



Female Empowerment in Science and Technology Academia

FESTA CAREER TRAINING PROGRAMME



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ABSTRACT

The aim of the project that has developed the present publication is to improve women's participation in STEM by empowering women to strategically manage their careers by systematically increasing their awareness of the institutional procedures and politics that may influence their work and careers. Four case studies were undertaken at universities in Ireland, Bulgaria, Turkey and Denmark. The career trajectories of men and women at early-mid- and senior levels were investigated in order to determine those factors which advance or impede a career in academia. The research sample included both men and women evenly distributed across positions and gender. Overall the sample included 106 individuals: fifty-seven men and forty-nine women.

Cross national analyses of the interview transcripts were undertaken and facilitated the definition of nine clusters of competences, knowledge and skills required for a successful academic career in STEM. The nine clusters subsequently formed the basis for a strategic career management webtool and a corresponding set of nine training modules, which make up the FESTA Career Training Programme, presented here.

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University of Uppsala, (Coordinator) Sweden
Southwest University, Neofit Rilski, Bulgaria
University of Southern Denmark
RWTH Aachen, Germany
University of Limerick, Ireland
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Strategic career planning for female junior scientists

A how-to guide to nine training workshops

Developed by the FESTA project

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INTRODUCTION

This publication presents the outline of nine training modules, which the FESTA-project has developed in order to offer career guidance to young scientists within STEM – in particular young female scientists.

The training modules are written with a training facilitator in mind or someone who is concerned with offering career counselling or guidance to junior scientists – HR-staff trainer, manager, research leader or senior scientist. The explicit focus is on young female scientists, but this does not preclude men from benefiting from the focus, exercises and reflections offered here. The modules contain training which empower early- and mid-level academics and researchers by providing the skills and knowledge they need to accelerate their careers.

The nine modules can be used as they are or serve as inspiration to own existing practice, i.e. by adapting the material any way it fits - or any variation in between these two. The modules do not build on each other but can be used or presented independently of one another and as fits a specific need, group or institution. However, the total offers a comprehensive career training programme.

The modules are unique in two aspects: They explore the gender dimension of career progression in Academia, particularly within STEM and they have been developed based on a broad survey consisting of analyses of 109 qualitative interviews concerning academic career paths conducted in four different national and local settings within STEM and Higher Education (in Ireland, Turkey, Denmark and Bulgaria). Interviewees were researchers within STEM equally distributed across gender and at three different career stages. Each module is built up as a three hour workshop including specific information on how to plan and conduct the workshops, introduce and facilitate exercises, present materials as well as other supplementary material such as specific handouts, further background information, references, and facilitator's tips and tools. The intention with this format has been to make it as inspiring and hands-on as possible while allowing for local and contextual adaptation.

The data on which the modules have been developed consisted of responses to questions concerning the assumption that specific tasks/ roles make the difference between being promoted to higher levels and exploring both the positive aspects of career progression, such as mentoring and support from senior management and colleagues, and negative aspects, such as barriers and competition. Subsequent analyses resulted in nine critical themes or elements to address in career progression – in turn developed into the corresponding modules for career advancement presented here.

Each module is built up as a three hour workshop including specific information on how to plan and conduct the workshops, introduce and facilitate exercises, present materials as well as other supplementary material such as specific handouts, further background information, references, and facilitator's tips and tools. The intention with this format has been to make it as inspiring and hands-on as possible while allowing for local and contextual adaptation. The ideal number of participants in a module is between 10 and 20 but can be planned with as few as 6 and as many as 30 participants. The material presented here is primari-

ly targeted at early- and mid-level female academics, researchers and PhD-students, but our experience is that also young male scientists may benefit from the training.

The modules are as follows:

Module A: Career paths and patterns.

Objectives: At the end of the training, participants have developed a career plan and have acquired knowledge about how to plan strategically to fit their own ends.

Module B: Career Planning Strategy

Objectives: At the end of the training, participants will understand the necessary prerequisites to developing a successful career planning strategy.

Module C: Publication Strategy

Objectives: At the end of the training, participants will have learned

- the importance of a publications strategy
- about how to improve publications and access research collaborations
- how to be strategic and tactical in their publications
- how to get involved in promising research collaborations
- how to reach the publishers that have high prestige in the field

Module D: Academic Networking & Visibility

Objectives: At the end of the training the participants will be able to:

- gain a sound understanding of research career dynamics
- understand the relationship between research excellence and professional visibility
- (understand the concepts of professional visibility and research excellence and their interrelationship)
- critically assess the role of different factors which have significant impact on career progression
- be able to implement helpful tools and structures for professional networking
- apply approaches and instruments for professional improvement
- deal with complex issues regarding career planning and scientific advancement

Module E: Women and Negotiation

Objectives: At the end of the training, participants have been introduced to:

- negotiating styles
- negotiating strategies
- an understanding that career negotiations extend far beyond salary and bonus

Module F: Power & Politics - playing the game

Objectives: At the end of the training, participants will be able to:

- identify strengths and weaknesses in various aspects of formal and informal decision-making processes and practices
- critically assess the consequences of informal relations (based on doing favours) on the departmental/institutional culture
- understand the impact of inner circles (informal relations) for the institution's performance in general and their own career in particular

Module G: Gender in Academia

Objectives: At the end of the training, participants have learned:

- to examine existing gender equality practices
- to identify initiatives that will induce cultural and structural change
- how gender bias influence one's career to ensure that meritocracy is being sustained along with the equal opportunities

Module H: Institutional and individual Support and your career advancement

Objectives: At the end of the training, participants will have gained

- understanding of the importance of mentoring and supervision for success in academia
- insight into currently implemented support schemes and structures at their institution
- a knowledge of how mechanisms at the institution influence one's career development

Module I: Training course for Work-Life balance

Objectives: This training course aims to support participants in the development of skills that will reduce work-life conflict and create a healthy work-life balance.

Where to start? Planning is everything

All module sections start with a master plan that provides an overview over the training module. The master plan describes the progression of the workshop, including a time plan. It refers to exercises and power points and other supplementary materials that are either included in the section or be found in the appendix.

We recommend that you read the master plan *and* the supplementary material including the appendices thoroughly before you start planning your training module. This will provide you with a solid basis on which to decide whether to adapt or adjust the material, the succession etc. in order to fit your own experiences and institutional context.

Supplementary material - Facilitator Toolkit

Each training module has a "Facilitator Toolkit". Here you may find material – or a reference to material – on which the module is based and which may inform the facilitation of the workshops.

The Facilitator Toolkit has quotes from the 109 interviews that created the base of the development of these training modules. The masterplans of the modules sometimes suggest presenting specific selected quotes at specific times; however, the quotes can also be used as supplement at any time according to your own judgement.

The Facilitator Toolkit refers to Appendix 2: list of competences and definitions. This list has a great value as background information for the facilitator. It can also be picked out from and used in the workshops other places than where the masterplans specifically provide suggestions.

Appendix 3 introduces the dialogic format "the Spiral", which is a useful facilitation technique that allows every participant to have a voice as well as time to reflect upon what they have learned.

FESTA

This material was developed as part of the EU project FESTA 2012-2017. FESTA is an EU FP7-implementation project within the field of gender equality. The aims of FESTA are:

- to analyze gender gap phenomena in science and technology academia (quantitative and qualitative indicators)
- to identify specific mechanisms which create and sustain disadvantages for women
- to introduce permanent changes in science and technology academia by addressing these mechanisms and creating environments where women's careers can flourish.

The modules have been tested in Academic environments where there is a tradition for training and where there is no such tradition.

We kindly ask you to refer to this background and use the FESTA power point in your introduction to workshops or when you use any of the material provided here.

Training course

MODULE A: "Career Paths and Patterns"

Training module content:

- Module overview
- Master plan
- Facilitator Toolkit
- Exercises

- Appendix 1: PowerPoint FESTA introduction
- Appendix 2: List of competences and definitions
- Appendix 3: Spiral/round

Module overview

Course Title		
Career Paths and Patterns		
	Lecturer/s	
Type	Duration	Course Code
Workshop for 10-20 participants	3 hours	

Target group
Early and mid-level academics and researchers
Course Objectives
At the end of the training, participants have developed an understanding of an academic career, how to use and make use one's competences, a career profile and high performance pattern.
Course content
<p>Career paths at your institution</p> <p>A research career and excellence criteria</p> <p>Talent and high performance pattern</p> <p>Unwritten rules of advancement</p>
Course prerequisites
Participants need to be employed in a higher education institution as a researcher or academic
Teaching/learning materials
Presentations, exercises, templates
Teaching methods
Action based learning; presentations, exercises, templates and ppt
Assessment methods
Summative evaluation at the end of the workshop
Recommended readings and/or other information resources
Training materials and exercises provided during training

Master plan

Below you find the outline of a workshop on Career Paths and Patterns. Read it carefully and then read the Facilitator Toolkit, the exercises and the other supplementary material. Finally fit or adjust it into your context if necessary. Read the introduction as well.

Time	Activity	Comments	Who
10.00	Opening and introduction to the training course "Career Paths and Patterns" <ul style="list-style-type: none"> Understanding a career in Academia FESTA career chart How can you use and make use of your competences, your career profile and your high performance pattern in your career? 	Facilitator introduces how the module was developed from the FESTA project (see introduction) and introduces the specifics of the training module Power Point A1 (you may add an introduction, quotes from Facilitator Toolkit, and/or information about your context if needed)	Facilitator
10.05	Career paths at your institution <ul style="list-style-type: none"> Career paths at your institution 	Facilitator gives an introduction to career paths at the institution	Facilitator
10.25	Exercise 1: A research career <ul style="list-style-type: none"> Your competences and a research career Which competences does it take to be a researcher? Excellence criteria 	For this exercise you need pens and a flip-over. Alternatively: facilitator writes up keywords from discussion on whiteboard Exercise 1: participants brainstorm together on: <ul style="list-style-type: none"> Your competences and a research career Which competences does it take to be a researcher? Excellence criteria 	
10.50	Exercise 2: Interview in pairs <ul style="list-style-type: none"> Reflect and interview each other about the findings from exercise 1 – how does it apply to you? 	2:2 interview each other After exercise 1, the participants "interview" each other and reflect on the previous exercise.	
11.10	Plenum discussion: Reflections concerning what it takes to be a researcher <ul style="list-style-type: none"> How do you find the type of career that suits you 	Spiral/round	

	the best?		
11.30	<p>Exercise 3: Talent and high performance pattern</p> <ul style="list-style-type: none"> • What is a talent • What is excellence? • Your own potential & resources • How is the match with excellence criteria, own potential and resources and desires? • How is it possible to create a better match – if needed? • What do you need to do? 	<p>2:2 reflections</p> <p>Handout with questions.</p> <p>The participants reflect in pairs on the questions from the handout.</p>	
11.50	Unwritten rules of advancement	5 min introduction by facilitator	Facilitator
11.55	<p>Exercise 4: Unwritten rules of advancement</p> <ul style="list-style-type: none"> • What is your experience with respect to unwritten rules? • What do you see at your institution? • How do you relate to it? • What sort of things could block your advancement? Could gender be such a blocker? 	<p>2:2 interview each other</p> <p>Handout with questions</p> <p>The participants interview each other and reflect on the questions from the Handout.</p>	
12.20	<p>Plenum discussion: Reflections concerning unwritten rules of advancement</p> <ul style="list-style-type: none"> • What have been the most important themes in your discussions? 	Spiral/round	
12.40	Plenum: Which steps/actions are you going to take after today?	Spiral/round	
12.55	Wrap-up/conclusions	Spiral/round	Facilitator

Facilitator Toolkit

Here you find supplementary material to arrange a successful workshop.

FESTA findings/quotes

Quotes from the 109 FESTA interviews to be used in the introduction and during the workshop if relevant:

'Excellence is considered as international research. The relation between research and product is also important, yet the academia means research for me. Anyway, it's important for research to be international in scope' (male academic FESTA project, 2014).

'The criteria for promotion are set in details in the current regulations. These are 'number of publications in referred journals', 'number of citations' ... and they should be very seriously accounted, if one wants to advance in his/her career' (male academic FESTA project, 2014).

'Quite often of course people play the game, they are often more successful, no doubt about it. Yeah, just tick the boxes, you know, rather than doing good work, tick the boxes and get your promotion, which is something that doesn't appeal to me in any form and shape at all, I'd rather do good work' (male academic FESTA project, 2014).

'And in the promotion game you always need somebody on the other side of the fence, not, I would say. Not, not negative I'm just saying that you need support on the other side of the fence. It's a promotion competition. If you've nobody on the other side of the table fighting your case, you've no chance' (male researcher FESTA project, 2014).

'Excellence means products. What you produce at the end of your research is critical/ Publications are also important. From my point of view, excellence means that your research becomes well known worldwide. If you present your research in the most prestigious conferences, then you become an excellent researcher. If other researchers from other universities from other countries hear about your research, then this is what I understood from excellence' (female researcher FESTA project, 2014).

'Sometimes that becomes a matter of playing the game. How many marks are you going to get for being an editor? How many marks are you going to get for writing another paper? But they are the kind of things that do end up happening to you at, at that sort of career level. So, that's unless you're very actively trying to avoid them to be honest. And in that sense they seem to be taken as indicators of professional esteem. But if I were to advise someone young and say look should you spend a lot of time an effort trying to become an editor for a journal or should you spend a lot of time and effort trying to write some more papers. I think I would go with the papers route' (male researcher FESTA project, 2014).

'I think, career success of some people is a result of their stronger ambitions. At the same time, they probably enjoy stronger support by their families. And lack of success for others is perhaps due to deficit of ambitions and family support' (female researcher FESTA project, 2014).

'I don't know how it sounds, but I have been putting enormous efforts in order to jump higher than others – it took me enormous efforts, you know. So, it's difficult to make a rule, because it's individual stuff' (female researcher FESTA project, 2014).

'It is prerogative for career progression that you are invited for scientific meetings and present your own research' (female researcher FESTA project, 2014).

'And in the promotion game you always need somebody on the other side of the fence, not, I would say. Not, not negative I'm just saying that you need support on the other side of the fence. It's a promotion competition. If you've nobody on the other side of the table fighting your case, you've no chance...You arrange [that] because, through [favors], you know. Well, no you may just have a feeling that, you know, Johnny will support or Mary will support...Because you've been doing stuff [with them] and you know they're signing off on project applications or they know a bit about your publication record, or you've gone and presented to industry or some [other activity], you know and when they pick up the phone and ask you to do something you do it. And you do it not just once you might do it fifty times. So, when your application goes in you'd expect them to support you. So, they do reward [your work]. You don't expect them to say, well, you never, you never lifted a finger for me, or she never lifted a finger for me' (male researcher FESTA project, 2014).

'For an academic career, one has to be a determined person and know very well what s/he will do. S/he has to plan her/his academic future. If s/he is going to be a scientist, s/he has to determine her inclinations and build her future on the basis of her preferred area of research' (female researcher FESTA project, 2014).

'An academic has three tasks. Lecturing, researching and publishing. I do my best in these three tasks' (male researcher FESTA project, 2014).

List of competences and definitions

This list will help the facilitator setting the scene. It can be used as background information or/and as information during the workshop. You find the list in Appendix 2.

Spiral/round

See Appendix 3

Career Maps and Pathways

A career is an occupation undertaken for a significant period of a person's life and with opportunities for progress. The FESTA partners in this work package regards the concept of career as a dialectical relationship between self and circumstances, and the sequence of employment related positions, roles and activities and experiences encountered by a person, which includes subjective experiences and objective accounts.

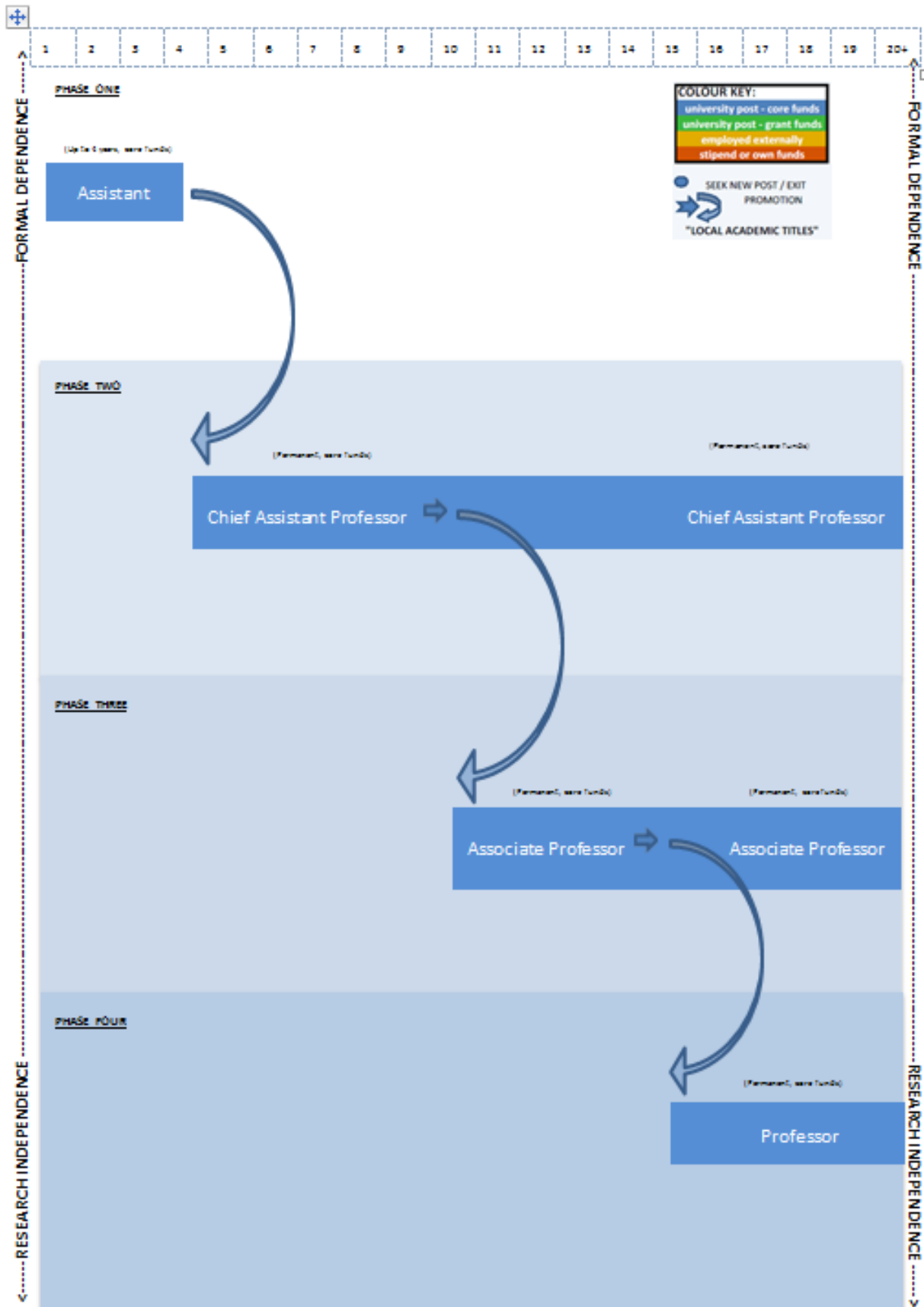
Career paths at your institution

The career maps below show the different research positions available in an institution, the levels of responsibility, how they are funded at each stage and how a researcher may progress from one level to the next.

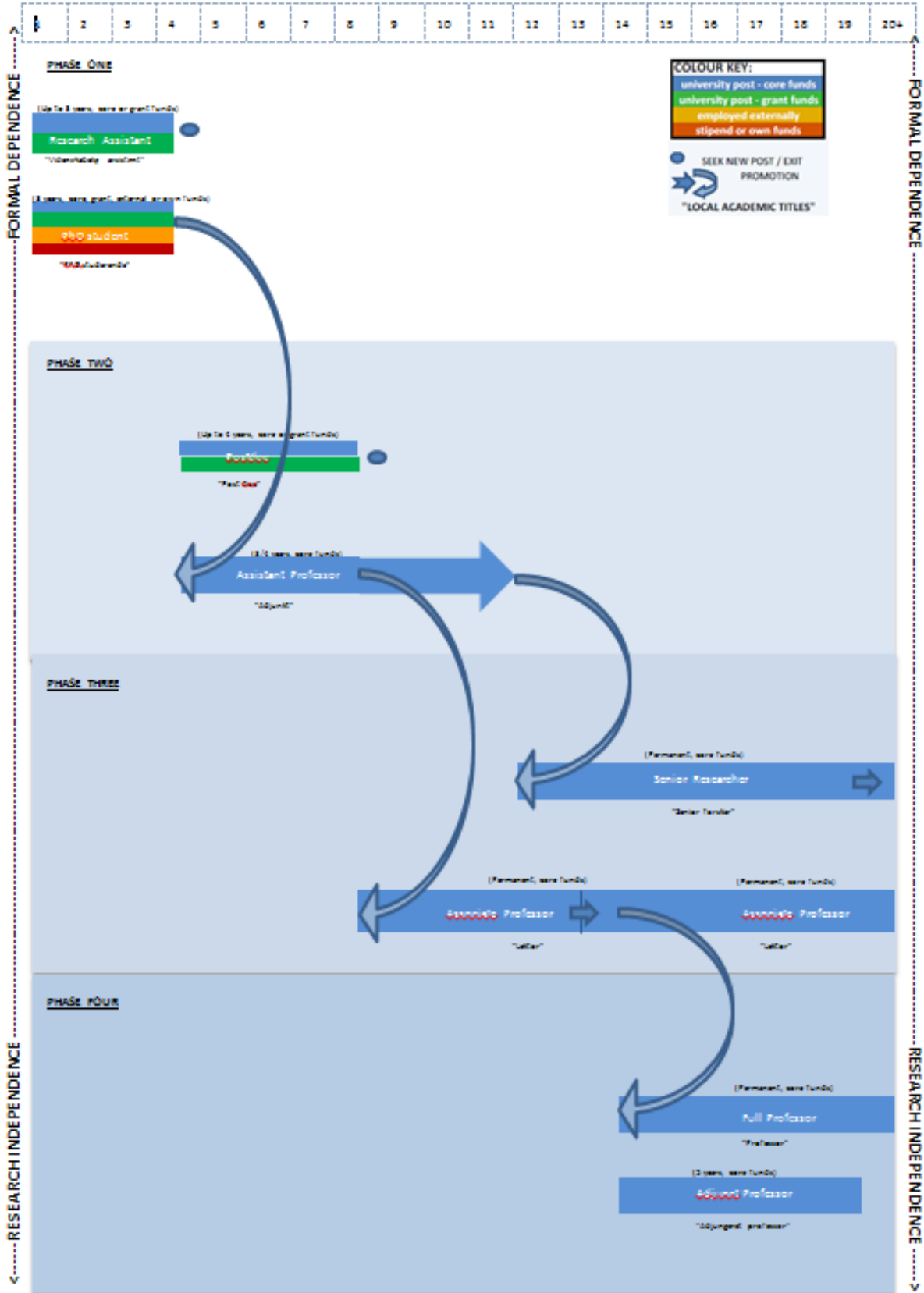
Red indicates positions which are funded by stipend rather than as salaried employment. Green marks positions supported by fixed-term grants. Blue indicates academic positions supported by core university funding. Orange indicates researchers with positions funded by external sponsors (either by research councils or industrial partners), although they carry out their research within the university.

The career maps show the key promotion phases or enforced exit points and the main bottlenecks in academic career paths and help to demonstrate how research positions fit together and into the university structure. The maps have proved useful to individual universities in depicting the current situation, in offering a means of comparison and in considering alternatives, as universities adapt their career pathways to better suit long-term needs.

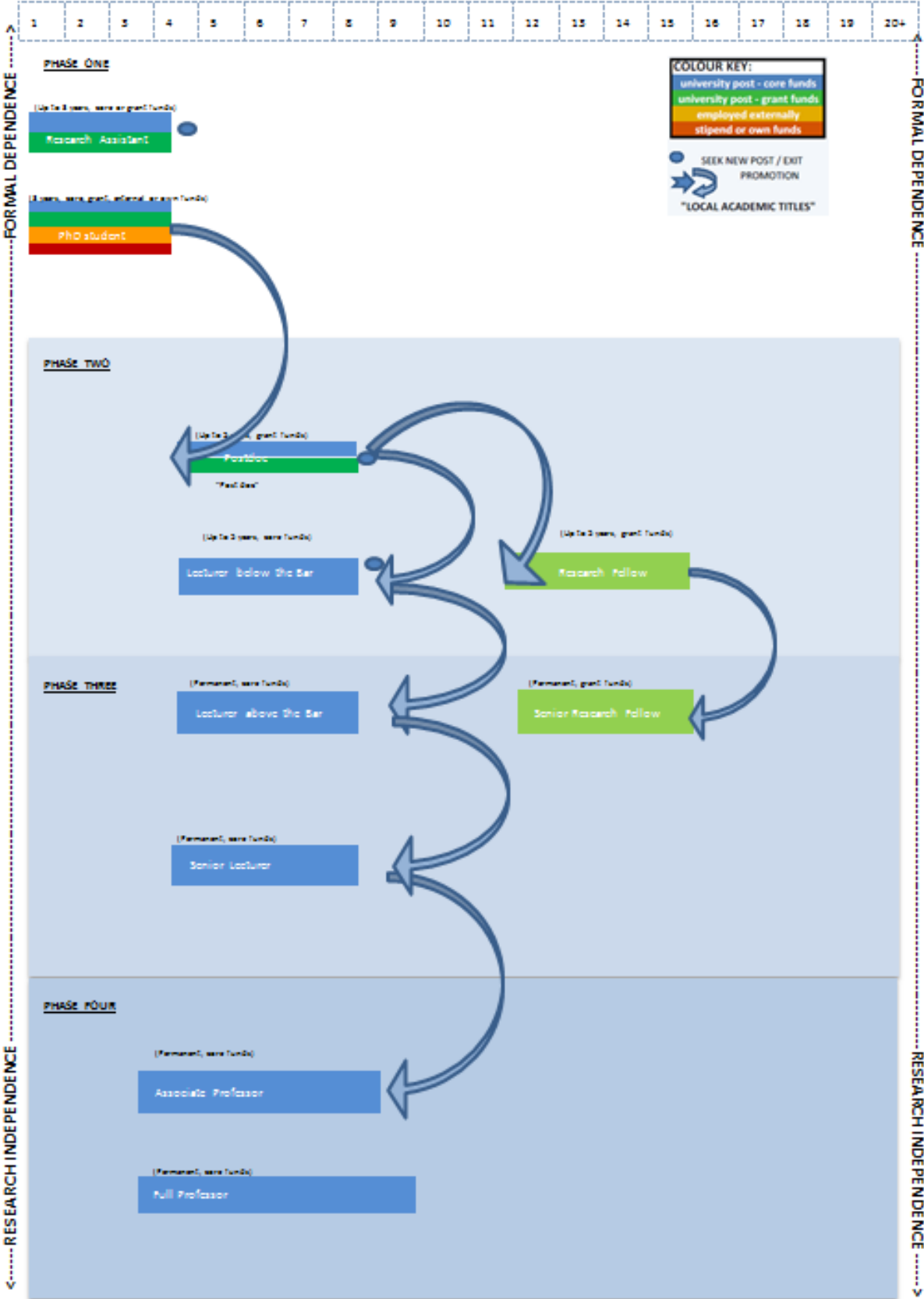
POSSIBLE RESEARCH CAREER PATHS IN Bulgaria



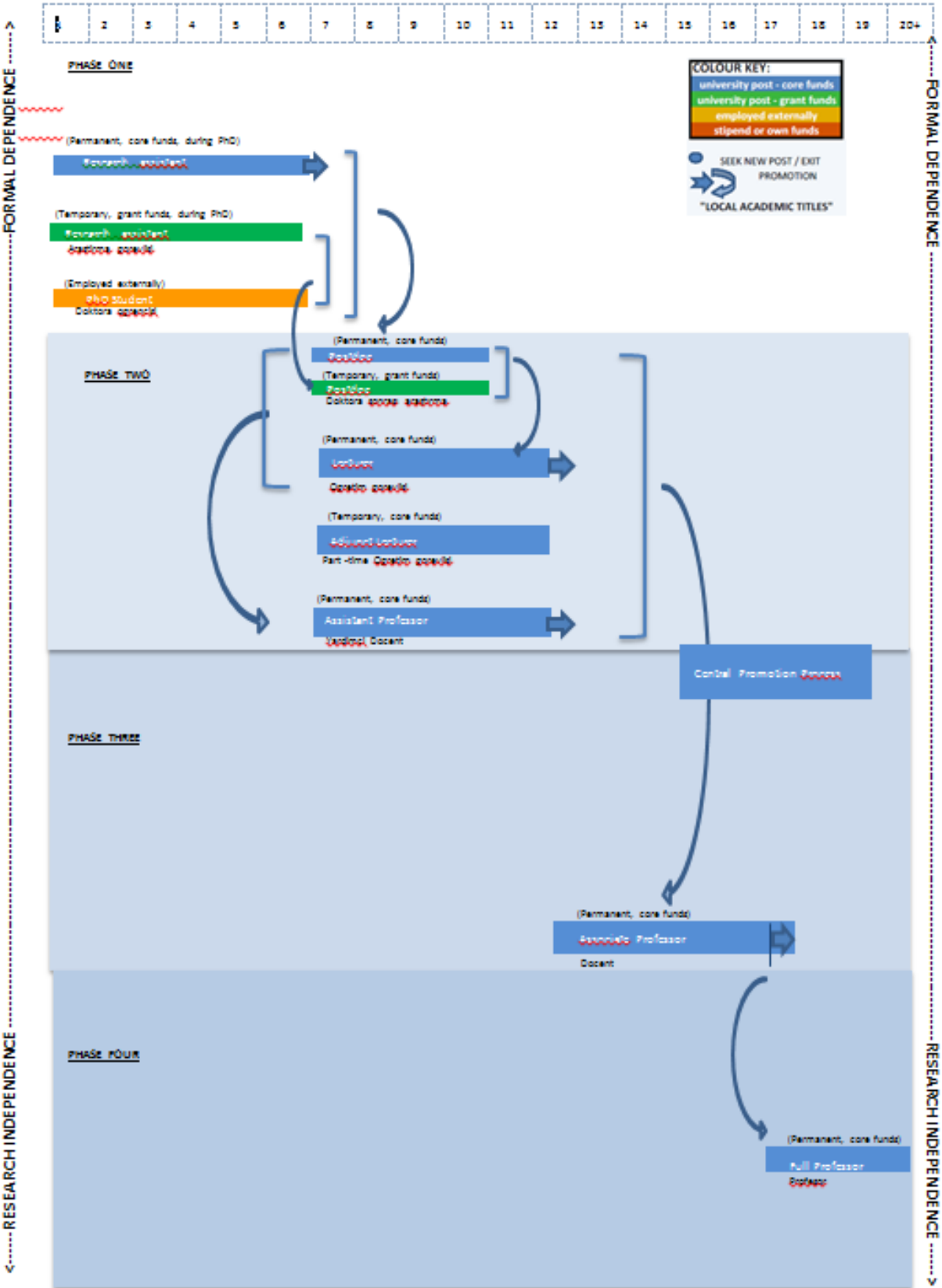
POSSIBLE RESEARCH CAREER PATHS IN DENMARK



POSSIBLE RESEARCH CAREER PATHS IN Ireland



POSSIBLE RESEARCH CAREER PATHS IN TURKEY



Exercises

HANDOUT

Career Paths and Patterns

Exercise 3: Talent and high performance pattern

Consider in pairs the following questions:

- What is a talent?
- What is excellence?
- Your own potential & resources
- How is the match with excellence criteria, own potential and resources and desires?
- How is it possible to create a better match – if needed?
- What do you need to do?

HANDOUT

Career Paths and Patterns

Exercise 4: Unwritten rules of advancement

Consider in pairs the following questions:

- What is your experience with respect to unwritten rules?
- What do you see at your institution?
- How do you relate to it?
- What sort of things could block your advancement? Could gender be such a blocker?

Training course

Module B: "Career planning strategy"

Training module content:

- Module overview
- Master plan
- Facilitator Toolkit
- Exercises

- Appendix 1: PowerPoint FESTA introduction
- Appendix 2: List of competences and definitions
- Appendix 3: Spiral/round

Module overview

Course Title		
Career Planning Strategy		
	Lecturer/s	
Type	Duration	Course Code
Workshop for 10-20 participants	3 hours	

Target group
Early and mid-level academics and researchers
Course Objectives
At the end of the training, participants will understand the necessary prerequisites to developing a successful career planning strategy
Course content
<ul style="list-style-type: none"> - Being strategic in your career planning - Understanding the 5 P's: Practice, Publications, PhD students, Proposals, Prestige) - Understanding rules, power structures, your role and what you need - The art of finding your strengths, resources and what drives you - The SOAC model (Success stories, Opportunities, Ambitions for the future and Competences) - Modelling Career Plans
Course prerequisites
Participants need to be employed in a higher education institution as a researcher or academic.
Teaching/learning materials
Presentations, exercises, templates
Teaching methods
Action based learning; presentations, exercises, templates and ppt
Assessment methods
Summative evaluation at the end of the workshop
Recommended readings and/or other information resources
Training materials and exercises provided during training

Master plan

Below you find the outline of a workshop on Career Planning Strategy. Read it carefully and then read the Facilitator Toolkit, exercises and other supplementary material. Finally fit or adjust it into your context if necessary. Read the introduction as well.

Time	Activity	Comments	Who
10.00	<p>Opening and introduction to FESTA training course "Career Planning Strategy ".</p> <ul style="list-style-type: none"> • What is being strategic? • FESTA findings • The 5 P's 	<p>Facilitator introduces how the module was developed from the FESTA project (see introduction) and introduces the specifics of the training module</p> <p>Power Point A1 (you may add an introduction, quotes from Facilitator Toolkit, and/or information about your context if needed)</p> <p>Remember to explain the 5 P's in your introduction. You have more information on the 5 P's in the Facilitator Toolkit.</p>	Facilitator
10.10	<p>Exercise 1: Being strategic in your career planning</p> <ul style="list-style-type: none"> • What is being strategic? 	<p>Groups of 3-4 participants</p> <p>Handouts with the 5 P's + pens</p> <p>The participants reflect in groups for 15 min. on what it is being strategic in your career planning</p>	
10.25	<p>Exercise 2: FESTA findings</p> <p>You need to understand the 5 P's</p> <ul style="list-style-type: none"> • Understanding the rules • Understanding the power structure • Understanding your role • Understand what you need <p>Ask the group to link them to the 5 P's</p>	<p>4 groups</p> <p>Flip-board + pen</p> <p>Handouts with findings</p> <p>Give each group one of the 4 subjects from the FESTA findings.</p> <p>The participants reflect in groups on the findings. They write their suggestions on flip-boards</p>	
10.45	Group presentation	Each group presents their reflections for 5 minutes	
11.00	<p>Presentation of the SOAC model</p> <ul style="list-style-type: none"> • Definition of the SOAC analysis • Purpose • The art of finding your strengths, resources and what drives you 	<p>Presentation of the SOAC model by facilitator</p> <p>Remember as a facilitator to say: "we present the model and walk you through it"</p> <p>This model will prepare them for filling in a Career Plan.</p>	Facilitator

11.05	<p>Exercise 3: The SOAC model</p> <ul style="list-style-type: none"> • S = Success stories • O = Opportunities • A = Ambitions for the future • C = Competences/what does it take? 	<p>One-on-one</p> <p>Handout</p> <p>The participants fill out handouts with reflections concerning SOAC. The participants reflect alone for 20 minutes</p> <p>2:2</p> <p>The participants share their reflections in pairs for 15 minutes</p>	
11.45	Introduction to Modelling Career Plans	Presentation of modelling career plans by the facilitator	Facilitator
11.50	Exercise 4: Modelling Career Plans	<p>One-on-one</p> <p>Handout</p> <p>The participants reflect individually and start filling in a career plan. Each participant spends 25 minutes filling it in</p> <p>2:2</p> <p>The participants share their reflections in pairs for 15 minutes</p>	
12.30	Sum-up: Reflections on being strategic in planning your career	Spiral/round	
12.55	Wrap-up		

Facilitator Toolkit

Here you find supplementary material to arrange a successful workshop.

FESTA findings/quotes

Quotes from the 109 FESTA interviews to be used in the introduction and during the workshop if relevant:

‘You have to do well on the five P’s basically. The five P’s are, we call them five p’s here, most people don’t actually articulate them like that, but you do have to have, you have an idea, so you do have to have publications. Yea, you do have publications, you do have to have proposal of what we call grant income. So you’d have to get funding from agencies, you do have to, well, practice, practice in companies that’s a big thing for Science Foundation Ireland on impact. So you have to have that. You have to have PhD students or students in supervising and you have to have prestige, so prestige is things like service, like editorial boards and like editor of journal special issues or external examiner or keynote speakers, they’re all part of prestige...Yea, so those are the factors that I always managed to [achieve]. Always....So I would know what good publications are so I would have something in every category’ (male researcher FESTA project, 2014).

‘You have to prioritize. You have to apply for funding that is obvious. And you have to supervise students, you have to do your research, you have to submit papers for publica – if you don’t do this you are simply out of research’ (male researcher FESTA project, 2014).

‘Be goal oriented writing your master, goal oriented writing your PhD, goal oriented writing articles when a postdoc’ (male researcher FESTA project, 2014).

‘I think so much seems to be due to chance and opportunities that come up and everything becomes a choice and you don’t know what’s going to happen in the future. You can only look back. I’ve had a lot of missteps but by the same token I can’t imagine how I could have planned my career better for the outcome.... it would be completely ludicrous to say ‘don’t worry about it something will happen’. .. Yea. Actually if I’d been more focused I probably would have on paper a more senior position, possibly, with more stability but it wouldn’t be nearly as interesting or as fun so it’s (.) but you can’t necessarily say ‘don’t worry about it you’ll end up in the best place’... People say you make your own luck but I can’t say for sure that that’s what I really did. I think I was just lucky’ (male researcher FESTA project, 2014).

‘Quite often of course people play the game, they are often more successful, no doubt about it. Yeah, just tick the boxes, you know, rather than doing good work, tick the boxes and get your promotion, which is something that doesn’t appeal to me in any form and shape at all, I’d rather do good work’ (male researcher FESTA project, 2014).

‘Sometimes that becomes a matter of playing the game. How many marks are you going to get for being an editor? How many marks are you going to get for writing another paper? But they are the kind of things that do end up happening to you at, at that sort of career level. So, that’s unless you’re very actively trying to avoid them to be honest. And in that sense they seem to be taken as indicators of professional esteem. But if I were to advise someone young and say look should you spend a lot of time an effort trying to become an editor for a journal or should you spend a lot of time and effort trying to write some more papers. I think I would go with the papers route’ (male researcher FESTA project, 2014).

‘Working on projects are surely very important. These projects can be supported by ITU or TUBITAK. If you work on research, you cannot do it without financial support. You have to publish to progress academically and for that purpose you have to follow the international journals related to your reseach subject. On the

other hand, working as referees are also important. One can gain experience by being a referee and learn to write articles better while criticizing others' (female researcher FESTA project, 2014).

'Working is very important, but also enjoying life is very important. It is also required to be social and develop your other talents. I don't think that a person will be happy at work if she is not happy at home. I think that if a person completely focusses on academic work, s/he would not be happy. You have to balance the two for a happy/enjoyful life. As the time passes and your publications increase, you feel yourself satisfied with your work' (female researcher FESTA project, 2014).

List of competences and definitions

See Appendix 2

Spiral/round

See Appendix 3

Exercises

HANDOUT

Career Planning Strategy

Exercise 1: Being strategic in your career planning

What is being strategic?

The 5 P's: Practice, publications, PhD students, proposals, prestige



HANDOUT

Career Planning Strategy

Exercise 2: FESTA findings

Link the four topics below to the 5 P's from exercise 1:

Understanding the rules:

- Know what is valued in the promotion game
 - Research outputs
 - Making yourself visible
 - Teaching awards
 - Service to the community – but high profile and high value service activities

Understanding the power structure:

- Useful professional contacts/Extensive networking/ Strong political ties/Have someone on the other side of the fence/Do favours for powerful others.
 - Develop relationships with powerful others
 - Consider how power can be used for you or against you
 - Consider how you can make yourself strategically placed and the right people know you; Join committees and work groups which show off your ability and help you develop working relationships with senior and established people in your area. Ask a more senior person to review your application for promotion.
- Follow formal rules and guidelines
 - Always follow formal rules and guidelines when applying for promotion.

Understanding your role:

- Be focused, goal oriented, prioritize. Publish in the right journals
 - Work smart. Understand the key deliverables of your role and achieve them.
 - Spend time wisely. Set goals and achieve them. Prioritize things that will advance your career.
 - Go for quality rather than quantity of research output. Aim for the journals with highest impact in your field.
 - Collaborate with senior/established academics in your field.

Understand what you need:

- Family support
 - Ask for help from family and colleagues. Manage your time so that you can achieve your career goals and have good relationships with your family and your colleagues.
- Collegial support

HANDOUT

*Career Planning Strategy**Exercise 3: The SOAC analysis***The SOAC- analysis**

<p>What are your efforts built on – which foundation are they built on and what makes you proud of them?</p> <p>Success stories</p>	<p>Where do you find support? Where do you see openings and possibilities? Where do you see obstacles you have to turn into opportunities?</p> <p>Opportunities</p>
S	O
A	C
<p>Ambitions for the future</p> <p>What development can and will you achieve? What is the way forward?</p>	<p>Competences/what does it take?</p> <p>What is needed in order to implement your goals?</p>

[This SOAC analysis is similar to a traditional SWOT analysis]

SOAC- analysis: "S" - Success stories

My success stories	Which foundation are your efforts built on and what makes you proud of them? Keywords describing why you appreciate these achievements

SOAC- analysis: "O" – Opportunities

My opportunities	Where do you find support? Where do you see openings and possibilities? Where do you see obstacles you have to turn into opportunities? Keywords describing why you see these as opportunities

SOAC- analysis: "A + C" – Ambitions for the future and Competences/what does it take?

Ambitions and what does it take?	What development can and will you achieve? What is the way forward? What is needed in order to implement your goals? Keywords describing your ambitions and what it takes

Handout

Career Planning Strategy

Exercise 4: Modelling Career Plans

You can model career plans in several ways. We present two examples, one general or open and the other more elaborated – developed from the FESTA findings.

When modelling career plans it is a good idea to remember the 5 P's:

- Publications
- Proposals
- Prestige
- PhD students
- Practice

Example 1: Career plan A template

This is a general or open plan for your own purpose. Note down the steps you have identified in your career plan.

Example 2: Career Plan B template (developed from the FESTA findings)

For your own purpose

Current Title: _____ Date Appointed: _____

Career Goal:

Objectives to achieve this goal:

All objectives should be SMART (Specific, Measurable, Achievable, Realistic and Time bound).

To acquire: International visibility

I will _____

I will _____

To acquire: Connections (formal and informal) with powerful others

I will _____

I will _____

To acquire: Networking skills

I will _____

I will _____

To acquire: A powerful position

I will _____

I will _____

To acquire: Publishing strategically

I will _____

I will _____

Training Course

Module C: "Publication strategy"

Training module content:

- Module overview
- Master plan
- Facilitator Toolkit
- Exercises

- Appendix 1: PowerPoint FESTA introduction
- Appendix 2: List of competences and definitions
- Appendix 3: Spiral/round

Module overview

Course Title		
Publication Strategy		
	Lecturer/s	
	Duration	Course Code
Workshop for 10-20 participants	3 hours	

Target group
Early- and mid-level academics and researchers, PhD students
Course Objectives
At the end of the training, participants will have learned: <ul style="list-style-type: none"> - the importance of a publications strategy - how to improve publications and access research collaborations - how to be strategic and tactical in their publications - how to get involved in promising research collaborations - how to reach the publishers that have high prestige in the field
Course content
<ul style="list-style-type: none"> - Being strategic when publishing - Where are you now? - The steps leading up to the goal - Maximizing your chances
Course prerequisites
Participants need to be employed in a higher education institution as a researcher or academic.
Teaching/learning materials
Presentations, exercises, templates
Teaching methods
Action based learning; presentations, exercises, templates and ppt
Assessment methods
Summative evaluation at the end of the workshop
Recommended readings and/or other information resources
Training materials and exercises provided during training

Master plan

Below you find the outline of a workshop on Publication Strategy. Read it carefully and then read the Facilitator Toolkit, exercises and other supplementary material. Finally fit or adjust it into your context if necessary. Read the introduction as well.

Time	Activity	Comments	Who
10.00	Opening and introduction to FESTA training course "Publication Strategy"	<p>Facilitator introduces how the module was developed from the FESTA project (see introduction) and introduces the specifics of the training module</p> <p>Power Point A1 (you may add an introduction, quotes from Facilitator Toolkit, and/or information about your context)</p> <p>PowerPoint on publication strategy – see the end of this chapter - by facilitator - include quotes</p>	Facilitator
10.15	<p>Discussion: Being strategic when publishing:</p> <ul style="list-style-type: none"> • What is being strategic? • Why is it important? • Why should you be strategic? • What do you have to take into account? 	<p>2:2</p> <p>The participants discuss in pairs for 7 minutes what it means being strategic when publishing</p> <p>Plenum: After 7 min., the participants discuss the topic in plenum for 8 minutes</p>	
10.30	<p>Exercise 1: Where are you now?</p> <ul style="list-style-type: none"> • Publications submitted, but not yet accepted • Papers rejected, but not yet revised/resubmitted • Papers you have given up on after multiple rejections • Publications in process of being written • Data available, but not written up • Data you do not think is worth writing up • Could you increase the impact of any paper recently accepted/published? 	<p>One-on-one</p> <p>Handout + pen</p> <p>The participants consider which steps they could take to progress each item. Ask colleagues for ideas. Think about how best to process and present your data.</p>	
11.00	Break		
11.15	<p>Exercise 2: The steps leading up to the goal</p> <p>In pairs, consider things to look for with respect</p>	<p>2:2</p> <p>Handout + pen</p>	

	<p>to journal selection:</p> <ul style="list-style-type: none"> - Impact factor - Subject coverage - Readership - Article types permitted - Geographical spread - Review process - Timescales - Open access - Options for supplementary material - Fees - Pre-submission enquiry - Submission process - Cultivate your network/draw on your network with respect to: <ul style="list-style-type: none"> o Editorial boards o Manage own time o Collaboration 	<p>Participants consider in pairs what to look for with respect to journal selection.</p>	
11.45	<p>Exercise 3: Maximizing your chances</p> <ul style="list-style-type: none"> • Beyond instructions to authors: <ul style="list-style-type: none"> - Thoughts on tailoring papers to a target journal - Obtaining constructive criticism - Working with co-authors - What to include in your submission form/email to give your paper a final push? • Reviewers comment – what next? <ul style="list-style-type: none"> - When to argue, when to give in - When to give up and go elsewhere - Learning from rejection • What are your next steps? 	<p>2:2</p> <p>This exercise is a reflection on what you are going to do next. Reflect on maximizing your chances.</p> <p>Flip over paper + pens required</p> <p>Handouts</p> <p>Start the exercise in pairs. You reflect on the questions from the handout.</p> <p>4:4</p> <p>Get together with another pair and form a group of 4. Reflect again and individually write down your suggestions on maximizing your chances. Use flip over paper. At the end of the exercise you have 4 individual papers with suggestions, which you hang up on the wall (as an exhibition).</p>	
12.25	<p>Exhibition – Ideas on maximizing your chances</p>	<p>This exercise is like visiting a poster session, where all the participants are walking around and reflecting on the other participant's individual ideas. Participants can also ask questions.</p>	

12.40	<p>Plenum discussion: Reflections on Publication Strategies</p> <ul style="list-style-type: none">• What stands out in the previous exercises?• What is new to you?• Name one of your next steps	<p>Spiral/round</p> <p>Participants reflect in plenum on publication strategies</p>	
12.55	Wrap-up		

Facilitator Toolkit

Here you find supplementary material to arrange a successful workshop.

FESTA findings/quotes

Quotes from the 109 FESTA interviews to be used in the introduction and during the workshop if relevant:

'When the rules are as they are right now, and there is no real chance that they will change very much in near future, it is quite clear that the focus must be on publishing. Think quality over quantity, it is of no use just to publish a lot, because you have to publish the "right" places. Expanding your network is also important, all the time. There's nothing else to do but to expand it (female academic FESTA project, 2014).

'Until you become a professor, you always work with the pressure of getting articles published. With such a pressure, you attempt to undertake research in the subject areas that you can have publications easily. The procedures and necessities do not allow you to research on the areas that you are interested' (female academic FESTA project, 2014).

'I am really worried that no one appreciates your co-authored articles. While you are applying for an associate professorship, co-authored articles do not receive the same academic points as the single author articles. In fact, working within a team, writing an article with others are the most difficult jobs in an academic career' (female academic FESTA project, 2014).

'Publishing in international SCI indexed journals as much as possible. This is the criteria of excellence in research' (male academic FESTA project, 2014).

'In terms of research excellence - publishing in top journals that's it, the high impact journals. You know that's peer review journals, that's research excellence. You know they talk about the number of PhD's and Masters (students), but nobody gives a damn' [about them] (male academic FESTA project, 2014).

List of competences and definitions

See Appendix 2

Spiral/round

See Appendix 3

Exercises

HANDOUT

Publication strategy

Exercise 1: Where are you now?

Consider which steps you could take to progress each item. Ask colleagues for ideas. Think about how best to slice your data.

- Publications submitted, but not yet accepted
- Papers rejected, but not yet revised/resubmitted
- Papers you have given up on after multiple rejections
- Publications in process of being written
- Data available, but not written up
- Data you do not think is worth writing up
- Could you increase the impact of any paper recently accepted/published?

HANDOUT

Publication strategy

Exercise 2: The steps leading up to the goal

In pairs, consider things to look for with respect to journal selection:

- Impact factor
- Subject coverage
- Readership
- Article types permitted
- Geographical spread
- Review process
- Timescales
- Open access
- Options for supplementary material
- Fees
- Pre-submission enquiry
- Submission process
- Cultivate your network/draw on your network with respect to:
 - o Editorial boards
 - o Manage own time
 - o Collaboration

Publication strategy

Exercise 3: Maximizing your chances

Reflect in groups on

- Beyond instructions to authors:
 - Thoughts on tailoring papers to a target journal
 - Obtaining constructive criticism
 - Working with co-authors
 - What to include in your submission form/email to give your paper a final push?

- Reviewers comment – what next?
 - When to argue, when to give in
 - When to give up and go elsewhere
 - Learning from rejection

- What are your next steps?

PowerPoint: Publication Strategy



The slide features a blue header and a large orange graphic on the left consisting of a network of circles and lines. The main title is "FESTA Training module Publication Strategy". To the right is a vertical collage of scientific images including a globe, a microscope, and various lab equipment. At the bottom, there is a blue banner with the text: "These activities and FESTA have received funding from the European Union, Seventh Framework Programme (FP7/2007-2013) under grant agreement n° 247224" and the European Union flag.

FESTA Training module Publication Strategy

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Publication Strategy

- Why?
- Publication record is increasingly important in career progression;
- The growth of published research articles has increased substantially and there is huge competition for authors to get themselves published in journals with high impact factors;
- Being strategic about publications saves time and effort and maximises impact;

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5 factor publication strategy

1. Publish in high-impact journals
2. Collaborate with other researchers
3. Ensure your research is easily identifiable
4. Increase the visibility of your publications
5. Communicate and promote your research

But first, learn how to craft a journal article

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Seventh Framework Programme (FP7/2007-2013) under grant agreement n° 247528



Crafting a Journal Article

1. Crafting the article
2. Analysing the journal
3. The Peer Review Process
4. Receiving feedback, revising and resubmitting



Crafting a Journal Article

- Do not write comprehensively and then plan to find an appropriate 'place' for your writing - rather, analyse target journals carefully as you go along, and then write with the benefit of this analysis;
- Get several copies and scan recent editions of your chosen journal;
- Read full instructions for authors, check website and print off all relevant author info;
- Work out how you can tailor your work to suit the journal's agenda;
- In your introduction you could locate your work within related studies published in this (and other) journals;
- Write to the editor with an initial inquiry.

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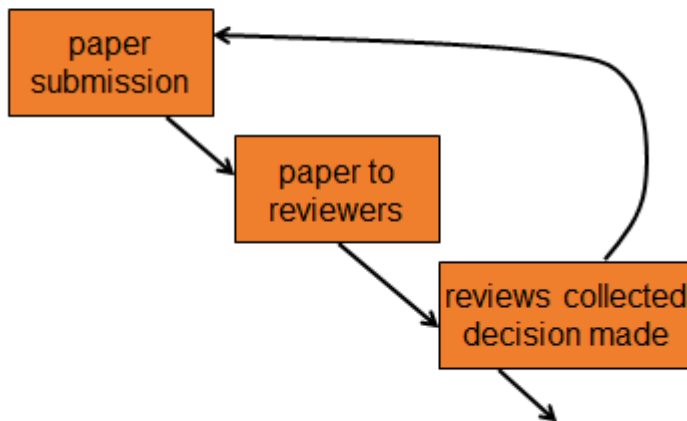
Analysing a journal

- List the headings and sub-headings used in two or three papers
- Check the methodologies and frameworks that are used
- How long and how defined is each section of the paper
- Read the Instructions to Contributors carefully and follow all of the requirements for style, referencing, word length, anonymise the text and so on.

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The peer review process



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Receiving feedback, revising and resubmitting

- Read the feedback carefully.
- Address each point as comprehensively as you can...
- Be positive while revising and address each major point.
- If you disagree with a reviewer's comment, say so and provide a reasoned argument.
- Dealing with rejection – learn from the experience.

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Peer Review

- Take reviews seriously
 - Peer reviews are fundamental to improve scientific work
- Help the community as a reviewer
 - You may say no, but more often you should say yes

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1. Publish in High Impact Journals

- The Journal Impact Factor (JIF), SCImago Journal Rank (SJR) or other impact factor type metrics are a useful guide to help authors to select high impact journals in their field.
- Try to publish in quartile 1 or 2 journals in their research field i.e. journals that are in the top 50% based on the Journal Impact Factor (JIF) or SCImago Journal Rank (SJR).
- <https://jcr.incites.thomsonreuters.com/>
- SJR: <http://www.scimagojr.com/journalrank.php>

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2. Collaborate with Other Researchers

- Collaborate with authors outside your institution and outside your home country.
- Co-authored papers are cited more frequently.
- Collaboration leads to more citations
- Collaboration leads to better quality research due to complementary skills of the researchers

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3. Ensure your research is identifiable

- Use the same version of your name consistently;
- Always use the same institutional name variant; (e.g. Trinity College Dublin; University of Dublin, Trinity College)
- Create an online researcher profile (e.g. ORCID, ResearcherID and Google Scholar Profiles)

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3. Ensure your research is identifiable

ORCID (Open Researcher & Contributor ID) is a registry of unique identifiers for researchers and scholars. <https://orcid.org/>.

ResearcherID enables you to manage your publication lists, track your Web of Science times cited counts and h-index, and avoid author misidentification.

<http://www.researcherid.com/>

Google Scholar Profiles. In the 'My Citations' service of [Google Scholar](https://scholar.google.com/), you can create a profile.

<https://scholar.google.com/>

Your ResearcherID can link to your ORCID account.

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4. Increase the visibility of your publications

Take care when selecting the Title, Abstract and Keywords of your article to ensure they are picked up in the search results of databases.

Make your publications freely available on the Web via Open Access (OA). Open Access articles receive more citations than articles published in subscription based journals. (*Be aware of copyright restrictions*).



5. Communicate and Promote your research.

- Social Media (Twitter, Blogs, Slideshare)
- Academic Social Networking Sites (ResearchGate, Academia.edu)
- Attend and present at conferences to communicate and promote your research and to meet potential collaborators

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Dr Fintan Bracken, University of Limerick, Ireland.

Web: <http://libguides.ul.ie/research>.

Prof Carlo Ghezzi, Politecnico di Milano, Italy.

Web: cse.unl.edu/~grother/nsefs/07/GhezziPubStrat.ppt

References

Bracken, F. (2014) '5 ways to increase the impact of your research!', in *UL Hospitals Annual Research Symposium 2014*, Limerick, 24 Oct 2014, available: <http://ulir.ul.ie/handle/10344/4125> [accessed 02 Apr 2015].

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THANK YOU!

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Training course

Module D: “Academic networking & visibility”

Training module content:

- Module overview
- Master plan
- Facilitator Toolkit
- Exercises

- Appendix 1: PowerPoint FESTA introduction
- Appendix 2: List of competences and definitions
- Appendix 3: Spiral/round

Module overview

Course Title		
Academic Networking & Visibility		
	Lecturer/s	
Type	Duration	Course Code
Workshop for 10-20 participants	3 hours	

Target group
Early and mid-level women academics and researchers, PhD students
Course Objectives
At the end of the training the participants will be able to: <ul style="list-style-type: none"> - gain a sound understanding of research career dynamics - understand the relationship between research excellence and professional visibility - (understand the concepts of professional visibility and research excellence and their interrelationship) - critically assess the role of different factors which have significant impact on career progression - be able to implement helpful tools and structures for professional networking - apply approaches and instruments for professional improvement - deal with complex issues regarding career planning and scientific advancement
Course content
<ul style="list-style-type: none"> - Why network? - What is a good networker? - Your existing networks - Expanding your networks - Being visible – how? - Drawing out one's strengths - Working with networking and visibility
Course prerequisites
Participants need to be employed in a higher education institution as a researcher or academic
Teaching/learning materials
Presentations, exercises, templates
Teaching methods
Action based learning; presentations, exercises, templates and ppt.
Assessment methods
Summative evaluation at the end of the workshop
Recommended readings and/or other information resources
Training materials and exercises provided during training

Master plan

Below you find the outline of a workshop on Academic Networking & Visibility. Read it carefully and then read the Facilitator Toolkit, exercises and other supplementary material. Finally fit or adjust it into your context if necessary. Read the introduction as well.

Time	Activity	Comments	Who
10.00	Opening and introduction to FESTA training course "Academic Networking & Visibility " <ul style="list-style-type: none"> • Why network? • Where do I start? • Face-to-face networking • Electronic networking • Using your contacts • Networking with the "wrong ones" • FESTA findings 	Facilitator introduces how the module was developed from the FESTA project (see introduction) and introduces the specifics of the training module Power Point A1 (you may add an introduction, quotes from Facilitator Toolkit, and/or information about your context)	Facilitator
10.05	Plenum discussion: what is a good networker?	Spiral/round Participants reflect on: what is a good networker?	
10.20	Exercise 1: Your existing networks Identify persons you rely on in reaching your goals: <ul style="list-style-type: none"> • Professional and strategic support network • Your inner circle • Strong and weak relations • Active and passive contacts 	One-on-one Handout + pen. Each participant reflects and draw own network.	
10.40	Exercise 2: Expanding your networks <ul style="list-style-type: none"> • How can you develop your network? • Which relationships do you need to develop in order to reach your goals? • Do you consider networking as a work-related task? • How do you network? • How can you network more strategically? <ul style="list-style-type: none"> - People who are good to know - Build your relations 	In groups of 3-4 participants Handouts with questions - discuss in groups based on the questions.	
11.10	Plenum discussion: Reflections concerning networking	Spiral/round	
11.25	Break		
11.40	Introduction to visibility <ul style="list-style-type: none"> • How do you promote your own work? • Who presents the work of your group? 	Introduction by facilitator. Networking does not take place automatically – you need to make	Facilitator

	<ul style="list-style-type: none"> • How visible are you at meetings? • Do other people notice you? • How do you present yourself? 	yourself visible	
11.50	<p>Exercise 3: Digging for gold</p> <ul style="list-style-type: none"> • Drawing out one's strengths 	<p>3:3</p> <p>You need pens and post-its</p> <p>Handout</p> <p>Form groups of three. 5 min. each.</p> <p>This exercise serves as inspiration for identifying biggest strengths.</p> <p>Each participant: talk for 5 min. about the 3 tasks that give you the greatest satisfaction. You are digging for gold. Be careful to unfold them and be specific and concrete on why and what gives you satisfaction.</p> <p>Two observers listen for strengths, skills, values and positive characteristics. When identifying one of these, they write it down on a post-it and place it on the arm of the person as feedback.</p>	
12.05	<p>Exercise 4: Self-reflection</p> <ul style="list-style-type: none"> • Based on post-it inputs from the two observers in the previous exercise, write a short 3-5 minutes presentation of yourself. 	<p>One-on-one</p> <p>You need pen and paper</p> <p>Handout</p>	
12.20	<p>Plenum discussion: How will you work with networking and visibility?</p> <ul style="list-style-type: none"> • Next steps: postcard to self: <ul style="list-style-type: none"> - Write three things down, which you will do in the next six months to increase your visibility and/or expand your network • What did you get out of today's work? 	Spiral/round	
12.55	Wrap-up	Spiral/round	

Facilitator Toolkit

Here you find supplementary material to arrange a successful workshop.

FESTA findings/quotes

Quotes from the 109 FESTA interviews to be used in the introduction and during the workshop if relevant:

'I cannot imagine simply a person who would be visible only locally that could progress anywhere. Not in my area. That is simply impossible. We would not even consider any promotion for a person who is not visible internationally. Not just outside the university but would have to be visible internationally to be considered for any promotion in the system here. So it would be out of the question' (male academic, FESTA research, 2014).

'Networking is very important. This is one aspect of academic career: that you need strong network and these days large, international network of people. Without this it is simply impossible. So to develop such a network is very important. You have to be proactive, to know approaching people and build new contacts, also maintaining contacts. And people do it in various ways. Of course there is academic aspect there is also social aspect involved. But this is very important. We live in an age where you cannot simply sit by yourself in a dark room. Of course there are some people who could do this but the most natural career development involves developing network; It is a very important aspect' (male academic, FESTA research, 2014).

'It is important as a young scientist to go abroad and at an early stage in your career focus on international network and contacts; It makes a difference on your CV' (female academic, FESTA research, 2014).

'For me, networking is much easier for men. I generally observe that men can easily get together. They gather frequently to play football for instance. I do not why women are not talented at networking! Social networks are crucial for better relations in academia and getting socialized is easier for men compared to women' (female academic, FESTA research, 2014).

'I definitely can assert that the experience which I obtain in collaborating with colleagues outside the university has very strong impact on my achievements as well as on the research work of my department' (male academic, FESTA research, 2014).

'It is prerogative for career progression that you are invited for scientific meetings and present your own research'(female researcher FESTA project, 2014).

'Professional visibility is critical and important. For example, if you become an editor of a journal, then you decide which article is going to be published. So, this is a very significant position. If you are invited to give a speech, then, this means you are the best of your study area. But at the end I should say that becoming a journal editor is the most important one among all academic activities, such a position is really important' (male academic, FESTA research, 2014).

'Professional visibility is highly critical. For instance, getting invited as a speaker and giving a presentation, becoming a member of any juries, attending scientific meetings, participating in TUBITAK (The Scientific and Technological Research Council of Turkey) Project Meetings... Such activities are all important in terms of a researcher's relation with other colleagues. It's really significant to spend time with other researchers. By being part of such activities, you feel yourself like an "academician". Especially if you are an invited speaker, then, this really makes difference to your visibility' (female researcher FESTA project, 2014).

'Networking dominates 50% of your career progression and one should be qualified enough to be a part of a particular network. Of course, people who will accept you to their network should not be prejudiced. They should be open to include new people to their network. But if you are trying to ask if gender makes difference while trying to be included in a network, I do not know, maybe gender affects' (male academic, FESTA research, 2014).

'My network has contributed a lot to my career advancement; in fact, my success is due mostly to this network of professional contacts, almost entirely to it!' (male academic, FESTA research, 2014).

'I think that relationships at work is very important in terms of the advantages they provide at private sector and academia. For that reason, student clubs are very important beginning from undergraduate studies. The reason why I have more networks other than mechanical engineering is because I was a member of different student clubs. By my club membership, I had the chance to know many people in the field of business administration, economics and natural sciences. Many of my contacts provided me with opportunities in later years. Since my income as an academic is not enough for me to live in Istanbul, these industry-based projects provided me with the necessary financial support. You can only support yourself financially if you have an income from your family or industry. Therefore we need to conduct projects for industry and earn money. And we need to keep the pipeline of the projects full. The process of sustaining continuity in projects necessitates a tiring effort' (female academic, FESTA research, 2014).

'Surely, for example I was able to go to Germany to do research as I have had a contact with an academic in that university for several years' (female academic, FESTA research, 2014).

'I suppose I'm doing research and teaching in the same way that my head of department would be doing it. Some of them [colleagues] would possibly have better networking contacts external to the university, which allows them [colleagues] to get into European projects, perhaps, which is not that easy to do and that would really be from early stage career where they worked in other countries or universities or whatever. I suppose I'd be fairly similar really, I think it's the ability to network internationally that I was probably slow to do at the start of my career and networking is something I'm slow to do as well but it just takes time you know' (male academic, FESTA research, 2014).

'But I think, you know, as a PhD student, making your network is so important but you also need a supervisor there to help you, I think that's important, a colleague or, even if it's just two PhD students, you need to have somebody with you' [at a conference] (female academic, FESTA research, 2014).

List of competences and definitions

See Appendix 2

Spiral/round

See Appendix 3

Exercises

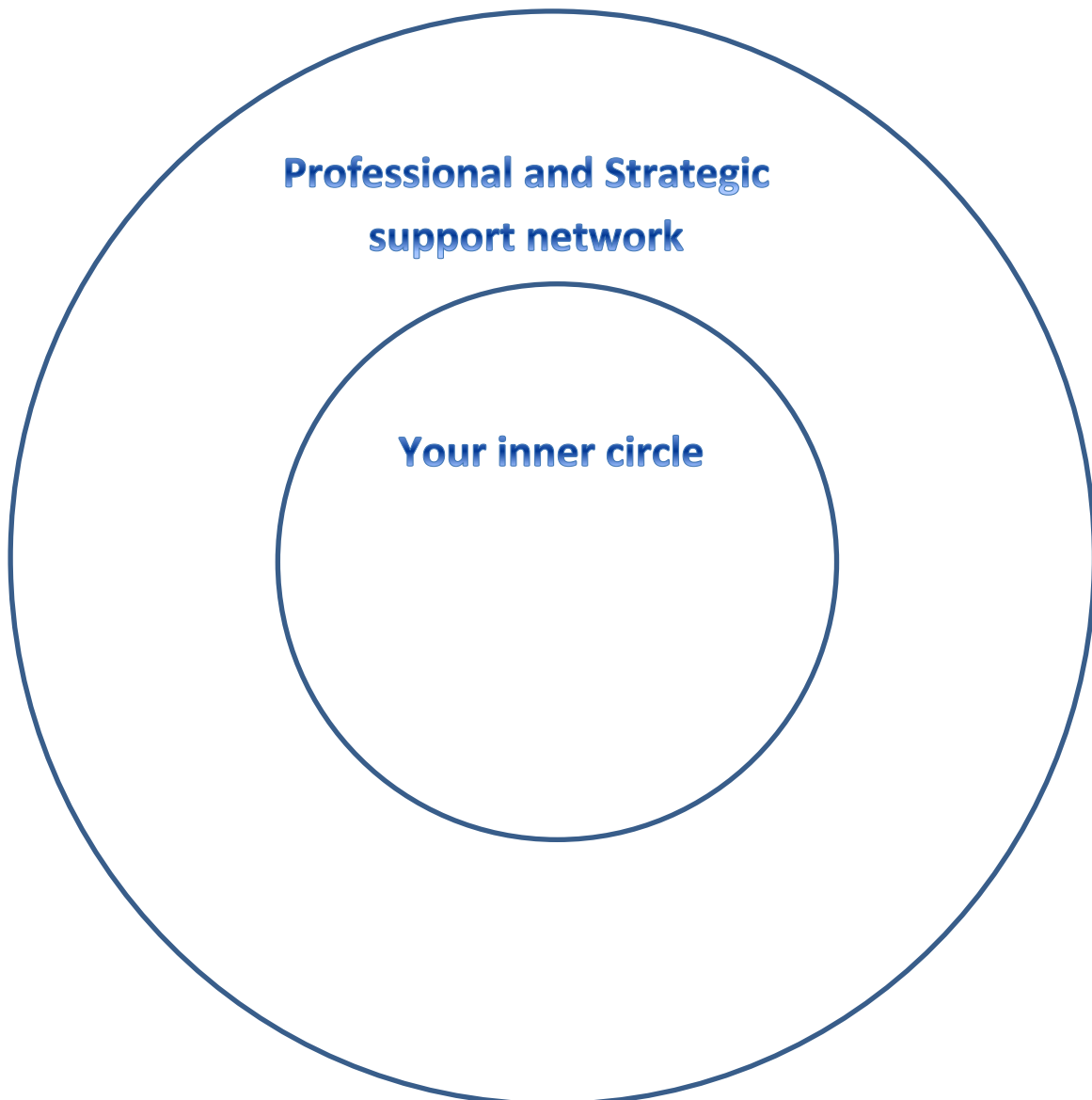
HANDOUT

Academic Networking & Visibility

Exercise 1: Your existing Network

It is a good idea to have a network with which you can discuss career challenges. A network is a resource because we can use the persons in the network to discuss our considerations, receive good advice, make them recommend us etc. A network can consist of: family, friends, colleagues, former fellow students, your leader and your partner/spouse.

Identify persons you rely on in reaching your goals



HANDOUT

Academic Networking & Visibility

Exercise 2: Expanding your Network

Reflect in groups on the following questions:

- How can you develop your network?
- Which relationships do you need to develop in order to reach your goals?
- Do you consider networking as a work-related task?
- How do you network?
- How can you network more strategically?
 - People who are good to know
 - Build your relations

HANDOUT

Academic Networking & Visibility

Exercise 3: Digging for gold

Each participant in the group of 3 persons talks for 5 minutes. This serves as inspiration for your biggest strengths, which you are going to use in Exercise 4.

Talk about the 3 tasks that give you the greatest satisfaction – dig for gold. When you talk, be careful to unfold them and be specific and concrete on: what and why it gives you satisfaction.

The 2 other persons in the group are observers. They sit and listen for skills, strengths, values and positive characteristics that you describe when telling about your three tasks. When identifying one of these, they write it down on a post-it and place it on the arm of the person, who is digging for gold as a feedback.

HANDOUT***Academic Networking & Visibility******Exercise 4: Self-reflection***

Use the post-it notes from the previous exercise and feel free to be inspired by inputs from previous exercises.

Based on post-it inputs from the 2 observers, write a short 3-5 minutes presentation of yourself.

Then:

1. Link these skills to three of your biggest strengths
2. How does the feedback (the post-its) give you input on how to increase your visibility and expand your network and how to overcome obstacles and resistance?
3. Prepare a self-presentation as if you were someone else recommending you (be proud and use positive words)
 - How do you present yourself when networking?
 - How do you stand out?
 - How will you be remembered?
4. Practice presenting yourself with confidence

Training Course

Module E: "Women and negotiation"

Training module content:

- Module overview
- Master plan
- Facilitator Toolkit
- Exercises

- Appendix 1: PowerPoint FESTA introduction
- Appendix 2: List of competences and definitions
- Appendix 3: Spiral/round

Module overview

Course Title		
Women and Negotiation		
	Lecturer/s	
Type	Duration	Course Code
Workshop for 10-20 participants	3 hours	

Target group
Early and mid-level women academics and researchers, PhD students
Course Objectives
At the end of the training, participants have been introduced to: <ul style="list-style-type: none"> - negotiating styles - negotiating strategies - an understanding that career negotiations extend far beyond salary and bonus
Course content
<ul style="list-style-type: none"> - Key points on negotiation - Personal inventory – a recent negotiation, your counterpart, issues and options - Practicing skills - Negotiation styles and strategies – based on cases - Women and negotiation
Course prerequisites
Participants need to be employed in a higher education institution as a researcher or academic
Teaching/learning materials
Presentations, exercises, templates
Teaching methods
Action based learning; presentations, exercises, templates and ppt
Assessment methods
Summative evaluation at the end of the workshop
Recommended readings and/or other information resources
Training materials and exercises provided during training

Master plan

Below you find the outline of a workshop on Women and Negotiation. Read it carefully and then read the Facilitator Toolkit, exercises and other supplementary material. Finally fit or adjust it into your context if necessary. Read the introduction as well.

Time	Activity	Comments	Who
10.00	Opening and introduction to FESTA training course "Women and Negotiation" <ul style="list-style-type: none"> • Women tend to shy away from negotiation and take what is handed to them • Key points on negotiation 	Facilitator introduces how the module was developed from the FESTA project (see introduction) and introduces the specifics of the training module Power Point A1 (you may add an introduction, quotes from Facilitator Toolkit, and/or information about your context) Use the article in the facilitator toolkit: "Key points related to negotiation"	Facilitator
10.10	Exercise 1: Personal inventory <ul style="list-style-type: none"> • A recent negotiation • Your counterpart • Issues and options 	One-on-one Handout Pen and paper	
10.30	Group reflection <ul style="list-style-type: none"> • Share one example from the past when you made an 'Ask': <ul style="list-style-type: none"> - What happened? - What was your negotiation? - How prepared were you? 	In groups Participants share their reflections in groups Handout	
11.00	Exercise 2: Practicing Skills <ul style="list-style-type: none"> • What is the situation? • What do you know about your counterpart? • What specific results or value do you bring to your counterpart in delivering their results? 	2:2 Handout The participants share their reflections and experiences in pairs	
11.25	Group reflection <ul style="list-style-type: none"> • What is your proposal? • How does your 'Ask' resolve your issue? • Does your proposal make you and your counterpart better off? 	In groups Handout Participants share their reflections in groups	
11.40	Break		

11.55	Negotiation styles and strategies	Intro by facilitator	Facilitator
12.05	Exercise 3: Negotiating strategies based on cases	<p>3 groups of 3-4 participants</p> <p>Pen and paper</p> <p>Each group is assigned a case</p> <p>Read the case and come up with ideas for negotiating strategies for your group's example. You work on this for 15 minutes.</p> <p>Each group then spends 5 minutes presenting their solutions/recommendations written on the flip-board</p>	
12.35	<p>Plenum discussion: reflections on women and negotiation</p> <ul style="list-style-type: none"> • What did you discover in your discussions? • Which points do you take with you? 	Participants discuss women and negotiation	
12.55	Wrap-up: one word - what do I take with me?	Spiral/round	Facilitator

Facilitator Toolkit

Here you find supplementary material to arrange a successful workshop.

FESTA findings/quotes

Quotes from the 109 FESTA interviews to be used in the introduction and during the workshop if relevant:

'I actually negotiated, I thought, quite well at the time to come in at the second point of the salary scale' (female academic FESTA project, 2014).

A female academic subsequently reviewed her negotiation skills when she realized her male colleagues had negotiated salaries at higher points on the scale than she did. However she did not place a high value on her own ability 'but that was about the limit of my achievements' (female academic FESTA project, 2014).

'But I think society and maybe this environment expects that if you are going to be a girl in this position you have to be a different type of girl. You have to be, [single minded] Nothing else comes in your way and you have to fight harder, you do, if you want to get places as a woman, definitely in academia, I think so' (female researcher FESTA project, 2014).

'I know one academic here works from home two days a week. I don't know if I'd be able to get away with that...even though my head of department probably would be aware I would be working, whereas I find there's a couple of [male] members of staff here who have no problem, maybe they have more of a neck on them than I do to say 'look we're working from home and you know don't be knocking at my door' (female academic FESTA project, 2014).

List of competences and definitions

See Appendix 2

Spiral/round

See Appendix 3

Supplementary material: Key points related to negotiation

Source: Prof. Margaret NaleMichelle R. Clayman Institute for Gender Research, Stanford University

Negotiation is problem solving

Instead of approaching negotiations as a win/lose situation, see if you can come to an agreement that makes all parties better. Successful negotiations do not begin as a demand or ultimatum. They start with the question, 'Is there an alternative solution that can benefit both you and me?'

The goal is not to get a deal. The goal is to get a good deal

Getting a good deal is the desired outcome of a negotiation. Agreement is not. Every bad deal is a deal to which you have agreed. To define a good deal, understand these things upfront:

- What are your *alternatives*? What do you have 'in hand' in case a new agreement is not reached? The person with superior alternatives does better.

- What is your *reservation*? The cotton line – below this, you are better off walking away. Above this, you are better off.
- What is your *aspiration* for the deal? What is your realistic view of the best possible outcome? Aim high, but also support your goals with arguments about why your 'Ask' is reasonable.

Four steps to achieving a successful negotiation

1. **Assess.** Do the benefits of engaging in this negotiation outweigh the costs? Can you have influence in this situation? What is the price you are willing to pay to avoid negotiating?
2. **Prepare.** What are your interests in this negotiation? What are the interests of your counterpart?
3. **Ask.** Engage with your counterpart. You have unique information your counterpart needs. Your conversations with your counterparts give you the opportunity to share this information as well as listen to their perspective.
4. **Package.** Make proposals that package together issues and solutions. Start with the results you can deliver to your counterparts, your team, or your organization. Do not negotiate issue-by-issue. Use 'if/then' statements as a tool to present your 'Ask'.

Women increase the chance of a success when a proposal is framed in terms of benefits to your counterparts, team, or organization

Women fare better in negotiation when competence is paired with a 'communal' approach that considers the good of your counterpart, your team, and/or the organization as a whole. A well-prepared 'Ask' package issues together (rather than asking for a single request, like more money) and frames the proposal as benefitting the group as a whole.

Three questions to prepare women to enter a negotiation

Women face unique challenges and opportunities in negotiating. Use these questions to negotiate with greater success.

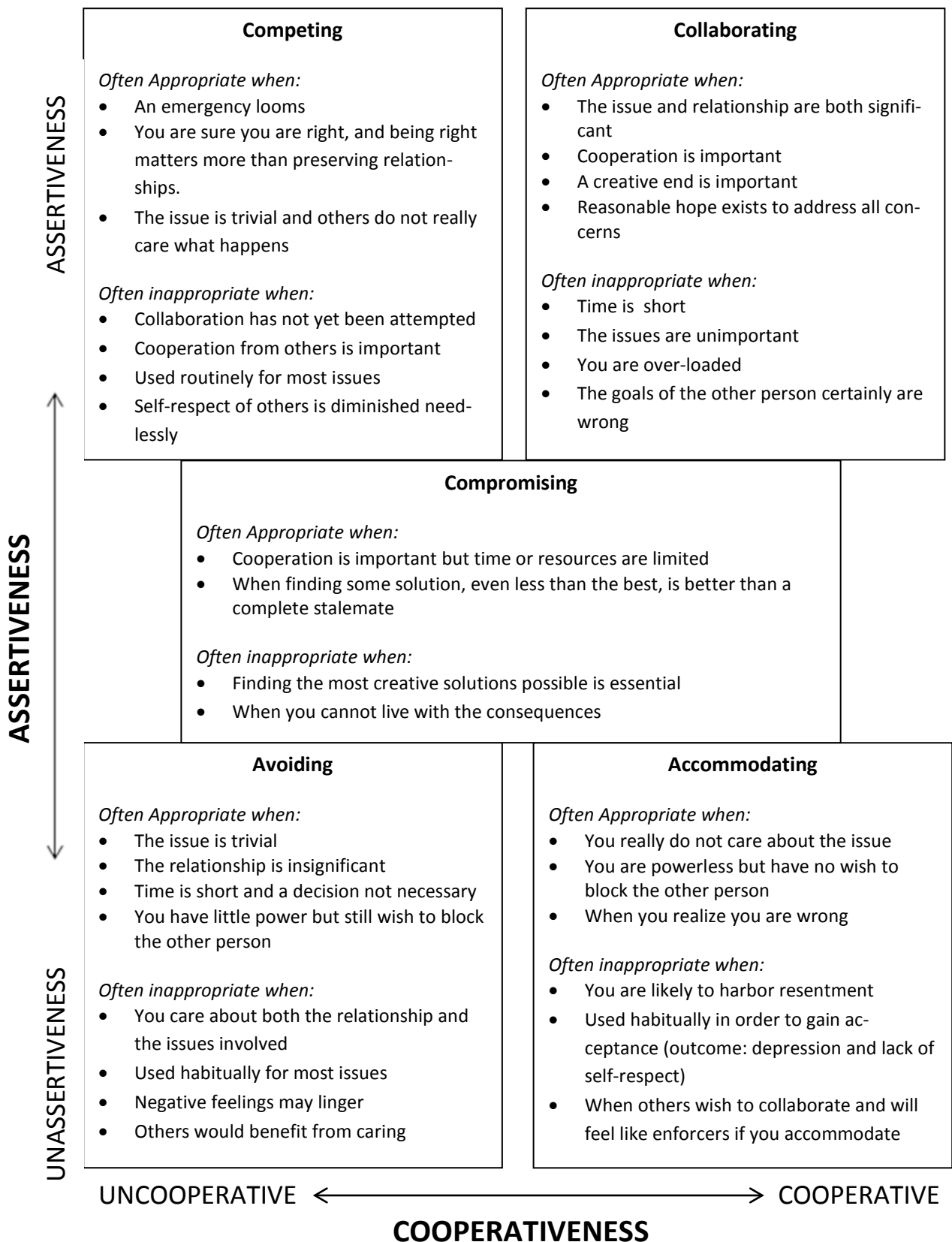
1. **Why** are you asking? How will my solution or desired outcome benefit my counterpart, my team, and/or organization? Start with the benefits to your counterpart, team, or organization.
2. **How** are you asking? Are you bundling your request with benefits to your counterparts, team, or organization? Package individual requests together into a proposal using 'if/then statements'. Stay away from single-issue negotiations.
3. **For whom** are you asking? If you are able to achieve these desired outcomes, who else will benefit? How does your proposal represent the interests of your family, your group, or your cause? When you are asking, think about how your proposal benefits them

Negotiating is more than a salary discussion

Many of us only think of using negotiation on contracts or around salary. Instead, think of situations at work and in your personal life as opportunities to create value so that you can get more of what you want and your counterparts get solutions that meet their needs.

Supplementary material: Negotiation styles – when to use which style?

Source: Ombuds Office | HMS - Harvard Medical School



Supplementary material: Negotiating Strategies for women

Source: *Negotiation Strategies for Women, Harvard Law School*

- Fend off backlash by linking own demands to organizational gains
- Employ 'relational accounts' when negotiating – using 'we' language, referencing supervisor report
- Combine niceness with insistence, a style called 'relentlessly pleasant'
- Identify your 'leadership purpose'
- Practice in low-risk environments

Exercises

HANDOUT

Women and Negotiation

Exercise 1: Personal Inventory

Reflect on the questions below:

1. Think of a recent negotiation. What were the benefits of undertaking this negotiation? What were the risks of undertaking this negotiation?
2. What was important to your counterparts? What was important to you? In what areas did you and your counterpart share the same interests?
3. What were the different issues and options you packaged in your proposal? How did the proposal benefit your counterparts? What was the outcome?

For example

In a job change, you could package your role definition, responsibilities, and expected results that benefit your team and organization, as well as title, salary, equity, time commitment, etc.

HANDOUT

Women and Negotiation

Exercise 2: Practicing Skills

Share with another participant an unresolved issue that you would like to resolve with an 'Ask'.

- What is the situation? Who is your counterpart?
- What do you know about your counterpart? What is important to them? What results are they responsible for generating?
- What specific results or value do you bring to your counterpart in delivering their results?
 - Assess. Do the benefits of engaging in this negotiation outweigh the costs? Can you have influence in this situation?
 - Prepare. What are your interests in this negotiation? What are the interests of your counterpart? What are your alternatives to this negotiation?
 - Ask. When you engage with your counterpart, what is the unique information that you have to share? What is the unique information you would like to get? Practice your negotiation with a participant.
 - Package. What are the different issues you can package in this negotiation? Think of using 'if/then' statements.

HANDOUT

Women and Negotiation

Exercise 3: Negotiating strategies based on cases

"Everytime you encounter a "no", see it as an invitation to negotiate"

"The hardest negotiations often take place inside you before you ever reach a negotiating table. This is when you talk yourself down to the lowest possible expectations"

Case 1:

A female academic subsequently reviewed her negotiation skills when she realized her male colleagues had negotiated salaries at higher points on the scale than she did. However, she did not place a high value on her own ability 'but that was about the limit of my achievements' she said.

Case 2:

I know one academic here works from home two days a week. I don't know if I had been able to get away with that even though my Head of Department probably would be aware I would be working, whereas I find there's a couple of [male] members of staff here, who have no problem - maybe they have more of a neck on them than I do to say 'look we're working from home and you know don't be knocking at my door'.

Case 3:

[Salary negotiation] is not something I was aware of at all, and it is perhaps a woman thing, but you can actually negotiate a whole lot of pay supplements. I never thought about it, and I consider it [negotiating my salary]. I simply did not know, before I attended a job interview with a male candidate that people negotiate wages the way they do. And that is exactly why I have been thinking about it lately because I will not -by not negotiating - help making the statistics bad, but it is a little bit like a meta-motivation in a way.

Case 4:

A female associate professor mentions in passing to her Department Head that she has declined an invitation to a conference abroad because she doesn't want to drain the department budget, which she knows is tight this year. The Head of Department asks her why and if she is aware that none of her male colleagues would hold themselves back.

Training Course

Module F: “Power & politics – playing the game”

Training module content:

- Module overview
- Master plan
- Facilitator Toolkit
- Exercises

- Appendix 1: PowerPoint FESTA introduction
- Appendix 2: List of competences and definitions
- Appendix 3: Spiral/round

Module overview

Course Title		
Power and Politics – playing the game		
	Lecturer/s	
Type	Duration	Course Code
Workshop for 10-20 participants	3 hours	

Target group
Early and mid-level women academics and researchers, PhD students
Course Objectives
At the end of the training, participants will be able to: <ul style="list-style-type: none"> - Identify strengths and weaknesses in various aspects of formal and informal decision-making processes and practices - Critically assess the consequences of informal relations (based on doing favors) on the departmental/institutional culture - Understand the impact of inner circles (informal relations) for the institution's performance in general and their own career in particular
Course content
<ul style="list-style-type: none"> - Enablers, barriers, resistance - Informal decision making processes - Decision making processes and how they influence your career - Master Suppression Techniques - Strategies to counter disempowerment - Power, politics and your career in Academia
Course prerequisites
Participants need to be employed in a higher education institution as an academic or researcher
Teaching/learning materials
Presentations, exercises, templates
Teaching methods
Action based learning; presentations, exercises, templates and ppt
Assessment methods
Summative evaluation at the end of the workshop
Recommended readings and/or other information resources
Training materials and exercises provided during training

Master plan

Below you find the outline of a workshop on Power & Politics – playing the game. Read it carefully and then read the Facilitator Toolkit, exercises and other supplementary material. Finally fit or adjust it into your context if necessary. Read the introduction as well.

Time	Activity	Comments	Who
10.00	<p>Opening and introduction to FESTA training course "Power & Politics – playing the game"</p> <ul style="list-style-type: none"> • Enablers: <ul style="list-style-type: none"> - Access to those with positional authority - Not what you know, but who you know - Patronage of powerful others - Obtain administrative power - Build a high profile - Build allegiance to a superior or group • Barriers: <ul style="list-style-type: none"> - Gender bias - Reliance on Supervisor relationship - Stereotypes • Resistance: <ul style="list-style-type: none"> - In the institution - In society - In the family 	<p>Facilitator introduces how the module was developed from the FESTA project (see introduction) and introduces the specifics of the training module</p> <p>Power Point A1 (you may add an introduction, quotes from Facilitator Toolkit, and/or information about your context)</p> <p>PowerPoint: Power & Politics</p>	Facilitator
10.15	<p>Exercise 1: Informal decision making processes</p> <ul style="list-style-type: none"> • How do I understand Power & Politics in Academia • Identify the informal decision making structures and processes at your institution • Identify types of power in your institution (positional, administrative etc.) • Identify Inner circles and reflect on their influence • Do you see any gendered patterns or resistance because of gender? • How do these impact your life and opportunities? 	<p>2:2</p> <p>Handout</p> <p>In pairs, the participants identify the informal decision-making processes in their institution</p>	
10.40	<p>Plenum discussion: reflections concerning decision making processes and how they influence your career</p>	<p>Spiral/round</p> <p>The participants reflect on decision-making processes and how they influence your career.</p>	
11.00	<p>Break</p>		

11.15	Master Suppression Techniques	PowerPoint: Master Suppression Techniques	Facilitator
11.25	<p>Exercise 2: Master Suppression Techniques</p> <ul style="list-style-type: none"> Objectives: <ul style="list-style-type: none"> - Recognize that privilege is unearned - Recognize the diversity present within the group - Explain different types of privilege - Recognize the importance of not making assumptions - Recognize how valuable diversity is to your Institution 	<p>3 groups with 3-4 participants</p> <p>Flip board + pen</p> <p>Handout with cases</p> <p>Reflect in groups on the cases</p> <p>Write solutions/recommendations on the flip board.</p>	
11.55	<p>Group presentation:</p> <ul style="list-style-type: none"> Strategies to counter disempowerment 	<p>3 groups from the previous exercise</p> <p>Each group spends 15 minutes presenting their solutions/ recommendations to counter disempowerment to the other groups.</p>	
12.40	<p>Plenum discussion: reflections concerning power, politics and your career in Academia</p> <ul style="list-style-type: none"> What have been the most important themes in your discussions? 	<p>Spiral/round</p> <p>Participants discuss power, politics and your career in Academia.</p>	
12.55	Wrap-up: one word - what do I take with me?	Spiral/round	Facilitator

Facilitator Toolkit

Here you find supplementary material to arrange a successful workshop.

FESTA findings/quotes

Quotes from the 109 FESTA interviews to be used in the introduction and during the workshop if relevant:

'My career began accelerating from the moment when ... I became director of a department, and I think, it boosted very strongly my interests, my ambition, my work, and that was a turning point in my career' (female researcher FESTA project, 2014).

'So, the head of department at the moment is very, very supportive of trying to get more people from the department into some of our core subjects and teaching modules and she's very supportive of the technical requirements we need for upgrades every year and things like that. So, the head of the department at any point in time would be a big impact on how we do here' (male academic, FESTA research, 2014).

'If a person wants to attain higher positions, degrees or titles, s/he should keep close contacts with people on management positions' (female academic FESTA project, 2014).

'Generally, the contacts are indispensable for the success in one's career. I would stress on contacts with people more advanced in their careers than you' (male researcher FESTA project, 2014).

'Because I feel that I'm not in the game long enough and I do think it is a bit of a game, it's a bit of a political game as well you know. And I think anyone who says it isn't I think are lying to themselves. So I'm kind of learning the politics' (female academic FESTA project, 2014).

'It, the promotion game it's completely wrong. I've always felt it...The last head of department here was a senior lecturer and he had no aspirations to go higher, so, it worked. But before that there was an associate prof and he built his net, he built his, his research group around it, 'because he was head he could do what liked' (male researcher FESTA project, 2014).

'Some colleagues have succeeded because of their ties with the right people, but yet, I have managed to become professor due to my own efforts' (female researcher FESTA project, 2014).

'People at my age succeeded in their careers, first, because of their political ties, second, due to their personal qualities, and third – of their good luck' (male researcher FESTA project, 2014).

'I was not dreaming off to be an academic in my undergraduate years. Actually I was motivated to work at private sector. After getting my BA degree, I had contacted with several companies. Then, my family encouraged me talk with head of a department at ITU, whose a friend of my parents. When I visited the head to get advice in regard to companies, the head encouraged me to continue with MA studies. Then, I encountered with several other opportunities. After getting my MA degree, several people from the university again forced m to apply for PhD, and then I became an academic, which was not an easy decision for me' (female academic FESTA project, 2014).

'I graduated from a university where the Rector and the vice Rectors were all female, in the period where I was a student. They always motivated us whenever we faced with a problem. Also, the supervisor I was working with in a project in England, was very helpful as she was a female academic with one child. This is very important, if your supervisor has a child, this is very important, then, they can understand the junior researchers, who has also child, better' (female academic FESTA project, 2014).

'There are key people in the department, especially the senior people in the department. There are three professors in the department who I would say, I actually probably get on, you know, closest to in terms of work. And they have all been yea, incredibly supportive and they've told me to apply for grants and things like that. And promotion and all that, so and helped me in and read my applications and all those things. So, I mean that's been kind of unofficial because we haven't, haven't had any, any kind of review with my head of department since starting here' (female academic FESTA project, 2014).

List of competences and definitions

See Appendix 2

Spiral/round

See Appendix 3

Exercises

HANDOUT

Power & Politics - playing the game

Exercise 1: Informal decision making processes

1. How do I understand Power & Politics in Academia
2. Identify the informal decision making structures and processes at your institution
3. Identify types of power in your institution (positional, administrative etc.)
4. Identify Inner circles and reflect on their influence
5. Do you see any gendered patterns or resistance because of gender?
6. How do these impact your life and opportunities?



HANDOUT

Power & Politics - playing the game

Exercise 2: Master Suppression Techniques

Instructions for the exercise

- Read all the examples
- Consider possible strategies to counter the techniques of disempowerment that are shown in your examples.
 - How can one act in these situations?
 - Who should act?
 - If one acts, what could be possible reactions/repercussions?
 - What are possible consequences of these techniques of disempowerment?
- When responding to the questions, feel free to present several alternatives.

Examples of Situations Where Techniques of Disempowerment are used

Example 1

When Lisa asks to speak, some of the other participants in the meeting begin leafing through their papers and checking their calendars.

Afterwards, Lisa thinks that perhaps she is not assertive enough and perhaps she speaks too quietly.

Example 2

In what Anna would term a very productive discussion with her supervisor, she brings up what she considers to be substantial but constructive criticism. The conversation is brought to a close by her supervisor saying: "You presented your thoughts in an appropriate and charming manner."

Anna wonders whether she tilted her head during the conversation.

Example 3

Kajsa's contributions to the seminars are never commented on, nor does the instructor follow up on what she says. However, when other students make similar comments they receive clear feedback; alternatively, what they say is brought into the discussion.

Example 4

Kent employs a feminist perspective in his research and is engaged in issues of gender equality. He has trouble networking, since other men distance themselves from him because of his topic, and women do not take him seriously because he is a man.

Example 5

The female employees chose different techniques for their participation in meetings at their institution. Some were quieter and made just a few contributions, while others spoke more frequently and took more firm positions. When the limited response to the women's ideas/opinions was brought up, the answer given was that the women either did not say what they thought or were too aggressive.

The women were sent on a course in presentation technique; the way the meetings were held/structured was not questioned in any other way.

Example 6

Lasse works as Human Resources administrator at a university department. He follows the rules and regulations of the university when hiring a new employee for a position. People working within this particular subject area want it done differently and, bypassing Lasse entirely, turn to the central Human Resources Department in order to achieve an exception to the rules.

Example 7

When Gerda is responsible for organizing faculty seminars, few of the established researchers participate.

Example 8

A group of men at a workplace often have lunch together. The lunches are never explicitly termed 'working lunches.' Women are never invited to come along.

Example 9

Magnus feels that others only notice his work if he makes mistakes. As long as he does everything perfectly, no one notices/acknowledges that the work is being done.

PowerPoint: Power & Politics – playing the game



FESTA
Female Empowerment in Science and Technology Academia



These activities and FESTA have received funding from the European Union, Seventh Framework Programme (FP7/2007-2013) under grant agreement n° 247224



FESTA
Female Empowerment in Science and Technology Academia



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Power and Politics

- We have learned from our FESTA research in four universities that power and politics influence career paths in three ways:
 - Enablers
 - Barriers
 - Resistance

Power and Politics

- Enablers

Generally, the contacts are indispensable for the success in one's career. I would stress on contacts with people more advanced in their careers than you

I suppose, my success is due to me myself – because I am persistent and work hard, ... but I think that my international contacts are also very important, because they help me a lot in my research performance ... and what is also very significant is the understanding of my family, and the time they provide me with in order to be able to work.

3

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Power and Politics

- Enablers

Professional visibility is highly critical. For instance, getting invited as a speaker and giving a presentation, becoming a member of any juries, attending scientific meetings,

It is prerogative for career progression that you are invited for scientific meetings and present your own research

When the rules are as they are right now, and there is no real chance that they will change very much in near future, it is quite clear that the focus must be on publishing. Think quality over quantity, it is of no use just to publish a lot, because you have to publish the "right" places.

4

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Power and Politics

- Barriers

Quite often of course people play the game, they are often more successful, no doubt about it. Yeah, just tick the boxes, you know, rather than doing good work, tick the boxes and get your promotion.

I cannot imagine simply a person who would be visible only locally that could progress anywhere. Not in my area. That is simply impossible. We would not even consider any promotion for a person who is not visible internationally. Not just outside the university but would have to be visible internationally to be considered for any promotion in the system here. So it would be out of the question

5

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Power and Politics

Barriers

And in the promotion game you always need somebody on the other side of the fence, not, I would say. Not, not negative I'm just saying that you need support on the other side of the fence. It's a promotion competition. If you've nobody on the other side of the table fighting your case, you've no chance... You arrange [that] because, through [favours], you know. Well, no you may just have a feeling that, you know, Johnny will support or Mary will support... Because you've been doing stuff [with them] and you know they're signing off on project applications or they know a bit about your publication record, or you've gone and presented to industry or some [other activity], you know and when they pick up the phone and ask you to do something you do it. And you do it not just once you might do it fifty times. So, when your application goes in you'd expect them to support you. So, they do reward [your work]. You don't expect them to say, well, you never, you never lifted a finger for me, or she never lifted a finger for me.

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Power and Politics

- Resistance

But I think society and maybe this environment expects that if you are going to be a girl in this position you have to be a different type of girl. You have to be, [single minded] Nothing else comes in your way and you have to fight harder, you do, if you want to get places as a woman, definitely in academia, I think so

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Power and Politics

- Resistance

Because an organisation that is made up of people gets captured by people with their own agendas. Whether that's the president sort of saying well I'm going to push medicine and education and health sciences and this and that and whether it's the perceived or real rivalries between different departments ... In our faculty for instance and there's a sort of ongoing battle you know for resources and supremacy and whatever you know. Yeah so that's (.) that's the problem always with organisations really - it's all politics.

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PowerPoint: Master Suppression Techniques



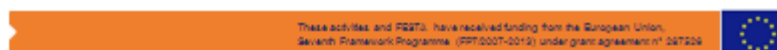
The slide header features a dark blue bar at the top containing logos for FEStA, ESK, University of Leoben, SDU, RWTH Aachen University, and the European Union. Below this is a large orange graphic with a network diagram of interconnected circles. The title "Master Suppression Techniques" is centered in blue text. At the bottom, a blue bar contains the text: "These activities and FEStA have received funding from the European Union, Seventh Framework Programme (FP7/2007-2013) under grant agreement n° 247224" and the European Union flag.



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Master Suppression Techniques -- and possible countering strategies

1. Treat a person as if she/he is invisible
2. Ridicule
3. Objectifying
4. Withhold information
5. Damn you if you do, damn you if you don't
6. Inflicting guilt and shame



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Making others invisible

- Others do not listen to what you have to say. Instead, they talk among themselves, interrupt you, start leafing through their papers, or simply leave. It might also be the case that someone does not introduce you or does not mention your name when supposed.
- An "invisible person" loses the power of initiative and his/her drive. The person may also suffer loss of professional identity and feel inferior, unimportant and insignificant.

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Making others invisible

Counter strategies:

- Stop talking if people do not listen
- "Play silly"
- Use humor

Confirmation techniques:

- Create a climate of mutual respect
This will inspire respect and indirectly result in your own validation

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Ridiculing people

- Expressed in derogatory jokes or jargon, or in the use of 'labels' that ridicule or belittle a person or a group.
- Often, the person exposed to this treatment has either to laugh along with the others to show that she or he is 'one of the gang', or repay the 'joker' in kind. Those who are either unable or have no desire to join in such generalizing mockery, or lack the energy to do so, easily become outcasts and are labeled 'over-sensitive' or 'lacking a sense of humor'.

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Ridiculing people

Counter strategies:

- Speak up if jokes are in poor taste
- Display your expertise and avoid the trap of belittlement (or infantilization)
- "Play silly"

Confirmation techniques:

- Acknowledge and support the people you interact with, treating them like adults, allowing them to feel important
- In meetings, it's good to have a group that reinforces each other's views

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Objectifying

The aim is to attract attention to other than the person's opinions/actions. Choosing to see a person as an object and not a human being with its own will and its own value.

This can involve:

- to interrupt someone with compliments
- to comment on someone's attributes "improperly" or at the "wrong time"

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Objectifying

Counter strategies:

- Speak out and questioning. Ask the person to explain how the statement was relevant to the situation.

Confirmation techniques:

- Recognize others for what they are good at and not for their attributes. Speak out if you feel that someone near you is subjected to objectification. Do not laugh at a "bad joke".

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Withhold information

- Information is withheld from an individual or group of individuals at the workplace. This might include decisions taken before an actual meeting, by a few selected people. Perhaps during a lunch or 'at the golf course'.
- There is a considerable risk that a person from whom information is withheld will take the wrong decisions, which in time may damage her or his career prospects. If the aim is to demonstrate to those higher up that the person is incompetent, this is a sophisticated technique.

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Withhold information

Counter strategies:

- Call attention to the fact that you have not received all the information.
- Demand that deadlines are postponed.
- "Oh, so you've already discussed this? That's great! Now tell me your conclusions, so we can make our decision."

Confirmation techniques:

- Share information to those who need it. The guiding principle is transparency.

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Damn you if you do, damn you if you don't

- This technique is slightly less obvious than the others. It is more a case of a culturally driven phenomenon affecting those who are not a part of the norm.
- Typical examples are the difficulty of reconciling different roles. If you're thorough, people say you're fussy, if you're outspoken, they say you're too dominating, and if you're a good listener, you're dismissed as being weak. Women are often accused by those around them – more or less explicitly – of being inadequate mothers if they pursue careers. At the same time, they are thought to lack the necessary commitment at work if they prioritize their home and family first.

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Damn you if you do, damn you if you don't

Counter strategies:

- Figuring out your own priorities and understanding your own situation will make it easier to deal with the double bind.
- State your current priorities and discuss the impact of these with your supervisor/family/friend.

Confirmation techniques:

- Assume that people always try to do the best they can with regard to their circumstances.

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Blaming and shaming

- Involves making you feel ashamed and guilty for an action, a certain development, or a situation, even though you are not the cause of a certain sequence of events. Related to "Damn you if you do, damn you if you don't", and is also somewhat less tangible and harder to define than the three first categories.
- However, blaming someone and putting them to shame can be described as the total sum of the preceding techniques: People who do not receive the information they need become invisibilized, and those who are ridiculed and punished no matter what they do finally have no other choice but to internalize this message and feel guilty and ashamed

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Blaming and shaming

Counter strategies:

- Make yourself aware that these feelings of guilt and shame are being applied by someone else.
- State your current priorities and discuss the impact of these with your supervisor/family/friend.

Confirmation techniques:

- The opposite route of making people feel ashamed and guilty is to validate them

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Group discussions

Instructions for the exercise:

- Read all the examples.
- Consider possible strategies to counter the techniques of disempowerment that are shown in your examples.
- How can one act in these situations?
- Who should act?
- If one acts, what could be possible reactions/repercussions?
- What are possible consequences of these techniques of disempowerment?

When responding to the questions, feel free to present several alternatives.

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Source

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Training Course

Module G: "Gender in academia"

Content:

- Module overview
- Master plan
- Facilitator Toolkit
- Exercises

- Appendix 1: PowerPoint FESTA introduction
- Appendix 2: List of competences and definitions
- Appendix 3: Spiral/round

Module overview

Course Title		
Gender in Academia		
	Lecturer/s	
Type	Duration	Course Code
Workshop for 10-20 participants	3 hours	

Target group
Early and mid-level academics and researchers, PhD students
Course Objectives
At the end of the training, participants have learned: <ul style="list-style-type: none"> - to examine existing gender equality practices - to identify initiatives that will induce cultural and structural change - how gender bias influence one's career - to ensure that meritocracy is being sustained along with the equal opportunities
Course content
<ul style="list-style-type: none"> - the Privileged Walk - challenges in creating gendered organizational change - how to deal with resistance - transformation of resistance into support - how to move from resistance to support? - being a change agent
Course prerequisites
Participants need to be employed in a higher education institution as a researcher or academic
Teaching/learning materials
Presentations, exercises, templates
Teaching methods
Action based learning; presentations, exercises, templates and ppt
Assessment methods
Summative evaluation at the end of the workshop
Recommended readings and/or other information resources
Training materials and exercises provided during training

Master plan

Below you find the outline of a workshop on Gender in Academia. Read it carefully and then read the Facilitator Toolkit, exercises and other supplementary material. Finally fit or adjust it into your context if necessary. Note that this module can be used in other contexts than training. It can e.g. be used in a department as a tool for awareness raising.

Time	Activity	Comments	Who
10.00	Opening and introduction to FESTA training course "Gender in Academia"	Facilitator introduces how the module was developed from the FESTA project (see introduction) and introduces the specifics of the training module Power Point A1 (you may add an introduction, quotes from Facilitator Toolkit, and/or information about your context)	Facilitator
10.05	Exercise 1: The Privileged Walk	Introduction to the exercise by facilitator. Persona cards See Facilitator Toolkit for description of the exercise in details. Be aware that facilitator adapt this exercise to local context	Facilitator
10.20	Plenum discussion: debriefing regarding The Privileged Walk	Participants reflection on the exercise	
10.35	Presentation: FESTA findings – challenges in creating gendered organizational change	PowerPoint by facilitator	Facilitator
10.45	Plenum discussion: <ul style="list-style-type: none"> • How to deal with resistance • What other challenges do you see 	Participant reflection on resistance and challenges Handout with examples of findings	
11.15	Break		
11.30	Presentation: FESTA challenges	PowerPoint by facilitator	Facilitator
11.40	Exercise 2: Transformation of resistance into support <ul style="list-style-type: none"> • Classify the challenges with respect to resistance • How to transform active resistance into support 	3 groups with 3-4 participants Write on flip-board Handout with FESTA challenges Each group classifies the challenges presented. Each group considers a challenge in which the	

		most active resistance has been encountered and considers how this active resistance can be transformed into support.	
12.10	Group presentation	The groups from the previous exercise Each group spends 5 minutes presenting their solutions/recommendations written down on flip board to the other groups.	
11.25	Plenum discussion: Let's make the change happen <ul style="list-style-type: none"> • How can we move from resistance to support? • Consider the personal cost of being a change agent <ul style="list-style-type: none"> - How to maintain your own resilience - Who helps the helper? • Consider a challenge in which the most active resistance has been encountered <ul style="list-style-type: none"> - How can we transform this active resistance into enthusiastic support? - Who are the key persons? - What are the key activities needed to accomplish it? 	PowerPoint by facilitator followed by a plenum discussion	Facilitator
12.55	Wrap-up: one word - what do I take with me?	Spiral/round	Facilitator

Facilitator Toolkit

Here you find supplementary material to arrange a successful workshop.

FESTA findings/quotes

Quotes from the 109 FESTA interviews to be used in the introduction and during the workshop if relevant:

‘Women have a slight advantage when looking for postdoctoral positions abroad. Women, who wants to go abroad have pretty good chances to go. They are actually being advantaged and if they have children, it counts even more as it is a difficult situation’ (female researcher FESTA project, 2014).

‘I cannot say that gender has had any significance for my career progression. The university ensures equal rights and opportunities for academic staff of both genders. But generally, there are other duties, which any woman bears and which could eventually have negative effects on her career progression’ (female researcher FESTA project, 2014).

‘And this is something which cannot be overcome. In fact there is equality of genders in the country, but when higher positions are considered, they always prefer a man. Men are more preferred. It is evident on every level – government, parliament, even the rector ship of our university – the rector and three out four vice-rectors are men. It is just an unofficial (unwritten) rule’ (female researcher FESTA project, 2014).

‘I found myself in competition in which preference was given to a female applicant I must say. I know your focus is exactly opposite. But I was in a situation – of course I don’t want to be concrete – but it did happen to me that in competition that a female candidate was preferred because of gender, not because of qualifications. I mean the point is that recently – I mean for a number of years already – that there has been certain programmes in place to support, increase number of female researcher. Let me speak of mathematics, my area. And this resulted both in positions being created exclusively for women or certain funds being created exclusively for women but also in open competition sometimes – SOMETIMES I am not saying always – preference would be given to a female candidate who perhaps was not the best qualified. It is judgmental, I am just expressing my opinion, I am not saying again this is right or wrong. I must say there was nothing critical of that sort that would affect my career, maybe minor points. But I did experience this kind of situation’ (male researcher FESTA project, 2014).

‘Things like women or well girls in schools perform better in math and science than the boys, but when they get to college suddenly they perform poorly, and the men excel, so what’s happening there?...Something’s happening there and it’s cultural, there’s not something [biological], yes there’s differences in men and women brains, absolutely, there’s differences but it’s not something so drastic that girls who excel in school can suddenly do badly in college’ (female researcher FESTA project, 2014).

‘I didn’t encounter with any negative effects of my gender. That is maybe because I brought up in in an environment where female children were encouraged to study without any limitations. In European countries, there are few female students in engineering departments, but in Turkey things are better. I didn’t come across any negative responses from my family or my school regarding my education’ (female researcher FESTA project, 2014).

‘My academic career has been negatively influenced after I had a children, but this is my own personal choice. As we are academics, we do not prefer to have several children, so I wanted devote my time to my only one child. While my baby was too young, I only did minimum work, such as mandatory teaching activities and I did only write one research project’ (female researcher FESTA project, 2014).

Question: Would your recommendations change according to the gender of the young academic that you are advising? Answer: ‘No, my recommendations would not change. I think state institutions may be easier

for women to have children. But there may be different choices. For example, my wife works at private sector. She is satisfied with her job but they do not wish to see her pregnant since she will have to leave her job. There might be pressures at private sector. At least you don't have such pressures in the university' (male researcher FESTA project, 2014).

'I feel like for instance, maybe it's a woman thing, but I certainly wasn't selling myself the way I should have. And I realized you know you have to play the game as well.....he [a colleague] said to me "do it the way the men do it ...sell yourself as best you can and gloat and gloat and gloat because no-one is going to read between the lines' (female researcher FESTA project, 2014).

List of competences and definitions

See Appendix 2

Spiral/round

See Appendix 3

Exercises

HANDOUT

Gender in Academia

Exercise 1: The Privilege Walk

A path towards understanding norms and stereotypes

Steffan Andersson, Department of Physics and Astronomy, Uppsala University

In higher education, as well as in other human endeavors, norms, values and expectations affect what is being recognized and adapted. The interplay with such cultural systems can have a critical influence on how people behave and succeed (see for example Steele 2010). However, social rules and norms are primarily a silent knowledge held and enacted, often unconsciously, by the established members of the context. Active intervention can facilitate visualizing, understanding and transforming such belief systems. This workshop will focus on one such intervention activity – Privilege Walk.

The Privilege Walk is inspired by the ideas of Peggy McIntosh (1990) regarding privileges, in particular regarding to race, and their importance for the everyday life of individuals. McIntosh exemplifies this through different statements that are unproblematic for privileged people, but often impossible for those lacking such privileges. This model was developed into an exercise as part of a project to support student diversity at University of California. In this exercise, all students are standing side by side at the beginning. Different statements are read, relating to student background as well as different possibilities and opportunities in their everyday situation. Students react upon these statements by moving backwards and forwards. The diversity in the group becomes apparent in a very visual, and often emotional, way as students react in different ways and thereby move apart.

This exercise has spread among teachers and pedagogical developers working with norms, diversity and equal opportunities. The formulation of relevant statements provides the possibility to focus the exercise on different areas, such as race, class, age or gender. The directness of the exercise and the active engagement of participants make it a powerful intervention. This provides an effective catalyst for discussion, understanding and transformation.

According to evaluations, previous workshops about Privilege Walk have increased participants' understanding about the interplay between norms and the diverse background of participants in a given context. Participants have also been inspired to apply the ideas in many different situations, such as the perceived status of different books in popular culture, different partners' possibilities in international research collaborations and the ability of different actors to transform academic culture.

References

- Cheng, J. (2006). *WHAT'S RACE GOT TO DO WITH IT? Social Disparities and Student Success*. (DVD). California Newsreel.
 McIntosh, P. (1990). *White privileged: Unpacking the invisible knapsack*. *Independent school*, 49(2), p.31-36.
 Steele, M.C. (2010). *Whistling Vivaldi: and other clues to how stereotypes affect us*. New York: W.W. Norton & Company.

Introduction phase

The exercise starts with persona cards being handed out to participants. It is important to formulate descriptions so that the critical factors in focus are present in the examples. Aim for a good distribution among the cards that are handed out. It is also a good idea that more than one copy of each persona is present.

Participants read their descriptions and reflect upon their persona for a short while. A number of questions are asked that participants reflect upon from the perspective of their persona.

Some possible initial question:

- Why did you choose to pursue an academic career in science and technology?
- What helped you succeed with your undergraduate education?
- What do you do on a typical weekend?
- Do you have interests outside of your discipline?
- What is really important to you in your life?

The Walk

The proper exercise starts with all participants standing side by side at one side of the room. Explain to them that a number of statements will be read. They should take one step forward if their persona agrees with the statement.

A number of suitable statements are the read and reacted upon. The statements can be formulated and chosen according to the focus of the exercise. All participants remain standing where they are at the end of the exercise.

Some examples of possible statements:

- You rarely, if ever, experience being seen as a representative of a gender group
- When you speak to “persons in charge”, they’re usually someone like you
- You can easily go to interesting conferences on a short notice
- You rarely worry about the continuation of your employment
- You can consider many higher-level faculty positions without worrying whether or not a person like you will be accepted or allowed to fill the position
- You feel that you belong at the department
- Nobody ever told you that science is not for you
- You have never experienced a joke that offended you at the department
- Portraits and pictures at the department mostly portrays people like you
- You have no problems identifying with famous people in your field
- Your friends and family support your career choice
- You generally feel that your colleagues really value your opinions
- You never feel unsafe at the department, on campus or on your way home when you have been working late at night

- You have several role models among your colleagues at the department and among your research collaborators
- You feel that your students respects you
- You never fear that you will be rejected during an application process because of race or gender
- Nobody has ever said to you that “you don’t really look like a scientist”
- You have never had concerns about being sexually harassed
- You have often seen people like you portrayed in the university’s information and marketing material
- When your colleagues go to a pub after work, you gladly join them
- You believe you will reach your career goals within academia

Reflection phase

During the concluding part of the exercise, the participants reflect upon the results and discuss what happened. This can initially be done standing in the “landscape” resulting from the walk, but can later continue in a group format.

Some examples of reflection questions:

- What are your thoughts on what has happened here?
- Why do you think this happened?
- How did it feel to remain standing while others walked ahead?
- How did it feel to walk ahead when others were left behind?
- Why did you end up here?
- What did you attribute to your persona?
- What could have helped your persona to take more steps forward?
- What factors affect who proceeds in their academic career?
- Which are the underlying norms that affect academic careers?
- How do these norms affect the possibilities of different academic staff?

Examples of persona cards for the exercise

You are a male senior lecturer in your thirties. You grew up, studied and struggled yourself to a PhD in a neighboring country. You come from a working class home and had little contact with your family even before moving abroad. You think you have adapted rather well to the culture of your present country of residence and your colleagues.

You are a female junior lecturer in your thirties. Your husband got a professorate at the university eight years ago, so you moved to where you live now from another country. You completed your PhD at the department where you work now, and advanced to a permanent position. You do your part in both teaching and research projects, but you also want to have time for your hobby – music. That is why you mostly keep to ordinary working hours.

You are a male post doc. You love research and your research area. Your personal goal is to make substantial contribution to the field as a researcher. You are extremely professional at work. You were married a year ago, but most of your colleagues don't know about it.

You are a female post doc in your thirties, working in a foreign European country. You are hearing impaired, which has not bothered you very much, but it is a little more of a problem now that you are in a foreign-language environment. You rarely take part in informal gatherings. People are nice to you, but you don't always share their interests or their sense of humor.

You are a male junior researcher in your early thirties. You were recruited from another university and work extremely hard. Your wife is also a researcher, and so are most of your friends. It has been so ever since you started on your PhD. You don't have any children, though you plan to have some in the future. Your wife works at the same department. However, you don't interact at work.

You are a female senior lecturer in your thirties. You are unmarried and pregnant with your first child. You have had some problems with the pregnancy, and have been recommended not to exert yourself physically. Your name and appearance indicate that you are of Asian descent.

You are a male associate professor in your late thirties. You are married and have two children in primary school. Your wife works as a secondary school teacher. You were afflicted by a disease a few years ago, which has made your moving around more difficult and painful. You try to work from home when possible, and only come to the department and your office when needed.

You are a female junior academic – married with two children, aged 5 and 8 years. You have done quite a lot of teaching in temporary positions, but now you have been permanently employed and are part of a research team. You do the least research in the group because of your teaching duties. There are only few people at the department with young children, and your colleagues have problems understanding your efforts to combine work and family.

HANDOUT

Plenum discussion

How to deal with resistance

1. You are required as part of your work to recruit people to interview about their perceptions of gender.
You select a sample of people – possibly 20 in total
What is the best way to approach them to obtain their consent?
2. You are required as part of your work to recruit people to interview about their perceptions of gender.
You select a sample of people – possibly 20 in total
Ten refuse, citing pressure of work as their reason.
How do you overcome it?
3. You have conducted interviews with thirty people at your faculty, analysed the data and prepared a presentation of the findings.
You arrange a workshop to present the findings to those who participated as well as others in the faculty. Of 120 people invited, only two women turn up.
What do you do?
4. A new recruitment policy has been introduced which does not allow gender balance on hiring committees. Instead there is a facility for gender representation. This means instead of 40% of either gender being represented on future hiring committees, only one member of the minority gender is sufficient.
What do you do?
5. When you discuss the glass ceiling and women's underrepresentation in senior positions, the Dean of the faculty tells you that this has nothing to do with culture, there just aren't enough women in the scientific disciplines.
What do you do?
6. You suggest to the Dean that there is a 'chilly climate' in the faculty, which is excluding women from participating in research networks. The Dean tells you that women do not want to do research - they want to take care of their families.
What do you do?
7. At a faculty board meeting, the Dean congratulates all those who have received research funding. You are not congratulated, even though you have just received a large grant for a gender equality project. When you speak to the Dean afterwards, he says he is sorry that he forgot to mention it.
What do you do?
8. You are trying to establish baseline data on the salaries of men and women in the same grades in the faculty. You have learned anecdotally that there is a gender pay gap because men and women have compared their salaries. The HR department refuses to give you the data on the grounds of confidentiality.
What do you do?

9. You present the statistics on the percentages of men and women at different levels in the faculty to the faculty board. The data show that there is indeed a leaky pipeline and there are no women at senior levels, even though other faculties at the university have women at senior levels. The professors at the faculty board say it is a supply issue – women are not coming through, they say women don't want careers in science because the work is too hard, they say women are not excellent by objective measures.
What do you do?

10. Six people have applied for funding to attend conferences. Five are successful, all men, and the one unsuccessful applicant is a woman. The Head of Department says her research will not advance the reputation of the university.
What do you do?

HANDOUT

Gender in Academia

Exercise 2: Transformation of resistance into support

1. Gender equality is about the numbers of women and men. Discussing gender in any other way with the Head of Department meets a wall of resistance. It is the male dominated environment, not the individual.
2. We tried to obtain the necessary information several times. We initially tried the departments, then we tried the secretariat and eventually tried individual professors. It is the confidentiality of hiring processes – not resistance to gender/FESTA.
3. At the weekly management meeting, the projects who received EU research funding were mentioned and the recipients congratulated. FESTA was omitted.
4. The departments write gender equality plans for three years and follow them up every year. Gender equality action plans are created, but not followed up. They just do it because they have to.
5. Women are always in the minority on hiring and promotion committees and university policies allow for gender representation rather than gender balance.
6. We invited the newly appointed Dean of the faculty to join the FESTA steering committee. He accepted and asked what tangible actions he could take that would have a positive impact on women's underrepresentation in the faculty
7. Difficulty accessing gatekeepers and key personnel. On one occasion it took nine months to arrange meetings with three people.
8. Women's contributions in committee meetings are not given the same attention as their male colleagues' contributions.
9. When presenting the FESTA project at a department meeting, the topic of gender in STEM was ridiculed – 'boys want to be engineers and girls just want to be nurses'.
10. When a FESTA investigator attended a meeting, the speaker announced that he would not use gender sensitive language, and nobody at the meeting objected.

PowerPoint: Gender in Academia



The slide features a blue header and a large orange graphic on the left consisting of a network of circles connected by lines. The main title is 'FESTA Training module Gender in Academia'. To the right is a vertical collage of scientific images including a globe, a microscope, a DNA helix, and various laboratory equipment. At the bottom, there is a blue banner with the text: 'These activities and FESTA have received funding from the European Union, Seventh Framework Programme (FP7/2007-2013) under grant agreement n° 247224' and the European Union flag logo.



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The FESTA project

- FP7 Project: February 2012-2017. €4.3m
- Bulgaria; Denmark; Germany; Ireland; Italy; Sweden; Turkey.
- Implementation Project.
- Work packages: Awareness Raising; Decision Making and Communication; Excellence; Interactional patterns; Resistance.
- Coordinator: Minna Salminen-Karlsson, Uppsala



FESTA: Aims and Objectives

- To analyse **gender gap phenomena** in science and technology academia (quantitative and qualitative indicators)
- To identify **specific mechanisms which create and sustain disadvantages** for women
- To introduce **permanent changes** in science and technology academia to address these mechanisms and to create environments where women's careers can flourish.

3

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FESTA: Challenges

Gender equality strategies involve changing processes of power and therefore invoke resistance (Benshop and van den Brink, 2014).

Creating change always involves competing interests and inevitably creates resistance from the power holders (Acker, 2006).

4

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Typology of Resistance

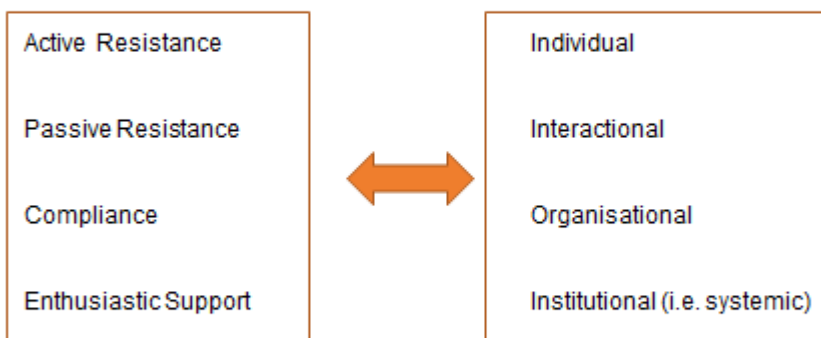


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Typology and Levels of Resistance



Risman (2004) and Wharton's (2012) focus on sites of gendered change

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Exercise

- Analyse the scenario from the Handout
 - What would you do in that situation?
 - Is that resistance?

7

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FESTA: Challenges

Some challenges met in FESTA partner institutions

Gender equality is about the numbers of women and men. Discussing gender in any other way with the Head of Department meets a wall of resistance. It is the male dominated environment, not the individual.

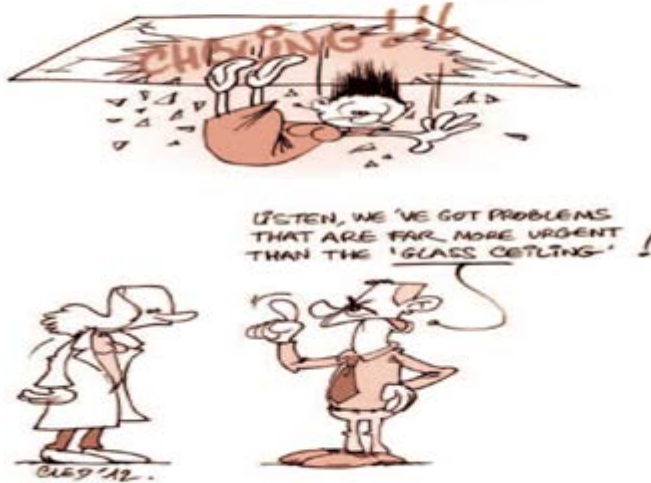
We tried to obtain the necessary information several times. We initially tried the departments, then we tried the secretariat and eventually tried individual professors. It is the confidentiality of hiring processes – not resistance to gender/FESTA.

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FESTA: Challenges



9

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FESTA: Challenges

At the weekly management meeting, the projects who received EU research funding were mentioned and the recipients congratulated. FESTA was omitted.

The departments write gender equality plans for three years and follow them up every year. Gender equality action plans are created, but not followed-up. They just do it because they have to.

10

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FESTA: Challenges

Some challenges met in FESTA partner institutions

Women are always in the minority on hiring and promotion committees and university policies allow for gender representation rather than gender balance.

We invited the newly appointed Dean of the faculty to join the FESTA steering committee. He accepted and asked what tangible actions he could take that would have a positive impact on women's under-representation in the faculty

Identify type and level of resistance

11

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FESTA: Challenges

Some challenges met in FESTA partner institutions

Difficulty accessing gatekeepers and key personnel. On one occasion it took nine months to arrange meetings with three people.

Women's contributions in committee meetings are not given the same attention as their male colleagues.

Identify type and level of resistance

12

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13

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FESTA: Challenges

Some challenges met in FESTA partner institutions

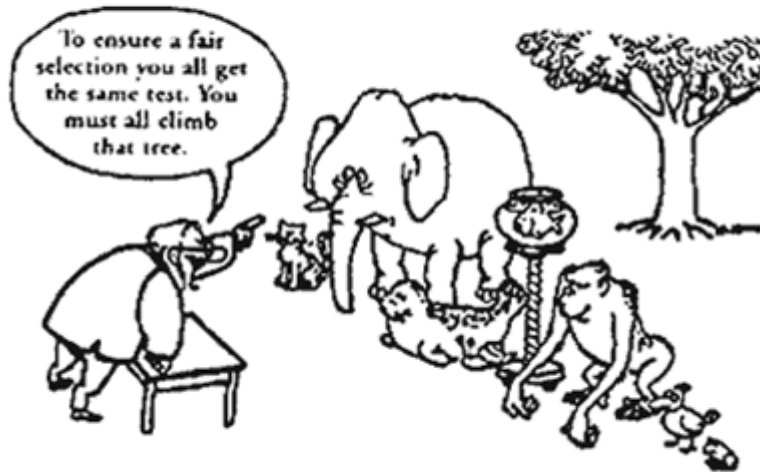
When presenting the FESTA project at one department meeting, the topic of gender in STEM was ridiculed – ‘boys want to be engineers and girls just want to be nurses’

When a FESTA investigator attended a meeting, the speaker announced that he would not use gender sensitive language, and nobody at the meeting objected.

14

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FESTA: Challenges



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Let's MAKE the CHANGE HAPPEN!

Today's challenge:

**How can we move from resistance
to support?**

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Let's MAKE the CHANGE HAPPEN

Consider a challenge in which the most active resistance has been encountered

Questions

1. How can we transform this active resistance into enthusiastic support?
2. Who are the key persons?
3. What are the key activities needed to accomplish it?

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Best Practice Recommendations

Institutional Level

EU (H2020) and National Bodies – demonstrate advantages

Organisational Level

Crucial importance of top leadership in influencing power holders

Interactional Level

Creating an interactional culture that is woman friendly.

Mainstreaming Hiring, Promotion Processes and Meeting Cultures

Individual Level

Gender awareness for men and women.

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FESTA: Resistance is inevitable

All change creates resistance. The greater the change and the deeper the attachment to the status quo, the stronger the resistance will be.

The greater the **resistance to change**, the greater the **need for change**.

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THANK YOU!

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20

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References

- Benschop, Y and Van den Brink, M (2014) 'Power and Resistance in Gender Equality Strategies: Comparing Quotas and Small Wins'. In S. Kumra, R. Simpson and R. J. Burke (Eds) *The Oxford Handbook of Gender in Organizations* Oxford: Oxford University Press.
- Acker, J. (2006) 'Inequality Regimes: Gender, Class, and Race in Organizations' *Gender and Society* 20(4) 441-464.
- Risman, B.J. (2004) 'Gender as a Social Structure: Theory Wrestling with Activism', *Gender and Society*, 18(4): 429-50.
- Wharton, A. (2012) *The Sociology of Gender*. Oxford: Wiley-Blackwell.

Training Course

Module H: “Institutional & individual support and your career advancement”

Content:

- Module overview
- Master plan
- Facilitator Toolkit
- Exercises

- Appendix 1: PowerPoint FESTA introduction
- Appendix 2: List of competences and definitions
- Appendix 3: Spiral/round

Module overview

Gender in Science		
Institutional & Individual Support and your career advancement		
	Lecturer/s	
Type	Duration	Course Code
Workshop for 10-20 participants	3 hours	

Target group
Early and mid-level academics and researchers, PhD students
Course objectives
At the end of the training, participants will have gained: <ul style="list-style-type: none"> - an understanding of the importance of mentoring and supervision for success in academia - an insight into currently implemented support schemes and structures at your institution - a knowledge of how mechanisms at the institution influence one's career development
Course content
<ul style="list-style-type: none"> - Women's low take-up of support structures - The importance of mentoring and supervision - You, your profession and your organization - Support and resources for advancement - Your institution's resources and support structures - The importance of sponsorship and ideas for career advancement
Course prerequisites
Participant's need to be employed in a higher education institution as a researcher or academic
Teaching/learning materials
Presentations, exercises, templates
Teaching methods
Action based learning; presentations, exercises, templates and ppt
Assessment methods
Summative evaluation at the end of the workshop
Recommended readings and/or other information resources
Training materials and exercises provided during training

Master plan

Below you find the outline of a workshop on Institutional & Individual Support and your career advancement. Read it carefully and then read the Facilitator Toolkit, exercises and other supplementary material. Finally fit or adjust it into your context if necessary.

Time	Activity	Comments	Who
10.00	Opening and introduction to FESTA training course " Institutional & Individual Support and your career advancement" <ul style="list-style-type: none"> FESTA findings on women's low take-up of support structures The importance of mentoring and supervision 	Facilitator introduces how the module was developed from the FESTA project (see introduction) and introduces the specifics of the training module Power Point A1 (you may add an introduction, quotes from Facilitator Toolkit, and/or information about your context)	Facilitator
10.05	PowerPoint: You, your profession and your organization <ul style="list-style-type: none"> Overview of the organization A university career (– se also the workshop on Career Paths for inspiration on this one) FESTA findings 	PowerPoint The idea with this PPT is to set a frame for the participants and give them a context for the workshop. FESTA findings on the importance of supervisors etc. Also use the LERU charts from module A	Facilitator
10.15	Exercise 1: Support and resources for advancement <ul style="list-style-type: none"> Do you believe that the institutional resources and support you receive are congruent with the requirements for advancing your career? 	3 groups of 3-4 participants Write on flip-boards Handout The groups reflect on the questions from the Handout and write their solutions/recommendations on the flip board.	
10.40	Group presentation: support and resources for advancement	3 groups from previous exercise Each group spends 5 minutes presenting their solutions/ recommendations to the other groups	
11.00	Break		
11.15	Exercise 2: Your institution's resources and support structures <ul style="list-style-type: none"> Identify support and resources inside and outside your 	One-on-one	

	<p>institution</p> <ul style="list-style-type: none"> Do you see examples in your environment that inspire you with respect to making use of institutional and individual resources? 	<p>Pen & paper + Handout</p> <p>Participants identify their institutions support structures.</p>	
11.30	<p>Short reflections in plenum: Your institution's support structures</p> <ul style="list-style-type: none"> Any discoveries from the exercise? 	<p>Participants spend 10 minutes reflecting and establishing a quick overview of their thoughts from exercise 1.</p>	
11.45	<p>Exercise 3: The importance of sponsorship and ideas for career advancement</p> <ul style="list-style-type: none"> Hopes and challenges at an early stage of a research career The importance of understanding your organization and your context and why it influences your career and that it enables you to increase research productivity The importance of guidance from senior mentors and peer-to-peer support and how they can be helpful to overcome difficulties and maximize the future impact and implementation of your research. How to engage in discussions with other peers not involved in the research project, which can allow for open communication and constructive feedback. 	<p>Groups of 3-4 participants</p> <p>Handout with FESTA findings</p> <p>Present quotations from FESTA findings</p>	
12.15	<p>Short reflections in plenum: The importance of sponsorship and ideas for career advancement</p> <ul style="list-style-type: none"> What did you discuss regarding institutional resources? What did you discuss regarding individual resources? Which ideas for career advancement have you talked about 	<p>A spiral/round in plenum where the participants reflect on the importance of sponsorship and ideas for career advancement.</p>	
12.30	<p>Plenum discussion:</p> <ul style="list-style-type: none"> What stands out in the previous exercises? What is new to you? What will you take with you as important considerations? 	<p>Spiral/round</p> <p>Plenum discussion on the findings from the previous exercises.</p>	
12.55	<p>Wrap-up: one word - what do I take with me?</p>	<p>Spiral/round</p>	<p>Facilitator</p>

Facilitator Toolkit

Here you find supplementary material to arrange a successful workshop.

FESTA findings/quotes

Quotes from the 109 FESTA interviews to be used in the introduction and during the workshop if relevant:

'The main influential factors in my professional development are my personal inspiration to develop myself as a professional, and some people from the university. Among them the former head of our department is the most important one, since he used to stimulate activity and support our ambitions. I am very grateful in this respect. I have always enjoyed the support and respect of my colleagues, too' (male researcher FESTA project, 2014).

'At our Faculty there is both a women's network and some special positions earmarked for women' (male researcher FESTA project, 2014).

'You have to choose your Ph.D. - supervisor very carefully. Just like you choose your spouse very carefully. I mean, you cannot choose your parents, you can choose your spouse and you can choose your Ph.D. - supervisor. So make these last two choices carefully because these are the four most important people in your life: Your parents, your spouse and your PhD-supervisor' (male researcher FESTA project, 2014).

'One of the first things that was done for me when I got this position is I was given a mentor and it's my mentor that kind of said to me you know, you have to be abrasive, you have to, if you want something done you have to ask people. You can't sit in your office and hope somebody knocks at your door and that has made a massive difference' (female researcher FESTA project, 2014).

'If I can say something that maybe will surprise you – my career is mainly due to help of female persons. I have just been in contact with amazing female researchers in my career since I started in the master thesis when I was 22. My family of course the support of my father, mother, my sister. I have to say that my career is a good example on how females are not sexist. Male are still, I can say in some countries - from my experience female just look for the gold' (male researcher FESTA project, 2014).

'No. I see an odd email sometimes coming with 'women in careers' or something but no, I don't know anything specific that was going to help me. I wouldn't know who to call today now if I wanted to progress my career' (female researcher FESTA project, 2014).

'People who helped me? These were all my superiors who credited me with their trust. They promoted me and thus I was able to move upward' (male researcher FESTA project, 2014).

'I could say that I have had mentors in my research work. Their contribution to my career progression is mainly moral – they helped me with understanding, encouragement ... they made me feel that I have capacities and strengths and need to believe in myself in order to achieve more' (female researcher FESTA project, 2014).

'I actually think my Dean has supported me. I actually think so. Well, I can go to him and tell him that I have this and this problem, my opinion is this and this and I need this and this – can you help me? It is not always he has been able to find a solution, but he has listened. I have also had fairly good Heads of Department, who have listened as well. However, I think sometimes I have had more results talking to the Dean' (female researcher FESTA project, 2014).

'My supervisors at the different levels have supported me and my professional development. No doubt about that' (male researcher FESTA project, 2014).

'Well, I think I have been very alone. There has not been someone, who has supported me' (female researcher FESTA project, 2014).

'If I go to my head of department or any other member of staff they would definitely help me to understand what's going on. So, they would, yea. Even if it's something small they would, they would definitely help me' (female researcher FESTA project, 2014).

'But I think, you know, as a PhD student, making your network is so important but you also need a supervisor there to help you, I think that's important, a colleague or, even it's just two PhD students, you need to have somebody with you I think for that kind of confidence' (female researcher FESTA project, 2014).

'First of all there is family support. Other than that, there have been two professors to guide me in my academic career. Without these supports, it would be very difficult for me to maintain my current position' (female researcher FESTA project, 2014).

'Academic career requires patience and long years of work. Therefore if you don't have family support, it will be difficult. If you are married your husband should support you because you need financial and moral support. The PhD process and after is very long and tiring, so family support is crucial' (female researcher FESTA project, 2014).

'First of all, my husband supports me. After my children were born, my mother and mother in law helped me a lot' (female researcher FESTA project, 2014).

'My PhD thesis supervisor supported me a lot. I'm also satisfied with my working environment and friends, which are also very important factors' (male researcher FESTA project, 2014).

'My department including the academic staff supported my career in general. Furthermore, my family also supported me' (female researcher FESTA project, 2014).

'My first supervisor has been really helpful, do you know, really helpful, if I had any questions I have spoken to him about it; That was in the initial few years; now I can pretty much figure it out myself now' (male researcher FESTA project, 2014).

'He certainly was effectively my mentor up to now, pretty much. And as I said I still work together with him and on projects and PhD students, so yeah- He certainly has played a very big role in my career choices' (male researcher FESTA project, 2014).

'One of the first things that were done for me when I got this position is [that] I was given a mentor and it's my mentor that kind of said to me you know, "You have to be abrasive, you have to! If you want something done you have to ask people, you can't sit in your office and hope somebody knocks at your door". And that has made a massive difference' (female researcher FESTA project, 2014).

List of competences and definitions

See Appendix 2

Spiral/round

See Appendix 3

Exercises

HANDOUT

Institutional & individual Support and your career advancement

Exercise 1: Support and resources for advancement

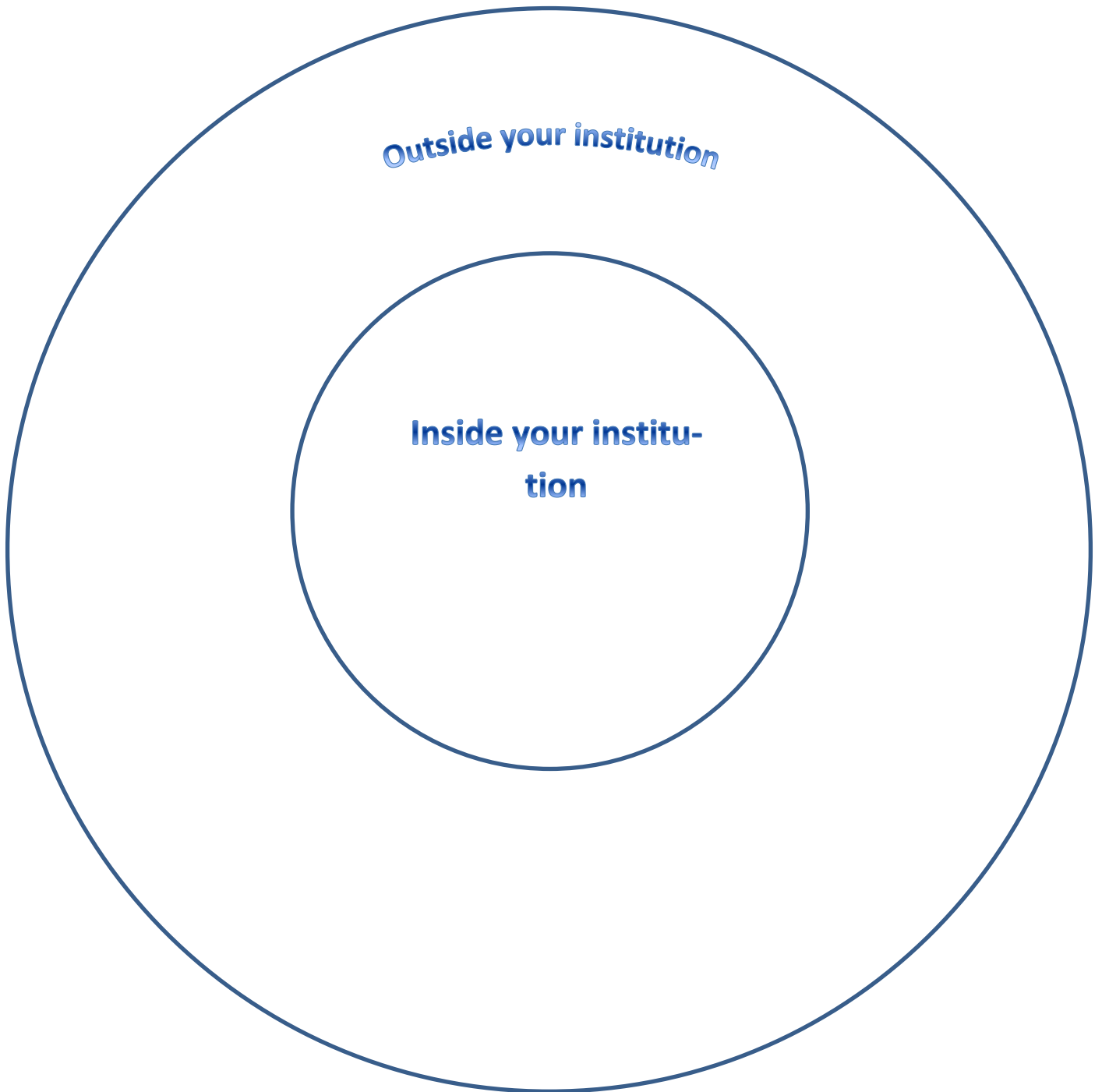
Discuss in groups:

- Do you believe that the institutional resources and support you receive are congruent with the requirements for advancing your career?

HANDOUT

Institutional & Individual Support and your career advancement

Exercise 2: Your institution's resources and support structures



HANDOUT***Institutional & individual Support and your career advancement******Exercise 3: The importance of sponsorships and ideas for career advancement*****Discuss in groups:**

- Hopes and challenges at an early stage of a research career
- The importance of understanding your organization and your context and why it influences your career and that it enables you to increase research productivity
- The importance of guidance from senior mentors and peer-to-peer support and how they can be helpful to overcome difficulties and maximize the future impact and implementation of your research.
- How to engage in discussions with other peers not involved in the research project, which can allow for open communication and constructive feedback.

PowerPoint: Institutional & Individual Support and your career advancement

You, your profession and your organization

**FESTA training module
Institutional and individual support**

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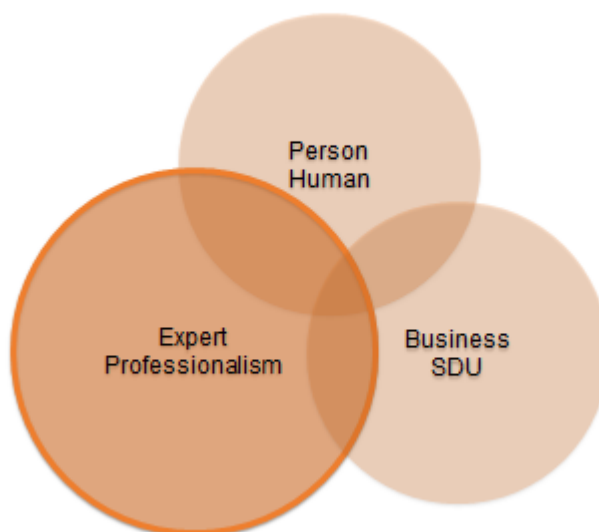
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You as a human being

- Professional knowledge - consciousness and mental strength - timing and results
- Know yourself = effective decisions
- Who are you? What motivates you?
- Take the time and set goals for your self-development
- Your health
- Aim for your family / your private life

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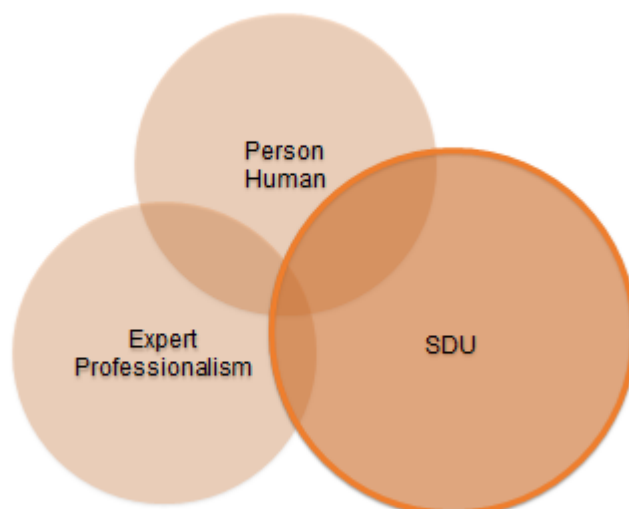
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Your expertise

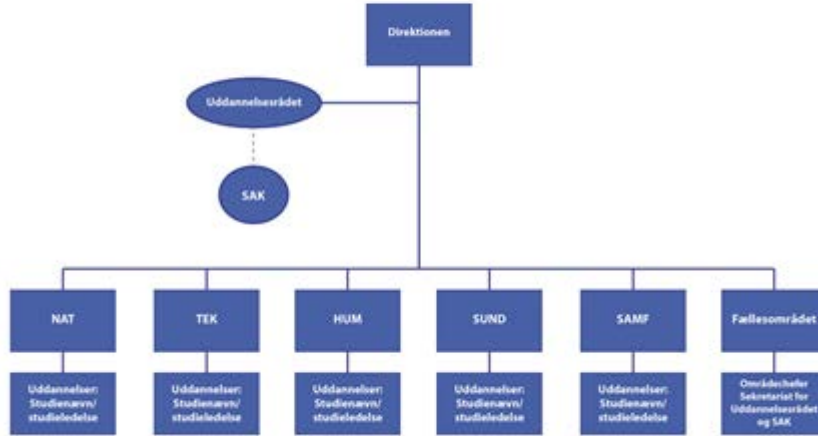
- Listen to the advices of your surroundings
- Plan questions and be open
- Focus and build your expertise
- Find a niche
- Fill out your holes
- How will you support your professional profile to grow?

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5 faculties at 6 campi

	Odense	Kolding	Esbjerg	Sønderborg/ Flensborg	Slagelse	Copenhagen
Faculty of Health Sciences	✓		✓			✓
Faculty of Science	✓					
Faculty of Engineering	✓			✓		
Faculty of Business and Social Sciences	✓	✓	✓	✓	✓	
Faculty of Humanities	✓	✓	✓	✓	✓	

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Training Course

Module I: "Work-life balance"

Content:

- Module overview
- Master plan
- Facilitator Toolkit
- Exercises

- Appendix 1: PowerPoint FESTA introduction
- Appendix 2: List of competences and definitions
- Appendix 3: Spiral/round

Module overview

Gender in Science		
WORK-LIFE BALANCE		
	Lecturer/s	
Type	Duration	Course Code
Workshop for 10-20 participants	3 hours	

Target group
Early and mid-level academics and researchers, PhD students
Course objectives
This training course aims to support participants in the development of skills that will reduce work-life conflict and create a healthy work-life balance
Course content
<ul style="list-style-type: none"> - Realistic working hours - high ambitions - Expectations as a young researcher – does not see the structures - Work – part of the community – to work A LOT - The Work-Life Balance Cake Model - Priorities - Main challenges - Defining the playing field - Making prioritizes - Reflections on Work-Life Balance
Course prerequisites
Participant's need to be employed in a higher education institution as a researcher or academic
Teaching/learning materials
Presentations, exercises, templates
Teaching methods
Action based learning; presentations, exercises, templates and ppt
Assessment methods
Summative evaluation at the end of the workshop
Recommended readings and/or other information resources
Training materials and exercises provided during training

Master plan

This workshop is more a personal reflective workshop. Below you find the outline of a workshop on Work-Life balance and your career advancement. Read it carefully and then read the Facilitator Toolkit, exercises and other supplementary material. Finally fit or adjust it into your context if necessary. Read the introduction as well.

Time	Activity	Comments	Who
10.00	Opening and introduction to FESTA training course "Work-Life Balance" <ul style="list-style-type: none"> Realistic working hours - high ambitions Expectations as a young researcher – does not see the structures Work – part of the community – to work A LOT 	Facilitator introduces how the module was developed from the FESTA project (see introduction) and introduces the specifics of the training module Power Point A1 (you may add an introduction, quotes from Facilitator Toolkit, and/or information about your context) Use quotes highlighting what is expected and how they conflict: expectations, dilemmas, conflicting values, signs of stress	Facilitator
10.05	Exercise 1: Reflection in plenum on: <ul style="list-style-type: none"> Why are you here today? What kind of help are you looking for? 	Participants reflect in plenum on questions asked by the facilitator	
10.15	Presentation of the Work-Life Balance Cake Model	PowerPoint presented by facilitator Facilitator says: "we present the model and walk you through it" The decisions are difficult but we provide you with a model and questions	Facilitator
10.20	Exercise 2: Priorities <ul style="list-style-type: none"> What does "Work-Life Balance" mean to you? What is the impact of work-life balance and imbalance on you? What are your values about work, family/friends and yourself and where each fit life as a whole? How much should each area represent in your life, i.e., how much of your waking time and energy do you want to devote to each area? How can you make sure that you honor your commitment? 	One-on-one Handout + pens The participants consider and write down their priorities with respect to the questions in the Handout.	
10.45	Plenum discussion: Main challenges <ul style="list-style-type: none"> What are your main challenges or resistance in 	Participants discuss in plenum the main challenges they are facing with respect to Work-Life	

	your institution, at work, at home and in yourself?	Balance. Reflect 5 minutes on how it has been to do the exercise so far	
11.00	Break		
11.15	<p>Exercise 3: Defining the playing field</p> <p>Within the framework and the "life resources" you assigned each single area of life in the previous exercise:</p> <p>Reflect and write down your thoughts on:</p> <ul style="list-style-type: none"> • What specific main activities must be central to each area? • What should be your (life-strategic) pointers that you should prioritize? 	<p>One-on-one</p> <p>Handout + pens</p> <p>Within the framework and the "life resources" the participants assigned to each single area of life in the previous exercise, ask the participants to spend 15 min. writing down their thoughts on the questions in the Handout.</p> <p>3:3</p> <p>After 15 minutes, you ask the participants to form groups of 3, in which they brainstorm for 25 minutes</p>	
11.55	<p>Exercise 4: Making prioritizes</p> <ul style="list-style-type: none"> • Main challenges <ul style="list-style-type: none"> - Are you ready to do it? - What stands in your way of doing it? - How will you deal with it? 	<p>One-on-one</p> <p>Handout + pens</p> <p>Within the framework and the "life resources" the participants assigned to each single area of life in the previous exercise, ask the participants to spend 15 min. reflecting and writing down thoughts on the handout questions.</p> <p>3:3</p> <p>After 15 minutes, you ask the participants to form groups of 3, in which they brainstorm for 25 minutes</p>	
12.35	Plenum discussion: Reflections on Work-Life Balance	<p>Spiral/round</p> <p>Plenum discussion: have expectations been met and have the participants received the help they needed to deal with Work-Life Balance issues?</p>	
12.55	Wrap-up: one word - what do I take with me?	Spiral/round	Facilitator

Facilitator Toolkit

Here you find supplementary material to arrange a successful workshop.

FESTA findings/quotes

Quotes from the 109 FESTA interviews to be used in the introduction and during the workshop if relevant:

'When my children were small, my mother used to come and help, because the first 2-3 years were very difficult when I was trying to get oriented. And also I owe a lot to my husband – if he hadn't been so tolerant my career wouldn't have ever been so successful. For other people, in different circumstances – I don't know; But for me, maybe my perseverance, I myself as a person, maybe' (female academic FESTA project, 2014).

'I have four kids and I like to spend time with them. I'm home every evening. We eat together, I do the baths, I read them books, and I read them stories at night. I do all of that. My wife is a solicitor and she has a very busy practice so it would be fairly regular that she would phone me and ask me if I would collect the kids so it might mean I'd have to leave around half four. Usually I try to work until between 5 and 6. But yea, I often do, I live locally and I see I live around a lot of academics. I see how they live their lives, and I see the sacrifice that they make, especially in terms of time, to complete the kind of research that they're doing. And I think it's wonderful and I think it's great, they're so committed to their work, but it's a sacrifice that I'm not willing to make' (male researcher FESTA project, 2014).

'My career accelerated after the birth of my daughter. Perhaps I got more motivated ... it was the only essential motive ... and then I completed my PhD dissertation for around a year' (female academic FESTA project, 2014).

'I suppose, gender has certain consequence, because women have other functions in the family, etc. They are perhaps a little bit more overburden that's why it's more difficult for them to succeed in their research careers' (male academic FESTA project, 2014).

'Now when I am preparing applications for the foundations, they will say: "you publish only 2 papers" and you write there were some maternity leave and this was in my case not excused because my students actually were coming to me to be supervised at home during my maternity leave. Of course I cannot stop, don't stop. Stopping in science is a killer. You need to be on the top of the wave' (female academic FESTA project, 2014).

'I look around at what people have to do around here to get promoted and I don't want to do it cos I won't see my family as much as I want to. That's black and white for me' (male academic FESTA project, 2014).

'I know many of my male friends who are very successful as well and they have done what they want to, without anything, whenever they wanted they moved to a new area, like this you know, so it's very smooth for them to do anything because they don't have any ties from the family or whatever' (female academic FESTA project, 2014).

'I know one academic here works from home two days a week. I don't know if I'd be able to get away with that....even though my head of department probably would be aware I would be working, whereas I find there's a couple of [male] members of staff here who have no problem, maybe they have more of a neck on them than I do to say 'look we're working from home and you know don't be knocking at my door'... [The] two of them are junior faculty members, until they were promoted recently. So I'm here the exact

same amount of time and so I wouldn't, I wouldn't say that you know. I think it's cheeky' (female academic FESTA project, 2014).

'..... I've certainly kind of resigned to the fact that my career will never really reach what it could if I was working full-time..... I think any kind of ambition, career ambition, is kind of down the line until I can get back in full-time' (female academic FESTA project, 2014).

'I am the one who is taking our child from the school every day. My working hours are designed accordingly to my child's school times. I try to keep a regular daily schedule for sustainability of my work. For example, I never let my kid to eat ice cream, because if she eats, she may become ill, if she becomes ill, I need to stay at home with her' (female academic FESTA project, 2014).

'When I look back and consider the past, I am not content with the point I achieved because I should have done more. For example, I have a few book projects in my mind but I cannot be productive, so I couldn't write any. I aim to publish books in the future. Especially my household responsibilities and my responsibilities at work set up obstacles against publishing. I cannot spare enough time and cannot concentrate, basically because I'm a woman' (female academic FESTA project, 2014).

List of competences and definitions

See Appendix 2

Spiral/round

See Appendix 3

Exercises

HANDOUT

Work-Life Balance

Exercise 1: Work-Life Balance Cake Model

The career cake model is an exercise providing you with an overview of your life. It can reveal the difference between the life you wish and the life you live. The model gives you a hint about the parts of your life you need to take a closer look at.

Fill in the cake with your values. Look at the cake. It is an image of your life.

There are two ways to change a work-life imbalance; either you change your priorities or you have to change the time allocated to each area.



HANDOUT

*Work-Life Balance**Exercise 2: Priorities*

Step 1: Reflect and write down your thoughts on:

1. What does "Work-Life Balance" mean to you?
2. What is the impact of work-life balance and imbalance on you?
3. What are your values about work, family/friends and yourself and where it fits life as a whole?
4. How much should each area represent in your life, i.e., how much of your waking time and energy do you want to devote to each area?
5. How can you make sure that you honor your commitment?

HANDOUT

*Work-Life Balance**Exercise 3: Defining the playing field*

Within the framework and the "life resources" you assigned each single area of life in the previous exercise:

Reflect and write down your thoughts on:

- What specific main activities must be central to each area?
- What should be your (life-strategic) pointers that you should prioritize?

HANDOUT

Work-Life Balance

Exercise 4: Making prioritizes

1. Consider the fit between your current work role and your life outside work.
 - You may give each main activity points on a scale from 0-10 according to how well you live your priorities.
2. Are you satisfied with your work-life balance?
3. What are the issues that you prefer ("wants") versus those that are absolutely non-negotiable?

APPENDIX 1: PowerPoint FESTA introduction



FESTA
Female Empowerment in Science and Technology Academia

These activities and FESTA have received funding from the European Union, Seventh Framework Programme (FP7/2007-2013) under grant agreement n° 247224



www.FESTA-EUROPA.eu

The FESTA project

- EU FP7 Project: February 2012-2017. €4.3m
- Participants: Bulgaria, Denmark, Germany, Ireland, Italy, Sweden and Turkey
- Coordinator: Minna Salminen-Karlsson, Sweden
- Implementation Project
- Project content/subjects:
Awareness Raising, Decision Making and Communication, Excellence, Interactional patterns and Resistance.





FESTA: Aims and objectives

- To analyse **gender gap phenomena** in science and technology academia (quantitative and qualitative indicators)
- To identify **specific mechanisms which create and sustain disadvantages** for women
- To introduce **permanent changes** in science and technology academia to address these mechanisms and to create environments where women's careers can flourish.

3

These activities and FESTA have received funding from the European Union, Seventh Framework Programme (FP7-2007-2013) under grant agreement n° 247524



THANK YOU!

FESTA has received funding from the European Union, FP7, Capacities



4

These activities and FESTA have received funding from the European Union, Seventh Framework Programme (FP7-2007-2013) under grant agreement n° 247524



APPENDIX 2: List of competences and definitions

This appendix is relevant for all modules and contains seven themes:

- Gender in STEM – things you need to know
- Personal Resources/Barriers
- Publications
- Skills
- Strategic Career Planning (things you need to know)
- Visibility Locally/Nationally/Internationally
- Networking

Theme: Gender in STEM – things you need to know

Competences / Abilities / Knowledge	Definition
Awareness of entitlement	Women tend to be low in entitlement and men tend to be high. Men behave as if they are more entitled than women to belong and succeed in the workplace. They take as their due, or their right to be promoted and advanced whereas women wait to be asked to go forward for promotion. Women are as entitled as men to everything a career offers.
Understand stereotyping	Gender stereotypes are cultural scripts that are deeply embedded in people's minds. The idea that a man is a hunter while a woman is a career, are stereotypes. Behavior that society considers appropriate is assigned to men and women because of gender stereotypes such as men are agentic and ambitious whereas women are nurturing and sensitive.
Understand unconscious gender bias	Ideas about gender appropriate behavior for men and women are known as unconscious gender bias. People are not deliberately or even consciously expecting different behaviors of men and women. But they do expect different behaviors and when men and women behave in unexpected ways, they are seen as transgressing gender norms. An example of unconscious bias

	is that the majority of people (men and women) consider that a scientist is a white man in a white coat with white hair. Type Professor into the google search bar and click images – see how many not-white, not-old, not-men, appear!
Awareness of gender differences	Being aware that sex is biological (women can bear children) and gender is socially constructed.
Awareness of resistance	Unfortunately, when people's views about gender are challenged, some people tend to resist. This is not hatred and fear of women (misogyny), but fear of changing long held, traditional ideas.



Theme: Personal Resources/Barriers

Competences / Abilities / Knowledge	Definition
Family support	For anyone with a committed career, family support is necessary. Family of origin is important in selecting and establishing oneself. Spouse is particularly important in maintaining or advancing a career.
Get work life balance	Achieving a balance between work and home life which ensures a distribution of time between both that is satisfactory. When there is an imbalance in work/life, this can be stressful.
Know your individual resources	Understanding your own level of resistance, endurance and ability to tolerate stress, pressure and other factors you will encounter during your career.
Know your challenges	Understanding those factors that you find difficult to manage and developing coping strategies.
Know your priorities/ Manage your priorities	Understanding what is important – a priority – for you in your career/life and ensuring you manage to achieve it.

Theme: Publications

Competences / Abilities / Knowledge	Definition
Publish strategically / Target High Impact Journals	Different disciplines have different vehicles which are more/less effective in advancing an academic career. The Journal <i>Nature</i> is most prestigious in science, while IEEE is most prestigious in engineering. You need to know which vehicle is most strategic for your discipline.
Develop relationships with established academics and publish jointly	One way to advance your publication output is to publish/collaborate on a publication with an established academic.
Develop relationships with journal editors	Another way to advance your publication output is to review journal articles and develop relationships with journal editors. Look out specifically for special editions in your field.

Theme: Skills

Competences / Abilities / Knowledge	Definition
Negotiating skills / Negotiate deals	To negotiate is to : bar- gain , deal , contract , discuss , debate , consult , confer , mediate , hold talks, arbitrate , cut a deal, discuss terms. The essence of negotiating is trading – giving and taking.
Different gendered styles	The Gender Stereotype-Negotiation Link: <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>Effective Negotiator</p>  </div> <div style="text-align: center;"> <p>Strong Weak</p> <p>Dominant</p> <p>Assertive</p> </div> <div style="text-align: center;"> <p>Ineffective Negotiator</p>  </div> <div style="text-align: center;"> <p>Submissive</p> <p>Accommodating</p> </div> </div>

	sion makers, prior to the formal convening of a committee (e.g. on the golf course).
Know the unwritten rules of advancement	The written rules of advancement are research, teaching and scholarship. The unwritten rules are connections with established international collaborators, patronage/sponsorship of a powerful other in the organisation, funding received, reputation and visibility.
Know your competitors	Know your competitors professionally, e.g. those who are working in your area of expertise, internationally. Know your competitors locally, i.e. those who are at the same level as you in the organisation hierarchy and who will be competing with you for promotion. In both cases, stay informed about your competitors work, research, funding, teaching, publications and visibility and benchmarks you against their output.
Know your institutions support structures	Find out what resources / supports are available to you who will enhance your possibility of promotion, e.g. training programmes for skill development; opportunities to network and collaborate; available conference funding.
Awareness of the promotion game	The written rules of advancement are research, teaching and scholarship. The unwritten rules are connections with established international collaborators, funding received, reputation and visibility. Ensure you take opportunities to support/collaborate with those people who are likely to be participating in promotion committees at university/faculty level.
Know the excellence criteria (for promotion) and in the discipline internationally	The written rules of advancement are research, teaching and scholarship. Find out what the criteria are for promotion in other institutions and cross nationally to give you every opportunity for advancement.

Theme: Theme: Strategic Career Planning (things you need to do)

Competences / Abilities / Knowledge	Definition
Select a PhD supervisor carefully	<p>PhD supervisors can be powerful allies or not. A good PhD supervisor will ensure you acquire all the skills you need for a successful academic career while you are conducting your PhD research with them. Such skills include presenting research at conferences, publishing articles, defending your work, collaborating on publications, directing you to sources of funding, providing opportunities for teaching, and, of course, ensuring you complete your PhD on time. A good PhD supervisor will introduce you to his/her network and facilitate your collaboration with members of the network.</p> <p>Research your potential PhD supervisor by speaking with his/her current post docs and current PhD students.</p>
Utilise services	<p>Take every opportunity to avail of resources / supports that are available to you which will enhance your possibility of promotion, e.g. training programmes for skill development; opportunities to network and collaborate; available conference funding.</p>
<p>Obtain Patronage of powerful others</p> <p>Find a mentor</p>	<p>Offer to do work for and with people in positions of power, who can help to advance your career.</p> <p>Mentoring is most often defined as a professional relationship in which an experienced person (the Mentor).</p> <p>Assists another (the Mentoree) in developing specific skills and knowledge that will enhance the less-experienced person's professional and personal growth. Many women have had mentors, people with whom they get along, from whom they could receive emotional support and feedback, and who they saw as a role model. Mentors are those with whom you have good chemistry, those who help you gain insights about yourself and who hopefully give you good career advice. In contrast, a sponsor works with you to identify the right next move and helps</p>

Get a sponsor	<p>you to get it. To boil it down: a mentor will tell you “why” to do it, and a sponsor will help you get it.</p> <p>A sponsor is a senior manager with influence at your company who has the ability to get their sponsored employee considered for promising opportunities, challenging assignments, and promotions. Please note: the critical distinguishing characteristics of a sponsor are: seniority, influence, and power.</p>
Supervise PhD students	Throughput of PhD students is important to advance your career. Make sure you supervise students who will be successful and who will complete good projects fast. Make sure you publish with your students.
Obtain a powerful (management) position	As soon as you consider yourself ready, apply for a position as head of department/assistant dean /dean. Such positions are administratively challenging and can negatively affect your research output, however, you will have the opportunity to work with the most powerful people in the organisation and you will have the power to allocate resources, and chair recruitment panels.

Theme: Visibility Locally/Nationally/Internationally

Competences / Abilities / Knowledge	Definition
International visibility	Being visible means that you can be seen by those people you want to be aware of you. Such international visibility comes from publishing in international journals, speaking at international conferences, becoming involved in international research consortia. Other vehicles for international visibility include Academia.edu and ResearchGate.
Be internationally mobile, Study abroad	Take every opportunity to work or conduct study/research abroad, even for a short period

	of time to develop international collaborators.
Promote your work/ build a high profile inside and outside your own organization / Demand recognition/ Gain prestige / visibility within the organization and externally	Do not be shy about your work. Promote your work on your Research Gate, Adademia edu, Linked-In and Facebook accounts. Develop relationships with journalists and the media so that you are asked to comment on relevant news items. Tweet about your work, issue press releases and join digital conversations where possible to give you widespread visibility. Organize conferences, establish new journals, wherever there is an opportunity for you to promote your work, take it!
Write funding proposals / Join research consortia	Collaborate with international partners in making funding proposals. Attend networking meetings arranged by national agencies in order to meet potential research partners and go introduce yourself.

Theme: Networking

Competences/Abilities/Knowledge	Definition
Do not leave your contacts to chance: set yourself clear and realistic targets	This requires a little reflection on your own position. Where do you stand right now in your career and what do you want to achieve? What support might you need? Identify those people within your organization and your discipline who you need to get to know. And don't forget, what do you have to offer in return?
Give your network partners and yourself time to get to know each other	Good networks are not created overnight; they take time and need to be maintained and developed over the longer term. You should therefore start early to create your network. Networks are based on cooperation and collaboration, so be prepared to give as well as take.
Embrace the concept of giving and taking	Let others share in your successes and contacts. Give willingly, but not carelessly. Ask others for

	advice and support. And, most importantly, make sure to thank others when you have received help or information. Politeness, reliability and genuine appreciation are important factors in networking.
Learning by doing	Make use of every opportunity to enter into contact with your colleagues. Become a member of academic societies within your discipline. Attend presentations, conferences and colloquia. Get involved in groups, teams and research clusters at your university
Do not focus only on the highest level contacts	Horizontal contacts are just as valuable as vertical ones. When planning your network, aim to include contacts at all levels. It will be easier to be introduced to those at the highest levels by those who are closer to them.
Concentrate on common goals and synergies	You do not have to work in the same field with someone to collaborate with them. Consider interdisciplinary research and areas for collaboration outside your comfort zone.

Appendix 3: Spiral/round

This appendix describes what a spiral/round is and how to go through it. It is relevant for all modules.

The method “Spiral/round” is adapted from a Hawaiian tradition called Ho’oponopono which means to set things right or disentangle. It is traditionally used mainly for conflict resolution and mediation. Traditionally it is part of a wider spiritual and community practice and has elaborate steps and ritualized sequences.

This form has more recently been found to be useful as a way to survey the grounds for making democratic, inclusive and sustainable decisions (and finally also as an inquiry into more philosophical questions. In this use, it is similar to the Socratic Conversation).

It is remarkably effective, is known as the self-healing circle. It can be used in any size group. It is used mainly to *investigate* a situation or question or conflict, with a genuinely open possibility for outcome – not directly to make decisions or find solutions. This comes after the Spiral. However, decisions and solutions more often than not emerge gracefully and with surprisingly potent, creative and rich precision as well as a very clear mandate of the stakeholders to the topic.

Participants are people who have a stake in the topic if it is announced (such as a conflict or a democratic decision to be made). If there is no defined topic, the people present define what is important to them to talk about.

The rules are simple and usually after the first round the conversation is self-organizing – though having a mild facilitator present is useful. It is useful (but not necessary) to have a defined topic.

The Spiral goes like this:

- There are several rounds clockwise – as many as is possible in the time allotted OR until everyone says ‘Pass’.
- Everyone speaks in turns. I say what is on my mind about the topic. I address the present community. I speak on behalf of myself alone – that includes decisions: if I make decisions, I only commit myself. It is possible to ask questions but a direct response is not necessarily to be expected – it may or may not be given as the spiral moves along. And may take on unexpected nuances and forms. The only commitment everyone has is to say what is on one’s mind – no more, no less. There is no outer compulsion or expectation for anyone to pick up on what has been said already. If, however, there is an inner need, there is no such thing as redundant repetitions – if the same things are said more than once, this is amplification and can be seen as the relative weight or importance of the spoken to the people present.
- There is no ping-pong to break the sequence. I have to wait my turn.
- If when it is my turn I have nothing to say, I say ‘pass’. I can speak again when it is my turn next.

Timing, beginning and ending the Spiral: The same person begins and ends the spiral. It may be good to take two rounds and then evaluate the need to go on. Otherwise the Spiral can be timed either by allotting a set amount of time, which the facilitator keeps track of, or by letting the Spiral go until there is a complete round of ‘pass’es’ – then the topic is exhausted and it is time to move onto decision-making and action... (Sometimes this stage comes all by itself and the Spiral disintegrates before the ‘pass’-round. Then somebody needs to close it and state the change)

The Socratic conversation (excellent for more philosophical inquiries) has two additional practices: the order of speakers goes from the youngest person present to the oldest. Before the next person speaks, there is a pause for at least as long a period of time as the previous person has spoken.

A few links about the conflict resolution practice of ho'oponopono:

<http://www2.hawaii.edu/~barkaj/HO/Hooponopono.pdf>;

<http://www.ecr.gov/Resources/NativeNetwork/NetworkGlossary.aspx?cat=nn>

