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# TRANSFORMATIVE LEADERSHIP FOR GENDER EQUALITY AND WOMEN'S RIGHTS

• • •  
PARTICIPANT  
WORKBOOK





## THIS WORKBOOK IS DESIGNED TO HELP YOU TO IDENTIFY

Your intentions and purposes in  
leading for gender equality...

...by helping you build a map of your “5 P’s”  
(Purpose, Power, Principles, Practice and  
Partnerships)

An understanding of the context  
in which you want to lead...

...by introducing the Gender at Work  
Analytical Framework to map  
organizational opportunities, challenges,  
strategies and aspirational outcomes

Readings and resources about  
theory and practice that have  
been useful to others on this  
journey...

...to inspire you to continue to seek out and  
create your own resources as a way to  
further inspire leaders for gender equality  
and women’s rights

A cohort of people and  
partnerships within and outside  
or your organization...

...so that you start to build the alliances and  
support systems needed to lead for gender  
equality and women’s rights

# MODULE 1: THE POWER OF PURPOSE

The focus of Module 1 is deepening your understanding of your power to be transformative leaders for gender equality.

The key elements are: a) clarifying key concepts; b) building self-awareness of your leadership styles and potentials and c) deepening understanding of different leadership models, especially feminist/transformative leadership.

This will enable you to draft a personal vision statement that embodies your aspirations for becoming a transformative leader for gender equality.



### SESSION 1.2:

#### THE LEADER YOU ARE / THE LEADER YOU WANT TO BE

In this session, you were asked to introduce yourself by choosing (or drawing) two images: one that represents the leader for gender equality you are now and one represents the leader for gender equality that you want to be.

Draw, place or copy these images here. Think about the steps you will take to get from the present to your desired leadership. Look back at this in a couple of months and think about what else you need to do.

**The Leader You Are**

**The Leader You Want to Be**

**SESSION 1.3:**

**MY HOPES AND QUESTIONS FOR THIS COURSE**

One hope I have about this course

One question I have about this course

**SESSIONS 1.4 AND 1.5:**

**STORIES ABOUT GENDER INEQUALITY**

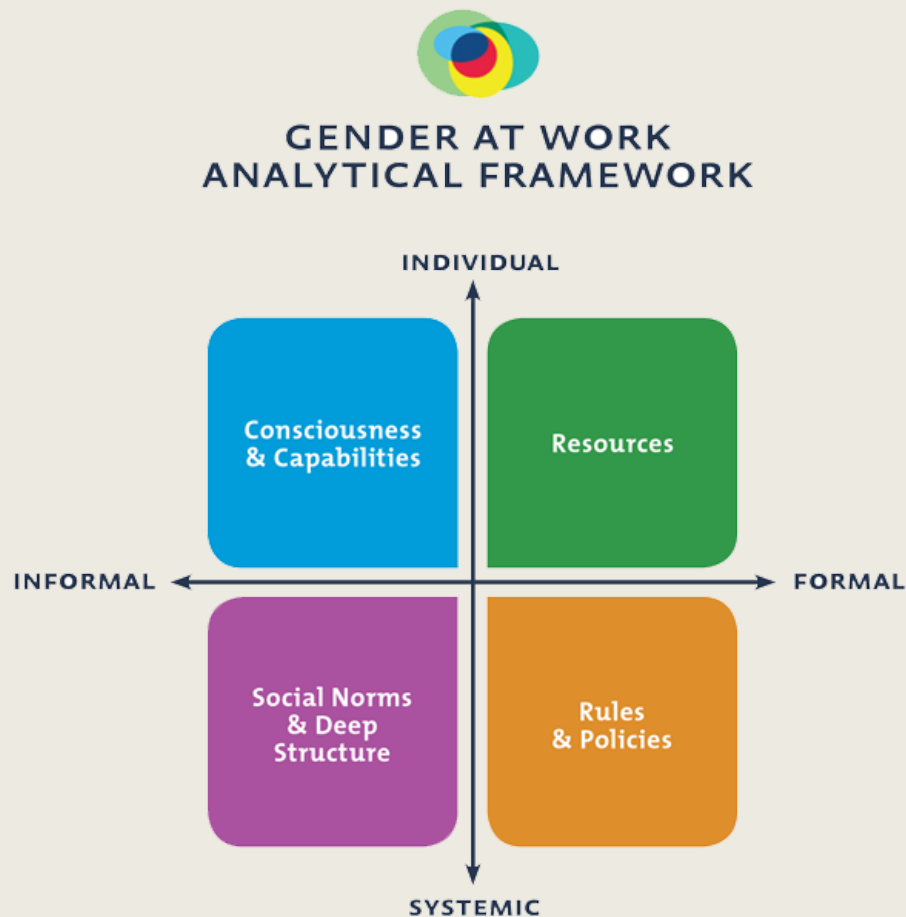
In this space, you can write down one or more of the stories that your colleagues told you about a positive or negative experience related to gender equality in their organizations. Or you can write down one of the stories that you heard from another participant.

## SESSION 1.5:

## THE GENDER AT WORK ANALYTICAL FRAMEWORK

Developed by Aruna Rao and David Kelleher, the Gender at Work Analytical Framework is a flexible tool to assist you to diagnose, strategize and map outcomes for your organization. It can be used in conjunction with many other tools (participatory gender audits, gender analysis, evaluations, and others). It is particularly useful to build understanding of the need to pay attention to the less visible dynamics that hold gender inequality in place: aspects of individual consciousness and capabilities and the institutional deep structures that represent deeply held – and often unspoken – beliefs and traditions that we take for granted as ‘business as usual’.

The article in the readings you received will give you a quick overview of the Framework. It is from the book, *Gender at Work: Theory and Practice for 21st Century Organizations*, Routledge, 2015.)



In the box below, write down the three opportunities and three challenges that most resonated for you from the group's collective work on this. We will come back to these later.

**Three Opportunities for Gender Equality  
in My Organization**

**Three Challenges for Gender Equality  
in My Organization**

**SESSION 1.6:****KEY CONCEPTS TO SUPPORT YOUR LEADERSHIP FOR GENDER EQUALITY****DISCRIMINATION****Patriarchy**

Is the manifestation and institutionalization of male dominance against women and children in families and the extension of this dominance against women in society. Patriarchal sites where men have the power include all relevant institutions of society (legal, economic, religious, family, culture, etc.). Patriarchy institutionalizes male privileges in these same major institutions and is based on the control of women's productive and reproductive abilities.

**Sexism**

Is the ideology of male supremacy. It allows men to believe that they are needed for the existence of women, to protect women and to give them identity.

**Intersectionality**

Is a term first coined in 1989 by American civil rights advocate and leading scholar of critical race theory, Kimberlé Williams Crenshaw. It is the study of overlapping or intersecting social identities and related systems of oppression, domination, or discrimination.

**Implicit Bias**

Refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual's awareness or intentional control. Residing deep in the subconscious, these biases are different from known biases that individuals may choose to conceal for the purposes of social and/or political correctness.

**Male privilege**

Is a concept used to examine the social, economic, and political advantages or rights that are made available to men solely on the basis of their sex. A man's access to these benefits may also depend on other characteristics such as race, sexual orientation, and social class.

### DISCRIMINATION

#### Institutional discrimination

Refers to the unjust and discriminatory mistreatment of an individual or group of individuals by society and its institutions (both formal and informal) as a whole, through unequal selection or bias, intentional or unintentional; as opposed to individuals making a conscious choice to discriminate. Institutionalized discrimination refers to discrimination embedded in the procedures, policies or objectives of large organizations.

### GOALS

#### Gender Equality

is where all human beings, both men and women, are free to develop their personal abilities and make choices without the limitations set by stereotypes, rigid gender roles, or prejudices. Gender equality means that the different behaviours, aspirations and needs of women and men are considered, valued and favoured equally. Gender equality denotes women having the same opportunities in life as men, including the ability to participate in the public sphere.

#### Gender Equity

Denotes the equivalence in life outcomes for women and men, recognising their different needs and interests, and requiring a redistribution of power and resources. It refers to fairness of treatment for women and men, according to their respective needs. This may include equal treatment or treatment that is different but considered equivalent in terms of rights, benefits, obligations and opportunities. In the development context, a gender equity goal often requires built-in measures to compensate for the historical and social disadvantages of women.

#### Gender Justice

Entails ending the inequalities between women and men that are produced and reproduced in the family, the community, the market and the state. It also requires that mainstream institutions — from justice to economic policymaking — are accountable for tackling the injustice and discrimination that keep too many women poor and excluded

Anne Marie Goetz, in A. Goetz, "Gender Justice, Citizenship and Entitlements: Core Concepts, Central Debates and New Directions for Research," in Gender Justice, Citizenship and Development, edited by Mukhopadhyay, M. and N. Singh (Ottawa and New Delhi: Zubaan.

### GOALS

#### Women's Empowerment

A 'bottom-up' process of transforming gender power relations, through individuals or groups developing awareness of women's subordination and building their capacity to challenge it

Ibid., 2000

#### Women's Human Rights

The recognition that women's rights are human rights and that women experience injustices solely because of their gender

Ibid., 2000

#### Feminism

Refers to the ideology, analytical approach and socio political strategy to define, establish, and achieve political, economic, personal, and social rights for women.

Srilatha Batliwala, "Feminist Leadership for Social Transformation: clearing the conceptual cloud," CREA, 2011

### STRATEGIES

#### Gender Mainstreaming

Is a strategy for making the concerns and experiences of women as well as of men an integral part of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally. The ultimate goal of mainstreaming is to achieve gender equality.

#### Feminist organizing

Refers to efforts led by women explicitly challenging women's subordination to men.

### LEADERSHIP APPROACHES

#### Feminist Leadership

Women - and men - with a feminist vision of social justice, individually and collectively transforming themselves, their organizations and their movements to pay close attention to gender power structures and discriminatory practices – both formal and informal – in order to advance gender equality within their organizations and social movements as well as in the communities and constituencies they serve

Ibid., 2011

#### Gender inclusive leadership

Entails tapping un-self-consciously into one's own vision of gender equality and women's rights in order to inspire and motivate staff with clearly defined goals related to that vision; understanding and being comfortable with constant change and unafraid to think and act out of the box in order to define and achieve gender-inclusive and women's rights goals and to encourage others to do likewise, while empowering staff through teamwork and maintaining sound gender-responsive management in highly dynamic circumstances. Gender inclusive leaders consistently interrogate, in themselves and others, the use of power and privilege and challenge conscious and unconscious resistance, exclusion and bias

Sarah Murison, "Profile of Gender Responsive leadership," Prepared in the course of a Consultancy to Conceptualize a Course for Senior Managers on Transformative Leadership for Gender Equality and Women's Rights, UN Women, November 2015

#### Transformational leadership

is defined as a leadership approach that causes change in individuals and social systems. In its ideal form, it creates valuable and positive change in the followers with the end goal of developing followers into leaders. Enacted in its authentic form, transformational leadership enhances the motivation, morale and performance of followers through a variety of mechanisms. These include connecting the follower's sense of identity and self to the mission and the collective identity of the organization; being a role model for followers that inspires them; challenging followers to take greater ownership for their work, and understanding the strengths and weaknesses of followers, so the leader can align followers with tasks that optimize their performance.

For more definitions see: <https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36>

SESSION 1.6:

MAPPING YOUR GOALS, LEADERSHIP APPROACHES AND STRATEGIES

Discrimination	Goals	Strategies	Leadership approach
Male privilege	Gender Equality	Gender mainstreaming	Transformative leadership
Implicit bias	Women's Empowerment	Engaging men and boys	Transactional leadership
Institutional discrimination/ deep structures	Women's human rights	Feminist organizing (inside-outside strategies)	Feminist leadership
	Gender justice	Promoting women's leadership	Gender –inclusive leadership
		Intersectional approaches	
		Policy advocacy	

SESSION 1.7

UNTANGLING POWER AND PRIVILEGE

The incident

My power

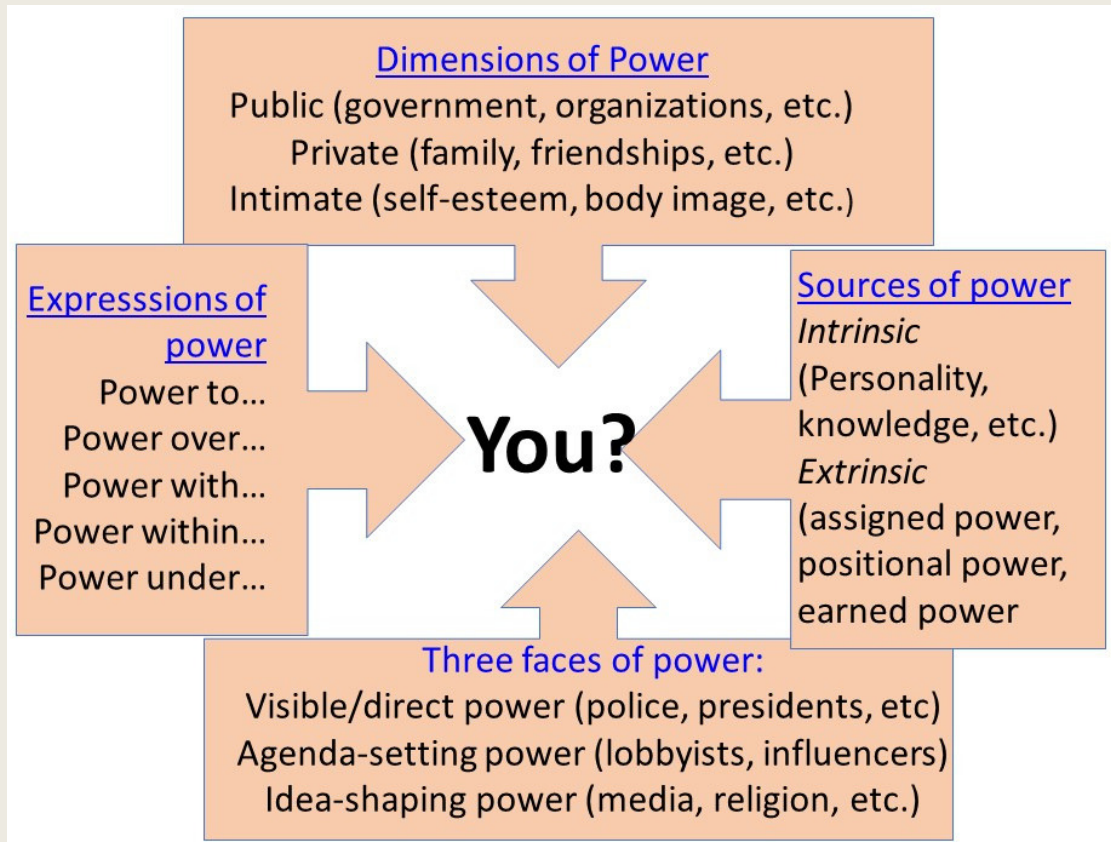
My feelings

If I could do it over, I would...

## SESSION 1.7

### UNTANGLING POWER AND PRIVILEGE

Answer the following questions: What combinations of power & privilege will you use?  
In what contexts? How are you pushing beyond your limits?



Adapted from Batliwala,  
Gaventa & Veneklasen

### SESSION 1.7

#### UNTANGLING POWER AND PRIVILEGE

##### CONCEPTUAL CLARITY: FIVE CONCEPTIONS OF POWER

###### Power to

Refers to the agency and capacity to act that leadership must leverage, within itself and in others, to create change; it is about the strategic skills, experience, insight, etc., that can be marshaled and mobilized towards the transformative agenda that has been adopted; power to is the recognition of what we, the change makers, bring to the table

###### Power over

Derives from direct power and positional / assigned authority, the control (direct or indirect) over the human and other resources within the process, and the way such control can very quickly slip into domination; also control over the use and deployment of resources, decision-making, etc.

###### Power with

The effective empowerment and enabling of all those engaged in the transformative process to create solidarity, mutual support systems, safety nets, etc. [This is the power that tests whether leaders are acting as individual heroes / heroines with followers, or as initiators and sustainers of collective processes of change with a number of fellow-travellers!].

###### Power under

In many ways this is the most complex but pervasive expression of power in organizations, and helps us understand why people who have experienced abuse, oppression and trauma, when they gain power (especially power to and power over), often become oppressive themselves. Steven Wineman, who developed this concept through his work on survivors of conflict, posits that power under emerges from powerless rage, which unleashes destructive power of sabotage and subversion that is often unconsciously deployed by those who have experienced severe oppression or trauma.

###### Power within

This is often the source of the sustainability of social justice organizations and movements, since this relates to the intrinsic power mentioned earlier, but also to the capacity to regenerate oneself and one's strategies in response to the challenges and reversals that social change processes inevitably unleash. The power within also includes intangible resource like knowledge, influence and other assets.

From Batliwala, Srilatha, Feminist Leadership  
for Social Transformation: Clearing the  
Conceptual Cloud, CREA, 2011

SESSION 1.7

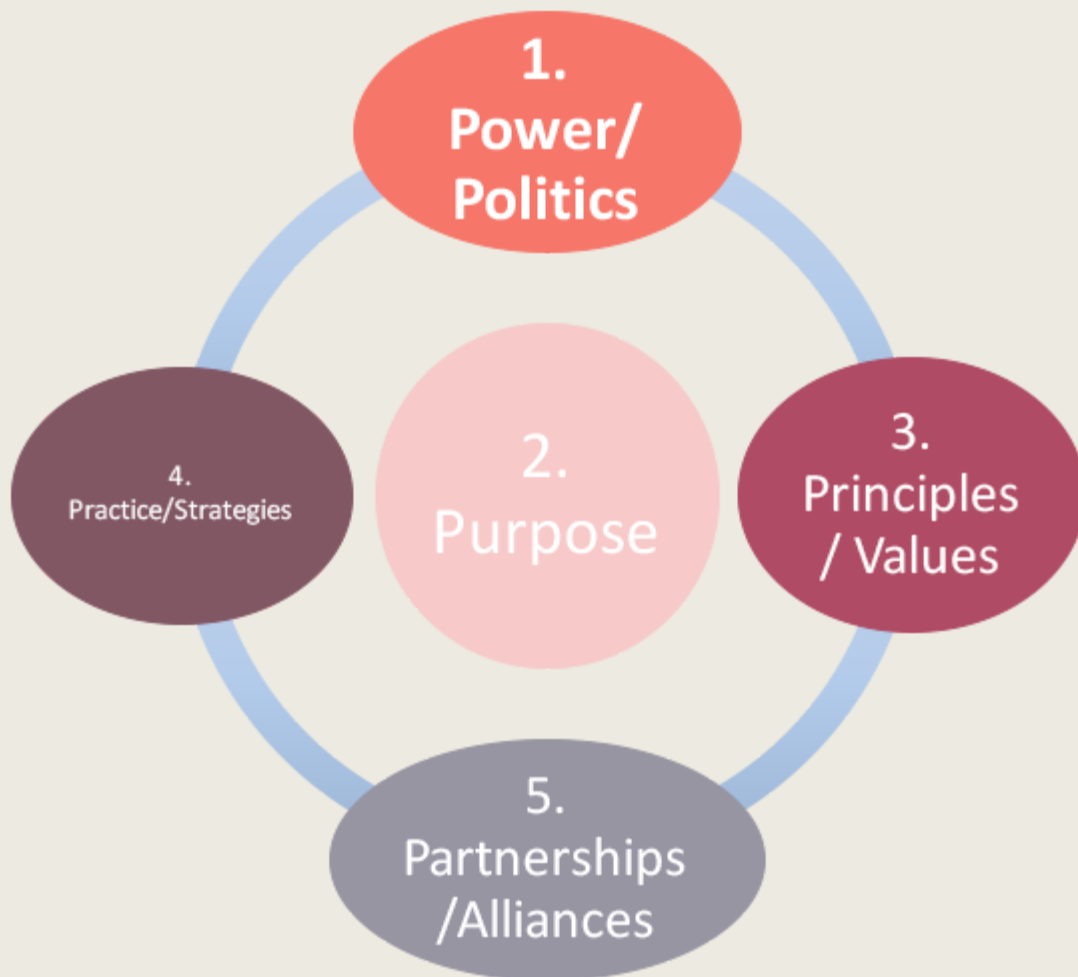
UNTANGLING POWER AND PRIVILEGE

How would I describe the power and privilege that I have? What insights have emerged about how I can use my power and privilege to lead for gender equality in my organization or team?

### SESSION 1.8:

#### THE FIVE P'S: POWER/POLITICS; PURPOSE; PRINCIPLES/ VALUES; PRACTICE/STRATEGIES; PARTNERSHIPS/ALLIANCES

The graphic below outlines the categories you will reflect on in this workshop to develop an intention for your leadership on gender equality and women's rights. We started by giving you time to engage with your own power and privilege. In this session, we hope you will reflect on the 'power to' question to enable you to draft your 'purpose'. In other words, what do you want to use your power and privilege to achieve in relation to leading for gender equality?



Much of this is drawn from the work of Srilatha Batliwala for CREA and from Lisa Veneklasen and Valerie Miller from JASS, which you can access at Engaging with Empowerment: An Intellectual and Experiential Journey at <http://bit.ly/2joFgGw>

### SESSION 1.8:

### MY PURPOSE. FIRST DRAFT

#### GUIDANCE FOR DRAFTING YOUR PURPOSE STATEMENT

- It should be short (no more than 3 sentences)
- It should be SMART (Specific, Measurable, Achievable, Realistic and Time-Bound)
- It should be related to the Opportunities and Challenges that you articulated in Session 1.5
- Where possible, it should be relevant to multiple quadrants of the Gender at Work Framework and touch on – in particular – the bottom left-hand quadrant on systemic change
- It should identify an area of work that the you are passionate about and believe will be a linchpin issue for your organization and/or your team
- Finally, it should be 'living' purpose statement; as you return to work and 'test' your efforts, you may need to tweak their purpose

## SESSION 1.9:

### DIFFERENT NOTIONS OF LEADING FOR GENDER EQUALITY

#### INFO SHEET #1: COLLECTIVE ACTION TO SAVE THE GENDER TEAM

You are the most senior members of the Gender Team in a large international development organization that has offices in 90 countries and on all continents. Demand for the Gender Team's support has grown over the past five years. The Team leads the organization to develop and monitor its gender policy and strategy, provide technical assistance and advice to offices around the world, and raises funds for the organization's support to gender-responsive programming. In 5 years, the team has grown from a budget of \$1.5 million annually that supports 5 people in the central office and provides funds for capacity development and catalytic programming to a budget of \$5.2 million annually that supports a network of 28 specialists, including 8 in headquarters and teams of 5 specialists each in 4 regional offices with additional programming and capacity development funds. Funding for the entire organization is down and there are well-founded rumors that budgets will be cut for many units. Gender is usually at the top of the chopping block.

The Gender Team just received a high rating in the organizational performance review, so you hope that will help. There are two other problems.

- The new Minister of Development of the organization's largest donor (a woman) is opposed to separate 'units' for gender and women's rights, and wants to see the Gender Team 'absorbed' into other units; she told the Secretary General of your organization that she wants your unit shut down and wants none of the funds from her country to be used for the Gender Unit.
- The Secretary General (SG) of your organization is not a particularly strong supporter of gender equality and women's rights; he's not against it, but he believes that democratic governance, citizen participation and transparency should be the main contributions of the organization to advancing human development and human rights.

You have an opportunity to 'make the case' to the senior management (including the SG and his 5 senior managers) of your organization. You have 8 pieces of information/evidence to build your case. You don't know exactly how long you'll have to make your presentation, so you need to prioritize the pieces of evidence below on the basis of what you believe will be the most compelling. Your goal is to retain, at least, the current budget and staffing of your unit. Some info about the SG and the Senior Management Team (SMT): The SG and 2 other senior managers come from the World Bank or other International Financial Institutions; the organization is quite hierarchical, so the highest ranking members of the team will have majority voice; the SG comes from a campaigning/public information background and is very focused on 'metrics'; the Deputy SG (also an SMT member) is rumored to be readying a campaign to run for Prime Minister of his country next year; the deputy director of the Gender Team is from the same country as the second largest donor to the organization.

SESSION 1.9:

DIFFERENT NOTIONS OF LEADING FOR GENDER EQUALITY

INFO SHEET #2: RANKING

In order of importance, rank these pieces of evidence ('1' is the most important). In what order will you put them forward to the senior management team and why?

Item	Your ranking	Your team's ranking	Expert ranking	Difference between 1 & 3	Difference between 2 & 3
One-year old organizational gender policy & strategy that lays out a 5-year plan and budget that has been agreed by the Board					
A \$25 million gender equality initiative is being launched in 3 months by a large private foundation and your organization will bid on... but your eligibility will be diminished if the Gender Team is cut					
A recent 'ranking' of development organizations' performance on gender equality showing that your organization was #18 out of 25 organizations					
A recent World Bank report with new evidence proving that programs that performed well on gender equality generally performed better on other indicators as well					
A recent sexual harassment scandal in one of the organization's field offices received international press coverage and cast a negative light on the organization's reputation as a strong promoter and protector of women's rights					

## SESSION 1.9:

## DIFFERENT NOTIONS OF LEADING FOR GENDER EQUALITY

## INFO SHEET #2: RANKING

Item	Your ranking	Your team's ranking	Expert ranking	Difference between 1 & 3	Difference between 2 & 3
A petition already signed by hundreds of women's rights organizations and leading women's rights advocates -- including 3 Nobel Prize winners -- calling for stronger support for women's rights from your organization					
Elections in the country of the largest donor will take place in less than a year and the opposition party is likely to win; which means that the Minister that wants the Gender Team to be absorbed could change					
The organization's annual survey of unit performance showed that the Gender Team ranked #2 of 15 units rated; in other words, staff from other teams ranked the Gender Team as nearly the highest performing team in the organization					

SESSION 1.10:

EXPLORING UNCONSCIOUS BIAS AND MALE PRIVILEGE

MY IDEAS FOR ELIMINATING UNCONSCIOUS BIAS AND MALE PRIVILEGE  
IN MY ORGANIZATION / TEAM:

1.

2.

3.

4.

5.

6.

### SESSION 1.10:

### EXPLORING UNCONSCIOUS BIAS AND MALE PRIVILEGE

#### WHAT IS IMPLICIT BIAS?

The attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual's awareness or intentional control. These biases reside deep in the subconscious; They are different from known biases that individuals may choose to conceal for the purposes of social and/or political correctness

SESSION 1.11:

THE POWER OF YOUR PURPOSE (VERSION 2 OF YOUR PURPOSE STATEMENT)

AS A LEADER FOR GENDER EQUALITY AND WOMEN'S RIGHTS, I WILL ....

MY REFLECTIONS ON MODULE 1

NOTES...

## MODULE 2: INSPIRING AND ENABLING OTHERS TO ACT

In Module 2, you will focus on the opportunities, challenges, strategies and results that emerge as you lead to transform teams/organizations to be gender-inclusive and advance gender justice and equality. The key elements are:

- Strategies and alliances you can build to strengthen commitment and action on gender equality and women's rights in their organizations
- Identifying the deep structures and forms of resistance in your organization – including the way different types of discrimination intersect. This will help you to identify what might interfere with plans and policies to advance gender equality and women's rights
- An understanding of concrete “tools” and global mandates that can support your efforts to build a shared vision and assess progress on gender equality in your organization.



### SESSION 2.2:

#### GUIDANCE FOR MAPPING THE FORCE FIELD FOR THE CASE STUDIES

The two case studies in this session are from the book, *Gender at Work: Theory and Practice for 21st Century Organizations* (Rao, Sandler, Kelleher, Martin, 2015). The first case deals with the efforts of UN staff to advocate for a Security Council resolution on Eliminating Sexual Violence in Conflict; the second focuses on women's leadership in a South African trade union. They: a) Deal with two different contexts: organizational, programmatic and thematic; b) Are linked to inter-governmentally agreed mandates on gender equality; c) Are geographically diverse (e.g., South Africa, and a global example). The Security Council is linked to normative change in the formal side of the matrix. Your group will read the case study and then map the following:

1. What is the "hypothesis" of your case? Write this as an "If-Then" statement (for instance – as an example – the hypothesis for the Security Council example could be "If we are able to secure a UN Security Council resolution mandating stronger action on sexual violence as tactic of war, then we will see stronger action by peace keepers and UN organizations to prevent sexual violence and to protect those who are vulnerable to it.")

2. What were the strengths and weaknesses of the leaders in your story? Who were the leaders?

3. Map the story on a Gender at Work Analytical Framework (flipchart) In the appropriate quadrants, map the following: • Opportunities and challenges that leaders confronted (in black magic marker) • Strategies that leaders used? (in blue magic marker) • Outcomes that were achieved (in red) ...and draw arrows to show how they are linked. And prepare to make a 5-minute presentation on your findings...

## MODULE 2: INSPIRING AND ENABLING OTHERS TO ACT

### SESSION 2.2:

#### YOUR FORCE FIELD IN LEADING FOR GENDER EQUALITY

##### WHATS YOUR HYPOTHESIS?

Thinking about your purpose / vision statement and the opportunities and challenges you've identified for your team or organization, what's your HYPOTHESIS?

If I / we... (what kinds of strategies will help you maximize the opportunities and minimize the challenges?)

Then.... (what kinds of changes might result that will lead you toward achieving your purpose or vision?)



1.

2.

3.

4.

## MODULE 2: INSPIRING AND ENABLING OTHERS TO ACT

### SESSION 2.2:

#### YOUR FORCE FIELD IN LEADING FOR GENDER EQUALITY

WHAT ARE YOUR STRENGTHS AND WHAT DO YOU NEED  
TO DEVELOP AS A TRANSFORMATIVE LEADER?

My strengths  
as a transformative leader

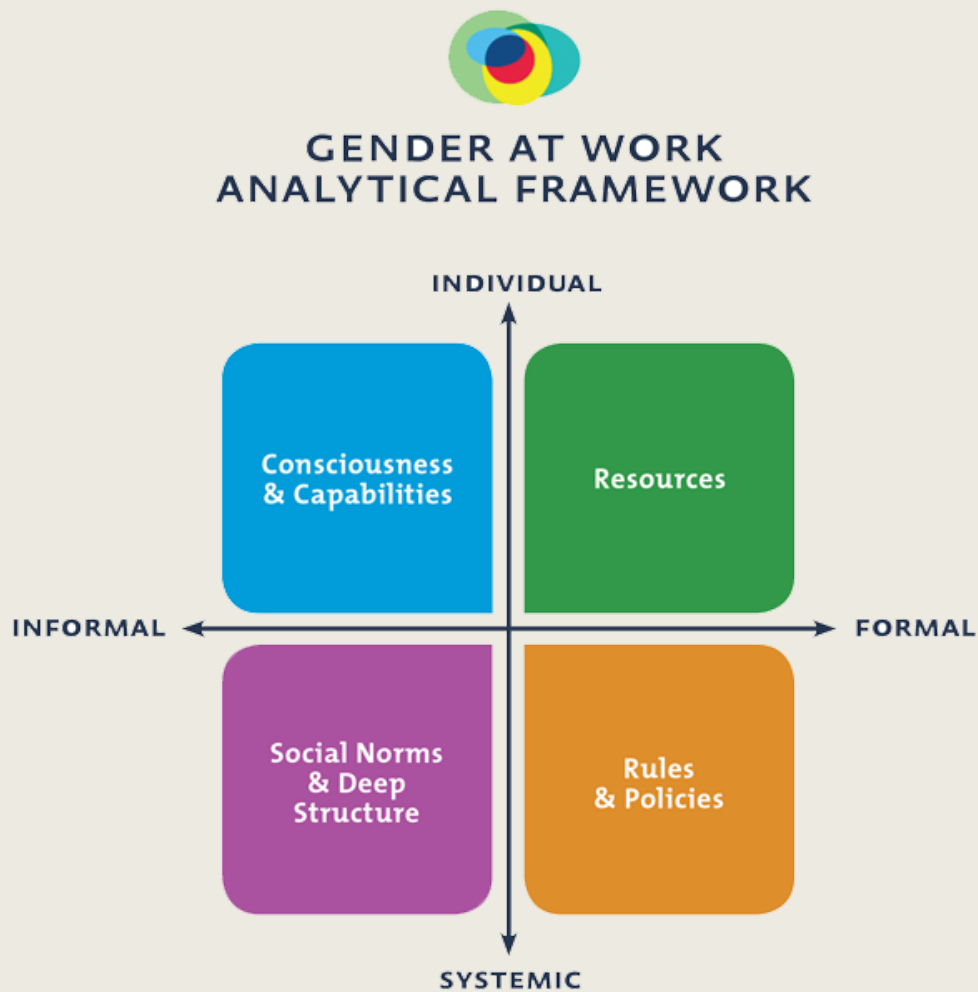
Areas I need to develop to be a  
transformative leader

## MODULE 2: INSPIRING AND ENABLING OTHERS TO ACT

### SESSION 2.2:

#### YOUR FORCE FIELD IN LEADING FOR GENDER EQUALITY

WHAT ARE THE RANGE OF OPPORTUNITIES, CHALLENGES, STRATEGIES AND OUTCOMES THAT WILL INFLUENCE MY ABILITY TO ACHIEVE THE PURPOSE /VISION I'VE ARTICULATED?  
(MAP THESE IN THE FRAMEWORK)



### SESSION 2.3:

### “TOOLING UP” TO LEAD FOR GENDER EQUALITY

#### Gender analysis

is a tool for examining the differences between the roles that women and men play, the different levels of power they hold, their differing needs, constraints and opportunities, and the impact of these differences on their lives. It involves collecting and analyzing sex-disaggregated data and other qualitative and quantitative information. It organizes and interprets, in a systematic way, information about gender relations to identify gender differences that will influence achievement of development objectives.

#### Gender-responsive budgeting

Is a process of: a) analyzing mainstream public policy, including legislation, regulations, allocations, taxation and expenditures, from the point of view of their effect on gender equality; and b) raising awareness of the gendered impacts of budgets in order to make governments accountable for ensuring their budgets promote the achievement of gender equality and women's rights (UN Women Evaluation, 2009)

#### Intersectionality

Is a term first coined in 1989 by American civil rights advocate and leading scholar of critical race theory, Kimberlé Williams Crenshaw. It is the study of overlapping or intersecting social identities and related systems of oppression, domination, or discrimination.

#### Gender audit

Is a tool and a process to promote organizational learning at the individual, work unit and organizational levels on how to practically and effectively mainstream gender. It considers whether internal practices and related support systems for gender mainstreaming are effective and reinforce each other and whether they are being followed. It establishes a baseline; identifies critical gaps and challenges; and recommends ways of addressing them, suggesting possible improvements and innovations. It also documents good practices towards the achievement of gender equality.

#### Gender balance scorecard

Is a monitoring tool using gender balance data for an entire entity as well as its larger units. Scorecards effectively and regularly track progress towards gender parity.

*Note: There are many more tools to advance strategies for gender equality and women's rights. We will add to these during the workshop discussions.*

### SESSION 2.3:

### “TOOLING UP” TO LEAD FOR GENDER EQUALITY

Tools that will be useful  
to achieve my purpose

1.

2.

3.

4.

5.

6.

7.

What I need to learn  
about this tool?

1.

2.

3.

4.

5.

6.

7.

### SESSION 2.4:

#### BOUNDARY PARTNERS AND STRATEGIC PARTNERS

To achieve your aspirations in leading for gender equality, you will have to work with multiple partners, including those who are aligned with you (strategic partners) and those who need to be 'convinced' (boundary partners).

##### Boundary partners

Those individuals, groups, and organizations with whom you will interact directly to achieve your aspirations and who need to be 'influenced' to change some element of their actions or beliefs. The extent of their 'behavioral' change (and perceived attitudinal change) is directly related to your ability to achieve your aspirations.

##### Strategic partners

Those individuals, groups and organizations who share your share desired aspirations and goals. You will work in partnership with these organizations on different parts of your plan. You do not need to 'influence' a change in their behavior; rather, you have to harness their energy and your collective power.

##### Behavioural change

Changes in the behaviour, relationships, activities, or actions of the people, groups, and organisations with whom you will need to work in some capacity. Behavioral changes may be essential to your ability to achieve your goals and implement your strategies, although they are not necessarily directly caused by them.

*(from <https://www.odi.org/publications/5212-outcome-mapping-learning-knowledge-sharing>)*

**SESSION 2.4:**

**BOUNDARY PARTNERS AND STRATEGIC PARTNERS**

A diagram of your partnership strategy.  
Please draw a replica of the slide from the powerpoint

**SESSION 2.4****CONCEPTS TO SUPPORT BUILDING ALLIANCES AND PARTNERSHIPS****Shared Leadership**

A concept of broadening the numbers of people involved in leading and decision-making. Rather than having a single, designated 'leader' that is responsible for all high-level decisions, a shared leadership model engages additional individuals/team members to drive goals and performance. It involves shared goals/vision, a high degree of communication, willingness to lead and be led at different times, mutual accountability, and open and candid discussion of possibilities.

**Collective Impact**

Occurs when organizations (or individuals) from different sectors agree to solve a specific social problem using a common agenda, aligning their efforts, and using common measures of success. Successful collective impact initiatives typically have five conditions that together produce alignment and lead to powerful results: a common agenda, shared measurement systems, mutually reinforcing activities, continuous communication, and individuals or organizations that provide backbone support.

**Communities of Practice/Knowledge Networks**

Are inter-related concepts. Communities of practice (in an ideal world) emerge from knowledge networks. Networks help people find others who are like-minded. They are most effective when they are self-organizing, with members participating because they secure a concrete benefit from engagement. Communities of practice emerge when people in the network begin to share what they know, support one another and intentionally create new knowledge for their shared field of practice. One distinction between the network and the community is that in a community of practice, there is an intentional commitment to advance the field of practice, and to share those discoveries with a wider audience.

**Others**

## MODULE 2: INSPIRING AND ENABLING OTHERS TO ACT

### MY REFLECTIONS ON MODULE 2



NOTES...

## MODULE 3: OUR PRIORITIES FOR TRANSFORMATIVE ACTION ON GENDER EQUALITY AND WOMEN'S RIGHTS

In Module 3, you will present your intention to lead for gender equality and women's rights in your organization to a larger group. The idea is for you to have a 'practice session' that prepares you to take your ideas back to your team and start to take action. If there are other participants here from your organization, you will join with them in your presentation, as a first step in building the partnerships and alliances you need to advance this issue. (And, if there are no other colleagues here from your organization, you will work with colleagues from other organizations).

Module 3 also includes an opportunity to reflect on accountability for gender equality and how you want to hold yourself accountable for moving forward. Finally, in Module 3, we provide an opportunity for you to provide feedback on the whole experience of the workshop so that we can continue to learn and improve as we offer this opportunity to others in the future.

By the end of this module, participants will:

- -Finalize individual/organizational strategies to strengthen accountability for leading for gender equality
- -Present and receive feedback on your purpose-driven ideas/plans on leading for gender equality
  - -Identify a small number of innovative ideas for continuing to nurture the networks and partnership ideas from the workshop
- -Deepen your understanding of accountability and measurement in leading for gender equality



### SESSION 3.2

#### PARTICIPANT PRESENTATIONS ON LEADING FOR GENDER EQUALITY

For this session, you will be working with other colleagues to prepare a presentation on your plan to lead for gender equality and women's rights. This plan builds on all of the ideas you've generated during the days of the workshop. The copy of the slide, below, is for you to jot down notes about your hypothesis: what kinds of actions can you take, as a team, to advance gender equality and women's rights in your organization?

**What we hope to achieve. Our  
HYPOTHESIS:**

**If we...**

**Then we will (your purpose):**

### SESSION 3.2

#### PARTICIPANT PRESENTATIONS ON LEADING FOR GENDER EQUALITY

My thoughts about our presentation and what I can do when I return to my organization:

### SESSION 3.3:

#### MY INTENTIONS AND ACCOUNTABILITY

What are 3 to 5 things I can do to become a more accountable leader for gender equality and women's rights?

## MODULE 3: PRIORITIES FOR TRANSFORMATIVE ACTION

### MY REFLECTIONS ON MODULE 3



NOTES...

## READINGS ON TRANSFORMATIVE LEADERSHIP FOR GENDER EQUALITY AND WOMEN'S RIGHTS

### ESSENTIAL

1. Srilatha Batliwala, "Feminist Leadership for Social Transformation: clearing the conceptual cloud," CREA, 2011
2. Shawna Wakefield, "Transformative and Feminist Leadership for Women's Rights," Oxfam America, 2017
3. Aruna Rao, Joanne Sandler, David Kelleher and Carol Miller, "Chapter 2: The Gender at Work Analytical Framework," in A. Rao, J. Sandler, D. Kelleher and C. Miller, Gender at Work: Theory and Practice for 21st Century Organizations, Routledge, UK, 2016.
4. Harvard Business School Case Study: Gender Equity, Jodi Kantor, New York Times, Sep 7, 2013, [http://www.nytimes.com/2013/09/08/education/harvard-case-study-gender-equity.html?pagewanted=all&\\_r=1](http://www.nytimes.com/2013/09/08/education/harvard-case-study-gender-equity.html?pagewanted=all&_r=1)
5. Sandler, J. & Rao, A. "Strategies of Feminist Bureaucrats," IDS Working Paper, 2012
6. Aruna Rao, Joanne Sandler, David Kelleher and Carol Miller, "Chapter 5: Social Norms and deep structures in organizations," in A. Rao, J. Sandler, D. Kelleher and C. Miller, Gender at Work: Theory and Practice for 21st Century Organizations, Routledge, UK, 2016.
7. Progress of the Worlds Women 2008/2009 Executive Summary. Who Answers to Whom? Gender and Accountability, UN Women, 2009
8. Pilar Domingo, Rebecca Holmes, Tam O'Neil, Nicola Jones, Kate Bird, Anna Larson, Elizabeth Presler-Marshall and Craig Valters "Women's voice and leadership in decision-making Assessing the evidence". ODI, 2015 <https://www.odi.org/publications/9514-womens-voice-leadership-assessment-review-evidence>

## READINGS ON TRANSFORMATIVE LEADERSHIP FOR GENDER EQUALITY AND WOMEN'S RIGHTS

### RECOMMENDED

1. Aruna Rao, Joanne Sandler, David Kelleher and Carol Miller. Gender at Work: Theory and Practice for 21st Century Organizations, Routledge, UK, 2016.
2. Oxfam Canada, Transformative Leadership for Women's Rights, an Oxfam Guide, 2016
3. Progress of the Worlds Women 2008/2009. Who Answers to Whom? Gender and Accountability, UN Women, 2009
4. ILO, A Manual for Gender Audit Facilitators. The ILO Participatory Gender Audit Methodology
9. Gender at Work, Transforming Power: A Knotted Rope (2012)  
<http://www.genderatwork.org/Resources/Publications.aspx>
10. Aruna Rao, Joanne Sandler, David Kelleher and Carol Miller, "Chapter 6: The Warriors within: change and the change agent," in A. Rao, J. Sandler, D. Kelleher and C. Miller, Gender at Work: Theory and Practice for 21st Century Organizations, Routledge, UK, 2016.
11. Shraddha Chigateri & Shiny Saha (Editors), "A Resource Pack on Gender Transformative Evaluations," ISST India, 2016
12. Saeanna Chingamuka, "Gender and Transformational Debates", Gender Links and Gender and Media Diversity Centre, 2009  
[http://genderlinks.org.za/wp-content/uploads/imported/articles/attachments/12592\\_the\\_great\\_debates\\_on\\_gender\\_and\\_leadership-1.pdf](http://genderlinks.org.za/wp-content/uploads/imported/articles/attachments/12592_the_great_debates_on_gender_and_leadership-1.pdf)
13. Fiona MacKay, "Conclusion: Towards a Feminist Institutionalism?" In Krook, Mona Lena and Fiona MacKay, Gender, Politics and Institutions, Palgrave Macmillan, 2011

## READINGS ON TRANSFORMATIVE LEADERSHIP FOR GENDER EQUALITY AND WOMEN'S RIGHTS

### MEDIA

1. Global Fund for Women, "What does it take to Build Transformative Women's Leadership for Social Change?" <https://www.globalfundforwomen.org/what-does-it-take-to-build-transformative-womens-leadership-for-social-change/#.WWVNTdMrKIN>
2. Why Gender Equality is Good for Everyone: Men Included, Michael Kimmel <https://www.youtube.com/watch?v=7n9IOH0NvyY>
3. Trans Men explain Male Privilege <https://www.youtube.com/watch?v=0KGJS0lhSoE>
4. Gender Equality now: <https://www.youtube.com/watch?v=4viXOGwvu0Y>





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