

Module 2

Academic Leadership

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About this module

In this module, two theoretical perspectives are identified which purport to explain the continuing dearth of women in higher education management. The first perspective is person-centred: the paucity of women is attributed to the personality characteristics, attitudes and behavioural skills of the women themselves. The focus is upon the individual to adapt herself to the traditional male concept of management within the academy. The second perspective is structure-centred: it is the minority, disadvantaged position of women in the organisational structure which shapes and defines the behaviour of women. The 'problem' lies within the structures, and the remedy lies in fundamental change to eliminate inappropriate discrimination. The module presents and considers an 'interactive' effect between gender and structure, and notes that, with few exceptions, current evidence suggests there is no particular leadership style or attribute which can be exclusively associated with a woman or a man. Identifying the factors (such as culture, personality, experience) which nurture leadership potential provides a way to recognise individual differences, and to increase the potential for effective leadership. Assumptions and cultural constraints about 'who might be a leader' are brought into focus and addressed. Issues of transition and adapting to change are seen as major challenges which almost all leaders have to deal with, although the types of change vary from institution to institution. The module comprises eight workshops which develop these concepts and provide relevant staff development material. Summaries and questionnaires are presented in a form suitable for the preparation of overhead transparencies and hand-out material.

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Section I The importance of leadership in the university

I.1 The domains of academic leadership

Leadership can and does occur in the domains of teaching, research and administration. Teachers define who will be taught, what will be taught, how it will be taught and the standards of evaluation of what has been learned. Leaders in teaching are imbued with an extraordinary ability to know what knowledge is more critical to teach, excite students and peers about learning, know what teaching practices are most effective, and invest their considerable energies in the promotion of student learning.

Researchers define questions and seek answers. Leaders in research have the ability to identify and answer particularly important questions, seek connectivity and are driven to communicate their work to others.

Administrative leadership is the force which guides the university as a whole. Administrative positions at senior level are vested with the responsibility, whether derived by statute, charter or articles of incorporation, for ensuring that the institution and its members fulfil their educational, social and ethical mandates. In a university, leadership responsibilities reside both in the position and with the individual who holds the office at any point in time. Administrative leaders may or may not be leaders in either teaching or research but are respected for their judgement, institutional knowledge and predictive powers. Such individuals are usually drawn into the institutional structure through appointment to senior administrative posts.

KEY POINT: While holding a leadership position does not in itself guarantee that a person is a leader, the administrative leader speaks to the academy, including its students, staff and external constituencies, about what the academy is, what it is doing or could be doing better, and provides a contextual framework with which to guide the institution's progress towards its goals.

In so doing, the senior administrator, through the use of influence, shapes the standards and, through the judicious use of authority, monitors the application of those standards to the appointment of those admitted to the professoriate and those identified as leaders.

KEY POINT: What leaders in the university community have in common is an extraordinary drive and ability to communicate and a passionate belief in what they are trying to achieve.

This module will explore the concept and practice of leadership from different vantage points, including:

- leadership as it is experienced by someone holding a position of responsibility within the university administration;
- leadership inherent in the responsibilities of an administrative post, and community/department/unit.

1.2 An analytical model of leadership

The analytical model, shown in OHT 1, looks at leadership as a personal quality. Taking this particular approach provides the best opportunity to look at how women experience leadership, and how holding an administrative position that inherently carries with it an expectation of leadership influences career choices. At least five elements combine in many different ways to enable an individual to seek and/or accept a leadership post. Understanding the relative strength of an individual in each of these areas is one way to consider how we go about developing leadership potential through topics in a variety of professional development workshops. Based on current research, this evolving analytical model gives us a reasonable basis for building leadership development opportunities that help individuals and institutions recognise obstacles and overcome them.

For the purpose of this module on academic leadership, the leader is seen to possess at least four significant attributes (vision, voice, action and credibility). The extent to which five elements (personal principles or axiom, capacity, competence, capability and confidence) are developed in each workshop increases the likelihood that the individual will be an effective leader.

It is useful to refer to OHT 1 and discuss the extent to which culture, training, personality, experience and power/authority influence confidence, competence, capacity, capability and belief in your cultural context. The drawing in OHT 1 may not adequately reflect the current beliefs and/or knowledge in your situation. It is helpful to discuss the ideas it presents and to note modifications, if any, and the reasons for the changes which you would make.

1.3 Significant attributes of leaders

While leaders may look different and think differently, it is likely that they share the following attributes:

Vision (the ability to communicate to others what a destination may look and be like and instil the motivation in others to move towards that destination);

Voice (the ability to listen to what is said and not said by members of the group and to express those wants, needs, hopes and fears to others);

Credibility (the ability to do what one commits to do);

Commitment to action (a sustained focus over time in often very difficult circumstances).

The likelihood that a particular person will have these leadership attributes depends in large measure on who they are and the environment in which they have been raised and work. The degree to which each of these attributes has been developed depends on the person's life experience, including cultural norms and values, education and training, personality, experience and access to power.

Using a model such as the one provided in OHT 1 helps us to visualise the concept of leadership and think more concretely about what enables certain individuals to be leaders. Identifying the factors (culture, personality, experience, etc.) that, singularly and in combination nurture leadership, enables us to recognise and validate individual and cultural differences. It also focuses our thinking on what people can do to become

more effective as leaders. It should be noted that although education, personality, experience and access to power combine to play a significant role in the development of leadership potential, it would appear that the single most inclusive factor is culture. Studies from a wide range of disciplines (social sciences to biological sciences) show that a person is not, however, helpless in the face of cultural norms and expectations. There exists a dynamic, interactive relationship between a person and the culture in which they were raised and in which they currently work. What these findings strongly suggest is that culture shapes a person and that a person influences the shape of the culture. Each can change the other. To enhance a person's ability to shape their own lives and the lives of others requires knowledge – of self, of the culture, and of the context in which one is living and working. It also requires skill. Knowledge and skill, in the domain of academic leadership, are what this module is about.

1.4 Working assumptions

When we discuss any issue, whether in a classroom or any teaching activity, it is normal to operate on a set of assumptions. However, in order to enhance the education of the facilitator as well as the participants, it is important to try to make the assumptions on which the members of the group operate 'explicit' and subject to thoughtful review. The assumptions that have guided the preparation of the material in the module may, in the different contexts and cultures, merit review. These are:

- (i) individuals can make a difference in the lives of other people;
- (ii) there is a leadership style strongly associated with women which can be seen as complementary to but different from the leadership style strongly associated with men;
- (iii) women have the right and the obligation to assume leadership roles, especially in the university;
- (iv) women must move through and beyond issues of rights and access to leading through partnership with men;
- (v) while the potential for leadership resides in all people, it requires cultivation to blossom;
- (vi) women possess a diversity of talent, life experience, knowledge and personal style;
- (vii) professionals are more likely to learn and transfer new knowledge into practice when the curriculum and the approach to teaching engage both the head and the heart and the experience of the person is integrated into the curriculum.

1.5 Summary of key points

The extent to which the partnership between women and men is unequal and under-developed is a limiting factor in the ability of society to address the other critical areas of social, economic and political transformation.

The evidence strongly suggests that legal guarantees of equality are important but not sufficient to create the conditions in which women are reasonably assured of full and equal partnership.

Why then, in the university which itself holds the rights of the individual academic in high esteem, is there a continuing absence or scarcity of women in senior leadership roles?

The discovery of knowledge is an activity of individual inspiration, initiative and enlightenment, even if it takes place in a context of organisation and codification of a discipline and an interaction with peers engaged in like activities. The influences that lead to discovery are not merely scholarly but include personality, life experience, and the total environment of work.

Bringing about an equal partnership of women and men in the leadership of the university is, implicitly, bringing about a fundamental change in the nature of the institution itself. However, the university can change at the local level while varying little in many basic ways.

The unique talent of a leader is their ability to work with culture.

A leader is a woman who is *self-aware*; who has the patience to listen, the *voice* to express and the *vision* to capture the possibilities for other lives apart from her own; who finds ways to help others *move forward* and who demonstrates that *she will do what she says she will do*.

While holding a leadership position does not in itself guarantee a person is a leader, the administrative leader speaks to the academy, including its students, staff and external constituencies, about what the academy is, what it is doing or could be doing better, and provides a contextual framework with which to guide the institution's progress towards its goals.

What leaders in the university community have in common is an extraordinary drive and ability to communicate. A person is both changed by the position she holds and the social context within which she works and, at the same time, she changes them.

Teamwork, like leadership, is based on the relationship between people playing different roles, each with their respective expectations and values.

Section 2 General notes for facilitators

2.1 Rationale for developing academic leadership

The increasingly complex internal and external environment in which universities operate makes it necessary for persons holding senior administrative positions to be knowledgeable. Most persons assuming leadership responsibilities, while highly skilled in a discipline, are talented amateurs in leadership and management. Most have learned 'on the job', chairing departmental and senate committees, and holding other administrative responsibilities at the level of Dean and/or Vice-President.

While learning on the job (apprenticeship model) plays an important role in contributing to the general preparedness of an individual to assume an administrative post that carries expectations for leadership, it is not enough. The current, complex and often contradictory expectations and demands of peers, the institution and the society today require that administrators possess both a more in-depth and a broader knowledge base than can be provided by learning on the job.

2.2 Structure of the module

This module has eight workshops. Each workshop can, if necessary, be offered alone. The series of workshops can be offered over a period of several weeks. Alternatively, the entire module can be offered as a three-day programme. Each workshop takes between 90 and 120 minutes to complete. The order (Workshop 1 – Workshop 8) of workshops outlined in Section 3, 'Programme of workshops' is deliberate. For learning to occur, it is important, to the extent possible, to ensure that the foundational information (i.e. assumptions, context, culture, sources of power) has been presented and discussed before moving to the more interactive workshops (i.e. access, attributes, empowering, costs/satisfactions). Material presented in each workshop offers information and ideas that inform and enrich the discussion and interaction in the subsequent sections. Each workshop covers foundational materials and ideas, as well as activities and cases, which move from a general review to a more in-depth consideration of specific issues.

You may wish to look again at Kolb's learning model in Section 3 of 'Management Development for Women: A Facilitator's Handbook'. This indicates that people learn in four stages: concrete experience, reflective observation, abstract conceptualisation and active experimentation.

Support material has been provided in Section 4, and suggested placement of this material appears in the text. You can use the supplemental materials in many ways and for more than one purpose. The material presented in each workshop includes a combination of knowledge reflecting current thinking, and activities which have been suggested as examples of ways in which to enrich the curriculum and make it more relevant to your context. You are encouraged to seek other sources of knowledge and activities that can be used to explore the topics presented in the workshops.

2.3 Challenges to the facilitator

Facilitating a module or a series of workshops on academic leadership requires a tremendous effort and an 'openness to learning'. Please review carefully the materials in 'Management Development for Women: A Facilitator's Handbook'.

Leadership is often a contentious topic. There is a general belief that professionals are already prepared, on the basis of their graduate work, to be academic leaders. This is similar to the belief that all faculty can teach. While it is true that the potential to be a good teacher or an effective leader is most likely present in a member of the academic community, it is not true that specialised knowledge and skills and experience are required. Most people are unaware that the phenomenon of academic leadership has been a subject of study over a 50-year period. There may also be a tendency to believe that 'knowing' is sufficient. For a leader, doing is required. In this context, leadership and management are inseparable.

Leadership is tightly woven in the culture and the contemporary context. While we increasingly understand the essential feature of leadership, the individual experience and practice of leadership varies. This requires that the facilitator invest time to build on the module the current and contemporary material which is relevant to the local context. This means to be effective, the participants have to invest themselves in the curriculum. The material should not stand alone as it appears in the text.

Fit of the curriculum with participant background. The module is designed to address the questions and issues of women who have held, or currently hold, leadership roles and/or administrative positions in universities. Because participant-generated materials play such a crucial role in the construction of the course, the course lends itself to be targeted to senior, middle or persons who have just taken on leadership roles. The caution is not to mix people with a very wide range of experience (very junior to very senior) in the same group. It is, however, possible to bring a balance of senior (Vice-Presidents and Deans) and middle level (Department Chairs or Directors of Institutes and Centres) academic leaders together, with the added benefit of the experiences of the more senior helping the others.

Introduce culturally relevant materials. To strengthen the module for use in different cultural contexts, additional elements have to be added:

- Information on numbers of women and men currently holding leadership roles and/or positions of power and influence in the institution, city, region or country;
- Highlights of current 'issues' influencing the socio/economic/political context of universities as found in reports, articles, journals, newspapers or magazines;
- Biographical sketches of local women who are currently holding leadership roles. (Note: if data is not available, that in itself is an important finding and should be addressed later under the heading of strategies and interventions);
- To build a rich and diverse curriculum, which reflects the context and life experience of women in different parts of the world, it is important that participant-generated materials (case-studies) be used. With the knowledge and consent of the participants, and ensuring that the names and institutions involved are removed from printed materials, these participant case-studies may be retained by the trainer and used for teaching purposes.

2.4 Workshop activities

Included throughout the module are suggested exercises to engage the participants as teachers and learners. Each activity has a stated objective, instructions for setting it up and notes for the facilitators. The placement of an activity at the specific point in the curriculum is deliberate. While other activities can be substituted, attention must be paid to where in the curriculum they are scheduled and why.

2.5 Key points

Throughout the module, a number of issues are highlighted as 'key points'. The facilitator may wish to prepare overhead transparencies from these, to guide discussion.

2.6 Size of groups

Attention needs to be paid to setting the size of groups for the recommended activities. Small groups can have as few as three but should not normally exceed seven. Large group exercises were designed to work best with no more than 30. If the total number of participants in a workshop exceeds thirty, then some modification to the large group exercises should be made. For example, the group can be split into two or a modification may be made to break the large group down into small groups at the onset of the activity. Each small group can complete the activity and report to the whole group on the major points, which they discussed.

2.7 Time and culture

The material covered in the module would normally take two to three days to work through. An 'estimated' time required to cover the curriculum of each section, including the activities, is noted as a general guide. However, the actual time required is expected to vary depending on the cultural norm which may be operating within the group.

2.8 An evolving document

The material provided reflects a particular way of thinking about a wide range of leadership roles and responsibilities. Other ways of thinking can be equally beneficial and it is highly recommended that additional workshops or sections within workshops be added depending on the results of the needs assessment survey which has been conducted. For example, many women recognise the need for adding a section on gathering and allocating financial resources. While senior academic administrators will most likely have expert or highly trained financial officers, it is nonetheless important that senior people understand how budgeting actually works and its impact on the work (teaching/research/service) of the university. Finance for non-financial managers would make a strong contribution to increased effectiveness of leaders. Most academic leaders have had very little training in this area. The acquisition and control of financial resources is a domain of knowledge and skills in which a great many women declare themselves 'uncomfortable' or 'ill-prepared'.

Section 3 Programme of workshops

3.1 Workshop I – The context of leadership

This workshop has three sessions. The first session canvasses the environment within which leaders work. Session 2 considers the position of women in that environment. The third session discusses current research.

(a) Session I – Developing academic leadership

Objectives

This session has three primary objectives. The first objective is to establish the principle that the responsibility for learning is shared (facilitator/participant). The second objective is to personalise and localise the curriculum to the people and place where the workshop is conducted. The third objective is to identify the major changes and issues that currently exert a strong influence on how the university pursues its work. For example, you would want to explore:

- External pressures: including severe budget constraints, accountability measures, governmental instability and rising public expectations.
- Internal changes: rapid diversification and specialisation of knowledge, use of technology for instruction, research and general communication across institutions; massification.

Emerging issues are diverse and range from providing computers to ensuring a safe and consistent food supply for students in residence; from being able to make the payroll to not being seen to be too closely associated with 'the government'; and from keeping up with rapidly expanding knowledge in the disciplines on a global scale to making knowledge relevant on a local level.

It is noted that background materials must be prepared (or gathered from other sources) in advance by the facilitator. In a letter sent by the facilitator or sponsor to the participants prior to the workshop, participants should be asked to bring specific, relevant materials to share.

Activity 1, given in Section 4.3 (R 1), is to be undertaken at this point. It is designed to enrich the curriculum through engaging the life experiences of the participants and shaping the curriculum better to fit the contemporary context.

Fundamental changes

Fundamental changes within society are occurring as democratisation, globalisation, regionalisation, polarisation and technology are transforming societies. This transformation, while important and necessary, is very often painfully difficult for people and their institutions, which provide the social and political framework for interpersonal and international relationships. These changes produce an array of problems, which require time, attention and often a significant change in the behaviour of members of the university community. Problems arising from issues of access, size, technology, diversity, quality and role are interrelated and not easily addressed. For example, consider:

- the consequences of growth (increasing size and complexity of the institution) on teaching, research and the ability of the institution to be responsive to the needs of its own staff and students;

- the rapid expansion of the knowledge base, which has the tendency to distance research from teaching, and strains the acquisition of current technology, books/journals and textbooks;
- the openness of the university to a range of groups and individuals and a wide range of students in terms of their preparedness, motivation, intellectual capacity and the ability of the staff to teach a diverse student body;
- the availability of adequately trained academic staff to teach and the ability of the university to hire and pay educated people;
- the increasing costs and increasing demands for internal and external accountability;
- the creating and transmitting of knowledge (global) while also meeting the needs of the people (local).

Activity 2, 'Knowing the contemporary cultural context' (R 2) draws on the resources within the community to inform the discussion of issues that are shared with other cultures and issues that currently merit close consideration within the particular circumstances of the workshop. It should be offered at this point.

Education, as it is manifested in its various types and levels of institutions, has a special formative and exemplary role to play in the development of society. Those persons who undertake leadership roles/positions in educational institutions in general, and in higher education institutions in particular, play a uniquely important role in shaping an institution which plays a crucial role in shaping society and the future.

To steer societies through the course of events and to emerge from the transformation closer to achieving peace and an enhanced quality of life is a formidable challenge. All available talent, expertise and experience in society are required and the effective utilisation of the talent, experience and expertise of women in all levels of decision making must be included. The principle and practice of full and equal partnership of women and men is, in itself, a significant transformation in gender roles and is yet to be achieved.

KEY POINT: The extent to which the partnership between women and men is unequal and under-developed is a limiting factor in the ability of society to address the other critical areas of social, economic and political transformation.

No one way

The path to achieving the partnership is varied, involving a complex interaction of culture, history, necessity, opportunity and commitment. Increased public awareness, gender sensitivity, research findings, dialogue and an array of interventions can all shape the path that is taken. Progress in achieving an equal partnership is rarely linear, orderly, or necessarily attained in the same way by different peoples in different places. It may occur without benefit of public policy or legislated guarantees. Even where legal guarantees of women's rights do exist (such as in Canada and the UK), the continuing under-representation of women in decision making roles demonstrates that legislation is important but not sufficient to create the conditions in which women are reasonably assured of full and equal partnership in decision making.

KEY POINT: The evidence strongly suggests that legal guarantees of equality are important but not sufficient to create the conditions in which women are reasonably assured of full and equal partnership with men.

Activity 3, 'Identifying the exemplars' (R 3), may be undertaken at this point.

(b) Session 2 – More than a question of numbers

Objectives

While acknowledging the importance of establishing and protecting the legal rights of women, this workshop will move beyond the issue of women's rights and numbers to explore the nature of the changes which the university may experience when women and men are partners in the academic enterprise.

While it is critical that women be full partners in the many processes of development, the participation of women in leadership roles and positions is the domain where urgent action is most needed. This is particularly true of appointments to the senior policy-making positions in those institutions, which fundamentally shape or transform societies.

A matter of rights

It is a fundamental right and obligation of women to hold decision making positions whether they contribute an extraordinary talent and expertise to the institution or contribute a diversity of their own experience in less visible but important ways. And while women who hold academic and administrative appointments in universities may indeed have already distinguished themselves from other women in general and their male colleagues in particular, women should not need to prove themselves more extraordinary than their male peers to gain access to the various venues in which the policies (which reflect institutional values and commitments) are set. Additional arguments which women may use to justify their presence can be tied to a special contribution which they, as a gender, make. Care should be taken to ensure that expectations should not be set up which require a person to be a 'superwoman' to be a leader. If competence alone is sufficient for a man to hold a leadership role, then so it is for a woman.

When the continuing absence of women from leadership roles is well documented and the rights of women to participate in all domains of decision making are accepted, the moral and intellectual arguments for the participation of women are quite persuasive.

KEY POINT: Why then, in institutions which hold rights in high esteem, is there a continuing absence or scarcity of women in senior leadership roles?

Moving beyond rights

The answer may, in part, be attributable to a failure to look beyond the drive for rights and the achievement of numerical goals to a deeper discussion of the belief systems that operate within the university. Implicit in the academic culture is a core belief, which says:

KEY POINT: The discovery of knowledge is an activity of individual inspiration, initiative and enlightenment, even if it takes place in a context of organisation and codification of a discipline and an interaction with peers engaged in like activities. The influences, which lead to discovery, are not merely scholarly but include personality, life experience and the total quality of work.

The participation of women, particularly in significant numbers, has the potential to effect a powerful transformation in what new knowledge is discovered (rediscovered), documented and taught. What is the cause(s) of this lack of clarity or unwillingness to state the obvious? Quite possibly, it is a combination of unintended but interrelated vested interests.

The university as an institution has survived for over 700 years, in large part because it has adapted to change by being 'additive'. Its strategy for survival has been to accommodate change and at the same time not change its core values and beliefs.

Many people in the university take the position that knowledge is 'pure' and not affected in any way by the finder of the knowledge, i.e. that the gender of the finder is no more important than the colour of her eyes or her age. This position fails to take into account several points:

- There are some disciplines or portions of disciplines in which truth or knowledge has cultural biases and that includes gender. For example, in the area of political theory, there is a gender bias of women to favour peaceful as opposed to warlike strategies.
- Some truths are considered by members of the academic community to be more significant than other truths. The value assigned to truth is subjective.
- Curiosity, where it leads to discovery or to leadership, is highly personal.
- Women, in their pursuit of their own intellectual interests, may confuse 'being as good as men' with 'being the same as men' and pay less attention to women's plurality.

KEY POINT: Bringing about an equal partnership of women and men in the leadership of the university is, implicitly, bringing about a fundamental change in the nature of the institution itself.

Many believe that the participation of women in sufficiently large numbers in senior levels of decision making will change the university. It is necessary to discuss why we believe this to be true and just how we think the institution will or will not change. Activity 4, 'Implications of partnership' (R 4), is designed to facilitate such a discussion.

(c) Session 3 – Highlights of current research on gender and leadership

Objectives

In this workshop we undertake to examine common beliefs about women and their contribution to leadership. The session begins by looking at the 'source' of these common beliefs. Then, the material and exercises attempt to separate what is currently known from what is myth (not based on best evidence). Separating facts from myths is very important because it enables discussion and/or debate of mythologies and misunderstandings that commonly undermine the advancement of women. In the last part of this workshop, power (its sources and use) is explored in depth. The use of power and influence in a collegial environment such as that found in a university is not often discussed by anyone, but it is often understood implicitly by men. This is not always true for women who themselves may, for many reasons, dislike or disassociate themselves from the word 'power'.

Overview of the literature

The continuing lack of women in leadership roles at the senior level of institutions has, in general, been the subject of investigation, discussion, and frequently divisive debate. In this regard, two theoretical perspectives have dominated:

- **Person-centred approach.** The first perspective is a person-centred view in which the paucity of women is attributed to the personality, characteristics, attitudes, and behavioural skills of women themselves. The 'problem' is the woman and the woman is called upon to adapt herself to the traditional, male concept of leadership and management. The underlying assumption of this perspective is that men and women are different and while men have been socialised and educated for leadership, women have not. The believers in this perspective generate strategies to increase significantly the number of women in senior decision making positions by focusing on the need of women to adapt themselves, to compensate for not being men. Remedies suggested included training programmes which were designed to overcome deficiencies in attitude and skills.
- **Structure-centred approach.** An alternate theoretical perspective emerged to explain the absence of women. The structure-centred view is that women are disadvantaged by the absence of other women, by having little power, and by limited access to resources. These constraints shape and define women's behaviour. The underlying premise is that men and women are equally capable of and committed to assuming leadership roles. The 'problem' is structural and the remedy sought is the elimination of inappropriate discrimination in institutional policies and practices.

Despite the initial optimism of their respective creators, neither perspective has been able to explain the continuing lack of significant progress of women. In addition, the exclusivity inherent in each point of view may well have generated more divisiveness than dialogue as answers and remedies continue to be sought. The conceptualisation of male and female leadership models stresses those domains which appear to differ most dramatically from each other.

The facilitator may use the overhead transparency, 'Traditional leadership models' (OHT 2, given in Section 4.1), as a basis for discussion about the characteristics of leaders.

The facilitator should anticipate that the model might not reflect the traditional male/female leadership characteristics in a particular culture. This model may be used to clarify those characteristics which may be 'shared' between cultures and those characteristics which are different. A new and different model of traditional characteristics in your culture probably should be generated and the curriculum materials modified. If, however, this list places the traditional male characteristics as different from the traditional female characteristics (dichotomous thinking), then this merits discussion, as the cross-cultural evidence to date indicates that women and men use a range of characteristics as they hold senior administrative posts. One question to pose might be: 'As women and men hold increasingly senior administrative appointments do they exhibit more traditionally male/traditionally female characteristics?'

The problem of dichotomous thinking

Making assumptions which incorrectly divide attributes such as those above into two contradictory and mutually exclusive categories distorts the reality which we are trying to understand. Such problems can and do arise in the thinking of the researchers and are embedded in the way questions are asked, the methodology designed and the data analysed. Sometimes the ability of researchers to ask questions and seek answers is constrained by external factors, such as a limited access to the desired population to be studied and/or the amount of resources available. At other times, not thinking clearly about implicit assumptions produces flawed work. Take for example the masculine/feminine leadership models above.

The model of leadership described is driven, to some extent, by a competition between two different viewpoints which magnifies differences. The assumption is that to be 'female' is to be the opposite of 'male'. Attributes associated with one cannot be shared by the other. In reality, that is simply not how things work.

Some studies in the field of leadership and gender have been flawed and as a result their findings have been either incomplete or incorrect. When data is used to justify the focus and the precise wording of public and institutional policies, the impact of the data on public life can be quite problematic. For example:

- stereotyping of behaviour where the behaviour of women and the behaviour of men are seen to be 'opposites';
- denial of diversity in styles of leadership practised by women and men;
- misrepresentation of the experiences of women and men;
- increasing adversarial relationships;
- fostering of myths about women as well as men.

The presence of attributes from one extreme of the model does not equate with the absence of the other. There is a complementary contribution, and although the experience and research indicate that they are, at this point, identified as two 'dominant' ways of thinking and practising leadership, they need not be exclusively the domains of women or men.

Current evidence

Current evidence strongly suggests that in a university, there is a very significant degree of integration of both the traditional male and the traditional female approach to leadership. Bond (1995), Fagenson (1990) and Chitnis (1993) each found that, with few exceptions, it was not possible to identify a particular leadership style or attribute as being 'exclusively' associated with a woman or a man. Neither the

person-centred nor the structure-centred view made the provision for a possible 'interactive' effect between the gender and structure, nor did the proponents of either anticipate that the 'power' of the position was, in itself, an important determinant of behaviour.

More recently, there has been an attempt to address and investigate the extent to which this interactive effect actually occurs and in what circumstances. Some studies have adopted approaches which:

- involve sufficient numbers of people to allow for the possibility that there is an interaction between gender, power and societal context which shapes the behaviour of women and men;
- provide for attributes associated with men to be expressed by women and attributes commonly associated with women to be expressed by men;
- ask questions and structure the method of data collection and analysis in such a way as to provide for the possibility of there being a complex interaction between the person, power and context.

Studies conducted by Bond (1995), Fagenson (1984) and Shakeshaft and Nowell (1984) each involved women who, at the time of the study, already held positions of leadership in the public/private sectors or universities. Each study sought to understand issues of career orientation, power, performance, treatment by colleagues and the general 'climate' of the work environment. One common and important finding emerged from these studies.

KEY POINT: The power of the person (whether that power is derived from the authority of the position, access to resources, or the reputation of the person) changes how the person perceives herself and her career choices, and her contribution to leadership.

In general, the studies also found that:

- commitment to the institution and power of the person is significantly greater for women who hold senior decision making positions than for other women in the organisation;
- inconsistent with what one might expect, women with the least experience holding leadership positions had greater power aspirations than women at more senior levels of leadership;
- women holding senior level positions reported (1) significantly greater job satisfaction; (2) organisational concern for their career growth; (3) inclusion in informal networks; and (4) higher personal priority on work over family than did women holding decision making roles at lower levels of the organisation.

3.2 Workshop 2 – Leadership in a university culture

(a) Objectives

This workshop examines the concept and practice of leadership within the university context and from the position of individuals holding administrative appointments. Emphasis is placed on understanding why leaders need to understand the culture of the institution in order to work effectively.

(b) The language of leadership

Leadership is the subject of study, of discourse in the classroom, and of comment in faculty lounges, senate/council chambers and governmental offices. It is often commented on for its absence, sought out but carefully 'watched' when it is present and never to be acclaimed as a personal ambition. It permeates the university.

While an accepted definition or notion of leadership may be elusive, most members of the academic community recognise leadership when they see it.

Language commonly used to describe the actions of leaders arises from the life experiences common to the society or group. Not infrequently, analogies are taken from one context and applied in another. Such analogies or metaphors are drawn from the language associated with the military, religious institutions, sports, or parental contexts. Examples of metaphors which are frequently used but do not originate in a university are:

- 'shepherding the flock';
- 'bring out the big guns';
- 'mobilise the troops';
- 'dropping the ball'.

Because most of the originating contexts for the metaphors have not, at least historically, been contexts open to the participation of women, the most well-known language for describing leadership has often excluded the life experience of women. In a university, where the use of language is an art and the basis for being judged, metaphors are powerful tools and can be used to support or discredit a leader.

Activity 5, 'The language of leadership' (R 5), can be used to encourage discussion of culturally relevant metaphors.

(c) Contradictory impulses

Leadership occurs within a cultural context. The culture of a university has a distinctive and recognisable pattern that is sufficiently strong to endure in many diverse cultures. Organisational culture consists of a variety of attributes including deep-set beliefs about:

- the way work should be organised;
- the manner in which authority should be exercised;
- the way in which members of the organisation should be rewarded and controlled;
- the degree of individual and collective decision making and control processes;
- the kinds of people which it employs.

Shared beliefs, values, assumptions and norms which bind people together are expressed in rites, rituals, standards, approaches to decision making, and organisational structures. The organisational culture conveys a sense of identity, facilitates commitment, defines how people view themselves, provides a way in which to make sense of the world, and provides stability over time.

The university has shown a historic stability which, in most parts of the world, has only been matched by religious institutions. This longevity can be attributed, in large part, to the institution's adaptive capacity.

KEY POINT: The university can change at the local level while varying little in many basic ways.

The strategy of changing while staying the same explains how computers and the World Wide Web (WWW) can co-exist alongside very archaic organisational concepts and values.

The way in which academic work is organised and carried out illustrates the point. There are modern day equivalents of the medieval guilds (departments), of indentured servitude (graduate student assistants), and journeymen (post-doctoral fellows) which co-exist with computers and the Web.

The fact that different levels of belief and practice conflict in many ways does not prevent both from being firmly rooted in the culture of the university. The co-existence of 'contradictory impulses' must be understood in order to understand the expectations and dilemmas inherent in academic leadership.

(d) Core values of the university

There exist, at the very core of the university, values which define the institution in the minds and hearts of most or all of its members. Some of these values and characteristics are:

- knowledge and expertise is the basis for respect and status;
- no free society can exist without a university;
- a general tendency toward a moral superiority;
- a heightened sensitivity to individual rights;
- the necessity for the autonomy of the individual to pursue and transmit knowledge;
- a belief in the university as an idea;
- self-discipline and reflective solitude.

The culture of the university which is normally implicit becomes strikingly visible on at least three occasions: (1) when a person joins the university from a work environment 'outside' the institution; (2) when the institution is under attack from external sources; and (3) when a person with formal responsibility for leadership makes decisions which ignore the cultural norms of the group. The case of Forward University (HO 1) can be given to participants and discussed at this time.

(e) Using cultural values to build institutional strengths

Understanding academic culture can increase the effectiveness of academic leaders in two ways. First, problems with the process or implementation of a decision or action can be anticipated and errors of judgement minimised. Second, the cultural values provide a key to language, which stirs the minds and hearts of members. Understanding values plays an important role in the ability of a leader to motivate individuals, build group strength, mediate problems and make difficult decisions. Failure on the part of an academic leader to understand the culture will result in mistakes in judgement, which normally lead to loss of credibility of the leader. Loss of confidence or credibility usually means loss of influence. Loss of influence, in a university, is loss of leadership.

(f) When do I lead, when do I follow?

While academic leaders are often thought of as being 'first among equals', the academic leader is expected in many ways to be different in ways which set her apart from her colleagues. One day she is able to be 'like everyone else' and the day she is appointed to academic leadership, she is set apart.

The facilitator is asked to note that this question merits discussion. Participants can be asked to identify instances in which the question 'When do I lead, when do I follow?' has arisen. The fact that there are multiple and often conflicting expectations attached to leadership which compete for the attention of the academic leader must be taken into account.

KEY POINT: The unique talent of a leader is their ability to work with culture.

There are distinct differences between what people expect of leaders and of colleagues and these expectations may be in dramatic conflict.

KEY POINT: Leaders are expected to be credible, forward-looking, inspiring, competent, fair-minded, supportive, open-minded and courageous.

To be forward-looking and inspiring may be what is expected of a senior leader, but these attributes are not necessarily those desired in a colleague. When a person is appointed to a leadership position/role, the expectations of others towards them change. This change in the behavior of colleagues is often unanticipated and unwanted by the newly appointed leader. Colleagues may treat a colleague newly appointed to an administrative post quite differently the day after their appointment. It may take longer for the newly appointed leader to understand that they are now expected to lead and not to follow.

Issues of roles, relationships and often-conflicting expectations become concrete in the example given in Activity 6 (R 6).

(g) Feminine leadership

Women have always been leaders. More often than not, when a woman assumed the responsibility for the welfare of herself and members of her family or her community, she did so without holding an office or official position. Her name may, or may not, be commonly known or spoken. Her service to the advancement of people has rarely been documented in history books but may appear more visibly in personal diaries and folk stories. The lack of 'visibility' of the accomplishments of these women enables the myth that leadership is primarily the domain of men to go unchallenged.

It is often the case that we do not have documented cases of the lives of women leaders. Gathering such documentation and being aware of the women who have led our institutions is an important part of our history. Activity 7, 'Women leaders we admire' (R 7) is designed to gather and share information on the diverse lives of women.

(h) An evolving concept of leadership

The appointment of increasing numbers of women to professional positions has brought into the academy a passion and curiosity which arise out of the life experience of women themselves. Women's curiosity about their life experience has been expressed in all disciplines, and includes leadership as it can be viewed from different disciplinary perspectives. The questions posed have been wide-ranging but there is an increasing incidence of framing research questions in such a way as to permit women to speak for themselves. While the definition of leadership has always been subject to time and place, the inclusion of women in the ranks of those posing questions has made a contribution to the concept of leadership. The operational definition, which is offered below, attempts to 'include' the life experiences of women and men.

KEY POINT: A leader is someone who is self-aware and who is in control of her life; who has the patience to listen, the voice to express and the vision to capture the possibilities for others' lives apart from her own; who finds ways to help others move forward and who demonstrates that she will do what she says she will do.

For a leader, thinking seriously about these attributes, and the extent that they are currently present in her thinking and her decisions, serves several useful purposes. First, it can identify areas in which she needs to pay more attention. Second, it can identify areas in which she individually may not be strong, but which are attributes which she can deliberately draw into her team and which can as a whole enhance the leadership of the institution.

3.3 Workshop 3 – Personal leadership styles

(a) Objectives

There is more than one way to lead. The material (1) explores differences in personal styles of leadership, and (2) encourages participants to become more aware of their own personal strengths and styles of managerial decision making.

Leadership is one of many types of social influence. Historically, the concept of leadership was clear. It involved one person, usually a heroic figure, acting alone. The concept, however, has evolved and become much more complex. In essence, leadership today involves the interrelationship between leaders and followers. Questions are raised about who leads where and why.

Leaders play an important role in helping people and their institutions and countries develop. A vital key to leadership is power. Power-holders are those who, for whatever reason, have the capacity to influence others. Leaders are actual or potential power-holders. To be considered a leader, a person must be able to induce or influence followers to act for certain goals that represent the values and motivations, the wants and needs, the aspirations and expectations of leaders and followers.

(b) No one way to lead

There are at least three types of relationships between leaders and followers:

- (i) Authoritarian leaders lead by using the formal authority of their position, without regard for the needs or the wants of followers.
- (ii) Transactional leaders lead by using rewards in circumstances where there is a 'mutual exchange' between leader and followers. Rewards can be economic, political or psychological. A reward once given sets up the expectation that something (loyalty, favour, etc.) is to be given in return. While this type of leadership may be effective in the short term, there is no enduring bond between the parties.
- (iii) Transformational leaders lead by being acutely sensitive to their own wants and needs and those people in the group, and focus on raising collective aspirations and empowering people to accomplish their goals. The bond between people in this context may be sustained over time as it does not rely on the leader holding a specific office or position.

KEY POINT: Self-awareness is particularly important when the relationship between the leader and the group is the source of power and influence. The workshop 'Women and leadership' by Anne Gold in the Ancillary Materials will enrich the discussion and is highly recommended.

(c) Modelling good practice

What the leader says and does is important to the nature of the relationship between leaders and others in the group. The behaviour of leaders shapes and transmits organisational culture whether the person who is responsible for leadership realises it or not. In order to minimise unintended outcomes or misperceptions of intent, leaders need to be aware that their own style and use of language and behaviour exerts a strong influence on the culture when they:

- pay attention to, talk about, ask questions and set priorities on their own time;
- react to critical incidents and crisis;
- coach and teach;
- choose what achievements are recognised;
- choose which principles they personally support and practise.

(d) Culture and context

Culture and context determine which type of leadership is preferred by those who agree to follow the elected/appointed leader. Who gets to be a leader and how valued the leader may be depends on the culture. There are traits, attitudes and behaviours which members of a society prefer in their leaders. Even within the same culture, expectations may vary at different points in time and in different circumstances.

(e) Good for women, good for the university

What is good for women is good for the university. In our increasingly shared global context, where technology (communication, travel, computers) can overcome the isolation inherent in geographic distance, there may be an increasing similarity in those attributes which different

cultures are seeking in their leaders. The global context is one of large-scale social and technological change. The need is to find ways to maintain or enhance the quality of life of people within this rapidly changing context. The preferred choice of who will be accepted as leaders in these times of significant change may vary. Societies which stress the importance of education and development of women and men can be expected to seek out leaders who:

- talk about, promote and protect human development over the development of oneself or the development of a special group;
- wear privilege lightly;
- are not afraid to be close to the people they serve;
- serve a purpose larger than themselves;
- use influence and diplomacy more frequently than authority.

The case-study 'Women in academic leadership positions' by Asmah Omar, in the Ancillary Materials, may be used to explore how different cultures respond to academic leadership. Local case studies may also enrich the discussion.

While the preferred style of leadership varies from individual to individual, for many possible reasons women exhibit these personal attributes to a far greater extent than men. People who are acknowledged by their peers to possess these attributes tend to be respected and valued, therefore they are more likely to be appointed to leadership roles.

3.4 Workshop 4 – Gaining access to senior administrative positions

(a) Objectives

This workshop will focus on ways of increasing the numbers of women who gain access to senior leadership posts and explore ways in which women can change the academic environment. The literature and emerging research examined in Workshop 1, 'The context of leadership', generates an important working hypothesis:

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KEY POINT: A person is changed both by the position she holds and the social context within which she works and, at the same time, changes them.

.....

(b) Appointing leaders who are women

There are not, unfortunately, many cases in which universities have achieved a partnership of women and men at the senior level of administrative decision making. Many different factors appear to account for this. The following materials from the Ancillary Materials provide useful reading and discussion exercises:

- Case 2, 'The realities of change', by Karen Manning.
- Workshop 2, 'The management of change', by Julie Roberts.

Institutional filters

To a large extent, the adaptive capacity of an institution is determined by the ability of that institution to identify leaders and draw them into senior administrative posts. Who is seen to be a leader and selected, either

through nomination, selection or appointment, to take up senior administrative posts, is critical to the quality of the institution. There is ample evidence that there exist 'filters', unrelated to ability, through which leaders must pass in order to be posted to administrative positions of significant influence.

Selection criteria based upon preferred personal style, class status and gender are examples of filters, which diminish the available pool of leaders considered desirable for the appointment to senior administrative posts. This filtering process may be explicit or implicit but, either way, it marginalises an important portion of the talent and expertise needed to address urgent human issues, and in doing so, the university diminishes its own ability to seek truth and conduct its work in a meaningful and effective manner. There is strong evidence of a tendency for those making the selection to pick people who are non-threatening/most like them. In general, those making the selection of individuals for appointments to senior decision making positions are men.

Personal filters

In addition to the continuing presence of inappropriate institutional filters, we have gathered data which indicates that (a) some women, like some men, accept senior administrative posts if offered, but (b) unlike most men, some women, who possess the attributes and experience which are sought by institutions, are deciding to shape their career in such a way as to preclude their appointment to senior leadership posts. While focusing one's life's work in the other domains of academic life may also bring about significant contributions to research and teaching, the moderately small numbers of women currently in the 'pool' for senior administrative appointment are, nonetheless, diminished. While protecting the right of women to choose a career path which does not include the responsibilities of administrative leadership, it is important to ensure that this choice is not an outcome of policies or practices of the institution which tell a woman she is not valued in a leadership capacity and/or that her realities (other commitments) will not be taken into account when structuring the terms of such an appointment. Whether through the operation of blatant discriminatory practices, the more subtle but inappropriate institutional filters in the appointment process, or a woman's personal choice of career, the fact remains that while women make up over 50 per cent of the students in some disciplines and 17 per cent of the professoriate, fewer than 10 per cent of those appointed to senior administrative posts are women. Such simple numerical data make it apparent that the domain of leadership at the senior decision making levels in universities remains the domain of men.

(c) Characteristics and gender

Senior administrators report that they call upon a wide range of traditionally female and male characteristics in the conduct of their responsibilities. There is little evidence to suggest that there is a simple, direct linear relationship between the gender of a person, the value that the university places on their leadership, and the likelihood that they will want to accept leadership positions if offered. The decision to offer or the decision to accept a leadership position is based on a complex interaction of several social, personal and organisational factors. Research indicates that:

- many career obstacles reported as encountered because of 'gender' have in more recent and comprehensive studies been found to be more related to the amount of 'power' inherent in the position;

- many factors present in the work environment which have been reported as undermining or devaluing women are the same factors which men also report (although to a lesser extent) as giving them difficulty as well;
- women and men holding leadership positions report that they share many of the same or similar satisfactions, disappointments and impacts on personal time and priorities;
- the leadership style reported as preferred, by women and men currently holding senior administrative positions, is one that combines attributes from the traditional female and male leadership models.

When similar is not the same

The similarities reported by women and men who hold leadership roles are thought to have come about from sharing a common experience (the senior administrative position). Professional or disciplinary training, educational attainment and common apprenticeship experience, inherent in the work of the academy, may work to minimise gender differences. On the merits of this explanation of gender similarities, one might reasonably expect no differences in the reported leadership styles of women and men in senior posts. That is not, however, the case. Recent, large-scale studies carried out in Latin American and Canadian universities indicate that while women and men may be similar they are definitely not the same. Significant gender differences were reported. Even when the variables of access to power and societal context (Latin American and Canadian) were taken into account, statistically significant (at the .001 level) gender differences on some variables were found. While there are some cross-cultural differences reported on personal attributes of women and men as leaders, more often than not, women report:

- recognition of their work, particularly by members of the community outside the institution, is very important;
- a preference to use intuitive and rational knowledge to solve problems;
- they frequently express concern about the vitality of the academic staff;
- a preference to collaborate when time allows but being comfortable making a decision without collaboration if the conditions require action;
- their likelihood to express emotion;
- a heightened awareness of the feelings of others and a slight tendency to be needful of the approval of others;
- the importance of their own continuing professional education;
- a tendency, when negative comments or remarks are expressed by senior administrators or colleagues, to attribute the lack of support as being due to their gender (men attributed similar negative attitudes and lack of support from colleagues and senior administration to not being personally liked);
- they are less likely to be married;
- they have fewer (or no) children;
- work and family are the highest priorities of their lives;
- they want and expect to hold a leadership position at their institution and they would be prepared to move if one was offered elsewhere;
- that their appointment to senior positions was due to their own efforts.

Similar and different

We need to accept that women and men can be both similar and different. There are similarities and differences in how women and men

describe the personal experience of holding leadership positions. While focusing on the similarities finds the common ground for partnership, focusing on differences tends to be 'reductionist', leading to findings of difference which may not be meaningful. The acceptance that people can be both similar and at the same time different, provides an avenue to move ahead.

3.5 Workshop 5 – Attributes of women leaders in universities

(a) Objectives

The range of attributes, which may change depending on the culture of the participants, of women who hold administrative positions will be identified and discussed. Gathering such data allows us to think more clearly and with more knowledge about the characteristics of women and how they may go about carrying out their leadership responsibilities.

(b) Common attributes of women leaders in different cultures

Cross-cultural studies carried out in universities in Latin America and Canada, in which at least 50 per cent of the respondents are women currently in policy or decision making positions, indicate that women leaders share similar attributes.

- (i) Women assign a very high importance to their work. They order their priorities in life by putting family first, administrative and academic work second, leisure activities third and community service last.
- (ii) The actual allocation of time to priorities is slightly different. Most of their time is spent on administrative and academic work (68 per cent), while the family (which is the highest priority) can only get 23 per cent of the time, 10 per cent is set aside for leisure activities and less than 5 per cent of their time is left over for community activities.
- (iii) Working in a university provides important sources of satisfaction. Most important satisfactions are given in OHT 3, 'Important sources of satisfaction'. This data can be used for discussion purposes.
- (iv) Women currently holding senior administrative positions in universities provided insight into how they see themselves. This is shown in OHT 4, 'Attributes of senior university women'.

These characteristics may reflect the attributes of women holding senior positions in universities in different cultural contexts. It is worthwhile taking a closer look at the strengths of women by using the 'Personal attributes survey' (HO 2), or one like it, which uses self-assessment to examine the perceived strengths of the individual.

3.6 Workshop 6 – Power and empowering others

This workshop has two sessions.

(a) Session 1 – Sources of power

Objectives

The objectives of this session are (1) to broaden our thinking about leadership from individual-centred to a concept based on the relationship between leaders and followers, and (2) to identify and discuss the sources

of power available to women and when they are most usefully used to promote the goals of the community. The module 'Women and governance in higher education' has useful additional material relevant to this workshop.

Importance of the relationship between leaders and followers

There is no issue more central to leadership than that of the relationship between those who choose to lead and those who decide to follow. Fundamental aspirations, which are shared, connect leaders and followers. Even if the roles for each are different, each has the obligation and the responsibility to work together to reach the desired outcome. Accepting that leadership is based on a special relationship generates important questions which do not focus solely on leaders but encompass the expectations and needs of followers as well. What do people expect of leaders? Why do people choose to follow one leader and not another? What sustains the relationship and what undermines it?

While shared aspirations and responsibilities are what empower people to work together, it is a person's vision, voice, credibility and ability to get things done that determines whether she is a leader or a follower at any point in time. In this regard, leadership and management are concepts that work together. A leader needs power and management skills to get things done.

If power is the ability to influence others, shape events and achieve goals, power is something that can be acquired through a combination of external resources and personal attributes. Power can be derived through the authority of a position or through the attributes of the person. Activity 8 (R 8) enables a full discussion from different personal and administrative perspectives. The responses may be compared to the list of positional and personal power sources that appear in OHT 5 and OHT 6, and the list expanded to reflect differing cultural and contemporary circumstances.

Positional power

Positional power is based in the authority of the position which is held and which is non-transferable to an individual. It is a type of power that is transitory. Sources are listed in OHT 5.

Personal power and influence

Although positional power provides many sources of influence, personal power is at least an equally rich and an even more enduring, and in some contexts, preferred source of influence. Personal power is the influence which is derived from a person's own expertise, skills, talents, experience and judgement. Because it is drawn from a person's 'natural resources', it is easier to enhance and build over time regardless of the position a person may hold. OHT 6 lists important sources of personal power.

Summary

At the very heart of leading others is the desire to influence people and events. It is important that all potential sources of influence are known and used when appropriate. To rely on the influence derived primarily from the power of the position is rarely sufficient, particularly in a university, to enable a leader to achieve her goals. Yet, without the influence associated with positions, the institutional resources may not be available to help the leader be successful. Research over the last 20 years shows that when women are given the choice, they prefer to use personal power first and positional power second, to influence organisational

policies and practices and to motivate others. The amount of influence one has in an organisation is in large measure the result of the desirability of the person to know and use as many sources of power as possible. There is a need for balance. Over-reliance on one or the other category of power (positional/personal) undermines the ability of the individual to influence decisions and meet the goals of others whose interests they represent.

(b) Session 2 – Teamwork

Objectives

Building on what is currently known about effective leaders and the strengths which women bring to leadership, this session will provide the framework for creating teams and fostering teamwork in a university culture. Facilitators may wish to refer again to the module 'Management Development for Women: A Facilitator's Handbook'. Section 4 provides information about working with groups.

Universities exhibit different orientations towards individualism and collectivity depending on the general culture and the specific type of work or decision. The reflective work of the scholar is usually carried out in solitude. The decision making processes, especially at department level, are highly collectivistic. In circumstances where decisions affect the community, academics prefer, expect and sometimes demand that all members of their defined community take part.

The increasing complexity of the work of the university and the challenges with which it is attempting to come to grips, require the energy, talent and expertise of more than one person or persons from more than one field. No leader can be expected to possess all the knowledge and skill required to address the problems facing the university.

Committees and teams

A committee tends to be an aggregate of individuals who work to varying degrees to achieve different ends, for different reasons and in different ways. Teamwork is not a collection of individuals with similar values and beliefs sharing time and space. Teams have characteristics which set them apart from committees. To clarify the difference, think of a team as two or more people working together in a 'co-ordinated' fashion to reach an agreed goal.

Membership of teams

To be effective, teams need clarity of purpose, standards, competent members, and a unified commitment. Teams are capable of having alternative structures, depending on the rather broad objectives which the teams are trying to accomplish. Broadly speaking, the objectives of a team may be problem-solving, creative, or tactical. At different points in time, a leader needs teamwork to advance the cause of the institution. Teams not only focus the talent and experience needed on the problem or issue but participation in an effective team is an elevating experience for the team members. Teamwork is not necessarily easy to achieve. It takes considerable thought to set up a team and give it the best possible chance of succeeding.

What must go right: what can go wrong

Not all decisions are best made or informed by team deliberations and advice. Experience with using teams to improve decision making and building community indicates that a great deal of care must be taken

when teams are established if they are to work well. Two authors, Larsen and LaFasto (1989), have written on the topic of teams and the importance of values and expectations clarification. They also identified factors which must go right but can very easily go wrong.

The following material is adapted from their work. The reference is cited in Section 5.

'Effective teams' (OHT 7) shows very specific guidelines that, if followed, should contribute to the effectiveness of a team. If these guidelines are ignored, it is likely that the team will encounter difficulties that may have been prevented.

Teamwork, like leadership, is based on a relationship between people playing different roles each with their respective expectations and values.

Expectations and values for the team leader and for team members

Effective leadership of a team can be characterised by adherence to a dependable set of values.

Equally important are the expectations and values that should be clear for the members of the team. Individuals who accept the responsibility for participating in a team need to demonstrate certain values. Expectations and values for team leaders and team members are given in HO 3 and HO 4.

Activity 9, 'Making effective use of teams' (R 9), encourages a frank and open discussion of the constraints and opportunities afforded academic administrators who want to use and encourage the use of teamwork in their units.

3.7 Workshop 7 – Making choices: the personal costs of leadership

(a) Objective

This workshop provides the opportunity better to understand the challenges and choices which women have had to make in order to assume leadership. Some of these personal decisions have been made at the cost of forfeiting the opportunity to pursue other priorities. The objective of this workshop is better to inform and prepare women for choices.

(b) Making choices

Members of the academic and professional staff of universities are an élite group. They have, both individually and with their families, made choices which have allowed them to reach their current level of attainment in their respective fields. For most, these choices have meant sacrifice and the loss of opportunities to do other things in their lives. The choice to assume the responsibility for leadership, whether that leadership is carried out in small or large ways, also requires careful consideration because of its inherent personal costs. The life experiences of women holding leadership positions indicate that:

- they integrate their personal and professional lives and women with children integrate these two roles extensively;
- integration of work and family responsibilities may involve taking care of the family via telephone contact at work and taking work-related assignments home to do after official office hours;

- they strive for an overall balance among multiple roles but work demands far exceed the amount of time a woman can devote to her family;
- health-related issues may be a long-term consequence for a woman leader unless she takes care of her own physical and emotional needs;
- women in leadership positions have fewer children and are more frequently single;
- they need the support of their spouses and family;
- they desire recognition from their administrative colleagues, friends, family and others outside of the university.

Everyone makes choices. Women who have taken up academic and/or administrative posts have differentiated themselves from other women by the nature of the choices they have made. While these choices have created opportunities, they also made it necessary to make often difficult choices. There are costs, lost opportunities and lost family as a result of such decisions. Activity 10, 'Making choices: the personal costs of leadership' (R 10), allows the participants to explore and share their own significant decisions and the price they paid for their choices.

3.8 Workshop 8 – Transferring learning into professional practice

(a) Objectives

Whether workshops 1–7 inclusive are offered as a two- or three-day course or independently, it is highly recommended that a closing exercise be used which significantly increases the likelihood that what the participants have learned is transferred into practice following the workshop.

(b) Learning into practice

Thinking, writing and speaking increases the likelihood that learning will occur. There is strong evidence to substantiate the fact that professionals retain and use new knowledge if an opportunity to clarify their thinking, set their priorities, anticipate problems and identify resources is provided before they physically leave the workshop environment. It is important both to the facilitator and to the participant to spend a reasonable period of time reflecting upon and discussing this issue.

Activity 11, 'Bridging exercise' (R 11), has been used in multi-cultural contexts to promote the transfer of learning. Its power resides in its applicability to very different people working in very different contexts. The participant as learner assumes full responsibility for what she has learned and how she is going to commit herself to making a difference in her professional practice.

Section 4 Support materials

4.1 Overhead transparencies

- OHT 1 Leadership as phenomenon
- OHT 2 Traditional leadership models
- OHT 3 Important sources of professional satisfaction
- OHT 4 Attributes of senior university women
- OHT 5 Important sources of positional power
- OHT 6 Important sources of personal power
- OHT 7 Effective teams

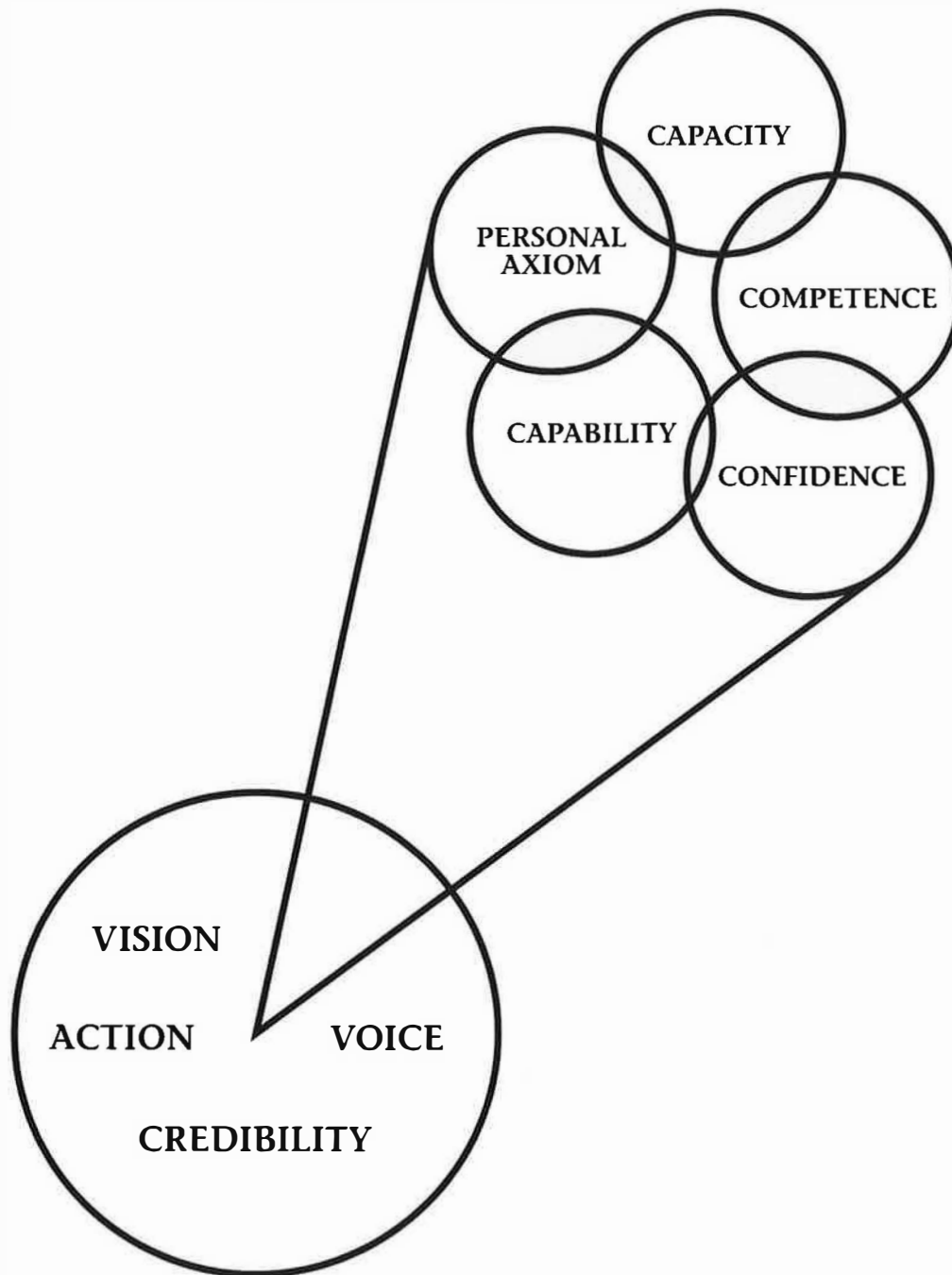
4.2 Hand-out materials

- HO 1 The case of Forward University
- HO 2 Attributes inventory
- HO 3 Expectations and values for team leaders
- HO 4 Expectations and values for team members

4.3 Resource material for facilitators

- R 1 Activity 1: A personal view of leadership
- R 2 Activity 2: Knowing the contemporary cultural context
- R 3 Activity 3: Identifying exemplars
- R 4 Activity 4: Implications of partnership
- R 5 Activity 5: The language of leadership
- R 6 Activity 6: The Vice-Chancellor's credibility
- R 7 Activity 7: Woman leaders we admire
- R 8 Activity 8: Sources of power
- R 9 Activity 9: Making effective use of teams
- R 10 Activity 10: Making choices: the personal costs of leadership
- R 11 Activity 11: Bridging exercise

Leadership as phenomenon (an evolving analytical model) OHT 1



Traditional leadership models**OHT 2****Masculine leadership is ...**

Competitive

Hierarchical

Winning

Rational

Highly controlled

Cold

Just and principled

Feminine leadership is ...

Co-operative

Team-oriented

Qualitative

Intuitive

Collaborative

Emotional

Fair and contextual

Inherent assumptions

Leadership is finite, scarce, and must be hoarded.

Leadership is infinite and must be shared.

Important sources of professional satisfaction**OHT 3**

- The availability of a great variety of challenges.
- The opportunity to work closely with colleagues and students.
- The opportunity to be of service to others.
- The opportunity to create or develop something that is entirely my own idea.
- The freedom to choose work activities and hours.

Lesser, but still important sources of satisfaction are:

- To be identified with the prestige of a particular university.
- To mentor younger colleagues and students.
- To become highly specialised and competent in a specific discipline area.

Attributes of senior university women**OHT 4**

- Aggressive (assertive)
- Independent
- Emotional
- Devoted to others
- Helpful to others
- Competitive
- Career-oriented
- Kind
- Self-confident

Important sources of positional power**OHT 5**

- Formal authority vested in the position by statute or charter.
- Knowledge of rules and regulations, organisational knowledge.
- Knowledge of and access to scarce resources.
- Control over who is invited to participate in the formal decision-making processes.
- Access to and control of technology.
- Gender and the management of gender relations.
- Setting priorities.
- Speaking on behalf of the institution.
- Distribution of rewards.
- Control of work assignments (own and others).
- Knowledge of external events and circumstances which will impact on the institution.
- Knowledge of who in the organisation has expertise.

Important sources of personal power**OHT 6**

- Self-awareness
- Expert knowledge
- Use of oral and written language
- Knowledge of culture and context
- Intuition
- Empathy
- Understanding the emotional impact of one's behaviour on others
- Ability to listen
- Experience
- Credibility
- Flexibility
- Staying calm in a crisis
- Informal networks
- Family networks
- Personal reputation

Effective teams**OHT 7****Effective teams have:**

- a clear, evaluating goal
- competent team members
- unified commitment
- a collaborative climate
- standards of excellence for their own work
- external support and recognition
- principled leadership

The case of Forward University

HO 1

A medium-sized university, Forward is located in a large city. It has 10 faculties and schools and a full-time student population of over 15,000. For many years it has enjoyed loyal support from its various constituencies, especially the agricultural and business community. Over the past 10 years, the government has made special funding allocations directly to the Faculties of Business and Agriculture in support of their 'continued excellence' and the development of the region.

The curriculum of the Faculty of Business has emphasised undergraduate preparation and remained generally the same over the last 10 years. Due to continuing budget restraints, the number of new professors hired has not exceeded two per cent over the same period. The local and regional economy has been experiencing difficulty recently and the Faculty of Business has increasingly been criticised by the local community for not adequately preparing its graduates for the realities of an economy driven by inflation, new technology and competition for scarce resources.

The President of Forward University recently appointed a selection committee to help him find an academic leader for the position of Dean of the Faculty of Business who would enhance the faculty's reputation and respond to the increasing concerns about the curriculum.

Dr Sloan was appointed Dean having had extensive administrative experience at the senior level in business and government. Known for being concerned about the development of the country, Dr Sloan has clearly stated that the Faculty of Business would prepare graduates to assume leadership positions in business and industry.

Shortly after taking up the post as Dean, Dr Sloan decided to get on with pursuing the goal of 'excellence' and curriculum reform in what he had come to think of as a 'mediocre' educational unit. It came as quite a surprise to Sloan that the University was unable, within its current funding, to allocate to the Faculty new monies with which to pursue revitalisation. While weighing how to proceed without new resources, Dr Sloan met with the Vice-President Academic and leaders from the local community. At the end of the meeting, Dr Sloan had a plan to seek additional funds from the community and from the government; eliminate one academic department; lay off a non-productive faculty; and establish a Ph.D programme in agri-business. This plan was presented to the faculty council meeting at the end of the month. What Dr Sloan thought was a rational and creative approach to meeting his mandate was met, on the part of the members of faculty council, with righteous indignation and outrage.

Dr Sloan was shocked by the request for his resignation, which was brought to the Dean's office early the next day.

Question: How should Dr Sloan proceed and why?

Estimated time required: 1.5 hours

Attributes inventory

HO 2

Please describe, on a scale of 1 to 5, the degree to which you feel you possess the following characteristics:

1. Not at all aggressive	1	2	3	4	5	Very aggressive
2. Not at all independent	1	2	3	4	5	Very independent
3. Not at all emotional	1	2	3	4	5	Very emotional
4. Very submissive	1	2	3	4	5	Very dominant
5. Not at all excitable in a major crisis	1	2	3	4	5	Very excitable in a major crisis
6. Very passive	1	2	3	4	5	Very active
7. Not at all able to devote self completely to others	1	2	3	4	5	Able to devote self completely to others
8. Very rough	1	2	3	4	5	Very gentle
9. Not at all helpful to others	1	2	3	4	5	Very helpful to others
10. Not at all competitive	1	2	3	4	5	Very competitive
11. Very home-oriented	1	2	3	4	5	Very career-oriented
12. Not at all kind	1	2	3	4	5	Very kind
13. Indifferent to others' approval	1	2	3	4	5	Highly needful of others' approval
14. Feelings not easily hurt	1	2	3	4	5	Feelings easily hurt
15. Not at all aware of others' feelings	1	2	3	4	5	Very aware of others' feelings
16. Can make decisions easily	1	2	3	4	5	Have difficulty making decisions
17. Give up easily	1	2	3	4	5	Never give up easily
18. Never cry	1	2	3	4	5	Cry very easily
19. Not at all self-confident	1	2	3	4	5	Very self-confident
20. Feel very inferior	1	2	3	4	5	Feel very superior
21. Not at all understanding	1	2	3	4	5	Very understanding
22. Very cold in relations with others	1	2	3	4	5	Very warm in relations with others
23. Very little need for security	1	2	3	4	5	Very strong need for security
24. Go to pieces under pressure	1	2	3	4	5	Stand up well under pressure

(Source: Spence, J.T. and Helmreich, R.L. (1978) *Masculinity and Femininity*, University of Texas Press, Austin/London. Quoted with written permission of authors. For classroom use only.)

Expectations and values for team leaders

HO 3

Team leaders should:

- avoid compromising the team's objectives with political issues
- have a personal commitment to 'our team's goal'
- not dilute the team's efforts with too many priorities
- be fair and impartial toward all team members
- be willing to confront and resolve issues associated with inadequate performance by team members
- be open to new ideas and information from team members
- be principled in their approach to accomplishment and how they conduct themselves as they act as models for appropriate behaviour.

Expectations and values for team members

HO 4

Team members should:

- demonstrate a realistic understanding of his/her role and accountability
- demonstrate objective and fact-based judgements
- collaborate effectively with other team members
- make the team goal a higher priority than any personal objective
- demonstrate a willingness to devote whatever effort is necessary to achieve team success
- be willing to share information, perceptions and feedback openly
- provide help to other team members when needed and appropriate
- demonstrate high standards of excellence
- stand behind and support team decisions
- demonstrate courage of convictions by directly confronting important issues
- demonstrate leadership in ways which contribute to the team's success
- respond constructively to feedback from others.

Activity 1: A personal view of leadership

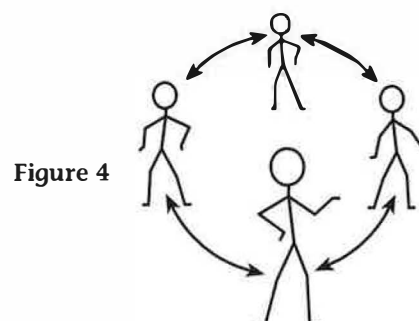
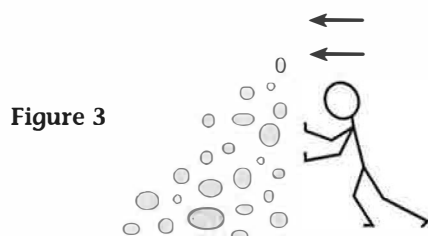
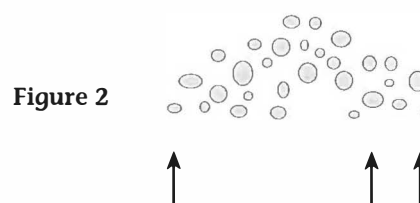
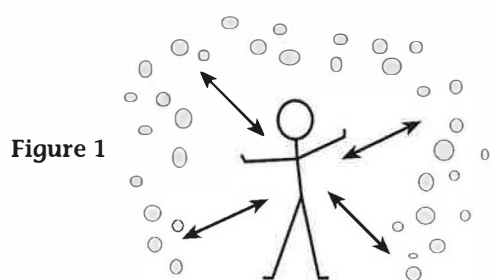
R 1

Purpose: The purpose of this exercise is (1) to engage the participant in the learning process by involving both thoughts and feelings, (2) to move directly into the topic under discussion by identifying with the personal experience and context in which each participant is working, and (3) identify in a vivid way the diversity of leadership styles and contexts represented by women.

Participant instructions. First, ask each person to 'draw' or 'sketch' how they currently see themselves as leaders within their own institution. If someone asks, tell them that it is better if they do not use any writing at all. Samples of what you might expect to see include highly detailed views of a person and a group: rough, simple illustrations; pencil or vivid colours.

Next, ask each person, in turn, to 'tell the others about her drawing'. The stories they tell are personal and important. You can expect that the drawings will be different. The differences are important to note as they may depict how leaders act in different contexts or situations. They will also reflect personal style. You might ask questions about the colours the participants have chosen to use if they seem unique, different, or interesting.

For example, drawings may look like these:



The participants' drawings should be left up for the duration of the module and may be used to illustrate points later. Upon completion of the module, copies of the drawings should be returned to the participants. If the participants agree, copies of these drawings can be kept and used as teaching tools.

Note: These exercises, while very useful, may at the start prove to be difficult for some of the participants. Most people prefer to use words to express themselves. Some participants may find 'drawing' what they think and feel difficult. Encouragement to express and to be themselves is usually sufficient to create the level of comfort needed to complete the exercise. Coloured pencils can be used to express emotion. Drawings and descriptions often become more rich and varied with colour.

Activity 2: Knowing the contemporary cultural context**R 2**

Purpose. To gather and share information upon which to develop an understanding of what is happening and how institutional responses may be the same or different even in the same region.

Facilitator's notes. When people are responding to the questions, ask them to indicate the size of their university (large, medium or small), whether it is co-educational or reserved for a single sex, and whether it is located in an urban or rural area. Evidence strongly suggests that the size and type of an institution will have an impact on its ability to respond to problems associated with its rapidly changing circumstances. Often persons from small institutions have different problems, or limitations on their actions which large institutions do not.

Instructions to participants. Tell us about the major pressures for change which are taking place or are anticipated to take place within your university. Don't forget to include changes which impact on a wide range of people within the academic community.

What are the most significant (1) internal pressures and (2) external pressures that are being brought to bear on your institution?

What changes have occurred within your institution in response to these pressures?

Estimated time required. 15–20 minutes (unless there is a new issue or problem which has just arisen, and then the time required to discuss the problem should be limited to 20 minutes with an acknowledgement that discussion of this issue will be continued over a break or meal).

Activity 3: Identifying exemplars

R 3

Purpose. The purpose of the exercise is twofold. First, information collected for this exercise has, most likely, not previously been documented. As such, it expands our knowledge and draws our attention to interesting and important changes which are taking place.

Second, we know that, from place to place, variability does exist in institutional policies and practice involving women in leadership roles. Such diversity needs to be documented, shared and given recognition.

Setting up the exercise. Institutions, or units within the institution, which have earned the label of 'exemplars' have distinguished themselves by having achieved a desired goal or outcome that others have not. For example, an institution would be considered an 'exemplar' if 30 per cent of senior positions were held by women when most other institutions have not achieved this level of involvement of women in senior decision making roles. It is important to try to identify what makes the exemplar unique. Important differences do not have to be large. Sometimes the differences which significantly change events are small but very powerful. If the exercise is to be conducted 'on site', the questions can appear on an overhead transparency. The exercise should be given out in advance and the participants asked to come with prepared, descriptive materials. If it is not possible to distribute and collect the responses from the participants in advance, the exercise can be run in the classroom. However, it may occur that no one can cite an example. In that case, the facilitator should have one or two examples prepared, using the outline questions, for distribution and discussion with the group.

Questions to be discussed:

- What example has this institution set which we are seeking to understand?
- What was the context in which it occurred (institution, urban/rural, size, public/private, single sex/co-ed, liberal arts/professional school)?
- When did it occur (over what period of time)?
- Who played important roles (one person, a group, a network)?
- What were the conditions under which this institution/department was successful?
- What can be learned from this example?

Select someone, in the classroom, to take notes on the discussion of the questions. The results of the discussion can be used later to work on strategies/innovations for change and for building a database for studies or policy development.

Participant instructions. Using the questions outlined above, ask participants, in advance, to identify any institution, department or more informally organised entity in which women play a significant role in decision making. Participants should share their example with the group. If the exercise is completed in advance, the collection of examples could be put together as a hand-out.

Estimated time required: 45 minutes.

Activity 4: Implications of partnership**R 4**

If there is an equal partnership between women and men, will the university be a different place in which to work? If so, in what ways?

Purpose. (1) To find out what people believe and the basis for their beliefs, and (2) to ensure that participants who may hold points of view which are different from most members of the group are heard and able to state their case.

Facilitator's notes. This exercise works in a large group. If opinions differ widely, notes should be taken and this issue discussed at a later point.

Question to the participants. To what extent do you agree with the position taken that an equal partnership between women and men in the leadership of the institution will change the policies and practices of the university?

Strongly agree

Don't entirely agree

Agree

Don't agree

Ask those who responded 'strongly agree' for their reasons and continue to ask the participants who responded differently the reasons for their choice. On an overhead transparency or chalkboard write down the reasons given for agreeing, or not agreeing, with the statement.

Estimated time required to complete large group exercise:

30–45 minutes.

Activity 5: The language of leadership

R 5

Purpose. To generate quickly a range of metaphors commonly used to describe socially desirable leadership behaviours. How many metaphors express the life experiences of women and men?

A metaphor is a figure of speech in which a term is transferred from the object it ordinarily designates to an object it may designate only by comparison or analogy. Examples of metaphors: shepherding the flock, bringing out the big guns (make sure to incorporate culturally appropriate metaphors).

Setting up the exercise. The exercise has two parts. First, request the participants to prepare a brief list. It is suggested that the participants work in groups of three. Second, the trainer and the participants explore together the material, which is shared. An overhead projector or a flip-chart can be used to record the small group reports. The material generated by the participants can be distributed to everyone and should also be kept for teaching purposes.

Instructions to participants. Ask the participants to take two to three minutes to write down on a piece of paper all the 'metaphors' they can think of which are descriptive of leadership in the university. The responses of the group can be listed on the overhead transparency or flip-chart. At least three questions need to be explored. First, from where does the metaphor originate? Second, how many of the metaphors are seen to be 'positive', 'neutral', or 'negative' by the participants? Third, how many metaphors identified by the group draw analogies from the life experience of women or women and men?

Estimated time required: 30–45 minutes, depending on group size.

Activity 6: The Vice-Chancellor's credibility**R 6**

If a Vice-Chancellor, working with her colleagues, formulates a vision and plan for the institution which is forward-looking and inspiring but the Board of Governors/Ministry of Education does not accept it, what is the Vice-Chancellor to do? Is she to follow the decisions taken by a higher authority or is she to lead the members of her institution in another direction?

The leader may bring to her appointment a personal set of expectations. Some of these will involve her hopes and the choice of where she wants to direct her energies. Her colleagues can be expected to be articulate about their needs for creating or protecting an environment in which they can do their work. Students want good teaching, and commitment to them and their education.

Even if the aggregate expectations are not in conflict, which they may well be, they do compete with each other for time and attention. Time may be the most precious and limited commodity the academic leader has. She can only do so much. To determine what, if any, expectations were held in common by the various 'stakeholder' groups, several national and international studies were conducted in Canada and Latin America. Students, faculty, academic leaders, administrative staff, members of government ministries; and people from the public and private sectors did agree that, regardless of what leaders did in terms of daily activities, certain personal attributes are essential to being effective.

Activity 7: Women leaders we admire**R 7****Individual and small group exercise**

Participant instructions. Write a short biographical description of a woman whose leadership you respect and admire. In the sketch, try to answer the following questions: (1) Why do you respect her? (2) What attributes do you remember about her that made or make her effective as a leader? (3) What was the context in which she was living and working? (4) How will the girls and boys of the next generation know of her?

Setting up the exercise. This is best done after a break and/or in the afternoon if the participants are getting tired or need to become more central to their own learning. It will be helpful to tell the participants, in advance, that you would like to keep the biographies if they permit you to do so. These materials can be put together, over time, to shape a publication on women's contribution to leadership or for teaching purposes.

Estimated time required: 30 minutes.

Activity 8: Sources of power**R 8****This is a large group brainstorming exercise**

Ask participants to nominate what they see as sources of power within their own institutions. List these on a flip-chart or transparency. Responses may be compared to the lists of power sources given in OHT 5 and OHT 6.

Activity 9: Making effective use of teams**R 9****Large group discussion**

Purpose. To identify the opportunities that an academic leader has to use teams. Often the academic administrator is not in a position to appoint people to a team and must encourage the group to work along the guidelines. At other times, the administrator may be in a position to either appoint individuals or form informal advisory groups.

Instructions to participants. List all the opportunities that you have to set up and appoint people to teams. Remember, we are concerned with teamwork and not committees. These are occasions in which you can (1) decide to use a team, and (2) appoint the team members.

Notes to facilitators. Ask someone to keep a record of the discussion. Post responses or hand-out later. Keep for use as a teaching tool.

Estimated time required: 15–30 minutes.

Activity 10: Making choices: the personal costs of leadership R 10

Purpose. To use the personal experiences of the workshop participants to prepare others in the workshop better for the variety of choices that they have had to face or may face in the future, and to discuss the strategies developed that proved most helpful.

Note to facilitators. This exercise is in three parts.

- (1) Break into small groups. Ask the participants to take a sheet of paper and write down all the 'personal' costs which they, or others they know, incurred by assuming a leadership post. Suggest that they think about costs to their family as well.
- (2) After three to five minutes, ask the participants in their small groups to share what costs they have identified with each other. This discussion will take approximately 10–15 minutes.
- (3) Return to the larger group to hear small group summaries. Ask participants in the large group to identify strategies to minimise personal costs (i.e. less time with children (cost) and full-time help in the home (strategy)).

Participants may wish to discuss the personal benefits of leadership too. Time should be allowed for a brief discussion if this is desired.

Activity 11: Bridging exercise**R 11**

Purpose. To increase the likelihood that what has been learned in the workshop will be transferred into practice.

Instructions to participants

- (1) On your own, take 5–10 minutes and write down three or four of the most significant things you learned, either in the workshop or which arose from informal discussions with participants/facilitators outside the class.
- (2) When you have finished, think for a few minutes about how what you have learned can be used to help you carry out your personal and/or professional responsibility as a leader. What obstacles do you anticipate in using this learning? What support do you have to help you make this transfer? Take time to write down your responses.
- (3) Find another participant with whom to discuss your responses to these questions. Take five minutes each to share your thinking and your challenges.

Notes to the facilitator. This bridging exercise is simple but effective. If participants do not think about the issue of transferring learning into practice now, it is not likely they will do so when they return to their office. Their desks are piled high with work and no one wants to hear about their workshop.

Although it is important to identify the significant learning experiences, it is even more important to talk about them with a person who attended the same workshop.

There is no requirement that the individual responses be handed in or reported to the large group. You may wish to invite the participants to do so but they should be provided with the opportunity to keep their thoughts private if they wish.

Estimated time required: One hour, depending on the size of the group.

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