

Final Engaged Leadership Project (ELP) Report

*Increasing Gender-Based Analysis Plus (GBA+) Usage within the BC Public Service*

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Author's Note

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### **Executive Summary**

This Engaged Leadership Project (ELP) report is in partial fulfillment of and is the culmination of the learning and leadership I have engaged in throughout my participation in the Master of Arts in Leadership program at Royal Roads University (RRU). An ELP at RRU is a research project that is action-oriented with a focus on positive change and it is one that meaningfully engages a group of individuals in exploring a challenge or opportunity<sup>1</sup>. The purpose of my ELP was to contribute to the work currently being done within the BC Public Service to increase the usage of Gender-Based Analysis Plus (GBA+) by more public servants in their daily work. I am grateful to have had the opportunity, through my ELP, to contribute to the work currently being done within the BC Public Service toward achieving gender equity in British Columbia.

I facilitated two group method sessions using Liberating Structures (Impromptu Networking, 1-2-4-All and 25/10 Crowd Sourcing) to generate data with known GBA+ supporters within the BC Public Service, and with BC Stats, I administered a confidential online survey to all public servants within the Ministry of Jobs, Trade and Technology (now known as the Ministry of Jobs, Economic Development and Competitiveness) to further generate data related to my research questions. The principal inquiry question for my ELP was: What does the GBA+ network within the BC Public Service need to thrive?. The objectives of my ELP have been to understand the challenges faced by public servants when implementing and using GBA+ in their daily work and to co-create solutions with public servants to support the GBA+ network within the BC Public

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<sup>1</sup> Royal Roads University. (2019). *Engaged leadership project (ELP) handbook*.

Service to thrive. Below, I have outlined the key findings of my ELP in the order of my sub-questions.

*What is currently working related to the implementation and use of GBA+ within the BC Public Service?*

The top responses to what is currently working include GBA+ training, GBA+ vision and awareness of GBA+. A total of 81% of survey participants indicated that they have taken training related to GBA+ within the last year and a half, and 81% agreed to the following statement: I know what GBA+ is. 90% of survey participants support (are in favour of) the implementation and use of GBA+ within the BC Public Service. Also, of note, is the high agreement (78%) with this statement: The culture of my work unit supports the implementation and use of GBA+ in our daily work. And related to awareness of GBA+, 86% of survey participants indicated that they are aware that the Deputy Ministers' Council of British Columbia, on July 13, 2018, approved the implementation of GBA+ within the BC Public Service.

*What are the challenges faced by public servants in implementing and using GBA+ in their daily work?*

Despite GBA+ training, GBA+ vision and awareness of GBA+ currently working, awareness and understanding of GBA+ is the biggest challenge, which is related particularly to responses from known GBA+ supporters that there is a lack of understanding regarding the need for or the value of GBA+, unawareness that GBA+ is relevant for all ministries and all public servants in their daily work, unawareness that GBA+ extends beyond gender into intersectionality and a lack of understanding of how to implement and use GBA+. Only 43% of survey participants know how to use GBA+ in their daily work, and only 27% agreed with this statement: My colleagues know how to use GBA+ in their daily work.

The second biggest challenge is a lack of available GBA+ tools, resources and data specific to individual ministries, divisions, branches, work units, etc., plus no dedicated GBA+ resources to support others in implementing and using GBA+ and no time to take GBA+ training or implement and use GBA+ when projects have tight timelines and deadlines and other work is given priority. From the online survey, only 48% of survey participants agreed to the following statement: I am satisfied with the communication related to GBA+ implementation and use that I have received from the BC Public Service. Consistent with relevant literature and my ELP findings is the need for knowledge translation opportunities (e.g., share success stories), plus the “knowledge gap between the theoretical construct of intersectionality and its practical application has been identified as a priority area of concern” (p. 225)<sup>2</sup>.

*What are the necessary elements to implement and sustain the use of GBA+ by public servants in their daily work?*

A total of 12 necessary elements, all equally necessary, were identified from all data gathered during the methods used in my ELP.

| Necessary elements to implement and sustain the use of GBA+ by public servants in their daily work within the BC Public Service... |
|------------------------------------------------------------------------------------------------------------------------------------|
| GBA+ Training and Knowledge Development                                                                                            |
| Leadership Buy-In and GBA+ Vision                                                                                                  |
| Available Resources and GBA+ Tools                                                                                                 |
| Mandatory GBA+ Structural Elements                                                                                                 |
| Direct Relevance of GBA+                                                                                                           |
| Celebration and Recognition of GBA+ Success                                                                                        |
| Service to the Public (e.g., Personal Values, Standards of Conduct)                                                                |
| Additional GBA+ Communication (i.e., Ongoing Awareness of GBA+)                                                                    |
| GBA+ Collaboration Opportunities                                                                                                   |
| Address Resistance to Change                                                                                                       |
| Culturally Safe and Inclusive Work Environment                                                                                     |
| BC Public Service Diversity                                                                                                        |

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<sup>2</sup> Hankivsky, O., & Cormier, R. (2011). Intersectionality and public policy: Some lessons from existing models. *Political Research Quarterly*, 64(1), 217-229.

*What drives the implementation and use of GBA+ by public servants in their daily work?*

From the online survey, 51%, the top response, of survey participants indicated that service to the public (e.g., personal values, standards of conduct) drives the implementation and use of GBA+. Additional top responses from survey participants included mandatory GBA+ structural elements, leadership buy-in and GBA+ training and knowledge development. Survey participants were also asked if they have implemented and/or used GBA+ in their daily work, and only 46% indicated Yes to this question, 39% indicated No, and 15% indicated Don't Know/No Response/Not Applicable. Further, those who indicated Yes were asked why they have implemented and/or used GBA+ in their daily work, and the top two responses included service to the public, which is consistent with the top response as per above, and direct relevance of GBA+, which is not consistent with the top four responses above (but is one of the major themes from that specific question). Those who have not implemented and/or used GBA+ in their daily work were also asked why, and the overwhelming response (73%) was no direct relevance of GBA+ (e.g., "not applicable", "no opportunity yet").

When looking at the relevance of GBA+, only 49% of survey participants agreed to this statement: I feel GBA+ is relevant to the daily work that I do. Interestingly, a much higher number of survey participants (78%) agreed with this statement: I feel GBA+ is relevant to the daily work that my colleagues in the BC Public Service do. To me, this speaks volumes to a challenge related to the level of personal resistance by public servants to change and the need to address this resistance to change. According to the survey participants, GBA+ is not as relevant to them as it is to their colleagues, yet we know from relevant literature that there is a false belief that certain government policies, programs, initiatives or services do not require the application of GBA+, and that it is important, even in these false belief situations, to apply GBA+ because public

servants may uncover unexpected results<sup>3</sup>. A critical statement to monitor is: My work unit is using GBA+ in our daily work. This statement currently has one of the lowest percentages of agreement (37%) with survey participants.

Based on my ELP findings and conclusions, I have outlined five recommendations that will contribute to systems change related to increasing GBA+ usage within the BC Public Service and will support the GBA+ network within the BC Public Service to thrive. These recommendations include the following: Create and Communicate GBA+ Case Studies, Tailor GBA+ Communication, Incorporate GBA+ Structural Elements, Expand GBA+ Performance Measurement, and Explore Additional Research Opportunities. For knowledge translation and as the outputs for my ELP, I will be providing a one-hour presentation to interested key stakeholders on my research findings and an associated knowledge product (i.e., infographic, and possibly a video in collaboration with the Gender Equity Division for @Work) in addition to this ELP report, which will be hosted on SharePoint (along with all of my final ELP documents) and available to all public servants within the BC Public Service.

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<sup>3</sup> Canada. Parliament. House of Commons. Standing Committee on the Status of Women. (2016). *Implementing Gender-Based Analysis Plus in the Government of Canada. Report of the Standing Committee on the Status of Women, 42nd Parliament, 1st Session*. Retrieved on February 8, 2020 from <https://www.ourcommons.ca/Content/Committee/421/FEWO/Reports/RP8355396/feworp04/feworp04-e.pdf>

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## **1. Focus and Framing**

My ELP has supported efforts within the BC Public Service to ensure “that gender equity is reflected in government budgets, policies and programs” (Government of British Columbia, n.d.). On July 13, 2018, the Deputy Ministers’ Council of British Columbia approved the implementation of Gender-Based Analysis Plus (or GBA+) within the BC Public Service. GBA+ is “the process by which a policy, program, initiative or service can be examined for its impacts on various groups of women and men” (Government of Canada, 2016, “Background”, para. 1). My ELP partner is a volunteer Gender Equity Advisor with the Gender Equity Division within the BC Public Service, and she has been networking with others at various levels over a year and a half now to build understanding of GBA+ and increase the usage of GBA+ within the BC Public Service. The goal of GBA+ usage is to facilitate more comprehensive advice to decision-makers, advance evidence-based policy making and help achieve better results for British Columbians (Government of British Columbia, 2019).

I am grateful to have had the opportunity, through my ELP, to contribute to the work currently being done within the BC Public Service toward achieving gender equity in British Columbia. It was a great experience to have had the opportunity to engage and collaborate with my public servant colleagues in further “defining the future state, assessing the present, and managing the transition” (Beckhard & Harris, 2009, p. 687) involved with this systems change. From a personal learning and leadership opportunity, my ELP has been a genuine stretch for me as I have had the opportunity to facilitate two group method sessions as well as provide various presentations.

In terms of a systems analysis of where the BC Public Service is at with GBA+ usage, I have reviewed the common systems archetypes as discussed by Stroh (2015). In simple terms, a

balancing feedback structure is in play, which is “the story of correction” (Stroh, 2015, p. 50) where “balancing feedback seeks to correct or reverse a current state by bridging the gap between actual and desired performance” (Stroh, 2015, p. 50). The BC Public Service has several public servants using GBA+ in their daily work (i.e., actual performance), but this is nowhere near the desired performance (i.e., several additional GBA+ users). Currently the actual number of public servants using GBA+ is unknown, and no performance measurement targets have been established; however, at a minimum, all public servants are required to take the GBA+ training.

This system has not changed despite best efforts by individuals, and this is potentially due to three reasons as described by Stroh (2015): investment in the solution stops once a problem appears solved and the act of ‘taking the pressure off’ leads to the problem reoccurring; time required to effect change is not appreciated; and agreement on the goals of the system, the current level of performance and what drives it is ambiguous or conflicted. A reinforcing feedback structure is also present, which is “the story of amplification” (Stroh, 2015, p. 46). As an example, when Executive thinks there is low capacity of GBA+ users, they act by communicating that more GBA+ usage is needed. Public servants then start to think that GBA+ usage is a priority, so they act by taking training and looking for ways to use GBA+ in their daily work. This is a virtuous cycle in the making if it can be sustained, but what tends to happen is that the balancing feedback structure kicks in, and the pressure comes off (i.e., communication stops).

The principal inquiry question for my ELP was: What does the GBA+ network within the BC Public Service need to thrive?. My sub-questions included: What is currently working related to the implementation and use of GBA+ within the BC Public Service?; What are the challenges faced by public servants in implementing and using GBA+ in their daily work?; What are the necessary elements to implement and sustain the use of GBA+ by public servants in their daily

work?; and What drives the implementation and use of GBA+ by public servants in their daily work?. My ELP has benefited the BC Public Service by contributing to the work currently being done to increase the usage of GBA+ by more public servants in their daily work, and the above questions have not only helped to uncover challenges, but have inspired solutions (generated with public servants) to support the GBA+ network within the BC Public Service to thrive.

## **2. Significance**

As mentioned previously, my ELP has supported efforts within the BC Public Service to ensure “that gender equity is reflected in government budgets, policies and programs” (Government of British Columbia, n.d.), which will further help achieve better results for British Columbians (Government of British Columbia, 2019). The BC Public Service is currently in the midst of a systems change to have all public servants implement and use GBA+ in their daily work. I have a genuine interest in this topic and a desire to make a difference as do many of my public servant colleagues. My ELP was an opportunity for participants to express themselves by sharing their ideas and opinions that have since contributed to research within the BC Public Service related to the implementation and use of GBA+. As per my ELP partner, the aspiration is to have a large network of GBA+ practitioners who are confident in their practice and are consistently developing and improving their skills as they use GBA+ in their daily work, and I believe the work of my ELP has supported this aspiration. The implementation and use of GBA+ by public servants in their daily work has and will continue to contribute to the overall goals of achieving gender equity in British Columbia. When GBA+ is not applied, for example, to a policy, program, initiative or service, there is a risk of adverse consequences for certain segments, or intersecting identities, of the population (Canada. Parliament, 2016). The objectives of my ELP have been to understand the challenges faced by public servants when implementing and using

GBA+ in their daily work and to co-create solutions with public servants to support the GBA+ network within the BC Public Service to thrive.

### **3. Relevant Literature**

The relevant literature, at a high level, that pertains to my ELP covers two topics: GBA+ and Organizational Learning. In order to “increase [my] breadth of knowledge” (Bourner, 1996 as cited in Royal Roads University, n.d., “Literature reviews”) for my ELP, I needed to understand what is covered in the literature as related to GBA+. For example, what are the advantages of GBA+ usage. I was also curious if any resistance to using GBA+ had been identified, and it was equally important for me to understand the benefits of using GBA+. As I was not a current user of GBA+ in my daily work at the time and was going to be engaging with key stakeholders who are fluent in this topic, I wanted to ensure my knowledge of GBA+ was at a sufficient level to support the engagement methods I used in my ELP. There is currently an extensive training campaign going on within the BC Public Service with the aim that all public servants will take an introductory GBA+ course at a minimum. An understanding of how organizations learn, as my second relevant literature topic, was also important to further “provide the intellectual context for [my ELP]” (Bourner, 1996 as cited in Royal Roads University, n.d., “Literature reviews”). Below I have synthesized, compared, contrasted and discounted relevant literature pertaining to the topic of GBA+, and after this, I have done the same pertaining to the topic of organizational learning.

While it’s only been just over a year and a half since the Deputy Ministers’ Council of British Columbia approved the implementation of GBA+ within the BC Public Service, GBA has existed since the 1970s in various provincial and federal government departments, and it was in 1995 at the Fourth United Nations World Conference on Women where the Government of Canada adopted the Beijing Platform for Action, which committed Canada to the implementation

of GBA (Stirbys, 2008). Interestingly, Williams (1999) reported that the BC Public Service had experience with GBA in 1993 related to cabinet level documents, which are not made public. The overall commitment within Canada “has been slow and in some cases absent” (Stirbys, 2008, p. 139), and a recent 2016 report, *Implementing Gender-Based Analysis Plus in the Government of Canada*, from the Standing Committee on the Status of Women indicated that “Canada’s commitment to advance gender equality is unmet” (Hankivsky & Mussell, 2018, p. 305). This has also happened in the European Union due to individual and institutional resistances hindering the implementation of GBA+ (Mergaert & Lombardo, 2014). Since the 1970s, GBA has evolved into GBA+, which was introduced in 2011 as “a federal policy tool designed to ensure the inclusion of women, men, and gender-diverse people by drawing on intersectionality” (Hankivsky & Mussell, 2018, p. 303). This broad approach, which expanded due to criticism that equal treatment will not produce equitable results as all individuals have different life experiences and needs (Kumar, 2016), has led to confusion at operational levels where GBA+ and intersectionality are not well understood, which has led to the transformative potential of GBA+ being untapped (Hankivsky & Mussell, 2018; Paterson, 2010; Hankivsky & Cormier, 2011).

Scala and Paterson (2017) looked at the gap of understanding related to how public servants interpret and operationalize GBA+ and how culture plays a role in helping or hindering the transformative potential of GBA+. There are negative connotations associated with the word feminism leading to a need to downplay the feminist origins of GBA+, and so public servants must navigate a complex work environment between bureaucracy and feminism (Scala & Paterson, 2017). On a positive note, more time is being spent on performance measurement to improve efficiencies and effectiveness of government policies, programs, services and initiatives, which is an area GBA+ can further help in bringing inequalities to light beyond the other stages of policy

work, such as policy development and analysis (Scala & Paterson, 2017; Bustelo, 2017). While we have not yet seen transformational organizational change, the discursive, institutional and relational strategies that public servants have deployed have led to small gains (e.g., continuous improvement of evidence-based policy making) in increasing the likelihood of challenging inequity and enacting positive social justice change (Scala & Paterson, 2017; Hankivsky & Mussell, 2018).

To move forward with GBA+, Hankivsky and Mussell (2018) highlighted several changes for government including a name change of the champion of GBA+, Status of Women Canada, additional capacity to operationalize GBA+ (e.g., training), more knowledge translation opportunities (e.g., share success stories), access to better data, and collaboration with non-government organizations (including appropriate funding and support for this) and the academic sector (e.g., incorporate GBA+ training in post-secondary curricula). Lombardo, Meier and Verloo (2017) cited a “velvet triangle” (p. 9), which includes feminist public servants, trusted academics and the women’s movement, which is needed to add relevance to GBA+. Unfortunately, there is little guidance available on how to operationalize GBA+, and the “knowledge gap between the theoretical construct of intersectionality and its practical application has been identified as a priority area of concern” (Hankivsky & Cormier, 2011, p. 225). Hankivsky and Cormier (2011) offer three examples to incorporate GBA+ into policy making and application in order to persuade policy makers that GBA+ “has the potential to lead to more effective, responsive, and therefore efficient policy decisions” (p. 228).

A final note of interest is related to the comparison of political parties in British Columbia and the history of GBA+ within the BC Public Service. The advancement of GBA+ has been aligned with the New Democratic Party of British Columbia both currently and back in 1993 and

up until 2001 when British Columbia was the only Canadian province to have a standalone women's policy ministry (Paterson, Marier & Chu, 2016). Paterson, Marier and Chu (2016) mentioned research related to the increasing power and influence of political officials in advancing gender equity.

Organizational learning, as described by Dixon (1999), is “the intentional use of learning processes at the individual, group and system level to continuously transform the organization in a direction that is increasingly satisfying to its stakeholder” (p. 6). To be successful, an organization must be able to learn at all levels (Dixon, 1999; Edmondson, 2012; Levitt & March, 1988; Senge, 2006), and the key to organizational learning is to learn on a continuous basis (Dixon, 1999). Further to the above definition, Moynihan and Landuyt (2009) stated that organizational learning “comes from the ability of organizational actors to relate experience and information to routines and problems” (p. 1098) and they also argued that structural perspectives (Dixon, 1999) are connected to cultural perspectives (Senge, 2006; Olejarski, Potter, & Morrison, 2019) of organizational learning and that both perspectives are also interdependent factors. The debate between these two perspectives in the literature isn't saying that culture is irrelevant to organizational learning, but that there has been too little attention given to structure (e.g., processes, procedures), which can also advance organizational learning (Moynihan & Landuyt, 2009).

It is important to keep in mind that organizational learning is not about individual learning although this is certainly important. We can't simply sum up individual learning and refer to this as organizational learning (Fiol & Lyles, 1985). In terms of how individuals learn at work, Gerber (1998) outlined eleven different ways, and individuals may use more than one way depending on the circumstances of the learning experience. Also, of interest, Geber (1998) concluded that most



individuals are self-sufficient in their approaches to learning, and apparently “experience accounts for over 70% of adult development” (Morrison & Brantner, 1992, p. 926). Senge (2006) pointed out that “an organization’s commitment to and capacity for learning can be no greater than that of its members” (p. 7), and he also stated that “unless teams can learn, the organization cannot learn” (p. 10). Working together requires letting go of various habits to overcome the challenges to teaming, and new behaviours conducive to high-performing teams will need to be painstakingly cultivated to support organizational learning (Edmondson, 2012).

Further to the concept of teaming, or team learning, is the bigger picture of a learning organization where “people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together” (Senge, 2006, p. 3). Yet, in any context of understanding organizational learning there should also be the equal understanding of organizational unlearning, which has received limited attention in the literature (Tsang & Zahra, 2008). According to Tsang and Zahra (2008), organizational unlearning consists of an intentional process of “the discarding of old routines to make way for new ones, if any” (p. 1437). This isn’t referring to forgetting, which can occur, for example, through turnover or downsizing, and this definition does not place any value judgements on what routines should get discarded (Tsang & Zahra, 2008). Of interest, is the age of an organization and its ability to unlearn. An organization composed of individuals with long years of service (such as the BC Public Service) has repeatedly performed old routines numerous times, which have become habits, not to mention the challenges, at an individual level, of both learning and survival anxiety, or even overt and covert resistance to change, which can inhibit individuals from unlearning let alone learning (Tsang & Zahra, 2008).

#### **4. Engaged Approach, Implementation, and Knowledge Translation**

##### ***Engaged Approach***

My ELP used an engaged, action-oriented approach, where I engaged with a variety of key stakeholders “in shared inquiry and collaborative action” (Coghlan, 2018, p. xii) to co-generate action-oriented knowledge related to my ELP’s principal inquiry question and various sub-questions. In taking an engaged, action-oriented approach, I worked on “the epistemological assumption that the purpose of academic research and discourse is not just to describe, understand and explain the world, but also to change it” (Reason and Torbert, 2001, as cited in Coghlan, 2018, p. 61). I understood from Hesse-Biber (2017) that “what is most important is that there is a tight fit between the purpose or question and the method selected” (p. 10), so my choice of engagement methods was not taken lightly. Further to this, I was reminded that methods are interventions, and as per Coghlan (2018), “everything you do is an intervention, and you need to be sensitive to the impact that asking questions and observing may have on your fellow participants” (p. 139).

According to Rowe et al. (2013), “Bushe firmly believes that transformational change requires thinking about possibilities and that this is facilitated through generative conversations [methods], which invite people to focus on the future they want to create together” (p. 16). To support me in facilitating these conversations, I used group methods from Liberating Structures “to include and engage people effectively and to unleash their collective intelligence and creativity” (Lipmanowicz & McCandless, 2014, p. 6). More specifically, I used Impromptu Networking, 1-2-4-All and 25/10 Crowd Sourcing.

In my first group method session, I started with Impromptu Networking as a warm-up, where participants had an opportunity to ease into the session, which was particularly useful for those who are introverted, and I was able to establish “a productive pattern of engagement”

(Lipmanowicz & McCandless, 2014, p. 171) with all participants. Since my principal inquiry question took an appreciative inquiry stance (What does the GBA+ network within the BC Public Service need to thrive?), I first focused on the challenges faced by public servants via Impromptu Networking as a method because I understood that “research suggests transformational change will not occur from AI [appreciative inquiry] unless it [first] addresses problems of real concern to organizational members” (Bushe, 2012, p. 16). I then used 1-2-4-All during this same group method session, which is a method where “open, generative conversation unfolds” (Lipmanowicz & McCandless, 2014, p. 167), and here I was able to focus participants on the necessary elements to implement and sustain the use of GBA+ by public servants in their daily work. In my second group method session, I used 25/10 Crowd Sourcing as “a valid way to generate an uncensored set of bold ideas and then tap the wisdom of the whole group to identify the top ten” (Lipmanowicz & McCandless, 2014, p. 208). For this method, I focused on my principal inquiry question, and participants were personally engaged as they also came up with a practical first step related to their bold idea for them or others to potentially get started on when they left the session. Please see Appendix E for the PowerPoint slides I used in my group method sessions. In both my sessions, I gathered data to support my research project using forms (please see Appendix F for an example form), flipchart notes and index cards. And at the end of these group method sessions, I distributed a brief voluntary paper evaluation form (please see Appendix G), which asked some evaluation questions (i.e., satisfaction questions using a scale of 1 to 5) to support the further development of my facilitation skills.

As my ELP is related to the BC Public Service, which is comprised of approximately 30,000 public servants who have been directed to implement and use GBA+ in their daily work, I was not able to involve all these stakeholders in my ELP. According to Stroh (2015), as part of

stage one of his four-stage change process regarding building a foundation for change, it is important to include “anyone that can make a contribution to the effort, or anyone that can possibly derail it if not on board” (p. 79); however, this was not possible due to the large population that my ELP covered. As a solution, I used a confidential online survey as another engagement method. This survey allowed me to reach a representative number of stakeholders (i.e., sample) within the BC Public Service using a relatively easy and quick method to co-generate reliable and valid quantitative and qualitative data (Ponto, 2015) to support my ELP’s questions, particularly the questions about what is currently working and what drives the implementation and use of GBA+ by public servants in their daily work. Please see Appendix J for a copy of my survey instrument. In addition, as per Coghlan (2018), by “involving the members of an organization in the change process...this is the way to get better data and to effect change” (p. 65), and I believe the survey was a reasonable method that helped me further achieve this systems change, plus the survey allowed for the collection of baseline data to support future performance measurement activities related to the implementation and use of GBA+ within the BC Public Service.

### ***Implementation***

My ELP implementation plan followed the Action Research Engagement Model (ARE), which is a model that “focuses on the planning, preparatory or context setting, stages of action research” (Rowe et al., 2013, p. 19). The ARE model is comprised of five logical stages to “engage key organizational stakeholders in cyclical processes of inquiry, reflection and action that fundamentally seeks to change stakeholders’ perspectives and paradigms about the issues at hand, foster interest and motivation and create a climate of commitment to move forward in a collaborative manner and implement organizational change” (Rowe et al., 2013, p. 35-36). It was

exciting to learn how to apply and deploy this rigorous and evidence-based change process to my ELP. I also created an inquiry team that supported me throughout my ELP. These inquiry team members helped me access resources, provided feedforward on documents that I developed and aided in ensuring my ELP acquired a degree of legitimacy and sustainability within the BC Public Service (Royal Roads University, n.d.). As I was not a GBA+ user in my daily work as a public servant (a Manager at BC Stats) within the BC Public Service at the time, I was, and am, grateful for the support my inquiry team provided me during the duration of my ELP.

As previously mentioned, I engaged with key stakeholders, who I had identified as GBA+ supporters within the BC Public Service, in two group method sessions consisting of three Liberating Structures. These key stakeholders were categorized into the following groups: Gender Equity Division, GBA+ Ministry Leads (i.e., GBA+ Champions), Gender Equity Advisors, GBA+ Ministry Reference Groups and GBA+ Community of Practice Groups. From each group, except for some GBA+ Ministry Reference Groups, I was able to obtain contact information for these key stakeholders. My list of GBA+ supporters within the BC Public Service contained a total of 239 key stakeholders. For both group method sessions, my plan was to have approximately 20 to 30 key stakeholders in attendance from these 239 known GBA+ supporters.

For my first group method session, a 1.5-hour session that was held on December 13, 2019 in Victoria, British Columbia, I sent 76 invitation emails (please see Appendix B) in three separate batches with each batch using a stratified random sampling approach to ensure a representative selection of key stakeholders from all groups. I was fortunate to have 11 public servants attend and share their opinions, perspectives, ideas and recommendations. Of the 76 invitation emails I sent, I did hear back from an additional 31 key stakeholders who indicated interest in attending, but due to scheduling conflicts were not able to, and I had no response from 34 key stakeholders.

My second group method session, also a 1-5-hour session in Victoria, British Columbia, had 22 public servants attend on January 24, 2020, who shared their ideas after a presentation outlining results from my online survey. For this session, I sent 103 invitation emails in four batches (also using a stratified random sampling approach). This included inviting back those participants who had attended my first group method session in addition to inviting new participants. Of the 103 invitation emails sent for my second group method session, 29 of these key stakeholders had indicated interest in attending, but due to scheduling conflicts were not able to, and I had no response from 52 of them. Please see Appendix C for a copy of the email invitation that I sent for my second group method session. As participants arrived at the sessions, they were asked to sign an informed consent form (please see Appendix D) prior to participating, and this form, so that there were no surprises for them, was also attached to the email invitation they received along with my ELP information letter (please see Appendix A).

In between the two group method sessions, I also had an online survey run from January 2 to 15, 2020, as an additional method. BC Stats, British Columbia's provincial government leader in statistical and economic research, information and analysis, administered this online survey on my behalf as part of a research agreement that I signed with BC Stats. This online survey was administered via email (please see Appendix H), using a unique link to access the data collection system, to all public servants (a total of 367 as of December 3, 2019) within the Ministry of Jobs, Trade and Technology (now known as the Ministry of Jobs, Economic Development and Competitiveness). A reminder email (please see Appendix I) was also sent to 296 of these public servants on January 9, 2020, who had not yet completed the survey. To obtain this sample of the BC Public Service for my survey, I took a cluster sample approach, but rather than use a random sample technique, I chose a convenience sample technique as permission to only conduct my

survey within the Ministry of Jobs, Trade and Technology met the timelines of my ELP in terms of securing all applicable approvals within the BC Public Service. If I had extended the sample scope beyond the Ministry of Jobs, Trade and Technology, I would not have met the timelines of my ELP. As BC Stats administered the online survey on my behalf, the protection of the Statistics Act applied to this method of my ELP, which added another layer of confidentiality for my survey participants. I received only de-identified (i.e., anonymous) data from BC Stats after the survey ended for my data analysis process involving both quantitative and qualitative data. A total of 109 completions (a 30% response rate) were obtained with a margin of error of +/- 6% at a 95% confidence level on the key question of the survey.

After both my group method sessions, I drafted a summary document of findings based on my data analysis from the Liberating Structures, and these summary documents (please see Appendix K and Appendix M) were provided back to my participants via email for feedback and to ensure that there was a shared understanding of findings before I moved forward with my ELP. This was done as a member checking process “to validate, verify, or assess the trustworthiness of qualitative results” (Doyle, 2007 as cited in Birt et al., 2016, p. 1802). The specific questions I asked my participants prior to finalizing these summary documents included: Do the themes match your experience? Do you want to change anything? Do you want to add anything?. After the online survey, I developed a presentation on the key findings, which I presented as part of my second group method session to engage in “collective reflection” (McIntyre, 2008, p. 2) together with my participants before doing a Liberating Structures method (i.e., 25/10 Crowd Sourcing) to co-generate additional data for my ELP. I took a participatory action research stance (by using collective reflection) with this second session for “the participants...[to] recognize that they have a stake in the overall project” (McIntyre, 2008, p. 2). Further to this, it was important to me that my

methods included an additional reflection phase for myself and the key stakeholders involved to “make meaning of the data gathered in the previous stage” (Rowe et al., 2013, p. 26) prior to moving on to “evaluating best strategies and actions for moving forward with the change initiative” (Rowe et al., 2013, p. 26).

My ELP generated a substantial amount of qualitative data, which I analyzed using thematic analysis, which is used for “identifying, analyzing, organizing, describing, and reporting themes found within a data set” (Nowell et al., 2017, p. 2). As outlined by Nowell et al. (2017), I followed a step-by-step approach to establish trustworthiness in my thematic analysis through “the criteria of credibility, transferability, dependability, and confirmability” (Lincoln and Guba, 1985 as cited in Nowell et al., 2017, p. 3), which supported me in mitigating my researcher bias. For the quantitative data from my online survey, I presented this data using descriptive statistics (e.g., mean scores, percent positives, valid totals), and tables and charts as appropriate to highlight key findings (please see Appendix L).

Throughout my ELP process, I have been committed to following the ethical conduct of research involving humans as outlined in Canada’s 2014 Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS2) to ensure that my ELP has respect for human dignity, which “requires that research involving humans be conducted in a manner that is sensitive to the inherent worth of all human beings and the respect and consideration that they are due” (TCPS2, 2014, p. 6). The strategies I used to address ethical issues (e.g., power-over dynamics) were aligned with TCPS2 guidelines related to the three core principles of respect for persons, concern for welfare and justice. Further, I completed two privacy impact assessments, one for my group method sessions and one for my online survey. These assessments are used within the BC Public Service to “evaluate and manage privacy impacts and to ensure compliance with privacy



protection rules and responsibilities” (Government of British Columbia, n.d., “Privacy Impact Assessments”, para. 1). All my engagement methods were voluntary, and in my communication with participants (e.g., invitation emails, ELP information letter, informed consent form, etc.) I was transparent about ethical issues and stressed the voluntary nature of the research including the ability to withdraw from my research project at any time.

### ***Knowledge Translation***

In preparation for the last stage of the ARE model, where the leadership of my ELP is transferred to my ELP partner and key stakeholders within the BC Public Service, I will be providing a one-hour presentation to interested key stakeholders particularly focusing on my ELP recommendations. I will be inviting a range of key stakeholders including participants from my group method sessions and those who have expressed interest in hearing more about my research findings. In addition to this ELP report, the presentation will be part of the outputs for my ELP. I have also developed a draft infographic (please see Appendix N) as an associated knowledge product, which will support interested key stakeholders in sharing the learnings of my ELP and will contribute to systems change related to increasing GBA+ usage within the BC Public Service. Once finalized, this associated knowledge product will be a colorful, three-page infographic, printed on thick paper, that responds simply to my ELP’s questions and includes relevant literature and key findings. It was designed in a way for those who did not participate in my ELP to find it relevant and useful – Similar to marketing or communication material to entice others to join the GBA+ network within the BC Public Service.

Also, I am developing a SharePoint site to host all my final ELP documents, which will be available to all public servants within the BC Public Service. In addition, there is another collaboration opportunity available where I will be looking at developing a video of my ELP with

the Gender Equity Division to be showcased on @Work, the intranet for the BC Public Service, which is used “to inform, connect and inspire” (@Work, n.d., para. 1) public servants. This draft development process is in place as part of stage four of the ARE model, which involves evaluation of action and an engaged forward process that will then lead into stage five, which is to recontextualize and reconstruct for organizational change, and “following the development of recommendations, the change initiative transitions to the organizational department or unit responsible for implementing the recommendations” (Rowe et al., 2013, p. 27). In terms of further knowledge translation strategies, I believe that the engaged, action-oriented approach I took with my ELP is a strategy all on its own! All the engagement methods I used not only supported participants to learn more about the GBA+ network within the BC Public Service, but these methods also generated energy amongst participants to continue to lead action in their own work units related to solutions to increase GBA+ usage within the BC Public Service.

## **5. Findings, Conclusions, and Limitations**

### ***Findings and Conclusions***

With two group method sessions and an online survey, my ELP generated a substantial amount of data to answer my inquiry questions, and based on my analysis of this data, I have outlined the findings and conclusions below, which are in the order of my four sub-questions. Further, my associated knowledge product, a draft infographic (please see Appendix N), has captured baseline data to support future performance measurement activities related to the implementation and use of GBA+ within the BC Public Service and lists the 12 necessary elements to implement and sustain the use of GBA+ by public servants in their daily work.

***What is currently working related to the implementation and use of GBA+ within the BC Public Service?***

The online survey of my ELP asked those who have implemented and/or used GBA+ in their daily work this specific question about what is currently working, and the top response was related to GBA+ training. Here are some applicable responses:

- *“A good job has been done of reminding everyone to complete the GBA+ course.”*
- *“I think that the GBA+ course available through the online learning system is comprehensive and can benefit those who take it seriously. When my supervisor recommended I take the training, I felt a lot more comfortable and confident knowing that she cared about it. She also connected me to the GBA+ reference group, which I am glad is available. Currently, I think GBA+ is a good foundation for those who already practice an intersectional lens to communicate and connect, and it provides at least some reference language for others.”*
- *“I think the BC Public Service is investing to get everyone trained to have at least a basic level of understanding of what GBA+ is to build empathy toward groups in society and how when we think of serving the public, we need to consider all these groups.”*

Other top responses to what is currently working were related to GBA+ vision and awareness of GBA+. The benefits of implementing and using GBA+ to facilitate more comprehensive advice to decision-makers and to achieve better results for British Columbians are resonating with public servants. Further, 90% of survey participants agreed to the following statement: I support (am in favour of) the implementation and use of GBA+ within the BC Public Service. Widespread awareness including publicity of GBA+ has been working. In fact, 86% of survey participants indicated that they are aware that the Deputy Ministers’ Council of British Columbia, on July 13, 2018, approved the implementation of GBA+ within the BC Public Service.

Other responses to what is currently working related to the implementation and use of GBA+ within the BC Public Service included mandatory GBA+ structural elements, GBA+ collaboration opportunities and leadership buy-in; however, this data is only based on 11 survey

participants and needs to be interpreted with caution. There was also a high number of survey participants (18) who were asked this specific question but indicated Don't Know/No Response/Not Applicable. As related to the top response (GBA+ training) for this specific question, a total of 81% of survey participants indicated that they have taken training related to GBA+ within the last year and a half, and 81% agreed to the following statement: I know what GBA+ is. Also, of note, is the high agreement (78%) with this statement: The culture of my work unit supports the implementation and use of GBA+ in our daily work. Consistent with relevant literature, strategies that public servants have deployed related to the implementation and use of GBA+ have led to small gains toward increasing the likelihood of challenging inequity and enacting positive social justice change even though transformational organizational change has yet to be seen (Scala & Paterson, 2017; Hankivsky & Mussell, 2018).

***What are the challenges faced by public servants in implementing and using GBA+ in their daily work?***

While the survey participants felt that GBA+ training, GBA+ vision and awareness of GBA+ are currently working, the known GBA+ supporters who participated in my first group method session indicated that awareness and understanding of GBA+ was the biggest challenge faced by public servants in implementing and using GBA+ in their daily work. Their responses were more in-depth (by the nature of the group method session) and related particularly to there being a lack of understanding regarding the need for or the value of GBA+, unaware that GBA+ is relevant for all ministries and all public servants in their daily work, unaware that GBA+ extends beyond gender into intersectionality and a lack of understanding of how to implement and use GBA+. From the online survey, only 43% of survey participants agreed with the following statement: I know how to use GBA+ in my daily work., and only 27% agreed with this statement: My colleagues know how to use GBA+ in their daily work. Of those who have taken GBA+

training, only 49% agreed that the GBA+ training has been useful to them in their daily work, with 60% satisfied with the GBA+ training opportunities available to them. Those who have not taken GBA+ training or were not satisfied with the GBA+ training opportunities available to them were asked about what GBA+ training opportunities they are interested in, and 55% indicated that they are interested in how to actually use GBA+, how to apply GBA+ and GBA+ case studies. Note, there was also a high number of survey participants (12) who were asked this specific question but indicated Don't Know/No Response/Not Applicable. Here is an applicable response about training opportunities:

- *"How to actually implement GBA+ at work is needed. It's good that we know what GBA+ is all about, but how do we do it. A class on how to implement one idea at work that will address how hard GBA+ is to implement change is needed especially for colleagues who don't understand the good in this."*

Another challenge faced by public servants as per my first group method session is the lack of availability of GBA+ tools, resources and data specific to individual ministries, divisions, branches, work units, etc., plus no dedicated GBA+ resources to support others in implementing and using GBA+ and no time to take GBA+ training or implement and use GBA+ when projects have tight timelines and deadlines and other work is given priority. When asked what type of support and/or resources survey participants needed as a whole, the top four responses (out of 11 major themes) were related to how to actually use GBA+, how to apply GBA+ and GBA+ case studies; GBA+ training (including time to take GBA+ training); easy, simple, quick GBA+ tools (e.g., meeting-in-a-box, guidebook, infographic, cheat sheet, one-pager of resource links, add GBA+ notes to established templates); and leadership buy-in (e.g., leadership using GBA+, leadership support). Here are some applicable responses related to support and/or resources required:

- *“Continued support with tools and resources on how to implement GBA+ including contacts who can support you.”*
- *“Easy, simple, and quick tools to gain information necessary for GBA+ analysis. If it is too much work, people will look for ways to work around it.”*
- *“GBA+ is a very dense topic that I believe requires ongoing communication and reiteration to ensure that everyone using GBA+ has an appropriate understand of what it means and how to best utilize it. More training of any kind would be valuable on a continuous basis until GBA+ becomes so much of a common practice where we no longer need to refer to it as GBA+, but it is simply the standard approach to work.”*
- *“More support on how GBA+ can be applied to our files. Other parts of government seem to be more clear, but our subject matter is a little more indirect (e.g., we provide supports to businesses, who in turn impact individuals). It would be helpful to get a better sense of what is expected, perhaps through working through GBA+ examples that are more specific to our work.”*
- *“The attention of Executive to make GBA+ a priority.”*
- *“The most difficult part about GBA+ at this time is remembering to apply it and identifying areas where it can be applied. I think GBA+ largely needs to be pushed from a top-down perspective, with approvers taking a specific lens to GBA+ content in notes and looking for opportunities to apply GBA+.”*

Additional challenges faced by public servants in implementing and using GBA+ in their daily work as per my first group method session included the opinion that GBA+ is a low priority for leadership (including those in the political sphere, which was also noted in relevant literature related to the increasing power and influence of political officials in advancing gender equity when there is buy-in) to endorse, champion, support, encourage or track, plus a level of personal resistance to change and limited BC Public Service diversity including a lack of direct access to or relationships with diverse people (e.g., marginalized populations) to engage in dialogue with to support public servants in implementing and using GBA+ (e.g., for perspective taking, and networking).

In the online survey, there were questions about satisfaction with communication related to GBA+ implementation and use. Only 48% of survey participants agreed to the following statement: I am satisfied with the communication related to GBA+ implementation and use that I have received from the BC Public Service. Those who indicated they were not satisfied with the communication were also asked what type of communication related to GBA+ they are interested in, and 48% of these survey participants indicated communication related to how to actually use GBA+, how to apply GBA+ and GBA+ case studies. Also, of interest to survey participants, were 9 other major themes including these three themes that 29% of survey participants each indicated – Communication related to what, where, and how to access GBA+ training, mandatory GBA+ structural elements (e.g., expectations, milestones, onboarding), and what, where, and how to access GBA+ tools, resources and data.

Relevant literature regarding challenges faced by public servants in implementing and using GBA+ identified the need for public servants to navigate a complex work environment between bureaucracy and feminism and to downplay the feminist origins of GBA+ due to negative connotations associated with the word feminism (Scala & Paterson, 2017); however, the data gathered for my ELP did not explicitly indicate these challenges. It would be interesting to explore the reasons why only 30% of public servants within the Ministry of Jobs, Trade and Technology completed the online survey, and whether or not these non-participants have similar challenges to those reported above by the survey participants. Based on gender, age, region, union status and years of service, the survey participants (109) were representative of the population of the Ministry of Jobs, Trade and Technology (367) with population differences only being related to region and years of service. Relevant literature also listed several changes for government to make in order to move forward with GBA+ and consistent with the challenges as indicated by my

ELP findings is the need for knowledge translation opportunities (e.g., share success stories) (Hankivsky & Mussell, 2018). Further, relevant literature has stated there is little guidance available on how to operationalize GBA+, and the “knowledge gap between the theoretical construct of intersectionality and its practical application has been identified as a priority area of concern” (Hankivsky & Cormier, 2011, p. 225), which is again consistent with my ELP findings.

***What are the necessary elements to implement and sustain the use of GBA+ by public servants in their daily work?***

A total of 12 necessary elements to implement and sustain the use of GBA+ by public servants in their daily work were identified from all data gathered during the methods used in my ELP. While these necessary elements have been ordered by importance below as per participants, equally important, and going back to the history of systems thinking, is the phrase often attributed to Aristotle where the whole is greater than the sum of the parts; therefore, all elements are equally necessary.

| Necessary elements to implement and sustain the use of GBA+ by public servants in their daily work within the BC Public Service... |
|------------------------------------------------------------------------------------------------------------------------------------|
| GBA+ Training and Knowledge Development                                                                                            |
| Leadership Buy-In and GBA+ Vision                                                                                                  |
| Available Resources and GBA+ Tools                                                                                                 |
| Mandatory GBA+ Structural Elements                                                                                                 |
| Direct Relevance of GBA+                                                                                                           |
| Celebration and Recognition of GBA+ Success                                                                                        |
| Service to the Public (e.g., Personal Values, Standards of Conduct)                                                                |
| Additional GBA+ Communication (i.e., Ongoing Awareness of GBA+)                                                                    |
| GBA+ Collaboration Opportunities                                                                                                   |
| Address Resistance to Change                                                                                                       |
| Culturally Safe and Inclusive Work Environment                                                                                     |
| BC Public Service Diversity                                                                                                        |

***What drives the implementation and use of GBA+ by public servants in their daily work?***

This specific question (What drives the implementation and use of GBA+ by public servants in their daily work?) was asked in the online survey, and 51%, the top response, of survey participants indicated service to the public (e.g., personal values, standards of conduct). Here is an



applicable response: *“GBA+ is good for the citizens of British Columbia.”*. Additional top responses (out of a total of 9 major themes) included mandatory GBA+ structural elements, leadership buy-in and GBA+ training and knowledge development. Note, there was also a high number of survey participants (39) who were asked this specific question but indicated Don’t Know/No Response/Not Applicable. Survey participants were also asked if they have implemented and/or used GBA+ in their daily work, and only 46% indicated Yes to this question, 39% indicated No, and 15% indicated Don’t Know/No Response/Not Applicable. Of those who have implemented and/or used GBA+, only 6% always use GBA+ in their daily work, 35% often use it, 47% sometimes use it and 12% rarely use it. Further, these survey participants were asked why they have implemented and/or used GBA+ in their daily work and their top two responses included service to the public (e.g., personal values, standards of conduct), which is consistent with the top response above, and direct relevance of GBA+, which is not consistent with the top four responses above (but is one of the major themes from that specific question). Here are some applicable responses to why public servants have implemented and/or used GBA+ in their daily work:

- *“I regularly use GBA+ as part of my priority setting efforts to achieve desired outcomes and to inspire others to take on new challenges. It has helped me 'get things done', and build presence through understanding other people's perspectives and interests. GBA+ helps me get ideas heard to achieve appropriate corporate impact.”*
- *“Intersectional reporting and analysis aligns with my personal values of building gender, orientation and race equity. The work provides decision-makers with nuanced analysis that better reflects the reality and diverse needs and experiences of the populations they serve, helping them make more informed decisions.”*
- *“It's part of doing a good job as a policy analyst. Understanding how varying situations may impact different people differently is crucial for providing robust advice to government and Executive.”*
- *“My work affects all people in B.C. and therefore the GBA+ lens is vital to the success and accessibility of my programs.”*

- *“The work I do relates to research and the GBA+ training has provided valuable insight into ways to approach our research with regard to specific populations.”*
- *“We are trying to move forward with using GBA+ in all of our policy and program development, analysis of particular issues, etc. Our team recognizes the importance and value of GBA+ and would like to get to a point where it helps inform everything we do.”*

Those who have not implemented and/or used GBA+ in their daily work were also asked why, and the overwhelming response (73%) was no direct relevance of GBA+ (e.g., “not applicable”, “no opportunity yet”). Further responses from these survey participants included no GBA+ training or that they needed more GBA+ training, no leadership buy-in (e.g., “no expectations”), no available resources (e.g., “time”) and the need to first have a culturally safe and inclusive work environment. When comparing the support and/or resources required by public servants to implement and/or use GBA+ for those who have not implemented and/or used GBA+ versus the support and/or resources required by public servants to sustain the use of GBA+ for those who have implemented and/or used GBA+ in their daily work there are notable differences. The major theme missing entirely from the list of required support and/or resources for those who have implemented and/or used GBA+ is direct relevance of GBA+. It appears this group has found their GBA+ relevance and are now requiring mandatory GBA+ structural elements. Whereas the response related to mandatory GBA+ structural elements is missing entirely from the list for those who have not implemented and/or used GBA+, and this group requires direct relevance of GBA+ (e.g., GBA+ role specific information) as support and/or resources to implement and/or use GBA+ in their daily work. Note, for this specific question about support and/or resources there was a high number of survey participants (23) in the group who have implemented and/or used GBA+ who indicated Don’t Know/No Response/Not Applicable versus

only 13 survey participants in the group who have not implemented and/or used GBA+ who indicated the same.

When looking at the relevance of GBA+, only 34% of survey participants agreed with this statement: GBA+ directly relates to the daily work that I do. Whereas a higher number (66%) agreed with this statement: GBA+ indirectly relates to the daily work that I do. And only 49% agreed to this statement: I feel GBA+ is relevant to the daily work that I do. Interestingly, a much higher number of survey participants (78%) agreed with this statement: I feel GBA+ is relevant to the daily work that my colleagues in the BC Public Service do. To me, this speaks volumes to the challenge related to the level of personal resistance by public servants to change and the need to address this resistance to change. According to the survey participants, GBA+ is not as relevant to them as it is to their colleagues, yet as per relevant literature there is a false belief that certain government policies, programs, initiatives or services do not require the application of GBA+, and that it is important, even in these false belief situations, to apply GBA+ because public servants may uncover unexpected results (Canada. Parliament, 2016). Public servants within the BC Public Service need to find their relevance with GBA+ and can do so by asking the following question as per a participant in my second group method session: “How can I, as a [INSERT JOB HERE], apply GBA+ in my daily work?”.

The online survey of my ELP gathered baseline data to support future performance measurement activities related to the implementation and use of GBA+ within the BC Public Service. A critical statement to monitor is: My work unit is using GBA+ in our daily work. This statement currently has one of the lowest percentages of agreement (37%); however, by taking action related to the above findings and conclusions on what drives the implementation and use of GBA+ by public servants in their daily work and the 12 necessary elements to implement and

sustain the use of GBA+ by public servants in their daily work there is only room for improvement within the BC Public Service. In relevant literature, Geber (1998) concluded that most individuals are self-sufficient in their approaches to learning, which is consistent with the high number (81%) of survey participants that indicated they have taken training related to GBA+ within the last year and a half. Further to this, “experience accounts for over 70% of adult development” (Morrison & Brantner, 1992, p. 926), and to be successful, an organization must be able to learn at all levels (Dixon, 1999; Edmondson, 2012; Levitt & March, 1988; Senge, 2006), and the key to organizational learning is to learn on a continuous basis (Dixon, 1999). Additional performance measurement activities related to GBA+ training may be beneficial especially when exploring differences of GBA+ training taken by age, region, union status and years of service. What is missing from the data gathered for my ELP are findings related to relevant literature on organizational learning is reference to the concept of organizational unlearning. According to Tsang and Zahra (2008), organizational unlearning consists of an intentional process of “the discarding of old routines to make way for new ones, if any” (p. 1437). Of interest, is the age of an organization and its ability to unlearn. An organization composed of individuals with long years of service (such as the BC Public Service where 61% of public servants have 5+ years of service<sup>4</sup>) has repeatedly performed old routines numerous times, which have become habits, not to mention the challenges, at an individual level, of both learning and survival anxiety, or even overt and covert resistance to change, which can inhibit individuals from unlearning let alone learning (Tsang & Zahra, 2008).

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<sup>4</sup> As of December 3, 2019, as per BC Public Service’s Corporate Human Resource Information and Payroll System (CHIPS).

***Limitations***

As with all research projects, my ELP is not without limitations. The online survey was only administered within the Ministry of Jobs, Trade and Technology; therefore, survey results are not representative of the BC Public Service as a whole. Also, as surveys involve participants self-reporting their beliefs, feelings, behaviours, etc., there is a potential limitation regarding response bias particularly related to social desirability. A social desirability bias “as a response determinant refers to the tendency of people to deny socially undesirable traits or qualities and to admit to socially desirable ones” (Phillips & Clancy, 1972, p. 923). Regardless of bias, if the online survey is to be administered again, I would include additional questions to gather further data to analyze, such as questions related to comfort with change, a culturally safe and inclusive work environment and GBA+ collaboration opportunities, and I would ask applicable demographic questions instead of using administrative data for these cross-tabulation variables. Results from the two group method sessions are also not representative of the BC Public Service as a whole. This is due to the limited number of participants in these sessions. The group method sessions also only included known GBA+ supporters whereas the online survey was applicable to everyone (within the Ministry of Jobs, Trade and Technology).

**6. Next Steps: Recommendations and Implications**

To answer my principal inquiry question, What does the GBA+ network within the BC Public Service need to thrive?, I have outlined five recommendations below that are grounded in my ELP findings and conclusions. In addition, both my online survey participants and participants from my second group method session shared recommendations as well. Survey participants were asked: What changes need to happen within your work unit, the Ministry of Jobs, Trade and Technology and/or the BC Public Service to increase the usage of GBA+ by more public servant

in their daily work?. While there was a high number of survey participants (49) who indicated Don't Know/No Response/Not Applicable to this question, a total of 42% indicated that changes needed to happen with GBA+ training and knowledge development, 27% indicated changes related to available resources and GBA+ tools, 23% indicated changes related to mandatory GBA+ structural elements, 22% indicated changes related to the celebration and recognition of GBA+ success, and the remainder of the survey participants shared 7 additional major themes for this question. Here are some applicable responses:

- *“Access to experts for GBA+ advice during the policy development phase of work, opportunities to learn from the GBA+ best practice of others and access to relevant GBA+ data that can inform policy development.”*
- *“After taking the mandatory GBA+ course, it was fresh in my mind and I felt I was adapting my point of view in order to consider different impacts of different groups. Since then, I haven't heard a lot about GBA+ and it seems to have maybe slipped by the wayside. More communication around GBA+ and the knowledge for how to implement it daily is needed. I am not sure that all of my work on a day-to-day basis is related to GBA+.”*
- *“As many GBA+ data requests as possible is needed including breakdowns by gender and other classifications (e.g., abilities, cultures, etc.). Job profiles have to include GBA+ aspects of work. Policy analysis tools should include GBA+.”*
- *“Better resources, stronger buy-in/demand from Executive, recognition that GBA+ will change current structures and change takes time.”*
- *“Better tools, stronger leadership, time and opportunity to explore GBA+, equal pay for women in the BC Public Service, safe spaces for LGBTQ in ministries.”*
- *“Hold training for whole work units, who can then discuss examples that directly pertain to their work and how GBA+ can be applied regularly. We could then have a standing item on team meeting agendas to discuss any progress or thoughts relating to applying GBA+.”*
- *“I think clear lines need to be drawn between using GBA+ and having an impact on outcomes that JTT influences. Which is tricky because JTT does not 'own' a lot of policies, programs or legislation.”*
- *“In-person opportunities for training/discussion of GBA+ best practices. Practical advice and examples of GBA+ to drive the message home.”*

- *“In-person training using actual GBA+ examples (e.g., Can government choose to contract with companies that follow GBA+ principles?), management actively checking/ensuring staff use GBA+. Typically GBA+ is treated as an afterthought where materials often note 'GBA+ considerations will be considered' but then it's without actual GBA+ analysis.”*
- *“Mandated GBA+ implementation with job specific training on how to implement it.”*
- *“More GBA+ courses. Easily available information on how GBA+ can be applied in different situations.”*
- *“More regular communication around GBA+, making GBA+ a serious priority in projects, analysis and teams. I think change will be slow, but listing GBA+ training as an important skillset in job postings, workplans, etc. may cause people to look into it for themselves.”*
- *“On-going communications and training to reiterate and reinforce the importance of GBA+ and to increase the understanding of what exactly it entails. The more employees know and understand the topic, the more likely they will be able to start to use GBA+ and implement it. Without a solid understanding of what GBA+ means to them and their work, there will be reluctance and resistance to the unknown.”*
- *“Point out how GBA+ applies to people's daily work when they don't do policies or have hands-on services and programs. Provide budget/resources so that people can actually do GBA+ analysis and implement the changes that GBA+ identifies. Right now, GBA+ is interesting, but it feels like it doesn't apply to everyone's day-to-day work. I would also be interested in hearing about any GBA+ work that the PSA is doing internally, which would show that we're walking the walk.”*
- *“Show us what it means to implement GBA+, provide examples (i.e., guidebooks or infographics) that we can refer to when we're not sure how to implement GBA+. Hire more diverse individuals.”*
- *“Workshops with work units demonstrating the benefits of GBA+ and areas within work units where GBA+ can/should be implemented.”*

In my second group method session, 22 public servants shared their bold ideas regarding what does the GBA+ network within the BC Public Service need to thrive, and then the wisdom of the whole group was tapped to identify the top ideas. The top three major themes that emerged from all the ideas included available resources and GBA+ tools, mandatory GBA+ structural

elements and direct relevance of GBA+, which are similar themes to what the survey participants indicated. Here are the top three bold ideas from these 22 public servants:

- *“Dedicated resourcing within each ministry (1-2 FTEs per ministry). These resources would do: Context specific research, develop tools and templates and processes relevant to specific work, provide education on bias and intersectionality relevant specifically to the work of the ministry, support integration of GBA+ on a project specific basis, collaborate with the Gender Equity Office, check-in with staff and adapt plans if needed.”*
- *“Demonstration of relevance. There needs to be a lot of this. For example, “How can I, as an Executive Administrative Assistant, apply GBA+ in my daily work?”. To action this, we need a method to gather and share stories.”*
- *“We need to build and sustain culturally safe spaces within the BC Public Service. An idea to start this would be the creation of GBA+ self-reflection circles within branches/ministries.”*

### **RECOMMENDATION #1 – Create and Communicate GBA+ Case Studies**

The biggest win, in my opinion, to increase GBA+ usage within the BC Public Service, at this moment in time, is to create and communicate GBA+ case studies to all public servants. I know this process has started, and I can imagine that it is a difficult task to do considering relevant literature has stated there is little guidance available on how to operationalize GBA+, but additional effort in creating and communicating GBA+ case studies will amplify the systems change through a reinforcing feedback structure. Further, once developed, these available GBA+ case studies will cover many of the necessary elements to implement and sustain the use of GBA+ by public servants in their daily work. An opportunity exists to further what is currently working related to the implementation and use of GBA+ as these GBA+ case studies are currently the top required support/resource as indicated by participants. Public servants want to know how to actually use GBA+ and how to apply GBA+ (specific to individual ministries, divisions, branches, work units, etc.). Public servants need assistance in finding direct relevance of GBA+ in their daily work. Concrete, relatable GBA+ case studies need to be showcased to provide clarity to



public servants on how GBA+ can be implemented and used in all corners of our work. Let's see the proof that GBA+ leads to action (i.e., implementation that follows through on GBA+ findings, and that using GBA+ leads to results for citizens and businesses of British Columbia) with the goal of sharing the positive outcomes of the implementation and use of GBA+ with public servants (and potentially with the general public as well).

### ***RECOMMENDATION #2 – Tailor GBA+ Communication***

All the data gathered for my ELP provides many insights into the opportunity to tailor GBA+ communication. For example, cross-tabulations of the survey data by various demographic variables (e.g., gender, age, region, union status and years of service) indicate many differences. One such difference indicates that Excluded employees are much, much less (with a mean score of 81) in support (or in favour) of implementing and using GBA+ than Included employees (mean score of 95 out of 100). This is just one example where a tailored GBA+ communication approach could be taken. Engagement with the Behavioural Insights Group (BIG) within the BC Public Service, if not already done, may be beneficial. Further communication opportunities include promotion campaigns that GBA+ extends beyond gender into intersectionality (e.g., GBA+ also includes race, ethnicity, religion, age, disability, geography, culture, income, sexual orientation, education, etc.), plus the opportunity to encourage public servants to find their relevance with GBA+ because this relevance does exist (similar to promotion campaigns around finding one's purpose in life), or perhaps appealing to one's personal values or the standards of conduct of the BC Public Service (i.e., Service to the Public).

As a culturally safe and inclusive work environment has been identified as a necessary element to implement and sustain the use of GBA+ by public servants in their daily work, the recent results from the 2019 Diversity and Inclusion Survey, commissioned by the BC Public

Service Agency on behalf of the BC Public Service and administered by BC Stats, offers additional insights for GBA+ related communication. The majority of participants from this survey indicated that they frequently feel included in the workplace; however, some groups reported feeling left out, which indicates that there is still room for improvement with ongoing efforts to make the BC Public Service a more inclusive place for all employees to work and interact. These survey participants also indicated a limited awareness of existing diversity and inclusion efforts – This is direct feedback from employees regarding the need for improved communication about the BC Public Service’s Diversity & Inclusion Action Plan, with which GBA+ is affiliated.

***RECOMMENDATION #3 – Incorporate GBA+ Structural Elements***

Various options also exist to informally or formally start to incorporate additional GBA+ structural elements beyond just GBA+ requirements in Cabinet and Treasury Board submissions. The profile of GBA+ implementation and use could be raised, if included, for example, in the Premier’s Awards – A potential pinnacle event to celebrate and recognize GBA+ success. The BC Public Service hiring process is another option to elevate GBA+ by considering adding GBA+ experience or skills and abilities in job qualifications. The onboarding for new employees within the BC Public Service has recently been improved, and I am impressed with the inclusion of GBA+ in related onboarding documentation on MyHR. The only change here would be to add GBA+ to the PDF version of the Corporate Onboarding Checklist for New Employees. A review of the many available MyPerformance guides on MyHR for the inclusion of GBA+ related to assessing employee performance may also be beneficial. Another GBA+ structural element might be as simple as adding GBA+ as a standing item on team meeting agendas along with other topics to engage in such as ethics, the Draft Principles that Guide the Province of British Columbia’s

Relationship with Indigenous Peoples, Truth and Reconciliation Commission of Canada's Calls to Action, United Nations Declaration on the Rights of Indigenous Peoples, etc.

***RECOMMENDATION #4 – Expand GBA+ Performance Measurement***

I am aware that performance measurement related to GBA+ training is being tracked (i.e., number of public servants who have taken GBA+ training), but currently the actual number of public servants using GBA+ is unknown, and no performance measurement targets have been established. Systems change can be hampered potentially due to three reasons as described by Stroh (2015): investment in the solution stops once a problem appears solved and the act of ‘taking the pressure off’ leads to the problem reoccurring; time required to effect change is not appreciated; and agreement on the goals of the system, the current level of performance and what drives it is ambiguous or conflicted. The online survey of my ELP gathered baseline data to support future performance measurement activities related to the implementation and use of GBA+ within the BC Public Service and it is recommended that annual performance measurement continue, which can expand to benchmarking opportunities between ministries and potentially between Canadian provinces and territories. BC Stats is available to assist with this, and while BC Stats is a cost recovered environment, the BC Public Service will be able to leverage the work I have done with my ELP to benefit from efficiencies for BC Stats that will result in substantial cost savings for the BC Public Service to administer future online surveys related to GBA+.

***RECOMMENDATION #5 – Explore Additional Research Opportunities***

As the need to address resistance to change has been identified as a necessary element to implement and sustain the use of GBA+ by public servants in their daily work, there may be an opportunity to pursue additional research opportunities through the Employee Research and Analysis Program of the BC Public Service Agency in partnership with BC Stats. The Work

Environment Survey (WES) is on a biennial cycle, which allows more time for ministries to improve and/or assume new engagement strategies, and also allows for the opportunity of focused employee-related research in the alternating years (in 2019 this was the Diversity and Inclusion Survey). Perhaps for 2021, this research could focus on the topic of change within the BC Public Service (e.g., leading change, experience with change, acceptance and/or resistance levels of change, the art and practice of learning organizations, systems thinking, etc.). It's true, an organization depends on its employees, and the Employee Research and Analysis Program exists to make sure that the BC Public Service has the information it needs to attract, develop and retain a diverse and talented workforce committed to service the province of British Columbia.

## **7. Summary**

The purpose of my ELP was to contribute to the work currently being done within the BC Public Service to increase the usage of GBA+ by more public servants in their daily work. I facilitated two group method sessions using Liberating Structures (Impromptu Networking, 1-2-4-All and 25/10 Crowd Sourcing) to generate data with known GBA+ supporters within the BC Public Service. These sessions inquired into three research questions. In addition, with BC Stats, I administered a confidential online survey to all public servants within the Ministry of Jobs, Trade and Technology (now known as the Ministry of Jobs, Economic Development and Competitiveness) to further generate data related to my two other research questions. I am grateful to have had the opportunity, through my ELP, to contribute to the work currently being done within the BC Public Service toward achieving gender equity in British Columbia. As per my ELP partner, the aspiration is to have a large network of GBA+ practitioners who are confident in their practice and are consistently developing and improving their skills as they use GBA+ in their daily work, and I believe the work of my ELP has supported this aspiration. Based on my ELP

findings and conclusions, I outlined five recommendations that will contribute to systems change related to increasing GBA+ usage within the BC Public Service and will support the GBA+ network within the BC Public Service to thrive.

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## **Appendix A: ELP Information Letter**

### **Research Project Title: Increasing Gender-Based Analysis Plus (GBA+) Usage within the BC Public Service**

My name is Brooke Somers, and this research project is part of the requirement for my Master of Arts in Leadership Degree at Royal Roads University. My credentials with Royal Roads University can be established by contacting Dr. Catherine Etmanski, Director, School of Leadership Studies at Catherine.Etmanski@RoyalRoads.ca or 250-391-2600, Ext. 4162. My main research sponsor within the BC Public Service is Caitlin Brownrigg, A/Director, Ministry of Attorney General, and she can be contacted at 250-216-1166 or Caitlin.Brownrigg@gov.bc.ca if you have any questions or concerns about my student research. Additionally, my research project has received support from Melanie Stewart, Assistant Deputy Minister, Gender Equity Office, Ministry of Finance, and Christine Little, Assistant Deputy Minister, Ministry of Jobs, Trade and Technology is sponsoring the online survey phase of my student research project.

### **Purpose of the research and sponsoring organization**

The purpose of the research project is to contribute to the work currently being done within the BC Public Service to increase the usage of GBA+ by more public servants in their daily work. The research will inquire into the following question: What does the GBA+ network within the BC Public Service need to thrive?, and the objectives include understanding the challenges faced by public servants when implementing and using GBA+ in their daily work and creating solutions to support the GBA+ network within the BC Public Service to thrive.

### **Your participation and how information will be collected**

The research project will consist of two group method sessions and an online survey with separate invitations. The email invitation to participate in the two group method sessions (using a random sample selection process) is for known GBA+ supporters as identified within the BC Public Service (e.g., Gender Equity Division, GBA+ Ministry Leads (i.e., GBA+ Champions), Gender Equity Advisors, GBA+ Reference Groups, plus other key GBA+ stakeholder groups). For the online survey, all public servants within the Ministry of Jobs, Trade and Technology will receive an email invitation to participate. Each group method session will be 1.5 hours and will involve fun, and simple, alternative structures used to facilitate conversations. The online survey will take approximately 10 minutes to complete. I, Brooke Somers, will be facilitating the group method sessions, and BC Stats will be administering the online survey on my behalf.

All participation in the research project is voluntary, and participants will be required to indicate their informed consent to participate. Participants are also free to withdraw from the research at any time without prejudice. And if you choose not to participate, your decision will also be maintained in confidence, and your choice will not affect your employment status in any way.

Those participating in a group method session will be required to consent/commit to the following:

- I consent to the audio recording of the group method session.
- I consent to the data (e.g., written notes, flipchart notes, verbal comments) I will contribute and/or generate through my participation in the group method session to be used (confidentially) in this research project.
- I consent to quotations and excerpts (e.g., written and verbal) expressed by me through the group method session be included in the final report and any other associated knowledge products (e.g., infographic, presentations, etc.) for this research project provided that my identity is not disclosed.
- I commit to respect the confidential nature of the group method session by not sharing identifying information about other participants.

For the online survey, information is collected and kept confidential by BC Stats in accordance with the Statistics Act for statistical and research purposes. When survey results are presented to me, Brooke Somers, no data that can identify you will be disclosed (including who participated or did not participate, or who has withdrawn), and when survey results are published, your responses will be combined with the responses of others so that you cannot be identified.

Information collected in the group method sessions is collected under Section 26(c) and 26(e) of the Freedom of Information and Protection of Privacy Act (FOIPPA), and information is used and disclosed under Section 32(a), 32(c), 33.2(a) and 33.2(l) of the FOIPPA. If you have any questions about the FOIPPA, please contact Brooke Somers at Brooke.Somers@gov.bc.ca or 250-387-8811.

### **Benefits and risks to participation**

The research project is an opportunity for participants to express themselves by sharing ideas and opinions that will contribute to research related to the implementation and use of GBA+ within the BC Public Service. On July 13, 2018, the Deputy Ministers' Council of British Columbia approved the implementation of GBA+ within the BC Public Service. GBA+ is the process by which a policy, program, initiative or service can be examined for its impacts on diverse groups of women, men and gender-diverse people. The goal of GBA+ usage is to facilitate more comprehensive advice to decision-makers, advance evidence-based policy making and help achieve better results for British Columbians. There are no known risks to participating in the methods of the research project. For the group method sessions, there will be approximately 20 to 30 participants at each session, and those invited to participate are from all levels within the BC Public Service (i.e., unionized and excluded public servants and there may be the possibility that a participant's supervisor(s) may be in attendance). There are no known risks beyond what participants might encounter from day to day conversations about topics that matter.

### **Inquiry team**

The research project is supported by a small inquiry team who are responsible to assist Brooke Somers in accessing resources, supporting the logistics of the group method sessions and online survey, providing feedback on documents that are developed and aiding in ensuring the research project acquires a degree of legitimacy and sustainability within the BC Public Service. In the course of this activity, inquiry team members may be privy to confidential inquiry data, and in compliance with the Royal Roads University Research Ethics Policy and a BC Public Service

Privacy Impact Assessment, under which this research project is being conducted, all personal identifiers and any other confidential information generated or accessed by the inquiry team will only be used in the performance of the functions of this research project, and will not be disclosed to anyone other than persons authorized to receive it, both during the research project period and beyond it.

**Real or perceived conflict of interest**

There are no known real, perceive, or potential conflicts of interest. I, Brooke Somers, have had conversations with my supervisor and an ethics advisor at the BC Public Service. This research project will provide an opportunity for participants to share ideas and opinions in a voluntary and confidential way. As part of the Standards of Conduct within the BC Public Service, all public servants who believe they may be in a conflict of interest are required to disclose this information to their supervisor, manager or ethics advisor.

**Confidentiality, security of data, and retention period**

I, Brooke Somers, and my inquiry team members will work to protect your privacy throughout this research project. All information collected will be maintained in confidence by myself with hard copies (e.g., consent forms, written notes, flipchart notes, transcribed verbal comments) stored in a locked filing cabinet, and electronic data (such as audio recordings and de-identified (i.e., anonymous) online survey data) will be stored on a password protected computer. All data will be summarized in an anonymous format in the final report and any other associated knowledge products (e.g., infographic, presentations, etc.). At no time will any specific data be attributed to any individual, and all data will be kept strictly confidential. All data will be destroyed by April 15, 2020, which is one-month post completion of this research project.

**Sharing results**

In addition to submitting my final report and associated knowledge product to Royal Roads University in partial fulfillment for my Master of Arts in Leadership Degree, I will also be sharing my research findings during a one-hour presentation open to key stakeholders. If you are interested in this presentation or in the research findings, please contact me, Brooke Somers, at [Brooke.Somers@gov.bc.ca](mailto:Brooke.Somers@gov.bc.ca) or 250-387-8811 for further information.

**Procedure for withdrawing from the research**

Your participation in the research project is entirely voluntary. If you do choose to participate (thank you!), you are free to withdraw at any time without prejudice. If you withdraw during or after a group method session, please inform me, Brooke Somers, as the facilitator or one of my inquiry team members as soon as possible or before Thursday January 23, 2020 at the latest, and please note that as this method is conducted using a group format it will not be possible to identify and remove individual comments from the data analysis. If you would like to withdraw from the online survey, please inform BC Stats at [BCStats.SurveyMail6@gov.bc.ca](mailto:BCStats.SurveyMail6@gov.bc.ca) before Thursday January 16, 2020 and your data will be immediately destroyed.

Please keep a copy of this information letter for your records. Thank you!

**Appendix B: First Group Method Session – Invitation Email**

To: Potential Participant (Known GBA+ Supporter)

From: Brooke Somers (Brooke.Somers@gov.bc.ca)

Sent: November 27, 2019

Subject: Invitation to Participate – Research Project: What does the Gender-Based Analysis Plus (GBA+) network within the BC Public Service need to thrive?

Dear [First Name],

**I would like to invite you to be part of a research project that I am conducting.** The session will be held on Friday December 13, 2019, from 1:00 PM to 2:30 PM in Victoria, BC (James Bay Area). If you can, please let me know by Wednesday December 4, 2019, whether you are interested or not. The purpose of my research is to contribute to the work currently being done within the BC Public Service to increase the usage of Gender-Based Analysis Plus (GBA+) by more public servants in their daily work.

This project is part of the requirement for my Master of Arts in Leadership Degree at Royal Roads University. I have been working with a variety of key stakeholders within the BC Public Service as a student, and I have been given permission to contact potential participants for this purpose. My main research sponsor is Caitlin Brownrigg, A/Director, Ministry of Attorney General, and she can be contacted at 250-216-1166 or Caitlin.Brownrigg@gov.bc.ca if you have any questions or concerns about my research. My research project has also received support from Melanie Stewart, ADM, Gender Equity Office, Ministry of Finance.

My research will inquire into the following question: What does the GBA+ network within the BC Public Service need to thrive? Objectives include understanding the challenges faced by public servants when implementing and using GBA+ in their daily work and creating solutions to support the GBA+ network within the BC Public Service to thrive. Your name was randomly chosen as a potential participant because you have been identified as a known GBA+ supporter.

I would like to invite you to participate in an upcoming phase of my research project, which will consist of a group method session and is estimated to last 1.5 hours. You will have the opportunity to participate in two, very fun, and simple, alternative structures used to facilitate conversations. I hope to have approximately 20 to 30 participants at the group method session, and those invited to participate are from all levels within the BC Public Service (i.e., unionized and excluded public servants and there may be the possibility that your supervisor(s) may be in attendance). **The session will be held on Friday December 13, 2019, from 1:00 PM to 2:30 PM in Victoria, BC (James Bay Area).**

The attached information letter contains further information about the research and will enable you to make a fully informed decision on whether or not you wish to participate. Please review this information before responding. You are not required to participate in this research project. Your participation is entirely voluntary. If you do choose to participate (thank you!), you are free to withdraw at any time during or after the session without prejudice. And if you choose not to participate, your decision will also be maintained in confidence, and your choice will not affect

your employment status in any way. Also attached is a copy of the informed consent form you will be asked to sign prior to participating.

Please feel free to contact me at any time should you have additional questions regarding the research project and its outcomes. **If you would like to participate in my research project, please contact me at Brooke.Somers@gov.bc.ca (or 250-387-8811), and I will confirm your attendance via email, which will include the specific location of the session.** Thank you in advance for your interest in the research project!

Sincerely,

Brooke Somers, Student, Royal Roads University

(Also Manager, BC Stats, Ministry of Jobs, Trade and Technology)

T: 250-387-8811 | C: 250-818-3143 | IM | Web: <http://www.bcstats.gov.bc.ca>

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### Appendix C: Second Group Method Session – Invitation Email

To: Potential Participant (Known GBA+ Supporter)

From: Brooke Somers (Brooke.Somers@gov.bc.ca)

Sent: January 15, 2020

Subject: Invitation to Participate (Jan 24th) – Research Project: What does the Gender-Based Analysis Plus (GBA+) network within the BC Public Service need to thrive?

**I would like to invite you to be part of a research project that I am conducting.** This session will be held on Friday January 24, 2020, from 10:30 AM to 12:00 PM in Victoria, BC (James Bay Area). The purpose of my research is to contribute to the work currently being done within the BC Public Service to increase the usage of Gender-Based Analysis Plus (GBA+) by more public servants in their daily work.

This project is part of the requirement for my Master of Arts in Leadership Degree at Royal Roads University. I have been working with a variety of key stakeholders within the BC Public Service as a student, and I have been given permission to contact potential participants for this purpose. My main research sponsor is Caitlin Brownrigg, A/Director, Ministry of Attorney General, and she can be contacted at 250-216-1166 or Caitlin.Brownrigg@gov.bc.ca if you have any questions or concerns about my research. My research project has also received support from Melanie Stewart, ADM, Gender Equity Office, Ministry of Finance.

My research will inquire into the following question: What does the GBA+ network within the BC Public Service need to thrive? Objectives include understanding the challenges faced by public servants when implementing and using GBA+ in their daily work and creating solutions to support the GBA+ network within the BC Public Service to thrive. Your name was randomly chosen as a potential participant because you have been identified as a known GBA+ supporter.

I would like to invite you to participate in this upcoming phase of my research project, which will consist of a presentation outlining results from an online survey currently being administered with public servants from the Ministry of Jobs, Trade and Technology. This online survey is exploring what is currently working and what drives the implementation and use of GBA+ by public servants in their daily work. You will also have the opportunity to participate in a very fun, and simple, alternative structure used to facilitate conversation. I hope to have approximately 20 to 30 participants at this group method session, and those invited to participate are from all levels within the BC Public Service (i.e., unionized and excluded public servants and there may be the possibility that your supervisor(s) may be in attendance). **The session will be held on Friday January 24, 2020, from 10:30 AM to 12:00 PM in Victoria, BC (James Bay Area).**

The attached information letter contains further information about the research and will enable you to make a fully informed decision on whether or not you wish to participate. Please review this information before responding. You are not required to participate in this research project. Your participation is entirely voluntary. If you do choose to participate (thank you!), you are free to withdraw at any time during or after the session without prejudice. And if you choose not to participate, your decision will also be maintained in confidence, and your choice will not affect



your employment status in any way. Also attached is a copy of the informed consent form you will be asked to sign prior to participating.

Please feel free to contact me at any time should you have additional questions regarding the research project and its outcomes. **If you would like to participate in my research project, please contact me at Brooke.Somers@gov.bc.ca (or 250-387-8811), and I will confirm your attendance via email, which will include the specific location of the session.** Thank you in advance for your interest in the research project!

Sincerely,  
Brooke Somers, Student, Royal Roads University  
(Also Manager, BC Stats, Ministry of Jobs, Trade and Technology)  
T: 250-387-8811 | C: 250-818-3143 | IM | Web: <http://www.bcstats.gov.bc.ca>

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**Appendix D: Group Method Sessions – Informed Consent Form**

By signing this form, you agree that you are over the age of 19 and have read the information letter for this research project. Your signature states that you are giving your voluntary and informed consent to participate in this research project and have data that you will contribute, which will be used (confidentially) in the final report and any other associated knowledge products (e.g., infographic, presentations, etc.) for this research project.

- ☐ I consent to the audio recording of the group method session.
- ☐ I consent to the data (e.g., written notes, flipchart notes, verbal comments) I will contribute and/or generate through my participation in the group method session to be used (confidentially) in this research project.
- ☐ I consent to quotations and excerpts (e.g., written and verbal) expressed by me through the group method session be included in the final report and any other associated knowledge products (e.g., infographic, presentations, etc.) for this research project provided that my identity is not disclosed.
- ☐ I commit to respect the confidential nature of the group method session by not sharing identifying information about other participants.

Note: Voluntary and informed consent to all the above must be provided to participate in the group method session. Your participation in the research project is entirely voluntary. You are free to withdraw at any time without prejudice. If you withdraw during or after the group method session, please note that it will not be possible to identify and remove individual comments from the data analysis due to the nature of this group method format.

Information collected in the group method sessions is collected under Section 26(c) and 26(e) of the Freedom of Information and Protection of Privacy Act (FOIPPA), and information is used and disclosed under Section 32(a), 32(c), 33.2(a) and 33.2(l) of the FOIPPA. If you have any questions about the FOIPPA, please contact Brooke Somers at Brooke.Somers@gov.bc.ca or 250-387-8811.

Full Name (Please Print): \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Appendix E: Group Method Sessions – PowerPoint Slides**

## Agenda

- ◆ Overview of Student Research Project
- ◆ Group Session Agreements (e.g., Confidentiality Guidelines)
- ◆ Overview of GBA+
- ◆ Method #1 – Impromptu Networking
  - ◆ What are the challenges faced by public servants in implementing and using GBA+ in their daily work?
- ◆ Break
- ◆ Method #2 – 1-2-4-All
  - ◆ What are the necessary elements to implement and sustain the use of GBA+ by public servants in their daily work?
- ◆ Reflection Question
- ◆ Evaluation Form

## Overview of Student Research Project

- ◆ Purpose: To contribute to the work currently being done within the BC Public Service to increase the usage of Gender-Based Analysis Plus (GBA+) by more public servants in their daily work
- ◆ Objectives:
  - ◆ Understand the challenges faced by public servants when implementing and using GBA+ in their daily work
  - ◆ Create solutions to support the GBA+ network within the BC Public Service to thrive
- ◆ Principal Inquiry Question: What does the GBA+ network within the BC Public Service need to thrive?
  - ◆ What is currently working related to the implementation and use of GBA+ within the BC Public Service?
  - ◆ What are the challenges faced by public servants in implementing and using GBA+ in their daily work?
  - ◆ What are the necessary elements to implement and sustain the use of GBA+ by public servants in their daily work?
  - ◆ What drives the implementation and use of GBA+ by public servants in their daily work?

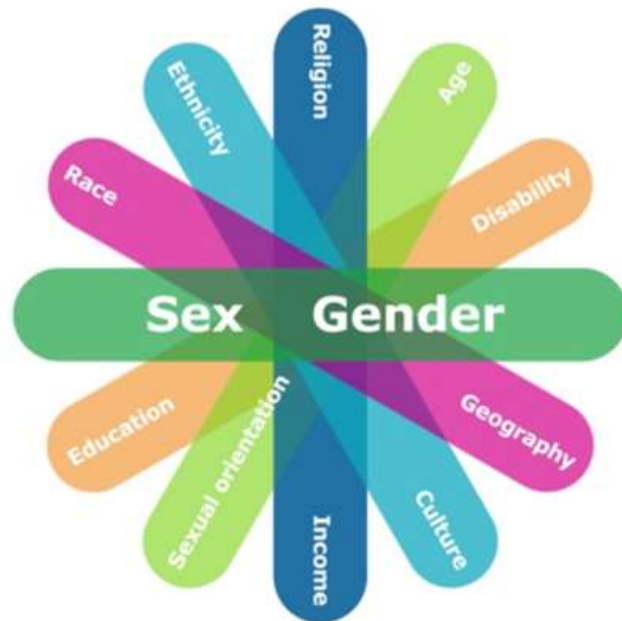
## Overview of Student Research Project

- ◆ **Methods:**
  - ◆ Group Method Session #1 (Liberating Structures: Impromptu Networking, 1-2-4-All)
  - ◆ Online Survey (Ministry of Jobs, Trade and Technology)
  - ◆ Group Method Session #2 (Presentation on Survey Findings, Liberating Structures: 25/10 Crowd Sourcing)
- ◆ **Outputs:**
  - ◆ Final Report (including Findings, Limitations, Recommendations, Implications, etc.)
  - ◆ Associated Knowledge Product (e.g., Infographic)
  - ◆ Final Presentation

## Group Session Agreements

- ◆ **Purpose:** For participants to provide authentic, safe and uncoerced input during the session
- ◆ Full participation, professional participation, and let's allow every voice to be heard
- ◆ Use "I" statements – Speak from your own perspective
- ◆ Respect the viewpoints of others – Listen respectfully and attentively, withhold assumptions and judgment | Let's get ideas out and not worry about persuading others
- ◆ Maintain confidentiality about what is said in this session
- ◆ Try to engage more with others you do not know
- ◆ Avoid side conversations, and please avoid interrupting each other
- ◆ Be willing to voice disagreements | If needed, criticize the idea, not the person | Use "Yes...and", not "Yes...but"
- ◆ All questions and comments are good ones | Let's learn and explore together
- ◆ We are all responsible for how this session goes | Let's make it a good one!
- ◆ Any other agreements? (e.g., Have Fun!)

## Overview of GBA+



## Liberating Structures

- ◆ "Including and Unleashing Everyone"
- ◆ Menu of thirty-three Liberating Structures available
- ◆ Designed to replace or complement conventional approaches to creatively engage people in shaping their own future
- ◆ [www.liberatingstructures.com](http://www.liberatingstructures.com)



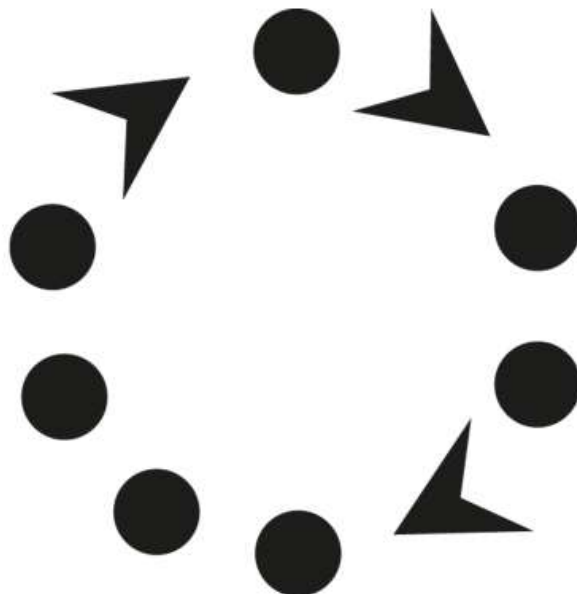
## **Impromptu Networking**

Will allow everyone to rapidly  
share challenges while building  
new connections



**What are the challenges  
faced by public servants in  
implementing and using  
GBA+ in their daily work?**

## Break!





**What are the necessary elements  
to implement and sustain the use  
of GBA+ by public servants in  
their daily work?**



**Evaluation  
Form**

**Thank You!**

# GBA+ RESEARCH PROJECT *WELCOME!*

## GROUP METHOD SESSION #2

Student Research Project | Purpose is to contribute to the work currently being done within the BC Public Service to increase the usage of Gender-Based Analysis Plus (GBA+) by more public servants in their daily work.

## TRADITIONAL LAND ACKNOWLEDGEMENT

- Esquimalt Nation and Songhees Nation
- Let us give thanks to these Nations and their ancestors for allowing us to live, work and play on their land
- Truth and Reconciliation Commission of Canada's Calls to Action
- United Nations Declaration on the Rights of Indigenous Peoples

## AGENDA

- Overview of Student Research Project
- Group Session Agreements (e.g., Confidentiality Guidelines)
- Overview of GBA+
- Presentation – GBA+ Survey Results
- Break
- Method – 25/10 Crowd Sourcing
  - What does the GBA+ network within the BC Public Service need to thrive?
- Evaluation Form

## OVERVIEW OF STUDENT RESEARCH PROJECT

- **Purpose:** To contribute to the work currently being done within the BC Public Service to increase the usage of Gender-Based Analysis Plus (GBA+) by more public servants in their daily work
- **Objectives:**
  - Understand the challenges faced by public servants when implementing and using GBA+ in their daily work
  - Create solutions to support the GBA+ network within the BC Public Service to thrive

## OVERVIEW OF STUDENT RESEARCH PROJECT

- **Principal Inquiry Question:** What does the GBA+ network within the BC Public Service need to thrive?
  - What is currently working related to the implementation and use of GBA+ within the BC Public Service?
  - What are the challenges faced by public servants in implementing and using GBA+ in their daily work?
  - What are the necessary elements to implement and sustain the use of GBA+ by public servants in their daily work?
  - What drives the implementation and use of GBA+ by public servants in their daily work?

## OVERVIEW OF STUDENT RESEARCH PROJECT

- **Methods:**
  - Group Method Session #1 (Liberating Structures: Impromptu Networking, 1-2-4-All)
  - Online Survey (Ministry of Jobs, Trade and Technology)
  - Group Method Session #2 (Presentation on Survey Results, Liberating Structures: 25/10 Crowd Sourcing)
- **Outputs:**
  - Final Report (including Findings, Limitations, Recommendations, Implications, etc.)
  - Associated Knowledge Product (e.g., Infographic)
  - Final Presentation

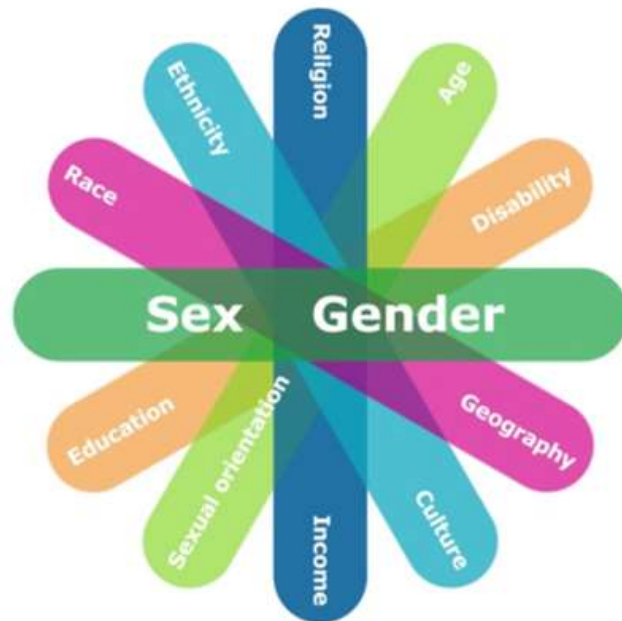
# INTRODUCTIONS!

## GROUP SESSION AGREEMENTS

- **Purpose:** For participants to provide authentic, safe and uncoerced input during the session
- Full participation, professional participation, and let's allow every voice to be heard
- Use "I " statements – Speak from your own perspective
- Respect the viewpoints of others – Listen respectfully and attentively, withhold assumptions and judgment | Let's get ideas out and not worry about persuading others
- Maintain confidentiality about what is said in this session
- Try to engage more with others you do not know
- Avoid side conversations, and please avoid interrupting each other
- Be willing to voice disagreements | If needed, criticize the idea, not the person | Use "Yes...and", not "Yes...but"
- All questions and comments are good ones | Let's learn and explore together
- We are all responsible for how this session goes | Let's make it a good one!
- Any other agreements? (e.g., Have Fun!)

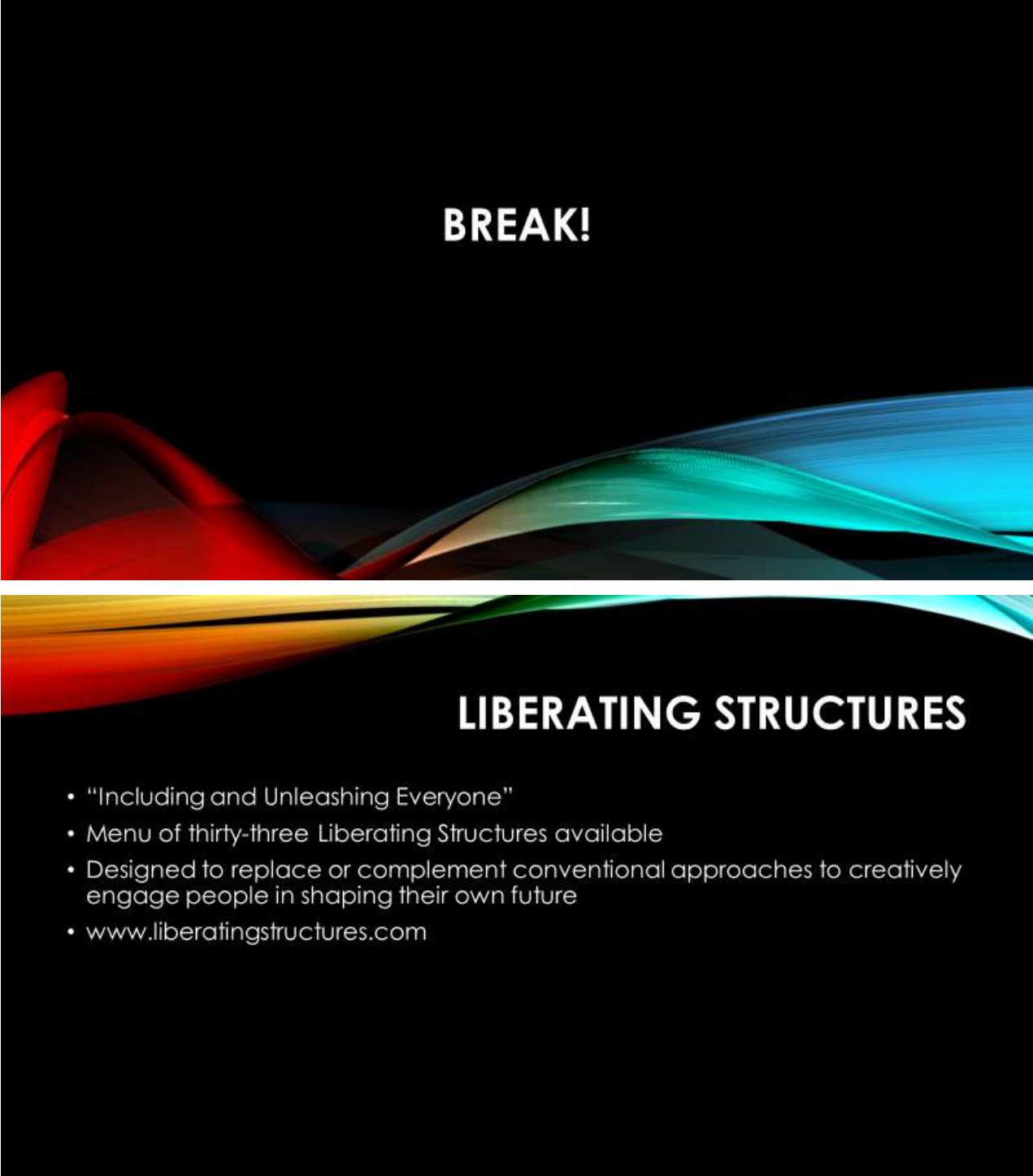


## OVERVIEW OF GBA+



## PRESENTATION: GBA+ SURVEY RESULTS

- Presentation on the quantitative and qualitative data gathered from the survey using charts and tables as appropriate to highlight key findings



**BREAK!**

## **LIBERATING STRUCTURES**

- "Including and Unleashing Everyone"
- Menu of thirty-three Liberating Structures available
- Designed to replace or complement conventional approaches to creatively engage people in shaping their own future
- [www.liberatingstructures.com](http://www.liberatingstructures.com)

## 25/10 CROWD SOURCING

Where we will rapidly generate  
and sift this group's most  
powerful actionable ideas



**If you were ten times bolder, what big idea  
would you recommend for this question:**

**What does the GBA+ network within the  
BC Public Service need to thrive?**

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And what first step could someone  
take to get started on your idea?





### What are the challenges faced by public servants in implementing and using GBA+ in their daily work?

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for writing. There are no margins, text, or other markings on the page.

### Appendix G: Group Method Sessions – Evaluation Form

Thank you for your participation in this group method session! This session is part of my student research project that I am conducting as a requirement for my Master of Arts in Leadership Degree at Royal Roads University. The purpose of my student research project is to contribute to the work currently being done within the BC Public Service to increase the usage of Gender-Based Analysis Plus (GBA+) by more public servants in their daily work. I would appreciate any feedforward you may be able to provide to me to support the development of my facilitation skills. And at the end of this evaluation form is an opportunity to share any further input to be used in my student research project. Your participation in this evaluation form is entirely voluntary. Thank you in advance!

Using a scale of 1 to 5, where 1 is Strongly Disagree and 5 is Strongly Agree, please rate the following statements...

|                                                                                                                                                                                                            | Strongly<br>Disagree<br>1 | 2                        | 3                        | 4                        | Strongly<br>Agree<br>5   | Don't Know<br>No Response<br>Not Applicable |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------------------------------------------|
| I enjoyed the group method session.                                                                                                                                                                        | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                    |
| As a result of participating in the group method session, I learned [more] about the GBA+ network within the BC Public Service.                                                                            | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                    |
| As a result of participating in the group method session, I am [further] inspired to contribute to the work being done within the BC Public Service to increase the usage of GBA+ by more public servants. | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                    |
| The facilitator allowed for sufficient discussion between participants.                                                                                                                                    | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                    |
| The facilitator encouraged participation from all participants.                                                                                                                                            | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                    |
| The facilitator listened to participants and addressed any concerns.                                                                                                                                       | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                    |
| The facilitator displayed confidence in leading the group method session.                                                                                                                                  | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                    |
| The group method session met my expectations.                                                                                                                                                              | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                    |

What specific feedforward do you have related to the facilitator's facilitation skills? How can the facilitator improve their facilitation skills?

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Do you have any additional input to share related to this student research project?

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✂-----  
If interested, please contact me to share any additional input related to my student research project. Confidential, one-to-one, follow-up conversations are available. Contact Information: Brooke Somers, Brooke.Somers@gov.bc.ca, 250-387-8811.

**Appendix H: Online Survey – Invitation Email**

To: Public Servants Within the Ministry of Jobs, Trade and Technology  
From: BC Stats (BCStats.SurveyMail6@gov.bc.ca)  
Subject: Invitation to Participate – Research Project: What does the Gender-Based Analysis Plus (GBA+) network within the BC Public Service need to thrive?

Dear [First Name],

BC Stats is administering this confidential online survey on behalf of Brooke Somers, a student at Royal Roads University (and also a public servant within the BC Public Service). You are invited to be part of this research project, which is a requirement for her Master of Arts in Leadership Degree. Christine Little, Assistant Deputy Minister within the Ministry of Jobs, Trade and Technology is sponsoring this phase of her student research project.

The purpose of the research project is to contribute to the work currently being done within the BC Public Service to increase the usage of Gender-Based Analysis Plus (GBA+) by more public servants in their daily work. GBA+ is the process by which a policy, program, initiative or service can be examined for its impacts on diverse groups of women, men and gender-diverse people. The main research question is: What does the GBA+ network within the BC Public Service need to thrive? Objectives include understanding the challenges faced by public servants when implementing and using GBA+ in their daily work and creating solutions to support the GBA+ network within the BC Public Service. All public servants within the Ministry of Jobs, Trade and Technology have been chosen as a potential online survey participant for this research project.

Please participate whether you know anything about GBA+ or not, or whether you use GBA+ in your daily work or not – This survey is applicable to everyone!

For further information about the research project, please read the attached Research Project Information Letter, which will enable you to make a fully informed decision on whether or not you wish to participate. Please review this information before responding. You are not required to participate in this research project. Your participation is entirely voluntary. If you do choose to participate (thank you!), you are free to withdraw at any time without prejudice. And if you choose not to participate, your decision will also be maintained in confidence, and your choice will not affect your employment status in any way.

To participate, click on the link below and follow the prompts.

**[Click here to begin the survey!](#)**

Please do not forward your invitation to others as your link to the survey contains a unique and confidential identifier. **Your participation is voluntary, and the survey is available to you until end of day Wednesday January 15, 2020.**

The information in this survey is collected and kept confidential by BC Stats in accordance with the *Statistics Act* for statistical and research purposes. When survey results are presented to

Brooke Somers, no data that can identify you will be disclosed to her (including who participated or did not participate, or who has withdrawn), and when survey results are published, your responses will be combined with the responses of others so that you cannot be identified.

Thank you in advance for your interest in this research project! Please feel free to contact BC Stats (contact information is below) at any time should you have additional questions regarding this research project.

Sincerely,  
Martin Monkman, Provincial Statistician and Director  
BC Stats, Ministry of Jobs, Trade and Technology  
Email: BCStats.SurveyMail6@gov.bc.ca

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### Appendix I: Online Survey – Reminder Email

To: Public Servants Within the Ministry of Jobs, Trade and Technology  
From: BC Stats (BCStats.SurveyMail6@gov.bc.ca)  
Subject: Reminder – Research Project: What does the Gender-Based Analysis Plus (GBA+) network within the BC Public Service need to thrive?

Dear [First Name],

This is a friendly reminder about the confidential online survey BC Stats is administering on behalf of Brooke Somers, a student at Royal Roads University (and also a public servant within the BC Public Service). You are invited to be part of this research project, which is a requirement for her Master of Arts in Leadership Degree. Christine Little, Assistant Deputy Minister within the Ministry of Jobs, Trade and Technology is sponsoring this phase of her student research project.

To participate, click on the link below and follow the prompts. This voluntary online survey will take approximately 10 minutes to complete.

**[Click here to begin the survey!](#)**

Please do not forward your invitation to others as your link to the survey contains a unique and confidential identifier. **Your participation is voluntary, and the survey is available to you until end of day Wednesday January 15, 2020.**

The purpose of the research project is to contribute to the work currently being done within the BC Public Service to increase the usage of Gender-Based Analysis Plus (GBA+) by more public servants in their daily work. GBA+ is the process by which a policy, program, initiative or service can be examined for its impacts on diverse groups of women, men and gender-diverse people. The main research question is: What does the GBA+ network within the BC Public Service need to thrive? Objectives include understanding the challenges faced by public servants when implementing and using GBA+ in their daily work and creating solutions to support the GBA+ network within the BC Public Service. All public servants within the Ministry of Jobs, Trade and Technology have been chosen as a potential online survey participant for this research project.

Please participate whether you know anything about GBA+ or not, or whether you use GBA+ in your daily work or not – This survey is applicable to everyone!

For further information about the research project, please read the attached Research Project Information Letter, which will enable you to make a fully informed decision on whether or not you wish to participate. The attached document contains further information about the research project and will enable you to make a fully informed decision on whether or not you wish to participate. Please review this information before responding. You are not required to participate in this research project. Your participation is entirely voluntary. If you do choose to participate (thank you!), you are free to withdraw at any time without prejudice. And if you choose not to

participate, your decision will also be maintained in confidence, and your choice will not affect your employment status in any way.

The information in this survey is collected and kept confidential by BC Stats in accordance with the *Statistics Act* for statistical and research purposes. When survey results are presented to Brooke Somers, no data that can identify you will be disclosed to her (including who participated or did not participate, or who has withdrawn), and when survey results are published, your responses will be combined with the responses of others so that you cannot be identified.

Thank you in advance for your interest in this research project! Please feel free to contact BC Stats (contact information is below) at any time should you have additional questions regarding this research project.

Sincerely,  
Martin Monkman, Provincial Statistician and Director  
BC Stats, Ministry of Jobs, Trade and Technology  
Email: BCStats.SurveyMail6@gov.bc.ca

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## **Appendix J: Online Survey – Survey Instrument**

### Introduction

Thank you for your interest in this student research project! The purpose of the research project is to contribute to the work currently being done within the BC Public Service to increase the usage of Gender-Based Analysis Plus (GBA+) by more public servants in their daily work. GBA+ is the process by which a policy, program, initiative or service can be examined for its impacts on diverse groups of women, men and gender-diverse people.

BC Stats is administering this online survey on behalf of Brooke Somers, a student at Royal Roads University (and also a public servant within the BC Public Service). You are invited to be part of this research project, which is a requirement for her Master of Arts in Leadership Degree. Christine Little, Assistant Deputy Minister within the Ministry of Jobs, Trade and Technology is sponsoring this phase of her student research project.

The information in this survey is collected and kept confidential by BC Stats in accordance with the *Statistics Act*. Your survey responses will be used for statistical and research purposes only. When survey results are presented to Brooke Somers, no data that can identify you will be disclosed to her (including who participated or did not participate, or who has withdrawn), and when survey results are published, your responses will be combined with the responses of others so that you cannot be identified. Quotations and excerpts expressed by you in your comments may be included in the final report and other associated knowledge products (e.g., infographic, presentations, etc.); however, your identity will not be disclosed.

Throughout this survey, click the Next button at the bottom of each survey page to continue. Below are some more tips to help you get through the survey.

- **Resuming the Survey:** If at any time you leave the survey, or in the event that your internet connection is lost, you may return using the link provided. In this case, you will resume the survey from the last page you were viewing when the survey stopped.
- **Comments:** If you close the survey while on a page where you wrote comments, your comments will not be saved. To save your comments, go to the next page before closing your web browser. When writing longer comments, you may want to click the Next button periodically to save your work and click the Back button to return to the comment page. Comments are a valuable part of the survey. To help us protect your identity, we strongly recommend that you avoid personalizing your comments.
- **Contact Information:** If you have any questions or run into technical difficulties, please contact BC Stats by email at [BCStats.SurveyMail6@gov.bc.ca](mailto:BCStats.SurveyMail6@gov.bc.ca). This information is provided at the bottom of every survey page.

Thank you again for your participation in this student research project! Your completion of this survey constitutes your informed consent to voluntarily participate and confirms that you have read the information letter for this research project.



Verbatim Comment Release Authorization

This survey has a number of questions which give you the opportunity to provide open-ended comments. Do you agree to disclose all your identifiable comments to Brooke Somers, student researcher (and also a public servant within the BC Public Service) for her student research project? [Comments are a valuable part of the survey. To help us protect your identity, we strongly recommend that you avoid personalizing your comments.]

Yes, I agree

No, I do not agree

Survey Questions

Are you aware that the Deputy Ministers' Council of British Columbia, on July 13, 2018, approved the implementation of Gender-Based Analysis Plus (or GBA+) within the BC Public Service?

Yes

No

Don't Know/No Response/Not Applicable

Using a scale of 1 to 5, where 1 is Strongly Disagree and 5 is Strongly Agree, please rate the following statements...

|                                                         | Strongly<br>Disagree<br>1 | 2                        | 3                        | 4                        | Strongly<br>Agree<br>5   | Don't Know<br>No Response<br>Not Applicable |
|---------------------------------------------------------|---------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------------------------------------------|
| I know what GBA+ is.                                    | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                    |
| I know how to use GBA+ in my daily work.                | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                    |
| My colleagues know what GBA+ is.                        | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                    |
| My colleagues know how to use GBA+ in their daily work. | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                    |

Have you taken any training related to GBA+ within the last year and a half?

Yes

No

Don't Know/No Response/Not Applicable

[ASK IF YES TO TRAINING] What type of GBA+ training have you taken? (Please select all that apply)

Status of Women Canada Online Course  
 Public Service Agency (PSA) Online Training  
 Public Service Agency (PSA) In-Person Training  
 Ministry of Jobs, Trade and Technology (JTT) Online Training  
 Ministry of Jobs, Trade and Technology (JTT) In-Person Training  
 Other Training (Please specify: \_\_\_\_\_)  
 Don't Know/No Response/Not Applicable

[ASK IF YES TO TRAINING] Using a scale of 1 to 5, where 1 is Strongly Disagree and 5 is Strongly Agree, please rate the following statements...

|                                                                                  | Strongly<br>Disagree<br>1 | 2                        | 3                        | 4                        | Strongly<br>Agree<br>5   | Don't Know<br>No Response<br>Not Applicable |
|----------------------------------------------------------------------------------|---------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------------------------------------------|
| The GBA+ training I have taken has been useful to me in my daily work.           | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                    |
| The GBA+ training I have taken has been useful to me in my life outside of work. | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                    |
| I am satisfied with the GBA+ training opportunities available to me.             | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                    |

[ASK IF NOT SATISFIED WITH TRAINING OPPORTUNITIES OR IF NO TO TRAINING]  
 What GBA+ training opportunities are you interested in?

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---

Don't Know/No Response/Not Applicable

Have you implemented and/or used GBA+ in your daily work?

Yes  
 No  
 Don't Know/No Response/Not Applicable

[ASK IF YES TO IMPLEMENTED AND/OR USED] Why have you implemented and/or used GBA+ in your daily work?

---



---

Don't Know/No Response/Not Applicable

---

[ASK IF YES TO IMPLEMENTED AND/OR USED] Using a scale of 1 to 5, where 1 is Never and 5 is Always, how frequently do you use GBA+ in your daily work?

- 

Using a scale of 1 to 5, where 1 is Strongly Disagree and 5 is Strongly Agree, please rate the following statements...

[illegible]

---

Using a scale of 1 to 5, where 1 is Strongly Disagree and 5 is Strongly Agree, please rate the following statements...

[illegible][illegible]

[ASK IF NOT SATISFIED WITH COMMUNICATION] What type of communication related to GBA+ are you interested in?

---

Don't Know/No Response/Not Applicable

[ASK IF NO TO IMPLEMENTED AND/OR USED] What type of support and/or resources do you require to implement and/or use GBA+ in your daily work?

---

Don't Know/No Response/Not Applicable

[ASK IF YES TO IMPLEMENTED AND/OR USED] What type of support and/or resources do you require to sustain the use GBA+ in your daily work?

---

Don't Know/No Response/Not Applicable

Using a scale of 1 to 5, where 1 is Strongly Disagree and 5 is Strongly Agree, please rate the following statements...

|                                                                                                                                                  | Strongly<br>Disagree<br>1 | 2                        | 3                        | 4                        | Strongly<br>Agree<br>5   | Don't Know<br>No Response<br>Not Applicable |
|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------------------------------------------|
| The use of GBA+ by public servants in their daily work will ensure that gender equity is reflected in government budgets, policies and programs. | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                    |
| The use of GBA+ by public servants in their daily work will facilitate more comprehensive advice to decision-makers.                             | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                    |
| The use of GBA+ by public servants in their daily work will advance evidence-based policy making.                                                | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                    |
| The use of GBA+ by public servants in their daily work will help achieve better results for British Columbians.                                  | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                    |

What changes need to happen within your work unit, the Ministry of Jobs, Trade and Technology and/or the BC Public Service to increase the usage of GBA+ by more public servants in their daily work?

---

Don't Know/No Response/Not Applicable

Do you have any additional input to share related to this student research project?

---

Don't Know/No Response/Not Applicable

Thank you for your participation in this important student research project! Your participation is very much appreciated!

If you are interested in the research findings, please contact Brooke Somers, Student, Royal Roads University, at [Brooke.Somers@gov.bc.ca](mailto:Brooke.Somers@gov.bc.ca) or 250-387-8811 for further information.

Note: Administrative variables include: Gender, Age, Region, Union Status and Years of Service.

**Appendix K: First Group Method Session – Summary Document**



# **GBA+ STUDENT RESEARCH PROJECT**

BROOKE SOMERS, STUDENT  
ROYAL ROADS UNIVERSITY  
BROOKE.SOMERS@GOV.BC.CA

**1ST GROUP METHOD SESSION  
SUMMARY DOCUMENT**

# BACKGROUND

## PURPOSE

The purpose of the research project is to contribute to the work currently being done within the BC Public Service to increase the usage of Gender-Based Analysis Plus (GBA+) by more public servants in their daily work.

## OBJECTIVES

- Understand the challenges faced by public servants when implementing and using GBA+
- Create solutions to support the GBA+ network within the BC Public Service to thrive

## RESEARCH QUESTIONS

The principal inquiry question of the research project is: What does the GBA+ network within the BC Public Service need to thrive? Sub-questions include: What is currently working related to the implementation and use of GBA+ within the BC Public Service?, What are the challenges faced by public servants in implementing and using GBA+ in their daily work?, What are the necessary elements to implement and sustain the use of GBA+ by public servants in their daily work?, and What drives the implementation and use of GBA+ by public servants in their daily work?

## METHODS

The research project will use two methods including group method sessions using three liberating structures exercises and an online survey. Each method will either focus on the principal inquiry question or one or more of the four sub-questions.

This summary document outlines the themes that emerged from the first group method session held on December 13, 2019 in Victoria, BC. During this 1.5 hour session, 11 public servants shared their opinions, perspectives, ideas and recommendations on two research questions during two liberating structures exercises (i.e., Impromptu Networking and 1-2-4-All).

THANK YOU



# THEMES | FIRST QUESTION

## WHAT ARE THE **CHALLENGES** FACED BY PUBLIC SERVANTS IN IMPLEMENTING AND USING GBA+ IN THEIR DAILY WORK?

### **AWARENESS & UNDERSTANDING OF GBA+ (35%)**

- Lack of understanding regarding the need for or the value of GBA+ (e.g., not understanding that inequality is a problem, not clear on the purpose or goals of GBA+, or the importance of GBA+, or not understanding the fit or difference of GBA+ with other frameworks)
- Unaware that GBA+ is relevant for all ministries and all public servants in their daily work (i.e., GBA+ is not just for social or health related ministries, but can be applied to all type of work)
- Unaware that GBA+ extends beyond gender into intersectionality (e.g., GBA+ also includes race, ethnicity, religion, age, disability, geography, culture, income, sexual orientation, education, etc.)
- Lack of understanding of how to implement and use GBA+ (i.e., have an understanding of what GBA+ is, but don't know how to put GBA+ into action)
- Unaware that GBA+ exists or unfamiliar with GBA+ (i.e., not taken GBA+ training, but have vaguely heard of it)
- Lack of understanding of what GBA+ is (i.e., have taken GBA+ training, but still have a lack of understanding)
- Further awareness and acknowledgement required regarding Canadian history and current state of Indigenous relations and reconciliation in British Columbia (e.g., related to the genocide of Indigenous Peoples, terra nullius, Calls for Justice)

### **AVAILABILITY OF GBA+ TOOLS, RESOURCES AND DATA (22%)**

- Lack of internal GBA+ training (and implementation plans, templates and examples) available specific to individual ministries, divisions, branches, work units, etc.
- No dedicated GBA+ resources (i.e., public servants or contractors) to support others in implementing and using GBA+ and no time for others to champion and share their passion for GBA+
- No time to take GBA+ training or implement and use GBA+ when projects have tight timelines and deadlines and other work is given priority (e.g., no time to incorporate GBA+ into projects)
- Lack of continuous GBA+ training (and related training) available
- Lack of data available to support public servants in implementing and using of GBA+ (e.g., need better data on populations served and information on where to access data)

# THEMES | FIRST QUESTION

WHAT ARE THE **CHALLENGES** FACED BY PUBLIC SERVANTS IN IMPLEMENTING AND USING GBA+ IN THEIR DAILY WORK?

- CONTINUED -

## LOW PRIORITY FOR LEADERSHIP (20%)

- Low priority for leadership (and in the political sphere) to endorse, champion, support, encourage or track GBA+ work (e.g., due to leadership's own lack of awareness and understanding of GBA+, limited resources, resistance to change or privileged status)
- GBA+ does not have a daily presence within the BC Public Service (e.g., lack of communication at the corporate and ministry level) and conflicting cultures within the BC Public Service

## RESISTANCE TO CHANGE (16%)

- Level of difficulty with change or resistance to change, or possible apathy toward GBA+ (e.g., practices may have to shift when implementing and using GBA+, but this feels like additional work with already limited time and energy resources, training is also advertised as just another checkbox to complete)
- Lack of focus (and understanding) of the need for personal change by public servants that is required to implement and use GBA+ (e.g., need to mitigate unconscious bias and expand worldviews, and build confidence to engage in GBA+ work)

## BC PUBLIC SERVICE DIVERSITY (7%)

- Limited diversity within the BC Public Service (including at the Executive level) to relate to the lived experience of many other British Columbians (e.g., privileged status vis-à-vis marginalized populations)
- Lack of direct access to or relationships with diverse people (e.g., marginalized populations) to engage in dialogue with to support public servants in implementing and using GBA+ (e.g., for perspective taking, and networking)

## THEMES | SECOND QUESTION

WHAT ARE THE **NECESSARY ELEMENTS** TO IMPLEMENT AND SUSTAIN THE USE OF GBA+ BY PUBLIC SERVANTS IN THEIR DAILY WORK?

### ADDRESS RESISTANCE TO CHANGE (17%)

There needs to be buy-in of GBA+ (including related action) at all levels within the BC Public Service, and a belief by public servants that GBA+ work is valuable. Personal change is required, such as acceptance of GBA+ (as the status quo may not be possible). A growth mindset is also required with a willingness to put the time and effort into implementing and using GBA+ and the willingness to take risks. Practices need to change along with a change in culture – Public servants need to not only think about GBA+, but behaviour and how we work needs to change (i.e., behaviour drives attitude). Although, perhaps a little peer pressure (e.g., convincing peers why GBA+ is important) might help too with change! We also need to trust those who are implementing and using GBA+ and act with them (as structural elements create behaviour change).

### LEADERSHIP BUY-IN AND GBA+ VISION (17%)

It is critical that there is leadership buy-in of GBA+ and that leadership endorses, champions, supports and prioritizes GBA+ work. GBA+ requires a bigger presence within the BC Public Service including a strong GBA+ vision (e.g., leadership sharing a compelling narrative of why GBA+ matters and what GBA+ within the BC Public Service looks like). Leadership also needs to acknowledge that inequality is a problem for there to be understanding among public servants that there is a need for action in implementing and using GBA+. As leadership embodies the practice of GBA+ and starts to ask questions (e.g., creating expectations) related to GBA+ there will be a trickle-down effect throughout the BC Public Service.

### GBA+ TRAINING AND KNOWLEDGE DEVELOPMENT (17%)

All public servants within the BC Public Service need a strong understanding of GBA+ (e.g., mandatory training of a high quality). In order to provide clarity on what GBA+ is, it might be better to frame the goal as producing equitable outcomes with GBA+ being a method of analysis to reach the goal. Internal training specific to individual ministries, divisions, branches, work units, etc. is equally important to ensure that all public servants understand GBA+ and can implement and use GBA+ in their daily work. Public servants need to know how to apply GBA+. Beyond GBA+ training, is the need for other training (e.g., on implicit bias, intersectionality, policy, primary and secondary research, Canadian history). Drip campaigns to reinforce learning from training should be explored, and there needs to be ongoing information sharing for public servants to expand their knowledge of GBA+. In addition, a fundamental understanding of the problem and costs associated with inequality and how failure to take a GBA+ lens can likely lead to further inequality and marginalization of already vulnerable populations is key for public servants to understand.



## THEMES | SECOND QUESTION

WHAT ARE THE **NECESSARY ELEMENTS** TO IMPLEMENT AND SUSTAIN THE USE OF GBA+ BY PUBLIC SERVANTS IN THEIR DAILY WORK?

- CONTINUED -

### AVAILABLE RESOURCES AND GBA+ TOOLS (16%)

It's important that public servants have the time to do GBA+ work (e.g., incorporate GBA+ into work plans, time to take GBA+ training). GBA+ needs to take up space and be present. It can't be work that is completed by public servants off the side of their desks, or work that is forgotten about or is just another checkbox to complete. GBA+ needs to be resourced appropriately with sufficient resources (e.g., budget, time, support, expertise). Further, dedicated resources to do GBA+ work are required including support for GBA+ champions to spread the word. The Gender Equity Division should be larger and act as GBA+ support to all ministries (i.e., who do you go to when you have questions in order to get the GBA+ work done properly). Also important is providing GBA+ tools to public servants to help them implement and use GBA+ (e.g., quantitative and qualitative data, links to other frameworks such as the Missing and Murdered Indigenous Women and Girls final report). GBA+ implementation plans are also needed for each individual ministry, division, branch, work unit, etc.

### MANDATORY GBA+ STRUCTURAL ELEMENTS (7%)

Tracking of GBA+ metrics across the BC Public Service to meet goals and measure progress is important. Also, additional mandatory structural elements are required (e.g., similar to the Treasury Board process where public servants need to show that GBA+ has been done), but this needs to be beyond just another checkbox to complete. There has to be an expectation that GBA+ work will be done, and public servants at all levels need to demonstrate that they have implemented and used GBA+ (e.g., before approving work ensure that GBA+ was considered). Ongoing GBA+ work needs to happen in every step of a project. Also, the hiring process within the BC Public Service needs to consider GBA+ education and experience in job requirements. Public servants may also want to consider GBA+ as a professional development goal.

### BC PUBLIC SERVICE DIVERSITY (7%)

We need to hire more diverse public servant voices with lived experience to join the BC Public Service to represent the diversity of British Columbians and to bring different perspectives and to help public servants implement and use GBA+ (i.e., not just walk the talk). Also, access to honest perspectives from different identity groups is important both at a personal level and through GBA+ work (e.g., guidance and leadership from Indigenous women, girls and two-spirited people to weave in the Calls for Justice). It is also important for public servants to develop relationships with communities and non-profit organizations who can support the guidance of GBA+ work.

## THEMES | SECOND QUESTION

WHAT ARE THE **NECESSARY ELEMENTS** TO IMPLEMENT AND SUSTAIN THE USE OF GBA+ BY PUBLIC SERVANTS IN THEIR DAILY WORK?

- CONTINUED -

### **CULTURALLY SAFE AND INCLUSIVE WORK ENVIRONMENT (7%)**

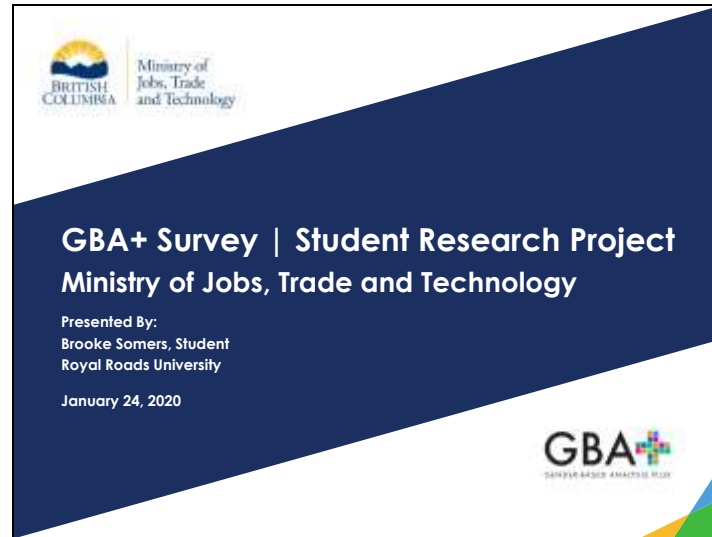
The work environment of the BC Public service needs to be emotionally safe, culturally safe, equitable and inclusive. An open dialogue about cultural safety and trauma informed care are required including education about what white fragility is, so that when public servants encounter discomfort on their GBA+ learning journey they are able to keep moving forward with the GBA+ vision.

### **CELEBRATION AND RECOGNITION OF GBA+ SUCCESS (6%)**

An awareness of GBA+ success within the BC Public Service is key. We need to have proof that GBA+ leads to action (i.e., implementation that follows through on GBA+ findings, and that using GBA+ leads to results for citizens and businesses of British Columbia). Concrete, relatable case studies need to be showcased to provide clarity to public servants on how GBA+ can be implemented and used in all corners of our work (e.g., useful for specific situations versus general GBA+ information).

### **GBA+ COLLABORATION OPPORTUNITIES (6%)**

A strong GBA+ network across the BC Public Service is required including cross-working group collaboration opportunities in order to learn from each other. GBA+ enriched relationships will build accountability to the citizens and businesses of British Columbia and to each other as public servants.

**Appendix L: Online Survey – Presentation of Results****Presentation Overview**

- Survey Methodology
- Respondent Profile
- Key Findings
- Summary
- Questions?

## Survey Methodology

### Survey Methodology

- **Method:** Online Survey | Administered by BC Stats
- **Target Audience:** Ministry of Jobs, Trade and Technology (JTT) Employees
- **Sample:** Census (JTT Population) | Cluster Sample of Convenience (BC Public Service)
- **Invitations:** 367 Invitation Emails Sent (Plus 296 Reminder Emails Sent)
- **Period:** January 2 to 15, 2020 (2 Weeks)
- **Response Rate:** 30%
- **Completions:** 109
- **Key Question Margin of Error:** +/- 6%
  - 95% Confidence Interval, 19 times out of 20
  - I know what GBA+ is. [81% → 75% to 87%]

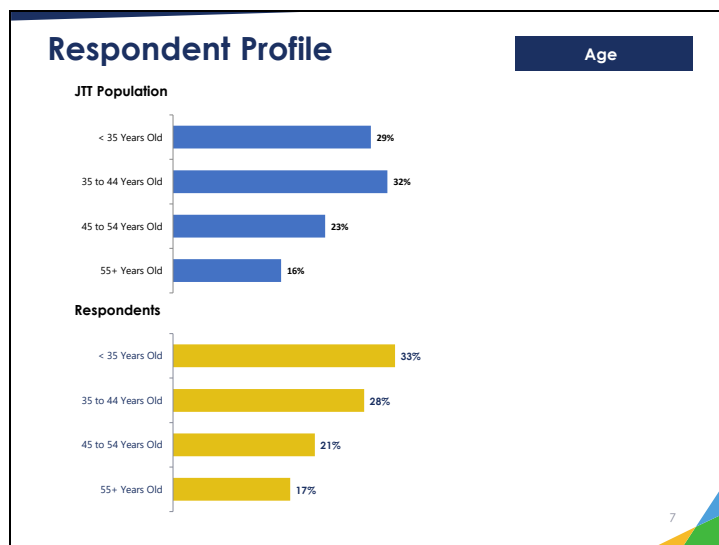
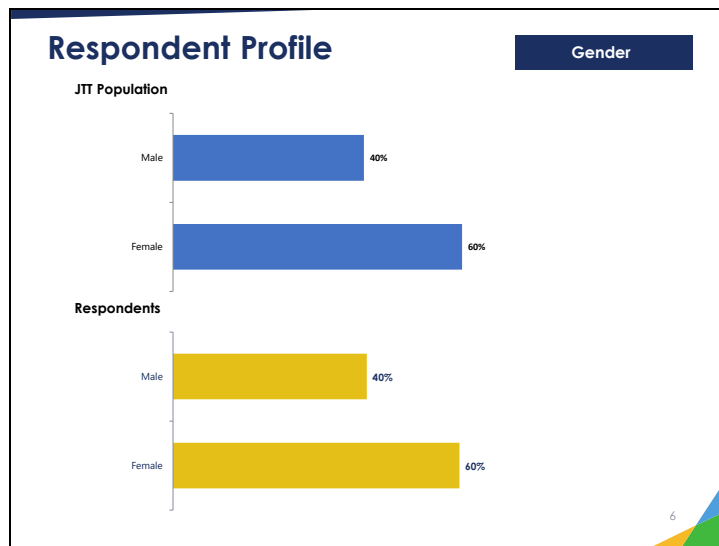
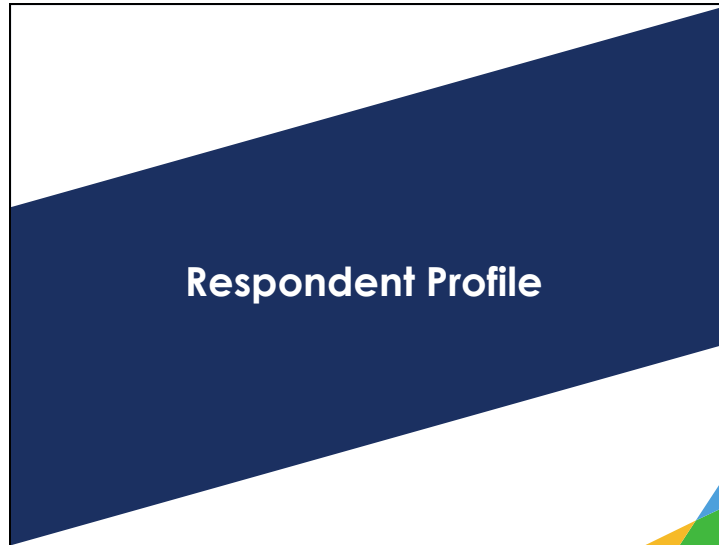
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### Survey Methodology – Continued

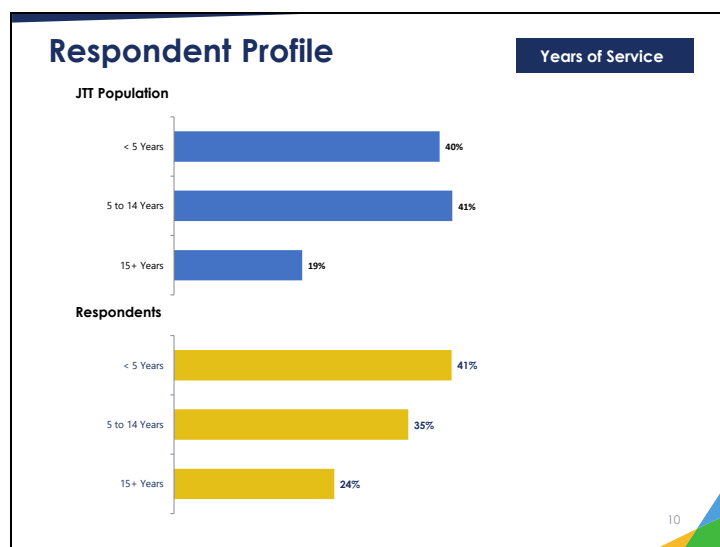
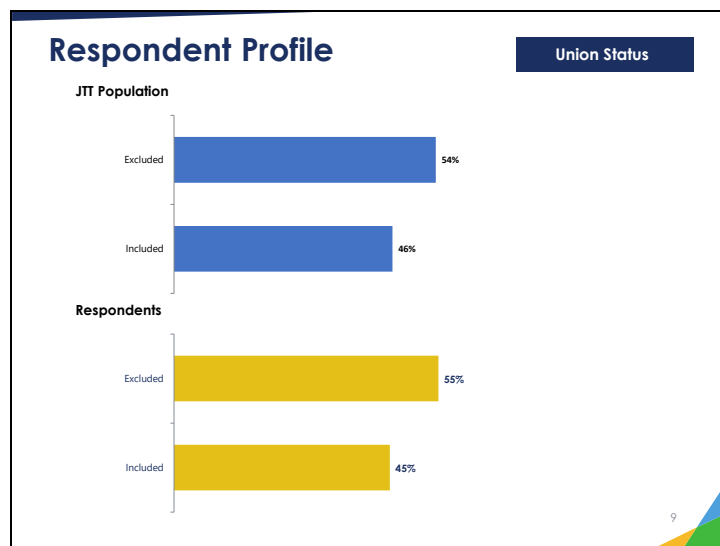
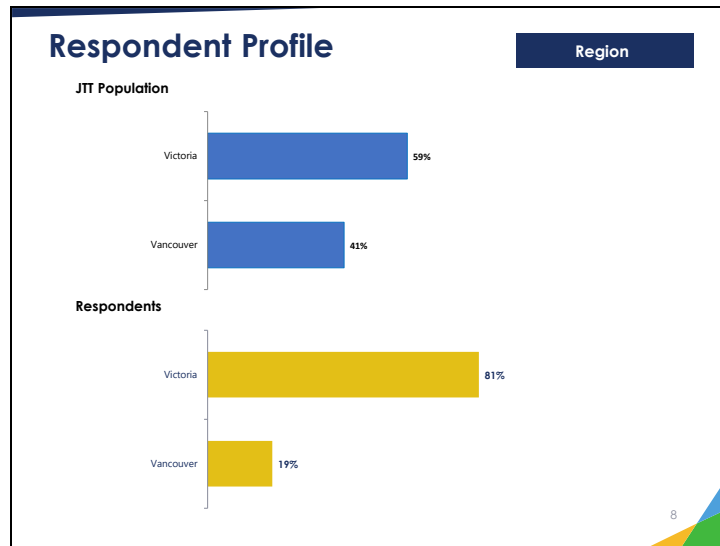
- **Number of Questions:** 44 (Including 30 Scale Questions, 10 Open-Ended Questions, 3 Yes/No Questions and 1 Select All That Apply Question)
- **Applicable Research Questions:**
  - What is currently working related to the implementation and use of GBA+ within the BC Public Service?
  - What drives the implementation and use of GBA+ by public servants in their daily work?
- **Mean Score:** Average → Out of 100, and represents the full range of responses for scale questions, where a higher score indicates more agreement
- **Percent Positive:** % Agree → Sum of the two highest agreement percentages on the 5-point scale (4+5), where a higher score indicates more agreement
- **Valid Total:** All responses for the scale questions are valid percentages, which exclude Don't Know / No Response / Not Applicable responses

\* **NOTE:** Due to rounding, some numbers may not add up to applicable totals. \*

4



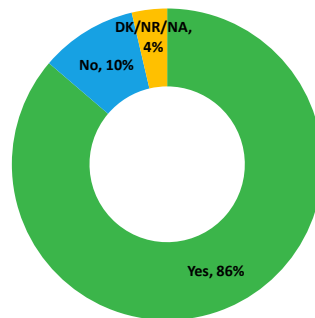




## Key Findings

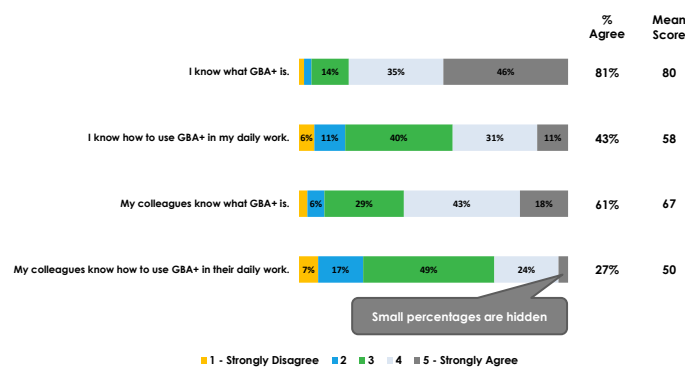
### Key Findings – Awareness of GBA+

Are you aware that the Deputy Ministers' Council of British Columbia, on July 13, 2018, approved the implementation of GBA+ within the BC Public Service?

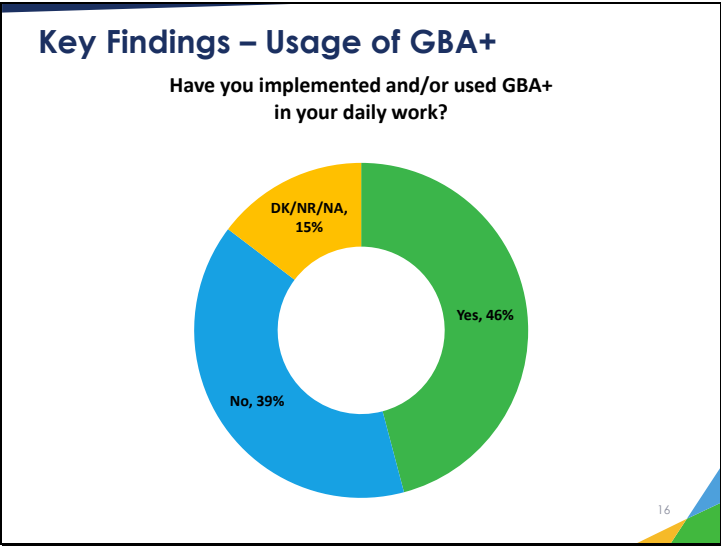
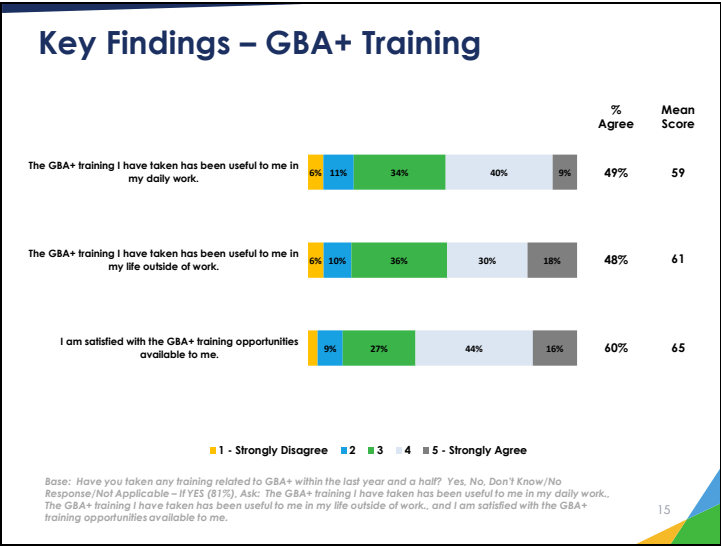
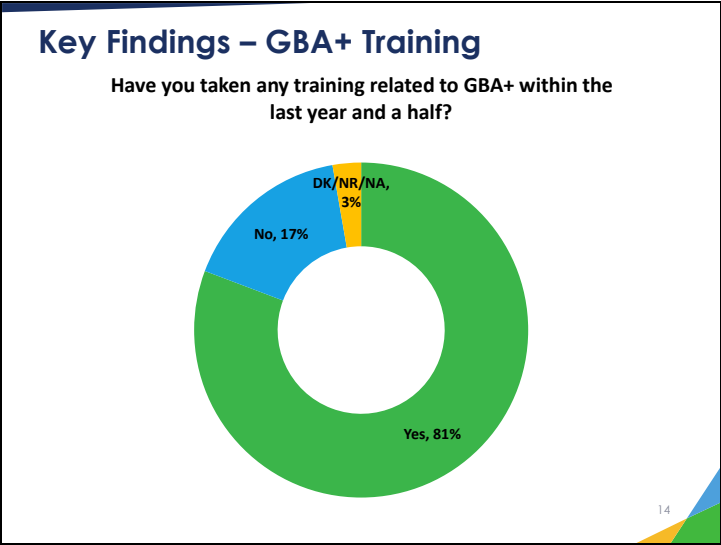


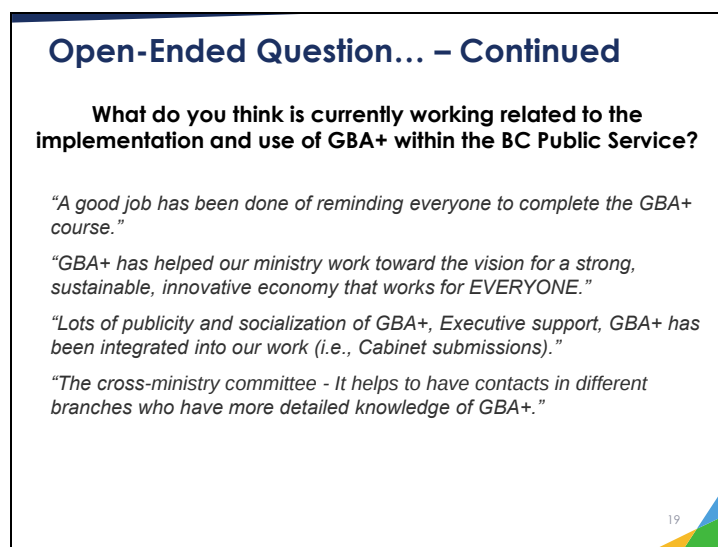
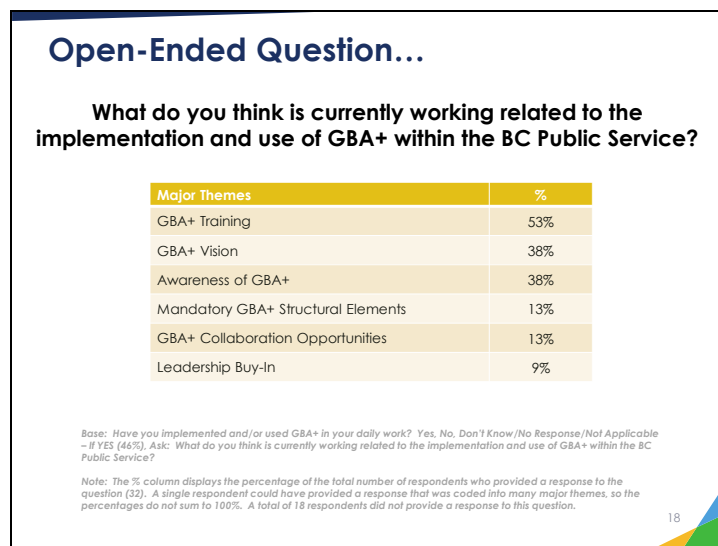
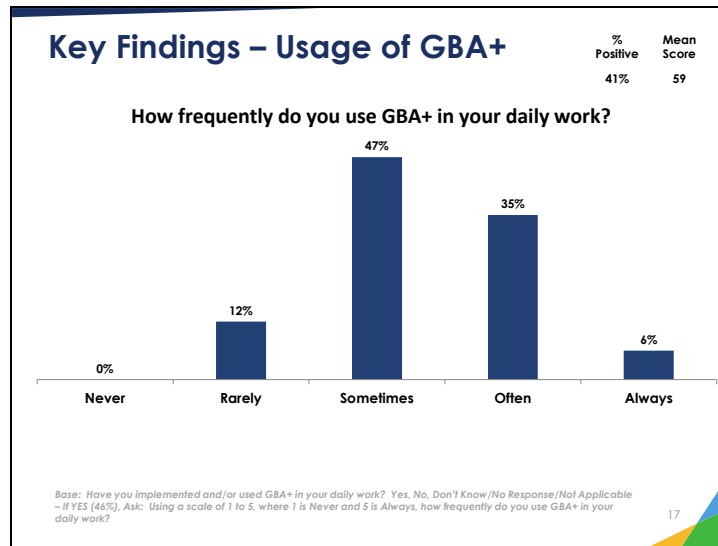
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### Key Findings – Understanding of GBA+

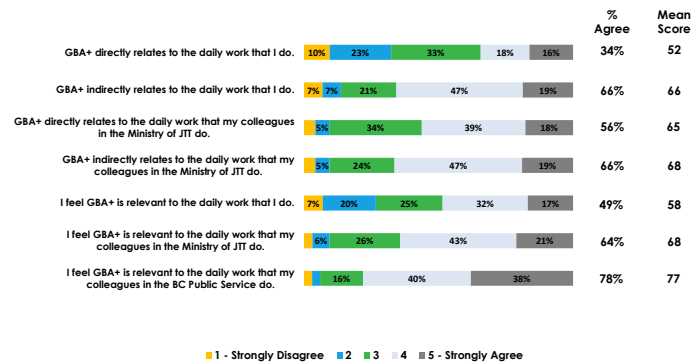


13





## Key Findings – Relevance of GBA+



20

## Open-Ended Question...

**What do you think drives the implementation and use of GBA+ by public servants in their daily work?**

| Major Themes                                                        | %        |
|---------------------------------------------------------------------|----------|
| Service to the Public (e.g., Personal Values, Standards of Conduct) | 51%      |
| Mandatory GBA+ Structural Elements                                  | 29%      |
| Leadership Buy-In                                                   | 27%      |
| GBA+ Training and Knowledge Development                             | 26%      |
| Awareness of GBA+                                                   | 10%      |
| Available Resources (e.g., Time) and GBA+ Tools (i.e., Easy to Use) | 9%       |
| Direct Relevance of GBA+                                            | 7%       |
| BC Public Service Diversity                                         | 7%       |
| Celebration and Recognition of GBA+ Success                         | Under 5% |

Note: The % column displays the percentage of the total number of respondents who provided a response to the question (70). A single respondent could have provided a response that was coded into many major themes, so the percentages do not sum to 100%. A total of 39 respondents did not provide a response to this question.

21

## Open-Ended Question... – Continued

**What do you think drives the implementation and use of GBA+ by public servants in their daily work?**

*"GBA+ is good for the citizens of British Columbia."*

*"Having the time and support system to take extra time to reflect, research and apply GBA+ conclusions."*

*"I think many people like the notion of GBA+ because it stands for a shift in values and priorities. I perceive many public servants are invested in seeing more equitable outcomes/life circumstances in society and want to have their daily work contribute to this. However, public servants are not a homogeneous group. I think there are others that only do it when asked. That's not to say these individuals don't believe in the value or understand GBA+, but that government is highly hierarchical and many public servants have been trained to 'stay inside their lane' and not depart from the status quo unless instructed to."*

*"Increased awareness overall about GBA+, seeing that GBA+ is supported by Executive, requirement for GBA+ in Cabinet and TB submissions."*

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## Open-Ended Question... – Continued

### What do you think drives the implementation and use of GBA+ by public servants in their daily work?

*"Management buy-in, a real expectation that staff do GBA+. I think there is a misunderstanding that GBA+ only applies to social policy issues, not economic policy issues."*

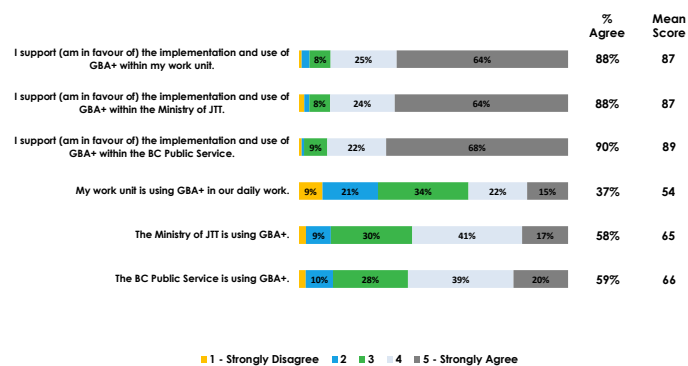
*"Practice makes perfect, we need to (a) highlight and celebrate the use of GBA+, and (b) provide examples that public servants can use to do GBA+ (e.g., helpful hints)."*

*"Ultimately, I think most public servants want to do better policy analysis and do well at their jobs, and GBA+ is a tool that can be applied to perform better analysis."*

*"We work with many different people within the BC Public Service on a daily basis, and we work with B.C. citizens. Implementing personal understanding of GBA+ is an important daily practice."*

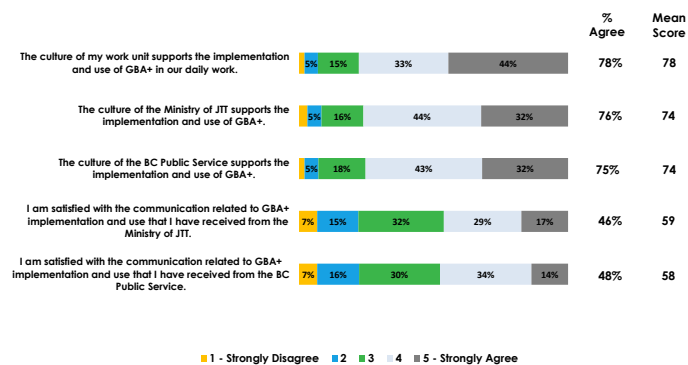
23

## Key Findings – Support and Usage of GBA+



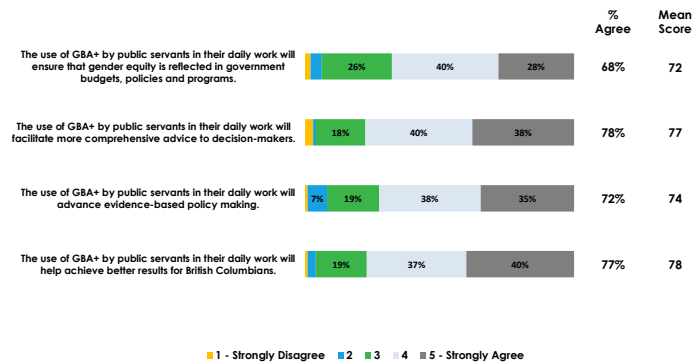
24

## Key Findings – Culture and Communication



25

## Key Findings – Goals of GBA+ Usage



26

## Open-Ended Question...

**What changes need to happen within your work unit, the Ministry of JTT and/or the BC Public Service to increase the usage of GBA+ by more public servants in their daily work?**

| Major Themes                                                    | %        |
|-----------------------------------------------------------------|----------|
| GBA+ Training and Knowledge Development                         | 42%      |
| Available Resources and GBA+ Tools                              | 27%      |
| Mandatory GBA+ Structural Elements                              | 23%      |
| Celebration and Recognition of GBA+ Success                     | 22%      |
| Additional GBA+ Communication (i.e., Ongoing Awareness of GBA+) | 15%      |
| Direct Relevance of GBA+                                        | 15%      |
| Leadership Buy-In and GBA+ Vision                               | 15%      |
| Address Resistance to Change                                    | 13%      |
| GBA+ Collaboration Opportunities                                | 13%      |
| Culturally Safe and Inclusive Work Environment                  | 8%       |
| BC Public Service Diversity                                     | Under 5% |

Note: The % column displays the percentage of the total number of respondents who provided a response to the question (40). A single respondent could have provided a response that was coded into many major themes, so the percentages do not sum to 100%. A total of 49 respondents did not provide a response to this question.

27

## Open-Ended Question... – Continued

**What changes need to happen within your work unit, the Ministry of JTT and/or the BC Public Service to increase the usage of GBA+ by more public servants in their daily work?**

*"I think GBA+ is a very good initiative and the training was clear. I would like to be incorporating GBA+ into my daily work. I just have failed to see an opportunity to do so, or whether it is needed for the work I do. Maybe we just need more real-life small scale examples rather than having all of the training or examples be framed around the big policy issues? Maybe we need to be talking more about it amongst our teams rather than treating it as a check list item for Cabinet submissions? Maybe it doesn't always apply to day-to-day work? I really don't know."*

*"More regular communication around GBA+, making GBA+ a serious priority in projects, analysis and teams. I think change will be slow, but listing GBA+ training as an important skillset in job postings, workplans, etc. may cause people to look into it for themselves."*

*"More training to learn how to use GBA+ in our daily work."*

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## Open-Ended Question... – Continued

**What changes need to happen within your work unit, the Ministry of JTT and/or the BC Public Service to increase the usage of GBA+ by more public servants in their daily work?**

*"Require each Deputy Minister to report out regularly on their progress in implementing GBA+ in their Ministry and make this information available on the @Work site. Creation of a Ministry action plan outlining what the Ministry's expectations are for the incorporation of GBA+. Measure and report on progress in creating a climate in which GBA+ is a routine way of doing our daily work."*

*"Show us what it means to implement GBA+, provide examples (i.e., guidebooks or infographics) that we can refer to when we're not sure how to implement GBA+. Hire more diverse individuals."*

*"Team members need to know bias occurs without any awareness to it. And, that people from other communities, LGBTQI2S and those with Aboriginal descent work in our departments and it is no longer socially acceptable to be joking, curious or critical. It takes more than awareness, but compassion, empathy and the understanding that we are all really equal, which is the truth."*

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## Summary

## Summary

**Within the Ministry of Jobs, Trade and Technology there is a...**

- High awareness of GBA+ (86%)
- High understanding of GBA+ in general (81%)
- Low understanding of how to actually use GBA+ (43%)
- High level of GBA+ training taken (81%)
- Low level of satisfaction with available GBA+ training opportunities (60%)
- Low level of personal implementation and/or usage of GBA+ (46%)
- Low direct relevance of GBA+ (34%)
- High support (in favour) of implementing and using GBA+ (88%)
- Low level of work unit usage of GBA+ (37%)
- High level of work unit culture support for implementing and using GBA+ (78%)
- Low level of satisfaction with GBA+ communication (46%)
- High level of agreement with the goal that GBA+ usage will help achieve better results for British Columbians (77%)

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### Summary – Differences By GENDER

| Questions                                                                                           | Total      | Male | Female |
|-----------------------------------------------------------------------------------------------------|------------|------|--------|
| Awareness of GBA+                                                                                   | 86%        | 80%  | 91%    |
| Level of satisfaction with available GBA+ training opportunities                                    | 65<br>Mean | 70   | 62     |
| Level of personal implementation and/or usage of GBA+                                               | 46%        | 50%  | 43%    |
| Support (in favour) of implementing and using GBA+                                                  | 87<br>Mean | 81   | 91     |
| Level of satisfaction with GBA+ communication                                                       | 59<br>Mean | 63   | 56     |
|                                                                                                     |            |      |        |
| "The use of GBA+ by public servants in their daily work will advance evidence-based policy making." | 74<br>Mean | 66   | 80     |

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### Summary – Differences By AGE

| Questions                                                                                                | Total              | < 35<br>Years Old | 35 to 44<br>Years Old | 45 to 54<br>Years Old | 55+<br>Years Old |
|----------------------------------------------------------------------------------------------------------|--------------------|-------------------|-----------------------|-----------------------|------------------|
| Awareness of GBA+                                                                                        | 86%                | 83%               | 87%                   | 96%                   | 79%              |
| Understanding of GBA+ in general                                                                         | 80<br>Mean         | 81                | 78                    | 86                    | 76               |
| Understanding of how to actually use GBA+                                                                | 58<br>Mean         | 54                | 54                    | 67                    | 60               |
| <b>Level of GBA+ training taken</b>                                                                      | <b>81%</b>         | <b>72%</b>        | <b>84%</b>            | <b>91%</b>            | <b>79%</b>       |
| Level of satisfaction with available GBA+ training opportunities                                         | 65<br>Mean         | 63                | 61                    | 69                    | 70               |
| Level of personal implementation and/or usage of GBA+                                                    | 46%                | 50%               | 52%                   | 35%                   | 42%              |
| Support (in favour) of implementing and using GBA+                                                       | 87<br>Mean         | 94                | 85                    | 84                    | 78               |
| Level of work unit usage of GBA+                                                                         | 54<br>Mean         | 58                | 44                    | 55                    | 58               |
| Level of work unit culture support for implementing and using GBA+                                       | 78<br>Mean         | 78                | 81                    | 72                    | 83               |
| <b>Level of satisfaction with GBA+ communication</b>                                                     | <b>59<br/>Mean</b> | <b>52</b>         | <b>54</b>             | <b>61</b>             | <b>76</b>        |
| Level of agreement with the goal that GBA+ usage will help achieve better results for British Columbians | 78<br>Mean         | 81                | 79                    | 74                    | 73               |

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### Summary – Differences By REGION

| Questions                                                          | Total      | Victoria | Vancouver |
|--------------------------------------------------------------------|------------|----------|-----------|
| Awareness of GBA+                                                  | 86%        | 88%      | 81%       |
| Understanding of GBA+ in general                                   | 80<br>Mean | 82       | 75        |
| Level of GBA+ training taken                                       | 81%        | 83%      | 71%       |
| Level of work unit usage of GBA+                                   | 54<br>Mean | 56       | 40        |
| Level of work unit culture support for implementing and using GBA+ | 78<br>Mean | 82       | 64        |
| Level of satisfaction with GBA+ communication                      | 59<br>Mean | 62       | 45        |
|                                                                    |            |          |           |
| "My colleagues know what GBA+ is."                                 | 67<br>Mean | 70       | 50        |

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### Summary – Differences By UNION STATUS

| Questions                                                                                                        | Total      | Excluded | Included |
|------------------------------------------------------------------------------------------------------------------|------------|----------|----------|
| Awareness of GBA+                                                                                                | 86%        | 90%      | 82%      |
| Level of GBA+ training taken                                                                                     | 81%        | 85%      | 76%      |
| Level of satisfaction with available GBA+ training opportunities                                                 | 65<br>Mean | 68       | 61       |
| Support (in favour) of implementing and using GBA+                                                               | 87<br>Mean | 81       | 95       |
| Level of work unit usage of GBA+                                                                                 | 54<br>Mean | 50       | 58       |
| Level of agreement with the goal that GBA+ usage will help achieve better results for British Columbians         | 78<br>Mean | 73       | 85       |
|                                                                                                                  |            |          |          |
| "GBA+ indirectly relates to the daily work that my colleagues in the Ministry of Jobs, Trade and Technology do." | 68<br>Mean | 60       | 80       |

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### Summary – Differences By YEARS of SERVICE

| Questions                                                                                                | Total              | < 5 Years | 5 to 14 Years | 15+ Years |
|----------------------------------------------------------------------------------------------------------|--------------------|-----------|---------------|-----------|
| Understanding of GBA+ in general                                                                         | 80<br>Mean         | 83        | 80            | 76        |
| Understanding of how to actually use GBA+                                                                | 58<br>Mean         | 56        | 56            | 65        |
| Level of GBA+ training taken                                                                             | 81%                | 78%       | 84%           | 81%       |
| Level of personal implementation and/or usage of GBA+                                                    | 46%                | 49%       | 50%           | 35%       |
| <b>Direct relevance of GBA+</b>                                                                          | <b>52<br/>Mean</b> | <b>49</b> | <b>65</b>     | <b>39</b> |
| <b>Support (in favour) of implementing and using GBA+</b>                                                | <b>87<br/>Mean</b> | <b>92</b> | <b>91</b>     | <b>71</b> |
| Level of work unit usage of GBA+                                                                         | 54<br>Mean         | 56        | 53            | 50        |
| Level of work unit culture support for implementing and using GBA+                                       | 78<br>Mean         | 79        | 81            | 73        |
| Level of satisfaction with GBA+ communication                                                            | 59<br>Mean         | 55        | 59            | 65        |
| Level of agreement with the goal that GBA+ usage will help achieve better results for British Columbians | 78<br>Mean         | 80        | 83            | 66        |

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Questions?



**Appendix M: Second Group Method Session – Summary Document**

# GBA+ Student Research Project

SECOND GROUP METHOD SESSION  
Summary Document

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## BACKGROUND

## PURPOSE

The purpose of the research project is to contribute to the work currently being done within the BC Public Service to increase the usage of Gender-Based Analysis Plus (GBA+) by more public servants in their daily work.

## OBJECTIVES

- Understand the challenges faced by public servants when implementing and using GBA+
- Create solutions to support the GBA+ network within the BC Public Service to thrive

## RESEARCH QUESTIONS

- What does the GBA+ network within the BC Public Service need to thrive?
  - What is currently working?
  - What are the challenges faced?
  - What are the necessary elements?
  - What drives the implementation and use of GBA+?

## METHODS

The research project includes two group method sessions using three liberating structures exercises and an online survey. Each method has focused either on the principal inquiry question or one or more of the four sub-questions.

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## SUMMARY

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This summary document outlines the themes that emerged from the second group method session held on January 24, 2020 in Victoria, BC. During this 1.5 hour session, 22 public servants shared their ideas on one research question during a Liberating Structures exercise after a presentation outlining results from an online survey recently administered with public servants from the Ministry of Jobs, Trade and Technology. This online survey explored what is currently working and what drives the implementation and use of GBA+ by public servants in their daily work.

Thank you to all the public servants that participated in the second group method session! These participants did a Liberating Structures exercise called 25/10 Crowd Sourcing where they rapidly generated and sifted the group's most powerful actionable ideas. The exercise is known as a fun, fast and casual exercise, yet at the same time it is a serious and valid way to generate an uncensored set of bold ideas. Participants were asked the following...

- If you were ten times bolder, what big idea would you recommend for this question: What does the GBA+ network within the BC Public Service need to thrive? And what first step could someone take to get started on your idea?

The wisdom of the whole group was then tapped to identify the top ideas. All the ideas are presented in alphabetical order on the following pages, and the top three ideas have been highlighted using yellow font and also include an asterisk (\*). In addition, the themes that emerged from all the ideas include: Available Resources and GBA+ Tools (26%), Mandatory GBA+ Structural Elements (13%), Direct Relevance of GBA+ (13%), GBA+ Training and Knowledge Development (Under 10%), Celebration and Recognition of GBA+ Success (Under 10%), GBA+ Collaboration Opportunities (Under 10%), BC Public Service Diversity (Under 10%), Leadership Buy-In (Under 10%), Address Resistance to Change (Under 10%), and Culturally Safe and Inclusive Work Environment (Under 10%).

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**If you were ten times bolder, what big idea would you recommend for this question:  
What does the GBA+ network within the BC Public Service need to thrive?  
And what first step could someone take to get started on your idea?**

A cultural shift in how we talk about GBA+ and how GBA+ is implemented is needed to increase understanding. Start with policy changes (that have a GBA+ focus) and have training to change how people talk about GBA+.

All BC Public Service project business cases must dedicate requirements that are GBA+ specific using a standard template of requirements that could apply or be utilized or modified. As a first step to get started on this idea, GBA+ cross-ministry committees can develop a standard set of requirements for consideration.

At almost every GBA+ training/event I've been to, the group is almost entirely made up of people who identify as female. BIG IDEA: Get buy-in and full participation by those who identify as male to solidify a culture shift within the BC Public Service. First Step: Start requiring gender parity as part of GBA+ working groups.

Better cross-ministry coordination. A first step for this would be more resources for the Gender Equity Division to support the GBA+ network so that everyone feels they have the tools they need to thrive.

Case studies, reflecting multiple areas of government service provision, and examples of outcomes for those services when intersectionality has and has not been included, are needed. The purpose of these examples would hopefully demonstrate the effectiveness of the GBA+ process, showcase actual approaches and gain general buy-in of using GBA+. To get started, research is needed to develop these case studies.

Culture change! Look at which groups/program areas are struggling the most with GBA+ enforcement/implementation and help them understand its significance. Start by getting Executive/management to endorse GBA+ more publicly using widespread tools and implement implicit bias testing training.

Dedicated funding (more than 3 people in the Gender Equity Division) and have required lines in all budgets related to GBA+ use of a trauma-informed, culturally safe approaches/women in leadership/pay equity gap. Start by modeling respectful, culturally safe, trauma-informed spaces (e.g., in meetings) within the BC Public Service.

\* Dedicated resourcing within each ministry (1-2 FTEs per ministry). These resources would do: Conduct specific research, develop tools and templates and processes relevant to specific work, provide education on bias and intersectionality relevant specifically to the work of the ministry, support integration of GBA+ on a project specific basis, collaborate with the Gender Equity Office, check in with staff and adapt plans if needed.



If you were ten times bolder, what big idea would you recommend for this question:  
**What does the GBA+ network within the BC Public Service need to thrive?**  
**And what first step could someone take to get started on your idea?**

\* Demonstration of relevance: There needs to be a lot of this. For example, "How can I, as an Executive Administrative Assistant, apply GBA+ in my daily work?" To action this, we need a method to gather and share stories.

For GBA+ to thrive, folks need to see/realize that it is both the big things (e.g., substantive policy, legislation, Cabinet and TB submissions, etc.) AND ALSO the small things (e.g., branch business plans, LWS etiquette committees, how we greet citizens at front counters across the province, etc.) that need to be "GBA+ Plussed"! What if we each created a "Top 10 Ways to GBA+ at Your Day" list?

Incorporate a social justice change theory or model to address GBA+ not as a single tool but as a change in mindsets/values-social norms. Start by exploring social justice movements and understand their successes.

Increased accessibility of GBA+ learning (i.e., consideration to modes of accessing information, teaching techniques for generational influences). Develop a strategy to understand the diverse learning needs of public servants to develop multiple and accessible modes to accessing GBA+ learning.

Increased data gathering and reporting would be a useful GBA+ progress tracker. GBA+ adoption needs full-time resourcing in order to thrive (preferably by people with a combination of public service, project management and GBA+ knowledge).

Link financial "bonuses" or holdback measures to ADMs for GBA+ implementation within their divisions. To get this started, GBA+ ministry champions can make recommendations to Executive leadership.

Network, what network? All GBA+ working groups need a common forum where allies can find support, share ideas and resources. Gender Equity Advisors and GBA+ ministry working groups are not always in close contact with divisional groups. As a first step, let's identify and recognize that there are working groups at multiple levels and provide a place where they can all connect. How about a conference, to start?

Recognition of success at the highest levels (e.g., GBA+ Premier's Award).

If you were ten times bolder, what big idea would you recommend for this question:  
**What does the GBA+ network within the BC Public Service need to thrive?**  
**And what first step could someone take to get started on your idea?**

The chance for everyone to work on the development of a policy/program using only the GBA+ method as a guide. They would be totally liberated from existing process/procedures already established in their work areas, and would be able to spend a couple months on it. To make this happen, Leadership needs to mandate a work group to undertake this process with the above direction or for someone to ask for permission to do this.

The GBA+ network needs Indigenous women leading the policies and implementation of GBA+. Hire Indigenous women and provide adequate funding and mentorship. The GBA+ network also needs a sunset clause (e.g., When should the GBA+ teams be dissolved?). Set a clear goal/performance measure/outcome for the GBA+ initiative or program.

The GBA+ network within the BC Public Service would benefit from having dedicated GBA+ roles/teams in each ministry, so that this is seen as a long-term strategy/priority. It would help if the PSA, in conjunction with Strategic HR shops, starts to create a strategy for implementing this GBA+ role/team in each ministry.

There needs to be a mechanism to hire (or fire), promote, and reward people based on their dedication to good public service, which necessitates intersectional analysis, rather than their ability to write briefing notes.

We need individuals at branch levels (rather than ministry/division levels) that have subject matter expertise to be trained in GBA+. They know best what they can do and can share ideas with others. These experts with additional GBA+ training should connect in a network to share ideas, strategies and feedback received. Start by putting out a call for GBA+ ambassadors that want to help implement action - identify them and get them the training.

\* We need to build and sustain culturally safe spaces within the BC Public Service. An idea to start this would be the creation of GBA+ self-reflection circles within branches/ministries.

## Appendix N: Associated Knowledge Product – Draft Infographic







## Increasing GBA+ Usage within the BC Public Service

GBA+ Awareness

86%

"I know how to  
use GBA+ in my  
daily work."

43%

"I feel GBA+ is relevant to the daily work that I do."

49%

"I support (am in  
favour of) the  
implementation and  
use of GBA+ within the  
BC Public Service."

90%

What drives the  
implementation and  
use of GBA+?

**Service to  
the Public**

"My work unit is  
using GBA+ in  
our daily work."

37%

"The use of GBA+ by  
public servants in their  
daily work will help  
achieve better results  
for British Columbians."

77%

**This baseline data will support future performance  
measurement activities related to the implementation  
and use of GBA+ within the BC Public Service.**

Developed as part of a student research project by Brooke Somers, Master of Arts in  
Leadership Program, Royal Roads University, 2020. Contact: Brooke.Somers@gov.bc.ca.



## Increasing GBA+ Usage within the BC Public Service

**NECESSARY ELEMENTS TO IMPLEMENT AND  
SUSTAIN THE USE OF GBA+ BY PUBLIC  
SERVANTS IN THEIR DAILY WORK...**



**GBA+ Training and Knowledge Development**



**Leadership Buy-In and GBA+ Vision**



**Available Resources and GBA+ Tools**



**Mandatory GBA+ Structural Elements**



**Direct Relevance of GBA+ (Find Your Relevance)**



**Celebration and Recognition of GBA+ Success**



**Service to the Public (e.g., Personal Values)**



**GBA+ Communication (i.e., Ongoing Awareness)**



**GBA+ Collaboration Opportunities**



**Address Resistance to Change**



**Culturally Safe and Inclusive Work Environment**



**BC Public Service Diversity**

**How can I, as a [INSERT JOB HERE],  
apply GBA+ in my daily work?**

Thank you to all the participants and supporters who made this research project possible!

Developed as part of a student research project by Brooke Somers, Master of Arts in Leadership Program, Royal Roads University, 2020. Contact: Brooke.Somers@gov.bc.ca