

Module 5

Women and Governance in Higher Education

*By Maureen Atkinson and Angela Carryer,
BA (Hons)*

About this module

This module was developed as a strategic response to the fact that women represent an under-used resource in higher education management. Its aim is to assist women in progressing to the most senior levels with, where necessary, some chance of changing organisational and system cultures along the way.

Women in higher education need an understanding of how universities are governed and how university legislation is developed. They need to be able to operate effectively within the committee structures common to most universities and to understand the importance of participating in the processes involved. In so doing, women need to build on their strengths and promote their ideas; only by this means will systems and organisations become more culturally and gender accepting.

The module provides resource material for 10 sessions which are planned to help women develop their understanding of higher education governance and their skills in committee and legislation work, so as to contribute effectively to decision-making processes. It also provides user-friendly guidance and advice about developing mentoring and networking schemes within organisations and countries; an action plan for participants to develop; and ample material for use as hand-outs, overhead transparencies, etc.

The module includes:

The Staffordshire University mentoring scheme

This case-study provides a model of mentoring and a process that other universities may wish to follow.

Through the glass ceiling

This case-study describes how a British women's network grew from small beginnings, and outlines its present operations and track record of success.

Contents

Section 1 Introduction	69
1.1 Guiding considerations in developing the module	69
(a) Target group	69
(b) Rationale	69
Section 2 Notes for facilitators	70
2.1 Overall aims of the module	70
2.2 Specific objectives	70
2.3 Assumptions about learning facilitation	70
2.4 Facilitators	70
2.5 The group	71
2.6 Interaction	71
2.7 Evaluation/feedback	71
2.8 Support materials	71
Section 3 Workshop programme	72
3.1 Workshop Day 1 – Women’s participation in higher education governance	72
(a) Session 1 – Introduction, icebreaking and exception/aspiration analysis	72
(b) Session 2 – The governance environment in higher education institutions	73
(c) Session 3 – Understanding the wider view	74
3.2 Workshop Day 2 – How to operate effectively within a university structure	76
(a) Session 4 – Introduction and self-awareness	76
(b) Session 5 – Verbal and non-verbal communication	77
(c) Session 6 – Effective participation in committees, boards and meetings	79
3.3 Workshop Day 3 – Helping yourself, helping others and helping your institution	80
(a) Session 7 – Helping yourself and others by mentoring and networking	80
(b) Session 8 – Influencing change within the institution	82
(c) Session 9 – Vision for the future	82
(d) Session 10 – Review and evaluation	82
Section 4 Support materials	84
4.1 Overhead transparencies	
OHT 1 Objectives of Module 5	85
OHT 2 Outline of workshops	87
OHT 3 Leadership skills	89

4.2 Hand-out materials

HO 1	Two university structures	91
HO 2	Some sources of personal power	93
HO 3	Work pack	94
HO 4	Skills cards	99
HO 5	Role play 1 – Additional funding	103
HO 6	Role play 2 – Changing attitudes	104
HO 7	Sample agendas	105
HO 8	Meetings	108
HO 9	Chairing meetings	110
HO 10	Taking power in meetings	111
HO 11	Mentoring	112
HO 12	Case-study: Staffordshire University mentoring scheme	113
HO 13	Networking	114
HO 14	Case-study: Through the glass ceiling	115
HO 15	Action plan	116
HO 16	Evaluation form	118

Section 5 References and additional reading 119**Section 6 Editorial notes 120**

Section I Introduction

This module has been prepared for the Commonwealth Secretariat Education Department, Human Resource Development Division, as part of the *Management Development for Women in Higher Education Programme* under the Commonwealth Higher Education Support Scheme (CHESS). The project represents a strategic response to the fact that women represent an under-used resource in the management of higher education institutions. The reality is that, notwithstanding the claims to the democratisation of higher education, university governance and day-to-day management have remained essentially a male-dominated activity.

A number of strategies have been employed within the last decade to redress the gender imbalance. Among these have been training and development programmes that would better prepare women to take their place alongside their male colleagues, both as academics and as professional administrators at all levels of the university system. This module is evidence of the training and development strategy in action.

This module deals with Women and Governance in Higher Education. It is one of a series developed under the auspices of CHESS.

1.1 Guiding considerations in developing the module

(a) Target group

This module is especially targeted at senior and middle-level women academics and administrators in Commonwealth universities in their respective geographical regions. The aim is to assist them to progress to the most senior levels and, where necessary, change organisational and system cultures along the way. Ultimately, the goal is to achieve gender equity and with it, equality of career opportunity for women in higher education.

(b) Rationale

Women are under-represented in higher education management, and one factor contributing to this under-representation is a low level of participation and lack of experience in key university committees and decision-making processes.

Women in higher education need an understanding of how universities are governed and how university legislation is developed. They also need to be able to operate effectively within the committee structures common to most universities and to understand the importance of participating in the processes involved.

In taking an active role within the university structure, women should build on their strengths and promote their ideas. Only by this means will systems and organisations begin to change and become, however slowly, more culturally and gender accepting.

Section 2 Notes for facilitators

It is assumed that the facilitator is familiar with Module 1 'Management Development for Women: A Facilitator's Handbook'. Section 4 of that module, 'Working with groups', is particularly relevant to this module.

2.1 Overall aims of the module

To highlight the level of participation required to promote the advancement of women to senior positions within a university. To assist women to develop their skills in committee and legislation work in order to enable them to contribute effectively to the decision-making process.

At the end of the module, participants should be able to develop mentoring and networking schemes within their respective universities and countries.

2.2 Specific objectives

By the end of the module, participants will be:

- able to identify the issues that have given rise to the current concerns about gender inequity in university governance;
- better able to influence policy in higher education;
- able to influence practical outcomes of significance;
- able to assist in making their higher education institutions more culturally and gender accepting;
- able to appreciate their roles as agents of change within a higher education institution.

2.3 Assumptions about learning facilitation

The principles and practices of self-directed adult learning, with its philosophical notions of self-empowerment, will underpin this training module.

The training facilitators for the module will need a first-hand knowledge of management and the underlying principles.

In order to ensure an appreciation for regional and cultural differences, the module relies on active participation and training materials can be adjusted accordingly.

In the quest for deriving 'best practice' that is relevant, stress will be placed on action learning and problem solving on the part of the participants.

2.4 Facilitators

The facilitators are expected to be conversant with current thinking on women in management issues. In addition, the facilitators should preferably have an academic background in management, together with the relevant practical experience.

A multi-disciplinary approach is essential as the issues involved cross strict disciplinary boundaries.

2.5 The group

The group process is vital in these sessions. A clear intention is to have participants learn from each other and help each other. The facilitator should emphasise participation and employ 'ground rules' that create a relatively risk-free interactive environment.

It is quite likely that some participants will display strengths in particular aspects of the modules. They could become co-facilitators, thereby ensuring truly participatory learning.

2.6 Interaction

Most sessions are intended to be interactive in order to integrate each participant's experiences and opinions. This allows for participants to share their experiences in order to put forward solutions that may be considered examples of best practice. Examples of points to be covered in each session have been included to support the issues raised by participants and are not a definitive list.

2.7 Evaluation/feedback

Facilitators may prefer a formal evaluation of the entire training programme at the end of the module. However, at the end of each session the facilitator reviews each day and takes feedback. This enables the facilitator to ensure that the needs of participants are being met throughout the module.

2.8 Support materials

A number of documents are provided in Section 4 for use as hand-outs or for the preparation of overhead transparencies. If photocopying costs are an issue, many of the hand-outs could instead be prepared as overhead transparencies for participants to copy, or the headings could be put on butcher's paper or a whiteboard.

Section 3 Workshop programme

There are 10 sessions in this module. These may be delivered over a three-to four-day period, with each session extending over half a day. The sessions may also be delivered over six half days or one day per week. Whichever mode is used, it is important that the ordering of the sessions remains as shown in this module.

3.1 Workshop Day I – Women’s participation in higher education governance

(a) Session I – Introduction, icebreaking and expectation/aspiration analysis

Objectives

- To welcome participants and enable them to relax before the commencement of the session.
- To enable participants to share views on their hopes, aspirations and expectations of this module.
- To enable participants to contribute towards defining the ground rules of the various sessions.

Duration: 2 hours.

Activity 1

Participants are welcomed to the first session of the workshop.

- They are then asked to find a partner and ask their name, interests and any personal information they may wish to give, for approximately five minutes.
- This is then reciprocated by the other partner.
- Participants should now prepare to share the knowledge gained with their colleagues.
- The facilitator will invite each participant in turn to introduce their partner and to share the information gathered.

Activity 2

The facilitator invites participants to form groups of three (preferably with people other than their initial partner) and asks them to:

- discuss their hopes, aspirations and expectations of the workshop;
- list on a flip-chart the group’s shared views.

The facilitator then invites each group to share the outcomes of the discussion. The facilitator should summarise the points put forward and should indicate that account will be taken of participants’ expectations during the training sessions which follow.

Activity 3

Using overhead transparencies 1 and 2, the facilitator outlines the objectives of the module and gives a brief overview of the sessions to follow.

Activity 4

The facilitator and participants agree the ground rules for interactive learning throughout the various sessions. These should include:

- confidentiality
- shared participation
- listening to others' views
- willingness to share personal experiences
- constructive feedback.

(b) Session 2 – The governance environment in higher education institutions

Objectives

By the end of the session participants will have:

- an understanding of the importance of women's participation in the university governance;
- a raised awareness of structures within a higher education institution;
- an understanding of how university legislation is developed;
- an understanding of the importance of visibility.

Duration: 1 hour and 30 minutes.

Activity 1

The facilitator requests the participants to divide into small groups of four or five. For 30 minutes each group discusses the following question:

'Why should I waste my time sitting on university committees and boards when I could be getting on with my work?'

The facilitator opens up a discussion and invites each group to contribute their thoughts, comments and observations. The facilitator takes a positive approach, encouraging the participants to realise that time spent being involved with various boards and committees is as important to their career development as is their teaching/research/administrative work. The facilitator summarises the main findings of the groups on a flip-chart. These may include:

- to ensure a woman's view is heard;
- to influence institution decisions;
- to be visible to peers and senior managers.

Activity 2 Lecture/discussion – 'The importance of women's participation in university governance'

The main points to be emphasised are as follows:

- Women are under-represented in higher education management. Among the factors which contribute to this under-representation are a lower level of participation and a lack of experience in key university committees and decision-making processes.
- For women in higher education, an understanding is needed of how universities are governed in terms of both legislation and committee structures and operations. Women need to understand how university legislation is developed and how it might be changed where that is needed. The way legislation is developed does depend on the institution but this is mainly through university committees, boards, courts and senates.

- Participants should be advised to research their own institution in order to determine their own particular structure and legislative process.
- Women need to be seen to be participating within university structures. It is only by being seen that they raise their profile and are able to put suggestions for change.

(Sources: UNESCO, Commonwealth Secretariat, 1993; Ruijs, 1993)

The structures of higher educational establishments do vary. Two examples have been included for reference as hand-outs – although facilitators may also wish to use them as transparencies (HO 1).

(c) Session 3 – Understanding the wider view

The facilitator is referred to Editorial Note 1.

Objectives

- To develop an understanding of the nature and sources of power in an organisation.
- To understand the importance of relational power and how it can be misused.
- To appreciate that power has a price.

Duration: 2 hours.

Activity 1

The facilitator introduces Activity 1 by emphasising the following points:

- Very often, individuals find that decisions are being taken without consultation, that staff appointments have been made without interviews, that outcomes of meetings have been planned in advance.
- Very often, individuals feel they are invisible, that nobody hears what they have said or that their work has not been noticed or has no effect on senior management.
- What can be quite disruptive is that others have hidden agendas, i.e. they have their own reasons for wanting certain outcomes that you are not privy to. In order to research the hidden agenda it is important to understand power bases.

The facilitator then invites participants to think of powerful people they know. Individually they are asked to list them and indicate their source of power.

The facilitator then invites participants to form small groups of three or four and brainstorm together, thinking of as many sources of power as possible. Participants need to be reminded that a person may have more than one source of power (see Editorial Note 2).

The facilitator distributes Hand-out 2 'Some sources of personal power'.

The facilitator invites each group to give examples of sources of power that they have identified. These are then listed on a flip-chart.

Activity 2 Lecture/discussion – 'Relational power'

Main points to be emphasised are:

- Relational power is a power which everyone exercises in some way. A person with apparently little power can exercise great power over others.

- Organisations find it difficult to come to terms with relational power. They appreciate that good relationships smooth the way and build morale. However, these relationships are not predictable or easily controlled. They may work against the formal structure and challenge others.
- Very often the skills used in relational power are used to build personal power.

(Source: Davidson and Burke, 1994)

Activity 3

The facilitator is referred to Editorial Note 3.

One example of the misuse of relational power to build personal power is sexual relationships.

The facilitator invites participants to form small groups to consider why they think such relationships can be damaging to both the woman involved and other women in the organisation.

The facilitator then invites feedback leading to discussion. The following points should be taken into consideration:

- It reinforces the stereotype of women and encourages men to discount women's potential.
- It accepts a situation in which women do not progress on merit.
- It is highly divisive, as both men and women within the organisation are likely to be antagonistic.
- It is high risk as a woman may be engaging in a relationship with a man whose own power base is very likely to change.

Activity 4 Lecture/discussion – ‘Building a legitimate source of power’

Points to consider should include:

- Relational power is possibly the one source of power which women are trained to exercise to a greater extent than men. But this is the power of which organisations are most suspicious.
- Often too, personal power is used to advance oneself and to limit or control the power of others. Gaining power for yourself does not fit well with the caring, supporting and nurturing role of women. A woman may put forward a good idea but in a tentative way ‘perhaps we could try this?’, only to be ignored or to see her idea taken by others without acknowledgement.
- Women prefer to encourage group collaboration and recognise team effort and achievements, rather than push their own individual contribution. Unfortunately, this management style can result in the individual's special contribution being overlooked.
- It is not uncommon for many men to say ‘I’ in situations where many women would say ‘we’.
- A woman aspiring to top management has to build her own personal power base in spite of all these problems in a way which accords with her own ideas about herself and the standards she wants to live by.
- Too many highly competent women take on more responsibility reluctantly and very often undervalue their achievements. This does not help other women.
- Some women simply decide to play the man's game and push themselves while limiting opportunities for others. They may succeed and gain influence but pushy women are resented.

(Sources: Tannen, 1990, 1995; King, 1993)

You may decide such criticism is a small price for you to pay to gain the position you are seeking. If so, in the appropriate culture you may well succeed. Just remember that the labels attached to you will also be unfairly attached to other women who may be seeking advancement by a different route.

Activity 5

The facilitator is referred to Editorial Note 4.

The facilitator offers some phrases often heard as male judgements on female achievement:

- 'bossy bitch'
- 'she slept her way up'
- 'who does she think she is?'
- 'reminds me of my mother'
- 'now she'll appoint more of her own'
- 'she'll learn'

The facilitator asks participants to form small groups to discuss whether such criticism is a small price to pay to gain the position you want. Do women have to pay a price to reach the top?

The facilitator opens up a discussion and encourages groups to give their views to colleagues.

The facilitator then distributes to each participant a 'work pack' on power (HO 3).

Participants are advised to work through the pack, away from the workshop, in their own time. It is designed to help each participant to determine their own power base and includes strategies for extending their power.

3.2 Workshop Day 2 – How to operate effectively within a university structure

(a) Session 4 – Introduction and self-awareness

Objectives

- To develop an awareness of the skills required to work effectively within the structure of a higher educational institution.
- To develop an appreciation of the skills that the participants have acquired to date and those that they need to develop further.
- To develop an appreciation of the importance of valuing their skills and abilities.

Duration: 1 hour and 30 minutes.

Activity 1

The facilitator re-focuses on the activities of the previous day's workshops, indicating that the sessions focused on the governance environment in higher education institutions. Particular emphasis was placed on power and its use and misuse. This session focuses on how women can use their skills to operate effectively within the higher education institutions' structure and existing power bases.

Activity 2

The facilitator invites participants to form small groups and asks them to consider what skills they think are necessary in order to work effectively within the committee structures and power bases of a university.

The facilitator then takes feedback by asking each group to share their list of skills with colleagues.

The facilitator then invites each group to present their findings on a sheet of flip-chart paper and to display them around the room for future reference.

Activity 3

The facilitator explains the purpose of the skills audit and gives each participant a set of skills cards and headings, asking them to assess their own skills individually.

Notes on this activity, instructions for use of skills cards and the skills cards and their headings are given in HO 4.

Upon completion, individuals should record their skills audit on the summary sheet provided for future reference.

Activity 4 Lecture/discussion – ‘Valuing our skills’

The facilitator may wish to use OHT 3 to begin the discussion. Points for discussion include:

- challenging traditional assumptions of skills required by a good manager;
- recognising the validity of women's skills;
- recognising that many skills gained out of work are transferable into the workplace;
- recognising that higher education institutions need to harness the skills that women can bring to senior management.

(b) Session 5 – Verbal and non-verbal communication**Objectives**

By the end of the session participants will have:

- an understanding of the tangible differences in the way that men and women communicate and how those communications are interpreted;
- a knowledge of how university processes and committees are oriented towards male behaviour.

Duration: 2 hours.

Activity 1

The facilitator asks for volunteers to take part in a role play activity and all participants are given a copy of the role play scenario (HO 5). Those not taking part in the activity become observers and make notes for the feedback session.

The role play will take approximately 20 minutes.

Feedback

The facilitator asks for comments from the observers and invites the actors to express their feelings during the activity. The facilitator should then open a general discussion. Points to consider should include:

- the gender imbalance;
- the old boys' network;
- lots of mutual support by the 'boys';
- talking over the sole woman member;
- decisions reached outside the formal meeting;
- university committees are orientated towards male behaviour.

Activity 2

The facilitator asks for volunteers to take part in a second role play and all participants are given a copy of the role play scenario (HO 6). Those not taking part in the activity become observers and make notes for the feedback session.

The role play will take approximately 20 minutes. The facilitator should then open a general discussion. Points to consider include:

- the gender imbalance;
- difficulties of women's issues being taken seriously;
- problems that will arise when a senior woman will not recognise the difficulties faced by junior women;
- the difficulty of changing behaviour with little or no support.

Activity 3

To summarise, the facilitator leads a discussion which will consider the following points:

- According to the stereotype, women talk too much. However, research shows that it is men who talk more, at meetings, in mixed groups, etc. Why is this? Tannen argues that men feel comfortable speaking publicly while women feel comfortable speaking with one or a few people whom they feel close to and comfortable with.
- Men are more comfortable than women in using talk to claim attention.
- Very often, women's arguments during meetings do not carry any weight with male colleagues because women tend to use their own experience as evidence.
- Women do not ensure that their work is recognised. They are not effectively communicating their achievements to their seniors.
- Men often misinterpret women's ways of talking as showing indecisiveness, inability to assume authority and even incompetence. For example, women may, in endeavouring not to appear too dictatorial, feel that it is important to preserve the appearance of consensus when making decisions. This is often interpreted as evidence of indecisiveness.
- Appearance – does it matter? Men tend to make assumptions about a women's ability by the way she looks and dresses.

(Sources: Tannen, 1990, 1995)

(c) Session 6 – Effective participation in committees, boards and meetings

Objectives

By the end of the session participants will:

- appreciate the importance of the order of an agenda and the timing of meetings;
- consider the importance of venue and physical arrangements;
- be better able to make effective contributions in meetings and to realise the importance of the role of the chair.

Duration: 2 hours.

Activity 1

The facilitator instructs participants to divide into small groups to discuss three examples of agendas (HO 7). These are then critically appraised. The facilitator encourages feedback from all groups. From this activity participants will gain useful hints and tips for successful agenda preparation.

Activity 2 Group exercise – ‘Meetings’ (HO 8)

While this activity requires six people in each group, the facilitator may choose to allow one person to take on two roles or to change timings as required.

The facilitator divides participants into groups and distributes briefing sheets.

The facilitator spends five minutes explaining to all participants exactly what is required in order to undertake this activity. Each group then conducts its own meeting and evaluation. At the end of the exercise the facilitator invites each group to comment:

- whether their meeting was successful and if so why. If not, what went wrong?
- what, if anything, they have learned from the experience.

Activity 3

The facilitator conducts a summary and review session which should include the following:

- Hints on chairing meetings (HO 9).
- Hints on taking power in meetings (HO 10).
- Gender behavioural differences in meetings.
- The importance of venue and physical arrangements.

The facilitator may wish to use HO 9 and HO 10 as transparencies instead of hand-outs.

3.3 Workshop Day 3 – Helping yourself, helping others and helping your institution

(a) Session 7 – Helping yourself and others by mentoring and networking

Objectives

- To appreciate the value of mentoring both for you and for others.
- To appreciate the value of networking in the furtherance of your career.

Duration: Maximum 3 hours 30 minutes.

Introductory session

The facilitator reviews the previous days' workshops and explains that this session concentrates on ways of overcoming the high price women are forced to pay to reach the top. The facilitator may also refer to the module 'Women and Research', Workshop 3, 'Creating mentor relationships' for additional material.

Activity 1 Lecture/discussion – 'Mentoring – What is mentoring and what are the benefits?' (HO 11)

The facilitator is referred to Editorial Note 5.

The following points about mentoring should be included:

- The word 'mentor' comes from Greek mythology. When Ulysses was about to set out on a long journey he left his son in the care of his trusted friend Mentor. Modern mentoring is based on the concept of the master craftsman passing on his or her knowledge to his or her apprentice. Now, mentoring is seen as one way of motivating, training and developing managerial potential.
- Many people are mentored or are mentoring others informally. Helping junior colleagues by passing on your experience is mentoring. However, these informal arrangements are arbitrary and have no relationship to potential performance. A more formalised relationship may be advantageous as the mentor will possibly be from a different area of the organisation and will be able to offer a mentee help with their managerial development.

Mentor

- A mentor is a more experienced individual, willing to share his/her knowledge with someone less experienced, in a relationship of mutual trust. A mixture of parent and peer, the mentor's primary function is to be a transitional figure in an individual's development.
- A mentor is someone who has the respect of the less-experienced mentee in terms of what they know, but also for what they are, i.e. as a person, and by virtue of the regard in which they are held by the organisation.

Mentee

A mentee is the less-experienced partner in the relationship.

(Sources: Zey, 1990; Clutterbuck, 1992)

The facilitator may then continue the discussion following the headings on Hand-out 11:

- What does a mentor do?
- What are the benefits of having a mentor?
- What are the advantages to a mentor?

Activity 2

The facilitator invites participants to form small groups in order to undertake the following task:

Your institution has agreed to adopt a mentoring scheme with the intention of helping women to achieve their full potential. As senior members of the Equal Opportunities Steering Committee you have been asked to form a working party with the brief of putting together a working proposal for implementing a university-wide mentoring scheme.

Devise a practical scheme with a suggested timescale. You are required to make a full presentation to the Steering Committee.

Activity 3

Each group makes a formal presentation to the rest of the participants.

The time allowed for each presentation will vary according to the number of participants involved.

Distribute the case-study Staffordshire University Mentoring Scheme (HO 12) as an illustration of one way to develop a mentoring scheme.

Activity 4 Lecture/discussion – ‘Networking – What is networking and what are the benefits?’

The following points about networking should be included:

The ‘old boy’s’ network is probably the best known and is often seen to operate in a negative way, keeping ‘chosen’ people in and leaving others out. This has led to people often distrusting networks. Yet we all have networks. Our own network is everyone we know. Most women have an informal network of family, friends, neighbours, work colleagues, members of clubs, etc.

These people are a source of information and you can increase your knowledge by getting in touch with them and asking them questions or by seeking their help.

It is useful to extend your network so you have greater access to people, contacts, ideas and support. The more people you know, the greater your store of information and support.

In addition to informal networks there are many formal networks and an increasing number of formal women’s networks. They are often started by a small number of women getting together to provide support for each other. They build on this foundation as others join them.

The facilitator may then continue the discussion following the headings on Hand-out 13:

- Benefits of networking
- Critical success factors for a network.

Activity 5 Case-study – ‘Through the glass ceiling’ (HO 14)

The facilitator invites participants to form small groups to review the case and to consider the feasibility of forming a similar network.

- What problems would they expect to encounter?
- What would be the advantages?

The facilitator asks each group for their observations and summarises by suggesting they may consider starting such a network.

(b) Session 8 – Influencing change within the institution

Objectives

By the end of this session participants will:

- have listed ways in which they feel they can influence change within their institution;
- have a better understanding of how they can get involved in the university committees and processes.

Duration: 1 hour.

Activity 1

The facilitator leads a brainstorming session, encouraging the group to put forward their ideas on how they may influence a change of policy in higher educational institutions to make them more culturally and gender accepting.

The facilitator summarises the ideas put forward and should list, on a flip-chart, the suggestions made. The facilitator then closes the session after encouraging the participants to implement some of the ideas. These may include:

- requesting that women should be co-opted onto boards/committees etc. as part of an equal opportunities policy (this ensures no male members need be voted off);
- lobbying staff representatives on committees;
- becoming more visible within their institution;
- starting a women's network within the university;
- starting a women's network outside the university;
- asking a senior male to become your mentor;
- asking a more senior woman manager to be your mentor.

(c) Session 9 – Vision for the future

Objectives

By the end of this session participants will have:

- begun to consider their individual aspirations and choices for the future;
- begun to consider how they may influence change within their institution.

Duration: 30–40 minutes.

Activity 1

The facilitator distributes the action plans (HO 15) to all participants.

Participants are invited to spend 15 minutes individually completing their action plans, reflecting on the content of the workshops and deciding on their future actions.

(d) Session 10 – Review and evaluation

Objectives

- To ensure participants leave the final session with a positive attitude.
- To ensure participants are encouraged to participate in the decision-making processes of their institution.

Duration: 30 minutes.

Activity 1

The facilitator conducts a plenary session in which the participants decide on any follow-up activities that would support the implementation of their action plans formulated during the workshop.

- The facilitator may wish to contact participants in, say, a year's time to determine whether the action plans are being implemented/how useful the training programme has been.
- The facilitator should also suggest ways in which the group can keep in touch and provide support for each other.
- The facilitator may now take the opportunity to evaluate the programme and an evaluation form (HO 16) is included.

Section 4 Support materials

4.1 Overhead transparencies

- OHT 1 Objectives of Module 5
- OHT 2 Outline of workshops
- OHT 3 Leadership skills

4.2 Hand-out materials

- HO 1 Two university structures (2 sheets)
- HO 2 Some sources of personal power
- HO 3 Work pack (5 sheets)
- HO 4 Skills cards (4 sheets)
- HO 5 Role play 1 – Additional funding
- HO 6 Role play 2 – Changing attitudes
- HO 7 Sample agendas (3 sheets)
- HO 8 Meetings (2 sheets)
- HO 9 Chairing meetings
- HO 10 Taking power in meetings
- HO 11 Mentoring
- HO 12 Case-study: Staffordshire University mentoring scheme
- HO 13 Networking
- HO 14 Case-study: Through the glass ceiling
- HO 15 Action plans (2 sheets)
- HO 16 Evaluation form

Objectives of Module 5**OHT 1**

By the end of the module participants will:

- be able to identify the issues that have given rise to the current concerns about gender inequity in university governance;
- have enhanced their personal confidence, growth and development, completing a proposed action plan for themselves and their institution;
- appreciate the importance of 'politics' within an organisation;
- understand and be able to operate effectively within university structures;
- appreciate their roles as agents of change within an institution;
- be able to assist in making their higher education institutions more culturally and gender accepting.

Outline of workshops**OHT 2****Workshop Day 1****Women's participation in higher education governance**

Session 1 – Introduction, icebreaking and expectation/aspiration analysis

Session 2 – The governance environment in higher education institutions

Session 3 – Understanding the wider view
Work pack distributed

Workshop Day 2**How to operate effectively within a university structure**

Session 4 – Introduction and self-awareness

Session 5 – Verbal and non-verbal communication

Session 6 – Effective participation in committees, boards and meetings

Workshop Day 3**Helping yourself, helping others and helping your institution**

Session 7 – Helping yourself and others by mentoring and networking

Session 8 – Influencing change within the institution

Session 9 – Vision for the future

Session 10 – Review and evaluation

Leadership skills**OHT 3****MEN**

Objective

Rational

Expert

Abstract

Dehumanised

Detached

Impersonal

Unemotional

Authoritarian

Unequal

Unsympathetic

WOMEN

Subjective

Irrational

Untrained

Case-by-case

Humane

Involved

Personal

Emotional

Nurturing

Egalitarian

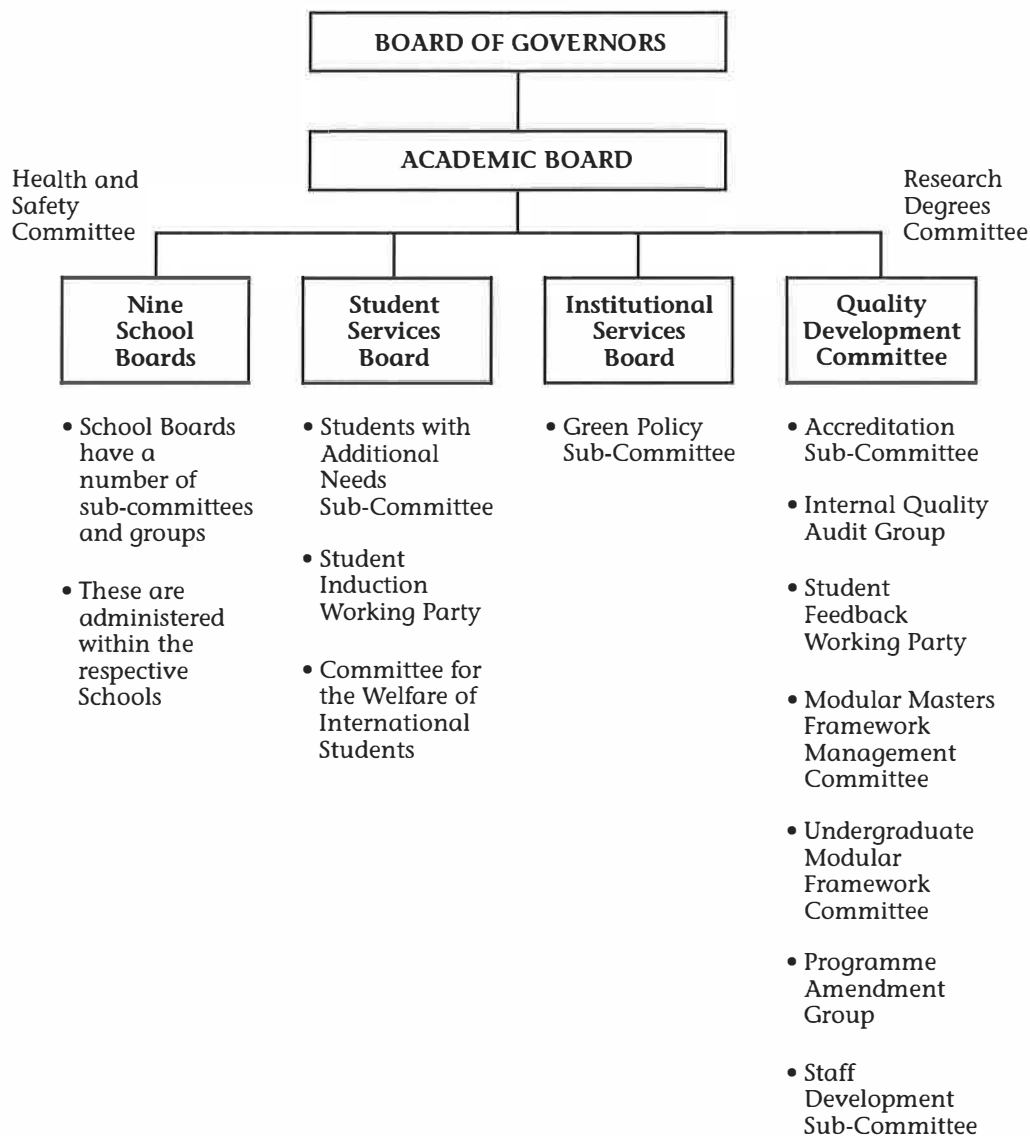
Sympathetic

(Source: Tanton, 1994)

Two university structures

HO 1a

A new committee and board structure



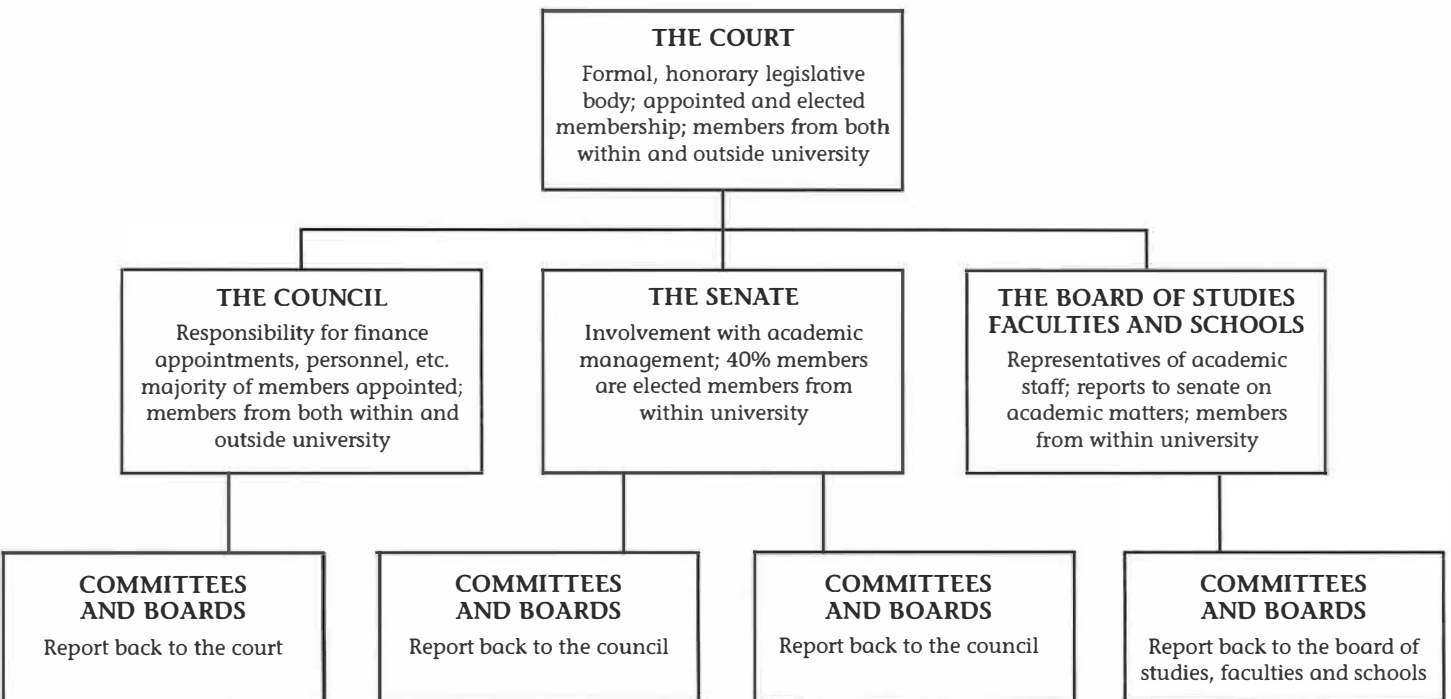
Other committees which do not sit wholly within the structure include:

- Research Steering Committee
- Enterprise Steering Committee
- Quality Assessment Sub-Group
- Equal Opportunities Steering Group
- Teaching and Learning Methods Steering Group
- International Forum

Two university structures

HO 1b

An old university committee and board structure



COMMITTEES AND BOARDS REPORT BACK TO THE APPOINTING BODY

Some sources of personal power

HO 2

Institutional

- A job title and a post in the hierarchy to which people defer (chief executive, consultant)
- A position in the hierarchy which controls communication (supervisors, messengers, secretaries)
- A position in the hierarchy which receives much attention (editor, public relations officer)

Financial

- Control of budgets
- Personal wealth

Social

- Influential family or social connections
- Social skills to ensure a wide range of friends and contacts
- An intimidating, bullying manner
- Exceptional qualities as a carer and listener

Intellectual

- Knowledge and expertise which command respect
- Control of knowledge (librarian, filing clerk, IT expert)

Skill-based

- Outstanding technical skill in an important field
- A technical skill in short supply

Personal magnetism

- This is often a combination of social skill, physical attractiveness and charm

Work pack**HO 3a**

This is an individual activity to follow on from the second day's sessions. It is expected that it will be done in participants' own time.

Objectives

After completion of these activities the participants will be able to:

- select their power bases;
- determine their management styles;
- have an understanding of strategies to extend existing power bases.

Planning your route

Please work through these activities so that you can work out the right route for you:

1. Power – do not be frightened of it

You have looked at many of the ways people may have power over others. But this power depends on everyone else needing what they can give. If you do not want a promotion or anything else a manager can offer you, then he or she has no power over you. The expertise an expert offers is only useful where people need it. Verbal bullying can only affect you if you need to avoid the pain of criticism.

It is worth examining which of your needs the most powerful people in your life are satisfying. List all the reasons why you respond to power:

Here are two examples of the needs which those in power can satisfy:

- security;
- recognition and status.

Once you have identified all your needs you can look at possible ways of meeting them. This will give you some options for responding to power. The more options you have, the less control powerful people have over you and the more your own power grows.

Work pack**HO 3b****2. Select your power base**

Power is a contract between the empowered and those who have no power. What will be your power base as you rise in management?

List below in terms of your own values and beliefs what you will always try to offer others:

Subordinates	Peers/colleagues	Seniors

Your list can help you handle power yourself and recognise its use by others.

3. Determine your style of management

It will help you to watch other women in power, if you have a woman role model whom you admire. Try to see how she handles situations where power is important, for instance:

- how she talks to her seniors;
- talking to bosses;
- how she contributes in meetings;
- how she controls others.

How effective do you think her methods are? Are there any ways you could make these more effective?

How would her methods have worked if she were a man?

Better – As well – Not so well – Not at all

It may also help to watch a senior woman you do not admire. Again, how effective do you think her methods are?

Are there any ways you could make these more effective?

Would you want to copy any of these methods?

Work pack

HO 3c

4. Plan to extend your power

You have now defined your power base and have some idea of skills you could use from your observations. Look at the following table and see which of your sources of power you can extend.

Sources of power	Action I can take	Timescale
Job title (can it be changed?)		
Promotion		
Have more control over resources		
Improve my job knowledge		
Extend my expertise		
Become more visible		
Ensure I meet more senior people through taking on more responsibility		
Develop my network		
Understand fully how my unit/school/department runs		
Become known as an information source		
Improve my listening skills		
Develop my skills in an area my unit/school/department needs but lacks		
Respond better to others' needs		
Ensure any decisions I make are acted on		
Other		

Work pack**HO 3d****5. Power building**

There are some practices every good manager can copy: some come under the heading of self-preservation, some manipulate others and the situation to personal benefit.

Below are some behaviours observed by the Italian Niccio Machiavelli, who studied power building during the 16th century.

Compare them with the behaviours you noted being used by senior women managers. Tick those you observed and add an example where possible. Then note which you might copy.

1. Practices every good manager can copy

- Remaining enthusiastic and positive
- Staying loyal to the hierarchy
- Not avoiding situations
- Setting an example
- Taking on extra duties, e.g. committees/boards
- Building, maintaining, extending networks
- Noticing and using others' abilities
- Seeking out senior people from whom to learn
- Helping your manager to succeed

2. Sensible self-preservation

- Understanding your manager's needs and values
- Recording your achievements
- Ensuring your experience and expertise are known
- Being useful to senior people
- Making sure your achievements outside work are known
- Using any information gained advisedly
- Knowing the politics of others and protecting yourself
- Letting your staff know when you have solved a problem
- Being in regular contact with your superiors
- Gradually extending your power base

3. Manipulating situations and other people

- Using emotional blackmail
- Avoiding unpleasant situations
- Avoiding impossible problems
- Causing lack of trust between colleagues
- Identifying manager's weaknesses and exploiting them
- Discarding unsuccessful colleagues
- Passing on negative information about rivals
- Seeking every opportunity to be with seniors and broadcasting the fact to colleagues
- Exaggerating what you have achieved
- Making no promises
- Ignoring unwelcome mail or information

Work pack

HO 3e

Note:

You may not want to use the behaviours listed in the final section, but it is imperative to be able to identify them in others. For instance:

'I'm really glad I was able to sort out that problem. Everyone has been looking at it for a long time and I suddenly had a flash of inspiration.'

'It's a shame Suma couldn't be at this meeting. She would have so much to contribute but she does seem to be off sick a lot lately.'

It is important that you notice unscrupulous power plays. Think of any experiences you may have had and consider the effects on others of comments you have heard.

4. Work to use power constructively

One effect of increasing the number of women in higher education senior management is that they may make some changes in the way power is used. Most obviously, women are likely to value good relationships and want more recognition and reward given to those who promote these relationships.

The following diagram shows the kind of shift this could involve.

Concern for relationships means shifting

FROM

Power concentrated at the top

Power based on status

Rigid hierarchy and structures

One-way communication (top-down)

TO

Power shared at many levels

Power derived from consensus and sharing

Working in networks and collaborative teams

Multiple communication (upwards, downwards and sideways)

Skills cards**HO 4a**

A set of skills cards is attached. Each box represents one skills card. The skills cards and the three headings **Well-developed**, **Adequate** and **Under-developed** need to be cut out. There are 25 skills cards plus the three 'well-developed, adequate, under-developed' cards. HO 4 (b) and HO 4 (c) should be copied onto card before cutting as these cards may then be kept for re-use, as well as the original hand-outs.

Each participant is given a set of the skills cards together with the three heading cards.

Participants need to place the three heading cards in front of them as indicated:

WELL-DEVELOPED

ADEQUATE

UNDER-DEVELOPED

Participants then need to look at each of the 25 skills cards and place them under one of the headings by asking themselves, which of the skills do they feel they have developed well, developed adequately or are under-developed. The results of this exercise are then recorded on the summary sheet.

Skills cards

HO 4b

WELL-DEVELOPED

managing change

involving people at all levels

decision making

leading

responsive to others

ADEQUATE

communicating

delegating

organising

planning

chairing meetings

UNDER-DEVELOPED

motivating people

listening

project management

political awareness

taking an effective part in

Skills cards**HO 4c****presentation skills****negotiating****body language skills****understanding of
finance/budgets****ability to research****appreciating implication****information analysis****reviewing/evaluating****problem solving****ability to encourage
participation from others**

Skills and audit summary sheet**HO 4d****WELL-DEVELOPED****ADEQUATE****UNDER-DEVELOPED**

Role play 1 Additional funding**HO 5**

A committee of five people is looking at the allocation of additional funding made available to the School of Arts. There are four men, including the chair, and one woman. All manage different divisions of the school but the woman manages the smallest division.

The men are first to arrive, talking to each other about the weekend's sports results. The woman arrives a little later but with five minutes to spare before the meeting is due to start. As she enters the room and sees all the men already sitting round the table, she apologises for being late.

The chair opens the meeting and addresses the woman as Patsy. He tells her that he has tried to get in touch with her about the additional funding in advance of the meeting but as she was busy with students it was difficult. However, it is immediately obvious that he had managed to speak to all the men to tell them of the funding.

The chair talks a great deal about the funding without ever saying exactly where the money is coming from. He does not respond to any of Patsy's attempted questions about the funding and it is almost by accident that she realises they are actually discussing how the additional funding will be split between their different divisions.

The men are full of how well their divisions are doing, talking about all the good innovative ideas coming from the 'young chaps' who cannot wait to take on additional projects and research. All the talk is of how successful they are but no one settles down to discuss how the additional funds should be fairly allocated. Every time Patsy attempts to comment, she is ignored or talked over. Finally she does manage to be heard and tells them of her small division's excellent record, achieved with the minimum of funding. She explains how much more her division could do if more money were available.

However, the consensus is that as she had done so well with so little she is obviously perfectly capable of continuing in the same way.

The allocations are agreed, although it is obvious to Patsy that some form of agreement had already been reached prior to the committee meeting.

Patsy's division receives only 10 per cent of the total additional funds.

Role play 2 – Changing attitudes**HO 6**

Two years ago, two women academics decided to promote women's issues in an attempt to help women in the university to challenge the stereotypical views that prevailed.

They set up a Women's Network which meets once a month, and have run several workshops for women by popular request. These are usually held at lunchtime or late afternoon.

Not everyone is impressed. Many male colleagues feel the work is not 'academic' and does not reflect well on the department. Their university colleagues in other departments make derogatory remarks such as:

'What's it like to work with a bunch of feminists?'

'Why don't they go back where they belong – to the kitchen.'

'They are going to cause trouble.'

In the summer a new Head of Department is appointed – a woman. At first the women are thrilled by the appointment but this does not last for long. The new Head makes it clear that she sees no barriers to women. She has made it, so others can. Women are their own worst enemies.

Now she has called a departmental meeting and has circulated a briefing paper reviewing existing workloads and external activities while suggesting a number of new projects, courses and research activities that can be undertaken. She is particularly interested in pursuing consultancy work with local businesses. She has asked that staff cut down on all activities which are not directly related to the department's courses or research in order to free up time for this work.

The women know of their colleagues' criticism and that this is going to be a difficult meeting for them. Already many members of the department have made it clear that the Women's Network and its workshops should be the first activities to be cut.

Role play the departmental meeting.

Sample agenda 1**HO 7a****A G E N D A**

For a meeting of the XYZ Committee
to be held on
Tuesday 25 June 1995, in Conference Room B at 3.00 p.m.

- 1. Minutes from the last meeting agreed**
- 2. Matters arising from the minutes**
 - 2.1 Report from J. H. Johnson on internal mail
 - 2.2 Financial statement from A. Smith on annual grants
 - 2.3 Update on re-equipment programme from C. Curzon
 - 2.4 Equipment maintenance report
- 3. New business**
 - 3.1 Date of staff christmas party
 - 3.2 Staff car-parking
 - 3.3 Introduction of desk-top publishing university-wide proposed by M. Jenkins
 - 3.4 Printing requirements L. Jenkinson
- 4. Any other business**
- 5. Date of next meeting**

Sample agenda 2**HO 7b**

To: Janice, Peter, Sue, John, Mike, Jack, Wendy, Jamie, Chris, Suzanne

A G E N D A

Organisation Department Team Meeting – 28 June 1995 in Room B15

Chair: Janice
Secretary: Jack

Items in priority order		Time
A	September conference – Jamie	10 minutes
A	New literature – Suzanne	3 minutes
A	Typing of reports – Sue	2 minutes
A	Word-processor – what are we going to use it for? – Peter	5 minutes
B	Expenses – how to fill in new forms – Wendy	5 minutes
B	Autumn publicity plan – Suzanne	10 minutes
B	Research: progress – Chris	5 minutes
C	Christmas holiday dates – Jack	1 minute
C	New filing system – Sue	2 minutes
C	Training film – Peter (if time today, we will show the film)	5 minutes

A – highest priority.....C – lowest priority

Sample agenda 3**HO 7c****A G E N D A**

Clarence Close Residents' Committee – to be held on
11 September at 7.30 p.m., at 2B Clarence Close

To be present:

J.H. Beattie, Chair
S.J. Long, Secretary
R. Biggs
L. Brown
F. Williams
M. Wrigley
C. McPhee
F. Sharpe

1. Report from L. Brown on unsold flats remaining empty
2. Road re-surfacing
3. Residents Committee, subscriptions and financial report
4. Lighting on paths and garage areas
5. Bins for rubbish
6. Arrangements for Annual General Meeting

Meetings

HO 8a

Many people believe that meetings are inefficient and a complete waste of time. Some even believe that meetings are not 'real' work and indeed, no work is done at meetings. These negative attitudes are a result of much valuable time being wasted in poorly managed meetings.

Meetings are an important part of the communication process and, as long as the time is used properly, they can be very productive. However, every person at the meeting must make an effort in order to achieve this ideal.

Today you will take part, with your group, in a meeting. You will:

- identify the reasons for inefficient meetings;
- provide practice and feedback to your group;
- define actions that will create quality meetings;
- provide practice in discussions and involving all at the meeting.

DIRECTIONS

- Read the agenda and look carefully at what you have to do. You have five minutes for this.
- Decide who is taking each section of the meeting and who will report back on how your meeting went at the end of the time.

Remember – when it is your turn to take an item in the meeting, you act as chairperson. This gives everyone the opportunity to chair a meeting.

A G E N D A

Item	Chairperson	Action	Time
Open meeting	1	Discussion	7 minutes
Activity: Awful meetings	2	Brainstorm	15 minutes
Conditions	3	Discussion	15 minutes
Actions/Putting it right	4	Discussion/plan	10 minutes
Evaluation	5	Discussion	7 minutes

Person 1 (7 minutes)

- open the meeting;
- review the purpose of the meeting;
- review the agenda;
- clarify any questions;
- hand over the meeting.

Meetings

HO 8b

Person 2 (15 minutes)

- introduce topic using flip-chart – ‘How to have an awful meeting’;
- ask people for their opinions about meetings they have attended and why they were so poor;
- allow the group to come up with a list of things that would make a meeting a waste of time for those attending;
- list them on the flip-chart;
- ask if there are any questions and clarify;
- put list in full view and tell the meeting that they must now avoid everything they have listed, and identify anything on this list should it occur;
- hand over the meeting.

Person 3 (15 minutes)

- use the flip-chart and head it ‘conditions for meetings’;
- tell the meeting to discuss conditions that need to exist to allow an effective meeting to take place at all. For example, a decent room!
- think of conditions for the chairperson and members and think of the general environment;
- put these on the flip-chart, briefly discuss each item as it is listed and be sure everyone is in agreement;
- review the list;
- hand over the meeting.

Person 4 (10 minutes)

- ask the meeting to review the list you have just made and pick from it three items which you think the people involved in the meeting can control;
- discuss the actions members can take to directly influence the three conditions you have chosen;
- write these on the flip-chart;
- hand over the meeting.

Person 5 (7 minutes)

- ask the members to look again at the list they came up with under Person 2 – ‘How to have an awful meeting’;
- lead your members in a discussion of how your meeting compares with the list – has your meeting been successful? If so, why? What could have been improved?
- ask if thinking of problems to start with helped this meeting to run more smoothly;
- close the meeting.

Chairing meetings

HO 9

1. Plan the meeting carefully. Know what your objectives are and try to find out what others think prior to the meeting.
2. Make sure everyone who will attend knows what is being discussed to give them the opportunity to collect all the information they need.
3. Make sure that the agenda is logical and aim to set a time limit for each agenda item.
4. Control the meeting and do not allow individuals to go back over old ground. Once something has been agreed, stay with that decision.
5. Summarise all the decisions that have been reached at the end of the meeting and ensure that those responsible for taking action understand what they have to do.
6. Involve everyone and encourage the quieter members to speak.
7. Unite the group and do not take sides.
8. Keep to the facts and keep to the point. Make sure everyone understands.
9. At the end, come to a consensus.

Taking power in meetings**HO 10**

1. Ensure you talk early in the meeting. The chairperson will then know to look at you during the meeting to see if you wish to say something else.
2. Ask questions to clarify points and try to 'piggy back' your comments onto these questions.
3. Try to be brief and give one-sentence answers when asked a question. Make sure you speak to the point. Do not ramble on!
4. Offer your opinions and DO NOT apologise.
5. Use a firm tone of voice. Do not be tentative.
6. Sit in a visible position.
7. Spread yourself and your papers. Take up space.
8. The most powerful positions to sit are opposite or to the right hand of the chair/powerful person. However sitting opposite may also set up a confrontational situation.
9. You may like to watch where people sit and take note of their behaviour. Watch too for 'leakage' – where a person's subconscious actions may not match their outward appearance. Someone may appear very confident yet their constant leg movement, or tapping of pen, shows they are not as confident as they appear.

Mentoring

HO 11

What does a mentor do?

Mentors carry out a variety of tasks including:

- Assisting the mentee in establishing realistic career goals both for the long and short term and in planning and achieving them.
- Acting as a sounding board when the mentee has major decisions to make and needs to talk them through.
- Challenging the mentee to face up to opportunities and problems, personal strengths and weaknesses.
- Acting as a gateway to other people and sources of knowledge.
- Seeking opportunities to help the mentee practise and develop key skills for the future.
- Passing on know-how, and essential thinking patterns and attitudes that go with more senior positions.
- Coaching in work skills.
- Giving advice on personal matters where appropriate.

What are the benefits of having a mentor?

- Improved professional skills.
- Improved self-confidence.
- Emotional support.
- Improved communication skills.
- Coaching in leadership qualities.
- Survival in the organisation.
- Backing when you need to take risks.
- Encouragement.
- Access to mentor's networks – if agreed.

What are the advantages to a mentor?

- Feeling of being useful, the 'feel-good factor'.
- Increased visibility in own position.
- Encourages you to look at your own position and re-evaluate it.

Case-study: Staffordshire University mentoring scheme**HO 12**

Staffordshire University decided to take a wide approach to mentoring. There was a feeling that individual women were left 'very much on their own'. In an effort to overcome this, the Professional Women's Development Network (PWDN), a unit within Staffordshire University specifically charged with offering training and development for women, considered that mentoring would be an ideal tool to provide help.

A pilot scheme was set up in October 1992 for women at all levels (including part-time and cleaning staff). It was considered important to open the scheme to women at all levels as, for instance, a number of women working as cleaners often have good qualifications, are cleaning to fit in with children's school hours and find it almost impossible to move out of cleaning once they are able to work longer hours. The scheme was set up quickly and with the minimum of paperwork. Mentor and mentee were very carefully matched. Both were interviewed before the mentor was recommended and the member of PWDN who had arranged the pairing was on hand at the initial meeting of mentor and mentee.

The pilot scheme lasted for one year. The mentors were given training and were responsible for ensuring that regular meetings took place. Setting up the programme was complex and time consuming. Mentees' needs varied considerably and the mentors were chosen to address these needs.

The scheme fits very closely, with some overlap, between the formal appraisal scheme and counselling. Appraisal tends to be concerned with present job performance and future training needs as well as objectives for the future as it is job related. Mentoring is an opportunity for personal development too. Very often the requirements are very general and mentees will often open up to their mentor about their problems and aspirations where they would not wish to disclose them to their line manager.

Evaluation of the scheme has been positive. Academic staff were paired with administrators and each now has a better and wider understanding of issues within the university. All mentees said they had gained confidence, three obtained promotions and others expanded their present positions. The mentors too were positive. Often they were having to 'set out and find answers' and also found themselves questioning why they were giving advice to their mentees that they were not following themselves!

The scheme was extended in 1994 and now 175 women are mentees on the programme. Many of the mentors are men and they have proved very enthusiastic.

The major reasons for the success of the scheme are seen as:

- top level support from the University Executive, including two members acting as mentors;
- involving men as mentors where appropriate has helped to overcome labelling the programme as a 'woman's issue';
- building round an individual's needs, choosing the right mentor, was crucial to the success;
- both mentees and mentors are learning.

Key figures

- 15 mentees on pilot scheme – took six weeks from idea to start (otherwise would have been delayed start due to summer vacation);
- no paperwork to keep except for pairings and date introduced;
- all mentees and mentors contacted every two months to ensure all is well.

Further details are available from:

PWDN, Staffordshire University, Beaconside, Stafford, ST18 0AD, Britain.
Telephone 01785 353775/353776/353777
Fax 01785 227471

Networking

HO 13

Benefits of networking

- Making contact with other women.
- Feeling you are not alone.
- Sharing concerns and ideas.
- Raising your aspirations for yourself.
- Tapping into information sources.
- Discussing work issues in a non-male environment.
- Soliciting recommendations.
- Opening up of job opportunities.
- Support and encouragement.
- Help when required.
- Role models.

Critical success factors for a network

- Ensure women leading the network are well supported.
- Gather everyone's views on what they want from the network.
- Set out clear aims and objectives.
- Ensure there is an external focus as well as providing support for members.
- Encourage members to build good relationships with women and men at all levels.
- Develop strategies for gaining men as allies.

Case-study: Through the glass ceiling**HO 14**

In 1989, Professor Christine King was Dean of Faculty at Preston Polytechnic, Britain (University of Lancashire). She felt, as do many senior women managers, that there was no one to turn to for advice. As the only woman in her position at Preston she felt she needed to meet other women in similar positions. This would give her the opportunity to be able to admit what she did not know or understand – and receive help and guidance from someone who would not question her competence to do the job. She looked through all the polytechnic prospectuses and found a few senior women in similar positions. After a few telephone calls there was an unofficial network!

From this small beginning, on 29 January 1990 a group of 40 invited senior women managers in higher education met at KPMG Peat Marwick McLintock offices in Birmingham at a conference known as 'Breaking the glass ceiling'. One purpose of the meeting was to discover whether there was a need to establish a standing network/conference for women managers in higher education. The conference overwhelmingly decided that such a need did exist and that a more formal network should be established.

Some six years later Professor Christine King is Vice-Chancellor of Staffordshire University, Britain, and 'Through the glass ceiling', as the network was titled, is still going strong. Professor King is the first member of the network to make it to the top.

There are now 200 members, three conferences a year, health farm weekends and an annual newsletter. The conferences follow a development/training theme to assist members in their careers. Outside speakers and facilitators are used regularly and topics have included Managing Research, Managing Change, Understanding Finance and Budgets in Higher Education, and Career Planning.

Members can now attend various conferences and seminars throughout the country and be almost certain to meet another member of the network while there. Members celebrate their triumphs and are a constant source of support for each other.

By including guest speakers from higher education and government, almost exclusively male, the network is becoming known as a source of potential top people for higher education positions.

Further details of the network are available from:

PWDN, Staffordshire University, Beaconside, Stafford, ST18 0AD, Britain.

Telephone: 01785 353775/353776/353777

Fax: 01785 227471

Action plan**HO 15a****NAME:****DATE:****MY INSTITUTION****Changes I would like to see
within the next five years****How can I help?****Timescale**

Action plan

HO 15b

MYSELF

Where I want to be in five years

My action will be

Timescale

Evaluation form**HO 16****Women and Governance in Higher Education**

To help us evaluate the workshops, we would appreciate your constructive comments.

What were the most useful parts of the course for you?

Was there anything that you found that was not useful to you?

Is there anything you would like added to the course?

Do you have any other suggestions for improving the course in the future?

Describe one or more specific actions you plan to take as a result of attending this workshop.

Do you have any further comments?

Thank you for completing this form. Your comments will be useful in planning future courses.

Section 5 References and additional reading

Clutterbuck, D. (1992) *Mentoring*, Henley Distance Learning Ltd.

Davidson, M.J. and Burke R.J. (eds) (1994) *Women in Management. Current research issues*, London, Paul Chapman Publishing.

Hansard Society Commission (1990) *Women at the Top*, A.L. Publishing Services.

Hobson, B. and Scally, M. (1991) *Build Your Own Rainbow*, Lifeskills.

King, C. (ed.) (1993) *Through the Glass Ceiling – Effective senior management development for women*, London, Tudor.

Ouston, J. (1993) *Women in Education Management*, London, Longman.

Ozga, J. (1993) *Women in Educational Management*, Milton Keynes, Open University Press.

Pedler, M., Burgoyne, J. and Boydell, T. (1994) *A Manager's Guide to Self Development*, New York, McGraw-Hill.

Ruijs, A. (1993) 'Women managers in education – a progress report' in *Coombe Lodge Report*, Vol. 23, 7/8, The Staff College.

Tannen, D. (1990) *You Just Don't Understand*, London, Virago Press.

Tannen, D. (1995) *Talking from 9 to 5*, London, Virago Press.

Tanton, M. (ed.) (1994) *Women in Management – A developing presence*, London, Routledge.

UNESCO, Commonwealth Secretariat (1993) *Women in Higher Education Management*, Paris, UNESCO Press.

Zey, M.G. (1990) *The Mentor Connection*, Transaction Publishers.

Section 6 Editorial notes

During the review of all the materials prior to publication, it was noted that some materials may raise issues of cultural differences. It was decided therefore to draw these to the attention of facilitators, in these editorial notes.

1. This session may raise more personal issues than the preceding or succeeding sessions. If the facilitator is not of the same culture as the participants, some of the strong feelings (and even denials) aroused may seem surprising. We recommend that the facilitator strives to remain non-judgemental, respecting whatever suggestions are given, although they may be culturally different from expected responses. We suggest that the facilitator works with the issues raised by participants without intruding on private matters.
2. The power may come from race, class or ethnic positions as well as gender, or may arise from any combination of them.
3. The example given of misuse of relational power is experienced by women in some cultures but might not occur in others. Other examples occur in class relationships, work-based relationships, social relationships and gender relationships. The facilitator is advised that the issue of power in sexual relationships is highly emotive, and is advised to consider carefully whether to use this example or to adapt the material by using a more culturally relevant example.
4. The facilitator may wish to suggest phrases that are used in another culture, and that might relate to judgements about female achievement more generally.
5. Mentoring is a different activity in different cultures. Facilitators may wish to add a further question for discussion, such as: 'What might be the disadvantages to mentoring?' If a number of disadvantages seem to arise, the facilitator may wish to adapt HO 11 to include a section on disadvantages.