

FEMALE CAREER DEVELOPMENT AND EMPOWERMENT

Topic 3

DIGI
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THINK- MANAGER, THINK-MALE

Leadership as a male paradigm?

- Unconscious bias and stereotypes
- Implicit leadership theories
- Role congruity theory

UNCONSCIOUS BIAS & STEREOTYPES

Humans are simply fallible to
UNCONSCIOUS BIAS. We don't
mean to be biased, we don't want to be
biased. But **we are**. And we don't get
past it by pointing it out to one another.

Kerry Edelstein

The emotional, sexual and psychological stereotyping of females begins when the doctor says, 'It's a girl'.

Shirley Chisholm

STEREOTYPES

are mental shortcuts that
we take to make sense of a
complicated world.

Timothy D. Wilson

GROUP DISCUSSION

Impact of stereotypes

Where do you encounter stereotypes?

How do stereotypes affect female leaders?

What do you do in your counselling to support women
who self-stereotype?

Effects of gender stereotyping



Book recommendation:
Invisible Women by
Caroline Criado Perez

- Expectations from an early age
- Self-stereotyping
- Development of skills
- Career development
- Stereotyped roles (e.g., caretaking tasks, raising children)
- Disparities in health, education, wages, financial independence

IMPLICIT LEADERSHIP THEORIES

IMPLICIT LEADERSHIP THEORIES are subconscious beliefs, assumptions, and mental frameworks that individuals hold about the traits, behaviours, and characteristics associated with effective leaders; they influence how individuals perceive and react to leaders.

Implicit leadership theories

THE RESEARCH PARADIGMS

How stereotypically male are leaders/leadership positions perceived?

THINK MANAGER –
THINK MALE

AGENCY –
COMMUNION

MASCULINITY –
FEMININITY

Meta-Analysis by Koenig et al. (2011)


Think Manager – Think Male



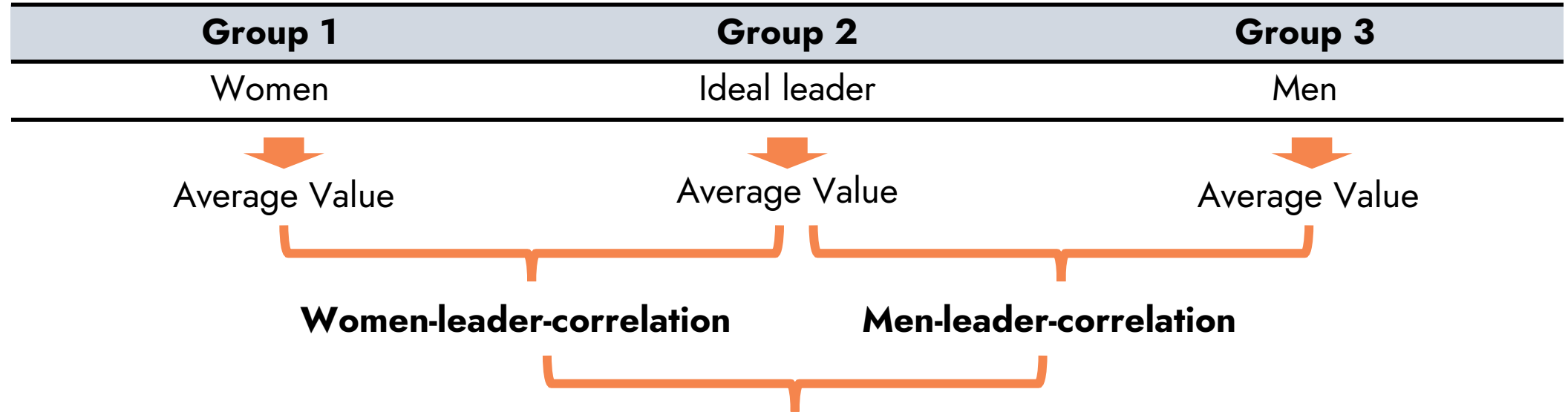
Koenig et al. (2011)

All experimental groups receive the same list of attributes (e.g., Revised Descriptive Index), which are to be evaluated in relation to a certain group of persons.

women/men/leaders are:

 Hard-working

Not applicable Applicable



Stereotypically male leadership understanding if *Men-leader-correlation* > *Women-leader-correlation*

Agency-communion

Bem Sex-Role-Inventory (BSRI)



<https://www.psychtoolkit.org/cgi-bin/3.4.4/survey?s=BsNnQ>

**Imagine your ideal
leader!**

Agency-communion

Koenig et al. (2011); Ferrer-Pérez & Bosch-Fiol (2014)

Items for evaluating masculinity	Items for evaluating femininity	Non-typed items
1.- Self-reliant.	2.- Yielding.	3.- Helpful.
4.- Defends own beliefs.	5.- Cheerful.	6.- Moody.
7.- Independent.	8.- Shy.	9.- Conscientious.
10.- Athletic.	11.- Affectionate.	12.- Theatrical.
13.- Assertive.	14.- Not susceptible to flattery.	15.- Happy.
16.- Strong personality.	17.- Loyal.	18.- Unpredictable.
19.- Forceful.	20.- Feminine.	21.- Reliable.
22.- Analytical.	23.- Sympathetic.	24.- Jealous.
25.- Leadership ability.	26.- Sensitive to others' needs.	27.- Truthful.
28.- Willing to take risks.	29.- Understanding.	30.- Secretive.
31.- Makes decisions easily.	32.- Compassionate.	33.- Sincere.
34.- Self-sufficient.	35.- Eager to soothe hurt feelings.	36.- Conceited.
37.- Dominant.	38.- Soft-spoken.	39.- Likeable.
40.- Masculine.	41.- Warm.	42.- Solemn.
43.- Willing to take a stand.	44.- Tender.	45.- Friendly.
46.- Aggressive.	47.- Gullible.	48.- Inefficient.
49.- Acts as a leader.	50.- Childlike.	51.- Adaptable.
52.- Individualistic.	53.- Does not use harsh language.	54.- Unsystematic.
55.- Competitive.	56.- Loves children.	57.- Tactful.
58.- Ambitious.	59.- Gentle.	60.- Conventional.

All participants receive the same list of connotative characteristics (e.g., Bem Sex-Role Inventory), which are to be evaluated in relation to leaders.

Leaders are:



Forceful (a)

Not Applicable

Applicable


Shy (c)

Stereotypically male leadership understanding if *male (a)gentic* attributes > *female (c)ommunal* attributes

Masculinity-femininity

All participants receive the same list of professions (e.g., classification of professions), which are to be evaluated in terms of masculinity/femininity.

Professions are:

	masculine	feminine
 politicians	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
chefs	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Stereotypically male leadership/profession
understanding if *masculine* > *feminine*

Findings

- **Time of publication**

- Over time, the understanding of leadership has become more feminine; female competencies are increasingly associated with leadership positions.

- **Gender of participants**

- Men are more likely to associate leadership with masculine connotated competencies than women.

- **Hierarchical level of leadership position**

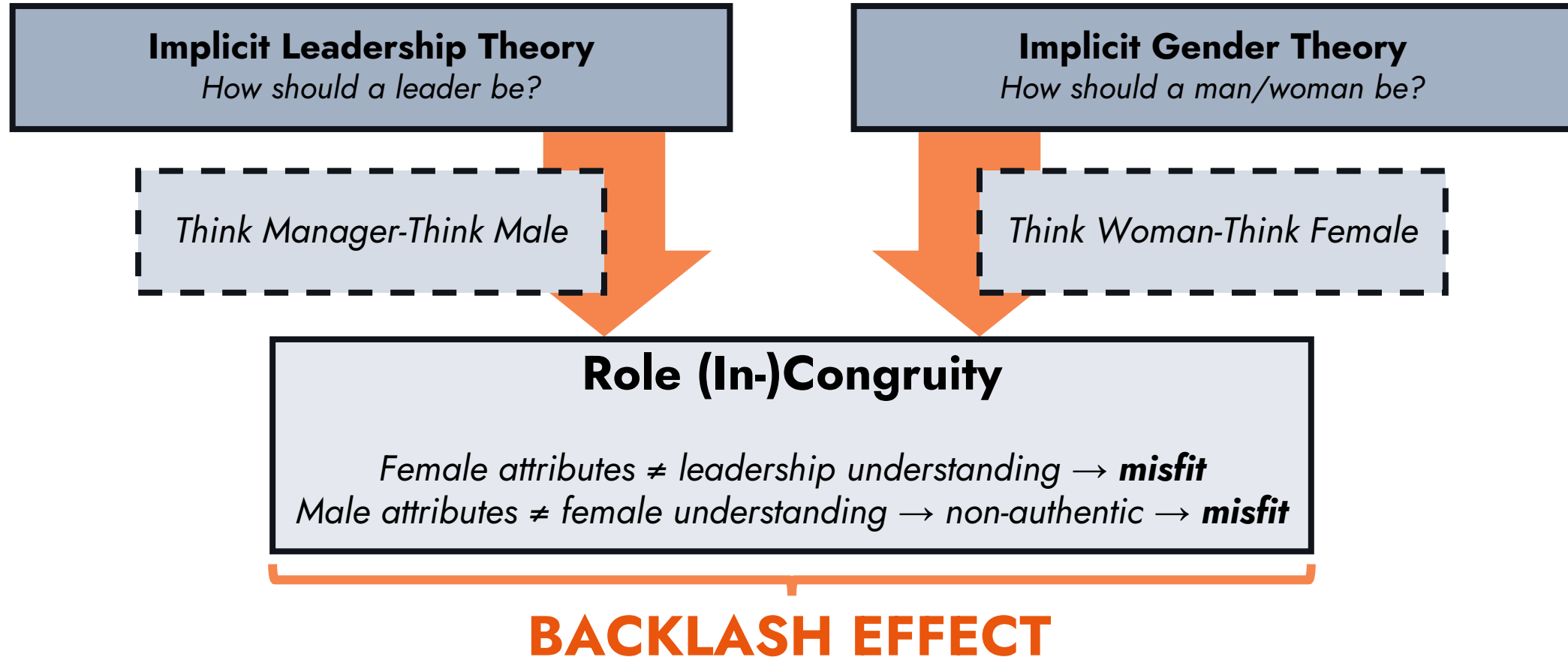
- Leadership competencies with a masculine connotation tend to be associated with managers at higher levels.



**ROLE
CONGRUITY
THEORY**

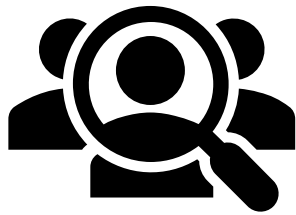
ROLE CONGRUITY is the extent to which an individual's perception (*implicit gender theory*) matches the preconceived expectations (*implicit leadership theories*) held towards a role (*leading position*).

Role Congruity Theory



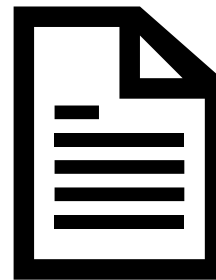
Perception of applicant fit

HR describes the leader they look for



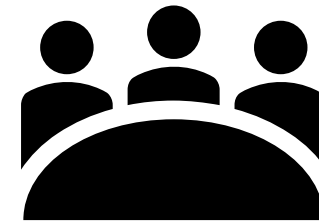
→ *Think Manager – Think Male*

(Biased) job advertisement



→ *Self-ascribed role incongruity*
→ *Self-exclusion of female applicants*

HR meets applicants for job interviews

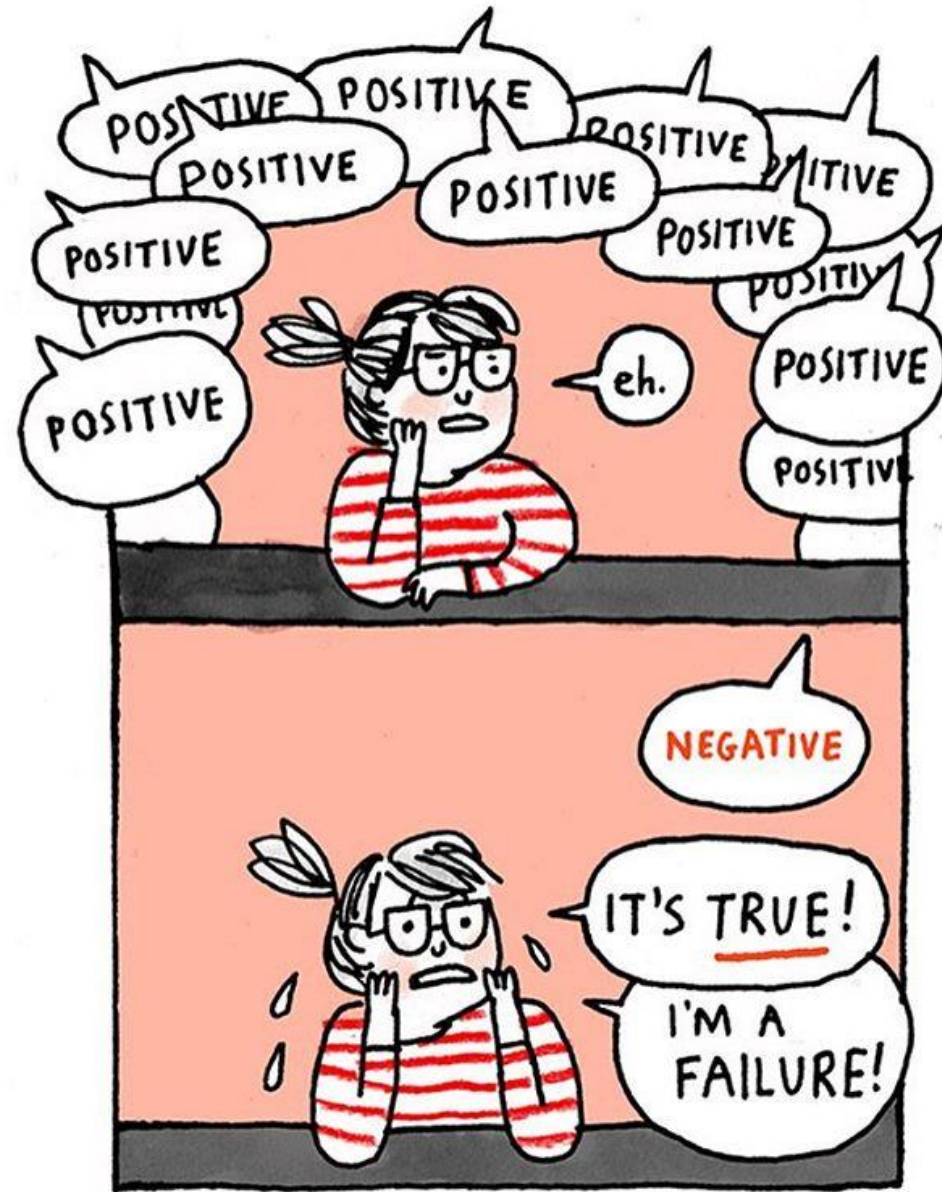


→ *Third-party-ascribed role incongruity*
→ *Third-party-exclusion of female applicants*

EFFECTS ON FEMALE CAREERS

Chosen aspects of workplace
interaction

- Female-specific challenges
- Role models



Gemma CORRELL '17



**FEMALE-
SPECIFIC
CHALLENGES**

Imposter Syndrome

You think, “**Why would** anyone want to see me again in a movie? And **I don't know how to** act anyway, so why am I doing this?”

Meryl Streep, 21 Oscar nominations, 3 Oscars

Queen Bee Syndrome

Queen bee syndrome describes a
woman of authority who views
or treats subordinates more critically if
they are female

First defined by G.L. Staines, T.E. Jayaratne and C. Tavis in 1973

Crab Basket Syndrome

When there is **one crab** in a basket, it can **easily climb** out. However, as soon as there are **multiple crabs** in the basket and one of them wants to escape, the **others pull the climbing crab** back down. **Women do this to each other** as well, by unnecessarily judging one another and keeping **each other small** in that way.

Professional Challenges

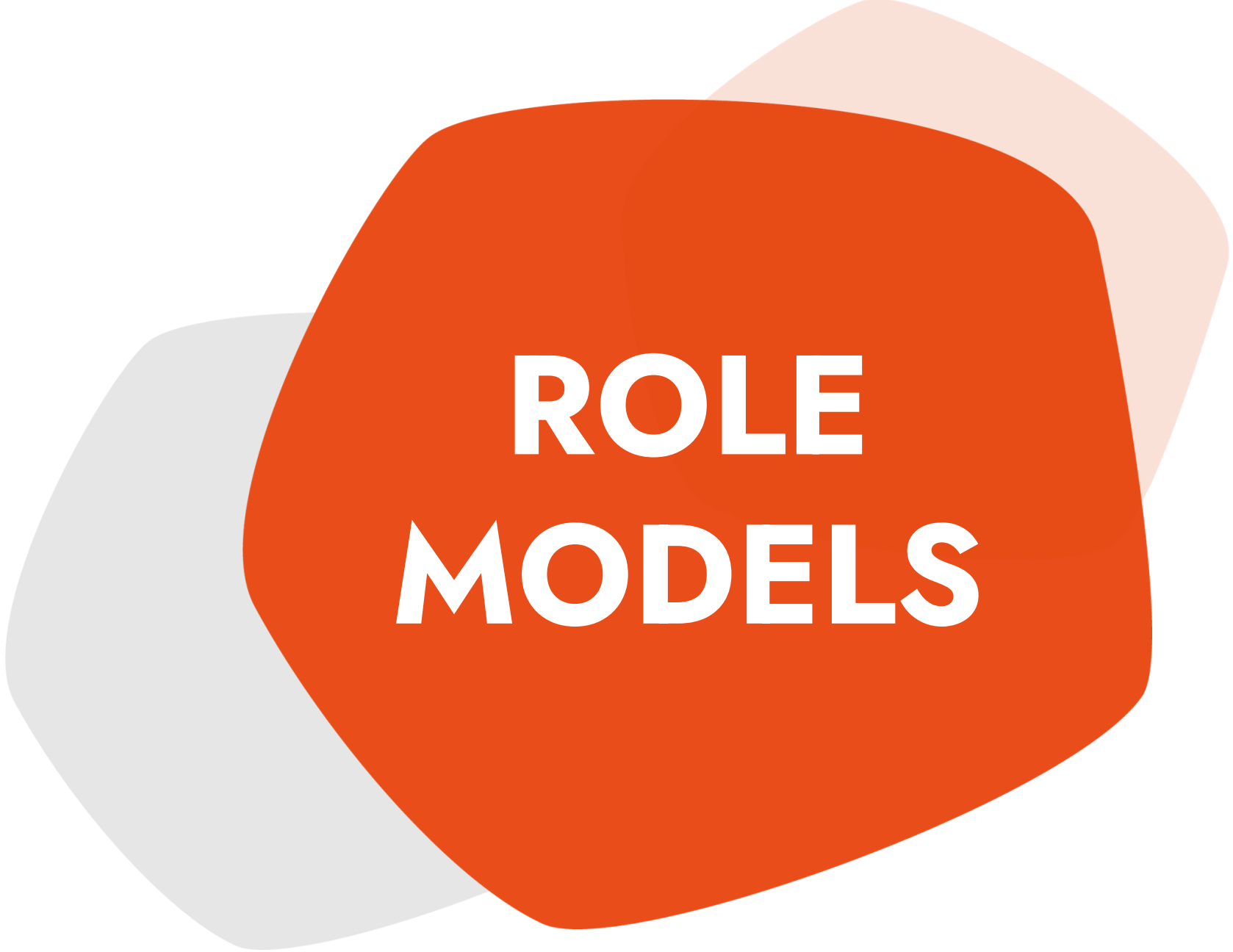
Potential self- and third-party-stereotyping might be about:

- Gender roles and belongings
- Abilities; e.g. technical/digital, interpersonal, etc.

Private Challenges

Potential private challenges addressed by a female might be:

- Physical challenges (e.g. menstruation, pregnancy, menopause)
- Care taking responsibilities
- Other individual challenges she might consider hindering her leadership ability



ROLE MODELS

GROUP DISCUSSION

Importance of role models

What is a role model in terms of female leadership?

Why are role models needed?

How to activate/create role models as a guidance professional?

„Each generation **expanded** its **horizons**, learning from the successes and failures of the **preceding** **generation** and **leaving lessons** for the next wave of women.“

C. Goldin (2023)

Effect of role models

- Role models represent and expand what is possible
- Role models inspire women to be more ambitious and aim higher
- Role models demonstrate the mindsets and behaviours of how to rise

→ **Role models go along with female mentorship**

Activate role models?

- *Express the necessity; emphasise the effect*
- *Address the imposter syndrome*
- *Spread it throughout hierarchy*



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LICENCE

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