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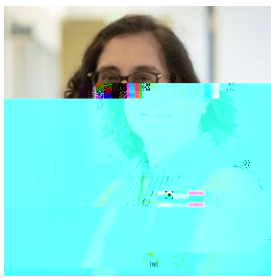
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Greetings from Women in Leadership!



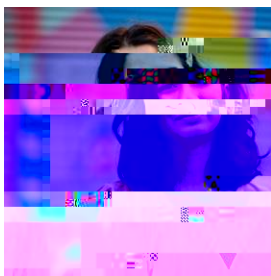
Cathy Sandeen
President, Cal State East Bay

Cathy Sandeen, Ph.D., MBA is an educational leader who is committed to social justice and sustainability. As a two-time alumna of the California State University, she feels fortunate to work in a system that emphasizes access and opportunity. Prior to returning to her hometown in the East Bay, Sandeen was chancellor of the University of Alaska Anchorage from September 2018-December 2020, and chancellor of the University of Wisconsin Colleges and UW-Extension for four years. Previously, as vice president for education attainment and innovation at the American Council on Education, she led ACE's nationwide effort to increase post-secondary educational attainment



Asha Rao
Management Professor, Women in Leadership Program Director, Cal State East Bay

Dr. Asha Rao is a Full Professor of Management at CBE and heads the Human Resource Management and Organizational Behavior area. She conducts research and consults on leadership, negotiations, and diversity and inclusion in a global environment. She has published her research on these topics and presented at many academic and practitioner conferences. Dr. Rao has developed and taught courses based on her areas of expertise at CSUEB, Rutgers, and McGill Universities and received the Outstanding Faculty Awards for Teaching and Service. She is a Senior Fulbright Fellow.



Meera DasGupta
2020 United States Youth Poet Laureate, New York City

Meera Dasgupta is the 2020 United States Youth Poet Laureate, the youngest appointed in the history of the country. She is also the first U.S. Youth Poet Laureate to have been appointed from New York and the first Asian American Youth Poet Laureate of the United States, a program pioneered by Urban Word NYC. Born in Queens, she is a fierce advocate for climate action and gender equality, having worked throughout the city on various projects in order to empower young women and to increase civic engagement within other students her age. Meera is currently a student at the University of Chicago.

Tiffany
Chief People Officer, Patreon

Stevenson

Simply put, Tiffany's only goal is to help make culture WIN!

Career Overview: Culture architect aligning people strategy with business strategy to achieve incredible results. Leveraging onboarding, talent development, inclusion, learning, and employee engagement to drive profitability, create a consistent (and fun) work experience and maximize engagement in fast-paced, growing environments. 15+ years experience.

Rayman
Partner -

Mathoda

Workshops

Communication Workshops

David

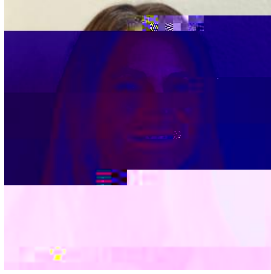
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Leadership Workshops

Bryan Gillette (MBA '99)
President, Summiting Group
Author, EPIC Performance: Lessons from 100 Executives & Endurance Athletes on Reaching Your Peak

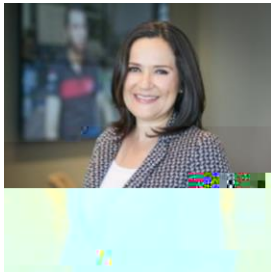


Creative Design Director, Leadership and Team Development, Career Coach

Jana Hunt is the former director of global color and creative operations at The North Face. Hunt created her own degree at CSUEB in merchandise marketing that combined classes in art and business, a move she says helped her career goal of becoming an executive in the fashion design industry. Hunt started with an internship at Hayward-
been with The North Face for eight years.

Leadership Navigator

What does it mean to be a leader? What is your leadership style? Whether you are new to leadership or aspiring to become a leader, we will explore your personal vision for leadership. This workshop is interactive, reflective and focuses on individual development of leadership goals and behaviors. Students and professionals alike will gain new insights on what it means to be a leader. Be ready to dive in, as we identify personal values and action steps to create your personal leadership mission. You will leave this workshop with three initiatives to navigate yourself towards becoming a great leader!



Maya Partner at Fairlight Advisors

Lis

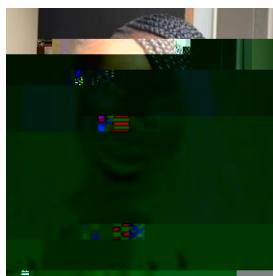
Tussing

Maya had every intention of attending medical school after Pomona College, but when she took a job working on a trading desk for Transamerica, she knew she'd never become a doctor. Instead she went on to business school at the University of Washington to embark on a career in financial services. In 25 years, Maya honed her experience in enterprise risk and investment management at corporations such as BlackRock, Barclays Global Investors, Visa, and GE. She takes great satisfaction in creating solutions for nonprofits and individuals based on programs deployed at some of the most respected financial services companies in the world.

The Art of the Ask

A workshop on negotiations in the workplace.

Personal Finance Workshops



Kelcie
2021-2022 WIL Fellow

Thomas

Majoring in Business Administration with the completion date of spring 2022, Kelcie Thomas seeks to continue pursuing her education and receive

College Business, she has strategically focused on management and finance. Emphasizing on the importance it contributes to the healthcare

industry.



Eric
Finance Professor, Director of Financial Literacy Center, CSUEB

Fricke

EDUCATION:

Pennsylvania State University- Ph.D. in Finance

Cornell University- M.B.A in Finance and Marketing

B.S. in Mechanical Engineering

RESEARCH INTERESTS:

Capital Expenditures, Corporate Governance, Mutual Funds, Internet Usage Data and Investments, Entrepreneurial Finance

Financial Literacy

Hosted by Kelcie Thomas and Eric Fricke

Play Jeopardy so you don't put your finances in jeopardy!

Learn about banking, budgeting, borrowing, and investing for the future.

Abstracts of Presentations

**Leading Effectively Through Crisis: Do Women Leaders Have an Edge?
Dr. Randy Waynick & Dr. Kim Hogelucht, Point Loma Nazarene University**

The pandemic has forced organizations to re-evaluate the role of women in leadership. In addition

Higher Education

Sara Bonesso, Ph.D., Ca' Foscari University of Venice

Women continue to be underrepresented in managerial and upper echelon roles and the recent pandemic has intensified the barriers they face in their career path. Designing and delivering programs in higher education with the aim to cultivate a diversity and inclusion mindset in young individuals can contribute to narrowing the gender gap in leadership. The present study illustrates

with the purpose to stimulate the awareness of the gender equality debate and to provide tools to implement inclusive leadership behaviors and practices in the organizational contexts. The structure and the contents of the program, which has been delivered in a laboratory format, are disc

Articles

In this regard, Ibarra, Elly and Kolb (2013) lamented, for instance, the scanty attention devoted to unconscious gender bias in the leadership programs. Moreover, these programs require the implementation of experimental learning approaches which allow participants to become aware of how inclusive gender leadership can be practiced in the organizational settings.

This study illustrates an educational program delivered in a public Italian University in the format

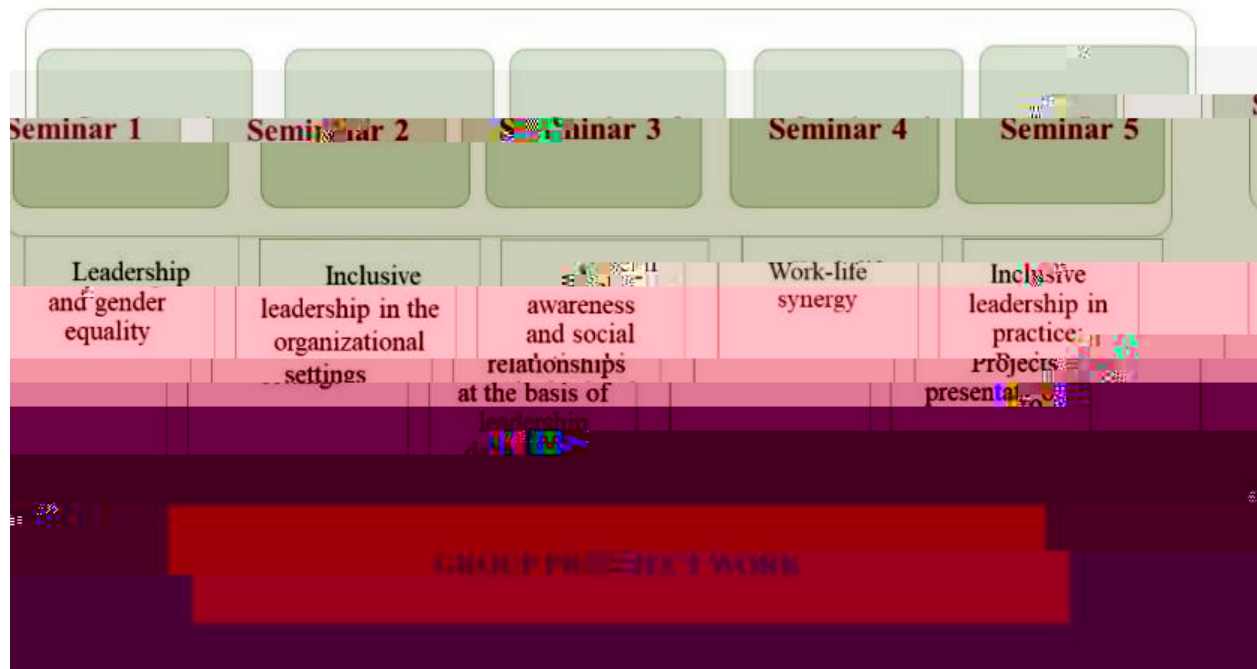
awareness of the meaning of leadership and inclusiveness, with particular regard to gender equality; b) identifying and deepening the skills that nurture inclusive leadership; c) developing the emotional awareness and self-confidence of the participants, which are essential skills for the exercise of an effective inclusive leadership; d) recognizing the organizational practices that can be implemented in the company to promote inclusive leadership; e) learning how to design gender inclusive leadership development interventions in organizational contexts.

In the next sections of the paper, the structure, the contents and the methodological approach adopted in the gender inclusive leadership lab will be illustrated. Implications on how higher education institutions can cultivate inclusive leadership will be discussed.

Gender inclusive leadership lab

The laboratory has been designed within a project promoted by the University which aim to improve the employability of young women and strengthen the social and economic role of women in the labour market. The program has been delivered during autumn 2021 to a group of thirty both male and female, enrolled in different disciplinary areas (economics, humanities, science and languages). In order to be admitted to the laboratory, students were invited to fill an application form explaining their motivation to attend the program. The applications were assessed by a committee of instructors who evaluated the interest expressed by the students toward the issues of inclusiveness, gender and leadership. The laboratory has been structured in five seminars delivered in seven weeks. Figure 1 reports the main topic addressed by each seminar and the overall structure. Each seminar adopted different methodological approaches combining lessons, group discussions, vicarious learning through role models, conversations with professionals. During the laboratory, students were also engaged in an experiential learning activity that consists in developing in small group a project of gender inclusive leadership. The learning goals, the theoretical background and the contents of each seminars are described as follows.

Figure 1. The structure of the gender inclusive leadership lab



Leadership and gender equality

The aim of the first seminar was to introduce participants to the debate of gender leadership through the discussion of recent figures that depict nowadays the gender gap phenomenon (e.g. Catalyst, 2021; European Institute for Gender Equality, 2021; McKinsey&Company, 2021; The

gender gap issue and the positive impact of gender equality on organization performance, the barriers women face to reach leadership positions were analyzed. Relying on the contributions offered by the social role and role congruity theories (Eagly, 1987; Eagly, and Karau, 2002), a specific attention has been devoted to the unconscious bias (also referred to as implicit or second-generation gender

advancement that arise from cultural beliefs about gender, as well as workplace structures, 475).

Second-generation gender bias is more insidious and intangible than other forms of bias, making it difficult to identify, address, and dismantle, because people consciously reject the gender stereotypes but they still unconsciously make evaluations based on them. As discussed by a recent research (Gino and Coffman, 2021) most unconscious bias trainings are ineffective, because only a few of these programs give participants strategies for reducing bias. In order to enhance the learning experience, during the seminar students discussed the different scenario in which unconscious bias can occur, examining personal assumptions and offering strategies to

increase the awareness of the application of gender stereotypes in order to limit their influence, for instance during the recruitment, selection and performance assessment processes (Ammerman and Groyberg, 2021).

Inclusive leadership in the organizational settings

In the second seminar, inclusive leadership has been defined according to the main characteristics described in the literature (Randel et al., 2018; Roberson e Perry, 2021), and virtuous company cases have been examined to identify the interventions implemented in the organizational environment to cultivate inclusive leaders. Moreover, metrics for assessing inclusive organizations have been critically examined (e.g. Bloomberg Gender Equality Index, Equileap Gender Diversity Criteria) as a means to develop an action plan for promoting an inclusive workplace and increase the visibility of the gender equality initiatives inside and outside the organization. This seminar also offered students the opportunity to have a debate with executives in charge of the Diversity & Inclusion departments who narrated their experience in implementing inclusive leadership strategies.

Self-awareness and social relationships at the basis of leadership development

The third seminar was aimed at transferring students tools to nurture their self

Work-life synergy

Competing role demands and family responsibilities have been indicated as one of the main barriers women face in their career progression. Therefore, the aim of the fourth seminar was to accompany the participants toward a shift from the concept of work-life balance, which represents roles as competing based on role stress theory and conservation of resource theory (Hobfoll, 1989), toward the concept of work-life synergy/enrichment which leads individuals to find ways to generate positive spillover from one role to another (French et al., 2018). The debate was centered on how work and personal life can interact and cooperate, and how organization can promote for male and female work-life enrichment producing higher level of satisfaction, health and performance, but also career opportunities.

Inclusive leadership in practice

The concluding seminar of the laboratory was devoted to the presentation of group projects. Students divided in small groups were associated to a specific theme and invited to develop a proposal of interventions aimed at implementing the different facets of inclusive gender leadership

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Childcare and Work-Life Balance in the Covid Pandemic
Asha Rao, Ph.d., Cal State East Bay & Lauren Hahn, VP Marketing, UrbanSitter

Abstract

WFH (work from home) has become part of our lexicon with the enduring Covid 19 pandemic. After the first wave of Covid 19 in January 2020, businesses rapidly closed their physical spaces

especially with the uncertainty of when it will end, even with the arrival of vaccines in the coming year.

Review of Literature

The pandemic and working parents

In the pandemic, working parents are faced with a primal dilemma – hold down their jobs or take care of their kids? As schools struggled to open at any level, the realization dawned on societies that they provide not just education but also essential childcare to millions of working parents (Cavanaugh, 2020). Angry parents in Georgia protested outside schools, not just for an education for their children but in a desperate need to be able to work. Denmark, acknowledging that opening schools was necessary to open the economy, opened schools for young children in their first phase of reopening (Cavanaugh, 2020). Yet, as the pandemic expands and contracts, schools have gone online or have staggered schedules with kids in school only for a fraction of the time, and working parents continue to make tough choices between their jobs and their families.

Reports indicate that in the U.S., over 64% of children have both parents working, and 69% have working mothers (Bureau of Labor Statistics, 2020). Which means that when most states instituted shelter-in-place to prevent infections from Covid-19 these working parents took on two jobs of work and childcare. Not just for a week or so but for many for over nine months. While working parents have always had to juggle both, they have rarely had to do both at the same time and in the same space. The *second shift*

jobs, wiping out the gains of a decade. Many who remained are essential workers and vulnerable to Covid in their line of work and confronted with the possibility of taking it home to their families.

Working mothers have reduced their work hours or taken the tough decision to drop out of the workforce. A recent report by McKinsey/LeanIn (2020) indicates that 25% of the female workforce plans to downscale their work or drop out of the workforce as a result of the pandemic. Getting back into the workforce will not be easy and the atrophy of skills will set women back. McKinsey/LeanIn call this a state of emergency for the employment of women and gender equity in the workplace.

Paradoxically, working from home (WFH) has been a sought-after option for women looking for work-life balance. Within the family, women have traditi

who needed to go into the workplace. Over half the group had one child (56.1%), 37.3% had two children (Rao, 2020).

Table 1 and 2 present the demographics of the sample. The majority of the respondents were female, 85.2% and 12.4% were male.

Table 1- Household demographics UrbanSitter Survey November 2020

	N	%
Respondents		
Female	397	85.2%
Male	57	12.4%
Non-Binary	03	0.7%
Working remote		
Self	252	54.1%
Other parent	147	31.5%
Changes in work situation		
Fewer hours self	102	21.9%
Fewer hours other parent	60	12.9%
Layoff/furlough	46	9.9%
Business closed	27	5.8%

% may not add to 100 when respondents close not to answer

They identified the primary caregiver in the house as the mother (53%), split between the parents (31.1%) or the father (6.2%). More than half of the respondents were continuing working remote in November, almost a year after the pandemic started, and a third had a partner working remote. A third of the sample had cut back on their work hours or have a spouse or partner do so (34.8%). Others experienced job loss through layoffs or business closure.

Survey findings and discussion

Almost half of those responding had no childcare given reduced employment and Covid concerns around care (42.3%). Others used a range of supplementary childcare from family, sitters, pods, daycare and pre-schools for their various children. Pods, or small learning groups, emerged during Covid, to allow for some social engagement and collaborative learning.

Table 2 presents some of the key findings on how parents are managing work and home, and their challenges in WFH.

Table 2 Childcare and stressors during the pandemic (November)

Primary caregiver Mother 53%, Father, 6.2%,
Split between parents 31.1%, Other 8.8%

	N	%
Additional childcare		
None	197	42.3%
Family	154	33%
Sitter	125	26.8%
Pod	9	1.9%
Daycare	88	18.9%
Preschool	86	18.5%

Difficult to work from home with kids

Without childcare at home	258	56.4%
With childcare at home	132	26.2%

Stressors during the pandemic shutdown

Childcare and education	35.6%
Job/Financial security	27.4%
Mental and physical health	15.5%

The majority found it difficult to work from home with children without childcare (56.4%) and even those with childcare struggled to work (26.2%). Many turned to family for caregiving support (33%), and we see that the bulk of care is through individuals – either family or sitters. The leading stressors for working parents during the pandemic were from childcare and schooling (35.6%), financial concerns (27.4%) and their health (15.5%).

Reflecting back to April where parents had to find rapid ways to cope with the shutdowns. For many households one parent took primary responsibility (34.7%), others juggled work and childcare simultaneously (28%), and a third group developed internal shifts with one parent taking primary responsibility for a period of time (15%) (Rao, 2020; UrbanSitter, 2020). Parents stayed up late, alternated days, took emergency leave. This was stressful, with 40% of respondents indicating that juggling childcare was their main stressor in April (see Table 4), followed by their productivity and perceived productivity. However, at that time, rather than education, parents were

2) we see a shift with job security and mental health replacing productivity issues as their stressors.

Table 4 Employee needs from their employers and concerns in getting back to the office (April data)

Concerns during remote work	
Juggling childcare	40%
Maintaining productivity	35%
Being perceived as unproductive	18%
What do parents need from employers?	
Subsidize Childcare/access to providers	26.1%
Normalize working from home	25%
Flexibility	20.6%
Tools	7%
Grocery/food delivery allowance	5.7%
Concerns in getting back to the office	
Safety	43%
Finding childcare	29%
Unpredictability of having to close again	14%

Parents are also looking to normalize working from home. This involves both structural changes and resetting expectations to develop new norms. These new norms include re-evaluating the workday. Parents report varied schedules that do not reflect a 9-5 traditional workweek. For instance, some report working late into the night, others a staggered day that starts at 6 am, and resumes after the children start home school, and resume after dinner. Note that firms reap rewards in the increase in work hours during the pandemic. Other changes include dress codes that end up being more casual when parents are working in home spaces. Modes of communication also change with parents using their cell phones for work, the comfort level with video conferences, and privacy issues. Both productivity and the impression management of productivity are issues where employers can be supportive. In working from home, workers are asking ore casua dress codes that en

Now that we see vaccines coming online in 2021, we can look forward to returning to work in most of the U.S. that was sheltering in place. What does this workplace look like, and what workplace policies that impact working parents will stay?

Childcare: According to the Society for Human Resource Management in their survey of post pandemic strategies (2020) fewer than half the U.S. companies that have returned to in-person work have a plan for employees with child-care responsibilities, and only 32% of companies that

and social interaction. There is a lot to be gained in the transformation, if we can change norms³⁶

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Leading Effectively Through Crisis: Do Women Leaders Have an Edge?
Dr. Randy Waynick and Dr. Kim Hogelucht, Point Loma Nazarene University

Literature Review

It is apparent that most companies will either remain remote or operate in a hybrid format (a combination of in-person and remote work). With this in mind, it is important to consider the physical artifacts in the workplace (i.e. pictures, office furniture, work space, values posted on plaques, etc.), which has started to shift to the intangible aspects of work. Based on current research, the idea of maintaining a healthy and supportive work remote and/or hybrid environment. While much research points to the tendency for women leaders to promote inclusivity, there remains challenges for women moving into leadership roles.

Inclusive Work Culture

Research points to one key component central to an inclusive work culture, the sense of community (Eichenauer, Ryan, & Alanis), collaboration (McKinsey, 2019 & Appelbaum & Emadi-Mahabadi, 2021), and an understanding of daily realities (Appelbaum & Emadi-Mahabadi, 2021).

Sense of Community

The global pandemic forced organizations to re-evaluate and restructure to operate in a remote environment. This is when the idea of communication and transparency of the leaders became an even more valuable asset for building community. Underscoring the importance of community during crisis cannot be overstated. With much of the workforce today being remote, effective leaders understand the need to connect employees, as this is central to establishing a sense of belonging or community with those they lead. In fact, much research reveals that women are often viewed as more communal than men. However, it should be noted that one study found no differences between gender and use of perceived communal leadership; whereas females from this study (Eichenauer, Ryan & Alanis, 2021).

This sense of responsibility to community is highlighted in research by Sojo and Ainsworth (2020) which finds that women in leadership roles are more likely to support a democratic and participatory style of leadership than men. Shared reliance and requirements can crystalize and strengthen organizations efforts and focus and the data supports that women leaders may be positioned to better lead in a crisis environment.

Collaboration

As previously mentioned, collaboration or bringing others together is central to establishing a sense of community. What leaders have learned during the pandemic is that

collaboration does not come as naturally as it did in an in-person work environment, and they must be more intentional to foster collaboration in a remote environment. McKinsey (2021)

(Appelbaum & Emadi-Mahabadi, 2021). Complicating the process of remote collaboration even further is the additional consideration that needs to be given to conflicting roles for all employees, including work space, childcare, and homeschooling. One thing we know for certain is that the continued pursuit of new methods for expanding collaboration will continue as the pandemic eases or expands with new variants.

Understanding of Daily Realities

The weaving together of work and home life has been challenging, especially for women. During COVID, even though more men than usual took on caregiving roles, the women remained the primary caregiver of children (Carli, 2020). With women taking on the burden of caring for others, whether that be children or employees, showing empathy tends to come naturally. The understanding that every employee has a different way of working is central to showing empathy (Appelbaum & Emadi- theory suggests that women are more often selected to lead over men during crisis, because women possess empathy, compassion, collaboration - all qualities employees seek during times of trial. Appelbaum and Emadi- them to be more transformational leaders and more effective at navigating change with their assert that women in leadership may be more sensitive during crisis than male counterparts. According to Chen, J. and Sriphon, T (2021 p. 1), leaders need good communication skills to share true information with empathy and optimism.

One conclusion can still be drawn from the literature and research, there remains an imbalance or roles and responsibilities based upon gender, the pandemic recognized the need and opportunity to reconsider the value of women in uralderehip

Rebecca Henderson: Chief Executive Officer: Ranstad Global
Kelly Davis: Chief Strategy Officer: Sony Electronics North America

Modeling casual dress (i.e. wearing a t-shirt and ponytail to meetings) to take pressure off women working from home (who are juggling childcare, etc.). She said her women Employees need one less thing to worry about: dressing up.
Implementing coffee hours, executive reading books to children virtually, and flex-time.
Adopting a new policy allowing employees to qualify for full time benefits at 20 hours.

Julie Fletcher, Chief Human Resource Officer, TheKey. Julie shares that she implemented a New program designed to meet her employees where they are. She said all too often leaders they can share their challenges. She shared that time is over. She wants to meet her employees where they are at. An important effort of their organization was to teach and create awareness at the top.

pyramid of stress identifying the multiple compounding elements of family,

Leadership Program" that all leaders participated in

Encouraging the use of video meetings, as it helps share emotions and body language.

Michiko Kelly, Vice President Global Brand Marketing, Dexcom. The insight provided by

Emphasizing the importance of 1 on 1 meetings and an overabundance of communication. Implementing virtual team building exercises to promote culture and teamwork.

June Komar, Corporate Executive Vice President, Scripps Health. Unlike other interviewees,

June has not faced substantial barriers in her role as a woman in leadership. This may be attributed to her specific industry of health care. She believes that serving in a leadership role is

not that uncommon for a women in field of health care and that this field is more open and

good

much

of this view and support of inclusion in formal activities within her organization. A few

Making informal connections and encouraging time to share.

connection with any employees.

Melissa Master-Holder, Senior Vice President Human Capital, LPL Financial. In her role she

balance. Additionally, thi03>00520050>(03>005205 T)11(l)-4(y,)-99(t)-4(hi6-50048>500485q8>50e)-5(a)-0052

from work.

Advice for Future Women Leaders

When asked what advice they had for females considering a leadership role in the future, all six of the women leaders offered words of encouragement, confidence, and empowerment (Please see Table 1. below).

Table 1.

Women Leaders:	Advice for future women leaders:
Rebecca Henderson CEO Randstad	<i>Go for it! Women bring much to the table in leadership. She calls this the <u>Great Realization</u>.</i>
Julie Fletcher Chief Human Resource Officer The Key	<i>1. You are stronger than you think you are 2. Find a mentor that you want to be like 3. Raise your hand 4. Get uncomfortable</i>
Michiko Kelly V.P. & Global Brand Marketing Dexcom	<i>Do your research, look for diverse companies, and network and connect.</i>
June Komar Corporate Executive V.P. Scripps Health	<i>Never underestimate what you can take on! Volunteer and take advantage of open doors.</i>

Melissa Master-Holder
Senior V.P. Human Capital, 1CID

pandemic as a change agent for providing opportunities for women to lead, but the voices of the women leaders who participated in this study reflect the powerful advantage of what they bring to

economic parity

p. 9). The pandemic demonstrated to the world that challenges for every organization exists. In the future we can better prepare and mitigate risk of crisis by consciously and deliberately thinking about inclusive planning with a strategy of increasing women in leadership roles. To conclude, the words of Rebecca Henderson, CEO at Randstad, seem both timely and fitting: The global workforce has reached a realization around their work-life balance, which Randstad refers to as the Great Enlightenment. People have more clarity about what they want for their personal lives and from employment. This may mean remote/hybrid work, job flexibility or alternative forms of employment. A company ensure access to not just talent but diverse talent, which we know are both critical to business performance.

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Leadership Development: Building Gendered Reciprocity into Your Network
Theodora C. Welch, Menlo College

networks with a smaller number of strong ties, which have more redundancy in terms of access to resources and career opportunities. So, a fundamental principle for networks: there is strength-in-weak ties.

Since the popularization of this influential theory, we know more about how network patterns influence career outcomes and with more nuance on gender: Women evidence differentiated network patterns and outcomes when compared to their male peers. Early on, Ibarra (1992) would show us that women have different network preferences, that networks are gendered: ties among women offered social support and friendship and while network ties to men offered access to instrumental resources, such as career advice. For young women networking in those pathway for our success (Burt, 1998).

Networks and Leadership Outcomes

Women continue to evidence differentiated network patterns and outcomes when compared to their male peers: Women, your inner circle may be key to gaining leadership roles. Yang, Chawla, and Uzzi (2019)¹ examine the impact of the peer networks of graduate students (i.e., MBAs) enrolled in the same leadership-training academic program on their eventual job placement, focusing on whether this differs based on gender. They find for women to accelerate into leadership positions they need strength-in-weak ties, just like their male peers do; but they also need an additional sma -related strength in male-dominated professions. So, a fundamental principle for networks:d

circle of close female contacts.

Reciprocal Acts of Unilateral Giving Build Bonds of Trust

Young women should pay close attention to how they build their peer network to determine which types of relationships will help new female MBAs, for instance, land leadership positions.

¹ -cited article, Yang, Chawla, and Uzzi 2019 find that successful women have a social network that contains an inner circle of women with whom they have strong ties and communicate intensively. The authors gathered social network information from 4.5 million email messages sent among 728 graduates of a top-rated MBA program who were 74.5% men and 25.5% women. Their leadership success was measured by the pay and authority they received in the positions they attained after graduating. nce, work experience, and personal characteristics, the study found

For men, a high network centrality, measured by Pagerank, predicted higher leadership placement. Men with higher network centrality had a larger network of contacts with other students who had large networks themselves. For women, high network centrality was necessary but not sufficient for higher leadership placement. It was also crucial -party contacts. Women with both high network centrality and an inner circle of women achieved a leadership placement 2.5 times higher than women with low network centrality and an inner circle of men. Women who have networks that

acts of unilateral giving may be reciprocated immediately, others later, and some never at all.

In the structure of reciprocity, the fact that a unilateral flow benefits is delivered without any

necessary assurance or promise of reciprocity in return, creates a risk of nonreciprocity.

The risk

of nonreciprocity is a required condition for demonstrating one's own trustworthiness and judging another's, and in this theory, emerges as a causal mechanism for doing so.

Conclusion

Women do need different kinds of networks to succeed. By framing networking as reciprocity

work I emphasize the importance of reciprocal acts of unilateral giving for building bonds of

trust, and with such network fundamental a better foundation for early career outcomes.

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