



Internal Oversight Division

EVAL 2016-02

Evaluation Section – Final Report

Evaluation of WIPO's Pilot Project on the Professional Development of Women

May 20, 2016

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LIST OF ACRONYMS

| | |
|---------------|--|
| HRMD | Human Resources Management Department |
| IOD | Internal Oversight Division |
| ITC | International Trade Centre |
| ITU | International Telecommunication Union |
| JIU | Joint Inspection Unit |
| PMSDS | Performance Management and Staff Development System |
| UN | United Nations |
| UNCTAD | United Nations Conference on Trade and Development |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UNIDO | United Nations Industrial Development Organization |
| WIPO | World Intellectual Property Organization |
| WTO | World Trade Organization |

EXECUTIVE SUMMARY

This evaluation, which was conducted between January and April 2016, presents the results of the first phase of the Pilot Project on the Professional Development of Women (2015-2016). This evaluation will be followed and completed by a second assessment to be conducted in 2016-2017 that will assess the implementation of the second pilot project (tentative starting date: May 2016). Findings, conclusions and recommendations from the two evaluations will provide input for the design of a wider program for the professional development of staff members at WIPO.

At the current stage, the following achievements have been identified:

- (a) Participating in the pilot project has increased participants' consciousness and readiness to seize career opportunities. Participants have increased their awareness and quest for potential career domains and started to focus on improving their professional knowledge and skills in order to pursue higher positions. Also, this project led to behavioral change for some participants who applied for vacancies.
- (b) High level of involvement, professionalism and commitment of project implementers were the key factors for this successful result in the first phase of the project. A tailored approach to participants' needs and personalized support remain as essential drivers.

The areas where improvements could be made are as follows:

- (a) The design of the project's logical framework with inclusion of the linkages between activities, outputs and main outcome, as well as indicators and targets to assess progress towards identified results once the pilot stage is closed;
- (b) The modification of the selection criteria to scale-up the project to other post-levels where gender balance needs to be reached;
- (c) The allocation of proper level of human resources and time to effectively manage the project considering the number of participants and the required high quality and personalized support; and
- (d) Broadening the portfolio of activities in agreement with participants.

1. INTRODUCTION

1. The Internal Oversight Division (IOD) conducted an initial evaluation of the first stage of the WIPO's pilot project on the Professional Development of Women (first stage: 2015-2016). This report contains the findings, conclusions and recommendations of the evaluation which was conducted between January 1 and April 15, 2016.

2. This evaluation will be followed and completed by a second assessment to be conducted in 2016-2017 that will assess the implementation of the pilot project (tentative starting date: May 2016). Conclusions and recommendations from the two evaluations will provide inputs for the design of a wider program for the professional development of staff members at WIPO.

2. BACKGROUND

3. Since 2009, the WIPO Director General has launched various initiatives in his commitment to mainstream the gender perspective in policies and programs and the gender equality in the Organization. These initiatives are in line with the Joint Inspection Unit (JIU) Recommendation 8¹ regarding the need for WIPO to take action to improve gender balance at the senior management level in the organization.

4. As per the 2014 WIPO Gender Equality Policy and the 2013 Human Resources Strategy, WIPO has set the target to achieve gender balance at all levels by 2020. In support of this target, a pilot project on professional development of women at P3 and P4 levels was initiated in 2015². Conclusions from an initial focus group discussion on career development held by Human Resources Management Department (HRMD) with groups of women at P3, P4 and P5 levels in 2014 identified that staff view career counselling as useful mechanism for career development of staff at WIPO.

5. The selection criteria established for the initial pilot project identified five women at the P4 level. These criteria were:

- (a) being at P3 or P4 level³;
- (b) having supervisory responsibility;
- (c) having at least two outstanding ratings in the Performance Management and Staff Development System (PMSDS) in the last five years;
- (d) not having been promoted recently; and
- (e) not being close to retirement.

6. A second round is planned for additional ten women and men⁴ who would like to progress into grade levels where one gender is underrepresented with tailored criteria that will start in the second quarter of 2016.

¹ JIU/REP/2014/2 Review of the management and administration in WIPO

² In 2011 WIPO conducted an assessment on the organizational efforts to mainstream gender in the spirit of meeting United Nations (UN) system-wide standards for integrating gender perspectives into all programs and policies. The assessment pointed out that strong representation of women at the P4 level did not translate into gains for women at P5 and D1 levels the way it did for men.

³ Women at the P5 level who meet the selection criteria will be also part of the 2016 Project on Professional Development of Women.

3. WHAT IS BEING EVALUATED?

(A) EVALUATION OBJECTIVES AND SCOPE

7. The primary purpose of this evaluation is to assess the roll out of the first phase of the pilot project and contribute to learning lessons which will improve the delivery under this pilot project. More precisely, the evaluation:

- (a) Reviews and renders account for the completed first stage of the pilot project;
- (b) Assists making decisions on how to pursue the second stage of the pilot project in 2016; and
- (c) Provides inputs for the design of a wider program for the professional development of staff at WIPO.

8. In order to meet the above objectives, the evaluation is conducted in two stages:

- (a) A review of the first pilot project has been undertaken in early 2016. The results from this assessment are presented in this report in order to meet objectives (a) and (b); and
- (b) An assessment of the second pilot project will start at the end of 2016. The second evaluation will complete the results identified during the first evaluation and will provide responses to the objective (c).

(B) METHODOLOGY AND LIMITATIONS OF THE EVALUATION

9. For the purpose of the first assessment the following criteria have been applied:

- (a) **Relevance:** the extent to which the pilot project's design is consistent with the desired gains for the organization and staff;
- (b) **Efficiency:** the extent to which the pilot project components are converted into perceived or expected benefits, and the processes put in place towards this aim;
- (c) **Effectiveness:** the extent to which immediate objectives have been achieved throughout the pilot first phase and the effective wins for individuals and teams receiving support on professional development; and
- (d) **Sustainability:** the extent results are likely to last overtime.

10. The evaluation applies mixed methodologies and includes an in-depth desk review of institutional specialized literature, including benchmarking with other UN Organizations having implemented similar programs. Structured interviews and a survey to participants, control group stakeholders and direct supervisors are part of the evaluation.

11. Limitations: the period covered corresponds to the timeframe of the first stage of the pilot project (2015-2016). Thus, this assessment only entails the identification of initial success, weaknesses and opportunities for improving the second round of the pilot project.

[Footnote continued from previous page]

⁴ Female staff at the P level and male staff at the senior G level and junior P level

12. Accountability from the first pilot project is bound by its timeframe as the project ends in April 2016, which has thus not enabled the evaluation to provide a final assessment of the achievement of main expected results among participants. The evaluation is nonetheless assessing behavioral change among direct beneficiaries of the project.

13. Desk review has covered to the extent possible WIPO's situation in earlier years to seek information on the progression of career development of WIPO staff members to better contextualize the scope of the pilot project (see Annex I). Unsuccessful engagement with male staff at the G level has limited the chances for the evaluation to gather relevant information from this target group.

14. The assessment of the second pilot project among a wider sample will complement this report and will provide inputs for the design of a wider program for professional development.

(C) KEY STAKEHOLDERS

15. To assess the first stage of the pilot project (2015-2016) the evaluation has engaged with the following stakeholders:

- (a) Direct beneficiaries (female staff members who have participated in the pilot project);
- (b) Control group (tentative participants for the second round of the pilot project);
- (c) Direct supervisors of the participants of the first pilot project;
- (d) Appointment Board members; and
- (e) HRMD.

Figure 1. Stakeholders of the evaluation

| Group | Total number of stakeholders identified to participate in the evaluation | Number of stakeholders who finally engaged with the evaluation |
|---------------------------|--|--|
| Direct beneficiaries | 5 | 5 |
| Direct supervisors | 5 | 4 |
| Control group | 12 | 10 |
| Appointment Board Members | 4 | 4 |
| HRMD | 3 | 3 |
| Total | 29 | 26 |

16. Primary users of the evaluation results are HRMD as well as the WIPO Director General.

17. The Internal Oversight Division (IOD) will share the draft evaluation report for comments with HRMD. As per the WIPO Oversight Charter⁵, the Director, IOD shall publish the final evaluation report on the WIPO website within 30 days of its issuance. If required to protect security, safety or privacy, the Director, IOD may, at his discretion, withhold a report in its entirety or redact parts of it.

⁵ WIPO Financial Regulations and Rules Annex I, page 5, paragraph 39.

4. FINDINGS AND ASSESSMENT

(A) WHAT ARE THE PILOT PROJECT ACHIEVEMENTS?

Finding 1. HRMD has supported five WIPO female staff members at the P4 level through career counselling and training. Participating in the project is acknowledged by participants as a valuable experience that has widened their consciousness and readiness to seize career opportunities.
(Linked to Conclusion 1)

(i) What has been done?

18. The first round of the pilot project supports female staff members at the P4 level with the aim to increase their readiness to seize opportunities regarding their development.

19. As stated by project implementers, the main added value of the project remains on providing the necessary tools and counselling to allow participants to reflect on their professional and career development as well as to ensure that they are capable to make informed decisions on whether or not to grab career development opportunities.

“They had interest in their career but they were not taking the necessary steps to progress”
(Statement from a stakeholder)

20. The relevance in targeting female staff goes beyond a mere gender action and remains on the need to tackle a perception of a bottleneck on the career progression of internal staff at WIPO.

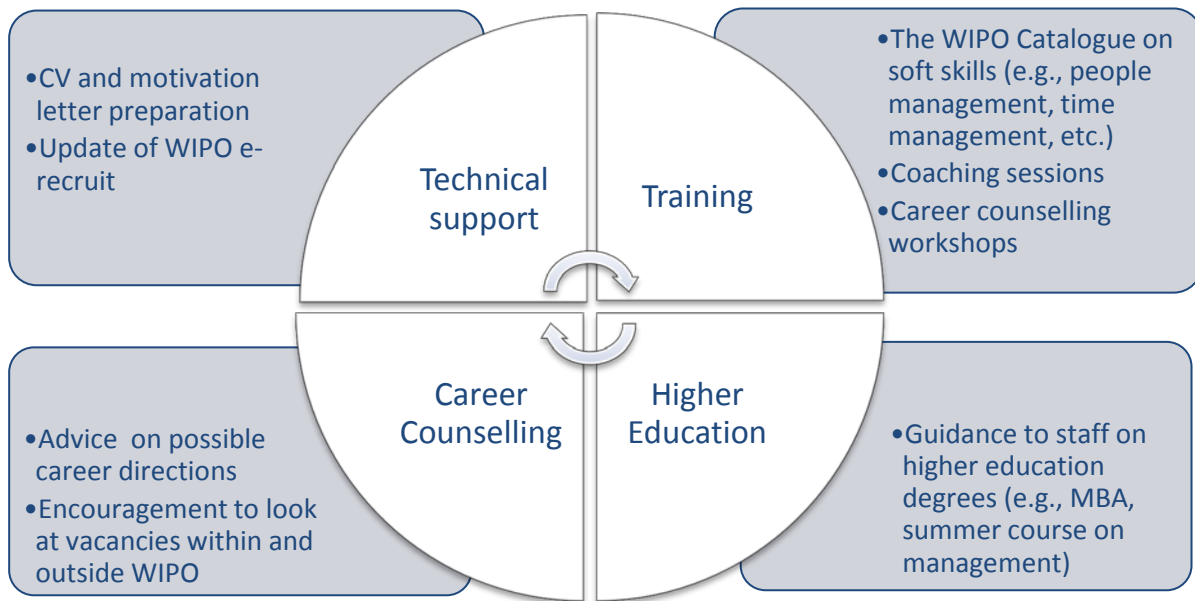
21. Consultation with appointment board members has identified the evolution in the organization in ensuring that gender and geographical representation are variables that are considered during selection processes once parity on qualifications is factored in. Moreover, there is progressively better representation of women as final candidates in recruitment processes. However, there are still a limited number of internal candidates applying for senior level positions in the organization.

22. Consulted staff identifies this initiative as relevant as it encourages women to be involved in career advancing activities. Two main patterns have been identified in this regard:

- (a) Approximately half of consulted stakeholders⁶ perceive that women have a different approach than men when seizing development opportunities, which has been linked to social and cultural conditions (“*women tend to be more humble, not raising hands and stay stick to work; stay behind, while men tend to catch all the attention*” - Statement from a stakeholder). It remains therefore necessary to work with female staff members in this area; and
- (b) The other half of stakeholders perceives that women do not have a different approach than men. Women are competitive, professional and understand the role they play and in general know how to progress. Yet, this group highlights the extent it remains more complicated for women to advance at the P4 and P5 level in the organization.

23. In order to tackle the above, the project has been implemented through the following items:

⁶ The reference to stakeholders includes participants, staff members from the control group, supervisors and appointment board members



24. Qualitative information gathered from participants identifies the following advantages of each area covered by the project:

- (a) The **technical support** is overall well valued. Participants found that guidance on CV writing and on job application are useful to have an overview of where they stand in the professional and career levels. Updating the CV and being encouraged to compete is perceived as an action that is important.
- (b) Giving priorities to participants to attend **trainings** from the WIPO Catalogue and other learning opportunities based on a prior assessment of potentialities to be boosted has been well valued by participants. Despite these trainings can be requested through the PMSDS, their inclusion in the scope of the project helped participants to better identify which courses were most useful for their professional development. Participating in such activities has also increased their awareness and engagement with similar networks in the Geneva area. Coaching sessions have been particularly very well rated by participants due to their usefulness. All participants acknowledged that now it is all a matter of practicing the acquired skills.
- (c) Advising participants on **higher education** was included in the scope of the project as ad-hoc requests from participants. Attendance to these courses was thus during annual leave and with a financial and time support. On the one hand, the financial support consisted of 50% of the tuition fees up to CHF 2,000 per year. On the other hand, time support consisted on granting participants every 40 hours per one day up to 10 days per year. Participants attending such trainings have seen the immediate benefits on them.
- (d) **Career counselling** through supporting participants to map competencies and skills has been rated as very useful. The added value of this sort of activity is the increased motivation that brings having a sound board to reflect on professional development (different from a direct supervisor), and even more if it entails experienced HRMD advice on the subject matter.

(ii) The implementation processes

25. Consulted staff members positively acknowledged the high involvement, professionalism and commitment of the implementers of this project. Their complementarity in the share of both technical and logistical responsibilities as well as their knowledge of the subject matter is positively valued by all participants.

26. A very good management and approach in response to participants' needs were also highlighted. The project was able to adapt itself to the different development needs, thus providing a personalized support. The selection of participants by HRMD has been positively valued. As this group has stated they were mostly reluctant about the initiative's trade-off when they first learn from the project and thus they would not have considered participating in it if it had been published through the formal WIPO channels seeking a voluntary enrollment to the project.

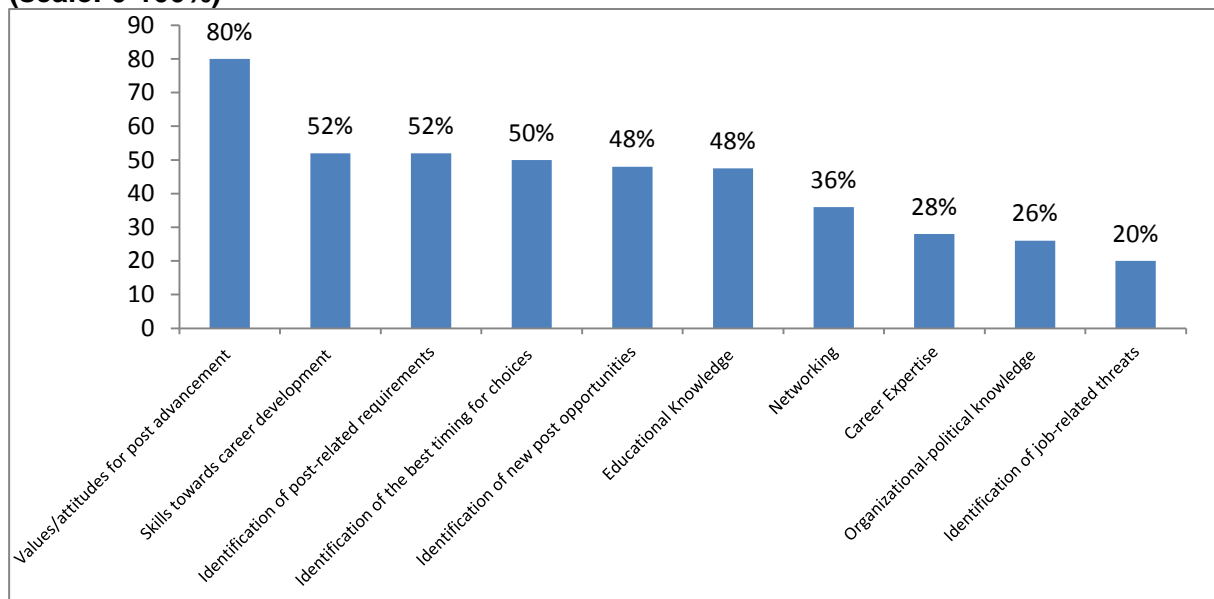
"It is good that the project has no intention to micromanage the participants. At this level and in this topic it is only the person who can do it and up to the person to use the initiative"
(Statement of a stakeholder)

(iii) Main effects

27. All participants are of the opinion that taking part in the project has been a valuable experience. The major output is identified on the gain of self-confidence and readiness towards career development through reflecting on professional development needs and the ways to work on it based on identified areas to improve (Figure 2). In general, the project has helped participants to think beyond the set limits in career development.

28. Some participants have already applied for other positions in WIPO. Others are in the process of reflecting whether it is a good timing to do so. Based on the literature review, the fact that participants understand and consider contextual components (timeliness, environment, etc.) while seeking career development is already an improvement.

Figure 2. Average on the extent the project has helped participants to develop each item (scale: 0-100%)⁷



29. Participating in the activities of the pilot project has also been acknowledged by participants as a driver towards:

- (a) Better understanding that career management for development remains on broader areas such as acquiring managerial skills as well as horizontal mobility rather than just on promotion to higher positions;

⁷ Figure 2 combines items that fall within the scope of the project with broader changes that could have resulted unexpectedly (i.e., networking, career expertise, identification of job-related threats). Job-related threats is understood as risks related to workplace health and safety. Educational knowledge is understood as job-related knowledge on education and trainings for professional development

- (b) Changing the self-perception of failure that results from being at the same post level for more than 8 years on average, applying for higher positions at WIPO, having outstanding performance ratings and continuously working on expanding knowledge and skills. This is fully aligned with the positive perception of being professionally recognized;
- (c) Increasing the perception that the organization is interested in the general development of staff by bringing such a forward thinking initiative; and
- (d) Increasing observance of the different behaviors of men and women while interacting and identifying areas for improvement in women’s approach to boosting their professional and career development.

“The fact that HRMD sat down to come up with a project of this nature and thought about helping career development of women despite a context of lack of career development and promotion is very important. It’s already an added value” (Statement of a stakeholder)

Figure 3: Identified strengths by participants

| Strengths | |
|------------------------------------|---|
| <i>"Boosting something in you"</i> | Self-awareness |
| | Gain of self-confidence |
| | Work on weaknesses |
| <i>"A driving force"</i> | More reflection on professional development |
| | Understanding where they are and where to go |
| <i>"Tools for action"</i> | To take a step aside and see the situation from a different angle |
| | The opportunity to talk to other people |
| <i>"Commitment"</i> | Professional and knowledgeable HRMD team |
| | Good caring team |
| | Build trust and confidentiality with each participant. "A personal touch" |

30. Supervisors agreed that participants were already outstanding performers and were ready for a promotion for a long time irrespective of the participation in the pilot project. Notwithstanding this fact, they acknowledged that the project has helped them particularly at increasing their motivation, their professional skills and professional approach to the work.

31. Sustainability is perceived to be ensured at the individual level since participants can continue working on the results (skills acquaintance and behavioral change) of the project to seek their career development. At the organizational level, sustainability is already factored in since an additional round of the project and related policy are planned. This guarantees the continuation of efforts by the Organization with additional participants that will eventually lead to reinforcing capacities of staff in this area.

Conclusion 1. The increased awareness among participants on how to identify areas where to focus the improvement of knowledge and skills and on considering pursuing career development in the organization is one successful output that plays a role in achieving the strategic outcome of career development of women.
(Linked to Finding 1)

(B) WHAT ARE THE PERCEIVED SHORTCOMINGS OF THE PROJECT?

Finding 2. The project lacks an overall framework of work required to define the linkage between activities, outputs and main outcome. There is misperception among consulted staff with regard to the linkage between professional and career development. The selection criteria are well set up for selecting a group in need of support. Concerns have been identified on the project's life span and resource allocation, especially at the level of human resources to manage the project. The closure of the project has not yet been defined. There are external factors that limit a positive perception of career development in WIPO.
(Linked to Conclusion 2, 3, 4, 5 and 6)

(i) The project design

32. The project has been implemented with an absence of an overall framework of work (logical results chain framework) necessary to define the linkage between activities, outputs and main outcome. The main reason lies on the need to test during the pilot stage the various models to support professional development. Once the pilot phase is closed the logical framework will be designed.

33. Through the secondary information⁸ it can be identified that the project's main point of action remains on professional development through the implementation of career supporting activities. Yet, the outline of the work goes beyond the latter since the narrative of the project indicates that the initiative is responding to the organization's need of achieving gender balance at all levels by 2020 and ensuring that existing female staff at WIPO make the best use of available opportunities to advance on their careers.

34. The overall lack of clarity on the above has been identified as a major factor that has led to a dual view on what the focus of the project is and/or should be:

- (a) On the one hand, HRMD has worked with participants with the project's objective to promote awareness on professional and career development and provide tools to staff in order to enhance their skills. Thus, HRMD explained to participants that the project is not meant to offer automatic promotion. The main change of the project remains therefore at the level of participants taking the lead on their career prospects since it is an individual and self-driven responsibility; and
- (b) On the other hand, the vast majority of consulted stakeholders⁹ perceived a linkage between professional development and promotion. In this regard, it is expected from the project to work on promotion outcomes as well. A pattern among participants' views identifies that seeking opportunities outside WIPO is not a primary option since they have invested a lot for and in the organization and thus would like to continue their progression here. Control group stakeholders have also highlighted that the added value of this project would remain in responding to the opacity of promotion and reclassification processes in WIPO.

⁸ Documents: "2016 HRMD Project on Professional Development of Women" and "HRMD Pilot Project – Professional Development of Women. Interim Report"

⁹ The reference to stakeholders encompasses staff members of the control group, supervisors, appointment board members, as well as a reduced number of participants.

Conclusion 2. The perception observed among the stakeholders that professional and career development equals promotion requires that the project communicates its objectives and scope clearly to WIPO staff members. Doing so could increase buy-in of the project, while not doing so could amplify the perception that the organization is failing to address career development. (Linked to Finding 2)

(ii) The selection criteria

35. The vast majority of consulted stakeholders agree that the criteria¹⁰ are targeting the adequate group since selected staff members are in need of being acknowledged of their performance at WIPO.

36. The selection criteria are generally perceived as a good start. The criteria are highly set up and are directly responding to the need of focusing on managerial posts. The fact that the project is working with a smaller group before scaling up is positively perceived.

37. More precisely, consulted stakeholders have manifested the following views on the criteria:

- (a) Being at P3 or P4 level: limiting the participation in this project to the post level has been questioned by some consulted staff. Overall it has been argued that the project should just identify individuals with potential and that can be highly motivated to participate in the initiative. A group of stakeholders are of the opinion that support for development should be tackled at all levels, especially at the lower level, since they are the future managers and thus more opportunities should be given to younger grades. Others have argued that it would be difficult for the project to achieve results if it engages with staff members from a lower grade since there are no career paths in the UN System;
- (b) Having at least two outstanding ratings in PMSDS in the last five years: all consulted stakeholders agree that PMSDS outstanding performance rating is a good criterion to select participants. Focusing on two outstanding performance ratings in a five year period is nonetheless perceived as restrictive. As argued, outstanding performance acknowledges a work beyond the frame of regular duties of a work plan and tends to be subject to having the possibility to work on special projects. It is thus considered that in practice this criterion might not be engaging with staff who are also outstanding performers but have not been rated twice by their managers as outstanding; and
- (c) No remarks were given to the criteria of having supervisory responsibilities, not having been promoted recently, and not being close to retirement.

38. A limited number of stakeholders perceived that the criteria are targeting a very specific group of female staff, which eventually is not covering those with family related responsibilities and working less than 100%.

39. HRMD has already identified that the current criteria do not guarantee the selection of male candidates and more female staff members. Thus the modification of criteria has already been foreseen to engage with these groups. Focusing on variables such as the lack of university degree among male G staff has already been taken into consideration since this university degree is required in any position in the Professional category. Nonetheless, concerns were manifested on the linkage of this criterion with the remaining ones (i.e., outstanding performance, having supervisory responsibilities, etc.). As stated in paragraph 13,

¹⁰ Participants were selected through the following criteria: (a) being at P3 or P4 level; (b) having supervisory responsibility; (c) having at least two outstanding ratings in PMSDS in the last five years; (d) not having been promoted recently; and (e) not being close to retirement

the evaluation was not able to engage with male staff members at the G level¹¹ in order to obtain their views on this matter.

40. Participants perceive as positive that supporting systems for female staff are starting to be in place in the organization. There is a general view among them that women who excel need to be supported by the organization in order to be recognized for their work.

Conclusion 3. The modification of the selection criteria is a necessary action that will allow adapting the project to new target groups in need of career support, which will increase chances for scaling up results.
(Linked to Finding 2)

(iii) The implementation processes

41. **Project's life span.** A diverse view has been identified concerning the extent a one-year project is enough to support staff's professional development:

- (a) On the one hand, approximately half of the number of consulted stakeholders¹² was of the opinion that the timeframe was short due to two reasons. At the strategic level, the fact that the project entails a life change process of reorienting an inner approach towards career development requires having a long-term action plan with timelines. At the operational level, planning of activities requires time in order to reflect on what is best to respond to each particular development need of a participant, which will then be followed by the conduct of the activity, the administrative work and the additional work-related tasks of the staff member. Overall this falls in line with the general perception that support for career development cannot be time bound but has to be provided continuously and periodically. As stated, this should remain as a commitment by the organization, and thus a long term process; and
- (b) On the other hand, participants estimate that an intensive work in this area is enough. The project is thus set in a realistic life span in order to let participants reflect and decide on how to progress on their career. Nonetheless, a pattern was identified among this group of stakeholders on the need for the project to set up realistic milestones for activities, since they have to be combined with daily workloads (and indirectly with family related responsibilities).

42. **Financial expenditure.** The main costs related to the activities are those related to a P5 Head of Performance and Development Section and a P4 Gender and Diversity Specialist. The cost related to the training activities of the participants is included in the overall training cost for the organization. In some ad hoc cases, the financial subsidy of CHF 2,000 was included to respond to activities under the higher education component of this project. Overall, all participants are satisfied with the budget allocated to support their activities.

43. **Project management.** The management of a portfolio of 5 participants with limited capacity (personnel and time) was identified as an issue. The workload of coordinating 5 people was recognized as high. There was an absence of careful planning of allocation of time to manage this initiative when factoring in the additional portfolio of projects assigned to the project team. At the time the project was implemented, two full time staff members were supporting 5 participants. This situation switches to the same number of staff members who will be providing support to 10 participants in the planned second round of the project.

44. Time constraints to manage the portfolio of responsibilities related to the project have also been identified on the participants' side. Competing priorities as well as getting work life and

¹¹ This group was identified in the control group

¹² Reference to stakeholders includes staff members of the control group, supervisors, appointment board members, as well as participants.

family balance limit the amount of time participants can liberate to focus on their professional development.

45. Confidentiality of the project prior and during the implementation phase has been identified in some cases as restrictive for a friendly working environment with colleagues within a Division, since the latter might not understand why in some cases a staff member is participating so often in training initiatives. Overall, there is a major pattern among consulted stakeholders that the project needs to remain transparent for people to know where to succeed and how to get what they deserved after receiving outstanding ratings. In this regard, the need for a place for discussion to tap on each other experiences was argued as required.

46. The closure of the project has not been defined with the participants by the time the consultation process with staff was conducted. Despite after-action measures from HRMD have not been defined, participants expect to be supported by the project team on an ad-hoc basis should they have issues to discuss on the subject matter.

Conclusion 4. The limited human resources allocated to the project and the absence of an estimated resource allocation to the management of the overall portfolio of activities remain as major risks that can affect the delivery of the required high quality and personalized support in future circles of the project.
(Linked to Finding 2)

Conclusion 5. An adequate follow up that guarantees a response to participants' ad-hoc needs is required during the phase-out in order to ensure the continuation of attained outputs and the credibility of HRMD as supplier of career support.
(Linked to Finding 2)

(iv) External limiting factors

47. The following patterns regarding external boundaries have been identified:

- (a) Career development is perceived as complicated for staff both at the UN system and in the private sector due to the specialized nature of the intellectual property work;
- (b) There is a perception among consulted staff on the lack of support from the administration towards career development and career prospects in the long term;
- (c) There is an internal perception that new posts tend to be given to external candidates instead of internal ones. Consulted staff members perceive that the organization does not allow internal staff the access to higher positions when these are liberated, but rather tends to keep staff members at the same post level while increasing their responsibilities. Thus, the organization needs to continue focusing on supporting internal candidates; and
- (d) There is a perception that accessing higher posts (starting at the P5 level) is favored by the political context.

Conclusion 6. The external factors can limit a suitable buy-in by WIPO staff members if these elements are not incorporated a future project targeting staff's development.
(Linked to Finding 2)

(C) WHAT REMAINS TO BE DONE TO IMPROVE THE PROJECT?

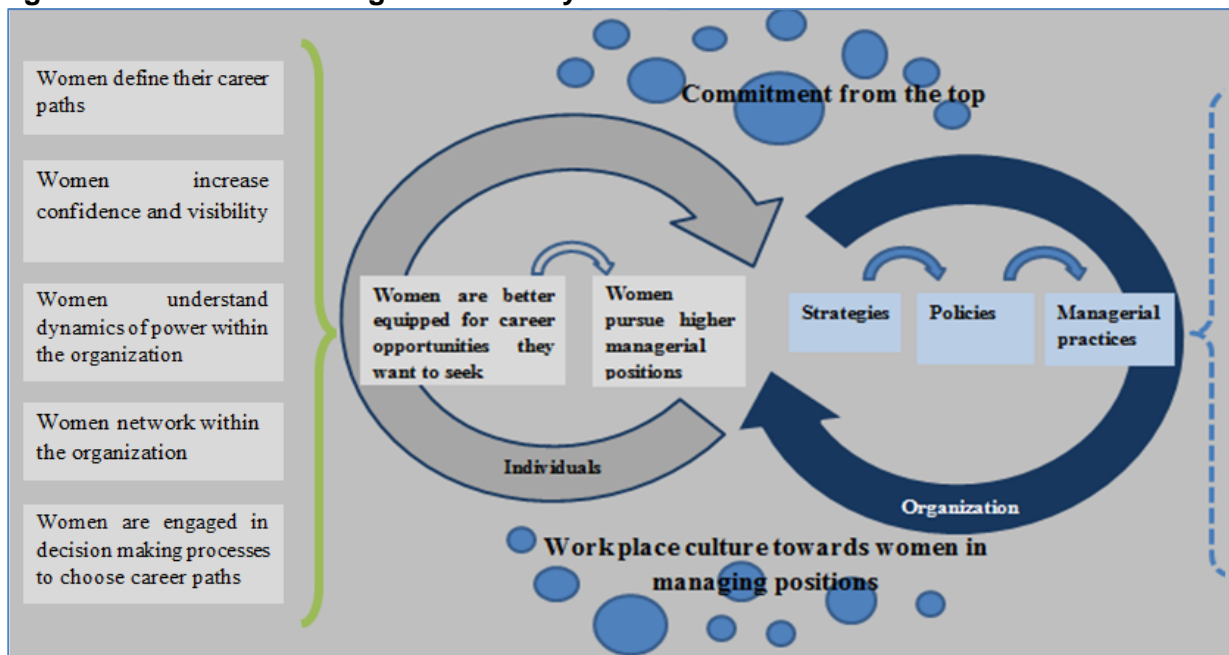
(i) Improve the design and the assessment of effectiveness

48. The project needs to be more specific with a focus on a feasible output that goes beyond targeting results from activities. The objective of the project needs to be better defined and indicators and targets need to be incorporated to clearly identify what, how and when progress is achieved.

49. A better definition needs to be integrated in the project design on the linkage of professional development and promotion. The clear definition of an end product entails an initial analysis of underlying issues that prevent women for applying for higher post levels, such as the lack of qualifications, the function as such, the (gender imbalance) environment around the post, or the lack of motivation from female staff to apply for a job.

50. Together with that, the vast majority of stakeholders agreed that the project should be followed up with more actions from the organization since eventually participants are still at the same post level (Figure 4). As argued, the project has been successful in ensuring acquaintance of skills among individuals, and yet the limiting factor remains on the lack of opportunities for promotion in the organization.

Figure 4. Individual and Organizational systemic flow



51. Consulted stakeholders suggested the following actions for HRMD to supplement the project:

- (a) Working on enhancing internal promotions at WIPO so that the value for competence and experience in the organization is acknowledged and therefore coherent effects are seen from it. As argued, working with staff at a given level (e.g. P4 level) requires complementary actions meant to liberate higher post (e.g., P5 level). If external candidates occupy the latter position, then no changes can result from this initiative and there will be an increased frustration. When a higher level position is opened, HRMD could also look at the immediate lower to assess chances for promotion for the person at the right immediate inferior post level. Having a roster of staff members that are ready for promotion was also suggested;

- (b) Working with supervisors to foster the recognition of the qualities of a staff member in order to give opportunities for promotion. This needs to be followed by a consequent response from the administration by reducing the length of reclassification processes, since an inefficient response¹³ from HRMD for this purpose is perceived;
- (c) Increasing the transparency on what criteria define each post level at both technical and managerial level, so that internal staff members are aware of what differences exist and they are able to map out their own professional and career development needs;
- (e) Organizing frequent presentations / talks on professional development and the linkage with career development, along with senior female staff members informally speaking on their career progression. Seeing female managers is understood as having a psychological effect since it encourages women at lower levels to get motivated to work and seize career advancement while taking also into consideration other factors such as family; and
- (f) Fostering lateral mobility remains essential to learn different fields of work. The specialized nature of an organization such as WIPO contributes to limiting possibilities of internal staff to access higher positions in their field of work. Therefore lateral mobility allows staff to acquire additional skills and knowledge that fall outside the regular scope of work, increasing also the capacity to put in practice other skills that regularly are not part of daily tasks. Synergies with other organizations were mentioned, especially with those where commonalities exist such as UNESCO, ITU, UNCTAD, UNIDO, WTO or ITC.

52. The above suggestions are perceived as key drivers towards increasing the credibility of HRMD in attaining success stories in a project of this nature. As stated, if this project comes alone, then all efforts put on this initiative will remain unfinished.

“It is not so much the individual but also the organization in fostering career development and opening of posts. HRMD needs to stand behind a project of this nature through change, recognition and position. It is not a personal battle. It is a WIPO project and thus the organization needs to be involved and committed” (Statement from a stakeholder)

(ii) The selection of participants

53. The evaluation conclusion on the selection criteria is aligned with the modification of the selection criteria already foreseen by HRMD (as per stated in paragraph 39 of this report).

54. Further measures that could be incorporated to select participants are presented below:

- (a) Solicit program managers to nominate candidates who could participate in the initiative;
- (b) Identify tentative candidates who are self-initiators of activities that could be linked to career development, such as the team awards from the Rewards and Recognition Program;
- (c) Self-nominations are envisaged as mechanisms to drive career development; and
- (d) Take into consideration PMSDS comments to identify highly motivated, flexible and competitive people who could benefit from this project.

¹³ HRMD responses to requests for reclassification and promotion have been reported by consulted stakeholders who have been involved in reclassification processes as slow (on average 2-3 years to receive a response from the administration)

(iii) The project management

55. Enough time allocation needs to be factored in to ensure that participants are able to plan in advance and to combine both the active participation in training activities with the daily workload. Informing supervisors and engaging with them remains essential for this purpose so that time can be blocked from selected candidates to participate in the activities.

56. There is a need for HRMD to better allocate time and human resources to the initiative based on the time constraints identified to manage the project with five participants due to the high quality level and the personalized approach the project requires.

57. The project should continue including an initial session whereby participants identify their needs in order to have them reflect on the issue of professional development with a focus on career development. This methodology has been identified as essential by participants.

58. Creation of a network for information and knowledge exchange was highlighted by both participants and stakeholders from the control group. This practice could be expanded to informal gatherings and informal networks to support each other on career development issues.

(iv) The nature of activities

59. At the content level, the portfolio of training activities offered from the WIPO training catalogue is perceived as limiting the opportunities for staff to go beyond what could be obtained through PMSDS. Thus, additional training activities could be offered for the project to expand its added value.

60. Broadening the portfolio of activities requires:

- (a) Incorporating activities with a focus on a paradigm shift. In order to do so, it is seen as strategic that the project incorporates business-oriented activities, and more precisely in areas such as gaining knowledge and understanding of customers' needs through direct interaction with users and delegates and eventually be part of activities that will help staff to move from production to services. To be more involved in decision making and to have bigger responsibilities in the management of people were also highlighted as key areas for activities to focus on;
- (b) Focusing in broader areas rather than just training in order to apply new skills. Thus, it is important for the project to include cross functional areas, for instance through presentations to other sectors that would allow participants to get hands off experience. Assigning specific projects to staff members participating in the project or representing a team in missions were given as examples;
- (c) Including direct coaching or having project implementers being trained as coaches in order to support staff in the concrete requirements to link professional with career development;
- (d) Incorporating mentorship activities has also been considered as an alternative if it comes from HRMD. Other stakeholders have agreed that senior female colleagues could play the role of mentors too. Overall, it is perceived that the organization needs to enhance an atmosphere where senior staff are encouraged to mentor younger staff members; and
- (e) Continuing the training on budget management, project management, people management, and team leadership as they are perceived as drivers to enhance required managerial skills.

61. Annex 2 of this report includes responses to the evaluation survey that provide further details on identified useful items for career development perspectives, needs, individual

approaches as well as experiences assessed by consulted staff as essential for their career development.

Recommendation 1

HRMD should in a subsequent phases of the project regarding professional development of WIPO staff members:

- a) Design the project's logical framework with inclusion of the linkages between activities, outputs and main outcome, as well as indicators and targets to assess progress towards identified results once the pilot stage is closed;
- b) Modify the selection criteria to scale-up the project to other post-levels where gender balance needs to be reached;
- c) Allocate proper level of human resources and time to effectively manage the project considering the number of participants and the required high quality and personalized support; and
- d) Broaden the portfolio of activities in agreement with participants*.

* The report (under section C) includes further initiatives that could be considered during the second pilot project.

(Importance: High)

ACKNOWLEDGMENT

IOD wishes to thank all relevant members of staff for their assistance, cooperation and interest during this assignment.

Prepared by: Ms. Patricia Vidal Hurtado, Evaluation Officer, IOD and Ms. Linda Mngola, Evaluation Officer, IOD.

Reviewed and approved by: Tuncay Efendioglu, Acting Director IOD.

TABLE OF RECOMMENDATIONS

| Recommendation # | Accepted / Rejected (indicate reason for rejecting) | Person(s) Responsible | Deadline | Management Comments and Action Plan |
|--|---|--|--|--|
| <p>Recommendation 1</p> <p>HRMD should in a subsequent phases of the project regarding professional development of WIPO staff members:</p> <ul style="list-style-type: none"> a) Design the project’s logical framework with inclusion of the linkages between activities, outputs and main outcome, as well as indicators and targets to assess progress towards identified results once the pilot stage is closed; b) Modify the selection criteria to scale-up the project to other post level where gender balance needs to be reached; c) Allocate proper level of human resources and time to effectively manage the project considering the number of participants and the required high quality and personalized support; and d) Broaden the portfolio of activities in agreement with participants*. <p>* The report (under section C) includes further initiatives that could be considered during the second pilot project. (Importance: High)</p> | <p>Accepted</p> <p>Accepted</p> <p>Accepted</p> <p>Accepted</p> | <p>a) Gender and Diversity Specialist; Head of Performance and Development Section</p> <p>b) Gender and Diversity Specialist; Head of Performance and Development Section</p> <p>c) HRMD Director</p> <p>d) Gender and Diversity Specialist; Head of Performance and Development Section</p> | <p>a) End 2017</p> <p>b) June 2016</p> <p>c) End 2017</p> <p>d) End 2017</p> | <p>a) Once the evaluation of the two pilot phases are completed, HRMD will be able to collect lessons learned and establish a career support program in which this project will constitute a starting point.</p> <p>b) Modified criteria will be tested during the second phase of the pilot.</p> <p>c) Due to the doubling of the number of participants from 5 to 10 for the 2nd pilot phase, HRMD will streamline the process by starting with a one-day career counseling which will reduce the necessary number of subsequent sessions. Nevertheless when establishing the career support program at the end of the pilot phase, HRMD will submit a comprehensive plan of needed resources (human and financial).</p> <p>d) During the 2nd pilot phase, HRMD will test broadening the portfolio of activities in consultation with the participants</p> |

ANNEXES

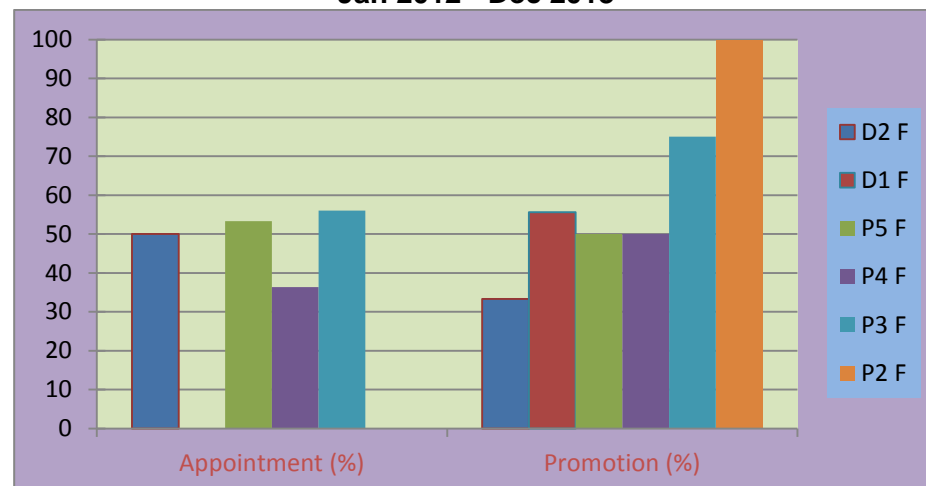
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| Annex I. | WIPO GENDER BALANCE SCORECARD |
| Annex II. | RESPONSES TO THE EVALUATION SURVEYS |

[Annexes follow]

ANNEX 1: WIPO GENDER BALANCE SCORECARD¹⁴

(a) Representation of women in Appointments and Promotions (%) Jan 2012 - Dec 2013 and percentage of women's applications (2008-2011)

**Representation of women in Appointments and Promotions (%)
Jan 2012 - Dec 2013¹⁵**



| | | D2 | D1 | P5 | P4 | P3 | P2 |
|---------------------------|-----------------|--------|--------|--------|--------|------|-------|
| | | F | F | F | F | F | F |
| Jan 2012 - Dec 2013 | Appointment (%) | ▲ 50 | | ▲ 53.3 | ▼ 36.4 | ▼ 56 | |
| | Promotion (%) | ▼ 33.3 | ▲ 55.6 | ▲ 50 | ▼ 50 | ▼ 75 | ▲ 100 |

Percentage of women's applications (2008-2011)¹⁶

| | | Applications from women (%) | | | | | |
|----------------------------|------------------------|-----------------------------|-----------------|-----------------|------------------|------------------|----------|
| | | D2 | D1 | P5 | P4 | P3 | P2 |
| Oct 2008 - June 2011 | Applications | ▼ 18.80% | ▼ 23.90% | ▼ 27.00% | ▼ 44.30% | ▼ 65.90% | ▲ 72.70% |
| | Promotions | | 18.7% (3/16) | 34.7% (8/23) | 58.1% (25/48) | 67.5% (27/40) | |
| | Women in regular posts | ▲ 21.40% | ▼ 12.80% | ▼ 31.50% | ▼ 42.80% | ▼ 56.30% | ▲ 84.20% |

¹⁴ Source: WIPO HRMD Dashboard November 2015, and CEB, UN entities. Prepared by the Focal Point for Women, Coordination Division, UN Women, September 2014. Website: <http://www.unwomen.org/en/how-we-work/un-system-coordination/women-in-the-united-nations/reports-and-monitoring#sgreport>.

¹⁵ CEB, UN entities. Prepared by the Focal Point for Women, Coordination Division, UN Women, September 2014. Website: <http://www.unwomen.org/en/how-we-work/un-system-coordination/women-in-the-united-nations/reports-and-monitoring#sgreport>.

¹⁶ 2011, Gender mainstreaming and gender equality in WIPO. An assessment and policy proposal

(b) WIPO staff distribution by position grade, gender and personal work rate¹⁷ - **Disaggregated version** (January, 2016)

| Regular /Temp contract | Personal work rate | | | | | | Total | Regular /Temp | 0 | 50% | 70% | 80% | 90% | 100% | Total | Regular /Temp contract | Personal work rate | | | | | | Total |
|------------------------|--------------------|----------|-----|----------|----------|-----------|-----------|---------------|----------|----------|-----|-----------|----------|------------|------------|------------------------|--------------------|-----------|----------|------------|-----------|-------------|-------------|
| | 0 | 50% | 70% | 80% | 90% | 100% | | | | | | | | | | | 0 | 50% | 70% | 80% | 90% | 100% | |
| ADG | | | | | | | 4 | | | | | | | | | P2 | | | 1 | 9 | | 52 | 62 |
| Male | | | | | | | 4 | | | | | | | | | Female | | | 1 | 9 | | 33 | 43 |
| D1 | | | | | 1 | | 50 | Male | | | | | | 30 | 30 | Male | | | | | | 19 | 19 |
| Female | | | | | 1 | | 14 | G5 | 1 | 4 | | 23 | 3 | 187 | 218 | P3 | | 2 | | 16 | 7 | 145 | 170 |
| Male | | | | | | | 36 | Female | 1 | 4 | | 21 | 3 | 90 | 119 | Female | | 2 | | 16 | 6 | 64 | 88 |
| D2 | | | | | | | 8 | Male | | | | 2 | | 97 | 99 | Male | | | | | 1 | 81 | 82 |
| Female | | | | | | 2 | 2 | G6 | | 6 | | 30 | 9 | 182 | 227 | P4 | | 2 | | 12 | 4 | 169 | 187 |
| Male | | | | | | 6 | 6 | Female | | 6 | | 29 | 8 | 109 | 152 | Female | | 2 | | 12 | 3 | 65 | 82 |
| DDG | | | | | | 3 | 3 | Male | | | | 1 | 1 | 73 | 75 | Male | | | | | 1 | 104 | 105 |
| Female | | | | | | 1 | 1 | G7 | | 1 | | 15 | 2 | 25 | 43 | P5 | 1 | | | 1 | | 94 | 96 |
| Male | | | | | | 2 | 2 | Female | | 1 | | 15 | 2 | 19 | 37 | Female | 1 | | | 1 | | 30 | 32 |
| DG | | | | | | 1 | 1 | Male | | | | | | 6 | 6 | Male | | | | | | 64 | 64 |
| Male | | | | | | 1 | 1 | NA | | | | | | 1 | 1 | Fellow/Intern | | | | | | 66 | 66 |
| G3 | | | | 1 | | 11 | 12 | Female | | | | | | 1 | 1 | Female | | | | | | 41 | 41 |
| Female | | | | 1 | | 5 | 6 | P1 | | | | | | 10 | 10 | Male | | | | | | 25 | 25 |
| Male | | | | | | 6 | 6 | Female | | | | | | 7 | 7 | Grand Total | 2 | 17 | 1 | 108 | 27 | 1061 | 1216 |
| G4 | | 2 | | 1 | 1 | 54 | 58 | Male | | | | | | 3 | 3 | | | | | | | | |
| Female | | 2 | | 1 | 1 | 24 | 28 | | | | | | | | | | | | | | | | |

¹⁷ WIPO Business Intelligence

Control group

| Item | (Most essential) | | | | | | | | | (Least essential) |
|---|------------------|-----|-----|-----|-----|-----|-----|-----|-----|-------------------|
| | n°1 | n°2 | n°3 | n°4 | n°5 | n°6 | n°7 | n°8 | n°9 | n°10 |
| Developing and implementing individual career development plans | 4 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| Gaining awareness of alternative employment options | 2 | 2 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Having flexibility in considering a wider range of post options | 2 | 2 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| Learning how to find and use labor market information | 2 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 |
| Participating in specific educational programs | 1 | 4 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 |
| Receiving personal counselling | 1 | 1 | 0 | 0 | 2 | 1 | 0 | 0 | 0 | 0 |
| Preparing a résumé and cover letter | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 1 |
| Having referrals | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 |
| Learning job interview skills | 1 | 0 | 0 | 2 | 1 | 2 | 0 | 0 | 1 | 0 |
| Participating in specific employment skill training | 0 | 2 | 3 | 1 | 0 | 1 | 1 | 0 | 0 | 0 |

Control group

| Item | (Most essential) | n° | n° | n° | n° | n° | n° | n° | n° | Least essential) |
|---|---------------------|----|----|----|----|----|----|----|----|---------------------|
| | n°1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | |
| Participating in high-level strategic thinking projects | 4 | 2 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| Having high visibility towards organizational decision makers | 4 | 0 | 3 | 0 | 1 | 0 | 0 | 0 | 1 | 0 |
| Ongoing collaboration with other organizational functions | 2 | 4 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| Taking charge and implementing new initiatives | 2 | 3 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 |
| Participating in jobs that entail creativity, fresh ideas and new ways of thinking | 2 | 1 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Making tough personal decisions | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 0 |
| Making high-stake decisions | 0 | 2 | 2 | 1 | 0 | 2 | 0 | 1 | 0 | 0 |
| Operating in a quick-changing field or area of business with undefined or emerging future | 0 | 2 | 0 | 2 | 2 | 0 | 0 | 1 | 0 | 0 |
| Negotiating with others to win their support | 0 | 2 | 0 | 1 | 0 | 1 | 2 | 0 | 0 | 0 |

Question 3: Below you can find a list of individual approaches towards career development. Please select those you consider relevant to self-attain career development. For each selected item, please indicate if you are able to practice it in your current post.

Direct beneficiary group

| Item | Capability to practice it in the current post | |
|---|---|----|
| | Yes | No |
| Having access to people in power | 1 | 2 |
| Having a mentor | 1 | 2 |
| Being given more opportunities in your current post | 3 | 1 |
| Having more training | 4 | 0 |
| Having a coach to help me | 2 | 1 |
| Receiving encouragement from others | 2 | 1 |
| Having access to the right network of people | 3 | 1 |
| Proving myself through my accomplishments | 3 | 0 |
| Acting more powerfully | 0 | 2 |
| Speaking up, asserting myself | 2 | 2 |
| Taking more risks | 3 | 1 |
| Creating a personal leadership development strategy | 0 | 3 |
| Taking greater ownership over career choices | 0 | 2 |

Control group

| Item | Capability to practice it in the current post | |
|---|---|----|
| | Yes | No |
| Having access to people in power | 4 | 2 |
| Having a mentor | 1 | 4 |
| Being given more opportunities in your current post | 5 | 1 |
| Having more training | 4 | 2 |
| Having a coach to help me | 0 | 1 |
| Receiving encouragement from others | 4 | 0 |
| Having access to the right network of people | 3 | 3 |
| Proving myself through my accomplishments | 7 | 0 |
| Acting more powerfully | 1 | 2 |
| Speaking up, asserting myself | 2 | 0 |
| Taking more risks | 0 | 2 |
| Creating a personal leadership development strategy | 1 | 3 |
| Taking greater ownership over career choices | 1 | 5 |

Question 4: To which extent do you agree with the following questions as you assess your current case: I would feel more motivated to pursue higher managerial positions...

Direct beneficiary group

| Item | To a significant extent | To some extent | Intermediate | Not really | Not at all |
|---|-------------------------|----------------|--------------|------------|------------|
| ... if my gender would be stronger represented in higher managerial positions | 1 | 3 | 0 | 0 | 0 |
| ... if more women were part of networks that supply information and support to pursuing higher managerial positions | 2 | 1 | 0 | 0 | 0 |
| ...if I learned how to politically navigate the organization and how to wield power | 2 | 1 | 1 | 0 | 0 |
| ...if I gained more confidence (learn how to manage up, build trust, and feel sense of belonging) | 1 | 1 | 1 | 0 | 0 |
| ...if I had a strong sense of self-worth and a belief in my abilities | 1 | 1 | 1 | 0 | 0 |
| ... if I knew I wouldn't have to work harder than men to achieve success in career promotion | 2 | 0 | 2 | 0 | 0 |
| ... if I didn't have to combine work and home responsibilities | 0 | 1 | 1 | 1 | 1 |

Control group

| Item | To a significant extent | To some extent | Intermediate | Not really | Not at all |
|---|-------------------------|----------------|--------------|------------|------------|
| ... if my gender would be stronger represented in higher managerial positions | 1 | 1 | | 4 | 1 2 |
| ... if more women were part of networks that supply information and support to pursuing higher managerial positions | 0 | 1 | | 5 | 1 2 |
| ...if I learned how to politically navigate the organization and how to wield power | 3 | 1 | | 2 | 2 1 |
| ...if I gained more confidence (learn how to manage up, build trust, and feel sense of belonging) | 0 | 4 | | 4 | 0 1 |
| ...if I had a strong sense of self-worth and a belief in my abilities | 0 | 2 | | 6 | 0 1 |
| ... if I knew I wouldn't have to work harder than men to achieve success in career promotion | 2 | 2 | | 2 | 2 1 |
| ... if I didn't have to combine work and home responsibilities | 2 | 2 | | 2 | 2 1 |

Question 5: Please indicate the extent you consider the following organizational methods as effective to enhance career development of women

Direct beneficiary group

| Item | Very effective | Effective | Negative effect | No effect |
|--|----------------|-----------|-----------------|-----------|
| Creation of an effective career planning by the Organization | 3 | 2 | 0 | 0 |
| Institutionalization of the career planning into daily business practices | 2 | 2 | 0 | 0 |
| Well-defined succession plans and leadership development programs for women | 3 | 2 | 0 | 0 |
| Program managers' support and enabling behavior to ensure women's development objectives are met | 1 | 3 | 0 | 0 |
| Commitment from top management | 5 | 0 | 0 | 0 |
| Creation of personal awareness on gender issues in career development | 2 | 2 | 0 | 1 |
| Creation of organizational awareness on gender issues in career development | 3 | 1 | 0 | 1 |
| Units' acceptance of women in leadership positions | 3 | 2 | 0 | 0 |
| Organizational talent assessment processes that identify gaps in women's leadership capabilities | 4 | 1 | 0 | 0 |
| Coaching by external practitioners | 3 | 2 | 0 | 0 |
| Creation of women's networks within the organization | 2 | 2 | 0 | 1 |

Control group

| Item | Very effective | Effective | Negative effect | No effect |
|--|----------------|-----------|-----------------|-----------|
| Creation of an effective career planning by the Organization | 7 | 0 | 2 | 0 |
| Institutionalization of the career planning into daily business practices | 2 | 4 | 2 | 0 |
| Well-defined succession plans and leadership development programs for women | 4 | 3 | 1 | 1 |
| Program managers' support and enabling behavior to ensure women's development objectives are met | 3 | 4 | 0 | 2 |
| Commitment from top management | 7 | 2 | 0 | 0 |
| Creation of personal awareness on gender issues in career development | 2 | 3 | 1 | 3 |
| Creation of organizational awareness on gender issues in career development | 1 | 5 | 0 | 3 |
| Units' acceptance of women in leadership positions | 1 | 6 | 0 | 2 |
| Organizational talent assessment processes that identify gaps in women's leadership capabilities | 3 | 5 | 0 | 1 |
| Coaching by external practitioners | 0 | 3 | 1 | 5 |
| Creation of women's networks within the organization | 0 | 4 | 0 | 5 |