

**GenCo – Improving Gender Equality Competences of Persons  
Responsible for Personnel Development in Private Enterprises and  
Higher Education**



# Online Survey Report



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## Contents

1.	Purpose of this document.....	5
2.	Implementation of the survey .....	6
3.	The results.....	6
3.1	Rating different fields of activity .....	7
3.1.1	Career and professional development .....	10
3.1.2	Recruitment and the filling of vacancies.....	12
3.1.3	Reconciliation of work/career and family responsibilities .....	16
3.1.4	Senior management commitment and organisational gender equality policies .....	19
3.1.5	Management and assessment tools in organisational development .....	22
3.1.6	Organisational culture .....	25
3.1.7	Universities only: Research, teaching and education .....	27
3.2	Other areas requested for the e-toolbox.....	28
3.3	Important measures, their biggest obstacles and how they can be removed.....	29
3.4	Usefulness of different formats .....	30
4.	Conclusion and outlook .....	32

## Charts

Chart 1: Gender equality is considered an important part of corporate identity (corporate social responsibility) .....	5
Chart 2: Respondents: Business and other institutions .....	6
Chart 3: Respondents: Universities .....	6
Chart 4: Business: most important fields of activity .....	8
Chart 5: Universities and technical colleges: Most important fields of activity .....	9
Chart 6: Business: career and professional development .....	10
Chart 7: Universities and technical colleges: career and professional development .....	12
Chart 8: Business: recruitment and the filling of vacancies .....	13
Chart 9: Universities and technical colleges: recruitment and the filling of vacancies .....	15
Chart 10: Business and other types of organisations: reconciliation of work/career and family responsibilities .....	17
Chart 11: Universities and technical colleges: reconciliation of work/career and family responsibilities .....	19
Chart 12: Business and other types of organisations: senior management commitment and organisational gender equality policies .....	20
Chart 13: Universities and technical colleges: senior management commitment and organisational gender equality policies .....	22
Chart 14: Business: management and assessment tools in organisational development .....	23
Chart 15: Universities and technical colleges: management and organisational assessment tools in development .....	24
Chart 16: Companies and other types of organisations: organisational culture .....	25
Chart 17: Universities and technical colleges: organisational culture .....	27
Chart 18: Universities and technical colleges: research, teaching and education .....	28
Chart 19: Business and other types of organizations: helpful formats to learn more about gender equality issues .....	30
Chart 20: Universities and technical colleges: helpful formats to learn more about gender equality issues .....	31

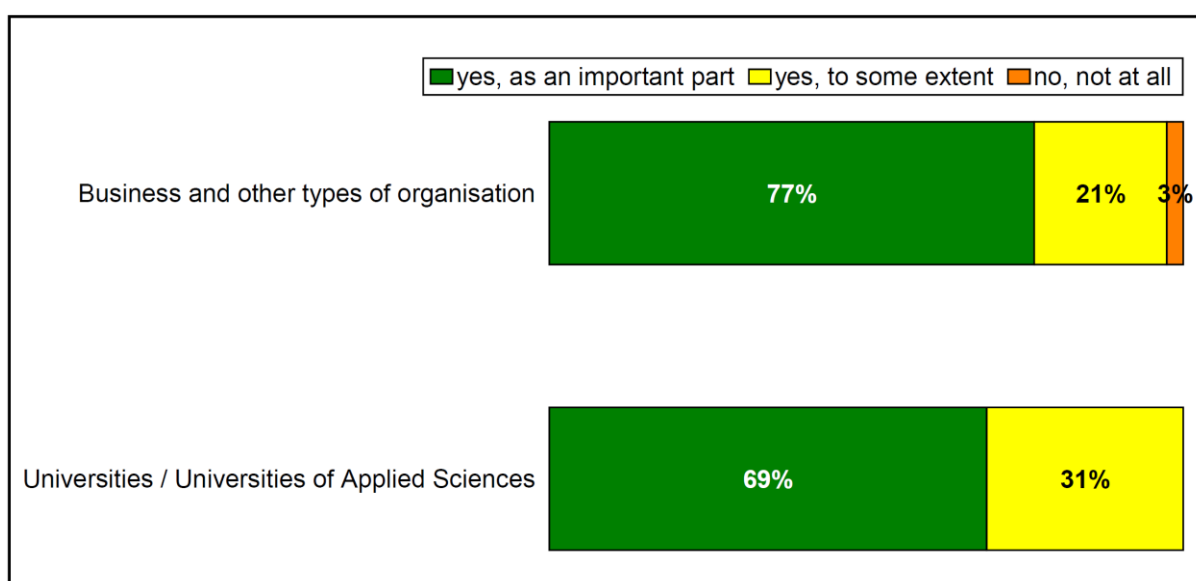
## Appendix

Appendix 1:	Questionnaire for the Online Survey	36
Appendix 2:	Additional Charts	51
Appendix 2.01	Business and other kind of organisations: Career and professional development – Items “how important” and “Need for more information”	51
Appendix 2.02	Business and other kind of organisations: Recruitment and the filling of vacancies – Items “how important” and “Need for more information”	52
Appendix 2.03	Business and other kind of organisations: Reconciliation of work/career and family responsibilities – Items “how important” and “Need for more information”	53
Appendix 2.04	Business and other kind of organisations: Senior management commitment and organisational gender equality policies – Items “how important” and “Need for more information”	54
Appendix 2.05	Business and other kind of organisations: Management and assessment tools in organisational development – Items “how important” and “Need for more information”	55
Appendix 2.06	Business and other kind of organisations: Organisational culture – Items “how important” and “Need for more information”	56
Appendix 2.07	Business and other organisations: Ranking the most important activities for gender equality measures	57
Appendix 2.08	Business and other organisations: Ranking the needs for more information	58
Appendix 2.09	Universities and technical colleges: Ranking the most important activities for gender equality measures”	59
Appendix 2.10	Universities and technical colleges: Ranking the needs for more information	60

## 1. Purpose of this document

The purpose of the “Online Survey” as a work package is to consult with organisations in business and higher education that seek to address the issue of gender equality and to find out in what areas they need advice and information. To do so, the project partners developed an online survey that is geared specially towards organisations which previously applied to one of the award-giving institutions in the project for a gender equality award (questionnaire attached). They are in an ideal position to specify (both for the past and present) what kind of information has been difficult to obtain in their research and where information has been lacking in particular. They can also share their own ideas on the target-group-focused development of a web platform and an e-toolbox for the provision of consultancy and information. Respondents were encouraged to express their preferences concerning content and form and to take a critical look at what is currently available.

All of them were gender equality experts, as shown in their answers to the question whether gender equality forms part of their corporate identity: 77% of business respondents and 69% of university respondents said it was an important part of their corporate identity. Hardly anyone said the opposite.



**Chart 1: Gender equality is considered an important part of corporate identity (corporate social responsibility)**

The results will be used for feedback from the target group concerning the fields of activity that are important to them and where they require information in order to implement suitable measures.

The output will be used for developing attractive tools and helpful information for decision makers in HR development.

The results of the survey are compiled in this publication.

## 2. Implementation of the survey

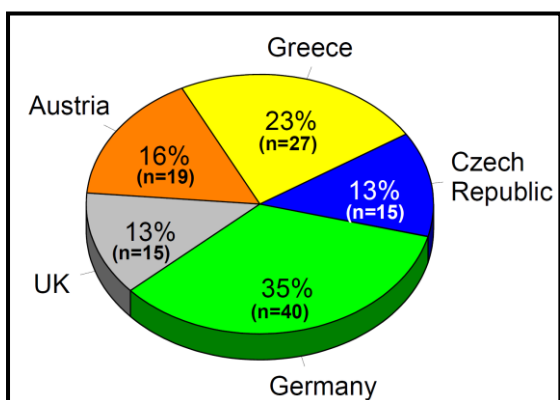
sfs, the Social Research Centre, developed the first version of the questionnaire, obtained comments from each partner of the GenCo project and then revised it accordingly. The final version was translated into German, Greek and Czech.<sup>1</sup>

The survey was conducted in each of the partner countries from March to May 2011. The web link with access codes for the survey was e-mailed (together with information about the project and an explanation of the purpose of the survey) to all organisations which had applied for an award from an award-giving institution over the last few years.

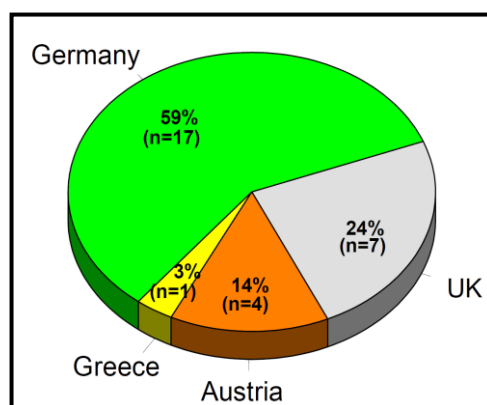
sfs was responsible for the analysis of the survey results. The analysis was conducted with the statistics program SPSS.

## 3. The results

The survey involved the participation of 116 companies and other institutions (administrative bodies, research establishments, institutes, etc.) as well as 29 universities/colleges. (Chart 2 and Chart 3). Respondents were distributed over the partner countries as follows:



**Chart 2: Respondents: Business and other institutions**



**Chart 3: Respondents: Universities**

Variations in the number of respondents in each of the partner countries can be explained as follows:

Firstly, the award-giving institutions targeted different entities. E.g. the Czech and Greek partners mainly sought to award companies, while the German TOTAL E-QUALITY award was also given to numerous universities/colleges.

Also the number of award winners and applicants until that time had differed substantially for each award-giving institution, thus impacting the numbers of returns in each instance.

<sup>1</sup> As the project partner in Lithuania was not an award-giving institution and did not work with others, they did not have access to the target group and therefore did not conduct the survey in their country.

Another reason for different numbers of returns in each country was the differing levels of willingness among award winners to take part in the survey. This may be because similar requests had been received by them rather frequently in their countries.

As the data volume differed from one country to another, the survey cannot claim to be representative. Nevertheless, the result does offer meaningful indications concerning the conceptual design of the toolbox and its content.

As only very few universities participated in Greece, the Czech Republic and Austria, the results of the university survey are shown generally for all countries, while the results for business also permit country-specific conclusions.

### 3.1 Rating different fields of activity

The different areas of implementation where gender equality tools can be initiated were divided into six fields of activity for companies and seven for universities:

- Career and professional development
- Recruitment and the filling of vacancies
- Reconciliation of work/career and family responsibilities
- Senior management commitment and organisational gender equality policies
- Management and assessment tools in organisational development
- Organisational culture
- (*universities only*): Research, teaching and education

Each of these fields of activity contained several measures with relevance to their implementation. Respondents were asked to answer three questions on these aspects:

- How important is the issue for your organisation?
- Do you have sufficient information for implementing measures in this field?
- Do you want to receive additional information on this issue in the toolbox?

In addition, respondents could specify further issues that were not listed but which they regarded as important.

#### Business and other types of organisations

Throughout all fields of activities the surveyed *companies* rated the following fields of activity as the most important ones (Chart 4)

- Reconciliation of work/career and family (65%),
- Career and professional development (62%) and
- Organisational culture (54%)

Only 29% of respondents described “management and assessment tools in organisational development” as one of the three main areas, thus placing it in the lowest position.

### Most important areas of activity

(only three of the items were allowed to tick)

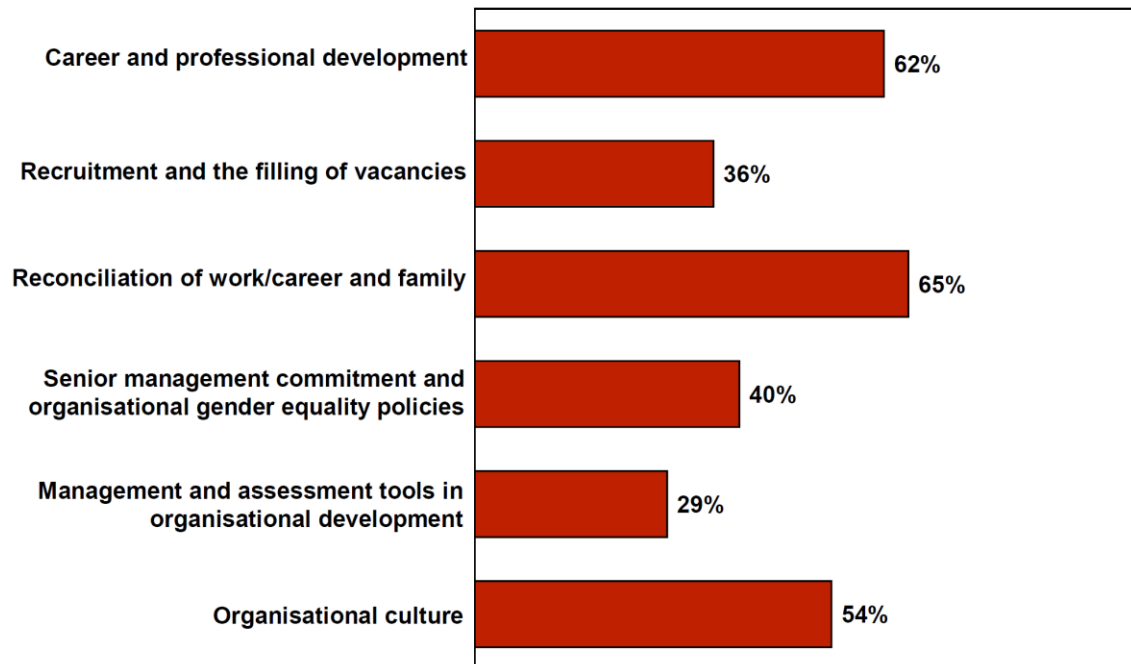


Chart 4: Business: most important fields of activity

Below we have listed the three most frequently quoted fields of activity in each country:

Czech Republic	<ol style="list-style-type: none"> <li>1. Reconciliation of work/career and family</li> <li>2. Organisational culture</li> <li>3. Career and professional development / Management and assessment tools in organisational development</li> </ol>
Greece	<ol style="list-style-type: none"> <li>1. Organisational culture</li> <li>2. Reconciliation of work/career and family</li> <li>3. Management and assessment tools in organisational development</li> </ol>
Austria	<ol style="list-style-type: none"> <li>1. Career and professional development / Reconciliation of work/career and family</li> <li>2. Organisational culture</li> </ol>
Germany	<ol style="list-style-type: none"> <li>1. Reconciliation of work/career and family</li> <li>2. Senior management commitment and organisation gender equality policies</li> <li>3. Career and professional development</li> </ol>
UK	<ol style="list-style-type: none"> <li>1. Career and professional development / Senior management commitment and organisational gender equality policies</li> <li>2. Organisational culture</li> </ol>



It turned out that the “reconciliation of work/career and family” is seen as one of the most important issues in nearly all countries, while “recruitment and the filling of vacancies” does not feature among the top three in any of the countries.

### Universities and technical colleges

In higher education distribution between the seven fields of activity is more balanced: Around half of all respondents quoted “organisational culture”, “research, teaching and education”, “reconciliation of work / career and family” and “recruitment and the filling of vacancies,” among the three most important areas. “Management and assessment tools in organisational development” were only placed among the top three by 28%, so that this issue had the lowest place in the importance ranking (cf. Chart 5).

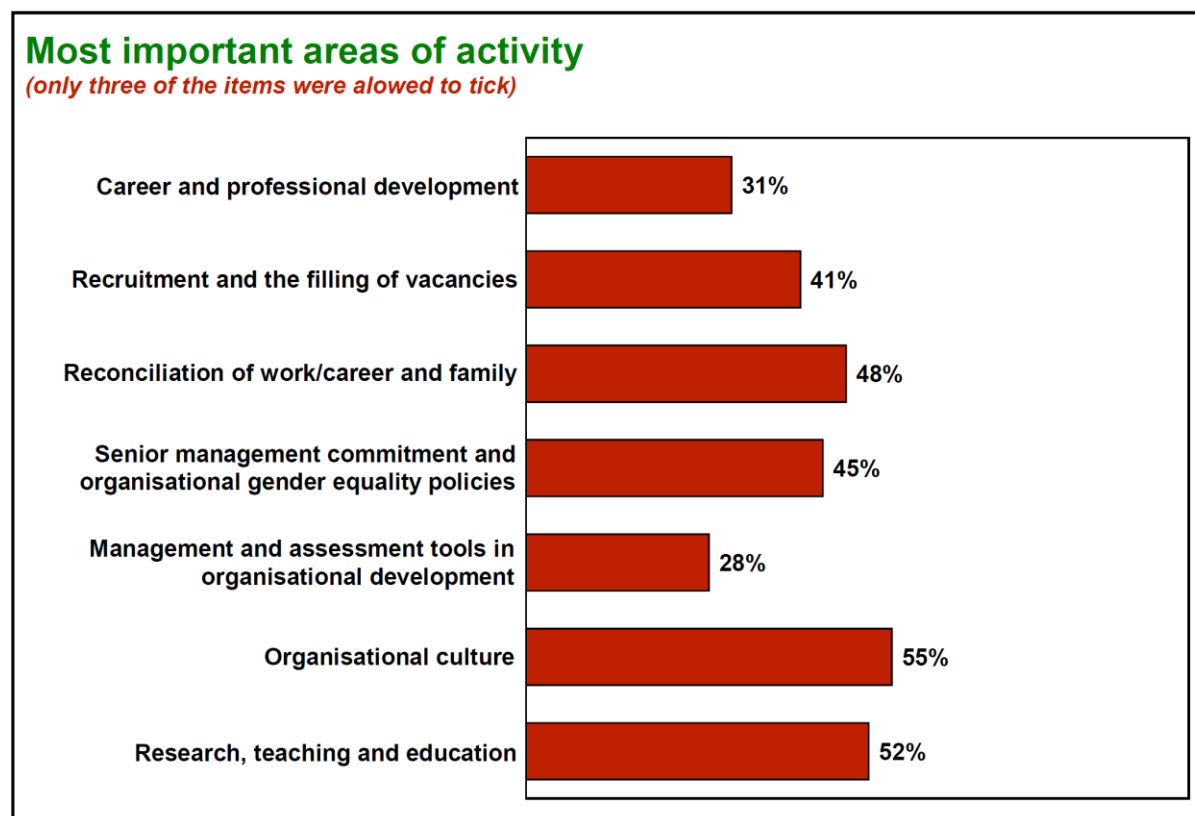


Chart 5: Universities and technical colleges: Most important fields of activity

### 3.1.1 Career and professional development

The following options of implementation were listed for “career and professional development”:

- Career development programmes for women (special incentives for the participation of women)
- Equal pay for equal work
- Career opportunities for part-time employees
- Incentives for managers to promote women in their career development
- Mentoring / cross-mentoring programmes
- Leadership training for female staff members
- Gender equality topics as appraisal criteria for managers (target setting)

#### Business and other types of organisations

The most important area in “career and professional development” was seen by respondents as “equal pay for equal work”. Yet this was also an area where an above-average number of respondents said they already had sufficient knowledge, so that their demand for more information was relatively low (Chart 6).

The lowest rank among these issues was given to “gender equality issues as appraisal criteria for managers (target setting)”, where there was still a relatively great demand for more information.

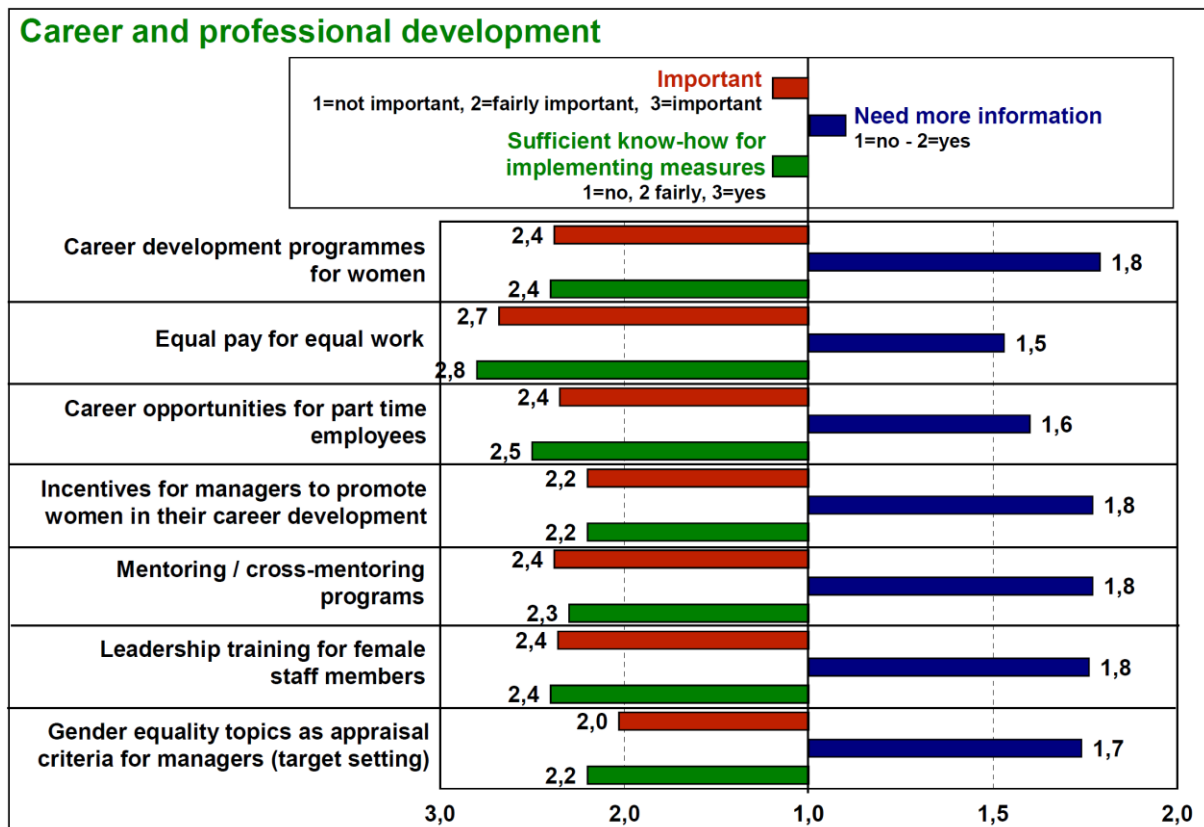


Chart 6: Business: career and professional development

### **An analysis by countries reveals the following findings:**

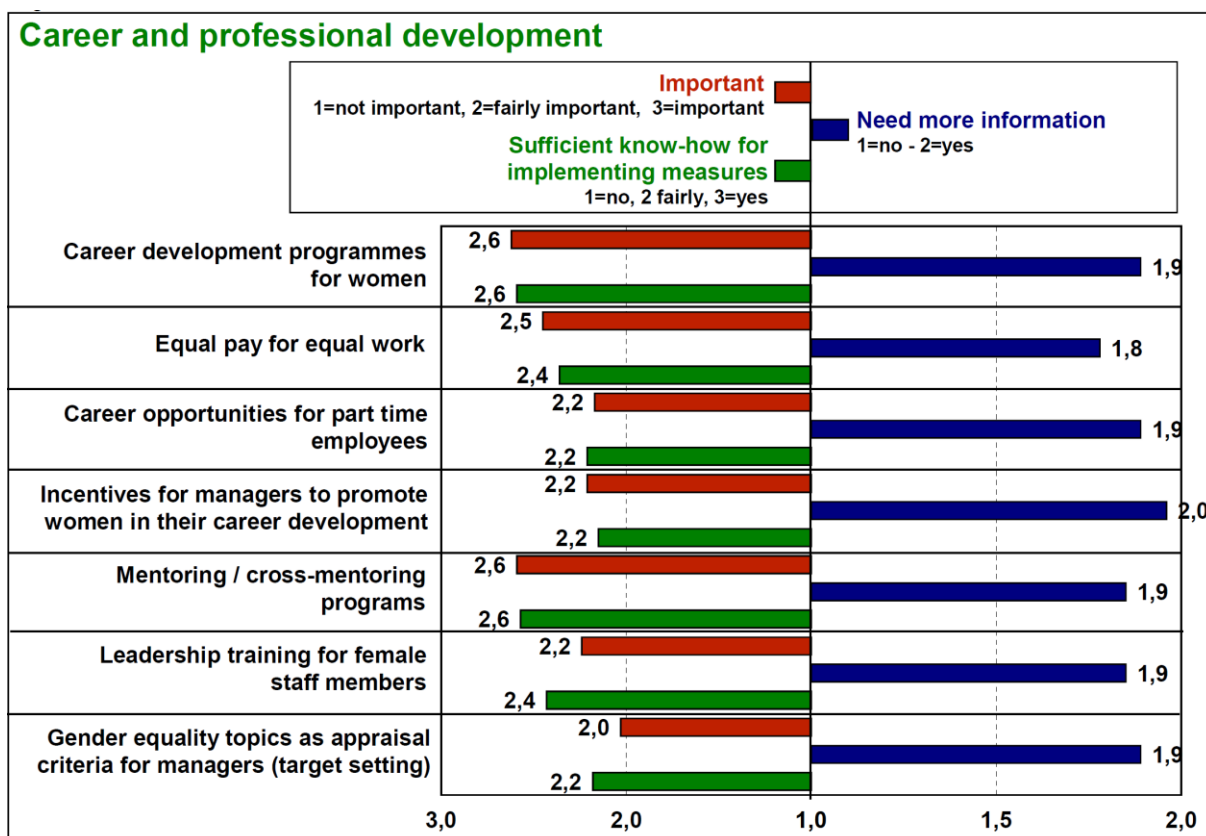
- **Czech Republic**
  - One area that was rated as particularly important was “equal pay for equal work”.
  - A great demand for more information was perceived on “mentoring/cross-mentoring programmes”.
- **Greece**
  - The importance of “career opportunities for part-time employees” was rated relatively low in an international comparison.
  - There was a relatively great demand for more information on “equal pay for equal work”.
- **Austria**
  - Austrian respondents, too, ascribed major importance to “equal pay for equal work”.
  - “Career development programmes for women” and “incentives for managers to promote women in their career development” were the areas with the greatest demand for information.
- **Germany**
  - “Equal pay for equal work” was rated much lower than in other countries. The demand for information was also seen as relatively small here.
- **UK**
  - “Mentoring / cross-mentoring” and “leadership training for female staff members” were seen by respondents as particularly important.
  - There was a great demand for more information on “career development programmes for women”.

A chart showing the relative importance of each issue and the demand for more information in each country can be found in Appendix 2.01.

### **Universities and technical colleges**

Respondents in this group felt that “career development programmes for women” and “mentoring / cross-mentoring programmes” (Chart 7) were of the highest importance. Many, however, also said that plenty of information was available on the implementation of suitable measures.

The greatest demand for information was perceived on “incentives for managers to promote women in their career development”, although the importance of this issue was seen as relatively low.



**Chart 7: Universities and technical colleges: career and professional development**

Replying to an open question concerning other areas where gender equality could be promoted within this field of activity, the following answers were given, among others:

- Anti-discrimination measures, gender and age
- Incentives for mothers/parents to return from parental leave
- Good working practices and best management practice
- Flexible working frameworks
- Role models
- Leadership training for senior management
- Peer support groups for women in scientific disciplines

The following points were also noted:

There was a need to ensure that gender stereotypes are not perpetuated, i.e. one should counteract the assumption that women are always the primary carers and role models should not just be women.

### 3.1.2 Recruitment and the filling of vacancies

The following implementation options were mentioned under “recruitment and the filling of vacancies”:

- Recruitment of women for management positions
- Recruitment of women for male-dominated jobs
- Gender-neutral aptitude tests
- Advertising career opportunities to attract women to your organisation

- Target ratios for the recruitment of women/men
- Specific recruitment models to attract young female graduates

### Business and other types of organisations

“Recruitment of women for management positions” was given the highest importance among all the areas listed (Chart 8). However, this was also the area where respondents most frequently said that they had enough know-how for the implementation of measures.

One area that was rated particularly low in importance was the “target ratios for female/male recruitment”. Interest in further information was also very low in this area.

In all, the demand for further information was relatively high with regard to the specified areas.

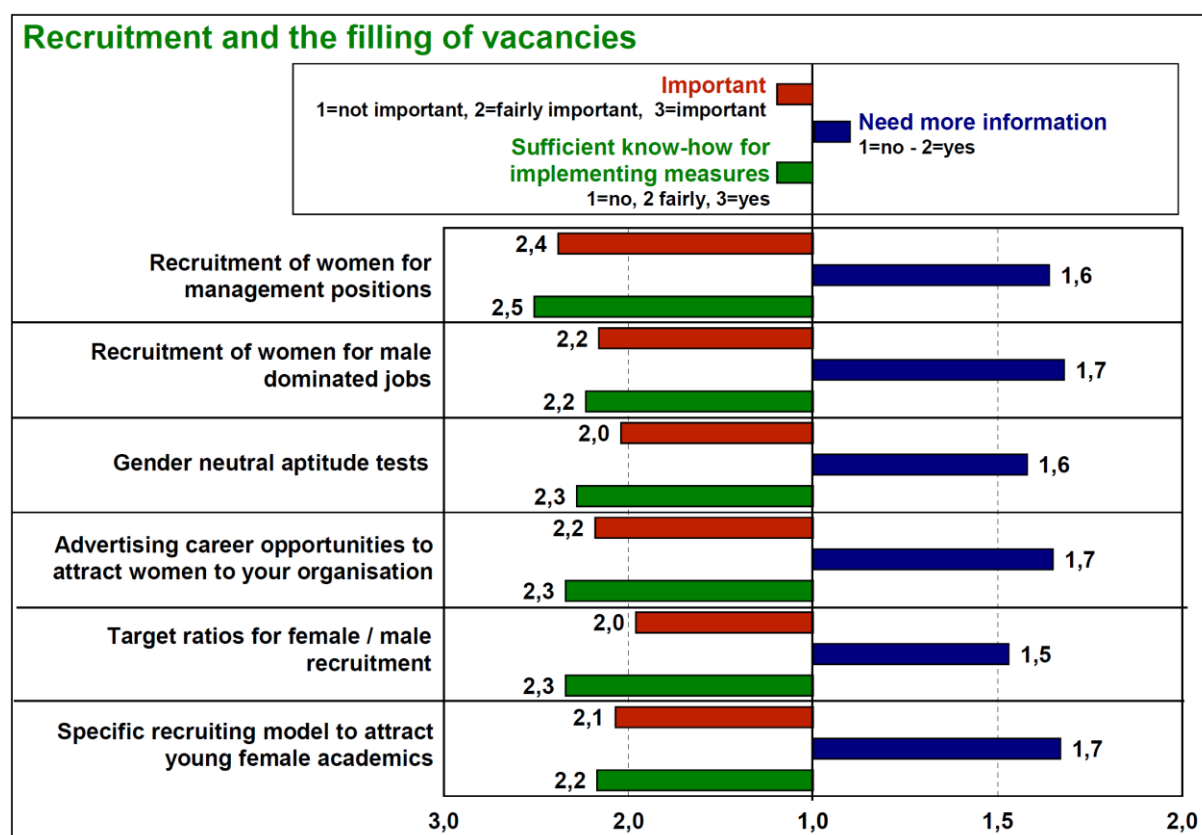


Chart 8: Business: recruitment and the filling of vacancies

### An analysis by countries reveals the following findings:

- **Czech Republic**
  - In all, the importance of the listed areas was considered rather low.
  - Czech respondents also rated their demand for information as being relatively low, although the area of “gender-neutral aptitude tests” was clearly an exception, as both its importance and the respondents’ demand for further information were seen as relatively high.

- **Greece**
  - Among the various countries, Greek respondents gave the highest importance to “gender-neutral aptitude tests”. They also expressed the greatest demand for more information.
- **Austria**
  - Austrian respondents, in particular, rated the importance of “target ratios for female / male recruitment” as low in importance. They saw the “recruitment of women for management positions” as the most important area.
  - The greatest demand for information was seen in “advertising career opportunities to attract women to the organisation”.
- **Germany**
  - German respondents, too, regarded the “recruitment of women for management position” as the most important area.
  - The greatest demand for information was perceived in “advertising career opportunities to attract women to the organisation”.
- **UK**
  - UK respondents rated all areas as significantly more important than those in the other countries surveyed, with the exception of “gender-neutral aptitude tests”. Moreover, they said far more frequently that they had sufficient knowledge for the implementation of measures in these areas.
  - The greatest demand for further information was seen by respondents in the “recruitment of women for male-dominated jobs” and “specific recruiting models to attract young female graduates”.

A chart showing the relative importance of each issue and the demand for more information in each country can be found in Appendix 2.02.

### **Universities and technical colleges**

Similar to business respondents, those from technical colleges regarded the importance of “gender-neutral aptitude tests” as very low. They also said that had relatively little knowledge about the implementation of measures (Chart 9).

Other areas where equality measures could be initiated were also seen by them as relatively low in importance.

The demand for further information was relatively high in all areas.

## Recruitment and the filling of vacancies

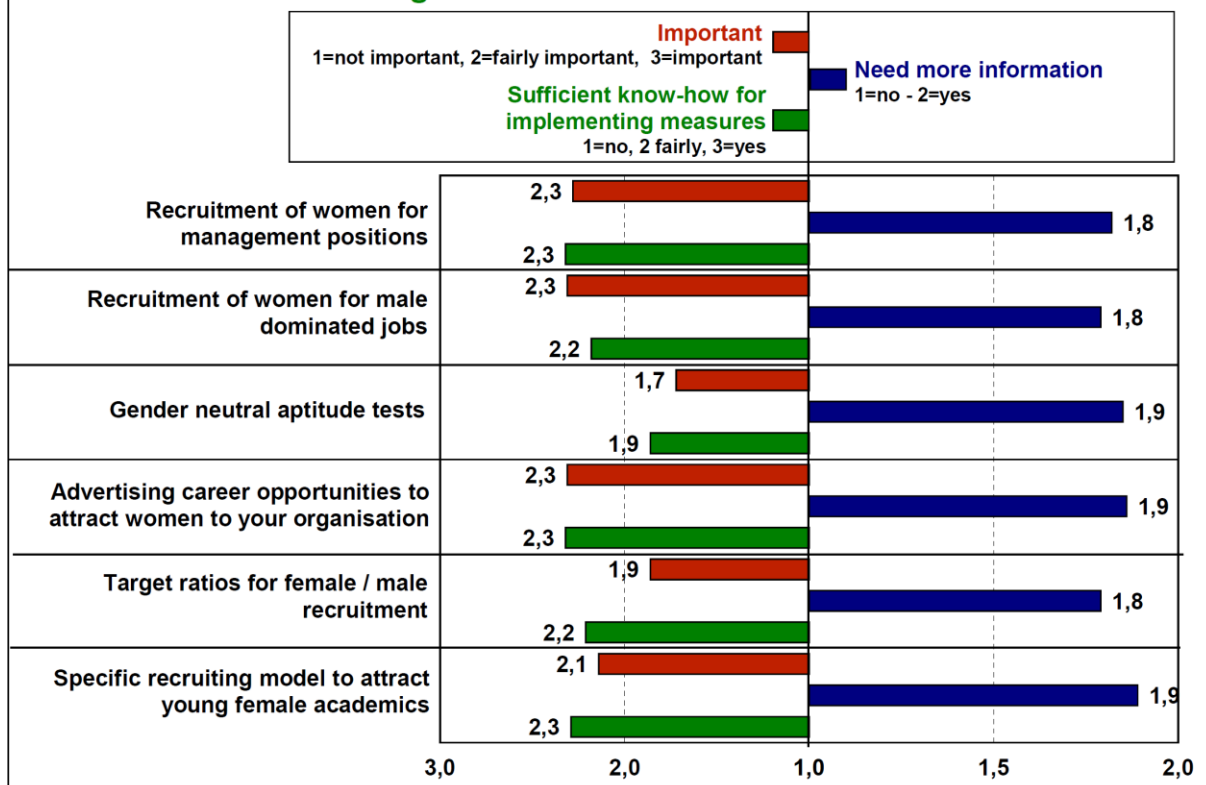


Chart 9: Universities and technical colleges: recruitment and the filling of vacancies

Replying to open question, respondents specified several further points where gender equality can be promoted:

- Working with stereotypes and preconceived notions in the recruitment process
- Assessment centres, talent-scouting procedures
- Use of different employment types, e.g. part-time, job sharing, etc.
- Inexpensive leadership schemes for middle management to increase the number of women in leadership and management positions

### 3.1.3 Reconciliation of work/career and family responsibilities

The following implementation options were assigned to the “reconciliation of work/career and family responsibilities”:

- Flexible working time schemes for staff members
- Flexible choice of the working place (teleworking)
- Measures to support part-time work in management positions
- Consultancy for family members on the reconciliation of work/career and family life
- Specific programmes for parents during and after an absence because of care responsibilities
- Assistance for parents with childcare responsibilities
- Assistance for employees with care responsibilities for disabled or elderly family members

#### **Business and other types of organisations**

“Reconciliation of work/career and family responsibilities” – the most important field of activity of the top three – was clearly given priority in each of the sub-areas. The level of information concerning the implementation of gender equality tools was rated as relatively high in each of the areas. However, there was still a demand for further information (Chart 10).

One area that was rated as particularly high in importance was that of “flexible working schemes for staff members”, where existing knowledge on the implementation of measures was felt to be especially high.



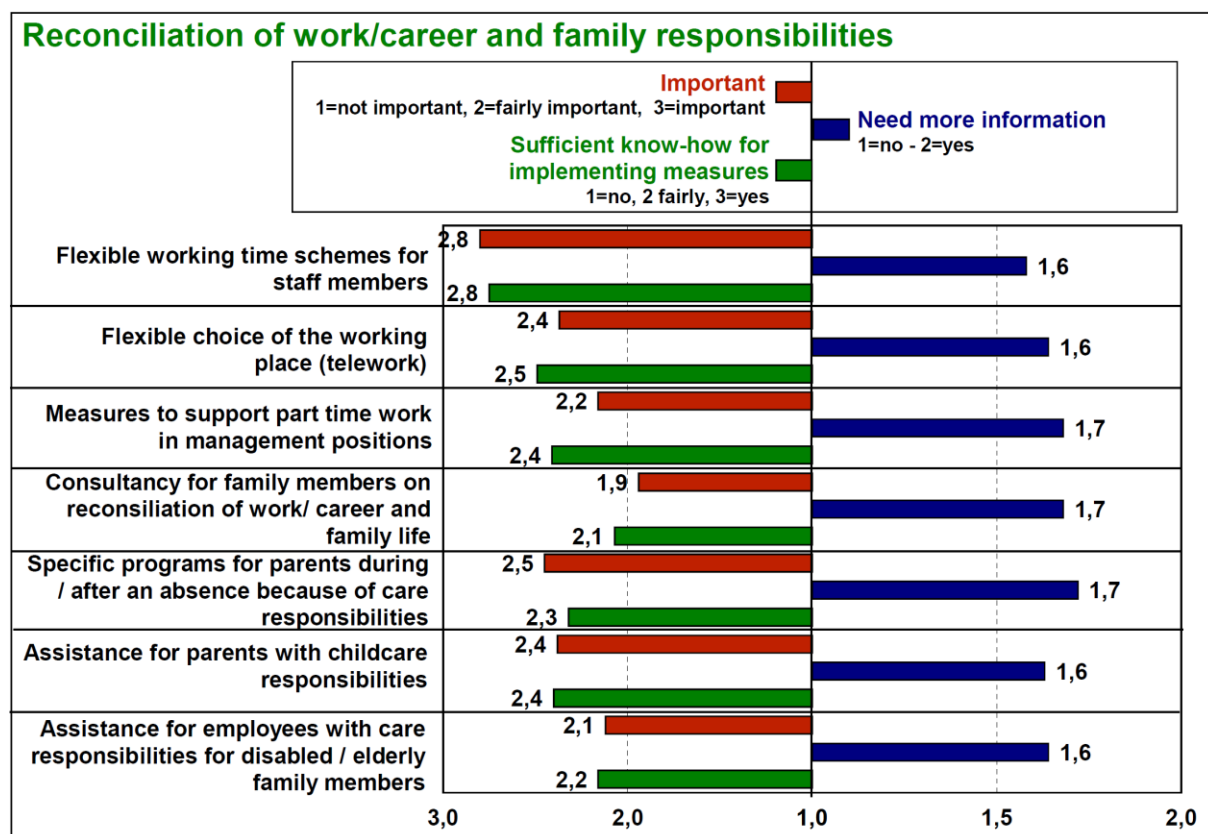


Chart 10: Business and other types of organisations: reconciliation of work/career and family responsibilities

### An analysis by countries reveals the following findings:

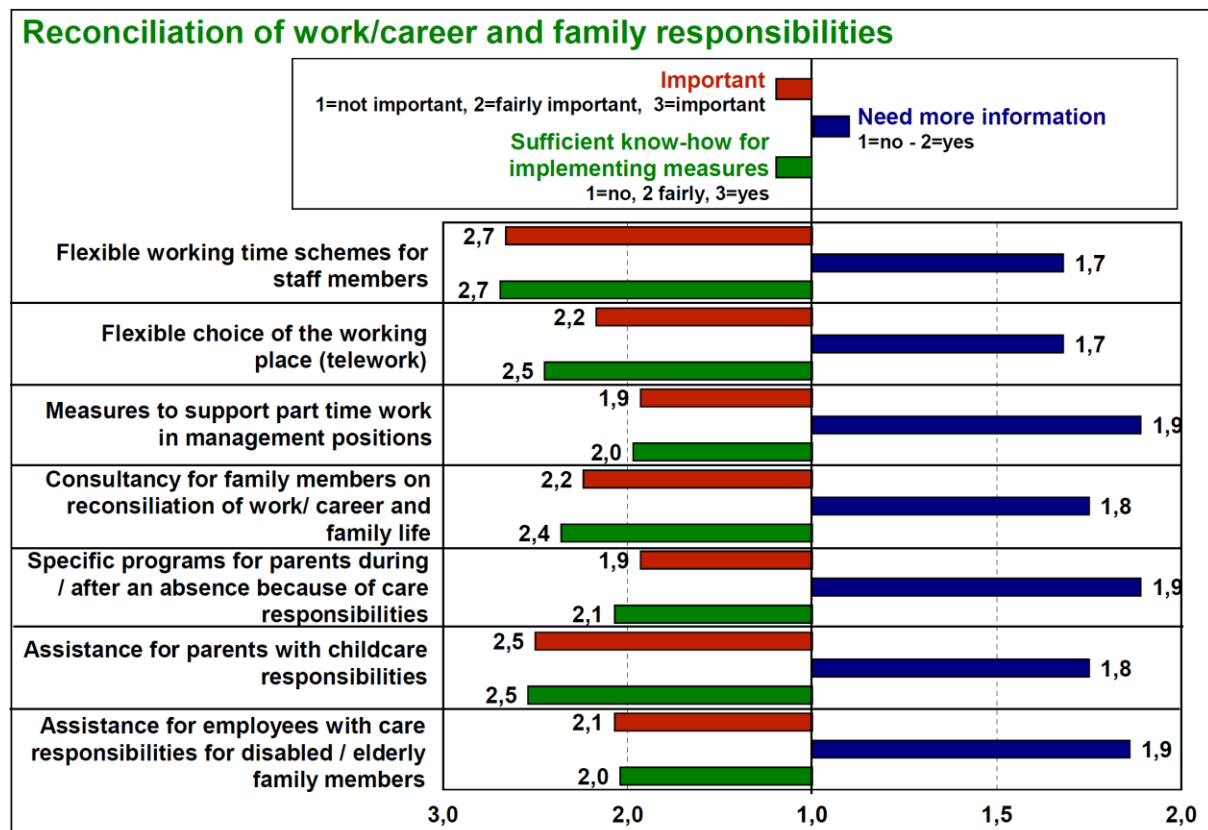
- **Czech Republic**
  - “Flexible working time schemes for staff members” and “specific programmes for parents during and after an absence because of care responsibilities” were rated as particularly important.
  - Compared with respondents in other countries, there was less know-how on the implementation of measures and therefore, in some cases, a greater demand for information on “specific programmes for parents during and after an absence because of care responsibilities” and on “assistance for parents with childcare responsibilities”.
- **Greece**
  - Compared with the other countries, Greek respondents rated “measures to support part-time work in management positions” as relatively low in importance. The highest level of importance was given to “flexible working time schemes for staff members”.
  - The demand for information was particularly high in “consultancy for family members on reconciliation of work/career and family life” and on “assistance for parents with childcare responsibilities”.
- **Austria**
  - The area that was particularly important here was “flexible working time schemes for staff members” and also knowledge about the implementation of measures. A low level of importance, on the other hand, was ascribed to “assistance for employees with care responsibilities for disabled or elderly family members”.

- In all, there was a relatively low demand for more information on the implementation of measures in this field of activity.
- **Germany**
  - German respondents, too, gave the highest importance to “flexible working time schemes for staff members”.
  - The area with the greatest demand for information was “assistance for employees with care responsibilities for disabled or elderly family members”, where importance was largely rated as medium.
- **UK**
  - The issues of “flexible working time schemes for staff members” and “specific programmes for parents during and after an absence because of care responsibilities” were given the highest ratings. Significantly lower ratings were given to “assistance for employees with care responsibilities for disabled or elderly family members” – an issue on which respondents also reported a comparatively high level of knowledge about the implementation of measures.
  - There was less interest in further information about implementation options in this field of activity.

A chart showing the relative importance of each issue and the demand for more information in each country can be found in Appendix 2.03.

### **Universities and technical colleges**

University respondents, too, gave a high level of importance to activity options on the “reconciliation of work/career and family”. As with companies, “flexible working time schemes for staff members” was the area with the highest priority (Chart 11). “Measures to support part-time work in management positions” and “specific programmes for parents during/after an absence because of care responsibilities” were given the lowest ratings; however, the demand for more information on possible gender equality tools was seen as particularly high in these areas.



**Chart 11: Universities and technical colleges: reconciliation of work/career and family responsibilities**

As well as being asked standardised questions with ratings, respondents were also requested to answer an open question about a further point where gender equality can be promoted:

- Issues concerning childcare commitments where persons need to develop their research profiles and are therefore required to attend conferences or meetings so that they are absent from home

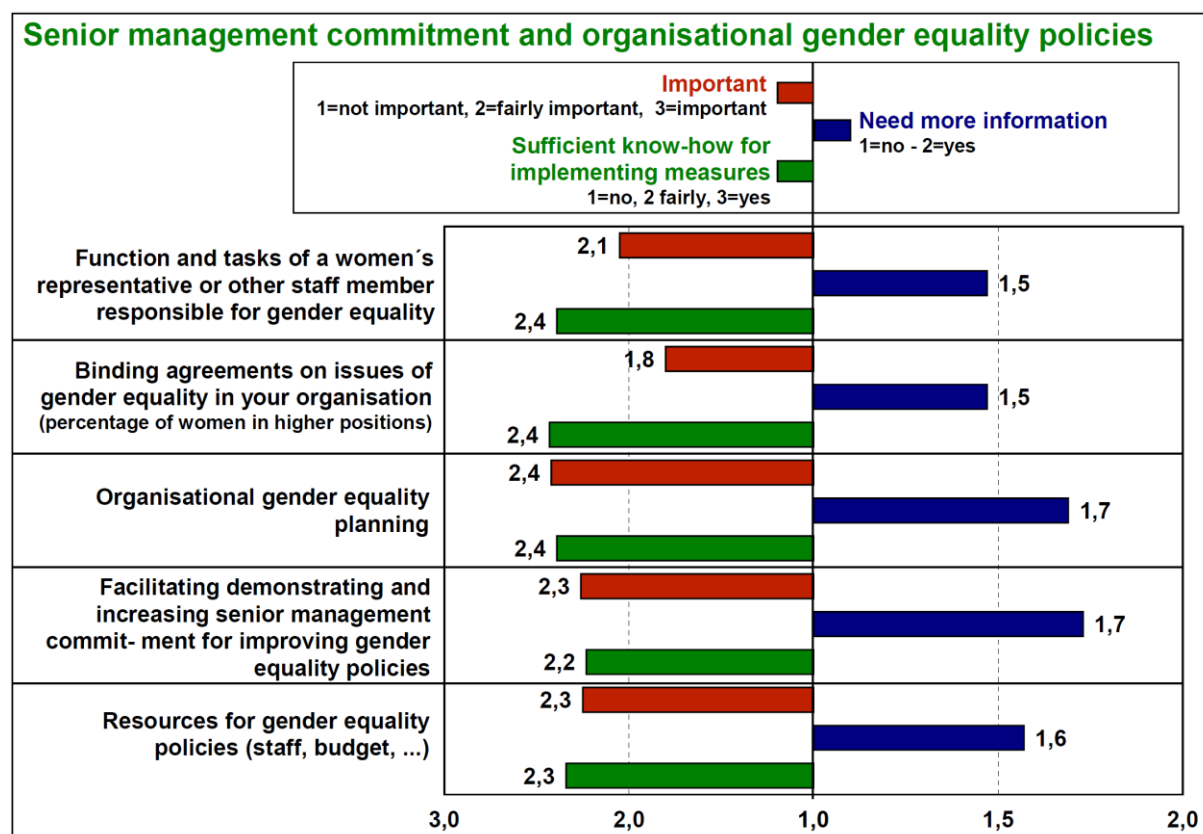
### 3.1.4 Senior management commitment and organisational gender equality policies

“Senior management commitment and organisational gender equality policies” were assigned by respondents to the following implementation options:

- Function and tasks of a women’s representative or other staff member responsible for gender equality
- Binding agreements on issues of gender equality in your organisation (percentage of women in higher positions)
- Organisational gender equality planning
- Facilitating, demonstrating and increasing senior management commitment to implementing / improving gender equality policies
- Resources for gender equality policies (staff, budget, etc.)

## Business and other types of organisations

The areas in this field of activity were not prioritised very highly by respondents. “Binding agreements on issues of gender equality in the organisation” and “function and tasks of a women’s representative or other staff member responsible for gender equality” were given the lowest level of importance among all the fields of activity. Also, demand for further information on the implementation of measures was quite low here (Chart 12).



**Chart 12: Business and other types of organisations: senior management commitment and organisational gender equality policies**

An analysis by countries reveals the following findings:

- **Czech Republic**
  - For Czech respondents, two areas – “organisational gender equality planning” and “facilitating, demonstrating and increasing senior management commitment to improve gender equality policies” – were the most important ones in this field of activity and showed the highest demand for further information on potential gender equality tools.
  - The lowest priority on the list of issues was given to the “function and tasks of a women’s representative or other staff member responsible for gender equality”.
- **Greece**
  - The areas listed under “senior management commitment and organisational gender equality policies” were regarded as rather low in importance, with the lowest priority given to “function and tasks of a women’s representative or other staff member responsible for gender equality”.
  - The highest interest in further information on the implementation of measures concerned “resources for gender equality policies (staff, budget, etc.)”.

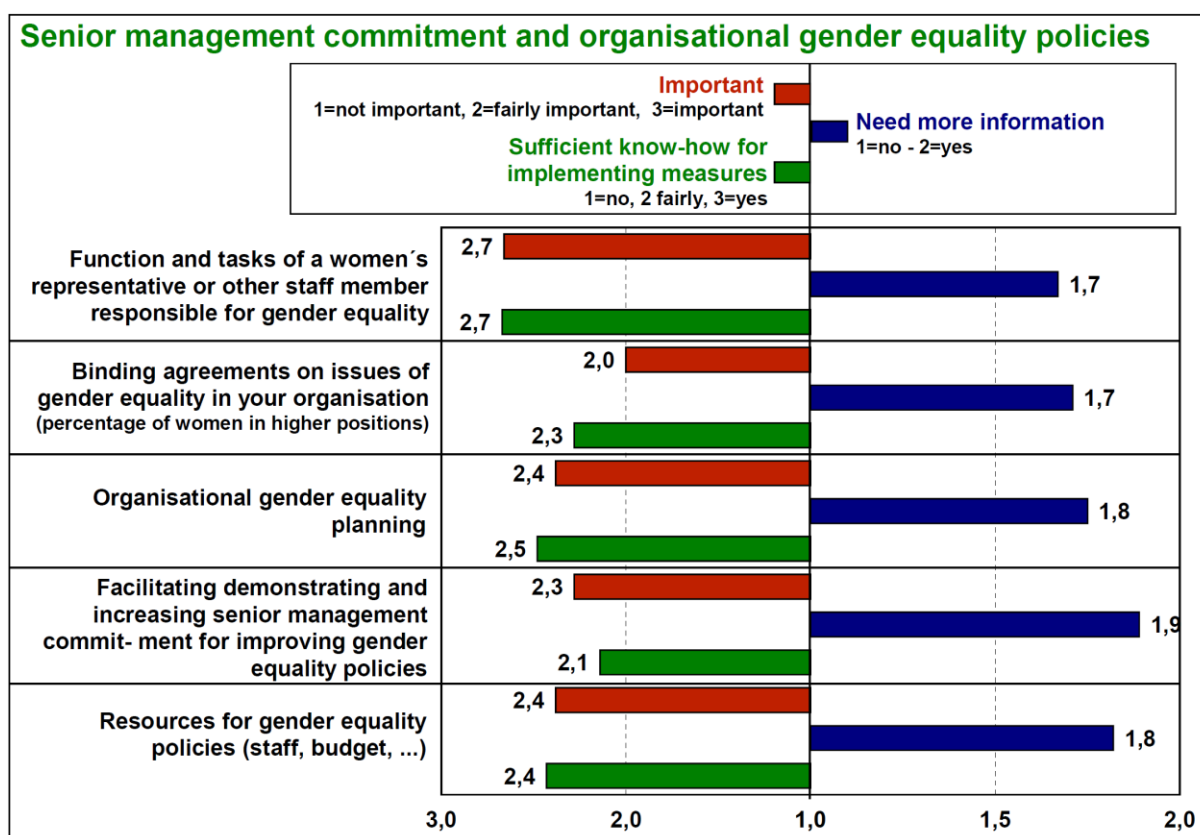
- **Austria**
  - The most important area in this field of activity was “organisational gender equality planning”. The lowest priority was given to “binding agreements on issues of gender equality in your organisation”.
  - There was rather a low level of interest in further information on the implementation of gender equality tools, although the “organisational gender equality planning” met with the greatest interest.
- **Germany**
  - German respondents, too, rated the importance of areas in this fields of activity rather low.
  - Interest in information on gender equality tools was most clearly in evidence for “facilitating, demonstrating and increasing senior management commitment to improve gender equality policies”.
- **UK**
  - A considerable gap with the other areas listed for the activity field could be observed for “resources for gender equality policies”, which had the highest priority, while “binding agreements on issues of gender equality in your organisation” were seen as being of the lowest importance and displayed the highest level of knowledge on implementation measures.
  - Interest in information on gender equality tools was most clearly in evidence for “facilitating, demonstrating and increasing senior management commitment to improve gender equality policies”.

A chart showing the relative importance of each issue and the demand for more information in each country can be found in Appendix 2.04.

### **Universities and technical colleges**

Compared with companies, the “function and tasks of a women’s representative or other staff member responsible for gender equality” were given a high level of importance, and respondents appeared to have a great deal of knowledge on the implementation of equality measures in this area (Chart 13).

The greatest demand for information concerned “facilitating, demonstrating and increasing senior management commitment to improve gender equality policies”.



**Chart 13: Universities and technical colleges: senior management commitment and organisational gender equality policies**

### 3.1.5 Management and assessment tools in organisational development

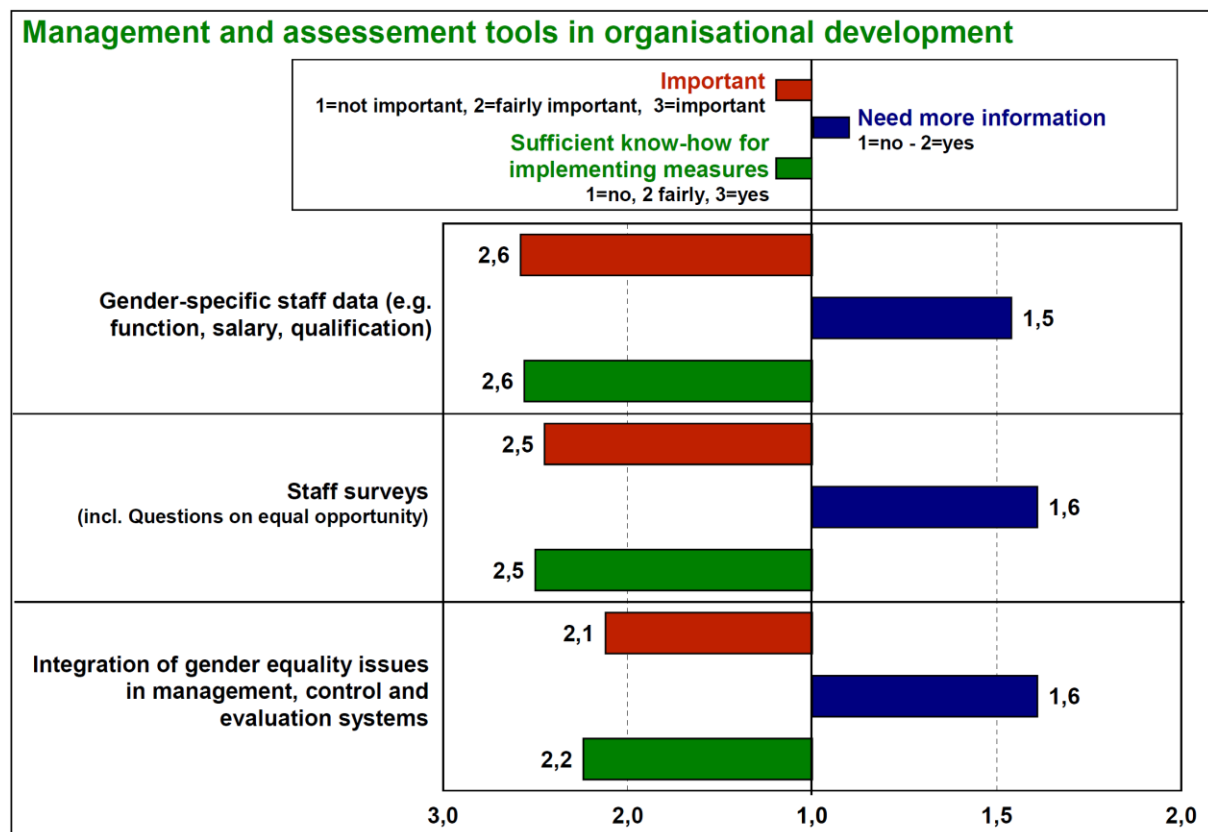
The following areas were assigned to the field of activity “management and assessment tools in organisational development”:

- Gender-specific staff data (e.g. function, salary, qualifications, age, working time, further education, parental leave)
- Staff surveys (incl. questions on equal opportunities)
- Integration of gender equality issues in management, controlling and evaluation systems
- *For academia only:* Integration of gender equality in quality management / evaluation

#### Business and other types of organisations

While the two issues of “gender-specific staff data” and “staff surveys” were regarded as high in importance and many respondents said they were knowledgeable in the implementation of measures, much lower ratings were given to the “integration of gender equality issues in management, control and evaluation systems”.

The demand for more information on gender equality tools was comparatively low.



**Chart 14: Business: management and assessment tools in organisational development**

**An analysis by countries reveals the following findings:**

- **Czech Republic**
  - “Staff surveys” were rated as least important among the three issues.
  - Interest in further information about the implementation of gender equality tools was higher than average for all three areas among the various countries.
- **Greece**
  - Of the three areas, “gender-specific staff data” ranked highest in importance. In this area knowledge on the implementation of measures was also at its highest.
  - Moreover, Greek respondents also displayed an above-average interest in further information on the implementation of measures among the various countries.
- **Austria**
  - As with Greek respondents, “gender-specific staff data”, is of the highest importance, while the other two, “staff surveys” and “integration of gender equality issues in management, control and evaluation systems” had the lowest importance rating among the countries surveyed.
  - There is a rather low level of interest in further information on the implementation of gender equality tools, although the “integration of gender equality issues in management, control and evaluation systems” met with the greatest interest.
- **Germany**
  - “Gender-specific staff data” had the highest priority of the three areas for German respondents.



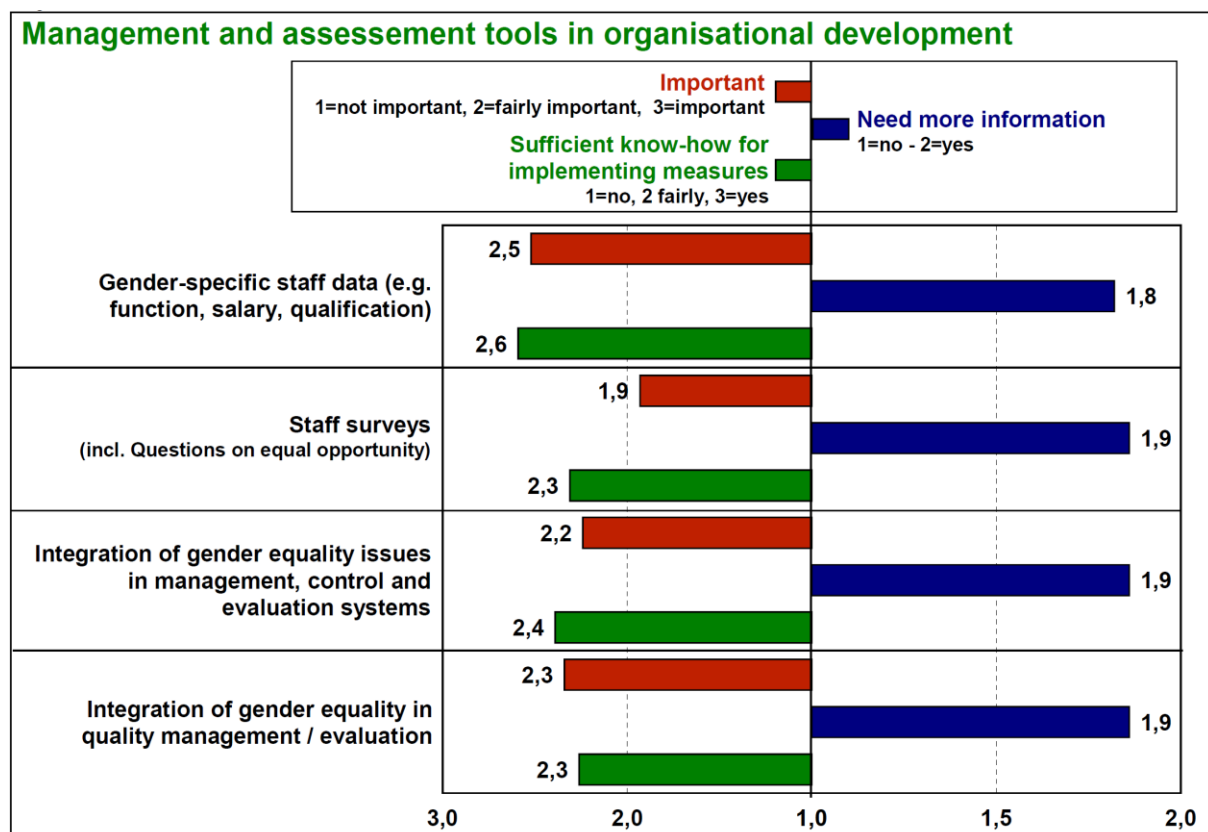
- The greatest interest in further information on gender equality tools could be found in the “integration of gender equality issues in management, control and evaluation systems”.
- **UK**
  - UK respondents attached great importance to “gender-specific staff data” and “staff surveys”, with a big gap before “integration of gender equality issues in management, control and evaluation systems”.
  - However, interest in further information on gender equality tools was very low in these areas.

A chart showing the relative importance of each issue and the demand for more information in each country can be found in Appendix 2.05.

### Universities and technical colleges

Within the field of activity “management and assessment tools in organisational development”, the area with the highest priority was “gender-specific staff data”. Knowledge of the implementation of measures was high in these areas, although there was considerable interest in obtaining further information.

In the other three areas there was also considerable interest in obtaining information on possible gender equality tools.



**Chart 15: Universities and technical colleges: management and organisational assessment tools in development**



### 3.1.6 Organisational culture

The following areas were assigned to “organisational culture” as a field of activity:

- Equal opportunities as part of the organisation’s corporate identity (included in general principles)
- Cooperation between men and women at the workplace (e.g. mixed teams)
- Equal opportunity aspects included in marketing, image campaigns, products, etc.
- Preventative measures against sexual harassment and bullying at the workplace
- Raising awareness of staff members and management to acknowledge family responsibilities of parents
- *For academia only:* Gender equality as an element in the institution’s profile
- *For academia only:* Integration of gender studies into the research and teaching profile (e.g. by setting up positions for gender studies)

#### Business and other types of organisations

Major importance was given to “equal opportunities as part of the organisation’s corporate identity”. Also, existing knowledge on this area was rated as high, while the demand for further information was seen as correspondingly low (Chart 16).

Also the area of “cooperation between men and women at the workplace” was rated high in importance, while other aspects were seen as being more within the medium range.

A great demand for information on possible gender equality tools can be found in the area of “raising awareness of staff members and management to acknowledge family responsibilities of parents”.

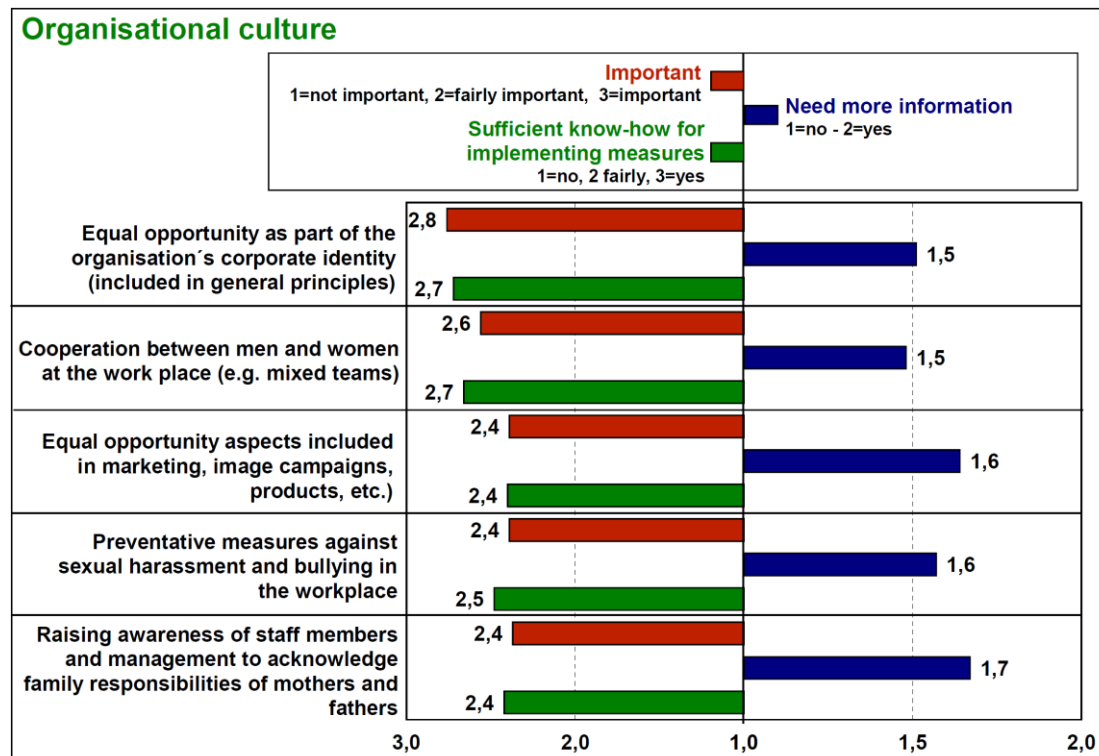


Chart 16: Companies and other types of organisations: organisational culture

### **An analysis by countries reveals the following findings:**

- **Czech Republic**
  - Major importance was ascribed to the areas of “equal opportunities as part of the organisation’s identity” and “measures to prevent sexual harassment and bullying in the workplace.” In both these areas respondents said they had a high overall level of knowledge on the implementation of measures.
- **Greece**
  - Greek respondents, too, attached great importance to “equal opportunities as part of the organisation’s identity” and “measures to prevent sexual harassment and bullying in the workplace”
  - In all, there was a great level of interest in further information about implementation measures in all areas of this field of activity.
- **Austria**
  - Here, too, “equal opportunities as part of the organisation’s identity” were seen as highly important.
  - There is interest in further information on the implementation of gender equality tools, particularly in “raising awareness of staff members and management to acknowledge family responsibilities of parents” and in “equal opportunity aspects included in marketing, image campaigns, products, etc.”.
- **Germany**
  - Among German respondents, the highest priority was given to the area entitled “raising awareness of staff members and management to acknowledge family responsibilities of parents”. In this area there was also the greatest level of interest in further information on gender equality tools.
- **UK**
  - As in Greece and the Czech Republic, UK respondents gave a particularly high importance rating to “equal opportunities as part of the organisation’s corporate identity”. But a high rating can also be observed for “cooperation between men and women at the workplace” and “equal opportunity aspects included in marketing, image campaigns, products, etc.”.
  - A high importance rating was given to experience-based knowledge in the implementation of measures, except for “equal opportunity aspects included in marketing image campaigns, products, etc.”.
  - The demand for further information on this field of activity was comparatively low.

A chart showing the relative importance of each issue and the demand for more information in each country can be found in Appendix 2.06.

### **Universities and technical colleges**

Here, as in business, “equal opportunities as part of the organisational culture” were seen as highly important. But an important role was also given to “equal opportunity aspects included in marketing, image campaigns, products, etc.” (Chart 17). Less important areas were “cooperation between men and women at the workplace” and “integration of gender studies into the research and teaching profile”.

In all areas there was a generally high demand for information about the implementation of measures.

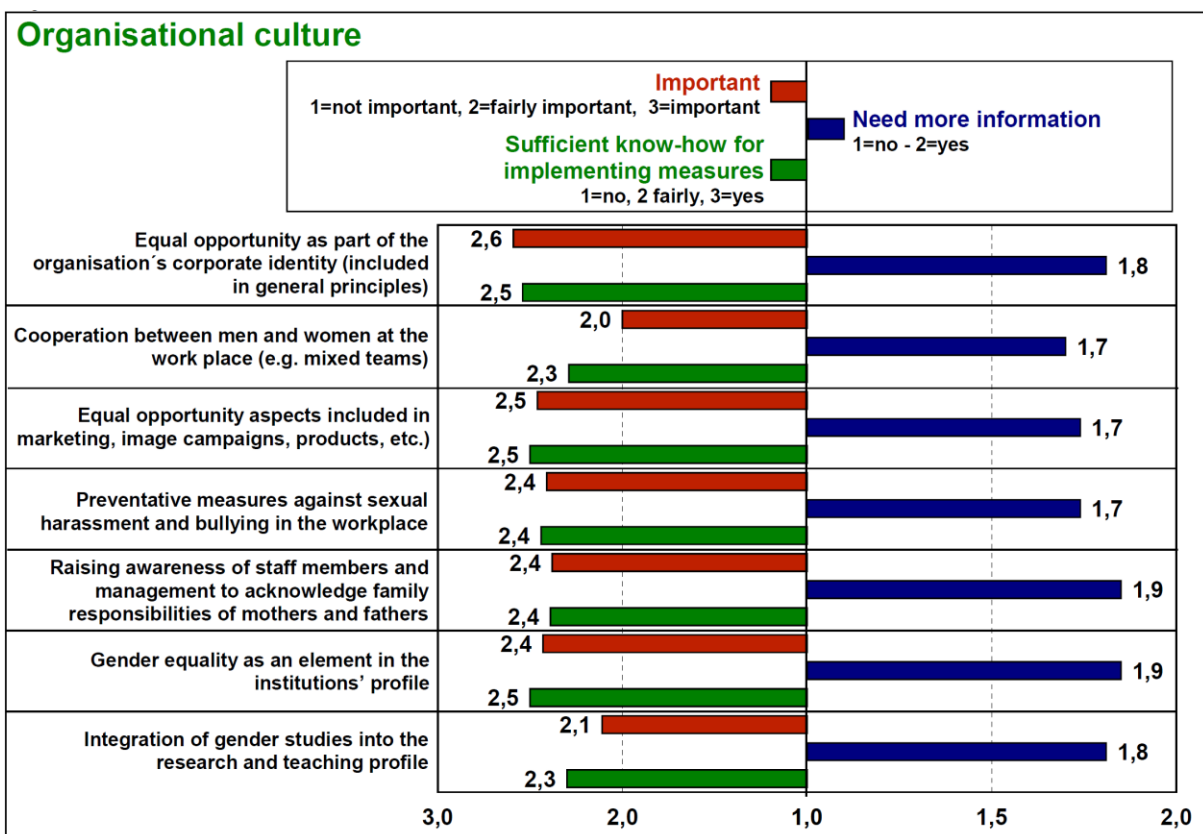


Chart 17: Universities and technical colleges: organisational culture

### 3.1.7 Universities only: Research, teaching and education

In higher education respondents placed great importance on “strategies to increase the number of female students on male-dominated study programmes”, whereas “strategies to promote gender research” and “strategies to integrate gender studies into teaching” clearly carried less weight.

The demand for further information on the implementation of gender equality is high in all three areas.

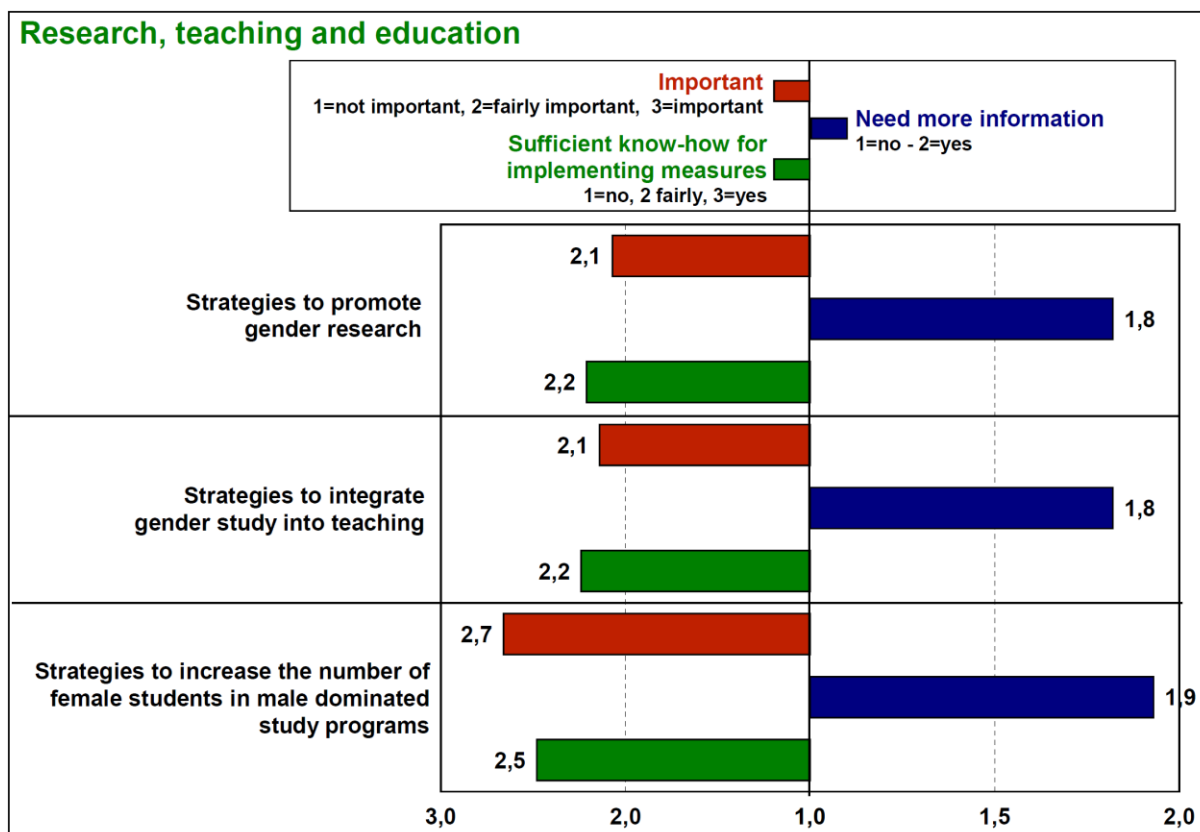


Chart 18: Universities and technical colleges: research, teaching and education

### 3.2 Other areas requested for the e-toolbox

Some of the respondents listed some suggestions for further areas for the e-toolbox. These included:

#### Responsibilities / legal basis

- The role of the 'ombudsman' in the organisation
- Integration/acceptance of responsibility for equality at the management level
- Code of conduct
- Legal issues concerning labour code and updates within this area
- Legislative changes
- Articles and changes in laws that affect human resources management.
- Gender issues in health & safety

#### Reconciliation of work and family life

- Adaptation process after parental leave
- Information about state support for company nurseries and playschools as opposed to tax relief
- Best practice cases in home office arrangements
- Work/family reconciliation solutions for executive staff
- Establishment of childcare facilities / clarification of insurance issues in the context of childcare without bureaucratic obstacles

## **Women in executive positions**

- Quotas
- How can the (male) management best be won over for supporting suitably skilled women in the best management positions? (Keyword: existing male cliques!)

## **Specific issues in higher education**

- Role of higher education management,
- HR development activities in higher education
- Manifestation of gender equality in higher education development
- Women on engineering courses, female lecturers in engineering
- Integration of gender equality in research funding processes (application for external funding and internal allocation of resources)

## **3.3 Important measures, their biggest obstacles and how they can be removed**

In an open question, respondents were asked to specify what issues were important to them concerning gender equality, where they see the greatest difficulties and what kind solutions might be possible.

Several respondents said that an important field of activity was the breaking of stereotypes, entrenched procedures, clichés and prejudices. Stereotypical thinking apparently applies to many employers who decide who should be employed where and also to the employees themselves who portray their self-image, their skills, abilities and potential accordingly.

Such attitudes and behavioural patterns would lead to the fact that only a small proportion of women take up leadership positions.

To counteract this, respondents would like to see, for instance, active support for women in their effort to attain management positions. Another possible measure was seen in the (temporary) introduction of quotas.

Moreover, it was also seen as important to convey the economic benefits of gender equality.

Others proposed courses for middle and senior management and courses for all employees on the importance of diversity in teams and to raise awareness. Respondents also suggested the setting of targets and the introduction of sanctions and bonus payments as ways of breaking with legacy conditions.

In the same context some pointed out that women are still responsible for childcare and for looking after disabled family members, which often has a negative impact on their careers and can lead to double burdens. Several proposals were made how one might counteract this and how such potential burdens could be reduced:

It is important that men and women wanting to reconcile care-giving and a career should be given the necessary support from their employers. To achieve this, it would be necessary to specify contacts within the organisation who can answer precisely such questions. Another solution was seen in the improvement of external conditions, e.g. more day care places for children and more all-day schools.

To make it easier for women to go back into employment after parental leave, it was suggested that more information should be provided by the employing organisation

on the available options, that more PR work should be conducted and that best practice examples should be propagated.

Another important issue that was mentioned was the question of “part-time management”. This option would promote the reconciliation of work and family for executives, but is impossible to implement as higher education staff are required to work full-time and are expected to be continually present at their workplace.

Respondents said that, to increase the number of women on executive and decision-making boards, the demand for time and mobility would need to be reduced, as the relevant positions are often incompatible with family commitments. Also, it was seen as important that there should be female role models in career jobs, as this would lead to a change of mindset among both executives and staff.

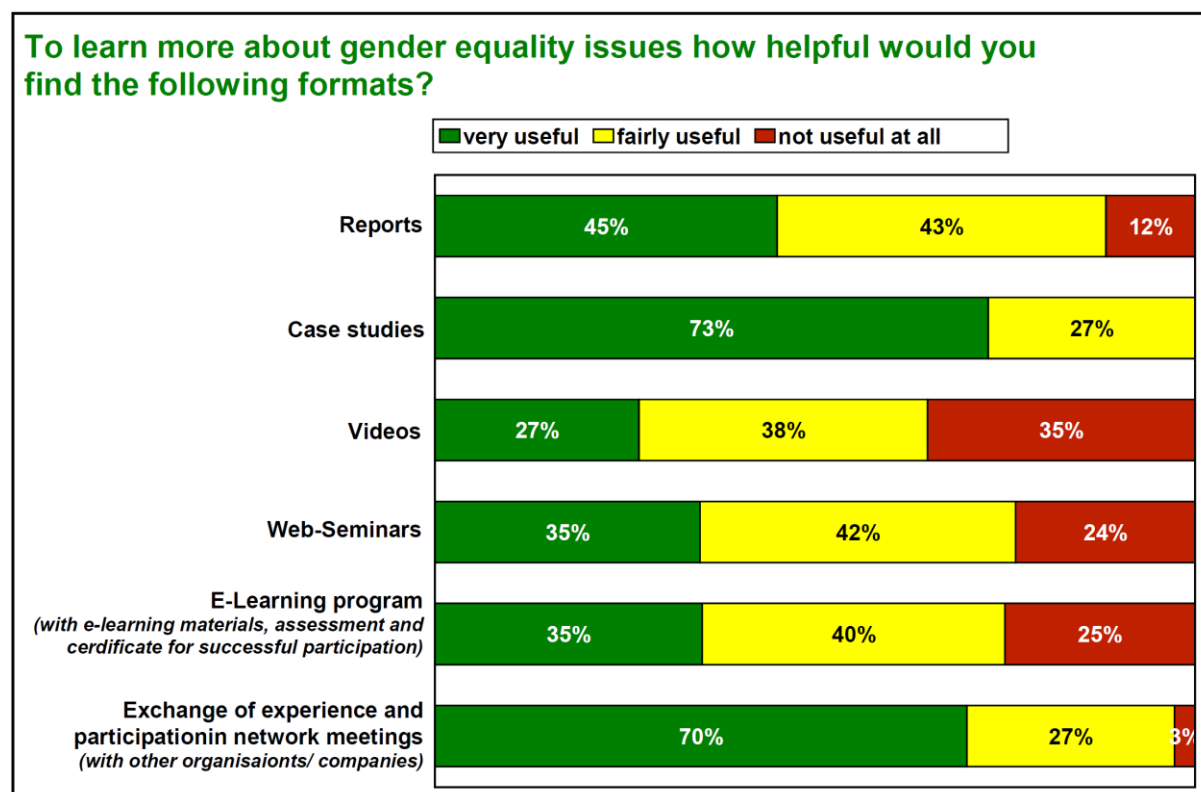
Another issue that was thought to be important was that women should be recruited into STEM jobs and female lecturers should be won for STEM subjects. In fact, the problem should be tackled in the early years of school education.

### 3.4 Usefulness of different formats

Respondents were invited to rate different formats as to their suitability for gender equality issues.

#### Business and other types of organisations

Case studies, exchange of experience and participation in network meetings were seen by respondents as the learning options with the greatest benefit of all. Other formats were rated rather differently (Chart 19).



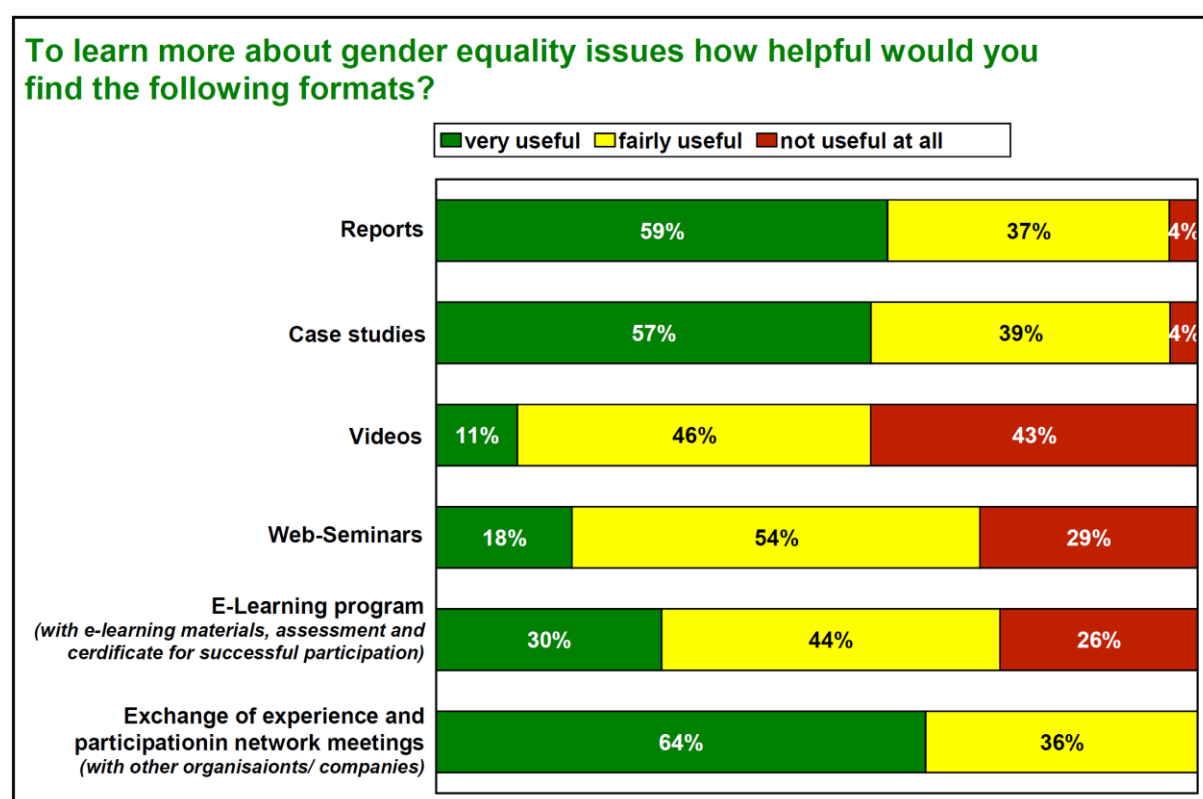
**Chart 19: Business and other types of organizations: helpful formats to learn more about gender equality issues**

The reading of case studies was seen as particularly effective by respondents from Greece, Germany and the Czech Republic. An exchange of experience and participation in network meetings were seen as especially useful by Czech and German respondents.

Some UK respondents took a significantly more critical view of the overall benefit of the listed formats than respondents in other countries.

### Universities and technical colleges

Higher education respondents rated an exchange of experience and participation in network meetings as a particularly useful form of learning that would help with the implementation of gender equality issues. Reports and case studies were also seen by many as positive (Chart 20). Learning through videos and web seminars, on the other hand, were seen more critically.



**Chart 20: Universities and technical colleges: helpful formats to learn more about gender equality issues**



## 4. Conclusion and outlook

The online survey at companies, universities and colleges has produced some interesting results on the needs of the target group's results that are of great importance to the implementation and realisation of the e-toolbox.

The survey involved the participation of 116 companies and other institutions (administrative bodies, research establishments, institutes, etc.) as well as 29 higher education establishments. The response rate in the participating countries differed, which was due to a variety of reasons, e.g. different purposes of awards from award-giving institutions which, as partners of the GenCo projects, had asked their applicants to participate in the survey (awards only for companies or also for higher education establishments, different numbers of applicant organisations). Although, due to differences in data volumes, the survey cannot claim to be representative, the results nevertheless provide meaningful information for the further procedure under the project.

Three areas, in particular, were seen as important by **business** respondents:

- Reconciliation of work/career and family
- Career and professional development and
- Organisational culture

– both for themselves and for their organisations, while “management and assessment tools in organisational development” played a relatively minor role.

“Reconciliation of work/career and family” was considered as one of three main areas in nearly all of the countries.

**Higher education** respondents tended to see “organisational culture” as an important field of activity, while setting relatively balanced priorities in the various fields of activity.

### Field of activity: Career and professional development

**Business** respondents saw “equal pay for equal work” within “career and professional development” as an important issue, and many said they already had sufficient knowledge in this area, so that their demand for more information was relatively low.

A low level of priority has so far been assigned to “gender equality issues as appraisal criteria for managers (target setting)” and “incentives for managers to promote women in their career development.” However, the demand for more information shows that these areas might become more important in the future.

Interesting, the Czech Republic and Austria attached special importance to “equal pay”, while this issue was given a relatively low rating in Germany, without much demand for information.

**Higher education** respondents felt that “career development programmes for women” and “mentoring / cross-mentoring programmes” were very important. No major priority has so far been accorded to “incentives for managers to promote



women in their career development”, but this area recorded a very high demand for information.

### Field of activity: Recruitment and the filling of vacancies

Interestingly, the surveyed **business** respondents in the UK saw ‘recruitment’ as a major element in the context of gender equality, while also recording a relatively high demand for further information, whereas respondents in other countries did not attach much importance to this issue.

“Recruitment” also had a relatively low priority among **higher education** respondents, although they recorded a fairly high demand for information, thus suggesting that this area might become important in the future.

Two areas that received particularly low importance ratings among both **in business and in higher education** were “target ratios for female/male recruitment” and “gender-neutral aptitude tests”, although respondents at Greek and Czech companies expressed considerably more interest in further information, and there was also a sizeable demand for more information in higher education.

Given the projected shortage of skilled workers, the relatively low priority of this fields of activity was rather surprising.

### Field of activity: Reconciliation of work/career and family responsibilities

“Reconciliation of work and family” continues to be seen as highly important. And although measures have been implemented in a large number of instances, there continues to be a substantial demand for more information.

“Flexible working time schemes for staff members” were seen as the most important area both by **business** respondents (in all countries) and by those **in higher education**.

### Field of activity: Senior management commitment and organisational gender equality policies

The areas that form part of “senior management commitment and organizational gender equality policies” had relatively low priorities among **business respondents**. “Binding agreements on issues of gender equality in the organisation” and “function and tasks of a women’s representative or other staff member responsible for gender equality” were rated as having minor roles. However, there was great demand for further information on “organisational gender equality planning” and on “facilitating, demonstrating and increasing senior management commitment for improving gender equality policies”, which suggests that these issues might become important in the future.

A comparison between countries shows that respondents from Greece and the Czech Republic attach very little importance to the “function and tasks of a women’s representative or other staff member responsible for gender equality”. UK respondents believed that “resources for gender equality policies (staff, budget, etc.)” were the most important area.

The “function and tasks of a women’s representative or other staff member responsible for gender equality” were seen as very important by **higher education**

respondents. Here, too, although so many measures had already been implemented in many cases, there was a relatively high interest in further information.

### Field of activity: Management and assessment tools in organisational development

Although, in all, “management and assessment tools in organisational development” were given low priority in an assessment of the three most important areas, the two issues “staff survey” and “gender-specific staff data” were of fairly major importance for **business** respondents, particularly in the UK. Many felt that they had sufficient knowledge for implementation, and the demand for further information was moderate.

**Higher education** respondents believed that “gender-specific staff data” should be of great importance, while “staff surveys” were clearly given a lower priority. In all the areas that were listed we noted a substantial demand for information on the implementation of gender equality policies within the area of “management and assessment tools in organizational development”.

### Field of activity: Organisational culture

In all, “organisational culture” issues were seen as highly important by **business** respondents. A major role was given, in particular, to “equal opportunities as part of the organisation’s identity” and to “cooperation between men and women at the workplaces”. However, this was an area where many already had a good level of know-how, so that there was very little demand for further information on the implementation of gender equality tools. The other areas played a somewhat lesser role, and the demand for information was also a little higher.

The comparison between countries showed that respondents from the Czech Republic and Greece attached special importance to “measures to prevent sexual harassment and bullying in the workplace”, while this issue only played a minor role for respondents in Austria.

**Higher education** respondents saw “equal opportunities as part of the organisational culture” as an important issue, as did business respondents. In all, there was a great demand for information on the implementation of measures in all areas.

### Field of activity: Research, teaching and education (universities and technical colleges only)

While “strategies to promote gender research” and “strategies to integrate gender study into teaching” were of relatively minor importance among higher education respondents for their gender equality policy, “strategies to increase the number of female students in male-dominated study programmes” were given a high priority. The demand for further information was high in all three areas, suggesting that these areas – which were not seen as very important at the moment – may gain in importance in the future.

### Learning formats

The results of the survey on the usefulness of different learning formats show very clearly that the two central work packages of the GenCo project – e-toolbox and network meetings – are accurately geared towards the target group.

## Further procedure in the use of the survey results

The survey results will be used under the project to make a reasonable selection among the pool of good practice measures, picking out the ones that best suit the requirements of the target group. This will involve specifying any particularly successful measures in the various high-priority areas as well as those where we noted a high demand for information.

The results of the survey will also be used for the network meetings that have been planned in each of the participating countries in spring 2012, ensuring that the events will be clearly targeted towards the relevant groups and that the learning factor will be as high as possible.

We would like to thank everyone who took part in the survey. The results provide useful ideas about the areas that must be borne in mind when selecting gender equality tools and also in the design of the e-toolbox.

The e-toolbox will become available on the internet in early 2012 at [www.gender-competence.eu](http://www.gender-competence.eu). We are hopeful that many HR decision makers will find it a good source of ideas and implementation tools.

## Appendix 1: Questionnaire for the Online Survey

### Starting Page



### Survey

## Implementing Gender Equality in organisations – what we need to know

LINK English  
LINK Deutsch  
LINK Ελληνικά  
LINK Český

**Second page:**



**Scientific responsibility:**

sfs – Sozialforschungsstelle Dortmund (social research centre), central scientific institution of the Technical University Dortmund

**Within the framework of the project:**

Improving Gender Equality Competences of Persons Responsible for Personnel Development in industry and Higher Education – GenCo (<http://www.gender-competence.eu>)

Please fill in the questionnaire by:

**27<sup>th</sup> of May 2011**

It will take approximately 10-15 minutes to answer all questions.

**Thank you for your cooperation.**



tu technische universität  
dortmund



Österreichische Gesellschaft  
für Umwelt und Technik



## 1. Toolbox of Good Practice for Gender Equality in Organisations

The GenCo project will develop an e-toolbox of good gender equality practice in different organisational areas which are invaluable for effective implementation.

### 1. In our organisation gender equality is considered a part of corporate identity (corporate social responsibility)

yes, as an important part	yes, to some extent	no, not at all
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 2. Do you expect that the European Union or your own country will set a binding quota for a minimum number of women in leading positions?

yes, very probable	fairly probable	not probable at all
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**3. Please answer the following questions concerning “Career and professional development”:**

	<b>3a:</b> How important are the following topics for your organisation?			<b>3b:</b> Do you have sufficient know-how for implementing measures in this field?			<b>3c:</b> Do you want to learn more about this topic ( <i>in the e-toolbox</i> )?	
	important	fairly important	not important	yes	fairly	no	yes	no
Career development programmes for women (special incentives for women to participate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equal pay for equal work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career opportunities for part time employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incentives for managers to promote women in their career development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentoring / cross-mentoring programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership training for female staff members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender equality topics as appraisal criteria for managers (target setting)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other topics:

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Comments:

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**4 Please answer the following questions concerning “Recruitment and the filling of vacancies”:**

	<b>4a:</b> How important are the following topics for your organisation?			<b>4b:</b> Do you have sufficient information for implementing measures in this field?			<b>4c:</b> Do you want to receive additional information on this topic ( <i>in the e-toolbox</i> )?	
	important	fairly important	not important	yes	fairly	no	yes	no
Recruitment of women for management positions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recruitment of women for male dominated jobs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender neutral aptitude tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advertising career opportunities to attract women to your organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Target ratios for women/ men recruitment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specific recruiting concept to attract young female academics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other topics:

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Comments:

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**5 Please answer the following questions concerning “Reconciliation of work/career and family responsibilities (work-life-balance)”**

	5a: How important are the following topics for your organisation?			5b: Do you have sufficient information for implementing measures in this field?			5c: Do you want to receive additional information on this topic ( <i>in the e-toolbox</i> )?	
	important	fairly important	not important	yes	fairly	no	yes	no
Flexible working time schemes for staff members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flexible choice of the working place (telework)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Measures to support part time work in management positions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consultancy for family members on reconciliation of work/career and family life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specific programs for parents during and after an absence because of care responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assistance for parents with childcare responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assistance for employees with care responsibilities for disabled or elderly family members								

Other topics:

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Comments:

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**6 Please answer the following questions concerning “Senior Management commitment and organisational gender equality policies”**

	6a: How important are the following topics for your organisation?			6b: Do you have sufficient information for implementing measures in this field?			6c: Do you want to receive additional information on this topic ( <i>in the e-toolbox</i> )?	
	important	fairly important	not important	yes	fairly	no	yes	no
Function and tasks of a women's representative or other staff member responsible for gender equality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Binding agreements on issues of gender equality in your organisation (percentage of women in higher positions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organisational gender equality planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilitating demonstrating and increasing senior management commitment for implementing / improving gender equality policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resources for gender equality policies (staff, budget,..)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other topics:

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Comments:

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**7 Please answer the following questions concerning “Management and assessment tools in organisational development”**

	7a: How important are the following topics for your organisation?			7b: Do you have sufficient information for implementing measures in this field?			7c: Do you want to receive additional information on this topic ( <i>in the e-toolbox</i> )?	
	important	fairly important	not important	yes	fairly	no	yes	no
Gender-specific staff data (e.g. function, salary, qualification, age, working time, further education, parental leave)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff surveys (incl. questions on equal opportunity)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integration of gender equality issues in management, controlling and evaluation systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Only for academia:</i> Integration of gender equality in quality management / evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other topics:

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Comments:

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**8 Please answer the following questions concerning “Organisational culture”**

	8a: How important are the following topics for your organisation?			8b: Do you have sufficient information for implementing measures in this field?			8c: Do you want to receive additional information on this topic ( <i>in the e-toolbox</i> )?	
	important	fairly important	not important	yes	fairly	no	yes	no
Equal opportunity as part of the organisation's corporate identity (included in general principles)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperation between men and women at the work place (e.g. mixed teams)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equal opportunity aspects included in marketing, image campaigns, products, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preventative measures against sexual harassment and bullying at the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Raising awareness of staff members and management to acknowledge family responsibilities of mothers <b>and</b> fathers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Only for academia:</i> Gender equality as an element in the institutions' profile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Only for academia:</i> Integration of gender studies into the research and teaching profile (e.g. by denomination of positions for gender studies)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other topics:

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Comments:

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9 The following questions are only for institutions of higher education / academia.

If you belong to this group please click here: ☐

Others please click here for the next questions: ☐ (go to question 11)

10 Only for academia:

Please answer the following questions concerning “Research, teaching and education”

	2a: How important are the following topics for your organisation?			2b: Do you have sufficient information for implementing measures in this field?			2c: Do you want to receive additional information on this topic ( <i>in the e-toolbox</i> )?	
	important	partly important	not important	yes	partly	no	yes	no
Strategies to promote gender research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strategies to integrate gender study into teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strategies to increase the number of female students in male dominated study programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other topics:

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Comments:

---

**11. Considering the previous questions, which do you think are the most important areas of activity for your organisation?  
Please tick up to three items.**

Career and professional development	<input type="checkbox"/>
Recruitment and the filling of vacancies	<input type="checkbox"/>
Reconciliation of work/career and family life – Work life balance	<input type="checkbox"/>
Senior management commitment and organisational gender equality policies	<input type="checkbox"/>
Management and assessment tools in organisational development	<input type="checkbox"/>
Organisational culture	<input type="checkbox"/>
(only for academia): Research, teaching and study programmes	<input type="checkbox"/>

**12. Are there any other topics you would like to find in the e-toolbox?**

<hr/> <hr/> <hr/>
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**13 In your opinion, what are the most important issues in dealing with gender equality. What are the main difficulties and how could they be overcome?**

<hr/> <hr/> <hr/>
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**14. To learn more about gender equality issues how helpful would you find the following formats**

	very useful	fairly useful	not useful at all
1. Reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Case studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Videos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Web-Seminars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. E-Learning program (with e-learning materials, assessment and certificate for successful participation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Exchange of experience and participation in network meetings (with other organisations/companies)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Other: _____			

**2. Organisational data / personal data**

**15 In which country is your organisation (branch office) situated?**

Czech Republic	<input type="checkbox"/>
Greece	<input type="checkbox"/>
Austria	<input type="checkbox"/>
Germany	<input type="checkbox"/>
United Kingdom	<input type="checkbox"/>

**16. Type of your organisation?**

Business / company	<input type="checkbox"/>
University (go to question 18)	<input type="checkbox"/>
Other type of organisation (e.g. municipality): _____ (go to question 20)	<input type="checkbox"/>



**17. In which sector does your organisation operate?** (Next question no. 20)

Manufacturing	<input type="checkbox"/>
Electricity, gas and water supply	<input type="checkbox"/>
Construction	<input type="checkbox"/>
Wholesale and retail trade; repair of motor vehicles, motorcycles and personal and household goods	<input type="checkbox"/>
Hotels and restaurants	<input type="checkbox"/>
Transport, storage and communications	<input type="checkbox"/>
Financial intermediation	<input type="checkbox"/>
Real estate, renting and business activities	<input type="checkbox"/>
Public administration and defence; compulsory social security	<input type="checkbox"/>
Education	<input type="checkbox"/>
Health and social work	<input type="checkbox"/>
Other community, social and personal service activities	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>

**18 What kind of scientific institution are you working for?**

University / University of applied sciences	<input type="checkbox"/>
Non university research institution (go to question 20)	<input type="checkbox"/>
Other type _____	<input type="checkbox"/>

**19 How many students does your institution have?**

Number of students	_____
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**20. What is your company's size?**

Small business (up to 50 staff members)	<input type="checkbox"/>
Medium-sized business (50 - 250 staff members)	<input type="checkbox"/>
Large business (more than 250 staff members)	<input type="checkbox"/>

**21 What is your position in your organisation?**

*(Multiply choice)*

Member of the senior management or rectorate	<input type="checkbox"/>
Staff / management member responsible for personnel development	<input type="checkbox"/>
Equal opportunity commissioner / women representative / diversity commissioner	<input type="checkbox"/>
Member of the work council / employees' committee	<input type="checkbox"/>
Other position: _____	<input type="checkbox"/>

**22. Gender**

Female	<input type="checkbox"/>
Male	<input type="checkbox"/>

**Thank you for your time and your assistance.**

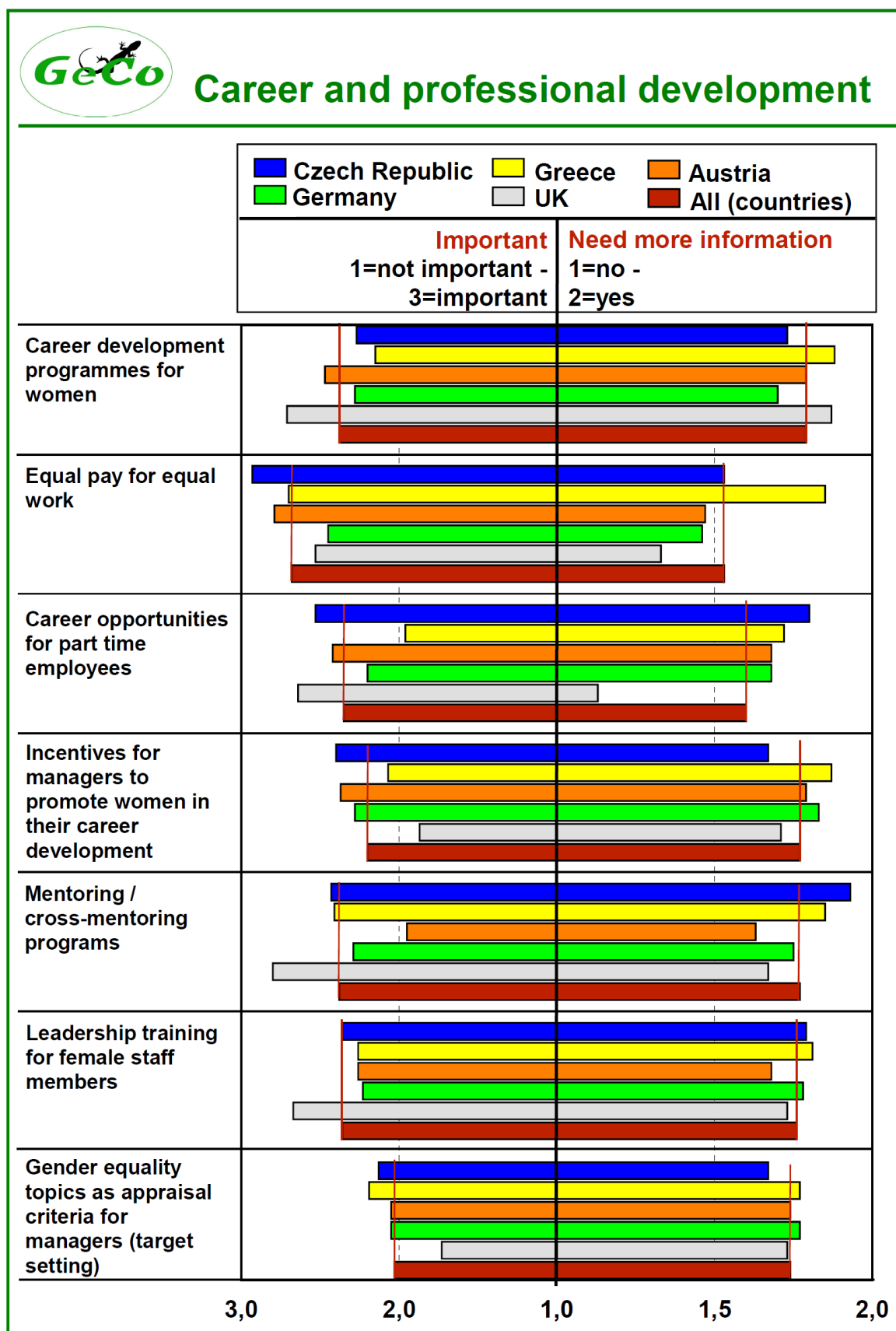
**We will inform you about the results within three months.**

By clicking the following button you will submit the questionnaire.

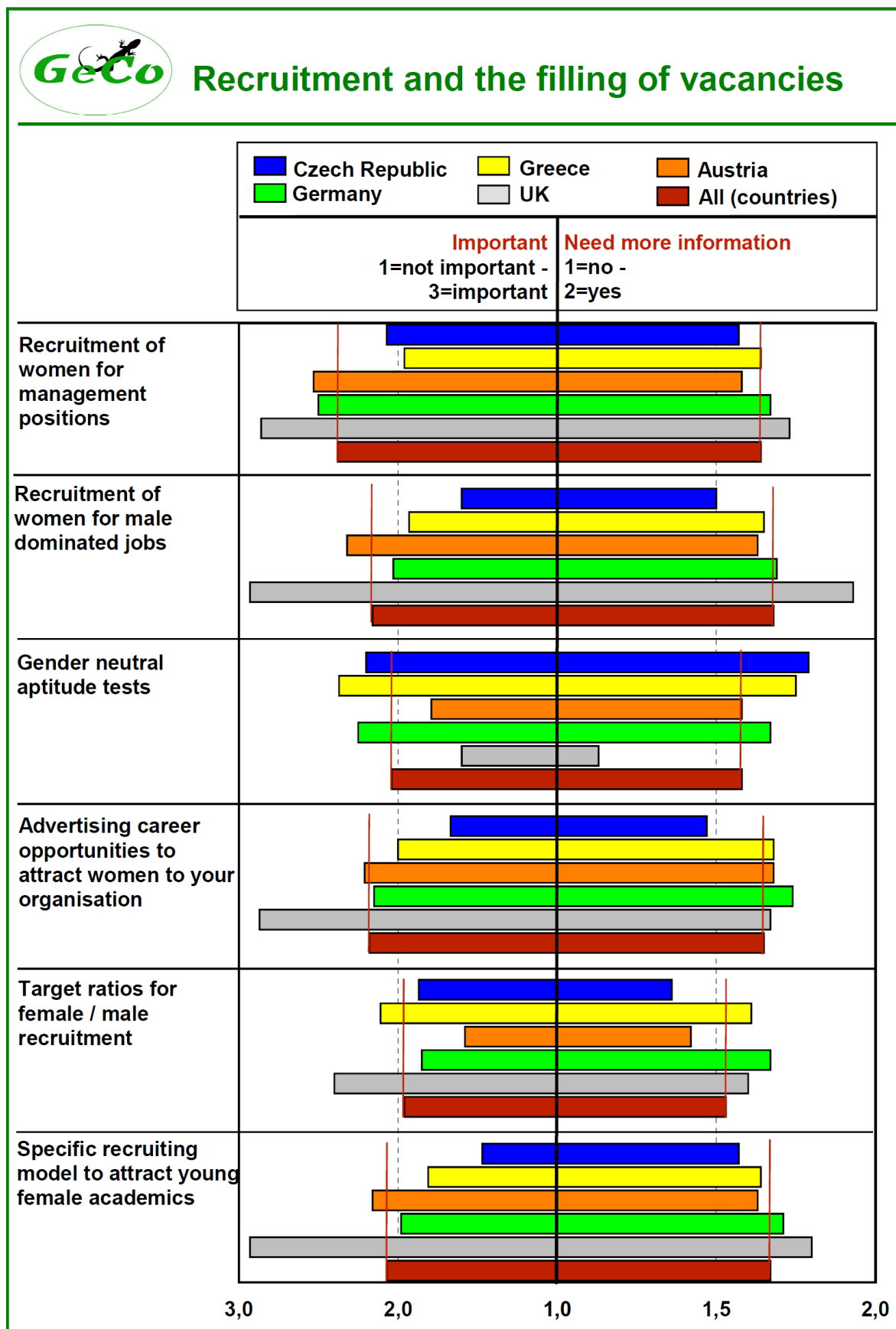
**Submit**

## Appendix 2: Additional Charts

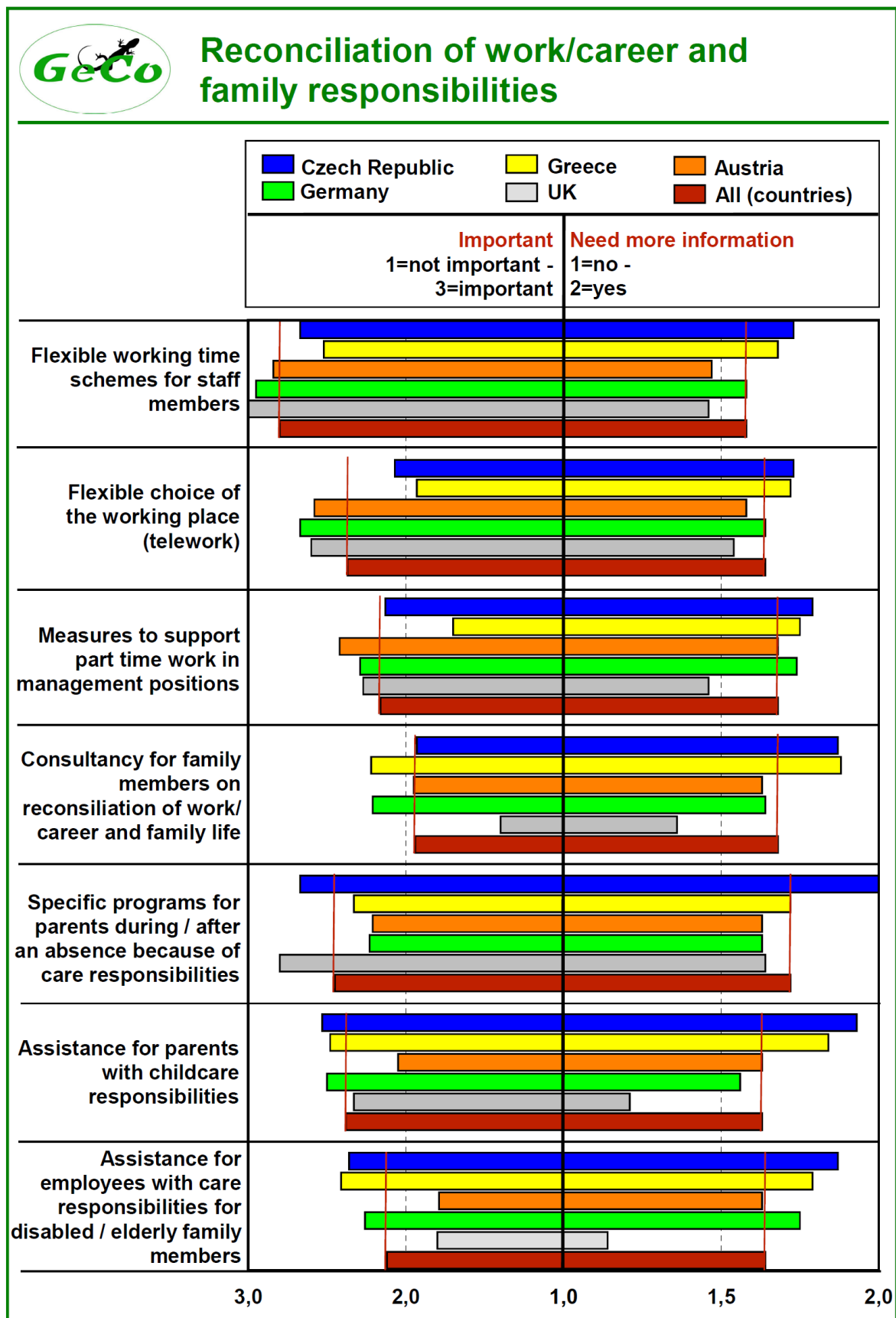
### Appendix 2.01 Business and other kind of organisations: Career and professional development – Items “how important” and “Need for more information”



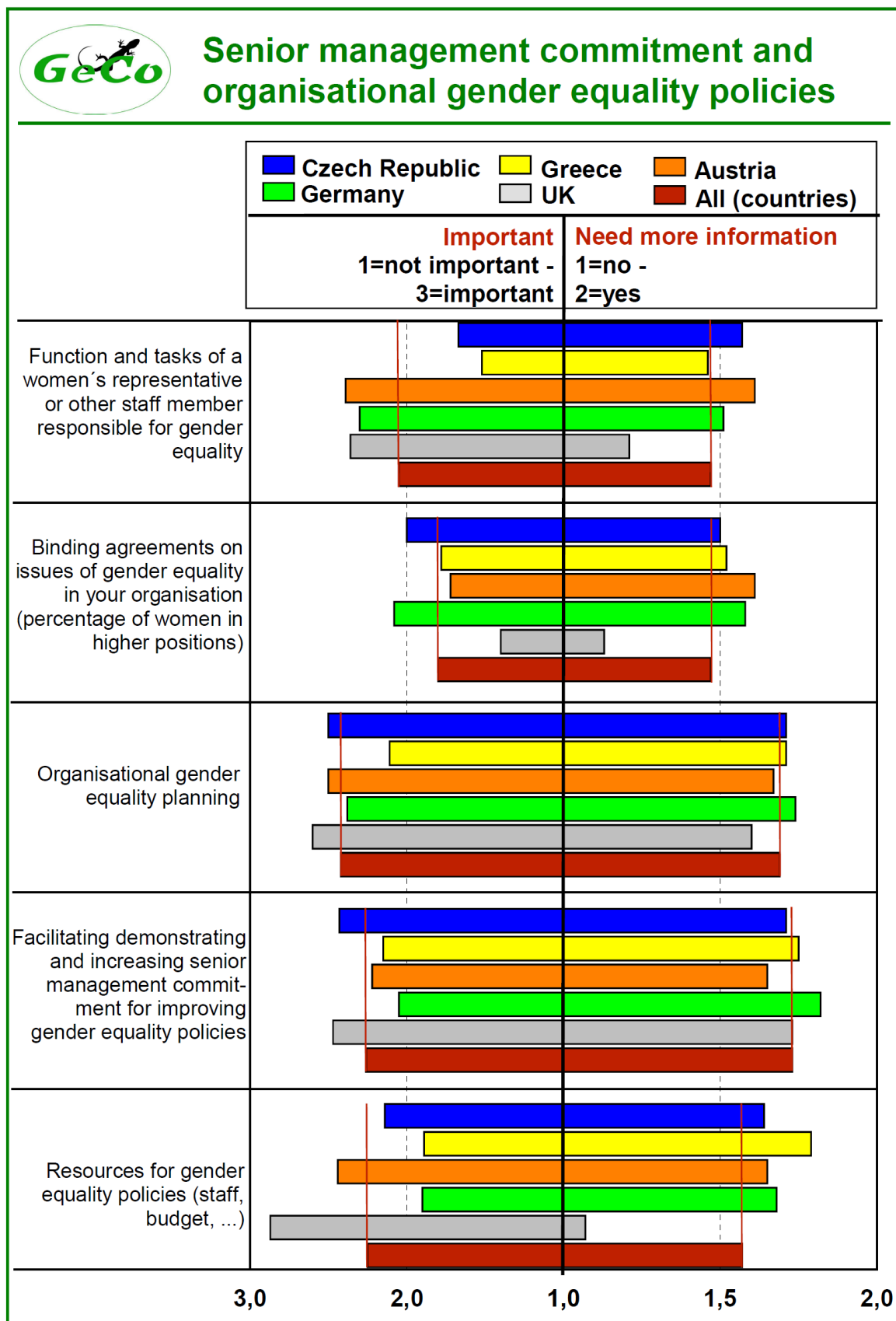
**Appendix 2.02 Business and other kind of organisations: Recruitment and the filling of vacancies – Items “how important” and “Need for more information”**



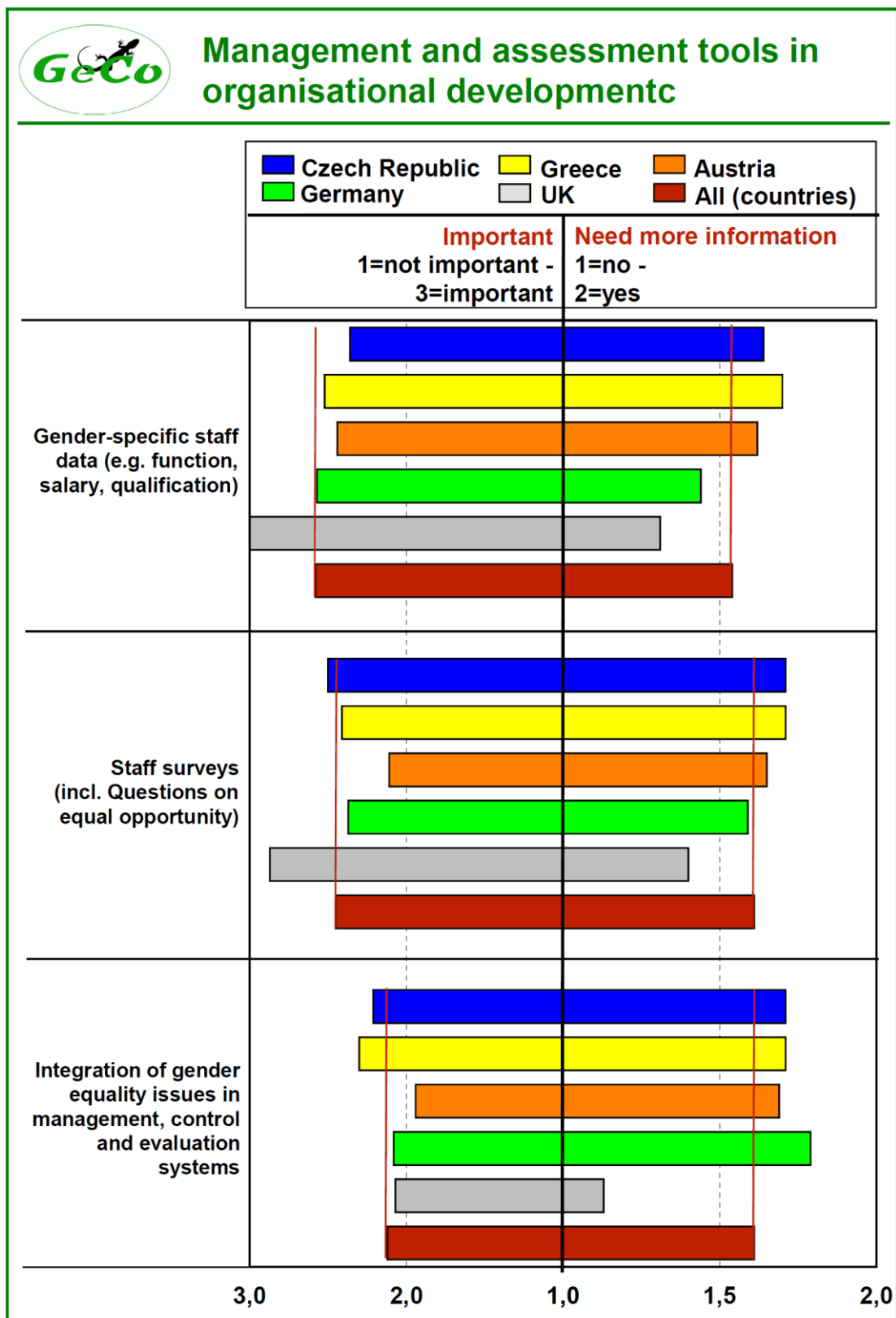
**Appendix 2.03 Business and other kind of organisations: Reconciliation of work/career and family responsibilities – Items “how important” and “Need for more information”**



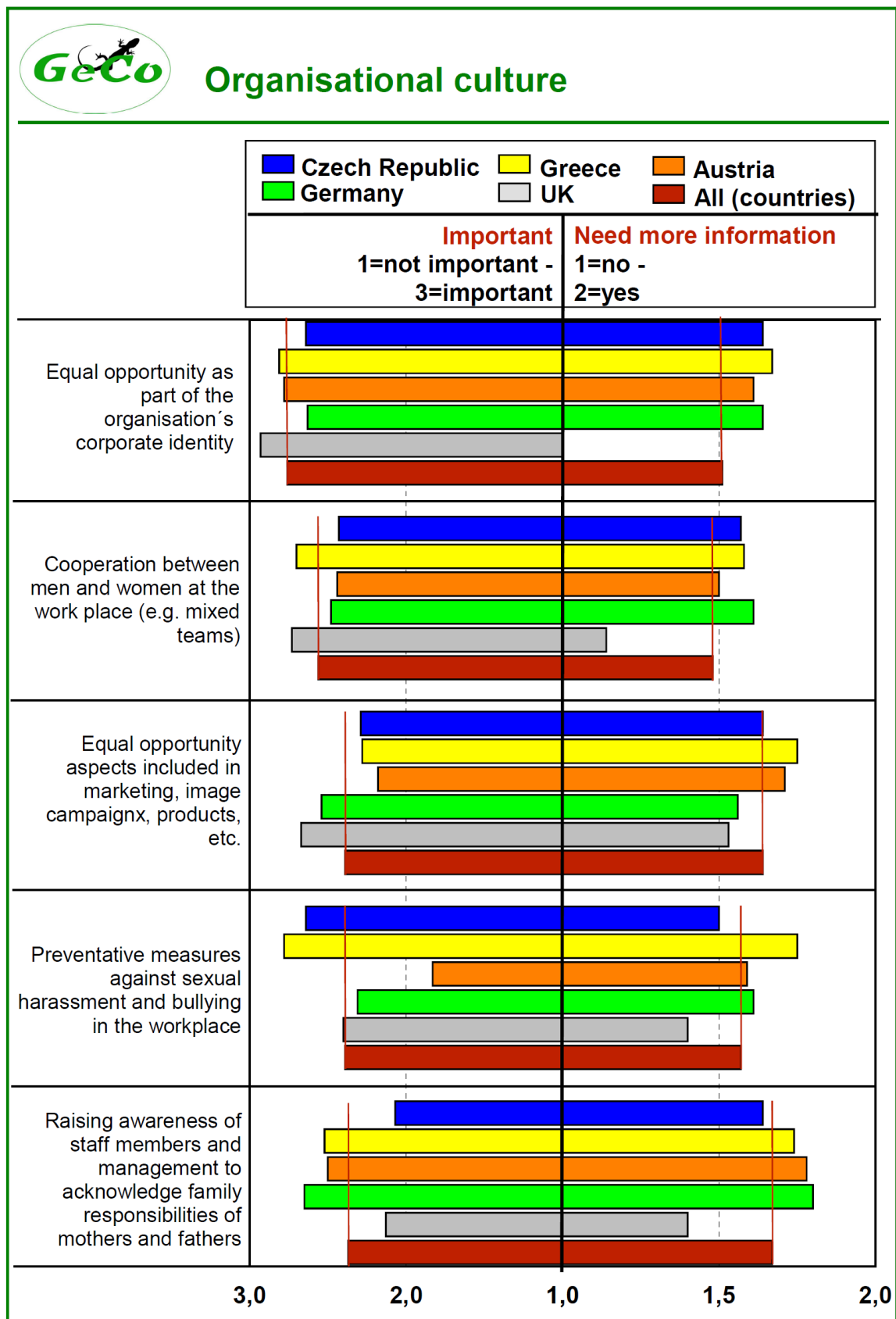
**Appendix 2.04 Business and other kind of organisations: Senior management commitment and organisational gender equality policies – Items “how important” and “Need for more information”**



**Appendix 2.05 Business and other kind of organisations: Management and assessment tools in organisational development – Items “how important” and “Need for more information”**

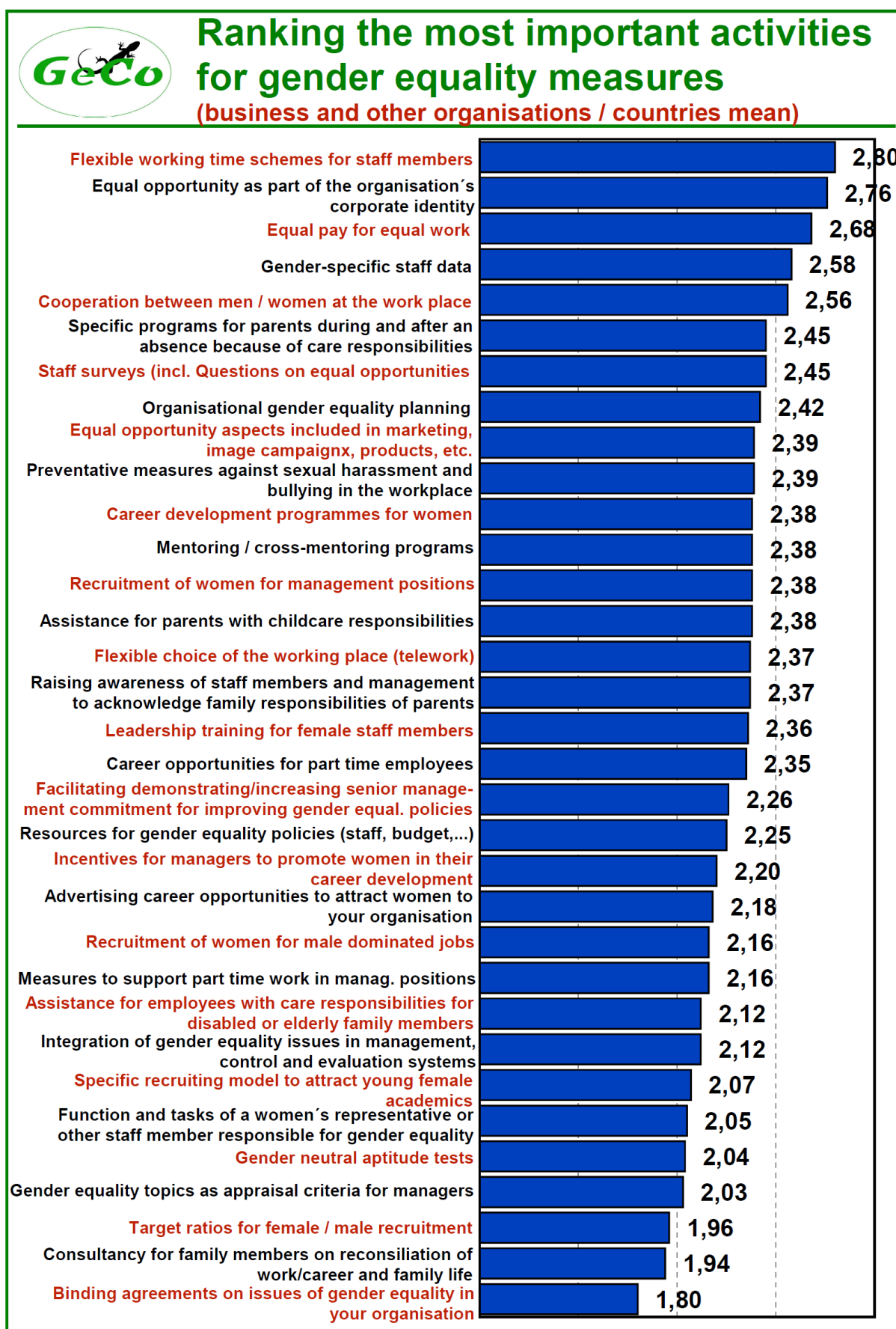


**Appendix 2.06 Business and other kind of organisations: Organisational culture – Items “how important” and “Need for more information”**

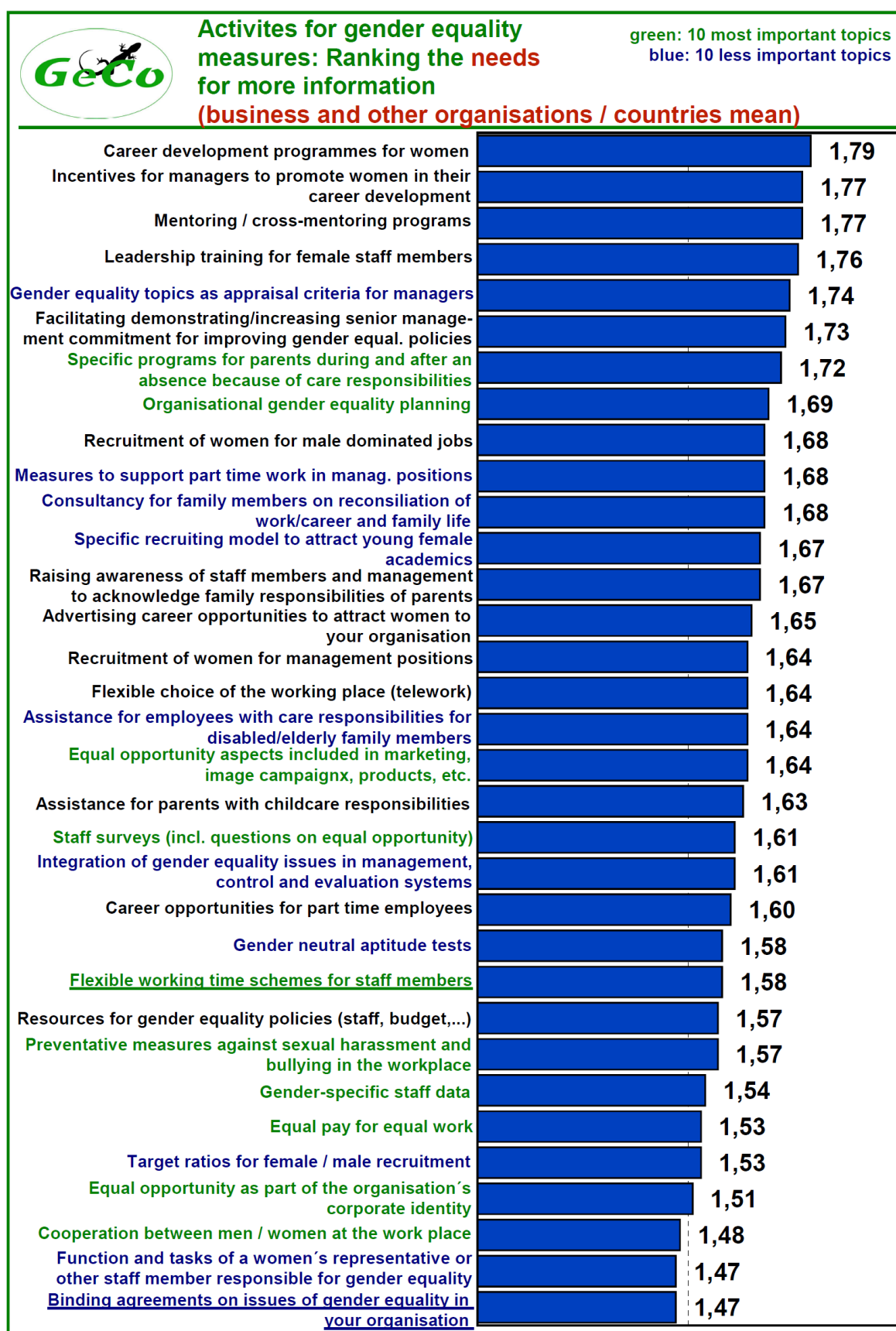




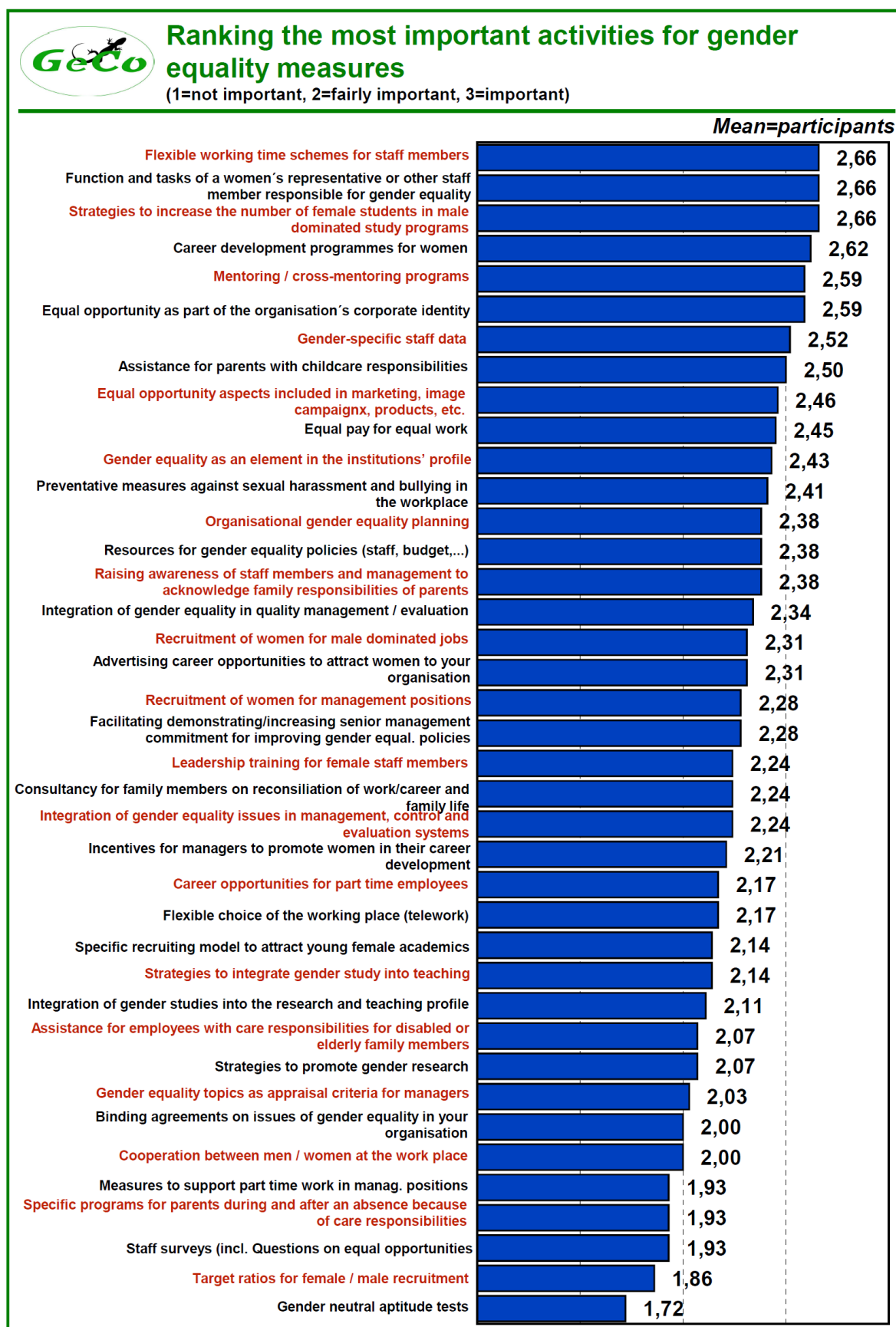
## Appendix 2.07 Business and other organisations: Ranking the most important activities for gender equality measures



## Appendix 2.08 Business and other organisations: Ranking the needs for more information



## Appendix 2.09 Universities and technical colleges: Ranking the most important activities for gender equality measures”



## Appendix 2.10 Universities and technical colleges: Ranking the needs for more information

