CAL STATE
EAST BAY
COLLEGE OF BUSINESS & ECONOMICS

POWER
YOUR PURPOSE
Women In Leadership Conference 2022

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Greetings from Women in Leadership!

Asha Rao
Program Director

A heartfelt thank you to our speakers and presenters at the WIL Forum. We are grateful to have you power our purpose. Each of you, in sharing your stories or your research, have highlighted a unique element of leadership that will support women's development and our quest to have women rise to leadership.

*The feedback we received was phenomenal. From young leaders to seasoned speakers, each one of you had an impact. Say's one participant: **"I never walked away from something so powerful and inspiring. The forum made me feel like I can do anything."***

Regards,
Asha Rao

Power Speakers

Cathy   **Sandeen**
President, Cal State East Bay

Cathy Sandeen, Ph.D., MBA is an educational leader who is committed to continuing Cal State East Bay's momentum in students' social mobility, 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 **Stevenson**
Chief People Officer, Patreon

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 **Mathoda**
Partner - Emerge Life Sciences
Board Director, Mosaic, Sharestates

Rayman Mathoda (Ray) is Partner at Emerge Life Sciences, a life sciences foundry that creates and builds companies focused on applied genomics and protein engineering. Ray is focused on building Emerge's genomics medicines and regenerative medicine platforms. Previously Ray served as Chief Executive Officer of Xome Holdings, a leading national provider of real estate data and services which she transformed into a market leader and innovator. Prior to Xome, Ray served as Co-Chief Executive Officer and a member of the Board of Directors at Genesis Capital LLC, one of the nation's leading specialty finance companies focused on commercial loans in residential real estate markets.

Kyra **Kyles**
YR Media (Youth Radio)
Myth Lab Entertainment

Kyra Kyles is the CEO at YR Media, an award-winning national nonprofit serving youth storytellers. Among her media roles, Kyra served as EBONY Editor-in-Chief and Senior Vice President, Head of Digital Editorial and while at sibling pub, JET, launched the iconic brand's first-ever app. Earlier in her career, Kyra was a columnist and broadcast correspondent for the Tribune RedEye. A contributor to outlets ranging from NPR's WBEZ to the BBC to Bustle, this Chicago-native-turned Bay Area resident has been named to the Folio magazine Top 100 Media Executives, WVON and Ariel Capital's "Top 40 Under 40 Game Changers" lists.

Mai Le
BSBA '91, MBA '95
VP, Last Mile Technologies, Amazon

Mai Le has delivered billion-dollar revenue growth and successful mergers and acquisitions for some of the world's largest companies, such as Uber, Yahoo, Walmart, Microsoft, and Symantec. Mai's passion is leading agile, cross-functional teams to solve complex problems for high-growth companies where technology is a critical part of their business strategy. From start-ups to Fortune 500 companies, she has directed innovation, research, execution, and management of products, digital transformation initiatives, and omnichannel marketing programs.

As a board member and advisor, Mai provides critical guidance to increase the success and valuation of the companies she works with. She holds board seats on technology companies, advises funds, and has chaired high-profile committees at Uber and Yahoo on hiring, promotion, and organizational quality.

Amy Schioldager
BSBA '89
Board Member, AIG, Aperio, ICG
Former Senior Managing Director- Blackrock

Following over 25 years at BlackRock where she was a member of the global executive committee and head of beta strategies, Amy brings extensive knowledge of international investment markets and a track record of global expansion.

Whilst at Blackrock she held progressive leadership positions in the firm's investment teams across global equity markets and client segments. In her most recent role as Global Head of Beta Strategies (Index Equities), she had P&L and strategic responsibility for $3.6 billion in gross revenues and $2.5 trillion AUM across seven global offices. Furthermore, she launched the first ETF portfolios in 1996 which led to the creation of iShares, a $4 billion business, and has a track record of creating scalable enterprise solutions across both business functions and geographies.

She was the Founder of BlackRock's Women's Initiative and Vice-Chair of BlackRock's Corporate Governance Committee and brings valuable expertise to the Board in these areas

Workshops

Communication Workshops

David M. Schneer, Ph.D.
CEO, Merrill Research, LLC & The Merrill Institute | Speaker | Body Language Trainer

Over the past four decades David M. Schneer, Ph.D., has talked with tens of thousands of individuals all over the globe as the qualitative leader and CEO of Merrill Research, founded in 1986.

Having interviewed all sorts of consumers about all sorts of products, he learned that oftentimes what came out of someone's mouth was not what their bodies were saying. Now, as the CEO of The Merrill Institute, he wants to teach you the ability to see what he has observed over the years and apply it not only to your professional life but your personal life. David studied with and was certified by the world's leading body language experts and is one of only a handful of Certified Body Language Master Trainers in the world.

Body Language Training
David trains trainers and coaches to help them teach their clients the language of nonverbal communications. Whether we realize it or not, we've all experienced communications contradictions in some form or another. Learn to understand and reach your target audiences through a creative blend of multi-methodological approaches including, but not limited to, traditional qualitative research, cutting-edge body language techniques, and quantitative research.

The Unscripted Project
Our mission is to equip students with the building blocks for personal and professional success through the power of an improv education.
Vision. Every child leaves school prepared to embrace challenge, seize opportunity and unlock their own potential. www.unscriptedproject.org

Improv for Leadership Skills
This workshop will have fun, interactive exercises developed from the world of improvisational theater, but adapted to develop key skills like speaking with confidence, adapting to new situations and people, and turning mistakes into opportunities for growth. This same workshop has been done at top consulting firms like McKinsey & Bain, business schools like Wharton, and Fortune 500 companies to great success - and would love to see you there. Absolutely no experience is required and the only ask is that you come with an open mind and ready to try something new. All proceeds from this workshop support their nonprofit's free in-school programs in Philadelphia public schools.

Mindy   Wegner
Founder of MindyMeets, Non-profit business consultant and leadership coach, TedX speaker
As a communications and leadership development coach, Mindy Wegner is passionate about helping professionals at every level to be effective, influential communicators. She trains women to move forward in their goals and speaks passionately on hope for families, living meaningful lives, and being a part of the solution for the most marginalized in communities, particularly those trapped in sex trafficking and slavery. Wegner is an advocate for Project Rescue, a global organization committed to rescuing and restoring young women and children trapped in sex trafficking and exploitation. Training their leaders to better communicate with the government, agencies, and surrounding communities, Wegner works to empower their programs of physical and emotional restoration and see hope born. Project Rescue has been working for over 20 years, providing holistic care for thousands of survivors yearly at the ground level of impact.

The Power of Words: Communicating for Influence and Purpose
Ever struggle with how to craft the right message, that delivers precisely what you hoped, that lands with influence and impact? One that is remembered, and gets you remembered?
Every day we have opportunities to get our point across, to make recommendations, to be perceived as a strong communicator, regardless of our role. And, this is a learnable skill.
Join international Public Speaking Coach Mindy Wegner, for a 50-minute workshop in learning to craft persuasive messages of influence. You will learn a simple, duplicatable, and impactful method for creating the right message for your audience.

Leadership Workshops

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

Bryan Gillette is a former human resources executive, an ultra-distance athlete, and the president and founder of Summiting Group—a consulting firm that helps leaders and teams reach their peak performance.

For more than 25 years, he has held senior roles overseeing human resources, leadership development, and communications for companies of all sizes, leading teams of hundreds of people and managing multimillion-dollar budgets. Through Summiting Group, he has taught or consulted with leaders all over the world and facilitated executive strategic planning retreats for startup to Fortune 100 organizations.

Reaching Your Peak
If 2020 taught us anything, it taught us that we can do more today than we thought possible. We have survived a crazy pandemic and for most of us, it was our biggest personal or professional challenge. And with anything difficult, it either makes our resilient muscle stronger and prepares us to accomplish even bigger and more profound achievements or strains that muscle to its breaking point.

In this workshop, you will identify one dream you hope to accomplish and then a few steps to move you in that direction so you are moving in a more purposeful direction.

Jana Hunt (BA '94, Special Major) 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-based Mervyn's and was offered a design position after graduation. She has 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 Lis Tussing Partner at Fairlight Advisors

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
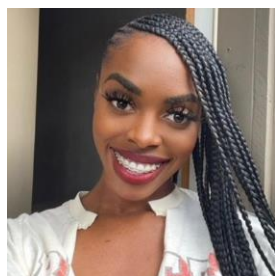
Kelcie   **Thomas**
2021-2022 WIL Fellow

Majoring in Business Administration with the completion date of spring 2022, Kelcie Thomas seeks to continue pursuing her education and receive a Master's in Finance at Boise State University. While currently in the College Business, she has strategically focused on management and finance. Emphasizing on the importance it contributes to the healthcare industry.

Eric   **Fricke**
Finance Professor, Director of Financial Literacy Center, CSUEB

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.

Katharine **Earhart**
Partner at Fairlight Advisors

Early to Mid-Career Wealth Management
For people in the early to mid-career stages.

Katherine is the Co-Founder of Fairlight Advisors following a 25 + year career at Charles Schwab, Power Advisors (an early robo advisory firm for 401k participants), Barclays Global Investors, iShares / BlackRock and Alesco Advisors.

Katharine has a passion for educating people about investments, the stock market and financial planning and is bringing a wealth of expertise to this workshop.

Gail **Covington**
Executive Director, Family Wealth Director, Financial Advisor, Morgan Stanley

Gail is the Family Wealth Director of the Covington Wealth Management Group at Morgan Stanley. The Covington Group is a well-established wealth management practice in Northern California, managing assets for exceptionally accomplished entrepreneurs, executives and families. Learn more.

Mid to Late Career Wealth Management
The workshop will be led by Gail Covington. She is the Family Wealth Director of the Covington Wealth Management Group at Morgan Stanley. The Covington Group is a well-established wealth management practice in Northern California, managing assets for exceptionally accomplished entrepreneurs, executives and families.

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 to looking at challenges women have faced during the pandemic, this study highlights the rising importance of "inclusivity" in work culture. Specifically, do women leaders foster inclusive work cultures? To this end, qualitative interviews with executive women leaders were conducted and shed light on how women do foster inclusive work cultures. Findings suggest the notion that women have an "edge" in leading during crisis. This study also supports that organizational leadership which fosters inclusivity will become more of a necessity moving into the "New Normal" rather than a luxury.

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

WFH (work from home) has become part of our lexicon with the continuance of the Covid 19 pandemic. After the first wave of Covid 19 in January, businesses rapidly closed their physical spaces and anyone who could #WFH, did so. The current pandemic has exacerbated the imbalance as physical barriers between work and home have vanished. Over a year and half into the pandemic, we have an opportunity to examine the challenges in work-life balance, and the issues and organizational changes that may continue post pandemic. This paper reviews recent research on the topic and draws from primary data collected with UrbanSitter, an app based childcare provider, to explore the issues faced by working parents during the pandemic, examine their stressors, and advocate changes for them and their firms as we work through Covid 19.

Designing Women's Leadership Program: A Methodological Reflection in the Context of 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 an educational program developed by a public University in Italy for master's degree students, 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 discussed highlighting the learning approaches proposed, that combine lectures, group work, vicarious learning and conversation with experts. The case offers methodological insights and reflections on the issues that an inclusive leadership program should address.

Leadership Development: Building Gendered Reciprocity into your Network
Theodora C. Welch, Ph.D., Menlo College

Networks are an invaluable resource for future job opportunities and accelerating careers into leadership. For students seeking an MBA, for instance, building a peer and alumni network may be one of the main reasons why many students apply. Similarly building a professional network may be one of the main reasons why new hires apply to leadership development programs in their organizations. Many companies and business schools recognize that networks are valuable, and they create explicit programs to support them. Yet, for young women, what network fundamentals are consequential to accelerate into leadership? Do women need different kinds of networks to succeed? In the first section of this paper, I describe some fundamental features of networks and extend these insights to the importance of gendered networks. In the second, I frame networking as reciprocity work and discuss the role of reciprocal acts of unilateral giving for building bonds of trust in networking. I conclude with a call to consider networking as reciprocity work.

Finding Our Way: An Action Research Study of Females in Higher Education
Heather Stewart & Deborah Delaney - Griffith University

Gender equity has become a global issue and particularly in higher education (HE) where the need to explore female leadership has never been more important. The parity of gender in HE needs to be understood and navigated to provide female academics with the support they need to enjoy leadership opportunities. Drawing on action research underpinned by action learning, the 15 participants in this research went through an iterative process to reflect on and review their leadership journey. Through semi-structured interviews, the richness of action learning was captured through the participants' stories and how they aimed to achieve their future aspirations. The findings revealed three key themes of the collective diverse experiences, the impact of title, and what needs fixing for female leadership in HE. Given the challenges, barriers, and opportunities of female leadership in higher education, the action learning cycles of this action research study provided a safe space for these leaders to share, plan, develop and understand themselves in their HE roles. As a result, participants in this study reported impacts including promotions, new positions, and role changes that represented the opportunities of engaging in action learning to realize their leadership goals and dreams.

Gender of Co-Authors Predicts Appointments to Professorships
Myriam N. Bechtoldt, Boas Bamberger, EBS Universität für Wirtschaft und Recht

Previous research suggested that women might benefit less than men from collaborating with men in terms of career-advancement. This research project therefore examined the gender composition among co-authors of researchers attaining the rank of full professors in Germany, Austria, or Switzerland. Study 1 examined the gender composition among the co-authors of approximately 4,800 scientists with whom these scientists had co-authored more than 118,000 publications prior to their first professorship. Both women and men who had published with a larger proportion of co-authors of their own gender more easily attained the rank of professor; additionally, men publishing with men more easily attained it than women doing the same. Study 2 replicated these results in a matched subsample of professors and showed that less subject diversity in publications mediated the beneficial effects of publishing with co-authors of their own gender. This research project shows that (1) women and men derive different returns from collaborating with men, (2) the gender distribution in co-author networks is differentially related to their effectiveness for women and men, and (3) the gender composition in co-author teams is an indicator of subject diversity in publications; this characteristic proves significant for promotions to academic leadership positions.

The Relationship Between Female CEO Characteristics and Fair Pay Practices in Small Entrepreneurial Firms
Hee Man Park. Yoon Sun Hur, Meg Small, Max Crowley, Pennsylvania State University

We tested whether the implementation of fair pay practices, a key ethical human resource management practice, in small entrepreneurial firms is related to both general human capital and the social-emotional skills of women entrepreneurs. We also examined whether ethnicity was associated with access to information about fair pay practices. Results of a multiple regression with Full Information Maximum Likelihood (FIML) estimation with survey data from 128 U.S. women entrepreneurs indicated that entrepreneurs' educational level (general human capital) and responsible decision-making competency (social-emotional skill) are both positively associated with firms' fair pay practices. Results further revealed that after accounting for women entrepreneurs' human capital and social-emotional skills and firms' financial performance, Black, Indigenous, and people of color (BIPOC) women entrepreneurs have less access to fair pay information than their White female counterparts. Taken together, findings suggest that both human capital and social-emotional skills of women entrepreneurs significantly influence firms' implementation of ethical human resource management practices. Furthermore, access to fair pay practice information is affected by ethnicity.

Articles

Designing Women's Leadership Program: A Methodological Reflection in the Context of Higher Education Sara Bonesso, Ph.D., Ca' Foscari University of Venice

Abstract

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 narrow the gender gap in leadership. The present study illustrates an educational program developed by a public University in Italy for master's degree students, with the purpose to stimulate the awareness on 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 discussed highlighting the learning approaches proposed, that combine lectures, group work, vicarious learning and conversation with experts. The case offers methodological insights and reflections on the issues that an inclusive leadership program should address.

Keywords: inclusive leadership; women leadership; gender equality; experiential learning

Introduction

While organizations are progressively making progress on many aspects of gender equality, female representation in leadership continues to be a cause for concern (Catalysts, 2021; The Economist, 2021). The COVID-19 pandemic has intensified the disadvantages women face in terms of career advancements and, as indicated by the WEF (2021), closing the global gender gap has increased by a generation from 99.5 years to 135.6 years.

Designing and delivering programs in higher education aiming at cultivating a diversity and inclusion mindset represents an important strategy that can narrow the gender gap in leadership (Debebe et al., 2016; Sugiyama et al., 2016). But what are the characteristics that ensure the leadership development efforts to be effective in accelerating progress toward gender parity? Recent studies have emphasized the limits of the different women's leadership development training. The first concerns sex composition of leadership programs. Even though women-only programs can provide the psychological safety that allow participants "to lower their defenses, share their experiences, and benefit from the support and experience of other women to work through their leadership challenges." (Debebe et al., 2016, p. 237), a mixed-sex program may represent an opportunity to compare different gender perspectives and nurture in men allyship for gender equality. Second, the design of the programs needs to be aligned with the current and emerging literature in the field of gender leadership.

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 of a laboratory for male and female master's degree students. The laboratory aimed at: a) raising 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 master's degree students, 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 Economist, 2021; World Economic Forum (2021). After increasing students' awareness on 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 bias), defined as "the powerful and often invisible barriers to women's advancement that arise from cultural beliefs about gender, as well as workplace structures, practices, and patterns of interaction that inadvertently favor men." (Ely et al., 2011, p. 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 ehan ce 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 Groysberg, 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-awareness and self-efficacy, as primal competencies for becoming effective leaders. The gender confidence gap has been illustrated relying on the results of empirical research and talks from women leaders. Relying on Baldura's (1977) sources of self-efficacy, some concrete practice have been illustrated in terms of mastering experience, acquiring competencies necessary to pursue future goals, learning from positive performance outcomes, benefiting from social role models, asking for and reflecting on verbal feedback, and considering emotional and physiological states. Moreover, the seminar opened the discussion on the role of social relationships in reducing gender differences in achieving leadership positions. A specific focus has been devoted to mentoring and networking relationships.

Specifically, the evolution of one-on-one mentoring toward group and peer mentoring have been emphasized (Chopra et al., 2020) as emerging opportunities for women to get access to knowledgeable mentor who can support them in their career path. Furthermore, as research has documented the challenges women experience building and benefiting from networks to achieve career success (Greguletz et al., 2019; Woehler et al., 2021), participants were introduced to different communities which aim at fostering women's professional networking, especially in STEM (science, technology, engineering and mathematics) disciplines. Finally, exemplar practices on how networking can nurture an inclusive culture have been discussed (Cross, et al., 2021).

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 in the organizational context. The themes addressed by the groups covered the all issues addressed during the learning program, and specifically: a) how inclusive leadership can foster self-promotion in the organizational context and overcome gender unconscious bias; b) how mentoring programs can be designed for facilitating women in their leadership path; c) how to activate professional networks to reduce the gender gap and develop leadership skills; d) how to implement organizational practices for achieving work-life synergy; e) how to evaluate and communicate organization's inclusive leadership initiatives. Students received a real-time feedback on their work from a committee which included some professional experts in the field of "diversity & inclusion" and the instructors of the lab. Some quotes from the students' experience are reported as follows, which illustrate the content and the learning methodologies they appreciated: "The laboratory was an opportunity for me to confront myself on issues whose relevance I underestimated before, to listen to the experts and to test myself with the group project. It also helped me focus on my goals and the person I want to become. I really appreciated the atmosphere created during the seminars and the opportunity to interact and express oneself. It was also a space for sharing and discussion. It was a truly stimulating experience, as well as a personal and professional enrichment that I will certainly treasure."

"In addition to the intervention of some experts in the field of gender equality and inclusive leadership, the laboratory helped me acquire tools that allow me to have more confidence in myself, in my ideas and in my abilities. " "Very interesting the different points of view of other students and experts. As a male, they enabled me to understand the different perspectives of each one and how certain situations are experienced, which perhaps before I did not fully grasp." "The positivity that I could breathe gave me a lot of energy, the gender gap in leadership was treated not with resignation but concrete actions were always offered on what can be done."

Discussion and conclusion

Universities may play a relevant role in cultivating a culture of equality in tomorrow's generation of leaders and the insights offered by the gender inclusive leadership program may provide interesting reflections for instructors. A first result gathered from the experience of the participants concerns the potential of a program based on mixed-sex composition. Participants' reflections on the program showed that, if implemented in academic settings, a mixed gender approach does not generate those limitations identified in similar programs delivered in the organizational contexts (Debebe et al., 2016). Both male and female participants perceived the laboratory as a safe environment where they had the opportunity to share their opinions without fear of judgment. The gender-sensitive styles of instructors and experts favored an open debate through which students had the opportunity to become aware of the other gender's perspectives in a way that they never experienced before, nurturing a process of personal growth. Moreover, this stimulated in both male and female a reflection on how to become actionable allies. Future studies can investigate further the contextual factors that enable mixed-sex programs to be effective, overcoming the assumption that they inhibit safety for women and suppress their capacity to explore the gendered aspects of their leadership experiences.

Secondly, the contents of each seminar have been designed coherently with the emerging literature in the field of leadership, inclusiveness and gender, but also taking into account the major difficulties organizations are facing in promoting a culture of diversity and inclusion. The connection between the theoretical advancements and the emerging needs of the companies spurred the elaboration of a toolkit of practices which if implemented may contribute to narrow the gender equality gap. Finally, the use of the experience-based learning activity of the group project facilitated the translation of the contents discussed during the seminars into the design of concrete initiatives that can be implemented in the organizational settings. This collaborative learning approach not only represented a space of further debate on the gender leadership issue beyond the seminars, but also stimulated participants to creatively elaborate solutions in order to address the challenges of today's organizations.

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Childcare and Work-Life Balance in the Covid Pandemic

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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 and anyone who could #WFH, did so. The ongoing pandemic exacerbated the imbalance as physical barriers between work and home vanished. Over two years into the pandemic, we have an opportunity to examine the challenges in work-life balance, and the issues and organizational changes that may continue. This paper reviews recent research on the topic and draws from primary data collected with UrbanSitter, an app based childcare provider, to explore the issues faced by working parents during the pandemic, examine their stressors, and advocate changes for them and their firms as we work through Covid 19.

Introduction

"Remote work is great. It's the home-schooling and childcare that ruins any chances of having a sane, normal workday." Karen Cahn, founder and CEO of IFundWomen in the WSJ (2020)

The Covid-19 pandemic disrupted lives all across the globe. The U.S. has gone through a harrowing time with the largest number of cases in the world in 2020. While we see some return to work now that almost 70% of the population is vaccinated, new threats emerge with the Delta mutation and the virus threatens to linger on. Beyond the direct impact of the virus and the loss of lives and health, the pandemic has transformed the process of work and even the possibility of work itself. Millions have lost their jobs, while those who continue to work do so under very changed circumstances with social distancing or in conditions that put them at risk. WFH started trending with the pandemic as anyone who could work from home, did exactly that. The tag WFH has been in use for much of the 2000, replacing the more traditional term of telecommuting. While people have been working from home for centuries, the scope of change with the global pandemic has transformational implications for the global workforce. The focus of this paper is to examine issues of childcare and work-life balance through the pandemic, and their implications for a workplace transformation.

In most economies a fragment of the population, is easily able to do "smart work" (Armanda, Dario and Virgillito, 2020) from home. In the U.S. and Europe about 15% of the employees have worked from home in the past, but with the pandemic half of all employees shifted to working remotely in April (Sull, Sull and Bersin, 2020) in the US and about 40% did the same in Europe (Science for Policy Briefs, 2020). This kind of rapid and staggering change has far-reaching implications,

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* that researchers have long attributed to the home front for women became simultaneous rather than sequential, creating a multitasking nightmare.

The temporal impossibility of juggling has led to negative consequences for parents, especially women, leaving the workforce, or engaging in counterproductive juggling that has led to firing and lawsuits (New York Times, 2020), and potential health hazards for both parents and children from 10-hour workdays and stress. About one in five working mothers surveyed by McKinsey/LeanIn (2020) are planning to stop work, at least temporarily, compared with 11% of fathers. Another 15% of mothers say they will cut back on work by cutting their hours or switching to a less-demanding role. Among women with young children, the struggle is especially acute: Nearly a quarter of women with young children said they would take a leave of absence or quit altogether.

The pandemic and working women

Today, women are disproportionately impacted by the pandemic. Over the last four decades from 1980 onwards women's employment has risen by 74% in the U.S. (Pew Research Center) By the end of 2019, women overtook men as a majority of the workforce in the United States (Wall Street Journal, 2020) by holding 50.04% of jobs, a growth driven by the growth in the education and healthcare sectors. However, a few months into the pandemic, eleven million women lost their

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 traditionally shouldered the brunt of childcare pre-pandemic with working moms providing 70 percent of the childcare in families. Part of the motivation for women to leave the workforce now is the increased weight of childcare from the pandemic. Taking caregiving out of the equation, some report that women without children or with older children, the pandemic has created opportunities because of time and flexibility gained from WFH (Weber, L. and V. Fuhrmans, 2020).

Empirical academic research lags behind industry research on this issue. Logically, this occurs because of the rigors of scholarly research requiring IRB approval to work with human subjects, and the timeline for publications. Hence, a search of academic indexes yielded few scholarly articles on the current issues of work life balance in the pandemic, but thousands of articles in the popular business press. The majority of them refer back to seminal surveys by organizations such as McKinsey/LeanIn (2020) and SHRM (2020).

Research Methods

Given childcare is a major factor in the balancing act of working parents, a San Francisco Bay area firm, UrbanSitter, conducted surveys of their subscribers to determine what they needed to survive the pandemic at two different timepoints in April and November 2020. This analysis has not been published and is drawing from primary data. UrbanSitter is an online service and mobile all that allows parents to search for, book, pay review and recommend sitters and nannies in 12 cities in the U.S. Beyond the anecdotes on work-life imbalance we see in the popular press, their data provides snapshots of the situation on the ground for working parents during the pandemic at two phases in April or the first peak and in November as we head into the third wave of infections.

UrbanSitter's April survey gave a snapshot of work-life issues at the beginning of the pandemic, and the recent November survey gives an account of the enduring changes a year after Covid 19 arrived in the U.S. Their April survey was sent to the entire set of registered parents (N-223,000) received 477 responses, and the November survey sent to 316,000 subscribers received 466 responses, each representing a unique household. The open rate during this time was extremely low. It is typically 20% but was 6% at this time. In April 2020, respondents indicated that one (29%) or both parents were WFH (49.2%), while a quarter of them were essential workers (25.6%)

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 most concerned about their children's socialization and enrichment activities. In November (Table 2) we see a shift with job security and mental health replacing productivity issues as their stressors.

UrbanSitter also asked respondents of their childcare plans if the pandemic continued into the coming year. Parents reported their intention of primarily relying on 1:1 support at home through tutors, family, and sitters.

Table 3 – Childcare support if school closures continue with Covid in 2021 (November data)

	N	%
Private tutor	55.00	11.80
Pod	60.00	12.90
Nanny	80.00	17.60
Sitter	114.00	24.50
Family	108.00	23.20
Daycare	73.00	15.70

In April, UrbanSitter asked families what they needed from their employers. The findings reported in Table 4 sheds light on what employees seek of their employers in the pandemic. Parents are looking for increased or modified childcare benefits given the absence of external childcare, flexibility in work hours to juggle their dueling needs, a "normalizing" of working from home where the boundaries of space and time between their two worlds are permeable, and the tools to be productive outside the office such as equipment. In normal times, firms provide a range of childcare benefits such as subsidized onsite day care facilities and a pre-tax childcare allowance. With the pandemic, some firms like Kaiser provided an additional childcare cash bonus of $300 a week to help working families who had to use services such as care.com or UrbanSitter to get in home childcare to be able to work. The UrbanSitter survey shows that parents are looking for this kind of support to continue through the pandemic as well as additional services such as grocery and food delivery, and support for older children who are not typically in the mix for childcare. With homeschooling, there is an increased need for tutoring or academic aides within the same space.

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 for equipment allowances for tables, chairs, webcams, subsidized broadband, and even private office space. Employers need to understand variances in work style and schedules in the WFH model to develop an accurate impression of productivity. Another recent study indicated that the most popular way to help employees manage work life balance, mentioned by 10% of respondents, was making allowances for them to adjust their schedules to accommodate personal obligations. Other popular policies included adjusting employees' workloads to accommodate family responsibilities and making it easier for employees to take paid time off (Sull, Sull and Bersin, 2020).

Returning to the workplace after the pandemic

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 have announced a set date for returning to work have come up with a plan, which leaves working parents adrift. Nearly 6 in 10 (59%) of firms plan to handle childcare accommodations on a case-by-case basis and plan to return to pre-Covid policies eventually. Their primary accommodation is in providing more flexibility on work hours, times and allowing WFH.

Flexibility: After the pandemic, 68% plan to have broader and more flexible WFH policies. One in four firms will allow people who did not work remotely in the past to continue WFH permanently (26%). To address continued safety concerns, 83% intend to enforce social distance measures that reimagine physical spaces at work.

WFH: On a broader level, the forced remote work from the pandemic is going to stick with firms planning to have more video interviews, employ more remote workers. McKinsey (2020) reports similar trends from their survey and indicate that 80% of people are enjoying the WFH option and may firms plan to reduce their office space and allow for more flexibility and a more permanent WFH force. The boundaryless organization clearly works well for many but is a challenge for working parents as evident in the survey from UrbanSitter who have to share the workspace with their family.

Lessons from the pandemic to make WFH effective for working parents

The U.S. had a childcare crisis before the pandemic. Covid 19 became a tipping point. Three key recommendations can be made from the UrbanSitter survey to enable parents to WFH and balance caregiving with work are as follows – broaden childcare benefits and allow for flexibility in benefits; normalize WFH and provide the tools and equipment needed to be productive.

In the absence of childcare centers and the unpredictability of work, app-based care like UrbanSitter that rely on gig workers provides some much-needed flexibility. Firms need to be creative in their approach. The Providence health system in southern California discovered their back up option of giving employees $100 to get a friend or relative to watch their kids because the option of first choice for many employees rather than placement in childcare centers. Working parents may want to continue paying their family who are less intrusive to take care of the children post return to work. UrbanSitter also found that parents are looking for 1:1 care when they get back to work to reduce the changes of infections and to continue some level of social distancing.

In a survey by the International Workforce Group before the pandemic (2019), 74 percent of respondents described flexible working as "the new normal." They found that 80 percent of workers in the U.S. would choose a job that offered flexible working over a job that did not do so. As working from home WFH becomes the norm, we need to develop new methods of engagement

and social interaction. There is a lot to be gained in the transformation, if we can change norms and expectations of employers and employees. Normalizing WFH is more a reworking of work cultures and norms that take time to establish but are relatively costless. Finally, equipment needs are relatively low cost when employers save on real estate and other costs.

Conclusion

The Covid 19 pandemic has profoundly affected the way we work and live, especially for working parents and women. As the pandemic drags into its third year, some of these short-term changes may become long term, creating a borderless workplace where there are no physical barriers between work and home. This change requires developing a new vison of the workplace and the roles of employers in helping their employees cope with uncertainty and family responsibilities. The snapshot of work-life balance and childcare in the pandemic gives us an idea of what will be needed in future pandemics.

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Leading Effectively Through Crisis: Do Women Leaders Have an Edge?
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Abstract

The pandemic has forced organizations to re-evaluate the role of women in leadership. In addition to looking at challenges women have faced during the pandemic, this study highlights the rising importance of "inclusivity" in work culture. Specifically, do women leaders foster inclusive work cultures? To this end, qualitative interviews with executive women leaders were conducted and shed light on how women do foster inclusive work cultures. Findings suggest the notion that women have an "edge" in leading during crisis. This study also supports that organizational leadership which fosters inclusivity will become more of a necessity moving into the "New Normal" rather than a luxury.

Keywords: inclusive work culture, women leaders, empathy, collaboration, understanding remote work realities

Leading Effectively Through Crisis: Do Women Leaders Have an Edge?

The pandemic has caused organizational leaders to rethink what is meant by organizational "culture." While several definitions exist for organization culture, one that is often referred to i"a system of shared values defining what is important, and norms, defining appropriate attitudes and behaviors" (O'Reilly & Chapman, 1985, p. 166). This "culture" is usually created and promoted by the leaders of the organization and also involves elements such as office design, lighting, artifacts (pictures, posted mission statements, awards). With the shift to a hybrid/remote work environment, C-level executives reveal how the traditional notion of "culture" has been challenged and difficult to share with new employees; however, the C-level women executives that participated in this study made one thing very clear and that is that an inclusive work environment is something that is key to this ever-evolving notion of organizational culture. Do women have an "edge" in fostering the inclusive culture employees are now not only expecting, but demanding? In this research we explore the concepts of "glass ceiling," as well as, the "glass cliff" (Applebaum & Emadi-Mahabadi, 2022, p. 2). Consideration is given to the idea of crisis providing an opportunity for women leaders to emerge, or are women placed into leadership roles with low probability of success. Continued challenges based upon the role of women in society can have dramatic impact during stable times, but may be elevated during crisis. Concepts like the "motherhood penalty" emerge as more likely dominant during events such as global pandemics (Staniscuaski, Kmetzsch, Soletti, Reichert, Zandona, Ludwig, Lima, Neurmann, Schwartz, Mell-Carpes, Tamajusuku, Werneck, Ricachenevsky, Infanger, Seixas, Staats, & Oliveira, 2021, p. 2). The data reveals that more women were impacted by the pandemic than men. Total job loss was more severe for women than men due to care for children at home (Carli, 2020, p. 647). While many obstacles can create more hurdles for women than men in leadership roles during a crisis, there is evidence to suggest that women's leadership during the pandemic may have actually resulted in fewer deaths. Using death rates by state in comparison of male to female governors in the United States, evidence suggest gender effectiveness on this measure supports a "female leadership advantage" (Sergent, K. Stajkovic, A. 2020, p. 771). This is a compelling force for all organizations and society in general to consider the need and value of women in leadership roles.

Literature Review

As we move into the "New Normal," 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 may come as no surprise that what was once associated with "work culture," including tangible artifacts in the workplace (i.e. pictures, office furniture, work space, values posted on plaques, etc.), has started to shift to the intangible aspects of work. Based on current research, the idea of fostering "inclusivity" in the work culture is seen as key to 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 same study, who were perceived as "communal leaders" were perceived as more competent (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 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)

cites a term to represent remote collaboration has surfaced called "digital inclusion"

(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-Mahabadi, 2022). The "glass cliff" 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. Applelbaum and Emadi-Mahabadi (2022). assert that "women possess characteristics that allow them to be more transformational leaders and more effective at navigating change with their teams." They 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 leadership.

Challenges for Women Leaders

The balance of demands placed on male and female leaders differs in our culture. There is a disproportionate share of child and household management placed on women resulting in limiteD access and opportunity to grow in leadership for many women (Marczak, 2021). Consequently, the pandemic was more disruptive to women during the pandemic due to variables of "increase in childcare and other responsibilities" (Carli, L. 2020 p. 647). With work being moved to a remote format, it's been difficult for many women to navigate work and household duties, which, in some

cases, has included taking care of children and overseeing their children's remote schooling. While some women have been able to receive help with these duties, many women have had to juggle this overwhelming list of tasks. With this in mind, it is no surprise that the pandemic has created challenges for women's advancement. "The 'glass ceiling', a term used to refer to invisible barriers impeding career advancement, applies to minorities and females in both the business and political world" (as cited in Appelbaum & Mahabadi, 2022, pg. 1) and the pandemic has magnified this concept. In fact, "more women than men have lost their jobs; more women than men are in essential jobs that expose them to infections and psychological stress, and women have had more work disruption than men have had because of increases in childcare and other responsibilities" (Carli, 2020). Those hit the hardest during the pandemic were black women with children (Staniscuaski, et. al. 2021, p. 1).

Purpose of Study & Research Questions

Based on the research, the need to understand more fully not only the challenges women leaders
have faced during the pandemic, but also if they foster "inclusive" work cultures. The research
date on this subject is primarily quantitative in nature, so detailed examples from the lens of
women leaders are lacking. Primary research questions for this study centered on:
1. Do women leaders foster inclusivity? If so, in what ways?
2. What advice can you give for young women considering a leadership role?

Methodology

The data collection procedures for the present study included: qualitative interviews with six C-
level women leaders of multi-million to billion dollar organizations.

Interview Questions

Qualitative interviews were conducted as a means to understanding challenges women leaders
have faced during the pandemic, as well as ways, if any, they have promoted an inclusive culture
(Please see Appendix A). The analysis involved transcribing the interview responses and looking for common themes through a process of sorting and defining (Glense, 2006).

Participants

The women leaders that participated in this study include:

Rebecca Henderson: Chief Executive Officer: Ranstad Global
Kelly Davis: Chief Strategy Officer: Sony Electronics North America
Julie Fletcher: Chief Human Resource Officer: TheKey (Home Care Health Assistance)
Michiko Muraki: Global Vice President Marketing: Dexcom
Melissa Master-Holder: Senior V.P. Human Capital: LPL Financial
June Komar: Corporate Executive V.P. Strategy and Administration at Scripps Health

Appendix A
Interview Questions

1. The past 24 months have been challenging to say the least. What would you say have been the
Top skills needed to lead during this time?
2. What challenges would you say you have faced being a female in a leadership role?
3. We've read that you believe empathy is the key to retaining employees during this turbulent
time. Is there anything about being a woman leader that makes this challenging or more natural?
4. Do you see any advantages to being a woman in a leadership role when leading remotely? Or
disadvantages?
5. As a leader, how do you foster company culture in new employees who are/were working remotely during the pandemic? What are essential elements of your culture and how do you
make this work for remote employees?
6. What challenges have you faced with regard to communication (i.e. lack of small talk, no
water cooler talk, etc.)? How have you dealt with them?
7. Emotional intelligence is something that has been seen as an integral part of being an effective
leader. What role do you think emotional intelligence has played in your leadership of others
during the pandemic? How can EI be implemented to a greater level remotely? Examples?
8. What do you want students coming out of school to know about women in leadership?
9. What area(s) do educators need to focus on in order for our students to be effective leaders?
10. What are possible career opportunities you see for women leaders in the "new normal"?
11. What are the main challenges you believe female leaders will face in the new normal?
12. Advice to leadership about Women in Leadership for the future?

13. Do you see any similarities between how you develop your organization and college student

training/teaching?

Findings

Through the qualitative interviews, the researchers were able to identify challenges and ways in

which women leaders have been able to foster inclusive work cultures.

Women Leaders DO Foster Inclusive Work Cultures

Several of the women leaders interviewed for this project noted that the pandemic actually provided an opportunity for them to shine. By being women, five of the six women pointed out how they could empathize with what their employees (specifically, women employees) were going through. They also acknowledge challenges and obstacles along the path to their leadership role. Identifying and challenging the status quo in their organizations and relationship, women leaders prove to advocate with authentic experience and authority. As noted in the literature review, multiple studies have identified unique variables or attributes often associated with women leaders. The overwhelming majority of subjects identified in their own words the aspect of caring and nurturing in their roles as leaders. This research is encouraging on the basis of the results of the pandemic is a deeper understanding by all leaders of the need for a concern for people in the process of operation. Much of what was taken for granted in the past was challenged in typical definition of role responsibility and leadership virtues. While the researcher celebrates the existence of the global pandemic, we do believe it will serve as a motivator to provide more opportunity and appreciation for diversity in leadership gender.

The Voices of Women Leaders: Examples of Inclusivity

Conducting qualitative interviews allowed for rich examples to surface from the women leaders

who participated in this study. Below please find examples from the women leaders of fostering

inclusivity in their work culture.

Rebecca Henderson, CEO, Randstad. Rebecca shared that women naturally take on the burden

Of family and helping others. Their ability to empathize is what has made them strong leaders

during the pandemic and will allow them to prosper in the "New Normal." A few examples she

shared of fostering "inclusivity" include:

- 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 Don't Recognize what their employees are going through, and employees don't feel as if 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.

A few examples she shares of fostering "inclusivity" include:

- Outlining and implementing a "dig deeper" strategy for the organization. She theorized a pyramid of stress identifying the multiple compounding elements of family, political, social, and work. She and her leadership team developed a "High -Touch" mindset requiring leaders to be visible to their organization and created an "Inclusive Leadership Program" that all leaders participated in – focus was "high touch." She said she encouraged her team to talk about things they didn't before.
- 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

Michiko was of particular interest as she is a woman in leadership, but also from a different culture. In speaking with her, we were reminded of the universality of many aspects associated

with women leaders. Her Asian background, experiences, and roles have provided Michiko with

a unique perspective of inclusivity. Juxtaposing her home country culture with that of the United

States provided a unique view of inclusivity during a crisis. She stressed the importance of establishing a personal relationship with the 10 people on her team and the need for accuracy

and transparency in communication. A few examples she shares of fostering "inclusivity" include:

- 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 accepting of all genders in leadership. June states that her priority as a leader is "taking good
care of your people." She also notes that women tend to be more caring. She implements much
of this view and support of inclusion in formal activities within her organization. A few examples she shares of fostering "inclusivity" include:
- Making informal connections and encouraging time to share.
- Implementing a program of "Stay after Meeting" to be available for conversation and connection with any employees.

Melissa Master-Holder, Senior Vice President Human Capital, LPL Financial. In her role she personally is responsible for "shepherding" 125 women leaders. She promotes inclusivity in her role by operating programs like "LPL Living Well" which addresses the concept of work/life balance. Additionally, this is supported by a training program for "empathy mapping" wherein leadership walks everyone through a defined process to consider employees' situations and perspectives. This allows them to value the uniqueness of their employees as individuals, but also as a collective. A few examples she shares of fostering "inclusivity" include:
- Practicing "Space & Grace" Show and expect grace.
- Creating a policy for their executives to use short "Tiktok" type videos versus long emails.

Kelly Davis, Chief Strategy Officer, Sony Electronics North America. In her role working with diverse global partners, Kelly encourages women to prepare in advance thus establishing confidence and not be timid in their approach. Don't apologize or succumb to fear of being "too aggressive." A key focus of hers that she fosters company-wide is the idea of building trust across the organization. As a woman she realizes the importance to model behavior for other leaders and establish personal relationships as she leads. A few examples she shares of fostering "inclusivity" include:
- Implementing a company-wide "vacation week." No work by any one at any level.
- Insist on a work-life balance. Insisting on a work-life balance, she implemented a one vacation week for everyone to take at the same time. The intention is that anyone taking a

vacation doesn't return to an overflowing inbox or project build up while they were away 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 Table1. below).

Table 1.

Women Leaders:	Advice for future women leaders:
Rebecca Henderson CEO Randstad	*Go for it! Women bring much to the table in leadership. She calls this the Great Realization.*
Julie Fletcher Chief Human Resource Officer The Key	*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*
Michiko Kelly V.P. & Global Brand Marketing Dexcom	*Do your research, look for diverse companies, and network and connect.*
June Komar Corporate Executive V.P. Scripps Health	*Never underestimate what you can take on! Volunteer and take advantage of open doors.*
Melissa Master-Holder Senior V.P. Human Capital, LPL Financial	*You have a choice - Women have a choice. The Great Resignation could be called the Great Reassessment.*
Kelly Davis Chief Strategy Officer Sony Electronics North America	*Have confidence, don't second guess yourself. Don't be too conservative.*

Discussion

Not only does the research call for an awareness, optimization, and action to truly use the

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 the table in terms of fostering "inclusivity." According to Nanthini, S., and Nair, T., the idea that "it would take some 100 years for the gender gap to close and 202 years to achieve some form of economic parity between men and women, should not be an acceptable premise for leaders" (2020. 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's culture must adapt to these new realities because it's the only way to 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 are an invaluable resource for future job opportunities and accelerating careers into
leadership. For students seeking an MBA, for instance, building a peer and alumni network
may
be one of the main reasons why many students apply. Similarly building a professional
network
may be one of the main reasons why new hires apply to leadership development programs
in
their organizations. Many companies and business schools recognize that networks are
valuable, and they create explicit programs to support them. Yet, for young women, what
network fundamentals are consequential to accelerate into leadership? Do women need
different
kinds of networks to succeed?

In the first section of this paper, I describe some fundamental features of networks and
extend
these insights to the importance of gendered networks. In the second, I frame networking
as
reciprocity work and discuss the role of reciprocal acts of unilateral giving for building
bonds of
trust in networking. I conclude with a call to consider networking as reciprocity work.

Network Patterns and Careers
We have extensive research on the role of network composition and structure in career
outcomes.
The social networks literature states that "weak ties provide people with access to
information
and resources beyond those available in their own social circle" and the strength-of-weak
ties
crucial in locating successful career paths (Granovetter, 1983:pp. 201-233).

The notion of the strength-of-weak ties, when applied to building peer, alumni, and
professional
networks, provides direction on how to think strategically about the links we make and
cultivate
in order to build more diversified and hence beneficial networks. We can only manage and
establish a certain number of relationships at any given time. With this in mind, networks with a
greater number of weak relationships have more distinctive and instrumental resources than

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
days, we would "borrow" social capital from powerful male patrons, this would be the 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 small "women only" network to help navigate the gender-related
challenges in male-dominated professions. So, a fundamental principle for networks: recent
evidence suggests that to attain leadership positions, men and women need different types of
networks. While men benefit from being central in a dispersed network—being connected to
several people with contacts in various groups, that is the strength-of-weak ties—women only
benefit from being central in a network, the strength-of-weak ties, if they also have an inner

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] What type of network promotes women's leadership outcomes? In a recent widely-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. Controlling for the students' academic performance, work experience, and personal characteristics, the study found that "students'social networks strongly predict placement into leadership positions" (Yang, Chawla, and Uzzi 2019). 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 for successful women's networks to include an inner circle of women who connected them with many new third-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 resemble men's, with high network centrality but lacking in an inner circle of women, placed poorly, "despite having leadership qualifications comparable to high-placing women" (Yang, Chawla, and Uzzi 2019). The authors attribute the importance of social networks to the information they provide. Network centrality gives women access to a broad array of weak ties, who furnish public information about job openings, hiring, and salaries. The strong ties that women have with their inner circle of other women provides private information with "personalized knowledge about an organization's culture, unwritten rules, or sensitive and confidential impressions on how to present to recruiters or manage relationships"

A deeper understanding of network fundamentals is also needed, perhaps, beyond network structure and composition. In this section I introduce the structure of reciprocity to frame 'reciprocity work' as a fundamental principle of networks. Reciprocity is a key concept for understanding network attitudes, behaviors, and outcome and considers complex interactions of
giving and receiving.

According to Molm's reciprocity theory (Molm 2010), reciprocal exchange has a special capacity
to build stronger bonds of trust than bargaining or negotiated exchange due to the greater risk
and uncertainty. Actors express their trustworthiness to the partner and the relationship by reciprocal acts of unilateral giving. Here actors can initiate exchanges at any given time: some

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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