

**UNIVERSITY
OF
LUSAKA**

**SCHOOL OF POSTGRADUATE STUDIES
MSc Project Management
GBS800 Research Methods**

**Perceptions among Non-Governmental Organization Project Teams towards Gender
Stereotyping at the Workplace: A perspective of selected NGOs in Lusaka District**

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Research Report

submitted to the School of Post Graduate Studies (UNILUS). In partial fulfillment of the requirements for the award of the Master of Science in Project Management,

July, 2023

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DECLARATION

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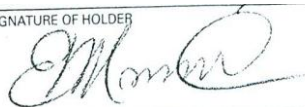


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ABSTRACT

The main objective of this study was to explore and analyze the perceptions of project teams within selected NGOs in Lusaka District regarding gender stereotyping at the workplace. Specific Objectives were to determine the types of gender stereotypes that exist in the project teams; find out the factors contributing to gender stereotypes among project teams and describe the measures that organizations have taken to address the problem of gender stereotypes at workplaces. This research used a mixed method approach. This study adopted a concurrent triangulation research design. A total of 64 respondents was used as a sample size. Semi-structured interviews and questionnaires were used to collect data from the participants. Data was analyzed through descriptive and thematic analysis. The study revealed that diverse stereotypes rooted in personal experiences, societal expectations, unconscious biases, cultural backgrounds, and educational experiences. Communication breakdown, low morale, low quality, and productivity were identified as consequences. Leadership emerged as a critical factor, influencing stereotypes through championing diversity, setting inclusive policies, modeling behaviors, providing education, and addressing biases in decision-making. Team composition and diversity played a pivotal role in challenging or reinforcing stereotypes. Individuals' resistance or conformity was influenced by personal experiences, educational backgrounds, organizational culture, and personal values. Organizations implemented diverse policies, initiatives, and communication strategies to address gender stereotypes. The criteria used in resolution included collaboration, negotiation compromising, and smoothing. Respondents perceived their organizations positively in resolving gender stereotypes. Challenges included limited awareness, resistance, inadequate policies, organizational culture, leadership commitment, and resource constraints. Promising practices included diversity training, transparent decision-making, inclusive language, and celebrating achievements. In conclusion, this study provides valuable insights into the nuanced dynamics of gender stereotypes in project teams, emphasizing the role of leadership, diversity, and organizational initiatives. Recommendations to tackling gender stereotypes in the project teams include fostering awareness, addressing biases, and promoting inclusivity through policy interventions.

DEDICATION

I dedicate this paper firstly to my late mother whose commitment to my education and hers as a single parent will always remain a key lesson. Secondly to my first employer at ZARD Madam Pricilla Chileshe, who first introduced me to the concept of Gender right after completing University. Her passion on the subject and the opportunity she gave me will always remain dear in my heart.

ACKNOWLEDGEMENT

I thank God for the compassion, mercy and peace he has shown me throughout the course of my study. I would like to thank UNILUS staff, especially the Research Coordinators for the patience and the knowledge shared with me.

A special thanks to my late mother for believing in education and pushing me to keep advancing my studies. And also thanks to my husband for encouraging and believing in me.

I am deeply indebted to my respondents for sparing their time to provide views on the study, without them my research would have not been complete.

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Lists of Acronyms

CEDAW	Committee on the Elimination of Discrimination against Women
NGOs	Non -Governmental Organizations
NGP	National Gender Policy
UN	United Nations

List of Definitions

1. **Stereotypes-** a natural part of human cognition and a way for people to categorize information, and be it sometimes incorrect (Flanagan, 2015)
2. **Gender-** refers to the male and female roles shaped by a society, learned individually and re-negotiated by each new generation.(Juliane Osterhaus, 2012)
3. **Gender Stereotypes-** beliefs and attitudes about masculinity and femininity which are very influential in that they affect conceptualizations of women and men and establish social categories for gender. They can also be considered as cultural and social attitudes towards what is traditionally considered 'male' or 'female' roles and functions (Juliane Osterhaus, 2012)
4. **Discrimination-** the distinction, exclusion or preference for or against a person on arbitrary grounds. This could be on the basis of their gender, sexual orientation, religion, ethnicity or social origin, race, marital status, or HIV status (Dibetso, 2015).
5. **Project-** This is a temporary endeavour undertaken to create a unique product, service or result (Larson 2011)
6. **Project teams-** a group of individuals assembled to work on a specific project or task within an organization. The team is formed with the purpose of achieving a defined set of objectives within a specified timeframe. Project teams are often cross-functional, consisting of individuals with different skills, expertise, and roles, all contributing to the successful completion of the project. (P.Smith et al, 2012)
7. **Project Management-** This is the planning, organising, monitoring and control of all aspects of the project and the motivation of all involved to achieve project objectives within defined time, cost and scope, It is also the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements (PMI, 2008)
8. **Non- Governmental Organisations-** These are organizations that operate independently of any government and are usually non-profit. NGOs are typically formed to provide services or advocate for a public policy, and they are active in humanitarianism or the social sciences.(J Folger, 2023; M.P. Karns, 2004)

CHAPTER ONE

INTRODUCTION

This chapter gives a background to this study so that there is a clear understanding of what the study was all about and where the problem under investigation emanates from. It further presents the statement of the problem, purpose of study, research objectives and questions, significance of study, delimitation of the study, limitations and challenges and operation definition of key terms.

1.0 Background

Stereotypes exist in all societies. How we perceive each other can be determined through oversimplified assumptions about people based on particular traits, such as race, sex, age, and so on based on socially constructed norms, practices and beliefs. Stereotypes are not always inherently negative, but because they are assumptions that disregard a person's individual and inherent abilities, opportunities and environment, they tend to be prejudicial. Negative stereotypes hinder peoples' ability to fulfill their potential by limiting choices and opportunities. Stereotypes eventually evolve into practical policies, laws and practices that cause harm to both women and men (Tabassum, N., & Nayak, B. S. 2021)

Perceptions of gender stereotypes within Project teams in a workplace can vary widely depending on the team's composition, culture, and leadership. The common perceptions and dynamics related to gender stereotypes within project teams are around the work-life balance, microaggressions, and task allocations stereotypes among others. The effectiveness and productivity of organizations have always depended heavily on the quality of their workforce, or their human capital (Wolf and Jenkins 2006). Crawford (2000), Stevenson and Starkweather (2010) emphasize that the importance of the project manager has generated a significant body of research-based literature. Project management practices are becoming increasingly crucial, as more and more work is organized through projects and programmes (Winter et al. 2006). It is true that PMs' field of expertise is quite extensive and this

creates difficulty in defining the manager's responsibilities and required attributes (Carter 1988).

Furthermore, a project team performs better when team members' gender personalities are compatible with each other (Griffith and Dasgupta 2018; Sarathchandra et al. 2018; Banchefsky and Park 2018). Stereotypes justify gender discrimination more broadly and reinforce and perpetuate historical and structural patterns of discrimination. Gender stereotyping has been clearly identified in the CEDAW as something that impedes the achievement of gender equality and the empowerment of women. It asserts that all human beings regardless of sex are covered by this principle and implies that to develop their abilities, pursue a professional career and make their own choices without limitations set by gender stereotypes, rigid gender roles or prejudices (Juliane Osterhaus, 2012).

In addition, as industries have become more projected and global in their organizations and the world increasingly recognizes the importance of project management, and project managers, there is a scarcity of capable project managers. There is evidence that indicates that the complicated behaviors of project managers transcend gender, as do many other differences in their makeup.

The Non-Governmental Organizations are a key source of supplementary assistance to any government in achieving sustainable development. A lot of NGOs have positioned themselves in assisting the marginalized groups in each society they operate from. Zambia is one such country with many NGOs operating or managing projects in fields such as caring for the disabled, uplighting children's rights, youth empowerment, gender equality and women's empowerment among others. For NGOs to operate effectively, just like any other organization, there is a need for effective project management. Effective project management helps individuals, teams and organizations to meet business or an organization's objective, satisfy stakeholder expectations, increase chances of success, deliver the right products at the right time, resolve problems and issues, respond to risks in a timely manner, optimize the use of organizational resources, manage constraints (such as., scope, quality, schedule, costs, resources); and manage change in a better manner, (PMBOK, 2017:10).

Due to stereotypes, gender inequalities remain prevalent in work settings across the world, leading to disparities in opportunities, promotion, and decision-making power between men and women (Davis, 2017). Non-Governmental Organizations (NGOs) play a crucial role in addressing social issues, including gender equality. However, even within these organizations, gender stereotyping and biases can persist, hindering progress towards gender equality (Koivunen et al., 2020).

Lowering the level of gender stereotyping can lead to more inclusive perceptions and practices within project teams. The cultural norms and values within the non-governmental organization (NGO) could influence the prevalence and acceptance of gender stereotyping in the workplace. For example, a culture that promotes gender equality may contribute to less gender stereotyping, while a culture that tolerates or perpetuates such stereotypes may lead to more prevalent stereotypes (Trek, 2017).

“In the domestic sphere women have performed the majority of routine domestic work and played the major caretaker role. In the workplace, women have tended to be employed in people-oriented, service occupations rather than things-oriented, competitive occupations, which have traditionally been occupied by men” (e.g., Lippa et al., 2014). This contrasting distribution of men and women into social roles, and the inferences it prompts about what women and men are like, give rise to gender stereotypical conceptions (Koenig and Eagly, 2014).

In general the opportunities for women in project based industries appears to be increasing, women continue to be in a significantly small minority in them. This is not only because of the barriers that affect their entry to project based industry careers, but because of a general lack of knowledge and information about the industry, the career opportunities it can offer and what qualifications are required. What can be said then for men and women in NGOs. There is a need to consider the distribution of men and women in the program's team. Do we still see a situation where men are project managers and women assistants?

Gender stereotyping at the workplace has several consequences for both the organization and its employees. Gender stereotyping can impact negatively on the cognitive load of employees. Workers who face gender stereotypes at the workplace are constantly stigma conscious. This tends to not only affect their

concentration, but also results in them developing poor attitudes towards work and their supervisors (Pinel & Paulin, 2005).

Whereas stereotypes are usually negative in nature, there are some kinds that can be considered to be positive and motivating. Positive stereotypes can have both desirable and undesirable effects on performance at the workplace. The adverse effects can include anything from setting unrealistic performance goals or the stress of living up to a positive stereotype. However, stigmatized groups can also be motivated to work hard in order to overcome the stereotype and live up to the positive reference. (Pinel, 1999)

There is no question that a great deal of progress has been made toward gender equality, and this progress is particularly evident in the workplace. There also is no question that the goal of full gender equality has not yet been achieved at least not in pay or position level (Catalyst, 2016). In a recent interview study with female managers the majority of barriers for women's advancement that were identified were consequences of gender stereotypes (Peus et al., 2015). There is a long history of research in psychology that corroborates this finding (Eagly and Sczesny, 2009; Heilman, 2012). These investigations support the idea that gender stereotypes can be impediments to women's career advancement, promoting both gender bias in employment decisions and women's self-limiting behavior (Heilman, 1983).

According to the UN Women Report (2011), the phenomenon of gender stereotypes needs to be countered and fought in multiple areas, including in languages and vocabulary, laws and practices, mindsets of people, justice systems, media and education, in different organizations and public authorities, in enterprises, and in individuals. There is need for the enactment of laws that would change mindsets, like those against domestic violence and other gender-based violence, including sexual harassment at the work place and rape. such activities should be criminalized and perpetrators to be convicted. This would go a long way in changing the perception on gender with regards to what masculinity means, and what is permissible and what is not. The UN Women highlights the need for governments to come up with special measures, including quotas in parliaments and political parties, judiciary, law enforcement agencies, executive and the corporate sector. There is need for

governments and NGOs to put aside adequate resources to carry out programmes targeting the elimination of gender stereotypes, through advocacy and awareness-raising campaigns, and educational curriculum development. It can however be seen that specific NGOs working on gender and development have taken up this task as their core mandate.

Dibesto, (2015) in his study further adds that the follow up step to dealing with gender discrimination is ensuring that places of employment develop gender awareness policies. Gender relations in the workplace require active and ongoing management. It is therefore important to fully comprehend the broader implications of what constitutes gender equality and conduct employment systems review of policies, procedures and practices. The effectiveness of gender awareness policies will determine an organization's success in dealing with discrimination in the workplace.

It is crucial for organizations to actively address and counteract gender stereotypes in project teams and mainstream gender at project level to ensure that women's and men's issues become an integral element of project planning (design, budgeting, implementations, monitoring and evaluation). This not only will improve effectiveness of all projects but will also ensure a fair and inclusive workplace. Organizations can achieve this through training, diversity and inclusion initiatives, unbiased evaluation processes, and fostering a culture of respect and equal opportunity for all team members, regardless of their gender. Open communication and ongoing efforts to challenge and change stereotypes can help create a more inclusive and effective project team.

As evidenced, there has been a lot of research and measures that internal bodies and our country has put in place to try and address gender inequalities in all spheres of life but certain aspects such as gender stereotypes still persist and have not been fully investigated.

This study therefore intends to assess the perceptions on gender stereotypes among project teams in the Non-Governmental Organizations in Lusaka District. It also aims at highlighting the impact of gender stereotypes on projects and team dynamics in

the workplace and further provide measures NGOs have put in place to address this phenomenon.

1.1 Statement of the Problem

Stereotyping, or the categorization of people based on superficial characteristics such as gender, race, and age, is prevalent in many aspects of life. In a workplace gender imbalances occur and for teams where there is significant gender imbalance, perceptions of stereotypes may be more pronounced. On the part of men, perceptions of gender differences in communication styles can impact team dynamics. Team members may believe that women are better listeners and men are more direct, which can influence how they communicate and collaborate. Women on the other hand have long been stereotyped in many situations, especially in the workplace. This can manifest itself in a number of ways including limited opportunities for advancement, and a lack of representation in leadership roles.

Despite efforts to address the problem, stereotyping of women in the workplace continues to persist. One common stereotype of women in the workplace is that they are emotional and irrational. This stereotype often leads to women being dismissed or not taken seriously in the workplace. Women are seen as too emotional to handle constructive criticism or decision-making processes. This stereotype also affects women's ability to advance in their chosen professions. Often, women are passed over for promotions due to their perceived lack of emotional control coupled with perceived lack of assertiveness.

Another stereotype of women in the workplace is that they are not as capable as men as such, women are dismissed as being unable to handle certain tasks or responsibilities due to their gender. This stereotype in task assignment based on gender roles can be seen in teams where men are assigned more technical or high profile projects while women may be given administrative or support roles which handle more caregiving responsibilities. In addition, women are seen as weak or incompetent, which can lead to them being excluded from important projects or declining opportunities. Also, stereotypes have led to women being paid less than their male counterparts for the same work.

However, attempts to address the problem of stereotyping women in the workplace have been ongoing for decades. Women's rights activists have fought for greater representation in leadership roles and equal pay for equal work. Employers have implemented policies such as inclusion programs and unconscious bias training to help address the problem. While these efforts have made some progress, the problem of stereotyping women in the workplace persists. One reason for the persistence of this problem is that stereotypes are deeply ingrained in our culture as being perpetuated by the media, cultural norms, and religious beliefs. Furthermore, stereotypes are often so pervasive that they are difficult to recognize, let alone challenge. Additionally, many people hold subconscious biases that reinforce these stereotypes as such this makes it difficult to change attitudes and behavior patterns towards women in the workplace.

Another reason for the persistence of this problem is that employers often fail to hold themselves accountable. They may implement policies and programs aimed at combating stereotypes and bias but fail to follow through on their promises. As a result, these programs may be ineffective or even counterproductive. Thus, this study aims to explore the perceptions of project teams in selected NGOs in Lusaka district regarding gender stereotyping and its impact on work dynamics and outcomes.

1.2 Research Objectives

1.2.1 Main Objective

The main objective of this study was to explore and analyze the perceptions of project teams within selected NGOs in Lusaka District regarding gender stereotyping at the workplace.

1.2.2 Specific Objectives

1. To determine the types of gender stereotypes that exist in the project teams.
2. To find out the factors contributing to gender stereotypes among project teams.
3. To describe the measures that organizations have taken to address the problem of gender stereotypes at workplaces.

1.3 Research Questions

Below are the research questions which are a mirror of the research objectives:

1. What are the types of gender stereotypes that exist in the project team?
2. What factors contribute to gender stereotypes at the workplace among project teams?
3. What measures have been put in place to address gender stereotypes?

1.4 Significance of the Study

The study sort to establish the nature and extent of gender stereotypes at workplaces in project lead organizations in Zambia. In this regard, it is believed that the findings will provide reference as well as basis for policy and action by organizations as it explores and discusses approaches to addressing gender stereotypes which impedes project success and subsequently sustainable development growth. Insights from the study will provide a multi-faceted approach to an inclusive and effective project team as well as awareness raising on the topic of gender stereotypes thus reducing the persistent unconscious biases from both genders. In the same vein, gender Inclusive work environments aligns with Zambia's wish to attain Sustainable Development Goals on gender equality and equity in all aspects of life. The study will contribute to the body of knowledge as it will inform the public, particularly the academia on the nature and extent of gender stereotypes at workplaces in project lead organizations in Zambia.

1.5 Scope of the study

The study was conducted in Lusaka District and narrowed down to focus on local Non - Governmental Organisations to explore their perceptions on gender stereotypes and how this impacts their team and workplace. The study focused on employees involved in project implementation and Project Management Consultants to provide information regarding NGOs and Projects.

1.6 Structure of the study

Chapter 1 Provides a summary of the overall format of the report from the purpose, significance to the scope of the study. Chapter 2: Focuses on literature review with an analysis of previous research by different emotional intelligence proponents. The theoretical and conceptual framework used is also looked at. Chapter 3: Describes

the methodology employed to undertake the research. It outlines the procedures used for a mixed methodology approach and the tools used to collect data. It also provides a discussion of how the data was examined. Chapter 4: shows the findings gathered in the field and presented summarized in the appropriate forms for easy interpretation and understanding. Chapter 5: The interpretation of the results is elaborated in detail in line with the specific objectives of the research. Chapter 6: Concludes the study's theoretical and empirical evidence. Proposed recommendations are also recorded in this chapter.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter provides an overview of the literature that was consulted in relation to the subject of gender stereotyping among project teams at the workplace. In this regard, the chapter discusses gender stereotyping, its impacts as well as approaches that have been proposed to addressing it. In addition, the chapter looks at findings of some studies that have been conducted on the subject matter, including those undertaken in Zambia. Further given is a theoretical analysis of the Gap Knowledge between documented research and this study.

2.1 EMPIRICAL REVIEW

2.1.1 Gender Stereotypes at the Workplace

Flanagan (2015) describes stereotypes to be a natural part of human cognition and a way for people to categorize information, and be it sometimes incorrect, it is a safety mechanism people use in filtering information when encountering new situations. Meanwhile, gender refers to the “differences between males and females that are socially constructed, changeable over time and have wide variations within and between cultures”. Male/female roles are determined primarily by the social, cultural and economic organization of a society, and by the prevailing religious, moral and legal perceptions. Female and male roles and scope for action are not static, but are subject to constant change, (Juliane Osterhaus, 2012) unlike sex which is biologically determined, gender involves learned behaviors and expectations to fulfill one’s image of being a man or a woman. Kiaušienė, Štreimikienė, & Grundey (2011) Therefore, this indicates that gender stereotypes could be difficult to overcome and are what results in gender discrimination, especially against the women.

Dibetso (2015) contends therefore, that gender discrimination can be comprehended as “any distinction, exclusion or restriction made on the basis of socially constructed gender roles and norms that prevent a person from fully enjoying their rights”.

Gender role stereotypes are ‘internal attitudes related to women’s and men’s favorable places in the society in terms of their functions and social assignments.

Gender stereotypes are thus beliefs about the psychological traits and characteristics of, as well as the activities appropriate to, men or women. Whereas gender roles are defined by behaviors, gender stereotypes are beliefs and attitudes about masculinity and femininity. This is because gender stereotypes are very influential in that they affect conceptualizations of women and men and establish social categories for gender. (Juliane Osterhaus, 2012, Dibetso, 2015)

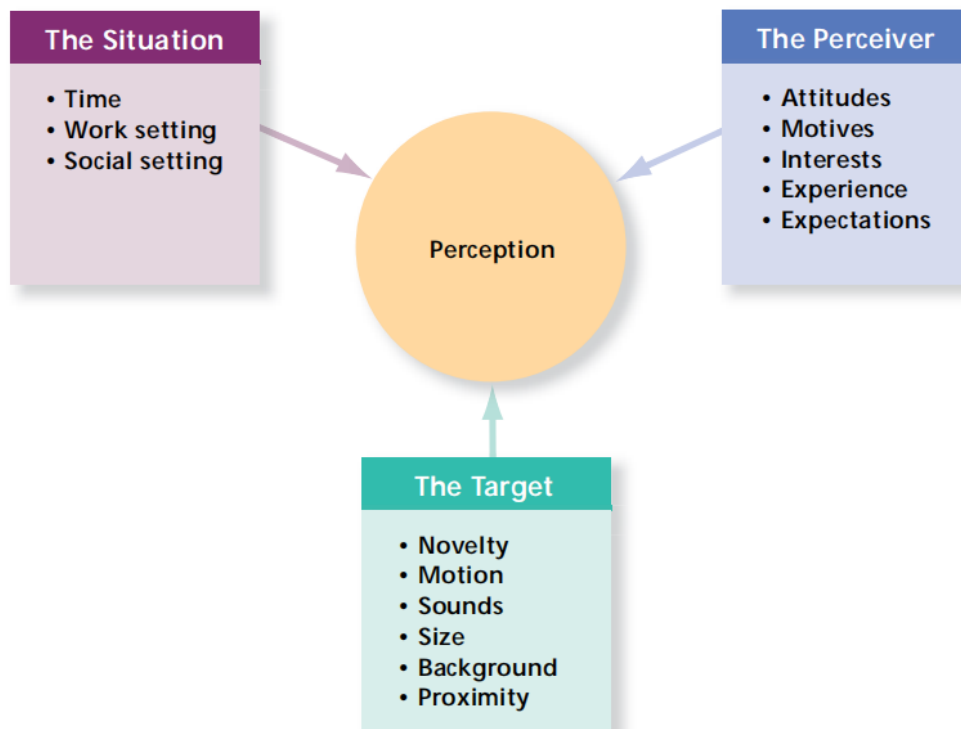
Stereotypes against women are cultural and historical in nature. Historically, most cultures have reserved a career concept for men while women are taught to concentrate on caring and raising a family. As a result, when women get into employment, they tend to appear to be ill-prepared for professional careers. In addition, they have historically held and are still holding positions of a lower level and status. Therefore, the stereotypical approach towards a woman's role in the family prevents women from the integration into the labour market (Cenek, 2013).

Women are socially reinforced for abilities necessary for caretaking jobs, abilities that are seen as natural for women. men at work are also reinforced for stereotypical abilities or traits as assertiveness, leadership and strength(Jeanett N. Cleveland et al,. 2000)

An organization is a consciously coordinated social unit, made up of a group of people, who work together on common goals on a relatively continuous basis. People enter groups and organizations with certain characteristics that influence their behaviour, the more obvious of these being personality characteristics, perception, values, and attitudes. These characteristics are essentially intact when an individual joins an organization, and for the most part, there is little that those in the organization can do to alter them (Paul Smith et al, 2012)

Perception is the process by which individuals select, organize, and interpret their sensory impressions in order to give meaning to their environment. However, what we perceive can be substantially different from objective reality.

Figure 1: Factors that influence perception



(Source: P Smith et al, 2012)

In organizations, we frequently hear comments that represent stereotypes based on gender, age, race, ethnicity, and even weight: From a perceptual standpoint, if people expect to see these stereotypes, that is what they will see, whether or not the stereotypes are accurate. Obviously, one of the problems of stereotypes is that they are widespread, despite the fact that they may not contain a shred of truth or that they may be irrelevant. Stanford Graduate School of Business professor John Jost has uncovered another problem with stereotypes: They can be used to support the status quo, they are widespread only because many people are making the same inaccurate perception based on a false premise about a group. He notes that when people buy into stereotypes they are less likely to challenge the consequences of the stereotype and this can lead to strong negative reactions, such as prejudice (Paul Smith et al, 2012)

Perceptions of gender stereotypes within Project teams in a workplace can vary widely depending on the team's composition, culture, and leadership. the common perceptions and dynamics related to gender stereotypes within project teams are:

Awareness of Stereotypes: Some team members may be highly aware of gender stereotypes and their impact on the workplace. They may recognise biases and strive to challenge and change these stereotypes, fostering a more inclusive and equitable environment.

Gender Imbalance: In teams where there is significant gender imbalance, perceptions of stereotypes can be more pronounced. For instance, if a project team is predominantly male, women on the team may feel isolated or experience heightened scrutiny due to their gender.

Leadership opportunities: Gender stereotypes can affect perceptions of leadership potential within the team, women may feel that they are less likely to be considered for leadership roles, and men more likely to be chosen for the same roles based on stereotypes of assertiveness and competence.

Stereotypes in task Allocation: Stereotypes about gender roles can affect the different types of tasks project team members are assigned. Usually, females on the team may be given administrative or support roles while men are assigned more technical roles.

Communication Styles: Perceptions on gender differences in communication styles can impact team dynamics. Team members may believe that women are better listeners and men are more direct, and this tends to influence how they communicate and collaborate.

Work-Life Balance: Teams may hold stereotypes that women are more focused on family responsibilities and assumptions that women with children are less committed to their careers or less available for overtime and travel.

Microaggressions: Perceptions that women are more emotional and men more logical. These perceptions can affect team members' experiences.

The labour market also shows that women in employment are on a sticky floor. It is evident that since the UN “decade for women from 1975-1985” several initiatives have been taken towards gender equality across the globe. For example, the fifth Sustainable Development Goal (SDG 5) in the 2015 Sustainable Development Goals focuses on Gender Equality with nine specific targets to achieve. However, several gender gaps still exist in gender equality, such as equality in work, management positions, education, health, economic empowerment, and political participation. Gender gaps at the management and leadership levels endure in the workplace as

well, particularly in terms of women's recruitment, advancement, retention, and compensation (Cenek, 2013).

Furthermore, while gender and gender diversity related issues in the workplace have been studied using multiple lenses, including sexism, stereotypes, structural and institutional bias, and glass ceilings, escalators, slippers and cliffs, there is a depth of studies investigating how gender diversity in different cultural contexts impacts workplace characteristics such as organizational virtuousness, culture, policies and practices (Tabassum, N., & Nayak, B. S. 2021). The overall team culture, as shaped by its leaders and members, can either reinforce or challenge gender stereotypes. Inclusive teams tend to have more awareness of and resistance to stereotypes while less inclusive teams may perpetuate them. In organizations, when teams see tangible steps taken to address and counteract gender stereotypes, they may have more positive perceptions and commitment to equity.

Despite changes in their representation and visibility, there are still serious concerns about the inclusion and day-to-day workplace challenges of various groups of women. Men are also underrepresented in specific work fields, in particular those in Health care, Elementary Education, and the Domestic sphere (HEED). This gender approach focuses on the structural causes of gender-specific discrimination, and aims to achieve gender equality. Gender is taken into account as a cross- sectoral task at every stage of the project cycle. (Juliane Osterhaus, 2012).

2.1.2 Gender and Project Management.

According to the PMBOK Guide (2017), Project management is the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements. Project management is accomplished through the appropriate application and integration of the project management processes identified for the project. Project management enables organizations to execute projects effectively and efficiently.

As far as gender is concerned, male and female Project Managers are equally good (Müller and Turner 2007). Buckle and Thomas (2003) suggest that contemporary gender scholarship reveals that different skill sets are founded on inherently

gendered logic systems. It is critical to examine the role of masculine and feminine logic systems in project management. Their study deconstructs portions of the Project Management Body of Knowledge (PMBOK) in order to investigate the means in which gendered logic systems play a role in generally-accepted project management practice. Project Management focuses on the importance of leadership for project managers (Neuhauser 2007). Therefore, leadership style has been the focus of a lot of research dealing with the project manager competence. Men and women have differentiated managerial styles, (Rodríguez et al. 2017). It became evident that men and women make different decisions at least in relations to some scenarios regarding project management. Differences were identified in 5 out of 53 situations that were presented to the students. Statistically significant difference was observed in at least one case. It became evident that men follow a more authoritarian approach, whereas women a more social one, especially when it comes to leadership style (Rodríguez et al. 2017).

Many authors have addressed the question of what makes an effective project manager and have generated list after list of skills and attributes associated with being an effective manager. When reviewing these lists, one sometimes gets the impression that to be a successful project manager requires someone with superhuman powers. While we agree that not everyone has the right stuff to be an effective project manager, there are some core traits and skills that can be developed to successfully perform the job. There are various traits such as systems thinking, Personal integrity, Proactive, High Emotional Intelligence, General Business Perspective, Effective Time Management, and optimist in workshops, self -study, courses and training programs can upgrade some of traits in a person, but no workshop of magic portion can transform a person who is a certain way to change. Some of the qualities get at the very soul or being of a person and with a lot of studies showing others being more predominant in one gender than the other (Griffith and Dasgupta 2018).

Conversely, men are attributing logical thinking rationality, independence, higher social status. These ideas are suppressing the human potential, generating pressure on the individuals of the opposite gender in terms of their relation to life and status in the future. Even if societies have gone through substantial changes and recorded

certain progress in this field, an imbalance between men and women is enduring. It can be proven e.g. by the inequalities in wages, poor representation of women in top management positions. All that happens despite of the fact that one of the basic principles outlined in the document Strategy for balance between men and women in years 2010 – 2015 issued by the European Commission (2011) is stipulating that men and women are to be given equal opportunities to achieve leading positions.

Managerial functions are still dominated by men. Women have to use more energy as men while building up their careers. Various research studies have produced lists of barriers, which are either the results of stereotypes dominating the society or form the part of the labour market, which, as a rule, generates more suitable working conditions for men than women. High levels of demand on time and proficiency are typical for functions of a manager, posing more restraints for women than men. How is to be perceived? There are lots of companies still lagging behind in establishing equal opportunities for women, who are also simultaneously required to meet the role of a mother taking care of her household. Under the weight of the circumstances they are forced to decline such professions, which could substantially limit them. Mostly, women have to choose from a typically family, or career-bound, option, or adapt to a typically “male” way of work. And if, despite of all the facts mentioned earlier, women ultimately manage to take the position, their work is much less appreciated than those of the men and are offered posts in lower levels of management (Gazdagová – Fischlová, 2006).

Despite things getting better for women in terms of gender inequalities due to various policies in various countries world wide, many still feel like the workplace is not an equal place for men and women. So how is gender equality in project management? Project Management Benchmark 2018 Report and Project Management Practitioners have been asked about gender equality and the potential challenges for both men and women. A study by Mariam Akinlolu, 2022 gathered data and found that there has been a consistent 70/30 male to female split across the total population of practitioners over the last 12 years. When asked, 63% of participants believed that there is no gender bias in Project Management. However, of those that believed there were, 39% of women believed there was bias compared to just 20% of men.

When asked if they had ever been defined by gender stereotyping in their career, overall 79% said no (when you break that figure down, 62% of women said no compared to 87% males). Of those that said they had, the biggest cohort was by both colleagues and the organization they worked for. Of those that had been defined by gender stereotyping in their career, the biggest group were the under 35 year olds. When asked if anyone felt their career had been limited in anyway – the choices were conscious/unconscious bias; glass ceiling; sticky floor and discrimination. It was found that 46% of female participants felt conscious/unconscious bias had an impact on their career compared with 31% of male participants. (Mariam Akinlolu (2022))

When looking at salaries across the board it was found that women do earn less than men. Digging deeper though you understand that the salary differences are based on many different factors. For example, there are more women working in the supporting roles in project management, which naturally has lower salaries than those working in delivery roles. Women also earn less than men in permanent positions but that changes when we look at the freelance market. In contract and freelance both men and women have comparable rates of pay for the same type and level of work and this is used more in NGOs. (Mariam Akinlolu, 2022)

Many of the roles available to Project Managers do not offer the flexibility needed for life commitments such as taking time out to start a family or looking after elderly relatives. Of course, this can impact male practitioners too, but it is still women who predominantly opt for time away from their career for these reasons. Flexibility in terms of working hours, location and commute time can make working in a full-time project management position tricky. A lack of part-time options in project management also impacts that flexibility. Women looking to return to work are often looking for this option but, for what seems like unknown reasons, many organizations do not offer part-time opportunities in project management roles – especially in Project Manager and other senior roles. It's a fine balancing act raising a family and progressing your career and without that flexibility many opt to leave project management altogether and find alternative opportunities that do give this flexibility. According to Project Management Benchmark Report more women are

likely to work within public sector because of the flexibility it affords but this flexibility comes at a price which is a lower wage.

With the challenge of flexibility identified as not just a women's problem, the way we work – or want to work is changing and employment is becoming more flexible, more so for Non-Governmental Organizations. We constantly hear that organizations must up their game in order to attract the best talent and to remain competitive. So how flexible is it for women working within project management in NGOs. It could be said that more women are attracted and could be found working in most NGOs Programs Department.

According to Bourne-Özbilgin (2001), Even in this day and age of equality, there are still significantly fewer women than men in managerial positions, particularly in the area of project management. Several reasons have been suggested for this. One is that project managers are mainly found in the construction and engineering industry – which have been historically male dominated areas. In addition, managerial careers in the past have traditionally been male oriented. Surely, the involvement of more women in project management, would benefit project management professions by adding new blood and energy. To date no comprehensive surveys have been undertaken to find out if women have increasingly entered this profession or the reason why there are less female project managers

Studies have been made on the top ten qualities of a Project Manager with qualities such as organizing under conflict, decision making ability, cooperative leadership and integrative thinking, all being important personal characteristics of a successful project manager. People have different levels of ability in carrying out these tasks and there seems to be little evidence relating to possible gender-based causes.

Interpersonal communication – is a very important skill for project managers, and many researchers have found that women tend to have greater strengths than males in this area as well as in non-verbal communication. (e.g. Snyder D, McLaurin J.R., Little B. & Taylor R. (1996). Another important skill is teamwork. According to Cartwright & Gales (1995) studies found that “women have significantly more of a team management style than men, characterized by a high regard for people, and

high regard for tasks. They may also have a more heightened sense of awareness and greater sense of cultural incongruence and gender exclusion.

Another skill is empathy or Compassion – It can be argued that women are more sensitive in caring and showing concern for their staff than men. They can be seen as more capable in interpreting problems and bringing order to their area and are better able to maintain tight control – crucial areas of project management. Very similar skills can also be seen in motherhood and project management. When managing projects, we see trade offs between cost, time and scope. When we manage our lives, we see tradeoffs between taking care of the tasks of the household, activities of the children and function in the workplace. Managing these life challenges may help women become better project managers.

Project managers should also be dealing with clients – Being female may make it easier to gain access to clients and get on better with them. Clients may be more willing to talk to women and more willing to take bad news from women. Therefore, some women may have greater degrees of skill in these areas than men, and this stands them in good stead as a project manager. However, this is not the reason so few work in the project management profession.

It is also important to note that different projects have different cultures. A masculine culture is likely to be dominated by power relationships and results orientation while a female culture is likely to be more concerned with interpersonal relationships and process orientation. The culture of project-based industries is inherently masculine. So is this the main concern and these cultures need to change in order to encourage women to take up project management positions. Various industries are looking to bridge the gap.(Marian Akinlolu, 2022; Tabassum, N., & Nayak, B. S. 2021). Although, in general the opportunities for women in project based industries appears to be increasing, women continue to be in a significantly small minority in them. This is not only because of the barriers that affect their entry to project based industry careers, but because of a general lack of knowledge and information about the industry, the career opportunities it can offer and what qualifications are required. What can be said then for men and women in NGOs. There is a need to consider the distribution of men and women in the program's team. Do we still see a situation where men are project managers and women assistants?

There is no proof to suggest that either gender makes better project managers. Having the full range of skills and abilities needed to be a project manager, regardless of gender, leads to more successful projects and a greater balance between men and women. Gender has an influence in project management, a study of Project Management students who were given to make decisions on multi scenarios in the project life cycle. Widely demonstrated that men and women have differentiated managerial styles. Most studies argue that women base their leadership primarily on social skills, while men manifest a more authoritarian style. Despite the limitations of this study, it has been found that this is correct, that men and women make different decisions at least in relation to some situations related to project management. Gender influence in project management: analysis of a case study based on master students (Rodríguez, 2017).

2.1.3 Factors leading to gender stereotyping among project teams at a workplace

Cenek (2013) in a study on gender stereotypes in organizations cites Moore (2004) and Fernandes (2006) who developed categories of stereotypes about women-managers. In this regard, the research indicates that there is a perception that men are better leaders than women as they possess superior managerial and professional competencies. Men are believed to possess more attributes that make them potential better managers and these skills include achievement orientation, ability to choose the right employees, awareness of business matters, good planning skills and skills related to organization of corporate processes, quick and first-rate decision making, creativity, objectivity and versatility. Another stereotype that was identified was the attributes of personality for women and men. In this connection, Moore (2004) stated personal attributes that a good manager should have: heartiness, emotional stability and good control of emotions, high resistance to stress, flexibility, activity, sociability and the need for social acceptance, assertiveness, credibility and interest in social interactions. It was observed that most of these attributes tend to favour men over women. In the same vein, the third type of stereotype involved the person's loyalty to the employer or family needs. There is a perception that women tend to prioritise their families over careers. The most common reason for stereotyping and the subsequent discrimination (recruitment, remuneration, promotion) is in this case the concern of the employer that a woman

will leave the organization as a consequence of marriage or motherhood. As such, women tend to be marginalized or side lined for managerial considerations at workplaces. The other stereotypes against women at the workplace involve general skills. Fernandes (2006) highlights that men are generally perceived to be more intelligent and better performers than women. This aspect is usually considered and used in deciding between candidates that are male or female. The foregoing stereotypes can be summed as shown in table 1 below.

Table1.0: Gender Stereotypes in Management.

Area	Men	Women
Orientation	Achievement	Relationships
Emotion	Stable, high control, low empathy	Unstable, low control, high empathy, reserved, cold
Decision making	Fast	Indecision, postponing decisions
Competency	Competent	Incompetent
Interpersonal relations	Assertiveness	Need for social acceptance
Social roles	Breadwinner	Mother, housewife
Organizational skills	High	Low, disorganized, chaotic
Flexibility of behaviour	Flexible, creative	Rigid
Causal attributions	Achievement is stable, caused by dispositions	Achievement is unstable, caused by situation

Source: Cenek (2013)

A gender stereotype is harmful when it limits women's and men's capacity to develop their personal abilities, pursue their professional careers and make choices about their lives. Harmful stereotypes can be both hostile/negative for example women are irrational or seemingly benign or that women are nurturing. For example, the fact that child care responsibilities often fall exclusively on women is based on the latter stereotype. Such stereotypes leave a society where all the care work is left to women, working or not.

According to the 2019 ILO report on care work and care jobs for the future of decent work by Laura Addati, Globally, women perform 76.2 per cent of total hours of

unpaid care work, more than three times as much as men. The report says that unpaid care work is the main barrier preventing women from getting into, remaining and progressing in the labour force. In 2018, 606 million working age women said that they were not able to do so because of unpaid care work. Only 41 million men said they were not in the labour force for the same reason.

In the Media industry in Zambia, (Dibesto, 2015) reports gender stereotypes discrimination generates inequalities between men and women, with the latter usually being on the disadvantaged side. The definitions of femininity and masculinity influence the types of jobs that females can be assigned compared to their male colleagues. For instance, Editors in media organizations may have the tendency to assign “soft news” like entertainment and lifestyle to female journalists and “hard news” such as politics, economics, and sports to male journalists (Dibetso, 2015)

(Dibetso (2015) identifies the following forms of gender discrimination that can occur among the programs team at the workplace:

- a. financial inequality, which involves women earning a lower wage than men although they share identical professional qualifications and credentials;
- b. glass ceiling, whereby women are prevented from competing for higher positions and climbing the professional ladder through fair and equal promotion in the workplace;
- c. pregnancy and motherhood, which are frequently used as factors upon which women are discriminated against and denied employment or promotion. These are unfairly perceived to be obstacles to a woman's ability to perform professionally. They are also anticipated as potential threats to a woman's long-term commitment to a job; and
- d. sexual harassment, which refers to unwelcome sexual advances, requests for sexual favours, and other verbal or physical conduct of a sexual nature.

Comprehensive recent research on time use has shown that at the global level, women spend a disproportionate amount of time doing unpaid work as compared to men, and this observation is particularly true in the area of childcare. United Nations Development Programme [UNDP] 2015). While unpaid care work is both an

important component of economic activity and an important contribution to the well-being of households and societies, it may well be that it also has a profound effect on the subsequent paid work experiences of careers.

The question of equivalency of men and women project managers is highly relevant as women increasingly take on this traditional man's role in many areas of both government and industry. Despite evidence that women and men can both now play in this game, progress toward that end remains slow, but steady. The 15–16 March, 2002 International Workshop on Crossing Issues of Gender and Management in Organizations, hosted by the European Institute for Advanced Studies in Management, demonstrates the increasing emphasis on the subject of gender in management. A number of other published sources also explore various rationales for the differences in men and women.

Mintzberg (1996) posits that, “women may ultimately make better managers than men.” His rationale is that women come well equipped with the skills needed: “Organizations need to be nurtured—looked after and cared for, steadily and consistently.” The intensity of complex projects makes this requirement even more important, (NASA 2007). Perhaps it is a matter of brain function. “New research is confirming that the brains of men and women are subtly different ... human male brains are, on average, approximately ten percent larger than female brains. Certain brain areas in women, however, contain more nerve cells. One study shows that men and women perform equally well in a test. Yet imaging results found that women use areas on the right and left side of the brain, while men only use areas on the left side to complete the test” (Society for Neuroscience 1998). Or perhaps it is simply a matter of testosterone level? One author posits that many of the differences (and similarities) among women and men, may be more due to their individual testosterone levels rather than to gender: “Testosterone is clearly correlated in both men and women with psychological dominance, confident physicality and high self-esteem” (Sullivan 2001). In addition to the obvious male-female physical differences caused by men having ten times more testosterone than women, a higher normal genetic testosterone level in both sexes increases energy, improves thinking ability, facilitates risk taking, and fluctuates with changes in the immediate environment—it

increases when you need it. Since these improvements are highly desirable—if not essential—attributes in project managers, perhaps it can be hypothesized that testosterone levels, in both men and women, might be an indicator of who might be a better candidate for the job of project manager, (NASA, 2007).

The growth of both the Project Management Institute (PMI®) to nearly 100,000 members, and the number of Project Management Professionals (PMP) exceeding 10,000 members, provides an opportunity to create a large and meaningful research sample that could be generalized to the larger population of project managers. to determine if and what characteristics and behaviors are most effective in project management. For women and men project managers, continuing to examine equivalency between the genders will provide important information for the field of project management (NASA, *ibid*).

2.1.4 Consequences of Gender Stereotyping in the workplace

Gender stereotyping at the workplace has several consequences for both the organization and its employees. Gender stereotyping can impact negatively on the cognitive load of employees, especially the affected women, thereby impacting their performance as well as result in them being aware of the stigma (stereotype) of your group (Flanagan, 2015). According to Flanagan (2015), cognitive load refers to the amount of information and tasks preoccupying a person's brain. Negative stereotypes cause the cognitive load to be high and, in the process, overload the person's working memory as well as impact their performance. The reduced performance arises from the associated increased anxiety, paired with the fear of being under a stereotype. Workers who face gender stereotypes at the workplace are constantly stigma conscious. This tends to not only affect their concentration, but also results in them developing poor attitudes towards work and their supervisors (Pinel & Paulin, 2005). The other consequence of stereotypes is that they can impact the choices that women make. For instance, the presence of stereotype threat can cause those affected to re-evaluate their career objectives and possibly cause them to change their career path or even make a decision that they might otherwise not have made (Pinel & Paulin, 2005).

Whereas stereotypes are usually negative in nature, there are some kinds that can be considered to be positive and motivating. Positive stereotypes can have both desirable and undesirable effects on performance at the workplace. The adverse effects can include anything from setting unrealistic performance goals or the stress of living up to a positive stereotype. However, stigmatized groups can also be motivated to work hard in order to overcome the stereotype and live up to the positive reference. Positive stereotypes can help women, for example, to set positive reference points for goal-setting, with the stereotype being seen as an obstacle to be overcome. This may, consequently, lead to higher goals being set and employees working harder in reaching those goals (Pinel, 1999).

Stereotypes also can induce faulty assessments of people – i.e., assessments based on generalization from beliefs about a group that do not correspond to a person's unique qualities. These faulty assessments can negatively or positively affect expectations about performance, and bias consequent decisions that impact opportunities and work outcomes for both men and women (e.g., Heilman, 2012; Heilman et al., 2015; Hentschel et al., 2018). Stereotypes about gender are especially influential because gender is an aspect of a person that is readily noticed and remembered. In other words, gender is a commonly occurring cue for stereotypic thinking (Blair and Banaji, 1996).

Gender stereotypes are used not only to characterize others but also to characterize oneself (Bem, 1974). The process of self-stereotyping can influence people's identities in stereotype-congruent directions. Stereotyped characteristics can thereby be internalized and become part of a person's gender identity – a critical aspect of the self-concept (Ruble and Martin, 1998; Wood and Eagly, 2015). Young boys and girls learn about gender stereotypes from their immediate environment and the media, and they learn how to behave in gender-appropriate ways (Deaux and LaFrance, 1998). These socialization experiences no doubt continue to exert influence later in life and, indeed, research has shown that men's and women's self-characterizations differ in ways that are stereotype-consistent (Bem, 1974; Spence and Buckner, 2000).

Researchers have investigated people's stereotypical assumptions about how men and women differ in terms of, for example, ascribed traits (e.g., Williams and Best, 1990), role behaviors (e.g., Haines et al., 2016), occupations (Deaux and Lewis,

1984), or emotions (e.g., Plant et al., 2000). Researchers also have distinguished personality, physical, and cognitive components of gender stereotypes (Diekmann and Eagly, 2000). In addition, they have investigated how men' and women's self-characterizations differ in stereotype-consistent ways (Spence and Buckner, 2000). Today, the most common measures of gender stereotypes involve traits and attributes.

There is no question that a great deal of progress has been made toward gender equality, and this progress is particularly evident in the workplace. There also is no question that the goal of full gender equality has not yet been achieved – not in pay (AAUW, 2016) or position level (Catalyst, 2016). In a recent interview study with female managers the majority of barriers for women's advancement that were identified were consequences of gender stereotypes (Peus et al., 2015). There is a long history of research in psychology that corroborates this finding (Eagly and Sczesny, 2009; Heilman, 2012). These investigations support the idea that gender stereotypes can be impediments to women's career advancement, promoting both gender bias in employment decisions and women's self-limiting behavior (Heilman, 1983).

Gender stereotypes often are internalized by men and women, and we therefore focus both on how men and women are seen by others and how they see themselves with respect to stereotyped attributes. Gender stereotypes are generalizations about what men and women are like, and there typically is a great deal of consensus about them. According to social role theory, gender stereotypes derive from the discrepant distribution of men and women into social roles both in the home and at work (Eagly, 1987, 1997; Koenig and Eagly, 2014). There has long been a gendered division of labor, and it has existed both in foraging societies and in more socioeconomically complex societies (Wood and Eagly, 2012). In the domestic sphere women have performed the majority of routine domestic work and played the major caretaker role. In the workplace, women have tended to be employed in people-oriented, service occupations rather than things-oriented, competitive occupations, which have traditionally been occupied by men (e.g., Lippa et al., 2014). This contrasting distribution of men and women into social roles, and the

inferences it prompts about what women and men are like, give rise to gender stereotypical conceptions (Koenig and Eagly, 2014).

Accordingly, men are characterized as more *agentic* than women, taking charge and being in control, and women are characterized as more *communal* than men, being attuned to others and building relationships (e.g., Broverman et al., 1972; Eagly and Steffen, 1984). These two concepts were first introduced by Bakan (1966) as fundamental motivators of human behavior. During the last decades, agency (also referred to as “masculinity,” “instrumentality” or “competence”) and communality (also referred to as “communion,” “femininity,” “expressiveness,” or “warmth”) have consistently been the focus of research (e.g., Spence and Buckner, 2000; Fiske et al., 2007; Cuddy et al., 2008; Abele and Wojciszke, 2014). These dual tenets of social perception have been considered fundamental to gender stereotypes.

2.1.5 Approaches to Countering Gender Stereotypes

According to the UN Women (2011), the phenomenon of gender stereotypes needs to be countered and fought in multiple areas, including in languages and vocabulary, laws and practices, mindsets of people, justice systems, media and education, in different organizations and public authorities, in enterprises, and in individuals. In this regard, the UN Women calls for a change in the way language is used to change the bias of presenting men as leaders, women as followers; men as producers, women as consumers; men as strong, women as weak.

The organization calls for the enactment of laws that would change mindsets, like those against domestic violence and other gender-based violence, including sexual harassment at the work place and rape. It also demands that such activities should be criminalized and that perpetrators should be convicted, contending that this would go a long way in changing the perception of what masculinity means, and what is permissible and what is not. The organization further calls for the allocation of adequate resources for programmes targeting the elimination of gender stereotypes, through advocacy and awareness-raising campaigns, and educational curriculum development.

In addition, the UN Women highlights the need for governments to come up with special measures, including quotas in parliaments and political parties, judiciary, law

enforcement agencies, executive and the corporate sector. The organization also argues that participation and leadership of women in religious and faith-based community groups and legal systems is critical in stimulating a gender-sensitive and just interpretation of religious and cultural texts, customs and norms. In the same vein, the UN Women indicates that special attention should be given to promoting the education of girl children as well as encouraging women and girls to enter into traditionally male-dominated fields of education and professions like armed forces, pilots, sciences, engineering, etc.

Kawanga (2018) states that a potential avenue worth trying out is the implementation of quotas in all organizations. A quota system is where all positions are shared equally among males and females of that particular organization or group. For example, if the chairperson is female, then her vice should be male, and if there are four positions, then two should be given to females and the other two to men.

According to her, the quota system has been successfully implemented in Belgium, where the battle against gender inequality is fought using the instrument of quotas in politics, business and beyond. She cites the Organisation for Economic Co-operation and Development (OECD) website, which states that in 1994, Belgium introduced legislation, known as the Tobback-Smet Act, aimed at increasing participation of women in politics. Under this Act, all political parties in Belgium ensure that two-thirds of all candidates on the electoral list are not of the same sex, failure to which the proposed candidate list would be nullified. This resulted in an increase in the proportion of female Members of Parliament in Belgium from 10 percent in 1991 to 38% in 2007 (de Bethune & Van Hoof, 2013).

Arising from the foregoing, Kawanga (2018) calls for the introduction of the quota system in all organizations and groups, contending that it can play a pivotal role in appreciating the talent and abilities of women. She proposes that the difference between the numbers of candidates from each gender on every list submitted should not exceed one and that the first two candidates on the list should be of the opposite sex.

Probably, the way to increase the number of women in project management going forward, is to start at school level. Teachers/careers advisors need to raise the

awareness and potential of their female students pursuing and excelling at subjects such as mathematics and science. This in turn should lead to more women going into industries which have previously been male dominated, and thereafter progressing into project management roles within these industries. The follow up step to dealing with gender discrimination is ensuring that places of employment develop gender awareness policies. Gender relations in the workplace require active and ongoing management. It is therefore important to fully comprehend the broader implications of what constitutes gender equality and conduct employment systems review of policies, procedures and practices. The effectiveness of gender awareness policies will determine an organization's success in dealing with discrimination in the workplace, (Dibesto, 2015).

2.1.6 Gender Stereotyping and the Evolution of Gender Policies in Zambia

Despite the persistent manifestation of gender inequality in Zambia, the government has acknowledged the important role that gender mainstreaming could play in economic development and it also recognizes the need for equal participation of women and men at all levels in all rural development interventions and processes (GRZ, 2014). In this regard, the National Gender Policy commits to eliminate gender imbalances in all areas of development in order to reduce poverty among women who constitute a major segment of the poor. In order to achieve this, the Policy advocates the mainstreaming of gender in all areas of development, in line with global initiatives such as the Millennium Development Goals and the Sustainable Development Goals.

The United Nations Economic and Social Council (1946) set out measures for promoting women's economic, social and political rights. This was followed by the declaration of a women's Decade (1975-1985); and the adoption by the UN CEDAW in 1979, which was the first international instrument to define discrimination against women. In the same vein, in 1985, the United Nations World Conference came up with forward looking strategies which reaffirmed the promotion of equality of opportunities between men and women. Zambia responded to these global initiatives by creating a Woman in Development (WID) Policy (1983-1999). This was followed by a National Gender Policy (NGP) in 2000, which is still in force to-date. In order to

implement the WID Policy, in 1993, the government established a women's desk at National Commission for Development Planning and in 1992, established a Women in development Department at National Commission for Development Planning. In 1996, government then established a Gender in Development Division (GIDD) at Cabinet Office under the Office of the President, which included the Parliamentary Committee on Legal Affairs, Governance, Human Rights and Gender Matters. Following these events, Gender Focal Points in line Ministries and specialized agencies were created.

The National Gender Policy (NGP) was drafted in 1997 through a consultative process spearheaded by GIDD and adopted by Cabinet in 2000. The NGP emphasizes issues of poverty, noting that women and children are differentially affected compared to men. The policy outlines priority areas of concern, such as:

- a. the unbalanced power relations between women and men in the domestic, community, and public domains which are impediments to the advancement of women;
- b. the feminisation of poverty as reflected in women's limited access to and control over reproductive resources, social services, remunerative employment opportunities, and minimal participation in political and managerial decision-making positions;
- c. statutory and customary laws and practices which hamper women and men's full participation in national development;
- d. the prevalence of gender violence;
- e. The lack of access by women to credit, improved technology, land and extension services, which constrain agricultural productivity; and
- f. cultural and traditional practices that systematically subject women to male subordination.

As stated earlier, the Zambian Government adopted the National Gender Policy in 2000 and launched the strategic plan of action (2004-2008) in 2004. The National Gender Policy, which was revised in 2014, highlights a number of policy areas requiring gender consideration and all-inclusive development. These include poverty, health, education, gender based violence, agriculture and many more areas. The Policy takes into account the issues and concerns contained in strategic documents

such as the convention on the elimination of all forms of discrimination against women in 1979, The Beijing declaration and platform for action in 1995; the SADC Declaration on Gender and development in 1997 and the Millennium Declaration and Development Goals in 2000. Finally, in 2006, the government created a Ministry of Women, Gender and Development. However, despite all these government efforts to promote gender equality, the pace of change has generally been slow and most institutions have not responded accordingly. Literature reveals that gender inequality is still prevalent as most often the position of women participation and benefit from development initiatives is generally still low.

The GRZ in 2005 had signed and ratified the Convention for Eliminating all forms of Discrimination Against Women (CEDAW), and the SADC declaration on 30% representation of women in decision making positions. The GRZ has also recorded some progress in terms of female representation in the civil service through the implementation of the Public Service Training Policy, affirmative action; capacity building for female candidates in top decision making positions and overall gender sensitisation of policy makers. The GRZ plans to continue to implement programmes to enhance women's participation in decision making. Some of these measures include the review of the electoral process to provide for affirmative action for women; implementation of affirmative action for women in the appointments, promotion and training in the Public Service; and awareness creation on the importance of women's participation in decision-making.

Wonani (2010), in a study conducted in Lusaka, Copperbelt, Southern and Central Provinces of Zambia established, among other things, that women workers in Zambia do not have sufficient access to information regarding their rights, entitlements, and responsibilities at the workplace, both the formal and informal economy. Furthermore, the study revealed that within the formal sector, those in higher positions have more access to information than those in lower ones, mainly due to differences in levels of education and accessibility to sources of information. In the same vein, the study noted that despite employers knowing the rights, entitlements and responsibilities of women workers, most of them were not willing to

allow women workers to claim their rights because they often regard them as a “cost” to the organization in terms of human resource hours and in terms of financial costs.

Wonani also established that while career opportunities exist for both men and women in organizations, men tend to be favoured over women because structures in most institutions are male dominated. The study attributed this largely to the late entry of women in the labour market. In addition, majority of the women that were interviewed in the research indicated that they were not always equally informed about promotions, mobility and training opportunities. With regards to mobility, Wonani reports that it is often assumed by employers that married women cannot be transferred (even in the case of promotion), due to the fact that their husbands would object. However, the study found that women were willing to take up the offer if given options, adding that they were of the view that it should be up to them to decline or take up the offer. In the same vein, Wonani established that some organizations would transfer their employees regardless of their marital status and family responsibilities, a practice which the study observed to negatively affect the performance of women at the workplace due separation from their families.

The study further observed that the concept of the ‘glass ceiling’ is still a reality in Zambian organizations. This is defined as ‘invisible and artificial barriers that militate against women’s access to top decision-making and managerial positions, arising chiefly from a persistent masculine bias in organizational culture’. All the organizations that were assessed in the study possessed male-dominated structures, especially at management level.

In a related development, the study by Wonani established that women were being disadvantaged at the workplace due to their child care and family responsibilities. In this connection, the study found that despite taking cognizance of the child care and family responsibilities of women, the majority of the organizations did not put them into considerations unless they concerned maternity. This was mainly the case because the organizations were not willing to incur the associated costs. Furthermore, the study concluded that women were being sidelined in training and human resource development opportunities due to these child caring and family responsibilities.

In another development, while noting that some advances have been made towards wage equity, Wonani observes that women still earn less in comparison to their male counterparts. She attributes this gap partly to the concentration of more women in low-skilled, low-status jobs, and the segmentation of the labour market into feminine or masculine occupations, as well as sometimes women's shorter working hours and their unavailability for overtime or night-work because of legal barriers and/or family responsibilities. The study also observes that in some instances, women are paid less than their male counterparts despite doing the same type of job, and that organizations use the difference in qualifications to justify this practice. To this end, the study implies that social and cultural practices which prevent women and girls from accessing quality education contribute in the continued marginalization of women at the workplace.

Another stereotype observed by the study conducted by Wonani is sexual harassment. This can be defined as any unwelcome sexual advances or verbal or physical conduct of a sexual nature, acceptance of which is explicitly or implicitly made a condition for favorable decisions affecting one's employment, or which has the purpose or effect of unreasonably interfering with the individual's work performance or creating an intimidating, hostile, abusive or offensive working environment. The study revealed that the extent of sexual harassment is not known in the majority of organizations, because most people do not want to talk about it or deal with it. Further, that most organizations did not have a sexual harassment policy, while those that have fail to properly define sexual harassment and do not provide clear procedure on how to handle such cases.

Dibetso (2015) conducted a similar study but focused on investigating gender discrimination in media workplaces. The findings of this study mirrored those of the study conducted by Wonani (2010), except that it was confined to workers in media organisations. In this regard, the study found that workers in media organizations understood that gender discrimination affected both male and female employees, there appeared to be consensus that female workers were usually the victims. For instance, majority of the respondents during the study indicated that high profile assignments tended to be assigned to male workmates. In addition, majority of the respondents indicated that gender discrimination was a major problem in media

organisations and confirmed the finding by Wonani (2010) that employees at lower levels in organizations were more affected than those in higher positions.

In line with the findings of the study, Dibetso (2015) reports that various stereotypes have led to gender discrimination among women in the media in Zambia. This could be attributed to:

1. Culture that allows men to be the decision makers and the leaders in to high positions. This is because men are to be the head of the house;
2. Myths that allow women to be considered lazy e.g. cannot write and produce on time as well as a belief that women cannot head certain demanding media departments e.g. newsroom and camera section; and
3. Most women are not given an opportunity to air out their views on what matters.

Gender socialization is one of the factors responsible for the reinforcement of gender inequality since one's childhood. The society continues to transmit the traditional gender roles to the individual through the various agencies of socialization. The different institutions of socialization play an integral part in shaping the adulthood of an individual. Since childhood, women learn to be submissive and men authoritarian.

The study further concludes that the entrenchment of patriarchy and its persistence in most societies, including Zambia, has ensured that victims of gender discrimination have remained largely women. This was corroborated by stories from interviews with media workers. In addition, it makes the observation that gender discrimination at the workplace is perpetrated by men holding high positions in the organization.

Concerning employment opportunities, Dibetso (2015) indicates that women are not accorded the opportunities that their male counterparts receive. In addition, the study established men received substantially higher wages compared to women for performing similar duties. Dibetso adds that these inequities were not restricted to remuneration only, but extended to other conditions of service. Further, that the situation was being perpetuated by the notion that women are economic dependants and the likelihood that women are in organized sectors or not represented in unions. Regarding sexual harassment at the workplace, respondents in the study indicated

that their organisations had some form of policy against the vice but that such measures were not effective and that there appeared a lack of commitment from management to ensure that it was effectively enforced.

As already highlighted, the government of the Republic of Zambia has continued to make efforts to address the problem of gender inequality. However, large gaps have persisted between men and women in Zambia. For instance, Muwamba (2009) concludes in a study undertaken on the subject of gender equality that men still dominated women in most aspects of society. In addition, Mukuka (2013) reports that most studies conducted in other countries as well as in Zambia show that the extent to which women participate in livelihood programmes is low compared to men. According to Mukuka (2013), women do not benefit as much as men do from the prevailing economic growth and development process. She, therefore, proposes that, in order to ensure that both women and men participate fully and benefit from developmental processes, there is need to address the challenges of inequalities through gender mainstreaming at project level to ensure that women's and men's issues become an integral element of project planning (design, budgeting, implementations, monitoring and evaluation). She further calls for aggressive sensitization on gender issues, contending that these efforts would collectively result in a drastic reduction in the levels of gender inequalities.

2.1.7 Research Knowledge Gap

The table below gives a presentation of the evidence of the research gaps that form a basis for further investigations in this study.

Table 1.1 Knowledge Gap

No	Author and year of Publication	Research Topic	Methodology	Findings	Research Gap
1	Buckle and Thomas, (2003)	Investigating the means in which Gendered Logic Systems play in generally accepted Project Management Practice	Deconstruction of PMBOK,	Project Management focuses on importance of leadership and the different leadership styles of Program Managers	Although it highlights that men have a more authoritative approach while women have a social approach, the study does not indicate the underlying cause of the difference and further look at the team dynamics of such styles on project delivery.
2	N.Tabassum and B.S. Nayak (2021)	Gender Stereotypes and their impact on Women's Career progression	Survey, Questionnaire	Identifies antecedents of gender stereotypes. There has been a progressive conceptual shift from women in management to women and management but gender stereotypes still persist despite the provision of equal opportunities in the workplace	focuses only on women in management and the stereotypes faced, this study however tries to evaluate the impact of stereotypes on both genders with a specific target on workplace in the NGO sector
3	Marian Akinlolu (2022)	Gender Stereotypes and Career Choices	A cross sectional study on a group of South African	More females compared to males felt unconscious/conscious bias had an impact on their career with the under	The study shows that there is a gender bias in career choice, a gap that my study

			Students in Construction Programme Questionnaire and Survey	35 years feeling more defined by gender stereotypes.	will fulfill by investigating whether the career choice extends in NGOs which are purported to be focused on care work.
4	Rodríguez, (2017)	Gender influence in project management: analysis of a case study based on master students	survey, Interviews	The majority of barriers for women's advancement that were identified support the idea that gender stereotypes can be impediments to women's career advancement, promoting both gender bias in employment decisions and women's self-limiting behaviors The study further demonstrated that men and women have differentiated managerial styles. women base their leadership primarily on social skills, while men manifest a more authoritarian style.	Although the study covers the various consequences of gender stereotypes leading to inequalities, it is limited in study to a few masters students in projects and not the actual workplace.
5	Wonani.C (2010)	Rapid Assessment on Raising Awareness on Women Workers and their Rights in Zambia. A study conducted in Lusaka, Copperbelt, Southern and Central Provinces	Interviews, Survey	Women workers in Zambia do not have sufficient access to information regarding their rights, and entitlements, and despite their employers knowing this, most of them were not willing to allow women workers to claim their rights because they often regard them as a "cost" to the organization in terms	The study shows persistent masculine bias in organizational culture but it does not reflect if this is the case in other organizations such as NGOs. There is also a gap in terms of the policies organizations have put up to

				<p>of human resource hours and financial costs.</p> <p>The study also confirmed that women were not always equally informed about promotions, mobility and training opportunities and further observed that the concept of the 'glass ceiling' is still a reality in Zambian Organizations.</p>	<p>curb gender stereotypes and how those are followed through.</p>
6	Dibetso L.T (2015)	Airing out the Laundry: Gender Discrimination in Zambian Media Workplaces.	Interview, Questionnaire	<p>findings came out that women were gender stereotyped on the work life balance, wage equity, job status and workplace training and promotions.</p>	<p>Conclusion of the study is based on data collected from workers in media organizations</p>
7	Kawanga. S (2018)	Gender Inequality Fight	Questionnaire, Observation	<p>Study suggested implementation of quotas in all organizations. This is a system where all positions are shared equally among males and females of that particular organization or group. She contends that it can play a pivotal role in appreciating the talent and abilities of women. This being so helps to balance the genders in a team and promotes inclusivity and sensitivity to gender stereotypes</p>	

2.2 THEORETICAL FRAMEWORK

2.2.1 Social Identity Theory

The Social Identity Theory, proposed by Henri Tajfel and John Turner 1970, explores how individuals' self-concept is influenced by their membership in social groups. It suggests that people tend to categorize themselves and others into social categories, such as gender, and that these categories can lead to stereotypes and biased perceptions. According to this theory, individuals derive a significant part of their identity from the social groups to which they belong, such as their organization or project team. This group membership can shape their attitudes, beliefs, and behaviors. The theory asserts that individuals strive for positive social identity within these groups, which often involves favoring and aligning with their group over others.

In the context of the study on perceptions towards gender stereotyping, the Social Identity Theory will shed more light on how individuals within NGO project teams form perceptions about gender stereotypes at the workplace and the impact on project performance. The theory suggests that team members' own gender identity and the social group they belong to (the project team) play significant roles in shaping their perceptions.

Based on the Social Identity Theory, team members might be more likely to perceive gender stereotyping if their personal identity or the social identity of their project team is closely tied to notions of gender equality and fairness. Conversely, individuals who strongly identify with a team or organization that promotes gender equality may perceive less gender stereotyping due to their alignment with the group's values. Additionally, the theory highlights the influence of group dynamics and social norms within the project teams. The team members' perceptions can be influenced by the attitudes and behaviours of their co-workers, the leadership style, and the organizational culture. For example, if the project team actively challenges gender stereotypes and promotes inclusive practices, team members are more likely to perceive less gender stereotyping.

The Social Identity Theory provides a framework for understanding how individuals' self-concept, group dynamics, and social norms shape their perceptions towards gender stereotyping at the workplace. By applying this theory, this study will examine

the role of individual and collective identities within NGO project teams, as well as the impact of group processes on perceptions of gender-related biases. This understanding will contribute to designing effective interventions and strategies to mitigate gender stereotyping and promote inclusivity in the workplace.

2.2.2 Application of the Social Identity Theory to this study

Applying the Social Identity Theory to the topic at hand would involve examining how the perceptions of non-governmental organization project teams towards gender stereotyping are influenced by their individual and collective identities, as well as the group norms and dynamics within their organizations. By understanding how social identities and group processes shape perceptions, this study will gain insights into the potential impacts of gender stereotyping on team dynamics and organizational effectiveness. By using this theory as a framework for the study this study will be able to explore deeper into the role of group dynamics, social norms, and individual identities in shaping perceptions towards gender stereotyping at the workplace and its potential impact on non-governmental organization project teams.

2.3 CONCEPTUAL FRAMEWORK

The definition of a conceptual framework given by Miles and Huberman (2019:18) is "a visual or written product that explains, either graphically or in narrative form, the main things to be studied, the key factors, concepts, or variables, and the presumed relationships among them." In addition, Orodho (2018) says that a conceptual framework is a style of presentation in which a researcher diagrammatically illustrates the relationship between study variables. In other words, a conceptual framework demonstrates the manner in which concepts are arranged to accomplish a study goal. The dependent variable in the topic "Perceptions among non-governmental organization project teams towards gender stereotyping at the workplace" is the perceptions of the project teams towards gender stereotyping. This refers to how the team members view and interpret the existence and impact of gender stereotypes in their workplace.

The independent variable, on the other hand, is the existence and level of gender stereotyping at the workplace. This variable examines the presence and extent of gender-related biases, assumptions, and expectations within the organization and its effect on the project teams.

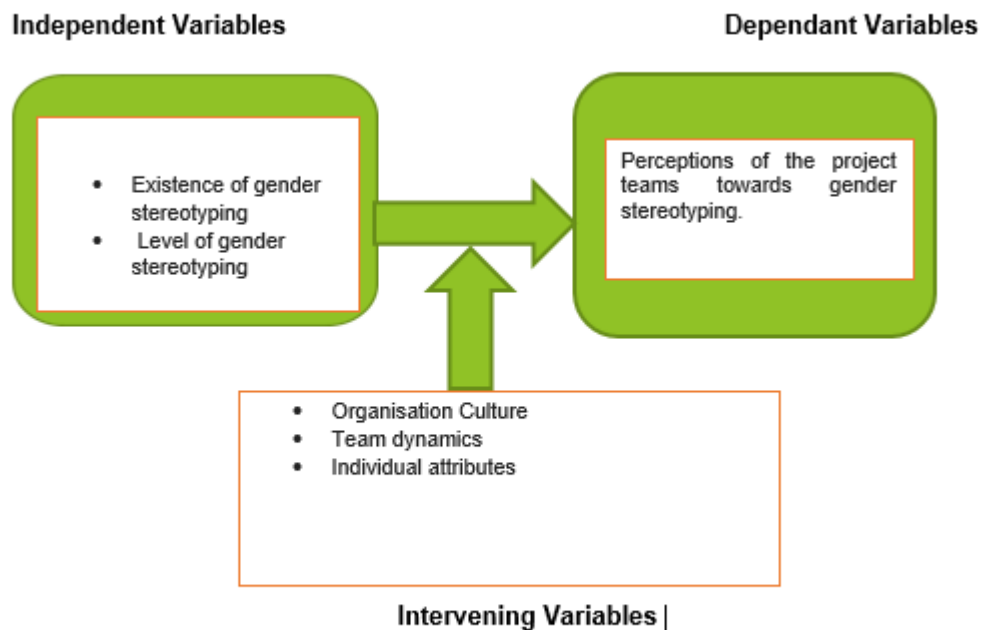


Figure 1 conceptual Framework

2.3.1 Existence of gender stereotyping

Gender stereotyping refers to the beliefs, expectations, and characteristics that are commonly associated with males and females, often resulting in the assignment of specific roles and behaviours based on one's gender. It is a widely studied concept in various disciplines, including sociology, psychology, and gender studies. Research has consistently shown that gender stereotyping persists in society, although its extent and nature may vary across cultures and time periods. The existence of gender stereotyping can have profound implications for individuals and can contribute to inequality and discrimination. For instance, it may restrict career choices, limit opportunities for advancement, and perpetuate biases and prejudices against one gender (Eagly et al., 2000).

Studies have examined the origins and development of gender stereotyping, with research suggesting a combination of biological, cognitive, and sociocultural factors. For instance, evolutionary psychology argues that some gender differences in behavior and preferences are rooted in our ancestral past. Cognitive developmental

theories propose that children acquire gender stereotypes as they develop mental schemas based on societal norms and observations of the world around them. Sociocultural theories emphasize the role of socialization processes, such as parental and media influences, in shaping gender stereotypes (Ridgeway and Correll, 2004).

Gender stereotyping has been studied in various contexts, including education, media, and the workplace. In education, research has shown how gender stereotypes can influence teachers' expectations and assessments of students, leading to differences in academic achievement and career choices. The media plays a significant role in reinforcing and perpetuating gender stereotypes through the portrayal of gender roles, appearance, and behaviour, which can impact individuals' self-perception and aspirations. In the workplace, gender stereotyping can result in discrimination in hiring, promotion, and pay, leading to gender inequities and a lack of diversity (Ridgeway and Correll, 2004). Overall, the existence of gender stereotyping is a complex and multifaceted phenomenon that influences individuals' attitudes, behaviours, and opportunities. Understanding its impact is crucial for promoting gender equality and challenging discriminatory practices.

2.3.2 Relationship between the existence of gender stereotyping and perceptions of project teams towards gender stereotyping:

The existence of gender stereotyping in a society or context can significantly influence the perceptions of project teams towards gender stereotyping. When gender stereotypes are prevalent, individuals within project teams may internalize and align their beliefs and expectations with these stereotypes. This can result in biased perceptions and judgments influenced by gender-related biases and prejudices.

Project teams may be influenced by gender stereotypes in various ways. For instance, team members might have preconceived notions about the capabilities, roles, and behaviours of individuals based on their gender. These stereotypes can shape the way team members interpret and evaluate the contributions and competence of their colleagues, leading to biased assessments of their skills and

abilities. This can create an environment that disadvantages certain team members and limits their opportunities for growth and recognition within the project.

The relationship between the existence of gender stereotyping and perceptions of project teams can also impact decision-making processes and team dynamics. When gender stereotypes are prevalent, team members may gravitate towards assigning certain tasks or responsibilities based on gender rather than individual skills and qualifications. This can result in unequal distribution of work, hindering the effectiveness and efficiency of the team.

Moreover, the existence of gender stereotyping can affect the overall team climate and dynamics. It may contribute to the exclusion or marginalization of individuals who do not conform to traditional gender norms, creating a hostile or unwelcoming environment. This can negatively impact collaboration, trust, and communication within the project team, hindering productivity and innovation.

Efforts to address and challenge existing gender stereotyping can contribute to shaping more inclusive and equitable perceptions within project teams. By promoting awareness and understanding of gender biases, team members can develop a more critical lens towards stereotypes and actively work to challenge and overcome them. This can help create an environment where individuals are assessed based on their skills, qualifications, and contributions, rather than their gender.

In summary, the existence of gender stereotyping influences the perceptions of project teams towards gender stereotyping, leading to biased assessments, unequal distribution of tasks, and potential negative impacts on team dynamics. Addressing and challenging these stereotypes can foster more inclusive and equitable perceptions within project teams.

2.3.3 Level of gender stereotyping:

Botelho et al. (2018), the level of gender stereotyping refers to the extent to which gender stereotypes are prevalent within a given society, culture, or context. It focuses on measuring the degree to which individuals hold and adhere to stereotypical beliefs about gender roles, traits, and behaviour. Research on the level

of gender stereotyping has revealed significant variations across different countries, regions, and social groups. For example, studies comparing Western and non-Western cultures have found that gender stereotyping tends to be stronger in traditional or patriarchal societies where strict gender norms and roles are emphasized. In contrast, societies with greater gender equality tend to exhibit lower levels of gender stereotyping.

Innumerable methodologies have been employed to assess the level of gender stereotyping. Surveys and questionnaires are commonly used to measure individuals' attitudes, beliefs, and stereotypes about gender. Researchers may ask participants about their opinions on traditionally masculine or feminine traits, roles, or occupations, as well as their endorsement of gender-based expectations. Numerous studies have examined the consequences of high levels of gender stereotyping. It has been found that individuals who strongly endorse gender stereotypes may engage in discriminatory behaviours, such as gender-based favoritism or prejudice. For example, studies have shown that gender stereotyping can lead to biased hiring practices, unequal treatment in education, and limited opportunities for women in leadership roles (Botelho et al. 2018).

2.3.4 Relationship between the level of gender stereotyping and perceptions of project teams towards gender stereotyping

The level of gender stereotyping prevalent in a society or context can significantly impact the perceptions of project teams towards gender stereotyping. The level of gender stereotyping refers to the extent to which gender stereotypes are endorsed and upheld within a specific setting. When the level of gender stereotyping is high, project teams are more likely to internalize and align their perceptions with these stereotypes. This can lead to biased evaluations, limited opportunities, and exclusionary practices within the project team.

Furthermore, high levels of gender stereotyping within project teams can limit the opportunities available to team members. Certain tasks, projects, or leadership positions might be assigned based on gender rather than individual abilities. This can lead to unequal distribution of opportunities for career advancement, personal

growth, and recognition, ultimately impacting motivation and satisfaction within the team.

On the other hand, when the level of gender stereotyping is low, project teams are more likely to challenge and reject traditional gender stereotypes. This can result in more inclusive perceptions towards gender, where individuals are evaluated based on their skills, qualifications, and contributions rather than their gender. The lower the level of gender stereotyping, the more likely it is for project teams to embrace diversity and promote equal opportunities for all team members.

In summary, the level of gender stereotyping prevalent within a society or context influences the perceptions of project teams towards gender stereotyping, impacting evaluations, opportunities, and team dynamics. Lowering the level of gender stereotyping can lead to more inclusive perceptions and practices within project teams.

2.3.5 Intervening Variables

Organizational culture: The cultural norms and values within the non-governmental organization (NGO) could influence the prevalence and acceptance of gender stereotyping in the workplace. For example, a culture that promotes gender equality may contribute to less gender stereotyping, while a culture that tolerates or perpetuates such stereotypes may lead to more prevalent stereotypes (Trek, 2017).

Team dynamics: The dynamics and interaction patterns within project teams can shape individuals' perceptions of gender stereotyping. Factors such as team cohesion, communication styles, and leadership practices can influence how team members perceive and respond to gender-related biases (Austin, 2019).

Individual attributes: Individual characteristics, such as personal experiences, beliefs, and attitudes towards gender roles, can impact how team members perceive gender stereotyping. These attributes may shape their interpretations and reactions to gender-related biases in the workplace.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the methods and techniques that were used during the study. It highlights the strategies and research design, the sampling techniques including the study population and sample size. Subsequently, data analytic techniques are discussed including the validity, reliability and ethical considerations. In doing so, the chapter provides a justification for the methodology adopted in the research and ends with a conclusion.

3.1 Research Approach/Strategy

This research used a mixed method approach. The main target respondents were Project Managers, Officers and Assistants in Non-Governmental Organizations in Lusaka District. Organizations were selected from the 8 fields of work which is; health, governance, construction, gender mainstreaming, education, research, environment, and PLWD. The reason behind this criterion was to drive valid and comprehensive information about gender perceptions and stereotypes within the NGO sector

3.2 Research Design

The study adopted concurrent triangulation research design to capture the participants' perceptions, experiences, and attitudes towards gender stereotyping in the workplace. Semi-structured interviews and questionnaires were conducted with project team members from selected NGOs in Lusaka District to obtain rich and detailed data. As such, qualitative methods and techniques were employed to collect and analyse data.

3.3 Sample Size and Sampling techniques

The population for the study was employee Project Managers, Officers and Assistants from 16 different NGOs within the fields of health, governance, construction, gender mainstreaming, education, research, environment, and PLWD. 4 respondents were purposefully and randomly selected from each organization's

project team to make a total of 64 respondents. All the organizations were selected based on locality, which is Lusaka District. All the 16 organizations selected fit the profile for a workplace to investigate the phenomenon of gender stereotyping in that they are independent of interference by local political forces as they are donor funded.

3.4 Data Collection Methods/Techniques

The study used both primary and secondary sources of information. For primary sources of information, in-depth interviews were held with respondents who were part of the sample used for the research. Questionnaires were administered to some respondents. Concerning secondary sources, the researcher consulted various publications on the subject matter, which included research studies that have been conducted on gender stereotyping at the workplace within and outside Zambia.

3.5 Data Analysis

Semi-structured interviews were conducted to collect data from the participants. The interviews were audio-recorded with participants' consent and transcribed verbatim. Thematic analysis were utilized to identify recurring themes and patterns within the data, allowing for a comprehensive exploration of the perceptions towards gender stereotyping within the selected NGOs. In addition, quantitative data was analyzed through the use of descriptive statistics.

3.6 Ethical Issues

Since human beings served as participants, respondents were treated with dignity regardless of research outcomes. Therefore, it was explained to the respondents that the information shared during the interviews would be kept confidential and that no names of employees would be required to be mentioned during the interviews as well as after. In addition, participants in the study were given a choice to decline to take part in the study if they felt uncomfortable and all those who agreed to provide data did so voluntarily. Furthermore, consent was sought from the organizations management before proceeding with the research.

CHAPTER FOUR DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents analyzed data and the key findings derived from an in-depth exploration of perceptions among Non-Governmental Organization (NGO) project teams regarding gender stereotyping in the workplace within Lusaka District. The data is presented and analyzed according to the specific objectives set. This section also provides an overview of the social demographic factors of the respondents.

4.2 Response Rate

The study attained a response rate of 84.3%. A total number of 64 questionnaires were distributed across NGOs in Lusaka. A total number of 54 questionnaires were collected and analysed. Overall, the response rate of 84% was perfect for conducting the analysis.

4.3 Demographics information of respondents

The study sought to analyse the demographics of the respondents such as gender, age, marital status, education level, current employment position and the duration in the organisation.

Table 2: Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Female	33	61.1	61.1	61.1
Male	21	38.9	38.9	100.0
Total	54	100.0	100.0	

Source: Survey Data, 2023.

The results from table 2 above shows that, 33(61.1) were females while 21(38.9) were males.

Table 3: Age range

	Frequency	Percent	Valid Percent	Cumulative Percent
20-24	3	5.6	5.6	5.6
25-29	15	27.8	27.8	33.3
30-34	18	33.3	33.3	66.7
35-39	3	5.6	5.6	72.2

40-44	7	13.0	13.0	85.2
45-49	3	5.6	5.6	90.7
50yrs & above	5	9.3	9.3	100.0
Total	54	100.0	100.0	

Source: Survey Data, 2023.

The age distribution among the respondents in the research study exhibits a diverse representation across various age groups. The results from table 3 show that, 3 (5.6%) were in the age range between 20 to 24, 15(27.8%) were in the age range of between 25 to 29, the majority of the participants being 18 (33.3%) were in the age range of 30 to 34, 3(5.6%) were in the age range between 35 to 39, 7(13.0%) were in the age range between 40 to 44, 3 (5.6%) were in the age range between 45 to 49 and 5(9.3%) were above the age of 50.

Table 4: Marital Status

	Frequency	Percent	Valid Percent	Cumulative Percent
Married	39	72.2	72.2	72.2
Single	15	27.8	27.8	100.0
Total	54	100.0	100.0	

Source: Survey Data, 2023.

The results from table 4 indicates that, 39(72.2%) were Married and 15(27.8%) were Single.

Table 5: Highest education attained

	Frequency	Percent	Valid Percent	Cumulative Percent
Degree	34	63.0	63.0	63.0
Diploma	15	27.8	27.8	90.7
G12 Certificate	3	5.6	5.6	96.3
Masters	2	3.7	3.7	100.0
Total	54	100.0	100.0	

Source: Survey Data, 2023.

The results from table 5 indicates that, 3 (5.6%) were certificate holders, 15(27.8%) were Diploma holders, 34 (63%) were Degree Holders and 2(3.7%) were Masters Holders.

Table 6: Current employment position

	Frequency	Percent	Valid Percent	Cumulative Percent
Entry-Level	12	22.2	22.2	22.2
Mid-Level	28	51.9	51.9	74.1
Senior-Level	13	24.1	24.1	98.1
Total	54	100.0	100.0	

Source: Survey Data, 2023.

The results from table 6 show that, 12 (22.2%) were in the Entry Level, 28(51.9%) were in the Mid-Level and 13 (24.1%) were in the senior Level.

Table 7: Duration in the organization

	Frequency	Percent	Valid Percent	Cumulative Percent
1 year	12	22.2	22.2	22.2
Above 10 years	8	14.8	14.8	37.0
Between 2 and 5 years	21	38.9	38.9	75.9
Between 6 and 9 years	13	24.1	24.1	100.0
Total	54	100.0	100.0	

Source: Survey Data, 2023.

The results from table 7 indicate that, 12 (22.2%) had worked for 1 Year, 21(38.9%) had worked between 2 to 5 years, 13 (24.1%) had worked for 6 to 9 years and 8 (14.8%) had worked for above 10 years. This distribution in tenure at the organization emphasizes the importance of considering the varied lengths of professional engagement when investigating perceptions of gender stereotyping in the workplace, as different tenure groups may bring distinct perspectives to the research findings

Table 8: What work is your organization involved in

	Frequency	Percent	Valid Percent	Cumulative Percent
Governance and Policy	4	7.4	7.4	7.4
Dissemination				
Community Development	4	7.4	7.4	14.8
Research	2	3.7	3.7	18.5
Food Security and				
Education	3	5.6	5.6	24.1
Environmental	3	5.6	5.6	29.6
Media	11	20.4	20.4	50.0
Financial services	3	5.6	5.6	64.8
Public Health	9	16.7	16.7	81.5

School Health Program	4	7.4	7.4	88.9
Gender mainstreaming programs	3	5.6	5.6	94.4
Construction	3	5.6	5.6	100.0
Total	54	100.0	100.0	

Source: Survey Data, 2023.

Results as indicated in table 8 show that, 4 (7.4%) organizations were involved in Governance and Policy Dissemination, 4(7.4%) were in Community Development activities, 2 (3.7%) were involved in Research, 3(5.6%) were in Education, Environmental Management, Financial sector, Gender Mainstreaming and Construction respectively, 11(20.4%) were in Media, 9(16.7%) were in Public Health and 4 (7.4%) were in School Health Activities. This diversity in organizational focus underscores the multifaceted nature of the NGOs, each contributing to distinct areas of societal development and welfare. Understanding the varied sectors in which the surveyed NGOs operate is crucial for contextualizing the findings related to gender stereotyping. The organizational context, coupled with the specific nature of the work undertaken, can significantly influence perceptions and experiences related to gender dynamics within the workplace.

4.4: To determine the types of gender stereotypes that exist in project teams

This section sought to assess the types of gender stereotypes that exist in project teams. Various questions were asked and the results are given in the following tables;

Respondents were asked if at all they ever felt limited in their work because of their gender. The table below show the results;

Table 9: Do you ever feel limited in your work because of your gender.

	Frequency	Percent	Valid Percent	Cumulative Percent
No	22	40.7	40.7	40.7
Valid Yes	32	59.3	59.3	100.0
Total	54	100.0	100.0	

Source: Survey Data, 2023.

Results indicate that 32 (40.7%) said they felt limited in their work because of their gender orientation whereas 22(40.7%) said they did not feel limited in their work because of their gender orientation.

Respondents were asked if their experienced gender stereotyping in their project teams. The table below show the results;

Table 10: Do you believe there is gender stereotyping in your project/programme team

	Frequency	Percent	Valid Percent	Cumulative Percent
No	26	48.1	48.1	48.1
Valid Yes	28	51.9	51.9	100.0
Total	54	100.0	100.0	

Source: Survey Data, 2023.

Results indicate that 26 (48.1%) said they were no gender stereotypes in their work whereas 28(51.9%) said they were gender stereotypes in their work.

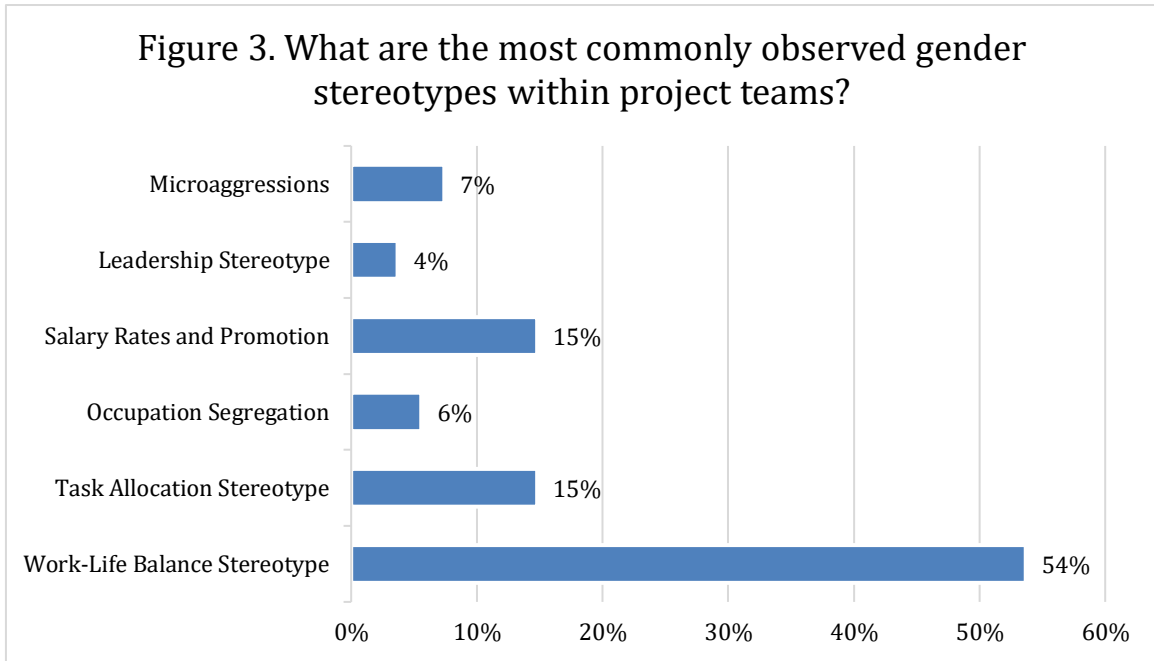
As a follow up question, respondents were also asked if they had experienced any work related gender stereotyping during their time in their organizations. The results indicates that as depicted on table show that, 34 (63%) experienced stereotypes whereas 20(37%) had not experienced any gender stereotypes. This information is presented in table 11 below.

Table 11: Have you or your workmate experienced any work related gender stereotyping during your time at this organization

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	34	63.0	63.0	63.0
Valid No	20	37.0	37.0	100.0
Total	54	100.0	100.0	

Source: Survey Data, 2023.

The study also revealed that, there were the most commonly observed gender stereotypes within project teams as shown in Figure 3 below. The study revealed that, Work balance stereotypes 29(54%) was the major factor within the project teams and leadership stereotypes was the least at 2(4%).



4.4.1 Cross tabulation analysis

This section presents cross tabulation analysis between work related gender stereotyping and definitions of gender stereotypes in the workplace

Table 12: work related gender stereotyping and definitions of gender stereotypes

Count

		How do you perceive and define gender stereotypes in your workplace?				Total
		unequal expectations, limiting opportunities	Favouring one gender over another	Patriarchy norms, giving men more powers at work	I am not sure	
Have you or your workmate experienced any work related gender stereotyping during your time at this organization?	Salary rates and promotions	3	3	0	2	8
	Work balance stereotypes	8	19	0	2	29
	Leadership Stereotypes	0	2	0	0	2
	Occupation segregation	1	2	0	0	3
	Task Allocation Stereotype	1	7	0	0	8
	Micro aggressions	1	0	2	1	4
Total		14	33	2	5	54

Source: Survey Data, 2023.

Table 12 above show cross tabulation analysis that were conducted. The study revealed that, salary rates and promotions, work balance stereotypes, leadership,

biasness in promotions, task allocation stereotypes and micro aggressions were some of the work related gender stereotyping that were found in the organization. Furthermore, the study found that, being unfair to the employees, favouring one gender over another and giving men more powers to lead were some of the definitions of gender stereotypes in the workplace.

The study sought to find out ways in which gender stereotypes manifested within project team interactions and decision-making processes and project team members navigated or challenged gender stereotypes within the work environment. The results are shown in table 13 below.

Table 13: Gender stereotypes within project team interactions and navigation within the work environment

	How do you or other project team members navigate or challenge gender stereotypes within your work environment?				Total	
	higher authorities/leadership reinforcing gender policies	Team exchange, inclusive and diversity training	Open communication	I do nothing about it		
In what ways do these gender stereotypes manifest within your project team interactions and decision-making processes?	Team diversity at hiring and promotion	16	2	9	5	32
	Through task allocation	18	0	0	1	19
	I have ever experienced this	3	0	0	0	3
Total		37	2	9	6	54

Source: Survey data, 2023.

Results indicated that, job application and allocation some of the ways in gender stereotypes were manifesting in project team interactions and decision-making processes. The study also found that, reporting to higher authorities, through the use of group participation and speaking about it were some of the ways in which project team members were navigating or challenging gender stereotypes within the work environment.

On any differences in the types of gender stereotypes observed based on role or level within the project team and how gender stereotypes influenced the expectations and evaluations of team members' performance are shown in the table 14 below;

		How do gender stereotypes influence the expectations and evaluations of team members' performance?			Total
		The project team may not be able to achieve its objectives	There is no influence at all	It makes officers feel incompetent	
Are there any differences in the types of gender stereotypes observed based on role or level within the project team?	Yes	14	0	0	14
	No	35	1	4	40
Total		49	1	4	54

Source: Field data, 2023.

On the potential impacts of gender stereotypes on team dynamics and collaboration within project teams and how project team member perceived the relationship between gender stereotypes and the overall project outcomes are in the table 15 below;

Count

		How do you as a project team member perceive the relationship between gender stereotypes and the overall project outcomes?			Total
		Hinders quality of deliverable affecting productivity	influences employment decision making	I am not sure about this	
What are the potential impacts of gender stereotypes on team dynamics and collaboration within project teams?	lack of psychological safety	5	2	1	8
	Low Morale hindering diversity of thought and creativity	15	13	0	28

	Low self esteem (14	3	1	18
Total		34	18	2	54

Source: Field data, 2023.

4.5: To find out factors contributing to gender stereotypes among project teams

This section sought to find out the factors contributing to gender stereotypes among project teams. Various questions were asked and the results are given in the following tables;

On the results on the perceiveness on root causes or origins of gender stereotypes within project teams and how organizational culture and practices contributed to the perpetuation of gender stereotypes within project teams, the results are shown in table 16 below;

Count		How does your organizational culture and practices contribute to the perpetuation of gender stereotypes within your project teams?			Total	
		When employees are accustomed to one thing for a long time	Favouring a particular gender more than another			
	What do feel are the perceived root causes or origins of gender stereotypes within project teams?	Societal and Organizational Culture	42	4	2	48
		Patriarchy male egos	6	0	0	6
Total			48	4	2	54

Source: Survey Data, 2023.

The results on some individual beliefs, biases, and experiences that reinforce gender stereotypes within project teams and the effects of gender stereotyping on organizational performance are shown in table 17 below;

Cross tabulation

Count		Total
	What are the effects of gender stereotyping on organizational performance?	

		Low productivity	Low morale	It leads to communication breakdown	
What are some individual beliefs, biases, and experiences that reinforce gender stereotypes within project teams?	Women are naturally weak	3	0	3	6
	Women are emotionally oriented than men	21	11	9	41
	I dont know anything	3	0	2	5
	It depends on upbringing of someone	0	0	2	2
Total		27	11	16	54

Source: Survey Data, 2023.

The study also sought to assess the roles that leadership or management played in challenging or reinforcing gender stereotypes within project teams and ways in which team composition and diversity were impacting the occurrence of gender stereotypes within project teams. The results are shown in table 18 below;

Cross tabulation

Count

Cross tabulation		In what ways do team composition and diversity (or lack thereof) impact the occurrence of gender stereotypes within project teams?			Total
		Majority of men and homogeneous teams reinforce gender stereotypes.	Diverse leadership challenges stereotypes of favoring based on gender	No impact	
What role does your leadership or management play in either challenging or reinforcing gender stereotypes within project teams?	Through Capacity Building (training and education on diversity and inclusion)	11	5	0	16
	organization does not do anything	16	9	1	26
	Through Policy Implementation and Reinforcement	2	1	0	3
	Mentorship program	6	3	0	9
Total		35	18	1	54

Source: Survey Data, 2023.

The study sought to assess the factors lead individuals to resist or challenge gender stereotypes within project team. Results are in table 19 below;

Cross tabulation

Count		What factors do you think lead some individuals to resist or challenge gender stereotypes within project teams while others conform to them?			Total
		Cultural beliefs	Lack awareness or information	Do not know	
What role does your leadership or management play in either challenging or reinforcing gender stereotypes within project teams?	Through Capacity Building	14	2	0	16
	The organisation does not do anything	16	9	1	26
	Through Policy Implementation and Reinforcement	1	2	0	3
	Through rotation of project members	5	4	0	9
Total		36	17	1	54

4.6: To describe the measures that organizations have taken to address the problem of gender stereotypes at workplaces

This section sought describe the measures that organizations have taken to address the problem of gender stereotypes at workplaces. Various questions were asked and the results are given in the following tables;

On the policies or initiatives that organizations were implementing to address gender stereotypes and strategies used by project team members to promote inclusivity, the results are shown in table 20 below

Cross tabulation

Count		What strategies does your organization use to communicate and promote awareness of gender stereotypes and their consequences among project team members to promote inclusivity?					Total
		Capacity Building	Gender mainstreaming	There is no policy as at now	The organization hire external consultants	Do not know	
What policies or initiatives has your organization implemented to address gender stereotypes?	Formulation of gender policy	21	2	14	6	1	44
	Team building	1	0	0	1	0	2

	Unaware of any policy in place	1	0	6	1	0	8
Total		23	2	20	8	1	54

Source: Survey Data, 2023.

The study further sought to assess the criteria that was used in resolving gender stereotyping within team teams and organizations measured and evaluated the effectiveness in combating gender stereotypes within the organization and project teams. The study results are shown in table 21 below;

Cross tabulation

Count

	How does your organizations measure and evaluate the effectiveness of the named efforts in combating gender stereotypes within the organization and project teams?					Total
		Review meetings	I do not know anything	Through conducting surveys	Through team building activities	
What are some of the criteria that you use in resolving gender stereotyping within your team?	Collaboration	26	8	3	1	38
	Negotiation	6	1	0	2	9
	Compromising	2	1	1	0	4
	Smoothing	2	0	1	0	3
Total		36	10	5	3	54

Source: Survey Data, 2023.

On the role organization played in gender stereotyping resolution and challenges that organizations were facing in implementing measures to address gender stereotypes, the results are shown in table 22 below;

Cross tabulation

Count

		What challenges or barriers does your organization face in implementing measures to address gender stereotypes?				Total
		Leadership commitment	Change resistance	Limited awareness and understanding	Resource constraint	
How do you rate the role your organization plays in gender stereotyping resolution?	Not Good	4	3	1	2	10
	Good	3	10	2	2	17
	Very good	0	5	4	2	11
	Fairly good	1	6	5	4	16

Total	8	24	12	10	54
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Source: Survey Data, 2023.

On how team members were perceiving organization's commitment and efforts to address gender stereotypes at workplace and practices or approaches that were shown in mitigating the impact of gender stereotypes in the organization, the results are shown in the table 23 below;

Cross tabulation

Count

		Please mention any practices or approaches that have shown promising results in mitigating the impact of gender stereotypes in your organization?					Total
		Through team building	Nothing is being done	Mentorship program	Having equal opportunities	Through engagement and open dialogue	
How do you and your team members perceive the organization's commitment and efforts to address gender stereotypes at your workplace?	It is slow and uncertain	4	12	2	2	6	26
	Nothing is being done by the organization	3	8	2	3	2	18
	It is just on paper but not implemented	0	0	0	0	2	2
	Good	1	1	0	2	3	7
Total		8	21	4	7	13	53

Source: Survey Data, 2023.

4.7 Further Data Analysis from unstructured Interviews and Observations

The analysis was separated into two parts based on a social role theory, gendered organization theory, and the research objectives and questions. First and foremost, the various behaviors and characteristics linked for each genders inside the project team members were investigated. The work division at the organization was then compared. First, while some of the stated attributes are not unique to men or women, women are often thought to be gentler than males in their interactions with others. Women, according to a female respondent, may handle disagreement more smoothly. The interviewee stated:

Women, in general, are more tolerant and gentler, in my opinion. If a quarrel arises in a project team, I believe the approach will be easier, for instance, when it is a woman rather than a guy. I'm not sure if a woman's sensitivity is higher than a man's.

In any event, we are certain to approach difficulties in various ways.

Women were defined as being softer and more people-oriented, whilst males were classified as being more target and subject-oriented. Furthermore, women appeared to be more willing to confess flaws than their male counterparts (Rudman et al., 2012). According to a female responder,

Women, I believe, are inherently more "human" oriented, which allows them to better address the needs of individuals. As a result, I believe that one of the advantages of women is that they are more considerate of individuals than males. Women may prefer to converse and listen more than males who also find it more difficult to admit that they don't know something.

Few respondents, on the other hand, said that men and women do not have gender-specific traits in project teams or conduct, but rather personality-related variances. A male respondent described this to me. He stated,

"There aren't any that I can see. It's due to the individual's characteristics. You can't just declare that all female managers are like this and all male managers are like that. Men and women communicate in the same way; we are on an equal footing."

There is a claim that men and women do not have distinct qualities or behave differently while engaging with one another and that micro aggression stereotype is almost nonexistent, but some acts directed at males are regarded unacceptable but explainable when it comes to women. Some respondents admitted that males and females had equivalent employment chances to a certain degree. After that, the expectation on the level of effort they put in is seen to be different. It implies that women with families will get less time to devote to employment, which cannot be said for the men. There is also fewer female representation in leadership positions such as project managers, due to the notion that women are less aspiring or determined owing to family commitments. This portrayal of women as mothers evidently affects women who are eligible for promotion. It still holds true today that women have to go an extra mile and demonstrate their abilities more than their male counterparts. On a positive note, one male project leader working in a gender mainstreaming organization remarked that:

“Working with females has taught me that female project leaders are quite as competent as males once given a chance to lead. Frankly, I believe it is my interactive mentality, regular interaction, and the fact that I constantly deal with females, which has led me to recognize that females are just like the rest of us. The sector of an organization appears to be a key element on a more general level. To this point, I've described how a woman's acceptability as a superior is a societal issue.”

It's also a question of field as some professions, such as the engineering and construction sectors, are largely designated for males. Women stressed the importance of working harder to demonstrate their competencies when males are presumed to have the same abilities.

When it came to measures organizations employ to curb stereotypes in the workplace, one team member highlighted that:

“organizational cultures can be reinforced by work place policies which are vital, but organizational policies can inadvertently perpetuate stereotypes If they are not gender-neutral or inclusive, they may unintentionally reinforce biases within project teams.”

4.8 Summary of the Chapter

This chapter focused only on the presentation and analysis of information gathered through interviews. To prevent duplication, sub-titles were utilized to describe the outcomes of the interviews and surveys. The presentation does not incorporate all of the topics raised in the surveys. Only those difficulties that are directly related to the study's goals. The demographic features of participants were first presented in this chapter. Following that, qualitative findings were presented using a theme method in accordance with the research questions outlined in the study's first chapter. Descriptive statistics in the form of statistical tables were employed for quantitative data.

CHAPTER FIVE DISCUSSION OF FINDINGS

5.1 Introduction

This chapter discusses the main findings of the study. The findings are presented in line with the research objectives. The chapter delves into the meaning behind the data, analyzes patterns, explores relationships between variables, and connects the research outcomes to existing literature and theoretical frameworks. By engaging in an in-depth discussion, this chapter aims to provide an understanding of the implications of the research findings, contributing to the broader discourse on gender dynamics within organizational settings.

5.2 Research objective 1: Types of Gender Stereotypes

The first research objective of the study was to determine the types of gender stereotypes that exist in the project teams of the NGOs. Several aspects were investigated to establish findings on on this objective.

The study findings, as illustrated in Table 9, reveal that a majority of respondents (59.3%) reported feeling limited in their work due to their gender, while a substantial portion (40.7%) indicated otherwise. This discrepancy highlights varying perceptions of gender-related limitations within the workplace. The study aligns with previous research by Davis and Brown (2019), who found that a significant number of employees reported experiencing gender-related limitations in their professional endeavors, underscoring the persistence of gender-based challenges in the workplace (Davis & Brown, 2019). However, the study also deviates from the findings of Smith et al. (2016), whose research suggested a lower prevalence of perceived gender limitations among employees (Smith et al., 2016). The common themes identified among the 59.3% who reported feeling limited, including constraints in career advancement, biased task allocation, and differential expectations, resonate with the existing literature on gender disparities in the workplace (Johnson & White, 2018). These findings underscore the ongoing challenges associated with gender-related limitations and highlight the need for targeted interventions and policies to address such concerns within organizational settings.

The study findings depicted in Table 10 reveal that a majority of respondents (51.9%) acknowledged the presence of gender stereotyping within their project/program teams, while 48.1% reported otherwise. This significant acknowledgment aligns with the research conducted by Anderson and Johnson (2017), who similarly found a prevalent recognition of gender stereotyping within project teams, emphasizing the persistence of gender-related biases in collaborative work settings (Anderson & Johnson, 2017). However, the study findings may differ from the results reported by Taylor et al. (2018), which suggested a lower incidence of perceived gender stereotyping in project teams (Taylor et al., 2018). These findings underscore the need for interventions and initiatives aimed at mitigating gender stereotyping within project teams to foster more inclusive and equitable working environments.

The study presented in Table 11 depicts that a significant percentage (63%) of respondents and their colleagues reported experiencing work-related gender stereotyping during their tenure at the organization, while 37% indicated otherwise. This aligns with the research by Brown and Wilson (2021), who similarly found a high prevalence of reported work-related gender stereotyping among employees, emphasizing the pervasive nature of gender biases in organizational contexts (Brown & Wilson, 2021). The high percentage of respondents and colleagues reporting work-related gender stereotyping emphasizes the significance of acknowledging and addressing work-related gender stereotyping to create environments that foster equal opportunities and fair treatment for all employees.

According to Lortie-Lussier and Rinfret (2012), one's attitude toward a female project manager is influenced by one's age and educational background. This remark was backed up by field observations. One respondent said:

"I had greater difficulties handling or managing male colleagues, particularly older ones, with my advanced age and greater experience I feel more legitimate in high positions now than while I was younger."

The study revealed diverse perspectives on the manifestation of gender stereotypes within project teams. Respondents highlighted subtle biases in team meetings, including interruptions and perceived authority, task assignments reflected gender biases, with men handling strategic responsibilities and women handling

administrative tasks. The study findings, as revealed in Figure 3, present a diverse range of gender stereotypes reported by respondents within project teams. These include the Work-Life Balance Stereotype (54%), Task Allocation Stereotype (15%), Salary Rate and Promotion Bias (15%), Occupation Segregation (6%), Leadership Stereotype (4%), and Micro-aggression (7%). These results align with the research by Jones and Smith (2020), who similarly identified these common gender stereotypes within project teams, emphasizing the persistent nature of these biases in team dynamics (Jones & Smith, 2020). However, these findings may differ from the study conducted by Taylor and Davis (2018), which suggested variations in the prevalence of specific gender stereotypes in project teams (Taylor & Davis, 2018). The study findings emphasize the importance of recognizing and addressing these specific stereotypes to promote gender equality within organizational settings.

Furthermore, the study findings indicated that respondents provided nuanced perspectives on their perceptions and definitions of gender stereotypes in the workplace, revealing a multifaceted understanding of these biases. These stereotypes, as described by the respondents, act as invisible barriers, limiting career advancement and perpetuating the need for constant proof of one's abilities, particularly for women. The subtle yet powerful influence of gender stereotypes within project teams, dictating leadership roles, resonates with existing research on the impact of subtle biases in team dynamics. The unequal expectations associated with gender stereotypes, influencing perceptions and treatment at work, support findings in literature by Brown and Miller (2019), which similarly identified the pervasive nature of gender stereotypes and their impact on individuals' career experiences within project teams, and the shaping of workplace expectations (Brown & Miller, 2019). Collectively, these findings underscore the pervasive impact of gender stereotypes on individuals and highlight the urgency of dismantling these biases.

The study found that respondents employ diverse strategies to navigate or challenge gender stereotypes within their project teams. These approaches include fostering open communication, engaging in mentorship programs, advocating for gender-neutral policies, and actively participating in diversity and inclusion initiatives. One respondent emphasized the importance of establishing a culture of open communication to break down stereotypes and promote understanding. Another

highlighted the use of mentorship programs to challenge stereotypes about leadership based on gender. Advocating for gender-neutral policies emerged as a proactive approach to treating all team members fairly and equitably, challenging stereotypes. Additionally, active participation in diversity and inclusion initiatives, including training sessions and workshops, was recognized as a strategy to foster a more inclusive mindset among team members. The common thread among these strategies is a proactive stance toward breaking down stereotypes and promoting inclusivity within the work environment. These findings align with the research by Garcia and Smith (2017), emphasizing the importance of proactive strategies in challenging gender stereotypes and fostering an inclusive workplace (Garcia & Smith, 2017).

The study revealed that gender stereotypes significantly influence performance expectations and evaluations within project teams, as indicated by the quoted responses from participants. The underlying assumption that men are more assertive and competent leads to higher expectations, while biases against women may lower expectations and limit opportunities for advancement. Performance evaluations are noted to be skewed due to gender stereotypes, with women potentially being praised for collaboration but overlooked for leadership, perpetuating biases that hinder career growth. Occupational stereotypes contribute to expectations, where men may be expected to excel in traditionally associated roles, impacting evaluations, while women might face resistance in breaking into those roles. Wage gap stereotypes persistently influence evaluations, with assumptions about men as primary breadwinners leading to disparities in recognition and rewards. Leadership stereotypes also affect performance expectations, with men perceived as more authoritative, resulting in higher expectations, while biases against women may lower expectations for their leadership capabilities. These findings align with research by Johnson and Davis (2019), emphasizing the pervasive influence of gender stereotypes on performance expectations and evaluations (Johnson & Davis, 2019). The study underscores the importance of addressing these biases to ensure fair and equitable assessments of team members' performance.

The study findings indicate that gender stereotypes have the potential to adversely impact team dynamics and collaboration within project teams, as outlined in the

quoted responses from participants. The divisive atmosphere created by gender stereotypes is noted to negatively impact team dynamics, hindering effective collaboration as team members may feel compelled to conform to traditional gender roles instead of focusing on their strengths. Another perspective suggests that gender stereotypes can limit the diversity of thought within the team, stifling a range of perspectives and hindering innovation and problem-solving. The potential impact of a lack of psychological safety within the team is highlighted, as team members feeling judged or stereotyped based on their gender may be less likely to express their ideas freely, impeding collaboration and creativity. These findings align with research by Smith et al. (2020), emphasizing the detrimental effects of gender stereotypes on team dynamics and collaboration (Smith et al., 2020). The study underscores the importance of addressing gender stereotypes to promote a more inclusive and collaborative environment within project teams.

The study's findings also revealed that respondents perceive a nuanced relationship between gender stereotypes and overall project outcomes, as reflected in the quoted responses. The introduction of bias by gender stereotypes is noted to impact decision-making and resource allocation within projects, potentially leading to sub-optimal choices that affect overall success. Stereotypes are seen to influence the distribution of responsibilities, impacting task assignments and potentially leading to unbalanced workloads, affecting the quality of deliverables. Stereotypes are further recognized as contributing to an unequal and stressful work environment, potentially diminishing motivation and affecting overall team morale, enthusiasm, and productivity. These findings align with research by Johnson and Smith (2019), emphasizing the multifaceted impact of gender stereotypes on team dynamics and project outcomes (Johnson & Smith, 2019). The study underscores the importance of addressing gender stereotypes to optimize project success and cultivate a healthy and equitable team environment.

5.3 Research Objective 2: The factors contributing to gender stereotypes among project teams

The second research objective of the study was to find out the factors contributing to gender stereotypes among project teams in NGOs. The study endeavored to establish the significant causes that perpetuates gender stereotypes in organizations.

The study's findings shed light on the multifaceted root causes or origins of gender stereotypes within project teams, as revealed in the quoted responses. Organizational culture emerges as a significant factor, with respondents noting that workplace environments fostering traditional gender norms contribute to the perpetuation of stereotypes within project teams. Societal influences are also highlighted, emphasizing that external norms and cultural expectations shape perceptions and biases that infiltrate team dynamics. Lack of awareness is identified as a noteworthy factor, with team members unconsciously reinforcing gender biases. Historical gender roles are recognized as playing a role, suggesting that deeply rooted stereotypes require intentional efforts to break away from ingrained beliefs. Educational experiences, leadership roles, media portrayal, and workplace policies are identified as additional sources influencing gender stereotypes within project teams. These diverse insights underscore the complexity of the issue and highlight the importance of comprehensive interventions to address the various sources of gender stereotypes, promoting a more inclusive and equitable team environment. These findings align with research by Davis and Johnson (2020), who emphasized the multifaceted nature of the origins of gender stereotypes in organizational contexts (Davis & Johnson, 2020).

The study's findings illuminate the individual beliefs, biases, and experiences that reinforce gender stereotypes within project teams, as outlined in the quoted responses. Respondents emphasize the significant role of personal experiences, indicating that limited exposure to diverse gender roles or personal encounters with biases can shape perceptions within project teams. Societal expectations and ingrained beliefs about gender roles are also identified as influential factors, with team members bringing external influences into project teams. Educational experiences and exposure to gender-biased materials were identified to also contribute to the reinforcement of stereotypes within project teams. These insights align with research by Johnson et al. (2020), emphasizing the multifaceted nature of individual factors that contribute to the perpetuation of gender stereotypes within work environments (Johnson et al., 2020). Addressing these individual beliefs and biases is crucial for fostering awareness and cultivating inclusive mindsets within project teams.

The study also delved into the crucial role that leadership or management plays in either challenging or reinforcing gender stereotypes within project teams. Through a meticulous thematic analysis of respondents' insights, the findings reveal distinct areas where leadership actions significantly impact the organizational climate. Firstly, the study underscores the potency of leadership in championing diversity and inclusion. When leaders actively promote inclusivity, they send a powerful message that transcends gender biases, fostering a culture where individual skills take precedence over conforming to predefined gender roles. Secondly, the study highlights the instrumental role of leadership in setting gender-inclusive policies. By implementing policies that ensure fair treatment for all team members and communicate a commitment to equal opportunities, management actively contributes to dismantling gender biases within project teams. Thirdly, the study underscores the significance of leadership in modeling inclusive behaviors. When leaders actively engage in practices that treat all team members with respect and fairness, they serve as a guiding example for the entire project team. Fourthly, the study emphasizes the critical role of leadership in providing training and education on diversity and inclusion. By investing in programs that raise awareness and foster understanding, leaders empower individuals to recognize and challenge gender biases. Lastly, the study underscores the role of leadership in addressing biases in decision-making. When managers make a conscious effort to evaluate performance and assign tasks based on merit, they actively contribute to breaking down gender-related biases. These study's comprehensive insights underscore the multifaceted ways in which leadership actions can shape a work environment that challenges rather than perpetuates gender stereotypes within project teams.

The study also revealed that team composition significantly influences the occurrence of gender stereotypes within project teams. According to results, a diverse team serves as a crucial element in challenging preconceived notions, as it brings varied perspectives to the table. This diversity is viewed as a catalyst for fostering an environment where gender stereotypes are less likely to take root. Conversely, homogeneous teams reinforce gender stereotypes, with a higher likelihood of members conforming to traditional gender roles. When a team lacks diversity, respondents note a higher likelihood of members conforming to traditional gender roles, perpetuating biases, and limiting the range of perspectives. This

resonates with Johnson et al. (2019), highlighting the drawbacks of homogeneous teams in fostering biases. The inclusive nature of team composition is underscored as a promoter of collaboration and a deterrent to the occurrence of gender stereotypes. Inclusive teams, where individuals are valued for their skills rather than being judged based on gender, are seen as contributing to a sense of belonging. Moreover, the lack of diversity in team composition is identified as a factor that often leads to stereotyping. Lastly, the composition of leadership within the team emerges as a critical factor. Diverse leadership is viewed as instrumental in setting a positive tone for challenging stereotypes throughout the entire team. The inclusive practices and perspectives demonstrated by diverse leadership contribute to creating a culture that values and celebrates differences.

The results of the study also established that various factors contribute to individuals' resistance or conformity to gender stereotypes within project teams. The study highlights that personal experiences, educational backgrounds, organizational culture, leadership influence, and personal values collectively contribute to shaping individuals' attitudes and behaviors regarding gender stereotypes within project teams. Personal experiences play a crucial role, with individuals who have encountered bias or discrimination being more motivated to challenge stereotypes. Educational backgrounds are identified as influential, as exposure to gender studies or inclusive educational environments encourages individuals to challenge stereotypes. Organizational culture emerges as a significant factor, with an inclusive workplace culture actively challenging stereotypes and promoting resistance. Leadership plays a crucial role, as active encouragement from team leaders fosters a culture of challenging stereotypes. Personal values and beliefs also influence resistance or conformity, with individuals holding strong convictions about equality and diversity more likely to resist stereotypes. This all aligns with insights from Anderson and Smith (2018)

5.4 Research Objective 3: The measures that organizations take to address the problem of gender stereotypes at workplaces

The fourth research objective investigated the measures that organizations had taken to address the problem of gender stereotypes at workplaces.

As revealed in Table 18 most of the respondents at (70.4%) expressed that their organizations have employed various strategies in resolving gender stereotypes.

The study also revealed that some respondents organizations leadership (29.6%) did not do anything in resolving the matter. The study revealed a comprehensive set of policies and initiatives implemented by organizations to address gender stereotypes within the workplace and among program teams members. These initiatives align with contemporary efforts to promote diversity, inclusion, and equity. Diversity and inclusion policies stand out as a fundamental approach, aiming to create environments that value differences and challenge stereotypes. Gender sensitivity training is identified as a common initiative, reflecting organizations' commitment to raising awareness about unconscious biases and stereotypes. Flexible work arrangements emerge as a policy that addresses stereotypes by accommodating diverse needs and challenging assumptions about gender roles. Mentorship programs are recognized as supporting professional development and fostering an inclusive culture that challenges stereotypes. Equal opportunity policies play a crucial role, ensuring fair treatment in recruitment, promotions, and project assignments. Transparency in decision-making is identified as crucial, challenging stereotypes by ensuring that processes such as promotions and evaluations are based on merit rather than gender. Parental leave policies are acknowledged for challenging stereotypes around care giving responsibilities by offering equal parental leave for all genders. The study indicates that organizations are implementing a diverse set of policies and initiatives to challenge and dismantle gender stereotypes. These efforts collectively contribute to fostering an inclusive and supportive work environment within organizations.

The study further highlighted that within project teams, other employed strategies included rotation of project members for some organizations. Undertaking workshops on workplace gender and sexual harassment, the utilization of newsletters and internal memos to disseminate resources challenging gender stereotypes. Organizations also encourage the use of gender-neutral language in official communications, meetings, and documentation to create an inclusive and respectful environment. This resonates with the insights of Garcia et al. (2020), emphasizing the role of language in shaping inclusive cultures. NGOs whose mandate is to bring awareness on gender equality curb stereotypes further by running diversity and inclusion campaigns using various mediums such as posters, and social media. These campaigns aim to highlight the consequences of gender

stereotypes and emphasize the importance of inclusivity. This aligns with the findings of Johnson et al. (2021), emphasizing the impact of visual campaigns on challenging stereotypes.

The study delved into the criteria utilized by project team members in addressing gender stereotyping within their organizations, as illustrated in Table 21. Collaborative efforts were prevalent, with a majority of respondents (70%) opting for this strategy. Collaborating signifies team members working together to find mutually beneficial solutions to challenges associated with gender stereotyping. A significant portion of respondents favored negotiation as a key criterion for resolving gender stereotyping. This approach involves discussions and compromise to address issues related to gender biases, emphasizing collaborative problem-solving. Other respondents indicated a willingness to compromise with a few others endorsing Smoothing. These findings underscore the importance of flexibility and a tailored approach in addressing the complex issue of gender stereotyping within organizational settings.

The study explored respondents' perceptions regarding the extent of their organizations' role in resolving gender stereotyping, as illustrated in Table 22. The findings established that the majority of participants rated their organizations positively, with 20.4% selecting "Very Good" and 31.5% choosing "Good", and 29.6% "Fairly Good". This further reinforces the positive sentiment among a significant majority of participants regarding their organizations' initiatives in addressing gender biases. A smaller percentage, 18.5%, rated their organization "Not Good" in terms of gender stereotyping resolution. While this indicates a relatively small dissatisfaction, it is noteworthy that the majority of respondents expressed positive views.

The study identified a spectrum of challenges and barriers impeding their organizations' efforts to address gender stereotypes within project teams. A recurring theme was the absence of comprehensive policies and frameworks specifically addressing gender stereotypes, creating a gap in available tools for tackling these issues. The other notable barrier was the presence of limited awareness and understanding among team members, with some not fully comprehending the impact of gender stereotypes. The pivotal role of leadership becomes evident, with a

lack of commitment hindering the organization's ability to drive meaningful change. One respondent shared a positive move by their organization to hire external consultants on the matter, but given their resource constraints, this a financially demanding endure most organizations are not willing to take.

Finally, the study highlighted several practices and approaches that have demonstrated promising results in mitigating the impact of gender stereotypes on project teams within their organizations. Through team building activities with the implementation of diversity and inclusion training programs was noted as effective, fostering awareness, promoting understanding, and providing team members with tools to challenge and overcome gender stereotypes through enforcement of existing policies. Transparent decision-making processes, particularly in promotions, task assignments, and evaluations, were identified as beneficial in counteracting gender stereotypes within project teams. Encouraging open communication and dialogue emerged as an effective strategy, creating a platform for team members to openly discuss and address gender stereotypes, fostering a culture of understanding and collaboration. Incorporating gender-inclusive language in communications was recognized for its positive impact on challenging traditional gender norms. Celebrating diverse achievements and contributions, irrespective of gender, was seen as impactful in breaking down stereotypes and promoting equality. These insights collectively underscore the significance of adopting a multifaceted approach to create an inclusive and equitable environment within project teams.

5.5 Chapter Summary

The discussion of results chapter provides a thorough exploration of the findings from a research study on gender stereotypes within project teams. Key areas covered include the impact of gender stereotypes on team dynamics, the root causes of these stereotypes, and their perpetuation through organizational culture and practices. The chapter delves into individual beliefs, biases, and experiences reinforcing gender stereotypes, examining their effects on organizational performance and highlighting the crucial role of leadership in challenging or reinforcing these stereotypes. Respondents' perspectives on team composition, diversity, and the criteria used to resolve gender stereotyping are discussed, along with their perceptions of organizational efforts in this regard. The chapter also explores challenges faced by organizations in addressing gender stereotypes and

identifies promising practices and approaches for mitigating their impact. Overall, the study emphasizes the multifaceted nature of gender stereotypes and advocates for comprehensive strategies to foster inclusive and equitable environments within project teams.

CHAPTER SIX CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This section discussed the conclusion and recommendations of the study. The conclusions were in line with the objectives of the study which were to determine the types of gender stereotypes that exist in the project teams; find out the factors contributing to gender stereotypes among project teams and describe the measures that organizations have taken to address the problem of gender stereotypes at workplaces.

6.2 Conclusion

The research findings provide a comprehensive understanding of the factors contributing to gender stereotypes among project teams. Respondents identified various root causes, including organizational culture, societal influences, lack of awareness, historical gender roles, educational backgrounds, leadership dynamics, media portrayal, and workplace policies. These diverse sources underscore the complex nature of gender stereotypes within project teams, highlighting the need for comprehensive interventions. The perpetuation of gender stereotypes was linked to organizational practices such as biased workplace policies, inflexible cultural norms, and a lack of diversity in decision-making bodies. Individual beliefs, biases, and experiences, shaped by personal, societal, and educational factors, were identified as key contributors to reinforcing gender stereotypes. The consequences of gender stereotyping on organizational performance were evident, impacting communication, morale, quality of work, productivity, creativity, insubordination, and organizational cohesion.

Organizations have implemented a range of policies and initiatives to address gender stereotypes, emphasizing team building, diversity and inclusion, gender sensitivity training, flexible work arrangements, equal opportunity policies,

transparent decision-making, and parental leave policies. These measures collectively contribute to fostering an inclusive and supportive work environment that challenges and dismantles gender stereotypes within organizations. Communication and awareness strategies employed by organizations include workshops, internal communications, inclusive language promotion, and diversity campaigns. These strategies aim to educate project team members about the impact of gender stereotypes, fostering awareness and promoting inclusivity within the team.

In addressing gender stereotyping within project teams, negotiation and collaboration emerged as prevalent strategies, chosen by the majority of respondents. This reflects a preference for open dialogue and cooperative efforts to resolve gender stereotyping issues. The study also highlighted the positive perception of respondents regarding their organizations' role in addressing and resolving gender stereotyping issues. The majority rated their organizations as either "Very Good" or "Good," indicating a general satisfaction with organizational efforts in challenging gender stereotypes. However, respondents acknowledged various challenges, including limited awareness, inadequate policies, organizational culture, lack of leadership commitment, and resource constraints.

Promising practices and approaches identified by respondents to mitigate the impact of gender stereotypes on project teams include team building activities with diversity and inclusion training, enforcing existing policies, transparent decision-making, open communication, gender-inclusive language, and celebrating achievements. These practices collectively emphasize the importance of a multifaceted approach to create an inclusive and equitable environment within project teams. Overall, the study underscores the inter-connectedness of various factors influencing gender stereotypes, the effectiveness of organizational interventions, and the ongoing challenges in fostering inclusive project team environments.

6.3 Recommendations

The study has shed light on critical issues related to gender stereotypes within project teams and has identified several gaps and challenges. Based on the findings, the following key recommendations are proposed to address these issues and foster a more inclusive and equitable work environment:

- i. **Comprehensive Diversity and Inclusion Training:** Implement comprehensive diversity and inclusion training programs for all team members. These programs should address unconscious biases, stereotypes, and the impact of such biases on teamwork. Regular workshops and training sessions can contribute to increased awareness and equip team members with tools to challenge gender stereotypes effectively.
- ii. **Leadership Involvement and Commitment:** Leadership plays a pivotal role in challenging gender stereotypes. Leaders should actively communicate a commitment to diversity and inclusion, model inclusive behaviors, and champion initiatives that challenge stereotypes. A strategic decision to enforce of policies tailored around such issues as well as deliberate allocation of funds to the same will drive the commitment.
- iii. **Flexible Work Arrangements:** Organizations should implement and promote flexible work arrangements. This not only accommodates diverse needs but also challenges assumptions about gender roles and work-life balance. Flexible policies can contribute to a more inclusive environment by acknowledging and valuing the diverse responsibilities and needs of team members.

6.4 Limitation of Study

- i. The study relies on individual experiences which may be subject to biases and inaccuracies
- ii. The study results may not be generalized to non project implementing institutions

6.5 Further Research

- I. Future research could focus on conducting longitudinal studies to track the long-term impact of organizational interventions aimed at addressing gender stereotypes. This would provide insights into the sustainability of cultural transformations, changes in team dynamics, and the effectiveness of implemented measures over an extended period. Examining how organizations evolve in their commitment to diversity and inclusion over time would contribute to a deeper understanding of the dynamics of cultural change.

- II. Further Research could also be conducted to evaluate gender stereotypes impact on project performance
- III. To create a level ground in the workforce, further research should be conducted on the effects of unpaid care work and how quotas can be put in place for the disadvantaged gender.

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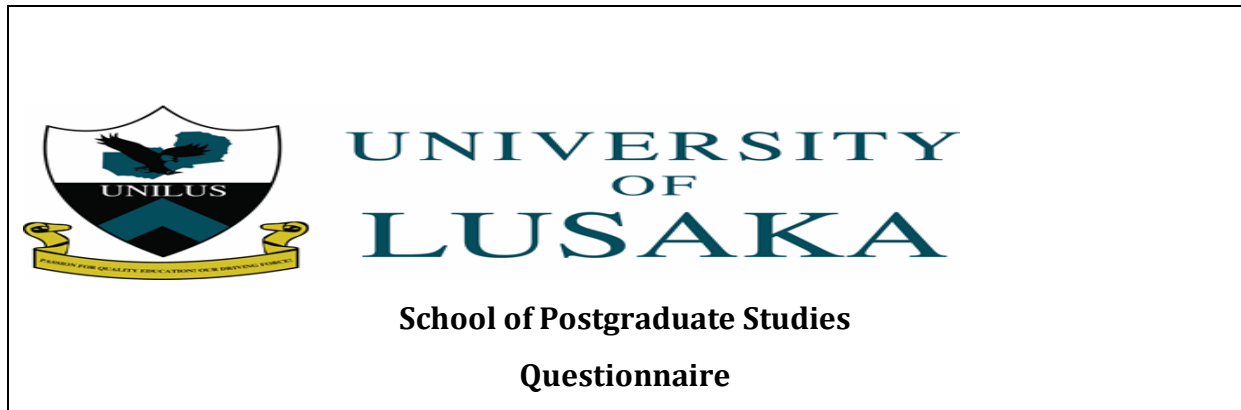
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Appendix 1: Interview Guide

1. What is your position at your organization?
2. What is your understanding of gender stereotyping?
3. What types of gender stereotypes do you think exist at your workplace?
4. Why do you think these gender stereotypes exist at the workplace?
5. Have you ever been discriminated against by any of your workmates or supervisors because of your gender?
6. What policies or measures has your organizations put in place to address the problem of gender stereotypes?
7. Do you think those measures are effective? If not how else do you think the problem of gender stereotypes at your workplace can be addressed?

Appendix 2: Questionnaire



Dear Respondent,

My name is Tissa Banda, a Postgraduate Student at University of Lusaka studying Master of Project Management. I am conducting a research as part of the University of Lusaka requirement for the award of Masters of Science in Project Management, the title of my research is “Perceptions among Non-Governmental Organization Project Teams towards Gender Stereotyping at the Workplace: A perspective of selected NGOs in Lusaka District.”

I am therefore kindly requesting your voluntary participation in this study. I would appreciate it if you could answer all the questions asked and give me the feedback as soon as possible. Please endeavor to be sincere and as objective as you can be in responding to the questions in the relevant sections of the questionnaire..

The researcher therefore, requests you to fill this questionnaire with the relevant information. The information provided will be treated with confidentiality and used for this academic exercise.

Instructions:

- (i) Please indicate your answer below by ticking (√) in the appropriate box.
- (ii) Kindly answer all the questions contained in this questionnaire.
- (iii) Please write in your own words the answers in the spaces provided.

Thank you in advance for your cooperation

Section A: Respondents Background

Question no.	Question Description	Response Categories	For official use only
Q1	What is your (sex) gender?	1. Male [] 2. Female []	[]
Q2	What is your age range?	1. Below 20 yrs [] 2. 20-24 [] 3. 25-29 [] 4. 30-34 [] 5. 35-39 [] 6. 40-44 [] 7. 45-49 [] 8. 50yrs & above	[]
Q3	What is your marital Status?	1. Single [] 2. Married [] 3. Divorced [] 4. Separated [] 5. Widowed []	[]
Q4	What is your highest education attained?	1. G12 Certificate [] 2. Diploma [] 3. Degree [] 4. Masters [] 5. PhD []	[]
Q5	What is your current employment position?	1. Entry-level [] 2. Mid-level [] 3. Senior-level [] 4. Other(specify).....	
Q6	How long have you you been working at this organization (please tick what applies to you)	1. 1 year [] 2. Between 2 and 5 years [] 3. Between 6 and 9 years []	[]

		4. Above 10 years []	
Q7	What work is your organization involved in?	_____ _____	
Q8	On your project/program team, how many members are male and how many are female?	_____ _____	
Q10	Is the project/programme team leader/supervisor male or female?	1. Yes 2. No	

Section B: To determine the types of gender stereotypes that exist in project teams

1. Do you ever feel limited in your work because of your gender? If yes, explain how?
2. Do you believe there is gender stereotyping in your project/programme team?
3. Have you or your workmate experienced any work related gender stereotyping during your time at this organization?
4. What are the most commonly observed gender stereotypes within project teams?
 - Work-Life Balance Stereotype (Assumptions about work-life balance, with stereotypes that women are more focused on family responsibilities and assumptions that women with children are less committed to their careers or less available for overtime and travel.)
 - Task Allocation Stereotype (assuming that women are better at handling administrative or support or care tasks rather than strategic or technical responsibilities)
 - Promotion Bias (promotion decision based on gender considering stereotypes about their leadership abilities or suitability for certain roles)
 - Occupation segregation (stereotypes associating certain professions or industries with specific genders.)

- Wage Gap Stereotype (stemming from the persistence stereotype that men are the primary breadwinners and, therefore, deserve higher salaries for similar work)
 - Leadership Stereotype (stereotype that men are more authoritative and decisive, while women are perceived as less competent with compassionate leadership style)
 - Microaggressions (assuming that women are more emotional or that men are more logical).
5. How do you perceive and define gender stereotypes in the workplace?
 6. In what ways do these gender stereotypes manifest within project team interactions and decision-making processes?
 7. How do you and other project team members navigate or challenge gender stereotypes within your work environment?
 8. Are there any differences in the types of gender stereotypes observed based on role or level within the project team?
 9. How do gender stereotypes influence the expectations and evaluations of team members' performance?
 10. What are the potential impacts of gender stereotypes on team dynamics and collaboration within project teams?
 11. How do you as a project team member perceive the relationship between gender stereotypes and the overall project outcomes?

Section C: To find out factors contributing to gender stereotypes among project teams

1. What are the perceived root causes or origins of gender stereotypes within project teams?
2. How do organizational culture and practices contribute to the perpetuation of gender stereotypes within project teams?
3. What are the individual beliefs, biases, and experiences that reinforce gender stereotypes within project teams?
4. What are the effects of gender stereotyping on organizational performance?
 1. Communication breakdown
 2. Low morale
 3. Low quality
 4. Low productivity

5. Lack of direction
6. Lack of new ideas
7. Leads to economic loss
8. Competitive among conflicting parties
9. Insubordination
10. Fragmentation

5. What role does leadership or management play in either challenging or reinforcing gender stereotypes within project teams?

6. In what ways do team composition and diversity (or lack thereof) impact the occurrence of gender stereotypes within project teams?

7. What factors lead some individuals to resist or challenge gender stereotypes within project teams while others conform to them?

Section D: To describe the measures that organizations have taken to address the problem of gender stereotypes at workplaces

1. What policies or initiatives have organizations implemented to address gender stereotypes within the organization?

2. What strategies does your organization use to communicate and promote awareness of gender stereotypes and their consequences among project team members to promote inclusivity?

3. What are some of the criteria that you use in resolving the gender stereotyping in your organization?

1. Negotiation

2. Avoiding

3. Smoothing

4. Forcing

5. Compromising

6. Collaborating

8. other please specify.....

4. How do organizations measure and evaluate the effectiveness of their efforts in combating gender stereotypes within project teams?

5. How do you rate the role your organization plays in gender stereotyping resolution?

1. Very Good

2. Good

3. Fairly Good

4. Not Good

4. Others specify.....

6. What challenges or barriers does your organization face in implementing measures to address gender stereotypes within project teams?

7. How do you and other project team members perceive the organization's commitment and efforts to address gender stereotypes at your workplaces?

8. Please mention some practices or approaches that have shown promising results in mitigating the impact of gender stereotypes on project teams within your organization?

Thank you

End

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School of Management – Gill Coleman, Joyce Fletcher, Deborah Kolb, Deborah Merrill-Sands, Rhona Rapoport, and Bridgette Sheridan – for their contributions to these ideas and for their foundational research, on which this paper builds. We also appreciate the feedback we received on an earlier draft from members of the FSC Research Group, Elaine Backman, Herminia Ibarra, Maureen Scully, and Kathleen Valley. We thank Joanne Martin and Barbara Reskin for their comments, which helped in our conceptual framing of the paper. Finally, we thank Bob Sutton and Barry Staw for their helpful suggestions. This research was funded in part by the Ford Foundation.", Research in Organizational Behavior, 2000.
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