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Developing More Effective Women's Leadership Development Programs & Addressing the Organizational Barriers That Inhibit Them

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DEVELOPING MORE EFFECTIVE WOMEN'S LEADERSHIP
DEVELOPMENT PROGRAMS & ADDRESSING THE
ORGANIZATIONAL BARRIERS THAT INHIBIT THEM

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Submitted in partial fulfillment of
the requirement for the degree of
Master of Arts in Leadership

AUGSBURG UNIVERSITY
MINNEAPOLIS, MINNESOTA

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MASTER OF ARTS IN LEADERSHIP
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ABSTRACT

DEVELOPING MORE EFFECTIVE WOMEN'S LEADERSHIP DEVELOPMENT
PROGRAMS & ADDRESSING THE ORGANIZATIONAL BARRIERS THAT
INHIBIT THEM

GRETA M. HITTNER

2018

- Thesis
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- Action Research (ML588) Project

After decades of work to close gender gaps at the highest levels of leadership, organizations are turning to women's leadership development programs with greater frequency. These programs are often designed to address skill gaps common among women, but have produced limited results. This paper reviews the literature on the gender gap, women's leadership development programs, and the requisite organizational transformations needed to address the gender gap. The implications are that change must come from both the bottom up by developing women's leadership skills and from the top down with organizations confronting bias and structural barriers. Only then will

organizations fully capitalize on their investment in women's leadership development.

This paper addresses a bi-directional approach to change by proposing a women's leadership development program grounded in the theory of authentic leadership and suggests a list of organizational changes to enhance the effectiveness of the proposed program.

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Introduction

More than half a century has passed since Title VII of the 1964 Civil Rights Act outlawed employment discrimination on the basis of race, religion, sex, national origin, or color. It was a landmark moment for women – one that generated hope for an equitable future for themselves and their daughters. However, five decades later the promise of gender parity in all aspects of life has fallen substantially short. According to the U.S. Bureau of Labor Statistics, women's participation in the workforce peaked in the 1990s at 60% and has seen a slow decline since (Toossi & Morisi, 2017). In business, a global study of 22,000 firms by the Peterson Institute for International Economics found women represent only 4.5% of firms as CEOs, they hold 11% of board seats, and comprise just 14% of executives (Noland, Moran, & Kotschwor, 2016). In the Fortune 500, women hold 20% of board seats (Brown, 2017), though still lead less than 5% of those companies as CEOs (Zarya, 2018). In education, women comprise only 26% of university and college presidents (Brown, 2017) and 32.5% of full professors (Catalyst, 2017). In government, women hold roughly 20% of positions in the U.S. cabinet, House, and Senate (Brown, 2017); in the federal judiciary, they comprise 27% of judges (Weiss, 2018). At a state level, women now hold only 8% of governorships after peaking at 18% in the early 2000s, and make up just 25% of state legislators (Brown, 2017).

In nearly every aspect of public life, men continue to hold 70-90% of the positions of power. Why is this a problem? First, women have long suffered a subordinate position to men and the gender hierarchy will remain firmly intact with women's voices and concerns continuing to have less impact as long as women are underrepresented in the institutions where decisions and public discourse are made

(Eckert & McConnell-Ginet, 2015). Second, studies show that gender diversity improves organizational outcomes, whether in business with higher financial returns (Carter, Joy, Wagner, & Narayanan, 2007; Noland et al., 2016), or in government with increased success in advancing legislative agendas (Newton-Small, 2016).

One may wonder: where *are* all the women? After all, women have outpaced men in undergraduate degree completion for three decades (National Center for Education Statistics, 2017), they earn 40% of MBA degrees (Noland et al., 2016), and occupy 40% of management positions (Noland et al., 2016). One would assume with these statistics that the pipeline is full of willing and able female candidates for high offices. The pipeline is certainly leaking, possibly for a variety of reasons. Ely, Ibarra and Kolb (2011) believe “women who ostensibly ‘opt out’ may in fact have been pushed out by workplace bias, inflexibility and lack of support.” Williams and Dempsey (2010) suggest women tire of proving their competence over and over, and feeling unsatisfied in their careers through no fault of their own, choose to leave organizations or the workforce entirely. Slaughter (2012) says the highest levels of leadership still expect commitments reminiscent of a society that relied on single incomes and a stay-at-home spouse. Slaughter (2012) also points to a lingering social contract that expects women to sacrifice career for family and men to sacrifice family for public and corporate service. That means when headhunters go looking for women to fill positions at the highest levels they find few who are in a position (personally or socially) to say “yes” (Slaughter, 2012).

Despite the various reasons listed above, there are still more reasons women's careers do not land them in positions of influence as often as men's do. These barriers are subtle, pervasive, and begin early in a woman's career. Ely et al. (2011) describe this

phenomenon as *second-generation gender bias*: a nearly invisible form of bias that exists in cultural gender norms, workplace structures, and interactions that inadvertently favor men. The unintentional nature of these biases makes them difficult to spot and easy to dismiss. Second-generation gender bias often puts women into *double binds*: the predicament where women exhibiting authority are seen as overly aggressive and confrontational (a violation of gender norms), but when they work within feminine norms they are seen as too soft, emotional, or unassertive for the tough decisions that accompany leadership (Ely et al., 2011; Langowitz, Allen, & Godwyn, 2013; Vanderbroeck, 2010). Langowitz et al. (2013) partially credit the gender gap to *stereotype threat*: the increased risk of conforming to group stereotypes when individuals are reminded of the stereotyped status of the group to which they belong (Eckert & McConnell-Ginet, 2013). Stereotype threat benefits women in certain aspects of leadership, such as motivating and encouraging participation from followers, but harms them in other aspects such as negotiation, handling conflict, and developing confidence (Coder & Spiller, 2013; Ely et al., 2011; Sandler, 2014; Vanderbroeck, 2010). Stereotype threat, double binds, and bias impact women in their very first career positions resulting in pay gaps compared with their male peers (Langowitz et al., 2013). It continues into childbearing years as women struggle to keep up in advancement structures not designed for those trying to balance both career and family obligations (Clarke, 2011). As women mature in their careers and seek positions of greater authority, they become increasingly exposed to double binds that inhibit their ability to advance (Ely et al., 2011; Sandler, 2014) or find themselves in work cultures that make balancing work and family obligations untenable (Slaughter, 2012).

“The best hope for improving the lot of all women... is to close the leadership gap.... Only when women wield power in sufficient numbers will we create a society that genuinely works for all women. That will be a society that works for everyone” (Slaughter, 2011, para. 22). Closing the leadership gap is no small feat. Much popular literature and women's leadership development programs target women leaders and attempt to “fix the women” or offer “tricks” for making it in a man's world (Clarke, 2011; Ely et al., 2011; Sandler, 2014). Educating women – a bottom up approach – is certainly an important part of the solution, though it cannot be the *only* part of the solution. Limiting interventions to the sphere of “fixing the women” has not resulted in any real shift at the highest organizational levels in the last couple decades (Ely et al., 2011; Sandler, 2014). A second intervention from the top down needs to exist alongside women's leadership development that addresses the culture and organizational structures that hold male-dominance in place (Clarke, 2011; Ely et al., 2011; Langowitz et al., 2013; Sandler, 2014; Selzer, Howton, & Wallace, 2017).

This paper explores an approach for businesses that educates both aspiring women leaders *and* existing organizational leaders to create an environment where women and organizations thrive. First, it is essential to understand the interwoven causes of the gender gap and how a gender hierarchy is maintained in an age of gender-blindness. With this foundation, the paper describes *Inspiring Women*, a women's leadership development program created by the author, followed by a discussion of the conditions that render program outcomes more or less favorable. Next, the paper addresses an organizational transformation, initiated from the top down, that will support women once women's eyes have been opened to the systemic barriers to their

advancement. It concludes with implications for women leaders and organizations. An appendix contains a facilitator's guide for *Inspiring Women*, the author's women's leadership development program.

Methods

The discussion of the gender gap is supported by a literature review of peer-reviewed articles, academic texts, and non-peer reviewed works by reputable researchers on the subjects of gender, women in leadership, and women's leadership development programs.

The development of the author's women's leadership development program is based on the theory of authentic leadership as understood through the school of research by Avolio, Gardner, Wernsing, and their colleagues, and with significant influence from Ely et al.'s (2011) structure for women's leadership development.

The discussion of organizational transformations is supported by a literature review of peer-reviewed articles and non-peer reviewed content by academics, corporate leaders, and consulting firms, each regarded as experts in their respective fields. It covers the topics of women leaders' contributions to organizational performance, performance review structures, networking and mentorship, workplace flexibility and family-friendly structures, and removing masculinity contest cultures.

Understanding the gender gap

When one considers why women continue to hold a minority of top leadership positions, the reasons do not make themselves obvious to the casual observer. They are

often subtle, unintentional, and ingrained in our cultural understanding of gender (Eckert & McConnell-Ginet, 2013; Ely et al., 2011). Barriers for women discussed in the literature can be grouped into three main categories: social, structural, and personal.

Social barriers

Social barriers have to do with the societal gender norms and stereotypes women navigate. Of the three categories, social barriers are the most persistent for women given they influence the structural design of society and inform many beliefs women develop about themselves (Eckert & McConnell-Ginet, 2013). Eckert and McConnell-Ginet (2013) describe stereotypes as cognitive shortcuts that serve as an organizing device in society. Shortcuts allow us to easily map out our expectations of others and are often so ingrained they are assumed to be a prototype of “normal” behavior for a group (Eckert and McConnell-Ginet, 2013). This is problematic since stereotypes are caricatures and exaggerations, and when used to define “normal,” any behavior inconsistent with them is seen as a negative deviation (Eckert and McConnell-Ginet, 2013). Stereotypes of women as caregivers, listeners, and empathizers results in social backlash when women step outside those gendered expectations (Coder & Spiller, 2013; Rhee & Sigler, 2015; Sandler 2014; Vanderbroeck, 2010). The implication is leadership observed through the lens of gender consistently results in harsher judgments toward women than men for the same actions, statements, and behaviors (Coder & Spiller, 2013; Ely et al., 2011; Langowitz et al., 2013; Vanderbroeck, 2010).

Gender hierarchies are deeply seated in society and continue to be reinforced through seemingly legitimate means. Two 1970s studies, the Schein Descriptive Index

(SDI) and Bem Sex Role Inventory (BSRI), attempted to scientifically define the “natural” gender qualities of men and women and were later co-opted in studies that ostensibly showed leadership behaviors were more compatible with male gender qualities (Coder & Spiller, 2013). The construction of gendered leadership styles in the 1990s attempted to rationalize how women could be successful in management positions against the backdrop deeply entrenched gender roles. Gendered leadership styles typified both male and female leaders: male leaders take initiative, self-publicize, and break rules; female leaders encourage participation, share information, and enhance the self-esteem of others (Coder & Spiller, 2013). Coder and Spiller (2013) criticize the genderization of leadership of the 1990s because it subsequently became part of popular literature and continued to legitimize gender stereotypes (Coder & Spiller, 2013). The 1970s SDI and BSRI studies have since been criticized for flaws in their methodologies and premises, yet in spite of that, they continue to be referenced in management and leadership texts today (Coder & Spiller, 2013). The fact that the 50-year-old theories of gender roles still exist in leadership education materials is increasingly problematic as many women try to shed limiting stereotypes (Coder & Spiller, 2013).

The legacy of legitimized stereotypes continues to be evident in the 2000s in studies such as the famous Heidi vs. Howard study by Stanford University in 2003 (Ely et al., 2011), and Rhee and Sigler's (2015) study of gender and leadership style. The Heidi vs. Howard study tested gendered perceptions of leaders by creating a narrative of a leader and giving one group of students the narrative with the leader named Howard while giving the another group an identical narrative of a leader named Heidi. Howard and Heidi were rated as equally competent leaders, and Howard was seen as genuine,

likable, and kind. On the other hand, Heidi, while equally competent, was described as aggressive, self-serving, and power hungry; people did not want to work for her (Ely et al., 2011). The same resistance to a strong female figure surfaced in Rhee and Sigler's (2015) study of perceptions of male and female leaders exhibiting both authoritative and participative styles. Rhee and Sigler (2015) measured participants' perception of leader effectiveness and preference of leaders in each scenario. They found participative women leaders are greatly preferred over authoritative women: "it appears that female authoritarian leaders took a beating when it comes to one's perception of effective leadership" (Rhee & Sigler, 2015, p. 123). When Rhee and Sigler (2015) examined reactions to both male and female participative leaders, male leaders still topped the preference scale over women. This shows that while women are punished for crossing gender lines, men are able to exhibit leadership behaviors outside their stereotyped gender norm without issue (Rhee & Sigler, 2015), giving pause to the idea that leadership is in fact gendered. More likely, these studies simply highlight the cost of gender norm violation for women, a cost that increases as women climb leadership ladders (Ely et al., 2011, Rhee & Sigler, 2015; Vanderbroeck, 2010).

Structural barriers

Structural barriers are the taken-for-granted organizational systems and interactions that maintain gender hierarchies by inadvertently favoring men, and they exist in many forms:

- Evaluation systems that give preference to skills and behaviors that are more acceptable for men and violate female gender roles, making it difficult for

women to obtain reviews favorable for promotion (Langowitz et al., 2013; Vanderbroeck, 2010).

- The road to promotion is often paved with preference for tactical roles (more often filled by men) rather than supportive roles (more often filled by women) (Clarke, 2011; Ely et al., 2011; Selzer et al., 2017).
- Promotion often requires long hours, high emotional commitment, and often does not tolerate career interruptions – conditions that do not align with most women's lives (Clarke, 2011; Ely et al., 2011; Selzer et al., 2017).
- Men tend to network with men, and women tend to network with women. This, combined with the simple fact that leadership ranks are largely male, creates favorable conditions for men, but not women, to make the necessary connections to be noticed and promoted (Ely et al., 2011; O'Neil, Hopkins, & Sullivan 2011).
- Mentorship and sponsorship provide vital visibility to upper leadership, yet women are mentored and sponsored at lower rates than men (Clarke, 2011; Ely et al., 2011; Sandler, 2014; Selzer et al., 2017).
- Women have far fewer opportunities to have mentors and sponsors of their own gender which deprives them of observing same-gendered role models, which is a key part of leadership development (Clarke, 2011; Ely et al., 2011; Sandler, 2014; Selzer et al., 2017).

A number of these barriers are addressed in much greater detail in the discussion of organizational transformations later in this paper. The literature does not suggest rectifying these issues by “taking away” from men, but through revising policies and

practices so they can harness the strengths of both women *and* men. However, Vanderbroeck (2010) recognizes that such attempts may be threatening to men, creating the perception of reduced opportunities since they would now be in competition with a larger pool of applicants for the same number of positions at the top.

Personal barriers

While there are significant external barriers on women's roads to leadership advancement, the literature showed women also battle self-imposed barriers (Clarke, 2011; Helgesen & Goldsmith, 2018; Kay & Shipman, 2014; Langowitz et al., 2013; Sandler, 2014). Self-imposed barriers can be summarized into two groupings: (a) women's internalized beliefs about their abilities and value, and (b) incorrect assumptions about the paths to advancement within existing structural systems.

Self-efficacy, the belief in one's abilities, is essential to leadership and women as a group struggle to create it based on a lifetime of internalizing stereotypical messages (Clarke, 2011; Ely et al., 2011; Langowitz et al., 2013; Sandler, 2014). Beliefs of what they are capable of and valued for begin early in life (Eckert & McConnell-Ginet, 2013). When adults respond to infants and children differently based on gender expectations, boys and girls are socialized into different peer cultures where they "develop different behavior, norms, and even different understandings of the world" (Eckert & McConnell-Ginet, 2013, p. 14). Beliefs about males' and females' "natural" abilities are learned so early and through such indirect means that they became part of society's understanding of what is common sense (Eckert & McConnell-Ginet, 2013). Notions of common sense regarding the gender hierarchy feed stereotypes and lead to a range of inhibiting

behaviors in women's adulthoods. Langowitz et al.'s (2013) research on undergraduate female business students confirmed previous studies that stereotype threat leads women to compromise more easily when negotiating for themselves. Sandler (2014) observed women's communication patterns are less assertive and more apologetic than men's. Her study of women preparing for senior leadership positions found participants were uncomfortable using the words "powerful" and "ambitious" to describe themselves. Clarke (2011) found differences in how women and men attribute success: women attribute their success to the support of others, while men claim success as their own. Kay and Shipman (2014) write at length about the striking confidence gap between girls and boys that shapes women and men in adulthood and careers. Ely et al. (2011) sums up the challenges well: "[i]f a central developmental task for an aspiring leader is to integrate the leader identity into the core self, then this task is fraught at the outset for a woman, who must establish credibility in a culture that is deeply conflicted about her authority" (p. 477). The task for women remains, then, to become aware of these belief systems and learned behaviors. Without awareness it is impossible to change counter-productive behaviors (Helgesen & Goldsmith, 2018; Langowitz et al., 2013).

Women tend to also hold misaligned assumptions about how one successfully climbs the leadership ladder (Clarke, 2011; Helgesen & Goldsmith, 2018; Sandler 2014). Sandler (2014) refers to the "tiara syndrome" from Cheryl Sandberg's popular book *Lean In*, describing women who believe merit is its own reward, that their hard work will be noticed, and someday someone will crown them with a promotion. This assumption reveals itself in Clarke's (2011) study of an Australian women's leadership development program where only four of 17 program participants had independently created concrete

career goals and developed plans to achieve them. In this same program, Clarke (2011) found women mistakenly assuming that doubling-down on performance in their current role would make them marketable when instead they should be seeking ways to expand beyond their current role. Lastly, Clarke (2011) found that program participants failed to understand the integral nature of networks in leadership advancement. While existing evidence shows networks perform more poorly for women, there is consensus that they are still vital for career growth (Clarke, 2011; Ely et al., 2011; O'Neil et al., 2011; Sandler, 2014). However, networks are even less effective when women see them as primarily a relational support system rather than an instrumental tool for upward mobility (Clarke, 2011). These examples show that in order to navigate male-oriented systems successfully, women must undertake the additional work of learning how to overcome their natural inclinations of what drives success.

Women's Leadership Development

The literature on women's leadership routinely references the importance of authenticity for women leaders (e.g. Clarke, 2011; Ely et al., 2011; Selzer et al., 2017). Authentic leadership theory is a newer field of study and one focuses on a leadership framework that seems to resonate with the concerns of women. Authentic leadership theory is defined as a pattern of leader behavior based in positive psychology that fosters self-awareness, internalized moral perspective, balanced processing, and encourages relational transparency (Walumbwa, Avolio, Gardner, Wernsing, & Peterson, 2008). In more accessible terms, Walumbwa et al. (2008) describe authentic leadership behaviors this way:

[A]uthentic leaders show to others that they genuinely desire to understand their own leadership to serve others more effectively [self-awareness] (George, 2003). They act in accordance with deep personal values and convictions [internalized moral perspective] to build credibility and win the respect and trust of followers. By encouraging diverse viewpoints [balanced processing] and building networks of collaborative relationships with followers [relational transparency] they lead in a manner that followers perceive and describe as authentic (Avolio et al, 2004). (p. 96)

Authentic leadership shares a number of qualities with other leadership theories (ethical and transformational leadership, for example) in valuing self-awareness and ethics, though the nuanced differences make authentic leadership unique (Avolio & Gardner, 2005; Walumbwa et al., 2008). Authentic leadership's emphasis on relational transparency makes it unique among other leadership theories, as does its focus on balanced processing, which is the act of seeking out full information, even that which challenges one's own position, before making decisions (Avolio & Gardner, 2005; Walumbwa et al., 2008). Unlike transformational leadership, which is partly defined by outward qualities such as inspirational motivation and developing followers into leaders, authentic leadership is an introspective exercise in developing personal authenticity (Walumbwa et al., 2008). While authentic leaders may not necessarily be described as inspirational or charismatic, they "develop enduring relationships and lead with [a] purpose" which others find authentic and motivating (Walumbwa et al., 2008, p. 104).

One of the benefits of authentic leadership is that the leader's values and perspectives are believed to influence followers in ways that heighten performance and

improve job satisfaction, while at the same time inspiring followers to also become more self-aware, ethical, and motivated by internalized personal values (Avolio & Gardner, 2005; Walumbwa et al., 2008).

Avolio & Gardner (2005) acknowledge that authenticity is not necessarily enough to ensure leadership success. Followers must also believe in the leader's ability and legitimacy to promote said values on followers' behalves. Citing research of role incongruity, "women and other 'outsiders' who have not traditionally had access to certain leadership roles, may find it difficult to achieve relational authenticity because they are not accorded the same level of legitimacy as leaders" (Avolio & Gardner, 2005, p. 319). However, encouraging developments toward participative leadership and decision making are changing the requirements of leadership roles and making it easier for women to achieve authenticity and legitimacy in their leader/follower relationships (Avolio & Gardner, 2005).

Ely et al. (2011) bring a unique contribution to formal women's leadership development programs that reflects many of the qualities of authentic leadership. Through their framework grounded in both gender and leadership theory, Ely et al. (2011) emphasize *internalizing leadership identity* by which one comes to see oneself, and is seen by others, as a leader. Leadership identity is coupled with developing an *elevated sense of purpose* which is aligned with personal values and oriented toward the collective good (Ely et al., 2011). "Our framework is distinctive by showing how gender shapes women's path to leadership without either victimizing or blaming women, while at the same time cultivating in women a sense of agency" (Ely et al., 2011, p. 475). Ely et al.'s (2011) recommended subject matter includes eliciting and interpreting 360-degree

feedback, leadership networking, everyday negotiation, leading change, and career transitions. The delivery of each of these subjects is underpinned by three principles: (a) the topic is grounded in the knowledge of second-generation gender bias, (b) learning is guided in a safe environment to support women's identity work, and (c) each session anchors women in their leadership purpose (Ely et al., 2011). The program framework is designed to help women construct leadership identities in spite of the subtle organizational barriers that exist today (Ely et al., 2011).

A Women's Leadership Development Program

This paper introduces and describes the *Inspiring Women* program, a new women's leadership development program created by the author, which is rooted in both authentic leadership theory and the framework offered by Ely et al. (2011). As recommended by Ely et al.'s (2011) framework, this program aims to help leaders develop and internalize their leadership identity and discover and articulate their elevated sense of purpose. The Inspiring Women program is described below, and also includes facilitator's guide with suggested sessions, agendas, and activities. The facilitator's guide can be found in the appendix of this paper.

By the end of the Inspiring Women program, participants will have achieved:

- An understanding of gender bias and its implications for leadership
- Development of and confidence in their leadership identity
- A stronger sense of elevated purpose
- Enhanced leadership skills through which to achieve their purpose

Inspiring Women program structure

The Inspiring Women program involves multiple-sessions over the course of six to 12 months. Each session will have a target purpose which will involve a measure of education and reflection. Appropriate pre-work for participants to complete prior to session attendance will jumpstart knowledge and reflection. Sessions will provide a safe environment to further explore the materials and discuss personal reflections among peers. The length of the program is important to allow participants to move through the stages of paradigm shift explained below and ultimately arrive at a state where they constructively move forward into leadership against the backdrop of existing second-generation gender bias.

Attendance should be limited to a cohort of 10 to 20 participants who stay together through the full series of sessions. Developing strong relationships with other participants throughout the series is part of the value of the program. Maintaining a group of 10 to 20 will allow diversity of thought and experience while maintaining a close-knit group that the facilitator can both manage and build effective relationships within.

Introductory session & the beginning of a paradigm shift

The first Inspiring Women session will involve education on the impacts of second-generation gender bias. Second-generation gender bias creates “powerful yet often invisible barriers to women’s advancement that arise from cultural beliefs about gender, as well as workplace structures, practices, and patterns of interaction that inadvertently favor men (Calas & Smircich, 2009; Ely & Myerson, 2000; Kolb &

McGinn, 2009; Sturm 2001)” (Ely et al., 2011, p. 475). It is what bias looks like in a “gender-blind” world. Participants will be invited to reflect on their own life experiences and discuss what it has meant for them to be a woman, mother, member of an ethnic group, or any other intersecting identity, while also aspiring to be a leader. It is expected that women being exposed to the subtleties and pervasiveness of gender stereotypes, especially if this is the first time, will enter into the cycle of a paradigm shift offered by Kuhn (1996).

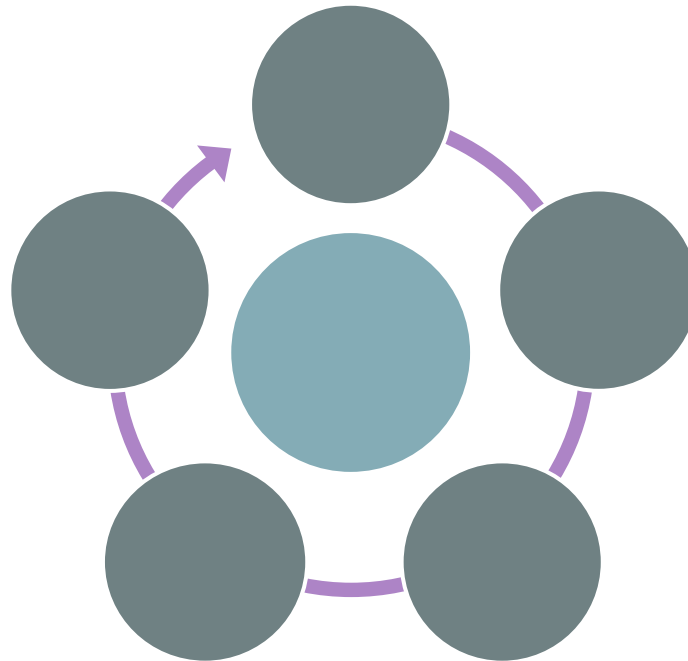


Figure 1. The cycle and stages of experiencing a paradigm shift. Adapted from Kuhn (1996).

Having existed in the *status quo* (where one may not be aware of the issues of gender bias or believe they are exaggerated) or in the *awakening* stage (where a few anecdotes have challenged one's belief in the status quo), the information provided in this introductory session will move participants through the awakening stage and eventually into the crisis stage. In the *crisis* stage, the evidence of women's inequitable treatment

becomes overwhelming and participants may experience feelings of shock, unfairness, and outrage. At this stage, problems seem insurmountable. Ideally, working through the rest of the program sessions will move women through the cycle to *revolution*, a period of empowered trial and error where they begin to identify and test new strategies for navigating leadership in the midst of second-generation gender bias. Finally, we hope to see women experience a *paradigm shift* where they find constructive ways to advance their own leadership and enter a new status quo of behavior (adapted from Kuhn, 1996).

Following this introductory session of the Inspiring Women program, each additional session will foster participants' identity-building and purpose-building work in a safe and supportive environment. Both of these core undertakings are defined below and described with example activities which facilitate participants' development of identity and purpose.

Build and internalize leadership identity

Building and internalizing leadership identity is the process of coming to see oneself as a leader and being seen by others as a leader (Ely et al., 2011).

Internalizing a leader identity helps to sustain the level of interest and fortitude needed to develop and practice complex leadership skills (Lord & Hall, 2005) and take the risks of experimenting with unfamiliar aspects of the emerging identity (Ibarra, 1999).” (Ely et al., 2011, p. 476)

The cycle of *trying > succeeding > receiving validation > growing self-confidence > willingness to try more* moves one's leadership identity from the experimental and provisional to being central and enduring (Ely et al., 2011). Conversely, if in the second

step of the cycle the leader routinely encounters failure, confidence will diminish and the sense of leadership identity will weaken (Ely et al., 2011).

Within the Inspiring Women program, the process of developing and internalizing leadership identity will incorporate Walumbwa et al.'s (2008) authentic leadership theory dimensions of enhancing self-awareness, practicing relational transparency, and internalizing a moral perspective. Developing self-awareness is the practice of “demonstrating and understanding of how one derives and makes meaning of the world” (Walumbwa et al., 2008, p. 95) which stems from one's core values and beliefs (Avolio & Wernsing, 2008). Central to developing self-awareness is reflection of intersectional identities (Selzer et al, 2017), probing strengths, blind spots, and self-limiting behaviors (Avolio & Wernsing, 2008; Helgesen & Goldsmith, 2018; Sandler, 2014; Selzer et al., 2017), and obtaining feedback from one's peers, managers, and direct reports in a 360° evaluation (Avolio & Wernsing, 2008; Ely et al., 2011). The Inspiring Women program addresses these needs through StrengthsFinder 2.0 (Rath, 2007) and a 360° evaluation, with both of these activities being accompanied by individual and group reflection sessions. Reflection sessions provide the opportunity for participants to discuss their life experiences and sense of identity through the lens of their strengths in a supportive environment, while at the same time working through their perceived limitations, fears, and challenges in community with others. Avolio and Wernsing (2008) recommend journaling as an effective method of deepening self-awareness. Thus, the Inspiring Women program encourages journaling between sessions as a way of extending the benefits of session topics.

Relational transparency is manifested in behaviors that build trust through openly sharing relevant information, giving and providing feedback, being transparent in one's motives and reasoning behind decisions, and aligning words with actions (Avolio & Wernsing, 2008; Walumbwa et al., 2008). The Inspiring Women program's exploration of transparency will include two parts: (a) developing skills for giving quality feedback and understanding feedback received by the participant in light of second-generation gender bias as recommended by Ely et al. (2011), and (b) through examining the motives behind decisions and practicing explanation skills to effectively communicate decisions and their accompanying rationale.

Internalizing moral perspective is developing an internalized form of self-regulation that is "guided by internal moral standards and values versus group, organizational, and societal pressures, and it results in expressed decision making and behavior that is consistent with these internalized values (Avolio & Gardner, 2005; Gardner, Avolio, Luthans et al., 2005)" (Walumbwa et al., 2008, p 96). In the Inspiring Women program, participants will identify their personal set of values and moral standards through a set of exercises and practice applying their values in daily decision making.

Lastly, participants will integrate the findings from the self-awareness, relational transparency, and moral perspective activities into their leadership identity via a Personal User Manual activity (Hurst, 2013). The Personal User Manual activity will summarize participants' sense of self through articulation of style and values, and clarify how their strengths, blind spots, and goals inform their preferences and actions. Participants should consider this to be a living document that evolves as they continue self-reflection

throughout the program and beyond. After all, “self-awareness is a long-term, really a lifetime, learning process without an ultimate destination... because the actual self is dynamic and changes over time” (Avolio & Wernsing, 2008, p. 154).

Developing a sense of elevated purpose

Developing and articulating an elevated sense of purpose provides leaders a North Star from which their leadership actions extend.

An elevated sense of purpose challenges leaders to move outside of their comfort zones, shifts their attention from what is to what is possible, and gives them a compelling reason to face down their fears and insecurities and take action despite them (Quinn, 2004). (Ely et al., 2011, p. 476)

Leaders driven from positive purpose inspire trust from their followers, increase the sense of urgency in their own and their followers' work, and help followers to derive meaning from their work (Ely et al., 2011). On the other hand, leaders who operate from fear and insecurity generate the same in their followers, are often perceived as self-interested, and do not enjoy the trust of their followers (Ely et al., 2011).

Within the Inspiring Women program, development of an elevated sense of purpose will incorporate Walumbwa et al.'s (2008) authentic leadership theory dimensions of internalized moral perspective, relational transparency, and balanced processing. Internalizing a moral perspective is central to the work of creating an elevated purpose. “Leaders are most effective when they pursue purposes that are aligned with their personal values and oriented toward advancing the collective good (Fu, Tsui, Liu, & Li, 2010; Lord & Hall, 2005: 594; Quinn, 2004)” (Ely et al., 2011).

Inspiring Women participants have reflected on their personal values in the leadership identity section of the program, and here that work is extended by applying their personal values to a leadership purpose statement that is meaningful to them, their organization, and their followers.

Relational transparency as a means of generating trust is important to advancing one's elevated purpose. Advancing goals in complex organizations requires the support, cooperation, and follow-through of other individuals. A healthy and diverse network allows these interactions to occur most successfully (Ely et al., 2011). Inspiring Women participants will complete Ibarra's (2015) network audit, analyze and reflect on the quality, breadth, and depth of their network, and explore the ways in which they need to expand and enrich their network to advance their elevated purpose. In addition, participants will be introduced to negotiation resources to help them achieve their purpose as recommended by Ely et al. (2011). Women tend to be excellent negotiators when they negotiate on behalf of others or communal causes, thus the understanding of negotiation ought to be expanded from simply negotiating for one's own needs to include these scenarios as well (Ely et al., 2011).

Balanced processing – the process of objectively analyzing the relevant information before coming to decisions (Walumbwa et al., 2008) – is important to the pursuit of one's elevated purpose because leaders acknowledge that they do not hold all the answers. Leaders with balanced processing understand that all people are biased processors of information, and thus solicit varied perspectives, including those that challenge their own position (Avolio & Wernsing, 2008; Walumbwa et al, 2008). In doing so they increase the likelihood of making better decisions and being seen by others

as coming to rational and fair conclusions (Avolio & Wernsing, 2008). Inspiring Women participants will reflect on their strategies for balanced processing, including integrating 360° feedback, becoming aware of their own inherent biases, and assessing how they engage in adaptive conflict and healthy debate in decision making.

Leadership skills for moving forward

The work of building leadership identity and elevated purpose is supported by specific leadership skills such as more advanced negotiating, becoming a change agent, and managing career transitions. Enhancing these skills helps women take the groundwork of identity and purpose building and launch it to the next level. Developing these skills at a very advanced level may require targeted programming outside of the Inspiring Women program or the assistance of a personal career coach.

In the earlier discussion of negotiation skills, it was recognized that women tend to be effective negotiators when the topic of the negotiation is not themselves (Ely et al., 2011). However, clearly women need to negotiate on their own behalves, a venture that is rife with double-bind risks for women (Ely et al., 2011). The Inspiring Women program exposes women to negotiation through “Breakthrough Bargaining,” an article recommended by Ely Et al. (2011). Further resources for negotiation from a woman’s perspective are offered in the facilitator’s guide. Advanced negotiation skills are beyond the scope of the Inspiring Women program as it is today as such work easily constitutes its own program. Advanced negotiation skills may be achieved in an existing program, outside of Inspiring Women, or with a personal career coach.

Leading change is difficult for any leader; however, for women, leading change can come with additional risks. As thoroughly discussed, the double bind creates dissonance for women in roles where directive behaviors are needed, as is often the case with change agents (Ely et al., 2011; Rhee & Sigler, 2015). Inspiring Women participants will identify what external barriers and self-limiting behaviors have slowed their ability to be change agents and brainstorm strategies to overcome them. However, exposure to women with a variety of leadership styles is an additional critical step to help women leaders refine their own style as a change agent (Ely et al., 2011). If participants have limited examples to observe in real life, case studies can supplement their exposure to different styles. The case studies recommended by Ely et al. (2011) are not integrated into the Inspiring Women sessions as they exist today, but are referenced in the facilitator's guide for participants' potential use with a personal career coach.

Women in a career development program are often at a juncture in their careers. These moves necessarily come with a risk of derailment for both genders, though second-generation gender bias makes them more challenging for women (Ely et al., 2011). Moving into new roles means shedding old identities and developing new ones that are more fitted for the demands of a new role (Ely et al., 2011; Helgesen & Goldsmith, 2018). It is common that the behaviors, activities, and interactions that made one successful in existing roles will be different from the behaviors, activities, and interactions needed to be successful in future roles (Ely et al., 2011; Helgesen & Goldsmith, 2018). Inspiring Women participants will evaluate the strengths and beliefs that got them to where they are, and then critically examine them for what behaviors are productive for moving forward. They will also develop a professional development plan

to focus their efforts as it relates to their career progression and achievement of their elevated purpose. If participants are preparing for a major career advancement, this work may also require personalized career coaching.

In summary, upon completion of the Inspiring Women program, participants will have: (a) learned about second-generation gender bias and its implications for leadership, (b) become more secure in their identity as a leader, which will allow them to lead with authenticity, (c) articulated their leadership purpose, which will provide motivation to persevere, and (d) enhanced their leadership skills to enable them to negotiate, be an effective change agent, and manage a development plan that propels them in the pursuit of their purpose.

Creating conditions that enable program success

Well-designed programs are only as good as their implementations in the real world. The following section discusses the literature's findings on conditions that either helped or hindered the intended outcomes of other formal women's leadership development programs implemented around the world. These conditions should be considered when administering the Inspiring Women program outlined in the previous section.

At a personal level, program participants must be provided adequate time and a safe space for self-reflection in order to develop and internalize a leadership identity (Ely et al., 2011; Selzer et al., 2017) and develop an elevated sense of purpose (Ely et al., 2011). Being highly visible as one of few women in upper leadership makes women feel the squeeze of the double bind. It becomes tempting to prove their competence by

avoiding risks, working too far in the details, and becoming overly invested in their image, risks that Ely et al. (2011) say are mitigated by having a strong identity and purpose. Selzer et al. (2017), authors of an auto-ethnographic study of a program closely modeled after Ely et al.'s (2011) leadership identity and leadership purpose framework, revealed major flaws in the facilitation of identity-building work. In Selzer et al.'s (2017) experience the group was repeatedly denied the opportunity to discuss intersecting identities (e.g. considering gender alongside motherhood and racial identities) resulting in an environment where the authors felt like they were unable to discuss "mom guilt" and the stigma working mothers face for "choosing career over children." One author felt like a failure for not "handling it all" (Selzer et al., 2017). Another author left the program with a *weaker* sense of leadership identity instead of a stronger one (Selzer et al., 2017). Given self-awareness and identity building are the foundation of leadership development, any program that limits this activity is doing a disservice to its participants and the sponsoring organization.

Secondly, sufficient time is needed for understanding self-imposed barriers and building skills such as assertive communication, conflict resolution, and career goal-setting (Clarke, 2011; Langowitz et al., 2013; Sandler, 2014). These skills are best developed alongside an awareness of second-generation gender biases to provide a framework for women to assess feedback and social response to their actions in the real world (Ely et al., 2011).

At an interpersonal level, the literature agrees that building networks and securing mentors or sponsors are essential activities to leadership advancement. Vanderbroeck (2010) goes so far to suggest that since stereotypes continue to disproportionately impact

perceptions of women, women may be better served investing time in improving interpersonal perceptions among their peers and leaders rather than adding to their skill set. Ely et al. (2011), on the other hand, caution women about becoming overly fixated on their image since it distracts from achieving their leadership purpose. Ely et al. (2011) specifically address networking through the lens of gender. They warn against creating networks that mimic male networks, arguing they are less effective for women in light of gendered realities. Instead, women need to adapt and seek out networks and mentorships that serve their elevated purpose, thus avoiding the feeling of “using people” for personal gain that seems to run counter to many women’s sense of authenticity (Ely et al., 2011). Ely et al. (2011) suggest networking in this way can be done within the confines of work activity and the workday, also addressing the concern many women have about the time investment of networking (Clarke, 2011). More on effective networking and mentorship programs can be found in the *Organizational transformation* section of this paper below.

A second interpersonal barrier for women is their access to feedback and knowing how to interpret it. Women tend to receive less feedback than their male peers, and the feedback they receive is less candid and often contradictory (Ely et al., 2011). Women are told to lean in, but do not take too much of the spotlight (Selzer et al., 2017; Snyder, 2014); be tough and hold people accountable, but do not set expectations too high (Ely et al., 2011); and to be decisive, but also be collaborative and give other people room (Ely et al., 2011; Snyder, 2014). “[I]nterpreting these messages in the context of double binds helps participants make sense of them” (Ely et al., 2011, p. 481). Langowitz et al. (2013) drew similar conclusions, stating that changing the socially constructed frame of gender in the workplace enabled women to achieve better career outcomes. If a program

neglects the interpretation of outside signals through the lens of gender, women will not be well positioned to navigate the messages and signals they receive (Ely et al., 2011).

At an organizational level, the literature collectively concludes that gains for women will be only incremental unless organizational cultures and structures also adapt. Those who take a strictly “fix the women” approach “assume that gender matters a great deal, but they locate the problem in the women: Women have not been socialized to compete successfully in the world of men and so they must be taught the skills their male counterparts have acquired as a matter of course” (Ely et al., 2011, p. 475). This narrow approach does not address the systemic realities of women's lives in a way that creates a sustained capacity for leadership (Ely et al., 2011). The next section of this paper addresses solutions to the limitations of single-sided interventions by providing organizations guidance for a holistic approach to organizational change.

Organizational transformation

Why organizations should aim for a gender transformation

Taking full advantage of an investment made in women's leadership development means not only creating an awakening for women who now see patterns of bias with clarity and are working to develop strategies to manage them, it also requires an awakening of leaders (male and female) to capitalize on their investment in these women. Without a corresponding culture shift, investment in women's leadership development programs remains largely cosmetic and becomes little more than a diversity token for organizations (Clarke, 2011; O'Neil et al., 2011; Sandler, 2014). Talented women leave organizations when they do not see advancement opportunities or do not see their

contributions recognized (O'Neil, et al., 2011; Selzer et al., 2017). Looking for alternative ways to make strategic impact, some of these women pursue entrepreneurship instead (O'Neil, et al., 2011). Thus, the best defense against female "brain drain" is to break down structures that inadvertently favor men over women. Challenging the underlying structures that maintain gender hierarchies requires investments from an organization's top leaders, and the numbers suggest such investments are advantageous.

Having women at the top has repeatedly shown improvement in organizational outcomes (Carter et al., 2007; Newton-Small 2016; Noland et al., 2016). In business, Carter et al., (2007) found firms in the top quartile of female-filled board seats outperformed bottom firms by 53% in return on equity, 41% in return on sales, and 66% in return on invested capital. The Peterson Institute for International Economics found boards comprised of 30% or more women have 15% higher revenues than average firms (Noland et al., 2016). In the federal government, women of the U.S. Senate produced 75% of the 2012 session's major legislation while holding 20% of the seats and were responsible for breaking the gridlock of the 2013 federal government shutdown (Newton-Small, 2016).

Why is it that women contribute so substantially to organizational success? From the perspective of "getting business done" women take fewer extraordinary risks, consider issues with fuller information, and are more willing to compromise rather than grandstand (Newton-Small, 2016). However, in the bigger picture, "the gender balance in formal institutions has a profound effect on who constructs official discourse – who designs the world" (Eckert & McConnell-Ginet, 2013, p. 89). Twenty to 30% female representation in influential positions appears to be a prerequisite to catalyze and sustain

an organizational culture that women find appealing and in which they can envision a fulfilling career in service of a higher purpose (Newton-Small, 2016). Women have had a significant impact on the public sector by virtue of holding roughly 20% of positions in all branches of government (Newton-Small, 2016). These are a few examples of how they have shifted discourse in the United States:

- Women in President Obama's administration lobbied to allow only narrow exemptions to free contraceptive coverage under the Affordable Care Act when religious organizations and certain high-ranking men in the administration were lobbying for the opposite. Hearing from so many women in his own cabinet led Obama down the path of the narrower exemption (Newton-Small, 2016).
- In cases of sexual discrimination and harassment, women judges are more likely to rule in favor of plaintiffs (the party bringing suit) and simply their *presence* influences male judges to find for plaintiffs as well. A single female judge on a judicial panel increases the rate at which male judges rule in favor of plaintiffs from 17% to 34% (Newton-Small, 2016).
- Nancy Pelosi has fought for years to make child care more accessible. Often marginalized as a "woman's issue," child care has a much broader impact on society by lowering crime rates, increasing rates of participation in higher education, and increasing wages for parents and eventually even their children. While still unfinished, Pelosi is convinced that addressing child care is the most important thing the United States can do to grow its economy (Newton-Small, 2016).

Newton-Small (2016) believes these examples of women's impact were possible because women broke through the barrier of critical mass in the public sector.

The private sector has not yet seen a critical mass of women leaders, and likewise, it has not seen a corporate culture change on a large scale. Initiating such change is difficult. If women leaders are a catalyst for change, yet organizations do not have cultures enabling women to rise to influential enough positions, how does change begin? Pressure is the likely answer. Chariot (2012) says human societies are naturally change-resistant and "without pressures of some kind, there would be virtually no social change" (Chariot, 2012, p. 135). Social pressure is building through national movements such as #metoo (Pazzanese & Walsh, 2017) and record numbers of women running for political office in 2018 (Caygle, 2018). Economic pressure is building with companies facing an impending worker shortage by 2030 for industries as wide-ranging as financial and business services, technology and communications, and manufacturing (Binvel, Franzino, Guarino, Laouchez, & Penk, 2018). At the same time, women's participation in the workforce declined to just under 57% in 2015 and is expected to continue in a slow decline through 2024 (Toossi & Morisi, 2017). Organizational changes that attract and retain women may be part of the solution that addresses these pressures. It is also worth noting that the changes desired by women are also highly desired by millennials and generation-z (Ng, Schweitzer & Lyons, 2010; Deloitte, 2018). Beyond expectations of high pay and quick advancement, which are the top concerns of surveyed millennials (Ng et al., 2010; Deloitte, 2018) and gen-z'ers (Deloitte, 2018), both generations desire meaningful work experiences, positive work environments, flexibility, work-life balance, ethical organizations, and diversity among employees and top leadership (Ng et al., 2010;

Deloitte, 2018). Thus, organizations that invest in creating inclusive environments for women are also preparing for the newest generations of their workers and leaders.

Organizational change

Transforming organizations is admittedly difficult and requires long-term thinking and investment. The changes identified below are not intended to be fully exhaustive and the form each takes would evolve over time as organizations gather feedback about their effectiveness. The literature identifies these as key areas to address for creating gender-equitable organizations:

1. Removing implicit bias from performance evaluations (Axelson, Solow, Ferguson, & Cohen, 2010; Smith, Rosenstein, Nikolov, & Chaney, 2018; Snyder, 2014; Vanderbroeck, 2010).
2. Addressing gaps in networking for women (Clarke, 2011; Ely et al., 2011; Sandler, 2014; Selzer et al., 2017).
3. Addressing gaps in mentorship for women (de Vries, Webb, & Evaline, 2006; Ely et al., 2011; Ragins & Cotton, 1999).
4. Providing workplace flexibility (Clarke, 2011; Ely et al., 2011; Grzywacz, Carlson, & Shulkin, 2008; Selzer et al., 2017; Slaughter, 2012).
5. Creating policy and structures that support parents and family responsibilities (Grant, 2015; Nooyi & Slaughter, 2016; Slaughter, 2012).
6. Removing masculinity contest cultures (Glick, 2017; Pazzanese & Walsh, 2017; Vandello & Bosson, 2012)

1. Removing implicit bias from performance evaluations

Performance evaluations are a common place for women to experience gender bias (Axelson et al., 2010; Smith et al., 2018; Snyder, 2014; Vanderbroeck, 2010) and small biases in evaluations can lead to large disparities in diversity at the most senior leadership levels (Smith et al., 2018). Bias infiltrates performance evaluations through raters' own unconscious biases and through the very instruments used to evaluate performance (Smith et al., 2018; Vanderbroeck, 2010).

One of the most common manifestations of implicit bias is the double bind. The double bind is the predicament where women exhibiting authority are seen as overly aggressive and confrontational (a violation of gender norms), but when they work within feminine norms they are seen as too soft, emotional, or unassertive for the tough decisions that accompany leadership (Ely et al., 2011; Langowitz et al., 2013; Vanderbroeck, 2010). Left to their own devices, raters providing subjective evaluations tend to fall back on stereotypes and gender roles (Smith et al., 2010) which is often revealed in the amount and type of critical feedback women receive compared with their male peers. Snyder (2014) found in a sample of 248 reviews of technology professionals from across the United States that 88% of women's reviews contained critical feedback compared with 59% of men's reviews. Looking at the nature of the critical feedback, Snyder (2014) found of those women's reviews containing criticism, 75% contained personality criticism (being too forceful, being abrasive, taking the spotlight). Conversely, of the men's critical reviews, only 2% contained personality criticisms. Personality criticisms are indicative of gender role stereotype and the double bind since numerous studies show that while subjective performance measures may reveal gender

discrepancies, objective performance measures of the same populations show equal performance (Axelson et al., 2010; Lovell, Kahn, Anton, & Davidson, 1999; Smith et al., 2018, Vanderbroeck, 2010).

Evaluation instruments themselves may be implicitly biased or allow the rater to easily, if inadvertently, draw on their own biases. Vanderbroeck (2010) references an executive 360° evaluation tool used at INSEAD, a global business school, whose criteria were validated by executives and MBAs who were 84% male. “It is no wonder, therefore, that today’s evaluation instruments may be biased toward what men believed to be effective leadership dimensions many years ago” (Vanderbroeck, 2010, p. 765). The United States Naval Academy uses both subjective and objective evaluations in their assessments of military leaders. The subjective evaluation involves academy students using a standard list of 89 attributes to describe each other and is used in conjunction with objective measures such as awards, fitness scores, grade point averages, and rankings to determine promotions (Smith et al., 2018). In Smith et al.’s (2018) study of the subjective portion of the evaluation they found in a sample size of more than 4,300 students that attributes were consistently ascribed to peers along gender lines. They also found that women were ascribed with significantly more negative attributes than men with a majority of those being “feminine” coded attributes (inept, frivolous, passive, among others) (Smith et al., 2018). However, this same sample of military leaders performed similarly in objective measures (Smith et al., 2018).

Another common instrument of evaluation is the self-evaluation that employees fill out for themselves. While self-evaluation provides insight into employees’ own sense of accomplishment, it can also inject bias based on how men and women view and

outwardly represent their successes (Kay & Shipman, 2014). For example, researcher Brenda Major found in multiple studies that men consistently overestimated their abilities and performance while women routinely underestimate both: “it is one of the most consistent findings you can have” according to Major (Kay & Shipman, 2014, para 21). This combined with evidence that managers may be influenced in their own rating of employees when they have access to the employee's self-review as a baseline (Shore & Tashchian, 2002) suggests self-assessments as a primary method of evaluation may be inadvisable. “The availability of [objective] performance norms greatly reduced the influence of self-assessment” on the manager's rating of employees (Shore & Tashchian, 2002, p. 270).

Addressing implicit bias in performance evaluation takes a number of forms. First researchers suggest removing gendered trait-based descriptors (both positive and negative) from evaluation instruments; neutral language is expected to reduce the amount of bias in subjective evaluation (Axelson et al., 2010; Smith et al., 2018). Second, ensure evaluation instruments were validated by gender-balanced panels to improve the likelihood that they speak to diverse styles and skills (Vanderbroeck, 2010). Third, use objective criteria based on goals, skills, and outcomes whenever possible (Smith et al., 2018); without objective measures, evaluators are more likely to rely on stereotypes to describe or infer performance (Smith et al., 2018). Fourth, carefully consider the use of self-evaluation. Given women are biased toward understating their performance (Kay & Shipman, 2014), self-evaluation is best taken in combination with other means of evaluation, specifically objective measures (Shore & Tashchian, 2002). Lastly,

organizations can focus on minimizing bias at its source, the raters themselves, through education about gender bias (Axelson et al., 2010).

2. Addressing gaps in networking for women

It is widely accepted and understood that high-quality professional networks are vital to career advancement (e.g. Ely et al., 2011, O'Neil et al., 2011). Networks are a set of overlapping relationships (institutional, professional, and personal) through which information and resources are shared (Eckert & McConnell-Ginet, 2013). While these relationships are crucial to upward mobility, women are routinely less involved in networking relationships. High-level leadership positions are still male-dominated, and given humans are naturally drawn toward those like them, male leaders naturally and readily network with other men (O'Neil et al., 2011), creating an extra social barrier for women who try to break into the "boys club" (Ely et al., 2011; O'Neil et al., 2011). Another barrier is that informal networking often happens in venues such as golf outings, happy hours after work, or simply through the course of "guys hanging out" (Eckert & McConnell-Ginet, 2013; O'Neil et al., 2011). Women have less access to these venues because in some they are unwelcome, and in others, timing conflicts with family responsibilities which women continue to shoulder in disproportionate amounts (Clarke, 2011; Eckert & McConnell-Ginet, 2013; Ely et al., 2011).

In addition to differences in access, the networks often look and perform differently for women than men. Men's networks tend to be broader and consist of weaker ties that men use for instrumental benefits such as internal visibility and upward mobility (Ely et al., 2011; O'Neil et al., 2011). Women's networks are likely to have

fewer but stronger ties (O'Neil et al., 2011), will include more women, and be viewed as support mechanisms rather than advancement mechanisms (Clarke, 2011; Ely et al., 2011; O'Neil et al., 2011). Perhaps the notion of networks as support mechanisms is unsurprising given the relatively few women in influential positions which makes networks with other women less impactful for upward mobility (Ely et al., 2011). However, even in mixed-gender networks, studies have found that increased networking correlates positively with promotions for men, but not for women (O'Neil et al., 2011).

Two common solutions to the networking gap are (a) educating and encouraging women to build networks and (b) creating formal networking programs designed specifically for women. If organizations take the approach of encouraging women to build their own networks, whoever is coaching the individual should be aware of the gendered implications. Ely et al. (2011) specifically warn against women creating networks that simply mimic male networks, arguing they are less effective for women in light of implicit gender bias in most workplaces. Instead, women need to adapt and seek out networks that serve their elevated purpose, thus avoiding the feeling of "using people" for personal gain that seems to run counter to many women's sense of authenticity (Ely et al., 2011). Ely et al. (2011) also suggest that networking in this way can usually be done within the confines of work activity and the workday, addressing the concern many women have about the time investment of networking (Clarke, 2011).

Organizations increasingly implement formal all-women networks which can be beneficial in as far as they create space for informal interactions among women and ad hoc learning experiences (O'Neil et al., 2011; Pini, Brown, & Ryan, 2004). Women's networks help women find comradery and support among women, provide a space to

discuss shared challenges and experiences, and a safe place to learn and build leadership skills (O'Neil et al., 2011; Pini et al., 2004). The literature also reveals common criticisms of all-female networking groups, from both men *and* women (O'Neil et al., 2011; Pini et al., 2004). Critics may believe that focusing on women's networks is trivial compared with larger organizational issues, that women do not face discrimination in the first place, or view single-gender networks as discriminatory because of their exclusion of men (Pini et al., 2004). Some also dismiss the value of women's networks referring to them as "hen clubs" or "have-a-chat clubs" (O'Neil, 2011). In spite of these criticisms, O'Neil et al. (2011) and Pini et al. (2004) find networking programs beneficial for women.

If organizations opt to sponsor all-women's networks, they ought to be aware of and address the criticisms above, and also pay particular attention to the goals and outcomes desired by that program. The women's network O'Neil, et al. (2011) studied suffered from misalignment of expectations between women's network participants and executives sponsoring the program. Some of the participants' highest priorities (enhancing leadership skills, building confidence, and obtaining better career paths) were lower priorities among executives, and some of the executives' highest priorities (identifying mentors and increasing visibility) were among the lower priorities for participants (O'Neil, et al., 2011). Having different measures of "success" can become problematic for network participants when they expect their participation to improve their odds of advancement.

3. Addressing gaps in mentorship for women

Mentorship is another highly regarded relationship tied to career advancement (de Vries et al., 2006; Ragins & Cotton, 1999). Mentorships are one-on-one relationships between a higher-level individual (mentor) who provides career development, upward mobility, and support for the protégé (Ragins & Cotton, 1999). Informal mentorships shape career trajectories by providing access to jobs, channeling information, creating influence, offering protection, and providing feedback and political advice (de Vries et al., 2006; Ely et al., 2011). Again, women are routinely under-represented in informal mentorships (Clarke, 2011; Ely et al., 2011). Leaders often look for protégés in their own image to mentor (Ely et al., 2011; Ragins & Cotton, 1999) and because high-level management positions are majority male, that means the majority of protégés are also male (Ely et al., 2011; Ragins & Cotton, 1999). That is not to say that mixed-gender relationships do not exist. However, in mixed-gender relationships, which are much more likely for women seeking high-level mentors, there is the added challenge of the combined gender and power differential which puts the relationship at risk of sexual suspicion and gossip – a particularly damaging proposition for women (Eckert & McConnell-Ginet, 2013).

To address the gender gap and potential mixed-gender ramifications of informal mentoring relationships, organizations increasingly formalize mentorship programs. More than 70% of Fortune 500 companies have some kind of mentorship program, as do about 25% of smaller companies (Jones, 2017). Formal mentorships are generally intended to mimic the substance and advantages of informal mentorships (de Vries et al., 2005; Ragins & Cotton, 1999). Mentorship is expected to provide psychosocial functions

that contribute to protégés' personal growth and professional development (for example: role modeling, acceptance and confirmation, and counseling) and career development functions that facilitate protégés' advancement in the organization (for example: coaching, challenging assignments, exposure, and protection) (de Vries et al., 2006; Ragins & Cotton, 1999). Many organizations assume that informal and formal mentorships perform equally as well, however, Ragins & Cotton (1999) found the literature to be mixed on that account and their own study disproved that assumption. Notably, however, Ragins & Cotton (1999) and de Vries et al.'s (2006) agree that formal mentorship is beneficial, even if formal programs do not produce *equal* results in comparison to informal mentorships (Ragins & Cotton 1999).

Informal and formal mentorships differ in a few ways. First, relationships in informal mentorships are spontaneous and based on the mutual attraction of two individuals who each seek some benefit from the relationship (Ragins & Cotton, 1999). Formal relationships are more likely to be assigned, which can negatively impact the level of commitment between the mentoring pair (Allen, Eby, & Lentz, 2006; de Vries et al., 2006; Ragins & Cotton, 1999). Secondly, the length of the relationship differs significantly: informal mentorships average three to six years compared with only six to 12 months for formal ones (Ragins & Cotton, 1999). Since the benefits of mentorship accrue over time, this becomes a disadvantage for formal mentorship relationships (Ragins & Cotton, 1999).

To study the impact of these differences, Ragins & Cotton (1999) evaluated the outcomes of more than 1,000 protégés, measuring the differences in outcomes between both formal and informal relationships and between male and female protégés. The

results show that protégés with informal relationships reported greater satisfaction in the relationship and a closer bond to their mentor (Ragins & Cotton, 1999). Informal mentorship relationships were also significantly more beneficial for certain career development functions than formal mentor relationships resulting in salaries 17.6% higher and slightly more promotions for informally paired protégés, though data on the rate of promotions did not reach the threshold of statistical significance (Ragins & Cotton, 1999). Interestingly, those in formal mentorship programs saw no difference in salary or promotions compared with those who had received no mentoring at all (Ragins & Cotton, 1999). Ragins & Cotton (1999) also examined the benefits of formal mentorship programs along gender lines finding that women receive fewer advantages from formal mentorship compared with men, specifically in role modeling and coaching. However, even if formal mentorships fall short in in these respects, Ragins & Cotton (1999) continue to assert that formal mentorships remain a net positive experience for protégés of both genders and can act as a springboard to informal mentorship.

Examples of the benefits of formal mentorships can be found in de Vries et al.'s (2006) study of a formal women's mentorship program for faculty at a university. Their study found protégés benefit from promotions, development of career plans, ability to engage in "bigger picture thinking," improved confidence, and acquired skills in problem resolution (de Vries et al., 2006). The program de Vries et al. (2006) studied also benefited mentors, and particularly male mentors, who said participation opened their eyes to women's issues including institutional barriers and the family responsibilities women contend with while pursuing a career. In addition to a greater understanding of women's issues, mentors in this program listed a number of other personal benefits such

as growing their own network, becoming more aware of their own skills and strengths, and realizing the importance of mentoring their own staff members (de Vries et al., 2006).

Given the prevalence of formalized mentoring programs, organizations can ensure they increase the odds of program success with careful attention to a few key areas. First, allowing input from the protégés into the mentor pairing improves the quality and effectiveness of the relationship (Allen et al., 2006; de Vries et al., 2006; Ragins & Cotton, 1999). Second, matches that are within the same department and relatively close in rank provide better career development opportunities for the protégés since those mentors have greater knowledge of the protégé's work and provide more relevant role modeling for the protégé's next potential role in the organization (Allen et al., 2006; Ragins & Cotton, 1999). Third, providing quality education for mentors and protégés helps facilitate productive relationships (Allen et al., 2006; de Vries et al., 2006). Allen et al., (2006) make a special note in their research that the *quality* of the education was the differentiating factor (not the mere existence of education). Education should make expectations and objectives explicit and deal with issues of power and authority of cross-gender relationships (Allen et al., 2006; de Vries et al., 2006). Lastly, Jones (2017) writes that many companies attempt to create mentorship programs internally but assign the effort of building the program to staff who are already overworked and who may have never been mentored themselves. Jones (2017) warns that bad programs can sometimes be worse than no program at all since bad programs risk eroding trust in the organization. Instead, if organizations lack the expertise or availability to create a mentoring program,

the recommendation is to hire professionals who help to target programs for each organization's specific needs (Jones, 2017).

4. Providing workplace flexibility

Study upon study reveals that women desire and require flexibility in their working situation (e.g. Clarke, 2011; Ely et al., 2011; Selzer et al., 2017). Workplace flexibility is defined by the U.S. Department of Labor as “a Universal Strategy that can meet the needs of employers and their employees, which includes when, where, and how work is done” (United States Department of Labor (b), n.d.). Examples of flexible environments include allowing workers set their own schedule around a set of core working hours, offering compressed workweeks with fewer but longer work days, and allowing workers to enter and exit the labor force easily and without sanction (Grzywacz et al., 2008). Grzywacz et al. (2008) surveyed nearly 86,000 workers across nine companies in six industries and found across the board that offering flextime options improved employee health and reduced burnout – for both men and women. Perceived control over one's working schedule is highly correlated to lower stress, lower sickness absence, and reduced conflicts between work and family (Grzywacz et al., 2008).

Slaughter (2012) corroborated these findings with her own experience as a law professor and dean. She found that the ability to set her own schedule was pivotal in balancing family and work: “I could be with my kid when I needed to be, and still get the work done” (Slaughter, 2012, para. 9). Similarly, having flexibility over where one works enhances one's ability to balance work and family. Slaughter (2012) argues the office should be re-branded as the base of operations, rather than the required locus for

work in situations where that is possible. Technology exists for many jobs to be performed remotely. Having control over one's schedule and the ability to work outside the office allows individuals, especially parents, to be where they need to be, when they need to be there, without sacrificing job commitment (Slaughter, 2012).

If an organization commits to allowing flexibility, it is also vital that taking advantage of such options is not associated with stigma and reprisals. For women, taking advantage of flexibility puts them at risk of having negative assumptions made about their commitment to the job (Williams & Dempsey, 2014). The consequences of these assumptions tend to be subtle since most people make them unconsciously. Assumptions reveal themselves when women are overlooked for important assignments, discounted for roles that require travel, or are led to believe their "special" arrangement makes them ineligible to negotiate for a raise or advancement (Williams & Dempsey, 2014). For men, taking advantage of flexibility puts them at risk of peer ridicule since flexibility and work-life balance policies are seen to prioritize stereotypically feminine concerns (Vandello & Bosson, 2012). Vandello and Bosson (2012) also found taking advantage of flexible arrangements correlated with lower job evaluations for men, indicating that men who use flexible options may be seen differently than those who do not. It seems that both women and men face, or expect to face, career-damaging consequences if they take advantage of flexibility options that allow them to better balance work and personal lives. In fact, while 79% of companies offer the option, only 10% to 20% of employees take advantage of it (Williams & Dempsey, 2014). The fact remains, however, that both men and women rank flexibility and work-life balance as essential and a primary determinant of choosing employment (Delloite, 2015; Ng et al., 2010; Vandello & Bosson, 2012)

which means companies should embrace and encourage its use as a gender-neutral option that does not come with penalties.

5. *Creating policy and structures that support parents and family responsibilities*

The United States guarantees job safety for up to 12 weeks with unpaid leave through the Family Medical Leave Act of 1993. However, the United States is the only industrialized nation in the world that does not federally mandate paid family leave (Greenburg, 2016). Some states and employers provide paid leave, yet only 13% of the nation's workers have such coverage (Greenburg, 2016). Tech companies are often looked to as leaders in family leave policy with a number of the largest companies offering between 17 and 20 weeks of paid maternity leave and six to 18 weeks paid paternity leave (Grant, 2015). Google found women resigned half as often when maternity leave was extended from 12 to 18 weeks (Grant, 2015). Having more women in tech organizations was also highly correlated with more generous leave policies (Grant, 2015).

Given 86% of women have children by their mid-forties (Livingston, 2018), supporting women with generous leave and easily accessible lactation rooms once they return to work enables mothers to make healthy choices for their families without having to leave a job to do so (Selzer et al., 2017). Federal law requires mothers be afforded the time and a private space that is not a bathroom to express breast milk as often as a mother needs to for up to a year (United States Department of Labor (a), n.d.), however, as of 2015 only 40% of women have the access required by the law (Kozhimanni, Jou, Gjerdingen, & McGovern, 2016). This is problematic given Kozhimanni et al. (2016)

show women with access to private spaces for expressing breast milk are 2.3 times more likely to exclusively breastfeed at six months, which is the recommended practice in public health guidelines (Kozhimanni et al., 2016). Given breastfeeding is strongly correlated to better health outcomes for children (Kozhimanni et al., 2016), it seems to be in organizations' interests, by way of reducing absenteeism, to ensure mothers are able to continue breastfeeding if that is their choice.

Nooyi & Slaughter (2016) advocate for additional family-friendly structures in the workplace like on-site child care, including an area to care for sick children, so that parents are not obligated to leave work as often. However, it is not only young children that require employee's care. Working women, and men, balance family obligations for adolescents, aging parents, and family members with long-term illnesses (Nooyi & Slaughter, 2016). Paid leave and workplace flexibility are especially helpful policies for those caring for family members at any stage of life (Nooyi & Slaughter, 2016).

6. *Removing masculinity contest cultures*

The previous five interventions are important steps in addressing women's workplace concerns, but if the underlying culture is toxic for women, no amount of policy will create an environment that enables women to thrive. Thus, organizations need to weed out cultures defined by *masculinity contests*, sometimes referred to as "bro-cultures" (Glick, 2017; Pazzanese & Walsh, 2017). The masculinity contest is the worldview that life is a zero-sum game to achieve dominance and one "wins" through asserting one's masculinity (Glick, 2017). This is a game from which women and many minority men are excluded (Glick, 2017). A culture defined by masculinity contests is

revealed by fears of showing weakness, the veneration of strength and stamina, putting work before family, and a dog-eat-dog mentality (Glick, 2017). These cultures predict sexist climates, harassment, toxic leadership, bullying, and being unsupportive of family concerns (Glick, 2017). The result for organizations is higher burnout, higher turnover, less dedication to the organization, and lower well-being of employees (Glick, 2017). The #metoo movement highlighted the pervasiveness of cultures defined by masculinity contest behaviors. One of the mistakes organizations make is assuming incidents of harassment and discrimination are the result of one bad apple; rather, the problem is a culture that enables such behavior to be normalized through inaction (Pazzanese & Walsh, 2017).

Masculinity contest cultures are not only correlated with hostile environments for women, they are also damaging to men (Glick, 2017; Vandello & Bosson, 2012). Just as feminine stereotypes cast women in caricature, the same is true for masculine stereotypes (Vandello & Bosson, 2012). Masculine-competitive cultures put pressure on men to continually demonstrate the caricature of "manliness" resulting in greater anxiety and stress, personally risky behaviors, and financially risky behaviors (Glick, 2017; Vandello & Bosson, 2012).

The good news is having more women at the top of organizations predicts lower occurrences of masculinity contest cultures (Glick, 2017). If an organization is unsure if it has a masculinity contest culture, it should employ an external auditor to assess how employees experience the culture (Pazzanese & Walsh, 2017). With those results in hand, organizations then make the desired organizational norms clear, well-communicated, and demonstrated by top leaders (Pazzanese & Walsh, 2017).

Additionally, for culture to change, top leadership must stop excusing and protecting high-status offenders and nip offensive behavior in the bud (Pazzanese & Walsh, 2017).

Implications

Both women with leadership potential and organizations have a role in ensuring women make it to the top. Women must address self-limiting behaviors that keep them from advancing to the next level. Organizations wishing to take advantage of the increased performance provided by gender-diverse leadership have investments to make in developing their high potential women into leaders, removing structural barriers that impede their advancement, and transforming cultures that are at odds with gender diversity.

Given most women will continue to face social and cultural barriers, they will likely do the work of selectively shedding limiting behaviors while at the same time selectively conforming to sufficient female gender norms in order to minimize social backlash. They will juggle those contradictory requirements as they attempt to be effective in male-oriented cultures and reward systems, which even if addressed by organizations, will not melt away overnight. This tightrope is difficult to walk alone. Single-gender leadership development programs and networks assist in that task by providing environments where women can learn and develop in a gender-majority position (a position men already have in mainstream settings) (Ely et al., 2011). Women leaders educated about stereotypes and bias can learn to navigate bias in the real world, make informed decisions to act against stereotypes, and proactively manage tenuous

situations as they challenge barriers to which they may have previously been blind (Ely et al., 2011; Langowitz et al., 2013).

Implications for organizations run much deeper: they must address entrenched cultures and structures that they likely believe are gender-neutral. Organizations need to alter leadership success measures to speak to all kinds of leaders and address bias in performance reviews (Axelson et al., 2010; Smith et al., 2018; Vanderbroeck, 2010). Too often, organizations reward heroics over crisis prevention, individual achievements over the work of building teams, and sales and operations over support roles that are less visible but equally vital (Ely et al., 2011). Changes to such systems require involving women in the expansion of the definition of success and development of success criteria (Vanderbroeck, 2010). Organizations need to expand networking and mentoring opportunities and ensure male-centric varieties (e.g. the “good old boys club”) do not overshadow structures that are accessible to women (Clarke, 2011; de Vries et al, 2006; Ely et al., 2011; O’Neil et al., 2011). Organizations need to address flexibility and work/life balance given it is a fundamental issue for women, who make up nearly half of the workforce, and is increasingly important to men as well (Grzywacz et al., 2008; Slaughter, 2012). This entails flexible working hours, work from home policies, and paid parental leaves (Clarke, 2011; Grant 2015). At the same time, organizations need to ensure that the use of such options is not conflated with being uncommitted to the job. Lastly, leaders need to take an organization-wide stance on gender bias, extending beyond mandated sexual harassment training, to educate all employees about the existence and impacts of second-generation gender bias and eradicate hostile environments for women (Ely et al., 2011; Glick, 2017; Pazzanese & Walsh, 2017).

A number of these changes are likely to be seen as special treatment for women (O'Neil et al., 2011; Vanderbroeck, 2010). However, a more careful understanding is that the history of a male-dominated public sphere has created systems that *seem* like common sense (Eckert & McConnell-Ginet, 2013), but are in reality outdated modes of operation for a world reminiscent of 1950 (Slaughter, 2012; William & Dempsey, 2014; Vanderbroeck, 2010). Some changes will be unpopular given they level the playing field for women and upset the status quo for men who have taken their existing circumstances for granted (Vanderbroeck, 2010; Heifetz, 2007). "Unavoidably, some good men will find – with a shock – that they are now no longer good enough, despite years of hard work and dedication" (Vanderbroeck, 2010, p. 768). Vanderbroeck (2010) recommends organizations craft messaging and a method of dealing with anger, fear, and frustration so that those disappointed individuals can continue to add value to the organization. Heifetz (2007) makes the argument that through this process men will not necessarily resist change, but they will resist loss. It would be wise to comprehend the nature of real or perceived losses and address them fairly and with compassion (Heifetz, 2007).

Conclusion

Women's leadership development has been, and will continue to be, a concern for organizations around the globe. Addressing gender gaps is difficult work requiring more than an equal employment opportunity statement. Well-executed women's leadership development programs coupled with cultural and corporate policy changes will be more effective in retaining and advancing women into higher levels of leadership than women's leadership development alone (Clarke, 2011; Ely et al., 2011; Langowitz et al.,

2013; Sandler, 2014; Selzer et al., 2017). When organizations address culture shifts and structural changes to create a level playing field, they will find that in a highly competitive job market they have the *entire* talent pool available to them for leadership positions rather than only half.

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Facilitator's Guide for the Inspiring Women program

This facilitator's guide provides suggested agendas and activities for a four-session women's leadership development program. Sessions may be expanded with additional materials and activities beyond what is provided here. Sessions may be subdivided as to accommodate additional depth and material over additional sessions.

Program outcomes

By the end of the Inspiring Women program, participants will have achieved:

- An understanding of gender bias and its implications for leadership
- Development of and confidence in their identity as a leader
- A stronger sense of elevated purpose
- Enhanced leadership skills through which to achieve their purpose

Session outline

- I) Session 1: Introduction to Gender and Women's Issues
- II) Session 2: Explore Your Identity and Purpose
- III) Session 3: Engaging for Impact (in two parts)
- IV) Session 4: Your Next Step Forward
- V) Additional resources

Session 1: Introduction to Gender and Women's Issues

| | |
|--|---|
| Session Purpose | <ul style="list-style-type: none"> • Ground women in the notion of second-generation gender bias and explore how gender bias infiltrates professional lives. |
| Principles | <ul style="list-style-type: none"> • Gender as a cultural construct influences all areas of life. • All people hold implicit biases. • Understanding how gender bias exists helps women to navigate its impacts. • Understanding how gender bias exists helps women reduce the impact of their own bias toward other women. |
| Participant Pre-Work | <ul style="list-style-type: none"> • <u>Read</u>: <i>What Works for Women at Work: Four Patterns Women Need to Know</i> (Williams & Dempsey, 2014) |
| Optional & Additional Resources | <ul style="list-style-type: none"> • <u>Article & Podcast</u>: "Too Sweet, Or Too Shri!l? The Double Bind For Women," <i>Hidden Brain</i> (Vedantam, Pennman, Klahr, Schmidt & Boyle, 2016). • <u>Video</u>: "Why We Have so Few Women Leaders," <i>TEDWomen 2010</i> (Sandberg, 2010) |

Session Outline

- Welcome, introductions, and icebreaker
- Program goals and outcomes
- Presentation: Seeing second-generation gender bias
- Discussion: Intersecting identities
- Book discussion: *What Works for Women at Work*
- Activity: Personal goals upon completion of the program
- Begin daily journaling

Activity Guides

- Book discussion
- Setting personal goals
- Journaling guidelines

Sandberg, C. (2010, December). Why we have so few women leaders. *TEDWomen 2010*. Retrieved from https://www.ted.com/talks/sheryl_sandberg_why_we_have_too_few_women_leaders?language=en

Vedantam, S., Pennman, M., Klahr, R., Schmidt, J., & Boyle, T. (Producers) (2016, October 18). Too sweet, or too shrill? The double bind for women [Audio Podcast]. Retrieved from <https://www.npr.org/2016/10/18/498309357/too-sweet-or-too-shrill-the-double-bind-for-women>

Williams, J. C. & Dempsey, R. (2010). *What works for women at work: Four patterns working women need to know*. New York: New York University Press.

| Activity: Book Discussion <i>What Works for Women at Work</i> | | |
|---|--|--|
| Session 1: Introduction to gender and women's issues | Program outcome alignment: Understanding gender bias | Authentic leadership dimension: Self-awareness |
| Preparation | <ol style="list-style-type: none"> 1. Participants have read <i>What Works for Women at Work</i> in advance. 2. Prepare a handout like the one illustrated below. 3. Prepare a slide with powerful questions. 4. Have a copy of the hand out for each participant. 5. Have pens available. <p>Powerful Questions:</p> <ul style="list-style-type: none"> • In reading the book, what did you learn about yourself? • If you were unaware of experiencing a bias, why do you think that was? • If you were aware of biases, were you able to navigate them? What made your attempts successful or not? | |
| Facilitation | <p>Time Needed: 1 hour</p> <ol style="list-style-type: none"> 1. Invite participants to individually reflect on the handout's questions. 2. Display the slide of powerful questions and invite participants to gather in small groups to discuss their handout responses and explore the powerful questions. | |

Book Discussion: *What Works for Women at Work*

Four biases:

1. Prove it Again
2. The Tightrope
3. The Maternal Wall
4. The Tug of War

How have you experienced these biases in your career?

What solutions resonated with you?

What might you do differently in the future?

Williams, J. C. & Dempsey, R. (2010). *What works for women at work: Four patterns working women need to know*. New York: New York University Press.

| Activity: Setting Personal Goals | | |
|--|---|--|
| Session 1: Introduction to gender and women's issues | Program outcome alignment: Leadership identity, Elevated purpose | Authentic leadership dimension: Self-awareness |
| Preparation | <ol style="list-style-type: none"> 1. Prepare a handout like the one illustrated below. 2. Have a copy of the hand out for each participant. 3. Have pens available. | |
| Facilitation | <p>Time Needed: 30 min</p> <ol style="list-style-type: none"> 1. Invite participants to individually reflect on their goals and motivations for participating. 2. Ask participants to save the sheet to reflect back upon at the end of the program. | |

Setting your Personal Goals

Think about your personal goals for participating in this program.

What do you want to achieve through this program?

Why do you want to achieve it?

What fears and challenges will you overcome to meet your goal?

| Activity: Journaling Guidelines | | |
|--|--|--|
| Session 1: Introduction to gender and women's issues | Program outcome alignment: Leadership identity, Elevated purpose | Authentic leadership dimension: Self-awareness |
| Preparation | 1. Optional: provide journals for participants. | |
| Facilitation | Time Needed: 15 min 1. Explain the role and value of journaling: daily reflection enhances self-reflection, makes one more aware of one's choices, and helps to reinforce learnings and new habits. 2. Ask participants to begin journaling daily about their leadership experiences and reflections on how they apply the learnings of this program in their daily life. | |

Journaling Guidelines

- Create a routine or set reminders to help you instill a new journaling habit.
- If you miss a day, this is not a failure. Pick back up the next day.
- The intent of journaling is to reinforce the learnings you want to put into action.
- Use your journal to be self-reflective in any way that is helpful to you.

Session 2: Explore Your Identity and Purpose

| | |
|--|--|
| Session Purpose | <ul style="list-style-type: none"> • Increase self-awareness: Reflect on personal identity, values, strengths, and leadership motivations. • Develop a stronger identity as a leader, grounded in your strengths. • Explore and draft an elevated leadership purpose. |
| Principles | <ul style="list-style-type: none"> • Seeing oneself as a leader is fundamental to sustaining leadership. • An elevated leadership purpose, grounded in personal values, provides motivation and a compelling reason to overcome adversity. |
| Participant Pre-Work | <ul style="list-style-type: none"> • Complete and review results of <i>StrengthsFinder 2.0</i> assessment. • Complete and review results of 360° Feedback assessment. |
| Optional & Additional Resources | <ul style="list-style-type: none"> • <u>Article</u>: “The Confidence Gap,” <i>The Atlantic</i> (Kay & Shipman, 2014) • <u>Chapter</u>: “Practicing Authentic Leadership” (Avolio & Wernsing, 2008) |

Session Outline

- Welcome
- Session goals and outcomes
- Activity: Reflection and discussion of StrengthsFinder
- Presentation: Identity and authenticity (see Ely et al., 2011; Avolio & Wernsing, 2008)
- Activity: Identify your personal values
- Activity: Draft an elevated leadership purpose
- Activity: Draft a “Personal User Manual”

Activity Guides

- StrengthsFinder 2.0
- Your leadership values
- Your leadership purpose
- The “Personal User Manual”

Avolio, B. J., & Wernsing, T. S. (2008). Practicing authentic leadership. *Positive psychology: Exploring the best in people*. (Vol. 4, pp. 147-165). Retrieved from: <http://uwtv.org/files/2013/01/hbpospsych2008authenticlead.pdf>

Hurst, A. (2013, January 29). Five steps to create a personal user manual. Retrieved from <https://www.linkedin.com/pulse/20130129140453-201849-five-steps-to-create-a-personal-user-manual/>

Kay, K. & Shipman, C. (2014, April 14). The Confidence Gap. *The Atlantic*. Retrieved from <https://www.theatlantic.com/magazine/archive/2014/05/the-confidence-gap/359815/>

Mindtools. (n.d.). What are your values? Deciding what is most important in life. Retrieved from https://www.mindtools.com/pages/article/newTED_85.htm

Rath, T. (2007). *StrengthsFinder 2.0*. New York: Gallup Press.

| Activity: StrengthsFinder 2.0 | | |
|--|---|--|
| Session 2: Explore your identity and purpose | Program outcome alignment: Leadership identity | Authentic leadership dimension: Self-awareness |
| Preparation | <ol style="list-style-type: none"> 1. Ensure all participants complete the StrengthsFinder 2.0 assessment in advance of the session. 2. Request that participants print their StrengthsFinder reports. 3. Prepare a handout like the one illustrated below. 4. Have a copy of the hand out for each participant. 5. Have pens and highlighters available. | |
| Facilitation | <p>Time Needed: 1 hour</p> <ol style="list-style-type: none"> 1. Invite participants to read through their StrengthsFinder report and highlight words or phrases that resonate with them. 2. In groups 3-4, share the phrases that resonated from your report. 3. Pass the handout (below) around, invite participants to individually reflect on their responses. 4. Share responses in small groups. | |

StrengthsFinder

Drawing on your talent themes, finish the following statements:

My talents serve me best when...

My talents create blind spots for me when...

Those around me draw on my talents by...

To complement my talents, I need help from others when...

| Activity: Leadership Values | | |
|--|--|--|
| Session 2: Explore your identity and purpose | Program outcome alignment: Leadership identity, Elevated purpose | Authentic leadership dimension: Internalized moral perspective |
| Preparation | <ol style="list-style-type: none"> 1. Read the activity guidelines at https://www.mindtools.com/pages/article/newTED_85.htm 2. Prepare printed copies of the full question prompts and list of values from the link above. 3. Have pens available. | |
| Facilitation | <p>Time Needed: 1-2 hours</p> <ol style="list-style-type: none"> 1. Explain the activity using the article above as a guide or playing the video at the link. 2. Allow participants time to fill out the question prompts. 3. When they have completed the worksheet, ask participants to share their results in small groups. | |

Values activity outline – go to [mindtools.com](https://www.mindtools.com) for full question prompts

1. Identify the times when you were happiest
2. Identify the times when you were most proud
3. Identify the times when you were most fulfilled and satisfied
4. Determine your top values, based on your experiences of happiness, pride, and fulfillment
5. Prioritize your top values
6. Reaffirm your values

List of values for activity on next page

Activity: Leadership Values cont.

List of values for Step 4

| | | | |
|------------------------|-----------------|---------------------|--------------------|
| Accountability | Diligence | Honor | Rigor |
| Accuracy | Discipline | Humility | Security |
| Achievement | Discretion | Independence | Self-actualization |
| Adventurousness | Diversity | Ingenuity | Self-control |
| Altruism | Dynamism | Inner Harmony | Selflessness |
| Ambition | Economy | Inquisitiveness | Self-reliance |
| Assertiveness | Effectiveness | Insightfulness | Sensitivity |
| Balance | Efficiency | Intelligence | Serenity |
| Being the best | Elegance | Intellectual Status | Service |
| Belonging | Empathy | Intuition | Shrewdness |
| Boldness | Enjoyment | Joy | Simplicity |
| Calmness | Enthusiasm | Justice | Soundness |
| Carefulness | Equality | Leadership | Speed |
| Challenge | Excellence | Legacy | Spontaneity |
| Cheerfulness | Excitement | Love | Stability |
| Clear-mindedness | Expertise | Loyalty | Strategic |
| Commitment | Exploration | Making a difference | Strength |
| Community | Expressiveness | Mastery | Structure |
| Compassion | Fairness | Merit | Success |
| Competitiveness | Faith | Obedience | Support |
| Connectedness | Family-oriented | Openness | Teamwork |
| Consistency | Fidelity | Order | Temperance |
| Contentment | Fitness | Originality | Thankfulness |
| Continuous Improvement | Fluency | Patriotism | Thoroughness |
| Contribution | Focus | Perfection | Thoughtfulness |
| Control | Freedom | Piety | Timeliness |
| Cooperation | Fun | Positivity | Tolerance |
| Correctness | Generosity | Practicality | Traditionalism |
| Courtesy | Goodness | Preparedness | Trustworthiness |
| Creativity | Grace | Professionalism | Truth-seeking |
| Curiosity | Growth | Prudence | Understanding |
| Decisiveness | Happiness | Quality-orientation | Uniqueness |
| Democraticness | Hard Work | Reliability | Unity |
| Dependability | Health | Resourcefulness | Usefulness |
| Determination | Helping Society | Restraint | Vision |
| Devoutness | Honesty | Results-oriented | Vitality |

| Activity: Leadership Purpose | | |
|--|---|--|
| Session 2: Explore your identity and purpose | Program outcome alignment: Elevated purpose | Authentic leadership dimension: Internalized moral perspective |

| | |
|---------------------|--|
| Preparation | <ol style="list-style-type: none"> 1. Complete Leadership Values exercise first. 2. Have blank paper, pens, and colorful markers available. |
| Facilitation | <p>Time Needed: 1 hour</p> <ol style="list-style-type: none"> 1. Explain the concept of elevated purpose and its value in sustaining leadership. 2. Have participants reflect on their strengths and prioritized values from the Leadership Values exercise and create a statement that reflects their elevated purpose. 3. Ask participants to use their creativity to visually represent their elevated purpose. 4. Ask participants to share their elevated purpose and explain their visualization in small groups. |



Elevated Leadership Purpose (own image)

| Activity: Personal User Manual | | |
|--|--|---|
| Session 2: Explore your identity and purpose | Program outcome alignment: Leadership identity | Authentic leadership dimension: Self-awareness, Relational transparency |

| | |
|---------------------|---|
| Preparation | <ol style="list-style-type: none"> 1. Read the activity guidelines at https://www.linkedin.com/pulse/20130129140453-201849-five-steps-to-create-a-personal-user-manual/ 2. Prepare printed copies of the question prompts from the link above for each participant. 3. Have pens available. 4. This activity will be done in parts across multiple sessions. <ol style="list-style-type: none"> a. Part 1 includes only step 1 and 2. b. Part 2 includes more depth on step 2, and step 3. Both to be worked on between sessions. c. Part 3 includes step 4 and should be done in one of the last sessions of this program. |
| Facilitation | <p>Time Needed: 1 hour</p> <p>Part 1:</p> <ol style="list-style-type: none"> 1. Explain the activity using the article above as a guide. 2. Allow participants time to fill out the question prompts for step #1 and use what resources are available to them in the moment to begin step #2. 3. Explain that they will work more on step #2 between sessions when they have access to the other information that step suggests using. 4. Explain that they are to use the time between this and future sessions to work on part 2 of this activity (steps #2 and #3) <p>Part 2: Between sessions</p> <ol style="list-style-type: none"> 5. Complete steps #2 and #3 <p>Part 3: See activity guide in Session 4.</p> |

Personal User Manual prompts

- What is your style?
- When do you like people to approach you and how?
- What do you value?
- How do you like people to communicate with you?
- How do you make decisions?
- How can people help you?
- What will you not tolerate in others?

Hurst, A. (2013, January 29). Five steps to create a personal user manual. Retrieved from <https://www.linkedin.com/pulse/20130129140453-201849-five-steps-to-create-a-personal-user-manual/>

Session 3.1: Engaging for Impact

| | |
|--|--|
| Purpose | <ul style="list-style-type: none"> Discover how you are seen by others and the implications for your leadership style and sense of identity. Develop strategies for interpreting and acting on feedback. Learn the value of your network and discover the connections needed to achieve your leadership purpose. |
| Principles | <ul style="list-style-type: none"> Authenticity builds trusting relationships. Trusting relationships are essential for achieving leadership goals and purpose. |
| Participant Pre-Work | <ul style="list-style-type: none"> <u>Read</u>: "How to Revive a Tiered Network" and complete part 1 of the accompanying network audit (Ibarra, 2015) |
| Optional & Additional Resources | <ul style="list-style-type: none"> <u>Article</u>: "Damned if You Do; Doomed if You Don't" (Catalyst, 2007) <u>Article</u>: "How Leaders Create and Use Networks" (Ibarra & Hunter, 2007) |

Session Outline

- Welcome
- Session goals and outcomes
- Activity: Review and refine leadership purpose statement
- Activity: Reflection and discussion of 360° Feedback
- Presentation: Discuss the value of networks
- Activity: Evaluate the quality of your network

Activity Guides

- 360° evaluation – Part 1
- Network Audit – Part 1
- Network Audit – Part 2

Catalyst. (2007, July 15). *Damned if you do, damned if you don't*. Retrieved from <https://www.catalyst.org/knowledge/double-bind>

Ibarra, H. (2015, Feb 3). How to revive a tired network. *Harvard business review*. Retrieved from <https://herminiaibarra.com/how-to-revive-a-tired-network/>

Ibarra, H., & Hunter, M. L. (2007, January). How leaders create and use networks. *Harvard Business Review*. Retrieved from <https://hbr.org/2007/01/how-leaders-create-and-use-networks>

SelfStir Limited. (n.d.) Retrieved from <https://www.selfstir.com/>

| Activity: 360° Feedback – Part 1 | | |
|----------------------------------|--|---|
| Session 3.1: Engaging for impact | Program outcome alignment: Leadership identity | Authentic leadership dimension: Self-awareness, Balanced processing |

| | |
|---------------------|---|
| Preparation | <ol style="list-style-type: none"> 1. Familiarize yourself with the tool at www.selfstir.com. 2. This activity will be done in two parts: <ol style="list-style-type: none"> a. Part 1: Introduce the tool & set up the survey. b. Part 2: Interpret survey results (in the next session so time is allowed to obtain feedback). 3. Participants will need computer access. |
| Facilitation | <p>Time Needed: 30 min</p> <ol style="list-style-type: none"> 1. Introduce the tool at www.selfstir.com. 2. Assist participants in setting up an account. 3. Advise participants in selecting appropriate survey questions. <ol style="list-style-type: none"> a. Choose questions that create a survey no longer than 15 min. b. Select a well-rounded set of categories. c. Be careful not to insert your own bias by selecting only categories you think you perform well in – select categories that are important to being a leader. 4. Identify a variety of raters. |

1. Select Competencies – choose 5 to 7 (*recommended)

- | | |
|---|---|
| <p>Core Competencies</p> <ul style="list-style-type: none"> • Accountability / Responsibility • Adaptability / Flexibility • Compassion / Empathy • Self-Awareness • Personal Integrity – Inspiring Trust * • Openness • Positive Attitude • Humility | <p>I lead people</p> <ul style="list-style-type: none"> • Authenticity • Building Effective Teams • Communication * • Empowerment • Developing Others • Motivating Others |
| <p>I lead myself</p> <ul style="list-style-type: none"> • Engagement • Influence Without Authority • Learning Orientation • Collaboration • Future Outlook | <p>I lead an organization</p> <ul style="list-style-type: none"> • Achievement * • Consultative Decision Making • Vision & Purpose • Wisdom |

2. Identify Raters in Four Categories: Peers, Managers, Direct reports, Others

Note: The Inspiring Women program does not specifically endorse www.selfstir.com, it is one free tool available that offers flexibility to customize a 360° survey. For corporate settings it is recommended to work with an HR professional to identify an appropriate survey.

SelfStir Limited. (n.d.) Retrieved from <https://www.selfstir.com/>

| Activity: Network Audit – Part 1 | | |
|----------------------------------|--|--|
| Session 3.1: Engaging for impact | Program outcome alignment: Elevated purpose | Authentic leadership dimension: Relational transparency, Balanced processing |
| Preparation | <ol style="list-style-type: none"> 1. Prepare handouts to complete the first step of the network audit as described at https://herminiaibarra.com/how-to-revive-a-tired-network/ (example provided below). 2. Participants have read “How to Revive a Tiered Network” in advance. | |
| Facilitation | <p>Time Needed: 1 hour</p> <ol style="list-style-type: none"> 1. Review the definition of a network as stated in the article above. 2. Ask participants to write down the names of up to 10 people in their <i>existing</i> network. Ask them to resist putting down names of people who <i>should</i> be in their network but are not yet. 3. Answer the prompts about network strengths and weaknesses. 4. Discuss the strength and weakness prompts in small groups. | |

Network Audit – Part 1

“Think of up to ten people with whom you have discussed important work matters over the past few months (you are not required to come up with ten). You might have sought them out for advice, to bounce ideas off them, to help you evaluate opportunities, or to help you strategize important moves. Don’t worry about who they should be. Only name people to whom you have actually turned for this help recently” (Ibarra, 2015).

List the names up to 10 people

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Activity continued on next page.

Activity: Network Audit – Part 1 cont.

The strengths of my network are:

1. _____
2. _____
3. _____

The weaknesses of my network are:

1. _____
2. _____
3. _____

| Activity: Network Audit – Part 2 | | |
|----------------------------------|---|--|
| Session 3.1: Engaging for impact | Program outcome alignment: Elevated purpose | Authentic leadership dimension: Relational transparency, Balanced processing |

| | |
|---------------------|---|
| Preparation | <ol style="list-style-type: none"> 1. Be prepared to summarize the remainder of “How to Revive a Tiered Network” (Ibarra, 2015). 2. Prepare a grid to complete the remainder of the network assessment (see example below). |
| Facilitation | <p>Time Needed: 2 hours</p> <ol style="list-style-type: none"> 1. Summarize the main points in the remainder of “How to Revive a Tiered Network” (Ibarra, 2015). 2. On the list of 10 names from Part 1, ask participants to mark: <ol style="list-style-type: none"> a. External and internal to the organization. b. Within or outside participant’s specialty or department. c. Senior, peer, and junior contacts (in relation to their own position). 3. Visualize the network density in a grid with the same names across 10 columns and down 10 rows. Mark who knows each other. 4. Explain that extremes of either highly inbred networks or highly disconnected networks is not necessarily optimal. Sufficient diversity and connections to move your elevated purpose forward are desirable. 5. Invite participants to discuss their network results, the concepts from the article, and ways they wish to improve their networks. 6. Complete the “Making Your Network Future Facing” exercise from the article. |

Network Density

| | Person 1 | Person 2 | Person 3 | Person 4 | Person 5 |
|----------|----------|----------|----------|----------|----------|
| Person 1 | | x | | x | x |
| Person 2 | | | | x | |
| Person 3 | | | | | |
| Person 4 | | | | | x |
| Person 5 | | | | | |

Activity continued on next page.

Activity: Network Audit – Part 2 cont.

Making your network future facing

1. Identify 20 to 25 key people with whom you wish to build or maintain a connection.
2. Categorize them by role, level, internal/external, or other relevant category, it is ok to categorize the same person in multiple categories.
3. In each category select three to five people with whom you want to build or maintain a connection.
4. Decide how frequently you will connect with them and for what purpose.

Session 3.2: Additional Skills for Impact

| | |
|--|--|
| Purpose | <ul style="list-style-type: none"> Enhance your ability to authentically act on your leadership purpose via your network by practicing skills of explaining, and inclusive decision making. |
| Principles | <ul style="list-style-type: none"> Authenticity builds trusting relationships. Trusting relationships are essential for achieving leadership goals and purpose. |
| Participant Pre-Work | <ul style="list-style-type: none"> Complete 360° Feedback and optionally review results <u>Read</u>: “Women and the Vision Thing” (Ibarra & Obodaru, 2009) |
| Optional & Additional Resources | <ul style="list-style-type: none"> <u>Book</u>: <i>The Art of Explanation: Making Your Ideas, Products, and Services Easier to Understand</i> (LeFever, 2013) <u>Book</u>: <i>Facilitator’s Guide to Participatory Decision-Making</i> (Kaner, 2014) |

Session Outline

- Welcome
- Session goals and outcomes
- Activity: Build explanation skills – sharing your purpose, leading change
- Presentation: Giving and receiving feedback skills
- Presentation: Adaptive conflict and inclusive decision making: Understanding the process of participatory decision making

Activity Guides

- 360° Feedback – Part 2
- Practice explaining your purpose

Ibarra, H., & Obodaru O. (2009, January). Women and the vision thing. *Harvard Business Review*. Retrieved from <https://hbr.org/2009/01/women-and-the-vision-thing>

Kaner, S. (2014). *Facilitators guide to participatory decision-making*. San Francisco: Jossey-Bass.

LeFever, L. (2013). *The art of explanation: Making your ideas, products, and services easier to understand*. New Jersey: Wiley.

LeFever, L. (2012). The long lost art of explanation. *Ignite Seattle Conference*. Retrieved from <https://www.youtube.com/watch?v=NZ5SgT77gKg>

SelfStir Limited. (n.d.) Retrieved from <https://www.selfstir.com/>

| Activity: 360° Feedback – Part 2 (to be completed several weeks after Part 1) | | |
|---|--|---|
| Session 3.1: Engaging for impact | Program outcome alignment: Leadership identity | Authentic leadership dimension: Self-awareness, Balanced processing |

| | |
|---------------------|---|
| Preparation | <ol style="list-style-type: none"> 1. Participants should have completed the 360° survey they set up in Part 1. 2. Prepare a slide with the powerful questions. 3. Participants will need computer access. <p>Powerful Questions:</p> <ul style="list-style-type: none"> • In reviewing the feedback, what did you learn about yourself? • What feedback surprised you? • In light of second-generation gender bias and the double-bind, do you interpret your feedback differently? |
| Facilitation | <p>Time Needed: 1 hour</p> <ol style="list-style-type: none"> 1. If participants have not already, invite them to generate the report from their survey. 2. Allow time to review the report. 3. Display the slide of powerful questions and invite participants to gather in small group to explore the powerful questions. 4. Are there any connections participants made with the article “Women and the Vision Thing”? |

Note: The Inspiring Women program does not specifically endorse www.selfstir.com, it is one free tool available that offers flexibility to customize a 360° survey. For corporate settings it is recommended to work with an HR professional to identify an appropriate survey.

SelfStir Limited. (n.d.) Retrieved from <https://www.selfstir.com/>

| Activity: Practice Explaining Your Purpose | | |
|--|---|---|
| Session 3.2: Additional skills for impact | Program outcome alignment: Enhanced leadership skills | Authentic Leadership dimension: Relational transparency |
| Preparation | <ol style="list-style-type: none"> 1. Prepare a slide that summarizes the components of an explanation from the video "The Long Lost Art of Explanation" (Lee LeFever, 2012). 2. Prepare a handout like the one illustrated below. 3. Have a copy of the hand out for each participant. 4. Have pens available. | |
| Facilitation | <p>Time Needed: 1 hour</p> <ol style="list-style-type: none"> 1. Watch video: "The Long Lost Art of Explanation" (Lee LeFever, 2012) https://www.youtube.com/watch?v=NZ5SgT77gKg 2. Invite participants to draft ways to explain their elevated purpose using the video's framework. 3. Have participants practice explaining their purpose out loud to other participants. | |

Building an Explanation

Invitation to care

Build context

Tell stories

Make connections

LeFever, L. (2012). The long lost art of explanation. *Ignite Seattle Conference*. Retrieved from <https://www.youtube.com/watch?v=NZ5SgT77gKg>

Session 4: Your Next Step Forward

| | |
|--|---|
| Purpose | <ul style="list-style-type: none"> Integrate the learnings of the program by refining and articulating leadership identity and elevated purpose. Understand how to move forward in your career by exploring self-limiting behaviors and creating a professional development plan. |
| Principles | <ul style="list-style-type: none"> The skills and behaviors that created success in the past may not be the same ones that will create success in the future. |
| Participant Pre-Work | <ul style="list-style-type: none"> <u>Read</u>: <i>How Women Rise</i> (Helgesen & Goldsmith, 2018) <u>Read</u>: "Managing Yourself: Stop Holding Yourself Back" (Morriss & Frei, 2011) <u>Read</u>: "Breakthrough Bargaining" (Kolb & Williams, 2000) |
| Optional & Additional Resources | <ul style="list-style-type: none"> <u>Article</u>: "Why Women Still Can't Have It All," <i>The Atlantic</i> (Slaughter, 2014) <u>Book</u>: <i>Her Place at the Table</i> (Kolb, Williams, & Frohlinger, 2010) |

Session Outline

- Welcome
- Session goals and outcomes
- Activity: Review and refine your leadership purpose statement
- Activity: Review and finish your Personal User Manual
- Book discussion: *How Women Rise*, reflect on self-limiting behaviors and new behaviors to adopt
- Activity: Create a professional development plan

Activity Guides

- Personal User Manual - revisited
- Book discussion: *How Women Rise*
- Article discussion: "Breakthrough Bargaining"
- Professional development plan

Helgesen, S., & Goldsmith, M. (2018). *How women rise: Break the 12 habits holding you back from your next raise, promotion, or job*. New York: Hachette Books.

Kolb, D., & Williams, J. (2000). Breakthrough bargaining. *Harvard Business Review*. Retrieved from <https://hbr.org/2001/02/breakthrough-bargaining>

Kolb, D., Williams, J., & Frohlinger, C. (2010). *Her Place at the Table: A Woman's Guide to Negotiating Five Key Challenges to Leadership Success*. San Francisco: Jossey-Bass.

Morriss, A., Ely, R., & Frei, F. (2011, January-February). Managing yourself: Stop holding yourself back. *Harvard Business Review*. Retrieved from <https://hbr.org/2011/01/managing-yourself-stop-holding-yourself-back>

Slaughter, A. M. (2012, July/August). Why women still can't have it all. *The Atlantic*. Retrieved from <https://www.theatlantic.com/magazine/archive/2012/07/why-women-still-cant-have-it-all/309020/>

| Activity: Personal User Manual – Part 3 | | |
|---|--|---|
| Session 4: Your next step forward | Program outcome alignment: Leadership identity | Authentic leadership dimension: Self-awareness, Relational transparency |

| | |
|---------------------|---|
| Preparation | <ol style="list-style-type: none"> 1. Read the activity guidelines at https://www.linkedin.com/pulse/20130129140453-201849-five-steps-to-create-a-personal-user-manual/ 2. Parts 1 and 2 of this activity have been completed (see Session 2 activity guides). <ol style="list-style-type: none"> a. Part 1 includes only step 1 and 2. b. Part 2 includes more depth on step 2, and step 3. Both to be worked on between sessions. c. Part 3 includes step 4 and should be done in one of the later, or last, session of this program. |
| Facilitation | <p>Time Needed: 1 hour</p> <p>Part 1 & Part 2: previously completed</p> <p>Part 3:</p> <ol style="list-style-type: none"> 1. Re-introduce the user manual, and ask participants to reflect on what they have learned about themselves through the program and through journaling. 2. Revise and finalize their personal user manual. |

Personal User Manual prompts

- What is your style?
- When do you like people to approach you and how?
- What do you value?
- How do you like people to communicate with you?
- How do you make decisions?
- How can people help you?
- What will you not tolerate in others?

Based on input from colleagues and your own self-reflection during the course of this program, refine and finalize a Personal User Manual that can be shared with others.

Hurst, A. (2013, January 29). Five steps to create a personal user manual. Retrieved from <https://www.linkedin.com/pulse/20130129140453-201849-five-steps-to-create-a-personal-user-manual/>

| Activity: Book Discussion <i>How Women Rise</i> | | |
|---|--|--|
| Session 4: Your next step forward | Program outcome alignment: Leadership identity, Enhanced leadership skills | Authentic Leadership dimension: Self-awareness |

| | |
|---------------------|--|
| Preparation | <ol style="list-style-type: none"> 1. Participants have read <i>How Women Rise</i> in advance. 2. Prepare a handout like the one illustrated below. 3. Prepare a slide with powerful questions. 4. Have a copy of the hand out for each participant. 5. Have pens available. <p>Powerful Questions:</p> <ul style="list-style-type: none"> • In reading the book, what did you learn about yourself? • How might a limiting behavior have helped you in the past? • How do you think new behaviors might benefit you? |
| Facilitation | <p>Time Needed: 1 hour</p> <ol style="list-style-type: none"> 1. Invite participants to individually reflect on the handout’s questions. 2. Display the slide of powerful questions and invite participants to gather in small groups to discuss their responses and explore the powerful questions. |

Book Discussion: *How Women Rise*

What limiting behaviors do you see in yourself?

What solutions resonated with you?

What might you do differently in the future?

Helgesen, S., & Goldsmith, M. (2018). *How women rise: Break the 12 habits holding you back from your next raise, promotion, or job*. New York: Hachette Books.

| Activity: Article Discussion "Breakthrough Bargaining" | | |
|--|---|--|
| Session 4: Your next step forward | Program outcome alignment: Enhanced leadership skills | Authentic Leadership dimension: Relational transparency, Balanced processing |

| | |
|---------------------|--|
| Preparation | <ol style="list-style-type: none"> 1. Participants have read "Breakthrough Bargaining" in advance. 2. Prepare a handout like the one illustrated below. 3. Have a copy of the hand out for each participant. 4. Have pens available. |
| Facilitation | <p>Time Needed: 1 hour</p> <ol style="list-style-type: none"> 1. Invite participants to individually reflect on the handout's questions. 2. Invite participants to gather in small groups to discuss their responses. |

Article Discussion: "Breakthrough Bargaining"

Which negotiation moves do you rely on most? What makes them comfortable?

Which negotiation moves do you avoid and why?

Do these ideas make you consider a negotiation you've had recently, or one you will have soon, in a different way? How would you approach it now?

| Activity: Professional Development Plan | | |
|---|---|---|
| Session 4: Your next step forward | Program outcome alignment: Elevated purpose, Enhanced leadership skills | Authentic Leadership dimension: Self-awareness, Relational transparency |
| Preparation | <ol style="list-style-type: none"> 1. Participants have read "Stop Holding Yourself Back" (Morriss et al., 2011). 2. Prepare a short presentation on the value and components of professional development plans. 3. Prepare a summary slide to help participants reflect holistically on their program experience. <ul style="list-style-type: none"> • Program summary: strengths, values, identity, goals, purpose, network, desired new behaviors. 4. Prepare a handout like the one illustrated below. 5. Have a copy of the hand out for each participant. 6. Have pens available. | |
| Facilitation | <p>Time Needed: 2 hour</p> <ol style="list-style-type: none"> 1. Explain that participants will reflect on the entirety of the program and develop a professional development plan. 2. Describe the value and basic components of a professional development plan. 3. Using the insights from "Stop Holding Yourself Back" and participant's elevated purpose, develop a plan for the next six months. 4. Share plans in small groups. | |

Professional Development Plan

1. List as many goals and stretch goals as you can think of for the next six months.
2. Choose one or two goals to focus on.
3. List the skills and people you need to achieve your goal(s).
4. List the possible barriers (organizational and personal) to achieving your goal(s).
5. List the ways your strengths may help you overcome those barriers.
6. List the first steps and when you will do them.

Morriss, A., Ely, R., & Frei, F. (2011, January-February). Managing yourself: Stop holding yourself back. *Harvard Business Review*. Retrieved from <https://hbr.org/2011/01/managing-yourself-stop-holding-yourself-back>

Additional Resources

Recommended by Ely et al., (2011)

| | |
|--|--|
| Negotiation Case Study | <ul style="list-style-type: none"> • Caitlin's Challenge https://www.pon.harvard.edu/shop/caitlins-challenge/ |
| Negotiation Training | <ul style="list-style-type: none"> • Harvard Law School Program on Negotiation https://www.pon.harvard.edu/ |
| Leading Change Case Studies | <ul style="list-style-type: none"> • Charlotte Beers at Ogilvy & Mather https://www.hbs.edu/faculty/Pages/item.aspx?num=16642 • Vivienne Cox at BP Alternative Energy https://hbr.org/product/vivienne-cox-at-bp-alternative-energy/INS354-PDF-ENG |
| Career Transitions Case Studies | <ul style="list-style-type: none"> • Margaret Thatcher https://hbr.org/product/margaret-thatcher/497018-PDF-ENG • Pat Fili-Krushel https://www.hbs.edu/faculty/Pages/item.aspx?num=36405 • Cathy Benko https://www.hbs.edu/faculty/Pages/item.aspx?num=33577 |

Ibarra, H., & Hunter, M. (2007, October 29). Vivienne Cox at BP Alternative Energy. [Case]. Harvard Business Review. Retrieved from <https://hbr.org/product/vivienne-cox-at-bp-alternative-energy/INS354-PDF-ENG>

Ibarra, H., & Sackley, N. (2011, September). Charlotte Beers at Ogilvy & Mather Worldwide (A). Harvard Business School Case 495-031. Retrieved from <https://www.hbs.edu/faculty/Pages/item.aspx?num=16642>

Ibarra, H., & Suesse, J. (1996, November 5). Margaret Thatcher. [Case]. Harvard Business Review. Retrieved from <https://hbr.org/product/margaret-thatcher/497018-PDF-ENG>

Kolb, D. (2015). Caitlin's Challenge. [Case]. Harvard Law School. Retrieved from <https://www.hbs.edu/faculty/Pages/item.aspx?num=33577>

McGinn, K., Kolb, D., & Hammer C. (2018, September). Traversing a career path: Pat Fili-Krushel (A). Harvard Business School Case 909-009. Retrieved from <https://www.hbs.edu/faculty/Pages/item.aspx?num=36405>

McGinn, K., Kolb, D., & Hammer C. (2018, November). Cathy Benko: WINning at Deloitte (A). Harvard Business School Case 907-026. Retrieved from <https://www.hbs.edu/faculty/Pages/item.aspx?num=33577>

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