

# CHRYsalis

Leadership Training For  
Pioneering Women



## Your Action Workbook

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## TRAINING GOAL



To prepare

*Self-Confident, Risk-Taking Pioneering Women Leaders*  
as individuals and as a group - to bring about gender-  
sensitive policies and programs, and practices that will  
positively affect the lives of women and men.

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This Action Workbook is part  
of a three-part training package:

### **Chrysalis: Leadership Training for Pioneering Women**

- I. Trainer's Manual and Trainer's Master Copy of Action Workbook.
- II. Master Copy of Action Workbook for Photocopying.
- III. Quotations for the Wall.

*The Chysalis Training Package evolves from:*

## **THE AWLAE PROGRAM**

African Women Leaders in Agriculture and the Environment



### **LEADERSHIP FOR CHANGE**

*"This is no longer a program. It's a movement."*

- Program Donor

AWLAE inspires, empowers and mobilizes professional women as leaders and advocates for rural women. The model of the program, designed in 1989 by African women and men, operates in 13 African countries and China.

The AWLAE program (1) **Prepares women leaders** through *Leadership for Change* training, post-graduate scholarships, and mentoring, (2) **Builds an enabling professional environment** through institutional partner grants for gender activities, gender training, working in partnership with men, public advocacy, and research on issues of women farmers and professional women, and (3) **Creates sustainable impact** through establishing professional associations, training centers, *Chrysalis: Leadership Training for Pioneering Women* Training Package, and a *Leadership for Change* CD-Rom.

The program operates on both the macro level – helping women to advance to influential positions to change the policies and programs affecting rural women – and the micro level – conducting mentoring, technology transfer, gender training and school scholarships for rural women and girls. In other words, AWLAE is driven by the extraordinary commitment of professional women who link directly the key agricultural and environmental institutions with the rural people in the field.

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## MODULES

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### **I. BUILDING A PIONEERING TEAM**

Who are we and  
how will we work  
together?

### **II. SEEING THE CHALLENGES AHEAD**

What inspires and sustains  
pioneering women?

### **III. MOVING BEYOND THE ROADBLOCKS**

Where do we want to go?  
What's stopping us?  
How do we move forward?

### **IV. WOMEN & MEN: TRAVELING THE GENDER ROAD TOGETHER**

What is gender?  
Why is it important  
and stressful  
for women and men?

### **VII. PREPARING OUR PLANS**

How do we mobilize  
as individuals and as a group  
for the journey ahead?

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### **RECORDING THE JOURNEY: AN ACTION WORKBOOK**

Creating a personal record of the journey:  
thoughts, analyses, plans

# Table Of Contents

# Action Workbook

## Module I

### **BUILDING A PIONEERING TEAM**



#### **TRAINING GOALS**

*To set a positive and inspirational  
climate for working together.*

*To create a Pioneer Portrait of  
each person.*

#### **IN THIS SECTION YOU WILL:**

Be introduced to the program and workshop goals and agree together to a schedule and guidelines for how the group will operate.

Learn about each other and the staff, with each member being both learner and teacher.

Begin the creation of your own Pioneer Portraits as the first step in building self-confidence, risk-taking abilities, and support for one another as pioneers.

Mama told her her  
children to  
“jump at the sun”.  
We might not land on  
the sun, but at least we  
will get off the ground.

- Neale Hurston





You cannot discover new oceans  
until you let go of the shore.



### Definitions of a Pioneer

--



Until one is committed, there is  
hesitancy, the chance to draw back, always ineffectiveness.  
Concerning acts of initiative (and creation)  
There is one elementary truth:  
The ignorance of which kills countless ideas and splendid plans;  
  
The moment one definitely commits oneself, the providence moves too.  
All sort of things occur to help one  
That would otherwise never have occurred.  
  
A whole stream of events issues from the decision  
Raising in one's favor all manner  
Of unforeseen incidents and meetings  
And material assistance  
Which no person could have dreamt would come her way.  
  
Whatever you can do, or dream you can, begin it.  
Boldness has genius, power, and magic in it.  
Goethe





## PIONEER INTERVIEW FORM

Perhaps we should share stories in much the same spirit that explorers share maps, hoping to speed each other's journey, but knowing the journey we make will be on our own.

-- Gloria Steinem



Name by which I like to be called:

A Person (Outside My Family ) Who Has Inspired Me – And Why

Some Thing or Event That Has Given Me Confidence in Myself

Professionally, ten years from now, I dream about





## The Interview

It doesn't interest me what you do for a living.  
I want to know what you ache for,  
and if you dare to dream of meeting your heart's longing.  
It doesn't interest me how old you are.  
I want to know if you will risk looking like a fool for your dreams,  
for the adventure of being alive.  
It doesn't interest me what planets are squaring your moon.  
I want to know if you have touched the center of your own sorrow,  
If you have been opened by life's betrayals,  
or have become shriveled and closed from fear of further pain.  
I want to know if you can sit with pain, mine or your own;  
If you can dance with wildness  
and let the ecstasy fill you to the tips of your fingers and toes  
without cautioning us to be careful, be realistic,  
or to remember the limitations of being a human...  
It doesn't interest me if the story you are telling me is true.  
I want to know if you can disappoint another  
to be true to yourself;  
If you can bear the accusation of betrayal  
and not betray your own soul.  
I want to know if you can live with failure, yours and mine,  
And still stand on the edge of a lake  
and shout to the silver of the full moon, "Yes!"  
It doesn't interest me to know where you live  
or how much money you have.  
I want to know if you can get up  
after the night of grief and despair,  
weary and bruised to the bone,  
and do what needs to be done for the children.  
It doesn't interest me who you are, how you came to be here.  
I want to know if you will stand in the center of the fire with me  
and not shrink back.  
It doesn't interest me where or what or with whom you have studied.  
I want to know what sustained you from the inside  
when all else falls away.  
I want to know if you can be alone with yourself,  
and if you truly like the company you keep in the empty moments.

■ Oriah Mountain Dreamer



— Joseph Campbell

## EXPECTATIONS FOR THE WORKSHOP

What I want to happen	What I don't want to happen

Notes



Definition of  
"conspiracy"

To breathe  
together

"And I strive to discover how to signal my companions...to say in time a simple word, a password, like conspirators: Let us unite, let us hold each other tightly, let us merge our ears, let us create for Earth a brain and a heart, let us give a human means to the superhuman struggle.

Nikos Kazantzaki



How The Group Operates

Workshop Committees



**A RISK I HAVE TAKEN. . .**

With my family	In my work	In other areas

Why is it important to take risks?

Why don't we take risks sometimes?

What is the relationship, if any, between taking risks and self-confidence?

How do we feel if we take a risk and succeed?

What is the question we can ask ourselves as we contemplate a risk?  
(Example: What's the worst that can happen? Can I live with that?)

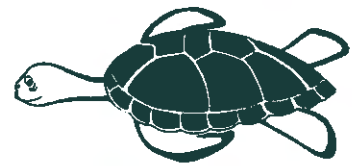
How does that compare with the potential benefits if I succeed?



## Taking Risks

What animal would you associate with risk-taking? The turtle. She never gets ahead unless she sticks her neck out. Each day we take risks, consciously and unconsciously. Each time we take a risk and succeed, it increases our self-confidence. We feel stronger, energized, more empowered.

What is a small step for some is a large risk for others. Risks can range from speaking up in a male dominated meeting at work, asking family members to help with chores not usually associated with their gender role, making a proposal to our boss, organizing an informal women's support group, even leaving a job or an abusive marriage.



Sometimes it is scary to move away from a situation to which we are accustomed, no matter how bad it is. Sometimes we pretend that things are not so bad because admitting it means you have to do something about it. It is the doing something that is so frightening.

To risk implies taking action. You can just sit where you are and remain afraid to take a chance, doing nothing, waking up one day, wondering "what if..." But, if you want to reach your dreams, you will have to take a risk. You cannot make a good decision until you understand why you are afraid of making it. What is the worst that could happen? Could I live with that? If we can accept our fears, we feel free to move forward.

Some of us fear losing control of money, influence, or position, but underneath this fear is the fear of being weak, bad, angry, impotent, vulnerable, or rejected by someone. Some of us fear losing face, reputation, being embarrassed, shown up, made fun of or ridiculed, having our true feelings made public. Some of us have stage fright -- the fear of performing, of being seen, of being counted, measured, evaluated or judged.

When you try to gain esteem by being competitive, you may be trying to be better than others rather than to be your best self. Some people are overcome by the realization that they are not and never will be better than everyone else. This weakens their conviction, even when they have the ability to succeed.



For some of us who have become dependent on someone or some thing, we may have trouble leaving the familiar for the unknown. When we are fearful of change, old familiar things (old home, old job, old friends and lovers) may suddenly take on a glow, making them seem better than they were. Sometimes women risk by giving up dependency on a man (and that doesn't necessarily mean leaving him). The old may seem better because it was more comfortable to give up your power and vision of yourself to someone else, but you may never become the person you could truly become while dependent on another's approval.

One never stops taking risks for self-esteem. Once we have a reputation, others expect us to equal or improve on those achievements. Eventually each one of us must replace the attempt to impress others with a desire to please ourselves. We will never know the person we can be until we take some risks.



**WHAT WAS MOST MEANINGFUL TO ME IN  
THE ARTICLE ON TAKING RISKS?**



**I PLAN TO BE A TURTLE. HERE ARE SOME RISKS I PROMISE MYSELF THAT I WILL TAKE:**

**IN MY PERSONAL LIFE:**

**IN MY PROFESSIONAL LIFE:**

**HERE IS A RISK THAT I WILL TAKE THIS WEEK:**

Life is either  
a daring  
adventure or  
it is nothing.

-- Helen Keller



## TRAINING GOALS

*To identify what inspires, sustains and gives women leaders self-confidence to be pioneers who bring about change.*

## IN THIS SECTION, YOU WILL:

Examine the characteristics of pioneers and leaders for change, the risks they take, issues they face, and forces that motivate them and give them self-confidence.

Examine one's own strengths, styles, goals, and inspiration for becoming a leader for change.

In the confrontation  
between the stream and  
the rock, the stream  
always wins, not  
through strength but  
through persistence.



# Action Workbook

## Module II

## SEEING THE CHALLENGES AHEAD



Pioneering is the result of caring more than  
others think is wise.

Risking more than others think is safe.

Dreaming more than others think is practical.

Expecting more than others think is possible.

When I have been a Pioneer in my life



Your **attitude**  
almost always  
determines  
your **altitude**

## BEING A PIONEER

Rewards	Challenges

Qualities that Pioneers need:



Don't worry about what the world wants from you.  
Worry about what will help you become more alive.



## MY GROWTH AS A PIONEER

Characteristics I Have Demonstrated	Ones To Acquire or Improve

*As an empowering leader, I really think that the highs for me have been making people do things they could never do before. Giving them confidence and the criticism and the help and the ideas, and sharing my courage, and making them have it too. That's the empowerment.*

- Anonymous





# YOU ARE THE INSTRUMENT

When all is said and done, you are the instrument.  
When the tools and techniques have run their course,  
You were still the conduit.

When you respond to what's going on,  
Your self is involved.

While it's important to know theory and method,  
It's not enough.  
It's necessary, but not sufficient.

What comes out, comes out through you...  
through your filters  
through your self-esteem  
through your fears  
through your skills  
through your needs  
through your personal turmoil  
through your presence.

You are the instrument of change,  
and that means knowing who you are...  
how you "touch" people  
your special qualities  
how others gain from you  
how you communicate with others  
your way of giving  
what you value and what you value blindly  
what brings out the worst in you  
when you're at your best  
what you're working on personally  
the selves inside of you  
the spaces that you occupy  
how you're influenced  
when it's fun and when it's not  
when you're "on" and when you're "off"  
your need for structure and security  
your repetitive patterns.

Being an instrument of change is exciting,  
challenging, scary, fulfilling, engaging,  
intense, and rewarding.  
Through our work we help others,  
And grow ourselves.

Excerpts from an article by Dave Jamieson, OD Practitioner, March 1991

## The Leader Who Didn't Know She Was A Leader

Once there was a woman who lived in a house with a huge rock on her land. She wanted to move the rock because she wanted to plant a garden in that area. Everyone in the community told her that it was impossible, that the rock was too big to be moved. But, she was determined.

One day she had an idea. She saw kids playing. They were home during school break and had nothing to do. "If you will go and get your hammers and break small pieces off this rock, I will give you all the lemon drink and sweets that you want," she said. The kids ran home, telling other kids on the way, and found their hammers. Every day they came and hammered the rock until it was only small pieces that could be taken away.

The whole community talked about how she solved the problem of getting rid of the rock and how she mobilized the children. Then a leadership organization heard the story and came to see her. "We want you to work for us. You are just the kind of leader we need. Creative. Determined. You have vision. You know how to reward people and are able to mobilize them." "Oh, no," she protested. "I am not a leader -- just a housewife and a mother.

*A true story.*

A person who brought change or inspired me to do something differently in my life:



### Transformational leadership

Fosters an environment where it is safe to create visions (we may encourage our children to dream about the future),

Where each person's vision is listened to.

Encourages participation in all parts of an organization, especially participation of those whom the change will most affect (not true in every family, but may encourage discussion when a change will affect the children).

Empowers people to become independent and strong.

Encourages people to take risks in order to build their self-confidence.



**A TRANSFORMATIONAL LEADER IN MY COUNTRY...**

**HOW CAN I BE A TRANSFORMATIONAL LEADER WITH CHILDREN?**



A good leader inspires others  
to have confidence in her.

A great leader inspires people  
to have confidence in themselves.

Definition of Change





## EXAMPLES OF CHANGE IN THE WORKPLACE OR COMMUNITY

Good for Women	Good for Men

Not Good for Women	Not Good for Men



People act their way into a different way of thinking  
More often than they think  
Their way into a different way of acting.

## REACTIONS TO CHANGE

Example of Change	Why Resisted	Why Accepted



Person who says it cannot be done  
should not interrupt person doing it.



Old Chinese Proverb.

Why People Resist Change

Why People Accept Change



Large scale change occurs when a lot of people  
change just a little.



## **RESISTING CHANGE**

Pain Reasons

Gain Reasons

## **ACCEPTING CHANGE**

Pain Reasons

Gain Reasons

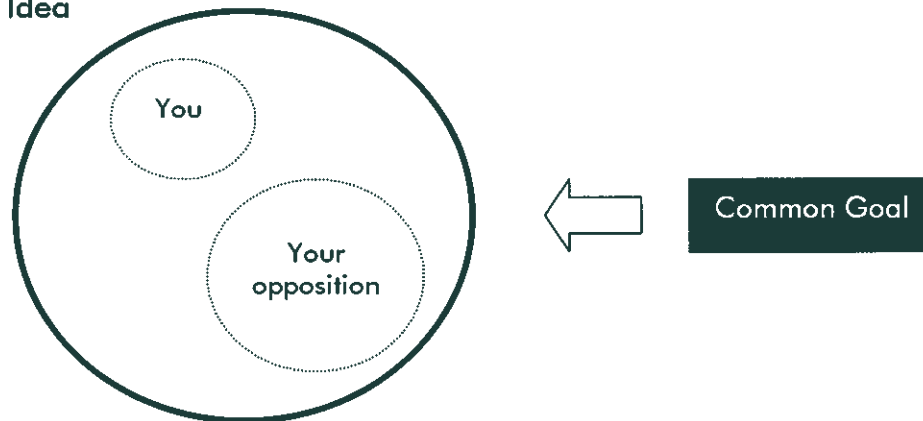
Every innovation increases the chance that further innovation will flourish. Every woman who breaks into a new sector increases the chance that other women will follow because she acts as an example that everything is possible.

-- Limor Livnat

### Why Men Might Resist Change That Helps Women

Change rarely takes place when people are “comfortable” or think they are comfortable.  
A tension must develop before individuals or groups can have meaningful change.

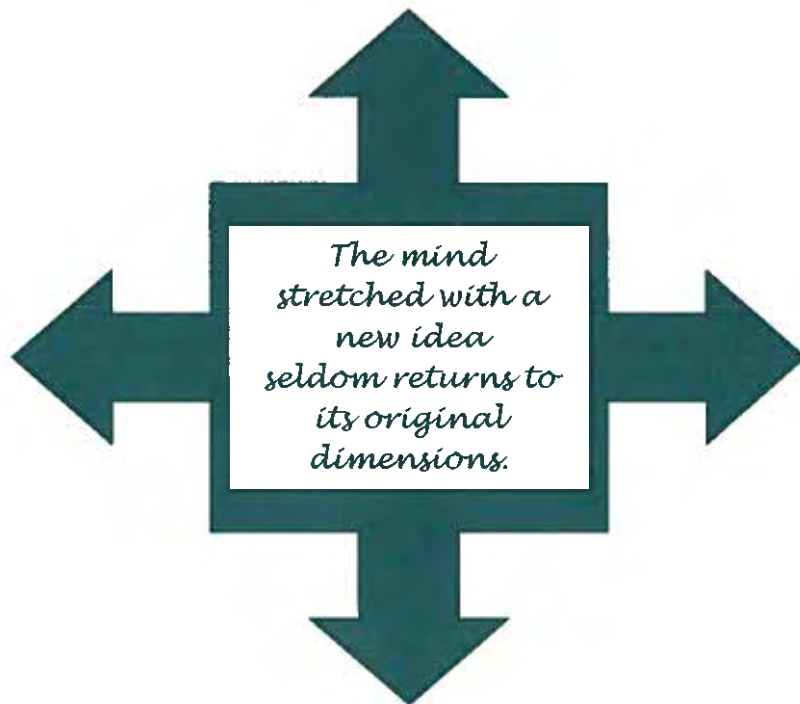
Paolo Freire's Idea





How can we reframe  
the issues of women to find  
a common goal with men?

Strategies for Helping People Accept Change





## A CHANGE I WANT TO MAKE

Who might resist	Ways to diffuse resistance	Who might support	Ways to increase support

## The Phenomenon of the Hundredth Monkey

The Japanese monkey, *macaca fuscata*, has been observed in the wild for a period of over 30 years. In 1952, on the island of Koshima, scientists were providing monkeys with unwashed sweet potatoes, but the monkeys found the dirt unpleasant. An 18-month female named "Imo" found that she could solve the problem by washing potatoes in a nearby stream. She taught this trick to her mother. Her playmates also learned this new way and they taught the other mothers too. This cultural innovation was gradually picked up by various monkeys before the eyes of the scientists.

Between 1952 and 1958, all the young monkeys learned to wash the sweet potatoes to make them more palatable. Only the adults who imitated their children learned this social improvement. Other adults kept eating dirty sweet potatoes.

Then something startling took place. In the autumn of 1958, a certain number of Koshima monkeys were washing sweet potatoes --the exact number is not known. Let us suppose that when the sun rose one morning there were many monkeys on Koshima Island who had learned to wash their sweet potatoes. Let's further suppose that later that morning, the hundredth monkey learned to wash potatoes.

### THEN IT HAPPENED!

By that evening, almost everyone in the tribe was washing sweet potatoes before eating them. The added energy of this hundredth monkey somehow created an ideological breakthrough!

But, notice. The most surprising thing observed by these scientists was that the habit of washing sweet potatoes spontaneously jumped once the number of one hundred was reached. Colonies of monkeys on other islands and the mainland troop of monkeys at Takasakyama began washing their sweet potatoes!

Thus, when a certain critical number achieves an awareness, this new awareness may be communicated from mind to mind. Although the exact number may vary, the Hundredth Monkey Phenomenon means that when only a limited number of people know of a new way, it may remain in the consciousness property of these people. But there is a point at which if only one more person reaches a new awareness, a field is strengthened so that this awareness reaches almost everyone.

Excerpts from The Hundredth Monkey by Ken Keyes Jr.  
(Out of print)

### A Message That Motivated Me To Succeed



### A Message For A Young Girl





# EMPOWERING MESSAGES TO GIVE OUR DAUGHTERS

Parents who now recognize the enabling messages that helped them become leaders can pass them on to their daughters. Unspoken messages from parents can sometimes suppress a young girl's courage and ambition. Some daughters receive an ambivalent message that says one thing – "You can be whatever you want" – while carrying with it an unspoken contradiction – "Don't make people not love you."

## **SOME IMPORTANT MESSAGES:**

You are loved and special.  
You can do anything you want.  
You can take risks.  
You have a right to ask for what you need.  
You are entitled to dreams of greatness.

It is especially important that these empowering messages be reiterated loudly and firmly during adolescence at a time when their desire to be loved threatens their sense of independence.

- Say these messages loudly and often. Don't assume that a child knows it, once spoken. Demonstrate it physically.
- Make sure girls are asked to do the same chores that boys have. Listen to them so they know their opinions are important.
- Let them know they are still loved if they take a risk and fail.
- Help them stretch and build their self-confidence.

When you hear your daughter express her goal (no matter how casually), encourage her to go for it. Help her develop a strategy and a plan to achieve it. Encourage her activity by your interest and support. Help her develop a sense of power: I am. I can. I will. "I am" implies that I have a sense of identity. "I can" suggests mastery. "I will" describes intention to take certain action. Help her depend on her own initiative and drive to provide for her future.

If a woman accepts a subservient role with her husband, her daughter will learn that it is appropriate for women to defer to men.

If her father is too protective or much more responsive to her independent behavior, he will be perpetuating the message that males love only dependent females and that being independent will put her at risk for ever getting marriage and having a family.

Both parents should bring her up with limitless expectations for herself. HER expectations. If your expectations are limitless, she will feel as if she can never measure up.

Excerpts from Women in Power: The Secrets of Leadership by Dorothy Cantor and Toni Bernay,  
Houghton Mifflin 1992.

Courage is not the absence of fear,  
but the conquest of it.



Definitions of Self-Confidence

How do self-confident people speak, look, behave?

Courage is being the only one who knows you are afraid.



A woman is like a tea leaf.  
When she gets in hot water, she just gets stronger.

— Eleanor Roosevelt

### Messages for when we make mistakes

"I am only human."

"A mistake is a gift. It tells us something that we didn't know before."

"Everyone makes a certain percentage of mistakes. A mistake means I am one step closer to the step that brings success."

"Remember that many people like leaders who are human beings, who can admit their mistakes, laugh at themselves, and move on."

### A Risk I Will Take



What do we live for if not to make the world less difficult for each other?



## KEY FACTORS IN SELF-CONFIDENCE

- Increasing our knowledge about ourselves and being able to describe ourselves. Having knowledge and confidence in who we are, an okay person.
- Rejecting society's female stereotyping as a measure of who we are and the most we can become.
- Setting realistic standards for ourselves and describing ourselves by what we are, not what we are NOT.
- Refusing to continue comparing our childhood fantasies with who we are now and finding ourselves wanting.
- Describing ourselves with confidence, not with apologies for what we are not or always exaggerating our faults.
- Valuing something we feel competent in as much as those areas where we are not competent.
- Appreciating our uniqueness and feeling confident about it rather than constantly comparing ourselves to others and looking for differences between others and ourselves.
- Feeling okay when a mistake is made, focusing on what we achieve rather than the errors we make, knowing that they enable us to learn and grow.
- Being able to accept a compliment, rather than fighting it and saying to ourselves: "If they really knew me, they wouldn't say that."
- Searching for our own validation, rather than through something external person or thing, because inside we feel deficient, inadequate, not good enough.
- Accepting being an individual person, sometimes alone, as a positive thing, knowing that no matter how close two people are, they are still two individuals, not putting our lives "on hold" until we meet a man and believing that life only begins with marriage.
- Refraining from seeing motherhood as our only source of self-esteem and, when our children fail, blaming ourselves.
- Being comfortable with our bodies, rather than criticizing our body image, exaggerating our faults, forgetting how often we accept other people's bodies no matter what their shape or size.

- Anonymous

## **SELF-CONFIDENCE QUESTIONS**

When have I felt self-confident?

Describe the mental and physical changes when you feel self-confident

What factors contribute to my feeling self-confident?

What do I need to change in my looks, my behaviour, my speaking, to look, feel and be more self-confident?

# Action Workbook

## Module III

### **MOVING BEYOND THE ROADBLOCKS**



#### **TRAINING GOALS**

*To identify the current status of professional women, the knowledge gaps for potential research on that status, ways to combat subtle forms of discrimination, and ways to organize for individual advancement and support of other women's advancement.*

#### **IN THIS SECTION, YOU WILL:**

Review the statistics and realities of the status of women.

Identify the internal and external barriers to women's advancement and choose barriers on which they want to work.

Identify the knowledge gaps on the status, policies, and practices regarding women that require further research.

Develop strategies to deal with subtle forms of discrimination.

Begin to work on individual and/or group Action Plans.

Every obstacle is a  
stepping stone  
on the path  
to success





Men are taught to feel apologetic  
about their weaknesses,  
Women about their strengths.

-- Lois Wyse



#### Statistics on Women That Most Concern Me

--





## PERCEPTIONS AND REALITIES

In the 4th century BC, Aristotle wrote:

"The female condition must be looked upon as a deformity."

Attitudes about professional women are in part a consequence of the thousands of years of conditioning to the idea that the female is inferior.

### **SOME MALE PERCEPTIONS OF PROFESSIONAL WOMEN:**

- ☐ Unfair competitors who use their minority status or feminine qualities to obtain advantages over men.
- ☐ Not serious about their work, just hunting for a husband.
- ☐ Not having sufficient abilities to lead teams.
- ☐ Cause problems with special demands and requirements related to family responsibilities.
- ☐ Dreading discussions with feminist activists who wish to confront rather than discuss and solve problems.
- ☐ Difficulty coping with "emotionalism" of women at times of family stress or reacting to negative evaluations.

### **SOME COMMON OCCURRENCES:**

- ☐ Men moving in on a promising area being explored by a woman, expanding on it and dominating it, giving little or no credit to the woman originating the ideas.
- ☐ Stereotyping women as unequal partners in teams, seeing them as technicians rather than conceptual or quantitative thinkers.
- ☐ Some males seeing themselves as guided by intellectual objectivity, refusing to admit that any of their actions may be the discriminatory or irrational actions of human beings as well as logical thinkers.
- ☐ Appraisal of women as sex objects as well as professionals.

### **REALITIES OF WOMEN IN TOP POSITIONS**

A woman at the top may feel very alone. If she is a "token" woman, she has enormous pressures on her to succeed. She may want to keep the best interests of other women in mind, but not allow too many gender considerations to enter the decision-making process. As a lone woman, she may be excluded from many facets of life at the top and may have no support network at her level. In addition, junior women may expect special treatment and be hostile to her when she tries to act with impartiality.

Excerpts from: Women in Science: Portraits from a World in Transition by Vivian Gornick, 1993, (out of print) and The Woman Scientist by Clarice Yentsch and Carl Sindermann, 1992.

## DECIDING WHICH BARRIERS TO TACKLE

Examples:

Internal Barriers	Target of Activity	Activity
Women lack confidence, skills to speak in public.	Professional women	Newsletter tips, Workshop.
Men alienated by attitude that "gender-sensitive" equals "women-sensitive," forgetting men.	Professional women	Build support, participation with men.

External Barriers	Target of Activity	Activity
Attitude that girls should not study science.	Parents of school girls Career counselors	Meetings & Data
Women not appointed to meetings, workshops, committees	Policy makers	Gather data for presentation To policy makers

Internal/External Barriers	Target of Activity	Activity
1.		
2.		
3.		

## TACKLING THE BARRIERS AT AN EARLY AGE

The ability to lead is not linked to a male chromosome, and there is no intrinsic gene in a woman's body that commands her to obey, to be passive, and to avoid innovation. There is no gene that obstructs women from developing into leaders, but rather a bug that was implemented into the system. A bug which was caught at the beginning of their socialization process. If we are to develop leadership by women, we must do so at the onset of their lives.

-- Limor Livnat

### Areas Where We Need More Documentation on Women's Issues

Facts, combined with ideas,  
constitute the greatest force in the world.



## HOW PEOPLE ADVANCE

List and check whether the method is used by each sex.

Women	Men	Methods of Advancement



## **CRASHING THE OLD BOY PARTY A TRUE STORY**

An informal group of women in middle management had been meeting monthly for several years. They realized that after many years they were still middle management while men with better contacts got the jobs above them. Many people who recruited for jobs didn't even know they existed. They were invisible.

Calling themselves the A Team, they resolved to be pragmatic, to be noticed, to help one another move up. Their goal was to have at least three of them in the top positions within a few years.

In a highly organized way, they let people know about their desire to take on higher positions, making phone calls, informing personnel officers, politicians, sympathetic senior managers, and mentors, holding seminars on management topics where they needed to brush up. They invited key people to their meetings.

From the beginning, they took a one-for-all approach, sometimes competing for the same positions -- but knowing that the more women who are in the pool for advancement, the better for all women. The strategy of aiming for the top gave the group a sense of both urgency and mission.

They fanned out across the region to speak with women leaders in other fields, anyone who might help them press their case. Their goal was to learn more about how to break into the power structure and to make their names known at key institutions.

Every time a senior-level job came open, they phoned friends and former associates to recommend colleagues. Today nearly half the group hold senior positions. The group still meets to discuss other issues more related to family and personal development.

Initially they had had no agenda except to create a safe place to discuss their professional concerns. But, today, one says: "We knew if we didn't initiate an organized approach, it would never happen."



Perseverance is a great  
element of success.  
If you only knock long  
enough and loud enough at  
the gate,  
you are surely to wake up  
somebody.



- Henry Wadsworth Longfellow

Strategies I Want To Try to Help Women Advance in My Institution

## THE INVISIBLE WOMAN

There was a woman on a task force who had a brilliant idea and did most of the work. But another man on the task force thought to mention to their boss that the task force was doing great, moving forward with a new idea. The boss assumed that the man was the leader in the task force and behind the brilliant idea. This was what was remembered in their next performance evaluations and promotions. The woman remained invisible.





## Ways To Become More Visible In My Profession

### **EXAMPLES: MAKING OURSELVES VISIBLE**

- Attending conferences.
- Speaking/presenting at conferences.
- Joining or volunteering for committees.
- Finding one or more mentors.
- Building a collection of references for jobs.
- Letting people know our career goals.
- Joining/volunteering for/organizing panels at professional meetings.
- Telling others about the work of our team.
- Publishing an article about our project in a newsletter or professional journal.
- Starting a task force or coalition.
- Writing memos with positive problem-solving suggestions.
- Using the media to publicize individual or group activities.
- Point out to supervisors the good work of other women.
- Get to know people outside our department.
- Find a woman mentor who dresses well and ask her for advice on your wardrobe or professional image.
- Suggesting women for every possible assignment or position. Forward lists of candidates.
- Copy appropriate people on memos so they are aware of your presence. (For example, when you compliment another staff member, copy their boss on the memo.)
- Make sure that senior people are aware of what I am doing through memos or informal conversations.
- At the end of a meeting, take a leadership role and summarize for people, noting "This is what I think we've agreed to. Is this correct?"



## THREE WAYS I WILL INCREASE VISIBILITY IN MY PROFESSION

For myself	For other women
1.	
2.	
3.	



### **DEFINITION OF NETWORKING**

### **NETWORKS THAT CAN HELP ME ADVANCE**

### **NETWORKS THAT CAN HELP ME ADVANCE**

### **MOST IMPORTANT POINTS ABOUT NETWORKING**

# DECIDE TO NETWORK

Decide to network.  
Use every letter you write,  
Every conversation you have,  
Every meeting you attend  
To express your fundamental beliefs and dreams.  
Affirm to others the vision of the world you want.  
Network through thought.  
Network through action.  
Network through love.  
Network through the spirit.  
You are the center of a network.  
You are the center of the world.  
You are a free, immensely powerful source  
Of life and goodness.  
Affirm it.  
Spread it.  
Radiate it.  
Think day and night about it  
And you will see a miracle happen:  
The greatness of your own life.  
In a world of big powers, media, and monopolies  
But of four and a half billion individuals  
Networking is the new freedom  
The new democracy.  
A new form of happiness.

- Robert Mueller



### Definition of Mentor

★ The greatest power is in being a role model. ★

### Advantages of Having A Mentor

### Advantages of Being A Mentor

# MENTORING

**ADVISOR. CONFIDANT. TEACHER.  
PARENT FIGURE . CONFESSOR .MOTIVATOR**

## MENTORING IDEAS

A mentor can provide access to the thinking, attitudes, and the networks of your profession.

Mentors give you signposts on your journey to competence, assertiveness, and self-esteem.

A good mentoring relationship helps you, the protégé, develop a professional identity.



You heard about a rising star in your profession. You telephoned and asked if you could interview her to learn about aspects of her profession. The rising star was flattered and you had a new mentor.

## WHAT IS MENTORING?

A mutually beneficial relationship between someone who is more experienced and sometimes -- but not always -- older with someone less experienced, a protégé. A mentor may be of either gender, and women may have one or many mentors. A mentoring relationship may last for an hour or several years.



*Protégé: (French) "to protect."*

My mentor keeps an open door for me. When I am really having problems, I can go in and say 'I'm struggling. I need your help.'

## THE MENTOR BENEFITS TOO

This professional relationship gives the mentor an opportunity to sit back, reflect on what she has learned, and pass it on to another young "rising star." It also provides an opportunity to stay in touch with the younger generation.

Men have often used this process to build a power base -- having protégés who write about them, quote them, and invite them to speak. Mentoring can enhance a reputation in an organization for identifying and developing good talent.



## MENTOR FROM GREEK MYTHOLOGY

The word "mentor" originated in The Odyssey where Mentor, as the goddess Athena in disguise, embodied both the male and female personas.

## ROLE MODELING OR "UNCONSCIOUS MENTORING"

A role model is a person emulated and admired by young professionals; there may be no personal relationship involved.



### Exercise:

Identify your role models, observe them. Write down every aspect of them that you admire ... the way they present themselves, their clothes, manners, air of confidence, particular skills, courage, speaking out, social skills, etc.

Assess yourself according to these items and draw up a plan for the qualities, skills, and characteristics that you can emulate, practice, or learn. In some cases, you can even ask your role model for help.

## SELECTING A MENTOR

"...This is my professional goal. I am seeking someone whom I can call on to give me advice about my professional career, help me with learning the informal ways of career advancement and issues that come up along the way. Would you be willing to help me with that?"

Before you approach someone about mentoring you, put yourself in her position -- perhaps she would welcome the opportunity, but again, perhaps she feels she is too busy or not interested or feels currently overwhelmed by personal problems. Think of specific ways you can ask her for help, which then could expand into a broader mentoring relationship. It could also be that the "chemistry" between you is not right.

### You could ask:

Would you be willing to advise me on this project in your area of expertise?

Could you suggest any ways I might learn (a particular skill)? Would you be willing to give me some feedback if I try it out?

I am still learning the ropes here. Would you be willing to help me understand the culture of the organization and how it works informally and unofficially?

I would really like to learn how to make a presentation as well as you. Can you suggest how I could learn that?

I have admired the way you always look so professional. Could you give me some advice on my professional appearance or tell me where to go for suggestions?

### **OTHER WAYS OF SHORT-TERM MENTORING**

If your candidate is not interested in an on-going mentoring relationship, you could still get some help by offering to take the person to lunch "to pick her brain" if she is willing.

Call a person you met at a conference and say you'd like to ask their advice over the telephone.

Don't forget to look for mentors in professional organizations and other areas outside your own work environment.

Find a successful woman you admire and say you'd like to interview her about her career path and why she made the choices she did.

### **IF YOU WANT TO RISE IN ONE ORGANIZATION**

If your goal is to advance in one organization over the years, selecting the right mentor is even more critical. In your mind, you must also interview the potential mentor. Is s/he the best one to help you reach your goals? How is she viewed within the organization? How would those supervising you view your association with her/him?

### **QUESTIONS TO THINK ABOUT**

Do you want someone with access to and knowledge about power in the organization?

Do you want someone accessible to you frequently?

Do you want someone supportive and encouraging?

Some studies indicate that male mentors currently give more in terms of advancement, while women mentors provide more support and teaching.

### **POTENTIAL WOMEN MENTORS**

Role models may know that they are good, but they may not be aware that they are being scrutinized closely for traits useful to aspiring professionals.

Some women in positions of power do not see themselves as powerful or do not feel powerful because society devalues their gender and because they feel insecure in their position.



### CONSIDERING A MALE MENTOR

- With a male mentor, be more assertive and less deferential in developing the professional relationship. (Here is what I need in a mentoring relationship; would you be willing to fulfill this role?)
- Men may be more reluctant to mentor women because of concern how others will view the relationship. Some may fear the risk of sexual harassment charges.
- Women should be cautious about offers of 'professional friendship' that turn out to be less than professional.
- There are many similarities between an evolving mentor relationship and an evolving romantic relationship.
- A sexual relationship with a mentor is almost certain to have a negative effect on your future career.

### IF YOU SELECT A MALE MENTOR:

- Avoid discussing personal matters or asking for personal advice.
- Try to keep the relationship objective and friendly.
- Keep the door open during conferences to avoid idle talk.
- Avoid falling into a father/daughter relationship and excessive deference in a mentoring arrangement.
- At the first sign of personal attraction on his part or your part, dissolve the relationship quickly and completely.
- If a mentoring relationship develops into romance, there is the danger of a mentor taking unfair advantage of a less experienced protégé, who may be infatuated with the glow of power and influence.

### DIFFERENT ASPECTS OF MENTORING

Mentors can make things happen for their protégés. For a young professional who does not yet understand how the informal power structure operates, it may seem like magic.

### **MENTORS HELP BY...**

Providing a sounding board, as well as feedback and political information and advice -- most often by mentors who are peers with special expertise.

Coaching the protégé by giving specific feedback and honest appraisals of a protégé's performance or behavior.

Sponsoring the protégé by promoting her within the organization and bringing her to public attention, such as making positive comments about the protégé to important others. (This can enhance the mentor's position if the protégé is successful.)

Introducing the protégé to the informal power structure and power-brokers of the organization, relaying behind-the-scenes information, and lobbying on her behalf for choice assignments.

### **DON'T LEAVE THIS RELATIONSHIP TO CHANCE. THINK THROUGH WHAT YOU WANT.**

Finding a mentor is an active process, requiring vision, planning, and sensitivity. You can not wait to be chosen.

1. Define your career goals.
2. Identify your professional strengths and weaknesses -- training, credentials, achievements, areas of competence.
3. Identify anyone who might have been observing you as a potential protégé.
4. Identify any relationships at work that might develop into mentoring relationships or people in other institutions or fields who might help.
5. Identify what you think you need -- more access to powerful people in the organization, more information about the informal ways of advancement, advice about career paths, etc.

### **IDEAS FOR FORMAL MENTOR PROGRAMS**

Institutionalize the mentor program in a university by randomly assigning all senior staff to act as mentors for junior staff or graduate students.

Develop training programs on how to be a successful mentor and/or protégé.

Incorporate successful mentoring as an element of performance evaluation for promotions.

### **TIMES WHEN A MENTOR IS CRITICAL**

Because women's roles are more complex than those of men, women need role models and mentors at different ages and at different times of their lives to help them formulate their work dreams, advance them in their careers, and support them as professional women.

1. When she first sees her work as more than a job and realizes that she'll be doing it for the rest of her life.
2. When she is ready for the final push to the top where few women have ventured and role models are scarce.
3. When deciding on a specialty.
4. When changing careers.
5. When faced with a tough decision about a promotion or job offer.

It is often said that women learn to know themselves through their relationships and that 'needing' someone does not compromise them. Often when women consider their own individualistic needs first, they view themselves as selfish. In contrast, men may see individuality as their right. Consequently a man may deny the intimacy involved in mentoring and emphasize the power/success aspects, while the women stress the support they receive.

Often it is women's lack of self-confidence and inexperience that hold them back, not their lack of ability. A mentor can help a woman to take risks, to succeed and increase her confidence.

#### **GET YOURSELF READY FOR MENTORING**

Take risks, show others that you are willing to take initiative and accepting a challenge. Volunteer for a job that no one else wants and do it creatively.

Show a desire to learn, to grow. Show curiosity and interest in expanding your knowledge or skills and signal to others that you are receptive to new ideas and open to challenges. Accept criticism as valuable information to help you grow.

Work on learning non-verbal signals, body language, pacing, actions, etc. As you move up, communication becomes much more subtle and reading non-verbal cues more important.

Mentoring is not necessarily a one-time or one-person process. Women often have a network of mentors and support people throughout the stages of their lives.

Excerpts from:

Women, Mentors, and Success by Jeruchim and Shapiro, 1992.

The Woman Scientist by Clarice Yentsch and Carl Sindermann, 1992.

Corporate Romance by Leslie Westoff, 1985.

The work of Carol Gilligan.



## SUBTLE FORMS OF GENDER-BASED TREATMENT TOWARDS WOMEN

1. **Exclusion:** Lack of participation in male networks, exclusion from informal social or recreational sites where decisions are made, lack of support for new proposals, acceptance for training opportunities, tips on job openings, collaboration in ongoing research, the give-and-take of networking, and conversation about technical matters. Exclusion in jobs and promotions on the basis of non-functional or irrelevant criteria, such as race, religion, extent of commitment to careers, family plans, physical appearance, and other devices to disguise bias.

What Would I Say or Do?

- 
2. **Condescension:** Men operating with condescension (often without awareness) with the idea that women must be protected from harsh realities and that only men should handle work requiring specific physical or technical abilities. Not selecting women because they are too "fragile" or "vulnerable." Women can be accused of emotionalism if they express annoyance.

What Would I Say or Do?

- 
3. **Role Stereotyping:** Women can still be trapped in stereotyped expectations that they should be supportive of men, feminine in appearance, often emotional, sexually available, committed primarily to home and family, and assumed to perform service and secretarial functions in a group.

What Would I Say or Do?



4. **Tokenism:** Tokenism exists when male-predominant environments employ one or two token women to demonstrate non-discriminatory practices. The token women must unwillingly assume responsibility as representatives of their sex and are expected to perform above average. On a daily basis, their every action and appearance receive spoken or unspoken criticisms, in effect isolating the woman.

What Would I Say or Do?

5. **Hostility:** Hostility can occur when women who are viewed as trespassers on male territory (in fear of being displaced or bested by a woman competitor). Often disguised as teasing, making belittling and inappropriate remarks, and accusing the woman of lacking a sense of humor if she responds negatively. Other forms of hostility can be expressed in the ugly aside or double entendre.

What Would I Say or Do?

6. **Sexual Innuendo:** Most women have stories of uncomfortable and humiliating sexual innuendo by men focusing on women as sex objects rather than as professional colleagues. Examples can range from inappropriately placed sexual photos or suggestive jokes in the workplace.

What Would I Say or Do?

7. **Invisibility:** Examples: Not calling on women in class, forgetting them in introductions, ignoring contributions to work co-authored by men, overlooking them in discussions, directing remarks and making eye contact only with males in the group, and dismissing their roles as wage earners for the family. Again, such expressions are often unconscious by men until called to their attention.

What Would I Say or Do?

8. **Body Language:** Expressions of discomfort with the presence of women can be all too familiar in body language based on assumed sexual overtones for every interaction. It can also be seen in open displays of disinterest when women are demonstrating professional competence.

What Would I Say or Do?

9. **Backlash:** In a competitive world, backlash is often expressed by complaints -- or lawsuits -- about "reverse discrimination." Sometimes men, following a personal experience of being bested by a woman, express dismissal of the entire concept of feminism.

What Would I Say or Do?

10. **Devaluation:** Devaluation occurs when a woman's success is attributed to chance, to sexual factors, or affirmative action rather than competence and hard work. Credentials may be evaluated differently from those of men or their contributions or comments may be trivialized. In the labor market, it occurs when female-dominated professions earn lower salaries than male-dominated professions requiring comparable skills and when jobs requiring female-stereotyped functions, such as caring or nurturing, are less valued in the marketplace.

What Would I Say or Do?

*Excerpts from The Woman Scientist by Yentsch & Sindermann, 1992*

*I have learned through bitter experience the one supreme lesson:  
To conserve my anger. And, as heat conserved is transmuted into energy,  
Even so our anger controlled can be transmitted into power  
Which can move the world.*

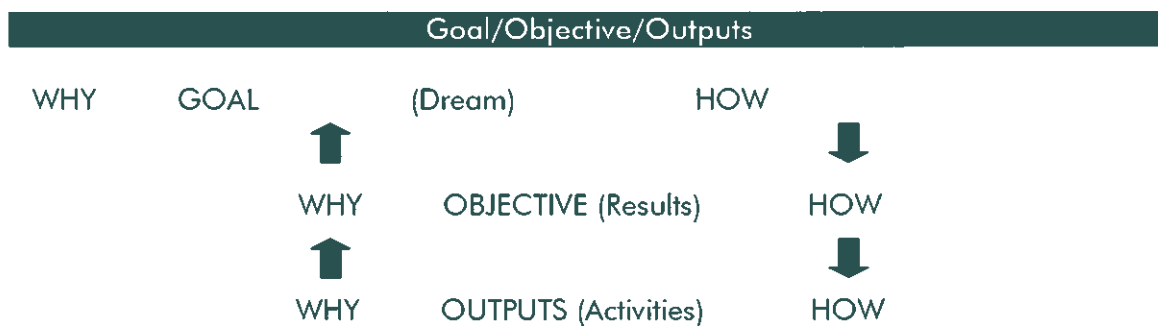
- Gandhi

Two Situations of Subtle Discrimination That I Want To Change for Myself.  
Here is what I will do or say:





## MAKING A PLAN



### Example

#### GOAL:

To increase the influence of women professionals on policies, programs and practices affecting rural women.

#### OBJECTIVE:

To prepare 500 gender-sensitive, self-confident, risk-taking professional women for leadership & advocacy by December 31, 2008.

#### OUTPUTS:

- 20 Leadership for Change Training Programs held.
- 8 Professional Associations established.
- 6 Gender Centers established.
- 6 Mentor Programs established.

### Other Examples:

## The Problem Flip

"melborP" = Objective



Measurable  
How Much?  
How Many?  
How Good?  
By When?

"Problem" is the reverse of the Objective.

### **Problem:**

Few women have credentials to hold professional positions.

### **Objective:**

To prepare 175 women with graduate degrees  
for professional positions by December 31, 2010.

First draft of my own professional goal and objectives

If I don't know where I'm going,  
any road will get me there –  
But, how will I know when I have arrived?

# **ACTION GROUP**

## One-Year Plan

**Goal:**

**Objective:**

**Outputs/Activities:**

**Schedule for the year:**

**Assignments:**

**Resources needed:**

**Next Meeting Time/Place:**

**Liaison Person with your program:**

# Action Workbook

## Module IV

### TRAVELING THE GENDER ROAD ROLE TOGETHER

#### Trainer Note:

*This module is primarily designed as a gender awareness and sensitivity workshop for both sexes, but can be done with only women or only men. A main objective is to have each sex understand the boxes in which the other is constrained in order to bring better communications and understanding. It is also important to have at least one session where men can talk to men and women to women in order to get the discussions to move more freely, but a facilitator should be present to help focus on stereotypes and assumptions based on myths and childhood messages. In general, the facilitator should address problems directly and with humor where possible.*



### TRAINING GOALS

*To clarify the definition, impact and implications of gender roles for women and men and to introduce tools for gender analysis of organizations.*

### IN THIS SECTION, YOU WILL:

Learn about the differences between gender and sex and about the historical development of the word "gender" in the development context.

Learn how childhood messages about gender roles influence our adult behavior and attitudes.

Gain greater understanding of the stresses and perspectives of the other sex.

Increase sensitivity as to how societies mold females and males into boxes that may or may not reflect their choices or opportunities to reach their full potential.

Think about the future and gender roles in their own personal and professional lives.



## THE DIFFERENCE BETWEEN GENDER AND SEX

Gender	Sex



### DEFINITION OF GENDER:

#### Some Gender Words for Women and Men

**Gender:** The roles and behaviors that different societies or groups “assign” to or expect of women and men.

**Gender Analysis:** Conducting an analysis of the actual activities, behaviors, resources, roles, etc. according to the sex of the population.

**Gender Equity:** Women and men with equal access and opportunity to choose roles and behaviors. (This does not mean absolute parity in all situations.)

**Gender Stereotypes:** Societal views of how women and men should behave and what kinds of tasks they should take on in society, such as only women being the caretakers of children or only men responsible for cash crops.

**Gender Sensitivity:** Developing and demonstrating an awareness of the stereotypes and language that constrain women and men from reaching each individual’s potential outside of society’s “assigned” roles.

**Gender Gap:** The differences and possible inequities between women and men’s gender roles that are illustrated as a result of using gender analysis tools.

Gender is about....

Having the freedom to CHOOSE  
your role in society without  
ridicule or harassment from either sex.  
Gender is about choice.



For a man, the sky is the limit.  
For a woman, it is the roof of  
the house.

Anonymous

A Gender  
Stereotype:



Boys Do

Girls Do

Boys Don't

Girls Don't





## HOW DO THESE CHILDHOOD MESSAGES INFLUENCE OUR ROLES IN THE WORKPLACE TODAY?

Men	Women



## NOTES

What I learned about Gender Roles in the workplace today



How urban women are overlooked in national statistics:



How rural women are overlooked in national statistics:



#### Importance of Gathering Sex-Disaggregated Data.

- Women may be involved in tasks that the men do not recognize.
- Researchers cannot know the entire system from only half the population.
- In urban areas, women may work in the informal sector, which is usually not counted in the Gross National Product and other economic surveys.
- Women may not benefit from certain development efforts because of their already heavy workloads, their low literacy or education rates.
- Researchers may learn about constraints in transport, time, resources, and cultural practices that affect the success of projects.

*A person does not walk very far or very fast on one leg.  
How can we expect half the people to be able to develop a nation?  
Yet the reality is that women are usually left aside when development needs  
are discussed.*

- Julius Nyerere

### Gathering Data on Women in Rural Areas

*"I never knew we were missing women because  
we went to ask questions at a certain time of day."*

- Researcher

Researchers face special problems in gaining the full participation of women in research studies. Here are some examples of why women may be missed in studies:

#### **1. Women may be more difficult to interview than men.**

- Women may be too busy getting food, water, fuel, caring for children to talk to researchers.
- Women may defer to men. If men are present, they may not answer questions.
- Women are not involved in some tasks on which the researcher focuses, but may be in others that may also impact findings – and vice versa. (gender division of labor).
- Women may be shy with outsiders.
- Women may not be allowed culturally to speak to a researcher of the opposite sex.
- Women may not be literate or speak the national language.
- Women may think their husbands won't want them to say anything.
- Women may not identify what they do in the same ways that men would. Example: Do you work? They may assume the researcher only means salaried work. Even in industrialized countries, women in the informal sector may not be counted as "employed."

#### **2. Ways to interview rural women.**

- Ensure that women are on the interviewing teams.
- Visit rural women at appropriate times, such as early mornings when husbands are in the field or late afternoon when husbands are out, or when they are not involved in urgent fuel and water tasks.
- Talk with them in their kitchens or when they are working.
- Talk to two or three women together to lessen their fear or embarrassment.
- Ask older children and men to leave or, if interviewees are willing, have one part of the interviewing team interview the men separately.
- Have male interviewers who are sensitive to the issue of talking with women.
- Ask women about the topics that they are experts in. (What tasks are you good at that the men may not do so well?)

## TYPES OF POWER IN THE TWO ARENAS

Power/Influence in:	Women	Men
Workplace Arena Where Programs Affect Society		
Home/Family Arena Where Future Citizens Are Raised		

Go confidently in the direction of your dreams!  
Live the life you have imagined!

- Henry David Thoreau

## WHY STRESS EXISTS IN THE TWO ARENAS

Going to the Core of People's Identities

The Arenas	Women	Men
Workplace: Programs for Society		
Family: Producing Future Citizens		

## CHANGES I WANT TO MAKE IN MY OWN GENDER ROLES

At home	At work





Do you have any different perceptions of the opposite sex  
and how s/he might want to choose slightly different gender  
roles in these two arenas?



There is more power in the open  
hand than in the clenched fist.



### FEELINGS ABOUT POWER

Feelings When I Felt Powerful	Feelings When I Felt Powerless

You are only as powerful as that for which you stand.



**What happens to an organization when a group of people feel powerless?**

**What words would I use to discuss the subject of power with my spouse? With my boss?**



A stranger in a new culture see only what she knows.



Lessons learned about perspectives of other sex

Lessons learned about these perspectives that I want to apply in my own life

## CHANGING GENDER ROLES

Changes	Advantage (+) Disadvantage (-) For Women	Advantage (+) Disadvantage (-) For Men	Advantage (+) Disadvantage (-) For Society

There is nothing in the world more powerful than an idea. No weapon can destroy it; no power can conquer it, except the power of another idea.



## **GENDER ISSUES IN OUR ORGANIZATION**

(Summary of categories of incidents around gender that women and men experienced or observed and that made them uncomfortable.)

Issues	Action



## STRATEGIES TO ADDRESS GENDER ISSUES

Issues	What I Can Do	What the Organization Can Do
1.		
2.		
3.		
4. Any Issue Not Identified by the Group:		

## Definitions of Sexual Harassment

Definition: Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. Either explicitly or implicitly, submission to such conduct is made as a term or condition of an individual's employment,
2. An individual's submission to or rejection of the conduct is used as the basis for employment decisions affecting that individual,
3. Behavior or conduct that has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.



## Dealing With Sexual Harassment

Example of Sexual Harassment	What the Organization Can Do
1.	
2.	

## HOW TO DETER SEXUAL HARASSMENT IN AN ORGANIZATION

1. A strong policy statement in clear, understandable language defining what is prohibited and including illustrative examples.
2. A grievance procedure that –
  - Preserves confidentiality and protects both the complainant and the alleged perpetrator from retaliation;
  - Offers an alternative channel of communication in the event that the person's direct supervisor is the alleged perpetrator;
  - Provides specially trained personnel who can help the employee determine if there has been harassment.
3. A clear indication of the consequences for non-compliance.
4. A training exercise designed to clarify behavior included in sexual harassment and to develop skills for coping with it, with special attention to the sensibilities inherent in a multicultural environment.
5. A periodic review process to ensure that the policy is effectively setting the stage for a non-discriminatory work environment.
6. An unequivocal indication from top management that sexual harassment will not be tolerated in any form.

*Adapted from "Sexual Harassment in the Workplace Deserves Attention" by Joan H. Joshi, CG Gender Lens, Consultative Group on International Agriculture in Development, November 1996.*

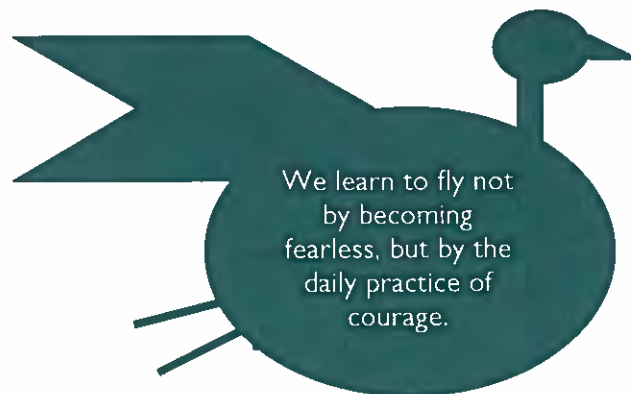


## INFLUENCES ON CHANGING GENDER ROLES

### FORCE FIELD ANALYSIS

Change	Forces That Help Change For Women	Forces That Hinder Change For Women	Forces That Help Change For Men	Forces That Hinder Change For Men

*Everybody is in favor of progress. It's the change they don't like*



We learn to fly not  
by becoming  
fearless, but by the  
daily practice of  
courage.

-- Sam Keen, Spirituality & Health, Winter 2000.



What I/Our Group Could Do In Working for Change for Women in the Organization:

What I/Our Group Could Do In Working for Change for Men in the Organization:

One way to have a clean mind  
is to change it every now and then.





*Unless you decide to do something  
beyond what you have already mastered,  
you will never grow.*



New Things I Learned About Gender

What I Learned About the Role of the Opposite Sex

One thing I will do differently in my interactions with the opposite sex:

## MAIN POINTS IN GENDER TRAINING

- Sex is biological from birth; gender is about roles that are taken on after birth.
- Gender is about the roles and behavior that society expects as “appropriately” masculine or feminine through a socialization process in childhood and reinforcement in adulthood.
- Gender roles also involve choices that people make to take on certain tasks or behaviors that reflect their individual interests and talents.
- Gender Equity means that the whole is more than the sum of its parts: Example: You have two groups trying to achieve a task -- drawing a picture -- for the department. One group has plenty of colored pens and white paper and training and experience in drawing on flipcharts. They have no outside distractions. The other group has broken pencils, little experience or training, and is called upon to be doing another job simultaneously. Both groups in the department will be judged together on the product produced and how well it represents and helps the clients of the department. What are the implications for the department and the product it must produce?
- If the department is to thrive and achieve its goals, it cannot ignore one sex or the other in its constituency as it plans and implements research, technology, training, benefits, policies, access, control, or participation. Likewise, if the department is going to achieve its goals in serving its constituencies, it must have full representation on its staff of the skills and perspectives of men and women who reflect those constituencies.
- If sons and daughters are to benefit fully from the family, the family roles and responsibilities cannot omit 50% of the parental team. (As women increasingly enter the workplace, they are in a transition period where this new generation is often taking on two jobs in both workplace career and home career.)
- As women and men going through change, we must try out new behaviors.
- Changing gender dynamics requires taking risks. It requires honesty, speaking openly and being willing to learn -- knowing that we are all -- women and men -- struggling with these issues.
- Many of us -- male and female -- may be blind to gender-biased comments and behaviors. Unless we take small risks to learn and explore these new roles every day, we cannot change, we cannot improve the products that we produce in our workplace, and our male and female children will not be as successful as they might be.
- As women, we must not be afraid to confront in non-threatening ways, knowing that men -- as any group in power -- are not always aware of the implications of what

they say or do and how they affect others with less power. ("When you use those words, it makes me uncomfortable. I don't feel respected when ....")

- As women, we must remember that gender roles are about choice, that women choose workplace careers or home careers -- and they are of equal value.
- As men, we must be receptive to learning new behaviors and to ask when we are in question about whether something said or done is comfortable for women. We are in a transition period, the lines are not clear, and people are choosing different gender roles based on their values. As men, we must also remember that gender roles are about choice in taking on different roles freely. These roles are of equal value to society.
- Gender does not say women and men are the same. Gender preferences are on a continuum. Most of us like or engage in some activities or behaviors that may be seen as traditionally of the opposite sex, as masculine and feminine, both complementary parts of the human being.
- We are of different sexes, but gender roles are about choosing activities or behaviors - such as science, technology, sports, management, cooking, the arts or teaching or showing emotions -- to break the stereotypes. Each of us can choose a blend of these activities or behaviors that may be seen as traditionally linked with one sex. These choices deserve our respect whether they are the choices of a man or the choices of a woman.

Nothing will ever be attempted  
if all possible objections must first be overcome.

— Samuel Johnson



# Action Workbook

## Module V

### PLANNING THE NEXT STEPS

#### Trainer Note:

*Obtaining female and male senior advisors who can continue to work with the women is a critical success element in this program. Women feel more accountable in achieving their Action Plans if they have mentors and senior supporters. At the same time, senior advisers feel excited and energized by seeing the concrete plans of new leaders.*

*The work on these plans can begin long before these sessions by people working individually and in small groups from the same institutions.*



### TRAINING GOALS

*To develop individual and institutional plans for change.*

### IN THIS SECTION, YOU WILL:

Complete your Individual Action Plan in your Action Workbooks with specific objectives and individual marks of success.

Complete Institutional Action Plans to bring about change in your organization over the coming year.

Lay out Gender Working Group plans, if you plan to continue their efforts during the coming year.

If you don't know  
where you are going,  
Any road will get you  
there.

- Alice in Wonderland



## HOW I VISUALIZE MY MOMENT OF SUCCESS





**WHEN I AM NOT FEELING SELF-CONFIDENT,  
I NEED TO REMIND MYSELF OF...**

My skills	My strengths

**THINGS MY BOSS, MY FAMILY, MY SCHOOL TEACHERS, MY FRIENDS, AND I  
HAVE APPRECIATED IN MYSELF.**



Areas I want to improve	Strategy



If you have built castles in the air, your work need not be lost;  
That is where they should be. Now put the foundations under them.

-- Henry David Thoreau

# INDIVIDUAL ACTION PLAN

Name

---

1. Professional Goal: clear, measurable, with deadline	Strategy/Actions to reach goal:

2. Personal Goals	Strategy/Actions:

## **Risks I Will Take...**

In my organization:

In dealing with men:

In my family:

With friends:

Elsewhere in my life:

# Institutional Action Plan

---

Institution

**Goal: To bring about gender-sensitive policies, programs and practices in our institution.**

If you meet in small groups according to your institutions, you can come up with joint or individual action to increase the gender-sensitivity of their organization's policies, programs, and practices.

**Some of the actions might include:**

Gender review of personnel policies.

Gender review of program policies.

Gender review of curriculum.

Study of the status of women and men in the institution.

Gender awareness training for staff.

Forming a Gender Working Group of women and men.

Forming a Communications Group to increase awareness of the issues.

Objectives:

Outputs/Activities: (clear, measurable, deadlines)

Liaison person from the group with the program:

---

*"Self-Confidence Comes With Taking  
One Small Risk After Another."*

The concern for human beings  
and their destiny  
must always be  
the chief interest  
of all technical effort.  
Never forget it  
among your diagrams  
and equations.

My most valuable learning from the workshop.

**Lifelong Learning:**

Just when I learned  
all of life's answers,  
they changed the  
questions.



## I Know That...

I can...

I will...

I have the right to...



*A woman is like a tea leaf.  
When she is in hot water,  
she just gets stronger.*

- Eleanor Roosevelt

# Be



As you are  
And so see  
Who you are  
And how you are.  
Let go  
For a moment or two  
Of what you ought to do  
And discover what you do do.  
Risk a little if you can.  
Feel your own feelings.  
Say your own words.  
Think your own thoughts.  
Be your own self.  
Discover.  
Let the plan for you  
Grow from within you.

- F. Perls

*...And when you've gone as far as you can go,  
Quietly await your next beginning.*

# Someday....

If I had my life to live over, I'd dare to make more mistakes.  
I'd relax. I would limber up...I would take more chances.

You see, I'm one of those people who live sensibly and  
sanely hour after hour, day after day.

Oh, I've had my moments, and if I had it to do over again, I'd  
have more of them. In fact, I'd try to have nothing else. Just  
moments, one after another, instead of living so many years  
ahead of each day.

A woman, age 85

Something I have always wanted to do

Something I have been afraid to try

*Almost all really new ideas  
have a certain aspect of foolishness  
when they are first produced.*

The truly creative individual  
stands ready to abandon old classifications  
and to acknowledge that life,  
particularly her own unique life,  
is rich with new possibilities.



I am only one.

But, still,

I am one.

I cannot do  
everything.

But, still,

I can do  
something.

I  
will not refuse  
to do  
the something  
I can do.

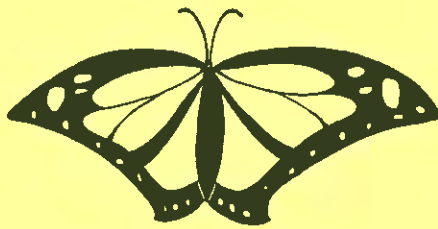
- Helen Keller

# NOTES






# Quotations



Here are quotation  
pages to post  
around the room.







Life is either  
a daring  
adventure or  
it is nothing.

- Helen Keller

Whatever you can do,  
or dream you can, begin it.  
Boldness has genius, power,  
and magic in it.

- Goethe



Mama told her children to

“jump at the sun”.

We might not land on the sun, but  
at least we will get off the ground.

- Neale Hurston



You cannot discover new  
oceans until you let go of  
the shore.



"And I strive to discover how to signal my  
companions...to say in time a simple word, a password,  
like conspirators: Let us unite, let us hold each other  
tightly, let us merge our ears, let us create for Earth a  
brain and a heart, let us give a human means to the  
superhuman struggle.

- Nikos Kazantzaki

In the confrontation between  
the stream and the rock,  
the stream always wins,  
not through strength  
but through persistence.

## The Interview

It doesn't interest me what you do for a living.

I want to know what you ache for,  
and if you dare to dream of meeting your heart's longing.

It doesn't interest me how old you are.

I want to know if you will risk looking like a fool for your dreams,  
for the adventure of being alive.

I want to know if you can live with failure, yours and mine,

And still stand on the edge of a lake  
and shout to the silver of the full moon, "Yes!"

It doesn't interest me to know where you live  
or how much money you have.

I want to know if you can get up  
after the night of grief and despair,

weary and bruised to the bone,

and do what needs to be done for the children.

It doesn't interest me who you are, how you came to be here.

I want to know if you will stand in the center of the fire with me  
and not shrink back.

It doesn't interest me where or what or with whom you have studied.

I want to know what sustained you from the inside  
when all else falls away.

I want to know if you can be alone with yourself,  
and if you truly like the company you keep in the empty moments.





— Joseph Campbell

Pioneering is the result of caring more  
than others think is wise.

Risking more than others think is safe.

Dreaming more than others think is practical.

Expecting more than others think is possible.



Don't worry about what the  
world wants from you.  
Worry about what will help  
you become more alive.

*As an empowering leader,  
I really think that the highs for me  
have been making people do things  
they could never do before.  
Giving them confidence and  
the criticism and the help and the ideas,  
and sharing my courage,  
and making them have it too.  
That's the empowerment.*

- Anonymous



A good leader inspires others  
to have confidence in her.  
A great leader inspires people  
to have confidence in themselves



People act their way Into a  
different way of thinking  
more often than they think  
their way into  
a different way of acting.



Person who says  
it cannot be done  
should not interrupt  
person doing it.



Large scale change occurs  
when a lot of people  
change just a little.







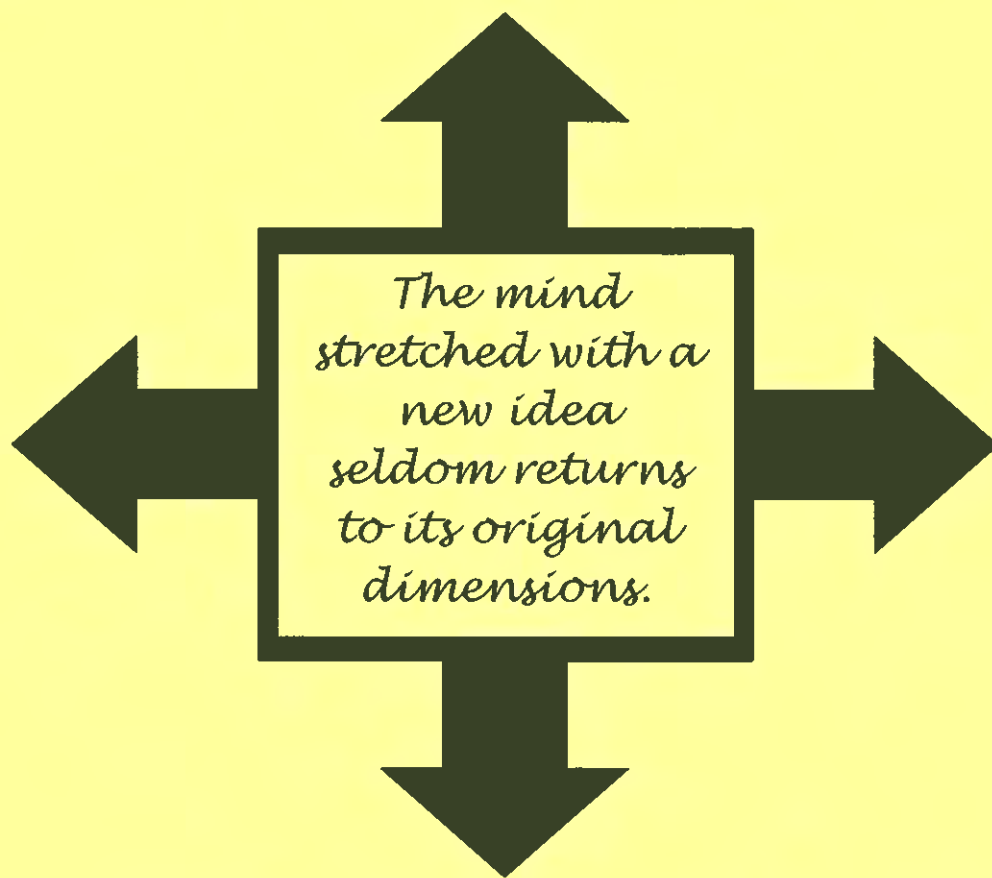
Every innovation increases the chance that further innovation will flourish. Every woman who breaks into a new sector increases the chance that other women will follow because she acts as an example that everything is possible.

---

-- Limor Livnat

Change rarely takes place when people are "comfortable" or think they are comfortable.

A tension must develop before individuals or groups can have meaningful change.



Courage is not the  
absence of fear,  
but the conquest of it.

Courage is being the only one  
who knows you are afraid.





A woman is like a tea leaf.  
When she gets in hot water,  
she just gets stronger.

— Eleanor Roosevelt

Men are taught to feel apologetic  
about their weaknesses,  
Women about their strengths.

-- Lois Wyse



It's amazing how  
she manages to  
juggle her career  
and her family.

Facts, combined  
with ideas,  
constitute the greatest  
force in the world.



Perseverance  
is a great element  
of success.  
If you only knock  
long enough and  
loud enough  
at the gate,  
you are surely to  
wake up somebody.



- Henry Wadsworth Longfellow

*The greatest power  
is  
in being  
a role model*





I have learned through bitter experience  
the one supreme lesson:  
To conserve my anger.  
And, as heat conserved  
is transmuted into energy,  
Even so our anger controlled  
can be transmited into power  
Which can move the world.

- Gandhi



If I don't know where I'm going,  
any road will get me there –  
But, how will I know when I have arrived?



## Gender is about....

Having the freedom to CHOOSE  
your role in society without  
ridicule or harassment from either sex.  
Gender is about choice.

For a man, the sky is the limit.  
For a woman, it is the roof of  
the house.

Anonymous

Gender Stereotype



A person does not walk very far or very fast on one leg.

How can we expect half the people  
to be able to develop a nation?

Yet the reality is that  
women are usually left aside  
when development needs are discussed.

- Julius Nyerere





Go confidently in the  
direction of your dreams!  
Live the life you have imagined!

- Henry David Thoreau



There is more power in the open  
hand than in the clenched fist.



You are only as  
powerful  
as that for which  
you stand.

A stranger in a new culture  
sees only what she knows.

---

There is nothing in the world  
more powerful than an idea.  
No weapon can destroy it;  
no power can conquer it,  
except the power of another idea.



*Everybody is in  
favor of progress.  
It's the change  
they don't like.*



-- Sam Keen, *Spirituality & Health*, Winter 2000.

One way to have a clean mind  
is to change it every now and then.



*Unless you decide to do something  
beyond what you have already mastered,*

Nothing will ever be attempted  
if all possible objections must first be overcome

- Samuel Johnson

If you have built castles in the air,  
your work need not be lost;  
That is where they should be.  
Now put the foundations under them.

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*"Self-Confidence Comes  
With Taking  
One Small Risk After Another."*



The concern for human beings  
and their destiny  
must always be  
the chief interest  
of all technical effort.  
Never forget it  
among your diagrams  
and equations.

---

## *Someday*

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I'd relax. I would limber up...I would take more chances.

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sensibly and sanely hour after hour, day after day.

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Just moments, one after another,  
instead of living so many years ahead of each day.

A woman, age 85

# Be

As you are

And so see

Who you are

And how you are.

Let go

For a moment or two

Of what you ought to do

And discover what you do do.

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Let the plan for you

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everything.

But, still,

I can do  
something.

I  
will not refuse  
to do  
the something  
I can do.

- Helen Keller

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