

GENDERED LEADERSHIP IN ECONOMIC AND PUBLIC POLICY

STREAM LEADERS: ALISON PRESTON & ANGELA BARNES

TUESDAY 22 JULY

11.30am – 12.30pm

1. For whom the 'boom' tolls: women's labour market experiences and expectations of WA's booming economy.
Alison Preston & Therese Jefferson
2. 'My mum said to me': The feminisation of career advice in young women's career-related decision making
Angela Barnes

2.30pm – 3.30pm

1. Negotiating Difference: one experience of Access & Equity policy
Frances Crawford
2. When Gender Goes Missing: Solving the Mystery of Gender Neutrality in Workplace Bullying Policy
Jacquie Hutchinson and Joan Eveline

4.00pm – 5.00pm

1. Engendering Leadership In Policy Development: The Case Of Gender Mainstreaming
Jennifer Binns
2. Gender, Globalisation And Teachers' Employment
Larissa Bamberry

WEDNSDAY 23 JULY

4.00pm – 5.00pm

Panel: "40 years of pay equity policy and still not equal": A panel-audience dialogue.

Facilitators: Professor Alison Catherine Preston & Dr Angela Barnes, WiSER / Graduate School of Business Curtin University of Technology

TUESDAY 22 JULY

11.30am – 12.30pm

For whom the 'boom' tolls: women's labour market experiences and expectations of WA's booming economy.

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Women's labour market experiences during WA's prolonged mineral boom have been far from uniform. This presentation brings together some insights from three diverse research projects that have examined different aspects of women's experiences and expectations of working life in a booming minerals economy. Firstly, the paper reviews previous findings of the gender wage gap in Western Australia throughout period of industrial relations reform since 1996. At an aggregate level, this demonstrates the relatively inequitable sharing of the rewards from economic growth. Secondly, the paper provides some insights from qualitative research with women in low paid sectors of WA labour market, again showing the marked contrast between those working in high growth, minerals related sectors with the experiences of those in insecure work in largely feminised industries. Thirdly, the paper provides an overview young women's views about being able to participate in the minerals sector as a direct means of sharing in the wealth being generated by the mining boom. The three projects demonstrate the diverse range of women's experiences in a booming economy and serve to illustrate some of the policy challenges for both the private and public sectors as they attempt to address future labour market issues.

Key Words: gender wage gap; women's economic participation and opportunity; segregation; economic prosperity.

TUESDAY 22 JULY**11.30am – 12.30pm****'My mum said to me': The feminisation of career advice in young women's career-related decision making.**Angela Barns, Curtin University, a.barns@curtin.edu.au

Understanding the role performed by parents within young women's career decision making is a critical but relatively under-explored issue. Whilst and psychological theories of career choice have typically focused on the individual and intra-psyche factors in choosing an occupation, economics' human capital theory emphasises individual rationality and investment as key to career decisions. It wasn't until the 1960s and the formalisation of Marxism within the academy that sociological theories of reproduction and occupational socialisation began to highlight the process of occupational inheritance (Roberts, 1968; Bowles & Gintis, 1976). Reproduction and socialisation theories provided an important insight into the alliance between economic and social disadvantage and occupational groupings and whilst making a valuable contribution to a relatively undeveloped discourse, the explicit focus on the associated between fathers' occupations and those chosen by their sons, rendered women's career experience within the family, invisible. Despite increases in the number of women entering sectors of the educational and labour markets traditionally reserved for men, models of career choice have been slow to respond (Vinnicombe & Singh 2003; Farmer et al. 1995; Seymour 1995). Mainstream career models continue to produce understandings of occupational decision-making within which women and men's roles are subsumed within the generic category of 'parent'.

Whilst the use of 'parent' can be read as un-gendered, in which either or both parents are subjects in the process of intergenerational occupational transfer, such undifferentiating categorization is fiction; 'parent' is typically synonymous with 'father-as-male-as-breadwinner' (Standing, 1999, p. 58; Reay 1998, p. 196). Whilst women have been identified as significant agents of socialisation in the reproduction of their daughters' femininity, their 'reproductive' role in career choice and decision making, a traditionally masculine domain, is constructed as relatively benign (Betz, 1994, p. 2).

Yet, as the findings from in-depth interviews with 27 young women identify, mothers, not fathers, were identified as key agents of information, support and experience in their daughters' career decision making journeys. The young women's stories expose the pivotal role performed by mothers in their daughters' career choices, aspirations and imaginings of career-family futures. For many of the young women their mothers were cast as vanguards of career possibilities, armed with 'maternal knowing'. This 'knowing' was highly lucrative, providing specific information and advice, a site of and for reflection and as a guide to 'what to' or 'not to do'.

As a way of exploring this crucial yet relatively invisible relationship further, this paper draws on Young et al's (2002) contextualist framing of occupational choice. Within this framing the meaning of 'context' shifts from that of 'place' or 'a setting (environment) for action' to the relationships between 'human intention, processes and change in context' (Young et al. 2002, p. 207). A contextualist framing conceptualises career decisions as constituted through epistemological, ontological and practice issues; understanding how young women come to know and feel about careers and through interactions with which agents, spaces and places. Through this process of unpacking the knowing and doing of the young women's career decision making, the previously negated or minimised positioning of mothers, is made overt. In their stories of how they came to know about careers, the young women identify their mothers as 'key informants'; in making sense of a career in terms of how they understand themselves and their positioning in the social world, the young women draw on their mothers experiences; and in negotiating the practicalities of choosing a career, from selecting a university to identifying a course, the young women described their mothers input.

This paper is but part of the 'insurrection' of the 'undertheorised', silenced and/or suppressed aspects of careers; aspects which have and continue to be feminised (Fletcher 1998, p. 164). In the process of 'outing' mothers as primary negotiators in young women's career decision-making, a new reading of 'reproduction' is constituted, one which prioritises the diverse and complex roles performed by women-as-mothers of career-aspiring daughters.

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TUESDAY 22 JULY**2.30pm – 3.30pm****Negotiating Difference: one experience of Access & Equity policy**

Frances Crawford, Department of Social Work & Social Policy, Curtin University of Technology,

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Googling 'Access & Equity' gains access to many million hits but 'equity' features far less than 'access' which mainly refers to a technical process such as accessing a web site. Yet a decade back considerable attention was given in both Australian and American policy programs to ensuring access and equity goals were met in the provision of public goods such as education and urban planning. This policy goal has faded considerably from the discourse in both places. Beyond the binary decision as to whether such programs worked or not, what has been learned from the experience of those targeted by such policy? This paper considers how one African-American male of 26 years recounted his experience of an access and equity admission to an educational program on urban leadership. The paper unpacks the student Chris' in-depth account of negotiating difference in the classroom at a private New England university founded as a women's college. The interview was conducted as part of an international collaborative research project on how students experience and interpret diversity in the classroom. While an American researcher conducted in-depth interviews with Australian students self-identifying as experiencing diversity in the classroom, I conducted interviews with students in the United States. At both university sites of study, the administration had committed to recognizing and valuing diversity for social justice ends and ran specific access and equity programs.

All 24 interviews yielded rich descriptions of what happens in current classroom settings around negotiating difference. Chris' account highlights how the intersectioning of gender, race and class plays out in people's lives and the issue of agency in this. Chris actively worked to negotiate to best advantage the unmapped spaces he found himself in because of policy. While being in this territory is by no means a singular occurrence, Chris embraced the chance to give a detailed 'ethnographic' account of classroom life to a stranger from the other side of the world, twice his age, white and female. Giving voice to such a listener was something he consciously valued and sought out in response to a broadcast invitation for research participants. It was a chance to develop further reflexivity on his positioning as the 'subject' of access and equity policy objectives and the practical effects on his life and possibilities. As he states "*I am who I am and that's all I can be. And it is still a conscious struggle to figure out who I am and where I fit.*"

Chris' narrative highlights how individual agency shapes the enactment of access and equity policy in unpredictable yet culturally bound ways. Within an overarching theme of the classroom as liminal space the paper identifies a particular student's views on diversity and his part in it. Chris' male, African -American voice illuminates some of the complexities, ambiguities and conflicts involved in negotiating difference and even identifying difference in engendering leadership. His story is testament to the importance of considering the intersectionality of gender, class, race and other markers of diversity in the lived experience of those to be targeted by policy to the ends of public good and social justice.

Key Literature

Collins, Patricia Hill (1991) 'Learning from the outsider within: The sociological significance of black feminist thought', in Mary M. Fonow and Judith A. Cook (eds) *Beyond Methodology: Feminist scholarship as lived research*, pp 35-59. Bloomington: Indiana University Press.

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TUESDAY 22 JULY**2.30pm – 3.30pm****When Gender Goes Missing: Solving the Mystery of Gender Neutrality in Workplace Bullying Policy**

Jacquie Hutchinson & Joan Eveline, University of Western Australia, Jacquie.hutchinson@uwa.edu.au ,
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As a topic in workplace bullying (WPB), the question of gender shows an intriguing contradiction. On the one hand considerable effort goes into producing the idea of workplace bullying as gender-neutral, and indeed Australian policies are developed strictly on that basis. On the other hand there is substantial evidence from around the world that the organisational context in which workplace bullying arises is profoundly gendered, which begs the question of why and how WPB policies can and should be developed as gender-neutral.

This paper examines that question of gender neutral workplace bullying policy in the Australian context. It draws on two key sources – a) the international workplace bullying literature (particularly the two dominant models on which WPB policy is based); and b) on interview data with policy actors in the Australian public sector, including managers, policy implementors and employee advocates. We show that both the literature and the policy actors tend to deny the relevance of gender to workplace bullying policy, and we go on to build an argument for how and why they do so.

To develop its argument the paper begins with the methodology for assessing policy developments designed by Carol Bacchi (1999), and adds the theory of the gendered organisation (Acker 1990) to provide what we see as a necessity - an organisational and gender analysis. Bacchi's methodology, which she calls the 'what's the problem' approach, highlights the idea that the way in which policy problems are represented determines the possible solutions to be found. The corollary of this proposition is that if the problem definition is too narrow then the solution will also be too narrow, and will indeed make the policy ineffective and/or faulty. Acker's theory of the gendered organisation has provided a touchstone for the dialogue between organisational and feminist theorists for almost two decades, and has been augmented to integrate the sociological dimensions of class and race.

In showing the effort that goes into situating workplace bullying policy as gender-neutral, this paper is particularly concerned with how such a representation is subsequently disseminated and defended. The paper is organised to make our case across three stages, to each of which we apply a 'gender lens' (Kolb and Meyerson 1999). These stages are: i) an examination of how and why WPB policy becomes based on a supposedly gender-neutral occupational health and safety framework; ii) an examination of how and why a workplace discrimination framework is represented as having contradictory benefits for WPB policy; and iii) an analysis of how and why policy actors in the Australian public sector take the lead in disseminating and defending the need for gender-neutral workplace bullying policy.

We argue that behind the effort to defend workplace bullying as a gender-neutral problem lies two key factors: a) the tendency to individualistic remedies in public sector policies; and b) the idea among policy actors that if workplace bullying was portrayed as needing a gender analysis then current support for it as an important organisational issue would dissolve.

Keywords: workplace bullying, gender-neutral policy, gendered organization.

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TUESDAY 22 JULY**4.00pm – 5.00pm****Engendering Leadership In Policy Development: The Case Of Gender Mainstreaming****Jennifer Binns, University of Western Australia, Jennifer.Binns@uwa.edu.au**

Gender Mainstreaming (GM) is a 'feminist project' (Carney 2002) which aims to incorporate gender considerations into all areas of policy making. Given that conventional policy making is gender blind (Sharp and Broomhill 1988), GM can be viewed as a change strategy and those involved as leaders of change. GM challenges the association of gender with women and, at least in its more radical manifestations, calls attention to the unequal power relations that privilege men at the expense of women (Eveline and Bacchi 2005). In practice, however, GM is largely seen as being about and for women. It is not surprising, then, that women form the overwhelming majority of those leading GM implementation. What does this tell us about the construction of both leadership and gender in a policy context, and what implications does it have for the transformation of policy processes?

Although leadership is construed as an heroic masculine preserve – and therefore no place for a woman (Sinclair 1998) – the preponderance of women in gender policy suggests that the heroic archetype holds less sway within feminized policy domains. Gender policy seemingly provides leadership opportunities for those who are 'disappeared' (Fletcher 2001) by the heroic discourse which dominates public sector organizations. It has been argued, however, that GM cannot 'escape the genderedness of organizations' (Benschop and Verloo 2006), falling victim to the prevailing neoliberal, rational-economic policy agenda (Bacchi and Eveline 2003; True 2003).

My argument is that GM contests the orthodoxy in two ways. Not only are the equity principles of GM inconsistent with rational, neoliberal goals, but the (mostly) women who are at the forefront of GM do not match the masculine ideal of policy leadership. So, when women (defined as not leaders) are involved in gender policy initiatives (defined as about women and therefore not a priority) there is a situation of double jeopardy.

The paper draws on a 3-year, 2-state Australian study in which I was one of the 'gender experts' assisting government agencies to mainstream gender awareness into their policy processes. Fourteen of the 17 policy staff who participated in the Western Australian (WA) component of the study were women, as were all of the academics/gender experts and trainers. This fact was unremarkable and unremarked. In WA, project teams were established in 5 agencies to test the application of GM to a selected policy. My analysis focuses on one project team located in a traditionally masculine agency (GM has had minimal impact on such policy areas (Verloo 2005)). This mixed-gender team provides an interesting perspective on how gendered power operates in the leadership of policy change. I explore the ways in which gender constructions shaped the identities and practices of the female and male members (how they 'did' gender (Butler 1990) while doing policy work) as well as the meaning of leadership. I conclude that, in order to see the work that the women in the group did as 'leadership', it is necessary to contest the heroic notion of leading as formal/ visible decision making and to reconstruct it as the informal/invisible processes which underpin all organizations (Eveline 2004; Fletcher 2001).

Keywords: Gender mainstreaming, policy, gender relations, power

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TUESDAY 22 JULY**4.00pm – 5.00pm****Gender, globalisation and teachers' employment**Larissa Bamberry, RMIT University; larissa.bamberry@rmit.edu.au

A key component of current social, economic and political discourses in Australian public policy is the role of globalisation in structuring decision-making processes (Probert 1995; Edwards & Magery 1995). This paper examines how globalisation has impacted on employment patterns and gender relations in the education industry in New South Wales, Australia. In particular it examines the impact of globalisation on the decision-making processes of high school teachers with non-standard working patterns, especially casual employment.

Globalisation is a much debated and somewhat contested concept. There are many myths surrounding its processes and its effects. Globalisation is also a highly gendered process (Connell 2000). The institutions and structures of globalisation, such as international relations, international trade and global markets and the supranational political and economic organisations have had differential impacts on men and women at the local level in terms of access to stable employment, welfare services and other resources (Bakker 1994; McDowell 1999; Nagar et al 2002).

In terms of the education industry, particularly at the secondary school level, the direct impact of the global labour market is less obvious than in other economic sectors. School education cannot be shifted off-shore, nor can it be shifted to a more capital-intensive basis. School teachers are relatively highly skilled, yet teacher shortages have not resulted in increased occupational rates of pay. These factors seem to suggest that less direct processes of globalisation are at play within the industry.

Indirect processes of globalisation include economic restructuring and the ideological constructions associated with restructuring, such as neoliberalism or economic rationalism. Particular aspects of restructuring in Australia have been labour market restructuring and public sector reform. Through labour market restructuring the Australian labour market has changed from a highly collectivised, centralised system to a system that is more highly individualised and decentralised. Public sector reform has seen the widespread introduction of new managerialism to all aspects of public service provision (Considine & Painter 1997). These restructuring processes have had differential impacts on men and women (Yeatman, 1997) and their access to employment.

This paper draws on an in-depth field study examining casual teachers' experiences of globalisation, economic and labour market restructuring and public sector reform in New South Wales. Interviews were conducted with 20 casual school teachers working in the New South Wales public education system. Men and women teachers, working in rural and urban locations, were asked about their experiences of globalisation and its impact on gender relations in the workplace and in the home.

Findings indicate that globalisation has impacted on gender relations both in the workplace and in the home. In the workplace, globalisation has reinforced the systematic discrimination against casual workers. Teachers are penalised for adopting non-standard forms of work. Casual employees experience exclusion, peripheralisation and individuation. However, many of the participants in the study had developed mechanisms for resisting these processes. Many of the teachers mobilised social relationships and networks of intimacy to gain a sense of security and attachment in the workplace. Others used collectivism and union membership to protect themselves in an environment of heightened risk.

Keywords: gender, globalisation, teachers, casual work, discrimination

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WEDNESDAY 23 JULY

4.00pm – 5.00pm

Panel: “40 years of pay equity policy and still not equal”: A panel-audience dialogue.

Facilitators: Professor Alison Catherine Preston & Dr Angela Barns, WISER / Graduate School of Business Curtin University of Technology

In 2009 Australia will celebrate the 40th anniversary of the Commonwealth Arbitration and Conciliation Commission’s ‘equal pay for equal work’ decision. Whilst this moment heralded a new era in women and men’s equality, the journey was far from over and it wasn’t until 1974 and the establishment of the minimum wage and the Award system, with its extensive coverage of the labour market that the ‘equality’ proposed in the 1969 and 1972 decisions was realized. Since this time the campaign for equal pay, or pay equity, as it is now referred has succeeded five changes of government, four national wage cases and an extensive reorientation of industrial relations. Its perseverance has earned the gender pay gap the status of an Australian institution, an issue threaded through the rich tapestry of Australia’s economy and labour market.

This panel space is designed to personalise the pay equity trajectory; a space to listen to and talk about the personal and professional experience of pay (in)equity in its diverse forms. Discussions of pay equity and related issues of occupational segregation and labour market discrimination are constructed in ‘academic’ frameworks with the messiness of everyday realities removed. This is not to take away from or discount the value of academic framings and positionings of pay equity but rather to highlight its duality – its presence as both a theory and practice, personal and professional, issue. This panel space invites four panellists to provide their personal-professional experience of pay (in)equity, reflecting on their ‘careers’ identifying and advocating for equality. We also invite audience members to share their experiences of being ‘paid less than’ their male counterparts, to reflect on issues such as: What does it mean to you in your workplace or occupation? What does it mean to you as a person and professional? How is it that in 40 years the issue has yet to be resolved? What are the broader implications of this continuing inequity for our communities? Is there something we’re missing here?

Key Words: pay equity; lived experience; theory and practice (praxis).

For many, this economists' ideal is a step too far. But discretion could be preserved by borrowing from a new German policy that lets workers in firms with at least 200 employees ask about average pay within a peer group. This gives workers the tools to bargain with, without sacrificing anyone's privacy. Such measures could help iron out other discrimination. The first pay survey of Salesforce, a cloud-computing firm, in 2016 led to \$3m in salary corrections that benefited men as well as women. This article appeared in the Leaders section of the print edition under the headline "How to narrow it". Reuse this content The Trust Project. More from Leaders. Escaping the lockdown Don't rely on contact-tracing apps. Leaders.