

Women's profile, participation and pipeline for the future

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Presentation Outline

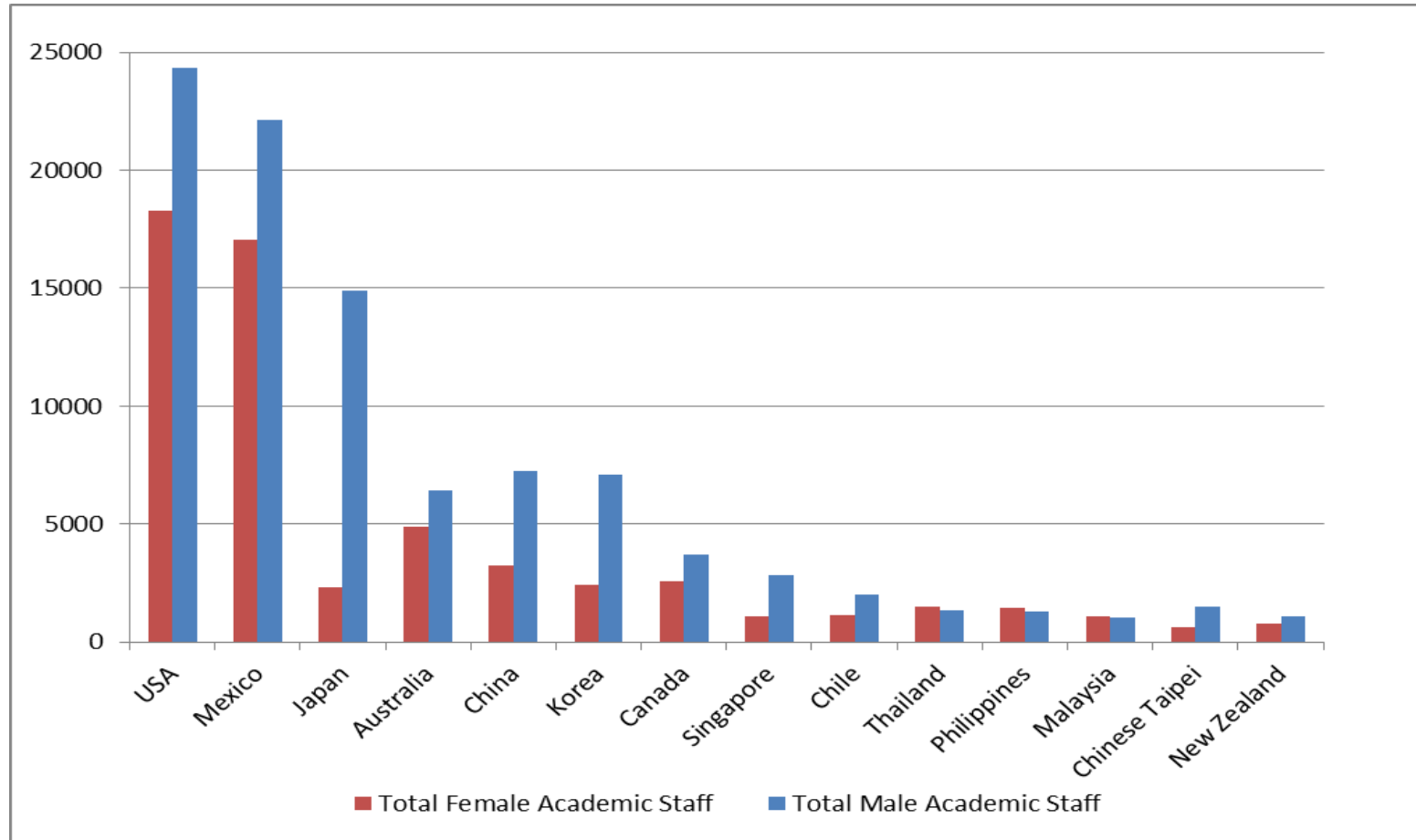
- a) Is there a leaking talent pipeline?
- b) Cultural change means acknowledging realities and perceptions
- c) Valuing women's participation
- d) Building a culturally, flexible workplace
- e) Transparency and processes
- f) Sponsoring, coaching, mentoring, role modelling and networks; succession planning
- g) Cultural competence: knowing what you don't know
- h) Questions for change actions



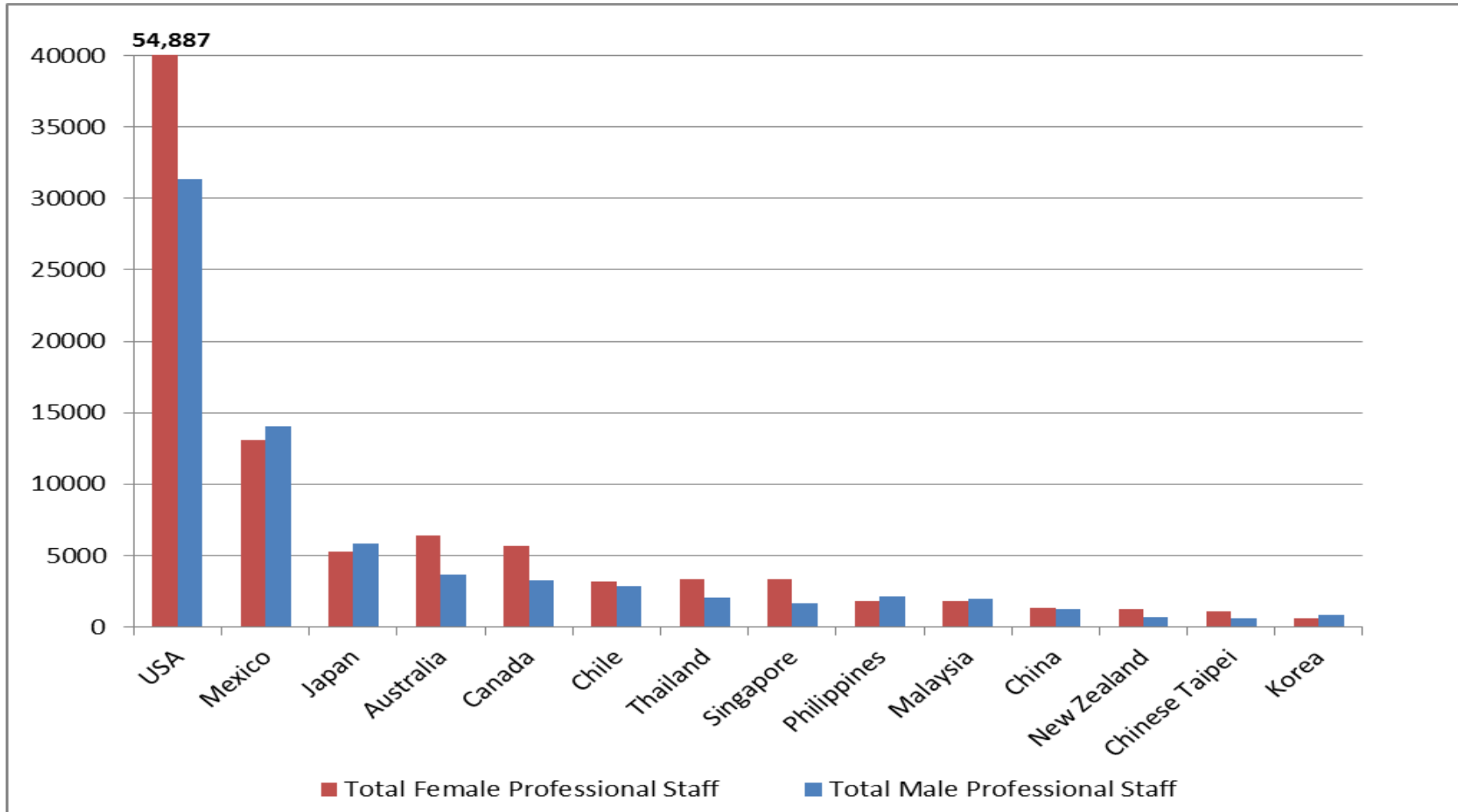
Women's profile, participation and pipeline for the future

- a) Survey administered in 45 universities in 16 economies (n=32 responded to demographic profile & N= 28 universities responded to policy section).
- b) Demographic profile showed that women are outnumbered by men in all senior roles in universities, both in academic and administrative positions.
 - a) Ratio changes as the seniority of the position decreases, with more women in junior ranks or general positions.
- c) A small portion of universities report
- d) women in the position of dean (3%) or a senior executive role (9%)
- e) In most (77% universities), <30% women are deans; with 16% - no women deans.
- f) 53% universities reported that women comprise 30% or less of senior executives including 13% with no women.
- g) Men outnumber women in all categories of academic staff.
- h) More women in administration but less in management positions.
- i) 76% universities reported a majority of women in junior administration and 67% in general administration.
- j) 28 Universities reported that their university has a gender equity initiative in some form, typically in child care (93%) and flexible work (86%).

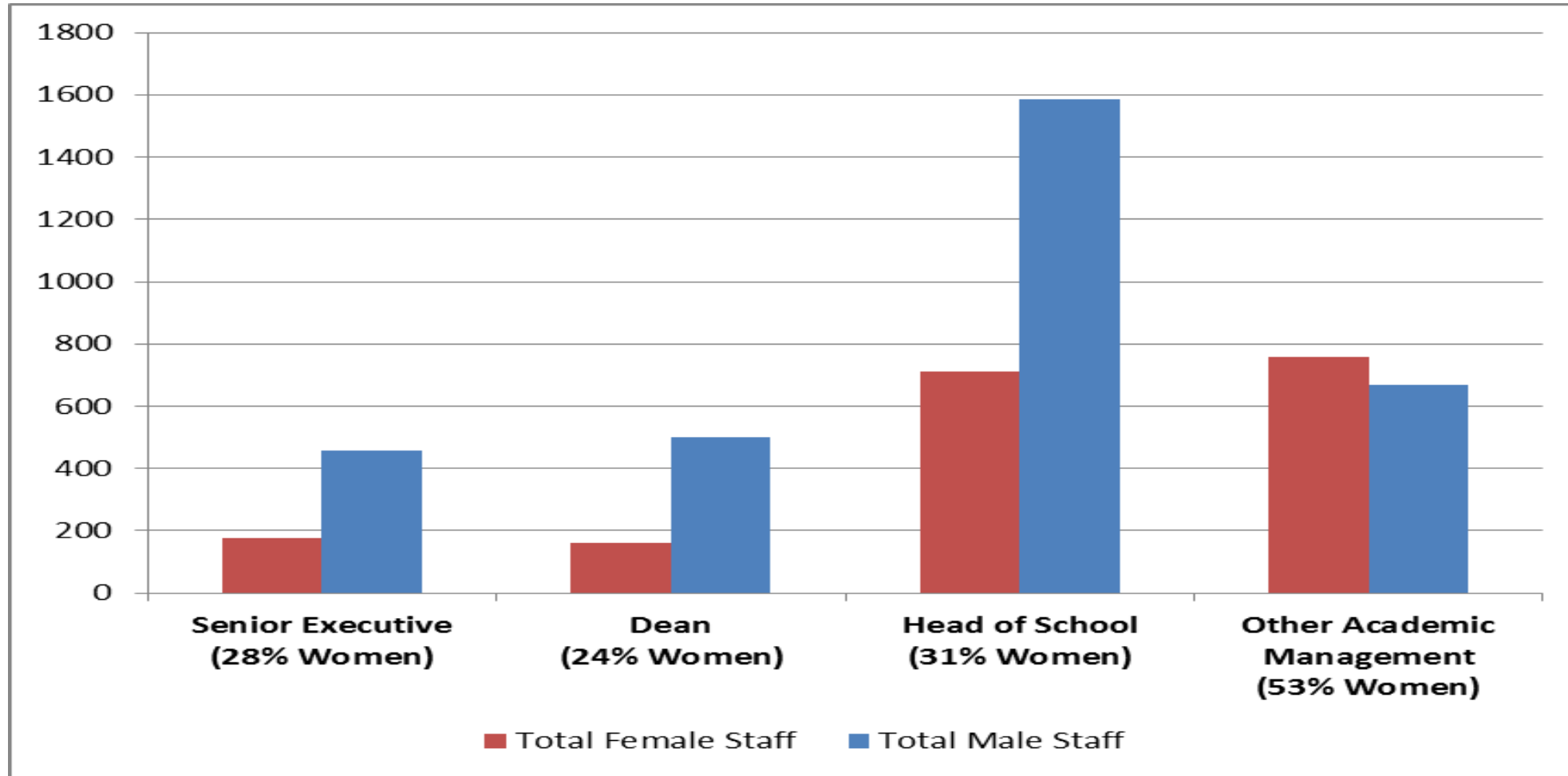
Total Academic staff by economy



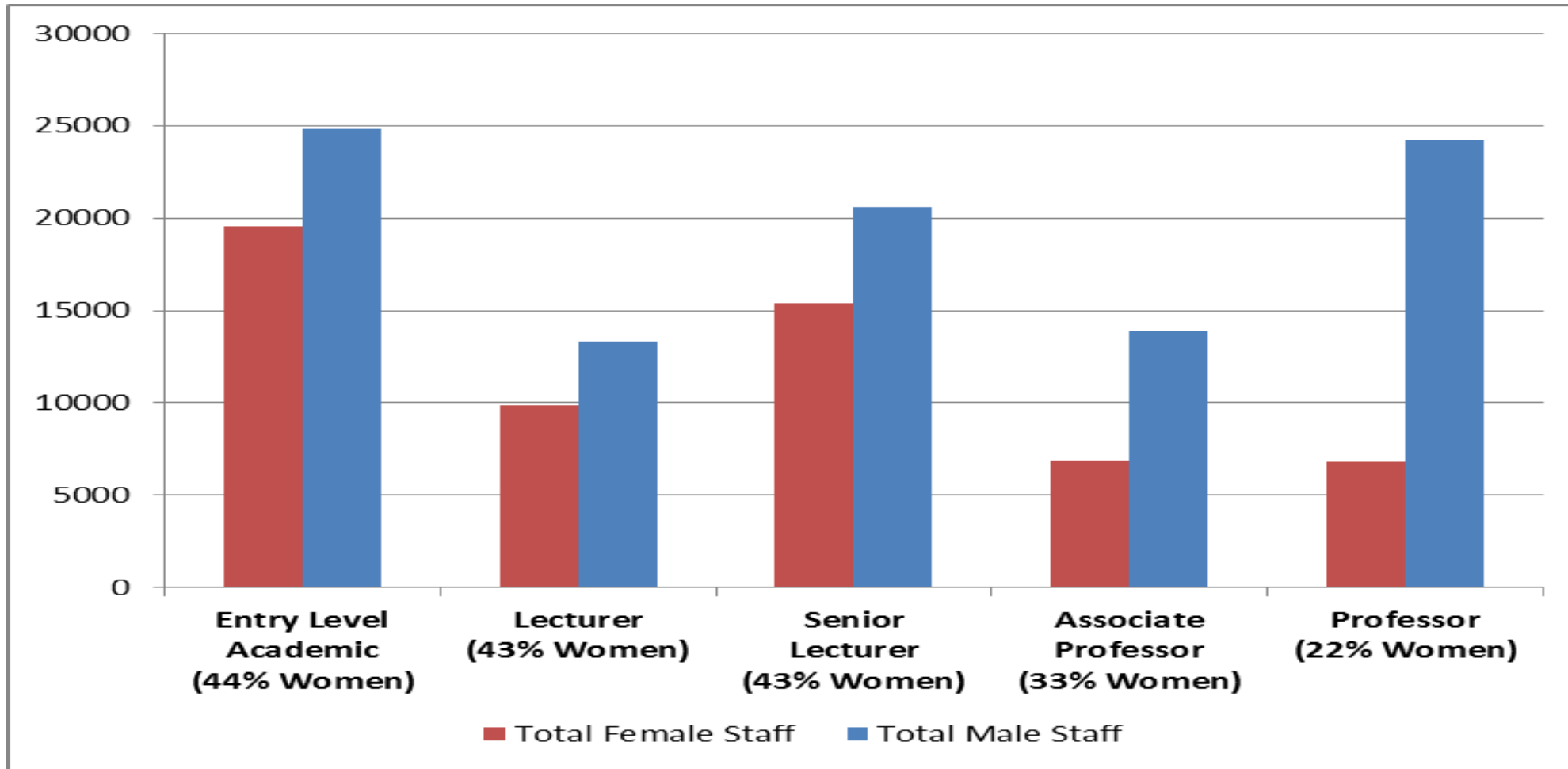
Total Administrative Staff By Economy



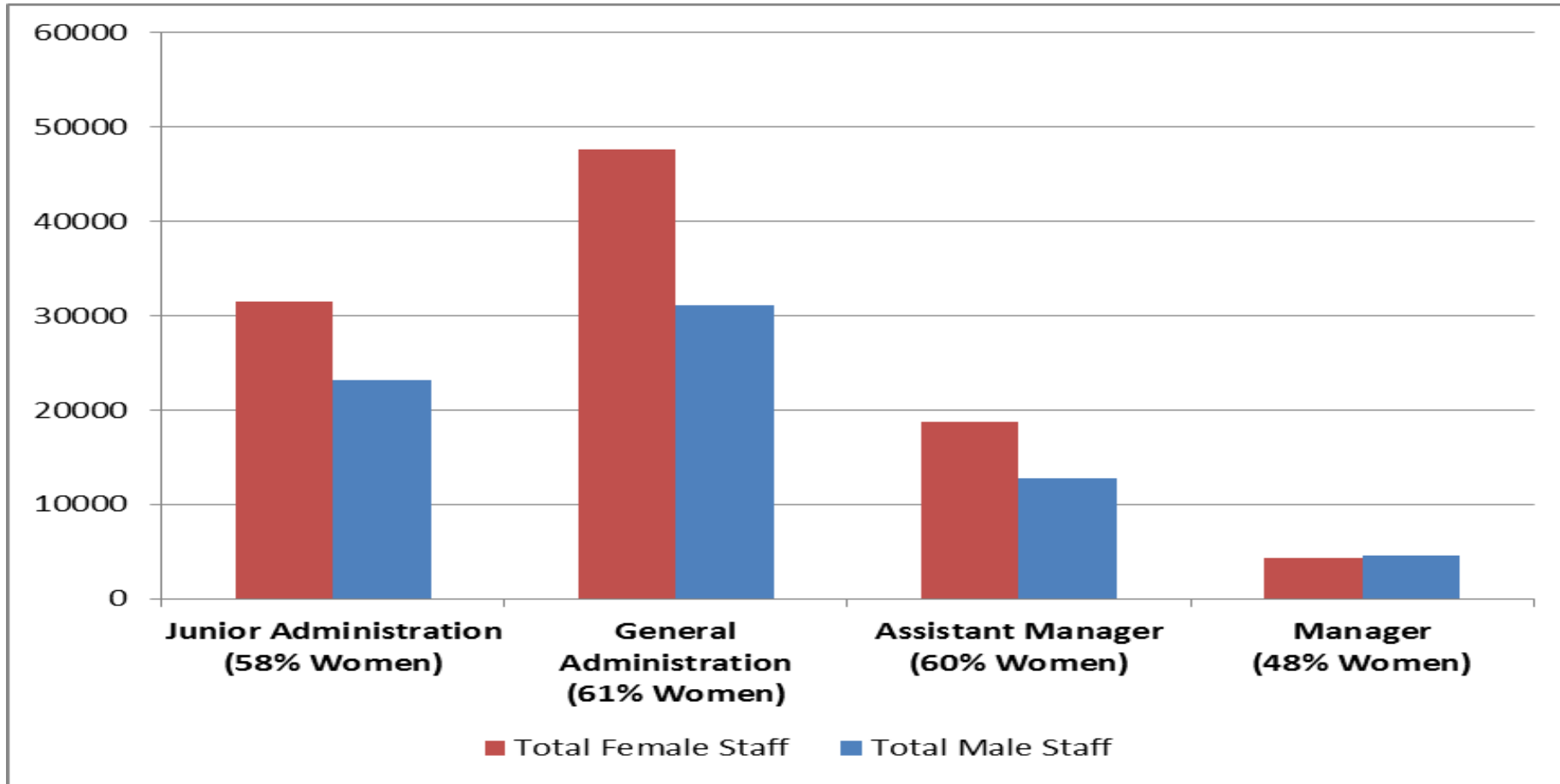
Total Executive and Academic Leadership & Management staff



Total Academic staff numbers by category



Total Administrative staff numbers by category



The leaking academic pipeline

- a) Pipeline theory presupposes the existence of a level playing field where meritocracy and transparency exist.
- b) People are queuing in the pipeline but unless diversity is valued (e.g. women, indigenous & cultural diverse staff) are actively encouraged to participate, speaking of a pipeline is a waste of time.
- c) Little recognition of fundamental elements of organisational culture that bias women.
- d) Low emphasis on organisational interventions in fostering a cultural change process – only symptoms are treated.
- e) Pipeline is effective only in workplaces where the cultural fabric is favourable to women.
- f) Negotiation within an organisational hierarchy will not in itself sustain women's advancement through it as it relies on individual engagement and skills.

Utilities Valued More Highly than Valuing Women and the Diversity of Talent

- a) When a tap is leaking, we fix it because we value what comes through the pipe if for no other reason it's \$ down the drain.
- b) We pay for water, gas, electricity through our budget – no one would suggest wasting them.
- c) The leakage is a symptom **not** the cause. Why? we don't full see the costs of wasting talent
 - I. rehiring, retraining, redeveloping etc.
 - II. when we lose women to family rearing, opening up their own business, choosing another employer because of greater flexibility etc.
- d) However, a leaking tap does not remedy itself nor does the leaking talent pipeline. It won't fix itself.
- e) What will we do?

Research Evidence

- a) Increasing prevalence of women throughout various University ranks –
 - due to greater numbers of women applicants
 - (representation of women at higher professorial ranks is disappointing).
- b) A higher prevalence of women in academic leadership positions does not necessarily facilitate greater representation of women in advanced professorial ranks (Bilen-Green, Froelich, and Sukalski, 2009). Why not?
 - Stereotypes of male and female roles unconsciously pervade attitudes of both men and women (Paraschiv, 2013) .
 - Many fields demonstrate substantial gender desegregation.
- c) Leader roles are changing to meet the demands of accelerated growth & complexity e.g. leadership on the priority list.
 - What are we doing about this?

Research Evidence

- a) In most universities and in most economies, entry-level women and men are employed at an approximately equal rate with some discipline variation.
- b) Evidence shows that that women are lost from the pipeline at a rate two times faster or higher than men once they have attained the experienced, mid-career positions in academia.
- c) Current estimates of the numbers of females in senior roles based on the APRU survey & experience indicates a very low percentage of such roles are held by women and/or those culturally- diverse backgrounds within economies.
- d) Evidence around high potential talent and retention rates reveals little or inconsistent improvements in fixing the female talent pipeline leakage at any of these levels.
- e) There is a critical pipeline leakage of high potential and high performing women lost to universities in growth opportunities for both, leading to high replacement costs and the potential for cultural obsolescence.

Research Evidence

- a) Women are more likely than men to lead in the ways that research demonstrates is more effective
 - e.g. collaborative, compromise, accommodate; less like to avoid issues, harmonise differences
- b) Transformational leadership encompasses behaviours that are more likely to be consistent with women's actions e.g. supportive, considerate behaviours.
- c) Women's disadvantages as leaders arise primarily in male-dominated areas or otherwise masculine defined ways.
- d) Relative success of women and men in leadership depends on context. Men are generally more able than women to justify their greater success in obtaining higher-level leadership roles. Why?
 - Female leaders often receive less favourable reactions than men for male-stereotypic forms of leadership.
 - Men are congratulated for demonstrating care and consideration. Women are admonished if they don't.
- e) Only those organisations that value diversity enlarge the pool of talent from which they select their leaders and identify future leaders.

Women and Men in Leadership

The Centre for Creative Leadership 360° Benchmarks has been used by over 16,000 organisations and 200,000 leaders.

Women scored higher than men	No difference	Men scored higher than women
Taking initiative	Problem-solving & analytical skills	Technical
Values integrity	Communicating	Strategises
Motivates	Networking	
Builds relationships	Innovates	
Collaborative		
Establishes growth goals		
Leads change		

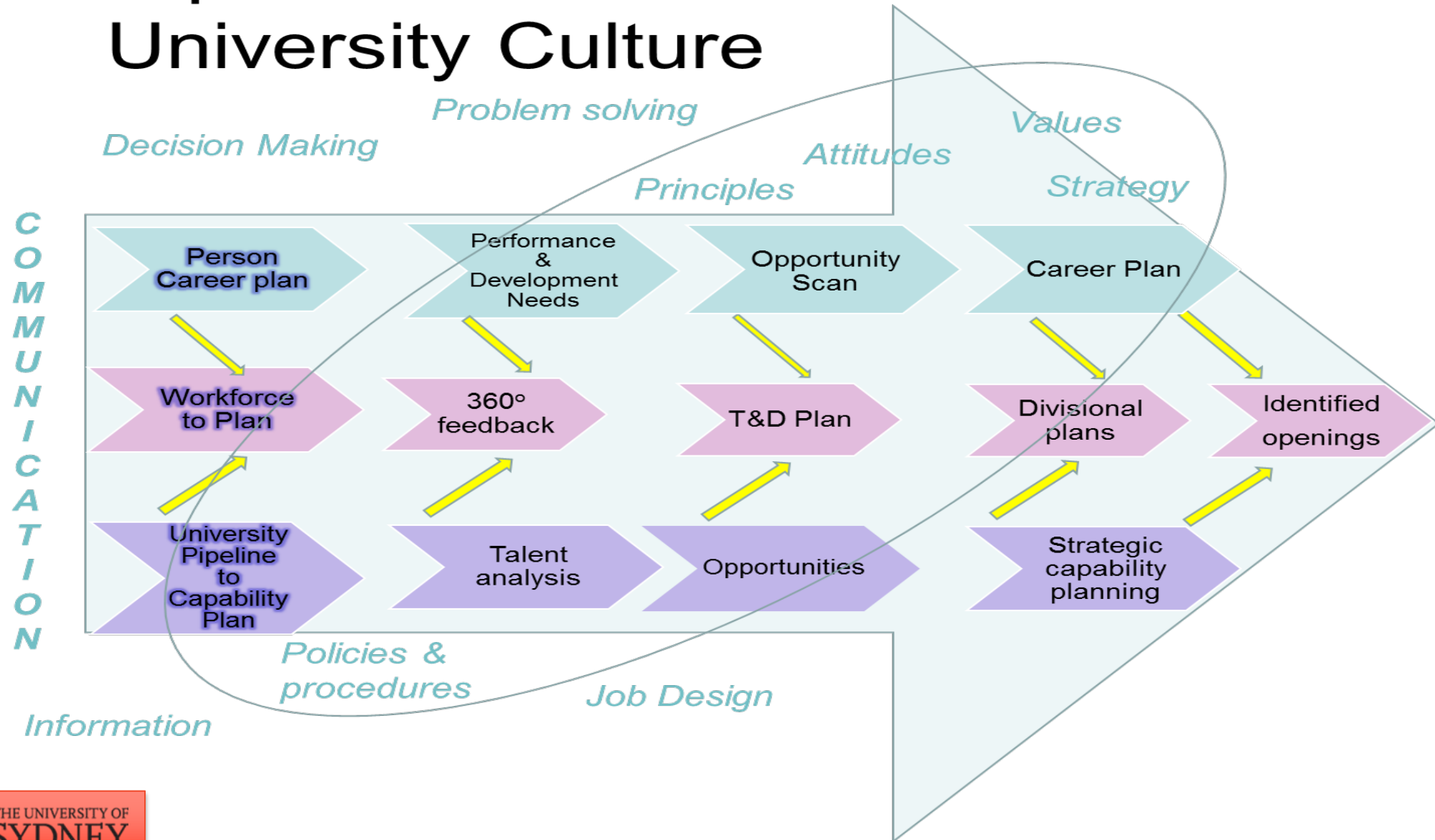
Source: <http://www.ccl.org/Leadership/assessments/benchoverview.aspx>

So what's the real problem ?

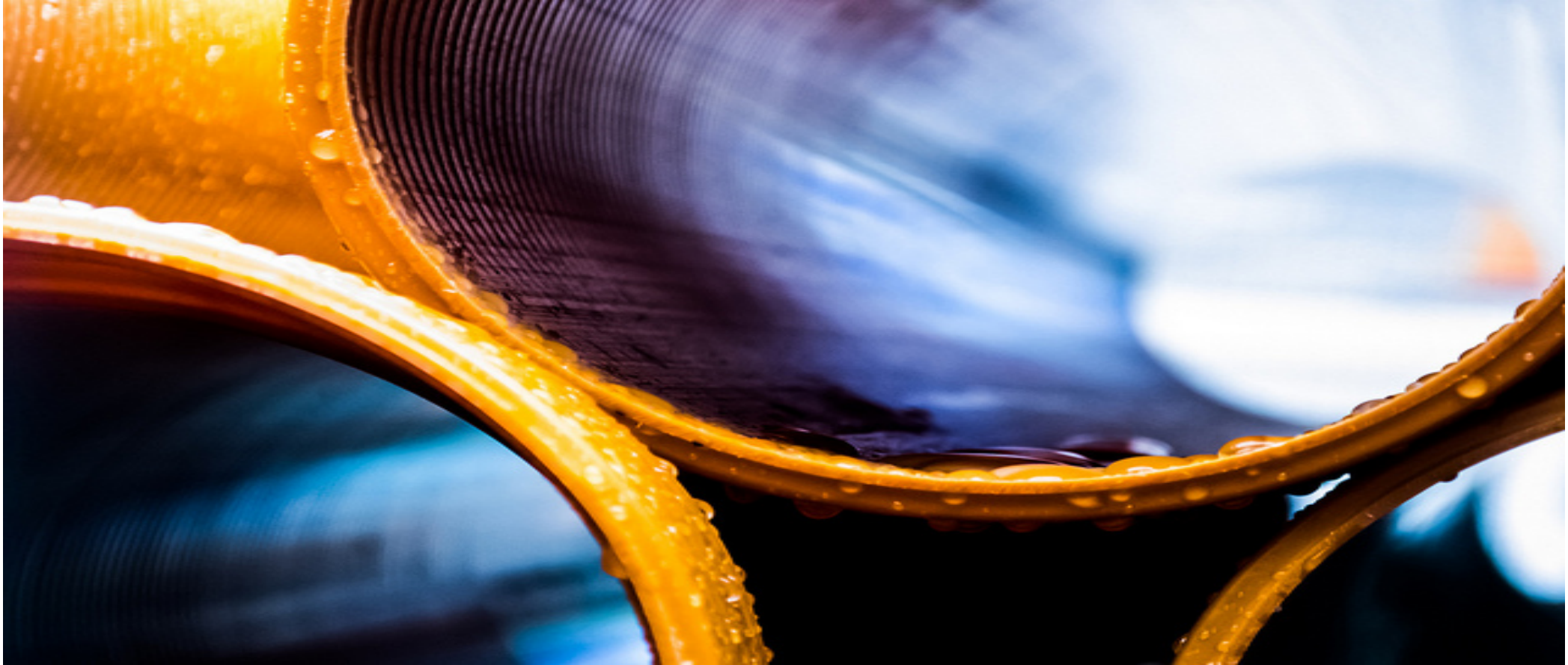
Is it?:-

- a) Lack of sponsorship
- b) Lack of flexible work options being seen as the norm for men and women
- c) Lack of succession planning
- d) Poor or biased Recruitment & Selection
- e) When women “downstream” look ahead they don’t see many women, and
 - a) start checking out early leading to further attrition and
 - b) a shrinking pool from which to find these leaders and role models.

Pipeline effects & University Culture



Pipeline or Pipedream?



Why does one wither and die back?

Why does one thrive & survive?

Withers and dies early or late

1. Lack of feedback
2. Poorly defined skills
3. Poor linking of leader's competencies to diversity leadership
4. Leader's performance expectations not aligned to strategic actions
5. Policy failures

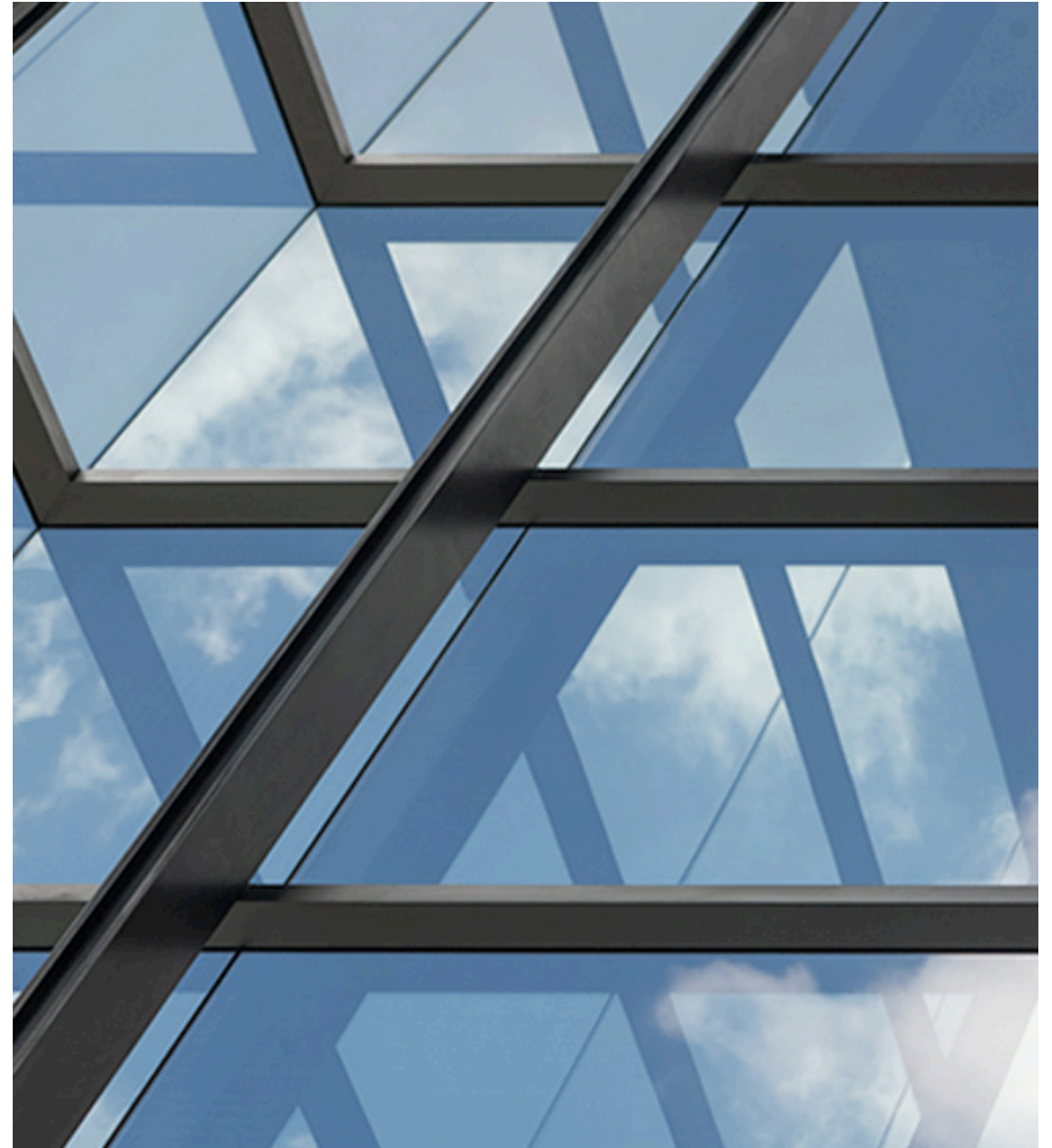
Thrives early & puts down deep foundations

1. Systemic process to determine & develop leadership skills
2. Managers regularly review leader's development plans
3. Use of 360° feedback
4. Transiting leadership through coaching, mentoring, shadowing, sponsoring.
5. Active quality development plans linked to 360°
6. Policies supporting flexibility



For Men and Women to know what they don't know

- a) Practical education on awareness of gender based cultural issues.
 - Understanding gender-based dynamics and biases.
 - Investment by a University in this program
- b) Women understand the existence of gender-based style differences but not necessarily their impacts:
 - Men and women's styles differ although there are commonalities
- c) If women only see male leaders they will model them or reject the model & seek to find their own way or give up.
- d) Identify and understand what the gender differences are so that informed assessments are made and provide appropriate coaching.
- e) Women need to identify their career trajectory and speak up for opportunities –
 - cultural differences here e.g. women from non-western backgrounds where the norms for status quo are reinforced at home.



Important Questions For Future Women Leaders – know what you don't know; speak up when you do

- a) What do you aspire to do?
- b) What support and help do you get?
- c) How would describe the leadership you experience in your job right now?
- d) How would you like your own (or your staff's) future leadership to be different?

Write the answers to these questions and then write what you are going to about it if you wish to make some changes.

Conclusion

- a) Only when internal support for change reaches a point of critical mass (*a sustainable point where the pipeline of women = that of men*)
 - will there be a sustainable shift in organisational culture (– e.g. think climate change) will support sustained growth of the pipeline.
 - Requires intentional cultural change.
- b) Pipeline effect relies on the natural evolution of a critical mass.
- c) Systemic barriers (chiefly a failure of culture) within organisations mitigate against a critical mass of women at senior levels.

How to build and sustain critical mass?

- a) Women's pipeline needs to reach the point of critical mass in senior levels for it to grow and be sustainable.
- b) Once this threshold is achieved, a new stage is reached with new targets and a new critical mass to achieve – a moving target and not a constant one-time only goal.
 - I. Know your target or quota & align with measurable goals
 - II. Ensure policy commitment from key stakeholders: public and in every action around talent management e.g. R&S, Performance review, development, opportunities, flexibility, sponsor program linked to KPIs of senior management.
 - III. Create a branding or rebranding campaign using social media,
 - IV. Crowd sourcing could be a tool use to recruit capability for mentoring, sponsoring, ideas etc.
 - V. A sort of APRU APWiL for each institution not just collecting data and monitoring progress but using experienced and expert academic and professional staff to provide “services” so that each institution is not re-inventing the wheel.

References and further reading

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Thank You

