

Volume 2

**Management
Development
for Women in
Higher Education**

Modules 4–6



Commonwealth Secretariat



Association of Commonwealth Universities

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Preface

Over recent years, the demands made of academic and professional staff in tertiary education institutions have increased greatly. Rising student numbers and changing student populations, coupled with diminishing resources and increased pressure to meet quantitative targets, have confronted staff in all parts of the Commonwealth. At the same time, staff frequently have little or even no formal training or professional development to support them in coping with new and increasing demands.

Within this demanding environment, women have often been an untapped resource, often confined to more junior positions with little management responsibility, for a variety of reasons. This still remains the case too often, despite the extremely high calibre of those women who have managed to gain senior appointments in a range of Commonwealth countries. The Commonwealth Secretariat and the Association of Commonwealth Universities have therefore sought to recognise this wealth of potential, and to address it by increasing the positive support available to women, through a series of training programmes, and particularly by the production of these volumes. We see these as a positive contribution, not only of benefit to those in institutions of higher education who may be poised to reach senior positions of academic leadership, but also to the institutions which will gain from their experience and leadership.

The Management Development for Women in Higher Education Programme was developed over several years and was produced under the auspices of the Commonwealth Higher Education Support Scheme (CHESS), a programme developed by the Commonwealth Secretariat in 1991 to identify those strategic inputs which would serve as catalysts for the improvement of higher education across the Commonwealth. This publication resulted from a programme focused on institutional capacity development, a programme regarded as a priority area because it addressed two of the three focal areas for CHESS – management and staff development. The purpose of these three volumes is to provide much-needed resource material to foster the staff development of women academics and administrators. Its production has been the result of a unique Commonwealth-wide series of workshops and seminars – through this iterative process the preliminary material was refined and strengthened to take account of the lives and experiences of participants from across the Commonwealth, and we hope it now reflects this richness and diversity.

I commend these carefully developed resource materials to the senior management and staff development personnel (and their clients) at all Commonwealth universities.

Professor Stephen A. Matlin
Director, Human Resource
and Development Division
Commonwealth Secretariat

Ms Dorothy Garland
Director of External Relations
and Deputy Secretary General
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Acknowledgements

The Management Development for Women in Higher Education Programme is the result of several years of co-ordinated work and effort by senior women in Commonwealth universities.

The problem of women's under-representation in higher education management was identified and explored by the late Dr Elizabeth Dines (Dines, 1993). The issue was taken up in that year by senior women managers who formed a Steering Committee and initiated the development of the present programme (Commonwealth Secretariat, 1993). Themes important in management development for women were identified, and the present programme of modules and ancillary materials developed from that beginning.

The modules and ancillary materials were for the most part initiated by one or more Commonwealth universities as part of its/their staff development programme. They were then tried out in a number of regional workshops to assess transportability across differing cultures and organisations. In the last two years, groups of senior women from Commonwealth universities in all regions met to consider the materials and provide advice on their development and use. Finally, a meeting of module writers considered and agreed upon the structure and presentation of the materials, and their presentation in three volumes.

The Association of Commonwealth Universities and the Commonwealth Secretariat provided practical and financial assistance over several years. Other benefactors provided financial support for women to attend workshops. These included UNESCO, the German Foundation for International Development, the Australian Agency for International Development, the British Council, the European Union, the Rockefeller Foundation, and the Forum for African Women Educationalists. The Universities of Cape Town and of Papua New Guinea, and the PNG Institute of Public Administration hosted international workshops, and together with Victoria University, Australia, provided administrative support. Other institutions such as the Higher Education Commission Sri Lanka, the University of the South Pacific and the University of the West Indies hosted and supported regional workshops.

The late Dr Elizabeth Dines with Dr Hena Mukherjee suggested the concept and design of the project, and commissioned the first papers. From the beginning, many women from higher education systems in Commonwealth countries contributed their ideas and assistance to the project, through workshops and personal discussions and writings. Writers succeeded in the unenviable task of synthesising the many ideas and bringing them forward into the present programme.

The concept and the advancement of the project owe much to Dr Jasbir Singh, who supported and guided the project from its early days, arranging and co-ordinating the regional and international workshops, obtaining resources, and supporting and continuing to enthuse the many people involved in the preparation of these materials, and undertaking preparatory work with many of those who will use the modules.

All other editorial work was undertaken by Dr June Gleeson.

Writers were at all times responsible for their own content and writing. Throughout, the materials have been developed in a process of group consultation and support, and many excellent suggestions were made and received by all the writers.

It has been a great privilege and a pleasure to work with so many eminent women on such an innovative project. My deepest thanks are extended to all those who contributed so willingly. I hope many future academic leaders will benefit from and enjoy this work as much as its authors and editors have already done.

Professor June Gleeson,
Victoria University of Technology,
Melbourne, Australia

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Commonwealth Secretariat (1993) *Women Managers in Higher Education: Summary Report of the ACU-CHESS Steering Committee Meeting*, London, 25–27 May 1993.

Dines, E. (1993) 'Overview' in UNESCO-Commonwealth Secretariat, *Women in Higher Education Management*, Paris, UNESCO Press, pp. 11–17.

Introduction

The Management Development for Women in Higher Education Programme offers materials that provide a progressive development programme for women in higher education with a focus upon institutional and systemic capacity development.

The programme is presented in three volumes. The first two volumes, Modules 1–3 and Modules 4–6, include a facilitator's development module, 'Management Development for Women: A Facilitator's Handbook', and five management development programmes. The levels of knowledge and skills represented by 'Management Development for Women: A Facilitator's Handbook' are deemed to be essential to the presentation of the programme. Volume 3, 'Ancillary Materials', provides additional items for reference and discussion, workshops and cases.

Each module contains an introduction, facilitator's notes, a detailed workshop programme, support materials, a list of references and additional reading, and in some cases, editorial notes. It is recommended that the material be adapted or customised, for example in terms of culture, language or provision of locally relevant data. The objective is to understand the requirements of the organisation, and the homogeneity and the degree of diversity likely to be present in the programme participants. Facilitators may then adapt the material to meet better the needs of the organisation and the programme participants.

Facilitators need to possess both knowledge and teaching–learning process skills. Use of a team is recommended to provide the most flexible and sensitive presentation of the modules. The management development team should be diverse, culturally, by disciplines, and by gender.



Module 4

Managing Personal and Professional Roles

By Indira J. Parikh, PhD

About this module

This module highlights the dilemmas facing professional women in their often conflicting roles. It encourages women to 'know themselves' and to think about what they really want in their lives. It poses valuable personal questions about individual choices and costs, how averse to taking risks each individual might be, whether women collude in their own oppression, and how the split between the individual's public and private spheres might be re-conceptualised.

Women are encouraged to explore their sense of identity within their social and cultural environments, to reflect on their lives and to think about the multiple roles they play. Through a series of six workshops, professional women are encouraged to explore their social system and social roles; the work system and professional roles; the integration of those systems and roles; how to maintain and develop one's sense of identity and self; how women and men interact; and finally, how to set new directions and action plans for oneself. The focus is always on personal and professional development within social and work systems. Facilitators are encouraged to use role plays, group discussions, assignments and presentations to allow participants to explore their own situations and, where appropriate, to develop new, self-directed approaches.

Author's acknowledgements

I wish to acknowledge my deep sense of loss of Elizabeth Dines with whom I had the opportunity to work and become good friends. It was at her request that I undertook to write this module.

I wish to thank CHES for sponsoring this project on Women and Management in Higher Education. My special thanks are due to Dr Jasbir Singh for co-ordinating the first workshop in Port Moresby, Papua New Guinea, June Gleeson for the academic co-ordination of the workshop, and all the participants of the workshop who contributed to the discussion of this theme and made suggestions.

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Section I Introduction

Across the world, cultures, countries, societies, families and individuals are experiencing dramatic changes. The pulls and pushes of these transformations are influencing role changes for both women and men. The impact of industrialisation and globalisation on national economies influences individuals – both women and men – to enter new occupations. The media have made globalisation impact on the socio-cultural context by bringing a multiplicity of cultures, models of relationships, cultural diversity, and multi-cultural lifestyles into homes across the world. As such, today's women, men, children and societies are simultaneously exposed to diversity and multiplicity.

In the midst of this diversity, each society retains its uniqueness through processes of socialisation and 'acculturation' of its members. The human child is born in a family within a given socio-cultural context. The socio-cultural context is anchored in cultural myths, epics, symbols, folklore, folk tales and history. These are deeply embedded in the psyche of individuals. The socio-cultural context defines meanings of relationships and values of life and living processes. It also defines philosophical assumptions about humankind, collectivity and humans' relationships with the collectivity. This shapes an individual's role in the family and society, and also evolves meanings of occupation and work. The socio-cultural context also defines the role of women and men and delineates their space for unfolding as well as their boundaries.

In the 20th century, education has played a critical role for both women and men. Education has created many new occupational opportunities for men and that is reinforced by society. Men have always had the sanction and approval to forage into the unknown and unfamiliar to acquire, generate and accumulate resources, or embark on an adventure to discover their identity. Women on the other hand are anchored in relationships, be it as a daughter, wife, daughter-in-law or mother. Women, if they embark on a discovery of self, do so either in a search for relationships or as a religio-spiritual pursuit.

Through industrialisation, the 20th century has introduced mass education for both women and men. New constituents have been woven into the traditional socio-cultural fabric of nations. This has influenced the roles of both women and men. OHT 1 in Section 4 depicts the new variables introduced into the socio-cultural context of a nation.

Educational opportunities for women have transformed their situations from social, home-bound and relationship-dependent roles to entry into occupational roles with job, career and professional orientation (Parikh and Farrell, 1991). Entry into organisations generated aspirations, ambitions, achievements and experiences of success. It generated self-worth, confidence and self-esteem. It also created doubts, anxieties and apprehensions in women, men and organisations as none had the experience to relate to each other in formal settings. OHT 1 depicts the new variables occurring in traditional society. OHT 2 depicts the simultaneous old and new role parameters for women.

I.1 Old and new

Women experience simultaneously the formal work organisation, the external environment and work roles. This creates for women new interfaces with other roles and systems and demands role responses which

are unique to this era. They acquire social and professional roles which have their own expectations and role taking.

However, given this reality of both social and work roles, women continue to get caught socially and psychologically with traditional stereotyped roles, behaviour and social expectations. They experience dilemmas, ambivalence, anxiety and stress. They try to balance social and professional roles. They extend superhuman efforts to prove their capabilities and end up with the responsibilities of both roles. Women continue to carry the role baggage from the traditional past and aspire to new roles in the present and in the future.

Educational institutions *per se* have been accessible to women. Women's roles as educationalists and teachers have been acceptable. As such, educational institutions have been legitimate places for women to enter. As the nature of educational institutions has changed and their management has acquired significance, women's roles in such institutions have also undergone changes. There are larger numbers of women entering organisations and providing infrastructural service roles. Similarly, women who have joined educational institutions and have many years of work experience are beginning to occupy senior roles with significant responsibilities and policy-level decision making. It becomes important that these women administrators and managers are provided with management knowledge, tools, techniques and skills and a perspective for a larger vision and role.

The professionalisation of management and managers, as distinct from the traditional and classical concept of management and managers, has been the objective of many management developmental programmes. The objective of these programmes is to provide conceptual, functional, structural and behavioural inputs to women and men from diverse sectors and levels of administration. The professionalisation of administration and management roles is inevitable if institutions of higher education are to be in the forefront of new challenges and opportunities. Professionalisation means inter-departmental and inter-functional links and systems of co-ordination and control. It means re-designing structures appropriate to the tasks of the institution and creating a shared understanding of the institution's policies, vision, values and processes of creating coherence, congruence and convergence of individual and institutional goals.

A manager or an administrator with a professional orientation means efficiency in jobs and tasks, effectiveness in inter-linkages and co-ordination, task orientation, meritocracy, accountability and performance anchored in excellence and achievement.

Any programme for women administrators and managers needs to be designed in the context of the culture, society and its institutions. My experience of working in East and West Africa, both English- and French-speaking, in South East Asia, and in Asia Caribbean Pacific countries suggests that each socio-cultural context needs to be understood in its uniqueness. I can summarise my experiences in the following statements.

1.2 The socio-cultural context of women

- Each country, over centuries, evolves a cultural heritage which is carried by its institutions and people.
- Each culture evolves a social design with social structures and its processes to maintain the society.

- The socio-culture context has institutions, traditions and rituals which foster values of living, modes of making choices and meanings in relationships.
- Society designs and defines roles for its women and men, both in family and home settings and in occupational and work settings.
- Each country has a cultural, social, religious and political history with its ideology and philosophy. This influences both social and occupational roles that have enduring roots.
- Each society has an economic developmental thrust through industrialisation and thereby designs new occupational roles for both women and men.
- Alternative models of occupational roles are logically and rationally understood but not emotionally responded to by society.

Given the above, any programme designed by resource people needs to consider the cultural, social, religious and political context and the meanings given to the role taking of women and men of that society, by both women and men. For example, women equipped with formal education enter organisations and occupy various managerial positions but their orientation to professionalism varies. Single women, married women and single-parent women encounter different dilemmas. However, all encounter the dilemmas of managing social and work roles.

It is in this context that workshops for women administrators and managers, focusing on professionalism, management knowledge, attitudes and skills, are very important. New knowledge equips women to perform in a complex and competitive environment, sensitises them to the constituents of work organisation as distinct from familial and social institutions, and familiarises them with institutions, organisation tasks, technology, structures, systems, roles and performance. Besides this, the workshops need to focus on the dilemmas of social and professional roles which women simultaneously play.

Let us look at some of the themes and issues of women's roles and identities which have emerged in the African, Asian, Caribbean and Pacific regions in the course of some of the workshops and programmes conducted in the last decade.

1.3 Themes and issues arising from women's experiences

- Women very often live with fears of being rejected and get caught up in dependent relationships. This inhibits them from acquiring a professional orientation to their managerial roles.
- Women acquire social stereotypes about themselves as well as men. This inhibits their ability to differentiate men, structures and systems that are supportive and those that are not. They end up accepting that social systems are monoliths and barriers to their new occupational roles and aspirations.
- Women find it difficult to state their convictions as well as their vision and perspective on formal systems.
- Entry into formal organisations is aspired to. But women hold on to their being illegitimate and the space belonging to others.
- It is difficult for both women and men to build healthy, interdependent collegiate functional relationships.
- Culture and society shape the role of the female child.

- Uprooting is deeply embedded in women's psyche. Women move from their parental home to that of in-laws or husbands or their own personal homes. Women can manage uprooting, and as such mobility, quite well.
- Women accept that they need to sacrifice and surrender their autonomy, space and aspirations at the altar of social roles and social systems.
- Women are more often governed by the society's normative and prescriptive do's and don'ts, shoulds and should nots and musts and must nots. These often become compulsive and absolute.
- Women find it very difficult to make a realistic appraisal of their strengths as well as to affirm themselves and their contribution positively. They find it most difficult to accept their intellectualisation.
- Very often, women remain rooted in the pre-determined meanings and definitions of relationships. They get caught between their expectations and their fear of making legitimate demands upon the system.
- In organisational settings, women take total responsibility and become Atlas or Hercules.
- Organisational roles are based on task performance. Women more often legitimise their choices to work on the basis of economic needs or as an escape from boredom and the monotony of social roles. They deny their positive choices based on their aspirations, competence, capabilities and a work orientation. Women find it difficult to justify acting on choices arising from the self. They legitimise their choices as based on role needs or as infrastructural support.
- Achievement and success in organisations are experienced as a compensation for the lacunae of the past, being overshadowed in social situations, and the need for significance and visibility. However, this process leads women to make many compromises and to surrender their new action choices.
- Single women encounter dilemmas of being single women in the social context. They are far more vulnerable in terms of relationships, be they social or occupational. Social stereotypes and perceptions generate stigma so that women become defensive and protective of themselves.

This module has been designed keeping in mind the realities of the socio-cultural context, the organisational context and the women's role in both. The focus of the module is to arrive at an understanding of the emergent role of women in an ever-changing organisational environment, the pull of the traditional social context, and the freedom to make new action choices in the new environment.

Section 2 Notes for facilitators

2.1 Approach to the module

Over the years, training programmes for women have increased. Many approaches for training women have been used. In almost all approaches, emphasis has been on providing knowledge, attitudes and skills (KAS). The KAS model has helped women to equip themselves with knowledge, tools and techniques and to feeling adequate and competent in their work roles.

The KAS approach is based on conveying existing management concepts focusing on managerial efficiency and effectiveness, assertiveness and leadership qualities, understanding the external environment in which the institution functions and the transformations occurring in the socio-cultural and political milieu of the country. In this context providing basic understanding of management concepts, tools and techniques becomes important. In my experience, this KAS approach provides an eye-opener, widens the perspective, enhances knowledge and generates administrative managerial competencies in women. OHT 3 depicts the constituents of the KAS approach.

Besides the focus on knowledge, attitudes and skills, any training programme ought to focus on women's roles and the forces impacting on their identity. The focus is relevant as it is in the exploration of their identity that women can find freedom to make new responses and action choices in their life space. The focus is on the exploration of the social roles as well as the psychological roles and meanings of the roles held by women. The attempt is to free participants from the frozen meanings, definitions and maps of self and system so they can find relevant meanings and responses to the new, emerging context, realities and relationships. In the current context, it would mean women accepting professional orientation to their role. OHT 4 depicts the role and identity approach.

The role and identity model is anchored in experiential learning. Essentially, all these designs explore how women shape their roles and define their membership in the respective systems. The woman has to question her socio-cultural beliefs, her own need to hold on to the structured, normative prescriptions and realistically assess her strengths and limitations. Women have to create new spaces, meaningful relationships in the family, at work, and with women and men. Essentially, the effort is to experience success and achievement in tasks and fulfilment in relationships.

The workshops and sessions designed to achieve this are process-oriented and entirely dependent upon the facilitation skills of the management development team. Facilitators, if they are working at the experiential and process level, must be aware that this learning opens up a whole lot of pent-up feelings and emotional residues in the participants. As such, these are to be responded to with the utmost sensitivity and dignity so that the participants experience well-being and freedom rather than guilt or resentment.

This role and identity model highlights the simultaneity of intellectual and professional growth. Social roles are part of women's existence. The professional role is a part of adulthood and it is gained through a process of choice making. As such, women's location in the system and owning one's identity is a significant step in rising to the demands of both social

and professional roles. In any women's training programmes and/or workshops, there is a need to focus on both social and professional roles so that women can be effective in both. OHT 5 depicts the integrative process between the KAS model and the role identity approach to enhance professionalism. It is in the dynamic interplay between the two that new roles, attitudes and action choices can emerge.

2.2 Overall aims of the module

The overall aims of the module are to provide an understanding of:

- the transformations occurring in the country's socio-cultural and occupational environment;
- the increasing emphasis on science and technology, and as such the complexity of higher educational institutions;
- the globalisation impacting on institutions of higher education through changing expectations and availability of new knowledge;
- the effect of the entry of women in increasing numbers into the workforce, and the changing social structures, values and managerial roles;
- role taking by women, men and children

and to assist the development of a critical mass of trained women with a professional orientation so that they can effectively grow and function as administrators and managers in senior corporate positions.

2.3 Specific objectives

By the end of the module, the participants will be able to:

- identify the current transformations occurring in the environment which impact on educational institutions;
- acquire clarity in understanding university structures, processes of governance, culture and a work ethos and women's role in it;
- identify the need for women to look at their social roles and emerging professional roles;
- identify those processes which facilitate the integration of both social and professional roles; and
- acquire an understanding of new role and systemic definitions to make new action choices to experience a sense of self-worth and value.

2.4 Methodology of the module

- Lecture cum discussion.
- Individual assignments.
- Group discussions.
- Group presentations.
- Role plays.

2.5 Infrastructural facilities required

- Overhead projector.
- Transparencies.
- Writing paper and pencils.
- Flip-chart papers.

- Board and chalk.
- Scotch tape, staples, clips.

2.6 Themes of the module

The themes of this module are covered in six workshops:

- Workshop 1** Social systems and social roles
- Workshop 2** Work systems and professional roles
- Workshop 3** Integration of social and professional systems and roles
- Workshop 4** Self, role and identity
- Workshop 5** Women and men interface
- Workshop 6** Summary, conclusions and new directions

2.7 Duration of the workshops and sessions

Each workshop is offered in one or more sessions. This means that this module on 'Managing Personal and Professional Roles' can be conducted in half a day to five days. Given the design and availability of time, each theme can be lengthened or shortened. The module can be conducted exclusively with a conceptual focus or a participative focus. The sessions can be mixed and matched, according to the orientation, skills and expertise of the facilitator or resource person.

Each session requires a minimum of 1 hour and 15 minutes to 1 hour and 30 minutes.

2.8 Sequence of workshops

The facilitator may choose to begin with any of the three themes, 'Social system and social roles', 'Work system and professional roles', and 'Self, role and identity'. For example, my suggestion would be to start with the 'Self, role and identity' workshop followed by the 'Social systems and social roles' workshop and then the 'Work system and professional roles' workshop. The concluding session can then provide an integrative focus and new directions.

Another way would be to begin with 'Work systems and professional roles', followed by 'Social systems and social roles' converging on 'Self, role and identity' and concluding with the 'Interface and new directions' workshops (5 and 6).

If there is time for only four or five sessions, I would suggest combining social and work roles into an integrative design converging in issues of 'Self, role and identity' followed by 'New directions'.

If there are only two to four sessions then I would suggest a focus on 'Work systems and professional roles' in the larger social context and 'New directions'.

2.9 Role of facilitators

The facilitator's role is very important here as the sessions focus on the personal and professional lives of women. As such, the facilitator is expected to have:

- a grounding in the socio-cultural context and socialisation women experience from childhood;

- sensitivity to cross-cultural issues impacting on women;
- clarity about the social stereotypes and meanings held and experienced by women and men;
- understanding of organisation structures, management practices, policies and strategies, the university role holders and the student population with their dreams and aspirations;
- an understanding of the meaning of education and educational institutions of today, and the transformations occurring;
- an openness about herself to participate and share her dilemmas, resolutions and choices;
- an inside-out approach to facilitate new beginnings and action responses in the participants in their lives; and
- skills in helping women to understand and deal with emotional issues that may arise when considering some of their life experiences and role conflicts.

Section 3 Programme of workshops

3.1 Workshop I – Social system and social roles

(a) Objectives and design

- To understand the constituents of a socio-cultural context, social structures and the institution of family.
- To understand the processes of socialisation which have shaped women's social roles.
- To identify the transformations taking place in women's personal experiences, expectations and aspirations.
- To re-define and re-design women's roles in social systems and meanings given by women to social systems and relationships.
- To work through women's own social stereotypes deeply embedded in their psyche and find freedom to give shape to women of the post-modern era, and new social and personal value in their multiple social roles.

This workshop has two sessions focused on social systems and social roles.

Duration: 3 hours.

(b) Session I – Self–social system interface

Step 1: context setting The resource persons(s) introduces the session by making a statement about the transitions and transformations occurring in the culture, society, family and social roles and spaces of women. The focus is on transition from traditional roles to the emerging new opportunities and aspirations of women through education and qualifications. The traditional society generates compulsions from the prescriptive society and captivity the women experience, from the support and injunctions given to women, and the guilt, anxiety, doubts and dilemmas experienced by women. The facilitator finishes with an open-ended question to participants and an invitation to explore the social systems and the kind of new system and role re-definition they would like to arrive at, given the changes that have occurred.

Step 2 The participants are invited individually to write down on a piece of paper five statements about their experiences of culture, society, parental home and their own personal home and family. In some societies the in-laws play a significant role and women may write of their experience of the in-laws' family.

Step 3 The participants are then divided into five groups. They are given flip-chart papers and felt pens.

Group 1 discusses the experiences of culture

Group 2 discusses the society

Group 3 discusses the parental home

Group 4 discusses their personal home and family and in-laws system

Group 5 discusses women's role in all these systems

Step 4 The brief is that in small groups they:

- share with each other the experiences and the meanings the women have given to these systems;

- explore and identify new meanings they would like to give;
- identify the action choices they can initiate to add to themselves and the systems of which they are a part.

Duration: Each group chooses one theme and is given 30 minutes. The time can vary given the size of the group and the number of themes to be explored. The focus is on sharing, learning and arriving at new definitions and meanings.

Step 5 The group arrives at a collective shared statement and writes it on the flip-chart paper.

Step 6 The papers are then pasted on the wall and read by everyone.

Step 7 The resource person invites comments and reflections from the participants and identifies all that can be initiated by the women and the implications of women initiating these new responses for themselves and the system.

Step 8 The resource person then summarises the discussions with a positive focus on new meanings, definitions and action choices. The conceptualisation can have an integrative focus. For example, the facilitator can highlight examples from the socio-cultural history.

The socio-cultural context of any society provides a rich heritage for women to discover new processes. History of any society would provide evidence where women have created new paths, taken up challenges to defy the traditions of captivity, indignity and marginalisation, arrived at new thresholds and made new choices. It is possible for women to redefine their social system to experience legitimacy, belonging and partnership.

(Parikh and Farrell, 1991)

The facilitator then can summarise in a conceptual model as in OHT 6. The focus here is on simultaneous multiple roles and membership of women. Examples of old and new definitions of role can be given from the data provided by the participants as they have discussed within the small groups.

(c) Session 2 – Self-social role interface

After the first session is conducted, this next session focuses on the self-role interface of women with other roles. In this session the focus is on the woman's role in the family setting with her multiple social roles and relationships. The woman may be a daughter, wife and mother relating to parents, in-laws, husband and children. The objectives of this session are to:

- realistically appraise women's multiple roles, relationships and social stereotypes;
- realistically appraise how women evaluate themselves;
- re-examine social relationships, support systems and barriers encountered by women;
- discover new role re-definitions of the self and the re-designing of existing relationships;
- initiate new responses and investment in people, self and systems.

Step 1: conceptual model The facilitator makes a statement describing the world women live in, the social roles prescribed by society and held by women, and women's changing meaning and definitions of their social roles. The social roles are that of daughter, daughter-in-law, wife and a

mother. The relationships are with parents (father and mother), in-laws and husband, children (son and daughter) and the community. The women experience the pulls and pushes of the multiplicity and demands of role taking. Women carry responsibilities of multiple roles and often experience both joys and stress.

Step 2 The facilitator invites participants to write down five statements each of meanings, definitions and responsibilities of these roles and relationships. The questions are:

- What does it mean to you to be a daughter?
- What does it mean to you to be a wife?
- What does it mean to you to be a mother?

Given the socio-culture context, if the in-laws have a significance (for example, in India and in other societies in the east, the in-laws play a significant role in the woman's acceptance and adjustment in the new home) include the role of daughter-in-law. Participants are then divided into four groups.

Depending on the lifestyles of the participants, and the availability of time, the role of membership in the community can be included; for example, what does it mean to you to be a friend? A member of a group of women?

Step 3 The participants are divided into three to five groups and invited to share with each other what they have written. After the discussion, they arrive at statements of definitions and meanings of social roles. Each group writes down on a flip-chart their definitions and puts the chart up on the wall. Participants are invited to read what has been written by the groups.

Step 4 Each group makes a summary and a presentation.

Step 5 There are discussions and reflections about each group's presentation.

Step 6 The resource person summarises by stating the shared themes and issues which have emerged and encourages the consideration of alternatives, and priority setting for choices. The focus is on the many thresholds of woman from a daughter to a wife to a mother to a mature adult woman who makes choices and not compromises, and who may or may not be unilaterally adjusting and accommodating. The facilitator opens up a new vision of creating a new path identifying new dimensions of roles so that women can become a new kind of daughter, daughter-in-law, wife, mother and member of the community.

The facilitator can identify each social threshold the women have arrived at as they have grown from childhood to adolescence to adulthood. Each threshold confronts women with additional demands and expectations, simultaneous multiple roles and multiple systems and confronts them with dilemmas of role and self. On the one hand a woman is caught up in the ideals as prescribed by society, and on the other hand she has her own dreams, aspirations and hopes. She is pulled by ideals and unable to act on the new aspirations of her becoming. The choice is to discover her freedom to go beyond the social stereotypes and include her aspirations of self and being in her social roles. The facilitator can usually illustrate this dilemma by presenting the world of women as shown in OHT 7.

Step 7 The facilitator's role is to articulate the strengths of each role, the positive multiple meanings of the interface across roles, the potential re-definition and action choices and the need for renewal and regeneration

of relatedness in these relationships. The facilitator gives examples of traditional and new social roles from the data provided by the participants.

(d) Summary of Workshop 1

The resource person summarises and conceptualises the whole session by presenting the model shown in OHT 8.

The focus here is on women's old and new definitions of social roles and systems. The facilitator highlights the old and new demands made on women and the positive aspects of the new demands which make women feel competent and capable of managing change as well as new stresses. The conclusion should focus on the positives: freedom, availability of more space and opening up of new opportunities.

3.2 Workshop 2 – Work systems and professional roles

Women's entry into corporate management based on their effective performance and achievement has created new paths, challenges and opportunities. Women occupy positions of leadership and power, responsibility and decision making, they design strategies and implement them. They add to the creation of a work ethos and a work culture. Women effectively integrate home and work roles in a wholesome manner. Organisations in the twentieth century have had largely a male model of work structures. These models of organisations have fragmented the life space of an individual into that of work and home. Both compete for the individual and the individual gets pulled, pushed and torn asunder. Women's contribution would be to challenge organisations to design integrative processes which will give significance to other wider aspects of life.

Today, organisations reflect several generations of women and men working under one structure. Women and their new membership in organisations adds to professionalisation. Professional orientation implies processes of shared space, distribution of tasks, power and authority, and shared belonging and relatedness in multiple systems. At the organisational level it means excellence in tasks, wholesome structures and increased productivity. It means women and men working together anchored in achievement, success and performance. OHT 9 depicts the Women–Organisation Interface.

(a) Objectives and design

- To understand and identify key characteristics of formal work organisations.
- To understand organisation structures, tasks, functions and administrative managerial roles.
- To understand linkages across tasks, functions and roles and their interdependencies.
- To understand institutional vision, leadership, policies and strategic choices.
- To create a learning setting where managerial and personal effectiveness can emerge.

This workshop has sessions on work organisation, professional roles and work–role interface.

(b) Session 3 – Work organisation

Step 1 The facilitator presents a context of work organisations and specifically institutions of higher education. Differentiation is made between the social systems and the work system. The focus is on organisation structure, policies and strategies, goals and objectives, tasks, functions and roles and processes of evaluation, rewards and performance. Special emphasis needs to be made on the constituents of the managerial and administrative role, a role which is formal, functional and task focused. As such, the attitudes required of the work role are qualitatively different.

Step 2 The facilitator invites participants individually to write down five statements of the meanings, definitions and maps of work organisations held by them based on their experiences. For example, the question is, 'What is your definition of an organisation?'

Step 3 The participants are divided into small groups, to share their experiences of working in an organisation and write down as a group the characteristics of work organisations. This is then written on the flip-charts.

Step 4 Each group makes a presentation followed by a discussion to arrive at a shared understanding of formal work organisations.

Step 5 At this point the facilitator gives a history of women's entry into the formal work setting, their acceptance and non-acceptance by organisations and men, women's own adjustments and shaping of their work roles. The focus is that the work organisation, as it exists today, is a phenomenon of industrialisation, and that organisations differ from the social system. As such, organisations need to be understood according to their unique characteristics. The facilitator also identifies the various roles that women occupy and play in the organisation. The emphasis is on the organisation structure, hierarchy of roles and their inter-linkages across tasks, functions and levels of management.

(c) Session 4 – Professional roles

Step 1 Each participant is invited to write about her role in the organisation, as a superior, a colleague and a subordinate.

Step 2 Small groups are formed in which participants share their experiences as superiors, colleagues and subordinates and discuss their work roles in the organisation. The group then writes down the findings on the flip-chart and puts the chart up on the wall.

Step 3 The facilitator invites discussion and reflections from the group.

Step 4 The facilitator then summarises the discussions in a model presented by OHT 10.

(d) Session 5 – Work–role interface

Step 1 The resource person paints the universe of organisational roles at multiple levels. Here, the focus is on women as managers and their responsibility, task authority, linkages across levels of management and their decision-making processes. The statements from the facilitator address the issues of what transactions the women have with their superiors, what they convey to the subordinates and how they link up with colleagues at the task level.

Step 2 Participants are invited to form three groups. Each group selects a role for interface with superiors, colleagues and subordinates.

Step 3 Participants are invited to share their experiences, choose one such encounter and design a role play.

Step 4 Each of the groups enacts the role play.

Step 5 The participants reflect on the role play and identify alternative responses.

Step 6 The resource person summarises the common issues of women's interface across roles in the organisation. The resource person also highlights alternative ways of response in the work organisations. The responses are anchored in the clarity of formal tasks and interdependencies, and essentially go beyond the social stereotypes. Here the focus is on acquiring and working with a professional orientation.

Step 7 The facilitator then summarises and conceptualises the nature of task organisations. The three models given in OHTs 11, 12 and 13 can be used.

(e) Summary of Workshop 2

The facilitator then summarises Workshop 2 by focusing on:

- a woman's perceptions, attitudes and beliefs about her roles in a formal setting;
- verbalisation of her task expectations from superiors, colleagues and subordinates;
- clarification of her role in the organisation and what she is articulating and communicating in task-based relationships;
- clarification of her role as a superior, subordinate and colleague; and
- differentiation between functional and task-based relationships and social relationships.

The above-mentioned issues can then be presented in a conceptual framework, as shown in OHT 14.

3.3 Workshop 3 – Integration of social and professional systems and roles

Having explored and discussed the system and role interfaces within both social and work systems the facilitator can now invite the participants to explore the simultaneity of the two systems the women are a part of and to identify new roles and memberships within the two systems.

(a) Objectives and design

Here the focus is on the home–work interface in which the woman is very often caught. The objective of the design is to provide an opportunity to the woman participant to explore:

- women's membership of and concept of responsibility in the two systems;
- women's dilemma of action choice between the social and work system;
- a realistic appraisal of demands and expectations as well as supportive and inhibitive processes of the two systems, as perceived and experienced by women;
- designing priorities, setting goals and directions in both the systems;
- articulating the stress as well as challenges in managing the two systems;

- identifying the choices required to be a professional person in both systems;
- identifying and stating the price to be paid in re-defining relationships and re-designing new roles for the self.

This workshop will have only one session.

(b) Session 6 – Social and professional systems and roles

Step 1 The facilitator presents the women's role in the two systems and the dilemmas encountered by women. The facilitator sets the tone by presenting the model of women's interface between the two systems. The model is presented in OHT 15.

Step 2 The facilitator invites the participants to form three groups representing 'social system', 'work system', and 'self and role', to discuss what happens to women in managing the two systems and their roles in it. Traditionally, most women are assumed to be married with children. The dilemma for a woman is to manage the social roles as she also works.

The current emerging reality is that a significantly large number of women opt for remaining single, or are divorced and/or a single parent. This reality needs to be addressed. For example, besides being a daughter, some from this group of women live alone and their world consists of friends. Here, an additional group can be formed to highlight the specific dilemmas of single women who are single parents. This group of women may have a significant interface with friends who provide immense support to manage the isolation, loneliness and stress of traditional systems. All three or four groups then write their statements on the flip-charts.

Step 3 Each group makes a presentation followed by a discussion.

(c) Summary of Workshop 3

The facilitator summarises and conceptualises the learning from Workshop 3. OHT 16 summarises the different roles women play. The facilitator's role is crucial in highlighting the new choices which the women can make. The facilitator can encourage women to go beyond the social stereotypes and frameworks to discover that they can create a space for themselves to unfold. The facilitator conceptualises the experiences so that women find new options to be effective in their lives.

The facilitator focuses on the opportunities and challenges available to women, and identifies the quality of the self which will facilitate women in integrating both systems effectively, thereby enlivening themselves and the people around them.

It is indeed a new era of which the women are a part. To manage both worlds in rhythm and harmony, women must first learn to respect and value themselves. It is in this way that the integration of the two systems can occur with dignity and grace. This integrative workshop explores the definition of membership, the strengths and limitations of the current role and envisages the strengths and limitations of the new choices. The exploration frees the participants from frozen meanings of past experiences of relationships and systems, and allows them to get in touch with their creativity and dynamism. (Parikh and Farrell, 1991).

3.4 Workshop 4 – Self, role and identity

This workshop can be conducted in two ways:

- conceptually and structured; and/or
- experientially.

The experience-based learning approach uses role play, story telling, psycho-drama, symbolism, epics, folk tales and the cultural lore which is deeply emotive in nature. The participants' imagery of thresholds and crossroads where choices have to be made is evoked. At the threshold or crossroad the participants have to review their past roles, systems of belonging, relationships and how they would like to shape their lives.

There is, however, one caution. The facilitator has to be trained in this methodology as it evokes deep responses from the participants. She has to create space for reliving the emotions to discover newer meanings and find freedom, to get in touch with the self. A facilitator who is not trained can do damage rather than facilitate the participants' learning.

(a) Objectives and design

- To explore the meaning of self, role and identity as held by women.
- To explore the constituents of identity viz meaning making, role taking, action choices and replenishment.
- To explore the residues of emotions in relationships and transactions with people.
- To explore the issues of being a woman and legitimacy of membership in social and work systems.
- To discover processes of finding freedom from traditional meanings and definitions of being a woman.
- To discover processes of anchoring in the self.
- To discover processes of valuing the self, respecting and dignifying the role and defining one's new location in multiple systems. Finding freedom to give shape to one's own destiny.

This workshop has only one session.

(b) Session 7

The session is best experienced when the focus is experiential. However, the session can be conducted conceptually.

Step 1 Participants are asked to form four or five small groups.

Step 2 Participants are invited to share with each other their experiences of growing up in the family and to share one to three critical events of their lives which identify supports and barriers where they have taken initiatives.

Step 3 Based on the sharing of experiences, participants are invited to design a skit, either verbal or non-verbal.

Step 4 Participants of each group enact the skit.

Step 5 The other groups are invited to reflect on the themes and issues as well as new actions and possible alternatives.

(c) Summary of Workshop 4

The facilitator summarises and conceptualises all the reflections and identifies new directions and action choices.

An example of an experiential module is presented below in Workshop 5.

3.5 Workshop 5 – Women and men interface

(a) Objectives and design

Here the focus is for the women participant to explore how she visualises herself, other women, and men, while relating to them.

The focus is to:

- state evaluations and social stereotypes as held by the women and men in both the social and work systems;
- understand that there are both positive and negative experiences from both women and men;
- understand that the participant is also a generator of both positive and hurtful experiences in both women and men;
- go beyond the social normative stereotypes and to get in touch with the multiplicity of positive and negative experiences that occur with women and men;
- explore and identify meaningful ways to relate with women and men;
- accept that there can be a partnership between women and men, both in social and work settings; and
- get in touch with qualities of assertion and empowerment and discover self-worth and self-respect while relating to women and men.

(b) Session 8

Step 1 The participants are asked to form four groups. One group represents women in family interfacing with social roles of men, the second group represents women at work interfacing with work roles of men, the third group represents men in social systems and the fourth group represents men at work.

Step 2 The groups are invited to list three to five significant encounters and share with each other.

Step 3 The group arrives at a list which is generated in the group and written on the flip-chart.

Step 4 Each group then makes a presentation.

Step 5 The facilitator invites discussion and reflections from participants.

(c) Summary of Workshop 5

The facilitator then summarises the session with the model given in OHT 17.

The model is elaborated by the data of the participants. The facilitator's focus is to identify the positives of the interface between women and men and also to differentiate between those which are supportive and those which are deeply rooted in social stereotypes. The directions for the participants are to differentiate social roles of men from work roles of men and at the same time invest in themselves to be capable and competent to command professional respect.

3.6 Workshop 6 – Summary, conclusions and new directions

(a) Objectives and design

In this module the facilitator can go through the various models sequentially as depicted in the overhead transparencies, summarising and drawing conclusions. The facilitator can choose as many or as few models as time permits.

New transparencies can be made from the data of the participants highlighting the:

- personal issues and dilemmas
- social issues of role taking
- professional role taking
- dilemmas between social and professional roles
- dilemmas between multiple roles and multiple systems
- dilemmas of action choices
- new directions and perspectives.

(b) Session 9

The facilitator once again invites the participants to:

Step 1 write individually an action plan which they would like to implement both socially and professionally.

Step 2 discuss in groups.

Step 3 and then make a presentation.

(c) Summary

Women continue to respond to social and professional demands, cope with social and professional role expectations and attempt to balance or integrate the multiple roles and multiple systems. It is equally important that women create some personal space to be in touch with themselves and their identity, to define their location and the new role process in both social and work settings, and to add to themselves and the system they are a part of.

In summary, the facilitator concludes the module by providing a perspective.

There is an urgent need for women to move from social structures, roles and processes to work structures, roles and processes. It is not an either/or choice but an added new concept and dimension of professional role taking. In this transition, work becomes a significant part of life, and tasks and performance acquire efficiency, effectiveness, and new meaning. Both become essential criteria for professionalism. Women also need to give themselves legitimacy in formal planning, policy formulation and strategic choices. They need to acquire a competitive edge and professional parity by acquiring knowledge, attitudes and skills anchored in a personal professional perspective.

For women it is breaking a new path. It is an uphill struggle. However, if women find freedom to accept their legitimacy in new contexts by investing in their own learning and growth, the chances are they will experience success and achievement. They will also find others in new roles, as well as provide for and receive support from them. Tomorrow's

institutions are going to be confronted with new challenges. If responsiveness to these by both women and men is a response by default, then women will fall by the wayside and will deprive themselves of opportunities for growth. It is essential that women take charge of their own destiny and give shape to substantive roles in the system.

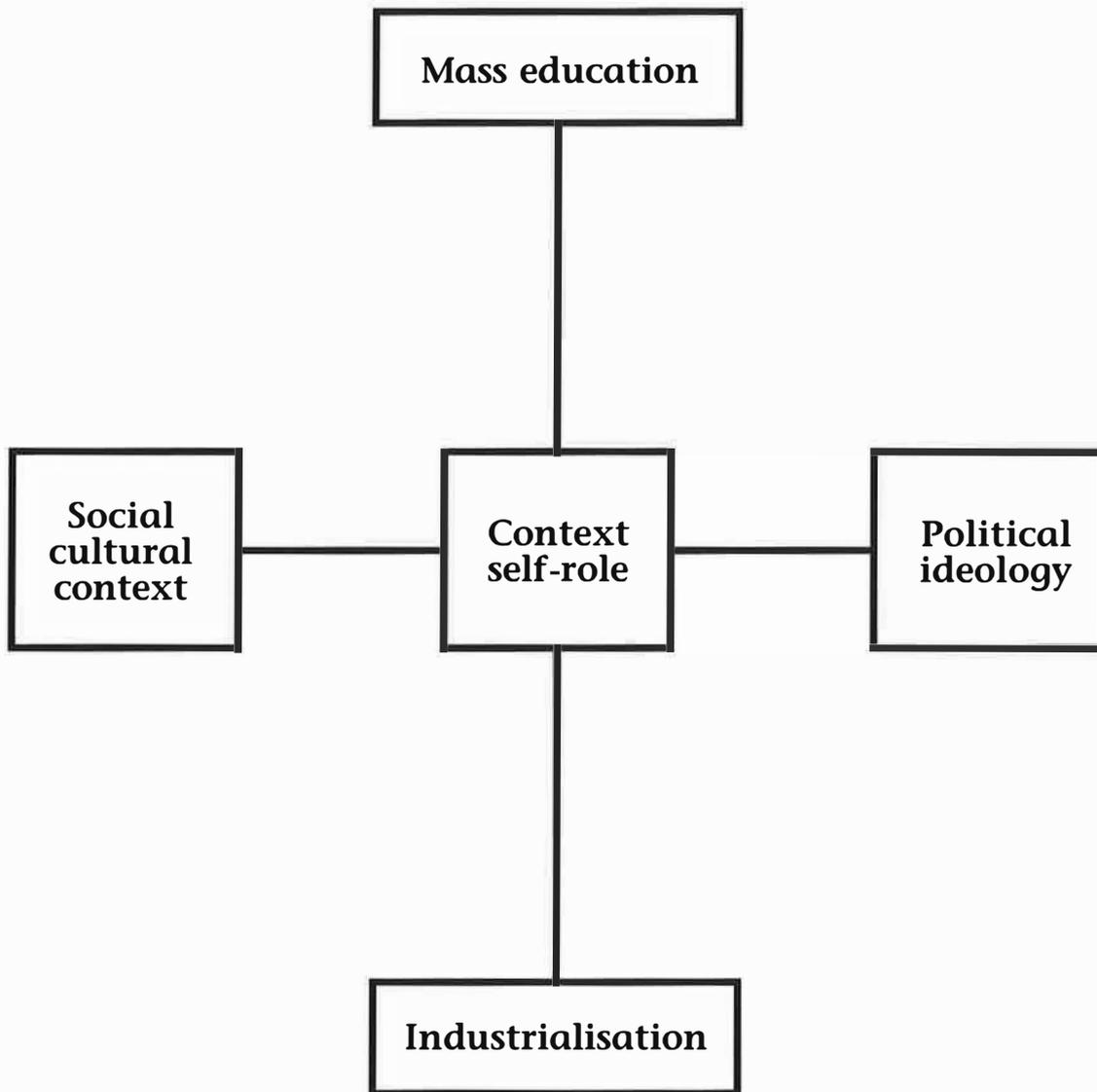
Essentially, all these designs explore how women shape their roles and define their membership in the respective systems. The woman has to question her socio-cultural beliefs and her own need to hold on to the structured, normative prescriptions and realistically assess her strengths and limitations. Women have to create new spaces and meaningful relationships in the family, at work, and with women and men. Essentially, the effort is to experience success and achievement in tasks, and fulfilment in relationships.

3.7 Evaluation

It is always good to have an evaluation form to enable participants to give feedback on each module, design, the role of the facilitator and the overall programme. It is also always good to take a few minutes to receive verbal feedback from the participants. Some methods of evaluation are suggested in Section 5 of the module 'Management Development for Women: A Facilitator's Handbook'.

Section 4 Support materials

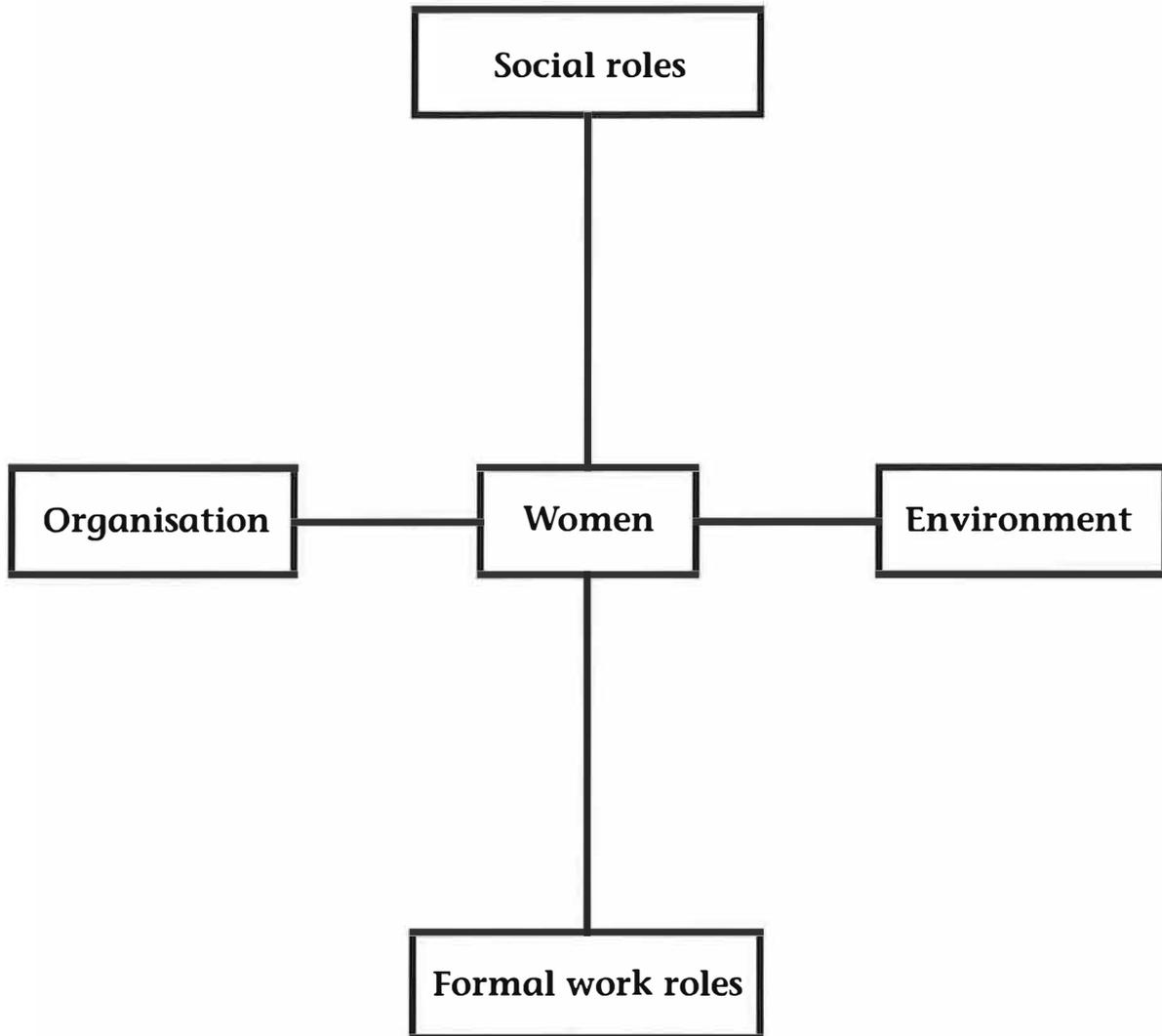
- OHT 1 New variables in the traditional society
- OHT 2 Old and new role parameters for women
- OHT 3 KAS model of training
- OHT 4 Model of role and identity
- OHT 5 Integrative model of training
- OHT 6 Women–system interface
- OHT 7 Women and the social–role interface
- OHT 8 Old and new definition of women’s roles
- OHT 9 Women–organisation interface
- OHT 10 Women and professional role interface
- OHT 11 Organisation–structure interface
- OHT 12 Organisational culture–role interface
- OHT 13 Organisation structure, culture–role interface
- OHT 14 Women and work organisation–role interface
- OHT 15 Women and home–work interface
- OHT 16 Dilemmas between social and work context
- OHT 17 Women and men–women interface

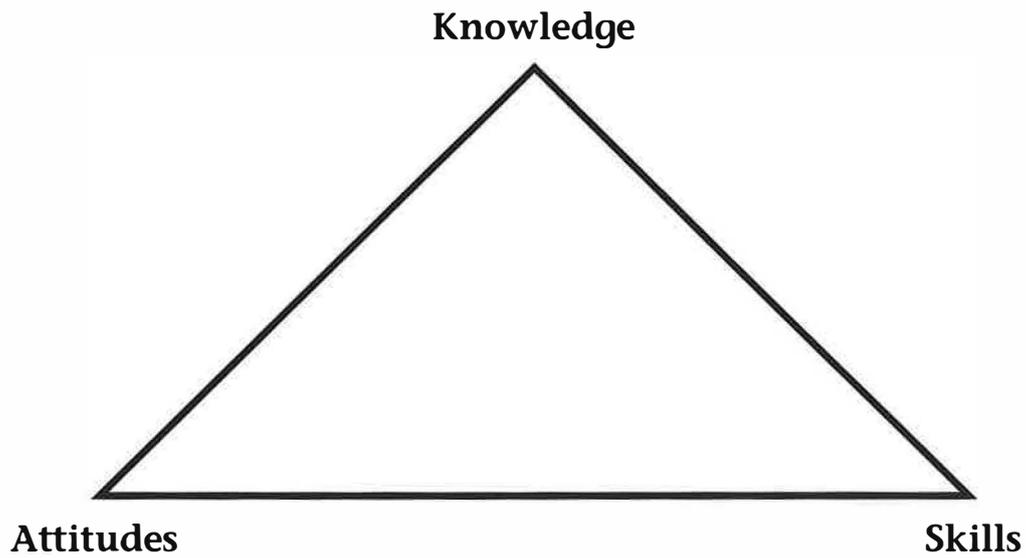
New variables in the traditional society**OHT 1**

(Adapted from Parikh, I.J. (1988) Report on *Research on Women in Management*, IDM, Mzumbwe, Tanzania, 12–16 December 1988. UNEDIL/AF Programme to Strengthen Training Institutions in Africa.)

Old and new role parameters for women

OHT 2

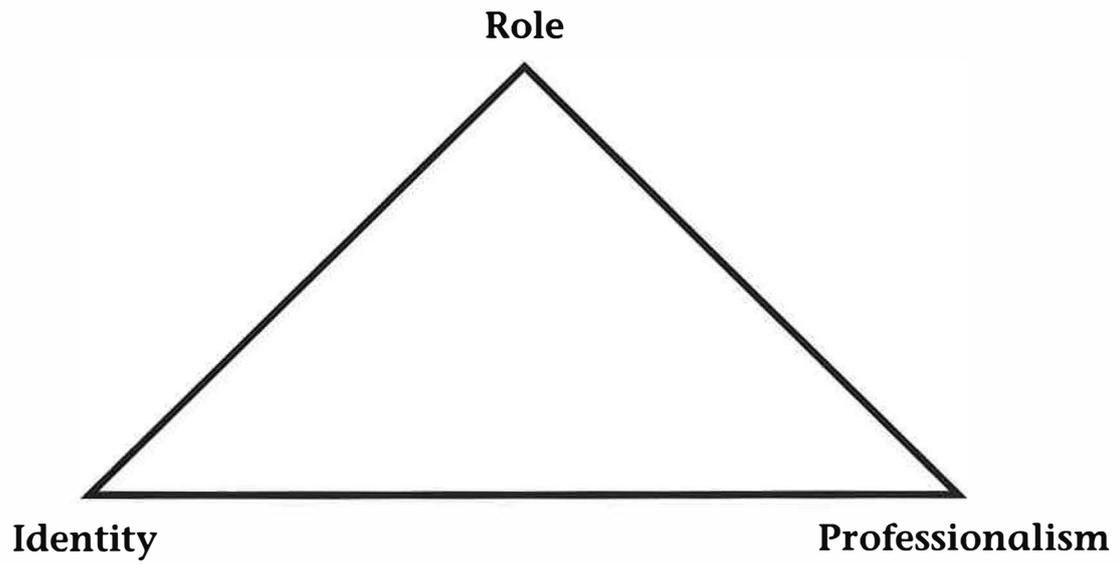


KAS model of training**OHT 3**

(Adapted from Parikh, I.J. (1991) *Training Discussion Papers: Perspectives on Training Women Managers in Africa*, ILO, Geneva.)

Model of role and identity

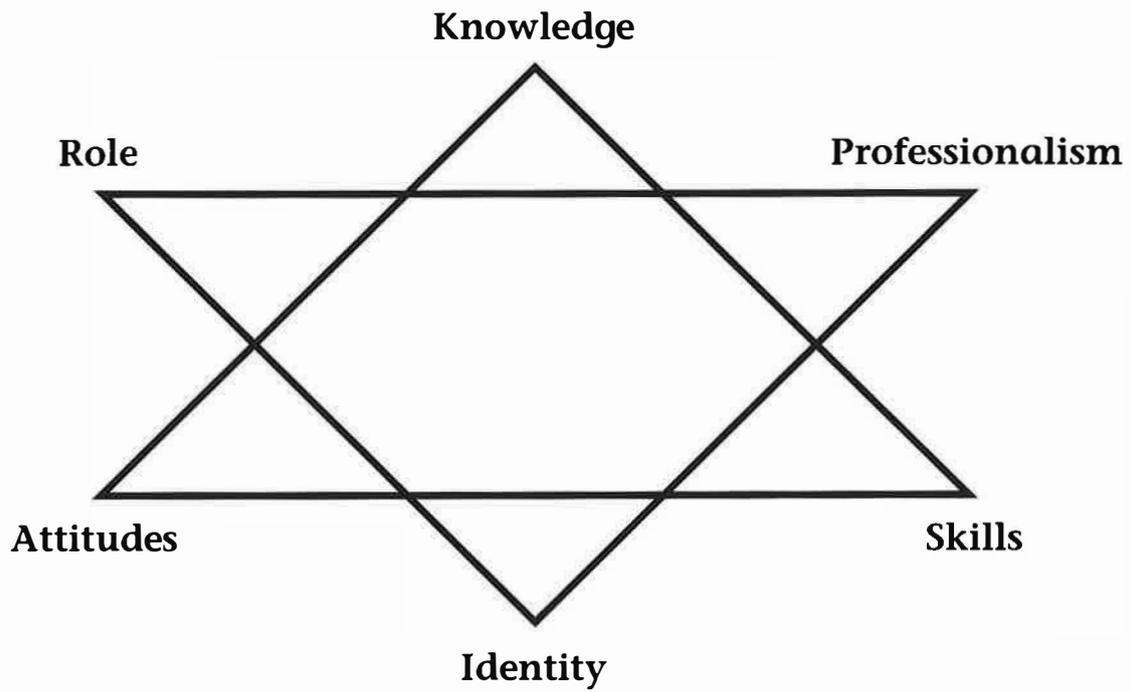
OHT 4



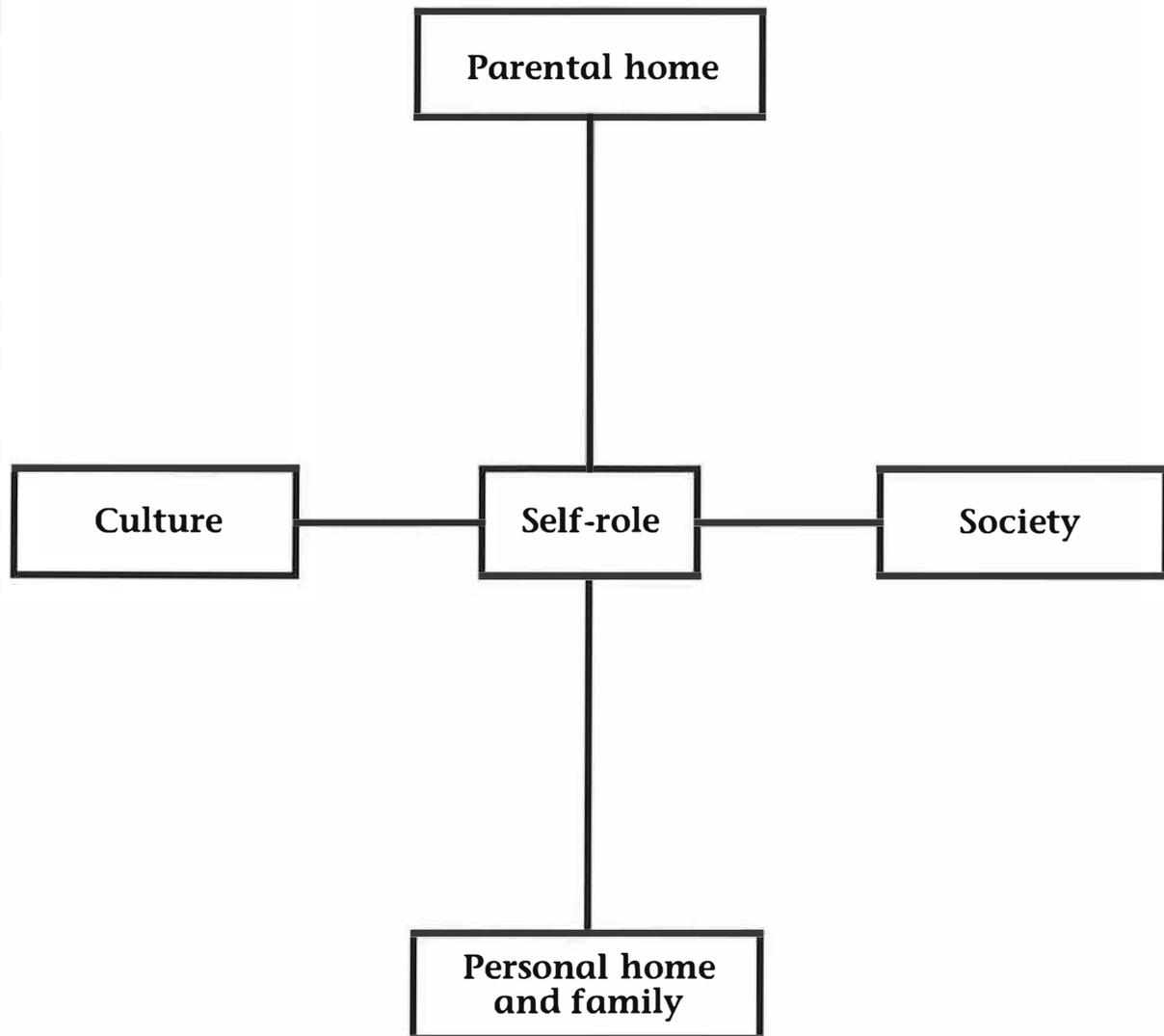
(Adapted from Parikh I.J. (1991) *Training Discussion Papers: Perspective on Training Women Managers in Africa*, ILO, Geneva.)

Integrative model of training

OHT 5



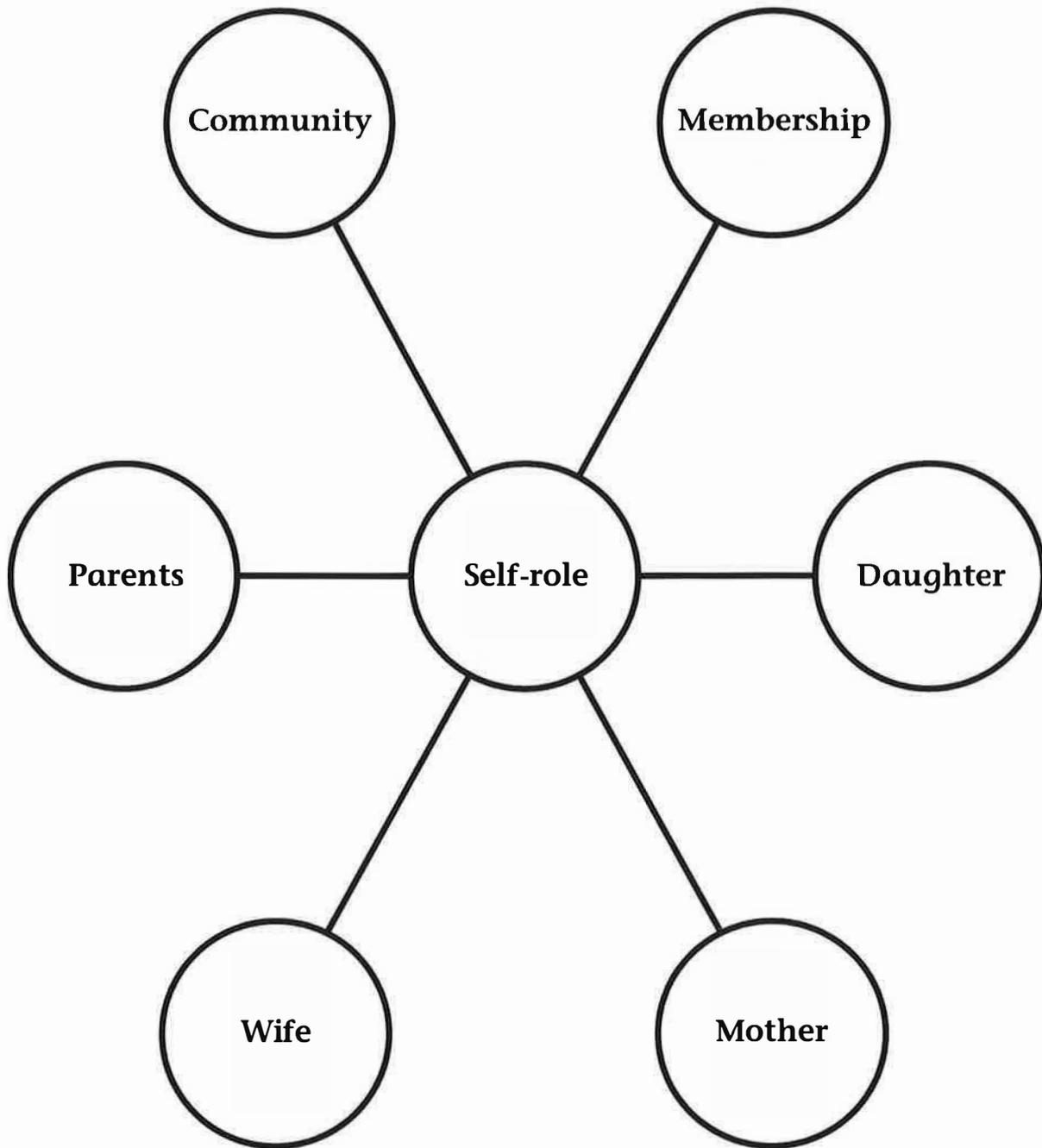
(Adapted from Parikh I.J. (1991) *Training Discussion Papers: Perspective on Training Women Managers in Africa*, ILO, Geneva.)

Women–system interface**OHT 6**

(Adapted from Parikh, I.J. and Farell, P. (1991) *Approaches to Women Managers' Training*, Commonwealth Secretariat, London.)

Women and the social–role interface

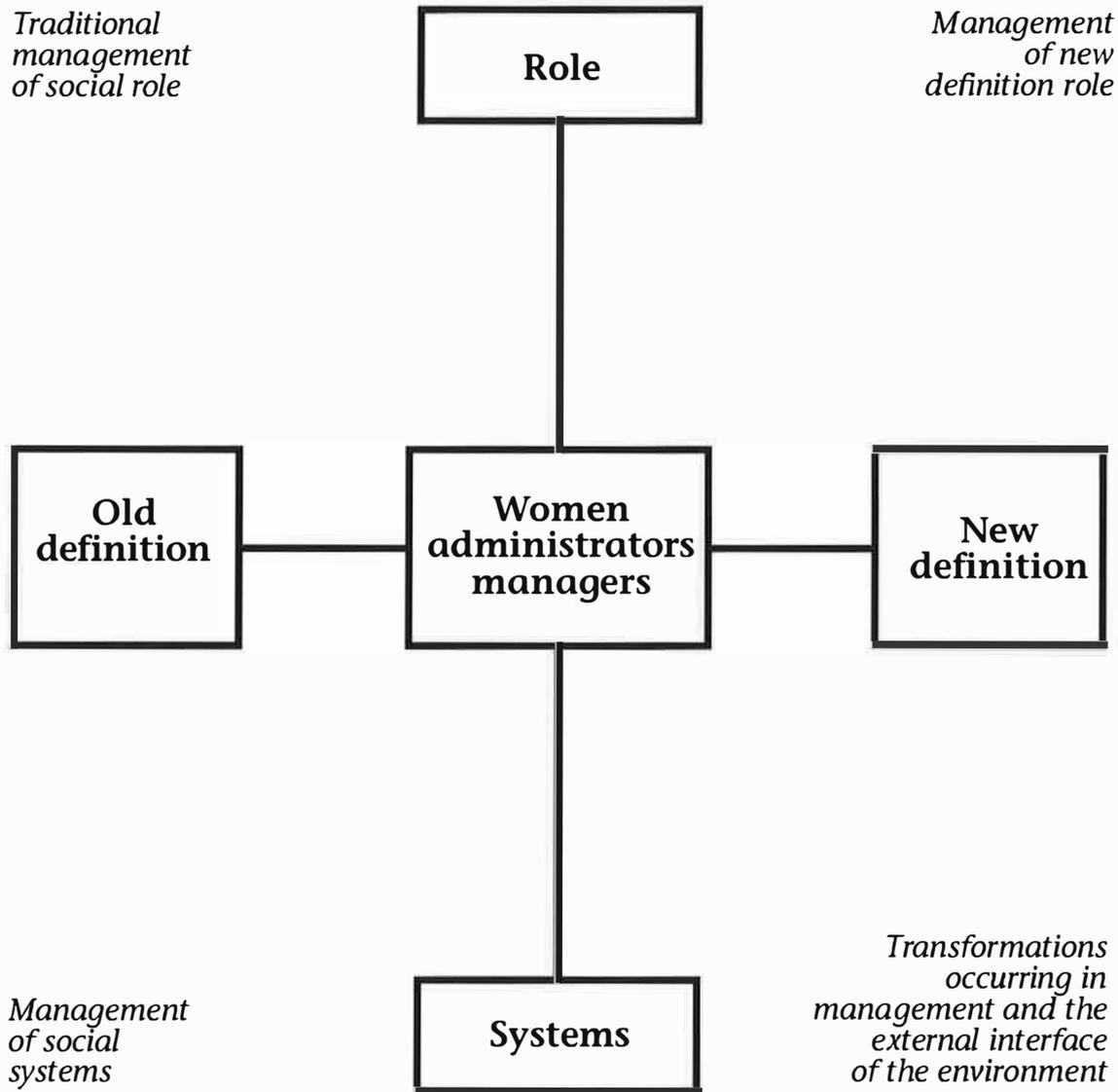
OHT 7



(Adapted from Parikh, I.J. and Farell, P.(1991) *Approaches to Women Managers' Training*, Commonwealth Secretariat, London.)

Old and new definition of women's roles

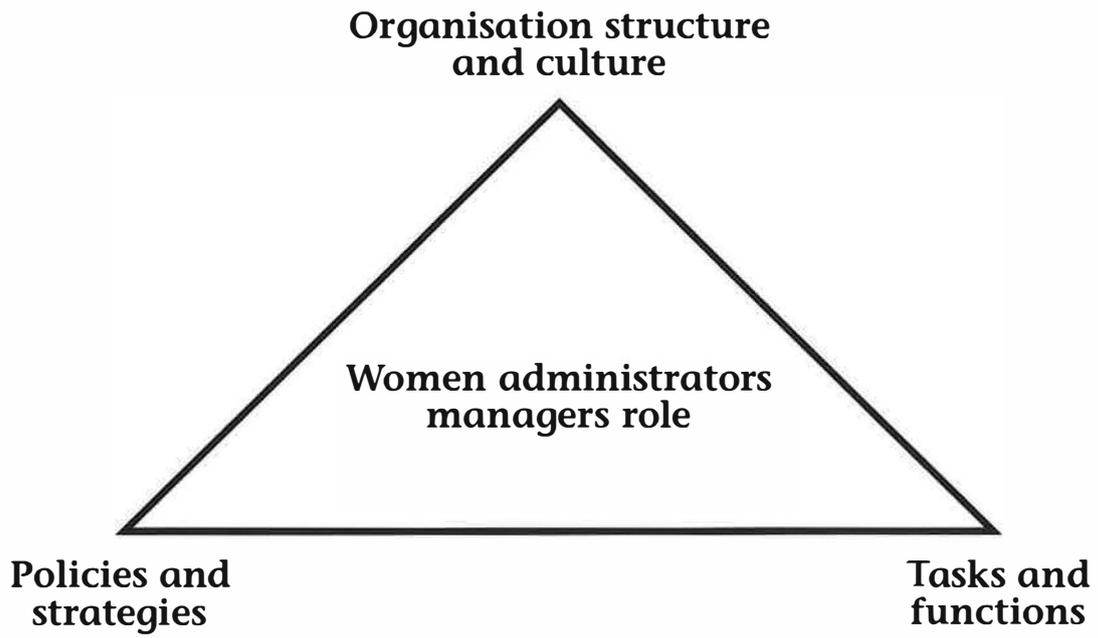
OHT 8

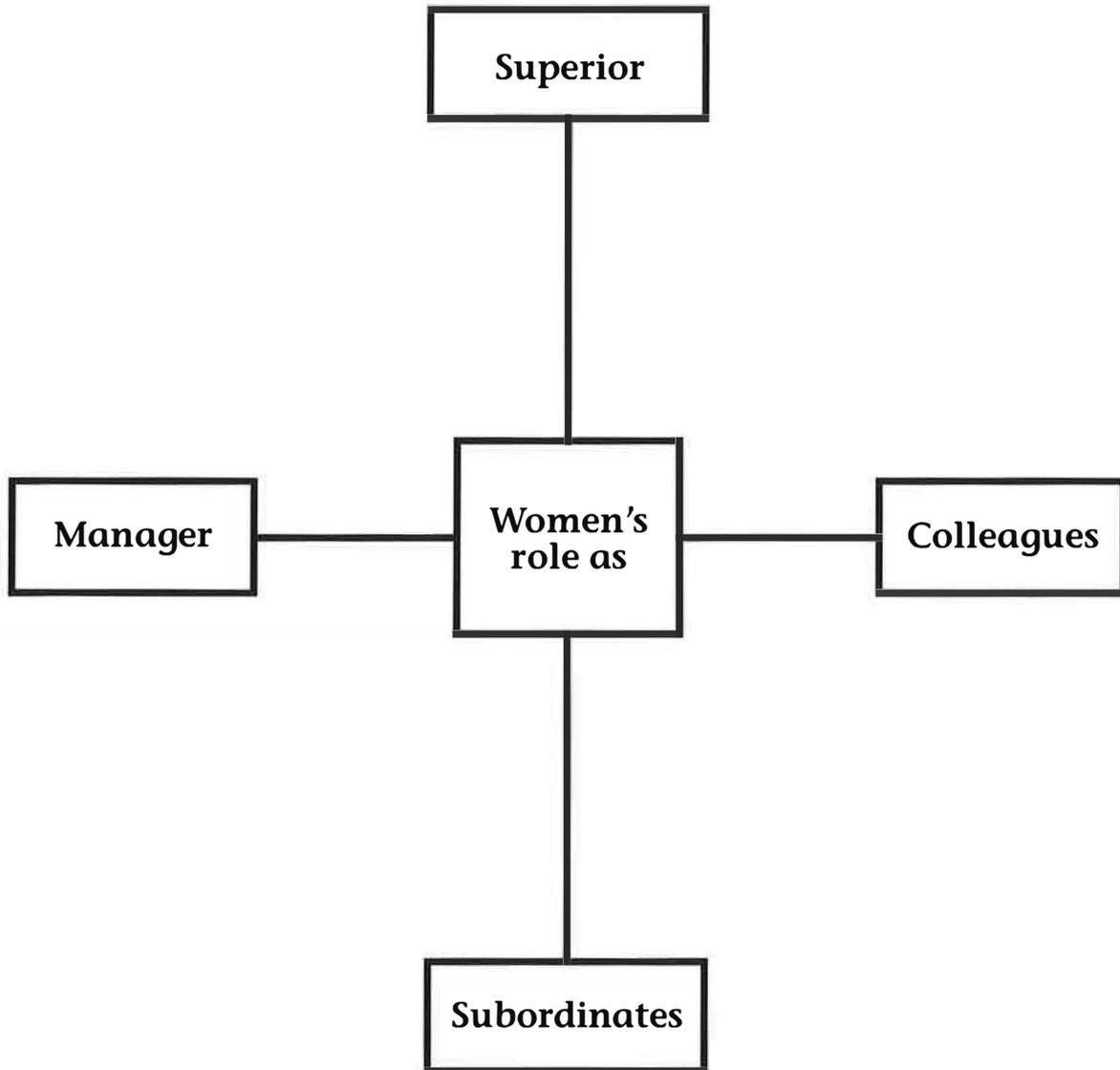


(Adapted from Parikh, I.J. and Farell, P. (1991) *Approaches to Women Managers' Training*, Commonwealth Secretariat, London.)

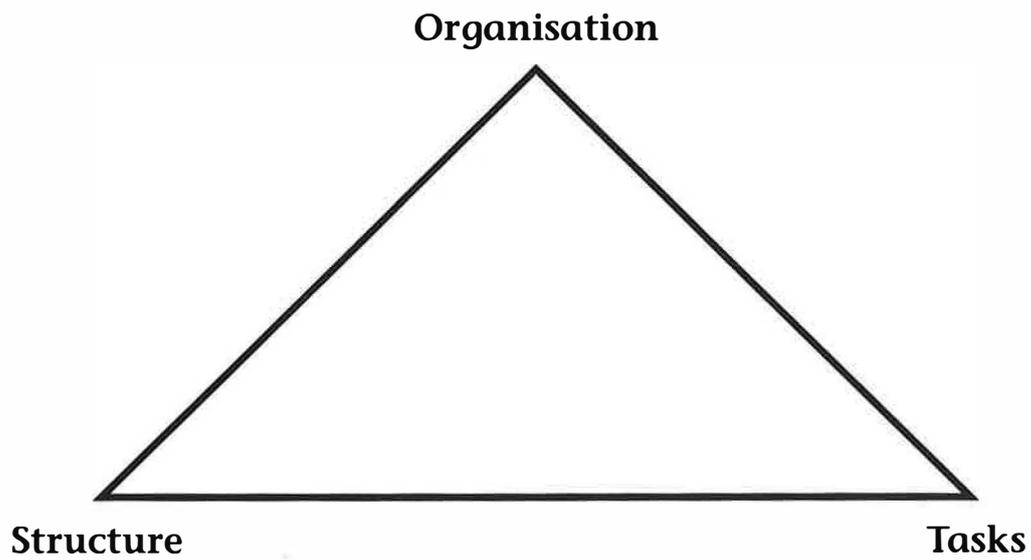
Women-organisation interface

OHT 9



Women and professional role interface**OHT 10**

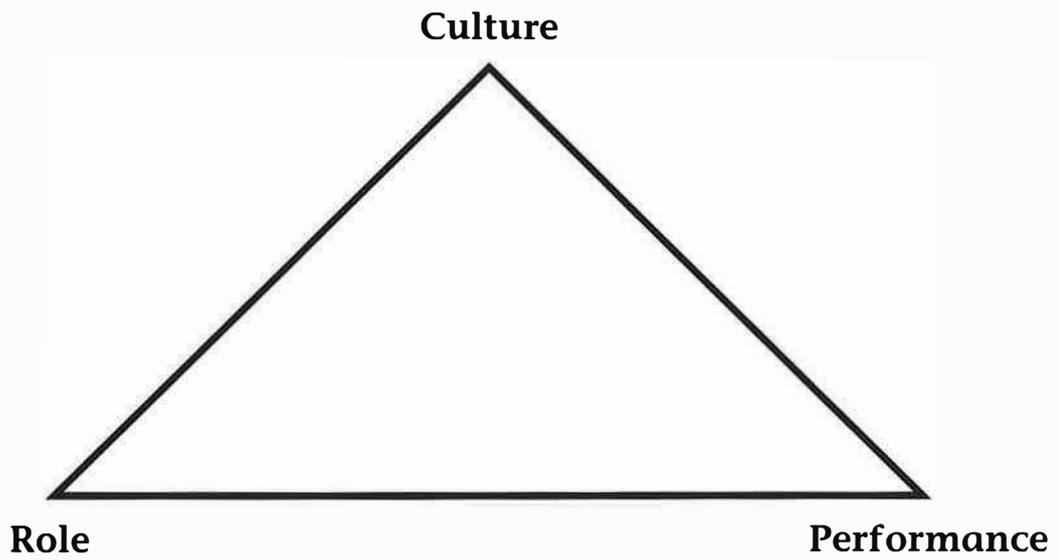
(Adapted from Parikh, I.J. and Farell, P. (1991) *Approaches to Women Managers' Training*, Commonwealth Secretariat, London.)

Organisation–structure interface**OHT 11**

(Adapted from Parikh, I.J. (1991) *Training Discussion Papers: Perspectives on Training Women Managers in Africa*, ILO, Geneva.)

Organisational culture–role interface

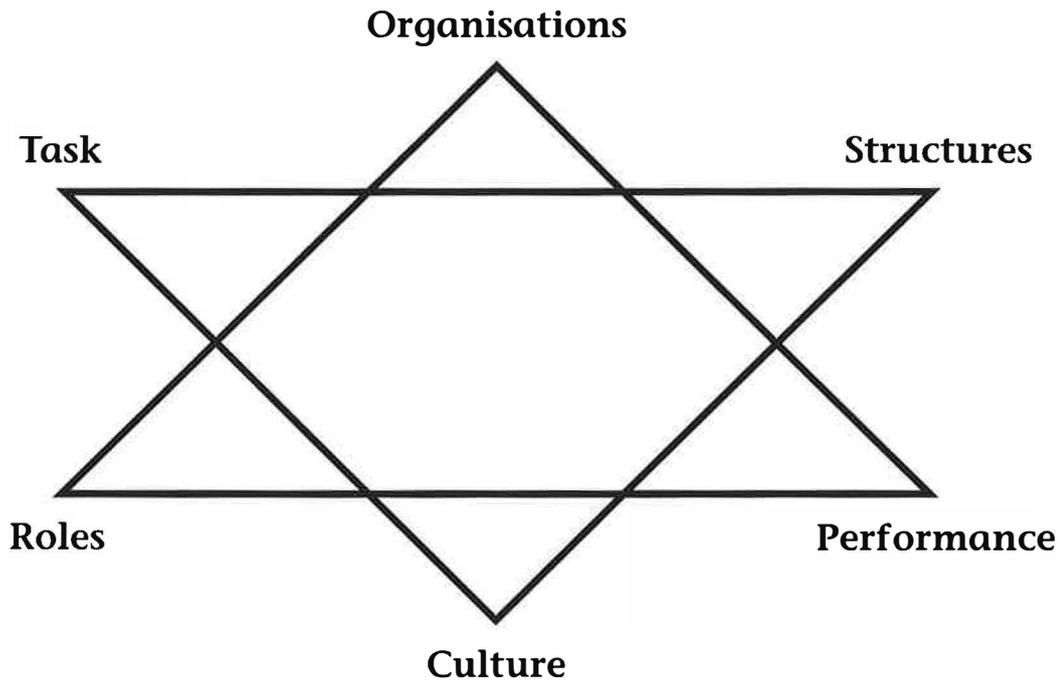
OHT 12



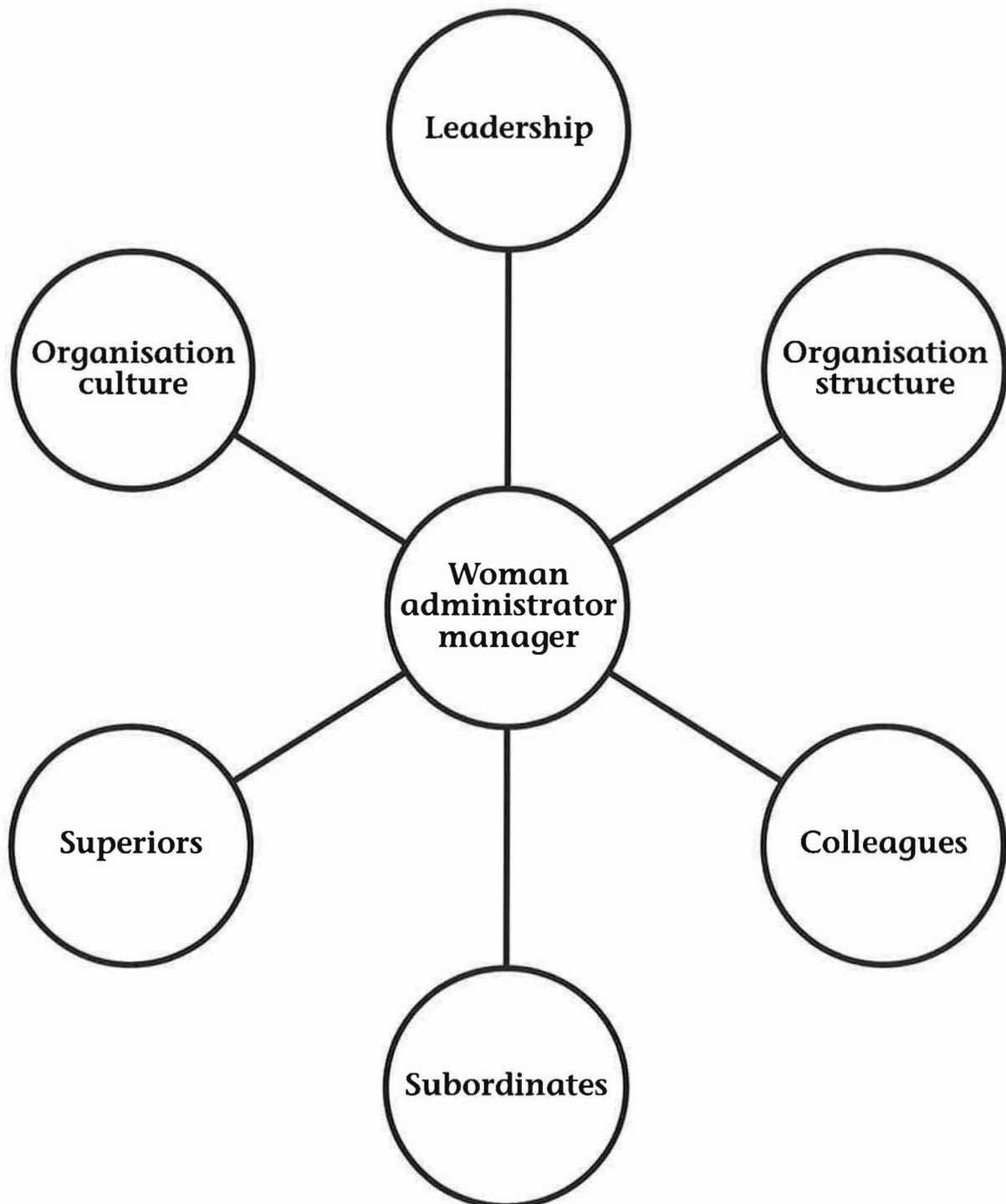
(Adapted from Parikh, I.J. (1991) *Training Papers: Perspectives on Training Women Managers in Africa*, ILO, Geneva.)

Organisation structure, culture–role interface

OHT 13



(Adapted from Parikh, I.J. (1991) *Training Papers: Perspectives on Training Women Managers in Africa*, ILO, Geneva.)

Women and work organisation–role interface**OHT 14**

(Adapted from Parikh, I.J. and Farell, P. (1991) *Approaches to Women Managers' Training*, Commonwealth Secretariat, London.)

Women and home–work interface**OHT 15**

(Adapted from Parikh, I.J. and Farell, P. (1991) *Approaches to Women Managers' Training*, Commonwealth Secretariat, London.)

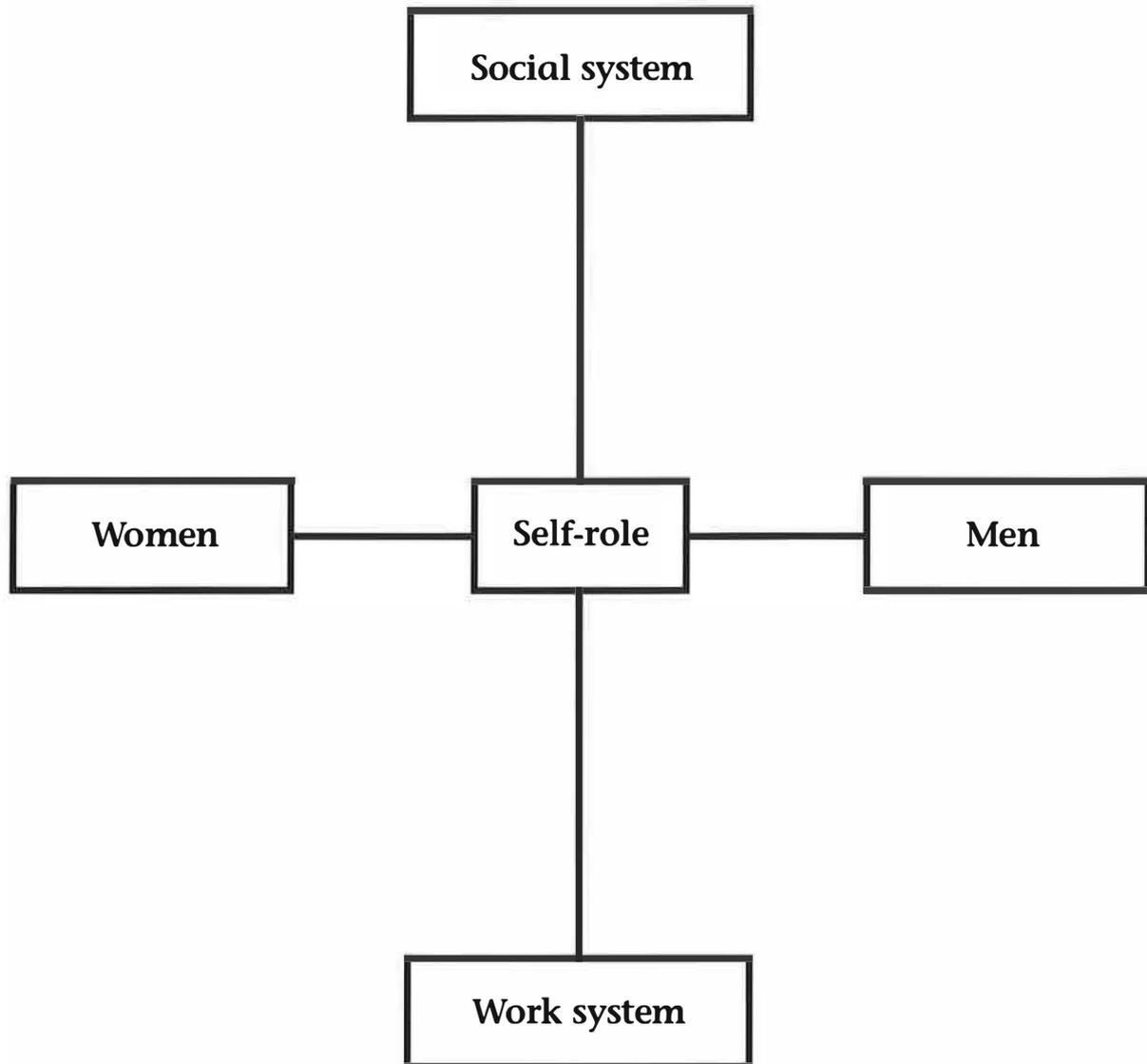
Dilemmas between social and work context

OHT 16



Women and men–women interface

OHT 17



Section 5 References and additional reading

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