

LEADERS FOR EQUALITY



Game instructions „Gender-Poker“

Universities



GAME INSTRUCTIONS

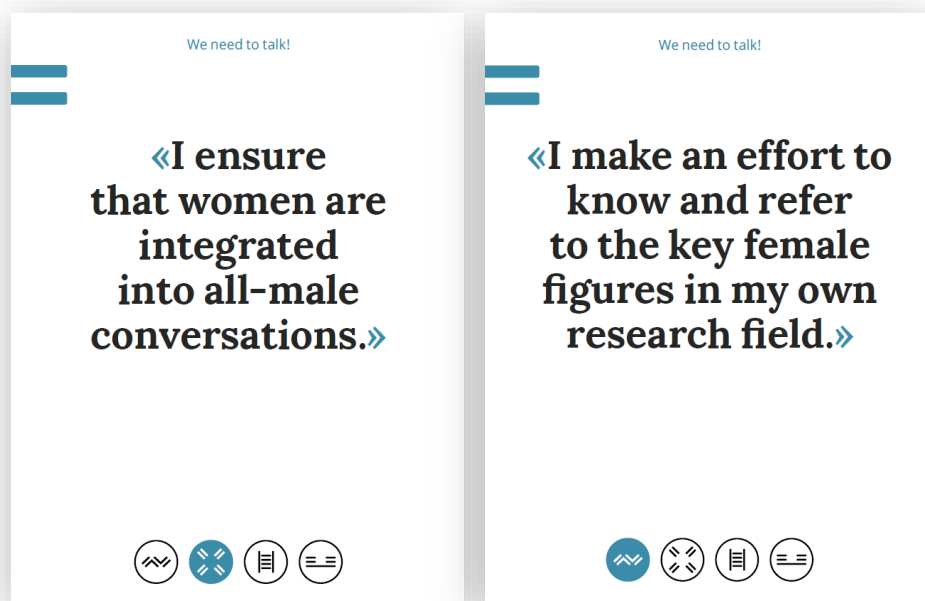
«GENDER-POKER»

Our Gender-Poker card game features 39 playing cards containing **gender-inclusive leadership practices**. These practices were identified as relevant in the scientific literature and addressed in [our survey on the gender equality commitment of male professors and lecturers](#). By offering concrete possibilities for action, these practices enable professors and lecturers to foster and shape gender equality. Our [brochure](#) provides a detailed description of these practices.

Gender-poker is a powerful tool for professors and lecturers to enhance their understanding of gender-inclusive leadership and foster meaningful conversations with their male and female colleagues. This game is equally effective for both mixed and men- or women-only groups. It can be utilized for individual introspection or as a part of team and leadership development programs.

Gender-inclusive leadership practices

There are four fields of action for gender-inclusive leadership practices, each identified by a unique icon at the bottom of the map.





Developing a culture of equality



To boost the number of women in professorships, it is essential to establish an atmosphere of equality within the organization. By promoting and practicing equality in your interactions with colleagues and staff, you can help to facilitate a shift towards gender parity.

Demanding fairness



As a male professor and lecturer, it's important to prioritize fairness in the workplace. This means having the courage to stand up for women when they are not being respected. By demanding fairness, you can help foster a culture of respect and appreciation for everyone.

Supporting and promoting women



It's also crucial to support and promote women in their career paths. Many women are highly trained and possess strong leadership skills but may need extra encouragement to take the next step in their careers. This applies to men as well; however, the leaky pipeline opens right after the PhD.

Facilitating work-life integration



An important reason for the underrepresentation of women in professorships continues to be their main responsibility for so-called care work. This has an impact on their career development - which also applies to men with care responsibilities. Facilitating work-life integration for women as well as for men is therefore indispensable for achieving equality.



Results of the "Leaders for Equality" study

The card game Gender-Poker makes our nationwide [research results](#) visible and tangible in a playful way. The survey involved nearly 1,200 managers who shared their thoughts on the current and potential practices of male leaders in their daily lives, as well as their critical views and reservations. Additionally, women in leadership positions provided their assessments of their male colleagues' activities. The results were fascinating and indicated that men are already quite active, but there is still room for improvement in many areas. The findings also highlighted a considerable difference between self-perception and how others perceive men's activities. Women tended to be more sceptical about the extent of men's activities, indicating a need for open dialogue.

The colour scheme of our playing cards allows for instant visualization of the outcomes.

"We need to talk"

For the 14 blue cards, more than 50% of the male professors and lecturers surveyed say: "I already do this activity". However, the women have a decidedly different and consistently more sceptical view of the practices on these cards.





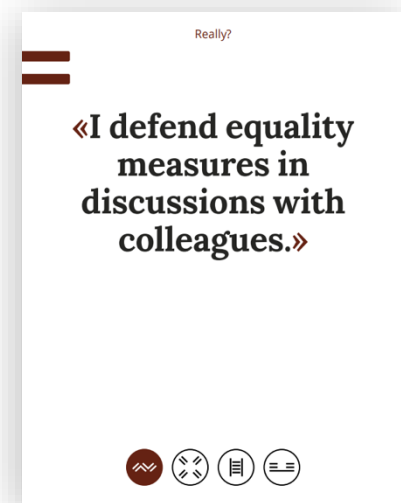
"Let's do it"

There are 11 green cards that highlight leadership practices where male professors and lecturers are not as active, but there is potential for them to be more involved. According to the survey, 60% of the respondents are either currently practising or can imagine practising these leadership practices. Interestingly, women are not as sceptical about these practices as they are about others, and their opinions are more similar to those of men in this regard.



"Really?"

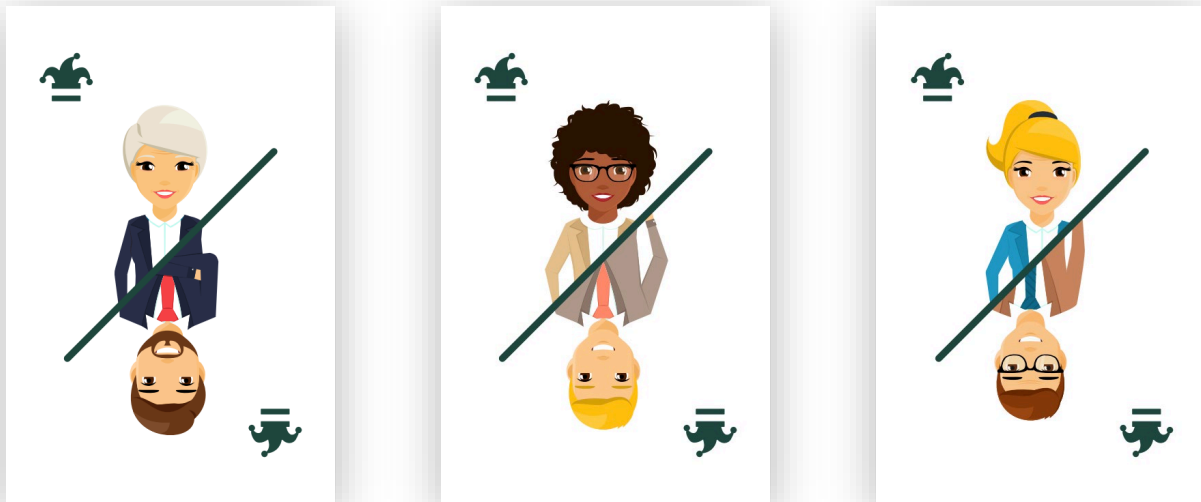
The 10 red cards reflect those gender-inclusive leadership practices where over 25% of the male professors and lecturers in the survey said that it is unlikely or that they "definitely won't" engage in them. In addition, we included those practices that have mixed reactions from respondents. While over 25% of them have shown a negative attitude, an equal number of people exhibit a positive attitude towards the same practice.





Joker

The three jokers can be used as proxies for additional practices or dialogue assignments.



Ways to play


Playing Gender-Poker can be done in various ways. We recommend four options, but feel free to come up with your own ideas (and let us know about them!). The game is best played with groups of 12 to 20 participants, and it usually takes about two hours. You can also mix and match the options or create your own variations.

1. GAME VARIANT „RESEARCH REPORT“ EXCLUSIVELY FOR MALE PROFESSORS/LECTURERS

All players receive a pack of cards and read it like a research report. What is it about? What are the results? For each card, people identify whether they think it is the same as indicated on the card or whether they think it is different. In this way, each person forms two piles. This is followed by an exchange in the group.

Questions for the exchange can be:

- Which statements are assessed in the same way?
- What is clearly seen differently?

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- What were the surprises?
 - What is seen similarly by the group, what is seen controversially? What is the reason for this?
 - Where is there potential for each person to imagine doing? What can they imagine the group doing?
 - Which of these would you like to try out as a new practice in the next few weeks?

2. GAME VARIANT „GENDERGAP“ FOR MIXED GROUPS OF PROFESSORS/LECTURERS

Depending on the time and the size of the group, two to all blue playing cards are laid out on prepared tables. Two tables at a time receive the same cards. Men and women sit in gender-homogeneous teams. In this way, one male and one female team have the same selection of cards in front of them. The participants receive the following discussion assignment:

- What situations do they personally think of when they think of these practices?
- How do they explain that men and women have arrived at such different assessments?

After 15-30 minutes (depending on the number of cards), groups of men and women gather together at a table. Here the rules are: While one group tells the other about their findings, they are not allowed to ask questions or speak. The other group has the task of listening quietly and concentrating on what is being said. After each group has reported, they reflect:

- What are the differences between the two groups?
- What are the similarities?
- Are there any surprises? Unclear points?

Afterwards, the experiences are shared in the plenary. It is often surprising to find that different situations and moments were indeed discussed and different experiences were made. What does this insight mean for your own day-to-day leadership?



3. GAME VARIANT „MAKE A WISH“ EXCLUSIVELY FOR FEMALE PROFESSORS/LECTURERS

In this variation, a group of female professors or lecturers go through the pack of cards along the three suits. Through this, they make themselves recognized with the view of the male professors and lecturers: What are they already doing? Where is there still potential or what can they imagine doing? What do they see critically or can (rather) not imagine doing?


In the exchange with each other, the participants reflect on differences and similarities to their own leadership practice:

- Do you yourself have problems with certain practices or would you consider them unnecessary?
- Which practices do they take for granted or consider particularly effective and important?

In a second round, each of the women identifies three to six practices that they would like to see more of in the company. In small groups of three to five, they share the reasons for their selection and their own experiences related to it.

In a third round, they sort the selected cards by colour. Depending on the colour, something else will be necessary to "strengthen" the respective practices in the company.

- Regarding the statements on the blue cards, the women decide to pay more attention to situations in which this practice is either shown by men - or does not occur. After the game, they approach their male colleagues and give them positive feedback (in the first case) or explain why this would be an important situation for them to activate this practice (in the second case).
- In the case of green cards, the women consider which male colleagues would be particularly open to adopting these practices. They then seek dialogue with them and motivate them to become (more) active here.

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- With the statements on the red cards, there is usually no simple "quick win". It is advisable to initiate (gender) dialogues at team or company level. It is a good idea to talk to those responsible for change management, diversity and inclusion or human resources in order to discuss further measures. Of course, it is also possible to talk individually with male professors and lecturers. Quiet moments with colleagues who are closer and more familiar are a good way to do this. In this way, situations can be addressed that would have required one of the "red practices". The cards can thus be used to address very concretely why these practices are needed.

4. GAME VARIANT „RECOGNISE AND STRENGTHEN POTENTIAL“

This fourth game variant can be combined well with all other game variants as a final task. The game with the green cards is about recognising existing potential and implementing it in one's own everyday leadership. All participants choose a green card and are allowed to take it with them. The male professors and lecturers are asked to choose a card with a leadership practice they would like to try out in the future. The women choose a card that they will give to a male colleague in the coming working week.