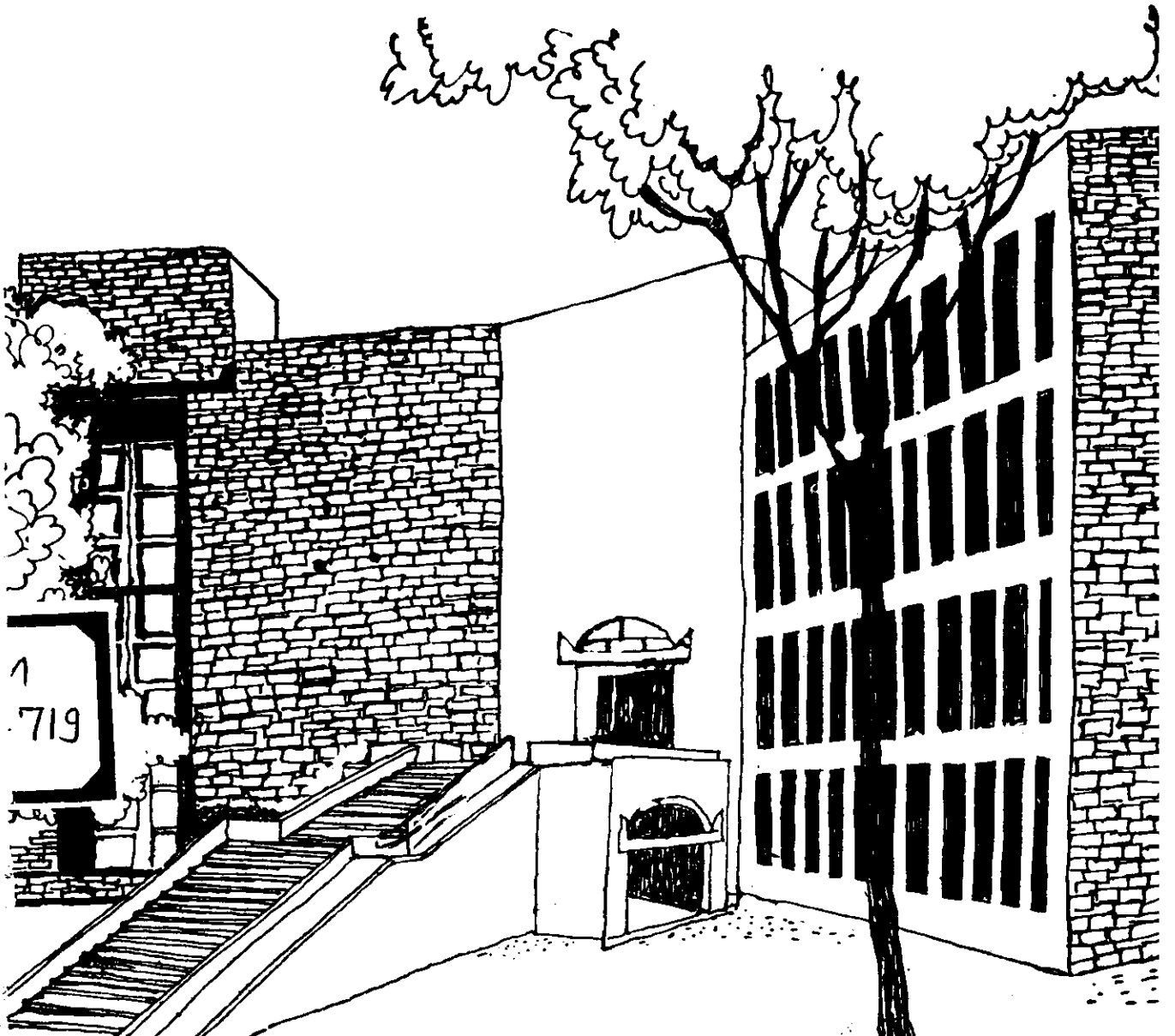


# Working Paper



**MANAGEMENT TRAINING IN THIRD WORLD COUNTRIES**

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## MANAGEMENT TRAINING IN THIRD WORLD COUNTRIES \*

### INTRODUCTION

The third world countries have focused on two simultaneous central and critical sectors for growth and development. These are :

1. Industrial and technological sector
2. Social sector

This simultaneous choice of two sector as such, has determined the directions, defined goals and objectives, identified priorities and designed structures for operationalising these tasks, goals and objectives. Governments of most third world countries have identified frontier tasks and set up administrative and organizational structures and systems to take their countries to new paths.

The third world countries in accepting the two simultaneous foci use two unique set of assumptions to sustain and maintain the thrust for growth and development. In identifying the focus for industrial and technological growth they have a ready reference point. They have accepted organizational models and structures based on complexity of tasks and technology from the west. In the social sector the third world countries have done two

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things. They have used a comparative frame and also evaluated their own socio-cultural structures and processes in a negative mode. They have labelled themselves socially backward, poor in resources (both material and human) superstitious, over populated, dirty, filthy and lacking in concepts of health and hygiene. In effect they have condemned themselves to all the social ills and labelled themselves as uncivilized and primitive. They then have identified a social model from the west as a reference point.

In so doing a fragmentation has taken place. Cognitively, logically and rationally the models for industrial and technological growth are acceptable and understood. However when people who are the implementors find it difficult to relate with those models interpersonal situations. The assumptions of inter-personal models of west are anchored in a unique philosophy of living and social code of conduct which are not cathected to by people of third world countries. Similarly, the social reference points are also not emotively acceptable. Thus, the third world countries have introduced models for growth and development which create fragmentation of cognitive and emotive responses and lead to inefficiency, ineffectiveness and failures. These further reinforce the negative evaluation of themselves used their culture.

In recent years training and specifically management training and development has acquired a special significance. Having identified the two simultaneous core sector for growth and development, and having adopted structures and systems for implementation it became evident that trained people were needed to make plans into operating reality. Introduction of mass education provided one set of inputs. Education trained a set of men and women who quickly took up new roles in organizations. There were many others who went to prestigious institutions in the west to acquire training. With both these strategies countries acquired a core set of people who were trained to perform the new frontier tasks and take pioneering roles.

These trained people understood the need for introducing new structures and systems. But when it came to actually implementing them they encountered organization and administrative processes held within themselves and by significant people in the system anchored in social, cultural and historical traditions of the country. These socio-cultural processes are often incongruent with borrowed structures and systems. As such, functional role performance gets influenced by traditions of social structures and processes. Nations in their enthusiasm to catch up and keep pace with the western world did not give themselves time and space to identify

relevant and congruent role taking processes for the frontier developmental tasks of their own country.

The realities of the third world countries is much that growth and development take place at different pace. Training needs to be perceived in the context of growth and development of the third world countries. Some of the critical contextual and societal frameworks that need to be understood are :

1. In the third world countries societies, organizations and industries vary in ownership, size, structure and technology. These are intermingled with indigenous and appropriate technology varying in phases of growth and development.
2. Cultural milieu, social structures and modes of living, and assumptions about role taking are unique to each culture. These social structures invariably make inroads in task structures and as such, role taking is influenced by the pulls and pushes of both.
3. Processes of socialization provides individuals with interplay of emotive and cognitive maps of individual roles and systems. These have enduring roots and influence role performance.

4. In the third world countries as distinct from the western world both men and women are undergoing dramatic role changes. There is a new dimension of role taking which is introduced as such training design and inputs need to consider emerging role definitions and consequent redefinitions in the nature of transactions between individuals both in social and work settings.

5. There is a simultaneous shift in attitudes, values and beliefs both in home and work settings. This creates a unique juxtaposition of the old and the new and the modern and the traditional. Both men and women struggle to define their roles within the new space which is emerging.

On the whole, the third world countries design of the social context, philosophy of living, technology of production and nature of transactions with the people are simultaneously undergoing changes. The earlier societies integrated within one frame the design of social living and work. Put together this design gave meaning to both individuals and societies. Today the two dominant sectors of living, viz. family and work have been fragmented. Men and women work in groups, are employed in diverse organizations and work has acquired a dominant focus. This has also led to the social living acquiring an isolated orientation. Social and community belonging

and network of relationships which once were significant have lost their integrating processes. There is little time and space left for men, women and societies to take a pause and reflect at the emerging demands from the environment and the fast pace of living.

#### HISTORY OF TRAINING IN THIRD WORLD COUNTRIES

Last decade has witnessed an increasing awareness to design training programmes in management. Management training in third world countries have acquired a critical focus and various training institutions have been set up for providing these inputs to both men and women in diverse sectors of organizations and industry. The third world countries have accepted that managers beside their technical skills and competence, experience of working for a number of years and job knowledge also require management training and professionalization.

In today's increasing complexity of organizations, technology and environment requires a whole new approach to manage the flux and turbulence in the environment. Just as technology becomes obsolete management systems, structures and practices are also becoming obsolete at a fast pace. As such, appropriate and relevant inputs and design for management training becomes not only critical but essential for days times.



As third world countries set up formal organizations ranging from small scale entrepreneurial to mammoth industrial manufacturing units as well as service organizations training focus has shifted in the following ways :

1. On the job training, time management
2. Shift from unskilled, skilled to specialization
3. Conceptual and knowledge based inputs
4. Functional, organizational and structural inputs
5. Leadership and corporate planning
6. Behavioural training focusing on motivation, communication, supervisory skills, inter-personal behaviour, management of conflict, change and generating cooperation and collaboration.
7. Organization development leading to human resource development.

All these above kind of training have focused on the three basic dimensions of training, knowledge, attitude and skills. This training and its need has been anchored in the assumption of lack, lacunae, people problems and stagnation. As such, in the third world countries training is either a reward or a punishment. Both responses <sup>are</sup> not leading to learning.

Whatever the mode and focus of training - training did provide cognitive understanding, enlarged the concept of managerial role, helped acquire new skills, increased their awareness and perhaps made them aware of different organizational functions and links.

However, all these inputs across organizations and different levels of management have not brought about significant changes in the direction of desired behaviour of people. Both men and women, managers and administrators across diverse sectors of organizational and social sector cognitively accept the direction and the focus of inputs. However, when it comes to implementation in action choices newer responses gets blocked either by themselves or by the organizations.

Third world countries are full of examples where with all good intentions government and organizations have identified and set up frontier tasks and introduced new technology. They have employed educated and or technically qualified and competent individuals. They have generated resources for the organizations inception and growth.

In the initial phase of inception and growth and introduction of new tasks and roles generates enthusiasm. People are filled with motivation and involvement to achieve results. However, slowly and over time apathy and lethargy sets in. Both organizations and individuals cannot

sustain the role performance based on structures of task and technology. They slowly revert to known and familiar structures and processes of transactions between people and modes of relationships based on social belongings. In some cases these further organizations with critical and developmental tasks sustain the momentum as long as the charismatic leader who started the organization remains active. As soon as the charismatic leader withdraws the processes of the organization reverts back to either power and political processes or traditional social structures and role processes. The dynamism of the organization, the values of hard work and ethos of work culture, mobilization of people to feel a sense of belonging and contributing to the growth of the organization gets eroded and organizations and institutions become a nostalgia of what once was or could have been.

As such, training as visualized and translated into knowledge, attitude and skills has provided some understanding, insights and expertise in technical skills. However, it has not added to bring about dynamicity, action alternatives, new responses and as such new interfaces with people, structures and environment.

The third world countries need to take a serious look at their organizational structures, task and technology.

They also need to make a realistic approach of social institutions, cultural context, societal processes, role models available and role taking processes. Besides the three dimensional coordinates of knowledge, attitudes and skills there is a need to discover congruent and convergent processes which will cohere individuals and organizations into a dynamic unfolding. It needs to discover an ethos of work culture congruent with processes of societal institutions. It needs to state the philosophy of work and living. It needs to discover aims and direction of organizations and individuals which fosters integration, well being and quality of life. Essentially, it needs to discover those processes which identify and discover positives of the culture, individuals and organizations to create a synergetic organizations. It is only then new and relevant definitions of roles and systems would emerge, new foundations will be laid for role taking and sustenance and maintenance would generate healthy organization. It would contribute to create work culture and as such effective individuals be they men or women.

#### WOMEN IN MANAGEMENT

Women across cultures and societies have been part of working force. As such, work and work roles is not a new phenomenon to women. Women have traditionally worked within the framework of social context, structures and processes.

Children have been an integral part of that context. What is new in today's times and since last four decades is women's entry into management and organization sector. Women across the world have been late entrants in the formal management and organization sector. This entry of women in formal managerial roles has created for women two distinct spaces for role taking. One space of role taking is that of home and family and the other space for role taking is work and formal structures.

In these formal work settings women equipped with education, competence and skills enter organization. Being a manager, and becoming part of management in formal work settings, is a new role for women. In the third world countries beginning with industrialization both men and women have entered roles which were once not a part of their traditional occupational roles.

In the organizational world and in their managerial roles both men and women are part of training programmes. These training programmes provide on the job training, functional role taking, concepts of job, link and corporate responsibilities, issues of leadership, managing subordinates relating to superiors and authority and meeting organization targets, tasks and objectives. Both men and women are part of this training as both are part of formal work settings,

perform managerial roles, carry out tasks and occupy managerial status and positions. Both require inputs.

However, as said earlier training programmes, design and inputs have generated perhaps clarity and understanding of a direction. But it does not prepare individuals for new action responses. As such, some additional inputs are required for both men and women to facilitate individuals for new action responses in work settings. Both men and women require training on issues of role redefinitions, creating new interfaces while transacting with authority, colleagues and subordinates (be they men or women) and relevant institutions which would hold together in convergence individuals and organizations. Similarly relevant and meaningful role models need to be generated which are viable and anchored simultaneously in the management structures of task and technology and new roles which are congruent with the emotive maps of socio-cultural structures and processes.

#### WOMEN MANAGERS: THEIR SPECIFIC ISSUES

Given the bio-physiological reality all societies and cultures have dominantly defined women's role in the sector of home and children. Through processes of socialization societies define roles for its membership, viz. men and women. It defines what occupation they will

carry out and what areas of activities will be their exclusive domain. Societies also design the nature and quality of interaction between its members, the network of relationships in the family, community, village and neighbourhood. This process over time has become over crystallized and over concretized as the only desirable role for men and women.

Women's interfaces with the environment traditionally have been of different quality than men. Women confront the pressures of these new organizational roles. They also continue to relate and respond to their traditional interface with home, family and network of relationships with the social system. Holding these two interfaces simultaneously women find it very difficult to find time to explore and understand the nature and quality of multiple roles, systems and interfaces they are dealing with. They experience the pulls and pushes of these new demands and aspire for making new role responses. However, the cultural pull of traditional processes of role taking and the internalized norms and expectations for socially desirable behaviour is so strong that women freeze and become immobile to redefine creative roles. Cognitively they aspire for new action modalities but emotively they freeze.

As such, women need to be provided time and space to explore and understand not only the cultural processes of the past but also the current realities of today's environment and help discover alternate, relevant and meaningful responses for today's role taking. Experiences of working with women managers suggest that the conceptual inputs brings to their awareness that besides functional and managerial skills, it is also necessary for women to look at their own role taking processes both in the family system and demands for new roles in the work environment. New roles have emerged for women. However, their attitudes remain anchored in the traditional modality, and as such relevant and effective responses to new roles and tasks do not emerge. This also meant that women managers may have functional and conceptual skills, but in their action choices they remain rooted in known and given choices.

Data from the managerial role profile of women in Africa, Asia and Caribbean suggest the following patterns :

1. Women managers cognitively hold a corporate perspective of the organization but withhold participation and communication on policy and corporate issues.
2. They tend to become job centered and perform their role based on what is expected of them.



3. They carry social structures and experience of authority from social systems to formal work systems. They feel unfairly evaluated by authority in work systems.
4. Feelings of discrimination and deprivations are held strongly. Organizations embedded in the cultural context and women's role in social structures reinforce these feelings in women of marginality and secondary status.
5. Women withhold initiative and assertiveness as it is perceived as socially undesirable.
6. Organizations are experienced as not providing space to grow by learning through their mistakes. As such they only perform to be perfect. Women hesitate to take risks or experiment with new responses in organizations.
7. As such women managers become the seekers of immediate solutions and ignore the long term perspective and objectives of the organizations.
8. As organization is experienced as discriminative it makes women more and more job centered and efficient. This does not permit a task culture to emerge in organization. Women managers tend to be

high performers in isolation. Women as such are seen as dependable and reliable individuals but who cannot work in groups with collaborative effort and cooperation.

9. Women experience having marginal and limited space and end up feeling mechanical in their jobs.

With the above experiential framework largely arising out of experiences of growing up in social systems women give meaning to their work space and the network of formal relationships in organizations. They grapple with themselves and the organizations and find it difficult to give legitimacy to their own membership in the organization. In work situation with subordinates they tend to communicate tentativeness. They also find it difficult to exercise authority upward as well as downward. If they have women subordinates they tend to be harsh task masters. Women managers often find it difficult to take initiative. They ignore the external interface between the organization and environment. They focus primarily on the internal structure and process with reference to their role taking. This is similar to the social processes. Women managers end up fulfilling the tasks and objectives of the organization but their creativity is held in abeyance.

Women managers end up feeling constrained. They hold onto existing frameworks though aspire for change. Often this leads to incongruence between individual goals and organization goals. Women experience the organization space as limited and narrow for themselves. They end up then becoming perfectionist and demanding perfection from others.

Before we can identify what kind of training inputs can be designed for women to improve their performance, job satisfaction, career development and explore wider horizons we must understand the social context in which they grow up and what kind of role they integrate in themselves. Experiences of working with men and women groups in Asia, Africa and Caribbean several themes can be identified. These themes reflect a commonality as well as differences in intensities and expressions. A presentation may provide some understanding and insights to determine and design the nature of inputs. These themes reflect the struggle of women identity across cultures to mobilise herself for new roles, visions, meanings and action choices, her entrenchments, anxieties, fears and apprehensions, and a continuous struggle to make choices to define a new space and a role for herself.

1. Childhood and primary setting determines how womanhood is held by the female child.
2. Experiences with the significant people determines the subsequent attitude towards relationships with authority in the work systems.
3. Concept of uprooting is strongly embedded in the women's psyche and as such, she remains a transient. She awaits for an invitation to put down roots. In the absence of a positive invitation she experiences no space and derives meaning through role performance.
4. The system is experienced as belonging to others. In the absence of experiencing any system as hers she brings out role appropriate responses and finds it difficult to invest in herself. In her identity she crystalizes a role of a 'guest', a 'wanderer' (psychological) in search of her home, 'exiled', 'orphan', an 'atlas' and 'hercules' to seek legitimacy, an 'enigma' whom others must discover, a 'victim' and a 'martyr' who must suffer and sacrifice at the altar of home, husband, and organization. The other alternative is to rebel, defy and deny and end up being a victim and a martyr.
5. Organizationally, then women take the role of being acted upon, and resent it. They find it difficult to create and build relatedness. They keep searching

for relationships and get caught with expectations with these relationships.

6. Women end up holding onto fixed beliefs of people and systems. Responses to the changing environment becomes difficult as they hold onto normative do's and don'ts, shoulds and should not's. In so doing they also become self righteous.
7. Women hold the stance - 'I must deserve first then desire' and hand over the affirmation of deserving to outside. Women rarely positively affirm their contribution, and investment in others and make a realistic appraisal of their strengths and limitations. Women tend to highlight their own limitations. They highlight their lack of self worth. They hold onto the pathos of waking uphill and swimming upstream. They hold the social monoliths as the source of their passivity.
8. Organization roles are inference roles. The choice to have a work role is more often legitimised on the basis of economic needs, lacunae, escape from boredom, monotony of living rather than a positive active choice based on aspirations. Women do not grant themselves legitimacy to respond to self based choices. They largely legitimise their choices based on role needs or as infrastructural support.

9. Women internalize the nature of dependency as part of their roles. They draw rigid boundaries of inclusion and exclusion and seek protection from possible ravagement and exploitation. They fear people encroaching on their space. As a consequence, in organizations most women become defensive. Past experiences of exploitation including physical boundaries have led to doubt and suspicion of men.
10. Socialization process from family setting makes women operate with social stereo-types of role of men. This processes excludes differentiation between individual male colleagues. All men are categorized into a generalized class stereo-type of men.
11. Achievement is experienced as a compensation from lacunae of past, being one of many, need to be significant, need to be unique and achieve. This leads women to make many compromises and occasionally surrender their values or becomes manipulative.
12. Women find it difficult to state their personal goals, articulate their perspective and vision of the system and wait for an invitation and affirmation. They can state their needs and wants but find it difficult to act with convictions.

The first generation of women entering organizations are pioneers. It is they who have to define concepts of new definitions of systems and as such new role taking processes for themselves. To wait for systems to change and prepare a context for new role is not only a difficult proposition but an impossible one. It is only by adding new dimensions of role taking and new constructs of self, organization structures, tasks and systems that dignity respect and partnership in growth can evolve. The women today have to be role models for the generation to follow.

#### WOMEN MANAGERS OF AFRICA: SPECIFIC ISSUES

Last decade has heralded a new dawn for women of Africa. They have entered government sector, private sector, entrepreneurial roles and taken up professions as competent capable individuals. National thrust for industrial growth, availability of education and opportunities in the environment has confronted the African women with new horizons and new aspirations. It has confronted them with simultaneous encounter with multiple role and multiple systems.

In African settings both men and women in the field of management have acquired new roles and positions. They have acquired management training, have become conceptually aware of the new techniques and concept of management and

acquired skills. Some managers both men and women have acquired professional competence. They have had their training in prestigious academic institutions from the west. The training is quite appropriate to the structures and task designed by the organizations and the technology adopted. However, in their performance of tasks these managers are confronted with organizational, administrative and inter-personal transactions which are deeply anchored in the social, cultural and historic traditions of the country. These trained managers encounter a whole set of people who reflect social processes. These social processes get operationalized which are incongruent with the new tasks both in the government sector as well as other organizations.

Both men and women cope with this fragmentation by becoming professionals and taking the pioneering role. They become task oriented and operate within the overall frames, organization goals, objectives, policies and strategies. However, in doing this they feel isolated, and acquire a desperate sense of being alone, often misunderstood and socially misfits. They experience both reward and punishment. Sometimes the reward is from their professionalism but feel punished and misunderstood at home. Often they feel punished and misunderstood at both social and work settings.



In effect, professionally trained managers experience themselves professionally committed, task-oriented individuals who are concerned with results and are wanting to change structures, systems and people. They become the atlas and hercules of the system and become lone performers. They perform with strength and become the holders of policy perspectives.

Cognitively these trained men and women managers share corporate goals at both department and organizational levels. However, organization gets fragmented across projects, tasks and departments. They experience personal dissatisfaction at inadequate infrastructure, lack of work culture of efficiency and effectiveness and keep encountering the duality of being African at one level and a professional at another level. These two dualities find it difficult to be integrated and managers experience stress.

In this context women experience social processes and expectations being reflected in the formal work roles and organizations. Women are expected to take the responsibility but not necessarily the authority and power. Here the social authority and heirarchy is reflected in organizations. Women are to take new roles but are expected to perform infrastructural and marginal roles. They are to be in service functions. Social modes of inter-personal

transactions are reinforced rather than professional and functional managerial role transactions. As such, competitiveness and comparison acquires a dominant mode. There is comparison between men and women, professionally trained and experienced and all other social modalities gets activated.

The struggle for managers then is to carve out a niche for oneself, acquire significance either through social and personalized skills, through referred social status and linkages or sheer competence. If they relate with social and political authority structures then it inhibits in building functional linkages. Organization, its size, complexity of task, and technology demands congruent role taking. However, in the African settings the characteristics of small organization and larger societal and family processes acquire convergence in emotive responses. The task, role processes and technology of large organization require different elements and characteristics for managerial role performance. These also require new dimensions of behaviour, attitudes and values.

Organization often tend to foster structure and processes which are closer to social systems. Managers either respond with similar processes and acquire

congruence or in such organisation when managers respond with professionalism, they experience stress and incongruent.

Organization often promote work culture based on formal structures task and technology and promote professionalism. However, managers here may reflect social processes and as such create incongruence and lack of coherence between organization structure and role taking processes.

In Africa and perhaps in the third world countries most organizations fail to provide consistent direction and tolerate partial, fragmented functional behaviour. Managers in such a situation get subjected to pulls and pushes of contradictory processes. Organization and individuals either become inconsistent or converge to rigid structures of both social and work systems.

The very transitional character of both the country and organizations of third world countries suggest that it is difficult to create clear and distinct organization cultures. Some retain the social structures while others adopt prescribed formal structures. Once again the mix of employees tend to create the operational structures and culture of the organization.

Given this content of transition and flux in the country, organization and culture it becomes necessary to understand the nature of this transition and the nature of both the existing social system and the emerging work systems. It becomes necessary to understand the values, beliefs and attitudes, the role models, the concept of authority and relationship which the managers both men and women bring to work and themselves. It is only then in the understanding of the two systems and the individual that new directions to integrate the traditional and the modern values, the old and the new attitudes and beliefs would get translated into relevant and meaningful action choices. It is essential to understand the context, identify cultural strengths, and evolve a framework of structures and processes which could be mobilized and translated into effective organization processes. It is only in such a macro contextual analysis that would provide understanding of areas where new inputs can be designed.

#### FUTURE DIRECTIONS AND PERSPECTIVES

Models of training, designs of inputs and content and methodology are held by planners of developmental action. Most often these are designed on input-output models. The very nature of input-output model defines the content and methodology, and the roles of developers and

the trainees or participants. The developers identify the needs of inputs based on lacunae, inadequacy, lacks. These needs are already embedded in a framework from outside. Having identified what exists outside and the lacks training and inputs are designed to fill the lacks, restore the lacunae and compensate the inefficiencies. Most of the developers have identified a problem and they have the solutions.

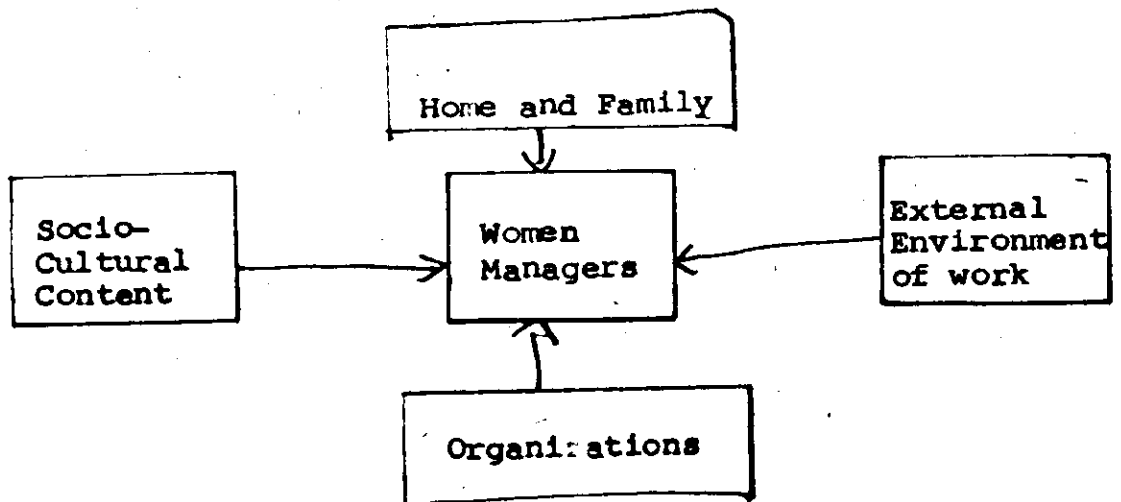
Cross-cultural experiences suggest that women need training not only in management focusing on knowledge, attitudes and skills but also on specific issues of being in management and as managers. Women do acquire on the job training and skills but they also need to explore the home-work interface which is unique to them. Men also hold this dimension of home and work. However, their dilemma is allocation of time between the two rather than grappling with multiple roles and systems. Socially and culturally man's engagement and transactions with the external environment is legitimised. Societies and culture legitimise women's transactions with the internal environment, viz. the family. As such, women have special issues with themselves and their role taking in the changing context of the environment. It is important and critical that training inputs facilitate women to sensitise themselves to this change and prepare for effective role taking in diverse settings.

ROLE DEFINITION, DESIGN AND CHANGE

Given the cultural, social and work context at one level, and processes of identity crystalization, role taking and action choices at another level, what kinds of inputs would facilitate women in their growth, development and career paths. Traditional training has its relevance. However, in my experience keeping socio-cultural reality in perspective there are other inputs and methodologies which contribute to learning acquiring enduring quality and providing women with role processes to experiment with multiple alternatives. Figure 1 presents the simultaneous influences on the role taking processes of women.

FIGURE 1

INFLUENCES ON ROLE TAKING PROCESSES



The above figure 1 suggests that women need to understand with clarity the demands and expectations of their role from two distinct and sometimes contradictory systems. They need to explore barriers as well as opportunities both in the social and organizational context to design a role for themselves which can contribute to the two systems.

Exploring and understanding the implications of the definitions of organizations, structures, systems, tasks and authority they hold would tend to redefine their role taking in the organization. These definitions also influence the nature of relationships with superiors, colleagues and subordinates.

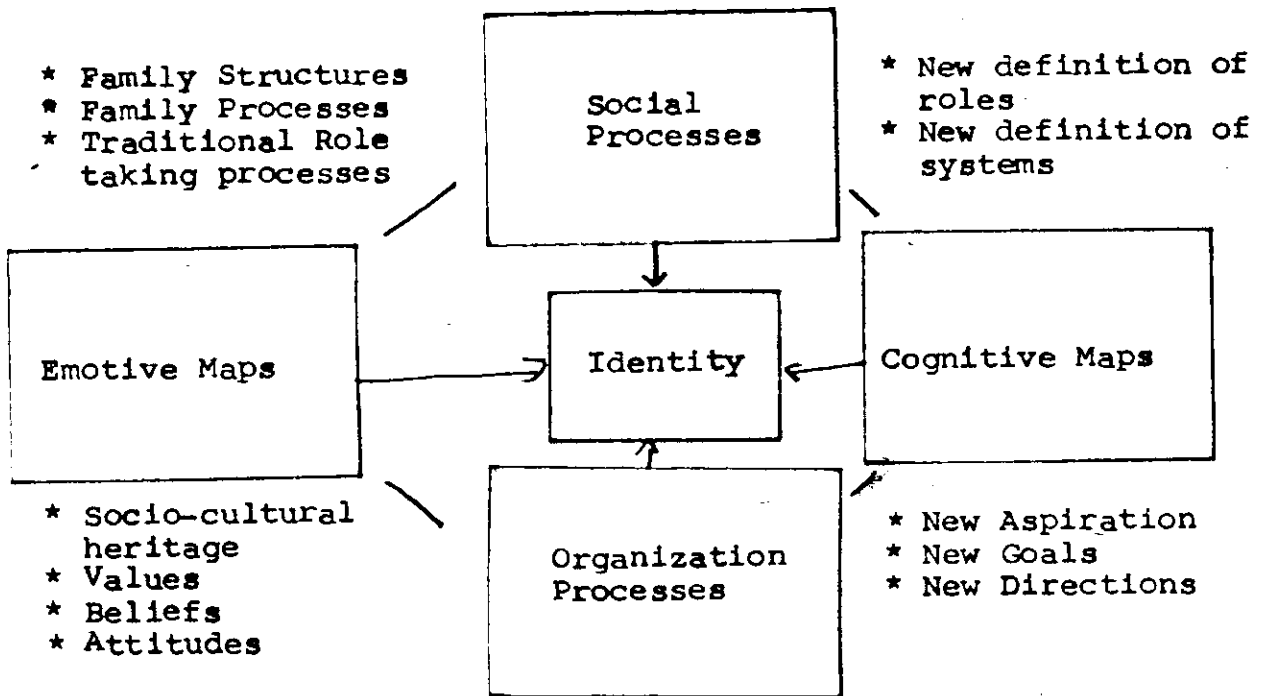
The inputs need to empower women to take active and participative role in policies, influence strategies and be part of structure. In order that women can take new actions with convictions it is essential that they arrive at relevant definitions of organizations, structure systems, tasks and their roles in it. In the absence of such a grounding all inputs will remain at cognitive level. They would not derive courage to act with relevant responses, discover new meanings for themselves and systems and act with new choices.

PERSPECTIVES ON IDENTITY AND ROLE TAKING PROCESSES

Most inputs to enhance managerial skills and behaviour change focus on role change. However, this does not bring about enduring changes. Role is anchored in identity. Identity is the core which gives meaning to self, others and situations, influences role taking in situations and determines action choices to engage with the world around. Women participating in various training programmes are enriched in their learning and get enthused to implement their learning. However, once they return home and to their work settings, they confront existing organization cultures and home settings. Their learning and logic provides them rational alternatives. But they cannot implement and translate those learning into viable actions. Learning then is ignored and considered not applicable or possible to implement in their settings. Figure 2 depicts the identity configuration where inputs can bring about effective role redefinition.

Inputs at the identity level can provide women to design for themselves effective models in their life space. Inputs at identity level provides an individual to explore their role taking at social, psychological and symbolic level. It helps them to explore the nature of commitment and personal meanings they give to themselves and the environment around them. It also provides them space to



FIGURE 2CHARACTERISTICS AND PROCESSES OF INFLUENCING IDENTITY

explore what meanings they give to the people who postulate their world and how they can discover newer meanings and modes of relating with them, which add to effectivity of living space.

It is at the exploration at the identity level that women can identify why they continue to hold their new space,

new roles and links with systems and structures from settings of work as illegitimate. It is exploration at the identity level that women can realistically own up their resources both at home and work settings. It is the identity which releases women from frozen meanings, responses and actions and empowers them to own up their aspirations, goals and directions and give them courage to respond with feelings at the level of the self rather than remain caught with socially desirable role behaviour and role appropriate feelings. It is also the identity which facilitates women to extend to systems and structures new dimensions so that a new culture and heritage could be forged.

#### PERSPECTIVES ON INSTITUTIONS, COMMUNITY AND INTERFACES

Men and women are members of both primary (that is family and social) and secondary (that is work) structures and systems. All cultures have over time evolved institutions of sustenance, maintenance and survival communities evolve to define boundaries and provide a sense of belonging. Between community and primary and secondary institutions there are familiar and known interfaces which have evolved over time. They provide people with continuity, stability and security. No cultures can survive without these integrating processes,

demarcation of boundaries and continuities and consistencies. The cultures, institutions and communities of the third world countries are confronted at one level with process of erosion of all these three anchors of sustainenance, maintenance and survival. At another level they encounter models of systems and structures and roles which are not only alien but in direct contraction with the attitudes, values, beliefs and heritage which they hold. Given the simultaneous erosion the third world countries take two steps backward to take a step forward.

Perhaps what is essential is that social-political and educational structures of the third world countries need to ask themselves what are the relevant and appropriate management structures and systems needed to create a convergence and coherence between socio-cultural and work structures and between role taking processes and identity crystalizations. It is in the relevant and appropriate processes that new interfaces between roles and organization structures, systems, tasks and authority - both emotive and cognitive maps, can be redefined within the framework of socio-cultural context and identity crystalization of individuals.

New and creative methodologies have to be experimented with so that redefinition of values, attitudes and beliefs and models of meeting life situations can emerge. It is

only in this context that individuals can make choices rather than compromises, commitments rather than licenses, convictions rather than empty slogans and discover their strengths and courage to act. It is only at this level of exploitation and understanding that women can discover new career paths, add new dimensions to organizations, contribute to a philosophy of living and add to the heritage of ones culture and nation.

As such, change cannot be an objective in itself. Behaviour modifications are also inadequate and insufficient objectives in themselves. Attitudinal change anchored in conceptual and cognitive understanding are also limited in their approach. It is only when the training inputs or design, content and methodology can create learning situations where new responses at the identity level can emerge then the process of redefinition of ones careers, goals and perspectives can begin. It is then redefinitions of formal organizations, tasks and systems can emerge and as such new definitions of interfaces between individuals, social and work structures, institutions and communities can evolve. Essentially, then, women and men can begin to experience a wholesome image of themselves, accept themselves as assets and resources of value to themselves and the systems of belonging.