

INTERSECTIONALITY WALK PACK



AN INTERSECTIONALITY WALK, WITH SYSTEMIC CHANGE

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CONTEXT: This session provides an action-based experience into how intersectionality affects engagement at work, and how including diverse perspectives can help organisations reduce and remove structural, systemic and cultural barriers, and thus improve outcomes for individuals and organisations. Participants will:

- have the opportunity to actively contribute to understanding and educating others in why intersectionality is important for innovative organisations
- see intersectionality at work in individual lives through the Intersectionality Walk
- explore how organisations can make the most of diverse perspectives to remove barriers to equity, diversity and inclusion
- have the opportunity to contribute to a research project



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PART ONE

OVERVIEW



OVERVIEW

Innovative and impactful organisations flourish when diverse talent does

PURPOSE

The Intersectionality Walk provides a practical demonstration of the compounding effect of multiple factors of identity that can disadvantage people in the workplace. It is an action-based activity demonstrating how intersectionality affects an individual's engagement at work, and how identification and mitigation of systemic barriers can change this.

BACKGROUND

When an individual steps into someone else's shoes, they can view the workplace from a different perspective. Also, they can see how talent may be lost from an organisation. Without experiencing a different perspective, a person's comprehension of the impact of workplace processes and cultures on different individuals may not be as rich as it could be.

THE WALK

The Walk may be conducted in person or virtually.

★ FACE-TO-FACE WALK

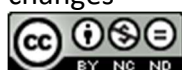
The Walk is conducted in a circle of no more than ideally 16 people. Multiple circles can be accommodated provided there is sufficient room. Each circle is led by a facilitator, who will hand out personas, and read out scenarios which will determine the steps taken by participants. At the completion of the Walk, feedback from participants is sought about the changes that could be made to the workplace scenarios to lessen the impacts on their personas. The facilitator will incorporate the suggested changes into the scenarios and re-run the Walk to assess the effect of the changes. Each circle facilitator will need their own space and electronic polling presence.

REQUIREMENTS

- A person to facilitate the circle (1 person can't both facilitate and participate successfully)
- Approximately 5m x 5m of clear floor space for each group of 16 participants
- Approximately 90 minutes to run the whole process
- Electronic survey tool (e.g. Poll Everywhere or similar) or other method for participants to record proposed changes to the scenarios (see template later in this pack). If an electronic tool is used, all participants must have an internet-enabled device to participate

MATERIALS

- Printout of Run Sheet for the facilitator
- Printed persona sheet for each participant. Multiple participants having the same persona is not a problem and provides opportunities for additional insights into stereotypes and assumptions
- Accessories (if desired – for example, stickers identifying aspects of the persona, or props denoting aspects of the persona)
- Instruction sheets on how to propose changes at the end of the first part of the Walk (respond to the electronic poll or other method)
- Copy of the scenarios for each participant as an aide memoir to prompt for proposed changes



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★ VIRTUAL WALK

The Walk is conducted through an online video-conferencing tool (Zoom or equivalent) with no more than ideally 24 people. More participants can be accommodated by using breakout rooms, with each room having its own facilitator. Participants are provided their persona in advance, via email. The Walk is led by a facilitator, who will read out scenarios which will determine the steps taken by participants. At the completion of the Walk, participants suggest changes that could be made to the workplace scenarios to lessen the impacts on their personas via the video-conferencing tool's chat function. Suggested changes are incorporated into subsequent deliveries of the Walk; that is, the changed scenarios are prepared in advance for a virtual Walk. The Walk is rerun with the pre-prepared scenarios to assess the effect of the changes.

REQUIREMENTS

- Video-conferencing tool (Zoom or equivalent)
- A person to facilitate each Walk (or each breakout room)
- Approximately 90 minutes to run the whole process

MATERIALS

- Run Sheet for the facilitator
- Slide deck, including prepared scenarios for the second Walk
- Virtual Walk tracker
- Personas provided in advance to participants via email. Multiple participants having the same persona is not a problem and provides opportunities for additional insights into stereotypes and assumptions



PART TWO

FACILITATOR'S GUIDE



FACILITATOR'S GUIDE

PREPARATION IN ADVANCE

★ FACE-TO-FACE WALK

- Print persona sheet for each participant
- Copy scenarios for each participant
- Establish your electronic poll (e.g. via Poll Everywhere), or copy sheets for participants to provide structural change
- Create instructions for using the electronic polling software
- Collect props (if using)
- Print Run Sheet for the facilitator

★ VIRTUAL WALK

- Set up meeting via video-conferencing tool (e.g. Zoom or equivalent); ensure closed captions are enabled
- Prepare slide deck, including preparing scenarios for the second Walk
- Prepare Virtual Walk tracker and insert into slide deck (in 2 places)
- Provide personas to participants in advance via email
- Prepare Run Sheet for the facilitator

INTERSECTIONALITY WALK DELIVERY

This is a generic run sheet for the Intersectionality Walk. It is based on the virtual Walk format, but should be largely applicable to both the face-to-face and virtual Walk formats. Please do adjust the instructions as necessary for face-to-face deliveries of the Walk. Times are based on a 90-minute session and references are made to the slide deck for the virtual Walk.

SESSION INTRODUCTION (~5 MINS)

Slide 1

- Welcome to our interactive Intersectionality Walk workshop!
- Closed captions are enabled for today's session, so if you want or need to use them, you should be able to do that through the CC icon at the bottom of your Zoom window.
- I would like to begin by acknowledging the traditional custodians of the land on which we are all working today and pay my respects to the Elders, past and present. I extend that respect to any Aboriginal and Torres Strait Islander people joining us today.

Slide 2

- I am XXX. I am joined by XXX.
- The session we are running today is a collaborative effort between the members of the ACT Regional Network of SAGE Athena SWAN member organisations. It was created as an in-person session for our sector's Catalysing Gender Equity Conference in February 2020, and has been translated to a virtual format.
- The Walk and its resources are licensed under a creative commons international license, and are available on the SAGE website. We'll send a link in the post-Walk email.



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Slide 3

- A bit of background about how we got here: This work started with the Women in STEM Decadal Plan which offers a vision and opportunities to build the strongest STEM workforce to support Australia's prosperity to 2030. One element of the Decadal Plan was a commitment to roll out the Athena SWAN program in Australia, with modifications to make it better fit the local context. Athena SWAN is delivered by SAGE in Australia under licence from Advance HE in the UK.

Slide 4

- As you may know, Athena SWAN is an accreditation framework to improve Gender Equity, Diversity and Inclusion in Higher Education and Research Organisations.
- Organisations commit to 10 principles, two of which are particularly relevant to today's session. They are taking an intersectional approach to gender equity, diversity and inclusion work, and engaging with those most impacted by institutional inequities to co-design better systems.
- While Athena SWAN in the UK asks institutions to consider the intersection of race and gender, the Australian framework takes a broader approach to the consideration of intersectionality, including addressing the specific inequities and injustices experienced by Aboriginal and Torres Strait Islander People by incorporating indigenous knowledges and perspectives.

INTRODUCTION TO INTERSECTIONALITY (~5 MINS)

Slide 5

- So what is intersectionality and why is it important?
- The term was coined in 1989 by Kimberlé Crenshaw and acknowledges the various elements of a person's identity don't exist in isolation.
- As represented in this diagram, an individual human holds intrinsic diversity of thinking, and acquired diversity of knowledge and skills, as well as networks, at any point in time. The intersections of an individual's gender, ethnicity, cultural background, linguistic background, age - and more - compound to create a unique individual with unique talents.

Slide 6

- But what this also means is that these intersecting characteristics can create compounding discrimination and bias which are experienced by different people in different ways. For example, the workplace experience of a middle class, white, heterosexual woman in the health sciences is likely to be very different to a gay black woman in a male-dominated field.
- It also means that our gender equity solutions must be designed so they assist all women, not only women from majority groups.

Slide 7

- By applying an intersectional lens to equity and diversity work within our organisations, we are creating truly inclusive workplaces. By removing barriers and facilitating participation of everyone, then every individual can contribute their full set of skills and talents. Research has consistently shown that diverse workplaces are more productive and innovative and achieve better outcomes. By using an intersectional approach to create an inclusive workplace, everyone benefits.



INTRODUCTION TO THE INTERSECTIONALITY WALK (~7 MINS)

Slide 8

- The Intersectionality Walk is an action-based activity enabling you to step into someone else's shoes and experience the workplace from an alternative perspective. It is designed to help create enhanced understanding of how seemingly small barriers can accumulate and compound disadvantage.
- The Walk also helps to identify how small changes can remove many barriers, which make a big difference to people's ability to contribute their full talents.

Slide 9

- You will have received a persona via email, based on real-world attributes and characteristics, and you will be asked, throughout the Walk, to make decisions about scenarios based on your persona. We'll explain the Walk in more detail in a moment.
- After the Walk, we'll reflect on how the various, intersecting aspects of each persona's identity influenced their response to the scenarios.
- Next, you will be asked to suggest changes to the scenarios through the chat function, and we'll walk again with changed scenarios. We'll then reflect further.

Slide 10

- When we start the Walk, we'd like you to imagine we are standing in a circle. As we read out workplace scenarios, consider your allocated persona, and the compounding factors that are likely to impact on you in that scenario.
- Imagine you are taking one step backwards, further OUT of the circle, for each aspect of your persona where you would be negatively impacted in a scenario; there may be one or more ways you are affected, so you can take more than one step back in a scenario. Otherwise, stay where you are.
- Please keep count of how many steps in total your persona takes. So, for each step (and remember there might be multiple for each scenario) add one to your running total (you can tally on a piece of paper with pen, or keep track in your head, or use your device's calculator – whichever you prefer).
- After the Walk we will ask how many steps you took in total, and we will have a visual display of where each persona was in relation to the starting circle.

Slide 11

- For example, here are three personas, Josh, Nic and Linh.
- Scenario: You have been asked to go to teach for 4 weeks at your Institution's campus in Malaysia in August. You will be teaching-only for the 4 weeks, but will be given 8 weeks of protected research time on your return. The documentation about such arrangements does not mention the possibility of family accompanying you. It also notes that homosexuality is illegal in Malaysia. Do you go and teach there?
 - Josh – How many steps did you take? [*maybe 2 – gay/adoption*]
 - Nic – How many steps? [*maybe 0*]
 - Linh – How many steps? [*maybe 1 – clinic. Maybe 1 – pain*]
- You can see that different personas are differently affected by the scenario. You can also see that there is not a 'correct' answer for the number of steps. Maybe Linh's chronic pain would make her less likely to accept the teaching, maybe not. Maybe Josh is willing to 'hide' being gay for the time he's there.
- When you embody the persona for the Walk, you will be asked to make decisions about how the scenario affects you. There's no right and wrong answer; it will depend on the way



you inhabit the persona. And we'll talk about some of the different possibilities in the debriefs.

INSTRUCTIONS (~3 MINS)

Slide 12 (put the person's name, persona and persona number e.g. Jo Smyth – LINH 1 on the slide in advance)

- So, with that in mind, we'd like you now to become your persona. Because of the number of people in the session, there may be more than one person taking on the same persona. This table reminds you of your persona, and if necessary, the persona 'number'.
- Please open your persona document – sent by email.
- Take 2 minutes to silently reflect on the details of who you are. You have 2 minutes to contemplate your persona to "get in to character". This step is important. Once we start the Walk, you won't have lots of time to consider your persona. There may be aspects of your persona with which you are well familiar, but other aspects you may not. Pay particular attention to these aspects, in combination with all of the other aspects of the persona.
- Please feel free to turn your camera off for these 2 minutes.

WALK 1 (~12 MINS)

Slide 13

- Each persona has the skills and talent to contribute fully to your organisation and to "make a difference".
- As each scenario is read out, consider your allocated persona, and the compounding factors that are likely to impact on you in that scenario.
- Take one step backwards for every aspect of your persona where you would be negatively impacted (there may be one or more ways you are affected). Otherwise, stay where you are (do not add a step).

Scenarios

Congratulations! You have just accepted a new role at an organization with a fantastic reputation, and you can't wait to get started. Let's go!

Slide 14

Day 1

It is your first day, and your team welcome you warmly. You are taken on a tour and are shown a number of different buildings. One of these is the lecture theatre where an "All Staff Forum" is held once a month, on a Thursday at 3pm. You notice the building is not very accessible and there isn't a hearing loop. You are told the forums are audio recorded, but that it is a good opportunity to ask questions, and it is best to attend in person.

Will you easily be able to attend and participate?

Most of your colleagues have photos of their partners and kids on their desks. At lunchtime, several of your colleagues are chatting, mostly about their families and what they did with their kids on the weekend. Somebody asks you if you have kids and what you did on the weekend.

Are you comfortable chatting about your weekend to your new colleagues? Do you put a photo of your partner on your desk?



Slide 15

Day 2

You have non-traditional qualifications but a lot of experience from other, similar, roles, so although there is a lot for you to learn on the job, you think you can “pull your weight”. There is a task requiring after-hours work, for at least a couple of weeks, over the next 6 months – the exact timing is not known. The team currently working on the task, are all local, white, and male. Your manager has asked for more volunteers and has offered a trip to a high-profile conference as an incentive. You have always wanted to have the opportunity to attend this event.

Do you volunteer for the after-hours work? Do you feel your contributions are valued?

Slide 16

Day 3

You are reading through some of the company policies, team procedures and guidelines, to familiarize yourself with them. You discover your workplace agreement permits 12 weeks of paid maternity leave for birth mothers, but no other parental or carer leave arrangements. You are able to use your 2 weeks’ personal leave for family or caring responsibilities as well as illness, but all absences must be covered formally under these leave arrangements.

Will these arrangements help you balance your work and non-work life?

Slide 17

Day 4

Your new manager holds weekly team meetings at 9am on Monday mornings on a rotating basis at different work locations. At the meetings, the week’s work is allocated and any issues are discussed. Your manager acknowledges not everyone might be able to attend all meetings so advance input is welcomed.

Are you able to attend the meetings in person to fully contribute?

There is an announcement at the weekly team meeting that your office is going to be renovated, and your team will be moved temporarily to an older building. The building’s last re-vamp of fixtures, furniture and fittings were completed in the 70s, and it is located five kilometers away from your current place of work, and away from the teaching areas.

Will you be able to fully perform in your new location?

Slide 18

Day 5

Staff in the team are being asked to self-nominate to attend a week-long (Monday to Friday) development program in a few weeks’ time. It is a great opportunity to get some of your ideas heard at a high level and includes important networking lunches. Timing coincides with school holidays and with Ramadan. The course has a great reputation and will give you skills that will let you advance your career. It will take you about an hour to get to the course location from your home.

Do you self-nominate to attend?

Your team has arranged after-work drinks to welcome you, and to bond. All team members are encouraged to attend. On arrival, the bar is crowded and noisy, and the drinks are



expensive. You think you overhear someone making a “blonde” joke, and later a reference to someone else’s shirt as “gay”.

Are you able to attend this event easily, and do you feel comfortable in this environment?

leave a moment to record their steps

VIRTUAL TRACKER COMPLETION (~5 MINS)

SLIDE 19

Call on people to tell you their steps

DEBRIEF 1 (~15 MINS)

- Consider how many talented people progressed further out of the circle and weren’t able to contribute their talent and potential fully, and how many talented people remained within the close bounds of the workplace. This is how systemic inequity plays out every day in our workplaces, and how various aspects of an individual’s identity can compound privilege or compound disadvantage. This is intersectionality at work.

- Ask **Sam** (who is likely to take many steps)
 - What is your ‘persona’?
 - How were you disadvantaged by the scenarios?
- Highlight the fact that there is no single aspect of Sam’s identity that is ‘most salient’ when it comes to the barriers in the workplace. Rather, there are multiple aspects of Sam’s identity which compound resulting in their ‘exclusion’. This is intersectionality at play.

- Ask **Fred**
 - What is your ‘persona’?
 - How were you disadvantaged by the scenarios?
- Highlight the fact that for Fred (as written – the participant embodying Fred may add other characteristics which influence this), the majority of disadvantage arose from caring responsibilities.

- If you have both personas, contrast **Sam** and **Fred** in terms of the impact their children have on their ability to contribute in this workplace. Their parenting experience is different because of intersecting aspects of their situation and identity.
- To what extent might a workplace parents and carers network meet **Sam’s** and **Fred’s** needs?

- Ask **Adele**
 - What is your ‘persona’?
 - How were you disadvantaged by the scenarios?
 - Was there any day on which you did not take a step back?
 - How did you feel as the week went on?
- Highlight the fact that marginalised/underrepresented groups may not experience overt discrimination. Rather, a system that is not set up to include you constantly excludes, and this can be exhausting.

- Ask **Li**
 - What is your ‘persona’?
 - Were there any scenarios in which you took more than one step backwards?



- Highlight the fact that for Li (like Sam and Adele) there is compounded, intersectional disadvantage (e.g. Li might be uncomfortable in the crowded, noisy bar because of her pregnancy and because of her NESB background).
- Perhaps also reflect on whether the parents and carers network is likely to meet Li's needs.
- Ask **Toni** (who is likely to take few steps)
 - What is your 'persona'?
 - How were you disadvantaged by the scenarios?
- Highlight the fact that Toni's experience as a bi woman may be different being in a relationship with a man than if her partner was a woman. Discuss 'hiding' identities to avoid discrimination, and the toll this takes.
- Contrast **Li's** and **Toni's** experiences as women from overseas with no family in the country. Perhaps discuss the problem of definitions of 'culturally-diverse' which focus on 'born outside of Australia', and indeed of catch-all terms like CALD as homogenising a huge variety of lived experiences.
- Highlight the fact that Gender Equity initiatives often target the 'majority' women (like Toni), who are already close to the centre of the circle. But we can see that 'women' are not a homogeneous group – Li, Adele and Toni have different experiences of, and challenges in, the workplace. Bringing an intersectional perspective to GEDI work allows us to make the systemic change that will improve workplaces for all. The only way we can know what barriers people are facing, and what would improve their workplace experience, is to engage with them to co-design solutions.

SCENARIO CHANGE (~10 MINS)

Slide 20

- Think about how the scenarios could be changed to allow your persona to fully contribute their talent in the workplace.
- Use the Zoom chat function to add your ideas on structural changes to these scenarios.

WALK 2 (~12MINS)

Slide 21

- We're now going to walk again, in our personas, with scenarios changed.
- As each scenario is read out, consider your allocated persona, and the compounding factors that are likely to impact on you in that scenario.
- Add one step for every aspect of your persona where you would be negatively impacted (there may be one or more ways you are affected). Otherwise, stay where you are (do not add a step).

Scenarios

Congratulations! You have just accepted a new role at an organization with a fantastic reputation, and you can't wait to get started. Let's go.

Slide 22

Day 1

It is your first day, and your team welcome you warmly. You are taken on a tour and are shown a number of different buildings. One of these is the lecture theatre where an "All Staff Forum" is held once a month, on a different day each month, between the hours of 10am – 2.30pm.



You are told the building has been recently refurbished and is fully accessible, including hearing loops. You are told you are also able to dial in virtually to the all-staff forums.

Will you easily be able to attend and participate?

Most of your colleagues have photos of their partners and kids on their desks. You notice many people are wearing rainbow lanyards. At lunchtime, several of your colleagues are chatting, mostly about what they did on the weekend. Somebody asks you what you did on the weekend.

Do you put a family photo on your desk? Are you comfortable chatting about your weekend to your new colleagues?

Slide 23

Day 2

You have non-traditional qualifications but a lot of experience from other, similar, roles, so although there is a lot for you to learn on the job, you think you can “pull your weight”. Your diverse experience is acknowledged by your manager and team members in your first team meeting. There is a task requiring additional work, for at least a couple of weeks, over the next 6 months – the exact timing is not known. Your manager has asked for volunteers and has explained contributions can be made in core working hours, and that there will be support for both part-time staff and staff with caring responsibilities to ensure they can participate. The team working on the task have different talents and backgrounds, and may have the opportunity to attend a high-profile conference as part of this work.

Do you volunteer for the additional work? Do you feel your contributions are valued?

Slide 24

Day 3

As part of the mandatory Induction program, you are read through the organisation’s non-discrimination policy, diversity strategy, gender inclusive language guidelines, LGBTIQ+ inclusion strategy, and support for new parents procedure, and complete staff cultural competency training. You discover your workplace agreement provides leave for First Nations people to attend to cultural obligations, paid shared parental leave for parents of any gender, and that you are entitled to 4 weeks of personal leave for illness and for family/caring responsibilities. Your manager also schedules a meeting to discuss flexible work arrangements.

Will these policies help you balance your work and non-work life?

Slide 25

Day 4

Your new manager holds weekly team meetings on a varied time, day and location basis, and staff can join virtually. At the meetings, the week’s work is allocated and any issues are discussed. Your manager acknowledges not everyone will be able to attend all meetings so advance input is welcomed.

Are you able to fully contribute to the meetings?

There is an announcement at the weekly team meeting that your office is going to be renovated, and your team will need to be moved temporarily. Your manager meets with the team and individuals, to discuss the needs and preferences of the team and each team member. There are options to work from home, hot-desk in a neighboring building, or shift



temporarily to another building located five kilometers away from your current place of work, and away from the teaching areas.

Will you be able to fully perform in your new location?

Slide 26

Day 5

Staff in the team are being asked to self-nominate to attend a week-long (Monday to Friday) development program available monthly over the next six months. It is a great opportunity to get some of your ideas heard at a high level and includes important networking opportunities across the days. The course has a great reputation and will give you skills that will let you advance your career. It is available via online delivery or face-to face, with the course location being about an hour's drive from your home. A vacation and after-hours care program is available at your work.

Do you self-nominate to attend?

Your team has arranged a catered lunch to welcome you and to bond. All team members are encouraged to attend. A range of dietary options are available, and the lunch is held in a spacious, open, and inviting courtyard near to your office. All team members behave inclusively, and you remember the code of conduct that was part of your mandatory reading at induction.

Are you able to attend this event easily, and do you feel comfortable in this environment?

VIRTUAL TRACKER COMPLETION (~3 MINS)

Slide 27

Call on people to tell you their steps

DEBRIEF 2 (~10 MINS)

- Consider how many talented people progressed further out of the circle and weren't able to contribute their talent and potential fully, and how many talented people remained within the close bounds of the workplace. Involving those excluded by 'traditional' structures, systems and culture in co-designing change initiatives leads to a workplace that is more inclusive for all.
- Ask **Elvis** (who is likely to have had quite a big change in number of steps)
 - What is your 'persona'?
 - How have the revised scenarios improved things for you in the workplace?
 - Was there anything that was still a barrier for you?
- Highlight the fact that a change that benefits one person may well improve the system for others too (e.g. the change to the social to avoid alcohol in the bar would be more inclusive for Elvis and possibly also Li, Adele, Sam, Ricky – and others)
- Ask **Ricky**
 - What is your 'persona'?
 - How did the revised scenarios change your workplace experience?
 - Would being out at work have likely changed things for Ricky?



- Ask **Alex** (who was likely to take few steps in either Walk)
 - What is your 'persona'?
 - [Assuming they had low numbers of steps in each Walk] You weren't too disadvantaged by the scenarios in the first Walk. How did the revised scenarios change your workplace experience?
- Highlight the fact that changes to make the workplace more inclusive rarely disadvantage those who were already included. Acknowledge that this levelling of the playing field can make these people *feel* disadvantaged (and that's one reason we get resistance/backlash).
- Ask **Alex**
 - Alex wasn't coded as a particular gender. What gender did you attribute to Alex? Do you think their experience would have been different if you had chosen a different gender?
- Before we finish, we'd like you all to reflect on your personas. In all cases, there were aspects of your identity that we didn't specify. It was up to you how you 'filled in the gaps'. So just consider how you filled those gaps. For example, if we didn't specify that you were a person with disability, did you play your role as non-disabled? If we didn't specify your ethnicity, did you play your persona as white? Reflect on what might have driven you to fill in the gaps that way. Did you fill in the gaps based on your own identity? Did you default to majority status? And also consider how that might reflect the unconscious assumptions you make about people in your real life?

Slide 28

- Our gender equity work must have an intersectional lens to allow us to make the systemic change that will improve workplaces for all women, and indeed all people. We can't work in silos where we focus on gender one year, cultural background the next, disability the next – that isn't people's reality.
- And the only way we can know what barriers people are facing, and what would improve their workplace experience, is to engage with them to co-design solutions. We need to utilise the diversity of thought, skills, knowledge and networks in our organisations and beyond.

IW RESEARCH (~2 MINS)

Slide 29

- The ACT Regional Network, who designed this Walk, are conducting research to help evaluate the impact of the Intersectionality Walk. They are using the pre- and post- Walk survey data to do this, and are also investigating how they can track impact over time.
- They have published a paper on the impact of the Walk.
- We'll send out a copy with the post-Walk email, which will also include the post-Walk survey link. We would really appreciate it if you would complete the survey to assist with this research.

WRAP UP & FURTHER READING (~2 MINS)

Slide 30/31





SOME SCENARIO CHANGES

(just in case...)

Day 1

- guide checks for accessibility issues and tailors tour accordingly
- virtual dial-in as an option
- scheduling during family-friendly hours
- tour guide checks regularly that participants can hear / see etc.
- tour/buildings should be wheelchair accessible
- encourage a culture where people of all genders and sexual orientation feel comfortable sharing stories and putting photos of same-sex partners on their desks
- all staff should understand the legal framework of discrimination

Day 2

- support (including financial) for carers to attend conferences
- routinely check for gender parity, ask “if not, why not”
- provide opportunities for contribution during core working hours

Day 3

- Access to equal parental (all genders, inclusive of same-sex couples), foster, carer’s, adoption, cultural leave, leave without pay
- Remove primary/secondary carer definitions

Day 4

- scheduling during family-friendly hours, including consideration of travel-time to work
- provide transport between work-locations
- virtual dial-in as an option
- offer flexible work

Day 5

- scheduling during family- cultural- friendly hours
- virtual dial-in as an option
- outline org code of conduct for work functions
- Ask new team members where they would like to go for their welcome event
- Use inclusive language/call out non-inclusive language
- inclusive venues (range of dietary options, consider no alcohol)



PERSONA SUMMARY

Sam	Li	Adele	Fred	Elvis	Ricky
Single parent	Female research academic	Yuin woman from the South Coast of NSW	Male academic	Male	Mid-career, education-focused
Non-binary gender	Non-English-speaking background	Academic researcher	Elderly father needs to be moved to a nursing home	From Sudan with refugee background	No co-dependants or spouse
Physical disability (uses a wheelchair)	No family in the country	Travels to Country for cultural reasons often	Two pre-school children and a working spouse	Muslim	Gay man; not out at work
Engineering faculty	Married, with a full-time employed spouse	Approaching retirement age	Childcare hours 7 am – 6 pm, and pre-school hours 9am – 2.30pm	Plays representative elite sport with training on Mon, Wed and Fri at 6.30 am for two hours	Has a hearing-disability, difficulty with background noise and prefers hearing-loops
Child with autism (often has to leave work early or start late)	In the late stages of pregnancy	Employed four days a week		No co-dependants or spouse	



Alex	Toni		Josh*	Nic*	Linh*
Early career post-doctoral fellow	Pākehā (non-Māori) New Zealander		Gay man	French background	Female
Drummer in a band	Bisexual woman in a relationship with a man		Spouse works in a different department in the same organisation	Has lived in Australia for 20 years	Australian-Vietnamese
No dependants	No family in the country; no dependants		Just starting the adoption process	3 adult children, one of whom lives at home	Chronic pain condition
Band practice Tuesday nights and Saturday afternoons	Recreational cyclist – rides with friends for ~2 hours on Tuesday, Thursday & Saturday mornings		Walks to work	Breeds French Bulldogs	Clinical academic (in clinic Tues/Wed)
	Mid-career, teaching & research				

*used in the example scenario



PART THREE

RESOURCES



RESOURCES

PERSONA SHEETS

for individual persona kits (place in an envelope with optional props) or send via email



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Your persona's details are below.

Please take a few minutes for silent reflection on who your persona is. Perhaps imagine some individuals you know, or who you have heard about, who may have similar intersecting characteristics.

Your persona is: Sam

1. Single parent
2. Non-binary gender
3. Lives with a physical disability & uses a wheelchair
4. Engineering faculty
5. Child with autism (often has to leave work early or start late)

Get ready to walk as Sam!



Your persona's details are below.

Please take a few minutes for silent reflection on who your persona is. Perhaps imagine some individuals you know, or who you have heard about, who may have similar intersecting characteristics.

Your persona is: Li

1. Female research academic
2. Non-English-speaking background
3. No family in the country
4. Married with a full time employed spouse
5. In the late stages of pregnancy

Get ready to walk as Li!



Your persona's details are below.

Please take a few minutes for silent reflection on who your persona is. Perhaps imagine some individuals you know, or who you have heard about, who may have similar intersecting characteristics.

Your persona is: Adele

1. Yuin woman from the South Coast of NSW
2. Female academic researcher
3. Travels to Country for cultural reasons often
4. Approaching retirement age
5. Employed four days a week

Get ready to walk as Adele!



Your persona's details are below.

Please take a few minutes for silent reflection on who your persona is. Perhaps imagine some individuals you know, or who you have heard about, who may have similar intersecting characteristics.

Your persona is: Fred

1. Male academic
2. Elderly father needs to be moved to a nursing home
3. Two pre-school children and a working spouse
4. Childcare hours 7 am – 6 pm, and pre-school hours 9am – 2.30pm

Get ready to walk as Fred!



Your persona's details are below.

Please take a few minutes for silent reflection on who your persona is. Perhaps imagine some individuals you know, or who you have heard about, who may have similar intersecting characteristics.

Your persona is: Elvis

1. Male
2. From Sudan with refugee background
3. Muslim
4. Plays representative elite sport with training on Mon, Wed and Fri at 6.30 am for two hours
5. No co-dependants or spouse

Get ready to walk as Elvis!



Your persona's details are below.

Please take a few minutes for silent reflection on who your persona is. Perhaps imagine some individuals you know, or who you have heard about, who may have similar intersecting characteristics.

Your persona is: Ricky

1. Mid-career education-focused
2. No co-dependants or spouse
3. Gay man; not out at work
4. Has a hearing-disability, difficulty with background noise and prefers hearing-loops

Get ready to walk as Ricky!



Your persona's details are below.

Please take a few minutes for silent reflection on who your persona is. Perhaps imagine some individuals you know, or who you have heard about, who may have similar intersecting characteristics.

Your persona is: Alex

1. Early career post-doctoral fellow
2. Drummer in a band
3. No dependents or non-work obligations aside from,
4. Band practice Tuesday nights and Saturday afternoons

Get ready to walk as Alex!



Your persona's details are below.

Please take a few minutes for silent reflection on who your persona is. Perhaps imagine some individuals you know, or who you have heard about, who may have similar intersecting characteristics.

Your persona is: Toni

1. Pākehā (non-Māori) New Zealander
2. Bisexual woman in a relationship with a man
3. No family in the country; no dependents
4. Recreational cyclist – rides with friends for ~2 hours on Tuesday, Thursday & Saturday mornings
5. Mid-career, teaching & research

Get ready to walk as Toni!



INSTRUCTIONS FOR PERSONA-DRIVEN CHANGES TO SCENARIOS

1 per person for face-to-face Walks (or large enough for all to see)

1. Access the poll with your device

URL: ...

Or use this QR code: ...

If your device does not work, write your answers on the sheet provided then hand to your facilitator.

2. Enter a name before you start the poll

Please use your persona's name.

3. Provide a suggested change to Day 1 - 5 scenarios based on your persona

A summary of the scenarios is on the reverse of this page.

Thank you.



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INSTRUCTIONS FOR PERSONA-DRIVEN CHANGES TO SCENARIOS

PERSONA NAME: _____

1. Write your persona name above.
2. Provide a suggested change to Day 1 - 5 scenarios based on your persona below.

A summary of the scenarios is on the reverse of this page.

Day 1.

Day 2.

Day 3.

Day 4.

Day 5.

Thank you.



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SCENARIO SUMMARY FOR PARTICIPANTS

On the back of the **Instructions For Persona-Driven Changes To Scenarios** Sheets, or 1 per person for face-to-face Walks (or large enough for all to see)

Scenarios – summary

(as reference; for use in suggesting persona-driven changes to scenarios)

Day 1

- campus-wide tour, shown the lecture theatre where monthly “All Staff Forum” held Thursdays 3pm; building is not very accessible/no hearing loop; forums are audio recorded, best to attend in person.
- colleagues have photos of partners/kids on desks; lunchtime chats about family/kids/ weekend activities.

Day 2

- non-traditional qualifications; you can “pull your weight” due to experience; after-hours voluntary task; team mainly local, white, male; trip to a high-profile conference as an incentive

Day 3

- workplace agreement - 12 weeks’ paid maternity leave for birth mothers, no other parental leave arrangements; 2 weeks’ personal leave for family/caring responsibilities & sick leave; all absences to be covered formally under arrangements

Day 4

- weekly team meetings 9am Monday mornings different campus locations; work allocated & issues discussed; input in advance welcomed.
- office renovations; temporary relocation; old building; 5 kms away from current work; away from teaching areas.

Day 5

- self-nominations for week-long (Mon to Fri) development program; during school holidays and Ramadan; course has great reputation – will help you advance your career; commute to course from home is ~ 1 hour
- welcome drinks after work at expensive bar; crowded & noisy; overhear “blonde” joke and reference to shirt as “gay”.



GENERIC PRE-WALK AND POST_WALK EMAIL TEMPLATES

PRE-WALK – SEND TO INDIVIDUALS

Dear **Name**

We are very much looking forward to seeing you at the Intersectionality Walk on **Day/Date**.

The session is scheduled from **Time**. Please arrive **on Zoom** at **TIME** for a **TIME** start.

The Intersectionality Walk will be facilitated by **Name**.

PERSONAS

During the session, you will be taking on a ‘persona’. You are **PERSONA**. **PERSONA**’s details are attached. Please have these with you for reference at the session (for virtual walks, we’ve found it easier to have them on a separate screen – or printed out if you are using a single screen set up).

Due to the numbers in the session, there will be multiple versions of the persona – for reference in the session you are:

PRE-SESSION WORK

There is a very small amount of work for you to do in preparation for the session.

1. Please complete the [Pre-Walk survey](#). This helps us with the research we are conducting around the impact of the Intersectionality Walk tool.
2. Please make sure you are able to open the attached ‘persona’ details.

ZOOM DETAILS

The Zoom details for the session are:

--

If you have any questions at all, please do not hesitate to get in touch.

We look forward to welcoming you on **DAY**.



POST-WALK – SEND TO GROUP

Thank you all for your time and enthusiasm to participate in the Intersectionality Walk experience.

We always learn a lot, and have many opportunities for reflection, when we deliver the Walk. [Add in something interesting from the group's discussion.]

As we mentioned, the SAGE ACT Regional Network, who designed this Walk, are conducting research to help evaluate the impact of the Intersectionality Walk. They are using the pre- and post- Walk survey data to do this, and so they would really appreciate it if you would complete the [Post-Walk Survey](#) to contribute to their research.

You can access their paper *Seeing and overcoming the complexities of Intersectionality* [here](#).

Thank you again for your participation, and don't hesitate to reach out if you have any questions, feedback, or ideas on how to make the Intersectionality Walk workshop better.

