

**VicHealth Leading Thinkers Initiative**  
Behavioural Insights and Gender Equality



# Deliberative Forum

Behavioural Insights & Gender Equality:  
How can we make it easier to move from intention to action?

## PARTICIPANT REPORT

12 – 13 February 2019

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## THE PARTICIPANTS

### An acknowledgment

Over 12 and 13 February 2019, 79 participants<sup>1</sup> attended the VicHealth Leading Thinkers Deliberative Forum.

This Participant Report captures their deliberations. The ideas, priorities and strategies developed by participants over the two days have been themed and reproduced as they were submitted.

#### WE WOULD LIKE TO ACKNOWLEDGE ALL PARTICIPANTS

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Becky Batagol	Lynne McLennan	Donna Wyatt
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Helen Evans	Suzanne Peck	Carlia Hoy
Claire Farrugia	Kate Phillips	Valeria Ignatieva
Tony Fell	Jessie Pitts	Emily Lee-Ack
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Linda Karlsson	Victor Sojo	Deepak Shetty
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Amy McCulloch	Marian Vidal-Fernandez	

With thanks to the table facilitators and theme team.

Proudly co-designed by Sixfold Consulting Group and VicHealth's Innovation Office.

<sup>1</sup> Participants were invited to contribute over two half-days. Seventy-nine participants attended on Day 1 and 58 of these participants contributed to the deliberative workshops on Day 2 of the Forum.



## FOREWORD FROM Jerril Rechter

We are in a time of great energy and attention around gender equality in Victoria. The VicHealth Leading Thinkers Deliberative Forum brought together over 70 academics, policy makers and practitioners to share 'what works' in response to the question: 'Behavioural Insights & Gender Equality: How can we make it easier to move from intention to action?'

Guiding us through this journey was VicHealth Leading Thinker Professor Iris Bohnet, Albert Pratt Professor of Business and Government and Academic Dean of Harvard Kennedy School. Professor Bohnet shares VicHealth's 2016-2019 Leading Thinkers Residency, 'Behavioural Insights & Gender Equality', with Dr Jeni Klugman, Managing Director of Georgetown Institute's Women, Peace and Security Institute. Over two half-day sessions, Professor Bohnet shared her incredible wealth of global insights and research as a pioneer for 'what works' in gender equality, focusing on behavioural approaches such as unconscious bias, gender stereotypes, role models and social norms. Participants heard 20 'what works' case studies from a range of organisations, and deliberated on practices and approaches that could best advance action in gender equality efforts. The following pages capture the intellect, ideas and personal commitments of participants to progressing this work.

It is clear that this is a timely, important and significant dialogue that needs to be continued. VicHealth will enable ongoing conversation by coordinating two gatherings of the participating organisations, over the next year, to share progress on work efforts and commitments.

Thank you to the many organisations and individuals who participated and contributed their insights and experiences. There is a lot we can learn from each other and together we can accelerate the pace of change for gender equality in Victoria.

CEO, Victorian Health Promotion Foundation (VicHealth)

### ABOUT THE LEADING THINKERS RESIDENCY

VicHealth's Leading Thinkers initiative is designed to connect international thought leaders with policy makers and key local experts, with the aim of generating and provoking new thinking, inspiring momentum, enabling change, supporting and deepening relationships across sectors and, most importantly, delivering positive health and wellbeing results for all Victorians. The focus of the 2016-2019 residency is on Behavioural Insights and Gender Equality, and is led by Professor Iris Bohnet, Albert Pratt Professor of Business and Government & Academic Dean of Harvard Kennedy School, and Dr Jeni Klugman, Managing Director for Georgetown Institute for Women, Peace and Security.



## A MESSAGE FROM Professor Iris Bohnet

Thank you for the opportunity to be part of this Deliberative Forum and help develop a shared approach in response to the specific question: 'Behavioural Insights & Gender Equality: How can we make it easier to move from intention to action?'

We know that gender equality is multidimensional. It is not just about equal access to decent work, or women in boardrooms. Gender inequality is happening in our homes, workplaces, schoolyards, hospitals, on our screens and on our sporting fields. Building gender balance can bring dramatic gains in wellbeing for individuals, families and societies and prosperity in economic growth and national competitiveness.

Building on what works, behavioural design creates better and fairer organisations and societies. It will not solve all our gender-related problems, but it will move the needle, and often at shockingly low cost and high speed.

The case studies were grouped into four 'problem' themes and five 'solution' themes, each offering real opportunity and possibility to improve gender equality in Victoria. I thoroughly enjoyed the conversations and deliberations and am inspired by the coalition of support generated by this event.

The challenge and opportunity we all have now is precisely this: how can we convert good intention into meaningful action that will better support the next generation of men and women? We cannot expect this to be easy. However, through sharing our knowledge, learnings and emerging practice and being part of collective problem-solving, we have made an excellent start to a process that could really shift the dial.

I do sincerely hope the following pages help you and your organisations pave a new way forward for advancing what works and advancing a new future for men and women.

Thank you to all the participants for making time and contributing to the discussion. I hope you will continue the dialogue.

VicHealth Leading Thinker  
Albert Pratt Professor of Business and Government  
Academic Dean of Harvard Kennedy School

## A SHARED COMMITMENT

### Moving from Intention to Action

Gender equality is an oft-cited aspiration to which significant energy is directed. And yet despite this energy, it remains a goal that – on most estimates – we are still some way from achieving.

How then, can we move more easily from intention to action? And how can we use behavioural insights to do so?<sup>2</sup>

This was the topic explored by more than 70 participants at the VicHealth Leading Thinkers Deliberative Forum on 12 and 13 February 2019 (the 'Forum'). Participants included leading academics, business and government leaders, behavioural insights experts, policy makers, human resources practitioners and diversity and inclusion specialists.

Timed to coincide with a visit from Professor Iris Bohnet as part of her VicHealth Leading Thinker Residency, the Forum gathered the collective intelligence of participants across a series of deliberative workshops. By working together differently and sharing their experience and knowledge of 'what works', the participants have developed a set of key insights for the continuing effort towards achieving gender equality. Those insights are contained in this Participant Report.



<sup>2</sup> Behavioural insights draw on what drives our behaviour to inform actionable and practical design solutions.

## BUILDING ON 'WHAT WORKS'

To ensure relevant information was before the Forum, VicHealth invited expressions of interest from a wide range of parties (the 'presenters') to deliver a case study on 'what works'.

Presenters were asked to profile case studies that use behavioural approaches to advance gender equality. Specifically, they were asked to demonstrate how their case studies addressed one or more of the drivers of gender inequality: unconscious bias, gender stereotypes, gender role models and social norms.

All organisations who submitted an expression of interest were invited to present a case study at the Forum. These case studies were collated in the *"What Works" Case Studies Booklet*. The booklet is available on the VicHealth website and was provided to all participants at the Forum.



## THE DELIBERATIVE PROCESS

On Day 1 of the Deliberative Forum, Professor Iris Bohnet set out a framework for consideration of the intention to action gap, based on the content of case studies, together with her own research. Professor Bohnet identified four Problem Themes and five Solution Themes in this framework:

### PROBLEM THEMES

- People are not aware of their biases
- People do not care about gender inequities
- There is a mismatch between what women want and what the system wants
- Change is hard

### SOLUTION THEMES

- Seeing is believing
- Training
- From best practice to best evidence
- De-biasing procedures
- Inclusive practices

The agenda for Day 1 was structured around the Solution Themes. Five workshops were held: one for each of the Solution Themes.

In consultation with Professor Bohnet, presenters were allocated to the workshop that best reflected the solution in their case study. In total, participants received information in respect of 20 case studies arranged across all five Solution Theme workshops.<sup>3</sup> Each presenter had a two minute 'soapbox' to convey what the participant group really needed to know about their case study. The presentations for each Solution Theme were then supplemented by a question and answer session with participants and topical insights from Professor Bohnet.

Following each workshop, participants were invited to individually complete an online survey. The purpose of these surveys was to identify the key challenges inhibiting the broader uptake of initiatives across each Solution Theme.<sup>4</sup> In the final poll of each survey, participants were invited to select from a list of seven key challenges. This list was developed in consultation with the presenters and Professor Bohnet.<sup>5</sup> The results of the online surveys were used to inform the first deliberative workshop on the agenda for Day 2 (See: Appendix A).

On Day 2, participants worked together in one of ten small groups with the assistance of independent, expert facilitators. Each group developed ideas and strategies in response to a series of key questions on the following topics: designing out our key challenges; addressing our unresolved questions; and our commitment to action.

The responses of each group were captured using an online deliberative platform. A trained 'theme team' worked in pairs to synthesise the responses into a set of preliminary themes. These themes were displayed to the entire participant group in plenary sessions during the Forum. A more comprehensive set of themes for each workshop is now included in this Participant Report.



<sup>3</sup> Twenty presenters were involved in presenting a total of 19 case studies on Day 1. All of these case studies were also profiled in written form in the "What Works" Case Studies Booklet. One additional case study was included in the "What Works" Case Studies Booklet. The organisation responsible for this case study was unable to present at the Deliberative Forum.

<sup>4</sup> The survey also asked participants the following questions: A. 'How would you rate your organisation's overall progress in implementing the Solution 1-5 initiatives?'; B. 'To what extent have Solution 1-5 initiatives assisted your organisation to reduce gender inequality?'; and C. 'To what extent would broader implementation of Solution 1-5 initiatives assist your organisation to reduce gender inequality?' See Appendix A. The responses to these questions provided relevant context for deliberations on Day 2.

<sup>5</sup> Prior to the Forum, the case study presenters were asked to submit what they considered to be the Top 3 Key Challenges inhibiting the broader uptake of their initiative. These submissions were themed and provided to Professor Bohnet for review.



## WHERE TO FROM HERE?

Now is a time of clear momentum for using behavioural insights to develop smarter and more practical solutions that advance gender equality.

VicHealth has committed to coordinating bi-annual meetings with participating organisations to ensure we continue to build on 'what works' and find ways to collaborate more effectively. As Professor Bohnet noted in her closing address to the Forum, it really does take a village to achieve meaningful change. By coming together and pooling our collective wisdom – at this Forum and in the future – we stand to achieve a great deal more than we would if acting alone.

This Participant Report is a record of the conversations that began this process. It is, in many ways, a line in the sand: our intentions are clear and the conversations are underway. Now it's time for action.



# THE AGENDA

## Day One

8:45	Welcome and overview – Tal Karp, Sixfold (Lead Facilitator)
8:50	Why the forum matters – Jerril Rechter, CEO, VicHealth
8:55	<b>Gender equality: How can we make it easier to go from intention to action?</b> <ul style="list-style-type: none"><li>• Professor Iris Bohnet, VicHealth Leading Thinker; Academic Dean of Harvard Kennedy School</li></ul>
9:05	What today will look like – Tal Karp, Sixfold
9:15	<b>'What Works' case studies</b>
9:15	<b>Solution 1: Seeing is Believing</b> <ul style="list-style-type: none"><li>• Dr Edwin Ip, BehaviourWorks Australia</li><li>• Linda Karlsson, WORK180</li><li>• Amy McCulloch, SEEK</li><li>• Dr Leonora Risse, Women in Economics Network</li><li>• Troy Roderick, Male Champions of Change</li></ul>
9:55	<b>Solution 2: Training</b> <ul style="list-style-type: none"><li>• Michael Fendel, Jesuit Social Services</li><li>• Michelle Stratemeyer, The University of Melbourne</li></ul>
10:15	<b>Solution 3: From best practice to best evidence</b> <ul style="list-style-type: none"><li>• Dr Iseult Cremen, Behavioural Insights Team (Australia)</li><li>• Dr Kim Louw, NSW Behavioural Insights Unit</li></ul>
10:35	<b>Working morning tea</b>
10:45	<b>Solution 4: De-biasing procedures</b> <ul style="list-style-type: none"><li>• Professor Andreas Leibbrandt, Griffith University</li><li>• Kate Phillips and Daniel Feher, Department of Premier and Cabinet</li><li>• Nithya Solomon, VicHealth</li><li>• Rachel Tulia, Department of Treasury and Finance</li><li>• Marian Vidal-Fernandez, The University of Sydney</li></ul>
11:20	<b>Solution 5: Inclusive practices</b> <ul style="list-style-type: none"><li>• Mischa Barr, Women's Health Victoria</li><li>• Professor Nisvan Erkal, The University of Melbourne and Monash University</li><li>• Stefan Grun, VicHealth</li><li>• Dr Nicky Quinn, Behavioural Insights Team (Australia)</li></ul>
11:55	Closing comments – Professor Iris Bohnet; Tal Karp
12.00	Lunch

## Day Two

9:00	<b>Welcome and overview</b> – Tal Karp, Sixfold (Lead Facilitator)
9:05	<b>Day 1 themes and what else we need to know</b> <ul style="list-style-type: none"><li>• Professor Iris Bohnet, VicHealth Leading Thinker; Academic Dean of Harvard Kennedy School</li></ul>
9:15	<b>What today will look like</b> – Tal Karp, Sixfold
9:20	<b>Getting to know each other</b> – led by table facilitators <ul style="list-style-type: none"><li>• What new information did you learn on Day 1 that made the greatest impact on you and why?</li></ul>
9:40	<b>Feedback from Day 1</b> – Tal Karp; Professor Iris Bohnet
9:50	<b>Which key challenges do we most want to work through?</b>
9:55	<b>Workshop 1: Designing out our key challenges</b> <ul style="list-style-type: none"><li>a) If you were to design your sector or organisation from scratch, how would you design it so that our key challenge is a non-issue?</li><li>b) What specific, practical actions should we take now to overcome our key challenge?</li></ul>
10:35	<b>Workshop 2: Addressing our unresolved questions</b> <ul style="list-style-type: none"><li>a) What other key questions still need to be resolved?</li><li>b) Identifying our key question</li></ul>
10:55	<b>Working morning tea</b>
11:10	<b>Workshop 2: Addressing our unresolved questions (cont.)</b> <ul style="list-style-type: none"><li>c) How can we best resolve our key question?</li></ul>
11:30	<b>Feedback from Workshop 1</b>
11:45	<b>Workshop 3: Commitment to action</b> <ul style="list-style-type: none"><li>a) How can we work together more effectively in moving from intention to action?</li><li>b) What commitments to action are you personally prepared to make?</li></ul>
12:25	<b>Feedback survey</b>
12:30	<b>Feedback from Workshop 2</b>
12:35	<b>Feedback from Workshop 3</b>
12:45	<b>Where to from here</b> <ul style="list-style-type: none"><li>• Professor Iris Bohnet, VicHealth Leading Thinker</li><li>• Jerril Rechter, CEO, VicHealth</li></ul>
12:55	<b>Close</b> – Tal Karp, Sixfold
1:00	<b>Forum close</b>

# 'WHAT WORKS'

## Case Study Presentations

Presenters for each of the 'What Works' case study workshops are listed below. For information about each of the case studies, please refer to the "What Works" Case Studies Booklet on the VicHealth website.

### SOLUTION 1: SEEING IS BELIEVING

These case studies drew on a familiar refrain in the gender equality space: 'You can't be what you can't see.' The initiatives profiled in this workshop aimed to increase the visibility of women and girls in non-traditional spaces, using role modelling of both women and men to drive behaviour change.



#### BEHAVIOURWORKS AUSTRALIA, MONASH UNIVERSITY

The Danger and Opportunities of Implementing Gender Quotas in Organisations

Dr Edwin Ip | Research Fellow



#### SEEK

Camp SEEK and Alumni Program

Amy McCulloch | HR Business Partner – Technology AU/NZ



#### WOMEN IN ECONOMICS NETWORK (WEN)

Student Video and 'Pathways in Economics' Student Event

Dr Leonora Risse | Chair of Women in Economics Network Victorian Branch; Vice-Chancellor's Postdoctoral Fellow, School of Economics, Finance & Marketing, RMIT University



#### MALE CHAMPIONS OF CHANGE

The Male Champions of Change Strategy

Troy Roderick | Strategic Advisor



#### WORK180

SuperDaughter Day

Linda Karlsson | Social Impact Lead  
Valeria Ignatieva | CEO and Co-Founder



#### WOMEN'S LEADERSHIP INSTITUTE AUSTRALIA

The Panel Pledge

Sarah Buckley | Leadership Team  
Lucy Fisher | Leadership Team

Women's Leadership Institute Australia were unable to present their case study - 'The Panel Pledge' - at the Forum. Information about their case study is included in the "What Works" Case Studies Booklet.

## SOLUTION 2: TRAINING

Training programs are a common feature of many gender equality initiatives. In this workshop, presenters provided insights based on their experiences in delivering training programs that build on raising awareness of behavioural drivers, such as unconscious bias and role models.



### JESUIT SOCIAL SERVICES

The Men's Project: Modelling Respect and Equality (MoRE)

Michael Fendel | Coordinator – Community Engagement and Activation



### CENTRE FOR ETHICAL LEADERSHIP, ORMOND COLLEGE AND MELBOURNE SCHOOL OF PSYCHOLOGICAL SCIENCES, THE UNIVERSITY OF MELBOURNE

Recruit Smarter Pilot Program

Michelle Stratemeyer | Associate Lecturer, Melbourne School of Psychological Sciences, The University of Melbourne

## SOLUTION 3: FROM BEST PRACTICE TO BEST EVIDENCE

This workshop reflected on the value and role of data collection and evaluation in designing gender equality initiatives. The case studies reiterated that in order to support substantive change, we need to make evidence-based decisions rather than rely on a gut feel of 'what works'.



### BEHAVIOURAL INSIGHTS TEAM (AUSTRALIA)

Employer Guide for Reducing the Gender Pay Gap

Dr Iseult Cremen | Associate Advisor



### NSW BEHAVIOURAL INSIGHTS UNIT

Using Research and Data to Better Target Initiatives to Achieve Gender Equality

Dr Kim Louw | Senior Behavioural Advisor

## SOLUTION 4: DE-BIASING PROCEDURES

We know that gender-based stereotypes and social norms implicitly and explicitly affect our decision-making. This workshop profiled initiatives that aim to design around these behavioural drivers and neutralise the impact of gender bias, often with the use of technology.



**GRIFFITH UNIVERSITY**  
Social Norms and Diversity Hiring  
Andreas Leibbrandt | Professor



**THE UNIVERSITY OF SYDNEY**  
Revealing the Existence of Bias in Teaching Evaluations  
Marian Vidal-Fernandez | Senior Lecturer



### DEPARTMENT OF PREMIER AND CABINET

Recruit Smarter

Kate Phillips | Acting Manager  
Daniel Feher | Principal Policy Adviser



### VICHEALTH

De-biasing Language in Job Advertisements Trial  
Quick Wins for Sporting Clubs

Nithya Solomon | Executive Lead - Innovation Office



### DEPARTMENT OF TREASURY AND FINANCE

Recruit Smarter

Rachel Tulia | Head of People and Culture

## SOLUTION 5: INCLUSIVE PRACTICES

In the effort to tackle gender inequality, how can we not only facilitate female participation but also influence men (and other women) to be their enablers? This workshop focused on initiatives that aim to build a more gender-inclusive society by encouraging bystander action, empowering women and shaking up leadership recruitment models.



### WOMEN'S HEALTH VICTORIA

Take a Stand

Mischa Barr | Policy & Health Promotion Manager



### THE UNIVERSITY OF MELBOURNE AND MONASH UNIVERSITY

Leadership Selection: Can Changing the Default Break the Glass Ceiling?

Nisvan Erkal | Professor of Economics



### VICHEALTH

This Girl Can – Victoria

Stefan Grun | Executive Manager – Marketing & Communications



### BEHAVIOURAL INSIGHTS TEAM (AUSTRALIA)

Encouraging Bystander Action

Dr Nicky Quinn | Senior Advisor

## IN APPRECIATION OF THE COMBINED KNOWLEDGE POOL



## WORKSHOP ONE

# Designing Out Our Key Challenges

Workshop One invited participants to design out the key challenges that are most holding us back in moving from intention to action.

On Day 1, participants were asked to identify from a list what they considered to be the top two key challenges inhibiting the broader uptake of each of the Solution Theme initiatives. The challenge polled as most holding us back across the five Solution Themes was a 'preoccupation with quick fixes, rather than long-term solutions'. This challenge was therefore selected as Key Challenge 1.<sup>6</sup>

As there was little to differentiate survey results for five of the remaining six challenges, a supplementary poll was developed for Day 2. Participants were asked to select which challenge they would most like to work on from the remaining results. Almost one third of participants selected 'lack of evidence demonstrating the value of the initiative'. As this challenge received the most votes, it was identified as Key Challenge 2.<sup>7</sup>

PART A: IF YOU WERE TO DESIGN YOUR SECTOR OR ORGANISATION FROM SCRATCH, HOW WOULD YOU DESIGN IT SO THAT OUR KEY CHALLENGE IS A NON-ISSUE?

The first part of the workshop invited participants to think creatively, to imagine a world without the current systems, structures and budgets that inhibit progress on gender equality. If you had a blank canvas, how would you build your sector or organisation so that our Key Challenge simply does not arise at all?

For this question, the participant groups were each allocated one of the two Key Challenges below:

### Key Challenge One: Preoccupation with quick fixes rather than long-term solutions

The question allocated to groups 1-5 was: *If you were to design your sector or organisation from scratch, how would you design it so that the preoccupation with quick fixes, rather than long-term solutions, is a non-issue?*

There were 44 responses to this question. During the Forum, these responses were organised into preliminary themes which were displayed during plenary sessions. The finalised themes are provided below.<sup>8</sup>

<sup>6</sup> See Appendix A.

<sup>7</sup> See Appendix A.

<sup>8</sup> Ideas in their original form are set out underneath each theme. Please note, minor grammatical changes have been made where necessary to responses. These changes do not affect their substantive content.



## A. DIVERSIFY METRICS OF SUCCESS

### i. Design incentives and performance objectives to reward long-term impact

- Designing incentives in organisations that reward both short and long-term success – Group 2
- Remuneration/reward structures set up to recognise the behaviours we want to see – Group 5
- Longer term financial incentives, bonus incentives for long term impact/outcomes; Incentives for attracting and retaining people – Group 3
- Redefine the idea of performance success both in the workplace and at home – Group 2
- Take bias out of evaluation processes by measuring impact/outcomes rather than individual assessments and redefining performance objectives to be long-term – Group 5
- Ideas being pitched should demonstrate long-term impact with the quick wins sequenced (program logic) and linked to funding – Group 5

## B. MANDATE CHANGE THROUGH QUOTAS

### i. Set gender quotas across leadership positions, employee entitlements, procurement and funding allocations

- Mandating 50/50 allocation on Boards in Australia to ensure a re-balance of decision making. 50/50 If not, why not? – Group 4
- Funding allocations would be skewed more than 50/50 to women to re-address societal issues, i.e. homelessness poverty which are gendered. Gender analysis is an important part in understanding the issue – Group 4
- Investment to support 'start ups' requires 50/50 investment and appointments to ensure we develop female leaders from the beginning – Group 4
- Mandated (through policy) shared parental leave that can only be accessed if shared equally by partners – Group 3
- Encouraging responsible growth and sustainability through client selection and rejection to support gender equity outcomes – Group 4

## C. DE-GENDER WORKPLACE NORMS

### i. Normalise parental leave and flexible work for all, including through incentives, changing the default and modelling flexibility from the top

- Mandated (through policy) shared parental leave that can only be accessed if shared equally by partners – Group 3
- Flexible working (including hours) is the default – Group 3
- Flexibility modelled at top and enabled by middle management – Group 3
- Normalise parental leave and flexible work so that employees can personalise their work experience around time, place and tools – Group 2
- Expecting and supporting shared parenting – Group 3
- Change expectations/language regarding parenting (no more 'I'm babysitting' from fathers) – Group 3

### ii. More affordable, accessible childcare, including on-site

- More affordable, accessible childcare – Group 3
- Free Childcare! – Group 4
- Design accessible workplaces with on-site childcare – Group 3

### iii. Restructure roles, the way of working and the physical environment to be inclusive

- Structure the physical, built work environment to be gender equitable – Group 3
- Systemic approach to de-gendering roles to enable gender equity across all levels and types of work – Group 2
- Change the structure of work to suit what optimises us as humans; Embrace young people's way of working into the corporate narrative – Group 1

## D. COMMIT TO CULTURAL CHANGE

### i. Government long-term strategy and funding cycles, driven by bipartisan commitment

- Bipartisan commitment to gender equality. Long-term goals built into electoral platforms. Long-term (20 year) strategy. Governments held to account. Evidence of impact communicated/made public – Group 3
- 100-year view of gender equity with milestones and reporting; Long-term, recurrent funding (10-20 years) across sectors – Group 3
- Adequate funding and longer funding cycles that resources long-term thinking and innovation – Group 5

### ii. Long-term gender policy a core business aim, visible and central to global business strategy

- Intentional part of long-term planning and strategy requires gender policy to be a core business aim that is visible and central to the core of global business strategy – Group 4
- Organisational leadership has the confidence to defend long-term solutions – Group 1
- Ensure organisations act to benefit the diverse communities we serve – Group 1

### iii. Invest in cultural change, including thought leadership and regular culture surveys

- Invest in thought leadership, ensure there is a balance between execution and pragmatism with reflective and learning practice – Group 4
- Investment to support 'start ups' requires 50/50 investment and appointments to ensure we develop female leaders from the beginning – Group 4
- Regular brief culture surveys – Group 3

### iv. Leaders to set the scene to drive behaviour

- Inclusive practices: set the scene to drive behaviour, framing decision making, meetings in the context of equity. Reminders, nudges and story-telling from our leaders. E.g. before a discussion on talent, leaders need to set the scene around equity targets and unconscious bias – Group 4
- Flexibility modelled at top and enabled by middle management – Group 3

### v. Pursue changes in the media landscape

- Radically change the way the Australian media landscape deals with political matters – Group 5

## E. REQUIRE ACCOUNTABILITY FOR EVIDENCE-INFORMED DECISION-MAKING

### i. Decision-making driven by long-term data collection, supported by new technology with data filters

- Structure a tech system from the ground up. Long-term data collection, collecting metrics including cultural and other forms of diversity and complaints re: sexual harassment, etc. Tech system with adequate security to collect metrics – Group 3
- Mapping tool that identifies current work, synergies and gaps across large organisations and systems – Group 5

### ii. Establish a culture of accountability and continuous improvement for data-driven practices

- Establish culture of continuous improvement and mechanisms to facilitate changes through feedback/engagement and processes/tools e.g. roles with power/clear accountability to enact change – Group 5
- Accountability driven by dynamic, collaborative and data-driven practices – Group 1
- Evidence of impact communicated/made public – Group 3

## Key Challenge Two: Lack of evidence demonstrating the value of the initiatives

The question allocated to groups 6-10 was: *If you were to design your sector or organisation from scratch, how would you design it so that the lack of evidence demonstrating the value of the initiatives is a non-issue?*

There were 43 responses to this question. During the Forum, these responses were organised into preliminary themes which were displayed during plenary sessions. The finalised themes are provided below.<sup>9</sup>

### A. INVEST IN INTEGRATED, EASY-TO-USE DATA SYSTEMS, TO CAPTURE AND MONITOR QUALITY DATA

#### i. Integrated data systems

- Integrating data systems, to enable communication between them. One database with all systems integrated, i.e. recruitment, HR; used by range of staff; information collated within the one system and available across Victorian public sector – Group 6

#### ii. Automated, easy-to use, adaptive systems

- Build new database from scratch, get rid of existing ones. Have data as a core theme. Based on passive collection to make it easy for people to collect and use - EAST framework. System should be set up to facilitate ease of use – Group 6
- Collect data and embed manipulation within the system; seek to automate and use AI to further remove human bias – Group 9
- There needs to be dynamic data collection and preparedness to be adaptive to emerging needs – Group 8

#### iii. Invest in quality, continuous data collection, monitoring and reporting

- Tracking and monitoring of data, with full resourcing to achieve clean consistent data – Group 8
- Ensure the correct data - unambiguous and clear is gathered and tracked with the right IT systems and processes and reported to board level – Group 9
- Continuous data collection on individuals as they grow and develop. Together with individual control over the data that is 'displayed' – Group 8
- Decide all of the information on workforce you want to capture from day one – Group 8
- Measure and test progressively – Group 9

### B. USE METRICS TO SUPPORT INNOVATION AND KNOWLEDGE-ACQUISITION

#### i. Focus on learnings and innovation, not just 'successful' outcomes and profit

- Equally valuable metrics that allow you to innovate, not just focus on profit – Group 9
- What type of evidence is required to demonstrate value of initiative? What makes 'good evidence'? Learnings as well as outcomes – Group 10
- Focus on acquiring knowledge rather than outcomes-oriented – Group 8
- Initiatives to cite evidence that supports the initiative, but must also cite evidence that doesn't support initiative, to support good evidence-based decision making – Group 6
- Focus less on outcomes and more on trialling new initiatives that are measured – Group 9

#### ii. Support risk-taking, for example, building a gender equitable super site

- Preparedness for decisions makers to take risks – Group 8
- Safe to fail, create a learning organisation – Group 8
- Build a super site in a regional location, model for gender equality, recruitment practices, how business should be done. Apply gender equitable lens to how business is undertaken. Once you can provide evidence that this approach works, you can replicate this more broadly. All management positions to be female – Group 6

<sup>9</sup> Ideas in their original form are set out underneath each theme. Please note, minor grammatical changes have been made where necessary to responses. These changes do not affect their substantive content.

## C. INVEST IN EVALUATION

### i. Quarantine resources for evaluation

- Proportion of budgets to be dedicated to evaluation. Money quarantined to do quality evidence generation. Evaluations must commence with programs rather than being done retrospectively – Group 6
- Automatic funding allocated for evaluation, not afterthought – Group 7

### ii. Ensure a consistent, high-quality evaluation framework

- In-house function coordinating a consistent and high-quality evaluation framework – Group 7

## D. SHARE AND DISPLAY EVIDENCE – FREQUENTLY, TRANSPARENTLY AND IN DIFFERENT FORMATS

### i. Ensure frequent reporting of evidence in an accessible way

- Frequent demonstration of evidence, fast facts, as opposed to annual report, with the aim to keep it centre of mind, demonstrate importance of evidence – Group 10
- Codifying and summarising what works (and doesn't work) and provide transparency across industry – Group 7
- Display evidence in multiple ways to suit different learning styles, accessible and easy – Group 10
- A body to gather and disseminate evidence – Group 10

### ii. Share evidence and stories illustrating the data

- Sharing data and stories across organisation. Look for information that you currently have to bring stories to life – Group 6
- Embedding organisational stories (values/purpose), ideas about gender equality. Senior staff to role model and be leaders in this process, top down appreciation of value of gender equality. Embedded in the hiring process – Group 6
- Collection of the human stories that illustrate the data collection – Group 8
- Collection of case studies that demonstrate the data – Group 8

## E. CREATE MANDATES, TARGETS AND INCENTIVES

### i. Build in incentives

- Standardising and creating consistency across industry sectors for pay performance – Group 7
- Build it into performance and bonus structures – Group 9

### ii. Create mandates and targets

- Set targets based on benchmarking similar organisations, confidence to set bold targets as part of the organisation's DNA, embed evaluation into organisational culture – Group 10
- Leadership team will drive initiatives as a key accountability (KPI) as they will only implement what is proven to be effective, cultural and performance targets will be equally important, hired a leadership team that is committed to equality – Group 10
- Hard measures - not optional - with bonuses impacted if not delivered. Perhaps it could be a gateway to bonus – Group 9

## F. BUILD PARTNERSHIPS

### i. Develop partnerships

- Partnering research institutions/learned thinkers with business – Group 9
- We need grants from government to incentive business and academic partnerships to solve this problem – Group 9

## G. COLLECT AND EVALUATE DATA WITH AN AWARENESS OF INTERSECTIONALITY

### i. Collect and evaluate data with an awareness of the intersectionality of diversity attributes

- Having an intersection approach to the way we collect data - how it intersects with other forms of diversity – Group 9
- Understand that individuals have multiple identities and that not all data they are a part of represents their decision-making – Group 8
- Create incentives that are sensitive to the needs of the minority as well as the majority. What is good globally may cause significant issues for specific groups – Group 8

## H. ENSURE TOP-DOWN AND BOTTOM-UP ENGAGEMENT AND BUY-IN

### i. Ensure staff awareness, buy-in and capability

- All staff participating in the measurement process, so it occurs top down and bottom up, and there is a broad awareness of the importance of measurement – Group 6
- Bringing a mandatory strengths-based approach to performance development of employees – Group 7
- Have data literacy – Group 8

### ii. Ensure accountability of leadership

- Leadership team will drive initiatives as a key accountability (KPI) as they will only implement what is proven to be effective, cultural and performance targets will be equally important, hired a leadership team that is committed to equality – Group 10
- Have a diverse leadership/board team from the beginning to improve the organisation's sustainability – Group 9

### iii. Include stakeholders

- Individual-centred approaches to all stakeholders (employees, clients, external stakeholders) – Group 8

## PART B: WHAT SPECIFIC, PRACTICAL ACTIONS SHOULD WE TAKE NOW TO OVERCOME OUR KEY CHALLENGE?

Having imagined a world without the barriers that commonly obstruct progress on gender equality initiatives, the second part of Workshop One asked participants to consider what practical steps can be taken now to overcome our key challenges. In other words, if an action plan were built to address the Key Challenge, what actions would it include?

### Key Challenge One: Preoccupation with quick fixes rather than long-term solutions

The question allocated to groups 1-5 was: *What specific, practical actions should we take now to overcome the preoccupation with quick fixes, rather than long-term solutions?*

There were 45 responses to this question. During the Forum, these responses were organised into preliminary themes which were displayed during plenary sessions. The finalised themes are provided below.<sup>10</sup>

#### A. EMBED DIVERSITY IN LONG-TERM BUSINESS STRATEGIES

##### i. Elevate diversity from Human Resources to Business Strategy

- Take D&I (diversity and inclusion) out of HR and into a strategic management role – Group 1
- Elevate diversity strategy from HR to a Business Strategy – Group 4

##### ii. Establish long-term strategies and KPIs; and ensure transparency in measurement and reporting

- Set reasonable short and long-term KPIs based on current activity and baseline data – Group 5
- Analyse your current and potential future situation to develop a long-term strategic plan and let that identify your easiest place to start – Group 1

##### iii. Incentivise diversity outcomes and remove diversity barriers

- Tie D&I goals to performance measures, incentive structures, promotions and opportunities – Group 1
- Focus on the behaviours rather than what you are achieving. How do you reward that? – Group 4
- In recruitment remove the remuneration question 'What was your historic salary' to break the cycle of the pay equity gap – Group 4

#### B. LEVERAGE PURCHASING AND FUNDING POWER TO CREATE CHANGE

##### i. Use funding power to mandate or incentivise change

- Requiring universities through government funding to reflect diversity of the community in terms of faculty and increase community connection – Group 3
- Introduce a tiered funding system - if you can demonstrate reasonable progress after a first year then you get second year funding – Group 5
- Influence the funding cycle to become longer-term in focus (both private and public) – Group 5

##### ii. Use procurement to mandate or incentivise change

- Mandate suppliers to meet social equity criteria defined by the organisation e.g. 40% women on the leadership team – Group 1

<sup>10</sup> Ideas in their original form are set out underneath each theme. Please note, minor grammatical changes have been made where necessary to responses. These changes do not affect their substantive content.

## C. ENSURE GENDER REPORTING AND ACCOUNTABILITY

### i. Mandate reporting, including on gender pay gap and budget

- Mandatory gender pay gap reporting – Group 3
- Global gender budget reporting across all agencies (universal view of what's being spent on different initiatives) e.g. goes towards whole of government and private report; add on to WGEA reporting; government to also report to WGEA – Group 3

### ii. Hold organisations accountable for how they report and how they are tracking

- What is not measured is not managed; encourage improved insight and transparency on how organisations are tracking against the Business Strategy (including D&I metrics) – Group 4
- Hold media organisations to account on how they report – Group 5
- Implement targets and quotas and hold people accountable to achieve results – Group 1
- Force all organisations to have a Diversity Advisory Board that they are accountable to – Group 5
- Diversity and Inclusion Council; distributed leadership across the organisation encourages sustainability and shared accountability – Group 4

## D. IMPLEMENT GENDER QUOTAS, TARGETS AND ACCREDITATION SCHEMES

### i. Implement gender quotas, including on Boards and in political parties

- 50/50 on Boards, advocacy on publishing and visibility in ASX and Social Sector (NFP and philanthropic). Accreditation in gender representation on boards – Group 4
- Implement targets and quotas and hold people accountable to achieve results – Group 1
- Gender quotas for Liberal party for % women in winnable seats – Group 3

## E. INCREASE INVESTMENT IN GENDER EQUALITY SERVICES, CAMPAIGNS AND CAPABILITY

### i. Government to increase investment in gender equality

- Increase core funding for agencies delivering gender equity services e.g. health, education, welfare (re-examine the role of competitive tendering in health, education and welfare sectors) – Group 3
- More funding and long-term funding e.g. for media campaigns that can run for e.g.15 years – Group 3

### ii. Leaders to build capability

- All leaders to build capability on system thinking to assist them in addressing systemic diversity issues – Group 5

### iii. Invest in cross-sector gender equity, including by sharing data and networking across sectors

- Networking and collaboration across sectors – Group 5
- Join forces to link and share administrative data – Group 5

## F. BUILD AN EVIDENCE BASE

### i. Map the current state of play

- Understand the current state - where the short-term thinking is having the most detrimental impact – Group 5

### ii. Develop tools to measure outcomes; and link tools to system-wide mapping and reporting

- Establish a central systems-mapping tool for gender equality initiatives – Group 5
- Develop template or tool that provides guidance on projects that describes outcomes and impacts. This tool is linked to a system-wide map of gender equality initiatives and assists with reporting on strategies such as 'safe and strong' and identifies gaps – Group 5
- Assessment e.g. pulse surveys pre and post initiatives and seek opportunities for randomised trials – Group 3

### iii. Adopt evidence-based best practice goals (while still looking beyond what is currently available)

- Adopt evidence-based best practice goals, e.g. breaking down the goals in steps; goals based on actions rather than outcomes (while still taking risks and looking beyond what's currently available) – Group 2

### iv. Build partnerships and structure funding to build the evidence-base for long term solutions

- Partner with a large organisation and trial data-driven approaches in a 2-3 year trial e.g. flex for all to build evidence-base for long-term solutions – Group 3
- Fund pilot projects to springboard to longer-term projects and prioritise longer-term funding for GE initiatives – Group 3
- Develop a 4-year research priority strategy and fund research that answers our policy questions – Group 5

### v. Create an independent research evaluation unit

- Independent body to establish a research evaluation unit to hold and communicate evaluations – Group 5

## G. ADVOCATE FOR CHANGE

### i. Advocate for improved government policies

- Advocate for government shared parental leave policy and longer paid leave and flexibility to share roles (e.g. not locked in to primary and secondary) – Group 3
- Gender foreign policy for Australia - gender issues in our region and take a lead on initiatives and activity in our region – Group 3

### ii. Encourage greater political transparency

- Interaction between politicians and bureaucracy is more transparent – Group 5

### iii. Encourage greater male involvement

- Greater male involvement in supporting long-term sustainable change. Encourage Male Champions of Change movement and ways to involve men in the journey – Group 4

### iv. Promote individual involvement

- Individual actions to promote equity e.g. personal role modelling, micro-sponsorship and by-stander action – Group 1



## Key Challenge Two: Lack of evidence demonstrating the value of the initiatives

The question allocated to groups 6-10 was: *What specific, practical actions should we take now to overcome the lack of evidence demonstrating the value of the initiatives?*

There were 51 responses to this question. During the Forum, these responses were organised into preliminary themes which were displayed during plenary sessions. The finalised themes are provided below.<sup>11</sup>

### A. CREATE AN EVIDENCE-ENABLING ENVIRONMENT

#### i. Agree on what will be measured; and what constitutes 'value' and 'good evidence'

- Don't start training or a project until you have agreed on what you are going to measure as the outcome. Spend 50% of your time here initially! – Group 8
- Workshop/agree a sharp definition of 'value' to ensure consistency – Group 7
- Advocate for a broader conceptualisation of what is good evidence – Group 10

#### ii. Be clear on what research exists and where the gaps are

- Be clear on what research already exists to support dialogue within a business – Group 9
- Establish a baseline on what info is collected (and not) to design a system to resolve data gaps – Group 7

#### iii. Standardise the evidence that is gathered to enable comparison

- Standardise evidence gathered so it can be compared across organisations e.g. via independent audits required by government, then utilise big data/machine learning to explore where the trouble spots are. This would create benchmarks based on industry, size etc. and tell us what would be effective to create change on a large scale – Group 10

#### iv. Ensure systems are user-friendly and enable high quality data capture

- Make systems 'user friendly' for better initial data collection and maintaining accuracy and then reporting – Group 8
- Design systems that are user-friendly but actually enhance data collection (collaboration between HR and internal data teams) – Group 8

#### v. Ensure sufficient investment and capacity

- Data custodian team – Group 8
- Upskilling of HR in data collection, design and R&D – Group 8
- Spend budget on reporting and evaluation – Group 8
- Building research requirements into organisation and building research involvement into KPIs – Group 9
- Writing the business case for HR and IT resources to measure and evaluate the data – Group 6

#### vi. Pilot initiatives

- Establish a pilot site - set clear targets (attitudes and behaviours), mid-point evaluation and final review. Include a control group along with the test group – Group 6

#### vii. Enable individual ownership and input

- Give individuals greater input into the database design – Group 8
- Give individuals greater control over the updating of their data – Group 8
- Anonymous reporting opportunities across multiple platforms (e.g. safe people, sexual harassment etc.) Query - How to get the best data when there are anonymity issues? – Group 8

<sup>11</sup> Ideas in their original form are set out underneath each theme. Please note, minor grammatical changes have been made where necessary to responses. These changes do not affect their substantive content.

## B. SHARE AND ACTIVELY COMMUNICATE EVIDENCE

### i. Create a culture of evidence sharing, including through databases and networks

- Share your evidence and results. Make it available publicly. Change the culture to allow for sharing – Group 8
- Create networks for sharing existing evidence – Group 10
- Clearinghouse or repository of evidence – Group 10
- Creation of a national (central) database of trials in this area. Needs to be open, shared and transparent – Group 8

### ii. Communicate actionable evidence-based insights in a user-specific way

- Actively communicate the research that exists in a way that is actionable – Group 9
- Presenting evidence in a clear, friendly and user-specific way to encourage use and buy-in from employees – Group 7
- Present results as this is what worked. This did not work. Explain why (if you know). We all need to learn from it – Group 8
- Speak to senior, influential people about the evidence that would resonate with them and their audience. Focus on knowledge translation: communicating the evidence in a way that resonates with the audience. Provide different types of evidence e.g. stories that people can connect with rather than raw data, visual representations etc. – Group 10

### iii. Celebrate stories that reinforce desired behaviours

- Celebrate the positive stories that reinforce the desired behaviours. Changing the social norms e.g. leave loudly (don't hide when you're leaving to collect your children) – Group 6

## C. INCENTIVISE BETTER PRACTICE

### i. Link individual incentives to data collection and research

- Introduce financial consequence for not participating (e.g. bonus, promotion, incentive); this will help make it a priority instead of being on the wish list – Group 6
- Link executive performance, financial and other incentives to data collection re: diversity and gender equality – Group 7
- Build softer measures into KPIs – Group 9
- Incentivise better practice within government sector to drive uptake – Group 6
- Longer-term incentives to maintain outcomes against non-commercial targets – Group 9
- Building research requirements into organisation and building research involvement into KPIs – Group 9

### ii. Provide incentives to organisations, including accreditation, endorsement or tax breaks

- Identify and connect with external body who can endorse our efforts if we reach targets (e.g. accreditation frameworks) to demonstrate value to shareholders – Group 10
- Government to offer tax breaks to companies that provide compelling evidence – Group 9

### iii. Remove the disincentives

- Remove the disincentives to doing evaluation well. Would allow to re-purpose funds to be reinvested in addressing the findings of the evaluation e.g. a new program to achieve the same objective – Group 6

## D. USE ALL AVAILABLE LEVERS TO ENSURE MEASUREMENT IS PRIORITISED

### i. Ensure diversity measurement at all levels, across functions and across sectors

- Ensure diversity measurement occurs at all levels in organisations and across functions – Group 9
- Effectively track gender equality across different roles across sectors (e.g. how many male nurses etc.) – Group 9

### ii. Use all available levers, including: legislative mechanisms, purchasing power, policies, gender impact statements and public reporting

- Legislate the requirement for gender auditing and ensure built evidence and intervention metrics – Group 9
- Consider procurement guidelines and using power of purchasing – Group 9
- Review workplace policies with a gender lens – Group 6
- Evidence of impact for improving gender equality outcomes of proposed initiatives (gender impact statement) – Group 7
- Public access to gender diversity reporting measures – Group 7

### iii. Ensure diverse leadership that values desired behaviours

- Recruit, train and incentivise for flexibility in leaders – Group 8
- Creating and enabling flexible responses for decision makers/leaders – Group 8
- Role model non-traditional pathways to leadership – Group 9
- Government should be leading by example with regard to diversity in leadership teams - not tokenism but real balance – Group 9

## E. BUILD PARTNERSHIPS

### i. Build partnerships to enhance capabilities

- Partner with institutions (i.e. experts in research and evidence-gathering and evaluation) if not an internal capability/strength – Group 7
- Greater collaboration with academic partners – Group 8
- Provision of funding from governments for research institutes to undertake diversity research in conjunction with business, focussed on long-term outcomes – Group 9

### ii. Engage key influencers

- '+1' campaign to bring someone who is not engaged in collection of data/evidence to events (key influencers) – Group 7

## WORKSHOP TWO

# Resolving Our Key Questions

### HOW CAN WE BEST RESOLVE OUR KEY QUESTION?

In Workshop Two, participants were invited to reflect on what they consider to be the questions that have not yet been adequately addressed - whether at this Forum or elsewhere - for us to move from intention to action. The aim was to provide an opportunity to avoid repetitive conversations, uncover new or unexplored territory and potentially consider some hard truths that vex our efforts in making gender equality a reality.

Each participant group determined three unresolved questions they would like answered (See: Appendix B). They then prioritised one key question that their group felt most needed to be resolved in the workshop.

Set out below are the prioritised questions, together with the themed strategies that were developed by each group in response to their question.<sup>12</sup>

#### GROUP 1: HOW DO WE ENABLE GREATER FLEXIBILITY TO ACCOMMODATE INDIVIDUALS' AND ORGANISATIONAL PRIORITIES?

i. **Build awareness, capability and a culture that supports flexible work for all**

- Support managers to increase their capability to manage flexible teams and shift the mindset e.g. that 'remote' work is still 'real' work
- Continually educate staff and employers about the range of workplace flexible options and to continue to experiment about new options
- Build a culture based on trust which allows flexibility in how outcomes are delivered
- Consider specific segments of the workforce who typically find it hard to access flexible solutions e.g. shift workers, hospitality and apply solutions e.g. job share, out of hours childcare etc.

ii. **Ensure flexibility needs are supported through policies and technology**

- Ensuring policies include more than just working from home/family options e.g. encompass other flexibility needs
- Integrate technology investments to support remote work.

#### GROUP 2: HOW WILL WE MAKE PARTICIPANTS AND ORGANISATIONS WHO ATTEND THESE FORUMS ACCOUNTABLE AT THE NEXT FORUM? (I.E. REPORTING ON AT LEAST ONE THING THEY HAVE ACHIEVED?)<sup>13</sup>

i. **Require individuals and organisations to pledge their commitment, with deadlines and reporting requirements**

- Require organisations who are sending people to this forum to commit to the organisation taking action and reporting on its progress at the next forum or before
- Give people the opportunity to choose their action and commit to it before they leave the forum
- Set deadlines for the action that participants and organisations are going to achieve
- Those who come to these forums have the will and capacity to take action and report back.

<sup>12</sup> Ideas in their original form are set out underneath each theme. Please note, minor grammatical changes have been made where necessary to responses. These changes do not affect their substantive content.

<sup>13</sup> A variation on this question was addressed by the entire participant group in Workshop Three Part B (See: Commitment to action).

**GROUP 3: HOW DO WE REDESIGN SEXUAL HARASSMENT REPORTING AND RESPONSE TO PERPETRATORS TO REALLY ERADICATE THE PROBLEM RATHER THAN IGNORING OR MOVING PERPETRATORS AROUND?**

**i. Adopt new tools to enhance the reporting process**

- Use an online system like Project Callisto in the US for people to report the incident. The program records the time and details of the incident, and gives the reporter the ability to hold their complaint within an information escrow until other reports have been made against the same perpetrator.

**ii. Remove reporting restrictions**

- Extend the Callisto reporting to professional bodies
- Let bystanders report
- Extend time frame beyond 12 months for incidents of sexual harassment
- Get rid of non-disclosure statements.

**iii. Enhance methods of response, including informal methods and stricter outcomes for serial offenders**

- Implement informal methods to respond to incidents of sexual harassment (rather than HR process alone)
- Stricter penalties and follow through by organisations. Particularly for serial and high-status offenders
- Have a clearer mechanism to fire/hire perpetrators of sexual harassment.

**GROUP 4: WHAT IS THE IMPACT OF MASCULINITY IN THE NEW ERA AND HOW DO WE SUPPORT A POSITIVE RESPONSE FROM MEN?**

**i. Encourage male voices, role models and courageous conversations**

- Build conversations and role models into our education system to ensure young men are positively influenced around the benefits of gender equality
- Encourage positive and public male voices to demonstrate authenticity and vulnerability around the changing nature of masculinity
- Creating a safe space for courageous conversations to understand the issues and experience for men with traditional expectations and beliefs.

**ii. Encourage both men and women to take up benefits and entitlements**

- Encourage men and women to take up benefits and entitlements in the workplace i.e. flexibility and carers leave - measure and report on take-up.

**iii. Get our diagnostics right**

- Getting our diagnostics right in how men are responding to GE actions
- Measure and report on take-up (of benefits and entitlements).

**iv. Explore the link between male identity and wellbeing**

- Exploring the connection between male identity and wellness wellbeing and its impact on the workplace.

**v. Increase understanding of the generational shift in expectations**

- How we create the narrative providing the broader historical context for the workforce and the societal shift it is driving
- Understanding that different generations have different expectations about gender equity.

## GROUP 5: HOW DO WE ADDRESS A BROADER CULTURE OF BEING 'ALWAYS ON' FOR PEOPLE WHO WANT TO WORK PART-TIME OR FLEXIBLY?

### i. Redesign how we work, how we participate and how we are promoted, to support flexibility

- Organisations do more work to design job sharing in senior positions
- Potential approach to part-time pay: if working 0.9 FTE, pay is full-time pay. Or why not more organisations with standardised four-day weeks?
- Regulations, policies and/or technology that control when we are able to send work emails
- Work-related events and networking are moved to within school/business hours
- Promote part-timers at the same rate as full-timers
- Organisations have 'all roles flex' policies.

### ii. Communicate clear expectations from induction

- Organisational culture encourages managers to set expectations with employees on induction, e.g. no expectation that work is done outside of the hours they are paid for, no paperwork is taken home, no use of personal phones for work purposes
- Transparent communication of expectations.

### iii. Hold leaders accountable for how they support flexible work

- Senior leaders such as CEOs and boards are held accountable for flexible work practices
- Organisations have 'all roles flex' policies. Performance evaluation/KPIs is based on outcomes rather than presenteeism. Managers and leaders have KPIs related to supporting flexible work.

### iv. Have leaders role model flexible working culture

- Seeing is believing. Senior leaders live the change and set the example by working flexibly
- Engagement from leaders - e.g. setting an example that they do not work late or respond to work emails from home.

### v. Involve all staff in changing the perception around men working flexibly

- Everyone is involved in changing the perception and expectation around men working part-time and flexibly.

## GROUP 6: HOW DO WE REDEFINE AND ROLE MODEL THE 'IDEAL WORKER' TO DISPLAY THE BEHAVIOURS WE WANT TO SEE?

### i. Identify the behaviours we want to see

- First, we need to identify the behaviours we want to see from our ideal worker e.g. engaging in flexible work practices, taking leave, not working extremely long hours on a regular basis.

### ii. Set expectations, with leaders role-modelling the behaviour we want to see

- Then, we need to have leaders modelling these sorts of behaviours, calling them out, painting them in a positive light. Make sure leaders are promoting the sorts of behaviours we want e.g., praising taking leave for children
- HR practices and policies can be an issue - contracts need to specify hours at work, which can lead to expectations that they have to be in the office. Make clear that these hours don't mean that flexibility isn't possible
- Leaders role modelling in a visible way can help workers understand how flexibility can work for them. Visibility is key.

iii. **Place emphasis on productivity and results, not on longer work hours**

- Placing emphasis on results-based outcomes rather than time spent working/at desk. Shifting trust in workers to producing the outcomes rather than presenteeism
- But - if we're encouraging people to not work long hours etc., then how does the work get done? Response: shorter hours can be more productive (hours  $\neq$  productivity). Long hours aren't sustainable and will burn out your workers
- Recognise that being in the office doesn't mean productivity - are you watching what your workers are doing at their desks? If not, then why would it matter if they work at home or across different hours instead?

iv. **Make changes to the environment to create changes in behaviour**

- Practices such as hot-desking can force management to grapple with the issues of flexible management - using the environment to cause changes in attitudes and behaviours.

**GROUP 7: HOW DO WE ENSURE THE INITIATIVES DESIGNED DON'T ENTRENCH GREATER IMBALANCE?**

i. **Build an evidence-base**

- Evaluate the impact of what we do on gender equality
- Collect evidence on what does and doesn't work to achieve gender equality
- Understand the community that could be affected by the initiative.

ii. **Ensure the onus for change does not rest on women alone – ensure initiatives are co-designed and evaluated with stakeholders from diverse perspectives**

- Make sure the onus of change does not rest solely on women
- Ensure initiatives are co-designed and evaluated with stakeholders from diverse perspectives (including but not limited to culturally and gender diverse people)
- Ensure initiatives acknowledge gender beyond the binary by broadening our language, images and communications to include women, men, trans and gender diverse people.

iii. **Educate and role model the 'why'; welcome respectful debate**

- Ensure narrative consistency regarding the 'why', through education and role modelling
- Understanding and challenging existing gender norms from inception
- Getting comfortable with being uncomfortable (i.e. welcoming respectful debate at the pointy end of the conversation and addressing the fear that causes these reactions).

iv. **Take steps to ensure continuous improvement**

- Build flexibility into initiatives for continuous improvement.

## GROUP 8: HOW DO WE VALUE PEOPLE-FOCUSED (CARING) ROLES NOW AND INTO THE FUTURE?

### i. Develop financial and social incentives for all to take on caring and unpaid work

- Incentivising (e.g. financial rewards) caring roles
- Social incentives for caring roles (e.g. consider subtle markers for social status - priority boarding on planes etc for military, could we do this for caring roles)
- Parental leave equal between both partners (e.g. men and other same-sex partners). Need to incentivise men to take parental leave (e.g. Finland model)
- Rewards for emotional labour (include this in performance evaluations)
- Recognition for unpaid work (in the workplace and outside) - e.g. calling out women organising the morning tea.

### ii. Role model and reward those displaying counter-stereotype leadership skills

- Creating role models in the media (e.g. dads represented in media and men in other caring roles)
- Promote and reward counter-stereotype leadership skills.

### iii. Increase access to paid carers leave; and take steps to reduce the impact of taking caring leave on career progression

- Remove wait periods to access parental leave in all organisations
- More paid carers leave
- Accountability from management that taking caring leave will not negatively impact career progression (e.g. using data to measure and keep track, including it in KPIs).

### iv. Use gender-neutral language to describe roles

- Be careful with language - be more gender-neutral in how we describe roles.

### v. Take advantage of 'future of work' changes, including in female-dominated areas

- Take advantage of the 'future of work' changes that will likely favour more people-oriented roles (currently disproportionately done by women)
- Put quotas on female-dominated areas (e.g. 40, 40, 20) especially roles that are likely to become more valuable over time (e.g. the skills valued in a technologically-advanced workplace that are more focused on people skills).

## GROUP 9: HOW DO WE INCENTIVISE LEADERS BEYOND TALK INTO ACTION?

### i. Develop tools to measure success and policies to support change

- Develop a tool to identify incremental achievable change
- Choose the right measures and the right data
- Using social norms to inspire action e.g. by bench marking against other organisations
- Identify gender inclusive policy and influence political (and all) leaders.

### ii. Reward success

- External incentives e.g. tax breaks or funding opportunities. If not achieved, external penalties such as quotas applied
- Link to performance bonus.

### iii. Support leaders to succeed, through advisory boards, media engagement and by removing barriers

- Provide leaders with advisory boards
- Identify and remove barriers to for leaders to take action
- Engaging with media in advocating for change.

### iv. Better understand the needs and motivations of leaders and the community impacted by the change

- Understanding the motivations of different types of leaders?
- Understand the community that could be affected by the initiative.



**GROUP 10: HOW DO WE COMMUNICATE THE CASE FOR CHANGE SO THAT WE CAN TRANSCEND THE DISMISSAL OF GENDER EQUALITY INITIATIVES?**

**i. Use tools to establish a baseline, measure progress and encounter resistance**

- Establish a baseline (via survey) that gauges commitment, understanding and sentiment across the organisation regarding the case for change
- 'Walk the talk' from leaders and decision makers. Measured with a scorecard detailing approvals, promotion rates etc.
- Use 'encountering resistance'; a tool created by VicHealth.

**ii. Use advertising and story-telling to better communicate the data; and debunk barriers to progress**

- Elevator pitch incorporating some headlines/soundbites of the data and trends impacting the issue.
- Tell stories that communicate and bring to life the data. Either in the workplace or in personal situations
- Broad advertising campaign which debunks the phrase 'political correctness'.

**iii. Create internal advocates for change**

- Internal advocates for change, formed as a group of people who are trained to combat the rebuttal when it happens
- 'Walk the talk' from leaders and decision-makers.

# WORKSHOP THREE

## Commitment to Action

Workshop Three invited participants to consider their commitment to action.

### PART A: HOW CAN WE WORK TOGETHER MORE EFFECTIVELY IN MOVING FROM INTENTION TO ACTION?

Across sectors, significant energy and effort is being levelled at gender equality initiatives that draw on behavioural insights. There are clear opportunities to share knowledge, prevent duplication and align in those efforts. The first part of Workshop Three focused the entire participant group on this important next step.

There were 79 responses to this question. During the Forum, these responses were organised into preliminary themes which were displayed during plenary sessions. The finalised themes are provided below.<sup>14</sup>

#### A. CREATE A 'WHAT WORKS' DATA REPOSITORY

##### i. Leverage technology to connect people, systems and ideas

- Mapping tool/database of gender equality initiatives across organisations/systems to connect people, systems and ideas – Group 5
- Leverage technology to allow people from different industries and sectors to work together- checklists, repositories, methods of collaboration within the tech (e.g. peer support). Need to refine, and prevent duplication, as well as constant sponsorship – Group 3
- Create a library or repository that would allow sharing of ideas and projects between or across government – Group 6
- Central database, initiatives collected and reported. So we can see what is working and what hasn't - Group 8
- Create a safe place to present results that haven't been successful (e.g. online community or community of practice) – Group 8
- Open source platform for professionals working in this space to get advice/support – Group 1
- This group has a way to share their professional experiences/knowledge with one another e.g. digital platforms, community of practice and networks to contact – Group 1

#### B. CREATE OPPORTUNITIES FOR COLLECTIVE LEARNING AND KNOWLEDGE SHARING

##### i. Run innovative events, networks and forums

- Innovation hack events – Group 5
- Networking events where we share issues and ideas – Group 5
- Sharing inclusive practice ideas via networks/forums – Group 4
- Create a network for people working in GE or D&I to share success and ask for help like today's event and across sector – Group 4
- Opportunities to share ideas (e.g. conferences). But it must also be an opportunity to share ideas that haven't worked – Group 8
- More opportunities to share ideas and collaborate – Group 6

<sup>14</sup> Ideas in their original form are set out underneath each theme. Please note, minor grammatical changes have been made where necessary to responses. These changes do not affect their substantive content.

ii. **Create a community of practice**

- A group coming together with a shared objective, and encouraged to take action, learn, share and support based on their experience – Group 2
- Build a community of practice with government agencies coming together to cross pollinate ideas – Group 6
- Community of practices that cut across all sectors, to prevent duplication of efforts, and increase the connections between groups. Leverage professional associations to achieve this. Split off into interest groups (e.g. sexual harassment, masculinities, domestic violence). Funding to support the participation of groups within this, as well as for the management of the group – Group 3
- Finding and developing more accessible and easy platforms to continue the conversation – Group 7
- Surround yourself with likeminded people who care about gender equality, so you can socialise the discussions – Group 10

iii. **Learn from those with specialist expertise; and those who have succeeded**

- Invite in the specialist expertise in so you don't have to reinvent the wheel. Others have done a lot of hard work and thinking already. Shorten the path to action – Group 10
- Learn from how MCC has encouraged broader leadership buy-in and commitment – Group 1

iv. **Create safe spaces to share what worked and what didn't work**

- Create a safe place to present results that haven't been successful (e.g. online community or community of practice) – Group 8
- Sharing what worked and what didn't work (e.g. the case studies) – Group 6
- Organisations are open and transparent about their problems, to engage others to move together towards improvement. Data is available and shared to start the conversation and legitimise it – Group 5

## C. INVEST IN CROSS-SECTOR GOALS, PLANNING AND REPORTING

i. **Resource co-planning on specific themes**

- Sector-wide deliberate co-planning: more things like this event to develop a vision and identify solutions. Follow-up sessions on specific themes. Sharing solutions across organisations to create traction in all areas – Group 5
- Resource an action-focused committee to design and deliver change – Group 8
- Money to do the work – Group 7
- We can work together more effectively if we unify around a big idea – Group 2

ii. **Set common goals and ensure accountability, including through reporting**

- Agreeing on common goals across sectors and publicly report on this – Group 8
- Setting feasible goals both in the short and long term – Group 5
- Share innovative approach/drive transparency via external measures – Group 4
- Finding commonality in both challenges and opportunities to help drive actions – Group 4

iii. **Build a shared language and understanding**

- Build a shared language and focus on strengths in order to avoid polarisation – Group 9
- Use problem diagnosis in different areas to develop a shared understanding in different areas – Group 3
- Define the success of gender equality and diversity and promote – Group 7
- Be clear about the legislative implications, social implications and where the differences are. In the continuum of gender discriminatory behaviours, where do different behaviours sit? – Group 3
- Clearer frameworks for design-based thinking – Group 8

iv. **Proactively communicate and reinforce positive stories, across diverse media platforms**

- Positive reinforcement of good behaviour in all settings – Group 5
- Identify and promote everyday stories to encourage intention into action – Group 7
- Proactively communicating information through diverse media and channels – Group 7

v. **Work together to elevate the profile of the topic and entities involved in this space**

- Elevating the profile of the topic so that it has an equal public voice – Group 7
- More promotion of the various entities that already exist that are unknown – Group 9

vi. **Drive federal legislative and policy changes**

- Consider innovative tax solutions – Group 7
- Legislative change to require reporting on key initiatives (e.g. gender-pay gap in the UK) – Group 8
- Federal strategy for gender equality – Group 9

## D. DEVELOP CROSS-SECTOR PARTNERSHIPS

i. **Form new partnerships**

- Form a partnership [between the] finance sector and Uni sector – Group 4
- Public and private partnerships - realising the different benefits each party brings. E.g. government's good at clearing the way; NGO's good at getting things done – Group 9
- Partnerships with academics – Group 8
- Identifying cross-sector partnerships – Group 7
- Share this work with government. Knock on their door – Group 9

ii. **Build trust and links across sectors**

- Develop ways to improve relationships across different sectors and disciplines to build trust – Group 7
- Creating ways to link people - from user, to designer, to evaluator, to senior manager - all the way through the delivery process – Group 8
- Communicate a range of ways that organisations can engage with others – Group 9

## E. BRING NEW PEOPLE INTO THE CONVERSATION

i. **Engage with men**

- Consider initiatives such as the Diversity Council's suggestion for attendees to bring a male friend/colleague who is open to hearing the message – Group 6
- Provide opportunities for men to develop empathy for the experiences of women – Group 6

ii. **Engage with those who are resistant**

- Listen to those who are resistant, what is the backlash about? Why are they feeling that way? Listen and respond. Sharing takes time and space; need to bring them along – Group 3

iii. **Engage new voices in innovative thinking on gender equality**

- Bring people who aren't in specific diversity/culture roles into the discussion around workplace equity – Group 6
- Engage more kids and young people in innovative thinking on gender equality – Group 5
- Working with victims/targets and to ask advocates and consumer reps what the barriers are for them; problem diagnosis in different contexts is required. Use this to develop a shared understanding in different areas – Group 3

iv. **Develop community engagement strategies**

- Community organising strategies - an empowerment model that offers actions from a very low entry level through to the highest level of engagement. Actions are structured to move people from the entry level through to the high level. Getting people to do the first little step is the easiest way to engage them – Group 5
- Greater community engagement in initiative design (codesign) – Group 7
- Broader community engagement on gender equality through events and sharing ideas and successes – Group 5

## F. RECRUIT INFLUENTIAL CHAMPIONS OF CHANGE

### i. Recruit champions in peak bodies, the government and the media

- Engaging with champions in the media – Group 9
- Utilise peak bodies with great reach - those that are less likely to have healthy diversity – Group 9
- Share this work with government. Knock on their door – Group 9

## G. RAISE THE NORM BY PROVIDING LEADERSHIP TO YOUR SECTOR

### i. Promote what you do well

- Provide leadership for your sector to raise the norm by promoting what you do well – Group 4
- Using different manners to communicate such story-telling and annual reports to help drive transparency and progress – Group 4

### ii. Require accountability, including through reporting

- Leaders and organisations are held to account – Group 5
- Annual reports to help drive transparency and progress – Group 4
- Gather feedback on the team's perception on engaging with, and using, existing policies/accreditations etc. Are we practicing what we preach? – Group 10

### iii. Incentivise and resource middle managers; and get buy-in from leadership

- Incentivise and resource middle managers to prioritise action to promote gender equality – Group 8
- Focus on middle management - key drivers of change (and lack thereof) – Group 8
- Work in middle level management and other non-executive groups – Group 1
- Normalise what we want from the organisation by getting buy-in from leadership – Group 10

### iv. Reframe diversity to make it everyone's issue

- Cannot be siloed to HR must be everyone's issue – Group 8
- Reframe diversity as less of a personal 'issue' and more of an OHS issue - prioritising it and making it everyone's issue – Group 8
- Using CSR as an extra tool to help drive GE – Group 4

### v. Focus on continuous improvement and long-term change

- Understand that it's a learning process; allow people to try and fail – Group 6
- Encouraging risk taking and experimentation in a safe environment to be able to take action (being allowed to fail and learn) – Group 2
- Acknowledge that for diverse teams to work effectively, there are associated challenges, however those outcomes are always better – Group 10
- Shifting the focus for change. Focus on 'quick wins' shifted to longer term options – Group 8
- Apply an evidence base regardless of the findings – Group 1
- Don't lose focus, maintain the push on gender equality and group together diversity efforts, with one set of intersectional feminist outcomes – Group 3
- Acknowledge that for diverse teams to work effectively, there are associated challenges, however those outcomes are always better – Group 10

## PART B: WHAT COMMITMENTS TO ACTION ARE YOU PERSONALLY PREPARED TO MAKE?

The final workshop at the Forum reflected an acknowledgement: when it comes to reducing gender inequality, we all hold responsibility. Participants were asked to identify the step or steps they would personally be prepared to take in moving from intention to action.

There were 82 responses to this question. During the Forum, these responses were organised into preliminary themes which were displayed during plenary sessions. The finalised themes are provided below.<sup>15</sup>

### A. BRING WHAT I HAVE LEARNED BACK TO MY PROFESSIONAL AND PRIVATE LIFE

#### i. Bring ideas and connections into my workplace

- Try to translate everything we've learned today back to my workplace. Have the conversation about what we've learned – Group 5
- Go back into the workplace with the contacts and knowledge I have and have bring these ideas, conversations and connections into my workplace – Group 7
- Sharing the outcomes of today with advocacy team and head of diversity – Group 9
- Incorporate the ideas raised today into the remaining body of Leading Thinkers Work (VicHealth) – Group 1

#### ii. Share ideas with stakeholders

- Reflect on the last 2 days and be purposeful to share/influence with stakeholders – Group 4

#### iii. Have conversations at home and at the dinner table

- Continue to have the pointy conversations at the dinner Group – Group 7
- (From small rural town) keep having the conversations in my family, community and friends about these topics – Group 7
- As a father ensure that my children know and act on words that (my daughters) can do anything – Group 7

#### iv. More conversations specifically with men and boys

- More conversation with men in life – Group 6
- Teach my son about gender equality – Group 10
- Talk to my son about 'Incels' [an online subculture] – Group 3

### B. BECOME A ROLE MODEL

#### i. Role model flexible workplace practice

- Only send emails during business hours – Group 6
- Be more vocal about the flexibility I take and setting my own boundaries – Group 1
- Role model leaving the office on time and flexible work place practice – Group 6
- Think more about managing workplaces to support flexible members of the team – Group 6

#### ii. Lead by example

- Lead by example – Group 9
- Role modelling for junior staff and students. Giving talks on gender related work – Group 8
- When in executive roles, having the courage to speak up 'at the Group' – Group 9

<sup>15</sup> Ideas in their original form are set out underneath each theme. Please note, minor grammatical changes have been made where necessary to responses. These changes do not affect their substantive content.

iii. **Be a micro-sponsor and demand equality across all elements of my work**

- To be a micro-sponsor (supporter) of gender equity change in the organisations I work with – Group 2
- Demand equality in all aspects of my life, in order to set the expectation – Group 10
- Promote gender equality in my professional and personal life – Group 6
- Champion diversity in things I can influence (small and large) – Group 1
- Include female colleagues and female students in the grants I apply for – Group 9
- Look at other research topics with a gendered lens and intersectional lens – Group 9
- Explore our return to work policy to ensure that it allows for all genders to take parental/carers leave and refers to how we keep in contact during this time – Group 7

iv. **Call out inappropriate behaviours**

- Call out inappropriate behaviours. Don't be a bystander who does nothing – Group 5
- Keep being the person that speaks up, fight for initiatives and push boundaries – Group 7
- Call out instances where behaviours do not role model gender equality – Group 6

v. **Mentor young professionals**

- Mentor young professional women and men – Group 9

## C. ENCOURAGE AND SUPPORT MEN TO BE INVOLVED

i. **Invite men to equality events**

- Bring a male plus one to gender events – Group 6
- Invite professional network of men to equality events – Group 6
- Encourage males colleagues to attend gender equality forums and symposiums – Group 6

ii. **Create a safe space for men to be heard and to engage**

- Providing support to men in the form of creating a safe space how they are experiencing the changing world order – Group 4
- Taking a listening/openness and curious approach to understanding the men experience and how that impacts inaction to action – Group 4

iii. **Put the issue of masculinity on the agenda**

- Put the issue of men and masculinities on the agenda – Group 5

## D. ENGAGE WITH THOSE WITH DIFFERENT PERSPECTIVES

i. **Take time to listen to and understand those with different perspectives**

- Listen respectfully to those that are harder to reach in gender equality and have those tough conversations – Group 7
- Looking across borders and spending time to understand different perspectives – Group 1
- Commitment to engage with others who have a different lived experience – Group 6

## E. EDUCATE MYSELF

### i. Consider my own biases; and my 'why'

- Educating self on the discussed initiatives regarding gender equity – Group 6
- Work out my 'why'. What is my personal purpose in paying attention, discussing and creating change? – Group 10
- Reflect on internalised biases – Group 6

### ii. Learn how to better engage with family and others

- Views and attitudes that don't sit well with me, I will educate myself on how I engage with my family in respectful dialogue so that we can share our viewpoints – Group 7
- Practice delivering the arguments for gender equality in a non-confrontational way – Group 9

## F. ADVOCATE FOR CHANGE

### i. Speak with organisational leadership

- Go back to my organisation and talk to my exec. director about how we can position gender equity within our organisation in a way that effects change – Group 2
- Discussing with my manager what options are available to change the culture – Group 10
- Discuss with head of HR what we could do further concerning bystander action – Group 9
- Continue to advocate the case for change for gender equality through conversations with peers and leaders – Group 5

### ii. Generally, advocate the case for change

- Continue to advocate the case for change for gender equality through conversations with peers and leaders – Group 5
- In my next role continue to advocate for women and girls (women and girls active sport) – Group 7
- Advocate for others – Group 10
- Advocate for inclusion of women in government and engagement work – Group 9
- I will challenge the gender equity work my organisation is doing to ensure we not only develop policy, but also enact meaningful change – Group 2
- Encourage my organisation to tackle gender segregation – Group 9

### iii. Speak publicly

- Giving talks on gender related work – Group 8
- Speak at events with regards to non-traditional career pathways – Group 9

### iv. Advocate for more research, networking and resourcing

- Keep pushing for more research in the area of gender equality – Group 9
- Continue to encourage organisations to work alongside researchers to push boundaries on gender equity (e.g. greater understanding, novel interventions) – Group 2
- Advocating for resourcing for employee-based networks for diversity – Group 8

### v. Advocate for intersectional dialogue

- Be an advocate for intersectional dialogue to continue to push for accountability to include more diverse populations in our workforce – Group 7



## G. BUILD ON NETWORKS AND SHARE RESOURCES

### i. Develop and build on current networks

- Develop network groups (and growing these to include men) – Group 9
- Develop networks to discuss in more detail some of the initiatives that they are doing in their practice – Group 1
- Connect and stay in touch to share and learn – Group 4
- Do a better job at connecting professionals in this space (cross-sector) eg. connecting one client with another client – Group 1
- Go back into the workplace with the contacts and knowledge I have and have bring these ideas, conversations and connections into my workplace – Group 7
- Globally we are good at ensuring everyone in the world has a say, locally it is closed to a white/male group look at how we can create a working diversity group to make changes day-to-day to make changes and recommendations to the way we operate – Group 7
- Start a white women's privileged accountability group to take responsibility – Group 7

### ii. Create networking events

- Create networking events and learning experiences to help the diversity conversation across sectors – Group 1
- Set up meetings with colleagues to share all the initiatives we are working on, to benefit from each other's learnings and challenges. Involve stakeholder organisations to create more links – Group 5

### iii. Connect with specific groups

- Connect with Male Champions of Change – Group 10
- Go to Pharmacy Guild of Australia to see what they are doing about gender equality – Group 3

### iv. Share resources and knowledge with networks

- Locate all the available resources and share with my networks, team and leaders – Group 5

## H. DEVELOP WORKPLACE INITIATIVES

### i. Build online platforms and tools

- Create a bystander reporting platform to support victims – Group 8
- Establish online reference tools to our community about GE and rely on what's already there as a synthesising tool – Group 1
- Resuscitate a gender equity project that I started last year and talk about using Project Callisto. In regard to my research look at low hanging fruit and systemic change – Group 3
- Take Callisto to Not In My Workplace – Group 3

### ii. Integrate EAST into our actions

- Supplying the EAST test to help filter long term actions vs short term actions and keeping it simple/timely – Group 4
- Integrate the EAST assessment on choosing the most important and actionable ideas – Group 10

### iii. Trial innovative and inclusive approaches

- Trial new and innovative things e.g. Opt out and rewarding and incentivising positive behaviours. KPIs for leaders to create lasting change – Group 3
- Include female colleagues and female students in the grants I apply for – Group 9

iv. **Integrate behavioural insights and evidence-based practice into my workplace**

- Gender equality baseline summary report... Review our monitoring and evaluation frameworks to invite a more robust theory of change using Behavioural Insights – Group 3
- Integrate learnings from the BIT research into my organisation's work – Group 10
- More proactive and creative about ways in which to achieve desirable metrics and continue to push my organisation to reduce the gender pay gap – Group 3
- Have input into encouraging and helping services to be more evidence based and finding ways of using qualitative data – Group 3
- Participate in values policy and practice. Have input into encouraging and helping services to be more evidence based and finding ways of using qualitative data – Group 3
- I will obtain (once available) the research outputs on quotas and feed it into my organisations program of work – Group 2

v. **Take active, practical steps to ensure implementation**

- Create a pyramid of practical actions to give people. Include research and evidence to support the efficacy of the actions. Following the community organising model – Group 5
- Find tangible ways to ensure actions related to all dimensions of diversity are implemented – Group 8
- Ensure gender justice strategy is moved to the appropriate authorities in the organisation and ensure it is implemented – Group 5

vi. **Showcase the work we do**

- Communicate results of the pilot gender audit throughout my organisation. Try to showcase the work we do to influence our leaders to do more – Group 5

## APPENDIX A

# Our Key Challenges

### IDENTIFYING OUR KEY CHALLENGES

Following each workshop on Day 1, participants were invited to respond to a series of questions using the online platform, Slido. The purpose of the surveys was to identify the key challenges inhibiting the broader uptake of initiatives across each Solution Theme.

In the final poll of each survey, participants were invited to select from a list of seven key challenges, as set out below.<sup>1</sup>

**In your view, what are the Top 2 Key Challenges generally preventing the broader implementation of Solution [1] initiatives?<sup>2</sup>**

### LACK OF BUY-IN FROM LEADERSHIP AND MIDDLE MANAGEMENT

Leaders and middle management are unwilling to prioritise gender equality initiatives. They don't recognise the value of such investment, or they feel they lack the skills, capacity or broader support to implement change.

### PREOCCUPATION WITH QUICK FIXES, RATHER THAN LONG-TERM SOLUTIONS

Investment is generally on a short-term or ad hoc basis only. There is an expectation of 'silver bullet' solutions.

### LACK OF EVIDENCE DEMONSTRATING THE VALUE OF THE INITIATIVE<sup>3</sup>

The case for change is not well understood or accepted in the community. Industry and cultural norms support a 'business as usual' approach.

### BACKLASH BECAUSE OF THE PERCEPTION THAT GENDER EQUALITY INITIATIVES ARE UNFAIR

Some men fear loss of status and position if women move ahead; some women fear their success is being minimised by gender equality initiatives.

### LACK OF EVIDENCE DEMONSTRATING THE VALUE OF THE INITIATIVE

There is an absence of measurement and reporting on the effectiveness of gender equality initiatives. Data measuring the impact of initiatives can be complex and difficult to obtain.

### LACK OF EXPERTISE AND 'HOW TO' GUIDANCE

Lack of expertise in implementing initiatives. Lack of understanding of how solutions could be scaled up and/or the complexity is too daunting. Lack of 'how to' guides and other tools.

## LACK OF RESOURCES<sup>4</sup>

Insufficient people, money, time and technology are allocated.

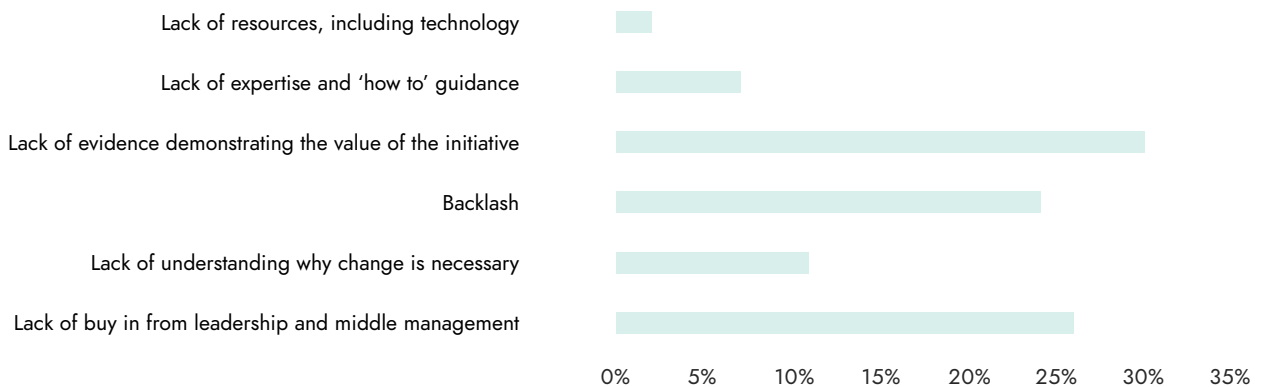
## OTHER

Responders who selected this option were asked to provide further details about the particular challenge they identified as preventing broader implementation of Solution 1,<sup>5</sup> Solution 2,<sup>6</sup> Solution 3,<sup>7</sup> Solution 4<sup>8</sup> and Solution 5<sup>9</sup> initiatives.

The challenge that received the greatest percentage of votes across all five Solution Theme workshops was a 'preoccupation with quick fixes, rather than long-term solutions'.<sup>10</sup> This challenge was therefore selected as Key Challenge 1 for Workshop One (See: Designing Out Our Key Challenges).

As there was little to differentiate the survey results for five of the remaining six challenges,<sup>11</sup> a supplementary poll was developed for Day 2. Participants were asked to select which challenge they would most like to work on from the remaining options. The results of that poll are set out below:

### Which key challenge would you most like to work through?



The challenge that received the most votes was 'lack of evidence demonstrating the value of the initiative'. It was therefore identified as Key Challenge 2.<sup>12</sup>

To provide relevant context for the deliberations on Day 2, the Slido survey also asked participants the following questions:

- How would you rate your organisation's overall progress in implementing Solution 1,<sup>13</sup> Solution 2,<sup>14</sup> Solution 3,<sup>15</sup> Solution 4<sup>16</sup> and Solution 5<sup>17</sup> initiatives?
- To what extent have Solution 1,<sup>18</sup> Solution 2,<sup>19</sup> Solution 3,<sup>20</sup> Solution 4<sup>21</sup> and Solution 5<sup>22</sup> initiatives assisted your organisation to reduce gender inequality?
- To what extent would broader implementation of Solution 1,<sup>23</sup> Solution 2,<sup>24</sup> Solution 3,<sup>25</sup> Solution 4<sup>26</sup> and Solution 5<sup>27</sup> initiatives assist your organisation to reduce gender inequality?

A summary of the results from these questions were used at the commencement of Day 2 to provide the participant group with a snapshot of where the opportunities might exist to further progress Solution 1-5 initiatives.

- <sup>1</sup> The list of seven key challenges were developed in consultation with the case study presenters and Professor Bohnet.
- <sup>2</sup> In subsequent workshops, the number '1' was replaced with the corresponding Solution Theme number. Participants were invited to select up to two responses from the list.
- <sup>3</sup> Note, for the Solution 3 Survey, this challenge was stated as; 'complexity of data collection and evaluation'.
- <sup>4</sup> Note, for the Solution 4 Survey, this challenge was stated as 'lack of resources, including technology'.
- <sup>5</sup> In respect of 'other' challenges for Solution 1 identified by participants, the following themes emerged: the lack of coordination across initiatives; the lack of comprehensiveness or relevance of initiatives; and that solutions, while available, were undermined or unsupported. Additional responses to this question related to resourcing (in particular, the lack of resourcing in smaller organisations); and backlash (namely, 'those who don't believe that diversity is a good thing [because] it takes away from their rights or benefits.')
- <sup>6</sup> In respect of 'other' challenges for Solution 2 identified by participants, the following themes emerged: failure to integrate or embed training into broader initiatives and work; the assumption that the organisation is already well placed or that further training is not required; the failure to prioritise training (given other training priorities); and the fear of public sensitivity/risk aversion. Additional responses to this question related to resourcing (in particular, the lack of resourcing in smaller organisations); the community's lack of understanding of why change is necessary ('changing social norms are dominated by influences outside the workplace'); the lack of evidence demonstrating the value of the initiative (specifically, the difficulty and cost of measuring return); and the lack of resources (in particular 'the difficulty in gaining mindshare and time' in the short time typically allocated for inclusion training, given the need for participants to dig deep and engage in an ongoing conversation).
- <sup>7</sup> No participants identified 'other' challenges in respect of Solution 3.
- <sup>8</sup> In respect of 'other' challenges for Solution 4 identified by participants, the following themes emerged: the need for simple ways to get started; the need for broader roll-out (particularly in high turnover industries); and the failure to follow processes (for example, 'candidates just dropped in at the offer stage'). Additional responses to this question related to the lack of evidence demonstrating the value of the initiative (in particular, the 'time taken to gather evidence to support roll-out of best practice across a very large and diverse organisation'). Participants also used the 'other' text box to identify good practice in their organisations including proactive practices explicitly hiring women and targeting diverse groups.
- <sup>9</sup> In respect of 'other' challenges for Solution 5 identified by participants, the following themes emerged: the difficulty of identifying the 'how', not just the 'why'; and the lack of understanding of the link between gender inequality and violence against women. Additional responses to this question related to the community's lack of understanding of why change is necessary (in particular, the 'social environment is more powerful than work environment, so it is hard to make change stick!') Two participants also used the 'other' text box to identify that in their organisations, inclusive practices had already been implemented.
- <sup>10</sup> This challenge (option b: a preoccupation with quick fixes, rather than long term solutions) received a total of 19% of the vote (83 votes) across the five themes (of a total of 443 votes cast). It received the highest number of votes in respect of Solution 1 (26 votes of the 117 votes cast) and Solution 2 (28 votes of the 111 votes cast).
- <sup>11</sup> The proportion of votes for the other six responses were as follows: (a) Lack of buy-in from leadership and middle management: 13%; (b) see footnote above; (c) Lack of understanding of why change is necessary: 13%; (d) Backlash because of the perception that gender equality initiatives are unfair: 9%; (e) Lack of evidence demonstrating the value of the initiative (note, For Solution 3 Survey, this challenge was stated as: 'complexity of data collection and evaluation'): 13%; (f) Lack of expertise and 'how to' guidance: 13%; Lack of resources (note, for Solution 4 Survey: including technology): 13%; (g) Other: 7%.
- <sup>12</sup> The results for the supplementary poll on Day 2 were as follows: (a) Lack of buy-in from leadership and middle management: 26%; (b) Lack of understanding of why change is necessary: 11%; (c) Backlash because of the perception that gender equality initiatives are unfair: 24%; (d) Lack of evidence demonstrating the value of the initiative: 30%; (e) Lack of expertise and 'how to' guidance: 7%; and (f) Lack of resources, including technology: 2%. There were 54 responders to this question.
- <sup>13</sup> The results for Solution 1, question A were as follows: (a) Excellent: 14%; (b) good: 42%; (c) fair: 22%; (d) poor: 6%; (e) no progress: 2%; (f) variable – some aspects good, some poor: 14%; (g) unsure or can't make an assessment: 2%; (h). There were 65 responders to this question.
- <sup>14</sup> The results for Solution 2, question A were as follows: (a) Excellent: 10%; (b) good: 37%; (c) fair: 16%; (d) poor: 19%; (e) no progress: 6%; (f) variable – some aspects good, some poor: 3%; (g) unsure or can't make an assessment: 10%. There were 63 responders to this question.
- <sup>15</sup> The results for Solution 3, question A were as follows: (a) Excellent: 10%; (b) good: 27%; (c) fair: 19%; (d) poor: 21%; (e) no progress: 8%; (f) variable – some aspects good, some poor: 2%; (g) unsure or can't make an assessment: 13%. There were 48 responders to this question.
- <sup>16</sup> The results for Solution 4, question A were as follows: (a) Excellent: 4%; (b) good: 25%; (c) fair: 24%; (d) poor: 12%; (e) no progress: 18%; (f) variable – some aspects good, some poor: 6%; (g) unsure or can't make an assessment: 12%. There were 51 responders to this question.
- <sup>17</sup> The results for Solution 5, question A were as follows: (a) Excellent: 12%; (b) good: 28%; (c) fair: 32%; (d) poor: 12%; (e) no progress: 0%; (f) variable – some aspects good, some poor: 16%; (g) unsure or can't make an assessment: 0%. There were 25 responders to this question.
- <sup>18</sup> The results for Solution 1, question B were as follows: (a) To a very great extent: 2%; (b) To a great extent: 26%; (c) To some extent: 42%; (d) To a little extent: 8%; (e) To a very little or no extent: 6%; (f) variable - some initiatives to a large extent, others to little extent: 5%; (g) unsure or can't make an assessment: 12%; (h) My organisation has not implemented any solution initiatives: 0%. There were 65 responders to this question.
- <sup>19</sup> The results for Solution 2, question B were as follows: (a) To a very great extent: 5%; (b) To a great extent: 14%; (c) To some extent: 38%; (d) To a little extent: 13%; (e) To a very little or no extent: 8%; (f) variable - some initiatives to a large extent, others to little extent: 5%; (g) unsure or can't make an assessment: 11%; (h) My organisation has not implemented any solution initiatives: 8%. There were 64 responders to this question.
- <sup>20</sup> The results for Solution 3, question B were as follows: (a) To a very great extent: 6%; (b) To a great extent: 13%; (c) To some extent: 27%; (d) To a little extent: 15%; (e) To a very little or no extent: 6%; (f) variable - some initiatives to a large extent, others to little extent: 2%; (g) unsure or can't make an assessment: 25%; (h) My organisation has not implemented any solution initiatives: 6%. There were 48 responders to this question.
- <sup>21</sup> The results for Solution 4, question B were as follows: (a) To a very great extent: 4%; (b) To a great extent: 10%; (c) To some extent: 29%; (d) To a little extent: 12%; (e) To a very little or no extent: 8%; (f) variable - some initiatives to a large extent, others to little extent: 0%; (g) unsure or can't make an assessment: 25%; (h) My organisation has not implemented any solution initiatives: 12%. There were 51 responders to this question.
- <sup>22</sup> The results for Solution 5, question B were as follows: (a) To a very great extent: 16%; (b) To a great extent: 8%; (c) To some extent: 28%; (d) To a little extent: 20%; (e) To a very little or no extent: 12%; (f) variable - some initiatives to a large extent, others to little extent: 4%; (g) unsure or can't make an assessment: 12%; (h) My organisation has not implemented any solution initiatives: 0%. There were 25 responders to this question.
- <sup>23</sup> The results for Solution 1, question C were as follows: (a) To a very great extent: 9%; (b) To a great extent: 40%; (c) To some extent: 35%; (d) To a little extent: 9%; (e) To a very little or no extent: 2%; (f) unsure or can't make an assessment: 5%; (g) There is already broad implementation of solution initiatives in my organisation: 0%. There were 65 responders to this question.
- <sup>24</sup> The results for Solution 2, question C were as follows: (a) To a very great extent: 9%; (b) To a great extent: 42%; (c) To some extent: 30%; (d) To a little extent: 8%; (e) To a very little or no extent: 0%; (f) unsure or can't make an assessment: 11%; (g) There is already broad implementation of solution initiatives in my organisation: 0%. There were 64 responders to this question.
- <sup>25</sup> The results for Solution 3, question C were as follows: (a) To a very great extent: 17%; (b) To a great extent: 33%; (c) To some extent: 33%; (d) To a little extent: 0%; (e) To a very little or no extent: 4%; (f) unsure or can't make an assessment: 10%; (g) There is already broad implementation of solution initiatives in my organisation: 2%. There were 48 responders to this question.
- <sup>26</sup> The results for Solution 4, question C were as follows: (a) To a very great extent: 8%; (b) To a great extent: 37%; (c) To some extent: 27%; (d) To a little extent: 4%; (e) To a very little or no extent: 4%; (f) unsure or can't make an assessment: 20%; (g) There is already broad implementation of solution initiatives in my organisation: 0%. There were 51 responders to this question.
- <sup>27</sup> The results for Solution 5, question C were as follows: (a) To a very great extent: 24%; (b) To a great extent: 52%; (c) To some extent: 8%; (d) To a little extent: 8%; (e) To a very little or no extent: 8%; (f) unsure or can't make an assessment: 0%; (g) There is already broad implementation of solution initiatives in my organisation: 0%. There were 25 responders to this question.

## APPENDIX B

### Our Unresolved Questions

#### WHAT OTHER KEY QUESTIONS DO WE STILL NEED TO RESOLVE?

In Workshop Two, each participant group determined the questions they would like answered, before prioritising just one key question to be resolved by their group.

A total of 40 questions were submitted by the groups. Ten of these questions were prioritised and became the subject of Workshop Two deliberations. The remaining 30 questions have been themed below.

#### HOW CAN WE BETTER ENGAGE MEN?

- How do we get more men engaged in the conversation? How do we make this a community issue not a women's issue? (what's our burning platform?) – Group 6
- How do you get more blokes in the room? – Group 7
- How can we better highlight that gender equality is good for men and boys, not just girls and women, and bring more men into the gender debate? – Group 5

#### HOW CAN WE ENSURE MORE DIVERSE, INTERSECTIONAL PERSPECTIVES ARE INCLUDED?

- Where is the diversity (age, culture, disability, etc) at these events? – Group 2
- How do we consider gender diversity and an intersectional approach – Group 9
- How can we move beyond traditional gender binaries to embrace the gender spectrum? – Group 1
- How do we broaden the terms of enquiry on gender and gender equality across more diverse perspectives (including but not limited to culturally and gender-diverse people)? – Group 7
- How do we create culturally-sensitive GE training and standards, picking up different cultural backgrounds and up-bringing? – Group 3

#### HOW CAN WE INCENTIVISE AND INFLUENCE LEADERS TO WALK THE TALK?

- How do we manage a culture where leaders talk a good game but fundamentally misunderstand the drivers of gender inequality? – Group 7
- What to do when people talk the talk but don't walk the walk? – Group 7
- What are the right levers or incentives to apply to leaders? – Group 9
- How do we influence the intrinsic motivation of leaders and build empathy? – Group 5
- Given the weight of evidence and the lack of positive movement over decades should quotas be considered? – Group 9

#### HOW DO WE DEAL WITH THE RESISTERS AND NON-BELIEVERS?

- How do you change the behaviours of those who are most resistant to change? – Group 7
- Where are the non-believers? – Group 2

## HOW CAN WE BETTER CHALLENGE SOCIAL NORMS AND STEREOTYPES IN THE WORKPLACE?

- How do we break down female and male-dominated industries especially STEM and increase the pipeline for women? How do we break down stereotypes of particular qualifications for particular roles or industries? – Group 3
- How do we make women in leadership be seen as normal as men in leadership? – Group 10
- Are there any initiatives in the workplace that combat the broader social issues we are up against? – Group 8
- How does the workplace overcome societal bias? – Group 8

## HOW CAN WE BETTER CHALLENGE SOCIAL NORMS AND STEREOTYPES IN THE HOME AND EDUCATION SYSTEM?

- How do we challenge rigid gender norms and stereotypes (in the workplace, education system and in the home)? – Group 5
- How do we raise children in a less gender-biased way? – Group 8
- How do we structure the labour force to create gender balance in the home? – Group 8
- How do we value caring roles? – Group 1
- How do we have this conversation in our households and with individuals (currently this conversation is happening predominantly in our institutions)? – Group 7

## HOW DO WE SCALE UP INITIATIVES, INCLUDING INFORMAL INITIATIVES?

- How do we ensure consistent implementation of initiatives at scale? – Group 10
- How do we support GE initiatives which are happening from the ground up rather than top-down? How do we bridge the informal work that is happening and bring into the mainstream? – Group 3

## WHAT ROLE SHOULD GOVERNMENT TAKE?

- What is the role of government in speeding up change, with reference to Scandinavian achievements? – Group 4

## HOW DO WE COMMUNICATE COMPLEX EVIDENCE IN A NUANCED WAY?

- How do we communicate complex evidence in a nuanced way? (sometimes things don't work - doesn't mean we should throw the whole thing out) – Group 6

## HOW DO WE RESPOND TO CHANGING WORK PRACTICES?

- The future of work - how do we effectively link this with D&I and why is change still so slow? – Group 4

## OTHER

- Why are we running events like this here in a traditional corporate male environment? – Group 2



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