



The EQUALS Women in TECH Taskforce

“Real diversity in computer science means more than just changing the gender of the stereotype we have in our heads.” – *Melinda Gates, the 2017 Grace Hopper Celebration of Women in Computing*

- Women hold 26 percent of computing jobs, only one in five senior management positions in tech firms and just 5 percent of leadership roles in the ICT industry
- Female computer programmers are paid, on average, 28 percent less than males
- Globally, the founder of a digitally-driven business is five times more likely to be a man than a woman and, in many places, the ratio is closer to ten-to-one
- Code developed by women is viewed as superior to that developed by men when gender is not revealed and as inferior when gender is known
- Internationally, only 18 percent of computer science graduates are women and the numbers have fallen since 2000, or remain low in most countries

These sobering figures are a universal call to action. Rapid technological change is bringing new opportunities and risks that require more diverse, inclusive workplaces to disrupt and innovate. Yet, the gender digital divide is growing. As the fourth industrial revolution reshapes our world, transforming it socially, economically and politically, women are being excluded.

Despite some progress integrating gender equality into national ICT policies, women are still less likely to have digital skills, take up formal computer science and engineering studies or hold leadership roles in tech organizations. The profile of a technologist or tech CEO remains decidedly male, even though many women and girls are producing remarkable products and processes.

With women’s digital inclusion key to sustainable economic growth, the persistently low female participation and leadership in the ICT sector is a major concern for business, governments, academia and civil society. Given the speed of change, far-reaching, integrated action is needed.

EQUALS

EQUALS (equals.org) is a partnership of corporate leaders, governments, non-profit organizations, and communities working to bridge the digital gender divide and better the lives of millions worldwide. Founded in 2016 by the International Telecommunications Union, UN Women, the International Trade Centre, GSMA and the United Nations University, EQUALS is a growing network of more than 60 partners working on ICT access, skills and leadership for women and girls. EQUALS has been recognized by the United Nations General Assembly and the G20.

The EQUALS Women in TECH Taskforce and National Coalitions

EQUALS is launching a global platform for leaders to identify and advocate for the policies, practices and investments needed to increase female participation in STEM and achieve gender equality in the ICT sector. The EQUALS Women in TECH Taskforce will include entrepreneurs, industry heavyweights, academics, development and educational specialists, and scientists who can generate media and help galvanize public support.

EQUALS will also sponsor a network of national coalitions, which will advocate locally. They will be co-branded to identify their domestic focus while linking them in a worldwide movement led by the global Taskforce. For example, EQUALS Women in Tech – Australia; EQUALS Women in Tech – Germany; EQUALS Women in Tech – Canada; EQUALS Women in Tech – India.

From their unique vantage point—whether in the private or public sector—members of the Taskforce and the national coalitions will promote innovative, results-driven solutions to gain commitments nationally, regionally and globally. Women leaders will draw on their own individual journeys and achievements to be role models for women and girls, men and boys.

Structure

The Taskforce will be co-chaired by two notable people, one from a leading technology company and one from a developing country. Approximately 20 members will be identified and nominated, including by the national coalitions, to serve for a period of two years with the possibility of renewal.

The domestic coalitions will include stakeholders from the private sector and civil society that will use their knowledge of local priorities, challenges and opportunities to enlist support and drive action. They will organize and fund their own models, creating approaches that are relevant in their countries and that can also be shared regionally or internationally across the network.

They will connect to each other and to the Taskforce through the EQUALS Women in Tech Platform and UN Women’s empowerwomen.org to allow for greater coordination, exchange of best practices and accelerated learning.

Impact

EQUALS will work with its partners and with governments to position the global Taskforce and the national coalitions as the go-to authorities on the status of women in the digital age, linking and amplifying the many efforts by organizations working worldwide to close the tech gender gap. Governments can promote their own national coalitions domestically and also in other countries where they can channel international development to support appropriate local versions.

Given their status, members of the Taskforce and the national coalitions will advocate individually and as a group at local and international meetings, such as the World Economic Forum, the STI Forum and at tech and STEM conferences. Media and public engagement will include promotion of annual reports, the work of the coalitions, and social media campaigns linked to key dates, such as the International Day of Women and Girls in Science and the International Girls in ICT Day, as well as national observances.

Public appearances, speaking engagements and social media will showcase the EQUALS Women in TECH Taskforce and the national coalitions as catalysts for action, connecting the dots locally to globally, private to public and vice versa - to literally change the face of tech.



EQUALS Women in TECH – Australia

A United Nations led initiative to bridge the gender digital divide will include a global platform, the EQUALS Women in Tech Taskforce and a network of co-branded national coalitions, developed by local stakeholders in collaboration with the EQUALS partnership.

EQUALS Women in Tech – Australia will focus on domestic priorities, challenges and opportunities. It will be organized by academia, government and business, which will enlist other stakeholders to build a national movement to bring more women and girls into ICT and STEM.

As a founding national coalition, Australia will nominate members of the global Taskforce, help design its agenda, co-sponsor the international launch and serve as a model for other countries, particularly in the Indo-Pacific region where it can support development of other local coalitions. And the Taskforce will sponsor the Australian coalition, amplifying its profile, reach and impact.

EQUALS

EQUALS is a growing partnership of corporate leaders, governments, non-profit organizations, and communities working on ICT access, skills and leadership for women. Founded in 2016 by the International Telecommunications Union (ITU), UN Women, the International Trade Centre, GSMA and the United Nations University, EQUALS has been recognized by the UN General Assembly, the G20, the World Economic Forum and the OECD.

The Taskforce

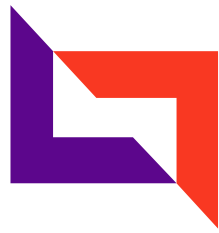
The Taskforce will advocate internationally for the policies, practices and investments needed to ensure gender equality in the digital world. Members will include entrepreneurs, industry heavyweights, academics, scientists and educators who can galvanize public support.

Two notable personalities, one from a leading technology company and one from a developing country, will co-chair the Taskforce. Approximately 20 members will be identified and nominated to serve for a period of up to two years with the possibility of renewal.

The National Coalitions

EQUALS will sponsor and promote the national coalitions, identifying their domestic focus while linking them in a global movement, for example - EQUALS Women in Tech – Canada, EQUALS Women in Tech – Germany, and EQUALS Women in Tech – India.

The coalitions will individualize their models, creating approaches that are relevant domestically. They will also share knowledge regionally and internationally across the network, connecting to each other and to the Taskforce through the EQUALS Women in Tech Platform and UN Women's empowerwomen.org. This will allow for greater coordination, exchange of best practices and accelerated learning.



EQUALS DIGITAL SKILLS FUND

Managed by the World Wide Web Foundation and supported by BMZ, the **EQUALS Digital Skills Fund** will support a range of capacity building trainings to advance women's digital skills, active citizenship, and civic participation through technology. These trainings will be targeted specifically at women and girls from diverse socioeconomic backgrounds, and will aim to maximise impact and increase visibility of the proven and possible ways to enhance digital inclusion and skills, with the ultimate goal of narrowing the digital gender divide.

At this stage, the **EQUALS Digital Skills Fund** will provide financial resources to local initiatives providing gender-sensitive skills training across countries in the Global South.

Specifically, the proposed fund will aim to:

- **Identify and scale support for grassroots women leaders** and activists to use ICTs for social change and entrepreneurship, and/or support them to become trainers themselves.
- **Support women-led movements** and organisations (these might include faith-based organisations, market women's associations, etc.) to make greater use of ICTs in their work.
- **Support and promote female role models** and internet users within communities.
- **Conduct gender-sensitive skills trainings** and build collaboration across grassroots initiatives in digital skills.
- **Mainstream gender-responsiveness and sensitivity** in the planning and execution of local initiatives and investments in digital skills.

Grants will be awarded to existing initiatives, housed within a registered organisation or entity, to scale up their digital skills programs and trainings and to work to ensure a lasting impact beyond the lifecycle of the grant and the initiative.

Distribution of the grants will kick off in late 2018/early 2019, with initial funding generously provided by BMZ. We aim to continue to grow the EQUALS Digital Skills Fund in order to further much-needed digital skills training for women and girls across low- and middle-income countries, and hope you will consider joining us in supporting and bolstering this important initiative.

GET INVOLVED



Nominate an initiative at
[webfoundation.org/
digitalskillsfund](http://webfoundation.org/digitalskillsfund)



Contribute
financially to
the fund



Provide
in-kind support

Please get in touch with us at digitalskillsfund@webfoundation.org to learn how you can be a part of this effort to break down the digital skills barrier to internet access and ensure more women and girls have the opportunity to access and use the internet.

For more updates about the Fund, please visit
www.webfoundation.org/digitalskillsfund



The role of the Web Foundation:

The World Wide Web Foundation will serve as the fund coordinator. The overall management of the fund, including the setting up of the criteria, the evaluation of the proposals, the subgranting processes and the evaluation will be under the responsibility of the Web Foundation. Any additional funds from external partners would be contributed directly to the Web Foundation as the fund manager. To learn more, please visit: www.webfoundation.org



About EQUALS:

EQUALS is a ground-breaking global partnership of corporate leaders, governments, non-profit organizations, communities and individuals around the world working together to bridge the digital gender divide – by bringing women to tech, and tech to women – and in so doing, bettering the lives of millions worldwide. Join us and be part of the digital revolution: www.equals.org



The role of Germany:

As the coalition co-leader with UNESCO, Germany is allocating initial funding to the Fund. In order to continue the #eSkills4Girls initiative as part of the former G20 Presidency, Germany is working very close to the EQUALS partners in order to make progress in the area of the gender digital divide. To learn more, see: www.bmz.de/giz-en

25 WAYS TO BE A MORE INCLUSIVE ENGINEER

This list highlights 25 actions that individual engineers can take to be more inclusive as a complement to steps their employer is taking

Business Leadership

1. Be sensitive to the impact of micro-inequities. Pay attention to language and assumptions in daily conversations that may inadvertently reinforce stereotypes. Listen for and correct personality penalties in casual conversation. ⁱ Interrupt “fixed mindsets” talk by questioning language like “natural talent,” “born leaders,” “not leadership material,” “a leopard doesn’t change its spots,” or “either you’ve got that special something or you don’t.” ⁱⁱ
2. Encourage others to apply or ask for a certain position, award, or role. ⁱⁱⁱ Never underestimate the power of simply encouraging others to take on a project or apply for a position you think they are qualified to do, ^{iv} but do so in ways that does not set people up to fail. ^v
3. Ensure that the ideas, solutions and approaches of women and men team members are given equal consideration and are not discounted because of gender. ^{vi} Ensure that credit goes to the originator of a good point and not just to

whoever talked the longest or the loudest or the person who repeated someone else’s idea. ^{vii}

4. If you supervise people, be honest and fair in feedback for employees of all genders. ^{viii} Create opportunities to have substantive discussions on performance in private. Do not withhold constructive feedback in the fear of hurting a woman’s feelings – it is ok for people of all genders to be emotional. Be fair and write reviews of the same length for both the men and women in your team. ^{ix}
5. Ensure that the administrative (and clean up, if relevant) tasks in your team are equally distributed amongst men and women. ^x Share the load. Set up rotations for tasks like taking minutes and other admin work so these don’t fall mostly to women. ^{xi}

Process and System Leadership

6. Be inclusive in the products and processes you develop being mindful of their potential differentiated impacts on adults and children of all genders. ^{xii}
7. Proactively seek to expand and diversify your networks (online and offline). ^{xiii} Make a conscious effort to reach out to people, including of a different gender, who are different from you. ^{xiv}
8. Urge and support your organization to sign / align its policies and practices with the Women’s Empowerment Principles and implement the principles within your area of influence.

9. If you are in procurement, support adoption of equal opportunity/supplier diversity programs.
10. If you are in a hiring position, ensure diversity both in the candidates' pool and on the recruitment panel. Explain that you are doing so in order to obtain the benefits of diverse and inclusive teams.^{xv}

Development and Monitoring

11. Take up opportunities to mentor and sponsor^{xvi} people of different genders and minorities.^{xvii}
12. Do not simply remove a woman from an assignment if she is not given her due from a male client or not respected. Help her work through the situation.
13. Offer speaking opportunities to women and minorities at organizational events. Be sure that these individuals are invited to speak about technical topics, not only about diversity topics.^{xviii}
14. Implement practices that give everyone a chance to think ahead of time (e.g., send specific questions or ideas for consideration ahead of the meeting).^{xix}

Empathy

15. Look for and take up opportunities to listen to and understand the experiences of others and how they may be different from your own.^{xx}
16. Make space for women's and men's voices in team meetings,^{xxi} client calls, and in all workplace arenas. Show empathy, listen and resurface points that were raised, but apparently not heard. Call out spaces where

women and minorities are absent so they don't have to do it. Make sure all genders are involved in the decision-making process. If quick decisions are made in hallways or offsite locations, check in with those not present, who should be.

17. Do not interrupt when a female team member is speaking during a meeting any more than you would for a male team member.^{xxii} If you observe this happening, do raise it in the meeting or privately. Helpful action words – "I'd like to hear XXX finish her thought" or "XXX is the expert on this, let's hear from her."^{xxiii}
18. Facilitate group discussion so everyone gets heard and reinforce the ground rule that "there are no bad ideas and stupid questions." Arrange the seating such that it promotes discussion and exchange.
19. If you are the person facilitating a meeting, it can be hard to keep track of all the contributions and directions. Invite a partner to be on the lookout for tracking who has spoken, where ideas originate, who wanted to contribute and did not get to, and so on. If you or colleague feel uncomfortable, find a meeting ally who can support you and help notice and call out subtle biases.^{xxiv}
20. Avoid making assumptions about people because of their gender or family status, including as to their goals, needs, likes and dislikes, ability to travel, and ambition levels. Instead, simply ask them.^{xxv} As a manager, don't assume everything is fine unless people complain to you. Make sure to proactively check in with your colleagues/team to ask about needs and concerns.

Diversity and Inclusion Leadership

21. Make executives and others aware of the business case for increasing women and other underrepresented groups' participation.
22. Refer clients back to the female colleagues who are leading projects.^{xxvi} If a client approaches you instead of the female staff member who actually led the project, steer the client towards her.
23. Enquire into the gender composition of events at which you are asked to speak. Encourage greater gender diversity. Decline invitations to speak at events with all-male or homogenous panels. Instead, offer to connect the organizers to female speakers. You can also make a particular effort to invite underrepresented groups to attend an event.^{xxvii}
24. Press your leadership to collect and share data on the state of diversity within the organization.^{xxviii}
25. Take up volunteer opportunities that support inclusion through the content of and participation in the project.

ⁱ Research demonstrates that women experience "personality penalties" (e.g., negative feedback regarding their personality, style or tone) more often than men. Biases about race and class also result in different manifestations of these personality penalties. While these penalties often occur in formal performance evaluations, they also happen in casual hallway conversation or informal advice-giving, where any observer might intervene. National Center for Women & Information Technology, *Start Small, Start Now: Seven Bias Interrupters Male Allies (Or Anyone Really) Can Start Using Today*,

<https://www.ncwit.org/resources/start-small-start-now-seven-bias-interrupters-male-allies-or-anyone-really-can-start-usi-0#Tip1>. See also Victoria L Brescoll, Eric Luis Uhlmann, *Can an angry woman get ahead? Status conferral, gender, and expression of emotion in the workplace*, Psychological Science, March 1, 2008.

ⁱⁱ Research shows that, for the most part, talent and ability are not fixed or innate. Yet many technical organizations operate with a "fixed mindset" that either you have "what it takes" or you do not (Dweck, 2006). Fixed mindsets tend to exacerbate biases, as we tend to presume that those who are most like us or most like those who have been successful in the past are the ones who "have it." National Center for Women & Information Technology, *Start Small, Start Now: Seven Bias Interrupters Male Allies (Or Anyone Really) Can Start Using Today*, <https://www.ncwit.org/resources/start-small-start-now-seven-bias-interrupters-male-allies-or-anyone-really-can-start-usi-0#Tip1>. See also Carol S. Dweck, *Mindset: The New Psychology of Success*, Ballantine Books, December 2007.

ⁱⁱⁱ A variety of factors make it more difficult to take risks or apply for new opportunities when one is a minority in a majority-group environment. One such reason is stereotype threat – the fear that our actions will confirm negative stereotypes about an identity group (e.g., gender, race, age) to which we belong. National Center for Women & Information Technology, *Start Small, Start Now: Seven Bias Interrupters Male Allies (Or Anyone Really) Can Start Using Today*, <https://www.ncwit.org/resources/start-small-start-now-seven-bias-interrupters-male-allies-or-anyone-really-can-start-usi-0#Tip1>. See also Steele, C. M., & Aronson, J., *Stereotype threat and intellectual test performance of African Americans*, *Journal of Personality and Social Psychology*, 69(5), 797-811, 1995.

^{iv} National Center for Women & Information Technology, *Supervising-in-a-Box Series: Supervisors as Change Agents*, https://www.ncwit.org/sites/default/files/resources/supervisingbox_changeagents_web07212015.pdf.

^v This often happens when people are trying to promote underrepresented groups; it's a phenomenon called the "glass cliff," and it ultimately hurts both the employee and the company more than it helps. If an employee is not ready but we think they are a promising future leader, we need to let them know that, clearly articulate the steps they need to get to that point, and make it possible for them to take these steps. See Michelle K. Ryan and Alexander Haslam, *The Glass Cliff: Evidence that Women are Over-Represented in Precarious Leadership Positions*, *British Journal of Management*, Vol. 16, No. 2, pp. 81-90, June 2005. See also National Center for Women & Information Technology, *Supervising-in-a-Box Series: Supervisors as Change Agents*, https://www.ncwit.org/sites/default/files/resources/supervisingbox_changeagents_web07212015.pdf.

^{vi} Studies have shown pointing out gender differences, or lack thereof, can have an impact on individual performance. One study found that simply telling women that a math test does or does not show gender differences affected their test performance. When test administrators told women that tests showed no gender differences, women performed equally to men, those who were told the test showed gendered differences did worse than men, similar to women who were told nothing. All women in the experiment were top performers in math. Spencer, S. J., Steele, C. M., & Quinn, D. M. Stereotype threat and women's math performance. *Journal of Experimental Social Psychology*, 35, 4-28, 1999.

^{vii} See Michelle Stohlmeyer Russell, et. al., *How We Closed the Gap Between Men's and Women's Retention Rates*, BOSTON CONSULTING GROUP (June 2017), <https://www.bcg.com/en-us/publications/2017/people-organization-behavior-culture-how-we-closed-the-gap-between-mens-and-womens-retention-rates.aspx>; Matt Krentz, et. al., *Five Ways Men Can Improve Gender Diversity at Work*, BOSTON CONSULTING GROUP (Oct. 10, 2017), <https://www.bcg.com/en-us/publications/2017/people-organization-behavior-culture-how-we-closed-the-gap-between-mens-and-womens-retention-rates.aspx>.

[us/publications/2017/people-organization-behavior-culture-five-ways-men-improve-gender-diversity-work.aspx](https://www.ncwit.org/sites/default/files/resources/supervisingbox_cha_ngeagents_web07212015.pdf).

^{viii} Differences have been reported in how men and women's performance is reviewed. See Paola Cecchi-Dimeglio, *How Gender Bias Corrupts Performance Reviews, and What to Do About It*, HARVARD BUSINESS REVIEW (Apr. 12, 2017), <https://hbr.org/2017/04/how-gender-bias-corrupts-performance-reviews-and-what-to-do-about-it>.

^{ix} Reviews women receive have been shown to be on average shorter and include less guidance on how to get to the next level. See *id.*

^x In a survey of 200+ women in leadership with 91% in the bay area/silicon valley, 47% have been asked to do lower-level tasks that male colleagues are not asked to do (e.g., note-taking, ordering food, etc.). *Elephant in the Valley (2015): Survey on CEO Women in Silicon Valley*, <https://www.elephantinthevalley.com>.

^{xi} Evidence suggests that biases exist when it comes to who gets assigned (or who takes on) certain tasks or responsibilities. Sometimes this manifests in women taking on more organizing, note-taking, or relational kinds of tasks – what Williams (2014) terms “office housework.” See Joan C. Williams, Rachel Dempsey, *What Works for Women at Work: Four Patterns Working Women Need to Know*, NYU Press, January 17, 2014. See also National Center for Women & Information Technology, *Start Small, Start Now: Seven Bias Interrupters Male Allies (Or Anyone Really) Can Start Using Today*, <https://www.ncwit.org/resources/start-small-start-now-seven-bias-interrupters-male-allies-or-anyone-really-can-start-usi-0#Tip1>.

^{xii} If you have people thinking about gender within the design of their products and services, that brings in a new level of thinking and shifting of mindsets. A transformative workforce and industry would be one that is more inclusive and people centered not only in their composition but in whose interests, they are serving. See Stanford University, *Gendered Innovations Engineering Checklist*, https://genderedinnovations.stanford.edu/methods/engineering_checklist.html.

^{xiii} Providing role models for people from their group engaging in various fields and activities are more likely to think they can do the same thing. One study showed that women who read about other women's success in various professional fields, many heavy in math and sciences, performed better on a mathematics test than those who didn't. McIntyre, R. B., Paulson, R., & Lord, C., *Alleviating women's mathematics stereotype threat through salience of group achievements*, *Journal of Experimental Social Psychology*, 39, 83-90, 2003.

^{xiv} Our networks tend to look like ourselves See, e.g., Rick Klau, *My unconsciously biased address book*, BEYOURSELF (Oct. 1, 2015), <https://byrsf.co/my-unconsciously-biased-address-book-90a3d35bceee>.

^{xv} “Word-of-mouth” recruiting efforts greatly exacerbate the tendency to reproduce the status quo since people tend to recommend others much like themselves. National Center for Women & Information Technology, *Start Small, Start Now: Seven Bias Interrupters Male Allies (Or Anyone Really) Can Start Using Today*, <https://www.ncwit.org/resources/start-small-start-now-seven-bias-interrupters-male-allies-or-anyone-really-can-start-usi-0#Tip1>.

^{xvi} “Sponsor” underrepresented groups on the technical career path; note that this is not the same as mentoring. Sponsoring involves actively making someone's accomplishments visible in contexts where it counts. National Center for Women & Information Technology, *Supervising-in-a-Box Series: Supervisors as Change Agents*, https://www.ncwit.org/sites/default/files/resources/supervisingbox_cha_ngeagents_web07212015.pdf.

^{xvii} Although 74% of women in technology say that they love their work, 56% leave by the time they reach the mid-level (approximately somewhere between 10-20 years in a career). One of the reasons for the leave is that the lack of mentors, sponsors & professional development opportunities. National Center for Women & Information Technology,

Supervising-in-a-Box Series: Supervisors as Change Agents, https://www.ncwit.org/sites/default/files/resources/supervisingbox_cha_ngeagents_web07212015.pdf.

^{xviii} National Center for Women & Information Technology, *NCWIT Tips: 13 Tips to Make Technical Conferences More Inclusive*, <https://www.ncwit.org/resources/ncwit-tips-13-tips-make-technical-conferences-more-inclusive-0>.

^{xix} National Center for Women & Information Technology, *Start Small, Start Now: Seven Bias Interrupters Male Allies (Or Anyone Really) Can Start Using Today*, <https://www.ncwit.org/resources/start-small-start-now-seven-bias-interrupters-male-allies-or-anyone-really-can-start-usi-0#Tip1>.

^{xx} Be mindful, however, of Tokenism. Tokenism includes comments or actions that suggest that one person can speak for or relate to an entire identity group. The reality is that a wide range of variation exists within any identity group and that it is unreasonable to expect one person to represent this within-group variation; for example, rarely do we expect a white person to speak for all whites or a man to speak for all men. National Center for Women & Information Technology, *Supervising-in-a-Box Series: Supervisors as Change Agents*, https://www.ncwit.org/sites/default/files/resources/supervisingbox_cha_ngeagents_web07212015.pdf.

^{xxi} Data has shown men tend to dominate meeting discussions on average, speaking for 75 percent of the allotted time. See Christopher F. Karpowitz, Tali Mendel Berg, *The Silent Sex: Gender, Deliberation, and Institutions*, Princeton University Press, August 2014. See also Eddie Wrenn, *The great gender debate: Men will dominate 75% of the conversation during conference meetings, study suggests*, DAILY MAIL (Sept. 19, 2012), <http://www.dailymail.co.uk/sciencetech/article-2205502/The-great-gender-debate-Men-dominate-75-conversation-conference-meetings-study-suggests.html>.

^{xxii} When women do speak out, they can be ignored, passed off, ridiculed, shunned, or have their ideas taken. See Sarah Granger, *Want to Be an Ally to Women at Work? Here Are Five Things Men in Tech Have Been Doing*, SLATE (Jan. 8, 2018), https://amp-slate-com.cdn.ampproject.org/v/s/amp.slate.com/blogs/better-life-lab/2018/01/08/want-to-be-an-ally-to-women-at-work-five-things-men-in-tech-have-been-doing.html?amp_js_v=0.1&usqp=mq331AQGCAEoATgB#origin=https%3A%2F%2Fwww.google.com&prerenderSize=1&visibilityState=prerender&paddingTop=54&p2r=0&horizontalScrolling=0&csi=1&aoh=15296194237973&viewerUrl=https%3A%2F%2Fwww.google.com%2F&mp%2Famp.slate.com%2Fblogs%2Fbetter-life-lab%2F2018%2F01%2F08%2Fwant-to-be-an-ally-to-women-at-work-five-things-men-in-tech-have-been-doing.html&history=1&storage=1&cid=1&cap=swipe%2CnavigateTo%2Ccid%2Cfragment%2CreplaceUrl.

^{xxiii} Women are more likely to be interrupted. Two studies, one led by a sociologist in 1975 and the second later replicated by linguist in 2014, both found that women were significantly interrupted more than men. See Don Zimmerman and Candace West, *Sex Roles, Interruptions and Silences in Conversation*, Department of Sociology, University of California, Santa Barbara, 1995 (<http://web.stanford.edu/~eckert/PDF/zimmermanwest1975.pdf>). See also Adrienne B. Hancock, Benjamin A. Rubin, *Influence of Communication Partner's Gender on Language*, *Journal of Language and Social Psychology*, May 11, 2014. See also *The Universal Phenomenon of Men Interrupting Women*, NY TIMES (June 4, 2017), <https://www.nytimes.com/2017/06/14/business/women-sexism-work-huffington-kamala-harris.html>; Tonja Jacobi and Dylan Schweers, *Justice, Interrupted: The Effect of Gender, Ideology and Seniority at Supreme Court Oral Arguments*, 103 VA. L. REV. 1379 (2017), https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2933016 (finding that even male justices on the Supreme Court of the US interrupt the female justices approximately three times as often as they interrupt each other during oral arguments).

^{xxiv} National Center for Women & Information Technology, *Start Small, Start Now: Seven Bias Interrupters Male Allies (Or Anyone Really) Can Start Using Today*, <https://www.ncwit.org/resources/start-small-start-now-seven-bias-interrupters-male-allies-or-anyone-really-can-start-using-today>.

^{xxv} The evidence shows that women are just as ambitious and eager to take on leadership roles as men, and that the culture in which they work determines whether they stay at an organization. For example, a male manager's well-intentioned move to "help" a new mother by taking her out of contention for an international job assignment may instead end up adversely affecting her career. (Besides, nobody is likely to do the same for a new father.) See Matt Krentz, et. al., *Five Ways Men Can Improve Gender Diversity at Work*, BOSTON CONSULTING GROUP (Oct. 10, 2017), <https://www.bcg.com/en-us/publications/2017/people-organization-behavior-culture-five-ways-men-improve-gender-diversity-work.aspx>.

^{xxvi} People tend to recommend others much like themselves. National Center for Women & Information Technology, *Start Small, Start Now: Seven Bias Interrupters Male Allies (Or Anyone Really) Can Start Using Today*, <https://www.ncwit.org/resources/start-small-start-now-seven-bias-interrupters-male-allies-or-anyone-really-can-start-using-today>. See also Lauren A. Rivera, *Hiring as Cultural Matching: The Case of Elite Professional Service Firms*, *American Sociological Review* 77(6)999–1022, 2012. (<http://www.asanet.org/sites/default/files/savvy/journals/ASR/Dec12ASRFeature.pdf>).

^{xxvii} National Center for Women & Information Technology, *Start Small, Start Now: Seven Bias Interrupters Male Allies (Or Anyone Really) Can Start Using Today*, <https://www.ncwit.org/resources/start-small-start-now-seven-bias-interrupters-male-allies-or-anyone-really-can-start-using-today>.

^{xxviii} Without data on workforce diversity, organizations cannot correctly identify problems and develop appropriate solutions (Data2X (2017). *Gender Data: Sources, gaps, and measurement opportunities*, <http://www.data4sdgs.org/sites/default/files/2017-09/Gender%20Data%20-%20Data4SDGs%20Toolbox%20Module.pdf>; Giovannini, M. (2004). *What Gets Measured Gets Done - Achieving Results Through Diversity and Inclusion*, *Journal for Quality and Participation*, Vol. 27, No. 4, pp. 21-27). One Australian study found a relationship between reporting of diversity data and percentage of women on boards - the more comprehensive the diversity data was, the higher the proportion of women (The 30% Club (2016). *ASX 200 Director Snapshot* [https://30percentclub.org/assets/uploads/05925-COMS-30-ASX200-Skills and Experience A4 WEB.PDF](https://30percentclub.org/assets/uploads/05925-COMS-30-ASX200-Skills%20and%20Experience-A4-WEB.PDF)).