**Chapter One**

**Introduction**

* 1. **Defining Leadership**

A leadership definition is obviously quite limited because it's only a few words or a couple of sentences.

Some definitions of leadership convey a particular essence of leadership very well, but that is all a single definition can represent - just an essence.

Any single definition of leadership can only attempt to convey the essence or most important quality of leadership from a particular standpoint or point of view.

A standpoint of leadership tends to dictate the definition.

For example:

* an ethical standpoint will produce a definition of leadership focused on ethics.
* a results standpoint will produce a definition of leadership focused on results or achieving an end result.
* a communications and motivational standpoint will produce a definition of leadership focused on communication with and motivating followers.

Therefore when we try to understand leadership we should avoid placing too much reliance on a single definition, or even several definitions of leadership, and especially when we try to explain leadership to others.

Leadership is a process, within which there may be different leaders acting at different times in different situations. A leader is a person who leads a particular group at a particular time. Leadership is a much broader and 'multi-dimensional' concept.

Leadership is a hugely complex system of effects which strongly influence how a group of people are organized and how they act.

According to Gardner (1995) leadership is ‘the ability to influence – either directly or indirectly – the behaviour, thoughts, and actions of a significant number of individuals’. A comprehensive definition of leadership is that of a process in which an individual influences a group of individuals to achieve a common goal (Northouse, 2004). Though these definitions look simple the concept is least understood and in it involves much more.

James Scouller describes leadership as a process. In referring to leadership as a 'process', Scouller means: "...**a series of choices and actions around defining and achieving a goal**..."

Leadership is the process of influencing people and making them do certain things. It is both an art and a science. It has rational, emotional, intuitive and instinctive dimensions. A few leadership skills are innate but most are acquired by experience and education.

Leadership involves moving followers in a certain direction mostly by non-coercive methods. Successful leaders get voluntary co-operation from followers. Good leaders persuade and do not command; they pull and do not push. Fear and authority are not leadership. Leaders who depend only on authority and coercion do not go very far. Poor leaders by contrast manipulate their followers. Manipulation is getting a person to do what they are not aware of or do not want to do.

Leadership involves the following specific functions: setting and communicating visions, goals, and objectives; representing followers; directing, co-ordinating, and integrating; influencing, mobilizing, motivating, creating enthusiasm and optimism; providing services and making a difference.

According to Gardner (1995, p. 292), “The greatest challenge the leaders face is to bring about significant and lasting changes in a large and heterogeneous group”. Leadership style is by definition leadership behaviour with two clearly independent dimensions: the task dimension that includes goal setting, organization, direction, and control; and the relationship dimension involving support, communication, interaction, and active listening (Hersey and Blanchard, 1988).

Leadership is also defined as the process of influencing an organized group towardaccomplishing its goals*.*  Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent.

Leadership is about working with people to do new things in a world which is increasingly complex and fast changing. We need organizations that are flexible and sustainable, and organizations are made up of individuals. Leadership is not necessarily linked to authority. It is about mobilizing people to tackle the toughest problems and to do their best work.

* 1. **Gender and Leadership**

Over the centuries, femininity has been stereotyped as dependent, submissive and conforming, and hence women have been seen as lacking in leadership qualities ....The male bias is reflected in the false conception of leadership as mere command or control. As leadership comes properly to be seen as a process of leaders engaging and mobilizing the human needs of followers, women will be more readily recognized as leaders and men will change their own leadership styles (Burns, 1978, p. 50).

For the past two decades, gender differences in leadership styles have been the most intensely studied topics in the field of leadership. Are there inherent differences in the way men and women function as leaders and, if so, are these differences gender linked? This question has commanded attention because researchers have been trying to provide an explanation about why there have been so few women leaders. Even though women have become an increasingly large proportion of the work force, they still do not hold a proportionate share of the top administrative positions.

Gender and leadership is a subject that is concerned with two main questions:

1. What are the determinants of male/female differences in who assumes leadership positions and in leadership behaviour?
2. How is leadership a gendered concept?

Social scientists distinguish between "gender" and "sex." Sex refers to the basic, biologically given physiological differences between males and females. Gender refers to a culture's social construction of differences between the sexes. These include the different traits, roles, behaviours, attitudes, and aptitudes males and females are expected to display. Gender displays reinforce claims of membership in a sex. Expressions such as "gendered practices," "gendered language," and "gendered jobs" are used to emphasize the tenet that gender involves a process of social construction, and to make gender a more central explanation of organizational behaviour phenomena such as leadership.

* + 1. **The context for women in leadership**

The proportion of women in executive roles has nearly tripled during the last three decades of the 20th century (US Dept. of Labour, 1998). More and more organizations are actively looking for women to join their top management ranks (Vinkenburg, et al., 2000). This growing number of women in managerial positions created interest in the role of women as leaders (Klenke, 1996). The leadership roles are said to have traditionally been occupied mainly by men. However, the increased numbers of women managers in recent past created a need to research into various leadership styles in relation to gender. The growing presence of women in the international workforce continues to motivate research on the leadership styles of women, particularly to determine if women have their own ways of leading (Trinidad and Normore, 2005).

Intuitive reasoning suggests that early socialization patterns develop different qualities in women and men that would likely result in variations in leadership styles (Powell, 1993). The real issue in leadership differences lies in the equity in selecting the right person with the appropriate skills and qualities to ensure the effectiveness and success of the organization (Bass and Avolio, 1994). The integration of women in leadership roles is not a matter of “fitting in” the traditional models, but “giving in” to the opportunities for them to practice their own leadership styles. Since leadership in organizations has been mostly occupied by men, some women have chosen successful male leaders and their styles as their role models (Appelbaum and Shapiro, 1993). Others dare break the mould and start with leadership styles that openly reveal feminine traits and behaviours as “silent cries” for social justice and a place of their own in organizations (Trinidad and Normore, 2005). tyle that distinguishes female leaders from male leaders is yet to be answered.

* 1. **LEADERSHIP STYLES: GENDER DIFFERENCES AND SIMILARITIES**

The proportion of women in the managerial ranks has increased in almost all countries. The leadership-gender issue has become a significant one due to the increased number of women in managerial positions in recent years. Though many researches generally have found that males and females differ in their leadership styles, some researches still argue that there are no significant gender differences in leadership styles between men and women. Organizations and leadership are viewed as gender-neutral structures which provide the same opportunities for men and women. The others also argued that there is significant difference between men and women leadership style.

**1.3.1. Gender differences**

Although mainstream research on leadership generally continues to ignore gender relations, over recent years there has been major expansion of international research on gender relations in leadership, organizations and management (Hearn and Piekkari, 2005).

Previous studies have found differences in leadership styles in terms of gender and managerial hierarchy. Discussions on the gendered differentiation of leadership have centred on the different qualities and styles of leadership of men and women; that is, the so-called masculine and feminine styles of leadership (Cubillo and Brown, 2003). The presence of feminine or masculine characteristics in leadership styles is related to the construct of gender (Larson and Freeman, 1997).

Gender, race, class, and other elements of social difference are acknowledged to play an important role in the development of leadership styles. Fitzgerald (2003) suggested that it is impossible to create conceptualizations of leadership and management without taking into account issues of gender and ethnicity.

In leadership research, gender has been distinguished from sex, with the former viewed as a collection of qualities labelled male or female that is created culturally, and the latter seen as comprising attributes that are the results of biological characteristics (Brandser, 1996).

Male gender qualities characterized as; aggressive, independent, objective, logical, rational, analytical, decisive, confident, assertive, ambitious, opportunistic and impersonal are distinguished from female gender qualities described as; emotional, sensitive, expressive, cooperative, intuitive, warm, tactful, receptive to ideas, talkative, gentle, empathetic, and submissive (Park, 1996) Many researchers have tried to find out the relationship between gender role and leadership style. They assumed that gender role is an important personality trait that influences leadership style. Thus, they have related masculinity with task-oriented leadership style and femininity with relationship-oriented leadership style. Hofstede (2001) suggests that the masculinity/femininity dimension affects the meaning of work in people’s lives. While men still dominate in leadership positions, there is research suggesting that when women do occupy leadership positions, they display different leader styles compared to males. In a review of the extant literature on female leadership, Eagly and Carli (2003) concluded that among managers women tended to be more democratic in their leadership styles compared to men. They also reported that a meta-analysis of 45 studies examining gender differences in transformational leader behaviours found compared to male leaders; female leaders used a more transformational style. The notion of male and female gender qualities facilitates the argument that male gender qualities are oriented towards more impersonal, task oriented or transactional approach to leadership, while female gender qualities tend towards a more nurturing, relationships oriented style of leadership that underlies the transformational leadership approach (Pounder and Coleman, 2002).

Women seem to lead in a rather democratic way, while men show a more autocratic leadership style (Eagly and Johnson, 1990). Research findings of Trinidad and Normore (2005) also show that women adopt democratic and participative leadership styles in the corporate world and in education. Moreover, female leaders seem to prefer a transformational leadership style (Eagly et al., 2003). The characteristics of transformational leadership relate to female values developed through socialization processes that include building relationships, communication, consensus building, power as influence, and working together for a common purpose. This is also supported by Shane et al (1995) stating that femininity was found to be positively correlated with transformational leadership.

In addition, several studies focusing on transformational leadership indicated that women are perceived, and perceive themselves, as using transformational leadership styles more than men (Bass et al., 1996; Druskat, 1994; Rosener, 1990 cited in Kark, 2004).

**1.3.2. Gender Similarities**

In contrast, other scholars have argued that there are no significant gender differences between males and females in their leadership behaviours. Powell (1990) in his analysis of a number of research studies, found that male and female leaders exhibit similar amount of task oriented and people oriented leadership behaviours. Further Pounder and Coleman (2002), citing a number of studies undertaken by various researchers (Davidson and Bruke, 1994; Brenner, 1982; Carless, 1998; Komives, 1991; Maher, 1997; Vilkanas and Carton, 1993, Thomson, 2000; Evetts, 1994) have summarized the idea of ‘little or no difference’ and ‘no evidence of any dissimilarity’ in the leadership styles, leadership effectiveness and competencies of men and women. Shimanoff and Jenkins (1991) demonstrate in their research that there are far more similarities than differences in the leadership behaviours of men and women and they are equally effective. Further, a study by Vinkenburg found no gender differences in managerial self-efficacy, self monitoring, managerial commitments and managerial effectiveness in terms of salary progression, performance appraisals and hierarchical progression (Vinkenburg, et al., 2000).

The study done by Oshagbemi and Gill, 2003 has examined gender differences and similarities in the leadership styles and their study found that women mangers delegate less than their male counterparts but their directive, consultative and participative leadership styles were similar. There are more similarities than differences found in their study in the leadership styles and behaviour of their managers, unlike the findings in other research studies where there are significant differences between males and female in the leadership styles and behaviour of their managers. However the authors suggested that although women are relatively similar to men in behaviour and effectiveness, women leaders tend to be more participative and less autocratic. Further, the gender reform approach, mostly represented by liberal feminism, asserts that gender differences are not based on biology and, that men and women are similar in their common humanity (Lorber, 2001). Therefore, biological differences should be ignored in order to achieve gender equality in work opportunities.

* 1. **Challenges that affect women leaders**

In most patriarchal societies, females are regarded as the inferior of the species. Because of this, women are denied access to both honoured and utilitarian role open only to males. Such roles as administration and disposal of property, leader ship roles in societal affairs including religion and governance are exclusively belong to males. Even the right of choice in respect to entry to conjugal union is denied to women. Sustainable and all around developments of a society cannot be brought about without the full and unreserved participation of both woman and man in the development process, and such a balanced development should also call for the elimination of all forms of discrimination, and the protection against all forms of violence against women. Although women constitutes two third of the world’s working hours, produce half of the world’s food and above all, bear and rear children, women continue to suffer from all forms of discrimination and from the absence of adequate protection against violence.

Often cited as the reason for why women are not represented in top management positions is the “glass ceiling.” The glass ceiling effect is defined as an unofficial barrier to opportunities within an organization or company preventing protected classes of workers, particularly women, from advancing to higher positions

1. **Organizational Barriers**

Some argue that the glass ceiling is more of a societal blocker than an individual barrier. Still others argue that corporate culture or organizational barriers are to blame (T&D, 2006). Organizational barriers refer to the o organizational-level factors that affect the differential hiring and promotion of men and women. While these barriers vary significantly from organization to organization, they can create a huge roadblock preventing women from advancement to top management.

1. **Selection Process**

One of the most common and well known barriers to career advancement is that of the selection process used by most companies. As indicated previously, the pool of women that are qualified for promotion to executive positions is quite small and therefore women simply cannot be promoted. According to Burke and Nelson (2000), 82% of firms stated that lack of general management skills and line experience was a major contributing factor in their decisions not to promote women. However, another study finds some firms have a large pool of qualified women and simply do not consider them for the position (Burke, et al., 2000). Another rationale is that existing top management positions are held by men who tend to promote other men who are similar to themselves (Van Vianen & Fischer, 2002).

1. **Workplace Relationships**

Another organizational barrier is the relationships many women have with their mentors, bosses, and female co-workers. Most employees tend to bond through similar interests. Since there tend to be few executive women; many women are unable to find a female mentor finds that women are inhibited in the workplace because of their limited access to capable mentors.

Many people prefer to have mentors of the same gender because they tend to understand the challenges most commonly faced. Men do not face the same barriers, have the same family issues, and many times simply do not want to mentor a woman. The needs of women from their mentors also tend to differ from the needs of men. Many women claim to need more encouragement, an example to follow, and simply more tasks to complete. Male mentors tend to be resistant to mentor a woman because they perceive women as more emotional, not as skilled at problem-solving, and because of the risk of workplace sexual harassment issues

1. **Globalization**

Globalization presents many new barriers for women. Senior level managers and top executives now have even more responsibility and higher expectations than before. Due to the time pressures and relocations of many businesses, top executives have had to move to new towns, cities, and countries. This presents a large barrier for many women with families and a working spouse or significant other. Perhaps more surprisingly, the largest problem, however, has not been family issues; it has been adoption of new cultures and social norms. While the natural ability of women to adapt is higher than that of men, a large number of women have been unable to accept the culture shock and fail in their new environments. Similarly, women may also experience resistance in other cultures to female leadership. Many countries will simply not deal with a women executive because of their beliefs and perceptions that women are incapable of doing business effectively.

1. **Internal Motivation**

**Motivation** to lead the team/group towards the objectives or set of objectives. There is vast difference betweenleadership and motivation. Leadership is like taking a team with you and lead them to get succeed, where motivation is like motivation one to get success and reach his/her goal.

There are many theories about what motivates leaders. In actuality, leaders are motivated by both internal and external factors, as there is always a mixture of reasons why leaders do, achieve, behave, learn and react. Personality and self-concept often determines whether or not a leader will be intrinsically or extrinsically motivated. If a leader understands the distinction between intrinsic and extrinsic motivational factors, then the leader has a greater probability of motivating himself/herself and others. Every behavior has an underlying cause, and understanding the cause of behavior and motivating factors is key to changing or improving outcomes.

* 1. **Intrinsic motivation**

This means internal or inside yourself. When you are intrinsically motivated, you enjoy an activity, course or skill development solely for the satisfaction of learning and having fun, and you are determined to strive inwardly in order to be competent. There is no external inducement when intrinsic motivation is the key to behaviour or outcome.  When you are motivated intrinsically, you have fun and look for skill development and competency, personal accomplishment and excitement. If you write articles for the curiosity and fun of learning and sharing information or run because it relieves stress and makes you feel better or excites you to improve your personal time, you are intrinsically motivated.

* 1. **Extrinsic Motivation**

Thismeans external or outside of yourself. This type of motivation is everywhere and frequently used within society throughout our lifetime. When you are motivated to behave, achieve, learn or do based on a highly regarded outcome, rather than for the fun, development or learning provided within an experience, you are being extrinsically motivated. Some examples of external motivation: trophies, medals, money, discounts, grades, entrance to programs or schools, higher commission percentages, new clothes and losing weight are all examples of extrinsic motivators.

Many senior executive and top management claim that women simply do not have a desire to excel in their current job positions. However, a recent study indicated that 55% of women not in management positions desire to be in the top most levels of their organizations. Annis (2008) finds many women lose their drive to excel due to the many obstacles met along the path of becoming a manager. These obstacles include discrimination, stereotyping, prejudice, family demands, and lack of opportunities.

* 1. **Perceptions towards women leadership**

Historically, men have been perceived as being better suited to become leaders than women. Traditional gender stereotypes are a major reason for the negative perception of female leaders. Several studies have indicated a stereotype of the “typical” man and woman across groups differing in sex, age, marital status, and education (Neubert and Taggar, 2004). The role of a leader may be particularly problematic for women because the schemas that people hold of leaders/managers are quite different from those they hold of women. Much evidence suggests that the prevailing image of a leader is more similar to that of a man than a woman (Becker et al., 2002). Studies have shown that traditionally masculine characteristics generally are considered to be more positively valued than traditionally feminine characteristics. Specifically, traditional gender stereotypes depict men as effective achievers, competent, forceful, active, emotionally stable, independent, and rational, while women are generally perceived to be lacking in those attributes (Becker et al., 2002).

Traditional gender stereotypes depict women as deficient in attributes believed necessary for managerial success (Eagly et al., 2003; Vecchio, 2002). A number of studies have noted a generally held negative perception of women as leaders (Deal and Stevenson, 1998; Powell and Butterfield, 1979, 1989; Schein, 1973, 1975; Schein and Davidson, 1993 cited in Pounder and Coleman, 2002).

Stereotypes persist that portray women as less capable leaders than men. Female leaders will likely be refused by persons with traditional gender role attitudes, preferring women to be housewives and mothers. Because traditional persons endorse traditional role allocation between women and men, one could assume that these persons feel uncomfortable about women in high-status positions (Appelbaum et al., 2003). These traditional gender stereotypes, when applied to work settings, affect subordinates’ perceptions of female leaders. Therefore, even when the number of women in formerly male-dominated environments increases, this will not necessarily bring about an immediate change in the organizational context. Organizational context as defined here can be a major factor in enhancing the saliency of the gender of female leaders (Ridgeway, 1992). That is, the observers may notice the “femaleness” of female leaders in organizations in which, traditionally, men dominated the leadership positions and the norms of conduct are masculine. These traditional gender stereotypes have been very resistant to change (Dodge et al., 1995; Ruble et al., 1984 cited in Dawley et al., 2004). Stereotyping is central to their explanation of why gender is often perceived to be the central determinant of leadership style. Stereotyping is central also to the rejection of the gender determining leadership style thesis because stereotyping explains how the perception of a particular leader’s performance can differ from the actual performance of that leader (Pounder and Coleman, 2002). According to Williams et al. (1999) gender stereotypes are the psychological characteristics believed to be differentially associated with women and men in a particular cultural group. Thus, stereotypes of gender roles created by culture govern the way of life throughout our existence (Littrell and Nkomo, 2005). Research evidence strongly indicates gender stereotypes affect perceptions of leaders and managers (Littrell and Nkomo, 2005). According to the social role theory (Eagly et al. 2000), cultures convey shared expectations for the appropriate conduct of males and females that foster gender differences in social behaviour. Eagly (1987) argues that expectation is a central aspect of the socialization process. Thus people behave according to societal expectations about their gender roles and the expectation that women will be more caring and relationship oriented than men largely accounts for different approaches to leadership based on gender.

However from a female perspective, the downside of this process is that the view of women as nurturing may lead to a justification of women holding supportive roles, leaving men typically to play leadership roles (Pounder and Coleman, 2002). In contrast, Luthar (1996) found in her experiment with 290 undergraduate seniors, that autocratic female managers were viewed as being significantly higher performers than autocratic male managers, thus stereotyping does not always work in favour of male managers at the expense of female managers. However, Jago and Vroom (1982) found that female managers perceived to be autocratic were evaluated negatively, while male managers were evaluated largely positively, and have suggested that this is due to the link between stereotyping and expectation. This is supported by a recent study by Wolfram et al. (2007), on the professional respect for female and male leaders, where they revealed that the gender differences are in line with general gender stereotypes suggesting that women are gentler, more expressive, and more socially oriented than men. Persons who show gender role discrepant behaviour run the risk of being less positively evaluated by others. Wolfram et al. (2007) further explained that in case female leaders moreover show masculine leadership behaviour (i.e. autocratic style), they commit a double role deviance. Furthermore, autocratic behaviour in general is evaluated negatively.

Democratic male leaders are also caught in a discrepancy between the male gender role and feminine leadership behaviour. In contrast to female leaders, this incongruity is mitigated by the fact that the male gender role and the leadership role are in line with each other. Moreover, democratic behaviour in general is evaluated positively. Thus, they concluded that they could expect that gender role discrepant female leaders (behaving autocratically) are evaluated more negatively than gender role discrepant male leaders (behaving democratically). This is further supported by Eagly et al. (1992) stating that female leaders showing autocratic (i.e. masculine) behaviour are evaluated more negatively than male leaders showing the same. However democratic male leaders and democratic female leaders are not evaluated differently. In another study, Heilman et al. (2004) report that successful women receive less positive evaluations than successful men.

**1.6. Developing an awareness of personal values and drivers**

Values are the guiding principles in our lives. Leaders guide and facilitate others to make a positive difference in their own lives and to contribute to a larger good (Sen et al., 2013). Values inform the application of leadership qualities as the competencies of leadership are activated – learned, developed, and practiced – within the set of core values (Keyser, 2011). By focusing on what people believe and value, and then positively building on this understanding, we have the potential for impact far more wide reaching than if we approached leadership development as a problem-solving activity. The leader must choose the values that are most important to her / him, the values that s/he believes in and that define her / his character. Then must live them visibly every day at work. Living her / his values is one of the most powerful tools available to the leader to help her / him lead and influence others (Heathfield, 2018).

Leadership values are related to personal and organizational purpose(s) and it is important to understand how these two aspects of purpose fit together for each person. Organizations that are effective, customer-centric, and employee-oriented, develop a clear concise and shared meaning of values / beliefs, priorities, and direction within their organization. They want every employee to understand the values, contribute to the values, and live the values. Once defined, the values should impact every aspect of the organization. The leader must support and nurture this impact (Heathfield, 2018).

**Some of Leadership Values**

1. Respect- Self-respect and respecting others regardless of differences; treating others with dignity, empathy and compassion; and the ability to earn the respect of others.
2. Making difference-Making a positive impact on individuals, systems, and/or organizations or positively affecting outcomes (Kase, 2010).
3. Integrity-Moral courage, ethical strength, and trustworthiness; keeping promises and fulfilling expectations (Bauman, 2013; Williams, 2018).
4. Authenticity- Consistency, congruency, and transparency in values, beliefs, and actions; integrating values and principles to create a purposeful life and to contribute to the growth of others (Bishop, 2013).
5. Courage Possessing a strength of self to act with intention on behalf of the common good; taking a stand in the face of adversity; acting boldly in the service of inclusion and justice (Sen et al., 2013).
6. Service -Commitment that extends beyond one’s own self-interest; personal humility for the sake of a greater cause (Bourne, 2016).
7. Humility- A sense of humbleness, dignity and an awareness of one’s own limitations; open to perspectives differ-rent from one’s own (Cable, 2018; Higginbottom, 2018).
8. Wisdom- A broad understanding of human dynamics and an ability to balance the interests of multiple stakeholders when making decisions; can take a long term perspective in decision-making (Yang, 2011; Clayton, 2013).

**1.7**. **Increasing self-awareness**

Research conducted in recent years emphasize that leadership begins with self-awareness. A person who is aware of his own positive and negative features, is expected to be a better leader of the group he is leading. Therefore, the research in the fields of self-awareness and leadership are ever growing and increasing rapidly. Self-awareness, expresses a person’s own emotions, thoughts, desires in a realistic way and the process of knowing strengths and at the same time weaknesses about its own characteristic features (Kernis, 2003).

Every individual can reach success in its own right or able to guide a group but a person who owns its self-awareness will be a better leader to others using accurate decision-making process while keeping emotions and thoughts in control. In order to lead the individuals to accomplish some certain goals and visions, there is need for a leader who possesses a leading property to rally individuals and determine their courage, desire and self-awareness. Another method used to reveal and improve leadership capability is nature camp practices.

**Chapter Two**

**Leadership and Empowerment**

* 1. **Definitions and usage of empowerment**

Empowerment is a multi-dimensional social process that helps people gain control over their own lives. It is a process that fosters power in people for use in their own lives, their communities and in their society, by acting on issues they define as important.

However, perceptions of being empowered vary across time, culture and domains of a person's life: in India, a low caste woman currently feels empowered when she is given a fair hearing in a public meeting, which is comprised of men and women from different social and economic groups; in Brazil, in Porto Allegre, citizens – both men and women -- feel empowered if they are able to engage in decisions on budget allocations; in Ethiopia, citizens and civil society groups report feeling empowered by consultations undertaken during the preparation of the poverty reduction support program; in the USA, immigrant workers feel empowered through unionization which has allowed them to negotiate working conditions with employers; and in the UK, a battered woman feels empowered when she is freed from the threat of violence and becomes able to make decisions about her own life.

Empowerment is a crosscutting issue. From education and health care governance and economic policy, activities which seek to empower poor people are expected to increase development opportunities, enhance development outcomes and improve people's quality of life.

Women empowermentis about women taking control over their lives: setting their own agendas, gaining skills, building self-confidence, solving problems and developing self-reliance, and expressing their voice. It is both a **process** and an **outcome**; and it is **contextual**

It is also a ‘bottom-up’ process of transforming gender power relations, through individuals or groups developing awareness of women’s subordination and building them capacity to challenge it. As Commission on Women and Development (2007) clearly stated, empowerment can be considered as the process to acquire “power” individually and collectively. Among individuals or a community, it designates first and foremost the ability to act independently, but also the means needed and the process of being able to act and make one’s own decisions regarding life and society. This approach to power has been picked up by several feminist bodies and development NGOs, which agree that the empowerment process should be broken down into four levels of power:

* + **“Power over”:** this power involves a mutually exclusive relationship of domination or subordination. It assumes that power exists only in limited quantity. This power is exerted over someone or, less negatively, allows “someone to be guided”. It triggers either passive or active resistance;
  + **“Power to”:** a power which includes the ability to make decisions, have authority, and find solutions to problems, and which can be creative and enabling. The notion therefore refers to intellectual abilities (knowledge and know-how) as well as economic means, i.e. to the ability to access and control means of production and benefit
  + “**Power with**”: social or political power which highlights the notion of common purpose or understanding, as well as the ability to get together to negotiate and defend a common goal (individual and collective rights, political ideas such as lobbying, etc.). Collectively, people feel they have power when they can get together and unite in search of a common objective, or when they share the same vision;
  + “**Power within**”: this notion of power refers to self-awareness, self-esteem, identity and assertiveness (knowing how to be)4. It refers to how individuals, through self-analysis and internal power, can influence their lives and make changes.

**1.2. Empowerment as a process**

As empowerment was defined as processes whereby individuals achieve increasing control of various aspects of their lives and participate in the community with dignity. According to Wallerstein (1992), empowerment is a social-action process that promotes participation of people, organizations, and communities towards the goals of increased individual and community control, political efficacy, improved quality of community life, and social justice. While Whitmore (1988) feels the concept of empowerment needs to be more clearly defined, she states that there are some common underlying assumptions:

a) Individuals are assumed to understand their own needs better than anyone else and therefore should have the power both to define and act upon them.

b) All people possess strengths upon which they can build.

c) Empowerment is a lifelong endeavour.

d) Personal knowledge and experience are valid and useful in coping effectively.

**1.3. Women’s Empowerment Principles**

Women’s Empowerment Principles include the following:

1. **Leadership Promotes Gender Equality approach**

* Affirm high-level support and direct top-level policies for gender equality and human rights.
* Establish company-wide goals and targets for gender equality and include progress as a factor in managers’ performance reviews.
* Engage internal and external stakeholders in the development of company policies, programmes and implementation plans that advance equality.
* Ensure that all policies are gender-sensitive – identifying factors that impact women and men differently – and that corporate culture advances equality and inclusion.

**2. Equal Opportunity, Inclusion and Nondiscrimination**

* Pay equal remuneration, including benefits, for work of equal value and strive to pay a living wage to all women and men.
* Ensure that workplace policies and practices are free from gender-based discrimination.
* Implement gender-sensitive recruitment and retention practices and proactively recruit and appoint women to managerial and executive positions and to the corporate board of directors.
* Assure sufficient participation of women – 30% or greater – in decision-making and governance at all levels and across all business areas.
* Offer flexible work options, leave and re-entry opportunities to positions of equal pay and status.
* Support access to child and dependent care by providing services, resources and information to both women and men.

3. **Health, Safety and Freedom from Violence**

* Taking into account differential impacts on women and men, provide safe working conditions and protection from exposure to hazardous materials and disclose potential risks, including to reproductive health.
* Establish a zero-tolerance policy towards all forms of violence at work, including verbal and/or physical abuse, and prevent sexual harassment.
* Strive to offer health insurance or other needed services – including for survivors of domestic violence – and ensure equal access for all employees.
* Respect women and men workers’ rights to time off for medical care and counseling for themselves and their dependents.
* In consultation with employees, identify and address security issues, including the safety of women traveling to and from work and on company-related business.
* Train security staff and managers to recognize signs of violence against women and understand laws and company policies on human trafficking, labour and sexual exploitation.

4. **Education and Training**

* Invest in workplace policies and programmes that open avenues for advancement of women at all levels and across all business areas, and encourage women to enter nontraditional job fields.
* Ensure equal access to all company-supported education and training programmes, including literacy classes, vocational and information technology training.
* Provide equal opportunities for formal and informal networking and mentoring.
* Offer opportunities to promote the business case for women’s empowerment and the positive impact of inclusion for men as well as women.

5. **Enterprise Development, Supply Chain and Marketing Practices**

* Expand business relationships with women-owned enterprises, including small businesses, and women entrepreneurs.
* Support gender-sensitive solutions to credit and lending barriers.
* Ask business partners and peers to respect the company’s commitment to advancing equality and inclusion.
* Respect the dignity of women in all marketing and other company materials.
* Ensure that company products, services and facilities are not used for human trafficking and/or labour or sexual exploitation.

6**. Community Leadership and Engagement**

* Lead by, example; showcase company commitment to gender equality and women’s empowerment.
* Leverage influence, alone or in partnership, to advocate for gender equality and collaborate with business partners, suppliers and community leaders to promote inclusion.
* Work with community stakeholders, officials and others to eliminate discrimination and exploitation and open opportunities for women and girls.
* Promote and recognize women’s leadership in, and contributions to, their communities and ensure sufficient representation of women in any community consultation.
* Use philanthropy and grants programmes to support company commitment to inclusion, equality and human rights.

7. **Transparency, Measuring and Reporting**

* Make public the company policies and implementation plan for promoting gender equality.
* Establish benchmarks that quantify inclusion of women at all levels.
* Measure and report on progress, both internally and externally, using data disaggregated by gender.
* Incorporate gender markers into ongoing reporting obligations.

**1.4.** **Empowerment and leadership**

Women’s leadership goes beyond empowerment, though many would argue that women’s empowerment is the first step towards leadership. While empowerment has to do with building an individual’s or group’s capacity, leadership is both concerned with the building of personal capacities and confidence, and with building the capacity to mobilize others. Promoting women’s leadership has benefits far beyond the individual women themselves as women tend to plough back benefits into their families. Women who have access to resources, knowledge and decision making have a major positive impact on their families and communities and even beyond. Development can only take place if women have a voice and the resources to make a difference to their own and their families’ lives.

In the studies on women and girls’ empowerment that do define leadership, there is a common emphasis on personal and collective change among leaders, their ‘followers’ and society. For example, Higgitt (2011) suggests ‘advocating for women’s leadership building flows from a normative conception of a leader as a change agent, a person whose acts, in part by virtue of their charisma, affect other people more than other people’s acts affect them’ (p.99). Others use adjectives such as ‘transitional’ (Muzvidziwa, 2014) and ‘transformational’ (Wijnen and Wildschut, 2015) to convey that leadership entails transformation of self, empowerment of others and/or changes of organisations or the external environment. Similarly, the sport and development organisation, Women Win, defines leadership as ‘the ability of an adolescent girl or young woman to exercise her rights and drive change’ (Wijnen and Wildschut, 2015: 4), and CARE (2009) describes a ‘girl leader’ as ‘an active learner who believes that she can make a difference in her world, and acts individually and with others to bring about positive change.

Empowerment is seen as liberating- as simply good leadership. Empowerment can help the move towards a stronger culture of initiative, innovation and accountability. It has been found that empowered employees have a sense of ownership and responsibility, satisfaction in their accomplishments, a sense of control over what and how things are done, and the knowledge that they are important to organization.

Another benefit of empowerment is that it enhances organizational performance. Leaders who are more empowered are perceived by their subordinates as more innovative, influential upwards and inspirational. Women’s Leadership recognizes that all meaningful and enduring change begins with the internal work we do to transform our outer behavior. Leadership skill and capacity continue to strengthen with practice, reflection and relationships that provide authentic and rigorous feedback and support. It seeks to address the larger legacy of bias and imbalance in our decision-making, organizations, enterprises and society at large.

**1.4.1. Distinguishing Leadership Qualities of Women**

* **Perseverance:**

As a leader, women come across challenges, and they need persistence, perseverance and the ability not to take “no” for an answer.

• **A Nurturing Spirit:**

“Women being a nurturer have a sense of being fair and just, and use of our women’s intuition is one of the strongest trait.”

• **Confidence:**

One of the defining characteristics of leadership is confidence – “having unconditional belief in your own abilities.” Women have the ability to cultivate confidence in their own abilities by actively seeking out and responding to feedback, taking on tough assignments and excelling at them, maintaining successful relationships and developing expertise that sets women leadership apart.

1. **Women leaders are more persuasive than their male counterparts.**

* The women leaders scored significantly higher than male leaders in ego-drive (persuasive motivation), assertiveness, and willingness to risk, empathy, urgency, flexibility and sociability.
* The strong people skills possessed by women leaders enable them to read situations accurately and take in information from all sides. This willingness to see all sides of a situation enhances their persuasive ability.
* Feeling the sting of rejection, women leaders learn from adversity and carry on with an “I’ll show you” attitude.
* The women leaders were in the mid-range on ego-strength (resilience), which was lower, though not significantly, than male leaders. But they possess stronger interpersonal skills (empathy, flexibility and sociability) and are more assertive than their male counterparts.
* This combination of traits enables the women in our study to express a unique approach toward dealing with disappointment, rejection or situations that don’t work out their way.

1. **Women leaders have an inclusive, team-building leadership style of problem solving and decision making**.

* While the male leaders demonstrate fine levels of empathy, flexibility, sociability, and urgency (a need to get things done immediately), the women leaders scored significantly higher in these areas.

1. **Women leaders are more likely to ignore rules and take risks.**

* Women leaders scored significantly lowered down in external structure (adhering to established procedures) and cautiousness. They were also significantly higher in their levels of urgency and risk taking. And they have very high scores in abstract reasoning.
* The women leaders are more likely to push back when they are overly bound by regulations and rules, engage in more risk taking and come up with innovative solutions. Women leaders are more assertive and persuasive, have a stronger need to get things done and are more willing to take risks than male leaders. Women leaders also were found to be more empathic and flexible, as well as stronger in interpersonal skills than their male counterparts. “These qualities combine to create a leadership style that is inclusive, open, consensus building, collaborative and collegial which ensures women empowerment.”

**1.5. Challenges to Women Empowerment in Ethiopia**

The United Nations Fourth World Conference, held in Beijing, in September 1995 came up with the Beijing Declaration and the Platform for Action. The Platform showed a renewed commitment to the goals of equality, development, and peace for all women. It was identified 12 critical areas of concern that were thought to be the main barrier to the advancement (empowerment) of women. These were poverty, education and training, health, violence, armed conflict, economic participation, power sharing and decision-making; women focused institutions, human rights, mass media, environment, and the girl child. As member country of the UN, Ethiopia is a signatory of this conference and its critical areas of concern are poverty and Economic Empowerment of Women and Girls, Human Rights of Women, Violence Against Women and Girls, Education and Training of Women and Girls, Institutional Mechanism for the Advancement of Women, Empowering Women in Decision Making, Women and Environment and Reproductive Rights and Health including HIV/AIDS to empower women in Ethiopia.

**Women and Poverty**

The document entitled "sustainable Development and Poverty Reduction Program (SDPRP) provides a sound basis to continue the implementation of the sustainable development and poverty reduction program activities in the country. Even if gender and development has been incorporated in the SDPRP, the following points posed a challenge during its implementation

* Lack of representation of Women's Affairs office in the technical and monitoring committee of Sustainable Development Poverty Reduction Program (SDPRP)
* lack of gender issues in policy matrix and reporting of SDPRP;
* lack of planners and policy makers awareness on gender issues;

**Education and Training of Women**

The new education and training policy declared in 1994, has addressed the importance of girls education and among others it clearly stated that the government will give financial support to raise the participation of women in education. It further stated that, special attention would be given to the participation, recruitment, training and assignment of female teachers. Social and cultural barriers (societies’ and family’s attitude as well as teachers’ and learners’ attitude) for access to education of girls; and lack of nearby schools are among the contributing factors to gender disparities in education.

**Women and Health**

Due to various discrimination that the women have based on their gender such as violence against women (rape, domestic violence, women's trafficking etc), harmful traditional practices (early marriage, FGM etc), son preference etc, they are subjected to poor health, which poses grave health risks. They also have different and unequal access to basic health services. In spite of the priority and focus given to health in general, reproductive and child health in particular, the progress is slow and has many challenges. Some of them are:

• Although the health service availability increased it doesn't guarantee the availability of emergency obstetrics due to lack of skilled human resources and equipment;

• Health facility expansion was not accompanied with quality improvements; i.e health facilities built are not fully staffed and properly equipped

• High attrition, turnover and inappropriate deployment of healthy personnel has hampered the effective implementation of the program;

• The referral system is still poor with poor infrastructures, which is still a problem for emergency obstetrics;

• Poor logistics system for contraceptive management and distribution;

• Despite the budget increase in the sector, recurrent expenditures have not been in proportion with expansion of facilities in the sector

• Overall there is constant drug shortage and the highly demanded contraceptive like the indictable is mostly out of stock. Further, since contraceptive distribution is not demand driven, there is stock of contraceptives which are out dated;

• There is weak monitoring and supportive supervision at all level

• Low utilization of available maternal health services due to distance, travel time and other socio-demographic characteristics of individuals

• High prevalence and deep rooted poverty among the population;

**Women and HIIV/AIDS**

HIV/AIDS epidemic is a threat to socio-economic advancement of most countries in the world. The problem is aggravated by the existence of gender discrimination and violence against women. In Ethiopia, like many other developing countries, the social definitions and expectations of gender puts women at higher risk with respect to HIV apart from their biological vulnerability to the disease. Although awareness on HIV/AIDS is high, low attitudinal change and women's low economic level and their limited decision making power in their reproductive health has made them still vulnerable to the infection.

**Violence Against women**

Violence against women such as rape, domestic violence, abduction for marriage, sexual harassment, female genital mutilation, early marriage are widely speared in the country and are being widely recognized, as a violation of women's right apart from the physical and psychological consequence it has on the life of a woman. Women in Ethiopia as anywhere else are also victims of various violence and harmful traditional practices simply because of their gender. Patriarchal domination, cultural and traditional practices, economic deprivation etc are among the reasons for violence against women in Ethiopia.

**Women in Power and Decision Making**

Due to the various obstacles that women have such as triple role, violence against women, lack of education etc, their representation and participation in leadership and decision making position has also been limited. Despite the Government policies of equal opportunity for both men and women to participate in the democratization of the country, women have not been adequately represented at all levels of decision-making positions.

In order to ensure the effective implementation of the laws and legislation's that discourages violence against women and protects the rights of women, various awareness creation programs are being undertaken by the government to the judicial machineries including judges, prosecutors and polices etc of all regions of the country. Further, the Women's Affairs Department of the

Ministry of Justice (WAD/MOJ) has also carried out a comprehensive program on raising awareness among women and other sectors of the community on rights of women and children. Training's to women and school representatives of all regions are also being carried out.

**Challenges**

􀂃 The inadequacy within the existing laws with regard to women's rights;

􀂃 Discriminatory application of laws within the judicial bodies;

􀂃 The working environment of the court and the prosecution office does not allow the timely and proper handling of cases dealing with women's rights;

􀂃 The absence of reliable statistical data on crimes committed against women

**Women and the Environment**

The Federal Rural Land Administration Proclamation No 89/1997 provide that ' the land administration law of a region shall confirm the equal rights of women in respect of the use, administration and control of land as well as in respect of transferred and bequeathed holding rights".

The proclamation paved the way for better management of natural resources for women in general and female headed household in particular, intensifying their participation in decision making such as in land holding rights and caring distribution of holdings.

The Ethiopia Environment Policy developed and approved in 1997 that integrates cross sectoral issues, and ensures the full participation of women in environmental decision making, resource ownership and management and in legal and policy aspect is also a landmark in this regard.

##### **Major challenges**

* Lack of gender and environment awareness of the society as a whole;
* Low level of integrating gender issues in the environment concerns;
* Lack of human power working in the field of gender and environment issues;
* The slow pace of implementing the aforementioned strategies has been challenging due to lack of commitment among others;
* The already established Women's Affairs Office in EPA at a federal level is under staffed;
* The establishment of Women's Affairs Bureaus in the regional EPA's have not been fully realized;
* Loose mechanism for collecting gender disaggregated data;

##### **Institutional Mechanism for the Advancement of Women**

On the basis of the Women's policy of the Country, a considerable number of women's machineries have been set at different government level ranging from Federal to the lowest administrative unit.

The Women's Affairs Office (WAO) is constituted in Prime Minister Office with a mandate of coordinating, facilitating and monitoring of women's affairs activities at national level. The following are some of the **duties and responsibilities/ mandate** of WAO:

􀂃 Coordinate, facilitate and monitor of women's affairs activities at national level;

􀂃 Create conducive atmosphere for the implementation of women's affairs policy in various governmental organization and the country in general and monitor its realization,

􀂃 Encourage the establishment of women affairs organs in all the regions, central ministries and public organizations at all levels, as well as the formation of self initiated women's organizations in order to strengthen and expand the activities of the Ethiopian women.

􀂃 Coordinate the financial and material aids to be secured from various sources;

􀂃 Process information and reports to be received from women's affairs departments and self initiated women's organization and provide solutions to their problems in consultation with higher authorities;

􀂃 Organize seminars, workshops and symposiums at the national level

The major challenges faced are the following:

♦ Lack of national action plan

♦ Lack of awareness on Beijing Plat Form for Action

♦ lack of financial resource and adequate number of qualified staff of the WID machineries