Chair: Prof Margaret Wilson  
Keynote Speaker: Dr J McGregor

Presenters/Panel members: Ms A Bounds; Ms C Cramond; Ms C Gunn; Prof G Byrnes; Prof J Swan; Ms L Finucane; Dr J Jackson-Gough; Ms M J Waddington; Ms R McNae

Organising Committee: Ms A Bounds; Ms A Knox; Ms B Midson; AProf B Cowie; Dr C Gemmil; Ms C Crammond; Prof G Byrnes; Mr M Bell; Ms M Jordan-Tong; Dr P Bruce Ferguson

Discussion

1. Vice-Chancellor’s Welcome and Introduction

Noted:
1.1 That the Vice-Chancellor congratulated the organizers of the Women in Leadership Day. Over 130 women had registered for the Day.
1.2 That the results of the Staff Survey identified the importance of leaders being good role model and the University was committed to developing leadership.
1.3 That good leadership provides the institution with the benefits resulting from effective leadership and sets expectations for future leaders.
1.4 That everyone across the institution should develop leadership skills, such as honesty, transparency, compassion, courage, etc.
1.5 That, in terms of gender equity, the following had occurred:
   - Anna Bounds and Helen Pridmore had been appointed to the roles of Assistant Vice-Chancellor (Operations) and Assistant Vice-Chancellor (Executive) respectively. That the two women were selected because they were the best people for the roles.
   - That in the appointment of professors, three men and three women were present
1.6 That there was a lot of work still to be done in gender equity, and missed opportunities if women are not provided with leadership opportunities.
1.7 That significant recent achievements by women were:
   - The success of Alison Campbell in the Ako Aotearoa National Teaching Excellence Awards.
   - Robyn Longhurst had received the Distinguished New Zealand Geographer Gold Medal and Lynda Johnston had been awarded the distinguished Distinguished Service Award.

2. Introduction from Chair (Margaret Wilson)

Noted:
2.1 That in 2009, Women in Leadership Day was organised by WIL alumni; this year the aim is to engage all women.
2.2 That while progress is celebrated, without continual persistent effort, there will not be change. There needs to be clarity about issues.
2.3 That the Vice-Chancellor had made a commitment to work with WIL.
2.4 That there were several women’s groups working towards the same aim: the WIL Alums, Professors, Women’s Caucus and Women in Research. There is a need for the groups to be heard by those who make decisions/policy.
2.5 That since 2009:
   - There had been regular meetings arranged with the Vice Chancellor.
   - Although a PVC/DVC (Equity) hadn’t been established, two women were just appointed into senior management.
2.6 That this year, would be a chance to cement the process and find new ways of doing things.
2.7 That the Law School was established with a specific vision of teaching differently, biculturalism and professionalism. With changes in the tertiary education environment in the 90s, with the move from public to private funding, and now, towards commercialization of teaching, there is a risk of policy putting aside everyone’s right to education. In order to protect, preserve and enhance what we do, we need to identify barriers and challenges and shape what we do, not by the unintended consequences of the policy.


Waikato Women in Leadership Day 2010 - Meeting Record
Noted:

3.1 That what women do is often not about themselves, but about life at home, work and the community. Comedienne and actress, Joan Rivers, has an outspoken public persona, but in private is a shy personality. Everyone has to find their own voice.

3.2 That there has been a quiet revolution in society as women have moved to the labor force and going further in education.

3.3 That areas which need improvement are:
   - Gendered pay
   - Status and representation at the top
   - Reconciliation of family life and work life – address issues such as the absence/affordability of childcare
   - Work intensification

3.4 That based on New Zealand Census of Women’s Participation, areas which need improvement are:
   - Women in government (although there are several women in government, it is not an accurate representation)
   - Women’s participation in employment areas
   - Women’s representation on corporate boards
   - Women representation in local government

3.5 That the census showed the number of women professors and associate professors in New Zealand. The South Island had particularly low in numbers of female professors in 2007. From 2007, Waikato has increased by 4.7% to 23.85% in women professors and 5.42% to 31.51% in associate professors.

3.6 That copies of the 2010 New Zealand Census of Women’s Participation census would be available from the end of October/early November 2010.

Action Points

i. Ban self-effacement: often women internalize needs and don’t raise important issues such as pay. Women need to learn how to negotiate for themselves.

ii. Learn to find your voice: it’s not about genetics, but experience.

iii. Speak up at the right time, right place and in the right way: often starts can be hesitant and off point. Research is important (Example: Helen Clark)

iv. Develop resilience: Resilience is not about having thick skin but about picking yourself up after setbacks and moving on to another strategy. Samuel Beckett is quoted saying, “Ever tried. Ever failed. No matter. Try Again. Fail again. Fail better.” The start of the Women in Leadership programme for NZ universities was an example of resilience through various stages of despair whilst finding the funding and convincing the Vice Chancellors of the need for the programme.

v. Power of women’s support: An individual can have drive and motivation but needs the support of other good women in formal and informal networks as mentors, friends, “glass of wine club”, etc.

3.7 That we should hang on to the kernel of what makes the University magnificent and be proud of the steps taken.

4. Giving and Receiving Feedback (Rachael McNae, Anna Bounds)

Noted:

4.1 That R McNae opened the presentation with a reflection on her leadership journey. Some observations were:
   - That constructive conversations shape pathways and identities.
   - That relationships matter.
   - That we need to distinguish between who we are and how we are perceived.
   - That communication enhances relationship – seeing, noticing, attuning oneself and being sensitive to patterns – the “in between” matters.

4.2 That in giving feedback:
   - Timing is important; this includes how long feedback is left.
   - Develop a strategy to apply all the points.
   - Keep emotions in check; sometimes this requires consciously dropping voice.
   - Keep an open door policy.
   - We can either be gatekeeper or enablers.

4.3 That self-reflection is important, including attunement to “bad” leadership; self-assessment and being attuned to yours and other’s self place.

4.4 That feedback involves:
   - Expanding one’s understanding (both verbal and non-verbal)
   - Complex
• Alive
• Becoming aware of yourself as the giver/receiver

4.5 That feedback is:
• Focused on acts not attitude
• Useful when it is future focused
• Useful when it is goal orientated
• Multi-directional
• Supportive
• Continual

4.6 That in giving feedback, we should develop strategies specific to that situation/exercise sensitivity and attunement.
We should consider:
• Timing
• How can feedback be useful but non-threatening
• What the feedback culture is
• How a productive and life-giving feedback culture can be cultivated

4.7 That feedback is important to leadership because it:
• Identifies what is best for the institution
• Develops a culture which allows giving and receiving feedback
• Is explicit of what can’t be changed and negotiate what can be
• Involves a large element of trust

4.8 That we cannot always control actions but can control our reactions. Outcomes are generated by the action plus reaction.

4.9 That results are generated by awareness, followed by the desire to change and then a change in behavior or action.
When developing a feedback plan, consider the questions:
• What’s the best way to convey the feedback?
• How is the receiver likely to respond?

4.10 That two areas in which feedback may be required are job performance and work related behavior.

4.11 That feedback should be specific, accurate and enquiring.

4.12 That a feedback formula could include the following points:
• What happened and is happening?
• Where and when?
• Who was involved?
• How did it affect others?

4.13 That a suggested model for giving feedback is the BISA Model. This includes the following steps:
• Identify behavior
• Talk about impact
• Create space for silence
• Provide some alternatives
### 5. Being Heard: Building confidence in a variety of situations (Lisa Finucane, Janis Swan, Clare Crammond)

**Action Points:**

**Lisa Finucane**
- The imposter syndrome is a sense of being under qualified or capable for a job/task that one has been employed to do. Identify and deal with the ‘imposter syndrome’.
- Process is good. Learn to articulate the process.

**Janis Swan**
- Understand how the organisation works, in terms of management system and style and financial structure (Ask: what am I costing the organisation?)
- Be transparent to the group so they buy into the goal.
- Look at all opportunities.
- Step outside the comfort zone.
- See opportunities – go on committees and see how to do something new.
- Build networks.
- Don’t stay in a job you don’t find interesting.
- Introduce new ways of doing things.
- Train others.
- Identify a mentor who can come alongside you.
- Think about communication.
- Prioritize what you are doing.
- Look for support from family and friends.
- Aim to be something – set direction.

**Clare Crammond**
- Work hard.
- Look out for opportunities and grab them.
- Value voluntary work. It develops transferable skills which can be used in your work.
- Find a mentor.
- Feel the fear and do it anyway.
- Be committed to lifelong learning.
- Learn how systems work – join forums/committees and be prepared when going to the meetings.
- Ask questions.
6. Career Opportunities for Flexible, Part-time and Fractional Roles (Giselle Byrnes, Carole Gunn, MJ Waddington)

**Noted:**

**G Byrnes**

6.1 That in the 1980s the number of part-time positions increased and women dominated that number. 40 percent of the workforce are women and 70 percent of those are part-time.

6.2 That the issues of being part-time are not only faced by women.

6.3 That there is an increasing feminization of the workforce.

**MJ Waddington**

6.4 That there are a variety of types of part-time such as staff employed for part of the year, job sharing, and flexi-time.

6.5 That people choose to work part-time for a variety of reasons such as part-time work while completing degrees, preparation for retirement, gradual return to the workforce after a period away, etc.

6.6 That there is often a variance between the actual number of hours part-time staff work and what they are employed to work. There is the misunderstanding that part-time staff only work the number of hours that they are paid to.

6.7 That managers should try to be flexible with needs of part-time staff.

6.8 That the work of part-time staff should be made visible.

**Carole Gunn**

6.9 That an article written about work by Linda Twiname considers whether the term “work/life” balance should be called “life/life” balance as work is an aspect of life.

6.10 That it is important for people to do a job they enjoy. Part-time staff should identify why they have chosen to work part-time and what they want to get out of it.

6.11 That often each stage of the career supports the next stage.

6.12 That if there is a requirement for an entirely new part-time position, this should be raised with the manager and a case made for a new position.

6.13 That in a managerial role, part-time status may not be ideal as accessibility would be an issue. However, technology provides different channels of communication.

**Action Points**

- The University could review structures to maximise use of the skills of part-time staff and allow for career progression.
- Managers could consider how to increase the visibility of work done by part-time staff.
- Part-time staff could:
  - Identify what outcomes they are looking for at any point in time.
  - Make choices in what they invest in.
  - Identify what they are getting out of PGS. Define what they want to get out of it.
  - Depending on the part-time role staff may have opportunities to grow. Be upfront with their manager about their goals.
  - Create value/business case for what they want to do.
  - Get other people to help them get there.

6.14 That in discussing career opportunities for part-time staff, we need to define ‘part-time’.

6.15 That there is a growing trend to non-standard work which has implications to how we respond to it.
Programme:
8.45 Mihi / Welcome from VC
9.00 Introduction from Chair (Margaret Wilson) – overview of issues, scene setting, UOW statistics, what has changed since 2009?
9.30 Keynote speaker: Judy McGregor, EEO Commissioner – The Wider Environment
10.30 Morning Tea

Break out sessions:
11.00 – 12.30 Managing your career
11.00 – 11.45 Giving and receiving feedback (Rachael McNae, Anna Bounds)
11.45 – 12.30 Being Heard: Building confidence in a variety of situations (panel – Janis Swan, Lisa Finucane, Clare Cramond)
12.30 Lunch
1.15 Vocal Workshop: Julie Jackson-Gough – Finding Your Voice
   Developing voice control and presence can help you to be heard in a variety of leadership situations.

Break out sessions:
1.45 – 3.15 Managing your career (repeat)
1.45 – 2.30 Career opportunities for part-time, fractional and flexible roles (Giselle Byrnes, Carole Gunn, MJ Waddington)
2.30 – 3.15 Giving and receiving feedback (Rachael McNae, Anna Bounds) (repeat)
3.15 Plenary