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Women leadership at collegiate level

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Abstract

It is significant to point out that Collegiate Level Education has altered drastically these past several years via globalization and technology advancement. This does not only mean that there are university students from various and different international, racial, religious and gender backgrounds and cultures; which requires educational leaders to become competent in cross-cultural awareness, but globalization requires that the students can also understand the cultural differences among their peers. This requires Collegiate Level Education leaders to work in a multicultural educational environment, which encompasses race, gender, ethnicity, sexual orientation, and age, consequently, diversity, which is achievable via a communal way of leadership and communication, group work and collaboration are vital to helping leaders foster relativeness and understanding among them and help create an environment friendly to all stakeholders within the educational realm.

Keywords: Women leadership, Collegiate, Collegiate level education, gender backgrounds etc.

Introduction

The purpose of this assignment is to explore and analyze via various literature the association between women and leadership in the Collegiate Level Education system. The state of women and leadership in Collegiate Level Education is examined as well as the strategies for women's leadership development. As today's labor market remains characterized by a disparity between men and women occupying leadership positions (Fritz & Knippenberg, 2017) [7], this study seeks to comprehend what are the various pathways that can help women increase their leadership presence in the Collegiate Level Educational realm and help shape a diversified gendered leadership culture within the Collegiate Level Education system. Some questions to consider are, "Where does gender diversity fit in a systemic world where interconnectedness is prevalent? How can this world be open to leaders who incorporate both male and female characteristics? Which leadership schema is more effective?"

An empirical study and extensive literature research would be most appropriate to discover alternative paths to upturn women leadership in the Collegiate Level Education system and to increase gender diversity and inclusion at the top level of educational institutions which can benefit all stakeholders like the faculty, the students, society, and the academic organization. Having women on the business boards seems to benefit the organizations as they outperform companies with all-male boards by 26 percent. Also, the average return on equity (ROE) of companies with at least one woman on the board is 16 percent, which is 4 percentage points higher than the average ROE of companies with no females on the board (Credit Suisse, 2012) [4]. Thus, although women held 51.4 percent of all professional, managerial and business related positions in 2011, the average percentage of all women executive officers dropped sharply to 14.1 percent. This trend is common across several business divisions where the percentage of women top leaders is not demonstrative of the workforce or the number of women in management and professional roles (Colorado Women's College, 2013) [2]. Studying women's senior leadership underrepresentation in both the corporate and the academic sectors can assist in exploring the "Achilles tendon", and/or alternative strategies to increase women's ambition and opportunities to seek and acquire higher-level executive jobs. Having gender diversity in the higher positions of both corporate and Collegiate Level Education sectors should be of high interest to all human society as women combine masculine and feminine qualities more than men do by adopting a transformational leadership style. Transformational leaders are innovative, solve problems successfully and are excellent role models for their people. They also motivate, encourage, empower and support their subordinates. Hence, since transformational leadership is

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considered by evidence that it is effective in modern organizations, it seems that women, somewhat more than men, can lead in ways that are characteristically quite effective.

Hence, according to the literature reviewed in this essay, women leaders are underrepresented in both the corporate world and in the Collegiate Level Education systems. In the corporate realm, researchers found that women account for “19.71 percent of CEO and board roles in Fortune 10 companies, 6.7 percent in the top ten privately held companies, and 16.53 percent in commercial banking”

However, in academia, although “women outperform men 56% to 44% in national research awards and grants (Colorado Women’s College, 2013, p. 12) ^[3], the average percentage of women leaders in academia is 24.53%, whereas men’s leaders percentage in academia is 64.7% (p. 13). Thus, from these data, it is evident that women leaders lag behind their male counterparts in climbing the ladder towards leadership roles in the academic world. According to even when women are in senior leadership positions, they are often confined to less prestigious positions such as student affairs. Another sobering statistic cited in the literature is the ratio of women’s earnings compared to men. Women faculty in both public and private four year universities earn 20 percent less than their male colleagues, “18.4 percent for public and 18.9 percent for private institutions”. This wage gap has remained virtually unchanged since in 1972 women made 83 percent of what male faculty made, whereas in 2011 it slightly decreased to 82.

The literature appears to argue that gender diversity is vital to Collegiate Level Education leadership as when successful women leaders work with male and/or female students, faculty, and staff; it is more likely that fruitful developments and positive transformation will occur due to the diverse nature of ideas and experiences rather than the ones brought forth from gender-homogeneous leaders. For instance, since there are experiences that are unique to women, like experiences with motherhood, female academic leaders are most likely to posse different queries than their male counterparts and see different perspectives and solutions to issues than the ones an all-male leadership team would. Also, women leaders may serve as mighty role models to younger female generations who may want to follow their lead.

Challenges and biases

“Society is leaning on mothers to go the extra yard, spend those extra hours, and even read that extra book to a fetus that doesn’t know the difference between “The Three Little Pigs” and moo shu pork. For the sake of our careers as well as for our kids, maybe it’s time for us moms to push back” . Many mid-career women choose to relinquish promotion to senior leadership positions to avoid messy politics, sexist behaviors, and/or incompatible challenges between work-life balances. This results to fewer women occupying positions in the leadership hierarchies of corporations and within the academic world. Even when women do desire to climb up the ladder to attain leadership roles, scholars have detected four main reasons why women do not ascend to the top leadership jobs; first, there is a “glass ceiling” to women’s advancement to leadership positions as they are sex-role stereotypes where people tend to associate male characteristics with leadership positions, which is known as

the “think leader, think male” (p. 151) phenomenon. Researchers have found empirical evidence to support the proposition that individuals associate successful leaders with stereotypically male attributes such as independence, assertiveness, and decisiveness. These characteristics are not considered “women like” in the professional environment; hence, women do not cognitively fit the top jobs.

Second, there are the “pipeline” arguments, which point to historically less women enrolled in academic programs such as law schools, MBA programs, etc. These arguments assume that when there are enough women “in the pipeline” they will eventually pursue and undertake leadership positions analogically to men. However, the data do not support this rationalization. studied the Collegiate Level Education system where since 2001 women received the majority of Ph.D. degrees from USA universities. However, in 2003 only 35 percent of tenured or tenure-tracked faculty were women. By 2007 only 39 percent of associate professor positions were occupied by women. Consequently, if this were a “pipeline” issue, then women should have reached the number of men occupying top leadership positions by now. Moreover, a third reason cited by some of the literature is the notion that women are not “genetically predisposed to top management roles”. This argument suggests that men and women are inherently different since men have a preference for a risky, high stakes environment that the top leadership positions have, due to their increased testosterone levels whereas women are more empathetic and relationship-oriented due to the hormone, oxytocin.

The notion that women are biologically created “as-natural-homemaker model” is what social conservatives believed is the reason behind the feminist war of women not attaining equality to men in the professional arena since “their genetic makeup won out in the end”. Hence, the distinctions in professional and career advancement are a natural predestined difference between men and women, thus satisfying the status. The fourth and final explanation focuses on the demanding work structure of today’s organizations.

In a 24/7 economy, it is incompatible to have a top-notch career and raise a family, especially since women head the majority of the single and two-parent households in the United States. The fact that women may have to leave from their office on time to care for their children, or take time off for maternity leave is not attractive to managers, whether male or female. This forces women to choose between career and family due to the direct conflict between the resources needed to satisfy both professional and family obligations.

As discussed above, there are various reasons the literature appears to link to lower female leadership involvement. Moreover, in this section, the focus will be on exploring another possible cause of lower female leadership in the top Collegiate Level Education and corporate positions: t lower female leadership aspiration. Aspiration is an essential determinant of professional achievement, status, and hierarchical development, thus assessing factors triggering female leadership aspiration is critica.

Leadership

Leadership aspiration is defined as the personal interest in reaching a leadership position and the determination to

accept the offer to take over such a argue that there is a psychological linkage between the person and the employing organization that can inspire rather than weaken female leadership aspiration. This linkage is the connection between the individual and the organization and it is called organizational identification (OID). Organizational identification is defined as “a perceived oneness with an organization and the experience of the organization’s successes and failures as one’s own” (p. 103). OID is the cognitive perception of oneness with and belongingness to an organization where the individual defines him/herself with the organization in which he/she is an affiliate. OID is a specific form of social identification where the person associates him/herself as a member to a particular professional organization and sees him/herself as psychologically interweaved with the destiny of the organization.

Organizational identification is positively associated with several beneficial outcomes such as the attachment to an individual's workgroup and profession, job association, organizational commitment as well as job and organizational satisfaction. These dynamics may also be related adversarial outcomes such as the intention to leave. Moreover, organizational identification is also associated with the motivation to behave in a way beneficial for the organization; due to this link to collective interests, OID is positively related to leadership aspiration since leadership itself aim is to collaboratively pursue collective objectives.

Moving on to the issue of women and leadership aspiration, because women tend to have a stronger communal orientation than men, identification can be assumed to fulfill the communal need of belonging. Hence women's leadership aspiration is influenced more strongly by organizational identification than men's. The impediments women face in achieving leadership positions may also discourage women's leadership aspiration. study showed that “communal orientation in and of itself does not discourage leadership aspiration” On the contrary, higher organizational identification can stimulate leadership aspiration and hence raise the leadership aspiration of women more than men “due to women's greater communal orientation”. Conventionally agentic characteristics, such as assertiveness, dominance, and decisiveness, have been considered to be more suitable for leadership positions versus women's more communal traits. Female communal traits have been associated with mediocre feminine performance within leadership roles. However, meta-analytic studies showed that this masculine understanding of leadership has declined over time as individuals can now recognize that communal elements are essential to leadership and leaders who incorporate communal traits in their leadership schema are more effective than purely agentic leaders.

To make more and lasting change people need to work together and “relearn” what it means to live in a diverse society that goes beyond the habitual circle of the people who are “like us”, if individuals comprehend what they can achieve from “being part of deep, connected, and diverse communities”, [they] can learn how to work in a way that is joyful, fulfilling, and life sustaining.

Organizational identification can thus stimulate women's leadership aspiration, which in sequence can trigger and increase women's leadership participation at the top jobs. Women with high OID who reach the top can serve as role

models by possessing and displaying OID, which can bring more women to attain OID and thus lead them to leadership aspiration as well (Fritz & Knippenberg, 2017) ^[7].

Women's contribution to Collegiate Level Education Leadership "My leadership philosophy is to promote collaboration and team building.

Leadership and the method individuals use to lead has transformed in recent years. This shift in leadership style has evolved since women have been actively participating in higher leading roles. In the past, leadership was more of a top-down, hierarchical approach, where leaders made all the decisions, and their power of authority was prevalent. Today, leadership is more about collaboration, communication, sharing of power in the decision-making, improving relationships, and a democratic philosophy is contemplated as more ethical and appropriate where everybody's opinion is valued, shared, considered, and a communal environment is cultivated and encouraged.

In her study comparing similarities and differences in the ways women and men lead, that women work at a steady pace, they are comfortable with unexpected difficulties, they care about activities not related to work, they cultivate and preserve professional and social networks and relationships, and focus on the “ecology of leadership”, which encompasses a social perspective in their leadership schema. An ethical angle is at the core with a scope to benefit society as a whole and create an environment for information sharing with others. “Sharing was also facilitated by their view of themselves as being in the center of things rather than at the top; it's more natural to reach out than to reach down”. That is the female notion of being in the middle of things and being

connected to those around her, “bound as if invisible strands or threads” stated that professional and social networks contain properties of homophily, tie strength, and density that are all interrelated both conceptually and empirically.

She emphasizes that they “all share the notion of access to diverse versus redundant recourses”, and empirically homophilious ties are stronger than heterophilous ties due to the fact that similarity cultivates intimacy; hence networks that are comprised of strong ties are inclined to be closely weaved together. On the other hand, board-ranging networks comprise a greater number of fragile ties and are less likely to comprise interconnected members. Hence, although homophily is associated with easiness of relationship creation, there are instrumental and significant advantages that can be gained from “mutually exclusive features of personal network and all leaders, irrespective of race and gender must consider the trade-offs and balance conflicting frictions to develop a maximum valuable network.

Below, some effects of formal structure and interaction dynamics on the personal network structure of women and minorities.

This brings the notion of systemic thinking as indicated and reflected in the image above is an interrelated structure fabricated around a dynamic central point, just like a nucleus is to an atom, built of radials and orbs. Everything is interconnected and related, and a strong central point keeps the structure stable and “centered. observed that women “structure things differently from men—companies, office spaces, human relationships, even their own presumed place in the universe”. Just like systems thinking, which looks at issues differently as it is an acknowledgment that everything

is interconnected, and situations must be examined as a systemic whole rather than just independent parts. Systems thinkers first look at the big picture, then mine in deeper to study its parts and concentrate on the interactions Structural Constraints on Properties of Women's and Racial Minorities' Interaction Networks. And relationships between them. Also, women saw their jobs as one component of who they were unlike men who identified themselves with their jobs discussed that organizations, just like every living system, is a “network of processes in which every process contributes to all other processes. The entire network is engaged together in producing itself”. Any living system pursues its own selfrenewal in order to preserve itself. This brings the notion of individuality within a larger network of relationships that helps morph its identity. Each individual is perceptible as a distinct entity, yet it is concurrently a segment of a whole system. Though humans observe and consider isolated selves, and primarily notice the differences that seem to divide them, in fact humans “survive only as they learn to participate in a web of relationships”.

Summary and Conclusions

In concluding this intriguing study, it is crucial to point out that Collegiate Level Education has altered drastically these past several years via globalization and technology advancement. This does not only mean that there are university students from various and different international, racial, religious and gender backgrounds and cultures; which requires educational leaders to become competent in cross-cultural awareness, but globalization requires that the students can also understand the cultural differences among their peers. This requires Collegiate Level Education leaders to work in a multicultural educational environment, which encompasses race, gender, ethnicity, sexual orientation, and age, consequently, diversity, which is achievable via a communal way of leadership and communication, group work and collaboration are vital to helping leaders foster relativeness and understanding among them and help create an environment friendly to all stakeholders within the educational realm.

Women can do this and are needed in the top ranks to help bring Collegiate Level Educational organizations at higher levels via their contributions, as they “bring diverse strengths, perspectives, and innovation to the exercise of leadership”. Hence, organizations and institutions can improve Collegiate Level Education leadership via increasing women developmental schemas, via increasing organizational identification, which in turn can increase women's aspiration to leadership positions and encourage diversity concerning culture and gender. The psychological linkage with the organization can trigger the desire of women to strive for the top and help shape tomorrow's new workforce and new aspiring leaders for a promising and idealized society.

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