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CHRISTIAN RELIEF AND DEVELOPMENT ASSOCIATION

TRAINING PROGRAMME ON GENDER AND ORGANIZATIONAL CHANGE

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THE COURSE CONTENT

The course on ***"Gender and Organizational Change"*** is divided into three modules. The first module introduces what ***Gender is, its meaning and use.*** The second module focuses on basic issues of gender relation, analysis, gender planning, the woman and Gender Dilemma in development, etc. The third and final module deals with concepts of organization and organizational change from gender perspective. The issue of leadership and its gender aspect is also raised. The modular course content is detailed as follows:

Module 1 Gender; The concept, Its meaning and use

Module 2 Gender Analysis, Planning and Mainstreaming

Module 3 Organization and Organizational change from Gender Perspective

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MODULE 1

GENDER : THE CONCEPT, ITS MEANING AND USES

CONTENT

1. Introduction
2. Gender Concepts and Terminology
3. Different Approaches To Gender
4. Gender-Neutral Language
5. Practical And Strategic Gender Needs
6. The Gender Equality and Empowerment Framework
7. Gender Integration

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MODULE 1

GENDER : THE CONCEPT, ITS MEANING AND USES

Learning Objectives

At the end of this module Learners should be able to understand :

- → **The conceptual meaning and use of the term gender.**
- → **The basis of gender equity, equality, empowerment etc.**
- → **Practical and strategic gender needs**
- → **The use of gender neutral Language etc.**

1. INTRODUCTION

Gender, gender equality, gender planning, gender perspective ... etc. ... these and many other words and phrases are now very much under circulation, and firmly established in the language of development cooperation. They appear in Project reports, Policy statements and international agreements. Yet, beneath the surface, these words mean different things to different people. We therefore recognize that there is on going discussion and struggle about what specific words mean. It is often pointed out that there is no word for *"gender"* in many Languages . Yet until recreantly there was no word for *"gender"* in English either. Academics and activists trying to capture new insights into the social construction of masculinity and femininity reclaimed the word *"gender"* and assigned it a specific meaning .

This section of Module one shall therefore deal with a brief initial discussion of key concepts and terminologies.

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2. GENDER CONCEPTS AND TERMINOLOGY

The following are definitions of the key concepts or terms that we are likely to come across in relation to discussion on "***gender***"

Sex- refers to a person's biological and physiological characteristics. The term ***Gender*** on the other hand refers to the ***economic***, ***social*** and ***cultural*** attributes and opportunities associated with being ***male*** or ***female***. In almost all societies men and women differ in the activities they undertake, in access and control over resources, and in participation in decision - making .The nature of gender definitions (What it means to be male or female) vary among cultures and change over time. The use of the word gender highlights the insight that these differences are not innate or predetermined and are not the same as the biological differences between women and men. Rather gender differences and definitions have been built up over the centuries and reinforced by sociocultural institutions and conventions. Although they are often perceived to be "***natural***" or "***the ways things are***" they are not and can be changed.

Sex roles, therefore , differ from gender roles in as much as they refer to biological functions that are limited to one particular sex. For example, pregnancy is a female sex role because only women can bear children.

Gender roles are roles classified by sex, in which the classification is social and not biological. Child-rearing may be classified as a female role, but it is a ***female gender role*** rather than a ***female Sex role***, as child-rearing can be done by men or women.

Productive activities refer to the productions of goods and services for consumption or trade - for example, farming or fishing. When people are asked what they do, the response is usually related to productive work, especially work which generates income. Both women and men can be involved in productive activities but, for the most part, their functions and responsibilities will differ according to gender divisions of labor. Women's productive work is often less visible and less valued than men's .

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Reproductive work refers to the care and maintenance of the household and its members - including bearing and caring for children, preparing food, collecting water and fuel, shopping, house keeping and family healthcare. Although reproductive work is crucial to human survival, it is seldom considered 'real work'. In poor communities, reproductive work is usually labor intensive and time consuming. It is almost always the responsibility of women and girls.

Gender stereotypes occur when men and women are regarded according to rigid thinking about the social and cultural expectations of their gender - rather than a more flexible consideration of their individual capacities and potentials.

Practical gender needs refer to resources or facilities that people need to perform their present roles more easily, effectively or efficiently. Such needs can usually by identified by the people themselves - for example, the obtaining of water or fuel. Measures to address these needs may preserve or reinforce traditional gender relations.

Strategic gender needs, on the other hand, are designed to challenge women's and men's subordinate positions in society, and to transform their existing roles and relations. Examples of strategic needs include reproductive rights, a greater political voice, and action on violence against women. such needs often challenge hierarchical positions, and are usually long term.

Gender issues arise when there is inequality, inequity or differential treatment of an individual or group purely on the basis of the social expectations and attributes of their sex. This is normally as a result of old attitudes persisting in situations where they are no longer valid.

Gender issues are characterised by ***gender discrimination,*** whereby one sex is disadvantaged because the other is favoured, or ***gender oppression,*** whereby one gender dominates the other unjustly or even cruelly through the use of power and domination. Such practices create ***gender gaps,*** through which as a result of customary practices, religious biases, social assumptions, myths or taboos - one gender is discriminated against to such an extent that it is prevented from getting its fair share of resources or services.

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Gender sensitivity is the ability to recognise gender issues - Particularly women's different perceptions and interest arising from their locations and gender roles.

If development programs do not take gender issues into account, they become ***gender insensitive*** or ***gender blind*** in as much as they fail to recognise the different needs of either women or men. If on the other hand , a program takes gender issues in to account, it becomes ***gender responsive.***

However, because women in traditional societies have suffered gender imbalances and inequalities in their heavy workloads and exclusion from decision making forms, gender sensitisation has mainly focused on enhancing their opportunities and building their capacities.

Gender analysis recognizes that gender is a critical variable in the development process. The gender analysis of a development program involves identifying the gender issues in a problem or situation, and in the obstacles to its progress -so that those issues can be addressed in the project objectives, the choice of intervention strategy, and the methods of program implementation.

Gender mainstreaming entails identifying and addressing gender issues in all development projects and programs irrespective of the sector or type of project, and at all stages of development from planning and implementation to monitoring and evaluation.

Women in Development (WID) is a development approach that focuses on the specific needs of women and seeks to address them separately.

Gender and Development (GAD) is an approach that takes into account the different needs of women and men and aims to create gender equity and equality between them. Both WID and GAD seek to improve the disadvantaged position of women.

Feminism advocates an approach that perceives and interprets social situations from a women's point of view, so that solutions to gender

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inequality include strategies to address female oppression as a gender issue.

Empowerment is the process through which women and men are mobilised to identify, understand and overcome the structural and underlying causes of under - development - and there by achieve equality of welfare and equal access to and control over resources.

Gender awareness refers to the knowledge and appreciation of the social and cultural differences between women and men, and how these result in deferences in ***roles***, ***power relations***, ***privileges***, ***responsibilities***, ***needs***, and ***access to*** and ***control*** over resources and benefits.

Gender equity means ensuring that development policies and programs leave women no worse off, either economically or in terms of their social responsibility. ***Equity*** is measured through the human cost of various activities for example, the provision of fuel and water. As well as a fair share of benefits and responsibilities, ***equity*** aims to give women equal treatment under the law, equal access to education, and equal remuneration for work.

Gender equality means that there is no discrimination on the grounds of a person's sex in the allocation of resources or benefits or in their access to services. Gender equality can be measured in terms of equality of opportunity or equality of benefit. A focus on gender inequalities does not imply that all women are worse off than all men. Rather the argument is that gender is an important social division characterized by inequality. Whether you are a woman or man will influence how people see you, the social expectations about how you should behave, people's assumptions about what you might be "good at" or what skills you might have, and your life chances. The crucial aspect is that there are not just gender differences, but there are fundamental gender inequalities, No matter where in the world you are born, you will generally tend to have greater options, more opportunities and more resources if you are born male. This point is illustrated in the differences between the paid employment of women and men, the issue is not just that men and women are generally concentrated in different occupations and types of work, but also that

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men's and women's work tends to be valued differently. " ***Men and what they do are valued, Women and their work less so.*** " Changing gender inequalities is a long-term, complex project. The recognition of gender equality ***(equality between women and men)*** as a goal of development in and of itself mark an important evolution in our understanding of development (Young, 1993)

While inequality is often easy to identify, equality between women and men can be harder to define. For example, it does not mean that women and men become the same nor does it mean that there ceases to be differences between women and men. In working to support equality, the 1995 Human Development Report Proposed three basic principles to guide development efforts :

- ★ Equality of rights between women and men must be enshrined as a fundamental principle. ***Legal, economies, political*** or ***cultural barriers*** that prevent the exercise of equal rights should be identified and removed through comprehensive policy reforms and strong affirmative action.
- ★ Women must be regarded as agents and beneficiaries of change. Investing in women's capabilities and empowering them to exercise their choices is not only valuable in itself but is also the surest way to contribute to economic growth and overall development .
- ★ The engendered development model, though aiming to widen choices for both women and men, should not predetermine how different cultures and different societies exercise these choices. What is important is that equal opportunities to make a choice exist for booth women and men

The term empowerment is often used in discussions of equality. The empowerment of women is sometimes listed as a development goal. Yet it is often used without reflection and without consideration of the broad, radical changes in the entire development agenda that it implies. There is still much confusion around the term: what it means, how to recognize it , how to measure it and how it is to be achieved.

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3. DIFFERENT APPROACHES TO GENDER

There are different approaches to gender depending on different understandings of inequalities and how to overcome them. These approaches are:

- ★ A gender blind approach
- ★ A women specific approach
- ★ A gender perspective.

The gender-blind approach

In this approach, all human beings are viewed as the same and seen to be deserving of the same treatment. In other words, society should be dictated to by universal laws and values. This approach does not question what those norms and values are, where they come from and for what purposes they have been developed.

The women-specific approach

Women are viewed as a special category in this approach deserving special treatment in order for them to enjoy equality with men. This approach exists in different forms. There is the ***welfare approach*** and the ***equality of opportunity approach*** which have been identified.

The ***welfare approach*** sees women as an isolated category needing input in to their bodies - food, fertility interventions (such as access to birth control), etc. .These needs are related to their constructed gender roles and women's inferior status in society. Women are therefore regarded as dependents for ever more. They are dependent either on their male partners, family members or the state. This approach does not look at dismantling the very systems that oppress women . If taken alone , this approach in the long run will further disempower women since it ignores their intellectual and cultural capabilities, individuality, creativity and sense of responsibility.

The ***equality of opportunity approach*** focuses on the creation of opportunities for women to enter the spheres of authority, power and control. Fairness and equity are seen only as the springboards to enter the male domain without necessarily changing the status quo in terms

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of power, power relations, dominant ideas and values. This approach wants women to engage in masculine activities in a masculine world. The focus of this approach tends to be on how many women are in decision-making positions without also addressing what happens in those positions in terms of how power is defined and exercised and the relations within those positions. It is assumed to occur when women enter the fortresses of power.

The gendered perspective

This approach does not look at women and men alone, but at the relationship between them, how societies are structured along gender lines and the impact of these relations in the whole society. This approach explores the subordination of women to men and how this relationship impacts on all aspects of life and society. That relationship is not experienced in the same way every where. The contest in which gendered relationships emerge and the constantly shifting economic, political and social terrain is always recognised. A gendered perspective is concerned with ensuring a gender analysis with regard to policies, programs, planning strategy and evaluation. In other words, it looks at fundamentally transforming unequal power relations and changing society.

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4. GENDER-NEUTRAL LANGUAGE

Language does not merely reflect the way we think, it also shapes our thinking. If words and expressions that imply that women are inferior to men are constantly used, that assumption of inferiority tends to become part of our mindset. Hence the need to adjust our language when our ideas evolve. Language is a powerful tool: Poets and propagandists know this-as, indeed, do victims of discrimination.

If people every where show greater sensitivity to the implications of the language they use, a higher degree of precision will result. It should be remembered that imprecise word choices may be interpreted as biased, discriminatory or demeaning, even if they are not intended to be.

Two problems that arise are ***ambiguity***, in cases where it is unclear whether the author means one or both sexes (e.g. the use of ***'man'*** and ***'men'*** there is plentiful evidence that the word ***'man'*** conjures up a male image, even when the intended meaning is generic), and ***stereotyping*** where the writing conveys unsupported or biased connotations about sex roles and identity. The following examples, show how, with some rephrasing and careful attention to meaning, it is usually possible to improve the level of accuracy while avoiding giving offense. Where both sexes are meant, it is always preferable to use a term which includes, or at least does not exclude, women.

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Examples of phrasing: Ambiguity

Example	Alternative	comment
1.Man's search for knowledge has to improve scientific methodology.	The search for knowledge has led us to improve scientific methodology.	Rephrased, using first person.
	People have continually sought knowledge. The search has led them, etc.	Rewritten in two sentences.
	The search for knowledge has led to improvements in scientific methodology.	Rephrased, leaving the agent implicit.
2. The use of experiments in psychology presupposes the mechanistic nature of man.	The use of experiments in psychology presupposes the mechanistic nature of the human being.	Noun substituted.
3. Man, mankind	People, humanity, human beings, humankind, the human species, the human race, we, ourselves, men and women, homo sapiens, one, the public, society, the self, human nature	In this group of examples a variety of terms may be substituted.
Man's achievements	human achievements, achievements of the human species, achievements of our ancestors	
the average man, man in the street	the average person/individual, people in general, one	

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primitive man	primitive people or peoples, primitive human beings, primitive men and women	
to man (a project, etc.)	to staff (a project), hire personnel, employ staff, operate, run, administer	
manfully	valiantly	
committee of wise men	committee/panel of counsellors, eminent persons, advisory panel	
manning table	staffing table	
manpower	staff ,labour, work force, employees, personnel ,workers, human resources, human power, human energy	
man-made	artificial, synthetic, manufactured, of human construction, of human origin, human-induced, technogenic, machine-made	The appropriate term will depend on the context (avoid man-made unless males alone are involved).
brotherhood of man	human fellowship, human kinship, solidarity	
brotherly	comradely, friendly, co-operative	
man and wife	husband and wife, wife and husband	

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man-months	work-months, staff-months	
businessman	business manager, executive, head of firm, agent, representative, business traveler; (pl.) business community, business people	The appropriate term will depend on the context.
Cameraman	photographer, camera operator, (pl.) camera crew	
caveman	cave dweller	
chairman	chairperson, chair, president, presiding officer	
craftsman	craftworker, artisan, craftsperson, (pl.) craftspeople	
craftsmanship	craft, craft skills	
draughtsman	designer	
fellow countryman	compatriot	
fireman	fire-fighter; (pl.) fire crew, fire brigade	
foreman	supervisor, superintendent	
gentlemen's agreement	honorable agreement	

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landlord	owner, proprietor	
layman	layperson, non-specialist, non-professional, novice	
ombudsman	mediator	
policeman/men	police officer, or (p1.) just police.	
salesman/girl	shop assistant, sales assistant, shop worker, (p1.) sales staff	
spokesman	spokesperson representative, official.	Use spokesman or spokeswomen as appropriate when a specific person is intended. Use non gender-specific term when reference is indeterminate,
sportsman	athlete, sportsman/sportswoman	
statesman	political leader, stateswomen (where appropriate), public servant	
statesmanship	statecraft	
workmanlike	serviceable, well-made, well executed, skillful	

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4.The teacher is usually appointed on the basis of his training.	Teachers are usually appointed on the basis of their training.	changed to plural.
5. The learner should not be cut off from his roots; his own culture and traditions should be respected.	Learners should not be cut off from their roots; their own culture and traditions should be respected.	Rewritten in plural.
6. the individual is strongly influenced by his family's values.	As individuals, we are strongly influenced by our families' values.	Pronoun substituted, his omitted.

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Examples of phrasing: Stereotyping

Example	Alternative	comment
1. Research scientists often neglect their wives and children.	Research scientists often neglect their families.	Alternative wording acknowledges that women as well as men are research scientists.
2.Transport will be provided for delegates and their wives.	Transport will be provided for delegates and their spouses or persons accompanying them.	

3. Emasculated	weakened, enfeebled, diminished, toothless, tame, watered-down	
4. Effeminate	delicate, feeble, fussy, soft, languid, affected, gentle	
5. Forefathers	ancestors, forebears	
6.founding fathers	founders	
7. The student's behaviour was	the student's behaviour was ... (specify)	Being specific reduces possibility of stereotype bias.
8. Authoress	author	Avoid-ess wherever possible. It is often pejorative or perceived as such.
poetess	poet	

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GENDER CONCEPTS - DISCUSSION POINTS

- Ω Why is it important to clarify and share our understanding of gender- related concepts ?
- σ How can certain of these concepts be misunderstood or misused? What problems can arise through such misunderstandings ?
- Ω why is it important to distinguish between practical gender needs and strategic gender needs ?
- σ What is the difference between gender - sensitivity and feminism ? Can a man be a feminist ?
- Ω How important is it to avoid gender - insensitive phrases and terms in the planning and implementation of development programs ? Is the use of common and apparently innocuous terms like 'mankind' acceptable ? How can the practice of referring to individual beneficiaries as 'he' or 'him' make female beneficiaries feel ?
- σ In Planning and implementing a development program, how can a balance be struck between gender insensitivity and over - sensitivity? Who should be responsible for drawing such lines - and whose opinions should they canvass ?
- Ω How do we relate these concepts to our individual working environments?

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5. PRACTICAL AND STRATEGIC GENDER NEEDS

In reflecting on the analysis of gender information, an important distinction needs to be made between *'practical'* and *'Strategic'* gender needs .To address a practical gender need is to improve a person's situation by widening her or his access to resources. For example, a woman's situation will be made easier if she doesn't have to walk long distances to fetch water or take her children to the health center. Similarly, a man's situation will be made easier if building poles or thatching materials transport to fetch them. However, such improvements will not directly affect their roles and relationships, or their control. They are purely 'practical' matters.

Those changes that really empower people are called *'strategic'* ones. If a women learns more about her rights with regard to divorce or inheritance , for example, this is addressing her ***strategic needs***. Her relationships - and her positions - will thus be improved.

In general, ***practical gender*** needs are likely to be related to survival through the provision of food, shelter, clothing, or health care. Small scale women's projects fit into this category in as much as they directly impact on family's welfare, without relieving the women of her domestic chores or drastically changing her life. Sometimes, in fact, addressing practical needs reinforces established roles.

Addressing ***strategic gender needs***, on the other hand, ***can empower*** women by challenging and changing their ***domestication***, ***subordination*** and ***marginalisation***. This often flies in the fact of established cultural norms and can involve a re-division of labour, new facilities to reduce women's domestic work, or the end of discriminatory practices.

Other outcomes could be the accumulation of skills or an increase in the beneficiaries' confidence.

" If you give someone a fish," the saying goes, " they will be hungry again tomorrow. But if you teach them how to fish they will never be

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hungry again." To give a woman a fish is to address her practical gender needs; to give her fishing skills is to meet her strategic gender needs.

An illustration:
The Milking Cow Revolving Fund

Community development projects have been set up in a number of countries projects through which landless women are provided with a calf and training in milk production and animal care. In return, the women and expected to maintain the health of the cow and to give back its first two offspring to the 'revolving fund' project. These calves are then passed on to other women in similar circumstances.

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6. THE GENDER EQUALITY AND EMPOWERMENT FRAMEWORK

It is only when you address women's strategic needs that you actually begin to empower them. ***Empowerment*** , as described on page 13 of this manual, is the process though which women mobilise to understand, identify and overcome the structural and underlying causes of discrimination - and thereby achieve equality of welfare, and equal access to resources.

One important tool for empowering women through the analysis of gender issues in development program's is the ***Gender Equality and Empowerment Frame Work (GEEF)*** The framework identifies five levels at which gender gaps and concerns can exit. It is based on the premise that the closing of these gaps is imperative for development to take place for the full benefit of both women and men.

The five levels of the ***GEEF*** are arranged in hierarchical order of increasing importance and significance: ***Welfare, Access, Conscientisation, Participation*** and ***Control.***

Welfare

Welfare refers to the material well being of both men and women. Gender gaps at this level refer to gaps in the fulfillment of those basic needs and conditions that directly affect people's welfare. Common factors affecting women's welfare include their heavy, often unremunerated workloads and their low nutritional intake - leading to poor health and reduces quality of life. Gaps in the welfare of women and men can only be reduced when there are equal opportunities and access to resources between men and women.

Access

Longwe identifies access as " the right or means to obtain services, products or commodities" Equality of access is seen as essential for women's development the first step on the path to empowerment. As well as heavier physical workloads and less nutritious diet, women

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DISCUSSION POINT

- What Practical needs of the women are such revolving funds addressing ?
- What strategic needs are being addressed ?
- What else could the projects do to better address the women's strategic needs ?

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generally have less access to appropriate technology and hired labour than men, and do not easily access the labour of men. In order to reduce gender gaps in access. it is important that conventional attitudes and beliefs are examined and reassessed.

Conscientisation

Conscientisation - a term first coined by Paulo Freire, the Brazilian adult educator - is defined as " ***the process of becoming aware of the extent to which problems arise, not so much from individuals' inadequacies but from the systemic discrimination against a social group, which puts all members of that group at a disadvantage***".

Obstacles to Conscientisation include beliefs that women may fail to give birth if they ride bicycles, that a man will become 'weak' if he cooks food, that women's fertility will suffer if they eat too much high protein food. To bridge the gaps at this level, there is a need to re-examine prevailing beliefs and practices, and to realise that a transformation of roles need not necessarily result in the disruption of society. Such understandings are fundamental to the increase of women's participation in development.

Participation

GEEF identifies ***participation*** as " ***having a share or taking a part ...in how things are done and resources allocated, therefore achieving gender equality in decision making***". Empowerment will mean greater representation of women in decision - making processes, greater participation by men in water and sanitation chores, and shared workloads at the household and community levels. this will in turn give women more time to spend on other development - related activities. To reach this level, concerted mobilisation is crucial; only by working collectively will women be empowered to gain increased representation and ultimately, greater control.

Control

Control had been defined as the "***ability to direct or influence events, so that one's own interests are taken care of and protected***". This ***is the ultimate level of equality and empowerment,***

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in which women play an active role in the development process and resources and benefits are shared equally between women and men. Gender gaps at this stage and looked at in terms of control over resources and decision - making; greater control means the ability to acquire appropriate technology, have control over resources, and enjoy equal access to opportunities.

7. GENDER INTEGRATION

Gender Integration is a process of taking gender relations into account in all areas of activity in an organization, a community or national level, consciously acknowledging unequal power relations between men and women in society. This must also lead to consciously working towards the promotion of gender equality and the advancement of women.

Applying a gender perspective means not only identifying specific areas of activity of relevance to women (women's promotion) but also seeking the gender dimensions of all areas of activity . It also involves recognizing the importance of working with both men and women to change existing gender relations, rather than seeing gender as a concept that only applies to women and women's concerns.

Here is a list of the most crucial elements in gender integration in an organization.

- ***Commitment from management and staff,***
- ***Gender Analysis,***
- ***Planning from a gender perspective and Inclusion of gender expertise,***
- ***Gender Indicators,***
- ***Gender balanced terms and participation,***
- ***Reinforced Dialogue on gender,***
- ***Gender inclusive evaluation,***

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Module 2

Gender Analysis, Planning and Mainstreaming

Content

1. **Women and Gender Dilemma.**
2. **Gender Analysis and Planning in Development.**
3. **Gender Mainstreaming in Projects and Programs.**
4. **Gender at the Organization Level.**

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Module 2

Gender Analysis, Planning and Mainstreaming

Learning Objectives

After completing this module learners should be able to:

- **Understand the historical development of W/D and GAD**
- **Grass the idea of Gender Analysis, mainstreaming etc.**
- **Explain Gender integration at the organization Level.**

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1. WOMEN AND GENDER DILEMMA

The women and gender dilemma can be examined from two different approaches, the first from the perspectives of "Women in Development" Vs "Gender and Development", and the second from the need to make a distinction between the terms "women" and "gender", often a cause for confusion. We shall start with the first approach.

1.1 Women in Development (WID) Vs Gender and Development (GAD)

1.1.1 Historical Development of WID and GAD

Gender and development (GAD) evolved out of Women in Development (WID), just as WID did from feminist movement. Feminist movement first appeared in the 19th century and continued until the 1920s, disappeared for 40 years to reappear in the 1960s. The movement has had marked influence on institutions, individual consciousness and personal relationships, but has not attained its ultimate objective of creating a society in which the double standards in all the different forms have been eradicated.

In the 1970s however, a sufficient number of women from sufficient number of countries came to share a sense of common purpose strong enough to characterize the interaction as a movement for the equal participation of women in development efforts in their countries, both as contributors and beneficiaries. In this same period, development planners, funders, and practitioners were facing the fact that development projects and plans of the 1950s and 1960s had in general failed to make substantial and lasting positive impact in the living standards of the poor majority. The work of feminist researchers and writers especially that of Esther Boserup, created awareness to reshape feminist thinking. This led to the identification of the key factor previously overlooked i.e. the role of women as producers. This factor was perhaps the key to understanding and possibly resolving the contradictions observed.

The search for practical solutions to the failures of development, and the growth of feminism based on a more systemic assessment of the roots of the disadvantage, triggered the birth of women in development as an international movement. Many bilateral aid agencies took steps to ensure that a proportion of agency funds be channeled for activities that would

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benefit women. In 1975, the United Nations added to its existing women's departments an institute for training and research for the advancement of women (INSTRAW), and later a fund for women in development which later became UNIFEM.

The funds allocated were relatively small and the programmes marginal to the mainstream work of the sponsoring organizations. But these funds made possible the formation of an active, international coalition of women, for the WID programmes were mainly staffed by women. The resources that were made available funded development projects designed to address women's problems specifically. Equally importantly, they supported numerous research on women which lit up the previously obscure nature and dimensions of the obstacles to their advancement.

More recently, a further shift in approach recognized the limitations of focusing on women in isolation and preferred to look at gender and development. The focus on gender rather than women was originally developed by feminists concerned with the manner in which the problems of women were perceived in terms of their sex, i.e. their biological differences with men., rather than in terms of their gender, i.e. the social relationship between men and women, a relationship in which women have systematically been subordinated.

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1.1.2 Gender and Sex

Sex	Gender
Biological; Born with (male and female are born)	Socially Constructed; Not Born With (men and women are made)
Therefore	*Therefore*
Cannot Be Changed	**Can Be Changed**
Examples	Examples
1. Only women can give birth	1. Women can do traditionally male jobs as well as men
2. Only men can supply sperm	2. Men can take as good care of children as women

There are thus basic differences between WID and GAD approaches. Women in development focuses on solving women's problems through specific target development projects, where as gender and development addresses a whole range of gender based relations, to look at development as it affects both men and women.

Gender relations are social relations referring to the ways in which the social categories of men and women, relate to each other over the whole range of social organization, not just to interaction between individual men and women in the sphere of personal relationships, or in terms of biological reproduction. I describes what is considered as male or female attributes, behaviouror characteristics. This varies considerably between different societies and different historical periods. Gender relation is important in all aspects of social activity including access to resources for production, rewards or remuneration for work, distribution of goods and income, exercise of authority or power, and participation in cultural and religious society.

Box showing the basic Differences between WID and GAD

Women in Development (WID)	Gender in Development (GAD)
a. Women seen as the problem, approach often targeted	a. Development approach seen as the problem, gender relations to be addressed
b. Focus on Women	b. Focus on gender relations
c. Concern in the exclusion of women	c. Concern in gender power relations
d. Goal is efficiency focusing on women, through women's projects that tend to reinforce traditional roles; addressing practical needs	d. Goal is development of men and women, with empowerment of women and transformation of gender relations, and addressing strategic gender needs

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1.1.3 Gender and Development (GAD) Matrix

Five different policy approaches (welfare, equity, anti-poverty, Efficiency, and empowerment) are identified each categorized in terms of women's roles on which it focuses and the practical and strategic needs it meets:

Welfare: earliest approach, its purpose to bring women into development as better mothers, women seen as passive beneficiaries of development. It recognizes the reproductive role of women and seeks to meet practical gender needs, through top-down handouts of food aid, measures against malnutrition and family planning. It is non-challenging and still widely popular.

Equity: Its purpose is to gain equity for women, who are seen as active participants in development. It recognizes the triple role and seeks to meet strategic gender needs, through direct state intervention giving political and economic autonomy, and reducing inequality with men. It challenges women's subordinate position. It is criticized as western feminism, is considered threatening and is unpopular with governments.

Anti-poverty: A toned down version of equity, adopted from the 1970s onwards. Its purpose is to ensure that poor women increase their productivity. Women's poverty is seen as a problem of underdevelopment, not subordination. It recognizes the productive role of women and seeks to meet the practical gender needs to earn an income, particularly in small-scale, income generating projects. It is most popular with NGOs.

Efficiency: Currently a predominant approach, adopted particularly since the 1980s debt crisis. Its purpose is to ensure that development is more efficient and effective through women's economic contribution, with participation often equated with equity. It seeks to meet practical gender needs, while relying on all three roles and an elastic concept of women's time. Women are seen entirely in terms of their capacity to compensate for declining social services by extending their working day. A very popular approach.

Empowerment: The most recent approach, articulated by third world women, with the purpose of empowering women through greater self reliance. Women's subordination is expressed not only because of male oppression but also because of colonial and neocolonial oppression. It

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recognizes the triple role and seeks to meet strategic gender needs indirectly through bottom up mobilization of practical gender needs.

1.2 The Terms "Women" and "Gender"

Gender is both men and women, but often taken to be women, because when we deal with gender focus is on women. The reason for this is that up to the present time, it is women who suffer from the existing inequality between the sexes. The main actors to address the issue have also been women. This has probably brought about the feeling that gender is women's issue to be handled by themselves.

It is true that, men are also involved though not at a significant level, in some instances showing more concern than some women do. Many men make positive contributions in many forums. In some instances, especially in the rural setting, men have been seen to pose less resistance to changes that are introduced to achieve improved women's status. But the general trend is that gender is taken to be synonymous with women. Desks that deal with gender issues are called "Women's Affairs Offices" and "Women's Affairs Departments".

2. GENDER ANALYSIS AND PLANNING IN DEVELOPMENT

2.1 Objectives

- create an understanding of gender analysis
- explore the links between gender analysis and women in development
- illustrate importance of gender analysis to implementation of development projects and programmes

2.2 What is Gender Analysis

Gender Analysis is examining situations or circumstances and activities as they affect women and men as opposed to the community generally. This involves looking at the gender division of labour, gender roles, access to and control over resources. It is a process of identifying gender-specific divisions of labour, cultural patterns, as well as access to and control over resources for the purpose of understanding their implications for the design and

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implementation of development projects. It is a framework for considering the impact that a development programme may have on women and men, and on the economic and social relationship between them. The process requires accurate information.

Women have important roles and responsibilities in the development process, but they have often been undeserved or ignored by development planning. Development interventions planned to improve the general economic and social welfare of the entire population have actually left women worse off, relative to men, than they were prior to the development efforts. However, there is a recognition now, that women and men experience developmental changes in different ways, because of the socially defined gender based division of labour, political and social roles. This division specifies differential roles and allocation of functions for women and men. There is visible disparity in their access to resources and benefits, their contributions viewed and valued differently. When we view development using gender as an approach, it becomes obvious that women's multiple functions in the home and outside, remains unrecognized, undervalued and often underpaid or unpaid. Compared to men, women have less access to education, health care, employment, legal protection or land and credit. Consequently, their health suffers, their work suffers, and their children suffer, and hence development is held back.

2.3 Goals of Gender Analysis

- to identify some of the most important constraints to effective realization of development objectives,
- to recognize the vital linkages between women's status and sustainable development.

2.4 Gender Analysis Tools: The Activity Profile Who does What, When and How?

- Who involves sex and age of performers (FA), Male adults (MA), female children (FC), and male children (MC) do?
- What refers to the roles (a) productive (agriculture, trade, etc., work that is often remunerated); (b) reproductive (pregnancy, child bearing, and care taking); (c) community activities (involvement in caring for the sick, weddings, funerals and other social occasions, community decision making).

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- When entails time: time spent on the task, and time of day the work is done.
- Where involves location, distance, frequency of movement, (home, homestead, field, etc.).
- How entails technology available for the task, exposure to health risks.

When we examine the tasks, we will discover that women are involved in every activity (productive, reproductive and community responsibilities), and at all the three levels (household, community, and farmland), except in decision making. In effect, they are overburdened with work without the decision making power.

Access and Control Profile (Relates to Resources)

Who has access to What?
Who has control over what?
Who benefits from what?

Resources include land, large animals and capital often owned by men, information, knowledge and skills as well as services like education and health, which commonly are accessed more by men than women. Women may have some control over resources, but mostly consist of small animals, goats and sheep, poultry, chicken, backyard vegetables, and small revenue from trade.

Women's and Men's Access to Resources

- Who has access and control over resources e.g. Money?
- Who has decision making power at household, community and state level?
- Who has more education and skills training?
- Who has knowledge and access to health care?
- Who has more time for self enhancement, considering workload of men and women?
- Where are service facilities like schools and health care facilities located?

2.5 Stages of Gender Analysis

We use triple A (Assessment, Analysis, Action) stages or method of analysis of programming. At each stage, practical activities enable participants to identify and illustrates details of gender and development (GAD). At all times, the framework ensures the presence of both men and women in

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relation to each other. Therefore, as far as possible the roles, the tasks, responsibilities of women and men, girls and boys in the development process will be examined.

Assessment: At this stage we draw out in detail who (women and men) does what. It is important to recognize activities both around and outside the household, and describe them as they are. Once identified, the difference between what men and women do, will reveal a gender based division of labour and ways in which the activities affect them. The exercise also illustrates that an overwhelming amount of work performed by each category: women and girls, as well as boys and men, is associated with their gender role expectations.

Analysis: At this stage, the hierarchy of causes is applied to a specific problem which has been identified either through the assessment or prior to the assessment. Examples include the low participation of girls in education, high maternal mortality rate, high incidence of poverty in female headed households, etc. The causes are identified at three levels of increasing complexity and visibility; immediate, underlying, and basic or structural categories.

Action: Having made an assessment of the problem and analyzed its causes, answers are sought to the question "what should and can be done"? By this stage a specific problem has been targeted. The following steps and processes should be completed: identification, planning, implementation, monitoring and evaluation.

2.6 Relevance of Gender Analysis

Knowledge of the situation is a vital factor in policy formulation and programme planning. Interventions can only be relevant and effective if they address the real development problems of people living in a locality, and if they produce the outcome that these people need and want.

This demands a close look and understanding of the target population: Who they are, What they do, What problems they are experiencing, What aspirations they hold, What resources they have at their disposal, and What capacities they can draw on.

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A real understanding of gender differences and issues is crucial for effective development planning and implementation. Gender analysis enables the collection and interpretation of information on gender matters.

Gender analysis will prevent distortion of information that would arise from gender role stereotyping, especially when based on a conceptualization of gender division of labour and gender relations, which could deter gender-responsive planning and program design.

A properly carried out gender analysis should provide specific data on the situation of women and men, as well as their relations, which can then be used to plan resource mobilization, allocation and utilization.

The data generated should provide answers to the following:

(a) Do men and women play gender-specific roles?
(b) Do they have different needs as regards resources or services?
(c) What different constraints do women and men face?
(d) Who dominates which sector; what resources are needed or available in this sector; what is the role of the sector in social and economic development?
(e) Does the analysis show a distinction between practical and strategic needs?

Just as men and women have different development needs, so the impact of development program's can be different for them. Understanding the cultural and biological differences enhances our understanding of how men and women make choices in economic and social production. It also enhances our understanding of the more personal realities of how men and women relate.

3. GENDER MAINSTREAMING IN PROJECTS AND PROGRAMMES

3.1 Objectives

- be aware of the importance of gender concerns in development;
- be equipped with practical methods of carrying gender mainstreaming in projects;

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- be equipped with gender analytical tools and be able to employ the tools in their daily work;

3.2 Description of Mainstreaming

Mainstreaming is the integration of gender into planning, the transformation of planning through a gender perspective. It is the strengthening of women's involvement in development; integrating women's capabilities and contribution with development issues, such as environment, poverty, population, food scarcity, and health. This approach is in contrast to targeting development projects to women, which tend to remain a separate group of activities meant only for women; or aid granted to reduce poverty among women by providing assistance for income generating ventures. This integration/mainstreaming of women's concerns into development strategies both as agents and beneficiaries has become a crucial element for achieving equity goals, because much of the assistance towards development designed to promote the living standards of the rural poor has failed to help women, both in absolute terms and in relation to men.

Gender mainstreaming thus facilitates the provision of equal opportunities for both men and women from the stage of planning development projects, to the level of evaluation. In education, health services for instance, it means ensuring that both men and women benefit equally from education, and from health services, as agents to effect better health care and receivers of the improved service and facilities.

We need to have a checklist for gender mainstreaming in programs, and the checklist must recognize:

(a) Women's low status in society where they:

- are generally poorer than men because, they earn less;
- are less educated than men;
- are increasingly becoming heads of households, with no resources to support their dependents;
- do not enjoy the acknowledgment for their labour contribution, particularly in agricultural activities;
- do not have decision making power.

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- are victims of gender-based violence that results in or is likely to result in physical or psychological harm or suffering to women, including deprivation of liberty.

(b) Women's multiple role as mothers, household administrators, and community mangers.

3.3 Guidelines for Involving Women

Women must be involved in all stages of project activities.

Stage One: Problem Identification at the community level, and in doing so, we have to consider women's representation which are often low, women's failure to appear at meetings and the shyness to speak in public.

Stage Two: Program Formulation consisting of:

(a) **Formulation of objectives** where the following questions must be answered, and ensuring that services provided are gender responsive:
- Has men's and women's share of labour been reflected in the definition of the programs immediate objectives?
- Has men's and women's roles in the process of decision making been identified?
- Have men's and women's opinions or expertise been sought in the definition of the program objectives?

(b) **Program Activities**: how would this include women? how will program inputs facilitate women's participation?

Stage Three: Program Implementation, The following must be addressed for effective implementation.

(a) Personnel

- Are personnel and supporting staff familiar with gender issues? Have they been trained in GAD or need input from a gender expert?
- Are personnel open to seek women's input in meeting their needs?
- Are female personnel available for technical staff positions?

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(b) Evaluation

- Does the program have an information system that will allow it to detect and evaluate the effects of the program on women?
- Can CRDA adapt its structure to women's needs?
- Is data collected sex disaggregated?

Stage Four: Monitoring, Reporting and Evaluation, here, the most important element in monitoring and evaluation is data, which needs to be disaggregated.

(a) Sex Disaggregated Data

A major component of the monitoring and evaluation of gender issues is the disaggregation of data collection and analysis. Gender disaggregated data permits the identification of women's and men's access to benefits and decision making. It may however be necessary to use qualitative methods of impact analysis, interviews with women would be a useful method. The following questions will enable obtain quantitative information:

- What are the number of female employees in CRDA projects, and at what levels?
- What proportion of the total staff members is this number?
- In which departments or sections are women found and in what numbers?
- What positions do these women hold?

(b) Data Collection and Analysis

- Are the data collected with sufficient frequency so that necessary adjustments could be made?
- Are the data fed back to program personnel and beneficiaries in a comprehensive form and on a timely basis to allow program adjustments?
- Are women involved in the collection and interpretation of data?
- Are data analyzed so as to provide guideline to the design of other programs?
- Are key areas for further research on women's roles identified?

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4. GENDER INTEGRATION AT THE ORGANIZATION LEVEL

Gender integration is a process of taking gender relations into account in all areas of activity in an organization, a community or national level, consciously acknowledging unequal power relations between men and women in society. This must also lead to consciously working towards the promotion of gender equality and the advancement of women. Organizations often have a vision statement that dictates what objectives will be pursued. The vision would encompass programming principles which are frameworks, that can be used to define appropriate problems to address. These frameworks also help clarify a project's context and how a project links to larger program goals. Strategic directions or actions are undertaken to achieve an organization's vision, which are defined through a strategic planning process. Projects represent the operationalization of strategic plans.

Gender consideration in projects and programs is a function of an organization's commitment to gender issues, which is expressed in policies and guidelines, and how the policies and guidelines are implemented. Applying a gender perspective means not only identifying specific areas of activity of relevance to women, but also seeking the gender dimensions of all areas of activity. It also involves recognizing the importance of working with both men and women to change existing gender relations, rather than seeing gender as a concept that only applies to women and women's concerns.

Here is a list of the most crucial elements in gender integration in an organization, which are translation of commitment from management and staff expressed in:

- Mission Statement and Vision of the organization
- Gender policy formulation and implementation
- Preparation of gender guideline
- Staffing pattern and level of responsibility
- Gender focal persons and their participation in decision making
- Budget allocation to ensure gender sensitivity of project implementation
- Gender sensitivity of proposals

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⇒ Project formulation
⇒ Implementation
⇒ Beneficiaries by sex
⇒ Monitoring and Evaluation procedures including gender sensitivity of indicators

- Staff recruitment and capacity building including staff gender training → Staff knowledge of gender

According to Caroline Sahley 1995, it is important to recognize that, the role of NGOs in development has undergone a profound transformation over the past few decades, evolving from direct welfare activities to more comprehensive efforts to change the structural factors that perpetrate poverty. This transformation can be described with three generations of NGO activity.

(a) The first generation of strategies were welfare oriented. Northern NGOs worked directly with communities and attempted to alleviate the conditions of poverty by transferring goods and services to the poor, in effect relief;

(b) The second generation marked a shift away from temporary poverty alleviation strategies to attempts to initiate a process of sustainable development. NGOs promoted self-help development activities in partnership with communities. Although self-help strategies were more sustainable than previous welfare-oriented strategies, many NGOs began to recognize the need to address the wider issues of institutional development;

(c) Third-generation NGO strategies are concerned with sustainable systems and institutions. These strategies recognize that even community self-help initiatives will have limited and localized impact if the fundamental structural constraints to equitable development are not addressed. Efforts to overcome institutional or policy constraints and to create the conditions conducive to development are central to these approaches.

Addressing gender issue would be an essential component of the third approach. Capacity building strategies including gender training and integration, that contribute to the institutional development of the NGO sector are important elements of the third-generation strategies.

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Module 3

Organization and Organizational Change from Gender Perspective

Content

1. **Organizational Analysis From Gender Perspective.**
2. **Gender Analysis and Organizational Change.**
3. **Leadership styles from Gender perspective.**
4. **Strategies of Bureaucratic Resistance.**

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Module 3

Organization and Organizational Change From Gender Perspective

Learning Objectives

After Completing this module, Learners Should be able to :

- **Understand the organizational issues surrounding gender.**
- **Explain the nature of management in organizations.**
- **Explain why organizations change.**
- **Understand principles of leadership and its relation to Gender.**

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1. ORGANIZATIONAL ANALYSIS FROM GENDER PERSPECTIVE

- **Towards gender-sensitive policies and strategies**
- **Organizational culture**
- **Gender as a management issue**
- **Developing our skills and expertise**
- **Communications**

Towards gender-sensitive policies and strategies

Gender sensitive policies and strategies can be used

- as a standard for drawing up goals and strategies
- to help assess the practice of member organizations
- as an "entry-point" for discussing gender issues with partner organizations.

Some questions to ask about our policies and strategies:

- Is gender taken into account during strategic planning?
- Do you and your colleagues see **gender equality** as a key element in your work?
- Do strategic goals include resource allocation and the assignment of responsibility for taking forward activities related to **gender equity**?
- Do you have targets to assess progress in working towards **gender equality**?

Organizational culture

In recent years there has been a greater acceptance in some organizations of women's equality with men in the workplace and in decision-making structures. However, in many cultures there is still resistance to these issues. This may be due to a lack of understanding about gender issues. Conversely, it might arise because of resistance, perhaps unspoken, to the idea of gender equality.

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Gender equality needs to be accepted in theory before it is translated into concrete policies and practices in the workplace. To raise awareness of gender issues, and to deal with resistance, the gender equity policy needs to be understood and accepted. One way of doing this is to share information and provide a space for discussion. In societies where gender subordination is severe, women staff members may need their own space to develop their ideas separately from male colleagues.

The idea of **gender equality** can be threatening to some people, women as well as men. In organizational terms, resistance to the idea of gender equality can take many forms:

- denying that there is an issue
- carrying out a single token action, eg, appointing a gender officer
- paying lip service but never taking action
- delaying, e.g., commissioning yet more research rather than taking action
- claiming to speak on behalf of women
- claiming that gender must take second place to other, more important issues
- compartmentalizing, e.g., setting up a gender unit and isolating it within the organization.

Individuals may express their resistance in the form of hostility, ridicule, stereotyping or simply ignoring gender issues. Similar reactions may also be encountered in relation to other aspects of diversity.

What kind of an organization do we need if we are to make progress towards gender equality? These are some positive characteristics that help:

- flexibility
- willingness to change and to incorporate ideas from diverse constituencies

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- accountability within the organization, to make sure staff comply with policy directions
- recognition and valuing of a wide range of skills, not only traditional "male" skills.

Questions to ask about your organization

- **Staffing**
- **Gender-friendly work practices**
- **Norms, practice and behaviour**
- **Taking action against gender inequalities**

Staffing

- How many men and how many women are in senior and middle management positions? And how many are in administrative posts and in support roles?
- What age groups do managers tend to belong to?
- How do you explain gender differences in the numbers of men and women in management positions and support roles?
- Do salary levels on the same grade tend to differ for men and women?
- How many women and how many men work full-time/part-time?

Gender-friendly work practices

- Do both male and female staff take time off when children or other dependants are sick? Who takes more time off?
- Do both men and women work overtime? Is there any difference between staff who have children and those who do not?
- Are there any provisions for mothers who are breast-feeding, e.g., time off during working hours or crèche facilities?
- Are any special provisions made for staff with young children, e.g., a crèche or time off during school holidays?

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- What maternity and paternity leave does the organization provide? Does it encourage staff to take such leave?

Norms, practice and behavior

- Are staff meetings conducted in a hierarchical manner? Who speaks more frequently?
- Are practices based on gender stereotypes actively discouraged? For example, is it women who tend to make the tea and coffee and clean up in the snack kitchen?
- Do men or women make most of the overseas or field visits?
- Who represents the organization at important external meetings? Does it tend to be men or women?

Taking action against gender inequalities

- Are there procedures for dealing with sexual harassment?
- Are women encouraged to apply for promotion and management jobs?
- Are specific training opportunities provided for groups of workers, e.g., administrators and support staff?

Gender as a management issue

In order to promote **gender equality** within organizations, senior management and board members must be **gender-aware** themselves. Where there is a shortage of qualified senior women staff, positive action may be needed to encourage more qualified women into senior management jobs.

- Managers should aim to have an equal balance of men and women staff at different levels of the organization.
- □Managers have to be accountable for taking forward gender issues. For instance, senior managers should include gender objectives in their work plans. How do they intend to address gender inequality and diversity in the coming year? This should be covered in recruitment and performance review.

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- The staffing situation should be reviewed from time to time to monitor what is happening in terms of gender equity. Staff will leave or be promoted, departments may be reorganized, and pay structures may be changed, so the situation will be changing all the time.
- Diversity in the workforce should be encouraged by recruiting staff who are disabled and from different ethnic groups.

Gender awareness and **sensitivity** should be a core staff competency and performance criterion. Good work on gender should be recognized and supported.

- Institutional processes such as policy formulation and recruitment should be monitored. How many female and male staff were involved in making decisions?
- What about trustees and board members?
- Resources need to be allocated to promoting **gender awareness** within organizations, e.g., through continuous training, staffing, etc.

Developing our skills and expertise

Gender in the organizational structure

There are different ways of organizing and sharing responsibility for gender, for instance, working groups, focal points, specialist staff or units.

Whichever approach is chosen, responsible staff members need to take a proactive approach to developing gender analysis, sensitizing staff, coordinating networks on gender issues, acting as a catalyst and stimulating dialogue and debate. How this is done will depend on the structure, culture and working practices of each organization.

Gender and development is a specialized field requiring knowledge and technical expertise. Specialized staff will need to be able to develop their gender skills on a continuous basis as thinking develops and new issues

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emerge. Men, especially, should be encouraged to promote gender issues, as it is still considered to be a women's concern.

Sharing information

We need to exchange and disseminate information on gender issues, both in our workplaces and in programs. This could be done through seminars, workshops, lunch time meetings, videos, gender newsletters and email groups. In these ways, staff can keep up with emerging trends, new ideas and recent research on gender and discrimination in different cultures and contexts.

Communications

Marketing campaigns and advocacy initiatives are part of the Alliance's wider program, so they need to include a gender perspective, just like projects. This includes fundraising and media strategies.

Images

As well as having **gender-sensitive** articles and text in our communications materials, we need to make sure that we use **gender-sensitive** images in the organization's books, journals and newsletters. Are females and males shown in roughly equal numbers? Do photos avoid gender stereotypes?

You also need to consider the ethics of using pictures or videos of children. For example, have boys and girls and their parents been asked if they can be used, and have they given their consent? Are they happy to be associated with the messages you are giving out? Do images tend to portray boys and girls as helpless victims rather than agents in their own development? Is there a difference in how girls and boys are portrayed?

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Words

The insensitive use of words can be an effective method of discriminating. Language should take account of the needs and feelings of the person or group to which you are referring. Language can be used to label people and groups of people and can reflect stereotypes and prejudice. A test of the acceptability of a label is whether the person uses the term in relation to themselves, as an expression of their identity.

TIP: There is one simple way to help promote **gender awareness** in our communications. Instead of talking about "people" and "children" or "youth", it helps to talk about "men and women" or "girls and boys". This immediately makes gender differences more "visible" to the reader.

People

- **Taking positive action**
- **Diversity, gender and equal opportunities**
- **Staff training**
- **Sexual harassment & child protection**

Taking positive action

Staff

In most countries men and women have different roles, responsibilities and rewards in employment. For example, it is still common to find that most of an organization's support staff, such as administrators, are women, while the majority of managers are men. There are many deep underlying reasons for this, such as socially-defined gender roles and the customary gender division of labor.

In order to redress the balance, it might be necessary to take positive action. Positive action is not the same as "positive discrimination". It means taking steps to bring specific disadvantaged groups up to the same level as others; "leveling the playing field" in other words.

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Positive action can take different forms:

- training and skills development for staff
- revising job specifications so that they do not exclude either gender
- advertising jobs in places to reach the target group
- ensuring that selection panels have an equal number of women and men.

Once everyone is at the same level, then they must compete for jobs and promotion as individuals, regardless of gender, ethnicity, marital status or any other aspect of diversity. Selection has to be on the grounds of merit and suitability for the job.

Volunteers

Sometimes people assume that it is easier for married women to do voluntary work, because they do not need an independent income. Men as well as women should be encouraged to work as volunteers.

Diversity, gender and equal opportunities

Sexism and gender discrimination

"Sexism" generally refers to the unfair or unequal treatment of women by men. Sexism is not always "one way". Women sometimes treat men in a sexist way, for instance by making assumptions based on gender stereotypes. The difference is that men are generally not *discriminated* against because of their gender. There are some exceptions to this, for instance for men who want to work in jobs that are normally regarded as women's work. However, men are much more likely to face discrimination on the basis of race, class or sexual orientation than because they are male.

Gender discrimination against women is different from other forms of discrimination in that women and girls do not belong to a "minority" group – in most countries around the world over half the population is female. Gender is an issue that crosscuts other types of diversity and when gender is coupled

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with age, race, ethnicity, religion, disability or other difference, women and girls can face discrimination on multiple grounds.

What do we mean by "equal opportunities"?

Equal opportunities is about getting rid of injustice and inequality based on people's perceived difference from the majority, for instance because of their race, ethnic group, disability or sexuality. In an organization it is about making sure that the structures are in place so that there is no possibility of discrimination on the grounds of difference.

Although women are not a minority, "equal opportunities" is a strategy for reducing gender inequality too. The gender subordination of women in general by men in general is more-or-less universal, although it takes different forms throughout the world and is constantly changing. Even in countries where there have been major advances toward equality for women and girls, there are still gaps between opportunities and outcomes for men and boys and those for women and girls.

Many countries now have equal opportunities legislation in employment, which covers a range of issues including working conditions, equal pay for equal work, recruitment and leave. Bohong (2000) stated that in the fourteen years of reform, the number of Chinese women employed has increased tremendously. The higher rate of female employment in China indicates that China's economic growth has promoted women's development and that the government has paid special attention to social stability and taken the necessary administrative measures to maintain a high employment rate in the economic plan. On the other hand, the higher rate of female employment also reflects China's political commitment to gender equality, and the equal opportunities and rights enjoyed by Chinese women in the political, economic, and cultural fields, and especially in employment.

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Actions to implement equal opportunities include:

- recruiting through channels likely to reach women. Female staff might need encouragement and training to apply for senior posts. Men should be encouraged to apply for posts regarded as female preserves, e.g., receptionists. Advertisements should specify that women and disabled people are encouraged to apply.
- specifying **gender sensitivity** as a requirement in job descriptions for relevant posts
- a person's salary level should not be influenced by his or her gender. Male and female staff should receive equal pay for work of equal value. Part-time workers should have the same working conditions as full-time workers. It is often women who work on a part-time basis in order to fit in family and child caring responsibilities
- developing and implementing family-friendly policies. Organizations must acknowledge the roles of women and men as family members. Family friendly policies include: allowing leave for staff to care for dependants, flexible working hours and recognizing that childcare responsibilities might affect working arrangements
- encouraging men to take paternity leave and to look after their children when they are ill.

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Staff training

All staff training should be gender-sensitive.

- **training in equal opportunities and diversity**
- **training in gender and development**

Training in equal opportunities and diversity

This type of training needs to be built into staff induction programs, especially for managers.

- Training is an instrument for institutional learning as well as building up individual expertise. Training sessions can be used to systematize gender and diversity issues arising from practical experiences.
- Training can be used to promote more equitable treatment in planning and work practices, for example by looking critically at the work culture of the organization. It can highlight other staff development needs, for instance strategic planning skills.

Training in gender and development

Why do gender training?

- It can transform the way in which we look at households, communities and institutions. However, transforming attitudes is a long-term project and will take more than one workshop to achieve!
- It offers tools for analyzing the situations of women and men, girls and boys.

Without it, we are unlikely to be able to put gender equity policy into practice. Although gender training is an important step towards implementing the gender equity policy, it is not enough in itself. Developing and enhancing sensitivity to gender and diversity issues should be a continuous process. Follow-up after training is critical, so that staff can translate their new knowledge and awareness into concrete action plans. Management should help to create "space" for staff to discuss issues of gender and culture more widely.

Matching the means to the end

When you start to plan gender training, be clear about what you want to achieve and who the training is for. Are you aiming to:

- □inform participants and get them to think about gender differences in their programs, workplace and personal lives?

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- facilitate discussions and analysis of development issues and introduce new tools for gender analysis?
- introduce key concepts and the latest thinking?
- transform people's attitudes and practices?
- raise awareness of issues and challenge gender inequalities?

Once you have decided what you want to achieve, choose the more appropriate of these two approaches:

- The *technical* approach is suitable when you want to focus on aspects of gender analysis and gender planning issues in development. Workshops will be formal and highly structured. Participants will expect explanations and practical applications of methodologies, frameworks and concepts.
- The *experiential* approach is often used to raise awareness and change people's attitudes. Workshops are highly participatory and flexible in structure. They will include lots of group exercises and games.

Sometimes it is a good idea to combine these two approaches. For instance, after presenting a gender analysis tool, you might ask participants to try it out, based on their own life experiences.

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Getting men involved

Usually, more women than men attend gender training. If men do attend, it is often under duress. This could be due to a number of reasons: men's association of gender with "women's issues", their fear that the discussion will be threatening to the status quo or that they will come under attack.

How can you make gender training more attractive and less threatening to men? Try these tactics:

- Provide plenty of information beforehand about the aims and content of the training.
- Use male trainers.
- Ask male participants who have received training to write about their experiences, and use it next time you are publicizing a workshop.
- During the workshop, run separate sessions for men and women, where they can compare their experiences without feeling they are under attack.
- Make sure you include an element on men and masculinities, to make it clear that gender is not only about women.

Sexual harassment :

Defined as unwanted verbal or sexual advances. This might include:

- asking for sexual favors
- displaying sexually suggestive material
- remarks of a sexual nature, including degrading comments that refer to women as sex objects, and reinforce male power.

It is important that organizations are alert to sexual harassment as a potential problem in the workplace. There should be procedures for staff to make complaints of sexual harassment in confidence and without fear of stigmatization or victimization.

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2. GENDER ANALYSIS AND ORGANIZATIONAL CHANGE

Management in an organization

Why are managers essential to the efficient operation of all types of organizations.

Management is the process of maximizing the potential of an organization's people and coordinating their efforts to attain predetermined goals. Essentially, the practice of management involves coordinating and utilizing human and nonhuman resources in the pursuit of such goals. Because business managers are accountable to a number of different groups (owners, customers, employees, creditors, and society in general), the goals that they establish are in direct response to their responsibilities. Typically, private enterprise establishes profit, service, and survival objectives.

The basic functions all managers perform.

All managers, regardless of their position, perform certain basic functions - planning, organizing, staffing, leading, and controlling. Planning, perhaps the most important of all managerial functions, is the establishing of goals and objectives. Organizing involves developing a structure and assigning tasks necessary to attain these goals. Staffing, as the name suggests, is the selection of people who have appropriate qualifications. The fourth function, leading, is the heart of management activity. It involves providing necessary guidance for people who work for the firm. Finally, controlling involves comparing performance with established standards and taking corrective action when necessary.

The Purpose of Gender Equity in Organizations

- to promote social justice
- to challenge all forms of discrimination
- to know and respond to the needs of women and men by directing resources based on their needs.

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Assess and plan for gender integration at the organization level:

- Recruitment policy stating gender equity
- Creating conducive work environment – promotion
- Management position (Decision making)
- Human resource policy accommodation (maternity & paternity)
- Culture of the organization
- Update on gender issues e.g. Workshop
- Maintain publications that advocate gender issues
- Provide training on gender issues
- Use gender analysis tools in all the organizational levels.

Organizational Change

"Preparing for the future is not to decide what should be done tomorrow, but what should be done today to have a tomorrow."

Change is seen as being all-pervasive across organizations, yet organizational stability and the natural conservatism of many managers can inhibit its diffusion. Change is an inescapable fact of life in any organization and pervades society in general, affecting everybody and every organization up to an international level. Organizations must be able to respond and adapt to change due to uncertain economic conditions, fierce competition, government interventions, scarce resources and rapid technological innovation.

"Do not look back in anger.
Do not look forward with fear.
Look around you in anticipation."

Anyone seriously interested in change would be advised to recognize two facts of life: first, despite the claims of many, relatively little is known about how to achieve predictable change. Second, much of what is known will

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not work. This sounds discouraging. The alternatives, however, are even more clearly unacceptable. One alternative is to sit back and await what tomorrow may bring without any planning or preparation. Another is to plunge in blindly and attempt to initiate change without bothering to try to learn from the experiences of others. The second alternative has lead many to become disillusioned, frustrated, or embittered by their experiences. There is a third alternative. It is an anticipatory style of influencing the future for an era where rapid change remains constant. By action or by inaction, every person does influence the future. Therefore, in one manner or another every one is an agent of change.

"You can't change the direction of the wind but you can adjust your sail."

Some people are passive agents of change, others are negative agents of change, and many are affirmative agents of change. The advantage of planning/anticipation is that a person who has a systematic approach to the future and a frame of reference for evaluating alternatives has a tremendous advantage over a person who functions without it.

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"Unless you know where you are going, any road will take you there."

Jane Floerchinger

What is meant by the word "change"? One approach to define change is to suggest the various types of change that can be identified.

1. **Modernization**: this category includes many of the technological changes occurring in the world.
2. **Transformation**: this category includes qualitative changes a child makes between the first day of the class started in September and the last date of class June.

3. **Survival adaptation**: this category includes curriculum change in school, changing a grocery store to a supermarket.

From a different perspective, Thomas R. Bennett has suggested four types of change (Schaller, p.35)

a) **Change in structure** – the pressure for a change in structure are the result of stresses and strains by the combination of internal dissatisfactions and external trends, and pressures.
b) **Change in technology** – the introduction of electronic data-processing equipment to replace the old manual system.
c) **Change in behavior** – this change is caused to deal with the unexpected changes in structure and technology.
d) **Changes in assumption and values** – values and assumptions guide behavior. Thus, before we change a behavior, it is essential to have a change in values and assumptions.

"A ship that stays in the harbor
never encounters danger –
but it also never gets anywhere."

Sources of Change: another way of looking at the nature of change is to consider the sources of change. There are two sources of change. First, internally motivated change. This change could be initiated by an individual or an organization to meet new challenges. Example, the decision by community organization to build and mange a housing project in the neighborhood. Second, externally motivated change. Change occurs in response to external pressures. The person concerned with intentional planned change has less control over the timing, pace and the range of alternatives. Third is indecision. The focus here is on the response to these forces for changes. It is waiting till the last resort. This

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is a situation which produces the greatest frustration for the advocate of planned change.

The Pace of change: planned changes can come by government legislation. The pace of change can speed up if it is a matter of crisis. A second method for hastening the pace of planned change is to deliberately encourage an increase in the level of discontent with the status quo. A third approach is to increase the attractiveness of the proposed goal. A fourth method is to increase the number and frequency of discussions, both formal and informal, about the proposed course of action. A fifth means of stepping up the pace of change is to focus attention, not on the proposed change, but on building up the level of trust. The higher the trust level, the easier it is for planned change to take place. A sixth method is to minimize precedent, tradition, and custom and to start fresh with as few of the things of the past as possible. Finally, it is possible to increase the pace of change by giving high priority to the early enlargement of the supporting group of persons who favor the proposal and who have some form of personal interest in seeing the change adopted.

Many times, we hear people say that people's reactions to change have tended to focus on resistance to change and they ignore the other types of responses.

Responses of people to change:

- neutral
- negative
- affirmative
- counterproductive

"Some are afraid of the dark;
Others wait for it to see the stars."

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Planned change helps to be able to anticipate the probable response to a proposal for change and to be prepared to deal with that response.

Process of Change: five-step process is suggested here.

(1) motivation and preparation

(2) diagnosis of the problem and consideration of alternative course of action

(3) the formulation of a strategy and of day-to-day tactics

(4) carrying out the plan of action

(5) review, evaluation and the stabilization of change.

How do you get things done? The four Cs. (Schaller, p.129)

1. **Coercion** – the application of authority and power and the necessary degree of force to produce the desired results.
2. **Co-optation** – the emphasis on bringing the opposition into the supporting group. From one side it is described as being open to diverse points of views. From the other side it is described as "buying off the opposition."
3. **Conflict** – the battle lines must be drawn and the potential conflict turned into a reality before any resolution can be achieved. Usually conflict helps to clarify the issues.
4. **Cooperation** – this is the most widely used approach though time consuming.

Why change?

The new reality demands new approach to solve problems. Old view, old slogans, old ways to solve problems, old structures, old concerns, old pressures, in general old reality, do not respond to the new reality of organizations. In response to the new reality, a new organizational development is necessitated to emerge. John J. Rockefeller, Jr. said, "If

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you want to succeed, you should strike out on new paths rather than travel the worn paths of accepted success."

This usually requires a reexamination of the definition of purpose, of the value system that controls the decision-making process, and the charting of new direction for the organization. Thus, new strategies need to be designed focusing on the goals, functions, individuals and teams.

Organization change involves changing the behavior of people and this focuses on participation and teamwork. Thus the challenge for any organization today is to manage change effectively, since failure to change successfully will rapidly threaten its ability to survive. There is a difference, of coarse, between change which is planned and that which is unplanned. Managers deal with change in different ways. For instance, they may react to indications that change is needed and deal with problems as they arise or they may develop a program of planned change. However, managers today should not only plan for change but also accept that change is necessary for the organization to learn, to survive and to be successful.

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Organization Development: Planned Change (Anderson & Barker p.6)

Concept

Organization Development (OD) is a method of facilitating change within the organization to adapt the turbulent external environments. To Bennis it is a response to change, a complex educational strategy intended to change the beliefs, attitudes, values and structures of organizations so they can better adapt to new technologies, markets and challenges.[1]

Organization Development does not just rely on formal training to change people; instead it has a focus on individuals, groups and organizations, and stimulates overall organizational improvement. The concept of

teamwork is at the heart of OD, which aims to have a simultaneous development of people and of the organization.

There are clear task objectives but the essence of OD is that nothing can change until behavior changes. In turn, behavioral change may be linked to attitudes, values, and interpersonal relations. In part, the emphasis is on the "soft" people elements. Using conflict resolution methods, effective team management and problem solving techniques, all underpinned by behavioral research. The "processes" are usually linked to structural changes as well as a change agent is often employed from outside the organization.

Aims

- OD attempts to improve the coping mechanisms within the organization, so that the institution can adopt and adapt to change.
- A more proactive aim of OD is to create a climate where the organization is better able to deal with its existing and its future problems.
- OD attempts to integrate the human side of the enterprise with that of the task. The socio-technical structures should be as one.
- Greater collaborations between sections of the workforce is an aim of OD and this should stimulate common objectives.
- The process of getting things done, from planning to communications and decision-making, is emphasized in change programs.
- People are seen not only as 'inputs' into improved working efficiency, but also as key aspects of the 'change capacity' within the organization.

So the emphasis is on how the business operates, how its interrelated 'bits' come together, and how we integrate people with the task of facilitating a culture of adaptability and flexibility.

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Source:

1. Bennis, W.G. organization Development: its nature, origins and prospects (Addison-Wesley, Reading, MA, 1969).

General Principle for Managing Change (p.28)

Mullins provides the following general principles for the management of change[2]

- An environment of trust and shared commitment should be created by involving staff in decisions and actions which affect them.
- There should be full and genuine participation of all the staff concerned well before the introduction of change. Staff should be actively encouraged to contribute their own ideas, suggestions and experiences and to voice openly their worries and concerns.
- Team management, a co-operative spirit among staff and workers, a genuine feeling of shared involvement will create a greater willingness to accept change. A participative style of management and management by objective are useful approaches.
- The introduction of incentive schemes may help in motivating people by an equitable allocation which result from savings.
- Changes to the work organization must maintain the balance to the socio-technical system. New working practices must take into account how best to satisfy the needs and expectations of people at work through the practical application of behavior science.
- Careful attention should be given to job design, methods of working, development of cohesive groups, and relationships between the nature and content of jobs and their task functions.

Source:

2. Adapted from Mullins, L.J., 'Information Technology – the human factor', Administrator, 5 (1985), pp. 6-9.

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Change and Decision Making (p.30)

Diesing suggested that three principles used to select a change from a series of options and the process repeated if necessary to reach a solution for social change:

1. The principle of changeability: select the easiest possible relevant changes within the business.
2. The principle of separability: select a change that is sufficiently isolated from its context for it to be implemented while protected from outside pressures.
3. The principle of growth: begin a change in such a way that extension of change is possible.

Change Techniques (p.31)

1. Introducing total quality management programs
2. Employee empowerment
3. Performance measurement
4. Re-designing business process
5. Cultural change
6. Activity-based measurement

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3. LEADERSHIP STYLES FROM GENDER PERSPECTIVE

Definition and principles of Leadership

Leadership theories of different values and origin have been developed at different times. Similarly various leadership styles have also been suggested. To just mention some which are still under circulation include such style theories as;

- ❖ Task – Oriented style
- ❖ Relation – oriented style
- ❖ Laissez – Faire style
- ❖ Ideal style
- ❖ Fixed style etc.

We may not need to go deep and discuses these different theories and styles of leadership developed in ages for different socialized purposes. For the purpose of this training programme it may be sufficient if we could mention the most important ingredients of the concept of leadership and indicate some salient points with regards to the principles of Leadership.

The words ***"authority" and influence"*** seem to be at the forefront of most definitions of leadership. For example, Websters dictionary (1981) defines a ***leader*** as a person that ***leads***, or ***conducts.*** It then goes on to distinguish two characteristics of a leader: ***authority and influence.*** James Chaplin (1985) also includes both these characterstics in his definition. He writes that leadership is ***"the exercise of authority; the control, guidance, and direction of the conduct of others."*** By authority we mean ***organizaional authority.***

If the above conceptual definition needs to be biased positively, we must add the fact that both ***results and democratic process*** are essential

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ingredients of good leadership. With this is mind, we could state the fact that good leadership is constituted with the following principles.

Leadership is;

- a shared exercise or function (participatory)
- for enabling or equipping people
- multi dimensional
- both flexible and settled
- to serve
- done by both men and women

Good Leadership: What is Its Gender?

Entine (1997) stated according to popular myth, women entrepreneurs lead their companies differently from the way the typical business guy does. And women managers empower and nurture employees, establish more egalitarian relationships and substitute a web-like corporate structure for the traditional command-and-control reporting hierarchies. Compassion, according to this belief, gets equal billing with competition. Some say women are born to nurture; others insist we're better leaders than men ever dreamed of being. The truth lies somewhere in between, where people are individuals and gender, like race and ethnicity, is a highly unreliable guide to real-world behavior.

This new fascination with female management is not just a woman thing. Male executives, too--especially "new age" ones like --promote their companies as fortress of compassion, icons of socially responsible business and models of a gentler, more embracing form of capitalism. Even some of the most prominent corporate men--have flourished in part because they balance traditional values with stereo-typically feminine ones.

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Since the 70s, women have been climbing the corporate ladder, often becoming high-visibility role models for a new style of 'feminine" management. More recently, everyone from feminist academics to the mainstream press has celebrated a surge in what is thought of as female ways of leadership, particularly among charismatic entrepreneurs.

The theoretical steam for this year's model of female leadership harks back to Carol Gilligan's pathbreaking work. In her 1982 classic In a Different Voice, Gilligan suggested that, rather than the male-based hierarchy, a web is the better metaphor for how women relate to others. And as the 80s ended and the 90s began, a less hierarchical style was beginning to be adopted by men in leadership, too. In her 1990 best-seller The Female Advantage, management consultant Sally Helgesen noted that even old-line corporations "recognize that the old chain-of-command hierarchy, with its unspoken rules and codes, is too lumbering and muscle-bound for today's economy. It is fortuitous," Helgesen said, "that corporate restructuring is taking place at the very time when women are surging into the workplace in record numbers." Next, Judy B. Rosener bounced off both Gilligan and Helgesen in her much-read 1990 Harvard Business Review piece "Ways Women Lead." There she claimed that female executives "encourage participation, share power and information, enhance other people's self-worth and get others excited about their work."

Then there's Deborah Tannen. In Talking from 9 to 5: Women and Men in the Workplace, the popular linguist points out that women managers generally seek consensus. Tannen's perspective is sensible enough, and her observations ring true. Gender differences depend mostly on who has power, and, until recently, women have rarely been in a position to give orders. But by classifying certain management techniques as female-oriented. Tannen and others end up creating artificial gender distinctions. Of course, managers can't get away with simply barking orders, but they

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can't just nurture employees in a leaderless collective, either. Good management is rooted in day-to-day circumstances, particular industries and specific markets.

Now that women have begun to get power, filling nearly half of all managerial positions by some counts, many don't opt for the feminine, nurturing model. In fact, most successful executives (of either gender) demonstrate a blend of several different styles.

Qualities of leaders: with a willingness to make difficult decisions, tough but fair, very demanding, with no fear of firing people, take intelligent risks,

Effective leadership obviously involves both rational and emotional responses. The irony here is that the rules for everyone keep shifting. For decades, business observers have wrestled with integrating "hard" and "soft" managerial ***styles***. Empowerment, sympathetic listening, caring for others--all those vaunted "feminine" techniques--are not new to the annals of management, or even particularly female. In the hoary 1945 article "But Who Is to Lead the Leader?" John S. Tomajan earnestly told Harvard Business Review readers, "The true leader will be entirely selfless. He will feel his responsibility as the heart of the business family. He will always think of his business as an organization of people united with each other to satisfy human needs."

It is good to move toward a corporate ethic of care. It's clear that gender pride can carry a manager only so far. Glorifying traditional feminine qualities, empowering as it may seem at first blush, can end up perpetuating the stereotypes women executives have worked so hard to break down. Neither men nor women have a lock on integrity, nor on the ability to inspire a team, develop good personal relationships and establish a flexible and accountable corporate structure--the diverse qualities all executives will need to make businesses thrive in the future.

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Gender differences in leadership style, job stress and mental health

A research conducted by Gardiner and Tiggermann (1999) about Gender differences in leadership style, job stress and mental health in male- and female, their findings suggested that, although there was no overall difference between women and men's mental health, there was a difference in the pattern of relationships between leadership style and mental health. Women in male-dominated industries reported worse mental health when they utilized an interpersonally oriented leadership style, whereas men in male-dominated industries reported better mental health when they utilized such a leadership style. These findings suggest that both gender and the gender ratio of the industry influence leadership style, stress and mental health, and as such contribute to our understanding of the barriers to women working in senior management roles in male-dominated industries.

There are definite gender stereotypes of leadership style. The stereotypically masculine leader emphasizes achievement of organizational goals, whereas the stereotypically feminine leader emphasizes people and relationships (Ashmore, Del Boca & Wohlers, 1986). Until recently, however, many writers contended that the research findings were not sufficiently clear to conclude that women and men do actually engage in different leadership styles (e.g. Bartol & Martin, 1986; Bass, 1981, 1990). An answer was provided by Eagly & Johnson (1990) in a comprehensive meta-analysis which included a large number of organizational, laboratory and assessment studies. They were able to demonstrate in the laboratory and assessment studies that there are some reliable (albeit small-effect size) gender differences in leadership style, whereby women leaders emphasize both interpersonal relations and task accomplishment more than do men. On a different component of leadership style, the tendency to lead democratically or autocratically, they

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demonstrated that women tended to adopt a more democratic style than men. They concluded, therefore, that there was some demonstrated support for the notion that women lead in a stereotypically feminine manner.

Although, as just outlined, women may experience stress by virtue of being in the minority in a male-dominated environment, the particular leadership style a woman adopts in such groups may also contribute to stress. Given that successful managers are perceived to possess more masculine traits and fewer feminine traits, presumably if a woman in a masculine environment utilizes a feminine style she risks being seen as less successful or less competent (Amicus Curiae Brief for the American Psychological Association, 1991). Furthermore, utilizing a feminine style may also make her even more visible and exaggerate differences between herself and men even more, thereby leading to increased negative reactions.

Fundamentals of Leadership, Written Communication Skills, Speech Communication Skills, Values Clarification, Decision Making Skills, Group Dynamics Skills, Problem Solving Skills, Personal Development Skills, Planning Skills

An Integration of Leadership

Previous research highlights one of the paradoxes of different leadership styles: Group members may be more satisfied with democratic leadership, or group members may be more satisfied with autocratic leadership. A meta-analytic integration of research evidence addressing this paradox revealed in the research conducted by Foels, et. al. (2000), there was in general, a significant, small tendency for groups experiencing democratic leadership to be more satisfied than groups experiencing autocratic leadership. However, these effects were moderated by several variables, compositions of the groups, the reality of the groups, the size of the

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groups, the gender composition of the groups and the potency of leadership style.

"No human being can exist for long without some sense of his own significance, whether he gets it by shooting a haphazard victim on the street, or by constructive work, or by rebellion, or by psychotic demands in a hospital, or by Walter Mitty fantasies, he must be able to feel I-count-for-something and be able to live out that felt significance."

"Leaders, whatever their professions of harmony, do not shun conflict; they confront it, ultimately embody it."

James MacGregor Burns,

"Leaders must be able to spot roadblocks and clear them."

John White,

The Reality of Power and Leadership

Power is strength and vigor, the ability to act, the authority to do, the control of a government, the magnifying capacity of a lens. It is a natural entity; it can be either good or evil. Good when properly used and bad when abused.

Types of power:

Positional: is derived from the position one has with the group. It can be elected as a chairperson or it can also be the status the group has chosen to give to that person.

Reputational; the abilities of a person outside the group, in matters unrelated to the group, can be reputational power. A person, for example, who successfully holds a major administrative position in business, can wield a strong reputational power in an unrelated group.

Coalition: is gained from separate sources who realize they have greater power when joined together. That is, rather than demonstrating their

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individual power against an objection, they find that by forging an alliance with other power sources.

Communicational: people who have better verbal or writing skills than others carry a unique power of their own. This is known as communicational power.

Success: in this type of power, the success one has had in other areas provides a power not necessarily related to the setting. For example, the person holding a Ph.D. degree in science is often seen as and expert in other areas such as sports, auto repair, etc.

Financial: the wealthy person, the potential application of that wealth to the goals of the group, wields extensive power. Obviously this wealthy person can unduly influence the group toward goals that are personal.

Personality: some personalities have such magnetic charm or irresistible impact, they intimidate others. They may deny such influence. Yet it is a very powerful force.

Program: this is derived from programs that have been historically successful in helping the group achieve its goals.

Dedication: people who show unusual dedication and loyalty to a task have created a power of recognizable value. If this person, who is so tireless and worked so hard for the organization, feels negative about an issue, this person can sway the group far beyond the facts of the issue.

Spiritual: people who are truly spiritual, deeply committed to their religion, who show genuine maturity in what they believe carry a strong influence among their colleagues.

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4. STRATEGIES OF BUREAUCRATIC RESISTANCE

THE NEED TO ANTICIPATE RESISTANCE

It is a mistake to assume that there is likely to be automatic enthusiasm for addressing gender issues which are part of the problems being addressed by a development project. On the contrary, analysis of patriarchal control reveals the extent to which policies of gender equality are likely to be resisted. Such policies contradict many people's traditional beliefs, and are likely to be perceived as threatening male interests.

Even a government bureaucracy may resist policies on gender equality. Such bureaucracy tends to be male dominated, with longstanding patriarchal traditions. Even where policies of gender equality are approved at the political level of government, these policies are likely to be resisted at the administrative level of government.

Below we consider some of the different types of resistance strategy which we are likely to encounter. These are divided under the categories of *oppositional argument, delaying tactics and faint hearted implementation.*

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OPPOSITIONAL ARGUMENT

Here the bureaucratic strategy is to argue against the necessity for action. In this area, we may identify the following types to oppositional argument:

Denial. Here the basis of resistance is complete denial of the problem. this means denying the existence of any gender gaps, or discrimination against women. Since there is no problem, then no action is called for.

Inversion. This involves conceding the existence of gender gaps, but denying the existence of discrimination. In other words, it means putting the blame on the victim. It entails the claim that. *'If there is a problem, it does not lie with this organization. The problem lies* ***with the women themselves,*** *who do not take advantage of the services and opportunities provided for them'.* Once again, no action from the Organization is called for!

Tradition. This is the argument that the organization *'cannot interfere with custom and tradition'.* Similarly, *'how husbands treat their wives is a domestic matter, quite outside the proper concern of this organization'.*

Policy Problem. Here it is claimed that necessity to take action on gender issues is not clear in organizational policy, or that the legality of such policy has not been cleared, or that such policy contradicts other policies, or that such policy involves discriminating against men. If no clear or relevant organizational policy can be found, then it can be claimed that *'the so-called problem is not a problem as far as this organization is concerned'.*

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DELAYING TACTICS

Here the strategy is quite different. There is no oppositional argument, but instead an apparent acceptance of the policy, and the problems to be addressed under the policy. However, actual actions suggest a dreadful reluctance to actually get started. Let us look at some of the different types of delaying tactics.

Invisible Clock. Here it is accepted that action must be taken *'in due course'.* But the wise judgement of experienced administrators is that *'the time is not yet right'* to begin. In other words, implementation will be

determined by the hands of an invisible clock, which nobody except the director or head can see!

Lip Service. This involves much talk about the problem, many meetings, adopting the right vocabulary (every body is 'gender sensitive'!), but never taking any substantive action on gender issues.

Subversion. Lip service is often allied to subversion. Such tactics involve putting gender issues under a committee which never meets, giving a major responsibility to a person of famous incompetence, losing the file, always referring decisions up or down, and so on.

Research Study. This involves the claim that *'we don't know enough about this problem'.* Therefore consultants are appointed to conduct a one-year research study, and write a report.

Shelving. The research study strategy is closely allied to shelving. By the time the research study is published, people may have lost interest in the original issues or even forgotten them. Or perhaps the people who originally raised the gender issues no longer sit on the Gender Committee. Or the 'Invisible Clock' may declare that *'the time is not yet right'* to publish the report. One way or the other, a lapse of time is often a useful prelude to shelving.

FAINT HEARTED IMPLEMENTATION

This involves the apparent acceptance of the problem, and apparent commitment to action. But the key element in this type of strategy is that the actual action towards implementation is purposely ***inappropriate and ineffectual.*** This may be the case even where the action includes quite

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far-reaching organizational change and innovation. Well known strategies include:

Dilution. this involves taking action on a 'watered down' version of the problem. Watering down means interpreting the problem at its lowest level. here theory can be misused for dilution purposes. For example, gender issues are interpreted as gender concerns; gender concerns become women's issues; issues of women's mobilization and control are treated as purely technical matters of increasing women's access to resources; empowerment is interpreted as self-reliance.

Tokenism. This involves appointing one or two women to key posts, or as members of previously all-male committees. At any meeting the token woman can be allowed to talk for ten token minutes on the 'women's perspective'. This strategy works even better if the person chosen as a token woman knows nothing about gender issues.

Compartmentalization. This involves creating new department responsible for addressing gender issues. Here the key is to keep this department as a sideshow, out of the mainstream of policy and planning. The department's role might be confined to collecting data, providing advice and writing quarterly reports.

Window Dressing. This involves activity which creates the impression of purposeful action, when in fact there is none. Therefore compartmentalization is one example of window dressing. Similarly, gender training workshops, if not allied to action for change, can become a sort of sideshow entertainment, with little established relevance for every day mainstream activities.

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For those resisting change, *faint hearted implementation* is a more dangerous game than *oppositional argument or delaying tactics.* There is always the danger that enthusiasts may mobiles to transform *faint hearted into real* implementation!

ALTERNATIVE STRATEGIES FOR ADDRESSING GENDER ISSUES

GENDER ORIENTATION VERSUS PATRIARCHAL RESISTANCE

Our gender analysis of a project has probably brought to light a number of gender issues which need to be addressed if our project is to be more effective, and contribute to women's advancement. On the other hand, the likely pattern of patriarchal resistance to change must give us pause for thought, before we embark on improved gender orientation on the project.

Realistic assessment of the likely patriarchal opposition calls for a consideration of the feasibility of any intervention strategy aimed at better focus on gender issues. Given that addressing a gender issue is likely to involve challenging an aspect of the existing patriarchal culture, we may identify two essential aspects of project strategy in addressing a particular gender issue.

i. ***Alternative Counter Strategies:*** The need for an intervention strategy to anticipate and to counter the likely patriarchal opposition;

ii. ***Mobilization Strategies:*** The need for an intervention strategy to mobiles and utilize public support for action on gender issues.

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We now look briefly at what is entailed in each of these two main elements of strategy.

ALTERNATIVE COUNTER STRATEGIES

Taking the prospect of patriarchal resistance into account, we may distinguish between counter strategies which are ***defeats, adaptive, focused***, or concerned primarily with ***empowerment.***

A Defeatist Strategy may have to be adopted for a project goal which entails addressing a gender issue which will arouse strong patriarchal opposition. In these circumstance we may say that, at least for the time being, we shall not attempt a project modification to address this particular gender issue. But we should adopt this Defeatist Strategy only where the gender issue is not of immediate or priority importance to the larger programme of which the project is a component.

An Adaptation Strategy entails understanding the patriarchal culture in order to achieve project goals by ***adapting*** the intervention strategies to the pattern of male dominance, rather than challenging male dominance. This is a strategy we may employ if we can achieve our project goals ***within*** the present social structure of gender discrimination, and without disturbing or challenging this social structure.

A Focused Challenge Strategy focuses on one type of gender discrimination which clearly and importantly stands in the way of project success, and where achieving important project and programme goals necessarily means ending the discriminatory practice. This strategy is obviously easier where there is weakness or vulnerability in the patriarchal maintenance of the discriminatory practice.

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An Empowerment Strategy focuses on the goals of empowerment: on enabling women to take more control of their lives, through decision-making, in order to improve their own well-being. Here the focus on using the empowerment process as the means towards ending various forms of gender discrimination which stand in the way of overall project success, or which present major obstacles to women's general advancement. This strategy is therefore appropriate where social mobilization is necessary to overcome patriarchal resistance.

MOBILISATION STRATEGIES

Clearly the above four alternative strategies are on a scale of increasing boldness. The more a programme modification entails radical change and women's empowerment, the more it is necessary to mobilize public support for the change. Here we should identify important mobilization strategies, such as:

Choose an Issue of Public Importance, which people can easily recognize, or which is already well known.

Choose a Clear Gender Issue, where the obstacle of gender discrimination is clearly an underlying cause of an observable problem.

Choose an Important Women's Rights Issue, where the human rights issue is clear and well established, where there is therefore legal backing for programme action, and prospect of consensus on a basic human rights principle.

Cultivate Mobilization Potential by choosing a gender issue around which women can mobilize, especially where there are women's

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organizations or pressure groups already committed to addressing the issue. Work with these organizations.

Exploit Ideological Contradiction, where you can use such contradiction to undermine public attempts to justify a practice which is discriminatory. Such contradiction is commonly found where a discriminatory practice contravenes the constitution or other statutory law, or contravenes UN conventions which the government may have ratified, or even contravenes established government policy.

Counter Bureaucratic Resistance by anticipating and recognizing the signs, and developing strategies to counter or bypass the bureaucratic obstacles.

Use the Media, to counter the patriarchal conception of the problem, and to mobilize support for public action.

Network with other Similar Programmes in the Region, since there is a likely to be regional similarities in the gender issue which are important in any given sector, in a particular type of progamme. Develop regional strategies for dealing with common problems of gender discrimination.

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