Advancing Women in Leadership: A Pilot Women’s Leadership Development Program

A project submitted in partial fulfillment of the requirements for the
Master of Administration in Leadership

Submitted by
Erin Lord
200 392 175

Gina Grandy, PhD
Supervisor

April 2020
Executive Summary

Women continue to be underrepresented in the upper echelons of senior leadership across Canada. While they are entering the workforce at the same rate as men, for some reason only 10% of C-suite positions in the country are occupied by women (Catalyst, 2019). Women also continue to earn wages that are only 83% of what men make on average, which is a meagre 6% increase from what the wage gap was twenty years ago (Catalyst, 2019). Filling the pipeline has not produced parity up through the ranks, which may indicate that the entrenched systems and beliefs that prompt and support men’s bids for leadership continue to persist (Ibarra et al. 2013). This is surprising given the hundreds of studies that have documented the benefits of having women in top management and leadership positions in any type of organization (Madsen & Andrade, 2015).

The purpose of this research is to advance understandings of the value and necessary components of women-only leadership development programs (WLDPs) through comparing empirical research to extant world-leading programs to undertake the research question of: How best to address the underrepresentation of women in leadership through women-only leadership development programs?

Three objectives have been designed to address the research question:

1. Review the literature on women in leadership and identify the barriers women face in the advancement of their careers into leadership;
2. Identify and assess leadership development and programs designed for women; and
3. Design a pilot women’s leadership development program that aligns with the needs of women leaders and aspiring women leaders.

The contribution of this research is threefold. First, the research contributes to the growing body of literature on WLDPs. Second, the framework proposed in Chapter Two of this study, offers a comprehensive picture of core design components of WLDPs and highlights areas neglected to date in many WLDPs (e.g., considerations of intersectionality, body and appearance, and mindfulness training). Third, from the extensive literature review and content analysis of six WLDPs from leading academic institutions across Europe and North America, a new pilot WLDP is proposed. As such, the pilot WLDP proposed is both academically grounded and practically tested while reflective of current trends. The pilot WLDP reflects the following key design components:

1. The context is situated in an analysis of second-generation gender bias
2. Three pillars together create the program structure
   a. Only women participants
   b. Gender-sensitive teaching and practices
   c. A safe learning environment
3. Key program outcomes of: Greater self-awareness and a coherent leadership identity; increased self-confidence and self-efficacy; knowledge and skills to navigate gendered organizations; knowledge and skills to lead change and strategically create vision; and an established support network.
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Chapter 1. Introduction

Canada’s labour force is comprised of approximately 47% women aged 25 and up (Statistics Canada, 2018) and yet women make up only 35% of management, 33% senior management, and about 10% of C-level executive roles (Catalyst, 2019). Furthermore, when it comes to career progression, Canadian women are 30% less likely to receive promotions out of entry-level jobs and that doubles to 60% as they attempt promotions beyond middle management roles (CBC Report, 2017). It has been argued that one way to level the playing field for women, reduce barriers, and increase the number of women in the leadership pipeline is through investment in leadership development designed specifically for women (Debebe et al., 2016).

The purpose of this research is to advance understandings of the value and necessary components of women-only leadership development programs as one way through which to tackle the underrepresentation of women in senior leadership roles. Bryans and Mavin (2003) highlight that many women managers may learn differently and face unique challenges that are not typically addressed in mixed-gender leadership development. They indicate that mixed-gender leadership development programs are typically grounded within “sexist assumptions reflecting the prevailing male norm” which is often accepted as equivalent to the adult norm institutionalized in many organizations (Bryans & Mavin, 2003, p. 111).

For the purpose of this research, gender is understood as a social construct (Walker & Aritz, 2015). Gender moves beyond biological sex to describe the stereotypical ways that people behave as either “masculine” or “feminine” in social settings as they ‘create’ their gendered selves and which they rely on to make meaning of their environments (Walker & Aritz, 2015). Mavin and Grandy (2012) acknowledge that the gender binary (e.g., man / woman) is being challenged and that gender is now more fluid and non-binary. However, they also argue that a gender binary persists in a way that continues to influence how men and women do gender (Mavin & Grandy, 2012). As such there continues to be an expectation of alignment between perceived sex category and enactment of gender (Mavin & Grandy, 2012).

Edmonstone (2011) describes effective leadership programs as designed with special attention to individual and contextual factors. By extending this line of thinking and applying to women’s leadership development, programs should consider the organizational contexts that women find themselves in and the unique gender-related barriers they face. Moreover, Debebe (2011) has suggested that women’s leadership development programs can serve as a platform for
transformational learning\(^1\) by creating a safe environment that buffers participants from the gender pressures that persist in mixed-sex settings. She explains how the capacity to explore the gendered aspects of their leadership experiences are sometimes suppressed or downplayed in the presence of men (Debebe, 2011). Kolb and Kolb (2005) highlight that to learn, requires facing and embracing differences such as different beliefs, ideas, or experiences. Exploring these differences in learning environments can be challenging and threatening. Kolb and Kolb (2005) thus draw attention to the importance of establishing a safe space that encourages the expression of differences to support learners in facing these challenges. Debebe et al. (2016) extend this concept and apply the theory to women leadership development by offering that learning environments composed of women only, coupled with gender-sensitive teaching and learning practices, can create that safety necessary to learn for women leaders. Debebe et al. (2016) contend that with safety established, development programs become more effective in facilitating the sharing of gendered challenges faced in everyday working lives and the affirmation of those experiences in a supportive manner.

Research supports the need for women leadership development programs (WLDPs) in addition to mainstream, mixed-gender leadership development for women leaders. The purpose of this study is to build on this existing research by advancing understandings of the value in and necessary components of WLDPs. This will be accomplished by comparing extant research to existing WLDPs delivered by the world’s leading academic institutions. This analysis goes beyond traditional research on the topic to create a full view into women’s leadership development which will ultimately inform the creation of a new framework for designing a pilot WLDP for implementation in Saskatchewan, Canada. The research question that guides the study is: How best to address the underrepresentation of women in leadership through women-only leadership development programs? Three objectives have been designed to address the research question:

1. Review the literature on women in leadership and identify the barriers women face in the advancement of their careers into leadership;
2. Identify and assess leadership development and programs designed for women; and
3. Design a pilot women’s leadership development program that aligns with the needs of women leaders and aspiring women leaders.

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\(^1\) The transformational learning process consists of encountering a dilemma, making meaning, and achieving a transformative insight (Debebe, 2011). The process results in the alteration of habitual patterns and a fundamental perspective change that affirms identity and expands capacity (Debebe, 2011).
The contribution of this research is threefold. First, the research contributes to the growing body of literature on WLDPs (e.g., Ely et al., 2011; Ibarra et al., 2013; Vinnicombe et al., 2013; Stead, 2014; Debebe et al., 2016). The literature demonstrates that considerable barriers persist for women in the advancement of their careers and that a need exists for leadership development opportunities which address the specific needs of women leaders while providing a safe place for learning to occur. Second, the framework proposed in Chapter Two of this study, offers a comprehensive picture of the needed design of WLDPs and highlights areas neglected to date in many WLDPs (e.g., considerations of intersectionality, body and appearance, and mindfulness training). Third, the proposed pilot program is the outcome of both existing literature as well as tried and tested WLDPs offered by some of the leading academic institutions in the world. As such, the pilot program proposed here is both academically grounded and practically tested while reflective of recent trends.

The research project is of importance to the author as an aspiring leader who is both young and female. Having personally felt and experienced many situations that felt like gender discrimination, the personal significance of this research is to make sense of previous experiences and prepare for navigation of complex scenarios in her future leadership pursuits. In addition to having felt sometimes at a disadvantage, the author has also felt privilege through the support she has been afforded from her female mentors. One day, she hopes to pay that support forward. To get there, establishing herself as a credible and accepted leader first is paramount.

Chapter Two, the literature review, will covers the concepts of leader and leadership development. It will also explore the gendered nature of leadership by highlighting potential barriers that women may face that can further complicate career path transition and leadership ambition. Following the identification of the potential barriers and unique challenges, mixed-gender leadership development is reviewed to highlight how typical programming may not address the unique challenges that women may face, nor facilitate an environment where women always feel they can bring their specific experiences and issues forward. This transitions to a comprehensive analysis of the need for WLDPs as a complement to mixed-gender leadership development and the components of such programs. Based on the understandings of women and leadership and WLDPs informed by extant literature, a framework for a new pilot WLDP design is established.
Chapter Three will discuss the qualitative research design and methodology that was adopted to identify and evaluate a sample of existing WLDPs. It will also discuss research limitations. Chapter Four will review and discuss the findings from the analysis of the six extant WLDPs and will compare this to the design framework informed by the literature review in Chapter Two. This process will identify both consistencies and highlight new themes, competencies, or outcomes that emerge from the analysis of the WLDPs. The final chapter will provide a review of the research question and findings. It will also discuss the key contributions of this project by highlighting what makes this work unique and relevant. Considerations for future academic research will be offered and the project will conclude with the author’s own personal reflections on the study and the process.
Chapter 2: Literature Review

2.1. Chapter Introduction

The overall purpose of this chapter is to gain a better appreciation for the existing literature on women’s leadership development. In doing this, the chapter has been organized into three main sections. Firstly, it will outline the understandings of leader and leadership development that will inform the study. Secondly, it will provide an overview of the gendered nature of leadership and the unique challenges/barriers that women may encounter within social and organizational settings. Thirdly, the chapter will review the literature on leader and leadership development in general and then will look specifically at the learning needs of women and summarize the key components to be considered in developing programs with the needs of women leaders in mind. The chapter will conclude with a summary of the potential areas and components that should be considered in women leadership development programs in the form of a proposed framework.

2.2 Leader and Leadership Development

Grandy and Holton (2012) describe leadership as “a relational process of building and maintaining relationships and networks, establishing trust with others, demonstrating empathy, coping with change, motivating and inspiring others, fusing operational and strategic foci, and deploying resources” (p.430). Many discussions of leadership in mainstream leadership studies concentrate on a notion of leadership that is linked to a formal position of authority (DeRue & Ashford, 2010). Day (2001) argues that leadership goes beyond the label of authority to describe a broader picture of complex interactions between a designated leader with their social and organizational environments.

The existing literature makes a distinction between ‘leader’ development and ‘leadership’ development. Leader development focuses on building individual leaders- intrapersonal skills, increasing knowledge, and building human capital (self awareness, self-regulation, and self-motivation capabilities) (Day, 2001). Leadership development is described as focusing upon interpersonal relations and the establishment of social capital by developing a collective leadership capacity including teamwork, collaboration, and social connections (Day, 2001). This distinction may be an important one as Day (2001) recommends that leadership development transcends individual leader development since leadership addresses the complex interactions between people and environments that emerge through social systems. Consequently, leaders must both develop
themselves and develop the capacity to adapt as environments and social systems change (Day, 2001).

Leadership development encompasses more than simply choosing a leadership theory and training people in behaviours related to that theory because ‘training’ is about providing proven approaches to address previously-solved problems, whereas ‘development’ is a dynamic process relying on interpersonal factors that persist over time (Day et al., 2014). While there is a distinction to be made between leader and leadership, for the purposes of this paper from here forward leader/ship development will both encompass an individual’s propensity to develop their human capital (knowledge, skills, self-awareness, etc.), while also developing their social capital through leader/ship development. ‘Leader’ for the purposes of this study refers to individuals who hold positions of formal authority such as managers, directors, and senior executives. It also includes women aspiring to hold formal positions of authority as they progress in their careers.

While classroom training may be a component of leader/ship development, developmental experiences are likely to have the greatest impact when they can be linked to or embedded in a person’s ongoing work and when they integrate a vast array of experiences (Hernez-Broome & Hughes, 2004). Leader/ship development emphasizes the development of social interactions that occur within the learning process (Day et al., 2014). These social interactions depend on mutual trust and respect to establish cohesive interpersonal relations. This emphasizes the need to establish psychological safety (Debebe et al., 2016). A climate of psychological safety is one where people are comfortable being (and expressing) themselves – willingly contributing one’s ideas and actions to collective work, which is centrally tied to learning behavior (Edmondson, 1999). Edmondson (1999) gathered both qualitative and quantitative data through observing work teams where it was demonstrated that the construct of psychological safety was necessary for collective learning.

While classroom leadership development is important, it’s the developmental experiences and developmental relationships that are most crucial in linking learning to a person’s ongoing work (Hernez-Broome & Hughes, 2004). Activities such as coaching, mentoring, action learning, and 360-degree feedback are increasingly key elements of leader/ship development initiatives, but none are as effective when implemented as one-off solutions (Hernez-Broome & Hughes, 2004). It’s often found that following women’s personal development programs, evaluations rely solely on ratings of participant satisfaction at the end of a program (Debebe et al., 2016) Debebe et al. (2016) point out that such ratings gather the immediate impressions of the program in terms of
relevance of the material and engagement with facilitators, however they don’t measure actual success of women that can be attributed directly to the program. For women to experience tangible benefits when they return to their organizations, the opportunity to reflect, talk through how they intend to apply their learnings, and receive support as they begin to implement learned techniques is required (Debebe et al., 2016). Without reflection and coaching after the learning, women participants may experience personal tension and negative outcomes upon re-entry to the workplace (Vinnicombe et al., 2013). It is argued here that this is also important to ensure more women are willing to step into leadership positions and stay there – thus utilizing leadership development programs as one way to increase representation of women in senior leadership roles. Programs must situate part of the learning within the participants’ own context, and then require evaluation of enduring program impact for participants that extends beyond satisfaction ratings following the close of the formal program (Debebe et al., 2016). Considering the longer-term impacts through more robust and systematic methods of success measurement will inevitably provide greater data on the effectiveness of such programs in the future (Debebe et al., 2016).

2.3 Leadership as Gendered

Despite the increasing numbers of women managers in industrialized nations, few women occupy top management positions in large corporations (Vinkenburg, et al., 2011). As stated previously, in Canada, women are entering the workforce at the same rate as men but for some reason are not successfully finding themselves in senior and executive management at the same rates (Catalyst, 2019). Women also continue to earn wages that are only 83% of what men make on average, this is a meagre 6% increase from what the wage gap was twenty years ago (Catalyst, 2019). Filling the pipeline has not produced parity up through the ranks, which may indicate that the entrenched systems and beliefs that prompt and support men’s bids for leadership continue to persist (Ibarra et al. 2013). This is surprising given the hundreds of studies that have documented the benefits of having women in top management and leadership positions in any type of organization (Madsen & Andrade, 2015). It is also surprising given some research that has revealed that women leaders are as effective as men and even be at an advantage (Eagly et al., 2003; Rosette and Tost, 2010).

Research also exists that posits women are more likely to be offered especially risky leadership opportunities where the potential for failure is greater, this is commonly referred to as
the glass cliff (Ryan & Haslam, 2007). Carli and Eagly (2015) point to an example of the glass cliff phenomenon from Mulcahy and Linehan (2014) who examined the appointment of women to boards of companies listed on the UK stock exchange and found that firms experiencing large losses were more likely to appoint women than firms experiencing small losses or gains. It’s troubling that organizations persist in maintaining disparity at the highest level and that often when women are given the opportunity at that level, they begin their tenure facing difficult circumstances that serve to reflect poor organizational performance which unfairly connects to their leadership. This puts women leaders overall at a disadvantage because with so few top women leaders, the poor performance that is then attributed to the women leaders in times of economic loss, further serves to perpetuate entrenched beliefs about women as appropriate for top leadership positions.

The following will review the literature around gender stereotypes in the workplace and the hegemony of masculinity that continues to inform the common understandings of what it means to be an effective leader. It will also address some of the challenges that women continue to face as they pursue role advancement.

2.4 Barriers Women Face in Career Advancement

In what follows is a review of the many unique challenges that women leaders face. The list is not exhaustive and not all women leaders will experience every barrier. The importance of this section lies in the acknowledgement that a multitude of barriers do pervade today’s workplace and if they are to ever be addressed, we must identify and understand them. Then only can we learn how to navigate through the unique challenges to positive outcomes.

Stereotyping and Gender Discrimination

Many gender scholars in management studies acknowledge that leadership is gendered and have demonstrated that management and leadership work is historically and culturally associated with masculinity and men (Mavin & Grandy, 2016). Entrenched organizational work practices and structures were designed at a time when most women did not work (Ely at el., 2011) leading to a connection of management traditionally linked with masculinity- resulting in deep rooted beliefs that women now in the workforce lack the necessary managerial or leadership qualities (Bryans & Mavin, 2003). Many women have worked hard to create a level playing field by working to be acknowledged for their skills and talents rather than gender, however, “it’s not enough to identify
and instill the right skills and competencies as if in a social vacuum” (Ibarra et al., 2013, p. 4). Organizational and social contexts must support a woman’s motivation to lead and increase the likelihood that others will recognize and encourage her efforts as a leader, even if she doesn’t look or behave like the *typical* leader (read: male) (Ibarra et al., 2013). The process of asserting leadership by taking purposeful action, and having those actions affirmed by others which then encourages subsequent leadership actions and increases an individual’s sense of self as a leader, is referred to as “leadership identity construction” (Ely et al., 2011, p. 476). Unfortunately, many women come up against “subtle, often invisible, and pervasive effects of gender bias”, referred to in the literature as second-generation gender bias (Ely et al, 2011, p.486). Ely et al. (2011) point to these barriers as being responsible for obstructing the leadership identity construction process of women in the workplace, which explains one reason for the persistent underrepresentation of women in top leadership positions.

Second-generation bias is a form of gender discrimination and a form of unconscious bias that manifests through interactions which undermine women’s perceived competence, excludes them from conversations and the decision-making process, and often prevents them from being nominated for challenging and diverse job assignments (Sturm, 2001). These exclusions are often unintentional but occur as a by-product of social interactions and the norms shaped by the structures and practices that develop within organizations (Meyerson & Fletcher, 2000). One example of this is when women return to work after having children and are offered a new position to accommodate their new roles as mothers (Ibarra et al., 2013). At first glance, women see it as their organization being considerate but then they realize they’ve allowed themselves to be moved out of the running for potential future promotions (Ibarra et al., 2013).

Second-generation bias can manifest in other barriers which impede women’s career advancement. Eagly and Carli (2015) refer to a “labyrinth” where women face gender-related barriers (or challenges) throughout their careers, from the moment they begin their path to leadership. Women leaders must learn to negotiate practices and processes within a context of gendered power that reinforces a masculine norm (Phillips & Grandy, 2018). The labyrinth metaphor suggests that advancement requires careful and thoughtful navigation and neither blames women for their lack of progress, nor puts the sole onus on the system (Eagly & Carli, 2015). Rather the labyrinth enforces the notion that leadership success is possible when the interaction between applied skills and an understanding of contextual factors meet to address the unique
challenges that women leaders must face (Eagly & Carli, 2015). The challenges that Eagly and Carli (2015) discuss include the perception that women lack the qualities needed to be good leaders, that women are limited to how assertive they can be because of gender stereotyping and point to evidence that women are often evaluated more harshly than men because of a conflict between gender role expectations, and leader role expectations. It is acknowledged that there is some evidence to indicate perceptions of gender-stereotyped expectations are becoming more fluid (Bosak & Sczesny, 2011).

Ibarra et al. (2013) offer that the barriers that women face in the pursuit of leadership are related to gendered career paths, gendered work, the lack of access to powerful mentors, sponsors, and role models as well as a lack of access to support networks and networking opportunities.

**Negative Perceptions and Evaluations**

Ibarra et al. (2013), Eagly and Carli (2015), and Grandy and Mavin (2012) all refer to the “double bind” that women face throughout their careers. The double bind concept acknowledges that the enactment of effective leadership has historically been associated with the display of more agentic behaviours such as decisiveness, competitiveness, ambition, etc. Such agentic behaviours align with socially embedded notions of masculinity, and in turn men. Women are therefore sometimes disadvantaged because if they enact leadership in more communal ways (e.g., nurturing, consensual decision making, etc.), which aligns with socially embedded notions of femininity, they risk being perceived as ineffective leaders. At the same time, if women engage in agentic behaviours that align with common understandings of effective leadership, they risk violating gender norms of femininity, and often encounter backlash for not acting gender-appropriate.

In their work on developing an agenda for women’s leadership development, Ely et al. (2011) call attention to the “Heidi Rozen” Harvard Business School Case Study as evidence of the double bind that women leaders face. The case study is used to illustrate how gender plays a role in the evaluation of leadership effectiveness. Ely et al. (2011) reference one application of the case being used in a mixed-gender graduate classroom where the class was split into two groups and given the same case study with one distinction in the content - the gender of the protagonist was different in each case (Ely et al., 2011). Each group rated the leadership abilities of the protagonist
of each case equally, however the man protagonist was deemed likeable while the woman protagonist was deemed not likeable (Ely et al., 2011).

Likeability isn’t the only factor where women are often evaluated more harshly compared to men. Research has also established that the body and appearance of women leaders also receive higher scrutiny than that of their men leaders. Mavin and Grandy (2016) highlight how for men, the suit is typically the accepted attire symbolizing a position of authority, however for women, a wider range of what is acceptable clothing exists and thus invites higher criticism. This is because for men, the defined male body has neither sexuality or gender, while the female body, introduces both (Mavin & Grandy, 2016). Women’s bodies are defined by reproductive capacities and shaped by expectations of what is perceived as ‘respectable femininity’, they can also be “maps of power and identity” (Mavin & Grandy, 2016, p. 382). After interviewing 81 women elite leaders from United Kingdom-based organizations to understand what impacts women’s progress to elite leadership positions, Mavin and Grandy (2016) found that many women brought up the perception of abilities and competence in connection to body (including voice) and appearance. As one participant in the study noted, “when women get their look, movements, or talk wrong, their privilege as elite leaders is at risk, these pressures are more pervasive for women leaders than for men” (Mavin & Grandy, 2016, p. 386). What this points to is not that women’s appearance completely prevents their movement up the ranks, but that women must be disciplined in navigating expectations of ‘acceptable’ embodied femininity. The importance is in acknowledging that women are judged on both job performance and appearance and that this can create a barrier to women’s progress and normalizing women in leadership roles (Mavin & Grandy, 2016).

Another barrier related to the double bind and the negative perceptions that can affect women leaders often percolates within the relationships between women in organizations themselves. In a study designed to record the intra-gender relations between women elite leaders and other women in the work place, three themes of negative experiences were observed: undermining and exclusion, judgements and put downs, and negative interpretations of appearance and dress (Mavin et al., 2014). What the study highlights is that relationships between women in organizations are complex, contradictory, and take place within gendered contexts that can constrain and undermine women’s progress (Mavin et al., 2014). Women, as well as men, hold women accountable to normative gendered expectations and as women compete for scarce resources such as the acceptance and approval from powerful men, they often engage in intra-
gender competition which can result in interpersonal mistreatment such as verbal aggression, exclusion, or disrespect (Mavin et al., 2014). Often done subtly, the impact on self-esteem over time can produce frustration, can lower well-being, and can deplete energy (Mavin et al., 2014). Mavin et al (2014) are explicit that they do not take a ‘blame other women’ view on this and argue what is most important is directing our attention to explain that such negative intra-gender relations exist because of deeper structural and cultural issues related to patriarchy. Mavin et al. (2014) posit that these acts and the existence of gendered contexts must be acknowledged to disrupt the system and promote an acceptance of women’s intra-gender differences.

Gendered Career Path and Work

The impact of embedded gender norms in the cultures of many organizations negatively affect women in other ways as well. The expectation of gender role congruity comes through in what Ibarra et al., (2013) describe as “gendered work and gendered career paths” (p.6). The more “heroic” and visible work often carried out by men such as formal rotations in sales or operations are often recognized over vital, behind-the-scenes work like building teams, caring for clients, or avoiding crises, which many times are handled by women. This is even more prominent in certain industries that are male-dominated – organizational structures and practices were designed (and now taken for granted) around the lives of men and situations where women did not participate in the workforce (Ibarra et al., 2013) For example, experience in sales or operations have traditionally been a key step in the path to leadership and men have been more likely than women to occupy such roles because often rotations in these types of positions require a “trailing spouse” who has either no career or a lesser valued career and can easily move- “an arrangement far fewer women than men are likely to have” (Ely et al., 2011, p. 478). For these reasons people in general continue to see men as a better fit for leadership roles partly because the paths to such roles were designed with men in mind, this belief then propels more men into leadership roles, which in turn reinforces the perception that men are a better fit, creating a vicious cycle that impedes the leader identity construction of women (Ely et al., 2011).

Disadvantages in Negotiations and Interviews

Rudman, Moss-Racusin, and Phelan (2008) performed a study to further clarify the ways in which competent, confident women can be disadvantaged during the hiring process. They
documented the observations of 428 participants who watched tapes of men or women applicants displaying agentic behaviours or watched tapes of men or women applicants displaying non-agentic behaviours, then provided their evaluations of competence, social skills, and hire-ability. Their research revealed that in making hiring decisions about ‘agentic’ men, perceived competence and social skills were of equal importance, however when evaluating ‘agentic’ women, social skills were perceived as more important than competence (Phelan et al., 2008). Furthermore, despite ‘agentic’ women receiving generally high competence ratings, they suffered from lower social skill ratings which further disadvantaged them in the interview process (Phelan et al., 2008). In summary, the research revealed that to be perceived as qualified for a leadership role, women must present themselves as both competent and ambitious, yet when they do so, they experience backlash as their social ratings decrease, indicating the presence of the double bind in the interview process.

The double bind also affects women in other ways in their career advancement, specifically in salary negotiation. Amanatullah and Morris (2010) conducted a controlled experiment to understand how women change their negotiation strategies based on context to manage impressions. They found that self-advocating women perceived a very low threshold of how much they could ask for before incurring backlash when compared to the threshold that men participants reached, as well as the thresholds of both genders when negotiating on behalf of someone else (Amanatullah & Morris, 2010). This was an important finding as it highlights that women were stronger negotiators when they advocated for someone else (they apologized less and were less likely to hedge assertive behaviours) and achieved better outcomes (Amanatullah & Morris, 2010). This is worth noting as Amanatullah and Morris (2010) refer to this as “the context colouring the meaning of behaviour” (p. 263), i.e. when women negotiators behave assertively (incongruent to gender role expectations) they can mask their assertive behaviour by taking care of someone else (which is congruent with communal gender role expectations), which then results in less social backlash. The study involved 59 individuals recruited at a university campus who participated in a simulated salary negotiation where the participants were either assigned the role of the recruit (self-advocate) or the role of the agent (other-advocate) to negotiate against Brian, the hiring manager and a computer program (Amanatullah & Morris, 2010). What Amanatullah and Morris’ (2010) experiment showcases is that gender does interact with the advocacy context to determine the negotiation style and outcomes for women.
Bowles, Babcock, and Lai (2007) also examined the social costs for women who negotiate. They set out to assess whether there was a higher social cost for women than there was for men when they initiated negotiations. Through four experiments it was found that men evaluators were more inclined to work with “nice” (p.95) women who accepted compensation offers, compared with women who attempted to negotiate for more money- whether they did so moderately or assertively (Bowles et al., 2007). In contrast, men negotiating for higher salaries had no effect on the evaluators’ willingness to work with men candidates (Bowles et al., 2007). Bowles et al. (2007) then posited that negotiating compensation is socially costly for women because it violates prescriptive gender stereotypes of women as “care givers” rather than “providers” (p.86). The same penalty doesn’t exist for men because negotiating for higher compensation is consistent with the masculine stereotype of the agentic-breadwinning man (Bowles et al., 2007).

**Lack of Access to Networks & Role Models**

Ibarra et al. (2013) argue that women continue to be disadvantaged because there is a lack of access to networks, mentors and potential sponsors who will open doors to leadership opportunities by sponsoring and supporting through feedback, advice and protection. In some cases, women are finding it difficult to develop social capital, due to men’s continued dominance of social networks (Elliott & Stead, 2009), feeling like ‘outsiders’ (Bryans and Mavin, 2003), or as if they aren’t being true to their selves and authentic when forcing themselves to participate in networking events alongside their male peers (Ely et al., 2011). Debebe (2011) contends that women often underestimate their capabilities because they have grown up in patriarchal societies that erode their confidence. Also, hindering their abilities to effectively build networks is that women must balance their careers with family and home responsibilities, thereby affording less time to attend networking events (Debebe, 2011).

Ibarra et al. (2013) note that with few women in the C-suite there are fewer role models from which women can network, seek mentorship and in turn learn from, which is essential for developing leadership identities. Ibarra et al. (2013) build on Ely et al.’s (2011) work that highlights that relative to men, aspiring women leaders have less social support for learning how to credibly claim their leader identities. DeRue and Ashford (2010) propose an identity-based process model of leadership development that explains how leader-follower relationships become institutionalized in the social fabric of organizations. Ely et al. (2011) describe how these
relationships develop through a leader-identity construction process involving an aspiring leader asserting leadership behaviours, others affirming (or disaffirming those behaviours), thus encouraging (or discouraging) further assertions, resulting in that aspiring leader accumulating many leadership experiences that inform their sense of self and ultimately produce either positive or negative leadership spirals. Of key relevance here is that when there is access to role models, there is a greater opportunity for role transition success because aspiring leaders can experiment with provisional identities, evaluate those experiments against internal standards and external feedback, consequently developing their own identities (Ely et al., 2011). When there are less role models to emulate, there is less opportunity to do this.

Regarding career transition, research by Ibarra and Obodaru (2009) examined the effectiveness of leaders and revealed that when rated ‘objectively’ women perform as well or better than men in leadership roles. Ibarra and Obodaru (2009) employed the Global Executive Leadership Inventory (GELI) to assess the leadership effectiveness of 2,816 executives from 149 countries enrolled in INSEAD executive education courses. The GELI is a 360-degree feedback instrument developed at INSEAD’s Global Leadership Center to identify significant dimensions of exemplary leadership. When 22,244 observers were surveyed to evaluate the 2,816 executives on all leadership dimensions, their findings revealed that women leaders received higher (or equivalent) ratings compared to men by both their male and female peers, subordinates, and superiors in all but one dimension (Ibarra & Obodaru, 2009). The one dimension where women under performed was envisioning (Ibarra & Obodaru, 2009). They found that many women consciously dismiss the importance of creating and promoting a vision and instead choose to focus on being “rational, non-emotional, and hyper-efficient” (Ibarra & Obodaru, 2009, p. 8). Ibarra and Obodaru (2008) highlight how one obstacle in career transitioning is that sometimes the key skills that originally help women climb the ranks such as those skills listed above, become secondary to new skills that must be developed such as envisioning, when a certain level of leadership is attained. Ibarra and Obodaru (2009) advocate for women making visionary leadership a priority, as it is one crucial competency expected as any leader climbs to senior leadership ranks. The issue is, that if there are no women leaders to observe exhibiting these behaviours, then women are at a disadvantage in learning and practicing this crucial competency.

In summary, largely stemming from persistent evidence of second-generation gender bias (Ibarra et al., 2013) women confront a ‘labyrinth’ (Eagly & Carli, 2015) which they must navigate
as they aim to build their leadership identities (Ely et al., 2011) and advance their careers. While not impossible to do, some of the challenges they must acknowledge and confront within the organizational structures they often find themselves, include: the perceptions that women lack leadership qualities; evidence that women are judged more harshly in performance, negotiations, interviews, and body and appearance; gendered career paths and gendered work; lack of access to mentors, sponsors and role models; and, lack of access to networks and networking opportunities.

Gender-related barriers don’t only continue to persist within the organization itself, they also spill into leadership development programs where masculinity norms continue to inform the understandings and teachings of leadership, management, and leader (Phillips & Grandy, 2018). To this topic, we now turn.

### 2.5 Leader/ship Development as Gendered

The complexities faced by many women leaders, are rarely addressed in leadership development programs (Ely et al., 2011). For this reason, research exists that evaluates the need for women-only leadership development and acknowledges that mainstream, mixed-gender programs are based on notions of gender neutrality which deny the inherent gendered power relations (e.g. the double bind) that many women must face as they develop as leaders (Stead, 2014).

Debebe (2011) proposes to look beyond the one-size-fits-all solutions for leadership development to enable individuals to understand themselves (values, strengths, and motivations) and their contexts (nation, profession, and organization). She advocates for this approach so that women may address the issues unique to their personal leadership development and their specific contexts within which their leadership journeys occur (Debebe, 2011).

As has been argued earlier in this research, understandings of leadership are deeply rooted in patriarchy and a masculine hegemony. In a similar way, it has been argued that much of the leadership literature also focuses on men’s leadership experiences and promoting masculine values as the behavioural norms (Elliott & Stead, 2013). If women are going to succeed in confronting and navigating these pervasive norms and values through leadership development, then the programs themselves cannot be blind to the subtle but marginalizing effects of second-generation gender bias (Debebe et al., 2016). Unfortunately, most mixed-gender leader/ship development programs are gender blind (Debebe et al., 2016) and rely on pre-packaged competency
frameworks. These frameworks have been criticized for using one-size-fits-all approaches that prove ineffective since they tend to focus on the leader as an individual and developing human capital and arguably not enough on social capital (Edmonstone, 2011). While not focusing on gender considerations, Edmonstone (2011) advocates for a more emergent approach of leader/ship development that balances the focus as much on intrapersonal development as collective learning. It is proposed here that such a sentiment supports the research that in general, women tend to favour more participative leadership styles (Vinnicombe et al., 2013). That is, women appear to be more concerned with the collective to create change. More generally speaking, Grandy and Holton (2012) cite Antonacopoulou’s (1999) work comparing ‘training’ and ‘learning’ which exposes major flaws in typical competency-based leadership development programs as ‘training’ neglects to provide any opportunity for experimenting to produce a positive change, and thus true learning does not occur. Instead, Grandy and Holton (2012) point to Foster et al.’s (2008) work that introduces the ‘all in the hall’ approach to leader/ship development whereby learning occurs within an ongoing interactional process so that participants may address the challenges and barriers unique to them while taking small steps in their development as leaders. It is proposed here then that not only is it important to recognize that leader/ship development should be participatory but also that it should be interactional and context-dependent with space for individual participants to ‘insert’ their experiences. In this way, if we take as a starting point that the experiences that women face in their leadership journey may be unique, then leadership development initiatives need to be designed in a way that recognizes this (Grandy & Holton, 2012).

There is research that also demonstrates the experience of women in mainstream leadership development programs proving the gendered context and how such programs (and their participants) can be blind to gender. For example, Tanton (1992) undertook a qualitative ethnographic research study to observe participants across three unique leadership developmental programs. Tanton (1992) concluded women’s values differ from men, and when women realize this, they alter their judgements in deference to the opinion of others and by doing so become inauthentic by dropping their personal values. She witnessed women shying away from expressing their ‘feminine’ selves to better fit in or become invisible to men in the development programs she observed. Tanton (1992, p. 25) thus posited:
How can women be authentic in society and at work if they perceive they cannot allow their femininity to be expressed? Management education programmes therefore can be at the forefront of developing women’s authenticity. By facilitating dialogue, creating understanding, and exploring alternative models to the conventional (mixed-gender/male-dominant) educational experiences.

There is a need for leader/ship development programs to acknowledge gender and provide a space for women to explore the gendered nature of leadership. Women-only leadership development programs are one way this can happen.

### 2.6 Women Leader/ship Development

“A change is needed in the way companies approach leadership development, which currently results in the reproduction of men leaders like those of the previous generation. At present, many women do not develop to their full potential — a serious waste in the war for talent.” (Vinnicombe & Singh, 2003, p. 294)

Ely et al. (2011) like many others including Vinnicombe and Singh (2003) argue that WLDPs are necessary to create change and they advocate for a model that takes gender into account. At the same time these authors recommend that it not be premised on an “add-women-and-stir” approach, nor on a “fix-the-women” approach (Ely & Meyerson, 2000, p. 105). They argue that such approaches do not adequately address the realities that women face and are not likely to sustain participation of women in leadership roles.

In what follows, is a discussion of varying opinions on WLDPs and a review of studies on WLDPs with the intent to highlight common components of such programs. The extant literature identifies three key reasons which support the advancement of WLDPs. Namely, to generate an awareness of the systematic and subtle gender bias that exists in and around organizations; to create an environment of inclusion and safety where women can best learn and develop; and to offer content specificity that considers the unique learning needs and workplace experiences of women.

Ibarra et al. (2013) advocate for WLDPs to provide women with the opportunity to develop better self awareness and a better understanding of the complexity of their organizational contexts. If WLDPs can effectively facilitate individual understandings of the unseen barriers presented through second-generation bias, a space where women can begin identity work and anchor themselves in leadership purpose is created that can help propel women participants into leadership roles (Ely et al., 2011).
Research supports that gendered pressures persist in mixed-sex settings and this in turn inhibits safety for women and suppresses their capacity to explore the gendered aspects of their leadership experiences (Debebe, 2011). Willis and Daisley (1997) assessed women’s reactions to WLDPs. Participants were employed in a diverse range of jobs across 40 different UK organizations. Data was collected pre and post program participation. Findings revealed that participants felt able to express their views more freely, they were more confident, more trusting, safer, and more able to take risks and speak up (Willis & Daisley, 1997). The participants also described the invaluable lessons from sharing experiences with other women and the collective wisdom gained from group learning achieved by working through those experiences together (Willis & Daisley, 1997).

In a qualitative study to demonstrate how transformational learning was achieved in a WLDP, Debebe (2011) found that transformational learning was only fostered within a “safe holding environment” (p. 686). To establish a safe place for transformational learning among women, Debebe (2011) calls for women-only participation, and the use of gender-aware across teaching and learning practices. Women participants in Debebe’s (2011) study expressed that they felt a sense of belonging, they could share without fear of rejection or negative self-presentation, and a sense of freedom to talk about gender-related concerns (the types of concerns that are typically risky to address in mixed-gender settings). Debebe (2011) notes how it’s important to address gender related experiences to build self-awareness and a sense of self within an individual’s personal context. Debebe (2011, p. 702) also concluded that the components critical to their development include:

Articulating a leadership dilemma, receiving and giving feedback, receiving and giving coaching, transmitting knowledge, teaching intentionality, candor, giving support, participating in collaborative learning, engaging in deep reflection, making a commitment to change, sustaining relationships, and using ‘meaningful artifacts’ to remind participants of the empowering moments in the training setting as they aim to connect their insights learned to practice in their real-world settings.

Stead (2014) also proposes that not taking gender into account impedes women’s leadership development in action learning. In action learning, groups of peers work together in ‘sets’ to discuss complex issues and ‘adaptive’ problems, that is, problems that have no obvious

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2 Action learning involves learning collaboratively to solve work-related problems in small groups (Stead, 2014).
solution and are unable to be understood through pre-existing knowledge or procedures (Stead, 2014). In this research, Stead (2014) emphasizes the need for safe learning environments to address real-world gendered issues and experiences. Through interviews with six women owner-managers participating in mixed-sex action learning sets, Stead (2014) concluded that such programs need to create environments where women do not feel excluded. Stead (2014) also noted that women’s perceptions of gendered power relations in action learning affirm dominant understandings of leader as male. This warrants a need for the development of critical questioning in action learning where issues of gender can be raised and discussed - once again identifying the critical role of the facilitators and gender-aware teaching practices.

WLDPs should be designed to cover the issues relevant to women. Vinnicombe and Singh (2003) note that such issues include authenticity, self-expression, competition, conflict, and managing gender in these and other aspects of women’s organizational lives. They also argue that women also tend to have a participative rather than directive leadership style. As such, WLDPs may conceptualize the leader’s role as relational rather than the tendency for mixed-gender leadership development programs to emphasize the leader as one who manages business performance (Sugiyama et al., 2016). In their review of 20 WLDPs, Sugiyama et al. (2016) found that many of the programs supported participants in focusing on their own development and challenged participants to work with others as they considered similar issues and experiences, this helped increase leadership knowledge and enhance personal confidence (Sugiyama et al., 2016). Ngunjiri and Gardiner (2017) point out that this becomes even more critical when one considers the intersecting roles women play and the intersections of identities, for example when gender intersects with race/ethnicity, national origin, and other difference markers in specific societies. This consideration is neglected in much of the literature on leadership development and WLDPs. Research suggests that by prioritizing gender over other identities, women-only programs may unwittingly limit women’s leadership development (Plantega, 2004). This is based on the intersectional theoretical perspective that offers that women’s leadership experiences are not just influenced by gender, but also by other social categories of race, class, age, sexuality, nationality, religion (Debebe et al., 2016). Rosette et al. (2016) draw on the double jeopardy hypothesis (Beale, 1970) and propose that racial minority women face greater potential for discrimination and harassment compared to racial minority men and white women because they face both gender and racial prejudice. The salience of social identities is influenced by the organizational
context and that individuals typically occupy both dominant and subordinate social identities simultaneously (Plantega, 2004). Thus, because some social identities are culturally privileged, and others are culturally subordinated, women leaders may find themselves in the paradoxical situation of being simultaneously enabled and restricted (Debebe et al., 2016; Plantega, 2004). WLDPs should adopt an intersectional perspective to facilitate women leaders in considering the complexities and nuances of leadership experiences that consider gender potentially intersecting with other social identities (Debebe et al., 2016).

A final note regarding the potential for WLDPs to strengthen women’s leader/ship development; is the opportunity to address the negative effects on health and well-being that can result from dealing with the many challenges that women leaders often must navigate. Mainstream, mixed-gender leadership development programs rarely consider gender and women’s experiences of learning leadership (Ely et al., 2011). As such, Phillips and Grandy (2018) posit that WLDPs neglect to discuss the effects of the often “increased scrutiny and negative evaluations of women leaders” (p.371) that can result in lower job satisfaction, higher rates of depression, turnover, and withdrawal. Women have also been shown to use different coping mechanisms than men and Phillips and Grandy (2018) highlight that mindfulness training (practices such as yoga or meditation) can be a fruitful addition to women’s leader/ship development. Through a literature review that sought to integrate scholarly research on gender and women’s leadership, well-being (including stress reduction), and women’s leadership development, Phillips and Grandy (2018) conclude that women who are more likely to engage in mindfulness practices are likely to experience increased positive effects on well-being. As such, Phillips and Grandy (2018) propose that mindfulness teachings should be incorporated into women’s leader/ship development as they may result in beneficial outcomes for women leaders.

Despite the support for women-only leader/ship development programs, Vinnicombe et al. (2013), while advocating for WLDPs, also acknowledge that women’s leadership development programs can be perceived as controversial. Specifically, they may serve to stigmatize those who participate in them and reinforce a women’s deficiencies model. Willis and Daisley (1997) found that 12% of the women they surveyed in their pre-WLDP study, were either what they refer to as, “apprehensive” or “put off” about attending a women-only program, however 86% of those who were apprehensive still opted to join the study and attend the women-only program. More
interestingly, post-WLDP, 96% of participants expressed that the women-only aspect of the program was either of great benefit (53%) or of some benefit (43%).

Overall, the evidence supporting the need for the addition of WLDPs as a complement to traditional leadership development programming is clear. The focus will now shift to the specific content and design aspects necessary to develop an effective program.

2.7 Designs of WLDPs

Leadership scholars have identified various elements that contribute toward effective women’s leader/ship development programs (Ngunjiri & Gardiner, 2017). In this section, three comprehensive studies of WLDPs are covered to identify the relevant elements for the pilot program to be developed as part of this project. Consistent themes emerge and complement each other across the work of Ely et al. (2011), Vinnicombe et al. (2013) and Debebe et al. (2016), who all propose their aligned recommendations for the necessary components of WLDPs:

- Working through 360-degree feedback in combination with peer and personalised coaching to build self and organizational context awareness;
- Creating a safe environment with strong facilitation and clear group expectations to enable transformational learning and develop both human and social capital to foster positive change upon returning to work;
- Facilitating action learning to promote the building of social capital, creating space for participative leadership, and fostering transformational learning;
- Providing access to support networks of mentors, role models, and potential sponsors;
- Developing an awareness of self, leadership identity, leadership style, and organizational contexts;
- Discussing leadership challenges and strategies for addressing the unique issues that women leaders will face caused by second-generation gender bias; and
- Learning how to manage career path and transitions, negotiate, interview, lead change, envision, and balance confidence/assertiveness with likeability.

Ely et al. (2011) outline a framework based on their experience in delivering over 50 WLDPs. They argue that the content and design must be grounded in recognition of second-generation bias. They also contend that it is critical to create a supportive environment for identity work, and that the practices and teaching must then help individual participants understand their respective
leadership purposes and connect those purposes back to their identities. The tactics that Ely et al. (2011) advise as effective are: 360-degree feedback, coaching, negotiations, leading change, and career transitions.

Vinnicombe et al. (2013) offer that women-only training is a value-add to traditional leadership development and that the value lies in addressing the social-psychological issues facing women managers at work. Vinnicombe et al. (2013) draw attention to a set of objectives that WLDP designs should cover:

- Highlight attitudes and feelings about self in relation to work roles and personal roles (colleague, boss, wife, mother, etc.);
- Review managerial life experience and the specific issues that women face;
- Examine management style and focus on personal strengths;
- Explore the concepts of power and politics to learn how to apply these concepts effectively;
- Discuss how to proactively manage career and career path;
- Participate in creating a safe environment where all participants can test their own experiences against the experiences of other women

Vinnicombe et al. (2013) also recommend that the concepts of role models, networking, and mentoring be woven into program design. They emphasize the importance of facilitating potential comradery and support for participants building in collaborative learning throughout program design (Vinnicombe et al., 2013).

As noted elsewhere in this research project, Debebe et al. (2016) again cover the importance of establishing psychological safety where individuals achieve a ‘transitional state’ in the transformational learning process when they progress from confronting habitual patterns of perceiving, thinking, and acting, to a place where they can consider new possibilities (Edmondson, 1999). Debebe et al. (2016) then emphasize the importance of facilitating transformational learning where participants move through all stages of confronting a disorientating dilemma, meaning making, achieving transformative insight, and then add that the only way to make strides within their organizational systems is to connect the learned insight to real world practice. Through establishing psychological safety (Edmondson, 1999) and working through the transformative process, women will effectively gain awareness of negative patterns, affirm their gendered experiences, and experience breakthroughs to guide future practice (Debebe, 2011). Debebe et al. (2016) also point to the importance in building leader identity (DeRue & Ashford, 2010; Ely et al.,
2011) through targeting participant perceptions of self confidence, self-efficacy, influence, and authenticity while also addressing context-specific development (O’Neil et al., 2015).

Debebe et al., (2016) recommend that effective delivery of WLDPs occurs across both a format situated within the classroom and within the participants’ own work environments through their natural day-to-day projects and work relationships. In this way, embedded programming may help broaden internal networks by connecting with senior managers across the organization, as well as to create new and strengthen existing supportive relationships (Debebe et al., 2016).

One objective of this research project is to design a pilot WLDP that aligns with the needs of women leaders and aspiring women leaders to address the prevailing issue that women remain largely underrepresented in senior management positions across Canada. With that in mind, a framework has been developed to summarize the structural, contextual and thematic topics highlighted within the preceding literature review to inform the design of that new pilot WLDP.

2.8 Proposed Framework for WLDPs

Based upon the extensive literature review offered in this chapter on women’s leadership and leadership development the following provides a proposed WLDP design framework. Consistent throughout the literature was the argument that leadership is gendered. Subtle forms of gender discrimination referred to as second-generation bias remain prevalent in many organizational environments, and because of this, women must not only face challenges associated with obtaining leadership roles and the increasing challenges associated with entering more senior roles, but they must also simultaneously address gender-based challenges as well if they want to keep pace with men in the pursuit of climbing the leadership ladder.

Leadership development that considers the unique challenges, learning styles, and needs of women is thus offered to prepare women to better deal with the additional challenges they confront as they navigate the ‘labyrinth’ described by Eagly and Carli (2015). WLDPs will help participants evaluate and understand their contexts including organizational and social practices and structures to effectively build their leader identities, while also developing key competencies, and establishing support networks to keep pace with mainstream leadership expectations (Ibarra et al., 2013).
Contextual Framing: Development is Situated in an Analysis of Second-generation Gender Bias

All research advocating for WLDPs acknowledge the explicit and subtle gender bias/discrimination that works against women in both the workplace and society (Ely et al., 2011; Vinnicombe et al., 2013; and Debebe et al., 2016). As such, there is a need for all learning tools and tactics to be designed to accommodate addressing how second-generation forms of bias may be present, how to recognize them, and ultimately how to navigate them and create change.

Program Pillars: Three Pillars of Program Structure

To effectively share complex and difficult experiences so that evaluation, understanding, experimentation, and learning can occur, participants must be willing to become vulnerable which is risky when among peers, mentors, and potential sponsors. Therefore, many authors emphasize establishing safety to enable effective learning (Tanton, 1992; Willis & Daisley, 1997; Edmondson, 1999; Debebe, 2011; Ely et al., 2011; Ibarra et al, 2013; Vinnicombe et al., 2013; Debebe et al., 2016). Part of creating that safety is by removing the potential threat of men and their responses as ‘other’. As Plantega (2004, p. 41) posits: “if they have never felt the pain of being excluded themselves, they tend not to be conscious of their own identities and the privileges that come with them”. The final component that Debebe et al. (2016) put forward that must be added to create the trifecta of structural composition, is that facilitators and gender-aware teaching practices must also be foundational to program design. This means facilitators will be well informed on gender stereotypes, gender bias/discrimination, the unique challenges women often face, and varying learning styles to support the establishment of safety for learning, experimentation, and creating a supportive learning community (Ibarra et al., 2013).

Key Themes, Learning Mechanisms, and Outcomes

The key program themes, components, and outcomes put forward in the proposed framework of this chapter are acknowledged as necessary to addressing the challenges women leaders face and meet the needs of their leadership development based on the research revealed in this chapter. A WLDP that will address key leadership challenges, facilitate key learning outcomes, and use key learning mechanisms, will ensure women leaders are better equipped to navigate the unique barriers they will inevitably face within their organizational contexts. It is proposed here that such a design will serve as one way to increase the representation of women in
senior leadership roles. The proposed framework is designed to promote women leaders in leaving the program with intentions and understanding of how to help break down systematic barriers for future generations of women leaders.

The key program themes proposed to be incorporated into the proposed framework for a women-only leadership development program include:

- Negotiating, Interviewing for senior leader roles, Self-advocacy, Body and Appearance, Women’s intra-gender relations; Networking, and Mentorship
- Leader identity construction including authenticity and values-based leadership;
- Change Management, Envisioning, and Strategy; and
- Intersectionality and acknowledging the multiple social identities that can intersect with gender and further complicate workplace experiences.

The proposed key program components that will facilitate the learning and practice of key leadership themes to achieve program outcomes include:

- Case studies and academic research to explain key themes;
- 360-degree feedback evaluations to build understanding of personal context and self-awareness;
- Networking events and access to a support network;
- Mentoring and coaching sessions;
- Action Plans;
- Experimenting and role playing; and
- Mindfulness training.

The proposed key program outcomes that the framework will foster include:

- A greater self-awareness and coherent leadership identity;
- Increased self-confidence, self-efficacy;
- A support network of other high-achieving women leaders;
- Knowledge and skills to navigate as a leader in gendered organizations; and
- Knowledge and skills to lead change, and strategically create vision.

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3 Phillips and Grandy (2018) define mindfulness training as a means through which the negative health outcomes that some women may face as a result of gender bias are minimized through learning practices such as yoga and/or meditation.
The proposed women-only leader/ship development program will seek to facilitate both ‘leader’ and ‘leadership’ development (Day et al., 2014) of participants. Through focused learning of the relevant knowledge and skills pertaining to women in leadership, and by enhancing leadership style, self-awareness, self-regulation, and self-motivation and through the development of key action plans, the WLDP will seek to build human capital (leader development). Through facilitating a learning environment where participants work together to solve complex problems based in gendered contexts, whether through experiential learning, mentoring sessions, or working through case studies in groups, the WLDP will also create a platform for working through complex problems resulting in the building of social capital (leadership development).

Figure 1 provides a visual representation of the proposed WLDP framework. The design components of the proposed framework include:

1. A context situated within an analysis of second-generation bias;
2. Structural composition of a safe learning environment made possible through informed facilitators and gender-sensitive teaching and content, only women participants, and learning that is positioned within both the class room and outside of the formal program;
3. Program content that includes key program themes, components and desired program outcomes.
Figure 1: Proposed Women-only Leadership Development Program Framework

**Key Program Outcomes**
- Greater self-awareness and coherent leadership identity;
- Increased self-confidence and self-efficacy;
- Knowledge and skills to navigate gendered organizations;
- Knowledge and skills to lead change and strategically create vision;
- Established support network.

**Key Learning Mechanisms**
- Case studies and academic research on key themes;
- 360-degree feedback evaluations work;
- Networking events and access to a support network;
- Mentoring and coaching sessions;
- Action Plans;
- Experimenting and role playing; and
- Mindfulness training.

**Key Program Themes**
- Negotiating, Interviewing for senior leader roles, Self-advocacy, Body and Appearance, Women’s intra-gender relations, Networking, and Mentorship;
- Leader identity construction including authenticity and influence;
- Change Management, Envisioning, and Strategy, and Intersectionality, and
- Mindfulness and coping with stress.

**CONTEXT:** learning situated in an analysis of second-generation gender bias

**IN CLASSROOM**
- Structure
- Themes, Learning Mechanisms, and Outcomes

**IN WORK ENVIRONMENT**
- Structure: informed facilitators and gender-sensitive learning practices

**STRUCTURE:** women-only participants

**STRUCTURE:** safe learning environment
2.9 Chapter Summary

The existing literature on leadership development reveals a need to build both human capital (leadership skills, leadership style, self-awareness, self-regulation, and self-motivation) and social capital (interpersonal relationships and a collective capacity) to deal with dynamic organizational environments (Day et al., 2014). Leadership development is also most effective when learning extends beyond the classroom to integrate developmental experiences to an individual’s ongoing work and through persistent developmental relationships such as mentoring and coaching (Hernez-Broome & Hughes, 2004). For women’s leadership development there is a need to acknowledge the gendered nature of leadership which is historically associated with a hegemony of masculinity in workplace structures (Mavin & Grandy, 2016). Within such contexts, women confront a multitude of unique barriers as they pursue leadership ambitions and often these challenges are not addressed in mainstream, mixed-gender leadership development programs (Sugiyama et al., 2014). The existing literature is conclusive in highlighting a need for WLDPs.

WLDPs afford women the opportunity to build self-awareness, and an understanding of the invisible forces of second-generation gender bias within their organizational environments. They allow women a safe space to develop key leadership skills, to learn from others with similar experiences in leadership, to confront unique challenges, and develop support systems. There are core WLDP competencies that will help women leaders address the systematic challenges which persist in creating barriers to their pursuit of leadership, resulting in the perpetual underrepresentation of women in senior leadership positions in organizations across Canada.
Chapter 3: Research Design and Methods

3.1 Introduction

This chapter provides an overview of the research approach adopted for this study and the method used to assess the proposed model relative to existing WLDPs on the market. The goal is to build an effective program for developing women leaders that is both proven in existing literature and in line with extant leading programs. What follows in this chapter is a review of how a qualitative research approach is appropriate for the research purpose, an explanation of the secondary data analysis to inform the comparison of literature findings to existing WLDPs, and the limitations of the research.

3.2 Research Approach

The purpose of this research is to advance understandings of the value in and necessary components of WDLPs. The guiding research question is: How best to address the underrepresentation of women in leadership through WLDPs? In doing this, this research adopts a qualitative approach combining both an extensive literature review and a content analysis of existing world-leading WLDPs.

For the present study, purposive sampling (Silverman, 2000) was employed. The 2019 Financial Times’ ranking of the top open enrollment executive education programs was used to generate a list of universities and business schools from which to identify the sample. From an internal review of program descriptions available on institutional websites, it was determined that this publicly available secondary-sourced data could provide “meaningful insights into the research focus and the opportunity for an exploratory analysis of the extant text” (Charmaz, 2006, p.37). It was determined that assessing secondary-sourced data was most appropriate for the research question and objectives posed. The intent was to garner a comprehensive source of data on each program, as well as across a diverse set of world-leading programs, to compare to the existing literature. Something that only could be achieved consistently through secondary data collection. Through studying the publicly available details of the program design for the six world-leading WLDPs, comprehensive program component details were obtained. Had the research been conducted through collecting primary data, several complexities could have detracted from the potential to observe common themes and design details. Complexities such as an inability to contact past participants and/or program designers for each of the programs. Or even an equal
ability to reach consistent contacts across the desired sample. For example, when Rotman School of Management was contacted with a request for further program description material, they were unwilling to provide any additional information such as a timetable, unlike the willingness of other programs, so it’s unlikely that they would have provided contacts to interview. As a result, it was determined that reviewing the secondary data available on each of the identified programs would provide the best opportunity to review all programs consistently and permit a review of all components of the program, unaffected by what any one program designer or participant may have prioritized in their discussion.

To do a thorough analysis of the themes present in WLDPs descriptions, only institutions offering programs intended for women participants were included in the sample. This procedure allowed for eliminating conflicting thematic differences that may have been found among institutions offering leadership development for mixed-gender audiences. Six WDLPs were included based on an all-women target audience of the program, and/or if the curriculum was explicitly geared toward understanding the leadership challenges for women in the workplace.

The first five programs selected are delivered by the top-ranked institutions on the 2019 Financial Times’ ranking of open enrollment executive education programs with specific women’s leadership development programs. All five programs are located within different countries in Europe and North America. With the aim to develop a pilot WLDP for implementation in Saskatchewan, Canada it was also important to ensure comparison of at least one institution closer to home as well. The highest-ranking Canadian institution with a WLDP was the University of Toronto, Rotman School of Management. The information available for Rotman’s program was less comprehensive than the other programs in the sample. For this reason, a broader scan of publicly available resources was used which resulted in referring to an article written by the Globe and Mail about Rotman’s WLDP. The sample of six programs included the following institutions are noted in Table 1.

The selected programs represent, six of the world’s top-fourteen open enrollment executive education programs designed specifically for women leaders. Furthermore, screening the program descriptions was a means to ensure English language and the availability of substantial course description material. In some cases, publicly available information was limited on program websites and so the institutions were contacted to obtain course timetable information as additional data to assess better the themes within each program –all data collected was secondary source data.
<table>
<thead>
<tr>
<th>Institution</th>
<th>Program Name</th>
<th>Country</th>
<th>Program Length</th>
<th>Program Cost</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMD - International Institute for Management Development</td>
<td>Strategies for Leadership: Empowering Women</td>
<td>Switzerland</td>
<td>5 Days</td>
<td>~$14,000 CAD</td>
<td><a href="https://www.imd.org/sl/women-leadership-program/">https://www.imd.org/sl/women-leadership-program/</a></td>
</tr>
<tr>
<td>INSEAD</td>
<td>The Women Leaders Programme</td>
<td>France</td>
<td>4 Days</td>
<td>~$12,000 CAD</td>
<td><a href="https://www.insead.edu/executive-education/leadership/women-leaders-programme">https://www.insead.edu/executive-education/leadership/women-leaders-programme</a></td>
</tr>
<tr>
<td>University of Oxford – Said School of Business</td>
<td>Women Transforming Leadership Programme</td>
<td>United Kingdom</td>
<td>5 Days</td>
<td>~$13,000 CAD</td>
<td><a href="https://www.sbs.ox.ac.uk/programmes/women-transforming-leadership-programme">https://www.sbs.ox.ac.uk/programmes/women-transforming-leadership-programme</a></td>
</tr>
<tr>
<td>Centre for Creative Leadership</td>
<td>Women’s Leadership Experience</td>
<td>United States</td>
<td>5 Days</td>
<td>~$13,000 CAD</td>
<td><a href="https://www.ccl.org/open-enrollment-programs/womens-leadership-experience/">https://www.ccl.org/open-enrollment-programs/womens-leadership-experience/</a></td>
</tr>
<tr>
<td>University of Toronto-Rotman School of Management</td>
<td>The Judy Project</td>
<td>Canada</td>
<td>5 Days</td>
<td>~$9,500 CAD</td>
<td><a href="https://www.rotman.utoronto.ca/ProfessionalDevelopment/InitiativeForWomenInBusiness/Programs/Judy-Project">https://www.rotman.utoronto.ca/ProfessionalDevelopment/InitiativeForWomenInBusiness/Programs/Judy-Project</a></td>
</tr>
</tbody>
</table>
3.3 Data Analysis

Thematic analysis (Charmaz, 2006) was used to code the data. Codes were used to categorize “segments of data with a short name that simultaneously summarized each piece of data” (Charmaz, 2006, p.43). Coding revealed useful insights about what is emphasized across the WLDPs and what was deviant. (The six programs and materials that were analyzed are included in appendices A through G) Silverman (2000) notes that deviant cases offer crucial tests about theory and that researchers must overcome the tendency to only focus on cases which support an argument. Since the research purpose was to compare the sample program components with those highlighted in the literature review, it was imperative to not only code components aligned with the literature review but to record those that were different as well. Different components offer the opportunity to consider expanding the WLDP framework and thus provide a stronger foundation for building a pilot program informed by both literature and the secondary data. It is in this way that a more comprehensive understanding of WLDPs and their value is advanced.

The starting point was identifying every reference to a program outcome or theme, a strategic learning mechanism (e.g. case studies, 360-degree evaluations, etc.) to be used, or an aspect of the learning environment (e.g., style of facilitation), and then record it. Coding consisted of text (a phrase, sentence, bullet point, or grouping of sentences) in a program description that provided meaningful representation. At the completion of this process, seven themes, with 44 components were identified from the text of program descriptions. The seven themes to be discussed in the next chapter include: Leadership identity; Leadership transition; Relationship building; Diversity and unique barriers; Leadership competencies; Learning environment; and Personalized experience.

3.4 Limitations

The present study has certain methodological limitations. First, the sample included six existing WLDPs. This is not an exhaustive coverage of all the women-only leadership development programs ranked by the Financial Times. Future research could entail a more exhaustive review of WLDPs where information is available, and this may reveal additional themes, outcomes, or learning mechanisms not identified through this research study. A more extensive review of all WLDPs may show a greater emphasis on some themes as well. Perhaps thematic differences would further inform the development of a new pilot WLDP whether through building in other topics, through design, or through recommending other tools to facilitate the learning environment meant
to both address the unique challenges women face and the ways the women learn and practice leadership.

Another limitation to the present study was that data collected relied on website accessible/publicly available program descriptions. These descriptions provided overviews of program curriculum but may not have been as thorough and detailed as information found in lesson plans or obtained via interviews with program designers and instructors. The final limitation is that only university/business school WLDPs were included in the analysis. It is unclear if themes found in university sponsored leadership development programs would be similar or different to those offered by private organizations.

3.5 Conclusion

The research approach and methods chapter has provided an overview of the data collected, the purposive sampling method used to obtain the data, and the limitations with the secondary data obtained. Chapter 4 will provide a detailed discussion of the thematic findings observed through an analysis of the world’s leading WLDPs.
Chapter 4: Findings and Discussion

4.1 Introduction

This chapter discusses the findings from the content analysis of the text descriptors of six WLDPs namely: IMD, INSEAD, the University of Oxford’s Saïd Business School, Stanford Graduate School of Business, the Center for Creative Leadership, and the University of Toronto’s Roman School of Management. It also compares the findings from the content analysis to the scholarly literature review and proposed WLDP framework from Chapter Two.

4.2 The Components of Assessed WLDPs

Table 2 provides a summary of the seven themes identified from the analysis of the text from the six sample programs.

Table 2 – Sample Existing WLDP Programs and Themes/Components

<table>
<thead>
<tr>
<th>CODES/THEMES/COMPONENTS</th>
<th>IMD Switzerland</th>
<th>INSEAD France</th>
<th>Said UK</th>
<th>Stanford USA</th>
<th>Center for Creative Leadership USA</th>
<th>Rotman Canada</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. LEADERSHIP IDENTITY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>identifying strengths</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>authenticity / being authentic</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>self-reflection / becoming self-aware</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>influence/influencing others</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>addressing personal leadership challenges</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>developing a personal leadership brand/leadership style</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td><strong>2. LEADERSHIP TRANSITION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>creating a personal action plan/ blueprint/strategy</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transitioning through from manager to senior management</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><strong>3. RELATIONSHIP BUILDING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>building networks</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>collaborating</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>connecting with women</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>CODES/THEMES/COMPONENTS</td>
<td>IMD Switzerland</td>
<td>INSEAD France</td>
<td>Saïd UK</td>
<td>Stanford USA</td>
<td>Center for Creative Leadership USA</td>
<td>Rotman Canada</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-----------------</td>
<td>---------------</td>
<td>---------</td>
<td>--------------</td>
<td>-----------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>finding/being role models</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>finding/being mentors</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>social networks</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>peer coaching</td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>

4. DIVERSITY AND UNIQUE BARRIERS

| Addressing gender issues / the glass ceiling | x | x | x | | x |
| recognizing and learning to overcome barriers | x | x | x | x | x | x | x |
| Addressing/minimizing unconscious gender bias | x | x | x | | x |

5. LEADERSHIP COMPETENCIES

| change management | x | x | x |
| strategy execution | x | x | | x |
| envisioning | x | x | | x |
| negotiation/personal advocacy | | x | x | x | x |
| confidence and assertiveness | x | x | x | x | x | x |
| verbal and non-verbal communication | x | x | x | x | | x |
| becoming visible | x | x | | x |
| dealing with complex relationships | | x | x | |
| work-life balance | x | | | x |
| wholeness & wellness | | | | x |
| dimensions of leadership | | | x | x | |
| global leadership strategy | | | | x |
| leading through crisis | | | | x |
| team effectiveness | | | | x |

6. LEARNING ENVIRONMENT

| Women-only participants | x | | | | x |
| safe and supportive environment | x | x | x | x | x |
| able to be your whole self | x | | x | x | x | x |
| feeling empowered | x | x | | x | x | x |
| experiential learning | x | x | x | x | | x |
| Informed facilitator/guide/faculty | x | x | x | x | | x |
7. PERSONALIZED EXPERIENCE

<table>
<thead>
<tr>
<th>CODES/THemes/ COMPONENTS</th>
<th>IMD</th>
<th>INSEAD</th>
<th>Saïd</th>
<th>Stanford</th>
<th>Center for Creative Leadership</th>
<th>Rotman</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Switzerland</td>
<td>France</td>
<td>UK</td>
<td>USA</td>
<td>USA</td>
<td>Canada</td>
</tr>
<tr>
<td>personal reflection</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>personal coaching</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>360-degree evaluations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>post-program support</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>tailored to participant’s organizational context</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>real-time feedback</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

The frequency comparison that can be found in Table 2 shows that although many of the programs drew on similar components supporting themes of leadership and pedagogy, the extent to which these codes were present in the program descriptions varied by program/ institution. The codes / themes resulting from analyses are provided in Table 3 with a more complete summary of the overall findings to the research question to follow.

The overarching research question guiding this project was: How best to address the underrepresentation of women in leadership through women-only leadership development programs?

The analysis of six of the world’s top open enrollment executive education programs designed specifically for women revealed that the components of the programs most consistent across all sample programs always related to the components of Chapter Two’s framework. More deviant data revealed themes that would be more consistent with mainstream, mixed-gender leadership development programming. Examples from the data to illustrate this would be the themes of global leadership strategy and leading through crisis. Interestingly, almost every program included at least one theme that wasn’t unique to women in leadership and would be just as relevant in mixed-gender leadership development. Data deemed as mainstream leadership development themes were never highlighted across more than two of the WLDPs in the sample, therefore they were considered less relevant to the research question and were treated as deviant data. Table 3 shows the high-level descriptions of each theme and an exemplary quotation that emphasizes the focus of the theme.
<table>
<thead>
<tr>
<th>CODE /THEME</th>
<th>DESCRIPTION</th>
<th>EXEMPLARY QUOTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. LEADERSHIP IDENTITY</td>
<td>Leadership identity is built through improving confidence in one's own leadership skills and style, establishing a personal brand by becoming acutely aware of one's strengths and challenges so that authenticity is achieved and influencing others becomes possible.</td>
<td>&quot;Women need to understand and capitalize on their most powerful resource: the whole truth of who they are, what they value, and where they want to go. This is where pragmatism meets idealism in order to unleash upward magnetism.&quot; (Centre for Creative Leadership, p.5)</td>
</tr>
<tr>
<td>2. LEADERSHIP TRANSITION</td>
<td>Creating a personal action plan/blueprint are some of the ways described to prepare participants for smoothing the transition from first-time manager through to senior executive.</td>
<td>&quot;As a young faculty member at my organization, I have often faced barriers due to my age and gender. This program provided me the tools and building blocks to take a leadership role in my department.&quot; (Said Business School, p.8)</td>
</tr>
<tr>
<td>3. RELATIONSHIP BUILDING FOR SUPPORT</td>
<td>Building networks and connecting women in business to serve as mentors, role models, and collaborators.</td>
<td>&quot;The best way for women to challenge, support, and become empowered is to let them connect with other high-achieving women who share similar life and career experiences.&quot; (Centre for Creative Leadership, p.8)</td>
</tr>
<tr>
<td>4. CONFRONTING DIVERSITY AND UNIQUE BARRIERS</td>
<td>Women face a unique set of challenges when progressing into senior leadership positions including unconscious bias, the scarcity of role models, finding mentors and potential sponsors, gendered work, and situations characterized by a double bind (negotiating, body and appearance, etc.)</td>
<td>&quot;It’s about understanding the perceptions, behaviours, stereotypes, and backlash women uniquely face and transforming that understanding into effective strategies and solutions to tackle negotiations, team effectiveness, power and relationships, social networks, and influence.&quot; (Stanford Graduate School of Business, p.1)</td>
</tr>
<tr>
<td>5. LEADERSHIP COMPETENCIES</td>
<td>Through key leadership skill identification and development, participants become better equipped to deal with leadership challenges. Some skills are consistent with women and leadership, some are more mainstream leadership skills necessary to lead at the highest level regardless of gender.</td>
<td>&quot;Hear cutting-edge ideas about leadership, and learn tried and tested techniques you can apply to overcome the unique challenges faced by women leaders&quot; (INSEAD, p.3)</td>
</tr>
<tr>
<td>6. LEARNING ENVIRONMENT</td>
<td>An environment where participants can express their whole selves with support and without restriction. Facilitators present information backed by research and offer their support and guidance to participants as they work through complex topics, with coaches and in groups through experiential learning.</td>
<td>&quot;Strategies for Leadership is your chance to experiment with different leadership styles in a safe setting, without being concerned about how you may be perceived.&quot; (IMD, p.2)</td>
</tr>
<tr>
<td>7. PERSONALIZED EXPERIENCE</td>
<td>A personalized experience is created by reflecting on your own personal and professional journey, strengths, challenges, organizational and personal contexts.</td>
<td>&quot;Participants will learn how they are perceived in their work environments using the Global Executive Leadership Mirror 360-degree assessment and they will be asked to work on one of their current leadership challenges with peers and an expert coach.&quot;</td>
</tr>
</tbody>
</table>
**Code 1: Leadership Identity**

Program descriptions collectively maintained a significant focus on describing program components related to leadership identity. This theme largely represents an emphasis on self-reflection, understanding one’s own challenges, the ability to influence, personal style (or brand), and how to be authentic. This category demonstrates leader development where the focus of all components within it address developing self-awareness and developing one’s human capital. Below are two examples of the text demonstrating the themes of this code:

A common misperception prevails that women need to be like men to be successful. We will provide you with insights on how to lead effectively by being yourself. (IMD, Empowering Women Leaders, p. 7) [See Appendix A]

And

Each woman needs to make time to think about her identity as leader, choose what she wants, and work intentionally to make it happen. The Women’s Leadership Experience is an opportunity for experienced managers to choose how to take the next step as a leader—in ways that get the results for them and for the organization.”(Centre for Creative Leadership, The Women’s Leadership Experience, p. 8) [See Appendix E]

The most significantly represented components within the theme of leadership identity were:

- Self-reflection – referenced by all program descriptions
- Personal Leadership Challenges - referenced by all program descriptions
- Influence – referenced by 5 out of 6 program descriptions
- Personal Leadership style or brand – referenced by 5 out of 6 program descriptions
- Developing Self-awareness – referenced by 4 out of 6 program descriptions

**Code 2: Leadership Transition**

Program descriptions for this code focused on programs helping participants prepare for moving from either a first-time manager to the next level or maintained significant focus on breaking through to the top level of leadership. While there are only two components within this theme: creating a personal leadership strategy/plan/blueprint and preparing for/learning to smooth out the transition from one management position to the next, are important themes nonetheless. With the focus of this category predominantly focussing on the individual participants and their own journeys, exemplifying leader development and building one’s own leadership.
Because the programs were all executive education programs one of the common goals was to help women break barriers (or glass ceilings) and shatter statistics that currently show that the numbers aren’t increasing at the executive level. The two ways the programs would help participants with this challenge was through: coaching, mentoring, and helping the women design personal action plans or strategies, and/or teaching and exploring how participants can transition with ease or prepare for the transitions. One program, “Women Transforming Leadership” at the University of Oxford, incorporated the development of a personal action plan called a ‘blueprint’ into each day’s itinerary and everything that the program aimed to do was to help both define and then refine that plan as the weeklong program went on:

Drawing on the learning from the week, from your psychometric profile, and from coaching and colleagues, you will devise your own blueprint for your leadership - and what’s next for you. In addition, your coach will support you post-programme as you put your leadership blueprint into action. (University of Oxford- Saïd Business School, Women Transforming Leadership, p. 7) [See Appendix C]

**Code 3: Relationship Building**

Relationship building was referenced often and in seven different ways. Most commonly, this theme was described in terms of networking to build productive relationships that will help with learning and provide support through gaining deeper insights as participants navigate complex workplace structures. Relationship building was also described as connecting with women in business who may serve as mentors, role models, and collaborators with the aim being the establishment of a community and support system. This category more than any other demonstrates key leadership development components that focused on the development of social interactions that occur within the learning process. An excerpt from the text that demonstrates this theme was;

Gain insights from some of the world’s leading faculty who make it their business to challenge your assumptions, confront your fears, and turn obstacles into opportunities. And experience it all in the company of other dedicated and daring women to create a personal and professional network you can leverage throughout your career. (Stanford Graduate School of Business, Executive Program in Women’s Leadership, p. 1) [See Appendix D]
Some programs mentioned many different components and some only one or two.

It’s not entirely understood if the program descriptions that emphasized relationship building less, felt it less important or if the results are simply indicative of the variance in available public data for review. Regardless, every single program mentioned relationship building in one capacity or another which supports the value in considering it’s importance when program designing. Also, an emphasis on relationship building and networking is consistent with the literature review that supports relationship building as foundational to women in leadership success.

The most significantly represented components within the theme of leadership identity were:

- Building networks – referenced by all program descriptions
- Connecting with women – referenced by five of six program descriptions
- Mentoring – referenced by four of six program descriptions

**Code 4: Confronting Diversity and acknowledging Unique Barriers**

Across every program analyzed in the sample, overcoming barriers was mentioned. In most cases unconscious bias and gender issues or the glass ceiling were mentioned in the text of the program description as well. The text in one program indicated:

Widening our focus from the personal, we review the existing research that looks at women’s leadership and career trajectories. You will reflect on issues such as unconscious bias, structural barriers, and problems of authenticity. You will then discuss and practice the influencing skills needed to make change happen in your organisation. (University of Oxford- Saïd Business School, Women Transforming Leadership, p. 7) [See Appendix C]

Diversity in all cases seemed to focus only on gender diversity and neglected an intersectionality lens that considers how gender can overlap with age, race, or sexuality for example that can create further barriers. Diversity then for this research purpose focuses on gender and women as the ‘other’ group in organizational contexts although it will be acknowledged the importance of expanding this to include multiple social identities. Gender diversity was referenced throughout the sample WLDPs across three key themes:

- Overcoming barriers related to Gender Stereotypes– referenced by all programs
- Gender and Diversity – referenced by four out of six program descriptions
Second-Generation Gender Bias – referenced by four of six program descriptions

**Code 5: Leadership Competencies**

In total, fourteen different leadership skillsets were mentioned across the six programs. It was predicted that the components included in the programs would most commonly be associated with key skills that women specifically tend to need to focus on to address their unique challenges. Only in some cases, patterns of what those competencies are, were clear. For example, strategy execution, negotiating/personal advocacy, confidence/being assertive, strategic communications, and influencing were all significantly common across the six programs. On the other hand, nine of fourteen components were mentioned across two program descriptions or less. It is concluded here that these themes may be the most problematic in deciding whether to include in the design of a pilot WLDP. The components with less mentions are not necessarily less valuable or worthy of exclusion, they simply aren’t as significantly represented in the given sample. It’s hard to say whether the sample was increased, if components would become more widely mentioned or if simply more components would be added to the competency theme for consideration. The observation here is that the skills mentioned in the descriptions that were not prominent across most programs, are perhaps better suited for mainstream, mixed-gender leadership development, rather than fitting for women-focused leadership development. Every competency within this category demonstrates components conducive to leader development.

**Table 4 – Competencies**

<table>
<thead>
<tr>
<th>Competencies significantly represented (mentioned in 3 program descriptions or more)</th>
<th>Competencies not significantly represented (mentioned in less than 3 program descriptions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Negotiating</td>
<td>1. Dealing with complex relationships</td>
</tr>
<tr>
<td>2. Confidence and assertiveness</td>
<td>2. Work-life balance</td>
</tr>
<tr>
<td>3. Verbal (voice) and non-verbal communications</td>
<td>3. Wholeness and wellness</td>
</tr>
<tr>
<td>5. Strategy execution</td>
<td>5. Global leadership strategy</td>
</tr>
<tr>
<td>7. Becoming visible</td>
<td>7. Team effectiveness</td>
</tr>
</tbody>
</table>

Many of the above competencies were described as outcomes that participants would take away after completing the program. Some examples of the text that described the competencies include:

You will leave the programme with confidence in negotiation situations for the self- speaking up and negotiating for a new role or amended hours to achieve
work-life balance. (Women Transforming Leadership program, Saïd Business School, p. 9) [See Appendix C]

Master verbal and non-verbal communication and hone your unique voice. (Women Leaders Programme, INSEAD, p. 4) [See Appendix B]

**Code 6: Learning Environment**

Program descriptions for this code focused on creating an experiential learning environment where participants are safe to share personal experiences and where they won’t feel left out of the conversation based on gender or like they cannot address the topic of gender as it relates to the workplace and to leadership. Interestingly, specifically highlighting that safe and supportive environments would be created was not present in all program descriptions and yet the literature reviewed frameworks all explicitly highlight safety as essential for women’s leadership development. However, when the component of “safety” was highlighted, it was prominent throughout a significant portion of the program description indicating perhaps some programs are more informed by empirical research than others. One such program said this:

> The Women’s Leadership Experience offers women a safe and supportive environment to discuss and practice new ways of acting and thinking that is congruent with their purpose, values, and self-concepts, resulting in a stronger vision of their leadership and greater capacity for career ascension. (Centre for Creative Leadership, Women’s Leadership Experience, p. 10) [See Appendix E]

Beyond the above observation, what was most prevalent as a component of creating an environment conducive to learning for women was the promotion of facilitating ‘experiential learning’. One example of the text for experiential learning was:

> Gain real-time personalised feedback on your leadership style, as we put you through your paces in our experiential leadership exercises. (INSEAD, Women Leaders Programme, p. 3) [See Appendix B]

The most significantly represented components within the theme of learning environment were:

- **Experiential Learning** – referenced by five of six program descriptions
- **Informed facilitators/faculty** – referenced by five of six program descriptions
- **Feeling Empowered** – referenced by four of six program descriptions
• Ability to be your whole self – referenced by four of six program descriptions

**Code 7: Personalized Experience**

Program descriptions for this code focused on how the programs would be tailored to the individuals in attendance and the supports that would be provided to do so. This category emphasized a focus on *leader’ development since so much of the focus is on the individual*. The most notable component in this category was the use of real-time feedback whether from coaches, in group learning sessions from other participants or through 360-degree evaluations. This component was present in 100% of the sample programs indicating its importance to the learning experience for participants. Also, significantly represented in the text were personal reflection, consideration for individual participants’ organizational contexts, and post-program support. Below is an example of the text showing how one program aimed to make the experience particularly personal:

> Before the program, participants will be asked to reflect on their personal and professional journeys, by writing a reflective narrative. After the program, they will receive personal coaching sessions, to consolidate the program’s key learnings. (IMD, Empowering Women Leaders, p. 4) [See Appendix A]

The most significantly-represented components within the theme of personalized experience were:

• Real-time feedback – referenced by all program descriptions
• Personal reflection – referenced by five of six program descriptions
• Tailored to participant’s context – referenced by four of six program descriptions
• Post-program support – referenced by four of six program descriptions

Encouragingly, every component recorded in this category is consistent with the literature review findings and what is even more helpful is some of the programs provide examples for how the components are incorporated into program design. Whether it be with post-program one-on-one coaching, or the personal reflective narrative indicated in the above quote. The one interesting finding was that only two programs explicitly described the use of 360-degree evaluations. This was curious considering the ample focus on their usefulness within the literature reviewed. Regardless, the study of the existing program descriptions clarifies potential applications of the key themes discussed theoretically in the literature review.
4.3 Linking the Scholarly Literature with Analyzed WLDPs

Chapter Two proposed a framework (See Figure 1 in Chapter Two) for women-only leadership development programs. The framework is built on recommendations for setting the context, the key elements in establishing an appropriate learning structure, and the proposed outcomes/themes and learning mechanisms):

1. The context is in an analysis of second-generation gender bias;
2. The structure is composed of a safe environment, women-only participants, informed facilitators, and gender-sensitive teaching and practices; and occurs both in the class room as well as extends learning to application in the organizational setting following the formal program; and
3. The themes and outcomes include:
   i. Developing greater self-awareness and a coherent leadership identity;
   ii. Increased self-confidence and self-efficacy;
   iii. Knowledge and skills to navigate gendered organizations;
   iv. Knowledge and skills to lead change and strategically create vision;
   v. Accessing a support network and networking;
   vi. Learning strategies for addressing key leadership challenges
      1. Negotiating
      2. Interviewing for senior leader roles
      3. Self-advocacy
      4. Addressing appropriate Body and Appearance
      5. Managing intra-gender relations
      6. Networking
      7. Mentorship
      8. Leader Identity construction including authenticity and influence
      9. Change Management, Envisioning and Strategy
      10. Practicing mindfulness to cope with stress
In comparing the proposed framework based on the scholarly literature with the six WLDPs analyzed, there are several similarities and a couple notable unique components highlighted from both.

**Context: Learning is Situated in an Analysis of Second-generation Gender Bias**

To begin, the framework developed in Chapter Two recommends that WLDP program designs be framed within a context that acknowledges the existence and impacts of second-generation gender bias. This is based off Ibarra et al.’s (2013) recommendation and is supported throughout the literature review as the underlying cause for the barriers that many women leaders often face. The text mentioned in the analysis of extant sample programs that support this context include:

- Recognizing and learning to overcome barriers;
- Addressing gender-related issues (such as the double bind); and
- Dealing with the glass ceiling.

Three components of: addressing the glass ceiling, recognizing unconscious gender bias, and addressing gender-related issues are significant across all sample programs. Every program analyzed promotes that participants will learn to identify and overcome the unique barriers that women leaders face. Many of the barriers described in the literature review are related to a lack of access to support systems such as networks, mentors, role models, and sponsors (Ibarra et al., 2013) or they are related to challenges that arise within the workplace where women find themselves in varying instances where they must deal with the effects of the double bind (Eagly & Carli, 2015).

While specific issues that arise in relation to the double bind will be discussed in the outcome related to addressing leadership challenges, what’s consistent between the literature review and the extant sample WLDPs, is that these two themes are core to the design of any WLDP. The concept of the glass ceiling isn’t mentioned in the literature review explicitly, however the theme of women not making it through to the executive level of leadership is, and again this is core to the need for WLDPs.

Second generation bias (or unconscious bias) was mentioned specifically in four of six programs. It was either mentioned as an acknowledgement that bias exists, explaining the unique challenges women face, or as a topic for personal reflection as part of the curriculum. For example, the Saïd Business School describes its third day of the program in this way:
Widening your focus from the personal, we review the existing research that looks at women’s leadership and career trajectories. You will reflect on issues such as unconscious bias, structural barriers, and problems of authenticity. You will then discuss and practice the influencing skills needed to make change happen in your organisation. (Women Transforming Leadership, p.7) [See Appendix C]

Rotman School of Management promotes that participants will gain an “Understanding of stereotypes and biases related to women in leadership, and the productive strategies to overcome them” (program website) [See Appendix F]. In each program that discusses second-generation bias, the theme is related to recognizing when bias may be influencing a situation, and then learning to navigate through the barrier that it produces, whatever it may be.

Structure: Safe Environment through Women-only Participants and Gender-Aware Teaching

The first pillar recommended that makes up the structure within Chapter Two’s framework is about establishing a safe learning environment. Across the three frameworks that were reviewed for research-based WLDP design, all authors referenced the necessity and importance of creating a safe environment for women in leadership development programs (Ely et al., 2011; Vinnicombe et al., 2013; Debebe et al., 2016). Again, the recommendation informed by the literature review is supported in the existing WLDP sample text as four of six institutions reference either facilitating a safe environment or the support networks or environments established as part of the program. IMD, for example, mentions the idea of safety three times in its program description [See Appendix A]:

- IMD’s program offers participants the “chance to experiment with different leadership styles in a safe setting.” (p. 2)
- “Participants will benefit from a safe space where they will feel both accepted and respected and won’t be left out of the conversation on the basis of gender.” (p. 2)
- “Amazing benefits, and all within an environment that is safe, and full of compassion and support.” (p. 8)

The second pillar identified in the proposed framework notes that programs should be women-only (Debebe et al., 2016). To evaluate whether this structural component was included in the design of the six extant sample programs, participant profiles were reviewed to understand if programs were explicitly open to women. While every program mentioned being designed to advance women and to address the barriers and challenges that women face, most programs were
also careful in their language around participant profiles. Despite each program’s content being explicitly geared towards women in leadership, only three of the six programs were exclusively open to women. Two of three WLDPs did have content mentioning that programs were designed for women but in a signal bullet point like Stanford’s program noted: “For executives of all genders who are interested in advancing executive women leadership in business.” (p. 1) [See Appendix D] INSEAD’s materials used phrases such as, “designed for influential business women” (p. 3) [See Appendix B] but then was unique in that they did explicitly mention that they do not “discriminate on the basis of race, gender, sexual orientation, religion, national or ethnic origin, age or disability in the administration of its educational and admissions policies” (p. 6). This is an interesting finding given that one underlying driver for a women-only program is the exclusion or exclusionary practices and norms that take place when men are present or when men over take a room, so it does beg to question whether it is appropriate for women (who are often excluded based on gender) to turn around and attend programs where they are considered the norm and men are considered the “other” and are thereby excluded. However, what this debate comes down to is about whether the women-only format can facilitate a safe and supportive learning environment. While men might be able to learn from women participants, it can be argued that their presence will undermine the opportunity to build psychological safety for women participants.

Another structural component necessary for facilitating a safe environment is to have informed facilitators and sensitive teaching practices (Debebe et al., 2016). Five out of six programs reference their quality staff and offered biographies and viewpoints of those staff. Throughout the biographies what was obvious is that the staff involved in facilitating the programs are informed by research and/or vast experience with women’s leadership. It’s evident that facilitators are not only informed but they have been involved in creating course content. Therefore, the impression is that highlighted facilitators are integral in facilitating the safe and supportive learning environments.

The final piece of the proposed framework to consider in design is to both situate learning in the classroom and in the work environment. Debebe et al. (2016) note that participants will require support through the implementation of learnings post-program completion. This means that part of the learning and benefits of the WLDPs occurs within the organizational context once women return to work. This requires an element of post-program support because not everything applied will go as planned and participants will experience frustration if they are unable to grasp a specific
scenario. A support network, coaching, and mentoring are all mechanisms that will aid this process ensuring leader identity construction stays on track (Ibarra et al. 2013; Ely et al., 2011). Four of the sample WLDPs provide post-program support, many with a single coaching session for the participant to use when they are ready upon returning to work. Saïd Business School for example offers a post-program coaching and encourages peer-coaching continue between the participant (and alumni) network that forms over the course of the programme.

**Theme/Outcomes**

The key themes and outcomes highlighted in Chapter Two’s framework will now be cross-referenced with those highlighted across the sample of six existing WLDPs. To do so will begin with first summarizing the individual outcome or theme from the literature review-supported framework, and then look to the sample data to draw comparisons or expose a lack thereof.

**Theme/ Outcome 1: Developing Contextual and Self-awareness**

The first WLDP theme from chapter two’s framework is: *developing an awareness of both one’s context, and one’s self.*

It was Debebe (2011) who highlighted the importance for women leaders to build self-awareness and develop a sense of self within a personal context as a prerequisite to addressing gender related experiences through transformational learning in WLDPs. This matches in part what Day (2001) argued when stating that one part of leader/ship development is to develop the leader themselves, i.e. human capital (which includes self-awareness, self-regulation, and understanding one’s own motivations).

The text from the surveyed program descriptions that address this first theme from Chapter Two’s framework include:

- Personal-reflection/becoming self-aware;
- Recognizing personal strengths;
- Addressing personal leadership challenges;
- Experiential Learning
- Coaching;
- 360-degree evaluations; and
- Real-time feedback.
As INSEAD (Women Leaders Programme brochure, p. 3) [See Appendix B] stated:

The intensive curriculum is designed to engage participants in thought-provoking debate as they discuss the tough challenges facing women leaders. Throughout the programme, participants are encouraged to step back from their daily lives and reflect on what the key issues mean for them as individuals and professionals.

This demonstrates how one WLDP puts the focus on the participants through personal reflection and becoming more self-aware. Aligning perfectly with Ibarra et al. (2013) who, like Debebe (2011), advocated for WLDPs to provide women with the opportunity to develop better self-awareness and a better understanding of the complexity of their organizational contexts.

Across the text analyzed was a common theme of identifying personal strengths. Acknowledging that while most women leaders face many common challenges, often situations are made unique by specific factors. Developing a better awareness of self and context allows participants to make sense of specific situations. Part of developing a better self-awareness is recognizing one’s personal strengths. The University of Toronto’s Rotman School of Management highlights on it’s webpage [See Appendix F] that its program focuses on strengths through developing a self-awareness in this way: “Through case studies, self-assessments, and personal reflection, participants hone their leadership strengths and focus on their best-functioning talents as they explore those strengths under organizational crisis and stress-coping capacity. “

All WDLPs also highlighted the need to address personal challenges and mentioned varying learning mechanisms to do so. Saïd Business School for example dedicates an entire day of it’s five-day program to building “knowledge of self” and they describe the day in this way:

Day Two – Knowing Yourself. You will take a detailed look at your psychometric profile. You can use this knowledge as a springboard for exploring personal challenges and ambitions, helped by meetings with a professional coach and by peer coaching sessions. [See Appendix C, p. 6]

The mechanisms put forward by the sample analyzed to help facilitate a development of self-awareness and contextual awareness include: experiential learning, personal and peer coaching, 360-degree evaluations and real-time feedback. These learning methods are in alignment
with Hernez-Broome and Hughes (2004) who identified coaching, mentoring, action learning (a part of experiential learning), and 360-degree feedback as key learning activities necessary to facilitate leadership development and help participants to become more self-aware. As 360-degree evaluations are completed by peers, subordinates, and senior leaders they often provide many valuable insights for personal reflection and building self-awareness. Various authors who endorse WLDPs have pointed to incorporating 360-degree evaluations into program designs (Debebe et al., 2016; Ely et al., 2011; Ibarra et al. 2013) and yet only two programs of six directly refer to their use within the sample WLDPs. There is the potential however that while program descriptions didn’t promote their use that they are in fact incorporated and if not, based on the number of references in the literature reviewed, they remain an important component for the pilot WLDP design.

Two other program mechanisms mentioned within the themes coded are real-time feedback and experiential learning which seem to go together in aiding the development of self-awareness and contextual awareness. While real-time feedback wasn’t a major topic in the literature review, there was an emphasis on leadership development facilitated in part by learning from others. Stead’s (2014) research indicates that in action learning, groups of peers work together in ‘sets’ to discuss complex issues and ‘adaptive’ problems. Action learning is about application in the workplace with real existing problems and is part of what extant WLDPs call experiential learning. In addition, Day’s (2001) work on leadership development which is based on developing a collective capacity and interpersonal skills also lends to the idea of feedback and working with others. 360-degree evaluations as well as the other methods mentioned force participants to acknowledge both positive and daunting realizations. These methods also promote participants socially interacting with one and another through the learning process which Day et al. (2014) describe as leadership development which facilitates the development of social capital. These realizations are important considering most women experience a lack of access to support networks consisting of mentors and potential role models who often provide the valuable feedback (Ibarra et al., 2013) necessary to learn, grow, and address specific leadership challenges. INSEAD’s program description best describes the link between personalized feedback and experiential learning like this: “Gain real-time personalized feedback on your leadership style, as we put you through your paces in our experiential leadership exercises.” [See Appendix B, p. 5]
The final learning mechanism, personal coaching, is mentioned in four out of six programs and promoted as a key selling point for the programs. This is likely because coaching, particularly one-on-one coaching allows for a tailored/personalized experience for participants. Vinnicombe et al. (2013) offer that without reflection, and personal coaching after the learning, when women participants re-enter the workplace, they may experience personal tension and negative outcomes, therefore post-program coaching is a valuable way of supporting success of re-entry to the workplace after program completion.

While the learning mechanisms of this category are all addressed in the literature, strengths and personal challenges were not a significant focus, however there is a strong alignment with building self-awareness and contextual awareness, and for these reasons, they will be important to incorporate into the design of the pilot WLDP along with the other components described under this theme/outcome.

**Theme/Outcome 2: Constructing Leadership Identity**

The second WLDP theme from Chapter Two’s framework is: *constructing a leadership identity*.

This theme stems from work by Ely et al. (2011) and Ibarra et al. (2013) that describes the concept of ‘leader identity construction’ (or development) through the process of asserting leadership by taking purposeful action, and having those actions affirmed by others which then encourages subsequent leadership actions and increases an individual’s sense of self as a leader. Combining this idea with the work of Day (2001) who, again, draws attention to one half of leader/ship development which focuses on the leader themselves and developing what Day refers to as human capital (i.e. building knowledge and skillset), Ely et al. (2011) and Ibarra et al. (2013) discuss the necessary skills be developed so that individuals can demonstrate them, be recognized for doing so and thus, strengthen their leader identity construction. Debebe et al. (2016) also point to the importance in building leader identities through targeting participant perceptions of self-confidence, self-efficacy, influence, and authenticity while also addressing context-specific development (O’Neil et al., 2015) The text from the sample program descriptions that address this second theme from Chapter Two’s framework include:

- Authenticity/being authentic
- Influence/ influencing others;
- Confidence and assertiveness
• Developing a personal leadership brand/leadership style; and

Sometimes a theme was described as an outcome and sometimes it was described as a process that participants would go through to learn the competencies described in the text. Either way, every sample program referred to components that linked to leader identity development/developing human capital.

Authenticity was a theme from the literature particularly as it pertained to Tanton’s work (1992) where women were found to alter their judgements to defer to the opinion of others (men) whether to fit in or become invisible to them. Tanton (1992) pointed to this being one-way women become inauthentic and posited that women must become authentic leaders to be recognized in the workplace as leaders. This aligns with some of the program descriptions.

The second component highlighted is influencing. While the literature review focus on influencing was small, what was discussed was the concept of self-advocating and that when women advocate for others they reach more favourable outcomes than when advocating for themselves. It was Amanatullah and Morris (2010) that discovered that self-advocating women perceived very low thresholds of how much they could ask for before incurring backlash when compared to the threshold that men participants reached as well as the thresholds of both genders when negotiating on behalf of someone else. This was an important finding as it highlights that women were stronger negotiators when they advocated for someone else (they apologized less and were less likely to hedge assertive behaviours) and achieved better outcomes (Amanatullah & Morris, 2010). When the program descriptions talk about self-advocacy they flip the conversation to focus on “how to exert more influence over your career choices as a strong self-advocate” (Centre for Creative Leadership, Women’s Leadership Experience brochure, p. 6). [See Appendix E] Stanford’s Executive Program in Women’s Leadership brochure (p.1) [See Appendix D] goes even further and promotes influencing without authority and describes how they’ll analyze effective influence tactics with participants to help them develop multiple perspectives on how to gain influence through dynamic interactions with others”. This is one of those examples where the WLDPs cover not only learning the competency, but also leaves participants with strategies to implement tactics to combat a particularly difficult area of leadership-influencing to lead change.

Eagly and Carli (2015) discuss the perception that women lack the qualities needed to be good leaders such as the abilities of being direct and assertive but posit this is not always the case and that women are simply limited to how assertive they can be. They point to gender stereotyping and
evidence that women are often evaluated more harshly than men because of a conflict between gender role expectations (women are generally expected to be communal/caring), and leader role expectations (leaders are generally expected to be direct and assertive—qualities typically associated with men) (Eagly & Carli, 2015). So, women must learn how to be confident and assertive while doing so in manners that will be received more favourably. This is something that the WLDPs promote can be learned, through discussing with other women who have experienced successful navigation of double bind situations, through facilitators taking participants through relevant case studies, and through working with personal coaches, women can take note, learn, practice when they go back to work, and refine their abilities to be both confident and assertive as their leadership work requires. INSEAD [See Appendix B, p. 4] for example discusses confidence in this way: “Develop greater confidence and a better understanding of your personal leadership style, enabling you to carry out and lead change effectively within your business”.

The final component that contributes to understanding oneself to effectively build a leadership identity is the development of a personal leadership brand or style. Ibarra et al. (2013) discuss the disadvantage women have when they lack senior leaders to observe and learn from as role models and mentors. So many behaviours are learned by observing, experimentation by implementing in one’s own way, and then learning by seeing how others react (DeRue and Ashford, 2010). This process describes how DeRue and Ashford (2010) believe identity construction occurs. When there is a lack of behaviours to observe and then to try and emulate, there’s a lack of learning and a lack of identity development (Ely et al., 2011). This is likely why almost all sample WLDPs reference the development of a leadership brand or style, because the women-only format offers all participants access to each other, to learn those behaviours worth emulating and understanding in which contexts the behaviours have benefited their peers and how certain behaviours are perceived.

**Theme/Outcome 3: Networking and Accessing a Personal Network**

The text within the sample program descriptions that fit into the third proposed theme/outcome from Chapter Two’s framework: Networking, include:

- Building networks;
- Social networks;
- Connecting with women;
• Finding/being role models;
• Finding/being mentors;

Moving on to the component of building networks, it’s not surprising that all six sample WLDPs emphasize significant portions of their descriptions and sample agendas to this topic. The reason this is not surprising is because the literature review revealed ample empirical emphasis on this topic as well. Stead and Elliot (2008) address how women may find developing social capital difficult due to men’s continued dominance of social networks, Bryans and Mavin (2003) offer that women may feel like ‘outsiders’, Ely et al. (2011) posit that women may neglect opportunities to network because they feel they aren’t being their true authentic selves when doing so, and O’Neil and Bilimoria (2008) point to balancing careers with family and home responsibilities as being all likely reasons women may engage less in networking than their male peers. Regardless of the reason behind it, the point is women are at a disadvantage when they don’t network. The sample WLDPs clearly believe this and as it’s consistent with the literature review thus it is a top component worth inclusion into the pilot WLDP design. The components of finding/being role models and mentors really associate with networking as well. A significant benefit to networking is that women can create relationships with other leaders who may be able to support their career development, whether that be as a mentor, role model, or even a sponsor.

While all program descriptions describe networking opportunities, five out of six programs refer specifically to women connecting with other women. The program description for the Centre for Creative Leadership (p. 8) [See Appendix E] says it best: “What’s the best way to challenge, support, and empower high achieving women? Let them connect with other high-achieving women who share similar life and career experiences. That’s why peer to peer coaching is a pivotal component of the Women’s Leadership Experience.” This perspective seems to resonate with what Plantega (2004, p. 41) posits: “if they have never felt the pain of being excluded themselves, they tend not to be conscious of their own identities and the privileges that come with them”. Plantega’s quote effectively then renders the component of women connecting with other women particularly crucial in women’s leadership development, which was unsurprisingly with the sample WLDPs.

*Theme/Outcome 4: Learning Strategies for Addressing Key Women in Leadership Challenges*
The text within the sample program descriptions that fit into the final proposed theme from chapter two’s framework: *Strategies for addressing key women in leadership challenges* include:

- Negotiation and personal advocacy;
- Verbal and non-verbal communications;
- Influencing;
- Becoming Visible;
- Being assertive and confident;
- Envisioning/Leading change;
- Career Transitioning/Career planning;
- Dealing with complex relationships; and
- Wholeness and well-being.

Bowles et al. (2007) assembled empirical evidence that demonstrated that men evaluators associated women who didn’t ask as ‘nicer’, and when women did seek to negotiate or self-advocate, they were evaluated more harshly and paid the consequences. This is yet another situation where women become conflicted due to a double bind situation. If they ask, Bowles et al. (2007) note they are “difficult”, if they don’t, they are viewed as “nice” but don’t achieve what they deserve or want. It’s seemingly very appropriate then that four of six WLDPs from the sample, address negotiating as a topic and a skill to strengthen, given the safe learning settings they aim to provide. Supporting the development of the theme of negotiating are the intertwined themes of verbal/non-verbal communications and influencing.

Four programs mention voice or communications skills. Stanford for example dedicates one session to voice coaching, entitled *Vocal Range and Power* (Stanford Sample Agenda) [See Appendix D], INSEAD (p. 3) [See Appendix B] speaks about participants “honoring their unique voice” and IMD (p. 5) [See Appendix A] shows how their program dedicates a session to this topic by promoting their *Voice Workshop*. A potential correlation could be made between “honoring a unique voice and non-verbal communications” and “honoring personal body and appearance”, which is covered in the literature review, and perhaps would fit nicely alongside teachings in voice/non-verbal communications. Given the common theme of a voice component, the sense is that it will be important to include in the WLDP design alongside the topic of body and appearance. The same goes for influencing (which was mentioned as part of leader identity construction but is also a skill
to learn and hone) as being a key part of strategies for negotiating and self-advocacy. Saïd Business School (p. 7) [See Appendix C] promotes “discussing and practicing the influencing skills needed to make change happen in your organization”, the Center for Creative Leadership (p. 6) [See Appendix E] focuses on a theme of Ownership and “how to exert more influence over career choice and strong self-advocacy”, and Stanford (p. 1) [See Appendix D] promotes “analyzing effective influencing tactics and developing multiple perspectives on how to gain influence through dynamic interactions with others”. Like voice/non-verbal communications, influencing is deemed worth significant focus in the design of a new pilot WLDP because of it’s relevance to other key program focuses such as leader identity construction and the connection to negotiating effectively. Which is also supported by inclusion in all sample existing WLDPs.

Important to note is that interviewing is unmentioned across the six sample WLDPs but the compelling evidence in the literature review that points directly to interview situations is worth inclusion in the category as it is one of the most prominent situations where women leaders must self-advocate.

“Are you looking for new ways to become a more visible and be an assertive leader within your organization?” (IMD, p. 2) [See Appendix A] “Become “strategically visible” in the workplace—make your distinctive perspectives and impact clearly recognized, understood, and valued.” (Centre for Creative Leadership, p. 8) [See Appendix E] Research suggests that the visible, heroic work, typically in the purview of men, is often recognized and rewarded, while the equally vital, behind-the-scenes work (e.g., building a team, avoiding crises, etc.), more characteristic of women, is often overlooked (Ely et al., 2011; Ibarra et al., 2013). Women need to recognize the work they do as important and valuable and then need to harness that work and their accomplishments to build their leader identities for others to recognize those leadership behaviours and confirm them for women leaders to continue asserting them (Ely et al., 2011). The theme of becoming more visible is prominent across the text of the sample WLDPs and while visibility was explicitly covered in the literature, parallels can be drawn because valuing one’s own work and becoming visible. And the collective theme certainly has a place in the design of the pilot WLDP.

Change management as a key skill worth focus on in WLDPs is proposed first by Ely et al. (2011) and supported by Ibarra et al. (2013). Change management requires using influence and persuasion, and thus, is difficult for even the most accomplished managers (Ely et al., 2011). Women can be further encumbered by gender stereotypes since directive behaviors that people
associate with leadership tend not to be viewed favourably in women (Ely et al., 2011). Ely et al. (2011) thus recommend using case studies featuring women protagonists as change agents to help participants identify and recognize themselves as leading change and expose them to a range of effective leadership styles for women. Comparing these cases helps participants recognize their own stereotypes about women leaders and frees them to consider their personal leadership styles independent of gender stereotypes (Ely et al., 2011) Communicating a vision for the future is a significant piece of change management (Ely et al., 2011), unfortunately research conducted by Ibarra and Obodaru (2009) found that women were par or better than men in all categories but one, envisioning. What Ibarra and Obodaru (2009) uncovered in interviews following the results of the research was that many women consciously dismiss the importance of creating and promoting a vision and instead choose to focus on being “rational, non-emotional, and hyper-efficient” (2009, p. 8). INSEAD (p. 3) [See Appendix B] connects the skills of change management, envisioning, and personal leadership style in this way and shows how all these components truly go together to equip women leaders with the support they need to confront issues related to gender stereotypes and second generation bias head on: “Develop greater confidence and a better understanding of your personal leadership style, enabling you to carry out and lead change effectively within your business.” The literature supports the development of these key skills and even though the sample WLDP do to a less significant extent (only two programs discuss change management and three programs discuss envisioning) there is still merit in diving into this topic for the pilot WLDP.

Two more themes from the sample WLDPs representing strategies that would fit Chapter Two’s proposed framework relate to the theme of: “Leadership/Career Transition”. Many of the text examples within the program descriptions analyzed, highlighted the benefit of helping women participants to smooth the transition as they climb the corporate hierarchy and helping women participants to create personal career action plans (or in the case of Saïd Business School what they called a “Leadership Blueprint”, p. 7) [See Appendix C]. Two other programs referenced creating something similar. The relevance to the literature review is that these plans are something tangible that participants can work on in a personalized way throughout the programs and then implement upon returning to work. They are the prime example of applied learning for participants. Debebe et al. (2016) describe how for women to experience tangible benefits when they return to their organizations, the opportunity to reflect, talk through how they intend to apply their learnings, and receive support as they begin to implement their plans is critical (2016).
Programs must thus situate part of the learning within the participants’ own work environments but prepare them to do so. This theme of career/career transition planning is also supported by Ely et al. (2011) who refer to role of role models as a significant influence on women as they take on greater responsibilities and changing role expectations. Women leaders are more likely to not have role models to observe and learn from within their organizations, but they will have access to such women through WLDPs. Through the programs, discussions, case studies, networking events, presentations, and experiential learning environments, women can refer to their personal leadership plans to document what they observe of the women role models that they identify with during their programs and use those observations to inform their career transition plans.

The final text across the sample WLDPs that relates to key strategies for addressing women’s leadership challenges includes the theme observed of “dealing with complex relationships”. While this theme was only observed in two of the six sample extant WLDPs, it is both a theme from the literature review and a unique topic that perhaps deserves more attention in WLDPs. The literature review discussed complex relationships related to intra-gender social relations between women and how gendered contexts, women doing gender well and differently, intra-gender competition, and female misogyny may explain these negative relationships (Mavin et al., 2014). Following their research Mavin et al. (2014) concluded that raising awareness of intra-gender relations and the potential for micro-violence between women is of grave importance in facilitating both women and men’s acceptance of intra-gender differences between women and create opportunities and possibilities for women in organizations. This is an important recommendation from Mavin et al. (2014) as it highlights that women can be influenced by unconscious bias just as men, and this must be addressed in WLDPs, because if not in the safe learning spaces they are intended to create, then where? Stanford’s program was one of two that highlighted the topic of building alliances that are based on trust and reciprocity and strategies for doing so. This is an important piece that will benefit the design of the new pilot program despite not many other leading programs incorporating this key theme.

The final strategy for addressing a key leadership challenge relates to wholeness and wellness. This theme was mentioned within a single WLDP: The Centre for Creative Leadership’s, Women’s Leadership Experience (p. 11) [See Appendix E] but was included in the itinerary twice as a core focus for course content. While a single mention demonstrates that this topic is not consistently being included in existing programs, it does align with the research by Phillips and
Grandy (2018) that propose mindfulness training as a fruitful addition to women’s leadership development. Their recommendation is based off a study that demonstrates women leaders as having to both deal with the typical stress associated with management responsibilities but also added stress from dealing with particularly difficult to navigate gender-related issues. The research also points out that women do in fact tend to benefit from doing things such as yoga and meditation to cope with stress. Interestingly, while Stanford’s Executive Program in Women’s Leadership does not directly state anything about wellness or wholeness, they do incorporate a “morning exercise” every day within their full four days of program. So perhaps while not obvious, a focus on wellness could be a unique core component of the new pilot WLDP.

**Text from Sample WLDP Descriptions not Aligned with Chapter Two’s Proposed Framework**

The text from the sample WLDPs that relate to the framework themes have been discussed. The following review will consider the sample WLDP themes that do not relate to the framework themes or outcomes. These components include:

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Skills</th>
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<tr>
<td>Work-life balance</td>
<td>Dimensions of leadership</td>
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<tr>
<td>Being your whole self</td>
<td>Team effectiveness</td>
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<tr>
<td>Becoming empowered</td>
<td>Leading through crisis</td>
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<td></td>
<td>Strategy execution</td>
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</tbody>
</table>

The listed outcomes and skills were observed less commonly across the six sample WLDPs. While some of them were briefly mentioned in the literature such as work-life balance, they were not focal points. Outcomes such as “being your whole self” and “becoming empowered” read more as marketing terms than actual course content. Also, within the descriptions was a lack of copy that supported how the outcomes would be achieved. For these reasons there isn’t merit to including these terms in anything other than promotional content for the development of a new WLDP.

Dimensions of leadership, team effectiveness, leading through crisis, strategy execution, and global leadership strategy all describe skills that while valuable, were only represented across the sample WLDP descriptions one or two times each, and again were not key themes of the literature review. The assumption here is that these are key themes of leadership in general but are
not necessarily the most valuable topics for a WLDP. Rather, they are likely better covered in mixed-gender leadership development.

**Theme from Chapter Two’s Proposed Framework Not Found in WLDPs**

One theme revealed through the literature review that was not found in any capacity across the six sample WLDPs was the topic of intersectionality. This highlights an opportunity that a new pilot WLDP could capitalize on since its content goes relatively under-focused. This may present a marketing opportunity for the program itself to draw diverse participants, faculty, and more fruitful learning experiences for participants. Perhaps more importantly, bringing awareness to the concept of intersecting social identities is the beginning of equipping women leaders with strategies for identifying those identities, and the social consequences that can manifest. Women are not a homogenous group, and when another social category such as race defines one’s identity, social penalties can become more severe. For example, an experimental study by Rosette and Livingston (2012) demonstrated that black women who made mistakes at work were often penalized more harshly than black men, white men, and white women. Rosette and Livingston (2012)’s study demonstrates a double jeopardy that is attributable to the fact that black women are two degrees removed from the dominant white male leader as compared to the white female leader who is only one degree removed. That is, white women leaders, in comparison, may benefit from at least one predominant identity (Rosette & Livingston, 2012). This is not to downplay the challenges that any woman leader may encounter because of her gender, it simply exposes that additional stress and difficulty could emerge when multiple minority identities intersect. To eventually break down systematic barriers that allow any kind of discrimination to persist in the organizational environment, women leaders must have a comprehensive purview of all potential bias and discrimination that could be contributing to the enforcement of old structures and practices.

**4.4 Chapter Summary**

A comparison of program themes and outcomes highlighted through analysis of the text across six existing WLDPs with the components in Chapter Two’s framework is complete. The result is a stronger, more informed understanding of program design components, topics and themes for women-only leadership development programs. The greatest limitation with the
purposive sample obtained for the qualitative research is its size. However, from that small sample, rich textual evidence was extracted that supports almost every element included in Chapter Two’s proposed framework, suggesting that the framework as a starting point is strong based on both the literature and what is now known about a small set of world-leading WLDPs. In addition, themes emerging from the data that was not included in the proposed framework (outliers) was still valuable in considering significance relative to designing a new pilot WLDP. Most outliers are assumed to be better aligned with mainstream, mixed-gender leadership development rather than taking space within the confines of WLDPs. The components that were not in the proposed framework but will be considered in the development of a new WLDP design include: becoming visible, being assertive and confident, learning/practicing both verbal (voice) and non-verbal forms of communications (and connecting to body and appearance), and career planning (and connecting to career transitioning work).

The comparison of Chapter Two’s proposed WLDP framework to common themes across six of the world’s leading WLDPs is complete. This has resulted in an informed foundation for designing a new pilot WLDP, which can now be grounded in two forms of research – a literature review and a specific qualitative research study.
Chapter 5. Pilot Women-only Leadership Development Program Design

5.1 Chapter Introduction

The overall purpose of this chapter is to integrate Chapter Two’s proposed framework with key observations from the analysis for existing WLDPs. In doing this, the chapter has been organized into three main sections. Firstly, it will describe a proposed participant profile to help guide the application/registration process. It will then, outline a proposed agenda for a new pilot WLDP. Next, an overview of the components within the program and the mechanisms for learning will be proposed. To follow, course format details will be outlined, and a rationale provided. The final section of this chapter will address a component often missed or improperly administered as part of leadership development programs which is program evaluations and success measurement.

5.2 Proposed Participant Profile / Selection of Participants

The proposed pilot of a WLDP is designed for managers, executives, entrepreneurs, and community leaders that aspire to positions of greater influence and authority in their organizations. Many of the challenges women face in the workplace are prevalent whether they are managers or not. If we are to truly solve the consistent underrepresentation of women in senior leadership, we need more women who are actively addressing systematic barriers and inspiring change at all levels of the organization, not just at the top. Therefore, the requirement for this program is at least two years in an entry-level management position. In addition to this, participants must be women or self-identify as women. The aim is not to exclude men, but rather to ensure the psychological safety of women participants. Beyond leadership experience and gender, participants will be identified as high-potential talent by their organizations through two letters of reference. Entrepreneurs and business owners with five years experience will also be considered. Along with the letters of recommendation, applicants will write a short essay on why they are interested in taking part in the program and what they are most keen to learn or do with the knowledge gained, if accepted into the program.

5.3 Proposed Agenda

Table 4 below includes the relevant themes and topics for achieving desired outcomes from both the scholarly-grounded framework from Chapter Two, and the qualitative research study of existing WLDPs. This table represents the proposed timetable for a five-day intensive course.
While specific sessions could be implemented as individual workshops for modular learning, this format is proposed based on the significant emphasis in both studies on networking and the benefits associated with collective learning. A large focus of the program and its design is on providing participants with access to a valuable network of powerful women leaders (through both the cohort of participants in a specific course and an alumni network). The five-day format provides participants with the ability to create bonds with their peers through daily interactions and the use of many learning techniques such as interactive discussions, group exercises, role playing, and other experiential learning opportunities. The session topics will be further described with recommended learning methods in section 5.4.

5.4 Program Syllabus

Prior to first day of the program

Before participants arrive for the formal part of the program they will be given two months notice to collect four 360-degree evaluations. The program will provide the links to the evaluation surveys that will be administered through a survey tool. The evaluations will need to come from a superior, a subordinate, and at least one colleague at an equivalent level. The forth evaluation is left to the participant’s discretion as to which level of leadership the evaluator will be. These evaluations will be provided to the participants as they are completed. Once all evaluations are collected the participants will each set up a time with a program-provided personal coach to work through evaluation results.

The intention and value derived from the 360-degree evaluations is that participants can learn how their superiors, peers, and direct reports perceive them. They are a basic tool for building self-knowledge and increasing awareness of one’s impact on others (Day, 2001) The evaluations provide valuable information to the participant concerning how others perceive them in relation to key leadership dimensions such as those put forward by the Global Executive Leadership Inventory (Ibarra & Obodaru, 2009) and include dimensions such as: visioning, emotional intelligence, and team-building. One way these evaluations are so valuable is because often women in their performance reviews, often receive positive feedback in relation to performance but then when they receive the 360-feedback they become shocked when they are rated poorly for key dimensions (such team building) which they felt competent (Ely et al., 2011). For this reason, the whole program is designed to help support participants as they aim to make sense of their
evaluations. The process begins when participants receive their results prior to the formal program beginning. They will set up a one-on-one personal coaching session with a program-provided executive coach. This will help them think through their leadership challenges, strengths, and style prior to classroom work so that they can refer and reflect on it throughout the program. Completing this prior to the program will allow participants to deal with initial shock and engage in deep reflection prior to the course. Then throughout the program, they can refer to their evaluations as they create their career plans and their leadership brands.
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<tr>
<th>Time</th>
<th>Sunday</th>
<th>Monday</th>
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<th>Wednesday</th>
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<tr>
<td>7:00-8:00 am</td>
<td>Breakfast + Networking</td>
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<td>8:00-9:30 am</td>
<td>Understanding 2nd</td>
<td>Strategies for Networking &amp;</td>
<td>Strategies for Negotiating &amp;</td>
<td>Strategies for Change</td>
<td>Minimizing Gender Bias in the Workplace</td>
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<td>Generation Gender Bias</td>
<td>maintaining Authenticity</td>
<td>Self-advocacy</td>
<td>Management &amp; Envisioning</td>
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<td>9:30-10:00 am</td>
<td>BREAK</td>
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<td>10:00 am-Noon</td>
<td>Check into hotel</td>
<td>Intersectionality &amp; Acknowledging</td>
<td>Building Coalitions of Allies</td>
<td>Strategies for Change</td>
<td>Creating your Leadership Brand</td>
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<td></td>
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<td>Multiple Social Identities</td>
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<td>Management &amp; Envisioning</td>
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<td>12-1:00 pm</td>
<td>LUNCH</td>
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<td>ALUMNI LUNCH AND NETWORKING</td>
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<td>1:00-2:30 pm</td>
<td>Reviewing 360-degree</td>
<td>Balancing confidence and being</td>
<td>Strategies for managing stress &amp;</td>
<td>Strategies for honing your unique</td>
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<td>degree evaluations and</td>
<td>Assertive</td>
<td>maintaining mindfulness (1-2:00 pm)</td>
<td>voice and non-verbal</td>
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<td>Identity work</td>
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<td>communications</td>
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<td>2:30-3:00 pm</td>
<td>Networking Break</td>
<td>Networking Break</td>
<td>Mindfulness Break (2:00-3:00 pm)</td>
<td>Networking Break</td>
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<tr>
<td>3:00-5:00 pm</td>
<td>Campus tour</td>
<td>Using networks, mentors, and</td>
<td>Strategies for Interviewing</td>
<td>Career Planning - Preparing for</td>
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<td>sponsors to drive career success</td>
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<td>Future Transitions</td>
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<tr>
<td>5:00-6:00 pm</td>
<td>Reception, Dinner and</td>
<td>Alone Time/Option to Exercise</td>
<td>Alone Time/Option to Exercise</td>
<td>Alone Time/Option to Exercise</td>
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<td>Program Overview</td>
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<tr>
<td>6:00-7:30 pm</td>
<td>Dinner</td>
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</tbody>
</table>
Program component descriptions

Day 1

Recognizing the Challenges/ Barriers - Understanding Second Generation Gender Bias

This session will highlight the many gender-related barriers that women leaders may face. The facilitator will draw on the collective experiences of participants to create examples of how these barriers can manifest and will conclude with making the connection to the detrimental impacts these barriers can have on leader identity construction.

Reviewing 360-degree evaluations and Identity work

This session will be about personal reflection and making sense of observed discrepancies. Participants will have had a personal one-on-one coaching session prior to the formal program. This session will have begun the brainstorming process for determining what specifically participants would seek to gain from attending the program. Participants will reflect on how they can have greater impact in their organizations and drive their own career growth.

Intersectionality and Acknowledging when Multiple Social Identities Exist

Themes of power and privilege will permeate this session with considerations for diverse identities beyond gender alone. Much of this discussion will be facilitated and will ask participants to contribute by offering personal experiences. Real-time feedback will be encouraged to enhance the learning from participants who may find themselves in the paradoxical situation of being simultaneously enabled and restricted (i.e. white women who experience privilege because they are white but who must deal with gender stereotypes because they are female). This session will be facilitated by someone who is aware of their own intersecting identities and who is well versed in the topic to ensure a respectful and sensitive discussion within a completely safe environment.

Using networks, mentors, and sponsors to drive career success

Participants will use a network assessment tool to systematically examine their current networks. This assessment will help participants evaluate how their informal relationships position them for developmental opportunities, internal leadership roles, and connections to external stakeholders. Based on this assessment, participants will consider who they need to add to their
networks, who they identify as potential sponsors, and help participants develop strategies for building on existing rich relationships when they leave the class room.

**Day 2**

**Reviewing experiences in networking and strategies for maintaining authenticity**

This session will help participants tie networking to a larger purpose so that they move beyond the belief that networking is “inauthentic” and about “using people”. Participants will also be taught the many ways networking can tie into daily work.

**Intra-gender relations and the importance of building coalitions over competitions**

This session will be about personal reflection and working through negative relations with other women. Case studies will be used to observe, analyze and discuss strategies to break down the systems which foster such negative intra-relations. The conversation will then turn to strategies for building coalitions as a key driver for success particularly in implementing new strategies and change management.

**Balancing confidence and assertiveness within your personal leadership style**

This session will expose participants to examples of balancing typically agentic traits such as confidence and assertiveness, with typically communal traits such as sensitivity and care-taking. Using case studies featuring women protagonists as change agents will help participants identify and recognize themselves as leaders undertaking these roles and exposes them to a range of effective leadership styles for women when influencing. The cases will also help participants recognize their own stereotypes about women leaders and practice delivering messages that will be heard and appreciated.

**Strategies for interviewing and valuing one’s own work with confidence**

This session builds on the research that shows women achieve better outcomes when advocating for others and will seek to inform participants of how the context that enables them to successfully advocate for others can be used to in self-advocacy as well. The session will explore how women can anchor their work in their leadership purpose to navigate the double bind and remain authentic by focusing on enacting identities that advance the values and purposes for which they stand.
**Day 3**

**Strategies for negotiating and self-advocacy**

In this first part of the session on negotiating, participants will watch videos to observe both effective ways women can be confident and assertive during negotiations, and the ways that are often perceived as harsh and unlikeable (even when the women protagonists are being respectful). Group discussions will be facilitated to consider what the protagonists did well and where they lost their power.

**Strategies for negotiating and self-advocacy continued**

Small groups will be formed to run through a series of role-playing activities and each time the groups will report back what they learned to the broader group for a larger discussion. Participants will run through activities where they are a manager advocating for an employee; where they are advocating for themselves to be promoted or take on new challenging work; and when they are advocating for pushing an important initiate through for approval or funding.

**Strategies for managing stress and maintaining mindfulness**

This session will review the research on the benefits of practicing mindfulness to cope with the additional stress that managers feel as they rise through the ranks of their organizations. Different methods will be reviewed (such as yoga and meditation) and participants will be led through guided techniques over the break to follow the session. Participants will also be provided a subscription to online mindfulness applications for one year following completion of the program. In return, the program will ask participants to evaluate the helpfulness in addressing stress of the tool and provide feedback on their experiences using it.

**Reflecting on and Creating an Acceptable Body and Appearance**

This session will provide an overview of different body and appearance approaches and the perceptions around each. Interactive discussion will promote sharing personal experiences and help participants work through their personal dilemmas. Different case studies will be used to showcase the varying different ‘bodies’ and discussion will be facilitated around the impressions of those bodies and appearance.
Day 4

Change Management and Visionary Leadership

In this first part of the session the facilitator will ask for participants to share their experiences leading change and look for examples where it went and examples where it didn’t. They also ask participants to explain how much time and effort they put into envisioning as part of change management and draw on Ibarra and Obodaru’s (2009) work that discusses “Women and the Vision Thing.”

Strategies for Negotiating and Self-advocacy Continued

In the second part of the session participants will be asked to work on their career plans and to consider where they can be change agents themselves to rewrite the narratives that may be subtly keeping second-generation bias alive within their own organizations.

Strategies for honing your unique voice and non-verbal communications

Role playing will be the crux of this session as participants will be asked to work in pairs to video tape the delivery of a common message of a senior leader. The class will reassemble to discuss common misperceptions of individuals about themselves, what to watch for, and how our verbal and non-verbal communication tendencies can sometimes give the wrong impression.

Career Planning - Preparing for the Future Transitions

In this session, participants will be asked to begin to map out what they want their careers to be. They’ll work to consider the change in expectations and roles as they progress through their careers or the leadership challenges they see coming and want to prepare for. The session will begin with a review of where to begin and how to move through the stages of development. Multiple facilitators and coaches will be on hand to discuss participant questions one-on-one.
Day 5
Minimizing Gender Bias in the Workplace
In this session, participants will explore their ideas for what they plan to do when they return to work. The steps they have come up with to facilitate the minimizing of gender bias within their organizational contexts. Participants will go through a review of the week’s content, lessons, discoveries, and challenges. But more importantly, the final session will help prepare participants to re-enter their organizations with fresh perspective, ideas, and action plans to implement or experiment with to propel themselves into the careers they’ve planned for and to generate larger returns for all women at their organizations.

Personal Leadership Style / Creating your Leadership Brand
This session will ask participants to reflect on their personal strengths and what they want their leadership brand to be. Popular leaders across many different industries including celebrities will be studied to consider what their brands are and how they live their brands. Participants will consider what behaviours they need to develop to align with and support the brand they want to achieve and to note what actions they may need to take to live their own brands. Participants will then describe in less than a minute what their leadership brand is and will receive feedback from the class for how it’s perceived.

Post-Program Supports
To ensure positive re-entry into participants’ organizations, two coaching sessions will be available for them to use within the following six months to support the implementation of learned competencies and theories. Participants of the pilot WLDP will be offered membership into a network of graduates from the WLDP. Alumni, faculty, and recent graduates alike will be able to maintain involvement in the network of ambitious and high-potential women leaders to continue supporting each other, learning from each other, and sharing new research, new practices, successes and failures to foster a community of support and understanding. Monthly virtual “coffee chats” will be scheduled and chaired by a different member of the network to ensure accountability if participants choose to join the network.
5.5 Program Evaluation

As this pilot WLDP is grounded in research, a crucial component highlighted in that research is to include measuring the effectiveness of WLDP in developing women leaders. Debebe et al. (2016) point out that often, program evaluations rely on ratings of participant satisfaction at the end of a program. While evaluations may ask what learnings participants will take back to their organizations, longer-term check-ins are not typically put in place to understand whether such learning was implemented (Debebe et al., 2016). For these reasons, both a post-course survey and a longer-term solution will be enacted. The immediate post-course survey will be requested on the final day for participants to complete before the program adjourns. This survey remains relevant to capture ideas for how the program could be enhanced whether through content, facilitation methods, or any other details participants can offer as recommendations. Course content will be fresh in the participants’ minds making this tool relevant for gauging whether program outcomes were met. This includes high-level participant understandings of:

- Second generation bias;
- Potential challenges that result from systems and structures that enforce second generation bias; and
- Key program themes of intersectionality, networks and networking, verbal and non-verbal communications, building coalitions, balancing confidence with being assertive, creating an acceptable body and appearance, creating a leadership brand, and preparing for future leadership role transitions.

The post-course survey would also look to gauge the participants’ strategic skills for: interviewing, negotiating and self-advocacy, managing stress, envisioning and change management. While not a final exam, the survey would look for evidence that learning content was retained and facilitation was successful. Most importantly, the post-course survey will educate program designers and facilitators whether participants are leaving the program with the tools for positive re-integration into the workplace post-course completion.

In addition to the post-course survey, evaluation of enduring program impact on individual leadership can be facilitated at the alumni networking coffee chats described in the post-program supports. The facilitator (or affiliate) associated with the program can keep track of cohorts, program completion dates, and 1-year out dates to facilitate check-ins to see how participants are doing. This information collected by a program affiliate will be kept with the program owner and
designers to help inform future programs designs. Additionally, the program will administer another set of 360-degree evaluations for each participant twelve months after program completion.

5.6 Chapter Summary

Chapter Five served to describe the proposed components of the new pilot women-only leadership development program. Through the participant profile, program agenda, session descriptions, and evaluation framework, themes from the literature review and qualitative research study were weaved into all design aspects. Both concepts of ‘leader’ and ‘leadership’ development were incorporated into the program design, where sometimes the program facilitated personal learning and reflection (human capital development) and other times the aim was collective learning and real-time feedback (social capital development). Overall, the intent was to provide content which is relevant and complex for women leaders and to provide those women with the tools they need to re-enter the workplace and create waves of change and opportunity for other women leaders and aspiring leaders.
Chapter 6. Conclusion

The purpose of this chapter is to provide an overview the research question, objectives and key research findings. Suggestions for future research ideas are also proposed. The chapter will conclude with personal reflections of the author.

6.1 Research Question and Objectives

The purpose of this research was to advance understandings of the value and necessary components of women-only leadership development programs as one way through which to tackle the underrepresentation of women in senior leadership roles. The specific research objectives were:

1. Review the literature on women in leadership and identify the barriers women face in the advancement of their careers into leadership;
2. Identify and assess leadership development and programs designed for women; and
3. Design a pilot women’s leadership development program that aligns with the needs of women leaders and aspiring women leaders.

6.2 Key Findings

The first research objective was to identify the barriers that women face in the advancement of their careers into leadership. Referencing existing literature, the underlying problem to the unique barriers women leaders face was identified as second-generation gender bias, or unconscious gender bias (Ely et al., 2011; Ibarra et al., 2013; Debebe et al, 2016). The barriers or challenges described in the existing literature are vast and were assembled into the following themes:

- Stereotyping and Gender discrimination;
- Negative Perceptions and Evaluations;
- Gendered Career Path and Work;
- Disadvantages in Negotiations and Interviews; and
- Lack of Access to Networks & Role Models.

The second research objective was to identify and assess leadership development and programs designed specifically for women. Topics unique to programs designed specifically for women were identified and program components were documented. Key topics were summarized and presented in a new framework.
1. A context situated within an analysis of second-generation bias;
2. Structural composition of a safe learning environment made possible through informed facilitators and gender-sensitive teaching and content, only women participants, and learning that is positioned within both the classroom and outside of the formal program;
3. Program content that included key program themes, components and desired program outcomes that addressed the many barriers described above.

The third research objective was to design a pilot WLDP that aligns with the needs of women leaders and aspiring women leaders. The proposed pilot program is the product of both existing literature as well as tried and tested WLDPs offered by some of the leading academic institutions in the world. As such, the pilot program proposed here is both academically grounded and practically tested while reflective of recent trends.

To inform the creation of the pilot WLDP, first a framework was developed from the literature reviewed. Upon comparing to the findings of the qualitative study to the components of the proposed framework, two topics were added to solidify the proposed framework as comprehensive. Specifically, the addition of a session on personal branding to consider one’s own leadership style was included as well as a session on voice and non-verbal communication strategies. These themes were significant across the sample WLDPs and maintained strong alignment to what Day (2001) referred to as ‘leader’ development, i.e. the development of human capital (knowledge, skills, etc.).

There were also themes noted the proposed framework of Chapter Two, that were not salient across the sample of extant WLDPs. The topics of intra-gender social relations, managing stress through mindfulness, creating an acceptable body and appearance, and intersectionality were not represented across the sample of WLDPs analyzed. As these themes are academically-grounded they provide an opportunity for the new pilot program proposed to cover topic matter that is both relevant and unique to the program itself. Finding this unique content was to inform the development of an innovative WLDP was a prime purpose for grounding its development in two types of research.
6.3 Implications and Future Research

A new comprehensive WLDP design has been developed because of this research study. Beyond the structural design, suggestions for content and the learning mechanisms recommended to address the content are also highlighted. This new pilot WLDP is proposed as one way to tackle the underrepresentation of women in senior leadership roles. It does so by fostering an understanding of how second-generation gender bias can negatively impact women’s leadership experiences while also creating a safe space to explore and contemplate personal leadership challenges, style, and strategies. A significant function of the proposed WLDP is also that participants will invariably develop a strong network of peer support that can help and potentially create opportunities for participants for years beyond the completion of the WLDP.

Important to note is that women-only leadership development is not proposed as a standalone solution. WLDPs occupy an important place in the portfolio of developmental experiences that can help women advance into more senior leadership roles (Ely et al., 2011). The topics and themes of WLDPs are unique and women will benefit significantly from them, but there are many topics and themes in mainstream, mixed-gender leadership development that hold substantial value as well. In addition, while advocating for WLDPs, Vinnicombe et al. (2013) acknowledge that women’s leadership development programs can be perceived as controversial. Skeptics may argue that women-only programs do women a disservice and Ely et al. (2011) highlight that some may believe WLDPs to create artificial environments that remove women out of the kinds of interactions they must contend with in their organizations and deprive women of the opportunity to add to their networks of male peers. For these reasons, WLDP are proposed to supplement mixed-gender leadership development rather than to replace it.

Further to this, the proposed WLDP maintains shared focus on both ‘leader’ development and ‘leadership’ development but that’s not to say there isn’t merit in programs that focus on one or the other. Both leadership development and training should occur in a variety of ways over the course of one’s leadership journey and career and different parts of leader or leadership development will be more relevant to individuals at different points throughout their careers.

It is recommended that future academic research look more closely at intersectionality as part of women’s leadership development and WLDPs. Gender is not always the only social identity at play and if WLDPs want to truly be inclusive, this must be acknowledged. A broader understanding of the challenges associated with intersectionality, the way it manifests in the
workplace, and how it could be incorporated into WLDPs would be of significant value for the evolution of WLDPs. Debebe et al. (2016) draw on the idea of “miniaturization” (p. 238) whereby a minority woman leader may encounter an internal identity-based conflict at their organization where they feel pressure to choose between identities rather than make decisions based on their values and the specific needs of a situation. This is an example that demonstrates the conflict and complexity of identifying with multiple identities and how many women not only must contend with how their leadership is influenced by gender, but also by other subordinate identities as well (Debebe, 2016). Research can highlight specific experiences of women leaders who also face potential discrimination based on other social identifiers and perhaps expose potential strategies for navigating such complexities to enhance how intersectionality is addressed in WLDPs.

Another opportunity for future research could be to conduct a more extensive review of existing programs. This could be done by looking into a much larger sample while also collecting primary data from either the evaluators of the Financial Times who rank the varying programs or the program designers of each program. Assessing the experiences of those involved in such programs pre, during and post program participation would also provide deeper insights into the development of leadership identity and various other considerations. Finally, it is also suggested that future research look at ways that programs can better measure the success of the WLDPs. With such a great emphasis on plans for implementing learned strategies and for creating change to the structures and systems that exist to continue the fostering masculine hegemony and gendered ideas of leadership, a better understanding of how programs can measure their success in aiding participants’ in accomplishing these things. Afterall, the purpose of these programs is to address the persistent underrepresentation of women in senior leadership roles across Canada.

A final recommendation for consideration is the potential for future research that would delve more deeply into the extent to which WLDPs should or can be linked with authentic leadership. While the proposed WLDP is not grounded in a framework of authentic leadership, there are several components that relate to this leadership theory such as a focus on building self-awareness and maintaining authenticity while networking. However, research regarding authentic leadership has been both praised and critiqued by those such as Lui et al. (2016) who posit that authentic leadership is not about ‘being true to oneself’, rather it’s about the co-construction of a leadership narrative that conforms to socio-historical norms (i.e. gender norms) of the context. Therefore, research could explore how women leaders can control their leadership
and the context in which their leadership takes place to discursively construct the image as an authentic leader and further, be recognized as such.

6.4 Personal Reflection

As an aspiring leader the knowledge gained from the research of all potential barriers and the ways suggested to cope with (navigate) those barriers are invaluable. Understanding the status of the number of women in senior leadership positions and the knowledge that there are ways women can prepare themselves for such positions provides incentive to increase that number and an optimistic outlook for accomplishing the feat. Understanding the organizational context and the institutionalized structures and systems in place also provides an opportunity to create positive change in softening those structures.

Working at an organization that is both highly technical and defined by a masculine hegemony, it was surprising how many examples of the double bind have been personally experienced. Beyond this, as these experiences occurred, the tendency was to blame one’s self having no lens into the potential influence of second-generation bias and the hidden forces at play. This understanding among the many other included insights of this project will serve to help the author as she considers the context of future situations rather than blaming herself and taking on the added stress associated with it.

If this project was to be undertaken again, consideration would be given to focusing on less barriers or challenges. This piece of research would seek to understand the most prominent challenges and research more deeply each barrier and how women can specifically navigate them. The goal would then be to develop a modular training approach to dealing with each specific challenge rather than a fulsome WLDP. The benefit here would be that with a narrower focus, a deeper understanding of a select few barriers which would allow for more consideration into how to address each barrier. From there, developing specific training modules that each considered one specific barrier and the number of ways to navigate it, would be a more affordable development option as well.

6.5 Conclusion

It has been argued that one way to level the playing field for women, reduce barriers, and increase the number of women in the leadership pipeline is through investment in leadership
development designed specifically for women (Debebe et al., 2016). The purpose of this research was to advance understandings of the value and necessary components of women-only leadership development programs as one way through which to tackle the underrepresentation of women in senior leadership roles. Based on empirical evidence and extended by findings from a qualitative analysis of six world-leading WLDPs, a new and unique pilot WLDP is proposed. The proposed WLDP is situated within an analysis of second-generation gender bias, designed to foster a safe learning environment through only women participants and gender-aware teaching practices and facilitators, while featuring content that is most relevant to addressing the unique barriers that women leaders will inevitably encounter in their pursuit to leadership success. If implemented, the proposed WLDP would provide a unique opportunity for women leaders and aspiring leaders to build both their leader identities, and their leadership capacities with the intent to shatter more glass ceilings and increase the number of women in the C-suite across Canada, to a number far greater than 10% (Catalyst, 2019).
References


Appendices

Appendix A: IMD’s Strategies for Leadership program
Are you looking for new ways to become a more visible and assertive leader within your organization? For women, finding role models becomes increasingly hard, as you rise in your company.

Strategies for Leadership program is your chance to experiment with different leadership styles in a safe setting, without being concerned about how you may be perceived. You will leave the program inspired and ready to take your next career step.

**Program benefits**

- Improve performance and lead more effectively
- Prepare to take on top-level management roles and board positions
- Build a network of women in business to serve as mentors and role models
- Be a competitive advantage for your company, contributing to leadership diversity

---

**What will a women-only leadership program bring you?**

- You will benefit from a safe space, where you will feel both accepted and respected, and won’t be left out of a conversation on the basis of gender.
- You can express emotions and be your whole self, without restriction.
- You will feel supported and challenged, not judged.
- You’ll find it easier to listen to your own voice because you and your peers are in an environment where you aren’t ‘tokens’.
- You’ll be empowered to learn with and from role models through the sense of community and collaboration.
- Through sharing relevant personal experience with other women, going through the same journey, you can explore your identity, and make sense of challenging situations.
THE SIGN OF A DIFFERENCE

Sometimes adding a slight unexpected angle to the standard approach can make a big difference. We are putting forward a different kind of leadership. One which praises empathy and openness.

Imbued with a growth mindset, where achievement is not for a privileged few, but everyone’s opportunity. Where the strength of individual experience is the springboard to make a wider impact.

You will leave the program inspired, and ready to take your next career step. We are committed to offer the higher standards of quality and an experienced faculty to guide and inspire you through a different journey.

---

Strategies for Leadership is a truly different program, designed for women that are willing to ignite positive change.
Strategies for Leadership will help you to develop and polish certain leadership skills which are specific to women leaders. These skills include:

- Assertiveness, self-confidence and managing upwards
- Managing career transitions
- Visibility
- Communicating vision and strategy
- Influencing others
- Networking skills

Content & learning

You will find the core learning to be highly experiential and interactive. You’ll be exposed to the latest research from our faculty and new trends in leadership. You will apply your new knowledge in exercises, which focus on typical women leadership challenges. And you’ll give each other feedback and receive extensive coaching, both one-on-one and in groups.

Before the program, you will be asked to reflect on your personal and professional journey, by writing a reflective narrative. After the program, you will receive a personal coaching session, to consolidate the program’s key learnings.

Participant profile

You are an upper-middle to senior executive woman in business, government or the not-for-profit sector. Because you want to get ahead with your career and develop your confidence, you’re looking for the right women leadership program. You’re looking for a program in which you can express the unique professional challenges you may face as a woman seeking to boost your leadership influence.
<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Post Program</th>
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<tbody>
<tr>
<td>(Starting in the afternoon)</td>
<td>Leadership &amp; authenticity</td>
<td>Experiential leadership exercises (with outdoor activity)</td>
<td>Influencing skills One-on-one coaching Voice workshop</td>
<td>Your personal coaching session</td>
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<tr>
<td>Program opening</td>
<td>Personal leadership challenges</td>
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<tr>
<td>Self awareness &amp; leadership</td>
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Strategies for Leadership helps women take the lead. A common misperception prevails that women need to be like men in order to be successful. During this program, we will provide you with insights on how to lead effectively by being yourself.
PROGRAM DIRECTOR

PROFESSOR
GINKA TOEGEL
Professor of Leadership
German

Professor Toegel is a teacher, facilitator and researcher in the areas of leadership and human behavior. Specialized in providing one-to-one leadership coaching and team-building workshops to top management teams in both the public and private sector, her major research focuses on leadership development, team dynamics, and coaching.

Professor Toegel has also been involved in executive programs at London Business School and Duke Corporate Education. She has directed or taught on leadership development programs for companies such as ABB, BASF, Bayer, Commerzbank, DSM, Gasco, Generali, Heineken, Kone, Metinvest, Nestle, Neste Oil, OTKRITIE FC BANK, PNB, Sberbank, Sumitomo, Swisscom, UEFA, WWF as well as many other organizations. She received the Innovation in Teaching Award at London Business School in 2001 and a Major Review Teaching Prize at the London School of Economics in 2006.

Professor Toegel has published articles among others in the Academy of Management Journal, Harvard Business Review, and Sloan Management Review. She has served as a Program Chair and a Division Chair on the Board of the Management Consulting Division of the Academy of Management. She received the Best Symposium Award of the AOM Management & Education Division (2002), the MCD Award for outstanding practice based paper (2005), and awards for outstanding service as AOM division reviewer (2006 and 2007).

Prior to commencing her academic career, she worked as a psychotherapist and as a senior manager in a non-profit organization.

Professor Toegel leads this women leadership program together with a group of highly professional executive coaches, bringing you the richest of real-world application.
Amazing things can happen when you get a group of highly intelligent, capable and inspiring women leaders together for an intensive few days. You build deep relationships with complete strangers, you gain deeper insights about yourself as a leader, and you gain a global network of like-minded women leaders you admire and want to work with again. All this within an environment that is safe and full of compassion and support. What more can you ask for?

NILOOFAR GHODS
Sr. Manager, HR
Cisco Systems | United States
Join a trustworthy network of Strategies for Leadership Alumnae

After Strategies for Leadership, you’re welcome at the annual “Strategies for Leadership Alumnae Retreat”, a unique, 3-day event, filled with reflecting, sharing, brainstorming and mind-mapping on wisdom and leadership.

“Strategies for Leadership is a defining moment in many participants’ leadership journey. The “Strategies for Leadership Alumnae Retreat” was created to support this journey and forms an outstanding network of passionate women who support and inspire each other.

DR FEENA MAY
Strategies for Leadership Alumnae Retreat President
Head of Learning and Development International Committee of the Red Cross Switzerland

“It was really impactful for me. I have taken away new ideas and outlook on how I can make the strategic changes to improve my organization and position to deliver better performance and results.”

YUMIKO TOEDA President Anço Hotels Inc. | Japan
LEADERSHIP

ADDRESS YOUR LEADERSHIP CHALLENGES

With our wide range of programmes, we help you succeed in your career as an effective leader. Our case leadership programmes are tailored for smoothing your transition through leadership – from first-time manager to senior executive.

We also offer leadership programmes that focus on areas including culture and diversity, change management, strategy execution and negotiation.

MAXIMISE YOUR LEARNING THROUGH COACHING

Develop your leadership style and work on a personal action plan for ongoing development through our exclusively developed coaching methods.

INSEAD Executive Coaching gathers a worldwide network of professionals – nearly 130 coaches, professors and researchers who are all leaders in their fields and who engage with businesses and executives worldwide.

LEARN FROM THOUGHT LEADERS

Learn directly from thought leaders who create the theories – and not just those who teach them.

Our world-class faculty draw upon innovative teaching methods, combining the latest business theory with real-world practice and application, to ensure maximum learning impact.

EMBRACE DIVERSITY

The ultimate global experience, our programmes gather a high-calibre group of executives from more than 125 countries, 55 industries and 2,700 international companies.

This stimulating mix of participants ensures a rewarding learning experience, where you will gain a broader perspective on everyday business challenges, as well as interact with top-level peers from a multitude of backgrounds.

CERTIFICATION

The Certificate in Global Management provides you with a credential and formal recognition from the top global business school in the world.

The certificate allows you to strategically plan your development needs at a pace that fits your career progression.

Within a 4-year timeline, you can be part of our elite worldwide network of 58,500 + alumni in 173 countries.

www.insead.edu/executive-education/leadership
WOMEN LEADERS PROGRAMME

INCREASE YOUR INFLUENCE AND DRIVE IMPACT

Despite compelling evidence that more diversity in senior management ranks increases organisational performance, the proportion of women in key leadership roles remains low in most organisations. Women face a unique set of challenges when progressing into senior leadership positions, including unconscious bias, a scarcity of role models, and a peer group that continually shrinks the more senior they become. These can make striving for the top a lonely and frustrating endeavour even in organisations with the best intentions to support their top female talent.

Women executives rarely have an opportunity to come together and share their leadership experiences in a learning environment that has direct relevance and personal impact. INSEAD’s Women Leaders Programme is designed to create just this environment. It addresses leadership issues that affect all executives, in a forum that hones in on the unique challenges women encounter. It creates a network of today’s senior women leaders, empowering them to take hold of their careers and aim for the top.

KEY BENEFITS

- Hear cutting-edge ideas about leadership and learn tried and tested techniques you can apply to overcome the unique challenges faced by women leaders
- Develop greater confidence and a better understanding of your personal leadership style enabling you to carry out and lead change effectively within your business
- Work with a professional coach to develop clear aims for your ongoing personal and professional development
- Access a community of peers, women succeeding in senior leadership roles around the world

PROGRAMME CONTENT

This four-day executive workshop is designed to equip influential businesswomen with the tools they need to increase their leadership impact and create lasting personal and professional change.

The intensive curriculum is designed to engage participants in thought-provoking debate as they discuss the tough challenges facing women leaders. Throughout the programme, participants are encouraged to step back from their daily lives and reflect on what the key issues mean for them as individuals and professionals. Case studies, interactive discussions, group exercises, coaching and 360-degree feedback will teach attendees how to have greater impact in their organisations and drive their own career development.

Personalised coaching is a core component of the programme. Through expert and peer coaching, the content will be linked to women leaders’ past and current experiences as well as their future aspirations, creating a truly personalised experience. The content is also tailored to each participant’s current organisational context and the broader performance-limiting factors women face in business. Participants will continue to receive support after the programme with a follow-up coaching session to cement learning and drive forward personal action plans.

PROGRAMME DIRECTOR

Jennifer Petriglieri
Assistant Professor of Organisational Behaviour

Jennifer Petriglieri is an expert on leadership development, professional careers and dual career couples. Her research on these topics has been published in leading journals. At INSEAD, she directs the Management Acceleration Programme, the school’s flagship Executive Education programme for emerging leaders. She has been awarded a place on Poets and Quants’ global ranking of Top 40 Business School Professors under 40, and has been shortlisted for the Thinkers50 Radar award.

www.insead.edu/executive-education/leadership/women-leaders-programme
Leading in an uncertain world

• Understand what it takes to lead in an uncertain, fast-changing global world
• Gain real-time personalized feedback on your leadership style, as we put you through your paces in our experiential leadership exercises

Work through your leadership challenges

• Work on one of your current leadership challenges with peers and an expert coach
• Learn how you are perceived in your work environment, using the Global Executive Leadership Mirror 360-degree assessment

Driving personal and professional change

• Understand the hidden barriers to change and how to overcome them
• Participate in expert and peer coaching, where you will build a personal development plan to prepare for the next steps in your career

Developing voice and driving career success

• Master verbal and non-verbal communication, and hone your unique voice
• Learn how to effectively use networks, mentors and sponsors to drive your career success

PARTICIPANT PROFILE

INSIDE’s Women Leaders Programme brings together an elite group of women business leaders. It will benefit executives from a range of disciplines and managerial backgrounds, who:

• Have reached the office of vice-president or have an equivalent level of responsibility
• Have been identified as high-potential leaders and have used that opportunity to their advantage
• Are seeking to enhance their leadership skills, and demonstrate strong drive to reach the top of their organisation
• Have a minimum 15 years of professional work experience
INSEAD CELEBRATES WOMEN

Celebrating and empowering women leaders – for 50 years and beyond.

The underrepresentation of women in leadership positions has garnered increasing attention in recent years, yet the pace of women’s advancement remains slow. This is a complex problem, reinforced by many social and cultural factors. We believe that education can play an integral role in developing gender diversity in leadership. INSEAD is committed to being a key player in this space.

In 1970, INSEAD became one of the first business schools in the world to admit women to its MBA programme when it welcomed Helene Rice, PhD, and Sylviane Perrin, MBA, to the Fontainebleau campus.

By doing so, INSEAD made a strong statement about gender parity in education, at a time when business schools were largely exclusive to men. Both women went on to become highly successful leaders in finance and international business, respectively, paving the way for future generations of women at INSEAD.

To commemorate this 50-year milestone, the school is launching a year-long celebration which will honour the past, present and future chairs of INSEAD, while also reaffirming its commitment to equipping women for success at every stage of their career and in every organisation.
## CALENDAR 2019–2020

<table>
<thead>
<tr>
<th>PROGRAMME</th>
<th>DATE</th>
<th>LOCATION</th>
<th>LENGTH</th>
<th>FEE*</th>
<th>LEVEL</th>
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<tr>
<td>Women Leaders</td>
<td>27–30 January 2020</td>
<td>4 days</td>
<td>€7950</td>
<td>C-level</td>
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<tr>
<td>Programme</td>
<td>25–28 May 2020</td>
<td>4 days</td>
<td>€7950</td>
<td>Experienced General Manager</td>
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<tr>
<td>Programme</td>
<td>5–8 October 2020</td>
<td>4 days</td>
<td>€7950</td>
<td>New General Manager</td>
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* Fee subject to change. VAT/GST shall apply at prevailing rates according to prevailing laws and regulations.

(*) Participants are required to attend a programme introduction and opening dinner the evening before the formal instruction begins.

© France
PRACTICAL INFORMATION

CONTACT US
For further information on our Women Leaders Programme, contact:

INSEAD Europe Campus
Ange Theou
Tel: +331 60 72 43 56
Fax: +331 60 74 5513
E-mail: WLP_Contact@insead.edu

Visit our website: www.insead.edu/executive-education/leadership/women-leaders-programme

APPLICATION PROCEDURE
Places on the programme are confirmed on a first-come, first-served basis, taking into consideration applicants’ levels and objectives, and the diversity of the classes.

We recommend that you submit your completed application form as early as possible, preferably six weeks prior to programme commencement. The Admissions Committee will review your application and advise you on the outcome as soon as possible. Please do not hesitate to contact us if you have any questions about which programme may best suit your objectives or for any additional information.

Note: All our Open Programmes are taught in English and participants should be able to exchange complex views, listen and learn through the medium of English.

TUITION FEES*
The programme fee covers tuition, course materials and lunches on working days, as well as the closing dinner. It does not include travel, accommodation or incidentals. Participants will have to settle accommodation expenses and incidentals before the end of the programme.

*Fee subject to change. VAT/GST shall apply at prevailing rates according to prevailing laws and regulations.

INSEAD does not discriminate on the basis of race, gender, sexual orientation, religion, national or ethnic origin, age or disability in the administration of its educational policies, admissions policies, scholarship and loan programmes, or employment or other INSEAD-administered programmes.
Appendix C: Saïd Business School’s Women Transforming Leadership programme

Women Transforming Leadership

Executive Education at Oxford Saïd
Unlock a new way of leading
The Programme has given me some deep insights into my own particular leadership challenges, and I have discovered additional layers of nuance! The research evidence shared with us has been both relevant and valuable.

The Women Transforming Leadership Programme has enabled me to look objectively at establishing a strong global support network, and taking time out of the office has made me more appreciative of what I am doing.

Nadja Swarovski,
Member of the Executive Board, Swarovski,
United Kingdom
Programme Overview

Lead with confidence
Realise your leadership ambitions and be confident in your own style.

Take charge of your career
Don’t wait to be asked: build and implement a personal strategy for you.

Recognise and overcome barriers to progress
Have the strength to keep going or find an alternative path to the top.

Pay it forward
Transform your environment, contribute to new thinking, and learn how to support others.

Join the movement
Become part of a vibrant, growing community of women leaders.

Quick facts per cohort

- 5 Years+ as a leader
  Average experience
- 18
  Nationalities
- 15
  Sectors
- 19
  Countries

Alumnae Community

- 300+
  Alumnae
- 7
  Cohorts
- 50
  Nationalities
- 45
  Countries
- 20
  Sectors
Why Women Transforming Leadership?

This programme’s purpose is expressed in its title: it is designed for women who want to transform their own leadership and in doing so, begin to transform what society regards as leadership. The problems and challenges of the 21st century need very different styles of leadership from those we saw in the past: we need collaborative leaders, who are able to make progress through ambiguous and insoluble problems, who can work with others to innovate and who understand the power of the question in contexts where there seem to be no answers.

When we launched Women Transforming Leadership in 2013 as Oxford’s first ever women-only executive education programme, we wanted to offer women the opportunity to widen their repertoire of leadership skills, building on their preferences and strengths. Since then, the testimonies of our alumnae have said it all: ‘I’ve realised that my quieter style of leadership is still leadership’; ‘leadership is gender-neutral’; ‘I felt I had the chance to clarify my own identity and recognise the type of leader that I really am’. Women who have participated in the programme are now part of a vital and active alumnae community. They still talk of the exhilaration they felt about first being in a room with 50 other women leaders and, perhaps more importantly, of the impact that they have continued to make, both personally and professionally.

If you aim to lead with conviction and authority, if you want to learn more about women’s leadership development and careers, and to increase your influence in your own organisation and sector, I look forward to meeting you on the next Women Transforming Leadership programme.
Examining the evidence

An important part of Women Transforming Leadership (WTL) is the time we spend examining the range of research evidence about how women lead, about the barriers to progress, and the facilitators that allow women to create value in organisations and society. For many participants, this is extremely powerful; it makes sense of things they have witnessed or experienced and it challenges assumptions that they and others may have too easily made.

A recent study conducted by my colleagues Andromachi Athanassopoulou (who also teaches on WTL), Amanda Moss-Cowen, Michael Smeets, and Tim Morris, entitled "Claiming the Corner Office: Female CEO Careers and Implications for Leadership Development," emphasises how much 'self-work' goes into following a path to the top for women leaders – self-acceptance, self-development, and self-management. Women who have succeeded in becoming a CEO have taken charge of their own careers, they have developed their own networks and opportunities, and they have embraced their own range of leadership styles.

We discuss the findings of this research on the programme, and we have also been working with participants and alumnae on a further study that fills some of the gaps in our earlier work. The current study looks also at women leaders who are not CEOs and who are in organisations other than large multinationals.

It is incredibly exciting to be working with participants, alumnae, and other members of the WTL community to shape and contribute to a research agenda that we know will have an impact and deliver value for women in leadership roles across the world.
Programme overview

**Self-awareness (Pre-programme)**
Before arriving in Oxford you will complete a psychometric profile to understand what types of leadership behaviours and skills are natural to you, and which you have to work at. How do you make decisions? How are you likely to respond in certain situations and when dealing with certain types of people?

**Connecting (Day 1)**
Begin establishing relationships and initiating conversations with your global and diverse peer group of female leaders. You will explore the key themes of the week and hear from alumnae of the programme as they share their experiences with you.

**Knowing Yourself (Day 2)**
You will take a detailed look at your psychometric profile. You can use this knowledge as a springboard for exploring personal challenges and ambitions, helped by meetings with a professional coach and by peer coaching sessions. In addition your coach will support you post-programme as you put your leadership blueprint into action.
Working with Other Leaders (Day 3)

Widening our focus from the personal, we review the existing research that looks at women’s leadership and career trajectories. You will reflect on issues such as unconscious bias, structural barriers, and problems of authenticity. You will then discuss and practice the influencing skills needed to make change happen in your organisation.

You in your Context (Day 4)

What type of leadership is needed to address some of the world’s most complex problems? How can you use your own leadership skills to transform our whole idea of what leaders look like and what they do? What can you discover from experiential learning to help you lead with impact in different contexts?

Your Leadership Blueprint (Day 5)

Drawing on the learning from the week, from your psychometric profile, and from coaching and colleagues, you will devise your own blueprint for your leadership - and what’s next for you. In addition, your coach will support you post-programme as you put your leadership blueprint into action.

A Strategy for You

Developing a strategy for you is a thread that runs all the way through the programme. Each day, Programme Director Kathryn Bishop will encourage you to look at your own career in the light of different strategic models. By the final day you will have created a fully bespoke leadership blueprint you can put into action.
Is this programme right for me?

Yes, if you:

- Are a mid to senior leader with five or more years of leadership experience
- Are keen to accelerate your progress through the organisation or to re-examine your career path
- Are open to learning from new experiences and from new people, particularly those with backgrounds and cultures that are different from your own
- Are willing to reflect critically on your own actions and attitudes
- Are interested in contributing to the work of supporting women leaders and fostering truly inclusive working environments

How do you apply?

It’s as easy as…

1. Telephone conversation
2. Online application
3. Committee review

“This programme was incredible. As a young faculty member at my institution I have often faced barriers due to my age and gender. This course has provided me with tools and building blocks for a leadership role in my department. I discovered much about my strengths and weaknesses and how to manage these qualities to become an effective leader.”

Alexandra Lewis, Memorial Sloan Kettering Cancer Centre, Anaesthesiologist, United States
Benefits

For you

You will leave the Women Transforming Leadership Programme with:

- Improved confidence in your own leadership identity and style
- Greater awareness of your individual strengths and areas for development
- A bespoke leadership blueprint and personal action plan for the future
- A group of new contacts with whom you can exchange personal and professional support
- Access to a wider international network of women leaders
- The ability to choose when to say no, or yes to more worthwhile opportunities
- Confidence in negotiation situations for the self – speaking up and negotiating for a new role or amended hours to achieve work-life balance

For your organisation

You will return to your role with:

- Increased energy, confidence, and commitment
- New ideas and a wider strategic vision
- Insights into how best to encourage and facilitate more women into leadership roles
- A range of contacts and knowledge from different sectors and countries
- Mentoring skills learnt during the programme to mentor others in your organisation and help them through their careers
- An understanding of the way your strategy for you and your development could benefit your organisation and your colleagues
- The opportunity to return as a facilitator after the programme to reconnect with the community to extend your network and organisational reach
- The opportunity to create a women’s network or build on an existing network post-programme using the WTL community and knowledge gained
Who teaches on the programme?

**Kathryn Bishop**, Associate Fellow, Said Business School, University of Oxford

Kathryn Bishop directs and teaches on leadership programmes for professional service firms and other multi-national corporations. She has over 30 years’ experience working with organisations undergoing major change, in both the public and the private sector. Her background includes IT and HR and she has worked as a director, a project manager and as a consultant. Kathryn was appointed as the first Chairman of the Welsh Revenue Authority in April 2017.

**Sue Dopson**, Professor of Organisational Behaviour, Said Business School, University of Oxford

Sue Dopson is the Academic Director of the Oxford Diploma in Organisational Leadership, Deputy Dean at Said Business School, a Fellow of Green Templeton College, Oxford. She is a noted specialist on the personal and organisational dimensions of leadership and transformational change. Sue’s research centres on transformational change and knowledge exchange in the public and healthcare sectors. Her research has informed and influenced government bodies such as the Department of Health and the National Institute for Health and Clinical Excellence (NICE). She currently represents the University of Oxford as Non-Executive Director of the Oxford Health NHS Foundation Trust.

**Pegram Harrison**, Senior Fellow in Entrepreneurship, Said Business School, University of Oxford and Brasenose College

Pegram teaches on numerous degree and executive education programmes including the MBA, the Diploma in Strategy and Innovation, and the Diploma in Organisational Leadership, and the undergraduate degree in Economics and Management. His research concerns the intersection of management and the humanities. Currently, he is concentrating on the leadership of cultural institutions, and recently released the Museum Leaders Report. He directs the School’s ‘Engaging with the Humanities’ programme.

**Phylida Hancock**, Senior Associate, Olivier Mythodrama

Phylida worked as an actress and singer for 12 years, including two years with the Royal Shakespeare Company. She was also a member of several professional choirs and contributed to numerous recordings and tours. In 1998, she began working within the UK public sector, designing and delivering workshops including leading race awareness and diversity courses across the Criminal Justice System. She has been an Associate with Olivier Mythodrama since 2004, and leads Mythodrama programmes for organisations across the private and public sectors.
Joining the WTL community

Women Transforming Leadership has one of the largest and most engaged alumnae communities of all Oxford executive education programmes.

Each year, a number of WTL alumnae join the welcome dinner at the start of the new programme. They talk to participants about what they gained from the experience and the changes they have made in their careers since.

This means that ‘inter-generational’ contact is built into the life of the programme: participants do not connect only with their colleagues in the same cohort as them, but from the start are part of the wider WTL community. The discussions and support keep going even after the programme has finished through various digital communications groups and individual friendships. WTL is more than an executive education programme: it has become a movement.

We hold a biannual reunion for the WTL community. This is a wonderful opportunity to connect with old friends from your cohort but also meet new people to grow your network and share your experiences post programme in your role and organisation.

There is also the opportunity to join women’s leadership events the School hosts globally. In recent years we have hosted in London, New York, Singapore and Johannesburg. The topics have included leadership identity, supporting fellow female colleagues and bringing your whole self to work.

There is also an opportunity for some alumnae to return as a facilitator on WTL.

The facilitators will provide the current participants with a group of peers that have experienced the programme previously. The facilitators will share their knowledge and experience with the group as well as support the Programme Director and Faculty during the week to facilitate conversation in breakout groups.

‘Attending Women Transforming Leadership (in 2016) and returning to facilitate (in 2017) proved to be a turning point in my leadership outlook and style. The time to think, learn and define my leadership style as opposed to one that is often assumed and honed only by doing has proven to be invaluable. Time spent with the most incredible women over two cohorts has perhaps been the biggest impact – the learning, the community and the support network, an ongoing source of comfort and inspiration. The best investment my organisation and I have made in myself without doubt. There is one certainty - you shall finish the programme much more self-aware, kinder to yourself and a more thoughtful leader.’

Jhumar Johnson
Director of Development
The Open University
Developing your leadership pipeline

We can work with you and your organisation to integrate Women Transforming Leadership into your women’s leadership development strategy.

The programme director and faculty fully engage with the individuals attending the programme on a personal level which means that participants can work through their specific individual and contextual challenges.

The programme also fosters skills and techniques, such as peer coaching, that participants can use in the organisation to support other women when they return. Enabling just one woman to attend the programme can generate much larger returns for women at all levels.

We call this approach the multiplier effect which creates a far and wide reaching impact post-programme. Not only for the participants in terms of their enhanced profile when sharing these skills and knowledge but also for fellow female leaders within the organisation who benefit from the shared language of the programme.

Or, like organisations such as Swarovski, you can incorporate WTL into the development plans of a number of your existing leaders or high-potential women. This not only helps them as individuals, but gives them a common language and understanding that can multiply their collective impact.

We can also work with you to develop collaborative programmes that maximise organisational impact. Examples of current projects include:

Google
Google offers multiple places on the programmes as scholarships in an annual essay-writing competition for senior women in its Global Partnerships Organisation. The competition is part of a process designed to identify critical thinkers who have innovative ideas, passion, and a drive for disruption as it relates to the advancement of women in tech, a sector in which men are notably over-represented.

European Society of Cardiologists (ESC)
As part of the Women in ESC initiative, the ESC Board provides grants to fund eight places on WTL each year. ESC members are invited to apply for the grants, which are particularly intended to support women who are taking on new responsibilities, either with the ESC, their national cardiology society, or their workplaces.

Leading: a perspective
‘Leadership is about who you are as well as what you do.’
‘The daily blueprint was a game-changer for me. Seldom do you have an opportunity to focus every day – for an entire week – on your own path, style, and career trajectory. Every morning Kathryn presented us with a new framework to think about our goals, where we wanted to go and what gaps we had to close to get there. In those moments I started to map out my personal strategy to help women and future leaders, which is the essence of the business that I now operate. I believe my current success with GlassSKY has come more quickly than it would have otherwise, thanks to the work I did that week.’

Robyn Tingley
International Communications & Human Resource Executive, Board Advisor, Author & Social Entrepreneur
Appendix D: Executive Program in Women’s Leadership

Executive Program in Women’s Leadership

Dates: May 3 – 8, 2020
Application Deadline: March 20, 2020
Tuition: $13,500 USD
Program tuition includes private accommodations, all meals, and course materials.

OVERVIEW
Power. Influence. Persuasion. We pack a lot of learning—lectures and simulations, techniques and tactics—into six dynamic days. Gain insights from some of the world’s leading Graduate School of Business faculty who make it their business to challenge your assumptions, confront your fears, and turn obstacles into opportunities. And experience it all in the company of other dedicated and daring women to create a personal and professional network you can leverage throughout your career.

The Executive Program in Women’s Leadership uses research to understand the perceptions, behaviors, stereotypes, and backlash women uniquely face. And then transforms these empirical results into effective strategies and solutions. The program tackles negotiation, team effectiveness, power, and relationships, social networks, and influence. These are the most critical and complicated issues. These are the essential skills you need—to enhance your power, navigate the workplace, and take the lead.

KEY BENEFITS
The Executive Program in Women’s Leadership will help you:
• Develop expertise as a negotiator and grasp the complicated dynamics of successful negotiation
• Enhance team effectiveness by analyzing team composition, leveraging information sharing, and resolving leadership issues
• Interpret the subtle messages of power and recognize and react to the organizational impact of diverse management styles
• Learn about and leverage social networks and techniques to influence individuals and groups
• Build a strong personal and professional network with peers from various industries and continents who face similar challenges and opportunities

PROGRAM HIGHLIGHTS
ACTING WITH POWER
The ability to function effectively within a hierarchy is a crucial component of leadership, yet many women struggle with “authority issues” that make certain hierarchical roles and positions difficult for them. This session draws on the craft of acting and the concepts of psychology to help you learn how to use them to develop the characters that can play these roles effectively.

BUILDING ALLIANCES
Building strong alliances is critical for today’s leader, particularly when the formation and implementation of new strategies depend on allies who may not be subordinates and who may even seem like natural adversaries. Ultimately, alliances are based on trust and reciprocity.

INFLUENCING WITHOUT AUTHORITY: THE ONE TO THE MANY
Learn the importance of influencing small groups, particularly with little or no authority. Analyze effective influence tactics and develop multiple perspectives on how to gain influence through dynamic interactions with others.

gsb.stanford.edu/exec-ed/epwl

WHO SHOULD ATTEND
The Executive Program in Women’s Leadership is an incredible opportunity for senior female leaders with 8 to 12 years of experience in a leadership role. It’s specifically designed for:
• Executives and functional managers who aspire to positions of greater influence and authority in their organizations
• Women identified as high-potential talent by their organizations
• New mid-level and senior-level managers leading teams with direct reports
• Entrepreneurs and business owners
• Executives of all genders who are interested in advancing executive women leadership in business

SAMPLE DAILY SCHEDULE
Breakfast
Full breakfast at Ohlone Residential Center
Morning Session I
Women and Leadership
Morning Session II
The Experience of Power
Morning Session III
Dominance and Complementarity in Social Relations
Lunch
Buffet lunch with optional patio dining
Afternoon Session I
Power and Relationships
Afternoon Session II
Negotiation exercise and debrief
Dinner
Wine reception followed by dinner
“The subjects of the classes are well-researched and practically taught. Many things I learned can be applied immediately. With that said, there are also profound insights that require some soul searching. Also, it was great that I had the chance to meet with many other women with whom I shared similar work and life challenges and opportunities.”

Xian Feng | Director, Corporate Strategy | VF Corporation | EPWL 2012

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**TYPICAL PARTICIPANT MIX**

<table>
<thead>
<tr>
<th>Management Function</th>
<th>Industry</th>
<th>Region</th>
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</thead>
<tbody>
<tr>
<td>9% Corporate Development</td>
<td>4% Aerospace/Defense</td>
<td>4% Africa</td>
</tr>
<tr>
<td>16% Finance/Accounting</td>
<td>2% Agriculture/Food/Beverages</td>
<td>7% Asia</td>
</tr>
<tr>
<td>11% General Management</td>
<td>9% Biotechnology</td>
<td>5% Australia/New Zealand</td>
</tr>
<tr>
<td>7% Human Resources</td>
<td>2% Chemicals</td>
<td>11% Europe</td>
</tr>
<tr>
<td>7% Information Technology</td>
<td>12% Computer/Peripherals/Software</td>
<td>2% Middle East</td>
</tr>
<tr>
<td>9% Operations/Production</td>
<td>2% Education</td>
<td>69% North America</td>
</tr>
<tr>
<td>9% Research/Development</td>
<td>2% Entertainment/Leisure</td>
<td>5% South America</td>
</tr>
<tr>
<td>32% Sales/Marketing</td>
<td>32% Financial Services/Insurance/Real Estate</td>
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</tr>
</tbody>
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**PROGRAM HIGHLIGHTS (CONT’D)**

**LEADERSHIP COMMUNICATIONS**

As a leader, you spend the majority of your time communicating with others—team members, subordinates, clients, and public constituents. You probably don’t spend much time thinking about the way you communicate, nor are you likely, in the corporate setting, to get honest feedback on the messages you send. Yet the quality of your communications largely determines your effectiveness. This session will help you appreciate the nature and complexity of communication and provide guidelines for both improving your own communication style and recognizing the unique styles of others.

**MINIMIZING GENDER BIAS IN THE WORKPLACE**

In this session we will strategize about how to create workplaces where all people—women and men—can thrive. The main focus will be on reducing gender biases that can undermine women’s achievement and limit their advancement. This session will provide an overview of the research on the way that biases emerge and describe what the consequences are for women and for their workplaces. It will also provide strategies for minimizing or eliminating these biases. You will be invited to share your own experiences and to describe the approaches your workplaces have taken to advance women. You should leave the session with research-informed strategies for creating fair and effective workplaces.

**FACULTY DIRECTORS**

Deborah H. Greenfield, the Joseph McDonald Professor and Professor of Organizational Behavior at Stanford Graduate School of Business, is a social psychologist whose research shows how social structure affects the working of the mind. Her current research examines the psychological consequences of having power, which include an action orientation, the tendency to objectify others, effects on ideological beliefs, and disinhibited behavior.

Margaret A. Neale, the Adams Distinguished Professor of Management at Stanford Graduate School of Business, is known worldwide for her research into distributed team and learning environments. Her research interests include decision making, distributed collaboration, team-based learning, negotiation, and team performance. She is co-author of Getting (More of) What You Want: How the Secrets of Economics and Psychology Can Help You Negotiate Anything, in Business and in Life (Basic Books, 2013).

**OTHER STANFORD GRADUATE SCHOOL OF BUSINESS FACULTY**

Francis J. Flynn
The Paul E. Holden Professor of Organizational Behavior
Baba Shiv
The Geneva Bank, Limited, Professor of Marketing

Sarah A. Soule
The Morgande Professor of Organizational Behavior; Senior Associate Dean for Academic Affairs; Professor of Sociology (by courtesy), School of Humanities and Sciences

**EXPERIENCE THE STANFORD DIFFERENCE**

Stanford Graduate School of Business Executive Education programs offer executives from around the globe an extraordinary opportunity to immerse themselves in an intensive, collaborative learning environment where the focus is continually on the future. Taught by Stanford’s world-renowned faculty and supplemented by guest speakers, participants acquire the knowledge, vision, and skill to bring innovative leadership to their organizations while advancing their personal and professional growth.

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For more information, or to apply to the Executive Program in Women’s Leadership, please visit gsb.stanford.edu/exec-ed/epwl

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gsb.stanford.edu/exec-ed/epwl
<table>
<thead>
<tr>
<th>SUNDAY, MAY 5</th>
<th>MONDAY, MAY 6</th>
<th>TUESDAY, MAY 7</th>
<th>WEDNESDAY, MAY 8</th>
<th>THURSDAY, MAY 9</th>
<th>FRIDAY, MAY 10</th>
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<tbody>
<tr>
<td>8:00 - 7:00 am</td>
<td>Morning Exercise</td>
<td>Morning Exercise</td>
<td>Morning Exercise</td>
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<tr>
<td>7:00 - 8:00 am</td>
<td>Breakfast</td>
<td>Breakfast</td>
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<td>Breakfast</td>
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<tr>
<td>9:00 - 9:20 am</td>
<td>The Choice to Negotiate Neale</td>
<td>Acting with Power I Greenfield</td>
<td>Power-Having It and Not Having It and Still Getting (more of) What You Want Neale</td>
<td>Communication and the Art of Persuasion Flynn</td>
<td>Neuroscience and the Connection to Exemplary Leadership I Shiv</td>
</tr>
<tr>
<td>9:20 - 9:40 am</td>
<td>Break &amp; Group Photo</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
</tr>
<tr>
<td>9:40 - 11:00 am</td>
<td>Getting (more of) What You Want: Creating and Claiming Value Neale</td>
<td>Acting with Power II Greenfield</td>
<td>Power-Having It and Not Having It and Still Getting (more of) What You Want Neale</td>
<td>Building Alliances Flynn</td>
<td>Neuroscience and the Connection to Exemplary Leadership II Shiv</td>
</tr>
<tr>
<td>11:00 - 11:20 am</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
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<tr>
<td>12:30 - 2:00 pm</td>
<td>Lunch</td>
<td>Boxed Lunch (12:40 - 1:00 pm)</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Boxed Lunch (Available Outside P106)</td>
</tr>
<tr>
<td>2:00 - 5:00 pm</td>
<td>Optional Campus Tour</td>
<td>Hearing Voices and Getting Your Voice Heard: Lost in the Desert Neale 2:00 - 3:00 pm</td>
<td>Influening Without Authority: The One to the Many (12 Angry Men) Greenfield 1:00 - 3:00 pm</td>
<td>Leading by Design Stowe</td>
<td>Team Designs: Big Picture Activity Greenfield</td>
</tr>
<tr>
<td>5:00 - 5:20 pm</td>
<td>Free Time</td>
<td>Free Time</td>
<td>Free Time</td>
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<tr>
<td>5:20 - 5:45 pm</td>
<td>Opening Reception</td>
<td>Reception</td>
<td>Reception</td>
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<tr>
<td>6:45 - 8:15 pm</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Alumni Dinner</td>
<td>Closing Dinner and Certificate Ceremony</td>
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<tr>
<td>8:15 - 7:15 am</td>
<td>Program Overview, Women &amp; Leadership Greenfield 7:30 - 8:45 pm</td>
<td>Chocolate Tasting</td>
<td>Free Time</td>
<td>Difference in Performance Appraisal within Organizations Cornell 7:00 - 8:30 pm</td>
<td>Late Night Reception</td>
</tr>
</tbody>
</table>

*Sample Schedule, Subject to Change*
Leadership is **DIFFERENT** for women.

The **Women’s Leadership Experience** is a multi-phased experience that provides successful women leaders with the insights needed to make purposeful choices to expand their individual impact on the organization.
Women's Leadership Experience

**Tuition**
$8,900 per participant

**Length**
Multiple Phases
- 3 days on-site
- 3 months virtual learning
- 2 days on-site

**Average Class Size** 24

**Instructor/Participant Ratio** 1:12

**Coaching**
Executive Coaching
Peer-to-Peer Coaching

**Locations**
Greensboro, NC
San Diego, CA

**Language** English

**Tuition** price is based on regional point of delivery and is subject to change

Contact a CCL client advisor at +1 336 545 2810 or visit us at [www.ccl.org/wle](http://www.ccl.org/wle)

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**References**


Leading With All You Are

As a result of attending Women’s Leadership Experience, you will learn how to:

1. **Gain clarity** on how others perceive you as a leader versus your aspiration

2. **Develop behaviors** that align with and support leadership brand and career direction

3. **Exert greater influence** over the choices you make

4. **Navigate** complex relationships

5. **Build and leverage** strategic networks in which you engage authentically

6. **Implement** your personal leadership strategy
Know **YOUR WAY.**

While there is no one formula for being an effective leader, regardless of gender, leadership potential for women can be additionally complicated by the infamous glass ceiling. At the Center for Creative Leadership (CCL®), our research and analysis have proven that men and women are equally capable of effective leadership but also strikingly different in how they promote their unique strengths and talents.

Designed exclusively for high-achieving female executives who want to have more impact and influence on the health and success of their organizations, the Women’s Leadership Experience is a bold and multi-phased experiential opportunity that challenges women to understand and capitalize on their most powerful resource: the whole truth of who they are, what they value, and where they want to go. *This is where pragmatism meets idealism in order to unleash upward magnetism.*

Rise with purpose. Lead so that others will follow.

**KICK SOME GLASS.**
Ready to Rise

The Women’s Leadership Experience is a candid, exploratory, and results-driven experience that tackles provocative and timely issues facing high-achieving women leaders who are ready to rise to the next level of upper management. The program helps participants become more adept and ready to make purposeful choices that will expand their impact within organizations.

Participants in the Women’s Leadership Experience will benefit from:

- **Individual and Organizational Perspectives**
  how to add value in all directions, including inward

- **Intentional Impact**
  how to take the lead in shaping conversations about your career

- **Authenticity**
  how to align your personal values with your company’s mission

- **Ownership**
  how to exert more influence over your career choices as a strong self-advocate

- **Collaboration**
  how to gain deeper insights through candid peer mentoring

- **Coaching**
  how to utilize professional insights to achieve strategic behavioral change

- **Networking**
  how to build productive relationships and navigate complex ones
The power of your vision needs the power of your **VOICE**.
Woman to Woman

What’s the best way to challenge, support, and empower high-achieving women? Let them connect with other high-achieving women who share similar life and career experiences. That’s why peer to peer coaching is a pivotal component of the Women’s Leadership Experience. Add the guidance of a personal coach, and program participants gradually discover the best ways to become “strategically visible” in the workplace—making their distinctive perspectives and impact clearly recognized, understood, and valued.

“Each woman needs to make time to think about her identity as leader, choose what she wants, and work intentionally to make it happen. The Women’s Leadership Experience is an opportunity for experienced managers to choose how to take the next step as a leader—in ways that get the results for them and for the organization.”

Laure Santana, CCL senior faculty
Who you are is how you LEAD.
Why the Women’s Leadership Experience?

Because the world needs more than John, Robert, James, and William

Even the most confident and competent women leaders sometimes need time to step away and gain clarity about their roles, especially when they confront how severely the odds remain stacked against their rising above middle management. A recent study found fewer women are on the boards of S&P 500 companies than men named John, Robert, James, and William (EY).

The Women’s Leadership Experience offers these women a safe and supportive environment to discuss and practice new ways of acting and thinking that is congruent with their purpose, values, and self-concepts, resulting in a stronger vision of their leadership and greater capacity for career ascension.

83% of middle-management women desire to move to the next level at work (Barsh). 75% of women aspire to top management roles, including C-suite positions (Devillard). Yet, the majority of female employees are concentrated in entry-level and middle-management positions—and that isn’t changing. A 2014 study found that, globally, the proportion of women in senior roles is stuck at 24%, the same as in 2007 (Scott).*

In the nation’s top 500 companies, women hold less than 5% of the CEO positions (fairchild). And yet research with Fortune 500 companies shows that organizations with higher numbers of women on their boards of directors attained significantly higher financial performance, on average, than those with the lowest numbers of women represented (Catalyst).*

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4  Center for Creative Leadership | Women’s Leadership Experience | www.ccl.org/wle
Women’s Leadership Experience

5 Phases
4 Dimensions of Leadership
3 Months
2 On-site Sessions

1 Transformative Leadership Experience

PHASE 1
PREPARE
+ Guided self-study of your leadership and career
+ 360-degree assessment

PHASE 2
ENGAGE
3 days, on-site
+ Individual identity work
+ Executive coaching
+ Explore identity alignment
+ Wholeness and wellness
+ Design your leadership strategy
+ Experiential exercises on-site
+ Explore dimensions of leadership

PHASE 3
APPLY
3 months, off-site
+ Executive coaching
+ Execute on phase 1 goals
+ Try out new behaviors/approaches
+ Peer-to-peer support
+ Extend your development through online learning: videos and articles
+ Identify key issues for Phase 4

PHASE 4
ENGAGE
2 days, on-site
+ Explore navigating complex relationships
+ Finalize personal leadership strategy
+ Experiential exercises
+ Development of new or updated goals
+ Wholeness and wellness
+ Executive coaching

PHASE 5
APPLY
ongoing
+ Access additional online learning resources to support and sustain development
Appendix F: Rotman School of Management’s The Judy Project

Initiative for Women in Business

May 3-8, 2020
Kingbridge Centre,
King City, Ontario

Who should attend:
Vice President, SVP, Managing Director,
C-suite level (for non-profits), or
Associate Deputy Minister level (for government), with 10 or more years of
senior leadership experience and aspire
to lead a large organization in 5-8 years.

Application process:
1. Applicant submits online application
   with resume prior to January 31st, 2020.
2. CEO (or alternate) submits online
   nomination prior to January 31st, 2020.
3. Selection Committee reviews
   applications. Note: Applicants from
   sponsor organizations will be given
   first priority for seats in the program.
   Thereafter, applications from non-
   sponsor organizations will be
   reviewed.

Program Fee:
$9500 + HST + Accommodations

To apply:
www.rotmanexecutives.com/judy

The Judy Project:
An Enlightened Leadership Forum
for Executive Women

Program themes:

Excellence and Influential
Women Leaders
Senior guest executives share their
experiences of navigating the upper
reaches of organizations.

Becoming an Exceptional Leader
Through case studies, mindfulness
and intensive self-reflection,
participants hone their leadership
strengths and focus on their best-
functioning talents.

Leadership and Networks
Understanding stereotypes and
biases related to female leadership,
and the productive strategies to
overcome them.

The Art of Personal Branding
Exploring the role that public
relations and social media play in
developing a professional personal
brand.

Leadership in Organizational Crisis
Through case studies and self-
assessments, participants explore
their leadership strengths under
organizational crisis and stress-
coping capacity.

Global Leadership
Understanding the challenges
inherent in cross-cultural
communication and management,
and developing strategies for
effective global leadership.

Leader as Architect:
Designing Your Future
Participants are invited to join a
Personal Advisory Board (PAB), to
provide ongoing professional and
personal support that sustains the
Forum’s impact on leadership.

For more information contact us:
416-978-5036 | women.initiatives@rotman.utoronto.ca
Executive women build lifelong professional bonds through unique MBA networking programs — Nov 26, 2012, Financial Post

Unique networking opportunities offered within Canadian MBA programs offer women in business the opportunity to establish long-term relationships.

For six days each spring, a group of 25 senior-level, female business executives put their demanding roles on hold and sequester themselves at an offsite venue for six days to discuss management trends, develop leadership skills and, most importantly, network.

It’s called the Judy Project, and it was established 10 years ago by the University of Toronto’s Rotman School of Management in honour of Judy Elder, a successful businesswoman who reached the top ranks of numerous Fortune 500 companies and who passed away in 2002 due to a brain hemorrhage.

Through fireside chats, seminar-style discussions and Q&A sessions with leaders, participants discuss everything from leadership styles and business ethics to juggling multiple roles and responsibilities. The cohort then stays in touch for a year after the meeting, serving as sounding boards and informal advisors.

The whole week revolves around two themes: One, identifying and improving skill sets that you have. And two, recognizing where you might be lacking.

Even after this period, relationships usually continue for the rest of participants’ careers. Manjit Sharma, a Judy Project alumna from 2011 and the current vice-president of finance at GE Canada, worked in different roles at a management consulting firm, a mining company and a pension trust between graduating from the University of Toronto in 1989 and joining GE in 1999. She credits the Judy Project with making a profound impact on her self-awareness and skills as a woman in senior management.

It would take a long time to establish rapport, whereas for us, we were together the whole time, away from the city and work and regular responsibilities, it happened quickly “The program ran from Sunday to Friday, and about 25 of us, from all across Canada, stayed together in King City,” says Ms. Sharma. “We were all quite senior, and all nominated by our CEOs, from many different roles — women in HR and finance and sales and marketing, all different types of roles that you would expect within any corporation.

Networking is at the heart of the project. Participants make a map of all their sponsors with a view to determining whom they could trust to advocate for them, both within their organizations and externally, in the broader business community.

One legacy of the project is the creation of a new network, one comprising the most recent cohort, as well as previous alumni, and a small advisory group made up of five to seven women.
The format of the Judy Project creates close connections in a fairly short time frame. The total immersion of the group in the activities, both in the classroom and in structured and casual social events, establishes a certain level of trust and comfort.

In a group of people who met only once a month for mentoring and networking, Ms. Sharma says, “it would take a long time to establish rapport, whereas for us, we were together the whole time, away from the city and work and regular responsibilities, it happened quickly. People were able to talk about very personal issues, and there was a sense of a ‘cone of silence’ that made it possible to share your trepidation, share whatever negative experiences you may have had.”

One exercise that capitalized on the intimacy and trust created during the retreat asked participants to evaluate each other, making two lists. The first task was to list three areas in which each woman excelled. The second list was anonymous and asked for a frank and candid assessment of abilities and impressions.

“What this really came down to was, what is your brand? What do people think you stand for?” says Ms. Sharma. “Everybody got back some feedback that was a bit surprising — that’s how people see me? — but it’s really about the skills of marketing yourself.”

Incorporating networking skills into formal and out-of-the-classroom education is also a priority at the Desautels Faculty of Management at McGill University, where the goal is to go beyond a one-size-fits-all approach. Culture and gender play a role in how people network, which is why the school developed a women’s mentoring program in 2006.

“Right after they started classes, we matched students with successful women based in the cities where they hope to work after graduation,” says Marie-Jose Beaudin, executive director of career services at Desautels, “and they work on building networks, and discuss issues like work-life balance, and the glass ceiling.”

It’s topics like these that are especially important for rising businesswomen. Networking can be described as a form of personal branding, she suggests. Typically, women are very task oriented in the workplace, which can be a great strength, but often comes at the expense of self-promotion. Because of these differences in communication and behaviour, networking presents unique challenges for women.

“Men have a huge advantage in their networking setup in that they can often mix their networks together, their social contacts and their work contacts,” says Beatrix Dart, associate dean at the Rotman School of Management, and executive director of the Initiative for Women in Business. “You invite your boss and colleague as well as a buddy from school to make up a golf foursome, and that works easily in the male environment.”