Working Paper

WOMEN MANAGERS IN TRANSITION:
FROM HOMES TO CORPORATE OFFICES

By

Indira J. Parikh

&

Nayana A. Shah

W P No. 941
June 1991

The main objective of the working paper series
of the IIMA is to help faculty members to test
out their research findings at the pre-publi-
cation stage.

INDIAN INSTITUTE OF MANAGEMENT
AHMEDABAD-380 015
INDIA

WOMEN MANAGERS IN TRANSITION: FROM HOMES TO CORPORATE OFFICES

Indira J. Parikh [*]

Nayana A. Shah [**]

[*] Professor in Organizational Behaviour Area
[**] Research Assistant in Organizational Behaviour Area

INDIAN INSTITUTE OF MANAGEMENT

AHMEDABAD

WOMEN MANAGERS IN TRANSITION: FROM HOMES TO CORPORATE OFFICES

Abstract

This paper discusses the shift of the Indian society from
agrarian to industrial, and from rural to urban with reference to
women in this process of transition. The career paths of women
in management are classified in three distinct phases of about
fifteen years each and the subsequent movement from being job-
oriented to career-oriented to profession-oriented are discussed.
In all the three phases women had distinct characteristics as far
as their interface with home and work was concerned. They held a
different corporate perspective in each of the three phases.
They brought along the baggage of social structures, roles and
relational processes of the previous phase and the role models of
the preceding phase were identified with.

In the second half of the paper, the external and internal
barriers to women's growth in management are discussed. External
barriers range from culture, society, family to government poli-
cies and the economic factor. Internal barriers vary from mobil-
ity, socialization to duty at odd hours.

Recognizing the need for change at a broader level, subse-
quently, training issues are directed towards building a new
ethos of management in the relevant socio-cultural context.

WOMEN MANAGERS IN TRANSITION: FROM HOMES TO CORPORATE OFFICES

Each society and culture as it unfolds into different eras and centuries designs structures, roles, positions and status for its men and women. Indian women like its culture and country carry a rich heritage of role models. However, their location seems to be frozen in the social structure of the agrarian era. Industrialization has created new opportunities and role spaces for both women and men of India. This new space is that of formal work organizations and managerial roles which is a unique dimension of today's time and age.

The shift of Indian society from agrarian to industrial and from rural to urban is characterized by two distinct features:

1. In the agrarian society men managed the external interface while the women managed the internal, social and relational interface of the environment. In the industrial society of today's times both men and women have to manage both the external and internal interfaces of the environment.

2. In the agrarian society men worked alone and in isolation. In the urban living and formal work structures men work in groups while women live alone during large part of the day.

    As such, all the process of cultural, social and familial socialization anchored in the agrarian model of living and relationship come into direct confrontation with the experiences, expectations and aspirations of today's role require-

ments of women. This century and specifically in the last
five decades women have made significant shifts in their
location in the social structure, in their role taking in
family settings and the external environment. One such
significant shift has been their transition from homes to
that of formal work organizations and their role taking from
social affiliative relations to managerial roles.

Entry of women in formal work and managerial roles has to be
seen in the larger context of India's industrialization, opportu-
nities of formal education and growth of organizations. Since
the turn of the century and moreso around the forties, Indian
organizations have evolved from finance and trade to production,
marketing, systems and personnel [Garg 1980]. Similarly, organi-
zations have grown from small to medium, large, mammoth and
global [Parikh 1979, Garg and Parikh, 1986]. Women's entry into
managerial roles in formal work organizations began around the
fifties. They were almost a decade behind the men. In the
initial phase of the women's entry men, women and organizations
encountered deeply embedded structural and social locations and
role expectations of women. These social attitudes influenced
women's roles in organizations. It influenced their status, job
allocation, participation in policy formulation, relational and
functional linkages with members in family as well as superiors,
colleagues and subordinates, their performance and evaluation and
finally women's own concept of professionalism, membership in
systems and identity [Parikh 1990].

Career Paths of Women in Management

A literature review on women's entry and subsequent movement in the hierarchy in the levels of management suggests three distinct phases [Parikh 1990]. A summary of these findings are presented below.

Phase I: Nineteen Fiftees

Two sets of women entered the organizations for two distinct reasons. One set took up jobs exclusively for economic and monetary reasons. The second set belonged to business and professionally oriented families. They were educated, were not engaged or compelled to do household chores, were intelligent and capable and wanted to utilise their education and or their time in gainful activities. Some women entered formal work organization or businesses due to the loss or death of a family member and the women took on the responsibilities. A large number of these women took on marginal and infrastructural service roles. In their attitudes they brought the baggage of social structures, roles and relational processes. The organizations and the men too related with the women locating them in social structures and social role expectations. These women, men and organizations were job oriented. They were dependable and reliable at one level and at another level they were pioneers forging a new role and a space for themselves.

Phase II: Sixties and Seventies

By the mid sixties women in significant numbers had entered the portals of formal education both at the primary and higher levels. In the realm of work, women opened up new frontiers. These women had grown up with education as a given reality and dreams of a different role and life for themselves. They entered organizations in large numbers and aspired for career growth in the organization.

In this phase education provided increased knowledge base and the organizations experienced unprecedented growth opportunities. This led to a faster pace of movement in the career paths. A significant number of women from the fifties and sixties broke the barrier of junior level of management and entered middle level of management. This breakthrough was also reinforced by women entering directly at the middle level of management based on their professional education. They came equipped with management skills, tools and techniques. They proved their capabilities and competence, achieved their tasks and targets and performed well. They earned respect from their superiors, colleagues and subordinates.

This new space and new role taking broke many a social stereotypes and myths about women and what they could or could not do. It brought reluctance to acceptance of their arrival, location and space in the organization.

Phase III: The Eighties

This was the era of professionals and professionalism. Women of the fifties, sixties and seventies had accepted their social and work roles. They played the social role in the traditional mode and to some extent carried that to the organization. They rode two horses and kept the spaces separate. However, the women of the eighties were not satisfied with this fragmentation and differentiation. They were also feeling over competent and underutilized in their middle managerial positions. They had their personal vision of organization membership, their career paths, and their location in the structure of the organization based on their qualification and competence. The women of the eighties had invested in themselves, designed a role and life space where they could manage their home and work interfaces and respond to the challenges and opportunities in the formal work organizations.

The distinct patterns which emerged can be summarized in the following manner [Parikh 1990].

Figure 1

Phase I (Fifties)	Phase II (Seventies)	Phase III (Eighties)
Educated & waiting for marriage	Their entry was with aspirations for career and growth	Career was an accepted dimension of life space
Good use of time & education till children	Regarded work as an integral part of life space	Created role & space in the larger social, cultural and external environment
Give up job after children	Income and career both were sifnificant	Dual career/ income created role redefinitions
Be grateful to in-laws for letting them work	Career was insurance against maltreatment by in-laws	In-laws started accepting and taking pride in daughter-in-law's new role
Social codification of relationships	Could walk alongside with men	Multiplicity of roles in multiple systems
Pushes and pulls of two systems	Home and Career both were significant	Sought partnership in managing home/work interface
Did not rise high in hierarchy	Participated in management and decision-making	Policy/strategy & corporate membership were legitimately seen as their role
Feelings of guilt and anxiety	Income added to social status	Traditional culture/norms was integrated with new roles

Phase I (Fifties)	Phase II (Seventies)	Phase III (Eighties)
Held on to what-ever was available	Did not make choices. Only compromises	Acquired a corporate perspective
Difficulty in exercising authority	Became assertive and aggressive	Integrated social identity with professional identity
Discrimination and deprivation at home and at work	Pressure from families continued	Transformed barriers into opportunities
No common role models	Career oriented women role models	They had role models of the previous 2 phases
Job oriented	Career oriented	Profession oriented

The above three phases reflect a time span of a decade and a half in each phase. The universe of attitudes held by women in each phase reflects distinct and unique characteristics. This universe of attitudes forms a part of a life space which includes social systems as well as formal work systems. Although the phases reflect the time span from fifties to eighties women in Indian organizations carry the universe of all three phases in the nineties.

Corporate Perspective: In a study [Parikh 1989, 1990] of women administrators and managers on managerial role taking, distinct social and work roles can be linked to the universe of attitudes held by women. The job oriented women anchors herself in social structures and affiliative relationships. She plays the role of a recepient and requires support from structures, systems and roles to perform her role. The job oriented women are serious and hard working but they can neither take decisions nor initiate tasks. They find it difficult to exercise task authority either upward or downward or with colleagues. They conform to the rules, regulations and instructions and need constant supervision and direction.

Very often these are the first generation of women entering formal work organizations. They do not have a concept of functional and formal systems, tasks and roles. They carry a limited perspective of small organizations and find themselves lost in large and mammoth organizations. Their social roles are also

stressful and they have taken up jobs for economic security. They play their role in both the social and work systems as good daughters, wives and mothers. In organizations their role is that of a good employee who needs to be bestowed affirmation by sensitive superiors.

The career oriented women have a conceptual clarity about social and work systems. Organizationally, they differentiate between job tasks, policies and corporate structure. They have functional clarity and are task oriented but they get caught in social dynamics of relationships. They get caught in the pulls and pushes of social and work roles. They seek merit-based evaluation on performance yet they hanker for personal and emotional affirmation from superiors. They aspire to climb the corporate ladder and overload themselves with responsibilities.

The career oriented women have acquired a rational logical approach in thinking and use their analytical abilities. However, in their emotional relational orientation they get caught with social expectations and role attitudes. Caught with the rational logical stance on the one hand and emotional on the other, they tend to become defiant and rebellions. The career oriented women tend to become competitive and sometimes the social setting competes with the work setting.

Professionally oriented women have not only differentiated the social and work space and roles, they have integrated both their spaces and roles into a new identity pattern. At home and

at work they live by values, give significance to their life space and their struggle is to discover meaning in their lives. In work settings they have both a macro and a micro vision carry a systemic perspective and their role taking reflects commitment to tasks, responsibility for the system and effective functional linkages with superiors, colleagues and subordinates. They hold a corporate vision, reflect institutional qualities [Garg and Parikh, 1991] in their role taking and invest in the growth of the organization they are a part of. In the social settings of home and family they have accepted and added to the traditional role expectations. They have accepted relationships as given and then set about to redefine and redesign new parameters which add meaning and value to these relationships. There is an added dimension of choice rather than compromise and duty and an active effort and participation to create a new concept of family, well-being and togetherness.

Given the above three phases of women's career paths over the last four decades and their movement forward, the women at all levels and in all phases continue to encounter several internal and external barriers which inhibit and block their new steps. The external barriers restrict women's entry and participation in management while the internal barriers restrict the nature and quality of relations and upward movement in the organization.

a) External Barriers

1. Culture: Culture of the society and that of the organi
zation is a critical and significant factor influencing the
acceptance or rejection of women in management. Cultural
heritage and institutions and religious beliefs define the
rights and roles of women to enter or inhibit the public
domain. They influence the status of women.

Indian women carry a rich cultural heritage of cultural lore
and role models [Parikh and Garg, 1989]. These influence
the women's role taking processes in the organization. In
the Indian organizational context women's entry was delayed
but once it began, it acquired significance. The momentum
has remained steady. Culture creates both societal and
organizational space for women's unfolding. It can be
supportive and or inhibitive. The cultural lore provides
women a whole range of role models. Over a period of time
Indian women have, as reinforced by society, shrunk their
roles. Organizationally, also women's managerial potentials
and role taking were inhibited. Their effectiveness was
doubted and men, women and organizations could not accept
the idea of working with or under a woman. There was always
a resistance to the emerging new definitions. Women's entry
very much depended on the leadership of organizations.
Leadership reflected values and introduced change and as
such the culture of the organization.

2. Society: Indian society in its agrarian model of social design prescribed ideal models for women's role taking. These ideal role models represent the traditional society of India seeped in social hierarchical structure. Given the slow change, new role models anchored in the realities of today have not fully emerged. Indian women have attempted to borrow new role models from the west. These borrowed models are very often not acceptable in both the family as well as work settings. The borrowed models do not acquire emotive roots or responses. They have only acquired logical and rational acceptance. As such, no new actions emerge. Rational logical responses anchored in alien models create barriers and inhibitions. Women encounter in themselves the deeply embedded social role taking processes idealized by the society and experience the pushes and pulls of old and new responses. It makes it difficult for women to involve and commit to formal work ethos. They hold guilt toward other roles and anxieties of letting go the social ideals. This takes away a large part of their energy.

Indian society emphasizes in a female child the social roles of being an ideal daughter, wife, a daughter-in-law and a mother. Achievements, ambitions and aspirations are for the male child. However, literature review [Parikh and Garg 1987] and studies suggest that though comparative frameworks exist between men and women in organizations and society's role in shaping these roles women have attempted to deal

with the inhibiting forces of the societal barriers. They have actually come up with new responses which are meaningful and relevant for the times. For these new responses they neither have had earlier role models or affirmation from societal structures.

3. The Family: Families with male and female role models shape the child's role taking. Indian family with its deeply embedded social design prepared a female child for conformity, surrender of her being and becoming to a duty bound role of a daughter, wife, daughter-in-law and mother. Organizationally, there was a carry over of the familial structures and role models to formal work settings.

Although the Indian family setting provides eventual support to women working in organizations it also creates tremendous guilt and stress. Each new step the woman takes she is shown the prescriptive social ideal role model of an ever sacrificing woman -- a victim and a martyr. Her own ambition, achievement, involvement in work generates threats and anxieties in the significant role holders of the family, viz., the husband, the in-laws and the children. The husband puts her in the middle of two systems and questions her loyalty to the family setting. The in-laws demand the traditional ideal role model of a daughter-in-law; and the children demand her presence at all times. Indian women

executives in the name of exclusive responsibility of a dual career and belonging in two systems get pulled and pushed between two competing systems, multiple roles and expectations.

Women respond differently to these pressures. Some remain job oriented anchored in economic criteria and deny to themselves the unfolding of their potentials. They accept routine lower paid and lower status organizational positions. They give exclusive priority to the family demands and surrender their potentials at the altar of familial roles.

For these women, family was the major locus for ceremonial and other social events. The parenting role with its accompanying ideology of motherhood required the mother's presence to her children. These women were less likely to be able to afford the social and psychological costs of entering a time-greedy occupation such as management.

"However, the younger, more highly educated generation of women managers created greater rationality between family and work responsibilities than did their older peers" [Adler, Izraeli, 1988]. Similarly, in the Indian context the generation of the eighties accepted their managerial and familial roles with ease. It was an acceptable social reality that women would work. Organizations would make

demands on their time and familial roles would be rede-
signed. Similarly, management of homes and children under-
went dramatic changes. Role processes anchored in the
agrarian model were inadequate and insufficient for the
industrialized and urbanized living of today. However, with
all the clarity of this the barriers created by social
structures and familial roles tend to influence women's
career growth and status in Indian organization.

4. The Economic Factor: With large scale economic develop-
ment and technological innovation, the demand for profes-
sional managers has definitely increased. Education has
equipped both men and women professionally and they compete
to get into the right jobs and organizations. In India
given all the opportunities it is still true that women end
up taking breaks for motherhood and social preoccupations.
Law demands that they be provided with additional infras-
tructural facilities and inspite of these there is no guran-
tee of their stay in the company. Career break is a reality
of a large number of women. If the company invests in women
in terms of training etc. it is frowned upon when she leaves
the organization.

For whatever reasons women work, the economic factor is
significant. For organizations, trained women employees
leaving for whatever reasons is a cost. If the men, women
and organizations accepted the fact that social structures,
roles and processes are a reality and that women carry this

relational network, the stresses for both would be contained. However, a woman faces lesser negative effect than her male counterpart in case of career interruption due to the acceptance of her traditional role.

Economic resource generation has become a critical and significant role for women which contribute to the quality of life and upgrading of social status. Women do acquire some autonomy, participation in decision making, freedom to relate to parental side of the family, freedom to exchange gifts and it earns a location in the family space. Whether women are left at an advantage or at a disadvantage in their career if they take a break, a job, career and a profession adds to their lives and that of their family. Eventually, it leads to changes in the societal structures and patterns of role taking by both women and men.

5. Policies: Government policies and legislations to promote equal opportunities and remuneration to women play an important role. However, the legal policies and law are not sufficient. They have to be implemented and implementation is only done by people. Similarly, social policies like considerations for career breaks, maternity leaves, length of school day and working day and other variables that affect a woman's decision to take up a highly demanding job act as barriers to their entry in organizations. However, all these external barriers are resultant of Indian culture.

societal design and history. The government policies are
also reactive in the sense that they are designed on lacu-
naes, deprivations and discriminations. As such, in the
absence of monitoring and concommitant determinants they do
not change the tide. What the government can do is to
design policies which facilitate new choices and directions.
Education, infrastructures for women to feel respected and
dignified and support systems so that they find freedom to
leave oppressive people and situations. Similarly, the
social stigma attached to divorce, separation and or widow-
hood need to be eroded so that men and women can live a life
and redesign life and relationships if it becomes necessary.
Policies are for living issues and not only for emergent
problems. As such, policies need to be designed for people
and today's relational, structural and systemic scenario of
the society.

b)   Internal Barriers:

All the above external factors affect the growth and career
path of women within the organization. However, the most
enduring are some of the internal barriers which influence
women's role in organizations.

1. Mobility: Organizationally, women encounter dilemmas
when they are asked to be physically mobile. Women's social
membership and traditional attitudes restrict their mobili-
ty. Many women do not accept transfers which are linked to
promotion and as such are bypassed. When the women accept

the organizational mobility as part of work they also carry
the guilt of neglecting the family and children. Slowly,
but certainly the pattern is changing. In the career and
professionally oriented category of women, mobility does not
remain a barrier. Women accept transfers, manage two homes,
education of children and redesign their life space and
roles. They withstand the accusation as well as admiration
for such new action choices.

2. Socilization: Women live by socially desirable expecta-
tions of their behaviour. Often they refrain from informal
gatherings for shop talk. Their counterparts are largely
males and the women intentionally maintain a distance lest
they are labelled or accused. This process takes an oppor-
tunity away where women could have access to soft informa-
tion and messages transmitted during these informal chats.
Often many important decisions are taken during these dis-
cussions and sessions. Women often remain uninformed and
ignorant about the internal politics of the organization
which becomes their handicap to some extent.

The whole issue revolve around man-woman relationship. It
determines what kind of participation the women would engage
with. In the initial phase of women's entry, the relation-
ship at work revolved around social modality where age
provided one kind of social status. Subsequently, as organ-
izations grew more formal in their structure, functions and

tasks, organizational hierarchy and superior-subordinate relationship acquired significance. This was reinforced with man-woman component when the male was superior and woman the subordinate. Similarly, when women took up the mainstream organizational roles their participation and active involvement increased. However, their participation as equal colleagues was largely dependent on the maturity of the organization and the role holders involved.

3. Duty at Odd Hours: In certain functions, managers meet clients at odd hours or after office hours. Suppliers or buyers are to be entertained and many women refrain from all this. In some organizaions, the top men stay back late in the office and expect their people to be around. Here also, women find it difficult to cope with the situation.

Initially, these expectations prevented women from aspiring to rise higher in the organization and were happy to remain where they were. However, as significant number of women become career oriented and professional these differentiation in the domain of men and women is changing. Some women are equally at ease with the task requirements and take it in their stride.

The Need for Change:

In the western literature [Adler and Izraeli], there are two models which exist. One model assumes similarity between men and women. Women are expected to act, dress and think like men who

currently hold the aspired-to-management positions. Effective-
ness is measured against male norms. The second model assumes
difference between the two sexes, but equal capability in making
valuable contributions.

Between these two, the best way to manage is to recognize,
value and combine the differences. Not to see women's uniqueness
is to negate their identity and consequently, to negate their
contributions to the organization.

"An aspiring woman in management has to bear in mind that
becoming a manager in an organization is like going to a foreign
country for an extended stay. In a foreign country one has to
learn, or at least try to use a foreign language and understand
different norms and standards. In the case of management, women
are entering a well established male preserve with well estab-
lished rules and language" (Hearn & Perkin, 1987).

Women are normally denied their due space on grounds of
incapability and non commitment. But it is high time that organ-
izations and society realize that women are born managers. They
have been running their households, planning for the children and
participating in social life. They have a capacity to adjust to
and deal with any situation or level of people. They are trained
to bargain, suffer, sacrifice and compromise. Thinking, reason-
ing and deciding are their daily acts. Hence they need compara-

tively less efforts to become managers without formal education (S. Daftary, 1976).

To change the attitudes of people and organizations towards women, first of all women themselves need to portray a different picture of themselves. If they seek special considerations or concessions, it would eventually work to their detriment and may act against their interests. Wrong assumptions and stereotypes about the role of women may build up.

The assessments of women are largely the result of an interface between women and their environment, culture and society. As such, the external barriers are manageable and possible to redefine and redesign.

Issues of Training:

For the individual and organizations to be free from the captivity of the stereotypes, training directed for building a new ethos of management needs to be introduced. Training programmes designed to prepare curriculum relevant to the women managers within the socio-cultural context, the formal structures, policies, strategies and tasks of the organization as well as the relevant managerial roles of women are desired. Traditionally, the need assessment programmes, workshops and seminars focus on skill building. The conceputal inputs attempt to change the behavioural dimension of role-taking in organizations. However, often the conceptual focus on organization structures,

formal tasks, formal and functional task based inter-dependent relationships and dimensions of policy and strategy get ignored. The socio-cultural realities from where the women acquire role-taking processes are also largely ignored or a cursory mention is made.

Hence, training programmes need to include the following issues as basic inputs for role and attitude change for both men and women.

1. Understanding of the socio-cultural context in which the organizations exist.

2. Understanding the level of organization structures, task and technology.

3. The degree of complexity of the country's business environment in which the organizations do business.

4. The quality of individuals employed and their under-standing and clarity of their own roles both in the family and work setting.

5. To discover the strengths of the socio-cultural con-text, the organizations and the women managers.

6. Finally to assess how much of the socio-cultural bag-gage and the role-taking processes not relevant in the organizations are being carried over to the organiza-tions by both women and men (Parikh, 1989).

The issue of management training for women could be summed up as a question of men's attitudes toward women and women's attitudes towards themselves.

"In the seventies, women seemed less interested in management development skills and more interested in the sharing of problems unique to women in business. In 1980, an evolution has taken place. Women are beginning to ask for more. They now want different involved participation in learning the actual science and art of management. Self-awareness, while always interesting and exciting is no longer the question. What they need now is the actual skills to back up their self-confidence" (Carter, 1980).

What women are missing most is access to positions. Women are selected on the basis of their achievements and men on the basis of their potential. The possible training avenues for the advancement of women consist of:

- Technical knowledge of management skills
- Development of personal qualities like self-confidence, self-assertion, interpersonal relationships, team-building. etc.
- Development of support systems for women -- C. Desjurdins (1987).

Instead of reinforcing existing realities like discrimination, deprivation etc. actual sources of problems which can provide new directions are to be discovered. Programmes designed by people of different cultural backgrounds (western) may be absolutely useless in a country which is under transition. Hence the validity of a programme has to be examined in the cultural context of a country before implementing it blindly.

Conclusion

The issue of women in management should be an integrated approach whereby multiple issues converge into a coherent whole. The focus needs to be both on personal and professional growth converging into a wholesome identity which could bring congruence to the multiple roles and multiple systems of which the women are simultaneously a part. Men, society, culture and the environment cannot be attributed the villain's role and the source of all problems. A shared perspective between men and women needs to be evolved so that both men and women can belong to formal work organizations and familial social settings as a wholesome collectivity (Indira J. Parikh, 1989).

The most enduring and difficult internal barriers are women's own social stereotypes, their psychological feeling of martyrdom and victimhood, their recepient status and doubts about the legitimacy of their formal roles in work organizations. These are deeply embedded through the cultural lore and processes of socialization (Parikh and Garg, 1989). Evidence of achievement aspirations and success does not free the women to accept

their action choices, courage of convictions and their ownership of their own lives. Women end up mortgaging their life to significant relationships and disowning their potentials and creativity. It is encounter with these internal cultural, social, familial, psychological and personal barriers, and freedom from its anhilating impact as well as taking charge of their lives that women will shape their own destinies and those of the systems they are a part of.

A proactive rather than a reactive approach may work positively towards the betterment of women executives.

REFERENCES

Adler, Nancy & Izraeli, D.N. (eds.) "Women in Management World wide", M.E. Sharpe Inc., New York, 1988.

Bhatnagar, Deepti. "Human Resource Development for Women Employees in Banks" in "HRD in Banks" edited by Anil Khandelwal, Oxford & IBH Pub. Co., New Delhi, 1988.

Garg, Pulin, K. "Organization Structure & Design" -- Part I-IV, Mimeographed, IIMA, 1979.

Garg, Pulin, K. & Parikh, Indira, J. "Indian Women: An Inner Dialogue, Sage Publications, New Delhi, 1989.

Garg, Pulin, K. & Parikh, Indira, J. "Managers and Corporate Cultures: The Case of Indian Managers" in Management International Review, Vol. 3.36, 1986.

Hearn, J. & Perkin, P.W. "Women, Men & Leadership: A Critical Review of Assumptions, Practices & Change in the Industrialized Nations" in "Women in Management Worldwide", ed. by Adler & Izraeli.

Parikh, Indira, J. "Role Orientation & Role Performance of Indian Managers", W.P. No. 300, IIMA, 1979.

Parikh, Indira, J. "A report on Women Administrators: Administrative/Managerial Role Profile", 1989.

Parikh, Indira, J. "Career Paths of Women in Management in India", W.P. No. 884, IIMA, 1990.

Parikh, Indira, J. "Approaches to Institution Building", W.P. No. 933, IIMA, 1991.

Parikh, Indira, J. & Garg, Pulin. K. "Training for Trainers: A Programme for Women Managers", CIDA-IIMA Report, 1987.

Powell, G.N. "Women & Men in Management", Sage Publications, New Delhi, 1988.

Sharayu Daftary, "Women Managers" in Indian Management, Vol. 15, May 1976.

Sitterly & Duke, "A Woman's Place: Management", Englewood Cliffs, Prentice Hall, N.J., 1988.

Stead, B.A. "Women in Management", Englewood Cliffs, Prentice Hall, N.J., 1985.