

**Unbinding from Gender Double-Bind: A Workshop to Understand and Mitigate the
Gender Double-Bind in the Workplace**

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Unbinding from Gender Double-Bind: A Workshop to Understand and Mitigate the Gender Double-Bind in the Workplace.

Gender Double-Bind

What is gender double-bind?

Gender double-bind is a social phenomenon where women receive conflicting information about how they should behave and are punished regardless (Costigan, 2018). Women are subjected to polarized perceptions—they are typically put on either end of the spectrum and never somewhere in the middle. Consequently, women are trapped in a lose-lose situation.

Examples of Gender Double-Bind

The following scenarios offer a more concrete explanation of gender double-bind. They commit the double-standard fallacy as women are upheld to different standards than men (Internet Encyclopedia of Philosophy, n.d.).

Scenario 1: Motherhood and Workplace

When a woman has children, she experiences a dilemma: to stay home or go to work. Staying at home makes her a good mother but an undevoted employee. Going to work makes her a devoted employee but a neglectful mother. Men, conversely, do not face such a dilemma because they have the freedom to choose either without repercussions—going to work does not make them neglectful fathers due to gender expectations.

Scenario 2: Leadership

A leader is typically expected to possess agentic qualities like “independent” and “assertive” (Eagly et al., 2003). These qualities are also typically expected in men. If women possess these qualities, they risk being viewed as competent but disliked. If she incorporates

“feminine” qualities, such as “friendly” and “expressive,” she would be liked but seen as incompetent as these qualities do not align with the stereotype of a leader (Eagly et al., 2003). For men, they could easily be seen as likable and competent because leadership qualities are seen as intrinsic to their sex.

Consequences of Gender Double-Bind

Gender double-bind has psychological impacts and contributes to glass ceilings. It deprives women of psychological safety. Psychological safety is “the belief that you won’t be punished or humiliated for speaking up,” such as being called “too opinionated” (Leading Effectively Staff, 2022; Graham, n.d.).

One way the gender double-bind deprives women of psychological safety is through the interactions between two biases underlying it: descriptive and prescriptive bias. Descriptive bias is “the labels we attach and associate with certain social groups and communities,” whereas prescriptive bias is our expectations of how people from these social groups should behave (Agarwal, 2021). Descriptive bias assigns gendered adjectives to men and women. For example, men are assertive, whereas women are sensitive. The expectations others have of women prompt them to behave a certain way to fit in and achieve psychological safety. Their behaviors then validate the labels generated by descriptive bias and strengthen prescriptive bias, prompting more women to behave according to these expectations.

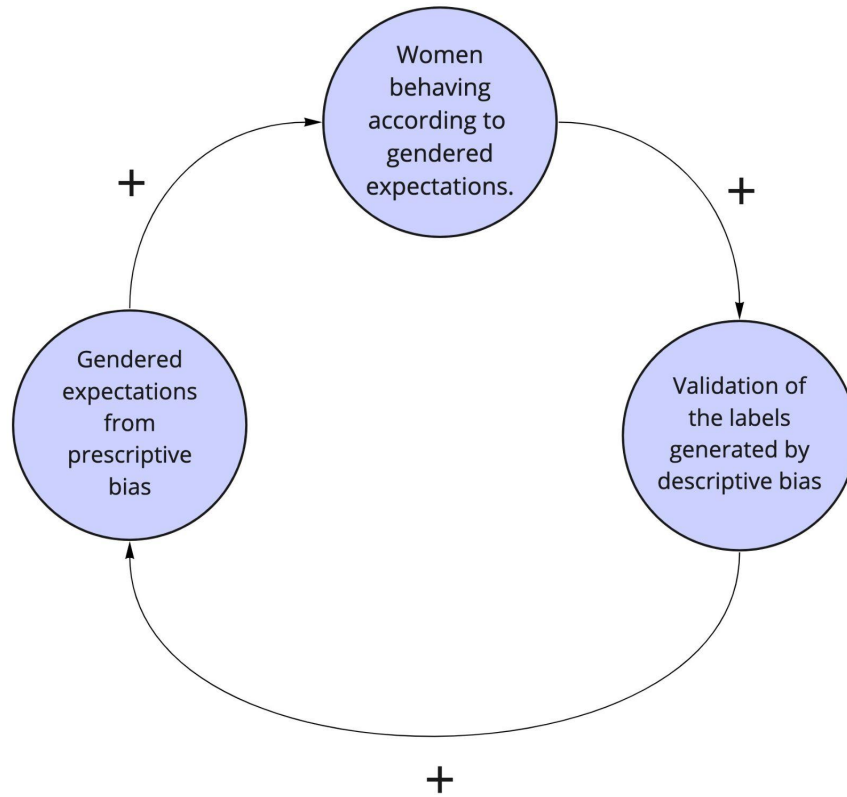


Figure 1. A visual representation of the reinforcing feedback loop between prescriptive and descriptive bias. Prescriptive bias sets expectations for women's behaviors. Conforming to the expectations validates the labels generated by descriptive bias, reinforcing the prescriptive bias.

As feminine qualities are typically evaluated less favorably in male-dominated fields, when women behave according to gendered expectations, they also suppress their full potential. To succeed in a workplace, a woman needs to feel supported. Their desire to please others makes them likable but appear incompetent, contributing to the descriptive bias of women being unsuitable for certain roles. Consequently, women will be hired or promoted less often,

hardening the glass ceiling that is already keeping many women from advancing to higher positions in an organization.

Considering that most discrimination happens in male-dominated places, men should learn to recognize the gender double-bind, how they play a role in contributing to the gender double-bind, and ways to mitigate its effect (Parker, 2018).

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Gender Double-Bind Workshop

Overview

Aim

This workshop aims to educate men and women on gender double-bind and teach them ways to mitigate its effects. Two main outcomes are:

- Start a conversation on the gender double-bind.
- Have concrete plans to mitigate the effects of the gender double-bind.

Audience

This workshop is open to almost all Korean companies and working adults of all ages. The details of the workshop can be tailored to fit different companies' needs. The most important criteria a company should meet for the workshop to be productive are:

- Interested in understanding overt and covert gender discrimination in their workplace and formulating a plan to fight against it.
- Can be broken down into small teams for the workshop (between 15 to 30 people per workshop).¹

Activities

The workshop has two parts: the first part (Activity 1 to 3) focuses on learning about gender double-bind and the second part (Activity 4 and 5) focuses on ways to mitigate the effect of gender double-bind.

¹ Running the workshop with an appropriate number ensures everyone at the workshop gets to contribute and there would be sufficient contribution. Since some activities involve coming up with plans for the workplace, having a small number of people deter diffusion of responsibility where individuals do not put in much effort as they expect others to come up with ideas.

Activity 1: *The Assumptions We Have.* Participants complete a ten-question test that emphasizes why gender discrimination is an issue.

Activity 2: *The Gap between Us.* Participants visualize and discuss the gender disparities in their workplace.

Activity 3: *The Problems We Face.* Participants identify the issues relating to gender double-bind in their workplace experiences and define ideal goal states.

Activity 4: *The Other Side.* Participants take the role of the opposite sex in different scenarios involving conflicts and come up with a solution together.

Activity 5: *The Plans We Have.* Participants build on Activity 2 and create an action plan that helps them move from their current to ideal state.

Note

While the main gender bias this workshop targets is the gender double-bind, some activities target gender discrimination and gender inequality instead of this specific gender double bias. This is because gender discrimination and gender inequality underlie and lead to the gender double-bind. Understanding them as the root of the gender double-bind is important to tackle the broader issue.

The Assumptions We Have

Time required: 20 minutes

Gender discrimination and double-bind become normalized in South Korea when no one voices their concerns, hindering any effort to combat the issue. This activity assesses participants' assumptions about the issue. Through raising awareness, individuals confront their perceptions that do not align with reality. While awareness does not necessarily lead to immediate actions, starting the workshop with this activity can spur conversations and set a solid foundation informing the participants why the workshop is needed (European Institute for Gender Equality, n.d.).

Instructions:

1. Give participants ten minutes to answer the test.
2. Reveal the answers.
3. Ask participants to share how many questions they get correctly.
4. Ask participants to reflect on the activity. Some guiding questions can be:
 - a. What is your biggest takeaway from the activity?
 - b. What do you find the most interesting?

Test Questions and Answers:

Answers are bolded. Click [here](#) for a PDF copy of the test questions.

1. Which country has the highest tertiary education rate for women?

- a. United States of America
- b. Germany
- c. Finland
- d. South Korea**

2. South Korea ranked _____ out of 36 Organization for Economic Co-operation and Development (OECD) nations for women's employment.

- a. 8
- a. 16
- b. 30**
- c. 35

3. Which country among the 38 members of the OECD has the highest gender pay gap?

- a. United States
- b. Germany
- c. South Korea**
- d. Turkey

4. What is the current gender wage gap in South Korea?
- a. 12%
 - b. 27%
 - c. 38%**
 - d. 45%
5. Which gender is more likely to get a job in South Korea?
- a. Male**
 - b. Female
 - c. Equally likely
6. ____ out of 10 males are likely to be employed in South Korea.
- a. 2
 - b. 5
 - c. 7**
 - d. 9
7. ____ out of 10 females are likely to be employed in South Korea.
- a. 2
 - b. 5**
 - c. 7
 - d. 9

8. Almost 80% of all parental leaves are taken by _____ in South Korea.

- a. Men
- b. Women**
- c. Both men and women

9. Women hold _____ of seats in South Korea's parliament

- a. 8%
- b. 17%**
- c. 22%
- d. 36%

10. From what stage of their career do women face gender double as a result of gender discrimination?

- a. Job interview**
- b. Establishment
- c. Mid-career
- d. Managerial roles

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The Gap Between Us

Time required: 40 minutes

Those who do not recognize their privilege are usually unaware of it. A lack of awareness of gender issues leads to inaction in tackling them. This activity utilizes the Privilege Walk activity framework. The Privilege Walk activity framework has effectively raised self-awareness of privileges concerning race and gender, resulting in individuals taking more responsibility for their actions (Magana, 2017). In this activity, participants see a visual representation of gender disparity in their workplace.

Instructions:

1. Ask participants to stand shoulder to shoulder next to a wall. Make sure there is enough space for moving forward. Instruct the participants to close their eyes (or use blindfolds).
2. Explain the rules to the participants:

“Take a step forward if the statement applies to you. If it does not, stay where you are. All of these cases are described in the context of the workplace environment.”
3. Read the following statements one at a time:
 - a. You have never felt like you were treated unfairly because of your gender.
 - b. You have never heard gender-based derogatory or sexual comments targeted at you.
 - c. You do not have to or are not planning to take parental leave.
 - d. You have never been asked if you were planning to have kids during a job interview.
 - e. You think that your wage is higher than average in the company.

- f. You are not used to making coffee for your colleagues.
 - g. You have never felt uncomfortable while wearing certain clothing or makeup that does not fit the traditional workplace standards.
 - h. You have never felt like your colleagues' gazes are sexually suggestive.
 - i. You have never been called too assertive in a teamwork setting.
 - j. You think there is no disparity between female and male employees based on their gender.²
4. Ask participants to look around the room and notice the distance between them and the others.
5. Ask participants to sit down in a circle and take 10-15 minutes to discuss their emotions and share their thoughts. Some guiding questions can be as follows:
- a. What do you think was the purpose of this exercise?
 - b. How did it feel to step forward? What about staying in your place when everybody else steps?
 - c. Why do you think this gap has appeared? Did you expect it to exist? **Note:** if everybody ends up in a similar line, ask the participants the following questions:
 - i. What does the outcome of this exercise tell us about the diversity of our team?
 - ii. Did we miss any other differences that separate us from each other?

² While it may seem that those directly affected by gender issues should step forward, spotlights should not be put on them as it would then place attention on the victims rather than the perpetrators. Instead, those who may not understand their privileged position in the team will be asked to take action.

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The Problems We Face

Time required: 25 minutes

Although gender double-bind is a universal gender bias, the way it manifests looks different from one workplace to another. If not identified, problems with the gender double-bind cannot be addressed (Hines et al., 2021). Writing down the problems ensures everyone is on the same page. In this activity, participants will identify the problems pertaining to their workplace and then develop a vision of their ideal workplace freed from gender discrimination.³

Instructions:

1. Hand out a piece of paper and pen to each participant in the room.
2. Stress to the participants that their suggestions will be kept anonymous. Ask them to write down two things:
 - a. What are the top issues relating to the gender bias that the workplace experiences?
 - b. What is your version of an ideal workplace for both genders? “Ideal” is defined as safe and comfortable.
3. Draw a matrix on a whiteboard or a computer like the one below:

Problems	Refined Problems	Goal State Suggestions	Refined Goal State

4. Collect all responses and write down the problems from each note in the first column. If there are similar ones, combine them.

³ When goals are written down, they are 42% more likely to be achieved as people encode written information better when created by them (Economy, 2022; Greene, 2019). Employees would also feel more connected to the goal state because they are involved in the process (Gleeson, 2021).

5. Take a vote to determine which 3 to 5 are the most pressing and transfer them to the second column.
6. Copy the responses for the goal state into the third column.
7. Conduct a discussion with participants to define the ideal work environment for everyone. Remind participants to pick one ideal state that is feasible to be implemented. If participants could not decide between several ideal states, synthesize the features of the ideal states into one. After reaching a consensus, write it in the fourth column.
8. Hand out an A4 paper and colored markers to each participant. Ask them to create their own poster describing the chosen goal state to display on their desks or around the workplace.
9. Give participants a short break before proceeding to the next activity.⁴

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⁴ This break is essential because it allows the participants to refresh their minds and ensure productivity for the second part of the workshop (Friedman, 2014). Some participants may experience cognitive dissonance from confronting information contrary to their beliefs. This cognitive dissonance causes discomfort, which can be mentally exhausting (Cherry, 2022).

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The Other Side

Time required: 30 minutes

An essential step to combat gender double-bind is creating empathy and compassion. Empathy is the ability to feel other people's emotions and perspectives. Empathy can lead to compassion—a desire to help others (Greater Good Magazine, n.d.). We can thus see mitigation as a two-step process: we generate empathy in participants for women suffering from gender double-bind and discrimination, which makes them want to play a part in mitigating the effects. A way to encourage this is through role-playing (Trothen, 2016). This activity pushes individuals to think from another person's perspective, making them realize the viewpoints they have been missing and allowing them to empathize better with others.

Instructions:

1. Participants pair up with a member of the opposite sex.
2. Hand out a scenario to each pair: the description of the male character for female participants and the female character for male participants. The scenarios are attached below the instructions part.
3. Explain the rules to the participants:

“The scenario describes your position and your desired result. After reading the scenario, get into character, start the conversation, and try to reach an understanding. There is no right or wrong end to the conversation. Please remember to think from your character's perspective.”
4. After 15 minutes, ask the participants to sit in the big circle and reflect on their experiences. Some guiding questions are as follows:

- a. Was it easy or difficult to defend your position?
 - b. What should be changed in your partner's character's attitudes to resolve the conflict?
 - c. As a female/male character in the role-play activity, how did you feel?
-

Note: Click [here](#) for the printable version.

Scenario 1

For the male participant

Your name is **Joo Kyung**, and you are an employee at a company. You are also a mother of two 3-year-old kids. Despite having children, you manage your workload very successfully. This year, you want to be promoted to the department chair. You are meeting with your boss **Su Ho** to discuss this. You are competent enough to take this position, and are certain that you have enough time to manage it. Therefore, **you are determined to get the position.**

For the female participant

Your name is **Su Ho**, and you are the boss of a company. You are meeting with your employee **Joo Kyung** to decide whether to promote her to the department chair. You know that she has two 3-year-old kids and probably needs to spend a lot of time with them. You are worried she would be incompetent to manage a more workload because of the kids. Therefore, **you plan not to promote Joo Kyung.**

Scenario 2

For the male participant

Your name is **Joo Kyung**, and you are an employee at a company. You just received your job performance review and reward. You compare them with your male colleague Seo Joon. He has the same job descriptions as you, and you worked on all projects together. You both have a very similar review, but Seo Joon receives more pay raises than you. **You want to negotiate for a better raise** with your boss **Su Ho** because you feel that the situation is unfair. Your boss has told you that he likes that you are very gentle and easygoing, and so you are also concerned about being nice.

For the female participant

Your name is **Su Ho**, and you are the boss of a company. You recently gave your employees **Joo Kyung** and Seo Joon their year-end job performance review and reward. They have the same job descriptions and worked on all projects together. You gave them very similar reviews, but you gave Seo Joon a higher pay raise. You believe that Seo Joon deserves a higher pay raise because he took on more workload this year than expected. You have always expected Joo Kyung to produce good quality work, and so you did not think she was extraordinary enough to get a pay raise. Joo Kyung wants to talk to you about this, and you are in your office right now. **You do not intend to give Joo Kyung more pay raise.**

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The Plan We Have

Time required: 25 minutes

After identifying the problems and the goal state for the workplace, a concrete action plan is needed to bridge the gap. Action plans are important in mitigating the gender double-bind; they allow individuals to contribute directly to the expectations of their company's environment and set guidelines to reduce gender biases.⁵ In this activity, participants will be separated into teams of three to four people.⁶ Furthermore, timelines should be established to ensure that the chosen strategies are implemented in a timely manner (Morero, 2018).

Instructions:

1. Pull up the matrix drawn on a whiteboard or computer to remind participants of the problems and goal states.
2. Separate the participants into teams of 3-4 people.
3. Give each team a different topic to address in relation to the gender double-bind/biases.

These need to be included (but not restricted to):

- a. Language
 - b. Policies
 - c. Standards/Expectations
4. Each group must identify at least three key steps to mitigate the problems that occur in each topic. This number is chosen as it is small enough to achieve in the time limit while

⁵ Writing down the specific actions and sharing them with others also makes a goal 1.4 times more likely to be achieved than if it were not written down (Greene, 2019).

⁶ These numbers are ideal for facilitating dialogue communication instead of a monologue (Gurteen, 2016).

providing a range of solutions. To brainstorm effectively, ask them to work through the following questions:

- a. What have other companies, countries, or organizations done to address these issues?
 - b. How does the implementation of this suggestion make you feel?
 - c. Work backwards! What are the steps needed to achieve the goal state?
5. Give each group 10 minutes to complete this activity and then ask them to present their three key steps.
 6. Ask other teams to offer feedback.
 7. Conduct a vote on whether a step should be included, discarded, or altered for the action plan. This should be done in a table similar to the following:

Included	Discarded	Altered

8. Discuss what needs to change for the altered column. Move the new ideas to the included or discarded column. Go over the action plan again and see if any steps could benefit from a deadline, such as “implement policy x by date y.”
9. Like Activity 2, get each person to create a poster of the action plan that can be displayed around the workplace so everyone can see their contribution.

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Word Count: 2974 words

HC Appendix

HC Applied	Where is the HC applied in the project?	Why is this a strong choice of HC (how does it make the project stronger)?	Explain how this HC is applied and why the application is strong.
#organization	The entire paper	<p>A workshop guideline needs to include many components, from giving the moderators context and information on the topics to detailed instructions.</p> <p>#Organization’s emphasis on organizing the paper “in a way that will be easy for the intended audience to understand and remember” guides us on the best way to organize the paper. With good #organization, we ensure that whoever reading the paper—employers, moderators, or participants—can easily follow and understand the paper. This can then increase the likelihood that the workshop will be implemented.</p>	<p>Recognizing that the workshop guidelines should give the audience knowledge of the theme (gender double-bind) in addition to the instructions on the activities, we organize the paper into two main sections: introduction (“Gender Double-Bind”) and activities (“Gender Double-Bind Workshop”) Within each section, we have smaller subsections to group different main ideas under different subtitles. Not only does this organizational style ensure our writing is coherent, but it also helps the audience to locate information easily. Furthermore, we also organize the activities in a logical order using our refined question (how can we educate men about the gender double-bind and teach them to implement strategies to mitigate its effects?) as a guide: activities in the first part of the workshop target recognizing gender double-bind and those in the second part teaches strategies and ways to implement them. This way of organizing our workshop ensures its effectiveness because participants can only productively come up with and become a solution to the problem (gender double-bind) if they recognize the problem in the first place.</p> <p>Additionally, we use different font sizes for the headings to allow the reader to easily locate different parts. The main sections (“Gender Double-Bind” and “Gender Double-Bind Workshop”) use a font size of 16. Sub-headings, such as “Overview” and titles of activities, have a font size of 14. Everything else uses a font size of 12. Decreasing the</p>

			font size by 2 makes different parts more distinctive.
#fallacies	“Examples of gender double-bind” and “The Other Side”	<p>Using #fallacies to discuss why gender double-bind is problematic adds a more logical lens to the phenomenon. It also gets to the mechanism behind different gender double-bind scenarios. As a result, readers will not only know why gender double-bind is problematic, but also why and how it is problematic. Knowing the two components could hopefully serve as a stronger persuasion.</p> <p>Additionally, fallacy identification forms the foundation for us to design our workshop activities as we now know what fallacious thinking we should mitigate in the participants.</p>	<p>We recognize that all scenarios involving gender double-bind are fallacious and identify the fallacy behind gender double-bind as the double standard fallacy. To explain how the fallacy violates proper logic where men and women should be judged by the same standards, we provided concrete examples illustrating how the fallacies operate in real life. We identify the premises for a good leader (e.g., “assertive,” “ambitious”), and show how when these premises apply to a woman, she is suddenly not a good leader. The failure of the conclusion to follow the premises is a violation of proper logic. Furthermore, the example on motherhood and workplace demonstrates a false dilemma fallacy, where women are expected to be either one thing or the other, with the “or” being an exclusive or.</p> <p>We correct the fallacy in our workshop activities. The correction is particularly salient in “The Other Side.” As these fallacies exist because individuals fail to view a situation from another person’s point of view and empathize with them, “The Other Side” is a good activity since it exposes the participants to a standard or norm that they do not typically experience. Consequently, participants can better empathize and feel compassion for others.</p>

#complexcausality	In the “Introduction” section, specifically in “Consequences of gender double-bind”	We need to inform our audience of the consequences of gender double-bind to establish a strong case and an urgency for the need of this workshop. To identify the consequences of gender double-bind, #complexcausality is helpful as it gives us a tool to methodically identify how gender double-bind can cause different problems (known as “effects” in #complexcausality term).	We identify gender double-bind as the higher-order cause of the higher-order effect of hardening the glass ceiling. We methodically look at the chain of effects flowing downstream from the higher-order cause. We identify the mechanisms underlying gender double-bind—descriptive and prescriptive bias—and consider how the interactions between them lead to a significant effect: the deprivation of, hence the strong need to protect, psychological safety. We examine the severity of this effect by identifying how the interaction between prescriptive and descriptive bias forms a reinforcing feedback loop where the expectations generated from prescriptive bias prompt women to adhere to gendered expectations that further reinforce the descriptive and prescriptive bias. After this, we describe how needing but not getting psychological safety hurts a woman's potential and men's evaluation of women's competence, which causes women to be promoted less often—hardening the glass ceiling. Overall, after identifying the higher-order cause, we identify the first-order effect (deprivation of psychological safety), the second-order effect (women not meeting their full potential), and finally the third and higher-order effect (the hardening of the glass ceiling).
#persuasion	“The Assumptions We Have” and “The Gap Between Us”	The point of the first two activities is to make our participants realize that gender double-bind exists as a result of gender discrimination and although some might be aware that it exists, they do not realize the nuances that accentuate the issue. #Persuasion was the most rational choice here as it convinces the participants in a natural way by contradicting their prior assumptions with the use of a	We apply #persuasion in a structural format in the first two activities. Specifically, we use the cognitive dissonance theory. When the answers to the prior assumption test are revealed, participants who do not get the right answers have to confront two contradictory beliefs—their initial beliefs and real facts. This dissonance would convey to participants who are initially unaware of the severity of gender discrimination and why they

		Q&A test and physical activity.	should care. As a result, by using cognitive dissonance theory for the first activity, we set a strong foundation for the rest of the workshop, ensuring engagement from them. Additionally, the questions from the test are based on actual facts and data from reliable sources, such as the OECD, which reinforces the persuasiveness of the test. We further build on the cognitive dissonance theory in the second activity. The first activity's cognitive dissonance is evoked using facts that pertain to wider Korean society. The second activity focuses more on the individual workplace. Assuming that some participants' level of care after the first activity is not high enough since they may disassociate their workplace from the wider Korean society, the second activity creates another layer of cognitive dissonance, increasing the likelihood that participants will care about the issue.
#rightproblem	The arrangement of the workshop activities, "The Problems We Face."	Much of our workshop revolves around not solely identifying a broad problem of the gender double-bind but also problems specific to individual workplaces. Hence, by introducing a clear-cut problem identifying and solving process, companies and organizations can effectively characterize and tackle issues unique to them.	<p>From our refined question, we identify an initial state (a lack of awareness of gender double-bind) and a goal state we want the workshop to achieve (participants taking actions to mitigate its effects). We therefore structure our workshop using this step-by-step thinking process where the first part (Activity 1 to 3) is on raising awareness and the second part (Activity 4 to 5) is on mitigation strategies.</p> <p>In "The Problems We Face," participants are asked to define the initial state and the goal state of gender discrimination. By splitting the problem-solving process methodically into two components (initial state and goal state), not only did we help the participants accurately characterize the problem and goal—which would facilitate the second part of the workshop efficiently—we also allow</p>

			<p>them to see the issue and the ideal state which will help make the once abstract problem more concrete. Additionally, we gave the context on why problem identification and solution ideation are effective approaches to solving the issue. Using tables to separate different components of this HC also sifts through ineffective approaches to problem-solving as people need to be able to not only come up with ideas and solutions but justify why and when they would work.</p>
#biasmitigation	<p>“The Gap Between Us” and “The Other Side.”</p>	<p>Gender double-bind is a form of gender bias. To mitigate the effects, participants need to change their biased perspectives of the gender power dynamics in the workplace. Our whole deliverable revolves around two things: making participants aware of their biases on the topic of gender discrimination, and creating practical ways to mitigate them. Hence, #biasmitigation is the best choice as it gives us the toolkits to design activities to mitigate participants’ biases.</p>	<p>We recognize that gender bias arises when individuals have deeply internalized and normalized perceptions of gender inequality in the workplace. We attempt to reduce this bias by challenging the participants’ perceptions by creating a visual representation of the gender disparity in power and privilege. When participants see the disparity, their normalized perception will be disrupted, simultaneously destroying the perceptions their biases on gender are based on. Furthermore, we realize that gender double-bind and gender bias happen because men are unable to empathize and feel compassion for women. We then propose doing role-play, which utilizes the strategy called “consider the opposite.” We justify how this bias mitigation strategy can help mitigate the effects of gender double-bind.</p>

Process and Reflection Appendix

M-Pow!'s final deliverable is different from what was proposed in the Spring proposal. Our initial plan was to create a video with Koreans discussing their views on gender issues. However, we soon found out from Professor Carter's feedback and the planning process that the proposed deliverable required too much effort and resources, such as recruiting working Koreans in a country where we did not speak the language and renting a studio with no financial resources. Therefore, we decided to design a workshop—a deliverable we proposed in Fall.

The original labor division is as follows:

- Video planning: Gabija Parnarauskaitė and Zhi Zhi Chia
- Filming Crew: Mian Sameer Zahid and Tara Duckworth
- Transcript and Subtitles: Zhi Zhi Chia
- Video editing: Viktoriia Danutsa

The new labor division is as follows:

- Introduction, research and ideas synthesis, and editing: Zhi Zhi Chia
- Activity 1 (The Assumption We Have): Mian Sameer Zahid
- Activity 2 (The Gap Between Us): Gabija Parnarauskaite
- Activity 3 and 5 (The Problems We Face; The Plans We Have): Tara Duckworth
- Activity 4 (The Other Side): Viktoriia Danutsa

Our biggest takeaway from this deliverable is the importance to plan in detail with constraints in mind. We were aware of the steps to create a video (recruit participants, film, edit), but we did not clearly consider how to do them. As a result, we ran into many logistic and financial issues when we were about to execute each step. In the future, we will keep our ambition moderate by visualizing the what and how for each step to create a deliverable.