

FEMPOWER - Female Empowerment Leaders of the Future



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FEMPOWER

*Female Empowerment
Leaders of the Future*

FEMPOWER Online Survey Report

Introduction

An online survey was created for different target groups, more specifically trainers, trainees and business stakeholders, and covering different sections (a. skillset of PE trainees (male / female), b. training materials and tools for teachers, c. required skills by labor market). Responses of the different target groups were collected via Google Forms. The survey was focused on the project partner countries but also collected responses from other worldwide PE networks so the consortium learns about the differences and similarities among other countries.

Number and role of the survey participants:

153 Practice Enterprise trainees

128 Practice Enterprise trainers

69 Business Stakeholders

The online surveys were held to guide the project consortium in the right direction when creating the FEMPOWER Mini Course Program.

Trainers Survey Report

The survey was created in a way to learn more about female empowerment & leadership training within Practice Enterprises and also leadership and other training offers for trainers themselves. Responses of the trainers were collected via G-Form by the project partners and also from other worldwide PE networks.

128 trainers took part in the survey.

Trainers' perceptions related to female empowerment/ leadership training activities within the Practice Enterprises

An interesting and unfortunate fact is that **on average only 23%** of all surveyed trainers **use empowerment/ leadership training** within the Practice Enterprise although the representation of female trainees in surveyed PEs is much larger than male trainees (**64% female and 35% male**, 1% gender neutral).

Those who do use female empowerment & leadership training, make use of existing materials and primarily focus on testing situations & examples, mentoring, solution-focused approaches and workshops.

Those who don't do it attribute it to a **lack of tools/ materials** at their disposal as well as lack of knowledge about such tools, as well as **time** in the PE activity schedule.

Some of the activities mentioned by more than one partner that could foster female empowerment and leadership through the Practice Enterprise training are:

- Self-confidence & self-awareness training
- Discussion and motivational talks with professionals from outside PE (mentors)
- Analyzing success stories of influential females
- Incorporating gender equality and gender stereotypes perspectives within the conventional PE environment.

Some other good thoughts of individual trainers important to mention:

- Creating an understanding among trainees of the importance of female empowerment
- Focusing on male participants in order to adjust their prejudices on girls/women.

Conclusion: working with mentors would be a good solution as this would take away pressure from trainers due to a lack of time. Trainees would most probably be willing to dedicate some of their free time working with a mentor. In addition, as trainers also reported having a lack of tools and knowledge about this topic, cooperation with mentor companies would be also valuable for them in terms of resources and knowledge.

Trainers' responses related to techniques and methods that are used in a Practice Enterprise to prepare trainees for a hiring process for a real future job

Two techniques and methods mainly used in a Practice Enterprise to prepare trainees for a hiring process for a real future job:

- Organizing job interviews before the students start working at the PE
- Trainees choose a job within the PE, based on PE job vacancies.

In case of job vacancies in the Practice Enterprise the majority of trainers, except in Austria, do not pay attention to gender equality and inclusion.

In case of job vacancies at your Practice Enterprise, do you pay attention to gender equality and inclusion?		
	Yes	No
Austria	70%	30%
Belgium	17%	83%
Lithuania	13%	87%
Spain	40%	60%
Worldwide*	57%*	43%

Table 1: Gender quality and inclusion for job vacancies in the Practice Enterprise.

* The stagnant difference was that the overwhelming majority of trainers who pay attention to gender equality & inclusion were from Canada (79% out of the CA respondents) and from the other regions, it was only 18.8% of those who pay attention to it, while the vast majority don't.

Methods that trainers use in making job interviews in the Practice Enterprise more gender equal and inclusive:

Country	Method
Austria	<ul style="list-style-type: none"> • Each position is advertised in a gender-neutral way or as m/f/d • At least 50% of the leading positions must be held by women
Belgium	<ul style="list-style-type: none"> • Assessment of trainees based on their skills/knowledge/attitudes required for the job, not based on their gender • Even distribution (50-50%) of male/female general managers
Spain	<ul style="list-style-type: none"> • Assessment of trainees based on their CV and abilities, not based on gender • Trying to hire women in jobs that are supposed to be specific to men
Worldwide*	<ul style="list-style-type: none"> • Using inclusive terms • Making inclusive job postings • Encouraging a good mix in the team while keeping the qualifications and abilities at the forefront

Table 2: Methods that trainers use in making job interviews in the Practice Enterprise.

Trainers' responses related to trainers training on leadership skills & empowerment

The majority of trainers reported they **don't** undergo regular training on leadership skills & empowerment, but most of them would like to do so. Trainers were asked which format would be most suitable for training on these topics. These were the top responses:

- Testimonials
- E-learning
- Mobile applications
- Panel discussions
- Methodological document

Trainers were also asked which more specific topics they would like to be included in such a training programme. Each partner country reported 5 most frequently selected answers by trainers. In order to identify the most common, results in partner countries were compared.

Austria	Belgium	Lithuania	Spain	Other*
<ul style="list-style-type: none"> • Leadership • Motivation • Communication • Inclusion 	<ul style="list-style-type: none"> • Leadership • Motivation • Time management • Communication 	<ul style="list-style-type: none"> • Leadership • Motivation • Communication • Time management 	<ul style="list-style-type: none"> • Motivation • Leadership • Communication • Inclusion 	<ul style="list-style-type: none"> • Communication • Leadership • Time management • Motivation

Table 3: Top topics to be included in a gender and inclusion training programme.

* Meaning other worldwide PE networks

Top 4 topics selected:

- Leadership
- Motivation
- Communication
- Time Management

Conclusion: Gaps & Challenges

It can be concluded that overall, there is a lack of training female empowerment & leadership within the Practice Enterprises and also a lack of further leadership and other training offers for trainers themselves. There is interest/demand along the trainers' side, but the current offer of training materials seems to be limited or they are not aware of the existing materials. A lack of time/space within the curriculum is one of the biggest challenges.

It has become evident based on the outcomes that also the attention and focus on gender equality and inclusivity requires a change of mindset and trainers will need to be open-minded when interacting with their trainees (also based on generational expectations and differences).

Trainee Survey Report

Four main questions were asked for analysis of the trainees' perceptions and expectations to the following topics: leadership skills, confidence-building experiences, motivation and lessons learnt in the Practice Enterprise.

Responses of the trainees were collected via G-Form by the project partners and also in other worldwide PE networks.

153 trainees took part in the survey.

Trainees' perceptions related to the first question:

"Which leadership skills are important from your perspective?"

Each partner country reported 5 most frequently selected answers by trainees. In order to identify the common leadership skills, results in partner countries were compared.

Austria	Belgium	Lithuania	Spain	Other*
<ul style="list-style-type: none"> Confidence building Decision-making People management Leadership training Team building Critical Thinking 	<ul style="list-style-type: none"> Confidence building Decision-making People management Project management Negotiating 	<ul style="list-style-type: none"> Strategic planning Critical thinking Team building Decision-making Confidence building 	<ul style="list-style-type: none"> Team building Decision-making Confidence building People management Analytical thinking 	<ul style="list-style-type: none"> Confidence building Analytical thinking Strategic planning Decision-making Critical thinking

Table 4: Most important leadership skills reported by trainees

* Meaning other worldwide PE networks

5 most common leadership skills

- Confidence building
- Decision-making
- Critical Thinking
- People management
- Team building

According to the survey, on average **82% trainees consider acquiring / having acquired leadership skills** in the Practice Enterprise and **80% feel ready to take a leadership position** in the PE.

Trainees' perceptions related to the second question:

"What have you learned/ do you learn in your Practice Enterprise?"

Each partner country reported 5 most frequently selected answers by trainees. In order to identify the common "lessons" learned in the PE, results in partner countries were compared.

Austria	Belgium	Lithuania	Spain	Other*
<ul style="list-style-type: none"> • being a team player • learning from own and others' mistakes • practice resilience • flexibility and adaptability • sharing a personal point of view 	<ul style="list-style-type: none"> • learning from own and others' mistakes • being a team player • playing own strengths • never giving up • sharing a personal point of view 	<ul style="list-style-type: none"> • learning from own's and others' mistakes • being a team player • playing own strengths • sharing a personal point of view • being creative 	<ul style="list-style-type: none"> • learning from own and others' mistakes • sharing a personal point of view • flexibility and adaptability • being a team player • being creative 	<ul style="list-style-type: none"> • take risks • learning from own and others' mistakes • flexibility and adaptability • being a team player • sharing a personal point of view

Table 5: Lessons learned in the PE as reported by trainees.

* Meaning other worldwide PE networks

Interesting that the selected answers to this question were very similar in all partner countries. **5 most important “lessons”** learned in the Practice Enterprise:

- Being a teamplayer
- Learning from own's and others' mistakes
- Sharing a personal point of view
- Flexibility and adaptability
- Being creative

Trainees' perceptions related to the third question:
“What has made you more confident during your time in the Practice Enterprise?”

Each partner country reported 5 most frequently selected answers by trainees. In order to identify the commonalities regarding trainees' confidence-building experiences in the Practice Enterprise, results in partner countries were compared.

Austria	Belgium	Lithuania	Spain	Other*
<ul style="list-style-type: none"> • taking responsibility • ability to organize tasks, projects, events • sales & turnover of the PE • a new role or position • receiving certificates 	<ul style="list-style-type: none"> • taking responsibility • ability to organize tasks, projects, events • participating in trade fairs • working with colleagues or in a team • sales & turnover of the PE 	<ul style="list-style-type: none"> • taking responsibility • working with colleagues or in a team • ability to organize tasks, projects, events • a new role or position • participating in trade fairs 	<ul style="list-style-type: none"> • taking responsibility • working with colleagues or in a team • ability to organize tasks, projects, events • sales & turnover of the PE • working with a mentor company 	<ul style="list-style-type: none"> • taking responsibility • participating in trade fairs • working with colleagues or in a team • a special project

Table 6: PE confidence-building activities as reported by trainees.

* Meaning other worldwide PE networks

Interesting that choices such as competitions, working with a mentor company seem to be not that important for trainees. **5 things that made trainees more confident** during trainees time in the PE:

- Taking responsibility
- Ability to organize tasks, projects, events
- Working with colleagues or in a team
- Participating in trade fairs
- Sales and turnover of the PE

Trainees' perceptions related to the fourth question:

“What has motivated you during your time in the Practice Enterprise?”

Each partner country reported 5 most frequently selected answers by trainees. In order to identify the commonalities regarding trainees' motivation in the Practice Enterprise, results in partner countries were compared.

Austria	Belgium	Lithuania	Spain	Other*
<ul style="list-style-type: none"> • good feedback from a trainer • satisfaction with own performance • good feedback from colleagues • feeling useful & helpful in a team • teamwork • praise 	<ul style="list-style-type: none"> • teamwork • good feedback from a trainer • satisfaction with own performance • feeling useful & helpful in a team • praise 	<ul style="list-style-type: none"> • teamwork • good feedback from a trainer • feeling useful & helpful in a team • responsibility in the organization • promotion • good feedback from colleagues 	<ul style="list-style-type: none"> • satisfaction with own performance • feeling useful & helpful in a team • good feedback from a trainer • teamwork • good feedback from colleagues 	<ul style="list-style-type: none"> • satisfaction with own performance • feeling useful & helpful in a team • good feedback from a trainer • good feedback from colleagues

Table 7: PE motivators as reported by trainees.

5 biggest motivating factors during trainee's time in the PE:

- Feeling useful & helpful in a team
- Good feedback from a trainer
- Good feedback from colleagues
- Satisfaction with own performance
- Teamwork

Interesting that **four out of five main factors increasing trainees' motivation during their time in the PE are related to a social working/learning environment** where one is able to learn collaboratively and interactively. Less important are promotion, responsibility in the organization.

Summary of leadership skills, confidence-building experiences, motivation and lessons learned in the Practice Enterprise:

<p>Leadership skills in the Practice Enterprise</p>	<ul style="list-style-type: none"> • Confidence building • Decision-making • Critical Thinking • People management • Team building
<p>Lessons learned in the Practice Enterprise</p>	<ul style="list-style-type: none"> • Being a teamplayer • Learning from own's and others' mistakes • Sharing a personal point of view • Flexibility and adaptability • Being creative
<p>Confidence-building experiences in the PE</p>	<ul style="list-style-type: none"> • Taking responsibility • Ability to organize tasks, projects, events • Working with colleagues or in a team • Participating in trade fairs • Sales and turnover of the PE
<p>Motivating factors in the Practice Enterprise</p>	<ul style="list-style-type: none"> • Feeling useful & helpful in a team • Good feedback from a trainer • Good feedback from colleagues • Satisfaction with own performance • Teamwork

Table 8: Summary of the lessons learned as reported by trainees.

Business Stakeholders Survey Report

The survey was created in a way to have some insights about diversity, equity, and inclusion situation in corporate world. Two main areas were addressed in the survey:

1. Job Application & Hiring Responses
2. Skills & Leadership & Employee Experience.

Responses were collected via G-Form by project partners inside and outside the international PE network.

69 business stakeholders from **16 different countries** from Europe, North and Latin America, Asia-Pacific took part in the survey. The majority from Education, Services, IT, Consulting, Finance, Recruitment & HR fields of work. The majority of respondents were female (female 84%, male 16%).

Stakeholders responses related to Job Application & Hiring

One of the questions that was asked in the stakeholders' questionnaire: "Does your company use gendered (e.g., m/f/x, choice of words) or gender-neutral language in job descriptions?"

71%, that is 49 of the 69 company representatives, use gender neutral language in job descriptions. This is dependent on a company's size. As shown in the Figure 1, 67% of large-sized companies use gender neutral language in job descriptions:

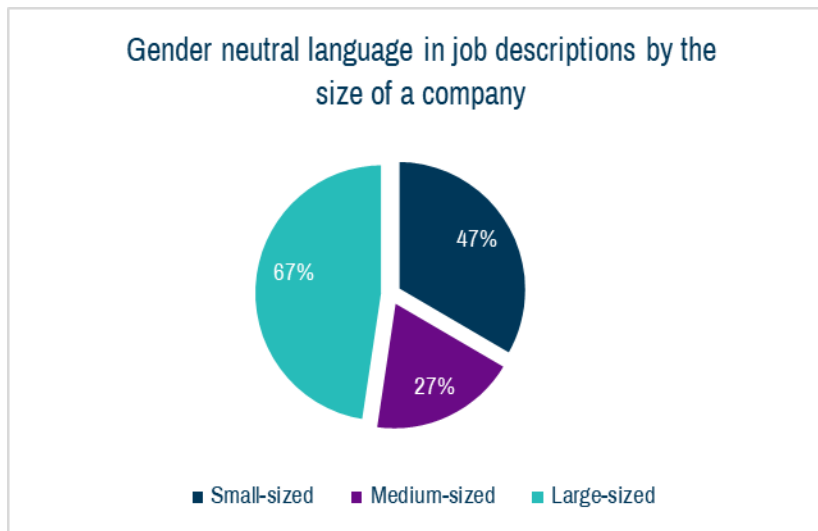


Figure 1: Gender neutral language in job descriptions by the size of a company.

Regarding **salary transparency**, **58% of companies do not have a transparent salary published for all offered positions.** It does not depend on the size of a company.

More than half of respondents (46 out of 69) reported that there is no difference in the initial salary negotiations between male and female candidates when acquiring a new position in an organization/ company/ business.

Stakeholders' responses related to Skills, Leadership & Employee Experience

67% of respondents reported that their company has an HR department. This is, however, highly dependent on a company's size. The majority of **all respondents from large-sized companies (more than 250 employees) reported having an internal HR department.**

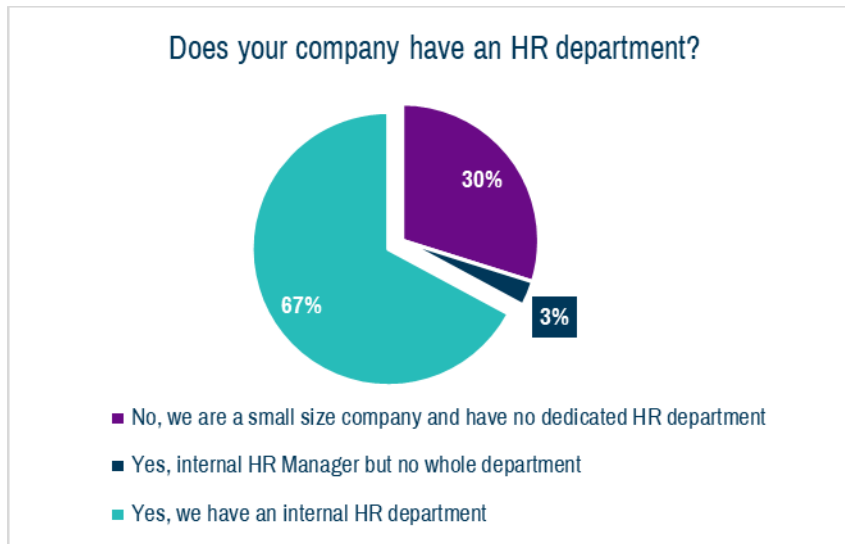


Figure 2: Percentage of companies with HR department.

Similar conclusions can be made looking at the answers regarding a diversity & inclusion or an equality plan. 38% respondents reported there is no such plan in place of their company, 39% reported having such a plan (this number was highly impacted by Spanish respondents), and **one third is not aware of that.** The majority of small-sized companies reported no such plan in place for their company, whereas 23% out of 39% all positive answers were from large-sized companies. **By field of work, it was interesting to see that 3 out of 4 companies that have an HR department, don't have a diversity & inclusion plan.**

More than half (57%) responded that there are no specific initiatives to encourage women to apply for leadership positions. In case of internal procedures to deal with work-based discrimination, 1/3 of respondents reported that there are no such procedures, **1/3 is not aware of such procedures** and a bit more than 1/3 - responded having such procedures (Figure 3) and listed the following:

- Comprehensive list of rules that minimize discrimination
- Internal ethics protocol
- **Communication to HR department (most common)**
- Online training courses offered by the company
- Yearly anonymous surveys
- Procedures in line with legal obligations
- Non-discrimination policy

- Sexual harassment committee and anti-harassment plan
- People responsible for any issues related to work-based discrimination

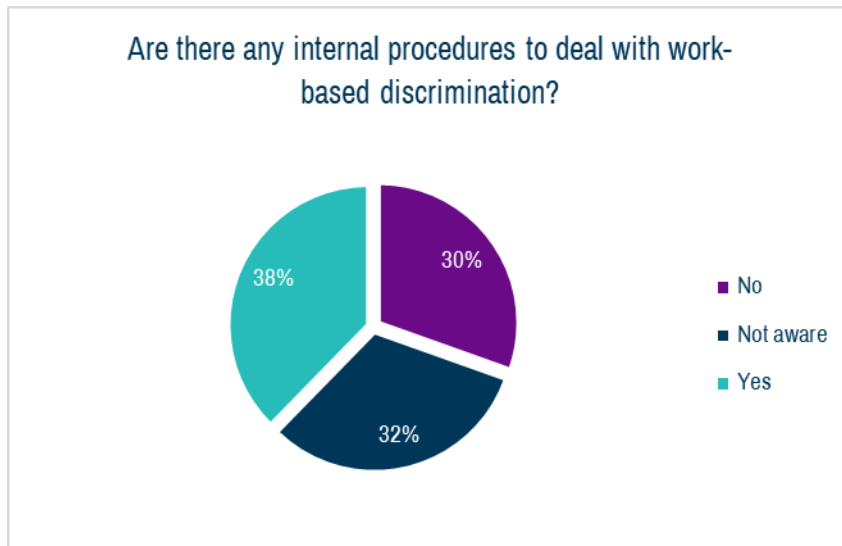


Figure 3: Percentage of companies having internal procedures against work-based discrimination.

Stakeholders were also asked if and what soft skills training their company offer for employees.

Top 7 soft skills training topics that companies offer for employees:

- Leadership training
- Team building
- Project management
- Negotiation and communication skills
- Crisis and conflict management
- Strategy and development
- Diversity and inclusion

Conclusion: Gaps & Challenges

Based on the survey, it can be stated that there is no meaningful and sustainable progress toward diversity, equity, and inclusion in the workplace of the companies surveyed. The survey showed that more than half of the surveyed companies have no specific initiatives to encourage women to apply for leadership positions and only one third have procedures to deal with work-based discrimination.

It could be noted that in many cases more than 20% of respondents were not aware of the information they were asked, which means that companies should ensure employees are aware of the full range of benefits available to them.