Title: **|Participatory Modeling| |Implementation| | |Field(s) of Action:|**@#F5DA81: * Engaging leadership| |::: |@#A9E2F3: * Gender-inclusive / Gendersensitive Organizational Culture|** |Objectives:|**Participatory Modeling (PM) or Group Model Building (GMB) is a method to give a management team, faculty board or other senior leaders insights into the different causes of gender inequality in their own organization / unit, possible solutions, as well as levers for change.** | |Target Group(s): |**Management team, executive board, faculty board, or other senior leaders (8-10 participants) who are stakeholders in gender equality|** |Description: |**PM is based on system dynamics and helps people to envision a problem situation in a systemic way. In a few 2-3 hour sessions led by an experienced facilitator, individual mental models are integrated when the group builds a causal loop diagram to come to a better understanding of the problem of gender inequality. The model visualizes the interaction of causes and effects of the problem through feedback processes. Taking part in the building of the model also creates a basis for change and ownership for solutions and interventions. This method integrates the knowledge and experience of participants, facilitates the discussion between leadership and (diversity) experts and thus helps to reconcile different insights. The model helps to identify concrete opportunities for interventions (levers for change). PM is particularly suited for groups of 8-10 participants with varied knowledge and experience in promoting gender equality.** | |More information:**	PM is facilitated by Nijmegen School of Management, Radboud University Nijmegen, the Netherlands, EGERA project, http://www.egera.eu/consortium/sku.html Contact: dr Inge Bleijenbergh or dr Pleun van Arensbergen i.bleijenbergh@fm.ru.nl ; p.vanarensbergen@fm.ru.nl Reference: Bleijenbergh, I. L., & van Engen, M. L. (2015). Participatory modeling to support gender equality: The importance of including stakeholders. *Equality, Diversity and Inclusion: An International Journal, 34*(5), 422-438. doi:10.1108/EDI-06-2013-0045

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Last update: **2019/07/31 15:21**