

Power, Effectiveness, and Gender

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Develop a circle of advisors

- no single person can provide all the information, constructive criticism, emotional support, and challenges that you need in order to become as effective as you can be in reaching your goals
- aim for a circle of advisors which will change as your needs change, rather than a single mentor; you never outgrow your need for advisors
- determine what you need
 - challenges to do better
 - reassurance that you can be successful when you doubt yourself
 - specific courses of action for various problems
 - help with time-management and procrastination problems
 - suggestions about items to negotiate for
 - experience role-playing negotiation scenarios
 - sympathetic critiques of your self-presentational style
 - suggestions for places you can apply to for research funding
 - knowledgeable critiques of your grant proposals
 - constructive criticism of your papers
 - analysis of your rejection letters
 - diplomatic suggestions about the cover letter you send after you have revised and resubmitted a manuscript
 - information about prizes and awards you might be eligible for
 - information about how to advance into academic leadership positions
- determine which people can fulfill those needs and how to approach them
 - aim for limited and specific questions where possible
 - keep in mind that people enjoy providing advice and information in limited quantities
- consider how you might help others; have reciprocal relationships
 - e.g., you can have an ally with whom you plan out each week; you help him or her and he or she helps you
- remember your overall goals
 - be as effective as possible in all aspects of your work
 - enjoy your work and your life as a whole

Power and influence: improving the status of women and other groups

- recognize what you have to offer and offer it
 - provide a workshop on a skill you have, such as dealing with rejection
 - nominate women for prizes, awards, and positions of leadership

- actively develop women junior and senior job candidates
 - think ahead about what type of person you would like to add to your department
 - use conferences and other sources to learn about promising women
 - women are likely to be underplaced
 - location determines productivity as much as or more than productivity determines location
 - develop and make the best case for hiring a woman
 - anticipate objections and head them off
 - develop male allies

- make specific proposals for improving equity and diversity
 - demonstrate need and show how institution will benefit (e.g., see handout: Valian, 2009, Benefits of Ensuring Gender Equity)
 - provide supporting documentation for action
 - best practices from other institutions
 - scientific literature
 - provide timeline
 - indicate what outcome measures will be used
 - obtain institutional commitment to and resources for change
 - do not labor for love
 - make sure you have sufficient resources to do the job well

- identify reasons for institution to commit to change (see handout: Valian, 2003, Benefits of Ensuring Gender Equity)
 - better serve women students in science and engineering
 - attract more women as faculty
 - attract more recruiters to campus
 - improve morale

- identify problem areas for women and other social groups that lack power

- identify and work with institutional allies at all levels

- show individualized interest in and concern for others' opinions

- take experimental approach

- recognize necessity for on-going action

Power and influence: the individual

- use the power that you have
- follow Kanter's (1979) advice: perform jobs which
 - are out of the ordinary
 - are visible
 - are relevant to current institutional problems
 - will allow you to define how the job should be done
- eschew routine, invisible, "housekeeping" tasks that require frequent effort
- build reciprocal relationships
 - solve problems for other people
 - make clear that you expect a return (e.g., "you owe me one")
 - ask others to work with you to solve problems
- adopt impersonal, friendly, and respectful style (successful women in male-dominated occupations are particularly likely to be perceived as unlikable by both men and women)
- make alliances with both men and women
- seek information about criteria for success; hard to be successful by accident
 - men receive much information informally
 - learn what resources are available
 - build reciprocal relationships: provide other people with information; ask others for information
- become successful outside the institution
- learn how to say no

Professional development

- develop clear, realistic short-term and intermediate goals
 - ask members of your circle of advisors for advice in specifying and evaluating the goals
- develop strategies to meet the goals
 - ask members of your circle of advisors for advice in developing strategies
- look at vitas of people you admire and would like to emulate
 - ask such people about their work habits and strategies

- determine what awards and prizes you might be eligible for
 - learn what the criteria are
 - ask others to nominate you
 - make life easy for your nominators by providing them with useful information
- schedule other activities around your best writing time
 - do not schedule your best writing time around your other activities
 - aim to write 2 hours per day
- keep a work log
 - include time spent working per day
 - include achievements for each day
- get information about criteria for tenure, promotion, and other positions
 - look at the vitas of recently tenured and promoted faculty to learn more about the criteria
 - speak to people about criteria

Effectiveness in influencing decisions

- be prepared
 - even minimal preparation is better than none: sometimes only a few minutes of preparation are required (most other people will have done no preparation)
 - read the relevant materials – knowledge is power
 - develop your point of view
 - articulate to yourself the most important rationale(s) behind your view
 - be prepared with comprehensive, authoritative, even-handed arguments
 - comprehensiveness can help preempt certain objections
 - authoritativeness will lend legitimacy
 - even-handedness will help you be perceived as neutral
 - put your favored action in the best possible light – do your best for your ideas
 - practice presenting your view and the rationale(s) for it succinctly and calmly
- lay a groundwork of alliances
- marshal support before important decisions are made
 - identify and speak with likely allies, especially those who are highly respected
 - ask allies for advice about how to proceed
 - ask allies to do some of the work
 - anticipate what resistance there might be
 - evaluate objective merits of resistance
 - evaluate reasons for subjective resistance
- bargain ahead of time

- X wants you to support proposal A or person B; you want them to support proposal D or person E – negotiate

Negotiation

- at least moderate feelings of entitlement are necessary to negotiate effectively
 - understand how entitlement works and how it interacts with gender
 - women and men differ in how entitled they feel and behave
 - women perform equal or better work for less pay
 - women have negative attitudes toward affirmative action for themselves
 - women chosen on the basis of their sex have more negative self-evaluations than do men chosen on the basis of their sex
 - women and men may differ in attributions for success and failure
 - women deny personal disadvantage
- learn how to negotiate
 - role-play before an important negotiation
 - demonstrate how department, school, or institution will benefit from what you want
 - example: you want an assistant; show how that assistant will make you or your section more productive and allow you to add a needed function or improve an existing function
 - example: you want a course release or other time release; show that you will use the time to apply for a grant in a new area or embark on some other new activity that will benefit the institution
 - women who are perceived as self-aggrandizing are viewed particularly negatively
 - example: you want a considerable salary increase; justify it by a) what the going rate seems to be, b) the extra responsibilities you have assumed, c) the benefits you have recently brought to the institution, or d) the initiatives that you are planning on undertaking
 - example: balance a request for something that appears to benefit only you (e.g., salary) with something that clearly benefits others (e.g., an upgraded facility for students)
 - if feasible, offer to share the expenses for an item you are requesting
 - negotiate on the basis of what the *job* needs more than what *you* need (it's not that you in particular need help but that the job has a certain set of requirements)
 - example: the job (chairing a committee) requires a part-time person to handle a particular set of tasks; briefly detail tasks and time; ideally, have a person in mind
- know what can be negotiated: everything
 - salary
 - resources
 - teaching
 - number of courses
 - level of course

- labor-intensiveness of course
- teaching assistance
- ability to teach in one's area
- travel funds
- extra compensation for performing extra institutional work
 - research assistants
 - summer salary
 - course reduction
 - support for postdoc
 - support for graduate student
 - equipment
 - extra term off
 - early sabbatical

Recommended Web Sites

www.hunter.cuny.edu/gendertutorial

This web site presents four tutorials on gender and science in the form of slides with voice-over narration, developed by Virginia Valian through a grant from the National Science Foundation (NSF). The tutorials are particularly useful for students and administrators.

www.hunter.cuny.edu/genderequity

This is the web site of the Hunter College Gender Equity Project, partially funded by an ADVANCE Institutional Transformation Award from NSF. It contains a great deal of useful information, including regularly updated annotated bibliographies, specification of visible and hidden problems and possible solutions, and much more.

Recommended Reading

Babcock, L. & Laschever, S. (2003). *Women don't ask: Negotiation and the gender divide*. Princeton, NJ: Princeton University Press.

Bowles, H. R., Babcock, L., & Lai, L. (2007). Social incentives for gender differences in the propensity to initiate negotiations: Sometimes it does hurt to ask. *Organizational Behavior and Human Decision Processes*, 103, 84–103.

Kanter, R. M. (1979). Differential access to opportunity and power. In R. Alvarez & K. G. Lutterman (Eds.), *Discrimination in organizations* (pp 52-68). San Francisco: Jossey-Bass.

Trix, F. & Psenka, C. Exploring the color of glass: letters of recommendation for female and male medical faculty. (2003). *Discourse and Society*, 14, 191-220.

Valian, V. (1998). *Why so slow? The advancement of women*. Cambridge, MA: MIT Press.

Valian, V. (2009). Annotated bibliography: Academic medicine. Document, Hunter College.

Valian, V. (2008). Advancing women: Annotated bibliography. Document, Hunter College.

Valian, V. (2009). Benefits of ensuring gender equity: Why is gender equity desirable, above and beyond fairness?

Partial Annotated References

Babcock, L. & Laschever, S. (2003). *Women don't ask: Negotiation and the gender divide*. Princeton, NJ: Princeton University Press.

One reason women do not do as well as men is that women attempt to negotiate in fewer areas than men do. Another reason is that organizations are more likely to respond well to men's attempts to negotiate than to women's, especially if women use a "masculine" negotiating style.

Kanter, R. M. (1979). Differential access to opportunity and power. In R. Alvarez & K. G. Lutterman (Eds.), *Discrimination in organizations* (pp 52-68). San Francisco: Jossey-Bass.

A manual on how to achieve power in organizations. She defines power as efficacy in shaping the goals and policies of an organization or group. Activities build power if they are a) out of the ordinary or pioneering or not part of the job description, b) visible to others in the group, and c) relevant to current organizational problems. People who want to advance should shun routine, invisible jobs. Administrators should equalize the presence of men and women in such jobs.

Ragins, B. R. & Sundstrom, E. (1989). Gender and power in organizations: A longitudinal perspective. *Psychological Bulletin*, 105, 51-88.

Women are less likely than men to obtain or receive information about promotion possibilities, job openings, and other opportunities for advancement.

Ridgeway, C. L. (1982). Status in groups: The importance of motivation. *American Sociological Review*, 47, 76-88.

To be accepted as a leader, both men and women must demonstrate their competence to the group, but women in addition must demonstrate that they are not trying to acquire status at the expense of other members of the group. Women must subordinate, and be seen to subordinate, their personal needs to the needs of the group. Attempts at self-aggrandizement by women are particularly negatively perceived. Implications: women should be impersonal, friendly, and respectful.

Rose, S., & Danner, M. J. E. (1998). Money matters: The art of negotiation for women faculty. In L. H. Collins, J. C. Chrisler, & K. Quina (Eds.), *Career strategies for women in academe: Arming Athena* (pp. 157-186). Thousand Oaks, CA: Sage Publications.

Examples of advantages to negotiate for.

Stuhlmacher, A. F. & Walters, A. E. (1999). Gender differences in negotiation outcome: A meta-analysis. *Personnel Psychology*, 52, 653-677.

Walters, A. E., Stuhlmacher, A. F., & Meyer, I. I. (1998). Gender and negotiator competitiveness: A meta-analysis. *Organizational Behavior and Human Decision Processes*, 76, 1-29.

Kary, L. J., Thompson, L., & Galinsky, A. (2001). Battle of the sexes: Gender stereotype confirmation and reactance in negotiations. *Journal of Personality and Social Psychology*, 80, 942-958.

Men are more competitive and more successful than women in negotiations. One determinant of negotiation success is the 'opening bid'; men tend to make more extreme opening bids than women. In a laboratory simulation of mixed-sex purchase negotiations, ambitious women did worse when their gender stereotypes were implicitly activated and better when they were explicitly activated (leading to reactance).

Valian, V. (1998). *Why so slow? The advancement of women*. Cambridge, MA: MIT Press.
Chapter 14.

This chapter summarizes data on personal style and personal effectiveness, but warns that women can do everything "right" and still not advance because of structural problems within the institution. Suggestions: build power, use a "neutral" style in professional settings, become an expert, negotiate, bargain, seek promotion, seek challenging assignments, seek information.