

**CENTER SELF-ASSESSMENT FOR A  
WOMAN-FRIENDLY WORKPLACE**

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*Draft for discussion*

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CHAPTER 1: INTRODUCTION

# Background

In 1991, the CGIAR-supported Centers began a concerted effort to attract and retain highly qualified women scientists, professionals, and managers. To remain facilities of excellence, the Centers recognized the need to create work environments that supported the productivity, career development, and job satisfaction of women and men from diverse backgrounds. A key mechanism in this effort was the development of the system-wide Gender Staffing Program. In 1998, the mandate of the program was broadened and became the Gender and Diversity Program. This Program serves as a resource to the Centers by providing knowledge, tools, skill development training, and financial and technical support.

## Goal of gender equity

The fundamental proposition of the Gender and Diversity Program is that a staff diverse in culture and gender strengthens the performance of International Agricultural Research Centers, by expanding the pool of skills, talents, perspectives and ideas within the organization. Recent research suggests that an organization benefits strongly from a diverse workforce.<sup>12</sup> Employees with increased creativity, innovation, and strong intellectual vitality, exhibit an improved ability to develop effective partnerships and to respond rapidly and successfully to challenges in the external environment.

These potential benefits are particularly important to the Future Harvest Centers, which apply cutting-edge research to address problems affecting poverty, food security and natural resource sustainability throughout the developing world. To this end, the Centers must harness the talents of staff from all over the world and forge collaborative partnerships within a wide range of organizations. This paper focuses on the gender dimension of diversity.

A gender equitable work environment as one that:

- includes and supports both women and men of diverse backgrounds;
- stimulates staff members to do their best and find satisfaction in both their professional and personal lives;
- engages women and men in making decisions that shape the work environment;
- employs diverse skills, perspectives, and knowledge of women and men; and
- values diverse contributions and ways of working.

## Purpose of self-assessment survey

This self-assessment survey is designed to assist the Centers to establish an initial benchmark and monitor progress in creating the conditions that support a woman -friendly work environment. It seeks to qualitatively assess the organizational climate for gender equity. It appraises staff knowledge of the key organizational elements that create gender equity, and also staff perception of the effectiveness of these elements in fostering gender equity. The survey is designed to complement the Centers' periodic analysis to determine the

proportional representation of women and men across the diverse levels and functions of the organization.<sup>3</sup>

In 1998, a pilot of this survey was developed to assess the existing status of gender equity in the Centers. The self-assessment was a critical component of a system-wide meeting on strategies and priorities for future work on gender and diversity within the CGIAR.<sup>4</sup> The survey provided the means for the Centers to carry out an in-depth self-assessment of their own achievements in equitable gender staffing. The survey was subsequently revised on the basis of the feedback received from this pilot and is now distributed as part of the “tool kit” for the Centers to assess and monitor progress in creating a gender equitable work environment. The self-assessment survey is designed to encourage internal analysis and reflection in the Centers and to provide a common framework for use across Centers. This qualitative assessment is intended to complement the quantitative analysis of proportional representation. Both assessments should be conducted every three years.

The analytic framework underpinning this diagnostic survey is derived from three sources: 1) nine years of experience working with the Centers on gender staffing issues; 2) a synthesis of the large body of research on strengthening gender equity in work organizations; and 3) a distillation of practical experiences gleaned from other organizations committed to strengthening gender equity. In preparing this diagnostic survey, the most critical indicators for assessing progress in creating gender equitable work environments were sought.

This paper first presents the analytic framework underpinning the design of the survey—the critical aspects of a woman-friendly workplace. The following sections present the gender equity indicators used in the survey and two distinct methods for using the survey for self-assessment. Individual Centers have experimented with both methods, and the results from the self-assessment survey in 12 Centers during 1998 are presented in a separate working paper.<sup>5</sup>

CHAPTER II: FRAMEWORK FOR ANALYZING  
GENDER EQUITY IN THE

# Moving beyond proportional representation

Research has shown that the proportional representation of women influences gender-related organizational dynamics.<sup>6</sup> In situations where women are a significant minority (below 15%, as in the case of the senior scientific and managerial cadre of the Future Harvest Centers), and in occupations traditionally thought of as male (such as the agricultural sciences), systemic organizational dynamics operate that are prejudicial to women's job satisfaction, productivity and career development. In these situations women typically: receive heightened attention or visibility; are subject to higher performance pressure; are isolated from informal social and professional networks; are compared in an exaggerated manner from male peers; and are more subject to gender stereotyping. As the relative percentage reaches 35%, women begin to have a stronger voice and influence the work culture and organization.

Given these dynamics, it is important for the Centers to seek a 35% representation of women in the major occupational groups and to monitor progress towards this percentage. However, experience within the Centers and in other international organizations suggests that gender equity in the workplace will not be achieved simply through increased representation of women. The organizational dynamics that affect the recruitment, career parity, and retention of women must also be addressed. These dynamics reflect the influence of formal management systems and procedures, informal work norms and culture, staff knowledge and skills, for working with employee diversity. This survey was designed to assist the Centers in assessing these qualitative and intangible dimensions of a gender equitable workplace.

## Fields of Action

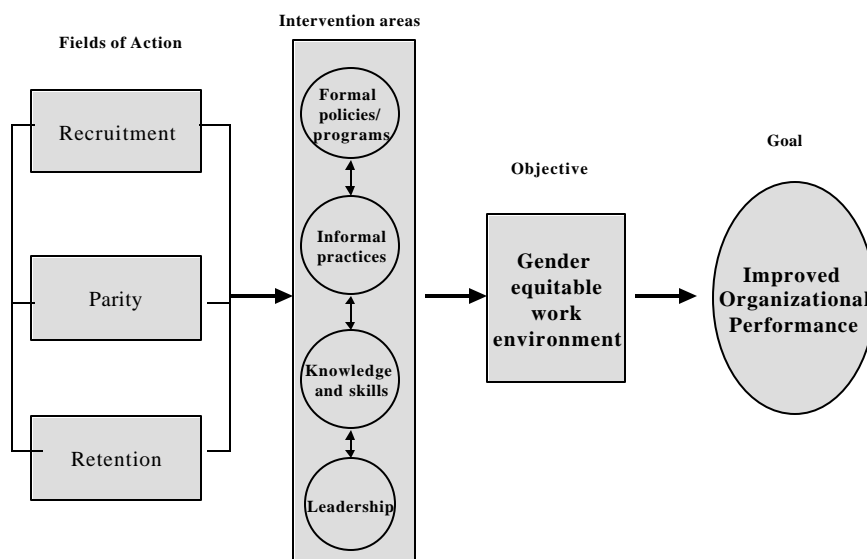
There are three primary fields of action for organizations to address when trying to strengthen gender equity: recruitment; parity in career development opportunities and compensation; and retention (Diagram 1). These fields of action underpin the structure of the diagnostic self-assessment tool.

### RECRUITMENT

Effective recruitment ensures that the Centers tap into the expanding pool of women scientists and professionals. The representation of women in scientific disciplines relevant to the Centers has expanded significantly during the past 15 years. Gender equitable recruitment procedures are to ensure the Centers reach the best possible candidates and do not bypass a major segment of the supply pool due to subtle and often unintentional biases in hiring procedures and practices. These efforts are also important for increasing the representation of women in the Centers across diverse occupational categories, disciplines, and levels.

Experience and diagnostic assessments in the Centers indicate that common constraints in the recruitment process have a significant gender dimension.<sup>7</sup> Fewer women than men are reached due to a lack of targeted advertising and a failure to access networks of women scientists and professionals in the search process. Fewer women are selected as a result of stereotypical job descriptions, non-diverse selection committees, and lack of hiring accountability. Fewer women accept offered positions, due to lack of support for spouse employment, gender-insensitive interviewing practices, limiting the number of women in specific occupation groups, and lack of benefits important to women (e.g., maternity leave, flex-time and flexi-place). In only a few Centers, have the leaders taken a visible and strong stance in the support of the recruitment of

Diagram 1: Framework for Assessing Gender Equitable Work Environment.



Based on diagram developed by Mindy Fried, 2001

women.

Staff selection is also affected by subtle and often unconscious gender discrimination. For example, a recent Swedish study of the peer-review selection process for a prestigious post-doctoral scientific fellowship indicated a remarkable degree of bias in favor of males. Using regression analysis, the researchers concluded that for a rank of equivalent competence, women had to be 2.5 times more productive than men, in terms of the quantity and quality of journal articles published.<sup>8</sup> Personal affiliation with a reviewer through peer networks was nearly as important as male gender in influencing reviewers' scores for scientific competence.

## PARITY IN CAREER DEVELOPMENT OPPORTUNITIES AND COMPENSATION

Ensuring equal opportunities for advancement and career development for women and men is a fundamental element of creating a woman-friendly work environment. While most Centers have explicit policies barring discrimination, research has shown repeatedly that subtle and often unconscious biases negatively influence women's performance evaluations. In comparison to men, women are often not recognized or appreciated for their contributions or capabilities.<sup>9</sup> This lack of parity results in an inequitable position classification, grade and salary between women and men.

An assumption of meritocracy of science can obscure the need to ensure equity in the distribution of *opportunities* for career development. Opportunities include resources for research (such as laboratory space, funding, research assistance), access to mentoring, professional exposure inside and outside the institution, equal opportunities for promotion, and equal opportunities to assume demanding new challenges that contribute to professional development.<sup>10</sup> For example, a recent study at the Massachusetts Institute of Technology (MIT) in the United States indicated women scientists were typically allocated half the laboratory space as men, required to raise twice the level of external funding, received 20 percent lower salaries (at least) than men of equal standing, and were excluded from the most powerful committees and leadership positions. These factors contributed to decrease female morale and productivity at the university.<sup>11</sup>

These biases may be widespread in the scientific community. A study of 699 former recipients of prestigious postdoctoral fellowships in science in the United States showed significant differences in the career development of women and men. Attrition rates were highest among women. With the exception of the biological field, the professional ranking and level of career attainment of women scientists was lower than that of men. The study concluded that the principal factor in these disparities was gender discrimination, which took the form of subtle exclusion, marginalization, and difficulty in establishing equitable collaborative relationships.<sup>12</sup>

Experience and diagnostic assessments in the Centers indicate several critical intervention areas for ensuring gender parity. Administrative policy should clearly define position classifications and staff grade levels. Salary should be explicitly tied to grade level. Performance reviews should be based on clear and consistent criteria to reduce reviewer bias. Promotions should be based on transparent criteria and processes. The norms and values governing competence, success, and quality work in the Centers should be clearly defined. Both women and men should receive on-going and constructive feedback about their performance. Managers and leaders should understand gender issues and should monitor and guard against the influence of stereotyping gender behaviors or roles in the work place. In addition, research has consistently shown that organizations that support formal or informal mentoring processes are often more successful in creating work environments where both women and men of diverse backgrounds can develop productive and satisfactory careers.

Finally, it is important that women are represented at the upper levels of the organization and across every major occupation group. Without representation at the highest levels, women in professional and middle management levels do not have role models of senior women who can advise and support them in the Centers. A lack of visible parity makes it more difficult for Centers to attract and retain high quality women committed to building successful careers.

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## RETENTION

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Retention of high quality female and male staff depends significantly on the work environment. The ideal environment is hospitable and supportive of women and men of diverse backgrounds; stimulates staff members to achieve their fullest potential; provides opportunities for professional growth; engenders commitment to the organization; and allows staff to integrate their work and personal lives in a satisfactory and meaningful way.<sup>13</sup>

Creating and maintaining a work environment of high quality for a diverse staff entails at least four elements. First, is the active recruitment and retention of a diverse staff.<sup>14</sup> No gender, culture or race should have preference over others. The second element is the recognition of the importance of this diversity for organizational effectiveness; differences in ways of working and contributing should be viewed as an asset. The third element is the employment of the expertise of diverse staff across all levels and functions. Managers and staff members must have the knowledge and skill to work with diversity and foster dialogue that supports people of diverse backgrounds. A fourth key element is to appreciate and address the different constraints women and men face in achieving work objectives. For example, women often have a greater responsibility for childcare, and a greater likelihood of a spouse with career aspirations. In summary, these four elements are important both for optimal individual and organizational performance. Staff members who feel marginalized often do not perform at their highest capacity and leave prematurely.

An organization may benefit significantly by improving staff retention. For example, at Deloitte and Touche Ltd., an aggressive initiative to improve conditions of women's employment led to a high level of employee satisfaction. The average staff turnover rate dropped to a third of the industry average and saved the firm approximately \$150 million.<sup>15</sup>

## Intervention Areas

Achieving gender equity in the workplace involves changes in formal policies and procedures, informal practices and norms, staff knowledge and skills, and leadership. These four intervention areas (diagram 1) were used to develop the self-assessment survey and best reflect practices for promoting gender equity in organizations such as the CGIAR.

### FORMAL POLICIES AND PROCEDURES

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Woman-friendly policies and management systems play a critical role in recruiting and retaining high-quality women professionals and promoting their full effectiveness at work. Policies including grade placement, pay and promotion, maternity and paternity benefits, unbiased performance evaluation, and protection from sexual harassment and discrimination, ensure gender equity in conditions of employment. The workplace should recognize the dual role of work and family life, and family-related policies should address issues such as maternity and paternity leave, support for spousal employment, and marriage between staff members. Policies that help all staff integrate personal and work responsibilities, e.g. flexible work hours, part-time or shared positions, flexible workplace, companion travel and communications with home during travel, are particularly valued by women, who commonly assume greater responsibilities for the care of home and children. With the growing number of dual-career couples, men increasingly value these policies.<sup>16</sup>

### INFORMAL WORK NORMS AND PRACTICES

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Today's work organizations reflect the masculine psyche that created them. Historically, the workplace was forged primarily by and for men, and embodies masculine values. Many behaviors commonly ascribed to men, such as independence, individuality and rationality, have traditionally been viewed as positive attributes in a workplace characterized by competition and leadership. In contrast, the contribution of commonly viewed feminine behaviors, such as

caring, connection and emotionality, are devalued or ignored in the workplace. The traditional, accepted norms create idealized images of work, workers, products and successes that can indirectly maintain gender segregation and gender inequity. For example, processes and skills, critical to efficiency and productivity, but associated with feminine attributes, such as effective interpersonal communications, problem prevention or coordination, are often undervalued and invisible in the workplace.<sup>17</sup>

Daily work practices, such as hours of work, structure and management of meetings, work planning processes, and means of staff communication, often have unrecognized gender dimensions. For example, informal rather than formal networks may leave many women out of the loop. Regular scheduling of important meetings after normal working hours pose serious conflicts for staff (often women) with personal responsibilities. Meetings are often dominated by aggressive speakers, typically white, western men from cultures where verbal dominance is valued (and associated with superior thinking). This tends to silence valuable contributions from staff who may be typically quiet and reserved.<sup>18</sup> By revising these work practices, Centers are likely to increase job satisfaction for many staff, and increase organizational productivity and effectiveness.

## STAFF KNOWLEDGE AND SKILLS

To develop a woman-friendly workplace requires the distribution of relevant knowledge and skills among staff at all levels. All Center staff need a basic understanding of their organization and to recognize “gendered” aspects. New staff require orientation and information about Center policies and management systems and their gender dimensions. To work effectively with a diverse staff, it is important for supervisors and managers to be receptive to gender and cultural issues that affect staff meetings, recruitment interviews, performance evaluations, work planning, and conflict resolution. Women operating in a male-dominant environment often need support in developing leadership and management skills through training and mentoring.<sup>19</sup> Ultimately, all team members benefit from developing improved skills in communications and team dynamics.

## LEADERSHIP

Strong leadership from the top of the organization is critical for bringing about organizational change, particularly change aimed at gender equity. Effective leadership involves recognizing the importance of gender equity to Center goals and effectiveness. This recognition should be visibly modeled in action and every day behavior. Senior managers need to explicitly recruit and promote women into senior and middle management positions and provide the support required for their success. Providing leadership for a woman-friendly workplace also entails the periodic assessment of gender issues, with respect to progress made, problems identified, and strategic challenges that arise. While the Director General sets the direction for change, all managers bear a shared responsibility to create an institution that values women and men equally. Organizations committed to diversity, support and reward managers dedicated to assisting women leaders and advancing gender equity.



CHAPTER III: INDICATORS OF A GENDER  
EQUITABLE WORKPLACE

Below are the indicators selected as critical for assessing a gender equitable work environment in the context of the international agricultural research centers. These are organized by the analytic framework of the fields of action and intervention areas presented in Chapter II. These indicators are used in the survey developed for conducting the self-assessment (Annex I).

## Recruitment

### FORMAL SYSTEMS, POLICIES, AND PROCEDURES

- Position announcements express a commitment to gender diversity and encourage women to apply.
- Procedures ensure that applications from female candidates are actively mobilized (e.g. database of female resource persons, targeted advertising).
- Center ensures that all candidates for a position are equally assessed using defined criteria and are exposed to similar interview processes in a guard against unintentional bias.
- Center ensures that both women and men are on search committees and interview panels.
- Center ensures that spouses of candidates are provided with information about potential employment or professional opportunities.
- Center monitors the application, selection, and acceptance rates of women and men.

### INFORMAL SYSTEMS, WORK PRACTICES, BEHAVIORS, NORMS, AND VALUES

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- Staff members recognize the advantages to the center in recruiting a gender diverse staff.
- Staff members and managers use their professional networks to mobilize applications from women.
- Recruitment efforts present the Center as a desirable place for women to work.

### KNOWLEDGE AND SKILLS

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- Staff members serving on search committees recognize gender implications of interview questions.

### LEADERSHIP AND MANAGEMENT

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- Managers demonstrate a commitment to mobilizing applications from female candidates.
- Search committees are held accountable for generating a gender diverse pool of high quality candidates.
- Managers are rewarded for building a gender diverse staff in their units and/or programs.

# Parity in Career Development Opportunities and Compensation

## FORMAL SYSTEMS, POLICIES, AND PROCEDURES

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- Center has clear criteria for defining position classifications (e.g. senior scientist, scientist, associate scientist) and staff grades.
- Salary ranges are clearly linked to staff grades and known to staff.
- There are clear and established criteria for performance review known to both managers and staff.
- There are safeguards in the performance review system to minimize the potential for reviewer bias.
- Center explicitly values the “invisible” aspects of work that contribute to organizational effectiveness in performance assessments (e.g. skills and achievements in problem prevention, collaboration, or effective planning).
- Center has transparent criteria and procedures for determining staff promotions.

## INFORMAL SYSTEMS, WORK PRACTICES, BEHAVIORS, NORMS, AND VALUES

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- Norms for staff performance and work practices are explicit and well understood.
- Both female and male staff members and managers receive on-going and constructive feedback so they can improve their performance.
- Both female and male staff members recognize there exist equal opportunities for promotion.
- Staff and managers respect and appreciate diverse management and leadership styles.
- Gender stereotyping is addressed and countered by individual staff members in the center.

## KNOWLEDGE AND SKILLS

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- Managers and supervisors have adequate knowledge and skills to assess performance and provide constructive feedback to staff.
- Female and male managers have equal opportunities for management training.
- Women and men have equal opportunities for formal and informal mentoring.

## LEADERSHIP AND MANAGEMENT

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- Women are represented in the senior management group.
- Female managers are distributed across diverse functions in the center, including core “business” areas such as research.

- Senior managers demonstrate commitment to fostering gender equity at all levels of the organization.
- Senior managers intentionally work to develop female leaders within the center.
- Center rewards people who take leadership in promoting gender equity.

## Retention

### FORMAL SYSTEMS, POLICIES, AND PROCEDURES

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- Center has a policy to ensure that gender diversity is considered in composition of project teams, staff committees, and task forces.
- Center has explicit policy and grievance procedures regarding sexual harassment.
- Center has an adequate maternity leave policy for birth and adoption of children.
- Center has an adequate paternity leave policy for birth and adoption of children.
- Center has adequate dependent care leave policies (e.g. compassionate leave; sick leave for childcare).
- Center assists professional spouses seeking employment or career development opportunities.
- Center has procedures to monitor and keep work demands within reasonable limits.
- Center provides flexible arrangements so that staff can better balance work and personal life responsibilities (e.g. flextime).
- Center systematically monitors attrition rates of women and men.
- Center examines reasons for staff departures (e.g. through exit interviews).

### INFORMAL SYSTEMS, WORK PRACTICES, BEHAVIORS, NORMS, AND VALUES

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- Value of gender diversity is widely appreciated within the center.
- Gender issues are taken seriously and discussed openly by women and men in the center.
- Center encourages gender sensitive behavior, in terms of language used, jokes, and comments made.
- Staff members and managers communicate and share information across levels and functions as needed to plan and work effectively.
- Relevant expertise is tapped from women and men at all levels of the organization in center decision-making.
- Staff members give women the same respect, legitimacy and authority as they do male staff in comparable positions.

- Staff and managers actively seek out female collaborators, consultants, and resource people from outside the center.
- Women and men have equal opportunities to represent the center, attend conferences and other professional activities, and meet with appropriate visitors.
- Staff members and managers are recognized and rewarded for working effectively with diverse staff.
- Female and male staff members use family and work life policies (e.g. flextime) without negative impact on their status and reputation at work.
- Staff members value learning from the diverse perspectives and experiences women and men bring to the workplace.

## KNOWLEDGE AND SKILLS

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- Managers and team/project leaders have adequate knowledge and skills to elicit the full contributions of staff with diverse backgrounds and approaches.
- Staff members and managers have the skills to promote *constructive* dialogue among staff with different perspectives and opinions (e.g. meeting facilitation skills).
- Staff members and managers have the skills to manage conflicts effectively.

## LEADERSHIP AND MANAGEMENT

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- Senior managers work to create an environment in which women and men with different skills, perspectives, and ways of working can thrive and contribute fully.
- Senior managers seek feedback from both women and men on the impact of policy decisions and actions.
- Senior managers ensure that both women and men have the necessary resources to do their work effectively.
- Senior managers control work pressures and time demands placed on staff so that they can fulfill responsibilities in both their professional and personal lives.



# Principles

The self-assessment survey is designed to be used every three years. The objectives are to:

- help the Center monitor progress in the qualitative aspects of gender staffing
- raise consciousness and promote dialogue among staff members about gender issues and policies
- involve staff in identifying priorities for action to further strengthen Center effectiveness and job satisfaction.

In this section, various methods for using the self-assessment survey, based on the feedback from the 12 Centers that participated in the survey in 1998, are suggested. However, each Center is encouraged to adapt the process to its own context and needs. The key principles are: wide representation of staff from different positions in the organization; emphasis on dialogue and the exchange of experiences; feedback of results to all staff; and use of results to generate action in priority issues.

# Preparation

A senior manager should lead and take responsibility for the self-assessment effort. Responsibility for implementation may be delegated to a small team, for example, the Human Resources Manager and a senior researcher or research manager. The senior manager and the implementation team should first review the results of previous gender audits or self-assessment efforts. The Center should monitor the effects of particular interventions, or progress in an area previously identified as weak. On the basis of the previous assessment, the team may want to modify the survey. The qualitative self-assessment should be used in conjunction with a quantitative assessment of a proportional representation of women and men.

The team should plan the methodology and timeline of activities, and finalize it after discussion with senior managers and other interested staff, such as the Center's gender or workplace committee.

All staff members should be informed, ideally by the Center Director, about the objectives and general methodology of the survey. This may be done through an article in the Center newsletter, a special memo, or in an all-staff meeting. It should be done well in advance so staff can adjust their schedules without stress.

# Sample selection

It is important to recognize that indicators used in this survey are subjective and based on peoples' perceptions and experience within the organization. For example, while the formal adoption of a particular policy may be easy to confirm objectively, the degree to which that policy is implemented may vary considerably between individuals or work groups. Staff members are also influenced by their previous experience and expectations. Thus, while the presence of a few female managers may be perceived by some as indicative of major institutional progress in gender staffing, for others who may have

previously worked for organizations with many senior women, progress may seem slow. In addition, some policies may be applied inconsistently. For example, there may be gender sensitivity in recruitment for international staff but less so with national staff. In summary, there are no “correct” answers. Rather, the survey is designed to elicit different perspectives and experiences, and provide an opportunity for staff to discuss this diversity.

To achieve this objective, careful attention must be paid to the composition of the participating group. A minimum of 35 staff members should participate in the self-assessment. All senior managers, 15-20 scientists and professional staff, and 15-20 support staff, should be involved. Individuals in the latter two groups should be selected to reflect a diverse range of perspectives. Key factors that may affect perspectives include position in the organization (international or national staff), function (research, administration, outreach), division or program (especially where policy implementation is decentralized), location (headquarters or regional office), nationality, gender, and tenure at the Center. It will probably be necessary to include proportionately more women, to ensure that women’s views are well represented. It is also desirable to include staff working actively on gender staffing issues.

Selected individuals may be invited to participate by the Center Director, the senior manager responsible for the survey, or the senior management group as a whole. Participating staff should be reassured that results would be reported for the group and not for individuals.

## Implementation

Data may be collected in a variety of ways, depending upon Center preferences and culture. In the past, two approaches were used:

### OPTION 1: INDIVIDUAL

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In this option, the self-assessment is distributed to participating staff. After completing the surveys, which takes 30-45 minutes, the participant returns the completed survey to the implementation team for preliminary quantitative analysis. Following this analysis, focus groups are organized to explore and interpret results.

### OPTION 2: GROUP

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In this option, selected staff members are organized into three focus groups of 10-12 participants. Each group focuses on one field of action, recruitment, career parity, or retention and work environment. The implementation team prepares charts for each category within the field (i.e. formal policies, informal policies and norms, knowledge and skills, leadership and management). Participants are given sticky, colored dots, in five different colors, each which represents a ranking from 1 to 5. The participants use these dots to answer the questions posed on the charts. This process takes 15-20 minutes. After the exercise is complete and all dots are posted, the focus group discusses the results. After the discussion, participants are allowed to change their dots, if they learn new information of which they were previously unaware.

Following the focus group discussion, the implementation team compiles the scores. With this option, it is not possible to analyze quantitatively systematic variation arising by gender or position in the Center. However, such variation

should be evident from the discussion and can be summarized in the final report.

## Data Analysis

The data generated from the self-assessment should be analyzed in a step-wise process in two complementary ways: 1) compile a quantitative summary of responses; and 2) use focus groups of diverse staff to interpreting the findings and patterns of perceptions as revealed from the self-assessment.

### STEP 1: QUANTITATIVE ANALYSIS

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With Option 1, in which individuals complete the survey independently, it is possible to derive a preliminary quantitative analysis of survey data. Several analyses are suggested:

- Overall mean score for each question. \*
- Mean score for each question, by gender. \*
- Mean score for each question, by position in organization (senior manager, professional staff, support staff). \*
- Overall mean score for each leverage point by category (e.g., formal policies for recruitment). \*
- Sample statistics (range, standard error or standard deviation) can be used to indicate variation in scoring.

Based on these results, the team evaluates the Center's progress:

- In which categories is there a high consensus that the Center has made an achievement "to a great extent" or "to the fullest extent"? \*
- In which categories is there a high consensus that the Center has made an achievement "not at all" or "to a limited extent"? \*
- In which areas was significant progress made since the previous evaluation? \*
- Which areas have declined, or made the least progress, since the previous evaluation? \*
- In which categories or questions was there a significant variation in response based on gender?
- In which categories and questions was there a significant variation in response based on position in the Center?

With Option 2, only analyses for the (\*) items can be completed.

### STEP 2: FOCUS GROUP ANALYSIS AND INTERPRETATION

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Once the responses have been aggregated, diverse staff should be brought together in groups to discuss and interpret the results. Focus group discussions are primarily diagnostic and interpretative. Their objective is to examine the cumulative results of the survey, identify patterns and sources of gender staffing strength and weakness, understand differences in perspective, and suggest priority areas for intervention. Discussions should last 1½ -2 hours.

In option 2, the focus groups are organized by field of action (recruitment, career parity, and retention and work environment). In option 1, the discussion will likely yield greater insights if the focus groups are organized by gender, level, or function. For example, from the 1998 pilot survey, it was evident that senior managers viewed the workplace environment very different from women professionals. Exploring the reasons for this difference in perspective should provide important insights for future interventions.

For both options, focus groups should be led by an individual with strong facilitation skills. Either a staff member or outside consultant may be used. The leader should engage all participants, help clarify contributions, and manage tensions likely to arise. In groups where senior and more junior staff members are mixed, particular care is needed to ensure that the views of the junior staff are fully expressed. Similarly, opinions of staff from minority groups should be sought. Ideally, senior managers should participate in the focus groups so that they can engage directly in dialogue with other staff. However, senior manager participation is only possible in a work culture where their presence will not constrain or influence the discussion.

Prior to discussion, there should be a brief review of the group objectives and an agreement about group “rules”. For example, the handling of confidentiality, differing viewpoints, participation, and interruption, should be discussed.

The focus group facilitator can begin by reviewing the results of the quantitative analysis. After soliciting general comments on the results, discussion can be organized around the highlighted issues. All key points should be recorded and areas identified for priority action or suggested interventions (Annex 4).

Each focus group should have a rapporteur to take notes on the discussion and record visual materials.

## Reporting Back to Staff

The most important aspect of the self-assessment survey is the report made back to staff. Initially, the results of the quantitative analyses and focus groups’ interpretations should be compiled by the coordinators and presented to the senior management team. A facilitated discussion with senior managers is recommended, to explore the range of viewpoints and reactions to staff input. In response to the self-assessment survey, senior managers should decide the key actions to take. This is added to the report, which is then circulated to all staff.

There are several options for reporting to the staff. The Director General may issue a memo with an executive summary of the results and the response of the Center to the input received. The full report can be attached to the memo, or made available on the Center’s website.

However, the high-impact approach is to organize an all-staff feedback session(s) by program or department. The results of the self-assessment survey, key conclusions, and issues highlighted in the focus groups, can be presented, followed by a discussion with all staff members. To further promote Center dialogue and motivate staff, following this, there could be small group discussions on topics to identify intervention points to advance gender staffing. The results of these discussions should in turn be incorporated into the report.

The full report should then be made available to all staff. The Director General should also submit the report to the Board, for input into the Board's periodic, three-year review of gender staffing issues.<sup>20</sup>



# Annex 1: Indicators for Self-assessment Survey

## KEY:

### ***To What Extent...***

1. ***Not at all***  
(e.g.: no policy in place, system not in place or not effective, little awareness by staff, no women in the senior management team, no training available, no expressed commitment by leadership)
  2. ***To a limited extent***  
(e.g., policy being developed or in place but not often implemented, system somewhat effective, a few women found in senior positions, dialogue on values or norms has begun, minimal training provided, leadership supportive but not proactive)
  3. ***To a moderate extent***  
(e.g., policy in place and usually implemented, system fairly effective, some women found in senior positions, values or norms commonly expressed, training available for some staff groups, leadership clearly supportive)
  4. ***To a great extent***  
(e.g., policy fully in place and reliably implemented, system usually effective, many women found in senior positions, values or norms widely shared, training widely implemented, leadership strongly and visibly committed)
  5. ***To the fullest extent***  
(e.g., comprehensive policy fully implemented and monitored, system very clear and effective, women strongly represented in senior positions and equally empowered, values or norms widely shared and evident in actions, well-designed training programs regularly available for a large number of staff, leadership champions the issue)
- NA ***Do not have information to answer question***

<b>Recruitment</b>	
Recruitment is a key leverage point for 1) ensuring the Centers effectively tap the expanding pool of women scientists and professionals; and 2) for increasing the representation of women in the Centers across diverse job categories and levels. These efforts are important for ensuring the Centers reach the best possible candidates and do not bypass a major segment of the pool. Maximizing recruitment to strengthen staff diversity improves organizational performance.	
<b>Formal Systems, Policies, and Procedures</b>	<b>Rating: Please circle your response.</b>
<i>To what extent...</i>	
1. Do position announcements express the Center's commitment to gender diversity and encourage women to apply?	1 2 3 4 5 NA
2. Do Center procedures ensure that applications from female candidates are actively mobilized (e.g. database of female resource persons; targeted advertising)?	1 2 3 4 5 NA
3. Does the Center ensure that all candidates for a position are assessed using clearly defined criteria and exposed to similar interview processes to guard against unintentional bias?	1 2 3 4 5 NA
4. Does the Center ensure that both women and men are on search committees and interview panels?	1 2 3 4 5 NA
5. Does the Center ensure that spouses of candidates are provided with information about potential employment or professional opportunities?	1 2 3 4 5 NA
6. Does the Center monitor the application, selection, and acceptance rates of women and men?	1 2 3 4 5 NA
<b>Informal Systems, Work Practices, Behaviors, Norms, and Values</b>	
<i>To what extent...</i>	1 2 3 4 5 NA
1. Do staff believe there are advantages in recruiting a gender diverse staff?	1 2 3 4 5 NA
2. Do staff and managers use their professional networks to mobilize applications from women?	1 2 3 4 5 NA
3. Do recruitment efforts present the Center as a desirable place for women to work?	1 2 3 4 5 NA

<b>Knowledge and Skills</b>	
<i>To what extent...</i>	
1. Do staff serve on search committees attentive to the gender implications of interview questions?	1 2 3 4 5 NA
<b>Leadership and Management</b>	
<i>To what extent...</i>	1 2 3 4 5 NA
1. Do managers demonstrate a commitment to mobilizing applications from female candidates?	1 2 3 4 5 NA
2. Are search committees held accountable for generating a gender diverse pool of high quality candidates?	1 2 3 4 5 NA
3. Are managers rewarded for building a gender diverse staff in their units and/or programs?	1 2 3 4 5 NA

<b>Parity in Career Development Opportunities and Compensation</b>	
Ensuring equal opportunities for advancement and career development for women and men is a fundamental element of creating a gender equitable work environment. While most Centers have explicit policies barring discrimination, research has shown that subtle and often unconscious biases influence women's performance evaluations, recognition and appreciation, and assessment of capabilities appropriate for specific jobs. The common belief in the principal of meritocracy in science can obscure the need to ensure equity in the distribution of opportunities for career development.	
<b>A. Formal Systems, Policies, and Procedures</b>	<b>Rating: Please circle your response</b>
<b><i>To what extent ...</i></b>	
1. Does the Center have clear criteria for defining position classifications (e.g. senior scientist, scientist, associate scientist) and staff grades?	1 2 3 4 5 NA
2. Are salary ranges clearly linked to staff grades and known to staff?	1 2 3 4 5 NA
3. Are there clearly defined criteria for performance review, which are known to both managers and staff?	1 2 3 4 5 NA
4. Are there safeguards in the performance review system to minimize the potential for reviewer bias?	1 2 3 4 5 NA
5. Does the Center explicitly value those "invisible" aspects of work that contribute to organizational effectiveness in performance assessments (e.g. skills and achievements in problem prevention, collaboration, or effective planning)?	1 2 3 4 5 NA
6. Does the Center have transparent criteria and procedures for determining staff promotions?	1 2 3 4 5 NA
<b>B. Informal Systems, Work Practices, Behaviors, Norms, and Values</b>	
<b><i>To what extent ...</i></b>	
1. Are norms for staff performance and work practices explicit and well understood?	1 2 3 4 5 NA
2. Do both female and male staff receive constructive feedback so they can improve their performance?	1 2 3 4 5 NA
3. Do both female and male staff in the Center perceive they have equal opportunities for promotion?	1 2 3 4 5 NA
4. Do staff and managers respect and appreciate diverse management and leadership styles?	1 2 3 4 5 NA
5. Is gender stereotyping addressed and countered by individual staff members in the Center?	1 2 3 4 5 NA

<b>C. Knowledge and Skills</b>	
<i>To what extent ...</i>	
1. Do managers and supervisors have adequate knowledge and skills to assess performance and provide constructive feedback to staff?	1 2 3 4 5 NA
2. Do female and male managers have equal opportunities for management training?	1 2 3 4 5 NA
3. Do women and men have equal opportunities for formal and informal mentoring?	1 2 3 4 5 NA
<b>D. Leadership and Management</b>	
<i>To what extent ...</i>	1 2 3 4 5 NA
1. Are women represented in the senior management group?	1 2 3 4 5 NA
2. Are female managers distributed across diverse functions in the Center, including core “business” areas such as research?	1 2 3 4 5 NA
3. Do senior managers demonstrate commitment to fostering gender equity at all levels of the organization?	1 2 3 4 5 NA
4. Do senior managers intentionally work to develop female leaders within the Center?	1 2 3 4 5 NA
5. Does the organization reward people who take leadership in promoting gender equity?	1 2 3 4 5 NA

<b>III. Retention</b>	
Retention of high quality female and male staff depends on creating a work environment that is hospitable and supportive, stimulates staff's fullest productivity and creativity, provides opportunities for professional growth, and engenders commitment to the organization. Developing such a work environment for diverse staff entails: 1) fostering inclusion and not privileging one gender, culture, or race; 2) recognizing the value of different contributions and ways of working and seeing this diversity as an asset; 3) calling upon the ideas and expertise of diverse staff across all levels and functions; and 4) appreciating the different constraints faced by women and men (e.g. women's often greater responsibility for child care or greater likelihood of having a spouse with career aspirations). These issues are important for individual and organizational performance. Staff who feel marginalized often do not perform at their highest level and leave prematurely.	
<b>A. Formal Systems, Policies, and Procedures</b>	
<i>To what extent ...</i>	
1. Does the Center have a policy to ensure that gender diversity is considered when forming project teams, staff committees, and task forces?	1 2 3 4 5 NA
2. Does the Center have explicit policy and grievance procedures regarding sexual harassment?	1 2 3 4 5 NA
3. Does the Center have an adequate maternity leave policy for birth and adoption of children?	1 2 3 4 5 NA
4. Does the Center have an adequate paternity leave policy for birth and adoption of children?	1 2 3 4 5 NA
5. Does the Center have adequate dependent care leave policies (e.g. compassionate leave; sick leave for childcare)?	1 2 3 4 5 NA
6. Does the Center assist professional spouses seeking employment or career development opportunities?	1 2 3 4 5 NA
7. Does the Center have procedures to monitor and keep work demands within reasonable limits?	1 2 3 4 5 NA
8. Does the Center provide flexible arrangements so that staff can better balance work and personal life responsibilities (e.g. flextime)?	1 2 3 4 5 NA
9. Does the Center systematically monitor attrition rates of women and men?	1 2 3 4 5 NA
10. Does the Center examine reasons for staff departures (e.g. through exit interviews)?	1 2 3 4 5 NA

<b>B. Informal Systems, Work Practices, Behaviors, Norms, and Values</b>	
<i>To what extent ...</i>	
1. Is the value of gender diversity widely appreciated within the Center?	1 2 3 4 5 NA
2. Are gender issues taken seriously and discussed openly by women and men in the Center?	1 2 3 4 5 NA
3. Does the Center encourage gender sensitive behavior, in terms of language used, jokes and comments made?	1 2 3 4 5 NA
4. Do staff and managers communicate and share information across all levels and functions as needed to plan and work effectively?	1 2 3 4 5 NA
5. Is relevant expertise tapped from women and men at all levels of the organization in Center decision-making?	1 2 3 4 5 NA
6. Do staff give women equivalent respect, legitimacy and authority as they do male staff in comparable positions?	1 2 3 4 5 NA
7. Do staff and managers actively seek out female collaborators, consultants, and resource people from outside the Center?	1 2 3 4 5 NA
8. Do women and men have equal opportunities to represent the Center, attend conferences and other professional activities, and meet with appropriate visitors?	1 2 3 4 5 NA
9. Are staff and managers recognized and rewarded for working effectively with diverse staff?	1 2 3 4 5 NA
10. Can female and male staff use work -personal policies (e.g. flextime) without negative impact on their status and reputation at work?	1 2 3 4 5 NA
11. Do staff value <i>learning</i> from the diverse perspectives and experiences women and men bring to the workplace?	1 2 3 4 5 NA

<b>C. Knowledge and Skills</b>	
<b><i>To what extent ...</i></b>	1 2 3 4 5 NA
1. Do managers and team/project leaders have adequate knowledge and skills to elicit the full contributions of staff with diverse backgrounds and approaches?	1 2 3 4 5 NA
2. Do staff and managers have the skills to promote <i>constructive</i> dialogue among staff with different perspectives and opinions (e.g. meeting facilitation skills)?	1 2 3 4 5 NA
3. Do staff and managers have the skills to manage conflicts effectively?	1 2 3 4 5 NA
<b>D. Leadership and Management</b>	
<b><i>To what extent ...</i></b>	
1. Do senior managers work to create an environment in which women and men with different skills, perspectives, and ways of working can thrive and contribute fully?	1 2 3 4 5 NA
2. Do senior managers seek feedback from both women and men on the impact of policy decisions and actions?	1 2 3 4 5 NA
3. Do senior managers ensure that both women and men have the necessary resources to do their work effectively?	1 2 3 4 5 NA
4. Do senior managers control work pressures and time demands placed on staff so that they can fulfill responsibilities in both their professional and personal lives?	1 2 3 4 5 NA

## Annex 2: Example of Summary Highlights for Career Parity

### KEY:

#### ***To What Extent...***

1. ***Not at all***  
(e.g.: no policy in place, system not in place or not effective, little awareness by staff, no women in the senior management team, no training available, no expressed commitment by leadership)
  2. ***To a limited extent***  
(e.g., policy being developed or in place but not often implemented, system somewhat effective, a few women found in senior positions, dialogue on values or norms has begun, minimal training provided, leadership supportive but not proactive)
  3. ***To a moderate extent***  
(e.g., policy in place and usually implemented, system fairly effective, some women found in senior positions, values or norms commonly expressed, training available for some staff groups, leadership clearly supportive)
  4. ***To a great extent***  
(e.g., policy fully in place and reliably implemented, system usually effective, many women found in senior positions, values or norms widely shared, training widely implemented, leadership strongly and visibly committed)
  5. ***To the fullest extent***  
(e.g., comprehensive policy fully implemented and monitored, system very clear and effective, women strongly represented in senior positions and equally empowered, values or norms widely shared and evident in actions, well-designed training programs regularly available for a large number of staff, leadership champions the issue)
- NA ***Do not have information to answer question***

Example of scoring from sample survey (mean score)

<b>Indicator of Gender Equity</b>	<b>All Staff</b>	<b>All Women</b>	<b>All Men</b>	<b>Senior Managers</b>	<b>Scientists and Professionals</b>	<b>Support Staff</b>
Number of respondents	35	15	20	5	15	15
<b>I. RECRUITMENT</b>						
Formal Policies	3.5	3.4	3.7	5.0	3.5	3.0
Informal Policies, Norms, Practices	3.1	2.6	3.5	3.6	3.0	3.0
Knowledge & Skills	3.0	3.0	3.1	2.8	3.4	2.7
Leadership	3.2	3.0	3.4	4.5	3.4	2.6
<b>II. CAREER PARITY</b>						
Formal Policies	3.0	3.1	3.0	4.9	3.0	2.4
Informal Policies, Norms & Practices	2.7	2.4	2.9	3.2	2.9	2.3
Knowledge & Skills	2.2	2.3	2.1	2.2	2.6	1.8
Leadership	2.3	1.6	2.8	3.0	2.0	2.4
<b>III. RETENTION &amp; WORK ENVIRONMENT</b>						
Formal Policies	3.5	3.4	3.7	4.9	3.6	2.9
Informal Policies, Norms and Practices	3.7	3.0	4.3	2.5	4.5	3.3
Knowledge & Skills	2.4	1.4	3.2	2.8	3.5	1.2
Leadership	3.6	2.4	4.5	3.5	4.5	2.7

Note: In this sample Center, support staff members were not included in the self-assessment survey, which focused on the status of professional women and managers.

# Annex 3: Example of Summary Highlights for Career Parity

## CONSENSUS AREAS – ACHIEVEMENTS IN GENDER STAFFING

Consensus areas are those where the mean score is 4.0 or above, and staff scores or group means are within 1.0 rank of one another. Based on the sample scoring in Annex 2, the high consensus areas would be:

- II.A.2 Clear link of salaries to grades
- II.B.5 Gender stereotyping is addressed by individual staff members

## CONSENSUS AREAS – WEAKNESSES IN GENDER STAFFING

These are areas where the mean score is under 3.0, and staff scores or group means are within 1.0 rank of one another. Based on the sample scoring in Annex 2, the weak consensus areas would be:

- II.A.6. Transparent criteria for promotion
- II.D.2. Women managers in diverse functions

## HIGH VARIATION BY GENDER

These the areas where the mean score for women is either 1.5 ranks above or below the mean score for men. Based on the sample scoring in Annex 2, the consensus areas of gender disparity would be:

- II.B.2. Female and male staff receive constructive feedback to improve performance
- II.D. 3 Senior managers demonstrate commitment to gender equity at all levels in organization

## HIGH VARIATION BY STAFF LEVEL

These are areas where there is variability between different groups of staff. For example, those areas where the mean score for senior managers is either 1.5 ranks above or below the mean score for professional staff; or, where the mean score for scientists and professional staff is either 1.5 ranks above or below the mean score of support staff. Based on the sample scoring in Annex 2, the areas of group disparity would be:

- II.A.1. Clear criteria for defining position classification and grades
- II.B.5. “Invisible work” is valued in performance evaluation



# Annex 4: Example of Focus Group Discussion Questions on Retention/Work Environment

Below is an example of the dot scoring method using the example given in Annex 2 for recruitment

A.1. Do position announcements express the center's commitment to gender diversity and encourage women to apply?

? ? ? ? ? ? ? ? ? ? ? ? ? ? ?

A. 2 Do center procedures ensure that applications from female candidates are actively mobilized?

? ? ? ? ? ? ? ? ? ? ? ? ? ? ?

B.1 Do staff believe there are advantages to the center in recruiting a gender diverse staff?

? ? ? ? ? ? ? ? ? ? ? ? ? ? ?

C.1 Are staff serving on search committees attentive to the gender implications of interview questions?

? ? ? ? ? ? ? ? ? ? ? ? ? ? ?

? ? ? ? ? ? ? ? ? ? ? ? ? ? ?

? ? ? ? ? ? ? ? ? ? ?

**Key:**

- ? 1 Not at all
- ? 2 To a limited extent
- ? 3 To a moderate extent
- ? 4 To a great extent
- ? 5 To the fullest extent

# Annex 5: Example of Focus Group Discussion Questions on Retention/Work Environment

Below are examples of the kinds of questions that could be used for the focus group discussion drawing on the analysis of retention and work environment presented in Annex 2.

- 1) What explains the current high scores in ....[areas of consensus]?**  
(e.g., What policies are working well? Why were interventions effective?)
- 2) What explains the low scores in .... [areas of consensus]?**  
(e.g., Are policies lacking? Do staff lack information? Why did interventions not work?)
- 3) What explains the high variation in scores in .....[areas of difference]?**  
(e.g., Are policies implemented differently for different groups of staff? Are staff unaware of Center efforts to improve gender staffing? Do staff have different expectations?)
- 4) What are the highest priority areas for action to achieve a work environment that encourages productivity and satisfaction of both women and men?**  
(e.g., What policies are needed? What informal practices need to be affected? What skills and knowledge are needed? What actions do leaders and managers need to take?)

# Endnotes

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- <sup>1</sup> This large body of research is summarized in D. Merrill-Sands and E. Holvino (2000), *Working with Diversity: A Framework for Action* CGIAR Gender and Diversity Program Working Paper, No. 24, Nairobi, Kenya: CGIAR Gender and Diversity Program. See also T. Cox, Jr. (1993), *Cultural Diversity in Organizations: Theory, Research and Practice*. San Francisco: Berrett-Koehler Publishers, Inc.; R. Ely and D. Thomas (2000), *Cultural Diversity at Work: The Moderating Effects of Work Group Perspectives on Diversity*. CGO Working Paper, No. 10, Boston, MA: Center for Gender in Organizations, Simmons Graduate School of Management; D. Thomas and R. Ely (1996), Making differences matter: A new paradigm for managing diversity. *Harvard Business Review*, September -October; F. Trompenaars (1993), *Riding the Waves of Culture: Understanding Cultural Diversity in Business*. London: Nicholas Brealey Publishing.
- <sup>2</sup> The CGIAR Gender Staffing Program and subsequently the Gender and Diversity Program has assisted the Centers in carrying out a gender staffing survey every three years since 1991. This survey provides detailed information on the distribution of men and women across levels, functions, and disciplines within the Centers and for the CGIAR System as a whole.
- <sup>3</sup> B. McClafferty (1998). *Gender Staffing in the CGIAR: Lessons Learned and Future Directions. A Report of an Inter-Center Consultation, April 1998, The Hague, Netherlands*. CGIAR Gender Program Working Paper, No. 19, Washington D.C.: CGIAR Secretariat, The World Bank.
- <sup>4</sup> S. J. Scherr and D. Merrill-Sands (1999). *Taking Stock of Gender Staffing in the CGIAR, 1998* CGIAR Gender Program Working Paper, No. 20, Washington, D.C.: CGIAR Secretariat., The World Bank
- <sup>5</sup> R. M. Kanter (1977). *Men and Women of the Corporation*. New York: Basic Books; R. Ely (1994), The effects of organizational demographics and social identity on relationships among professional women. *Administrative Science Quarterly*, Vol. 39, pp 203 -238; J. Yoder (1991), Rethinking tokenism: Looking beyond numbers. *Gender & Society*, Vol. 5, No. 2, pp 178-192.
- <sup>6</sup> S. Ladbury (1993). *Strengthening the Recruitment of Women Scientists and Professionals at the International Agricultural Research Centers: A Guidelines Paper*. CGIAR Gender Program Working Paper, No. 4, Washington D.C.: CGIAR Secretariat, The World Bank; J. Joshi, E. Goldberg, S. Scherr, and D. Merrill-Sands (1998), *Towards Gender Equity: Model Policies* CGIAR Gender Program Working Paper, No. 18, Washington D.C.: CGIAR Secretariat, The World Bank.
- <sup>7</sup> C. Wenneras and A. Wold (1997). Nepotism and sexism in peer review. *Nature*, Vol. 387.
- <sup>8</sup> M. Fox (1991). Gender, environmental milieu, and productivity in science. In H. Zuckerman, J. Cole, and J. Bruer (Eds.), *The Outer Circle: Women in the Scientific Community*. New York: W. W. Norton & Company; D. Merrill-Sands and D. Kolb (2001), Women leaders: The paradox of success. *CGO Insights*, No. 9, Boston, MA: Center for Gender in Organizations, Simmons Graduate School of Management; D. Meyerson and J. K. Fletcher (2000), A modest manifesto for shattering the glass ceiling. *Harvard Business Review*, January/February, pp 127-136; A. Morrison (1996), *The New Leaders: Leadership Diversity in America*. San Francisco, CA: Jossey-Bass Publishers; V. Valian (1998), *Why So Slow? The Advancement of Women*. Cambridge, MA: MIT Press
- <sup>9</sup> Catalyst (1998). *Advancing Women in Business - The Catalyst Guide: Best Practices from Corporate Leaders*. San Francisco: Jossey-Bass Publishers; Catalyst (1999), *Women of Color in Management: Opportunities and Barriers*. New York, NY: Catalyst.
- <sup>10</sup> Massachusetts Institute of Technology (1999). *A Study on the Status of Women Faculty in Science at MIT*. Cambridge, MA: Massachusetts Institute of Technology. Report. See also K. Zernike (1999), MIT women win a fight against bias. *The Boston Sunday Globe*, March 21.
- <sup>11</sup> G. Sonnert and G. Holton (1996). Career Patterns of Women and Men in the Sciences. *American Scientist*, Vol. 84 (1), January-February, pp 63-71.
- <sup>12</sup> L. Bailyn, J. K. Fletcher, and D. Kolb (1997). Unexpected connections: Considering employees' personal lives can revitalize your business. *Sloan Management Review*, Vol. 38, No. 4, pp 11 - 19.
- <sup>13</sup> D. Merrill-Sands and E. Holvino. (2000). *Working with Diversity: A Framework for Action* CGIAR Gender and Diversity Program Working Paper, No. 24, Chapter 2, Nairobi, Kenya: CGIAR Gender and Diversity Program.
- <sup>14</sup> S. J. Scherr (1998). Gender staffing in the private sector: Experiences of the Bank of America and Deloitte and Touche. *CG Gender Lens*. Washington, D.C.: CGIAR Gender Program, Vol. 3, Issue 1, p 10; D. McCracken (2000), Winning the talent war for women: Sometimes it takes a revolution, *Harvard Business Review*, November.
- <sup>15</sup> A full discussion of recommended formal policies and procedures may be found in J. Joshi, E. Goldberg, S. J. Scherr, D. Merrill-Sands (1998), *Toward Gender Equity: Model Policies*. CGIAR Gender Program Working Paper, No. 18, Washington, D.C.: CGIAR Secretariat, The World Bank.
- <sup>16</sup> Drawn from J. K. Fletcher and D. Merrill-Sands (1998). Looking below the surface: The gendered nature of organizations. *CG Gender Lens*. Washington, D.C.: CGIAR Gender Program, Vol. 3 (1), pp 3-4. See also J. K. Fletcher (1998), Relational practice: A feminist reconstruction of work. *Journal of Management Inquiry*, Vol. 7 (2), pp 163-186; J. K. Fletcher (2001), Invisible work: The disappearing of relational practice at work. *CGO Insights*, No. 8, Boston, MA: Center for Gender in Organizations, Simmons Graduate School of Management; D. Merrill-Sands and D. Kolb (2001), Women leaders: The paradox of success. *CGO Insights*, No. 9, Boston, MA: Center for Gender in Organizations, Simmons Graduate School of Management; Rochelle Sharp (2000), As leaders women rule. *Business Week*, Special Report, November 20, 2000.

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- <sup>17</sup> D. Merrill-Sands and E. Holvino (2000). *Working with Diversity: A Framework for Action* CGIAR Gender and Diversity Program Working Paper, No. 24, Nairobi, Kenya: CGIAR Gender and Diversity Program; S. Canney Davison and K. Ward (1999). *Leading International Teams*. London: McGraw Hill Publishing Co.
- <sup>18</sup> The CGIAR Gender and Diversity Program has offered leadership training for women since 1993.
- <sup>19</sup> J. Joshi and D. Merrill-Sands (1998). *The Role of Boards in Addressing Gender Staffing Issues* CGIAR Gender Program Working Paper, No. 16, Washington, D.C.: CGIAR Gender Program.