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WAGES-Classroom Board Game

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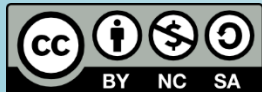
WAGE$ RACE TO THE TOP

Game Objective:

- Be one of the first two players to reach the top of the career ladder

Setting up:

- Pick a team:
  - Yellow Team or Green Team
- Pick a game piece:
  - Yellow Team = Dinosaurs
  - Green Team = Lizards
- Put your game piece at the START position on the board

WAGE$
RACE TO THE TOP

How to Play:

- The Yellow Team goes first.

- A Yellow Team player draws a Level 1 card from the Yellow Team pile. This player reads the card out loud and follows the instructions on the card.

- Next, a Green Team player draws a Level 1 card from the Green Team pile, reads it out loud, and follows the instructions.

- Game play continues by alternating back and forth between both teams as a different player takes a turn each time.

- Players should only draw cards that correspond to the Level they currently occupy on the board.

- The game ends after two players reach the top floor.

A few more things:

- If there is a question or dispute about the rules, a majority of Yellow Team members determine the correct interpretation.

- Also, you will notice that some cards have a shape that appears in the bottom right corner. Part of the game is to figure out what those shapes represent.

Main Ideas

What did you notice as the game progressed?

1) Patterns, not single incidents, are the most visible indicators of gender inequity

- In real life, we often don't have access to clear comparison info

- Single case comparisons often have multiple plausible explanations

- Aggregating across cases exposes patterns that cannot be explained by idiosyncratic differences

Crosby, Clayton, Alksnis, & Hemker (1986)

Demonstration of cognitive bias

	Female Manager					Male Manager				
	Inputs				Outcome	Inputs				Outcome
Dept.	Level	Seniority	Educ	Eval	Salary	Level	Seniority	Educ	Eval	Salary
A	14	25	BA	3	$30,000	13	25	MS	2	$35,000
B	13	20	BA (+)	2	$14,000	9	20	H.S.	1	$10,000
C	13	20	BA	3	$30,000	13	20	H.S.	3	$30,000
D	13	20	BA	3	$28,000	13	20	BA (+)	2	$30,000
E	12	15	BA	2	$24,000	13	20	BA	3	$35,000
F	12	15	Assoc.	3	$23,000	13	10	MS	3	$32,000
G	10	5	MS	1	$20,000	9	5	H.S.	1	$16,000
H	10	2	Assoc.	1	$17,000	11	2	MS	2	$28,000
I	9	5	BA	2	$12,000	10	2	Assoc.	1	$13,000
J	10	2	BA	3	$11,000	14	1	MS	2	$29,000

Crosby, Clayton, Alksnis, & Hemker (1986)

When did the Yellow Team start to pull ahead of the Green Team on the game board?

2) Seemingly minor disadvantages accumulate over time

- Biases are often seemingly minor and innocuous, rather than make-it-or-break-it events

- Minor events pile up to create large disparities over time

*Valian (1998)*

3) Bias may manifest differently at different work stages

- Different gender-relevant factors may be more significant or play out differently at one stage in work life than another.

  - Level 1: Sexual harassment

  - Level 2: Gender role expectations regarding family and work

  - Level 3: Push back for enacting leader-like traits

What did the shapes on the cards represent?
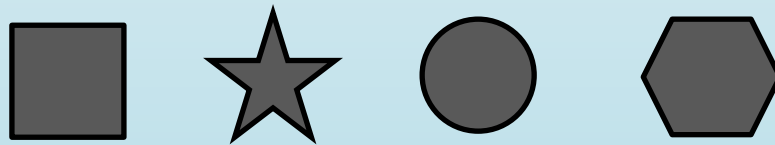
4) Diverse groups of women may experience bias differently

- Not all women experience bias in the same way

| Race-Ethnicity | Sexual Orientation | Ability Status | Socioeconomic Background |

- Intersectionality
  - Social identities are relational and take meaning from each other on both an individual and systemic level.
  - Sexism sometimes affects women differently depending on their race-ethnicity, sexual orientation, age, or other factors.
  - These factors can make discrimination more intense, less intense, or simply different.

Crenshaw (1991)

5) Unconscious stereotyping often fuels bias

- Most biases are unintentional
  - Most people intend to be fair, but unconscious bias gets in the way
- Stereotypes are habits of mind
  - Automatically activated and applied without intention or awareness
- No one is immune
  - Can affect even the most well-intentioned and egalitarian individuals
- Good intentions alone are not enough to avoid bias
  - Need strategies to interrupt bias

Stereotypes guide how we process information

Darley & Gross (1983)
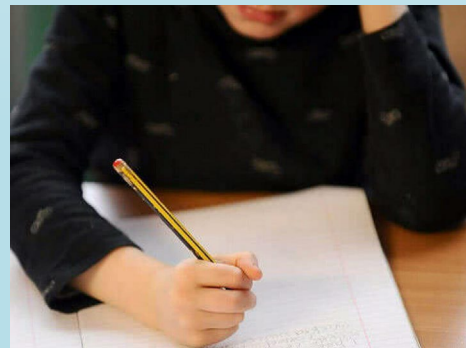
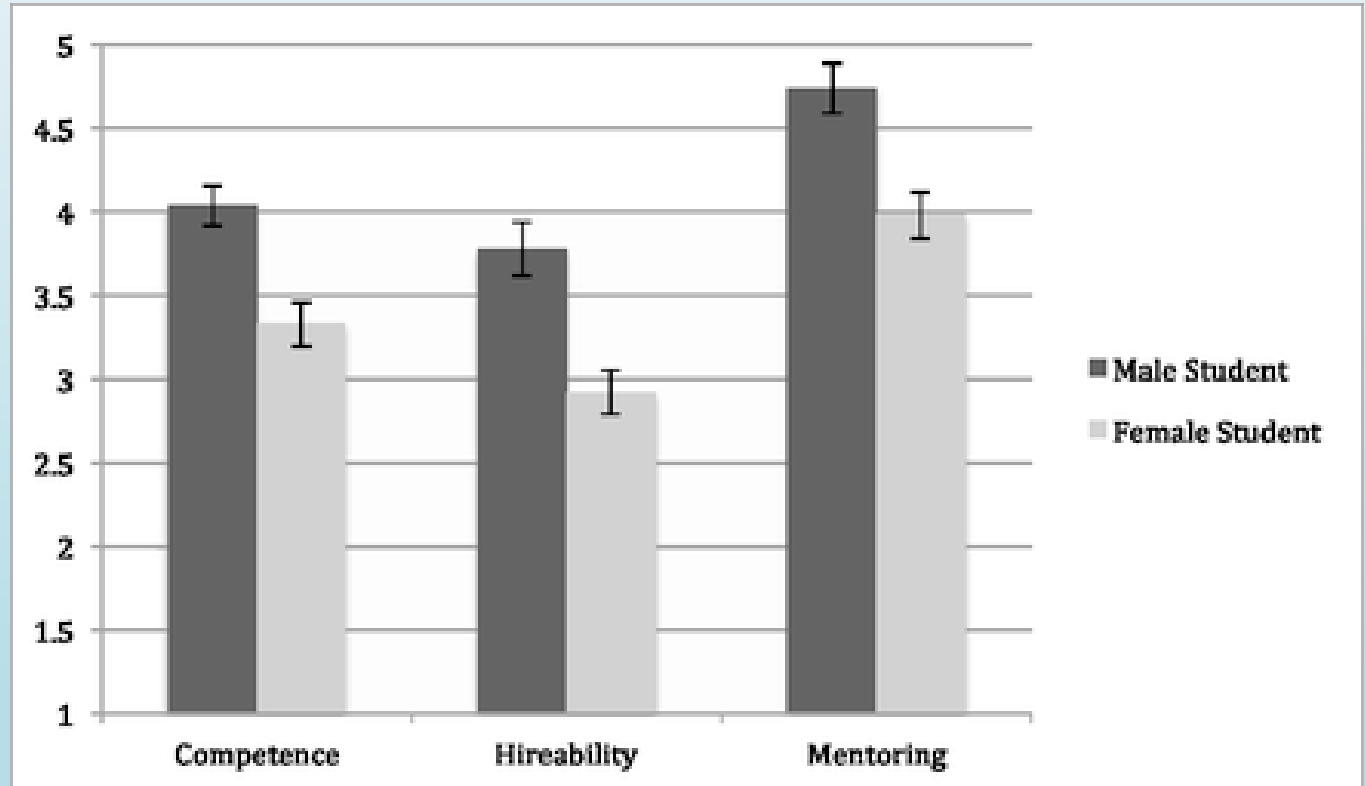# Stereotypes guide how we process information

Moss-Racusin et al. (2012)
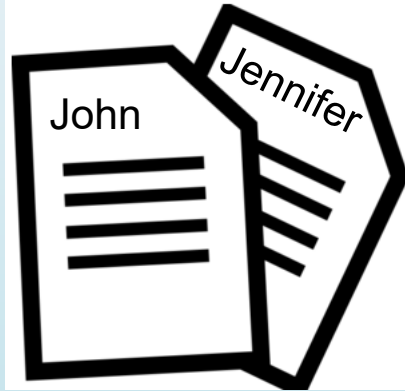
Stereotypes guide how we process information

Uhlmann & Cohen (2005)
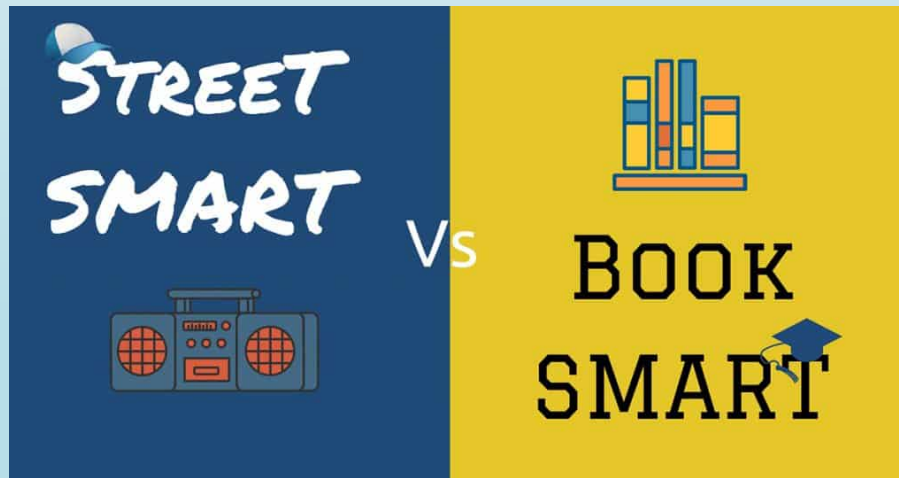
Identifying Bias: What to watch out for

Double Standards

- Tendency for women to be evaluated against harsher standards than men to prove their competence

  - Compensation and recognition

  - Penalties for mistakes

  - Attributions for success and failure

Heilman & Haynes (2005); Steinpreis et al. (1999); Moss-Racusin et al. (2012); Biernat & Sesko (2013); Biernat et al. (2010); Rosette & Livingston (2012); Brescoll et al. (2010); Lyness & Heilman (2006)

Double Bind

- Traits associated with success overlap with traits typically associated with men

- When women demonstrate these traits, they are penalized for being "too masculine" or "insufficiently feminine"

  - Respected but not liked
    OR
    Liked but not respected

He's assertive/ she's abrasive

He's confident/ she's arrogant

Rudman (1998); Rudman & Fairchild (2004); Brescoll & Uhlmann (2008); Heilman (2012); Brescoll et al. (2018); Williams et al. (2014)

Gender Role Expectations

- Gender Roles: Behaviors and attitudes perceived to be appropriate for men and women.

- The female gender role is stereotypically perceived as incompatible with work and leadership roles.
  - Lack of fit
  - Motherhood bias
  - Assumed "breadwinners" vs "caregivers"

Heilman & Okimoto (2008); Williams et al. (2016); Crowley (2013); Correll et al. (2007); Morgan et al. (2013); Fuegen et al. (2004); Heilman (2001)

Access to Development Opportunities and Resources

- Women are excluded more often than men from opportunities and resources that would help them advance.

  - Assignments: Glamour work vs. low-profile work

  - Mentoring vs. Sponsorship

  - Networking opportunities

Williams et al. (2014, 2016); Hewlett et al. (2008); Milkman et al. (2014); Cech (2013); Seron et al. (2016); Sheltzer & Smith (2014); Correll & Simard (2016); King et al. (2012); Ibarra et al (2010)

Workplace Climate

- Mistreatment tends to happen more often to women than men
  - Sexual harassment
  - Workplace incivilities
    - Interruptions
    - Stolen idea
    - Ignored
    - Uncooperative behavior

Berdahl & Moore (2006); Settles et al. (2006); Cortina et al. (2013); Kabat-Farr & Cortina (2014); Gignac et al. (2018); Sesko & Biernat (2010); Williams et al. (2016); Bowleg et al. (2008); Rabelo & Cortina (2014)

Reflection

- Were there any situations that came up in the game that you especially related to?

- Were there any situations that shocked you?

- How has playing this game changed your perceptions of gender equity in the workplace?

Interrupting Bias

What Can You Do?

- Double standards
- Double bind
- Gender role expectations
- Access to opportunities and resources
- Workplace climate

Interrupting Double Standards

Because the company is 90% Yellow Team members and because most clientele share your Hexagon background, your interviewer knows that you will have no problem fitting in. You look like the best candidate and get the job. Move ahead two spaces.

When a Green Team member accidentally erases an important document from the computer, you make sure not to put them in charge of any more important documents. But when a Yellow Team member makes the same mistake, you give them another chance.

Your boss congratulates a Green Team member on their good luck in completing a big project on time.

Interrupting the Double Bind

A Green Team member makes a strategic but risky decision. It pays off, but in the process she acquires the nickname, "The Brass Bitch."

You are trying to negotiate a raise with your new boss. You are assertive and professional, but your boss says you were pushy and aggressive. Move forward, but without the extra cash.

Interrupting Gender Role Expectations

Your boss comments to you that advancing in your career "will be difficult" with children. You notice that he hasn't made this comment to other Green Team coworkers. You suspect this is because you are a Green Team member who has particular Square features and Hexagon background. Stay where you are.

Your boss makes a point to praise you for supporting your family as well as you do.

Interrupting Lack of Access

It is time for your annual review. Your boss seems pleased with your performance, but mentions that there are a few areas that could use improvement. However, he does not offer specific feedback on your shortcomings or how to improve.

You are working on a team project. The team leader assigns a Green Team member to take notes during the meetings and manage the budget because Green Team members are "good at that sort of thing".

You're sitting in the lunch room when you see your boss approach a group of Yellow Team Members. You overhear him ask if they want to meet with the executives for drinks at a local bar. You wonder why you never get invited.

Interrupting Incivilities

A Green Team colleague offers a brilliant suggestion at an important meeting, but no one pays attention. Then, one of your Yellow Team colleagues says the exact same thing, and the room breaks into applause.

A Green Team member has been assigned to lead you and your other Yellow Team coworkers on a project. Someone tries to make a joke by asking the Green Team member to fetch them a cup of coffee.

What Can Individuals Do?

- Question your initial reaction to people and recognize that unconscious bias could be impacting you.

- Be aware of the types of people you are including in your inner circle, and who you may be unintentionally leaving out. Think about how you could expand your circle to be more inclusive.

- When you see bias, call it out. When people call out your bias, apologize for it and thank them for making you aware.

- Learn more. Increase your knowledge about bias.

- Talk about bias with others.

What Can Organizations Do?

- Keep gender (and other social identities) of applicants hidden.

- Use standardized criteria for evaluation, ensure that the criteria are relevant to the position, and commit to the evaluation criteria before reviewing applicants.

- Keep track of who is assigned low-profile assignments and who gets the career-enhancing assignments.

- Track data about patterns in the workplace regarding hiring, raises, promotions, harassment, and other areas impacted by bias.