University of Waikato
A Report of Women in Leadership Day (WILD) 2011
Thursday, 25 August 8.45am-3.30pm in Price Waterhouse Coopers Lecture Theatre and MSB1.05*

Chairs: Professor M Wilson and Ms M Jordan-Tong
Keynote Speaker: Rt Hon H Clark
Presenters/Panel members: Professor R Crawford, Ms L Te Aho, Professor M Wilson, Ms M Jordan-Tong, Dr S Leberman, Ms L Finucane, Ms K Raffan, Ms J Lawrence, Professor N Alcorn, Ms S Footitt, Ms E Van Der Knaap, Ms C Gunn, Professor D Clark, Dr T Bowell

Organising Committee: Mr M Bell, Ms A Bounds, Dr T Bowell, Dr P Bruce Ferguson, Associate Professor B Cowie, Ms C Cramond, Associate Professor S J Cunningham, Ms V Duncan, Ms C Ferry-Parker, Ms L Finucane, Ms P Goldsworthy, Dr L Hunt, Ms M Jordan-Tong, Ms T Mallett, Ms B Midson, Ms P Pratapsingh, Ms S Robson, Ms H Skipper, Ms L Tainui, Professor M Wilson, Ms J Wilson.

Sponsor: Anna Bounds (AVC Operations)

Managed by: Professional and Organisational Development Unit as part of the University of Waikato Leadership and Management Development Programme

Programme:
8.45 Mihi / Welcome from Vice-Chancellor
9.00 Introduction from Chairs – overview of issues, scene-setting, playing it forward, statistics, what has changed since 2009/2010?
9.30 Work-life enhancement: Building resilience
10.15 Morning Tea
Break out sessions and workshops
10.45 – 12.00 Work-life enhancement in practice: Building resilience
10.45 – 11.20 Personal wellbeing and healthy workplace cultures
11.25 – 12.00 Understanding the system to enable personal agency
12.05 Lunch
1.00 Personal agency within the system: getting things done
Break out sessions and workshops
2.00 – 3.15 Work-life enhancement in practice: Building resilience (repeat)
2.00 – 2.40 The importance of movement and physical activity for personal well-being (a practical session)
2.40 – 3.20 Building your personal narrative and making effective applications
3.20 Plenary by Chairs

Session Notes and Actions:

VICE-CHANCELLORS MIHI / WELCOME (Professor R Crawford, Mrs L Te Aho)
- Over 280 people registered for the 3rd annual Women in Leadership Day (WILD) including staff from Waikato Institute of Technology, Hamilton City Council and Te Whare Wānanga o Awanuiārangī.
• The event is strongly supported by the University and the theme of ‘building internal capacity, resilience and personal wellbeing’ reflects the University’s commitment to develop talent internally.
• WILD is one of a number of successful initiatives in the University’s broad programme of leadership development.
• This event is not just for women, it is for all staff of the University, but it is about women.
• A number of staff had also taken part in the New Zealand WIL (NZWIL) Programme and these staff had gone on to contribute to the University, and at regional, national and international conferences.
• The University is privileged to host Sarah Leberman and Rt Hon Helen Clarke.
• Thanks to the WILD organisers for their efforts.

INTRODUCTION FROM CHAIRS (Professor M Wilson, Ms M Jordan-Tong)

Professor Margaret Wilson- Faculty of Law
• Thanks to the Vice-Chancellor, organisers and senior leadership for their on-going support.
• A number of changes have occurred in the New Zealand work environment including the erosion of employment rights and a trend towards individualised employment agreements.
• A study by the Human Rights Commission notes that women often try to negotiate individual contracts, which means that institutions should be able to respond appropriately and that women need to ensure they are appropriately prepared to go into such negotiations.
• Although New Zealanders’ have shown a commitment to doing what is fair and right, women often feel discriminated against because the things we want are difficult to articulate and it can seem as though we are requesting special treatment.
• The equality problem is not a law problem, but rather a problem of ensuring that the law is implemented effectively.
• A study into equality at work produced 20 indicators to show whether an organisation is showing/supporting equity; which includes uptake of parental leave, childcare and leadership in senior roles, and transparency of starting rates.
• Institutions run on structures and processes and if these are not specifically planned around equality issues then equality cannot be an outcome.
• Equality is being asserted now, not equity.
• Economic equality is seen as a threat in the market. However, we cannot attribute only economic value as it is not the only important value. We must remember social/cultural values.

Michelle Jordan-Tong (Head SASD): Changes within the University of Waikato and their impact.
• The National Women in Leadership (NZWIL) programme was established with support and funding from New Zealand Vice Chancellors Committee and funding has been renewed for another five years.
• A Postgraduate Certificate in Leadership in Higher Education is available at Waikato to develop the skills required to lead and manage strategy and operations with diverse groups or teams within the University.
• As a result of the 2010 WILD, the AVC Operations is now responsible for equal employment opportunity, and the University is encouraged by the intention to develop an EEO programme.
• The latest census shows the University values equal opportunity with many women in academic leadership roles, but that outside of this much is changing, and deliberate action is required for us to step forward.
• Managers must ensure that they hire the best person for the job.
• It is important to be the ‘annoying’ person at work who probes and questions the status quo and it is also important to ask the right questions and to actively think how we can think of things differently, and how we can tap into the best people. This includes ensuring job descriptions are not targeting a specific gender.
• Research has shown that once a job or role becomes feminised the salary rate drops.
• It is important to acknowledge and celebrate our successes.

**WORK-LIFE ENHANCEMENT: BUILDING RESILIENCE (Dr S Leberman)**

• Resilience is the ability to bounce back from adversity and personal setbacks.
• Ask yourself – what is your passion and what is your power?
  o Plan the things in your life – map them out and ensure there are common links, and that they leverage off each other and off your skill set
• The more meaning you have in life, the more resilient you are. Ways to increase meaning in your life include:
  o Being in the moment of where you are – you can have a life and be successful in what you do without working 24 hours a day
  o Pushing your comfort zone and considering the benefits of taking risks
  o Being involved in many things so that when things don’t go as planned, you have other areas in your life that can buoy you up
  o Controlling the controllable
  o Working in a role where you can bring your whole self to work – if you are working in a role simply for money, find other things to do that will bring more meaning to your life
• A person who can view setbacks as temporary is a truly resilient person
• Quotes on resilience
  o “Resilience is not a crash diet; it’s a long term health plan.” (Margolis and Stolz)
  o “It is impossible to live without failing at something unless you live so cautiously that you might as well have not lived at all, in which case you failed by default.” (J K Rowling)
• Organisational resilience comes from cultivating a culture of confidence, providing and taking accountability, collaborating, and enabling action and the use of initiative.
• PERMA
  o Positive emotion (the way you look at things)
  o Engagement (bring your whole self)
  o Relationships (life and work)
  o Meaning (are the things you are doing meaningful and important?)
  o Accomplish (do you feel as though you are making a difference)
• When something happens in your life, there are four ways to respond: active constructive; passive constructive; passive destructive; active destructive
• Be a person of influence in whatever sphere you are in
  o Inspire a shared vision
  o Challenge the process
  o Enable others to act
  o Encourage the heart
• Values are underrated yet they can provide ways to interpret and shape events. Personal values should be defined. Values are more important to organisational resilience than hiring resilient people.
• The Harvard Business Review April 2011 issue focuses entirely on Resilience.
• Your relationship with yourself and relationship with those you with are KEY – work on them every day.
Exercise: write your values on a piece of paper then fold it and then throw it in the air. Pick up the closest piece of paper and see what is written.

- The exercise helped illustrate that it is difficult to juggle all of your values, it’s possible to pick up new values as you learn and are influenced by others, and you could also lose your values. It is important to remember that your values are just as important as anyone else’s so don’t give them up!
- Ask yourself is it worth it if your job or other responsibilities you hold clash with your values? Can you change the values there, or are you expected to change? Sarah shared a story about an experience of a job interview in Australia to illustrate.
- Does the organisation you work for hold the same values as you personally do?
- Exercise – Wheel of Life: on a graphic of a wheel write the things you do on each spoke of the wheel and then mark along the spoke how much time you spend doing those things, and then how much time you would like to be spending doing those things
  - Look for gaps – try to address these
  - Look for opportunities to combine things
  - Know yourself and make time to look after you (analogy of air-mask in an aeroplane)
  - Set boundaries for your work
- Develop an internal locus of control – don’t stress over things you can’t control, i.e. everything in your ‘circle of concern’, but control the things you can, i.e. your ‘circle of influence’.
- Lengthen your line = play to your strengths
- Useful texts on building resilience:
  - “Authentic Happiness” Martin Seligman
  - “Rocking the Boat” Deborah Meyerson
  - “Leadership for the disillusioned” Amanda Sinclair
  - “Rethinking Leadership” Donna Ladkin
  - Harvard Business Review, April 2011 issue

PERSONAL WELLBEING AND HEALTHY WORKPLACE CULTURES (Ms L Finucane, Ms K Raffan, Ms J Lawrence)

**Lisa Finucane**
- Reported on her personal experience of cancer. Anyone diagnosed with illness needs to take time to recover, get support from friends and colleagues and use their community.
- Speak to someone who looks unwell and ask if everything is okay, this lets people know you are thinking about them and acknowledges what is happening for them.
- The University is a good employer and has good professional support. However do not exploit this because you will need it when you are really sick.

**Katria Raffan**
- HRM = health, relaxation, motivation? This is possible when individuals believe it can be.
- Ms Raffan challenges staff to think for themselves and uses metaphors to illustrate how to manage stress:
  - You can usually juggle two balls, but what if another ball is thrown at you and then another one?
  - How do you make pieces of the puzzle fit? If you have the outline but not enough time you won’t be successful. And how does it work if you don’t have all the pieces?
  - Who is your lifeguard; are you going to learn to swim?
- EVERYONE has weaknesses – figure out what yours are.
• Do we need to do all the things we are ‘labelled’ with? Will you allow others to label you? Can you fit in the ‘box’? Do you even want to?
• The University of Waikato has a holistic approach: you must tell the University what matters, what you need.

Jane Lawrence – Naturopath from As Well As
• Women are often better at looking after others, especially young mums. You have to be willing to put yourself first then you will be in good condition to give to others. Gift it to yourself – we often put off looking after ourselves. Write yourself into your diary at the beginning of the day, starting with breakfast.
• Habits develop resilience. Check that your habits are taking you to where you want to be.
• How do you nourish yourself in all areas of your life? If you can achieve a life-work balance you will increase your quality of life, which will be reflected in the workplace.
• Create spaces for yourself that are not contaminated by other things. If work at home, quarantine it, be 100% present to what you are doing at the time.
• What drives a ‘well’ body is our thoughts and emotions. When chemicals flood our bodies from our feelings it is hard to switch off. The body is not compartmentalized, it operates in the environment.
• Use 15 minutes at the beginning of the day – warm the engine – take care of the model you are in.
• Use 15 minutes at the end of the day – review the day – was it in my best interests, what effect has it had, remember you magnify what you put out.
• Organisations you work for rely on you to remain well, not to go into crisis. Reflect on the whole of your life and the roles you take on, what could you gain by letting go of something or if you focussed 100% on something one area at a time, give each the focus it deserves.

Question
A question about the dilemma of when and where to use a work iPhone sparked discussion about work-life balance.
• Don’t take the iPhone home unless it’s needed, and if you do you must be vigilant in protecting your personal time.
• Prioritise your time and responsibilities.
• When your bucket keeps filling up you need to take things out. If you are not able to negotiate with your manager who is filling it up and your bucket is at 100%, ask HR advisor for help, also contact H&S rep, and use the Employee Assistance Programme (EAP) counselling to get tools and strategies to have the conversation with your manager.
• Don’t wait until the bucket is full, when it is ¾ full is the time to have a discussion.
• You are responsible for protecting yourself, nobody else will do it and if you fail to do so it can lead to illness.
• Building on last years’ Women in Leadership theme “Finding your voice”, staff need to approach their managers and get on the same page. Practise how to have the conversation, use EAP. Don’t take on tasks if you can’t or don’t have the time to do them; support others to do things for themselves.

UNDERSTANDING THE SYSTEM TO ENABLE PERSONAL AGENCY (Professor N Alcorn)

• In order to understand the university system you need to know the context
• A detailed breakdown of relevant historical contextual information was provided (highlights below)
  o Tertiary education more widely available
  o Governing bodies and policy changes
• Strategic directions: merges and expansion
• Funding issues: prioritisation
• PBRF: has shaped how teaching is valued because funding is based on research

• How can you make a difference?
  • Look at the university structure, how it is governed, i.e. Council, committees, Vice-Chancellor, Deputy Vice-Chancellor, Pro Vice-Chancellors, Deans and Heads of Divisions
  • Ask questions.
  • Learn about the promotion process relevant to you, go to courses and apply to attend conferences.
  • Network – as a group you will have more power. Take initiative to connect with others.

• In spite of all the sector problems and funding issues, it is possible to innovate, challenge, and make alliances to improve things. Introduce yourself to the person next to you for starters.

KEYNOTE – PERSONAL AGENCY WITHIN THE SYSTEM: GETTING THINGS DONE (Rt Hon H Clark)

• Professor M Wilson introduced the Rt Hon H Clark and thanked her for her participation in the day especially in light of her recent bereavement.

Highlights
• Lessons learned on the way: make your own luck; build your resilience; have strategies for what you want to achieve; and set your goals and determine the steps needed to attain them.
• Auntie Helen’s Homilies:
  • Support networks are critical – social media is useful but work/social and family support networks are key. Maintain networks with family and old friends.
  • Look after you – sleep, exercise and nutrition are all important.
  • Prioritise – what you do you need to be seen to do well so control your own diary and set your own priorities.
  • Build in time for yourself and with your family. Holidays are important and you need to keep up or develop external interests. External interests help to minimise stress.
  • Keep things in perspective.
  • Learn from your past mistakes and move on. Don’t dwell on your mistakes and failures.
  • Determine what drives you and set goals – this will give you a sense of mission and vocation.
  • Believe in yourself – if you don’t, why would anyone else?
  • Your role should reflect your own style – look at what you can change and realise what you can’t.
  • Listen and hear feedback from others then make a decision – once your decision is made, stick to it.
• Stereotyping – women need to neutralise issues such as appearance (have to dress a certain way), and manner (strong vs. tough, assertive vs. aggressive, etc.). Marginalisation of any kind through stereotyping is tough to deal with.
• Reflections on hurdles in the context of the United Nations’ Millennium Development Goals: Gender empowerment – the goal for 2015 is for 30% of the members of the world’s legislative bodies to be women. Currently sits at 17%. Women’s status is often not what it should be.
• Universal access to primary education for boys and girls – once achieved, the focus will shift
to completion rates and secondary school. Women’s education has a huge effect on development and has been correlated with the likelihood that a child will reach the age of five.

- Maternal health – the goal is to reduce the maternal mortality rate by three quarters. The risk is highest for adolescent girls. Women need to have access to health care and the power to seek it if it is available.
- Political, legal and economic empowerment is key to women’s advancement in developing nations.
- Women are held back in many countries and they do not have the ability to create livelihood for themselves. They can’t own land, inherit, open a bank account or get credit. These issues need to be tackled to lift the status/agency of women.
- There is a significant unmet need for access to reproductive health services.
- Gender empowerment is important in NZ but the issues are life or death in other countries.

Actions

- In our own society, we need to continually assert our rights – these have been hard won and can slip if ignored.
- Be strategic about how you walk the road/make your way and don’t pull the ladder up behind you.
- Inspire and mentor.

Questions

1. How much sleep do you need?
   7-8 hours a night – very important to make up sleep deficit. Used to work on planes but now sleeps.

2. What progress has been made for women in developing countries? Next 40 years?
   The benefits of development have not been evenly shared. The Millennium Development Goals (MDG) have highlighted specific goals – not huge successes but they have focussed attention more effectively. It used to be that development was measured by an increase in GDP; however, we now know that human development is key as there are no spin offs for education or health, etc. from an increase in GDP. In Africa, GDP is up but poverty rates have remained the same. The aim of the MDG is inclusive growth for rural populations and for women – an equitable distribution of the wealth.

3. What is the impact of HIV?
   HIV has caused great hardship in many parts of the world but particularly in sub-Saharan Africa where 45% of pregnant women are HIV positive. The UNDP is very involved with health organisations and receives substantial funding from the Global Fund which focuses on HIV, Malaria and Tuberculosis. UNDP does not direct health issues directly but instead focuses on rights agenda and legal responses to HIV. UNDP advocates for changes to law and policy where they are a barrier to responding to HIV. The fastest HIV growth rates can now be found in former Soviet Bloc countries where HIV is primarily related to drug use. Due to the stigma attached to drug use, it is very difficult to convince people to take advantage of needle exchange programmes for example. Difficult to convince them to seek help because of fear. Same with HIV in gay communities. Homosexuality may be stigmatised or even illegal – these are the legal and political barriers that UNDP seeks to overcome.

4. Are there institutional, cultural and structural barriers to women’s achievement are still in place in NZ?
   Not quite so much of an old boys’ club anymore but barriers may be due to different life patterns. The care of kids and the elderly still falls primarily on women. Women tend to balance more things and there is more call on a woman’s time than on a man’s. No consideration is given to skills attained out of work and this needs to change. There is a
need to look at the provision of supportive environments. It is difficult for women to have it all but if a society is prepared to invest in families then women can have the best of both worlds. Scandinavian programmes have good social programmes which share the caring burden. NZ must be prepared to invest in social programmes. What’s more important? Low taxes or social policies?

5. How do you deal with stereotyping?
You have to have a thick skin and be passionate about what you are doing – devise coping mechanisms. Learn to identify the difference between stereotyping (strong vs. bullying) and constructive criticism. Don’t be tone deaf to constructive criticism but have a clear perspective on your own values.

**THE IMPORTANCE OF MOVEMENT AND PHYSICAL ACTIVITY FOR PERSONAL WELL-BEING (A PRACTICAL SESSION) (Ms E Van Der Knaap and Ms S Footitt)**

- Time pressure is challenging for all women, so it is important to be active as this helps you look after yourself, which enables you to be more effective in your responsibilities.
- Bone density begins to deteriorate from a woman’s twenties onwards, and weight-bearing exercise (such as light weights or exercising using force) helps to increase bone density.
- If a person doesn’t exercise regularly they can lose the range of motion in their joints.
- Exercise can be done anywhere and can be incorporated into any type of activity you would normally do, e.g. ‘walking meetings’ or printing to a printer further away from your desk so you can walk more during the day.
- Some barriers to regular exercise or incorporated exercise are the culture of a department, sit-down morning teas with food, high demands on time, high workloads, and the weather.
- The central message is to Find 30, meaning find 30 minutes during the day, split into smaller books if needed e.g. 3 x 10 minute sessions of high energy exercise.

Practical session
- The session ended with 10 minutes of walking up and down the steps and hill of WMS to emphasise the ease by which it would be to incorporate such an activity into a regular working day.

**BUILDING YOUR PERSONAL NARRATIVE AND MAKING EFFECTIVE APPLICATIONS (Ms C Gunn, Professor D Clark, Dr T Bowell)**

**Professor Delwyn Clark**
- Shape your curriculum vitae from the perspective of the reviewer.
- Basic principles to making effective applications are:
  - Be alert for new opportunities that match your goals, expertise and skills and be proactive in your current role ensuring you identify values and major goals in the key areas of health, wealth, career, education, family, and personal.
  - Work out what is involved with an opportunity, obtain details and criteria and analyse how well aligned you are with this.
  - Run your analysis past your support networks.
  - Listen to the advice provided.
  - Ask yourself if this opportunity really suits you, i.e. timing and otherwise, and if the answer is yes then pursue it 100%.
- “To see is to know to define is to be able to to dare is to have.” (Alfred de Musset)

**Dr Tracey Bowell**
• The resources you use to prepare your narrative are your own goals and aspirations, your curriculum vitae and the criteria for the opportunity/role, which must all be closely aligned.

• Your professional narrative needs to include your past track record, your present engagements and objectives, and your future goals and aspirations.

• Tips on drafting your narrative include:
  o Be explicit rather than subtle
  o Use criteria language
  o Include sub-narrative of how you contribute to your team and others including your alignment with the goals of the team and organisation, and how your involvement in the role or project would benefit others in a broad sense, thinking short term, long term and medium term
  o Find the right balance between providing too many details and being concise
  o Never embellish
  o Don’t use it as a forum to complain about internal issues
  o Signal to your line manager your intention to apply for a promotion or project
  o If appropriate, ask for feedback if you are unsuccessful

Ms Carole Gunn

• Four questions to ask when considering applying for a job:
  o Given your personal career goals, is this job going to help you on your path to achieve those?
  o Are you interested in this because you want to get away from your current situation, or you want to move towards something else?
  o If you don’t apply, will you forever regret it?
  o If you apply and are unsuccessful, can you deal with that, especially if there is a public component to that application process?

• Steps to preparing your application:
  o Study the criteria
  o Assess yourself against the criteria
  o Address the criteria in your application, ensuring your CV backs this up
  o Tailor your letter of application and if necessary your CV
  o Read your application carefully
  o Always make it shorter – relevant, concise, and make yourself stand out
  o Never lie or significantly exaggerate as you will be caught out
  o Consider the readers of your applications
  o With internal applications, don’t assume that readers know you
  o When listing referee’s, think carefully about what their comments might be and the standing / reputation of referees
  o Have an honest and trusted colleague provide you with feedback

• Think about and highlight: what will you do for them?

Questions
1. Does a referee have to be your line manager?
   Not at first, but before you are appointed a reference check must be completed with your line manager.

2. Does the timing of reference checks vary?
   Yes, depending on the position.

3. What is the panel’s opinion of using Facebook as an informal reference?
   It has been used by the University, but is usually a question of time. The Internet is used sometimes to Google search academics and find out about their research. Some employers use the Internet extensively.
4. There appears to be a sense of ambiguity with regards to some selection criteria for certain roles at the University. Is this something the panel is aware of and what can be done about it? Selection criteria vary between position descriptions, some are clear and others are less clear. There is room for improvement.

PLENARY BY CHAIRS

Summary of the lessons learned and possible actions arising from the day’s events.

- Values: it would be useful to have the values discussion for the University of Waikato – what are the University’s actual values as opposed to its stated values.
- Importance of taking time for you: we have a constant reminder of extra demands on our time and it would be useful to have a practical session on making time for yourself.
- Should men be encouraged to attend WILD? Consideration needed on how to do this.
- Change culture: women need to stop accommodating themselves to male structures. The VC noted that WILD was about women but not just for women.
- General staff didn’t feel that WILD was relevant to them if they were not in a leadership role. But at Waikato leadership is distributed and you may be leading practice e.g. service delivery or administration. Attendees should encourage all staff to attend not only those in leadership roles.
- Consideration should be given to strategies for reaching out to women without the same advantages that we have.
- Hands-on workshops such as Sarah Leberman’s sessions should be offered throughout the year to keep the momentum going.
- Following WILD 2009 a committee was formed to consider a network for women at the University on an ongoing basis; however, with the departure of key people, the group languished. Such a network requires time and resources. If anyone is interested in volunteering to restart such a group, email Brenda Midson (brendam@waikato.ac.nz) . Sarah Leberman noted that Massey has a ‘Women at Massey’ group that meets every month and uses Massey resources – the network opportunities have worked really well but it takes a committed group.
- The document referred to at the start of the day, 20 Indicators of Equality at Work, should be made available to the community. Anna Bounds noted that a new development role had been established in the AVC (Ops) Office and once that person was in place, documents such as this one would be readily available at the following link: http://www.waikato.ac.nz/hrm/pd/wil/links.shtml.
- Robyn Longhurst’s gender research network is open to all. Email Robyn if want to be on the mailing list. There is a diverse mix of participants that meet bimonthly. http://www.waikato.ac.nz/wgrn/home
- General staff have no place to share information. It would be good to have an Administration network/forum to meet, share ideas and talk about challenges. This would need advocacy and sponsorship from the top; Anna Bounds will initiate this in 2012.
- Any additional comments and reflections can be emailed to Maureen Marra (Organisational Development Adviser) mmarra@waikato.ac.nz .
- It’s good to see partner institutions attend – in 2012 we plan to reach out to a wider community in our region to build community networks.
- A report will be circulated on the WILD proceedings.

Prepared by Myra Davis (SASD)
Authorised by Anna Bounds (AVC Operations)
2011