

Co-creation Gender Equality from Classroom to Organizations Innovations in Nordic Welfare Societies

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CO-CREATING GENDER EQUALITY FROM CLASSROOM TO ORGANIZATIONS: INNOVATIONS IN NORDIC WELFARE SOCIETIES

DISSEMINATION REPORT: **GENDERLAB**

CBS  COPENHAGEN
BUSINESS SCHOOL
HANDELSHØJSKOLEN

KVINFO
GenderLAB 

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Disclaimer

The GenderLAB format was developed in a cross-disciplinary project between Copenhagen Business School and KVINFO. It was tested with help from the following collaboration partners: The Royal Institute of Technology (KTH) in Stockholm and the GODESS Institute at Hanken School of Economics in Helsinki. Particularly involved in the project were: Prof. Sara Louise Muhr, Prof. Stina Teilmann-Lock, Bontu Lucie Guschke, Jannick Friis Christensen and Rebekka Mahler, Ellen Månsson and Kai Inga Basner.

The GenderLAB format is innovative and co-creative and was developed based on highly specialized, cross-disciplinary academic knowledge and in-depth practical experiences. As we conduct more GenderLABs and receive participant feedback, the format continuously adapts and more exercises are developed. Therefore, it is not possible to capture all of its many nuances once and for all in writing, let alone in this document.

However, what this document can capture is the outline and foundations of GenderLAB. It provides an overview of its purpose, conceptual layout and practical set-up. The instructions and associated materials provided here are made available freely, but they are limited to non-commercial use only. In so doing, we aim to meaningfully contribute to the current discourse on diversity and inclusion and hope to provide particularly smaller groups with everything they need in order to experience GenderLAB.

That said, leading and facilitating GenderLABs successfully, in particular with larger groups or in corporate settings, requires in-depth background knowledge on gender equality and diversity work, design-thinking practices and norm-critical approaches. It also demands a team of trained facilitators as well as a bespoke compilation of GenderLAB methodologies in order to best suit the given context. This lies beyond of what this document can provide.

In order to receive more information about how to lead and facilitate a GenderLAB, please visit CBS.dk/GenderLAB or KVINFO.dk to learn more about GenderLAB materials, facilitation and further options.



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1. About the project

The project on *Co-creating Gender Equality from Classroom to Organizations: Innovations in Nordic Welfare Societies* brought together a diverse set of stakeholders in three Nordic countries – Denmark, Sweden and Finland – to combine three interrelated topics in an exploratory and co-creative workshop concept: Gender-influenced educational choices, due to norms of masculinity in leadership, and gendered organizational norms.

The finalized workshop format is called GenderLAB and was produced in a collaboration between Copenhagen Business School (CBS) and KVINFO and further developed with help from our partnering institutions The Royal Institute of Technology (KTH) in Stockholm and the GODESS Institute at Hanken School of Economics in Helsinki.

GenderLAB is suitable for use across broad audiences, including (but not limited to) students, business and academic leaders, educators and NGO representatives. It aims to bring people together across their differences to innovatively address challenges around diversity, in particular relating to gender equality. Its flexible format can be used with both homogeneous and heterogeneous groups of participants (for examples with participants from a focal organisation or from different organisations). It allows tackling both broad, societal (e.g. women's lacking representation in STEM – science, technology, engineering and mathematics) as well as very specific problem statements (e.g. a particular challenge regarding the hiring of female directors in a given company).

The GenderLAB format has been successfully applied to find new solutions for a number of case organizations across the Nordics, out of which the cases provided by the Danish Defence and Roskilde Festival as well as the more general topic of women in STEM have been developed into case studies that can be used for teaching or other group discussions and which are available for download at CBS.dk/GenderLAB.

2. What is GenderLAB?

GenderLAB uses design thinking to offer an agile process that enables participants to brainstorm ideas and quickly test solutions to pressing social challenges where gender and diversity play a key role.

GenderLAB brings together individuals with different knowledge and viewpoints to explore and co-create solutions, policies, action strategies, etc. It fosters collaboration and interaction between different points of view in order to ensure rich conversations and to help generate new insights.

GenderLAB structures conversations on ambitions, scale and impact of ideas and possible solutions to a problem. These conversations are accompanied by norm-critical exercises that are based on knowledge on gender and diversity. This contributes to raising awareness, disrupting and transgressing commonly held assumptions and unconscious biases among participants.



Photo: Mayra Navarrete

Design thinking

The overall process of GenderLAB is facilitated by design thinking, which is a practical approach for tackling complex challenges that present so-called wicked problems, that is, problems that do not have one definitive solution but can be addressed in many different ways and with different results.

Design thinking is action-oriented and, thus, emphasises a maximum output of possible solutions to the identified problems. To this end, design thinking offers a structure of three overall phases: Phase (1) focuses on identifying needs and defining problems, in phase (2) ideas are generated and developed, phase (3) is about delivering and testing ideas. Part of these phases is the mutual development of empathy between different audiences that can challenge assumptions and foster understanding of different people's challenges and needs.

Norm critique

Norms operate off the fact that we do not have to think about them. That way, they become guidelines for behaviour and practices that render us blind to contingencies due to a state of false naturalness. Norm critique is about becoming aware of normative assumptions and expectations and how they relate to power and privilege as well as stereotypes and unconscious bias and prejudice.

GenderLAB includes norm-critical exercises. The diversity of the GenderLAB participants allows approaching a stated problem from many different perspectives, thereby minimising the risk of unintentionally excluding important voices. A potential downside to design thinking can be that its structured process bears a risk of participants finding solutions only from their own point of views, that is, based on their own normative judgement. The role of norm critique, therefore, is to qualify the design thinking process by making the participants aware of positions other than their own. Combining norm-critical methods with awareness about the interplay of individual and structural inequalities and challenges that are built upon societal and organizational norms enables participants to come up with potential solutions that foster structural change and a more inclusive re-conceptualization of societal as well as organizational problems.

Unconscious bias

It is a scientific fact that human minds are incapable of processing all the information that they are confronted with at once. Therefore, they must make shortcuts that rely on categorizations. While our brains would be unable to function without these categorizations, the problem is that these are based on culturally and historically defined ideas of for example gender, race, religion and sexuality. This dictates what, in any given context, is perceived to be normal or natural.

This also means that we automatically relate certain bodies to certain professions, positions and values, without consciously thinking about it. Consequently, our evaluations of, for example, candidates for new jobs are always gendered, classed, sexualized, raced etc. – also when we are not aware of it. Unconscious biases can thus lead to an unconscious and sometimes invisible form of discrimination, creating inequality as well as leading to bad business decisions because different people's qualifications, skills, and competences are not evaluated objectively. Understanding and limiting unconscious bias therefore has important benefits for organizations.

GenderLAB is organized in a way that nudges participants to become aware of some of their own biases and pushes them to transgress the categorization shortcuts in their minds. Integrating the most recent insights on unconscious bias allows sensitising participants to what they might think of as normal and guiding them to find ways to create a more inclusive perspective instead.

3. Overview: How GenderLAB is organized

At its core, GenderLAB consists of a series of exercises grouped in 6 steps that any group (ideally 4-5 people, maximum 8-10) can undertake in order to jointly find new solutions for problems relating to gender equality and diversity. Importantly, GenderLAB was designed so that it can be structured in different ways, from a format of a 90-minute-long session up to in-depth day-long workshops.

The following explains how GenderLAB can be implemented in 90 minutes (plus any additional explanations on the problem and debriefing that organisers may wish to add), which makes this useful in particular for small groups.

- Table/seating for all participants
- Pens for all participants
- Post-its (ideally in two sizes with different colours)
- Posters (ideally A2-sized, otherwise replace each A2 with two A3)
- Paper (A4-sized)
- Min. 3 participants + 1 facilitator. Suggested group size of per table: 6-8; For larger crowds: several groups + facilitators work in parallel
- 1 challenge that affects a number of different stakeholders, preferably based on actual data (for example from a case organization)
- 1 envelope (per group) containing enough strips of paper for each participant in the group. The strips have roles written on them that relate to those affected by or working/living in the context surrounding the problem (i.e. stakeholders), for example: manager, customer, student, neighbour, politician, etc.
- Timers (for example the stopwatch/timer functions on a mobile phone) for the facilitators and the LAB leader

Structure of GenderLAB

GenderLAB as outlined here is strictly timed in order to keep its duration to 90 minutes. The durations for each step are deliberately set to be short in order to maintain momentum and to keep the group discussions on topic. Participants may experience the fast pace as mildly stressful, however, this is an important feature of GenderLAB and at the end, the high amount of solutions generated often creates a sense of achievement and deep satisfaction. We therefore recommend to rigorously keep to the schedule and thus equip facilitators with timers in order to do so. If desired, any topics or reflections that are out of GenderLAB's immediate scope can be discussed after GenderLAB, in a collective debriefing.

| Step | Total duration | Name | Description |
|------|----------------|-------------------------------|---|
| 1 | 15 minutes | Norm-critical exercise (1) | Presentation of participants and reflection on norms and their influence on us (basis to Step 5) |
| 2 | 15 minutes | Points-of-view | Participants use both brain hemispheres by writing and drawing their point of view of the problem at hand |
| 3 | 15 minutes | Ideation (1) - brain-storming | Generating solutions to the problem: from one's own point of view |
| 4 | 15 minutes | Ideation (2) - brain-storming | Generating solutions to the problem: from an assigned point of view |
| 5 | 15 minutes | Norm-critical exercise (2) | Exercise on own biases and/or privileges (based on Step 1) |
| 6 | 15 minutes | Bingo selection of ideas | The three criteria to choose solutions based on: What can your case organization do tomorrow? What can they do in the long run? What is the most 'out there'/wild idea or solution? |



Photo: Mayra Navarrete

The different roles in a LAB: LAB leader, facilitators, participants

LAB leader. The LAB leader will explain the exercises, provide some concrete examples for clarification and be in charge of time. This role is particularly helpful for GenderLABs that are run with several groups at the same time.

Facilitators. The facilitators ensure that participants stay focused on the exercises and move swiftly from task to task. In particular, they keep up the energy in the participant groups, encourage engagement and commitment, build excitement around the work, and answer any question there might be. Facilitators help to transform discussions or reflections that are out of scope into points relating back to the issue at hand. Furthermore, they work on small technical tasks like gathering papers and post-its, and overall ensure that GenderLAB runs smoothly.

Participants. The participants move through the steps of GenderLAB in order to find new and innovative solutions to a given problem statement. Participants do not need to prepare anything for GenderLAB and do not need to have any specific knowledge about gender and diversity. They can follow the guidance of the LAB leader and the facilitator at their assigned table. Participants are expected to be open-minded, to be mindful of others in their group, and to be ready to engage in GenderLAB activities.

4. Overview: How GenderLAB is organized

Before GenderLAB begins: What is the problem at hand?

Before GenderLAB can begin, the participants need to be briefed about the problem statement and context at hand. In particular when the group of participants is diverse, it can be useful for the LAB leader to spend time on detailing what the problem entails, elaborate on the context and provide examples. Why is this a problem? What knowledge or research does it draw upon? Who is affected? Is it possible to define the problem differently from different the stakeholder's positions? What main measures have so far been taken in order to address it and what were the outcomes?

Taking around 5 to 10 minutes to brief participants allows for a smoother process during GenderLAB, requiring less time for questions or clarifications and helps to generate more practical and useful solutions. The brief should provide a good understanding of the matter at hand without providing too many details so as to allow for openness of the solutions. Participants can also receive a short, written case in advance or on the day.

STEP 1: NORM-CRITICAL EXERCISE (1)

PURPOSE: Self-presentation of participants + reflection on norms and their influence on our work/studies/life/etc.

TIME: 15 minutes

This exercise merges design thinking with norm-critical insights on how the formulation of our identity in itself can reinforce certain norms or solutions. The aim of step 1 is to visualize intersecting identity categories and transgress them, in order to acknowledge difference without having it fixed as such. Moreover, it is meant to make visible unmarked categories of power and privilege. Note: This exercise is linked with Step 5.

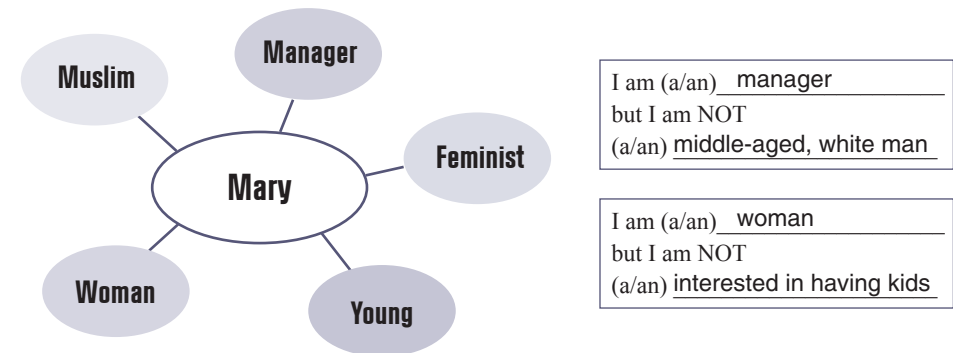
THE EXERCISE - HOW TO DO IT:

1. All participants take a sheet of paper (either a copy of Appendix 1 or a plain sheet on which they trace the outline of one of their hands). They are asked to write their own name in the centre (of the hand or the oval shape).



Photo: Mayra Navarrete

2. Participants now come up with five (self-identified) categories that represent an attribute or aspect of their identity. They should select the identities based on how they see themselves and not how others might see them. It is voluntarily what they choose to share. Participants write these categories in the surrounding fields (or on the fingers if they have traced their hands).
3. Out of the five identities, participants now choose two. For each identity, they form a sentence on a stereotype that they have heard about and that fails to fully/accurately describe them as an individual. Participants write these two sentences down, phrasing them in the form of "I am a/an ..., but I am not...".
4. Going clockwise, participants present themselves to the others in their group, using the two identities but emphasizing the "I am, but I am not"-part.
5. The facilitator asks the participants to set this sheet aside for later (Step 5)



STEP 2: POINT OF VIEW - FROM BOTH SIDES OF THE BRAIN

PURPOSE: Reframing the challenge/problem in a co-creation process and activating both sides of the brain in order to generate new and unexpected ideas

TIME: 15 minutes

In order to generate new and innovative ideas participants are asked to both write and draw their Point of View (POV)/ insights, or problem statement. This definition mode is all about making sense of the information and perspectives participants have heard about in the problem statement as well as using their own perspective and knowledge in order to define the problem.



Photo: Private

Design thinking requires cognitive skills other than deduction and induction, and this can sometimes be experienced as uncomfortable and entering a new territory. Design thinking focuses on doing rather than thinking: it shifts the focus toward productive results and enables breakthrough insights and solutions to emerge from the diversity of those involved in its process.

THE EXERCISE - HOW TO DO IT:

1. Using different post-its, each participant is asked to a) write down (on one post-it) **and** b) draw/visualize (on another post-it) what they think the main challenge/problem is and stick those post-its on an A2-poster on the table.
2. The facilitator holds the A2-paper up so everyone can see it, and the participants take a look at the different post-its and ask questions if there is something they don't understand.
3. Each participant chooses their favourite problem definition by selecting one post-it each.

STEP 3: IDEATION 1

EXERCISE: Brainstorming activity 1

TIME: 15 minutes

Ideation is the process in which participants generate ideas and solutions through sessions such as sketching, brainstorming, prototyping and a variety of other ideation techniques. The aim here is to

- step beyond the obvious solutions and therefore increase the innovation potential of your solution;
- bring together perspectives and strengths of the different group members;
- create volume and variety in your innovation options.

THE EXERCISE - HOW TO DO IT:

1. Each participant places their chosen post-it with a problem (from the previous step) on an A4-paper in front of them.
2. On new post-its, each participant writes down different and concrete solutions to this chosen problem. The participants stick their post-its onto their respective A4-papers.
3. After every one minute (or 2 minutes, depending on the group size) the facilitators signal for the participants to pass their A4 papers on to the person next to them (the A4 papers will move around in a circle). They will then read the problem definition and solutions on the A4 paper they have just received and add new post-its on which they write solutions to this new problem statement (post-its can be aligned or creatively arranged, whatever is preferred). *If someone gets stuck, it is important to remember that there are no bad or wrong ideas – it is better to write something, than not to write at all.*



Photo: Private

STEP 4: IDEATION 2

EXERCISE: Brainstorming activity with roles

TIME: 15 minutes

Regardless of one's personality or way of thinking, we all fall into the trap of sticking to patterns and familiar ground and tend to use the same recipes for solving problems, as this reduces the cognitive load required. Taking on a different role can be a good way to get participants to empathize with people from a position that is different from their own and address the problems from a new point of view. It also creates an understanding of how one's own position might affect the way one sees or tackles a problem. This leads the participants to think of solutions outside of their own lived reality, as '*privilege is when you don't have to think about it, because it's not a problem to you personally*'.

THE EXERCISE - HOW TO DO IT:

The brainstorm activity is now restructured and reenergized through assigning everyone a role (the roles are based on the problem at hand, see materials needed). Participants should now come up with solutions to the problems based on this role.

1. The facilitator informs that all participants will now obtain a new role. The facilitator sends the envelope containing the roles around the table – everybody either picks the first one they touch in the envelope or assigned a role by the facilitator.

2. The participants are asked to repeat the same brainstorming exercise as before, only now they are supposed to write down solutions/ideas to the problems from the point of view of their newly assigned role. The A4 sheets of paper containing the 'old' problem definitions and solutions will circulate once more around the table.
3. Again, when told by the facilitator (after about one or two minutes) writing their post-its, they stick them on and pass their respective A4 sheets on to the person sitting next to them. These will then read the solutions presented on the A4 paper that they receive from their neighbour and add new post-its on which they write their own solutions, but now from the point of view of their new role. *If someone gets stuck, it is important to remember that there are no bad or wrong ideas—it is better to write something, than not to write at all.*

STEP 5: NORM-CRITICAL EXERCISE (2)

EXERCISE: Reflection on norms and their influence – second part to step 1
TIME: 15 minutes

This exercise links back to step 1 and participants now use the sheet of paper (either the printout or their traced hand with their five identities) they have set aside previously. This part of GenderLAB allows participants to discuss intersectionality/intersectional identities with organizational and societal norms as points of reference. Participants are encouraged to critically reflect on dominant norms and how some of these can be needlessly exclusionary to some people who do not 'fit' or perform the idealised norms.



Photo: Mayra Navarrete

THE EXERCISE - HOW TO DO IT:

1. The participants find their worksheet from step 1 and get together with the person that is sitting opposite of them at the table (if there is an uneven number: form one group of 3 people).
2. Everybody chooses one of the stereotypes (I am / I am not) they have written down on and now discuss with their exercise partner *"How did it affect you to be boxed into a stereotype? Have you ever boxed in someone else and how do you think it affected them? What could you have done differently?"*
3. When half of the time has passed, it is time to shift to the other person for sharing their story.
4. Participants return to their place.

STEP 6: BINGO SELECTION OF IDEAS: CHOOSING SOLUTIONS

EXERCISE: Choosing solutions together: bingo selection of ideas
TIME: 15 minutes

The purpose of this exercise is to choose some solutions from GenderLAB, and the criteria are used to ensure that the selected solutions differ with regards to various action levels in that they encourage individual level, structural level, and especially thought-provoking, 'out there' or wild solution.

THE EXERCISE - HOW TO DO IT:

1. The participants now choose from the many solutions they have created based on the following criteria: What can we do tomorrow (individual-level ideas)? What can we do in the long run (structural-level ideas)? What is the most unforgettable/wild idea or solution?
2. The participants are asked to walk around the table. Each of them chooses one solution for each of the three criteria, so a maximum of three solutions in total. When they have made their choice, they stick the post-its with their chosen solutions on an A2-poster that has been placed in the middle of the table.
 It is fine if two participants choose the same solution, as long as there is a number of different solutions placed on the A2-poster.
3. When half the time has passed, the facilitator will take the A2-paper and hold it up in front of the participants (see picture), so that they can see all solutions chosen.
4. The participants now together agree on one 'final' solution for each of the three criteria (so a total of three solutions) and hand these post-its over to the facilitator when they have decided. This concludes the GenderLAB format.

After GenderLAB: Optional debrief in plenum

Organisers may find it useful to schedule extra time (about 15 minutes) for a debrief across all groups so that participants (and facilitators, if desired) can reflect upon the process, the ideas and address related topics that could not be addressed during GenderLAB.

The LAB leader can structure this discussion in plenary by asking more specifically:

- 1) What kind of solutions did your group come up with?
- 2) What's next? What to do with the outcome of GenderLAB?
- 3) What kind of resources do you think could be helpful (at least as a starting point)? What kind of data/information do you need to assemble so that your solutions can be implemented?

This debriefing can be usefully extended with a session on prototyping one (or all three) of the solutions generated in GenderLAB and, if so desired, make use of the idea form that is provided in Appendix 2. This, however, requires an extra 20 mins of time.

5) GenderLAB scripts for LAB leader and facilitators

LAB leader script

Before GenderLAB can begin, the participants need to be briefed about the problem statement and context

STEP 1: NORM-CRITICAL EXERCISE 1

| Practical | Announcement points |
|---|--|
| Duration: 15 minutes (minus 2-3 minutes for LAB leader's introduction) Material: Handouts from Appendix 1 (or plain A4 papers), pens | <ol style="list-style-type: none">1. Show 'NORM-CRITICAL EXERCISE'-handout (or plain A4 sheet with a traced hand outline)2. Explain exercise3. Provide an example: What are some identity categories that can be used, and what kind of "I am... but I am not..." statements could relate to this?4. Announce how much time participants have (usually about 12 minutes)5. Give a 2-minute warning before the next step begins |

STEP 2: POINT OF VIEW – FROM BOTH SIDES OF THE BRAIN

| Practical | Announcement points |
|--|--|
| Duration: 15 minutes (minus 2-3 minutes for LAB leader's introduction) Material: Post-its, A2-paper, pens | <ol style="list-style-type: none">1. Participants need to set aside their handout (sheet of paper) for later2. Show post-its and A2 poster3. Explain exercise4. Announce how much time participants have (usually about 12 minutes)5. Give a 2-minute warning before the next step begins and announce that participants will now receive an assigned role |

STEP 3: IDEATION 1

| Practical | Announcement points |
|--|---|
| Duration: 15 minutes (minus 2-3 minutes for LAB leader's introduction) Material: Post-its, blank A4-paper, pens | <ol style="list-style-type: none">1. Explain exercise2. Remind participants to keep writing on post-its and to keep sticking them on the A4 paper3. Announce how much time participants have (usually about 12 minutes)4. Give a 2-minute warning before the next step begins and announce that participants will now be assigned a new role |

STEP 4: IDEATION 2

| Practical | Announcement points |
|--|---|
| <p>Duration: 15 minutes (minus 2-3 minutes for LAB leader's introduction)</p> <p>Material: A4-papers from the previous step, envelopes for each group with roles, post-its, pens</p> | <ol style="list-style-type: none">1. Announce that participants now assume different roles, which they have received by now from their facilitator2. Explain the exercise3. Remind participants to keep sticking post-its to the A4 sheets that they have previously circulated4. Announce how much time participants have (usually about 12 minutes)5. Give a 2-minute warning before the next step begins |

STEP 5: NORM-CRITICAL EXERCISE 2

| Practical | Announcement points |
|---|--|
| <p>(continuation of Step 1)</p> <p>Duration: 15 minutes (minus 2-3 minutes for LAB leader's introduction)</p> <p>Material: Handouts (sheets of paper) from Step 1</p> | <ol style="list-style-type: none">1. Ask participants to find their printout (sheet of paper) from step 12. Explain the exercise3. Encourage participants to critically reflect on dominant norms and how they impact those who do not 'fit'4. Announce how much time participants have (usually about 12 minutes) and announce when participants switch to the other person sharing their story5. Give a 2-minute warning before the next step begins |

STEP 6: BINGO SELECTION OF IDEAS: CHOOSING SOLUTIONS

| Practical | Announcement points |
|---|---|
| <p>Duration: 15 minutes (minus 2-3 minutes for LAB leader's introduction)</p> <p>Material: Post-its, A2-paper, pens</p> | <ol style="list-style-type: none">1. Inform the participants that it is now time to choose their favourites from the solutions they have created2. Explain the exercise, making sure to explain and give examples for the following criteria: What can we do tomorrow (individual-level ideas)? What can we do in the long run (structural-level ideas)? What is the most unforgettable/wild idea or solution?3. Ask for the three post-its with final solutions - short-, long-term and unforgettable solutions - to be passed to the facilitator |

Facilitator script

STEP 1: NORM-CRITICAL EXERCISE 1

| Introduction | | Purpose | Your role | Energy level |
|---|--|---|---|---|
| Duration: 15 minutes Material: 'NORM-CRITICAL EXERCISE'-handout or an empty sheet of paper, pens | | Presentation of participants + reflection on stereotypes, norms and identity. | Contribute to the exercise by providing your own examples of identities and stereotypes (see below for examples). | Positive and high level of energy to loosen people up. |
| Duration | Steps | Purpose | Your role | Energy level |
| 3 minutes | LAB leader explains the exercise. | | | |
| 6 minutes | Participants fill in the handout based on their own identities and stereotypes (and what they feel comfortable sharing). | | Make sure everyone is partaking (if not, engage with them and encourage them, e.g. by providing own examples). | |
| 3 minutes | Participants present themselves to the others, using the "stereotype"-sentences. | | You begin by presenting yourself "Hi, my name is ... I am ... but I'm not x2". Make sure the exercise moves smoothly afterwards so that everyone gets to present themselves | Open/light but clear energy (only focusing on presentation of participants and not so much reflection, which comes later on). |
| 3 minutes | LAB leader announces that there are two minutes left. | | Remind the participants to keep the hand-out in front of them as we'll return to the exercise later on. | |

STEP 1: NORM-CRITICAL EXERCISE 1

| Introduction | | Purpose | Your role | Energy level |
|---|--|---|---|---|
| Duration: 15 minutes Material: 'NORM-CRITICAL EXERCISE'-handout or an empty sheet of paper, pens | | Presentation of participants + reflection on stereotypes, norms and identity. | Contribute to the exercise by providing your own examples of identities and stereotypes (see below for examples). | Positive and high level of energy to loosen people up. |
| Duration | Steps | Purpose | Your role | Energy level |
| 3 minutes | LAB leader explains the exercise. | | | |
| 6 minutes | Participants fill in the handout based on their own identities and stereotypes (and what they feel comfortable sharing). | | Make sure everyone is partaking (if not, engage with them and encourage them, e.g. by providing own examples). | |
| 3 minutes | Participants present themselves to the others, using the "stereotype"-sentences. | | You begin by presenting yourself "Hi, my name is ... I am ... but I'm not x2". Make sure the exercise moves smoothly afterwards so that everyone gets to present themselves | Open/light but clear energy (only focusing on presentation of participants and not so much reflection, which comes later on). |
| 3 minutes | LAB leader announces that there are two minutes left. | | Remind the participants to keep the hand-out in front of them as we'll return to the exercise later on. | |

STEP 2: POINT OF VIEW – FROM BOTH SIDES OF THE BRAIN

| Introduction | | Purpose | Your role | Energy level |
|--|---|---|---|--|
| Duration: 15 minutes Material: post-its, A2-paper, pens | | Generating unexpected ideas via framing what you consider is the main challenge/ problem with the case. To activate both sides of brain | Make sure that the participants produce both one visual and one written POV. Emphasize that there's no wrong or right answer. | Positive and high level of energy. |
| Duration | Steps | Purpose | Your role | Energy level |
| 3 minutes | LAB leader explains the exercise. | | Make sure that everyone has post-it, A4-paper and pens. | |
| 3 minutes | Production of 2 points of view (POV). | | Important: they must produce both 1 written and 1 visual version of their POV. Begin to gather the POV's as the participants are done and stick them to the large A2-paper. | Encourage participants with statements like "Everyone can draw" or "Stick figures are okay" |
| 6 minutes | Discuss and choose a 'darling'. | | Let everyone have a look at the post-its and let them ask questions to the ones they wish to be explained further. Remind them to choose their favourite/ 'darling' and stick that to an A4-paper | Foster a discussion with statements like "Are there any ideas you would like to hear more about, or anything you need clarification on"? |
| 3 minutes | LAB leader announces that there are two minutes left. | | Make sure everyone has chosen a post-it and remind them that they should stick it to the empty A4-paper in front of them. | |

STEP 3 AND STEP 4: IDEATION PART 1 & 2

STEP 3: IDEATION PART 1

| Introduction | | Purpose | Your role | Energy level |
|---|---|---|---|---|
| Duration: 15 minutes Material: Envelopes with roles, A4-paper, pens, post-its, envelope with roles | | Generating a wide range of solutions. There are no wrong answers. | Encourage people to think radical and innovative. Facilitate that the exercise moves smoothly and participants receive a new A4 sheet to stick their post-its on every 1 or 2 minutes. | Focused and high level of energy to create a space for innovation and ideas. |
| Duration | Steps | Purpose | Your role | Energy level |
| 3 minutes | LAB leader explains the exercise. | | Make sure everybody has enough post-its | |
| 10 minutes | Solution/idea creation | Guide the participants to co-create solutions | The LAB leader will control time overall, but you need to make sure that people pass their A4-paper on in a timely manner. | Remind participants that there are no wrong or bad ideas and it is thus better to write something rather than nothing |
| 2 minutes | LAB leader announces that there are two minutes left and that the participants will be assigned a role from the envelope. | | Walk around the table and hand out a role to everyone. Encourage people to think outside their own position | Keep spirit high by letting them know they're doing a good job 😊 |

STEP 4: IDEATION PART 2 (ASSIGNED ROLE)

| Introduction | | Purpose | Your role | Energy level |
|--|--|--|---|---|
| Duration: 15 minutes Material: Envelopes with roles, A4-paper, pens, post-its | | Generating a wide range of solutions from a different perspective. | Encourage people to think radically and innovatively. Facilitate that exercise moves smoothly and participants receive a new A4 sheet to stick their post-its on every 1 or 2 minutes. | Focused and high level of energy to create a space for innovation and ideas. |
| Duration | Steps | Purpose | Your role | Energy level |
| 2 minutes | LAB leader explains second part of the exercise. | | Make sure everyone received a role from the envelope and everyone has their POV placed at the A4-paper | |
| 10 minutes | Solution/idea creation | Guide the participants to co-create solutions | The participants are asked to continue the brainstorming-activity but from the perspective of their assigned role. Make sure the exercise moves smoothly, and that people are passing the paper along in a timely manner. | Remind participants that there are no wrong or bad ideas and it is thus better to write something rather than nothing |
| 3 minutes | LAB leader announces that there are 2 minutes left NB: The participants leave their assigned role here. | | | Keep spirit high by letting them know they're doing a good job 😊 |

STEP 5: NORM-CRITICAL EXERCISE 1

| Introduction | | Purpose | Your role | Energy level |
|----------------------|---|---|---|---|
| Duration: 15 minutes | | Gives the brain a pause from working – generating new norm-critical reflections | Prepare for next phase (bingo selection of ideas). | |
| Duration | Steps | Purpose | Your role | Energy level |
| 3 minutes | LAB leader explains the exercise. People are asked to stand up to find a partner. Explain that they have 3 minutes each to share their story. | | The participants are asked to pair up with the person sitting opposite them at the table. Make sure everyone around the table finds a partner (if uneven number: someone can be 3 people). As a facilitator, you are not to participate in this exercise. | |
| 5 minutes | Each participant pair up with the person opposite them and discuss “How did it affect you to be boxed into a stereotype/ have you ever boxed someone else and how do you think it affected them? What could you have done differently?” | | While the participants discuss with each other, gather all the A4-papers and place them in a circle around the table. Take an unused A2-paper and place it in the centre of the table. | Focused and thoughtful level of energy. |
| 5 minutes | LAB leader asks the participants to switch person sharing their story and let everyone know that they have 4 minutes to share. | | | |
| 2 minutes | The participants are asked to return to their seat at the table. | | | |

STEP 6: BINGO SELECTION OF IDEAS - CHOOSING SOLUTIONS

| Introduction | | Purpose | Your role | Energy level |
|----------------------|---|--|---|-----------------------------------|
| Duration: 15 minutes | | To get the participants to reflect and discuss the ideas that they have presented. Choose three of them based on posed criteria. | Make sure they know the criteria of the three solutions that they should choose. Answer any possible question. Facilitate that everything moves smoothly. | Focused but high level of energy. |
| Duration | Steps | Purpose | Your role | Energy level |
| 3 minutes | LAB leader explains the exercise and the three criteria to choose solutions based on: <ul style="list-style-type: none"> - What can you do tomorrow (individual-level ideas)? - What can you do in the long run (structural-level ideas)? - What is the most 'out there' or wild idea or solution? | Criteria ensure that the solutions differ with regards to various action levels. | | |
| 3 minutes | Participants walk around and choose 3 solutions individually. | | Make sure that each of the participants choose a maximum of 3 different post-its based on the criteria. When chosen, stick them to A2-paper in the middle. | |
| 6 minutes | Decide on three solutions in total at each table. | | Take the A2-paper with all the different solutions and hold it up. Encourage discussion between the participants. Make sure they as a group choose one solution for each criterium. | |
| 3 minutes | LAB leader announces that there's 2 minutes left. | | Gather the three solutions chosen. | |

6. GenderLAB for diversity and inclusion beyond gender: Variations and additional exercises

The here provided materials outline how GenderLAB works and how it can be conducted in 90 minutes. True to its name, these materials were designed to emphasize finding solutions to challenges regarding gender inclusion. But GenderLAB can easily be adapted to cater to other diversity and inclusion issues. The overall format was deliberately designed to be adaptable to any problem statement pertaining to issues that may arise when different people get together, be that in the workplace, for volunteering or in education.

GenderLAB can be usefully extended—and effectively customized—to the individual needs of those who are implementing it. When working with an experienced GenderLAB team, the exercises can be adapted or exchanged in order to relate specifically to the problem at hand to create a bespoke GenderLAB for each purpose and context. Given their great sensitivity to context, such exercises are out of the scope of this document, which sought to introduce and explain the foundations of GenderLAB.

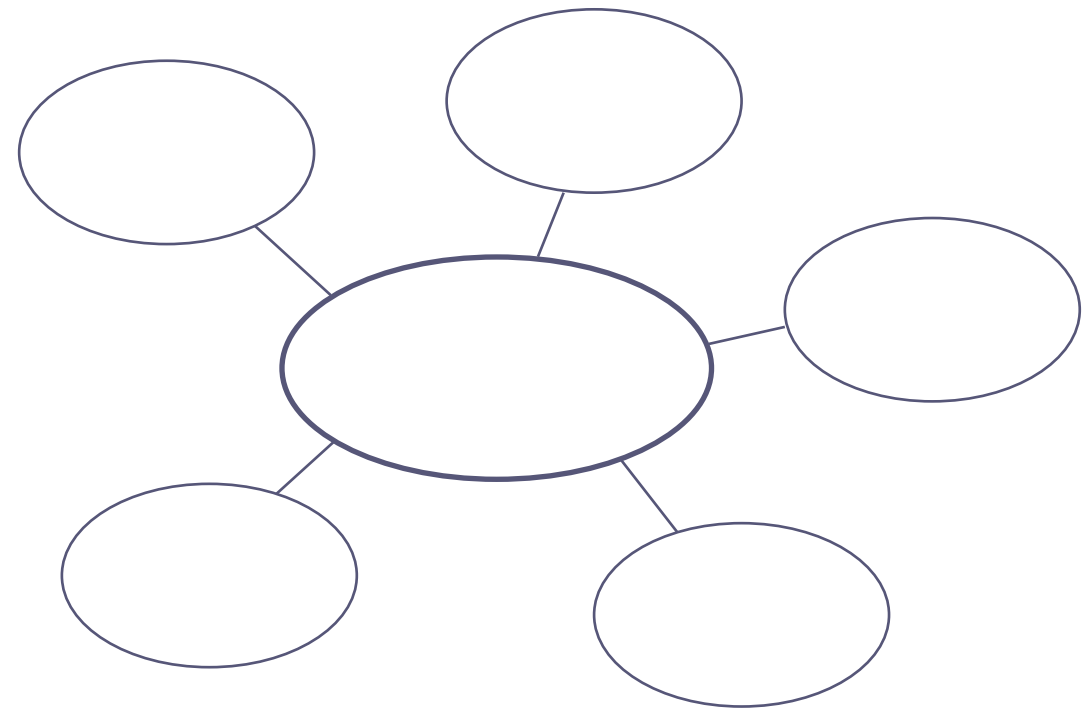
Furthermore, it is also possible to conduct GenderLAB as daylong workshops, which provide an in-depth engagement with the challenge at hand that the 90-minute version presented here is not able to cover. This also allows adding various prototyping exercises so that the solutions produced are further discussed, reflected upon and developed. Such workshops are particularly useful for larger groups and require trained facilitators that are experienced with conducting GenderLAB.

The digital versions of GenderLAB materials presented here as well as some additional materials are available, free of charge, for download here: **CBS.dk/GenderLAB**

For further information regarding day-long versions of GenderLAB, please contact KVINFO: **KVINFO.dk**

It is our hope that the outlines and explanations provided here are helpful and stimulate the existing discourse on diversity and inclusion and path a way towards facilitating knowledge-based and collaborative processes that develop innovative and promising avenues for action going forward.

7. Appendix 1: Norm-critical exercise work sheet



I am (a/an) _____ but I am NOT (a/an) _____

I am (a/an) _____ but I am NOT (a/an) _____

7. Appendix 2: Idea form

What is the challenge?

What is the solution?

Who is the solution targeted towards? Who are the 'users'?

What are the key milestones?

Who needs to be involved in the solution?

What are the most important results?

What is the time perspective?

