Be Done to Stop Sexual Harassment?

**Facilitator note:** The facilitator should be sensitive to the fact that sometimes these individual actions are difficult to do because of worries of retribution or a negative impact on their professional relationships or reputation. The facilitator should specifically mention that these actions are **easier** and **safer** for the person doing them in an environment where leaders are already taking action and changing policies.

What can leaders do?	What can individuals do?
Take a visible and firm stance that sexual harassment won't be tolerated	If you hear people excuse sexism by saying "boys will be boys," call it out
Clearly define what harassment is and what the disciplinary consequences are	When you hear someone being harassed, call out the harasser
Make sure employees know how to come forward	When you see someone mistreated, talk to them and show that you know it's wrong
Maintain confidentiality	Ask your employer if an antiharassment policy exists at your workplace; if not, advocate for its development
Make it clear that no one will face retribution for speaking up	
Hold perpetrators accountable if they are powerful or top performers	
Help promote more women into leadership. This can counteract imbalances of power that make harassment more likely and ultimately lead to more inclusive workplaces	

Source: Cooper M. 2018. The Power of Us: How to stop sexual harassment. Questions for Discussion. Downloaded from [www.leanin.org](http://www.leanin.org).

## Participant Handout: Knowledge and Perceived Comfort/Competency Check Pre-/Post-Test

### Knowledge Check Questions: Circle One Response

**Question 1:** True or false? Sexual harassment occurs most often in workplaces that are male dominated, hierarchical, and tolerant of inappropriate behavior.

- A. True
- B. False

**Question 2:** Why do women often not report sexual harassment in a workplace?

- A. Not true. Women often report sexual harassment.
- B. Fear over retaliation
- C. Potential for negative impact on their careers
- D. B and C

**Question 3:** What is the difference between a bystander and a pro-social bystander?

- A. No difference. Bystanders and pro-social bystanders are the same.
- B. Bystanders are individuals who witness emergencies, criminal events, or situations that could lead to criminal events and by their presence may have the opportunity to either provide assistance, do nothing, or contribute to the negative behavior; pro-social bystanders are individuals whose behaviors intervene in ways that impact the outcome positively.
- C. Pro-social bystanders are bystanders who proactively intervene but ultimately influence the situation negatively.

### Perceived Comfort/Competency Questions: Circle One Response

**Question 1:** If I witnessed an instance of sexual harassment in the workplace, I would feel comfortable intervening.

- |                               |                   |
|-------------------------------|-------------------|
| A. Strongly disagree          | D. Agree          |
| B. Disagree                   | E. Strongly agree |
| C. Neither agree nor disagree |                   |

**Question 2:** I have the skills needed to intervene if I were to witness an instance of sexual harassment in the workplace.

- |                               |                   |
|-------------------------------|-------------------|
| A. Strongly disagree          | D. Agree          |
| B. Disagree                   | E. Strongly agree |
| C. Neither agree nor disagree |                   |

**Question 3:** I understand the role I can play to end the normalization of sexual harassment in my workplace.

- |                               |                   |
|-------------------------------|-------------------|
| A. Strongly disagree          | D. Agree          |
| B. Disagree                   | E. Strongly agree |
| C. Neither agree nor disagree |                   |

Session 15  
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# Talking About Sexual Harassment

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1615 Thames Street

Baltimore, Maryland 21231-3492, USA

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# Session 15. Talking About Sexual Harassment

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## Learning Objective

By the end of this session, participants will be able to:

- Demonstrate effective communication with someone who discloses sexual harassment, including at the workplace

## Time

50 minutes

## Materials Needed

- Chairs organized in a semicircle
- Markers
- **Participant Handout: Job Aid: What to Say, What Not to Say**
- **Participant Handout: Knowledge and Perceived Comfort/Competency Check Pre-/Post-Test**
- **Annex: Answer Log for Knowledge and Perceptions of Comfort/Competency Questions**

**Facilitator note:** This session is designed to facilitate conversation between people who have been sexually harassed and people who want to support them. Given the topic, trust is critical. Before you start, ensure that each participant commits to maintaining confidentiality. It is best to also facilitate the Power and Sexual Harassment session beforehand to lay an important foundation. Be sure group norms are set in advance around privacy and confidentiality norms.

## Advance Preparation

1. Make enough copies of the **Participant Handout: Job Aid: What to Say, What Not to Say** for each participant to receive a copy.

## Steps

### Introduction (1 minute)

1. Begin the session by stating that sexual harassment is hard to talk about. If you have been harassed at work or in other settings, you may experience trauma, shame, or anxiety. If someone you know tells you they have been harassed, it can be hard to know what to say. No matter which side of the conversation you are on, this session will help participants build skills to talk about it in ways that bring comfort and empowerment.
2. Distribute the **Participant Handout: Knowledge and Perceived Comfort/Competency Pre-/Post-Test**, asking participants to record their answers on the **Answer Log for Knowledge and Perceptions of Comfort/Competency Questions**.

## Learning to Listen Well (20 minutes)

1. Explain to participants that it is crucial to respond sensitively when someone discloses sexual harassment. Evidence shows that respectful, compassionate, and attentive listening can be healing. By contrast, controlling, blaming, or invalidating responses can exacerbate the trauma caused by sexual harassment. Even well-intentioned responses can cause harm.
2. Next, facilitate a 15-minute mini-lecture around the following key elements of effective listening and response:
  - **Use attentive body language.** The right body language can make someone feel supported when they are telling you they've been harassed. Review the following do's and don'ts with the group. You may consider inviting a volunteer to model what each of the behaviors looks like in action.
    - > Use gestures like nodding to encourage the speaker.
    - > Sit upright and lean forward to show you're paying attention.
    - > Make appropriate facial expressions of sympathy and understanding.
    - > Avoid smiling or raising your eyebrows at inappropriate moments (for example, when hearing about a sad topic).
    - > Stay focused on the speaker. Don't fidget or interact with your phone.
    - > Maintain consistent eye contact—look directly at the person for periods of 3 to 6 seconds, then look away briefly before reconnecting.
  - **Do a body language check.** Take a moment to focus on your own body language. Are your arms crossed? Are you leaning toward the group or away? What's your facial expression? Try changing your body language to signal empathy and compassion.
  - **Find the right words.** When someone tells you about an experience of harassment, it's important to use language to support and encourage them. As a group or individually, read through the **Participant Handout: Job Aid: What to Say, What Not to Say** examples of what to say and what not to say.
  - **Reflect on your experiences of being heard.** Think back to how people have responded to you when you told them something difficult.
    - > Do you recall a time when you were met with an invalidating response?
    - > How did it make you feel?
    - > Spend a few moments thinking about this experience. Then commit to doing your best as a listener.

## Share a Difficult Experience (28 minutes)

1. Tell participants that before beginning this activity, it is important to recognize that sharing a difficult experience involves some risk. The person they share it with might respond in a way that is hurtful, even if they mean well. Or the person they share it with might not keep the story private. Tell participants you hope that the recommendations you've reviewed here will reduce these risks, and that this activity will be a positive experience. They should trust their instincts and do what is most comfortable for them.
2. Next, invite participants to think of a difficult experience that they're willing to share. They're welcome to talk about an experience of sexual harassment or workplace violence. If they don't have

one or don't want to share it, they can talk about another time when you were hurt, betrayed, or felt mistreated by someone close to them.

3. Ask participants to break into pairs and take turns sharing their stories. Instruct participants that when it's their turn to share their story, they should start the conversation. They might begin, "Something happened to me recently that upset me, and I'd like to share it with you." If at any time they feel uncomfortable about how the conversation is going, it's always okay to stop. They can say, "It's hard for me to talk about this."
4. Tell participants that if they're a listener, they should make sure to respect the person speaking and let them stay in control of the conversation.
5. Remind participants to use attentive body language: nod, lean forward, and maintain consistent eye contact. Make affirming statements and ask open questions. Then switch roles and repeat. Participants should note the time each person starts and try to wrap up within 5 minutes. They might want to take a brief break between turns, sitting quietly for 30 seconds.
6. After participants have taken turns talking in pairs, invite them back to plenary and go around the group and ask if anyone feels comfortable sharing their story with the group. Allow 5 minutes for each person to tell their story and for the listeners to respond and ask questions. While you're listening, remember to follow the guidelines of good listening.
7. Afterward, facilitate a 15-minute conversation with the group around the following questions:
  - Take a moment to think about your experience. How did it feel when you were sharing? How does it feel now?
  - What feelings did you have when listening? How do you feel about it now?
  - What was most helpful for you that the listeners did while you were sharing?

### Closing (1 minutes)

1. End the session by summarizing the main strengths demonstrated by participants during the discussions as well as recommended ways to improve communication that were presented in this session.
2. Ask participants to complete the **Participant Handout: Knowledge and Perceived Comfort/Competency Pre/Post-Test**, recording their answers in the **Answer Log for Knowledge and Perceptions of Comfort/Competency Questions**.

**Facilitator note:** Participants should complete this action planning/brainstorm at the end of every session. The facilitator should acknowledge that participants are free to choose their own key messages and next steps. That being said, the facilitator should encourage participants to choose some action steps that they can act on as individuals. Although organizational/institutional change is extremely important, not all participants may feel safe or comfortable advocating for change at this level.

3. Ask participants to spend a few minutes thinking about what they have learned. What were some key messages, and what do they want to take forward with them in their work? What is their action plan for implementing what they have learned? Encourage participants to use the **Action Planning** handout to document their ideas. Explain each column:
  - Column 1: Identify a problem to be addressed, area for improvement, or unmet need.
  - Column 2: Identify potential solutions, action steps, or ways forward.
  - Column 3: Identify who needs to take the next steps forward.

## Acknowledgments

Freyd J. 2017. All in One Meeting Guide: How to Talk about Sexual Harassment. Downloaded from <https://leanin.org/meeting-guides/how-to-talk-about-sexual-harassment>.

UNDP/World Bank/WHO Special Programme for Research and Training in Tropical Diseases. 1995. *Health Workers for Change: A Manual to Improve Quality of Care*. Geneva, Switzerland: World Health Organization. <http://apps.who.int/iris/handle/10665/63192>



## Participant Handout: Job Aid: What to Say, What Not to Say

### What to Say

1. Focus on their experience rather than your own and only give advice when it's requested.
2. Offer affirming responses like "mmm" or "uh-huh" to convey that you're listening and engaged.
3. Name or reflect back the emotion being described:
  - "Wow—sounds like it was scary for you."
  - "I'm hearing that you felt very disappointed by that."
  - "It sounds like that made you angry."
4. Ask questions that require more than one word in response. Instead of asking, "Was that scary?" ask questions like:
  - "Could you tell me a little bit more about that?"
  - "What was it like for you?"
  - "What do you mean when you say \_\_\_\_\_?"
5. Validate the person's emotions in a sincere way:
  - "If that happened to me, I imagine I'd feel really overwhelmed too."
  - "Given your experience, it makes sense you'd feel/say/do . . ."
  - "I think many people would have felt similarly."
  - "No one deserves to be treated this way."
  - "You did not do anything wrong."
6. Point out the person's strengths:
  - "I'm amazed at how much courage that took."
  - "You've done a great job keeping everything in perspective."
  - "I'm impressed with how you've dealt with this."

### What NOT to Say

1. Don't change the subject or ask off-topic questions. Although this may seem like a way to avoid an uncomfortable conversation, it can hurt the person telling you their story.
2. Don't immediately start talking about your own experience.
3. Don't minimize the person's experience in an attempt to reassure them. For example, statements like these aren't helpful:
  - "That happened so long ago; maybe you should try to move on."
  - "It's not worth the energy to keep thinking about it."
  - "Don't be scared."
4. Don't make judgments about their responses or decisions, or tell them what to do or how they should feel. Avoid saying things like:
  - "Couldn't you do/say \_\_\_\_\_ instead?"

- “I don’t think you should worry about it anymore.”
- “I think it’d be better for you to . . .”
- “Why don’t you . . . ?”

Source: Freyd J. 2017. All in One Meeting Guide: How to Talk about Sexual Harassment. Downloaded from <https://leanin.org/meeting-guides/how-to-talk-about-sexual-harassment>.

## Participant Handout: Knowledge and Perceived Comfort/Competency Check Pre-/Post-Test

### Knowledge Check Questions: Circle One Response

**Question 1:** Which of the following is NOT a suggested strategy for effective listening?

- A. Use gestures like nodding to encourage the person you are speaking to.
- B. Avoid all eye contact with the speaker to make them more comfortable.
- C. Make appropriate facial expressions of sympathy and understanding.
- D. Avoid fidgeting or playing with your phone—stay focused on the speaker.

**Question 2:** Select the best choice. Imagine someone is sharing a difficult experience with you. In response, you should:

- A. Practice effective listening and offer your best advice, regardless of whether it is asked for.
- B. Practice effective listening and let the person sharing maintain control of the conversation.
- C. Validate the person's experience and point out their strength by saying something like, "I'm amazed at how much courage that took."
- D. B and/or C

**Question 3:** True or False? If someone shares an experience of sexual harassment with you, you can say, "That sounds difficult but it happened so long ago; maybe you should try to move on."

- A. True
- B. False

### Perceived Comfort/Competency Questions: Circle One Response

**Question 1:** I have the skills I need to practice effective listening to a colleague who is telling me about a difficult experience.

- A. Strongly disagree
- B. Disagree
- C. Neither agree nor disagree
- D. Agree
- E. Strongly agree

Session 16

# Self-Care after Sexual Harassment

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# Session 16. Self-Care after Sexual Harassment

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## Learning Objective

By the end of this session, participants will be able to:

- Discuss strategies for self-care after sexual harassment

## Time

1 hour 30 minutes

## Materials Needed

- Chairs organized in a semicircle
- Paper
- Pens
- **Participant Handout: Key Terms**
- **Participant Handout: Labeling Experiences**
- **Participant Handout: Sharing Your Story**
- **Participant Handout: Self-Care Strategies**
- **Participant Handout: What to Do**
- **Participant Handout: Knowledge and Perceived Comfort/Competency Check Pre-/Post-Test**
- **Annex: Answer Log for Knowledge and Perceptions of Comfort/Competency Questions**

**Facilitator note:** The **Participant Handout: Sharing Your Story** does not need to be re-distributed to participants since it was used in the previous session. However, keep some extras on hand to give to any participants that do not have their copy with them.

**Facilitator note:** This session is designed for people who want to support people who have been sexually harassed. It teaches participants about the psychological effects of harassment and helps them brainstorm strategies for coping. Given the topic, trust is critical. This session should be facilitated in small groups. Before you start, ask each participant to commit to maintaining confidentiality.

## Advance Preparation

1. Make enough copies of the participant handouts to give each participant a copy of each.

## Steps

### Introduction

1. Distribute the **Participant Handout: Knowledge and Perceived Comfort/Competency Pre-/Post-Test**, asking participants to record their answers on the **Answer Log for Knowledge and Perceptions of Comfort/Competency Questions**.

## Learn the Effects of Harassment and How to Protect Yourself and/or Others from Them (25 minutes)

1. Explain that participants will now take a few moments to review what sexual harassment is, and learn terms for the psychological harms it can cause. Refer participants to the **Participant Handout: Key Terms** and review each of the following key definitions as a group:
  - **Sexual harassment** can include unwelcome sexual advances, requests for sexual favors, and other verbal or physical harassment of a sexual nature. It can also include offensive remarks about a person's gender. For example, if someone makes offensive comments to you about women in general, it can be considered harassment. The person perpetrating the harassment and the person receiving the harassment can be of any gender (including the same gender), but sexual harassment is most frequently directed at women and minorities and is considered a form of discrimination.
  - **Betrayal trauma** occurs when someone you trust and/or someone who has power over you mistreats you. For instance, it's a betrayal trauma when your boss sexually harasses you. Research shows that betrayal trauma causes shame and leads to real, measurable harm, such as symptoms of depression, anxiety, problematic substance use, and physical illness.
  - **Institutional betrayal** happens when the institution you trust or depend on mistreats you. It can be very overt or less obvious. It is institutional betrayal when a company fails to protect you at a time when you might reasonably expect it to—for instance, if it does not protect you from harassment. Like betrayal trauma, institutional betrayal can lead to mental and physical harm.
  - **Betrayal blindness** is when people appear to be unaware of or forgetful about harassment they've experienced. People perpetrating, experiencing, or witnessing harassment may display betrayal blindness to preserve relationships, institutions, and social systems upon which they depend. Survivors of harassment who maintain cordial relations with the boss who harassed them may be experiencing betrayal blindness. Betrayal blindness is often a survival strategy. For instance, a woman might see her boss exploit a coworker but turn a blind eye to keep a job she needs to care for her family.
  - **DARVO** stands for Deny, Attack, and Reverse Victim and Offender. It's a perpetrator strategy in which the guilty party chooses to deny the behavior, attack the individual doing the confronting, and reverse the roles of victim and offender, so that the perpetrator adopts the victim role and accuses the true victim of being an offender. This can occur when a perpetrator says they were falsely accused and attacks the victim's credibility.
2. Next, explain that labeling experiences can help protect you from their negative effects. Ask participants to think about either their own experience of sexual harassment or that of a friend within the psychological framework identified above. How does each concept apply to that situation? Invite participants to make notes in the **Participant Handout: Labeling Experiences**.
3. Distribute **Participant Handout: Sharing Your Story** and review with participants.
4. Go around the group and invite participants to share the experience they were thinking about when they filled out the **Participant Handout: Labeling Experiences**, if they feel comfortable doing so.
5. Give every speaker who wants to share the same amount of time so that everyone who volunteers is heard. Five minutes per person in groups of six or more is recommended, but you can take more time in groups of five or less. Tell the speaker that if they feel uncomfortable at any point, it is always OK to stop. They can say, "It's hard for me to talk about this."
6. Listen empathetically to the storyteller, and don't interrupt. Let the speaker stay in control of their story.

7. Once each speaker has finished, you might ask them open questions, if time allows. You could ask, “How did \_\_\_\_\_ make you feel?” or “Can you say more about \_\_\_\_\_?”
8. After each person’s time as storyteller has ended, thank them for sharing their story. You might also tell them you appreciate their courage and strength.
9. Wrap up by inviting participants who volunteered to say one word to express how they’re feeling now that they have shared their story.

### Brainstorm Self-Care Strategies (25 minutes)

**Facilitator note:** Be careful not to impose ideas on participants. Part of this discussion might include mentioning self-care strategies that are self-sabotaging. These should be discussed in a way that is not shaming, but frames the strategies as coping mechanisms that might work better in the short term than in the long term.

1. Explain that sexual harassment can make people feel betrayed, ashamed, and angry. It can affect how they feel physically. They may not sleep as well as usual, or they might lose their appetite. This makes it especially important to care for their physical and mental health and find social support in healthy relationships. This exercise will help them figure out which self-care strategies work best for them.
2. Refer participants to **Participant Handout: Self-Care Strategies** and ask them to spend 10 minutes completing the worksheet individually.
3. After 10 minutes, invite participants back to plenary and facilitate a 15-minute discussion in which participants are encouraged to share the self-care strategies they have found most effective in the past.
4. Conclude the section by inviting discussion around some other self-care strategies, such as creative writing or making art.

### Discussion: What to Do and the Support of Leaders (15 minutes)

1. Distribute the **Participant Handout: What to Do** and ask participants to spend a few minutes reviewing the points with a partner.
2. Ask participants:
  - Do these strategies for what to do if you are experiencing sexual harassment sound feasible to you? Are there others you would add?
  - Where else can you report sexual harassment in your context?
3. Explain that leaders can also play a role in supporting a person’s well-being/self-care after they have disclosed an instance of sexual harassment. Remind participants of the strategies discussed in the table below, which were discussed in the **Participant Handout: Key Takeaways** during Session 14.



What can leaders do?	What can individuals do?
Take a visible and firm stance that sexual harassment won't be tolerated	If you hear people excuse sexism by saying "boys will be boys," call it out
Clearly define what harassment is and what the disciplinary consequences are	When you hear someone being harassed, call out the harasser
Make sure employees know how to come forward	When you see someone mistreated, talk to them and show that you know it's wrong
Maintain confidentiality	Ask your employer if an antiharassment policy exists at your workplace; if not, advocate for its development
Make it clear that no one will face retribution for speaking up	
Hold perpetrators accountable if they are powerful or top performers	
Help promote more women into leadership. This can counteract imbalances of power that make harassment more likely and ultimately lead to more inclusive workplaces	

4. Remind participants of the strategies described in the **Participant Handout: Sharing Your Story**. These include using affirming body language, such as leaning forward, nodding, and responding in a way that mirrors how the person sharing feels (e.g., by saying "Given your experience, it makes sense you'd feel/say/do . . .").
5. Close the session by asking participants if they have any other suggestions of how leaders can support the self-care/well-being of those who are experiencing sexual harassment.

### Closing (1 minutes)

1. End the session by encouraging participants to build these strategies into their daily routines.
2. Distribute **Participant Handout: Knowledge and Perceived Comfort/Competency Pre-/Post-Test**, asking participants to record their answers in the **Answer Log for Knowledge and Perceptions of Comfort/Competency Questions**.

**Facilitator note:** Participants should complete this action planning/brainstorm at the end of every session. Acknowledge that participants are free to choose their own key messages and next steps. That being said, encourage participants to choose some action steps that they can act on as individuals. Although organizational/institutional change is extremely important, not all participants may feel safe or comfortable advocating for change at this level.

3. Ask participants to spend a few minutes thinking about what they have learned. What were some key messages, and what do participants want to take forward with them in their work? What is their action plan for implementing what they have learned? Encourage participants to use the **Action Planning** handout to document their ideas. Explain each column:
  - Column 1: Identify a problem to be addressed, area for improvement, or unmet need.
  - Column 2: Identify potential solutions, action steps, or ways forward.
  - Column 3: Identify who needs to take the next steps forward.

## Acknowledgments

Cooper M. 2018. The Power of Us: How to stop sexual harassment. Questions for Discussion. Downloaded from [www.leanin.org](http://www.leanin.org).

Freyd J. 2017. Self care after sexual harassment. Retrieved from [www.leanin.org](http://www.leanin.org).

UNDP/World Bank/WHO Special Programme for Research and Training in Tropical Diseases. 1995. *Health Workers for Change: A Manual to Improve Quality of Care*. Geneva, Switzerland: World Health Organization. <http://apps.who.int/iris/handle/10665/63192>

Ziv S. Here's what you can do if you're sexually harassed at work. The Muse, <https://www.themuse.com/amp/advice/how-to-deal-with-sexual-harassment-at-work>

## Participant Handout: Key Terms

- **Sexual harassment** can include unwelcome sexual advances, requests for sexual favors, and other verbal or physical harassment of a sexual nature. It can also include offensive remarks about a person's gender. For example, if someone makes offensive comments to you about women in general, it can be considered harassment. The person perpetrating the harassment and the person receiving the harassment can be of any gender (including the same gender), but sexual harassment is most frequently directed at women and minorities and is considered a form of discrimination.
- **Betrayal trauma** occurs when someone you trust and/or someone who has power over you mistreats you. For instance, it's a betrayal trauma when your boss sexually harasses you, or if you talk to a family member about what happened and they don't believe you. Research shows that betrayal trauma causes shame and leads to real, measurable harm, such as symptoms of depression, anxiety, problematic substance use, and physical illness.
- **Institutional betrayal** happens when the institution you trust or depend on mistreats you. It can be overt or less obvious. It is institutional betrayal when a company fails to protect you at a time when you might reasonably expect it to—for instance, if it does not protect you from harassment. Like betrayal trauma, institutional betrayal can lead to mental and physical harm.
- **Betrayal blindness** is when people appear to be unaware of or forgetful about harassment they've experienced. People perpetrating, experiencing, or witnessing harassment may display betrayal blindness in order to preserve relationships, institutions, and social systems upon which they depend. Survivors of harassment who maintain cordial relations with the boss who harassed them may be experiencing betrayal blindness. Betrayal blindness is often a survival strategy. For instance, a woman might see her boss exploit a coworker but turn a blind eye to keep a job she needs to care for her family.
- **DARVO** stands for Deny, Attack, and Reverse Victim and Offender. It's a perpetrator strategy in which the guilty party chooses to deny the behavior, attack the individual doing the confronting, and reverse the roles of victim and offender, so that the perpetrator adopts the victim role and accuses the true victim of being an offender. This can occur when a perpetrator says they were falsely accused and attacks the victim's credibility.

Participant Handout: Labeling Experiences

Experience	Did you experience this? How did you feel when it happened? How do you feel now?
Institutional betrayal	
Betrayal blindness	
DARVO (Deny, Attack, and Reverse Victim and Offender)	
Betrayal trauma	

## Participant Handout: Sharing your Story

### Know the Risks

Before starting this activity, it's important to recognize that sharing your story of harassment involves some risk. The person you share it with might respond in a way that hurts you, even if they mean well. Or the person you share it with might not keep your story private. It is important to trust your instincts and do what is most comfortable for you.

### Focus on Listening Well

Talking about sexual harassment is hard, but we can make it a better experience for the speaker by listening well. Use affirming body language: nod, lean forward, and maintain consistent eye contact. You can also give validating responses to help make the speaker feel heard. For example, make affirming sounds like “mmm” and “uh-huh” and mirror their emotions by saying things like, “Wow—sounds like that was scary for you.”

### What to Say

1. Focus on the speaker's experience rather than your own and only give advice when it's requested.
2. Offer affirming responses like “mmm,” “uh-huh,” or “oh my gosh” to convey that you're listening and engaged.
3. Name or reflect back the emotion being described:
  - “Wow—sounds like it was scary for you.”
  - “You must have felt very disappointed by that.”
  - “That must have made you angry.”
4. Ask questions that require more than one word in response. Instead of asking, “Was that scary?,” ask questions like:
  - “Could you tell me a little bit more about that?”
  - “What was it like for you?”
  - “What do you mean when you say \_\_\_\_\_?”
5. Validate the person's emotions in a sincere way. For example:
  - “If that happened to me, I imagine I'd feel really overwhelmed too.”
  - “Given your experience, it makes sense you'd feel/say/do . . .”
  - “I think many people would have felt similarly.”
6. Point out the person's strengths:
  - “I'm amazed at how much courage that took.”
  - “You've done a great job keeping everything in perspective.”
  - “I'm impressed with how you've dealt with this.”

## What NOT to Say

1. Don't change the subject or ask off-topic questions. Although this may seem like a way to avoid an uncomfortable conversation, it can hurt the person telling you their story.
2. Don't immediately start talking about your own experience.
3. Don't minimize the person's experience in an attempt to reassure them, or tell them what to do or how they should feel. For example, these phrases aren't helpful:
  - "That happened so long ago; maybe you should try to move on."
  - "It's not worth the energy to keep thinking about it."
  - "Don't be scared."
4. Don't make judgments about their responses or decisions.
5. Avoid saying things like:
  - "Couldn't you do/say \_\_\_\_\_ instead?"
  - "I don't think you should worry about it anymore."
  - "I think it'd be better for you to . . . ."
  - "Why don't you . . . ?"

Source: Freyd J. 2017. All in One Meeting Guide: How to Talk about Sexual Harassment. Retrieved from [www.leanin.org](http://www.leanin.org).

## Participant Handout: Self-Care Strategies

Question	Your answer
Think about a time when you felt physically healthy. How were you eating? Which foods made you feel nourished? How were you exercising? What activities made you feel energized?	
Think of a time when you felt well-rested. What was your sleep pattern like? Did you have a bedtime routine that helped?	
Think of a time when you felt happy and grounded. Were you spending time with certain friends or relatives? Who were they? Were you keeping a journal and/or using other forms of creative expression? Were you practicing meditation or other relaxation techniques?	
List other self-care strategies that you've tried in the past. Which worked best? Which were less effective?	

## Participant Handout: What to Do

Adapted from: Here's what you can do if you're sexually harassed at work. Retrieved from <https://www.themuse.com/amp/advice/how-to-deal-with-sexual-harassment-at-work>.

This handout describes steps one can take if they experience sexual harassment at work. Every situation is different and the following steps may not be possible in every context. They are intended to provide ideas on actions individuals can take if they are being harassed.

1. **Document the experience** (when, what happened, etc.) so you have a record of the instance or instances. This might be helpful if you decide to report the harassment you are experiencing.
2. If possible, **make clear the behavior is unwelcome**, since "unwelcome" is a critical component of what defines sexual harassment. If you are experiencing harassment and are able/feel comfortable doing so, you could say, "That kind of conversation is inappropriate in the workplace. It makes me uncomfortable. It makes all the other women uncomfortable. Please stop doing it," or, "Do not give me anymore compliments. It makes me uncomfortable."
3. **Consult a lawyer** to seek advice about reporting the sexual harassment.
4. **Make a change.** Ideally sexual harassment would not exist and if it did, it would be met with quick, negative consequences for the person perpetrating the harassment. If you are experiencing harassment and decide not to report it to your employer, you can consider making a change like finding a new job.

If you do want to report sexual harassment, here are some options or where to report:

- Go to law enforcement
- Report it to your employer according to their policy
- Go through your union
- Report a claim with a local organization focused on employment practices
- File a lawsuit

**Possible retaliation:** Unfortunately, those who decide to report sexual harassment sometimes face retaliation or negative consequences in their place of work. This is one reason people may decide not to report. It is important to note, though, that retaliation is not legal, and people can report the retaliation they face in addition to the sexual harassment.



## Participant Handout: Knowledge and Perceived Comfort/Competency Check Pre-/Post-Test

### Knowledge Check Questions

**Question 1:** Which of the following is/are true about sexual harassment? Select all that apply.

- A. Sexual harassment can include sexual advances, requests for sexual favors, or other verbal or physical harassment of a sexual nature
- B. A person of any gender can perpetrate the harassment
- C. A person of any gender can receive the harassment
- D. All of the above

**Question 2:** The following definition applies to which of the terms.

“\_\_\_\_\_ occurs when someone you trust and/or someone who has power over you mistreats you.”

- A. Institutional betrayal
- B. Betrayal trauma
- C. Betrayal blindness
- D. DARVO (Deny, Attack, and Reverse Victim and Offender)

**Question 3:** True or False? Betrayal can only occur at the individual level.

- A. True
- B. False

# Wrap-up Activity

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## Time

25 minutes

## Materials Needed

- **Participant Handout: Final Action Planning**

## Advanced Preparation

1. Print enough copies of the **Participant Handout: Action Planning** for each participant to have a copy.

**Facilitator note:** The wrap-up can be completed even if participants did not take part in every session.

**Facilitator note:** Throughout the workshop, participants have thought about and/or written down key takeaways from each session. They should have these lessons with them for the wrap-up session. In addition, distribute the **Participant Handout: Action Planning**, which will be used in this wrap-up.

## Steps

### Wrap-up (20 minutes)

1. Thank the group for their participation and distribute the **Participant Handout: Final Action Planning**.
2. Remind participants that at the end of each session, they identified problems or areas for improvement and ways forward. In this session, they will re-visit these and choose a maximum of five that they plan to implement.
3. Encourage participants to spend ~15 minutes selecting their five priorities for action planning, noting them on the handout, and completing the second column, focused on solutions, action planning, and ways forward based on their previous action plans.
4. After 15 minutes, ask people to turn to the person next to them and spend a few minutes sharing their action plans with their partner.
5. After 5–10 minutes, thank everyone again for their participation.

### Closing (5 minutes)

1. Explain to the group that the hope for these sessions was to provide them with a valuable tool to facilitate positive changes in their lives and workplaces. With this in mind, invite participants to reach out in 1, 3, and 6 months (or a similar timeline) to share whether and how the sessions have informed or changed their work.

## Source

UNDP/World Bank/WHO Special Programme for Research and Training in Tropical Diseases. 1995. *Health Workers for Change: A Manual to Improve Quality of Care*. Geneva, Switzerland: World Health Organization. <http://apps.who.int/iris/handle/10665/63192>

### Participant Handout: Final Action Planning

Use the table below to identify problems/unmet needs in your place of work, as well as an action plan for how to address these. Identify a maximum of five.

Problem to be addressed/area for improvement/ unmet need	Solutions/action steps/ways forward	By whom?

Source: UNDP/World Bank/WHO Special Programme for Research and Training in Tropical Diseases. 1995. *Health Workers for Change: A Manual to Improve Quality of Care*. Geneva, Switzerland: World Health Organization. <http://apps.who.int/iris/handle/10665/63192>

# Annex: Answer Log for Knowledge and Perceptions of Comfort/Competency Questions

Question	Pre-test answer	Post-test answer	Question	Pre-test answer	Post-test answer
<b>Gender and Work Icebreaker</b>			<b>Gender Bias in the Workplace</b>		
Knowledge Check Question 1			Knowledge Check Question 1		
Knowledge Check Question 2			Knowledge Check Question 2		
Knowledge Check Question 3			Knowledge Check Question 3		
<b>Vote with Your Feet: Workplace Edition</b>			<b>Mentorship &amp; Sponsorship</b>		
Knowledge Check Question 1			Knowledge Check Question 1		
Knowledge Check Question 2			Knowledge Check Question 2		
Knowledge Check Question 3			Knowledge Check Question 3		
<b>Where are Women Leaders in Global Health?</b>			Perception Question 1		
Knowledge Check Question 1			Perception Question 2		
Knowledge Check Question 2			Perception Question 3		
Knowledge Check Question 3			Perception Question 4		
<b>What is Bias?</b>			<b>How to Be a Workplace Ally</b>		
Knowledge Check Question 1			Knowledge Check Question 1		
Knowledge Check Question 2			Knowledge Check Question 2		
Knowledge Check Question 3			Knowledge Check Question 3		
Perception Question 1			Perception Question 1		

Question	Pre-test answer	Post-test answer
Perception Question 2		
Perception Question 3		
<b>Effective Feedback</b>		
Knowledge Check Question 1		
Knowledge Check Question 2		
Knowledge Check Question 3		
Perception Question 1		
Perception Question 2		
Perception Question 3		
<b>Communicating with Confidence</b>		
Knowledge Check Question 1		
Knowledge Check Question 2		
Knowledge Check Question 3		
Perception Question 1		
<b>Negotiation Strategies for Women</b>		
Knowledge Check Question 1		
Knowledge Check Question 2		
Knowledge Check Question 3		
Perception Question 1		
Perception Question 2		

Question	Pre-test answer	Post-test answer
<b>Building Effective, Diverse Networks</b>		
Knowledge Check Question 1		
Knowledge Check Question 2		
Knowledge Check Question 3		
Perception Question 1		
Perception Question 2		
Perception Question 3		
<b>Power and Harassment</b>		
Knowledge Check Question 1		
Knowledge Check Question 2		
Knowledge Check Question 3		
<b>Violence in Daily Life</b>		
Knowledge Check Question 1		
Knowledge Check Question 2		
Knowledge Check Question 3		
<b>How to Stop Sexual Harassment</b>		
Knowledge Check Question 1		
Knowledge Check Question 2		
Knowledge Check Question 3		
Perception Question 1		

Question	Pre-test answer	Post-test answer
Perception Question 2		
Perception Question 3		
<b>Talking about Sexual Harassment</b>		
Knowledge Check Question 1		
Knowledge Check Question 2		
Knowledge Check Question 3		
Perception Question 1		
<b>Self-Care After Sexual Harassment</b>		
Knowledge Check Question 1		
Knowledge Check Question 2		
Knowledge Check Question 3		

# Facilitator Answer Key for Knowledge Check Pre-/Post-Tests

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## Gender at Work Icebreaker

1. A. **Explanation:** Choice B is the definition of “sex,” not gender.
2. A.
3. C. **Explanation:** Gender norms shape social identities for people of all genders, including men and women.

## Vote with your Feet: Workplace Edition

1. B. **Explanation:** This is false. The goal of gender equality is not for men and women to be exactly the same, but to ensure that women and men have the same chances to access and benefit from social, economic, and political resources.
2. C. **Explanation:** Both A and B are true.
3. D. **Explanation:** Choices A–C are all examples of considerations that workplaces can take to improve gender equality.

## Where are Women Leaders in Global Health?

1. C.
2. B.
3. B. **Explanation:** B is not true. Traditional gender norms often portray men as leaders.

## What is Bias?

1. B. **Explanation:** B is the best choice. Choice A is the definition of hegemonic masculinity/femininity; choice C is the definition of bias.
2. B. **Explanation:** This is false. Many of the differences in how men and women are told they should act and relate to each other are socially constructed through messages received from family, media, and society. These may include men thinking they should “be tough” and women thinking they should “be passive.”
3. B. **Explanation:** This is false. In addition to biases that we may be aware of, many of us also have unconscious bias, which means behaving in certain ways toward an individual or individual(s), without even realizing it, due to deeply entrenched patterns of thoughts or behaviors.



## Gender Bias in the Workplace

1. D. **Explanation:** Answers A, B, C, and E are all examples of types of gender bias.
2. C. **Explanation:** Both A and B may harm women's advancement in the workplace.
3. A. **Explanation:** A is the best choice. Although B and C could also happen, they likely would not be the result of gender bias. Gender bias may mean women are less likely to present or to be promoted to positions of leadership.

## Mentorship & Sponsorship

1. D. **Explanation:** Both A and B are benefits of mentorship.
2. A. **Explanation:** Although a mentor could be anyone in a position with experience desired by a mentee who can offer advice and support, a sponsor tends to be a senior-level staff member invested in a protégé. Overall, mentors *advise you* and sponsors *advocate for you*.
3. C. **Explanation:** Both A and B are barriers that women may face in finding mentors or sponsors.

## How to be a Workplace Ally

1. C. **Explanation:** C is the best choice because it allows your colleague to express her opinion. A is not a good choice because it ends the discussion and prevents your colleague from sharing. B is not a good choice because you are assuming you know what your colleague's opinions are and are taking away their opportunity to share their own thoughts.
2. B. **Explanation:** Men tend to apply for positions if they meet 60% of the qualifications, whereas women may only apply if they meet 100% of the qualifications.
3. A. **Explanation:** A is not a strategy one should use, because it discourages women from applying for positions of leadership, perpetuating gender inequality. Choices B and C are strategies one could use to be a better workplace ally.

## Effective Feedback

1. B. **Explanation:** This is false. Feedback can be positive as well as negative.
2. A.
3. D. **Explanation:** Choices A–C are all strategies that individuals or organizations can implement to improve feedback.

## Communicating with Confidence

1. B. **Explanation:** Answer B is the only one of these words/phrases that is not an example of weak language.
2. B. **Explanation:** This is false. Often the biases influencing communication patterns are to the detriment of women.
3. C. **Explanation:** C is the best response. Although interrupting colleagues may allow you to have your voice heard, strategies A, B, and D are better strategies for communicating confidently in the workplace.

## Negotiation Strategies for Women

1. A.
2. D. **Explanation:** Negotiation is applicable to A–C. Although negotiation is commonly thought of as a tool for conversations on salary/compensation, it can also be used during other conversations on topics like decision-making/level of responsibility and work hours/vacation.
3. B. **Explanation:** A and C are strategies that may be helpful during negotiations. B is not a good strategy. The use of *positive emotions* through tone, body language, and other mechanisms can lead to successful negotiation.

## Building Effective, Diverse Networks

1. A. **Explanation:** B is not the best choice since it is better to have diverse networks. C is not the best choice because it is better to actively prioritize and invest in a few activities.
2. C.
3. A.

## Power and Harassment

1. A.
2. A. **Explanation:** Choice A is not true. Sexual harassment can also occur between people at the same level.
3. A. **Explanation:** A is the best choice because people of all genders can experience sexual harassment.

## Violence in Daily Life

1. C. **Explanation:** Answer C is the best choice because violence/the threat of violence can both reinforce gender disparities in leadership and cause risks to women's sexual and reproductive health (e.g., women's inability to negotiate condom use due to violence).
2. B. **Explanation:** This is false. It is important for everyone to work together to create a world free of violence, and men and women need to work together as allies. The risk of saying that it is up to men to protect women is that we reinforce the stereotype of men as strong and powerful and women as men's property that must be protected from other men.
3. A. **Explanation:** This is true. Those experiencing violence may be men's mothers, sisters, or other women that men care deeply about. Violence against women also harms society as a whole, and men as well as women feel the impact of this.

## How to Stop Sexual Harassment

1. A. **Explanation:** This is true. While sexual harassment can occur in a variety of environments, it occurs most often in workplaces that are male-dominated, hierarchical, and tolerant of inappropriate behavior.
2. D. **Explanation:** Choices B and C are reasons why women may not report sexual harassment. A is false because women do not typically report sexual harassment.
3. B. **Explanation:** B is the best choice. Pro-social bystanders are one type of bystander (i.e., bystanders who intervene in ways that positively impact the outcome).

## Talking About Sexual Harassment

1. B. **Explanation:** Choice B, avoiding all eye contact with the speaker, is NOT a suggested strategy. Instead, maintain consistent eye contact. Try looking directly at the person for periods of 3 to 6 seconds, then look away briefly before reconnecting.
2. D. **Explanation:** D is the best choice because both B and C are good strategies. A is not the best choice, because if someone is sharing a difficult experience, one should not offer advice, particularly if not asked for.
3. B. **Explanation:** If someone is sharing an experience with you, you are not in a position to tell them to move on. People are allowed to have emotions/feel however they do for as long as they want or need to.

## Self-Care After Sexual Harassment

1. D. **Explanation:** All of the above are true. However, sexual harassment is most frequently directed at women and minorities.
2. B. **Explanation:** This is the definition of betrayal trauma.
3. B. **Explanation:** This is false. Although betrayal can occur at the individual level (i.e., betrayal trauma, when someone you trust and/or someone who has power over you mistreats you), it can also occur at an institutional level, if the institution you trust or depend upon mistreats you. It can be very overt or less obvious. It is institutional betrayal when a company fails to protect you at a time when you might reasonably expect it to.

## Annex: Most Significant Change

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During the workshop wrap-up, the facilitator will have explained to participants that the hope is for this curriculum to provide participants with a valuable tool for use in life and in the workplace. Facilitators may follow up with participants 1, 3, and 6 months (or a similar timeline) after the conclusion of the series to learn whether and how the sessions have informed or changed participants' work. Facilitators can use the template below to capture the "most significant change" participants feel has occurred since participating in the gender-transformative leadership workshops.

When reaching out to participants:

- **Explain** that this information may be used to evaluate the effectiveness of the Gender-Transformative Leadership Toolkit and that information provided by participants may be shared publicly. Measures will be taken to ensure that names and other identifying details are removed before sharing publicly.
- **Ask the participant:** In your opinion, what is the most significant change that has occurred in your own life or work since you participated in the Gender-Transformative Leadership Toolkit?

**Facilitator note:** Give the participant a few minutes to think about this. When they respond, record their answer **word for word** in the table below.

**Most significant change:**