WOMEN'S LEADERSHIP
EDGE

An Initiative of the Center for WorkLife
Law at UC Hastings College of the Law

Practical Advice

Real-life Solutions

Social Science

Leading Effective Teams

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Old Economy

Time to reset the thermostat

Kigma & Lichtenbelt, 2015

New Economy/Old Attitudes

- *"It is disappointing how large progressive companies still have good old boys' networks and silently expect women to not be in leadership roles." (female engineer)*

- *"Frequent emails to groups titled 'gents.' Bullying male behavior is rewarded. Females expressing strong views in equally bold manner are called 'difficult'" (female engineer)*

Williams, Joan & Su Li 2016. "Understanding Engineers' Workplace Experiences." Survey Feb. 2016.

Costs to Business

"*I brought up a mistake in their analysis and when I argued for my point, I was labeled aggressive. Now I'm just bringing in baked goods and being agreeable.*"

Focus group findings, 2016. Supporting evidence: Thomas-Hunt & Phillips, 2004

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Slide 4

Costs to Men

" *Due to my religious affiliation and no interest in sports I'm very much left out of the good old boy network (drinks and golf games)" (male engineer)*

Williams & Li, 2016.

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Work *Is* Teams

- Work is increasingly done in teams

- Diverse teams' publications garner:
  - more citations and impact points
  - controlling for authors' prior pubs

Freeman & Huang, 2014

How can you create an effective and innovative team?

Collective Intelligence ("C") vs. General Intelligence ("G")

ability of a group to work together effectively

Woolley, Aggarwal, Malone, *Current Directions in Psychological Science,* 2015.
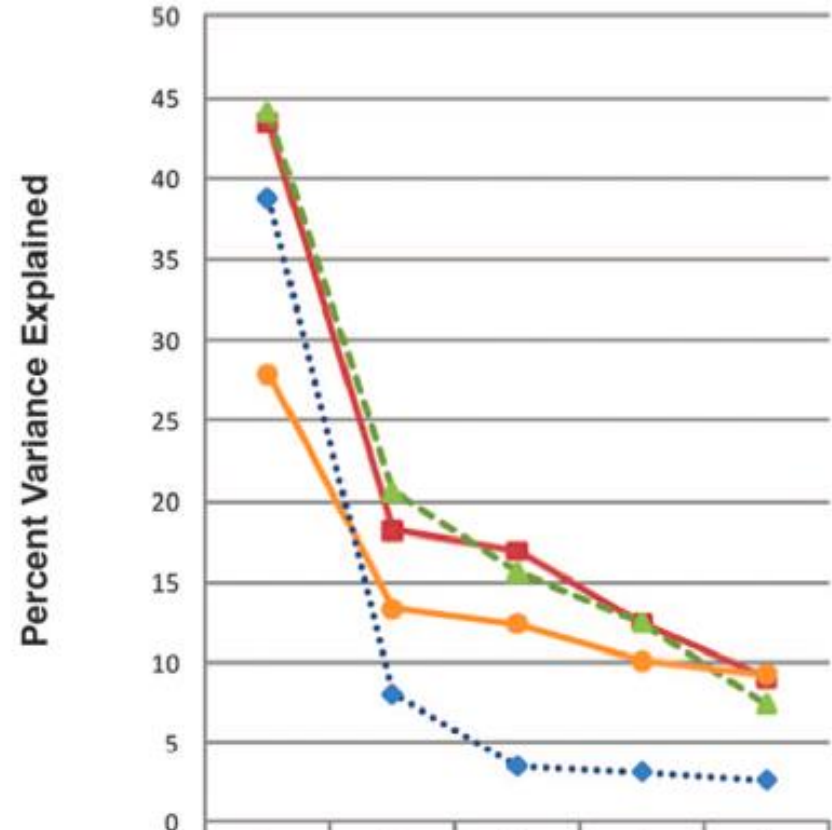
C accounts for ›2x as much variance as G

Creative brainstorming, puzzles on verbal and mathematical reasoning, negotiating over limited resources, moral judgments

Collective intelligence matters more

	1	2	3	4	5
Study 1	43.39	18.18	16.93	12.46	9.04
Study 2 (five tasks)	44.07	20.54	15.57	12.44	7.39
Study 2 (ten tasks)	27.86	13.35	12.40	10.08	9.24
Indiv Intelligence Test	38.77	8.01	3.47	3.11	2.58

Woolley, Chabris, Pentland, Hashmi, & Malone, *Science* 2010; Woolsey, Aggarwal & Malone, 2015

What Predicts C?

- More communication

- Even distribution of speaking turns

- Better at "reading the mind in the eyes"
  - Correlates with % of women

- Gender-balanced groups have higher "c"

Woolley et al., 2010; Wooley et al. 2015; Hoffman & Maier 1961; Wood, 1987, cited in Kochan et al., 2003

What Does Not?

- *Not* members' intelligence
- *Not* team satisfaction, cohesion, or motivation
- *Not* personality traits of individuals

- What matters? A *well-managed* team

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Teams Add Value

Study of Indian software teams:

Experience working with the same team members was positively related to team performance

...but experience working with the organization was not ...

Staats, Huckman, Upton 2009

Teams Add Value

Study of cardiac surgeons with multiple hospital affiliations:

Mortality lower with greater experience working in same hospital, same surgical team

... not with greater surgeon experience

Huckman and Pisano, 2006

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Teams Add Value

Studies of laboratory teams working on production tasks:

Performance high when members learn and perform in the same team

when membership is disrupted, performance is lower

Lewis, 2003; Liang, Moreland, Argote 1995; Moreland & Myaskovsky 2000

Expert Use of Expertise

- **Members' expertise is not always used effectively**
  - We tend to discuss knowledge we hold in common… less frequently discuss "uniquely-held" knowledge
  - We "forget" what we know—and others don't ask
  - We stay silent when it is not "safe" to speak up

Edmondson, 1999; Lewis, 2003; 2004; Moreland, 1999; Stasser & Titus, 1985

Leading Intelligent Teams

Meeting dynamics:

1. Who speaks?

2. Who listens?

3. Who gets credit?

4. Who dissents?

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Prescriptive Stereotypes

A good woman

- Nice, and
- "Communal"
  - Helpful
  - Modest
  - Sympathetic, interpersonally sensitive

A man to be reckoned with

- Competent, and
- "Agentic"
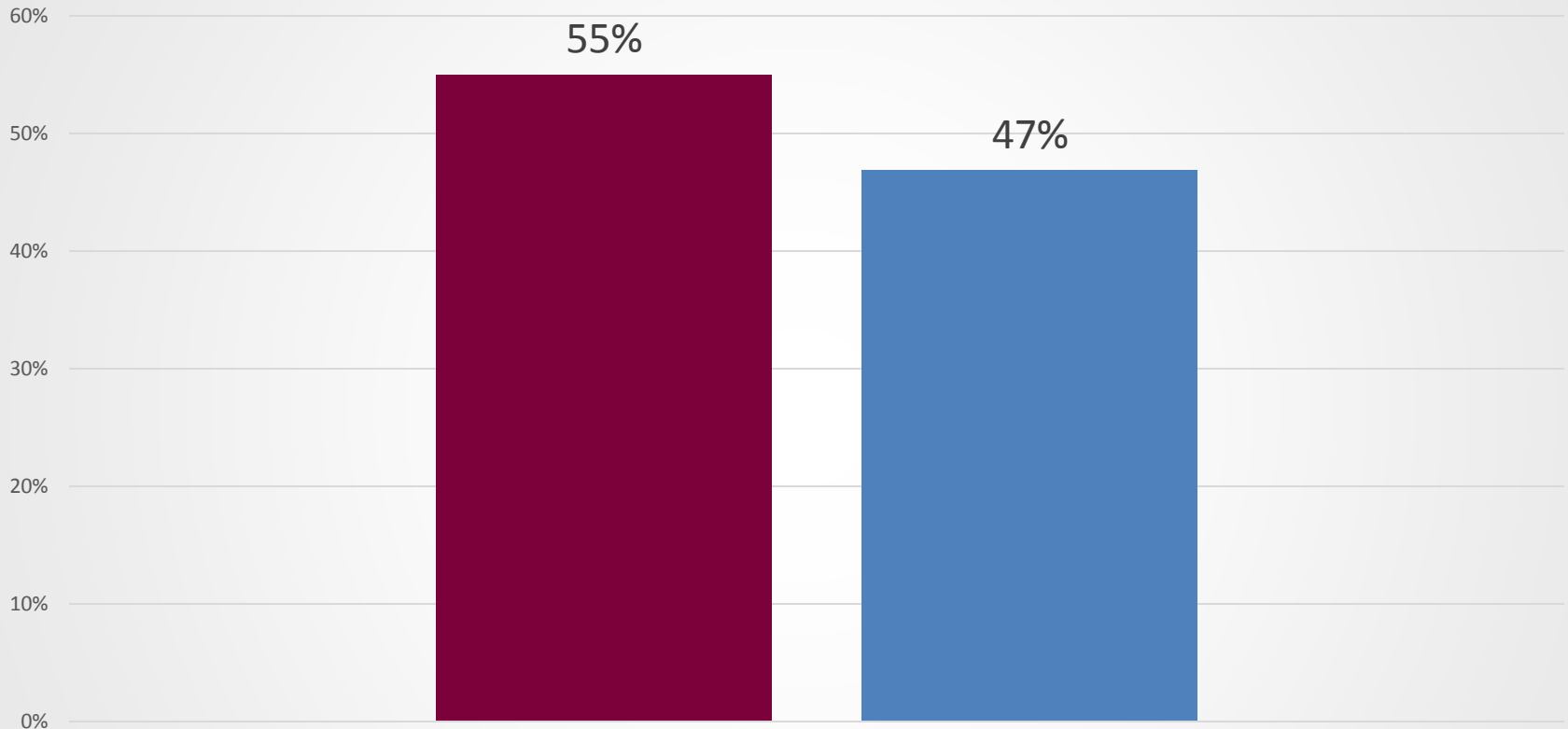 - Assertive
  - Competitive, ambitious
  - Leaders

Eagly & Karau, 2002; Fiske, Cuddy, Glick, Xu, 2002; Rudman & Glick, 1999.

Tightrope | *Likability/Competence Trade-Off*

- Liked but not respected *"too" feminine*

- Respected but not liked *"too" masculine*

Haselhuhn & Kray, 2012; Bowles, Babcock, & McGinn, 2005; Heilman & Chen, 2005; Glick & Fiske, 2001; Taylor, 1981; Kanter, 1975.

Survey Results: Women Receive More Pushback for Behaving Assertively

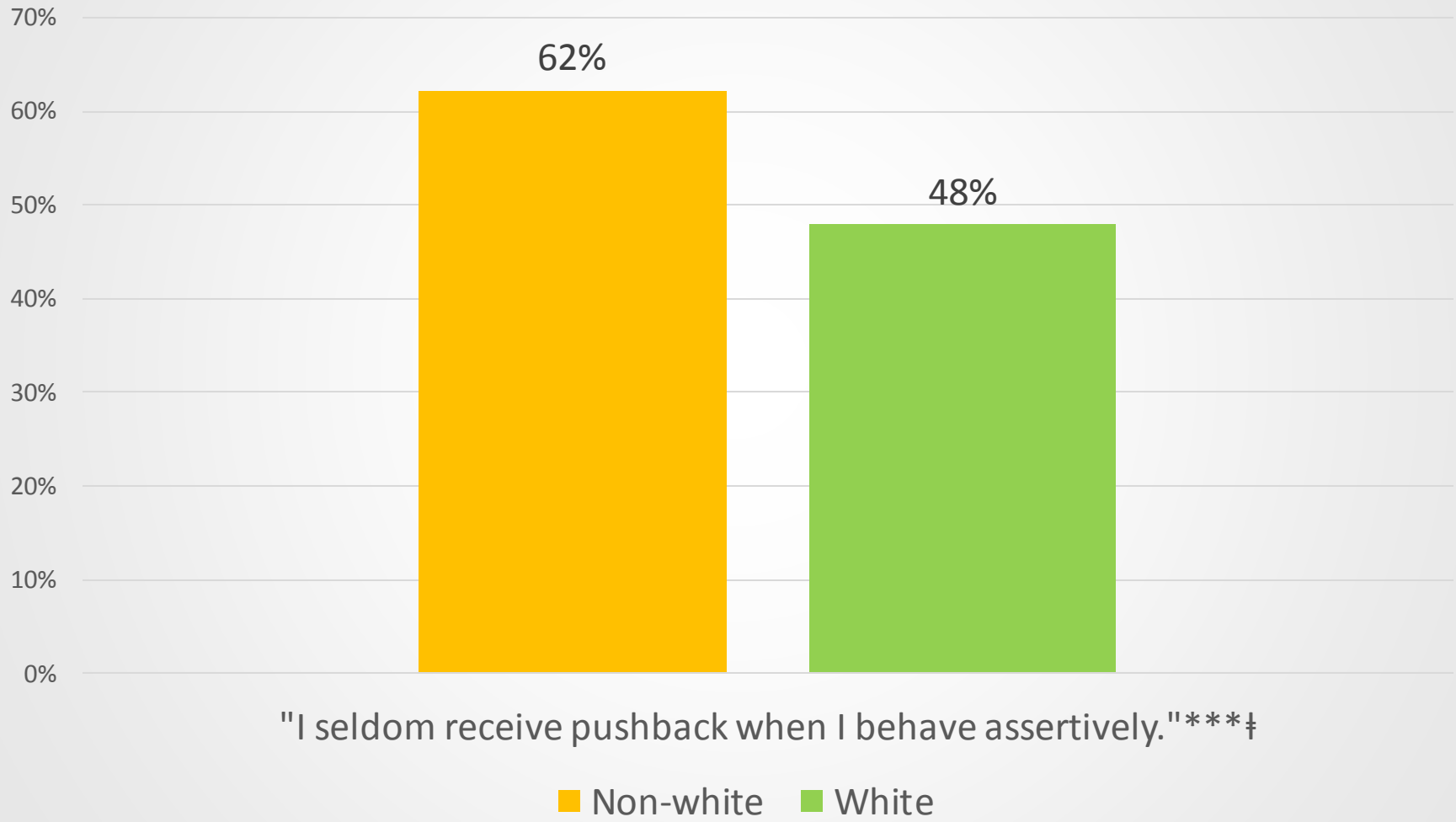
"I seldom receive pushback when I behave assertively."** ‡

■ Female ■ Male

% Disagreement Comparisons by Gender

Survey Results: People of Color Receive More Pushback for Behaving Assertively

"I seldom receive pushback when I behave assertively."***ǂ

■ Non-white   ■ White

% Disagreement comparisons by race

Slide 21

Tightrope | *Interrupting*

- Men interrupt more

- Men participate more

- And get more encouragement to do so

" By far, the biggest difference is that people treat me with far more respect. I can even complete a whole sentence without being interrupted by a man." -Ben Barres
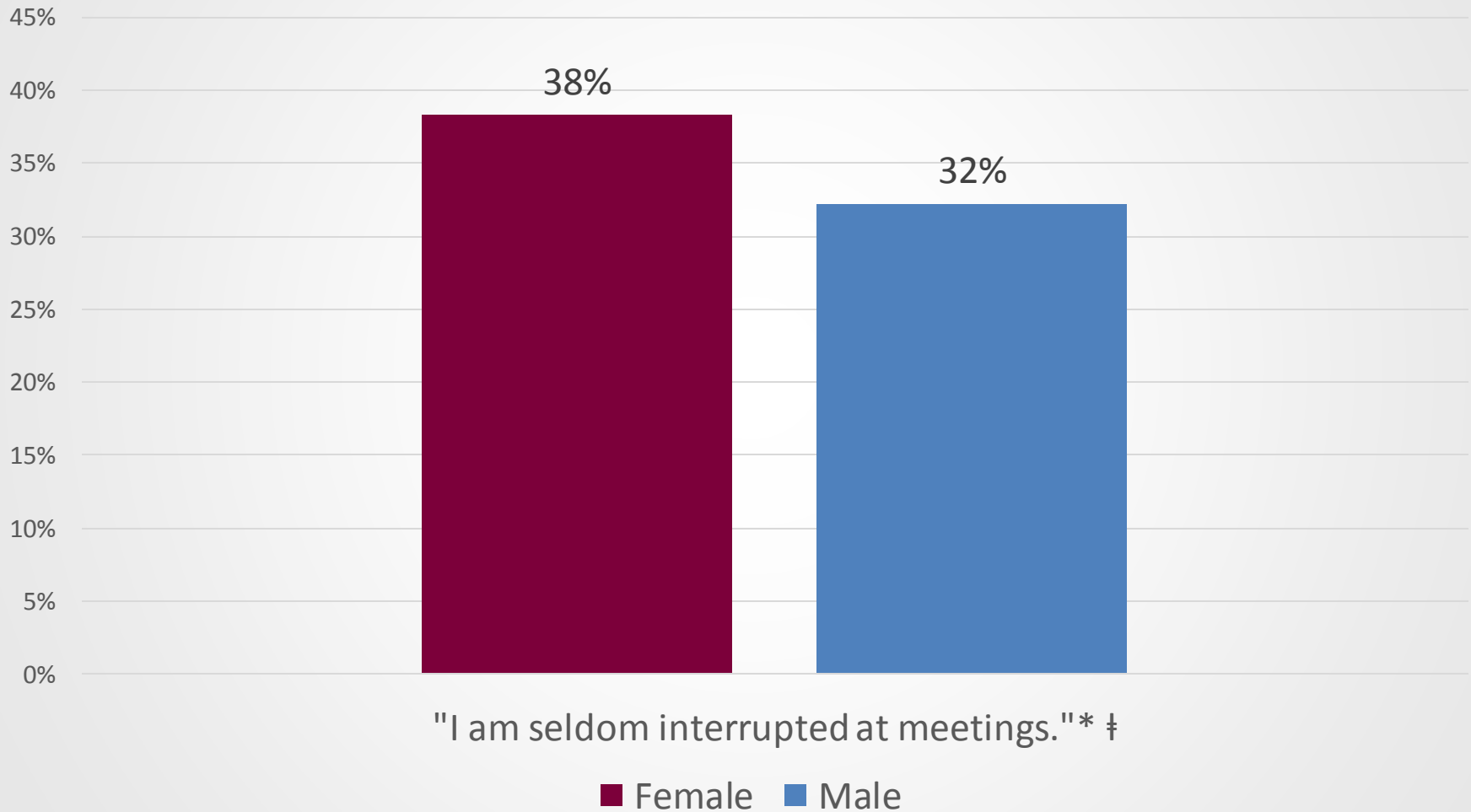
Smith-Lovin & Brody, 1989; Ridgeway, 1987; Ridgeway et al, 1985; Williams & Dempsey, 2014.

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Tightrope | *Interrupting*

- Women less likely to interrupt

- Less likely to gain the floor when they do
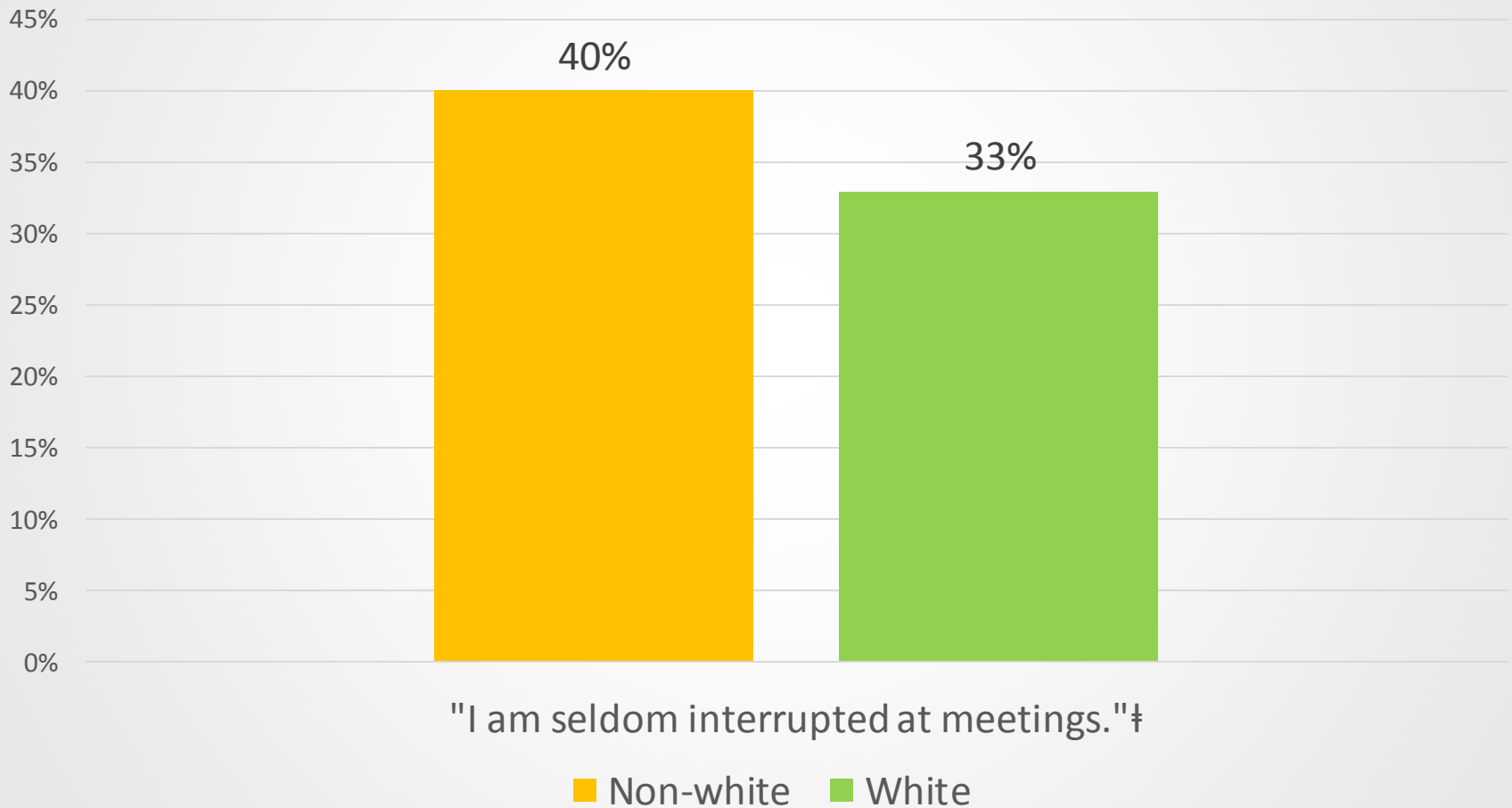
- Offered fewer chances to participate

Argyle, Lalljee & Cook, 1968, Mulac, Wiemann, Widenmann & Gibson, 1988; Zimmerman & West, 1975; Ridgeway & Berger, 1986; Crosby & Nyquist, 1977; Hirshman, 1973

Survey Results: Interruption by Gender

"I am seldom interrupted at meetings."* ‡

■ Female ■ Male

% Disagreement comparisons by gender

Survey Results: Interruption by Race

45%

40% — **40%**

35% — **33%**

30%

25%

20%

15%

10%

5%

0%

"I am seldom interrupted at meetings."‡

■ Non-white ■ White

% Disagreement comparisons by race (not statistically significant)

Tightrope | *Deference displays*

- Displays of confidence, directness, authority *decrease* women's influence but *increase* men's

- Tentative language and warm cooperative style increases women's influence

Zimmerman & West, 1975; Ridgeway & Berger, 1986; Crosby & Nyquist, 1977; Hirshman, 1973; Buttner & McEnnally, 1996; Tepper, Brown & Hunt, 1993; Eakins & Eakins, 1978; Ridgeway, 1982; Shakelford et al, 1996

Interruption Interrupters

You're in a team meeting and you see that women are being interrupted far more than men and talking far less. How do you intervene?

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Interruption Interrupters

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"Susan, I think you had a thought there? Eager to hear your thought, but let Susan finish first."

Individual Interrupters

- Establish norms: even distribution of turns
- Establish and enforce "no interrupting rule"
- Assign people to speak/report on specific issues
- Allow people to contribute after the meeting
- Circulate the agenda beforehand

………will also help introverted men!

Leading intelligent teams

Meeting dynamics:

1. Who speaks?
2. Who listens?
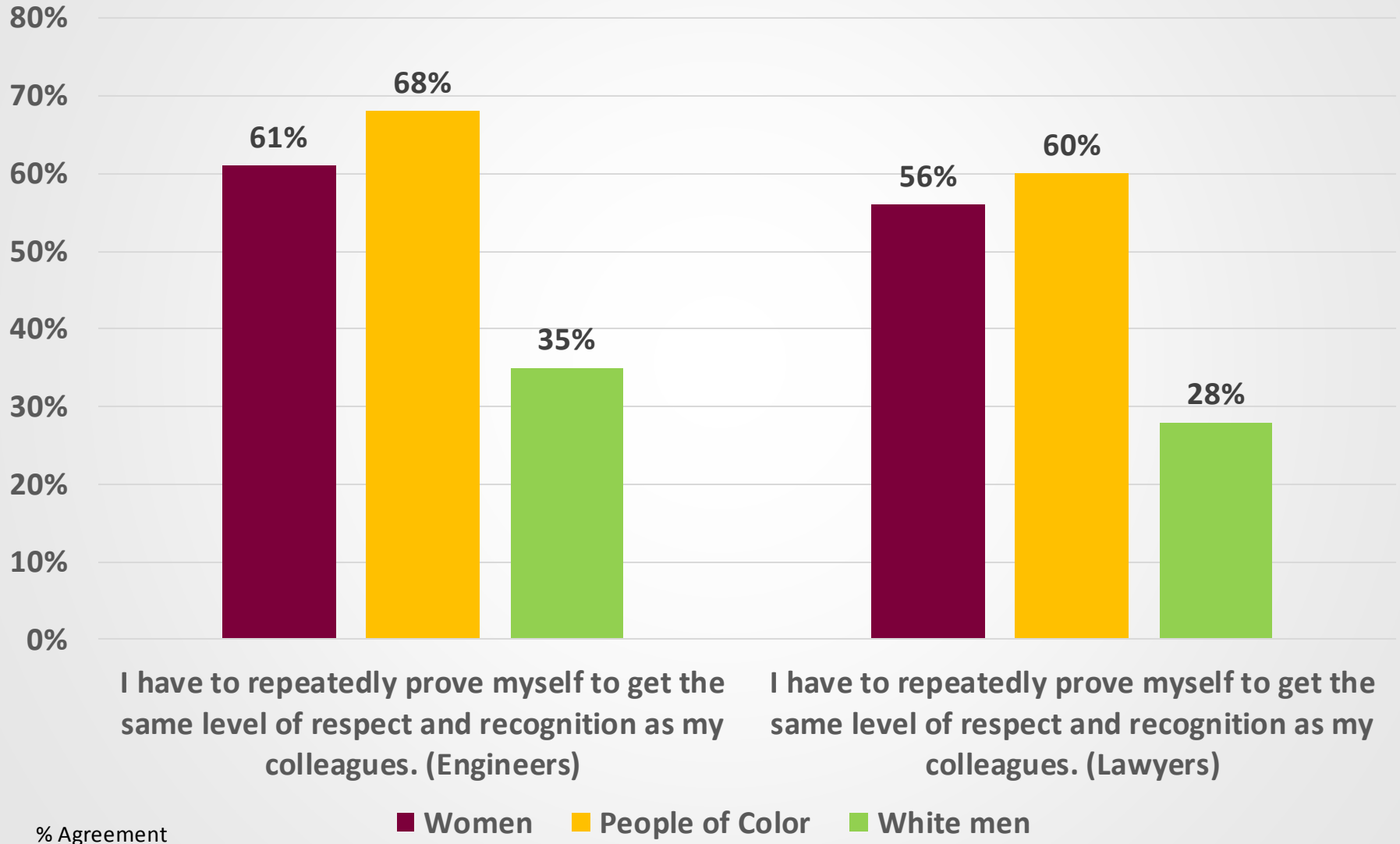3. Who gets credit?
4. Who dissents?

Imagine a brilliant CEO

Prove-It-Again! *Lack of fit*

I have to repeatedly prove myself to get the same level of respect and recognition as my colleagues. (Engineers)
- Women: 61%
- People of Color: 68%
- White men: 35%

I have to repeatedly prove myself to get the same level of respect and recognition as my colleagues. (Lawyers)
- Women: 56%
- People of Color: 60%
- White men: 28%

% Agreement

■ Women ■ People of Color ■ White men

Prove-It-Again! | *Team dynamics*

Prove-It-Again dynamic plays out in teams:

— One study:

- Having expertise increased men's influence *but decreased women's*

- As a result, teams with a female expert underperformed compared to those with male experts

Thomas-Hunt & Phillips, *PSPB,* 2004

Remember This?

" *I brought up a mistake in their analysis and when I argued for my point, I was labeled aggressive. Now I'm just bringing in baked goods and being agreeable.*"

Focus group findings, 2016

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Prove-It-Again! | *Team dynamics*

Ignoring your expert can corrode the performance of your team!

Thomas-Hunt & Phillips, *PSPB,* 2004

Leading intelligent teams

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Prove-It-Again! | *Lack of fit*

'That's an excellent suggestion, Miss Trigg. Perhaps one of the men here would like to make it.'

Punch

Duncan, Riana. Cartoon. *PUNCH Magazine* 8 January 1988: 11.

Survey Results: Stolen Idea by Gender

39%

30%

45%

40%

35%

30%

25%

20%

15%

10%

5%

0%
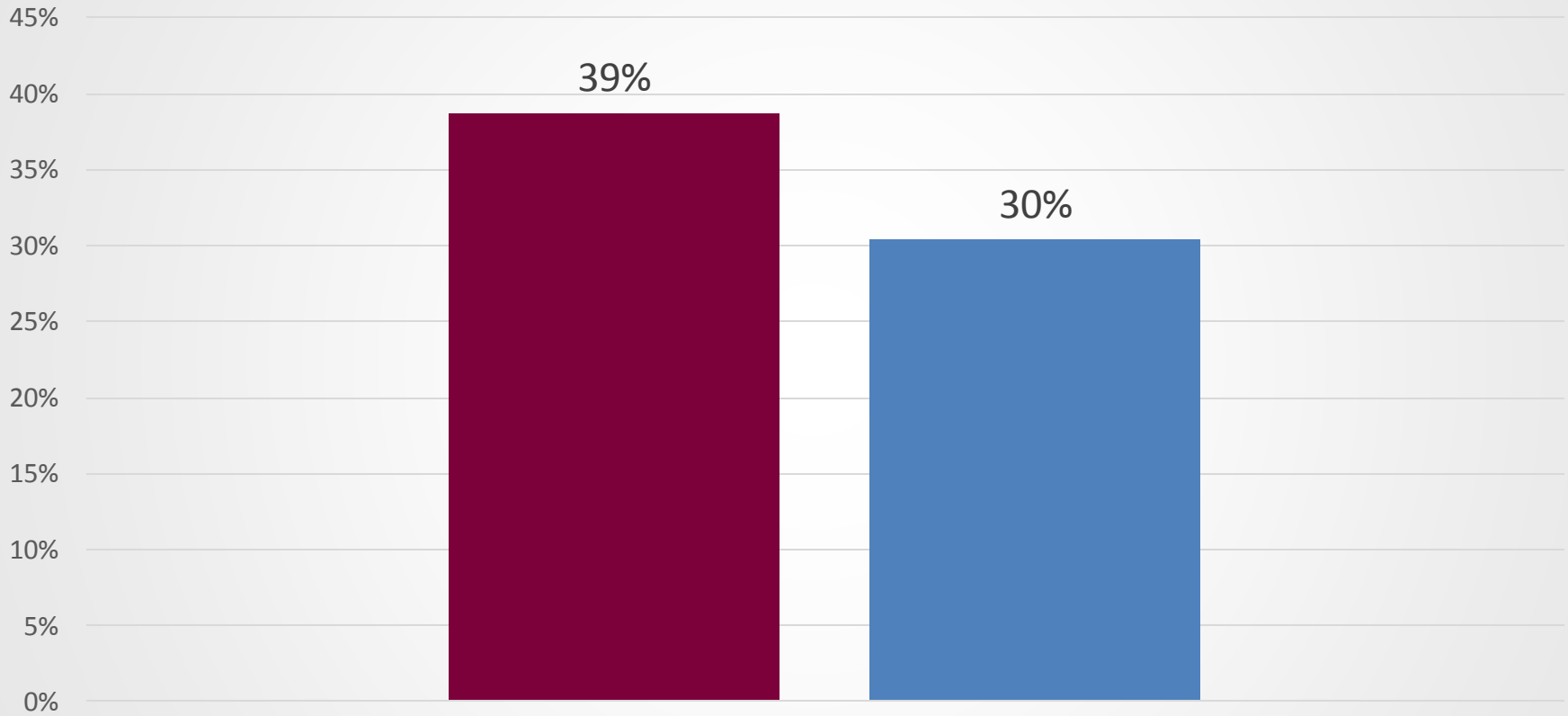
"In meetings, other people get credit for ideas I originally offered."***
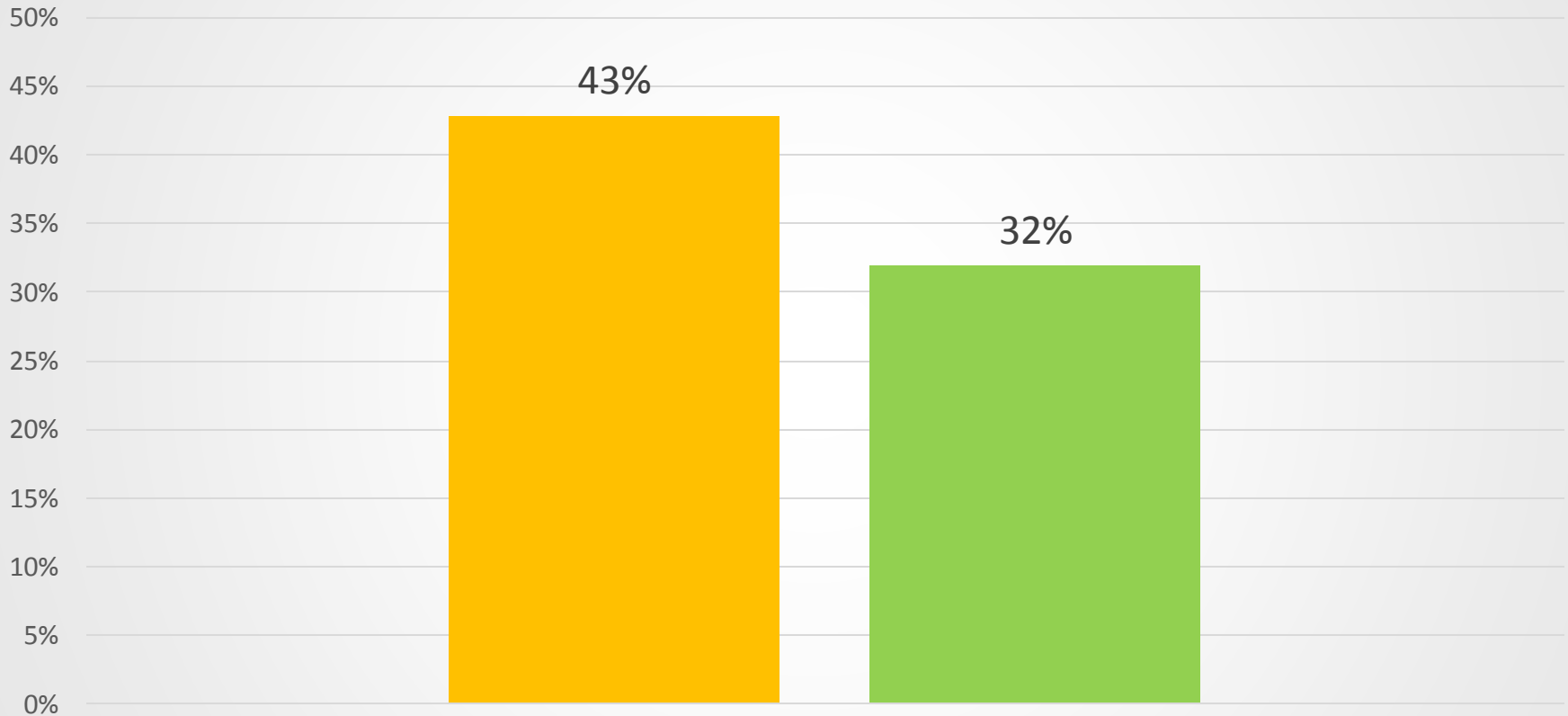
■ Female ■ Male

% Agreement Comparisons by gender

Survey Results: Stolen Idea by Race

"In meetings, other people get credit for ideas I originally offered."**

■ Non-white   ■ White

% Agreement Comparisons by race

Prove-It-Again! | *Lack of fit*

"*I've sat at a meeting and stated an idea and it was passed over, and the guy who was up-and-coming said the same thing and they went with it.*"

Focus group findings, 2016. Supporting evidence: Biernat, Fuegen, & Kobrynowicz, 2010; Bowles & Gelfand, 2010; Bauer & Baltes , 2002.

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Stolen Idea Interrupters

You are sitting in a team meeting and you see the stolen idea occur. How do you intervene?

Stolen Idea Interrupters

You are sitting in a team meeting and you see the stolen idea occur. How do you intervene?

"I've been pondering that idea ever since Pam first said it. You've added something important…"

Who Gets—and Takes—Credit?

Men get credit for economics articles co-authored with women...but women don't get credit for articles co-authored by men

Women rated as less competent, less influential, less likely to have played a leadership role

Women gave more credit to male team members; less likely to take credit unless their contribution was irrefutably clear

Sarsons, 2015; Haynes & Heilman, 2013

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Leading intelligent teams

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Making It Safe to Dissent
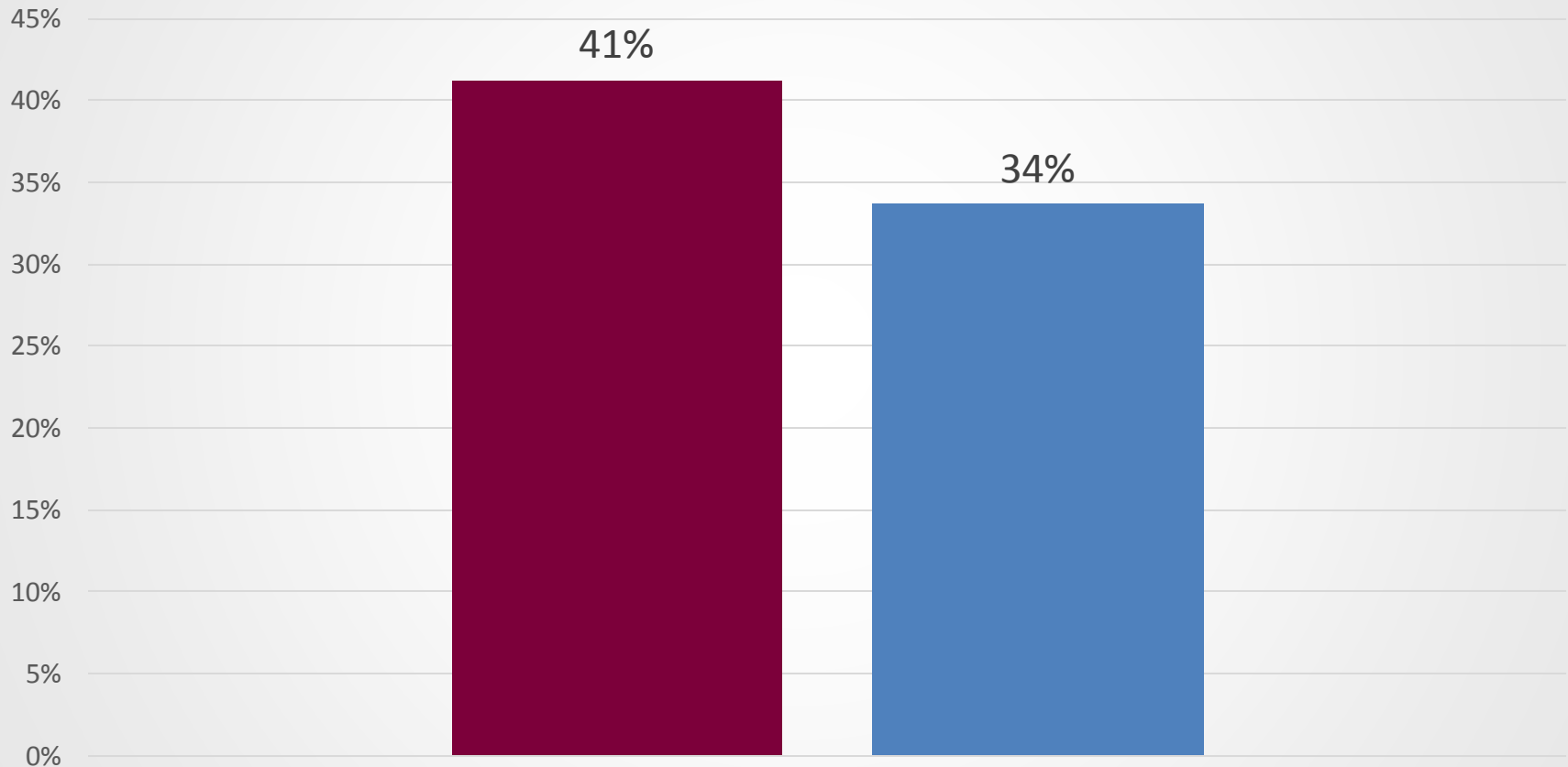
"I wasn't angry; I just wasn't deferential."

"When I advocated strongly for my position, people said I was getting 'too emotional.'"

Is deference the price of seeming "reasonable"?

Phillips, 2014; Williams, Phillips & Hall, 2102; Ridgeway, 2016 (under review)

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Survey Results: Speaking Up

"I can be vocal about my work without worrying about repercussions."** ǂ

■ Female ■ Male

% Disagreement Comparisons by gender

Leading Intelligent Teams

Team assignments:

5. What roles do people play?

6. Who does the glamour work—and the office housework?

7. Who gets assigned to high-profile teams?

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Leading Intelligent Teams

Team assignments:

5. What roles do people play?

6. Who does the glamour work—and the office housework?
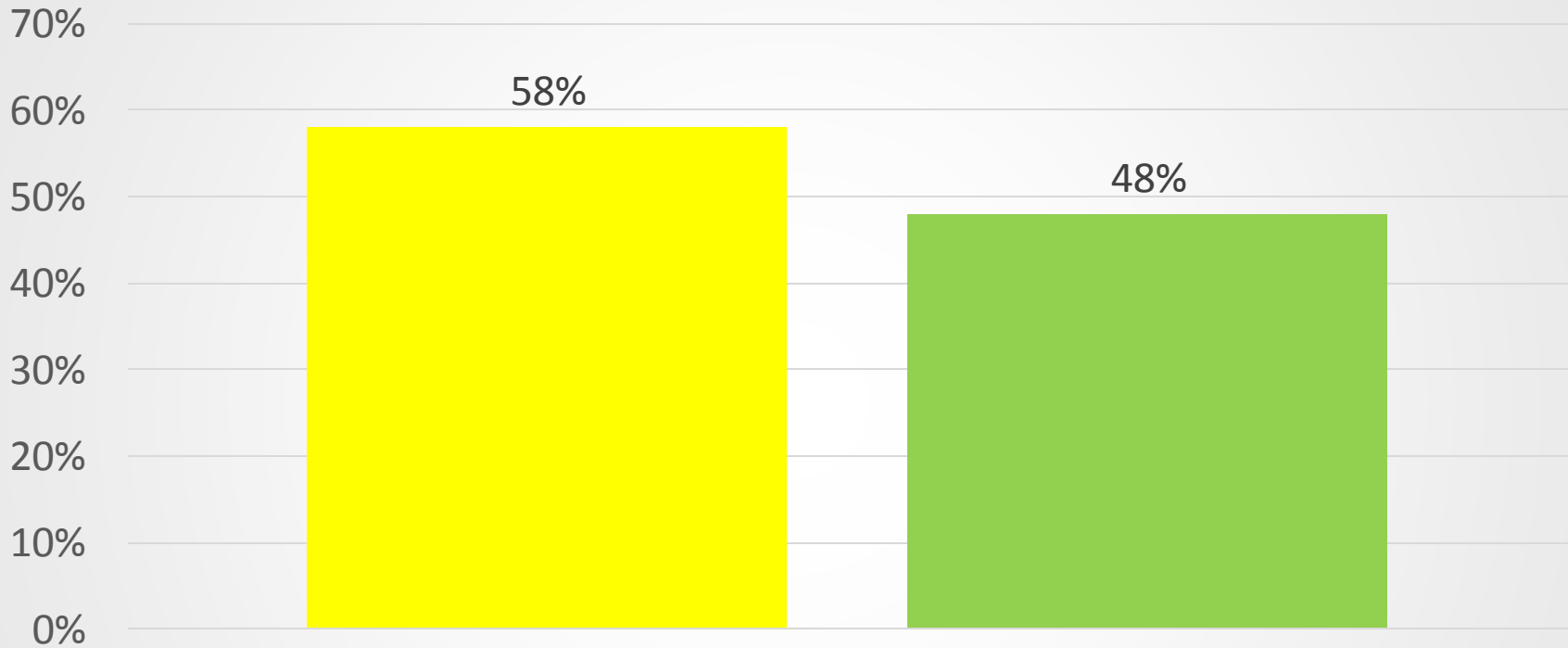
7. Who gets assigned to high-profile teams?

Pressure to be the:

- peacemaker

- office mom

- dutiful daughter

- "worker bee"

Williams & Dempsey, 2014.

Survey Results- "Worker Bee"

"I am expected to be a "worker bee", which means I should work hard, avoid confrontation, and not complain."***

- Engineers of color
- White males

% Engineers of color and % White men Agree

Leading Intelligent Teams

Team assignments:

5. What roles do people play?

6. Who does the office housework?

7. Who gets assigned to high-profile teams?

Tightrope | *Office Housework*
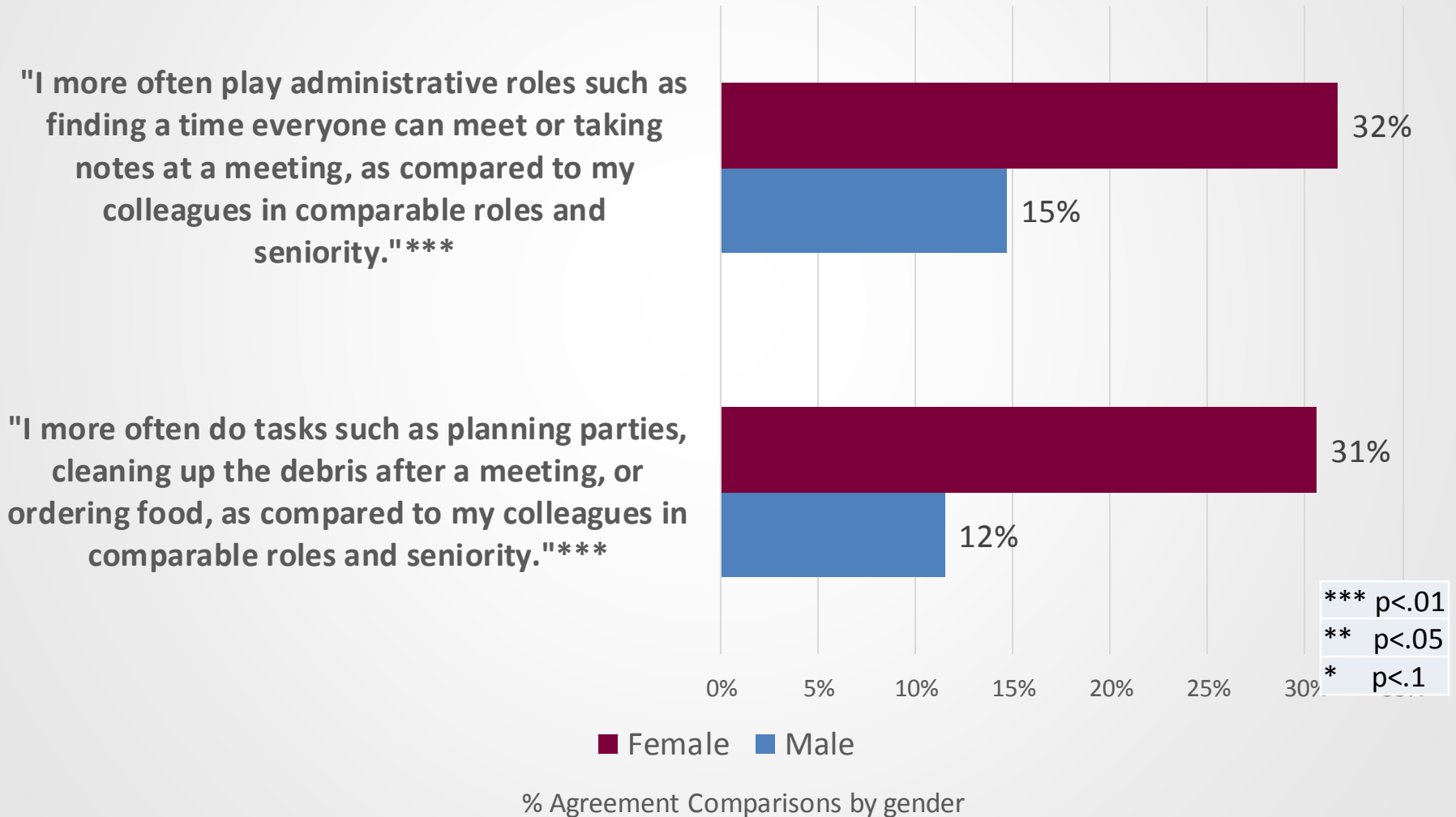
- Literal housework
    - Planning parties, ordering lunch

- Admin work
    - Taking notes at the meeting, scheduling times to meet

- Emotion work
    - Smoothing ruffled feelings, being a peacemaker

Williams & Dempsey, 2014.

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Survey Results- Office Housework

"I more often play administrative roles such as finding a time everyone can meet or taking notes at a meeting, as compared to my colleagues in comparable roles and seniority."***

32%
15%

"I more often do tasks such as planning parties, cleaning up the debris after a meeting, or ordering food, as compared to my colleagues in comparable roles and seniority."***

31%
12%

*** p<.01
** p<.05
* p<.1

0% 5% 10% 15% 20% 25% 30%

■ Female ■ Male

% Agreement Comparisons by gender

Slide 55

Bias Interrupters

Are women doing more than their fair share of the admin work and housework?

How can you find out if they are?

How can you intervene?

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Bias Interrupters

For admin work and housework:

- DON'T ask for volunteers

- DO establish a rotation

  —OR assign to support personnel

  —OR have everyone do their own

Leading Intelligent Teams

Team assignments:

5. What roles do people play?

6. Who does the glamour work—and the office housework?

7. Who gets assigned to high-profile teams?

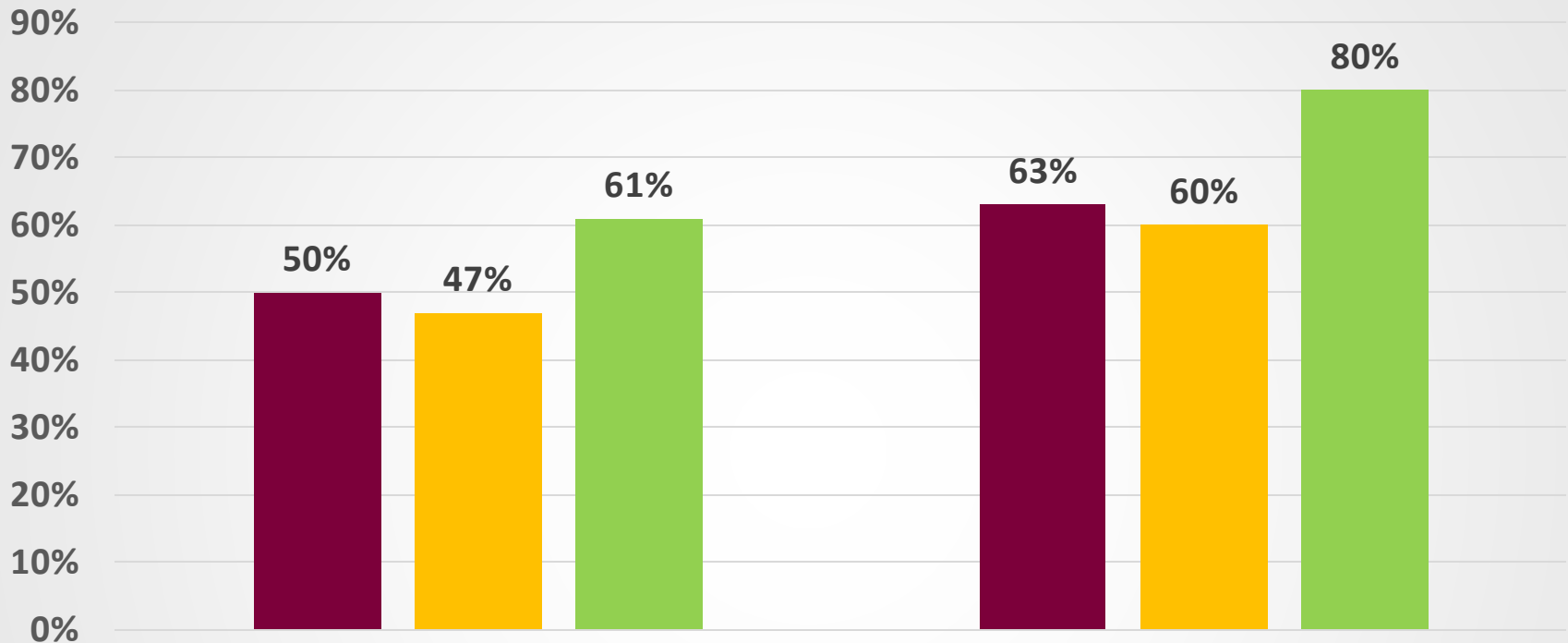# Bias Interrupters

What is the glamour work in your environment?

What's the work that's less valued, but still important?

What's the scut work?

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Survey Results- Glamour Work

Chart: % agreement

Legend: **Women** (dark red) | **People of color** (yellow) | **White men** (green)

As compared to my colleagues in a comparable role with comparable seniority and experience, I am more likely assigned to high-profile tasks or work teams. (Engineers)
- Women: 50%
- People of color: 47%
- White men: 61%

"I am satisfied with the extent to which I have access to high-profile assignments." (Lawyers)
- Women: 63%
- People of color: 60%
- White men: 80%

% agreement

Tightrope | *Glamour Work*

- "He's ambitious and will leave if he doesn't get opportunities."

- "She likes to be helpful."

- "It's her schedule."

- *People choose people in their social networks*

Williams & Dempsey, 2014.

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Bias Interrupters

- Keep metrics

- If women are under-represented, change the process, and

- ...keep at it until representation evens out

Bias Interrupters

- Make sure people know the diverse candidates qualified to join the team

- Distribute less glamourous work by seniority, or

- Have everyone do their own

Leading Intelligent Teams

Other team dynamics:

8. Make space for civil conflict

9. Clearly articulate goals, norms, values

10. Train your team together if possible

Leading Intelligent Teams

Other team dynamics:

8.   Make space for civil conflict

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Is Conflict Bad?

Depends on what kind:

- Values and personality conflicts corrode

- Task conflict can enhance team performance

  – Disagreements about how tasks are performed

  – Frequent *mild* task conflict engenders learning and increases job satisfaction

  – *Intense* task conflict hurts team dynamics

Todorova, Bear & Weingart, 2013; Jehn, 1995, 1997; Amason, 1996; Jehn, Northcraft & Neale, 1999

Is "losing it" okay?

Do people on your team "lose it"?

If so, typically there's a demography to that:

> "*[Y]ou have to avoid the stereotype of the 'angry Black female,' [which] diminishes your opinion and the weight of your argument.*"
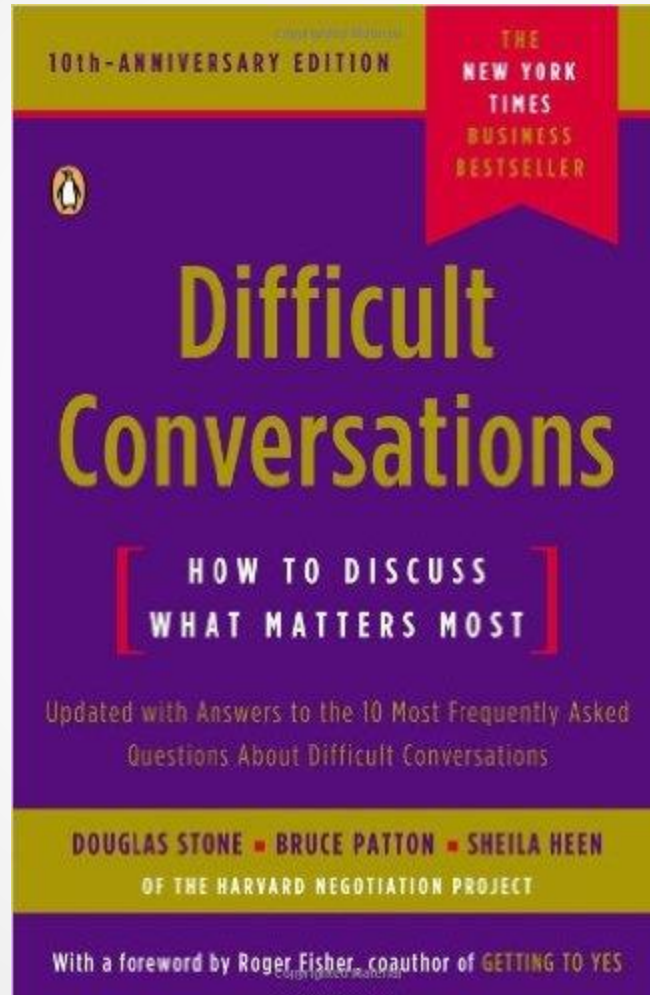
- To level the playing field, *insist on civility*

Brescoll & Ullmann, 2008; Williams, Phillips & Hall, 2012

Bias Interrupters

What kinds of conflict exist in your team?
Do you have norms to keep conflict civil?
If not, how could you establish them?

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Difficult Conversations

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Leading Intelligent Teams

Other team dynamics:

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Shared Goals Bind Diverse Teams

Diverse teams don't have the "natural" glue of the boys' club

Shared objectives helped provide this glue, and predicted increased productivity

Sherif, Harvey, White, Hood & Sherif., 1954; Van Knippenberg et al., 2010

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Shared Goals Bind Diverse Teams

Cooperative norms made teams more effective and efficient

- Importance of harmony & collaboration
- Willing to sacrifice self-interest for team
- High level of sharing

Caution: Women expected to be communal, men competitive

Chatman & Flynn 2001; Fiske & Glick, 1999

Shared Values Fuel Innovation

Traditional theory: innovation requires "no holds barred, anything goes" atmosphere

Study: "Please list examples of political correctness."

Mixed-sex were as innovative as same-sex groups

Decreased uncertainty for *both* men *and* women

Requiring people to be polite or sensitive: no effect

Goncalo, Chatman, Duguid & Kennedy, 2014; Van Knippenberg et al., 2010

Leading Intelligent Teams

Other team dynamics:

8.   Make space for civil conflict

9.   Clearly articulate goals, norms, values

10. Train your team together if possible

Train Your Team Together

Teams perform better if trained together rather than apart (radio building task)

"Transactive memory": shared knowledge of who knows what

 Remember procedures better

 Made fewer errors

Moreland & Myaskovsky, 2000

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Bias Interrupters
Four-Step Process

1 Do evidence-based assessment

2 Develop objective metric

3 Implement bias interrupter

4 Return to metric, ratchet up as needed

Williams, 2014b.

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WomensLeadershipEdge.org

BiasInterrupters.org, coming soon

Post-Webinar Announcements:
Seeking CLE Credit?

Attorneys can request continuing legal education (CLE) credit for webinar participation.

For details, visit
womensleadershipedge.org/cle-certification

*Look for email link with CLE instructions after the webinar.

Get in Touch | *Contact Us*

Membership Questions

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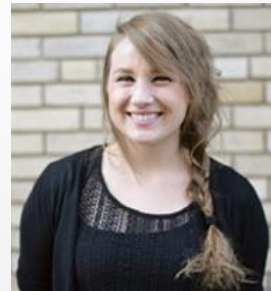
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