Abstract

Women face unique challenges in their careers over and above those faced by men. Women continue to be underrepresented in the most powerful positions in society (Collins & Singh, 2006; Eagly & Carli, 2007). The purpose of this project is to design a workshop to help women develop fundamental skills for building powerful relationships, and to strategically position themselves for success by creating a positive action plan for their future. The first workshop session on goal setting will help participants identify where they are going or want to go, both personally and professionally. Since work life and home life are intertwined, it is important in a goal setting exercise to set goals for both areas of life, in order to achieve a better work-life balance. The second workshop session on how women learn corporate culture is designed to help participants understand what corporate culture is and how learning and leveraging their corporate culture is imperative for advancement. The third workshop session on building strategic relationships is intended to help participants develop practical skills for positive networking. The workshop is based on the anticipated career needs of women and is grounded in adult learning theory.
Dedication

For my parents who encouraged and enabled my dreams (even the crazy ones)...

Mom - you taught me that I could do anything I set my mind to and you challenged me to dream big...

Dad - you taught me that being a girl was a strength, not a weakness, and that girls really can do anything that boys can do...

Because of the lessons, support, and guidance that you both gave me, I have become confident, strong, and fearless and it’s never really occurred to me that I couldn’t do anything I wanted as a woman.

And to my dear friend Anndale McTavish - your friendship and encouragement mean the world to me.

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Chapter One: Introduction

Purpose
The purpose of this project is to propose a workshop series that will incorporate broad, general strategies to assist women aspiring to top leadership positions, in their chosen fields, as they navigate the challenges/obstacles along the way.

Assumptions

1. Many workplaces and/or professional fields of practice present obstacles to women’s progress to positions of top leadership, with the net result that there are fewer women than men in leadership positions.

2. Some, but not all, women aspire to top leadership positions.

3. There is more than one way to effect change in workplace conditions for women.

4. Having women in leadership positions in the top ranks of organizations is one way to effect change from within an organization:
   - Having women in leadership positions in the top ranks of organizations places them at a “different table” and strategically positions them to change policy and reduce or remove challenges and obstacles to women’s advancement within the organization.
   - Women in leadership positions in the top ranks of organizations serve as role models and “proof that it is possible” for other women aspiring to similar positions.

5. In many but not all professions/industries, there no longer exists a “glass ceiling”, i.e., an absolute barrier to women advancing to top leadership positions; some women have made it.
to the top. Rather, there exists a series of challenges and obstacles (a labyrinth) to navigate on the way to the top.

6. While there are some common challenges/obstacles, many that women face are industry-specific.

Rationale

My first awareness of being ‘treated like a girl’ was in my final year of high school. During each of my five years I represented the school both on the Cheerleading Team and on the Track & Field Team accumulating, what I believed, were enough points to earn my Senior Letter for Athletics. When my name wasn’t called at the awards assembly, I went to the Principal to inform him of the oversight only to be told that cheerleading did not count as a sport, and as a result I did not qualify. I was left feeling hurt and angry since we put in as many, if not more, hours of practice than the all-male football team. At this time I began being concerned about equality, but it was year’s end and I was beginning my preparations for university. Two years later, cheerleading was finally recognized as a sport at this school board.

My awareness of gender further increased as I experienced a startling epiphany preparing this project: I am a **feminist**. This realization shocked and confused me. How could I have been unaware of this integral part of myself? Upon reflection I realized that my understanding of feminism and feminists stemmed from the infamous ‘no means no’ incident that took place in 1989 during my undergraduate studies at Queen’s University (http://www.queensu.ca/news/alumnireview/no-now-really-does-mean-no). I felt personally that during the events leading up to the signs incident, the pendulum had swung too far. Men were being verbally attacked for such ‘atrocities’ as holding the door open for
a woman. As a result I always defined myself as: “All for equal rights but NOT a feminist!”

It wasn’t until I recently read Janet Shibley Hyde’s definition of a feminist that I understood that I am indeed a feminist. Hyde (2007) defines a feminist as “a person who favors political, economic, and social equity of women and men and therefore favors the legal and social changes necessary to achieve that equality” (page 6). As with most things, feminism isn’t ‘cut and dried’; an ‘either, or’.

There are a number of schools of thought or varieties of feminism. I identify most closely with the post-structuralist view which informs this project.

... a post-structural feminist would say that gender can never be understood outside of its social construction within a particular culture. No definition of what it means to be a man or woman is concrete or objective - these words and concepts only gain meaning within a particular cultural context, and are limited to that cultural context. They also argue that the way in which gender is constructed in most societies creates artificial hierarchies of power. ... post-structural feminists argue that our society is built around the dualistic view of gender, where males are the normative category and females are the ‘other’... Post-structural feminists are concerned with the use of language and images that give meaning to gender. (The Sarchasm, January 31, 2006)

The aim of [post-structuralist] feminist critique became, however, not to reverse these dichotomies, so that the repressed terms became the dominant or positive ones, but to collapse them: to find ways of representing the world that might operate on a different economy, and that can thus imagine a state of difference (sexual, cultural or any kind – different truths, for instance) that doesn’t have to be defined within a hierarchical relationship of same/opposite (true/not-true) but can simply co-exist. That is, to find a way of thinking difference so that it doesn’t have to be either the One or the Other, but can be represented as simply two, or more; and with each able to be defined on its own terms. (The Sarchasm, January 31, 2006)

While I feel that I have been quite fortunate professionally, women do face unique challenges in their careers over and above those faced by men. Women continue to be underrepresented in the most powerful positions in society (Collins & Singh, 2006; Eagly & Carli, 2007). While I cannot pinpoint a single, specific incident where my gender inhibited or hindered my professional progress, I am always keenly aware and recognize the role that gender plays in
the workplace and on the advancement of women through the hierarchy of an organization. Repeated requests from friends and colleagues (both female and male) for me to share with them how I have been able to successfully navigate workplace obstacles and recognize and capitalize on opportunities demonstrated that there was a market and a need for this kind of information sharing. From there the idea of a workshop for women in business was born.

Learning new skills and techniques is a progressive process. Learning and mastering the building blocks increases the chances of future success. The definition of success is as varied and as unique as the individual defining it. I believe that in order to progress and achieve the success you desire you need to have a good sense of where you are going or want to go, what the environment is that you are or will be working in to get there, and you need to be able to build strategic relationships along the way. These thoughts are what led to my choice of topics for this one day workshop which will help women to develop fundamental skills for building powerful relationships. It will help them to strategically position themselves for the success they desire by creating a positive action plan for their future.

Definitions

It is first necessary to understand the terms sex and gender. These words are often used interchangeably and in ambiguous ways. Sex is a designation based on biology; on the observable physical evidence; on the external genitalia. It is not easily subject to change (Foster-Kuehn, cited in Ashcroft, 1998). Or, as Kimmel (2008) notes, sex refers to the biological apparatus and includes the chromosomal, chemical, and anatomical organization of women and men. Gender is defined as the state of being female or male (Hyde, 2007), and is a socially constructed and learned identity. Babies don’t know that pink is a ‘girl’s’ colour and blue is a ‘boy’s’ colour. Young children don’t know that girls are ‘supposed’ to play with dolls and boys are ‘supposed’ to play with cars. They are socialized to believe so.
Gender refers to the masculine, feminine, or androgynous characteristics of individuals that are acquired through interaction in a social world (Foster-Kuehn, cited in Ashcroft, 1998).

Gender refers to the meanings attached to the biological differences (Kimmel, 2008).

Gender is not universal; it varies between cultures. Since our social world changes over time, it stands to reason that the masculine, feminine, and androgynous characteristics of individuals will also change; thus gender is fluid. When we refer to gender differences we are referring to the differences between males and females resulting from learned social roles (Hyde, 2007).

It is also worth noting that the literature on gender and sex in the workplace uses the terms gender and sex interchangeably, often reflecting when the research was completed and the terms defined. The distinction noted above reflects the contemporary understanding of sex and gender as identified by the authors noted above.

**The Adult Learner and Learning**

Cranton’s (1989) process of planning instruction for adults was chosen as the framework for this project. Cranton summarizes commonly discussed characteristics of adult learners:

1. Since adults have chosen to learn, they will have specific goals and will expect the instructional situation to be relevant to their needs.

2. Adult learners bring a wide variety of experiences to the table and learning is best facilitated when the instruction is related to these experiences.

3. Many adult learners have concrete, immediate goals and will have little patience for what the instructor believes is important for them.
4. Generally, adult learners prefer to be self-directed; they don’t want to be treated like children. They want to find activities and ways of doing things that relate to their goals.

5. Adults may have rigid values, opinions, or behaviours which leads the instructor to be more of a facilitator rather than that of formal authority or expert.

And, as Cranton (1989) notes:

If a general rule were to be stated, it would be that a variety of methods and materials should be planned so that different individuals with different preferences and abilities would feel satisfied with some aspects of the situation. (p. 35)

Rogers (1969) described various characteristics of experiential learning, which are now generally incorporated into theories of adult learning, including:

1. The learner must perceive the relevance of the subject matter.

2. Learning is facilitated by doing.

3. Learning is facilitated when the learner actively participates in the process.

**Teaching Strategies**

Cranton (1998) describes different learning goals and the type of knowledge to be transmitted. A teaching strategy is dependent on the type of knowledge to be gained by the participants. Cranton’s work framed my decisions for the teaching strategies chosen in each session. Each of the three workshop sessions developed reflected a different type of knowledge (instructor-centred, facilitative, and reformist). The teaching strategies chosen for each session (lecture and demonstration; group work and discussion; and journaling) were matched with the type of knowledge to be gained by the participants. A summary of teaching strategies, developed by Wilcox and based on Cranton’s work can be found in Appendix One.
Overview of the Project

Chapter One has introduced the purpose of the project, assumptions, and rationale for the project and definitions. Chapter Two is a review of relevant literature which informs the development of the workshop. The chapter begins with a look at the gendered workplace. Understanding the gendered nature of the workplace and critically examining it should help to shed light on the unquestioned norms that present barriers to women advancing into top leadership positions. Next, women and top leadership roles are examined and the question of whether or not it is even desirable or beneficial for women to be in these roles is explored. Finally, corporate culture and how women learn corporate culture is discussed.

Executive women surveyed (Bierema, 1996) noted that political savvy was the number one factor in their success. Knowledge of corporate culture and the ability to leverage corporate culture to further their career, then, is an essential basic skill for women aspiring to the top positions in the organizations and industries to develop. I believe that understanding how women learn corporate culture is crucial in helping women move forward and navigate their way to the leadership positions they desire. Chapter Three presents the workshop. For each of the three sessions in the workshop the goals and objectives, sequencing, teaching strategies, evaluation, session slides, and session resources are included. The first session on goal setting should help participants identify where they are going or want to go, both personally and professionally. Since our work life and our home life are intertwined, it is important in a goal setting exercise to set goals for both areas of our life. This can help us to achieve a better work-life balance. The goals of this session are for the participants to critically examine what they want to achieve both personally and professionally and to use the insights gained to develop an action plan based on realistic, specific, measurable, and achievable goals. Sharing the story of Patrick Henry Hughes should inspire participants to
dream big and to set their goals accordingly. It is my role as the facilitator to challenge, question, and stimulate critical reflection. The teaching strategy best suited to this session is the Reformist Strategy (Appendix 1).

The second session on how women learn corporate culture should help participants to understand what corporate culture is and how learning and leveraging their corporate culture is imperative for advancement. The goals for this session are for the participants to gain a better understanding of their work environment by identifying the corporate culture in their particular organization; to provide examples of Canadian women who have achieved remarkable successes in their chosen fields; and to provide a forum for group discussion and sharing of personal experiences. Participants in this workshop would have different professional experiences, be from different professional fields, and be at different points in their careers. The result would be a wealth of knowledge within the group which, when coupled with the examples of successful Canadian women, could provide a powerful and motivating resource for the participants. An anticipated result of this session would be the development of a professional support network for the participants. It is my role as the facilitator to guide the participants through the discussion of lived experiences. The teaching strategy best suited to this session is the Facilitative Strategy (Appendix 1).

The third session on building strategic relationships is intended to help participants develop practical skills for positive networking. The goals for this session are for participants to gain an understanding of what networking is, why it’s important, and to learn practical strategies for networking. It is my role as the facilitator to share the basic skills of
networking and some tips based on my own professional experience. The teaching strategy best suited to this session is the Instructor-Centred Strategy (Appendix 1).

Chapter Four offers a summary and conclusions arising from the research and out of the workshop.
Chapter Two: Literature Review

The purpose of this chapter is to review literature to support the development of the workshop. The chapter begins with a look at the gendered workplace. Understanding the gendered nature of the workplace and critically examining it will help shed light on the unquestioned norms that present barriers to women advancing into top leadership positions. Next, the literature on women and top leadership roles will be examined and the question of whether or not it is even desirable or beneficial for women to be in these roles will be explored. Corporate culture and how women learn corporate culture will then be discussed. Understanding how women learn corporate culture is crucial in helping women move forward and navigate their way to the top leadership positions they desire. Finally, conclusions from the literature will inform the selection and organization of workshop topics and the learning needs the workshop will address.

Section One: The Gendered Workplace

The purpose of this section is to explore literature about the gendered workplace and to encourage readers to think critically about what they know and accept to be ‘true’, or ‘the way things are done’ in the world of work. Individuals experience the world as gendered (Kimmel, 2008). Nearly every society has a gendered division of labour. A variety of criteria may be used to assign work to either women or men, but the valuing of men’s work over women’s work is not inevitable, it is an artefact of cultural relationships (Kimmel, 2008).

Discrimination on the basis of race, religion, gender, and age is illegal in Canada (The Canadian Human Rights Act, 1985). The legislation, however, recognizes that there may be
cases where discrimination based on prohibited grounds such as race, religion, gender, and age may be permitted where there is a reasonable and bona fide requirement based on the nature of the employment. This legal form of discrimination in the workplace is a bona fide occupational requirement (BFOR). The Canadian Human Rights Act (1985) stipulates what constitutes legal discrimination:

Exceptions: 15 (1) It is not a discriminatory practice if (a) any refusal, exclusion, expulsion, suspension, limitation, specification or preference in relation to any employment is established by an employer to be based on a *bona fide* occupational requirement;

... 

(g) in the circumstances described in section 5 or 6, an individual is denied any goods, services, facilities or accommodation or access thereto or occupancy of any commercial premises or residential accommodation or is a victim of any adverse differentiation and there is *bona fide* justification for that denial or differentiation.

Accommodation of needs: 15 (2) For any practice mentioned in paragraph (1)(a) to be considered to be based on a *bona fide* occupational requirement and for any practice mentioned in paragraph (1)(g) to be considered to have a *bona fide* justification, it must be established that accommodation of the needs of an individual or a class of individuals affected would impose undue hardship on the person who would have to accommodate those needs, considering health, safety and cost.

A BFOR can be onerous for an employer to prove. The courts clearly require compelling, objective evidence to satisfy them that discrimination based on prohibited grounds is, in fact, a BFOR. For example, in *Bhinder v. Canadian National Railway Co.* the employee, a religious Sikh, refused to wear a hard hat because his religion prohibited him from using any headwear other than his turban. The Supreme Court held that the hard hat requirement was a reasonable and bona fide requirement aimed at protecting the health of the worker. The hard hat rule was therefore a reasonable and justified working requirement even though it infringed on the worker's religious rights (*The Law Office of Grosman, Grosman & Gale, LLP, 2010*). There are few such examples based on gender. In 2007 the
Correctional Service of Canada set out to make female prison workers a BFOR for correctional staff working with female federal inmates. The female-only prison worker standard would seem to meet the requirements to constitute a legitimate BFOR. Additionally, the rule that female prisoners be attended and supervised only by female officers is internationally recognized as the best practice for dealing with female prisoners. The rule is premised on the values of protecting the physical and emotional safety of female prisoners and respect for their dignity and human rights. If found to be a BFOR, it would provide a full defence to any claim of discrimination by a male seeking a prison worker position working with Federally Sentenced Women (Correctional Service of Canada, December 27, 2007). It is difficult to prove any BFOR, especially one based on gender; however, for the purpose of this project, it is worth acknowledging that the courts have recognized the possible necessity of discrimination based on prohibited grounds and have enacted legislation to ensure that any such discrimination is objective and not based on stereotypes.

Factors that undermine women’s success in the workplace include sex/occupational segregation, gender stereotypes and stereotype threat, and the ‘glass ceiling’. Each is discussed below.

**Segregation**

Sex segregation refers to different occupations being seen as more female or more male. The literature indicates that the high levels of sex segregation in the workplace are due to discrimination, not merely to occupational “choices” made by women (Diamant & Lee, 2002, Kimmel, 2008). Sex segregation disadvantages women and perpetuates gender inequalities. It is pervasive and one of the most important and enduring aspects of labour
markets around the world (Anker, 2001). According to sociologist Barbara Reskin, sex segregation “refers to women’s and men’s concentration in different occupations, industries, jobs, and levels in workplace hierarchies” (cited in Kimmel, 2008, p. 211). This, Reskin notes, leads to a gendered division of labour in which some occupations are deemed more appropriate or desirable for women. The result is that female-dominated occupations are compensated more poorly than male-dominated occupations requiring comparable training and skill (Fassinger, 2002). Sex segregation in the workplace is intimately tied to wage inequity and is so commonplace and pervasive that it appears to be the natural order of things; that is that women freely choose certain occupations and positions (Ashcraft, 1998; Diamant & Lee, 2002; Febbraro, 2007; Kimmel, 2008). This relationship between gender composition, prestige, and wages has long been in evidence. In the 1920s, feminist writer Charlotte Perkins Gilman (cited in Kimmel, 2008, p. 214) found it:

..amusing to see how rapidly the attitude toward a given occupation changed as it changed hands. For instance, two of the oldest occupations of women, the world over, were that of helping other women bring babies into the world and that of laying out the dead. Women sat at the gates of life, at both ends, for countless generations. Yet as soon as the obstetrician found one large source of income in his highly specialized services, and the undertaker found another in his, these occupations became “man's work”; a “woman doctor” was shrunk from even by women, and a “woman undertaker” seemed ridiculous.

How have women coped with this income inequity? In the 1860s one woman came up with a rather novel solution:

I was almost at the end of my rope. I had no money and a woman’s wages were not enough to keep me alive. I looked around and saw men getting more money, and more work, and more money for the same kind of work. It was simple. I just put on men’s clothing and applied for a man’s job. I got good money for those times, so I stuck to it.(Kimmel, 2008 p. 217)

Marie Drolet (2002a) has conducted research showing that both Canadian women and the Canadian labour market have changed. In the 24-year period from 1984 to 2008, the
gender wage gap narrowed by 13% with real hourly wages for women realizing an increase of 12.6% compared to a 2.2% increase for men. Also, with better educated women, the shift in marketable characteristics that they bring to the workplace accounts for 56% of the narrowing of the pay gap. Still, research indicates that men continue to advance faster, further, and with greater compensation than do their female peers; also, differential salary patterns have remained quite consistent over time (Phillips & Imhoff, 1997). Based on annual earnings from all jobs, Canadian women earn an average of $0.65 for every dollar earned by men and based on hourly rates for specific jobs they earn $0.83 for every dollar (Drolet, 2002b).

A common misconception is that women work primarily for social reasons or to earn some extra spending money; i.e. some ‘mad money’. The fact is that women work for the same reasons as men: to support themselves and their families, to experience a sense of accomplishment and gain the competence that comes from succeeding in the workplace. In fact, both women and men work because they have to (Kimmel, 2008). Over the second half of the 20th century, the proportion of households where the woman was the sole or primary breadwinner steadily increased from 7.8% in 1951 to 12.5% in 1991 (Thomas, 2010). Moreover, results of the 2006 census show that of the 12,437,465 households surveyed, 4,733,465 or 38.02% were financially supported solely or primarily by females (Statistics Canada, 2006).

**Stereotypes and Stereotype Threat**

Each individual has a unique self-concept (as determined by their gender, race, religion, experience, career, etc.) that forms their social identity. The part of an individual’s social identity that is most important to their functioning in a given situation is often determined
by society’s attitudes toward certain identities in that setting (Davies, Spencer, & Steele, 2005). Gender stereotypes inevitably affect women in male-dominated careers and women’s career choices in general (Davies, Spencer, & Steele, 2005; Zhang, Schmader, & Forbes, 2009). Stereotype threat refers to being at risk of personally confirming a negative stereotype about one’s group (Hyde, 2007). Stereotype threat is the simple awareness of the possibility of being judged based on a negative stereotype. This awareness can elicit a mental state which impairs performance in stereotype-relevant situations. Stereotype threat creates situational pressure which impedes performance and can affect the career aspirations of women (Zhang et al, 2009). Stereotype threat can occur in stigmatized individuals when negative stereotypes about a social identity provide a framework for interpreting behaviour, thus undermining the stigmatized individual’s performance and aspirations (Davies et al, 2005). Women are susceptible to this threat when in any traditionally male domain. Mansfield, Koch, Henderson, Vicary, Cohn, and Young (1991) found that tradeswomen were more likely than secretaries to experience sexual harassment and sex discrimination.

If women perceive that they are being treated differently or that male supervisors and/or male coworkers have negative attitudes toward them, they may refrain from seeking blue-collar jobs and/or they may the quit blue-collar jobs they have. Women’s avoidance of blue-collar jobs may, consequently, impede their progress toward economic parity with men. (Palmer & Lee, 1990, p. 608)

A solution to this predicament is the creation of identity-safe zones or environments where individuals may find safety and reassurance and where they are welcomed, supported, and valued regardless of their background (Davies et al, 2005; Zhang et al, 2009). Removing all threatening situational cues to create a totally identity-safe zone or environment is a lofty, if not impossible task. However if an organization’s leadership is cognizant of and vigilant about structural cues, such as a boardroom full of portraits of men or social cues such as
the acceptance of imprudent comments made by male colleagues, the organization can effectively reduce the risk of women experiencing stereotype threat (Davies et al, 2005).

Certainly the media plays a significant role in reinforcing stereotypes. Dill et al (2005, cited in Hyde, 2007) suggests an hour of prime time television reveals how the media reflects expectations about social and occupational roles of women and men with the portrayal of women and men being quite traditional. For example, I have noticed that programs like *Law & Order, CSI,* and *Grey’s Anatomy* have far more racial and gender diversity than earlier programs like *Dragnet* and *Bonanza.* Prime time sitcoms like *Two & A Half Men, How I Met Your Mother, According to Jim,* and *Big Bang Theory,* however, continue to cast women in stereotypic supporting roles as bimbos, eye candy, and the doting spouse or girlfriend. Even the popular video game, *Duke Nukem* displays extreme gender stereotyping and violence against women.

Children are exposed at a very early age to cultural norms or expectations of what is appropriate, for them to ‘do’ or ‘be’ when they grow up, according to their gender. When walking through a toy store, it is clear which toys are deemed appropriate for girls and which for boys. Furthermore, young girls are socialized away from maths and sciences, subjects requiring proficiency in order to pursue and advance in lucrative and higher paying careers (Hyde, 2007; Stalker, 1998; Zhang et al, 2009) traditionally dominated by men. Young boys are encouraged and socialized through the education system, cultural norms, the media, and retail stores to be problem solvers, to work with their hands, and to embrace activities and ultimately careers that are related to math and science. Products targeting young girls, on the other hand, routinely enforce cultural stereotypes of women as
caregivers, housekeepers, and in professions not requiring math and science skills. Indeed even clothing for young girls and teens has been criticized for the increasing sexualisation of young girls and teens. T-shirt slogans such as “Who needs brains when you have these?” pulled from stores by Abercrombie and Fitch in November 2005 (Zhang, Schmader, & Forbes, 2009); “So many boys so little time”, “You Wish”, “0 to naughty in 6 seconds” (The Christian Institute, August, 2009); “Sex Kitten”, “Flirt” (The Christian Institute, February, 2009) to name a few. The media is also active in perpetuating stereotypes. In fact, stereotypes are consciously used when marketing products to target groups. Marshall McLuhan (1964) observed that “Any expensive ad is as carefully built on the tested foundations of public stereotypes or “sets” of established attitudes, as any skyscraper is built on bedrock.” (p. 203). Television is prominent in our society. According to the Media Awareness Network (2010), Canadians watched an average of 21.4 hours (plus an additional 1.3 hours of video on VHS) of television per week in 1997 or 1107.6 hours of television. If there are 15 minutes of commercials per hour of television (Answers.com, 2010), this translates into 276.9 hours of commercials, a significant exposure to cultural information based on “tested foundations of public stereotypes”. Lavine, Sweeny, and Wagner (1999, cited in Davies, Spencer, & Steele, 2005, p. 276) “suggested that commercials are a highly pervasive medium within which gender stereotypes can be formed, strengthened, and activated” and, according to Aronson (1999, cited in Davies et al, 2005, p. 276), “exposure to the mass media leads consumers to conclude that all women ‘prefer the laundry room to the boardroom”’. Gerbner, Gross, Morgan, Signorielli, and Shanahan (2002, p. 44) note that “Transcending historic barriers of literacy and mobility, television has become the primary common source of socialization and everyday information (usually cloaked in entertainment) of otherwise heterogeneous populations.” and “clear-cut divergences
between symbolic reality and independently observable (“objective”) reality provide convenient tests of the extent to which television’s versions of ‘the facts’ are incorporated or absorbed into what heavy viewers take for granted about the world”. They found that heavy television watchers held more gender stereotypes than light television watchers, believing that women had limited abilities compared to men, and holding strong, stereotypic beliefs about the types of jobs women should have. Similarly Rothschild (1984, cited in Gerbner et al, 2002) found that third and fifth grade children who watched more television were more likely to connect gender-related activities such as cooking and sports, and gender-related qualities such as warmth and independence, in a manner consistent with traditional gender stereotypes. So, it seems that the ‘facts’ of television-land become well ingrained, both reinforcing and perpetuating our cultural norms and stereotypes. All that we ‘know’ to be accurate and true is a combination of all of the ‘factual facts’, ‘fictional facts’, images, stories, and experiences that individuals contend with on a daily basis over the course of their lifetime.

In addition to gender biases and cultural norms for what careers and activities are appropriate for females and males, the mere distribution of women and men in certain roles also helps to perpetuate the notion that certain roles are better suited for females with others being better suited for males. However, studies (Zhang, Schmader, & Forbes, 2009) suggest that merely seeing female role models in typically male-dominated careers could play an important role in shaping children’s perceptions of appropriate career choices. “...[W]hen a critical mass of women is present in a masculine domain, women are also exposed to positive female role models who... can inspire in them a greater sense of confidence and self-efficacy” (Zhang et al, 2009, p. 140).
Fassinger (2002) has suggested a number of contributing factors to the career entry, development, advancement, and achievement of women. She has grouped these factors into two categories: external or contextual/environmental barriers (also referred to as structural factors) and internal/self barriers (also referred to as cultural factors). Structural factors are features of workplaces, the education system, and society that serve as barriers for women, limiting access to opportunities in those areas. Cultural factors are common beliefs and attitudes of members of a group, often taught by society, which are internalized by the group members and serve to limit their access to opportunities. For example, the stereotype that “girls can’t do math” becomes internalized keeping girls from enrolling in mathematics courses thus limiting their future career options since “math functions as a gateway into science, engineering, technical, and business careers in which persistent underrepresentation of women is a problem” (Fassinger, 2002). Zhang et al (2009, p. 139) found “… that continuous exposure to something as commonplace as stereotypic TV ads can have subtle influences that may ultimately push women to choose careers outside of math and science.” Structural factors include occupational stereotyping (pervasive beliefs that a particular occupation is better suited to one gender); gender bias in education (classroom interaction, communication patterns, curriculum content) and the ‘null environment’ (an environment that indirectly discriminates against women); occupational discrimination (discriminatory practices related to training, hiring, wages, evaluation, promotion/advancement, co-worker attitudes/behaviour, workplace climate, workplace structure); multiple role issues in the home-work interface; lack of role models, mentors, and collegial support; and bias in counselling and testing. Cultural factors include underestimating of capabilities (self-efficacy) and other attitudinal barriers. Women are
likely to have been taught to be passive, emotional, nurturing, dependant and to hide their competence and intelligence. The above barriers or factors don’t operate in isolation. Many of them overlap and combine resulting in exponential effects for women in the workplace.

What happens when a woman enters a ‘man’s’ occupation? Kanter (1977) first identified tokenism. Tokens are members of a minority group who are not treated as individuals but rather as symbols for their entire group. Tokens are highly visible in organizations and since they are seen as representing their entire group, every mistake or failure is not attributed to the individual but to the entire group. For a woman in a male-dominated occupation the stress of representing all women can be crushing. Similarly, being judged by the successes or failures of other women rather than on her own merit can be equally stressful. Tokenism also leads to stereotyping and a double bind as women try to ‘fit in’ where the woman is either considered too feminine for the job or too masculine to be an acceptable female (Diamant et al, 2002).

“Glass Ceiling”

Women face challenges in their careers over and above those faced by men: sex discrimination, pay inequity, stereotyping, and exclusion from powerful corporate networks (“The Old Boy’s Club”) which are still almost all male (Ibarra, 1992, cited in McTavish & Miller, 2006). Not surprisingly, women continue to be underrepresented in the most powerful positions in society. Hymowitz and Scellhardt popularized the term “glass ceiling”, stating in a 1986 Wall Street Journal article, “Even those women who rose steadily through the ranks, eventually crashed into an invisible barrier. The executive suite seems within their grasp, but they just couldn’t break through the glass ceiling.” The term gained
popularity and came to mean the less obvious ways or reasons that women are excluded from top leadership positions. As Barreto, Ryan and Schmitt (2009, p. 5) describe; “ceiling implies that women encounter an upper limit on how high they can climb on the organizational ladder, whereas glass refers to the relative subtlety and transparency of this barrier, which is not necessarily apparent to the observer.” However, Eagly and Carli (2007) have challenged the validity of the term. They contend that it is no longer a valid metaphor, that the barriers that women face in their quest for top leadership positions are now more permeable. They offer seven reasons why the glass ceiling metaphor is misleading (p.7):

1. It erroneously implies that women have equal access to entry-level positions.
2. It erroneously assumes the presence of an absolute barrier at a specific high level in organizations.
3. It erroneously suggests that all barriers to women are difficult to detect and therefore unforeseen.
4. It erroneously assumes that there exists a single, homogeneous barriers and thereby ignores the complexity and variety of obstacles that women leaders face.
5. It fails to recognize the diverse strategies that women devise to become leaders.
6. It precludes the possibility that women can overcome barriers and become leaders.
7. It fails to suggest that thoughtful problem solving can facilitate women’s paths to leadership.

They suggest the metaphor ‘labyrinth’ as a more accurate description of the challenges and circuitous paths that women on their way to the top find themselves navigating. The obstacles that women now face are surmountable, in that at least some women have found ways to make it to the top. Since the routes to the top can be difficult to discover and riddled with both subtle and obvious barriers, Eagly and Carli find the word ‘labyrinth’ a more accurate descriptor. So, with the progress toward equality made by women thus far, barriers are no longer totally exclusionary or rigid. Women can and have reached top
leadership positions but finding their way to the top demands considerable skill and perseverance, along with some luck.

In the future, employers must make conscious, deliberate efforts toward the creation of inclusive, identity-safe zones and removing barriers for women (and other marginalized groups). In order for organizations to thrive and be sustainable in an ever more competitive market, they need to recruit and retain the best qualified candidates, regardless of gender. Basing job suitability on stereotypes creates a very small pool from which to attract qualified candidates and is highly inefficient. In 1990, Rizzo and Mendez opined that until that point in times it had been left up to the employees to make the necessary adjustments to fit into the workplace, and that it was time for employers to start adjusting the workplace. There will always be social and institutional constructs around what is female and what is male, but they need not be unequal in value. Organizations which find a way to capitalize on the differences and diversity of their workforces will be more creative, innovative, successful, and sustainable and in the opinion of Ed Clark, CEO of Toronto-Dominion Bank, companies that fail to embrace greater executive diversity will be “dead in the water” (This is not a women’s issue, 2010).

Section Two: Women and Top Leadership Roles

History tends to repeat itself if care is not taken to understand where we’ve come from and where we’re going. While Canadian women are still struggling to achieve gender equality, and at times it appears that there is a very long way to go, it is important to recognize the achievements that have been made. In order to understand why women are still underrepresented in the top leadership ranks, we must examine the broader social processes that impact the status of women. To that end, this section will begin by highlighting some
of the milestone achievements in the pursuit of gender equality by Canadian women followed by a look at the impact on business success of having women equally represented at all levels of an organization. The section will close with a review of the characteristics and attributes of the women who, despite the odds, have broken through the barriers to ‘make it’ to the top.

The path approaching equality has been an interesting one for Canadian women (see Appendix 3): from being able to vote as property owners to being legally barred from voting to regaining the right to vote which, interestingly, occurred before they were declared persons. Their entry into the labour force during the Second World War was the beginning of a shift in the workplace that continues to this day (Kimmel, 2008). More recently, the Canadian Forces SWINTER trials and the Employment Equity Act have produced evidence and legislation supporting the continued inclusion of women in the workplace.

The increasing representation of women among the ranks of managers in organizations, is perhaps the most dramatic shift in sex composition of an occupation since clerical work became a female dominated field in the late 19th century. (Jacobs, 1992, p. 282)

Women are in the workplace to stay. For businesses to be competitive in today’s global economy, it is important to draw leaders from the widest possible talent pool. The shift to the knowledge/information economy which started in the 1990s brings a shift in how work is done from muscle power to brain power (Kelam, 2009). It is a waste of resources not to develop the talents of women (Singh & Vinnicombe, 2006). Diversity in teams at all levels of an organization brings in a variety of perspectives which should lead to better decision making and innovative solutions. Members of a particular group understand their membership better than do outsiders. Empowering women within an organization can lead
to a better understanding of the female consumer, stakeholder, client, purchaser, and employee (Singh & Vinnicombe, 2006). Fondas and Sassalos (2000) found that boards which included female directors showed better governance. They were more transparent, had better succession planning, better reporting of board appointments, reviewed board skills and had ongoing development programs for board members. A 2002 Canadian study by the Conference Board (The Conference Board of Canada Report, May, 2002) also found that companies with multiple female directors showed significantly higher performance and significantly higher levels of market capitalization than their competitors. They also found that, in these companies, more board time was devoted to ethics, codes of conduct, and conflict of interest guidelines. A recent report from Ernst and Young (This is not a women’s issue, 2010) indicated that companies owned by women have grown 62% faster than those owned by men. As Davis (2007) highlights:

> It is widely accepted that Canadian defence objectives will be most effectively met with the full participation of a demographically diverse Canadian society- not just in terms of numbers, but also in terms of full participation and integration into all organizational processes. As a minimum, it is important to ensure that the CF (Canadian Forces) learns from the experiences of women just as it learns from the experiences of men. (p. 85)

One contributing factor to these positive impacts that women are making in the workplace could be their leadership style. According to Northhouse (2010, p. 172),

> ...transformational leadership is the process whereby a person engages with others and creates a connection that raises the level of motivation and morality in both the leader and the follower. This type of leader is attentive to the needs and motives of followers and tries to help followers reach their fullest potential.

The transformational leadership style, a style common to many but not all women (Collins & Singh, 2006) is considered effective in the current environment of continual change, high labour market participation of women (and other marginalized groups), and rapid global expansion.
Helgesen (1990) found that women are more inclined than men to look at a situation, take a fresh perspective, identify what is not working and develop new solutions. They are more willing than men to share power. They are more willing than men to encourage participation and individual expression and are more willing than men to be consultative and collaborative when making decisions and solving problems. Rosener (1990) found that women’s leadership has changed over time. Many of the pioneer, ‘first generation’ leaders adopted a ‘male leadership style’ (authoritarian, command, control and rule-based approaches). While the ‘second generation’ leaders employ more of an interactive (power-sharing, energizing, encouraging participation, mutual trust and respect, enhancing self-worth) transformational leadership style (getting subordinates to transform their own self-interest into the interest of the group through concern for a broader goal). They attribute their leadership power to their interpersonal skills as well as attitudes, expertise and skills developed through life experiences outside of the positions of power.

Eagly has been involved with a number of studies (for example: Eagly & Johnson, 1990; Eagly et al., 2003) which support Helesen’s and Rosener’s findings. Those studies also found that women are more likely than men to share information and more likely than men to employ consensual, participative and empowering methods that are inclusive and team-based. They also found that women’s interpersonal communication is based on empathy, mutual trust and respect—skills which have been found necessary for handling conflict and negotiations.
The Canadian Military has long been a bastion of male ego, pride, and leadership. However, with advancements such as the entry of more and more women into the labour force, The Royal Commission on the Status of Women (1969), and the Canadian Human Rights Act (1978), women have been making significant contributions to the Canadian Forces (CF). The opening of positions and advancement of women in the CF has been slow but does represent progress. This leads to the question: ‘How does a woman find her place and her pride in a tradition in which women have no history?’

The women who joined the combat arms in the early 1990’s were, for the most part, completely on their own in terms of finding their place in the regiment. Success meant that from the very beginning they had to possess many of the qualities of a good leader to survive because there was no one there to show them the way. Today, some of the women entering the combat arms are fortunate enough to be following in the footsteps of other successful women. Maybe with less pressure to feel responsible for demonstrating that women can do the job and deserve the opportunity to try, more energy can be focused on training and development. (Davis, 2007, p. 83)

According to Davis (2007), a retired woman Lieutenant-Commander with the CF, successful women must exercise effective leadership from day one. This demand for leadership ability from relatively junior and inexperienced ranks can be paramount for women in gender-isolated roles. She also noted that research conducted on women in the combat arms in 1997 revealed that:

...the women who had the most positive experiences “demonstrated extraordinary understanding” of male group processes and how these processes impacted interpretations of women’s performance and social activity. These women attributed stereotyping to masculine combat arms culture, rather than as personal attacks on their character and reputation. (p. 84)

In another Canadian military study (2003), Febbraro revealed some interesting perspectives on female leadership from eight anonymous female participants who held leadership positions. One participant stated that “women should not try to behave in masculine ways because this strategy does not work... you look like you’re wearing someone else’s suit... just
be comfortable in your own shoes.” (p.102) All of the leaders surveyed in this study described their own leadership style as having both feminine and masculine characteristics. They also noted that both sets of characteristics needed to be applied flexibly depending on the situation. In short, the eight leaders interviewed found success by developing their own leadership style which was a flexibly applied combination of stereotypic masculine and feminine characteristics which fit with “their own unique qualities in authentic ways” (p. 108). Similarly, Collins and Singh (2006) found that women in top leadership positions were effective by being either “hard-nosed”, directive, or more transactional (stereotypic male) or more transformational (stereotypic female) as the situation dictated.

Singh and Vinnicombe (2006) found a general career path followed by women who made it to the top ranks of organizations. These women consistently performed extremely well at the beginning of their careers, drawing the attention of mentors who were sources of support and information about other opportunities. They gradually accumulated a wide-ranging portfolio, particularly in the areas of: budgetary and line experience, dealing with change, risk-taking, and experiencing and learning from failure. Ragins, Townsend, and Mattis (1998) found that experience spanning a range of sectors including management, consulting, and the public sectors was key. They also found that women in top positions had actively sought out key posts rather than waiting to be approached, although some women did find this to be a burden. Some of the women reported a reluctance to taking on ‘unattractive’ promotions but recognized that these would provide valuable experience necessary in the top leadership positions to which they were aspiring. In fact, of the 1251 executive women surveyed 50 percent viewed “seek[ing] difficult or high visibility assignments” as a “critical” career advancement strategy. In addition, developing good,
strategic relationships, and gaining international experience were also credited as contributing to their success. The Higgs Review (2003, cited in Singh & Vinnicombe, 2006) reveals that only 4 percent of new directors were interviewed for their positions because candidates were so well known to their appointer. With so few positions being posted or interviewed for, these women noted the importance of managing their visibility and upward influence. Investment in both human capital (education, knowledge, skills, experience) and social capital (social networks, wider resources—access to information, connections, power, influence) were also key determinants of success.

An individual’s human capital is a reflection of their personal quality, while their social capital is a reflection of the quality of their interpersonal relationships, both of which add value to an organization. Individuals high in social capital are often well connected to powerful, ‘old’ families (e.g., Linda Hasenfratz, CEO of the Canadian auto parts company, Linamar) or those with political influence (e.g., Eleanor Roosevelt, First Lady of the United States, founder of the United Nations Association of the United States, delegate to the United Nations General Assembly, and Chair of the committee which drafted and approved the Universal Declaration of Human Rights). Leveraging predominantly male-dominated networks is challenging, but the rewards are great (Collins & Singh, 2006) since developing informal connections with women in similar roles can provide important means of social support. Eagly and Carli (2007) found that a supportive spouse who shares domestic responsibilities was also noted by top women leaders as a factor contributing to their success. Mainiero (1994, cited in Collins & Singh, 2006) found that an awareness of corporate culture and building credibility through networks and alliances contributed to women successfully attaining top leadership positions.
Collins and Singh (2006) found women who made it to the top cited two broad, important factors in their success: impression management/visibility and networking. Support and endorsement from important stakeholders was required for advancement. One way to obtain this support was through engaging in strategies that enhanced their profile. This ‘impression management’ involved proactive self-presentation actions such as self-promotion, networking, and improving visibility. By seeking mentors and mentoring other women, women developed both formal and informal connections with other women in similar roles. These connections became an important means of social support as the women were consciously working at breaking into and using male-dominated networks.

Eagly and Carli (2007) present two general suggestions for navigating the labyrinth to top leadership positions: women should demonstrate that they are both agentic and communal and they should develop social capital. The simultaneous demonstration of agentic traits (assertiveness, competitiveness, independence, courageousness, and mastery in achieving task at hand) and communal traits (warmth and friendliness) helps women avoid the double bind of competing or working as a man does while not being ‘female enough’. Unlike men who must prove themselves once, women must constantly prove themselves as formidable players in traditionally male domains. They must display exceptional competence in order to convince others that they are equal to lesser men and consistently perform beyond expectation, deliver more than people expect and impress over and over again. The most powerful leadership positions often involve decision-making around the bottom line. In being agentic, women must actively seek line management roles involving operations that produce profits and losses to demonstrate their competitiveness and
competence. Integrating agentic and communal traits can be a challenging, but not insurmountable balancing act. An assertive woman can seem harsh and self-interested unless she also expresses warmth. When being assertive, directing or disciplining, words can be accompanied by non-verbal cues like smiling while looking the person in the eye. Mary Minnick, president of marketing, strategy, and innovation at Coke described her escape from her earlier reputation as a tough, abrasive boss: “It’s not so much about softening as it is about being less intense and more balanced in my sense of urgency” (cited in Eagly & Carli, 2007, p. 166). As film executive Dawn Steel observed: “Women have begun to forge a style that combines the best of men and women--tough and compassionate, aggressive and morally and emotionally responsible, decisive and creative.” (cited in Eagly & Carli, 2007, p. 166). It is important to note, however, that some environments may allow few deviations from a traditionally male leadership style. For example, certain leadership positions are rarely, if ever occupied by women: Prime Minister of Canada, President of the United States, head of the Teamster’s Union, Pope, construction foreman, surgeon general. Eagly and Carli also suggest that in job offers women become skilled at negotiating wages or salaries and benefits. In short, successful women know what the job is worth and negotiate compensation commensurate with comparable jobs in their industry and geographic area. I would go one step further and say: know how men are being compensated in their industry and geographic area; negotiate the same compensation.

Social capital is developed by joining and participating in networks. Networks can provide emotional support, contacts, leads about job prospects, inside information, and advice. It is important to network with both women and men (Eagly & Carli, 2007). Many pioneering
women made it to the top with the guidance and support of men. Bonnie DuPont, first woman to crack the senior executive ranks at Enbridge and the first woman to head the Calgary Petroleum Club, notes: “I could have never been president of the Petroleum Club without the support of all of the men on the board” (This is not a womens issue, 2010). Bonnie’s story demonstrates the importance of finding a good mentor, woman or man, who can open doors and provide you with new opportunities. Tellingly, Eagly and Carli found that protégés with male mentors tend to receive more financial compensation, regardless of the gender of the protégé.

Section Three: How Top Women Executives Learn Corporate Culture

The latest research conducted by Catalyst (2010) shows that more women are entering corporate settings; yet few become executives. Growth in the number of women who advance to the executive ranks at Canada’s largest companies has slowed to a crawl in the past two years and women are dramatically under-represented in Canadian board rooms (Figure 1). The percentage of women holding senior officer positions increased less than one percentage point over two years, from 16.9 per cent in 2008 to 17.7 per cent in 2010. Further, female senior officers held 6.2 per cent of top earner positions in 2010—up less than one percentage point from 5.6 per cent in 2008.
In both 2008 and 2010, Catalyst found that 30 percent of the largest companies in Canada did not have a single woman in their executive ranks.

According to Catalyst senior vice-president, Deborah Gillis:

Canadian businesses are vastly underutilizing talented women, even though women are the engine of our economies... as organizations refuel and retool, it is in their best interest to ensure that this important segment of the employee base is developed for leadership positions. (CBC News, March 3, 2011)

TD Bank is one of the few Canadian companies that actually employs more women than men. But that ratio hasn't yet translated into more women in top leadership positions.

According to TD Bank CEO Ed Clark, “The real issue is: How do you have more women in your feeder group and not end up in your executive group with more women than men?” (CBC News, March 3, 2011). Accordingly the purpose of this section is to explore what corporate culture is and the importance of corporate culture on advancement within an

Table 1

Canadian Women in Business

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<tr>
<th>Position</th>
<th>Percentage of Women (%)</th>
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<tbody>
<tr>
<td>CEO</td>
<td>6.4</td>
</tr>
<tr>
<td>Top Earners</td>
<td>6.2</td>
</tr>
<tr>
<td>Board Directors</td>
<td>14.0</td>
</tr>
<tr>
<td>Senior Officers</td>
<td>17.7</td>
</tr>
<tr>
<td>Management Occupations</td>
<td>36.5</td>
</tr>
<tr>
<td>Canadian labour Force</td>
<td>47.4</td>
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organization. I will review the literature on how women learn and more specifically how women learn corporate culture.

**Corporate Culture**

Corporate culture contributes directly to an organization’s ability to remain competitive and sustainable (Want, 2006). Learning and integrating the organization’s corporate culture into daily work practices are directly related to an individual's success within the organization (Davis, 2007; Eagly & Carli, 2007; Rizzo & Mendez, 1990). Each organization has its own social structure—regular and predictable patterns of behaviour, and its own culture—shared beliefs, values, symbols, and goals (Eagly & Carli, 2007). Organizational cultures also involve often unspoken understandings which are expressed through dress, office arrangements, symbols representing the organization, and the language employees use to describe their work. According to Trice and Beyer (1993) much of this expression of organizational culture is masculine in nature. For example the expectation of putting in long work hours in order to advance in an organization. This demand for long hours makes it difficult to reconcile family responsibilities and can affect women differently than men. Many women in high-status careers either forgo or delay childbearing (Catalyst, 2003 cited in Eagly & Carli, 2007; Hewlett, 2002) whereas their male counterparts with wives who manage family responsibilities are far less conflicted.

According to Want (2006) human cultures emerge from struggles to manage uncertainties and create some degree of order in social life. Like people in other settings, people in organizations develop cultures which provide organizational members with more or less articulated sets of ideas which help them individually and collectively cope with uncertainties and ambiguities. People in organizations, as in social life generally, generate
ideologies that tell them what is, how it got that way, and what ought to be. Such ideologies form the substance of cultures. These are not rationally based belief systems; rather they are relatively implicit sets of taken-for-granted beliefs, values, and norms. They are more emotionally charged and resistant to change than rational beliefs because they give people a sense of confidence in facing the threats posed by uncertainties. To summarize, cultures are collective phenomena that embody people’s responses to the uncertainties and chaos that are inevitable in human experience. Cultures are a natural outgrowth of the social interactions that make up organizations. With the passage of time, ideologies tend to move away from the forefront of people’s attention and become implicit and taken for granted.

Corporate culture directly impacts an organization’s ability to remain sustainable and competitive in changing conditions:

Properly nurtured, corporate culture may be the last and only reliable resource for a company needing to deal with radical change... In order to remain sustainable, companies need to find ways to build better business cultures in support of their business objectives... as competition now comes from all over the globe with the ability to produce and deliver products and services to any country or economy... When companies are not able to change their cultures, they cannot expect to be successful in responding to radically changing business conditions in the marketplace. They will fail. (Want, 2006, pp. 4-5)

Importance of Corporate Culture on Advancement

Research conducted in the Canadian Forces (CF) in 1997 on the women in the combat arms concluded that “those women who had the most positive experiences in the combat arms ‘demonstrated an extraordinary understanding’ of male group processes and how these processes impacted interpretations of women’s performance and social activity” (Davis, 2007, p. 84). In another study, “over 400 executive women were surveyed to identify the greatest obstacle to their success. They responded that ‘being a woman/sexism’ was their key challenge and that political savvy was the number one factor in their success” (Korn-Ferry and UCLA, 1993, p. 15 cited in Bierema, 1996, p. 147). Career-building
strategies which help women advance in their careers include networking and mentoring (Wirth, 2001). Further Wirth maintains that “women’s involvement in informal networks in enterprises are essential for obtaining invaluable information, visibility, contacts and support for performing effectively and obtaining higher-level jobs” (p. 246). Rizzo and Mendez (1990) found that:

The nature of informal networks and the inability to access those that can provide general or job-related information will hinder women’s movement up the ladder... Ultimately, women are hampered if they depend only on the formal mechanisms to further their career development rather than using informal levers... and will consequently suffer from a lack of valuable information resources and support that accompany inclusion into the network. (pp. 23-24)

According to Eagly and Carli (2007) informal ties are as essential to an organization as human capital because relationships build trust, knowledge, cooperation, and shared understanding. Empirical evidence shows that managers’ social capital fosters their advancement (Eagly & Carli, 2007). These relationships can yield valuable information, access to help and resources, and career sponsorship. It appears that social capital is actually more essential to advancement than skilled performance of traditional managerial tasks. Women generally have less social capital and are thus less likely to move to positions of corporate power. The question is “Do they have less social capital because they lack networking skills and/or underutilize social networks while not developing the sponsorship of a high-profile mentor?” Generally the answer appears to be “yes”. In the words of one female banking executive, “Women talk about competence all of the time. They miss the dynamics of relationships. Some men have more personality than brains, but those are the ones who usually ‘get it.’” (Driscoll & Goldberg, 1993, p. 145). Many women overestimate the value of excellent performance and credentials and underestimate the importance of developing social capital. It is the combination of being known to decision makers and a reputation for excellent work that is important for women (Driscoll & Goldberg, 1993).
In a study of professional senior women in the Boston area, 78 percent viewed informal networking as “helping to a great extent” in their leadership development, and 70% cited informal mentoring relationships (Eagly & Carli, 2007, p. 145). Eagly and Carli observed that in situations where powerful, male-dominated networks are difficult to infiltrate, women can gain from a strong, supportive mentoring relationship with “a well-placed individual who possesses greater legitimacy--typically a man” (p. 145). While women’s networks can provide valuable social support, they are limiting if they are the only networks in which women participate. Greater influence, visibility, and more information are gained from participating in networks with the generally more powerful group of men (Eagly & Carli, 2007). Successfully meeting the challenges of difficult assignments and being recognized for this success is an important prerequisite for advancement. Many women report difficulties securing difficult assignments and it appears that social capital is the prerequisite to securing the difficult, career-propelling assignments (Eagly & Carli, 2007).

In a personal conversation with a prominent female executive, Eagly was told “You have to gain visibility and recognition for your work” (Eagly & Carli, 2007).

Implications of Women’s Learning on Women’s Rise to Top Leadership Positions

Belenky, Clinchy, Goldberger, and Tarule (1986) introduced the concept of connected knowing (embracing new ideas and seeking to understand different points of view) when describing how women acquire knowledge. However, as Hayes (2001) points out, this notion of women’s learning can be interpreted too narrowly. It can lead to the conclusion that women only learn best in groups and further perpetuates the stereotypes that women are not, or cannot be, competitive, autonomous, or self-directed. Gender affects learning but it is affected by the situation (Hayes, 2001). For example, if the social norm is for
women not to be assertive, one female student may choose not to participate in a class discussion in order to maintain her feminine identity even though her academic knowledge may be questioned as a result. Yet another female student may choose to be more assertive in the class discussion in order to express her knowledge. In both cases, gender affects both the behaviour and the outcomes.

The bulk of corporate culture is passed on, informally, from seasoned members of an organization to newer members (Deal, 1986; Shein, 1986 cited in Bierema, 1996; Trice & Beyer, 1993). The women in Bierema’s study (1996) reported that a “high rate of informal learning experiences was important to their career development” (p. 159). The study also underscored the value of mentors and networks in the process of learning corporate culture. Women’s learning style seems to favour this process; however, building the relationships required to access this important information remains a challenge for women. Knowing how and where to access information crucial to advancement is key for women’s success. By deliberately and actively learning corporate culture and building social capital, women will be better able to counter career-stalling or stopping effects of a male-dominated culture and position themselves for top leadership positions.

**How is Corporate Culture Learned?**

Occupational socialization occurs both formally (educational and training programs) and informally (as members work in their occupation). Informal socialization practices seem to emerge spontaneously as people interact in carrying out occupational roles (Trice & Beyer, 1993). An important part of informal socialization is learning the culture of an occupation and organization. It is generally passed on from seasoned members to newcomers in the organization (Deal, 1986; Schein, 1986 cited in Bierema, 1996). “While both men and
women face the challenge of learning organizational culture, women have a distinct disadvantage in that they do not create or control it.” (Bierema, 1996). In most organizations, Bierema says, white males enjoy the advantage of being the same race and gender as the members of the predominant and most powerful group. On a superficial level, they are accepted in informal groups in ways that women are not (Rizzo & Mendez, 1990).

**How Top Women Executives Learn Corporate Culture**

Bierema (1996) categorized the learning experiences of the executive women in her study as cognitive, experiential, and collaborative. These themes are consistent with adult learning theory. The women believed that their male-dominated organizational cultures must be acknowledged and diffused for women to be effective managers. Cognitive learning, “the reorganization of experiences in order to make sense out of stimuli” (Merriam & Caffarella, 1991, p. 129) was closely linked with developing professional confidence. It occurred primarily through formal education, self-direction, and reflection. Some of the women reported that their confidence and credibility were boosted by becoming subject matter experts and by completing formal training including graduate work. The women in the study reported that their self-directed learning occurred primarily through reading, networking, teaching, and public speaking. Experiential learning occurs through listening, observing, and doing. It was a particularly valuable way that the women in the study were able to define their corporate cultures. Collaborative learning involves relationships with others. The women in the study used relationships, particularly networking, mentoring, and peer support, to help them define and function in their organization’s cultures. In fact, the women in the study viewed having mentors as “pivotal to surviving within the corporate culture” (p. 158). Also, they used networking to help them understand informal power
structures where informal networking takes place. For example using golf which is typically a white male sport for networking outside of work.

Defining and learning how to work within a given corporate culture, building social capital, and networking are not mutually exclusive activities in the pursuit of leadership positions. Each is connected to the other, and by mastering each one, women should be able to leverage their assets and skills within male-dominated cultures to secure positions where they have more power and influence in order to make positive changes for women coming through the ranks after them.

**A Look to the Future**

Some researchers believe that the qualities that constitute good leadership have changed in ways that lessen this role incongruity for women. Not everyone agrees. For example, Kramer (2006) believes that the ‘political intelligence’ (the ability to read people and judge their character so that they can leverage their weaknesses and insecurities) that ‘great intimidators’ possess helps to get things done and opens up decision-making options that other leaders may reject. These types of leaders seek not to inspire people but to produce tangible results. They create disharmony but also value: “There is a sort of Darwinian logic to the efficacy of intimidation. It can give an edge in situations where any advantage, no matter how small, might make the difference between success and failure” (Kramer, 2006, p. 91). Great intimidators (e.g., Carly Fiorina, Lyndon B. Johnson, Richard Nixon, General George Patton, Steve Jobs, Bill Gates, Margaret Thatcher, Robert McNamera, James Watson, and Michael Eisner) are not bullies, although they have often been labelled as such. Their intent is not to humiliate to make themselves feel good; rather, their motivation is vision. They see what needs to be done and they do what it takes to produce results. These
leaders may not be popular but they are respected. People like to work for them because of what they can learn from them, and because they inspire great performance. A former Apple executive said of Steve Jobs: “[He] was the most difficult human being I’ve ever worked for - but he was also the most technologically brilliant. No one knew technology better than he did, and no one had a clearer sense of where it was going” (cited in Kramer, 2006, p. 95). As times change, so do the requirements and expectations of leaders. Consider the following confident assertion by journalist, author, and political adviser David Gergen:

“Women leaders, it turns out, seem perfectly tailored for this new style... When we describe the new leadership, we employ terms like consensual, relational, web-based, caring, inclusive, open, transparent- all qualities that we associate with the “feminine” style of leadership. One can argue whether this feminine style is in women’s genes or created by socialization. It doesn’t matter much... The key point... is that women are knocking at the door of leadership at the very moment when their talents are especially well matched with the requirements of the day.” (cited in Eagly & Carli, 2007, p. 158)

There is not a cookie cutter approach to leadership. Different styles of leadership are required in different situations. To be authentic, a leader must seek out situations and organizations which match or require their particular style. In order to fully develop and reach the top ranks of organizations, women must learn and leverage the corporate culture of their organization to develop their social capital and political intelligence.

The literature shows some definite choices and career paths followed by successful women. These women attracted the attention of mentors who were sources of support and information about other opportunities. They gradually accumulated a wide-ranging portfolio and experience spanning a range of sectors had actively sought out key posts that would provide valuable experience necessary in the top leadership positions to which they were aspiring. Goal Setting is important for identifying those key posts and gaps in
experience. It is even more crucial for women, as they continue to balance lofty personal and professional responsibilities, to develop a clear plan to help them achieve their goals. In addition, leveraging predominantly male-dominated networks and awareness of corporate culture and building credibility through networks and alliances contributed to women successfully attaining top leadership positions.

Social capital is developed by joining and participating in networks. Networks can provide emotional support, contacts, leads about job prospects, inside information, and advice. It is important to network with both women and men and it is important to develop relationships with people at all levels in your organization. Women generally have less social capital. Greater influence, visibility, and more information are gained from participating in networks with the generally more powerful group of men. Many women report difficulties securing difficult assignments and it appears that social capital is the prerequisite to securing the difficult, career-propelling assignments. Building strategic relationships and developing social capital is crucial for women’s advancement.

Conclusion

Based on this literature review, there are a number of key points to consider in designing a workshop to help women advance in business. These key points fall into three categories: information to pass on to workshop participants (I), skills or activities for workshop participants to build or participate in (S/A), and information for workshop facilitators to be aware of (F). A summary of these key points can be found in Table 2.
### Table 2

**Implications for Workshop Design**

<table>
<thead>
<tr>
<th>Key Point #</th>
<th>Key Point</th>
<th>Category</th>
<th>Workshop Session Topic</th>
<th>Reference(s) in Literature Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sex segregation in the workplace is tied to wage inequity and is so commonplace and pervasive that it appears to be the natural order of things; that is that women freely choose certain occupations and positions. This perpetuates the notion that certain roles are better suited for females</td>
<td>I</td>
<td>Goal Setting Mindset Leadership</td>
<td>12, 18</td>
</tr>
<tr>
<td>2</td>
<td>Gender stereotypes inevitably affect women in male-dominated careers and women’s careers in general</td>
<td>I</td>
<td>Goal Setting Mindset Leadership</td>
<td>14, 18</td>
</tr>
<tr>
<td>3</td>
<td>Stereotype threat creates situational pressure which impedes performance and can affect career aspirations of women</td>
<td>I</td>
<td>Goal Setting Mindset Leadership</td>
<td>14</td>
</tr>
<tr>
<td>4</td>
<td>The media reflects expectations about social and occupational roles of women and men with the portrayal of women being quite traditional</td>
<td>I</td>
<td>Mindset Leadership</td>
<td>16</td>
</tr>
<tr>
<td>5</td>
<td>Products targeting young girls routinely reinforce cultural stereotypes</td>
<td>I</td>
<td>Mindset Leadership</td>
<td>17</td>
</tr>
<tr>
<td>6</td>
<td>Heavy television watchers hold more gender stereotypes than light television watchers</td>
<td>I</td>
<td>Mindset Leadership</td>
<td>18</td>
</tr>
<tr>
<td>7</td>
<td>Seeing female role models in typically male-dominated careers having achieved success plays an important role in shaping children’s perceptions of appropriate career choices and in women achieving success; obstacles today are not insurmountable</td>
<td>S/A</td>
<td>Goal Setting</td>
<td>17</td>
</tr>
<tr>
<td>8</td>
<td>Glass Ceiling vs. Labyrinth</td>
<td>I; S/A</td>
<td>Mindset</td>
<td>20</td>
</tr>
<tr>
<td>9</td>
<td>Transformational leadership style is very effective in the current environment of continual change</td>
<td>I; S/A</td>
<td>Leadership</td>
<td>24</td>
</tr>
<tr>
<td>10</td>
<td>Developing an “extraordinary understanding” of male group processes including corporate culture</td>
<td>I; S/A</td>
<td>Networking Corporate Culture</td>
<td>26, 28, 39</td>
</tr>
<tr>
<td>11</td>
<td>Developing own leadership style, including feminine and masculine characteristics; agentic and communal traits</td>
<td>I; S/A</td>
<td>Leadership</td>
<td>27, 29</td>
</tr>
<tr>
<td>12</td>
<td>Developing a wide-ranging portfolio; seeking out key</td>
<td>S/A</td>
<td>Goal Setting</td>
<td>27</td>
</tr>
<tr>
<td>Posts</td>
<td>Level</td>
<td>Category</td>
<td>Pages</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-------</td>
<td>---------------------------------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>Developing strategic relationships; social capital</td>
<td>S/A</td>
<td>Networking</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>Finding a mentor</td>
<td>S/A</td>
<td>Goal Setting</td>
<td>27, 38</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Networking, Corporate Culture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing human capital</td>
<td>S/A</td>
<td>Goal Setting</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>How women learn: cognitive, experiential, collaborative</td>
<td>F</td>
<td>All</td>
<td>38</td>
<td></td>
</tr>
</tbody>
</table>
Chapter Three: The Workshop

The purpose of this chapter is to outline the themes that emerged from the literature review, to describe which themes were selected and why for inclusion in the workshop, and to outline the format and content of the workshop. First, the five themes which emerged from the literature review are outlined: goal setting, mindset, leadership, networking, and corporate culture. Next the entire workshop is outlined in relation to goals and objectives, sequencing, teaching strategies, evaluation, and resources. Finally each of the three workshop sessions is described in terms of its goals and objectives, sequencing, teaching strategies, assessment, and resources.

Overall Workshop

Themes

Learning new skills and techniques is a progressive process. Learning and mastering the building blocks increases the chances of future success. The definition of success is as varied and as unique as the individual defining it. Five themes emerged from the literature review, which are necessary for women to reflect on critically, understand, and master as they navigate the labyrinth of obstacles and challenges on their way to the top ranks of organizations: goal setting, mindset, leadership, networking, and corporate culture.

Goal setting. Choosing a career and setting career goals while understanding the effects of sex segregation, gender stereotypes, and stereotype threat can better equip women to successfully overcome obstacles and challenges in their path. We know that the glass ceiling has been broken. Women have made it to the top in a variety of fields and have led successful careers. They have done so by actively seeking out mentors, developing a wide-ranging portfolio, and developing their human capital. Taking the time to set goals and
map out a path that is right for them is necessary to ensure that they are deliberately moving towards their goals rather than drifting aimlessly.

**Mindset.** Developing a mindset for success is critical. By challenging the way things are done and believing that women don’t need to be influenced by stereotypes when choosing careers, women will be free to choose a career based on their skills and interests. Recognizing that the language we choose has an effect, sometimes subtle, on our thoughts and actions and choosing gender neutral or inclusive and better descriptors will help to change the working environment. Eagly and Carli’s (2007) case for updating the term ‘glass ceiling’ to ‘labyrinth’ is an excellent example of how an inappropriate or outdated term can affect women’s progress. The term ‘labyrinth’ is a far more positive and accurate descriptor of the challenges and obstacles that women face today in the workplace.

**Leadership.** Women today are more likely to have access to the example of successful women than even 20 years ago. It is important for our female leaders to be aware of the effects of sex segregation, gender stereotypes, and stereotype threat in both the workplace and the media so that they can provide valuable information, along with their support and example, to the women rising through the ranks after them. This will help to shift mindset and effect change. Women need also to strengthen their leadership skills and develop their own leadership style.

**Networking.** Developing an understanding of male group processes and corporate culture, building social capital, and developing a wide-ranging portfolio and seeking out key posts are all critical for women’s success in the workplace. Traditionally women have placed more emphasis on developing their human capital and on hard work. However, the women who have made it to the top acknowledge that networking to connect with both women and men, for support, information, etc- key to their success.
Corporate culture. Understanding corporate culture or ‘the way things are done’ in an organization is critical for success in the organization. Since most of corporate culture is passed on informally, through relationships, development of strategic professional relationships is of paramount importance for women.

The five themes are not mutually exclusive; there is overlap. For example sex segregation, gender stereotypes, and stereotype threat has implications to consider with goal setting, mindset and leadership. Similarly, an understanding of corporate culture is critical for women hoping to advance through the ranks of their organization to the top leadership positions and much of corporate culture is passed on informally through relationships. I believe that in order to progress and achieve the success you desire you need to lay a solid foundation. You need to have a good sense of where you are going or want to go, what the environment is that you are or will be working in to get there, and you need to be able to build strategic relationships along the way. These conclusions are what led to my choice of three session topics for this one day workshop.

Workshop Plan

Title. Creating Your Own Success: Practical Strategies for Aspiring Leaders – A Workshop for Women

Goals & objectives. This workshop will help women:

- strategically position themselves for the success they desire by creating a positive action plan for the future (Session One: Goal Setting)
- identify and leverage their corporate culture (Session Two: Corporate Culture)
- develop the fundamental skills for building powerful, strategic relationships (Session Three: Strategic Relationships).
**Sequencing.** I sequenced the sessions in the following order: goal setting, corporate culture, and building strategic relationships so that participants could first build a foundation by developing an understanding of what their personal and professional goals are. From there, developing an understanding of the environment/corporate culture they are working in is crucial not only for success but for identifying the strategic relationships they need to cultivate.

The workshop (Table 3) was organized both to give ample time to cover the material and to fit within a traditional workday. I feel that it will be easier to market to individuals if they require only one day away from their workplace. Finally, three breaks and an hour-long lunch were incorporated into the workshop to provide ample opportunity for the participants to network and cultivate relationships which could serve as an important support system as they move forward in their careers.
### Table 3

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Length</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 8:30</td>
<td>30 minutes</td>
<td>Housekeeping</td>
</tr>
<tr>
<td>8:30 – 9:30</td>
<td>60 minutes</td>
<td>Session One. Goal Setting</td>
</tr>
<tr>
<td>9:30 – 9:45</td>
<td>15 minutes</td>
<td>BREAK</td>
</tr>
<tr>
<td>9:45 – 10:45</td>
<td>60 minutes</td>
<td>Session One, cont.</td>
</tr>
<tr>
<td>10:45 – 11:00</td>
<td>15 minutes</td>
<td>BREAK</td>
</tr>
<tr>
<td>11:00 – 12:00</td>
<td>60 minutes</td>
<td>Session Two. How Women Learn Corporate Culture</td>
</tr>
<tr>
<td>12:00 – 1:00</td>
<td>60 minutes</td>
<td>LUNCH</td>
</tr>
<tr>
<td>1:00 – 2:00</td>
<td>60 minutes</td>
<td>Session Three. Building Strategic Relationships: Positive Networking</td>
</tr>
<tr>
<td>2:00 – 2:30</td>
<td>30 minutes</td>
<td>BREAK</td>
</tr>
<tr>
<td>2:30 – 3:30</td>
<td>60 minutes</td>
<td>Session Three, cont.</td>
</tr>
<tr>
<td>3:30 – 4:00</td>
<td>30 minutes</td>
<td>Wrap up</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Feedback</td>
</tr>
</tbody>
</table>

**Teaching strategies.** The method of transmitting knowledge is dependent on the type of knowledge to be gained by the participants (Cranton, 1998). In keeping with adult learning principles, a variety of teaching strategies and materials is included in the workshop. Note that participants are asked to bring a journal to the workshop for use during the sessions. A summary of the prominent teaching strategies used in each of the workshop sessions is in Table 4.
<table>
<thead>
<tr>
<th>Teaching Strategy</th>
<th>Type of Knowledge</th>
<th>Workshop Session(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journaling</td>
<td>Emancipatory</td>
<td>Goal Setting</td>
</tr>
<tr>
<td>Critical Reflection</td>
<td></td>
<td>Corporate Culture</td>
</tr>
<tr>
<td>Group Discussion</td>
<td>Communicative</td>
<td>Corporate Culture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Networking</td>
</tr>
<tr>
<td>Lecture</td>
<td>Instrumental/Technical</td>
<td>Networking</td>
</tr>
<tr>
<td>Demonstration</td>
<td>Instrumental/Technical</td>
<td>Networking</td>
</tr>
</tbody>
</table>

**Evaluation.** Participant feedback for the workshop as a whole will be solicited via an evaluation form (Workshop Resources p. 76). Open-ended questions rather than a numerical rating of the workshop were deliberately chosen. In my experience more valuable feedback comes from open-ended questions. Participants are generally anxious to leave a workshop, regardless of how much they enjoyed it. Open-ended questions force them to evaluate their experience rather than just quickly putting check marks beside numbers so they can be on their way.

**Workshop Resources**
Materials distributed to the participants to support the workshop, including: Workshop Advertising Flyer, Facilitator's Bio, Workshop Evaluation Form, and Suggested Reading List are found in Appendix 4.
Session One: Goal Setting

Session Plan

**Title/topic.** The first session, on *Goal Setting*, will help participants identify where they are going or want to go, both personally and professionally. Since our work life and our home life are intertwined, it is important in a goal setting exercise to set goals for both areas of our life. This can help participants to achieve a better work-life balance.

**Goals and objectives.** The goals of this session are for the participants to critically examine what they want to achieve both personally and professionally and to use the insights gained to develop an action plan based on realistic, specific, measurable, and achievable goals. While there are a number of successful women whose stories are inspiring, I find the story of Patrick Henry Hughes particularly inspiring. Patrick was born without eyes and a problem with his limbs that confined him to a wheelchair. Undeterred, this amazing young man developed his musical gifts and joined the Louisiana State University Marching Band. Sharing his story may inspire participants to dream big and to set their goals accordingly. According to Cranton (1998), this type of knowledge is emancipatory knowledge, which is “…gained through a process of critically questioning ourselves and the social systems in which we live” (p. 10).

This session is designed to help workshop participants address the following key points from the literature review:

- #12: developing a wide-ranging portfolio; seeking out key posts
- #14: finding a mentor
- #15: developing human capital.
**Teaching strategy.** This is a working session in which participants will work through setting personal and professional goals. It is my role as the facilitator to challenge, question, and stimulate critical reflection while trying to foster emancipatory learning in the participants. The teaching strategy best suited to this session is the Reformist Strategy (Cranton, 1998). The participants will dialogue with each other and with the facilitator and will also be given time for self-reflection during this session. Their reflections and self-discoveries will be recorded in their journal. Participants were asked to bring a journal to the workshop so that their thoughts would not be lost when they left the workshop. I believe that a journal is more likely to be kept and opened again from time to time than are loose papers.

**Assessment.** The assessment strategy best suited to the reformist teaching strategy is learner self-assessment. Since goal setting is a very personal process, only the participants will know if they have challenged themselves and have identified all of their personal and professional goals. The facilitator will review each participant’s goals to ensure that they are specific, measurable, and achievable. However, this will be done informally through discussion.

**Session Resources**

The PowerPoint slides for the Goal Setting session are in Appendix 5.
Session Two: Corporate Culture- Navigating the Labyrinth to the Top

Session Plan

Title/Topic. The second session, Corporate Culture: Navigating the Labyrinth to the Top, will help participants to understand what corporate culture is and how learning and leveraging their corporate culture are imperative for advancement.

Goals & objectives. The goals for this session are for the participants to gain a better understanding of their work environment by identifying the corporate culture in their particular organization; to provide examples of Canadian women who have a achieve remarkable successes in their chosen fields; and to provide a forum for group discussion and sharing of personal experiences. Participants in this workshop would have different professional experiences, be from different professional fields, and be at different points in their careers. The result would be a wealth of knowledge within the group which, when coupled with the examples of successful Canadian women, may provide a powerful and motivating resource for the participants. A likely and welcomed result of this session would be the development of a professional support network for the participants.

According to Cranton (1998), this type of knowledge is communicative knowledge:

All societies share and transmit social knowledge, that is, a code of commonly accepted beliefs and behaviour. As a society we come to agree that “that’s how things should be and are” in reference to standards, values... Reached through shared interpretation and consensus, communicative knowledge becomes refined – we come to believe it is objective... Broadly speaking, the goals are to increase mutual understanding of individual needs and interests and enhance social behaviour so as to meet our shared interests and needs. (p. 8)

This session is designed to help workshop participants address the following key points from the literature review:

- #10: developing an “extraordinary understanding” of male group processes including corporate culture
- #14: finding a mentor
**Teaching strategy.** This is an information/working session in which the facilitator will help participants to understand what corporate culture is in a general sense. Equipped with this knowledge, participants will define their particular corporate culture in order to gain a better understanding of the environment they are working in. It is my role as the facilitator to guide the participants through the discussion of lived experiences. The teaching strategy best suited to this session is the Facilitative Strategy (Cranton, 1998). The participants will dialogue with each other and with the facilitator and will also be given time for self-reflection in their journal during this session. Three Canadian success stories (Shirley Tilghman, A. Kim Campbell, & Roberta Bondar) will be shared and discussed. These women are powerful, contemporary examples of how the glass ceiling has been shattered. Participants will have the opportunity to discuss how they can follow in the footsteps of successful women as well as the opportunity to share their own strategies, challenges and successes. Participants will be challenged to choose a successful woman to interview to learn how they were able to work within their corporate culture to make it to the top of their respective fields.

**Assessment.** The assessment strategy best suited to the facilitative teaching strategy is subjectively-rated assessment. However, there will not be a formal assessment of participants’ learning in this session. The facilitator will gauge participant understanding of the material by the questions that participants ask and will adjust content delivery accordingly.

**Session Resources**

The PowerPoint slides for the Corporate Culture session are in Appendix 6. Additional resources required for the session are in Appendix 7.
Session Three: Building Strategic Relationships- Practical Strategies for Positive Networking

Session Plan

**Title/topic.** The third session, *Building Strategic Relationships, Practical Strategies for Positive Networking*, will help participants develop practical skills for positive networking. Well developed networking skills are essential for establishing the professional relationships required to learn and become a participant rather than a spectator in corporate culture as well as to secure a mentor.

**Goals & objectives.** The goals for this session are for participants to gain an understanding of what networking is, why it’s important, and to learn practical strategies for networking. According to Mezirow, (1981 as in Cranton, 1998), this type of knowledge is instrumental/technical skill, which “…allows us to manipulate and control the environment, predict observable physical and social events, and take appropriate actions” (p. 4). This session is designed to help workshop participants address the following key points from the literature review:

- #10: developing an “extraordinary understanding” of male group processes including corporate culture
- #13: developing strategic relationships; social capital
- #14: finding a mentor

**Teaching strategy.** This is an information/skill building session in which the facilitator will share information about what networking is and isn’t and how to network. It is my role as the facilitator to share the basic skills of networking and some tips based on my own professional experience. How to effectively work a room (The Five “E’s”), The 90 Second Introduction (a.k.a. The Elevator Pitch), and the effective use of social media will be emphasized. The teaching strategy best suited to this session is the Instructor-Centred
While the facilitator will be engaging and interacting with the participants continually throughout this session, the teaching strategies used primarily in this session are lecture and demonstration.

**Assessment.** The assessment strategy best suited to the instructor-centred teaching strategy is objectively-rated assessment. However, there will not be a formal assessment of participants’ learning in this session. The facilitator will gauge participant understanding of the material by the questions that participants ask and will adjust content delivery accordingly.

**Session Resources**

The PowerPoint slides for the Building Strategic Relationships session are in Appendix 8. Additional resources required for the session are in Appendix 9.
Chapter Four: Final Thoughts

In this chapter, workshop evaluation, challenges, additions, omissions, future considerations, and conclusions are discussed. Continuous evaluation of a workshop is necessary to ensure that material is engaging, current and relevant. The process that was used to evaluate and improve session three (Building Strategic Relationships: Practical Strategies for Positive Networking) is discussed, including how this process will be used to evaluate the entire workshop. In discussing challenges, additions and omissions the format of the workshop and the reasons for developing three of the five themes that emerged from the literature review will be outlined. Future considerations of facilitator choice, additional sessions and workshop format are highlighted. Finally, conclusions about the research and resulting project are discussed.

Workshop Evaluation

The Building Strategic Relationships: Practical Strategies for Positive Networking session of the workshop was piloted on four different occasions with diverse participants: professional women only, women’s community group, and a professional group of men and women. My reflections on each of these occasions can be found in Appendix Ten. Regardless of the preparation and practice of a presentation, my experience has been that there is no better way to refine a presentation than to try it with a live audience. The combination of hearing the words come out of your mouth, using the slides, and the reaction and interaction with the audience provides the best feedback. The Building Strategic Relationships: Practical Strategies for Positive Networking session was refined after each of the first three presentations to how it appears in this project. The slides used in the first session contained text only. Upon receiving positive feedback about the content, graphics were added to make the slides more professional looking and more visually appealing. Over the next two
sessions, the social media content was edited. Initially, I had included too much information and it took me a couple of presentations to figure out what the participants really needed to know about social media.

Brenda Palmer has over 30 years experience in human resource management, career transition counselling, and executive search. She holds a Certified Human Resources Professional designation. In her professional role of connecting people and organizations, Brenda has been instrumental in founding several highly successful networking groups for local business leaders and professionals in Kingston, Ontario. Brenda lectures at CFB Kingston to senior officers, Royal Military College, Queen’s University, and community groups. Brenda generously allowed me to pilot the ‘Building Strategic Relationships - Practical Strategies for Positive Networking’ session with two groups of her professional clients. She was an observer/evaluator in the first of these two sessions; she rated the session very highly. Brenda has agreed to review the content of the other two workshop sessions, Goal Setting and Corporate Culture: Navigating the Labyrinth to the Top.

I believe very strongly in this process of continuous reflection and evaluation of my presentations. As the opportunity arises to facilitate either the entire workshop or the other sessions as stand-alone sessions, I will employ the same process of evaluation and editing. Also, any further opportunity to have experienced professionals review the workshop would be welcomed. I will use the combined feedback from participants, my own thoughts, and Brenda’s feedback to improve each session individually and the workshop as a whole so that it will be interesting, engaging, and relevant for participants.
Challenges, Additions, Omissions

The literature review revealed more key points than could be realistically covered in a one-day workshop. The challenge was deciding which key points/session topics (Table 1) would provide participants with a good foundation in just a one-day workshop. Care also needed to be taken not to fall into the trap of trying to fit every key point into the workshop. Ample time must be provided for breaks and lunch so that participants have the opportunity to take a mental break as well as to provide an opportunity to network.

The viability of the workshop presented another challenge. In today’s economy of long working hours and cutbacks it can be difficult to attract people to attend a workshop. While they may realize the value of participation, finding the time can be a barrier for them. With this in mind, the workshop was intentionally designed to fit within a traditional workday; it is easier to be away from work for one day rather than two or more days. Also, each of the sessions can be delivered as a stand-alone session. Interested prospective participants could book the workshop to be held over three days with the facilitator covering one session per day. Or, if one of the sessions was of particular interest to a group, it could be delivered as a stand-alone session.

In designing the workshop for an adult audience, a variety of teaching strategies and materials needed to be employed in keeping with adult learning principles.

As previously discussed, I believe that in order to progress and achieve the success you desire you need to lay a solid foundation. You need to have a good sense of where you are going or want to go, what the environment is that you are or will be working in to get there,
and you need to be able to build strategic relationships along the way. These thoughts are what led to my choice of topics for this workshop.

My vision is to create a bank of workshop topics to choose from so that event organizers can customize a workshop which best fits their needs. Omitting the key points related to leadership and mind set from this project is in no way reflection of the relative importance of the topics. It was simply a choice based on my own personal and professional experience. Developing these topics into workshop sessions to add to a bank of topics would be a worthwhile future project.

**Future Considerations**

1. Taken in its entirety, this workshop will likely be of greatest benefit to white women as that is my experience and therefore the framework for the sessions, examples, etc. In order to be able to offer a more inclusive workshop, facilitators from other backgrounds and experiences would need to be recruited to both adapt and facilitate the sessions. This would add authenticity to the workshop for participants from different background and experiences than the facilitator. I believe that this would be a very worthwhile endeavour.

2. As previously noted, a bank of workshop sessions could be developed with future workshops on Mindset and Leadership so that the other key points revealed in the literature review can be addressed.

3. An advanced Networking workshop, with time built it to craft and practice the 90-second introduction, would be a valuable session to the series.
Conclusions

The challenges that women face in navigating their way to the top positions in organizations are varied and interconnected and there is no single formula for success. This project has shed light on how some executive women have been able to shatter the ‘glass ceiling’ and navigate the ‘labyrinth’ of challenges to the top ranks of organizations. The information and research findings highlighted in the literature review informed not only the topics selected for the workshop which was developed but revealed additional topics which will be worth developing into future workshop sessions. In developing the workshop, consideration was given to the type of knowledge that was to be imparted and to the needs of the adult learner. Each of the three workshop sessions featured a different type of knowledge and the corresponding teaching strategy. This allowed for variety in the way that information was shared and delivered, the ultimate result being the creation of an engaging workshop.

Women’s representation in the top ranks of organizations will continue to expand as organizations contend with the challenge of maximizing human resources in a period of downsizing and globalization. The literature revealed that the women who have reached the top ranks of organizations have done so deliberately, not accidently. They actively sought new and challenging assignments, build strategic relationships, learned and leveraged their corporate culture, developed their leadership skills, and many believed that they could make it to the top. Women can and have taken steps to facilitate their own advancement and participating in the workshop that was developed is one step now available to women with aspirations of advancement to the top.
References


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Appendix One:

Teaching Strategies
### Kind of knowledge gained

<table>
<thead>
<tr>
<th>Instructor-Centred</th>
<th>Facilitative</th>
<th>Reformist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instrumental knowledge and technical skills</td>
<td>Communicative knowledge</td>
<td>Emancipatory knowledge</td>
</tr>
</tbody>
</table>

### Sample learning goals

- to encounter the principles, concepts, theories and ideas of a subject
- to gain theoretical and factual information; to know it “well”, through use/application
- to learn basic skills required for particular tasks/jobs; to learn these skills “well” through performance/practice

- to gain an intersubjective understanding of self, others and our social world
- to understand the nature of society and its institutions
- to understand what others mean and to make ourselves understood at an individual and societal level
- through interaction with others, build and gain knowledge of social norms, values, ideals, political and educational systems, and cultures

- to learn to think of oneself, to question, to take responsibility for one’s own learning, to learn how to learn
- to examine existing knowledge, social systems, and personal lives with a critical eye
- to gain self-knowledge and freedom from constraints
- to become an autonomous, self-directed, lifelong learner
- to foster personal and social change

### Sample methods

<table>
<thead>
<tr>
<th>Instructor-Centred</th>
<th>Facilitative</th>
<th>Reformist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture, demonstration, problem-based learning, experimental learning</td>
<td>Group work, group projects, discussion, role-playing, simulations, games</td>
<td>Critical incidents, dialogue journals, role-playing, group projects, discussion groups, field and clinical experience</td>
</tr>
</tbody>
</table>

### Role of teacher

- To “provide”, “deliver”, “transmit” information; to plan learning experiences that help learners gain the required information or skills
- To coordinate, manage learning experiences; to guide, help learners
- To challenge, question, and stimulate critical reflection

### Communication patterns

- From teacher to students
- Between students and teacher and between students
- Between students and teacher and between students

### Assessment strategy

- Objectively-rated
- Subjectively-rated
- Learner self-assessment

Developed by Susan Wilcox, Queen’s University (2010). Based on Cranton (1998).
Appendix Two:

Planning for Teaching and Learning
Planning for Teaching and Learning

1. **Philosophy**
   What is your personal philosophy/approach to education and your motivation for engaging in this educational activity? What is the underlying philosophy and the purpose of the program?

2. **Learners**
   Who are the potential participants? What are their characteristics? What are their learning needs and interests?

3. **Goals and objectives**
   What knowledge, skills, and attitudes/values do you expect learners to have as a result of this learning experience?

4. **Sequencing**
   In what order will topics be addressed?

5. **Instructional strategies**
   What methods and materials will be used to help learners meet the learning goals?

6. **Evaluating learning**
   How will learning be assessed? How will you know that participants have met (or progressed towards) the learning goals?

7. **Evaluating the program**
   How will you assess the effectiveness of the instructional plan?

Developed by Susan Wilcox, Queen’s University, 2011
Appendix Three:

A brief history of the gender equality movement in Canada
A brief history of the gender equality movement in Canada:

Pre 1867: Women in what is now known as Canada could vote before Canadian Confederation if they owned property (Munroe, 2011)

1867: But after Confederation in 1867 they were legally barred from voting (Munroe, 2011)

1917: Women were allowed to vote if they met an exception for military personnel stationed abroad. "Bluebirds", nurses caring for wounded soldiers in Europe in World War I, were the first women to vote legally in a Canadian federal election (Munroe, 2011)

1918: Women had the same voting rights as men in federal elections (Munroe, 2011)

1929: The Persons Case is a legal history milestone in Canada. Five women from Alberta, known as the Famous Five, asked the Supreme Court of Canada to declare that women were persons under the law; after the Supreme Court turned them down, they appealed to the British Privy Council. The Privy Council found for the women on October 18, 1929, declaring that women were persons under the law (Lewis, 2011)

1939-1945 (WWII): Women were recruited into the labour force, first only single women, then as the labour shortage continued, married women with children were also recruited. After the war women were expected/required to relinquish their jobs to returning servicemen (Winter, 2006)

1969: Royal Commission on the Status of Women

1978: Canadian Human Rights Act

1979-1985: Service Women in Non-Traditional Environments and Roles (SWINTER) trials- Canadian Forces: These trials were designed to assist the CF in assessing the impact of women’s employment on the operational effectiveness of previously all-male units. These trials produced strong evidence to show that factors other than the actual abilities and performance of servicewomen influenced male attitudes towards women and ultimately the extent of integration achieved. It was concluded that the “adoption of a ‘business as usual’ approach” would not provide sufficient guidance in creating positive integration of women into previously all-male domains. (Davis, 2007, p. 76).

1995: Employment Equity Act

Developed by Tracey Mallen, Kingston, Ontario, 2011
Appendix Four:

Workshop Resources

Included:

1. Workshop Advertising Flyer
2. Facilitator’s Bio
3. Workshop Evaluation Form
4. Suggested Reading List
Creating Your Own Success:  
Practical Strategies for Aspiring Leaders  
-A WORKSHOP FOR WOMEN-  

How do you become successful? By doing more of the key activities and achieving better results than others. Women, however, face unique challenges in their careers over and above those faced by men. Women continue to be underrepresented in the most powerful positions in society. This workshop will help you to develop fundamental skills for building powerful relationships. It will help you to strategically position yourself for the success you desire by creating a positive action plan for your future.

Facilitated by Tracey L. Mallen  
BAH, BEd, CHRP  

Who Should Attend  
- Aspiring leaders, supervisors, managers  
- Established leaders, supervisors, managers who want to move forward in their field  

What You Will Learn  
- How to create an action plan using realistic, specific, measurable goals  
- How to identify and leverage the corporate culture in your workplace  
- How to build strategic relationships  

Your Workshop Facilitator  
Tracey Mallen has over 17 years of experience in a variety of occupational roles in the fields of education, health care, human resources, and volunteer management. Tracey is also a successful entrepreneur.

Comments from Participants  
“You have re-motivated me to do networking!”  
“Great presentation. Very informative and enjoyable.”  
“I found the session extremely valuable.”  
“I found today’s session positive and encouraging. Things I already knew were positively reinforced. Thanks!”  

For More Information or to Register Contact Tracey Mallen  
TraceyLMallen@gmail.com
Tracey L. Mallen

BAH, BEd, CHRP

Tracey has extensive experience in a variety of occupational roles in education, health care, and volunteer management. She has training and facilitating experience with proven results in program design and implementation.

Tracey’s educational experience includes a Bachelor of Arts (Honours) Degree and Bachelor of Education Degree from Queen’s University where she is currently completing her Master’s of Education. Tracey has a Diploma in Business Administration- Human Resources from St. Lawrence College and holds the Certified Human Resources Professional (CHRP) designation.

Tracey has worked at DBM, Belleville, Kingston, and Brockville since 2006 as a Consultant and Career Coach where she assists, guides, and mentors her professional clients in achieving their short-term and long-term career goals. She has also facilitated engaging job search, networking, and goal-setting workshops to further assist her clientele.

Prior to joining DBM Tracey worked as the Coordinator for the Standardized Patient Program at Queens University. She was also Coordinator of Volunteer Development for the Canadian Diabetes Association and Coordinator of Volunteer Services at Providence Continuing Care Centre.

As a strong member of her community Tracey is currently a member of the Human Resources Professionals Association of Ontario (HRPAO). She is also Treasurer for Ryandale Shelter for the Homeless.

Tracey is a lifelong learner with a passionate approach to motivating and guiding people to reach their professional goals.
Creating Your Own Success: Practical Strategies for Aspiring Leaders
-A Workshop for Women-

Tracey Mallen, BEd, CHRP
TraceyLMallen@gmail.com

Name (optional) ______________________  Date ________________

1. The most valuable thing I learned today was…

2. The content I hoped would be covered but wasn’t was…

3. Suggestions for future workshops are…

Other comments
Suggested Reading List

Leadership


Networking


Personal Growth


**Business**


**Finance**


**Success**

Appendix Five:

PowerPoint Slides for Session 1, Goal Setting
Slides for Session 1, Goal Setting

Slide 1

GOAL SETTING

Tracey Mallen, BEd, CHRP

Slide 2

AGENDA

- Doubts & Fears
- The Law of Attraction
- Goal Setting
- Writing Powerful Goals
- Vision
- “Bucket List”
- Professional Goals
- Opportunity and Potential
Doubts and fears arise for even the most accomplished individuals. The difference for them is their ability to conquer their doubts and fears. They do not dwell on them. Rather, they acknowledge them and move forward secure in their belief in themselves.

Allow participants 10 minutes to reflect in their journals on their doubts and fears and perhaps how their doubts and fears are holding them back.

Karma

“Thoughts become things”

Powerful goals are built upon your core values.

What is important to you in the following areas?
- Personal Life
- Health
- Professional Life

Allow participants 15 minutes to reflect in their journal about these 3 areas in their lives.
A goal is most powerful when written with the following attributes:

- **Affirmative**: articulate what you will create. A goal is what you will do, not what you won’t do
- **Present Tense**: write your goals as though they are happening

**Affirmative example**: I don’t drive to work vs. I ride my bike to work

**Present Tense example**: One day I will go to Europe vs. I have travelled through Europe

- **Measurable**: can you cross it off of a list?
- **Specific**: the more specific you are, the more focused you will be
- **Deadline**: always state the date that you intend to complete your goal

**Measurable example**: I read more business books vs. I have read 3 business books

**Specific example**: I exercise 2 times per week vs. I run 2 times per week for 45 minutes

**Deadline example**: I’ve completed my sailing course by September 2011

**Personal areas to consider:**
- Relationships
- Home
- Family
- Pets
- Hobbies
- Travel
- Geographic Location
- Other

**Professional areas to consider:**
- Industry
- Geographic Location
- Compensation Package
- Benefits
- Position/Title
- Company Culture
- Work Style (e.g., flex-time)
- Type of Boss
- Other

Allow participants 20 minutes to reflect in their journals about their ideal life
Find the Joy in Your Life Scene
http://www.youtube.com/watch?v=XF6s2NTzC8

Take the next 15 minutes to write your Bucket List in your journal.

Remind participants of the attributes of powerful goals: affirmative, present tense, measurable, specific, deadline

Consider your last two or three jobs...
What did you like most about the company, your position, your boss? Why?
What did you like least about the company, your position, your boss? Why?

Allow participants 30 minutes to work on their professional goals in their journals
This exercise will help participants identify common threads is what they like and dislike professionally which will help them set their goals
| Slide 12 | Review what you wrote in your journal about your vision |
| Slide 12 | Keeping in mind what you have identified as your professional likes and dislikes, write your professional goals in your journal |

Remind participants of the attributes of powerful goals: affirmative, present tense, measurable, specific, deadline

| Slide 13 | ANYTHING is possible if you set your mind to it! |
| Slide 13 | Patrick Henry Hughes video clip... 6 minutes 33 seconds |

ANYTHING is possible if you set your mind to it!

Patrick Henry Hughes
http://www.youtube.com/watch?v=9xwCG0Ey2Mg

| Slide 14 | IMAGINE the possibilities… then… BELIEVE |
Questions?

ADDITIONAL READING
Appendix Six:

PowerPoint Slides for Session 2, Corporate Culture: Navigating the Labyrinth to the Top
Slide 1

CORPORATE CULTURE
Navigating the Labyrinth to the Top

Tracey Mallen BEd.,CHRP

Slide 2

Agenda

- What is Corporate Culture?
- What is your Corporate Culture?
- Canadian Success Stories
- Round Table Discussion
- Sharing/Summary

Slide 3

What is Corporate Culture?

- Corporate culture is a system of shared beliefs, values, symbols and goals.
Corporate culture also involves, often unspoken understandings that are expressed through dress, office arrangements, ways of conducting business, and the language that employees use.

People in organizations, as in social life, generate ideologies that tell them what is, how it got that way, and what ought to be. Such ideologies form the substance of cultures.

Much of this expression of corporate culture is masculine in nature.
**Slide 7**

**Reflection Activity**

Take a few moments to reflect, in your journal, on the Corporate Culture where you work...

- What is the culture?
- What do you like the most about it?
- What do you like the least about it?
- Is it inclusive to women?
- What aspects of it you leverage in your quest for success?
- What aspects of it are unchangeable, therefore not worth worrying about?

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**Slide 8**

"Where there's a will, there's a way"

- Researchers have begun to question the validity of the term "Glass Ceiling" since it implies an impenetrable barrier for women
- The term "Labyrinth" has been suggested as a more accurate alternative since women have been "making it to the top"

Eagly and Carli propose the term “Labyrinth” since the challenges and obstacles that women face today are more permeable and more navigable

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**Slide 9**

**Canadian Success Stories**

Shirley M. Tilghman

President, Princeton University; Professor of Molecular Biology; Feminist

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### Slide 10

**Canadian Success Stories**

The Right Honourable A. Kim Campbell  
First woman Minister of Justice & Attorney General of Canada  
First Woman Minister of National Defence  
First Woman Leader of the Progressive Conservative Party of Canada  
First Woman Prime Minister of Canada

### Slide 11

**Canadian Success Stories**

Roberta Bondar, Astronaut, Researcher

### Slide 12

**Canadian Success Stories**

Divide the participants into small groups  
Have them review the profiles of these women and identify any common strategies they used to succeed in their chosen fields  
Challenge participants to identify aspects of their own corporate culture that may be similar to the cultures these successful women found themselves in  
Could the participants adopt any of the strategies these women used?  
Use the rest of the time for this session for a round table discussion of how...
participants can follow in the footsteps of successful women as well as an opportunity for participants to share their own strategies, challenges, and successes

Slide 13

Choose a woman who is successful and interview them. It may be a woman that you know, a woman in your field, a woman in a field you are interested in.

Choose someone who you admire; who inspires you and try to learn their secrets.

Provide participants with the “Suggested Interview Questions” handout to help them prepare for their interview.

Slide 14

Suggested Interview Questions

- Describe your career path to date.
- What were your goals in taking the job that you did? Did you have a specific financial or career milestone in mind?
- Did you strongly consider any alternatives to the jobs you took?
- Was there anything in particular about the jobs you took that made them more attractive than the alternatives?
- Do any resounding successes or failures stand out in your mind?

Review the suggested interview questions with participants before giving the handout
What did you learn from those successes or failures?
Can you recall any “forks in the road”, proverbial crossroads at which you had to make a difficult career decision?
Did you have any mentors who played an important role in your career development? What role did they play?
Did you cultivate a meaningful life outside of work? How?
How do you achieve work-life balance?
Appendix Seven:

Session Two Resources

*Corporate Culture: Navigating the Labyrinth to the Top*

Included:

To supplement slides 9 through 12:

1. Biographical information for Shirley Tilghman, President, Princeton University; Professor of Molecular Biology
2. Biographical information for The Right Honourable A. Kim Campbell, First Women Prime Minister of Canada
3. Biographical information for Dr. Roberta Bondar, The First Canadian Woman in Space
4. Library and Archives Canada Website for Additional Information: *Celebrating Women’s Achievements*

To supplement slides 13 through 15:

5. Suggested Interview Questions

- This handout supports the “Challenge” that participants are given at the end of the session:

Choose a woman who is successful and interview them. It may be a woman that you know, a woman in your field, a woman in a field you are interested in. Choose someone who you admire; who inspires you and try to learn their secrets.
Shirley M. Tilghman: President, Princeton University; Professor of Molecular Biology

Shirley M. Tilghman was elected Princeton University's 19th president on May 5, 2001, and assumed office on June 15, 2001. An exceptional teacher and a world-renowned scholar and leader in the field of molecular biology, she served on the Princeton faculty for 15 years before being named president.

Tilghman, a native of Canada, received her Honors B.Sc. in chemistry from Queen's University in Kingston, Ontario, in 1968. After two years of secondary school teaching in Sierra Leone, West Africa, she obtained her Ph.D. in biochemistry from Temple University in Philadelphia.

During postdoctoral studies at the National Institutes of Health, she made a number of groundbreaking discoveries while participating in cloning the first mammalian gene, and then continued to make scientific breakthroughs as an independent investigator at the Institute for Cancer Research in Philadelphia and an adjunct associate professor of human genetics and biochemistry and biophysics at the University of Pennsylvania.

Tilghman came to Princeton in 1986 as the Howard A. Prior Professor of the Life Sciences. Two years later, she also joined the Howard Hughes Medical Institute as an investigator. In 1998, she took on additional responsibilities as the founding director of Princeton's multi-disciplinary Lewis-Sigler Institute for Integrative Genomics.

A member of the National Research Council's committee that set the blueprint for the U.S. effort in the Human Genome Project, Tilghman also was one of the founding members of the National Advisory Council of the Human Genome Project Initiative for the National Institutes of Health.

She is renowned not only for her pioneering research, but for her national leadership on behalf of women in science and for promoting efforts to make the early careers of young scientists as meaningful and productive as possible. She received national attention for a report on "Trends in the Careers of Life Scientists" that was issued in 1998 by a committee she chaired for the National Research Council, and she has helped launch the careers of many scholars as a member of the Pew Charitable Trusts Scholars Program in the Biomedical Sciences Selection Committee and the Lucille P. Markey Charitable Trust Scholar Selection Committee.

From 1993 through 2000, Tilghman chaired Princeton's Council on Science and Technology, which encourages the teaching of science and technology to students outside the sciences, and in 1996 she received Princeton's President's Award for Distinguished Teaching. She initiated the Princeton Postdoctoral Teaching Fellowship, a program across all the science and engineering disciplines that brings postdoctoral students to Princeton each year to gain experience in both research and teaching.

In 2002, Tilghman was one of five winners of the L'Oréal-UNESCO international For Women in Science Award, and the following year received the Lifetime Achievement Award from the Society of Developmental Biology.
Tilghman is a member of the American Philosophical Society, the National Academy of Sciences, the Institute of Medicine and the Royal Society of London. She serves as a Trustee of The Jackson Laboratory and the Carnegie Endowment for International Peace.

May 2005

SCIENTIST AT WORK: Shirley M. Tilghman; Fighting and Studying Battle of the Sexes With Men and Mice

By NATALIE ANGIER
Published: June 11, 1996

SHIRLEY M. TILGHMAN was talking recently to a group of young female scientists about a topic that like an old lover, remains close to her heart, but that she wishes would just go away: the dilemma of being a woman in science. She was trying to convince the young women that they could have it all, or at least most of what is worth having, and that they need not choose between a passionate devotion to their work, and a family, a home, love.

Dr. Tilghman, 49, served as Exhibit A. She runs a large and wildly successful laboratory at the Howard Hughes Medical Institute of Princeton University. And she is an unrepentant feminist and liberal, going so far as to advocate radical steps, like the abolition of tenure as a system that is no friend to women, and the cancellation of Federal funds for meetings that do not include women on their panels.

Dr. Tilghman is known internationally and publishes broadly at the vanguard of molecular biology and genetics, focusing most recently on the irresistible subject of genetic imprinting, the study of genes that behave very differently in a growing embryo, depending on whether they are inherited from the mother or from the father. People nag her endlessly to be on their committees, panels, editorial boards, to the point where she has tacked a sign above her desk that adjures, "Just say no!"

Last month she was elected to the National Academy of Sciences as a so-called foreign associate. That classification was necessary because Dr. Tilghman, though she has lived and worked in the United States for years, retains her Canadian citizenship. It is extremely difficult for a scientist to win membership in the academy as a foreign associate if the person works in this country -- as many thousands of foreign scientists do -- and her induction is a tribute to her reputation: the academy just could not ignore her any longer.

Through all her successes, she has managed to raise a family, very nearly as a single mother. Dr. Tilghman and her husband split up 13 years ago, when her daughter was 2 years old and her son just 6 months, and she had custody of them. Yet she pulled it off: her reputation grew along with her children. She loves science. She loves being a mother. She does not want the young women coming up through the scientific ranks to think for a moment that they must
make the terrible sacrifice of one for the other. She was, in her discussion with the young women, unyielding about that point.
The Right Honourable A. Kim Campbell, Government:

First Woman Prime Minister of Canada

Kim Campbell, a long-time student of government and politics, entered the world of elected public office as a trustee of the Vancouver School Board in 1980. She then was serving as its Chairperson in 1983 and Vice-Chairperson in 1984, while completing her law degree at the University of British Columbia.

In the cabinet of Prime Minister Brian Mulroney, as her political career progressed, she accumulated many "firsts": first woman Minister of Justice and Attorney General of Canada; first woman Minister of National Defence; first woman leader of the Progressive Conservative Party of Canada (June 14, 1993 to December 14, 1993), culminating as first woman Prime Minister of Canada.

Campbell called her own style the "politics of inclusion” and she spoke up for what she believed in on issues of the day, such as abortion and free trade, and as Minister of Justice she led major changes in gun control and sexual assault legislation.

Despite the political gains made by the women of the first wave of feminism, Canadian women are still working toward achieving equal representation with men in elected political office. It is through the efforts of able, determined and ambitious women politicians such as Campbell that gains continue to be made.

Source:

http://www.mta.ca/about_canada/study_guide/famous_women/kim_campbell.html

http://www.collectionscanada.gc.ca/women/002026-822-e.html

Retrieved May 13, 2011 from:
www.ywcavan.org/content/Ten_Successful_Women_in_Canadian_Society/798
Dr. Roberta Bondar was born in Sault Ste. Marie Ontario on December 4, 1945. Dr. Bondar completed both her elementary and secondary schooling in Sault Ste. Marie graduating from Sir James Dunn Collegiate & Vocational School. Her father, Edward Bondar was an office manager at the Sault Ste. Marie Public Utilities Commission and her mother, Mildred, taught business and commerce. Both parents encouraged Roberta and her older sister, Barbara to be goal oriented and the girls were involved in many activities including Girl Guides, the YMCA, Anglican Church groups and many sporting activities. As a young girl Dr. Bondar was fascinated with science and her father built her a laboratory in their basement. In high school, a science project led Dr. Bondar to a summer job studying the spruce budworm at what is today the Great Lakes Forestry Centre.

Dr. Bondar continued her work in the sciences receiving a Bachelor of Science Degree in Zoology and Agriculture from Guelph University in 1968, a Master of Science Degree in Experimental Pathology from the University of Western Ontario in 1971, a Doctorate in Neurobiology from the University of Toronto in 1974, a Doctor of Medicine Degree from McMaster University in 1977 and she was admitted as a Fellow of the Royal College of Physicians and Surgeons of Canada in neurology in 1981.

In 1983 Dr. Bondar was chosen as a member of the first Canadian Astronaut Program. In January, 1992 she became the second Canadian and the first Canadian woman astronaut in space with her flight aboard the shuttle Discovery. Following her space flight Dr. Bondar left the space agency to pursue her research and her interest in photography. Roberta has had several exhibitions of her photographic works including the "Passionate Vision" in 2000, which documented Canada's National parks.

Dr. Bondar has received many honors including the Order of Canada, the Order of Ontario, the NASA Space Medal, over 22 honorary degrees and induction into the Canadian Medical Hall of Fame.

Retrieved May 13, 2011 from:

http://www.city.sault-ste-marie.on.ca/library/Bondar_Bio.htm
Roberta Bondar, (1945), Astronaut
The First Canadian Woman in Space

Roberta Bondar is perhaps best known as the first Canadian woman in space. However, she is also a distinguished researcher in the field of neurology.

Bondar was born in Sault Ste-Marie, Ontario, in 1945, the younger of two children. From an early age she was fascinated by the world of science. She excelled both academically and athletically during her school years.

In 1983, the National Research Council of Canada announced the formation of the Canadian space program, and invited applications from those wishing to become astronauts. It was at this time that Bondar's long-cherished dream of exploring space became a real possibility. She had her application package in the mail almost immediately, and spent the next few months enduring a battery of interviews. In December of that year she learned that she was one of six people, chosen from a field of over four thousand applicants, who would begin training to become the first Canadian astronauts. As the only female in the group, she received even more scrutiny than her fellow candidates.

There followed many years of intense training and preparation, as well as delays. After the Challenger disaster in 1986, it was uncertain whether or not the space shuttle program would even continue. Bondar had to learn to work aboard the shuttle, which had been designed for male occupants. She also had to make the decision to put off having a family in order to maintain an active role in the space program.

After a long wait, in 1990 Bondar learned that she would go into space as a payload specialist with the first International Microgravity Laboratory Mission, on board Space Shuttle Discovery. (A payload specialist is a professional in the physical or life sciences or a technician skilled in operating shuttle-unique equipment). She and the other crew members had to wait a further two years for the launch of Mission STS-42, on January 22, 1992. She spent eight days in space, conducting numerous experiments and photographing the earth's surface, before returning on January 30.

On returning from space, Bondar retired as an astronaut to devote further time to her research. Bondar has received numerous honours during her career, including the Order of Canada, the Order of Ontario, the NASA Space Medal, twenty-two honorary degrees, and induction into the Canadian Medical Hall of Fame. In addition to her professional career, she is interested in a variety of outdoor pursuits such as cycling, hiking, and roller-blading; she also holds a private pilot's license.

Source: http://www.collectionscanada.gc.ca/women/002026-402-e.html

Retrieved May 13, 2011 from: www.ywcavan.org/content/Ten_Successful_Women_in_Canadian_Society/798
Additional Information:
Library and Archives Canada Website

_Celebrating Women’s Achievements_

http://www.collectionscanada.ca/women/index-e.html

On this site you will find a selection of exceptional Canadian women who have made outstanding contributions to Canadian society and the world. Each woman's life and achievements are described, followed by a list of Resources.
Suggested Interview Questions

1. Describe your career path to date.

2. What were your goals in taking the job that you did? Did you have a specific financial or career milestone in mind?

3. Did you strongly consider any alternatives to the jobs you took?

4. Was there anything in particular about the jobs you took that made them more attractive than the alternatives?

5. Do any resounding successes or failures stand out in your mind?

6. What did you learn from those successes or failures?

7. Can you recall any “forks in the road”, proverbial crossroads at which you had to make a difficult career decision?

8. Did you have any mentors who played an important role in your career development? What role did they play?

9. Did you cultivate a meaningful life outside of work? How?

10. How do you achieve work-life balance?

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Creating Your Own Success: Practical Strategies for Aspiring Leaders - A Workshop for Women-

Tracey L. Mallen BEd.;CHRP

TraceyLMallen@gmail.com
Appendix Eight:

Session Three Slides: *Building Strategic Relationships: Practical Strategies for Positive Networking*
## Slide 1

**Practical Strategies for Positive Networking**

Tracey Mallen, BEd, CHRP

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## Slide 2

**AGENDA**

- Why networking is important
- What networking is NOT
- What networking IS
- Where networking takes place
- Networking tips

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## Slide 3

**Why Networking is Important...**

- To get yourself back on track
- To unearth exciting new opportunities
- Networking is critical to career success
  
  *(people do business with those they know and trust)*
- It is an important life-skill
- To enrich your life—personal happiness
- To build your legacy

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You can build a legacy of a giving person who helps people whenever they can and who makes a real contribution to their community and to society
While not all successful people are great networkers, all great networkers are successful people.

- Darcy Rezac

"I believe that the very purpose of our life is to seek happiness."

- Dalai Lama

"... money can increase happiness but not by much. By far the strongest component of happiness is how connected you are."

- Robert Putnam

Networking is NOT...

- Asking for favours
- Asking for a job
- Solely transactional
- Sales
- A close circle of contacts

("... it's not so much who you know, but who you vaguely know." Jeff Howe, Wired Magazine)
In 1973, Mark Granovetter published a classic paper, "The Strength of Weak Ties." In his study, he interviewed individuals who had been able to get a new job as a result of a connection through a friend or acquaintance. He learned that 84% of these people found their jobs through the weak link connections, people they saw only once in a blue moon. Those weak links—acquaintances—may be the most powerful connections in your network.

Networking IS...
- Building connections
- Discovering small world connections
- Creating a presence for yourself

MOST IMPORTANTLY...
Networking is discovering if you can do something nice for someone else.

Strange and random good things come to those who are contributors.
Slide 10

Where Networking Takes Place...

Anywhere people gather!

Slide 11

How to Network...

• 90 Second Introduction
• Functions
• Social Media
• Business Cards
• The Five "E"s
• The Handshake and The Smile
• Working the Room
• Follow-up
• Follow Through

Slide 12

90 Second Introduction

• a.k.a. "The Elevator Pitch"

• Answers the "Tell me about yourself?" question

  10 seconds - current situation
  60 seconds - career summary/experience
  20 seconds - career target/future/goal
 Functions
Formal networking events
Social gatherings
Water cooler
Volunteering
Community Events
Fundraising events
Weddings
ANYWHERE PEOPLE GATHER!

Social Media
- Facebook
- LinkedIn
- Twitter
- Blogs

Facebook
- Create a presence for yourself
- You are working a virtual room
- Post things of value to others
- Do not overwhelm people by pushing your agenda or business down their throat
Why is Facebook so important?

Facebook
- Facebook is a social networking service and website.
- More than 500 million active users.
- 50% of our active users log on to Facebook in any given day.
- Average user has 130 friends.
- People spend over 700 billion minutes per month on Facebook.

Facebook
- There are over 900 million objects that people interact with (pages, groups, events and community pages).
- Average user is connected to 80 community pages, groups and events.
- Average user creates 90 pieces of content each month.
- More than 30 billion pieces of content (web links, news stories, blog posts, notes, photo albums, etc.) shared each month.
LinkedIn helps you make the most of your professional network. It is more exclusive than Facebook.

- Re-connect
Find past and present colleagues and classmates quickly.
LinkedIn makes staying in touch simple.

- Power your career
Discover inside connections when you're looking for a job or new business opportunity.

- Get answers
Your network is full of industry experts willing to share advice. Have a question? Just ask.

Recently LinkedIn reached a milestone recording 100 million users. Of these, 44 million users are from the US. The company's blog reports that around 1 million people are signing up every week. These figures are impressive, but the number of active users is what matters for the advertisers.

The results of January 2011 Experian Hitwise survey indicate that the site received only 0.51% of all social media visits in the US. As expected, Facebook reported highest percentage of visits at 90%, but sites like Twitter, Myspace, Tagged, MyLife.com and myYearbook also came up ahead of LinkedIn.

But according to December 2010 comScore report, the site had 26.6 million unique American visitors, a number lower than Facebook and Myspace, but higher than Twitter. According to this report, the numbers of unique American visitors on other leading social networking sites were; Facebook 153.9 million, Myspace 50.1 million, Twitter 23.6 million, Tnmlbr 6.7 and Formspring 5.3 million.
According to the findings of the Media Audit October 2010 survey, the percentage of US consumers logging on to the site in September was 11.5%. The percentages for other popular social media sites were; Facebook 48.2%, Myspace 13.4%, Twitter 9.6%, Digg 2.6% and StumbleUpon 2.3%. Arbitron/ Edison Research February 2010 study indicated that 8% of the US consumers above age of 12 years used LinkedIn.

August 2010 Fiserv survey indicates that LinkedIn users are more evenly spread out in terms of age. Although LinkedIn usage is low in all age brackets when compared to sites like Facebook, the generation Y members are almost as likely to use the site as boomers. But the usage in the older age group is significantly low. For an effective company internet marketing strategy, marketers need to consider all these factors and use the site based on their target market.

Slide 21

Twitter
- 175 million users
- The tiny, feature-light blog service
- 140 character per post limit
- simplistic approach to sharing thoughts and news
- has caught on to the point where every respectable company has an official account, government agencies are using it to connect with constituents, and celebrities log on to share their latest gossip.
There are over 156 million public blogs in existence.

A blog (a blend of the term web log) is a type of website or part of a website.

Blogs are usually maintained by an individual with regular entries of commentary, descriptions of events, or other material such as graphics or video.

Most blogs are interactive, allowing visitors to leave comments and even message each other via widgets on the blogs and it is this interactivity that distinguishes them from other static websites.

Many blogs provide commentary or news on a particular subject; others function as more personal online diaries.

Who should have business cards?
Slide 25

**Business Cards**

- Easy to read layout/font (good use of white space)
- Your name should be most prominent feature
- Include your credentials & title (if you don't have formal credentials or title you can make them up!)
- Avoid funky colours
- Low light test
- Always have an ample supply, carry them everywhere, AND hand them out!

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Slide 26

**Joanne Smith**

BAH

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Slide 27

**The Five “E’s”**

- Establish... eye contact
- Extend... your hand
- Exchange... business cards
- Engage... in conversation
- Equality... treat everyone as equals

**Equality:**

While some contacts may be more valuable right now, you never know what the future will bring or when your paths will cross again.

People know when you are scanning the room for more important people.
The Handshake and The Smile

- Make sure your handshake is firm and dry
- Smiles are actually infectious... ALWAYS look people directly in the eye and ALWAYS smile when greeting them or being introduced to them
- REMEMBER... People want to do business with those they like and trust!

Working the Room

- Be deliberate, focused, and personal
- Your goal is to meet and make connections with new people NOT to spend all of your time socializing with people you already know
- Acting as “host” can make working the room easier and less stressful

Follow-up

- After the event touch base with the contacts you made (either by email or phone)
Follow-up

"Hi _____, it was a pleasure meeting you at ________ on _________. Hopefully our paths will cross again in the future. Sincerely, ________

"Hi _____, it was a pleasure meeting you at ________ on _________. I am looking forward to meeting again to discuss ________ further. What day would be most convenient for you? Sincerely, ________"

Follow Through

- ALWAYS, ALWAYS, ALWAYS do what you say you are going to do...

You have nothing without your word

Treat all of your contacts with respect... Remember, one person's frog may be another person's Princess or prince!
Resource

- Work the Pond! Use the Power of Positive Networking to Leap Forward in Work and Life

By Darcy Rezac, 2005

Questions?

Feedback...
Appendix Nine:

Session Three Resources: *Building Strategic Relationships: Practical Strategies for Positive Networking*

Included:

1. Session Handout

   The handout highlights key take away points from the session:
   - What networking is
   - 90 Second Introduction a.k.a. The Elevator Pitch
   - The Five “E’s”

2. *Suggested Reading List*

   - The *Suggested Reading List* is an appropriate resource for the entire workshop or as a supplement to any individual workshop which may be delivered as a standalone session.
Building Strategic Relationships
Practical Strategies for Positive Networking

Networking is discovering if you can do something nice for someone else.

90 Second Introduction
a.k.a. The Elevator Pitch

It is very important during these 90 seconds that you present yourself in a polished manner and demonstrate a clear sense of direction.

To construct your 90 second introduction you should consider the following topics:

Past: Career summary (60 seconds)
Critical Juncture: Why you are looking for work (10 seconds)
Future: Your target career (20 seconds)

The Five “E’s”

Establish... eye contact
Extend... your hand
Exchange... business cards
Engage... in conversation
Equality... treat everyone as equals

While not all successful people are great networkers, all great networkers are successful people.

- Darcy Rezac -
Suggested Reading List

Leadership


Networking


Personal Growth


**Business**


**Finance**


**Success**

Appendix Ten:

Workshop Reflections
Workshop Reflections

April 5, 2011

This group of women were all involved, on some level, with the same home-based business as me so I was able to draw relevant examples from common ground. I received very positive feedback with one exception: I was quite tired and found it very difficult to keep names straight and this was noted in the feedback, rightfully so. I was pleased with the flow of the slides and the amount of content with the exception of the Facebook slides. I had included far too much information and will need to take some out. Now that I know how the session flows, I will add graphics to the slides to make them more professional-looking and interesting. For the sake of completeness, information on Blogs and Twitter needs to be added to the session. Finally, a one-page handout should be designed. Key information to include: The Five “E”s” and 90 Second Introduction. Each participant was given a large sticky note to record comments/feedback. These were then stuck to the wall. This provided a good platform for anonymous feedback although most participants included their name.

My timing for the session was right on: 1.5 hours. Adding a break and a few more slides on social media would bring the session to 2 hours which is perfect.

April 19, 2011

This was a mixed group of participants: 3 women from the telecom sector, 1 woman from the healthcare sector, 1 woman on coop placement from a college Marketing program and the man had a sales background in the pharmaceutical sector. This group was different to present to because of the emotions of being in a career transition (with the exception of the Marketing student) and because of having a male participant. I had to be more general with examples so as not to exclude the male and I had to gear the examples towards a job search rather than towards building a home-based business. I found that the presentation/information was equally applicable to both groups and it was easy to come up with different, gender neutral examples to use. However, since the number of female participants was greater, I did include some gender specific examples. Feedback was very positive. One participant suggested using a feedback form rather than blank pages. I see merits to both so will work on a simple form. This participant also suggested adding my contact information to the one-page handout as it will likely get separated from my business card. I hadn’t thought of this. One participant from this group noted that she had hoped she would learn about specific networking opportunities. Brenda suggested removing the “funeral” example and spending less time on the 90 Second Introduction for this kind of group as they get that in-depth training as part of their DBM program.

Timing for the session: 2 hours

May 2, 2011

This group of women were all involved in the same home-based business as me so I was again able to draw relevant examples from common ground. It was suggested that I add a section/slide on how to dress professionally/for success. I found that I still skipped over
the second slide on Blogs and third slide on Facebook. While I want to have the information at my finger tips, I think it is better to delete the slide and move the information to the ‘notes’ section for the first slide on Blogs and second slide for Facebook respectively. As with the first session, it was both comfortable and appropriate to speak exclusively of women’s experience both networking and in the field of network marketing.

Timing for the session: 2 hours

May 4, 2001

This group of women were all professionals who had been downsized: 3 out of the same large organization and one from out of town who had also been downsized from a different large organization. All of the women were very capable and motivated to learn how to use networking to find their next job. Once again, this session was very well received however there was one participant who had hoped to learn about specific networking opportunities.

I feel that there is a need to address, both in the promotion of the workshop and at the beginning of the session, what the workshop will and will not address. While I can provide a list of websites to check for specific networking opportunities, it would be an exhaustive list that would cover all of the cities that participants may travel from to attend. This session I used a formal evaluation sheet as suggested by a participant in the second session.

I chose a question format over a checklist format so that participants would be more inclines to share their thoughts. This worked well.

Timing for the session: 1 hour, 45 minutes