# Ancillary Material D

# Cases

# Contents

Case 1

# A conflict of expectations

*By Lydia Makhubu, PhD*

# About this case

This case encourages consideration of the differing expectations of women academics, by society at large, the higher education institution, the women's families, and the women themselves. The case would be of interest to those using any of the modules.

# 1   Facilitator's notes

## 1.1  The university as an institution

Universities are traditional institutions guided by procedures which are administered by statutory committees established by law. Those who work in them, both men and women, have in the past, consciously and unconsciously, subscribed to the university culture and have been proud of university traditions, regarding themselves as members of a special community.

Teaching and research, the basic and complementary functions of universities, dominate the texts outlining the responsibilities of academics. There appears to be a tacit acceptance that those who embark on careers in universities understand what research entails and how it is to be performed, and that one's record of research and publications serves as a basis for promotion to higher levels.

While university management is often considered to include delivery of central services in support of academic programmes, it actually encompasses the administration of academic departments and faculties. In this presentation, therefore, it is assumed that senior and middle-level university managers include Heads of Department, Deans of Faculties, Registrars and Bursars, Deputy Vice-Chancellors and Vice-Chancellors. The presentation attempts to highlight the problems of women who embark on a university career and strive to become leaders in their areas of specialisation or in the management of their institutions.

The facilitator may wish to introduce the following general questions to the group for discussion:

- Would women academics wish to see modification of any aspect of university culture in order to accommodate them?
- Is affirmative action in favour of women to be recommended in academic institutions?

## 1.2  Socio-cultural dimensions in a woman's career

In many societies in the Third World, women, regardless of social standing, play multiple roles of mother and wife and are expected to attend to the affairs of the extended family. Very few women in Africa, for instance, including professionals, would shun these responsibilities because of commitment to their careers. It must be recognised that family responsibilities are important and essential for the maintenance of social stability and cohesion, but they are incompatible with the demands of an academic career, which requires concentrated and undivided attention. It is possible, of course, to deliver mediocre performance and still remain in

the university, but this certainly is no recipe for ascending the ladder to the higher echelons in the university. Women, many of whom have extensive family commitments, are often to be found at the lower academic ranks, unable to rise to the top academic and administrative levels. For many it is a choice between family and career – a difficult choice to make. It is noteworthy, however, that even women who are single do not progress as fast as their male counterparts.

The facilitator could introduce the following general questions for discussion:

- Should women have to choose between career and family in order to advance in universities?
- Because of their heavy social responsibilities, do the majority of women academics deliver mediocre performance in universities?
- Should the social responsibilities of women be taken into account when their applications for promotions are being considered?

## The case of Jabu Khumalo                                                    HO 1

### Part A

Jabu was a brilliant student in the Faculty of Science. She graduated in 1988 with a First in biology and chemistry – subjects of choice for many female students. The head of the chemistry department had noted her excellent performance early in her four-year degree programme. Jabu was keen to become a university lecturer rather than go to medical school, the favoured option of many good students of biology and chemistry. After graduation she planned to join the university as a Staff Development Fellow (SDF) in chemistry, work towards an MSc degree in her university, to be followed by a PhD degree in organic chemistry in Canada.

### Part A: Questions about the case of Jabu Khumalo

- Are there areas of strength for women in universities, such as biology and chemistry, and should women be encouraged to enter these areas?
- Are women's disciplinary inclinations an indication of intellectual differences from men?

### Part B

At the time of embarking on a career, Jabu had become engaged to her classmate, Bantu, who had majored in physics and mathematics and was proceeding to engineering school in America after graduation. The wedding was set for July. Bantu was looking forward to taking along his beautiful bride, but there were no plans for her to study overseas. They would see what was available when they arrived in America. To Bantu, the most important aspects of their life together were to obtain his engineering degree and to have his wife produce his first born son as soon as possible.

Jabu's mother-in-law felt that rather than accompany her husband abroad, Jabu should live at her husband's home and teach science at a nearby secondary school. Was Jabu not the bride for whom Bantu's father had paid so many heads of cattle only a few months ago? She should behave like a good daughter-in-law!

Jabu had other plans. She was going to become an SDF at all costs and was determined to become a professor of chemistry. After all, she had been a much better student than her husband. Conflict developed between Jabu and Bantu, fuelled by her mother-in-law's demands. Jabu was torn between the family responsibilities and her career ambitions soon after graduation, and this situation was to persist for the greater part of her working life.

### Part B: Questions about the case of Jabu Khumalo

- How should a married professional woman react when cultural expectations come into conflict with her professional ambitions?

## The case of Thoko Simelane                                    HO 2

Then there is Thoko, equally brilliant and Jabu's contemporary, an SDF in biology, single and carefree. She obtained her MSc and PhD degrees in record time, returning to join the department of biology as a lecturer. Fifteen years later, Thoko is still a lecturer. Interestingly, Thoko refuses to serve in any leadership capacity in the department, deferring to juniors even when an opportunity arises. She will not sit on any university committee that deals with controversial issues. She is popular but complains frequently about the university administration and smells discrimination against women in every test tube.

### Questions about the case of Thoko Simelane

■ Are women basically fearful of leadership roles while outspokenly fighting discrimination?

■ Do women occasionally exaggerate discrimination and use it as a smokescreen to conceal their own weaknesses?

## The case of Dudu Zwane                                                    HO 3

Meet Dudu, a contemporary of Jabu and Thoko, and equally bright. Single, carefree, she works day and night, which is more than her male counterparts in the department of geography can claim to do. Dudu has risen to become the first woman professor in the university. She has little social life. Thoko and other women academics claim she has ambitions of becoming the next Vice-Chancellor. 'Wait until she assumes that position; we shall render the university ungovernable,' say other women of a potential woman Vice-Chancellor. 'She is an ugly, arrogant, inflexible witch!', say the men.

Dudu believes that the majority of women academics, assistant registrars, assistant financial officers, etc., are at the lecturer or assistant level for a variety of reasons. She thinks that some work as hard as she does and do not earn recognition in their departments, and that male colleagues sometimes brand academic women's research as unscholarly drivel, and their papers as unpublishable in scholarly journals.

### Questions about the case of Dudu Zwane

- Do women have to work twice as hard as men to rise to the top?
- Do women spend too much time attending to finicky details in research? What are the constraints faced by women in academic research?
- Are women supportive of other women in leadership positions?
- Would teamwork be a useful approach in women's efforts to advance in research and publications?

## The case of Bongie, the Vice-Chancellor                    HO 4

Finally, there is Bongie the woman Vice-Chancellor, a rare breed in many regions. She struggles to maintain her research and head the institution at the same time. She has no personal life. She is known to scrutinise every draft council paper and to add commas to the graduation programme and even check the cleanliness of the toilets. Some call her a witch, some admire her immensely and others still have not made up their minds after 12 years whether a woman should have been a Vice-Chancellor.

### Questions about the case of Bongie, the Vice-Chancellor

- Do women have to work extra hard in order to prove themselves as leaders in academic institutions?
- Is the management style of women different from that of men?
- Are academic and administrative bodies sensitive to the need for gender balances in universities?

Case 2

# The realities of change

*By Karen Manning, MA*

# About this case

This case describes the situation when a small and a large university college amalgamate, from the viewpoint of one faculty and one academic department. It provides useful information about the change process and the role of the change agent. The case would be of particular value in the modules on 'Academic Leadership', 'Governance', and 'Women's Studies as a Catalyst for the Advancement of Women'.

# 1 Facilitator's notes

## 1.1 Summary of the case

A new Dean, a woman, has been appointed to a Faculty of Commerce at a university that was amalgamated under the aims of a federal government's micro-economic reform. The new Dean is faced with incoherent senior management and de-motivated staff. One department has a poor financial base, primarily because of an inequitable funding model endorsed by the Faculty's senior management group following the amalgamation. Other departments are in a relatively comfortable financial position. This has created inequities between staff in the different departments within the Faculty.

The amalgamation of Big Boots College and Small Boots Institute resulted in the most senior positions going to Big Boots College senior management group. The perceptions from staff at Small Boots Institute is that a takeover rather than a partnership occurred and much of the innovative work they were known for is now lost. The staff of Big Boots College believe this was only right as they had a longer history and a 'credible' record in the sector.

## 1.2 Objectives

- To consider approaches to change at a managerial and process level.
- To enable participants to relate to the different perspectives on the problem and to consider the change process.
- To explore the dynamics of power and affiliation in managerial situations.
- To increase awareness of the dynamics of organisations.

## 1.3 Adapting the case

In many instances, the case will need to be adapted to the local cultural context. Nevertheless, the key issues from the case could be applied to different situations. For example, when a new university is created, staff from other universities may be brought together to create one university. With them, they bring the culture from their previous universities, resulting in a number of different views and assumptions about how a university should operate. A second situation could be the creation of a Centre within a university where the Centre exists as part of the Faculty but does not have a departmental status. Rather it is a Faculty unit funded from the Faculty's funds. A further example may be the amalgamation of departments within a Faculty following an internal university change.

## 1.4  Using the case

The facilitator can create several learning situations and use a number of methodologies related to the general and specific learning objectives. For example:

### (a) Role plays

Individuals within workshop groups take the roles of the different individuals in the case, that is, the Dean, Heads of the Departments of Accounting, Economics, Hospitality and Management, academic staff and administrative staff.

Each group undertakes a force-field analysis and reports back to the plenary session.

### (b) Group work 1

Establish groups consisting of five to six members. The groups should read and discuss the case in relation to the general and specific learning objectives outlined in the workshop.

After the group discussions, arrange for a plenary session where selected topics from the learning objectives could be discussed in relation to the experiences and knowledge of the participants.

### (c) Group work 2

Groups consider the case-study questions separately or in relation to one of the approaches above and report back to the plenary session.

### (d) Teaching aids

*Video*

This video may be a useful teaching aid:

> 'A System of Change' (1990), Ash, E. and Quarry, P., Seven
> Dimensions, 8 Daly Street,
> South Yarra, Australia 3141. Fax 61 398264477.

This is a short video which considers change from an organisational level. The video suggests that there are four main areas to be considered if change is to be successful: (i) People, (ii) Technology, (iii) Structure and (iv) Processes.

A questionnaire is included with the video. The questionnaire is designed to assist people to identify the extent to which the proposed change has been thought through. It may be used as follows:

Hand out the questionnaire (HO 3a) to each participant to complete individually. Participants should score their questionnaires by simply giving themselves a 1 for each 'yes' answer. The higher the score, up to a maximum of 15, the more aware they are of the need to consider the effect of change on more than one part of the organisation. 'No' or 'unsure' responses indicate that areas have either been ignored or treated as unimportant.

*Identifying effects of change*

HO 3b asks participants to identify the effects that a particular change will have on the culture, processes, structure and people parts of a system.

Ask participants to complete the hand-out individually or in small groups. On completion, conduct a brainstorming session to ensure that all possible effects have been identified. Generate strategies to deal with issues.

## 1.5  Sample solutions

### Discussion Question 1:

*What are three key issues in the case?*

Issues include:
- power
- funding inequities
- gender
- implementation of change
- leadership
- different cultures
- lack of planning, goals/objectives
- staff morale
- structure
- people
- processes.

### Discussion Question 2:

*What are two alternative recommendations and strategies the consultants could recommend for change?*

These could include:
- integration and strategic plan which involves staff at all levels of the organisation;
- review the internal funding formula;
- employ external consultant;
- new structure.

A key issue is managing the implementation of the change process. This includes:
- Recognition and acceptance of the issues.

The 'confrontation' interview was conducted individually between the Dean and each Head, with the consultants present as advisers on the process undertaken and data obtained to date. These interviews had the objectives of gaining recognition of the problems and a commitment to engage in the change process. The first part of the interview involved talking the Heads through the global level of their department's operations. The second phase involved a transfer of all the information obtained during the diagnosis. Whilst Heads initially resisted, they were encouraged to quickly come to accept the problems. The sessions concluded with acceptance by the Head that change is both desirable and possible.
- Definition and agreement of the role of the parties involved.

The biggest issue for the consultants in this phase is that many managers want to abdicate the process to the consultants, and take over when the changes are in place. This attitude needs to be discouraged on two

grounds. First the dynamic state of today's organisational environment dictates that change will never cease. Second, there are the problems of ownership and imposition. Clearly the change must be dependent on the level of ownership held by the senior management group.

- Agreement on the change process.
- Implementation.

The consultants could propose to undertake both phases concurrently. They could plan a series of group sessions involving first the management/supervisory staff, followed by combinations of supervisory and selected personnel. This approach involves the upper level of the department in the strategic stage through to the cultural definition stage while the supervisory/operational group would engage at the tactical and operational stages.

- Evaluation.

The evaluation process should be agreed on during the initial change process session. Primarily, it hinges on the creation of a steering committee consisting of the Dean, Heads, one senior lecturer and one operational staff. The consultants sit on the committee in an observer/ adviser capacity only.

### Discussion Question 3:

*What role does the new Dean have in the change process?*

The new Dean could:

- consult with staff and involve them in the review process and give clear direction;
- articulate a clear vision to staff and others;
- provide leadership;
- manage the politics;
- show ethical behaviour.

### Discussion Question 4:

*How should the Dean approach the leadership issue in the future?*

Suggestions include:

- consult and involve staff;
- provide leadership and vision;
- provide staff training and development for junior and senior staff;
- set standards/expectations of people.

### Discussion Question 5:

*Identify three internal and external impacts on the eventual outcome.*

| Internal | External |
| --- | --- |
| People | Image of faculty |
| Affirmative action | Student satisfaction and success rate |
| Morale | Quality of teaching |
| Lack of resources | Funding |
| Structure | Industrial relations issues |
| Processes | |
| Technology | |
| Equal employment opportunity | |

# 2  Support material

## 2.1  Hand-out material

HO 1    Case: The realities of change (3 sheets)

HO 2    Questionnaire

HO 3    Worksheet (2 sheets)

## 2.2  Facilitator's resources

R 1      Leading change (4 sheets)

## Case: The realities of change                                   HO 1a

### The situation

The organisation is a small to medium university in Australia recently amalgamated as part of the federal government's micro-economic reforms. Big Boots College and Small Boots Institute were amalgamated to form one university. Approximately 80 per cent of the staff remain from each institution amalgamated and the management positions have generally been given to senior managers from Big Boots College.

The Faculty that is the subject of this case consists of 200 staff, who deal in the business sector. Within the Faculty three of the four departments were amalgamated quickly after the institutions were formally joined. This was done by discipline areas, such as Economics and Accounting. The two smaller departments, Management and Tourism, were left to stand alone.

The original management hierarchy, all men, consisted of the Dean, Heads of Departments of Economics and Tourism (from Big Boots College), Head of Accounting (from Small Boots Institute) with this department now crossing the two separate campuses, Head of Management (from Small Boots Institute, although the occupant of this position had originally joined the Small Boots Institute from Big Boots College) and the Deputy Dean who had been Dean at Small Boots Institute.

During the amalgamation of departments and structuring of the Faculty, funding formulas for departments were placed under consideration. Various models were considered. One particular model that was promoted by the two departments from the Big Boots College advantaged their funding base. This model built in different weightings and assumptions similar to the one used by the university itself. Despite opposition from the other departments this model was endorsed.

A new Dean, a woman, was appointed recently who was not connected to either of the older institutions and she expressed concern at the continued financial decline of one department and the senior management's inability to reverse this performance and focus on the faculty as a whole. She initiated a review and intervention rather than asking the senior management of the Faculty to initiate such a review. As a consequence, the intervention was viewed with some hostility and suspicion by them.

The Dean indicated that she would support and participate in any initiatives or change programme to bring about improvement. This support would also extend to the removal of individuals if circumstances dictated, which for universities is radical behaviour. Internal management consultants were engaged by the Dean to:

■ establish the current situation and cultural norms of the Faculty, and identify those areas of conflict or concern held by the Heads and staff;

■ create the environment and agenda for change so that all the staff would operate in a proactive productive or entrepreneurial mode, rather than the traditional state of insulation and security;

■ encourage the development of management skills at a Faculty level. This would include goal/objective-setting, performance measurement, planning, leadership as well as interpersonal issues.

## Case: The realities of change                                    HO 1b

### Diagnostic activities

A range of methods was used, including interviewing (both individual and group), and surveying/sampling operational processes and outcomes.

In all, 90 per cent of the department staff were interviewed during the diagnosis phase. Interviews were undertaken with Faculty senior staff. All were asked the same questions which were designed to gain perceptions of the operations of the departments and options for change.

The interviews were also used to expose the consultants to the academic and general staff to help reduce the hostility and suspicion that may have been present at this level. The results of these interviews were analysed to form the basis of planned 'confrontation' sessions with the Heads of Departments of the Faculty.

An additional study, undertaken with the full knowledge of the manager, involved a sample of students or former students to assess their perceptions of the Faculty and department.

The department heads were privy to regular feedback on the progress of these diagnostic activities and this meant hearing some of the less pleasant aspects of the findings (although names were never discussed).

### Diagnostic results

1.  The staff admitted that they were demoralised. The staff from the smaller and new institution in the amalgamation saw that in the amalgamation they had lost their cultural identity. They saw the amalgamation as a takeover rather than a joining of two partners. During the interviews there were regular comments such as:

    *'I joined a first-rate CAE and now I am part of a third-rate university.'*

    *'I'll just do my teaching and stay away from everything else.'*

2.  The staff believed that the senior management had no common direction, and that they all protected their own departments and the 'business' they were in. Again the comments from the interviews were similar:

    *'It is like we have three separate Faculties, all going their own way.'*

3.  Staff believed that decision making was always politically-based rather than quality or programme-based and this reinforced their belief that senior management were not sure what they had to do. Interview feedback was strongly consistent on this issue:

    *'All decisions are based on who can exercise the most "force".'*

    *'All decisions are made by Big Boots to suit them.'*

4.  There were inequities between departments over staff training and development activities because of the funding base and financial difficulties of some departments.

    *'We have to beg and use our own money to attend one conference a year, yet other departments can attend several conferences and all have their personal laptop computers.'*

## Case: The realities of change                                    HO 1c

### Summation

Analysis of the findings suggested a dismal picture, both for the Faculty and departments. The consultant found:

1. **No vision of where the Faculty wanted to be:** the Faculty conveyed the impression it did not have an educational vision, a vision of what its core 'business' should be.

2. **No strategy to achieve anything:** there were no plans in place suggesting how the Faculty might approach its tasks.

3. **A perception that decision making was all based on a political frame of reference:** this stemmed from the funding model where most Heads of Departments focused on competing or maintaining their funding for their own departments. The Heads of Departments in the current climate had their roles defined by the competition for 'scarce resources'.

4. **De-motivated staff:** academic staff were disenchanted with their roles. Much of their time was directed towards administration tasks in supporting the Head in his competition for funding. Academic staff believed their academic work was suffering.

Over the time of the consultancy, the matter of leadership also became a greater consideration and early concerns about its absence grew stronger. The Heads of Department admitted they always adopted a business-as-usual style and that this was inappropriate for their current environment. The leadership question also had implications for the change process, appropriate leadership being essential to drive the change.

## Questionnaire                                                    HO 2

1.    Have you experienced a similar situation? Were the reasons similar?
2.    What are three key issues in the case?
3.    What are two alternative recommendations and strategies the consultants could recommend for change?
4.    What role does the new Dean have in the change process?
5.    How should the Dean approach the leadership issue in the future?
6.    Can you identify three internal and external impacts on the eventual outcome?

## A system of change                                                          HO 3a

**SAMPLE ONLY**

Think about the changes happening in your organisation. Put a tick in the column that corresponds to your response.

|  |  | Yes | No | Unsure |
|---|---|---|---|---|
| 1. | We know the levels and staff classifications that this change will affect. | | | |
| 2. | We've looked at our selection and recruitment criteria, in the light of the change. | | | |
| 3. | Industrially, the implications of the change have been clarified. | | | |
| 4. | We've worked out how to make sure that as many 'losers' as possible are turned into 'winners'. | | | |
| 5. | A lot of energy is going into changing our 'culture' so that it supports the change. | | | |
| 6. | We've considered the possible need to up-date current plant and equipment. | | | |
| 7. | Consideration for the need for re-training is one of the items on our agenda. | | | |
| 8. | We know from which areas to expect the strongest resistance. | | | |
| 9. | I have identified the key people and groups who will support our change. | | | |
| 10. | We realise that we might have to re-design some procedures and processes. | | | |
| 11. | Staff have given a great deal of information about the change. | | | |
| 12. | Staff have been given opportunities to be involved in the change. | | | |
| 13. | We have anticipated the shifts in power that will occur because of the change. | | | |
| 14. | Our planning takes into account the importance of informal networks. | | | |
| 15. | We've considered how the change will affect staff throughout the organisation. | | | |

**Total**

## Organisational change model                                        HO 3b

Structure

Human resources

Political environment

Culture

## Leading change                                                    R 1a

### Introduction

Today's organisations are in a constant state of change. The change could be a response to internal demands or a reaction to external factors. And, while some changes are by choice, others are imposed. Then there are those that just happen by some evolutionary process.

Whatever the source of the change confronting your organisation, its success will depend on how well it is managed and what leadership is shown. More than ever, managers are expected both to initiate change and to lead change in their work units. Since many of the changes affect managers themselves, there is often tension between what the organisation requires and what the manager personally feels is the right thing to do. Gender is a 'strategic management' issue and any change around this area serves as a good example of the role change agents have to play to achieve change. Effective change agents work to analyse needs as well as plan and introduce change. In the case of gender, they spend a lot of time overcoming resistance to change, educating and persuading people and establishing the need and the credibility of the change.

In order to be effective as a change agent, and lead change you need to be able to persuade and influence people. The framework provided in the module 'Academic Leadership' gives such an approach.

| | |
|---|---|
| **Credibility** ] | Capacity |
| **Voice** ] | Competence |
| **Vision** ] | Confidence |
| **Action** ] | Capability |
| | Personal Axiom |

The only constant in organisations is that change is 'usual' rather than a process of unfreezing the present state, moving to a desired new state, and refreezing at the new state. Continuing change depends on the organisation's leadership continuing to identify, pursue and communicate new directions.

It is important to take a systems approach to change – taking into account the effect that change in any areas of an organisation imposes on others. The case is designed to meet the needs of change agents – managers, supervisors, consultants, technical specialists, project leaders and academics – anyone responsible for managing and implementing change.

Successful change agents are able to think through the change and its effects at both the broad strategic level as well as the more specific tactical level. Whether the proposed change is major or relatively minor, they plan it in stages and factor in the consequences and the implications. In this way they can minimise any unwanted side effects.

Now it is not possible to think through every possible outcome, but we can still plan and minimise problems by looking at the likely effects on each part of the system. However, take care that the groups do not suffer from the paralysis-by-analysis syndrome, using over-planning to avoid action.

## Leading change                                                      R 1b

### Gender

At a time when long-standing assumptions about organisations are being challenged throughout society, gender has become one of the most controversial' issues in the field of management and leadership. Tremendous social changes over the past two decades have generated an upheaval in beliefs and practices concerning what it means to be female or male and what gender-linked rules govern interactions and expectations with the organisation and the social world in which gender and organisation norms are embedded.

The fact is that the place of gender in management or leadership literature or practice has been absent. Gender must become a visible and vital component in all models of organisational functioning and all approaches to change. There is no one 'feminist' approach to change and thus the use of a systemic model in this case has both advantages and disadvantages. It is a generic model that has been used cross-culturally because of its broad approach and one where feminists have undertaken to reconstruct 'change' theory in relation to systems theory. Nevertheless, some feminist authors would maintain that feminist positions are incompatible with systems theory and practice. The opposite argument is that to ignore gender is, in fact, non-systemic.

Rather than suggesting that we abandon systems theory, I would suggest we attempt to advance theory and practice by suggesting ways to incorporate an awareness of gender in the various models of change.

The most curious feature in the development of the 'systems model' was the negation of power and gender as a valid or useful construct. Given the differential of power status between men and women in the society that frames all organisational interaction, it is a fallacy to assume that a power balance is maintained in organisation systems, with each member having equal influence. This would be one major cautionary aspect in using this model.

We have to construct power on our interactional map if we are to chart the organisation's territory. We must pay attention to the overt and covert rules that regulate the expression and balance of power between females and males in organisations, families and society.

In order to address gender issues, models of change need to be accompanied by models of organisation and family functioning, relative to varying economic and cultural contexts and fitting particular developmental tasks and environmental demands.

The systems model provides one approach to change that we can build upon, nevertheless the challenge of integrating gender awareness in the conceptual framework, training, and practice of organisation still lies ahead.

### Culture

Differing cultures and societies shape the ways in which organisations in them are set up and run. Culture is a word used widely to mean many things, e.g. a societal culture, organisational culture and 'national' culture. When comparing management and organisations in different nations, it is all too easy to attribute too much to societal culture. Culture is a handy catch-all for explaining whatever is found. Perhaps it helps most to see the world as multi-causal, with many facets acting and interacting simultaneously. Or perhaps it helps most to see the world rolling as an interwoven whole. Whatever one's view, a sensitivity to the part likely to be played by societal cultures does aid

## Leading change                                                      R 1c

understanding. Difficult though it may be to say exactly what the pattern is, the notion of culture is persistently useful and its manifestations are persistently recognisable.

Each society has its own particular combination of features of culture. Its cultural combination has evolved in the context of its own geography, political institutions, economic wealth, social structure and religious beliefs. To understand a culture and organisations within a culture, knowledge is needed of the history of a society in these terms.

### A systems approach to change

A systems approach highlights the importance of looking at more than the proposed change itself. It sees the organisation as a number of separate parts, but parts that nonetheless interact and are interrelated.

Every organisation is made up the following parts:

**Technology**   the machines, plant, equipment, vehicles and physical resources.

**Structure**   the organisation chart defines the lines of responsibility, the way jobs are designed.

**Processes**   the tasks, the procedure, both formal and informal.

**People**   their skills, knowledge and attitudes. The most important part of the system.

### (a) Technology

When you are about to change technology, you have to think about more than the reliability of the equipment, its lifespan and the servicing arrangements. There is also more to it than ensuring that you have got the technical expertise required and that the equipment is safe and ergonomically sound.

For instance, introducing some form of new technology can affect the power structures in the organisation. Supervisors may become dependent on staff who have the expertise to operate the new equipment.

The supervisors may then feel that their previous status has been downgraded, while operators want more recognition and different remuneration.

### (b) Structure

Deciding on the re-organisation or the re-structure is the easy part. On paper you can neatly arrange lines of responsibility. But that will not automatically change the 'culture', the accepted way of doing things.

The structure essentially focuses on two central dimensions of organisational design – the differentiation of work into specialised roles, functions and units; and the co-ordination of those elements through vertical and horizontal methods of integration. There is no one best way to organise, and the right structure depends very much on an organisation's goals, strategies, technology and environment.

Some issues to consider include: why is the change necessary? What are the informal networks? Who are the real decision makers? Who are the blockers? How will the activities of sections be co-ordinated? Who will win and who will lose from the restructure or merger?

## Leading change                                                                    R 1d

Some of the issues to confront include the effects for individuals, on career path opportunities, remuneration scales and higher levels of responsibility and accountability.

### (c) Processes

The processes part of the organisation covers not only the tasks performed and the procedures that are laid down, but also the way they get done. In a way, it is the 'nuts and bolts' of the organisation's functioning. And as soon as you change one established process or task, you must take into account the effects that it will have on the other parts of the system.

### (d) People

People – staff, suppliers, consultants, students – together and individually, are the most important part of the system. Ultimately, it is the people part that will determine the fate of the change. No matter how obvious the advantages of any change, if the change is not 'sold to' and 'bought by' the people involved, it will fail.

Any change involves getting the people within the system to behave differently. That is the hardest part. However, information and involvement are effective ways of gaining a commitment by staff to the change.

Case 3

# A woman's place

*By Uschi Bay, PhD*

# About this case

This case poses an array of issues which confront a young woman manager in her first appointment as head of department. The issues are complex, involving changes to 'the way things have always been', the maintenance and advancement of her department and operating within the university structure. The case would be of interest to those using the modules on 'Academic Leadership', 'Governance', and 'Managing Personal and Professional Roles'.

# 1   Facilitator's notes

This case is a composite of my own and other women's real experiences in higher education in Australia. My aim is to show that women can act, and can be seen to act, in strong and positive ways. I understand that women who are in management positions in higher education experience many stresses to do with the many competing demands on them.

Women are still in the minority in senior positions, so their actions are more visible. Women are often placed in difficult situations. She is the 'first' person in that job, or the first 'woman' in that job. People often have different expectations of women. There can be an expectation that women are more people-oriented, more co-operative, less aggressive and more constructive in dealing with conflict than men.

This makes women's situations more difficult in leadership positions because not only are they 'new on the block' and so sometimes don't know the unstated rules, they are to be morally 'better' and improve the organisation, as well as being role models for women. At the same time, women (like men) have to survive both the political games and the domestic double shift, often juggling childcare and housework. The demands that can be made on women structurally, socially, politically and individually are immense and in my view unfair. Yet the first step in tackling these competing demands is to develop strategies for dealing with them, individually, structurally, politically and socially.

## 1.1   Summary of the case

The case is divided into five sections. An Introduction aims to introduce the theme of mentorship and its vital importance to women. The four 'issues' sections are described below:

### (a) Office or symbol of power?

The aim here is to point out that women still need to play the symbolic power games when working within bureaucratic and hierarchical organisations.

### (b) What campus? Or how not to be marginalised

Women are frequently put in difficult situations that are public and test their leadership ability, often before they have a chance to build their networks or get a feel for an issue. This may also be so for men, but it appears far less visible.

### (c) Tokenism or a chance to tell strong stories about women?

Women often feel as if their worth is not recognised and that can bring on self-doubt and, at times, self-defeating behaviour.

Women need to maintain their sense of worth and trust their own and other women's abilities. The way people use language and tell stories about themselves is critically important. The stories you tell about yourself form part of the stories others will tell about you. So to that extent you have some control over some of the stories told about you and the role of women in the organisation. The stories that are told about women have an impact on their recognition and sense of self-worth. How can women tell strong stories about themselves and about other women?

### (d) Committee reality?

Things are not what they seem. Democracy in organisations is often a sham and directly conflicts with managerial use of power and the need to control agendas and outcomes.

Understanding these realities and being able to incrementally reform some aspects of committee or management function is often the best that can be achieved.

## 1.2  Using the case

The discussion questions are aimed to stimulate general discussion of the case and require workshop participants to reflect on their own situations. Can they identify some of the main issues? Does the notion of competing or contradictory demands make any sense from their own experience?

Allow participants the opportunity to explore their own experiences and share these with other participants, perhaps in pairs. You may ask each of the pairs to briefly outline the themes in their own experience to the workshop as a whole.

It may be worth noting that individual naming of institutions or individuals may not be advisable, but that specific exploration of the issues can occur without breach of confidentiality or defamation.

Either in pairs or small groups (maximum of five participants), ask each group to choose a section from the case, to explore the issues and discuss successful strategies to deal with them, or brainstorm possible ways of dealing with the issues. The strategy questions may be useful in focusing the groups on at least one key issue.

Ask the participants then to reflect on any personal experiences and relate the practicality of these strategies to that situation. Ask the participants to note their own resistances and views on the proposed strategies and explore their concerns. Often these concerns will lead back to the notion of contradictory or conflicting demands made of the women, by the organisation or other women, or their own values, ethics and the culture of the organisation or their society.

Awareness of where the conflicting demands are coming from can make it easier to cope with the situation. It will at least provide some clarity about the decisions that women need to make to deal with these demands.

It may be useful at the end of the workshop to ask each participant one thing that they found helpful in the workshop, or that they realised, or might try in future, as a way to summarise the main points.

## 1.3  References and additional reading

Baker, D. and Fogarty, M. (eds) (1993) *A Gendered Culture: Educational Management in the Nineties*, Melbourne, Victoria University of Technology.

Jones, A. and May, J. (1991) *Working in Human Service Organisations: a Critical Introduction*, Melbourne, Longman.

Donovan, F. and Jackson, A.C. (1991) *Managing Human Service Organisations*, Sydney, Prentice Hall.

Mitchell, P.T. (ed.) (1993) *Cracking the Wall: Women in Higher Education Administration*, Washington, College and University Personnel Association.

## Case: A woman's place                                                          HO 1a

This week, Sophie started her job as Head of the Women and Art History Department. She is the first female head of department in this faculty. The university is the newest in the region and regarded as progressive. She arrived on her first day excited and feeling a little overwhelmed at the idea of taking on a 'management' role. It is now Friday afternoon and she is on the telephone to her mentor, Hilde. Hilde is a senior manager in higher education. Sophie learned in her last job, as senior lecturer, that it was crucial to discuss work issues with someone who had more experience in a similar field, or knew important aspects of university operations, in order to learn ways to achieve desired outcomes. Hilde is interested in helping Sophie learn useful ways to deal with difficult situations. Part of that 'helping' is listening and asking careful questions and allowing Sophie to see things in a new way to help her formulate strategies at work.

Hilde asks 'How was your first week?'

Sophie replies 'I don't think you will believe the things that happened.'

Hilde laughs and says 'Try me.'

## 1   Office or symbol of power?

Sophie begins. 'On the first day, I found that the office I was supposed to move into was smaller than the man's office next door. I thought this was odd, because normally in universities the office of the Head of a Department is at least a double size and the one pointed out to me was only a single office. I made some inquiries with the Dean and the Director of Property and Works and discovered that a senior lecturer had taken over the larger office while the position of Head of Department was vacant. I didn't know how to handle this, but I sensed that if I let it go that I'd be 'dead in the water' politically. I firmly declared that this was now my office and I would need to move in today. He initially told me I must be mistaken and for a moment I considered the possibility that it might not be worth the fight over this issue. Then I realised that he would try to get me to doubt myself and my authority and rights, which go with the responsibility of the job. So, I insisted, called the removalists and he moved, protesting and carrying on. I felt a little shaken and a bit defensive. I will have to work hard, now, to get him to work co-operatively with me. Do you think it was worth having this fight over office space?'

Hilde laughed and said 'Yes, he was trying to undermine your confidence. It's a common enough ploy used by some men to unsettle women, especially at a time when you are new to exercising your authority. It's terribly distracting to fend off these sorts of events. The symbol of the office is important in the bureaucratic hierarchy and if you had taken the smaller office, it would have been a signal that you are not prepared to take charge of the department. So, you did well to recognise the game for what it was. The real issue wasn't the office.'

## 2   What campus? Or how not be marginalised

'Ironically', Sophie continued, 'the very next and only meeting this week with the Dean of the Faculty also revolved around the location of my department. He was very keen to have the department move to another campus. This is to show that the university is serious about running programmes there. I found it

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difficult to see on what criteria my department was selected. He was very evasive on that issue. I can see some real educational and professional disadvantages in this move. We teach across the Faculty and my staff would have to travel often to the main campus. I am also worried that we will be left out of some of the new research programmes. So much research innovation and linking together happens because you are physically located near each other. I need to act quickly to preserve our place in the mainstream, partly because it would be easy for us to become isolated and marginalised.'

Hilde is quiet, then she says, 'This is a tough one. You really need to think it through. There are all the logical and rational aspects to your location, but it is likely that other variables will decide the outcome. You are new at the university and your networks are not yet established. How many people do you know on the internal committees of the university, like Academic Board? How many on Senate? How well do you know the Dean? The senior managers? The Vice-Chancellor? How many of them can you get on your side or put your case to? Externally, could you get support from influential people in your discipline? What do your staff think? Is there a union perspective? In other words, can you win this one? Could you imagine some positives and some conditions you could attach to your final agreement to move to this other campus, that could make it feasible?'

'You're right. This is the time to be strategic and think through, investigate and plan around these issues about the future of my department by networking with all of the people you have mentioned,' responds Sophie.

'You have some excellent skills in leadership and this is a situation which will require these. Stay tuned into your intuition and your own integrity and remember you can transform situations and people using imaginative leadership.

'Don't get too locked into the current way of doing things, at the same time make sure your strategies help your department stay firmly mainstream,' suggests Hilde.

### 3    Tokenism or a chance to tell strong stories about women?

Sophie sighed agreement, 'That's been a real issue for me this week. I keep feeling that everyone suspects that I am the token woman. This is the only 'soft' area in the Faculty. You know, the very title, "Women and Art History", it feels so marginalised in terms of importance.'

Hilde passionately says, 'It is so important that you believe in what you are doing. You have to regularly remind yourself and make sure you tell yourself and others the story about women's achievements, and take control of the issues you can influence.'

'That is easier said than done,' replies Sophie. 'Let me tell you a couple of other things that happened. I was introduced to an external Senate Councillor at a luncheon. He approached me and I was keen to connect and begin networking with him on some issues related to the university and the new campus and so on. But he wanted to discuss children. I told him about my children and he proceeded to question me about my marital status because he could not see a wedding ring on my finger. I was surprised at his intent to draw me out on a subject like this, so I decided to make a joking remark about how successful my

## Case: A woman's place                                                    HO 1c

15-year relationship was and how a wedding ring would only increase my chances of being a divorcee, now that one out of every three marriages ended in divorce. I m not sure if he got the point, but he moved off quickly after this exchange.'

'Yes, he is attempting to send you a message about the unacceptability of your social status,' Hilde stated.

'Oh, I felt so manipulated', said Sophie. 'It's so subtle, this discrediting, socially, professionally and personally. It probably shouldn't surprise me that some of the men at that luncheon forgot to tell me of a meeting to discuss some important policy decisions before Academic Board.'

'No, feeling left out is all too common,' agreed Hilde. 'You are new to the place and it's easy to forget you until you become a known player.'

Sophie added, 'It's interesting when I discuss this with you, you know what's going on and you have a label for the behaviour. When I discuss this with my partner I always feel at the end as though it was my fault they forgot to invite me to a meeting. In discussing it with you I start to see it, not as a conspiracy, but as behaviour that comes from the way things are and have been for a long time. I'm not making excuses for them, but talking to you helps me stay confident.'

'Let's face it, we all need to be validated and understood. It's critical that we can discuss strategies and identify concerns. We need to take the time out to hear our own inner voices and listen to our own intuition and gather information on how best to respond on a number of levels,' Hilde added.

### 4   Committee reality?

'Another incident I need some advice on,' Sophie added, 'is to do with how committees and my new management role work in universities. I was asked to see the Registrar and he basically told me that I am to control one of the Standing Committees of Senate. I am confused. How can I control 12 people, some of whom are external members of Senate and members of the public, staff and students? They are on the committee to represent views and to have input into policy. Isn't the committee supposed to be part of the accountability and democratic processes of the university governance?'

Hilde laughed, 'These are excellent questions and there are no straightforward answers. In effect, you have to balance the democratic and accountability dimensions of your job with your management mandate and the perception of this committee by senior managers. You need to lead these processes for the best outcomes. If your committee is seen to be there to fight the senior administration on every front you will not gain the support you need. On the other hand, if the committee sees you as unable or unwilling to take on the hard conflictual issues with management they will see you as "sold out".

'The management of the organisation demands inputs from you that meet their goals and agendas. Committees with external representation are aiming to do two things really: utilise the skills and talents of the membership in gaining advice and achieving positive outcomes for the organisation, while at the same time promoting the positive aspects of the organisation to the membership. It is rarely a time for uncovering serious problems in the

## Case: A woman's place                                    HO 1d

organisation or taking on senior management in a conflictual manner to achieve change. Incremental change, well considered and presented in plausible and politically acceptable ways to all the stakeholders, is the most likely outcome of committee deliberations. It is a fine line and requires great leadership, diplomacy and networking. Fortunately, you possess all those skills.'

Sophie laughs, 'You always put things back in perspective for me. Of course there is an element of working within the structure, while aiming for structural reform when required. It really helps to talk these issues over. I think the way I can deal with some of the ethical issues raised by the dilemma of balancing the need for management control and accountability is to think about the notion of negotiating towards my ideals and values with the various stakeholders and players. And I agree, it will be a slow and incremental process most of the time.'

'Let's meet next Friday for lunch', said Hilde, 'and you can show me your plan for dealing with your department's relocation. Afterwards, I'll introduce you to someone I met, who is on your Faculty's advisory board; she could be helpful on this issue. Till then.'

Sophie, feeling much better and inspired, replies 'See you, then.'

### Discussion questions

What are some of the main issues arising out of this case?

Contradictory demands are a major theme in Sophie's story. Choosing one of the demands relevant to you, discuss how you would handle it.

### Strategy questions

What strategies would you use if another worker occupied an office space assigned to you?

What response would you make to the Dean of the Faculty, who is determined to move your department to another campus?

What strategies can Sophie use to change her own and other's perception about her being a token women in a soft departmental area?

How important are the stories we accept and tell about ourselves? Can Sophie influence or change these?

Do you think being able to understand how things work in universities on a symbolic or game level is a useful tool for women?

What is your understanding of the interaction between management and university committees? Can you give an illustrative example from your experience?

Case 4

# A good woman lost

*By Diana Leonard, PhD*

# About this case

This case encourages discussion about the processes which operate between members of a research team, bringing forward for consideration issues about the encouragement of a research ethos among university staff, how far university hierarchical positions should apply in research teams, differing expectations about researchers depending upon their gender and the university culture, and the gaps between policies and their implementation at the workface. The case would be of interest to those using the modules on 'Women and Governance in Higher Education', and 'Managing Personal and Professional Roles', as well as to those using the Research module.

# 1   Facilitator's notes

## 1.1   Summary of the case

This case focuses on some routine practices in research teams in UK universities. These put all contract research workers at a disadvantage, but are particularly problematic for women researchers. The case is very much focused on gender issues, and this may lead some people who read it to feel that there is 'too much about gender', since although most social interaction in our society has a gender dimension, this is rarely consistently highlighted. In addition, some individual women's experience as researchers may be cited as not following the gender pattern of the case described.

This is a culturally specific account, and while not all UK women would encounter these precise problems, it is likely that similar structural processes occur in all the countries where this may be read, that it relates to women's experience or situation in general (even if some women, by dint of class or ethnic background or personal good luck or judgement, manage to avoid it). Hopefully the case can be used to identify some of the embedded (indirect) processes which construct gender inequalities in diverse higher education cultures. In addition, it is always helpful to look at instances of women in a group who have managed to avoid being positioned in the way that Susan was. How and why did they as individuals manage to make it through to the top (or near the top, or at least to a permanent job)?

Perhaps it also needs to be said that accounts such as this case may be uncomfortable for men and also for women to study because we do not like being forced to look closely at men's advantaged structural situation in relation to women. Changing one's awareness is an uncomfortable business because one starts to see oppression everywhere (Bartky, 1990). People can be resistant to this and inclined to 'shoot the messenger'.

A central point which I hope comes out of the case is the way in which a senior man does not have to be prejudiced or act in a directly sexist way to continue the subordination of women. He merely has to follow standard practice. Indeed, it is extremely difficult for men who are sympathetic to women's rights to be supportive to them. Difficult, but not impossible. The aim of the exercise is to identify places where changes could, realistically, be made.

Some of these are, I think, as follows:

■ The 'team' comprises people defined as Martin's subordinates – even though they were selected to **complement** his skills and abilities and he has to learn from and rely on them. This masking of the greater knowledge, experience and access to information possessed by women began at the interview, for example when Martin focused on Wendy's ability to manage her domestic responsibilities. He highlighted her 'inadequacies', overlooked his own teaching and other academic responsibilities, and made no mention of her strengths: her ability to establish rapport as a married woman, her local knowledge, and the fact that she had a law degree. After a tough and lengthy interview, Wendy was so pleased to be offered a post, given that she was a woman (and a geographically immobile woman), that she accepted the low valuation of her skills and experience and realistically accepted under-employment.

    The value of women to the team should be recognised, verbally and in some practical ways, and hence their bargaining position and self-esteem improved.

■ A hierarchy and bad feeling was built in at the start because of Martin's manipulation of the relative salaries of his assistants (assuming people other than he and the personnel department actually knew the difference in salaries). Employing people at different salaries and with different job briefs (including secretarial) often divides workers and encourages each to look to the director rather than laterally to each other for support. If workers become 'disloyal' then their differential status may be used as a focus of discontent: the game of divide and rule has many subplots!

■ Greater openness and honesty may help people, in particular women, to support each other better in the long term; as may having clearer rights, including rights to authorship, written into contracts. On the other hand, honesty can foster conflict. Going around the formal structure in this case and attempting a 'democratic' division of labour might seem egalitarian, and it did mean more interesting work for the worst paid people, BUT it also meant that people earned very different amounts for doing the same tasks – a fact which got conveniently forgotten (at least by those earning more!). And contracts can be manipulated.

■ A female research assistant taking a problem to the head of department would probably not get treated in exactly the same way as Brian: she would risk being seen as 'difficult' or 'spiteful' and would find it hard to establish the same subsequent jovial bonhomie. So what mode of interaction with him would be most likely to be successful?

■ How should the issue of childcare or other domestic responsibilities of team members be best handled to promote gender equity?

■ The isolation of the researchers, for example where they were given offices; the lack of concern for their interests in departmental meetings; the insistence that all interactions with the university (i.e. with the head of department, the finance office, and the management committee) be carried on via Martin; and Susan's social isolation as a single woman in a new town, would seem to be clear locations for some quite easy interventions.

■ If short-term contract researchers were able to establish better contact with other members of staff, and there were a code of practice for researchers and regular staff appraisal, they could be helped to understand the micro-politics of the organisation, to face up to the hierarchy and to recognise differences of skills and abilities, and hence to evaluate what structures and processes can be minimised and what maximised to improve the standing of short-term contract researchers in universities.

## 1.2 References and additional reading

Bartky, S.L. (1990) *Femininity and Domination: Studies in the Phenomenology of Oppression*, New York, Routledge.

Leonard, D. (in press), 'Gender and doctoral studies' in Graves, N. and Varma, V. (eds) *Working for a Doctorate: A Guide for the Humanities and Social Sciences*, New York, Routledge.

Ramazanoglu, C. (1990) 'Methods of working as a research team', *Women Risk and AIDS Project, Paper 3*, London, The Tufnell Press.

Roberts, H. (ed.) (1981) *Doing Feminist Research*, London, Routledge and Kegan Paul.

## Case: A good woman lost                                    HO 1a

Dr Martin Jones, a lecturer in social policy at the University of Northshire in the UK, submitted a project on domestic violence to the British Economic and Social Research Council for funding and was lucky enough to be awarded the grant. This was his second external research grant, but the first where he had a team working with him.

Martin had a tenured university job, which he continued during the period of research, though he was able to have a period of study leave during it when he could (supposedly) devote himself fully to the research.

He advertised for two research assistants, and selected a team to complement his skills. His own background was in social policy and health and he had little experience of the law or the police. He also needed to interview predominantly women, so he chose people who knew about these areas and women to do most of the interviewing so that commonality of gender would give better rapport.

After some tough interviewing, he selected a young man, Brian Weeks, and a young woman, Susan Brown. Brian was married with a small child. Susan was someone Martin had known about when she was an undergraduate at his previous university and got a first-class degree. He was also able to add a part-time married woman, Wendy Smith, to the team. She was just re-emerging from 10 years out of the labour market caring for young children. Martin put her on a six-month probationary contract. They also appointed a part-time, middle-aged secretary, Jill (with a husband who did not want her to take on more than a part-time job), who was thrilled to be offered the post as her sister had experienced domestic violence and she hoped she would be contributing to social measures to control it.

Brian was appointed at a slightly higher point on the salary scale than Susan (a telephone conversation between the project director and the personnel department having established that he had a wife and new baby and would not come at rock-bottom rates). Susan was actually paid rather less than was originally intended for the second research assistant because of her youth and inexperience and in order to finance some of the costs of the part-time research assistant, Wendy. The secretary, Jill, was paid at standard university secretarial rates.

The project was housed in a separate building from the main sociology department, in rooms right at the top of the building. Some initial efforts were made to involve the new members in the life of the department – they were invited to give a paper on the research to the departmental seminar and they were asked to do some teaching.

Martin, however, refused on their behalf since, because they were already members, he thought that it was simply time and energy taken away from their research involvement. Susan, Brian and Wendy were also invited to come to staff meetings, but since these were concerned almost entirely with teaching and administrative matters, they soon felt the meetings were a waste of time.

## Case: A good woman lost                                                  HO 1b

Once fieldwork was under way, the research withdrew more and more into itself. Martin, Wendy and Jill had all been living locally for some time and had busy domestic situations and networks or prior commitments. Brian found himself and his wife drawn into young married life around campus; while Susan found herself socially somewhat out on a limb. She was soon doing most of the interviewing and observation that involved travelling and unsocial hours because this was 'easier' for her.

Towards the end of the first year, the group congratulated themselves on how well they were getting on. They had decided to try to each do at least some of all the various types of work, taking turns to attend the local police and social work meetings, doing part-time studies in doctors' surgeries, interviewing women 'victims', coding and programming. They even shared the transcribing. Of course, Martin could do relatively little due to his teaching and administration (but he did put in a bid for another research project for the group). Susan, as we have already seen, being single and child free, did most of the stints away from home, and Jill did most of the typing – but these were viewed as strictly technical constraints within a general commitment to democratic organisation.

One thing that Martin did more than others, however, was public relations. He was the front man for the project. All communications with the ESRC, the university finance department and the head of the department passed through him.

On one occasion Brian by-passed him and went directly to the professor about team-working and Martin's 'unavailability', but he was told how difficult this made the head of department's position (in dealings with his colleague, Martin). Being a good head of department, the professor gave tea and sympathy and Brian backed down. Thereafter he had a good rapport with the head of department and they always talked at conferences and seminars.

Martin also acted as front-man with respect to any visitors to the department, and he was the one in touch with the directors of related projects elsewhere in the country or abroad. It was suggested by the Dean of Research that he should have an advisory committee for the project (due to his relative inexperience). Martin chose the members of this committee – from among those prestigious in the field – and he communicated with the members of this board. They subsequently supported him against his subordinates on the two occasions when there was trouble, and his was the name they thought of when they were approached by international conference organisers, the BBC, and government committees looking for advice or paper-givers.

All the papers published from the project bore Martin's name and if one was given to a prestigious audience or involved going to an interesting place, he gave it with one or two of the others. If it was given to a student seminar, however, he was happy for one of the research assistants – but of course not the secretary – to give it, 'to get practice'. However, he was scrupulous in putting names either in alphabetical order or according to the amount of effort each had put in (excluding the secretary).

Even a topic developed and worked on almost entirely by Brian or Susan included Martin's name – except for work done by Susan as part of her PhD, which was kept as her own exclusive patch. Brian's PhD was on an unrelated topic.

## Case: A good woman lost                                    HO 1c

When Martin began his study leave and hence period of full-time involvement with the research, there was a brief skirmish as he re-established his leadership. By then Brian, Susan and Wendy were beginning to get disaffected, recognising how much of their work and commitment was going into furthering Martin's career and his particular perspective. He duly had grounds to accuse them of lack of commitment. This was exacerbated by them being only six months away from the expiry of the grant and hence starting to worry and look around for future jobs, and putting energy into writing applications of their own. (Martin's own new application was unsuccessful.)

The focus of concern was the modification of the research design, originally based on a theory which saw women as 'colluding' in the violence they experienced, to one less hostile to women. All the assistants were proud they had persuaded Martin to move to more progressive views in the end.

At the end of the grant, despite the research director, the head of the department and the prestigious members of the advisory board saying that all efforts would be made to keep the team together – to write up and do a new project together – only two months' 'bridging funding' was forthcoming for the full-timers, and the bulk of the material remains unpublished.

Brian and Susan departed at the end of the grant, Brian to a junior teaching post and Susan to another research project in another town. Wendy desperately looked around for something locally, accepting gratefully a three-month contract to do some interviewing on another short-term project for the Head of Department. It was interesting and convenient, though badly paid. Jill was redeployed within the university.

All three research assistants continued to do some work on the project, analysing data, unpaid for a while, though Brian got annoyed with Martin's refusal to pay his railfares to meetings, and (less overtly) with some of Martin's analyses.

Martin said some rather harsh things about Brian's abilities as a researcher. When, some two years later, the book was finally completed, by Martin, the data selected and the interpretation was solely his – and he had largely reverted to his earlier ideas about the causes of violence to women. He did not use much of the material collected from the other perspective. He felt this was justified, as also was his putting his name first on the cover, as the others had left it to him to do all the writing.

At around this same time, Susan left academic life after undertaking a postgraduate training course in accountancy. She reckoned her chances of getting a tenured job were slight. She had got specific sponsorship from Martin onto his project and in getting her next job, but despite her good qualifications she had failed to get three jobs she had applied for and for which she was well qualified. She was also dismayed by the games she saw being played and the apparent disregard for the people and the actual problems being studied by researchers – as against the pursuit of personal ambition. She reasoned that as she had no one but herself to support, she would move sideways into something which paid better and had fewer pretensions to egalitarianism and liberalism (i.e. which was less hypocritical).

Ancillary Material E

# Biographical Notes

# Contributing authors

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Maureen Atkinson was Head of the Professional Women's Development Network, Staffordshire University, Britain.

**Uschi Bay, MSW (Melbourne)**

Uschi Bay at the time of writing was a lecturer in social science at Southern Cross University. Prior to her move into academia, Uschi headed the Equity Branch at Victoria University of Technology. She has considerable expertise in human service management, social policy analysis, policy development, implementation and evaluation. She has initiated, designed and managed nationally significant equity programmes for people with disabilities, women, and Australian Aborigines. Uschi has actively encouraged women's leadership in public and community sector organisations through various public forums, conferences and staff development programmes.

**Sheryl L. Bond, EdD (Indiana University)**

Founding Director of the Centre for Higher Education Research and Development at the University of Manitoba, Sheryl Bond has also held the post of Associate Vice President (Academic). She currently holds a research fellowship in Feminine Leadership in Latin American Universities sponsored by the UNESCO/UNITWIN Chairs in Higher Education Programme. She is an active contributor to the continuing professional education initiatives for university administrators in Canada and in developing countries around the world. The mother of two children, Sheryl is a professor in the Faculty of Education at Queen's University, Kingston, Ontario.

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Angela Carryer graduated with an honours degree in history and sociology, and has since acquired a post-graduate Diploma in Marketing. For three years she was Deputy Head of the Professional Women's Development Network at Staffordshire University. At present she holds the position of Public Relations Manager at that university. Angela enjoys aerobics, running, reading, local history and interior design.

**June Gleeson, PhD (LaTrobe)**

June Gleeson is Professor in the Department of Social and Cultural Studies at Victoria University of Technology. After working in the private sector for many years, June lectured in accounting, business planning and leadership at the David Syme Business School. Prior to her present position, she was Pro Vice-Chancellor (Academic) at Victoria University where, among other things, she had responsibility for the Equal Employment Opportunity, Equity and Social Justice policies, practices and staff development activities. Her current research interests include women in leadership and business planning. She has published numerous articles in academic and professional journals, and has written books on financial management.

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Anne Gold was a teacher and manager in inner London secondary schools for 20 years. She now teaches and writes about educational management at the Institute of Education, University of London. She is particularly interested in exploring ways to encourage more women into education management, and is writing about 'women friendly' classrooms in higher education. She is the course tutor for an MA about women and management in higher education.

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### Claudia Harvey, PhD (Toronto)

Claudia Harvey at the time of writing was the Director of Distance Education at the University of the West Indies. Previously she worked part-time in the university sector, and has been Permanent Secretary in several government ministries, including Education, the Economy, Health and Women's Affairs. Her research has concentrated on educational planning and administration, and her attention is presently turned to quality in planning for and implementing distance education programmes.

### Iftikhar Hassan, PhD (Indiana)

Iftikhar Hassan is presently UNESCO Professor and Director of Women's Studies at AIOU. She started her career as an assistant professor at Wisconsin State University, returning to Pakistan to join Punjab University, Lahore. She has served in various capacities as Professor, Dean, and Acting Vice-Chancellor, and has represented her country on many occasions. She recently received the President of Pakistan Appreciation Award. Iftikhar has published numerous research papers and electronic media lectures, and 12 books and monographs.

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### Konai Helu Thaman, PhD (USP)

Konai Thaman was born and educated in Tonga, and has lived in New Zealand and USA. She joined the USP in 1974 as a lecturer. Since then she has held senior administrative posts including Director of the Institute of Education (1985–7), and Pro Vice-Chancellor (Staffing and Administration) (1990–93). Konai is now Head of the School of Humanities, and has a Personal Chair in Pacific Education and Culture. Her research interests include women and education, and women and higher education management. Her hobbies include writing, and she has published five collections of poetry.

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Chitra Karunaratne has been Secretary of the University Grants Commission in Sri Lanka since 1990. In 1996 she spent a sabbatical leave undertaking research on women in higher education management. This work was funded by the Commonwealth Secretariat.

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**Diana Leonard, PhD (Wales)**

Diana Leonard is at present Professor of Sociology of Gender and Education and Head of the Centre for Research and Education on Gender. She has been centrally involved in the development of feminist sociology and women's studies in England since the early 1970s. She was seconded to the Open University from 1980–83 to chair the team which produced the first distance learning material in women's studies in the United Kingdom, and on her return she established the Centre for Research and Education on Gender at the Institute of Education, University of London. Her central interests remain the sociology of the family, and gender and education at all ages (from kindergarten to doctoral studies).

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**Lydia Makhubu, PhD (Toronto)**

Professor Lydia Makhubu is presently Vice-Chancellor and Professor of Chemistry at the University of Swaziland. Her research area is the chemistry of medicinal plants and traditional medicine, although over the years she has extended her interest and written extensively on higher education in Africa, in particular on women in higher education and women in science and technology. She is the current President of the Third World Organisation of Women in Science (TWOWS), Vice President of the Association of African Universitites (AAU), and has recently been awarded the AAU/UNESCO Chair for Women in Science and Technology in Sub-Saharan Africa.

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**Karen Manning, MA (LaTrobe)**

Karen Manning has over 15 years' experience in public sector management and public policy in Australia. Currently at Victoria University of Technology, she co-ordinates the Master of Business (Public Sector Management) Programme, and lectures in the university's offshore programme. She is also active in projects considering gender and organisations. Her research interest is managing diversity in organisations.

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### Ingrid Moses, DEd (Nebraska), PhD (Queensland), DLitt hc (UTS)

At time of writing the research module, Ingrid Moses was Deputy Vice-Chancellor at the University of Canberra, Australia. In that role she had responsibility for research, research training, academic programmes, international affairs and staff and student support. She is the author of many books and articles about academic work, academic development and evaluation. She consults for the OECD, is on the Council of the United Nations University and is chairperson of the Australian University Teaching and Staff Development Committee. Ingrid is now Vice-Chancellor at the University of New England.

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### Asmah Haji Omar, PhD (London)

Asmah Haji Omar at the time of writing was Dean of the Faculty of Languages and Linguistics, University of Malaya. She held academic management positions as Director and Dean in the same university almost continuously since 1972. From 1983 to 1986 she was Deputy Vice-Chancellor (Establishment), and held the academic position of Professor of Malay Linguistics from 1976.

### Indira J. Parikh, PhD (Gujarat)

Indira Parikh is currently Professor of Organisational Behaviour at the Indian Institute of Management in Ahmedabad. Her research interests include organisation development, design and institution building, and management of multi-cultures in organisations. She specialises in designing programmes for trans-national managers and for women in management. Indira is married to a Professor of Physics and her son and his family live in Houston, Texas.

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### Julie Roberts, BA (Melbourne)

Julie Roberts is currently the Assistant Director of the Australian Council for Equal Opportunity in Employment. Her professional career spans teaching and training, university administration and consulting across the tertiary education, state government and private sectors. Julie has a research and publication record in the areas of dealing with discrimination and harassment in the workplace; issues of gender in merit-based selection; and the dynamics of gender in decision making.

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### Margaret Rowland, Grad Dip (Swinburne)

Margaret Rowland spent 15 years in the Australian Public Service where she established the Senior Management Development Programme. From there over a six-year period she established and managed the South Australian Tertiary Institutions Staff Development Unit, a tripartite venture between the three universities in that state. Since 1994, Margaret has worked as a freelance consultant in universities, government and semi-government organisations and the health industry. Margaret is an accredited user of the Myer Briggs Personality Type Indicator and Using

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### Jasbir Sarjit Singh, PhD (Malaysia)

Jasbir Sarjit Singh is a former Chief Programme Officer in the Education Department of the Commonwealth Secretariat in London, with responsibility for promoting higher education co-operation in the Commonwealth. She has helped to develop projects under the aegis of the Commonwealth Higher Education Support Scheme (CHESS). The Women Managers in Higher Education Programme is an important activity under CHESS. She has developed a Commonwealth Study Abroad Consortium to enable students to study for part of their course in another Commonwealth country. Before joining the Commonwealth Secretariat, Jasbir was Professor of Sociological Studies at the University of Malaya in Kuala Lumpur. She is married with one son.

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### Gwendoline Williams, PhD (Warwick)

Gwendoline Williams was at the time of writing Deputy Dean, Distance Education and Outreach, in the Faculty of Social Sciences at the University of the West Indies. Hitherto she was Head of the Department of Management Studies in the Faculty. Gwendoline's research is focused on the management of change in universities, gender and management, and gender, policy and planning. Her research has informed the design of training and organisational development programmes, and is the focus of management consultancy activities for business and non-government sectors.

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