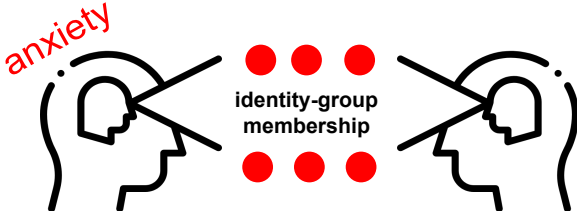
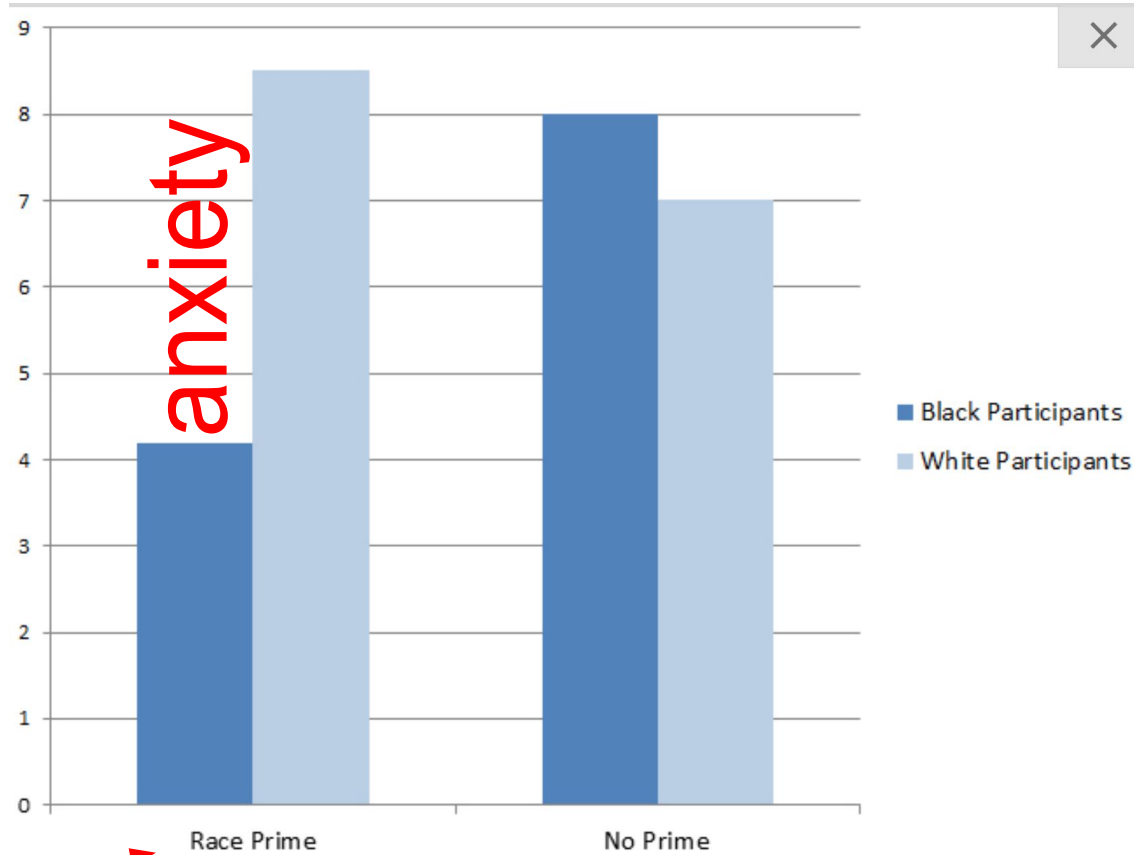


Ref. #	Script (narration)	Page Layout Notes	Words / Photos for Page	Other Notes
11	<p>[a] While some mentees may be happy to take part in affinity-based assignments, [b] others may see it as an unfair burden they have trouble turning down.</p> <p>[c] LGBTQ+ people and people of color report that they are often overburdened with extra outreach initiatives, ambassadorship, or committee assignments based on their identity group membership.</p> <p>[d] And white women and people of color report that they are often asked to take on assignments that have less value to the organization compared to the assignments given to their majority-group colleagues.</p> <p>[e] In both cases, mentees are assumed to have an affinity for such assignments simply by nature of their identity group membership. [f] The time and effort it takes to perform affinity-based tasks is not recognized.</p>	<p>[a-b] slant style with text on either side</p> <p>[c] new screen. illustration of a stack of papers appears, one “paper” at a time with text inside each</p> <p>[d] downward arrow appears near stack</p> <p>[e-f] text at top</p>	<p>[a] some mentees may be happy to take part in affinity-based assignments</p> <p>[b] others may see it as an unfair burden they have trouble turning down</p> <p>[c] outreach initiatives ambassadorships committee assignments</p> <p>[e] assumed to have an affinity for such assignments</p> <p>[f] the time and effort it takes to perform affinity-based tasks is not recognized</p>	

Ref	Script (narration)	Page Layout Notes	Words / Photos for Page	Other Notes
38	<p>[a] The high visibility of their identity group membership</p> <p>[b] often results in solos becoming hyperaware of potential stereotypes that target their group.</p> <p>[c] This can cause anxiety that negatively affects performance.</p> <p>[d] Researchers call this phenomenon “stereotype threat.”</p> <p>[e] Studies demonstrating stereotype threat are well-established and widely replicated. One study showed that when students—particularly those who were high-achieving students—were reminded of their stereotyped identity before a test,</p> <p>[f] they performed worse</p> <p>[g] than those who were not reminded of their identity membership.</p> <p>[h] In other words, the mere “threat” of being stereotyped led to such anxiety that the test-taker did, in fact, underperform.</p>	<p>[a] icon on right facing “identity-group membership”</p> <p>[b] 2nd icon on left, red dots appear around text</p> <p>[c] “anxiety” wrapped around the head of the icon on the left</p>  <p>[d] text at bottom</p> <p>[e] new screen, chart appears with title at top. (see next slide)</p> <p>[f] first column from the left highlights</p> <p>[g] 3rd column from the left highlights</p> <p>[h] arrow with text next to “race prime”</p> <p>the word “anxiety” fills the difference in space between column 1 and 3, on top of column 1</p>	<p>[a] identity group membership</p> <p>[c] anxiety</p> <p>[d] stereotype threat</p> <p>[e] test performance with and without stereotype prime</p> <p>[h] threat of being stereotyped</p>	<p>See next slide</p>

test performance with and without stereotype prime



threat of being stereotyped