



COMMONWEALTH *of* LEARNING

A world map in light blue and grey tones serves as the background. Overlaid on the map are large, stylized gender symbols: a blue female symbol (a circle with a vertical line and a horizontal line) and an orange male symbol (a circle with a horizontal line and a vertical line). The symbols are positioned in the center of the page, overlapping each other.

Gender Case Studies from the Commonwealth:

TEACHING NOTES

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Gender Case Studies from the Commonwealth: Teaching Notes

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Barriers to Women's Advancement to Top Management Positions

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TEACHING NOTES

Abstract

Gender as a construct, and how gender impacts society, are themes that have been well researched and reported. Most of these studies tend to show that although women have made significant advances in entering managerial ranks of organisations, men continue to dominate executive and senior management positions. What are the underlying explanations for these disparities? This case study first analyses the literature on the factors that affect women's position in the labour market and presents a synthesis of these. Then, using the interview technique, the cases of two women at middle-management level are projected, highlighting factors affecting their professional life.

Teaching/ Learning Objectives of the Case

The objectives of the case study are to:

1. assess the factors that contribute to women's position in the labour market;
2. allow students to relate to those factors with regards to the interview of the two middle-managers.

Indication of Target Audience

This case study is suitable for candidates enrolled in general MBA programmes.

Courses for which the Case can be Used

The case study can be used to teach the following courses:

- Gender Identity
- Gender Division of Labour
- Gender Relations
- Gender and Development
- Gender Equality

Methods of Data Collection

This case study was based on the qualitative approach, using an in-depth interview and structured, open-ended questions to extract information. This type of interview allows the interviewer to further probe the interviewee in necessary instances. The sample consisted of two women who are at the middle-management level. They are both from a Mauritian public organisation. A call for participation was circulated among around ten women from the middle-managers cadre and two of them volunteered to be interviewed.

A structured questionnaire was designed, taking the different aspects discussed in the literature review in to account. The questions were all open-ended to allow maximum in-depth collection of information.

Key Concepts of the Case

- Glass ceiling concept
- Gender equality
- Women in business
- Gender issues

Discussion Questions

1. Discuss why women still face the glass ceiling problem in this modern era. You may refer to comparison among Western and African countries.
2. What could be possible measures to ensure that women are proportionately represented in the top positions?
3. With reference to Q2 above, what barriers could be envisaged and why?

Major Conclusions

There is a growing need for people to change their attitude towards women — both in the organisational and social settings. More women will eventually aspire for higher positions if families collaborate instead of putting all household responsibilities on women. Likewise, if organisations see women on the same footing as men, there will be no partiality, and women can equally progress in their careers.

Ethical Issues in Terms of Permission from Organisations or Authors

The interviewees gave permission for their story to be published, but requested that they be kept anonymous.

Pre-Class Assignment

Students should read about the themes laid out above. They could also read about the situation in other sub-Saharan countries and compare to their own country.

Indications of Main Issues to be Discussed

- Women in the workplace context
- Policies enabling women to progress in their career
- Glass ceiling as an inhibitor to women's progress

Questions to Guide the Discussion by Section

Section 1: Glass ceiling

- Discuss the issue of gender with relation to your country.
- Do you think that women still face problems? Why?
- How about the situation in other sub-Saharan countries?

Section 2: Policies in favour of the empowerment of women

- How have those changes, if any, been of benefit to women?
- Are women still facing problems in career advancement? Why?

Marking Scheme for Questions

1. Discuss why women still face the glass ceiling problem in this modern era. You may refer to a comparison between Western and African countries. (20 marks)

Marking Scheme:

Introduction

- Definition of the glass ceiling concept and how it affects women in their careers. (2 marks)
- Short summary of how this is linked to the case. (1 mark)

Essay body part

- What is the status of women in the country with respect to their possibility to aspire to high positions? (5 marks)
- Are there policies that have been made available to change/reinforce/sustain this situation of women? (5 marks)
- Provide examples and explain the impact on women. (5 marks)

Conclusion

- Give a brief concluding note of what has been discussed in the case and the way forward. (2 marks)

2. What could be possible measures to ensure that women are proportionately represented in top positions? (15 marks)

3. With reference to Q2 above, what barriers could be envisaged and why? (5 marks)

In this part, teachers may accept bullet points. Teachers are recommended to not consider answers in terms of right/wrong. Rather, analyse the measures/barriers with respect to the justification the student provides.

About 3 to 5 measures, with possible barriers should be acceptable.

Example:

Measure: To reinforce the laws governing employment so that both men and women are equally and fairly treated.

How: Policy maker's determination

Barriers: Political will is a barrier

Cases on Women in Management in Nigeria: Interpersonal Relationship between Women Managers

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Teaching Notes

Abstract

It is generally assumed in Nigeria that women do not do well under female bosses. This case is about such a relationship. The objective of the case study is to illustrate the poor relationship between women managers especially if there is only one level between them. The case study was part of a group of narrated dilemmas faced by women managers in training programmes.

Key words: Interpersonal relationship, women managers, women in management

Learning Objectives

At the end of the case analysis and discussion, students should be able to:

1. identify the interpersonal relationship among women managers;
2. proffer actions that can be taken to handle poor interpersonal relationships between women managers;
3. recall cases of poor and good interpersonal relationship between women managers.

Target Audience

The case study is meant for students in the Commonwealth Executive Members of Business Administration (CEMBA)/Commonwealth Executive Masters of Public Administration (CEMPA) courses.

Courses or Topics for which the Case can be Used

The case study can be used for:

- Human Resource Management
- Gender and Development
- Managerial Functions

Method of Data Collection

The case study is a dilemma submitted by women managers in the Women Management training programme between 2000 and 2008.

Discussion Questions

Students are to discuss these four questions:

1. What are the key personal and official problems in this case?
2. What suggestions do you have for Joyce?
3. What role can Joyce's husband play to restore harmonious interpersonal relations between Joyce and Haluma?
4. What cases of poor or good interpersonal relationship between women managers have you encountered in your organisations?

Students are to proffer solutions based on their experience in their countries. Similar cases should be drawn out of the discussion.

Expected Major Conclusions

Conclusions should indicate whether this case study is a one-off situation or is common in their organisations.

Ethical Issues

The writer used fictitious names to protect the real actors in the case. Permission was also given to publish the case.

Pre-Class Assignment

Students should be asked to read about interpersonal relationship among women managers and the publication by Rosabeth Moss Kanter and Barry Stein titled *The Tale of O*. The *O* refers to minorities in an organisation.

Main Issues to be Discussed

1. Women to women relationships in the office
2. Effects of mixing business with pleasure (Haluma and Mr Idrisu)
3. Handing over procedures in the office

Marking Scheme for Discussion Questions

1. What are the personal and official problems in this case?

Students should indicate the following problems:

Personal

- Haluma has a strong dislike for Joyce and is not interested in Joyce's progress in the organisation
- She also exhibited fear of supersession by Joyce in case her good works are recognized by management

Official

- Mr Idrisu, their boss should not make Joyce feel left out in the office
- Procedure for handing over notes should be spelt out, and staff should be monitored so they comply

2. What suggestion do you have for Joyce?

Joyce should report the situation to their boss, Mr Idrisu, and ask for his assistance in getting Haluma to rescind her lies about her. She could also write to Haluma and let her know how she felt about what she has done. If she knows a good friend of Haluma, she could request her intervention.

3. What role can Joyce's husband play to restore harmonious interpersonal relations between Joyce and Haluma?

- The husband can get Haluma's telephone number and speak to her
- The husband can appeal to Mr Idrisu to intervene
- The husband can speak to a close female friend of Haluma

4. What cases of poor or good interpersonal relationship between managers have you encountered in your organisation?

Students are to write on related cases they are aware of; they are to use fictitious names to protect the identities of those involved.

Questions to be used to Guide the Discussion of the Case

Paragraph 1 (a) What do you think is happening between Haluma and Idrisu?

(b) How would you react if you were in Joyce's place?

Paragraph 2 How can the locking up of files while on leave be stopped?

Paragraph 3 How could Mr Idrisu handle this situation?

Paragraph 4 (a) How should Joyce react to this information?

(b) How should Joyce's husband react to this information?

Reference

Kanter, R. M. & Stein, B. (1986). *A tale of "O": On being different in an organization*. Pennsylvania: Harper & Row.

Cases on Women in Management in Nigeria: Multiple Roles of Women

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Teaching Notes

Abstract

The case study is about the issue of women who have to cope with official duties as well as being mothers and home managers. The objective of the case is to develop organisational and social strategies that could help women cope with these types of situations. The case was narrated by one of the participants of a Woman in Management programme in a training institution as part of women managers' dilemmas. Fictitious names have been used to protect those involved. Strategies to ease women's multiple roles are proffered.

Learning Objectives

At the end of the case study analysis, students should be able to:

1. identify strategies for women managers to cope with their multiple roles;
2. address issues of reluctance of male superior officers to nominate women managers for off-the-job training;
3. elicit similar cases like that of Mrs Jones's dilemma in their own country;
4. determine the prevalence of negative attitudes of top management male executives toward training women managers;
5. develop their analytical skills.

Target Audience

The case study is meant for students in the Commonwealth Executive Master of Administration Programme (CEMBA) and the Commonwealth Executive Master of Public Administration Programme (CEMPA).

Courses or Topics for which the Case Study can be Used

The case study can be used for:

- Gender and Development
- Women in Management
- Human Resources Management

Method of Data Collection

The case study is a dilemma submitted by women managers in Women in Management training programmes between 2000 and 2008. The names are fictitious to conceal the identities of those involved.

Key Concepts in the Case

The relevant concepts are: multiple roles of women, gender equity, gender equality, gender roles and expectations.

Discussion Questions

1. What problems do women face in carrying out their multiple roles?
2. What assistance can employers, NGOs and governments render, as well as husbands provide to working mothers in the discharge of their multiple roles?

Students are to recount problems women face in carrying out the multiple roles as specified in the case. They are to generate solutions to ameliorate the problems as well as relate the case to their country's situation for similarities.

Expected Major Conclusions

- Women should be allowed to choose when they would like to attend a training programme without negative consequences
- Conditions in the workplace should not discriminate between male and female employees in terms of training and development

Ethical Issues

The writer used fictitious names to protect the real actors in the case. Permission was also given to publish the case study.

Pre-Class Assignment

Students should be asked to read about the effects of the multiple roles of women in their performance on the job.

Main Issues to be Discussed

The main issues to be discussed are the reasons for the reluctance of top male executives to send women for training and development programmes and the strategies for easing the multiple roles of women.

Marking Scheme for the Discussion Questions

Question 1

1. What problems do women face in carrying out their multiple roles?

Expected answers should include:

- stress,
 - distraction in the office,
 - health issues from lack of rest and adequate sleep,
 - delays in completion of official assignments,
 - irritability at home and in the office,
 - endangering of children's lives at the hands of maids and relatives.
2. What assistance can employers, NGOs and governments render to working mothers in the discharge of their multiple roles?

Answers could include:

- inclusion of topics on gender and development in top executives/ managers' training programmes organised by NCOs;
- provision of forums for women managers to discuss their experiences with the multiple roles of women and their coping strategies.

Students are to support their answers with examples where possible.

Employers

- Employers should ensure that women employees are not discriminated against in training and development.
- Provision of crèche (nursery or daycare) in the workplace for working mothers.

Government

- Equity in the treatment of women in the workplace cannot be legislated but a government can lead by example in the appointment of women into political positions.
- Approval of crèche attached to primary and secondary schools will go a long way toward assisting women in coping with their multiple roles.

Husband

- Husband should be ready to assist in caring for children as and when necessary, especially if the wife has to travel on official assignment or for training and development.

Questions to be used to Guide the Discussion of the Case

Paragraph 1: Why are Chief Executives reluctant to nominate women for external training programmes?

Paragraph 2: What other choices does Mrs Jones have?

Paragraph 3 – 4: Should Mrs Jones leave her one year old baby with a relation for four weeks?

Paragraph 5: What are the likely effects of the traumatic experience on Mrs Jones's performance while attending the training programme?

Female Graduate and Employee Became an Entrepreneur: A Case Study from Sri Lanka

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Teaching Notes

Abstract

This case study discusses the success story of Pushipika, a Sri Lankan female graduate of Open University of Sri Lanka. Her case illustrates the effects of her passion and determination from an early stage in life that propelled her to become a celebrated entrepreneur. The case contains many factors that contributed to the success story as a woman who successfully balanced her home and office life.

Key Concepts: Gender Issues and Entrepreneurship

Learning Objectives of the Case Study

The objectives of the case study are to:

1. identify the challenges that female entrepreneurs face in Sri Lanka or in any country;
2. describe the importance of entrepreneurship in the economic development of the nation.

Indication of Target Audience

The target audience is the students enrolled in the CEMBA/CEMPA programme.

Courses for which the Case can be Used

- Management in Organizations
- Economic Environment of Business
- Strategic Management
- Policy Analysis and Implementation

Methods of Data Collection

The methods used to collect data were interviews and content analysis.

Key Concepts of the Case

Management, Gender Issues, Entrepreneurship, Economic Growth

Discussion Questions

1. What are the general characteristics of entrepreneurship that Pushipika possessed?
2. Explain how entering into Visakha Vidyalaya, Colombo, Sri Lanka, is an opportunity for Pushipika. If not, you need to give evidence with a scenario from a developed country.
3. Discuss the role of Pushipika's husband in her business achievements.
4. What are the enhancing factors to Pushipika's success?

Major Conclusions

The major conclusions arrived at are that:

1. passion and determination from the early stage of life can propel a woman to becoming a celebrated entrepreneur;
2. entrepreneurship can be considered to be one of the important dimensions of growth of the country;
3. the educational system of a given community needs to provide opportunities to develop entrepreneurs.

Ethical Issues in Terms of Permission

The interviewee gave permission to use her story as a case study.

Pre-Class Assignment

Before studying this case, please answer the following assignment questions:

1. What do you understand by the term "entrepreneurship"?
2. What are the effects of entrepreneurship on economic growth?
3. In your country, what are the gender issues that have an effect on the emergence of successful female entrepreneurs?

Indications of Main Issues to be Discussed

- a) The last ten years of economic growth in Sri Lanka and the world with comparison
- b) Statistics about women's entrepreneurship in the Globe vs Asia vs South Asia
- c) Statistics about men's and women's entrepreneurship in Sri Lanka
- d) Statistics about men's and women's entrepreneurship: comparison based on gender
- e) Gender in Management
- f) Challenges faced by women graduates for entrepreneurship in Sri Lanka
- g) Expected attributes, qualities and characteristics for women entrepreneurs in Sri Lanka

Questions to Guide the Discussion by Paragraph

1. Analyse the family profile of Pushipika. [Paragraph 1]
2. What are the characteristics you can observe as talents of Pushipika at St. Joseph's Girls' School, Nugegoda? [Paragraph 2]
3. What was her first dream? [Paragraph 2]
4. Pushipika has passed the grade five scholarship exam and only five students in the school managed to do the same. But why could she not enter into the leading school? [Paragraph 2]
5. How did Pushipika enter into Visakha Vidyalaya, Colombo? What can you learn from this? [Paragraph 2]
6. In what events did Pushipika win awards at Visakha Vidyalaya? [Paragraph 3]
7. What was her dream for her educational career? [Paragraph 3]
8. From where did she obtain her "Visharad Upadi"? [Paragraph 3]
9. In which company was her destiny determined? [Paragraph 4]
10. What factors pushed her to obtain a professional qualification? [Paragraph 5]
11. What was her dream from childhood? [Paragraph 9]
12. Why was the year 2013 important to Pushipika? [Paragraph 12]
13. Who helped her to overcome challenges in life? [Paragraphs 1-13]
14. What were the most important attributes of her achievement? [Paragraphs 1-13]
15. What are the roles currently played by Pushipika? [Paragraph 13]

Marking Scheme for the Questions

A total mark of 100 is the maximum for the questions. The lecturer can use his or her discretion in allocating weights, as well as the number of questions to be answered.

1. Analyse the family profile of Pushipika.

Her only sibling, a brother, was born five years after the birth of Pushipika. Both her parents were government servants who worked hard to make her and her brother's lives better.

2. What are the characteristics you can observe as talents of Pushpika at St. Joseph's Girls' School, Nugegoda?

She is popular among teachers and students because of her academic achievements, values and singing talents.

3. What was her first dream?

Entering into a leading school in Colombo.

4. Pushipika has passed grade five scholarship exam and only five students in school managed to do the same. But why could she not enter into leading school?

Her marks were not enough to win entry into a leading school in Colombo, as the grade five scholarship exam is very competitive in Sri Lanka.

5. How did Pushipika enter into Visakha Vidyalaya, Colombo? What can you learn from this?

In 1990, she sat for her O/L exam and was among the best students in her school.

Her determination to enter into leading school in Colombo.

6. In what event did Pushipika win awards at Visakha Vidyalaya?

Choir

7. What was her educational career dream?

To get through the A/Ls with flying colors and enter university for higher studies.

8. From where did she obtain her "Visharad Upadi"?

From Lucknow University, India, after ten years of vocal training in Classical Music.

9. In which company was her destiny determined?

Before entering university, she was employed at a leading packaging company in Sri Lanka, which changed her destiny.

10. What factors pushed her to obtain a professional qualification?

Dr Saman Dassanayake, Senior Lecturer, who was attached to the University of Colombo.

11. What was her dream from childhood?

To release some songs, which came true in 2006, at the peak of her busy time as an entrepreneur.

12. Why was the year 2013 important to Pushipika?

In 2013, she started her new incorporated business "Right Minds Pvt. Ltd."

13. Who helped her to overcome challenges in life?

Her husband, parents and friends.

14. What were the most important attributes of her achievement?

Honesty, passion and determination.

15. What are the roles currently played by Pushipika?

Dedicated mother, wife, daughter, responsible citizen and an entrepreneur.

From Housewife to Entrepreneur: A Case Study of a Mauritian Woman

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Open University of Mauritius

Teaching Notes

Abstract

This case study analyses the historic transition of women from their traditional roles to the formal and informal work sectors using Mauritius, a sub-Saharan African country, as an example. The economic status of the country and how women were positioned are also discussed. The economic transition, together with its impact on women, is demonstrated in the case of Jenny Right as a typical example of going “from grass to grace.”

Teaching/ Learning Objectives of the Case

The objectives of the case study are to:

- expose gender related problems women face in starting their own business;
- allow students to compare the situation of women in their countries with Jenny’s case;
- promote suggestions for improving the condition and position of women in business.

Indication of Target Audience

This case study is suitable for candidates enrolled in general MBA programmes.

Courses for which the Case can be Used

The case study can be used to teach the following courses:

- Economic Development
- Public Systems Management
- Gender Studies
- Policy Analysis and Implementation

Methods of Data Collection

This case used the qualitative approach, the aim of which is to gather an in-depth understanding of human behaviour and the reasons that govern such behaviour. The technique that was used was an in-depth interview. Convenience sampling was used to reach Jenny Right. The method through which data was obtained is the semi-structured interview. The interview lasted for 2 hours and the answers were then content analysed and transcribed.

Key Concepts of the Case

- Entrepreneurship
- Women in business
- Gender issues

Discussion Questions

1. Culture can be an important determinant of women's progress or failure in business. Discuss this in relation to your country. (25 marks)
2. What can be the measures to address this? Identify possible barriers to women's participation in medium and large scale businesses. (15 marks)

Major Conclusion

Both, determination from women and support from the community (family, state), are required to overcome the barriers facing women's progress in business.

Ethical Issues in Terms of Permission from Organisations or Authors

The interviewee gave permission for her story to be published but requested that she be kept anonymous.

Pre-Class Assignment

Students should read about the economic development of women in their country.

Indications of Main Issues to be Discussed

- Women in the socio-economic context
- Policies/ facilities in place to help women succeed in business
- Culture as a facilitator/ inhibitor to women's progress

Questions to Guide the Discussion by Section

Section 1: Feminisation of poverty/ economic system and women

- Describe the economic situation in your country
- How was it before, and what changes have occurred?

Section 2: Laws/ policies governing entrepreneurship programmes for women

- How have those changes, if any, been of benefit to housewives?
- Are housewives responsive to the new policies in their favour? Why?

Marking Scheme for Questions

1. Culture can be an important determinant of women's progress or failure in business. Discuss this in relation to your country. (25 marks)

Marking Scheme:

Introduction

- Definition of culture and how it affects the determinants of social and economic development. (2 marks)
- Short summary of how this is linked to the case. (2 marks)

Essay body part

- How the economic state of the country affects women. (6 marks)
- Are there policies that have been made available to change the economic situation of women? If yes, what, and how, do they help? If no, why? (6 marks)
- Does culture affect the way women see those policies and try to take advantage? Why and how? (6 marks)

Conclusion

- Give a brief concluding note of what has been discussed in the case and the way forward. (3 marks)

2. What can be the measures to address this? Identify possible barriers to women's participation in medium and large scale businesses. (15 marks)

In this part, teachers may accept bullet points. Teachers are recommended to not consider answers in terms of right/wrong. Rather, analyse the measures/barriers with respect to the justification the student provides.

About 3 to 5 measures, with possible barriers, should be acceptable.

Example:

Measure: To communicate at the macro level about the existing policies the government has put in place to enable women to start a business.

How: A team traveling from village to village and organising sessions in order to ensure maximum reach.

Barriers: Women having too many household responsibilities may not come/ husbands may not allow women to attend.

Sexual Harassment in the Workplace: Jamaican Case

Dr. Margaret Barnett

University of the Commonwealth Caribbean

Teaching Notes

Abstract

The Jamaican social landscape is replete with instances of sexual harassment. The pervasiveness has caught the attention of legislators who have been under pressure from gender-based groups to pass laws that will protect victims of sexual harassment. There is a school of thought which theorises that sexual harassment is about Women's Liberation "mumbo jumbo." However, increasingly, there is data to suggest that men, like women, are harassed. This case examines a case of alleged sexual harassment in a multinational organisation in Jamaica, the headquarters of which is in the United Kingdom. The headquarters has a well-developed and operational sexual harassment policy, and breaches of the policy are dealt with clinically and swiftly. The operation in Jamaica was expected to follow the policy precisely; each employee has a copy of the policy, and is aware of the procedures for reporting a breach. Breaches of the policy guidelines have never been tested in the Jamaican context, however, even though our subject, Miss Black of Blue Sip Distillery, gave specific instances of suspected cases of sexual harassment. Several interviews were held with Miss Black, where her experience was documented with care taken to ensure privacy and confidentiality. A desk review was done of the company's sexual harassment policy.

Teaching and Learning Objectives of the Case

The objectives of the case study are to:

- provide information on sexual harassment issues in Jamaica;
- give opportunities for students to suggest the content of an organisation's sexual harassment policy;
- sensitize students to the negative effects of sexual harassment.

Indication of Target Audience

The target learners are students enrolled in the CEMBA/CEMPA programme.

Courses for which the Case can be Used

- Management in Organisation
- Business Ethics
- Economic Environment of Business
- Public Systems Management
- Policy Analysis and Implementation

Method of Data Collection

This type of research lends itself to a Descriptive Qualitative (Ethnography/ Case Study) methodology. Detailed descriptions of the specific situation(s) leading to a case of alleged sexual harassment were gathered using interviews and document reviews. The subject of the interview (Miss Black) described things as they were. Careful note was made of the challenges she faced in carrying out her duties, having availed herself of the sexual harassment policy. Miss Black took the necessary steps to report the charges which led to an investigation, ultimately leading to change overall.

Key Concepts of the Case

Workplace sexual harassment, impact of sexual harassment on business, sexual intimidation, hostile environment, quid pro quo, sexual harassment policy, the wrongness of sexual harassment.

Discussion Questions

1. What should be the content of a sexual harassment policy?
2. Is there a clear case of sexual harassment at Blue Sip Distillery? Support your answer with evidence from the case.
3. What are the different types of sexual harassment? Which one(s) are evident in this case?
4. What ethical theories make the most sense (utilitarian, rights, justice) concerning this case?
5. Develop a sexual harassment training programme for Blue Sip Distillery.

Major Conclusions

Harry Bent abused his power as the Chief Executive Officer of Blue Sip Distillery when he continuously created a hostile working environment for Jasmine. It does not appear that there was cohesiveness in policy guidelines at Blue Sip Distillery and its parent company, as Harry Bent was able to abuse his power over an extended period of time with no regard

for the tenets of the sexual harassment policy which was in place. However, as soon as a complaint was made to the parent company overseas, immediate action was taken.

Ethical Issues in Terms of Permission from Organisations or Authors

There was no formal permission from the organisation to interview the staff and hence, the name of the organisation was changed to maintain privacy and confidentiality. All names have been changed.

Pre-Class Assignment

None

Indications of Main Issues to be Discussed

- a) Normative issues in defining sexual harassment
- b) The wrongness of sexual harassment
- c) Legal perspectives

Questions to Guide the Discussion by Section

Sections 1– 4

- a) Are the facts of the case sufficient to justify sexual harassment?

Section 4 & 5

- b) Does the fact that Jasmine agreed, once, to go out with Harry imply that she has encouraged him to make further advances? Defend your answer.
- c) Can Jasmine sue? Who should be named as defendant in the suit?

Marking Scheme for Questions

- a) Are the facts of the case sufficient to justify sexual harassment? (30 marks)
- b) Does the fact that Jasmine agreed, once, to go out with Harry imply that she has encouraged him to make further advances? Defend your answer. (50 marks)
- c) Can Jasmine sue? Who should be named as defendant in the suit? (20 marks)

Answers

- a) The details of the case as outlined in Sections 1 through 4 suggest that there were clear indications of sexual harassment:
 - i. Hostile Environment
 - ii. Quid Pro Quo
- b) A claim of sexual harassment is predicated on the premise of “unwelcome” persistent sexual advances. Jasmine made it very clear on several occasions that she

did not appreciate the sexual innuendos and advances of Harry Bent. In Section 1 of the case we are told that Jasmine was a single mother who had financial responsibilities and valued her job; in essence, she could not afford to lose her job. The fact that she agreed to go out with Harry does not immediately obviate that Jasmine was a victim of sexual harassment and sexual intimidation. The celebrated case of Meritor Savings Bank, FSB, v. Vinson et al. presents important information concerning claims of workplace sexual harassment.

- c) Jasmine can seek redress under the Offences Against the Person Act, 2010, Jamaica. Presently, there is no law relating to sexual harassment. The defendants in the case would be Harry Bent and Blue Sip Distillery. Blue Sip as employer is absolutely liable for sexual harassment practiced by supervisory personnel, whether the employer knew, or should have known, about the misconduct.

Women and Leadership in Botswana Agriculture

Professor Stanslaus Modesto (Dlitt et Phil)

Gaborone University College of Law and Professional Studies

Teaching Notes

Abstract

The case study explores the experiences of women in agriculture in Botswana, with special focus on peasant/subsistence farming. The farming activities centre around three aspects, namely crop farming, small stock farming, and cattle-farming. The study creates awareness of the phenomenon of abandonment of rural life by able-bodied men when they go to South Africa as indentured labour, or to urban centres for some form of employment, leaving the women, the elderly men and women, children, and the sick in the more remote rural areas. The sick are usually victims of HIV/AIDS, who have returned from the cities and towns. The study demonstrates how women are overburdened with the responsibilities of fending for the above-mentioned in a poverty stricken environment, where males are, culturally, more privileged. The case study shows that women have no title over stock and land. It also shows that drought is a menace that frustrates women's efforts to survive. A part of the solution lies in empowering women by giving them basic training in rural agriculture. However, the college dedicated to training focuses more on men than women. The training is not tailored to address the unique problems faced by women, who should be empowered to lead in rural agriculture. This case study also shares the phenomenon of Remote Area Dwellers (RAD), who have historically been referred to as Bushmen (a term considered derogatory). The more acceptable names of this very mobile group of people are *Basarwa* or *San*. The study shows that in Botswana people and places are separated by vast distances, and the government of the country is said to be coming up with strategies to educate women for leadership in the Botswana agricultural sector.

Key words: abandonment of rural life, Remote Area Dwellers, empowerment

Teaching/ Learning Objectives of the Case

After working through the case study, students should be able to:

- infer the role of women in positions of leadership in the agriculture sector of Botswana;
- portray the situation, as experienced by women, in the agriculture set up of the country;

- indicate how women are burdened with poverty and disease, especially having to care for HIV/AIDS patients and orphans;
- compare and contrast the situation of women in agriculture in Botswana with that of women in respective countries of the Small States of the Commonwealth.

Indication of Target Audience

The target audience is students enrolled in the CEMBA/CEMPA programme.

Courses for which the Case can be Used

- Management in Organisations
- Economic Environment of Business
- Public Systems Management
- Strategic Management
- Policy Analysis and Implementation

Methods of Data Collection

The methods used to collect data were direct observation and oral interviews.

Key Concepts of the Case

Abandonment of rural life, Remote Area Dwellers and empowerment.

Discussion Questions

1. What are the impediments to women's active participation in agriculture as shown in this case?
2. What government policies do you think should be developed to enhance women's participation in agriculture?
3. In what ways, do you think, is the situation of RAD different from that of women normally found in the rural areas of Botswana?
4. What would be the benefits of education in changing entrenched gender attitudes in the country?

Major Conclusions

The major conclusions arrived at are that:

- to improve the economic, social, and cultural environment, the government of the country ought to conduct research into the state of affairs regarding women in agriculture and come up with appropriate policies;

- it is necessary at the national level to come up with management strategies to ensure that the urgent issues associated with gender anomalies are addressed;
- the training of women in basic skills for agriculture is critical as a means of reducing poverty and disease.

Ethical Issues in Terms of Permissions

Not applicable.

Pre-Class Assignment

The case study demonstrates that Commonwealth countries differ in terms of their economies and the role of women in their respective circumstances. The case for Botswana is unique. A pre-class assignment will involve answering the following questions by the students:

- In Botswana, agriculture is the key feature of the economy. What is the key feature in your country?
- Compared to the status of women in Botswana's agriculture, what is the status of women in the key feature of the economy in your country?
- What steps does the government of your country take to ensure the participation of women in the key features of the economy in your country?

Indications of Main Issues to be Discussed

The main issues discussed in the case study include:

- experiences of women in agriculture in Botswana, with special focus on peasant/subsistence farming;
- views of women regarding three key areas of agriculture: crop farming, small stock farming, and cattle-farming;
- abandonment of rural life by able-bodied men and women;
- the nature of the burden imposed on rural women by obtaining social and cultural circumstances in Botswana;
- the burden of caring for victims of HIV/AIDS, who return from cities and towns;
- skewed legal instruments that deprive women from having no title over stock and land;
- women having to cope with natural problems such as persistent droughts;
- the phenomenon of RAD, who have historically been referred to as Bushmen (a term considered derogatory).

Questions to Guide the Discussion by Section

A Journey into the Countryside

- In which month does the rain season begin in Botswana? Contrast this with the month of onset of rainfall in your country.
- What is your understanding of women peasant farmers?
- How common is the phenomenon of abandoning women and the elderly in your country? Share its impact on the main aspect of the economy.
- What are your views about the law that deals with the issue of land ownership by women in Botswana? Does this situation compare in any way with that in your country?
- Which are the two most limited natural resources in rural Botswana? How does this compare with that in your location?
- What further information would you need to know about the *Basarwa* or the *San* people?
- What obstacles did the researchers face at the Botswana College of Agriculture?

The Mobility Issue of Basarwa

- What lessons do you learn from the life of *Basarwa* women in Botswana?

Marking Scheme for the Questions

A total mark of 100 is the maximum for the questions. The lecturer can use his or her discretion in allocating weights as well as the number of questions to be answered.

A Journey into the Countryside

- The rainy season in Botswana is in November.
- Women peasants are women who engage in farming to satisfy their short term needs, and not for commercial purposes.
- There is no right or wrong answer here. The response will be contextual, and helps the student draw comparisons with their situation, thus promoting further insight into this gender issue.
- This question requires personal evaluation of the Botswana scenario, so there is no right or wrong answer. The second question invites the respondent to apply insights gained into their situation.
- Water and food are the most scant. The second question is personal, so the respondent is free to give a suitable answer, and in the process, exercise application skills.

- It is up to the individual to determine what information they would require. Because a short case study cannot be sufficiently exhaustive, students are advised to use the internet to search for more information.
- A limited number of women is enrolled for training. Extension officers were constrained by the lack of funding to enable them to reach rural areas where women peasant farmers lived. The college does not offer short courses to enable women to benefit from them.

The Mobility Issue of Basarwa

- They are as underprivileged as women in the main communities of Botswana. This is in terms of workload and caring for the family.

Women in Management: The Case for Botswana

Professor Stanslaus Modesto (DLitt et Phil)

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Teaching Notes

Abstract

The study aims to share information on the employability of women in management in Botswana. It was motivated by the problem of lack of readily available information about the ratio of women to men in decision-making positions. Three questions guided the investigation conducted over a period of four weeks:

- a) What is the proportion of women to men in management positions?
- b) From general observation, it seems there are fewer women in decision-making positions than men. Why is this the case?
- c) What policies are in place to rationalize allocation of management positions?

To respond to the questions, data were collected using document analysis and questionnaires administered to officers, purposively sampled from four main players: the public sector, parastatals, the private sector, and organised groups (e.g. trade unions and nongovernmental organisations). Essentialist and social construction theories guided data collection. Analysis of data involved interpretation of statistics and views solicited from participants. Two key findings were that a) the proportion of men in decision-making positions remains higher after almost 50 years of independence, and b) there is a conscious effort at the statutory level to ensure inclusion of more women. Based on the findings, the study recommends that, apart from putting in place policies that are conducive to the elevation of women, there should be a more conscious effort to expose more women to open and distance learning higher education programmes that will make them more competitive.

Key Words: decision-making positions, management, empowerment, gender mainstreaming

Teaching/ Learning Objectives of the Case

After working through the case study, students should be able to:

- a) share statistics on the proportion of women to men in decision-making positions in Botswana;
- b) compare the Botswana statistics with the situation in other member countries of the small states of the Commonwealth;
- c) explain the economic, social and cultural barriers to the promotion of women to top positions in the Botswana environment, and extrapolate that to comparable situations;
- d) discuss the strengths and limitations of policies of governance in Botswana, and come up with reasoned strategies on how to address the situation;
- e) demonstrate an understanding of how gender-related theories can be used to influence the Botswana scenario in a positive manner.

Indication of Target Audience

The target audience is students enrolled for the CEMBA/CEMPA programme

Courses for which the Case can be Used

- Management in Organisations
- Economic Environment of Business
- Public Systems Management
- Strategic Management
- Policy Analysis and Implementation

Methods of Data Collection

The methods used to collect data were direct observation and interviews.

Key Concepts of the Case

Decision-making positions, management, empowerment, gender mainstreaming

Discussion Questions

1. How can gender sensitive government policies be better implemented in your country?
2. What other changes to government policies can you propose?
3. How does the situation in the present case study compare with that of any other country of your choice?
4. Is the empowerment of women, in any way, a lowering of standards in situations where men have always dominated?

5. How does the question of attitudes towards women in management have an impact on the promotion of women in your country?
6. If there are more, and better educated, men than women (for top positions) in your country, what strategies do you recommend to address the imbalance?
7. When you look at statistics in Tables 2 and 3, Botswana seems to be doing better than the countries listed in terms of women representation. Why, do you think, this is?

Major Conclusions

The major conclusions arrived at in this study are that:

1. there is a lack of clarity about existing policies on the empowerment of women, and their application at workplaces;
2. the attitude that men are more important is still upheld by women themselves to their own disadvantage;
3. in terms of education, women need to be given more opportunities than are currently available. There is greater potential for that to happen if they enroll in distance education programmes;
4. there is inconsistency in the distribution of leadership positions across organisations;
5. bribery, nepotism, political affiliation, and favouritism towards male applicants seem to also account for the exclusion of women;
6. panels of interviewers for promotion posts are reported to be male-dominated, and it is felt that this places women at a disadvantage;
7. there seems to be a general lack of awareness of specific policies that are in place, which women could leverage to their advantage.

Ethical Issues in Terms of Permissions

Not applicable

Pre-Class Assignment

Before engaging with the case study, please answer the following assignment questions:

1. What do you understand by the term *employability* as used in your country?
2. Suggest any discrepancies in the ratio of men to women in management positions in your country.
3. Are there any policies in your country addressing gender and management in your country? If so, share how the policies are applied to typical situations.
4. Decision-making is an important part of management. What do you understand by the term?

Indications of Main Issues to be Discussed

- a) Statistics about women in management positions in Botswana
- b) The constitution of, and gender in, management
- c) Why the ratio of women in management is lower than that of men
- d) How the government of Botswana motivates women's advancement in management
- e) The data collection methods used and their suitability in addressing the problem of discrepancies between women and men in management
- f) A comparison of the Botswana situation with that in other countries
- g) The significance of views expressed by respondents about the problem of discrepancies in tenancy of management positions between men and women
- h) The significance of policies and procedures in rationalizing the tenancy of management positions
- i) Research findings from the study and their significance in answering research questions
- j) The potential of distance education in addressing the discrepancy of the low ratio of women in management, compared to that of men.

Questions to Guide the Discussion by Section

Background to the Study

1. In Botswana, ascent to the positions of power is constitutionally guaranteed to all individual citizens regardless of their race, ethnic group, religion, gender, or any background that can define a person, as long as the considered candidate is fulfilling the requirements. To what extent is this the case in your country?
2. The Beijing Declaration Platform for Action, Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW), Millennium Development Goals (MDGs), International Conference on Population and Development (ICPD), and Southern African Development Community (SADC) declarations on gender and development are some of the international conventions governing gender equity. Select any one that is of interest to you and specify how it relates to the issue of women in management.

Statement of the Problem

3. What do you understand by Action Research? In what way is this research considered Action Research?

Method of Data Collection

4. How suitable do you think both document analysis and the use of questionnaires are as methods for data collection?
5. How do you think Botswana can improve the number of women managers and decision-makers?
6. Should women be elevated to management positions even when they have lower qualifications than their male counterparts? This overture would be based on the

assumption that women should be promoted on the basis of gender, since they have been discriminated against for a long time.

Marking Scheme for Questions

A mark of 100 is the maximum for the questions. The lecturer can use his or her discretion in allocating weights as well as the number of questions to be answered.

Background to the Study

1. There is no right or wrong answer. The response depends on the circumstances of the individual. The point is to make a comparison of the two countries.
2. To begin with, the student is requested to identify any one of the conventions and read it closely in order to develop familiarity with its pronouncements. Notably, these declarations address human rights and components of gender equality and empowerment of women. With the knowledge acquired, the student will then be able to apply the concepts to women in management.

Statement of the Problem

3. Action Research is investigation conducted to explore and propose lasting solutions for an experienced problem. The problem of gender inequity for women in management is a typical example of an area addressed by Action Research Methodology because finding answers to questions posed at the outset helps solve the problem.

Methods

4. The quan/qual design of data collection begins with document analysis, which yields statistics first. In turn, the statistics lead to qualitative views that are expressed as a way of qualifying the sort of discrepancies in place. The expressions are personal views that show the perceptions held by insiders. Thus, by triangulating the methods, deeper insight of the problem is obtained.
5. This is an open-ended question, requiring the respondent to give his/her own opinion. To the extent that such a response will be logical, it will be accommodated as the application of insightful solutions.
6. Quite a difficult question, but, nevertheless, there are people who think that way. One school of thought is that promotion for its own sake has the potential to compromise quality when underqualified people end up performing poorly.

Workplace Discrimination: Jamaican Case

Dr. Margaret Barnett

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Teaching Notes

Abstract

This case reviews the increasingly expanding literature on gender discrimination in management, focusing on women in decision-making positions in a private sector organisation in Jamaica; this is not to say that the same may not be obtained in the public sphere. There have been various forms of psychological mechanisms, ranging from stereotyping, to attribution or equity, which have presented barriers to the advancement of women in managerial positions. These mechanisms are not necessarily mutually exclusive, but rather complementary, the manifestations of which come in the form of discrimination against females, ranging from formal to informal, and covert to overt. Gillian Morgan was aspiring to be on the top rung of the corporate ladder in Genesis Financial Services but her professional vision became blurred by the actions of Courtney Beckford, Vice President of Operations at Genesis Financial Services.

A phenomenological study was carried out in 2016 at Genesis Financial Services located in the Metropolis of Jamaica, where Gillian Morgan detailed her experiences as a bright articulate woman working at Genesis Financial Services and one who had her hopes dashed for moving beyond middle manager level within the company; this led to her eventual voluntary separation from the company.

Teaching/ Learning Objectives

Specifically, the objectives of the case study are to:

- provide information on gender discrimination issues in the Jamaican workplace;
- give opportunities for students to suggest the content of an organisation's gender equality policy;
- sensitize students to the negative effects of gender discrimination.

Indication of Target Audience

Students at the graduate and undergraduate levels, especially students in the CEMBA/CEMPA Masters programmes.

Courses for which the Case can be Used

- Management in Organisation
- Business Ethics
- Public policy

Methods of Data Collection

A Descriptive Qualitative (Ethnography/ Case Study) method was employed. Detailed descriptions of the specific situation(s) leading to an alleged case of gender discrimination were gathered using interviews and document reviews. The subject matter described things as they were. Careful note was made of the challenges faced by the subject in ascending through the ranks in the organisation.

Key Concepts of the Case

The key concepts of the case study are: human resource practices, institutional discrimination, personal discrimination, gender discrimination in organisations, discrimination policy, organisational structure, organisational culture, leadership, organisational climate, and national law.

Discussion Questions

1. How much should companies be willing to do to correct gender inequalities?
2. Is the CEO, Garth Miller, believable? Should Gillian reconsider her decision to exit, and instead, stay to help be a part of the change?
3. Are the facts, as presented in the case, sufficient to indicate that Genesis Financial Services discriminated against Gillian Morgan?
4. What kind of redress, if any, is available to Gillian Morgan in the Civil Court? Who should be the defendant in the matter?

Major Conclusions

1. The actions of one's supervisor can influence whether one remains with or leaves an organisation.
2. The absence of specific discrimination policies at Genesis Financial Services makes it easy for Courtney Beckford to create various barriers to upward mobility for Gillian Morgan and other women in the organisation.
3. The organisational culture at Genesis Financial Services fosters discrimination towards women.

Ethical Issues in Terms of Permission from Organisations and Authors

There was no formal permission from the organisation to interview the staff and hence the name of the organisation was changed to maintain privacy and confidentiality. All names have been changed.

Pre-Class Assignment

None

Indications of Main Issues to be Discussed

- a) Perspective on gender issues
- b) Gender in management
- c) Management theory and gender
- d) Gendering management

Questions to Guide the Discussion by Section

Sections 1– 5

- a) What are your impressions of Genesis Financial Services as an organisation?

Section 2 – 4

- b) What does the description of Courtney's behaviour tell you about him as a manager? What could it feel like to be managed by him?

Section 4 & 5

- c) Given Gillian's feelings about her chances of upward mobility in Genesis Financial Services, should she exercise her options as Courtney advised, and look for career advancement outside the organisation?

Marking Scheme for Questions

- a) What are your impressions of Genesis Financial Services as an organisation? (25 marks)
- b) What does the description of Courtney's behaviour tell you about him as a manager? What could it feel like to be managed by him? (25 marks)
- c) Given Gillian's feelings about her chances of upward mobility in Genesis Financial Services, should she exercise her options as Courtney advised and look for career advancement outside the organisation? (50 marks)

Answers

Sections 1–5

- a) What are your impressions of Genesis Financial Services as an organisation?

To begin with, it seems from the case that Genesis Financial Services is an organisation which lacks a clear path in talent management among all its employees, especially women. Genesis' culture also appears to lack accountability as Courtney, the Chief Operating Officer, was able to ostracize Gillian, an apparently excellent worker, without facing any form of penalty. There is a clear indication that there was gender discrimination with the case, indicating that in recent times, there has been a spate of resignations among female workers.

- b) What does the description of Courtney's behaviour tell you about him as a manager?

Genesis Financial Services can be seen as a very masculine organisation, conforming to Ruth Hines' (1992, p. 328) description of the prevailing form of Western masculinity. Courtney was hard, calculating, self-serving, decisive, unemotional, tough and competitive. He is constantly aware of his position in the hierarchy, engaging in one-upmanship with colleagues, striving to maintain the upper hand and protect himself from challenges (Hines, 1992, p. 328; Stobbe, 2005).

- c) Given Gillian's feelings about her chances of upward mobility in Genesis Financial Services, should she exercise her options as Courtney advised and look for career advancement outside the organisation?

Expectations of managers at Genesis Financial Services mean that women within the organisation are also subject to the demands of masculinity if they aspire to success is commonly the case, as Stephen Whitehead (1999) and others suggest. Gillian complains to Courtney that she feels stuck in her career, and that she was going to apply for the advertised position of Vice President Strategy; he gave her his blessings and, even though she passed the interview with flying colours, the job was given to a male less qualified than her. According to the case, the new VP Strategy, John, felt out of his depth in the execution of his duties and often sought Gillian's guidance. Should Gillian exercise her options? If exercising her options mean that Gillian should resign and seek career advancement outside of Genesis, the answer is no. The case tells us that the new Chief Executive Officer, Garth Miller, who was at Genesis for only a year, had singled her out as one for the future, and in fact, on several occasions, would communicate with her directly, even to the point where he commissioned her to work on a special project. The case tells us that Gillian, in handing over the project, made a brilliant presentation to the Executive Management group and was praised for her excellent work.

The case does not speak to the management style of Garth Miller but one could assume that he would initiate changes to the organisational culture. The case tells us that he was personally hurt by the resignation of several female workers since he became CEO. That would suggest that he has some regard for the females in the organisations. Gillian should realize that she has the power to change the gender dynamics at the organisation. Her knowledge of the power relations in the organisation should assist her in understanding Courtney's behaviour and also to agitate for policy implementation on diversity issues.

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