Handbook on Gender

and Organizational

Change

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Preface

Looking back, as an outsider, at my life-long work experience in an organization, I now see how powerfully gender and organizational change have been interlinked. It is interesting and humbling to realize that I have become a precious witness to a process which seemed so slow while it was happening, but which eventually brought substantial advancements.

Just a look at the collection of my own visiting cards - with changing organizational titles manifesting my permanent interest towards equality between women and men in a variety of roles depending on the changing context - tells a lot. From "*Women in Development Officer*", through "*Gender Coordinator*", "*Women's Empowerment and Gender Equality Program Manager*", moving through hard but exciting days as "*Gender and non-Discrimination Team Manager*", until the last appointment as "*Manager, International Labour Standards, Rights at Work and Gender Equality*", these titles no longer speak for my personal career but rather evoke different eras in an evolving organization.

When I entered the organization, in the '80s, a *natural* segregation divided staff in two groups: women in the general support services and men in professional and managerial positions, with the sole exception of women interpreters who, in virtue of an extra-organizational contractual status, had entered the professional category. Headquarters were faring a little bit better but not so much: at the beginning of the '90s the existing position tasked with caring for equality within the organization was one special adviser to the Director-General whose unique staff was a part-time secretary.

Decades passed and changes happened bringing important modifications in organigrams and in programmes, in substance, structure and staff. No change, however, took place because of any automatism; in many instances the global international context influenced from outside a revisitation of approaches and mechanisms; in most cases it was thanks to internal champions, at all hierarchical levels, that things evolved.

Why bother telling here a personal story? Because personal stories inevitably converge into organizational history. No doubt, appropriate structures and correct processes are needed to support, replicate and make change permanent, but it is people who make the initial effort to move things ahead. Daring to change is a human quality; daring, courageous, committed people are needed in order to shake the system and produce change. With this notion very clear in mind, applying the best theories will not only accrue the existing literature, but may bring actual progress into organizations and societies.

I have read with attention, interest and professional pleasure the work done by Sara Falcão Casaça and Johanne Lortie presented in this much wanted publication. I can but commend and recommend it.

It effectively and easily mixes a very accurate academic research, carried out on texts which are not necessarily widely renown but have the merit to explore precisely the core issue, and the attentive records of years of on-the-job experimentation of practical approaches and techniques to enforce gender equality in organizations. It can be read as a textbook, a guide and a practical manual. The richness of examples, cases, as well as tools for direct implementation makes it easy to move from theory to practice for whoever intends to improve gender sensitivity within an organization, fight inequalities and make change really sustainable.

Simonetta Cavazza

Contents

Sara Falcão Casaca, PhD. Associate Professor in Sociology at ISEG - The School of Economics and Management, University of Lisbon. Researcher at the Research Centre in Economic and Organisational Sociology (SOCIUS) and CSG - Research in Social Sciences and Management, where she has coordinated and participated in research projects mainly focused on gender relations in the labour market, equal economic independence for men and women, gender segregation in the labour market, the gender pay gap, gender and decision-making, gender and corporate social responsibility, new forms of work organisation, gender and well-being. These have also been main topics of her publications. She has collaborated with the International Training Centre of the ILO (International Labour Organization) in the design and offer of training content on Gender and Organizational Change. She was a chair of the research network Gender relations in the labour market and the welfare state (2005-2010), of the European Sociological Association (ESA). She was the Head of the national mechanism for gender equality (CIG), under the presidency of the Council of Ministers. In the context of this position, she was a member of the High Level Group in Gender Mainstreaming of the European Union. She was also a Member of the Management Board of EIGE - The European Institute for Gender Equality. Recently, she coordinated the Break Even project, aiming at promoting gender equality in the business sector (EEA Grants/CIG) – 2014-2016. She has been providing expert advisory support on public policies related to gender and non-discrimination issues for national and international public agencies.

Johanne Lortie is a Senior Programme Officer at the International Training Centre for the International Labour Organization based in Turin, Italy. She has been delivering training on women empowerment and gender equality in the work place since 2003 and has worked on mainstreaming gender equality in programmes and policies in various countries in Africa for labour ministries, employers' and workers' organizations. Her work focusses on gender audits, capacity building and organizational change for gender equality.

Introduction

Numerous academic books, articles, and case studies have been published on organizational change and on the ever popular change management theories and approaches widely familiar in business management. They all contribute to the search for improved management processes and while they may allow highly diverse perspectives they are all based on human behaviour and social interactions. Though useful in their own right, many remain quite gender blind to gender relations and how the latter influence human behaviour in organization. Some research has been conducted linking change management and organizational change to gender equality but, when considering the change management field as a whole, publications focusing on organizational change with a gender perspective are still few and some remain in the grey literature of online manuals, with various levels of quality. With this book the authors hope to provide another resource for readers seeking to manage change in a gender-inclusive way and for those aiming to promote gender equality in their organization through a planned organizational change strategy. It is therefore an attempt to bridge theory and practice. Readers are provided with the theoretical foundation for organizational change for greater gender equality and the practical tools that can be used by the reader to promote gender equality through the change management process.

The theoretical insight draws on change management and organizational change literature to promote gender equality in the organization. It recalls the main theoretical approaches and how they serve, or disserve, equality between men and women in the institutional setting. In the First Part readers are provided with relevant insights and tools that may deepen their understanding of the enduring patterns of gender inequality at the workplace. It starts by presenting the main initial research contributions to understanding gender issues in organizations and subsequently develops the view that organizations are not gender-neutral, in line with the need to focus on the process of making organizations gender-sensitive. Moreover, in order to capture the complexities associated with vertical segregation on the grounds of gender and stimulate the readers' critical thinking, key metaphors are reviewed, presented as conceptual tools and articulated with various practical activities. The last chapter is dedicated to the main theoretical frameworks that adopt different definitions of gender, along with interpretations of the problem of gender inequalities, thereby supporting different approaches to organizational change. The Second Part of this book aims to systematize the main perceptions of organizations by pointing to the main organizational paradigms. As contributions in terms of organizational thinking have been quite gender-blind, the readers are encouraged to study the implications

of the reviewed conceptualizations in terms of a gender-transformative agenda. The second chapter is intended to explore the ways in which change management and organizational change may be carried out through a gender lens, according to a planned and fully comprehensive research-to-action methodological approach. Moreover, a roadmap for developing such a gender-sensitive process of organizational change is provided. The last two chapters provide very practical tools and actions to handle resistance and to overcome barriers grounded in concrete training and work experience.

Each chapter contains a literature review, in some instances with specific examples, and a set of Organizational Self-Assessment activities to help the reader carry out his or her own organizational analysis while reading on. These Organizational Self-Assessments will enable the reader, step by step, to analyse and strategize on the best way of promoting gender equality through a change management approach. In a sense it is a self-help book for individuals interested in initiating sustainable change in their organization.

Finally, readers will note the difference in style between sections. Authors decided to maintain two styles, each indicating the type of information presented. Sections on theoretical and conceptual perspectives rest on academic research while sections on tools and advocacy focuses on a hands-on approach.

1

Theoretical insights and conceptual tools for understanding gender (in)equality in organizations

Sara Falcão Casaca*

* With the collaboration of Johanne Lortie in the design of practical activities.

Introduction

This chapter maps the theoretical and conceptual landscape regarding the main barriers to gender equality in organizations. It is not designed to be an exhaustive essay on the available literature on this issue, as such a task would be as ambitious as it would be impossible to achieve. It aims, instead, to provide readers with relevant insights and tools that may deepen their understanding of the enduring patterns of gender inequality at the workplace. The low representation of women in senior management positions is one of the most persistent traditional features of organizations. All data sources show the persistent low number of women in top decision-making positions, as board members, and their even more pronounced absence as chairpersons (ILO, 2015). In the 2013 company survey, conducted by the ILO's Bureau for Employers' Activities among 1,300 private sector companies in 39 developing countries, it was found that 87 per cent of boards had a man as president, while only 13 per cent have a woman in that position (ILO, 2015, p. 11). Outside the business sector, and even in public administration, apart from a few exceptional cases, the directive or management positions far from reflect a parity scenario. As a gender imbalance is the persistent widespread scenario all over the world and the progress already made has been described by researchers as "glacial" (ILO, 2015, p. 11), particular attention will be given in the current chapter to this phenomenon and interpretations will be drawn from some metaphors – used here as powerful images and conceptual tools for the understanding of gender segregation, particularly the underrepresentation of women in the upper echelons of organizations (vertical segregation).

Patterns of segregation on the grounds of gender are ingrained in labour markets, in every economy across the globe. It is worth recalling two fundamental concepts: the notion of "gender-based horizontal segregation", which describes the tendency for women and men to be concentrated in different types (or sectors) of activity and occupations (socially seen as either "typically female" or "typically male"), as well as the confinement of women in a narrower range of occupations than men (such as catering, cleaning, and other personal services; clerical and related occupations; and professional and related occupations in education, welfare and health) (Witz, 1997). The concept of "gender-based vertical segregation" illustrates the tendency for women and men to be concentrated in different levels of work, with women filling the lower level jobs (Watson, 2008). The concept captures occupational hierarchies as gender hierarchies (Witz, 1997).

In future sections we shall discuss in detail the lack of integration of a gender perspective in organizational theory. As Marta Calás and Linda Smircich put it: "Organizational scholarship has been, primarily, a literature written my men, for men, about men: how to gain the co-operation of men to achieve organizational ends through rationality: how to *man*/age" (Calás and Smircich, 2013, p. 291). Women and gender have more recently been integrated into organizational studies, even though the persistence of male domination has been left unnoticed and unexplored. Even the most critical approaches have been widely gender-blind in their accounts of bureaucratic and centralized structures, authoritarian management and rationalization of work. Accordingly some scholars have recommended new forms of work organization that are more democratic, decentralized and human-centered (See Chapter 2.1); however, the "universal worker" has been commonly regarded as male and oppression of women has been largely overlooked in their analyses. Feminist scholars, on the other hand, have not systematically integrated organizational theory (Acker 1990; Martin and Collinson, 2002). As explained in the Introduction, this handbook and these chapters, in particular, are intended to bridge both theoretical sides, that is the mainstream change management approach and gender studies, by bringing together their contributions.

The field of gender in organizations has evolved since the 1960s/70s, particularly through the contributions of feminist studies that have shed light on the processes of discrimination and segmentation on grounds of gender, and through the contribution of social movements and the second wave of feminism (Calás, Smircich and Holvino, 2014). As Acker reminds us: "The new women's movement took place in the 1960s, feminists criticized organizational hierarchies and bureaucratic practices as masculine, undemocratic, and oppressive" (1999, p. 177) (see also Ferguson, 1984; Britton, 2000). One of the most relevant insights has been the recognition that organizations are not gender-neutral, as organizational theorists have largely considered since the 1980s in line with the development of social constructionist, poststructuralist and postmodernist approaches. Since then theoretical and empirical development has evolved from the issue of gender in organizations to the view that organizations are gendered and the focus has shifted to the studying the process of gendering organizations.

In the sections below readers will be provided with an overview of the main theoretical, conceptual, methodological and empirical contributions, in an attempt to study gender and organizational issues simultaneously. For that, we draw on Calás, Smircich and Holvino 's identification of two meta-theoretical approaches: "Gender in organizations" and "Gendering organizations" (2014).

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1.1 From gender in organizations to gendering organizations and gendered organizations

The theoretical framework, particularly that developed in the 1970s and since then, evolved by seeking to compare the situation of women and men within organizations – these being generally conceived as neutral "containers" (Table 1). The literature on the topic aimed at accounting for the reasons underlying women's disadvantages in terms of pay and, above all, career prospects. The first studies were very much focused on issues relating to women in management and on the question "Why don't women achieve?" (Calás, Smircich and Holvino (2014, p. 20). The glass ceiling metaphor – which we shall return to later on – is an illustration of this analytical concern. Gender is largely conceived as a social role or an individual attribute[1] (Acker, 1999) (See also Table 1).

Rosabeth Moss Kanter was "one of the first authors putting gender 'on the map' in terms of understanding the dynamics of organizational behaviour" (Lewis and Simpson, 2012, p. 141). Her work is therefore one of the seminal studies laying emphasis on the differences between men and women in organizations (Kanter, 1977), demonstrating how numerical gender imbalances in the organizational structure have an impact on organizational group behaviour and reproduce power-domination relations. Putting to one side differences in terms of personality or induced by socialization, women's experiences in organizations are seen as an outcome of their structural location within them – that is their overrepresentation in low-level jobs at the bottom of the hierarchy. As for the low representation of women in top positions, she highlighted their condition as a minority ("skewed") group – which she referred to as "tokens" - and the respective challenges and negative experiences, particularly those involving being subject to stereotyping, high visibility and differentiation (being "othered" by the dominant group, the "dominants"), greater performance pressure and exposure to intense criticism (topic resumed later).

Other feminist approaches saw the division of work inside organizations as a result of their dual structures, a combination of bureaucracy and patriarchy (see Acker, 1990, for further developments). Their viewpoint is in line with the argument put forward by Hartmann (1979), according to whom both structures (patriarchal capitalism) were seen as social determinants as sources of discrimination and oppression against women (Witz, 1997). The debate at the time was very much dominated by structuralist accounts, according to

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1   Attribute assigned as individual characteristics which are in fact socially constructed.

which the subordinate situation of women was explained (determined) by the exploratory and oppressive forces associated with the production system (capitalism) and/or with the family household and marriage (patriarchal ideologies and relations of male dominance and female subordination; see, for instance, Walby, 1990; Witz, 1997; for further discussion on the classic feminist accounts of gender at work).

Notwithstanding the merits of the view that organizations are power systems embedded in gender assumptions and the focus on the organizational processes reproducing gender inequalities (Martin and Collinson, 2002, p. 258) (gendering organizations - topic developed below), the fact is that the literature on gender in organizations has drawn attention to the structural organizational barriers that prevent women from benefiting from the same work and career opportunities as men. Moreover, by comparing men and women and giving visibility to the numerical imbalances, those accounts have highlighted the disadvantaged condition of women and the discrimination that they face within organizations.

Drawing upon a poststructuralist, postmodernist and social constructionist analytical views, feminist scholars have – particularly since the 1980s, as already mentioned – shifted their focus from production and material conditions to culture, sexuality, embodiment, power, discourse, meanings, subjectivities and identity issues. This new trend also encompassed the movement from structural and macro-level analyses to the micro-processes of doing (or undoing) gender (West and Fenstermaker, 1995; West and Zimmerman, 1987; Witz, 1997). This reorientation has also impacted on the intersection between gender and organizational studies, leading to a greater interest in observing organizational cultures from a gender perspective and looking into the micro-processes of the accomplishment of gendered jobs, occupations, identities and hierarchies (Witz, 1997), along with the embodied and sexualized aspects of work and organizations (e.g. Acker, 1990; Cockburn, 1991; Cockburn and Ormrod, 1993). Based on a social constructionist analytical view, men and women, women and women, men and men are seen as actors doing (or undoing) gender in their social relations, reproducing (or challenging) the existing patterns of inequality, submission and power. Gender, therefore, is no longer something that an individual "has" but something that humans 'do'" (Calás, Smircich and Holvino, 2014, p. 26) (See Table 1). Moreover, in line with postmodern theorizing, essential and universal categories around man and woman are questioned and replaced by notions of pluralism, heterogeneity and complexity. Also in this regard, the intersection between gender, class, race, ethnicity, age… became a key topic in the scientific debate, paving the way to a focus on organizations as "inequality regimes" (Acker, 2009).

> " Women are extremely under-represented in top management and professional positions in all countries, although cross-national variations exist. Women from minority ethnic and racial groups suffer from greater under-representation than do majority group women. The "Glass Ceiling" is a metaphor that describes the gender barriers that produce these patterns. This article suggests that "Inequality Regimes" is a more accurate metaphor, as it stands for gender, race and class barriers that obstruct women's opportunities for advancement at all levels of organizational hierarchy.
>
> (Acker, 2009, p. 199).

Joan Acker (1990) is a reference when it comes to the acknowledgement of organizations as gendered processes; by doing this she attempts to unveil gender and sexuality – dimensions traditionally obscured in a gender-neutral, asexual discourse about organizations. The following quotation (see also Connell, 1987, 2002) is particularly illustrative of her view of how (hegemonic) masculinities are embedded in organizations, excluding women and reproducing ingrained patterns of gender segregation.

> " (…) organizational structure is not gender neutral; on the contrary, assumptions about gender underlie the documents and contracts used to construct organizations and to provide the commonsense ground for theorizing about them. Their gendered nature is partly masked through obscuring the embodied nature of work. Abstract jobs and hierarchies, common concepts in organizational thinking, assume a disembodied and universal worker. This worker is actually a man; men's bodies, sexuality, and relationships to procreation and paid work are subsumed in the image of the worker. Images of men's bodies and masculinity pervade organizational processes, marginalizing women and contributing to gender segregation on organizations.
>
> (Acker, 1990, p. 139).

Organizations are seen as gendered social constructions (Acker, 1999), gender regimes (Connell, 1987) or "gender factories" (Calás, Smircich and Holvino, 2014, p. 27). So the question to be asked is: how are gendered social structures (such as organizations) produced? According to Acker

(1990), gendering occurs through a set of interactive processes and she lays emphasis on five of them:

> The construction of division across gender lines (division of work, acceptable behaviour and social roles, power positions…).

> The construction of symbols and images that legitimate "differences" and inequalities. These include language, images of the ideal organizational member, the ideal leader, the organizational heroes...

> The interactions between women and men, women and women, men and men, including all the patterns of domination and submission and of doing or mobilizing masculinities that are shaped, played out and reproduced during the course of such interactions.

> The making and development of identities that shape occupational preferences, career ambitions, working time options, language and personal styles in dressing and appearance.

> The process associated with gender being a central element of organizational logic, underlying assumptions and practices that construct most work organizations (informal routines and formal practices, such as wage setting and performance evaluation systems).

By arguing that organizations are *inherently* gendered, these scholars mean that "they have been conceptualized, designed, and controlled by men, and reflect their interests" (Britton, 2000, p. 421). Under the mantle of gender neutrality, job evaluation systems, for example, tend to reflect the "values of managers and to produce a believable ranking of jobs based on those values" (Acker, 1990, p. 150). These systems, however, are structured by gender and have embedded gender assumptions; as a consequence, value is put on dimensions traditionally associated with men's work and with men's attributes.

> In organizational logic, both jobs and hierarchies are abstract categories that have no occupants, no human bodies, no gender (…). [However, the] closest the disembodied worker doing the abstract job comes to real workers is the male worker whose life centers on his full-time, life-long job, while his wife or another women takes care of his personal needs and his children.
>
> (Acker, 1990, p. 149).

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Interpersonal dimensions related to relational, emotional and care work are less valued and less well remunerated (Calás and Smircich, 2013; Casaca, 2012; Hochschild, 1983). The reproduction of male dominance – and of gender inequalities – within organizations results from the "invisibility" of men's domination and the privileges maintained through the dominant discourses that normalize their hegemonic power (Lewis and Simpson, 2012).

Table 1. Theorizing gender and organizations

	GENDER IN ORGANIZATIONS	GENDERING ORGANIZATIONS
Sex and Gender	Two intertwined and stable 'human properties' used interchangeably and synonymous with women and men. Understood as something one *is/has* as an individual, or identities one acquires.	Something humans 'do' in social relations; an ongoing accomplishment in social life. Sex: produced as a social category by agreeing on biological criteria for classifying persons as females or males. Gender: a culturally institutionalized system produced through relations of subordination and domination, based on historical hierarchical differentiations by sex (and also by class and race).
Organizations	Neutral containers for the activities of men and women.	[Gender factories]* and 'Inequality regimes' interconnecting organizational processes and practices producing and maintaining gendered, racialized and classed relations.
Research contributions	Documents the existence of disparity between women and men in organizations, and its persistence over the years.	Offers situated understandings of processes and practices leading to gender and other inequalities. Addresses gender inequality directly; offers analyses of its production and reproduction as these occur

Source: Calás, Smircich and Holvino (2014, pp. 35-36) (selection of some dimensions; *added by the author)

1.2 The underrepresentation of women in top management positions: the theoretical debate

In this subchapter the theoretical debate on the underrepresentation of women at the top of the organizational ladder is briefly systematized according to the proposal made by González Menéndez et al. (2012). Following the discussion already started in the previous section, the organizational-level explanations will now be debated. However individual, structural and society-level explanations are also worth referring to and might broaden the reader's understanding of the complex issue of gender inequalities in organizations.

The individualistic approaches are reflected among career development, human capital and preference theorists. The underrepresentation of women is explained on the grounds of attitudinal barriers, as women are seen as inherently less ambitious and less career-oriented than men (Hakim, 2000; Sullivan, 1999). They are also seen as lacking the required human capital (skills, knowledge, managerial experience and social networking) to be selected for senior positions. On the contrary, men are perceived as more likely to possess the human capital that sustains higher productivity and better performance. Managerial policies and practices are objective, gender-neutral, rational and non-discriminatory, explaining the recruitment of male workers for the most strategic, higher-status occupations and the respective compensation with higher payments, promotions and better career opportunities (Becker, 1993).

Individual-level explanations, however, fail to take into account the structural elements that reproduce systemic gender inequalities, and the reasons why women have fewer opportunities and resources and, sometimes, less motivation to strive to achieve visibility and positions of power (Orser and Leck, 2010). They also fail to explain why women, even when they are as qualified as men (or over-qualified), tend to experience fewer career opportunities than their male counterparts (González Menéndez et al., 2012). Some scholars have laid emphasis on the structural dimension underpinning systemic gender inequalities (Orser and Leck, 2010) and other locations in the social structure (such as social class and ethnicity), reflected in different regimes of inequality in organizations (Acker, 2009). In this regard gender inequalities are described as systematic disparities between men and women in "power and control over goals, resources, and outcomes; workplace decisions such as how to organize work; opportunities for promotion and interesting work; security in employment and benefits; pay and other monetary rewards; respect; and pleasures in work and work relations" (Acker, 2009, p. 202).

Societal-level explanations locate individuals and organizations within the wider social, political and economic structures (González Menéndez et al.,

2012). Gender-typed socialization processes are particularly examined, as they shape both individual options and aspirations and managerial assumptions regarding women and men as employees. Gender stereotypes have also been documented as powerful barriers. According to the dominant stereotype, women in general do not fit into the *male-type* executive role, being rather perceived as less career-oriented due to a strong commitment to family duties (Eagly and Carli, 2007), a topic developed below.

Metaphors as conceptual tools

The suggested practical activity is the entry point to the conceptual journey which readers are to undertake. As already mentioned, we seek here to review some metaphors and present them as robust images and conceptual tools that apprehend the underrepresentation of women in managerial positions and particularly in the upper echelons of organizations (the vertical segregation phenomenon).

The **glass ceiling** metaphor is quite well known and is intended to describe the invisible, subtle barriers that prevent women from advancing in their careers, from being appointed or promoted to top management positions, regardless of their qualifications, performance, achievement or job commitment. Some women succeed in reaching middle management levels but cannot move further to the top of the corporate or organizational hierarchy (Hymowitz and Schellhardt, 1986). While men climb easily to the top, women's advancement is hindered by structural obstacles, including indirect, invisible discriminatory and exclusive mechanisms inside organizations.

Figure 1. The glass ceiling metaphor in a humoristic cartoon (by Kroff)

Close the gender pay gap
http://ec.europa.eu/equalpay

The **sticky floor** metaphor is also found in the literature on the topic. Whereas the glass ceiling attempts to illustrate the obstacles that prevent women from getting the highest positions on the management ladder (the reduced number of those who succeed in moving up and attaining intermediate jobs), this metaphor captures the first barriers that most women face at the bottom of the hierarchy and prevent them from having the same career prospects, access to midlevel positions, higher wages and working conditions as men. This happens in the business sector but also in local authorities, central government agencies, service organizations, non-profit organizations and institutions in general. Women tend to be recruited to fill traditionally female-type occupations which are usually low-mobility jobs; therefore, immediately at the entry point of the internal labour markets inside organizations, women are trapped in low-wage jobs with poor promotion opportunities. Whereas the glass ceiling is the last barrier in a process of discriminatory and exclusionary practices that keep women away from the highest ranks, the sticky floor captures the first restrictions on any career advancement (Berheide, 1992). Regarding management positions, this image draws attention to the importance of - at the entry level in organizations – men and women with identical curriculum records being given the same level of responsibility and visibility in their first assignments, projects and tasks, so that both can get prepared for higher positions (as pointed out also in ILO, 2015).

Figure 2. **The sticky floor**

The **leaky pipeline** has been used in particular to describe the situation of women in science, technology, engineering and mathematics (STEM fields). Studies show that despite the fact that in many societies women are now more educated than men and get better academic achievements, many of them give up pursuing their scientific careers, or simply do not have upward mobility opportunities (Blickenstaff, 2005). Researchers have also pointed out the repercussions for the institutions in these domains, as the phenomenon may be described as a "hidden brain drain" (Hewlett and Luce, 2005, 2006), meaning a significant loss of skills and talent. It also draws our attention to the need to offer the same opportunities to both men and women throughout all stages in their career paths in order to prevent a "leaky pipeline". For instance research shows that occupational segregation (glass walls) in midlevel management positions is one of the constraints limiting access to the top for women. Indeed they tend to be siloed in management support jobs or in functions such as "human resources, public relations and communications, and administration", while men tend to be concentrated in strategic managerial functions such as "operations, sales, research, product development and general management". Attaining experience in these managerial domains is then fundamental for women to be able to attain the top leadership and decision-making positions in companies and organizations in general (ILO, 2015, p. 13).

Figure 3. The leaky pipeline
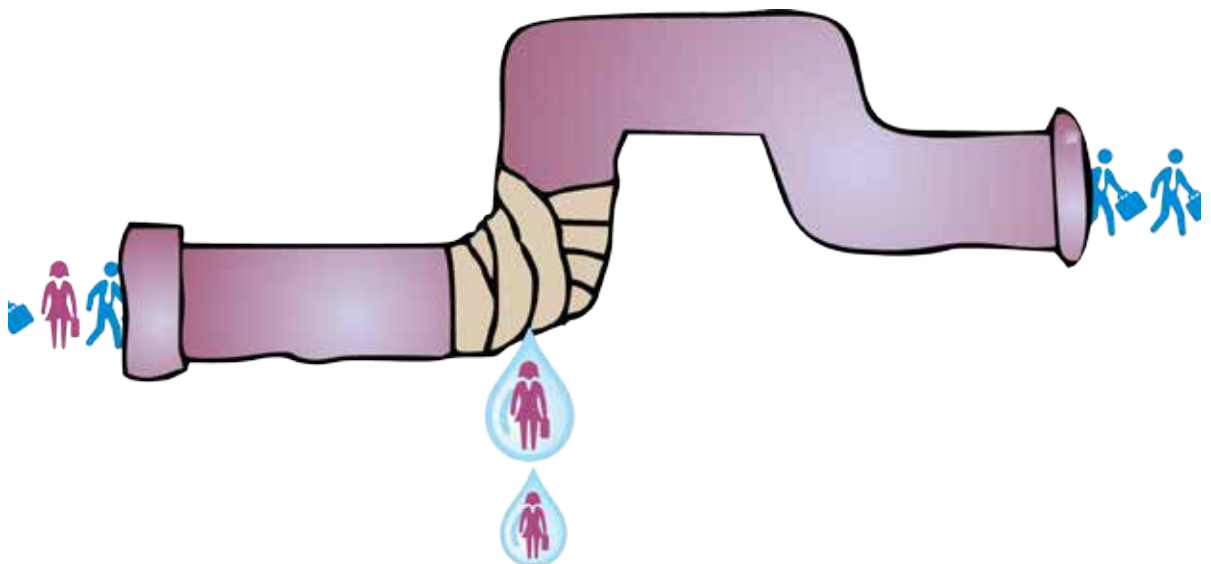
Figure 4. Gender segregation in management occupations

Source: Illustration by Céline Manillier (ILO, 2015, p. 13)

Organizational Self-Assessment 1 – A Gender organogram
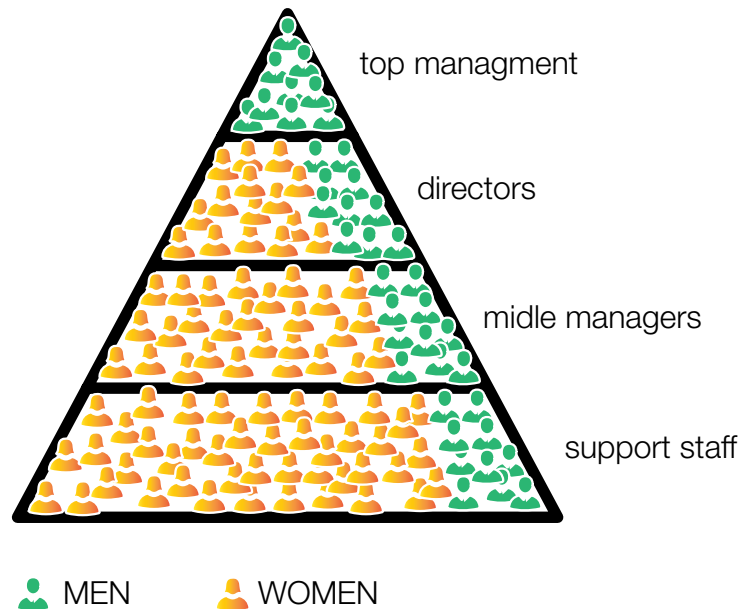
Fill in a gender organogram of your organization (gather previous information on the number of men and women at each level of the organizational chart). This information is usually available in annual reports and other high-level documents. Make a visual drawing and keep it on your desk within your sight.

The **glass escalator** (or *glass elevator*) metaphor captures the fast career advancement of men in relation to women in female-dominated sectors such as caring, nursing, education and social work as well as the likelihood of earning higher wages than women. Men and women working in non-traditional occupations face discrimination, but the forms and consequences differ (Williams, 1992). The study carried out by Christine L. Williams shows that unlike "non traditional" women workers, most of the discrimination and prejudice facing men in traditionally "female professions" stems from outside, not within, the organizational settings. The qualitative study shows that the common belief among men and women is that men are given fair - if not preferential - treatment both in hiring and promotion opportunities, a fact accepted by supervisors and peers and well-integrated into the organizational culture (Williams, 1992). Such empirical evidence has strengthened the arguments put forward by scholars in adopting the view that organizations

are gendered and not gender-neutral. Accordingly, such findings in relation to men as minority groups in some sectors and organizational settings challenge Kanter's argument in relation to the limitations faced by "skewed" groups within organizations. The restrictive behaviour dynamics generated may hold true in general for women, but not for men, meaning that their experiences as "tokens" tend to be different. Such evidence has given rise to some criticism regarding Kanter's approach, as she tended to overlook that organizations are gendered; being gender regimes, organizations tend to reflect the wider gender order and the gender bias – i.e. the social and cultural factors that give precedence to the social assumptions on the *masculine* over the *feminine* attributes (Lewis and Simpson, 2012).

Figure 5. **The glass escalator metaphor in a cartoon**

Source: Cartoon by Agata Hop, Poland. UN Women – Beijing Platform for Action Turns 20. Comic and Cartoon Competition-Winners
http://beijing20.unwomen.org/en/get-involved/comic-competition/winners

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The **glass cliff** metaphor was suggested by Michele Ryan and S. Alexander Haslam to highlight the fact that once they finally break through the glass ceiling, women are more likely to fill risky managerial positions which compromise their performance. Their study points out that they are more likely to achieve board positions in a context of crisis or high risk of failure (Ryan and Haslam, 2005). Extending this powerful image, it may also refer to the fact that women are often given very ambitious objectives to accomplish or even unrealistic goals. Furthermore, in line with Kanter's findings they often find themselves under close scrutiny – not only over the way they manage (whether their management style is consistent with "feminine" stereotypes), but also over the way they look, dress, speak, interact; moreover their styles are often subject to criticism and resistance. It is harder for them than for their male counterparts to convince their colleagues in the boardroom, the employees at large and the stakeholders of their potential as leaders. In these circumstances any flaw, any small flaw, is particularly exposed, visible and magnified, and may fatally damage their image and precipitate the sharp fall from the top.

Figure 6. **The glass cliff**
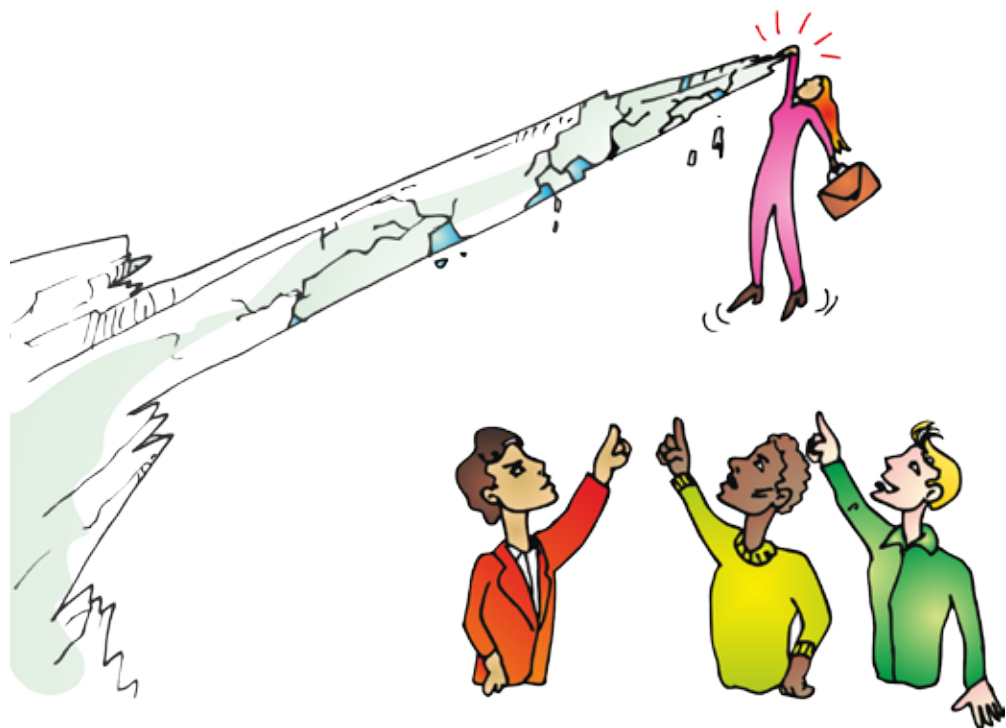
Whereas the well-known glass ceiling metaphor is intended to illustrate the numerical under-representation of women in managerial jobs and emphasizes the structural barriers that bar women from the highest ranks, the **firewall** is a more recent metaphor – used for the first time in 2010 by Regine Bendl and Angelika Schmidt (2010) and allows us to rethink organizations as a set of institutional practices; discourses and narratives; social relations; values; norms; assumptions; daily routines; and gender assumptions. In line with the gendering organization theories (see above), it follows a constructivist approach and lays emphasis on the way in which gender inequalities are produced and reproduced through daily work routines, social interactions, narratives, symbols and language. Deviating from the assumptions underlying the glass ceiling metaphor, we are now encouraged to reflect on organizations as social constructions and on the main actors involved in the gendering process.

This leads to pertinent questions, for example: who are the individuals who have access to privileged information, knowledge and social capital (who has the password to access the high ranks); who are the gate keepers (see also Chapter 2.1); and who are those defining the work procedures, the recruitment, assessment and promotion criteria, the work organization, the working time, the main formal and informal work routines? Who are those creating exclusive circles and defending their interests, the current status quo, enacting boundaries and defensive strategies – the firewall – so as to deny access to outsiders (women and minority groups)?

"The glass ceiling metaphor offers insights only into structural aspects of discrimination" (Bendl and Schmidt, 2010, p. 628). This authors' assertion is the basis for a different approach according to which barriers inside organizations are not inert and static, but fluid and dynamic. Exclusion and discrimination are processes that can be questioned, transformed or even eradicated. This implies questioning the assumption that organizations are gender-neutral. Organizations are gendered, and the gendered processes generate and reproduce gender inequalities but there is always room for their suppression. Managing change through a wide participatory and collaborative process (see Chapter 2.1) is seen as a fundamental step in revising institutional policies, practices, work routines, work organization, dominant assumptions (gender assumptions), common rituals, formal and informal patterns of social interaction, the internal culture, and so forth, so that all employees, regardless of gender, age, ethnicity, nationality, will have access to the password and to key positions. Revisiting Kanter's seminal work, Patricia Lewis and Ruth Simpson try to expose the hidden dimensions of gender power through a post-structuralist lens which is transposed to the conceptual framework around an (in)visibility vortex. Struggles and tensions around the "norm" (the invisible, universal, taken-for-granted male power)

are highlighted. They occur within organizations through the processes of preservation and concealment of the norm, through the maintenance of the normative standard established by the male majority (here we can think of the role of gatekeepers aiming at keeping intact the status quo, the privileges and power) or the dynamics from the margins that may make the norm visible and challenge, resist or even struggle over normativity and expose other alternatives (Lewis and Simpson, 2012).

Figure 7. **The labyrinth**

Labyrinth is a metaphor that adds new insights to our understanding of gender imbalances in top management. While the previous metaphors are exclusively concentrated on organizational barriers, this image draws our attention in a more comprehensive way to women's lives and trajectories and the "sum of many obstacles along the way" (Eagly and Carli, 2007, p. 63), bringing together the organizational and professional constraints, and also the family-related ones (for instance, the prevailing asymmetries in domestic and caring responsibilities), which increase the total burden of work for women and in many cases limit the time available to invest in further training opportunities and in their careers, social networking and social

capital. But the labyrinth image may also be extended to point to society-based constraints, ranking from ideologies and gender stereotypes to public policies and State support to advance gender equality. "(…) the glass ceiling metaphor fails to incorporate the complexity and variety of challenges that women face in their leadership journeys" (Eagly and Carli, 2007, p. 64). Multiple factors - organizational, family, social and individual ones – explain the under-representation of women at decision-taking tables. Women's lives can, therefore, be compared to a labyrinth – a very complex route, a complex network of pathways with walls all around, of intricate crossroads and conflicting paths, of twists, turns and blind alleys. The labyrinth also causes some detrimental psychological effects: such as discouragement and low ambition due to the perception that the top is remote and unreachable.

1.3 The main barriers to gender equality in management and leadership positions

The obstacles that keep women from high-profile positions in organizations are now well-documented. The reader is now invited to reflect upon those constraints, which fit into the debates that are systematized here, as well as into the explanations and arguments raised by the theoretical approaches covered by this chapter.

Gender stereotypes are one of the most powerful barriers to the advancement of gender equality. They are simplistic, preconceived and deep-seated generalizations about women's and men's attributes, abilities, social roles and aspirations, which are deeply embedded in organizations and all social institutions (as gender regimes), and are frequently mobilized unconsciously by social actors through norms, values and practices. They shape and constrain interpersonal relations, social expectations and individual options in relation to family life, education, occupations and careers. Stereotypes are closely related to traditional gender assumptions whereby men are the primary breadwinners and have innate attributes as leaders and managers (ILO, 2015), while women possess the attribute of an innate care ethic and have a primary role as care-providers. Stereotypes are founded on a set of symbolic asymmetries, which reflect the wider social representations regarding effective and successful leadership and the most suitable attributes for filling positions of influence and power in organizations and society at large – rationality, assertiveness, independence, domination, power-orientation and a career-focus. All these are "agentic" qualities that are socially attached to men (Early and Carli, 2007). One common assumption is, therefore, that

effective leadership/management conflates with hegemonic masculinity (the male stereotype) (Bailyn, 2006)

On the flip side, women are widely perceived as having "communal" attributes, being helpful, gentle, sensitive, soft-spoken, sympathetic, kind, pleasant, open, cooperative, emotionally expressive, caring and people-oriented (Eagly and Carli, 2007, p. 66). According to the dominant stereotype, women in general do not fit into the *male-typed* executive role (Wajcman, 1998); therefore, the "think manager, think male bias" partly explains why women end up with fewer career opportunities (Schein, 2001, quoted in Ryan and Haslam, 2005: 82). Kanter put this very clearly:

> [The] 'masculine ethic' elevates the traits assumed to belong to some men to necessities for effective management: a tough-minded approach to problems; analytic abilities to abstract and plan; a capacity to set aside personal, emotional considerations in the interests of task accomplishment; and a cognitive superiority in problem-solving and decision-making … when women tried to enter management jobs, the 'masculine ethic' was invoked as an exclusionary principle.
>
> (Kanter 1977, p. 22)

Gender stereotypes generate assumptions about different occupations, sectors and positions in which men and women work, accounting for the persistent horizontal and vertical gender segregation (the so-called glass walls and glass ceilings), as well as for the direct and indirect discrimination and unconscious bias in recruitment, selection and promotion that continues throughout the career life-cycle. As gender stereotypes are also embedded in individual identities and subjectivities, they constrain options, decisions, expectations and aspirations (See Table 2).

Organizational Self–Assessment 2 – Reflect on job stereotypes in your organization.

TASK 1	TASK 2	TASK 3
Name the typically "male" and typically "female" jobs in your organization (2-3 examples)?	Which jobs seems to have more recognition, more status in your organization? Are the latter dominated by men or women? What are the "attributes" of women and men that would justify that division of labour?	Discuss what might change the situation? What are the actual competences needed to carry out that job?
"Female" job	"Female" job	
"Male" job	"Male" job	

Source: ITC-ILO/EU (2008).

1 · Theoretical insights and conceptual tools for understanding gender (in)equality in organizations

The table below illustrates some of the most common female and male stereotypes and shows how they have been reproduced through the main socialization agents:

Table 2. Female and male stereotypes

FEMALE GENDER STEREOTYPES

Gender stereotypes begin the second a baby's gender is found out. As soon as we find out it's a girl, we immediately begin decorating a pink nursery filled with soft décor and butterflies and flowers. We assume that our daughter will be very "girly" and fill her closet with frilly dresses and her toy box with tea sets and dolls. What this is essentially doing, even though many parents don't realize it, is setting our child up to be the "perfect lady," and teaching her how to be the stereotypical woman. We are teaching her that girls are supposed to wear dresses, serve food, and take care of babies; the biggest and most common stereotype put on women.

Have you ever watched a little girl playing house? Even as young as five or six, she is well aware that she is supposed to stay home with the baby while the husband goes to work, and she has dinner ready when he gets home. Here is another stereotype: women stay at home while men go to work. While there are a million gender stereotypes about females, these are definitely the biggest, and the most debated by feminists of today. Some other stereotypes include:

- Women are supposed to have "clean jobs" such as secretaries, teachers, and librarians Women are nurses, not doctors
- Women are not as strong as men
- Women are supposed to make less money than men
- The best women are stay-at-home moms
- Women don't need to go to college
- Women don't play sports
- Women are not politicians
- Women are quieter than men and not meant to speak out
- Women are supposed to be submissive and do as they are told
- Women are supposed to cook and do housework
- Women are responsible for raising children
- Women do not have technical skills and are not good at "hands on" projects such as car repairs
- Women are meant to be the damsel in distress; never the hero
- Women are supposed to look pretty and be looked at
- Women love to sing and dance
- Women do not play video games
- Women are flirts
- Women are never in charge

MALE GENDER STEREOTYPES

Stereotyping is no different when it's found out that a boy is on the way. The nursery is decked out in blue, his closet is filled with tiny jeans, polo shirts, and boots, and the theme is usually something like jungle animals or dinosaurs; something tough. Boys' toys consist of trucks, dinosaurs, action figures, and video games. From the beginning boys are taught to be tough, to be protective, and to defend themselves. Boys are taught that daddies go to work and mommies stay at home; from their point of view, boys have fun and girls do all the work.

Are you surprised to hear that most parents admit that they do not teach their sons how to do chores such as washing dishes or folding laundry?

Instead, they teach them to take out the trash and mow the lawn; from the get-go boys are made to think that certain household chores are "women's work." This is a major stereotype, but the majority of American households today would prove this to be true. Men are supposed to do the dirty jobs and anything that requires muscle, they are also supposed to go to work and provide for the family. Little boys see this and the stereotype continues.

Other gender stereotypes that inaccurately try to describe all men are:

- All men enjoy working on cars
- Men are not nurses, they are doctors
- Men do "dirty jobs" such as construction and mechanics; they are not secretaries, teachers, or cosmetologists
- Men do not do housework and they are not responsible for taking care of children
- Men play video games
- Men play sports
- Men enjoy outdoor activities such as camping, fishing, and hiking
- Men are in charge; they are always at the top
- As husbands, men tell their wives what to do
- Men are lazy and/or messy
- Men are good at maths
- It is always men who work in science, engineering and other technical fields
- Men do not cook, sew or do crafts

Source: ITCILO/ International Labour Standards, Rights at Work and Gender Equality (2015), pp. 24-26.

In the case of the small number of women who have reached the top in their organizations – or "the tokens", as termed by Kanter (1977) – the challenges that they face are worth noting. The first identified derives from their **high visibility** as a minority group, leading to higher performance and over-achievement pressures relative to their male counterparts. Second, they are usually isolated by the dominant group – those defining the organizational structure, procedures, policies, the organization of working practices, core values, formal and informal norms; and they are subject to **differentiation and alterity** (being "othered" by the "dominants"), which is the manifestation of a hostile context of exclusion (an effect that, in our opinion, strengthens the relevance of the firewall metaphor). Research has shown how difficult women find it to participate in informal networks formed, activated and developed by men ("homosociality") – the so-called boys' clubs or old boys' networks (Rhode, 2003) which, again, are part of the "firewall" (Bendl and Schmidt, 2010).[2] Third, the tokens are particularly subject to stereotyping, according to the stereotypical conceptions held by the "dominants" in relation to the group to which they belong, which leads to the negative effect of "**role entrapment**". In other words, women in these positions face the pressure of not behaving according to their genuine characteristics, attributes, abilities or aspirations. Instead, they tend to limit them and adjust their work positions to the social expectations determined by gender (female) stereotypes. Another implication of this is the perpetuation of gender stereotypes (Kanter, 1977).

> They include the role of: 'seductress' or sex object which focuses on women's sexuality and which demands that women behave in recognizably "feminine" ways; the mother, whereby women are seen to represent an ethic of care; the 'pet', which perceives a woman as a non-threatening 'cheerleader' and mascot for her male colleagues; while the final stereotype of the 'iron maiden' is applied to a woman who, in a bid to appear competent, may exhibit too many masculine traits and who is often criticized for being insufficiently feminine.
>
> (Lewis and Simpson, 2012, p. 146).

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2   Problems of exclusion are greatest – as Rhode (2003, p. 165) reminds us – for those who look, or are perceived as, "different", on grounds not only of gender, but also of race, ethnicity, disability or sexual orientation.

High visibility leads to **exposure** and **close scrutiny,** therefore exacerbating any minor flaw that is committed by a woman (as also captured by the "glass cliff" metaphor). Moreover, such women tend to face the so-called **double bind (or double standards) dilemma**: they are criticized if they act according to the feminine stereotype – perceived and described as being neither agentic and hard enough, nor objective and rational when taking decisions; however, if their behaviour does not fit into the communal stereotype, they are often criticized for lacking communion (Eagly and Carli, 2007, p. 66). This is a further obstacle in the complex "labyrinth" that women face along their career paths. As Judy Wajcman notes: "a particular action or experience might be defined as 'firm', 'decisive' and 'rational' when constructed in relation to a man, and as 'bossy', 'hysterical' and 'irrational' where a woman is involved" (Wajcman, 1998, p. 61). In a similar vein, Deborah Rhode also states: "What is assertive in a man often seems abrasive in a woman (…). Women who take strong positions risk being stereotyped as 'bitchy', 'difficult', or 'manly'" (…). Behavior that is acceptable for male leaders is often considered 'bossy' and 'domineering' in their female counterparts" (Rhode, 2003, p. 162-163).

Under such circumstances, and facing the downsides of exacerbated visibility, women may adopt strategies designed to reduce or annul these perceptions (Kanter, 1977). This may be achieved by adopting a **low-profile behaviour** in order to reduce heightened visibility, through "tokenism eclipse", trying to remain unnoticed (invisible) and to "**disappear**" as the "other" (Lewis and Simpson, 2012) – a syndrome already depicted as the "frozen rabbit" (Macdonald, Sprenger and Dubel, 1997, p. 87). Or, alternatively, by incorporating the values and adopting the practices of the dominant group (the male ethic), aligning themselves with masculine practices and integrating the overvalued world of men, through a process of **assimilation** (Lewis and Simpson, 2012). For Wajcman (1998), there is not much room at the top for women, so they have to accommodate and manage like men. Named as "queen bees" (Kanter, 1977), these women tend to distance themselves from other women and, as the dominant group, act as gatekeepers and enact boundaries ("firewalls") in relation to other women. Such a strategy is the "password" that allows them to be accepted by the dominant group, while at the same time giving them a status of uniqueness inside the organization (Nogueira, 2009). Thus the placement of more women in top managerial positions does not necessary imply – as Kanter predicted – a feeling of sisterhood or a behaviour of solidarity towards other women. Negative intra-gender relations between women have been a less developed topic of study. Mavin, Williams and Grandy (2014) are among the few who have conducted studies on other hidden forms of gender in action in organizations, relating to intense competition between women and processes of "female misogyny".

The underrepresentation of women in top managerial positions not only exacerbates their visibility as "tokens"; the effects seem to be rather complex as such a low numerical expression also generates an **invisibility effect**. If only men are visible as leaders, then the stereotype that associates management and leadership with men is reinforced: it seems to be confirmed, and it gains (and regains) empirical consistency. Moreover, for those women that are highly qualified and committed to their jobs, reality shows that their efforts and their investment in their work might be worthless, as only men seem to succeed in climbing to the top. The lack of women in the managerial ranks prevents other women from having **role models**, self-confidence and career aspirations. On the other hand, if more women come to be involved in senior positions, then more women will find it subjectively possible to get there, to upgrade their ambitions and strive to reach the top. It is very likely that social perceptions and gender stereotypes will therefore be challenged. Gender numerical balance seems to matter and may be one of the driving forces behind change. However, our position is in line with the arguments asserting that gender balance and gender equality are not synonymous – contrary to what Kanter (1977) tended to assume in her seminal work. Numbers may have an impact on the organizational structure and even on subjectivities, but they are not enough to challenge the dominant norms, values, practices and gendered relations of power and privilege.

There is also evidence that many highly educated women **downgrade their aspirations** because the dominant culture in many organizational settings relies on a traditional representation of the ideal worker – the male breadwinner worker, the worker not committed to family or care responsibilities. **The long hours culture** is, therefore, one of the most striking barriers to the advancement of gender equality in organizations. This idealized model imposes a strong commitment to "extreme jobs" (Hewlett and Luce, 2006), 24-hour commitment – the "round the clock, round the world ethos" – as it has been called (Wittenberg-Cox and Maitland, 2008: 50). In their study, Hewlett and Luce (2006) found that respondents who reported working 60 hours or more per week were high earners, held managerial positions, and had at least five of the characteristics displayed in Table 3.

Table 3.   Characteristics of extreme jobs

- Unpredictable flow of work
- Fast-paced work under tight deadlines
- Inordinate scope of responsibility that amounts to more than one job
- Work-related events outside regular work hours
- Availability to clients 24/7
- Responsibility for profit and loss
- Responsibility for mentoring and recruiting
- Large amount of travel
- Large number of direct reports
- Physical presence at workplace at least ten hours a day

Source: Hewlett and Luce (2006, p. 51).

These elements are part of what Collinson and Hearn (1996) described as "cultures of careerism", in which (male) managers are often expected to work long hours, meet tight deadlines, travel extensively and move house when required by the employer. Such work demands are often incompatible with family responsibilities. This explains why such managers tend to rely on the support of wives to manage all their domestic and family issues.

One of the most important requirements for pursuing a successful career is, therefore, total flexibility, meaning **total availability** to the organization. Men are likely to be more "flexible" – free, available for a long-hours culture, willing to set up and participate in meetings late in the evening and at weekends, to be actively involved in networking after a long-working day and to travel frequently. Those who are not totally available or visible in the organization for long hours are seen as not committed enough to fill senior positions in the organizations. This means that the classical career model is still the predominant one, still supporting the traditional male life-cycle and excluding other alternatives. "Mothers are not seen as appropriate employees for senior management levels (…). Family-friendly policies have been directed towards women and have not disrupted the male standard of a manager" (Wajcman, 1998, p. 105). The dominant model of the ideal worker does not fit into many women's identities and life projects. As Lewis and Humbert (2010) suggest, the **gendered construction of the ideal worker** and ideas of competence still conflate powerfully with hegemonic masculinity.

Many women do not want to make a choice between having a family, raising children and having a prosperous career. However, top management positions frequently impose such an option. In some cases, the conflict is

so overwhelming that women opt out, either by interrupting their careers or by definitively dropping out, moving "off ramps" (Hewlett and Luce, 2005) – a phenomenon that the metaphor "leaky pipeline" also aims to illustrate (see the previous section). Research has also shown that "having it all" is a myth in the case of successful, career-oriented women, highlighting the high personal costs imposed on them (Hewlett, 2002). Such a long-hours culture is commonly embedded in informal working practices, as part of the set managerial masculinities that are exclusive and represent a boundary ("a firewall") not only to those who struggle to balance professional and family duties (still mostly women), but also to an increasing number of men who find themselves constrained by the hegemonic male model of work organization (Collinson and Hearn, 1996; Wajcman, 1998).

A further constraint has to do with the **lack of social capital**, for which (as already mentioned) they fail to have the password to access such networks, which are mainly male-dominated. Moreover, since the family responsibilities tend to fall on their shoulders, many women do not have time to spend on social networking, socializing and building professional networks, or investing in their careers (a topic included in the "labyrinth metaphor", which is particularly relevant, but lies beyond the scope of our handbook focusing on organizational constraints to gender equality and the need to engender an organizational change approach).

In the already-mentioned 2013 company survey conducted by the ILO's Bureau for Employers' Activities among 1,300 private sector companies in 39 developing countries, respondents were asked to rank the most significant barriers in order of their importance. In this chapter we have reviewed most of them, but others may be considered – particularly in some organizational settings and cultural contexts (See Table 4).

Table 4. Ranking of Barriers to women's leadership

1.	Women have more family responsibilities than men
2.	Roles assigned by society to men and women
3.	Masculine corporate culture
4.	Women with insufficient general or line management experience
5.	Few role models for women
6.	Men not encouraged to take leave for family responsibilities
7.	Lack of company equality policy and programmes
8.	Stereotypes against women
9.	Lack of leadership training for women
10.	Lack of flexible work solutions
11.	Lack of strategy for retention of skilled women
12.	Inherent gender bias in recruitment and promotion (ranked the same as)
12.	Management generally viewed as a man's job
13.	Gender equality policies in place but not implemented
14.	Inadequate labour and non-discrimination laws

Source: ILO (2015, p. 16).

Organizational Self-Assessment 3 - What are the trends in your organization in relation to work routine?

CHARACTERISTICS	IS IT SEASONAL? OR HAS IT EVOLVED OVERTIME	IS IT AFFECTING EVERYBODY IN THE ORGANIZATION?	IN RELATION TO THE ORGANIGRAM PYRAMID IN SELF-ASSESSMENT 1 ON W/M RATIO, ARE WOMEN AND MEN AFFECTED IN THE SAME MANNER?
Unpredictable work flow and work meetings			
Long hours			
Working on weekends			
Availability 24/7			
Large amount of travel			
Internal competitiveness			
Attendance in work-related events outside working hours (i.e. dinners, etc.)			
Physical presence in the workplace			
Fast pace			
Tight deadlines			
Others			

Source: Based on Hewlett and Luce (2005, 2006)

Using the response of self-assessment 3, identify what are the possible strategies and measures to mitigate those characteristics.

1.4 Approaches to gender mainstreaming in organizations and in organizational change

In chapter 2 readers will find the systematization of organizational change approaches through a gender lens. Beforehand, in our view it is worth looking into the main theoretical frameworks that adopt different definitions of gender, have diverse visions of gender equality and interpretations of the problem of gender inequalities, and follow different approaches to organizational change. For this purpose we have selected four approaches that have been outlined by authors such as Deborah Kolb, Joyce Fletcher, Robin Ely and Debra E. Meyerson.

According to the *Fix the women approach* women are the main targets of change (see Table 5). Drawing on an individualistic and liberal view, this approach considers that organizations tend to work in a rational way, so that normally there are no discriminatory processes involved, and the main problem lies in the fact that women lack the most strategic skills and qualifications, as well as the most adequate leadership styles and managerial experience required for their career success and for achieving the most influential positions in organizations. Men and women are not inherently different; the differences are not naturally determined but induced by society. The gender gap is caused by gender-typed socialization processes that limit the educational options of boys and girls, their future occupations, and their personal and professional aspirations. In order to overcome gender inequalities, a change project must help women overcome their "handicap" in such a way that they can develop the required skills and the most valued leadership and managerial styles. Mentoring, coaching and training are therefore fundamental tools (Ely and Meyerson, 2000; Fletcher and Ely, 2003).

However, following the recommendation of this approach, the predominant workplace structures and cultures (male/androcentric cultures) are not challenged, questioned or reformed. The underpinning idea is that women need to adapt themselves to such dominant norms, to male-career models, to the existing leadership styles and practices. Furthermore, it does not explain the reasons why, when women have exactly the same qualifications as men, they have fewer career opportunities – a phenomenon named as "gliding segregation" by Holt and Lewis (2011), meaning that men and women working at the same workplace, with the same levels of education, often end up doing different tasks, with different opportunities for promotion and career development.

The second approach is intended to value the differences between women and men and celebrate them (Table 5). It also focuses on the gendered dimension of the socialization processes, which reinforces the natural differences. We live in a male-dominant culture, with a legacy of patriarchal values, and therefore women's skills and attributes are undervalued. The solution is not to eliminate gender differences, but rather to recognize and value them (Ely and Meyerson, 2000; Fletcher and Ely, 2003). Organizational initiatives have to include and recognize the women's way of thinking and acting, being "gender bilingual" and capitalizing on the complementary qualities and natural characteristics of men and women. By being bilingual, organizations maximize their achievements, combining a "hard" management profile, a transactional (typically masculine) leadership style and a "soft" management (relational, participative and people-oriented), which is a transformational (typically feminine) leadership style. The concept of equality is rejected in favor of equity, since the new project lies in celebrating gender differences, and valuing both men and women's characteristics. A further purpose is to integrate this change project into a broader diversity approach.

So if this frame pays attention to the lower value attributed to the skills and qualities associated with femininity, the solution is placed in dual codes, dual languages, dual styles, a dual and dichotomic organizational world. Organizational change would probably mean that women were in positions and occupations requiring emotional work and soft skills, and provided with working time arrangements compatible with their family responsibilities. On the other hand men would keep filling the jobs requiring technical expertise, logical skills, strategic or risk orientation, and would be freed from a family-friendly working time. The current dominant organizational model is criticized but only to the extent that it is not women-friendly or women-sensitive. Thus, there is the risk of these perspectives reinforce (not challenging) gender stereotypes (Ely and Meyerson, 2000; Fletcher and Ely, 2003; Kolb et al., 2003).

A third approach advocates an equal opportunities position and emphasizes the fact that existing power structures create different opportunities for men and women in organizations. So, with regard to public life and the business organizational sector in particular, women have fewer opportunities and resources to achieve visibility and power – or to smash the "glass ceiling" (See section 1.2). The approach to change relies on the need to implement affirmative action in recruitment and promotion processes in order to correct the structural-based gender bias (Alvesson and Due Billing, 2009). The implementation of work-family programmes is often considered, so that those with care responsibilities also have the opportunity to advance in their careers. This perspective provides us with an important contribution as the focus is shifted towards the need for equal opportunities and for reforming the

organizational structure. So when the progress is shockingly slow, proactive measures and affirmative action are alternatives to be considered.

The limitation is that this perspective tends to disregard the importance of changing or transforming the male-dominant organizational cultures. And often men are not seen as a target, which may create some resentment and resistance within the organization (Ely and Meyerson, 2000; Fletcher and Ely, 2003; Kolb et al., 2003). Many studies have shown that current organizational models can be oppressive for men too, in particular for those who do not fit into the normative model of hegemonic masculinity – as highlighted in previous chapters (Collinson and Hearn, 1996; Wajcman, 1998). However, building on these critical points, this approach has, in our view, room for improvement by integrating innovative insights from other frameworks

The fourth approach lays emphasis on the need to reform dominant organizational cultures. Gender is conceived as a complex set of social relations, produced and reproduced across a range of social (formal and informal) practices and narratives in organizations. In line with the theories stressing the gendering processes within organizations (Section 1.1.), the argument is that, while appearing gender-neutral, organisations are inherently gendered.
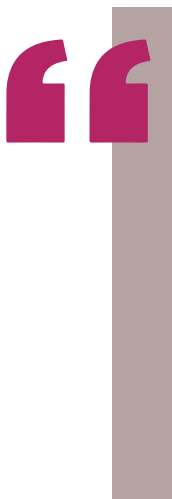
> What, then, does it mean to say that organizations are gendered, that their value systems, their structures, cultures and practices, their accountability and incentive systems, are gendered? It means that all these things signify something different to women and to men: women and men are situated differently in organizational structures; organizational cultures operate differently for men and women, universally favouring men over women; women's and men's work is valued differently in the organization and may even be defined differently, with women's job descriptions, subject areas, and sometimes even management styles being defined or conditioned as extensions of their private roles and functions.
>
> (Macdonald, Sprenger and Dubel, 1997, p. 27).

Managing a deep cultural change is therefore seen as the most adequate strategy, requiring a full and comprehensive process of identification, revision and dismantling of all oppressive social practices, The revision must include the following:

> Formal policies and procedures

> Informal work practices

> Norms and patterns of work

> Narratives, language and other symbolic expressions

> Informal patterns of everyday social interaction (Ely and Meyerson, 2000, p. 114)

Table 5. Four frames on gender and the approach to organizational change

	DEFINITION OF GENDER	PROBLEM DEFINITION	VISION OF GENDER EQUITY	APPROACH TO CHANGE	BENEFITS	LIMITATIONS
Fix the Women	Socialized sex differences	Women lack skills, know-how to "play the game"	No differences between men and women; just like men	Develop women's skills through training, mentoring…	Helps individual women succeed; creates role models when they succeed	Leaves system and male standards intact; blames women as source of problem
Celebrate differences	Socialized sex differences; separate spheres of activity	Women's skills not valued or recognized	Differences recognized, valued, preserved	Diversity training; reward and celebrate differences, "women's ways"	Legitimates differences; "feminine" approach valued; tied to broader diversity initiatives	Reinforces gender stereotypes; leaves processes in place that produce differences
Create equal opportunities	Sex differences in treatment, access, opportunity	Differential structures of power and opportunity yield less access, fewer resources for women	Create level playing field by reducing structural barriers, biases	Policies to compensate for structural barriers, e.g. affirmative action, work-family benefits	Helps with recruiting, retaining, advancing women; eases work-family stress	Has minimal impact on organizational cultural; backlash; work-family remains "woman's problem"
Revise work culture	A central organizing feature of social life embedded within belief systems, knowledge systems, and social practices	Social practices designed by and for white, heterosexual, class-privileged men appear neutral but uphold differences	Process of identifying and revising oppressive social practices; gender no longer an axis of power	Emergent, localized process of incremental change, involving critique, new narratives, and experimentation	Exposes apparent neutrality of practices as oppressive; more likely to change organization culture; continuous process of learning	Resistance to deep change; difficult to sustain

Source: Fletcher and Ely (2003, p. 5)

1 · Theoretical insights and conceptual tools for understanding gender (in)equality in organizations

The main limitation is that deep changes may not occur at the desirable pace, or may not happen at all. This perspective seems to overlook the processes of resistance to deep change (Ely and Meyerson, 2000, p. 106).

Organizational Self-Assessment 4: What are the policies in your organization that might contribute to greater gender equality?

	YES OR NO	HOW IS IT IMPLEMENTED AND WHO BENEFITS?
Specific Gender Policy (or strategy)?		
Maternity policy		
Paternity policy		
Parental leave		
Part-time policy (for both men and women)		
Policy for staff with family responsibilities (including care for aging parents)		
Telework policy for both men and women		
Flexible working time		
Crèche on work site or other family service		
Policy on sexual harassment		
Affirmative action policy in recruitment and promotion		
Gender marker (see OECD marker)		
Resource tracking based on gender (or gender-responsive budgeting)		
Monitoring and evaluation of the gender integration		
Other		

1.5 Assess the readiness for organizational change for gender equality

ITC-ILO - Johanne Lortie

The one given common factor across these four approaches seen in the previous section (Fix the women, Celebrate the difference, Create equal opportunities and Revise work culture) is that gender is not only an organizational-level issue but an individual one anchored in personal beliefs, values and behaviour. "We are not simply seeking to "add" a gender dimension to organisations. As a matter of fact organisations are always being influenced by gender factors that contribute to shaping them. Gender affects an organisation at every one of its working levels: in its culture, structure, processes and procedures; in its systems, infrastructure and beliefs, in its individual and collective practices and behaviours." (GTZ, 2001,p.10). Before assessing the readiness for change we need to understand what change is and what it implies for individuals, teams and the organization as a whole. There are no single magic recipes for managing change, particularly when it addresses gender equality. It is a complex, nonlinear process that requires constant readjustments and thinking outside the box. The more conventional process of identifying the problem-diagnosis-solution is difficult to follow when the problems we are trying to resolve are part of a bigger picture: "achieving gender equality in our institution". We may have identified internal solutions but the change process will continuously be influenced by outside factors (as we will see in K. Levy Web of Institutionalization).

To assess readiness we look to the change management school of thought. What is change management and what does it means in the organizational setting? How can these approaches help gender "activists" generate actual positive organizational change towards gender equality?

Change management represents the "management of the human aspect" of implementing a change project. Professional management of the "human aspect" in particular helps reduce the level of resistance put up by individuals. (Arcand, 2007, p. 40).[3]

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3   In the original text " L'entreprise, par le biais de la gestion stratégique du changement (et de ses gestionnaires de changement), doit donc prendre un main toute la dynamique humaine ou sociales du changement et ce, dans le but avoué de minimiser les résistances naturelles inhérentes à la nature humaine (…) » (Arcand, 2007, p.40).

Michel Arcand explains that for change to happen four conditions must be met:

- ❯ Creating awareness among staff and management;

- ❯ Increasing the willingness of actors;

- ❯ Improving individual and collective skills;

- ❯ Allowing mobilisation of actors. (Arcand, 2007, p. 99)

These conditions are even more important when the organizational change is targeting values and behaviours. Taking the example of gender stereotyping, if staff and management do not recognize or acknowledge the gender stereotyping that takes place on its work premises, then action for change may fall short of the need. To increase the willingness of staff to act, and in particular management and decision-makers, there must be a shared sense that it is not possible to continue with business as usual, and that something must be done to counter those gender stereotypes: the risk of staying with the status quo is greater than the possible risk in proposing some changes. Many organizations are starting to include gender issues in their risk register.

But what can be done? This is where individual and collective skills come in play. If the organization is a "learning organization" then the capacity-building would be part of a continuous process. Based on this capacity staff are mobilized, each in their own capacity (i.e. HRS would put out new recruitment procedures, add new parameters to evaluate performance; customer service would ensure that gender needs would be considered in their services; etc.). These conditions are important to consider when embarking on a change process. Assumptions based on stereotypes are made every day by decision-makers, operational level staff and by gender experts (though in the latter case they may disadvantage men rather than women) so mobilization need to occur at every level for this specific change project.

Although it is not possible to reduce the change process to a simple equation Gleicher (rework by Beckard/Harris and then Dannemiller) helps us keep in mind these key conditions (Dannemiller and Jacobs, 1992). Change equals $D \times V \times F > R$, when

D = Dissatisfaction with how things are now;

V = Vision of what is possible;

F = First, concrete steps that can be taken towards the vision;

If the product of these three factors is greater than

R = Resistance

If one condition is not met, then the change plan will fall short of the target. Similarly, each of Arcand's four conditions need to be met for change to take place. Change agents, whether they be at the top, mid-level or in operations, and who are firm promoters of gender equality, may have an overly positive view of the change process and should therefore be aware of myths relating to change in general and the challenges facing gender equality change agents. Myths relating to change may be that:

> The organization is well thought out

> Staff always act in the interest of the organization

> Individuals believe in the change

> The change occurs peacefully

> Change is easy when it is well thought out

> Change is always "good"

> Conflict is always damaging

> Managers still rely on change

> People must accept change "at any price"

> Staff want to be a stakeholder in change

This list, far from exhaustive, serves as a good reminder that even the best of causes may not be enough to rally the necessary support. Experience shows that change can be messy, chaotic and become a fertile ground for conflict. Throughout the change process checks and readjustments will be necessary through careful planning so as to overcome resistance and engage staff.

Change happens whether we like it or not, so how can we nudge it towards greater equality? First assess the readiness of your organization and go through the self-assessment below. Change management and organizational change through a gender lens is further elaborated in Part 2, section 2.2.

Organizational Self-Assessment 5

Is your organization ready for change?
Do this self-test by yourself or with colleagues and gender focal points.

In general:

Historic perspective:

How is your organization reacting to changes (on any matter) proposed by the management? (for example changes in technology used, or as a result of government legislation, or in societies' value system or internal changes in the structure, mandate, etc.)

How is the management reacting to proposed changes coming from below?

Were any gender "projects" implemented, and if so what was the impact?

What is the level of receptivity from both sides?

Gender Awareness

Is top management concerned about gender equality internally and in the services and products they deliver? If not you will need to work on building that concern (see section 2.2.3). If there is some awareness and interest, how authentic is it (to respond to external/internal pressure, tokenism etc.)?

Decision-making

How are the decisions taken? Is there a consultative process, or is it top down approach? If there is a gender specialist in the organization is that person often consulted by the top management in the decision process? Is the gender specialist consulted only on "women's issues" or more widely (on issues that at first sight might not seem relevant)?

Organizational capacity

Who are the enablers (staff who would understand and support actions on gender), where are they in the organization? Are they just a few, or do you have a good base? Who are the resisters and where are they positioned in the organization?

What is currently happening in the organization itself or in its environment that might have a positive or negative impact on gender issues in the organization?

If you have a specific gender "project", what are the financial and human resources needed?

2

Leading organizational change towards gender equality

Sara Falcão Casaca*

2.1 Organizational paradigms: putting gender on the agenda for debate

In order to reflect on organizational change from a gender perspective, a first necessary step is to conceptualize organizations by highlighting the main organizational paradigms. Drawing on the famous book written by Gareth Morgan (1986), the following metaphors have been selected:

> Organizations as machines.

> Organizations as living organisms.

> Organizations as brains.

> Organizations as culture (as a micro-society).

> Organizations as a political system.

These metaphors allow us to understand the main visions (common to all the different organizational paradigms) of such concepts as organizations, management, workforce, work organization, organizational structures, communication flows and decision-making processes. Gender has barely been integrated into organizational theory (See Part 1, Chapter 1.1). In our view, however, it is important to review the most influential organizational paradigms in order to better understand the need for the integration of a gender lens into the different approaches to organizational and management change.

One of the most influential organizational paradigms sees **organizations as machines** and considers that the workers are simply part of it – small pieces in a large formal, efficient, controllable, predictable and reliable machine. Management structures are particularly important, and extensive external control mechanisms are put in place throughout the vertical, rigid and complex hierarchy in order to ensure that the passive and poorly-skilled workforce is also extremely disciplined and works intensively, performing simple, fragmented, individualized tasks in very short cycles. There is a strong division of labour, in line with the dissociation between conception (management and organization activities) and execution, between managers' brains and workers' hands. Conceived as cogs in the large machine, workers are disregarded as human beings. The focus is on productivity, task efficiency, and on determining the best way of producing, managing and organizing work, doing it and controlling it, in line with the scientific principles of management

(such as those originally defined by Taylor in 1911). Labour relations tend to be adversarial and the management style has been described as transactional, owing to the focus on task-efficiency, supervision and control, either rewarding or punishing the workers according to their performance or productivity. In these work environments, the psychological contract is based on compliance. A further characteristic is the narrow view that this approach adopts to rewards and motivation, ignoring the intrinsic dimensions of work (such as the opportunity to perform a meaningful job or creative tasks with autonomy) and the characteristics of work organization. So the main mechanism used for motivation is monetary reward. Work procedures are transposed into formal rules designed to ensure standardization. Again, the structure has a very rigid design and relies on a lengthy hierarchy with many levels of authority: decisions, power and information are centralized at the top, and communication flows unilaterally from top to bottom. Management tends to resist organizational change. Therefore, bureaucracy and the centralization of power are key characteristics of the large machine (González, 2001; Kovács et al., 2014; Morgan, 1986; Watson, 2008;).

The **organism metaphor** portrays organizations both as complex systems and as open systems. Like our body, organizations are not immune to the external context; they have to adjust, adapt and accommodate to the external environment in order to survive. All the internal parts are interdependent, which means that when one component is not working well, all the other components may be affected. This raises an important point in terms of a transformative organizational change agenda: to achieve successful change, all the organs, departments and organizational levels have to be involved in the change process (Chapter 2.2) (Morgan, 1986).

Given the growing importance of knowledge, creativity and innovation in highly competitive and unpredictable external conditions, with demanding global markets, the theoretical thinking on organizations' learning processes has been given a significant impetus. Relying on flat, flexible, decentralized structures, the main purpose is to promote a participative learning environment in which workers develop the ability to question, challenge and change the existing norms, assumptions and practices (Macdonald, Sprenger and Dubel, 1997). This view is radically different from the bureaucratic organizational model and the workers' passive role in it. Workers' brains are seen as the strategic asset of the organization, and strategic human resource management is required to put in place the necessary mechanisms for the **organization to work as a brain**. In this regard, the low value usually given to women's skills limits the overall learning organizational potential (previously described as a phenomenon linked to the glass ceiling or the pipeline metaphors, for example), and is now increasingly recognized as a dimension in need

of revision (under a more comprehensive organizational change process towards gender equality, as we shall discuss later).

In the 1980s some scholars tried to emphasize the view of the **organization as a micro-society** (Sainsaulieu, 1987). Not only are goods and services produced, but also values, norms, regulations and beliefs. The managerial culture has become a very popular topic in management, human resource management, leadership and organizational theories. High-performing organizations and teams depend on their leaders' capacity to induce, disseminate and consolidate a shared vision of the organization's mission among workers. The socialization process needs to be considered as a way of fully integrating the workers into the organization, through that shared, common vision. The vision of the organization as a micro-society is particularly helpful for our understanding of the gendering processes inside organizations, and the need to revise the organizational culture in order to promote and sustain gender-inclusiveness in workplaces (See Part 1, Chapter 1.4).

Organizations have also been depicted as **political arenas**, according to which the main focus of research is on individual and collective strategies put in place in order to achieve particular political interests (Crozier and Friedberg, 1977). Workers are seen as political agents or actor and not as passive individuals, involved in alliances, political games and internal struggles, in order to achieve their purposes and goals. Conflict is therefore endemic to organizations, and is a driving force for change. In these circumstances gatekeepers play a very important role, at the same time struggling to keep the status quo and the dominant power structures intact. As far as organizational change in favour of gender equality is concerned, this metaphor of political arenas and the image of gatekeepers (and the firewalls enacted) have to be taken into account (Bendl and Schmidt, 2010) (See Part 1, Chapter 1.2).

Organizational Self-Assessment 6

Readers are encouraged to reflect on the characteristics of their organizations and the most adequate metaphor(s) that match their description. To this end, a questionnaire must be filled in (Annex A, pages 49-50)

Two opposing views of organizations lie behind all these metaphors: the traditional organization, organized in line with the bureaucratic paradigm, viewing the organization as a machine with a rigid and vertical structure and a strong division of labour, pervaded by traditional gender assumptions and resistant to change; and the more contemporary organization in which the most influential paradigms point to flexibility, decentralization and learning organizations, the respective conceptions being captured by images such as living organisms, brains, complex systems, political and cultural arenas. The first is associated with the Taylorist, bureaucratic and mechanistic model of work organization, very much inspired by the principles of scientific management set by Taylor at the beginning of the twentieth century, and it was largely combined with large-scale mass production and, of course, with the assembly line. This is not just a model of the past, however, or a model that only prevails in traditional manufacturing industries. It is also found in very contemporary industries – with call centers one of the most illustrative examples – and largely in other interactive service jobs, where workers, mostly women, perform frequent**,** direct and routinized interactions with customers (Casaca, 2012), and where *emotional labour* is inherent in their job performance (Hochschild, 1983). Feminist scholars – as explored in Chapter 1.1 (Part 1) – argue that such a metaphor conflates with male management, a male culture and a male hierarchy, while the scope for gender-sensitive organizations has been found in the development of flat (horizontal, flexible) and decentralized organizational structures. However, the implications would depend on the orientations underpinning flexibility, as discussed later in this chapter.

In the 1990s the focus on organizational thinking also shifted to the need for companies to embrace environmentally sustainable practices, acting as environmentally friendly organizations. And this has largely been seen as the fundamental component of corporate or organizational social responsibility. In our view, however, reforming organizations through an approach centered on humanistic and social responsibility implies the search for new principles of organization and new institutional gender-inclusive and participatory practices. Table 6 systematizes the characteristics of the two contrasting models (presented here as ideal types): the bureaucratic-mechanistic model and the flexible-discretionary model.

Table 6. Models of production/organization

BUREAUCRATIC / MECHANISTIC MODEL	FLEXIBLE MODEL / LEARNING AND DISCRETIONARY ORGANIZATIONAL MODEL
Mass production; standardized products; low emphasis on quality; high emphasis on costs and final prices	Small batch production; diversified products; emphasis on quality
High levels of work rationalization; formal rules; bureaucratic work procedures	Low rationalization; low formalization of work procedures;
Low level of innovation; high level of routine/ low investment in R&D/ low-skilled workforce at the bottom	High level of innovation; low level of routine/high investment in R&D/ Skilled and highly qualified workforce
Large production units	Small production units
Centralized decision-making process; top-down communication processes; vertical hierarchy; complex organizational structure	Decentralized decision-making; communication and participation; flat organizational structure
Individualized work; fragmented tasks; specialization /division of work	Teamwork; complex tasks; interdependent work; job enrichment; task rotation
Minimum investment in training	Emphasis on lifelong training; learning opportunities
Strong emphasis on surveillance mechanisms; monetary reward systems	Delegation of responsibilities / autonomy, motivation (monetary and non-monetary mechanisms)
Labour relations based on conflict	Labour relations based on cooperation, participation and social dialogue
Indifference to environmental effects and to human needs	Social responsibility; environmentally sustainable approach; quality of working life; gender equality-orientation; work-life balance concerns; diversity concerns
Male management, male culture, male hierarchy	Participative management, inclusive management; involvement of both men and women in top management positions and decision-making

Source: Casaca, 2011 (adapted from Wobbe, 1987)

This innovative organizational model (flexible, participative and discretionary) encompasses a broader notion of social responsibility, in which gender equality, diversity (in terms of age, educational, cultural, ethnic backgrounds, for instance) and work-life balance issues are also considered as central dimensions. By being socially responsible, organizations contribute to the social sustainability of societies and are also responsible for their workforce, providing decent work, good work-life balance opportunities and quality of working life by creating the conditions for gender-inclusive workplaces (Casaca, 2014).

There are, however, different views on organizational flexibility, ranging from a lean management perspective – focusing on rationalization and cost reduction (including labour costs) and hard human resource management practices – to a more human-centered approach towards flexibility and soft and strategic human resource management practices (Kovács et al., 2014; Storey, 2007). Contemporary change processes taking place in both the private and public sectors are complex and various, as Acker argues, but the "most consistently reported changes are reductions in hierarchy, which means, of course, downsizing" (1999: 189), leading to an intensification of work and stress. Frequently organizational change and restructuring processes are not supported by a strategic HRM perspective or by a human-centered approach. The flexible organization usually relies on dual management of the workforce, whereby organizations try to retain a limited number of core employees and use peripheral workers in order to reduce labour costs and have just the required number of workers the required time, in accordance with the required demands. Peripheral workers include those working on a part-time basis, on short-term contracts, in subcontracted companies, for temporary agencies, and also in informal work. Working and employment conditions are very different between these two groups, exacerbating labour force segmentation. Research has shown that labour markets are segmented along gender lines, as women tend to be overrepresented in secondary (peripheral and precarious) jobs (Drew and Emerk, 1998; Rubery, 1998; ILO, 2016). It should therefore be noted that a flexible organization is not necessarily gender-inclusive and woman-friendly in its culture or structure (Macdonald, Sprenger and Dubel, 1997, p. 85). This is the main reason why we suggest a closer look at the theoretical and methodological contributions of the organizational development approach and the dual agenda approach. We see this as a promising starting point for the full integration of a gender lens into the management of organizational change (see next chapter).

Organizational Self-Assessment 7 - Defining a gender-sensitive and ideal organization

Readers are now invited to answer the following questions in the present tense and, as specifically as possible, provide examples and images. Imagine you are already working for an ideal gender-sensitive organization… what is it like?

a. What policies and measures are in place?

b. What are the activities and events?

c. What processes are in place?

d. How do the people in the organization behave? How do they interact with the outside world?

Source: ILO (2012)

ANNEX A - Organizational characteristcs

1. **What words come to your mind when you think of your work unit:**
   a. A team ☐
   b. A unit formed of individual members ☐

2. **Which image/metaphor do you associate your work unit with?**
   a. an efficient machine ☐
   b. a creative and intelligent brain ☐
   c. a space for alliances and political games ☐

3. **When you think of a leader in the history of your organization:**
   a. do you have the image of a woman? ☐
   b. do you have the image of a man? ☐

4. **What is the communication process in your work unit:**
   a. Top-down ☐
   b. Lateral/top-down; bottom-up ☐

5. **How would you describe the organizational chart of your work unit?**
   a. A pyramid/vertical structure ☐
   b. A flat organizational structure ☐

6. **How does your boss take the most strategic decisions?**
   a. On his/her own ☐
   b. By involving other presumed relevant people in the decision-making process ☐
   c. After consulting the whole work unit ☐

7. **What are the main concerns that you recognize in your boss?**
   a. Focus on task efficiency ☐
   b. Focus on people concerns ☐
   c. Focus on both task efficiency and people concerns ☐

8. Is your boss?

    a. man ☐

    b. woman ☐

9. Do you and your workmates get together after work almost every week, in a bar or a restaurant ?

    a. yes ☐

    b. no ☐

10. Do women usually participate in those social events?

    a. yes ☐

    b. no ☐

11. In your informal talks, do women usually make jokes about men's incompetence at home (they are too messy in carrying out domestic tasks and in taking care of children)?

    a. yes ☐

    b. no ☐

12. In your informal talks, do men usually make jokes about how women look / their appearance?

    a. yes ☐

    b. no ☐

2.2 Change management and organizational change through a gender lens

Introduction

Change management is a "structured approach to transitioning individuals, teams and organizations from a current state to a desired future state, in order to fulfil or implement a vision and strategy. It is an organizational process aimed at empowering employees to accept changes in their current environment"[4]. It can also be described as the process of managing the human aspect of implementing a project of change, particularly aimed at reducing the level of internal resistance (Arcand, 2011). We address here the process of manage a planned change, involving all the planned activities to be implemented to advance gender equality in organizations. Some concepts are worth introducing at this point, such as those intended to capture the magnitude of change: first-order and second-order change (Robbins, 2005). Whereas the first is linear and continuous and implies no fundamental alterations in terms of the basic assumptions, visions and behavioural patterns, the second is multidimensional and intensively deep, requiring individuals to radically reframe their assumptions, narratives and social practices as organization members. As for the type of change, it may be discontinuous, sudden and episodic, which implies significant transformation and doing things differently, or continuous and incremental, aimed at doing things better through a programmed, gradual and constant process of change (Arcand, 2011; Cawsey, Deszca and Ingols, 2012). In this chapter we look at approaches aimed at bringing about planned and gradual (possibly also deep) change in organizations. The next pages are therefore about organizational change but – contrary to what is common in this field – are intended to incorporate a gender lens. They take a detailed look at the planned alterations within organizations that are designed to enhance effectiveness (such as the Organizational Development approach) and gender equality (such as the Dual Agenda approach).

2.2.1 The Organizational Development Approach

As far as organizational change is concerned, the organizational development (OD) approach is a human-centered approach to organizational change, the

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4   Change Management Leadership Guide, Human Resources – Organizational & Employee Effectiveness. Ryerson University, 2011, p. 4.

theoretical assumptions and methodologies of which are worth retaining and adapting. It seeks to enable organizations to be effective. Effectiveness is defined as the possibility of attaining higher levels of performance, greater quality of working life and an enhanced capacity for continued problem-solving and improvement (Cummings, 2004, p. 26). Organizations become effectively able to do the following: implement strategic human resource management (SHRM) policies and practices and, as a consequence, attract and retain the most talented members; redesign the work in a more motivating and fulfilling way; decentralize the organizational structure; and improve internal social processes – including communication, participation, decision-making and leadership).

From a theoretical point of view the main inspiration was found in the 1950s when scholars, researchers, consultants and managers sought to critically reflect on the inefficiencies and social problems arising from the Taylorist-bureaucratic-mechanical model of work organization. OD relies on insights from various disciplines such as sociology and organizational behaviour. In this regard its development was inspired, for example, by the sociological perspectives that conceive organizations as open, systemic and complex systems, such as the socio-technical approaches (see Chapter 2.1). This view that the organization is an open system leads to need to take into account the interdependent interaction with the external environment (it is a subsystem within a wider system); internally, as a complex system, the organization is made up of interrelated parts; hence change in one part (work design, organizational structure, human resource management, etc.) may affect all the other parts and require a planned systemic change (Cummings, 2004). It therefore endorses an integrated, planned and systemic view of organizational change. Should we add something about gender?

As far as the recommended methodological approach is concerned, it is based on the following phases: diagnosis; action plan design; implementation of the action plan; and evaluation (Figure 8).

Figure 8. The action-research method

Diagnosis → Action Plan → Implementation → Evaluation

Analysis and feedback
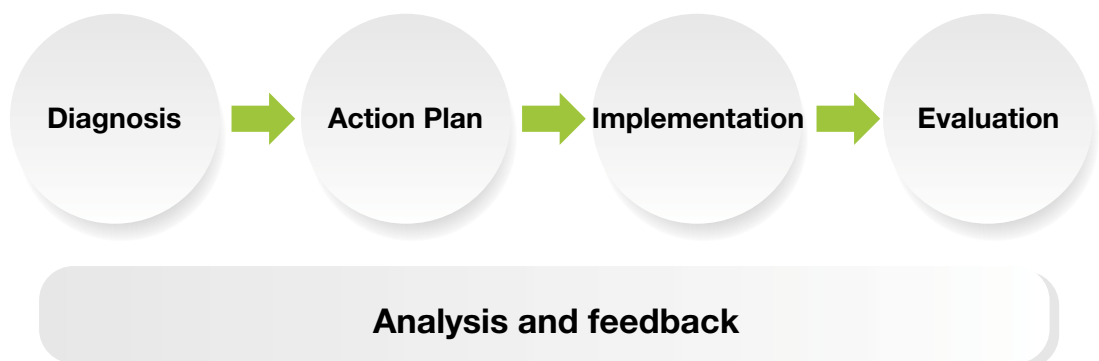
These phases are not linearly sequential, as they may overlap and feedback on each other (Cummings, 2004, p. 26). The first stage is intended to seek the causes of the problems that are hindering organizational effectiveness. It implies the application of methods that allow the identification of problems. The OD theorists have largely been gender-blind in their insights, thus requiring from us an attempt to adapt the theoretical and methodological foundations to gender equality aims. At this point, and relying on the perspectives outlined in Chapter 1.2, a comprehensive approach is highly recommended, combining both quantitative and qualitative research methods and a wide range of information sources.

Table 7. **Promoting gender equality: an example of the application of action-research method**

In the project "Gender Equality in the Business Sector – Break Even"[5], the research team carried out an extensive diagnosis at each company – a gender audit. The internal change agents in this case were the managers and staff appointed to the task force of the project and our research team as outside consultants. This cooperation proved effective and enabled all participants to transfer specific knowledge and be engaged in a co-creation process of managing change, with the guarantee of an external and impartial research (internal diagnosis) as the basis for the intervention plan.

The action-research method consisted of the following phases: the diagnosis (based on documentary and secondary data analysis, interviews with key informants and the application of a questionnaire addressed to a sample of both female and male workers); the drafting of an action plan for the promotion of equality between women and men; support in defining the methodology for monitoring the measures outlined in the action plan; and support for the implementation of the action plan, by strengthening competences in the area of equality between women and men (developing and facilitating awareness-raising and training sessions aimed at strategic groups) and encouraging the sharing of experiences among the companies involved (see Chapter 3.1.3 on the Methods for further development).

Such a methodological approach is based on the view that in order to capture the invisible barriers to gender equality – those embedded in assumptions, representations, narratives, expectations and social practices - a comprehensive approach is fully required. Organizations can be compared to an iceberg (See Figure 9), as they are:

5 https://www.iseg.ulisboa.pt/aquila/unidade/CeS/projetos/projetos/projeto-igualdade-de-genero-nas-empresas---break-even?locale=en

> *(…) more than their managerial structure, procedures and processes put together, more than services and products representing what they 'offer' their customers. These are the external, visible, observable aspects, explaining 'what it does'. (…). Organizations are also grounded upon ideas, values, notions of power, concepts about work, relations between people (…). The invisible, intangible, inter-subjective aspects represent 'what it is'. The latter aspects constitute the organizational culture.*
>
> (González, 2001, p. 39).

Following Wright Mills (1959), we would also advocate for sociological imagination in order to uncover the hidden, invisible, unspoken obstacles to equal opportunities and equal treatment for men and women in corporations and organizations in general.

Figure 9. The organizational culture as an iceberg

Artifacts, behaviors, and norms are visible and tangible.

Personal values and attitudes are less visible, but can be talked about.

Underlying beliefs and assumptions are subconscious, invisible, and rarely questioned
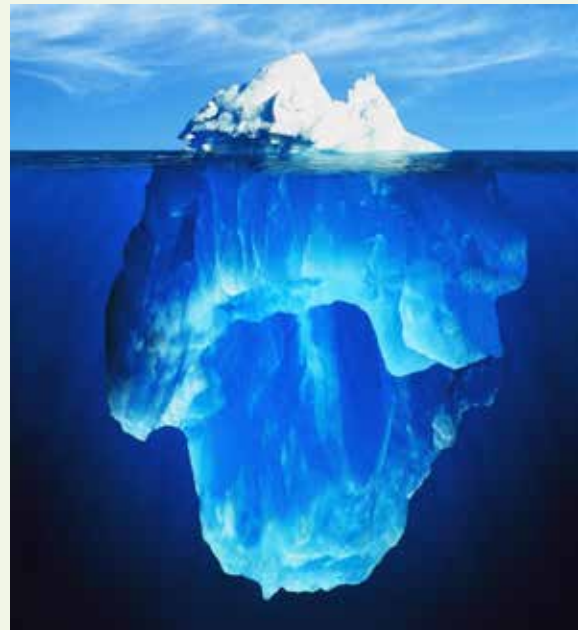
Source: Hooijberg and Denison (2012)

In line with the OD approach, it is recommended that the change process is open and participatory, based on trust, collaboration and communication with all members of the organization (Cummings, 2004). This is also the approach followed by the ILO participatory gender audit methodology (ILO, 2012). As put by Macdonald, Sprenger and Dubel the members of the organization must share the information resulting from the diagnosis and throughout the intervention process, as well as fully apprehend the need for change and "own" the goals of change (1997, p. 23).

This first stage of the organizational change process is fundamental to unfreezing the current situation: the values, informal norms, rituals, practices, symbols that act as restraining forces to change, contributing to the reproduction of the current status quo. The reference to unfreezing derives from Lewin's three-step model and involves initiatives to overcome resistance, the other two steps being "moving" and "refreezing" as detailed below (Lewin, 1951).

The diagnosis outcomes must be shared and widely discussed so that the need for change is fully recognized and legitimized as needed and desirable. This "feedback" moment is also important for discussing possible actions, measures and initiatives for the action plan, involving all the members and providing them with a sense of control over and ownership of the change process (Spiro, 2009, p. 18).

Grounded in the diagnosis and full internal participation, the intervention (action) plan is drawn up and integrates all the structured measures needed to overcome the identified weaknesses and reinforce the possible strengths. The next step – "moving" – is aimed at implementing the intervention plan and ensuring that change will stick, or, in other words, will become permanent and institutionalized in the organization. Communication, again, is crucial for realizing such a purpose, along with the strong commitment of the key actors of the organization – including their leadership capacity to create a common and strong vision of the desired results.

Lewin's insights reflect the contributions from social psychology and organizational behaviour to the OD approach. The group dynamics field has been highly influential, particularly the principle that attempts to change individual behaviour may require changes in the groups to which people belong, since individual behaviour is firmly grounded in groups. These exert a powerful influence on the way people think, behave, perform and relate to each other (Cummings, 2004, p. 33). This is the normal pressure that groups tend to exert on their individual members to conform to the governing rules and practices. As a consequence it is recommended that the steps

considered to avoid resistance are taken in accordance with group dynamic techniques.

Refreezing implies that activities are planned and put in place to ensure that the desired norms, values, symbols, narratives, work practices and social interactions are made permanent and internally institutionalized. The provision of systematic training in the various dimensions touching the issues of gender equality and the dignity of men and women at the workplace, for example, is highly recommended for institutionalizing, consolidating and sustaining change. In the project previously mentioned[6], our team recommended – as part of the support initiatives - that internal task forces and top management include these training elements in their respective action plans. Finally, the evaluation phase involves gathering and analyzing data to assess the effects of change in a systematic way. It should be noted, however, that the evaluation occurs not only at the final stage but throughout the whole process so that timely feedback is given and adjustments are made.

2.2.2 The Dual Agenda approach

Thus far we have sought to integrate our concerns with a gender equality agenda, as OD assumes organizations as being gender-neutral (see the discussion in chapter 1.2). The Dual Agenda provides us with a more enlightening understanding of effectiveness by incorporating a gender perspective (Charlesworth and Baird, 2007; Lewis and Humbert, 2010). The main argument is that assumptions, narratives, values and practices that threaten gender equality often also undermine effectiveness (Rapoport *et al.,* 2002).

We saw before that the organizational culture can be illustrated by the iceberg metaphor. Another interesting definition is one that points to a shared set of opinions, values, norms, symbols, narratives and rituals among the members of the organization (Macdonald, Sprenger and Dubel, 1997) (see also Figure 10). When the purpose is to unravel the barriers and restraining forces to gender equality through an exhaustive and comprehensive diagnosis, the ILO Gender Audit is particularly helpful (ILO, 2012). One of the proposed activities is to reflect on the organizational culture by using the four layers of Hofstede's Onion. Readers are also encouraged to perform it within their unit or organization.

6   Gender Equality in the Business Sector – Break Even.

Organizational Self-Assessment 8

Using an onion as a metaphor for the organization:

> peel away layers of the work unit to reach the core of the organizational culture (Figure 10)

> try now to identify the aspects that promote or hinder gender equality.

Figure 10. Hofstede's Onion: Four layers of the organizational culture
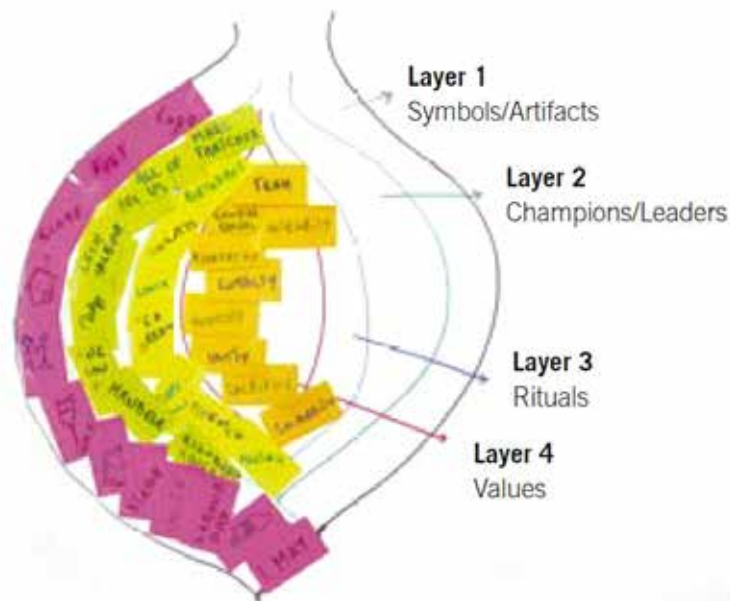
Source: ILO (2012)

The practical activity is intended to stimulate readers to dig below the surface of each work unit (or organization) in order to reach the deeper layers - the organizational culture at the core where the invisible and deep-rooted barriers to gender equality might lie. It is a useful tool for capturing and understanding the deeper cultural aspects of the organization. The outer layer (the onion skin) refers to symbols: the dimension and appearance of the building, physical facilities, furniture, staff clothes and so forth; the second layer relates to either heroes or villains – i.e. mythologized leaders recalled in terms of great achievements or organizational catastrophes; a deeper layer refers to rituals – those related to formal and informal work routines and social customs in terms of socialization (social meetings, celebrations, talks and so forth); the inner layer can be compared to the heart of the organization and encompasses its fundamental values, principles and beliefs, determining which social practices are internally desirable or unwelcome (Macdonald, Sprenger and Dubel, 1997).

The methodological approach is similar to that displayed in Figure 8, although named CIAR – Collaborative Interactive Action Research (Rapoport et al., 2002). In a similar vein it also implies a collaborative approach throughout the whole process which is enacted between the external consultant or experts and the organizational members, and a participatory process is ensured so that the change process is achieved "with people" rather than "on people" (Ely and Meyerson, 2000, p. 133). The CIAR research process encompasses four main stages:

1. Identification of work practices and work-life policies that have implications for Organizational effectiveness and gender equality[7] (Table 8);

2. provision of a diagnosis based on the work culture of the organization;

3. Identification of the leverage points – i.e. interventions for "small wins" change;

4. Provision of support for the organization in implementation of the changes, including in the evaluation of the outcomes (Charlesworth and Baird, 2007).

As for the leverage points for action, "intervention by intervention" is highly recommended and should cover the following main dimensions: politics of time; images of top performance; beliefs about hierarchy and control; and definitions of real time.

Organizational Self-Assessment 9

Checklist of work practices and norms that have gender equality and effectiveness implications (the dual agenda approach)

The Use and Politics of time:

When and where are meetings held?
What are the norms of scheduling deadlines and due dates?
What time of day is most valuable and why?
Who has autonomy over time at work? Who does not?
Are norms in line with the requirements of the job?

Images of Top Performance:

What behaviour is reinforced or rewarded?
Is there a difference in the type of behaviour rewarded in the formal sectors, as opposed to the informal process?
What behaviour demonstrates competence?
What are the opportunities to demonstrate competence?
What does it take to be seen as a potential leader?
How does one earn the respect of colleagues?
Is there a difference in how one earns the respect of colleagues, as opposed to the respect of supervisors?

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7   Gender equity in the original (Charlesworth and Baird, 2007; Rapoport *et al.*, 2002).

Belief about Hierarchy and Control:

What are the assumed requirements of a leadership job?
What are the leadership role models?
What are their personal life situations?
To what degree is this in line with the goal or mission of the organization?

Definitions of "Real" work:

What behaviour or output is considered valuable?
What behaviour is considered connected to the organization's goal or mission?
What is the tacit definition of output?
How is output measured?
In group meetings, who speaks? Who listens?
What interaction or conversational style is considered "normal"?
What interaction or conversational style is considered "deviant"?
How, when and where are decisions made?

Source: Rapoport *et al.* (2002, p. 50-51).

This checklist of norms and work practices aims to shed light on the critical aspects of the organization, those in need of revision and change since they are compromising gender equality and organizational effectiveness. The table below provides readers with an illustration of an intervention that might be suggested in the event of it being discovered that, as far as images of top performance are concerned, the organization under study rewards and reinforces a 24/7 availability (a long-hours culture). From a Dual Agenda perspective, each suggestion for intervention is followed by anticipation of the positive outcomes for gender equality and effectiveness (See Table 8).

Table 8. Behaviours of top performance to be rewarded and reinforced

SUGGESTION	GENDER EQUALITY	EFFECTIVENESS
To reinforce and reward outcomes (quality of the reports delivered...) and avoid encouraging a long-hours culture (24/7 availability).	New representation of the ideal worker. It contributes to dismantling the male-dominated culture (hegemonic masculinity). Women with caring responsibilities are rewarded and promoted according to the same criteria as men (and women) with no family-related demands. More men are encouraged to play an active role as parents.	Fewer conflicting work-family demands; higher levels of concentration on work ; better (individual and organizational) performance. Subjective perceptions of fairness sustain a highly motivated workforce, thus retaining it. The full potential of men and women are invested in their work duties.

The leverage points are, therefore, the aspects identified during the diagnosis which (once they are made visible in terms of the implications for gender equality and organizational effectiveness) provide evidence of the costs of the barriers to gender equality and create a sense of urgency in terms of the need for change. In the next Section we review some complementary arguments and strategies that might be useful.

We endorse the view that a gender diagnosis should be multidimensional and systemic, covering key organizational dimensions such as those systematized in Table 9.

Table 9   Gender diagnosis within an organization: dimensions to be covered

DIMENSIONS	SUB-DIMENSIONS	QUESTIONS TO BE RAISED (SOME EXAMPLES)
Core business of the organization	Mission, goals and objectives	Does the organization have a clearly defined mission regarding gender equality? Are the objectives clearly defined in terms of the promotion of gender equality? Does the organization have a clearly defined gender policy as part of its strategic/core policies?
	Strategy	Has the organization translated its mission into clear, defined goals, ways and means of achieving these goals, specifying long and short-terms objectivities and a plan of activities?
Structure, systems and resources	Structure	Are there adequate and effective mechanisms for coordination and consultation? Do they include implementation of the gender policy? Do men and women together have a clear influence on policy-making and implementation processes?
	Systems (processes): decision-making; communication; planning, monitoring and evaluation; staff administration	Is there any balance between control and flexibility to enable men and women to organize and carry out their work and working time? Does the organization have a system for identifying problems, analyzing options and taking relevant decisions concerning gender issues?
		What is the overall gender composition of staff and the board, and within the different hierarchical levels? Do recruitment and selection strategies facilitate recruitment of the under-represented sex? Do men and women receive equal wages for equal work and for work of equal value? Do men and women receive training in gender issues?
	Resources	Are there adequate numbers of staff to carry out the gender programmers planned? Do staff have the adequate knowledge, skills and attitude to carry out their work with gender awareness? Are financial resources allocated to the operationalization of the gender policy? Are gender expertise and gender capacity-building systematically budgeted for?

| Culture	Does the organization reward or value gender-sensitive behaviour (for example discourage sexist behaviours and jokes)? Is there commitment throughout the organization to implementation of the gender policy? Does the organization demonstrate a gender-sensitive orientation in terms of the language used, jokes, comments made, images, styles of meetings and all kinds of social interactions (and is it free of sexual harassment?) Are appropriate facilities such as lavatories, childcare/eldercare and transport provided?
External context	Is the organization well-informed about important external actors, legislation, policies and wider gender issues? Is the organization building and maintaining strategic alliances with key actors in the field of gender?

Source: Based on Macdonald, Sprenger and Dubel (1997, pp: 137–144).

The implementation stage is seen as an incremental process, requiring previous identification of the leverage points for action. The intervention is therefore undertaken in accordance with the accomplishment of "small wins" (or "small steps"), intervention by intervention, within a "longer agenda" (systemic organizational change). The "small wins" are envisaged as driving forces for the desired deeper changes in the organization – or in other words a profound revision of the existing power relations on the grounds of gender (Rapoport *et al.,* 2002), as well as of the culture, structure and procedures hindering gender equality (Macdonald, Sprenger and Dubel, 1997) (See also Chapter 1.3). It should be stressed that any process of change is context-specific and must be tailored to the specific problems and challenges of each organizational setting (Macdonald, Sprenger and Dubel, 1997).

Arguments in favour of the incorporation of a gender equality approach within organizations

There is now a fairly sizeable body of research demonstrating that gender equality is good for business and organizations in general. After having analyzed the companies listed in the Fortune 500 from 1996 to 2000, the study carried out by the organization Catalyst (2004) stresses the clear link between gender balance and corporate financial performance. Moreover the consultant McKinsey (2007) – just to mention another – also highlights the benefits of having more women on company boards. This report is based on a study involving about 100 companies and over 58,000 respondents from different sectors of activity in Europe, the USA and Asia. Respondents were asked: "How effective is your company in the nine organizational dimensions? The results are summarized in Figure 11.

Figure 11. Dimensions of organizational excellence
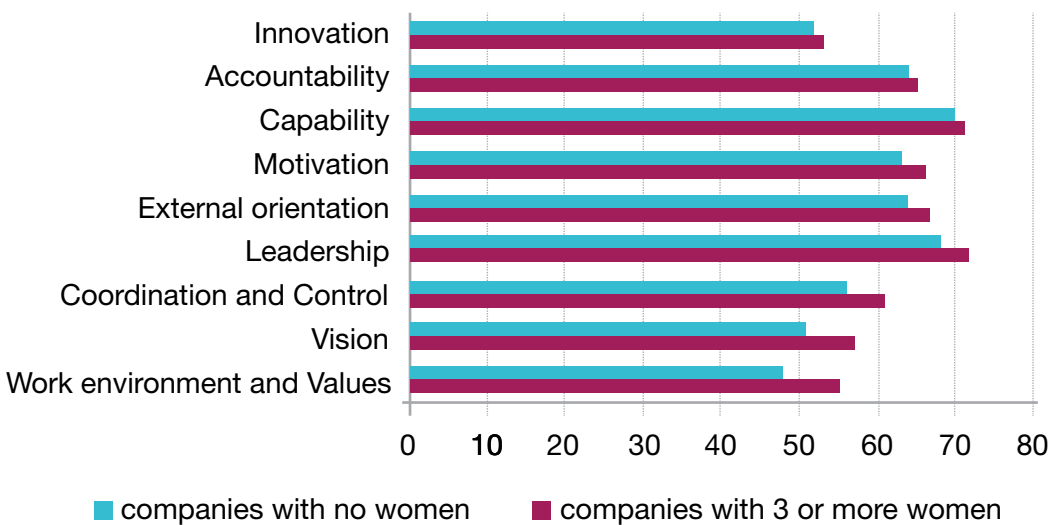
Source: Adapted from McKinsey & Company (2007)

The figure shows us that companies perform better in all nine dimensions whenever there are at least three women in top management. The generally sustained argument is that gender equality is good for business practices. The McKinsey study shows that such good results depend on a minimum participation of at least three women in top management, in order to avoid the pressure to conform – that is, the pressure to comply with the dominant view put forward across the table. So in general (situations in which the number is lower than three), women feel isolated, highly scrutinized as *women* and not as just individual members among the others round the table. There is also a tendency to amplify and exacerbate the differences shown, as well as to generalize them, thereby reinforcing the dominant gender stereotypes (see Part 1, Chapter 1.3). Therefore having three women in top management is seen as the minimum threshold that allows them to feel comfortable in expounding their ideas, raising questions and giving their contributions as equal members in the boardroom (see also Wittenberg-Cox and Maitland, 2008).

The drawbacks of a male-dominated board or team have also been well examined by researchers into organizational behaviour. For instance, groupthink is a well-known phenomenon, in which the norm for consensus outweighs the realistic appraisal of alternative options and courses of action. So when groups are very homogeneous there is a pressure to conform, leading the group to a general feeling (illusion) of consensus and unanimity (Robbins, 2005). It is also seen as a disease because it prevents the group from listening to the minority voices insofar as they sound different from the dominant flow. It prevents the group from gathering all the available and

relevant information that can support either a good decision or a solution, and it can therefore "dramatically hinder their performance" (Robbins, 2005, p. 268). This is why, once again, it is important to have more than one woman in top management and managerial teams, given that they also feel pressurized to conform, to comply with the organization's accepted, deep-seated, male norms – or, in other words, to submit to the one-dimensional, male dominant culture at the workplace (see also Part 1, Chapter 1.2).

There are other possible strategies for creating and strengthening the acceptance of interventions favouring gender equality in organizations. Following Macdonald, Sprenger and Dubel's tips, an interesting adaptation of the core argumentation of the Dual Agenda approach is possible:

> **Accentuate the positive:** "Both men and women benefit from more equal gender relations, as well as the whole organization". Strategy: collect evidence and success stories; and provide examples of good practice and of successful experience in organizations combining gender equality and higher levels of effectiveness.

> **Start where your interlocutors are:** adjust the argumentation around the evidence and the gender equality gains to your interlocutors' professional interests and concerns.

2.2.3 A roadmap for leading change

There are various complementary views and models concerning the stages of organizational change. One of the most influential was designed by Kotter and Cohen (2002), based on eight steps. With a focus on gender, an interesting roadmap is offered by Macdonald, Sprenger and Dubel (1997), in seven detailed stages. We adopt here a roadmap based on four broad stages of leading change towards gender equality and recommend readers to consult (Annex C, Page 73) for a more detailed visualization of the individual steps.

Preparing the ground for change - "Time to lay the foundations". This is the first stage of the roadmap and incorporates various steps that need to be taken to prepare the ground for change - or the readiness for change (Macdonald, Sprenger and Dubel, 1997) . This is very important as the success of all the phases is very much dependent on the foundations. It is time to do the following:

❯ Identify the gender status in the organization within the organizational context (See Annex B - Page 72).

❯ Define the strategic goals to be achieved (gender equality). The initial guiding questions are: *what are the desired outcomes, where do we want to go?*

❯ Design a first draft of the project of change: main phases, strategic goals, expected results/outputs, outcomes and impacts, including the first attempts to secure the resources (human and financial) needed and the predictable timeframe.

❯ Ensure that the conditions are met and map the political landscape; the organization is a political arena and also an open system (see Chapter 2.1.), meaning that in order to map the internal and external political landscape and build internal and external alliances, key steps need to be taken into account. First, inside the organization, it is crucial to obtain the acceptance and commitment of top management, and to identify leaders/champions or change agents. It is also necessary to organize bottom-up participation activities, identify possible sources of resistance and the gatekeepers, design the most suitable strategies for handling opposing arguments and securing the involvement of women and men together. Regarding men, they must be invited to be on board, share responsibility for the gender policy and be allowed to feel they are part of the solution and key players in the process too. One way is to encourage men to think more critically about the dominant/hegemonic masculine norms and the negative impact on men's lives, the costs to them of gender inequality, as well as to discourage zero-sum thinking: if women win, men will lose. The interesting point about engaging men is that both men and women can discuss win-win solutions (Catalyst, 2009).[8] At the external level it is also time to be aware of the legal and policy framework, to maximize support and extend alliances (a network of support), and to identify resources (good examples and successful experiences, benchmarks…)

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8   Cross-gender mentoring can be very helpful. There are some illustrative cases from companies applying this methodology – Volvo, for instance, has worked on Reverse Mentoring. The strategy is called *Walk the Talk.* And involves women mentoring both men and other women, and men mentoring both women and other men. What is really interesting is the definition of powerful men as those with power over themselves, who demonstrate courage to go against the dominant hegemonic masculine culture. They are highly respected in organizations but dare to challenge the traditional representations of men and women's roles, abilities and the traditional gender stereotypes (Catalyst, 2009).

❯ Set up the change team (task force) and ensure the process of capacity-building by planning adequate training, mentoring and coaching in gender issues. The task force will not necessarily be responsible for doing all the work relating to the change process, but will act as a catalyst and be responsible for ensuring that the work plan will be accomplished. In order to fully accomplish the change programme, stakeholders/focal points (from different units/ departments) may also be identified and even made responsible for implementation of specific activities of the work plan.

❯ Start the design of the communication plan in order to raise awareness and support the development of a shared vision. Trust, transparency, consultancy and openness will be key ingredients of the entire process. It must be a CIAR (Collaborative Interactive Action Research) from the outset (see Stage 1 – Annex C, Page 73).

A roadmap for change

The reader should keep in mind that the higher the risks in the change project, the greater the necessity for interventions and specific targeted actions. Arcand takes into consideration the type of change (radical/incremental) and the level of resistance so as to determine the intensity and the specific actions to be carried out. This table provides a quick reference for the reader to determine the quadrant in which the planned change may be situated. One difficult task when planning for gender action is determining the level of resistance. Staff working on gender in organizations are often astounded by the places from where resistance emerges. The following tables can help gender promoters identify the risk/resistance relationship and decide the sequence of actions (starting with the low risk/low resistance actions needed to acquire the support and momentum needed to move to other quadrants).

Table 10. Evaluating risks and resistances

		RESISTANCE	
		+	**-**
Risk	**+**	High risks (radical change), high resistance level Training of change manager and other involved stakeholders: intensified and targeted training Individual support: frequent Group support: frequent Follow-up with actors: formal follow-up	High risks (radical change), low resistance This type of situation may be brought about by extreme conditions of "adapt or die"
	-	Moderate risks (incremental change), high resistance level Training of change manager and other involved stakeholders: moderate training Individual support: minimal Group support: minimal Follow-up with actors: informal follow-up	Low risks (incremental change), low resistance level Training of change manager and other involved stakeholders: minimum training Individual support: minimal or non-existent Group support: minimal or non-existent Follow-up with actors: *ad hoc*

Source: Adapted from Arcand (2007, p. 158)

Table 11. Accompanying measures to the implementation of change

High risks (radical change, high resistance level)	• Training of change manager and other involved stakeholders: intensified and targeted training • Individual support: frequent • Group support: frequent • Follow-up with actors: formal follow-up
Moderate risks (incremental change, high resistance level)	• Training of change manager and other involved stakeholders: moderate training • Individual support: minimal • Group support: minimal • Follow-up with actors: informal follow-up
Low risks (incremental change, low resistance level)	• Training of change manager and other involved stakeholders: minimal training • Individual support: minimal or non-existent • Group support: minimal or non-existent • Follow-up with actors: *ad hoc*

Source: Adapted from Arcand (2007, p. 162).

2 Organizational Diagnosis and Gender Audit - "Time to uncover the gender bias".** It means it is time to design and carry out a tailor-made and exhaustive diagnosis, combining various strategies and research tools recommended for a participatory gender audit (see sections above). A detailed analysis will make available the evidence required to feed into the communication plan and legitimize the need for implementing concrete action for change. By providing feedback on the findings to all the members of the organization, the change team is building knowledge within the organization, stimulating internal acceptance, support and commitment, as well as clarifying the vision in terms of gender equality. It is also time to proceed to a decisive stage: to draw up an intervention plan by setting feasible measures to be implemented, clear objectives, realistic targets, intermediate and final outputs, expected outcomes and impacts, the required human and financial resources, the departments and members responsible for the implementation of each measure, and the respective timeframe. A gender-sensitive monitoring and assessment system has also to be discussed and elaborated, in line with the envisaged indicators (UN-Women, 2015) (see Stages 2-4 – Annex C, Page 73).

3 **Project implementation and follow-up - "Time to move".** The third stage encompasses the action, the movement in the desired direction towards gender equality. At this stage it should be ensured that all the previous stages are fully consolidated and have generated confidence, energy and the required legitimacy for pursuit of the longer, planned and incremental agenda for change. As mentioned in the previous section, a participatory and collaborative process is a fundamental precondition, as well as a systematic approach, for building core competences in the field of gender equality within the organization. As soon as early wins are obtained, it is important to strengthen the communication plan and to celebrate them; the first accomplishments might build up momentum for the long term (Spiro, 2009) and for reaching consensus on the issue. They will also provide the change team with the necessary motivation to overcome or neutralize the remaining possible sources of indifference, apathy or resistance. It is also imperative to activate the necessary follow-up and report processes in order to obtain timely feedback and implement immediate corrective action (see Stages 5-6 – Annex C, Page 73).

4 **Consolidation, sustainability, celebration and pride – "Time to refreeze".** This is the time to ensure that the most important changes, the new behavioural patterns, working practices, social assumptions, norms, values and narratives are made sustainable and become institutionalized (Stage 7 – Annex C). The entire organization should now be prepared to continuously detect possible dysfunctions (or anticipate them) and react by immediately activating the necessary improvement measures. All members should be proud of the achievements made and, collectively, the organization as a whole should be motivated to sustain the new norms, values, formal and informal work practices, symbols, rituals and language. Celebration and pride should not only be evident in the final phase of the process. We have addressed change as a cyclical and gradual process taking place in a "step by step" approach. Once some incremental improvements are accomplished (the early wins, as already mentioned), it is fundamental to celebrate them as part of a mobilization strategy and then consolidate (refreeze) them, so that a new round of the cycle begins – and, one hopes, with more confidence, legitimacy, and less resistance or indifference (see Part 4.).

ANNEXES

Annex B. Gender Status in organizations: typical models and responses in a dynamic process of organizational change

GENDER STATUS IN ORGANIZATIONS	TYPICAL RESPONSE OF MANAGEMENT/ DOMINANT GROUP	TYPICAL RESPONSE OF OTHER EMPLOYEES	TYPICAL MODEL OF CHANGE AGENT	TYPICAL STRATEGIES OF CHANGE AGENTS
Gender blind: no recognition of gender differentials; assumptions include biases in favour of existing gender relations	Defensive: easily accused; insulated by power	Passive: lacks awareness	*The lone pioneer:* Frequently stigmatized; feels victimized; sometimes like a frozen rabbit; needs support base	Putting gender on the agenda by explaining; giving facts and figures
Gender-aware: recognition of gender differentials but no, or fragmented, translation into practice	Feels attacked; intimidated; sometimes overly impresses and eager to be 'politically correct'.	Increasingly aware but afraid to rock the boat; others who feel threatened by change turn the change agent into a lightning rod.	*The fighter:* charismatic, fast moving; risk-taker; not afraid of conflict; has a small support base in the organization	Arguments based on ideology and values; forms strategic alliances (inside and outside the organization)
Gender redistributive: interventions intended to transform existing distributions to create a balanced relationship between women and men	Cares about the organizational gender image; is interested in making alliances with change agents; needs support in policy development and implementation	Prepared to support management; in need of skills and tools to bring policies into practice	*The player:* tries to 'play' the organization; recognizes opportunities; negotiates; is diplomatic and flexible.	Building planning, monitoring and evaluation systems; mechanisms for learning and accountability; promotion of innovative practices outside networking

Source: Macdonald, Sprenger and Dubel (1997, p. 52).

Annex C. Gender and organizational change: a roadmap
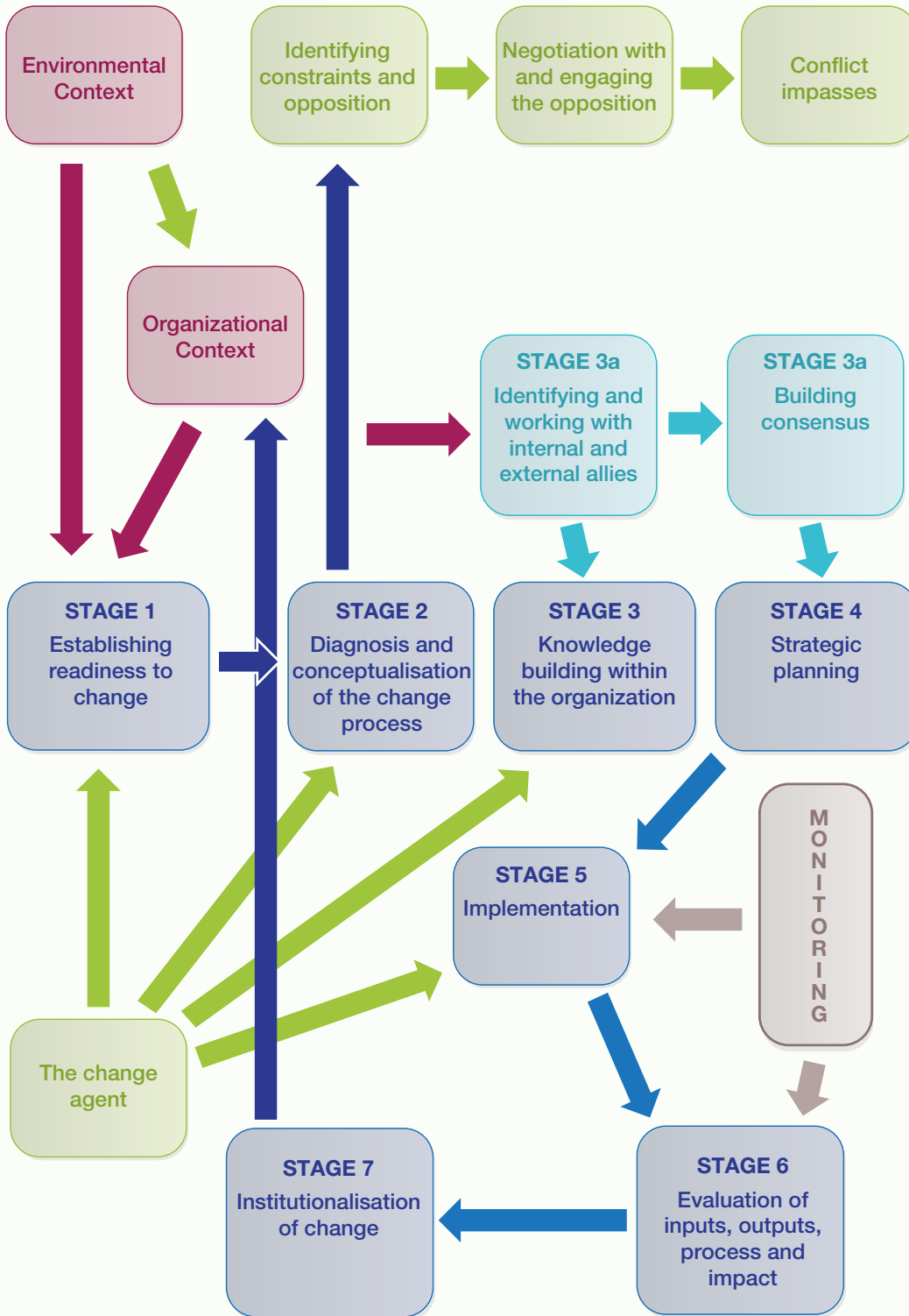
Source: Macdonald, Sprenger and Dubel (1997, p. 98).

3

Tools to promote organizational change

Johanne Lortie

Introduction

Theory and practice, though at different end of the spectrum, are both important. One can also conclude that management models and feminist theories are inspired by very different perspectives, but all contribute to the dual agenda discussed in the previous section. This next section, though drawing on various theoretical perspectives, focuses on concrete tools that can be used by gender and non-gender experts alike, and can support the practitioner in his or her line of action. The proposed tools are based on our experiential learning acquired through our work in various organizational settings including our own organizations. They are not meant to be an exhaustive list of tools, but we do believe that they are the most useful for generating deeper change relating to gender equality in the organization.

Successful implementation of organizational change to promote gender equality depends on several conditions. The "sponsor" of the change, and his or her place in the organization, will certainly influence the process and tools to be used. Moreover tools should not be applied in the same way in all organizations and with the same timing. The gender organizational analysis (see previous section) will help the readers identify which tools to use and in what sequence.

3.1 The Informal Approach

Leaders of change and perceptions

The change process requires networking, lobbying and influencing in order to secure the buy-in at all levels and from all key stakeholders. Recent accounts of organizational change experiences (Rao et al. 2015; Eyben/Turquet, 2013) clearly demonstrate the importance of these networking actions and the need to keep building alliances both internal and external to the organization.

Eyben is eloquent when she writes:

> "It is not easy to work inside organizations where the support for feminist transformative agendas may be largely absent, even in those where rights language is common discourse. Working with the grain may mean having to avoid the appearance of seeking to change things, while looking for room to manoeuvre within the limited space available. That limited space can be a problem if it constrains the feminist bureaucrat 's imagination. And yet she risks failure when seeking to introduce a change that is too alien to the way the organization works, (…)"
>
> (Eyben and Turquet 2013 p. 126)

Change agents are often people who care deeply about the issue at stake. Most people working in bureaucratic organizations will have had the experience of having or needing to work with the grain. We have seen that in this context an incremental approach works best to avoid antagonizing the various views.

Ways of obtaining buy-in from colleagues and management will vary according to the type of organization (see Part 2, Chapter 2.1), your network and time availability. Gender specialists and non-specialists promoting gender need to use informal opportunities whenever they arise. Preparing ahead of time a short to-the-point key message(s) relevant for various groups of interlocutors can help gender advocates grasp opportunities to lobby in favour of change towards gender equality. Too often, gender advocates tend to lose their audience wanting to provide too many details (which are important but may not help get the key message across). "Blanket coverage", that is having one argument that fits all, is not very effective. Whenever you have the opportunity test your arguments with colleagues you trust and obtain their inputs.

3.1.1 The Principles

Meg Wheatley, writer and co-founder of the Berkana Institute explores new ways of tackling change drawing on a multidisciplinary approach. She discusses twelve principles, eight of which are listed below, some already known in the science of management, others drawing from psychology and sociology focusing on human or systemic complex interrelations. Bringing them together in this unique way is particularly relevant for understanding the process of deep and sustainable change. It also links and crosses back

and forth between formal and informal approaches. Eight of these principles are very relevant for change sponsors and are quite revealing when we apply them to gender mainstreaming (Wheatley, 2010):

1. **People support what they create.** Are leaders and decision-makers engaging all those who have a stake in the issue? Bringing in more parts of the system and involving people in the creation of and support for the actions in the long run is the only way to create ownership. For Wheatley, everybody has to feel they have had a voice at some point and feel they have participated in or contributed to the final product. For readers working on gender mainstreaming in an organizational setting, that principle may help shed a new light on why gender equality policies remain on paper and are so difficult to implement. Some colleagues, because they may remain indifferent to the plea for gender equality, may have been left out or excluded from the action and consequently do not relate with the issues as they were not part of the creation process.

2. **People act responsibly when they care.** Are we working on an issue people truly care about? Accountability comes with caring enough to go the extra mile. There is an accountability crisis in organizations, particular on gender mainstreaming. Being a cross-cutting issue, gender mainstreaming means that accountability lies with everyone and in the end with no one in particular. The lonely gender specialist or staff member caring about the issues may not be able to rally colleagues around the issue. If men and women from all parts of the organization participate in the creation, they will both want to support it and go the extra mile (as in the case of the UN) What are the internal individual motivators? There is also a problem of perception as staff promoting gender equality, assigned with the formal task of caring for the issues, are sometimes seen as "feminist activist", a loaded term with negative connotations.

Table 12. The UN System-Wide Action Plan on Gender Equality and Women Empowerment

UN Women Policy Division, through its mandate, has led an interesting endeavour to bring all UN agencies to meet UN gender mainstreaming requirements. The roll-out of the initiative called SWAP (System-Wide Action Plan on Gender Equality and Women Empowerment) took several months as extensive consultations were carried out with all key stakeholders. The endeavour is based on a 2006 UN System-Wide Policy on Gender Equality and the Empowerment of Women endorsed by the Chief Executives Board for Coordination (CEB), and is therefore a very formal bureaucratic requirement. The CEB policy further commits members to "providing strong leadership within our organizations to ensure that a gender perspective is reflected in all our organizational practices, policies and programmes" (UN, 2006, p. 1).

"The development of the UN SWAP involved an extensive consultative process between July 2011 and February 2012 involving over 50 entities, Secretariat Departments, and inter-agency coordination bodies, facilitated by UN Women. Meetings and conference calls were first held with gender focal points or their equivalent, followed by consultations within entities with relevant departments and units, led by the gender focal point or equivalent, followed by debriefing sessions with UN Women. UN Women consolidated comments on the various UN SWAP drafts and responded to each comment individually. A key element in the consultative process was piloting of the UN SWAP by eight entities -- ESCWA, IAEA, IOM, OHCHR, UNAIDS, UNDP, UNFPA, and UNICEF -- from November 4 2011 to February 2012. (…) Overall the process of development and refinement of the UN SWAP constitutes one of the most comprehensive consultations of its kind carried out on gender equality and the empowerment of women in the UN system." (pp.34)

There was a clear understanding that leadership on gender equality could be forced neither on heads of agencies nor on its staff. Co-creation and individual commitments were two important factors that emerged from the consultative process and led to the success of the SWAP.

UN (2006). System-Wide Policy on Gender Equality and the Empowerment of Women, Source (UN, 2006)

3. **Talk together to think well together.** How often are we confident enough to use conversation as a problem-solving approach? Conversations always happen and they happen everywhere. At tea-time, in the parking lot, hallway, cigarette break? Can these conversations be legitimized to be used as a problem-solving technique? Readers may have participated in meetings during which conversations went nowhere. If you can influence it, invite new people in the conversation. Discovery of shared meaning and value are fundamental for the promotion of gender equality.

3 · Tools to promote organizational change

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Coffee and Lunch

Do people know what you really want to achieve? As the gender promoter do you know what your colleagues have on their minds? You will not obtain that information during meetings but rather after meetings, when more in-depth conversations take place. Go for a coffee or lunch with the colleague you know least and make your colleague feel secure about sharing ideas, beliefs and challenges. Withhold your judgment and keep listening. You may make discoveries and understand the sources of resistance.

Attending a formal meeting?

Use the meetings to do the networking especially if in attendance there are key colleagues and decision makers. Gender may not be on the formal agenda, but arriving a little early and engaging in a before-and-after-meeting chat may help in creating awareness among staff and management and increasing the willingness of stakeholders to act, two of the conditions mentioned in the previous section.

4. **To change the conversation, change who takes part in it** and invite in new people with new perspectives. Diversity of views brings out the complexity of the issue and helps identifiying a better solutions. Gender equality issues in the workplace are multifaceted (they draw in personal and social values and at the same time work-related gender equality processes and policies such as affirmative action, to give a simple example). When dealing with gender equality issues, gender specialists and gender advocates tend to turn to likeminded people (as is the case with most human groupings including the "old boys club") but this inclination limits our perspective. So seek and listen to all the voices, and pay even more attention to those expressing opposite or very different views and ask what they would like to do (see next section on managing diversity). Group "huddles" with likeminded colleagues are important for giving ourselves energy and support but should not be used in the context of a change project.

5. **Expect leaders to come from anywhere.** Staff members in the organization will step forward when they care about the issue. In this sense leaders are not formal leaders but people willing to help. They may be colleagues we never thought of as leaders. We see leaders emerge from Gender Focal Points and staff at operational level. They are often staff members coming from unexpected places ready to go the extra mile because they care and see that they can contribute. There is sometime also a bias against men engaging in gender equality and women empowerment. Women gender experts may sometimes be

reluctant to involve men, as there may be a belief, justified or not, that men join the gender equality cause for the wrong reasons (more visibility, funding, etc). Part of this assumption is that all women gender activists are there for "good" reasons.

6. **Focusing on what works gives us energy, focusing on what is wrong depresses us.** What is possible here and who cares? Focusing on what works gives us energy and creativity while focusing on what is wrong and how we can fix it can be depressing and saps our energy. This requires a change in culture (as we were brought up to be analytical, problem solving, complaint solving, etc). For women's right promoters, focusing on the problems and challenges of achieving gender equality can be demoralizing and cause some gender advocates to doubt at some point in their career whether or not to continue advocating for women's rights. But looking at women's advancement and focusing on what works makes those involve proud and generates new ideas for moving forward.

7. **The wisdom resides within us.** Where do we look first for our solutions? In our organization do we turn to ourselves or do we immediately look outside for help. The first reaction in an organization is to look for external help on gender mainstreaming, hire a consultant to draw up the gender strategy or work on the gender policy. Often the organization finds itself with a very good, nicely written document that may remain on the shelf as it does not draw on internal potential.

Coaching

This could be a formal tool if institutionalized and can be part of an organizational strategy in which staff at all levels receive coaching (with more or less gender awareness). It can also be used to help colleagues understand the gender dimension in their work by inviting colleagues to stop and reflect on the work they are doing and what might motivate them. Informally the gender promoter can act as a coach to colleagues unsure how to proceed with integrating gender in their work. It can range from understanding gender entry points in a thematic sector to coaching on promoting gender issues in a work environment.

8. **In everything there are setbacks along the way.** What is the organizational response to the expected temporary setback? Life is cyclical, and it is in these moments that we can together come up with solutions. Any change project has its moments of failure and low

stakeholder spirits. Keeping this in mind can help the change sponsor overcome these downturns.

Wheatley discusses other interesting principles relevant to strengthening the community spirit.

3.1.2 The Mindset: from Informal to structured deep interventions

We are attracted to familiar objects and to people that share our views. Gender experts and gender advocates share an approach (within which there are many perspectives) which tends to acknowledge certain points of view and ignore others. This is true for those seen as "resisters" to gender. How can equality and equity be achieved if women and men in the organizational setting cannot have a deep dialogue about their own perceptions of the other, of what is "fair" or what is "special treatment". Inviting diverse views around the table and really listening to all of them without pre-empting or making quick judgements can bring about a new understanding of power relations in the workplace. Adam Kahane (2007) suggests bringing "together the people who are co-creating the current reality". How does this transpose in our organizations? Are decision-makers in our organization reflecting that diversity of views (women, ethnicity, sexual identity, etc)? Are all parts of that workforce (not just as reflected in the organigramme but also where people without a voice are situated) involved or at least consulted?

Adam Kahane (2007, p. 139) writes "Many texts on marriage, management, negotiation and spirituality give similar advice. What is surprising is that when we make this simple, practical shift in how we perform theses most basic social actions—talking and listening—we unlock our most complex, stuck problem situations". Kahane recommends:

"

1. "Pay attention to your state of being and to how you are talking and listening. Notice you own assumptions, reactions contractions, anxieties, prejudices and projections.

2. Speak up. Notice and say what you are thinking, feeling and wanting.

3. Remember that you don't know the truth about anything. When you think that you are absolutely certain about the way things are, add "in my opinion" to your sentence. Don't take yourself too seriously.

4. Engage with and listen to others who have a stake in the system. Seek out people who have different, even opposing perspectives from yours. Stretch beyond you comfort zone.

5. Reflect on your own role in the system. Examine how what you are doing or not doing is contributing to things being the way they are.

6. Listen with empathy. Look at the system through the eyes of the other. Imagine yourself in the shoes of the other.

7. Listen to what is being said and not just by yourself and other but through all of you. Listen to what is emerging in the system as a whole. Listen with your heart. Speak from your heart.

8. Stop talking. Camp out beside the questions and let answers come to you.

9. Relax and be fully present. Open up your mind and hart and will. Open yourself up to being touched and transformed.

10. Try out these suggestions and notice what happens. Sense what shifts in your relationships with others, with yourself, and with the world. Keep on practicing"

(2007, p. 129).

The Lewis Method of Deep Democracy (DD) (also known as Co-Resolve) is a practical facilitation approach for anyone working with groups or individuals (Lewis, 2000). It is "democratic" because it emphasises that every voice matters and that decisions are wisest when majority and minority voices are both valued. It is "deep" because it goes far beyond the conventional methods of facilitating the exchange of ideas, and instead draws out emotions, values, beliefs, and personalities to inform and enrich the group's process based on psychological tools (Mindell's Process Orientated Psychology) for use in organizations.

Deep Democracy sessions should be conducted by trained Deep Democracy facilitators. One of the Lewis methods, the Soft Shoe Shuffle, starts with an active conversation on your feet, in which anyone can express their views. Participants in this process identify a problem they have and are invited to give their views aloud in a short statement. Participants in support or agreement will come closer to the person making the statement, while others will move away and make different statements turning the process into a facilitated argument. The argument is based on three premises and has four steps. The three premises ensure that everyone entering into the argument are doing so with the right mind-set or attitude. The object of the argument should be to stay in relationship as opposed to winning the fight, to understand that people see the world differently and to become more aware and as a result grow. The steps themselves assist in providing the argument with a clear structure so that it does not feel chaotic and unmanageable. In a nutshell the steps are (step 1) setting the safety rules so that the discomfort of entering the argument is minimised; (step 2) saying everything as fully as possible from one of the positions without interruptions, and then repeating the same for the other side; (step 3) owning whatever hit home or stood out from step 2; (step 4) making a decision as a result of the insights gained in step 3. This creates a safe space for the inclusion of every voice and allows people to feel part of small groups, as opposed to isolated individuals (Lewis, 2000).

This method is mentioned here as it seems to bring together Wheatley's principles and Kahane's mind-set into a specific method with various steps, each going deeper into values and emotions.

Deep Democracy sessions should be conducted by experts in deep democracy facilitation. A set of "hard tools" and methods or a rather more formal process are also useful in promoting gender issues and highlighting the integration of gender in an organizational setting.

3.1.3 The Methods

a. Audit yourself and your organization!

Implicit association

"Project Implicit" is a non-profit organization and international collaboration forum among researchers interested in implicit social cognition - thoughts and feelings outside conscious awareness and control. The goal of the organization is to educate the public about hidden biases and to provide a "virtual laboratory" for collecting data on the Internet.

Project Implicit was founded in 1998 by three scientists – Tony Greenwald (University of Washington), Mahzarin Banaji (Harvard University), and Brian Nosek (University of Virginia). https://implicit.harvard.edu/implicit/takeatest. html. On this website the reader will find several Implicit Association Tests (IAT) relating to various grounds of discrimination such as race, disability, age, religion, and more. Two tests specifically focus on gender: (i) Gender and Science test (which often reveals a relative link between liberal arts and females and between science and males); and (ii) Gender and Career test, which often reveals a relative link between family and females and between career and males. Another related test is on sexuality which focuses on the ability to distinguish words and symbols representing gay and straight people. It often reveals an automatic preference for straight visà-vis gay people.

These tests can be done by individual staff members and the results are only available for the person undertaking the test. It can serve as an eye-opener for some colleagues, especially those who believe they do not have biases. Launching a challenge within the organization "Are you gender-biased?" for everyone can be a way of getting the conversation going.

b. Gender Audit tools

Gender audits fall in the category of social audits. There are many variations of gender audits and some include the notion of diversity based on other characteristics. Gender audit methodologies started to spread in the late 1990s as many civil society and UN organizations developed their own specific methods. In the UN the most widely used approach is the ILO Participatory Gender Audit (ILO, 2011, 2012). It is "based on the ILO's practical experience of piloting gender audits of many ILO technical units and ILO country offices (…) and was initially developed by the Gender and Development Training Centre for the Stichting Nederlandse Vrijwilligers (SNV) in the Netherlands" (ILO, 2011, p. 13). The ILO has a set of three manuals on the gender audit:

> A manual for gender Audit facilitators The ILO participatory Gender audit methodology (2003 and revised in 2012) (ILO, 2012);

> ILO Participatory Gender Audit: Relevance and use for the United Nations and its agencies (ILO, 2011);

> FAMOS CHECK Guide and Methods: A gender-based service quality check for supporting small enterprises (ILO, 2006).

These three tools are all founded on a participative and inclusive process so that all staff take a proactive role in the audit and co-create a vision of the way forward. These audit tools are also ideal for raising awareness of personal attitudes and beliefs in an organization setting. Gender advocates know that

it is impossible to force colleagues to believe in the cause of gender equality. It touches deep values linked to our socialization, so deep that we do not even recognize the discriminatory biases we have. It is only through experiential learning that awareness emerges. As indicated above the Harvard Implicit Association Test can be a good external tool for awareness-raising.

> "The audit promote organizational learning at the individual, work unit and organizational levels on how to practically and effectively mainstream gender. (…) It considers whether internal practices and related support systems for gender mainstreaming are effective and reinforce each other and whether they are being followed. It establishes a baseline; identifies critical gaps and challenges; and recommends ways of addressing them, suggesting possible improvements and innovations. It also documents good practices towards the achievement of gender equality. (…) Follow-up action on the gender audit's recommendations is crucial and this is where the ownership of the audit by the Work Unit/Office is important in advocating, intervening and scaling up action."
>
> (ILO PARTICIPATORY GENDER AUDIT, A tool for organizational change, brochure)

Audit Process

There is much leg-work to be done before and during the audit process so it is important to be aware of the time allocation of the person "sponsoring" the audit and of the person supporting logistics. The ILO manual provides step-by-step information on the audit process.

Figure 12 **The audit process**

ANALYSIS OF DOCUMENTS → INTERVIEWS WITH STAFF AND PARTNERS → WORKSHOPS FOR STAFF → ACTION PLAN → IMPLEMENTATION

Audit Thematic Areas: Deconstructing the organization

Besides the "how to" the manual also provides a set of key areas to examine in relation to the "what". It has five large key areas of analysis:

I. Gender issues in the context of the work unit, and existing gender expertise, competence and capacity-building;

1. Context of the audited unit and its relationship to gender issues relevant to the technical area, current gender debate and related gender-initiatives

2. Existing gender expertise, competence and efforts at capacity-building

II. Gender in work unit's objectives, programming and implementation cycles, and choice of partner organisations

1. Mainstreaming of gender equality in the unit's strategic objectives, policies, programmes and budget

2. Mainstreaming of gender equality in implementation of programmes and technical cooperation activities

3. Systems and instruments in use for accountability, evaluation and monitoring in relation to gender equality

4. Selection of working partners

III. Information and knowledge management within the work unit, and gender equality policy as reflected in its products and public image

1. Information and knowledge management on gender issues

2. Gender equality initiatives as reflected in the unit's products and public image

IV. Decision-making, staffing and human resources, and organizational culture

1. Decision-making processes including those on gender mainstreaming

2. Staffing and human resources in relation to balance between women and men, and gender-sensitive policies

3. Organisational culture and its effects on gender equality

V. Work unit's perception of achievement on gender equality

1. Perception of achievements on gender equality

The methodology and areas of analysis will bring out a wide view of good practices (focusing on what works energizes us) and gaps. However, the view can only be complete if the audit is undertaken by gender experts asking the right questions and able to dig deeper in the organizational setting, going beyond appearances and formal gender processes. As in

many sectors, the devil is in the details and what may seem harmless gender biases (if they exist) may end up having cumulative harmful effects and need to be drawn out in the audit findings.

c. **Other types of self-assessment: Gender Equality and Organizational Self-Assessment (GEOSA)**

The ITCILO has participated in and conducted several gender audits internally and for external organizations. While working on audits it appeared clearly to us that audits could serve to build capacity in the organization well beyond the already recognized benefits, and become a continuous process rather than a once-every-five-years event (in the best case scenario). As a training institution the ITCILO had a unique opportunity to build on the ILO gender audit process and adapt it to long-term capacity-building on gender equality in the institutional context. Other United Nations agencies, civil society organizations or renowned private firms may also have good products/ or strategies. GEOSA will be the presented here as it is the methodology developed and used by the ITCILO.

The GEOSA works as an entry point for discussing wider substantive and operational concerns, as it tackles both explicit and implicit gender biases within an organization's structure and culture. The approach combines training and learning, teambuilding and self-assessment activities, culminating in the design or revisiting of an organizational action plan on equality. It leverages internal staff competences to build sustainable capacity within the organization to address gender and equality, using internal change agents equipped with the skills and knowledge to develop and implement bespoke action plans. Specifically:

> ITCILO's role starts with assisting the organization in the selection of a team of potential "change agents" within the staff of the organization itself. Internal gender focal points and equality advisors may be an obvious but not exclusive choice. A variety of profiles may be appropriate to constitute a stable and effective internal team which will lead and facilitate the change process. Competence, motivation, availability and representativeness will be the basis for the selection of individuals.

> Exchanges and consultations, as well as an on-site mission if required, may be appropriate for completion of this first phase.

> The team thus constituted participates in an online learning phase during which, through a modular and individualized path, each

team member will develop and fine-tune his or her knowledge of principles, concepts and tools relating to gender and equality issues within an organization. They will also go through the methodology of running an organizational gender assessment, including teambuilding and motivation techniques.

❯ A face-to-face training of trainers and facilitators session on auditing and assessment methodologies follows, involving those agents who have proficiently acquired the necessary knowledge and are ready to learn the practical skills.

❯ The team of capacitated change agents will then be able to design and facilitate self- assessments within the organization. The self-assessment process will consider both formal and informal aspects of the organizational structure, and will combine participatory actions – such as workshops and individual interviews – with a review of the organization's policies, processes, procedures, and products. The methodology may include elements of gender-responsive budget analysis where appropriate and relevant. Each assessment is to be documented in a report containing a selection of good practices, gaps to be addressed and recommendations for the organization. Direct or indirect (help-desk) support and back-stopping may be provided by ITCILO during the first implementation which should conclude with the design of an equality action plan (or adaptation of an existing one).

From then on the organization is expected to be autonomously equipped with an internal critical mass of change agents, capable of replicating the process and moving ahead in realizing the expected results in mainstreaming equality within the organization. Gender action plan monitoring is part of the whole GEOSA process. The GEOSA process clearly rests on Wheatley's principles (outlined in section 3.1.1) and specifically builds on the principle that people support what they create and that there is internal wisdom in the organization and its staff.

d. Other tools: Gender Equality in the Business sector – Break Even (Business Sector)

In the project "Gender Equality in the Business Sector – Break Even"[9], tailor-made interventions were undertaken in companies from different industrial sectors, dimensions and legal statuses, after an extensive and

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9   http://en.igempresas.org/

intensive gender audit process based on about 100 research questions across the following eight dimensions:

1. Corporate mission and strategy

2. Human Resources Management

    2.1 Recruitment and selection

    2.2 Lifelong learning and training

    2.3 Job analysis, performance evaluation and remunerations

    2.4 Career advancement and development

3. Work, family and personal life balance

4. Work organisation

5. Respect for the dignity and integrity of workers

6. Social Dialogue and Participation

7. Internal and external communication

8. External relations

Various research methods and techniques were applied: formal and informal interviews (individual and round tables/Focus groups); questionnaires (survey on-line/face-to-face); direct observation; and document/content analysis (images, symbols, language, statistical data available).

Special privilege was given to developing a methodological approach involving a close collaboration between the external research team and the task force appointed by each company's Board of Directors, resulting in the joint creation of support tools for promoting equality between women and men.

Based on this experience, a Guide for the Promotion of Equality between Women and Men is now available for dissemination[10], which includes:

> a Gender Audit – *Diagnostic Assessment Guide*;

> a *Guide for the Design of an Action Plan;*

> a *Training Guide.*

> A **Video** including testimonies of the representatives from the companies in regard to their participation in the Project, the methodology used, the existing good practices and the advancements achieved is now available.

e. Web of institutionalisation

One powerful tool is the Web of institutionalisation developed by Caren Levy in 1996. It can be used as a group exercise in the gender audit staff workshop (although it is not part of the current PGA manual) or as a stand-alone tool for planning and implementing action on gender equality in the organization. The staff of each programme or unit could come together and use the web to guide their reflection on gender in their own work.

Levy refers to the Abercrombie, Hill & Turner definition of institutionalisation as "the process whereby social practices become sufficiently regular and continuous to be described as institutions, that is social practices that are regularly and continuously repeated are sanctioned and maintained by social norms, and have a major significance in the social structure" (1988 cit in Levy, 1996, p. 124).

The key underlying questions are who is generating the change and how can it be sustained? For Levy these questions "challenge the possible rigidities and lack of responsiveness that could be associated with the term `institutionalisation', which might be viewed as reflecting pre-determined and fixed practices. Moreover, the concept of `sustained change' adds a useful dimension to a definition of institutionalisation since it recognises the basic conflict between the regular practices of organisations which inevitably reflect a particular set of interests, and their responsiveness to change reflecting other power relations and interest configurations. Thus, as in the case of other social relations, the institutionalisation of a gender

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10   https://www.iseg.ulisboa.pt/aquila/unidade/CeS/projetos/projetos/projeto-igualdade-de-genero-nas-empresas---break-even?locale=en

perspective implies the integration of a dynamic social relation which has at its heart the question of power." (Levy, 1996, p1). It suggests that organizational change relating to gender equality is not "doing more of the same" but rather "doing things differently".

The Web is powerful tool for examining social relations, power and conflict struggles. It helps the user identify where resistance and support are located in the system, where key resources are and the user's own position on the Web.

Figure 13. The Web of Institutionalisation

The two uses of the Web:

i. As a diagnostic tool

The Web can serve as a gender diagnosis on gender policy and planning methodology. The user will need to determine the scope of the diagnostic (as the Web can be appied to various environments: organization, sector, country, etc.; in the example we will focus on the organization), and the purpose (assessing how gender is mainstreamed in the different elements, assessing the impact of past policies and actions on gender, or assessing the user's sphere of influence).

Let us follow Jane, a fictional person who works in the Delivery of Programmes and Projects (the blue figure in the Web) and is responsible for reporting on

the status of gender equality in her organization. Using the Web, she will start from her own programme or projects to identify how gender is, or is not, integrated in her programme and will analyse how other nodes are integrating or not gender, starting form those closer to her programme and then going through the whole Web (i.e. how staff development is contributing, or not contributing, to a gender-responsive delivery or how the policy and planning is supporting gender mainstreaming, etc).

ii. As an operational tool

The Web can be a useful tool for guiding the user in strategising and action planning for greater gender mainstreaming.

How can Jane influence the policy and planning and obtain for example a zero-tolerance policy on sexual harrassement approved in her organization? Where can she look for support and from where does she expect resistance (and on what grounds and rationale?). This generates useful information on creating a pathway to human resources, financial resources and decision-makers in the organization, preparing the groundwork and putting forward concrete actions.

In both uses as a diagnostic and operational tool, the important aspect to keep in mind is the interelationship between the nodes and how they influence each other positively or negatively. The gender strategy, if we use the Web to develop an action plan, would not only focus on the nodes themselves but also consider the relationships between them. Levy (1996) provides a step-by-step approach on the use of the Web in her article.

Concluding note on Tools

This is by no means an exhaustive list of tools but rather a selection of tools that the authors have found useful in their work in the various organizational contexts. Gender audits, the GEOSA and the Web of Institutionalization are quite complete tools on their own but sustainable change institutions should have a strategy for capacity-building which is much more than attendance at formal training events. It may involve coaching, peer assist (peer-to-peer learning), organizing expert meetings and of course training through different modalities (online and in class). Most organizations have a staff development budget so it may be useful when using gender tools and planning future actions to include a capacity-building component. Find out how funds are allocated and on what subjects? Is there a short- or long-term staff development strategy and is gender part of it? Has a needs assessment been conducted on staff knowledge and awareness on gender issues? How impact is measured, and what are the benefits for the

organization, are two key considerations in building your case for securing resources for capacity-building on gender equality.

4

Resistance, mobilization and communication

Johanne Lortie

Several classifications exist on types of resistance in social psychology and other fields such as psychotherapy. After all, resistance is a behavioural trait that we all share in the face of the unknown to protect ourselves. For our purposes we shall focus on the classification used in change management approaches.

4.1 Counting the ways to resist

Myrna Lewis when running her Deep Democracy session identifies several levels of resistance, the risks they represent for the organization, and the possible actions (Lewis, 2000). It is particularly relevant when tackling resistance to gender issues (see Figure 14).

Identifying resistance can be tricky since, whereas more vocal or visible resistance is relatively easy to identify, covert or indirect resistance is harder to spot. Cynicism and sarcastic comments can be low on the resistance line but are as difficult to manage and as "dangerous" as overt actions.

Figure 14. **Types of resistance**

JOKES · EXCUSES · GOSSIP/LOBBYING · COMMUNICATION BREAKDOWN · "GO-SLOW" · OPEN PROTEST/STRIKES · WAR/SEPARATION

It's just a joke!

We have all have heard sexist jokes going around the office, even in an environment where gender awareness is quite high. Although these jokes can be offensive and dehumanising we very rarely react to them and we remain uncomfortable and tend to look away. Part of the work of a gender advocate is initiating a conversation deconstructing gender stereotypes and avoiding the blaming and shaming which brings us nowhere.

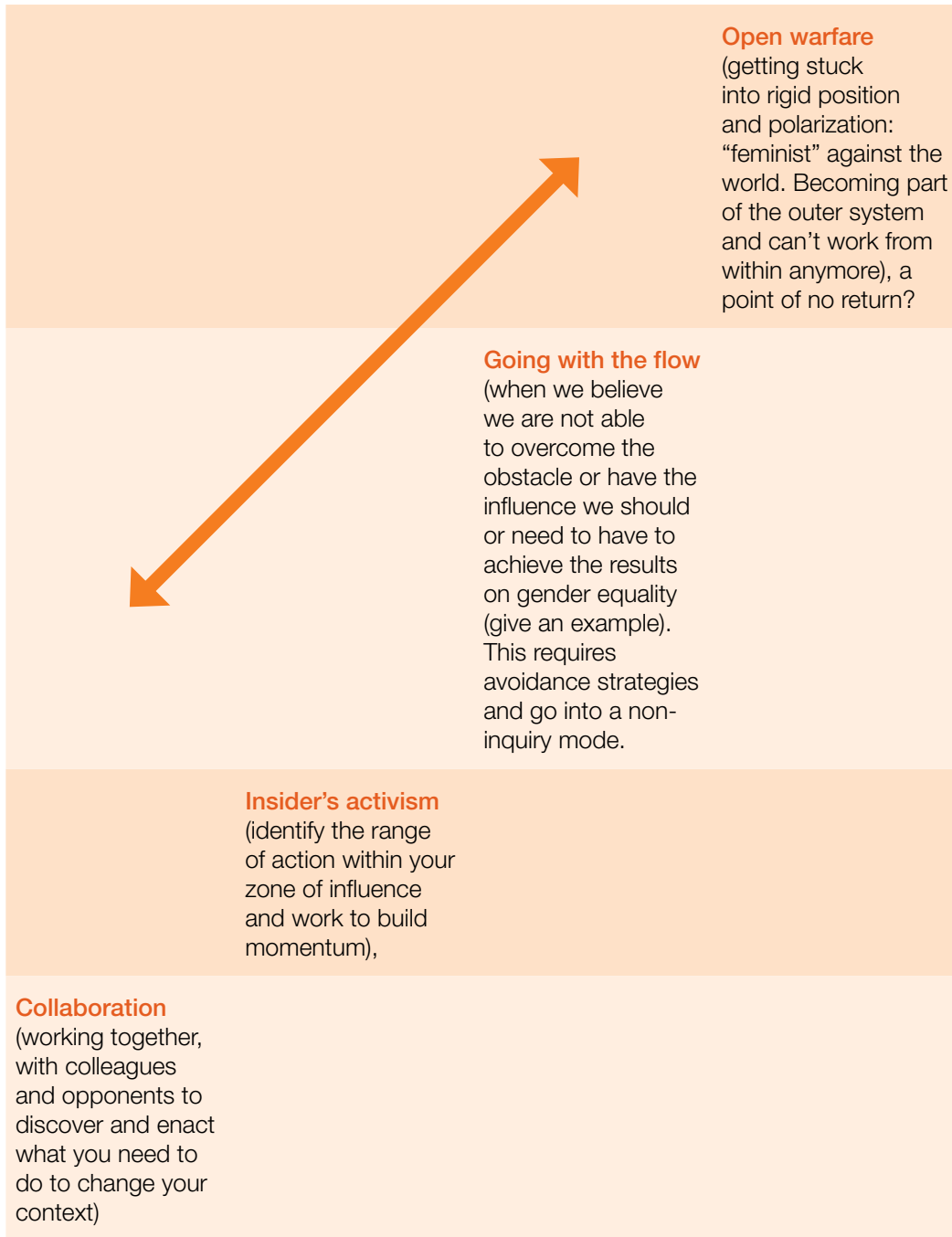Let us highlight as well the categories defined by the OECD and the strategies for overcoming resistance:

Table 13. Types of resistance and strategies to overcome them

TYPE OF RESISTANCE	DEFINITION	STRATEGIES TO COUNTER RESISTANCE
Denial	Denial appears at different levels. It takes the form of people suggesting that gender equality is not a concern for their country (or community, or region). It can also be as simple as stating that a programme does not discriminate against women. Users will often claim they are not in the business of 'changing culture.'	Present sound empirical evidence (statistics, oral histories, solid research) that documents gender disparities and discriminatory practices. Dispel myths or assumptions about women not being involved in agriculture (for example). Use the words 'men and women' instead of gender and stress the importance of community work engaging all people for greater impact.
Selection of a token action	The users of this strategy acknowledge that something should be done about equality issues but they are unwilling to think about significant change. They select a specific project (or component within a project) that is often based on a limited assessment of gender disparities and may view women as a 'vulnerable group'. Thus when asked about what they are doing on gender equality issues, people point to this specific project to demonstrate that they are doing 'something'. However, equality has not been taken up in a serious fashion.	Ensure that equality issues are given a high profile at all stages of the planning process (not just problem identification). Ask questions about the eventual impact and results of the initiative and who will benefit (which women and which men). Engage in a discussion of impacts on men and women across multiple aspects of the project in order.
Lip service	This strategy involves acknowledging the issue at the level of rhetoric, but failing to take meaningful action.	Push for systems that monitor and evaluate impacts on equality between women and men in all programmes.
Speaking on behalf of "women"	With this strategy, the user assumes that women are a homogenous group who have one position and one set of interests. One or two experiences are generalized into a broad statement intended to cover all women.	Look for research that has been done that attempts to analyze both women's common interests and diversity. Make the case that an understanding of each situation is required and urge the use of gender-sensitive participating methods.

Table 13 (cont.).

TYPE OF RESISTANCE	DEFINITION	STRATEGIES TO COUNTER RESISTANCE
Compartmentalization	Users of this strategy do not recognize equality issues as cross-cutting and delegate all actions to the person officially responsible for 'women's development'. This in effect turns a concern with equality into a sector.	Make a concrete case of how and why gender equality issues are relevant to the work. Push for overall attention to gender issues in programme planning, implementation and evaluation.
Misconstrued mainstreaming	Mainstreaming as a strategy is misunderstood. Instead of a focus on equality between women and men as the goal of a mainstreaming strategy, the main emphasis is on the process of involving women, often in activities and programmes in which they have had little input. Users may argue that there are no specific programmes for women as women participate in all activities. *"Women in the region already work very hard. It would be irresponsible of us to ask them to participate in more project activities."*	Try to shift the attention to the impact of the initiatives and ask questions about who will benefit. Does the project widen gender disparities? Does it have the potential to contribute to more equal gender relations?
Tokenism	One or two women are appointed to committees or invited to participate in a decision-making process. Women with little interest in gender equality issues may be selected for precisely that reason; or even if a woman with a commitment to equality is invited to participate, she may carry little weight in the overall process.	Push for greater transparency of the decision-making process and more input into decisions by those affected by them. If you are the token woman, look for allies both inside and outside the formal structure.

Source: OECD, 1998.

Figure 15. Forms of reaction to resistance

Open warfare
(getting stuck into rigid position and polarization: "feminist" against the world. Becoming part of the outer system and can't work from within anymore), a point of no return?

Going with the flow
(when we believe we are not able to overcome the obstacle or have the influence we should or need to have to achieve the results on gender equality (give an example). This requires avoidance strategies and go into a non-inquiry mode.

Insider's activism
(identify the range of action within your zone of influence and work to build momentum),

Collaboration
(working together, with colleagues and opponents to discover and enact what you need to do to change your context)

Source: Adapted from Kahane (2017, p.4).

Collaboration is the most effective approach but it requires that all those involved agree to collaborate. For Kahane "The risk of the collaborating approach, however, is that it will be too difficult to achieve and so will fail. The reason why collaborating often feels frighteningly difficult or impossible is

the converse of the reason fighting often feels obvious, natural, and habitual: fighting involves asserting (with colleagues and friends), in control, what we already know needs to be done, whereas collaborating involves working with others (including opponents and enemies), without being in control, to discover a way forward that we do not yet know." (2017 p, 5). In fact, in the first Part we saw that organizations highly value qualities seen as "masculine"-- i.e. ability to take quick decisions independently, being in control, etc — which appears to be at the other end of the spectrum from collaboration which therefore should be the approach that women find more attractive because of the stereotypical socialization in western societies.

4.2 Mobilization and Communication

The person "sponsoring" the change, his or her place in the hierarchy and his or her zone of influence will bring out very different motivational bases from key stakeholders. As Macdonald, Sprenger and Dubel (1997) explain, if the proposed change is bottom-up then it has to be driven by a critical mass of members of the organization and be experiential and part of an action learning process. However the change project may also come from the top. In the private sector, large firms have engaged in promoting fair and equitable processes, affirmative actions and sexual harassment policy. The change process can be driven by deep beliefs and a will to eradicate gender discrimination and retain valuable talent, but it can also be driven by a will to minimise the risk of court cases and costly settlements. A change process led from the top will require a different approach to mobilization particularly if we remind ourselves of Wheatley's principle number two "People act responsibly when they care", it becomes obvious that a person in authority in an organization cannot force his or her staff to care about gender equality but he or she can take care to involve all key stakeholders in "co-creating" the strategy (Wheatley, 2010). Bryan Smith, one of the co-author of the Fifth Discipline field book identifies five modes of creating a shared vision. The reader will be able, based on the type of organization (see Part 2, Chapter 2.1) to identify how change is implemented in his or her organization (Bryan Smith model, adapted by Steinlin and cited in Senge, 1994, p. 313).

Figure 16. Modes for creating a shared vision

Bryan Smith's 5 Modes for Creating a Shared Vision

	TELL	SELL	TEST	CONSULT	CO-CREATE
	Demand compliance	Seek buy-in	Invite response	Request input	Collaborate
Does vision, strategy or plan already exist?	Yes (final form)	Yes (final form)	Yes (draft form)	No	No
Who decides on the final vision, strategy or plan?	Boss	Boss	Boss	Boss	Everyone
Communication method	Top-down transmission of information	Top-down transmission of information	Top-down & bottom-up transmission of information	Top-down & bottom-up transmission of information	Conversation
Level of engagement (and therefore commitment to action)	Low				High

"Tell", "sell" and "test", more commonly used in most organizations, are well ingrained in the work culture, while "consult" and "co-create", more seldom used, are seen as riskier and as a loss of control over the final results. However many change management experts, including Wheatley a (2010) and Kahane (2007), promote the use of conversation and co-creation. For gender equality, it seems even more relevant to move towards the "consult" and "co-create" modes. In conversations unconscious gender biases will emerge, be discussed and deconstructed while in the "tell" mode they remain a hidden threat to the success of the change process in promoting gender equality.

The next Table explores some key steps to sucessfuly implement a communication plan.

Table 14. Planning the change: Tool - Communication plan for gender and organizational change

A. Purpose of the plan: Define clearly what the aim is

1. Convey the vision and the strategy on gender in the organization. Is it backed by the top management? According to your function and position in the organization this phase may require some preparatory work to gain management backing.

2. Generate awareness and adhesion (is it cutting across the organization vertically and horizontally? Are there gender biases which need to be taken into account?) (see Table 2)

B. Perception mechanisms

Perception of the message (will men and women perceive the message in the same way? Is there a risk of backlash?)

C. Decoding mechanisms

1. Personal characteristics and perceived stereotypes of the individual who receives the message (regarding gender but also other characteristics such as race, religion, education, etc)

2. Professional characteristics of the individual who receives the message (who was passed over for promotion, has a bone to pick or feels unfairly treated? Though not related to gender it may influence the buy-in of colleagues)

D. Privileged Transmitters, who is saying it may make a difference

1. Immediate and upper hierarchical level, gender balance transmitters?

2. Top management (seen as a true supporter of gender equality or paying lip-service?)

3. Male gender champions in top management are able to reach beyond the converted to other men. Women gender advocates may not have that same outreach.

E. Communication hazards

1. Complexity of the message

2. Saturation of the message (gender fatigue)

3. Interpretation of the message (lack of understanding of the gender concepts)

4. Inconsistency of the message (different understanding of gender concepts)

F. Characteristics

1. Precise targets: what do we want to achieve? How can it be consolidated, sustained and "refreezed". What indicators need to be used to monitor the change?

2. Key messages: how will they evolve over the timeframe of the project?

3. Project stages: planning, design, implementation and sustainability. Who are the key actors/stakeholders in each phase? How is the management involved and who is responsible for operationalizing the change?

4. Relevant media (email, staff meeting, retreats, etc).

G. Four types of message

General, for Senior Management, Middle Managers, Employees

1. *General messages*

   I. Context the issue fits into (transformation of the organization image or tweaking)

   II. Change in itself, effects of the change, etc. - what is in it for the main stakeholders?

   III. The effects on the human resources (as related to the most significant practices):

   ◼ Impact on hiring policies (men/women rebalancing, especially if the change involves affirmative actions)

   ◼ Impact on wage policies

- ■ Evolution of the project in order to reduce uncertainty, including:
    - ■ Project steps and duration
    - ■ Agenda of the information
    - ■ Main deliverables (smart and spiced)
    - ■ Other

2. *(a) Messages to senior management (beginning of the process)*

    I. General messages

    II. Anticipated effects

    III. Cost estimate

    IV. Process itself

    V. Analysis of options and alternatives

3. *(b) Message to senior management (during the project)*

    I. Recurrence of the message on the vision

    II. Interim results

    III. Costs

    IV. Comparisons with other organizations

    Message to senior management in end of term and results

4. *Message for managers*

    I. Some general messages

    II. Anticipated effects

    III. Cost estimate

    IV. Process itself

    V. Analysis of options and alternatives

    Message for managers (during the project)

    HR impact

    I. Impact on knowledge

    II. Impact on behaviour and values of individuals

    III. Impact on standards (what are the standards in terms of gender-responsive actions, etc)

    IV. Impact on job (will staff need to train, learn new methods, do gender analysis, etc)

H. Capacity Building for change

    I. Types of Training

    II. Support/coaching

    III. Information available

    IV. Advances and interim results

I.   **Celebrate and give visibility to your supporters**

   I. Provide recognition

   II. Pursue the cycle of change with new iteration

   III. Work with the "resisters", don't give up on them! Once convinced they will become your most effective advocates.

Source: Adapted from Arcand (2007) p. 146-156

Another aspect contributing to motivation and to the change project is the synchronicity between the elements in the diagram below, helping create a winning situation so as to instil change in the organizational context: for example, top management has a vision and takes the leadership on gender equality; the organizational culture motivates staff to value equity and diversity; all parts of the organization (see Figure 17) have the capacity to support the change through action learning; and an enabling external context such as national gender strategies and resource allocation are in place. Most likely, though, one or more elements may not be in support of the change project and may be outside your zone of influence, requiring the change sponsor to take on lobbying and advocacy and possibly plan for better timing.

Figure 17. Linking key elements to achieve a winning change context
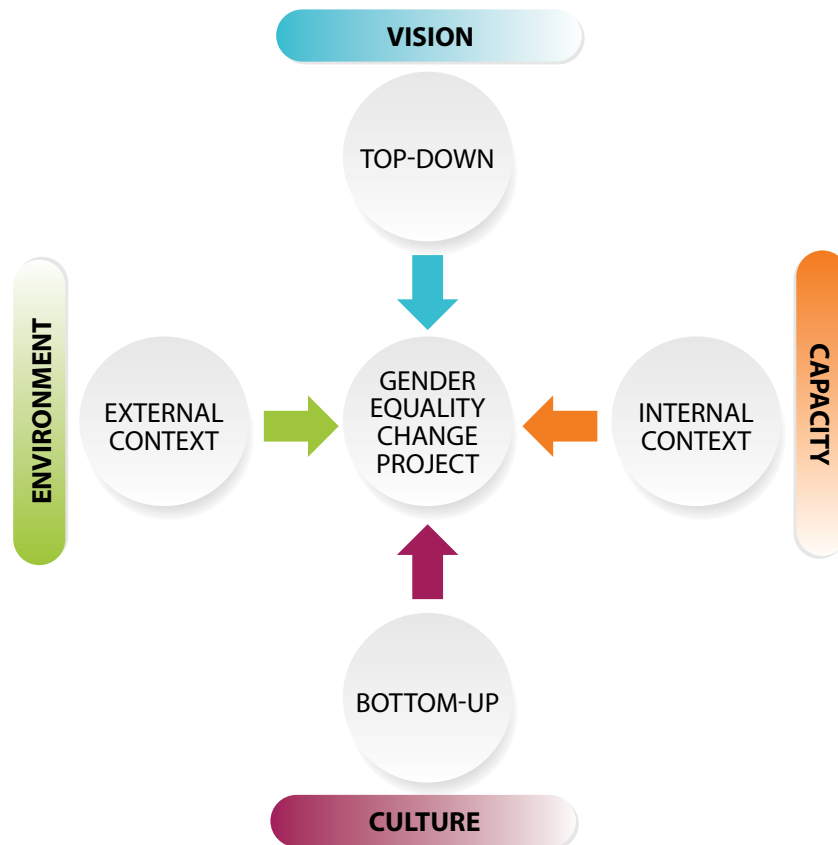
Source: Adapted from Aubert-Lotarski, Note de synthèse 1.

Below are a few considerations on these elements:

Internal/external context

In "Feminists in Development Organizations" Rosalind Eyben recounts her experience as social development advisor in a British government aid ministry, how she used the external context, NGOs and academia to pressurise the ministry: "the vociferous external lobby could be used to influence change internally. When someone in the lobby warned her (Eyben) that they were going to apply plenty of pressure, her (Eyben's) intuitive response was 'please do, the more the better'. Rosalind Eyben was then able to use the threat of this lobby to argue that some kind of concession was needed." (Eyben and Turquet, 2013, p. 199). What is interesting in this example is that the conversation took place in the lobby outside the formal event and Eyben could say what she really thought. It was a risky endeavour but had positive results. External context, whether it be academia, NGOs or a new set of government priorities or legislation, can also be used to put pressure on the organization in a less antagonistic manner.

The UN system can also be cited as an example as some UN agencies have benefited from discreet but continuous pressure from UN Women through the UN System-Wide Gender Action Plan on Gender Equality and Women Empowerment (SWAP) which requires that UN agencies report yearly on a series of gender indicators. The focal point or staff in the agency can use the SWAP requirements to promote better gender integration and overcome possible top management resistance in their agency. Furthermore pressure is added through the UN Women's executive director who writes directly to each head of agency to inform them of their successes and gaps (including a ranking of the agency in comparison with the overall results, numbers speaking louder than words). The ITCILO, like many of the UN agencies, was involved in the SWAP process from the start, through consultative meetings and email exchanges which seemed to move from a consultation process closer to Smith's "co-create" mode as members felt their views were being taken into account.

Top-down/bottom-up

The change sponsor working at operational level requires some commitment from top management for endorsing and possibly allocating human and financial resources in supporting the change project. "Organize bottom-up participation of people in defining the problem, analysis, and formulating solutions. This means consulting people at all levels of the organization, asking for example what their ideas and feelings about gender are, what has their experience been in what way could a gender analysis improve

their 'general' work, what are their priorities "Macdonald, Sprenger and Dubel, 1997, p. 118).

Group thinking

Group thinking silences those with a different opinion who may not be in a position to take risks (i.e. seen as outsiders) or who have nothing to gain in voicing their differences. Even if the group thinking works in your favour (that is colleagues are all passionate about gender equality) ensure that everybody in the group has overtly and honestly stated their views by using Kahane's ten tips.

Leaving no one behind

Is gender mainstreaming understood and promoted by the majority of colleagues? Is having a majority of backers sufficient? Sooner or later the majority might turn into a minority. It is important to bring on board as many colleagues as possible, no matter what their position is in the organization; you do not know where the next leader (in the larger sense) will be coming from.

You win when others say gender!

Are you seen as the "gender police"? Do colleagues automatically feel uncomfortable when they spot you (the gender specialist) in the corridor and come up with a list of excuses before you even greet them? As a gender specialist I pay particular attention in toning down my inner "women activist" attitude. In a bureaucratic environment colleagues may not understand or may be put off. My best win is when in a meeting someone else raises the gender dimension in a discussion. If the organization has equality and effectiveness as values then technically all staff should rally round these key elements. How can one best contribute to the mandate if not by putting forward effectiveness, transparency, results and accountability? These issues also feature as key principles in the 2005 Paris Declaration and Accra Agenda on aid effectiveness.

http://www.oecd.org/dac/effectiveness/parisdeclarationandaccraagendaforaction.htm

http://www.oecd.org/dac/gender-development/49014760.pdf

http://www.oecd.org/dac/effectiveness/34428351.pdf

Concluding note
and references

Concluding note

With this book the authors hope to provide valuable resource for readers seeking to manage change in a gender-inclusive way and for those aiming to promote gender equality in their organizations.

The first and second parts were intended to map the theoretical and conceptual landscape regarding the main barriers to gender equality in organizations. Readers were also provided with conceptual and practical tools that may deepen their understanding of the enduring patterns of gender inequality at the workplace and how to tackle them.

The aim of this handbook was also to illustrate the need to bridge gender studies, organizational theory and management change approaches. The first theoretical insights, developed in the 1970s, put gender on the map but organizations were conceived as gender-neutral containers, and gender was conceptualized as a social role and an individual attribute. One of the most relevant scientific contributions, however, has been the recognition that organizations are not gender-neutral, as organizational theorists have largely considered since the 1980s. A greater interest shifted towards organizations as social constructions, to organizational cultures and the micro-processes of doing and undoing gender, with the focus on gendered jobs, occupations, identities and hierarchies. Men and women, women and women, men and men are above all social actors doing (or undoing) gender in their social relations, reproducing (or challenging) the existing patterns of inequality, submission and power. The intersection between gender, class, race, ethnicity, age also became a key topic in the scientific debate, shedding light on organizations as "inequality regimes" (Acker, 2009), as also reflected in the way in which different approaches to organizational change have sought to mainstream gender equality. The articulation between structural-level and social constructionist analyses deepens the definition of the main problem(s), enriches the scope of intervention and extends the intervention methods and techniques available for intervention (as detailed in Parts 2, 3 and 4). Such a trend has been absolutely fundamental for the understanding of organizational change as a process embedded in a gender transformative agenda.

This book was, therefore, an attempt to bridge theory and practice, providing readers with the theoretical, conceptual and practical tools to promote gender equality in organizations through a planned and highly participatory process of change management.

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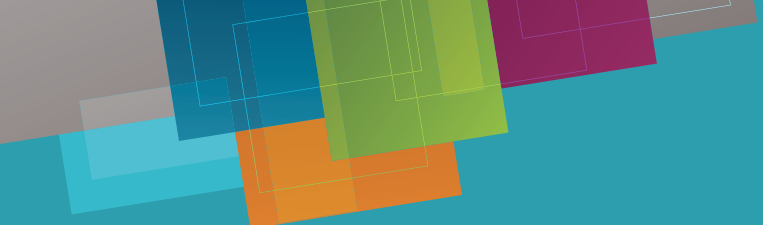Kahane, A. 2007. *Solving though problems* (San Francisco: Berrett-Koehler Publisher).

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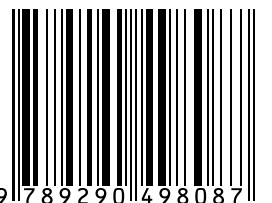
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