

IGUALDADE DE GÉNERO NAS EMPRESAS

BREAK EVEN - GUIDE FOR THE PROMOTION OF EQUALITY BETWEEN WOMEN AND MEN



**Title: Promoting Gender Equality in Business – Break Even
- Guide for the Promotion of Equality between Women and Men**

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Preamble

Imagine a time when women composed the majority of low-wage workers in unsafe conditions. A time when educated women left their jobs mid-career because corporate culture subtly favoured their male counterparts. A time when corporate leaders believed that it was impossible or unimportant to find women who were qualified for board service. That time is now. For as much progress as society has made in recent years, all of these circumstances remain a stubborn feature of the landscape for working women. The difference is that the business community is waking up to the fact that this situation is an operational risk, and that diversity is an important attribute of a successful, sustainable company.¹

The “**Gender Equality in Business – Break Even**” Project² is the result of a submission to the first Open Call: “**Development of Tools and Methods for Gender Equality Promotion in Companies**” of the EEA Grants (European Economic Space Financial Mechanism 2009-2014) PT07 funding line for **Mainstreaming Gender Equality and Promoting Work Life Balance**. The contract was signed between the Lisbon School of Economics and Management (ISEG, University of Lisbon) – the leading partner - and the Commission for Citizenship and Gender Equality (CIG) – the programme operator in Portugal – in November 2014.

The project was coordinated by the Lisbon School of Economics and Management (ISEG, University of Lisbon), in partnership with the Centre for Studies for Social Intervention (CESIS), the CIEG-ISCSP (Interdisciplinary Centre for Gender Studies

¹ In Calvert Women’s Principles® 10th Anniversary Report: Past, Present, and Future, 2014.

² Complete title: “Promotion of gender equality in decision making positions and gender pay gap reduction in business: from diagnosis to action”.

of the Lisbon School of Social and Political Sciences, University of Lisbon) and the Centre for Gender Research of the University of Oslo. The team also relied on the support of an Advisory Board made up of experts in the fields of Gender Equality, Work, Organisations, Management and Human Resources Management; (See Appendix I – Composition of the Advisory Board).

The activities, developed over fifteen months (between November 2014 and April 2016) in a process involving seven anchor companies, aimed to achieve the following **goals**:

- ✓ Draw up tailor-made interventions in companies, according to their specific realities and challenges, in order to promote equality between women and men;
- ✓ Design specific methodologies for the reduction of the gender pay gap and the imbalance in decision-making/leadership positions (boards and executive positions);
- ✓ Knowledge transfer and know-how sharing at all stages of the diagnosis and design of organisational change (Action Plan), looking to guarantee its sustainability;
- ✓ Disseminate the Project's outputs via the production of a video and its dissemination in the Project's final seminar, in social media and on the Project's website, as well as through the press.

- A Guide for the Promotion of Equality between Women and Men, which includes:

- a Gender Audit – *Diagnostic Assessment Guide*;
- a *Guide for the Design of an Action Plan*;
- a *Training Guide*.

- A **Video** including testimonies of the representatives from the companies in regard to their participation in the Project, the methodology that was used, the existing good practices and the advancements achieved.

The tools now being presented were tested at the **seven anchor** companies of the Project.

Table 1 – Anchor Companies in the Project

State-Owned Companies	APL – Board of Directors do Porto de Lisboa, S.A. (Lisbon Port Authority)
	INCM – Imprensa Nacional-Casa da Moeda, S.A. (Portuguese Mint and Official Printing Office)
Publicly Listed Companies	CTT – Correios de Portugal, S.A. (Post Office)
	Lisgráfica – Impressão e Artes Gráficas, S.A. (Printing and Graphic Arts)
Private Companies (unlisted)	Dorisol Group
	Pestana Group (Pestana Management – Serviços de Gestão, S.A.)
	L’Oréal Portugal

These seven companies were intended to reflect different realities (in terms of activity sectors and business areas), with their different legal statuses and their various dimensions. Given the importance that tourism now has for the country, it was considered important to include more than one company from this sector, one of which is located in the Autonomous Region of Madeira. This possibility was an added motivation, since, generally speaking, the support previously afforded to the self-regulation of companies in Portugal, namely with regard to the adoption of equality plans, has been confined to the Portuguese Mainland.

It should be noted that the companies joined in the Project voluntarily, demonstrating their interest in becoming anchors of an innovative methodological approach. Their commitment was also seen as an opportunity to deepen (or initiate) the integration of a gender equality perspective in the respective systems and management processes.

Special privilege was given to developing a methodology that involved working with and for the companies concerned. This approach involved a close collaboration between the project's team and the task force appointed by each company's Board of Directors, resulting in the **joint creation** of support tools for promoting equality between women and men.

The **action-research** method consisted of the following phases: the **diagnostic evaluation** (based on documentary and secondary data analysis, interviews with key informants and the application of a questionnaire addressed to a sample of both female and male workers); the drafting of an **action plan** for the promotion of equality between women and men; support in defining the **methodology for monitoring** the measures outlined in the action plan; and **support for the implementation** of the action plan, by strengthening competences in the area of equality between women and men (developing and facilitating awareness-raising and training sessions aimed at strategic groups) and encouraging the sharing of experiences among companies (GECcompanies Dialogue Initiative).

The Project team wishes to thank the task forces of the seven anchor companies for their valuable collaboration, as well as the members of the Advisory Board for their suggestions.

What are we talking about when we refer to Gender Equality?

Gender equality means equal visibility, empowerment, responsibility and participation for both women and men in all spheres of public and private life. It also means an equal access to and distribution of resources between women and men.³

In this Project, the intervention focuses on promoting equality between women and men, while also recognising the importance of the other intersection axes lying at the basis of multiple discriminations (which are considered in the diagnostic tools). Equality between women and men is, above all, a Human Rights issue, which is absolutely transversal to all social groups. Considering this to be the reference matrix guiding our intervention, we also highlight its articulation with corporate ethics and social responsibility.

Just as is the case with the promotion of the values of environmental protection and sustainability, the promotion of gender equality brings gains for the corporate image, as well as offering a vision that focuses on social justice, Human Rights and the sustainability of societies. Furthermore, today it is a proven fact⁴ that the incorporation of equality between women and men in corporate (and other organisational) management systems and processes contributes to the optimisation of performance, competitiveness and development, as well as to the improvement of the internal environment.

When companies invest in equality between women and men, they gain added advantages in various domains, such as:

³ Council of Europe (2014), *Council of Europe Gender Equality Strategy 2014-2017*, available at: <https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=0900001680590174> (accessed on 21/03/2016).

⁴ On the advantages of Gender Equality for companies, we suggest the consultation of some studies, available at: <http://www.igempresas.org/a-igualdade-de-geacutenero-e-vantagens-para-as-empresas.html>.

- Attraction and appropriation of competences; women represent the largest group of people with university degrees, as well as those with Master's degrees or PhDs;
- Personal and professional development opportunities for women, on an equal footing with men, helping to eliminate obstacles to the career advancement of women and leading to an improvement in the selection processes for supervisory and leadership positions;
- A greater retention and loyalty of the best resources due to the increased level of satisfaction and motivation, as well as a reduction in absenteeism and staff turnover rates;
- Creativity and innovation, the basic foundations of competitiveness, are particularly stimulated in inclusive environments;
- Parity in management bodies allows for richer, more extensive and comprehensive discussions, with positive reflections at the level of solutions and more accurate and cooperative decision-making;
- Investing in Equality also contributes to an improvement in all aspects of organisational performance, with there being a positive correlation between the presence of women serving on management bodies and the company's profitability and competitiveness.



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BREAK EVEN

IGUALDADE DE GÉNERO NAS EMPRESAS

BREAK EVEN - PROMOTING
GENDER EQUALITY IN
BUSINESS

Gender Audit – A Diagnostic Assessment Guide



Title: Project Gender Equality in Business – Break Even
- Gender Audit - A Diagnostic Assessment Guide

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Introduction

Companies committed to the promotion of equality between women and men develop active policies and measures in this domain, which should be preferentially integrated into a Gender Equality Action Plan.⁵ Going beyond what is outlined in the currently applicable legislation, companies can adopt and implement methodologies and management tools that deliberately contribute to the promotion of equality between women and men.

The drafting of an Action Plan must obey the specificities and challenges of each corporate reality. The established measures should be adjusted to the needs for improvement previously identified in the evaluation phase. As such, the adoption of the **action-research method** is recommended, whose theoretical foundations are based on the principle that intervention in companies (and in organisations in general) must be anchored in the identification of all the weaknesses or all the dimensions that are liable to adjustments and improvements. This is the goal of the **Diagnostic Evaluation** phase.

This stage must be carefully planned and developed around three moments:

1. Careful preparation in the field – “Planning and creating the foundations”.
2. Applying the Diagnosis (Gender Audit) - “Identifying and highlighting obstacles to equality between women and men”.
3. Elaboration of a mobilisation strategy – “Legitimising the need for change”.

⁵ We suggest consultation of the *Reference Guide for the Elaboration of an Action Plan*.

The creation of these foundations comprises:

- Appointment of task force members by the company's Board of Directors/Management
- Establishment of a working agenda (and respective timetable) with the already formed task forces.
- Definition of the duties of the task forces. (See Appendix 2).
- Survey and analysis of the diagnostic tools already created at the national and international levels.
- Creation of the *Reference Guide for the Elaboration of a Diagnostic Evaluation*, including:
 - the Diagnostic Guide (See next Section);
 - inventory of all documentary sources to be collected and analysed (Appendix 3);
 - inventory of all data regarding the staff to be collected, organised and analysed – drawn from the Annual Report (Appendix 4);
 - scripts for interviews to be held with key informants (Appendix 5);
 - script for the questionnaire survey to be conducted with the staff (Appendix 6).
- Preparation of tailor-made diagnostic guides for each anchor company, through a process of co-creation between the research team and the task forces.

The *Reference Guide for Diagnostic Evaluation* that is being presented here has eight dimensions of analysis. Generally speaking, these are the same as the ones established in the “Social Dialogue and Equality in Companies” Project⁶ (CITE, 2008), but are now placed within the framework of a comprehensive evaluation approach (Gender Audit) and a specific research methodology – i.e. as part of an external evaluation instead of a self-evaluation procedure.

Table 2 – Dimensions of the Diagnosis and Intervention to be undertaken at Companies

- | |
|---|
| <ol style="list-style-type: none">1. Corporate mission and strategy2. Human Resources Management<ol style="list-style-type: none">2.1 Recruitment and selection2.2 Lifelong learning and training2.3 Job analysis, performance evaluation and remunerations2.4 Career advancement and development3. Work, family and personal life balance4. Work organisation5. Respect for the dignity and integrity of workers6. Social Dialogue and Participation7. Internal and external communication8. External relations in the equality plan |
|---|

Despite the efforts of co-creation that should mark the relationship between the research team and the task forces in defining the diagnostic tools for each company, it is recommended that the research should be conducted entirely by the external team. In our view, this option represents one of the advantages of the methodological approach, since a more distanced analysis allows for the unbiased

⁶ <http://www.cite.gov.pt/pt/acite/projetos006.html>

and neutral viewpoint offered by an outside “eye”. The fact that the data are returned to the companies all together in the form of an objectively analysed file guarantees the confidentiality of all the information provided and the anonymity of those questioned and interviewed. In this respect, it is important to highlight that all databases resulting from the inquiry process must remain exclusively in the possession of the research team. The trust that this sort of methodology can provide for the people involved is one of the preconditions for a rigorous evaluation.

The Diagnosis must include the cross-linking of different research methods and techniques, covering the different sources of information, namely:

- Collection and analysis of documents (Organisational Chart; Annual Report; Internal Rules; Code of Ethics; Corporate Mission and Values; Website; Sustainability Plans; Financial/Management Reports);
- Interviews with key informants (identified in conjunction with each task force);
- Focus groups consisting of groups of female and male workers from different areas/departments and hierarchical levels;⁷
- Questionnaire conducted with female and male workers (script developed in conjunction with the task force, including the joint definition of the criteria for its application).

⁷The limited duration of the Project only allowed these groups to be formed under the scope of the work undertaken with the task forces. We recommend that this activity should be undertaken with groups of workers from different areas and hierarchical levels. For this purpose, we suggest carrying out the activities provided for in the *Participatory Gender Audit* (a tool developed by the ILO), *A Manual for Gender Audit Facilitators: The ILO Participatory Gender Audit Methodology (2nd Edition)*, Geneva, International Labour Organisation, 2012.

In view of the diversity of the sources of information, as well as the scope and depth of the research (bordering on a Gender Audit), the undertaking of the Diagnosis corresponds to one of the most demanding phases of the research.

The various research steps must be followed by phases for presenting the results of the diagnosis and for joint reflection between the team and the members of the task forces. It is also important to stress that these results must be integrated into awareness-raising sessions held with the anchor companies' staff. It is fundamental that the people involved should feel that they are genuine participants in the intervention process – i.e. they should be given access to the research results (which they were asked to contribute to) and have the possibility of offering suggestions in order to overcome identified weaknesses. Beyond the importance that it has for the development of the Action Plans, empirical evidence is also an essential pillar for overcoming resistances and for legitimising the need for change.

Diagnostic Guide

1. Corporate mission and strategy

Questions	Checking of information		Remarks
	Methodology / Methods and Techniques for Gathering Information	Sources	
1.1. Does the company have an action plan in place for gender equality?	Documentary analysis.	Gender Equality Plan.	Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, Financial Management, HR Management, Management linked to production and/or other relevant areas.
1.1.1. Has the company established measurable strategic objectives for promoting equality between women and men (e.g. increasing the percentage of women in decision-making and leadership positions)?	Documentary analysis.	Annual Report. Gender Equality Plan.	

Questions	Methodology / Methods and Techniques for Gathering Information	Sources	Remarks
<p>1.1.2. Does the company present data disaggregated by sex in a systematic manner in all its instruments, particularly in its diagnostic evaluations and reports?</p> <p>1.1.2.1. Is this information monitored and used at the planning level?</p>	<p>Documentary analysis.</p> <p>Interviews.</p>	<p>Internal Reports, Plans</p> <p>Information obtained through interviews</p>	<p>Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, HR Management, Management linked to production and/or other relevant areas.</p>
<p>1.1.3. Does the company invest in awareness-raising/training for the staff, leading towards their espousal of the company's strategy for equality between women and men?</p>	<p>Documentary analysis.</p> <p>Interviews.</p> <p>Questionnaire Survey.</p>	<p>Training plans and reports</p> <p>Prospectuses</p>	<p>Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, HR Management, Management linked to production and/or other relevant areas.</p> <p>Questionnaire survey applied to all of the company's staff (or to a representative sample).</p>

Questions	Methodology / Methods and Techniques for Gathering Information	Sources	Remarks
<p>1.2. In the strategic documents (e.g. reports, plans, regulations, mission and values, codes of ethics, internet website) is there any express reference to gender equality as a company value?</p>	<p>Documentary analysis.</p>	<p>Reports Plans Internal regulations Codes of Ethics , Mission and values Website.</p>	
<p>1.3. In the last five years, has the company invested money in measures and actions to promote gender equality?</p>	<p>Documentary analysis. Interviews.</p>	<p>Financial reports. Information obtained through interviews.</p>	<p>Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, HR Management, Management linked to production and/or other relevant areas.</p>

Questions	Methodology / Methods and Techniques for Gathering Information	Sources	Remarks
1.4. Is the promotion of gender equality considered a priority for the company?	Interviews. Questionnaire Survey.	Information obtained through interviews, from focus groups and the questionnaire survey.	Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, Financial Management, HR Management, Management linked to production and/or other relevant areas. Questionnaire survey applied to all of the company's staff (or to a representative sample). Focus groups.
1.5. Are gender equality strategies practised and defended at the highest hierarchal level of the company?	Interviews.		Interviews with people from the Board of Directors/ Management, HR Management, Management linked to production and/or other relevant areas. Interviews with representatives of workers' collective bodies (if applicable) Interviews with representatives of workers' collective bodies (if applicable).

2. Human Resources Management

2.1 Recruitment and selection

Questions	Checking of information		Remarks
	Methodology / Methods and Techniques for Gathering Information	Sources	
2.1.1. Do the criteria and procedures for the recruitment and selection of human resources take into account the principle of equality and non-discrimination in regard to gender?	<p>Documentary analysis.</p> <p>Interviews.</p> <p>Questionnaire Survey.</p>	<p>Internal regulations.</p> <p>Mission and values.</p> <p>Code of Ethics.</p> <p>Recruitment processes (CV).</p> <p>Information obtained through interviews and through the questionnaire survey.</p>	<p>Interviews with people from the Board of Directors/ Management, Workers and/or their representative bodies.</p> <p>Questionnaire survey applied to all of the company's staff (or to a representative sample).</p>

Questions	Methodology / Methods and Techniques for Gathering Information	Sources	Remarks
2.1.2. Does the company offer those responsible for recruitment and selection interviews special training/guidance to prevent bias based on gender stereotypes?	Documentary analysis. Interviews.	Training plans. Recruitment and selection processes (Internal regulations). Information obtained through interviews.	Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, HR Management, Management linked to production and/or other relevant areas.
2.1.3. Does the company encourage the application and selection of men and women for occupations/jobs where they are underrepresented?	Documentary analysis. Interviews.	Internal regulations. Application processes (job advertisements). Information obtained through interviews.	Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, HR Management, Management linked to production and/or other relevant areas. Interviews with people recruited in the last five years.

Questions	Methodology / Methods and Techniques for Gathering Information	Sources	Remarks
2.1.4. If the company uses the services of a specialised recruitment and selection agency, is guidance given in order to guarantee a balanced representation of women and men among the job applicants?	Documentary analysis.	Recruitment and selection processes (Internal regulations).	Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, HR Management, Management linked to production and/or other relevant areas.
2.1.5. Are job advertisements free of indirect discriminatory details relating to gender (e.g.: "total availability", "marital status", "pictures")?	Documentary analysis.	Recruitment and selection processes (Internal regulations). Application processes (including job advertisements).	
2.1.6. Is there a balanced representation of women and men in the selection teams?	Documentary analysis.	Recruitment and selection processes (regulations).	Interviews with people responsible for recruitment and selection processes.

Questions	Methodology / Methods and Techniques for Gathering Information	Sources	Remarks
2.1.7. Does the company have information disaggregated according to gender, relating to the recruitment and selection procedures carried out during the last five years?	Documentary analysis.	Recruitment and selection processes (Reports).	
2.1.7.1. Based on the information collected, does the company evaluate and discuss with those involved any gender-biased situations that might have occurred in the recruitment and selection process (in all its phases)?	Interviews.	Information obtained through interviews and through focus groups.	Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, HR Management, Management linked to production and/or other relevant areas. Focus groups.

2.2 *Lifelong learning and training*

Questions	Checking of information		Remarks
	Methodology / Methods and Techniques for Gathering Information	Sources	
<p>2.2.1. When preparing its training plan, does the company take into account the principle of equality and non-discrimination between women and men, particularly with regard to opportunities for qualification, career advancement and access to leadership positions?</p>	<p>Documentary analysis.</p> <p>Interviews.</p> <p>Questionnaire.</p>	<p>Internal regulations.</p> <p>Mission and values.</p> <p>Code of Ethics.</p> <p>Training plans.</p> <p>Information obtained through interviews and through the questionnaire survey.</p>	<p>Interviews with workers and/or their representative bodies and those responsible for training in the company.</p> <p>Questionnaire survey applied to all of the company's staff (or to a representative sample).</p> <p>Consider certain aspects (schedule, location and security issues...) which may hinder or prevent women from participating in training schemes or client initiatives.</p>

Questions	Methodology / Methods and Techniques for Gathering Information	Sources	Remarks
<p>2.2.2. Does the company include in its training a module relating to the theme of gender equality?</p>	<p>Documentary analysis.</p> <p>Interviews.</p> <p>Questionnaire.</p>	<p>- Training plans.</p> <p>- Training promotion material.</p> <p>- Information obtained through interviews and through the questionnaire survey.</p>	<p>Interviews with representatives of workers' collective bodies (if applicable)</p> <p>Questionnaire survey applied to all of the company's staff (or to a representative sample).</p>
<p>2.2.3. Does the company compensate for eventual imbalances in the situation of women and men at the company, particularly by giving priority to the participation of men or women in training schemes aimed at occupations/jobs where one of the sexes is underrepresented?</p>	<p>Documentary analysis.</p> <p>Interviews.</p>	<p>Training plans.</p> <p>Training promotion material.</p> <p>Information obtained through interviews.</p>	<p>Interviews with representatives of workers' collective bodies (if applicable) and with those responsible for training.</p>

Questions	Methodology / Methods and Techniques for Gathering Information	Sources	Remarks
<p>2.2.4. Does the company facilitate and/or encourage equal participation of women and men in training schemes or lifelong learning processes?</p>	<p>Documentary analysis.</p> <p>Interviews.</p> <p>Questionnaire.</p>	<p>Annual Report</p> <p>Training incentives.</p> <p>Internal regulations for career advancement.</p> <p>Information obtained through interviews, through focus groups and through the questionnaire survey.</p>	<p>Interviews with representatives of workers' collective bodies (if applicable).</p> <p>Questionnaire survey applied to all of the company's staff (or to a representative sample).</p> <p>Check how many women and men are attending or have attended training schemes, under what conditions, and what repercussions this has had for their careers.</p> <p>Check if the company guarantees equal access for women and men to the legally established minimum number of certified training hours</p> <p>Focus groups.</p>

2.3 Job analysis, performance evaluation and remunerations

Questions	Checking of information		Remarks
	Methodology / Methods and Techniques for Gathering Information	Sources	
2.3.1. Does the company have a system of job analysis in place, with clear criteria, objectives and transparency?	Documentary analysis. Interviews. Questionnaire Survey.	System for analysing jobs and career plans. Information obtained through interviews, through focus groups and through the questionnaire survey.	Interviews with HR managers and other heads of department. Questionnaire survey applied to all of the company's staff (or to a representative sample). Focus groups.
2.3.2. Does the company offer training/guidance to those involved in job analysis in order to prevent gender bias?	Documentary analysis. Interviews.	Performance evaluation systems. Training plans. Information obtained through interviews.	Interviews with HR managers and other heads of department.

Questions	Methodology / Methods and Techniques for Gathering Information	Sources	Remarks
<p>2.3.3. Does the company guarantee respect for the principle of equal pay for equal work or for work of equal value?</p>	<p>Documentary analysis.</p> <p>Interviews.</p>	<p>Remunerations policy.</p> <p>Remunerations scale.</p> <p>Information obtained through interviews and through focus groups.</p>	<p>Interviews with HR managers and other heads of department.</p> <p>Interviews with representatives of workers' collective bodies (if applicable).</p> <p>Focus groups.</p>
<p>2.3.4. Does the company offer training/guidance to those involved in determining pay levels in order to prevent gender bias?</p>	<p>Documentary analysis.</p> <p>Interviews.</p>	<p>Remunerations policy.</p> <p>Training Plan.</p> <p>Information obtained through interviews.</p>	<p>Interviews with HR managers and other heads of department.</p> <p>Interviews with representatives of workers' collective bodies (if applicable).</p>

Questions	Methodology / Methods and Techniques for Gathering Information	Sources	Remarks
<p>2.3.5. Are male and female workers' skills and qualifications (degree/education level, vocational training, skills acquired formally or informally) recognised equally by the company in its promotion and career advancement processes?</p>	<p>Documentary analysis. Interviews.</p>	<p>Internal regulations. Career Plans. Performance evaluation system. Information obtained through interviews and through focus groups.</p>	<p>Interviews with those responsible for evaluating the performance of workers and/or their representative bodies. Focus groups.</p>
<p>2.3.6. Is performance evaluation at the company based on objective criteria common to women and men, in order to exclude any gender-based discrimination?</p>	<p>Documentary analysis. Interviews.</p>	<p>Internal regulations. Career Plans. Performance evaluation system. Information obtained through interviews and through focus groups.</p>	<p>Interviews with those responsible for evaluating the performance of workers and/or their representative bodies. Focus groups.</p>

2.4 Career advancement and development

Questions	Checking of information		Remarks
	Methodology / Methods and Techniques for Gathering Information	Sources	
2.4.1. When the company appoints a worker to a leadership position or membership of a decision-making body, does it take into account the principle of equality and non-discrimination in regard to sex?	Documentary analysis. Interviews.	Career Plans. Information obtained through interviews.	Interviews with HR managers and other heads of department. Interviews with workers and/or their representative bodies.
2.4.2. Does the company have measures in place that specifically encourage a balanced participation of women and men in top decision-making positions? (e.g. Board of Directors)	Documentary analysis. Interviews.	Career Plans. Organisational chart. Information obtained through interviews.	Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, HR Management, Management linked to production and/or other relevant areas.

Questions	Methodology / Methods and Techniques for Gathering Information	Sources	Remarks
2.4.3. Does the company have measures in place that encourage a balanced participation of women and men in management and leadership positions? (e.g. Heads of Department, middle management)	Documentary analysis.	Mentoring, counselling, coaching and sponsorship programmes.	Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, HR Management, Management linked to production and/or other relevant areas.
2.4.4. Does the company promote mentoring, counselling, coaching and sponsorship practices in order to achieve a balanced participation of women and men in the top decision-making, leadership and management positions?	Interviews.	Information obtained through interviews.	
2.4.5. Does the company have mentoring and sponsorship programmes in place for women, with the aim of increasing their network of contacts and the visibility and projection of their work, as well as developing leadership skills?	Documentary analysis.	Training and promotions policy.	Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, HR Management, Management linked to production and/or other relevant areas.

Questions	Methodology / Methods and Techniques for Gathering Information	Sources	Remarks
<p>2.4.6. In what ways does the company guarantee that its promotion and career advancement processes are transparent and objective for men and women?</p>	<p>Documentary analysis.</p> <p>Interviews.</p>	<p>Career plans. Performance evaluation.</p> <p>Information obtained through interviews and through focus groups.</p>	<p>Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, HR Management, Management linked to production and/or other relevant areas.</p> <p>Interviews with representatives of workers' collective bodies (if applicable).</p> <p>Focus groups.</p>
<p>2.4.7. Does the company implement procedures which guarantee equal promotion and career advancement opportunities for predominantly female and male occupations?</p>	<p>Documentary analysis.</p> <p>Interviews.</p>	<p>Career plan. Performance evaluation system.</p> <p>Information obtained through interviews.</p>	<p>Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, HR Management, Management linked to production and/or other relevant areas.</p> <p>Interviews with representatives of workers' collective bodies (if applicable).</p>

Questions	Methodology / Methods and Techniques for Gathering Information	Sources	Remarks
2.4.8. Does the company adopt deliberate procedures in order to identify women that can be promoted or recruited to top decision-making management and leadership positions?	Documentary analysis. Interviews.	Career advancement regulations. Promotions policy. Information obtained through interviews.	Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, HR Management, Management linked to production and/or other relevant areas.
2.4.9. Has the company implemented a system for registering its workers' career interests/objectives, so that they can be considered for future job vacancies?	Documentary analysis. Interviews.	Career advancement and development policy. Performance evaluation system. Information obtained through interviews.	Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, HR Management, Management linked to production and/or other relevant areas. Interviews with representatives of workers' collective bodies (if applicable).

3. Work, family and personal life balance

Questions	Checking of information		Remarks
	Methodology / Methods and Techniques for Gathering Information	Sources	
3.1. Does the company have measures in place to specifically encourage the balanced participation of men and women in family life?	<p>Documentary analysis.</p> <p>Interviews.</p> <p>Questionnaire Survey.</p>	<p>Reports. Internal plans Internal regulations, Codes of Ethics, Mission and Values.</p> <p>Information obtained through interviews, through focus groups and through the questionnaire survey.</p>	<p>Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, HR Management, Management linked to production and/or other relevant areas (including middle management).</p> <p>Interviews with representatives of workers' collective bodies (if applicable).</p> <p>Questionnaire survey applied to all of the company's staff (or to a representative sample).</p> <p>Focus groups.</p>

Questions	Methodology / Methods and Techniques for Gathering Information	Sources	Remarks
3.2. Does the company have specific measures in place to encourage men's involvement in family responsibilities?	Documentary analysis. Interviews.	Reports. Internal plans. Internal regulations, Codes of Ethics, Mission and Values. Information obtained through interviews and through the questionnaire survey.	Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, HR Management, Management linked to production and/or other relevant areas (including middle management). Interviews with representatives of workers' collective bodies (if applicable).
3.3. Does the company encourage both male and female workers to make use of the initial shared parental leave as provided for in the law?	Documentary analysis. Interviews.	Benefits/incentives plan. List of employees who have shared the initial parental leave (and its different aspects). Information obtained through interviews.	Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, HR Management, Management linked to production and/or other relevant areas (including middle management). Interviews with representatives of workers' collective bodies (if applicable).

Questions	Methodology / Methods and Techniques for Gathering Information	Sources	Remarks
3.4. Does the company offer flexible (schedule, location, etc.) training and self-development opportunities that take account of workers' specific family responsibilities?	Documentary analysis. Interviews.	Training and career advancement policy. Information obtained through interviews.	Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, HR Management, Management linked to production and/or other relevant areas (including middle management). Interviews with representatives of workers' collective bodies (if applicable).
3.5. Does the company have measures in place to support both male and female workers with specific family responsibilities (e.g. single-parent families, family members with disabilities, family members suffering from a chronic illness, workers with grandchildren from a teenage daughter/son)?	Documentary analysis. Interviews. Questionnaire Survey.	Benefits policy. Information obtained through interviews and through the questionnaire survey.	Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, HR Management, Management linked to production and/or other relevant areas (including middle management). Interviews with representatives of workers' collective bodies (if applicable).

			applicable). Questionnaire applied to all of the company's staff (or a representative sample).
Questions	Methodology / Methods and Techniques for Gathering Information	Sources	Remarks
3.6. Does the company have its own equipment, offer financial support or have protocols established with support services for its workers' children (or other children under their care)?	Documentary analysis. Interviews.	Benefits policy.	Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, Financial Management, HR Management, Management linked to production and/or other relevant areas.
3.7. Does the company have its own equipment, offer financial support or have protocols established with support services for its workers' family members with special needs, due to incapacity, disability or other reasons?	Documentary analysis. Interviews.	Benefits policy.	Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, Financial Management, HR Management, Management linked to production and/or other relevant areas.

<p>3.8. Does the company hire staff to substitute its workers when on parental leave?</p>	<p>Documentary analysis.</p> <p>Interviews.</p>	<p>Human Resources (HR) policy.</p>	<p>Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, HR Management, Management linked to production and/or other relevant areas.</p>
<p>Questions</p>	<p>Methodology / Methods and Techniques for Gathering Information</p>	<p>Sources</p>	<p>Remarks</p>
<p>3.9. Does the company regard the exercise of workers' maternity and paternity rights equally?</p>	<p>Documentary analysis.</p> <p>Interviews.</p> <p>Questionnaire Survey.</p>	<p>HR policy.</p> <p>Information obtained through interviews and through the questionnaire survey.</p>	<p>Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, HR Management, Management linked to production and/or other relevant areas (including middle management).</p> <p>Interviews with representatives</p>

			<p>of workers' collective bodies (if applicable).</p> <p>Questionnaire survey applied to all of the company's staff (or to a representative sample).</p>
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4. Work organisation

Questions	Checking of information		Remarks
	Methodology / Methods and Techniques for Gathering Information	Sources	
<p>4.1. Do people tend to work individually or as a group?</p> <p>4.1.1. If they work as a group, how are autonomy and interdependence combined?</p> <p>4.1.2. What is the composition by sex of the working groups and their respective leadership?</p>	<p>Interviews.</p> <p>Questionnaire Survey.</p>	<p>Information obtained through interviews and through the questionnaire survey.</p>	<p>Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, HR Management, Management linked to production and/or other relevant areas (including middle management).</p> <p>Interviews with representatives of workers' collective bodies (if applicable).</p> <p>Questionnaire survey applied to all of the company's staff (or to a representative sample).</p>

Questions	Methodology / Methods and Techniques for Gathering Information	Sources	Remarks
<p>4.2. Do people generally perform:</p> <p>4.2.1. monotonous or complex tasks?</p> <p>4.2.2. one or several tasks?</p> <p>4.2.3. tasks with or without rotation?</p>	<p>Interviews.</p> <p>Questionnaire Survey.</p>	<p>Information obtained through interviews and through the questionnaire survey.</p>	<p>Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, HR Management, Management linked to production and/or other relevant areas (including middle management).</p> <p>Interviews with representatives of workers' collective bodies (if applicable).</p> <p>Questionnaire survey applied to all of the company's staff (or to a representative sample).</p>
<p>4.3. Generally, how do the various units ensure that productivity and performance objectives are met? What kinds of work supervision strategies are preferred?</p>	<p>Documentary analysis.</p> <p>Interviews.</p>	<p>HR policy.</p> <p>Performance evaluation system.</p> <p>Information obtained through interviews.</p>	<p>Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, HR Management, Management linked to production and/or other relevant areas (including middle management).</p> <p>Interviews with representatives of workers' collective bodies (if applicable).</p>

Questions	Methodology / Methods and Techniques for Gathering Information	Sources	Remarks
4.4.1. Generally, who defines the work distribution?	Documentary analysis. Interviews.	HR policy. Information obtained through interviews.	Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, HR Management, Management linked to production and/or other relevant areas (including middle management). Interviews with representatives of workers' collective bodies (if applicable)
4.4.2. Generally, who defines the work schedule?	Documentary analysis. Interviews.	HR policy. Information obtained through interviews.	Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, HR Management, Management linked to production and/or other relevant areas (including middle management). Interviews with representatives of workers' collective bodies (if applicable).

Questions	Methodology / Methods and Techniques for Gathering Information	Sources	Remarks
<p>4.5. Generally, do people have autonomy to:</p> <p>4.5.1. determine working times, schedules, break times and holidays?</p> <p>4.5.2. decide on the location where work takes place?</p> <p>4.5.3. define work objectives?</p> <p>4.5.4. determine the quantity of work?</p> <p>4.5.5. decide on the sharing/division of tasks (group, area...)?</p> <p>4.5.6. plan the performance of tasks?</p> <p>4.5.7. decide on the leadership/coordination of the area/group?</p> <p>4.5.8. identify training needs and propose a training plan?</p> <p>4.5.9. evaluate their own performances (individually and as a group)?</p>	Interviews.	Information obtained through interviews.	<p>Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, HR Management, Management linked to production and/or other relevant areas (including middle management).</p> <p>Interviews with representatives of workers' collective bodies (if applicable).</p>
<p>4.6. What mechanisms are in place to guard against work burnout and stress?</p>	<p>Documentary analysis.</p> <p>Interviews.</p>	<p>HR, benefits, health and safety at work policies.</p> <p>Absenteeism rate/reasons.</p> <p>Information obtained through interviews.</p>	<p>Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, HR Management, Management linked to production and/or other relevant areas (including middle management).</p>

Questions	Methodology / Methods and Techniques for Gathering Information	Sources	Remarks
4.7. Does the company offer flexible working schedules to ensure work, family and personal life balance?	Documentary analysis. Interviews.	HR policy. Annual Report. Information obtained through interviews.	Interviews with staff and/or their representative bodies, middle management and those responsible for HR.
4.8. Does the company encourage men to take advantage of flexible working schedules?	Interviews.	Information obtained through interviews.	Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, HR Management, Management linked to production and/or other relevant areas (including middle management). Interviews with representatives of workers' collective bodies (if applicable).
4.9. Does the company cater, informally, for the possibility of working from home when this is needed to balance work, family and personal life?	Documentary analysis. Interviews.	Internal regulations, HR policy. Information obtained through interviews.	Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, HR Management, Management linked to production and/or other relevant areas (including middle management). Interviews with representatives of workers' collective bodies.

Questions	Methodology / Methods and Techniques for Gathering Information	Sources	Remarks
<p>4.10. Does the company allow people to work from home, in keeping with article 165 of the Labour Code, as a way of balancing work, family and personal life?</p>	<p>Documentary analysis.</p> <p>Interviews.</p>	<p>Internal regulations, HR policy.</p> <p>Information obtained through interviews.</p>	<p>Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, HR Management, Management linked to production and/or other relevant areas (including middle management).</p> <p>Interviews with representatives of workers' collective bodies (if applicable).</p>
<p>4.11. When scheduling shifts, does the company take into account its workers' needs for work, family and personal life balance?</p>	<p>Documentary analysis.</p> <p>Interviews.</p>	<p>Internal regulations, HR policy.</p> <p>Information obtained through interviews.</p>	<p>Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, HR Management, Management linked to production and/or other relevant areas (including middle management).</p> <p>Interviews with representatives of workers' collective bodies (if applicable).</p>

Questions	Methodology / Methods and Techniques for Gathering Information	Sources	Remarks
<p>4.12. Does the company allow for adaptation of the weekly work schedule, concentrating or extending the daily working times, in order to permit a better work, family and personal life balance?</p>	<p>Documentary analysis.</p> <p>Interviews.</p>	<p>Internal regulations, HR policy.</p> <p>Information obtained through interviews.</p>	<p>Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, HR Management, Management linked to production and/or other relevant areas (including middle management).</p> <p>Interviews with representatives of workers' collective bodies (if applicable).</p>
<p>4.13. Does the company offer training/guidance to middle managers when granting flexible working conditions (times, location, etc...), so that they can take into consideration the principle of non-discrimination between women and men?</p>	<p>Documentary analysis.</p> <p>Interviews.</p>	<p>Training plans.</p> <p>HR policy.</p> <p>Information obtained through interviews.</p>	<p>Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, HR Management, Management linked to production and/or other relevant areas (including middle management).</p> <p>Interviews with representatives of workers' collective bodies (if applicable).</p>

5. Respect for the dignity and integrity of workers

Questions	Checking of information		Remarks
	Methodology / Methods and Techniques for Gathering Information	Sources	
5.1. Does the company implement measures to guarantee respect for the dignity and the physical and mental integrity of its workers?	Documentary analysis. Interviews.	Code of Ethics. HR policy. Information obtained through interviews.	Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, HR Management, Legal Department (if applicable). Interviews with representatives of workers' collective bodies (if applicable).
5.2. Does the company have specific procedures in place for denouncing or registering complaints about situations of sexual discrimination?	Documentary analysis. Interviews.	HR policy. Internal regulations. Intranet. Information obtained through interviews.	Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, HR Management, Legal Department (if applicable). Interviews with representatives of workers' collective bodies.

Questions	Methodology / Methods and Techniques for Gathering Information	Sources	Remarks
<p>5.3. Does the company have specific procedures in place for denouncing or registering complaints about sexual and/or moral harassment, bullying, stalking and other forms of gender-based violence at the workplace?</p>	<p>Documentary analysis.</p> <p>Interviews.</p> <p>Questionnaire Survey.</p>	<p>HR policy</p> <p>Internal regulations</p> <p>Intranet</p> <p>Information obtained through interviews and through the questionnaire survey</p>	<p>Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, HR Management, Legal Department (if applicable).</p> <p>Interviews with representatives of workers' collective bodies (if applicable)</p> <p>Questionnaire survey applied to all of the company's staff (or to a representative sample)</p>
<p>5.4. Does the company have specific procedures in place to compensate for the damage caused by violating the respect for the dignity and the physical and mental integrity of women and men at the workplace?</p>	<p>Documentary analysis.</p> <p>Interviews.</p>	<p>HR policy.</p> <p>Internal regulations.</p> <p>Information obtained through interviews.</p>	<p>Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, HR Management, Legal Department (if applicable).</p> <p>Interviews with representatives of workers' collective bodies (if applicable).</p>

6. Social Dialogue and Participation

Questions	Checking of information		Remarks
	Methodology / Methods and Techniques for Gathering Information	Sources	
6.1. Does the company encourage workers to make suggestions in matters relating to recruitment, gender equality, the work, family and personal life balance and protection in parenting?	<p>Documentary analysis.</p> <p>Interviews.</p> <p>Questionnaire Survey.</p>	<p>Suggestions formulated.</p> <p>Intranet.</p> <p>Eventual results of surveys already undertaken on satisfaction/organisational climate.</p> <p>Information obtained through interviews and through the questionnaire survey.</p>	<p>Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, HR Management, Management linked to production and/or other relevant areas (including middle management).</p> <p>Interviews with representatives of workers' collective bodies (if applicable).</p> <p>Questionnaire survey applied to all of the company's staff (or to a representative sample).</p>

Questions	Methodology / Methods and Techniques for Gathering Information	Sources	Remarks
<p>6.2. Does the company encourage workers to make suggestions in matters relating to performance evaluation, career advancement and development policy (the appointment and participation of women in senior management and leadership positions)?</p>	<p>Documentary analysis Interviews Questionnaire Survey</p>	<p>Suggestions formulated. Intranet. Eventual results of surveys already undertaken on satisfaction/organisational climate. Information obtained through interviews and through the questionnaire survey.</p>	<p>Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, HR Management, Management linked to production and/or other relevant areas (including middle management). Interviews with representatives of workers' collective bodies (if applicable). Questionnaire survey applied to all of the company's staff (or to a representative sample).</p>

Questions	Methodology / Methods and Techniques for Gathering Information	Sources	Remarks
6.3. Does the company encourage workers to make suggestions in matters relating to wage policy?	<p>Documentary analysis.</p> <p>Interviews.</p> <p>Questionnaire Survey.</p>	<p>Suggestions formulated.</p> <p>Intranet.</p> <p>Eventual results of surveys already undertaken on satisfaction/organisational climate.</p> <p>Information obtained through interviews and through the questionnaire survey.</p>	<p>Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, HR Management, Management linked to production and/or other relevant areas (including middle management).</p> <p>Interviews with representatives of workers' collective bodies (if applicable).</p> <p>Questionnaire survey applied to all of the company's staff (or to a representative sample).</p>
6.4. Does the company hold meetings with the workers or their representative bodies to discuss matters relating to gender equality, the work, family and personal life balance and protection in parenting?	<p>Documentary analysis.</p> <p>Interviews.</p>	<p>HR policy.</p> <p>Minutes of meetings.</p> <p>Information obtained through interviews.</p>	<p>Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, HR Management, Management linked to production and/or other relevant areas (including middle management).</p> <p>Interviews with representatives of</p>

			workers' collective bodies (if applicable).
Questions	Methodology / Methods and Techniques for Gathering Information	Sources	Remarks
6.5. Does the company hold meetings with the workers or their representative bodies to discuss matters relating to performance evaluation and career advancement and development policy (the appointment and participation of women in senior management and leadership positions)?	Documentary analysis. Interviews.	HR policy. Minutes of meetings. Information obtained through interviews.	Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, HR Management, Management linked to production and/or other relevant areas (including middle management). Interviews with representatives of workers' collective bodies (if applicable).

7. Internal and external communication

Questions	Checking of information		Remarks
	Methodology / Methods and Techniques for Gathering Information	Sources	
7.1. Does the company publicise its good management practices in the area of gender equality? (e.g. women in decision-making positions)	Documentary analysis. Interviews.	Internal and external communication policy. Intranet. Institutional website. Newsletters. Press releases. Information obtained through interviews.	Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, HR Management, Communications Department (if applicable) and/or other relevant areas.
7.2. In its internal communication, does the company take into consideration the principle of gender equality and non-discrimination and use inclusive and non-sexist language (verbal and non-verbal)?	Documentary analysis Interviews	Internal and external communication policy. Intranet. Institutional website. Newsletters. Press releases. Internal regulations. Circulars, strategic documents. Information obtained through interviews.	Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, HR Management, Communications Department (if applicable) and/or other relevant areas.

Questions	Methodology / Methods and Techniques for Gathering Information	Sources	Remarks
7.3. Does the company use non-discriminatory language and images in its advertisements and the promotion of its activities, products and services?	Documentary analysis. Interviews.	Internal and external communication policy. Intranet. Institutional website. Newsletters. Press releases. Internal regulations. Circulars, strategic documents. Advertising campaigns. Information obtained through interviews.	Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, HR Management, Communications Department (if applicable) and/or other relevant areas.
7.4. Does the company publicise information, in an appropriate place, relating to the rights and duties of workers in matters of gender equality and non-discrimination?	Documentary analysis. Interviews.	Intranet. Institutional website. Newsletters. Press releases. Internal regulations. Circulars Information obtained through interviews.	Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, HR Management, Communications Department (if applicable). Interviews with representatives of workers' collective bodies (if applicable).

Questions	Methodology / Methods and Techniques for Gathering Information	Sources	Remarks
7.5. Does the company publish its remunerations scale, identifying the amount paid for each occupation/professional category?	Documentary analysis. Interviews.	Remunerations policy. Remunerations scale. Information obtained through interviews.	Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, HR Management, Communications Department (if applicable) and/or other relevant areas. Interviews with representatives of workers' collective bodies (if applicable).
7.6. Does the company publicise the legal rights relating to protection in parenting, paternity, maternity and family care?	Documentary analysis. Interviews.	Internal communications (intranet, Newsletters, etc.). Information obtained through interviews.	Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, HR Management, Communications Department (if applicable) and/or other relevant areas. Interviews with representatives of workers' collective bodies (if applicable).

Questions	Methodology / Methods and Techniques for Gathering Information	Sources	Remarks
7.7. Does the company provide information about the resources existing within the geographical area of the company and/or the workers' residence, in order to facilitate the work, family and personal life balance (e.g. day-care centres/nanny services, institutions for the elderly)?	Documentary analysis. Interviews.	Internal communications (intranet, Newsletters, etc.). Information obtained through interviews.	Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, HR Management, Communications Department (if applicable) and/or other relevant areas. Interviews with representatives of workers' collective bodies (if applicable)
7.8. Does the company adopt a responsible marketing and advertising policy that guards against the use of gender stereotypes, exploitation of the image and objectification of women and which promotes diversity in the image of women and other communication supports?	Documentary analysis. Interviews.	Communications, public relations, marketing and advertising policy Information obtained through interviews.	Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, HR Management, Communications Department and Marketing Department (if applicable) and/or other relevant areas. Interviews with representatives of workers' collective bodies (if applicable).

8. External relations in the equality plan

Questions	Checking of information		Remarks
	Methodology / Methods and Techniques for Gathering Information	Sources	
8.1. Does the company participate in networks and/or bodies whose aims include the promotion of gender equality?	Documentary analysis. Interviews.	Protocols. Established partnerships. Information obtained through interviews.	Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, HR Management, and/or other relevant areas.
8.2. In its relationships with partners, subcontractors and/or suppliers, does the company, seek to guarantee that these companies respect the principle of gender equality and non-discrimination between women and men?	Documentary analysis. Interviews.	Protocols. Established partnerships. Documentation relating to the hiring of other companies and/or suppliers. Information obtained through interviews.	Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, HR Management, and/or other relevant areas.
8.3. In its relationship with the community, does the company play an active role in encouraging and creating conditions for the promotion of gender equality?	Documentary analysis. Interviews.	Protocols Partnerships Information obtained through interviews.	Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, HR Management, and/or other relevant

Questions	Methodology / Methods and Techniques for Gathering Information	Sources	Remarks
8.4. Does the company have regular and productive contact with the national mechanisms for gender equality (e.g. Commission for Equality in Labour and Employment-CITE and the Commission for Citizenship and Gender Equality-CIG) or international organisations (European Institute for Gender Equality-EIGE and the International Labour Organization-ILO)? If so, which ones?	Documentary analysis. Interviews.	Protocols. Information obtained through interviews.	Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, HR Management, and/or other relevant areas.
8.5. Does the company have relations with non-governmental organisations, particularly Non-Governmental Organisations for Women's Rights, universities and research centres working in the area of gender studies? If so, which ones?	Documentary analysis. Interviews.	Protocols. Information obtained through interviews.	Interviews with people responsible for defining the company's strategy and management: Board of Directors/Management, HR Management, and/or other relevant areas.

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Resources

European Commission "Equality Pays Off Initiative":
http://ec.europa.eu/justice/gender-equality/eu_funded-projects/equality-pays-off/the-project/index_en.htm

Pay Equity Commission "Compliance Self-Assessment Checklist and Responses Guide – private sector", Ontario:
http://www.payequity.gov.on.ca/en/resources/self_audit.php

San Francisco Department on the Status of Women, Calvert, and Verité "The San Francisco gender equality principles initiative - Optimize the gender advantage to improve your company's bottom line, A tool for promoting equality in your workplace : <http://www.genderprinciples.org/>



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BREAK EVEN - PROMOTING
GENDER EQUALITY IN
BUSINESS

**Guide for the design
of an Action Plan**



Title: Gender Equality in Business – Break Even Project
- Reference Guide for Designing the Gender Equality Action Plan

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Introduction

Those companies that are committed to promoting gender equality develop active policies and measures in this area, which must preferentially be integrated into a Gender Equality Action Plan. By going beyond mere compliance with the legislation in force, business organisations may therefore adopt and implement management methodologies and instruments that deliberately contribute to promoting gender equality.

The design of an Action Plan must obey the specificities and challenges of each corporate reality. The measures that are established must be adapted to the needs for improvement identified during the diagnostic phase.⁸ We recommend the adoption of the **action-research method**, whose theoretical foundations are based on the principle that interventions at companies (and at organisations in general) must be anchored in the identification of all the weaknesses or all the dimensions that are liable to adjustments and improvements. The design of the **Action Plan** must, therefore, be guided by the aspects targeted in the diagnosis and envisage measures that seek to overcome all of the company's weak (or less strong) points with regard to Gender Equality.

The *Reference Guide for Preparing the Action Plan*, which we present here, comprises eight areas of intervention. These are, generally speaking, the ones defined under the scope of the "Social Dialogue and Equality in Companies" Project⁹ (CITE, 2008), although these form part of a comprehensive diagnostic approach (Gender Auditing) and are based on a distinct research methodology (involving external evaluation and not self-evaluation).¹⁰

⁸ We suggest that you consult the *Reference Guide for the Elaboration of the Diagnostic Evaluation*.

⁹ <http://www.cite.gov.pt/pt/acite/projetos006.html>

¹⁰ The methodology is set out in the *Reference Guide for the Elaboration of the Diagnostic Evaluation*.

Table 2 – Dimensions of the Diagnosis and Intervention to be undertaken at Companies

1. Corporate mission and strategy
2. Human Resources Management
2.1. Recruitment and selection
2.2. Lifelong learning and training
2.3 Job analysis, performance evaluation and remunerations
2.4 Career advancement and development
3. Work, family and personal life balance
4. Work organisation
5. Respect for the dignity and integrity of workers
6. Social Dialogue and Participation
7. Internal and external communication
8. External relations in the equality plan

After the Diagnosis has been completed, the results are sent back to the companies in an aggregate form so as to guarantee that all the people surveyed and interviewed are guaranteed confidentiality in terms of the information that they have provided, together with their respective anonymity. These results are sent to the:

- Task force, so that they can discuss the results in detail, their respective interpretation and make an inventory of the measures to be included in the Action Plan (AP).
- Board of Directors/Management, so that they can legitimise the need for change and their commitment to the AP.
- Workers, in order to foster their identification with the AP and their participation in the change process by enabling them to contribute with suggestions for overcoming the weaknesses identified.

The design of the Action Plan is fundamental for bringing about change in the company with the aim of effectively promoting gender equality. The plan must include:

- ✓ The measures to be implemented, according to the dimension of intervention (See Table 2).
- ✓ The Department (Directorate or Unit) responsible for implementing and monitoring each measure (and, whenever possible, also those people responsible for guaranteeing that the measure is suitably executed).
- ✓ Other Departments (Directorates or Units) involved in the implementation of each measure (and, whenever possible, also those people – focal points – responsible for guaranteeing that the measure is suitably executed).
- ✓ The aims that the implementation of each measure will make it possible to achieve.
- ✓ The goals envisaged for the implementation of each measure.
- ✓ The impacts expected from the implementation of each measure.
- ✓ The (financial, technical and logistical) resources required for the implementation of each measure.
- ✓ The timeframe envisaged for the implementation of each measure.
- ✓ The evaluation methodology established for monitoring the implementation of each measure.
- ✓ The result indicators used to evaluate the implementation of each measure.

The task force plays a fundamental role in the process, at various moments and at different levels: i) *ex ante*, in the help provided for undertaking the research (Diagnosis); ii) in the design of the AP (including the identification of the necessary internal resources and the attribution of responsibilities); iii) in negotiations with the Board of Directors/Management, guaranteeing the validation of the AP and the commitment of the senior management and; iv) in promoting the commitment of all those with management/decision-making responsibilities identified as focal points. The task force is therefore responsible for helping to map the internal political context, ensuring the total commitment of the various levels of management (sponsors of change), identifying possible

sources of resistance and the best strategies for overcoming them. They are also expected to provide a clear and transparent communication strategy that can mobilise all workers to ensure the implementation and sustainability of the measures set out in the AP.

From the operational point of view, the task force is expected to:

- Coordinate the design and implementation of the AP.
- Establish an *a priori* methodology for monitoring the implementation of the AP that makes it possible to systematically:
 - monitor the implementation of the measures, working in close conjunction with the departments and focal points involved.
 - paying close attention to the aims/goals and result indicators.
 - planning an initial meeting, interim reports and follow-up meetings, as well as their respective frequency.
- Facilitate the internal communication/mobilisation plan.
- Introduce preventive/corrective measures in good time.

It is clear that unforeseeable external and internal factors can both condition and facilitate the implementation of Action Plan. Consequently, the task force cannot be held responsible for the implementation of the AP; however, it nonetheless has the duty to guarantee that this is implemented in full. For this purpose, it is crucial that the external research team guarantees the training of the members of the task force in key areas of gender equality¹¹, including the implementation of the Gender Equality Action Plan itself. This means recognising their importance as **agents of change** and seeking to strengthen their competences, including those relating to the coordination of the AP and monitoring the measures outlined therein.

The implemented measures must allow room for moments of internal celebration, which may involve a clear communication of the aims achieved and their positive impacts on the life of all the workers and on the company

¹¹ We suggest that you consult the *Reference Guide for Training*.

itself. Building momentum is, undoubtedly, a recommendation to be considered. The desired overall change is achieved through small tangible and symbolic steps; the celebration of each conquest (or each measure implemented) represents an important stage in the mobilisation and collective commitment to the realisation of more substantive and deeper measures.

The following reference guide contains a set of guidelines and measures that can be incorporated into each of the Plan's areas of intervention. Once the diagnosis has been completed, each company will be responsible for identifying the concrete measures to be implemented. Merely by way of illustration, for the first measure of each area of intervention, we present the eventual department/unit/focal point responsible; other departments/units involved /as; objective(s); goal(s); expected impacts; resources; timeframe; monitoring methodology and result indicator(s).

The Gender Equality Action Plan must be preceded by a Letter of Commitment signed by a member of the company's Board of Directors/Management. A model for such a letter is included in this guide (in the next section).

Letter of Commitment

Considering the following international commitments, namely:

The Fourth World Conference on Women, held in Beijing in September, 1995, the Declaration and Platform for Action approved in Beijing and the subsequent final documents approved at the special sessions of the United Nations,

The 1979 United Nations Convention on the Elimination of All Forms of Discrimination against Women (CEDAW),

The 1948 Universal Declaration of Human Rights,

The European Union Charter of Fundamental Rights,

The Treaty on European Union, which stresses the values common to all its Member States, such as pluralism, non-discrimination, tolerance, justice, solidarity and equality between men and women,

The Treaty on the Functioning of the European Union, whose Article 19 refers to the combat against discrimination based on sex,

The European Pact for Equality between Men and Women (2011-2020), approved on 7 March, 2011,

The European Union Strategy for Growth and Employment (Europa 2020), adopted on 17 June, 2010,

The Women's Charter, adopted on 5 March, 2010,

Considering the Fundamental Rights and Duties enshrined in the Constitution of the Portuguese Republic, namely in Article 13,

Considering the Labour Law in force, namely the articles included in Sub-Section III of the Labour Code – Equality and Non-Discrimination – and in Sub-Section IV – Parenting,

Considering Portaria No. 84/2015, of 20 March – the government ordinance that created and regulated the measure of Promoting Gender Equality in the Labour Market,

Considering the Resolution of the Council of Ministers No. 11-A/2015, of 6 March – which mandated the Secretary of State for Parliamentary Affairs and Equality, the Secretary of State for Regional Development, the Secretary of State to the Minister for the Economy and the Secretary of State for Employment (i) within 90 days to be counted from the date of its publication, to take steps towards the signing of an agreement with the publicly listed companies to promote greater balance in the representation of women and men on the respective boards of directors, presupposing that the companies would commit themselves to the aim of achieving a 30% representation of the under-represented sex, by the end of 2018, and (ii) to promote, without any cost for the companies, the creation and supply of a support mechanism for the identification and analysis of the gender pay gap,

Considering the Resolution of the Council of Ministers No. 18/2014, of 5 March 2014 – which established a series of measures to be adopted to counter the historical trend in wage inequality that penalises women, with a view to achieving effective Gender Equality,

Considering the Fifth National Plan for Equality (Resolution of the Council of Ministers No. 103/2013), of 31 December, which sought: to strengthen the implementation of equality plans at private sector companies (article 41); to monitor the application of the legal regime of the State enterprise sector, with regard to the implementation of equality plans and the representation of women on the boards of directors (article 42); and to consider as a tie-breaking criterion in the selection of corporate projects competing for cohesion policy funds the level of representation of women on the boards of directors of these companies (article 43),

Considering Decree-Law No. 133/2013, of 3 October, which approved the new legal regime of the State enterprise sector,

Considering the Resolution of the Council of Ministers No. 13/2013, of 8 March, which approved a series of measures that sought to guarantee and promote

equal opportunities and outcomes between women and men in the labour market,

Considering the Resolution of the Portuguese Parliament No. 48/2013, of 4 April, which recommended that the government should adopt measures to defend and effectively enhance women's rights in the world of work,

Considering the Resolution of the Portuguese Parliament No. 46/2013, of 4 April, which recommended that the government should launch a national campaign to inform women about their rights in the world of work, as well as to explain to employers the need to promote gender equality in the world of work,

Considering the Resolution of the Portuguese Parliament No. 45/2013, of 4 April, which recommended that the government should activate the necessary mechanisms to combat direct and indirect wage discrimination,

Considering the Resolution of the Council of Ministers No. 19/2012, of 8 March, which determined the adoption of measures for promoting gender equality in the managerial and supervisory posts of State companies,

Considering the Resolution of the Council of Ministers No. 70/2008, of 22 April, which approved the State's strategic guidelines for the whole of the State enterprise sector,

Considering the Resolution of the Council of Ministers No. 49/2007, of 28 March, which approved the principles of good governance of the companies of the State enterprise sector,

Considering the importance of the contribution made by business organisations to a fully democratic and inclusive society, as well as the advantages of incorporating a gender equality perspective into all areas of the company, the

Board of Directors/Management of the company _____, represented by [name]

_____,

[post]_____undertakes to:

1. Implement the attached Gender Equality Action Plan.
2. Allocate all the resources necessary for the implementation of this Plan.

Place:

Date:

Signature: _____

Reference Guide: Gender Equality Action Plan

1. Corporate mission and strategy

Measure	Department/unit responsible/ Focal point	Other departments/ units involved	Objective	Goal	Expected impact	Resources	Timeframe	Monitoring methodology	Result indicator(s)
To incorporate the commitment to promote gender equality in the company's mission and values.	Board of Directors/ Management		To publicly assume the commitment to promote gender equality (externally and internally).		A socially responsible management anchored in gender equality. A greater ethical awareness.	One person from the HR Department during x hours at piece rates. [to be detailed]	First year of the Plan's implementation.	Analysis of the company's mission and values.	The company's mission and values have incorporated the commitment to promote gender equality.
To create a Gender Equality Committee.									

Measure	Department/unit responsible/ Focal point	Other departments/ units involved	Objective	Goal	Expected impact	Resources	Timeframe	Monitoring methodology	Result indicator(s)
To expressly mention gender equality as a company value in the strategic documents (e.g. reports, regulations, code of ethics/conduct).									
To raise the awareness of all workers about the need to espouse the company's strategy for gender equality.									

2. Human Resources Management

2.1. Recruitment and selection

Measure	Department/unit responsible/ Focal point	Other departments/units involved	Objective	Goal	Expected impact	Resources	Timeframe	Monitoring methodology	Result indicator(s)
To train the people responsible for recruitment and selection interviews about recruitment and selection procedures without gender bias.	Human Resources Department [identify the person(s) responsible]	Those responsible for Development and Training. [identify the person(s) responsible]	To contribute to a fairer and more objective recruitment and selection process for women and men.	50% of those responsible for the recruitment and selection interviews to be fully trained one year after the plan's implementation [specify]	A strategic and inclusive management of human resources, which favours the admission and retention of the most competent people for the work performed at the company.	Internal or external trainer in gender equality [Specify amount budgeted]	During the period of the plan's implementation.	Analysis of the training supplied to those responsible for the recruitment and selection processes. Checking the number of people trained. Comparative analysis of the recruitment and selection processes before and after training.	Ratio between the number of people responsible for the recruitment and selection interviews that have been trained and the total number of people responsible for the recruitment and selection interviews.

Measure	Department/unit responsible/ Focal point	Other departments/ units involved	Objective	Goal	Expected impact	Resources	Timeframe	Monitoring methodology	Result indicator(s)
To guide outside bodies specialising in recruitment and selection in order to guarantee a minimum representation of 40% of each of the sexes among those applying to work at the company.									
When there are only two applicants, to guarantee a minimum representation of 50% of each sex.									

Measure	Department/unit responsible/ Focal point	Other departments/ units involved	Objective	Goal	Expected impact	Resources	Time-frame	Monitoring methodology	Result indicator(s)
To implement an active policy of recruiting women and men for jobs where they are under-represented.									

2.2. Lifelong learning and training

Measure	Department/unit responsible/ Focal point	Other departments/ units involved	Objective	Goal	Expected impact	Resources	Timeframe	Monitoring methodology	Result indicator(s)
To incorporate contents about gender equality into the company's regular training practices, namely: gender stereotypes; inclusive language; work, family and personal life balance; moral and sexual harassment at the workplace.									
Measure	Department/unit responsible/ Focal point	Other departments/ units involved	Objective	Goal	Expected impact	Resources	Timeframe	Monitoring methodology	Result indicator(s)
To organise training schedules so that they coincide with the established working hours.									

To organise training in such a way as to guarantee equal access and participation of women and men.									
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2.3. Job analysis, performance evaluation and remunerations

Measure	Department/unit responsible/ Focal point	Other departments/ units involved	Objective	Goal	Expected impact	Resources	Time-frame	Monitoring methodology	Result indicator(s)
To adopt a job evaluation methodology that contributes to the elimination of the gender pay gap.									
To implement procedures at the level of the remuneration and reward system that guarantee respect for the principle of equal pay for equal work.									

Measure	Department/unit responsible/ Focal point	Other departments/ units involved	Objective	Goal	Expected impact	Resources	Time-frame	Monitoring methodology	Result indicator(s)
<p>To adopt and implement the point factor analytical method, as a job evaluation methodology without gender bias and with a view to achieving equal pay between women and men.</p> <p>The adoption of this method will result in the following measures:</p> <p>To analyse the contents of predominantly female and predominantly male occupations and jobs through the respective</p>									

<p>breakdown into factors, sub-factors and levels.</p> <p>To gather information through the questionnaire survey (which may be complemented through interviews and direct observation) about the jobs to be evaluated. To analyse the results, through the creation of an identification file for each job, including the description of the respective tasks and the identification of the respective profile.</p> <p>To determine the value of jobs through the preparation of a grid for weighting and attributing points to jobs.</p>									
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To estimate the wage differences between jobs of equal value. To define the necessary adjustments, at the level of pay scales and/or the (re)definition of job functions.									
To design a performance evaluation model that is objective and free of any gender bias.									
Measure	Department/unit responsible/ Focal point	Other departments/ units involved	Objective	Goal	Expected impact	Resources	Time-frame	Monitoring methodology	Result indicator(s)
To design a performance evaluation model that does not penalise workers for exercising their family responsibilities.									

To implement a performance evaluation model that is objective and free of any gender bias.									
To implement a performance evaluation model that does not penalise workers for exercising their family responsibilities.									

2.4. Career advancement and development

Measure	Department/unit responsible/ Focal point	Other departments/ units involved	Objective	Goal	Expected impact	Resources	Time-frame	Monitoring methodology	Result indicator(s)
To guarantee the participation of at least 33% of women on the company's board of directors/management.									
To implement an active career management policy that guarantees minimum thresholds for the professional advancement of the under-represented sex.									
To organise and provide mentoring, counselling, coaching and sponsorship programmes.									

Measure	Department/unit responsible/ Focal point	Other departments/ units involved	Objective	Goal	Expected impact	Resources	Time-frame	Monitoring methodology	Result indicator(s)
To guarantee that the first attributions in terms of tasks and projects, after recruitment, involve the same level of responsibility and visibility, both for women and men, preparing them for the highest levels of management and leadership.									
To give visibility to women occupying decision-making positions as role models.									
To structure career plans for women.									

3. Work, family and personal life balance

Measure	Department/unit responsible/ Focal point	Other departments/ units involved	Objective	Goal	Expected impact	Resources	Time-frame	Monitoring methodology	Result indicator(s)
To identify the needs of workers with specific responsibilities at the family level (single-parent families, relatives with disabilities, relatives with chronic illnesses, etc.), through the application of a questionnaire survey.	Human Resources Department	Heads of Units/ Departments, Supervisors	To design and implement measures facilitating a balance between personal, family and working life adapted to the real needs of workers.	60% of workers with specific responsibilities at the family level satisfied with the measures implemented after the first year of the Plan's implementation.	A better work, family and personal life balance. A greater satisfaction. A greater motivation. An improvement in the organisational climate.	Procure the human and financial resources necessary for the development and application of a needs analysis.)	Every year during the Plan's implementation.	Evaluation of the measures implemented in the light of the results of the questionnaire survey.	Ratio between the number of workers with specific responsibilities at the family level who are satisfied with the measures implemented and the total number of workers with specific responsibilities at the family level.

Measure	Department/unit responsible/ Focal point	Other departments/ units involved	Objective	Goal	Expected impact	Resources	Time-frame	Monitoring methodology	Result indicator(s)
To encourage male workers to share initial parental leave.									
To encourage male workers to provide family care, guaranteeing protection in parenting and the possibility of attending to family responsibilities in general.									

Measure	Department/unit responsible/ Focal point	Other departments/ units involved	Objective	Goal	Expected impact	Resources	Time-frame	Monitoring methodology	Result indicator(s)
To develop mechanisms that facilitate the return to work after taking leave under the scope of protection in parenting schemes or for reasons relating to family care.									
To establish protocol(s) with companies providing home care services for workers with people dependent upon their care.									

Measure	Department/unit responsible/ Focal point	Other departments/ units involved	Objective	Goal	Expected impact	Resources	Time-frame	Monitoring methodology	Result indicator(s)
To establish protocol(s) with crèche(s)/leisure activity companies.									
To create a supply of childminders and baby-sitters for workers, designed to operate in keeping with the schedules and needs of working fathers and mothers.									

Measure	Department/unit responsible/ Focal point	Other departments/ units involved	Objective	Goal	Expected impact	Resources	Time-frame	Monitoring methodology	Result indicator(s)
To make it easier for workers to be absent from the workplace in order to attend doctor's appointments and/or medical treatments (including family planning and sexual and reproductive health), either their own or those arising from specific responsibilities at the family level.									

4. Work organisation

Measure	Department/unit responsible/ Focal point	Other departments/ units involved	Objective	Goal	Expected impact	Resources	Time-frame	Monitoring methodology	Result indicator(s)
To provide flexible working time or workplace options provided that these have been previously negotiated with workers and their representative bodies (bearing in mind the perspective of gender equality).	Human Resources Department [identify the person(s) responsible]	Heads of units, senior managers and heads of workers' representative bodies. [identify the person(s) responsible]	To adjust the organisation of the working time and workplace to the needs or preferences of workers.	To achieve a higher ratio between the number of workers requesting flexible working time and/or workplace options and the granting of these by supervisors by the end of the plan's implementation. [specify]	A better reconciliation of work, family and personal life. A greater satisfaction. A greater motivation. An improvement in the organisational climate.		During the course of the plan's implementation.	Analysis of the workers' requests for flexible working time and/or workplace options and the granting of these by supervisors.	Ratio between the number of workers requesting flexible working time and/or workplace options and the granting of these by supervisors,

Measure	Department/unit responsible/ Focal point	Other departments/ units involved	Objective	Goal	Expected impact	Resources	Time-frame	Monitoring methodology	Result indicator(s)
(cont).				To achieve a balanced ratio between the number of workers' requests and the granting of these by supervisors					Balanced ratio between the number of workers' requests and the granting of these by supervisors.
To evaluate the possibility of decentralising autonomy for work teams (if applicable) relating to the organisation (sharing/division) of tasks, the changing and swapping of shifts in order to meet the needs of workers and of the organisation.									

Measure	Department/unit responsible/ Focal point	Other departments/ units involved	Objective	Goal	Expected impact	Resources	Time-frame	Monitoring methodology	Result indicator(s)
To guarantee the establishment of realistic objectives based on working times and the size of work teams.									
To implement and guarantee the fulfilment of written and standardised processes for requesting and using flexible working time options, thus guaranteeing the transparency of the process.									

Measure	Department/unit responsible/ Focal point	Other departments/ units involved	Objective	Goal	Expected impact	Resources	Time-frame	Monitoring methodology	Result indicator(s)
To counter a work organisation that reproduces a culture of total availability namely through a performance evaluation based on the quality of work and results in detriment to working time and the worker's physical presence at the company.									

5. Respect for the Integrity and Dignity of Workers

Measure	Department/unit responsible/ Focal point	Other departments/ units involved	Objective	Goal	Expected impact	Resources	Timeframe	Monitoring methodology	Result indicator(s)
To create specific procedures for denunciations and/or complaints in situations of discrimination, moral and/or sexual harassment and other forms of violence in the workplace.	Human Resources Department [identify the person(s) responsible]	Workers' representative bodies	To create an organisational environment based on respect for the integrity and dignity of workers. To guarantee the possibility of people denouncing situations of discrimination, moral and/or sexual harassment and other forms of violence to which they are exposed in the workplace, in a confidential manner and without reprisals.	Procedures created by the end of the first year of the plan's implementation [specify]	An improvement in the organisational climate. A greater satisfaction. A greater motivation.		First year of the plan's implementation	Analysis of the procedures created for denunciations and/or complaints in situations of discrimination, moral and/or sexual harassment and other forms of gender-based violence in the workplace.	Procedures created for denunciations and/or complaints in situations of discrimination, moral and/or sexual harassment and other forms of gender-based violence in the workplace.

Measure	Department/unit responsible/ Focal point	Other departments/ units involved	Objective	Goal	Expected impact	Resources	Timeframe	Monitoring methodology	Result indicator(s)
To create specific procedures for repairing the damage arising from violation of the respect for the dignity and physical and mental integrity of women and men at the workplace.									

6. Social Dialogue and Participation

Measure	Department/unit responsible/ Focal point	Other departments/ units involved	Objective	Goal	Expected impact	Resources	Time-frame	Monitoring methodology	Result indicator(s)
To create mechanisms to encourage the presentation of suggestions by the workers in the fields of: recruitment, gender equality, the work, family and personal life balance and protection in parenting, performance evaluation, career advancement and development policy and wage policy.	Human Resources Department [identify the person(s) responsible]	Head of Development and Training Head of the Sustainable Development Department [identify the person(s) responsible] Workers' representative bodies	To encourage the participation of workers by providing them with the possibility of presenting suggestions in the field of gender equality.	Mechanisms created by the end of the first year of the plan's implementation [specify]. Increasing number of suggestions made by workers, and their transmission to the appropriate channels during the course of the plan's implementation.	An improvement in social dialogue An improvement in the organisational climate. A greater satisfaction. A greater motivation.		First year of the plan's implementation. Throughout the plan's implementation.	Analysis of the mechanisms developed . Analysis of the evolution of the number of suggestions, the areas of intervention to which they refer and their respective incorporation into the company's policies and practices.	Mechanisms created for making suggestions. Number of suggestions made by workers. Ratio between the number of suggestions made by workers and their incorporation into the company's policies and practices.

Measure	Department/unit responsible/ Focal point	Other departments/ units involved	Objective	Goal	Expected impact	Resources	Time-frame	Monitoring methodology	Result indicator(s)
To hold meetings with workers or their representative bodies, in which questions are discussed relating to gender equality, the work, family and personal life balance and protection in parenting									

7. Internal and external communication

Measure	Department/unit responsible/ Focal point	Other departments/ units involved	Objective	Goal	Expected impact	Resources	Timeframe	Monitoring methodology	Result indicator(s)
To adopt an inclusive (verbal and non-verbal) and non-sexist language in all the documents and instruments of the company's communication (e.g. reports, regulations, website, press releases, e-mails, images transmitted).	Human Resources Department [identify the person(s) responsible]	All departments [identify the person(s) responsible]	Recognise and incorporate the equal visibility of women and men in all forms of language. To counter the perpetuation of gender stereotypes and to reinforce a culture of gender equality.	All the documents and instruments reviewed until the end of the first year of the plan's implementation [specify]	A socially responsible management anchored in gender equality. A company culture guided by the values of gender equality.		First year of the plan's implementation. Throughout the plan's implementation.	Analysis of all the documents and instruments of the company's communication.	Documents and instruments of the company's communication that are gender inclusive.

Measure	Department/unit responsible/ Focal point	Other departments/ units involved	Objective	Goal	Expected impact	Resources	Timeframe	Monitoring methodology	Result indicator(s)
To disseminate the commitment to gender equality in all of the company's materials and official information.									
To disaggregate data by sex in all of the company's instruments, particularly diagnoses and reports.									

Measure	Department/unit responsible/ Focal point	Other departments/ units involved	Objective	Goal	Expected impact	Resources	Timeframe	Monitoring methodology	Result indicator(s)
To publicise, in an appropriate place, information about workers' rights, in matters relating to gender equality and non-discrimination based on sex.									
To inform all workers about the procedures to be followed in communicating acts of discrimination and moral and sexual harassment at the workplace.									

Measure	Department/unit responsible/ Focal point	Other departments/ units involved	Objective	Goal	Expected impact	Resources	Timeframe	Monitoring methodology	Result indicator(s)
To create a pamphlet to inform about the measures existing at the company at the level of the work, family and personal life balance .									

8. External relations

Measure	Department/unit responsible/ Focal point	Other departments/units involved	Objective	Goal	Expected impact	Resources	Timeframe	Monitoring methodology	Result indicator(s)
To seek to establish and maintain relations with professional associations, recruitment companies, other companies (namely those from the same sector of activity) etc., with good practices in the field of gender equality, through the creation of a network of stakeholders.	Human Resources Department [identify the person(s) responsible]	Departments from operational areas [identify the person(s) responsible]	Peer review development of good practices in the field of gender equality.	Number of stakeholders identified for the development of a network for the sharing of good practices: by the end of the first year of the plan's implementation [specify]. One initiative undertaken each year, for the sharing of good practices, until the end of the plan's implementation	Promotion and consolidation of good practices in the field of gender equality in the network of stakeholders.		First year of the plan's implementation Throughout the plan's implementation	Checking the network of stakeholders created. Analysis of the contents of shared good practices and their incorporation into the company.	Network of stakeholders created for the sharing of good practices. Number of good practices shared by the company. Number of good practices incorporated at the company.

Measure	Department/unit responsible/ Focal point	Other departments/units involved	Objective	Goal	Expected impact	Resources	Timeframe	Monitoring methodology	Result indicator(s)
<p>To participate in events, in the school community and in training schemes, designed to arouse the interest of students in an area of studies that allows for career opportunities at the company or in its sector of activity, taking into account the aim of achieving a balanced representation of women and men in the different professions and in the various sectors of economic activity.</p>									

Measure	Department/unit responsible/ Focal point	Other departments/units involved	Objective	Goal	Expected impact	Resources	Timeframe	Monitoring methodology	Result indicator(s)
To take a gender perspective into account in all of the company's decisions, including mergers and acquisitions, consortia, product development, etc.									
To encourage and support female workers to serve as a role model for girls and women and to give visibility to their work and contribution to the community.									
To share good practices with other companies.									
Networking with associations that support the professional development and career advancement of women.									



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BREAK EVEN

**IGUALDADE DE GÉNERO
NAS EMPRESAS**
BREAK EVEN - PROMOTING
GENDER EQUALITY IN
BUSINESS

Training Guide



Title: Gender Equality in Business – Break Even - Training Guide

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Introduction

Companies committed to the promotion of equality between women and men develop active policies and measures in this domain, which should be preferentially integrated into a Gender Equality Action Plan.¹² Going beyond what is outlined in the currently applicable legislation, companies can adopt and implement methodologies and management tools that deliberately contribute to the promotion of equality between women and men.

A company seeking to successfully implement measures for the promotion of gender equality in its organisational structure and, consequently, to benefit from the advantages that such measures can bring, must invest in developing and strengthening the competences of its workers, supervisors and the members of the respective gender equality committees, not only as the recipients of information, but also and, above all, as agents of change. Training in gender equality is, in fact, an “important tool for gender mainstreaming since it builds capacities and provides people with awareness, knowledge and practical skills. At the same time, gender training motivates participants to implement gender mainstreaming and to work toward gender equality” (EIGE, 2013)¹³.

This reference guide is therefore designed to serve as a tool to guide companies in the elaboration of a Gender Training Plan.

This plan should naturally correspond to the company’s needs, previously identified in a diagnostic phase.¹⁴ The guidelines that are proposed here therefore need to be adapted to the characteristics of each company and its internal culture, as well as to the experience and specific needs of the

¹² We suggest that you consult the *Reference Guide for Preparing the Action Plan*.

¹³ EIGE (2013), *Mainstreaming gender into the policies and the programmes of the institutions of the European Union and EU Member States – Good practices in gender mainstreaming*, available at: <http://eige.europa.eu/sites/default/files/documents/Good-Practices-in-Gender-Mainstreaming.pdf> (accessed on 21/03/2016).

¹⁴ We suggest that you consult the *Reference Guide for the Elaboration of the Diagnostic Evaluation*.

people participating in the training schemes. "Tools, good practice and activities that are tailored to the policy areas of trainees facilitate individual commitment and contribute more effectively to behavioural, organisational, political, and programme level changes that are at the heart of gender training." (EIGE, 2012)¹⁵.

The elaboration of this present Guide was based on the training needs diagnosed at the Project's seven anchor companies; it is, however, a tool that can be used by any company (or organisation) seeking to incorporate a gender equality perspective at different levels of its management systems and processes. The following thematic areas are given special privilege in this Guide in terms of awareness raising/training:

- Gender (in)equality in the Portuguese labour market and business organisations: diagnosis;
- Deconstruction of gender stereotypes;
- Inclusive communication and language;
- Respect for the dignity and integrity of workers: work environments that are free from moral and sexual harassment;
- Work, family and personal life balance;
- Job evaluation and evaluation of the management of the remuneration and reward system;
- Implementation of the Gender Equality Action Plan.

For each of these areas, there is a corresponding specific module in terms of awareness raising/training.

The objectives, course contents, expected outcomes, proposed activities, training methodology, the necessary materials/equipment and the estimated time of each awareness raising/training module are outlined in the respective Session Plans (included in this Guide).

¹⁵ EIGE (2012), *Gender training: Factors contributing to its effective implementation and challenges*, available at:

<http://eige.europa.eu/sites/default/files/documents/Factors%20contributing%20to%20effective%20implementation%20of%20GT.pdf> (accessed on 21/03/2016).

Special mention should be made of the duration of the sessions. In fact, the duration that is indicated should be regarded as the minimum amount of time required to create an appropriately participatory environment for training/learning/reflection based on the experience of participants, a key requirement so that the training can function as a transformational tool for effective organisational change.

Another initiative, designed and tested under the scope of the training component of the “Gender Equality in Business – Break Even” Project, and which is now proposed as a peer-based methodology for awareness raising/training, consists in the creation and promotion of the **GECOMPANIES DIALOGUE** initiative (Dialogue for Gender Equality at Companies, referred to earlier). This was designed to provide a space for reflection, for sharing experiences and joint development between the project’s seven anchor companies. The two sessions that were held under the scope of the GECOMPANIES DIALOGUE initiative also included a training component led by guest experts¹⁶ (members of the project’s Advisory Board), which dealt with relevant themes that commonly affected all companies: promotion of gender equality versus diversity management; gender-inclusive language; and gender equality and the work, family and personal life balance under the framework of Corporate and Organisational Social Responsibility – the Portuguese Norms in this area.

So that gender training can, in fact, function as a tool for change at companies (or organisations), consideration must be given to principles and procedures that guarantee the quality of the intervention. A set of minimum requirements has been identified¹⁷ that are needed to guarantee the quality

¹⁶ Maria do Céu da Cunha Rêgo and Josefina Leitão.

¹⁷ We suggest that you consult: EIGE (2012), *Gender training: Step-by-step approach to quality*, available at: <http://eige.europa.eu/sites/default/files/StepByStep%20Approach%20to%20Quality.pdf> (accessed on 21/03/2016).

EIGE (2014), *Quality assurance mechanisms for gender training in the European Union: reflections from the online discussion*, European Institute for Gender Equality
Luxembourg: Publications Office of the European Union, available at: <http://eige.europa.eu/sites/default/files/MH0113604ENC.PDF> (accessed on 21/03/2016).

of gender training. Below are some of the criteria considered necessary for the successful implementation of a Gender Training Plan:

- ✓ Responsive to international norms and agreements relating to gender equality.
- ✓ Incorporated into a vaster Gender Equality Action Plan, at the organisational level.
- ✓ Approved and validated by the organisation's senior management.
- ✓ Transparent at the level of the plan's approach, objectives and expectations.
- ✓ Contents, materials and methodologies adapted to the needs of the organisation and the trainees participating in the plan.
- ✓ Rigorous planning of activities, including: communication strategies; motivation of participants; allocation of resources; duration and schedule of sessions; training venue, facilities and equipment; number and profiles of trainees taking part.
- ✓ Responsive to the knowledge and the methodological and relational skills of the training team.
- ✓ Adoption and use of gender-inclusive language and training materials.
- ✓ Adoption and implementation of quality assurance mechanisms and procedures, namely in terms of monitoring and evaluation.
- ✓ Adoption and implementation of follow-up activities guaranteeing the sustainability of the intervention, namely that the sharing of the knowledge acquired at the individual level is translated into positive results at the level of organisational change.

Ferguson, Lucy and Maxime Forest (2011), *OPERA Final Report - Advancing Gender+ Training in Theory and Practice*, QUING - Quality in Gender+ Equality Policies Integrated Project, available at: http://www.quing.eu/files/results/final_opera_report.pdf (accessed on 21/03/2016).

Sajch, Michelle et al. (2007), *Acting Pro(e)quality Quality Standards for Gender Equality and Diversity Training in the EU*, Pro(e)quality EQUAL Transnational Cooperation, available at: <http://www.cite.gov.pt/pt/dsie/doc/Quality.pdf> (accessed on 21/03/2016).

Plans of the awareness raising/training sessions

Gender (in)equality in the Portuguese labour market and business organisations: diagnosis

Target groups: All the members of the company

General objectives: To provide information about the diagnosis of the situation of women and men in the labour market and at companies in Portugal, their specificities and more critical areas in comparison with the other European Union countries.

Expected outcomes:

- Participants will be better informed about the situation of women and men in the labour market and at companies in Portugal, particularly with regard to management and leadership positions and their respective remunerations.
- Participants will be stimulated to reflect on the main obstacles to gender equality at companies.
- Participants will be made more aware of the role of companies as agents of change in the national panorama for the promotion of gender equality.

Course contents	Expected outcome	Activities	Methodology	Materials/ Equipment	Estimated time	
Presentation of the objectives of the session		Presentation	Expository method	PPT presentation	Computer, video projector	5'
Presentation of the diagnosis: women and men in the labour market and at companies in Portugal	Participants will be better informed about the situation of women and men in the labour market and at companies in Portugal, particularly with regard to management and leadership positions and their respective remunerations.	Presentation. Presentation of data about the Portuguese reality	Expository method		Computer, video projector	15'
Analysis of the main obstacles to gender equality in business	Participants will be stimulated to reflect on the main obstacles to gender equality at companies. Participants will be made more aware of the role of companies as agents of change in the national panorama for the promotion of gender equality.	Presentation. Presentation of concrete data (based on studies)	Expository method		Computer, video projector/ Document about the duties of the task force	20'
		Proposal for debate / Questions and comments about the presentation	Participatory method			20'
TOTAL TIME					60'	

Evaluation:

The session will be evaluated in keeping with the parameters set out in the "Questionnaire for the evaluation of the awareness raising/training session".

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Deconstruction of gender stereotypes

Target groups:

Task force/focal points and supervisors

No. of participants:

12 – 15

General objectives:

- To deconstruct gender stereotypes that limit both opportunities in the treatment of female workers and the performance potential of companies.

Expected outcomes:

Participants will be able to...

- recognise concepts and understand their meaning.
- establish the relationship between gender stereotypes and their negative implications at the level of the dynamics of power, decision-making, career development, remunerations and earnings.
- reflect on the dynamics of discrimination, exclusion and integration at work.
- recognise the advantages for the company, as a collective whole, in breaking with gender stereotypes.

Course contents	Expected outcome	Activities	Methodology	Materials/ Equipment	Estimated time
Presentation/Icebreaker	Introduction to the theme and the first reflections as a group	Popular sayings	Participatory	Paper cut in half with the popular sayings written on it	10'
The constraints imposed by gender stereotypes on recruitment: the losses for the company in the recruitment of human potential (human resources) and the discrimination against applicants	After the discussion, participants will be able to: - identify gender inequalities in recruitment	Screening of the video and debate about the situation of women and men in Portugal in terms of access to employment	Expository - video	Participatory - debate PC Projector Speakers	20'
Increased awareness of the different concepts	At the end of the discussion, participants will be able to: - explain the concepts of sex, gender, difference, inequality, diversity, stereotypes and gender stereotypes, direct discrimination and indirect discrimination, horizontal and vertical sexual segregation	PPT presentation Examples for discussion	Expository	Participatory - examples and debate PC Projector Examples	30'
Practical exercise	At the end of the exercise, in keeping with their experience in a situation of domination/subordination when faced with the integration of new members into their group, participants will be able to establish a relationship between gender stereotypes and their implications at the level of the dynamics of power and the functions of decision-making	Game originating from informal training activities	Participatory - game and debate	Packs of cards Rules of the game	60'
TOTAL TIME					120'

Evaluation:

The session will be evaluated in keeping with the parameters set out in the "Questionnaire for the evaluation of the awareness raising/training session"

(See Appendix 7).

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ILO and EUROCHAMBRES (2008), "Romper com os estereótipos de género, dar uma oportunidade ao talento: Conjunto de ferramentas para Consultores/as de PME e Gestores/as de Recursos Humanos", prepared by the ILO's International Training Centre, in partnership with EUROCHAMBRES, under the framework of the contract "Raising the awareness of companies about combating gender stereotypes" commissioned by the Directorate-General for Employment, Social Affairs and Equal Opportunities of the European Commission, European Communities.

Resources:

Video "Oferta de Emprego" (Job Offer) (edition by CITE, 2003); Online tool with narratives about gender stereotypes (European Institute for Gender Equality, 2013): <http://eige.europa.eu/more-areas/gender-stereotypes/search-for-gender-stories>

Inclusive communication and language

Target groups:

Task force/focal points and supervisors

No. of participants:

10 - 15

General objectives:

- To develop a critical sense about the role of the image in perpetuating gender stereotypes.
- To raise awareness about the importance of a gender inclusive language.
- To recognise the invisibility of women in language as an obstacle to gender equality.

Expected outcomes:

Participants will be able to...

- To critically analyse the gender asymmetries conveyed by language.
- To critically identify images that perpetuate gender stereotypes.
- To adapt their writing to the equal visibility of women and men in language.

Course contents	Expected outcome	Activities	Methodology	Materials/ Equipment	Estimated time	
		Presentation Definition of the objectives of the session	Expository method	PPT presentation	Computer, video projector	5'
Inclusive language	Participants will be able to critically analyse the gender asymmetries conveyed by language	Comparison between the meaning of words with a masculine gender and those with a feminine gender	Active method	Group dynamics	Flash cards with words, bag/pouch	35'
Image and gender stereotypes	Participants will be able to critically identify images that perpetuate gender stereotypes	Analysis of job advertisements.	Active method	Group dynamics	Job advertisements, A4 sheets of paper/ flipchart, ballpoints/marker pens	45'
		Presentation of international, European and national legislation.	Expository method	PPT presentation	Computer, video projector	5'
Good practices for a gender inclusive language	Participants will be able to adapt their writing to the equal visibility of women and men in language	Procedures for an inclusive language (specification of sex and neutralisation or abstraction of sexual references).	Expository method	PPT presentation	Computer, video projector	10'
		Adaptation of company texts to inclusive language.	Active method	Group dynamics	A4 sheets of paper, ballpoints	15'
		Final synthesis	Expository method	PPT presentation	Computer, video projector	5'
TOTAL TIME					120'	

Evaluation:

The session will be evaluated in keeping with the parameters set out in the "Questionnaire for the evaluation of the awareness raising/training session" (See Appendix 7).

Bibliography:

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Perista, H. and Silva, A (2005)., *Guia para o Mainstreaming de Género na Comunicação Social*, Coleção Bem-me-Quer nº11, Lisboa, CIDM.

Resources:

Presentation "Gender inclusive language", Maria do Céu da Cunha Rêgo, *Diálogo Igualdade de Género nas Empresas*, ISEG, Lisboa, 18 September 2015.

"Pedagogical Kit on Gender and Youth – Informal Education for gender mainstreaming in young people" (REDE – Portuguese Network of Young People for Gender Equality) –

http://tk.redejovensigualdade.org.pt/kitpedagogico_rede.pdf

"Guidelines on Gender Neutral Language" (UNESCO) –

<http://unesdoc.unesco.org/images/0011/001149/114950mo.pdf>

Video "Always #LikeAGirl" (2014):

<https://www.youtube.com/watch?v=XjJQBjWYDTs>

Respect for the integrity and dignity of workers: work environments free of moral and sexual harassment

Target groups:

Task force/focal points (including member of CT/CS) and supervisors

No. of participants:

Up to 15 participants

General objectives:

- To recognise situations of moral and sexual harassment at the workplace.
- To recognise what (practices and attitudes) amounts to moral harassment and sexual harassment at work.
- To understand how to prevent or resolve situations of moral/sexual harassment.

Expected outcomes:

Participants will be able to...

- Define moral harassment at work.
- Define sexual harassment at work.
- Know what to do and how to behave when faced with a case of moral/sexual harassment.

Course contents	Expected outcome	Activities	Methodology	Materials/ Equipment	Estimated time
Breaking stereotypes about sexual harassment. Definition of sexual harassment at the workplace: main aspects and components.	Definition of sexual harassment	Myths and facts.	Mixed. Group activity (participatory) + PPT presentation (expository).	Group activity + PPT presentation.	25 minutes
Breaking stereotypes about sexual harassment. Definition of moral harassment at the workplace: main aspects and components.	Definition of moral harassment	Quiz.	Mixed. Group activity (participatory) + PPT presentation (expository).	Group activity + PPT presentation.	25 minutes
What can be done to identify, accompany and solve a case of moral/sexual harassment at the workplace? Different perspectives and precautions depending on the position (target of harassment, work colleague, etc.)	Checklist of things to do to monitor and solve situations of moral/sexual harassment.	Once upon a time... a real case.	Participatory: Group activity.	Group activity.	20 minutes
What measures can an organisation take? How to provide zero tolerance in relation to sexual/moral harassment.	Identification of practical forms for preventing and solving cases of moral/sexual harassment.	PPT presentation: 11 tips for organisations and workers.	Expository.	PPT presentation.	20 minutes
Results of research into sexual and moral harassment at the workplace in Portugal 2015. Comparison of the results of the 2015 research with those of the 1989 research: main trends of change.	Portrait of the phenomenon of sexual and moral harassment at the workplace in Portugal.	PPT presentation: sexual and moral harassment at the workplace in Portugal.	Expository (with a debate)	PPT presentation.	20 minutes
TOTAL TIME					110'

Evaluation:

The session will be evaluated in keeping with the parameters set out in the "Questionnaire for the evaluation of the awareness raising/training session" (See Appendix 7).

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- CITE (2013), *Guia Informativo para a Prevenção e Combate de Situações de Assédio no Local de trabalho: um Instrumento de Apoio à Autorregulação*, Lisboa, CITE.
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UMAR, União de Mulheres Alternativa e Resposta (2014), *Assédio Sexual: quebrar invisibilidades. Construir uma cultura de prevenção e intervenção*.

Verdasca, Ana T. M. (2010), *Assédio Moral no Mercado de Trabalho. Uma aplicação no sector bancário*, PhD dissertation in Economic and Organisational Sociology, Instituto Superior de Economia e Gestão, Universidade Técnica de Lisboa.

Resources:

Training activities in sexual and moral harassment at the workplace carried out under the scope of the project 'Sexual and moral harassment at the workplace in Portugal' developed by CIEG-ISCSP ULisboa, promoted by CITE and funded by the EEA Grants financial mechanism.

PPT presentations - research results from the project 'Sexual and moral harassment at the workplace in Portugal' developed by CIEG-ISCSP ULisboa, promoted by CITE and funded by the EEA Grants financial mechanism.

Work, family and personal life balance

Target groups:

Supervisors

No. of participants:

Up to 15 participants

General objectives:

- To discover the Portuguese reality relating to the work, family and personal life balance .
- To recognise the challenges involved in the work, family and personal life balance .
- To identify and recognise good practices and solutions facilitating the work, family and personal life balance .

Expected outcomes:

- At the end of the session, participants will be able to understand the advantages to be gained by an organisation that promotes and facilitates suitable practices to help workers achieve a better work, family and personal life balance. They will also be able to recognise the challenges inherent in attempting to achieve this balance and to identify good practices that promote it.

Course contents	Expected outcome	Activity	Methodology	Materials/ Equipment	Estimated time
Statistical data: evolution of parental leave, division of household chores, unpaid work – number of hours spent.	To discover the Portuguese reality.	Exposition and analysis of statistical data and broad discussion.	Expository/Active	Computer and data show projector Statistics: CITE and Policy Brief I - Men, Male Roles and Gender Equality, ICS and CITE	20´
Concept of the work, family and personal life balance . The different times and uses of time - causes and challenges inherent in this balance. Practices promoting and favouring the work, family and personal life balance.	To understand what we are talking about when we speak of the work/life balance. To recognise the challenges inherent in the work, family and personal life balance and to be able to create mechanisms to facilitate this balance.	Exposition and broad discussion Exercise: one or two cases (depending on whether the session has 90 or 120 minutes)	Expository/Active	Computer, data show projector, flip-chart or whiteboard, blank sheets of paper and ballpoints. Exercises based on the Training Manual for Trainers in Equal Opportunities between Women and Men (CITE) adapted to the present context.	40´ or 60´
Examples of measures to promote this balance, in its different areas, which constitute good practices at various companies.	To identify and recognise good practices that promote the work, family and personal life balance .	Exposition and broad discussion.	Expository/Active	Computer and data show projector Report on good practices at companies 2013, CITE	30´ or 40´
TOTAL TIME					90´ or 120´

Evaluation:

The session will be evaluated in keeping with the parameters set out in the "Questionnaire for the evaluation of the awareness raising/training session" (See Appendix 7).

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Resources:

Statistics from CITE - Commission for Equality in Labour and Employment
Statistics on women and men - labour, employment and family life,
parental leave, time use, reconciliation between work, family and
personal life, gender database

- <http://www.cite.gov.pt/pt/acite/estatisticas.html>

Policy Brief: "Men, male roles and gender equality", developed in
partnership by ICS-ULisboa and CITE, 2015 -
<http://www.cite.gov.pt/pt/destaques/noticia456.html>

Report on Corporate Good Practices, CITE, 2013 -
<http://www.cite.gov.pt/pt/destaques/noticia317.html>

Solucionário - "Um instrument para a Promoção de Boas Práticas em
Igualdade de Género nas Empresas", developed by CESIS (coord.), CITE
and ISCTE, under the scope of the partnership of the Social Dialogue and
Equality in Companies Project, 2008 -
http://www.cite.gov.pt/pt/dsie/produtos1_4.html

Methodology for evaluating jobs without gender bias

Target groups:

Professionals from the area of human resources management, as well as members of the task force and/or relevant focal points in the field of job evaluation

No. of participants:

Up to 15 participants

General objectives:

- To raise awareness about the importance of a job evaluation that promotes the elimination of the gender pay gap.
- To make a detailed analysis of a methodology for evaluating jobs without gender bias: the point factor analytical method.

Expected outcomes:

Participants...

- Will be able to recognise the key principles about equal pay between women and men in the legal framework.
- Will be able to recognise the persistence of the gender pay gap in Portugal, as well as the respective causes.
- Will be able to identify the advantages of equal pay between women and men.
- Will gain a detailed knowledge of the point factor analytical method, which, based on a job evaluation free of gender bias, makes it possible to estimate the pay differences between jobs of similar value and to establish the necessary adjustments.

Course contents	Expected outcome	Activities	Methodology	Materials/ Equipment	Estimated time
1. Presentation of the objectives of the session		Presentation	Expository method PPT presentation	Computer, video projector	5'
2. Equal pay between women and men in the legal framework	Participants will be able to recognise the key principles about equal pay between women and men in the legal framework	Presentation	Expository method	Computer, video projector	5'
3. The persistence of the gender pay gap in Portugal and its causes	Participants will be able to recognise the persistence of the gender pay gap in Portugal, as well as the respective causes	Presentation Group reflection and debate	Expository and participatory method	Computer, video projector	10'
4. The advantages of equal pay between women and men	Participants will be able to identify the advantages of equal pay between women and men	Presentation Group reflection and debate	Expository and participatory method	Computer, video projector	10'
5. Methodology for evaluating jobs without gender bias: the point factor analytical method	Participants will gain a detailed knowledge of the point factor analytical method, which, based on a job evaluation free of gender bias, makes it possible to estimate the pay differences between jobs of similar value and to establish the necessary adjustments	Presentation Presentation of concrete examples	Expository and participatory method	Computer, video projector	90'
5.1 Analysis of the contents of predominantly female and predominantly male jobs		Presentation Presentation of concrete examples	Expository and participatory method	Computer, video projector	20'
5.2 Collecting information about the jobs to be evaluated		Presentation Presentation of concrete examples	Expository and participatory method	Computer, video projector	15'

5.3	Analysis of results	Presentation Presentation of concrete examples	Expository and participatory method	Computer, video projector	15'
5.4	Determining the value of jobs	Presentation Presentation of concrete examples	Expository and participatory method	Computer, video projector	20'
5.5	Estimating the pay differences between jobs of similar value and the necessary adjustments	Presentation Presentation of concrete examples Proposal for support tools Group reflection and debate	Expository and participatory method	Computer, video projector Internet connection	20'
TOTAL TIME					120'

Evaluation:

The session will be evaluated in keeping with the parameters set out in the "Questionnaire for the evaluation of the awareness raising/training session" (See Appendix 7).

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Resources: *DSG Calculator - Exercise in Self-reflection of Equal Pay between Men and Women at companies*. Available at <http://calculadora.cite.pt/index.php/welcome/home>

The implementation of the Gender Equality Action Plan (AP)

Target groups:

Task force, as well as supervisors and focal points

No. of participants:

Up to 15 participants

General objectives:

- To improve or increase knowledge about the different stages in the implementation of the AP and the role of the task force.

Expected outcomes:

Participants...

- Will obtain a better understanding of the duties of the members of the task force and the focal points as agents of change, as well as of the various stages in the implementation of the AP.
- Will get to know the tools that are essential for the task force to be able to implement the AP, in conjunction with other agents (focal points) and at the various stages in the implementation of the AP.
- Will understand the importance of monitoring the measures contained in the AP and will be able to give guidance about how to proceed.
- Will be able to draw a map of the internal forces that are in favour of change and those that are opposed to it, as well as to define the possible strategies for alliances and for overcoming resistance.

Course contents	Expected outcome	Activities	Methodology	Materials/ Equipment	Estimated time	
Presentation of the objectives of the session		Presentation	Expository method	PPT presentation	Computer, video projector	5'
The stages of a process of organisational change	Participants will obtain a better understanding about the various stages in the implementation of the AP	Presentation. Presentation of concrete challenges. Group reflection and debate	Expository and participatory method		Computer, video projector	30'
The duties of the task force	Participants will get to know the tools that are essential for the task force to be able to implement the AP, in conjunction with other agents (focal points) and at the various stages in the implementation of the AP	Presentation. Presentation of concrete challenges. Group reflection and debate	Expository and participatory method		Computer, video projector/ Document about the duties of the task force	20'
The coordination and monitoring of the AP	Participants will understand the importance of monitoring the measures contained in the AP and will be able to give guidance about how to proceed	Presentation. Application of the Company's Action Plan Group reflection and debate	Expository and participatory method		Computer, video projector/ Document – Company's Action Plan	20'
The internal forces in favour of change and those that resist this	Participants will be able to draw a map of the internal forces that are in favour of change and those that are opposed to it, as well as to define the possible strategies for alliances and for overcoming resistance	Presentation. Role Play: arguments of the resistance and counter-arguments Reflection about these arguments and debate.	Expository and participatory method		Computer, video projector/ Document with the guidelines for the role play	45'
TOTAL TIME					120' or 150'	

Evaluation:

The session will be evaluated in keeping with the parameters set out in the "Questionnaire for the evaluation of the awareness raising/training session" (See Appendix 7).

Bibliography:

Casaca, Sara Falcão (in press), *Gender and Organizational Change Handbook* (with Johanne Lortie), ITC-ILO.

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Appendices

Appendix 1 - Advisory Board

Stakeholders

- Associação da Hotelaria, Restauração e Similares de Portugal, represented by the President of the Board of Directors – Mário Pereira Gonçalves; and by Maria Gracinda Ramos.
- Associação Portuguesa de Ética Empresarial, Comissão Técnica 179, represented by its president: Josefina Leitão.
- Banco Santander Totta, S.A (a company that belongs to Fórum I-GEN) represented by Isabel Viegas, Human Resources Coordination Department.
- Women’s Commission of UGT, represented by Lina Maria Cardoso Lopes.
- Commission for Gender Equality – CGTP-IN, represented by Fátima Messias; and by Paulo Laureão.
- CITE – Commission for Equality in Labour and Employment – represented by its President – Joana Gíria; and by Clara de Jesus – coordinator of I-GEN.
- Federação dos Sindicatos de Alimentação, Bebidas, Hotelaria e Turismo – CGTP-IN, represented by Maria das Dores Oliveira Torres Gomes.
- IAPMEI/RSO PT, represented by Celina Gil.
- Instituto Português de Corporate Governance (IPCG), represented by the President of the Board of Directors - Pedro Rebelo de Sousa; and by its executive vice-president – Manuel Maria Agria.
- Mercer Consulting (a company that belongs to Fórum I-GEN), represented by its manager – Nélia Câmara.
- *International Training Centre / International Labour Organisation (ITCILO)*, represented by Benedetta Magri.

Experts

- Carlos Costa, Professor at the University of Aveiro.
- Clara Raposo, Professor at ISEG-ULisboa.
- Conceição Nogueira, Professor at the Faculty of Psychology and Educational Sciences of the University of Porto.
- Dina Canço, Assistant of the Secretary of State for Parliamentary Affairs and Equality.
- Isabel Romão, Expert in Gender Equality.
- Margarida Chagas Lopes, SOCIUS/ISEG – ULisboa.
- Maria do Céu da Cunha Rêgo, Expert in Gender Equality.
- Maria do Pilar González, Professor at the Faculty of Economics of the University of Porto.
- Maria das Dores Guerreiro, Professor at ISCTE-IUL.
- Regina Tavares da Silva, Expert in Gender Equality.
- Sofia Branco, Expert in Gender Equality/President of the Union of Journalists.
- Virgínia Ferreira, Professor at the Faculty of Economics of the University of Coimbra, President of the Board of Directors of the Associação Portuguesa de Estudos sobre Mulheres.

The Project Team undertakes to:

- Provide regular (quarterly) information about the Project's development, enabling the guest experts and stakeholders to reflect upon and form their opinion about the situation;
- Publish information about the membership of the Advisory Board, recognising the work and the inputs that they provide.

The members of the Advisory Board undertake to:

- Attend plenary meetings and work sessions;
- Provide contributions for the Project's development in their areas of expertise.

Appendix 2 – Duties of the task forces

Task force – Anchor companies
<p>Composition: attributes – The task force is composed of a group of people (women and men) from within the anchor company, preferably from different departments/units, committed to the promotion of gender equality. They are invited to join the group because of their capacity to support the realisation of the diagnosis and to act as internal agents of change in their own areas and throughout the company. It is the responsibility of the leader of the task force to identify the people who, both because of the position that they occupy in the company structure and because of their professional, social and relational skills, have the most suitable profile for this task.</p>
<p>Composition: size – The size of the task force depends on the size of the company itself and the complexity of the organisational structure. Recommended size: 3-5 members. If justified by the size of the company, the focal points (liaison people) may be identified in the various areas/departments of the company.</p>
<p>Status – Their roles in supporting the diagnosis and the implementation of the Action Plan must be formally established and recognised by the respective hierarchies.</p>
<p>Responsibilities</p> <p>1) <i>Liaison with the external team during the development of the Project.</i></p> <p><u>Diagnostic phase:</u> a) To support the elaboration (adaptation to the company reality) of the diagnostic guides; b) To facilitate access to the internal information requested by the external team; c) To provide support in identifying key informants for the holding of in-depth interviews and participation in focus groups; d) To guarantee the most rigorous and efficient support in the survey conducted with the company workers; e) To guarantee internal communications about the existence of the project and its objectives.</p> <p><u>Phase for the elaboration of the Action Plan (AP):</u> a) To participate in the elaboration of the AP, analysing the measures proposed by the external team and providing support in identifying the necessary internal resources and in the attribution of responsibilities; b) To facilitate the process of internal validation and approval; c) To provide support in identifying workers to participate in training activities to be promoted by the external team (duration to be defined jointly).</p> <p><u>During the Project:</u> To show interest and availability to participate in training activities (duration to be defined jointly) promoted by the external team.</p> <p>2) <i>After completion of the Project:</i> To guarantee, with the task force leader, the implementation of the measures outlined in the AP and their monitoring throughout the period of the plan's implementation.</p> <p>Note: Both external and internal factors that are unforeseeable may be decisive for the Plan's implementation, sometimes restricting and sometimes facilitating its execution. Consequently, the task force cannot be held responsible for the implementation of the AP; however, if the Board of Directors maintains its support during the period of the AP's execution, the task force is committed to guaranteeing that this will take place.</p>

Appendix 3 - Documentary sources

COMPANY NAME
Strategic documents - Mission and values
Organisational chart
Code of Ethics/conduct (if this exists)
Management Report and Accounts (last year)
Sustainability Plan (if this exists) (last three years)
Gender Equality Plan (if this exists)
Annual Report (last three years)
Company Prospectus (if this exists)
Training Policy - Training Plan (last three years) - Training Report (last three years)
Recruitment and selection processes - Internal regulations - Reports (last three years) - Job advertisements (last three years) - Information, disaggregated by sex, relating to the recruitment and selection processes undertaken in the last three years

Appendix 4 - Personnel Data (Annual Report)

1. DESCRIPTION OF THE COMPANY

Number of workers by occupational category, according to sex, on 31 December (last three years)

	Men	Women	Total
Directors			
Senior managers			
Middle managers			
Supervisors, foremen/women and team leaders			
Highly qualified workers			
Qualified workers			
Semi-skilled (specialised) workers			
Unqualified (undifferentiated) workers			
Interns, assistants and apprentices			
TOTAL			

Note: replicate table for the last three years

Number of workers by contractual relationship and occupational category, according to sex, on 31 December (last three years)

Contractual relationship	Sex	Directors	Senior managers	Middle managers	Intermediate managers. (Supervisors, foremen/women and team leaders)	Highly qualified and qualified workers	Semi-skilled (specialised) workers	Unqualified (undifferentiated) workers	Interns, assistants and apprentices	Total
Persons employed on 31 December	M									
	W									
	T									
With open-ended (permanent) contract	M									
	W									
	T									
With fixed-term contract	M									
	W									
	T									
With temporary contract	M									
	W									
	T									
Contract with a temporary employment agency	M									
	W									
	T									

Contractual situation	Sex	Directors	Senior managers	Middle managers	Intermediate managers. (Supervisors, foremen/women and team leaders)	Highly qualified and qualified workers	Semi-skilled (specialised) workers	Unqualified (undifferentiated) workers	Interns, assistants and apprentices	Total
"Green receipts"	M									
	W									
	T									
No contract	M									
	W									
	T									
Others	M									
	W									
	T									

Note: replicate table for the last three years

Age structure of company workers, on 31 December (last three years)

Age group	Men	Women	Total	Men	Women	Total	Men	Women	Total
≤ 25									
26 - 35									
36 - 45									
46 - 55									
56 - 65									
≥ 66									

Average age									
	Men	Women	Total	Men	Women	Total	Men	Women	Total

Note: Insert information for the last three years

Work schedule of company workers, by sex, on 31 December (last three years)

Type of schedule	Men	Women	Total	Men	Women	Total	Men	Women	Total
Fixed work schedule									
Flexible work schedule									
Movable work schedule									
Fixed shift work									
Rotating shift work									
Reduced hours									
Exempt from fixed working hours									
Other: Which? _____									

Note: Insert information for the last three years

Level of seniority of workers, by occupational category and sex, on 31 December (last three years)

Seniority	Sex	Directors	Senior managers	Middle managers	Intermediate managers. (Supervisors, foremen/women and team leaders)	Highly qualified and qualified workers	Semi-skilled (specialised) workers	Unqualified (undifferentiated) workers	Interns, assistants and apprentices	Total
Persons employed on 31 December	M									
	W									
	T									
Up to 1 year	M									
	W									
	T									
1 to 2 years	M									
	W									
	T									
2 to 5 years	M									
	W									
	T									
5 to 10 years	M									
	W									
	T									

Seniority	Sex	Directors	Senior managers	Middle managers	Intermediate managers. (Supervisors, foremen/women and team leaders)	Highly qualified and qualified workers	Semi-skilled (specialised) workers	Unqualified (undifferentiated) workers	Interns, assistants and apprentices	Total
10 to 15 years	M									
	W									
	T									
More than 15 years	M									
	W									
	T									
Seniority	M									
	W									
	T									

Note: Replicate table for the last three years

Qualification level of workers, on 31 December (last three years)

Qualifications									
	Men	Women	Total	Men	Women	Total	Men	Women	Total
No complete educational level									
1st Cycle of basic education (up to 4 years of schooling; primary education)									
2nd Cycle of basic education (preparatory, 5th and 6th years; commercial or industrial technical education)									
3rd Cycle of basic education (9th year; 5th year of secondary school)									
Secondary Education (12th year)									
Post-secondary, non-higher education									
Undergraduate Studies (Bachelor's or Licentiate Degree)									
Postgraduate studies /Master's Degree									
PhD									

Note: Insert information for the last three years

Number of workers leaving the company, by contractual relationship, occupational category and sex

Workers leaving the company	Sex	Directors	Senior managers	Middle managers	Intermediate managers. (Supervisors, foremen/women and team leaders)	Highly qualified and qualified workers	Semi-skilled (specialised) workers	Unqualified (undifferentiated) workers	Interns, assistants and apprentices	Total
Persons employed on 31 December	M									
	W									
	T									
Workers with permanent contracts leaving the company	M									
	W									
	T									
Workers with fixed-term contracts leaving the company	M									
	W									
	T									
Other workers leaving the company	M									
	W									
	T									

Note: Replicate table for the last three years

Absenteeism rate, by sex.

	Absenteeism rate		
Men			
Women			
Total			

Note: Insert information for the last three years

2. HUMAN RESOURCES MANAGEMENT
2.1. RECRUITMENT AND SELECTION

Number of people who answered job advertisements, by sex, on 31 December

Men			
Women			
Total			

Note: Insert information for the last three years

No. of people hired, by type of contractual relationship, according to sex on 31 December.

Contractual situation									
	Men	Women	Total	Men	Women	Total	Men	Women	Total
With permanent contract									
With fixed-term contract									
With temporary contract									
Contract with a temporary employment agency									
"Green receipts"									
No contract									
Other situation. Which? _____									

Note: Insert information for the last three years

No. of people hired, by occupational category, according to sex on 31 December.

People hired									
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Directors									
Senior managers									
Middle managers									
Intermediate managers. (Supervisors, foremen/women and team leaders)									
Highly qualified and qualified workers Semi-skilled (specialised) workers									
Unqualified (undifferentiated) workers									
Interns, assistants and apprentices									

Note: Insert information for the last three years

Composition of recruitment and selection juries, by sex on 31 December

Men			
Women			
Total			

Note: Insert information for the last three years

2.2. LIFELONG LEARNING AND TRAINING

Number of participants in training schemes and respective number of hours, by occupational category and sex, on 31 December

	Sex	Directors	Senior managers	Middle managers	Intermediate managers. (Supervisors, foremen/women and team leaders)	Highly qualified and qualified workers	Semi-skilled (specialised) workers	Unqualified (undifferentiated) workers	Interns, assistants and apprentices	Total
Total number of participants	M									
	W									
	T									
Total number of training hours	M									
	W									
	T									

Note: Replicate table for the last three years

Number of participants in training schemes on gender equality and respective number of hours, by occupational category and sex, on 31 December.

	Sex	Directors	Senior managers	Middle managers	Intermediate managers. (Supervisors, foremen/women and team leaders)	Highly qualified and qualified workers	Semi-skilled (specialised) workers	Unqualified (undifferentiated) workers	Interns, assistants and apprentices	Total
Total number of participants	M									
	W									
	T									
Total number of training hours	M									
	W									
	T									

Note: Replicate table for the last three years

No. of workers benefiting from incentives for study or training, by occupational category, according to sex on 31 December

	Sex	Directors	Senior managers	Middle managers	Intermediate managers. (Supervisors, foremen/women and team leaders)	Highly qualified and qualified workers	Semi-skilled (specialised) workers	Unqualified (undifferentiated) workers	Interns, assistants and apprentices	Total
Total number of beneficiaries	M									
	W									
	T									

Note: Replicate table for the last three years

No. of worker students given time off work, by occupational category, according to sex on 31 December

	Sex	Directors	Senior managers	Middle managers	Intermediate managers. (Supervisors, foremen/women and team leaders)	Highly qualified and qualified workers	Semi-skilled (specialised) workers	Unqualified (undifferentiated) workers	Interns, assistants and apprentices	Total
Total number of students	M									
	W									
	T									

Note: Replicate table for the last three years

No. of workers benefiting from Recognition, Validation and Certification of Competences (RVCC) processes, by sex on 31 December.

Beneficiaries of RVCC			
Men			
Women			
Total			

Note: Insert information for the last three years

No. of workers interrupting their careers for study or training, by sex on 31 December.

Career interruption			
Men			
Women			
Total			

Note: Insert information for the last three years

REMUNERATIONS AND EARNINGS

2.3.1 REMUNERATIONS

Average basic remunerations by occupational category and sex, on 31 December.

People hired						
	Men	Women	Men	Women	Men	Women
Directors						
Senior managers						
Middle managers						
Intermediate managers. (Supervisors, foremen/women and team leaders)						
Highly qualified and qualified workers Semi-skilled (specialised) workers						
Unqualified (undifferentiated) workers						
Interns, assistants and apprentices						

Note: Insert information for the last three years

Award of wage supplements by sex and occupational category, on 31 December.

Type of wage supplement	Sex	Directors	Senior managers	Middle managers	Intermediate managers. (Supervisors, foremen/women and team leaders)	Highly qualified and qualified workers	Semi-skilled (specialised) workers	Unqualified (undifferentiated) workers	Interns, assistants and apprentices	Total
	M									
	W									
	T									
	M									
	W									
	T									
	M									
	W									
	T									
	M									
	W									
	T									
	M									
	W									
	T									

Note: Replicate table for the last three years

2.4. CAREER ADVANCEMENT AND DEVELOPMENT

2.4.1. PROMOTIONS AND CAREER ADVANCEMENT

Number of promotions by occupational category and sex, on 31 December

Note: Replicate table for the last three years

Promotions	Sex	Directors	Senior managers	Middle managers	Intermediate managers. (Supervisors, foremen/women and team leaders)	Highly qualified and qualified workers	Semi-skilled (specialised) workers	Unqualified (undifferentiated) workers	Interns, assistants and apprentices	Total
By seniority	M									
	W									
	T									
On merit	M									
	W									
	T									
Improved qualification through vocational training	M									
	W									
	T									
Others	M									
	W									
	T									

Number of women and men participating in decision-making and/or advisory bodies, on 31 December.

	Men	Women	Total	Men	Women	Total	Men	Women	Total
Board of Directors									
Executive Committee									
Supervisory Board									
Management consultants									
Works Council									
Trade Union Committee									
Health and Safety Committee									
Quality Committee									
Equal Opportunities Commission									
Other decision-making bodies									
Other advisory bodies									

Note: Adapt for each company. Insert information for the last three years

3. WORK, FAMILY AND PERSONAL LIFE BALANCE

Number of workers absent from work for the reasons listed below, on 31 December.

	Men	Women	Total	Men	Women	Total	Men	Women	Total
Maternity leave									
Paternity leave									
Parental leave									
Family care leave									
Adoption leave									
Other types of interruptions in order to accompany/educate children, support for people in a situation of dependence, etc.									

Note: Insert information for the last three years.

Appendix 5 – Scripts for the interviews

Appendix 5.1 – Script for the interview with the Board of Directors/Management

INTRODUCTION

What led you to consider/endorse this possibility at this moment in time?

How long have you held this position? What are your responsibilities?

1. CORPORATE MISSION AND STRATEGY

Is the promotion of gender equality considered a priority for the company?

Do you consider that gender equality strategies are practised and defended at the highest hierarchical level of the company?

Is there a Gender Equality Action Plan in place at the company?

Has the company established measurable strategic objectives for promoting gender equality (e.g. increasing the percentage of women in decision-making and leadership positions)?

Does the company present data disaggregated by sex in a systematic manner in all its instruments, particularly in its diagnostic evaluations and reports?

Is this information monitored and used at the planning level?

Does the company invest in awareness-raising/training for the staff, leading towards their espousal of the company's strategy for equality between women and men?

In the last five years, has the company invested money in measures and actions to promote gender equality?

2. HUMAN RESOURCES MANAGEMENT

2.1 JOB ANALYSIS, PERFORMANCE EVALUATION AND REMUNERATIONS

Does the company have any measures relating to equal pay for women and men with already established targets?

Is an assessment made of these measures and are the results published?

2.2 CAREER ADVANCEMENT AND DEVELOPMENT

When the company appoints a worker to a leadership position or membership of a decision-making body, does it take into account the principle of equality and non-discrimination in regard to sex?

Does the company have measures in place that specifically encourage a balanced participation of women and men in top decision-making positions? (e.g. Board of Directors)

Does the company have measures in place that encourage a balanced participation of women and men in management and leadership positions? (e.g. Heads of Department, middle management)

Does the company promote mentoring, counselling, coaching and sponsorship practices in order to achieve a balanced participation of women and men in the top decision-making, leadership and management positions?

Does the company adopt deliberate procedures in order to identify women that can be promoted or recruited to top decision-making management and leadership positions?

3. INTERNAL AND EXTERNAL COMMUNICATION

Does the company publicise its good management practices in the area of gender equality? (e.g. women in decision-making positions)

4. EXTERNAL RELATIONS IN THE EQUALITY PLAN

In its relationships with partners, subcontractors or suppliers, does the company seek to guarantee that these companies respect the principle of gender equality and non-discrimination between women and men?

In its relationship with the community, does the company play an active role in encouraging and creating conditions for the promotion of gender equality?

Does the company have regular and productive contact with the national mechanisms for gender equality (e.g. CITE and CIG) or international organisations (EIGE, ILO)? If so, which ones?

Does the company have relations with non-governmental organisations, particularly Non-Governmental Organisations for Women's Rights, universities and research centres working in the area of gender studies? If so, which ones?

OTHERS

How do you see this company three years from now? What do you wish for its strategy and overall vision? What are the most urgent challenges that it faces?

How do you evaluate the current policy guidelines in this area, namely the aim of achieving a representation of at least 30% of the underrepresented sex in the company's decision-making positions (at this stage, in publicly listed companies)?

If you were a man (in the case of being a woman) or a woman (in the case of being a man), do you consider that your professional career would have developed differently? Can you tell us something about this? (qualifications, training courses, your career path until you reached the Board of Directors)

How do you evaluate your professional dedication? If it were possible to measure it, how would you quantify it? Do you consider that you are personally very demanding? How many hours per day do you dedicate to this job?

How do you organise the management of family/personal responsibilities?
Register the interviewee's age/family situation

Appendix 5.2 – Script for the interview: Other management positions

INTRODUCTION

How long have you been working for this company?

Which department do you work in?

How long have you held your current position?

Can you describe in detail the job that you do?

How many people do you manage? Who are you answerable to?

1. CORPORATE MISSION AND STRATEGY

Is the promotion of gender equality considered a priority for the company?

Do you consider that gender equality strategies are practised and defended at the highest hierarchical level of the company?

How do you see this question, in the light of the department/area that you manage?

2. HUMAN RESOURCES MANAGEMENT

2.1 RECRUITMENT AND SELECTION

Does the company offer those responsible for recruitment and selection interviews special training/guidance to prevent bias based on gender stereotypes?

Does the company encourage the application and selection of men and women for occupations/jobs where they are underrepresented?

Have you received any guidance in this area? And has the question ever been discussed informally?

If the company uses the services of a specialised recruitment and selection agency, is guidance given in order to guarantee a balanced representation of women and men among the job applicants?

Is there a balanced representation of women and men in the selection teams?

2.2 JOB ANALYSIS, PERFORMANCE EVALUATION AND REMUNERATIONS

Is performance evaluation at the company based on objective criteria common to women and men, in order to exclude any gender-based discrimination?

What does this consist of? What do you give most value to when evaluating the people that are dependent upon you in hierarchical terms?

Is there any system of validation in place to ensure justice in the awarding of marks or points, under the scope of performance evaluation?

Are there any objective criteria, regardless of sex, that may justify possible differences in the attribution of remunerations?

2.3 CAREER ADVANCEMENT AND DEVELOPMENT

When the company appoints a worker to a leadership position or membership of a decision-making body, does it take into account the principle of equality and non-discrimination in regard to sex?

Does the company have measures in place that specifically encourage a balanced participation of women and men in management and leadership positions? (e.g. Heads of Department, middle management)

In what ways does the company guarantee that its promotion and career advancement processes are transparent and objective for men and women?

In what way do you guarantee this as a manager?

Does the company implement procedures which guarantee equal promotion and career advancement opportunities for predominantly female and male professions?

3. WORK, FAMILY AND PERSONAL LIFE BALANCE

Does the company have measures in place to specifically encourage the balanced participation of men and women in family life?

Does the company have specific measures in place to encourage men's involvement in family responsibilities?

Does the company encourage both male and female workers to make use of the initial shared parental leave as provided for in the law?

How many men, in your department, have taken shared leave in the last three years?

Does the company hire staff to substitute its workers when on parental leave?

Does the company regard the exercise of workers' maternity and paternity rights equally?

4. WORK ORGANISATION

Do people tend to work individually or as a group? If they work as a group, how are autonomy and interdependence combined?

What is the composition by sex of the working groups and their respective leadership?

Do people generally perform:

monotonous or complex tasks?

one or several tasks?

tasks with or without rotation?

Generally, how do the various units ensure that productivity and performance objectives are met? What kind of work supervision strategies are preferred?

Generally, who defines the work distribution?

Generally, who defines the work schedule?

Generally, do people have autonomy to:

- determine working times, schedules, break times and holidays?

- decide on the location where work takes place?

- define work objectives?

- determine the quantity of work?

- decide on the sharing/division of tasks (group, area...)?

- plan the performance of tasks?

- decide on the leadership/coordination of the area/group?

- identify training needs and propose a training plan?

- evaluate their own performances (individually and as a group)?

What mechanisms are in place to guard against work burnout and stress?

How would you assess the physical and mental work-related strain in this section/department?

Is absenteeism a problem in your activity as a manager of this section/department? What are the reasons for this?

In the last three years, do you remember any work-related accident? (assess its seriousness).

Does the company offer flexible working schedules to ensure a work, family and personal life balance ?

Does the company encourage men to take advantage of flexible working schedules?

Does the company cater, informally, for the possibility of working from home when this is needed to balance work, family and personal life?

When scheduling shifts, does the company take into account its workers' needs for a work, family and personal life balance ?

Does the company offer training/guidance to middle managers when granting flexible working conditions (times, location, etc...), so that they can take into consideration the principle of non-discrimination between women and men?

5. RESPECT FOR THE DIGNITY AND INTEGRITY OF WORKERS

Does the company implement measures to guarantee respect for the dignity and the physical and mental integrity of its workers?

Does the company have specific procedures in place for denouncing or registering complaints about situations of sexual discrimination?

Does the company have specific procedures in place for denouncing or registering complaints about sexual and/or moral harassment, bullying, stalking and other forms of gender-based violence at the workplace?

Does the company have specific procedures in place to compensate for the damage caused by violating respect for the dignity and the physical and mental integrity of women and men at the workplace?

Do you know of any case of sexual harassment, for example? What procedures were followed?

6. SOCIAL DIALOGUE AND PARTICIPATION

Does the company encourage workers to make suggestions in matters relating to recruitment, gender equality, the work, family and personal life balance and protection in parenting?

Does the company encourage workers to make suggestions in matters relating to performance evaluation, career advancement and development policy (the appointment and participation of women in senior management and leadership positions)?

Does the company encourage workers to make suggestions in matters relating to wage policy?

Does the company hold meetings with the workers or their representative bodies to discuss matters relating to gender equality, the work, family and personal life balance and protection in parenting?

Does the company hold meetings with the workers or their representative bodies to discuss matters relating to performance evaluation and career advancement and development policy (the appointment and participation of women in senior management and leadership positions)?

7. INTERNAL AND EXTERNAL COMMUNICATION

(COMMUNICATION/MARKETING/ADVERTISING/SUSTAINABILITY/SOCIAL RESPONSIBILITY)

Does the company publicise its good management practices in the area of gender equality? (e.g. women in decision-making positions)

In its internal communication, does the company take into consideration the principle of gender equality and non-discrimination and use inclusive and non-sexist language (verbal and non-verbal)?

Does the company use non-discriminatory language and images in its advertisements and the promotion of its activities, products and services?

Does the company publicise information, in an appropriate place, relating to the rights and duties of workers in matters of gender equality and non-discrimination?

Does the company publish its remunerations scale, identifying the amount paid for each occupation/professional category?

Does the company publicise the legal rights relating to protection in parenting, paternity, maternity and family care?

Does the company provide information about the resources existing within the geographical area of the company and/or the workers' residence, in order to facilitate the work, family and personal life balance (e.g. day-care centres/nanny services, institutions for the elderly)?

Does the company adopt a responsible marketing and advertising policy that guards against the use of gender stereotypes, exploitation of the image and objectification of women and which promotes diversity in the image of women and other communication supports?

8. EXTERNAL RELATIONS IN THE EQUALITY PLAN

COMMUNICATION/MARKETING/ADVERTISING/SUSTAINABILITY/SOCIAL RESPONSIBILITY)

Does the company participate in networks and/or bodies whose aims include the promotion of gender equality?

In its relationships with partners, subcontractors and/or suppliers does the company, seek to guarantee that these companies respect the principle of gender equality and non-discrimination between women and men?

In its relationship with the community, does the company play an active role in encouraging and creating conditions for the promotion of gender equality?

Does the company have regular and productive contact with the national mechanisms for gender equality (e.g. Commission for Equality in Labour and Employment-CITE and the Commission for Citizenship and Gender Equality-CIG) or international organisations (European Institute for Gender Equality-EIGE and the International Labour Organization-ILO)? If so, which ones?

Does the company have relations with non-governmental organisations, particularly Non-Governmental Organisations for Women's Rights, universities and research centres working in the area of gender studies? If so, which ones?

OTHERS

How do you assess your professional career at the company? Are you satisfied? What is the area of your training and what is your level of educational qualification?

If you were a man (in the case of being a woman) or a woman (in the case of being a man), do you consider that your professional career would have developed differently?

How do you evaluate your professional dedication? If it were possible to measure it, how would you quantify it? Do you consider that you are personally very demanding? How many hours per day do you dedicate to this job?

How do you organise the management of family/personal responsibilities?
Register the interviewee's age/family situation

Appendix 5.3 – Script for Interview: Human resources/Training

INTRODUCTION

How long have you been working for this company?

Which department do you work in?

How long have you held your current position?

Can you describe in detail the job that you do?

How many people do you manage? Who are you answerable to

1. CORPORATE MISSION AND STRATEGY

Does the company have an action plan in place for gender equality?

Has the company established measurable strategic objectives for promoting equality between women and men (e.g. increasing the percentage of women in decision-making and leadership positions)?

Does the company present data disaggregated by sex in a systematic manner in all its instruments, particularly in its diagnostic evaluations and reports?

Is this information monitored and used at the planning level?

Does the company invest in awareness-raising/training the staff towards the ownership of the company's strategy for equality between women and men?

In the strategic documents (e.g. reports, plans, regulations, mission and values, codes of ethics, internet website) is there any express reference to gender equality as a company value?

In the last five years, has the company invested money in measures and actions to promote gender equality?

Is the promotion of gender equality considered a priority for the company?

Are gender equality strategies practised and defended at the highest hierarchal level of the company?

2. HUMAN RESOURCES MANAGEMENT

2.1 RECRUITMENT AND SELECTION

Do the criteria and procedures for the recruitment and selection of human resources take into account the principle of equality and non-discrimination in regard to gender?

Does the company offer those responsible for recruitment and selection interviews special training/guidance to prevent bias based on gender stereotypes?

Does the company encourage the application and selection of men and women for occupations/jobs where they are underrepresented?

If the company uses the services of a specialised recruitment and selection agency, is guidance given in order to guarantee a balanced representation of women and men among the job applicants?

Is there a balanced representation of women and men in the selection teams?

Does the company have information disaggregated according to gender, relating to the recruitment and selection procedures carried out during the last five years?

Based on the information collected, does the company evaluate and discuss with those involved any gender-biased situations that might have occurred in the recruitment and selection process (in all its phases)?

2.2 LIFELONG LEARNING AND TRAINING

When preparing its training plan, does the company take into account the principle of equality and non-discrimination between women and men, particularly with regard to opportunities for qualification, career advancement and access to leadership positions?

Does the company include in its training a module relating to the theme of gender equality?

Does the company facilitate and/or encourage equal participation of women and men in training schemes or lifelong learning processes?

Does the company compensate for eventual imbalances in the situation of women and men at the company, particularly by giving priority to the participation of men or women in training schemes aimed at occupations/jobs where one of the sexes is underrepresented?

2.3 JOB ANALYSIS, PERFORMANCE EVALUATION AND REMUNERATIONS

Does the company keep a record of the professional categories and occupations with a greater prevalence of male and female workers?

Is there an updated description of all the contents of the jobs performed at the company?

Does the company have a system of job analysis in place, with clear criteria, objectives and transparency?

Is the system of job analysis neutral in relation to predominantly female and male jobs?

Does the company offer training/guidance to those involved in job analysis in order to prevent gender bias?

Does the company guarantee respect for the principle of equal pay for equal work or for work of equal value?

Does the company offer training/guidance to those involved in determining pay levels in order to prevent gender bias?

Are male and female workers' skills and qualifications (degree/education level, professional training, skills acquired formally or informally) recognised equally by the company in its promotion and career advancement processes?

Is performance evaluation at the company based on objective criteria common to women and men, in order to exclude any gender-based discrimination?

Is there any system of validation in place to ensure justice in the awarding of marks or points, under the scope of performance evaluation?

Does the company have a defined remunerations scale, identifying the amount paid for each job?

Does the company/employer have a remunerations scale in place, identifying the additional benefits awarded for each job, regardless of gender?

Does the company have measures in place regarding equal pay between women and men with established targets?

Is an evaluation made of these measures and are the results published?

Are there any objective criteria, regardless of sex, that may justify possible differences in the attribution of remunerations?

2.4 CAREER ADVANCEMENT AND DEVELOPMENT

When the company appoints a worker to a leadership position or membership of a decision-making body, does it take into account the principle of equality and non-discrimination in regard to sex?

Does the company have measures in place that specifically encourage a balanced participation of women and men in top decision-making positions? (e.g. Board of Directors)?

Does the company have measures in place that encourage a balanced participation of women and men in management and leadership positions? (e.g. Head of Department, middle management)?

Does the company promote mentoring, counselling, coaching and sponsorship practices in order to achieve a balanced participation of women and men in the top decision-making, leadership and management positions?

Does the company adopt deliberate procedures in order to identify women that can be promoted or recruited to top decision-making management and leadership positions?

In what ways does the company guarantee that its promotion and career advancement processes are transparent and objective for men and women?

Does the company implement procedures which guarantee equal promotion and career advancement opportunities for predominantly female and male occupations?

Does the company have people working abroad with the status of expatriates? How does this process operate? How many women and how many men are there in this situation? (only at multinational companies)

3. WORK, FAMILY AND PERSONAL LIFE BALANCE

Does the company have measures in place to specifically encourage the balanced participation of men and women in family life?

Does the company have specific measures in place to encourage men's involvement in family responsibilities?

Does the company encourage both male and female workers to make use of the initial shared parental leave as provided for in the law?

In the last three years, for example, how many parents have shared the initial parental leave (one month, for example?).

Does the company offer flexible (schedule, location, etc.) training and self-development opportunities that take account of workers' specific family responsibilities?

Does the company have measures in place to support both male and female workers with specific family responsibilities (e.g. single-parent families, family members with disabilities, family members suffering from a chronic illness, workers with grandchildren from a teenage daughter/son)?

Does the company have its own equipment, offer financial support or have protocols established with support services for its workers' children (or other children under their care)?

Does the company have its own equipment, offer financial support or have protocols established with support services for its workers' family members with special needs, due to incapacity, disability or other reasons?

Does the company hire staff to substitute its workers when on parental leave?

Does the company regard the exercise of workers' maternity and paternity rights equally?

4. WORK ORGANISATION

Generally, how do the various units ensure that productivity and performance objectives are met? What kind of work supervision strategies are preferred?

Generally, who defines the work distribution?

Generally, who defines the work schedule?

Generally, do people have autonomy to:

determine working times, schedules, break times and holidays?

decide on the location where work takes place?

define work objectives?

determine the quantity of work?

decide on the sharing/division of tasks (group, area...)?

plan the performance of tasks?

decide on the leadership/coordination of the area/group?

identify training needs and propose a training plan?

evaluate their own performances (individually and as a group)?

What mechanisms are in place to guard against work burnout and stress?

What is the absenteeism rate? What are the main reasons for this?

Does the company offer flexible working schedules to ensure a work, family and personal life balance ?

Does the company encourage men to take advantage of flexible working schedules?

Does the company cater, informally, for the possibility of working from home when this is needed to balance work, family and personal life?

Does the company allow people to work from home, in keeping with article 165 of the Labour Code, as a way of balancing work, family and personal life?

Does the company allow for adaptation of the weekly work schedule, concentrating or broadening the daily working times, in order to permit a work, family and personal life balance ?

When scheduling shifts, does the company take into account its workers' needs for a work, family and personal life balance ?

Does the company offer training/guidance to middle managers when granting flexible working conditions (times, location, etc...), so that they can take into consideration the principle of non-discrimination between women and men?

5. RESPECT FOR THE DIGNITY AND INTEGRITY OF WORKERS

Does the company implement measures to guarantee respect for the dignity and the physical and mental integrity of its workers?

Does the company have specific procedures in place for denouncing and/or registering complaints about situations of sexual discrimination?

Does the company have specific procedures in place for denouncing or registering complaints about sexual and/or moral harassment, bullying, stalking and other forms of gender-based violence at the workplace?

Does the company have specific procedures in place to compensate for the damage caused by violating respect for the dignity and the physical and mental integrity of women and men at the workplace?

Have there been any cases of a denunciation of a situation of sexual harassment, for example? What were the procedures followed?

6. SOCIAL DIALOGUE AND PARTICIPATION

Does the company encourage workers to make suggestions in matters relating to recruitment, gender equality, the work, family and personal life balance and protection in parenting?

Does the company encourage workers to make suggestions in matters relating to performance evaluation, career advancement and development policy (the appointment and participation of women in senior management and leadership positions)?

Does the company encourage workers to make suggestions in matters relating to wage policy?

Does the company hold meetings with the workers or their representative bodies to discuss matters relating to gender equality, the work, family and personal life balance and protection in parenting?

Does the company hold meetings with the workers or their representative bodies to discuss matters relating to performance evaluation and career advancement and development policy (the appointment and participation of women in senior management and leadership positions)?

7. INTERNAL AND EXTERNAL COMMUNICATION

Does the company publicise its good management practices in the area of gender equality? (e.g. women in decision-making positions)

Does the company publicise information, in an appropriate place, relating to the rights and duties of workers in matters of gender equality and non-discrimination?

Does the company publicise the legal rights relating to protection in parenting, paternity, maternity and family care?

Does the company provide information about the resources existing within the geographical area of the company and/or the workers' residence, in order to facilitate the work, family and personal life balance (e.g. day-care centres/nanny services, institutions for the elderly)?

Does the company adopt a responsible marketing and advertising policy that guards against the use of gender stereotypes, exploitation of the image and objectification of women and which promotes diversity in the image of women and other communication supports?

8. EXTERNAL RELATIONS IN THE EQUALITY PLAN

Does the company participate in networks and/or bodies whose aims include the promotion of gender equality?

In its relationship with the community, does the company play an active role in encouraging and creating conditions for the promotion of gender equality?

OTHERS

How do you assess your professional career at the company? Are you satisfied? What is the area of your training and what is your level of educational qualification?

If you were a man (in the case of being a woman) or a woman (in the case of being a man), do you consider that your professional career would have developed differently?

How do you evaluate your professional dedication? If it were possible to measure it, how would you quantify it? Do you consider that you are personally very demanding? How many hours per day do you dedicate to this job?

How do you organise the management of family/personal responsibilities?
Register the interviewee's age/family situation

Appendix 5.4 – Script for the interview: Works Council | Trade union delegates

INTRODUCTION

How long have you been working for this company?

Which department do you work in?

Can you describe in detail the job that you do?

How long have you held your current position? And how long have you been a member of the Works Council and/or a trade union delegate?

1. CORPORATE MISSION AND STRATEGY

Does the company have an action plan in place for gender equality?

Does the company invest in awareness-raising/training the staff towards the ownership of the company's strategy for equality between women and men?

Is the promotion of gender equality considered a priority for the company?

Are gender equality strategies practised and defended at the highest hierarchal level of the company?

What position does the trade union/Works Council that you represent have in relation to this subject? Have any initiatives been developed regarding gender equality?

2. HUMAN RESOURCES MANAGEMENT

2.1 RECRUITMENT AND SELECTION

Do the criteria and procedures for the recruitment and selection of human resources take into account the principle of equality and non-discrimination in regard to gender?

Does the company encourage the application and selection of men and women for occupations/jobs where they are underrepresented?

2.2 LIFELONG LEARNING AND TRAINING

Does the company include in its training a module relating to the theme of gender equality?

Does the company facilitate and/or encourage equal participation of women and men in training schemes or lifelong learning processes?

Does the company compensate for eventual imbalances in the situation of women and men at the company, particularly by giving priority to the participation of men or women in training schemes aimed at occupations/jobs where one of the sexes is underrepresented?

2.3 JOB ANALYSIS, PERFORMANCE EVALUATION AND REMUNERATIONS

Does the company have a system of job analysis in place, with clear criteria, objectives and transparency?

Is the system of job analysis neutral in relation to predominantly female and male jobs?

Does the company guarantee respect for the principle of equal pay for equal work or for work of equal value?

Are male and female workers' skills and qualifications (degree/education level, professional training, skills acquired formally or informally) recognised equally by the company in its promotion and career advancement processes?

Is performance evaluation at the company based on objective criteria common to women and men, in order to exclude any gender-based discrimination?

Does the company have a defined remunerations scale, identifying the amount paid for each job?

Does the company/employer have a remunerations scale in place, identifying the additional benefits awarded for each job, regardless of gender?

Does the company have measures in place regarding equal pay between women and men with established targets?

Is an evaluation made of these measures and are the results published?

Are there any objective criteria, regardless of gender, that may justify possible differences in the attribution of remunerations?

2.4 CAREER ADVANCEMENT AND DEVELOPMENT

Does the company have measures in place that specifically encourage a balanced participation of women and men in top decision-making positions? (e.g. Board of Directors)?

Does the company have measures in place that specifically encourage a balanced participation of women and men in management and leadership positions? (e.g. Heads of Department, middle management)?

Does the company adopt deliberate procedures in order to identify women that can be promoted or recruited to top decision-making management and leadership positions?

Does the company implement procedures which guarantee equal promotion and career advancement opportunities for predominantly female and male professions?

3. WORK, FAMILY AND PERSONAL LIFE BALANCE

Does the company have measures in place to specifically encourage the balanced participation of men and women in family life?

Does the company have specific measures in place to encourage men's involvement in family responsibilities?

Does the company encourage both male and female workers to make use of the initial shared parental leave as provided for in the law?

Does the company offer flexible (schedule, location, etc.) training and self-development opportunities that take account of workers' specific family responsibilities?

Does the company have measures in place to support both male and female workers with specific family responsibilities (e.g. single-parent families, family members with disabilities, family members suffering from a chronic illness, workers with grandchildren from a teenage daughter/son)?

Does the company have its own equipment, offer financial support or have protocols established with support services for its workers' children (or other children under their care)?

Does the company have its own equipment, offer financial support or have protocols established with support services for its workers' family members with special needs, due to incapacity, disability or other reasons?

Does the company hire staff to substitute its workers when on parental leave?

Does the company regard the exercise of workers' maternity and paternity rights equally?

4. WORK ORGANISATION

Generally, do people have autonomy to:

determine working times, schedules, break times and holidays?

decide on the location where work takes place?

define work objectives?

determine the quantity of work?

decide on the sharing/division of tasks (group, area...)?

plan the performance of tasks?

decide on the leadership/coordination of the area/group?

identify training needs and propose a training plan?

evaluate their own performances (individually and as a group)?

What mechanisms are in place to guard against work burnout and stress?

Does the company offer flexible working schedules to ensure a work, family and personal life balance?

Does the company encourage men to take advantage of flexible working schedules?

Does the company cater, informally, for the possibility of working from home when this is needed to balance work, family and personal life?

Does the company allow people to work from home, in keeping with article 165 of the Labour Code, as a way of balancing work, family and personal life?

Does the company allow for adaptation of the weekly work schedule, concentrating or extending the daily working times, in order to permit a work, family and personal life balance?

What is your position regarding these measures for flexibility in terms of working time and the workplace?

When scheduling shifts, does the company take into account its workers' needs for a work, family and personal life balance ?

5. RESPECT FOR THE DIGNITY AND INTEGRITY OF WORKERS

Does the company implement measures to guarantee respect for the dignity and the physical and mental integrity of its workers?

Does the company have specific procedures in place for denouncing and/or registering complaints about situations of sexual discrimination?

Does the company have specific procedures in place for denouncing or registering complaints about sexual and/or moral harassment, bullying, stalking and other forms of gender-based violence at the workplace?

Does the company have specific procedures in place to compensate for the damage caused by violating respect for the dignity and the physical and mental integrity of women and men at the workplace?

Do you know of any such denunciation? In your opinion and that of the body you represent, were the procedures adopted the most suitable ones? Did the body you represent adopt any position in this case?

6. SOCIAL DIALOGUE AND PARTICIPATION

Does the company encourage workers to make suggestions in matters relating to recruitment, gender equality, the work, family and personal life balance and protection in parenting?

Does the company encourage workers to make suggestions in matters relating to performance evaluation, career advancement and development policy (the

appointment and participation of women in senior management and leadership positions)?

Does the company encourage workers to make suggestions in matters relating to wage policy?

Does the company hold meetings with the workers or their representative bodies to discuss matters relating to gender equality, the work, family and personal life balance and protection in parenting?

Does the company hold meetings with the workers or their representative bodies to discuss matters relating to performance evaluation and career advancement and development policy (the appointment and participation of women in senior management and leadership positions)?

For you and the for the body that you represent, from the point of view of labour relations, what are the issues that most concern you at the company?

How do you evaluate the relationship that the Board of Directors has with the Works Council or Trade Union delegates?

7. INTERNAL AND EXTERNAL COMMUNICATION

Does the company use non-discriminatory gender inclusive language and images in its advertising and the promotion of its activities, products and services?

Does the company publicise information, in an appropriate place, relating to the rights and duties of workers in matters of gender equality and non-discrimination?

Does the company publish its remunerations scale, identifying the amount paid for each job?

Does the company publicise the legal rights relating to protection in parenting, paternity, maternity and family care?

Does the company provide information about the resources existing within the geographical area of the company and/or the workers' residence, in order to facilitate the work, family and personal life balance (e.g. day-care centres/nanny services, institutions for the elderly)?

OTHERS

How do you assess your professional career at the company? Are you satisfied? What is the area of your training and what is your level of educational qualification?

If you were a man (in the case of being a woman) or a woman (in the case of being a man), do you consider that your professional career would have developed differently?

How do you evaluate your professional dedication? If it were possible to measure it, how would you quantify it? Do you consider that you are personally very demanding? How many hours per day do you dedicate to this job?

How do you organise the management of family/personal responsibilities?
Register the interviewee's age/family situation

Appendix 6 - Questionnaire Survey

Questionnaire addressed to workers

This questionnaire has been developed under the scope of the participation of the company _____ in the "Gender Equality in Business" project.

In applying this questionnaire, we are seeking to gather information for the diagnosis of gender equality at the company _____, as seen through the eyes of its male and female workers.

Your collaboration is extremely valuable. We ask you to answer all the questions, based on your own personal situation. The anonymity and confidentiality of your answers are strictly guaranteed. After all the questionnaires have been received, an analysis will be made of all the information that has been gathered as a whole and not of the individual answers.

Please read the following questions carefully and answer them as accurately as you can.

We wish to thank you for your willing participation and most valuable collaboration.

On behalf of the research team,

Sara Falcão Casaca

ISEG - ULisboa

Coordinator of the Gender Equality in Business Project

Please answer the questions by placing a cross against the alternative that most closely corresponds to your answer or by completing the line included after the question.

I. SOCIO-DEMOGRAPHIC CHARACTERISATION

1. Sex: Woman ₁ Man ₂

2. In which year were you born? _____

3. Who do you live with? (you may provide more than one answer)

Husband/wife/partner	<input type="checkbox"/> 1
Son(s)/daughter(s)	<input type="checkbox"/> 2
Father-Mother/Father-in-law-Mother-in-law	<input type="checkbox"/> 3
Other family relatives	<input type="checkbox"/> 4
Other non-relatives	<input type="checkbox"/> 5
Alone	<input type="checkbox"/> 6

4. Which of the following situations most accurately describes your current marital status?

Married (go to question 5)	<input type="checkbox"/> 1
Separated, Divorced	<input type="checkbox"/> 2
Widowed	<input type="checkbox"/> 3
Single	<input type="checkbox"/> 4

4.1. If you are not married, do you cohabit with another person?

Yes ₁ No ₂

5. Do you have any children of your own and/or other dependent children?

Yes ₁ No ₂ (**go to question 6**)

a) Please indicate the number of children and/or other dependent children, according to their respective ages:

Average age	0-3 years	4-6 years	7-12 years	13-17 years	18 or over
Number of children of your own and/or other	_____1	_____2	_____3	_____4	_____5

dependent children					
--------------------	--	--	--	--	--

6. Do you have any other dependent adults in your care?

Yes ₁ No ₂

NOTE: If you do not have any dependent children or adults in you care, go to question 8)

7. If you have dependent children and/or adults in your care, please inform us if you receive support from anyone else:

	Every day	Several times per week	Several times per month	Occasionally	Never
a) Spouse/Partner	<input type="checkbox"/> ₅	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁
b) Another relative	<input type="checkbox"/> ₅	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁
c) Another unpaid helper	<input type="checkbox"/> ₅	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁
d) Domestic worker or another paid person	<input type="checkbox"/> ₅	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁
e) Another situation. Which? _____	<input type="checkbox"/> ₅	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁

8. What is the highest level of education that you have completed? If you are still studying, indicate the highest level that you have completed so far.

a) No complete educational level	<input type="checkbox"/> 1
b) 1st Cycle of basic education (up to 4 years of schooling; primary education)	<input type="checkbox"/> 2
c) 2nd Cycle of basic education (preparatory, 5th and 6th years; commercial or industrial technical education)	<input type="checkbox"/> 3
d) 3rd Cycle of basic education (9th year; 5th year of secondary school)	<input type="checkbox"/> 4
e) Secondary Education (12th year)	<input type="checkbox"/> 5
f) Post-secondary, non-higher education	<input type="checkbox"/> 6
g) Undergraduate Studies (Bachelor's or Licentiate Degree)	<input type="checkbox"/> 7
h) Postgraduate studies /Master's Degree	<input type="checkbox"/> 8
i) PhD	<input type="checkbox"/> 9

9. Which department/section do you work in?

Adapt to each company	<input type="checkbox"/> 1	<input type="checkbox"/> 3
-----------------------	----------------------------	----------------------------

	<input type="checkbox"/> 2		<input type="checkbox"/> 4
--	----------------------------	--	----------------------------

10. What is your occupation/professional category?

Adapt to each company	<input type="checkbox"/> 1		<input type="checkbox"/> 3		<input type="checkbox"/> 5
	<input type="checkbox"/> 2		<input type="checkbox"/> 4	Other occupation /professional category. Which? _____ _____	<input type="checkbox"/> 5

11. Please indicate whether you occupy a management or coordination position:

Yes ₁ No ₂

12. How long have you been working at this company?

Less than one year ₁ Please indicate the number of months:

One year or more ₂ Please indicate the number of years:

13. What is your present contractual situation?

Permanent contract	<input type="checkbox"/> 1
Fixed-term contract	<input type="checkbox"/> 2
Temporary contract (with no fixed term)	<input type="checkbox"/> 3
Contract with a temporary employment agency	<input type="checkbox"/> 4
"Green receipts"	<input type="checkbox"/> 5
No contract	<input type="checkbox"/> 6
Other situation. Which? _____	<input type="checkbox"/> 7

II. CORPORATE MISSION AND STRATEGY

14. Do you know if this company has a policy for the promotion of gender equality?

Yes ₁ No ₂

15. How important is gender equality for the company, for your direct supervisor (if applicable), for your work colleagues and for yourself as a worker?

	Very important	Important	Of little importance	Unimportant
a) For the company	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁
b) For your direct supervisor (if applicable; if this does not apply in your case, go to part c)	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁
c) For your (most immediate) work colleagues	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁
d) For you	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁

III. HUMAN RESOURCES MANAGEMENT

LIFELONG LEARNING AND TRAINING

16. In the last three years, have you attended any training activities or courses promoted by your company?

Yes ₁ No ₂ **(go to question 16.b)**

16.a) If yes, do you consider that this training had positive effects...

	Yes	No
... in terms of pay?	<input type="checkbox"/> ₁	<input type="checkbox"/> 2
... in terms of career advancement?	<input type="checkbox"/> ₁	<input type="checkbox"/> 2
... in terms of professional improvement?	<input type="checkbox"/> ₁	<input type="checkbox"/> 2

... in terms of personal development?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
... in your network of professional contacts?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

(skip question 16.b and go to question 17)

16.b) If no, for what reason(s)?

	Yes	No
a) Difficulty in combining the training with the performance of your job/work tasks	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Difficulty in combining the training with your family responsibilities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) It was not useful for the job/work that you do	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Another reason. Which? _____	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

(skip question 17 and go to question 18)

17. In the training activities or courses that you attended was there any discussion of questions relating to gender equality or the work, family and personal life balance ?

Yes, both subjects	<input type="checkbox"/> ₁
Yes, gender equality	<input type="checkbox"/> ₂
Yes, the work, family and personal life balance	<input type="checkbox"/> ₃
No	<input type="checkbox"/> ₄

18. Do you consider that, at your company, women and men have had the same opportunities for participating in training activities and/or courses?

Yes ₁ No ₂

PERFORMANCE EVALUATION AND REMUNERATIONS

19. Taking your own personal situation into account, do you consider that (formal or informal) performance evaluation has followed objective criteria?

Yes ₁ No ₂

20. Are you satisfied with the criteria that have been used in the evaluation of your performance?

Yes ₁ No ₂

21. Do you consider that women and men are evaluated in the same way?

Yes ₁ No ₂

22. How satisfied are you in relation to...

	Very satisfied	Satisfied	Only slightly satisfied	Dissatisfied
your basic pay?	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁
supplementary payments? (e.g. bonuses) (if applicable; if this does not apply in your case, go to the next question)	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁

23. Do you consider that this company should adopt specific measures to promote equal pay for women and men?

Yes ₁ No ₂

CAREER ADVANCEMENT AND DEVELOPMENT

24. If you were a man (in the case of being a woman) or a woman (in the case of being a man), do you think that you would have the same opportunity for career advancement?

Yes ₁ No ₂ Don't know ₃

25. Have you been promoted in the last three years?

Yes ₁ No ₂ (Go to question 26)

26. a) If yes, what were the reasons?

Seniority	<input type="checkbox"/> 1
Productivity/Merit/Performance	<input type="checkbox"/> 2
Good attendance record	<input type="checkbox"/> 3
Open competition	<input type="checkbox"/> 4
Organisational changes	<input type="checkbox"/> 5
Training/Qualification	<input type="checkbox"/> 6
Automatic promotion	<input type="checkbox"/> 7
Another reason. Which? _____	<input type="checkbox"/> 8

27. How likely is it that you will be promoted in the next three years?

Very likely <input type="checkbox"/> ₄	Likely <input type="checkbox"/> ₃	Not very likely <input type="checkbox"/> ₂	Unlikely <input type="checkbox"/> ₁
---	--	---	--

28. How important do you consider it to be for the company to adopt measures to promote the balanced participation of women and men in top decision-making positions (e.g. Board of Directors)? And/or in management and leadership positions (e.g. heads of department, middle management)?

	Very important	Important	Of little importance	Unimportant
28 a) Top decision-making positions	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁
28 b) Management and leadership positions	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁

IV. WORK, FAMILY AND PERSONAL LIFE BALANCE

NOTE:

If you have not had any children of your own or adopted children in the **last five years, go to question 32.**

If you have had children of your own or adopted children in the **last five years, please continue at question 29.**

29. Thinking now about the birth/adoption of your youngest child, did you take initial parental leave?

29 a) Yes **How many days?_____ (go to question 30)**

29 b) No

1

2

If not, what were the reasons?

Personal	<input type="checkbox"/> 1
Professional	<input type="checkbox"/> 2
Unaware of the legal possibility	<input type="checkbox"/> 3
Other reasons (answer the question) Which? _____ _____?	<input type="checkbox"/> 4

Go to question 31

30. Did you share initial parental leave with the father or the mother of the child? If yes, for how long?

Yes	<input type="checkbox"/> 1	_____ days
No	<input type="checkbox"/> 2	

31. Continuing to think about the birth/adoption of your youngest child, and after taking initial parental leave, did you take extended parental leave (up to 6 months: 3 months for the mother and 3 for the father)?

Yes 1 No 2

32. Do you consider that, at the company, women and men have the same possibility for exercising their rights to maternity and paternity?

Yes 1 No 2

33. Have you ever voluntarily interrupted your professional activity at this company?

Yes ₁ No ₂ (go to question 34)

a) If yes, what were the reasons? (you may mark more than one choice in your answer)

Needed to look after your own children and/or dependent children and/or other people dependent upon your care	<input type="checkbox"/>	1
To devote your time to study/training	<input type="checkbox"/>	2
To devote your time to (voluntary) charitable work	<input type="checkbox"/>	3
It was no longer financially necessary	<input type="checkbox"/>	4
Another reason. Which? _____	<input type="checkbox"/>	5

b) How long was this period of interruption? _____ months

34. Would you say that, for you, managing to take one or two hours off during your working time to deal with private and/or family matters is...

Very easy <input type="checkbox"/> ₁	Easy <input type="checkbox"/> ₂	Difficult <input type="checkbox"/> ₃	Impossible <input type="checkbox"/> ₄
---	--	---	--

35. In your opinion, do you consider that: (mark only one option as an answer)

Your work schedule is not suited to your family and personal commitments outside work	<input type="checkbox"/>	1
Your work schedule is not always suited to your family and personal commitments outside work	<input type="checkbox"/>	2
Your work schedule is well suited to your family and personal commitments outside work	<input type="checkbox"/>	3

36. As far as the measures promoted by the company to facilitate the work, family and personal life balance are concerned, which are the ones that you effectively use?

Adapt to each company	<input type="checkbox"/>	1		<input type="checkbox"/>	7
	<input type="checkbox"/>	2		<input type="checkbox"/>	8
	<input type="checkbox"/>	3		<input type="checkbox"/>	9
	<input type="checkbox"/>	4		<input type="checkbox"/>	10
	<input type="checkbox"/>	5		<input type="checkbox"/>	11
	<input type="checkbox"/>	6		<input type="checkbox"/>	12

V. WORK ORGANISATION AND WORKING TIME

36. How many hours do you normally work per week, regardless of what is stipulated in the work contract? I__I__I (Introduce the customary number of weekly working hours)

37. Which is your work schedule: (you may mark more than one option as your answer)

Full time	<input type="checkbox"/>	1
Part time	<input type="checkbox"/>	2
Fixed shifts	<input type="checkbox"/>	3
Rotating shifts	<input type="checkbox"/>	4
Flexible working hours (can choose when to start and finish work)	<input type="checkbox"/>	5
Flexible working hours (with a child under 12 years of age or a child with a disability or a chronic illness)	<input type="checkbox"/>	6
Exempt from fixed working hours	<input type="checkbox"/>	7
Another schedule. Which? _____	<input type="checkbox"/>	8

38. Do you normally stay at work beyond the planned finishing time?

Every day <input type="checkbox"/> 5	Some days each week <input type="checkbox"/> 4	Some days each month <input type="checkbox"/> 3	Occasionally <input type="checkbox"/> 2	Never <input type="checkbox"/> 1 (go to question 40)
---	---	--	--	---

39. Do you consider that, when you work beyond the planned finishing time, this has negative implications for your personal and/or family life?

Many implications <input type="checkbox"/> 3	Some implications <input type="checkbox"/> 2	No implications <input type="checkbox"/> 1
--	--	--

40. Do you often work at night and/or at weekends/on rest days?

	Every day	Some days each week	Some days each month	Occasionally	Never
a) At night	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1

	Very often	Often	Fairly often	Rarely	Never
b) At weekends/on rest days	<input type="checkbox"/> ₅	<input type="checkbox"/> ₄	<input type="checkbox"/> ₃	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁

41. In your work, do you depend on a direct supervisor?

Yes ₁ No ₂ (go to question 42)

41. a) Is your direct supervisor: A man? ₁ A woman? ₂

42. Do you consider that, at the company, you have autonomy to:

	Yes	No	Don't know	Not applicable
a) Decide on the organisation of your working time?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Decide on the planning of tasks?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Decide on the leadership/coordination of the area/group?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

43. In your own personal case, have you already had the chance to:

	Yes	No	Not applicable
a) Manage projects or part of some projects?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) Coordinate teams?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) Speak in public?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d) Make presentations outside the company?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

44. How satisfied are you with each of the following aspects in your present job? (According to their importance, rate each of the following aspects on a scale from 1 to 4 (dissatisfied: 1, not very satisfied: 2, satisfied: 3, very satisfied: 4, N/A: Not applicable))

	1	2	3	4	N/A
a) Relations with work colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Relations with superiors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Relations with the people you supervise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Level of pay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Conditions at the workplace (premises, installations, equipment and work tools)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Employment contract	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Stability and security in relation to your professional future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

h) Autonomy or, in other words, the possibility of deciding on the best way to undertake your work and of taking initiatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Level of interest of your work, and the possibility of using your capacities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Prestige and recognition of your merits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Opportunities for promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Opportunities for learning new things and for your professional improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Work schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

VI. RESPECT FOR THE DIGNITY AND INTEGRITY OF WORKERS

	Yes	No
Sexual harassment	<input type="checkbox"/> _1	<input type="checkbox"/> _2
If yes, indicate whether this was practised by:		
- A work colleague	<input type="checkbox"/>	
- Someone at the company who holds a higher position in the hierarchy	<input type="checkbox"/>	
- A client	<input type="checkbox"/>	
- Another person. Who? _____	<input type="checkbox"/>	
Moral harassment (examples: devaluing the work that you have done, setting objectives and deadlines that are impossible to meet, constantly threatening you with dismissal)	<input type="checkbox"/> _1	<input type="checkbox"/> _2
If yes, indicate whether this was practised by:		
- A work colleague	<input type="checkbox"/>	
- Someone at the company who holds a higher position in the hierarchy	<input type="checkbox"/>	
- A client	<input type="checkbox"/>	

- Another person. Who? _____		
Another situation. <input type="checkbox"/> Which? _____	<input type="checkbox"/> 1	(go to question 46 if you answered no to all questions: a) b) e c)

45. Have you ever felt yourself to be the target of sexual harassment and/or moral harassment, here at the company?

a) If yes, how did you react to the situation?

a) I reported the situation using the procedures available at the company.	<input type="checkbox"/> 1
b) I asked to change my workplace/job at the company.	<input type="checkbox"/> 2
c) I spoke to my work colleagues.	<input type="checkbox"/> 3
d) I spoke to a member of a workers' representative organisation.	<input type="checkbox"/> 4
e) I spoke to my supervisor.	<input type="checkbox"/> 5
f) I kept the matter to myself.	<input type="checkbox"/> 6
g) Another reaction. Which? _____	<input type="checkbox"/> 7

46. In the last 12 months have you been subject, at work, to ...?

	Yes	No
a) Discrimination based on age	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b) Discrimination based on race, ethnic group or skin colour	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c) Discrimination based on nationality	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d) Discrimination based on religion	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e) Discrimination based on incapacity/disability	<input type="checkbox"/> 1	<input type="checkbox"/> 2
f) Discrimination based on sexual orientation	<input type="checkbox"/> 1	<input type="checkbox"/> 2
g) Discrimination based on taking parental leave	<input type="checkbox"/> 1	<input type="checkbox"/> 2
h) Discrimination based on taking time off for breastfeeding	<input type="checkbox"/> 1	<input type="checkbox"/> 2
i) Discrimination based on absences from work for the purposes of family care (dependent children or adults)	<input type="checkbox"/> 1	<input type="checkbox"/> 2
j) Another reason. Which? _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2

VII. SOCIAL DIALOGUE AND PARTICIPATION

47. Does the company encourage workers to make suggestions in matters relating to gender equality and/or the work, family and personal life balance ?

Yes, in both areas	<input type="checkbox"/> 1
Yes, in the area of gender equality	<input type="checkbox"/> 2
Yes, in the area of the work, family and personal life balance	<input type="checkbox"/> 3
No	<input type="checkbox"/> 4

48. Please write your comments or any suggestions you may wish to make here.

We thank you for your collaboration!

Appendix 7 - Questionnaire for the evaluation of the awareness raising/training session

Please assess the session by placing a cross (X) in the space that you consider most appropriate, according to the following scale:



Dissatisfied / Not very satisfied / Satisfied/ Very satisfied

LOGISTICAL ASPECTS				
Date of session				
Timetable of session				
Duration of session				
Audiovisual media and resources made available				
Quality of the materials distributed (if applicable)				
THEMATIC ASPECTS				
Interest of the contents presented				
Importance of the contents presented				
Relevance of the contents presented for my job at the company (if applicable)				
Clarity in the presentation of contents				
Capacity of the trainer to motivate the group's interest in the session				
Activities presented and undertaken				
Suitability of the session in terms of my expectations				
Overall assessment of the session				

[insert Company Name]

[Insert the theme of the Session]

IN RELATION TO THE SESSSION:

Most successful aspects

Aspects to be improved

If you consider it appropriate, please leave any other comments here.

We thank you for your collaboration.

Promoção da Igualdade de Género nos Lugares de Decisão e
Redução das Assimetrias Salariais nas Empresas: do Diagnóstico à Ação.
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