Analysing your workplace gender audit results

Guidance Note

Contents

Introduction

Under the *Gender Equality Act 2020* (the Act), defined entities must undertake a workplace gender audit before developing a Gender Equality Action Plan. This guidance note aims to support you to prepare for analysis, undertake analysis against the seven workplace gender equality indicators, and present your analysis for consultation to inform the development of your Gender Equality Action Plan.

This guidance note should be read in conjunction with other workplace gender audit guidance available on the Commission for Gender Equality in the Public Sector website.

Guiding principles for analysis

Approach your 2021 audit as a 'baseline assessment'

Under section 16(1) of the Act, defined entities are required to make reasonable and material progress in relation to the *workplace gender equality indicators*.

In 2021 the goal is to use the audit indicators and audit process to establish a 'baseline' assessment of gender equality in your workplace. This will be your entity's starting point from which to make change. In future reporting periods, your audit analyses will support you to measure and demonstrate reasonable and material progress against this starting point.

It is important to remember that undertaking this 'baseline' audit and analysis is not about demonstrating that you have a gender equitable organisation. Successful 'baseline' analysis is grounded in rigorous, transparent analysis and a commitment to understanding your true starting point.

Data gaps are expected in 2021, as are resulting gaps and challenges in analysis. You should aim to address these data gaps for the future through actions in your Gender Equality Action Plan.

Establish and respect privacy protocols to guide your analysis work

You will need to consider how you will respect information privacy rights throughout your analysis process. You may be handling information that could be considered personal and sensitive under the *Privacy and Data Protection Act 2014*. You may also be handling information that carries legal and reputational risk to individuals and/or the organisation if not kept confidential.

One strategy your entity may wish to consider for maintaining privacy is *generalisation,* which involves grouping values into ranges (e.g. reporting on ages 25–29 together instead of each individual age separately). Another is *suppression*, which involves removing or replacing sensitive values (e.g. results from very small groups are replaced with a symbol). The Office of the Victorian Information Commissioner has published a helpful resource on this topic, An Introduction to De-Identification.

When working with small datasets, your analysis might produce important insights about the experiences of de-identified individuals or smaller groups of individuals. However, it is important to remember that there may be privacy protocols which prevent you from publishing such analysis. You should also be careful to avoid any assumption that insights gleaned from small datasets are representative of the broader population of people in these identity groups.

Aim to *understand* your data first, before you *respond* to it

The primary focus of analysis is to understand what your 2021 audit datasets (your *workforce* dataset and your *employee experience* dataset) are telling you about the current state and nature of workplace gender equality in your entity. You should resist drawing premature conclusions, to pre-empt your priority areas of focus or to justify existing beliefs or opinions about the situation in your workplace. If you assume you already understand a situation and know how to respond you may miss vital evidence and insights your data may provide.

Once you see patterns emerging in your analysis you will then need to investigate 'why' they are occurring. Try to complete your initial analysis first, before you start to investigate the 'why', through 1:1 discussions and employee consultation sessions.

Challenge your assumptions at every point in your analysis

Workplace gender equality is both a personal and professional issue. Despite the best of intentions all individuals will bring their own lived experiences and unintentional bias into their analysis process. The way in which we have each experienced recruitment and promotion, flexible work arrangements, pay equity, sexual harassment or gender-segregated workplaces will inevitably influence how we analyse and understand data.

With this in mind, it will be important to challenge yourself to consider your data from many different viewpoints. Ask yourself, if someone of a different gender with different life experiences were to analyse the data would they draw similar conclusions to you? Always consider intersectional factors when analysing your data. Ask yourself, what you might be missing in your analysis because it isn't yours or your colleagues' lived experience – and make sure that you ask these questions to test any assumptions you have made through the consultation process.

Don't let gaps derail your analysis

You might find that your entity does not yet have the systems capabilities to collect and store some types of data outlined in the *Workforce Reporting Template*. You might not yet have the culture or level of trust required to support the collection of data deemed sensitive and personal. As you document data collection gaps in 2021, continue to analyse the data you *are* able to collect.

Key gaps that are likely to affect your analysis in 2021 include the collection of intersectional data (i.e. data on age, Aboriginality, disability, cultural identity, religion and sexual orientation) and data on employees who identify as gender diverse. The best way to deal with data gaps in the immediate term is to document them in a deliberate and systematic way. Over the next reporting period, you should think about how you can improve your data collection and consultation processes to better understand intersectional gender inequality in the workplace, as it is experienced by people of all genders.

The Commission encourages entities to include strategies to address gaps in data collection capabilities in your Gender Equality Action Plan, so that there is a commitment to making improvements in data collection capabilities to reduce your gaps to build the capacity to allow more nuanced analysis over time. This may be an important way to demonstrate your legislated requirement to make reasonable and material progress in relation to the workplace gender equality indicators.

Analysis of data relating to self-described gender

Gender inequality can impact people of all genders. For the purposes of your workplace gender audit, the Commission is collecting data within three categories – women, men and self-described gender. An individual with a self-described gender may identify as non-binary, trans, gender diverse, agender, genderqueer, genderfluid or using any other term.

Your defined entity may not be able to undertake in-depth analysis of inequities experienced by employees who identify with a self-described gender this year. This might be due to limited datasets (i.e. smaller number of employees who identify, or feel safe to identify, as non-binary or gender-diverse) which may prevent you from completing meaningful analysis.

You may wish to use consultation and employee experience data to complement the workforce information you have related to self-described gender.

Recognise the limitations of your analysis

Remember that your analysis of available audit datasets will not give you the full picture of workplace gender equality in your organisation. You won't yet be able to unpack what behaviours and beliefs underpin decisions that influence progress. You won't be able to explore the functional understanding of board members, senior leaders or managers towards gender equality, or the extent of their commitment to change. You also won't necessarily be able to gauge the knowledge and understanding of staff regarding the effects of gender bias on recruitment and promotion processes or access to workplace flexibility.

You should consider how these limitations can be addressed through the consultation processes that will follow your analysis. You might especially draw on your consultation processes to better understand the experiences of individuals whose voices might be otherwise overlooked or minimised.
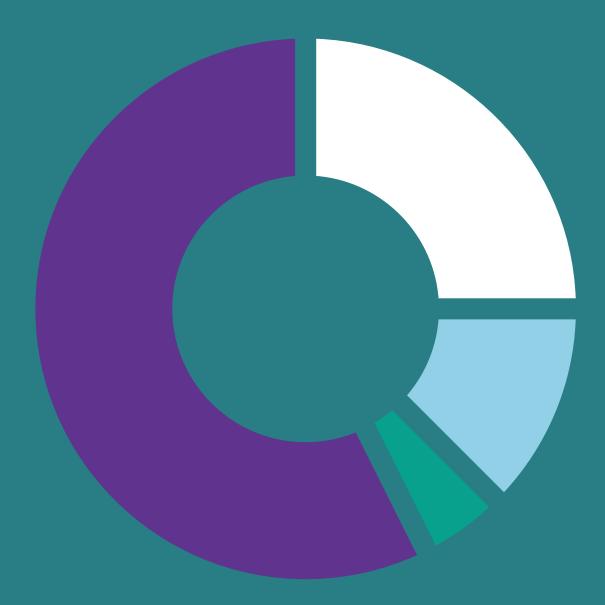
Ensure psychological support is available

In some cases, your data analysis will identify 'good news stories'. In other cases, your analysis will identify current and/or longstanding gender and intersectional inequalities. Regardless of your findings, it is important to remember that work on gender equality can raise issues for anyone in your organisation, at any time. It is possible that many employees will have experienced issues of pay inequity, sexual harassment, barriers to career progression, gender stereotyping and lack of flexible work arrangements throughout their working lives. They may also have experienced gender inequality in their personal lives - and some may have experienced gendered violence.

Whenever you discuss issues of gender in the workplace, remind employees of your Employee Assistance Program and other local support services available to them. Having appropriately skilled staff who can respond to disclosures and refer people to services as part of your consultation process is also important.

Access to psychological support for those who engage in the analysis process is also an important consideration. The impact of analysing sensitive information should not be underestimated. Consider what additional supports might need to be available for staff undertaking analysis. For example, it may be possible to offer internal or external debriefing discussions or referral to specialist support services where necessary.

Analysing
your data

Indicator 1: Gender composition of all levels of the workforce

The case for a gender-diverse workforce

In a gender-equitable workplace, all employees will have equitable access to opportunities, responsibilities and outcomes. This includes equitable access to different modes of employment and career progression through various levels of management.

Key benefits of gender diversity and inclusion - across all levels of the workforce include:
(i) increased efficiency, productivity, innovation and creativity as a result of diverse perspectives in analysis and decision-making; (ii) more positive workplace cultures where diversity of thought, background and experiences are valued; (iii) improved access to and retention of talent due to value placed by employees on workplace flexibility and inclusive cultures; and (iv) future-proofing of the workforce against labour force reduction due to Australia's ageing population.[1]

Your Indicator 1 datasets

1 Gender composition of all levels of the workforce

WORKFORCE DATA MEASURES

Gender composition at each *classification* by *employment basis* as at 30 June 2021[2] (Table 1.1)

Gender composition at each classification by employment basis, and by Aboriginality, age, disability, ethnicity and race, religion and sexual orientation as at 30 June 2021 (Sheet 1a)

EMPLOYEE EXPERIENCE QUESTIONS ('preferred order' number)

23-28, 61-71, 73-76, 78-82

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1 Workplace Gender Equality Agency (WGEA), 2018, Workplace Gender Equality: the business case; BankWest Curtin Economics Centre (BCEC), 2020, Gender Equity Insights 2020 Report; McKinsey & Company, 2020, Women in the Workplace 2020; Price Waterhouse Coopers, 2017, Winning the fight for female talent: How to gain the diversity edge through inclusive recruitment; World Economic Forum, 2020, The Global Gender Gap Report; Mercer, 2020, Let's get real about equality: When Women Thrive 2020 global report; Male Champions for Change, 2019, 40:40:20 for gender balance: Interrupting bias in your talent processes; Chief Executive Women, 2020, CEW ASX200 Senior Executive Census 2020

2 For universities, these reporting dates may differ to align with Workplace Gender Equality Agency reporting periods. Universities should contact the Commission if they require further clarification.

🔍 Analysing your Workforce Data

Under Indicator 1, your analysis should focus on identifying gender differences in distribution across all levels in your workforce. This should include intersectional analysis, where data is available.

Note that any insights you glean on gender distribution across *workforce levels* can also be complemented by analysis of gender segregation across *occupations*, under Indicator 7.

Remember that your initial focus during the analysis stage is to identify *what* your data is telling you, not yet to infer *why* particular patterns exist. You can start to identify gendered patterns by analysing your data in some of the following ways:

Table 1.1

▶ **calculate your overall workforce gender composition and compare this with gender composition at each classification level.** Are there differences in the way that gender composition plays out at each level, as compared to overall composition? For example, as you move up or down classification levels, does the percentage of women stay steady? Does it decline? Or increase?

▶ **calculate your overall workforce gender composition and compare this with gender composition at each classification level.** Are there differences in the way that gender composition plays out at each level, as compared to overall composition?

▶ **focus on your senior management levels and compare the gender representation across each of your senior management levels.** For example, does the percentage of women decline through tiers of management? Does it stay steady, does it increase?

▶ **compare the gender representation at each level who work full-time and part-time.** Are there gender differences in those who work part-time? Are these differences

more apparent in certain classifications? What are the differences in representation of part-time working arrangements at senior management levels versus other levels in the workforce?

▶ **compare the gender distribution of employees at each level who are in ongoing, temporary/fixed term or casual roles.** Do you see certain genders represented within certain employment types? Do you see differences in this representation as you move through classification levels?

▶ **if possible, compare the differences in gender representation for functional/support roles or for line/operational roles.** Do you see a difference in gender representation in different types of roles? Consider how this combines with insights gleaned from analysis under Indicator 7, looking at gender representation within different occupational groups.

Sheet 1a

▶ **focus separately on each individual table in Sheet 1a.** Note that in 2021 all entities are likely to have some incomplete data tables in Sheet 1a.

▶ **focus, for example, on workforce composition by *gender and age* and examine the distribution at each classification level.** What are the differences in gender and age representation at each level? As you move through age brackets, does workforce gender composition shift?

▶ **focus, for example, on workforce composition by *gender and cultural identity* and examine the distribution at each classification level.** What level of cultural diversity can you see across different levels in the workforce? What is the dominant cultural identity? What shifts do you see in representation of non-dominant cultural identities you move up or down classification levels?

🔍 Analysing your Employee Experience Data

Disaggregated analysis of employee experience survey data can then help you build on patterns you have identified in workforce data in a range of ways. For example:

▶ **compare your survey respondent demographics to your workforce data**

- Consider your survey response rate based on demographics. As you compare the profile of your survey respondents with the workforce profile in your workforce data, consider how representative your survey respondent cohort is of your broader workforce.

- Survey respondent demographics can provide a useful snapshot of workforce diversity, especially when workforce data is incomplete. If your entity is not able to capture full and complete intersectional data as part of workforce data collection, analysis of your survey's respondent demographics can provide some useful information on proportional representation of aboriginality, age, cultural identity, disability, gender, sexual orientation and religion among the respondent group.

- Understand why demographics between your workforce data and survey data may differ – what do your response rates tell you about employees' hesitation/willingness to disclose sensitive demographic information in formal systems versus anonymous surveys?

▶ **analyse the level of agreement with statements related to diversity and inclusion (i.e. there is a positive culture within my organisation in relation to employees who are Aboriginal and/ or Torres Strait Islander; from varied cultural backgrounds; of different sexes/ genders; of different age groups; who identify as LBGTIQ; with disability).**

Disaggregate responses to these statement questions in the following ways:

- by gender (by response to question: *How do you describe your gender?*)

- by gender and intersectional identities (by response to *About You* questions)

- by gender and management responsibility or gross annual salary (by response to *About Your Work*)

You can then explore experience and perceptions of equality of access to opportunities, responsibilities and employment outcomes, for different gender cohorts. You might ask, for example:

▶ Are there differences in the way survey respondents of different genders agree/ disagree with these statements?

▶ Are there differences in the way women survey respondents who identify/do not identify as Aboriginal and Torres Strait Islander, or women survey respondents of dominant/non-dominant cultural backgrounds agree/ disagree with these statements?

▶ Are there differences in the way managers/ non-managers of different genders agree/disagree with these statements?

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Indicator 2: Gender composition of the governing body

The case for a gender-diverse governing body

Key benefits of gender diversity and inclusion in governing bodies include: (i) improved business performance; (ii) greater productivity where gender diversity is present; (iii) reductions in pay gaps for managers, with evidence showing gender equitable representation on boards leading to a 6.3% reduction in pay gaps; and (iv) greater likelihood of identifying and meeting community needs.[3]

Your Indicator 2 datasets

2 Gender composition of governing bodies

WORKFORCE DATA MEASURES

Gender composition of the *governing body* as at 30 June 2021 (Table 2.1)

Gender composition of the governing body by Aboriginality, age, disability, ethnicity and race, religion and sexual orientation as at 30 June 2021 (Sheet 2a)

EMPLOYEE EXPERIENCE QUESTIONS ('preferred order' number)

None

🔍 Analysing your Workforce Data

Under Indicator 2, your analysis should focus on recording any differences between representation of different genders in your governing body. This will include intersectional analysis, where data is available.

Remember, your initial focus is to identify *what* your data is telling you, not yet to infer *why* particular patterns exist. You can start to identify gendered patterns by analysing your data in some of the following ways:

Table 2.1

▶ **compare the gender composition of your board with the gender composition of your organisation (based on data in Indicator 1).** Are there differences in the way that gender composition plays out at governing body level, as compared with organisational data?

▶ **reflect on the chair of your governing body.** Consider trends for your organisation in relation to the gender of your chair. If one gender is over-represented what might this mean for decision-making in your organisation? What are the barriers to equitable leadership over time?

▶ **compare the gender composition of your board with the gender composition of boards in your sector (using VPSC data, where available).** Are there any differences?

Sheet 2a

▶ **focus separately on each individual table in Sheet 2a.** Note that in 2021 all entities are likely to have some incomplete data tables in Sheet 2a.

▶ **How diverse is your governing body?** Consider a range of intersectional identities for which you have data. Perhaps you have achieved a gender balanced board, but how diverse is your governing body in terms of Aboriginality, age, disability, cultural identity, religion, sexual orientation?

Note that you have no employee experience data for analysis under Indicator 2.

3 Workplace Gender Equality Agency, Gender Equity Insights 2016: Inside Australia's Gender Pay Gap

Indicator 3: Equal remuneration for work of equal or comparable value across all levels of the workforce, irrespective of gender

The case for pay equity

Recent national analyses have identified a persistent gender pay gap, favouring men, for full-time workers in all industries and occupational categories.[4] Across the Victorian public sector, there is currently a 10.7% gender pay gap. While women make up 68% of the public sector workforce, they are significantly over-represented in lower paid roles. In public sector leadership positions, a gender pay gap favouring men also persists.[5]

In 2019, KPMG examined the factors contributing to gender pay gaps in Australia, identifying gender discrimination (conscious and unconscious bias towards women in the workforce) as the single largest factor, accounting for 39% of the gap. Taking time out to have babies or for other caring responsibilities was also identified as a significant contributing factor, accounting for 25% of the gender pay gap. Importantly, gender discrimination and stereotyped gender norms also influence other factors that drive the gender pay gap, such as industrial and occupational segregation. Together, these factors contribute to 17% of the gender pay gap.[6]

Beyond the need to meet legal and moral obligations, additional organisational benefits of achieving gender pay equity include improved attraction of talent through building a reputation as an employer of choice, and increased efficiency and productivity through retention of staff and reduced turnover costs.[7]

Your Indicator 3 datasets

3	Equal remuneration for work of equal or comparable value across all levels of the workforce, irrespective of gender

WORKFORCE DATA MEASURES

The average (mean and median) annualised full-time equivalent salary gap between genders (for both *annualised base salary* and *total remuneration*) by *classification* and *employment basis* across the whole defined entity, for the last pay period before 30 June 2021. (Table 3.1)

The average (mean and median) annualised full-time equivalent salary gap between genders (for both *annualised base salary* and *total remuneration*) by *classification* and *employment basis* across the whole defined entity, and by Aboriginality, age, disability, ethnicity and race, religion and sexual orientation, for the last pay period before 30 June 2021. (Sheet 3a)

EMPLOYEE EXPERIENCE QUESTIONS ('preferred order' number)

None

4 Workplace Gender Equality Agency, 2021, *Gender Pay Gap Fact Sheet*

5 Victorian Public Sector Commission, 2020, *Employee and Gender Pay Gap*

6 KPMG, 2019, *She's Price(d)less: The economics of the gender pay gap*

7 Fair Work Commission, *Gender Pay Equity Best Practice Guide*; Workplace Gender Equality Agency, 2016, *Guide to Gender Pay Equity*

🔍 Analysing your Workforce Data

Pay gaps can be analysed in a range of different ways, including gender *by-level pay gaps* (pay gaps between people of different genders who work at the same classification) and *like-for-like pay gaps* (pay gaps between people of different genders who do work of equal or comparable value).

Under Indicator 3, your analysis will focus on *by-level pay gaps* for both annualised base and total remuneration. This will include intersectional analysis, where data is available. Note that in your analysis tables, a pay gap that is positive (i.e. >0) means that the *average annualised full-time base salaries* (or total remuneration) of men are greater than women or people of self-described gender, while a gender pay gap that is negative (i.e. <0) means that the *average annualised full-time base salaries* (or *total remuneration*) of women or people of self-described gender are greater than men.

The extent to which you are able to analyse *by-level pay gaps* will be guided by the way you have mapped your entity's *classification levels*. For example, if you have successfully mapped your classification levels by 'reporting level to CEO', you will be able to analyse pay gap data within and across each of these reporting levels to CEO. If you have mapped your classification levels in other ways, you will be analysing pay gap data within each of these 'levels'.

As per guidance under across all indicators, your initial focus is to identify *what* your data is telling you, not yet to infer *why* particular patterns exist. For many entities, this may be the first time that pay gap data is being analysed in a deliberate and systematic way. It's important to remember that understanding the state of the pay gaps in your organisation is only the first step of many in working toward equal remuneration.

You can start to identify gendered patterns by analysing your data in some of the following ways:

Table 3.1

▶ **compare your overall pay gap for *annualised base salary* (median) if you have one, with your overall pay gap for *total remuneration* (median) if you have one.** Are there differences in the gaps for annualised base salary and total remuneration?

▶ **compare your pay gap for *annualised base salary* (both mean and median) if you have one, across all classification levels.** At what level is the gap greatest? Where is it smallest? How does it shift as you move up through management levels?

▶ **compare your pay gap for *total remuneration* (both mean and median) if you have one, across all classification levels.** At what level is the gap greatest? Where is it smallest? How does it shift as you move up through management levels?

▶ **compare the difference between your pay gap for *annualised base salary* and your pay gap for *total remuneration*, if you have them, across all classification levels.** At what levels is the difference more apparent? Does the difference change as you move from lower levels through into senior management levels? What might this tell you about remuneration arrangements that might exacerbate your pay gaps?

Sheet 3a

- **focus separately on each individual table in Sheet 3a.** Note that in 2021 all entities are likely to have some incomplete data tables in Sheet 3a.

- **focus, for example, on pay gap data by *gender and Aboriginality* and compare the differences in *annualised base salary* gap for employees who do/do not identify as Aboriginal and/or Torres Strait Islander. Compare differences in *total remuneration* gap for these employee cohorts.** At what classification level are the differences greatest for employees who identify as Aboriginal and/or Torres Strait islander.

- **focus, for example, on salary gap data by *gender and cultural identity* and compare the ways in which pay gap data changes for women from non-dominant cultural identities across classification levels.** At what levels are any differences between dominant cultural identities and non-dominant cultural identities more apparent? Does the difference change as you move from 'graduate' or 'entry' levels through into senior management levels?

Note that you have no employee experience data for analysis under Indicator 3.

Indicator 4: Sexual harassment in the workplace

The case for improved prevention & response to sexual harassment in the workplace

Under the _Equal Opportunity Act 2010_ (Vic) employers have a duty to take positive action to eliminate sexual harassment in the workplace.[8] Under the _Occupational Health and Safety Act 2004_ (Vic), employers must also provide and maintain a work environment that is safe and without risk to the health of their employees, so far as is reasonably practicable. This is inclusive of workplace gendered violence and workplace sexual harassment.[9]

Yet recent research suggests that 'workplace sexual harassment occurs in all industries, in all locations and at all levels'.[10] Recent reports by the Victorian Auditor General's Office found that the Victorian Public Service and Local Government sector workplaces were not free from sexual harassment and that reporting levels were consistently low compared to the level of experiences of sexual harassment identified through self-reporting surveys.[11]

Some employees were also found to be at higher risk of sexual harassment than others, including women aged 15 to 24, those with a self-described gender identity, LGBTIQ+ identifying employees, Aboriginal and Torres Strait Islanders, and those who earned less than $75,000 per annum.[12]

Your Indicator 4 datasets

4   Sexual harassment in the workplace

WORKFORCE DATA MEASURES

Total number of sexual harassment complaints from 1 July 2020 to 30 June 2021 (Table 4.1)

The number of sexual harassment complainants from 1 July 2020 to 30 June 2021, by gender and type of complainant (Table 4.2).

The number of sexual harassment complainants from 1 July 2020 to 30 June 2021, by gender and relationship to incident (Table 4.3).

The number of sexual harassment complainants from 1 July 2020 to 30 June 2021, by gender and Aboriginality, age, disability, ethnicity and race, religion and sexual orientation (Sheet 4a).

The number of respondents to sexual harassment complaints from 1 July 2020 to 30 June 2021, by gender and workplace relationship to complainant (Table 4.4).

The outcomes of any sexual harassment complaints including any settlement and/or non-disclosure agreements from 1 July 2020 to 30 June 2021 by gender of complainant (Table 4.5)

Actions your organisation has taken to prevent future incidents of sexual harassment in the workplace from 1 July 2020 to 30 June 2021 (Table 4.6)

The number of sexual harassment complaints that were handled internally, externally or both from 1 July 2020 to 30 June 2021, by gender of complainant (Table 4.7).

What was the overall level of complainant satisfaction with the outcomes of each complaint from 1 July 2020 to 30 June 2021, by gender of complainant? (Table 4.8)

EMPLOYEE EXPERIENCE QUESTIONS ('preferred order' number)

4, 7, 9, 36, 37, 55-60

8   _Equal opportunity Act_, Part 3
9   Workfsafe Victoria, 2020, _Work-related gendered violence including sexual harassment_
10 Australian Human Rights Commission, 2020, _Respect@Work: Sexual Harassment National Inquiry Report (2020)_
11 Victorian Auditor-General's Office (VAGO), 2019, _Sexual Harassment in the Victorian Public Service_; VAGO, 2020, _Sexual Harassment in Local Government_
12 VAGO, 2019

🔍 Analysing your Workforce Data

Under Indicator 4, your analysis should focus on applying a gendered lens to workplace sexual harassment data. Your aim is to uncover any gendered patterns in your complainant and respondent data (*Workforce* Tables 4.2, 4.3, 4.4), and your complaint handling and outcomes data (*Workforce* Tables 4.5, 4.7, 4.8). You will also complete high-level analysis of the actions your organisation has taken to prevent future sexual harassment incidence (*Workforce* Table 4.7). This work will include intersectional analysis, where data is available (*Workforce* Sheet 4a)

Remember, your initial focus is to identify *what* your data is telling you, not yet to infer *why* particular patterns exist. You can start to identify gendered patterns by analysing your data in some of the following ways:

Tables 4.2, 4.3, 4.4

▶ **compare the number and type of complainants by gender.** How are different genders represented in complainant numbers?

▶ **compare the respondents by gender.** Is there an overall difference in the number of respondents of a particular gender? Are there gendered differences in the respondent's workplace relationship to complainants? Can you identify any workplace power imbalances in this data?

Sheet 4a

▶ **compare the complaints by both gender and intersectional attributes.** Are some cohorts over-represented in the data related to sexual harassment complaints when compared to representation across the organisation. For example, does your data show greater numbers of young people as complainants?

Tables 4.5, 4.7, 4.8

▶ **compare the types of outcomes by gender.** Are some outcome types more/less common where the complainant is a particular gender?

▶ **compare the gendered satisfaction of sexual harassment complaints.** Are there differences in satisfaction in the way in which formal complaints are handled?

🔍 Analysing your Employee Experience Data

Disaggregated analysis of employee experience survey data will help you build on patterns you have identified in workforce data. For example:

▶ **consider the differences in number of formal complaints submitted in workforce data with number and/or proportion of respondents who have reported witnessing or experiencing sexual harassment.** What differences can you see? What might this tell you about employees' hesitation/willingness to utilise formal sexual harassment complaints processes?

▶ **explore differences in perceptions of safety and organisational responsibility and experiences of sexual harassment for different gender and intersectional cohorts.** Disaggregate responses to survey questions related to sexual harassment in the following ways:

  • by gender (by response to question: *How do you describe your gender?*)

  • by gender and intersectional identities (by response to *About You* questions)

  • by gender and management responsibility or gross annual salary (by response to *About Your Work*)

and ask the following questions:

▶ do people of different genders, and different cohorts within each gender, have different levels of agreement with confidence to challenge inappropriate behaviours?

▶ do people of different genders have the same or different views on whether the organisation takes appropriate steps to eliminate bullying, harassment and discrimination?

▶ are there differences in the 'types' of harassment experienced by people of different genders?

▶ are there patterns in the regularity at which people of different genders experience sexual harassment? For example, are men more likely to experience a 'once' off incident and women to experience on an ongoing basis?

▶ are there gendered differences in who did or didn't submit a formal complaint and the reason for this?

📁 Example Case Study – Indicator 4

Between July 2020 - June 2021, *Organisation A* recorded zero formal reports of sexual harassment. In contrast 87 people (55 women, 24 men and 8 gender diverse people) indicated in the employee experience survey that they had experienced incidents of sexual harassment in the workplace during the same reporting period. Of the 55 women who experienced harassment in the workplace, 40 (72% of women who had experienced harassment) were under the age of 34.

When *Organisation A* looked at the numbers of people of different genders experiencing each type of harassment, they found that women more frequently reported experience of sexually suggestive comments and jokes, intrusive questions, sexual gestures and unwelcome touching, hugging, cornering or kissing. In contrast men more frequently reported experience of seeing sexually explicit emails or SMS as well as explicit pictures, posters or gifts that made them feel offended.

Issues the organisation chose to consider for further analysis and consultation include:

▶ What are the causes of these gendered differences in experience in this organisation?

▶ What are the barriers to formal complaints in this organisation that resulted in the significant difference between formal reporting and that identified in the employee experience survey?

▶ What reasons were given by employees for not making a formal complaint?

▶ What organisational cultural factors create an enabling environment that allows respondents to act without repercussions?

▶ Who were the respondents that harassed women aged under 34? Is there a power imbalance? Is the respondent of a different gender to the complainant? Are the respondents internal (staff employed by the organisation) or other stakeholders such as community members?

▶ Were there gender differences in the impacts for the type of incidences experienced?

Indicator 5: Recruitment and promotion practices in the workplace

The case for gendered analysis of access to recruitment and promotion opportunities

Research in the Australian context identifies a range of ways in which gender bias affects recruitment and promotion processes, including: (i) gender coded wording in job advertisements; (ii) gendered bias in the evaluation of credentials; (iii) influence of gender norms and stereotypes about certain roles on selection processes; and (iv) different values placed upon aspirations of leadership/leadership roles.[13]

While gender bias in recruitment and promotion decisions can sometimes be overt and intentional, it is often neither deliberate nor recognised. In some cases, bias can be masked by a strong reliance on the socially-constructed notion of 'merit', which can in turn work to entrench gender and intersectional inequalities in the workplace. Under the cover of 'hiring the best person for the job', a focus on ill-defined notions of 'merit' may actually work to justify recruiting and promoting 'those who think, look and act like us'.[14]

Gender-disaggregated data on access to recruitment and promotion opportunities can help you to tackle bias in the future, supporting you to respond to any resistance that you experience as you begin to unpack well-established notions of 'merit' in organisational processes.

Your Indicator 5 datasets

5   Recruitment and promotion practices in the workplace

WORKFORCE DATA MEASURES

Gender composition of people _recruited_ from 1 July 2020 to 30 June 2021, by _classification_ and _employment basis_ (Table 5.1)

Gender composition of _employees_ who have had a permanent _promotion_ from 1 July 2020 to 30 June 2021, by _classification_ (Table 5.2)

Number of people who participated in _career development training opportunities_ from 1 July 2020 to 30 June 2021, by gender and classification (Table 5.3)

Gender composition of employees who have been awarded _higher duties_ from 1 July 2020 to 30 June 2021, by classification and employment basis (Table 5.4)

Gender composition of employees who have been awarded internal _secondments_ at the same level from 1 July 2020 to 30 June 2021, by classification and employment basis (Table 5.5)

Gender composition of employees who have exited the defined entity from 1 July 2020 to 30 June 2021, by classification and employment basis (Table 5.6)

Gender composition of recruitment and promotion data by Aboriginality, age, disability, ethnicity and race, religion and sexual orientation, from 1 July 2020 to 30 June 2021 (Sheet 5a)

EMPLOYEE EXPERIENCE QUESTIONS ('preferred order' number)

1, 2, 6, 8, 29-35, 38, 39

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13 Workplace Gender Equality Agency, 2019, _Gender Equitable Recruitment and Promotion_

14 McKinsey & Company & Business Council of Australia, 2018, _Women in Leadership: Lessons from Australian companies leading the way_

🔍 Analysing your Workforce Data

Under Indicator 5, your analysis should focus on identifying gendered patterns in access to recruitment, career development and promotion pathways, across different levels in your workforce. This includes intersectional analysis, where data is available.

Note that this analysis complements analysis you are completing under Indicators 1 (workforce composition) and 7 (gendered segregation). As you unpack the ways in which gender impacts various stages of the employment life cycle, you may begin to better understand what patterns and trends have led to the current workforce gender balance, and where you might need to focus to drive desired changes in the future.

Note that insights you glean on *recruitment* and *exit* numbers should be considered alongside *workforce composition* analysis completed under Indicator 1. In particular, comparing workforce composition data with recruitment data might help you to understand how trends in recruitment might be driving change or reinforcing existing lack of diversity.

Remember, your initial focus is to identify *what* your data is telling you, not yet to infer *why* particular patterns exist. You may start to identify gendered patterns in your recruitment and promotion patterns by analysing your data in some of the following ways:

Table 5.1, 5.6

▶ **calculate your overall recruitment numbers by gender and compare this with gender composition of employees recruited at each classification level.** Is overall recruitment skewed towards a particular gender? Are there differences in gender representation at each level? At what levels are the differences greatest? Does gender representation across recruitment reflect workforce composition data collected under Indicator 1?

▶ **Compare the % of different genders at each level who are recruited into different employment bases.** Are there significant differences in how people of different genders are recruited into part-time positions? Does the % split stay steady as you move up from entry level through to senior level? Does it decline? Does it increase?

▶ **Think about what your recruitment data on new recruits look like when compared with overall workforce gender composition of your workforce under Indicator 1.** Does the gender composition of your new recruits match the gender composition of your existing workforce? Or are there trends in recruitment (e.g. increased numbers of women at certain levels) which might be starting to shift your existing workforce composition?

Tables 5.2, 5.3, 5.4, 5.5, 5.6

▶ **Ask similar questions of data in each of the individual tables on *permanent promotions, career development training opportunities, higher duties, internal secondments* and *exits*.** Work to pinpoint where greatest in/equities in access to opportunities might exist, across different genders, employee levels and employment bases.

Sheet 5a

▶ **focus separately on each individual table in Sheet 5a.** Note that in 2021 all entities are likely to have some incomplete data tables in Sheet 5a.

▶ **focus, for example on recruitment and promotion data for employees of different genders who identify/do not identify as a person with a disability.** What are the differences in representation in representation in recruitment and promotion data for employees who identify with a disability? Are there differences at entry level versus management level? As you move through classification levels, does representation shift?

▶ **focus, for example, on exit data for people of different genders across different intersectional identities who are exiting at each classification level.** Are some cohorts over-represented in this data at various classification levels? Does this point to potential cultural issues you may need to unpack further in your employee experience data?

🔍 Analysing your Employee Experience Data

Disaggregated analysis of employee experience survey data will help you build on patterns you have identified in workforce data analysis. You can utilise this data to help you understand the way in which different gender and intersectional cohorts perceive leadership support for access to recruitment and promotion opportunities, and how they may experience barriers to different opportunities for progression through the employment cycle. For example:

▶ **explore gendered differences in perceptions of leadership and workgroup (or team) support for workplace diversity and inclusion, access to equal employment opportunity and learning and development.** Disaggregate responses to survey questions related to recruitment and promotion in the following ways:

- by gender (by response to question: *How do you describe your gender*?)
- by gender and intersectional identities (by response to *About You* questions)
- by gender and management responsibility or gross annual salary (by response to *About Your Work*)

and ask the following:

▶ are there gender differences in perceptions of whether their manager works effectively with people from diverse backgrounds, whether senior leaders support diversity and inclusion in the workplace, whether people in their team actively support diversity and inclusion in the workplace?

▶ Are there gender differences in the way different cohorts agree/disagree with the statements about fair recruitment and promotion decisions?

▶ are there gender differences in the way people who identify as being from a dominant cultural background/non-dominant cultural background perceive cultural background as a barrier to success in their organisation?

▶ Similarly, are there gender differences in the way people who identify in other intersectional cohorts experience their intersectional identities as barriers to success in their organisation, as compared to those who do not identify as members of these cohorts?

Indicator 6: Availability and utilisation of terms and conditions and practices relating to family violence leave, flexible working arrangements and working arrangements supporting workers with family or caring responsibilities

The case for a flexible workplace

As per research collated by the Workplace Gender Equality Agency, the benefits of flexible work are broad reaching, for individuals, organisations and society. Key benefits in the workplace include: (i) improved productivity resulting from increased employee engagement and performance; (ii) improved well-being resulting from autonomy to balance professional and personal commitments; and (iii) increased gender diversity as a result of flexible work arrangements enabling improved career progression opportunities for women with caring responsibilities.[15]

Beyond the workplace, a push to increase availability and uptake of flexible working arrangements for all employees can have an important transformative effect on harmful gender norms in broader society, by supporting and enabling men to take on increased caring responsibilities outside the workplace.

As public sector workplaces transition through COVID-related remote working arrangements, the need to provide ongoing and equitable access to workplace flexibility and arrangements which support workers with family or caring responsibilities will be stronger than ever. Gendered data on uptake and availability of flexible work, parental, carers and family violence leave, can help to ensure the implementation of flexible working strategies, policies and practices that respond to the diverse needs of all employees.

Your Indicator 4 datasets

6	Availability and utilisation of terms, conditions and practices relating to family violence leave, flexible working arrangements and working arrangements supporting workers with family or caring responsibilities

WORKFORCE DATA MEASURES

Proportion of employees with formal *flexible work* arrangements, by gender, *classification* and *employment basis*, as at 30 June 2021 (Table 6.1)

Number of *senior leaders* working with *flexible work* arrangements, by gender and type of flexible work arrangement, as at 30 June 2021 (Table 6.2)

Number of people who have taken *parental leave* from 1 July 2020 to 30 June 2021, by gender, *classification*, length of leave and by type of leave (paid or unpaid) (Table 6.3)

Number of people who exited the defined entity during parental leave from 1 July 2020 to 30 June 2021, by gender (Table 6.4)

Number of people accessing *family violence leave* from 1 July 2020 to 30 June 2021, by gender (Table 6.5)

Number of people accessing *carers leave* from 1 July 2020 to 30 June 2021, by gender (Table 6.6)

EMPLOYEE EXPERIENCE QUESTIONS ('preferred order' number)

10, 14-22, 72, 78

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15 Workplace Gender Equality Agency, 2019, *Flexible Working is good for business: The Business Case*

🔍 Analysing your Workforce Data

Under Indicator 6, your analysis will focus on uncovering gender differences in the utilisation of flexible work arrangements and leave arrangements, across all levels of your workforce. This will include intersectional analysis, where data is available.

As per guidance under 'across all indicators', your initial focus is to identify *what* your data is telling you, not yet to infer *why* particular patterns exist. You will start to identify gendered patterns in your workforce data on flexible work and leave by asking some of the following questions:

Tables 6.1, 6.2

▶ **compare your overall gender composition of those in some form of flexible work arrangement at each classification level.** Are there differences across different classification levels?

▶ **compare the types of flexible work for leaders**. You will have a sense of gender mix of those in flexible work at senior leader level from Table 6.1. In Table 6.2, can you see gender differences in the types of formal flexible work that senior leaders take up? Are certain genders over-represented in certain types of arrangements? How might your employee experience data expand on your findings here?

Tables 6.1, 6.2

▶ **compare the gender breakdown of those utilising parental leave, family violence leave, and carers leave across classification levels and employment types.** What are the gender differences in proportional representation within each classification level?

🔍 Analysing your Employee Experience Data

Once you have a sense of gender differences in the utilisation of flexible work and leave arrangements, you can look to your employee experience data to help you understand the experiences and assumptions that have informed this representation.

For example:

▶ **explore gendered differences in perceptions of workplace flexibility.** Disaggregate responses to survey questions related to workplace flexibility in the following ways:

- by gender (by response to question: *How do you describe your gender?*)
- by gender and intersectional identities (by response to *About You* questions)
- by gender and management responsibility or gross annual salary (by response to *About Your Work*)

and ask the following:

▶ do respondents of different genders have different levels of confidence that if they requested flexible work arrangements it would be given due consideration? What might this tell you about your findings from analysis of workforce data?

▶ do respondents of different genders state different levels of agreement/disagreement with statements that using flexible work is not a barrier to success or that there is a positive culture in relation to those who use flexible work arrangements?

▶ which cohorts disagree with the statement that they have the flexibility to manage work and non-work activities? What can we find out about which groups of employees these might be, in order to understand how you might support change?

▶ do people of different genders have different levels of agreement with the statement that having caring/family responsibilities is not a barrier to success, or that there is a positive culture in relation to those who have caring/family responsibilities?

Indicator 7: Gendered segregation within the workplace

The case for gender-balanced workforces, industries, and occupations

Many workforces across Australia remain dominated by a particular gender, with little change over the past 20 years. Segregation tends to follow traditional gender lines, with women disproportionately represented in caring and administrative roles, and men disproportionately represented in building and construction trades, engineering and technical occupations as well as in leadership roles across all industries.

Research has shown clear differences in workplaces with high gender segregation, relating to opportunities to enter leadership, access to career progression, flexible work and pay equity. For example, research findings include that (i) male-dominated workplaces have smaller proportions of part-time employees and full-time employees tend to work longer hours   attributes that may deter people with family and caring responsibilities; and (ii) the proportion of women in traditionally female-dominated industries (Health Care and Social Assistance and Education and Training) has increased.[16]

Your Indicator 7 datasets

7   Gendered segregation within the workplace

WORKFORCE DATA MEASURES

Gender composition of employees by occupation per ANZSCO codes as at 30 June 2021 (Table 7.1).

EMPLOYEE EXPERIENCE QUESTIONS ('preferred order' number)

3, 5, 11, 12, 13*, 40-52, 53*, 54*

* Free text employee experience survey responses are not being collected by the Commission.

🔍 Analysing your Workforce Data

Under Indicator 7, your analysis should focus on identifying areas of work that are either over-represented by one gender or have an equitable distribution of genders.

Note that any insights you glean on gender segregation across occupational groupings complements analysis of gender composition at all levels of the workforce, under Indicator 1 (*Workforce* Table 1.1).

Remember, your initial focus is to identify *what* your data is telling you, not yet to infer *why* particular patterns exist. You may start to identify gendered patterns in your recruitment and promotion patterns by analysing your data in some of the following ways:

Table 7.1

▶ **compare gender composition across different occupation classifications.** Which occupations in your workplace (if any) are significantly over-represented by one particular gender? Do these occupations align with traditional gender stereotypes such as caring and administrative roles for women and trades, engineering and technical roles for men?

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16 Workplace Gender Equality Agency, 2019, *Gender segregation in Australia's workforce* based on data source from the Workplace Gender Equality Agency's (WGEA) dataset (2017-18 reporting period), the Australian Bureau of Statistics' (ABS) and the Labour Force Quarterly Survey (May 1998 and May 2018 periods)

What are some of the limitations for analysis here?

The workforce data will assist you to identify which occupations are highly represented by a gender. It will not tell you any of the following:

▶ Why is this occupation segregated by gender?

▶ What workplace culture underpins the daily experience of employees from non-dominant genders?

▶ What role does/will leadership play in establishing or maintaining gender segregation?

▶ What is the availability of appropriately trained potential employees of other genders?

▶ What societal gender norms lead to highly gender segregated training and educational programs?

▶ What Human Resources practices in your organisation reinforce or challenge gender stereotypes and norms?

🔍 Analysing your Employee Experience Data

Disaggregated analysis of employee experience survey data will help you to understand the way in which different gender and intersectional cohorts perceive or experience negative behaviours of bullying and discrimination withing the workplace.

For example, you can:

▶ Disaggregate responses to survey questions related to gendered segregation within the workplace in the following ways:

- by gender (by response to question: *How do you describe your gender?*)
- by gender and intersectional identities (by response to *About You* questions)
- by gender and management responsibility or gross annual salary (by response to *About Your Work*)

and ask the following questions

▶ do people of different genders have different beliefs that people in their team reject people for being different?

▶ do people of different genders have different perceptions of cultural safety in the workplace?

▶ do people of different genders believe work is allocated fairly regardless of gender?

▶ Are there gender differences in those who experienced bullying in the previous 12 months? Were any genders disproportionately impacted when compared to their representation in the workplace?

▶ If you have male or female dominated areas in your workforce, are there gender differences in the employee experience survey data with regards to perceptions of cultural safety and allocation of work? If, for example, people of one gender believe the work is fairly allocated and it is a safe place to work but this differs to the perception of others, what further investigation is warranted?

📁 Example Case Study – Indicator 7

In *Organisation B*, 70% of employees are men. Within the occupation of Landscape Gardening 80% are men, 15% are women and 5% are of self-identified gender.

At the organisational level, employee experience survey data showed that 25% of men agreed or strongly agreed that people in their work group often reject others for being different. In contrast, 55% of women and 65% of people of self-identified gender agreed or strongly agreed with this statement.

At the organisational level, 85% of men agreed or strongly agreed that work is allocated fairly regardless of gender compared with 45% of women and 24% of people of self-described gender.

These clear gendered differences flag that people of different genders are experiencing a highly segregated organisation in different ways. While this does not refer specifically to the Landscape Gardening employees it does suggest that those areas of high segregation are worth considering when implementing specific consultation approaches.
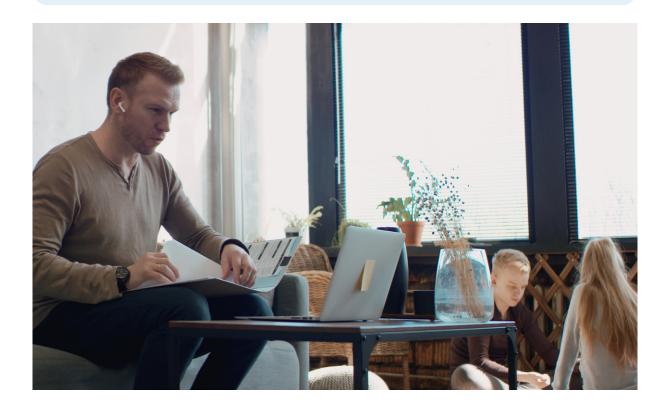
In this case study, the organisation chose to undertake consultation with this occupational group. To ensure employee safety the organisation offered a focus group for men, a focus group for women and individual consultations with external consultants for gender diverse people. Employees were asked to consider:

► What are the causes of gendered workplace segregation in this organisation?
► How does gender impact on an individual's experience of work allocation in this organisation?
► How does gender impact your understanding and experiences of how your work group rejects others?
► How do leaders in this area lead on gender equality and promote an equitable culture and workplace?

The organisation also undertook consultation with leaders from this work area. Leaders were asked to consider:

► What do leaders envision for the gender composition of the workforce in 4 years, 8 years and 12 years?
► What do leaders envision for the broader composition of the workforce in terms of intersectional identity?

Presenting your data for consultation

Presenting your analysis for meaningful consultation and engagement

Each entity will need to make their own decisions on how they meet any requirement for meaningful consultation and engagement on audit data and analysis findings. Under section 10 of the Act, defined entities must consult with the governing body of the entity, the employees, employee representatives and any other relevant person in preparing their Gender Equality Action Plan. The Gender Equality Action Plan guide provides guidance on the groups of people you should consider including in your consultation. Consider how you present the findings of your audit analysis for different consultation groups. For example:

When speaking with your executive or governing body, you might be seeking strategic guidance. Your aim might be to gauge appetite for change in particular areas, discuss costs and benefits, explore barriers and document commitments. It will be important to share any audit analyses alongside best practice. Ask, what changes they would like to see in the workforce/workplace within 4 years, with a mid-term target within 2 years. Ask, what they see as the barriers and opportunities to driving this change and achieving this target.

When speaking with employee groups, you might be looking to sense-check and expand on initial analysis findings and test whether your understanding reflects employee experiences. Your aim might be to gain an insight into team and workplace culture. Present the data and ask, why does our workforce look like this? Ask, what are your suggestions for building a gender equitable culture?

Information you gather through analysis and follow-up consultation will form the evidence base and ideas for designing *strategies* and *measures* to progress gender equality in the workplace.

While this work will be undertaken in professional settings, it is important to remember that gender equality discussions merge personal and professional experience. Always prioritise psychological safety and wellbeing in consultations. Communicate the support mechanisms you have in place for individuals, adhere to privacy obligations when publicly presenting data and respect that consultation discussions may present experiences that challenge your initial analysis findings.