

Self-efficacy and Female Leadership

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Abstract

- Perceptions have persisted regarding the gender-specific behaviors of women leaders
 - Some women have accepted these behaviors
 - Others have overcome them and become more effective leaders
 - This study:
 - Explored the relationship between self-efficacy and gender-specific leadership behaviors
 - Was based on the social cognitive theory of Bandura (i.e. self-efficacy)

Problem Statement

- Women have been prevented from establishing themselves as effective leaders
 - Perceptions regarding gender-specific leadership behaviors
 - Prevalent in the banking industry
 - 61% of six million banking employees are female
 - Many fail to move up in proportion to their male counterparts

Purpose of the Study

- To explore the relationship between self-efficacy and the gender-specific behaviors of women leaders in banking.
 - Literature has focused on external elements (e.g. the glass ceiling, gender stereotypes, and perceptions of others)
 - There is a gap in the literature regarding the internal elements (i.e. self-efficacy) and gender-specific leadership behaviors

Research Questions

- What are the gender-specific behaviors of women leaders in the banking industry?
- What is the relationship between self-efficacy and female leadership?

Data Collection

- Data collection methods
 - Phase One - Quantitative
 - 25 question descriptive survey
 - Sample from 575 female banking professionals
 - Likert Scale
 - Survey Monkey website
 - Phase Two – Qualitative
 - Face-to-face interview
 - 10 participants
 - 1-hour duration
 - Five open-ended questions
 - Recorded and transcribed

Quantitative Results

- Survey - Self-efficacy / Leadership responses
 - Coefficient of correlation
 - $r = 0.9252$
 - Positive correlation between strong self-efficacy / effective leadership
 - Increase in one corresponded to increase in the other
 - Scatter plot
 - Supported positive linear relationship
 - Points lie close to the straight line / not widely scattered
- Analysis
 - Results supported the premise of the study
 - No causation between the two variables
 - Inference is that when one increases, so does the other

Qualitative Results

- Interview question responses
 - **Four main themes**
 - Attributes necessary for effective leadership were not gender-specific
 - Self-efficacy increased with knowledge and experience
 - Strong self-efficacy helped participants overcome gender-specific behaviors
 - Overcoming gender-specific behaviors increased the leadership effectiveness of the participants
 - **Participants**
 - Were not asked to act differently
 - Were treated differently
 - Stereotypes persist after upward mobility

Practical Implications

- Importance of self-efficacy
 - Individual and organizational success
 - Growth and development
 - Leadership and employee effectiveness
 - Individual and collective self-efficacy
 - Increased awareness
 - Internal and external elements
 - Training and mentoring programs
 - Employee development
 - Performance review
 - Individual and organizational objectives and goal attainment

Self-efficacy and Education

- Teachers must nurture self-efficacy in their students
 - Present challenging tasks and meaningful activities
 - Provide support and encouragement
 - Focus on perceptions of competence more than performance
- Be a positive student role model
 - Acknowledge your mistakes
 - They relate to your ability to effectively cope
 - They become better equipped to handle their own

Self-efficacy and Education

- Identify students' inaccurate judgments
- Design and implement interventions to challenge them
 - Set goals that are less time consuming
 - Provide frequent and appropriate feedback
 - Use effort-focused feedback
 - “Well done, you worked very hard on that.”
 - Ability-focused feedback is less effective
 - “Well done, you’re so smart.”
 - The belief provides the foundation for the behavior needed for task completion

Self-efficacy and Education

- Self-efficacious students:
 - Work harder
 - Persist longer
 - Persevere in adversity
 - Have greater optimism and less anxiety
 - Achieve more
 - Use more cognitive and metacognitive strategies

Self-efficacy Beliefs and Motivation

- Determine effort expended on an activity
- Determine length of perseverance when confronting obstacles
- Determine level of resilience in adverse situations
- Tasks are challenges to be mastered, not threats to be avoided
 - Set challenging goals
 - Remain committed to them
 - Increase efforts in the face of failure
 - Recover quickly from a setback

Teaching Strategies

- Provide clear deadlines and expectations for student work
- Admit errors and work with students to find a solution
- Provide honest, explicit, encouraging feedback
- Set goals that are challenging and attainable
- Use the three C's: Collaborate, Create, Choose
 - Establish student ownership over the learning process
 - Infuse with creative elements
 - Strengthen group learning

Teachers and Self-efficacy

- We must have our own sense of self-efficacy in the classroom
 - Confident in our ability to impart knowledge
 - Able to promote the healthy development of our students
 - Complete the Teacher Self-efficacy Scale
 - Developed by Bandura
 - Identify the educational climate of your classroom
 - Identify your own self-efficacy
 - Cultivate your ability to self-regulate your feelings and your learning/teaching experiences

Questions?

Thank you for attending the session!
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