Gendering organization change: implementation of recommendations and training programmes.
ABSTRACT

Three higher level education and research institutes cross nationally researched decision making and communications processes to explore their gendered effects. Changes to create more gender equal organizations were recommended at structural, cultural and individual levels and 60 – 70 per cent of these recommendations have at least been partially implemented in the three organizations. To facilitate the implementation of the recommendations, training programmes for decision makers were conducted which created awareness of the need for organizational change and which supported decision makers to create such change. Training programmes for researchers/academics were developed and implemented, designed to empower women at an individual level. This report outlines the impact of these actions in creating gendered organizational change.
Executive Summary

FESTA is an action-research project whose aim is to effect structural and cultural change in higher level education and research institutes so as to advance gender equality (FESTA, 2012). This report outlines the organizational changes which have resulted from implementing the recommendations (O’Hagan et al, 2015) and the training programmes which have been developed and implemented so as to bring about gendered change in three higher level education and research institutes in Ireland, Italy and Turkey. All three organizations have different histories of engaging with gender equality work. In Ireland, the partner is a government-funded, independent university, which provides research and teaching from undergraduate to postdoctoral levels. In Italy, the partner is a non-profit, independent organization, which conducts research in technology, science and humanities. In Turkey the partner is one of the oldest and leading research universities, providing research and teaching from undergraduate to postdoctoral levels.

In the Irish organization, nine of the thirteen FESTA recommendations (70 per cent) have been adopted or partially implemented in the gender equality action plan which was developed following the management briefing for decision makers. The Italian organization included eight of the thirteen recommendations (60 per cent) in their action gender plan, which was developed following consultations between the FESTA team and management. It is reasonably expected that all these recommendations will be implemented by October 2016. The Turkish organization has adopted nine of the thirteen recommendations (70 per cent) and has committed to developing a gender equality action plan following the training programme for decision makers in that organization.

Table 1: Summary of recommendations implemented in the three organizations.

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>The Irish Organization</th>
<th>The Italian Organization</th>
<th>The Turkish Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structural Change</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make the gender situation visible by publishing gender</td>
<td>In progress</td>
<td>Partially implemented</td>
<td>Partially implemented</td>
</tr>
<tr>
<td>disaggregated data</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Changes to internal structures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender audit committees and institutions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender balance on committees (40% )</td>
<td>Partially implemented</td>
<td>In progress</td>
<td>In progress</td>
</tr>
<tr>
<td>Make committee membership transparent</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Independent observer at committee decision making</td>
<td></td>
<td></td>
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<tr>
<td><strong>Cultural Change</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training decision makers in gender awareness and</td>
<td>Partially implemented</td>
<td>Partially implemented</td>
<td>Partially implemented</td>
</tr>
<tr>
<td>unconscious bias</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create accountability measures.</td>
<td>Partially implemented</td>
<td>Implemented</td>
<td>In progress</td>
</tr>
<tr>
<td>Circulate minutes and meetings</td>
<td>In place</td>
<td>In progress</td>
<td>In place</td>
</tr>
<tr>
<td>Regular meetings between management and staff</td>
<td>In Place</td>
<td>In progress</td>
<td>In place</td>
</tr>
<tr>
<td><strong>Empower Women</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Encourage women’s participation in management positions</td>
<td>Partially implemented</td>
<td>In progress</td>
<td>In place</td>
</tr>
<tr>
<td>Share good practices – female role models</td>
<td>Partially implemented</td>
<td>Implemented</td>
<td>In place</td>
</tr>
<tr>
<td>Training for women in leadership and decision making</td>
<td>Implemented</td>
<td>Implemented</td>
<td>Implemented</td>
</tr>
</tbody>
</table>

Some progress towards the three recommendations to empower women and the four recommendations to create cultural change have been made, while only two of the six recommendations to create structural change are partially implemented. It is suggested that structural change is more difficult to implement than changes to empower women or creating cultural change. The challenge for FESTA, and for the EU and other organizations...
concerned with creating gendered change, is to ensure that organizations are encouraged and supported to create structural as well as cultural and individual level changes in order to create lasting gendered change.

The training programmes for decision makers in the three organizations have resulted in significant gender awareness. It is significant that leadership in terms of creating the motivation for change was evident in all three organizations. In the Irish organization, the President and Dean actively supported and participated in the ‘management briefing’ while in the Italian organization the Head of HR and the Director of the Research Centre actively supported the training for decision makers and both organizations have developed and partially implemented gender equality action plans. In the Turkish organization, the Vice Rector actively supported and participated in the training programme, and a commitment to developing a gender equality action plan has been made in that organization. In the Irish and the Italian organizations, the training programme was delivered by a (male) external expert and this was also very effective in motivating decision makers to recognise and embrace the need for change.

These changes were facilitated by training initiatives: i.e. training programmes for decision makers to create awareness of the need for and the motivation to embrace change, and training programmes designed to empower women to participate more fully. In the three organizations, the training programmes for researchers/academics were effective and participants were empowered to more strategically manage their careers following the programmes. Participants in all organizations reported changing their behaviour, following the training programmes, while in the Irish organization, 24 per cent of respondents achieved positive outcomes as a result of the programme. It is anticipated that further results in terms of women’s career progression will follow from these training programmes.

Arising from the lessons learned in this implementation project, FESTA makes the following recommendations to those who are interested in creating gendered organization change:

- All decision makers need to be encouraged and supported to accept a need for change and motivated to embrace change;
- Such encouragement, support and motivation needs highly visible commitment from senior organizational leadership;
- Training programmes need to be provided for decision makers, which have the support and sponsorship of organizational leadership;
- The training programme should be delivered by an external expert, who demonstrates the benefits of gender equality;
- Gendered organizational change requires changes at individual, cultural and structural level;
- Structural level changes are most difficult to achieve, but essential. Structural change is a pre-requisite for creating lasting change;
- Initiatives to empower women are effective, particularly in climates where organizations have taken actions and made a commitment to addressing gender inequality.

Creating gendered change is possible. Between 60 and 70 per cent of all recommendations have at least been partially implemented in the three organizations and suggests that the approach of creating awareness of the need for change through briefing/training programmes and the commitment of organizational leadership to support and motivate change has been effective. Leadership in creating gendered change is significant (Morley, 2013; O’Connor, 2014a; 2014b). In the case of the Irish organization, the President and Dean demonstrated leadership and commitment to change, which encouraged all other members of the executive management team and members of the faculty management committee to do likewise. In the Italian organization, the training programme for decision makers was held with the support of the Head of HR and the Director of the Research Centre, which encouraged heads of units to participate, while in the Turkish organization, the Vice Rector participated in the training programme for decision makers which showed leadership in creating gendered change in that organization.
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1: Introduction

Female Empowerment in Science and Technology Academia (FESTA) is an action-research project concerned with implementing changes in the working environment to create organizational cultures where female academics and researchers are valued and fostered. The goal of FESTA is to effect structural and cultural changes within universities and research institutions, to create environments which are inclusive and transparent, and which eliminate barriers to women’s advancement.

The seven different partner organizations in FESTA are taking action on core issues which have rarely been directly addressed in previous projects (FESTA 2012:3). These include examining the daily environment of researchers, formal and informal decision making processes, meeting cultures, PhD supervision, perceptions of excellence in hiring processes and in the work environment, and resistance to gender equality measures. This report outlines the gendered organization change initiatives which were implemented following research on decision making and communications processes (O’Hagan et al, 2015). The recommendations that were implemented are the outcome of this research, and the training programmes are the processes by which the changes were achieved.

Organization change

Organization change is a pervasive part of contemporary organizations, which are immersed in a virtual cyclone of change as they strive to adapt to ever increasing external demands (Chandler, 1994; Morrison, 1981; Siegal et al, 1996). However, organization change is an old theoretical construct. Lewin (1958) presented a description of organization change which included three basic steps. The first step involves unfreezing the present level of behaviour, usually by some initiative which demonstrates the need for change; the second step is called movement and involves taking action to change the organization’s social system (Katz and Kahn, 1978) from its original level of behaviour to a new level; finally, the third step is called refreezing. This involves embedding the new levels of behaviour and securing them against reversion to prior modes of operation (Siegal et al, 1996). A more recent approach to organizational change, although still dated, is offered by Schein (1987). In this approach, which developed from Lewin’s (1958) three-stage process, unfreezing is the process of creating motivation and readiness for change, which may be achieved by disconfirmation, when members of the organization experience a need for change which motivates them to embrace it. The second step is the process of helping people to see things differently and react differently in the future. The third step involves adopting the new, changed way of doing things at a personal level, combined with successfully integrating the new behaviour in interactions with significant others. The difference between the two approaches is the strong focus on individual behaviour and support for individuals to embrace change proposed by Schein (1987). This is the approach adopted in this implementation project as it focuses on creating organization change through people.

The expert report on formal decision making and communications processes in the three organizations outlined the decision making processes in the three organizations, detailed the methodology and research design, provided a full and in-depth analysis of the data, and made recommendations to improve decision making and communications processes in order to increase gender awareness and to facilitate more gender balanced outcomes (O’Hagan et al 2015). All three organizations have been actively researching and implementing gender equality measures since the start of the FESTA project in 2012, as well as being involved in other gender equality programmes prior to that (see below).

To create the motivation and readiness for change at the organizational level, it was determined that training programmes would be held in the case study organizations with people with significant decision making and positional power to help them see things differently and react differently in future. To create change at the organizational level briefings/training was provided for
decision makers in the three institutions. To create change at the individual level, training programmes were implemented with researchers and academics.

This report evaluates the impact of the work on formal decision making and communications processes in terms of creating gendered organizational change. The briefing/training programmes for senior decision makers and the training for researchers/academics are evaluated as the processes through which organizational and individual level changes were achieved, and the implementation of the recommendations from the initial report (O’Hagan et al, 2015) are outlined.

**Case Study Organizations**

The partners in this work package are three higher level education and research institutes in Ireland, Italy and Turkey. All have been concerned with gender equality prior to the FESTA project.

**The Irish Organization**

The Irish organization is a government-funded, independent university, which provides research and teaching from undergraduate to postdoctoral levels. There are four faculties: Science and Engineering; Arts Humanities and Social Sciences; Education and Health Sciences; and the Business School. Within each faculty there are academic departments and research institutes and centres. Overall the institution has over 13,000 students and 1,300 staff.

Since the 1980s, there has been an active tradition of work in gender equality, with women’s studies receiving EU funding for programme and curriculum development. Gender equality emerged as a key issue for women’s studies faculty and students in the early 1990s (Richardson, 1997) with the then director of women’s studies driving the gender equality agenda. The Higher Education Authority granted funding to university based women’s studies in 1994 (O’Connor, 2014a). This facilitated academic-led initiatives in the gender equality area including an annual seminar series; annual conferences (frequently on a collaborative basis with other Irish universities), publications (including edited collections such as In From The Shadows, (Vols 1,2,3) which is the UL Women’s studies collection), the funding of academic gender projects and the initiation of the Women in Engineering Bursaries (the latter in collaboration with that faculty), the monitoring of gender data within the organization was undertaken by academics, in addition to internal lobbying, and the creation of consortia promoting academic gender equality and the initiation of awards specifically for high achieving women students in Arts, Humanities and Social Sciences (O’Connor, 2014a). In 2000, five years funding specifically for academic developments in staffing and student related activity in women’s studies was provided by Atlantic Philanthropies. In 2005, the university received additional funding from Atlantic Philanthropies to support organizational gender equality measures. The application included the identification of targets to increase the representation of women at senior lecturer level; 40 per cent female representation on key resource related committees and proportional representation on other committees (O’Connor, 2014a). This funding (2005-07) resulted in the appointment of an equal opportunities manager; the establishment of a women’s forum; a development programme for support grades and support for academic writing. Effectively it became largely focused on ‘fixing the women’. In 2007, Science Foundation Ireland awarded funding to an academic to conduct a Gender Audit (Richardson, 2008). These developments stimulated a number of HR related initiatives including a formal mentoring scheme; career development training for women; equality training for management; springboard training for female staff as well as the introduction of a workload allocation model. Since the 1990s strong relationships have existed between feminist academics and senior management, and these have been reflected in the latter’s public support for gender initiatives. Overall, in the period 1997 to 2012 the proportion of women at professorial level increased from zero to 34 per cent (O’Connor, 2014a). In 2012, with the backing of senior management, the university became involved with six other research and higher education institutions in FESTA, a research and implementation project, which explores women’s under representation at senior levels in Science, Technology, Engineering and Maths (STEM).
**The Italian Organization**

The Italian organization is a non-profit organization, which operates as a research foundation, conducting research in the fields of technology, science and humanities. Research, knowledge and technology transfer are the main tasks. Teaching is not part of its activities, which means there are no undergraduate students. However, in partnership with the University, it provides funding to some PhD students who conduct their research there. The structure is made up of seven research centres (equivalent to faculties in the Irish and Turkish organizations). The two main technological-scientific research centres are structured into research units (equivalent to departments in the Irish and Turkish organizations). The organization has approximately 500 staff and 100 PhD students.

During the last fifteen years, some initiatives took place with the aim of stimulating gender awareness in the research working environment. In 2000, the ‘Gender and Sciences’ group was informally created by some female researchers in the scientific and technological fields. Activities included the (ad-hoc) collection and analysis of gender data; the organization of scientific lectures held by female international top researchers; organization of mentoring workshops and the organization of ‘SuiGeneris Lunches’. After two years, the group obtained formal acknowledgement from management.

In 2009, the research project “GOSH – Gender cOnstruction between Sciences and Humanities” started and employed a female post-doc researcher. The project studied the ways in which both humanistic and techno-scientific disciplines contribute to the construction of the gender category and lasted two (part-time) years. Since 2009 the ‘Family Audit’ initiative has been managed by the Human Resources function and includes tele-working, summer and winter activities for employees’ children, flexi-time, car-sharing, and a special agreement with the public transport service. In 2009, the organization obtained the Family Audit Certificate for its actions aimed at supporting work/family balance. FESTA represents the first self-financed gender-related project, which is supported by the General Secretary and the head of Human Resources and intends to highlight and implement gender-related policies and actions aimed at structural changes.

Since the very beginning of the FESTA project, the strong collaboration with management, and specifically with the head of HR, has been a prerequisite for implementing change. This collaboration facilitated the deployment of relevant available resources, competences and data as well as the positional power to propose and implement action/policies in the whole organization. This is also the reason why the head of the HR is a member of the FESTA internal board.

**The Turkish Organization**

Turkey is one of the leading countries in Europe in terms of women’s presence at senior levels in academia (EU, 2013) and showing the thinnest glass ceiling index with a value of 1.52 per cent. Nevertheless, in a total of 190 universities there are only 16 female rectors (8 per cent). The Turkish Organization was founded in 1773 during the Ottoman reign and since then has been strongly identified with engineering and architectural education in Turkey. With over 30,000 students and 2,300 academic staff it has 13 faculties, 37 departments, 6 institutes, 11 research centres, a vocational school and a foreign language school, as well as a musical conservatory. Since the beginning of the year 2000, intensive research activities at national and international levels have been carried out on women in STEM and women’s leadership in higher education by the academic staff. The organization has also established a Women’s Studies Centre in Science, Engineering and Technology (SET) in 2009. The University Strategic Plan has included certain statements/measures for gender equality since 2010. The Executive Board accepted new regulations for sexual harassment in 2014. University policies include equal opportunities for teaching, research and academic promotion. A woman academic was elected and served as the rector of the university for two 4-year terms. The organization has been involved in several gender equality projects including Survey of the University Career of Female Scientists at Life Sciences versus Technical Universities (UNICAFE), Meta-analysis of Gender and Science (Meta Analysis), SHE Euro-Mediterranean Research Area
In the next chapter we review the progress made in the implementation of the structural, cultural recommendations and the recommendations to empower women in these three organizations.
2: Progress made towards implementing the recommendations in the three organizations.

Recommendations were developed from qualitative research and documentary review in the three case study organizations (O’Hagan et al 2015). The recommendations are concerned with creating change at organizational structural level, organizational cultural level and at the individual level in terms of empowering women.

Structural change tends to be far reaching, it affects systems in organizations, and alters the way authority, capital, information, and responsibility flows in an organization

**Recommendations to create structural change include:**
- making the gender situation visible by publishing gender disaggregated data;
- establishing an independent equality committee with top level support;
- gender auditing the organization;
- ensuring gender balance on key committees (40%);
- making committee membership more transparent;
- having an independent (gender) observer at recruitment and promotion committees to eliminate potential bias in decision making.

Organizational culture is a collective term for the values and behaviors that contribute to the unique social and psychological environment of an organization. It includes an organization's expectations, experiences, philosophy, and values, and based on shared attitudes, beliefs, customs, and written and unwritten rules that have been developed over time and are considered valid. Thus, culture affects and is transmitted through people.

**Recommendations to create cultural change include:**
- training decision makers in gender awareness;
- creating accountability measures for decision makers;
- circulating minutes of all decisions and meetings;
- regular meetings between management and staff for information exchange.

Individual level change involves fostering and creating awareness of the need for change, desire to change, knowledge of how to change, teaching skills which lead to the ability to change, and providing reinforcement.

**Recommendations to support women to participate fully in organizational decision making include:**
- Encouraging women’s participation in management positions
- Sharing good practices – female role models
- Training for women in leadership and decision making.
Change is incremental. Most change occurred at individual level; there was some progress at organizational cultural level and the least change has occurred at the organizational structural level. This is not necessarily resistance to gendered change, as it is a relatively short time since the recommendations have been presented to the institutions, and in bureaucratic organizations, change tends to be slow.

In this chapter, details of the presentation of and progress towards implementing the recommendations in the period between September 2015 and time of writing (Sept 2016) is outlined. Progress is achieved to varying degrees, because of the cultural context, the institution’s history of activity in the gender equality area and because of the number of elements contained within each recommendation.

Presentation of recommendations

These recommendations were presented to decision makers in the three case study organizations. The recommendations were developed in February 2015 and have been presented to the three organizations. The recommendations were presented to the management of the Irish organization in September 2015; to the management of the Italian organization in October 2015 (but preparatory meetings started the year before) and to the management of the Turkish organization in November 2015.

In the Irish organization, a presentation was made to the University Athena SWAN\(^1\) committee, which is chaired by the President of the University and was established following the FESTA training programme (management briefing) for decision makers. Following the briefing, the university sought to obtain Athena SWAN recognition and developed a gender equality action plan in April 2015, with a commitment to achieve all actions by April 2018. The gender action plan contains 52 actions designed to enhance gender equality in Science, Technology, Engineering, Maths and Medicine, which include 25 recommendations made by FESTA, including nine of the FESTA recommendations contained in this report.

The FESTA researcher made a presentation of the FESTA findings and recommendations to the University Athena SWAN committee, which took the form of an information sharing session. The committee is made up of 18 managers, academics, researchers, students and support staff, 7 male and 11 female. All 18 members of the committee were invited to the presentation, of which 12 attended, representing a participation rate of 67 per cent.

Table 2: Participants at Presentation of Recommendations in the Irish organization

<table>
<thead>
<tr>
<th>Decision Maker Position</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>The President</td>
<td>Man</td>
</tr>
<tr>
<td>Director, Human Resources Division</td>
<td>Man</td>
</tr>
<tr>
<td>Human Resources Manager, Organization Change</td>
<td>Woman</td>
</tr>
<tr>
<td>PhD Student</td>
<td>Man</td>
</tr>
<tr>
<td>Dean, Faculty of Science and Engineering</td>
<td>Man</td>
</tr>
<tr>
<td>Lecturer below the Bar</td>
<td>Woman</td>
</tr>
<tr>
<td>Professor</td>
<td>3 women, 1 man</td>
</tr>
<tr>
<td>Head of Department</td>
<td>Man</td>
</tr>
<tr>
<td>Administrator</td>
<td>Woman</td>
</tr>
</tbody>
</table>

\(^1\) The Athena SWAN Charter was established in 2005 to encourage and recognise commitment to advancing the careers of women in science, technology, engineering, maths and medicine (STEMM) employment in higher education and research. It is run by the Equality Challenge Unit in the UK and was extended to Ireland in 2014.
In the Italian organization some of the recommendations were introduced and discussed ahead of time during the interviews and meetings the FESTA team had with the two Directors of the two Research Centres and the General Secretary, all of whom are key decision makers. In the Italian organization, the recommendations were translated into actions and were included in the gender action plan which is a set of policies/actions aimed at increasing gender awareness and at supporting gender equality in researchers’ careers. The gender action plan is made up of several actions/policies that were developed following consultation with different stakeholders, in order to raise organizational awareness (Almgren et al, 2015). The gender action plan was first presented to the HR head, who has the decision-making power to implement actions/policies related to all personnel and their career development, and then to the trades union representatives, in order to be appraised of possible legal constraints at the organizational level. Meetings took place in October 2015 and all invited actors participated in the presentation of recommendations, representing 100 per cent participation.

The presentations outlined the outcome to date of the FESTA tasks as well as each proposed recommendation. All stakeholders were very supportive and encouraging and pushed to try and implement all the proposed actions, which were considered feasible and appropriate to the organization. The presentation of some recommendations/actions to the Board of Governors will be completed by October 2016, as the final step in their implementation.

Table 3: (Early) presentation of recommendations in the Italian organization

<table>
<thead>
<tr>
<th>Decision-maker / Stakeholders</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of HR unit</td>
<td>1 man</td>
</tr>
<tr>
<td>Trade union representatives</td>
<td>4 men, 2 women</td>
</tr>
<tr>
<td>Directors of research centres</td>
<td>2 men</td>
</tr>
<tr>
<td>General secretary</td>
<td>1 man</td>
</tr>
</tbody>
</table>

In the Turkish organization, the FESTA team initially e-mailed the recommendations to the 20 academics in senior management positions. In September, 2015, the leader of the FESTA team had a meeting with the Vice Rector who is responsible for research. The Vice Rector suggested that a meeting be arranged with people at decision making levels in the organization. The meeting at which the FESTA team presented recommendations was held in November 2015. When the recommendations were introduced, participants preferred to discuss them one by one and exchanged views on how to implement them. Some of the recommendations were received with more enthusiasm while others did not attract much attention due to the difficulties of implementing them in the institution. The overall atmosphere was positive and further steps towards the implementation of the recommendations were encouraged. The most significant outcome of the meeting was a consensus on the necessity of creating a gender action plan at the university. All participants agreed to collaborate further in the preparation of such an action plan.

The management group is made up of 13, 4 men and 9 women. The targeted number of participants was 13, of which 7 attended the presentation, representing a participation rate of 54 per cent.
Table 4: Participants at Presentation of Recommendations in the Turkish Organization.

<table>
<thead>
<tr>
<th>Decision Maker</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vice Rector</td>
<td>1 man</td>
</tr>
<tr>
<td>Director</td>
<td>2 women</td>
</tr>
<tr>
<td>Vice Director</td>
<td>1 woman</td>
</tr>
<tr>
<td>Dean</td>
<td>1 woman</td>
</tr>
<tr>
<td>Vice Dean</td>
<td>1 woman</td>
</tr>
<tr>
<td>Head of Department</td>
<td>1 woman</td>
</tr>
</tbody>
</table>

The level of participation in the presentation of recommendations in all three organizations was encouraging, with 70 per cent in the Irish organization, 100 per cent in the Italian organization and 54 per cent in the Turkish organization attending the presentation of recommendations.

**Progress in implementing recommendations**

All three organizations have made progress towards implementing recommendations that improve gender equality. According to By (2005), 70 per cent of all change programmes fail, however, in the Irish organization, nine of the thirteen FESTA recommendations (70 per cent) have been adopted or partially implemented. The Italian organization included eight of the thirteen recommendations (60 per cent) in their gender plan, and it is reasonably expected that all these recommendations will be implemented by October 2016. The Turkish organization has adopted nine of the thirteen recommendations (70 per cent) and has committed to developing a gender equality action plan.

**Definitions of Progress**

**In Place**

Recommendations that were already in practice in the organization are described as ‘in-place’, for example in the Turkish and Irish organizations, the practice of circulating minutes was already an established practice, prior to the publication of these recommendations.

**Implemented**

Recommendations that have been fully implemented as a result of this work package on decision making and communications are described as ‘implemented’.

**In-Progress**

Recommendations towards which some progress has been made, but the recommendation is not yet implemented are described as ‘in-progress’. For example the Italian organization has made some progress in terms of policy development regarding circulating minutes of meetings, but the recommendation is not yet implemented.

**Partially Implemented**

Recommendations that have been implemented to some degree, but not in their entirety are described as ‘partially implemented’. For example the Irish organization has introduced 30 per cent
gender balance on committees, which is significant progress, but falls short of the 40 per cent recommended.

Table 5: Progress in implementing recommendations.

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>The Irish Organization</th>
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<tr>
<td><strong>Structural Change</strong></td>
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</tr>
<tr>
<td>Changes to internal structures - establish an independent equality committee with top level support</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender audit committees and institutions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender balance on committees (40%)</td>
<td>Partially implemented</td>
<td>In progress</td>
<td>In progress</td>
</tr>
<tr>
<td>Make committee membership transparent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent observer at committee decision making</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cultural Change</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training decision makers in gender awareness and unconscious bias</td>
<td>Partially implemented</td>
<td>Partially implemented</td>
<td>Partially implemented</td>
</tr>
<tr>
<td>Create accountability measures</td>
<td>Partially implemented</td>
<td>Implemented</td>
<td>In progress</td>
</tr>
<tr>
<td>Circulate minutes and meetings</td>
<td>In place</td>
<td>In progress</td>
<td>In place</td>
</tr>
<tr>
<td>Regular meetings between management and staff</td>
<td>In place</td>
<td>In progress</td>
<td>In place</td>
</tr>
<tr>
<td><strong>Empower Women</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encourage women’s participation in management positions</td>
<td>Partially implemented</td>
<td>In progress</td>
<td>In place</td>
</tr>
<tr>
<td>Share good practices – female role models</td>
<td>Partially implemented</td>
<td></td>
<td>In place</td>
</tr>
<tr>
<td>Training for women in leadership and decision making</td>
<td>Implemented</td>
<td>Implemented</td>
<td>Implemented</td>
</tr>
</tbody>
</table>
Recommendations to create structural change

There were six recommendations to create structural change, towards which progress has only been made on two.

Recommendation:  
Make the situation visible by publishing gender disaggregated data

We recommend publishing gender-disaggregated data on personnel in the organization at each hierarchical level, length in position, contractual arrangement, mean pay rates, members on key decision making fora, numbers of women as external examiners and invited speakers, achievement records and funds (such as recipients of awards, training and travel funds allocated and other gender budgeting applications).

Progress:

The Irish Organization  
In progress. Thus far gender disaggregated data has not become available in Ireland.

The Italian Organization  
Partially implemented. Activities on data collection and organization are implemented. The publication of other (already available) gender statistics needs to be integrated.

The Turkish Organization  
Partially implemented. Some gender related statistics are available.

In the Irish Organization, this recommendation was adopted as two action items in the Gender Equality Action Plan. Action Item 3.1: ‘Create a data bank of staff statistics ...investigate career progression by gender; further analyse promotion and recruitment data, selection boards/panels and pay gap and contract type’. Action Item 3.3: Undertake a comprehensive pay gap analysis. All items in the gender equality action plan will be implemented before 2018.

In the Italian organization, relevant gender statistics were gathered which provided new data, where data had previously been missing or unreliable. This involved the organization and cleaning of relevant datasets and the merging of databases, when necessary. This work was undertaken in close collaboration with the HR unit and the Infrastructure unit and Corporate Assets unit. HR adopted an integrated HR management database software and the General Secretary supported the implementation of an organizational data warehouse, as a leadership tool allowing for measuring and monitoring data. Some statistics, including gender-disaggregated data on number of employees, type of contract, contractual level and salary, are currently published on the institutional website under the link ‘transparent administration’, accessible to everyone.

In the Turkish organization, gender related statistics have been collected for a considerable period at the institution due to the regulations (1982) of the Higher Education Council. The UNICAFE Project (2006 – 2008) also helped gender-disaggregated data compilation and analysis. The institution coordinated the Formation of Network of Female Academics in Science, Engineering and Technology in Turkey (NETFA 2010-2013), which updated the relevant data and disseminated them in reports, conferences and workshops. The Women’s Studies Centre in SET of the Institution also
publishes gender related statistics on their website. Such statistics at student, academic and management levels are available by year dating from 2012.

**Recommendation: Gender balance on committees**

We recommend that no less than forty per cent of either gender be represented on all the key decision making committees concerned with resource allocation and staffing, at different levels of the organization.

**Progress:**

**The Irish Organization** Partially implemented. It is policy that all recruitment and promotions panels will have 30 per cent of either gender. Approved by Executive Committee in October 2015.

**The Italian Organization** In progress. The revision of the recruitment guidelines including gender balance among members of appointment committees will be presented by the HR head to the Board of Governors for its formal approval. The meeting is planned for October 2016.

**The Turkish Organization** In progress. Awareness of the need for gender balance has been created.

In the Irish Organization this was adopted as an action item in the Gender Equality Action Plan and 30 per cent gender balance on all panels was implemented in 2015. This is a significant improvement on the previous system of gender representation, as 30 per cent is a critical mass (Kanter 1977), but it falls short of the 40 per cent recommended by FESTA.

In the Italian organization, the new recruitment guidelines explicitly indicate the requirement for gender balance among the members of the recruitment committees. Together with the HR head, the FESTA team is working on a document to support gender balance also in other relevant decision-making bodies. Circulating the document is planned in the next few months.

In the Turkish organization, the recommendations to achieve gender balance on all key committees has been constantly mentioned by the FESTA team in all meetings, conferences and workshops. Although the senior management have shown interest in such a change, increasing the number of women on committees can only be realized gradually depending on the vacancies and the selection of new members.
Recommendations to create cultural change

There are four recommendations to create cultural change and progress has been made on all four.

**Recommendation: Training decision makers in gender awareness.**

All committee members, and particularly chairs of committees should be required to attend unconscious bias and gender awareness training before participating on committees. We recommend that it be a pre-requisite for participation on promotion and appointment committees that all members and the Chair must have participated in a recognised training on unconscious bias/gender awareness.

**Progress**

*The Irish Organization* Partially implemented. Management Council has been circulated with a notice with regard to the requirement to complete an on-line Unconscious Bias Training Programme prior to sitting on selection/promotions boards. A system has been put in place to track completion levels.

Training (Management Briefing) for decision-makers has been implemented by FESTA.

*The Italian Organization* Partially implemented. The ‘Gender sensitive design of criteria and recruitment, appointment and promotion processes in academia’ (Luebke et al 2015) is included in the revised recruitment guidelines that will be presented by the HR head to the Board of Governors for its formal approval. The meeting is planned for October 2016.

Training for decision-makers is fully implemented.

*The Turkish Organization* Partially implemented. FESTA Training decision makers in gender awareness has been implemented.

In the Irish organization, this was adopted as an action item in the Gender Equality Action Plan, April, 2015. This action acknowledges the need for unconscious bias training and takes some steps towards creating gender awareness, however, the on-line learning falls short of the FESTA recommendation.

In the Italian Organization, all evaluation committee members, and particularly members of the appointment committees, are required to read and subscribe to the handbook ‘Gender sensitive design of criteria and recruitment, appointment and promotion processes in academia’ (Luebke et al 2015). The handbook is included in the new, revised, institutional recruitment guidelines and it is also sent via email to each commissar who needs to subscribe to it, before accepting the role.

In the Turkish organization, gender-awareness training for decision makers was integrated into the meeting where the FESTA team presented recommendations to the top management. Also, continuous and effective communication between the FESTA Team Leader and the Vice Rector helped create a gender agenda at this level.
**Recommendation: Create accountability measures.**

Key indicators should be established in terms of targets for gender representation at all levels in the organization hierarchy, gender balance on committees, gender mainstreaming, discounting leave periods when assessing research output, assessing research quality rather than quantity, re-advertising if there are no women in the applicant pool, gender auditing all committees and committee decisions.

**Progress**

**The Irish Organization** Partially implemented. Discounting leave periods in assessing applicants for promotion and funding replacements for maternity leave on research projects has been implemented.

**The Italian Organization** Implemented. Relevant key indicators are established.

**The Turkish organization** In progress. Creating accountability measures is in progress.

In the Irish organization, an action item in the Gender Equality Action Plan (Item 4.10) is to review promotion assessment guidelines to ensure that cognizance is taken of periods of leave taken by applicants. It has also been agreed that replacement costs will be provided by the university to replace staff on specific research projects, where the funding body does not provide funds to cover the leave (Item 4.25). Other indicators of accountability measures are not yet established.

In the Italian organization, a set of key indicators, metrics and measures, were selected and related data were collected. Related statistics by gender provide support for the assessment of gender inequality in the working environment of the organization and hold decision-makers accountable. The set of indicators relates to four macro dimensions: gender equality in working conditions (gender representation at each level, terms of employment, salary, sick leave); gender equality in career development (promotion, turn-over, recruitment, leadership positions); gender equality in research activities (network, scientific production); work/life balance (absence for care, teleworking).

In the Turkish organization, the Women’s Studies Centre in SET has been collecting and publishing up-to-date gender related statistics of the institution. The same centre has also published policy guidelines against sexual harassment on campus and formed a committee for preventing sexual harassment and discrimination. The university management supported the FESTA team by providing all the necessary statistics needed for the project such as success rates of research projects by gender and the ratio of women and men appointed/promoted by year. The FESTA team also intends to support the Women’s Studies Centre in SET by providing new gender related statistics. Meanwhile, meetings, conferences and trainings on the subject of women in academia with special reference to STEM have been constantly organized in the institution for a considerably long period.

**Recommendation: Circulate minutes of meetings**

Minutes of each decision-making meeting should be recorded and the minutes need to document not just the decisions taken, but the process by
which the decision is reached. Minutes should then be circulated to all those whom they effect.

**Progress**

**The Irish organization**  
In place. Circulating minutes of meetings has already been accepted as an institutional practice.

**The Italian organization**  
In progress. Circulating the document on this recommendation is planned in the next few months. We are currently identifying the most appropriate sender of the recommendation in order to provide it with adequate relevance and significance.

**The Turkish organization**  
In place. Circulating minutes of meetings is in place as an institutional policy.

In the Irish organization, it is standard practice to circulate minutes of all meetings.

In the Italian organization, in collaboration with the head of the HR unit, the FESTA team is writing a document that clearly indicates two best practices that favor the transparency and inclusivity of decision-making processes including: the sharing of the agendas and of minutes of selected decision-making meetings.

In the Turkish organization, the minutes of most meetings are already circulated. Some of the minutes from the meetings at Rectorate, faculty or department levels are available on their websites. All faculty members are entitled by law to seek legal action against any and all decisions of such meetings.

**Recommendation: Implement a system of regular meetings between management and staff for information exchange**

The arrangement of regular meetings between the management - decision makers at different levels – and the staff offers the opportunity for decision makers to update staff on recent developments and affords staff the opportunity to question, clarify or complain about management decisions, communications or other organizational issues. We recommend that meetings between decision-makers (at different levels) and staff are arranged at least twice a year.

**Progress**

**The Irish Organization**  
In place. Implementing a system of regular meetings is in place as an institutional policy.

**The Italian Organization**  
In progress. Work is in progress to implement a system of regular meetings between management and staff.

**The Turkish Organization**  
In place. Implementing a system of regular meetings is in place as an institutional policy.
In the Irish organization, regular meetings take place at department, faculty and management level.

In the Italian organization, the document regarding the circulation of meeting minutes (above) also includes recommendations for the organization of occasions for consultation between the management (at research centre level) and the research staff.

In the Turkish organization, it has emerged from the FESTA interviews that there is an existing system of regular meetings between management and staff at department, faculty and the rectorate levels.

**Recommendations to empower women**

There are three recommendation to empower women, towards which progress has been made on all three.

*Recommendation: Encourage women’s participation in management positions*

Women’s self-confidence to take on management positions should be developed, because findings suggest that women undervalue themselves. We will provide training for women which will develop self-confidence and a sense of entitlement. A number of key institutional sponsors should be identified who will encourage, support and facilitate women’s application for management roles. Such sponsorship will provide women with the necessary self-confidence to improve their impact on and participation in management roles and in decision-making processes.

**Progress**

*The Irish Organization* Partially implemented. Some progress has been made towards greater visibility of and support for women’s careers.

*The Italian Organization* In progress. The revision of the recruitment guidelines states that any recruitment occurs by means of open calls, which will contribute to encouraging more women to apply for management roles. The revised recruitment guidelines require approval by the Board of Governors; the meeting is planned in October 2016.

*The Turkish Organization* In place. Encouraging women’s participation in management positions is established practice.

In the Irish organization two action items in the Gender Equality Action Plan address these recommendations: Action Item: 4.29 Develop initiatives to increase the number of female heads of department and Action Item: 4.31: Develop initiatives to increase the number of females who act as course directors and increase the representation of females on the Management Committee, Research Committee and Research Ethics Committee.

In the Italian organization, the recruitment guidelines are under revision and the main changes are that any selection for positions, including the recruitment of senior positions, occurs by means of open calls and open selections (there will be no recruitment by name). This can hinder the effect of
the old boys’ club and encourage women to propose themselves for management and top positions. Sponsorship-related actions are still to be considered.

In the Turkish organization, women’s leadership is on the institutional agenda. For the coming Rector’s election in June 2016, two female professors have already declared their candidacy and had meetings with the FESTA Team Leader.

**Recommendation: Share good practices – female role models**

All public relations activities from STEM disciplines should be gender-proofed (i.e. represent women appropriately), while avoiding tokenism. Ensuring that all visual materials, such as websites, brochures, and promotional material include women, at least in forty per cent (gender balance) of all images; by leaders nominating women for prizes, and by recognizing women’s achievements appropriately.

**Progress**

*The Irish Organization* Partially implemented. Some progress towards sharing good practices has been made.

*The Turkish Organization* In place. It is established practice to showcase female role models and share good practices.

In the Irish organization several actions in the Gender Equality Action Plan address these recommendations:

- Action Item: 2.6 Review publicity in websites, programme literature, etc. to ensure both genders are reflected.
- Action Item: 4.38: A number of case studies showcasing the achievements of female STEMM staff and graduates to be developed and utilized on the web,
- Action Item: 4.37: Ensure that female students have role models in the form of female academic staff members who serve as heads of department, assistant deans, deans, external examiners and invited seminar speakers.

In the Turkish organization, as the FESTA team leader is the first and only female Rector of the institution, her engagement with gender equality projects has created an important impact. The FESTA team has also been active in terms of organizing a number of workshops and conferences where they have invited female role models to inspire success. The FESTA National conference which was held in April 2016 brought together female researchers and academics as well as former female rectors of different universities in Turkey.
Recommendation: Training for women in leadership and decision making

Specific programmes should be offered to women to help them overcome gender schemas and to develop negotiation and decision making skills. This training will enhance women’s skills in regard to networking and negotiation, and also support them to be more effective decision makers and committee members and consequently will enable organizations to achieve gender balance on committees by enhancing the effectiveness of women as leaders.

Progress

The Irish Organization
Implemented. FESTA training is complete, women in leadership programmes underway.

The Italian Organization
Implemented. Training programs have been fully adopted by HR unit.

The Turkish Organization
Implemented. FESTA training is complete. Training for women in leadership and decision making has taken place.

In the Irish organization, in addition to the training implemented by FESTA in this report, institutional progress has also been made towards this recommendation. The Irish organization has included a number of items in the Gender Equality Action Plan.

- Action item: 4.14 Implement annual career development programmes for mid-career female academic/research staff in STEMM.
- Action Item: 4.15: Run two further Women in Leadership programmes. Sponsor 12 female participants (8 from STEMM) on the Aurora programme annually.
- Action Item: 4.16 Promote strategic career development for female staff and continue to offer on-going professional development programmes. Offer on-going professional development programmes to STEMM that includes careers support seminars, promotions seminars, one-to-one coaching, PDRS training and research training.

In the Italian organization, the HR unit offered specific programmes to both male and female researchers to help them to develop leadership and decision-making skills (such as negotiation, public speaking and time management skills). The aim is to foster researchers’ skills regarding the competences and knowledge necessary to advance in their careers.

In the Turkish organization, the European Women Rectors Conferences held biennially in the institution has facilitated the exchange of women’s leadership experiences since 2008 and all the women participants in the November 2015 FESTA meeting were in decision making positions. This conference provides leadership training for academic women in leadership. FESTA training for researchers has also been provided.
Challenges in implementing recommendations

There were some recommendations towards which no progress was made. In the Italian organization no progress was made in relation to one recommendation to empower women:
• Sharing good practices – female role models.

However, in all three organizations, no progress was made in relation to four structural recommendations:

• Changes to internal structures - establishing an independent equality committee with top level support;
• gender auditing the organization;
• making committee membership more transparent;
• having an independent (gender) observer at recruitment and promotion committees to eliminate potential bias in decision making.

In the Irish organization, it was not possible to make progress on these four structural recommendations: changes to internal structures such as establishing an independent equality committee with top level support; gender auditing committees and institutions; making committee membership more transparent and employing an independent (gender) observer. It is speculated that the Irish organization does not see the necessity for these particular recommendations, as there are 52 separate recommendations being implemented under the Athena SWAN gender equality action plan which are designed to create gender equality in STEM. Of the 52 action items in the gender equality action plan, 25 are recommendations made by FESTA. As the Irish organization has the highest proportion of female professors nationally and been awarded an Athena SWAN bronze award, there is a perception that sufficient recommendations have been adopted and/or implemented to create gender equality in STEM.

The Italian organization evaluated what recommendations were to be implemented first and what recommendations were to be implemented in a second phase. Specifically, the following criteria were considered in the evaluation: the available economic and human resources able to carry on the actions and the monitoring of their implementation; the cultural context/environment - ready (or not) to accept changes; current organizational constraints/supports; the amount of time required for the implementation of the recommendations. Changes to internal structures (i.e. establishment of an independent equality committee with top level support, gender auditing committees and institutions, making committee membership more transparent and the institution of an independent gender observer) were considered to require further preparatory work before being ready for their implementation. Due to organizational priorities and timing, the recommendation about the female role models has not been implemented yet but it is under consideration.

Since the beginning of FESTA activities in the Turkish institution, an environment was created where changes to internal structures were recommended in all relevant areas. The most important internal change that was expected was the adoption of a Gender Equality Action Plan which the senior management already promised to support. Nevertheless, changes to internal structures such as establishing an independent equality committee with top level support, gender auditing committees and institutions, making committee membership more transparent and employing an independent (gender) observer were not perceived as necessary in the current institutional context. When the recommendations were introduced in the training, the participants preferred to discuss them one by one and exchanged views on how to implement those. Some of the recommendations were received with more enthusiasm while some of the others listed above did
not attract much attention. As Turkey is one of the leading countries in Europe in terms of women’s presence at all levels in Academia (She Figures, 2012), the Turkish university also has a high representation of women among its academic and administrative staff. 2015 statistics reveal that women constitute 37% of professors, 45% of associate professors, 40% of assistant professors and 47% of research assistants in the Turkish university. The high proportions of female academics, the comparatively favourable Glass Ceiling Index in Turkey and the favorable strategy documents of the institution, which include various measures of gender equality may be among the reasons why decision makers do not feel motivated to take further actions for implementing some other recommendations. Since 2009 the Turkish university also has a Women Studies Centre in SET which might have been mistaken by some decision makers as a Gender Unit performing the functions recommended by FESTA. Nevertheless, we are of the opinion that FESTA helped to define the problem areas, and implement some of the recommendations such as making gender situation more visible in the institution. The following years should be reserved for monitoring what has been done and continuing to press for the necessary implementations to reach gender equality.

Conclusion

Overall, all three organizations have made progress towards implementing the recommendations arising from the research into formal decision making and communications (O’Hagan, et al, 2015). Two have developed gender equality action plans, and the third has committed to developing one.

Some progress towards the three recommendations to empower women and the four recommendations to create cultural change have been made, however, of the recommendations to create structural change, only two have been partially implemented:

- making the gender situation visible by publishing gender disaggregated data, and
- ensuring gender balance on key committees.

These changes have required the support of the human resources functions in the organizations as well as leadership commitment to gender equality.

There are four recommendations towards which none of the organizations has made progress:

- changing internal structures – establishing an independent equality committee with top level support;
- gender auditing the organization;
- making committee membership more transparent ;
- having an independent (gender) observer at recruitment and promotion committees to eliminate potential bias in decision making.

These recommendations involve structural change, which, it is suggested, is more difficult to implement than changes to empower women or creating cultural change. The challenge for FESTA is to continue to campaign for structural change in the participating organizations.
3. Evaluation of training programmes for decision makers

Training programmes for decision makers were implemented in all three organizations. In this chapter, the content is outlined and levels of participation in these programmes is discussed. The effectiveness of these programmes are evaluated.

Content of training programmes/briefings

There was considerable variation in the content and duration of the training programmes/briefings in the three organizations.

In the Irish organization, two groups participated in the training programme, which was called a ‘management briefing’, and addressed gender equality from a management perspective. A male professor of chemistry in a comparable university presented the briefing, drawing on his own experience of implementing gender equality measures. The content of the briefing included: facts on gender equality in universities; gender gaps in pay, promotion, teaching loads; organization policies to promote gender equality; organization culture change and unconscious bias. Each briefing lasted approx. 90 mins. (Appendix A: management briefing outline).

In the Italian organization, the HR unit, with the support of FESTA which partially financed it, organized the training programme on leadership for decision-makers in one of the technological-scientific research centres. The programme was held with the support of the Head of HR and the Director of the research centre. Training content included leadership competences, styles and power; managing people, team maintenance, group dynamics and communications; gender perspectives on leadership. Specifically, the focus on gender included the following issues: the way different types of leadership may value differences and contribute or deconstruct gender stereotypes and prejudices; the use of a gender-sensitive language; gender homophily, with reference to the themes of group dynamics and team management; the construction of a masculine or feminine identity that occurs through and in relationships. The overall programme was run over six months and contained 50 hours of classroom training plus four individual interviews per person; the specific module on gender and leadership lasted 8 hours, while a special focus on gender perspective occurred across all the topics addressed within the overall programme (Appendix B: training programme outline).

In the Turkish organization, the training programme was combined with the presentation of the recommendations to decision-makers. Training content included gender disaggregated data at institutional, national and international levels; She Figures 2015; Aims, objectives and methodology of FESTA; the role of the institution in FESTA; the recommendations and how to achieve a gender balanced working environment. The training programme lasted approx. 90 mins. (Appendix C: outline training programme).

Participation in training programmes/briefings

In the Irish organization, participants at the first management briefing were members of the executive committee of the university, which is chaired by the President. The executive committee
is made up of 7 men and 2 women. All 9 members were targeted, and all 9 participated (100 per cent).

Table 6: Participants in the Executive Management Briefing in the Irish Organization

<table>
<thead>
<tr>
<th>Decision Maker</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>1 man</td>
</tr>
<tr>
<td>2 Vice Presidents</td>
<td>1 man, 1 woman</td>
</tr>
<tr>
<td>2 Directors of Support Functions</td>
<td>2 men</td>
</tr>
<tr>
<td>4 Deans</td>
<td>3 men, 1 woman.</td>
</tr>
</tbody>
</table>

The second management briefing was with the faculty management committee in the faculty of science and engineering, which is chaired by the Dean of the Faculty. There are 15 committee members, 12 men and 3 women. All members were targeted, and 10 participated, which represents a 67 per cent participation rate.

Table 7: Participants in the Faculty Management Briefing in the Irish Organization

<table>
<thead>
<tr>
<th>Decision Maker</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean</td>
<td>1 man</td>
</tr>
<tr>
<td>Heads of Department</td>
<td>6 men, 1 woman</td>
</tr>
<tr>
<td>Assistant Deans</td>
<td>2 men</td>
</tr>
</tbody>
</table>

There are more men than women participants as this reflects the gender balance in the Executive Committee and in the Faculty of Science and Engineering. Unfortunately, this situation is considered normal.

In the Italian organization, the training for decision-makers was targeted at the heads of the research units/explorative research projects (23 men and 7 women). Among those who volunteered to participate, HR staff selected the group of participants by means of a questionnaire, an interview and a motivational profile. In all, participants in the training programme for decision makers included 10 heads of units/explorative projects (6 men and 4 women) and one vice head of research unit (a woman). Of the 30 targeted participants, 11 participated, reflecting a participation rate of 37 per cent. The programme organizers ensured that participants were gender balanced.

Table 8: Participants in the training programme for decision makers in the Italian organization

<table>
<thead>
<tr>
<th>Decision Maker</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heads of research unit/explorative projects– ICT</td>
<td>6 men, 4 women</td>
</tr>
<tr>
<td>(vice) Head of research unit – ICT</td>
<td>1 woman</td>
</tr>
</tbody>
</table>

In the Turkish organization, the training programme was combined with the presentation of the recommendations to decision-makers. Of the 13 decision makers targeted (4 men and 9 women), 7 participated (1 man and 6 women), representing a participation rate of 54 per cent. The only male participant in the session was the Vice Rector, who initiated the organization of the training. It might be asked why the males in the target group did not show an interest in the training. One possibility is that male decision makers did not prioritize gender while their female counterparts may have a greater gender awareness. In fact, one of the two directors and the vice director who
participated in the session were the women academics in charge of the Women Studies Center in SET. It can also be argued that as the organization statistics showed already a large representation of women academics at various levels (and some of the male respondents argued as such during the FESTA interviews) men in decision making positions probably thought that gender equality was already an accomplished task in need of no such training.

Table 9: Participants at Presentation of Recommendations & Training Programme for Decision Makers in the Turkish Organization.

<table>
<thead>
<tr>
<th>Decision Maker</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vice Rector</td>
<td>1 man</td>
</tr>
<tr>
<td>Director</td>
<td>2 women</td>
</tr>
<tr>
<td>Vice Director</td>
<td>1 woman</td>
</tr>
<tr>
<td>Dean</td>
<td>1 woman</td>
</tr>
<tr>
<td>Vice Dean</td>
<td>1 woman</td>
</tr>
<tr>
<td>Head of Department</td>
<td>1 woman</td>
</tr>
</tbody>
</table>

Overall, there was a high level of interest in the training programmes, reflected in the numbers of invited participants who took part. In the briefing for decision makers in the Irish organization, 100 per cent of the executive committee and 67 per cent of the faculty management committee participated; in the training programmes for decision makers in the Italian organization 37 per cent participated, this was significant as there was a pre-determined number of participants in that organization, and in the Turkish organization, there was a 54 per cent participation rate.

Evaluation Method

The training programmes were evaluated according to Kirkpatrick’s (1959) evaluation of training model. The model evaluates training at four levels: Level 1: reaction, which measures how participants reacted to the training programme; Level 2: learning, which assesses what participants have learned, the extent to which their knowledge has increased as a result of the training, and if the learning objectives were met; Level 3: behaviour, which evaluates changes in participant’s behaviour based on the training intervention and the ways in which the learning is applied; and Level 4: results, which evaluates outcomes as a result of the training. While it is difficult to evaluate changes in behaviour and results in a short time frame, it is suggested that positive changes in these domains are anticipated from this evaluation.

This model was selected because it evaluates training primarily on outcomes (Newstrom, 1995). Kirkpatrick’s model fostered recognition that single outcome measures cannot adequately reflect the complexity of organizational training programmes, and highlighted the importance of examining multiple measures of training effectiveness. Significantly for FESTA, the model promoted awareness of the importance of thinking about assessing training in terms of organization change (Wang, 2003). Furthermore, the distinction between learning (level two) and behaviour (level three) has drawn increased attention to the importance of the learning transfer process in making training truly effective (Bates, 2004).

Given the different organizational contexts in which the training programmes took place, the model usefully simplified the complex process of training evaluation. The four classes of outcome data were collected after the training programmes had been completed which facilitated the collection of uniform data. In addition, because conclusions about training effectiveness are based
on outcome measures, the model is useful for evaluating the extent to which attitudes, behaviours and organization changes have taken place.

**Evaluation of training programmes/briefings**

In the Irish organization, the training programme was described as a ‘management briefing’ to executive management and to faculty management. The content focused on gender inequality using quantitative and qualitative indicators, and on demonstrating the benefits of implementing changes to create a more gender equal environment (Appendix A). The first ‘briefing’ to the executive committee was evaluated by the researcher asking participants a) their initial reaction to the briefing, and b) what ideas/suggestions they would take forward. There was 100 per cent response rate to these evaluation questions. The second ‘briefing’ to the faculty management committee was evaluated in the same way and there was 100 per cent response to these evaluation questions also.

In the Italian organization, the training programme for decision-makers was targeted at the heads of research units who volunteered to participate. The training programme was designed to enhance participants’ people management skills (Appendix B). The training programme was evaluated by means of a semi-structured questionnaire, self-administered by the participants themselves. Questionnaires were anonymous. Out of 11 participants, 10 evaluated the programme, with a response rate of 91 per cent.

In the Turkish organization, the training programme for decision makers was combined with the presentation of the recommendations in the Turkish organization. It included data on FESTA, on gender equality in Turkey and in the organization as well as the recommendations (Appendix C). The evaluation form, which included both open and closed questions, was sent to the participants the day after the programme. Out of 7 academics, 4 responded, with a response rate of 57 per cent.

**Reaction**

In the Irish organization, reactions to the executive management briefing and the faculty management briefings were positive overall: ‘the briefing was useful, clear and informative, targeted well’. In particular participants stressed the use of data to illustrate the need for gender equality: ‘the need for the initiative was clearly stated, data very clearly presented’, ‘he was very impressive in that he had the evidence to show that there are inequalities’, and: ‘i liked some of the comparators that he used, e.g. pay gap and lecture skew’. The other issue which was highlighted was the credibility of the facilitator: ‘the content, delivery and the credentials of the presenter’. In terms of raising gender awareness, feedback included comments such as: ‘i think the presentation was very impressive and compelling’, [he] ‘raised awareness of the positive benefits of gender equality for the university’ and importantly, suggested that implementing equality measures was both practical and feasible: ‘indicated practical ways that gender equality could be achieved’. Such comments suggest the overall positive reaction of participants to the management briefings. It is important to note that the President of the university and the (male) Dean of the faculty committee have demonstrated leadership in creating gendered organizational change, and both chair the committees which participated in this management briefing. However, there were different gendered reactions to the training content. In the Irish organization, there was 100 per cent attendance at the executive briefing. This group is chaired by the President. The majority of participants in the executive briefing were male (78 per cent male, 23 per cent female). At the executive briefing all women stressed the importance of challenging unconscious bias, whereas only one of the men did. There was 67 per cent attendance at the faculty management committee briefing, which is chaired by the dean. The majority of participants were male (90 per cent male and 10 per cent female). All respondents also stressed the importance of challenging unconscious bias, with the woman suggesting the need for women to be targeted with unconscious bias training as
well as men, because both genders are susceptible to making decisions based on implicit biases and stereotypes. This perhaps suggests the difficulty women in masculine STEM environments experience identifying and naming gender inequality.

In the Italian organization, reactions to the training programme were positive overall, with participants rating it ‘positive’ and ‘stimulating’. Participants stressed the competence and confidence of the facilitator as well as the content of the programme. The training programme was considered to have been well facilitated and was considered useful. The opportunity to reflect on their own practice as decision makers was appreciated: ‘the opportunity for decision-makers to exchange perspectives on a theme of common interest and usefulness’; and ‘the chance to think about the way participants themselves play their own role as decision-makers’. The opportunity to participate in creating organizational cultural change was also stressed: ‘the attempt to work on a cultural level, aiming to create a shared culture of leadership and a common language within the management of the research’. However, some participants expressed concern that the initiative to create cultural change would not be effective if the programme was not widely available to all decision makers: ‘the need to widen participation and to develop a standard training for management on the topic’, and ‘if a cultural process is to be started, there is the need to deepen and develop this kind of experience in order to guarantee long term outcomes’. The training programme was considered interesting but only partially addressed the overall theme, maybe because ‘it is difficult to move from theory to practice’ in the acquisition of some people-management skills. In terms of raising gender awareness, participants rated positively ‘the emphasis on the value of diversity; and ‘the relevance of soft skills, stereotypically attributed to women, with reference to leadership strategies and tools’. A comparison of gender differences was not feasible because the questionnaires were anonymous and gender was omitted in order to preserve the respondents’ identity.

In the Turkish organization, positive reactions were expressed towards the facilitator: ‘presentation was done by an expert who is well informed and experienced in the relevant area’. The use of data to illustrate gender inequality was positively evaluated: ‘the gender breakdown of academic staff by years at institutional and national levels was very impressive’, and the inclusion of practical measures suggesting gender equality is feasible and possible: ‘the recommended support measures i.e. equal working conditions for women and men were very important’. Similar to the respondents in the Italian organization, concern was expressed about the impact of creating cultural change if the training was not extended to all decision makers: ‘training needs to reach more representatives from different disciplines; and ‘it needs to reach more academics of different levels and ages’. The reaction of participants was positive; they commented on several issues covered in the presentation. The low representation of women academics at university’s decision-making levels were among these comments, and targeted training was suggested: ‘could target especially the departments where there is lower female representation’. It is important to highlight that the organization of the training programme was initiated by the Vice Rector responsible for research who has supported FESTA since the beginning of his term. A comparison of gender differences in the training outcomes was not feasible due the dominance of female participants.

Overall, reactions in all three institutions were positive with particular satisfaction expressed towards the facilitator, the content and the use of data to illustrate gender inequality. Reactions reveal gendered responses and reflect individual-level changes in response to the training programmes.

**Learning**
In the Irish organization with the executive management team, learning took place regarding awareness of gender inequality in terms of pay rates, workload allocations, unconscious bias and lack of gender balance on committees. Members of the executive committee were introduced to the terms *unconscious bias* and *implicit bias* and there was evidence that the committee recognised a
need to change organization practices to remove/eliminate such bias. Similarly, in the briefing with the faculty management committee, there was evidence that learning had taken place regarding the introduction of the concept of implicit bias and application of the concept to recruitment practices in particular.

In the Italian organization, improved learning was assessed with participants being asked to evaluate their levels of ability on ten competences before and after the training programme. Most learning was evident in the competences: ‘listening to others and recognising what they say’, ‘facilitate the processes of the groups I work with’, ‘being listened to by others’ and ‘being supportive’, with at least eight of the eleven participants registering an improvement on each of these.

In terms of people-management skills, the achievement of the following skills were positively evaluated: ‘stimulate the motivation of the team’, ‘support the professional development of the team’, ‘the ability to assign objectives’, and ‘the ability to read and manage group dynamics’. Participants were partly satisfied about ‘the ability to manage tasks and timeline’, with four participants noting this element of the training was ‘good’, ‘very good’ and ‘useful’, while other respondents claiming that the issue of managing tasks and time was only partially covered and that training in this regard was ‘not sufficient’.

In the Turkish organization, all participants were very interested in learning about the statistics at national and global levels. They were comparatively familiar with statistics from the Turkish organization, but comparisons with other national and international statistics was an important learning for them. They particularly enjoyed discussing Turkey being the country with the thinnest glass-ceiling index at the European level in spite of the fact that women’s participation in decision making levels of academia and women’s participation in the labour force are very low at national level.

Learning took place among participants in all contexts, reflecting change at the level of the individual.

**Behaviour**

Evaluation of behavioural change is tentative, as respondents in all three organisations indicated likely future changes, which cannot be evaluated in the time frame available.

In the Irish organization, respondents at the executive committee briefing indicated that their attitudes had changed as a result of the briefing and they would consider changing their behaviours and practices as a consequence. One respondent suggested in future he would be ‘asking women taking maternity/parental leave what they need’, another suggested he would in future be ‘running meetings during core hours’. Participants at the faculty management committee briefing indicated they would make changes to their behaviours in three areas: implicit bias; attracting women and visual representations.

In the Italian organization, the training programme was evaluated in terms of facilitating attitude and behavioural change and participants were asked to list four statements in order of importance (1=most important, 8=less important). “Acquiring tools to effectively manage relationship with colleagues and staff” was rated most important by participants (mean value=3,9), suggesting that skills learned in relation to motivating team members, supporting their professional development and assigning tasks are likely to foster behavioural changes within the unit. The following statements were also rated: “increase my capability of working and managing people” (mean value=4,4), “establish significant working relationships with the other participants” (mean value=4,7) and “become an agent of change in my reality” (mean value=6,1). Considering the focus
on gender aspects during the whole training, it is likely that also gender equality will be taken into account when respondents implement these changed behaviours.

In the Turkish organization, participants agreed on several commitments, which will create change both in their behaviors and in the university environment. They were all interested to make improvements in the institution in terms of gender equality and the group agreed to take steps on the following issues:

- Creating and implementing a gender equality action plan:
  - There was a strong requirement from the group to work together and they asked for FESTA contributions to the improvement processes.

- Creating gender awareness in the university by applying interactive tools/methods:
  - Question-answer games in the campus,
  - Designing pop-up news which will flash new data (based on gender) every day on the university website,
  - Giving rewards to the departments where there is an equal participation of men and women.
  - Giving a symbolic penalty to the departments where there is no gender balance.

In all three contexts it is suggested that behavioural change is likely to occur following the training programmes/briefings. As these initiatives were held with senior decision makers with leadership and positional power, these behavioral changes may lead to organizational change through the consequences of these decision makers’ actions.

**Results**

Evaluation of results is tentative, as respondents in all three organisations indicated future actions and anticipated results, which cannot be evaluated in the time frame available.

In the Irish organization, participants indicated that the management briefings would result in three positive outcomes: Leadership support for gender equality; Awareness raising throughout the university, and the executive committee’s commitment to take action on gender equality. Top level support has been identified as critical to gender equality in organizations (Morley, 2013; O’Connor, 2014a, 2014b), and the briefing has been effective in enlisting leadership support. Two members of the nine person executive committee committed to briefing their direct reports with the details of the briefing (22 per cent) thus raising awareness in key areas, as well as showing leadership in the area of gender equality. Participants at the briefing with the faculty management committee were specifically asked to identify ideas or suggestions they would take forward and participants made suggestions for action in five areas:

- gender balance on selection committees/change selection practices;
- quality over quantity of research output (in evaluating excellence);
- replacement of academic women (and men) on leave;
- facility for men and women to work part time with the option of returning full time;
- commitment to pursuing Athena SWAN accreditation.

The decision to apply for Athena SWAN recognition in 2015 was a direct result of the work done by FESTA on a national level, together with other EU projects, which brought the Athena SWAN programme to Ireland. The briefings to university management (described above) were instrumental in supporting decision makers to pursue Athena SWAN accreditation. Following these briefings to the executive committee and the faculty management committee, the University has applied for and achieved the Athena SWAN Bronze Institutional Award, and two members of the
management committee who participated in the faculty management briefing have subsequently achieved Athena SWAN Bronze Departmental awards for their departments.

In the Italian organization, participants agreed that one of the results of the training programme was to create a shared culture of leadership and a common language within the management of research. It was noted that a ‘cultural process started’ and ‘the group has shared the general principles, while considering the differences’. The training programme facilitated the presentation of ‘different styles and took into consideration subjective interpretations, while looking for a common language able to satisfy individual preferences/attitudes’. Reflection on gender is included within the wider consideration on the value of diversity.

Participants also pointed out the need for the group of participants to consolidate and develop the resources provided: ‘in such a way to move from a shared theory to a shared practice and culture’. Participants have decided to continue meeting once a month, as a means of sharing and consolidating the benefits of the training programme. The two-hour meetings will be self-organized and self-managed and, in turn, each participant decision-maker will present an issue related to leadership and decision-making. Each time, in turn, a facilitator among the participants will be appointed. The main purpose is to facilitate problem solving, by facing a real problematic issue and together finding a possible solution. Most participants would recommend this training programme to others: ‘this experience needs to be part of a standard training for the management and to be part of a continuous training programme’.

In the Turkish organization, one participant mentioned that such a training programme could be very effective to support new policies and decisions but she also believed that it is very important to get the support of key persons. Another participant emphasized that encouraging women academics into managerial positions is one of the most important results of the training.

Results included:

- one of the most significant outputs of the training programme was the crafting of new strategies for achieving gender equality in the institution and the strong synergy that was achieved for creating a gender action plan.
- recognizing the gender gap at university decision-making level was one of the most important results of the training programme.
- information exchange between the FESTA team and representatives from the Women’s Studies Centre in SET created new ideas to be implemented for further improvement in gender equality. The FESTA team requested gender disaggregated statistics such as the application and success rates for positions and research funding and the Vice Rector agreed to share such data.

Results were most obvious in the Irish organization, which has achieved objective recognition for gender equality by receiving the Athena SWAN award. In Turkey commitment was made to create a gender equality action plan, but it will take some time to establish the plan and its effects, while in the Italian organization, regular meetings of participants have been planned. It is anticipated positive results will be achieved.

**Conclusion**

Change is incremental and occurs at individual, interactional and organizational levels (Risman and Davis, 2013). The training programmes were evaluated in terms of reaction, learning, behaviour and results. Overall, reactions in all three institutions were positive with particular satisfaction expressed about the facilitator, the content and the use of data to illustrate gender inequality. Reactions reflect individual-level change in response to the training programmes. It was noted that learning
took place among participants in all contexts, particularly in terms of gender awareness, reflecting change at the level of the individual. In all three contexts behavioural change or the intention to change behaviour was noted following the training programmes/briefings, also reflecting change at the level of the individual. However, as these initiatives were held with senior decision makers with leadership and positional power, these behavioral changes have the potential to lead to organizational change through the consequences of these decision makers’ actions.

Schein (1987) claims that supporting individuals to experience a need for change and motivating them to embrace it can create lasting organization change. In all three contexts, organizational leadership was significant in encouraging and supporting decision makers to participate in the briefing/training programmes. The content of the briefings/training programmes using data to highlight gender inequalities was also significant because these decision makers are based in science, engineering and technology disciplines. Thirdly, the facilitator being credible and knowledgeable was persuasive in creating awareness of the need for gendered change. In the Irish and Italian organizations, the training programmes were facilitated by an external facilitator. The presence of a male, external expert in the Irish case demonstrated the credibility of the case for gender equality as well as demonstrating that a senior male academic and high profile scientist has seen the benefits of gender equality initiatives in the university where he himself was Head of Department.

In the Irish organization, the briefings were attended by the President and the Faculty Dean, and there was 100 per cent participation by the executive committee and 67 per cent participation by the faculty management committees as a consequence. Since the briefing, the President has become chair of the University Athena SWAN committee and the university has developed a gender-equality action plan with 52 action items (nine of which were adopted from this FESTA research on gendered decision making and communications processes). The university achieved Athena SWAN accreditation in 2015. The Dean has taken up the position of chair of the Faculty Athena SWAN committee and two departments in the faculty of science and engineering have achieved departmental awards in 2016. Thus, change has occurred at organizational as well as individual levels, with organizational leadership being significant.

In the Italian organization, 30 heads of units/explorative projects were targeted (23 men and 7 women) and 11 (six men and five women) were selected to participate to the training on leadership. The programme was held with the support of the Head of HR and the Director of the research centre, thereby encouraging motivation towards embracing change.

Gender was not included in a specific evaluation question, nevertheless, it emerged spontaneously in the participants’ answers within the broader domain of diversity and the relevance of its value - both with reference to leadership styles, working relationships, attitudes and perceptions. Regardless of their gender, participants mentioned the relevance and the added value of diversity in working and leadership styles. They also ‘discovered’ the usefulness of the capability to listen to different people with different attitudes, thoughts, behaviors, approaches and perspectives. They all appreciated the reflection on leadership and gender that is not focused on the opposition between male and female leadership but relates to the way different types of leadership value differences and contribute to or deconstruct gender stereotypes and prejudices. The Italian organization has developed a gender action plan, which will be fully implemented in 2016. Thus change occurred at individual and organizational levels in the Italian organization.

In the Turkish Organization, there was 54 per cent attendance at the training programme for decision makers. As in the Irish case, the group was chaired by the Vice Rector, who showed leadership in creating gendered change. Participants at the training programme committed to creating gendered organizational change by developing and implementing a gender action plan. The group also sought gender disaggregated statistics on applications and success rates for positions and research funding and the Vice Rector agreed to share such data. Thus change occurred at individual and organizational levels in the Turkish organization.
The training programme/briefings have been effective in raising awareness and creating change at the level of the individual with reactions, learning and behaviours revealing the extent of attitude and behavior change that resulted from these training programmes/briefings. They have also been effective in creating change at the organizational level because senior level decision makers participated in the initiatives, and have the personal and/or positional power to make decisions which change organizational processes/practices. All three organizations have developed, or have committed to developing, gender equality action plans.
4: Evaluation of training programmes for researchers/academics

Training programmes for researchers/academics were carried out in the three organizations. In this chapter, the content is outlined and levels of participation in these programmes is discussed. The effectiveness of these programmes are evaluated.

Content of training programmes/briefings

There was considerable variation in the content and duration of the training programmes/briefings in the three organizations.

The Irish and Turkish organizations selected Academic Networking and Visibility, being one training module already developed by these organizations, to create gender awareness at the level of the individual. In the Irish organization, the content included the characteristics of research excellence, research groups and communities; professional visibility, international cooperation and competition; challenges and strategies for networking. The training lasted 2 hours (Appendix D: outline training programme).

The Italian organization, in conjunction with its HR department, developed two modules on Negotiating and Public Speaking as these were considered most useful to empower women in that organization and these were the focus there. The negotiation training programme content included: negotiating, influencing, persuading and communication skills; listening, questioning techniques: active listening and mirroring; describing, explaining, arguing and supporting an idea; and the management of questions / objections. The public speaking content included the rule of three: introduce, explain, rephrase; intonation and pronunciation exercises; opening and closing formulas; connection and rephrasing sentences; and handling questions. Negotiating skills took place over 3 days and lasted 12 hours, whereas the Public Speaking took place over 4 days and lasted 16 hours (Appendix E: outline training programme).

The Turkish organization, carried out a training programme on Academic Networking and Visibility. The content of the training included understanding the career game, gendered aspects of networking; competence at networking; and competences/abilities/knowledge for visibility. The training lasted 2 hours (Appendix F: outline training programme).

Participation in training programmes

It was not considered appropriate to discriminate against men, so in all three organizations, the programme was advertised as a general training programme, open to both women and men. In all three organizations, the training programmes were widely advertised with the objective of attracting as many participants as possible.

In the Irish organization, a workshop on Academic Networking and Visibility was implemented, facilitated by the graduate studies department. The workshop was advertised widely to researchers/academics at junior levels, and 18 participated (4 men and 14 women). Because the training was advertised as being arranged and delivered by FESTA, it attracted more women.
Table 10: Participants in training programme for researchers/academics in the Irish organization

<table>
<thead>
<tr>
<th>Position</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD Students</td>
<td>4 men, 11 women</td>
</tr>
<tr>
<td>Careers Adviser</td>
<td>1 woman</td>
</tr>
<tr>
<td>Librarian</td>
<td>1 woman</td>
</tr>
<tr>
<td>Postdoctoral Researcher</td>
<td>1 woman</td>
</tr>
</tbody>
</table>

In the Italian organization, the HR unit organized two separate training programmes for researchers, one on negotiation skills and the other on public speaking. More men than women attended the training, as this reflects approximately the gender composition of the staff.

Table 11: Participants in training programme for researchers/academics in the Italian organization

<table>
<thead>
<tr>
<th>Position</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Researcher project collaborator</td>
<td>1 woman</td>
</tr>
<tr>
<td>Researcher</td>
<td>15 men, 5 women</td>
</tr>
<tr>
<td>Research technician</td>
<td>1 man</td>
</tr>
<tr>
<td>Innovation practitioner</td>
<td>1 woman</td>
</tr>
<tr>
<td>Senior researcher</td>
<td>6 men + 2 women</td>
</tr>
</tbody>
</table>

In the Turkish organization, the training programme was carried out on Academic Networking and Visibility and held at the Faculty of Computers and Informatics.

Table 12: Participants in training programme for researchers/academics in the Turkish organization

<table>
<thead>
<tr>
<th>Position</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Assistant</td>
<td>6 men, 1 woman</td>
</tr>
<tr>
<td>PhD Student</td>
<td>1 man, 2 women</td>
</tr>
<tr>
<td>Lecturer</td>
<td>1 man</td>
</tr>
</tbody>
</table>

The training programme for researchers/academics attracted 11 participants who were mostly junior academics at the levels of research assistant and assistant professor. Although it was expected to reach more female academics, only 3 out of 11 were female. Contrary to the training for decision makers, there was a male dominance in this training. It can be argued that junior male academics were more interested in learning about different perspectives / strategies which may help their career development. However, as the evaluation forms were anonymous, it was not possible to draw out the gender differences in the outcomes of the training.

There were low numbers of participants relative to the available population of junior researchers/academics in the training programme for researchers/academics in all three contexts. However it was noted that the numbers of participants are quite typical for such programmes in the three organizations.
Evaluation of training programmes

Evaluations were conducted according to Kirkpatrick’s (1959) model, similar to the evaluation of training programmes for decision makers, which evaluated the programmes according to reaction, learning, behavior and results.

The Irish and Turkish organizations implemented a workshop on Academic Networking and Visibility, which both organizations had been involved in developing for a series of training modules to create awareness at the level of the individual. Academic Networking and Visibility was selected for junior level researchers and academics as these skills are considered career enhancing, and FESTA research on individual awareness raising reveals that men are better at networking and have more visibility than women within the paid work context (O’Hagan et al, 2016), and men benefit from male networks (Bagilhole and Goode, 2001), from which women are frequently excluded (O’Connor, 2014b; Morley, 2016). The Italian organization implemented two training programmes on Negotiation Skills and Public Speaking. These programmes were developed by FESTA in conjunction with the HR Department in the Italian Organization. The training programme on negotiation was considered potentially career enhancing, while the training programme on public speaking was mainly addressed to research staff and intended to provide them with a skill which would foster their career development. Public speaking is a soft skill which enhances effective communication strategies and is essential in a research environment.

In the Irish organization, an interactive workshop - Academic Networking and Visibility - was attended by 18 junior academics: 14 women and 4 men. The training programme was evaluated by means of a summative evaluation questionnaire at the end of the module, which received a response rate of 100 per cent. The questionnaire used in the Irish organization did not facilitate a comparison of men’s and women’s evaluations.

In the Italian organization, two training programmes were held: one on negotiation skills, the other on public speaking. There were 12 participants at the negotiation training programme (10 men and 2 women) of which 8 researchers (6 men and 2 women) completed the evaluation, overall, the response rate is 67 per cent. On the public speaking training programme, there were 19 participants, (12 men and 7 women), of which 16 answered the evaluation questionnaire (9 men and 7 women) with an overall response rate of 84 per cent. In both cases, evaluation questionnaires were self-administered online by participants themselves. In the Italian organization, women’s and men’s opinions were compared to examine differences in relation to specific items. It is nonetheless important to point out that the low number of participants did not allow for significant statistical difference.

In the Turkish organization, the training programme for researchers/academics on ‘Academic Networking and Visibility’ was held at the Faculty of Computers and Informatics. The training programme attracted 11 participants who were mostly junior academics at the levels of research assistant and assistant professor. Although invitations to participate were extended widely in anticipation of targeting more women, only 3 of the 11 participants were women. A summative evaluation questionnaire which included both open and closed questions was distributed to participants at the end of the training programme and the response rate was 100 per cent. The questionnaire used in the Turkish organization did not facilitate a comparison of men’s and women’s evaluations.

Women evaluated the training programmes more highly than men did in the Italian organization, which facilitated comparison by gender. However, evaluations in the Irish and Turkish organizations did not provide such data.

Reaction
In the Irish organization, overall reaction to the workshop was positive with 11 participants agreeing and 7 participants strongly agreeing that: ‘the overall quality of the workshop was high’. Respondents identified the ‘evidence based research to support the workshop’, as a strength which
convincing participants of the need to engage in professional networking and in activities to increase their visibility. It was noted that the workshop was a: ‘good starting point, gets you thinking’. Participants reacted positively to the practical nature of the workshop: ‘getting tips on what to do’, and ‘the practical nature of the workshop’ as well as ‘the skills/plan for networking and visibility’ which participants found empowering. Participants also liked that the workshop helped them identify their own strengths: ‘making participants think about their own qualities and how to sell themselves’, which was also reported to be empowering.

In the Italian organization the reaction to both training programmes was positive overall and participants considered the programmes very useful for their research careers. On a five-point scale where 1 is ‘not at all satisfied’ and 5 is ‘totally satisfied’, the negotiation skills programme received an average value of 4.4, while the public speaking programme received an average of 4.6. Reactions to the programmes were also evaluated by attendees’ actual levels of participation: the attendance at the negotiation skills programme was 70 per cent, both for women and men, whereas attendance at the programme on Public Speaking was 97 per cent for women and 82 per cent for men. For both programmes, there were differences in women’s and men’s evaluations - generally, the satisfaction of the female researchers was greater than the male participants.

In the Turkish organization, most of the participants were junior academics and they were eager to improve their networking skills, which would help their promotion prospects. Six participants declared that the workshop was ‘very successful’, while five participants agreed that the workshop was ‘successful’. Similar to the reaction of participants in the Irish organization, participants enjoyed the practical nature of the workshop: ‘the recommendations to improve networking/visibility were great. It reminds me the important points, which I have forgotten such as keeping the connections active!’ Participants also found the emphasis on self-awareness to be empowering: ‘emphasis on self-awareness’ and “self-awareness about one’s own networking’. One respondent suggested it would have been helpful to include: ‘more gender related issues’. There were no participants who rated the workshop as weak. The venue was a place where participants frequently hold meetings; therefore, they felt comfortable being there. Only 2 people out of 11 mentioned that they were not very satisfied with the workshop material.

Overall reactions in all three contexts were positive, suggesting change occurred at the level of the individual, which was the objective of these training programmes for researchers/academics.

**Learning**

In the Irish organization, all 18 participants agreed that ‘the information that was covered on the workshop will be beneficial to me in my workplace/business’, with 11 strongly agreeing and 7 agreeing. All participants engaged with the exercises and were able to identify strong / active and weak/passive members of their networks. The activity which prompted most learning was the exercise ‘digging for gold’ where participants were required to reflect on their own work and the three tasks which give them greatest satisfaction and to share these within a small group. Other members of the group listened for skills which would facilitate the participant in growing their networks and achieving visibility. Overall, it was evident that learning took place in the workshop with participants noting the workshop prompted: ‘re-thinking of own networking’, and in one case the learning reassured the participant: ‘realising I am already doing some things correctly’.

In the Italian organization, participants evaluated the learning on both programmes by assessing the helpfulness, completeness and clarity of the programme content. Regarding the negotiation skills, evaluations varied between ‘good’ and ‘excellent’, with very slight differences between women’s mean values and men’s ones, which were slightly lower. Learnings from the programme included: ‘knowledge of concrete instruments that allow [me] to increase my effectiveness in my job’; improved comprehension of the dynamics associated with negotiation practices; improved use of English in negotiation contexts and improved competences helpful to
strategic action and in networking activities. In terms of the public speaking programme, the learning was evaluated as satisfactory overall. Mainly its clarity was appreciated and considered to be excellent. On average female researchers appreciated each aspect of the content more than men did. Learnings from the programme included valid methodologies and techniques on the way to conduct effective public speaking; comprehension of communication dynamics; identification of those communication aspects that need to be improved; effective organization of a speech; improvement of communication in English; strategies to involve the audience; management of working meetings and knowledge of organizing working materials.

In the Turkish organization, participants were invited to assess their existing networks and encouraged to find out new strategies to make themselves and their research more visible. They especially enjoyed the discussion about their ‘passive contacts’ since it helped them to remember those contacts which they had forgotten. Some participants committed to converting passive to active contacts. Participants were also interested in the activity which invited them to write about the three tasks that they perform best in terms of skills, strengths, values and positive characteristics. Participants were asked to identify short term goals and objectives for their action plan. The initiative helped them to recognize and remember certain knowledge and experiences which can contribute to their academic careers. It also worked as a re-learning process for the participants as they questioned and learned about gender equality in academia and gender in STEM.

Learning at the level of the individual occurred in all three contexts.

**Behaviour**

In the Irish organization, one of the exercises required participants to set three short term goals to increase their visibility and/or to broaden their network, which they would achieve within six months. All participants at the workshop completed the exercise (100 per cent), suggesting commitment to changing their behaviour to achieve greater visibility and to broaden their networks. One participant noted the workshop: ‘helped focus my mind and encouraged me to use the opportunities/connections I have, while another stated: ‘I need to follow up for my future career’, indicating both an understanding of the importance of networking and visibility and a commitment to following up on the lessons learned in the workshop. In the summative evaluation, 4 participants agreed, and 12 strongly agreed that ‘I will consider making changes to my attitude/behaviour/way of working, following the workshop’, suggesting that lasting changes will result from the workshop in terms of the way these participants will approach networking and visibility in the future.

In the Italian organization, participants considered the content of the course and what they learned about negotiation skills very applicable to their specific roles. Women (2) more than men (6) thought they would use the content and the methods presented during the course in their daily working life as well as have positive effects on both their personal and professional development. There were small differences in the evaluations of women and men: female researchers emphasized the positive impact of the training programme. There was evidence of behavioural change following the programme with one female confirming that she had the chance to put into practice what she learned during the course while attending an international conference: ‘on this occasion I noticed significant improvements in the way I presented my paper in English. I was more self-confident [...] I received very positive feedback from the colleagues attending the meeting’.

In the Turkish organization, it was observed, that although Kirkpatrick (1959) reminds us that measuring behavior is challenging, as it is a longer-term activity that should take place weeks or months after the initial training, it was possible to observe some changes in the course of the training programme. During the first phase, participants were hesitant to express their positive and strong abilities/strengths, nevertheless, in the later steps they were encouraged to evaluate themselves better and a more interactive discussion started. When participants learned that their social abilities (such as being a member of backgammon club) could help them in their academic career as those may provide networking opportunities, they started to share personal stories/ experiences. When asked to identify short term career plans, 4 academics of the 11
participants, completed the exercise during the workshop. This represents 36 per cent of respondents. However, in the evaluation forms 4 of the participants in the Turkish organization made a ‘strong commitment’ to make changes in their attitude/behavior/way of working, following the workshop, 6 participants were ‘committed’ to do the same and only one was ‘neutral’. According to Kirkpatrick (1959), if the overall organizational culture is not set up for any behavior changes, trainees might not be able to apply what they have learned. In a recent meeting with several academics at decision-making levels (vice rector, deans, directors of institutions), commitment was made to prepare and implement a gender equality action plan for the university. Such an implementation will assist in providing the necessary conditions for academics to apply what they have learned in the training programme.

Participants in all three contexts committed to changing their behavior following participation in these training programmes, suggesting change at the level of the individual has occurred.

Results

In the Irish organization, a follow up communication was made to participants, three months after the module, to ascertain the progress which participants had made. A number of participants (24 per cent) reported having implemented changes to their practices, and developing goals following the module. One reported: ‘I’ve made some very modest steps in terms of increasing my visibility, I’ve created a twitter account for my academic endeavours and I attended my first conference since I attended your seminar. Off the back of the conference I established some very useful connections with academics in other colleges’. Another participant reported on her progress: ‘I presented at a World Congress in my field in Florida in June, which was amazing and increased my international visibility big time. After the seminar you gave I had the confidence to approach key researchers in my area and have some email and twitter communication since, thus expanding my connections with powerful others. I am even considering applying for the Fulbright Student Award and visiting one of their labs. Also I published in an open access journal to increase my visibility and citations. Finally, I have become a fan of twitter, and as my supervisor calls it, subtle self-promotion. I remember you saying that “visibility = perceived excellence” and I think it could not be more true!’ Another participant reported: ‘I have together with my supervisor put a strategic writing plan in place with one paper submitted and a few others lined up – all is going well!’ Of the 18 participants, 4 have demonstrated increased visibility or commitment to goals, 3 of these are women. The other respondents did not reply, however this does not suggest that the workshop did not produce positive results for them.

In the Italian organization, the evaluation of the training programmes on negotiation skills and public speaking were positive overall; as far as most aspects were concerned, female researchers were more satisfied than men. It is possible to hypothesize that women have a stronger perceived need of the taught competences and a higher awareness of their usefulness for their professional careers. Most of the participants of both courses declared their willingness to attend other similar courses arranged by the organization.

In the Turkish organization, 7 participants claimed that they will ‘strongly recommend’ the training programme to others, which can be considered an important result. The other four also declared that they would ‘recommend’ it to others. There were no negative responses to the programme. Such metrics suggest that the training programme was successful. The workshop sessions helped to create awareness on academic visibility and networking and also to observe gendered processes in academia more carefully.
Conclusion

In the three organizations, the training programmes were evaluated as effective, with positive reactions from the majority of participants. In the Turkish organization 36 per cent of participants, and in the Irish organization 100 per cent of participants developed short term career goals during the training programme, while one participant in the Italian organization reported positive outcomes following application of the learning during the public speaking programme. Following the training programme 24 per cent of participants in the Irish organization have developed and implemented career plans, demonstrating a significant change in behavior. In all cases, participants are empowered to change their behavior to better facilitate their career progression following the training programme. Awareness of the way gender operates in the academic environment, and acquiring knowledge and skills to further their careers, was reported to motivate researchers/academics to change their behavior to achieve career success. Some participants committed to achieving short term goals and their success at achieving these goals was evident with participants demonstrating increased visibility, expanded networks and improved negotiation and public speaking skills. In many cases, women reported an increase in their self-esteem and self-confidence.

The purpose of implementing programmes to empower women is to create awareness of gender so as to create change at the level of individual women. It is anticipated that results, in terms of women’s career development, will follow from these training programmes in all three organizations. The dominance of men at the training in the Turkish organization could be understood as a result of male academics’ higher interest to strategies for career planning and management than their female counterparts. In Italy, it reflects the proportion of men and women in the staff.
5: **Conclusions and lessons learned.**

Research was carried out in three partner institutions in Ireland, Italy and Turkey which outlined the decision making processes in the three institutions, detailed the methodology and research design, provided a full and in-depth analysis of the data, and made recommendations to improve decision making and communication processes in order to increase gender awareness and to facilitate more gender balanced outcomes (O’Hagan et al 2015). This report describes the impact of those recommendations at individual and organizational level and the ways through which this change was achieved. According to Kirkpatrick (1959), if the overall organizational culture is not set up for any behavior changes, change will not happen. Therefore, in order to create awareness of and a motivation to implement the recommendations, training programmes/briefings were held with decision makers in the organizations. To empower women to participate more fully in decision making and communications processes, training programmes were conducted with researchers/academics in the three organizations.

**Recommendations**

Overall, all three organizations have made considerable progress towards implementing the recommendations. Between 60 and 70 per cent of the recommendations have been at least partially implemented in the three organizations. Two have developed gender equality action plans, and the third has committed to developing one. Changes which affect individual women have been most successfully implemented, there has been some progress at the cultural level while changes at the structural level are most difficult to implement. This is not necessary resistance to gendered change, as the recommendations have been made less than a year, at time of writing (September 2016), and in bureaucratic organizations, change tends to be slow.

The Irish organization has made some progress towards implementing recommendations that improve gender equality. The commitment of the University to seek the Athena SWAN award has been significant in this regard. Nine of the thirteen FESTA recommendations which emerged in this review of formal decision making processes, have been adopted or partially implemented. The Italian organization included eight of the thirteen recommendations in the gender plan aimed at enhancing gender equality in the working environment, some of which have been fully implemented, others are partially implemented and are currently in progress. By the end of 2016 it is reasonably expected that the implementation phases of each of the recommendations will be fully implemented. The Turkish organization has adopted nine of the thirteen recommendations, and has committed to developing a gender equality action plan.

Some progress towards the three recommendations to empower women has been made. The recommendations are concerned with encouraging women’s participation in management positions; sharing good practices and training women in leadership and decision making. The Irish and Turkish organizations have implemented or partially implemented all three, while the Italian organization has progressed on two recommendations but made no progress yet on the third one (i.e. sharing good practices). Progress has also been made on the four recommendations to create cultural change. Cultural change will be achieved by training decision makers in gender awareness, creating accountability measures, circulating minutes of meetings and regular meetings between management and staff. All three organizations have implemented, partially implemented or made progress on all four. However, of the recommendations to create structural change, only two have been partially implemented. Making the gender situation visible by publishing gender disaggregated data, and ensuring gender balance on key committees has been addressed by all three organizations, but there are four recommendations towards which none of the organizations has made progress.
• changing internal structures – establishing an independent equality committee with top level support;
• gender auditing the organization;
• making committee membership more transparent;
• having an independent (gender) observer at recruitment and promotion committees to eliminate potential bias in decision making.

It is suggested that structural change is more difficult to implement than changes which empower women or changes which create cultural change. The challenge for FESTA, for the EU and for all organizations concerned with creating gendered change is to ensure that changes are implemented at the structural as well as cultural and individual level, in order for enduring change to occur.

Training programmes for decision makers

Training programmes for decision makers were carried out in the three organizations. In all three organizations leadership was essential in demonstrating commitment to change and in encouraging and supporting decision makers to embrace the need for gendered change.

In the Irish organization, two separate management briefings were held with decision makers. The briefing outlined the benefits of gender equality for the university and suggested measures to improve gender equality in the overall institution as well as recommending Athena SWAN accreditation. The briefings were held with the executive management team of nine (7M:2F) led by the President, and with the faculty management committee of eight (7M:1F), led by the Dean. In the Italian organization, the training programme for decision-makers was targeted at the heads of research units who volunteered to participate. The training programme was supported by the Director of the Centre and the Head of HR and was designed to enhance participants’ people management skills. Eleven heads of unit participated (6M: 5F). In the Turkish organization, the training programme was supported by the vice-rector who has been supportive of FESTA and gender equality. The training was combined with the presentation of the recommendations to decision-makers and focused on the general picture of gender equality in Turkey and in the university. There were seven participants, all of whom, except the Vice Rector were female academics (1M: 6F).

The training programmes were effective in helping decision makers understand the need for gendered change and motivating them to embrace it. In the Irish and Italian organization, the gender equality action plans are evidence of decision-makers’ commitment to change. The commitment to developing a gender equality action plan in the Turkish organization demonstrates the motivation of the Vice-Rector to change and his willingness to adopt a new way of working.

The training programme for decision makers in the three organizations was evaluated in terms of reaction, learning, behaviour and results. In all three organizations, the training programmes received positive reactions, with participants rating them highly. The learning element of the training programmes has resulted in significant gender awareness in the three organizations. All training programmes have been effective in creating organization change around decision making and communications, evident in the gender equality action plans and the adoption of recommendations.

Training programmes for researchers/academics

Training programmes for researchers/academics were carried out in the three organizations. It was not considered appropriate to discriminate against men by excluding them, so in all three
organizations, the training programme was open to both women and men. A module on Academic Networking and Visibility was held in the Irish Organization. The training programme was designed to support and help early career academics and researchers to understand the way decisions are made and the way these decisions affect careers. There were 18 participants (4M:14F). In the Italian organization, two separate training programmes were provided for early stage career researchers, one on negotiation skills and the other on public speaking, which are career enhancing skills. Overall, 31 researchers participated in the training programmes (22M:9F). In the Turkish organization, the training for researchers/academics was carried out on ‘Academic Networking and Visibility’ held at the Faculty of Computers and Informatics. The training attracted 11 participants who were mostly junior academics at the levels of research assistant and assistant professor (8M:3F).

Participants have changed their behaviour with 100 per cent and 36 per cent of participants establishing career goals during the programmes in the Irish and Turkish organizations respectively, and one person in the Italian organization obtained positive outcomes already during the training programme there. Results some months after the programme show that 24 per cent of respondents in the Irish organization have achieved positive outcomes as a result of changed behaviours following the programme. Their success was evident with participants demonstrating increased visibility, expanded networks and improved negotiation and public speaking skills. It is anticipated that further results in terms of women’s career progression will follow from these training programmes.

**Lessons learned**

Change is possible. The fact that between 60 and 70 percent of all recommendations have at least been partially implemented suggests that the approach of creating awareness of the need for change through briefing/training programmes and the commitment of organizational leadership to support and motivate change has been effective.

However, some recommendations were not implemented and it is significant that these are predominantly structural changes, concerned with systemic issues such as the distribution of authority, capital, information, and responsibility, hence there may be a loss of control or authority for some organization members by adopting such recommendations. In all organizations, progress towards gender equality and the recommendations which have been implemented were noted. In Ireland the Gender Equality Action Plan was cited, which contains 52 recommendations. In the Turkish organization, some recommendations might have not necessarily been considered as significant due to the statistics that shows out a high representation of women academics in different academic grades. In Italy, the implementation of recommendations also depended on the time-frame availability to adopt such actions, on the available current resources (both human and material) as well as on the amount of time required to prepare the cultural terrain.

In creating an awareness of the need for change and encouraging individuals to embrace change, conducting training programmes for decision makers was significant in creating a receptive climate for actions which would create gendered change. It is widely known that leadership in creating gendered change is significant (Morley, 2013; O’Connor, 2014a; 2014b). In the case of the Irish organization, the President demonstrated leadership and commitment to change, which encouraged all other members of the executive management team to do likewise with 100 per cent participation in the executive management briefing. The Dean provided leadership to the faculty management and 67 per cent participated. In the Italian organization, heads of units participated in the training programme for decision makers, which was held with the support of the Head of HR and the director.
of the research centre, thereby encouraging motivation towards embracing change, however not with an explicit gender focus, while in the Turkish organization, the Vice Rector was the most senior person who participated in the training programme for decision makers, where 54 per cent of targeted participants attended. In the two organizations in which external experts delivered the training, gender action plans were developed, suggesting that external experts are more effective in motivating individuals at senior levels to embrace gendered change.

The training programmes for researchers/academics were effective in supporting individuals to change their own behavior in order to make strategic career decisions. Behavioural change at an individual level is more likely to be sustained in a climate where the organization is actively supporting and encouraging women’s advancement in STEM. The adoption of gender equality action plans, together with the implementation of recommendations to empower women demonstrates commitment to addressing gender inequality in STEM and creates a climate in which researchers/academics will be more likely to change their behaviours following the training programmes.

Arising from this implementation project, FESTA would recommend that those who are interested in creating gendered organization change should consider the following:

- All decision makers need to be encouraged and supported to accept a need for change and motivated to embrace change;
- Such encouragement, support and motivation needs highly visible commitment from senior organizational leadership;
- Provide training programmes for all decision makers, which have the support and sponsorship of organizational leadership;
- The training programme should be delivered by an external expert, who demonstrates the benefits of gender equality;
- Gendered organizational change requires changes at individual, cultural and structural level;
- Structural level changes are most difficult to achieve, but essential. Structural change is a pre-requisite for creating lasting change;
- Initiatives to empower women are effective, particularly in climates where organizations have taken actions and made a commitment to addressing gender inequality.
Appendices

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Appendix A: Outline Management Briefing for Decision Makers in the Irish Organization

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Facilitator(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management Briefing (Gender Equality)</td>
<td>Prof Paul Walton</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type</th>
<th>Duration</th>
<th>Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender Awareness</td>
<td>90 mins</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Target group**

Executive Management Team, University of Limerick and Management Committee Faculty of Science and Engineering, University of Limerick

**Course Objectives**

At the end of the training programme the participants will understand the need to address gender inequality in STEM.

**Course content**

1. Facts on gender equality in universities
2. Gender gaps in pay, promotion, teaching loads.
3. Organization policies to promote gender equality
4. Organization culture change
5. Unconscious bias

**Course prerequisites**

All participants will hold senior positions in the University, i.e. be members of the Executive Management Team and/or the Faculty Management Team.

**Teaching/learning materials**

Powerpoint Presentation

**Teaching methods**

Briefing followed by discussion

**Assessment methods**

Evaluation of briefing with summative questions: Overall impression and actions to take forward.

**Recommended readings and/or other information resources**
# Training Programme for Decision Makers in the Italian Organization

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Facilitator(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training programme on leadership</td>
<td>Senior expert in leadership with experience in research team coordination</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type</th>
<th>Duration</th>
<th>Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership Development</td>
<td>50 hours of classroom training (from August 2014 till January 2015) and four individual interviews with each participant.</td>
<td>FBK Decision Maker</td>
</tr>
</tbody>
</table>

## Target group

Heads of research units.

## Course Objectives

At the end of the training programme the participants will be able to:
- apply efficient communication tools and improve/increase the modes for discussions
- be assertive and acquire listening skills
- apply skills for the maintenance of the team that includes delegation skills, motivation and evaluation skills
- manage several team dynamics and possible conflicts
- consider diverse leadership styles
- use a gender-sensitive language
- consider (gender) diversity as a value
- recognise and counteract (gender) stereotypes

## Course content

1. **Know how to be a leader:**
   - Leadership styles and competences
   - Leadership and power
   - Situational leadership.
2. **Tools for managing employees**
   - Communication skills:
   - Skills for the "maintenance" of the team:
   - Knowledge and management of group dynamics and conflict
3. **Gender perspective**
   - Reflection on leadership and gender
   - Different types of leadership may value differences
   - The use of a gender-sensitive language;
   - Data regarding gender/leadership

## Course prerequisites

The participants ought to be heads of research units or of joint explorative research.

## Teaching/learning materials

Exercises (eg: on acceptance, empathy, identification of hidden emotions), lecture, readings, movie listening.

## Teaching methods

Mixed lecture and workshop, exercises and interviews.

## Assessment methods

The training programme is assessed by means of an anonymous semi-structured questionnaire, self-administered by the participants themselves.

## Recommended readings and/or other information resources

N/A
### Appendix C: Outline Training Programme for Decision Makers in the Turkish Organization

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Facilitator(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>FESTA Policy Recommendations</td>
<td>Prof. Gulsun Saglamer</td>
</tr>
</tbody>
</table>

### Type | Duration | Course Code
--- | --- | ---
Gender Awareness | 90 minutes |  |

### Target group
Academics at decision–making positions

### Course Objectives
- At the end of the training programme, participants will
  - Be aware of gender equality
  - Be able to analyze/understand gender statistics which show inequalities
  - Understand the implications of the FESTA WP 4.1 Recommendations

### Course content
- Gender disaggregated data at institutional, national and international levels
- Preliminary Results from She Figures 2015
- Aims, objectives and methodology of FESTA
- The role of the institution in FESTA
- The recommendations drawn out of FESTA 4.1 deliverable
- Summary points for how to achieve a gender balanced working environment

### Course prerequisites
To be an academic in the position of decision-making

### Teaching/learning materials
- Power Point Lectures, Examples from field research, Exercises

### Teaching methods
Presentation and discussion

### Assessment methods
A summative evaluation questionnaire was sent to participants by email the day after the training.

### Recommended readings and/or other information resources
FESTA Brochure
**Appendix D:** Outline training programme for researchers/academics in the Irish Organization

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Lecturer/s</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Networking and Visibility</strong></td>
<td>Dr Clare O’Hagan, FESTA Project Manager, UL.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type</th>
<th>Duration</th>
<th>Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal/professional development</td>
<td>2 hours</td>
<td></td>
</tr>
</tbody>
</table>

**Target group**

Early and mid-level women academics and researchers, PhD students

**Course Objectives**

At the end of the training the participants will be able to:

- gain a sound understanding of research career dynamics
- understand the concepts of professional visibility and research excellence and their interrelationship
- critically assess the role of different factors which have significant impact on career progression
- be able to implement helpful tools and structures for professional networking
- apply approaches and instruments for professional improvement

**Course content**

1. Characteristics of scientific work and assessment of research output – research excellence
2. Research groups, academic communities, professional societies and associations
3. Professional visibility of academics and researchers – significance, levels, key elements, means
4. The importance of international cooperation and competition
5. Group work and networking – challenges and strategies

**Course prerequisites**

Participants need to be employed in a higher education institution as an academic or researcher

**Teaching/learning materials**

Presentations, hand-outs, selected cases from FESTA surveys

**Teaching methods**

Lecture, moderated discussion, case-studies, group exercises

**Assessment methods**

Summative evaluation at the end of the training

**Recommended readings and/or other information resources**

Selected texts from FESTA reports and findings; articles
Appendix E: Outline of training programmes for researchers/academics in the Italian Organization

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Facilitator(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training on Negotiation</td>
<td>External Facilitator</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type</th>
<th>Duration</th>
<th>Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negotiation Skills</td>
<td>The training course lasted twelve hours, organised over three days</td>
<td>FBK Negotiation</td>
</tr>
</tbody>
</table>

**Target group**

Research personnel conducting negotiation activities outside of the FBK context.

**Course Objectives**

At the end of the training programme, participants will understand and be able to

- Negotiate
- Influence
- Persuade
- Use English language appropriately.

**Course content**

The following thematic areas are covered by the course:

- negotiating, influencing, persuading and communication skills;
- English syntax and morphology exercises; listening, expression, reformulation;
- questions techniques: open, closed, neutral, leading;
- active listening and mirroring;
- verbal empathy;
- assertiveness and authoritativeness in English;
- positive and credible language;
- how to 'clean' sentences from 'noisy', hesitant, aggressive, manipulative words;
- neutral and structured language;
- intonation and pronunciation exercises;
- opening and closing formulas;
- how to describe, explain, argue, support an idea;
- connection and reformulation sentences;
- management of questions, objections.

**Course prerequisites**

The participants ought to be (or plan to be) involved in negotiating activities.

**Teaching/learning materials**

Exercises, lectures, readings.

**Teaching methods**

The course includes a simulation and observation workshop, as well as formal lectures.

**Assessment methods**

The training is assessed by means of an anonymous semi-structured questionnaire, self-administered online by the participants themselves.

**Recommended readings and/or other information resources**

N/A
Training on Public speaking

<table>
<thead>
<tr>
<th>Type</th>
<th>Duration</th>
<th>Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Speaking</td>
<td>16 hours distributed over four days. 2 Programmes, one in May, one in September.</td>
<td>FBK Public Speaking</td>
</tr>
</tbody>
</table>

Target group

Research personnel participating in seminars/conferences as speakers and/or wishing to strengthen their public speaking skills.

Course Objectives

By the end of the programme, participants will be able to
- structure and present in public speaking in English: mind maps and diagrams;
- understand attitudes and communication styles;
- solve problems with credibility.

Course content

- Reference technique model;
- syntax and morphology exercises;
- creation of a specialized glossary for the participants’ contexts;
- the rule of three: introduce, explain, rephrase;
- intonation and pronunciation exercises;
- opening and closing formulas;
- connection and rephrasing sentences;
- handling questions;
- preparation of parallel visual aids;
- how to hold the audience’s attention and lead their listening;
- extension of views for a complete presentation;
- guided exercises on verbal, non-verbal, para-verbal leading communication.

Course prerequisites

The participants ought to have knowledge of the English language (b2 is the minimum level required)

Teaching/learning materials

Exercises, lectures, readings.

Teaching methods

The course includes a simulation and observation laboratory to practice how to provide a public speaking session

Assessment methods

The training is assessed by means of an anonymous semi-structured questionnaire, self-administered online by the participants themselves.

Recommended readings and/or other information resources

/
Appendix F: Outline of training programme for researchers/academics in the Turkish Organization

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Facilitator(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Networking and Visibility</td>
<td>Prof. Gulsun Saglamer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type</th>
<th>Duration</th>
<th>Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal /Professional Development</td>
<td>2 hours</td>
<td></td>
</tr>
</tbody>
</table>

**Target group**
Junior Level Academics

**Course Objectives**
At the end of the training the participants will be able to:
- gain a sound understanding of research career dynamics
- understand the concepts of professional visibility and research excellence and their interrelationship
- critically assess the role of different factors which have significant impact on career progression
- be able to implement helpful tools and structures for professional networking and visibility

**Course content**
- Opening and introduction to FESTA training course
- Understanding the Career Game
- Why Networking?
- Gender Aspects of Networking
- Plenum Discussion: What makes a good networker? and Exercises
- Competence at networking
- Introduction to Visibility
- Plenum Discussion: Reflections concerning networking & visibility
- Competences/Abilities/Knowledge for Visibility.
- Exercise: Digging for Gold
- Plenum discussion: How will you work with networking and visibility?

**Course prerequisites**
To be an academic/researcher at the institution

**Teaching/learning materials**
- Power Point Lectures/Introducing Content
- Examples from Field Research
- Exercises and Handouts

**Teaching methods**
Presentation, Interactive/Participative Discussions; Self – assessment exercises

**Assessment methods**
Summative evaluation questionnaires were distributed to participants after the training.

**Recommended readings and/or other information resources**
References


