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CULTURA DE GÊNERO ORGANIZACIONAL: UMA EXPERIÊNCIA DIAGNÓSTICA PARA A APLICAÇÃO DA INCORPORAÇÃO DA PERSPECTIVA DE GÊNERO

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RESUMO

O objetivo deste artigo é apresentar uma estrutura de diagnóstico da cultura de gênero organizacional aplicada durante a execução de um projeto de elaboração de um Plano de Igualdade para a institucionalização da incorporação da perspectiva de gênero em uma prefeitura da Andaluzia (Espanha). 50 pessoas participaram. A partir de uma perspectiva de ação participativa, foram realizadas observações no diário de campo, entrevistas narrativas e grupos nominais. Os resultados refletem a relação entre os tipos de percepção do clima de gênero, as competências de gênero e o posicionamento adotado pelos participantes para aplicar a abordagem de gênero. Além disso, há posições de rejeição e facilitação do processo de avaliação, bem como diferentes formas de participação de seus membros; observando as diferenças entre os departamentos. As conclusões do artigo sugerem que a estrutura de avaliação facilita a aplicação da integração de gênero à organização.

Palavras Chave: Integração de gênero; Diagnóstico organizacional; Cultura de gênero; Clima de gênero; Competências de gênero.
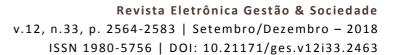
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ABSTRACT

This paper focuses on a diagnostic structure of the organizational gender culture applied during a project to design an equality plan for the institutionalization of gender mainstreaming in a city council of Andalusia (Spain). Fifty people participated. From a participatory action perspective, observations were recorded in a field diary and narrative interviews and nominal groups were held. The results reflect the relationship between the types of perception of Gender Climate, Gender Competences and Positions adopted by those who participate for applying the gender approach. In addition, the participants show positions of rejection and facilitation of the evaluation process, as well as various forms of participation; observing differences among departments. The conclusions of the article indicate that the evaluation structure facilitates the application of gender mainstreaming to the organization.

Keywords: Gender mainstreaming; Organizational diagnosis; Gender culture; Gender climate; Gender competences
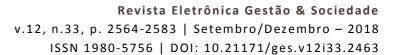
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INTRODUÇÃO

Gender mainstreaming is recognized as the most recent strategy of the gender equality policy in the European Union (Lombardo, 2003). This strategy has been defined at the United Nations' Fourth World Conference on Women, held in Beijing in 1995, as the tool for organizing, improving, developing and evaluating political processes; so as to turn into a gender equality instrument that has to be incorporated into all policies, at all levels and in all stages, by the stakeholders normally involved in the adoption of policy measures (European Council, 1999).

In Spain, Organic Law 3/2007 of March 22nd for Effective Equality of Women and Men formulates the gender mainstreaming of the Equal Treatment Principle between women and men and orders its application in all sectors of the economic, labor, social, cultural, artistic and educational policies. In addition, Article 46 of this Law defines the concept of Equality Plans within the framework of the application of gender mainstreaming as "an ordered set of measures, adopted after a situational diagnosis, aimed at achieving equality of treatment and opportunities between women and men in the company and at eliminating sex discrimination" (Instituto de la Mujer, 2008, p.4, authors' translation).

In order to carry out the situational diagnosis, organizations are advised to develop: "a detailed situational analysis regarding equality of opportunities between men and women in organizations" (Instituto de la Mujer, 2008, p.9, authors' translation); relegating its more cultural aspects to the background. From a procedural perspective, these detailed analyses suppose a breakdown of data from organizations based on a (quantitative) survey model. Thus, descriptive evaluations using quantitative and qualitative information collection techniques are proposed. For the qualitative analyses, instruments such as interviews should be applied, provided that they involve information to support the quantitative analysis (Instituto de la Mujer, 2008).

In this article, we present a diagnostic structure for the evaluation of the organizational gender culture, applied during the execution of a project in which an Equality Plan is designed for the institutionalization of gender mainstreaming in a city council of Andalusia (Spain).

This methodological structure differs from the structure promoted by the Spanish State, which is based on successful cultural experiences of assessing gender inequalities that have been applied mainly within the

local context in Europe: Dutch, Italian, Swedish, Austrian, Irish models, as well as experiences applied in Spain in Catalonia and Basque Country (Biencinto and González, 2010).

The value of the methodological structure shown in the manuscript is that it adopts a perspective similar to the approaches defended by the feminist movement to guarantee the application of the gender dimension in organizations, specifically a perspective of participatory action from a Discursive Social Psychology approach (Garay, Íñiguez and Martínez, 2005).

Organizational gender culture and climate

The diagnostic structure presented in this article is based on the idea that organizational cultures emerge as a result of the relationships among people constituted according to the sex-gender system (Rubin, 1986) within a certain social and historical context. Thus, we think of Gender Culture in an organization as those socially constructed elements in direct and indirect interaction among individuals who participate in the organization, defining a set of behaviors, standards and values (prescriptions and proscriptions, i.e. what should or should not be done) for each man and woman (Mimbrero, 2014).

This concept allows us to think of other constructs related to culture, such as the Organizational Climate (Peiró, 1995). From a cultural perspective, several studies clearly see the usefulness of Organizational Climate as an integrating element of an organization's subjective or psychological environment (Halpin and Croft, 1963; Peiró, 1995, Bresó, Orengo, Gracia and Peiró, 2014). From this point of view, Mimbrero (2014) defines the climate in relation to the gender culture of the organizations, calling it gender climate. This is considered as the staff's subjective perception of the equality of opportunities between women and men, which will be more or less conducive to the achievement of personal goals. Perceptions that determine relationships and which, in turn, are mediated by subjective experiences (lived within and beyond the organization), demands and expectations created within this gender relations framework.

Gender Competences and Cultural Positions

The evaluation structure presented in this article addresses the study of the gender culture in organizations taking into account the competence approach. Competences that the organizational members have or may possess and that are linked to the transformation and / or maintenance of the
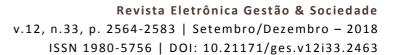
gender cultures engendered in the entities. Mimbrero (2014) conceptualizes the term gender equality competences or gender competences as the skills people have - Agency- to construct, transform or maintain the gender culture in an organization. Thus, the author classifies these competences into four types, which we define as follows: 1. Competence of knowledge. This refers to the knowledge people have in terms of gender and is not necessarily linked to training (understood as holding degrees). This knowledge permits characterizing the context in which relationships develop, whether egalitarian or not. In addition, it facilitates a critical analysis of that context. Knowledge that is necessary to apply the gender perspective to the performance of the job. 2. Methodological competence. Refers to the subject's actions that contribute to the transformation of the non-egalitarian culture and to the maintenance of a gender climate based on true equity. These are related to the procedures the subject can design and/or carry out to apply the knowledge in gender issues. 3. Participation competence. It permits being on alert, favoring a participative and cooperative attitude towards situations of gender inequality that are observed or foreseen in the organization. This facilitates the implementation of methodological

competences. 4. Personal competences. They refer to the self-constructed image in relation to the position that is maintained within the organization. This grants conditions for strategies to recognize the knowledge, methodological and participatory competences the person possesses. These are linked to empowerment and the idea of redefining the individual in the context of the gender culture (Mimbrero, Pallarès and Cantera, 2017). Mimbrero links these competences with the positions people adopt in terms of the application of gender mainstreaming in organizations.

In order to do so, Mimbrero (2014) integrates Castells' contribution (2003, 2005, 2010) regarding the three forms and origins of the construction of collective cultural identities: Legitimizing identity, built from institutions and particularly from the State to systematize their domination towards the social actors (Castells, 2003, 2005). Resistance identity, when "human groups feel culturally rejected or socially or politically marginalized, they react by building with the materials of their history forms of self-identification that allow them to resist what would be their assimilation to a system in which their situation would be structurally subordinate"(Castells, 2005 p.17). Project identity supposes a self-
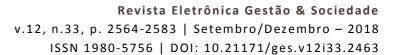
identification by individuals of their position in the dominant culture, meaning the elaboration of new proposals for the transformation of the context (Castells, 2003, 2005).

In order to articulate Castells' model in the organizational framework, Mimbrero (2014) observes the three types of identities (legitimizing, resistance and project) through the positions that people adopt in relation to gender equity, which the author calls: 1. Legitimizing position: noticed in people who adopt politically correct positions in the relational field. In other words, they are people who adapt to the context and justify the situation of discrimination and gender imbalances through socially accepted arguments as correct. That is why they admit the implementation of gender equality measures, insofar as they appear to be consensual within the social sphere and the organization they participate in. 2. Resistance position: in organizational contexts where there are gender inequalities, it is observed from positions of opposition to the transformation of the existing culture. One characteristic of these positions is the rejection of measures that favor equality between women and men, given that the subject considers them as threatening (due to the possibility that they

can transform the cultural context in which they are in a privileged situation). 3. Project position: this type of identity can be manifested in those actors who acknowledge the existence of gender imbalances in contexts of inequality. They also show a collaborative attitude toward the transformation of culture by acting as active agents in the cultural change processes.

Depending on the gender competences of the members of an organization, they will adopt legitimizing, resistance or project positions in the implementation context (historical, cultural and social moment) of the gender mainstreaming.

This means that the gender climate, the positions towards equality between women and men and gender competences are cultural elements that serve as indicators for the evaluation of the organizational culture with a view to the application of gender mainstreaming.

Based on this theoretical framework, this article asks the following research questions: would the application of techniques specific to the qualitative method allow us to observe cultural elements that intervene in the origin and maintenance of inequalities between women

and men in organizations? Equally, would the observation of these cultural elements favor the application of gender mainstreaming in organizations?

Based on these questions, the general objective of this article is to present the results and analysis of a diagnostic structure to evaluate the gender culture, applied in a city council of Andalusia (Spain), which was aimed at designing an equality plan to institutionalize gender mainstreaming.

Method

Research context

The research is carried out within the framework of the implementation of a project for the design of an Equality Plan to institutionalize gender mainstreaming in a city council of Andalusia (Spain).
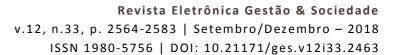
From the organizational point of view, the council has the usual local administration structure. Organized in 26 municipal areas (based on the competences they exercise in the areas defined in article 25 of Law 7/1985 from April 2nd, regulating the bases of the local regime and subsequent revisions), the city council has a total staff of 367 people, 253 employees - public servants who have a job contract with Public Administrations. They are governed by the

Statute of Workers, by the Basic Statute of the Public Servant and specific agreements (152 men and 101 women) and 114 tenured employees - have a statutory affiliation with the administration on a permanent basis. They are governed by the Basic Statute of the Public Servant (27 women and 87 men). With the application of Organic Law 3/2007 for the effective equality of women and men, this organization plans the design of an Equality Plan for women and men to combat inequalities within the organization itself.

The research underlying this article is situated in this context, in which we develop a diagnosis of the gender culture that guides the content design of the Equality Plan. The investigators did not have any type of bond with the entity and the study was designed in collaboration with its members. The information was collected during three months.

Participants

In total, the sample consisted of 50 participants: all the department coordinators of the institution (6 women and 17 men) and 27 members that compose the technical / operative staff (16 women and 11 men). The technical / operative staff is selected by means of the snowball

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technique and the argued theoretical sampling technique (Bisquerra, 2000).

Procedure

In the study underlying this article, a Discursive Social Psychology approach is adopted, focused on the social understanding of psychological processes. From this perspective, the psychological is not conceived as a product of individual minds, but rather as the result of the participation in dynamics and processes of exchange. In this sense, the object of study is located in the interaction of the parts (Garay et al., 2005). From a procedural point of view, we follow a participatory research method, based on the fact that people are the main agents of social change and that this will be more feasible if people further understand the reality and the context it develops in. Thus, we imply the members of the institution as active agents in order to promote the transformation of the situation that affects the people involved (Buendía, Colás and Hernández, 1997; Sant'Ana and Guzzo, 2016).

From this participatory action approach, the evaluation structure of the gender culture in the organizations we present formulates the analysis of three interrelated cultural elements:

1. Gender climate. To observe the opinion about the gender (dis)equilibrium in the organization.

2. Cultural positions. To know the position men and women maintain regarding the implementation of gender equality measures in the organization. Legitimizing, resistance or project position.

3. Gender equality competences. To observe if the members of the organization possess the necessary (knowledge, participatory, methodological and personal) competences for the application of gender mainstreaming or not.
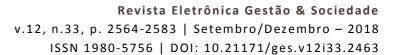
Table 1 shows the techniques applied and the people they are applied to.

Table1. Techniques applied to male and female participants per sample groups and sexes

	WOMEN	MEN	SAMPLE GROUP
Interviews	16	11	Technician/workman
Nominal groups	6	17	Department head

Elaborated by the authors

In a first phase of the study, the researchers met with the Equality Department to obtain information on gender equality measures already implemented, measures they consider necessary to implement, and staff training on gender equality. In addition, the Human Resources Department was contacted to obtain data on the workforce: profile of persons employed by departments according to age, sex, occupation and seniority in the organization and economic
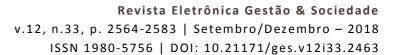
retribution. Information was also requested on the forms of access to public employment and the possibilities for staff promotion in each department. This information was used to prepare the surveys.

Subsequently, interviews were conducted with key informants (from the group of technical/operative staff of the different departments). According to discursive social psychology (Garay et al.), the ultimate purpose was to record discursive practices conducted through a script of open-ended questions to assess the perceptions about the organization's gender climate, cultural positions and gender equality competences. To this end, we asked for a justified opinion about the personal relations in the department, among departments and the assessments about the personal situation and of the staff regarding various aspects such as conciliation, promotion opportunities, work casualties and sexual harassment or based on sex. In addition, the informants were asked to provide concrete solutions to combat the inequalities observed.

Finally, nominal groups were held with department heads. We divided the staff responsible for the municipal areas into two nominal groups (I and II) and held two

sessions with identical contents for each group. At the beginning of the meeting, we distributed a sheet with statistical information on the distribution of human resources in the city council disaggregated by sex. This information clearly shows the vertical and horizontal segregation of jobs. We then formulated questions that had to be completed individually: 1. Taking into account the information, define what according to you are the needs of the women and men who work in the area that you represent 2. Define the group of citizens of the area you belong to and your needs disaggregated by sex. 3. Describe what measures you would take to meet the needs of the city council staff and citizens of the city. Subsequently, the results are presented and used as a base for teamwork. At this moment, the group is asked to reach an agreement to establish mainstreaming measures that can meet the needs of the City Hall staff and citizens.

According to Olabuénaga (2012), in order to guarantee the reliability of the instruments used (narrative interview and discussion group), the Lofland and Lofland quality assurance test was applied in order to monitor: the informant's spatial and social situation, immediacy of information, error and bias for personal gain, the informant's previous manifest errors, internal

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consistency of the story and external consistency.

Throughout the data collection process, the field diary was used to write down significant episodes that revealed resistance or collaboration of departmental members for the evaluation process. Following Willig (2008), three types of notes were taken: 1) Substantive notes: These are the observations made. The notes describe the location of events and people, citations or summaries of what has happened and what the participants have said. 2) Methodological notes: refer to the observation process of the researcher's role within the research, his relationships with participants or incidents during the research. 3) Analytical notes: take place at the beginning of the analysis and can occur during the field phase. They are related to emerging issues of data and thematic schemes.

To guarantee the quality of the research, we have applied the procedures to guarantee Guba's reliability criteria based on credibility, transfer, dependence and confirmability (Pla, 1999).

Data analysis

For the qualitative data extracted from the interviews and nominal groups, discourse analysis was applied, using qualitative exploratory, descriptive and interpretive strategies (Aracena, 2015). In terms of the specific treatment of data (following Pla, 1999; Lofland, Snow, Anderson and Lofland, 2006; Olabuénaga, 2012), Inductive and Deductive forms of coding were used:

1. Inductive coding. Used for gender analysis through what Strauss (1987) calls open coding. That is, to go from the data that inform us of the more superficial to the data that inform us about the deepest. Moving from an initial systematization and ordering of the data to adequate coding by reducing the data into categories (Olabuénaga, 2012).

2. Deductive coding. Used for the analysis of equality competences and cultural positions. Data reduction analysis techniques were used to infer participants' responses within one or another category established a priori (Lofland et al., 2006).

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Results and discussion

Gender climate

The qualitative analyses allowed us to identify three ways of perceiving the gender climate in the context of inequality in the organization: 1. Positive climate 2. Negative climate and 3. Adequate climate. This typology has been verified both in the interviews and in the nominal groups.
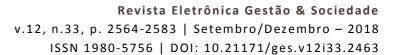
1. Positive climate: It is observed in participants who declare that there are no gender inequalities in the organization: "I do not see here this dichotomy of positions for men and positions for women" (José). "As for wages, I do not see that there are differences between wages of women and men" (Mar). In addition, they reveal that there are no discriminations based on sex. In this sense, they state that, in general, the relationships between men and women are not marked by processes that imply hierarchies or gender-based discriminations: "There are good relationships here, it is not a question of whether you are a man or a woman" (Ana).

2. Negative climate: it is observed in those people who show that there are inequalities between women and men within the organization:

Women are more present in areas of social rights and why are there no men? The sex does not give you that. It gives you your attitude and your skills and many men have those skills. But then the directors of these areas are men (Carmen).

In addition, many of the relations between male and female colleagues of the institution are conditioned by gender. Relationships in which women are subject to men's exercise of the power of men. One of the interviewees, referring to the relationship with a partner, said: "When he called me in the morning he would tell me" what are you wearing? It happened daily" (Sofia).

3. Adequate climate: described by participants who observe the existence of some gender inequalities in the organization. However, these inequalities are not conditioned by gender issues but by the individual responsibility of that subject regardless of whether he is male or female:

> And since power, the greater share of power, is more in the hands of men than in women, power abuse is more frequent among men than among women. But, come on, women are the same. (...) It is by nature. That is always so when there is a relationship in the couple, in the family or at work that is not compensated from the psychologically ordered point of view, that happens (Carlos).

The characterization of each type of gender climate coincides with recent contributions on the climate in the organizations that maintain that climate types are the cause of multiple forms of organizational behavior (Arias Gallego and Arias Cáceres, 2014). In addition, there are studies that relate the labor climate with gender equity and expose the way in which cultures and the symbolic elements of the organization can marginalize or exclude women (Vélez, Vaca and Luna, 2013).

Gender Climate, Cultural Positions and Gender Competences

In the results, we have found a relationship between types of perception of gender climate, cultural positions and gender competences the participants have in view of the institutionalization of gender mainstreaming. In addition, we have observed this relationship among these elements by departments of the institution.
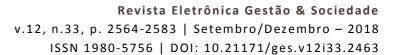
1. Positive climate in the resistance position and Gender competences

The perception of a positive climate manifests itself in people who maintain positions of resistance and lack gender equality competences. These profiles are presented mainly in departments that are mainly occupied and directed by men, given their clearly masculine historical representation (departments not linked to the municipal social services for people in situations of particular vulnerability).

These people not only insisted on arguing that inequalities do not exist, but that during the evaluations, they blocked the processes by maintaining uncooperative positions: "Equality is us. We have training ... we believe that this has become too inbred and the problem is out there" (Juan). We point out another significant example recorded in the field diary: the complaint by one of these people showing total disagreement with the evaluation process through interviews, arguing that they were not necessary to design an Equality Plan.

In the discussion groups, we observed coalitions among members of the groups with perspectives and gestures of loyalty and the members who resist change through perspectives and gestures of loyalty according to the situation they find themselves in: adopting a situation of alertness and threat at the start of the sessions, a position of attack when they take the floor and a position of defense when they are questioned about their position. These results coincide with those of Guil (2009) when she analyzes the implicit coalitions against third parties that

want to make changes in the organization in the context of equality between men and women. According to that author, when the power coalitions are explicit, it is quite possible to preserve their influence, stay at the margin or confront them. Nevertheless, when implicit, it is hard to fight against them. "Especially when they are mixed with invisible loyalties to whom has been considered the professional teachers or fathers" (Guil, 2009, p.24, authors' translation).

During the discussion groups, these people were opposed to continuing their participation in the evaluation process. On the one hand, because they do not see that there are imbalances between men and women in the organization, so it is not relevant to apply the gender perspective. This information indicates the lack of knowledge on gender (Knowledge competences). On the other hand, because they consider that their department "does not mean anything" in these issues and that it needs to be addressed starting from the Department of Equality "that's what it is for" (Responsible 1). These arguments show the ignorance about the procedures for the application of gender mainstreaming (Methodological competences). As for the participation and personal competences, the
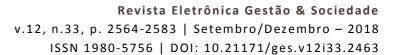
attitude described as hardly cooperative reveals the lack of them.

These data coincide with empirical results on the resistance to change, which expose that this manifestation of behaviors is intended to discredit, delay or prevent the instrumentalization of a transformation in an organization, due to their perception of threat to the satisfaction of personal or relational needs (Davis and Newstrom, 2001; García Rubiano, Andrea Rubio and Bravo, 2007).

2. Negative climate in the project position and Gender competences

People who perceive a negative climate are those who maintain a project position and those who possess the gender equality competences to institutionalize gender mainstreaming.

Most of these people belong to departments committed to social and gender equality. The services of these departments are addressed to groups in situations of particular vulnerability. Mainly women represented these departments and their managers facilitated the evaluation process, to the extent of confronting those who blocked it. In line with Espinosa, Bustelo and Velasco (2016), these attitudes are characteristic of gender awareness and the

incorporation of the gender perspective as a management priority (the recognition of gender inequality as a problem to be addressed, not only externally).

During the discussion groups, the heads of these departments argued that it is important to apply the gender approach to budgets. Areas that do not see this need warn that these would be very slow and expensive processes for the administration and that they do not have time to work on this. In response to these interventions, the law is appealed to, because "it has to be done by decree" (Responsible 5). We refer to this term, "by decree", due to its importance in the processes of change. As Mintzberg (1979) points out, in institutions, changes by decree are merely effective and often counterproductive. It is more appropriate to articulate other strategies that ensure cultural transformation. Nevertheless, it is the response of a member who does not accept attitudes that block processes to institutionalize gender mainstreaming.

These people acknowledge that even the work and relational dynamics that are established during encounters such as the discussion group help to acquire competences to apply the gender approach in the organization. That is, they are part of the processes of organizational learning. According to Olarte (2012), the new knowledge can be socialized in the work environment, permitting its incorporation into the work routines. In this sense, other contributions emphasize the importance of the existing relationship between the members of an organization as part of a whole who, in turn, have shared meanings, which facilitate the transmission to others (Aguirre Baztan, 2004, Abad and López, 2015). According to Jung (2016), this happens so that the work is shared as a collective system of expression. Thus, in line with Espinosa et al. (2016), we recognize that these results support the idea that these more cultural forms of evaluation through participatory action facilitate the application of gender mainstreaming.

3. Appropriate climate in the legitimizing position and Gender competences

The discourse of the people who observe an appropriate climate is characteristic of the legitimizing position, maintaining socially accepted approaches to gender equality. They have some gender equality competences though, which makes them show disagreements in their narrative in order to adapt to the context in which they interrelate. Thus, we recognize two types of discourse among the participants:

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1. Discourse that does not show an explicit intention to apply the gender approach but argues that some measures need to be implemented: "The equality plan I believe discriminates against women more because it gives them supplementary protection ... conciliation measures will be necessary" (Carlos). They are people who do not facilitate the evaluation process due to their lack of collaboration. This attitude brings them closer to the resistance position and was present in the same departments: "nothing needs to be done because society works alone" (Carlos). 2. Discourse that defends the need to implement gender mainstreaming but makes explicit that they do not know how to do it. Thus, they favor the evaluation processes but lack knowledge competences, so they approach project positions and therefore, we mainly find them in the departments that work close to the citizens at greater risk of social vulnerability. Among the responsible members of the departments, this need is made explicit: "because I do need it, I am aware that I do not know how to tackle these issues when conflicts arise in day-to-day work" (Responsible 2). "I need training in equality and to develop this kind of measures to do my job" (Responsible 4).

Final Considerations

This article supposes an innovation in the academic-scientific contribution in the following order:

In the first place, we have presented a diagnostic structure for the evaluation of the gender culture in an organization, so that its results can be used to implement gender mainstreaming. Second, we have characterized a typology of the gender climate construct. Thirdly, we have related the types of gender climate with other cultural elements that emerge in the organization as a result of the relations among men and women who constitute it.

In addition, in terms of the diagnostic structure, we have provided empirical evidence supporting the idea that the qualitative method facilitates the exposition of gender-related cultural barriers as symbolic elements that are difficult to identify and that is precisely why they should be studied through diagnoses and analyses with a gender perspective (Vélez et al. 2013).

Therefore, we start from the approach of organization as culture. This approach is defended by contemporary organizational theories that point out that we can explore
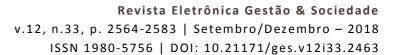
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the interpretive symbolic perspective that underlies an integral view of culture in the anthropological sense, permitting a profound analysis using qualitative methods, as a method for information retrieval within organizations as if they were cultures (Abad and López, 2015). This approach is also defended by feminism, as it facilitates the application of new, more cultural methods of analysis that help promote broader and deeper scientific discussions about the understanding of the phenomenon of inequality between women and men in organizations (Martínez, Biglia, Luxán, FernándezBessa, Azpiazu and BonetMartí, 2014, Espinosa et al., 2016 and Adamson, 2017).

Thus, based on the results obtained, we were able to answer the questions that guided our research and were presented at the beginning of the paper. The following are detailed:

1. Using techniques specific to the qualitative methodology, could we observe cultural elements that intervene in the origin and maintenance of inequalities between women and men in organizations? The method applied has allowed us to characterize the concept of organizational gender climate and to classify its types as: positive, negative and appropriate climate.

This typology can also be related to the gender equality competences and positions in relation to the application of gender mainstreaming in organizations. The results of our study also agree with the proposals that defend that successful organizational change efforts are those in which strategies are applied in an integrated way and in different combinations (García Rubiano et al., 2007). That shows the relevance of the diagnostic structure we apply, achieving an evaluation of the transformation process before implementing it in order to characterize the emergence of resistance or acceptance of the application of innovations to articulate the gender dimension in organizations. In addition, it allows us to recognize the competences that male and female workers possess to apply gender mainstreaming in daily professional work. These results coincide with recent studies in which qualitative methods are applied that point out the importance of acknowledging the role of active agents (action of individuals) in the cultural change processes necessary to combat inequalities between men and women in which the gender relations operate (Hennekam and Bennett, 2017; Pringle, Harris, Ravenswood, Giddings, Ryan and Jaeger, 2017).

2. Would the observation of these cultural elements favor the application of gender

mainstreaming in organizations? The characterization of the gender climate, the cultural positions and the equal competences present in the members who participate in the organizations entails the collection of essential information to describe a starting point from which to design measures against inequalities between men and women. Gender competences would be present based on what Lombardo (2003) calls the first step towards the application of mainstreaming: a correct understanding of the concept (Lombardo, 2003). Therefore, a correct interpretation of the strategy is needed and, consequently, the compression and acceptance of the feminist ideology that is partially determined by training in gender issues (Dabrowski, 1985; Donoso-Vázquez and Velázquez-Martínez, 2013). Then, we can move to the implementation of gender mainstreaming, which requires substantial changes in cultural elements such as hierarchies of power (which determine the relations between men and women), and in the mentality and position towards gender equality (Lombardo, 2003; Mimbrero, Cantera and Pereira, 2017). For this reason, the knowledge of the dimensions we propose as the focus of study in this article would facilitate the implementation of gender mainstreaming.

Although, based on the method used, we cannot speak of a study limitation in terms of sample size; further expansion is needed. Hence, for further research, we suggest the evaluation of the cultural elements proposed in this article in organizations with different structures, sizes and belonging to various economic sectors.

Taking into account that applying gender is inevitable for organizational growth by helping to eliminate discriminatory standards and values in their societies, we suggest to continue investigating the proposed dimensions in the diagnostic evaluation structure of the gender culture. Although our approach distances us from traditional analysis models of the gender dimension in organizations, we believe that we have offered a useful alternative for these diagnoses, in order to promote the agency in favor of gender equality among people involved in these environments.

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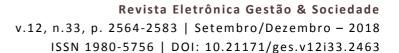
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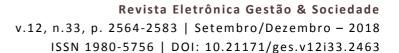
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