thegap@thenew.org

The
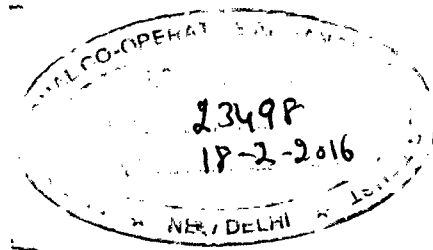# Gender as Progress
Programme

April 2001

The Gender as Progress Programme for the International Co-operative Alliance

We do not see things as they are, we see them as *we* are. We do not hear things as they are, we hear them as *we* are.

The Talmud

The Gender as Progress Programme for the International Co-operative Alliance

2

Session One

Programme Aims

1. To raise the awareness of participants of issues of gender equality and develop an understanding of what an inclusive culture and gender equality means within the context of International Co-operative Alliance and their individual Co-operatives.

2. To explore their individual relationship to gender equality/diversity and increase their understanding of gender equality and commitment as leaders to create an environment where all members/workers are valued, developed and have equality of opportunity.

3. To enable participants to identify the implications for gender equality in aspects of their work and the work of the Co-operative.

Workshop Objectives

By the end of the workshop participants will

- Explore the institutional and individual barriers to equality and diversity and its impact

- Become familiar and review own leadership behaviours which are important to fostering inclusion and gender equality.

- Identified personal challenges and obstacles in leading in this area

- Develop personal and organisational action plans to support and implement diversity in the ICA

- Identified the implications for gender equality in aspects of their work.

COMMITMENT

Commitment is what transforms promises into reality

It is the word that speaks boldly of your intentions.

And the actions which speak louder than the words.

Commitment is the stuff character is made of; the power to change the face of things.

It is the daily triumph of integrity over scepticism

Shearson Lehman

What Underpins the Programme

The programme is designed to enable you and we invite you to look at your relationship to equality and diversity first before you can see how you will take action in your relevant roles within the organisation. In addition to these fundamental principles we have developed the outline for the programmes on the basis of the following:

- A common understanding of the desired outcome of creating an inclusive culture is essential

- Creating an inclusive culture is about cultural change

- This is not a quick fix

- Gender is the responsibility of both men and women and is about women and men and their relationship to one another within the workplace.

- Equality and diversity is the responsibility of each and every member of staff.

- Leaders/decision-makers in particular have a key role to play in communication of standards and expectations, monitoring and measuring actions of their teams, reviewing the causes of trends they observe (personal/institutional), modelling, and taking action to remove any blockages.

- Everyone has responsibility in transforming the culture of any organisation and need to be empowered to take this on.

- Transforming cultures through training is based on altering the context that shapes the way people make decisions. The context is made up of people's particular perspectives and deeply held beliefs and assumptions, some of which are culturally based. In most cases, people are unaware of the context and its consequences.

ICA Context

Fundamental to Co-operatives are the values of self-help, mutual responsibility, equality and equity as well as the underlining principle that co-operatives are democratic organisations. In order for this to be accomplished equity must exist for both men and women. Currently there are clear indicators of gender discrimination in co-operatives, as is reflected in society, despite appropriate strategies and policies. Tackling discrimination and achieving equality is fundamentally through identifying the institutional, cultural and hence behavioural barriers that exist in the culture of the organisation.

> Achieving gender equality will involve redefining power relationships, overcoming non-legal barriers to equality and confronting gender stereotypes
> [ICA Gender Strategy 2000: Proposal for Progress]

If Co-operatives are to be successful, as with any organisation, it is going to take the participation and equal treatment of both men and women.

In order to instigate cultural change it is going to require leadership on this issue from the Board and both commitment and willingness to transform the current situation through transforming the actions of each and every person and each and every member

What the Workshop is not

- Sensitivity training

- Built around right or wrong answers

- Designed to 'fix' the men or 'fix the women participants

- Looking at the legal framework

- For observers

What this workshop is

- An opportunity to engage in dialogue

- A way of gaining information on different aspects of diversity/ gender equality

- A part of a cultural change process in the ICA

- A safe place to explore ideas

- Intended to focus on one aspect of equality – gender and has implications for all equality

- A place to examine yourself within the context of diversity issues in the ICA

- Enabling you to take it back to your Co-operative and your work on the Board

Programme Outline

Given the number of interpreter, breaks/intervals will be built in, in addition to those scheduled.

Day One

Timings: 2.00 -6.30 pm

| Lunch | Facilitators will join Board for Lunch |

Session One **Introduction**
Introduction
Programme Objectives

Personal Commitment
Personal Wants and Concerns
Guiding Principles

Session Two **Context and What do you understand by gender equality?**
Background to the issues – the Context for the programme

What do we mean by gender equality? – what does it mean to you?
Exploring what gender equality 'is' and 'is not' – developing a shared and working definition

Session Three **Values**
Logical Levels
Exploring personal and organisational values
Benchmarking your Co-operatives

Tea/Coffee Break (20 minutes)

Session Four **Acknowledging difference**
Exercise to explore what shapes our views and perspectives on gender

Break for ten minutes

Session Five **Power and privilege**

Power Exercise

Close day one

Overnight assignment: *It will be important for you to do the assignment, as it will be a foundation for the second day of the workshop. It will not however take too much of your evening.*

Day Two

Timings: 9.00 am – 4.00 pm

Session Six   **Review of previous day**
Create the day
Temperature reading
Review overnight assignment

Session Seven   **How discrimination occurs in organisations and hence in your Co-operative**

Exploring individual and organisational barriers to gender equality?
What are the way things are done in Co-operatives that excludes women?

Relationship in organisations – People, Practicalities and Power and its impact on gender and gender equality
Levels of denial

Group discussion on gender stereotypes, prejudice and its impact in Co-operatives

Tea/coffee Break

Session Eight   **Challenges for their Co-operatives on gender equality**
Mainstreaming gender issues

Session Nine   **Leadership in Gender Equality**
Exploring your commitment to gender equality- who do you need to be as leaders to ensure change
Principle Centred Leadership and the role of leaders in driving change
Good Practice in tackling gender inequality

Lunch

Session Ten   **Mainstreaming gender equality in action**

Tea/coffee break

Session Eleven   **Action Planning**
Visioning and creating a future in their Co-operatives which is inclusive – a culture which includes not excludes women

Developing personal actions to instigate in their own Co-operatives on return following the training.

Evaluation & Close

The Gender as Progress Programme for the International Co-operative Alliance   9

Temperature Reading

This framework can be used both for 'checking in' and for 'checking out.'
Based on the work of Virginia Satir, it helps people to focus on what's happening, and what may need to happen.

It helps people in the group to know and understand each other a little better, and perhaps feel less isolated knowing that others share their concerns or hopes.

It can also encourage those who might be hesitant, timid or reluctant about speaking up in a group or asking for what they need.

With all the answers, stay succinct – you do not need to go into detail!

E.g. *"What's on top for me is that I'm worried about something going on at home."*

If nothing else, at least share **what's on top**.

WHAT'S OP TOP? This could be positive or negative, plus or minus, good or bad. It could be about the past or the future or the present. It could be a thought, a feeling or a need. A headache or a holiday.

ANY INFORMATION TO GIVE? Leaving early? Previous appointment? State of mind or body?

INFORMATION TO GET? Times? Location of...? Names? Skills? Resources? Expectations? Clarifications?

CONCERNS, ANXIETIES, WORRIES, NIGGLES? Opportunity to share this with the group, and perhaps to clarify or gather support or reassurance.

HOPES, DREAMS, ASPIRATIONS?   A chance to focus on what they want. Desired Outcomes? Goals and visions?

WHINGES. Sometimes it is necessary to let of steam, have good old whinge or moan.

COMPLAINTS WITH RECOMMENDATIONS. This is the way out of the 'Whinge Zone.' You may not get what you want or recommend, but at least you are not focusing on what is wrong without thinking about solutions.

CELEBRATIONS OR 'TURN-ONS' What or who do you want to acknowledge or celebrate?

Personal Outcomes

1.   What do you want to achieve out of the workshop?

2.   Do you have any concerns about the workshop?

Guiding Principles

Write out the guiding principles you would like to see the group work to over the next day and a half.

Introductions

You have two minutes each to introduce yourself, you can take a couple of minutes to plan what you want to say. We wish to know something about you that is not defined by the job that you do. Please include in you introductions the followings and it is only some of what you may share with the group.

Your name

Country of Origin

Where you grew up? And did you grow up in a matriarchy or patriarchy?

A piece of wisdom you got from a relative/elder that has stuck with you.

What are you passionate about?

What are your hobbies?

What's at stake?

[Deposit, collateral, warranty, pledge, bond, investment]

What might be the barriers in preventing you form achieving that?

We may need to move ahead ...
  too much confusion + I am hearing some
  exasperation

Session Two

In small groups, discuss and list the following:

1.   What do you understand **Equal Opportunities** is?

-
-
-
-
-
-
-
-

2. What do you understand **Equal Opportunities** is NOT?
-
-
-
-
-
-

3.   What do you understand **Gender Equality** is?

-
-
-
-
-
-
-

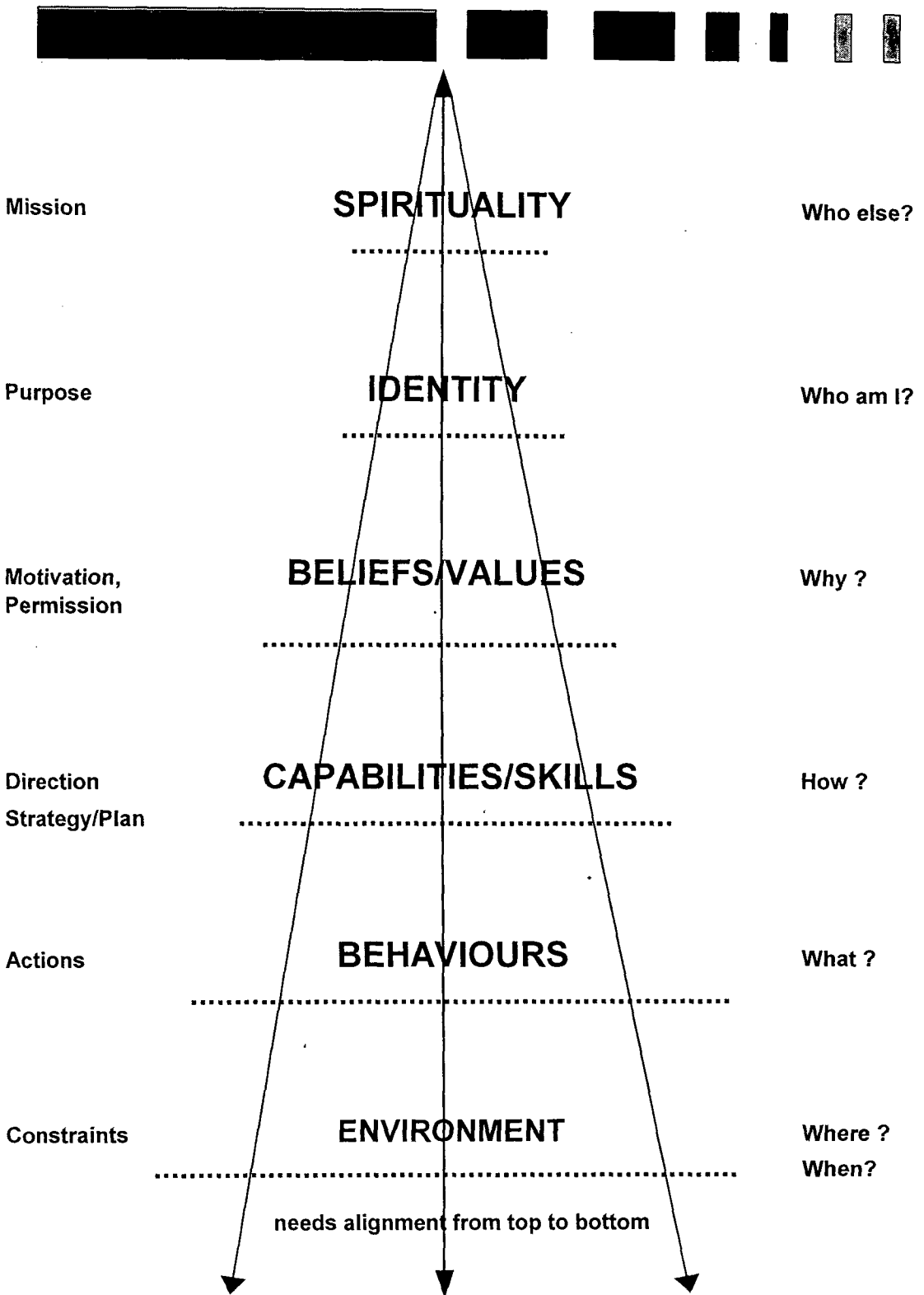4.   What do you understand **Gender Equality** is NOT?
-
-
-
-
-
-

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Session Three

Values Exercise

SUCCESS

CLEVER

CERTAINTY

EXCELLENCE

DETERMINATION

HUMOUR

POWER

HUMILITY

STILLNESS

INTEGRITY

VITALITY

KINDNESS

PEACE

EFFICIENCY

FREEDOM

BRAVERY

COMPASSION

COMMITMENT

MARTYR

STRENGTH

TOIL

CHARM

AMBITION

PERFECTIONISM

PLEASING

TRUST

DETERMINATION

LIBERTY

HAPPINESS

VITALITY

TRANSFORMATION

POSSIBILITY

LEADERSHIP

DELIGHT

ABUNDANCE

LOYALTY

FRIENDLY

FAMILIARITY

PRAGMATISM

WISDOM

FLEXIBILITY

HONESTY

ENERGY

INDEPENDENCE

AFFINITY

RESPONSIBILITY

FUN

INVENTIVENESS

WIT

RESPONSIBILITY

JOY

INVENTIVENESS

PURITY

PASSIVITY

CLARITY

GENEROSITY

GENTLENESS

CONFIDENCE

VALOUR

QUICKNESS

MEMORY

APPRECIATION

AMBITION

HAPPINESS

CHANGE

INDEPENDENCE

INTELLIGENCE

LOVE

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1 6

SELF-CENTREDNESS	DISTRACTION	RIGIDITY	POSSESSIVENESS
HATE	CARELESSNESS	REPETITION	STUPIDITY
INDECISIVENESS	MANIPULATION	STUBBORNNESS	PARANOIA
JEALOUSY	FALSITY	FAMILIARITY	ABANDONMENT
CONFUSION	UNTIDINESS	INSUFFICIENCY	PRESSURE
FEAR	STRESS	COMPLACENCE	TIREDNESS
DEPRESSION	EFFORT	DISSATISFACTION	RESISTANCE
ANGER	DECEIT	SCARCITY	RELUCTANCE
SLOTH	TRUST	LYING	RAGE
BOREDOM	DISHONESTY	SHOCK	MEMORY
UNHAPPINESS	ANXIETY	JUSTIFY	DANGER
IN-AUTHENTIC	CIRCUMSTANCES	RESPONSIBILITY	ISOLATION
STUPID	BLAME	SELF-ESTEEM	OVERWHELM
LAZINESS	GUILT	MODESTY	CHANGE
LOVE	DENIAL	INVALIDATION	POWERLESSNESS
LIMELIGHT	GREED	SURPRISE	FEEBLENESS
RECOGNITION	INDOLENCE	OBSESSION	ALONE

Logical Levels

Mission	SPIRITUALITY	Who else?
Purpose	IDENTITY	Who am I?
Motivation, Permission	BELIEFS/VALUES	Why ?
Direction Strategy/Plan	CAPABILITIES/SKILLS	How ?
Actions	BEHAVIOURS	What ?
Constraints	ENVIRONMENT	Where ? When?

needs alignment from top to bottom

The Gender as Progress Programme for the International Co-operative Alliance   18

Session Five
Power and Privilege Exercise

In your groups discuss the following questions:

A. What does it feel like to be where you are?

B. How does it link to your experience your life?

C. How does it link to your experience at work? In your team or organisation.

= second line

= where the place that should be

= how we are seen.

d. Given your findings what can you learn about the position of women in society and in your organisations

women second line
lack of women at top
opportunities

{ middle level staff
women.
{
.

DAY TWO

Session Seven

Consider and answer the following:

☞

☞

Organisational Norms and their impact

Using the following examples as topics to shape your thinking, what are the norms of this organisation as they apply to the following aspects of work?

- Behaviour in meetings
- Language and communication style
- Decision-making

What are the key unwritten rules or norms are. Please put the key discussion points on a flipchart.

1. What do these norms look like?

2. How might they impact women and men in the ICA and your Co-operatives.

→ Board - SO · HO RO staff. ← ICA as organization

Access to influential people

· DG - Board - Finance Cmte. — President

President - has gender sensitive

· Finance Cmte. (Executive Cmte) or

Development Cmte.

subscription – Irep > finances.

— prudence - in our finances

— regional -

— M. O.

— values + principles

—takes side in war - should not

HRD, SBs, DOTCOOP, GEC.

- On time
- expected to be at all mtg.
- available all time
- expected to report →

implications travel

some personalities pres.

need to know - influential coop movements – govt –
S Africa Kenya Tanz.

Att. President -

Discussion Questions

1. Leaders/Managers are often reluctant to *manage* the issues of gender. They can set-up organisational barriers (or unconsciously support existing barriers), which hinder advancement in Gender equality issues.

>   What might some of these be:
>   a] in your organisation
>   b] in your department?

2. How have employees' set-up their own individual barriers over which they have control?
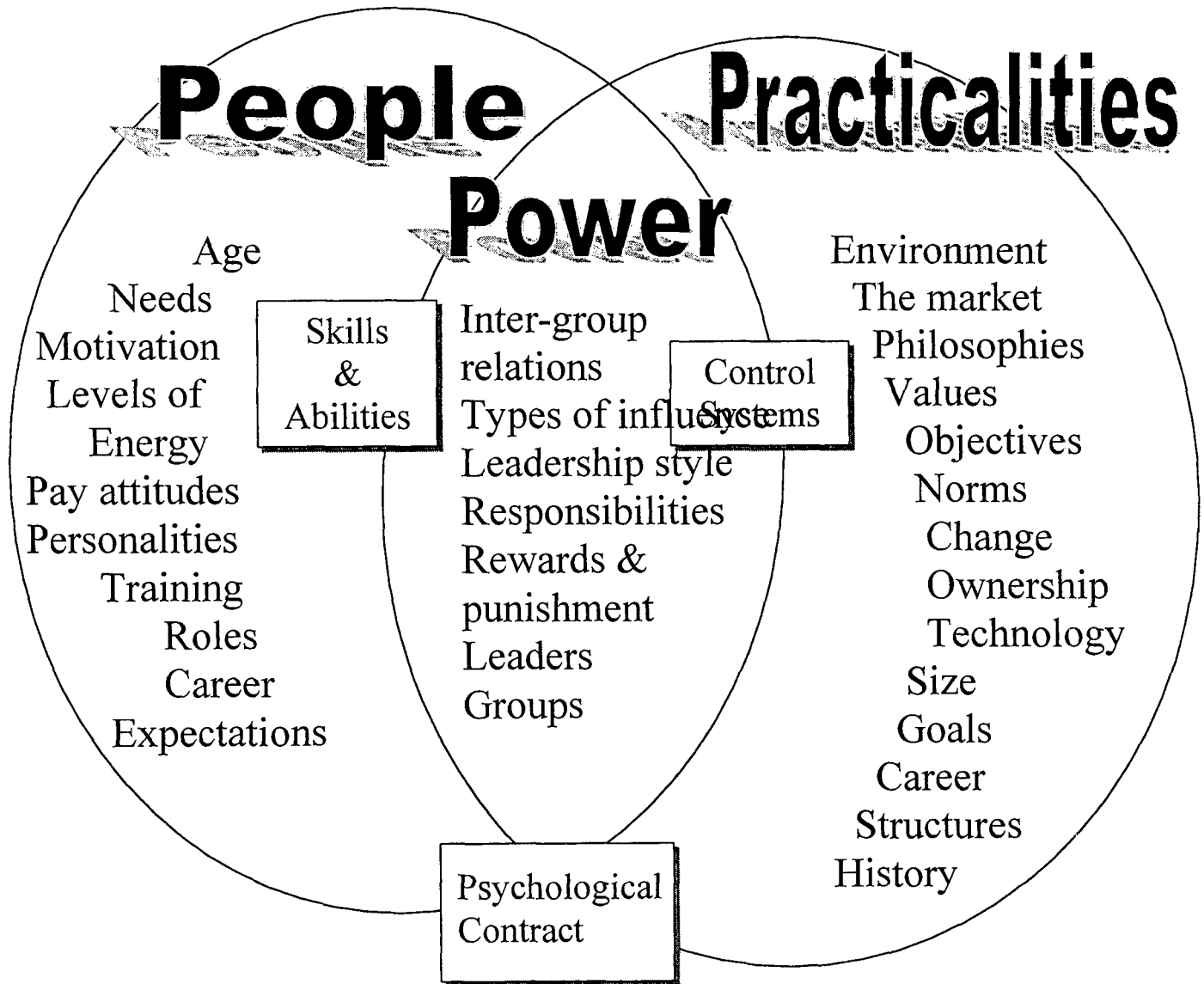
Organisational Culture and Values

Diversity within organisations can be hindered by obstacles, which strongly interfere with the ability of members of under-represented groups who join the organisation to perform well, and to make a contribution to the organisation.

These obstacles include:

- Membership in the ' Male Club'.

- Unwritten rules and norms.

- Stereotypes and Assumptions.

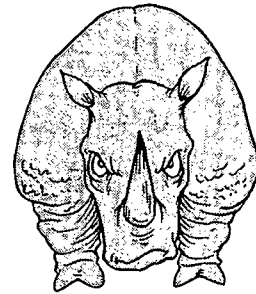- Denial that things have to be different.

- A lack of recognition of problems

In the world of large organisations **'having membership'** means **belonging, being accepted** as part of the team, which brings certain rights and privileges. **Acceptability** and **rights** are often not based on an individual's competence and skill, but the group they belong to.

People Power Practicalities

People   Practicalities

Power

People	Power	Practicalities
Age		Environment
Needs		The market
Motivation	Inter-group	Philosophies
Levels of	relations	Values
Energy	Types of influence	Objectives
Pay attitudes	Leadership style	Norms
Personalities	Responsibilities	Change
Training	Rewards &	Ownership
Roles	punishment	Technology
Career	Leaders	Size
Expectations	Groups	Goals
		Career
		Structures
		History

Skills & Abilities

Control Systems

Psychological Contract

LEVELS OF DENIAL

You can deny the EXISTENCE of a problem
        "Well, *I* don't see what the problem
is!"

        You can deny the significance of the evidence
                "Yes, there are a few unpleasant moments, but
        it's not that big a deal."

You can deny the possibility of change
        "Well, nobody listens, so what's the point of saying
or doing anything!"
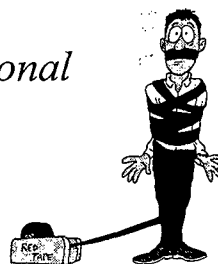"It's always been like this!"
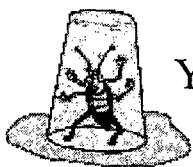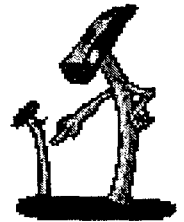
        You can deny any personal responsibility
                "It's not MY job to get it sorted. Somebody
        Else should do something about it."

You can deny that you have any *personal*   power to
make a difference
        "THEY won't let me!"
Anyway, my hands are tied!"

*"We'll, I feel so unimportant / impotent; nothing I do could
possibly make a difference!"*

Session Nine

Leadership Diversity Behaviours – Self Assessment Tool

The following self-assessment tool is designed to assist leaders in thinking through critical behaviours in 9 key areas of discipline for leading, and living, a credible diversity change process. The tool provides a framework for self-reflection and personal action planning. It will also assist in establishing a baseline against which to measure.

Please review each item and tick the applicable box that describes your current behaviours or actions. Please note that this self-assessment tool is designed specifically for your own use, and for sharing with a partner(s) in the workshop.

Legend:

▓	I have not started demonstrating this behaviour; there is still a significant gap in mastering this behaviour
	I have started demonstrating this behaviour and I am making some progress
	I regularly demonstrate this behaviour and I am making significant progress in mastering this behaviour

1. BUILDS SHARED VISION

1	Ensure that all employees know what the vision is	▓		
2	Make my gender equality vision explicit and encourage others to provide feedback on it	▓		
3	Broadcast successes around gender equality/diversity issues	▓		
4	Demonstrate my vision through relevant action	▓		

2. CHAMPIONS CUSTOMER FOCUS

1	Understand the needs of diverse customers/markets	▓		
2	Work to demonstrate that ICA teams reflect the diversity of ICA community/customers	▓		
3	Represent externally a positive image of ICA gender equality/diversity efforts	▓		
4	Explore with customers new ways of thinking	▓		

3. MAXIMISES BUSINESS OPPORTUNITIES

1	Actively encourage diverse inputs in development of strategic and operational plans	▓		✓
2	Build on gender equality best practices inside and outside ICA	▓		✓
3	Use knowledge of diversity to respond to developing a Co-operative in the 21ˢᵗ Century..	▓		✓

4. DEMONSTRATES PROFESSIONAL MASTERY

1	Involve myself in activities that cause diversity-related learning to occur	▓		
2	Role model the required behaviours of mutual respect, acceptance and valuing differences	▓		
3	Work with my line manager, coach or mentor to achieve clarity and personal awareness related to diversity	▓		
4	Actively seek to challenge my own assumptions and stereotypes	▓		
5	I do not need to understand everything going on around me. I tolerate ambiguity.	▓	✓	
6	Ability to change course quickly. I readily change my plans and expectations to adapt to a new situation.	▓	✓	
7	Acknowledge my mistakes made around diversity; and learn from them.	▓		
8	Seek to understand and listen before sharing my own point of view.	▓	✓	
9	I am interested in human dynamics and often find myself thinking; *What is really going on here?*	▓		

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5. DISPLAYS PERSONAL EFFECTIVENESS

#				
1	Willing to share my thoughts and feelings about diversity with colleagues			✓
2	Demonstrate ability to suspend judgement		✓	
3	Use gender-appropriate and culturally-appropriate language			✓
4	Respond to gender/diversity-related difficulties in a timely, constructive and direct manner			
5	Notice instances where people are overlooked, ignored, etc., and take corrective action		✓	
6	Allow for expression of emotion as it relates to diversity			
7	Demonstrate interested in the ideas of people who do not think as I think; and respect their opinions, even when I disagree with them.			✓
8	I recognise that I am a product of my upbringing and my way is not the only way.		✓	
9	I am always asking questions, read, exploring. I am curious about new things, people and places.			✓
10	When I do not understand what someone is saying, I ask for clarification.			✓
11	In an unfamiliar situation I watch and listen before acting			✓

6. DEMONSTRATES COURAGE

#				
1	Publicly recognise and reward risk-taking on diversity-related matters			
2	Challenge perceptions that individuals are hired on basis of nationality, gender as opposed to competence			✓
3	Challenge colleagues who use inappropriate language			✓
4	Challenge others when they make assumptions about employee career interests and commitment levels based on stereotypes			✓
5	Show courage and sense of purpose to stand up for what I believe, as it relates to diversity			✓
6	Engage with people who resist the need for change with respect to gender equality.			✓
7	When I am lost I ask for directions			✓

7. MOTIVATES, COACHES & DEVELOPS

#				
1	Identify barriers that sometimes hinder employees from diverse backgrounds		✓	
2	Personally commit to being a coach and mentor			
3	Provide the information, introduction and resources to help new or newly promoted staff get off to an effective start			
4	Help individuals in work groups to confront biases		✓	
5	Demonstrate belief in employees from under-represented groups by delegating responsibility and accountability for challenging projects, tasks and plans			
6	Pay attention to needs and potential for development of under-represented groups		✓	
7	Encourage people from different cultures to share their knowledge and act as role models		✓	
8	Encourage employees to come forward when they have been targets of harassment, discrimination or inappropriate behaviour, and provide relevant support for such employees		✓	
9	I believe in continuous personal development and consciously try to improve myself			✓

8. VALUES DIFFERENCES

1	Actively solicit opinions, ideas, input and new ways of doing things from people I don't normally talk to		
2	Demonstrate recognition and acceptance that people are unique and different, and that this is a strength		
3	Openly / publicly recognise the contribution to organisational success of women, employees from other cultures, people with different capabilities and other significant under-represented groups		
4	Provide opportunities for people to demonstrate their differences		
5	Some of my friends/associates are different from me in terms of age, gender, physical abilities, economic status and education.		
6	I accept people as they are		
7	I am sensitive to feelings of others and observe their reactions when I am talking.		
8	I am aware of my prejudices and consciously try to control my assumptions about people.		
9	I experience difference as positive		

9. DELIVERS RESULTS

1	Measure the effect of gender equality initiatives via quantitative and qualitative indicators		
2	Establish and communicate high expectations with regard to implementing diversity plans and initiatives		
3	Accept personal accountability for not achieving diversity goals		
4	Follow through on commitments to equal opportunities for all employees		
5	I am patient and flexible. I can accept different ways of getting a job done; as long as the results are good.		

RESPONSIBILITY

Response		Able
Reaction	Vs	Response
Getting out of reaction	Vs	Developing ability to respond
Not thinking	Vs	Thinking
Victim	Vs	Cause
		Self generating
		Accountable
Powerless	Vs	Power
Right/wrong, good/bad, blame/fault	Vs	Accountable
No possibility	Vs	Possibility
Should/ought/have to/duty/obligation	Vs	Choice
No choice	Vs	Choice
		Intention-choice-behaviour/action-result/consequence
Fear	Vs	Love

Exercise

Through your self-assessment and reassessment. What have you identified as the personal challenges and obstacles for you in leading in this area?

Principle Centred Leaders*

Characteristics of Principle Centred Leaders:

- They are continually learning; expanding their personal competence, developing new skills, discovering that the more 'they' know; the more they realise they don't know.

- Their areas of influence are greater than their areas of concern. Committed to personal mastery.

- Are service oriented. They have a sense of responsibility about providing a service through their contribution.

- They radiate positive energy and neutralise negative energy.

- Have a belief in other people and appreciate that change may be difficult for some team members. They are sensitive when encouraging people to develop potential and celebrate individual accomplishments

- They lead balanced not extremist lives, they know their own worth and live in the present.

- See life as an adventure and security comes from within.

- Synergistic. Seek to understand first. Believe in other people's strengths and capacities and inspire trust.

- Exercise holistic self-renewal; mind, body, emotion, head.

* Taken from Stephen Covey's <u>Principle Centred Leadership</u>

Seven Habits for Highly Effective People*

Habit 1   Be Proactive

Habit 2   Begin with the end in mind

Habit 3   Put First things First

Habit 4   Think Win-Win

Habit 5   Seek first to understand then to be understood

Habit 6   Synergise

Habit 7   Sharpen the Saw

* Taken from Stephen Covey's <u>7 Habits of Highly Effective People</u>

Session Eleven

Creating a Vision for the ICA

Working in groups of three create the vision in 10 years and work backwards ¾ , ½, ¼ of the 10 year period, e.g 2011, 2008 etc.

Consider if a new person joined the organisation or was a customer of the organisation or was another stakeholder at those times what would be their experience of ICA. What would it look like? What would it feel like? What would be the norms, culture? Consider the issues and aspects we have covered so far in the programme.

~~Introduction~~

= co-option

= election cmte.

= visibility of women leaders at ICA GA RA.

= mentoring / succession planning ' training

= targetted lobbying

=

Action Planning

1. List two behaviours you will personally commit to work on that is important to your current role, and also needs improvement?

2. Identify two ideas/things that you will directly put into action that will be improvements to your team and support gender equality/diversity in your team.

3. What are the actions that you are going to take on as a leadership body?

4. What are the structures that you will put in place to have it happen?

NOTES

NOTES

- Yermakov
- Oleiste
- Hachmann
- Wilkinson
- Rodrigues
- Marcone
- Bahman
- Miller
- Hillborn
- Cardozo
- Imao
- Echevarria
- CCA
- Lavoie

Utumi
Guliano.
Wroblewka
Natasha
MEC
KF
Czech Int. (2)

- Galina