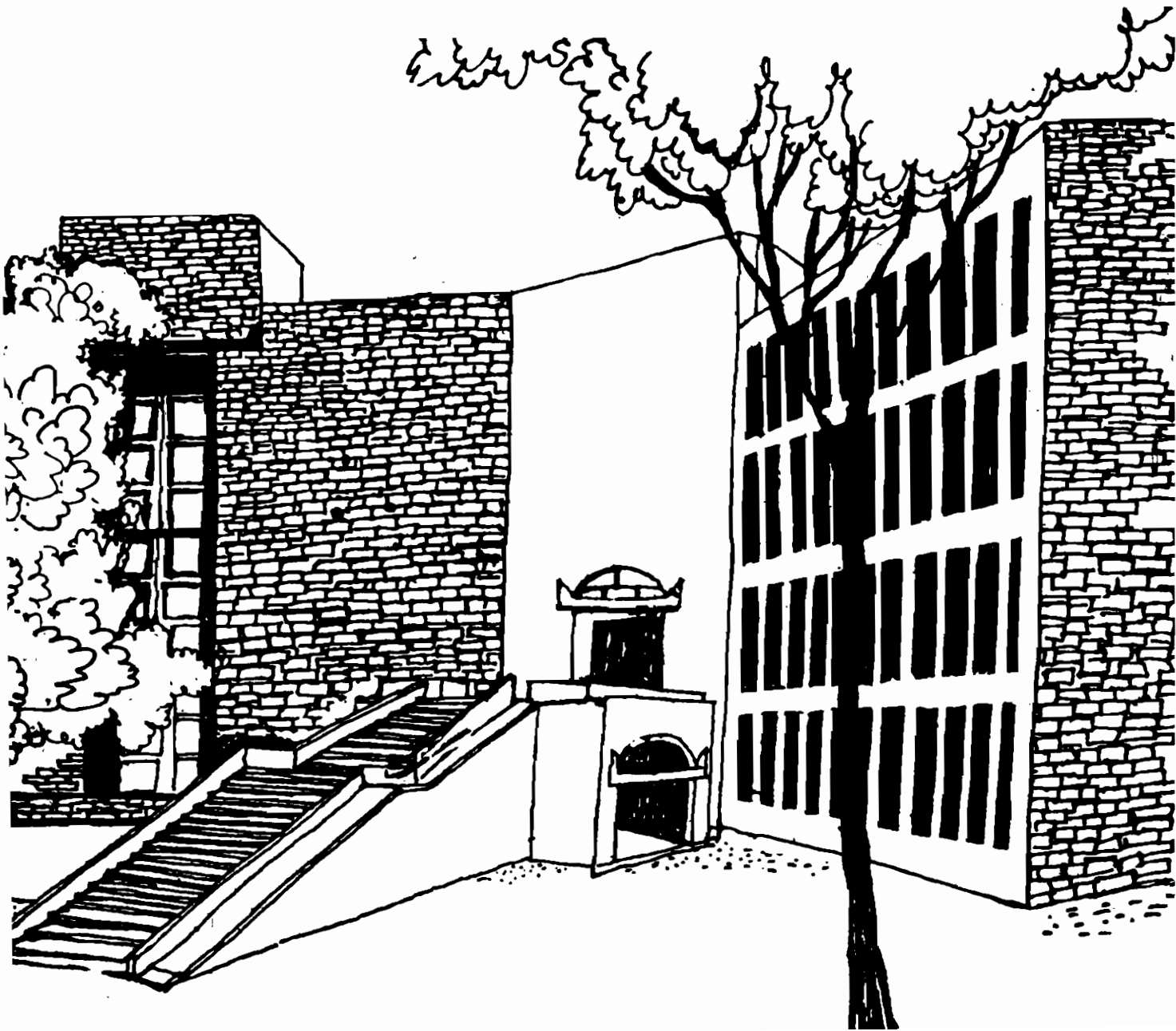




# Working Paper



**MANAGING PERSONAL AND PROFESSIONAL ROLES  
A TRAINING MODULE**

By

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## Abstract

This paper *Managing Personal and Professional Roles* explores the social cultural context of women and the issues which confront women as they manage both home and work and deal with the dilemmas of multiple roles and membership in multiple systems.

The training modules are designed from the experiences of women in life both at home and work. The paper is divided into sections: Section I introduces the theme, Section II introduces the 1) training module, 2) objectives of the training module and 3) structure of the training module. The training modules consist of a) social system and social roles, b) work systems and professional roles, c) integration of social and professional roles, d) self role and identity and e) new directions and action choices for women both at home and work. Section III then actually goes into conducting the workshop. Conducting the workshop is divided into five modules. Each module has its own objectives, design, role of participants, role of the resource person, steps of the design, duration of each module and concepts arrived at from each module. Finally each module summarises the themes and issues of each modules.

The entire training module is anchored in the perspective of women's entry into management, their life space, dilemmas of life space, strengths and resilience of women, the stereotypes of social and work roles held by women themselves and men and society and the directions and action choices to redefine and redesign their roles. There is a bibliography at the end of each section and a comprehensive bibliography at the end of the paper.

## MANAGING PERSONAL AND PROFESSIONAL ROLES

### Table of Content

#### Section I

- 1 Introduction
- 2 Socio-Cultural Context of Women
- 3 Themes and Issues from Women's Experiences
- References

#### Section II

- 4 Introduction to the Training Module
- 5 Objectives of the Training Module
- 6 Structure of the Training Module
  - 6.1 Social Systems and Social Roles
  - 6.2 Work Systems and Professional Roles
  - 6.3 Integration of Social and Professional Roles
  - 6.4 Self, Role and Identity
  - 6.5 Summary, Conclusions and New Directions
  - 6.6 Session Design
  - 6.7 Duration of the Modules and Sessions
  - 6.8 Sequence of Sessions
- References

#### Section III

##### Conducting the Training Modules

- |    |          |  |
|----|----------|--|
| 7  | Module 1 | Social System and Social Roles                           |
| 8  | Module 2 | Work System and Professional Roles                       |
| 9  | Module 3 | Integration of Social and Professional Systems and Roles |
| 10 | Module 4 | Self, Role and Identity                                  |
| 11 | Module 5 | Summary, Conclusions and New Directions                  |
|    |          | References   |
|    |          | Bibliography   |

### List of Figures

| Figure | Title   |
|--------|---|
| 1      | New Variables in the Traditional Society                |
| 2      | Old and New Role Parameters of Women                    |
| 3      | KAS Model of Training                                   |
| 4      | Model of Role and Identity                              |
| 5      | Integrative Model of Training                           |
| 6      | Women Social-System Interface                           |
| 7      | Women-Social Role Interface                             |
| 8      | Old and New Definition of Women's Roles                 |
| 9      | Women and Professional Role Interface                   |
| 10     | Organization Structure Interface                        |
| 11     | Organization Role Interface                             |
| 12     | Interplay between Organization Structure-Role Interface |
| 13     | Women-Organization Interface                            |
| 14     | Women Professional Role Interface                       |
| 15     | Women and Work Organization-Role Interface              |
| 16     | Women and Home-Work Interface                           |
| 17     | Dilemmas between Social and Work Context                |
| 18     | Women and Men-Women Interface                           |

*Note :* These figures can be converted into transparencies for conceptualization and summary of the session, topic or module.

## MANAGING PERSONAL AND PROFESSIONAL ROLES

### Section 1

#### 1. Introduction

Across the world cultures, countries, societies, families and individuals are experiencing dramatic changes. The pulls and pushes of these transformations are influencing role change of both women and men. The impact of industrialization and globalization on economies of the nation influence individuals - both women and men to enter new occupations. Media has made globalization impact the socio-cultural context through bringing multiplicity of cultures, models of relationships, cultural diversity, and multi-cultural life styles into homes across the world. As such today's women, men, children and societies are simultaneously exposed to diversity and multiplicity.

In the midst of this diversity each socio-cultural context retains its uniqueness through processes of socialization and acculturation of its members. The human child is born in a family within a given socio-cultural context. The socio-cultural context is anchored in the cultural myths, epics, symbols, folklore and folktale and history. These are deeply embedded in the psyche of individuals. Socio-cultural context defines

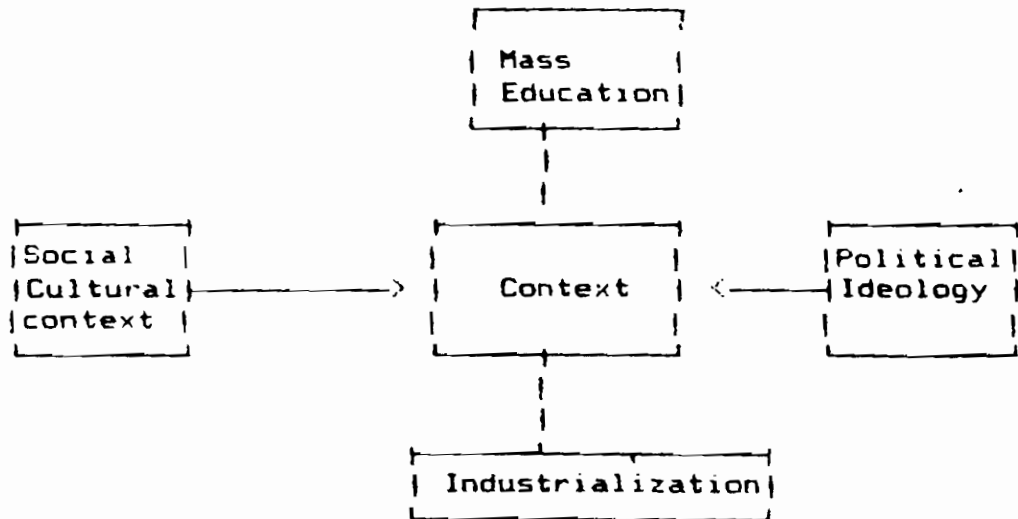
meanings of relationships and values of life and living processes. It also defines philosophical assumptions about man, collectivity and man's relationships with the collectivity. This shapes an individual's role in the family and society, and also evolves meanings of occupation and work. The socio-cultural context also defines the role of women and men and delineates their space for unfolding as well as boundaries.

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

This century through industrialization has introduced mass education for both women and men. New constituents have been woven into the traditional socio-cultural fabric of nations. This has influenced the role taking of both women and men. Figure 1 depicts the new variables introduced into the socio-cultural context of a nation.

Figure 1

New Variables in the Traditional Society



Adapted from Parikh, Indira J. "Report on Research on Women in Management IDM, Mzumbe, Tanzania, 12-16 December 1988". UNEDIL/AF Programme to Strengthen Training Institutions in Africa.

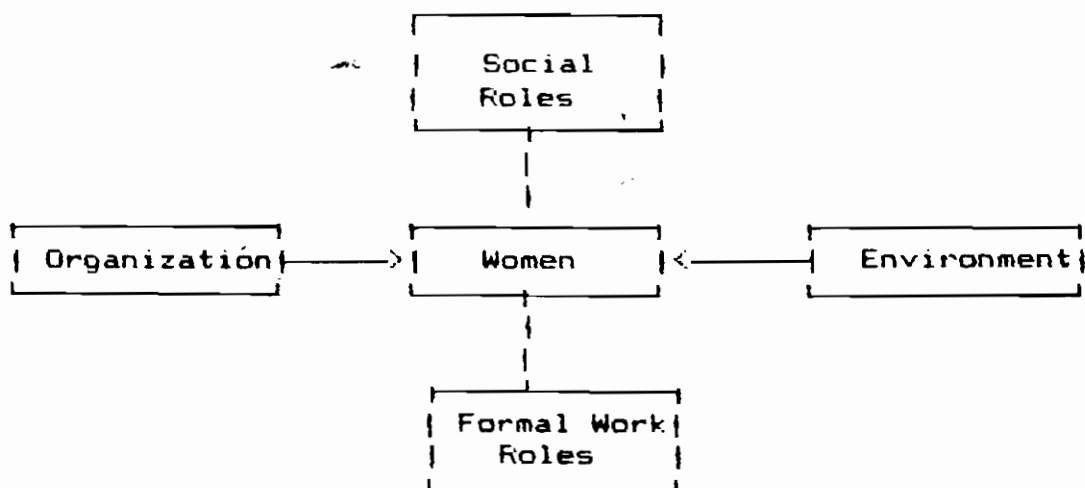
Educational opportunities for women have transformed women from social, home bound and relationship dependent roles to entry into occupational roles with job, career and professional orientation [Parikh 1991]. Entry into organizations generated aspirations, ambitions, achievements and experiences of success.



It generated self-worth, confidence and self-esteem. It also created doubts, anxieties and apprehensions in women, men and organizations as none had the experience to relate with each other in formal settings.

Figure 2 depicts the simultaneous influences on women with the transition in societies.

Figure 2  
Old and New Role Parameters of Women



Women experience simultaneously the formal work organization, the external environment and work roles. This creates for women new interfaces with other roles and systems and demands from women role responses which are unique only to this

era. They acquire social and professional roles which have their own expectations and role taking.

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

Educational institutions per se have been accessible to women. Women's role as educationist and teachers have been acceptable. As such educational institutions have been legitimate spaces for women to enter. As the nature of educational institutions have changed and management of educational institutions have acquired significance women's role in such institutions also have undergone changes. There are larger number of women entering organizations and providing infrastructural service roles. Similarly women who have joined educational institutions and have many years of work experience are beginning to occupy senior roles with significant responsibilities and policy level decision-making. It becomes important that these women administrators and managers be

provided management knowledge, tools, techniques and skills and a perspective for a larger vision and a role.

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

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

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

## 2. Socio-Cultural Context of Women

- 2.1 Each country over centuries evolves a cultural heritage which is carried by its institutions and people.
- 2.2 Each culture evolves a social design with social structures and its processes to maintain the society.
- 2.3 The socio-culture context has institutions, traditions and rituals which fosters values of living, modes of making choices and meanings in relationships.
- 2.4 Society designs and defines roles for its women and men both in family and home settings as well as occupational and work settings.

- 2.5 Each country has a cultural, social, religious and political history with its ideology and philosophy. This influences both social and occupational roles and have enduring roots.
- 2.6 Each society has developmental thrust through industrialization and thereby design new occupational roles for both its women and men.
- 2.7 Alternative models of occupational roles are logically and rationally understood but not emotionally responded to by the society.

As such any programme design by the resource people need to consider the cultural, social, religious and political context and the meanings given to the role taking of women and men of that society and by both women and men themselves. For example, women enter organizations equipped with formal education and occupy various managerial positions but their orientation to professionalism varies. A large number of women are caught in the dilemmas of social and work roles.

It is in this context that workshops for women administrators and managers focusing on professionalism, management knowledge, attitudes and skills is very important. New knowledge equips the women to perform in a complex and competitive environment, sensitises them to the constituents of

work organization as distinct from familial and social institutions and familiarises them with institutions, organization tasks, technology, structures, systems, roles and performance. Besides this the workshops need to focus on the dilemmas of social and professional roles which women simultaneously play.

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

### 3. Themes and Issues Around Women's Experiences

- 3.1 Women very often live with fears of being rejected and get caught up in dependent relationships. This inhibits them to acquire a professional orientation to their managerial roles.
- 3.2 Women acquire social stereotypes about themselves as well as men. This inhibits their ability to differentiate men, structures and systems. They end up accepting that social systems are monoliths and barriers to their new occupational roles and aspirations.

- 3.3 Women find it difficult to state their convictions as well as their vision and perspective of formal systems.
- 3.4 Entry into formal organizations is aspired for. But they hold onto their being illegitimate and the space belonging to others.
- 3.5 It is difficult for both women and men to build healthy inter-dependent collegiate functional relationships.
- 3.6 Culture and society shapes the role of the female child.
- 3.7 Uprooting is deeply embedded in women's psyche. Women move from their parental home to that of the in-laws, husbands or their own personal homes.
- 3.8 Women accept that they need to sacrifice and surrender their autonomy, space and aspirations at the altar of social roles and social systems.
- 3.9 Women are more often governed by the society's normative and prescriptive do's and don'ts, shoulds and should nots and musts and must nots. These often become compulsive and absolute.

- 3.10 Women find it very difficult to make a realistic appraisal of their strengths as well as to affirm themselves and their contribution positively.
- 3.11 Very often women remain rooted in the pre-determined meanings and definitions of relationships. They get caught between their expectations and their fear of making legitimate demands upon the system.
- 3.12 In organizational settings, women take total responsibility and become Atlas or Hercules.
- 3.13 Organizational roles are based on task performance. Women more often legitimize their choices to work on the basis of economic needs or as an escape from boredom and the monotony of social roles. They deny their positive choices based on their aspirations, competence, capabilities and a work orientation. Women find it difficult to justify acting on choices arising from the self. They legitimize their choices as based on role needs or as infrastructural support.



3.14 Achievement and success in organizations are experienced as a compensation for the lacunae of the past, being overshadowed in social situations, and the need for significance and visibility. However, this process leads women to make many compromises and to surrender their values.

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## Section II

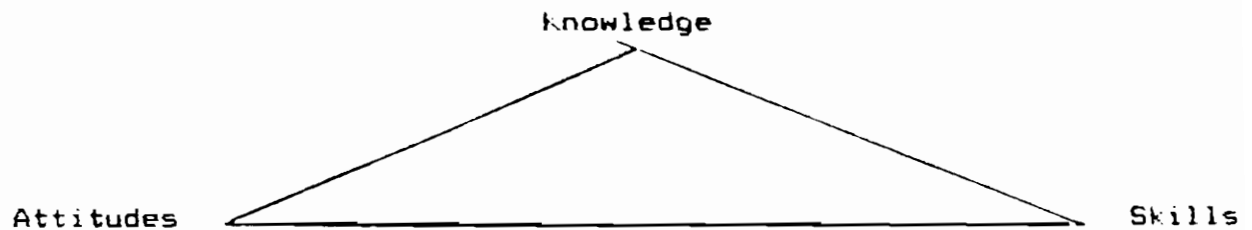
### 4. Introduction to the Training Module

Over the years training programmes for women have increased. Many approaches have been used. In almost all approaches emphasis has been on providing knowledge, attitudes and skills [KAS]. The KAS model has contributed to women equipping themselves and to feel adequate and competent in their roles.

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

Figure 3

KAS Model of Training

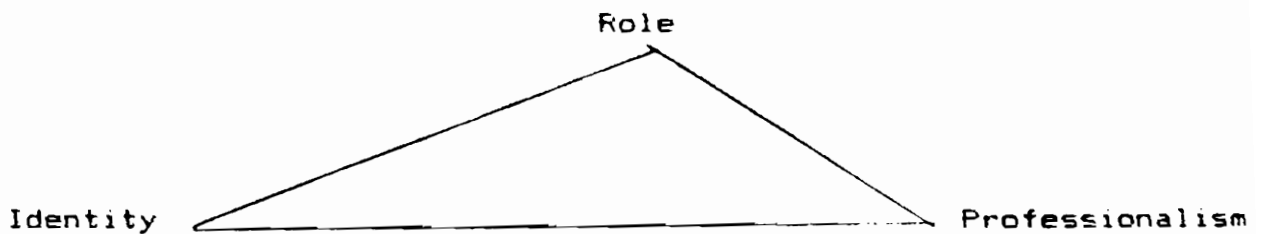


*Adapted from Parikh Indira J., Training Discussion Papers: Perspectives on Training Women Managers in Africa, ILO, Geneva, 1991.*

The role and identity model is anchored in experiential learning. The focus is on exploration of the social roles as well as psychological roles and meanings of the roles held by women. The attempt is to free oneself from the frozen meanings, definitions and maps of self and system and find relevant meanings and responses to the new emerging context, realities and relationships. In the current context it would mean women accepting professional orientation to their role. Figure 4 depicts the role and identity approach.

Figure 4

Model of Role and Identity



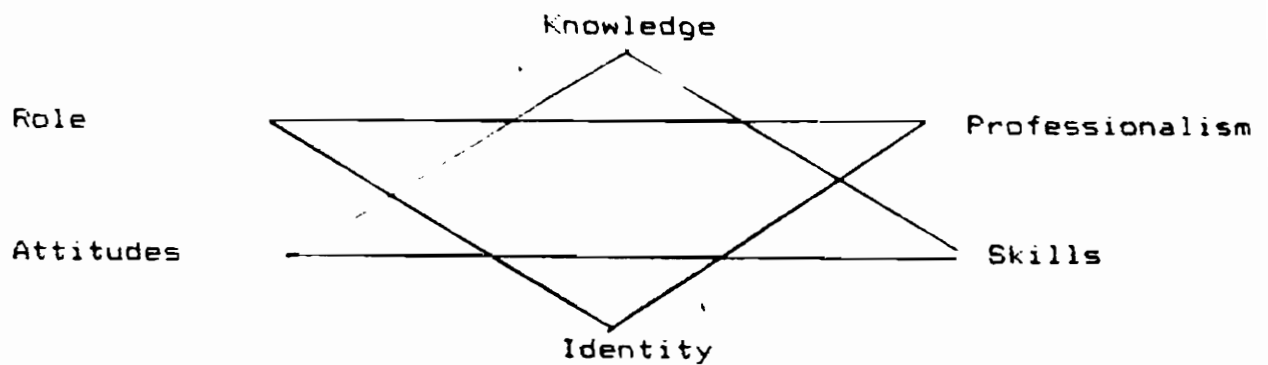
*Adapted from Parikh Indira J., Training Discussion Papers: Perspective on Training Women Managers in Africa, ILO, Geneva, 1991.*

The integrative model highlights the simultaneity of intellectual as well as professional growth. Social roles are part of women's existence. The professional role is a part of adulthood and through a process of choice making. As such, women's location in the system and owning up one's identity is a significant process to rise to the demands of both social and professional roles. In any women's training programmes and or workshops there is need to focus on both social and professional

roles so that women can be effective in both. Figure 5 depicts the integrative process between the KAS Model and the role and identity approach to enhance professionalism. It is in the dynamic interplay between the two that new roles, attitudes and action choices can emerge.

Figure 5

Integrative Model of Training



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

5. Objectives of the Training Module Social And Professional Roles of Women.

The objectives are to provide an understanding of

- 5.1 the transformations occurring in the country's socio-cultural and occupational environment.

- 5.2 the increasing emphasis on science and technology and as such the complexity of higher educational institutions.
- 5.3 the globalization impacting the institutions of higher education through changing expectations and availability of new knowledge.
- 5.4 entry of women in larger and increasing numbers and as such changing social structures, values, managerial roles and role taking by both women, men and children.
- 5.5 the increasing need of acquiring a professional orientation to manage social as well as new roles required in the formal organizations/institutions.
- 5.6 the evolution and growth of organization structures, ethos, culture and institutions and the women working them.
- 5.7 to develop a critical mass of working women with a professional orientation so that they can effectively grow and function as administrators and managers in senior corporation positions.



## 6. Structure of the Training Modules

The theme of Personal and Professional Roles is designed around five modules.

These are -

- 6.1 Module 1 Social Systems and Social Roles
- 6.2 Module 2 Work Systems and Professional Roles
- 6.3 Module 3 Integration of Social and Professional Systems and Roles
- 6.4 Module 4 Self, Role and Identity
- 6.5 Module 5 Summary, Conclusions and New Directions

### 6.6 Session Design

Each of the five Modules can be conducted with two different approaches.

- 6.6.1 Conceptual with focus on knowledge and skills and
- 6.6.2 Experiential with focus on attitudes, orientations and emotions. Conceptual deals with the cognitive, logical and rational maps people carry of their systems and roles while experiential deals with the emotive and the feeling maps of their systems and roles.

#### 6.7 Duration of the Modules and Sessions

Each module can be designed in minimum of four to six sessions. This means that this module on Managing Personal and Professional can be conducted in half a day to five days. Given the design and availability of time each theme can be lengthened or shortened. The module can be conducted exclusively with a conceptual focus or an experiential focus. The sessions can be mixed and matched given the orientation, skills and resources of the trainer/faculty or the resource person. It is important to also note the profile as well as the openness of the participants.

Each session requires minimum of one hour fifteen minutes to one hour thirty minutes. Experiential sessions require one hour thirty minutes to do justice.

#### 6.8 Sequence of Sessions

The trainer may choose to begin with any of the three themes. Social System and Social Roles Work System and Professional Roles, Self, Role and Identity. Depending upon whether the programme is beginning with this module or ending with the module on managing personal and professional roles, and the number of sessions available the sequence can be chosen. For example, if the programme is beginning with this module, then my suggestion would be to begin with self,

role and identity followed by social system and social roles and then work system and professional roles. The concluding session can then provide an integrative focus and new directions.

If the module is a closing module then my suggestion would begin with the Work System, Professional Roles, followed by Social System and Social Roles converging on Self, Role and Identity concluding with integration and new directions.

If there is time for only four to six sessions then I would suggest combining social and work roles into an integrative design converging in issues of Self, Role and Identity with new directions and action choices.

If there are only two to four sessions then I would suggest the focus on work systems and professional roles in the larger social context and new directions and action choices

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### Section III

#### 7. Module 1 - Social System and Social Roles

##### Objectives

- 7.1 To understand the constituents of socio-cultural context, social structures and the institution of family.
- 7.2 To understand the processes of socialization which has shaped the women's social roles.
- 7.3 To identify the transformations taking place in women's personal experiences, expectations and aspirations.
- 7.4 To redefine and redesign women's roles in social systems and meanings given by women to social systems and relationships.
- 7.5 To work through their own social stereotypes deeply embedded in their psyche and find freedom to give shape to women of post modern era and new social personal value in their multiple social roles.

## 7.6 Design of Module 1

The design and structure for women to deal with this theme of social interface and social roles can be conducted in two ways:

- a. Conceptual Structured Exercise
- b. Experiential Role Play

## 7.7 Session Design

### Key Players

Women participants

Resource person

Participants divided into syndicate groups

## Module 1 Session 1

### M1S1 Step 1 : Context Setting

The resource persons/person make(s) a statement about the transition and transformations occurring in the culture, society, family and social roles and space of women. The focus is on traditional roles and the new aspirations of women of the compulsions of the prescriptive roles of

societies and the captivity the women experience, of the support and inhibitions experienced by women and the guilt, anxiety, doubts and dilemmas experienced by women. The presentation is left with an open ended question to participants with an invitation to explore the social systems and arrive at new system and role redefinition.

#### M1S1 Step 2

The participants are invited to individually write down on a piece of paper their experience of themselves, culture, society, parental home and their own home and family.

#### M1S1 Step 3

The participants are divided into five groups

The participants are given flip chart papers and felt pen

Group 1 represents self

Group 2 represents culture

Group 3 represents society

Group 4 represents parental home

Group 5 represents home and family

#### M1S1 Step 4

The brief to the group is that in small groups they

- a. share with each other the meanings the women have given to the five systems.

*Legend M = Module, S = Session*

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

#### 7.8 Duration

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

#### M1S1 Step 5

The group arrives at a collective shared statements and writes down on the flip chart paper.

#### M1S1 Step 6

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



#### MIS1 Step 7

The resource person invites comments and reflections from the participants and highlights what can be initiated by the women and the implications of women initiating new responses.

#### MIS1 Step 8

The resource person then summarises the discussions with a positive focus on new meanings, definitions and action choices. The conceptualisation can have an integrative focus.

The socio-cultural context of any society provides a rich heritage for women to discover new processes. History of any society would provide evidence where women have created new paths, arrived at new thresholds and made new choices. It is possible for women to redefine their social system to experience legitimacy, belonging and partnership [Parikh 1991].

#### Module 1 Session 2

#### 7.9 The Experiential Exercise - Role Play

## 7.10 Key Players

Resource Person

Participants divided into five groups

### MISD Step 1

The resource persons/person begin(s) by evoking the emotions and feelings held by women in their interfacing with the various institutions and systems of culture, society, family both parental and personal and the social role and the personal self. The invocation may be stated in a symbolic language. For example

My belonging is mine but not mine. Some relationships are inviting and supportive but many others are controlling, demanding and compulsive. Systems and structures are prescriptive and normative and create anger, resentment, helplessness and anger. My own dreams, hopes and aspirations pull and push me in many directions. Often I let myself become a captive. At other times I feel like a bud wishing to fly the vast skies. I struggle to find freedom. I experience anguish and dilemma between my being and my role. I search for a belonging. I search for my space and a rhythm with the world around me. The questions I ask myself is who am I? Who are my people? What is my space and where do I belong?

## MIS2 Step 2

The participants are invited to choose one system they would like to explore. They are then grouped in the five systems

*Legend M = Module, S = Session*

These systems are:

Group 1 represents self

Group 2 represents culture

Group 3 represents society

Group 4 represents parental home

Group 5 represents personal home and family

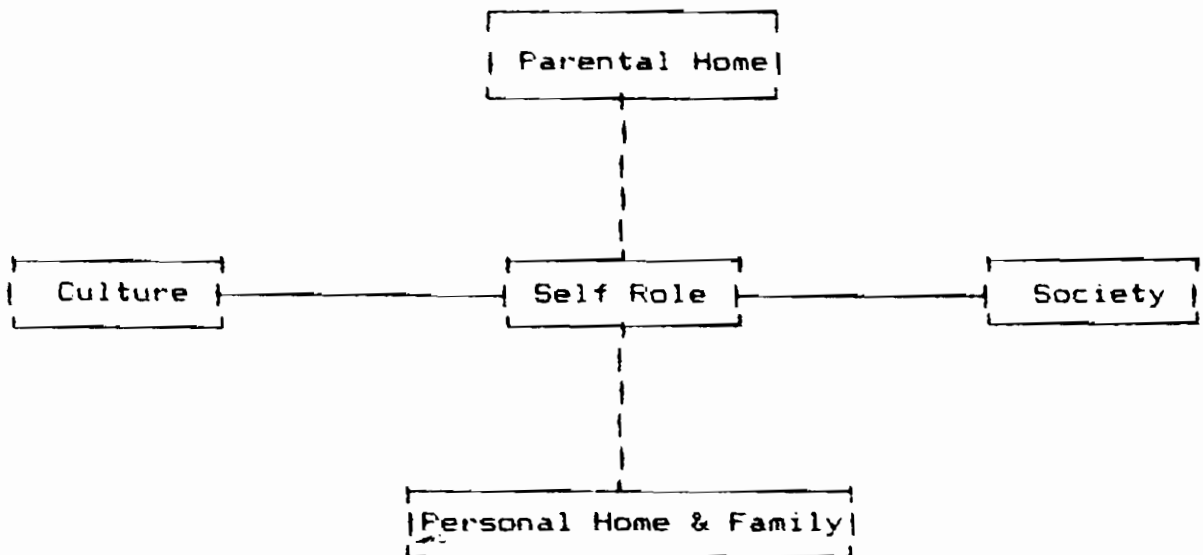
## MIS2 Step 3

The groups are seated in the associated spaces given below. It is preferred if participants sit on the ground and not on chairs.

Location of each group

Figure 6

Women - System Interface



Note: There are four participants in the self role group. They begin by facing inwards to share with each other. In the dialogue interface they face outward.

M1S2 Step 4

Each group located in the above spaces are invited to share their experiences, definitions and maps of the system they are a part of. Each group explores one theme only.

4.1 The groups are invited to share with each other the meanings the women have given to the five systems.

4.2 They are invited to explore and identify that new meanings they would like to give.

4.3 They are invited to identify the action choices, they can initiate to add to the systems they are a part of.

#### Duration

For each of the question the group is given thirty minutes. The focus is on sharing, learning and arriving at new definitions and meanings.

#### M1S2 Step 5

The self which consists of four participants is invited to choose one system they would like to interface and have a dialogue.

#### M1S2 Step 6

One representative of the self has a dialogue with the culture group. The focus of exploration and dialogue is to go beyond the traditional experiences, meanings and the baggage the women are carrying of the culture. The resource person enlarges the meaning of culture and articulates the newer constituents of culture with the changes in the environment as well as changing location of women.

M1S2 Step 6.1

The second person representing the self has a dialogue with the society.

M1S2 Step 6.2

The third person representing the self has a dialogue with the parental home and family.

M1S2 Step 6.3

The fourth person representing the self has a dialogue with the personal system of home and family.

M1S2 Step 6.4

The groups representing culture, society, parental family and personal family begin by will stating the traditional and the new managers and explore to identify new dimensions, meanings, and action choices of both the self and the system.

M1S2 Step 7

The resource persons role is to

M1S2 Step 7.1

visualise those dimensions of the culture, society, parental and personal home and family and self which the self is not able to see or visualise. These are largely the positives of the self and system .

M1S2 Step 7.2

articulate all those dilemmas of interfaces of both the system and the self which are not being articulated.

M1S2 Step 7.3

to express the emotions and feelings which are carried as residues by both the self and the system.

M1S2 Step 7.4

identify new meanings and responses.

M1S2 Step 7.5

Make new action choices which integrate the self and system.

*Legend M = Module, S = Session*

M1S2 Step B

Finally, the experience ends with a dialogue between the self-role and the resource person. The focus is on the awakening of the new women with women's strengths and potentials. The individual and the group arrive at a concept of personal integration with multiplicity of systems, women's legitimacy and inherent location in the system. New directions and perspectives can be identified. For example, the resource person can summarise and conceptualise.

The encounter of self-system releases energy and hopes as frozen meanings are dissolved, residual emotions and feelings are looked at with a different perspective. New commitment and involvement with a difference emerges both for the self of the individual as well as systems.

### Module 1 Session 3

#### 7.12 Role Interface

After the Self-Role-System interface design is conducted, a follow up of self-role interface can be designed.

In this design the woman participant is in the setting of the family with social role attempting to have a dialogue with the multiple roles and relationships. The woman is a daughter, wife and mother and a member of the society. The objectives of the design is to

- 7.12.1 Realistically appraise, her multiple roles, the system and the people in it.
- 7.12.2 Realistically appraise the feelings of the self.
- 7.12.3 Reexamine social relationships and the support systems and barriers they provide.
- 7.12.4 Assess the present mode of relationships and new directions.
- 7.12.5 Discover new role redefinitions of the self and



redesigning of the existing relationships.

7.12.6 Initiating new responses and investment in people, self and systems.

Each encounter may take half an hour to an hour. Once all the self-system encounters have taken place, the resource person can summarise the themes and offer new directions and perspectives on role-taking within the home setting with familial relationships and in the work organizations with task-based formal relationships. The summary can focus on prescriptions of the society, new environment, steps taken, not taken, feelings lived and experienced and finally the meaningful directions available.

Note This design can be conducted in several ways, depending upon the time, the data, the readiness of participants and the emergence of a group. The above design represents six systems from the social settings.

MIS3 Step 1: Conceptual Module

The resource person creates a context of social roles prescribed and held by women. The critical social roles are that of a daughter, daughter-in-law, wife and a mother. The relationships are with parents, father and mother. In in-laws and the husband, children - son and a daughter and community. The women experience the pulls and pushes of the

multiplicity and demands of role taking. Women experience stress and often responsibilities of multiple roles.

M153 Step 2

Women are invited to write down what meanings, definitions and responsibilities of these roles and relationships.

M153 Step 3

The participants are divided into four or five groups and invited to share with each other what they have written.

M153 Step 4

Each group makes a summary and a presentation.

M153 Step 5

There is discussion and reflections of each groups presentation.

M153 Step 6

The resource person summarises by stating the shared themes and issues and providing alternatives, priority setting and growing from a daughter to wife to a mother to a mature adult women who makes choices and not compromises and or exclusively adjusting and accommodating. The focus is on creating a new path and becomes a new kind of daughter, daughter-in-law, wife, a mother and a member of the

community.

#### Module 1 Session 4

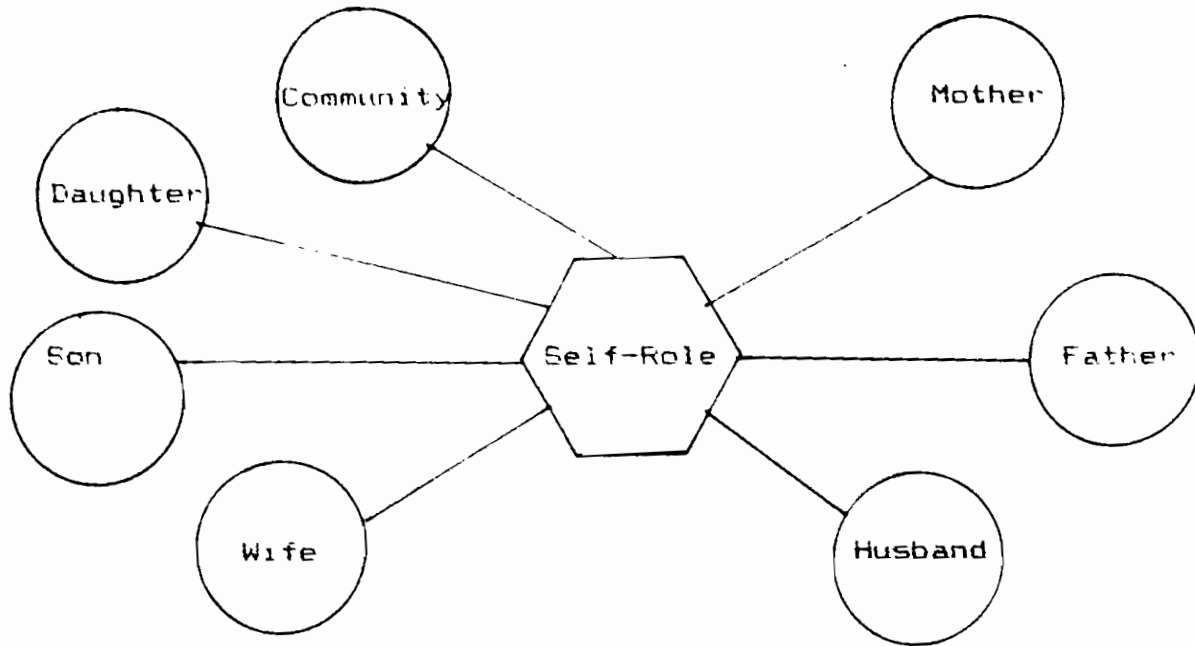
#### 7.13 Experiential Module

##### M154 Step 1

The resource person evokes the multiple social thresholds the women have arrived at as they have grown from childhood to adolescent to adulthood. These thresholds have confronted women with simultaneous multiple roles and multiple systems and confronted her with choices. On one side she is caught with the ideals as prescribed by the society and on the other side are her dreams and hopes. She is pulled by the ideals and, unable to act on the new aspirations of her becoming. The experience is to discover the freedom to include her aspirations of the self and being to her social roles. .

Figure 7

Women and Social-Role Interface



M1S4 Step 2

The participants are divided into eight groups each representing 1) mother, 2) father, 3) husband, 4) wife, 5) son, 6) daughter, 7) community and 8) self-role.

Note If there are not enough participants - minimum three in each group, the groups can be of 1) parents, 2) husband/wife, 3) children, 4) community and 5) self-role.

M1S4 Step 3

The groups are set up in the room. It is preferable the groups set on the floor and not on chairs and tables.

#### M1S4 Step 4

The self-role representative has a dialogue with each of the role to deal with the residues of the past interfaces, new wishes and hopes and the freedom and initiative to create new interfaces.

#### Duration

Each encounter may take upto 10-15 minutes.

#### M1S4 Step 5

The resource persons role is to articulate the strengths of the role, the positive multiple meanings of the role interface, the articulation of positive emotions, the potential action choices and the need for renewal and regeneration of relatedness as distinct from relationships.

#### M1S4 Step 6

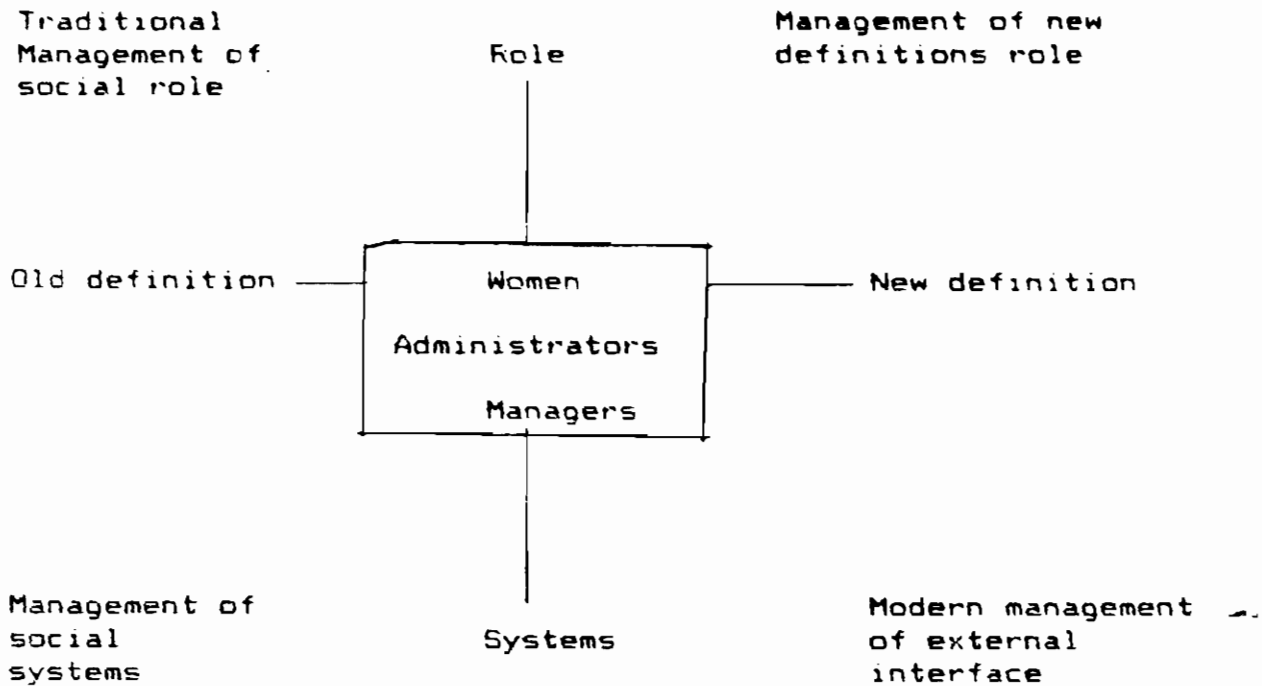
The participants are asked to reflect on the experience and encounter.

#### M1S4 Step 7

The resource person summarises and conceptualises the experience and encounter with an integrative statement for example.

Figure 8

Old and New Definition of Womens Role



8. Module 2 - Work System And Professional Roles

Objectives

- 8.1 To understand identify key characteristics of formal work organizations.
- 8.2 To understand organization structures, tasks, functions and administrative managerial roles.

- 8.3 To understand institutional vision, leadership, policies and strategic choices.
- 8.4 To understand linkages across tasks, functions and roles and their inter-dependencies.
- 8.5 To create a learning setting where managerial and personal effectiveness can emerge.

#### Module 2 Session 5

##### M2S5 Step 1

The resource person presents a context of work organizations and specifically institutions of higher education. Differentiation is made between the social systems and the work system.

##### M2S5 Step 2

Invite the participants to individually write down their meanings, definitions and maps of work organizations differences based on their experiences.

##### M2S5 Step 3

Form small groups, share experiences and write down as a group the characteristics work organizations.

#### M2S5 Step 4

Small groups make a presentation and arrive at a shared understanding of the formal work organizations.

#### M2S5 Step 5

At this point the resource person brings in the various roles the women occupy and play in the organization. The emphasis is on new definitions of roles and their inter-linkages across tasks, functions and levels of management.

### Module 2 Session 6

#### E.1 Professional Roles

#### M2S6 Step 1

Each individual is invited to write down how she locates herself in the organization and the quality of her role as a superior, colleague and a subordinate.

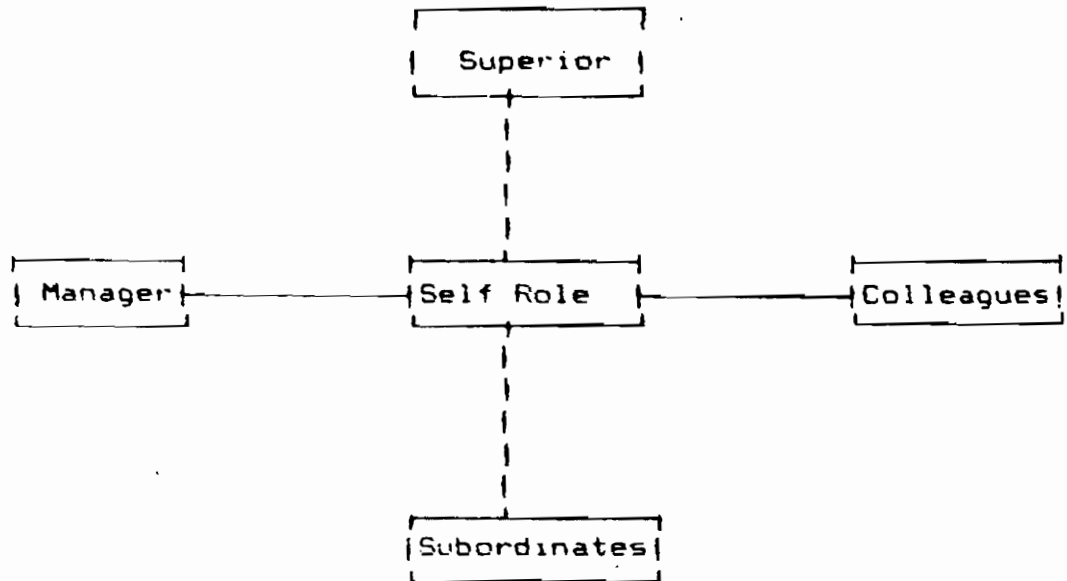
#### M2S6 Step 2

Small groups are formed where participants share their experiences and clarify how these roles are distinct from those of social roles.



Figure 9

Women and Professional Role Interface



Adapted from Parikh and Farrell

M2S6 Step 3

The self-role has a dialogue or a role play with each of the organizational role.

M2S6 Step 4

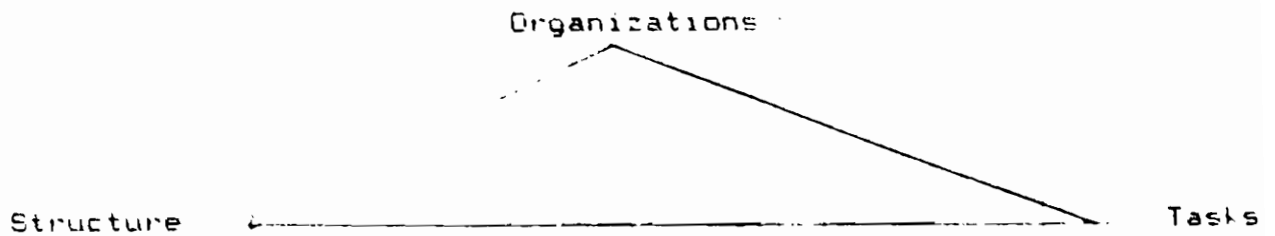
The resource person summarises the encounter with a conceptual presentation.

M2S6 Step 5

The resource person summarises and conceptualises the findings and learnings. Following THREE models can be used.

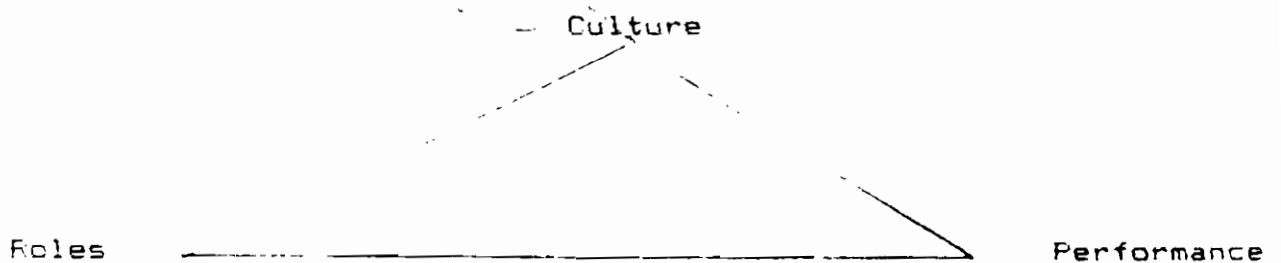
Figure 10

Organization Structure Interface



Adapted from Farikh Indira J., *Training Papers: Perspective on Training Women Managers in Africa*, ILO, Geneva, 1991.

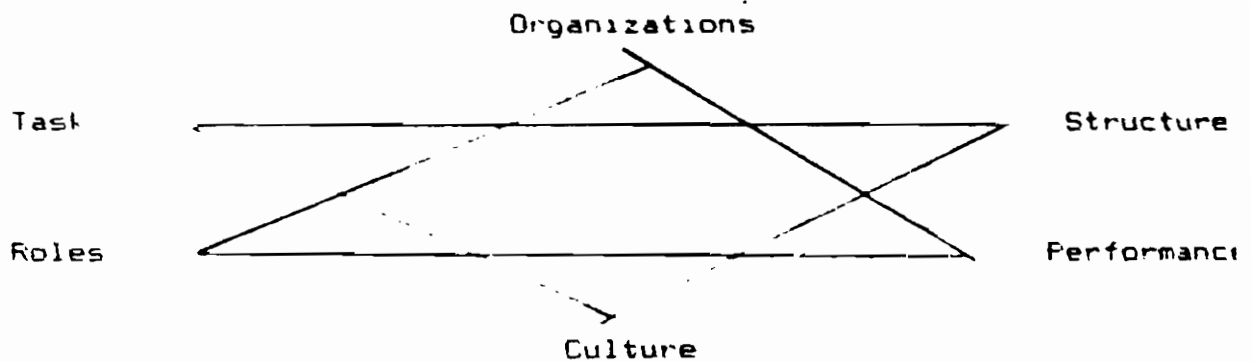
Figure 11



Adapted from Farikh Indira J., *Training Papers: Perspective on Training Women Managers in Africa*, ILO, Geneva, 1991.

Figure 12

Interface between Organization Structure-Role Interface



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

Module 2 Session 7

6.2 Organization Context

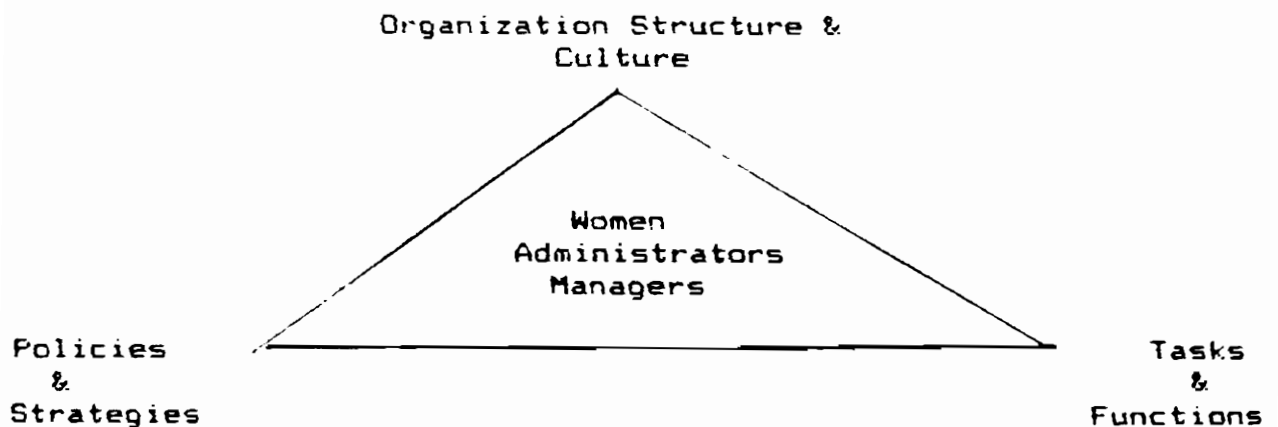
Women's entry in corporate management based on their effective performance and achievement has created new paths, challenges and opportunities. Women occupy positions of leadership and power, responsibilities and decision-making and designing strategies and implementing them. They add to creation of a work ethos and a work culture. Women effectively integrate home and work roles in a wholesome manner. The twentieth century organizations have had largely the male model of work structures. These models of organizations have fragmented the life space of an individual to that of work and home. Both compete for

individual and the individual gets pulled and pushed and gets torn asunder. Women's contribution would be to confront organizations for designing integrative processes which will give significance to both and other wider aspects of life.

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

Figure 13

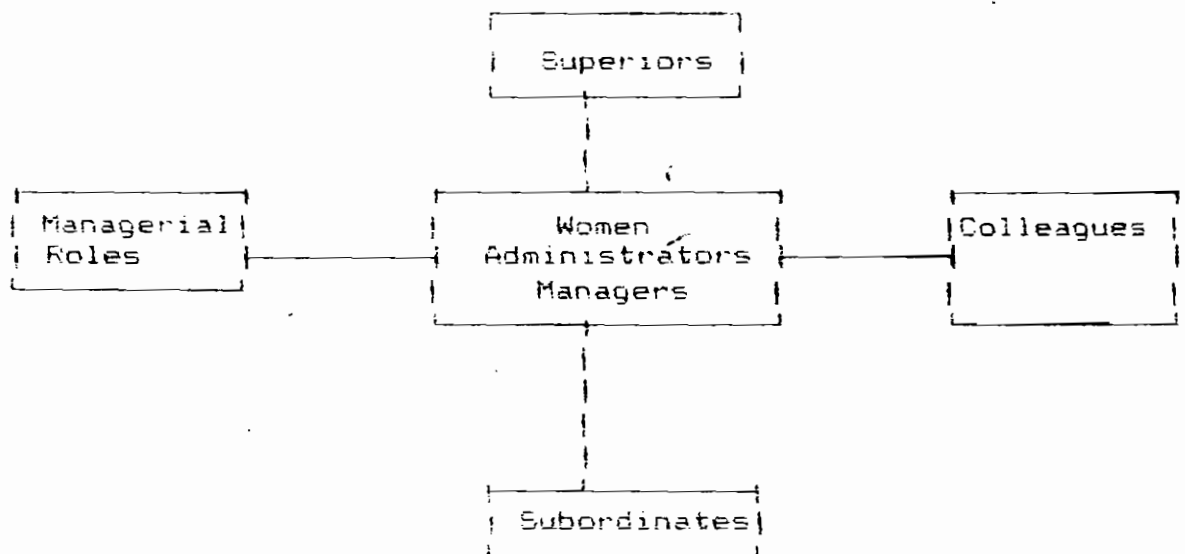
Women Organization - Interface



In the administrative managerial roles a role play exercise can be designed similar to the social roles. Figure depicts the location of roles and the level of hierarchy.

Figure 14

Women Professional Role Interface



M297 Step 1

The resource person paints the universe of organizational roles at multiple levels.

M2S7 Step 2

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

M2S7 Step 3

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

M2S7 Step 4

Each of the groups enacts the role play.

M2S7 Step 5

The rest of the participants reflect on the role play and identify alternative responses.

M2S7 Step 6

Resource person summarises the common issues of women's interface across roles in the organization. The resource person also highlights alternative ways of response anchored in the clarity of formal tasks and inter-dependencies and essentially going beyond the social stereo-types. Here the focus is on acquiring and working with a professional orientation.

## Module 2 Session 8

### 8.3 Experiential Design Work System and Professional Roles

The resource person can design a dialogue like the social system and role interface design.

#### Design

Here the woman participant has a dialogue with the multiple roles within the organization and work systems. She deals with her own multiple and simultaneous roles of manager, being a superior, colleague and a subordinate as well as her role in contributing to the organization culture.

The objectives of this design are for the woman to:

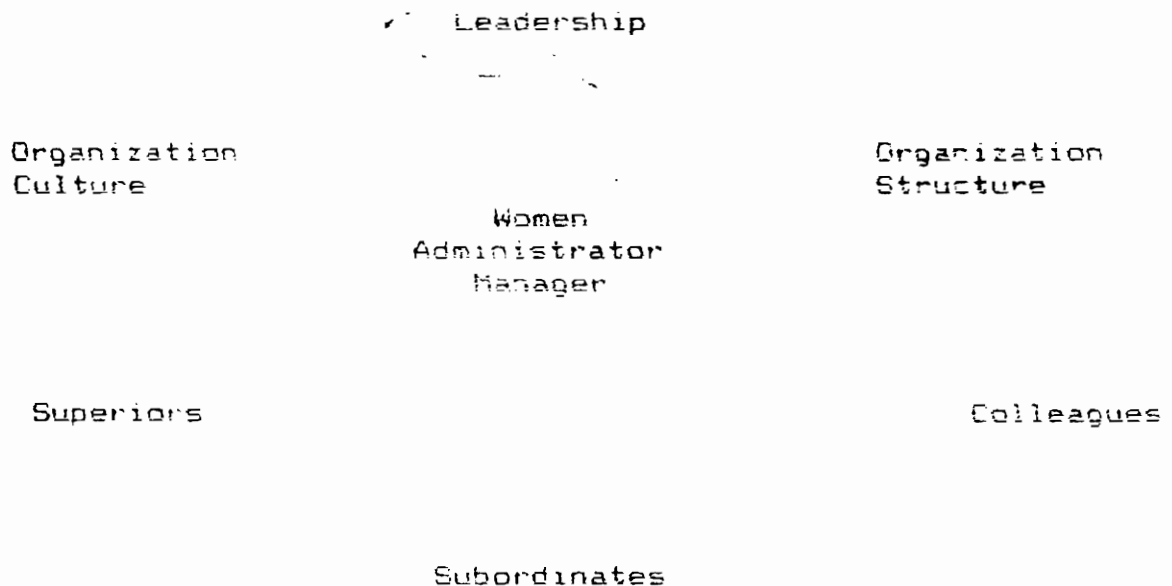
- B.3.1 Clarify her perceptions, attitudes and beliefs about the roles in a formal setting.
- B.3.2 Verbalise her expectations and aspirations of people in her work system.
- B.3.3 Understand her role in the organization and what she is articulating and communicating in task-based relationships.

- 8.3.4 Clarify her role as a superior, subordinate and being a colleague.
- 8.3.5 Articulate her aspirations and ambitions, her commitment and involvement and to design her role for effectiveness.
- 8.3.6 Differentiate between functional and task-based relationships.
- 8.3.7 Differentiating between social hierarchical authority and task-based functional authority.

[Farikh and Farrell]

Figure 15

Women and Work Organization-Role Interface



Adapted from Farikh Indira J. and Farrell Pauline.



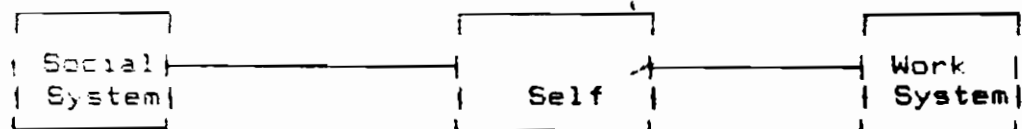
## Module 3 Session 6

### 9. Integration of Social and Professional Systems and Roles

Having explored and discussed the system and role interfaces within each system the resource person can now invite the participants to explore the two systems they are a part of and subsequently the role and membership of the two systems.

Figure 16

Women and Home Work Interface



Adapted from Farikh and Farrell

### Objectives

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

- 9.1 Her dilemma of action choice between the social and work system.
- 9.2 Her membership of and concept of responsibility to the two systems.
- 9.3 A realistic appraisal of demands and expectations of the two systems, as perceived and experienced by her.
- 9.4 Initiatives in verifying and designing priorities and setting goals.
- 9.5 Articulating the stress in managing the two systems.
- 9.6 Exploring dimensions of being a newer kind of individual in both systems.
- 9.7 Identify and stating the price to be paid in redefining relationships and redesigning new roles for the self.

The design can be both conceptual and experiential

Session 8

9.1 Conceptual design Social and Professional Systems and Roles

M3S8

Step 1 The resource person presents the characteristics of the two systems and the roles of women in both the systems.

M3S8

Step 2 Invites the participants to form groups and discuss the two systems and their roles in it.

M3S8

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

M3S8

Step 4 The resource person summarises and conceptualises the learning.

Module 3 Session 9

9.2 Experiential design Dilemmas between Social and Professional Systems and Roles

M3S9 Step 1

The resource person evokes the dilemmas encountered by women from the two systems. The resource person articulates the burden, the compulsions and the discoveries of new capabilities.

M3S9 Step 2      Participants are formed in three groups representing  
Social System  
Work System  
Self/Role

M3S9 Step 3

The participants are invited to share their experiences with each other.

M3S9 Step 4

The self then engages with each system and has a dialogue

M3S9 Step 4.2

The participants representing social system first state what they represent. The participants representing work system state the nature and characteristics of work organization. Both systems articulate their expectations of the women.

#### M3S9 Step 4.3

The self then has a dialogue articulating her experiences, expectations, meanings and feelings. The dialogue is directed by the resource person to arrive at new understanding of the system. The focus is to discover newer meanings and freedom available within the framework of the social and work systems.

#### M3S9 Step 4.4

The self then engages with her roles to arrive at sensing the realities of the present, stress, stereotypes and her strengths, ambitions and aspirations.

Resource person's role is very critical to direct and highlight new action choices possible. And to facilitate women transcending the stereotyped frameworks to look at her roles, meanings and action choices. New definitions and creation of new kind of space for her to unfold is the direction which the resource person generates. The resource person can conceptualise the experience based on the following dimensions:

Figure 17

Dilemmas between Social and Work Context

---

|                         |          |                      |
|-------------------------|----------|----------------------|
| Social-familial context | Women    | Work context         |
| Parent family           | Managers | Superiors            |
| Husband's family        |          | Subordinates         |
| Children                |          | Colleagues           |
| Socio-religious context |          | External Environment |

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Module 4 Session 10

Self, Role and Identity

Objectives

- 10.1 To explore the meaning of Self, Role and Identity as held by women.
- 10.2 To explore the constituents of identity viz. meaning making, role taking, action choices and replenishment.
- 10.3 To explore the residues of relationships and transactions with people.
- 10.4 To explore the issues of being a woman and legitimacy of membership in social and work systems.
- 10.5 To discover processes finding freedom from traditional meanings and definitions of being a woman.
- 10.6 To discover processes of anchoring in the self.

10.7 To discover processes of valuing the self, respecting and dignifying the role and defining ones new location in multiple systems.

#### Module 4 Session 11

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

##### M4S10 Step 1

Participants are asked to form small groups.

##### M4S10 Step 2

Participants are invited to share with each other their experiences of growing up in the family and socio-cultural setting, the facilitating processes, supports and barriers and their own initiatives.

##### M4S10 Step 3

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

##### M4S10 Step 4

Participants of each group enact the skit.

M4S10 Step 5

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

M4S10 Step 6

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

Module 4 Session 11 Experiential

M4S11 Step 1

Participants are invited to close their eyes and be with themselves for five minutes.

M4S11 Step 2

The resource person evokes the images and symbols of women's location, role and status in the society and other settings. These are stated in the context of myths, epics, folktales, fairytales, folklore and history. The focus is also on the courage and convictions of women and their attempts to cross many thresholds to redefine and redesign their roles.



- M4S11      Step 3  
Participants are invited to join in reviewing their roles and residues in the macro socio-cultural settings.
- M4S11      Step 4  
The participants are then invited to form small groups and explore further their aspirations if they found themselves free to shape their lives.
- M4S11      Step 5  
The representative of each group shares the new choices identified.
- M4S11      Step 6  
The facilitator then articulates the new role processes which the women can unfold to give shape to their future and new roles.

After this exploration one more design is necessary. And that is women and Men-Women Interface in social and work system.

## 10.2. Women and Men Interface

### Objectives

Here the focus is for the women participant to explore how she visualises herself, other woman or women, and man or men while relating to them. The focus is to:-

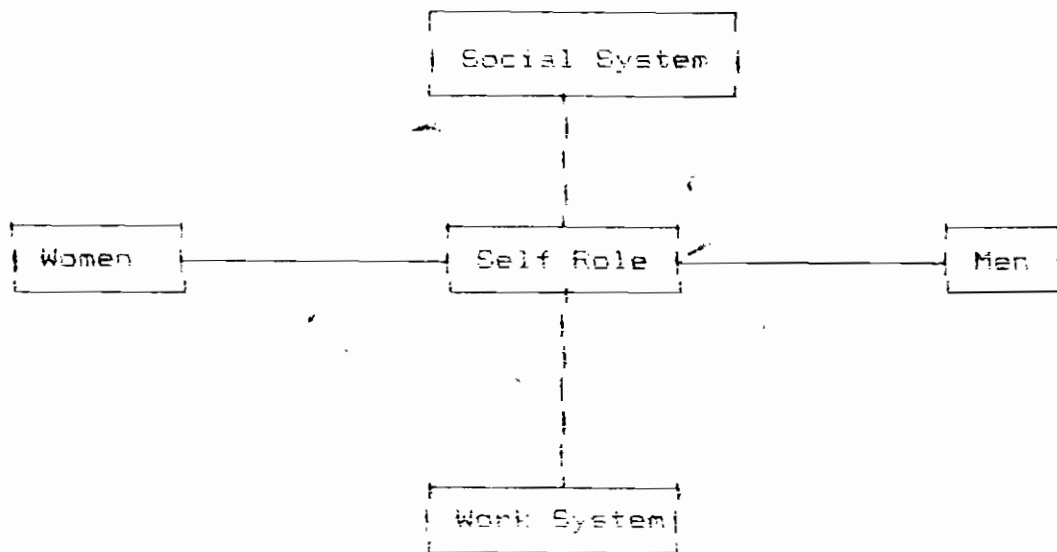
- 10.2.1 State evaluations and social stereotypes as held by the women and men in both the social and work systems.
- 10.2.2 To understand that there are both positive and negative experiences from both women and men.
- 10.2.3 That the participant is also a generator of both positive and hurtful experiences in both women and men.
- 10.2.4 To go beyond the social normative stereotypes and to get in touch with the multiplicity of positive and negative experiences with women and men.
- 10.2.5 To explore and identify meaningful ways to relate with women and men.
- 10.2.6 To accept that there can be partnership between women and men both in social and work settings.

10.2.7 To get in touch with qualities of assertion and empowerment and discover self-worth and self-respect while relating to women and men.

The facilitator can summarise the session with the model given below in Figure 18.

Figure 18

Women and Men-Women Interface



## Module 5 Session 13

### 11. Summary Conclusions And New Directions

In the module on summarising and conclusions the resource person can sequentially go through the various models as depicted in the figures. The resource person can choose as many or as few as the time permits.

New transparencies can be made highlighting the

- 1 Personal issues and dilemmas
- 2 Social issues of role taking
- 3 Professional role taking
- 4 Dilemmas between social and professional roles
- 5 Dilemmas between multiple roles and multiple systems
- 6 Dilemmas of action choices
- 7 New directions and perspectives

If there is time the resource person can once again invite the participants to

- 1 individually write an action plan which they would like to implement both socially and professionally
- 2 discuss in groups
- 3 and then make a presentation

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

In summary, the resource person concludes the module by providing a perspective.

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

For women it is breaking a new path. It is an uphill struggle. However, if women find freedom to accept their legitimacy in new contexts by investing in their own learning and growth the chances are they will experience success and achievement. They will also find others in both the new roles as well as provide support. Tomorrows institutions are going to be confronted with new challenges. Responsiveness to these by both women and men is a response by default then women primarily will fall by the way side and will deprive themselves of the opportunities of growth. It is essential that women charge of their own destiny and giving shape to substantive roles in the system.

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

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