

УДК 316.662.2-055.2
ББК С561.23-44

ГРНТИ 04.51.53

Код ВАК 19.00.05

Jeanne C. Baxter,

Professor Emerita, Former department chair, current consultant business Northeastern Illinois University, Chicago; P.O. Box 385, Cable, Wisconsin, 54821, USA; e-mail: drcolead@gmail.com.

Diane B. Ehrlich,

Ph.D., Professor Emerita, Northeastern Illinois University, Chicago, Illinois, USA; e-mail: baldrige@nist.gov.

WOMEN'S LEADERSHIP IN THE LANDSCAPE OF THE FUTURE

KEYWORDS: women's leadership; leadership training; self-assessment; self-assessment models.

ABSTRACT: This paper will emphasize two approaches showing considerable promise in the United States and other countries. These options may be adapted for use at university or high school levels, as other organizations involved in global sharing begin to document results of leadership training programs. The article covers systems approaches for improving results based on performance excellence, vision, mission and core values or you need a self-assessment tool to help you identify areas that need improvement (*e.g. The Baldrige Excellence Framework, The Bolman and Deal Model*). These models or perspectives may be used as a driver for enhancing the role of leadership, but the blending of both provides criteria so that results are measurable and can be validated and replicated.

The article also correlates with the communication topics which support workplace development are an arena where most women operate differently from men because of a more collaborative nature, ability to network, and communication styles. The analyzed data demonstrate the need for a leadership model that focuses on results and accomplishments of women in leadership.

Джин К. Бакстер,

Профессор-эмеритус, Экс-заведующая кафедрой, Бизнес-консультант, Северо-восточный университет штата Иллинойс Чикаго, США, e-mail: drcolead@gmail.com.

Дайэн В. Эрлих,

Ph.D., Профессор-эмеритус, Северо-восточный университет штата Иллинойс Чикаго, США, e-mail: baldrige@nist.gov.

ЖЕНЩИНА-РУКОВОДИТЕЛЬ: ПЕРСПЕКТИВЫ НА БУДУЩЕЕ

KEYWORDS: лидерство; женщины; подготовка руководящих кадров; самооценка личности; модели самооценки.

АННОТАЦИЯ. В статье рассматриваются два подхода к интерпретации лидерства, являющиеся наиболее перспективными в США и других странах. Они могут успешно применяться в практике высшего образования или старших классов общеобразовательной школы, так как к настоящему времени уже накоплена достаточная база результатов внедрения программ по развитию лидерских качеств, проеденных в разных организациях. В статье описываются два системных подхода, применяемых для развития лидерских качеств: на основе результатов работы, перспектив развития, цели и базовых ценностей; на основе необходимости внедрения механизмов самооценки для выявления областей, нуждающихся в улучшении (напр. *The Baldrige Excellence Framework, The Bolman and Deal Model*). Эти модели или подходы могут быть использованы в качестве стимула к усилению роли лидерских качеств, а сочетание обоих подходов позволяет получить измеримый результат, который может быть оценен и использован в качестве образца.

В статье принимаются во внимание темы коммуникации, которые способствуют развитию сотрудника и которые являются той областью, в которой женщины-руководители значительно отличаются от мужчин, так как первые более склонны к сотрудничеству, общению и взаимодействию. Проанализированный материал подтверждает необходимость создания модели лидерства, сфокусированной на результатах и достижениях женщин в должности руководителей.

Introduction

As one of the many global perspectives to be shared at the 2017 Women's Leadership Conference in Ekaterinburg, Russia, this paper will give emphasis to two approaches that are showing considerable promise in the United States and other countries. Either or both of these options may be adapted for use at university or high school levels, as other organizations involved in global sharing begin to document results of leadership training programs. As reported in a 2016 study by the American Association of University Women (AAUW), leadership training

programs are showing mixed results. Training at the high school or university levels show the most promise. The approaches examined here have proven, successful results.

According to a list published by Zoe Consulting on January 2, 2017 (<http://www.zoetraining.com>) the top ten leadership training requests in corporate America are strategic planning, harassment prevention, business writing/emailing, emotional intelligence, time management/productivity, cultural competency/diversity, compassion fatigue, creativity, leading change, and DISC. Additionally, the newest content requested is Data Analysis. The majority of these topics correlate with the

Baldrige framework listed below and the communication topics which support workplace development are an arena where most women operate differently from men because of a more collaborative nature, ability to network, and communication styles. A press conference by Speaker of the House, Paul Ryan (USA Federal government) on October 7, 2017, stated the following: “We have addressed inputs and efforts rather than measuring outputs and results”. His comments demonstrate the need for a leadership model that focuses on results and accomplishments.

The Baldrige Excellence Framework is a Systems Approach

Baldrige embraces not only continuous improvement and quality tools such as Lean Six Sigma, but is also available world-wide to organizations representing large and small, profit and non-profit, business, health care and education. The Baldrige framework booklet embraces a set of seven criteria for achieving performance excellence, and a research-based set of questions for leadership and management practices. The Baldrige program provides global leadership based on core principles, researched validated practices, and strategies from which to choose. As a baseline beginning, it can be used as an assessment of any organization. The assessment, in turn, may be utilized in strategic planning and monitoring for results. The seven Baldrige categories are:

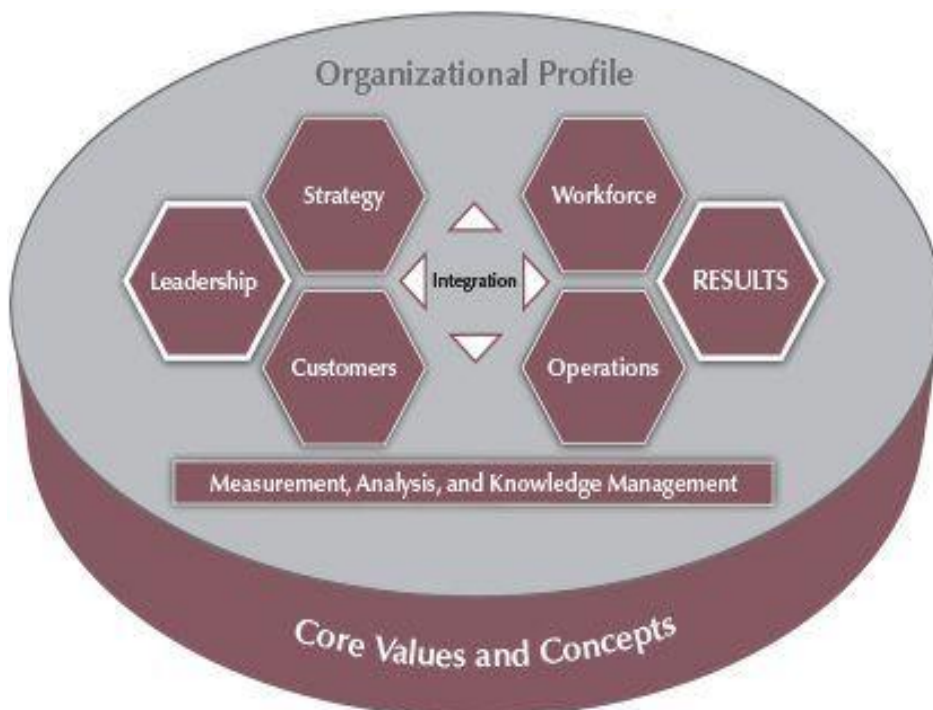
- 1. Leadership**
- 2. Strategic Planning**
- 3. Customers**
- 4. Measurement-Analysis-Knowledge Management**
- 5. Workforce**
- 6. Operations**
- 7. Results**

What makes Baldrige different?

Baldrige helps organizations address a dynamic environment, focus on strategy-driven performance, achieve customer and workforce engagement, and improve governance and ethics, societal responsibilities, competitiveness, and long-term organizational sustainability. It offers you a comprehensive management approach that documents the results in all areas, including organizational and personal learning, and knowledge sharing. The **2017-2018 Baldrige Excellence Framework** booklet additionally provides guidance in:

- Managing all components of your organization as a unified whole;
- Analyzing cybersecurity risks to data, information and systems;
- Understanding the role of risk management within a systems perspective.

Although non-prescriptive, every category of the Baldrige framework is followed by a set of research based questions that help organizations and institutions analyze the current situation. These questions are followed by a potentially impactful question, “**How do you know?**”



Point 1. Criteria Category and Item Overview

Briefly explained are the seven criteria as shown above from a systems perspective:

- Organizational Profile sets the context for your organization and provides background and meaning;

- Grouping the first three criteria, **Leadership, Strategy and Customers**, emphasize the importance on focusing the number one category (Leadership) on Strategy and Customers;

- The system foundation, number four, **Measurement**;

- **Analysis and Knowledge Management** is essential for a fact-based, agile system engaged in continuous improvement;

- The results 'triad', five, six, and seven, **Workforce, Operations, and Results**, includes workforce focused processes, key operational processes and the results they yield.

The Bolman and Deal Model is another important tool

A second important tool or approach for undertaking a leadership role is an understanding of how organizations/institutions function. Bolman and Deal's model provides a helpful lens to analyze and implement each of the four frames: structural, human resources, political, and symbolic. This model has been synthesized from the cross disciplines of sociology, psychology, political science and anthropology.

The basis for knowing the frames is so that leaders can operate from more than just their intuitive frame and reframe to match situations. Every situation is viewed differently depending on your own frame of reference or perspective and so the resulting action or reaction may be different. If one is more systems-oriented, then rules and structure are more important than people or symbols. The difference in perspective is evident almost immediately, both in how an employee is on-boarded and how offices or cubicles are designed. Bolman and Deal see their model as a tool for analyzing and redesigning the parts of organizations that don't match the changing society. Many organizations/institutions have disappeared or become threatened, such as needed changes in health care, finance, education, etc.

The structural frame uses the metaphor of machine to describe elements of the model

This frame helps define the roles and responsibilities on an organizational chart, goals, policies and procedures, and helps coordinate a view as to how an organization can function most efficiently to align units of operation (finance, sales, accounting, academic departments, etc.). Additionally, current external circumstances (changes in demographics, politi-

cal implications, technology, economics, environment, etc.) provide challenges as do constant shifts in global relationships. A misalignment may cause dysfunction, and a reassignment or redesign is more easily identified if there is a context like Baldrige as an overarching constant and measurement. Questions like the following should be considered:

- How are organizational/institutional goals set?

- Do these goals/needs reflect a changing demographic and their needs (gender, millennials, global)?

- Are these goals realistic and attainable?

- Have we hired or do we recruit people who can support these needs?

- Are structures in place to both support and attain the needs and goals we have identified?

The human resource frame emphasizes the human aspect of understanding and valuing people and their relationships.

The metaphor for this frame is family

Individual needs, feelings, skills, and biases are the most important aspect if one views organizations from this frame. There is a need to understand and apply the fit between people and the organization and to provide professional development opportunities so that people can enhance their skills and grow as organizations change and reshape direction. Questions that should be considered when operating from this frame are:

- Do they feel more like stakeholders in the organization rather than merely employees? How is this demonstrated?

- Are employees satisfied with their jobs (i.e. measured by surveys, job satisfaction, recruitment, exit interviews)?

Many women instinctively operate from the human resource frame. The addition of a result-driven approach such as Baldrige helps organizations and institutions focus on including financial success that differentiates and helps organizations survive and change. One of the issues in the changing demographics and enrollment in higher education is the need to introduce a more fiscally responsible approach to education.

The political frame emphasizes power, competition, and gaining a fair or more than fair share of scarce resources.

The metaphor for this frame is a jungle

The allocation of power and resources when agendas are set, the impact of bargaining and negotiation, management of conflict, etc., are the foundation of this frame. Industries that have had expansive changes because of technology in the United States have necessitated changes in finance, education, health-care, pharmaceuticals, real estate and other ar-

eas. A recent incident in Alphabet/Google highlighted a number of concerns about gender differences in both ability and style.

It is in the political arena that a woman's style of leadership is often at a severe disadvantage in many organizations. In the United States, there are fewer women in top level management, and also politics. It is a lack of understanding of political acumen and the "good old boys network" that hurts many women in leadership roles. The emerging attention on women's styles (less force and coercion and more alliance building and networking) is more prevalent in mentoring and networks of women in leadership roles who welcome and support other women. Questions that should be considered are:

- What changes in our business respond to the changing societal trends (economic, demographics, age-related)?
- Are these changes reflected both internally and externally?
- Is there a flatter (matrix-like) structure so that communication among departments or operating units is more fluid and transparent?

The symbolic frame focuses on meaning and faith.

The metaphor for this frame is theatre

It appeals to tradition, recognition, ceremonies, rituals, and captures history of an organization such as the pride and achievement of the company. This frame appeals to pride, emotion, and a sense of belonging. This frame is less concerned with rules, policies, etc. than an appeal to the heart and soul. Results are less important than passion, organizational culture, and symbols. In this frame the role of the leader is to inspire creativity. Events such as orientation or onboarding, graduation and retirement are driven by sharing the culture and history of an organization, how it impacts people (first

generation college, well being, safety, etc.). Questions to be considered in this frame are:

- Is there a mechanism for sharing the organization's story?
- How are contributions recognized and celebrated?
- Are there specific rituals and myths that are a part of the corporate culture?
- How is this demonstrated both internally and externally?

Concluding Observations

It is significant to note that either model or perspective may be used as a driver for enhancing the role of leadership, but the blending of both provides criteria so that results are measurable and can be validated and replicated. Add to this, the ability to move between frames so that multiple perspectives are recognized, shared, and inclusive. The latter may be overlooked, and is a perspective that is often understood more readily by women in leadership because women (studies have shown) tend to be 'better listeners'.

Whether or not your organization needs a systems approach for improving results based on performance excellence, vision, mission and core values or you need a self-assessment tool to help you identify areas that need improvement, Baldrige is a proven approach to continuous improvement. The Bolman-Deal model adds the additional 'lens' for understanding people and symbols in your organization.

As stated earlier, both models would provide a comprehensive approach for educating women leaders of the future. The university level for creating and sharing best practices in developing women leaders is an opportunity that could be achieved through global partnerships and shared in conferences such as this one, hosted by Ural State University, Ekaterinburg, Russia.

R E F E R E N C E

1. Baer Ann Hill, Duin Linda L. Shared Leadership for a Green, Global, and Google World: The Authors Propose That Shared Leadership Will Foster Institutional Success in the Green, Global, and Virtual Future World of Higher Education // Planning for Higher Education. – 2010. – Vol. 39. – No 1 (October–December).
2. Bolman Lee G. Reframing Organizations: Artistry, Choice and Leadership. – San Francisco, CA : Jossey-Bass ; A Wiley brand, 2013.
3. Bolman Lee G., Deal T. Reframing Organizations: Artistry, Choice, and Leadership. – San Francisco, CA : Jossey-Bass, 2013.
4. [Electronic resource]. – Mode of access: http://www.thediscpersonalitytest.com/data/shopcartu/content_db/Sample_Everything_DISC_Work_of_Leaders_ProfileAT_Report.pdf.
5. Furniss W. Todd, Albjerg Graham Patricia. Women in Higher Education. – American Council on Education, 1974. – 357 p.
6. Gardiner M., Enomoto E., Grogan M. Coloring Outside the Lines: Mentoring Women into School Leadership. – New York : SUNY, 2000.
7. Lencioni P. Five Dysfunctions of a Team: A Leadership Fable. – San Francisco, CA : Jossey-Bass, 2002.
8. Rao Pamela, Eddy Michael. Leadership Development in Higher Education Programs // Community College Enterprise. – 2009. – Vol. 15. – No 2.