In this Issue

The Centre for Leadership for Women features:

Measuring Social Capital in Five Communities in NSW

Run by the Premier's Department of NSW, the Community Builders Website, http://www.communitybuilders.nsw.gov.au/ is an interactive site for everyone involved in community level social, economic and environmental renewal including community leaders, community & government workers, volunteers, program managers, academics, policy makers, youth and seniors. It hosts modules entitled: Be a Community Builder, Understand your Community, Get Organised, Funding Facts, Create Stronger Communities

Within the "Be a Community Builder" Module there are four Sections: What is community building; Volunteering; Community leaders; Community Participation. Each topic provides practical resources, case studies and related reading.

This Issue focuses on the topic, "What is community building?" Although the site covers concepts such as community development, civil society and sustainable communities, the Centre has chosen to focus on the concept of **Social Capital**.

A study by Paul Bullen and Jenny Onyx 'Measuring Social Capital in five Communities in NSW' measured the social capital in five communities in NSW: Deniliquin, Greenacre, Narellan, Ultimo & Pyrmont and West Wyalong to answer two questions:

"Is there such a thing as "social capital", is, does the concept have an empirically meaningful reality? And if so, Can we develop a valid practical measure of social capital?"

The study found that the answer to both questions is "yes". It defined Social Capital as comprising 8 elements:

A. Participation in local community
B. Proactivity in a social context
C. Feelings of Trust and Safety
D. Neighbourhood Connections
E. Family and Friends Connections
F. Tolerance of Diversity
G. Value of Life
H. Work Connections

The Study also included Practical Uses of the Social Capital Measure for Government, Community Service Providers, Employers and Researchers.

In the belief that such a concept and measure can be used to gauge the "underlying health of the community" this Study offers valuable insights and suggestions about how we can assess our communities and make it stronger.

To view this article at the NSW Department Community Builder's website, click here: http://www.communitybuilders.nsw.gov.au/builder/what/bullen.html

What Makes a Champion?

The NSW Department Community Builder's website also features in the "Be a Community Builder" Module a Section entitled "Community leaders"

This topic looks at the qualities of community leaders and provides resources to support community leaders, as well as information on training programs and stories of the achievements of community leaders.

In this Issue, the Centre would like to focus on a a two day event held by The Centre for the Mind on 3 and 4 September 2000, at the University of Sydney, on the topic of **What makes a champion?**

Speakers included Prime Minister, Mr John Howard, Nelson Mandella, Sir Edmond Hillary and Peter Doherty. Professor Allan Snyder, Director of The Centre for the Mind, opened the Conference with this challenge:

"We are here today to discover the elements in common with all great achievers. We are here today to make history! Ladies and gentlemen, I ask you - what makes a champion? And I mean a champion in the broadest sense of the word. Answer this question and we will have made a profound contribution to understanding the human mind. Answer this question and we will have captured the crucial ingredient that lets the human spirit soar. Today, this great hall at the University of Sydney reverberates with the minds of champions, champions from every persuasion, champions from the arts, from politics, from science, from business, from the military and from sports. We must seize this golden opportunity to synergise, synergise in the common goal of unravelling the universals of success."

To view the speeches and partake in this challenge, at the NSW Department Community Builder's website, click here: http://www.communitybuilders.nsw.gov.au/builder/leaders/champion.html

Executive Development in Australian Higher Education:

THE WEXDEV MODEL

Dr Colleen Chesterman has been Director of ATN WEXDEV since November 1997.

The Australian Technology Network (ATN) is a powerful consortium of five leading Australian universities: Curtin University of Technology, Royal Melbourne Institute of Technology, Queensland University of Technology, University of South Australia and the
University of Technology, Sydney. They share a heritage of working with industry, an emphasis on the application of the latest technology, an international perspective and a united vision for the future.

ATN Women's Executive Development Program (ATN WEXDEV) is a dynamic and strategic career development program designed for senior women on the academic and general staffs of these universities. The program is a response to the continued under-representation of women at senior levels in higher education, a situation Australia shares with the international university community.

The program has four aims:

1. To enhance personal professional development opportunities for senior women to gain appropriate skills and experience for emerging management opportunities.
2. To support the growth of organisational cultures that value diversity and encourage improved representation of women in senior executive positions.
3. To build on the tangible benefits of the collaborative network between ATN universities by providing significant cross-institutional activities for senior women.
4. To strengthen strategic alliances with other organisations, nationally and internationally

The Program is at: (http://www.uts.edu.au/oth/wexdev)

Presented in this Issue is a Paper given at NAWE Conference, New Orleans, January 2000 by Dr Colleen Chesterman entitled:

EXECUTIVE DEVELOPMENT IN AUSTRALIAN HIGHER EDUCATION: THE WEXDEV MODEL

Back to Leading Issues Journal August 2001	Dr Colleen Chesterman Director ATN WEXDEV

Dr Colleen Chesterman

Dr Colleen Chesterman has been Director of ATN WEXDEV since November 1997. She has an Honours Arts degree from Sydney University, a Master's in Sociology from Warwick University in UK and a Doctorate in Creative Arts from UTS. She has taught in schools and universities and worked in publishing and research. For three years, she was Deputy Director of the NSW Women's Co-ordination Unit and for four years Director of the NSW Council of Social Service, the major representative body in social policy and community development. She has also run for ten years her own consultancy firm, specialising in policy development in areas such as women's and youth affairs, strategic planning and management for arts and community services organisations and social and cultural planning.

EXECUTIVE DEVELOPMENT IN AUSTRALIAN HIGHER

EDUCATION: THE WEXDEV MODEL

Paper presented at NAWE Conference, (Women in Higher Education) New Orleans, January 2000

By Dr Colleen Chesterman, National Director, ATN WEXDEV, Australia

The Australian higher education sector has undergone major structural changes over the past fifteen years. In 1987, a unified national system, consisting of 37 publicly funded universities, was created out of a previous binary system of universities, institutes of technology and colleges of advanced education. Over the same period student numbers have increased by over 50%, staff numbers have increased, though with many in part-time or casual employment, and with a tightening of the funds available from the central government, fee-paying courses and fee-paying overseas students have increased. The sector is widely seen as under considerable strain.

During the same period, universities in Australia have been covered by the provisions of federal affirmative action legislation, although some states already had such legislation in place. This legislation requires organisations to report annually on the actions taken to improve women's and other disadvantaged groups' employment opportunities. Despite the potential strength of this legislation, the situation in Australian universities at the end of 1999 shows a continued pattern of inequity in women's employment in universities. Statistics collected by the Department of Education Training and Youth Affairs show the proportions of men and women in the different general staff grades in 1999, demonstrating a funnelling syndrome by which women are concentrated in lower graded occupations although it should be noted that the percentage of women at executive level has increased from 26% in 1996, the figures analysed by Probert et al (1998).

Table 1: Percentage of general staff levels by sex, Australia, 1999 (fte)

Higher Education Worker Scale Levels Women % Men %

HEW Level 4 and below (Support Staff) 68.1% 31.9%

HEW Levels 5-9 (Middle Management) 54.1% 45.9%

Above HEW Level 10 (Executive) 34.6% 65.4%

DETYA statistics also show differences between male and female academics, with women academics dominating the lower grades and men the senior levels, as shown in Table 2. This Table shows both tenurable and limited term positions.

Table 2: Percentage of academic staff levels by sex, Australia, 1999

Level in Academic Scale Women % Men %

Below Lecturer 50.4% 49.6%

Lecturer 42.7% 57.3%

Senior Lecturer 27.8% 72.2%

Above Senior Lecturer 15.4% 84.6%

There have been four recent major research reports that provide compelling evidence of gender inequity and these have been usefully summarised by Sullivan (1999). Castleman et al (1995) study payroll data from 10 universities in South Australia and Victoria and show women lag behind men in achieving permanency and seniority. Deane et al (1996) investigate women's disadvantage in research and demonstrate the complex interaction between institutional profile, discipline and seniority in gaining research support. Burton (1997) undertook a major survey of all Australian universities to tease out the major issues facing equal opportunity in employment, identifying problems in theory and in practice and suggesting ways forward. Burton places particular emphasis on the 'masculine culture' of institutions, which she defines as reflecting not only values and priorities but also the structural arrangements in which they become embedded. She identifies in universities 'employment terms and conditions, policies, practices and reward structures (that) historically have been organised around the cluster of characteristics, attributes and background circumstances typical of men' (pp17-19). In another major national study Probert et al (1998) point to significant disadvantage in relation to pay equity, permanency and classification experienced by women in higher education. The researchers emphasise the different experience between general (administrative) and academic staff, using the DEETYA statistics for 1997 and their own survey. The study produces powerful quantitative evidence that, even when qualifications, level of employment and length of tenure are

controlled, there remains a significant pay differential between men and women general staff. It is suggested by the researchers that there is in fact little logical basis for the splitting of work responsibilities between classifications, suggesting that work is under-valued simply because women do it. In analysing the data for academic staff Probert et al suggest that inequity relates to the impact of late entry, career breaks and domestic responsibilities on women. A lower proportion of women (36%) hold PhDs than men (56%) and women have less years in academic employment. Probert provides a more detailed analysis of the results for five universities in ATN WEXDEV 1999(b).

Reports show significant under-representation of women in particular at senior levels in higher education, a situation Australia shares with the international university community.

The numbers of women in senior management positions in universities, while growing, are still so unrepresentative as to provide evidence of continuing systemic and cultural barriers to women's progress. Universities in Australia have attracted significant criticism for their lack of inclusive managerial structures and development opportunities for senior women. (Ramsay (1995), Higher Education Management Review Committee 1996.) The lack of diversity in management has negative implications for universities' future viability and capacity to respond to change. There has been a number of national calls for the sector to address the issue of equity more concertedly, leading to the establishment in 1994 of the national Colloquium of Senior Women Executives in Australian Higher Education. The background to the establishment of this lobby group is outlined by one of the founders Eleanor Ramsay in ATN WEXDEV 1999b, p 72. In 1998, the Colloquium prepared a paper based on the findings of the recent research reports and approached the Australian Vice-Chancellors' Committee (AVCC), arguing that the sector as a whole should take greater responsibility for ensuring that women in both academic and administrative fields are able to meet the strong qualifications barriers demonstrated by the sector. The AVCC has responded and in July 1999 adopted an action plan until 2003 targeting specific improvements in the situation of women in higher education. The Action Plan (AVCC 1999) has three main elements

· 'to exert the AVCC's leadership to promote the achievement of gender equity in

Australia;

· to develop strategies based on research for overcoming barriers to gender equity

for university staff;

· to refine the AVCC and university staff development services to target gender

equity more effectively.'

The Action Plan also commits each of Australia's universities to undertake its own specific actions in support of the plan. The AVCC will review progress against the plan each year, will ensure equal representation of women on committees and delegations and will sponsor more detailed research including analysis of career paths of selected groups of general staff and a study of career supports and weighting given to teaching and research in academic promotion.

Existing Leadership Programs

The AVCC Action Plan has not emerged in a vacuum. A number of Australian universities have active equity and equal opportunity offices, and some are rated as top level performers by the Equal Opportunity for Women in the Workplace Agency (EOWA) which replaced the Affirmative Action Agency in 1999. A number of universities also run Women and Leadership and /or Women and Executive Development programs. Fifteen of these programs are summarised in a publication by the Australian Technology Network Women's Executive Development Program (ATN WEXDEV 1999c). This booklet analyses the different foci of the projects, in relation to target group, number of participants and aims and objectives. The discussion enabled practitioners to consider what aspects of the programs worked most effectively, what problems had arisen and what were the best ways forward or women's leadership programs. One of the most unusual programs is the one of which I am National Director: the Australian Technology Network Women's Executive Development Program (ATN WEXDEV). The ATN is a consortium of five leading Australian universities (Curtin University of Technology; Royal Melbourne Institute of Technology University; Queensland University of Technology; University of South Australia; University of Technology, Sydney), located in the five mainland states of the Australian continent, which have signed an agreement to operate cooperatively on areas of shared interest. They have combined to run ATN WEXDEV, a strategic career development program designed by and for senior women on the academic and general staff.

ATN WEXDEV has operated since 1996. Until 1998 it was supported by Commonwealth funding to strengthen executive development in higher education; this funding was matched by the five universities. Since 1999 the five universities have taken over responsibility for the program at both national and local levels.

It is interesting that this initiative came from technology universities. It is commonly assumed that they have traditionally masculine leadership cultures, because of their strong links with industry and industry-based funding sources, and reflecting the dominance within their structures of industries in which women are poorly represented, such as engineering, mining, business and information technology. On the other hand, there is limited concrete and systematic evidence of such a bias and indeed, the large-scale mergers that dominated Australian universities in the 1980s incorporated education and nursing faculties, with higher representations of women at senior levels, into all five institutions. The ATN universities demonstrate a shared commitment to valuing diversity and ensuring gender equity. All have strong equity and equal opportunity units and they are rated as leading edge

performers by the Commonwealth Affirmative Action Agency. Indeed it is suggested that it is common that such relatively recent institutions may be less bound by tradition.

'Within countries, such as the UK and Australia, where former Polytechnics and Colleges of Advanced/Higher Education have become universities in recent years, these institutions generally seem to have a better record in appointing women, at all levels of the academic hierarchy, than the older research-oriented universities' (CHEMS 1998 p. 22). The original focus of WEXDEV was women at the senior levels within each institution, Deputy and Pro-Vice-Chancellors, Deans and Associate Deans, Heads of Departments and Administrative Units. This involved 125 women from the five Universities. In 1998 the target group for the Program was expanded to provide developmental opportunities for women at the junction of middle and senior management, increasing the target group to over 450 women. The program has also established a separate stream for 60 indigenous women working in the universities, to connect them through an e-mail network and to enable them to choose those program elements most appropriate to their development.

Since the publication of the AVCC Action Plan ATN WEXDEV has been more closely integrated with leadership programs for all women staff in all the universities.

Objectives of the Program.

The structure of the ATN provides a unique and effective context within which to work on the issue of under-representation of women in senior university management. The five universities together provide a near-national network, and, located as they are in five different States, they are able to collaborate without prejudice to their need to be increasingly competitive. Their similar histories and academic profiles ensure some commonality, but they are sufficiently varied in their characteristics as to provide a very wide range of learning opportunities for the program participants. The ATN WEXDEV program consciously attempts to build links between academic and administrative staff through two key strategies.

Cross-institutional collaboration: The program uses the potential of the network across the Australian continent, using inter-institutional collaboration to break down individual, institutional and geographic isolation.

Cross-sectoral collaboration: The strong links that the ATN Universities have established with business, industry, government and community organisations have been targeted to provide different examples of contemporary management and to generate opportunities for senior executive development.

ATN WEXDEV aims to create synergies between individual and organisational benefits so that capability (individual learning needs) and context (intra-institutional issues) are addressed simultaneously. In 1999 the Management Committee affirmed four objectives, with the focus moving from the individual, through the institution, the network and the wider society. The objectives highlight the

importance of working collaboratively with other

organisations to ensure that the overall objectives are fulfilled.

1. To enhance personal professional development opportunities for senior women to

gain appropriate skills and experience for emerging management opportunities.

2. To support the growth of organisational cultures that value diversity and

encourage improved representation of women in senior executive positions.

3. To build on the tangible benefits of the collaborative network between ATN

universities by providing significant cross-institutional activities for senior

women.

4. To strengthen strategic alliances with other organisations, nationally and

internationally

The ATN WEXDEV model is not a tightly designed program in which a group of aspiring leaders is recruited and structured and sequenced training provided. It accepts that the senior women to whom it is directed already have significant managerial and personal responsibilities. Hence the program offers flexibility and the opportunity to choose between a number of elements that women can tap into at different times, with different levels of commitment. This has the disadvantage that women do not form a cohesive collegial group.

On the other hand it does provide choice and the advantages that can be derived from being part of a wider group.

Opportunities Offered by ATN WEXDEV Program

Some activities have been designed to help improve the culture and environment of universities for women. Others aim to focus on meeting the objectively assessed or personally felt professional development needs of individual women. Yet there is no dichotomy between these aims. The program aims to develop the synergies between the contextual, systemic and cultural issues on the one hand and the professional development needs of individual women. A woman taking part in these activities gains important management experience and information, developing her individual capacity and confidence, wile simultaneously raising the visibility of senior university women. The program also assumes that improving the organisational culture for women requires work with both women and men.

Personal Professional Development

The program provides, in each university, a range of activities for personal professional development, including skills analysis, workshops and mentoring, in the context of the strategic priorities of the participants' organisations.

Senior Executive Plcements

In these participants undertake a month-long project of benefit to high-performance national or international organisations in business, industry, higher education or the public sector to observe how other organisations deal with current management issues.

Seminars and Workshops

Each university provides a range of local seminars and meetings in which important professional issues are explored and skills developed. These have included financial management, ethics and committee skills. In addition occasional national seminars are held, designed to provide up-to-date management theory and high-quality training in areas including entrepreneurialism and knowledge management. Seminars and workshops are also designed to strengthen inter-institutional networks as universities can send representatives to other states or to a national conference or workshop.

Networking

Networking in order to link women within and across institutions is an essential component of the program, to share information and also to set up structured group discussions on subjects of strategic importance. The Program uses both a

Home Page

(http://www.uts.edu.au/oth/wexdev) and an e-mail Discussion List links all participants, providing information on program opportunities, stimulating discussions and canvassing views on the future of the program. Networking is also important on a face to face basis, informal and formal, and the program has increased cross-institutional communication and collaboration.

Implementation of the Program.

ATN WEXDEV is administered by a national Management Committee comprising senior staff from each of the five ATN universities. A National Office has been established, with a part-time Program Director and a part-time Executive Assistant. In the collaborative style of the program, the National Office was based in Melbourne at RMIT from 1996-7 and from mid-1997 to the present in Sydney at UTS.

Each university has nominated an Institutional Contact, working part-time, with responsibility for promoting the program, identifying core participants, building links between the ATN WEXDEV program and other institutional initiatives for their women employees and managing the implementation of ATN WEXDEV within their own institutions. Each university also has a University Implementation Committee , convened by a senior woman, which brings together all areas with a role in gender equity including equal opportunity, staff development and teaching and learning groups. This ongoing contact is important in ensuring that there is coherence and full coverage in the programs provided by these divisions and a joint opportunity to identify areas of difficulty. The program operates on continued contact between the National Office and the university institutional contacts and we are gradually cutting back on the role of National Office so that the program and its cross-institutional links become embedded in each centre.

Evaluation of the Program.

During the three years operation of the ATN WEXDEV program, there have been two evaluations. The first focused particularly on participants' experiences of the Program.

Participants indicated that they had enhanced their knowledge and skills on issues of management and leadership, had the opportunity to extend their experience in senior Positions and had strengthened their professional networks. The second focused on the success of embedding the program within each institution and expanding to women in middle management and to indigenous women. The program has shown itself to be innovative, flexible and substantial. It has gained committed support from senior university management and high visibility among the women in the target group. Through their involvement women believe they have had the opportunity to influence and encourage diversity in organisational cultures so that they are responsive to the employment patterns and career priorities of all women staff. During 2000 there will be a special focus on seminars such as research development for women academics who have been less likely to be involved in executive development programs than women administrative staff.

Statistically, the ATN universities perform well. The proportion of all academics who are female in ATN is at or above the national average; the proportion of senior academics who are female is higher than the national average and that the ratio is well above national average. We know that the proportion of *all* general staff who are female in ATN is above 50% but below the national average, but that since 1996 the proportion of *senior* general staff who are female has increased significantly more than the national average increase and that there has been a marked increase in the feeder group to senior executive management. In one of the universities over 50% of the senior administrative staff are female. We are cautious however about drawing too many inferences from what are still low numbers in a constantly evolving situation. Nonetheless it is pleasing that by November 2000 two of the five universities will have female vice-chancellors, important role models for other women.

Key Characteristics of the Program

The ATN WEXDEV model of senior executive development for women has an innovative design based on experiencing different and changing environments to gain positive developmental benefits and networking to establish a critical mass of senior women.

Experiencing Different and Changing Environments

Each element of WEXDEV provides women with opportunities to go outside their institutions and to experience different organisational and management cultures and hence develop a capacity to manage change. This is most clearly exemplified in senior executive placements, a most successful element which are described in a separate presentation at this conference, in which they experience approaches being taken in other sectors to strategic issues that are now challenges for universities. The discussions on the list are designed to encourage positive responses to inevitable changes, so that participants set goals, adjust tocircumstances, and bring teams with them.

Building a Critical Mass through Networking

The importance of networking has become more apparent through the three years of operation of the program. Linking individuals and sharing experiences provides a positive basis on which we can build a critical mass across the institutions. Research suggests that as women rise in the university hierarchy, their peer support falls away and they become isolated from other women. It is also suggested that although women are good at networking, the networks they establish are not as powerful as those of their male colleagues (Rothstein,M. and Davey, L. 1995 pp. 20-25). There is some evidence that women in particular are more likely to use networks to foster relationships, support one another and share concerns about women's disadvantage, rather than to further their careers (Clark, H. Chandler, J. and Barry, J. 1996 p. 9). The focus of ATN WEXDEV on women's professional development and on cultural change within organisations provides a clear encouragement to direct networking activity towards targeted goals. The 1997 evaluation showed that many of the women felt quite isolated in their own university setting and praised the opportunities 'to network with colleagues in other states and in other areas of university activity' and 'to have access to information, support and advice.'

Ongoing assessment of the e-mail list shows that women given this opportunity respond, often in unexpected ways, but with important consequences. Earlier this year there was an intense discussion of appropriate dress for senior university women. Some derided this; but for others it indicated that not only do some women still feel uneasy in the academic world but also express resistance to the seeming corporatisation of academic workplaces. Extending the network beyond institutional and sector boundaries has been important in building links with significant other organisations working on women's executive development.

WEXDEV has also been successful in gaining a grant from the Australian Government, through its development agency AusAid, administered by the International Development Program, to work with senior women in South African higher education to build a training and support network.

The ATN WEXDEV program demonstrates that networking provides a 'micro-climate' within which the critical mass of women at relevant levels has increased articipants' sense of effectiveness and impact both as individuals and as a group. They feel more positive in relation to their personal visibility, importance and voice within the university. Moreover, perceptions of the capacities and capabilities of women have markedly improved. Senior ATN women as a result have an increased awareness of the value they add to their institutions, of the limitations of mono-cultural organisations and of women's potential as change-agents. They recognise their own leadership potential.

This is a significant tribute to the power of conversation and dialogue to effect change. Women's executive development has been established as a priority on the ATN strategic agenda, with the recognition that this is not a *marginal* activity, but one that is vital for the enhancement of the overall management capacity and strategic planning of the ATN universities. Its success is demonstrated by the Vice-Chancellors' commitment of funds tomaintain WEXDEV National Office from 1999, combined with a commitment to establish the structural and organisational basis to foster broader collaboration between institutionally-based women's leadership programs within the ATN.

The fact that the ATN is a national network gives the program a further significance, in that it has the potential to affect higher education culture and structures at the sectoral as well as the institutional level. The establishment within the ATN of a critical mass of senior women has had an impact on the higher education sector in Australia and overseas, on the ATN network, on the institutions and on the women themselves.

The Vice-Chancellor of RMIT University pointed out at a recent ATN WEXDEV conference that networks offer a powerful way of achieving critical mass and access to the economies of scale necessary for successful competition, while at the same time maintaining institutions at a manageable size and allowing local responsiveness. 'But networks are a new form of organisation and represent a new way of relating - there are no roadmaps about how to do this' (ATN WEXDEV 1999b, p10). It is often a matter of faith to stress that the network is making a practical difference, since it is not easy to assess patterns of relationship and influence by the narrow quantitative measures now demanded by economic rationalists. But it is our conviction that ATN WEXDEV is in fact making a significant contribution to senior women and their role in higher education leadership.

BIBLIOGRAPHY

ATN WEXDEV (1999a), *A Model for Women's Executive Development.* Sydney: ATN

WEXDEV.

ATN WEXDEV (1999b), *Networking and Collaboration.* Sydney: ATN WEXDEV.

ATN WEXDEV (1999c), *Women and Leadership in Higher Education in Australia.* Sydney: ATN WEXDEV.

Australian Vice-Chancellors' Committee (1999) *Action Plan for Women Employed in Australian Universities,*

1999 To 2003, Canberra: AVCC.

Burton, Clare (1997), *Gender Equity in Australian University Staffing,* Canberra: Department of Employment, Education, Training and Youth Affairs.

Castleman, Tanya, Allen, Margaret, Bastalich, Wendy, Wright, Patrick (1995), *Limited Access: Women's Disadvantage in Higher Education Employment.* Melbourne: National Tertiary Education Union.

Clark,H., Chandler, J. and Barry, J. (1996). *Too Scattered to Provide a Critical Mass*. Los Angeles, UCLA: Papers of 1996 SCOS Conference.

Commonwealth Higher Education Management Service (1998). *A Single Sex Profession: Female Staff Numbers in Commonwealth Universitie*s. London: Association of Commonwealth Universities.

Deane, Elizabeth, Johnson, Lesley, Jones, Gar, Lengkeek, Nicola (1996), *Women, Research and Research productivity in the Post-1987 Universities: Opportunities and Constraints.* Canberra: Department of Employment, Education, Training and Youth Affairs.

Department of Education Training and Youth Affairs (2000), *Selected Higher Education Statistics 1999.* Canberra: DETYA

Higher Education Management Review Committee (1995), *Report of the Committee of Inquiry / Higher Education Management Revie*w. Canberra: Australian Government Publishing Service.

Probert, Belinda, Ewer, Peter and Whiting, Kim (1998), *Gender Pay Equity in Australian Higher Education,* Melbourne: National Tertiary Education Union.

Ramsay, Eleanor (1995), 'The Politics of Privilege and Resistance' in Payne, A. M. and Shoemark, L. *Women, Culture and Universities: A Chilly Climate,* Sydney: University of Technology Women's Forum.

Rothstein, M. & Davey, L. (1995). 'Gender Differences in Network Relationships in Academia', *Women in Management Review* Vol. 10 (6). Bradford: MCB University

Press.

Singh, Dr. Jasbir S. (1997). *Women and Management in Higher Educatio*n. London: Association of Commonwealth Universities.

Sullivan, Marion (1999), 'Status of Women in Australian Universities – Myths and Realities*', Australian Feminist Studies, Vol 14, No 3*0. Oxford: Carfax.

"The Good Girl's Guide to Negotiating"

& Tips on Negotiating Effectively

Leslie Whitaker and Elizabeth Austin, the authors of THE GOOD GIRL'S GUIDE TO NEGOTIATING, describe their book "as a female-friendly guide to the everyday bargaining skills and strategies essential both to career success and personal fulfilment. This book is for every woman who thought she was too nice or naïve to get a good deal in life. Rather than advocating turning women into sharks, it helps them uncover an arsenal of negotiating skills they already possess. It teaches readers how to:

· Stop undercutting themselves

· Use their listening skills and empathy to strike win-win deals

· Prepare for any negotiation

· Identify and counter the most common negotiating ploys

· Help their daughters become better negotiators

· Leave car salesmen gasping in the dust"

According to the authors, this book is for: "The two-thirds of the 65 million women in the workforce who consider themselves underpaid; The one in every 11 women who gets a new job every year; The 9.1 million women who own their own businesses; The 450,000 women who buy homes every month; The 200,000 women who get married every month; The 100,000 women who get divorced every month."

In this Issue, the Centre has chosen to publish an interview of them done by their publicist to promote their book.

Also featured are 9 Tips by the authors on Negotiating Effectively

THE GOOD GIRL'S GUIDE TO NEGOTIATING

Leslie Whitaker and Elizabeth Austin, authors of THE GOOD GIRL'S GUIDE TO NEGOTIATING, are journalists.

Leslie Whitaker has written three books on business and personal finance, including Wake Up and Smell the Money with former NBC Today Show financial expert Ginger Applegarth (Viking 1999). Ms. Whitaker's first book, The Beardstown Ladies' Common-Sense Investment Guide, spent 13 weeks on the New York Times bestseller list. She covered business and media for six years as a reporter for Time magazine, where her interview subjects ranged from Australian media mogul Rupert Murdoch to ice cream barons Ben and Jerry. In her 1987 cover story on female entrepreneurs, she was one of the first reporters to explore the emerging phenomenon of woman-owned businesses. Her feature articles on business, real estate, personal finance, and education have appeared in the Chicago Tribune, Self, Ladies' Home Journal, Redbook, McCall's, and Psychology Today. She also has been a guest on several radio talk shows.

Elizabeth Austin's feature articles and essays have appeared in many national and international publications, including Time, People, The Washington Post, The Chicago Tribune, McCall's, Ladies' Home Journal, and Glamour. She has attended Space Camp with astronaut Buzz Aldrin, toured Superman's hometown for National Lampoon, and traded diet tips with Oprah Winfrey for People. In 1996, she received the National Mental Health Association award for best magazine journalism. Ms. Austin's essays are heard regularly on WBEZ, Chicago's public radio station. She has twice been a guest on Talk of the Nation, and is frequently heard on radio shows nationwide. She has also appeared on CNBC.

Below the Centre has chosen to publish an interview of them done by their publicist to promote their book.

Also featured are 9 Tips by the authors on Negotiating Effectively

1. Why did you write this book?

Between the two of us, we'd made just about every bad deal you can

make. Leslie was paid way too little for writing a best seller, and Beth

paid way too much for her first house. When we put our heads together, we

realized that we both desperately needed to learn how to negotiate.

We quickly learned that we weren't alone. Most women we knew confessed

that they didn't know the first thing about making a good deal -- whether

they were buying a car, or getting a new job, or even splitting up the

household chores.

As we thought about it, we realized that women are asked to negotiate

hundreds of times a day, whether they're buying companies or splitting a

Popsicle between two cranky toddlers. If you don't have the right skills, it

can hurt you immeasurably, both at work and at home.

2. How did you learn how to negotiate?

We started off by researching the best available books on negotiating –

although we quickly found that most were speaking almost exclusively to a

male audience. Then we interviewed academic experts who conduct research on

men's and women's abilities at the bargaining table. What we found was both

thrilling and surprising. Research shows that women have the same skills

that men do. And "good girls" like us actually have some extra advantages,

such as well-polished listening skills and a capacity for empathy, that can

provide an edge at the bargaining table.

Finally – and this was the most inspiring part – we searched out women

all across the country who had learned how to make smart, win-win deals,

from welfare moms to entrepreneurs.

3. Why do you believe that so many women are poor negotiators?

The pressure to please others and deny our own needs is placed on women

from the time we're tiny. Some of us respond by becoming so self-sacrificing

that we automatically place everyone else's needs ahead of our own. That's

not always bad. It's a good thing to volunteer at a soup kitchen. But it's

quite another to be underpaid for years because you're waiting for your boss

to notice your hard work, or to get stuck with all the cleanup after

Christmas dinner because your sister-in-law doesn't want to mess up her

expensive manicure.

5. Does this book turn good girls into sharks?

No. Even if we wanted to, it simply wouldn't work. One of the

first rules in negotiating is to be yourself. You need to be a passionate

advocate for your side, and that's nearly impossible if you're putting on an

act – especially if you're trying to play tougher than you are.

6. Should men read this book?

Definitely. As we researched this book, we came to realize just

how many skills and traits the sexes share. Men who are skilled at listening

and empathizing (and there are lots of them out there) will find lots of

advice on how to use those valuable skills more effectively.

7. Is THE GOOD GIRL'S GUIDE TO NEGOTIATING only for women who are employed?

Absolutely not. Every woman negotiates every day, whether she's

getting paid for it or not. Women who stay home still have to figure out how

to divide up the housework and bring up the kids – not to mention finding a

way to peacefully coexist with their mothers-in-law. Our book also includes

a section on negotiating in the bedroom – how to get a little more of this,

and a little less of that – which is of interest to just about every woman

we know.

8. How do you negotiate without losing friends?

This is such a common misperception. In fact, good negotiating skills

can help you maintain your relationships on terms that make both of you feel

better. And one of the keys to successful negotiating is a strong

relationship with the person on the other side of the table.

9. Surprisingly, you offer tips for negotiating funeral expenses. Can you really expect a win-win death?

Grief is so emotionally wrenching, and it leaves most of us extremely

vulnerable – a fact that's not lost on many funeral directors. While some

undertakers are performing a valuable service, consumer activists warn that

many funeral homes take advantage of their customers' distress. We don't

think that's fair. So we encourage everyone to read this section and learn

how to avoid being ripped off when the time comes. If you follow our advice,

you can make financially rational decisions and still create a beautiful,

dignified funeral.

10. How can a good girl negotiate successfully with a bad guy?

You need to know the basic tricky manoeuvers that guys use on

unsuspecting girls like us. That's why we devoted an entire chapter of THE

GOOD GIRL'S GUIDE TO NEGOTIATING to "Boy Ploys" like Good Cop/Bad Cop. It's

like playing chess; if you recognize the other side's gambit, you can

counter it effectively.

11. You talk about negotiating housework. Do you really need to apply bargaining skills to such a trivial matter?

It's not trivial if you're the one stuck doing all of it. Women suffer

from a double whammy; even when we've got full-time jobs outside the home,

we're often expected to work "the second shift" and shoulder the domestic

burden, too. And most of us have not been taught how to advocate for

ourselves, whether at work or at home. So we nag, or complain, or simply

suffer in silence. But if you approach the domestic division of labor

rationally and strategically, you can often come up with a win-win solution

that makes everyone in the household happier.

13. You say that women need a new approach to Getting to Yes. Why?

Good girls need to be extra-careful about "getting to yes." Most of us start

at yes – agreeing to things that aren't in our best interest because we fear

rejection, or simply because we've never learned how to say no effectively.

So we can end up capitulating before we figure out what we really need.

Before you start trying to get to yes, you have to get to you.

14. THE GOOD GIRL'S GUIDE TO NEGOTIATING is being translated into five

languages, and also is being published in a special edition in the United

Kingdom. Why does this book hold such universal appeal?

The pressure on women to give up their needs in order to satisfy

those of others is nearly universal. We provide the knowledge and skills to

help you change your life without changing your personality. That's a

tremendously exciting prospect – in any language.

TIPS ON NEGOTIATING EFFECTIVELY
By Elizabeth Austin

1. Know thyself.

If you can't figure out what you want, you'll never get what you need.

You'll consistently shortchange yourself on time, money, recognition,

credit, and everything else that makes your life workable and enjoyable. So

before you start negotiating, grab a big pad of paper and state your

objective in one simple sentence.

2. Plan B, then Plan A

Any time you feel desperate as you enter into a negotiation, it means you

want it -- whatever it is -- way too much. You need to pause, take a breath,

and figure out Plan B -- BEFORE YOU START WORKING ON PLAN A! There's nothing

like a well-thought-out alternative to put you in a position of power when

it's time to make a deal.

3. Do Your Homework

Information is power. Doing your research will keep you from asking for too

little -- or too much. If you've done your homework, you'll be able to set

realistic objectives. Don't confine yourself to book (or on-line) research.

Call up your friends and ask for inside tips and well-placed sources. You'll

be surprised at the willingness of "friends of friends" to help out a fellow

damsel in distress.

4. Set the scene.

You can't negotiate effectively if you're facing the wrong person -- or if

all the necessary players aren't at the table. So make sure you're talking

with everyone who has the authority to make or break a deal. Then there's

the matter of when and where. Choose a spot where everyone will feel

comfortable, and schedule in enough time to make your case. If you have to

make a carpool run at 4 p.m., don't let your boss schedule your salary

review at 3 o'clock. You can't make your best case with one eye on your

wristwatch.

5. Pay attention

Good girls are great listeners. And that trait can really yield terrific results at the bargaining table. So when the other guy is making his case, listen carefully. Don't sit there mentally composing your response to each of his points. And whatever you do, don't interrupt. It's rude -- and it may keep him from making a point that you need to hear.

6. Beware the winner's curse

Sometimes you may find yourself reluctant to close a deal, even when you're getting what you asked for. That may mean you're suffering from winner's curse -- that nagging feeling that if they're giving you what you want, you probably didn't ask for enough. Well, get over it. If you've defined your objectives and done your homework, you can be confident you're getting a fair deal. Don't drive yourself nuts wondering whether you could have squeezed a few extra points.

7. Read the fine print

No matter who draws up your contract, make time to sit down and read it carefully before you sign. Don't skip the fine print; one of those tiny little sentences could come back to haunt you someday.

8. Sign, then celebrate

When you've finally put the last touches on a good deal, you deserve much more than a nice little pat on the back. Call somebody up -- maybe even the guy on the other side -- plan a celebration and reward yourself for a job well done.

9. Never give up

Negotiating isn't easy. But if you're confident and well-prepared, you start

to make more good deals and walk away from bad ones. If you use the full

force of your creativity, perceptiveness, and perseverance -- not to mention

your own natural goodness -- you will succeed.