

TRAINING PACKAGE # 2

Gender Friendly Organizational Development

MODULE # 1

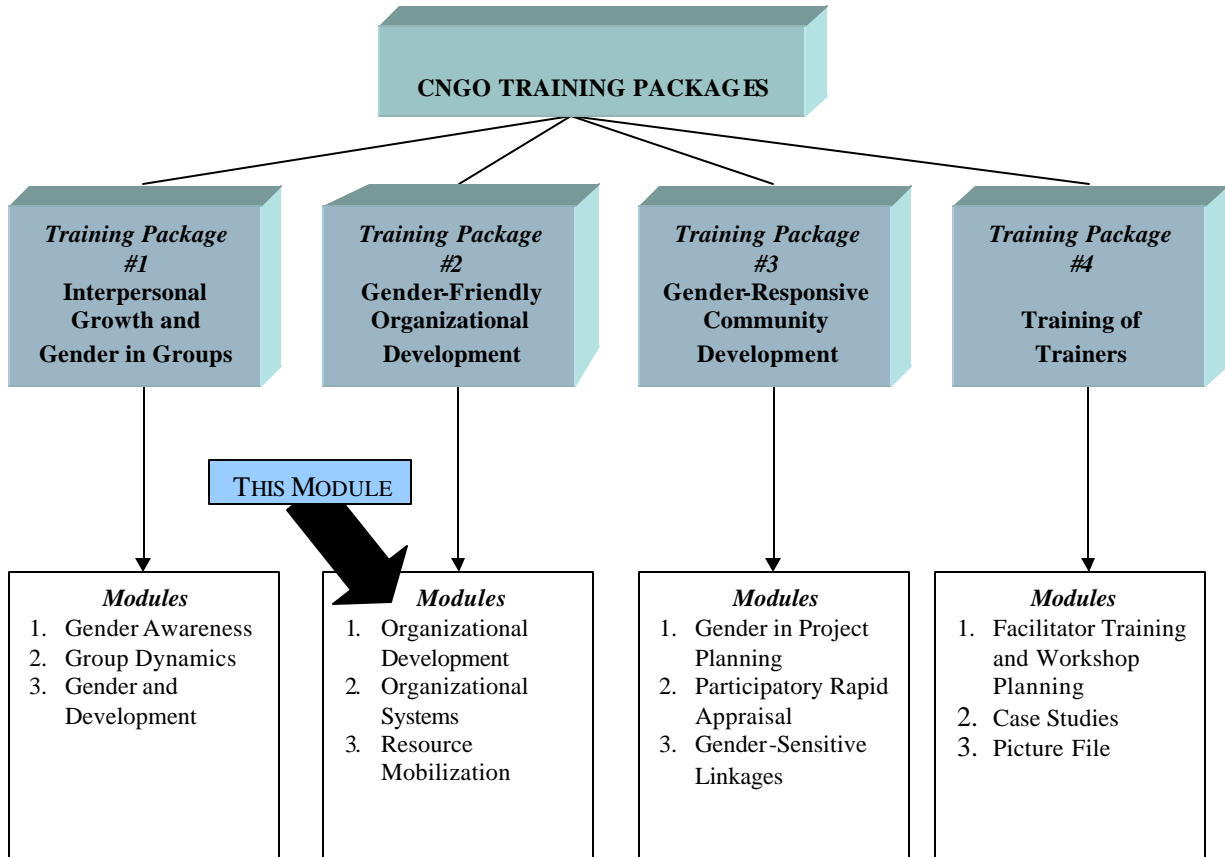
Gender Friendly Organizational Development and Vision



Canada Nepal Gender in Organizations Project
with the support of the Canadian International Development Agency

About the Gender Friendly Organizational Development Module

This module is part of a series of training packages that was produced by the CIDA-funded Canada-Nepal Gender in Organizations Project. The series consists of four packages, each with several modules.



Each module is divided into several sections:

- ✦ Section 1: **Background Information** defines some key concepts and provides information on the topic.
- ✦ Section 2: **Participatory Activities** describes step-by-step activities. The facilitator should look to these for ideas, but should be selective and develop additional activities to fit specific circumstances.
- ✦ Section 3: **Reference Materials** provides background reading, tools, examples and worksheets relevant to the topic and the activities.

CONTENTS

SECTION 1: BACKGROUND INFORMATION.....	1
Introduction	1
Key Concepts	2
SECTION 2: PARTICIPATORY ACTIVITIES	3
Activity #1: Essential Elements of Gender-Friendly Organizational Development.....	3
Activity Set #2: Organizational Change.....	5
Sub-Activity #2.1: Organizational Change.....	6
Sub-Activity #2.2: Analyzing Change Through a Gender Lens.....	7
Sub-Activity #2.3: Force-Field Analysis for Organizational Change	8
Sub-Activity #2.4: SWOT Analysis.....	10
Sub-Activity #2.5: Bringing About Change: Role of a Change Agent.....	11
Activity Set #3: Vision, Mission, and Goals of an Organization	12
Sub-Activity #3.1: Concepts of Vision, Mission and Goals	13
Sub-Activity #3.2: Creating a Gender –Friendly Vision for the Organization.....	15
Sub-Activity #3.3: Aiming at Gender-Integration	17
Sub-Activity #3.4: Setting Objectives as a Result of Organizational Assessment.....	18
Sub-Activity #3.5: Gender and Good Governance in Organizations.....	20
SECTION 3: REFERENCE MATERIALS	21
Reference #1: Elements of Organizational Development	21
Reference #2: Organizational Change.....	23
Reference #3: A Format of Force -Field Analysis.....	25
Reference #4: A SWOT Analysis	27
Reference #5: Role of Change Agent	28
Reference #6: Handout on Vision, Mission and Goals of an Organization	29
Reference #7: Characteristics of a Gender-Friendly Organization	31
Reference #8: Examples of Role Play Cards for Gender Integration	32
Reference #9: Assessing Organizations for Gender Integration	33
Reference #10: Examples of Objectives Aimed at Gender Integration.....	36
Reference #11: Good Governance and its Basic Characteristics	37
Reference #12: Good Governance and Gender Mainstreaming	38

SECTION 1: BACKGROUND INFORMATION

Introduction

Organization at the grass roots level is a fundamental requirement for economic and social development. When people are organized into groups, they are able to put collective strength into their own development and can work together to promote and protect their interests and achieve their goals.

Incorporating gender into programs, plans and activities is essential when building an equality-seeking organization. The underlying and

hidden causes of inequality between men and women need to be identified, and unequal relationships need to be considered when organizations develop plans and programs.

Many organizations pay more attention to gender needs in their programs and projects than to gender needs in their organization itself. But, organizations that are not themselves gender-sensitive cannot deliver gender-sensitive actions at the community level. To do so an organization's vision, mission and goals must be gender-

sensitive, and gender-sensitive norms and values concerning the roles and relationships of men and women must be reflected in the policies and actions of the organization. Gender-integration

is required to build and sustain an organization where both men and women feel comfortable in their work and where the working environment builds equal opportunities for all

Key Concepts

Vision. Vision is a short statement describing a future situation, often an ideal state, that the organization would like to see created. Some examples of vision are "a self-reliant society," and "a gender-balanced society." An organization can also have a vision for itself. For example, it might see itself as a "self-reliant organization," or a "gender-balanced organization." The vision that the organization has for the type of society it hopes to help create should be consistent with the vision that it has for itself as an organization.

Mission. This is a short written statement that expresses the organization's reason for being. Usually, a mission statement for a non-governmental organization contains two elements: 1) the identification of the constituency or clients on whose behalf the organization works; and 2) the overall scope or type of activities, services or products that the organization provides. For example, if the vision of an organization is a "gender balanced society" the mission might be "*to provide technical advice, training and gender-expertise to local community-based organizations and women's groups.*"

Goals and Objectives. A goal is a statement of a result that the organization hopes to achieve, usually within a specified time period. For example, a goal might be "to achieve gender equality within an organization," by a specified target date. Some organizations use the terms "goals" and "objectives" interchangeably. Others view goals as broader, more general statements, and see objectives as statements of very specific, measurable results that are to be achieved within a certain time period. For example, an objective might be that "*150 women from the target population will have new knowledge and skills related to maternity services within three months.*" Ideally, goals and objectives should be G-SMART, which stands for the following:

G = Gender Sensitive
S = Specific
M = Measurable
A = Achievable
R = Realistic/Results-Oriented
T = Time Bound

Objectives of the Training Module

- ✦ To sensitize participants to the importance of developing a clear gender-friendly vision and mission that will serve as guiding principles for their organization.
- ✦ To build gender equality into the NGO structure and culture as prerequisites to becoming gender friendly organizations.
- ✦ To explore the concept of change and help participants understand how they can change their own organizations.

SECTION 2: PARTICIPATORY ACTIVITIES

Activity #1: Essential Elements of Gender-Friendly Organizational Development

OBJECTIVE

Participants will be able to identify the essential elements of gender-friendly organizational development, and will understand why all elements are needed.

KEY QUESTIONS

What are the essential elements of a gender-friendly organization? Why are all elements needed?

TIME

1 hour

METHODOLOGY

Facilitator-led discussion

MATERIALS

Newsprint, markers, masking tape, drawing of human body, [Reference #1: Elements of Organizational Development](#)

PREPARATION

Draw a large outline of a human body on newsprint. On a separate sheet of newsprint, list in columns the four characteristics of effective organizations as provided in [Reference #1: Elements of Organizational Development](#): 1) vision and purpose, 2) capacity, 3) resources, and 4) coordination and linkages.

STEPS

1. Refer to the drawing of the human and ask participants: “What are the essential parts of a human being? (e.g., brain, digestive system, circulatory system). Mark these on the outline. Then ask, “What would happen to the human if we took away one or more of the essential parts?” (The person would die, or would not be able to function properly.)
2. Make an analogy between a human being and an organization by indicating that just as there are essential elements of a human being, there are also essential elements of an organization. Ask participants to identify the things that are essential for an organization to function effectively.
3. As participants respond, group their responses into the four categories (or columns.) (See tips for facilitators.)
4. Once all participants have had the opportunity to respond, summarize the four elements. Indicate that when seeking to develop or strengthen an organization, these are the things that one would look at: a) an organization might need to strengthen its vision or purpose; b) it might need to develop its capacity; c) it might need additional resources; or d) it might need to better coordinate or link with other organizations.

CLOSURE

Repeat the key questions and ask the participants if the activity enabled them to respond to these. If necessary, clarify uncertainties.

Tips for Facilitators

When participants identify the essential elements of an organization, group these into the four categories of organizational development. For example, this might appear as:

Vision and Purpose	Development of Operational Capacity	Mobilization of Resources	Development of Coordination and Linkages
<ul style="list-style-type: none"> • Vision • Mission • Goals • Objectives • Policy 	<ul style="list-style-type: none"> • Skills • Knowledge • Leadership • Systems (financial, management, communication systems, administrative systems, etc.) 	<ul style="list-style-type: none"> • Funds • Human Resources • Equipment 	<ul style="list-style-type: none"> • Contacts with local government • Networks • Linkages with Community

If appropriate for the literacy level of participants, [Reference #1: Elements of Organizational Development](#) can be distributed as a handout.

Category #1 of the above chart is dealt with in this module. Category #2, “Capacity,” is covered in module #2 of this training package, Category #3, “Resources,” is the topic of module #3 of this training package, and Category #4, “Coordination and Linkages,” is dealt with in module #4 of this training package.

Activity Set #2: Organizational Change

This set of activities is aimed at helping participants explore the concept of organizational change and understand how to bring about change in their own organizations, especially for gender equality. It contains several sub-activities:

- Sub-Activity #2.1: Organizational Change
- Sub-Activity #2.2: Analyzing Change Through a Gender Lens
- Sub-Activity #2.3: Force-Field Analysis for Organizational Change
- Sub-Activity #2.4: SWOT Analysis (Strengths, Weaknesses, Opportunities and Threats)
- Sub-Activity #2.5: Bringing About Change: Role of a Change Agent

Sub-Activity #2.1: Organizational Change

OBJECTIVE

Participants will explore the concept of change, and identify some lessons on how change comes about in organizations.

KEY QUESTIONS

What is organizational change? How does it come about?

TIME

2 to 2½ hours

METHODOLOGY

Explanation, group work, presentation and discussion

MATERIALS

Markers, newsprint, masking tape, *Reference #2: Organizational Change*, List of questions (See step #2)

PREPARATION

On a large sheet of newsprint, list the areas of change, i.e., Changes in Vision, Mission, Goals, Organizational Capacity, Resource Mobilization, and Coordination and Linkages. Prepare list of questions (newsprint or handout) to guide group work in step #2. Assemble materials.

STEPS

1. Refer to the newsprint and remind participants that in the initial activity in this module, four areas of development were identified. Indicate that as an organization grows and develops, change can take place in any of these four areas.
2. Divide participants into about four organization-specific groups. Each group is to identify one change that took place in their organization in the past year and answer the following questions. Groups should try to find an example of a significant change, rather than just a superficial change. For example, there might be a change in the “president” of an organization, but if nothing else changes, can it be considered an organizational change?
 - In which of the four areas of organizational development did the change occur? (See newsprint)
 - What was the change?
 - Why was the change made?
 - Who took the initiative in making the change?
 - Within the organization was there resistance to the change? If yes, how was this overcome?
 - Was the change easy to achieve or hard to bring about?
 - Did the organization change in other ways as a result of this change?
3. Allow about 30 minutes for the group work, then assemble in plenary for presentations and discussion.
4. Ask participants if we can draw any lessons from the examples given. (e.g., that change often takes time, that change is difficult to bring about, that it is important to have support within the organization for the change.) As participants respond, list main points on newsprint.

CLOSURE

Repeat the key questions and ask the participants if the activity enabled them to respond to these. If necessary, clarify uncertainties.

Tips for Facilitators

Allow groups to bring their own gender perspective to their assessment. Some groups might do this; others might not. In the next activity, participants will be looking at organizational change through a gender lens.

Sub-Activity #2.2: Analyzing Change Through a Gender Lens

OBJECTIVE

Participants will examine changes in their organizations through a gender lens.

KEY QUESTIONS

What changes have occurred in participating organizations, and how have these affected gender roles and the gender orientation of the organization?

METHODOLOGY

Group work, plenary presentations and discussions

TIME

1 to 2 hours

MATERIALS

Markers, coloured pens, newsprint or paper, masking tape.

PREPARATION

Be prepared to explain a gender lens to participants if they are not familiar with this concept. Assemble materials.

STEPS

Part A: Develop a Gender Lens

1. Indicate to participants that in this activity they will be looking at organizational changes through a gender lens. Ask participants to suggest questions for this gender lens. (See tips for facilitators.)
2. As participants respond, write three or four key questions on newsprint. These questions will be used to guide their analysis in Part B.

Part B: Analyze Organizational Changes through a Gender Lens

1. Divide the participants into four groups. Each group is to identify and list on paper or newsprint two or three positive changes that they have observed in their organization in the past two years. They will then analyze the changes using the gender lens developed in Part A.
2. Allow groups about 30 minutes. Then have them present their changes and analyses in plenary.
3. Discuss whether the changes have been positive or negative for the organization.
4. Ask participants to think back to the previous activity. When they looked at organizational change through a gender lens, did their analysis change? Did they see change differently? Highlight key points made by participants.

CLOSURE

Repeat the key questions and ask the participants if the activity enabled them to respond to these. If necessary, clarify uncertainties.

Tips for Facilitators

Sample Gender Lens for Analyzing Organizational Changes

1. What was the change?
2. Was the change intended to bring about greater equality of men and women in the organization?
3. How did the change affect women in the organization?
4. How did it affect men in the organization?
5. Did women and men benefit equally, or did one benefit more than the other?
6. Did men and women in the organization support the change equally?

Sub-Activity #2.3: Force-Field Analysis for Organizational Change

OBJECTIVE

Participants will be able to analyze the driving forces and the obstacles to achieving gendered, organizational change.

KEY QUESTIONS

What are the driving forces of gender-sensitive organizational change? What are the obstacles to achieving gender-sensitive organizational change?

TIME

1 ½ to 2 hours

METHODOLOGY

Explanation, group work, presentation and discussion

MATERIALS

Markers, newsprint, masking tape, handouts: [Reference #3: A Format of Force-Field Analysis](#)

PREPARATION

On newsprint, prepare a chart for force-field analysis (see chart in [Reference #3](#)). In preparation for this activity, the facilitator should become familiar with the concept and format of force-field analyses, and should practice conducting these.

STEPS

1. Explain force-field analysis to participants. Show the diagram, and go over the six steps in force-field analysis.
2. Divide the participants into small groups of five or six. Each group is to conduct a force-field analysis for the desired change of “improving gender equality in their organization.” The groups should use the format shown in the diagram, and should
 - identify the forces that support the desired change
 - identify hindering forces
 - assess the strength of each hindering or supporting force (using a scale of 1 to 5 where 1 is very weak and 5 is very strong)
 - make a judgment about whether the change is feasible.
3. Have groups present their analyses in plenary.
4. Following presentations, note the supporting and hindrance forces that were identified. Discuss:
 - What supporting forces and hindrance forces do we have control over?
 - What strategies can we use to limit hindering factors and to tap into positive factors for organizational change?
5. List strategies identified by participants on newsprint and display these in the meeting room.

CLOSURE

Repeat the key questions and ask the participants if the activity enabled them to respond to these. If necessary, clarify uncertainties.

Tips for Facilitators

- Force-field analysis is a useful way to assess information about an organization or a strategy. It works well in conjunction with a SWOT analysis. (See activity #2.4)
- If possible when forming small groups for this activity, divide the participants on the basis of organizations.
- If the participants have low literacy skills, the facilitator can record their ideas and use symbols to represent ideas.
- Encourage participants to include at least one gender point under all factors (external and internal) influencing an organization's performance.

Sub-Activity #2.4: SWOT Analysis

OBJECTIVE

Participants will be able to analyze strengths, weaknesses, opportunities and threats within their organization (or community) in order to assess needs.

KEY QUESTION

How can a SWOT analysis be used to assess needs in an organization?

METHODOLOGY

Explanation, group work, presentation and discussion

TIME

1 ½ to 2 hours

MATERIALS

Markers, newsprint, masking tape and a large SWOT chart or handout [Reference #4: A SWOT Analysis](#).

PREPARATION

On newsprint, prepare a SWOT analysis chart, including examples.

STEPS

1. Explain “SWOT” analysis to participants. Show them the chart with examples of strengths, weaknesses, opportunities and threats.
2. Divide participants into small groups of five or six. Each group is to use a SWOT chart to record responses to the following questions:
 - What are the strengths of your organization (aspects that are functioning well)?
 - What are the weaknesses of your organization (the factors that are not functioning properly)?
 - What are the opportunities available to your organization (the external factors that promote proper functioning)?
 - What are the threats to your organization (the external factors that prevent/hinder proper functioning of your organization)?
3. Have groups present their analyses in plenary. Assess and discuss similar and different points made by the groups.
4. Discuss how organizational strengths can be enhanced, opportunities exploited, and threats minimized.

CLOSURE

Repeat the key question and ask the participants if the activity enabled them to respond to it. If necessary, clarify uncertainties.

Tips for Facilitators

- If possible when forming small groups for this activity, divide the participants on the basis of organizations.
- If the participants have low literacy skills, the facilitator can record their ideas and use symbols to represent ideas.
- Facilitators should find examples of SWOT analysis and be familiar with all of the ways it can be used.
- Encourage participants to include gender points under strengths, weaknesses, opportunities and threats.

Sub-Activity #2.5: Bringing About Change: Role of a Change Agent

OBJECTIVE

The participants will be able to describe how to bring about change in an organization.

KEY QUESTIONS

How can an organization be changed? What is the role of a change agent?

TIME

2 – 2 ½ hours

METHODOLOGY

Role-play, group discussion, questions and answers, presentation.

MATERIALS

Markers, picture, newsprint, *Reference #5: Role of Change Agent*

PREPARATION

Read and become familiar with *Reference #5: Role of Change Agent*

STEPS

1. Explain to participants the concept of a change agent.
2. Divide the participants into three groups: a female group, a male group and a mixed group.
3. Ask each group to present a role-play that reflects roles of change agents and the roles and responsibilities that are traditionally performed by men and women in their organization? (Give fifteen minutes to prepare the role-plays.)
4. Have each group present their role-play. Following each presentation, discuss the following:
 - What were they trying to change?
 - Why was this change needed?
 - What approach did the change agent take to try to bring about change?
 - What power structures within the organization were shown in the role-play?
 - Was the change agent successful in bringing about change?
5. When all role-plays are complete brainstorm with the group the role of a change agent, and the skills and qualities that a change agent needs. Summarize these on newsprint and display in meeting room.

CLOSURE

Repeat the key questions and ask the participants if the activity enabled them to respond to these. If necessary, clarify uncertainties.

Tips for Facilitators

- Indicate that one should recognize that in order to change others, we have to be able to look at ourselves and change ourselves. Development starts with oneself.
- Depending on the local context and needs, participants may need additional help to develop role-plays. The facilitator might an example such as the following, or might create a complete set of role-play cards to guide this activity.

Example of Role Play. You sense that the staff in your organization are not happy in their work. There is a lot of absenteeism, and people don't seem motivated. You are not sure of all the reasons for this, but think that one reason might be that the managers never consult the staff. You would like to change your organization so that staff is happier and more motivated. What would you do?

Activity Set #3: Vision, Mission, and Goals of an Organization

This activity set is intended to help participants gain an understanding of the importance of a vision for their organization, to help them develop a vision that indicates what their organization will look like in the future, and to explore some how gender might be integrated in their organizations. Sub-activities include:

- Sub-Activity #3.1: Concepts of Vision, Mission and Goals
- Sub-Activity #3.2: Creating a Vision for the Organization
- Sub-Activity #3.3: Aiming at Gender-Integration (Setting Goals and Objectives)
- Sub-Activity #3.4: Setting Objectives as a Result of Organizational Assessment
- Sub-Activity #3.5: Gender and Good Governance in Organizations

Sub-Activity #3.1: Concepts of Vision, Mission and Goals

OBJECTIVE

Participants will understand the concepts of vision, mission and goals as they apply to the development of the organization, and will examine the vision and mission of their organization from a gender perspective.

KEY QUESTIONS

What do vision, mission and goals mean? Why should these reflect a gender perspective? What are the visions and missions of participating organizations? What gender-related values and beliefs are imbedded in these?

TIME

2 hours

METHODOLOGY

Brainstorming, explanation, group work, picture drawing and presentation, discussion

MATERIALS

Markers, coloured pens, newsprint, masking tape and [Reference #6: Handout on Vision, Mission and Goals of an Organization](#)

PREPARATION

Assemble materials. Prepare and become familiar with the handout on Vision, Mission and Goals of an Organization

STEPS

1. Brainstorm with participants the meaning of vision, mission and goals as they relate to the growth and development of the organization.
2. Record responses on flipchart paper or board. Highlight that vision, mission and goals are important because they provide a sense of common purpose and guidelines for an organization to develop and carry out its work.
3. If appropriate for the literacy level of participants, distribute the handout (see [Reference #6: Handout on Vision, Mission and Goals of an Organization](#)).
4. Divide the participants into small groups and ask each group to draw a picture showing a) the vision of their organization, i.e., long-term societal goals that the organization would like to achieve, and b) the mission of their organization, i.e., who the organization serves and by what means it serves them.
5. Allow about 1/2 hour for the group work, and then ask for a presentation of the pictures in plenary.
6. Discuss whether the pictures reflect gender elements.
7. Re-form the groups and ask each group to identify ways in which they might adapt or change their vision and mission so that these are more gender sensitive. Encourage groups to discuss points that arise as they make these changes. The facilitator should actively be working with the groups to assist in this process.
8. Reassemble in plenary and have each group present one idea for making their vision and mission more gender-sensitive. List responses on newsprint. Continue with ideas until no more are forthcoming.

CLOSURE

Read the key questions and ask the participants if the activity enabled them to respond to these. If necessary, clarify uncertainties.

Tips for Facilitators

- The facilitator should collect and provide examples of the vision, mission and goals of various organizations.
- To assist the groups adapt their vision, mission and goals, the facilitator should have examples of gender-inclusive visions, missions and goals ready in case the groups request them.
- The facilitator should actively guide the groups in their discussions of how vision and mission can be changed and developed.

Sub-Activity #3.2: Creating a Gender –Friendly Vision for the Organization**OBJECTIVE**

Participants will be able to create a gender friendly vision of what their organization will look like and be doing in twenty years.

KEY QUESTIONS

How do participants visualize their organization twenty years from now? What actions do they see as leading toward this vision? How will gender be mainstreamed in the vision?

METHODOLOGY

Group work, plenary presentations and discussions

TIME

3 to 4 hours

MATERIALS

Markers, coloured pens, newsprint or paper, masking tape

PREPARATION

Assemble materials.

STEPS

1. Explain to participants that an organization should not only have a “vision” of what it would like society to look like in the future. It should also have a vision of what the organization itself will look like in the future.
2. Divide participants into groups of four or five. Each group is to imagine it is twenty years in the future (e.g., 2022). A local newspaper wishes to publish a story about their organization in terms of gender-integration. Each group is to note key points for inclusion in the story.
3. Allow about one hour for the group work, and then ask each group to make a presentation in plenary.
4. Ask each group if their story reflects the vision their organization has for itself in twenty years. If so, do they think their organization is working toward achieving this vision? What steps are they taking? What actions might help them achieve this vision?
5. As participants respond, list examples of action on newsprint and display in meeting room.
6. If the literacy level of participants is sufficient, ask them to prepare a written statement of their vision for their organization in twenty years time.

CLOSURE

Close the session by emphasizing the importance of a vision for an organization. Without vision, an organization goes nowhere. A gender friendly vision statement will help guide the organization to both mainstream gender in the organization and in its program work.

Read the key questions and ask the participants if the activity enabled them to respond to these. If necessary, clarify uncertainties.

Tips for Facilitators

- Groups should be formed on the basis of organizations.
- The facilitator may wish to give an example of a vision for an organization, e.g., “create a gender balanced organization or non-discriminatory organization.”
- Give examples of the changes that might occur, e.g., gender awareness programs have been initiated at least in the form of training, equal participation in the decision making process has been emphasized and equal opportunity provided to women and men staff in seeking training and exposure visits.
- Explain the importance of vision saying it is a dream that every staff member of an organization must have. Based on a strong vision, the organization can gain spirit and energy to move forward.

Sub-Activity #3.3: Aiming at Gender-Integration

OBJECTIVE

Participants will gain an understanding of the many ways in which gender can be integrated into an organization.

KEY QUESTION

In what ways can gender be integrated into an organization?

TIME

2 – 2 ½ hours

METHODOLOGY

Brainstorming, role plays, discussion

MATERIALS

Newsprint or board, markers, masking tape *Reference #7: Characteristics of a Gender-Friendly Organization*, role play cards -- *Reference #8: Examples of Role Play Cards for Gender Integration*

PREPARATION

In preparation for this activity, facilitators should become familiar with *Reference #7: Characteristics of a Gender-Friendly Organization*. Prepare role play cards *Reference #8: Examples of Role Play Cards for Gender Integration*

STEPS

1. Begin the session by noting that there are many areas in which gender can be integrated into an organization. Brainstorm with participants the following question: What could be the characteristics of gender integration in an organization. List responses on newsprint or the board.
2. Form up to four groups, depending on the number of participants. Each group is to select a card from a hat and prepare a role play that shows the situation described.
3. Allow about 20 minutes for the groups to prepare their role plays, then assemble in plenary for presentations.
4. At the end of each role-play ask participants to describe the “lesson” the role-play depicts about effective gender-integration. Discuss problems shown by the role-plays and potential solutions.
5. Distribute handout *Reference #7: Characteristics of a Gender-Friendly Organization*. Indicate that this shows some of the ways gender can be integrated into an organization. Invite participants to identify additional ways.

CLOSURE

Read the key questions and ask the participants if the activity enabled them to respond to these. If necessary, clarify uncertainties.

Tips for Facilitators

- Encourage participants to be creative in their role-plays.
- The role-play cards given in the reference materials are examples only. The facilitator may wish to develop other examples, depending on the local context.

Sub-Activity #3.4: Setting Objectives as a Result of Organizational Assessment

OBJECTIVE

Participants will be able to use organizational assessment information to create objectives for gender integration.

KEY QUESTION

How can organizational assessment information be used to establish objectives for gender integration.

TIME

2 – 2 ½ hours

METHODOLOGY

Group work, presentations and discussion

MATERIALS

Newsprint or board, markers, masking tape *Reference #9: Assessing Organizations for Gender Integration, Reference #10: Examples of Objectives Aimed at Gender Integration*

PREPARATION

Read *Reference #9: Assessing Organizations for Gender Integration* and decide how the characteristics will be divided up for the group work. Prepare handouts, i.e., *Reference #9: Assessing Organizations for Gender Integration* and *Reference #10: Examples of Objectives Aimed at Gender Integration*

STEPS

1. Reiterate that effective organizations integrate gender into all aspects of the organization from policy making to planning to implementation. In order to achieve this gender integration, it is important for organizations to take a good look at themselves, assess how well gender is integrated in various areas, and then set some specific objectives, targets and work plans.
2. Distribute handout, *Reference #9: Assessing Organizations for Gender Integration*, and explain that there are many things to look at when assessing gender integration. For example, these are some of the most commonly asked questions. Review the questions with participants and discuss how these can be translated into specific objectives.
3. Divide participants into four groups. Assign each group two or three of the characteristics listed in column #1. Each group is to:
 - assess their organization using the questions listed in column #2;
 - create specific objectives for organizational development related to the assigned characteristic;
 - develop three or four “targets” related to the objective.

As an example, distribute *Reference #10: Examples of Objectives Aimed at Gender Integration*.

4. Allow about 30 minutes for the groups to review the questions, then assemble in plenary for presentations and discussion.
5. Ask participants what the next steps might be (e.g., prioritization, assessing feasibility, creating work plans, allocating resources, etc.) List main points on newsprint.

CLOSURE

Read the key questions and ask the participants if the activity enabled them to respond to these. If necessary, clarify uncertainties.

Tips for Facilitators

- There are many ways in which the elements or characteristics of an organization can be categorized. The facilitator may wish to adapt or simplify the scheme used in this activity to fit local conditions.
- During the group work the facilitator should circulate and offer advice and suggestions if needed.

Sub-Activity #3.5: Gender and Good Governance in Organizations

OBJECTIVE

Participants will be able to explain the essential elements of good governance and identify ways in which the governance of their organizations could be made more gender sensitive.

KEY QUESTIONS

What are the essential elements of good governance? How might your organizations be made more gender-sensitive?

TIME

1 ½ to 2 hours

METHODOLOGY

Brainstorm, question & answer, group work and presentation.

MATERIALS

Markers, newsprint, *Reference #11: Good Governance and its Basic Characteristics*, *Reference #12: Good Governance and Gender Mainstreaming*

PREPARATION

Prepare metacards with topics outlined in *Reference #12: Good Governance and Gender Mainstreaming*. Prepare one card for each topic. Write the format for analysis on newsprint or a board so that all participants can see it.

STEPS

1. Lead the participants in brainstorming the meaning of good governance. Write down all responses. Underline or pull out the key words or concepts (participation, equity, rule of law, transparency, etc.)
2. Divide the participants into small groups of three or four. Assign each group one or two topics from *Reference #12: Good Governance and Gender Mainstreaming*. For each topic, the group is to a) identify the existing situation in their organization; and b) indicate how it might be made more gender sensitive.
3. Allow 15 to 30 minutes for groups to complete their analysis. Then assemble in plenary and have each group present its analysis. Encourage discussion.

CLOSURE

Read the key questions and ask the participants if the activity enabled them to respond to these. If necessary, clarify uncertainties.

Tips for Facilitators

The facilitator may want to adapt the elements of good governance to suit the group and the context.

SECTION 3: REFERENCE MATERIALS

Reference #1: Elements of Organizational Development

There are four elements that need to be considered when developing an organization.

- **Vision and Purpose:** What does the organization hope to achieve? Why does it exist?
- **Capacity:** What capacity does the organization have to carry out activities?
- **Resources:** How does the organization mobilize resources to carry out its work?
- **Coordination and Linkages:** How does the organization link and coordinate with other organizations in order to carry out its work?

1. Vision, Mission, Goals and Objectives

See Key Concepts in the Introduction, and Reference #6: Handout on Vision, Mission and Goals of an Organization)

The organization should have a clear vision, mission and goal. If an organization does not have a clear idea of what it hopes to achieve, or what its purpose is, it will probably not survive in the long-run.

Vision, mission, goals and objectives should be designed from a gender perspective. Activities must be gender-sensitive if they are to lead to gender-balanced development.

2. Development of Organizational Capacity

Development of organizational capacity is another important element of organizational development. The capacity of an organization includes organizational structure, working procedures and methods, and human resources.

Organizational Structure. Organizational structure refers to the organization's composition and includes elements such as the general committee, executive committee, advisory board, and sub-committees, and the overall composition of the staff within the organization at different levels. In developing an organization, consideration should be given to whether the structure is collaborative or hierarchical; bureaucratic or flexible; top down decision making/communication, horizontal or bottom up; and whether gender is mainstreamed into the structure.

Working Procedures/Methods. The development of an organization requires putting in place effective working procedures and methods. Working procedures include: planning cycle, programming, decision-making process, rules and regulations or guidelines, communication channels, etc. These procedures should be reviewed from a gender perspective to assess the implications for both women and men.

Human Resources. Human resources are central to organizational development, as it is human resources that activate all other resources in an organization. In developing an organization, the following aspects of human resource development should be considered: team spirit, respect for the needs of both women and men, efficiency, loyalty to organization, leadership styles, capabilities and decision-making processes, technical capabilities, working styles, and communication skills and processes.

Organizational capacity development is dealt with more fully in Module #2 of this training package, "Gender-Friendly Organizational Systems."

3. Mobilization of Resources

The successful development of an organization depends upon how effectively it mobilizes resources, both human and financial. Efficiency in resources generation and optimum utilization of resources are needed in order to create a strong viable organization. Special consideration may be required to fully mobilize women in the organization.

Resource mobilization is dealt with more fully in Module #3 of this training package, *Resource Mobilization*.

4. Establishment of Coordination and Linkages

Establishing good coordination and linkages are important aspects of organizational development. An organization cannot work in isolation. Linkages and coordination with other agencies help to increase the organization's capacity to perform activities effectively for itself and for the community. Communities have many needs and a single organization cannot, by itself, meet all these needs. Coordination and linkages increase an organization's ability to achieve its goals. Establishing linkages can facilitate innovative ideas, information, effective delivery mechanisms, cost effectiveness etc.

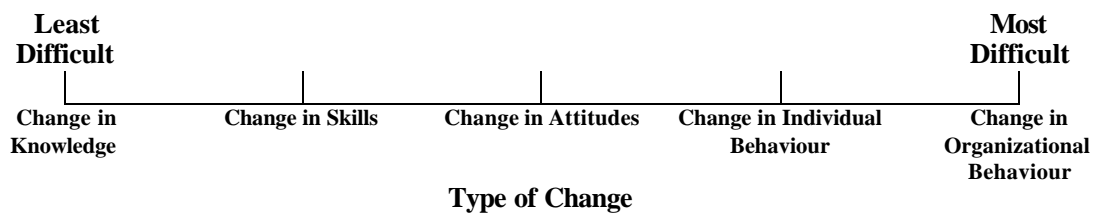
The topic of linkages is dealt with more fully in Module #4 of this training package, *“Gender-Sensitive Linkages.”*

Reference #2: Organizational Change

Some types of change require more time, effort and resources than others. Changing an organization is challenging. It involves making changes at many different levels, from knowledge to behaviour, and from the individual to the organization.

Degree of Difficulty

Some types of change are more difficult than others. The following chart places several types of change along a continuum from least difficult to most difficult. The easiest types of changes to bring about are changes in individual knowledge and skills. Changing attitudes and individual behaviours are more difficult, and changing organizational behaviour is the most difficult. Changing an organization's gender relations requires change at all levels.



Organizational Change and Time

Long-term, institutionalized changes often take time. Small, incremental changes achieved in the short-run can lead to longer term, permanent changes.

Why Does Organizational Change Come About?

A variety of factors can contribute to a need or desire to make changes in an organization. These can be external or internal, and may include:

- Need to respond to external forces such as cut backs in funding, changes in the market, new opportunities, new technologies, changes in government laws, policies or regulations
- New chief executive or leadership with different values, approaches or styles
- Natural growth or evolution of the organization from early formation stages to a stable, performing organization
- Some members in an organization may have new values that they wish to bring to the organization, e.g. gender mainstreaming.

Overcoming Resistance to Change

Often there is strong resistance to change within the organization. This resistance may be the result of many different factors, e.g.,

- fear of the unknown, or fear that they will “lose” as a result of the change;
- lack of information or understanding about the proposed change;
- differing viewpoints about the value of the proposed change;
- conflicting values and goals.

Successfully overcoming resistance to organizational change requires:

- one or more champions of the change who provide a consistent vision;
- increased and sustained communication and education about the proposed change for all members of the organization;

- someone to translate the vision to a realistic plan, and communication about this plan;
- involvement of the board, chief executive and top management;
- a team effort that ensures employee feedback and involvement;
- patience – change can take time.

Reference Materials Related to Gender and Organizational Change

McNamara, Carter. *Basic Context for Organizational Change*

<http://www.mapnp.org/library/mgmt/orgchnge.htm>

Gender at Work: A Framework for Organizational Gender Diagnosis Based on Tichy and adapted from ETC and Novib. <http://www.genderatwork.org/tichy.php3>

Macdonald, M., E. Sprenger and I. Dubel. *Gender and Organizational Change: Bridging the Gap Between Policy and Practice*. Amsterdam: Royal Tropical Institute, 1997.

Reference #3: A Format of Force-Field Analysis

Force field analysis is one of the tools to analyze factors or “forces” that hinder or support change. Change is necessary for organizations to improve and develop. But people often resist change.

If the forces that hinder change are stronger than the forces that support change, it will be difficult for an organization to improve and develop. If an organization wants positive change, it should make efforts to reduce or minimize the hindrance forces, and accentuate or build on the positive supporting forces. By minimizing “hindering” forces, and maximizing “supporting” forces an organization can build on its successes.

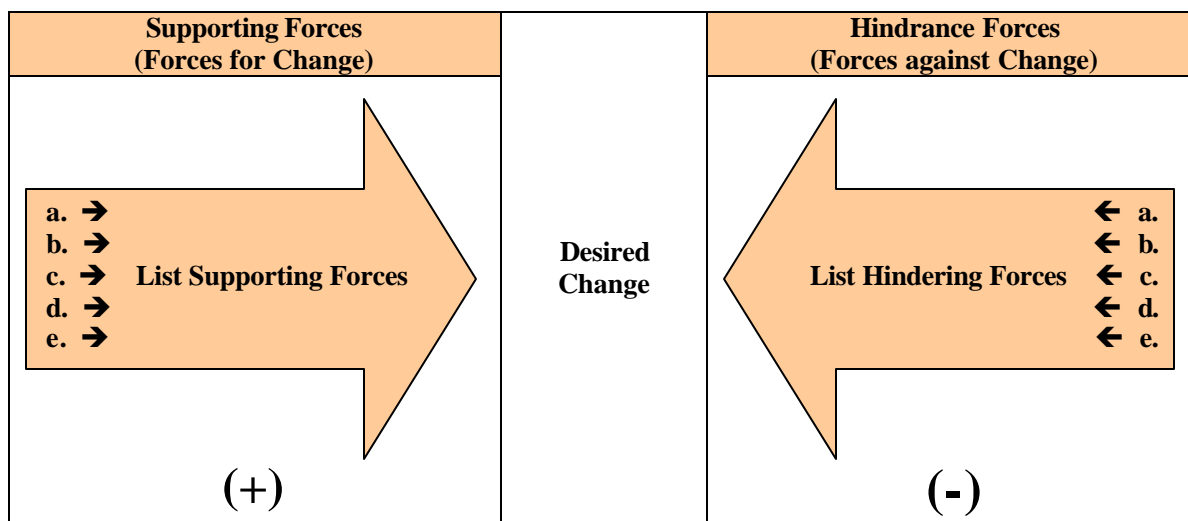
“Hindrance” forces are also referred to as “restraining” forces, “weaknesses” or “cons.” “Supporting” forces are also referred to as “driving” forces, “strengths” or pros.”

Steps in Force-Field Analysis

Force field analysis involves six steps.

1. Identify the change or improvement that is desired.
2. Identify the forces that support the desired change, or that are driving the organization toward it.
3. Identify hindering forces, or forces that are restraining the organization from achieving the desired change or improvement.
4. Assess the strength of each hindering and supporting force, and assess whether it is possible to eliminate or capitalize on the force.
5. Determine if the desired change or improvement is feasible.
6. If change or improvement is feasible, develop a plan of action.

A Format for Force-Field Analysis



Some Steps for Reducing Hindrance Forces

- Ensure that all personnel understand why the changes are necessary in the organization.
- Encourage all personnel to actively participate in bringing about the change.
- Develop new values and beliefs.
- Enhance capacity of individuals or the organization for change (e.g., training etc.).
- If necessary, make external interventions for change.

Force-Field Analysis References

Internet References

The Internet contains many sources of information on force-field analysis. Internet users can use a web engine to search for “force-field analysis.” Some examples of useful Internet sites are:

AccelTeam, *Force-Field Analysis (from Change Management)*, 2000
http://www.accel-team.com/techniques/force_field_analysis.html

Iowa State University Extension, *Force Field Analysis*
<http://www.extension.iastate.edu/communities/tools/forcefield.html>

Management Sciences for Health and the United Nations Children’s Fund, *Force Field Analysis*
<http://erc.msh.org/quality/ittools/itffld.cfm>

Mind Tools, *Force field Analysis*
<http://www.demon.co.uk/mindtool/forcefld.html>

Mind Tools, *Force Field Analysis - Understanding The Pressures For and Against Change*
http://www.mindtools.com/pages/article/newTED_06.htm

Systema, *Force Field Analysis*
<http://www.sytsma.com/tqmttools/force.html>

United States Bureau of Reclamation, *Decision Process Guidebook: Force Field Analysis*
<http://www.usbr.gov/guide/toolbox/forcefie.htm>

Books and Articles

Lewin, K. (1951). *Field Theory in Social Science*, Harper and Row, New York.

Thomas, J. (1985). Force Field Analysis: A New Way to Evaluate Your Strategy, *Long Range Planning*, Vol. 18, No. 6, pp. 54-59.

Reference #4: A SWOT Analysis

The analysis of Strength, Weakness, Opportunities and Threats (SWOT) is an important tool for the decision-making process in the organization. A SWOT analysis is a framework for analyzing the internal and external factors that influence the functioning of the organization. SWOT stands for the following:

- S** = Strengths
W = Weaknesses
O = Opportunities
T = Threats

Strengths and weaknesses are internal to an organization and hence they are under the control of an organization. This means organizations can increase their strengths and eliminate their weaknesses. Opportunities and threats, however, are external. They are beyond the control of an organization. Organizations should increase their strengths and eliminate their weaknesses to exploit opportunities and minimize threats.

SWOT Analysis Chart

Strengths Factors contributing to a well-functioning organization	Weaknesses Factors that hinder or prevent the organization from functioning well
<p><u>For example:</u></p> <ul style="list-style-type: none"> • Qualified gender sensitive personnel • Clear vision • Enough internal resources • Goodwill of an organization 	<p><u>For example:</u></p> <ul style="list-style-type: none"> • Unclear roles and responsibilities • Communication gap • Lack of participation • Lack of commitment
Opportunities External factors contributing to a well-functioning organization	Threats External factors hindering or preventing the organization from functioning well
<p><u>For example:</u></p> <ul style="list-style-type: none"> • Market opportunities • Collaboration with other agencies for program expansion • Available resources • Training opportunities 	<p><u>For example:</u></p> <ul style="list-style-type: none"> • Increase in competition • Change in government policies • Decrease in demand for services • Lack of funding

Reference #5: Role of Change Agent

A “change agent” is someone who guides the process of organizational change. A change agent must be able to play a variety of roles, depending on the situation. At different times, a change agent may be called upon to:

- analyze the current situation in an organization, recognize areas of weakness that require change, and identify the best ways to go about making these changes;
- develop plans of action aimed at bringing about change;
- counsel, motivate and inspire people so that they want to change, and are willing to follow through with plans;
- initiate actions and efforts to bring about change; and
- coordinate activities aimed at bringing about change.

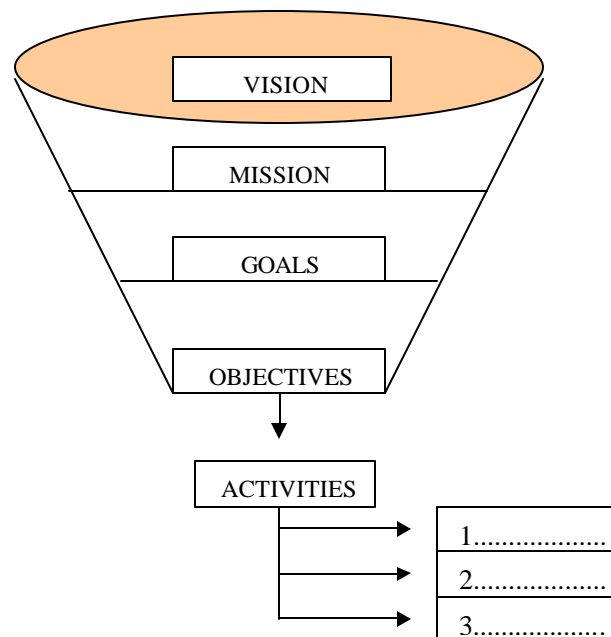
To perform these roles, change agents need to have interpersonal skills. They must be able to deal with people who hold different beliefs and values while being sensitive to their feelings. They must recognize resistance and be able to motivate and encourage others, stimulate group action, promote participatory decision-making, deal with conflict, and so on. They need to have the respect of others in order to lead the change process. They must build and maintain good relations with people inside and outside the organization so that the change process can achieve its goals. Many skills are required to play the role of a change agent, and it may be difficult to find a single person with all the needed skills. But, several change agents might collectively have the needed skills, and be able to bring about the desired change by working collaboratively.

Change agents must have a strong but flexible determination and a vision for change, be receptive and empathetic, and possess a high level of self-confidence and a willingness to accept criticism. Most important is heartfelt enthusiasm and commitment toward changing gender roles and relations. While some individuals have these qualities by nature, others can develop them through learning and practice.

Reference #6: Handout on Vision, Mission and Goals of an Organization

The organization should have a clear vision, mission and goals. If an organization does not have a clear idea of what it hopes to achieve, or what its purpose is, it will probably not survive in the long-run.

The *Basic Training Manual* of the Ministry of Women, Children and Social Welfare (2001) distinguishes between organizational vision, mission, goals and objectives. The distinction is based on time and specificity. Vision, for example is long term and general, while objectives are short-term and specific.



Vision, mission, goals and objectives should be designed from a gender perspective. Activities must be gender-sensitive if they are to lead to gender-balanced development.

Vision. Vision is a short statement describing a future situation, often an ideal state that the organization would like to see created. Some examples of vision are "a self-reliant society," and "a gender-balanced society." An organization can also have a vision for itself. For example, it might see itself as a "self-reliant organization," or a "gender-balanced organization." The vision that the organization has for the type of society it hopes to help create should be consistent with the vision that it has for itself as an organization.

Mission. This is a short written statement that expresses the organization's reason for being. Usually, a mission statement for a non-governmental organization contains two elements: 1) the identification of the constituency or clients on whose behalf the organization works; and 2) the overall scope or type of activities, services or products that the organization provides. For example, if the vision of an organization is a "gender balanced society" the mission might be "to provide technical advice, training and gender-expertise to local community based organizations and women's groups."

Mission statements can be quite broad, or they can be very narrow, depending on how specialized the organization is. The more specialized the organization, the more specific the mission.

Vision and mission are often combined into a single statement that reflects both the long-term ideal that the organization hopes to achieve, but also indicates the specialized way in which the organization will work toward this ideal. By expressing the ultimate aims of the organization, the vision and mission statements provide members with a sense of shared purpose and direction.

Goals and Objectives. A goal is a statement of a result that is to be achieved within a certain time period. For example, a goal might be “to achieve gender equality within an organization,” by a specified target date. Objectives are specific results that are to be achieved within a certain time period. An ideal objective clearly states what is to be achieved, how much is to be achieved, and by what date. For example, an objective might be that “*150 women from the target population will have new knowledge and skills related to maternity services within three months.*” . Goals and objectives should be G-SMART. G-SMART stands for the following:

G = Gender sensitive
S = Specific
M = Measurable
A = Achievable
R = Realistic/Results Oriented
T = Time Bound

Strategy. A strategy is an overall approach to the way goals and objectives of the organization will be achieved. For example, the overall strategies for achieving the above objective (*150 women from the target population will have new knowledge and skills related to maternity services within three months*) might be to achieve this through “training,” or through “home visits,” or through “resource centres.”

Activities. Activities are the specific day-to-day actions that the organization undertakes to achieve its goals and objectives. For example, if the overall strategy were “training,” the specific activities would be the scheduled training events, including the management and administrative actions required to plan and conduct these. Activities are usually stated in the organization’s action plans or implementation plans, which clearly outline what the organization will do within a specified time period to achieve its intended objectives and goals.

Values. Values are the beliefs held by the organization, which underpin the way in which the organization carries out its work. For example, the belief that there should be gender equality is a value.

Reference #7: Characteristics of a Gender-Friendly Organization

Effective organizations integrate gender into all aspects of the organization from policy making to planning to implementation. A gender-friendly organization is characterized by the following:

1. **Gender-Friendly Rationale of the Organization (Vision, Mission, Long-term Goals).** The organization has a clear, gender-friendly vision/mission that acknowledges inequalities between men and women and seeks great equality.
2. **Gender-Friendly Policies (e.g., personnel, administrative, financial, etc.).**
Gender is consistently addressed in gender-friendly policies
Policies include special interventions or affirmative actions, as needed (e.g., training for women in leadership, reservation system, quota system, etc.)
3. **Gender-Friendly Structure of the Organization.**
The structure of the organization enables the significant participation of women at all levels.
4. **Gender-Friendly Staffing.**
There is a balance in men and women working at all levels of the organization, (or the organization conscientiously seeks a balance through compensatory or affirmative action measures).
The organization has staff with specific gender expertise and responsibilities
There is a staff development program aimed at gender awareness and expertise
5. **Gender-Friendly Decision Making.**
Women participate equally in the decision making process.
Decision makers are sensitive to gender issues and needs.
Decisions are based on facts and unbiased information.
6. **Gender in Leadership and Accountability.**
Senior managers conscientiously promote gender equality goals.
Senior managers hold staff accountable for implementing gender policies.
7. **Gender in Planning.**
The organization prepares specific work plans and schedules for achieving its gender goals and objectives.
8. **Gender in Resource Allocation.**
The organization allocates a reasonable amount of resources to achieving its gender-equality organizational goals.
9. **Gender in Communications.**
There is open and respected communication and dialogue between men and women in the organization.
Decision-makers seek the views of both men and women when making decisions.
10. **Gender in Conflict Management.**
Decision-makers anticipate gender-related conflict, and plan for dealing with this.
There are mechanisms for signaling gender-based problems (e.g., sexual harassment).
The organization deals effectively with gender-related conflicts.
11. **Gender in Continuous Learning.**
Decision makers monitor and evaluate the activities and operations of the organization, including disaggregating and analyzing data from a gender perspective;
Decision makers learn from both men and women, and use this information to improve the structures, practices and operations of the organization so they are more gender friendly.
12. **Gender in Collaborative Action.**
Men and women staff members collaborate and work together in pursuit of gender equality goals.
13. **Performance Reward.**
The organization values and rewards gender-sensitive behaviour.

Reference #8: Examples of Role Play Cards for Gender Integration

Example #1

Topic	Gender in Leadership and Accountability
The Scenario:	Your organization has established excellent written policy statements that are gender-friendly. However, you find that your senior managers are not very committed to these, they don't implement them, and the staff is not held accountable for implementing gender policies.
Assignment	Prepare a role-play showing this situation, and what your organization might do to make its managers and staff more accountable for implementing gender policies. Try to show that policies are important, but it is also necessary for an organization to hold managers and staff accountable for implementing policies.

Example #2

Topic	Gender in Communications.
The Scenario:	There is open and respected communication and dialogue between men and women in the organization. Decision-makers seek the views of both men and women when making decisions.
Assignment	Prepare a role-play showing this situation, and how it is leading to greater gender equality within the organization. Try to show the importance of open dialogue and communication between decision makers and male and female staff in the organization.

Example #3

Topic	Gender in Conflict Management.
The Scenario:	Your organization has an affirmation action program that provides some special supports to women so that they can meet their household responsibilities. However, the organization has not done anything to ensure that the men on staff understand or support the affirmative action. Some men are expressing resentment over this.
Assignment	Prepare a role-play showing this situation, and how the organization might deal with it. Try to show the importance of anticipating conflict situations, and planning to deal with these.

Example #4

Topic	Gender in Continuous Learning
The Scenario:	Your organization is very careful to try to monitor and evaluate its activities and operations so that it can improve. Decision makers listen to both men and women and use this information to make the organization better.
Assignment	Develop a role-play showing some change for the better than the organization was able to make because it listened and learned from both men and women in the organization. Try to show the importance of learning from positive and negative experiences.

Reference #9: Assessing Organizations for Gender Integration

The following table provides some examples of questions that might be used to assess an organization in each of the above areas. Once the assessment has been made, the organization can readily formulate objectives that it might pursue in order to become more gender friendly.

Characteristics of a Gender-Friendly Organization	Organizational Assessment Questions	Possible Objectives for Developing the Organization
1. Gender-Friendly Rationale of the Organization (Vision, Mission, Long-term Goals)	Do the vision/mission statements acknowledge inequalities between men and women, and do they seek greater equality? Is gender equality a significant aspect of the organization's long-term goals?	To create gender-friendly vision/mission statement that acknowledges inequalities and seeks greater equality?
2. Gender-Friendly Policies (e.g., personnel, administrative, financial, etc.)	Is gender integrated into organizational policies (e.g., personnel, administrative, financial, etc.) Are gender aspects of different policies consistent? Do the policies recognize the diversity of needs and interests among women and men?	To develop gender-friendly organizational policies that are consistent with one another.
3. Gender-Friendly Structure of the Organization: (flat vs. hierarchical, bureaucratic vs. flexible, top down vs. bottom up; vertical vs. horizontal)	Is the structure of the organization gender-friendly? Do women participate equally as decision makers?	To create a more gender-friendly structure for the organization. To increase the number of women in decision-making positions.
4. Gender-Friendly Staffing	What is the overall male/female composition of the staff within the organization, at the management level, and on the board or advisory committee? Does the organization promote women at all levels? Does the organization have staff with specific gender expertise and responsibilities? Does the organization recognize and support differences between women's and men's career life-lines: differences in mobility, potential for working away from home for long periods of time, etc.? Do working arrangements enable employees to combine work and reproductive responsibilities: part-time work, flexible working hours, maternity/paternity/care leave?	To achieve a greater gender balance in staff composition within the organization?

Characteristics of a Gender-Friendly Organization	Organizational Assessment Questions	Possible Objectives for Developing the Organization
5. Gender-Friendly Decision Making	<p>How does the organization obtain information on gender needs and issues? Is there open exchange and dialogue?</p> <p>Do women participate equally as decision makers?</p> <p>Are decision makers sensitive to gender issues and needs?</p> <p>Do they base decisions on information rather than beliefs and feelings?</p>	To increase the day-to-day promotion of gender equality goals
6. Gender in Leadership and Accountability	<p>Are there senior managers who continuously promote gender equality goals and objectives in the day-to-day work of the organization?</p> <p>Are staff held accountable for implementing gender policy?</p> <p>Are staff held accountable for implementing gender policies?</p>	To increase the amount by which gender is promoted in the day to day work of the organization.
7. Gender in Planning 8. Gender in Resource Allocation	<p>Are gender-equality goals and objectives a significant component of work plans?</p> <p>Has the organization set specific plans and a timetable for achieving its gender equality objectives?</p> <p>When budgeting, does the organization consider gender issues and its gender goals and objectives and allocate a reasonable share of its overall resources to their achievement?</p>	To increase/improve the amount and quality of planning for achieving gender equality goals. To increase the level of resources allocated to gender equality goals.
9. Gender in Communications	<p>Do mechanisms exist for communication and consultation about gender among the various parts of the organization?</p> <p>Do these mechanism promote dialogue and openness?</p>	To increase the amount of dialogue related to gender.
10. Gender in Conflict Management	<p>Do mechanisms exist for signaling gender-based problems (for example, sexual harassment) and for dealing with these?</p> <p>Does the organization deal effectively with possible negative side effects of affirmative action?</p>	To better manage gender-related conflict.

Characteristics of a Gender-Friendly Organization	Organizational Assessment Questions	Possible Objectives for Developing the Organization
11. Gender in Collaborative Action	<p>Is there evidence of commitment from all levels to a gender equality vision?</p> <p>Do male and female staff work together to achieve common gender equality aims?</p> <p>Does the organization recognize and reward men and women for working together?</p>	To increase the amount of collaboration between men and women in our organization in pursuit of gender equality.
12. Performance Reward	<p>Does the organization reward or value gender-sensitive behavior?</p> <p>Are there incentives that promote gender-sensitive behavior throughout the organization?</p>	To provide increased incentives for gender-sensitive behaviour.
13. Gender in Continuous Learning (Monitoring and Evaluation)	<p>Does the organization monitor/evaluate its policies and operations from a gender perspective?</p> <p>What kinds of effects are assessed, e.g., participation in decision making; awareness; leadership, control of assets, etc.?</p> <p>Do senior managers and decision makers listen to and learn from women and men?</p> <p>Is monitoring and evaluation data used to improve the organization, revise structures and practices, etc.?</p>	To improve mechanisms for learning how to better integrate gender into our organization.

Reference #10: Examples of Objectives Aimed at Gender Integration¹

OBJECTIVE S (RESULTS SOUGHT)	SPECIFIC TARGETS
1. Training Design and Delivery <i>Increased capacity of the organization to deliver gender training</i>	Six facilitators (women and men) capable to design and deliver training developed. Five curriculum developed Six different types of training program delivered.
2. Program Design and Implementation <i>Increased Gender Responsiveness of Program Design and implementation</i>	Six human resources (women and men) trained in gender responsive program planning. Three gender responsive initiatives implemented through PIF and CBI. Two gender responsive community development proposals prepared and submitted to donors.
3. Technical Support <i>Increase activity of the organization in providing technical support at the community level.</i>	Three different types of technical and advisory support provided at the request of stakeholders (NGO, CBO, DDC, VDC)
4. Marketing of GRO Expertise <i>Increased knowledge about the organization within the community, increased activity and increased revenues</i>	Two interaction programs organized with stakeholders Three promotional materials developed and disseminated. Three types of assignments completed Rs.2000.00 amount of resource generated through training and advisory support services provide to stakeholders.
5. Functional Gender Resource Center <i>Increased capacity of the organization to serve as a gender resource centre</i> <i>Increased/improved gender services</i>	Gender related information and materials (tools, techniques, A/V materials, journals reports, training materials) developed and collected. Resource materials are readily available for references, and are used by PNGO and stakeholders. Linkage established with regional / national resource centers to update / exchange knowledge and skills.
6. Advocacy for Gender Equality <i>Increased capacity to advocate for gender, and increased advocacy activities</i>	One alliance for gender advocacy formed in district level. Three advocacy events on social and gender issues organized Seven members trained on advocacy skills.

¹ Prepared by EDC for the period 2001 October to 2002 September (One Year)

Reference #11: Good Governance and its Basic Characteristics

From a development perspective, good governance implies the empowerment of the marginalized people to participate in the decision-making process. It is often said that the main cause of poverty in Nepal is bad governance and that gender inequality is a root cause of bad governance.

Good governance is necessary for the development of an organization, particularly to enhance the quality of its work or services, its productivity, adaptability, and effectiveness. Gender mainstreaming in each component of an organization is required for an effective governance system. Good governance requires a gender-friendly organizational culture that provides adequate opportunities to women and men for self-expression, control over resources, and participation in decision-making.

UNDP defines the following as core characteristics of good governance.²

1. **Participation.** All men and women should have a voice in decision-making, either directly or through legitimate intermediate institutions that represent their interests. Such broad participation is built on freedom of association and speech, as well as capacities to participate constructively.
2. **Rule of law.** Legal frameworks should be fair and enforced impartially, particularly the laws on human rights.
3. **Transparency.** Transparency is built on the free flow of information. Processes, institutions and information are directly accessible to those concerned with them, and enough information is provided to understand and monitor them.
4. **Responsiveness.** Institutions and processes try to serve all stakeholders.
5. **Consensus orientation.** Good governance mediates differing interests to reach a broad consensus on what is in the best interests of the group and, where possible, on policies and procedures.
6. **Equity.** All men and women have opportunities to improve or maintain their well-being.
7. **Effectiveness and efficiency.** Processes and institutions produce results that meet needs while making the best use of resources.
8. **Accountability.** Decision-makers in government, the private sector and civil society organizations are accountable to the public, as well as to institutional stakeholders. This accountability differs depending on the organizations and whether the decision is internal or external to an organization.
9. **Strategic vision.** Leaders and the public have a broad and long-term perspective on good governance and human development, along with a sense of what is needed for such development. There is also an understanding of the historical, cultural and social complexities in which that perspective is grounded.

² Source: UNDP (1997) *Governance for Sustainable Human Development*. United Nations Development Program

Reference #12: Good Governance and Gender Mainstreaming

Topic Cards

1. **Participation:** Men and women have an equal voice in decision-making.
2. **Rule of Law:** The legal framework of the organizations, and its policies and regulations, are fair to both men and women, and are enforced impartially.
3. **Transparency:** The organization provides both men and women with access to information of concern to them.
4. **Responsiveness:** The organization tries to serve all its stakeholders, both men and women.
5. **Consensus orientation.** The organization mediates differing interests, including the interests of men and women, and tries to reach agreement on what is of benefit to all.
6. **Equitable and inclusive.** Both men and women have access to and are included in the organization's benefits and opportunities for advancement.
7. **Effectiveness and efficiency.** The organization pursues and achieves gender-sensitive goals and objectives, while making efficient use of resources.
8. **Accountability:** Decision-makers are accountable to the organization's members and constituents, both male and female, for decisions and actions that affect them.
9. **Strategic Vision:** Leaders have a broad, long-term perspective about good governance and gender equality. Leaders understand the historical, cultural and social complexities related to achieving gender equality, and have a sense of what is needed to achieve it.

Format for Analysis

EXISTING SITUATION	HOW CAN THE SITUATION BE MADE MORE GENDER-SENSITIVE ?