Leading Together

Empowering Women to Make Values-Based Moves Towards Authentic Leadership

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Disclosures

Miranda Morris, Debbie Sorensen, Taslim Tharani, Lauren Porosoff have not received and will not receive any commercial support related to this presentation or the work presented in this presentation.

These are our own views, we do not represent the views of the Women in ACBS SIG or ACBS Leadership.

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"A room with chairs bolted to the floor suggests a very specific way that participants will relate to a presenter, and we're challenging the very notion that that's the only way to lead…

"I actually think trying to give an experiential, participatory workshop in a lecture room with chairs bolted to the floor is a perfect metaphor for women's leadership."

- Lauren Porosoff

"Whether you're a mom, a college student, a CEO, or a little girl, you need a crew of brave and honest women to support you. You need them to hold you accountable to your greatness, remind you of who you are, and join you to change the world.

You need a Pack….

Together, we will change our lives and our world by knowing the power of our Wolf and the strength of our Pack."

- Abby Wambach, *Wolfpack: How to Come Together, Unleash Our Power, and Change the Game.*

Workshop Aims

- Clarify your own leadership values and integrate them into Authentic Leadership practices.

- Describe the elements of Authentic Leadership, as well as systemic and internal challenges to women's leadership, and conceptualize these from a contextual behavioural perspective.

- Learn to use a collaborative professional development tool as a way to create flexibility, distribute expertise, create trust, foster connection and build community.

Cultivating Safe Spaces

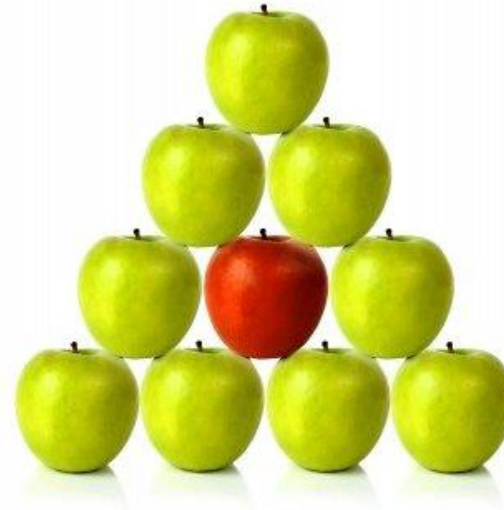# Can I be a leader?

Authentic Leadership

What makes a leader?

Why would anyone choose to follow you?

What does being an Authentic Leader mean?

To be effective, you need to:

- Be yourself
  - More
    - With skill

(Goffee & Jones, 2006)

Why is being an Authentic Leader important?

- Authentic leadership promotes positive relationships between managers and their teams, engendering follower trust in management

- Authentic leadership can buffer against follower burnout and psychological strain

- Authentic leadership promotes follower well-being, including employee engagement and work satisfaction

- Authentic leadership also promotes employee job performance

What is Authentic Leadership?

- Authentic leadership is the foundation for all effective leadership styles.

- It is a positive relationship-focused leadership style

- Authentic leaders are described as genuine, consistent, trustworthy. They are true to themselves and behave and express what they think and believe.

- Authentic leaders:

  - Are aware of their values and are guided by these, doing what is right for their team and organisation

  - Behave in ways that are consistent with these values

  - Are aware and open about their own vulnerabilities and are transparent about what they can and can't do

  - Have developed the capacity to explore dilemmas from a variety of angles and perspectives, enabling them to make balanced decisions, aligned to their values

  - They build authenticity in their direct reports and colleagues, believing each individual has something positive to contribute.

What is Authentic Leadership?

Self-awareness:

The extent to which a leader is aware of their strengths and limitations and understand how they impact on those around them. They are able to effectively use their self-awareness in their interactions with others and their environment.

Transparency:

The extent to which a leader fosters openness and is willing to share their own ideas and opinions, encouraging their team to do the same. This engenders trust amongst others.

Ethical/Moral:

The extent to which a leader is guided by their values and internal moral standards, enabling them to behave and make decisions consistent with those values.

Balanced Processing:

The extent to which a leader is able to take on board diverse views and opinions before making important decisions, which are perceived to be fair and objective

Can we recognise Authentic Leadership in others?

How do you know if someone is truly authentic? What behaviours do they display?

Think about leaders you know from the media and history, which ones are authentic?

How do we know?

Self-Awareness

Clarifying Leadership Values

Why is self-awareness important?

Authentic Leaders are originals not copies!

- There may be similarities, but they arrived at these values and convictions based on their own personal experiences – it is not a process of imitation

Enables leaders to develop their own perspectives and point of view. Finding your own voice!

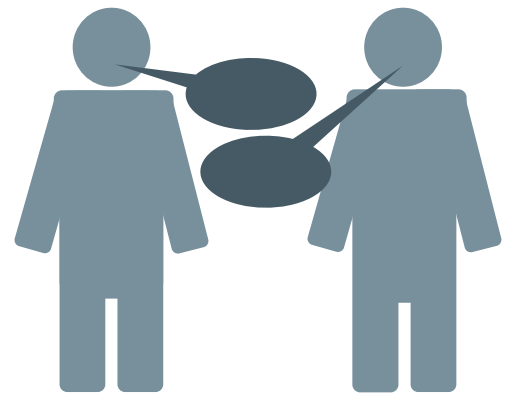Enables leaders to act in accordance to their values and beliefs. It enables high levels of integrity and consistent behaviour/actions

Values Spotting

Decide who is going to be speaker/listener first.

Speaker: Talk about your proudest leadership experience to date.

Listener: Circle any values that you hear on the handout (or write your own).

Debrief & swap roles.

What values are important to you in your role as leader?

Accomplishment	Creativity	Gratitude	Meaning	Security
Accountability	Customer satisfaction	Hard work	Merit	Self-reliance
Accuracy	Decisiveness	Harmony	Openness	Service (to others, society)
Adventure	Democracy	Honesty	Patriotism	
Beauty	Discipline	Honor	Peace, Non-violence	Simplicity
Calm,	Discovery	Humour	Perfection	Solving Problems
Challenge	Diversity	Improvement	Personal Growth	Speed
Change	Ease of Use	Independence	Pleasure	Stability
Cleanliness, orderliness	Efficiency	Individuality	Power	Status
Collaboration	Equality	Inner peace	Practicality	Strength
Commitment	Excellence	Innovation	Privacy	Success; a will to succeed
Communication	Fairness	Integrity	Progress	
Community	Faith	Intensity	Prosperity, Wealth	Teamwork
Competence	Faithfulness	Justice	Punctuality	Tolerance
Competition	Family	Knowledge	Quality of work	Tradition
Concern for others	Flair	Leadership	Respect for others	Tranquility
Connection	Freedom	Love, Romance	Responsiveness	Trust
Continuous improvement	Friendship	Loyalty	Results-oriented	Truth
Cooperation	Fun	Maximum utilization (of time, resources)	Safety	Unity
Coordination	Goodness		Satisfying others	Variety
				Wisdom

Your History and Trigger Events

Reflection Questions

What do you notice about your highs? What do they have in common? What do they tell you about your values?

What do you notice about your lows? What do they have in common? What do they tell you about your values?
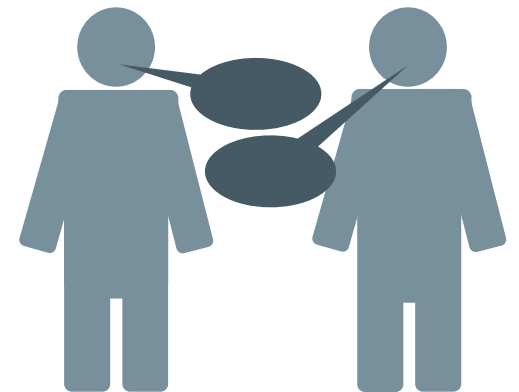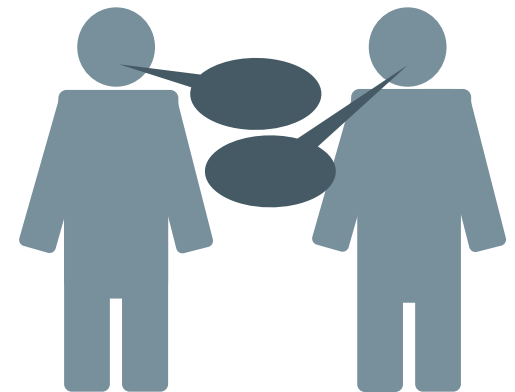
Reflection Questions

Where does your passion for leadership first appear in your story?

Consider early experiences of leadership (in school, sports teams). How have you changed as a leader since then?

What was your most challenging experience? How has this shaped you as a leader today?

Transparency

Social Context: Women and Leadership

Systemic Barriers to Women's Leadership

- Early socialization: at home, on the playground, in school

  "If life were one long grade school, women would be the undisputed rulers of the world." - Dweck, 2012

- Second Shift
  - Working women do more housework and childcare than men
    - (LeanIn.Org and McKinsey & Company, 2017)
  - Data *last week* from US Labor Dept annual time use survey:
    - Women working longer hours, still do majority of house and childcare work, at the expense of sleep, exercise, and leisure time.
- Emotional Labor - "the unpaid, invisible work women do to keep those around us comfortable and happy" Hartley, 2018

Systemic Barriers to Women's Leadership

Discrimination at work:

- Unequal Pay - women are paid just 63% of what men earn
- Serving in office
  - women serving in political office averaged 18-24%
    - (World Economic Forum, 149 countries)

- Promotion Bias
  - when gender bias accounts for 5% of the difference in performance ratings, the number of women who move from entry level to leadership is cut in half

Systemic Barriers to Women's Leadership

Gender Double Bind

- Speaking up (Brescoll, 2012)
- Being directive and assertive (Bowles et al., 2007).
- Asking (Tepper et al., 1993; Bowles et al., 2007).
- Expressing emotion - too much or too little (Brescoll, 2016)
- Seeking power (Okimoto & Brescoll, 2010)

Imposter Syndrome

Common themes in Imposterism literature

- Low confidence
- Perfectionism
- Belief in one's own fraudulence

Yes, this is fusion – fusion in a *context*.

What qualities are ultimately reinforced?

Compared to men, women:

- Talk less (Karpowitz, 2012)
- Rate selves more negatively in math & science (Dunning & Ehrlinger, 2011)
- Set higher standards when applying for jobs (Lee and Billington, 1995)
- Negotiate and ask for less (Babcock, 2003)
- Report deserving less (e.g., salaries) (Davidson, 2013)
- Underestimate their abilities and performance (Major, 2012)

"In studies, men overestimate their abilities and performance, and women underestimate both. Their performances do not differ in quality."

Reflection Questions

What's in your personal learning history?

Looking back on your trigger events:
How have you been socially conditioned?
How is this showing up in your life now?

What language did you receive related to leadership?

Too Bossy

Too Aggressive

"Be nice."

"Be a good girl."

Be likeable

Straight-A Student

Rule Follower

Be careful, don't take risks

Be quiet

Have you heard any of these messages?

Looking back at your trigger events, which labels or messages did you hear?

What Shows Up Internally?

What Internal Discomfort Shows Up When Leading?

Fear of being criticized

Perfectionism, worry about making mistakes or leading "right"

Discomfort of not knowing

Worry about asking for too much, outshining others, driving a wedge

Self-Doubt/Inner Critic:

"I'm not ready."

"I don't know enough."

"I'm not an expert on this."

"I don't have what it takes."

"Who am I to speak up/lead/create?"

"Am I doing this right?"

Have any of these internal barriers shown up for you?

Looking back at your trigger events, how have these barriers influenced your leadership?
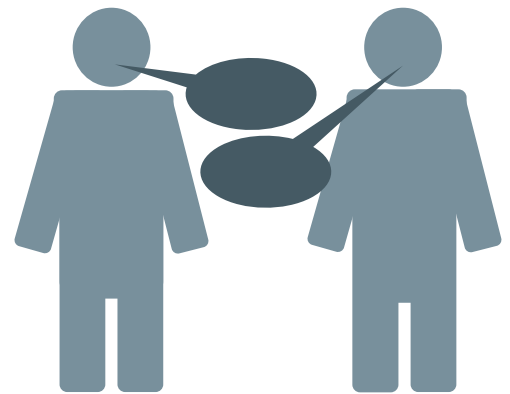
# Balanced Processing

# Study Group: Hiding and Leaping
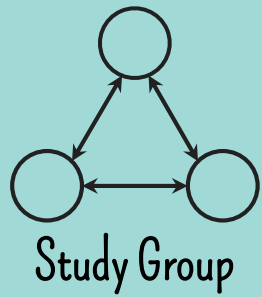
Study Group Protocol

Assumptions

Assumptions:

- All work can be improved with more time, thought, and effort.

- We cannot know the full potential of new material unless and until we have a conversation about it.

- Even if the material turns out not to be useful to all of us, the conversation still is. Having conversations with peers or colleagues is inherently valuable.

Study Group
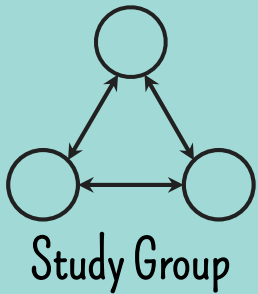
Preparation
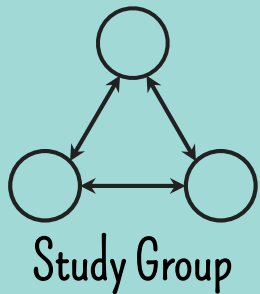
- Any member of a group (the "bringer") identifies a resource such as an article, handouts from a conference, or a video for the group to study together.

- The group designates a facilitator to ensure the group sticks to the protocol, and a scribe to take clear notes.

- If the group is reading or viewing a longer work, they receive copies in advance.

Study Group

Basic Structure

There will be 3 rounds of discussion questions to help us explore a resource about taking action toward leadership goals.

Study Group
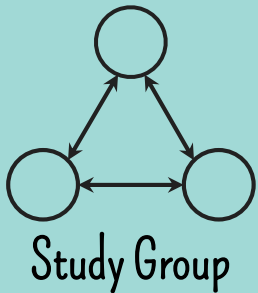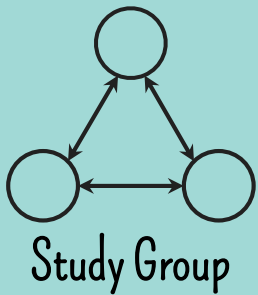
EXPLORATORY: *What is this?*
PRAGMATIC: *How would I apply this?*
CRITICAL: *What will I do with this?*

1) Introducing the material

The bringer briefly introduces the material (such as an article, video, set of slides, or handout) by explaining how they discovered it and summarizing what it's about.

Study Group

Hiding Strategies
(from Tara Mohr, *Playing Big*)

#1 This Before That

Stories we tell about the order in which things need to happen.

"I would love to _____ but first I need to _____."

#2 Designing at the Whiteboard

Generating ideas alone, without sharing or getting input.

Saves us from exposing ourselves to potential rejection or criticism.

#3 Over Complicating and Endless Polishing

Telling yourself your work needs improvement or more elements before releasing.

Delays putting ourselves out into the world.

#4 Omitting Your Own Story

Assuming our own story is not relevant or professional to share. Hiding own own story.

#5 Collecting and Curating Everyone Else's Ideas

Keeping our own ideas quiet, quoting "authorities" rather than using our own experience or voice.

Sidestepping our own expertise.

#6 Paralyzed by Lack of Clarity

Delay taking committed action until you know how change will happen and that it will work.

#7 I Need The Degree

Getting more and more education/ training/information

"Too many brilliant women pursue more knowledge, education, etc. to be more when they are enough already."

Leaping Strategies
(from Tara Mohr, *Playing Big*)

A leap action meets these criteria:

Gets you playing bigger now, according to what playing bigger means to you.

Can be finished within one or two weeks.

Simple: an action you can describe in a short phrase.

Stretches you out of your comfort zone.

Puts you in contact with those you want to reach or influence. Leaps cannot be done in isolation.

At its center, it has a learning goal — a question you can answer by doing the leap.

A leap is never:

Just a decision. It's the decision + the action.

Solitary. It puts you in contact with those you want to reach or influence.

About sharing your work just with friends, family, or mentors. It's sharing with the people you most want to impact and serve.

Taking a class or training. A leap is sharing your gifts with the world now.

"When you're hiding you're safe, because people can't see you. But funny thing about hiding: you're even hidden from yourself."

~Young Joy in the movie JOY

"It is our light, not our darkness that most frightens us. We ask ourselves, 'Who am I to be brilliant, gorgeous, talented, fabulous?' Actually, who are you not to be? You are a child of God. Your playing small does not serve the world."

~Marianne Williamson, A RETURN TO LOVE

2) Reading or viewing

Everyone in the group reads or views the material. If the group is discussing a longer work, they take a few moments to review their notes silently.
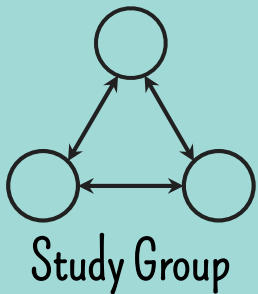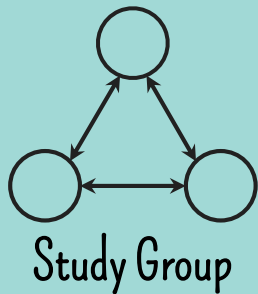
Study Group

Each member of the group takes a turn to respond to any of the following questions:

Study Group

- What makes me curious?

- What components, features, or frameworks stand out?

- What does this remind me of?

- How is this different from other similar approaches?

- Which aspects connect to the mission of our group, organization, or professional community?

The group says back connections and outliers among the responses. The scribe takes notes.

4) Asking PRAGMATIC questions
How could we apply this?

Each member of the group takes a turn to respond to any of the following questions:

- What does this look like in my practice?

- Which parts seem most applicable?

- What problems does this illuminate or solve?

- How would I invoke or implement this?

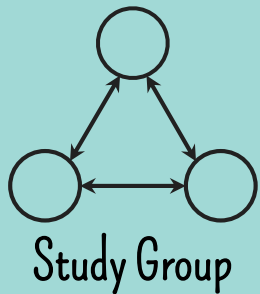- How would this enhance my work?
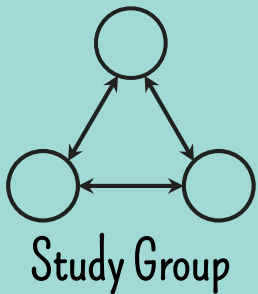
The group says back connections and outliers among the responses. The scribe takes notes.

Study Group

5) Asking CRITICAL questions
What are the limits of this?

Each member of the group takes a turn to respond to any of the following questions:

- Which parts seem incomplete or irrelevant?

- What problems would this obscure or exacerbate?

- How does this contradict approaches I use?

- What might I have to give up in order to do this?

- Do the benefits seem worth the costs?

The group says back connections and outliers among the responses. The scribe takes notes.

Study Group

6) Deciding on next steps

Group members identify actions they'll take (individually or as a group) and a timeline for those actions.
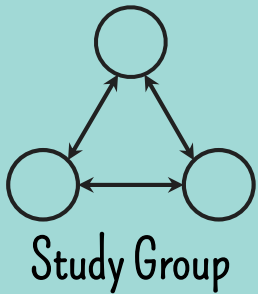
Next steps can include all kinds of actions, including thinking further, learning or reading more, or having another conversation. Next steps might involve interactions with others or oneself, at home or at work, now or in the future.
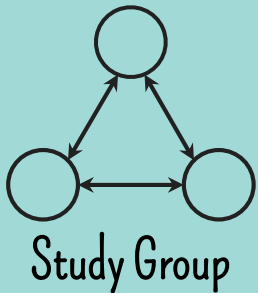
Study Group

7) Debriefing the experience

What did we **learn** from this discussion?

What was **useful** about the discussion itself or anything raised in it?

What are we still **curious** about?

Study Group

Ethical/Moral Compass

Stand and Commit

Instead of hiding, what values-consistent LEAP might you take?

How will you PLAY BIG?

Can I be a leader?
Authentic Leadership

We've just explored what AL is, why it matters, and whether we can recognize it in others. What about ourselves? We'll now turn to discovering the potential for AL in ourselves by clarifying what matters to us.

Self-Awareness
Clarifying Leadership Values

Ethical/Moral Compass
Stand and Commit

Throughout today's workshop, we'll use tools and strategies that redefine how we lead learning. You can use these tools and strategies in your leadership roles.

So far, we've explored AL and become aware of our AL potential based on our values. What might get in the way of women becoming authentic leaders? Is authenticity a privilege only some people have access to? We'll now explore how gender shapes how we see ourselves and how we see leadership.

We'll conclude by sharing commitments to live by our authentic values as leaders.

Balanced Processing
Study Group: Hiding and Leaping

We returned to our trigger events to see how gender influences us to see ourselves and see leadership. Next, we'll explore how we respond to that context and how we want to respond, based on our values.

Transparency
Social Context: Women and Leadership

THANK YOU!

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