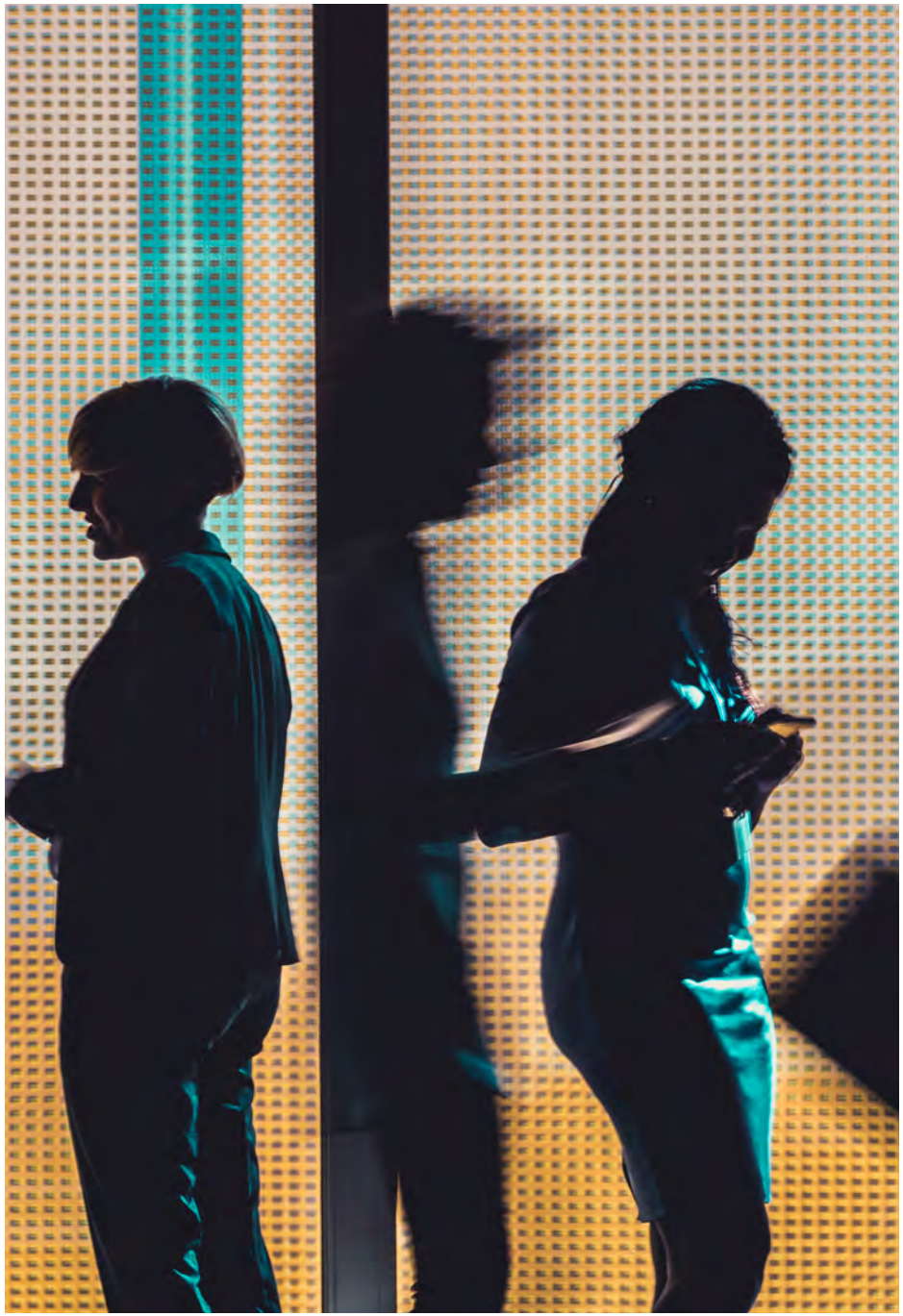


Gender Responsive Standards

Guidance for ISO and IEC technical committees

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Gender Responsive Standards: Guidance for ISO and IEC technical committees

1. General

On 19 May 2019, ISO and IEC signed the UNECE Declaration on Gender Responsive Standards and Standards Development, pledging to make the standards they develop and the standards development process they use gender responsive. The UNECE Declaration recognizes that women are not currently as well-served by standards as men. The declaration encourages standards development organizations of all types to create gender responsive standards (GRS) and achieve gender balance in their standards development environments. The Declaration and its implementation aim to provide a practical framework for standards bodies and standards developers seeking to make the standards they develop, and the standards development process they follow, gender responsive.

The Declaration is part of the UNECE Gender Responsive Standards Initiative (UNECE GRSI). Established in 2016, the Initiative has the threefold "objectives of: (i) strengthening the use of standards and technical regulations as powerful tools to attain SDG 5 (Achieve Gender Equality and Empower all Women and Girls); (ii) integrating a gender lens in the development of both standards and technical regulations; and (iii) elaborating gender indicators and criteria that could be used in standards development."[1]

In response to the UNECE Declaration, and as part of ISO and IEC's respective gender action and diversity plans, both organizations partnered under the stewardship of the Joint Strategic Advisory Group (JSAG) to develop guidance to help technical committees ensure they are developing GRS.

1 UNECE Gender Responsive Standards Declaration, https://unece.org/DAM/trade/wp6/AreasOfWork/GenderInitiative/UNECEGenderDeclaration_English.pdf

This guidance document aims to provide standards developers and all technical committee (TC, SC, PC, SyC) and working group (WG) participants with important considerations and questions to aid them in ensuring the standards they are developing are gender responsive. Given the breadth and depth of standardization, there is no singular solution to ensuring that a standard is gender responsive. As such, this guidance is intended to be the first in a series of joint ISO-IEC communications, training and technical policy products on GRS.

While not mandatory, the use of this guidance document and the attached gender responsive standards assessment form is strongly recommended for all standards that involve interactions with humans.

2. What are gender responsive standards (GRS)?

Gender responsive standards are developed with consideration of how gender impacts the content, requirements, and application of standards. They ensure that both women's and men's needs, experiences, and concerns are an integral dimension in the design and performance of the product, process, or service undergoing standardization. In sum, a gender responsive **standard is a standard that reflects an understanding of physical differences and gender roles, and equally addresses the needs of women and men**.

GRS encompasses both sex and gender. There are biological realities that standards developers need to consider, as well as social and cultural constructs defining roles / expectations for women and men. Both the biological and social / cultural dimensions have implications for standards that must be addressed.

As noted in the UNECE guidelines for developing GRS "to understand how gender and sex can impact a standard, we can consider the example of cookstoves. In 2018, ISO released new guidance on cookstoves. ISO collaborated with the Global Alliance for Clean Cookstoves to improve safety and efficiency.[2] Cookstoves fueled by solid fuels (i.e. coal, dung, etc.) and kerosene are a major contributor to indoor pollution. Indoor pollution is estimated to be responsible for 3.8 million premature deaths annually.[3] Women – and children – are disproportionately impacted by household pollution.[4] Due to gendered cultural norms women often spend more time on food preparation, increasing their exposure to harmful pollution. Moreover,

2 ISO, New Guidance in the Cookstoves Series, 2018
3 WHO, Household air pollution and health, 2018
4 WHO, Household air pollution and health, 2018

research has shown that due to biological differences pollution poses a greater health threat to women than men.[5] In the case of cookstoves, sex and gender differences put women at greater risk".[6]

3. What is your role as a standards developer in GRS?

Collectively TC / SC / PC / SyC / WG leadership teams have an important role in shaping the direction / scope of standards and guiding the development process and this have a particularly important role to play in ensuring that standards are thus gender responsive, but ultimately, all participants in the process have a role to play by considering questions of gender responsiveness throughout the standards development process. An early assessment at the proposal stage using the attached form and ongoing assessment of a standard's differential impact on women and men throughout the standards development and review process, ideally informed by sex-disaggregated data, can promote more equal benefits from standardization for women and men.

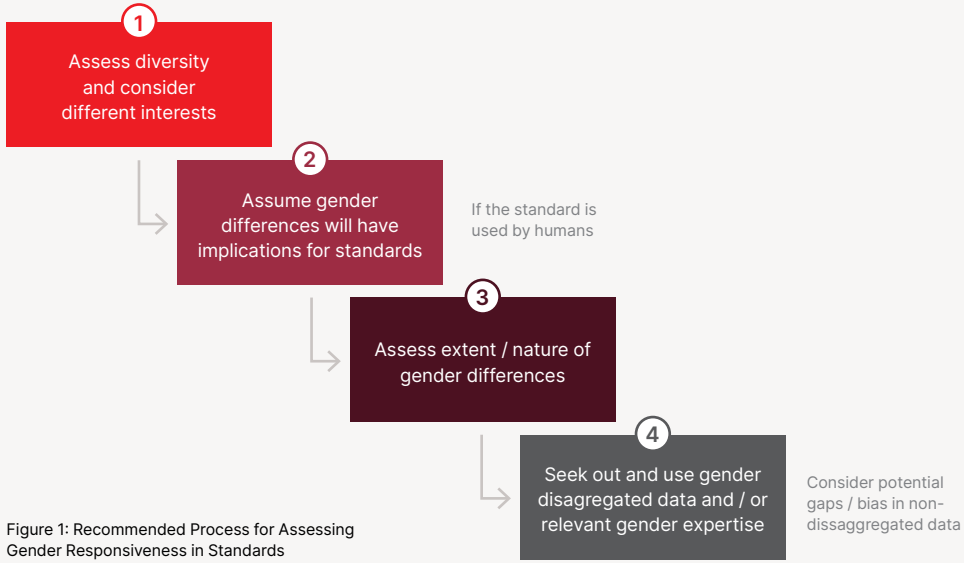


Figure 1: Recommended Process for Assessing Gender Responsiveness in Standards

5 Clougherty J. E. (2010). A growing role for gender analysis in air pollution epidemiology. Environmental health perspectives, 118(2), 167–176. https://doi.org/10.1289/ehp.0900994
6 https://unece.org/sites/default/files/2022-01/Guidelines%20on%20developing%20gender%20responsive%20standards%20Advanced%20Copy%20v0_1%20220119.pdf

FIRST, assess the diversity of thought in the TC / SC / PC / SyC / WG, consider the different interests within the drafting group

SECOND, assume there ARE implications because of gender differences

To ensure standards are gender responsive, it is essential to start with the early premise that there are gender differences and that this will inherently have implications for the standard under development. This premise is essential in determining whether a standard functions, performs, and / or differentially impacts women and men. By understanding potential gender differences in a standard at the proposal stage, the content of the standard throughout the working draft, committee and enquiry stages can proactively account for these differences to ensure equivalent safety and efficacy for women and men.

Some of the most common physical or physiological differences between men and women that would merit consideration by standards developers include:

- Grip strength
- Physical dimensions / body size
- Hormones
- Skin thickness
- Percentage body fat
- Body fat percentage
- Voice recognition
- Centre of gravity
- Pregnancy
- Facial recognition
- Gender differences in ageing

Beyond the physical characteristics, standards developers should also consider differences between women and men because of socially constructed roles / expectations such as:

- Power / authority dynamics in the home and public domains (i.e. who is most likely to be seen as / be the decision-maker; who is most likely to be / be seen as the decision-maker; who is most likely to have / be seen to have control… etc.)
- Work environments (i.e. who is most likely to be occupying more junior roles, are there roles typically seen as women's or men's roles, gender inequalities in leadership, promotion, recruitment, will the structure / terms and conditions of work equally enable access to work for both men and women etc.)
- Behavioural / cultural differences, (i.e. dress codes, access to certain services such as banking / financial or education, freedom of movement, etc.)
- Social responsibilities (i.e. elder care, child care, etc.)

Socially constructed roles and expectations will vary within and between countries, regions, socio-economic groups, religious groups, etc. Standards developers should strive to identify and understand the implications of these types of gender differences which are based on culture, geography, etc., while maintaining a global relevance perspective by seeking relevant knowledge or expertise and / or ensuring the committee / group membership is sufficiently diverse.

By considering the questions below and the characteristics above, standards developers can assess and determine how to equitably address the implications of gender differences across product, process and service standards.

- **Question 1:** Is the product, process or service that is the subject of standardization going to be used by people and / or impact people either directly or indirectly?
- **Question 2:** Is the product, process or service that is the subject of standardization identified to be used in another standard?
- **Question 3:** If yes to question 2, does that standard have a product, process or service that will be used by humans?

If YES to question 1, or YES to question 2 and question 3, the standard in question has potential gender implications.

THIRD, consider the potential gender implications, accounting for both the different physical and social aspects of gender and determine whether, for the standard in question, the gender implications require:

Significant action to ensure the standard under development is gender responsive.	*There are significant gender differences which may have relevance and implications to the standard under development and will require concerted action to ensure equitable outcomes for women and men* *Examples: personal protective equipment, voice recognition software*
Some action to ensure the standard under development is gender responsive.	*There are some gender differences which may have relevance and implications to the standard under development and will require some action to ensure equitable outcomes for women and men.* *Examples: machine safety, financial services*
Minimal action to ensure the standard under development is gender responsive.	*There are limited gender differences which may have relevance and implications to the standard under development and will require minimal action to ensure equitable outcomes for women and men* *Examples: laboratory equipment, plastics*

What is to be avoided is gender blindness, which is the failure to consider the implications of the physical and/or social differences between women and men.

FOURTH, seek out and employ sex disaggregated data

A vast amount of "data," in the most general sense of the word, is used in the development of standards. The data can come in the form of knowledge, statistics, research, illustrations, etc. Data is critical in the standards development process. Standards developers need to be aware that data can contains gaps and biases. It is imperative for committee members to understand the data they are using and its limitations.

Sex-disaggregated data is collected and tabulated separately for women and men. It allows for the measurement of differences between women and men on various dimensions (i.e. social, economic, physical, etc.) and is one of the requirements in obtaining gender statistics. However, gender statistics are more than data disaggregated by sex. Having data by sex does not guarantee, for example, that concepts, definitions and methods used in data production are conceived to reflect gender roles, relations and inequalities in society.

By considering the questions below, standards developers can assess the data and develop strategies to critically analyze the required data to ensure its appropriate use and any potential limitations.

- **Question 4**: Is there sufficient data to understand the gender differences of end users of the standard under development?
- **Question 5**: If no, what data is missing and how will the TC / SC / PC / SyC/ WG access such data?

Sex-disaggregated data may need to be further disaggregated: Women and men are not homogenous groups. When considering sex, it is important to note if other variables need to be considered. For example, while on average men are taller than women, the average height of women and men varies across ethnicities. Similarly, while on average smoking rates are higher for men than women, women of low socioeconomic status (SES) have higher smoking rates than men with high SES.[7] By ignoring other relevant factors sex-disaggregated data can be misleading.

7 See for example: https://www.cdc.gov/pcd/issues/2019/18_0553.htm

4. What needs to be considered when using sex-disaggregated data?

4.1 General

It is important to note that it can be a challenge to find sex-disaggregated data. There are sources that will include population level data that is also sex-disaggregated (i.e., World Bank, OECD, WHO, national statistical agencies). Population data is valuable since it gives a more complete picture of what is happening, however, when population data is not available or not specific enough for the needs of the standard being developed then alternative sources of data / knowledge will need to be included in the process.

When using data, including gender data, it is important to understand the quality (validity and reliability) of the data.[8] This is impacted by how it was collected, measured, and presented. Data quality will have implications for the usability of the data. In using data to inform standards development the following should be considered:

4.2 Processing/analysis validity and quality

Who processed and or analyzed the data and how? Did they have certain expected results in mind or were they objective when processing the data? Who processes and analyzes data can have implications not only on its quality and validity but also on whether or not accurate, unbiased conclusions or decisions can be made using the data.

4.3 Source

Refers to where the data comes from and who collected it. Key considerations are how and where the data was collected. If data came from an online survey, this will impact who was surveyed, as respondents would need to have internet access, there might be other characteristics that would distinguish the type of person that would respond to an online survey (i.e. age, education, income, etc.). Who collected the data? Are they considered a "neutral" party, or could they be seen as "partisan"? For example, during elections news organizations as well as political action parties collect data, it is recognized that the data can be biased, depending on the source.

8 For a more thorough review of data quality please see for example: DAMA-UK (2013). The six primary dimensions for data quality assessment. October 2013 or Black, A. & van Nederpelt, P. (2020). Dimensions of Data Quality (DDQ). DAMA NL Foundation.

4.4 Face validity

Does the data measure what it is purported to measure? In other words, is it obvious that what is measured is capturing what it is intended to measure? This is an important consideration because at times something can be measured in multiple ways, for example when measuring education level of a population, options include, but are not limited to, average years of schooling, proportion of the population with post-secondary education. At times a choice needs to be made about which indicator to use and that requires consideration of the research question and data availability.

4.5 Sample size

The number of data points collected. A key consideration when determining the appropriateness of the sample size is comparing it to the relevant population size. In general, the larger the total population the larger the sample size should be. In general, it is risky to draw conclusions based on small sample sizes since they are less likely to be representative of the population as a whole.

4.6 Representativeness of the sample

Related to sample size, the sample must also be representative of diversity within the population of study. If the reference population from which the sample is drawn has specific characteristics those should be represented in the sample. For example, if the population of interest varies by age then it is important to ensure that that is reflected in the sample.

4.7 Timeliness

It is important to know when the data was collected since this may impact usability. For example, relying on Body Mass Index (BMI) data from 50 years ago would be inappropriate since obesity rates have increased over the time frame. The data would not give a good picture of the current reality.

4.8 Data has limitations

Understanding those limitations is important to effectively using the data and making sure that assumptions or data gaps / biases are identified to determine if / how the data should be used. For example, if the data was collected on a sample of young adults however, it is intended to be used to in a standard which impacts seniors as well as young adults, however it is intended consideration would need to be given to how age differences might need to be addressed differently and if more data will be required. Any limitations in addressing differences because of age should be clearly disclosed along with any recommended mitigation strategy.

5 What if sex-disaggregated data is not available?

Given the specificity and limited scope of individual standards, it is highly probable that sex-disaggregated data may not be available. When that is the case, standards developers can consider the following options:

- Collect sex disaggregated data

If possible, the ideal solution would be to collect sex disaggregated data to inform the standards.

- Use data that is not sex-disaggregated

If additional data collection is not an option, then standards developers can use existing data considering the limitations of the data. If data is only available for men, then consider how the data would likely differ for women (i.e. if it involves physical strength, or distance between objects that individuals need to reach, how would this differ for women?). Where no sex-disaggregated data or no data about women exists, it is strongly recommended that committees/groups seek input from organizations or individuals with relevant knowledge or expertise or even lived experience related to the subject of standardization. This could be achieved by seeking representation from relevant women's organizations (i.e. professional bodies, trade associations, charities etc. which represent and/or serve women), identifying academics, research organizations, etc. studying the subject with a specific focus on gender or by bringing in a general gender expert who could guide and support more informed analysis of the potential implications of gender differences. When using data that is not sex-disaggregated it is essential to understand and acknowledge the limits of the data and specify any assumptions made so that the end user can make informed decisions on the applicability of the standard to women and men.

Assessment form – gender responsive standards

The completion of this form will support standards developers to assess how gender differences may impact new and revised standards and enable them to develop gender responsive standards that equitably benefit women and men.

Standards developers are strongly encouraged to complete this form and attach it to New Work Item Proposals and to update it as required throughout the development process.

Committee	
Document Number	
Document Title	
Process (new work item, revision)	

Assessment Questions:	
1) Is the product, process or service that is the subject of standardization going to be used by people and / or impact people either directly or indirectly?	☐ yes ☐ no
2) Is the product, process or service that is the subject of standardization going to be used in another standard?	☐ yes ☐ no
3) If yes to question 2, does that standard have a product, process or service that will be used by people?	☐ yes ☐ no
If yes to question 1, or yes to question 2 and 3, the standard in question has potential gender implications.	

Describe potential gender implications, accounting for both the different physical and social aspects of gender as outlined in the Gender Responsive Standards Guidance

Based on the above assessment, the standard is deemed to require:	
Significant action to ensure a GRS *There are significant gender differences which may have relevance and implications to the standard and will require concerted action to ensure equitable outcomes for women and men.*	☐
Some action to ensure a GRS *There are some gender differences which may have relevance and implications to the standard and will require some action to ensure equitable outcomes for women and men.*	☐
Minimal action to ensure GRS *There are minimal gender differences which may have minimal relevance and implications to the standard and will require minimal action to ensure equitable outcomes for women and men.*	☐

While it may be determined that there are no specific gender needs in the standard, careful consideration should still be made and documented on this form before making a final determination whether gender should be considered. What is to be avoided is gender blindness where the differences between women and men and the implications on the standard are overlooked and ignored.

Assess:	
4) Is there sufficient sex-disaggregated data to support the standard?	☐ yes ☐ no
If no, what data is missing and how will the committee members find and access data to determine gender differences?	





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Assessment form – gender responsive standards

The completion of this form will support standards developers to assess how gender differences may impact new and revised standards and enable them to develop gender responsive standards that equitably benefit women and men.

Standards developers are strongly encouraged to complete this form and attach it to NWIP proposals and to update it as required throughout the development process.

Committee	
Document Number	
Document Title	
Process (new work item, revision)	

Assessment Questions:	
1) Is the product, process or service that is the subject of standardization going to be used by people and / or impact people either directly or indirectly?	☐ yes ☐ no
2) Is the product, process or service that is the subject of standardization going to be used in another standard?	☐ yes ☐ no
3) If yes to question 2, does that standard have a product, process or service that will be used by people?	☐ yes ☐ no
If yes to question 1, or yes to question 2 and 3, the standard in question has potential gender implications.	

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Assess:	
4) Is there sufficient sex-disaggregated data to support the standard?	☐ yes ☐ no
If no, what data is missing and how will the committee members find and access data to determine gender differences?	

Deltakelse og påvirkning

Standard Norge

Komitédeltakelse – ulike roller

Eksperter	▪ Ekspert i arbeidsgruppe ▪ Delegat i TC/SC ▪ Delegasjonsleder i TC/SC
Leder (TC/SC: chair, WG: convenor)	▪ Nøytral ▪ Faglig forståelse
Observatør (aktuelt i TC/SC)	▪ Ikke stemmerett
Liaison (mest aktuelt i TC/SC)	▪ Andre komiteer ▪ Internasjonale organisasjoner

Strategi for deltakelse (1)

- Ved valg av strategi er det viktig å tenke igjennom deltakelse:
  - på flere nivåer
  - prosjekter innenfor viktige områder for din organisasjon
  - prosjekter der dere ønsker å påvirke
  - der dere ønsker kompetanseoppbygging
  - delta i en norsk komité
  - delta som internasjonal ekspert og delegat



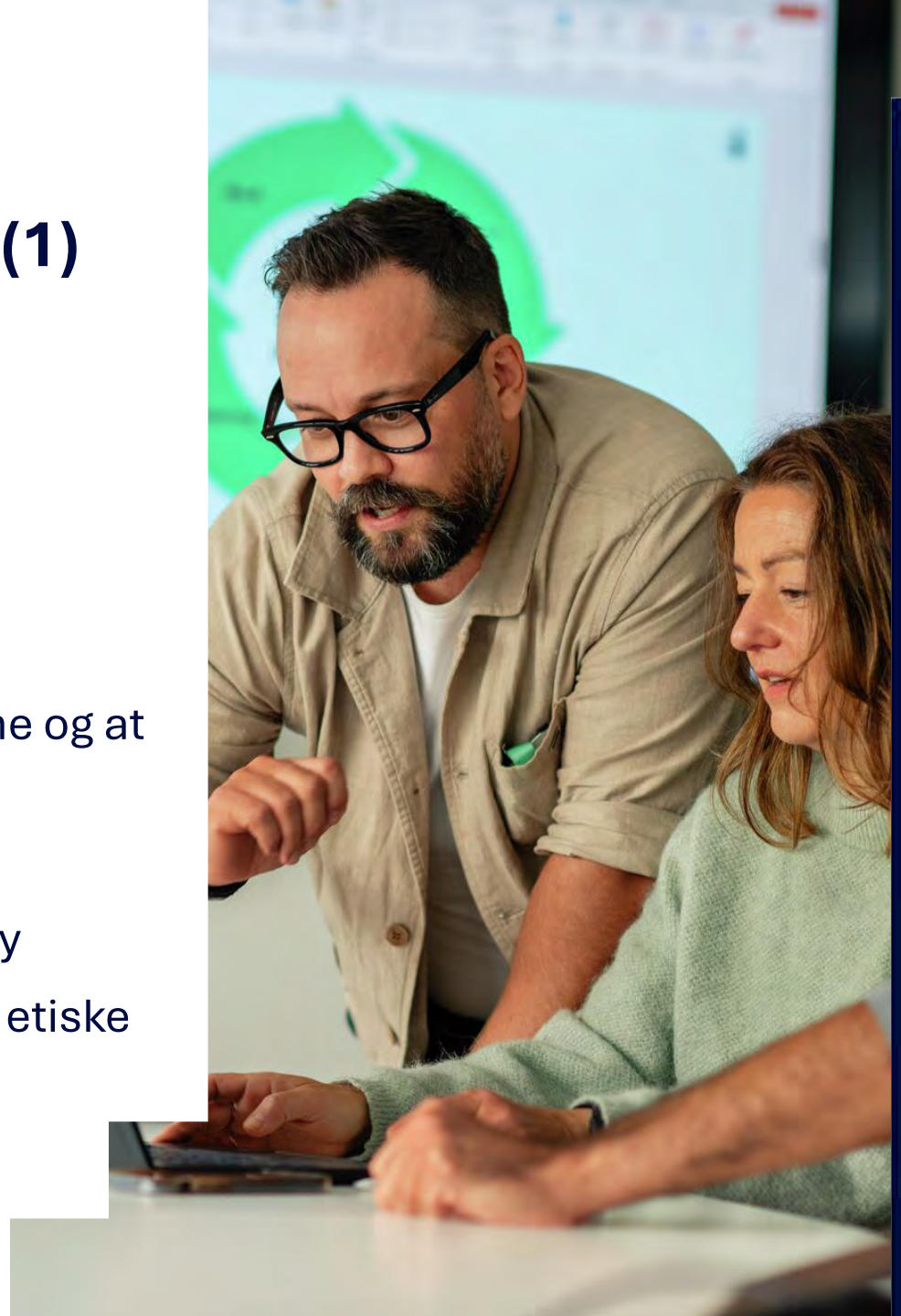
Strategi for deltakelse (2)

- Nasjonale og internasjonale lederverv
- Delta i styrende og rådgivende organer
- Standard Norges styre og sektorstyrer (BAE, Petroleum, lavkarbon og havenergi, Helse og omsorg, IKT, fagråd forbruker)
- ISO Policykomiteer (utpekt rolle)



Komitédeltaker – Hva forventer vi? (1)

- Delta aktivt
  - Møter
  - Forberedelser
  - Høringer og kommentarer
- Bidra til at saker blir belyst best mulig
- Bidra til høy kvalitet og godt språk i standardene og at de tas i bruk
- Overholde frister
- Ta i bruk verktøyene ISO Documents og Enquiry
- Følge komitéregler og spilleregler (ISO og CEN etiske retningslinjer)



Komitédeltaker – Hva forventer vi? (2)

- Overholde regler for **kopirettigheter** og **distribusjon** av dokumenter (se ISO-brosjyre)
- Gi innspill til hvilke standarder i CEN og ISO som er viktige for Norge
- **Ekspert** i en CEN/ISO arbeidsgruppe
  - Rapportere til speilkomiteen
  - Forankre synspunkt nasjonalt
- **Delegat** på CEN/ISO komitémøter
  - Legge fram Norges synspunkter (jf. diskusjoner i speilkomiteen)



ISO Policy om kommunikasjon rundt komitéarbeid

- Regler for eierskap og distribusjon av komitédokumenter
- Todelt
  - Informasjon til eksterne parter
  - Lagring av dokumenter



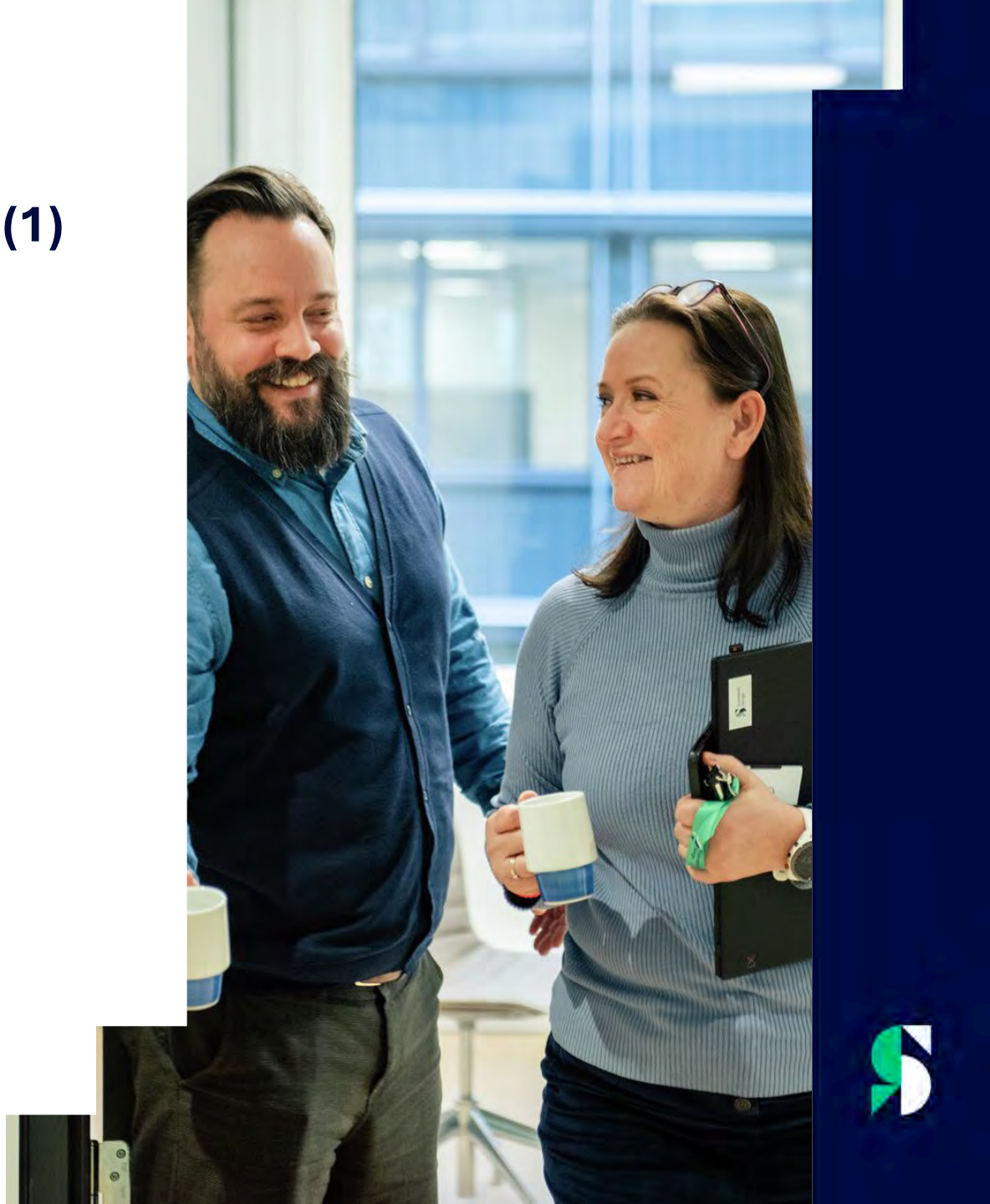
Mediepolicy

- Media er én viktig kanal for å nå ut i samfunnet om standarder og standardisering
- Komitémedlemmene er viktige omdømmebærere og ambassadører
- Rolle: Komitémedlem ⇔ ansatt
- Komitémedlem avklare og koordinere mediainitiativ med Standard Norge



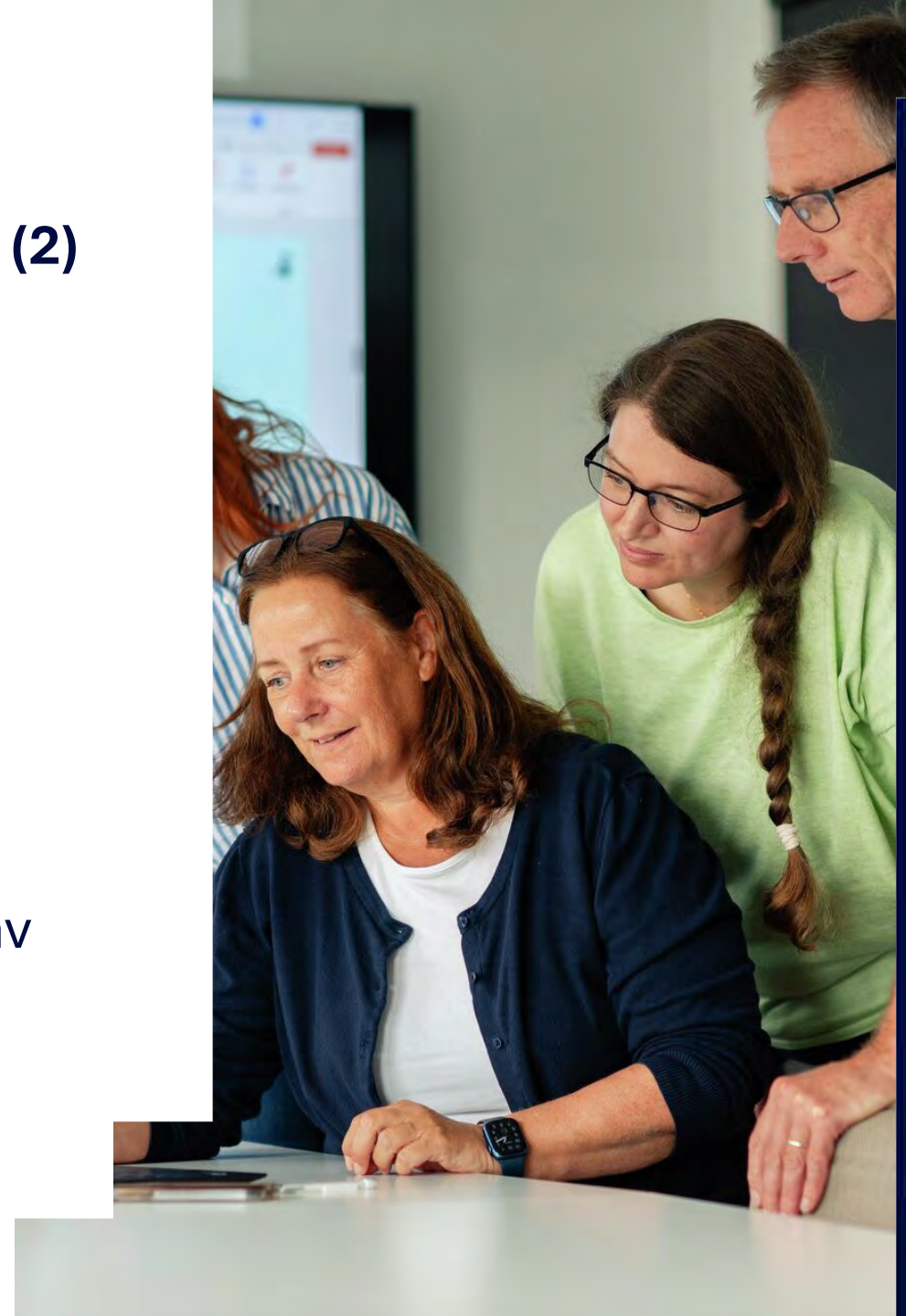
Hva kan komitédeltaker forvente av oss? (1)

- At vi kan standardisering og gir deg veiledning og opplæring
- Samarbeide med komitéleder og -medlemmer
- Bidrar til at komiteen er bredt sammensatt
- Utarbeide utkast til dokumenter
- Møteadministrasjon
- Følge opp vedtak fra møter



Hva kan komitédeltaker forvente av oss? (2)

- Sørge for at tidsfrister overholdes
- Sørge for at standarder utformes etter gjeldende regler
- Aktiv bruk av ISO Documents som prosjektarkivet
- Spre informasjon om arbeidet via vår hjemmeside
- Orientere om tilgrensende aktiviteter av interesse



Forutsetninger for vellykket komitéarbeid

- Deltakerne har tid og fullmakt (forankring)
- Aktiv deltakelse
- Respekterer hverandre og ulike meninger
- Stiller godt forberedt
- Representativ gruppe
- Relevant kompetanse
- God, åpen og effektiv kommunikasjon
- Respekt for andres tid og framdriftsplanen



Beste praksis ved utarbeidelse av Norsk Standard (1)

- Utarbeidelse av utkast til standard
  - Hvem lager utkastet? Prosjektleder eller komitémedlemmer
- Fysiske, digitale og hybride møter
  - 5-8 ganger per år
  - Utnytt møtene til fulle
- Referat
  - Detaljeringsgrad
  - Få fram vedtak

Beste praksis ved utarbeidelse av Norsk Standard (2)

- Ansvarliggjøring
  - Utarbeidelse av forslag til tekst, foreslå løsninger
- Håndtere uenigheter (faglige og personlige)
- Organisere i arbeidsgrupper hvis nødvendig

Beste praksis i en speilkomité

- Fysiske og digitale møter
  - 1-6 ganger per år
  - avhengig av aktivitet internasjonalt og omfang av tilleggsprodukter/aktiviteter
- Rapportere fra internasjonale møter
- Diskutere strategi og påvirkning
- Gjøre vedtak
- Gjennomgå forslag og utarbeide kommentarer til standardforslag
- Faglige diskusjoner/påfyll
- Vurdere inndeling i arbeidsgrupper

Hvordan jobber jeg best og hva bruker jeg tid på? (1)

Ny i en komité?

- Lese mandat
- Lese siste referat eller rapport

Nasjonale og internasjonale møter

- Utarbeide underlag til møtet
- Lese dokumenter i god tid
- Avklare nasjonale eller virksomhetsinterne innspill
- Delta aktivt på møtene
- Oppfølging mellom møtene

Hvordan jobber jeg best og hva bruker jeg tid på? (2)

Synspunkter på (standard)forslag

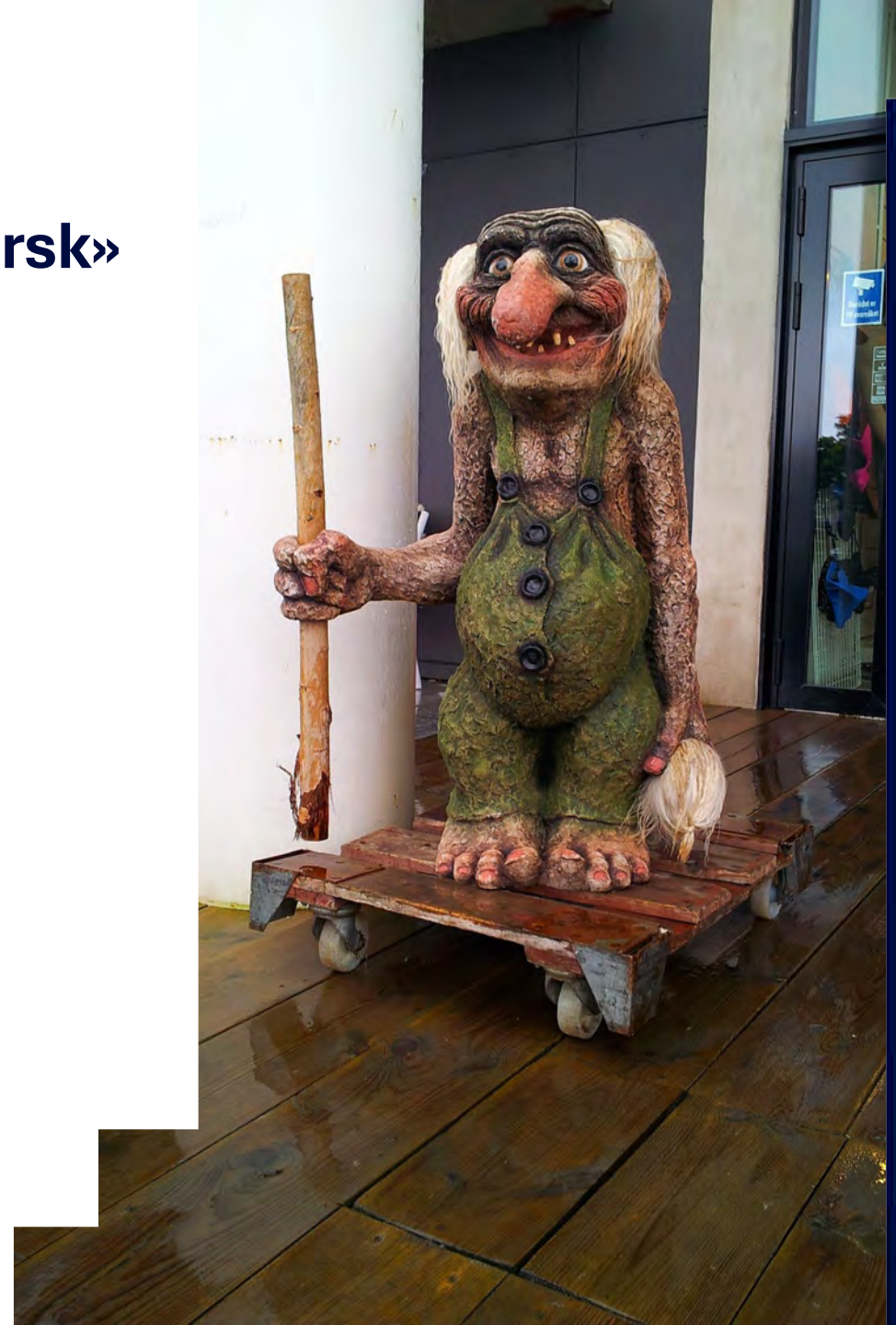
- Identifiser standardene som er viktige for din virksomhet
- Lese og kommenter standardforslag

Kulturforskjeller og internasjonal deltakelse

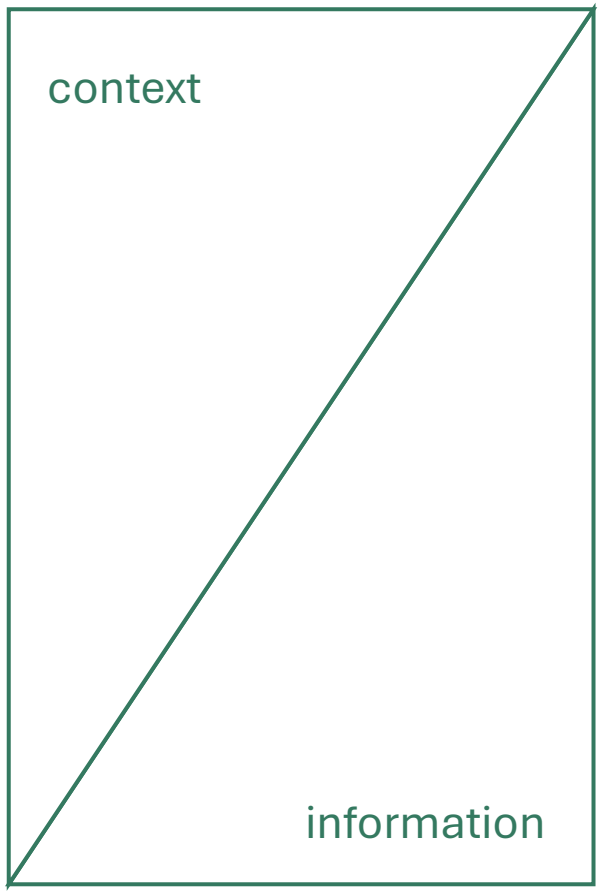
- erfaringer

Kulturforskjeller – Hva er «typisk norsk»

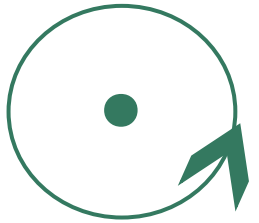
- Systematisk – «haker av»
- Planlegger over (lang) tid
- Har «oss og dem»-syndromet
- Åpen og direkte
- Kan oppfattes som mindre høflige
- Ærlig, «et ord er et ord»
- Skiller jobb og fritid
  - Motsatt kleskode ift. mange andre



Kulturforskjeller



High-context cultures
Information lies in the context, it need not be verbalized. The talk goes around the point



Low-context cultures
The topic is handled straightforwardly



Erfaring fra deltakelse (1)

CEN/TC 226 Road equipment, WG 9 Clockwork parking meters and automatic car park ticket dispensers

- Det tar tid å bli kjent
- Delta på alle møter
- Ting kan dukke opp selv om «dine saker» ikke diskuteres (eks. avstand og tekststørrelse)
- Delta på det sosiale (da er det enklere å skille sak og person)
- Ikke stol automatisk på at «motstandernes» argumenter stemmer (eks. høyder på bensinpumper)
- Skaff informasjon som støtter din sak, ikke synsing

Erfaring fra deltakelse (2)

- Standarder, lovverk, EU-regulativ osv.
- Er du ikke enig, gi tydelige beskjeder og kom med forslag til alternativer
- Se hvem du kan henge deg på for å få støtte, allier deg
- Sørg for at du på forhånd har fullmakt til å mene noe om sakene som kommer opp
- Meld deg til oppgaver som skal fordeles
- Vær aktiv, men hold deg til saken (ikke: møteplager, gjentakelser)
- Ikke ripp opp i gamle diskusjoner og vedtak, av og til må man velge kompromiss

Erfaring fra deltakelse (3)

- Bruk Standard Norge og deres kunnskap
- Ikke se på det som et nederlag at ikke alt du ønsker har kommet med, husk at om noen år skal standarden revideres (= nye sjanser)

Gjengitt med tillatelse fra Kari-Anne Flaa,
norsk ekspert og deltaker i WG 9 Clockwork parking meters and automatic car park ticket dispensers

Kjennetegn ved en god standardiseringskomité (1)

- Myndig, klok, dyktig og humørfylt komitéleder
- Engasjert, kunnskapsrik og nysgjerrig komitésekretær
- Rett og bredt sammensatt
- Vær forsiktig med «horden av gamle travere»
- Praktikere og nytenkende
- Forstår vi mandatet på samme måte?
- Har vi et felles overordnet mål?
- Kan vi levere på mandatet?
- Bør vi be om justering av mandatet?

Kjennetegn ved en god standardiseringskomité (2)

- Gi og ta oppgaver mellom møtene
- Sjekke ut på «hjemmebane»
- Hva er viktigst for vår bransje og for saken?
- Nye ideer og vinklinger
- Sjekke ut mandatet på hvert møte
- Hva gjør vi når kjepphestene rir inn på banen?
- Kollektivt ansvar for trivsel og humør

Gjengitt med tillatelse fra Thor Olaf Askjer, tidligere leder av Norsk Eiendom og medlem av sektorstyre BAE

Gode råd for å få gjennomslag (1)

- Hvilken rolle ønsker du å ha i arbeidet?
- Sett deg mål
  - Hva ønsker din virksomhet å oppnå? Hvilke interesser har dere i saken?
  - Hvor vil du bidra?
- Forbered deg
- Gi gode, faglige begrunnelser
- Delta og vær aktiv på møtene
- Ha kjennskap til regelverk/begreper
- Bygg nettverk, allianser og bruk forhandlingsteknikk



Gode råd for å få gjennomslag (2)

- Tørre å ta ordet
- Konsensus (målet)
- Foreslå konkrete løsninger, ikke bare kommentere generelt
- Interessekonflikter
  - myndighetskrav
  - faglig/økonomisk/policy
  - klimatiske og kulturelle forskjeller
- Være obs på mulige «politiske» utfordringer
- Bruk også andre nettverk enn standardiseringen (forbruker, myndigheter, miljøorganisasjoner etc.)

Konflikthåndtering

- Følg etiske retningslinjer
- Vær obs på hersketeknikker
- Hva gjør du hvis noen ikke følger spillereglene
- Henvis til reglene og snakk om det
- Ta det opp med ledelsen i komiteen eller arbeidsgruppen
- Ta det opp med de det gjelder
- Orienter din kontakt i Standard Norge
- Løse saker sammen med ledelsen av komiteen, arbeidsgruppen, ISO/CEN programansvarlig, Standard Norge og det landet personen er oppnevnt fra

Case – Er dette greit å gjøre? (1)

- Du har deltatt på et WG-møte og blir over til TC-møtet dagen etter. Du er ikke påmeldt fra Standard Norge, men sier at du representerer Norge
- Du skal holde et innlegg for Helsedirektoratet og bruker et utkast til figur fra en standard du er med på å lage
- DigDir spør hvilke land som deltar i CEN/TC 447 for tjenester. Du svarer på det og deretter spør de om e-postadressen til eksperten fra Nederland

Case – Er dette greit å gjøre? (2)

- Sveits og Tyskland har nettopp kritisert standardforslaget og hindret det i å gå på høring. Når du kommer hjem fra møtet legger du ut en sak på LinkedIn om det og sier klart ifra hva du mener om deres oppførsel
- Teknisk Ukeblad spør når neste møte i ISO/TC 309 Blockchain skal være

Nyttige lenker i ISO og CEN (1)

- Liste over alle **ISO-komiteer** https://www.iso.org/technical-committees.html
- Liste over alle **ISO-medlemmer** og oversikt over hvor de har sekretariater og er P- og O-medlemmer https://www.iso.org/members.html
- **ISO-direktiver**, policy-dokumenter, Code of Conduct med mer https://www.iso.org/resources.html
- **ISO Online Browsing Platform** for terminologi, alle standarder tom. punkt 3 med mer https://www.iso.org/obp/ui

Nyttige lenker i ISO og CEN (2)

- **CEN regelverk** (guider)
  https://boss.cen.eu/reference-material/refdocs/pages/cenguides/
- Liste over alle **CEN-standarder** som nylig er utgitt og hva som kommer
  https://standards.cencenelec.eu/dyn/www/f?p=CEN:84
- Lister over alle **CEN-komiteer**
  https://standards.cencenelec.eu/ords/f?p=CEN:6

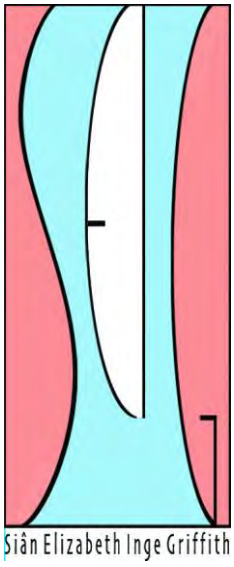
Vedlegg

- Nyttige engelske fraser
- My ISO job (brosjyre)
- ISO policy on communication of committee work (brosjyre)
  - Regler for eierskap og distribusjon av komitédokumenter
- Kommentarskjema
- CEN-CENELEC Best practices in WG work
  - Huskeliste og tips for både ledelse og medlemmer til hva som bør skje før, under og mellom møter

Based on
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How to persuade effectively

To persuade sb (into sth/into doing sth) = to make sb do sth by giving them good reasons for doing it.

What is a "good reason" for doing something? Reason= (1) cause/explanation also (2) the power of the mind to think in a logical way, to understand and have opinions etc.

In his article, *Harnessing the Power of Persuasion*, the American writer Robert Cialdini outlines six principles of persuasion:-

- Liking
- Reciprocity
- Social Proof
- Consistency
- Authority
- Scarcity

Liking –Cialdini claims that liking can be used as a powerful tool of persuasion. He encourages negotiators to look for similarities and offer praise and says that "people like those who like them." Cialdini advises negotiators to look for something about the other party that you can admire, and to use praise to "warm and soften" the atmosphere.

Reciprocity – this virtually means "give and take." The whole concept of mutual gain is based on reciprocity. The "if .. then" aspect of negotiations is summarized by this word. What can you offer your counterpart in return for securing their agreement?

Social Proof – Cialdini believes that people are more likely to want something if they know that their peers have it. If, for example, Germany is willing to back your proposal then other countries may be more willing to follow.

Consistency – here Cialdini talks about getting the other party to commit themselves to a course of action and then to use that commitment as a model for future concessions or commitments. The negotiator might say that *"you behaved in that way in that situation;, why won't you behave the same way in this one?"*
People are likely to model their behavior on what they have done before. Once the other party has agreed, for example, to prioritize mutual gain on one issue, it becomes more difficult for him to behave in a different way on subsequent issues.

Authority –A negotiator can refer to the opinion of a respected third party to resolve an issue or to set a standard. The use of an informed third party can help to defuse a tense situation.

Scarcity – This is an extremely important principle in negotiations. Moreover, it can often be used to strengthen the position of the weaker team. If the weaker team is offering a quality of product or a level of service which is not available elsewhere, the scarcity principle can be used to good effect in a negotiation.

Exercise

Put the 6 groups of phrases below in the appropriate column:-

Liking	Reciprocity	Social Proof	Consistency	Authority	Scarcity

(A)

"I could change the wording here if you could modify your previous proposal"

"I'm sure we could make an alternative proposal if you could indicate what would be acceptable"

"On the basis that we both redraft our suggestions, I'm sure we can find a compromise"

(B)

"This is the only proposal which deals with this issue"

"This is our only chance to vote on this issue"

"If we don't resolve this now, we've lost our chance"

(C)

"That's something we have in common."

"So have you also worked as a vet?"

"Paris is my favourite city, too"

(D)

"The Technical Committee has confirmed these figures"

"This is in line with the findings in the latest report"

"The latest reports from Brussels support our approach"

(E)

"A number of the larger countries present here have indicated their interest"

"France has expressed its support for this wording"

"The Chair has indicated her approval of our proposal"

(F)

"At our last meeting you supported this approach."

"You indicated at the last meeting your support for this revised wording."

"You voted in favour of this principle at our last meeting."

Language of Persuasion

- **Ask questions to persuade someone?**
  Have you taken (x) into account?
  I was wondering if you had thought of (x)?
  Have you tried looking at this from a different angle?
  Wouldn't you agree that…?
  Wouldn't it be a good idea to….?

- **Add information to make your argument more convincing.**
  We have based our proposal on the latest technical findings.
  We have come to this conclusion after conducting extensive research in this area.
  There are other considerations which we need to take into account.
  If we look at it in another light we can see that…

- **Say that someone's argument is not very sound.**
  Could you explain how you came to those findings?
  I wonder if that view is justified in the light of……
  Have you taken the latest scientific findings into account?
  What exactly has led you to that view?

- **Say that you're not convinced**
  I think we need time to reflect on this.
  I have certain reservations about this.
  There are a number of aspects here which trouble me.
  I'm afraid we can't agree with you on that.

- **Offer reassurance**
  I can understand your concerns, but let me reassure you…
  Let me assure you straightaway on that point.
  You need have no fears about the repercussions of this amendment.
  We share your concerns about this issue, and believe that this is the most effective solution.

Taking the floor

1. **Do you feel that you take the floor as often as you need to, when attending international meetings?**

2. **If not, what is it that prevents you from speaking, and how can you best overcome that barrier?**

Which expressions would you use for the following functions? Can you write one *informal* phrase and one *formal* phrase?

Beginning to present what you want to say		
Changing to a new point		
Adding another point		
Giving an example		
Stopping someone else from interrupting you		
Finishing what you want to say		

Beginning to present what you want to say

Formal:

Thank you, Madam Chair/Mr Chair.
I would like to being by….
I would like to make a few remarks concerning….
I would like to comment on the problem of….
There are three main points, which I would like to make.

Informal/neutral:

Can I just come in here?
Could I say something here?
Well, I think that…
I'd like to say something here.
What I think is…..

Changing to a new point

Formal:

I would now like to turn to the issue of…..
The next issue I would like to focus on is….
Turning to the issue of……

Informal/neutral:

Let's look at the issue of……
I want to say something now about…
What about (?)?

Adding another point

Formal:

In addition…..
I might add that……..
Furthermore…….
Moreover……..

Informal/neutral:

On top of that……
We also need to think about…
Another thing is…..

Giving an example

Formal:

Let me give an example….
To illustrate this point, let us consider…..
A case in point is…..

Informal/neutral:

For example…
A good example of this is……..
Just think about……

Stopping someone else from interrupting you

Formal:

I would be happy to answer questions at the end of my statement
If I could just finish what I was saying?
The point I'm trying to make is….

Informal/neutral:

Sorry, can I finish what I was saying?
As I was saying

Finishing what you want to say

Formal:

Let me conclude by saying
Allow me to conclude by highlighting the key issues.
In conclusion, I would like to reiterate that

Informal/neutral:

To finish with, I would say that…
That's about all I wanted to say on the issue.