



Charles Sturt
University

LDW 2019: Women Leading with Influence Group Final Report

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Executive Summary

This Women Leading with Influence project arose from a shared curiosity to explore how recent participants in the 'Leadership Development for Women' (LDW) program had used their leadership learnings in their daily practice to:

- Increase their influence;
- Improve their leadership;
- Maintain their work-life balance;
- Align their practice with Charles Sturt University strategy and capability framework; and
- Enact the Charles Sturt values of being:
 - Insightful,
 - Inspiring
 - Inclusive, and
 - Impactful.

To gather these insights we employed three different methods of data collection:

- a) Survey emailed to all participants enrolled in the past two cohorts of the LDW program (N=46). A total of 7 responses were received.
- b) Rich individual conversations with past participants (N=4)
- c) Focussed conversations with 16 participants in the 2019 cohort.

Responses were analysed using a content analysis approach searching for frequency of words and phrases. Results were then grouped into three thematic areas which we felt that women were expressing as beneficial to their leadership development and ways in which they enacted their practice:

1. Receiving from others – in order to become leaders women needed to accept and receive help from others e.g. mentoring, connections, networking, support and encouragement.
2. Developing self – women need to invest in themselves and give themselves permission to develop, engage in leadership training and put time aside for this.
3. Giving to others – through their leadership training women were supporting others, being more empathic, consultative, nurturing and open minded.

These areas were represented by our model '*You in CSU*' (Figure 2).

As a group we also reflected on our own development through participation in the LDW process. Our reflections are best summarised in alignment with the CSU values as follows:

- Insightful: being mindful and open
- Inclusive: including others to achieve changes

- Inspiring: having a vision, leading with passion
- Impactful: working with people, making impact together

In summary, we believe that the LDW program has been very successful in allowing women to connect, network, grow, develop, gain confidence and then in turn nurture, support and empower others to make these features of their leadership journey. Understanding the benefits of participation is a way of encouraging future women to join, and of demonstrating the organisational benefits to CSU of continuing to offer the program to women as part of their leadership journey.

Our final recommendations arising from our project are twofold.

For women we recommend that

- Women be encouraged by their managers and support networks to invest in themselves and take the time to engage in professional and personal development
- Our model be used as a way to demonstrate to women that they need to be accepting of support and invest in themselves, which then in turn enables them to give back to others.

For the University – in line with the espoused values of the University, we recommend that the following be enacted:

a) INCLUSIVE

- LDW continued to be offered to Charles Sturt University women; and
- The University evaluate other networking opportunities offered to ensure that they exist for women across a range of levels (e.g. not just for senior women), that they include virtual as well as physical opportunities to cater to the needs of a dispersed organisation, and that they also consider family friendly hours (e.g. social networking be held from 4 to 6pm not 7 to 9pm).

b) IMPACTFUL

- Women continue to be offered access to mentors; and
- Other forms of support also be considered including sponsors and coaches.

c) INSIGHTFUL

- Showcasing women's stories and other methods to encourage story sharing be investigated; and
- '*You cannot be what you cannot see*'. If women see someone like them who has managed to gain confidence, act as a leader and succeed, they will be encouraged to visualise this happening to them.

d) INSPIRING

- The University consider new ways for women to share resources, connect, support and aid others; and
- Access to the resources created by the other 3 groups in the 2019 cohort would be useful to women across the University, and showcase what can be achieved through engaging with the LDW program.

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1. Introduction

1.1. Context

When tasked with developing a 'Leadership Development for Women' project we first considered the context within Charles Sturt University, in which a strong commitment is made towards including and supporting women on their leadership journey.

We were curious as to the extent to which this is a systemic commitment, enabling women to create opportunities rather than enact established paradigms, rather than a functional commitment to numbers of women participating.

So when asking whether Charles Sturt is truly creating opportunities for structures and spaces that allow innovative leadership, we decided to look to the women themselves and explore their stories, whilst also exploring our own reflections through the LDW program.

1.2. Our group

Our group came together around a shared curiosity to explore how recent participants in the 'Leadership Development for Women' program had used their leadership learnings in daily practice to improve outcomes and enhance influence. We came to this project with different interests in how this played out in

- identifying pathways to change;
- understanding and contributing to the strategic big picture;
- the giving to others; and
- the operationalisation of values.

Our group consisted of

Kath Attree Course Director, BJBS

Liz Bracken Sub Dean, Workplace Learning & Accreditation, BJBS

Rui Bi Senior Lecturer, School of Management and Marketing, BJBS

Ilena Young Centre Manager, Wangaratta Regional Study Centre, DSS

Now, writing this report, it has just become obvious to us that we were working very much from a BJBS and professional staff perspective, rather than being representative of the whole cohort at Charles Sturt University. The implications of this we will leave with you to consider as the reader.

1.3. Our project

This project 'Women Leading with Influence' is an exploration of women and mindfulness.

In exploring this, our aim has been to explore what women are doing more or less of, what has been expected or unexpected, and whether their learnings encouraged them to be more flexible and open?

1.4. Project goals

To explore these questions we investigated how participants from the past two cohorts of the 'Leadership Development for Women' program (2015 and 2017) used their leadership learnings in their daily practice to

- Increase their influence;
- Improve their leadership;
- Maintain their work-life balance;
- Align their practice with Charles Sturt University strategy and capability framework; and
- Enact the Charles Sturt values of being:
 - Insightful,
 - Inspiring
 - Inclusive, and
 - Impactful.

In practice this translated into the following questions which were put to past participants:

1. Thinking back to your experiences of leadership learning, did these change your practice as a result?
2. Continuing to reflect on your leadership learning, what did you do with your learning in your daily practice and leadership?
3. How have you used your leadership learnings in your daily practice to:
 - a. enhance influence
 - b. develop your leadership
 - c. use mindful practice
 - d. maintain work-life balance
4. How have you used your learnings in your working life to:
 - a. align your practice with Charles Sturt University strategy
 - b. incorporate the Charles Sturt University values (insightful, inspiring, impactful, inclusive)
5. What have been your key learnings from LDW and other leadership learning?
6. What advice would you give other women looking to progress on their leadership journey?

2. Gathering insights

In order that our group could “*explore how recent participants in the Leadership Development for Women program had used their leadership learnings in daily practice to improve outcomes and enhance influence*” we needed to a method to engage with these past participants.

Ethics approval was not initially sought for the project since it was in internal Charles Sturt University professional development project with no intentions to publish, disseminate or discuss results or outcomes externally. The Higher Research Ethics Committee did however, become aware of the project and although the group had strayed into the grey area of whether such projects need full ethics approval, permission was subsequently granted for our group to continue with the research.

Our approach to gathering insights evolved over time, commencing with a survey, followed by conversations with past participants and current participants, and finishing with personal reflections.

2.1. Survey

Lists of participants in the past two cohorts of the LDW program (N=46) were obtained and an email sent out to all participants advising them of our group and intended project. Five past participants were identified as having left the University leaving a total of 41 internal participants for our sample.

The final survey questionnaire (see Appendix 1) was set up in Survey Monkey. This tool was chosen because of its ability to collect responses anonymously and staff could respond confidently without concern about being identified in any way. Participants were then sent a second email requesting their participation in the survey and providing the relevant link. A total of 7 responses were received, a response rate of 17 percent. Internet surveys generally have low response rates (Malhotra, 2010).

2.2. Rich conversations

Each of the group members conducted one semi-structured conversation with a past participant. The open-ended survey questions were used as a guide to the conversation with the option to probe further into issues or responses as they arose in the “guided” conversation. The advantage of this type of inquiry method is that the conversational approach can uncover greater depth of insight than other methods (Malhotra, 2010). Each

interviewer took notes during the discussion which were later synthesised (see Section 3: Analysis). Interviews were conducted via phone or face to face.

2.3. Focussed group conversations with 2019 participants.

Following collection of the survey data, an opportunity to add a third approach to our exploration presented itself at the LDW professional development session for the 2019 cohort held at Galong in August.

There we were able to utilise a focussed conversation approach to gain responses from the 2019 cohort by asking questions aligned to our project.

The cohort was split into three groups with each group given a different question;

- What have been your key learnings to date from the LDW?
- How have you used your LDW learnings in your daily practice?
- What advice would you give other women looking to progress their leadership journey?

Analysis and findings from these three exploratory approaches (the survey, rich conversations and focussed group conversations) are presented in the next section.

3. Analysis & Findings

To analyse the data we adopted a content analysis approach searching for frequency of words and phrases. Common words that were used included: mindfulness, reflection, listen more, seek advice, consult, empathy, networking, confidence, self-awareness, value and nurture self, mentoring.

3.1. Themes

In analysing the data for both frequency of words and for phrases we saw three themes emerging from the responses provided by participants as follows:

a) Receiving from others

Find someone or a group of people that you feel safe sharing concerns with
Network
Find an amazing mentor

The importance of accepting help and seeking networks and connections was a big theme amongst women. For example, one of the participants in the rich conversations talked about how useful her mentor had been in helping her navigate and understand university structures. Others highlighted the importance of networks and how useful it was to mix and meet with other people “who have similar day to day challenges”; to share/find common stories as well as “hear stories you are not aware of”; “seek advice from others” and “get different perspectives”. The importance of feeling safe sharing concerns was also mentioned.

Networking and connections were seen as very valuable with to get to know people in the organisation with one mentioning that she is “still in touch with people even though not in same work area”. This was a key way in which women increased their influence.

b) Developing self

I am the key.
Value self.

Amongst the group of women in the current program a key theme that emerged was the importance in investing in yourself. Women should be encouraged to make time for their own leadership development, to participate in the LDW and permit themselves the opportunity to develop as leaders. One of the key benefits of participation in LDW program was enhanced confidence e.g. the “opportunity to connect was a real confidence builder”. This included confidence around speaking up and being heard, confidence to apply for other roles, confidence to deal with difficult situations and to challenge people.

Maintaining a reasonable work-life balance remained a challenge for many women. Some mentioned “changing positions” and others acknowledged they were “still struggling” While the mindfulness approach didn’t resonate with all, people were able to take from the program what they needed. Advice to future participants was “see what resonates with you”. For one of former participants Simon Western’s eco-leadership approach really resonated and she continues to explore that.

Self-reflection and personal awareness were aspects that participants mentioned as useful in that it “gave [you] an understanding as to why you or others react in a certain way in a meeting”.

c) Giving to others

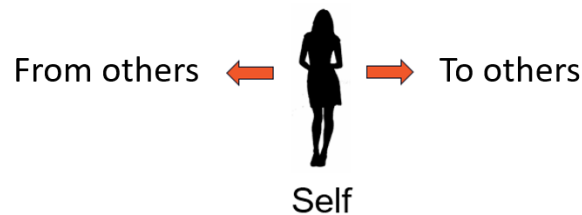
I try to listen carefully to everyone’s views and to give everyone a chance to speak before making a decision. I have been more consultative with certain matters.

In developing self and reflecting on leadership women were able to change the way they engaged with others. For example one participant talked about how she adopted an approach amongst her team of “how can we help each other”. Others mentioned how they listen more, give others a chance to speak, more empathic. The opportunity to build confidence in others was also mentioned and the recognition that leadership can occur at all levels and should be valued and nurtured.

4. The 'You in CSU' model

After determining these three themes of receiving from others, developing self and giving to others, we began to visualise how this might look. Initially our conceptualisation was quite simple as shown in Figure 1 below.

Figure 1 – early conceptualisation



With further discussion we realised there was an aspirational model sitting within our findings. This model can be seen in Figure 2 – the 'You in CSU' model.

Figure 2 – 'You in CSU' '



It was decided this model should place women at the centre given the general agreement that women rarely place themselves at the centre of either their personal or working lives. However, we resolved that placing ourselves at the centre is actually best practice for self-care, and that everything needs to begin within the self.

Therefore the 'self' circle embraces reflection, awareness, mindfulness and the ability to value and nurture ourselves, which we determined is where the journey to good self-care and leadership begins.

Moving out from the self are all other colleagues. The working relationships we have with other women are two way and transactional, consisting of both giving and accepting. We noted that leading and managing are separate concepts and you do not need to be a manager to lead.

At the bottom of the model we see 'giving' which is comprised of listening, mentoring, empathy and consultation. The reflection from the group at this point was that we all felt comfortable helping and leading with other women and the ideas of giving come quite easily and naturally to the group.

However, the collegiality stumbled a little when discussing 'accepting'. 'Accepting' entails receiving mentoring and advice and networking with other women. Interestingly although the group could instantly recognise the importance of the concept of accepting, the group expressed a small amount of discomfort when it came to being able to personally accept the help we so willingly offer to others.

The underlying cause of this was deemed to be cultural and thus we are by nature better at looking after others more than we look after ourselves at times and as women we need to embrace help and learn to be more accepting without assuming we are a burden on other women's time.

Outside the circle of self is the Charles Sturt working environment. This again is a two-way transaction with the CSU values and strategy, both of which serve to guide and nurture us through our work and leadership journey.

We determined that if we embrace ourselves, accept and give we are personally enacting the values of inclusive, impactful, insightful and inspiring and encouraging our colleagues to do the same. The CSU values (shown in Figure 3) sit at the top of the model as both our aspirational goals and evidence of embracing good self-care.

Figure 3 – CSU values



The CSU values are strongly linked to the CSU strategy which underpins the model and creates the foundation. The three strategy areas are:

- Our Students: Successful Graduates
- Our Communities: Vibrant Regional Communities
- Our Internal Capability: Strong University

In particular this model speaks to internal capabilities by building skills and confidence in the women of our university who lead in both explicit and implicit ways. When we look to the strategy, we believe the LDW program and the ‘*You in CSU*’ model exemplify the delivery outcomes highlighted below in Figure 4.

Figure 4 – Delivery strategy outcomes



If we achieve strong internal capabilities then we are better able to contribute to the whole CSU strategy, and actively help to build strong, vibrant regional communities and connections with our colleagues and students to create a supportive learning environment for successful graduates and research programs.

5. Reflections

The questions we asked to past participants were viewed as a useful tool for framing our own reflections on our learning in the LDW program. Accordingly, each of us recorded our reflections around each of these questions.

Q1. Thinking back to your experiences of leadership learning, did this change your practice as a result?

Kath: *I guess I have been teaching and studying leadership for a while. I don't think LDW has significantly changed my approach. I have found the mindfulness text interesting and I need to get back into reading it.*

Liz: *Not obvious at first glance but perhaps in a more subtle rather than overt way.*

Rui: YES

Ilena: *Yes – through reflection on what does leadership really mean. It helped me move into a space in which leadership is more of an embodiment of self and way of being in the world, than it is a set of things that you do. This came with increased confidence that what I am already doing in this space is good and right, and that this can now become something that is almost inherently me.*

Q2. Continuing to reflect on your leadership learning, what did you do with your learning in your daily practice and leadership?

Kath: *I think my cumulative and ongoing learning in the area of leadership means that I try to regularly think about my approach although perhaps not daily. Engaging in a program such as LDW encourages me to think and reflect on my approaches and introduces me to new approaches so is useful to ensure that I am regularly reflecting.*

Liz: *Softened my approach to leadership. Be more present and alert to other people.*

Rui: *LDW helps me to be a mindfulness person: naturally-focused, caring, sharing, learning through listening*

Ilena: *Alongside the increased confidence and seeing leadership as embodiment of self, has been a growing belief that all of us can be a leader no matter what our position, and that leadership is not just up to the figure heads at the 'top', it's important for all of us to do. I have become much more comfortable with 'stepping up'. It doesn't feel nearly so stressful when I do so. Finally, I now comfortably see leadership as a part of whatever I'm doing, as a theme in many things I do.*

Q3. How have you used your leadership learnings in your daily practice to: Enhance influence

Kath: *my main focus is to try to be respected by others as a knowledgeable operator but also as someone who is willing to share experiences and work collaboratively. The idea of*

the “expanding pie” of power is always something that resonates with me – i.e. that by empowering others you expand your own influence, power, leadership etc.

Liz: More concerted effort to find the common ground and understand what the other person is invested in to create a win/win

Rui: influence people through my teaching and research: I lead a team that I have responsibility for (e.g., TOL project, research projects); I demonstrate what I have done and use my influence to inform other people leadership practices.

Ilena: This isn't something that I have deliberately done, although others have been encouraging me to do this as part of my work role, but it has emerged through networking and communicating what I am doing in my work role. What I do now has more impact, some of this is about the networks I am making, but some of this is about having more impact in how I am doing it, meaning that results come more obviously and more readily.

Develop your leadership

Kath: participating in LDW was a conscious decision on my behalf to develop my leadership and expand my connections and networks across the university.

Liz: Encourage more open dialogue, make sure all the voices are heard and respected. Contain the louder voices which can be demanding and overpower the quieter ones.

Rui: find my own focus and purpose, believe in myself, don't feel scared if I don't know the answers.

Ilena: Yes I am less apologetic about being a leader, I assume the mantle more easily, step into that space more easily, use those skills more readily. I am more comfortable communicating what I am doing to others in a way that celebrates what is being achieved. Hitherto I'd always seen this as being egotistical, whereas now I see it as being comfortable publicly acknowledging and celebrating what is being achieved.

Use mindful practice

Kath: I haven't really used this enough. Although I try. I also haven't looked at the text for a while. I do try to breathe through difficult moments, use sleep stories to try to relax but I really feel that this is an area that I should invest more in developing.

Liz: Look for all the cues, take time to listen with all my senses, focus on now not past mistakes or future concerns.

Rui: slow down, take care of myself

Ilena: yes, but in a very generic sense where I am making mindfulness part of my every day, it is something I have always tried to do but now for some reason it is coming more easily and readily. It has become more easily embedded as a routine part of what I do, and as a way of becoming grounded at the start of the day, and of staying grounded throughout the day as its events occur that might knock me off balance.

Maintain work-life balance

Kath: *Taking a SEN04 job in DSS wasn't a good way to maintain work-life-balance and although it was a fantastic experience which I am not in any way sorry that I took, I am very glad that it was just a 9 month secondment and I can return to a "normal" workload. While in the role I realised that I couldn't be a supermum, I couldn't control everything in my life and if work was going to be all consuming then some other things would need to be let go. I engaged a cleaner to come once a week to my house, in February I got a gardener to come and help get our garden under control, I let my partner take the dog for a walk and stopped taking him to the dog park every day. I stopped worrying about if my daughter was getting a balanced diet and just let her Dad manage most of the food choices (so what if she had Nutella on toast for breakfast every day and chicken nuggets for lunch). I concentrated on trying to provide 2 to 3 healthy week night meals and being there for her at night by reading to her at her bedside.*

Liz: *Get out more. Engage more with the people I care about. Get my bike out again. Plan time out and time away.*

Rui: *I started ballroom dancing this year and I find that I work more efficiently because of work life balance.*

Ilena: *My aim every day is to make a difference and to do what I do well. If I do a good job, and do the right thing, then I lead in the world by showing an example of how I'd like the world to be. That then gives others choices about how they decide to act, and if I create an environment full of positive supportive collaboration, they are more likely to do this. So mindfulness has been becoming part of what I do, as a part of what I do, not as a separate activity. I'm not sure that it has contributed to work-life balance though, if anything I work harder, but am more focussed and productive.*

Q4. How have you used your learnings in your working life to:

Align your practice with Charles Sturt University strategy

Kath: *I haven't consciously done this with the LDW learnings. I am beginning to think that leadership and strategy should be separate. Being strategic is important and aligning work to organisations strategy is important but increasingly I am seeing developing leadership as about personal growth and human interaction. It always was but I am seeing this difference as very clear now. Nevertheless, developing as a leader can help you be more strategic and making connections, finding a good mentor all help in this regard*

Liz: *I already spend a lot of time in this management space. I'm not sure I've done this in a different or more conscious way – it just sits in my periphery vision.*

Rui: *Understand people, grow self-confidence, open to different things. For example, I am involved in soil CRC scoping project. Although I don't have any agricultural background, I try to understand the soil CRC project as much as possible in order to build my research competence. The involvement of soil CRC aligns with Charles Sturt University strategy. I know what is important to be focused on: make sure my research expertise integrates well with the project.*

Ilena: *I'm a strong believer in the CSU strategy and aligning my work with it has been part of my planning for what I do so I don't think that this has changed in any great regard.*

Incorporate the Charles Sturt University values:

○ Insightful:

Kath: *I think engaging in the LDW is about being insightful, being open minded, self aware, expanding your knowledge.*

Liz: *thinking more about supportive and soft leadership. Sometimes say less, sometimes more.*

Rui: *being mindful leadership, understanding different ways of doing things and being empathy, open to the opportunity*

Ilena: *Again, I like these values and they are good values that already make sense to me, even if I'm not sure where they came from and so they feel a bit distant, imposed rather than owned. My whole way of working is to be inclusive and impactful, both of which take insight and which can then be inspiring to others I find. I don't know that this program has strengthened my incorporation of them into my work, however as I have become more comfortable with who I am and owning myself and my work, thus they have probably strengthened.*

○ Inclusive:

Kath: *I like to think that I am inclusive. This is the leadership quality I strive for more than any others. It aligns with the "expanding pie" concept. I love helping others and strongly feel that by encouraging and developing others you also get to grow, develop and become a better person. I try to be warm and welcoming, considerate and accessible.*

Liz: *Each time I send an email I ask myself "who needs to know?". Involve more stakeholders and seek more input from all. Think about the mix of people needed in working groups.*

Rui: *it is important to be inclusive in order to achieve changes and change practices.*

Ilena: *To me, inclusive has always been about how you hear the various voices involved or impacted. This can be anything from extending consultation, to going around the table in meetings actively asking everyone for their thoughts. Both create slower, but more inclusive, outcomes*

○ Impactful:

Kath: *Interesting this value I see as most strategy aligned. To be impactful we need to lead in areas where it matters. For me it is around student engagement and retention and initiatives to improve student success. I love the power of education to make a transformative impact on people's lives. Am I using my LDW learnings to be impactful? Hopefully by connecting with others and networking and connecting with them on their journey I can have a small positive impact.*

Liz: *Owning the leadership space I am in and being less afraid to speak up in front of people because I worry I might not be taken seriously and am getting better at valuing my expertise. Push for what matters. Don't ignore the difficult stuff.*

Rui: *I work with people and we make impact together. I can see it from soil CRC project: make sure to develop collaborative research team across faculties and with industry partners and make sure the faculty capacity developed and expanded the capacity to university*

Ilena: *The reason I love working for CSU is the potential we have to make a difference in the regions we live in, whether through the students we educate, the research we support, or the myriad of other ways we engage with the communities we are based in. So impactful really is at the heart of what we do and what it means to be a leader at CSU.*

○ Inspiring:

Kath: *Is the LDW program helping me to be inspiring? I'm not sure. It is helping me focus on what's important, on trying to be a better mum, colleague, friend but also to make "mindful" choices about my future.*

Liz: *Support women particularly. Do better by being leading more thoughtfully.*

Rui: *being a leader, practicing leadership practice, proving that we can do more and better as women.*

Ilena: *Sometimes just in the doing, in the way that I am increasingly doing, becomes inspiring to others as value led practice. The is not the intent, but seems to be becoming one of the outcomes.*

Q5. What have been your key learnings from LDW and other leadership learning?

Kath: *Key learning is around the importance of leadership learning being about the personal development and growth – not about leadership for corporate outcomes.*

Liz: *Embrace change differently. Instead of seeing the unexpected as unwanted, shift my thinking to it is a challenge, realise challenges bring opportunities and welcome the opportunity.*

Rui: *Be open and accept things that can be done in different ways, open to the challenges and also have confidence in myself to take the challenges*

Ilena: *To become insightful I love to hear about what others have learned in all kinds of ways. I take pleasure in listening and watching things that would seem to be irrelevant to my work, but that put my brain into a space where I can pull diverse pieces together to make a new sense of insight. I've undertaken major leadership roles during my non-work life, particularly over the past three few years, and the LDW is now helping me realise the huge impact these roles have had upon me.*

Q6. What advice would you give other women looking to progress on their leadership journey?

Kath: *Definitely would encourage them to participate in LDW. I have met a lot of great women across the uni that I would never have met and they will be excellent connections. It's also a great opportunity to look at yourself, examine your own leadership qualities and*

weaknesses, think about how you operate and react and try to identify better ways of being.

Liz: Do it!!!! Don't be afraid. Use your support networks. Get a good mentor. Look for professional development opportunities. Stop second guessing yourself. Realise you are good enough. Enrol in LDW. Talk about your experiences with others.

Rui: taking participation in LDW is a good approach to develop leadership skills. Find a purpose of doing professional development and align it to CSU's value. Building networks

Ilena: I think my main message would be to believe in who you are, what you do, and how you do it, and support other women when they step into a space to do the same. Let's break the gender differences and support each other to exert influence and show leadership. I'd also point out that myself and many other women will look like they have their shit together, but there is frequently a little black duck element of faking it until you make it ... see through the surface.

Finally I'd say that opportunities like LDW are invaluable in that they create a time and space for you to sit and reflect, whether in the group or separate from it. We are usually always so busy, and this creates a structure to make us stop ... I love that it made me stop and do it.

In summary,

Being a mindful leader is about spirit, emotion, mind, body, connecting, and inspiring (Ehrlich, 2015, p. 23).

- (1) Spirit – understanding clearly on your values and purposes
- (2) Emotion - staying with your feelings, avoid reacting to them
- (3) Mind – being aware of your thoughts but not being hooked by them, making clear and right decisions
- (4) body - looking after yourself
- (5) connecting - developing relationships, learning through listening, building trust
- (6) Inspiring - having a vision and leading with passion.

6. Conclusion

In concluding, we believe that the LDW program has been very successful in allowing women to connect, network, grow, develop, gain confidence and then in turn nurture, support and empower others to take the journey. Women need to be encouraged to participate in the program. Understanding the benefits of participation may be one way of encouraging future women to join.

Our final recommendations arising from our project are twofold.

For women we recommend that

- Women be encouraged by their managers and support networks to invest in themselves and take the time to engage in professional and personal development
- Our model be used as a way to demonstrate to women that they need to be accepting of support and invest in themselves, which then in turn enables them to give back to others.

For the University – in line with the espoused values of the University, we recommend that the following be enacted:

e) INCLUSIVE

- LDW continued to be offered to Charles Sturt University women; and
- The University evaluate other networking opportunities offered to ensure that they exist for women across a range of levels (e.g. not just for senior women), that they include virtual as well as physical opportunities to cater to the needs of a dispersed organisation, and that they also consider family friendly hours (e.g. social networking be held from 4 to 6pm not 7 to 9pm).

f) IMPACTFUL

- Women continue to be offered access to mentors; and
- Other forms of support also be considered including sponsors and coaches.

g) INSIGHTFUL

- Showcasing women's stories and other methods to encourage story sharing be investigated; and
- '*You cannot be what you cannot see*'. If women see someone like them who has managed to gain confidence, act as a leader and succeed, they will be encouraged to visualise this happening to them.

h) INSPIRING

- The University consider new ways for women to share resources, connect, support and aid others; and
- Access to the resources created by the other 3 groups in the 2019 cohort would be useful to women across the University, and showcase what can be achieved through engaging with the LDW program.

7. References

Ehrlich, J. (2015). Creating mindful leaders and organizations. *Research Corner*. 38(3). 22-25

Malhotra, N. (2010), Marketing research: an applied orientation. (6th Ed.), Pearson: New Jersey

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Appendix 1. 'Survey responses

Thinking back to your experiences of leadership learning, did this change your practice as a result?

Yes – 4

No – 2

Not really – 1

Comments

Yes it did. It made me more mindful of the importance of networks and becoming educated on all functional areas of a business

Continuing to reflect on your leadership learning, what did you do with your learning in your daily practice and leadership?

- I was more mindful of my actions and how they impact others.
- Found the leadership training to focus a lot on mindfulness which was great but i have experienced mindfulness training before and wasn't really looking for more information on this when i joined the course. I can see its importance but not as the guiding force of the course. i was hoping for more practical strategies/case studies of leadership that i could take away and apply. Even ideas of dealing with organisational politics would have been useful, establish networks or dealing with difficult personalities or developing skills as a mentor.
- Nothing ... did as before
- reflect on actions and how situations were handled. Seek advice from others
- The practise helped inform my approach to day to day work situations
- apply more mindfulness more in my workplace. But also realized that I did not want to engage in the traditional academic leadership progression(i.e. take on strategic leadership roles to achieve academic progression) roles
- Ensured increasing knowledge of all functional areas

How have you used your learnings in your daily practice to enhance influence

- I try to listen carefully to everyone's views and to give everyone a chance to speak before making a decision. I have been more consultative with certain matters.
- No x 2
- build confidence through team
- My approach to emails has changed. As a member of my schools leadership team this has the potential to influence others
- more confidence to be heard about issues that I feel are important
- Making networks and getting to know not just internal, but also external stakeholders

How have you used your learnings in your daily practice to develop your leadership

- Deal with difficult situations promptly, be empathetic to others needs and try to understand where they are coming from and why they behave the way they do.
- No

- No carried on doing what i have always done but it did align with one of the theories hedy spoke about.
- has extended networks
- ongoing
- better self awareness and confidence to pursue and engage in topics that I find important.speak
- Take a leap of faith and go for positions even if you may have a niggling doubt

How have you used your learnings in your daily practice to use mindfulness practice

- not so much
- I tend to stop and reflect, think carefully before dealing with difficult situations.
- no x 2
- this has not worked for me
- I now stop during the day too appreciate myself and my surrooundings
- Increased and maintained yoga practice for 3-4 hours per week
- Nope not used

How have you used your learnings in your daily practice to maintain work life balance

- have improved by changing positions
- I haven't mastered this one yet and to be honest, I'm still struggling.
- No
- No
- This has not worked for me
- Ongoing reflections, revisit my strategies regularly
- As above (i.e. Increased and maintained yoga practice for 3-4 hours per week)

Have your learnings been useful in your working life to align your practice with CSU strategy?

- No x 3
- Not so much
- no - we have been working to do this prior to my doing LDW
- not really
- unsure

Have your learnings been useful in your working life to incorporate CSU values

- yes X 3
- no x2
- Jo
- No – we have done this outside of LDW

How many times have you participated in leadership learning over the past 5 years? eg LDW, Ted Talks, informal workshops, formal workshops

- 2
- 2
- 3 OR 4

- Too many to count. Lynda.com, informal chats with staff is also learning if you reflect on it. I think every single day I learning something about leading my team.
- Maybe 3~4 times per year over the past three years
- Once
- Need to find mor time to do this.

What have been your key learnings from LDW and other leadership learning?

- Women can lead just as well as men and that they deserve to be heard. Be mindful of your actions. Be empathetic. Consult. Don't be affraid to deal with difficult situations. Find someone or a group of people that you feel safe sharing concerns with.
- LDW was great to make connections and see the amazing talent and inspirational people we have at CSU, in regards to leadership it did not deliver what I wanted. There was some interesting parts and certainly parts I enjoyed participating in but as to developing my leadership skills it didn't target the areas I was looking to enhance.
- Just keep doing what im doing and avoid timekeeping frogs like the plague
- I was already fairly mindful and could adjust to others easily. I think the biggest thing I've learnt is that I am the key - I can adapt or change myself, or work to influence others or work to change something but it starts with me.
- Value myself, value mindfulness, leadership occurs on all levels when nurtured and valued
- greater self awareness and confidence; understanding organisational structure; ever evolving leadership theory
- Increase networks, jump at opportunities (even if scared), get to know key people in organisation

What advice would you give other women looking to progress on their leadership journey?

- Find a good mentor, partner with other women to talk about leadership, don't be afraid to speak up and challenge people.
- Dont do hierarchies
- do it and don't be afraid to ask for help or an opinion. Leadership variety is a great asset.
- Find a model that suits you and the organisation you work with, value yourself and your uniqueness, find a few different mentors, take a few risks~ the sky won't fall in!
- Network
- Find an amazing mentor