"UN-SKIRTING" UNCONSCIOUS BIAS

A Program to Decrease Unfair Recruitment and Retention Practices in the Workplace

Ahtahzsa D. Douglas

School of Business and Graduate Studies

Trinity Washington University

Submitted to Dr. Kelley Wood on behalf of the faculty of the School of Business and Graduate Studies in partial fulfillment of the degree requirements for the Master of Science Administration in Human Resource Management

Spring 2018

Executive Summary

Unconscious personal biases are defined as, the mental judgments we make about each other, and can be one of the greatest causes of unfair hiring practices (Gurchiek 2014). It is absolute human nature to have subjective views about the world and people around us. These views are adapted by us and are acquired from our value system, beliefs, and social interactions with others. Our social interactions attribute to creating affinity bias, being drawn to those who are most like you. Affinity bias can contribute to actions of hiring, promoting or rewarding an individual because they attended your alma matter, have the same political connections, or are from the same hometown. When affinity bias is guided toward gender likes, the consequences can be very severe for the hiring manger as well as the organization (Gurchiek 2016). As an HR professional, the negative effects of irresponsible hiring practices could not only produce monetary and timely cost in the recruitment and retention process, but it could also suffer the company severe legal repercussion. If you're unaware of your biases, how would you realize that they were influencing your decision? Uncovering unconscious gender-related biases in HR practices and consciously making yourself aware of them throughout your work, will assist professionals in making sounds decisions when it comes to hiring, evaluating performances, recruiting and promoting leaders. It will also decrease sexual harassment, pregnancy-related and sex-based EEOC claims and increase equal pay and opportunity for women in the workplace. The Un-skirting Unconscious Bias Program (UUB), is a program geared towards assisting corporations and agencies in developing a Strategic Diversity Management Plan (SDMP) that focuses specifically on gender bias.

Keywords: Unconscious bias, recruiting, retention, HR professional, Human Resources.

I, Ahtahzsa Douglas, acknowledge I completed this assignment in the spirit of the Trinity Washington University policy regarding academic honesty and plagiarism.

Table of Contents

Introduction 5

Population and Needs Assessment 6

Statement of the Problem 8

Program Design 8

Goals 8

Goal 1: Identify implicit gender bias 8

Goal 2: Educate participants concerning gender bias and its impact 9

Goal 3: Testing Phase 10

Goal 4: Mediation and Program Participation 10

Perspective for Change 10

Theoretical Model 15

Activities 16

Testing 18

Education 18

Participants 19

Program Plan and Implementation 19

Tasks 19

Timeline & Gantt chart 20

Communication Outreach 20

Organizational Resources 21

Budget 22

Budget Justification 23

Assessment and Evaluation 24

Summary 25

References 27

List of Figures

Page

Figure 1: BIAS Map. Source: (Cuddy et al. 2008). ---------- 12
Figure 2: Stereotype Content Model.---------- 14
Figure 3: Theoretical Framework of Bias Identification---------- 16
Figure 4: UUB Project Timeline---------- 20
Figure 5: Resource Allocation Table ---------- 21
Figure 6: Program Budget Analysis. Source: Intervention MICA. (2017).---------- 22

Introduction

The 2016 presidential debate opened numerous discussion panels on the state of gender bias in the American workforce after President Trump called his then opposition, Secretary Hillary Clinton un-fit for the job because of her look and she lacked stamina. He attempted to re-phrase his original statement by saying "She doesn't have the look. She doesn't have the stamina. You need tremendous stamina. I don't believe Hillary has the stamina" (Lussenhop 2016). President Trump was unaware of his own gender-bias. This same statement can have severe consequences if it was made by a hiring official of any U.S. organization. The Equal Employment Opportunity Commission (EEOC) can claim a sex-based discrimination lawsuit. The importance of uncovering bias, specifically gender bias, in the workplace is imperative.

Gender bias, in the workplace, is defined as unfair treatment regarding pay, promotion, work standards, job descriptions and harassment placed upon women on the sole bases of their gender. It is seen in claims of pay wage gap, the glass ceiling, sexual harassment and pregnancy discrimination (Segal, 2007). Title VII of the Civil Rights Act includes sex as a protected class, therefore making gender discrimination illegal (EEOC 2017). The Equal Pay Act goes further to ensure fair treatment across genders by prohibiting employers to discriminate against woman through pay, labor and promotion opportunities (EEOC 2017). Even though these federal laws have been enacted, there are still gender-based claims being reported to the EEOC by the thousands. At the close of 2016, the EEOC settled 2,296 gender discrimination case, resulting in 137.3 million dollars in compensation, and an increase of 2,200 cases received since 1997 (EEOC 2016). The EEOC also settled 393 pregnancy discrimination cased resulting in 15.5 million dollars in compensation (U.S. Equal Employment Opportunity Commission, 2016). Some of those companies included Microsoft, Chipotle, Qualcomm and Rooms2Go (EEOC, 2017). After the Equal Pay Act of 1963, women are still undergoing gender discrimination and gender bias in forms of pay wage gaps, glass ceilings on leadership roles, sexual harassment and pregnancy discrimination in 2016. The results from the 2015 Gender Pay Gap survey conducted by GlassDoor, found that women not only earn .76 to every dollar earned by a man, while 67% of the uneven pay gap was due the career choices women made, that 33% of the pay wage gap was found to be unexplained, resulting in a drawn conclusion of unintentional bias (Picchi 2016).

The biggest problem in resolving unintentional bias is making people aware of it. If you don't know your bias, you cannot control your biases. Today, we are still facing challenges to eliminate the glass ceiling and create focus-group targeted at revealing the unconscious bias of gender equality of the workplace, and empower hiring officials and executives to explore methods of awareness and mediation to control their bias in the workplace. Gender bias sensitivity and awareness training could

demolish the social concept of the "boys club", eliminate workplace politics, remove the barriers of second generation gender-bias shutter the glass ceiling and create an environment conducive to encouraging and cultivating female leadership in all industries.

Population and Needs Assessment

Since the mid 1800's women have been fighting for equal rights in the workplace. 100 years later, very little has been accomplished in the favor of equality for women in the workplace. Woman make up a little over half of the US population. In 2017, 57% of college graduates in the United States were women, 60% of Undergraduate and Master degrees are obtained by women and 47% of Law degrees and 48% of Medical and other Specialized Master's degrees are earned by women (Warner and Corley 2017). Although women are heavily represented graduate pool, they were still the minority in the workforce and lag substantially behind men in leadership positions (Xaquín 2017). In 2017 it was reported by the Woman in the Workforce survey report, which surveyed over 200 companies throughout the US and over 70,000 employees, that women in the US were represented at 47% in entry level positions, within the 30-percentile range for management level positions and within the lower 20-percentile range for positions of VP and above (Thomas, et al. 2017). Less than 10% of fortune 500 companies are led by a woman as CEO, CFO and COO (EEOC 2011). Currently, women earn .80 to every dollar that a man earns. This equates to women working free of charge for roughly two and a half months out of the calendar year (Xaquín 2017). In the United States, Gender Bias is responsible for a third of the cause for the Gender pay wage gap.

Gender bias in the US workforce is a huge problem. In 2016 the gender bias cases made of 29.4% of the EEOC's total caseload. In 2017 the percentage increased to 30.4%. Gender Discrimination in the workplace isn't getting better, according to EEOC statistics. While majority of the Gender pay gap maybe explained by career choices made by women, the remaining 33% is labeled "unknown" and therefore, has been charged to workplace bias (Picchi 2016). Workplace bias against women is not only illegal, but has serious financial repercussions.

In July of 2016, Qualcomm, a Tech company based out of San Diego, settled a gender pay-gap lawsuit for 19 million dollars in which 3,300 of their female employees claimed they weren't receiving equal pay or promotional opportunities as their male counterparts (Nagele-Piazza 2016). Rooms-2-Go, a furniture store in North Carolina settled a pregnancy discrimination lawsuit with their employee, Chantoni McBryde, for $55,000, after being told that due to her pregnancy she could no longer be employed with the company (EEOC, 2017). Microsoft is currently undergoing in a gender discrimination case brought on by their female employees for unequal pay and promotional opportunities (Guynn, 2015). Today, the EEOC has filled 25,605 gender-based charges and 996 were in regard to the equal

pay act (Equal Employment Opportunity Commission (EEOC) 2017a). The percentage of equal pay act case filled by the EEOC has increased as well. In the year 2012- 2015, the percentage of EEOC gender based cases that related to the pay wage gap was 1.1% in 2016 and 2017 the percentage rose to 1.2%. If a company's leadership is displaying act of Workplace bias subconsciously through salary, promotions and/or unwanted sexual advances towards their female counterparts, the business's reputation and financial security will suffer. It is not only important to continuously educate staff members regarding implicit bias, but also hold organizations accountable through transparency.

In accordance with the Government issued guild lines, Google sent their EEO-1 report on diversity statistics to the EEOC and was greatly criticized. Out of thirty-six executive managers employed at Google's Silicon Valley headquarters, only three were women (Google, 2014). To rectify this issue, Google in 2014, partnered with the EEOC to make a conscious effort to diminish implicit bias in the workplace. They conducted surveys, promoted workshops and brought awareness of bias through transparency. Google changed their marketing advertisements, which they found to be unconsciously bias towards women, in an effort to bring more women on board. They also found a gender-pay gap and worked to level out their pay rates for women and men with the same job descriptions. In their most recent EEO-1 report, Google pays woman 99.9% of what men make to the dollar (Williams, 2014).

In the Human Resources field, Talent Acquisitions professionals are tasked with the duty to strategically find the best qualified applicant for an organization or agency (Jobvite, 2016). If the professional's tasked with this responsibility aren't generating the best possible results, due to unconscious bias, this can lead to EEOC claims as well as repercussions on the organization's production. In addition, Management has an equal responsibility to maintain and cultivate the organizations current talent. Promotions within an organization, saves money, and increases employee engagement, where employees feel truly connected, thus creating a genuine commitment to the organization (Mann and Darby 2014).

To strategically acquire and retain the best candidate for an organization, there has to be a Strategic Diversity Management Plan (SDMP) in place. The purpose of an SDMP, helps organizations to form the best diverse workplace by establishing an inclusive organizational culture. This is important because organization with more than 100 employees, are required by law, to report diversity statistics to the EEOC (2017a). The information obtained in the reports is used to enforce the federally mandated hiring practices and laws, self-assessment by employers, and for national statistical research purposes. The reports collect data about gender, race/ethnicity and other qualifying factors as stated in the Civil Right Act of 1964 (EEOC 2017d; EEOC 2017a). The information is organized by profession and is shared with other authorized federal agencies. Aggregated data is available to the public (EEOC, 2017). Studying Gender Bias in the workplace will help organizations to develop an

SDMP that will close the gander wage gap within their organization, decrease their gender-based EEOC claims percentage and alleviate EEOC investigations

This program is designed to target Hiring professionals in the United States, starting with hiring professional in the Greater Washington DC Area and the surrounding counties. The hiring managers will represent an array of professional industries across federal and private sector.

Statement of the Problem

To decrease gender-bias in the workplace, it is imperative to tackle unconscious bias. Since biases are not material, and most are a product of our culture and principles, we can't get rid of them. We can, however, refrain from discussing our bias and allowing them to interfere with the production of our professional work. If hiring professionals can be made aware of their gender biases, then with the assistance of employee relations tools, mediations, and empowerment through self-awareness, they can develop and follow a motivational action plan to keep themselves aware of their biases thus intentionally make the conscious effort not to allow their bias to affect their ethical decision-making abilities, promoting a gender-neutral working environment.

Program Design

Implicit bias is the result of communications to our subconscious, received from an early age. Experts have identified implicit bias, in humans, as young as three years of age (Colburn 2016). Bias and exclusions due to implicit bias are disadvantageous to the success of any organization. Howard J Ross, author of "Everyday Bias: Identifying and Navigating Unconscious Judgments in our Daily Lives," says that although we can never make our biases disappear; we can prevent our biases from causing ourselves to overlooking people who may be a perfect addition to our team (Ross 2014, page). The Un-skirting Unconscious Bias Program is designed to identify implicit bias, educate about the impact that implicit bias has on the success of an organization, and assist in the implementation of policy and procedures to decrease implicit bias within an organization.

Goals

Goal 1: Identify implicit gender bias

The first step in negating the effects of unconscious gender bias within an organization, is to first identify the issue. We first have to show the existence of gender bias within the organization. Project Implicit is a program focused on implicit social cognition. It was founded in 1998 by– Tony Greenwald, Mahzarin Banaji, and Brian Nosek (Project Implicit 2015). The program educates the general public about implicit bias and provides a virtual medium for implicit bias testing of a wide

variety. Currently, the site offers testing on 90 different topics associated with implicit bias. In the Gender bias testing, the test used is called the Implicit Association Test (IAT) and the Sorting Paired Features Task (SPF). In both tests, participants are asked to categorize names associated with 'Female' and 'Male' and words related to the categories Family and Career. After taking a series of tests totaling about 10 to 15 mins overall, participants are presented with their results stating their biases regarding association between “Male with Family”, “Male with Career”, “Female with Family”, and “Female with Career”. The objective of testing is to unveil implicit gender bias, through testing in order to brainstorm recommendations to control gender biases within the workplace (Project Implicit 2018).

Objective A

The first objective is to arrange and schedule the IAT and SPFT for all program participants.

Objective B

To share the IAT and SPFT scoring and advise participants of the implications of their individual scores.

Goal 2: Educate participants concerning gender bias and its impact

Carl Jung said, “Until you make the unconscious conscious, it will redirect your life and you will call it fate. We cannot change anything until we accept it. Condemnation does not liberate, it oppresses” (Attributed). Change in corporate cultures, due to implicit bias, begins with accepting that there is a problem. The intent of the Un-Skirting Unconscious Bias Program (UUB) is to educate employers and employees about gender bias, hiring laws prohibiting gender bias, and in states or reinforces institutional policies, protocols, and resources to assist with the termination of gender bias in the workplace. In revealing and addressing gender bias for prevention and assisting employers in addressing gender bias, gender-bias related incidents will decrease. In the last year, EEO cases resulting in gender bias discrimination went up by 1% since 2015.

1. Implicit bias cognitive behavioral training will consist of teaching the psychology of bias as revealed through Henri Tajfel’s Social Identity Theory.
2. Training on the implications of Gender bias will be reveal through EEOC facts during group workshops. The object of the focus groups is to create a safe space which encourages colleagues to speak on their personal experiences with gender bias.

The problem is increasing and will not dissipate until organizations work on persistently identifying and remediating the implicit biases amongst leadership, specifically within the recruitment

and engagement and retention of staff members. The full educational workshop will take place over 2 full days. After the workshop commences, each participant will be required to take the Project Implicit gender bias test again to assess any immediate changes to their cognitive behavior towards implicit gender bias.

Objective C

This objective is the scheduling and attendance by all program participants in the workshops.

Objective D

This objective is the increased number of qualified women candidates in the pool finalists and the final selection for positions.

Objective E

This objective is the reduction in the reported instances of gender based harassment. While this objective is ancillary to the hiring process, the UUP expects there to be an initial spike in the reporting of gender based harassment as employees become more aware of its presence in their environment. Then as employees begin to practice new patterns of attitude and behavior the instances of harassment will fall.

Goal 3: Testing Phase

During the testing phase, the UUB program will then work with the leaders of the organization to implement a policy to assist in the prevention of gender bias through remedial action and severe consequences.

Goal 4: Mediation and Program Participation

It is important to understand that biases are accumulated over a lifetime, and the idea of trying to remedy a person's implicit bias through a 2-day session, would be unrealistic. This program does not promise an end to a company or agency's gender bias problem, but offers a drastic step towards a solution to lowering the potential for problematic situations caused by gender bias. After the initial workshop, Employees will be encouraged to participate in this workshop annually and test biannually for gender bias. The quarterly tests will provide the organization with results on the overall percentage of gender bias within their company.

Perspective for Change

Imagine you are a manger tasked with conducting interviews for a position within you're agency. You have three equally suitable prospects whom you've interviewed. One is male, the other

two are women, one who appears to be expecting. How do you choose which prospective employee would be the best suited for your agency? Any conclusions made, outside of professional experience and educational background, could result in un-ethical hiring practices and possibly gender bias. Biases whether intentional or unintentional yield the same result. However, the implicit biases are one of the most problematic in the Human Resource field because it can result in lengthy and financially burdensome EEOC claims and suits. As first explored by Social Psychologist, Henri Tajfel, Social Identity Theory (SIT), which are the associations we have based on our self -identity to a particular group of individuals, cause us to gravitate toward the people that make us feel comfortable or have negative reaction toward people that we don't understand or who's lifestyles we don't agree with (Hogg 2016, 3-17). According to Tajfel, social identity or categorization is a random act. It isn't done maliciously or intentionally. It is purely a reaction brought upon by social gravitation of things we feel are "warm" or "cold" to us.

> There aren't any known as 'independent variable' which strikes at random as the spirit moves it. No links are made or attempted, between the conditions determining its presence and mode of operation, and its outcomes in widely diffused commonalities of social behavior (Tajfel 2011, 188).

This theory explains the innocence of implicit bias, however, Bias whether intentional or not, yields the same result. Howard Ross (Ross, 2014) theorizes that "by understanding it [bias], we can learn to with it and reduce its ability to dominate our decision making." This program will test Ross' theory where it relates to the specific biases of gender in the workplace. By understanding why and how implicit bias occurs and learning ways to identify the reactions we have when Social Identity Theory kicks in, we can control our reactions to our bias and make sound decisions in hiring practices thus decreasing fair hiring practices and eliminating gender roles in the workplace.

Through the understanding of Social Identity Theory, it can be said that every human possess bias (Tajfel 2011). The Stereotype Content Model (SCM) explains the unconscious response that individuals project upon another, based upon preconceived notions of warmth and competence of the other individual (Cuddy, Fiske, and Glick 2008). For example, people who feel a sense of warmth or openness toward others who are like themselves or to whom we can relate to, tend to be more comfortable around one another because unconsciously they perceive them to be as equals. What if this theory is wrong in the preconceived notions of human beings? Ross (2014) tells a personal story in which he is doing research on his social theory while waiting to board a plane. A heavy-set bearded man, wearing a cowboy hat, and a flannel shirt sits beside the author asks in a country drawl, what was he reading. Despite the author's first thought, that the man in the flannel would never understand the complexities of the scholarly article he was reading, the author explained the material. Afterwards,

the guy in the flannel asked whether he was a professor, in which the author politely responded yes and went back to his reading. When the author boarded the plane in his business class seat, coming to sit next to him was none other than the man in the flannel shirt. Once the plane took off, the two began to talk more and the author learned that contrary to his preconceived bias, the man was actually a social psychologist and was on his way to speak on the very topic the author was studying. If the author would have allowed his bias to control his actions, he would never have that insight for his book (Ross 2014).

In the SCM theory, combinations of the traits, warmth and competence produces emotions of admiration, contempt, envy and pity. It is from these emotional responses that the BIAS map predicts certain behaviors active/passive, facilitative/harmful (Cuddy et al. 2008). Through the combination of traits and emotional responses, Cuddy et al. developed "bias clusters" to identify each social interactive combination (see Figure 1). By using SIT to identify an individual's gender bias, we can then apply SCM theory and the BIAS map, to record the emotional reactions caused by gender BIAS. The BIAS map (see Figure 2) helps to understand the emotional connections to gender bias and how we react to different women in the recruiting process and why. The Bias map was developed as an example to reflect gender bias in accordance an individual's perception. The bias map will differ between individuals, but should be interpreted in accordance with the SCM theory of warmth and competence Cuddy et al. 2008. SCM theory assist in identifying the BIAS clusters, thus being able to adequately detect an individual's bias which helps to mediate the BIAS through diversity training.

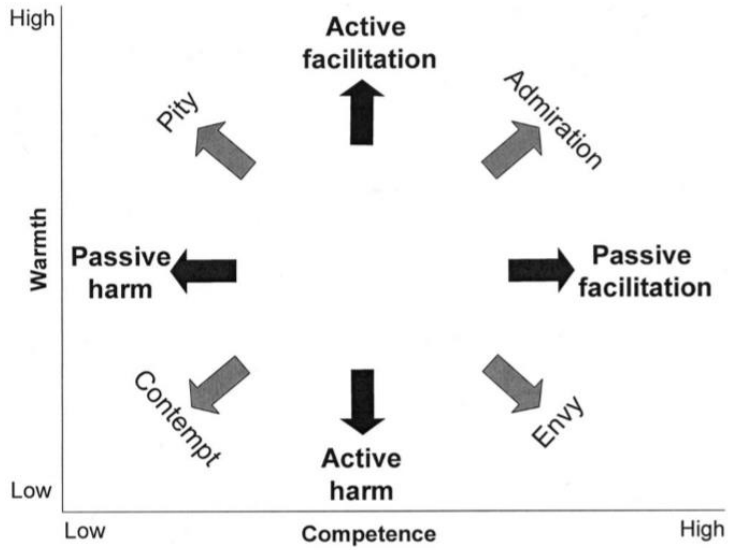

Figure 1: BIAS Map. Source: (Cuddy et al. 2008).

From the diagram in Figure 2, we see that each combination of traits, low and high warmth and competence, causes a unique emotional response. Each emotional response (pity, admiration, envy and contempt), is tied to a combination of reactions, active/passive facilitation and active/passive harm. Cuddy and her colleagues explain the behaviors and their combinations in their studies. In this study, passive traits refer to neglect or the inability to want to do something. Therefore, when explaining passive harm, the authors refer to examples such as abandonment or disregard. In the same context, passive facilitation is described as providing subtle assistance, or collaborating with an individual. The term active is used to describe aggressive behaviors and actions. Thus, active facilitation would be intentionally helping an individual, going out of your way to provide an advantage and active harm would be sexual, verbal or physical harassment of an individual (Cuddy et al. 2008, 107).

According to the SCM theory, regarding gender bias, women will experience different degrees of bias based upon ethnicity, lifestyle choices, religion and so on. For example, on average a woman earns 79 cents to every dollar that a Caucasian man receives (National Partnership for American Families, 2015). However, African American women earn 60 cents to every dollar and over 50% of married African American women contribute to more than half of their income in their households (Glynn 2012). UPS lost an EEOC case filled in 2008 when an employee, a pregnant woman, was denied reasonable accommodation after presenting a doctor's note stating she shouldn't lift heavy materials (Zillman 2015). In 2009, the Chicago commission of Human Resources awarded a single mother 200,000 for a lawsuit filed against Professional Neurological Services, when she lost her job to care for her sick child (Rubin 2010). Different women will experience bias based upon different circumstances, since people are different. Our reactions are different based upon our perception of warmth and competence. There are generally two types of gender bias where women are fueled against one another, secondary gender bias and tug-of-war bias. Hogg (2016) asserted that where women receive bias is from other women. Secondary gender bias is bias that women project upon each other based upon the cultural dynamics that influence their subconscious (Hogg 2016).

In a study conducted by Harvard School of Education, amongst teen-aged students, it was found that many teenaged girls have biases against women in leadership. Less than 10% report that they believed that women would make better political leaders, while over 50% believed that women would make better childcare leaders (Weisbourne 2017). Tug-of-war bias, when women in positions of power place higher standards on other women based upon their own experiences of hardship due to gender bias, is becoming more prevalent in the workplace (Williams and Dempsey 2018). A more recent example of tug-of-war bias happened in the 2016 Presidential debates where Hillary Clinton was under great scrutiny from many American women for being too ambitious, always changing her

political stance or opinions and being to dominate. Her male counterparts where very ambitious, it's hard not to be ambitious when running for president of the United States of America. Both Bernie Sanders and Donald Trump changed their political stance over the course of the debates and were not called out or scrutinized as much. Hillary Clinton was labeled as not being trustworthy by 57% of Americans, with 50.8% of the US population being women (Cillizza 2016). No woman is exempt from gender bias, and in our society, more women will experience gender bias, some may even project bias on another woman without consciousness of it. Having knowledge of implicit bias theories can assist us in not allowing our biases from making decisions that place unqualified people in leadership positions.

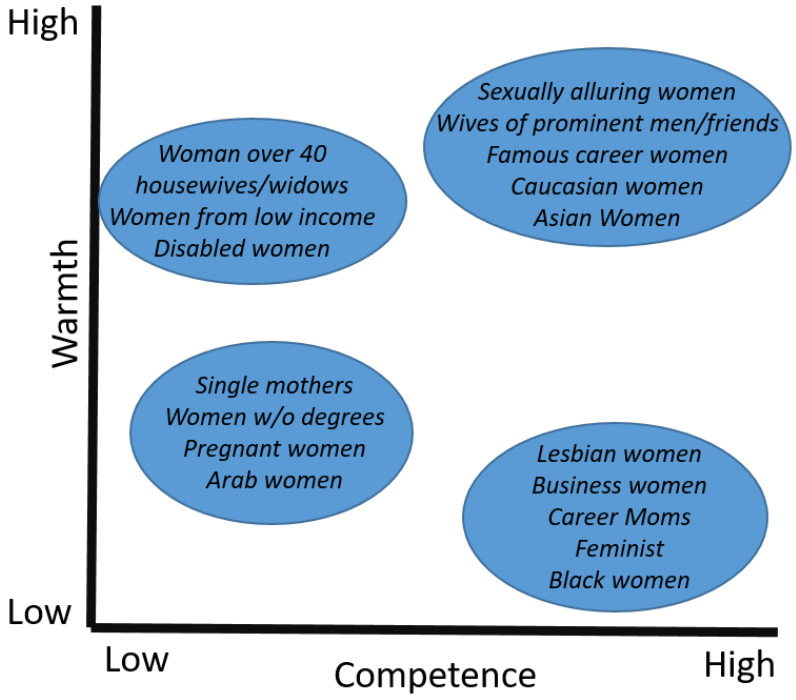

Figure 2: Stereotype Content Model.

According to the BIAS map, each result of bias provokes a different reaction based upon the combination of the preconceived notions of warmth and competence. It is predicted that each result can be mediated differently to achieve a better overall result to controlling bias in a way that utilizes targeted diversity training. The bias caused by Admiration elicits both active and passive facilitation. To avoid making hiring decisions that could be neglectful, the hiring official can pay close attention to the professional qualities and resume of the candidate and avoid feeding words during interviews, focusing on common qualities of themselves and the candidate or employee, and create boundaries that don't blur the lines between work and social interactions to avoid showing favoritism. When

discovering that a bias is based upon envy, the hiring manager should steer away from harassment of the individual. It would be helpful to be sensitive of harsh tones and negative body language. It is also helpful to avoid convenience in cooperation, such as giving the individual a promotion just to get them out of your unit or denying them an opportunity to avoid working with them. Bias fueled by contempt can induce both passive and active harm, therefore the manager has to be cognizant of potential neglect to the subordinate or candidate as well as potential harassment through sarcasm, verbal, emotional or physical abuse. Finally, when a candidate or employee is receiving bias seeded from pity, it provokes passive harm and active facilitation. It is critical that managers and hiring officials remain fair amongst individuals they pity not leaning one way or the other toward over-assisting or not helping at all. Neglectful awareness of bias caused by pity, can result in a lawsuit from another employee or candidate who felt they received bias, even though they may not have been the target of your bias. It is challenging to erase or eliminate gender bias. However, through targeted diversity training, employers can navigate their emotions towards women in the workplace and control their reactions and responses to assist them in making fair or professional decisions based upon professional merit and experience.

Theoretical Model

When these theories are combined, a program can be established to assist in reprogramming a person's reaction to the stimuli that causes bias. Howard Ross (2014), asserts that by identifying the cause of why you hold certain biases, you could navigate through your emotional responses to control your bias. With practice and regular evaluation, your biases will eventually disintegrate. In figure 3, the UUB steps, to remedy gender bias in the workplace, is illustrated. Gender bias Identification through the UUB program is a 4-step process, including Testing, Education, Bias Mapping and Mediation. Some of the step, as seen, are initiated during other steps. The process starts with Testing. In the start of the process, each participant should be tested for Bias. Participants will not be required to share their testing scores. After each participant is tested, in the session, a focus group will be formed to encourage participants to speak about their reactions to the results they received. After each targeted participant is tested, scores will be reported to the company. The sharing of the scores with the company will be recommended to keep employees abreast of the progress the company is making toward eliminating gender bias.

After testing, participants should accept the results and move on the education phase, where they will be taught about gender bias, how it affects the workplace and society. The education phase consists of a Bias Awareness curriculum that will teach participant about gender bias, how it affects the workplace and society. The curriculum consists of seven courses. In the courses participating will

learn about the Bias Map and how to create their own BIAS map unique to their warm and competency groups as it relates to gender bias. They will identify, on their own, how they feel about female leadership, women of color, different nationalities, religion and socio-economic backgrounds. On their own, through the education phase they will make notes and add to their BIAS map. At the end of the process they will undergo mediation.

Mediation is a one-on-one counseling session where participants will talk to a counselor about their gender BIAS map. Together they will explore their biases and the reactions their biases cause. The counselor will also assist participants in finding ways to check their biases and identify their Bias reactors to keep their biases from effecting their professional work, decisions and affluences. It the intention of the UUB program, that through the aforementioned process, a hiring professional can reprogram her or his brain so that biases Will not affect professional decisions in the fair recruitment and retention of women.

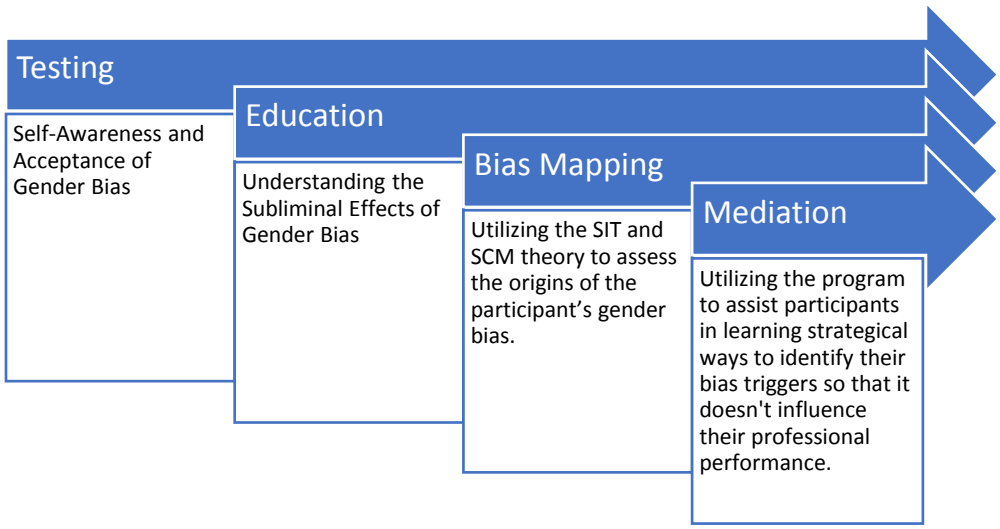

Figure 3: Theoretical Framework of Bias Identification

Activities

Project Implicit' s IAT and SPF are products of testing resulting from studies of implicit social cognition, the thoughts and feelings outside of conscious awareness and control. This study was conducted by three scholars, Tony Greenwald from the University of Washington, Mahzarin Banaji of Harvard University, and Brian Nosek from the University of Virginia, in 1998. The study uncovers a participant's implicit biases through self-lead rounds of word association. The IAT measures the participating degree

of association in automatic conceptual thinking amongst male/female and career/family combinations. The purpose of the test is to unveil a person implicit association of women in career vs Men in family concepts. It was discovered that quicker responses are easier when closely related items share the same response key. The general results of the Gender Association Test, uncovered that most participants who took the test linked Male names with career association and female manes with family associations. Therefore, more people reacted quicker when a male name was paired with a career related word or a female name was paired with a word resembling family or the home. Due to the success and accuracy of the test, the IAT has been identified to recognize behaviors implementing in workplace discrimination within hiring, promotion, and retention. The SPF, is a newer addition to the project implicit site. Its purpose is to measure the strength of associations between concepts and attributes, by categorizing two words, a concept (male/female) and an attribute (family/career) into the correct category. The Implicit Association Test studies resulted in the direct development of Project Implicit in 2011. Project Implicit also provides services, lectures, and workshops geared toward implicit bias education, diversity and inclusion and leadership development (Project Implicit, 2011).

Gender Bias in the United States account for 1/3 of the cause for the Gender pay wage gap. Less than 10% of fortune 500 companies are led by a woman as CEO (EEOC, Gender-Based Wage Gap Persists, Experts Agree at EEOC Forum, 2011). This program will utilize the project implicit tools to test participants, along with the BIAS map to identify the leading causes and implications of gender bias when making hiring decision. The Gender association and career association test from the HIAT, will be used to identify gender bias and work-related Gender bias. The BIAS Map will be used to identify the warmth and competence associations in relation to career roles vs gender roles. It is believed that through the test and research conducted by this study, it will be revealed that most participants will associate leadership roles and career associations with men and recessive roles and family associations with women.

However, it is also believed that with practice, after biases are identified, they can be controlled by the conscious brain through the remedy of bias workshops, diversity and inclusion training and sensitivity training. UUB's program will target human resource specialists in recruitment and retention, hiring managers, supervisors, executives and senior officials. UUB will start with the Project Implicit Gender Association Test to evaluate what level or degree of gender bias an individual has for their own awareness. The test will not be shared with the supervisors of the participants and will only be used for the participants awareness. During this phase, UUB will lead bias awareness courses that will educate employees on BIAS associations and awareness and how to identify gender bias in the workplace, what to do when it happens and how to control and repress their bias so that it is not influenced in their decision-making abilities within the workplace.

Testing

- Each participant will take the Implicit Gender Bias test from Project Implicit.
- Participants will discuss their reactions to the scores
- Company's average score will be published to the CEO.
- New managers and supervisors will be required to test within 30 days of onboarding or promotion
- All managers and supervisors will take the test bi-annually

Education

The Bias Awareness Curriculum

- The Science of Bias
  - This course will introduce participant to SIT< SCM and the bias map. It will explain how bias is established, at what age biases are introduced and how the brain identifies and reacts to bias.
- Women in Leadership
  - This course introduces participants to a historical overview of powerful women who held leadership positions, the obstacles each of those women faced and the accomplishments they made to their organization, society and country.
- Mirroring the Glass Ceiling
  - The Course will discuss secondary bias, gender biases amongst women, how it is established and how to identify it within yourself.
- Bias Id
  - The course will teach participants how to identify bias within themselves or amongst each other. It will educate participants on how to suppress bias and reprogram their brian to change the way they think and react to people and how to hold others accountable for gender bias when identified.
    - Bias Mapping
      - During this course, using SIT and SCM theory, participants will create their individual bias map.
      - This map will be used during mediation
- A Walk in Heels
  - This course is an open forum in which participants will discuss what it's like for women in the workplace. Men will talk about what the think it's like or how they

believe life would've been for them as a woman while women will share their experiences. Link to Objectives

- Mediation
  - At the end of the course, participant will share their Bias Map with a counselor during a one-on-one session. The counselor will help the individual to understand their BIAS map, address and concern and discuss techniques to address Bias and not allow it to affect the professional development of others or themselves.

Participants

All employees are encouraged to participate. **Required** participants will consist of managers, supervisors and all Human Resources team members within the organization

Expected Outcomes for Participants

- Within the first six months we expect
  - All required participants to be tested and enrolled and actively participating in the UUB program.
  - Encouragement, from supervisors, to employees in non-supervisory roles to participate in the testing phase of the program
  - Voluntary course participation from employees in non-supervisory roles
- After 2 years we expect a/an:
  - 50% increase in internal gender discrimination claims.
  - 15% increase in female supervisory leads
  - 95% increase in pay equality
  - A 25% increase in voluntary course participation.
  - 100% turn-around in cultural change inclusive to female leadership.

Program Plan and Implementation

Tasks

The UUB Project will take a total of nine months to develop and implement. For the first quarter of the developmental stage, the Project Manager (PM) will focus on recruitment, allocating supplies and materials and developing a comprehensive marketing strategy. During this time, the PM will maintain the responsibility of meeting with the agency contacts to market and sale the program, finding competitive talent to assist with workshop development, training and the implementation of

the workshop, and purchasing any licenses, materials and additional consultation necessary to successfully produce the Unconscious bias workshop in both federal agencies and private sector companies in the DC, Maryland and Virginia Metropolitan area.

During the second and third quarter of development, the project manager will work with the recruits to develop the educational workshops and seminars for the program. In addition the Project manager will remain updated on all marketing events, and strategies accomplished by the Program Assistant (PA).

During the fourth quarter of the developmental stage The program manager will solidify all projects and pilot the UUB program with a focus group of volunteers that represent the programs targeted customer base. Upon successful evaluation and marketing, The program manager will prepare the team for workshop session at various scheduled locations.

Timeline & Gantt chart

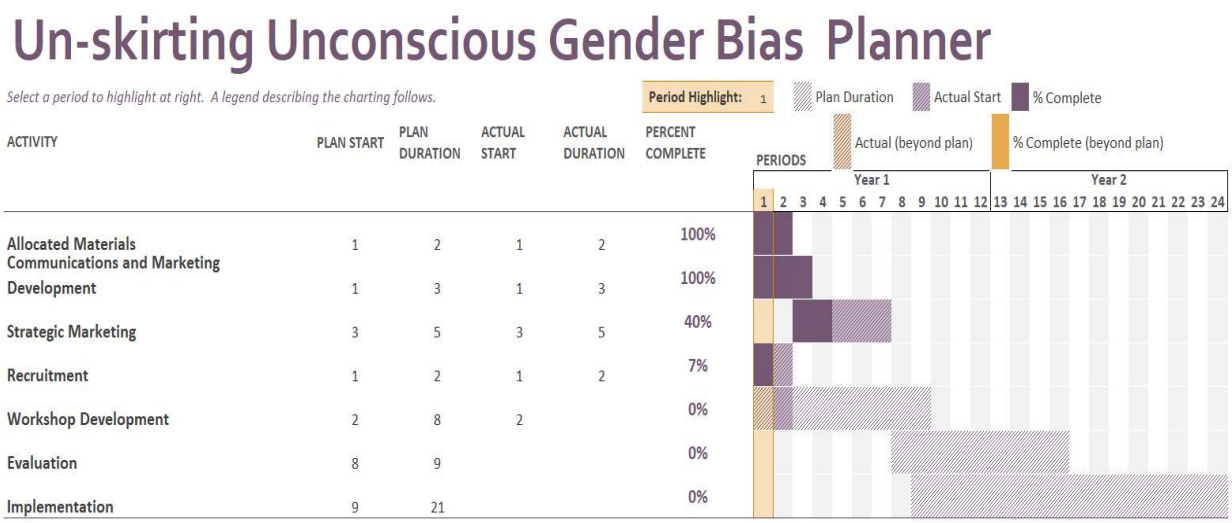

Figure 4: UUB Project Timeline

Communication Outreach

The UUB program is designed to target human resource professions and hiring managers with the intentions of stopping Gender bias in the workplace, where it is most harmful, recruitment and retention. It is the objective of the UUB program to target federal and well as private industry companies that are in need of strategies to assist them in lowering their EEOC gender -based harassment percentages and reaching out to companies whose mission is to create a strong and more diverse workforce. To accomplish this objective, The program assistant will be tasked with the job of scouting companies and agencies who would be in need of our product and scheduling meetings with

the PM and the company/agency's Director of Human Resources and /or the Talent Development director in the attempts to pilot our program and establish a workshop within their organization.

Organizational Resources

Personnel management is one of the most important resources aiding in the success of a program. As personnel are one of the main resources in a, making sure that your team is on the same page, knows their role in the planning process and being aware of the many scheduling conflicts that could cause scoop creep within your project all deal with personnel management. One of the best ways to manage personnel within project management is to complete a resource loading chart (Meridith, Mantel, & Shafer, 2015, p. 389). This is helpful when determining whether the workload is evenly distributed amongst the team. A carefully drawn out Resource Loading table will determine who has what tasks, how long each task will take to complete, and during what time frame each task will begin and end. This data, will bring to light any conflicts that may delay the project or cause the project to go over budget due to work overload. My employees consist of:

- Program Manger
- Program Assistant
- Educational Development Assistant
- IT Technician

Resource Allocation

Resource Allocation	Title of this worksheet is in this cell. This title will automatically update titles on each worksheet in this workbook	Each quarter equates to 2 months, each quarter accounts for 256 hours as full time							
Employee		1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	2nd Year	2nd Quarter2	3rd Quarter2	4th Quarter2
Project Manager									
Manage marketing resource		32	32	32	32	32	32	32	
Prepare and manage budget		40	40	40	40	40	40	40	
Recruitment		100							
Develop workshop strategy		180	200	200	200				
Plan and conduct workshop focus group and evaluation			10	10	40				
Attend meeting establish by marketing team			24	24	24	24	24	24	24
Conduct workshops and oversee seminars						256	256	256	256
Assistant Project Manager									
Mainatin budget		32	32	32	32	32	32	32	
Outsource marketing team		128							
Manage team schedules and workloads									
Schedule program clients									
Conduct workdshops and oversee seminars						128	128	128	128
Create and mainatin program reports									
Education Development Assistant									
Assist in workshop development			200	200	200				
Conduct workshops						128	128	128	128
Maintain and update research and workshop materials						128	128	128	128
IT Technician									
Install, update and mainatin cmputer and program software and liscenses		128	128	128	128	64	64	64	64
Obtain computer and software material needed to run program		128	128	128	128	256	256	256	256

Figure 5: Resource Allocation Table

Budget

Unskirting Unconscious Bias 2 year Budget Analyisis

Program Budget Peric	*01/2019 - 12/2020*						
Project Year:			**YEAR ONE**		**YEAR TWO**		
Revenues and Funding							**TOTAL**
	Grant		250,000		125,000		375,000
	Program Revenues	*units*		*units*			
	Program Sales ($350/pp minimu of 12ppl per workshop)			104	436,800		436,800
	Other Revenues						
		Total	**250,000**	**Total**	**561,800**		
						Total Revenues and Funding	**811,800**
Expenses							
Personnel	Title	Base Salary	% of Effort	Project Salary	% of Effort	Project Salary	Total
	Project Manager	79,000	100%	79,000	100.0%	79,000	158,000
	Program Assistant	38,000	75%	28,500	100.0%	28,500	57,000
	Computer Technitian	79,000	100%	79,000	100.0%	79,000	158,000
	Education Development Assistant	42,000	50%	$186,500	$100	$186,500	$373,000
			TOTAL PERSONNEL EXPENSES:				**$373,000**
Other Direct Expenses							
					YEAR ONE		**YEAR TWO**
	General Office Supplies/Materials:						
Office Operations	Digital cloud storage				**75**		**75**
	Office supplies (general, paper, ink/toner)			500		500	
Equipment	Laptops (4@$700 ea)			2,800	**3,148**	0	**348**
	Statistical Software			188		188	
	Cell Phone plan (4@39.99)			160		160	
Meeting Cost	Rental space $30 per month per person			120	**1,560**	120	**1,560**
	Transportation/Travel						
Personnel Travel	wmata monthly fare (4@150 ea)			600	**7,800**	600	**7,800**
			TOTAL OTHER DIRECT EXPENSES		**$12,583**		**$9,783**

Purchased Services:							
Graphic Designer	30/hr			32hrs	960		
Marketing Consultan	25/hr			16 hrs	**400**	0	**0**
Human Resources	22/hr		2hr/wk	104/yr	**2,288**		**2,288**
		TOTAL PURCHASED SERVICES:			**$3,648**		**$2,288**
Direct Expenses:	Personnel + Other Direct Costs + Purchased Services				202,731		198,571
Indirect Costs:	10% of Direct Costs				20,273		19,857
		GRAND TOTAL EXPENSES:		**YEAR 1**	**$223,004**	**YEAR 2**	**$218,428**
Unskirtign Unconscious Bias (UUB)							
Program Revenues and Expenses				**YEAR ONE**		**YEAR TWO**	**Program Totals**
Grants				**250,000**		**125,000**	
Program Revenues				**-**		**436,800**	
Other				**-**		**-**	
Total Revenues				**$250,000**		**$561,800**	**$811,800**
Personnel				**$186,500**		**$186,500**	
Other Direct Expenses				**$12,583**		**$9,783**	
Purchased Services				**$3,648**		**$2,288**	
Total Expenses				**$223,004**		**$218,428**	**$441,432**
			Difference	**$26,996**		**$343,371.90**	

Source: Intervention MICA. (2017). Community Health Improvement Resources. Missouri Department of Health and Senior Services. Retrieved from, http://health.mo.gov/data/interventionmica/Capacity_4.html

Figure 6: Program Budget Analysis. Source: Intervention MICA. (2017).

Budget Justification

Procurement management is essential in the ability to plan, conduct and control the acquisitions of the external needs of the project. The PM will assume primary responsibility of this task with the PA as a back-up. The total expense to run UUB program, which will facilitate workshops amongst to bring awareness and relief to unconscious gender bias amongst private and federal sectors corporations in the DC, MD and VA metro area within the first year will be $212k. This will cover costs for labor, research, marketing, and supplies while the team develops and evaluated the program. The second year's cost of 207K, will cover labor, travel and program maintenance costs for successful implementation of the workshop for the first year. During this time, we plan to make a profit of 354K, factoring in our intention of conducting 2 workshops per week for the year. Each workshop will cost $35 per participant, with a minimum 12 participants per session requirement. We are asking for 250K to cover our 1st year expenses during the planning phase and 125K to cover expenses during of first operational year.

Grants: The program is requesting a starting grant amount of 250,000 for the planning phases that is estimated to last for one year. During the phase, UUB will need to pay staff, acquire licensure, supplies, travel and space rentals. After the first year, allocation need will decrease by half just to keep operation until the program is self-sustainable through profits.

Personnel: In selecting salary ranges, we researched the professional salary ranges within the DC metropolitan area amongst entry level professionals. With the cost of living, in the DC metropolitan area, it is imperative that we offer a competitive salary packages to attract great talent to assist us in our mission. In 2018, the median salary range for a program manager and It specialist in DC is 78,209. A program assistant's median salary range in DC is 37,066 and 41,715 for a corporate training specialist.

Direct Expenses: The program will utilize a professional cloud storage management system for all files. Google offers professional storage at a fee of $75 per year. We are allotting $500 for yearly supplies and since the program requires technology, all staff members will be required to have a business computer. The Surface pro 3 is extremely resourceful, lightweight and excellent for Mobil and shared use. We have priced the computer at roughly $800 each not including taxes and insurance.

Purchased Services: Our program will require the use of human resources personnel to track timesheets and payroll. We will outsource the services through a part-time contractor paying them $22 an hour for 2 hours of service per week. The program will also require us to subscribe to Project implicit to utilize their testing and educational products. Until the program is able to fund and purchase a permanent office space, UUB will rent an office space for all planning and program assessment functions that require a need for private meetings.

Assessment and Evaluation

In corporate projects, assessments and evaluations are conducted to assist the program manager in aligning the goals and objectives with that of the participating organization, making improvements to the program's contributions to the company's growth, and identifying the strengths and weaknesses of the organization (Meridith, Mantel, and Shafer 2015, 511). The organization's statistical reports on Gender based discrimination reports, leadership diversity and the required EEOC's employee and labor relations report will be utilized to assess which direction UUB will move in assisting the participating organization improve their consciousness on gender biases in relation to ethical decision making in hiring and retention. To evaluate the success of the program, at the end of each workshop, the program manager will collect surveys from each participant who will rate their opinions and the effectiveness of the workshop and make suggestions on improvements.

Within each organization the program roughly expects a 50% increase in female recruitment, a 25% increase in female leadership, a 50% increase in internal promotion amongst women in the company and a 100% change in pay rate equality within the company. To meet these objectives, we will continuously assess the organizations leadership and the cultural organizational changes and evaluate whether or not the program should be restructured to include more courses and/or repeat testing more often to promote bias consciousness.

Summary

Since 1776, when Abigail Adams pleaded her husband, John Adams to "remember the ladies" while drafting the United States Constitution, women have been fighting for respect, equal pay and fair recognition of work. Little did anyone of us know that over 250 years later, her husband's reply, "men know better than to repeal our masculine system." would build glass ceilings in the structures of America's corporate buildings, whisper bias rhetoric in the ears of the hiring officials in the United States Government agencies and rob from women, there deserved promotion opportunities, only to give them to their male counterparts who aren't as hard working or deserved as they are (PBS 2018) Although The Equal Pay Act makes it illegal to pay different wages to working men and women within the same profession, there are a number of other legal nuances that allow hiring professionals to justify unequal payment such as seniority, performance management. Over the past 40 years, congress continues to argue over whether the Equal Right Amendment, which would grant women a constitutional right to equal pay, should be added to the US Constitution (ERA 2018).

In 1998, Lilly Ledbetter, an employee for Goodyear Tire and Rubber Co, found an anonymous note in her mailbox. Handwritten on the note were the salaries of her male counterparts, along with her own, which was correct down to the penny. For ten years, she fought in court for equal pay. Even though, she had no knowledge that her male counterparts had been receiving at least one thousand dollars more than she had been for over six years, her case was denied on the basis that she has waited over 180 days before the first pay wage offense (Kassler 2015) Although Lily would never be compensated for the injustice of her employers, she didn't stop advocating for better appeal rights and equal pay for working women. The Lilly Ledbetter Act of 2009, which allows women 180 days from the date of their last paycheck to file a claim, was signed into legislation by former president Barack Obama. However, women are still beating down the doors for congress to receive what everyone should be entitled to, fair and equal pay and opportunities in the workplace. In April of 2017, the proposed Paycheck Fairness Act, which would make critical changes to the Equal Pay Act and The Fair labor Standards Act, fell short of six votes from the Senate, with the argument that we already have laws the prohibit gender discrimination.

The hopes of the UUB program is to cause leadership be more conscious about their value of working women within their organization. We hope that participants will be comfortable in openly discussing their gender bias or think that they have gender bias. It will assist them in thinking outside of the box in relation to biases and open possibility for informal conversation about gender roles in the workplace. Our program will explore traditional gender roles and the thoughts on gender specific jobs in relations to equality in the workplace. We seek to present the woman's perspective, through participation and interaction and safe sharing within focus groups and activities.

The expectations is that after conducting the initial workshop and educational session regarding gender bias, that gender bias reports will increase within the agency as well as an increase of routine gender bias testing amongst employees and supervisors. We expect the program to complete three major objectives:

- Educate participants on Gender bias and the consequences of gender bias on the success of the economy.
- Make participants aware of gender bias, and assist them in finding comprehensive ways to negate their gender bias so that it has little to no effect on their professional work.
- Open up the conversations for continued thought and discussion beyond the workshop.

After the completion of the program, the hope is that each participant will seek to achieve a better understanding of how to deal with unconscious gender bias through acceptance, education, and honest conversations.

References

Bartholmew, et al. (2016) *Planning health promotion programs*, 4th ed. San Francisco, CA: Wiley

Burnett, James. 2012. "Racism Learned." *Boston Herald.* June 10. https://www.bostonglobe.com/business/2012/06/09/harvard-researcher-says-children-learn-racism-quickly/gWuN1ZG3M40WihER2kAfdK/story.html.

Cillizza, Chris. 2016. *The Fix.* Narch 8. https://www.washingtonpost.com/news/the-fix/wp/2016/03/08/hillary-clintons-honest-and-trustworthy-numbers-are-lower-than-ever-it-might-not-matter/?utm_term=.16abf5a277cc.

Colburn, Christina. 2016. *Yale study finds signs of implicit racial bias amongst preschool teachers.* September 28. https://www.nbcnews.com/news/nbcblk/yale-study-finds-implicit-racial-bias-among-preschool-teachers-n656341.

Cuddy, Amy, Susan Fiske, and Peter Glick. 2008. "Warmth and Competence as Universal Dimensions of Social Perception: The Stereotype Content Model and the BIAS Map." In *Advances in Experimental Social Psychology, Volume 40*, 62-137. london: Elsevier.

EEOC. 2011. "Gender-Based Wage Gap Persists, Experts Agree at EEOC Forum." *EEOC News Release.* 4 28. https://www.eeoc.gov/eeoc/newsroom/release/4-28-11a.cfm.

—. 2017a. *Rooms to Go To Pay $55,000 to Settle EEOC Pregnancy Discrimination Lawsuit.* February 3. https://www.eeoc.gov/eeoc/newsroom/release/2-3-17a.cfm.

—. 2017c. "Equal Pay Act of 1963." *EEOC.* https://www.eeoc.gov/laws/statutes/epa.cfm.

—. 2017d. "Title VII of the Civil Rights Act of 1964." *Statutes.* https://www.eeoc.gov/laws/statutes/titlevii.cfm.

ERA. 2018. "Unfinished Business for the Constitution." *ERA: In Congress.*

Greene, Dennis. 2017. *Amazon Takes on FedEx and UPS With New Delivery Service.* Oct 5. https://www.inc.com/business-insider/amazon-launches-delivery-service-seller-flex-rival-ups-fedex-2017.html.

Greenwald, Tony, Mahzarin Banaji , and Brian Nosek. 2011. "About Us." *Project Implicit.* https://implicit.harvard.edu/implicit/aboutus.html.

Guynn, Jessican. 2015. "USA TODAY." *Microsoft sued for gender discrimination.* September 6. http://www.usatoday.com/story/tech/2015/09/16/microsoft-lawsuit-gender-discrimination/32505143/.

Hogg, Michael A. 2016. *Understanding Peace and Conflict Through Social Identity Theory.* Switzerland: Springer International Publishing.

Kassler, Glenn. 2015. "The Washington Post." *Lily Ledbetter, Barack Obama, and the famous "anonymous" note. .* May 14. https://www.washingtonpost.com/news/fact-checker/wp/2015/05/14/lilly-ledbetter-barack-obama-and-the-famous-anonymous-note/?utm_term=.828c78a18e71.

Lisa Nagele-Piazza, SHRM-SCP, J.D. 2016. "SHRM." *Qualcomm Agrees to $19.5M Gender Bias Class-Action Settlement .* August 2. https://www.shrm.org/resourcesandtools/legal-and-compliance/state-and-local-updates/pages/qualcomm-settlement.aspx.

Mann, Annamarie, and Ryan Darby. 2014. *Should Managers Focus on Performance or Engagement?* August 5. http://www.gallup.com/businessjournal/174197/managers-focus-performance-engagement.aspx.

Meridith, Mantel, and Shafer. 2015. *Project Management a Manegerial Approach.* San Fransisco: John Wiley and Sons.

PBS. 2018. "Remeber the Ladies." *American Experience.* http://www.pbs.org/wgbh/americanexperience/features/adams-remember-ladies/?linkId=49889224.

Project Implicit. 2011. *About US.* https://implicit.harvard.edu/implicit/aboutus.html.

—. 2015. *About US.* https://implicit.harvard.edu/implicit/research/.

—. 2018. *Project Implicit.* Februrary 7. https://implicit.harvard.edu/implicit/Study?tid=-1.

Ross, Howard J. 2014. *Everyday bias: Indentifying and Navigating Unconcious Judgements in Our Daily Lives.* London: Rowman and Littlefield.

Segal, Johnathan A. 2007. "Woman on the Moon." *SHRM.* August 1. www.shrm.org/hr-today/news/hr-magazine/pages/0807legaltrends.aspx.

Tajfel, Henri. 2011. "Individuals and groups in social psychology." *The British Journal fo Clinical Psycology* 183-190.

Thomas, Rahceal, Marriane Cooper, Ellen Konar, Megan Rooney, Ashley Finch, Kelsey Robinson, Lareina yee, Alexis KrivKovich , Irinia Starikova, and Rachel Valentino. 2017. *Women in the Workplace: Corporate Pipeline.* New York: McKinsey & Company. file:///C:/Users/Ahtahzsa/AppData/Local/Packages/Microsoft.MicrosoftEdge_8wekyb3d8bbwe/TempState/Downloads/Women_in_the_Workplace_2017.pdf.

Warner, Judith, and Danielle Corley. 2017. "The Woman's Leadership Gap." *Center for American Progress.* May 21. https://www.americanprogress.org/issues/women/reports/2017/05/21/432758/womens-leadership-gap/.

Weisbourne, Richard. 2017. *Leaning Out Teen Girls and Leadership Biases .* Cambridge, MA : Harvard Graduate School of Education .

Williams, Joan, and Rachel Dempsey. 2018. *What Works for Women at Work.* New York: New York University Press.

Xaquín, G.V. 2017. "Gender Pay Gap: The Day Women Start Working For Free." *Washington Post.* October 26. https://www.washingtonpost.com/graphics/2017/business/women-pay-gap/?utm_term=.b3fdc2c92763.