

Inspiring Women Leaders:

Outcomes of the WinSETT Centre's Women in SETT Leadership Program



Report Prepared Oct. 2014

Contents

Executive Summary	2
Who We Are	3
The Business Case	3
Status of Women in SETT Sectors.....	4
Attrition.....	6
The Women in SETT Leadership Program	6
Assessing Outcomes	9
Results.....	9
Evaluation Summary.....	14
Personal Feedback.....	15
Opportunities for Further Research and Evaluation	16
Women in SETT Leadership Network.....	16
Recommendations.....	17

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NSERC/Petro-Canada
Chair for Women in
Science & Engineering,
Atlantic Region

Inspiring Women Leaders:

Outcomes of the WinSETT Centre's Women in SETT Leadership Program¹

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Executive Summary

Women continue to be under-represented in Science, Engineering, Trades and Technology (SETT) sectors and notably in leadership roles. Technical women also leave SETT fields at significantly higher rates than their male colleagues in early to mid-career. While the reasons for that attrition may vary for individual women, consistent themes centre on the culture of the workplace, subconscious gender biases, lack of opportunities for career development and advancement, and lack of policies to support professional – personal balance.

To address these issues, the Canadian Centre for Women in Science, Engineering, Trades and Technology (WinSETT Centre) delivers its flagship Women in SETT Leadership Program to technical women as well as to SETT sector employers across Canada. The Program's highly interactive workshop modules provide research on gender factors, skills development, and effective strategies for women to succeed and advance. They also build participant confidence and share the experiences of women leaders in SETT. A complementary employer module enables organizational leaders, executives, managers, and project leads to assess current workplace conditions, share effective practices, and develop action plans to alter their work environments so that everyone succeeds.

This report summarizes the business case for increasing the participation and leadership of women in SETT, illustrates aspects of the status of women in SETT in Canada, and highlights the issues around their retention and advancement. It then focuses on the themes, content and outcomes of 54 deliveries of four modules of the Leadership Program to participants in industry, post-secondary institutions and professional associations across Canada. The report concludes with recommendations for the future development of the Leadership Program.



¹ The WinSETT Centre acknowledges the financial support of Suncor (St. John's) to produce this report. Preliminary content was presented at the 3rd Gender Summit North America, Nov. 13-15, 2013, Washington DC, and the 15th Biennial CCWESTT National Conference, May 21-24, 2014, Regina SK.

Who We Are

The Canadian Centre for Women in Science, Engineering, Trades and Technology (WinSETT Centre) is an action-oriented, non-profit organization that aspires to recruit, retain and advance women in science, engineering, trades and technology (SETT). The WinSETT Centre was incorporated in Dec. 2009.

Through collaboration and partnership, the WinSETT Centre creates and fosters opportunities that encourage women to enter, stay and grow in SETT careers, with the goal of maximizing Canada's human resource potential, increasing innovation, and driving Canadian economic development. The WinSETT Centre advances women's leadership in the technically skilled workforce by:

- Delivering workshops to advance the retention and leadership of women in SETT fields and to create a positive culture for women in the workplace;
- Partnering on specific projects with like-minded organizations; and
- Promoting and celebrating the leadership of women in science, engineering, trades and technology organizations and as role models and mentors.

The Business Case

There is a very strong business case for increasing the participation and leadership of women in SETT careers that is increasingly articulated by organizational leaders and groups like the WinSETT Centre. A comprehensive business case research report ² is available on our website and elaborates on the following summary of the benefits of gender diversity in SETT fields:

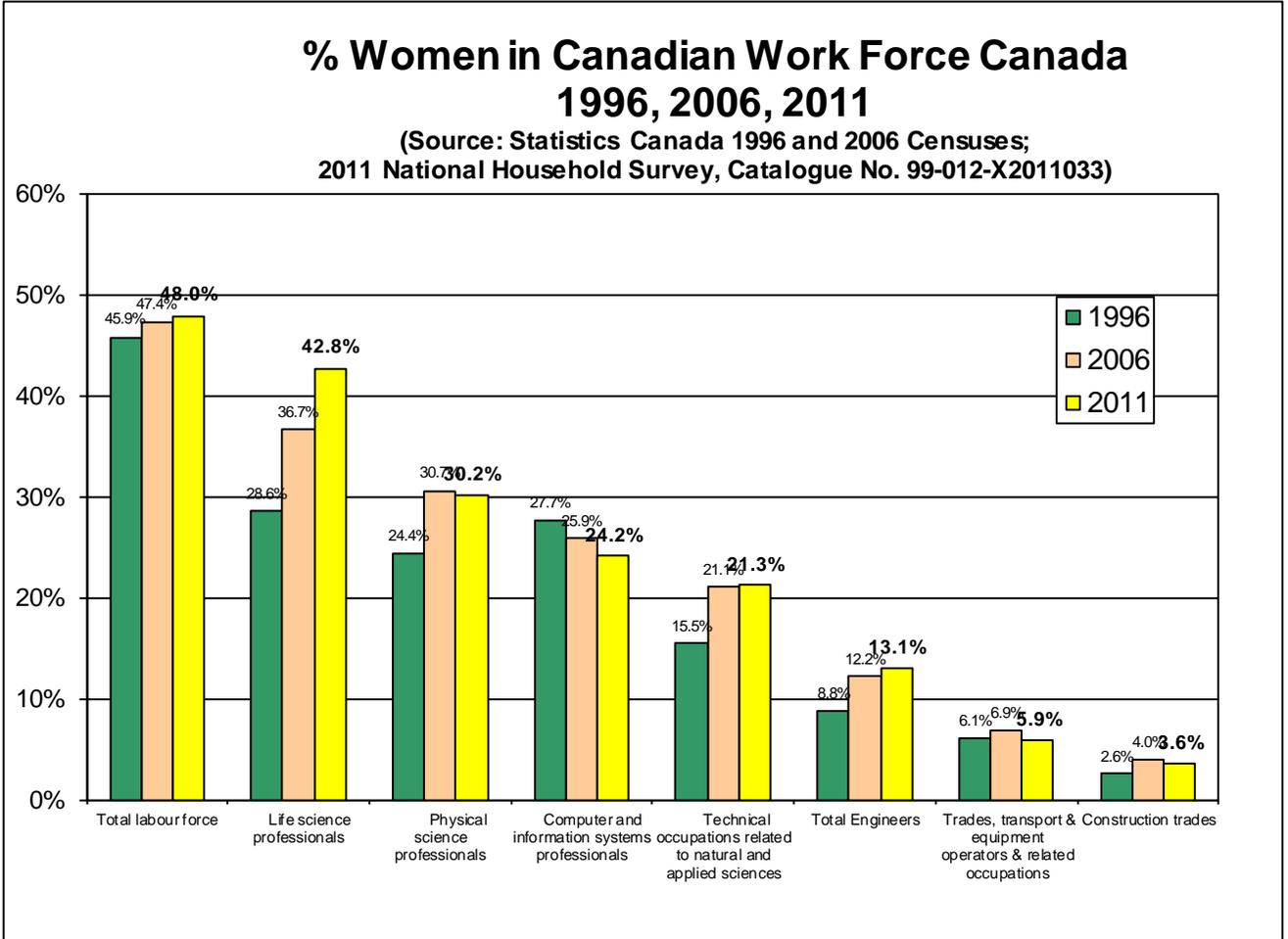
- Solution to skills shortages
- Access of employers to a broader base of talent
- Increased innovation potential
- Enhanced market development
- Greater return on human resource investment
- Stronger financial performance
- Improved governance
- Increased national economic growth index



² WinSETT Centre (2014). Increasing Women in SETT Fields: The Business Case. 15 pp. <http://www.winsett.ca/GetSiteFile/BusinessCaseResearchPaper.pdf>

Status of Women in SETT Sectors

Data continue to demonstrate the underrepresentation of women in Canada in most areas of the SETT workforce. While women are well represented in the life sciences, participation drops through the physical sciences, has been decreasing in computer science and information technology fields, and continues to be drastically low in the skilled trades.

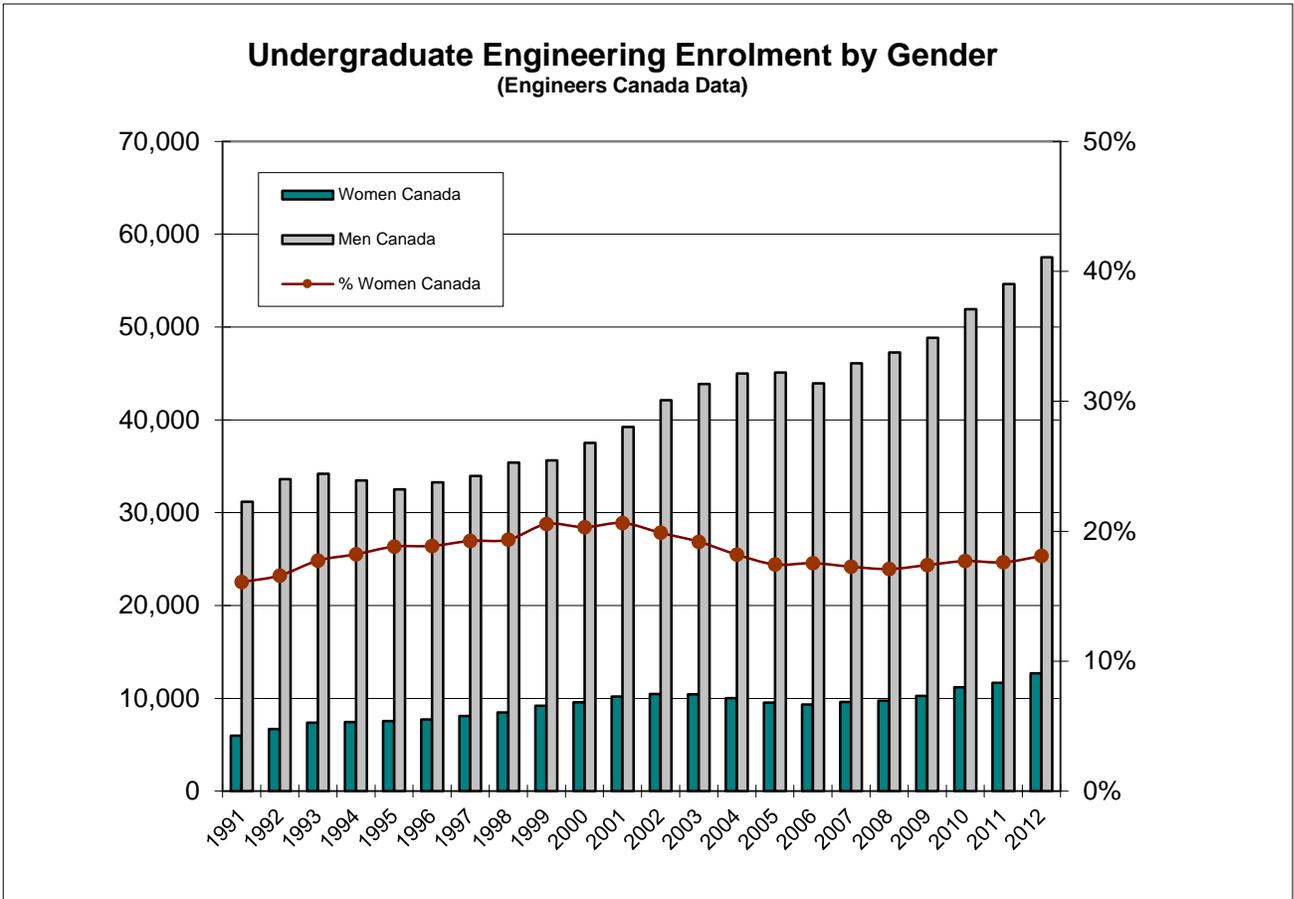


There are extensive longitudinal data sets collected by Engineers Canada that document the undergraduate enrolment of women and men in engineering programs across Canada.³ The enrolment for women reached a peak of 20.6% in 2001, then declined for a number of years and has increased again to a level of 18.1% in 2012. The various disciplines within engineering vary in the participation of women, however, with biosystems engineering having 42.9% women undergraduates compared to only 9.9% of software engineering.

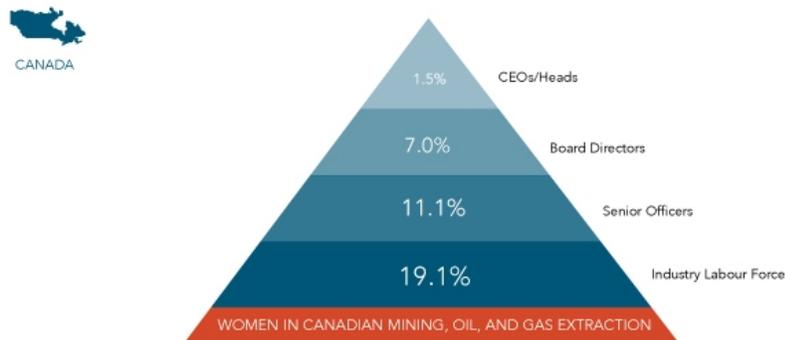
Engineers Canada reports that women are 12% of Professional Engineers in Canada.

³ Engineers Canada (2014). Canadian Engineers for Tomorrow: Trends in Engineering Enrolment and Degrees Awarded 2008-2012. http://www.engineerscanada.ca/sites/default/files/sites/default/files/enrolment_report_2012_eng.pdf

Inspiring Women Leaders – Outcomes of the Women in SETT Leadership Program



While women’s participation as students and as professionals varies across SETT fields and remains low in many, their representation as leaders / executives and as board directors significantly diminishes within organizations. Catalyst Canada⁴ publishes annual data on women as leaders and on boards for the Financial Post 500 overall and for specific sectors. Their graphic below illustrates women’s representation in the mining, and oil and gas extraction sector.



Sources
 Catalyst, Women CEOs and Heads of the Financial Post 500 (January 2014) and additional Catalyst research and analysis.
 Liz Mulligan-Ferry, Mark J. Bartkiewicz, Rachel Soares, Amrita Singh, and Imogene Winkelman, 2013 Catalyst Census: Financial Post 500 Women Board Directors (2014).
 Liz Mulligan-Ferry, Andrew Malordy, and Ashley Peter, 2012 Catalyst Census: Financial Post 500 Women Senior Officers and Top Earners (2013).
 Statistics Canada, Table 282-0008 Labour Force Survey Estimates (LFS), by North American Industry Classification System (NAICS), Sex and Age Group Annual (Characteristics: Employment) (January 2014).

⁴ <http://www.catalyst.org/>

Inspiring Women Leaders – Outcomes of the Women in SETT Leadership Program

The recent requirement of the Ontario Securities Commission for publicly traded companies to report on the numbers of women on their boards and to outline efforts to increase numbers is focusing a great deal of attention on the progress of women into leadership roles and will lead to sharing and implementing effective practices to do so.

Attrition

While women study and enter SETT occupations in increasing numbers in most fields, they leave organizations at higher rates than their male peers particularly at mid-career levels.⁵ The comprehensive “Athena Report” found that 41% of highly qualified scientists, engineers, and technologists on the lower rungs of corporate career ladders are female, but more than half (52%) drop out.⁶ Another seven-year US study found that women in engineering occupations are twice as likely as men to leave these fields to pursue other careers.⁷

Recent studies have examined the reasons for this attrition. Fouad *et al.* in their extensive 2012 study⁸ on why women leave engineering careers in the US, noted that

1 in 2 leave because of salary, lack of advancement, travel (conditions of the job)

1 in 3 leave because of workplace culture, climate, challenging boss (culture)

1 in 4 leave for family reasons (balance, inflexible policies)

Studies on women in the mining sector in Canada also report that technical women leave their organizations for similar reasons – work-life balance and inflexible policies, lack of advancement opportunities, culture of the workplace, including stereotypes and exclusion from networks, etc.⁹

The Women in SETT Leadership Program

The WinSETT Centre has developed its Women in SETT Leadership Program to address retention issues for technical women and to support their career success, advancement and leadership. The Program consists of a series of one-day professional development workshops tailored for early to mid-career female engineers, scientists and technologists in science and technology based sectors. The Program has been developed by professionals based on the experiences of women in SETT and grounded in research and practices that work.

⁵ Hewlett, S. A. & Luce, C.B. (2005). Off-Ramps and On-Ramps: Keeping Talented Women on the Road to Success. Harvard Business Review March 2005, 11 pp.

⁶ Hewlett, S. A., Luce, C.B., Servon, L.J., Sherbin, L., Shiller, P., Sosnovich, E., and Sumberg, K. (2008). The Athena Factor: Reversing the Brain Drain in Science, Engineering and Technology. Harvard Business Review, 112 pp.

⁷ Society of Women Engineers (October 18, 2007). *Where are all the women going?* Press release. Available at <http://societyofwomenengineers.swe.org/images/congressbriefoct.pdf>

⁸ Fouad, N.A., Singh, R., Fitzpatrick, M.E. & Liu, J.P. (2012). *Stemming the Tide: Why Women Leave Engineering*. http://studyofwork.com/files/2011/03/NSF_Women-Full-Report-0314.pdf

⁹ Hughes, C. (2012). *A Study on the Career Advancement and Retention of Highly Qualified Women in the Canadian Mining Industry*. Masters Thesis, UBC.

Inspiring Women Leaders – Outcomes of the Women in SETT Leadership Program

The underlying principles of the Leadership Program are:

- Leadership is a set of competencies you can learn and practice
- Lead from wherever you are
- Take responsibility; be proactive
- Solutions at hand; you're not alone
- Values are qualities chosen by you; behaviour demonstrates those values
- Leadership growth takes commitment, courage and practice

Up to 26 technical women participate in the one-day modules. An introductory module presents the backdrop on women in SETT, including the research on gender schemas, and introduces leadership competencies, skills and strategies. Subsequent modules focus on a particular area of development in ways that build on the knowledge and skills developed in previous sessions.

In addition to an introductory presentation of research findings including on implicit bias relevant to the topic, each module combines self-reflection, self-assessment exercises, group work, and facilitated plenary discussions. One or two guest speakers, senior women in SETT, share their career path and tips and strategies for success related to the module topic. Participants receive a workbook with templates to use in advancing their leadership plans, references, slides, and in some workshops, a book on the topic.

The processes we use to engage women in their leadership development align with the findings of scholars working in the area of gender theory and design for women's leadership development programming. Ely *et al.*,¹⁰ for example, recommend educating women and men about second-generation gender bias (gender schemas), creating safe "identity workspaces" to support advancement in leadership roles, and anchoring programs in a sense of "leadership purpose", e.g. vision and values.

Current modules include –

Module 1: Becoming Leaders: An Introduction to Leadership Skills and Strategies¹¹

This module, delivered 27 times across Canada by July 2014, provides information and active engagement of participants to:

- Increase awareness of factors that influence career and leadership success
- Gain confidence in making career and leadership development choices
- Share and acquire useful tips and strategies
- Develop a preliminary action plan to advance personal leadership potential
- Network with other women with a variety of experiences in SETT sectors

¹⁰ Ely, R.J., Ibarra, H., & Kolb, D. M. (2011) Taking Gender Into Account: Theory and Design for Women's Leadership Development Programs. *Academy of Management Learning & Education*, *10*(3):474-493; Ibarra, H., Ely, R., & Kolb, D. (2013) Women Rising: the Unseen Barriers. *Harvard Business Review Magazine* Sept. 2013. <http://hbr.org/2013/09/women-rising-the-unseen-barriers/ar/1>

¹¹ Initially developed by the NSERC/Petro-Canada Chair for Women in Science and Engineering, Atlantic Region 1997-2002; redesigned with support from the NSERC/Petro-Canada Chair for Women in Science and Engineering, Atlantic Region 2004-2009

Inspiring Women Leaders – Outcomes of the Women in SETT Leadership Program

Module 2: Effective Communication for Women in SETT (delivered 11 times)¹²

This workshop enables participants to discover and tailor their own communication style and strengths to more effectively convey their ideas and solutions, exchange information and gain recognition. They also discover good methods for resolving misunderstanding and potential conflict situations.

Module 3: Negotiating for Success (delivered 9 times)¹³

Participants gain awareness of the many workplace situations in which negotiation takes place and learn about the underlying factors that can affect their personal effectiveness and outcomes of those negotiations. They then practice methods to advance their own skills to negotiate for opportunities, resources to enhance productivity, recognition, financial benefits, promotions, and access to networks.

Module 4: Networks, Mentors and Sponsors (late 2014)¹⁴

This module describes the importance of networks, their context, how to develop and strengthen networking skills, elegant positioning for advancement, and how to leverage your network in support of your career goals. The workshop will also expand on the different kinds of mentors, coaches and sponsors and how to mutually benefit from those relationships.

Module 5: Navigating the ‘Politics’ of the Workplace (fall 2014)¹⁵

This module will help participants recognize the informal organization of the workplace, understand the networks of influence, and develop strategies to neutralize negative behaviours (yours and others’), and positively promote your ideas and career.

Employers’ Module: Toward a Respectful and Inclusive Workplace (7 deliveries)¹⁶

Half-day modules are tailored for senior leaders, managers and team leaders. Participants increase their awareness of the factors that influence the success of women in their organizations, assess current workplace conditions and policies, and share effective practices and strategies to welcome, support and enable their employees to bring the benefits of diversity to the organization.

As of June 30 2014, there have been 1045 participants in seven provinces in 54 deliveries of the four modules currently in national delivery in Canada.¹⁷ There are an estimated 600 unique participants (because of attendance at more than one of the modules in the leadership workshops).

¹² Development supported by the Association of Professional Engineers and Geoscientists of Alberta

^{13, 14} Development supported by Suncor (St. John’s)

¹⁵ Development supported by WorleyParsons Edmonton Office

¹⁶ Development supported by the Association of Professional Engineers and Geoscientists of Alberta

¹⁷ The WinSETT Centre also acknowledges grants and contributions from Status of Women Canada (2009-14) in supporting the Women in SETT Leadership Program

Assessing Outcomes

The workshops have been assessed and evaluated in several ways encompassing –

- Post-workshop written evaluations after each delivery including questions on meeting the workshop objectives¹⁸
- Feedback through open-ended responses on the evaluations and during the events
- Pre- and post-workshop self-efficacy surveys for selected deliveries of the *Becoming Leaders* module¹⁹
- Research partnership with WorleyParsons Edmonton office and Dr. Karen Hughes of the Alberta School of Business that has included additional post-workshop surveys as well as interviews with women in the leadership program and with supervisors, managers and team leads who had attended the *Toward a Respectful and Inclusive Workplace* module
- Analysis of the open-ended responses in the pre- and post-workshop open-ended questions for five deliveries of the *Effective Communication for Women in SETT* module²⁰

Results

Becoming Leaders: An Introduction to Leadership Skills and Strategies with its 27 deliveries to 549 women has provided a rich source of information for analysis. From the post-evaluations:

Assessment of Workshop Meeting its Objectives (Scale of 1 – did not meet my expectations to 5 – met my expectations)	Results (26 workshops)
Share and acquire useful tips and strategies	4.4
Network with other women with a variety of experiences in SETT/SETT workplaces	4.4
Increase awareness of the career success factors for women in technical fields	4.2
Gain confidence in making career and leadership development choices	4.1
Develop a preliminary action plan to advance your personal leadership potential	4.0

¹⁸ The WinSETT Centre acknowledges the significant contributions of Susan Hollett, CPF, CMC, CE, President of Hollett and Sons, and WinSETT National Facilitator, in designing evaluation tools for the workshop modules

¹⁹ Thanks to Dr. Elizabeth Croft, NSERC Chair for Women in Science and Engineering (BC & Yukon) for administering/making available a tool derived from the Occupational Self-Efficacy Scale of Rigotti et al. (2008)

²⁰ Thanks to Courtnay Hughes of the Mining Industry Human Resources Council of Canada, and Dr. Valerie Davidson, Professor Emerita, University of Guelph and WinSETT Board Director, for undertaking this analysis as part of the *Engendering Engineering Success Project*

Inspiring Women Leaders – Outcomes of the Women in SETT Leadership Program

As a result of this workshop, have you (are you) ...	Results (17 workshops)
Been given resources on Women and Leadership in Science and Engineering	88%
Learned how to assess and strengthen your own leadership skills	88%
Increased your knowledge about leadership in science and engineering for women	86%
Expanded your personal and professional networks	80%
Started a personal leadership action plan	79%
More likely to take on leadership roles	73%

Thus, on the typical measures of success, results strongly indicated that the objectives of the workshop were met. From the open ended questions it was clear that the guest presenters also had a significant impact by sharing their life journey, career path and strategies that helped them. There was also a strong desire for more women’s leadership development opportunities.

Self-Efficacy Tool

Self-efficacy is belief in one’s own ability to succeed in a specific competency area. Pre- and post-workshop self-efficacy results were obtained in four *Becoming Leaders* workshops delivered in partnership with the NSERC Chair for Women in Science and Engineering BC/Yukon in 2011. Results indicated a positive change in each measure with five of the six being statistically significant (shaded).

Self-efficacy surveys were also deployed as part of the longer term research study of the Gender Diversity Initiative in the Edmonton offices of WorleyParsons undertaken in partnership with the WinSETT Centre and Dr. Hughes of the Alberta School of Business, University of Alberta. Results from the *Becoming Leaders* workshop delivered to a double cohort of 50 early-mid career women demonstrated a positive change in five of the six efficacy statements. A small sample of 22 surveys was obtained from a delivery to women in the mining sector. Small positive change was noted in three of categories.



Inspiring Women Leaders – Outcomes of the Women in SETT Leadership Program

**Pre- and Post-Workshop Assessments of Occupational Self-Efficacy Measures¹
for the *Becoming Leaders Workshops***

Items	4 workshops N=101			2 workshops N=46			1 workshop N=22		
	Pre-Mean	Post Mean	Change Mean	Pre-Mean	Post-Mean	Change Mean	Pre-Mean	Post-Mean	Change Mean
Agreement with the items: (1 = strongly disagree, 5 = strongly agree)									
I can remain calm when facing difficulties in my job because I can rely on my abilities	3.78	4.31	+0.53	3.70	3.96	+0.26	3.77	4.09	+0.32
When I am confronted with a problem in my job, I can usually find several solutions	3.92	4.27	+0.35	4.00	4.17	+0.17	4.23	4.18	-0.05
Whatever comes my way in my job, I can usually handle it	3.88	4.37	+0.49	3.98	4.17	+0.19	4.05	4.05	0.00
My past experiences in my job have prepared me well for my occupational future	3.64	4.04	+0.40	3.91	3.89	-0.2	3.82	3.95	+0.13
I meet the goals that I set for myself in my job	3.82	4.28	+0.46	3.70	3.85	+0.15	3.77	3.64	-0.13
I feel prepared for most of the demands in my job	3.06	4.14	+0.48	3.83	3.91	+0.08	3.82	3.91	+0.09

Workplace Challenge Themes

One of the important outcomes of the 27 deliveries of the introductory *Becoming Leaders* workshop was derived from the part of the event that uses small group brainstorming on the strengths that women bring to the SETT workplace, the challenges that they face and then the strategies to leverage those strengths to address the challenges. A number of common themes with respect to the challenges emerged and have helped to shape the special topic workshop modules that have been subsequently developed with frequency of identification in brackets:

Communication (being heard and recognized, self-promotion, credibility, working in teams, dealing with difficult situations) [29]

Confidence (self-awareness, dealing with emotions, risk aversion) [28]

Work-Life Balance (organizational policies, time management) [23]

Gender Schemas/Biases (perceptions of others, stereotypes) [20]

Lack of Role Models, Mentors, Networks, Training [9]

These challenges echo those identified in other recently published major reports cited earlier on page 5.

Inspiring Women Leaders – Outcomes of the Women in SETT Leadership Program

Negotiating for Success module evaluations were similarly positive:

Assessment of Workshop Meeting its Objectives (Scale of 1 – did not meet my expectations to 5 – met my expectations)	Results (8 workshops)
Learn about different negotiation models and identify opportunities for negotiation	4.6
Understand the win-win (collaborative) negotiation model	4.6
Benefit from the strategies and tips from female leaders and participants	4.5
Learn from the research on gender factors affecting negotiation	4.5
Build Skills through guided role-play exercises and practice in a supportive environment	4.4
Assess your own negotiation strengths and challenges	4.3

As a result of this workshop, have you ...	Results (8 workshops)
Increased your knowledge about negotiation models and opportunities to negotiate?	100%
Been given tips and strategies on effective negotiation?	100%
Increased your knowledge of the win/win (collaborative) negotiation process?	99%
Been given information on gender factors in negotiation?	99%
Learned how to assess and strengthen your own negotiation skills?	96%
Benefited from the role-play exercises?	95%

Effective Communication for Women in SETT also had positive evaluations:

Assessment of Workshop Meeting its Objectives (Scale of 1 – did not meet my expectations to 5 – met my expectations)	Results (10 workshops)
Assess your own communication strengths and challenges	4.5
Formulate and practice self-promotion	4.4
Benefit from the strategies and tips from female leaders in the sector and from other participants	4.4
Practice effective communication skills	4.3
Build skills through guided role-play exercises and practice in a supportive environment	4.3
Learn from the research on gender factors affecting communication	4.3

Inspiring Women Leaders – Outcomes of the Women in SETT Leadership Program

As a result of this workshop, have you ...	Results (10 workshops)
Learned how to assess and strengthen your own communication skills?	100%
Been given tips and strategies on effective communication?	100%
Been given information on gender factors in communication?	100%
Increased your knowledge about communication styles?	99%
Benefited from the role-play exercises?	99%

An additional qualitative analysis of open-ended questions of five deliveries of the *Effective Communication* workshop by Hughes and Davidson revealed interesting alignments. The themes of responses to participants' aspirations for the workshop at the beginning of the event, and to the completion of the statement 'one thing I will do differently as a result of this workshop' at the end of the day, were organized into five categories. All of the responses were then coded by category and the before and after results were analyzed.

In general, the results paralleled the post-workshop evaluation in indicating that attendees left with useful information that they were hoping to receive. There were two very dominant areas of alignment between aspirations and actions they will take as a result of the workshop:

- self-awareness of personal communication style and tools – included awareness of self and others, active listening, asking for feedback
- assertiveness/confidence/persuasiveness - two-thirds of the responses specifically stated "self-promote" or a similar phrase at the end of the workshop

University of Alberta Gender Diversity and Inclusivity (GDI) Project

Since 2012, the WinSETT Centre has partnered with WorleyParsons/CoSyn Technology in Edmonton to deliver our series of workshops to assist in the enhancement of gender diversity within their organization. As part of this process, Dr. Karen Hughes from the University of Alberta's School of Business has undertaken the *Gender Diversity and Inclusivity (GDI) Project*.²¹ *The goal of the GDI Project is to add a research component to the workshops and gender diversity /inclusivity initiatives utilizing survey, interview, and observational methods to provide baseline and follow-up data on key indicators of interest.*

Dr. Hughes' two reports in 2013 indicated that there was

...growing awareness with respect to GDI in the organization, with significant discussion and communication about the issues. More importantly, there appear to be many emerging practices in departments and work groups, where individual managers and aspiring female leaders are experimenting with new approaches and ways of thinking with respect to GDI...

²¹ WinSETT thanks Dr. Hughes of U of A, and Anjum Mullick and Susan Tanghe of WorleyParsons for permission to report on outcomes of the GDI Initiative as documented in two reports by Dr. Hughes.

Inspiring Women Leaders – Outcomes of the Women in SETT Leadership Program

The most frequently mentioned priority was “career development” (e.g. recruitment, mentoring, retention, and work--- family concerns).

WinSETT training for aspiring female leaders received excellent reviews, with participants highlighting multiple benefits, including leadership skill development, greater awareness and confidence, and new connections and networks.

...many noted that the workshops have increased their awareness and confidence about leadership issues, and made them realize that they needed to be more proactive and open in pursuing their goals. Beyond making new connections, many participants also mentioned that they gained a great deal simply from listening and learning from their peers in the workshop, especially those who had dealt with similar challenges, or who were just a step or two ahead on their career path. Hearing other women talk about their career progression, recent accomplishments, and current projects and challenges were all important sources of learning and inspiration.

Emerging practices for the aspiring female leaders included:

- voicing their interest in leadership roles
- seeking out advice, mentoring and sponsorship
- expanding their networks and connections in the organization

The WinSETT Centre also delivered five *Toward a Respectful and Inclusive Workplace* workshops to senior leaders, managers and project leads in the organization, and these were also evaluated positively. Emerging practices for the managers included:

- having more focused, career---related conversations with female employees
- offering mentoring and specific feedback on skill development
- reviewing compensation, and
- reflecting on selection criteria and candidate selection for promotion opportunities and stretch assignments

Evaluation Summary

Overall, the outcomes of the Women in SETT Leadership Program have been positive with the modules delivering value to the ~600 women participating in the three leadership development workshops in delivery as of June 2014:

- evaluation scores >4.35 out of 5 for meeting workshop objectives of the program modules overall
- special topic modules (communication, negotiation) scored the highest at 4.3 and 4.5
- alignment with participant aspirations and take-home ideas
- improvement in several measurements of self-efficacy
- surveys and interviews from the WorleyParsons GDI initiative revealing improved confidence, skills development, and career pro-activity among the women, and increased awareness and emerging supportive practices among managers.

Inspiring Women Leaders – Outcomes of the Women in SETT Leadership Program

Personal Feedback

From female participants ...

- *The workshop was excellent. Without a doubt it is a "must do" for young women in the early phase of their career. In fact for all women, regardless of what phase they are at. Thank you.*
- *The workshops are fabulous - I have enjoyed them all to date.*
- *I really appreciate all the information, insights and tools. I will use them!*
- *It's always interesting to hear the speakers, hearing about their personal achievements and struggles in their careers. It helps to make the information in the workshops more personal.*
- *Very engaging, educational and empowering. Thank you.*

From respectful workplace management workshop participants...

- *... the information allowed me to move past the concern of 'am I missing the obvious' and highlighted some sensitivities that I need to be aware of.*
- *It is very refreshing to be able to openly speak about this topic*
- *Very well done. The speakers had great credibility and it felt like this was positive*
- *I found all material, information and discussions valuable. The simple things we can do to bring an organization to be more inclusive was perhaps the first thing I can help influence / educate our management team on.*

From a host organization –

Urban Systems was pleased to have the opportunity to host a WinSETT leadership training session recently in our Richmond office. The benefits were many according to our staff that attended. They found it to be a unique and affirming experience given that they have been in the minority for the bulk of their education and professional careers and haven't necessarily had the luxury of spending time talking with a female peer group. Many were surprised to discover how valuable it was to be in this stimulating and safe environment where women were free to talk about the challenges associated with their professions, and to hear from others as to how they are navigating this challenging and sometimes lonely landscape. It has been a very positive and productive exercise from our perspective and we look forward to other opportunities to partner with the Canadian Centre for Women in Science, Engineering, Trades and Technology (WinSETT Centre) in the future.

Shannon McQuillan, People Development, Urban Systems

Opportunities for Further Research and Evaluation

There are continuing partnerships and collaborations with industry, the Natural Sciences and Engineering Research Council of Canada (NSERC) Chairs for Women in Science and Engineering National Network, professional associations, post-secondary institutions, and non-profits across Canada to expand the content and delivery of the Women in SETT Leadership Program with two new modules to come on stream in late 2014.

The WinSETT Centre is also collaborating with partners to research the mid- to long-term career progression of women as well as institutional change:

- The WorleyParsons / University of Alberta Gender Diversity Initiative is continuing to monitor change within a single organization.
- The WinSETT Centre has funding from Status of Women Canada (Western Region) to support a three-year project, *Fueling the Future: Women in Oil and Gas*. This project will build on identification of issues and promising practices by technical women and by industry and institutional partners, to develop and implement an action plan to increase the retention and advancement of female engineers and geoscientists in the petroleum sector in Alberta. The action plan will have broader application in other sectors across Canada.
- The WinSETT Centre is also a partner in the *Engendering Engineering Success* Project supported by a grant from the Social Sciences and Humanities Research Council of Canada and being undertaken by researchers at the Universities of Alberta, British Columbia and Guelph. The project will identify the organizational policies that best predict an inclusive and supportive workplace culture that maximizes organizational commitment and productivity for both men and women.

Women in SETT Leadership Network

A Leadership Network is being designed to provide support and resources to those that have taken modules in the Women in SETT Leadership Program and those that are interested in the field. Almost 100% of workshop participants have indicated their support and willingness to be part of the network. Former module participants will be surveyed and summary reports reviewed to delineate aspirations and requirements for the network which we envision would include electronic, web-based and social media components.



Recommendations

To strengthen and enhance the Women in SETT Leadership Program, the following recommendations are made²²:

1. Market the Program
 - a. Develop a Marketing Strategy and branding consistent with the WinSETT Centre
 - b. Implement the Marketing Strategy
 - c. Continue to work with partners (e.g. CCWESTT members) to assist in their securing funding to host the Program's workshops
 - d. Stress the success and value of the workshops in the promotion of the higher levels of the WinSETT Centre's Sponsorship Program
2. Update Workshop Materials
 - a. Create standardized workbooks for each workshop
 - b. Update and standardize slide presentations for each of the workshops
 - c. Conduct ongoing research to keep statistics and references in the presentations current and tailored to specific sectors and regions as necessary
3. Professional Development for Regional Facilitators
 - a. Hold quarterly teleconferences with the Regional Facilitators and in conjunction with the biennial CCWEESTT conference, have an in-person Professional Development Day
 - b. Maintain a library of current and mutually accessible resources
 - c. As numbers of workshops warrant in various regions, train and orient new Regional Facilitators
4. Women in SETT Leadership Network
 - a. Complete the model for the Leadership Network
 - b. Implement delivery of the Network Model with social media feed, blog and website page on the WinSETT Centre site
5. Evaluation
 - a. Continue to evaluate all deliveries as regular part of the Program
 - b. Collaborate with other researchers interested in evaluation and outcomes of the Program
 - c. Present the results at conferences and meetings and in articles

²² Modified from *Analysis and Projections for the WinSETT Leadership Program* by Susan Hollett Sept. 2014