



METHODOLOGY FOR FEMALE EMPOWERMENT IN ENVIRONMENTAL LEADERSHIP

Methodological, theoretical and training deliverable.

METHODOLOGY FOR FEMALE EMPOWERMENT IN THE FIELD OF THE BLUE ECONOMY AND
PARTICIPATORY ENVIRONMENTAL LEADERSHIP

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Table of Contents

DISCLAIMER	4
PARTNERS	4
EXECUTIVE SUMMARY / ABSTRACT	4
METHODOLOGY OF THE TRAINING SESSIONS	7
2. GLASS CEILING	11
2.1. What is the glass ceiling?	11
2.2. Equal treatment and opportunities at work	15
2.3. - Sex and gender, roles and stereotypes.	19
2.4. Private, public and domestic space. Reproductive and productive environment.	22
2.5. Sexual division of labor	23
3. LEADERSHIP MAP	24
3.1. Leadership Archetypes	30
4. SELF-ESTEEM	38
5.RECOMMENDED BIBLIOGRAPHY	45



DISCLAIMER

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PARTNERS

This document is led by RED AMALTEA, coordinated by MEDATLANTIA and will be reviewed and translated into different languages by the partners: SURFE CLUBE DE VIANA (Portugal) and LIMEUP (Italy). All the entities involved have a fluid relationship with the relevant interested parties in their territories that will receive the Training, as well as with the different public administrations (local, regional, national), the educational sector, the association fabric, final beneficiaries, etc.; for that reason, the participants will be selected directly by them.





EXECUTIVE SUMMARY / ABSTRACT

TELONAMAN+ is a project that seeks to promote a culture of collaboration, innovation, facilitation, learning and the practice of leadership and personal skills and soft skills in adults, especially women and vulnerable groups.

In the field of women and in gender theory, there are many different views that coexist in the areas of equality, diversity, feminism, gender at various levels of reality, that is, at a personal, relational level. / group and systemic or sociopolitical.



Specific Objectives of TELONAMAN+

- SO1: Facilitate new training itineraries that improve participatory leadership skills to be more resilient and capable of adapting to changes and uncertainty.
- SO2: Promote female leadership through specific methodologies for their empowerment in the field of the Blue Economy.
- SO3: Raise awareness and train social economy entities as key agents for the promotion of new opportunities within EE through participatory environmental leadership.
- SO4: Promote future-oriented learning opportunities for the most vulnerable groups by creating an inclusive virtual laboratory that promotes equality and equity.
- SO5: Promote the culture of collaborative innovation through new technologies to respond to the challenge of ecological transition and contribute to the development of European coastal regions.

Beneficiaries:

- 1) Unemployed **adults** or ERTE; mainly: women, people with low qualifications; adults who have left school early, those at risk of social exclusion or belonging to vulnerable groups.
- 2) Key agents within the **social economy**: Labor society, Cooperative, Special employment centers, Fishermen's Association, Insertion companies, Mutual societies and forest communities. Umbrella associations that groups the above entities.
- 3) Other **recipients**: Adult training providers, social economy entities, associations of unemployed people and/or affected by ERTES, women, vulnerable groups, and public bodies.



1. Deliverable Description

The methodology presented in this document has the following objectives:

- Acquire the basic concepts of what **leadership with a gender perspective is** and the advantages of implementing this type of leadership.
- Contribute to **sensitize those responsible for environmental leadership** to the use of their leadership taking into account the Basic Concepts.

"WE ASKED WOMEN

What factor has helped you the most to achieve professional success? 53% my training and professional experience 25% results achieved in my professional career

11% My personal contacts

5% visibility gained

3% directly responsible

2% company policy

1% I am a founder of the company

" Empowerment Women . Robert Walters



METHODOLOGY OF THE TRAINING SESSIONS

- Promote **female leadership** through specific methodologies for their empowerment within the field of EE.
- Create a **pedagogical methodology of female empowerment** for participatory environmental leadership for the ecological transition.
- Contribute to the priority “ *Create itineraries to improve skills, improve accessibility and increase the implementation of adult education* ”
- Participate in the priority “ *Inclusion and diversity* ” .

The proposal of this **theoretical methodology and practical training** includes:

- Basic concepts: equality, gender, stereotypes, effective equality, equal treatment, equal opportunities, direct or indirect discrimination, sexual harassment, harassment based on sex, domestic violence.
- Private and public and domestic space. Productive and reproductive environment.
- Sexual division of labor.
- Leadership Maps.
 - Types of Leadership (VISIONARY, TRANSFORMATIVE, SITUATIONAL, NATURAL, DIRECTIVE, DEMOCRATIC, PARTICIPATORY, CHARISMATIC, AUTOCRATIC, TRANSACTIONAL)
- The glass ceiling. The gender gap. stereotypes.
- Self esteem
 - Life cycle stages Erik Erikson. Psychosocial development.

“The need to develop methodologies especially oriented towards female empowerment is detected, according to the survey carried out by the NGO Plan International and the Geena Davis Institute on Gender to more than 10,000 young people from 19 countries, women do not represent 20% in positions of leadership, reveals that 93% of those surveyed believe that women who reach leadership will have had to experience “unwanted physical contact”, and once at the top they will not be treated the same as men” Telonaman +



Basic concepts

When we speak of equality, we must relate **real equality to formal equality**. To take into account the gender perspective is to take into account the influence that the **social construction** of what gender is has influenced the way of leading, whether in politics, in the economy, in education and in the business world. There are multiple studies that show how taxes, if carried out without that perspective, harm women compared to men, how not to use the differences that exist by sex, or various variations of what has traditionally been understood by sex, harms in terms of the construction of life at all levels, and in terms of leadership this is not exempt.

There are many **directives** that have been collecting the regulatory framework, since 1976 the prohibition of discrimination for any direct or indirect circumstance so that the treatment is the same in access to employment, in professional promotion.

This directive calls for measures to annul provisions contrary to the principle of equality.

The **Directive 2006/54/EC** of the European Parliament and of the Council, of July 5, 2006, on the application of the principle of equal opportunities and equal treatment between men and women in matters of employment and occupation recasts what was said in the Directive of 1976 and takes into account the importance of the principle **of equal value equal salary, explicitly stating that the states collect measures to avoid the disadvantages that are manifested by the simple fact of being of a certain sex**, especially in terms of promotion opportunities, salary improvement, establishing that the defendant bears the burden of proving that such discrimination exists and compensation for the damage if such discrimination exists.

And **Directive 2004/113/CE** of the Council, of December 13, 2004, which applies the principle of equal treatment between men and women to access to goods and services and their supply. When there is a legitimate interest, differences in service provision can be established, otherwise it **is prohibited to differentiate by sex when supplying goods or services**, since to date there were many places where services were held that distinguished access according to whether it was a sex or other.

And the **Directive 2010/41/EU** of the European Parliament and of the Council, of July 7, 2010, on the application of the principle of equal treatment between men and women who exercise an autonomous activity, and by which Directive 86/613 is repealed /CEE of the Council **avoids discrimination when creating a company or autonomous activity** by collecting the following basic concepts:

- **Equality** : is the condition of sharing or having the same nature, quality, value, form or quantity of some characteristic or quality. The concept of equality also indicates the



uniform correspondence between the parts of a whole. The term equality can refer to the character of equity between people. This means that people must be considered as equals, based on the characteristics that define them.

- **Gender:** refers to the psychological, social and cultural characteristics, built, imposed and assumed by each society, which assign differences between the masculine and the feminine and consequently specific evaluations of these differences.
- **Stereotypes:** refer to the set of qualities and psychological and physical characteristics that a society assigns to men and women, constitutes what is called gender stereotype.

"GENDER DIVERSITY In management positions... 88% of professional women surveyed think that women are underrepresented in business leadership. considering that the commitment to equal opportunities is greater in companies with the presence of women in the management body." empowering Women . Robert Walters

Stereotypes create archetypes, **establish** a model of being a man and a model of being a woman that are socially validated and that, based on this constructed topical vision, establish an unequal system of relationships between both sexes and between each of them with the world.

- **Effective equality:** this equality exists when there is a real absence of barriers that limit equality between people based on their sex. It assumes that women do not find limitations that men do not have.
- **Equality of treatment and opportunities between men and women:** it is the situation in which all human beings are free to develop their personal capacities and make decisions, without the limitations imposed by traditional roles, and in which they are taken into account, They equally value and promote the different behaviors, aspirations and needs of men and women.

Equal opportunities means guaranteeing that women and men can participate in different spheres (economic, political, social participation, decision-making, etc.) and activities (education, training, employment, etc.) on an equal basis.

- **Direct discrimination based on sex:** direct discrimination based on sex is considered to be the situation in which a person finds himself or herself who is, has been or could be treated, based on their sex, less favorably than another person in a situation comparable.



- **Indirect discrimination based on sex:** indirect discrimination based on sex is considered to be the situation in which an apparently neutral provision, criterion or practice puts persons of one sex at a particular disadvantage with respect to persons of the other , unless said provision, criterion or practice, can be objectively justified in response to a legitimate purpose and that the means to achieve said purpose are necessary and adequate.
- **Sexual harassment:** any behavior, verbal or physical, of a sexual nature that has the purpose or has the effect of violating the dignity of a person, in particular when creating an intimidating, degrading or offensive environment .
- **Harassment for reasons of sex:** harassment for reasons of sex is considered to be any behavior carried out based on a person's sex, with the purpose or effect of violating their dignity and creating an intimidating, degrading or offensive environment.
- **Domestic violence: domestic violence** is understood as all acts of physical, sexual, psychological or economic violence that occur in the family or at home between spouses or common-law partners, regardless of whether the perpetrator of the crime shares or has shared the same address as the victim.

“57% of women would change jobs for a more attractive maternity policy. Making sure to support female staff who choose to have children is essential to retaining their talent.”



2. Glass ceiling

2.1. What is the glass ceiling?

It is the invisible barrier that exists when it comes to accessing positions of responsibility in organizations, occupying leadership positions, due to the differences in treatment and existing education, as they do not enjoy the same opportunities. This ceiling is invisible, hence its name " *glass ceiling* " because apparently everything is correct, but when it comes to occupying positions of responsibility, despite having prepared women, they are not given the opportunity to exercise their leadership because the reason or the criteria for not exercising said positions is hidden. , despite being the majority in the world population.

Discrimination is prohibited in the European Union, as stated in **Spain**, in its constitution, in article 14: " *Spaniards are equal before the law, without any discrimination based on birth, race, sex, religion, etc. opinion or any other personal or social condition or circumstance* " and in **Portugal** , article 13 of the Portuguese Constitution includes the principle of equality. " *All citizens will have the same social dignity and will be equal before the law. 2. No one may be privileged, benefited, disadvantaged, deprived of any right or exempt from any duty due to ancestry, sex, race, language, territory of origin, religion, political or ideological convictions, education, economic situation, social circumstances or sexual orientation* " . In **France** , it is included in its 1958 constitution in article 1 " *France is an indivisible, secular, democratic and social Republic that guarantees equality before the law of all citizens without distinction of origin, race or religion and that respects all beliefs. Your organization is decentralized.* "

That is, the glass ceiling is prohibited, but it exists.

The conception of **equality** that we have is that of a real equality, not merely formal, so that those who find themselves in the same situation have the same rights: it is effective equality, equity, that which really matters, that which allows positive discrimination to compensate for these situations.

As an example, in Spain, in **article 3 of the Organic Law 3/2007** , of March 22, for the effective equality of women and men, whose law modifies 28 organic laws (which are the maximum normative range that a law has) the principle of equal treatment between men and women **supposes the absence of discrimination, direct or indirect, for reasons of sex** , and, especially, those derived from maternity, the absence of family obligations and marital status, as well as European legislation of the regulations of each member country.

This is reflected because the **starting situation** is not the same for women and men to exercise their leadership due to the barriers they encountered to exercise their social, economic, political and labor leadership and therefore, there are **professions where women are**



underrepresented , therefore that it is necessary to understand the concepts of what equality is to understand that **leading with a gender perspective** means taking into account that this glass ceiling exists and therefore these barriers must be curbed.

To this end, **the incorporation of women** into the labor market is favored, an objective is established to improve access and permanence in employment for women, enhancing their educational level and their adaptability to the requirements of the labor market through their possible consideration as priority population group for active employment policies, since when it comes to leading projects they have not had the same opportunities or the same treatment. Due to the existing prejudices, the treatment has favored men with respect to women, and men with respect to the **LGTBIQ +** collective.

Likewise, the **law** includes a series of social measures and specific tasks, which are regulated in the different additional provisions thereof.

These measures make it possible to introduce **improvements in the quality of life of women** , being businesswomen, entrepreneurs, leaders within organizations based on support to be able to break the gender roles that are established in society, which separates them from the sphere of leadership of different business and social projects.

The **improvements** introduced in **European legislation** on maternity leave, the co-responsibility of men in domestic tasks, European legislation and the social changes caused by the occupation of women in professions where they are not represented, mean that it has evolved in favor of women. women their visibility and taking power in all areas. Proof of this are the effects that female leadership has caused during the pandemic, breaking insurmountable barriers called the glass ceiling.

The glass ceiling consists of rules that cannot be broken, unwritten, but which are part of the custom and the use made of public and private space, not only for work, but also socially, economically, which prevents women from assuming their own leadership due to the pressure exerted by society to occupy the roles assigned by the fact of being a woman, which historically they had been performing from what a patriarchal culture represents.

According to the well-being of each country, said glass ceiling is carried out differently, since it depends on the culture and the economic well-being of society.

Thus, for example, the **glass ceiling in Sweden** , which has had equal parental leave for women and men for 20 years, is not the same as the permit in a country like **Spain** , where 16 weeks have recently been incorporated for the parent with male sex.

These differences have been one of the fundamental barriers of the glass ceiling, where women were placed in the **business environment as parents responsible for the care of the**



children, which prevented their promotion to positions of greater responsibility. It is more difficult when it comes to holding positions on company boards of directors, whether financial or proprietary, that is, elected by and among them. Hence the need to apply positive action measures that eradicate differences in promotion based on the fact of being a woman or a man and not based on merit and ability.

Still 70% of Swedish women use maternity leave and only 30% take paternity leave for men. This is essential when it comes to being able to lead social, economic or political projects, because the unwritten norm continues to observe how there is an unwritten pact between men not to assume their responsibility to exercise responsibility towards their children/ thus, being one of the biggest barriers when it comes to realizing whether leadership with a gender perspective is being exercised, and that is, taking gender into account in order to break down those existing barriers.

Pandemic

There is a before and after with the issue of the glass ceiling since the pandemic.

The best responses to the pandemic came from countries led by women, which made leadership with a gender perspective visible, to be taken into account in the global environmental situation. As an example **Sai Ing-wen** (Taiwan), **Jacinta Arden** (New Zealand), **Angela Merkel** (Germany) showed a way of leading taking into account the whole and trying to improve the situation with respect to the previous more patriarchal system. Despite this, due to the glass ceiling, the following results have been produced:

- 77% of women in the EU consider that the **COVID -19** pandemic has **intensified physical and emotional violence against women** (75% in Spain)
- Four out of ten respondents (38%) **say that the pandemic has also reduced their income**, their chances of **reconciling** (44%) and the time they spend at **work paid** (21%).
- Women's **mental health** has been hit hard by restrictions: lockdowns and curfews (41% EU-wide) and limitations on the number of people who could meet (38%).



Let's see some comments on how to put female leadership at the core:

- The president of the EP Gender Equality Commission , **Robert Biedron** , has affirmed " *that the recovery must place women at the center of the solutions* , something that we will also promote with our work"
- The **president of the Women's Rights Committee** of the European Parliament speaks enthusiastically about the " *added value of the female force when fighting the coronavirus*" and leading the response to the crisis from the front line.

At the same time, let's see here the consequences of not taking into account how it affects not giving women the opportunity to lead:

- 76% of **carers** in the EU are women; they represent 82% of the cashiers; and 95% of domestic cleaning services.
- From a sample of **8,445 companies** carried out by Factorial, a Human Resources software in Spain, an **imbalance is observed** in terms of the **number of male and female workers** , with **23,241** being the figure in the case of **women** , and of **29,828** the number of **men** . According to the technology company, this means that the female presence in the workplace is still less than the male, with **44% and 56%** respectively.
- Regarding the **types of jobs** , the following data emerges from the same report:
 - CEO positions. There are 141 women and 981 men.
 - Department director positions. There are 2,406 men and 2,022 women.
 - senior charges. There are 540 women and 1,647 men.
 - Manager positions. There are 4,082 women and 4,107 men.
 - junior charges. There are 615 women and 909 men.
 - Assistant positions . There are 1168 women and 647 men.
 - Internship or scholarship contract. There are 862 women and 668 men

The **European Audiovisual Observatory (EAO)** has presented a report on the gender gap in different positions within the television industry, and one of the data collected highlights that **women represent only 17%** of active management positions in the European television industry.

As part of the strategies to eradicate the glass ceiling is the Recovery, Transformation and Resilience Plan (PRTR) to support short-term recovery after covid , a drive for structural transformation, to achieve a more sustainable and resilient development from the economic, financial, social, territorial and environmental point of view. This plan is aligned with the main frameworks in gender equality and opportunities both at European and national level:



- Principles 2 and 3 of the European Pillar of Social Rights
- United Nations Sustainable Development Goals (SDGs). Goal 5. Achieve gender equality and empower all women and girls.

The Strategic Plan for Equal Opportunities (PEIO) is pending approval for the years 2021 to 2024, since the last one is from 2014-2016.

2.2. Equal treatment and opportunities at work

When talking about **equality**, it is important to know what concepts are used when approving policies in favor of equality when leading:

- **Equal treatment** implies that all people have the right to receive identical **treatment** before the law. Therefore, it prohibits any form of discrimination such as separating, differentiating or excluding any person or depriving them of rights due to certain physical characteristics, their ideas, their culture, their sexual orientation, their economic position or for any other apparent reason. .
- **Equal opportunities** are related to equity, that is, to the right of people to **have the same opportunities in society**. In this sense, it grants the mandate to the public powers to adopt measures that balance the position of social disadvantage of certain groups on which ingrained prejudices fall.

This means that when leading, we must take into account the absence of any discrimination, based on sex, or any other personal or social circumstance linked to sex, so that no reference is made to women's physical appearance with respect to men, that their intellectual capacity is disqualified or stereotypes are used assigning women to occupy roles in the private space despite occupying leadership positions, or that the different way of leading is not taken into account with respect to the way that it has become more patriarchal and prevents them from occupying different roles, especially in relation to motherhood, or referring to the husband when the woman occupies leadership positions. Pejorative aspects are also used by the press for the fact of occupying a leadership position when it is a woman. Sometimes there is double or triple discrimination caused by a black leader with a disability in leadership positions.

Equality of treatment and opportunities between women and men **is an informing principle** of the legal system and, as such, it will be integrated and observed in the interpretation and application of legal norms, of social behavior, of the way of offering opportunities in companies, non-governmental organizations and public and private spaces.

The principle of equal treatment and opportunities between women and men is applicable in the field of private employment and in public employment, and **will be guaranteed in access to employment, in professional training, in professional promotion**, in the conditions of



work, including remuneration and dismissal, and membership and participation in trade union and business organizations, or in any organization whose members exercise a specific profession, including the benefits granted by them.

People have the right to have the same opportunities in society. In this sense, it grants the mandate to the public powers to adopt measures that balance the position of social disadvantage of certain groups on which ingrained prejudices fall.

Modifying the sociocultural patterns of women and men based on the idea of **inferiority or superiority of either sex** is one of the objectives of **leading with a gender perspective**. For this, it is necessary to integrate the dimension of equal opportunities between men and women in the preparation, execution and monitoring of all actions carried out in the field of a public or private organization, **preventing harassment of any kind, protecting people and promoting equality** with measures that allow reconciling personal life with work so that women have the opportunity to lead social, business, and environmental projects.

The benefits of applying these measures are extensive:

- **Improve the image of the company** or corporation, by projecting a more current image, committed to equality, in addition to creating models for other women, breaking with stereotyped gender roles that perpetuate discrimination and gender differences.
- **Improvement of the work environment**, through the promulgation of messages of non-discrimination, implementation of measures for conciliation and favoring a work environment whether it is an NGO, private or public entity free of prejudices, which allows **ideas to lead organizations** and cooperation allows for a fairer and more balanced society.
- **Elimination of costs generated** by gender discrimination in the event of possible lawsuits by people who see their rights violated.
- **Greater opportunities to select and retain talented people**, focusing work on talent and not on presence policies, cronyism or any other circumstance not based on merit and ability.
- **Taking advantage of the training** provided to workers within a policy of non-discrimination in this area.
- **The imposition of sanctions** by the authorities will be avoided.
- **Benefits from European funds are chosen** for the transition to the goal of gender equality.



- **Credibility of social responsibility** in mandatory environmental policies.

As an example we mention a distinction that exists in Spain "**Distintivo Equality in the Company**" there is a mark of excellence that quickly recognizes entities that stand out in the development of equality policies between women and men in the workplace, through the implementation of plans and equality measures with a public registry. Among the measures implemented are:

- The **commitment of the** company's top management to achieving real and effective equality.
- The **design, implementation and evolution of positive action measures** against discrimination.
- The **adoption of innovative measures** that effectively contribute to the elimination and prevention of situations of discrimination between women and men.
- The **presence of women** and the adoption of measures in companies to promote their presence on boards of directors, in other collegiate bodies and in the rest of the different decision-making positions and their evolution in recent years.
- The presence of women and the adoption of measures in companies to promote their presence, among others, in jobs with a high technological, technical and scientific content, and their evolution in recent years.
- The **analysis with a gender perspective of** the decisions to be adopted in the procedures and labor relations in the company, to guarantee that they do not have negative effects on equal opportunities for women and men.
- The effective **dissemination and guarantee of the rights and powers** related to the equality plan or equality policies and, in particular, the protection mechanisms against discrimination.

Like this, there may be other relative European awards or accreditations that highlight companies where the value of equality is recognized and a work environment is created that not only attracts talent but also improves the quality of life of working people such as the *United States* . **Award for Gender Equality Champions with prizes of up to 100,000 euros.**

Did you know that in the Spanish market the presence of women in managerial positions of the boards of directors represents only 6.61% of the positions?

- This ceiling prevents and makes it difficult for women to occupy other spaces of responsibilities within the organization chart of a private company or the public sector . The causes of this stagnation in their promotion come mostly from prejudices about



the ability of women to hold positions of responsibility, as well as about their availability for work linked to motherhood and family and domestic responsibilities .

- The full participation of women in leadership and decision - making tasks is still a major challenge . The highest levels are occupied almost exclusively by men and women continue to find it difficult to access the higher levels of the professional hierarchy , levels where influence and authority are exercised, with infinitely masculinized norms and values.
- A very significant example is offered by the **education** sector, a very feminized sector. The proportion of representation of women in management teams is not proportional to their presence as teachers at all educational levels.
- In addition , the higher the educational level (high school, university) there is a lower proportion of female presence in management positions (directors, rectors, deans, etc.)

1. In infant and primary (from 3 to 12 years old), women are 77% of the teaching staff, but only 45% are directors of educational centers.

2. In secondary school, 53% of the staff are women, but there are only 25% female directors.

3. Educational inspectors do not reach 25%.

4. In the State School Council, it only has a third of women among its members.

5. At the University, women make up 54% of the student body, but they only represent 35% of the teaching staff and only 13.8% are professors .

Leading with a gender perspective therefore means taking this situation into account and applying the principle of equality.

Exercise 1:

Watch this video about the glass ceiling:

<https://youtu.be/NhlvaaeoXLY>

- o What emotional impact did it have on you?
- o Are you aware of how leadership influences all areas where you interact?
- o To what extent does this influence your way of leading environmental projects?



As you may have seen, this impact reflected in the video represents the invisible distance that exists between women and men, women being 49.5% of the world population according to United Nations data with 2022 data of 7,800 million people what's in the world.

These population data do not prevent the difference between women and men from allowing them to have the same opportunities, this is due to the differences in the roles that women and men occupy, the result of a patriarchal culture where the masculine prevails over the feminine. That is why we must distinguish the difference between sex, gender, roles and stereotypes.

2.3. - Sex and gender, roles and stereotypes.

When we speak of **sex** we refer to the elements that constitute the differences between males and females. In people it refers to the biological differences between men and women that make reproduction possible. They are universal and coincide in all times and cultures.

When we speak of **gender**, we refer to the cultural construction that a society makes based on biological differences. Through this construction, aptitudes, social roles and differentiated attitudes are ascribed culturally and socially for men and women, attributed according to their biological sex.

According to the dictionary of the Spanish language, sex is defined as:

1. Organic condition, masculine or feminine, of animals and plants.
2. Group of beings belonging to the same sex. Male, female gender.

In **patriarchal societies**, in order to maintain the hegemony of men in the organs of power, and to persevere in situations of dependency of women with respect to men, different roles are attributed to men and women, depending on their sex.

The **"feminine" and the "masculine"** are not natural or biological facts, but cultural constructions. We are talking about functions, tasks to be carried out, responsibilities to be assumed, and all this even determines that women and men do not have the same opportunities to exercise the rights that correspond to them by the mere fact of being citizens.

Stereotypes are a social representation that simplistically defines people, based on conventions that do not take into account their true characteristics, abilities and feelings.



Gender roles are the set of tasks, activities, responsibilities, etc. that each society assigns to women and men, granting different hierarchy and value to those assigned to each sex.

Let us think, for example, of the times of crisis prior to the one experienced in 2020 and 2021, when it was considered that one of the causes that explained the increase in unemployment was the **incorporation of women into the labor market** and it was said that women had taken jobs away from men. In this context, and given that work is a universal right, the situation described responds to inequality based on gender .

Throughout our **socialization process** , depending on whether we are a man or a woman, we learn and put into practice a series of behaviors accepted as feminine and/or masculine, behaviors that are going to be considered appropriate or not, favoring our insertion as members in the society to which we belong or causing adverse reactions.

These behaviors are **gender roles** , and are directly related to the division of tasks between women and men. Thus , for example, women are assigned roles linked to the performance of tasks in the domestic , related to caring for the home and caring for people in the family environment, while men are assigned roles related to the area public : paid employment and participation in decision-making bodies that affect society as a whole. Hence comes the great difference and the consequences for women, that when assuming leadership there are no followers, since it is presumed that they do not exercise power in the same way as a society based on masculine roles such as valid roles. for management and the exercise of leadership.

Exercise 2:

Let's think about some examples:

- o Driving a truck or a plane , working in mining , what image comes to mind, that of a woman or that of a man?
- o In the care of children , of sick people, of the home, the transport of water in Africa , for example, what image comes to mind, that of a woman or that of a man?

basic criteria to question the obstacles to equality between women and men in our society are gender stereotypes that refer to a series of ideas imposed, simplified, but strongly assumed, about the characteristics , attitudes and aptitudes of women. women and men, as Nuria Varela rightly points out , *"Indisputable truths are made by dint of repeating themselves"* (*"Feminism for Beginners"* Ediciones B 2005 pg. 301).



Let us remember some phrases, which correspond to gender stereotypes , that we have ever heard:

- Women are dependent, emotional, warm and delicate.
- They are also calculating, envious, liars.
- 's dream is to be a mother.
- Men are independent, rational, determined and competitive.
- Men are noble and unfaithful by nature.
- Men are rough and don't show their feelings.
- The most important thing for a man is his sexuality.

What stereotypes do you know in your work environment and in your social environment?

Both **gender roles** and **stereotypes** are learned and internalized through a learning process by which people learn and ***incorporate values and behaviors of the society in which they are born*** . This socialization process is called **gender socialization** , and it has two aspects: a **collective one** , where individuals, women and men, adapt to the expectations that the rest of society has of them, and an **individual aspect** , where each person perpetuates the roles and stereotypes, in the practice of our lives and transmitting them to our and our descendants.

Exercise 3:

With what gender do you identify these qualities?

TENDERNESS
DEPENDENCE
FRIVOLITY
INDEPENDENCE
SECURITY
INTELLIGENCE
AMBITION
ENTREPRENEURIAL SPIRIT
SUPERFICIALITY
DOCILITY
WEAKNESS
SEDUCTION
RATIONALITY
EFFECTIVENESS
EMPATHY
AFFECTIVITY
COURAGE



As you can see, in your imagination is what the collective uses through language and the representation of gender roles:

- **AMBIGUITY: use of the masculine as a generalizer**
- **DISREGARD: use of asymmetric terms based on gender**
- **CONCEALMENT: the exclusive use of the surname**

Eg *This is great* , when we designate something good using the masculine gender and *this is a pain in the ass* when we assign it a feminine gender.

However, if we incorporate these measures, we have a different message that breaks the idea of the most valued qualities of the male gender, such as:

- Report statistics on who uses reconciliation measures.
- Do not hold meetings in the evenings.
- Assess how women and men are spoken to in the company.
- Give value to co-responsibility so that the difference by sex in the care of other people disappears.
- Publicize good practices that promote equality.
- Giving visibility to women leaders in their fields of action.
- Establish training programs and awards for female leadership.
- Support the person in the barriers that the glass ceiling makes clear that they exist.
- Calculate the income for applying female talent in companies and projects of all kinds.
- Change the language so that all people feel integrated and belong.

2.4. Private, public and domestic space. Reproductive and productive environment.

This difference in **spaces** is related to the **patriarchal model** on which our society is based, with the distribution of functions between women and men not because of their ability or their knowledge, but because they are women or men.

The **public space** is identified with the productive sphere , with the space of “ *activity* ”, where work, social, political , economic life takes place . It is the place of participation in society and recognition. Men have traditionally been placed in this space. Not only that, but in the field



of leadership, the work of women has been excluded, making it a private space so that it does not count for the purposes of the Gross Domestic Product indicator of International Accounting, as Marilyn Waring denounced in her video.

Exercise 4:

Observe in the video what Marilyn Waring focuses on the stereotype of women in private work. It is a video that really marks the basis of the difference where women's leadership is placed. It is important to make the full video visible, which lasts 1 hour, to understand the concept, but we invite you to watch minute 32 of the video:

Who's counting? Marilyn Waring on Sex, Lies and Global Economics

<https://youtu.be/WS2nkr9q0VU>

either How do you think it has contributed to the gender gap or difference between the sexes when incorporating equal pay?

either What impact does it have on the way you lead projects?

either To what extent could the inclusion in international GDPs change the work of women in the home environment?

The existing **gap** between the sexes regarding the opportunities to access and control economic, social, cultural and political resources is substantial in all areas.

Public space is related to productive work or employment, which is defined as legally and socially recognized regulated activity . As of the industrial revolution , he has, as consideration , a remuneration economic .

On the opposite side, there is the **domestic space** , as the space of " *inactivity* ", where the care of the home, the upbringing, the affections and the care of dependent people take place. Women have traditionally been placed in this space.

In the space **domestic** work, both reproductive work and domestic work are carried out . By **reproductive work** we understand the unpaid activity that implies the reproduction of life, the care of people dependent on the family environment and the maintenance and transmission of the code of values. As Soledad Murillo points out : "*It is the place of singular time, of one's own, the condition of being with oneself in a critical and reflective way, it is the cult of individuality and responds to the quality of taking care of oneself* " . In the case of women, it tends to be confused with the domestic , stealing that space from them. (Words for Equality. Basic Neighborhood Library)

2.5. Sexual division of labor

public and domestic space they are directly related to carrying out tasks and social functions assigned to women and men. For example, let's think of a transport company, what image



comes to mind? What if we think of a kitchen? Does a majority of men coming to pick you up come to mind when you leave school? Who can imagine taking the children to the doctor? What if we say that children are in football? Does the image of girls come to you first?

Although the jobs carried out in both places are essential, some have been awarded to men (productive work) and others to women (reproductive and domestic work), **giving them , moreover , different value.**

This division of functions is called the sexual **division of labor** (*"social distribution of tasks according to sex (...) Women assume greater responsibility than men in the care and upbringing of children and in occupations domestic tasks , while men dedicate themselves more to extra- domestic tasks , which range from the economic and political to religious and cultural"*).

Regarding domestic work , we find that non-commercialized activity that encompasses **all the tasks and functions related to home maintenance** . Despite the importance of reproductive work as well as domestic work , they are considered “ *invisible jobs* ” since the people who carry them out, usually women, do not receive any benefits . economic and, obtain consequences such as the lack of recognition and the absence of social value of that work.

To give us an idea, reproductive and domestic work is not included in the **statistics referring to the Gross Domestic Product (GDP)**. In other words, they are not considered to be included as works that contribute to the growth and development of a country .

Regarding the **sexual division within reproductive** and domestic work , currently, and despite the fact that women have been massively incorporated into the labor market (public space), men have not done so to the same extent in domestic responsibilities .

domestic tasks and the care of dependent relatives in the family environment has been a consequence of the incorporation of women into the labor market, although this does not mean that it is a reality. In fact, women who are in paid employment still have to deal with domestic responsibilities and care for dependent family members. The data speaks for itself, women dedicate four times more time to domestic work than men. In addition , there is no equitable distribution of tasks and women tend to be in charge of the most laborious ones and those that are usually done on a daily basis. Within these generalities, it must be borne in mind that the more young are the members of the couple and/or have a higher educational level, the distribution tends to be more equitable

3. Leadership map



Leadership is analyzed by all disciplines from the aspect of studying the behavior of people who take leadership.

It is necessary to take into account the characteristics that are generic and those that are inherent to a leader. We must distinguish between leadership and management as well.

A manager does not have to have leadership and a leader does not have to be a manager because there may even be managers who do not have people in charge and the leaders have people who follow them They don't have to be from your own organization.

There are **authors who have been relevant in the field of leadership** , we name a few:

a) **John Kotter** , 1999, this author establishes the patterns to lead a change:

1. Create a sense of urgency
2. Form a coalition
3. Create vision for change
4. Communicate the vision
5. Remove obstacles
6. Securing short-term wins
7. Build on change
8. Anchor the change to the company culture

b) **Bennis & Nanus (1985)**, differentiates each of the terms saying that **managers are people who do things right** and **leaders are people who do things right**.

c) **Van Fleet & Yuki** however speak of "**Relentless energy, penetrating intuition, mysterious foresight and irresistible persuasive power**" (Van Fleet & Yukl , 1986, 150). If a manager is conceived by his work team as a leader, it may happen that **an increase in influence is generated towards his followers**, than if he is not conceived as such (Kats & Kahn , 1978). Starting because leadership is assumed as **a biunivocal relationship between the leader and his group of followers** , but within an organization this can vary, managers do not always have a work team, many times some managers do not have subordinates, that is, "*followers* ", as exemplified by **Van Fleet & Yukl (1989)**, in a financial account manager; or perhaps also, due to the same organizational structure that the company may have, verbi gratia, virtual companies, which do not have a physical space, nor machinery, nor a body of employees, it is only managed by its own owner .



d) **Zaleznick (1989), Kotter (1999), Bennis & Nanus (1985)**. If we analyze the characteristics that a leader has, or a leader, we find the following: - **Leadership focused on management** , classifying it with two criteria:

1º Analyzing the characteristics and behaviors that a leader possesses and the results that he achieves within an organization.

2º Those owned by a manager with their respective results.

e) **Abraham Zaleznik** analyzed the difference between management and leadership. **Management:** it established the needs that the managers attend to, **resolving daily conflicts, between people, between departments**, guaranteeing with their management that the daily work is carried out. **The manager fulfills the objective of the organization and does so from obedience** . The company has a mission and hires a manager to **carry it out** .

Leader / that: is considered such in the culture of the organization or the entity it represents, and **arises when entrepreneurship is part of the culture** , without it the power of competitiveness of said entity is lost, since it **inspires, commits the team** to achieve a vision and mission of the entity, be it a company or any corporation.

Both are important in the organization, but they are different, you can be a good manager but not have developed leadership skills, and on the contrary you can be a good leader and without being a good manager.

f) **Choo , 2007** said " *Effective leadership is considered perhaps the **most important competitive advantage for public and private sector organizations in most countries** "*.

The primary goal of leadership is to focus on results, especially non-quantitative ones. From this magnitude the **emotional commitment to the ideas** generated by this person is produced.

The primary objective of management is to keep the global system of the organization running , even at the expense of the well-being of the working people. This management takes the company forward.

g) **Bray & Howard (1983)** conducted a study in the telecommunications company AT&T, on the predominant personality traits in successful managerial leaders, where they concluded that they were **leaders with a desire to excel, energetic, who are prepared to make decisions, they are tolerant to uncertainty and normally follow the work rules pre-established by the organization**.

However, these qualities are perceived by society and the company as masculine qualities, due to the lack of opportunities that women have had when it comes to occupying



management positions, and as we stated at the beginning, women in times of pandemic They have shown leadership based on qualities that until now were considered masculine, such as solving complex problems and building solutions to said problems.



social judgment

However, requiring social skills among which are persuasion and negotiation where man has been placed by his occupation in the public sphere and social judgment and decision making, to reach a consensus on an objective, skills are needed that have been developed by women: connection with vulnerability, listening, emotional expression, co- leading , building common spaces, sharing, integrating all people.

Exercise 5:

Identify these personality traits as masculine or feminine, writing M for traits you consider masculine and F for those you consider feminine.

- Express feelings clearly
- Listen to their own needs
- Identifies own feelings well
- Manages the focus of your attention
- Analyze the feasibility of your aspirations
- Tends to avoid believing that others want to harm him
- Practice self-criticism
- Spend time learning what other people are like
- Constant self-motivation
- Take care of their social identity and relationships
- Celebrate meeting people

As you can see, the relationship between men with managerial qualities and women with a lack of leadership and authority has been stereotyped, placing a higher value on masculine qualities than feminine ones, and perceiving that women cannot exercise said capacities.

If we bring back the women who held political leadership positions during the pandemic, we see that these women held positions that received praise for their **prompt action** such as: confinement, tracking, border control, **clear and constant communication with the most vulnerable people** , tests for the entire population and use of technologies to promote hygiene habits.

These are the data:

a) Angela Merkel , German, took action long before her European neighbors, with the lowest death rate in Europe.

b) sanna Marin , Finnish, achieved 72 deaths out of 5.5 million inhabitants.



- c) **Mette Frederiksen** , Danish, reacted promptly, closing borders before her neighbors.
- d) **Katrin Jakobsdóttir** , Icelandic, offered free tests to detect the new coronavirus to all citizens.
- and) **Erna Solberg** , from Norway, answered questions from the children and tried to reassure them, explaining that it was okay to be scared or frightened.
- F) **Jacinda Ardern** , a New Zealander , took early action, imposing a lockdown when there were just six confirmed cases in the entire country.
- g) **Tsai Ing-wen** , Taiwanese, introduced 124 measures to stop their progress without having to confine anyone.

The characteristics of women presidents and prime ministers are **leadership, firmness, eloquence and empathy for the most vulnerable** . However, only 20 women are heads of state and/or government worldwide, 10% of the total, compared to 90% of men according to the United Nations, which promotes women's leadership to face the challenges of covid , with women occupying only 21% of ministerial positions and 25% of parliamentary seats worldwide.

The 65th edition of the **United Nations Commission on the Legal and Social Status of Women** addresses the situation of women in public space and equal participation in decision-making, as well as the elimination of violence against women in the social and political spheres , a scourge that **prevents and/or hinders their participation** , proposing to promote changes in this distribution of power, such as **the establishment of goals, action plans and schedules to achieve gender parity** in all executive positions and legislative; the appointment of women in executive positions in local and national governments; the approval of electoral quota laws with targets of 50%, guaranteeing their application through rules of order of classification and sanctions in case of non-compliance; the repeal or modification of the legal provisions that contribute to the reduction of the civic space of participation for women's organizations; o Improving the collection and use of globally comparable data, disaggregated by sex, age and other factors, on women's participation and decision-making in public administration, the judiciary, political parties politicians and other areas of public life. The absence of sex-disaggregated data in many countries around the world remains an obstacle to progress. What is not measured cannot be changed.

Exercise 6:

Describe whether these characteristics are identified as typical of a man or a woman.



bored
 cheerful
 gentle
 friendly
 analytical
 spirited
 assertive
 attentive
 bold
 quiet
 chaotic

3.1. leadership archetypes

Carl Jung studied the archetypes or images that come from the collective unconscious on which the representation of leadership is based. It is what makes us have different personalities. There are 12 archetypes:

Innocent : naive.
positives.

Friend : trustworthy.
They seek to belong.

Hero : They defend the others. They seek
justice and equality.

Caregiver : compassion. They must take
care of themselves.

Explorer : new emotions. It's hard for
them to stay.

Rebel : they like what is different. They
encourage others to follow them.

Lover : conflict enemies. They do not
defend their ideas well.

Creator : perfectionists. Fear of not doing
it.

Jester : encourage. They use humor to
change people's perception.

Wise : values ideas. They turn difficult into
easy.

Magician : they believe in their ideas and
share them. They bring transformation.

Governor: controllers. They think they
know the best for everyone.



Of these archetypes there are **4 that are universal** :

- **Healer (MOTHER/FATHER)** Opening (water). Telling stories, dancing, silence, lying meditation. Winter.
- **Warrior . Resolution (fire)** . Show up, be present. It includes causes of action that it undertakes without haste. Being a disciple of oneself. Correct use of power. Spring.
- **teacher (SEER)** . Creativity. Air. Flexibility. Summer. Dance. Maracas. Standing meditation. Martial Arts. Military. Spiritual practices. Fresh air. Draw. Plant trees.
- **King/Queen (CONSTRUCTIVE COMMUNICATION)** . Stability. Opening to the result. Detachment. Confidence. Comfortable in uncertainty. Control the uncontrollable.

Exercise 7: (15-30 minutes)

Place the people in the room in groups of 4, identifying themselves with the archetype that they feel most represents them at this moment.

Ask them to move like that archetype, to feel what that archetype is like, and to speak or move like that archetype, to feel it. If you want you can try another archetype, move through the space.

Exercise 8: (20 minutes in pairs or trios)

Indicate 3 people that you consider to be leaders for you and talk about their life, what you feel proud of these people.

From all these authors mentioned, different types of leadership are derived on which they are based, characterized according to the classification of all of them:

VISIONARY

TRANSFORMER

SITUATIONAL

NATURAL

DIRECTOR



DEMOCRATIC

PARTICIPATORY

CHARISMATIC

AUTOCRATIC

TRANSACTIONAL

The characteristics of each type of leadership are:

VISIONARY

Keeps your focus clear. Set common goals. They are recognized for their ingenuity in resolving situations that complicate the achievement of the proposed objectives; In addition, they tend to be self-critical and demanding with themselves.

Advantage

Find the best members to achieve their mission. Your work team must be very efficient in the tasks entrusted to it and must even go one step further.

His vision is motivating, so a great point in his favor is the words of encouragement he chooses for his collaborators.

Disadvantages

His weakness is himself. If he has several successes, he could fall into misbehavior such as being cocky with the staff by pretending that he is indispensable. Your ideas are the only ones that are worth getting to the top.

TRANSFORMER

Constant and fluid communication is maintained with collaborators, which benefits relationships to meet shared objectives.

This allows generating more empathy and carrying out the strategies with the highest probability of success.

Advantage



Motivation increases your self-esteem and promotes personal growth. It generates changes in those who follow it or those under its leadership, influencing their behavior, which can be positive for people, and even makes others give more than is expected.

Promotes cooperation in the team, creates bonds.

Disadvantages

He doesn't usually give priority to the details by omitting those little points. It can generate the rejection of individualists.

TRANSACTIONAL

The processes are generally to grant incentives to the collaborators when they reach their goals, benefit-for-benefit transactions are carried out.

Advantage

Achieve punctuality in the parcels, so they will receive some economic benefit. You get results quickly by accomplishing short-term tasks. It fully implements a system of rewards for work, motivating everyone to give their maximum potential to achieve success.

Disadvantages

There is no close relationship between the leader and the collaborator or worker because they are only interested in the reward. Another weakness is that it generates little innovation.

SITUATIONAL

Consider leadership as a function of evaluation and recognition of the level of preparation of the work team.

Its main characteristic is its ability to adopt different leadership styles depending on each situation or work problem, as well as the skills that each collaborator shows. Encourages participation and two-way communication.

Advantage

The ease of organization and planning in the team thanks to two-way communication. Evaluate in the best way the skills of your team.

Disadvantages



If you do not execute decisions responsibly, the working team deteriorates, reducing its production capacity. Generates conflicts without team experience.

NATURAL

Innate characteristics and skills are required, not premeditated.

He occupies this role spontaneously, without having a position of authority. Her peers come to her for recommendations and follow her directions without question.

This type of leadership is usually attributed to any person who presents, in short, the essential characteristics of a leader, such as group skills, extroversion, emotional intelligence, charisma and empathy; as well as the ability to spread a positive mood, the proposal of solutions and the promotion of participation.

Advantage

Ability, power and influence among those around her. Of course, use that power in favor of others. She is also recognized for challenging gender standards and roles.

He is able to adapt to different situations, be open to the ideas of his work teams and cooperation between collaborators.

Disadvantages

You may lose track of the goals you set for yourself. Similarly, you can be calculating and seek only to take advantage of other people to achieve your goal

DIRECTORS

They direct from a plan or strategy that they meticulously prepare to execute more effective actions. His way of leading is firm and attached to what is fairest for everyone.

They are characterized by being committed and complying in time, form and quality.

Advantage

He has the ability to make proposals for action where everyone is involved and directs them to make the idea work. They are ambitious.

This can lead them to accept challenging projects. High expectations of themselves and their subordinates.



Disadvantages

Their demand, they may not be patient, especially with ideas that are contrary to what they are looking for. Little self-criticism; they find it difficult to recognize their own mistakes and are individualistic.

DEMOCRATICS

The democratic style manifests a commitment among collaborators to generate new ideas; To achieve this, it provides the necessary confidence to the collaborators and gives them the freedom to decide to promote responsibility. This leadership seeks to promote participation with its ability to listen; always takes into account the opinions of the rest of the team.

Advantage

Communication is fluid, promotes autonomy without having to be in charge of the project and allows a close relationship with everyone and a sense of belonging where everyone can give their point of view on something and thus reach a consensus on how develop this project.

Disadvantages

They do not agree to reach a consensus, which is a disadvantage when making decisions. There are introverts who prefer not to participate for fear of criticism during meetings. Discipline can be set aside and too much freedom is given.

COERCIVE

Enforce orders and therefore can establish rigorous supervision. One of the circumstances in which its intervention becomes highly important is when failures occur in the operation and immediate action solutions are required.

Advantage

When quick decisions are needed to reach a goal, he is direct and his help is vital. It does not focus on going around the problem a lot.

Disadvantages

His temperament is usually cold and demanding. Therefore, its most glaring disadvantage is its own character. It tends to demotivate, it has no tact towards people, causing workers and/or collaborators to lose the sense of responsibility towards their actions.



CHARISMATIC

Ability to attract other people from your environment and establish work relationships with great ease. The enthusiasm that characterizes them can mean a source of contagion of positivism to promote more pleasant work environments. His absence is felt. They inspire and have the ability to communicate.

Advantage

His ability to attract people to carry out projects, thus fostering interest in his figure and in the way he orchestrates his ideas. He has a great ability to project his goals, and he knows how and when to say things.

Disadvantages

In short-term results, this leadership lacks team discipline. You can't be at every meeting.

AUTOCRATIC

Relevant decisions are made and, in the same way, control of both strategies and work dynamics is maintained. In addition, he usually sets the guidelines himself. It is unidirectional, where subordinates must abide by their instructions.

Advantage

They make quick decisions. He has an impeccable performance in the short term, in addition to keeping everything in control so that the tasks are carried out.

Disadvantages

His control and demands to reach goals can be counterproductive in the long term, causing low self-esteem and stress in people.

Exercise 9 : (In pairs) if they are odd, a group of 3 is placed and 1 observes and takes note and at the moment of supporting the observer who amplifies with him/her. 30 MINUTES . 3 minutes for each archetype/role/leadership style.



Now that you know the different styles, we ask you to go through each of them and spend 3 minutes in each one, or in several, reflecting on the following questions:

1º Experience any sensation or emotion that arises in relation to each of the types of leadership that we have developed for you. Try to feel the advantages and disadvantages.

2º Write down what you perceived on a piece of paper and answer these questions:

How have you felt experiencing this role? What qualities would it bring you if you had it integrated into your way of moving and acting?

Optional: Who have you seen playing this role in your family? Who have you seen in that archetype in your work? or in other jobs? did you learn it in school? what kind of judgments have you heard about this archetype? Do you identify it with something positive? is it feminine or is it masculine for you? What fictional character experiences this archetype?

Points 3 and 4 are optional, they can be done if the trainer wishes:

3º Draw on a paper with the colors the learning of what most disturbs you about this type of leadership

4º At the end, try to create a map of how you could lead in different situations that I present here:

1st aggressive confrontation with a man

2nd aggressive confrontation with a woman

3º Set limits to an authority figure

4º Set limits to someone you do not respect

5º Being affectionate with someone of the opposite sex



4. SELF-ESTEEM

We are going to describe a **method** that allows us to see very clearly **how self-esteem is configured** in the different stages of life, in order to understand the importance of reflecting internally, how each person is at their level of self-esteem and thus be able to improve the leadership that entails taking into account whether the different stages that are developed from **Erik Erikson 's methodology have been overcome at each stage** . This author is a psychoanalyst psychologist specializing in psychosocial development. He studied the different stages of the life cycle, maintaining the idea that there is an epigenetic Principle of the basic development plan of each person, where virtues are added

Skills that each person acquires until they develop esteem , loving each other from different aspects: physiologically, at the level of giving us security, giving us affection and receiving affection, in addition to giving affection to others. Feeling that we belong to a land, a family and a place, which gives us the feeling of being recognized, achieving aspects of intellectual development, taking care of aesthetics that increases self-esteem and feeling fulfilled.

Erik Erikson studied the **cultural influence on personality development** and the influence on **psychosocial development** where he includes the biological, psychological and social aspects in the different stages of life and distinguishes the internal forces between men and women. It is carried out through the different stages with a **dialectical process between the syntonic forces** (what stands out and potentialities) **and dystonic forces** (defects and vulnerabilities) that end up resolving the strength or virtue in the next stage, of the **8 stages** that distinguishes Erikson. The personality evolves according to stages and supposes an expansion of the self if it is successfully overcome. When this is not done, the person is not able to overcome the challenge of the new stage and a stagnation is generated that makes it difficult to resolve future developmental crises. Erikson calls **"virtues"** what the person is capable of adding to the ego at each stage if he lives it successfully and calls the difficulty of each transit a **"problem"** .

In the different stages, esteem is formed based on the way in which **the person knows himself and the norms** and practices of a culture that repeats behavior patterns in a certain way and that represents the way of doing things in a certain way. routine. This causes **the esteem to increase or decrease** depending on what has been lived in each stage based on more or less androcentric norms , so that the stages can be developed and overcome in an evolutionary way.

One of the difficulties encountered when **assuming leadership** is the difference that is created in relation to **affection , security** , what is expected of the person at each stage. At each stage, the aptitude traits that make esteem be at a level where effective leadership can be developed are built. The problem is that these traits are going to depend on the way in which



the person is treated at different stages, depending on how some traits are valued that normally, due to their way of being educated, are developed by men and with these traits they are considered to be the necessary to work in project or people management. There are other **factors Attitudinal**, such as self- **criticism**, self - **doubt**, **insecurity**, alienation, fear of success, stress that, due to the way they are educated, women will develop more at different stages.

either **In the stage from 0 to 2 years**, it depends on the **bond** with the **mother**, making sure that everything is fine, it is the stage of trust, which is brought by the affection and security of the environment.

either **In the stage from 2 to 4 years**, in childhood, **autonomy**, shame, doubt, will, determination are generated, and based on this development "I am what I can want freely", and there an identity begins to be built. that in girls it does not reinforce the will and self-confidence, determination and autonomy. Just as girls are socialized to use games aimed at keeping the home and caring for others, this has effects on the way they lead projects in other stages, since they do not face the determination that is built as a value. masculine, being detrimental in the future in the construction of identity and overcoming shame in the next stage, which does not reinforce self-esteem.

either **In the stage of 4 to 6 years**, it is the age of the **game** where the **initiative is generated**, imagination and tests their abilities and guilt is generated by the uncomfortable questions that they ask parents " *I am what I can imagine that I will be* "and from there is born the purpose of life that will maintain high esteem and courage.

either **In the stage from 6 to 12 years**, it is school, **productivity** versus inferiority and competition, here positive stimulation becomes vitally important and it depends on this that the esteem in the following stages continues to grow. "*I am what I can learn to do a job*"

either **In the stage from 12 to 18 years old**, it is the stage in which one asks "*Who am I? Who am I really?*" It is the stage in which you go with your friends and confront your child's identity. "*I am that which I can faithfully believe.*"

either **In the stage from 18 to 30 years old**, the **intimacy** that generates security and company begins, and that is where the stage of greatest sexual division begins, when the woman takes care of the tasks that the man does not assume and where the esteem for not being able to develop many facets that would allow full professional and personal development.



either **In the stage from 30 to 60 years old**, where one is tied to work and family , to a healthy and productive life, looking for the balance between productivity and stagnation oriented to the future of oneself and of their loved ones . It is the stage of *"I am what I take care of"* .

either **In the stage from 60 to 80 years old** , it stops being productive and life is altered, friends die and the person who experiences it has a feeling of loneliness.

Etapas ciclo de vida Erik Erikson. Desarrollo psicosocial

Principio epigenético del plan básico de desarrollo en el que se agregan las virtudes hasta conseguir un funcionamiento.

1ª etapa	2ª etapa	3ª etapa	4ª etapa	5ª etapa	6ª etapa	7ª etapa	8ª Etapa
0-2	2-4	4-6	6-12	12-18	18-30	30-60	60-80
Recién nacido/a	Infancia	Edad del juego	Escuela	Adolescencia	Juventud adulto/a	Adulthood	Vejez
Co confianza/desconfianza	Autonomía/autoestima vs Vergüenza duda	Iniciativa/imaginación vs Culparidad	Productividad vs Inferioridad	Identidad vs sumisión/confusión	Intimidad vs aislamiento	Generativa vs estancamiento	Integridad vs desesperación
Esperanza	Voluntad/determinación	Propósito/coraje	Competencia	Lealtad	Amor	Atención	Sabiduría

**EXERCISES EXPLAINED:**

Weather	Name Activity	Goal	development of dynamics	Materials
30 min	Round of presentation from Who am I for the environmental world?	Connect with the purpose of being an environmental leader/essa and what I would like to learn here. Observe to what extent the person who introduces himself/herself is influenced, both the person I observe and oneself when leading the self-presentation in relation to: self-image, qualities that stand out and way of expressing it .	The facilitator presents the training and the objective and invites the participants to present themselves from this question, indicating to what extent the answer is influenced by the person presenting himself, indicating who has more facility to present his presentation, distinguishing and taking advantage to introduce the basic theoretical concepts below. Next, it is invited to analyze whether the self-presentation has been carried out in a way that highlights the aspects considered more masculine or, on the contrary, they have been able to perceive a balance in the way of presenting themselves, valuing aspects associated with the masculine and the feminine equally. . They are invited to observe how the person's body moves, and try to name everything they have observed in terms of the way they present themselves, and write it on the flipchart since this way of presenting determines how the person looks and how is it estimated too. The exercise tries to get the participants to bring the gender perspective by understanding how they themselves have it in their way of observing, after analyzing the related concepts: equality, sex and gender.	flipchart



15min	Glass ceiling video	Analyze to realize to what extent they identify with the concept,	The facilitator projects the video and asks the questions afterwards, leaving time to answer. He then asks what they have written down to identify if they have understood the concept of the glass ceiling and how they think it is manifested in the following companies: - greenpeace - International Amnesty - Your own company (or another that you want to take as a model) - Other free choice	Projector paper and pen
15min	stereotype exercises	Recognize the stereotypes you experience in your workplace and in your social environment	The facilitator invites you to read the stereotypes that you have written on the flipchart and invites the participants to introduce other related stereotypes in their field of work to incorporate the concept.	flipchart paper and pen
15min	stereotype exercises	Recognize stereotypes you experience in your workplace and in your work environment	The facilitator invites them to read the stereotypes that are written and asks them if they identify those qualities with women or men. Invite participants to explain why.	flipchart paper and pen
5min	personality exercise	Observe where the personality that determines the leadership style is associated	The facilitator projects the video and invites the following questions: - How many decisions are made without taking women into account in the field: health, politics, economy, sports, social life.	Projector paper and pen



80 minutes	leadership map	Develop a map to identify how you relate to each leadership style based on your personality	1st The facilitator places each of the leadership styles on the floor and invites each participant to line up the different types of leadership, and perceive any sensation, emotion that people have and write down what they perceive. At the end of the dynamic, each participant answers the questions given by the facilitator. 2º Draw a map with all the styles and place the word LEADERSHIP in the center, observing which leadership the participant feels that makes the least sense. 2º Next, choose the leadership with which he relates the worst and try to experience how a person with that leadership style feels, how he moves, what things he would do, entering a complete visualization.	papers on the floor
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45 minutes	self esteem exercise	Know how you are estimating yourself regardless of what is happening in your life	1st The facilitator asks each participant to look for an object they like on their mobile. She looks at it for a few minutes, and the facilitator instructs her to look at that object or photo, think about what made her choose it, what it brings her, and feel what it provokes. And then he shares it with another person, with the other participant the reasons why that object is important to him/her. Meanwhile the other person listens, just listens. And then he changes roles, and the one who listens shares the same thing with his partner. 2nd Next, the facilitator invites the person to look inside and say "I like what I see inside" "I love myself as I am and I don't need to change" "I promise to be the most important thing and develop a new way of loving myself, for this, I begin to carry out the following actions: - Determine here which areas of your life you are going to change and you commit to giving it the importance it deserves. From this moment on, the person declares it to the other participants, and it is noted on the board or flip chart. - This gives you strength so that in front of others your commitment to love yourself more takes courage so as not to lose esteem and increase it.	Flip chart, Paper and pen
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