



EVALUATION REPORT - Appendices

Gender Inclusive Leadership Training for Male Supervisors in Skilled Trades

Delivered by the YWCA Halifax Shift Change Project
funded by Women and Gender Equality

JULY 2021

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Appendix A:
Curriculum Review Process

APPENDIX A: Curriculum Review Process

Invitation to Reviewers:

Thank you for making time to review the pilot course we are hoping to launch in the new year, your feedback and input is very much appreciated and important to this work. We are providing some information and context for you to inform the review process and hopefully make it a meaningful one for both you and the course designers. Please tell us if you have any questions or concerns about either this information or our approach. Our intent is to make this learning experience a safe and powerful one for the learners and do our best to ensure the experiences and voices of women, who will not be in the room, come through to the audience in a meaningful and impactful way. This course is a pilot and we will be learning along with the learners about the impact we hope to have, thank you again for being part of this.

Context about the Course:

The YWCA Halifax's Shift Change is a women's economic security project funded by Canada's Department of Women and Gender Equality aiming to address barriers to women working in the trades. This three year project started in 2018. Our approach is to collaborate and act with private sector employers and partners to understand and influence workplace culture that impacts women in these fields. In 2019, the project conducted a gender based needs assessment and a series of focus groups with women and men in skilled trades. Focus was put on learning more about the perspectives of male supervisors to consider what kind of workplace change could be addressed by working with this group. The concept of a specialized training course for male supervisors was identified as a way to address some of the needs expressed by both women and men.

In 2019 and 2020, project staff connected with staff in the NSCC School of Access to consider partnering on offering a course that would support workplace culture change which is preventing women and other people from accessing and sustaining employment in the skilled trades field. A formal partnership to collaborate was established with the project to launch the course pilot with NSCC providing input into the design and review of the course and later, after the pilot, continuing to the deliver of the course and sustain impact.

This kind of training is new to the skilled trades field and it is important to both the project and NSCC that the course support the inclusion of the experiences and wisdom of diverse women including perspectives from African Nova Scotian women, Indigenous women and women in skilled trades. NSCC is facilitating the inclusion of these perspectives in the course review process. In addition, staff from the project have collected and compiled feedback from skilled trades employers and sector partners which will help inform the course content and delivery.

Commitments from Women Unlimited and the Office to Advance Women in Apprenticeship have been made to help find and support women to be guest speakers as part of the course module learning. This is another way that we seek to be inclusive of women's experience and voice.

A course consultant has been hired to design and facilitate the course for male supervisors. This individual is part of the review process and keen to support any changes that help make this course a great learning experience for participants. Final decisions on changes will be made by the review team with support of managers should any conflict in views arise.

Review Process:

A small review team with both project and NSCC staff have been meeting to both review existing curriculum and guide the curriculum review process. At a pre-review meeting, staff decided on the following process for review of the course:

STEP 1: NSCC will invite reviewers and provide 1-2wks for them to review the course independently. Reviewers are asked to consider the following elements of the course when they review:

- Consider the audience: Male supervisors in the skilled trades.
- Does this course fit into NSCC's culture and approach to learning?
- What do you think of how the course is named?
- Consider the modules, associated activities, the process and outcomes. What is coming up for you? Do you have any ideas about resources and/or activities that could increase the meaning or impact of the modules?
- Do you feel there is anything missing? Any gaps or things you expected to see that you didn't?

Please keep track of your feedback in whatever way works best for you. Any notes will be helpful to our process but are not necessary. Project staff will be able to record feedback in the review meeting, step 2.

STEP 2: NSCC will coordinate a two-hour time block for reviewers and project staff to meet via video call and go through the following review process. The project staff and facilitator will make note of feedback:

40mins: Check In: Introducing each other and what unique perspective we are each bringing to this work

10mins: A birds eye view walk through of the course by the curriculum designer and facilitator

50mins: Feedback and discussion around course

10mins: Summary and Next Steps

10mins: Check Out

STEP 3: The project team will integrate the feedback into the course, make changes and report back to the review team. A determination will be made by the review team about how to share the changes and whether or not there is a need to re-convene the reviewers on a second video call based on both the amount of change and the needs of the reviewers to see what changes have been made.

Thank you for providing your time, energy and talent into this review process. We hope that this work will lead to a culture change that benefits men, women and other under-represented people in skilled trades work.

Appendix B:

Shift Change Logic Model

Shift Change Evaluation Logic Model

Context	Statement	Project Inputs	Project Activities	Project Outputs	Outcomes		
					Short Term (1-2 years)	Medium Term (3-5 years)	Long Term (6+ years)
					What are the short-term outcomes?	What are the medium-term outcomes?	What are the long-term outcomes?
<p>Labour market demand for skilled tradespeople in NS</p> <p>Women are significantly underrepresented in the NS skilled trades</p> <p>Multiple barriers limit the career advancement and retention of NS tradeswomen</p>	<p>YWCA Shift Change project implements targeted supports in partnership with companies and sector partners to increase advancement and retention of NS tradeswomen.</p>	<p>WAGE funding</p> <p>Employer in-kind contributions</p> <p>Organizations participating in interviews and guidance, knowledge sharing</p> <p>Project staff Information, resources, tools and expertise</p> <p>Evaluators</p> <p>Evaluation framework</p>	<p>Gender based needs assessment</p> <p>Focus Groups with tradespeople</p> <p>Interviews with Employers (HR/Trainers) and Stakeholders</p> <p>Professional/ local networking</p> <p>Training for male supervisors</p> <p>Evaluation & Knowledge Translation</p>	<p># of male supervisors trained in gender inclusive practices</p> <p># of employers and partners engaging with Shift Change around gender inclusion</p> <p># of employers and partners accessing learning and expertise on gender inclusion</p> <p># of workplaces adopting new practices</p> <p>Training curriculum</p> <p>Facilitation guide</p> <p>Powerpoints</p>	<p>Male supervisors:</p> <p>INCREASED understanding of enablers/barriers experienced by women in skilled trades.</p> <p>INCREASED knowledge, confidence and skills working with gender and difference.</p> <p>INCREASED positive attitudes towards working with gender and difference.</p> <p>INCREASED ability to act and respond to workplace situations associated with gender and difference.</p> <p>INCREASED actions by men who identify as champions and allies for women in skilled trades.</p> <p>INCREASED connect to a peer network obtained through the course.</p> <p>Partner Employers:</p> <p>INCREASED understanding of how to support male supervisors with effective leadership training</p> <p>Stakeholders:</p> <p>IMPROVED capacity to identify gaps and opportunities to advance women's economic security</p> <p>IMPROVED knowledge of barriers and effective strategies to overcome women's underrepresentation.</p>	<p>Male supervisors:</p> <p>INCREASED ability to act and respond to workplace situations associated with gender and difference.</p> <p>IMPROVED access, use and promotion of actions that increase inclusivity in the workplace.</p> <p>EXPANDED peer network to include additional cohorts and integration of women in skilled trades.</p> <p>Partner Employers:</p> <p>INCREASED number of partner employers who support men to obtain gender inclusive training.</p> <p>INCREASED number of partner employers who have identified ways to increase women's recruitment and retention in these fields of work.</p> <p>Stakeholders:</p> <p>IMPROVED capacity to expand and provide support, education and resources to employers in a coordinated way.</p> <p>ENHANCED partnerships using evidence-informed practices and policy.</p> <p>ENHANCED capacity to promote relevant guidelines and literature.</p>	<p>Male supervisors:</p> <p>IMPROVED quality and access to inclusive and intersectional training to increase inclusion of underrepresented people in skilled trades.</p> <p>Partner Employers:</p> <p>Provide a network structure for employers and industry leaders to learn from best practices.</p> <p>IMPROVED quality of collaborations among and between partners through network activity.</p> <p>Piloted and evaluated strategies to increase women's recruitment and retention in these fields of work.</p> <p>Stakeholders:</p> <p>INCREASED Inclusive and intersectional training embedded in skilled trades curriculum.</p> <p>INCREASED involvement in policy and planning for inclusion of underrepresented people in skilled trades.</p>

Appendix C:

Shift Change Learning Report

(from focus groups with male supervisors)



SHIFT CHANGE LEARNING REPORT

YWCA Halifax's Shift Change project works with partners and employers to learn about and support a culture shift that benefits women and men in skilled trades. Women are engaged in this project and we know their experience is already well explored and documented. This learning report shares highlights of focus groups conducted with male supervisors to learn more about the themes and opportunities arising from their perspectives. Going forward, we will continue to work with partners and employers on the opportunities and specifically on investments in workplace culture changes.

We are grateful to partners and employers for their commitment to inclusion. Their support made these focus groups possible. **We appreciate the men** who gave their time and participated openly in these discussions. **We thank all the amazing women** who continue to invest their time, passion and patience into this work.

About the Shift Change Project



The YWCA Halifax's Shift Change is a women's economic security project funded by Canada's Department of Women and Gender Equality aiming to address barriers to women working in the trades.



Focus Groups

- 71 male supervisors from 20+ companies
- 5 focus groups
- Strong turnout from a range of sectors (construction, industrial, manufacturing)
- Participants spoke freely
- Positive feedback on value of the sessions and a desire for more of these opportunities

THEMES OF FOCUS GROUPS



More women in the workplace is a difficult adjustment for men. There are challenges that come with this change, time is needed to adapt. Comments like “It’s going too fast” and a sense of precariousness arose.

Men feel undervalued. They have a sense that their work isn’t recognized and respected either by the companies or society in general. This makes empathizing with others more challenging.



It’s difficult to be a champion for this change. The challenges of increased diversity are varied and complex. This makes it difficult for any one individual to stand out amongst their peers to support the change.

With some exceptions, the **struggles that are most “acute” are around sexual harassment, sexuality in the workplace and language.** Support is needed to manage these struggles individually and for their crew.

Fear of repercussion. Companies expect change and responses can be punitive. Men want to do the right thing but aren't always sure what that is. They fear if they do something wrong they could lose their job.



Individuals need time and space to be self-reflective as to their own role in creating the conditions for a better workplace culture. Increased understanding must happen to change perceptions on both an individual and collective level.



STRENGTHS

of increasing diversity

- ↑ Diverse individuals sometimes face great obstacles and tend to be great workers
- ↑ Diversity improves the workplace - safer, cleaner, kinder
- ↑ You get different skillsets, new perspectives, innovation
- ↑ Respect increases, people are more thoughtful
- ↑ Adds balance in new and different (sometimes unanticipated) ways
- ↑ Creates a better mental health environment, more emotionally available.
- ↑ There's a skill shortage, we need more people
- ↑ It affects all generations



CHALLENGES

to increasing diversity

- ↓ Conflict is happening on many levels
- ↓ Sexual tension and politics are factors
- ↓ Company policies and practices are not always in alignment
- ↓ Needed supports not always available
- ↓ Fear of losing career based on doing something wrong
- ↓ Unfair hiring and reviews, tokenism
- ↓ Personality clashes
- ↓ Lack of applicants
- ↓ Work force language
- ↓ Differential skill sets, proper apprenticeship/training needed



OPPORTUNITIES

for change

- ☒ Understand and appreciate the challenges of differences
- ☒ Training and support for supervisors
- ☒ More dialogue and bonding between people, cross organizational
- ☒ Support systems in place for mental health and life challenges
- ☒ Clear and fair standards
- ☒ Teach how to work with diversity
- ☒ Improve training, transitioning and job placement
- ☒ Shift perspectives and attitudes
- ☒ Conflict resolution training
- ☒ Coaching and mentorship
- ☒ Interactive training, education

Appendix D: Employer and Partner Synthesis

Employer & Sector Partner Interview Synthesis

Between July and October 2020, employers and sector partners who represent women were interviewed to provide more detailed feedback and input on the creation of a male supervisor training pilot. The information below reflects aggregated and themed feedback with some individual insights.

Overview

- 11 interviews with senior level male and female managers, human resource specialists and trainers
- 3 sector partners representing women in skilled trades
- Asked a broad range of questions; feedback on the content of a supervisor training, information about existing diversity training and examples, a reality check on timing and logistics, outlook on sending supervisors and what would make the training appealing
- Employers represent several sectors (construction, industrial/manufacturing)
- Employers are excited to engage in this pilot training program and be part of a new training program that looks different from what is out there.
- Sector partners are interested in the bigger picture of diversity and inclusion training; the different audiences, reducing confusion among trainers, employers and employees, and increasing uptake.

Key Themes

The proposed training to support topics around gender diversity and inclusion is filling a gap area in existing training. Interviewees expressed their approval that this kind of learning is needed and as expressed, does not already exist.

The course must include women in skilled trades voices. It's important that male supervisors really understand the women's experience on the worksite.

Most employers have offered some kind of diversity, leadership management training but it is somewhat limited. Feedback indicated that more hands on, experiential training is needed. Additionally, most employers have not engaged in more than one kind of diversity and inclusion training.

Employers felt they could send people, timing may be a challenge, supervisors are busy. There is also other certification and training competing with this. The need for this kind of training was felt broadly by interviewees but timing can be a challenge. Looking for industry slowdown times was constructive feedback to inform planning. Timing suggestions included hosting training between November - early March and once a week, early in the morning not at the beginning or end of the week.

To attract participants, the training needs to come across as useful and appealing as well as safe. The training should be communicated in simple and engaging language. Having endorsement from industry partners would be helpful.

This program should be framed as leadership training instead of diversity training and enrollment should be voluntary. Some employees feel that if they are asked to go on diversity training it's because they have done something wrong. It's important that this is seen as a leadership opportunity and not a punitive measure from the employer.

Validate the experience of what it is like to work in today's world and equip supervisors with the language and skills they need to work well in the new economy. Change is happening, men need time to learn and adapt to embrace the changes.

Individual Insights

- Participants need to feel comfortable and confident...honest questions should be ok without fear of reprimand.
- We want our people to have the tools to help them to succeed! So many of us are oblivious to the needs they have.
- There is hesitancy to sign up for training that includes difficult conversations. Creating experiential learning is really important to reduce the barriers around people's comfort level. The best way to change things is to have people experience things to help change the attitudes.
- Make it really clear and simple language - have you ever wondered what the right thing to say sounds like? Have you ever had somebody who was addressed as 'they'?
- Classroom settings can cause some of these folks anxiety. Forget all the buzzwords, they need clear simple language and back up what you say. Be real with them, give real examples.
- Behaviour change is important. Men need to understand what the right and wrong response is, be equipped with the right tactics to address the issues and have a chance to practice.
- Any opportunity like this where people get to reflect is really important - where people can have an aha moment. This could be a turning point for the person.
- It sounds great, definitely skills any supervisor should be willing to learn. Turnover in the crew from older to younger supervisors over the past few years. The younger crew is more open to a changing environment.
- This training is timely and it's getting more traction and important for supervisors to understand the power that they wield.

Appendix E:

Web Surveys & Questions

Pre-assessment - Gender Inclusive Leadership Certificate

Please respond as you are able. Information from this Pre-course assessment will help support learning and evaluation for this course.

1. What day of the month were you born? (e.g. March 3rd - put "03")

2. What are the 2 last numbers of the year you were born (e.g. 1977 - answer 77)

3. Your role or title at work

4. The name of your employer

5. What do you hope to learn more about in this course?

6. What concerns or worries do you have about taking this course?

7. Is there anything we should know to support your learning in this course? (e.g. hearing disability, mobility issues, etc).

* 8. Name the top three ways in which you prefer to learn?

	In-person face to face training	Self-paced online courses	Moderated online courses with an instructor	Blended trainings (online and in- person)	Detailed assignments	Coaching	On the job/learning by doing
First preference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Second preference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Third preference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

9. Have you taken any past training on including women in the workplace?

10. Was the training useful? Why or why not?

11. What is your comfort level working with women on the jobsite?

Very uncomfortable	Uncomfortable	Comfortable	Very comfortable	N/A
<input type="radio"/>				

12. To what extent does including women in the workplace impact your everyday work?

Not at all	To a small extent	To a moderate extent	To a great extent
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. How important is including women on the jobsite to the mandate of your workplace?

Not at all	To a small extent	To a moderate extent	To a great extent
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Have you received support from your employer to include women in the workplace?

- Yes
- No
- Not applicable
- If yes, (please specify)

15. What do you see as the barriers or challenges for women working in your workplace?

16. What is your confidence level when responding to negative workplace situations related to including women in the workplace?

- Not confident at all
- Slightly confident
- Confident
- Very confident
- N/A

17. Is there anything that would need to change in your workplace so that it would be more inclusive of women?

- Yes
- No

18. In response to the previous question (#17) - If you answered yes, what needs to change. If you answered no, why not?

19. Please indicate your level of knowledge and confidence by selecting the applicable box.

	I don't know about this	I know about this	I am confident enough to use in my everyday work	I am confident enough to lead work on this
Understanding how women are negatively impacted in the workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to act and respond to negative workplace situations associated with gender and difference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skills needed to foster gender inclusive worksites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to balance power and privilege in the workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to speak up when situations of bias, harassment and discrimination occur	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practicing empathy and allyship in the workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Module 1: Understanding gender in the workplace

1. How would you rate this module?

Excellent

Good

Poor

2. Why?

3. What did you like best about this session?

4. Why?

5. What did you like least?

6. Why?

7. Do you have any suggestions to improve the session?

8. What did you learn after your homework of interviewing a woman?

9. How do you think gender impacts or affects your workplace?

Module 2: Awareness of gender

1. How would you rate this module?

Excellent

Good

Poor

2. Why?

3. What did you like best about this session?

4. Why?

5. What did you like least?

6. Why?

7. Do you have any suggestions to improve the session?

8. What is the biggest learning you took away from what the women shared in class?

9. What do you feel can be done to counter biases against women in the workplace?

10. What are 3 things that could be done in your own worksite to make it more welcoming for women and inclusive for others?

Module 3: Power and privilege

1. How would you rate this module?

Excellent

Good

Poor

2. Why?

3. What did you like best about this session?

4. Why?

5. What did you like least?

6. Why?

7. Do you have any suggestions to improve the session?

8. What have you learned about privilege in your life?

9. List 3 ways you can be an ally to women in the workplace?

Module 4: Communication and gender-based violence in the workplace

1. How would you rate this module?

Excellent

Good

Poor

2. Why?

3. What did you like best about this session?

4. Why?

5. What did you like least?

6. Why?

7. Do you have any suggestions to improve the session?

8. Respond to this scenario: *You are having a conversation at lunch about online dating with a group of co-workers. One of your co-workers says, "You have to get Tinder; there are so many &*(#@)& on there!" Everyone laughs. Your friend pulls out their phone and says, "Check out who I've been talking to? We've only hung out once and they've already sent me naked pics!" Your co-worker proceeds to show everyone the naked photos.*

9. Respond to this scenario: *You notice one of your co-workers has not been focusing on their work and paying too much attention to a new female worker. The female worker has looked uncomfortable with the attention. You passed by them and noticed the co-worker touching the female worker inappropriately. What do you do?*

10. What stands out for you from the videos you watched for the homework?

11. What are ways in which you feel you could become more than a bystander related to gender-based violence in the workplace?

12. What pledge will you make to advocate for women and to prevent sexual harassment and gender based violence?

Module 5: Conflict resolution

1. How would you rate this module?

Excellent

Good

Poor

2. Why?

3. What did you like best about this session?

4. Why?

5. What did you like least?

6. Why?

7.

Consider your workplace or family- analyse the ABC's and FEARS in your workplace related to gender- *Note: The design of the survey program doesn't allow you to input answers into the table, so each part of the table relates to a question below where you can write your answers. Alternately, if you already filled it out by hand or computer, you can send directly to my email: steve@stephenlaw.ca*

ABC's and FEARS related to gender

Men's Perspective	Women's Perspective
Behaviours (what you see)	Behaviours (what you see)
Attitudes (what they believe)	Attitudes (what they believe)
Context (what they face)	(Context (what they face)
FEARS related to women in the worksite	Fears related to men in the worksite

Men - what are their behaviours (what you see)

Men - what are their attitudes underlying their behaviours?

Men - what is the context for men in your workplace or family as it relates to gender?

Men - What are men's FEARS about women - in your workplace or family?

Women - what are their behaviours (what you see)?

Women - what are their attitudes (underlying their behaviours)?

Women - what is the context for women in your workplace or family as it relates to gender?

Women - What are women's FEARS about men - in your workplace or family?

8. What is a real, practical and achievable action(s) you can and will do to address the FEARS and the ABC's related to gender problems (issues) or conflicts in your workplace? (Your action needs to relate directly to the FEARS or ABC's you have identified). For example, if you decide you will address attitudes of men who are afraid of change. The action you take will be to communicate with the men. You will also need to describe the who, what, where and when associated with your action. Your answer should look something like this:

ABC or FEARS you will address: *attitudes of men who are afraid of change*

ACTION: *You will communicate and share with men information on gender issues in the workplace including statistics, personal experiences, the effects of microaggressions, and how you hope to work towards creating gender inclusive worksites because you think the change will be good for you, the women and the industry.*

Where and when: *In the trailer (or at break) / or as part of worker training session at lunch*

9. Practice using active listening skills - after your conversation with a woman how did things go, what happened, what did you learn?

Post-assessment - Gender Inclusive Leadership Certificate

Please respond as you are able. Information from this Post-course assessment will help support continued learning and evaluation for this course.

* 1. What day of the month were you born? (e.g. March 3rd - put "03")

* 2. What are the 2 last numbers of the year you were born (e.g. 1977 - answer 77)

3. Did you learn what you hoped to learn in this course?

4. Please rate the modules based on how useful they were for your work:

	Not at all useful	Slightly useful	Moderately useful	Very useful
Module 1: Understanding gender in the workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Module 2: Awareness of Gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Module 3: Power and Gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Module 4: Communication & Gender-based violence in the workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Module 5: Conflict resolution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Module 6: Leadership & fostering welcoming and inclusive worksites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. What did you like the most about the course?

6. What did you like the least about the course?

7. Now that you have taken the course, to what extent has your comfort level working with women on the jobsite changed?

Not at all	To a small extent	To a moderate extent	To a great extent	N/A
<input type="radio"/>				

8. Now that you have taken the course, to what extent does including women in the workplace impact your everyday work?

Not at all	To a small extent	To a moderate extent	To a great extent	N/A
<input type="radio"/>				

9. Now that you have taken the course, how important should it be to the mandate of your workplace to include women on the jobsite?

Not at all	To a small extent	To a moderate extent	To a great extent
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Now that you've taken the course, what types of support are needed from your employer to include women in the workplace?

11. Now that you've taken the course, can you tell use what you see as the top 3 barriers or challenges for women working in your workplace?

12. What needs to change, if anything, to overcome the barriers and challenges to be more inclusive of women?

13. To what extent has your confidence level changed when responding to negative workplace situations related to including women in the workplace?

Not at all	To a small extent	To a moderate extent	To a great extent
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. To what extent has this course changed your ability to lead inclusion efforts?

Not at all	To a small extent	To a moderate extent	To a great extent
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. To what extent has your level of confidence to use what you learned in the course in your everyday work changed?

	Not at all	To a small extent	To a moderate extent	To a great extent
Understanding how women are negatively impacted in the workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to act and respond to negative workplace situations associated with gender and difference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skills needed to foster gender inclusive worksites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to balance power and privilege in the workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to speak up when situations of bias, harassment and discrimination occur	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practicing empathy and allyship in the workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Now that you have done this course, would you be interested in participating in similar types of training about inclusive workplaces?

- Yes
- No
- Possibly

Other (please specify)

17. How likely are you to recommend this course to others?

Very unlikely

Unlikely

Likely

Very likely

18. Do you have any final thoughts, questions or suggestions to share with us about your experience in this course?