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„Leadership Development at UN Organizations in Vienna: A Focus on the Role of Senior Managers in ensuring Gender Equality"

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Abstract (EN)

Research shows that gender inequality is still a major issue in the workplace when it comes to effectively promoting female leadership. Despite increased efforts to reduce gender inequalities, UN organizations in Vienna experience a decrease in female representations from middle to senior management positions. We therefore analyze if and what sort of gender discrimination female middle managers at UN organizations in Vienna face in their leadership development and how senior managers currently support female middle managers in their leadership development. Thus, it can be concluded to what extend senior managers currently contribute to gender equality in supporting female middle managers on their way to higher managerial levels. The thesis is based on a descriptive case study design. A total of eight female middle managers from three UN organizations were interviewed anonymously. This thesis can conclude that there is a lack of active leadership development given to middle managers by their senior leaders. Most senior managers are passive-avoidant and, thus, do not actively support female middle managers in their development. While all interviewees experienced gender discrimination in their career path and even in current positions, they could feel changes in dynamics since there is an increase of fellow female middle managers. The transformational leadership style adopted by a senior leader seems to be, as per definition, the most supporting one, and shows also the fewest gender biases towards female middle managers. Promoting such leadership style among senior leaders might be a promising way to reduce gender biases towards women but also to support equally female middle managers on their way to the top.

Key Words

United Nations, gender equality, leadership development, leadership style

Abstrakt (DE)

Forschungen weisen auf, dass geschlechtsspezifische Ungleichheiten weiterhin am Arbeitsplatz herrschen, vor allem während der Entwicklung von weiblichen Führungskräfte. Diese Diplomarbeit soll die Diskrepanz zwischen männlichen und weiblichen Führungskräfte an der UNO in Wien erklären, trotz der derzeitigen Bemühungen Geschlechtsdiskriminierungen zu reduzieren. Diese Forschung geht der Frage nach ob und in welcher Hinsicht Frauen des Mittelmanagements der UN Organisationen in Wien Geschlechtsdiskriminierungen ausgesetzt sind. Des Weiteren, wird erforscht inwieweit hochrangige Manager Gleichberechtigung herbeiführen, indem sie Frauen des Mittelmanagements als Führungskräfte unterstützen und entwickeln. Als Methode wurde deshalb eine deskriptive Fallstudie ausgewählt. Es wurden insgesamt acht Frauen des Mittelmanagements von den drei UN Organisationen in Wien anonym interviewt. Die Forschung hat ergeben, dass es ein Mangel an aktiver Entwicklung des weiblichen Mittelmanagements als Führungskräfte besteht. Die meisten hochrangigen Manager weisen eine Abwesenheit von Führungsverhalten auf und haben deshalb nicht aktiv an der Entwicklung ihrer weiblichen Mittelmanager teilgenommen. Alle befragten Frauen haben im Laufe ihrer Karriere oder in ihrer jetzigen Position Geschlechtsdiskriminierungen erlitten. Jedoch haben sie eine Änderung der Beziehungsdynamiken mit ihren männlichen Kollegen oder Aufseher wahrnehmen können, seitdem sie mehr weibliche Kolleginnen haben. Um eine aktive Entwicklung von weiblichen Führungskräfte zu unterstützen, sollten hochrangige Manager ein transformationellen Führungsstil annehmen, unter anderem auch weil sie durch diesen Stil weniger geschlechtsspezifisch voreingenommen sind.

Schlüsselwörter

Vereinte Nationen, Gleichberechtigung, Entwicklung der Führungskräfte, Führungsstil

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Index of Abbreviations

IAEA	International Atomic Energy Agency
UN	United Nations
UNIDO	United Nations Industrial Development Organization
UNODC	United Nations Office on Drugs and Crime
UNOV	United Nations Office Vienna

Introduction

Problem Definition and Context

While there is an extensive research on Gender Equality (GE) outlining the multiple reasons for inequalities in the workplace, companies which achieved gender parity remain rare. GE is defined as the equal access and participation of women in all spheres of a company (Subrahmanian, 2005), which lays between 47 and 53 per cent margin (UN Women, 2019). Research shows how the number of women in lower and middle management increases, while female senior leaders continue to be underrepresented (Fernandez-Mateo & Fernandez, 2016).

Successful leadership has ever been associated with the male gender (Schein V. E., 1973) because the perceived attributes of a leader strongly correlate with typical male characteristics (Eagly & Karau, 2002; Koenig, Eagly, Mitchell, & Ristikari, 2011). Even if evidence suggests that leadership characteristics become more feminine (Zenger & Folkman, 2019), women are still a minority in senior positions where they have to fight rigorously against prejudice. Indeed, masculine social practices are deeply embedded in companies' cultures, structure and business procedures (Ely & Meyerson, 2000a) which makes it harder for women to become prevalent.

Not only do they have to break the glass ceiling, this "invisible barrier that blocks them from top jobs" (Hymowitz & Schelhardt, 1986, p. 1), but they also have to manage the negative consequences of being a token, that is a minority against a dominant, leading group (Kanter, 1977). Kanter (1977), who is a leading scholar in organizational behavior and management, suggests that minorities are subject to higher discrimination, which makes it only harder for women to advance in senior positions. However, while companies heavily invest in diversity programmes, a North American study shows that employees do not feel much change (Martin J., 2013). Consequently, most organizations gain only marginal progress in filling the gender gap.

While a multitude of studies suggest that discrimination starts already during the hiring and recruitment process (Reskin & McBrier, 2000; Fernandez-Mateo & Fernandez, 2016; Johnson, Hekman, & Chan, 2016; van Esch, Hopkins, O'Neil, & Bilimoria, 2018; Chang & Milkman, 2019), it takes also place during an employee's career development

along the career ladder (Wentling, 1992; 1996; 2003; Ely, Ibarra, & Kolb, 2011). Another study done in North America shows that, compared to men, only 72% of women are promoted to the first level of management in the private sector throughout various industries (Thomas, et al., 2019). Companies tend to undermine the learning process of becoming a leader and the subtle discriminatory barriers that women face during their career (Ely, Ibarra, & Kolb, 2011). Also, they neglect the crucial role that managers play in guiding and advising women in their development (Wentling, 2003). Managers' support is not only a key element in shaping a working environment that provides opportunities but that also offers a process for fair advancement to women (Long, Bendersky, & Morrill, 2011).

While most studies analyse the private sector (Devaki & Sen, 2005), this thesis focusses on the United Nations (UN), as an intergovernmental organization. The UN is a platform of international cooperation and is also highly committed to achieve gender equality (United Nations, 2015). The purpose of this research is then to analyse GE within UN's own organizations. To that end, this research will consider three UN organizations that are all headquartered in Vienna, namely the International Atomic Energy Agency (IAEA), the United Nations Industrial Development Organization (UNIDO) and the United Nations Office in Vienna, together with the United Nations Office on Drugs and Crime (UNOV/UNODC).

Relevance and Research Gap

Research on GE in the workplace already occupies a predominant role in scholarships (Correll, 2017) and provides a deep understanding of the origins of inequalities. A multitude of studies from the early 70s until recent days prove to which extend gender stereotypes represent a barrier in the career development of women (Schein, Mueller, Lituchy, & Liu, 1996; Schein, 1973; 1996; 2007; Brenner, Tomkiewicz, & Schein, 1989; Eagly & Karau. 2002; Koenig, Eagly, Mitchell, & Ristikari, 2011). Those stereotypes are embedded in an organization and influence organizational norms and practices (Ely & Kimmel, 2018). However, the theoretical findings of the past decades have not yet helped to achieve gender equality, as women's advancement in senior positions remains rare (Kalev, Dobbin, & Kelly, 2006).

Latest research shows how subtle gender biases are engrained in the whole managerial pipeline and that companies need to fight inequalities at various career stages (Martin, 2013; Ely, Ibarra, & Kolb, 2011, Correll, 2017; Chang & Milkman, 2020). For that, managers must play a central role, not only in executing diversity measures, but also in developing their female subordinates (Dobbin & Kalev, 2016; Castilla, 2011). However, gender scholars have neglected the key role that managers play in leadership development of women (Wentling, 2003; Castilla, 2011).

Additionally, not much research has been done on organizational structures, norms and cultures of intergovernmental organizations. The focus of gender researchers mainly lies on for-profit companies. The UN is subject to different managerial practices compared to privately lead firms (Devaki & Sen, 2005). Consequently, gender mainstreaming measures might have different implications at the UN than in for-profit organizations. This study will then allow to compare latest gender research with current practices implemented at UN organizations.

Furthermore, the focus will put on UN organizations headquartered in Vienna, as the UN Headquarter in New York has recently achieved GE in the highest ranks of the organization (Deen, 2020). The UN organizations based in Vienna, however, lag behind. The three UN organizations in Vienna have very different proportions of women at all managerial levels. In 2019, 44.5% of women were employed at the IAEA and an average of 30.5% worked in professional and higher categories (IAEA, 2019). In 2015, UNIDO employed 32.7% of women, while UNODC had 43.4% and UNOV 49.2% of women in professional and higher categories (UN Women, 2015a; 2015b; 2015c). However, the representation of women substantially decreases at every subsequent managerial level, especially from middle to senior management. The IAEA is only represented by 27,3% of women at senior levels in the scientific segment (IAEA, 2019). UNIDO has 20,7%, UNODC 33,3% and UNOV 25% women in higher management (UN Women, 2015a; 2015b; 2015c). An extensive research on GE in Vienna might, thus, help to explain current disparities.

Given the relevance and the research gap, the research questions are the following:

What gender discrimination do female middle managers at UN organizations in Vienna face in their leadership development? How do senior managers currently support female middle managers in their leadership development and to what extend do they contribute to gender equality?

Methodological Approach

Regarding the research questions, a qualitative case study methodology based on Yin (2014) was identified as an appropriate procedure to collect and evaluate empirical data. For that, the thesis uses a *descriptive* case study methodology, which enables to analyze the current status quo of female middle managers in their leadership development. The resulting design of this thesis is an *embedded case study design* (Yin R. K., 2009). The unit of analysis is the UN in Vienna, but within this single case, the thesis makes the difference between the three various UN organizations. Consequently, those are three subunits of analysis which are embedded in the single case study.

At first, a literature research is conducted to provide the researcher with a better understanding of the origin and implications of gender inequalities in the workplace. The thesis takes into account scientific studies starting from the 1970s until recent days. This approach helps to give an overview of past practices and recommendations, as well as of the research development over the past 50 years. The study is based on leading gender literature and organizational behavior research. In addition to the literature analysis, the thesis also presents all current gender mainstreaming measures at the three organizations. This overview facilitates the descriptive approach of the thesis.

This thesis makes then five propositions which lead to a conceptual framework. Such a framework determines which components are to analyze and defines limits in the research. Thus, the framework helps to exclude elements which will not be part of the thesis and to frame subjects of analysis (Baxter & Jack, 2010). At a later stage, the framework is being discussed and compared with results of the research.

The study uses both primary and secondary data. The former is gathered through interviews and questionnaires, which are based on findings of the literature analysis. The interviewees are selected from a representative sample: women working in middle

management at the three selected UN organizations in Vienna. The interviewees are chosen experts who can deliver accurate, first-hand information. The interviewed female middle managers have either a female or a male senior supervisor. Perceptions and lived experiences of inequalities are then compared among interviewees.

Variables of the conceptual framework drawn from the literature are the basis for the interview questions. A standardised interview catalogue allows to compare answers among the interviewees from the three UN organizations. The interviews are also semi-structured, which permits to minimize the influence of the interviewer on the interviewees. Open questions shall also help the interviewees to develop a new reasoning and to make connections between the relevant topics.

The qualitative analysis of interview data enables to code content into relevant categories. The categories contain interview extracts from the transcripts (which is referred as to *coding*). Then, the thesis connects the categories among each other. The answers to the questionnaire are used to help connecting the categories. For that purpose, codes from the interviews are linked to the results of the individual questionnaires. The description of the connection between the categories represent the results of the study.

Structure of the Thesis

First, the theoretical background introduces key concept of gender equality and presents an extended literature analysis. In the first part, I differentiate between gender *equality* and *diversity* in the workplace. The thesis then highlights the three main effects that lead to gender biases in organizational behavior; namely *gender stereotypes*, the *lack-of-fit* for women and *uneven gender ratios*. I then show that gender biases exist throughout the whole managerial pipeline and are engrained in *organizational behavior*, which hinders women in their career advancement. *Common gender mainstreaming practices* will be presented in order to argue why engaging senior managers into leadership development is a promising approach in reducing disparities on higher levels. Finally, the literature review will present latest research on *leadership development* and the important *role of managers* in supporting female middle managers on their way to the top. As such, the three key characteristics of leadership development and *leadership styles* will be discussed. The former comprises *developmental job assignments*, *feedback* and *developmental relationships*. Out of the literature analysis, I introduce the conceptual

framework. While it is not mandatory to include a conceptual framework in a case study, such framework has been proven to be a solid research tool. Along with the literature review, the thesis presents five propositions, which are the following:

Proposition 1: Female middle managers encounter gender stereotypes, which impact the type of developmental job assignments and, thus, promotions to senior levels;

Proposition 2: Female middle managers encounter gender stereotypes, which impact the quality of developmental feedback and, thus, promotions to senior levels;

Proposition 3: Female middle managers encounter gender stereotypes, which impact the type of developmental relationship with senior supervisors and, thus, promotions to senior levels;

Proposition 4a: Senior managers who show a transformational leadership style provide significant more support their subordinates in their leadership development and have less gender stereotypes than senior managers who show a transactional leadership style; and

Proposition 4b: Female middle managers who show a transformational leadership style will encounter less gender stereotypes than female middle managers who show a transactional leadership style.

Second, the thesis outlines the methodology of the empirical study. In a first step, the *case study design* explains why a qualitative case study has been chosen for this study. In another step, the thesis presents the *preparation of the interview and questionnaire guidelines* followed by the *selection of interviewees and data collection*. In a final step, the methodology explains the techniques used for the *data evaluation* during the qualitative analysis.

Third, the *presentation of empirical research* part introduces all three UN organizations in Vienna together and compares their current Gender Mainstreaming strategies and practices. Then, this part analyses the collected data with the variables of the conceptual framework, out of preconceived concepts from the literature analysis. The analysis is supported by relevant quotes retrieved from the interviews.

Finally, the *discussion* part presents results from the research and links them to the existing literature. Consequently, it provides answers and explanations to the thesis' propositions. This answers the research questions, how senior managers at UN organizations in Vienna support female middle managers in their leadership development and what gender discrimination female middle managers face in their leadership development. *Limitations* of the thesis and *implications for future research* end the discussion.

1. Theoretical Background

1.1 Gender Equality in the Workplace

As Eagly (2012, p. ix) mentioned, "there can be no genuine gender equality without women being represented equally with men in positions of power and authority". In 2020 only 6% of Chief Executive Officers (CEO) of the 500 large companies listed on the US stock exchange are women (Catalyst, Women CEOs of the S&P 500, 2020). In Austria, the number of female CEOs heading the 200 largest companies equalled around 8% in 2019 (Statista, 2020). At UN organizations in Vienna, only around 28% of senior positions are occupied by women (UN Women, 2015a; 2015b; 2015c; IAEA, 2019) and by now, no woman has ever led the United Nations Headquarter in New York City. It clearly indicates that women still encounter obstacles during their career development compared to their male peers.

Gender Equality (GE) in the workplace is defined as the equal access and participation of women in all spheres of a company (Subrahmanian, 2005). To ensure GE, an organization needs to implement "*equality of treatment* as well as *equality of opportunity* for men and women" (Subrahmanian, 2005, p. 397), which are given through non-discriminative measures in organizational behavior. Hence, GE requires that women have the same, equal opportunities to rise to the top, without being discriminated based on their gender. Consequently, GE aims at the *equal representation of women* in all areas and levels of a company (Subrahmanian, 2005).

Squires (2007) describes two measures of successful gender equality. The first indicator is the "'descriptive representation' being used to give a quantitative measure of gender-balance in decision-making" (p. 11). This criterion of success is number-based and monitors the female representation in all areas and levels of the company. The second criterion is the "'substantive representation' being used to give a qualitative measure of gendered perspectives being included in policy-making" (Squires, 2007, p. 11). For that, companies apply *gender mainstreaming* (GM), which is a process that aims at facilitating "women's substansive respresentation by introducing a gender perspective into the policy-making process" (Squires, 2007, p. 11). In other words, GM assesses the impact of corporate policies and organizational behavior on female employees at all levels and areas of the company (International Labour Office, 2004). The GM *practices*

can be defined as the planned actions and initiatives taken to achieve gender equality. For example, the United Nations Development Programme (UNDP) introduced a GM practice that obliges departments that fell below a threshold of 45% female representation, to have a female-only pool of candidates during the recruitment process for new positions (UN Women, 2019).

In the following first part of the literature analysis, I differentiate between gender *equality* and *diversity* in the workplace (1.1.1). Followingly, this research highlights the three main effects that lead to gender biases in organizational behavior; namely gender stereotypes, the lack-of-fit for women (1.1.2) and uneven gender ratios (1.1.3) (Heilman, 2012). I explain how gender biases are engrained in performance evaluation and promotions (1.1.4), which hinders women in their career advancement (Chang & Milkman, 2020). Finally, I discuss why engaging senior managers into leadership development, out of all common gender mainstreaming practices, is a promising approach in reducing disparities on higher levels (1.1.5).

1.1.1 From Gender Equality to Diversity

The concept of equality in the workplace has shifted over time. Nowadays, the concept incorporates further characteristics and is not only focused on the equality of genders (Triana, 2017). Kantola and Squires (2010) state that equality entails now features from "recognition and representation (…) to anti-discrimination policies focused on women, ethnic minorities, the disabled and an increasing number of other identity groupings" (p. 88). This is partly due to a more diversified and individualistic society (Triana, 2017), social movements as well as an increase in knowledge and emerging employment opportunities for various minority groups (Bleijenbergh, van Engen, & Terlouw, 2010), which lead to better social inclusion (Kantola & Squires, 2010).

While gender equality aims at the equal representation of genders in all areas and levels of a company without discrimination based on sex, *diversity* has been defined in many different manners (Harrison & Klein, 2007). A similar definition (to GE) of diversity is "the distribution of differences among the members of a unit with respect to a common attribute X" (Harrison & Klein, 2007, p. 1200). Triana (2017) keeps the definition simple and states that "diversity can be any difference between members of a group on any given dimension" and names a few examples of attributes that could be "sex, race, age,

personality traits, attitudes, values, religion, skin color, hair color, education, sexual orientation, functional area, and organizational tenure" (Triana, 2017, p. 3). This shows that gender is only one of many other attributes that define diversity. As such, companies also include other criteria (beyond gender) into the hiring process in order to achieve diversity within their workforce. For example, the Dutch police, which aimed at being more accepted in the society, introduce a diversity policy that required 50% of leadership positions and at least 30% of top executives to be filled by women or migrants (Bleijenbergh, van Engen, & Terlouw, 2010).

While the socio-economical concept of gender equality specifically focusses on the equality of rights, diversity also reflects the business opportunities and benefits that result from equality and inclusion. Evidence suggests that a diversified workforce boosts the company's performance, but also influences legal frameworks in the respective countries to promote equality even outside organizational boundaries (Flynn, Haynes, & Kilgour, 2016). Further findings show the enhanced organizational external reputation and employees' efficiency due to the introduction of diversity-related measures (Cavero-Rubio, Collazo-Mazón, & Amoros-Martinez, 2019). A balanced workforce signals also an attractive work environment for talents, encourages a diverse idea exchange and shows stakeholders that the organization has a competent management (Turban, Wu, & Zhang, 2019). Furthermore, companies with a diverse management are associated with stronger business practices which are for example governance, overall diversity in the firm, product strength and community engagement (Glass & Cook, 2018).

However, research and findings about diversity have been until now quite inconsistent because of the variety of diversity definitions (Harrison & Klein, 2007; van Dick, van Knippenberg, Haegele, Guillaume, & Brodbeck, 2008; van Knippenberg & Schippers, 2007). One of the reasons for such inconsistency is the lack of commonly agreed definition for and clear differentiation between the concepts of diversity and equality. Scholars suggest that confusing both terms undermines the positive impact of gender equality measures within companies (Squires, 2007; Klein, 2016). Additionally, while gender represents the most common inequality worldwide, other attributes (e.g. religion, ethnicity, sexual orientation) face different discriminatory practices and should, thus, follow other measures (Shen, Chanda, D'Netto, & Monga, 2009; Kochan, et al., 2003). Second, research outlines contradictory findings on the benefits or disadvantages of diversity (Kochan, et al., 2003; Ely, 2004; van Knippenberg & Schippers, 2007). Often,

the performance of diverse working groups does not have any strong or consistent impact, *unless* group processes are adapted to the organizational context (e.g. international sales versus local company) (Kochan, et al., 2003; Ely, 2004; Horwitz & Horwitz, 2007). Thus, companies need to do more than just hire a diverse workforce.

In this thesis I focus specifically on gender inequality, while assuming the positive link between equality and its business-related outcomes. Before one can consider the mechanisms for achieving gender equality, it is important to understand the causes of inequality in organizations. Next, I discuss the three most relevant of them, which are gender stereotypes and lack of fit (1.1.2); and gender ratios (1.1.3).

1.1.2 Gender Stereotypes and the Lack-of-fit

Stereotypes are categorical beliefs of traits, behaviors and attributes that are applied to people different from a certain group (Hilton & von Hippel, 1996, p. 240). While stereotypes are seen as neutral, *prejudice* refers to negative and emotional stereotyping of individuals (Jussim, Nelson, Manis, & Soffin, 1995). *Biases* are preferences towards or aversions against some persons (Alexander, 1992). Those terms are sibling concepts of stereotypes, which can all lead to discrimination.

As stereotypes help people's (quick) orientation in guiding judgments, they are hard to monitor, control or suppress (Nelson, Acker, & Manis, 1996). Stereotypes are not only hard to unlearn, but they are also reproduced in a system with existing disadvantageous social attitudes towards others. This is because stereotypes serve the purpose of justifying a certain social system, maintaining personal self-esteem and defending actions of the own reference group (Jost & Banaji, 1994; Uhlmann & Cohen, 2005). Consequently, stereotypes help to maintain the status quo. It means, first, that it is hard to identify stereotypes that run counter to social justice but also, when discovered, that it is very difficult to alter the unsolicited stereotypes.

Gender stereotypes can be defined as "the expectations about each sex's typical attributes" (Eagly & Wood, 2017, p. 60), which arise from socialization and become societal, expected gender-role norms. Since the 1970's, a vast amount of gender literature attempts to explain persistent gender inequalities in the workplace through persevering gender stereotypes towards women (Schein, 1973; 1975; Eagly A. H., 1987; Brenner, Tomkiewicz, & Schein, 1989; Nelson, Acker, & Manis, 1996; Benschop & Doorewaard,

1998; Rudman & Kilianski, 2000; Koenig, Eagly, Mitchell, & Ristikari, 2011). Stereotypes are hard to break, and gender is the first categorization of people done in milliseconds, used before age, race or occupation (Fiske, Haslam, & Fiske, 1991; Ito & Urland, 2003).

The socialization process, which forms the gender identity and, thus, the stereotypes, influences the division of labor. The latter predominantly assigns male occupational and female domestic roles (Eagly & Wood, 2017). Therefore, the workplace is traditionally masculine with its values, rules, demands and evaluations, even when practices seem to be gender-neutral (Ely & Meyerson, 2000; Ely & Kimmel, 2018). Consequently, the workplace setting, with a man at the top, makes it for male employees easier to fit than for women, as meeting gendered expectations lead to conformity (Wood & Eagly, 2012). This division of labor explains why certain fields of expertise are predominantly female or male. Women, who generally occupy what is perceived from society as low-status positions (i.e. administrative assignments or lower-management) (Chang & Milkman, 2020), encounter, therefore, difficulties to migrate to (male) high-status positions (i.e. top-management) (Wood & Eagly, 2012).

When it comes to high-status positions, the past and continuous dominance of men in powerful positions in business and politics shaped the implicit and explicit image of a leader (Rudman & Kilianski, 2000). This male associated image of a leader does not favor women in leading positions as they breach societal expectancies and, thus, gender stereotypes (Heilman, 2012). Female with an authority status "'pay a price' in terms of relatively negative evaluations if they intrude on traditionally male domains by… occupying male-dominated leadership positions" (Eagly, Makhijani, & Klonsky, 1992, p. 18), which is also called the lack-of-fit. Consequently, female leaders can even be seen as threatening by male colleagues when holding a position that is higher up in the hierarchy, partly because the (male) majority tries to maintain its advantages (Ely & Kimmel, 2018).

Schein and colleagues (1973; 1975; Schein, Mueller, Lituchy, & Liu, 1996; Brenner, Tomkiewicz, & Schein, 1989) first investigated and created the concept of *Think Manager – Think Male* in which they examined the relationship between gender stereotypes and leadership characteristics. The authors demonstrated on a global scale (Schein, Mueller, Lituchy, & Liu, 1996) that men as well as women were affected by gender

stereotypes and that both men and women devaluated women in the workplace because they associate leadership characteristics to male attributes (Schein, 1973; 1975).

However, over time and with an increasing number of female managers, other women started to associate leadership skills to female characteristics (Brenner, Tomkiewicz, & Schein, 1989). Similarly, more experienced managers had less gendered stereotypes towards a female leader, as they have had more exposure to female managers than younger male managers had. Stereotype scholars also claim that an increased exposure to a different group weakens the repercussions of stereotypes (Nelson, Acker, & Manis, 1996). Those studies show that an increasing number of women in leading positions influences both the concept of leadership and the perception of women as leaders (Burke & Collins, 2001). This draws attention to the importance of more even (balanced) male-female representation in a group. In the following subchapter, I present in detail the effects of gender ratios on gender stereotypes and subsequent biases in organizational behavior.

1.1.3 Effects of Gender Ratios

Kanter (1977) was the first to explore the effect of gendered group compositions (gender ratios) on social interactions. She showed that various proportional compositions lead to different group dynamics. This is particularly interesting when it comes to explaining what difficulties women encounter in top-management or in male-dominated fields, where they are a greater minority.

Kanter differentiates between four main group compositions. The *uniformed* group is a totally homogeneous group of a certain type (e.g. an "all men's club"). The *skewed* group is composed out of a token (i.e. a minority) of around 15% and a dominant type of around 85%. The *tilted* group has a minority's ratio that lays at around 35%. Finally, Kanter (1977) defines the last group as *balanced* when proportions vary between 40 and 60 percent.

In a skewed group, the dominant majority, which in that case are men, controls the group. Women are perceived as *less powerful*. Indeed, it is difficult for them to form alliances that have an equal impact on power dynamics. Additionally, tokens are commonly regarded as *acting on behalf of their reference group* (i.e. all women) rather than being seen as individuals. Also, tokens suffer from *performance pressures*. As they are only a few numbers within a group, they are much more visible: "as individuals of their

type come to represent a *smaller* numerical proportion of the group, they potentially capture a *larger* share of the group members' awareness" (Kanter, 1977, p. 971). Consequently, women are under excessive scrutiny that extensively tracks behaviors and actions. Additionally, the dominant group tends to *overplay the differences* between the majority's and the minority's attitudes and characteristic. As such, tokens endure more difficulties to integrate into the group which they have been assigned to (e.g. a woman in a male-dominated board composition). Last, the dominant group applies *distorted beliefs and assumptions* of the minority group onto the individuals. Women are then trapped in *stereotyped roles* which do not give them enough space to act as themselves (Kanter, 1977; Baugh & Graen, 1997; Oakley, 2000; Reskin, 2000; Ely, Ibarra, & Kolb, 2011).

Kanter (1977) shows the negative effects of tokenism on women but explains also the positive consequences of a more balanced group distribution. When it comes to the *tilted* group, the negative effects are not as pronounced, and women start to have an influence on the group's culture. They are seen as individuals rather than group representatives, which lowers gender stereotypes and categorizations (Reskin, 2000; Oakley, 2000). Finally, the *balanced* group equally reflects cultures and dynamics of the previous majority and minority categories. Such equal distribution allows the emergence of subgroups with differentiated roles and attitudes. However, while it is important to monitor the share of women in the company, it is the quality of inclusion at all levels, and the attribution of power to women that will favor the real GE (Adamson, Kelan, Lewis, Rumens, & Slíwa, 2016).

We have seen that unequal and low proportions of women in the workplace have considerable effects on their career advancement. In the following part (1.1.4), I highlight specific gender biases that are contained in organizational behavior and hinder female career developments, namely in performance evaluations and promotions.

1.1.4 Biases in Organizational Behavior

Until a couple of decades ago, the workplace has been predominantly male. Men occupied high-status jobs (e.g. managers) while women filled low-status positions (e.g. secretaries) (Eagly & Wood, 2017). This strict division of labor not only reflected social norms and, thus, strong gender stereotypes in the workplace (Eagly & Wood, 2017), but

was also facilitated through so-called first-generation discrimination (Sturm, 2001). The latter is the deliberate exclusion of a certain group. As such, "workplace segregation was maintained through overt exclusion, segregation of job opportunity, and conscious stereotyping" of women (Sturm, 2001, p. 465).

This deliberate exclusion has been outlawed through antidiscrimination policies in most developed countries during the civil rights era (Sturm, 2001). While first generation discrimination sometimes continues to operate even in large multinational companies, women's low advancement in male-dominated fields and women's scarcity in higher levels is now mostly explained through second generation discrimination. The latter is a subtle, often unintended form of exclusion caused by gender biases (Sturm, 2001). As such, this form of discrimination is "undermining women's perceived competence, freezing them out of crucial social interactions, or sanctioning behavior that departs from stereotypes about gender" (Sturm, 2001, pp. 468, 469).

Gender literature tends to explain inequalities in the workplace that occur at a certain stage of the career. The metaphor *Glass Ceiling* describes how women face an invisible barrier when they try to attain very high levels in the hierarchy (Hymowitz & Schelhardt, 1986). Hymowitz and Schelhardt (1986), who made this metaphor popular, found out that, even though women represent half of the workforce, they do not reach senior and executive levels. This phenomenon is mainly explained through those corporate practices that are not perceived as discriminatory, but actually hinder women from reaching executive ranks. Up to that ceiling, women do not seem to be confronted with obstacles (Carli & Eagly, 2016). On the contrary, the *frozen middle* is a metaphor that describes the slower progress of women along the career ladder when it comes to middle management (DiPrete & Soule, 1988; Wentling, 1992; 1996; 2003). According to that metaphor, women do not face difficulties prior to that corporate level. Finally, the metaphor *Sticky Floor* explains how women can be stuck in low-status positions and female-dominated fields that lack career development opportunities (Harlan & Berheide, 1994; Bihagen & Ohls, 2006; Adamson, Kelan, Lewis, Rumens, & Slíwa, 2016). However, the sticky floor suggests that after women surpass the barrier, there are no obstacles to overcome until they reach the glass ceiling (Harlan & Berheide, 1994).

Scholars increasingly suggest that obstacles appear *throughout the career*. Smith (2012) notes that "if glass ceiling inequality exists, then it should be represented by a

progressive increase in group differences (…) with movement up the authority hierarchy" (p. 153). Eagly and Carli (2007) introduced the "Labyrinth" metaphor to best express women's uneven advancement in the workplace in comparison to their male colleagues. The authors propose that the career ladder is not necessarily a straight, upward line and that women are challenged along the whole path to leadership (Carli & Eagly, 2016). Women can easily be stuck in dead-end jobs, raise to the highest levels or set back and reorient their career. This process requires more energy and time with higher probabilities to fail in comparison to their male colleagues (Carli & Eagly, 2016).

Taking the labyrinth career path into consideration, the following part of the thesis depicts how *gender biases*, which are preferences or aversions towards a certain gender arising from internalized stereotypes, are engrained in organizational behavior (Heilman, 2012). More precisely, those gender biases are most vividly present in evaluation and promotion practices, which are elementary to career advancement (Oakley, 2000; Reskin & McBrier, 2000).

Organizations moved from a conscious exclusion of women to a more subtle, unintended form of discrimination in the workplace. This unconscious gender bias is a "type of preference (…) that is disproportionately negatively affecting members of a particular group but, at a conscious level, is neutral with respect to that group" (Alexander, 1992, p. 180), and occurs at all career steps (Ely, Ibarra, & Kolb, 2011). Unconscious gender biases discriminate women already during the hiring and recruitment phase (Goldin & Rouse, 1997; Agars, 2004; Bjerk, 2008; Martin J., 2013; Johnson, Hekman, & Chan, 2016; van Esch , Hopkins, O'Neil, & Bilimoria, 2018; Hoover, Hack, Garcia, Goodfriend, & Habashi, 2019), in which managers do already play an important role. For that purpose, organizations apply various important practices such as balanced interview panels or gender-neutral job postings, which reduce gender biases during hiring and recruitment. (Chang & Milkman, 2020). However, this thesis only focusses on performance evaluations and promotions as they are key practices for *leadership development* and, thus, for career advancement *within* the firm (Ely, Ibarra, & Kolb, 2011).

Gender Biases in Performance Evaluations

Scholars insist on the negative implications that gender biases have on performance evaluations (Maurer & Taylor, 1994; Reskin & McBrier, 2000; Eagly & Karau, 2002;

Agars, 2004; Castilla, 2008). Gender biases have a considerable impact especially in (male-dominated) areas where prejudices against women are higher (Eagly & Karau, 2002). Reskin (2000) explains gender biases and differences in evaluations through internalized stereotypes. When the employee's behavior matches gender stereotypes, the situation is seen as stable and consistent. However, when behaviors differ from gendered expectations, people use "situational or transient factors" (p. 322) that are external, fugitive excuses, to explain the incongruity. It implies that a male employee, who does not deliver good results for a task that is typically assigned to *men*, will be excused, as for example having a bad day. On the contrary, a female employee will be rated negatively, as gendered expectations will imply from the start that she is not fit for this (male) task.

Reskin (2000; 2005) and Bielby (2005) show how misleading, *gendered expectations* affect the evaluation, as they lead to in-group (male) preferences and out-group (female) discrimination. The dominant group minimizes differences with in-group members but exaggerates discrepancies with out-group members. Consequently, such in-group favoritism devalues the performance of others, which in that case, is the work done by women. In other words, women are rated *more strictly* (Koch, D'Mello, & Sackett, 2015), especially when leading women show agentic, masculine traits, which deviate from gender stereotypes (Hoover, Hack, Garcia, Goodfriend, & Habashi, 2019).

Besides the negative evaluations, *ambiguity* in definitions of success leads the evaluator to rely on gender stereotypes and, thus, enables gender biases to occur (Heilman, 2012). Uhlmann and Cohen (2005) highlight the importance of setting clear measures of success prior to the evaluation process. The authors found that evaluators in a male-dominated environment would otherwise (unconsciously) redefine evaluation criteria that suits to men (e.g. the success of policemen depending on (male) physical strength). But even standardized evaluation criteria can possess requisites that are perceived as *objective* but that actually put women at a disadvantage (Correll, 2017). This happens when certain characteristics are listed as criteria relevant for success although they occur mostly in male occupational history (e.g. military service, production…) or attributes (e.g. the height). Men would then be favored over and be better rated than women, as evaluators would presume that the male employee is a better fit for the job (Chang & Milkman, 2020).

In addition, women have to achieve *higher performances* to receive the same evaluation than men, "due to higher confirmatory standards for leadership ability in women than men" (Bosak & Sczesny, 2011, p. 234). First, Castilla (2008; 2010) and Benard (2010) suggest that minorities receive less merit, performance appraisal and reward for the same job than a member of the dominant group. This means that women have to work harder to receive equal evaluations. Second, Fiske and colleagues (2002) prove that high-status members are perceived as more competent. Women endure therefore an excessive performance pressure to prove that they are as good as their male colleagues (Biernat & Kobrynowicz, 1997; Lyness & Heilman, 2006; Castilla, 2008; Biernat, Tocci, & Williams, 2011).

As performance evaluations influence promotions (Lyness & Heilman, 2006), the thesis will discuss in a next step unconscious gender biases that are engrained in promotion practices.

Gender Biases in Promotions

Reskin and McBrier (2000) mention that "recruitment is the first step in the process that determines the sex composition of an establishment's managers" (p. 226). This also applies for the selection and promotion of appropriate employees within the company, as unequal promotion rates lead directly to gender inequality. Research has shown that women don't enjoy comparable promotion rates compared to men (Pekkarinen & Vartiainen, 2006; Bjerk, 2008; Yap & Konrad, 2009).

Promoting a woman instead of a man can be perceived as *riskier* in various situations. First, Reskin and McBrier (2000) trace gender inequality back to "sex-based ascription when staffing managerial jobs" (p. 210). Employers assign typical characteristics to a certain position. However, when a decision maker is gender biased regarding job characteristics, the decision is subject to sex-based ascription. The latter implies, for example, that a position that was previously filled by a man, will probably be occupied by a new male employee, as the decision maker rather assimilates past characteristics with current job requisites. Natural risk aversion induces not to challenge the status quo (Reskin & McBrier, 2000), that is to appoint a woman over many male colleagues for a position, which was previously filled by a man. As currently a majority of management

positions are occupied by men, sex-based ascriptions will more likely reproduce gender inequalities.

Second, as leadership characteristics are still rather ascribed to male attributes, especially in male-dominated domains, appointing a woman to a *leading position* is perceived as riskier than to promote a male peer. Evidence suggests that promoting women who are as qualified as men, is riskier for decision makers (van Esch , Hopkins, O'Neil, & Bilimoria, 2018) also because women face a lack of opportunity to *show* their skills (Bjerk, 2008). Bjerk (2008) showed that women need to put more effort in order to convince promoters of their aptitudes. Consequently, women have to feature higher competencies to be taken into account for the sought position (Biernat & Kobrynowicz, 1997; Castilla, 2008; Koch, D'Mello, & Sackett, 2015)

In addition, gender biases in promotions are also nurtured through the sex-typed division of labour, which leads to gendered career paths (Eagly & Wood, 2017). This gender-based division first influences the type of tasks assigned to female and male employees, but also prescribes the necessary requisites to be promoted for higher positions. As explained earlier, success tends to be measured with qualifications that are present in male attributes or collected in typical male fields (e.g. in operations) (Ransom & Oaxaca, 2005; Ely, Ibarra, & Kolb, 2011; Ely & Kimmel, 2018). However, companies rather offer positions to women with less authority and fewer assignments, for example abroad (Agars, 2004), which does not give them relevant work experience for executive positions (Oakley, 2000; Pološki Vokić, Obadić , & Sinčić Ćorić , 2019). Women have, then, fewer chances to be promoted (Blau & Devaro, 2007; Johnston & Lee, 2012).

Another important factor for promotions, especially for more senior positions, are networks (Blair-Loy, 2001) and sponsors (Ibarra, 1992; McGuire, 2000; Ibarra, Carter, & Silva, 2010). Women do not have the same access to networks with high-profile persons compared to men. The latter have the tendency to form homophilous networks, meaning that they create ties with *other men*, which makes it more difficult for women to have access to high level contacts who are currently predominantly male (Ibarra, 1992; McGuire, 2000).

While there is no difference in accessing *mentorships* (Dreher & Ash, 1990; Ibarra, Carter, & Silva, 2010), men receive more *sponsorships*. Sponsors are usually senior

managers who do not only guide, but also raise their protégé's profile in exclusive networks with influential managers and fight for their promotions (Ang, 2019). Researchers claim that the differences received by sponsorships between women and men contribute to unequal promotion rates in executive ranks (Ibarra, Carter, & Silva, 2010; Ang, 2019)

Finally, Ryan and Haslam (2005; 2011) showed that women, who manage to break through the glass ceiling, are given *riskier leadership positions*. Evidence suggests that when companies are doing well, there is no real interest in changing the status quo (Samuelson & Zeckhauser, 1988) that is to replace a senior male leader by a woman. Then, women will be more likely assigned to top jobs during times of crises which become then riskier (Bruckmüller & Branscombe, 2010). In addition to the high risk leadership positions, women "often lack the support or authority to accomplish their strategic goals" (Glass & Cook, 2016, p. 51). Consequently, the likelihood of failure and perceived misfit of women in leading positions accrues (Haslam & Ryan, 2008).

This part of the thesis showed that gender biases present in organizational behavior hinder an equal career advancement between women and men (King, et al., 2012). The next part of the thesis outlines common GM practices that are applied to eliminate gender inequalities in the workplace (1.1.5). Followingly, it will be discussed why female leadership development as a GM practice will provide solid support to women seeking senior positions.

1.1.5 Common Gender Mainstreaming Practices

Research and studies are broad on the *causes* of gender inequality in the workplace and Kalev and colleagues (2006, p. 611) confirmed that inequality is "rooted in managerial bias and the social isolation of women and minorities". Dobbin, Kalev (2006; 2016) and Kelly (2006) were the first to assess the actual impact that GM measures have on increasing equality within firms. The authors could demonstrate that not every GM measure is as efficient as previously anticipated.

Three approaches are commonly used to decrease inequalities (Kalev, Dobbin, & Kelly, 2006). First, assigning corporate *responsibility* for gender goals enables to promote organizational change. Employees are often overloaded with new information, which actually encourages employees to keep or fall back into old working habits. Therefore, GM measures should not only assign corporate but also individuals' responsibility to

implement change. This is generally achieved in companies through the appointment of diversity committees, monitoring task forces or full-time diversity managers who track gender biased organizational behavior (Kalev, Dobbin, & Kelly, 2006). Additionally, companies put in place employee grievances systems, which enables to report biased managers and practices (Dobbin & Kalev, 2016).

Second, gender mainstreaming measures include behavioral change in reducing bias through *education and evaluation*. The first common initiative are unconscious bias trainings and diversity trainings. The goal is to raise awareness of people's own biases in order to decrease, for example, subjective hiring, performance and promotion decisions. The second common initiative are formalized performance evaluations (Kalev, Dobbin, & Kelly, 2006). Scholars advocate for objective, clearly defined and standardized evaluation criteria that will neutralize biases during feedback, job tests and, thus, hiring and promotions (Reskin and McBrier, 2000; Uhlmann & Cohen, 2005; Kalev, Kelly, & Dobbin, 2006; Martin, 2013; Pološki Vokić, Obadić, & Sinčić Ćorić , 2019). This formalized process enables to undermine managers' subjectivity and unconscious gender stereotyping. Correll (2017, p. 733) explains that people tend to rely more on biases "when decision-making processes are *ambiguous*, when definitions of success are *narrow*, and when organizational environments are numerically or culturally *associated with men and masculinity*" (italic added). The formalization of organizational processes is, therefore, an attempt to install clear evaluation criteria that leads to meritocracy within organizations.

Third, gender mainstreaming measures also fight social isolation and exclusion through *networking* and *mentoring programmes* (Kalev, Dobbin, & Kelly, 2006). As already highlighted in the previous part, those initiatives should lower "differential network contacts and differential resources accruing from these contacts (which) explain part of the continuing inequality between (…) men and women" (Kalev, Dobbin, & Kelly, 2006, p. 594). Those programmes offer formal meetings for interested employees in order to encompass the "old boys' network" and to equalize promotions in higher ranks of the company.

Although there are studies that have proven the effectiveness of educational initiatives to reduce gender biases, the effects of unconscious bias and diversity trainings persist only in the short term (Girod, et al., 2016). Indeed, the positive effect can quickly fade

away over time (Dobbin & Kalev, 2016). Other studies suggest that unconscious bias trainings can even increase biases (Duguid & Thomas-Hunt, 2015), as the vast majority of trainings convey negative messages which imply threats and increase resistance of participants (Dobbin & Kalev, 2016). Additionally, as everyone is subject to biases, it could demotivate employees to actively fight against them.

When it comes to formalized evaluation criteria, scholars stress that there could be a large discrepancy between the theoretical framework and the practical execution of those formalized procedures (Castilla & Benard, 2010; Dobbin & Kalev, 2016). Dobbin and Kalev (2016) show, for example, that managers could often ignore results and hire their preferred candidate. Also, regarding performance evaluations, managers could be tempted to assign the same grades to all employees or to simply tick off the evaluation boxes in order to avoid complications. That is why the lack of transparency and of good intentions can override the positive effects of formalized organizational processes (Castilla, 2015).

Further studies have proven the key role that *managers* can play for effective GM practices. Researchers found that when companies actively engage managers into the gender equality process, the above described downside effects drastically lessen (Castilla, 2011; Dobbin, Schrage, & Kalev, 2015; Dobbin & Kalev, 2016). Dobbin and Kalev (2016) found that, while 75% of the trainings are mandatory in US companies, they work best when attendance of managers is on a *voluntary* basis. Decision makers are not resistant to the shared ideas anymore and feel empowered as the choice to attend the training was theirs. Also, a heightened *responsibility* of managers in GM measures creates the desire to come across as a fair person, especially when the company successfully engages the manager in the problem-solving process. They will help to enhance equality and will feel as diversity champions (Dobbin & Kalev, 2016). The assigned responsibility will force the manager to explain his decisions to others and will, thus, enhance a more *fair* and *transparent* decision making (Castilla, 2015). In the next part of the literature analysis, we discuss why leadership development and managers play a key role in achieving gender equality at UN organizations.

1.2 Leadership Development and the Key Role of Managers

The literature analysis on gender stereotypes and gender biases in organizational behavior showed the (often invisible) barriers that women face on their way to the top. This thesis argues that female leadership development with a key support of senior managers will help female middle managers to acquire relevant qualifications for higher positions. Next step, the thesis describes female leadership development as a GM practice and the key role of (senior) managers in the process.

This thesis highlights various gender mainstreaming practices which all contribute to a certain degree to an increase of gender equality in the workplace. However, gender scholars have repeatedly outlined the struggle that women face with the masculine image of a leader. It mostly explains why less women are being taken into consideration for more senior levels. To that end, this thesis argues that an important building block for women's successful advancement is the development of a solid leadership identity (DeRue & Ashford, 2010).

The development of a leader is defined as "the expansion of a person's capacity to be effective in leadership roles and processes", which "facilitate setting direction, creating alignment, and maintaining commitment in groups of people who share common work" (McCauley, Van Velsor, & Ruderman, 2012, p. 2). In other words, leadership development is the process during which a striving employee acquires a (new) leadership identity through a set of skills that are relevant to manage higher responsibilities within the firm (Ely, Ibarra, & Kolb, 2011). As such, leadership development is required to transition to higher ranks of the company and, thus, to get promotions.

In order to become a leader, a person must internalize a *new identity* and find a higher *sense of purpose* (than their self-interest only) (DeRue & Ashford, 2010). The search for leadership skills is a process during which employees test new actions and receive (or not) validation from others. They have to experiment with new identities at their own risk and successfully take on challenges (Ibarra, 1999; King et al., 2012). In case of accomplishments, the company acknowledges their performance through formal assignments with higher responsibilities. Next to the successful internalization of a leadership identity, studies found that striving leaders must find a higher sense of purpose (Quinn, 2004), so that subordinates can relate to the work done. In addition to that, leaders find

a way to inspire and to create a sense for the employees' commitment (Quinn & Spreitzer, 2006).

However, negative experiences endured during the search for a leadership identity (e.g. no validation by the supervisor) can prevent employees from taking on new roles and it lowers self-esteem (DeRue & Ashford, 2010). Ely, Ibarra and Kolb (2011) show that unconscious gender biases along the career path prevent women from developing a solid identity, which hinders women's progress. Most companies rely on an outdated leadership career path. Typical requirements are that aspiring leaders collect work experience in masculine fields (e.g. sales, operations…) or through assignments abroad. Those job prerequisites are not as accessible for women as for men (Oakley, 2000). Therefore, such a gendered career path challenges women to build a leadership identity when roles, evaluations and promotions are (unintentionally) rather designed for men (Ely, Ibarra, & Kolb, 2011). Also, a lack of female role models impacts the career prospects of aspiring female leaders.

Some earlier attempts to train women for leadership positions either suggested to offer exactly the *same programmes* to both aspiring male and female leaders (Martin & Meyerson, 1998; Heilman, 2012), or to train women for a *men's world* ("fix the women" approach (Ely & Meyerson, 2000a, p. 105; Heilman, 2012)). The latter suggests that women have to adapt to a male environment and, thus, cannot be their true selves, while the first approach does not take any gender differences into consideration. Such approach implies that women should either become like men or that women and men are treated alike, without taking inequalities into consideration (Ely & Meyerson, 2000b).

Either way, research shows that women spend a considerable amount of time trying to find a leadership identity, especially because of the rare female role models in senior management (Ibarra, 1999; Ely, Ibarra, & Kolb, 2011). Quinn (2004) proves that a leader can easily lose the higher sense of purpose when distracted from the main goal, that is to focus too much on how they are perceived as a leader by their surroundings. Intensively working on a female's leadership identity "draws women's energies away from the work at hand", especially in higher ranks where the few women are under higher scrutiny (Ely, Ibarra, & Kolb, 2011, p. 481; Kanter, 1977). Consequently, women must be supported in such a way that they receive more space in a safe environment to act like themselves and transition to higher categories with more self-esteem. Women

should, for example, be encouraged to take on high-profile assignments and to receive enough feedback to prepare them for the next managerial level. For that, it is not only advised to have a guiding coach or mentor, but also to find a sponsor who will raise the sponsee's profile in high-level circles (Thomas, et al., 2019; Ang, 2019). As such, the *manager* plays a crucial role in the career development of aspiring female leaders.

The past decades of research on gender stereotypes allowed to explain how equally educated women and men are perceived and rated differently in the workplace. Throughout the literature, scholars offer a multitude of recommendations to enhance gender equality in organizations. However, gender researchers have not placed enough importance on the impact that managers can have to improve gender equality (Castilla, 2011). Indeed, previous research has found that aspiring female leaders ascribe their slower progress to the lack of support and guidance from their managers (Wentling, 1992; 1996; 2003).

Kalev, Dobbin and colleagues (2006; 2015; 2016) and Castilla (2011) found that GM measures are increasingly effective if the company actively engages the managers into gender mainstreaming practices. They are the ones who are part of hiring panels, apply hiring tests, make performance evaluations and recommend employees for promotions (Castilla, 2011; Dobbin & Kalev, 2016). Also, they are key to the career development of their employees as they are training, assigning tasks and responsibilities, and giving feedback to their subordinates. They are critical in executing initiatives coming from the top (Byrnes, 2005), which could also be all sorts of GM practices.

A manager's support is a key element in shaping a working environment that provides career opportunities and fairness to all employees (Long, Bendersky, & Morrill, 2011). A fair relationship between a manager and the subordinate has a considerable impact on employees' overall satisfaction (Masterson, Lewis, Goldman, & Taylor, 2000). Women feel empowered when they receive support and they know that they can advance through meritocracy (Debrincat, 2015). The subordinates perceive appropriate rewards for their work as they feel that they are given opportunities to develop and succeed in the company (Eggleton, Wong, & Lau, 2008; Masterson, Lewis, Goldman, & Taylor, 2000). Managers should extensively support the career advancement and, thus, leadership development of their female subordinates.

Leadership development occurs at three levels, namely at the employee's individual level, at the supportive manager's level and at the level of formal leadership development programmes offered by Human Resources (HR) (Ibarra, 2015). The traditional approach recommends dividing leadership development into 70 per cent of daily work experiences, further 20 per cent of learning from supervisors and the last 10 per cent from official leadership trainings. However, HR tends to concentrate all efforts into formal trainings awaiting that key learnings disseminate in daily experiences and supervisors' guidance (Ibarra, 2015). This thesis focusses on the on-the-job experiences and the manager's support. Such findings could have further implications for HR, as it plays a central role in setting a framework to ensure building leadership capacity (Davenport, 2015).

I will now demonstrate the three key characteristics of leadership development, which are developmental job assignments (1.2.1), developmental feedback (1.2.2) and developmental relationships (1.2.3) (King, et al., 2012, Zaccaro & Banks, 2004). I will also present leadership styles of senior managers that promote female middle managers' career advancement and examine which female middle manager's leadership style encounters less gender stereotypes (1.2.4).

1.2.1 Developmental Job Assignments

Developmental assignments are one of the three key characteristics of a leader's development (King, et al., 2012). Research has shown that challenging assignments give the strongest learning opportunities in the development of a leader (Munusamy, Ruderman, & Eckert, 2010). A developmental assignment is defined as a *challenge* that is "demanding, stimulating, new, and calls on (an individual's) ability and determination" (De Pater, Van Vianen, Fischer, & Van Ginkel, 2009, p. 5). Those challenging assignments allow to learn new skills and build managerial competencies and are, therefore, closely linked with an employee's advancement within the company (Allison & Green, 2014). Indeed, developmental assignments serve the purpose of giving aspiring leaders the necessary tools to develop their leadership goals (McCauley, Kanaga, & Lafferty, Leader Development Systems, 2010).

Developmental job assignments can be categorized into formal instructions, stamping-in and stretch assignments, which respectively have an increase in the degree of

challenge. The first type of assignment is defined as "knowledge and information about visioning and change management skills through structured learning" (Zaccaro & Banks, 2004, p. 373). Those are instructions which motivate the employee to discover new learning activities and to start developing new skills (e.g. participating at trainings that are work related and relevant). The stamping-in assignment is tailored for the aspiring leader in such a way that s/he can apply and train new acquired skills. The supervisor provides tasks, as well as the necessary support and feedback (Zaccaro & Banks, 2004). Finally, the stretch-assignment is experienced in a project that is outside of the employee's typical responsibilities (Ibarra, 2015) and provides "learning opportunities in functions or areas beyond (…) the current level of competency" (Allison & Green, 2014, p. 114). This assignment is about challenging the limited available skills to motivate the employee to acquire further skills (Zaccaro & Banks, 2004).

Formal, stamping-in and stretch assignments can be of different nature. Supervisors could distribute upward as well as lateral (horizontal) developmental assignments (McCauley, Kanaga, & Lafferty, 2010). McCauley and colleagues (2010) cite job moves, job rotations, expanded work responsibilities, temporary assignments and action learning projects as examples of developmental assignments. They all differ in the degree of challenge and contribute to the advancement of an aspiring leader, with stretch-assignments being the most developing ones.

The formal instructions, stamping-in and stretch assignments build upon each other with an increasing intensity of challenge and define the degree of development. Following table 1 outlines developmental job assignments.

Developmental Job Assignments		
Type	**Definition**	**Examples**
Formal Instructions	Directions which induce a structured learning to develop leadership skills	Discovery learning activities which require self-regulation skills
		Tasks which rely on key performances that are required for the next managerial level
Stamping-in Assignments	Tailored assignments to practice new skills	Tasks that target skills
		Tasks with unfamiliar responsibilities

Stretch Assignments	Assignments which are outside of the typical responsibilities that challenge current skills	Tasks that are sufficiently challenging
		Novel, unusual tasks beyond comfort zone
		Large tasks with responsibilities over multiple functions, groups and services
		Tasks that permit early failure, enough time and resources at hand to end developmental assignment
		Tasks which receive support (coaching, feedback…) from the supervisor who owns skills

Table 1: ***Developmental Job Assignments Types***

(Created by the author based on: Zaccaro & Banks, 2004; King, et al., 2012; Martocchio, Joshi, & Liao, 2012; Allison & Green, 2014; Ibarra, 2015)

This category is of high relevance as studies point out that women receive less developmental assignments in comparison to their male peers, which does not lead to an equal acquisition of leadership skills (Reskin & Bielby, 2005; King, et al., 2012). Because of gender stereotypes, women, unlike men, are expected to help others and take over assignments that are not very much valued (e.g. taking minutes of a meeting). However, a study showed that women would stop volunteering for such non-beneficial tasks as soon as they are in a homogeneous (female) group (Chang & Milkman, 2020). This shows that women compromise to take over non-challenging or even non-promotable assignments, while supervisors should encourage them to engage in challenging developmental tasks without retaliation from their peers.

King and colleagues (2012) argue that supervisors also tend to protect women (benevolent sexism) from challenging developmental tasks due to gender biases and perceived lack of fit previously discussed in the thesis. Thus, supervisors allocate fewer challenging assignments to female employees in comparison to male subordinates (King, et al., 2012). The difference in treatment when giving developmental job opportunities to female and male aspiring leaders imply differing career and leadership developments.

Lyness and Thompson (2000) found that women take as much part in developmental assignments as men. The only difference would be the quality, the support of supervisors or the nature of those assignments. While men receive more overseas assignments or

assignments with more power, women are rather given assignments with less authority and which are in-house (Glass & Cook, 2016). This difference in treatment has an impact on the acquired set of skills (Oakley, 2000). Ryan and Haslam (2007) even argue that women receive *more* challenging job assignments, as they are given riskier leadership roles in senior management. Consequently, women take on larger responsibilities outside of their usual comfort zone. Ryan and Haslam (2007) also argue that women receive *less support* and that the resistance against women is higher, especially above the glass ceiling (Glass & Cook, 2016).

This thesis argues that developmental job assignments are key for leadership development and, thus, for promotions, and that gender stereotypes impact the type of developmental job assignments given to female middle managers (Hideg & Ferris, 2016). The three types of developmental job assignments intensify in their degree, with formal instructions having the least impact on and stretch assignments being the most conductive to promotions.

Proposition 1 is that female middle managers encounter gender stereotypes, which impact the type of developmental job assignments and, thus, promotions to senior levels.

1.2.2 Developmental Feedback

Feedback is of core essence to develop a leadership identity, as it helps employees to build self-awareness and to find critical areas of development (Ely, Ibarra, & Kolb, 2011). Employees feel motivated and supported as their performance is reviewed by supervisors. As King and Santana (2010) state, "to develop as leaders, people need both the challenge of the unfamiliar and the support of the familiar" (p. 109), for which feedback acts as the familiar support when assessing the unfamiliar challenges. Efficient feedback should sustain and support leadership development, while creating a sense of responsibility for the execution of tasks (King & Santana, 2010).

Feedback is defined by King and Santana (2010) as "a process that comprehensively assesses an individual's personality and leader effectiveness, using multiple tools and perspectives, and presents those data to individuals in a variety of ways that facilitate greater self-awareness and behavior change" (p. 98). Generally, feedback is given formally or informally. The former can differ from less to very structured (McCauley,

Kanaga, & Lafferty, 2010). Four main components, which are summarized in table 2, define the quality and the developmental aspect of feedback.

Developmental Feedback		
Components	**Definition**	**Examples**
Scope: Rich and comprehensive	Extensive feedback with clear, objective measures	Feedback could come from multiple sources (superiors, peers, coaches…)
		Variety of assessments that measure leadership characteristics
		Clear definitions of success
		Sufficient time allocation
		Well-delivered
Goals: Challenging and relevant content	Exposure of the employee to new self-awareness in order to increase effectiveness	Challenging feedback for the employee
		Reflection of leadership development needs
		Action oriented and linked to work
		Accurate information about behavior meeting performance requirements
		Constructive (positive and negative) feedback leading to performance increase
Methods: Multiple methodologies and activities	Feedback given through a variety of learning styles	Formal, structured feedback (e.g. 360-degree feedback)
		Less formal, unstructured feedback (e.g. weekly performance appraisal)
Context: Takes place in a safe and supportive learning environment	Facilitation of the ability to learn and develop skills	Non-judgemental feedback which supports individual opinions and perspectives
		Feedback given to the employee with personal authenticity
		Reciprocal vulnerability for comfortable self-disclosure
		Employee's needs come first

		Nonprescriptive for employees to take responsibility for own development
		Teaching different learning styles
		Feedback integrates employee's organizational context
		Feedback encourages the practice of new behavior
		Provision of time for the consolidation of feedback

Table 2: ***Components of Developmental Feedback***

(Created by the author based on: King & Santana, 2010; McCauley, Kanaga, & Lafferty, 2010; King, et al., 2012; Debrincat, 2015; Correll & Simard, 2016)

However, it has been proven that women receive less feedback (Ely, Ibarra, & Kolb, 2011) that is also vaguer in comparison to men's performance appraisal (Correll & Simard, 2016). The latter receive clear guidance of what needs to be done in order to improve work and to be promoted. Women are rather left clueless without specifically being told which accomplishments are valued. Correll's and Simard's study (2016) found that there was a correlation between the vague feedback given to women and lower performance ratings, which is not the case for men. Also, when specific feedback is given to women, the researchers claim that it tends to be more negative (Correll & Simard, 2016). Women need to show higher performances and, thus, receive better appraisals, in order to be promoted (Lyness & Heilman, 2006). Women's leadership construction and promotion chances are then put at a disadvantage.

Because of gender bias, supervisors are often unaware of the overall work that is executed by women, take it for granted or do not define it as essential for the success of the company (Ely, Ibarra, & Kolb, 2011; Chang & Milkman, 2020). Because "stereotypes also affect how we allocate credit for a group's success", Chang and Milkman (2020, p.3) argue that, when the contributions to success are unclear, managers rather allocate the credits to male colleagues. Feedback given to women will be distorted, as appraisals would not reflect the reality.

Additionally, "when definitions of success are *narrow*, and when organizational environments are numerically or culturally *associated with men and masculinity*" (Correll,

2017, p. 733) (italic added) evaluators tend to rely on gender stereotypes when assessing a person. Having clear evaluation criteria when giving feedback to both women and men might lead to more meritocracy within organizations.

Previous studies found that attributing negative feedback towards employees leads to an increase in performance (Hazucha, Hexlett, & Schnieder, 1993; Smither, et al., 1995; Van Velsor, McCauley, & Moxley, 1998). Women, who then tend to receive more negative feedback could benefit from an accelerated development in performance. However, another contradicting study states that women receive even less negative feedback from managers compared to their male peers, as women are seen as more fragile and are, therefore, protected from negative feedback (King, et al., 2012).

The components of developmental feedback in table 2 define the degree of quality of the supervisors' feedback. This thesis argues that developmental feedback is key for leadership development and, thus, promotions, and that gender stereotypes impact the quality of feedback given to female middle managers.

Proposition 2 is that female middle managers encounter gender stereotypes, which impact the quality of developmental feedback and, thus, promotions to senior levels.

1.2.3 Developmental Relationships

The third key characteristic of leadership development are developmental relationships, which comprise according to Yip and Wilson (2010) and Ang (2019) coaching, mentoring and sponsoring. Developmental relationships are defined as "relationships (with) powerful drivers of learning and development because they are a rich source of assessment, challenge, and support" (McCauley, Kanaga, & Lafferty, 2010, p. 45). The supervisor who takes a central role in the relationship should "take a personal interest in the manager (aspiring leader) and his or her career and life" (Yip & Wilson, 2010, p. 74). This one-on-one relationship enables to form a leadership identity through a supportive environment. Munusamy and colleagues (2010) show that those developmental relationships are especially of high importance for group members who are not part of the dominant group, as they can easily and openly address issues that other (male) colleagues would not face.

Coaching, mentoring and sponsoring relationships all have a different degree of the manager's involvement. A coach intentionally helps to develop the employee's (coachee's) skills, while a mentor has a long-term relationship with an employee (mentee) (Frankovelgia & Riddle, 2010). On the other hand, a sponsor is defined as a senior leader who "invest(s) the time, effort and resources to prepare (the sponsee) for the top roles" (Ang, 2019, p. 8). Sponsors are mainly preparing the sponsees for their next managerial role through extensive leadership development opportunities. They advocate for their protégés and open doors to the high-level circles of the company.

A developmental relationship does not only give support, but it can also lead to an extended pool of networks which highly contributes to career success (Williams, Muller, & Kilanski, 2012). Informal networks play a crucial role in career development, as they are "job-related contacts that a manager relies on for access to task-related, career, and social support" (Ibarra, 1995, p. 674). While technical knowhow is important for entry levels, network ties play a significant role in job promotions at higher levels (Blair-Loy, 2001). As the access to informal networks can be uneven between employees from the dominant and the minority group, stronger relationships to supervisors provide substantial help for women to be exposed on senior levels.

Following table 3 summarizes the three types of relationships which contribute with an increasing degree (from coaching up to sponsoring) to leadership development of aspiring leaders.

Developmental Relationships		
Types	**Definition**	**Examples**
Coaching	Intentional engagement in the development of the employee	Creation of a learning environment
		Assurance of the coachee's ownership of skills
		The coach facilitates and collaborates
		The coach advocates self-awareness
		Promotion of sustainable learning from experience

Mentoring	Long-term relationship commitment in which the mentor gives personal and professional support to the mentee	The mentor provides emotional support, feedback and advices
		The mentor serves as a role model
		The mentor advocates a sense of competence
		A focus on personal and professional development
		Guidance and information about organizational politics
Sponsoring	Relationship in which the sponsor invests a considerable amount of time, effort and resources to prepare the sponsee for higher management positions	Relationship with an influential senior manager
		Exposure to other influential senior managers
		Access to relevant opportunities and high-profile assignments
		Protection of the sponsee by the sponsor
		The sponsor fights for the sponsee's promotion

Table 3: ***Developmental Relationship Types***

(Created by the author based on: Lyness & Thompson, 2000; Frankovelgia & Riddle, 2010; Munusamy, Ruderman, & Eckert, 2010; Ang, 2019; Ibarra, Carter, & Silva, 2010).

Ang (2019) suggests that a solution to women's slow progress within the managerial pipeline are sponsorships. Researchers found that there is no significant difference between men's and women's *access* to mentors (Ibarra, Carter, & Silva, 2010). However, the nature of the mentor-mentee relationship is different. First, women do not have the *same relations*, as men have more mentors who are senior executives. Second, men benefit more from the relationship compared to women, as more men, who are actively mentored, are being promoted. Ibarra and colleague (2010) found that promotion rates are higher because men's mentors often act as sponsors (Ibarra, Carter, & Silva, 2010) who expose their sponsees to other high ranked executives and networks.

Ibarra (1992; 2016) suggests that networking differs from men to women. Men form homophilious ties (with people of the same gender). Consequently, men have easier access to high-level contacts in comparison to women, as most senior executives are

men. As networks are important for job referrals (and subsequent promotions), men benefit more from their exclusive network relations. Beugnot and Peterlé (2020) found that as soon as women would have the same network relations, they would be as likely to be referred and hired than their male counterparts. Thus, it is crucial to offer the same developmental relationships to women in order to prevent unfair career advancement.

Another study proved that women and men engage equally into networks (Forret & Dougherty, 2004). The only difference are the networking behaviors and the career advancement strategies behind. Men tend to favor a networking behavior that increases the internal corporate visibility, which is key for promotions. As such, women do not have the same positive networking outcomes than men.

The three types of developmental relationships have a different impact on leadership development, with coaching having the least effect on and sponsorships being the most conductive to promotions. This thesis argues that developmental relationships are key for leadership development and, thus, promotions, and that gender stereotypes impact the type of developmental relationship between senior leaders and female middle managers.

Proposition 3 is that female middle managers encounter gender stereotypes, which impact the type of developmental relationship with senior supervisors and, thus, promotions to senior levels.

This thesis argues that gender stereotypes impact the leadership development of female middle managers. I also explain in the next part that leadership styles influence the potential to engage into leadership development for senior leaders, as well as the chances to benefit from those leadership developments as an aspiring female leader. Therefore, leadership styles influence the intention to provide leadership development and moderate the relationship between leadership development and promotions. First, I explain the effect of the leadership styles of *senior leaders* and their engagement into leadership development. Second, I show how the leadership styles of female middle managers impact their leadership development.

1.2.4 Leadership Styles

Leadership has been vastly examined by scholars and defined as the ability of someone (the leader) to motivate, direct and enable a group of persons to contribute towards a common goal (McCauley, Van Velsor, & Ruderman, 2012). The leader is responsible for the success, mission and vision of the company. If the leader can deliver positive results, s/he will be taken into consideration for higher managerial levels, as s/he is apt for increased responsibilities (Allison & Green, 2014).

Gender stereotypes affect the image of a leader and, consequently, the perceived performance of female or male leaders. Male employees, and sometimes still some female counterparts (Chang & Milkman, 2020), associate leadership with male features and, thus, can see women as unfit for a leading position. However, the concept of leadership has started to become more genderless with an increased number of women in managerial positions (Burke & Collins, 2001).

The leadership style, which is "the art of communicating a clear vision and empowering employees towards organizational goals", has evolved over time (Maamari & Saheb, 2018, p. 633). Until the 1980's, the preferred leadership style was the authoritative *command-and-control*-management and was strongly associated with male power (Eagly & Carli, 2003). This hierarchical leadership style is rather leader centric and the leader monitors closely the employee's task assignments. Women who tried to replicate it were labelled as too masculine and not conforming to societal expectations (Eagly, Johannesen-Schmidt, & van Eugen, 2003). Nowadays, a so-called *connect-and-nurture* approach is taking on the lead, in which the leadership style is not leader- but follower-centric (employee) (Gandolfi & Stone, 2017).

While there are different ways to classify leadership styles, this thesis will focus on the Multifactor Leadership Questionnaire (MLQ) of Bass (1985), as an important number of subsequent studies based their research on this model (Gandolfi & Stone, 2017). Bass (1985) first elaborated the concepts of transactional, transformational and passive-avoidant leadership styles. The *transactional leadership style* is a conventional style and puts achievements of targets in the foreground. The leader works within the organizational boundaries and assigns clear goals and remunerations in case of success. In addition, it is the employee who will be held responsible for the positive or negative

outcomes. In case of failure, the team member will endure negative consequences (Bass, 1985). Eagly and colleagues (2003) define this transactional leadership style as "managing in the conventional sense of clarifying subordinates' responsibilities, rewarding them for meeting objectives, and correcting them for failing to meet objectives" (Eagly & Carli, 2003, p. 815). This leadership style is associated with command-and-control management and shows autocratic features. This style is also often related to male power due to agentic behaviors (Hentschel, Braun, Peus, & Frey, 2018).

The *transformational leadership style* puts employees in the centre and ensures a good leader-employee relationship. In that case, the leader takes personal care in the employee's development and well-being. Consequently, "leaders broaden and elevate the interests of their employees, when they generate awareness and acceptance of the purposes and mission of the group, and when they stir their employees to look beyond their own self-interest for the good of the group" (Bass, 1990, p. 2). In other words, the leader aims at motivating the subordinates to attain higher, common goals of the company in prioritizing both their personal and professional development (Bass, 1990). In addition, the transformational leadership style challenges the status quo through innovative and creative thinking. This is attained through the democratic and participative aspects of the transformational leadership style, as it promotes input on subordinates' ideas and opinions during the decision-making process (Gandolfi & Stone, 2017). This leadership style is associated with the connect-and-nurture approach.

Last, the *passive-avoidant leadership style* leaves a high amount of independence to the employees. The leader rarely contributes to the working processes (Maamari & Saheb, 2018), in which he chooses to be passive. As such, the leader "avoids making decisions, abdicates responsibility, and does not use their authority" (Antonakis, Avolio, & Sivasubramaniam, 2003, p. 265). The laissez-faire approach does not involve much responsibility of the leader and does not actively monitor performances. The passive management-by-exception approach of a passive-avoidant leader induces that the leader will only punish when very poor performances occur (Frooman, Mendelson, & Murphy, 2012).

Transactional, transformational and passive-avoidant leadership styles are defined in the MLQ in below table 4 (Bass, 1985; Avolio & Bass, 2002; Eagly, Johannesen-Schmidt,

& van Eugen, 2003; Antonakis, Avolio, & Sivasubramaniam, 2003; Ayman, Korabik, & Morris, 2009; Maamari & Saheb, 2018).

Leadership Styles		
Style	**Behavior**	**Definitions**
Transactional	Contingent reward	Employees are rewarded based on their achievements
	Management by exception (active)	Leaders actively monitor and control activities
Transformational	Idealized influence (attribute and behavior)	Positive long-term influence on the subordinates through an idolized image (inspires respect, pride, trust and admiration)
		Leaders aim at high goals and communicate values, a mission of the company
	Inspirational motivation	Leaders motivate employees through the internalized vision and mission
	Intellectual stimulation	Leaders support creativity and innovation of employees
	Individualized consideration	Leaders coach and develop employees. Employees' needs are taken into account.
Passive-avoidant	Management by exception (passive)	Leaders take action when needed
	Laissez-faire	Absence of leadership

Table 4: Transactional, transformational and passive-avoidant leadership styles

(Source: Bass, 1985)

To the best knowledge of the researcher, there are no previous studies done about the link between leadership styles of managers and their stereotypes towards women. To that end, this study argues that the leadership style that supports the most the employees in their career and leadership development, will also show the least gender stereotypes. The support puts employees in the centre and, thus, promotes learning and development for a higher, common goal. Bass (1985) describes transformational leaders as recognizing their employees' individual needs, abilities and intellectual development. As such, transformational style has been proven to be the most efficient leadership style for employee's advancement and development (Hamstra, van Yperen, Wisse, & Sassenberg, 2014).

In contrast, transactional leaders rather direct their employees towards distinct standards and achievements. Transactional leaders already pre-define criteria of competence

(Carmeli & Schaubroeck, 2007), which gives less flexibility and variety in leadership development of their employees (Zagorsek, Dimovski, & Skerlavaj, 2009). Those leaders emphasize the exchange relation and "monitor deviation from agreed-upon normative standards" (Hamstra, van Yperen, Wisse, & Sassenberg, 2014, p. 415), while transformational leaders indicate that learning is key for competence development (Hetland, Skogstad, Hetland, & Mikkelsen, 2011). This thesis argues that such strict pre-defined criteria of competence rather relies on gender stereotypes (Correll, 2017) and gives less space for female middle managers to develop their true selves (Ely & Kimmel, 2018).

Finally, the passive-avoidant style, which remains understudied, can have negative impacts on job satisfactions, compared to the transformational leadership style (Frooman, Mendelson, & Murphy, 2012). The passive-avoidant leader does not respond to employees' problems "to the point of being neglectful of employees' need to find meaning in their work" (Frooman, Mendelson, & Murphy, 2012, p. 451). Thus, the passive-avoidant leader does not contribute to any active leadership development. This thesis argues that because of this lack of active support, the passive-avoidant leader will anyhow not show many gender stereotypes that would be an obstacle to female middle managers' advancement. In that case, the limiting aspect is rather the complete lack in leadership development.

Proposition 4a is that senior managers who show a transformational leadership style provide significant more support to their subordinates in their leadership development and have less gender stereotypes than senior managers who show a transactional leadership style.

Women are perceived in society as being high in *communion*, which means that they tend to have a helping behavior towards others (affectionate, kind, sensitive). On the other hand, men are rated as having more *agentic* characteristics, which are decisive, controlling and confident traits (Eagly & Karau, 2002). The mismatch between the attributed female characteristics and the masculine assimilation of power leads to a backlash for women. A successful female manager might be perceived as hostile or unfriendly even if she performs well, simply because she does not fulfill the female stereotyped role. Similarly, a woman whose traits are in line with societal expectancies might not be considered for a leading position, as she does not fit the expected (male) requisites of a leader (Chang & Milkman, 2020).

However, the notion of power has changed over time with an increased number of women in managerial positions. Koenig and colleagues (2011) confirmed through a meta-analysis of three gender stereotypes paradigms (including Schein's *Think Manager – Think Male*) that a leader adopts nowadays behaviors that are rather attributed to the female gender (affectionate, kind, and sensitive). Women adopt the so-called "transformational leadership", which comprises charisma, inspirational motivation and interpersonal relations (Burke & Collins, 2001, p. 245). Also, the more women are to be found in a company, the more women will adopt this leadership style (Young, 2011). Besides, this leadership style has been proven to be very efficient (Judge & Piccolo, 2004; Wang, Oh, Courtright, & Colbert, 2011). Female leaders predominantly using the transformational style should become more accepted, as this leadership style is in line with female characteristics (role congruity).

On the other hand, Ayman and colleagues (2009) found that, in comparison to their male peers, women were still devaluated by male employees even when they adopted a transformational leadership style. The authors argue that women showing more female (transformational) leading attributes could be perceived by male subordinates as weaker due to gender stereotypes (and the lower status that women occupy in the society). Scholars suggest that, in order to be perceived as more effective, female leaders need to show both sensitive (transformational) and strong (transactional) leading attributes (Johnson, Murphy, Zewdie, & Reichard, 2008). Male leaders are rated equally effective by both female and male employees independent of their degree of transformational style (Hentschel, Braun, Peus, & Frey, 2018), as they see paternalism as a positive attribute of a supervisor (Ayman, Korabik, & Morris, 2009). Wang and colleagues (2013) confirmed that male leaders adopting a transformational leadership attain better employees' performance rates than women, whereas female leaders having a more authoritative style get, again, worse performance rates than men.

Even if female leaders are rated harsher than their male peers, despite their objective equality in terms of performance (Eagly A. H., 2007), this thesis still argues that women will encounter less gender stereotypes and, thus, will be more successful when adopting the transformational rather than the transactional leadership style, due to role congruity. As previously discussed, role congruity leads to less gender biases and, therefore, female managers would be more accepted if they opt for a predominantly transformational rather than for a transactional leadership style (Eagly & Carli, 2003).

Proposition 4b is that female middle managers who show a transformational leadership style will encounter less gender stereotypes than female middle managers who show a transactional leadership style.

Followingly, this thesis elaborates on below conceptual framework:

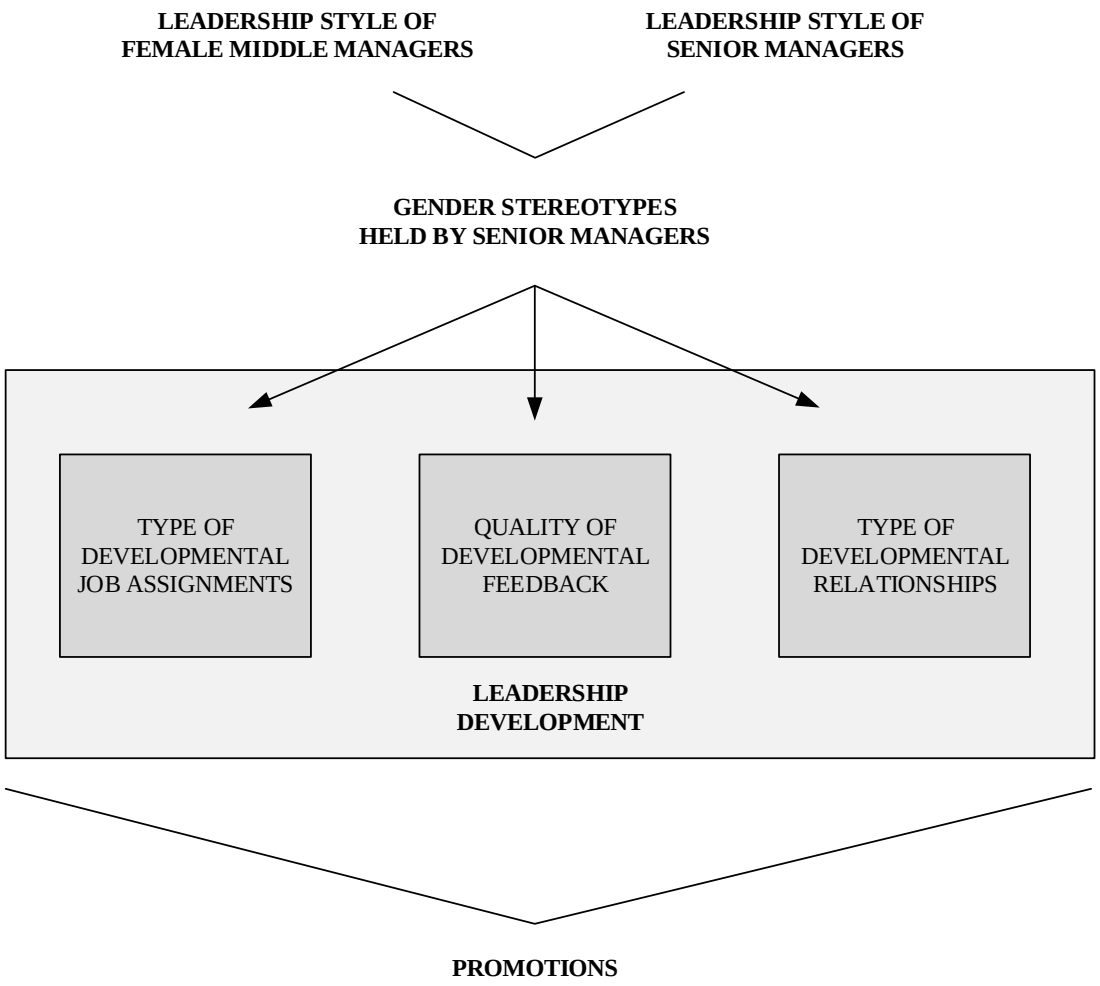

Figure 1: Conceptual Framework

(Source: created by the author)

In the next chapter, I highlight in detail the methodology of the study and consecutive evaluation in order to properly answer the research questions. I also describe the development and preparation of the interview guidelines and introduce the selected interviewees.

2. Methodology of the Empirical Study

2.1 Case Study Design

Considering the research questions, a qualitative case study methodology based on Yin (2014) was identified as an appropriate procedure to collect and evaluate empirical data. Yin (2014, p. 16) defines a case study as "an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-world context". This allows to answer "how" and "why" questions and to explore the context of the case being studied (Yin R. K., 2014, p. 11). A qualitative case study allows to explore complex interactions of individuals (Downs, 2018) within an organization which is not easily feasible in quantitative studies.

Yin (2014) suggests defining the case study by unit of analysis, groups, organizations and geographical areas. This thesis focusses on the three identified Vienna based UN organizations. In a next step, the case study type and design need to be defined. Yin (2014) differentiates among three types of case studies which are an explanatory, exploratory or a descriptive type. The explanatory type tries to explain cause and effect of phenomenon, while the exploratory type is exploring unknown outcomes of a case being studied. Last, the descriptive type describes a phenomenon in a real-life context in which is occurs (Downs, 2018).

This thesis applies a descriptive case study type, as it enables to analyze the current status quo of female middle managers in their leadership development. In total, three Vienna based organizations are put under scrutiny, in order to reflect the real-life context of system-wide gender equality measures in Vienna (explained in the next chapter). All three organizations follow the same system-wide guidelines but operate under a different management.

In addition to the case study type, the design is either a single- or multiple-case study. The former would test an individual unit of analysis, while the multiple-case study would explore several cases, replicate same results or examine outcomes across several cases (Yin R. K., 2014). The resulting design of this thesis is a single case study with *embedded units* (Yin R. K., 2014). The unit of analysis is the UN in Vienna, but within this single case, the thesis analyses three different organizations. Consequently, those

are three subunits of analysis which are embedded in the single case study. This type of case study allows then to describe similarities and contrasts between practices of those three Vienna based UN organizations.

While it is not mandatory to include a conceptual framework in a case study, such framework has been proven to be a solid research tool (Downs, 2018). This case study contains a conceptual framework (Figure 1) to picture relations between the thesis' five propositions, which are mainly drawn from the literature, logical thinking and eventually experience (Baxter & Jack, 2010). This framework depicts relationships between elements and helps to figure dynamics. As such, a conceptual framework determines which components are to be analyzed and defines limits in the research. Thus, a framework excludes elements which will not be part of the thesis and to frame subjects of analysis (Baxter & Jack, 2010). Last, a conceptual framework allows to gather and assign general constructs into more specific categories. The primary researcher's work in a qualitative case study is to support "the deconstruction and the subsequent reconstruction of various phenomena" in order to interpret and evaluate the collected data (Baxter & Jack, 2010, p. 544). Consequently, such conceptual framework helps the researcher to visualize and assign findings to given relations.

The conceptual framework depicts the relevant variables of this thesis. In order to evaluate findings and test the propositions, tables 1, 2, 3 and 4 define those variables and, thus, outline the rules for coding the extracts of interviews and questionnaires' answers. The three first propositions are testing the *types* of developmental job assignments, the *quality* of developmental feedback and *types* of developmental relationships. The three job assignment types are increasing in intensity of challenge, while the three developmental relationships are increasing in support. The quality of developmental feedback is divided in four components and is determined by the number of components that are accumulated. Gender stereotypes are examined throughout the interviews and the questionnaires' answers and are defined in subchapter 1.1.

Yin (2014) describes five techniques of analysis, which are pattern matching, explanation building, time series analysis, logic models and a cross-case synthesis. While describing all five techniques is beyond the scope of this research, this part only focusses on pattern matching, as it is the selected technique of analysis. Pattern matching enables to test theory with the case study (Hak & Dul, 2009; Downs, 2018). Yin (2014) claims

that pattern matching is the most advantageous analytical technique in case study research. This technique consists of matching observed (i.e. collected data) with expected patterns (i.e. the propositions, the categories). Results can be either confirmed of disconfirmed, based on the propositions. Thus, this technique enables to converge similarities and differences of outcomes with theories.

Yin (2014) presents two types of pattern matching. This thesis will be based on patterns in a *dependent* variables design. In opposition, the *independent* variables design formulates several propositions, different and mutually exclusive, and to select the expected pattern which overlaps the most with the observed one (Hak & Dul, 2009). However, the *dependent* variable design allows the proposition to be either rejected or confirmed. In other words, pattern matching makes use of the expected value of the dependent variable considering the value of the independent variable.

For that purpose, the methodology foresees to define *necessary condition propositions* and *sufficient condition propositions*. The former implies necessity when the outcome turns out to be true while the condition is fulfilled (e.g. female middle managers *do* encounter less gender stereotypes when they show a transformational leadership style rather than a transactional leadership style). The sufficient condition proposition implies that the outcome is true when the condition is fulfilled but does not mean that the outcome is false when the condition is not fulfilled (e.g. female middle managers do not have to endure more gender discrimination under a passive-avoidant senior leader) (Hak & Dul, 2009).

This thesis aims at describing gender inequalities experienced by female middle managers at UN organizations in Vienna and argues that leadership development provides support and helps to reduce the gap in promotions from middle to senior management. For this purpose, we collect multiple sources of evidence, which are interviews, questionnaires and documents retrieved from the UN organizations' websites. Consequently, this thesis is able to draw conclusions on the current status of leadership development of female middle managers at UN organizations and to make recommendations to decrease the gap in promotions between female and male managers.

2.2 Development and Preparation of the Interview Guidelines

The interview guidelines have been prepared based on the conceptual framework which has been conceptualized from the literature analysis. The case study enables to use various sources which are then converged during the process of analysis, in order to increase the validity. As such, findings will be based on both qualitative interviews and a questionnaire, which has been filled out by the interviewees prior to the interview. Results will be compared to the existing literature and to gender mainstreaming practices retrieved from the organizations' official documents published on the websites.

2.2.1 Questionnaire

The questionnaire aims at evaluating and providing information on the participant's own perceptions. The questionnaire uses mostly a Likert-type scale (for seven questions) in addition to two closed-ended and two open-ended questions. The Likert-type scale has five-point items and ranges from *strongly agree* to *strongly disagree*. The item *neutral* indicates that the respondent is undecided or unsure. The participants can then specify their levels of agreement or disagreement, which reflects the degree of their feelings towards a series of statements (Norman, 2010).

The questionnaire's structure covers the main literature findings. The questions refer to the support given by the supervisor regarding *leadership development*. This is to analyze the first three propositions of this thesis and to examine whether the interviewee received enough developmental job assignments, feedback and whether a developmental relationship would be more beneficial to the interviewee's leadership development. The answers are all based on the participant's perceptions.

The first proposition aims at testing the type of developmental job assignments that female middle managers receive. We argue that the latter has less challenging job assignments (summarized in table 1) from their senior supervisors and, thus, rather receives formal instructions or no challenging job assignments at all. In order to operationalize the evaluation, we consider positive answers which agree or strongly agree and negative answers which disagree or strongly disagree to questions 4 and 6. The open-ended question 5 on the amount of developmental job assignments in the past 6 months permits the respondents to specify their answer (on the number or the nature of their assignments) to the previous question.

The second proposition is testing the quality of developmental feedback that female middle managers are receiving from their senior managers. We argue that female middle managers receive less qualitative feedback (summarized in table 2). The questionnaire pays special attention to the frequency and regularity (question 7), the initiative (question 8) and the clarity (question 9) of the feedback. Feedback that is given at least monthly is rated as frequent and regular and feedback that is given less than monthly is rated as not frequent and not regular. Mandatory feedback is not considered, as it is not the personal initiative and support from the supervisor. The initiator of the feedback shows the intention of the developmental feedback (coming from the supervisor, the participant or from both). Positive answers to the clarity of the feedback are the one which agree or strongly agree with the statement and negative answers to the clarity of the feedback are the one which disagree or strongly disagree.

The third proposition aims at testing the type of the developmental relationship that female middle managers have with their senior supervisors. We argue that female middle managers have less developmental relationships (summarized in table 3) and, thus, rather receive coaching or no developmental support at all. Questions 2 and 3 regarding the supervisor acting as a role model or the matching leadership styles indicate the degree to which the female middle manager is willing to have a developmental relationship with the senior supervisor. Question 10 asks for the active support received by the middle manager from the supervisor. Answers which agree or strongly agree indicate a developmental relationship between the respondent and the senior manager. Last, answers which agree or strongly agree that a supervisor of the opposite gender would rather support their leadership development (question 11) indicate gender inequalities in developmental relationships.

The propositions 4a and 4b on the leadership styles of the senior and female middle managers are discussed during the interview.

2.2.2 Interview

The interviews enable to collect, in addition to the questionnaire's responses, the detailed stories and information about the interviewee's (past and) current experience at the UN. As it is very important *not* to influence the interviewee's answers, mostly open-ended questions have been formulated. The goal of a case study is to enable the

interviewees to talk freely about their own views and perceptions. The case study has stronger validity as the interviewees are less influenced by the interviewer.

However, the interview is semi-structured and, comparable to the questionnaire, follows the propositions which are based on findings of the literature analysis. The interview questions aim at collecting information of the interviewee's own perceptions of the support received. The questions touch upon the differences perceived with the interviewee's male colleagues in order to discover gender stereotypes. It has also been asked whether the support would have been different if her supervisor would have been of the other gender. In doing so, this open question collects an additional explanation to the questionnaire's responses.

The interview discusses the three main leadership development categories, which are developmental job assignments, feedback and developmental relationships. Last, the interview concludes with a question on what or who would help the interviewee the most in her career and leadership development. For more details, the final interview guide is to be found in Appendix 3.

In addition to leadership development, the interview also focusses on the perceptions of the middle managers' own leadership styles and the perceived leadership styles of their supervisors. This is to evaluate propositions 4a and 4b, as we argue that transformational leadership style provides significant more support from the senior manager and induces less gender stereotypes towards female middle managers. The questions serve the purpose of identifying the leadership styles and any potential discrimination towards female middle managers. In addition, questions related to the interviewee's career advancement are asked in order to discuss experienced challenges and barriers in the workplace.

2.3 Selection of Interviewees and Data Collection

In order to examine the leadership development opportunities given to female middle managers at UN organizations, I interviewed eight staff members. At first, female middle managers were identified at the UN. The UN divides lower managerial categories into grades ranging from Professional 1 (P1), Professional 2 (P2) to Professional 3 (P3) positions. Middle managers are categorized into Professional 4 (P4) and Professional 5 (P5) positions, which equals to the rank of a team leader, chief or section head. Senior management is split into Director 1 (D1), Director 2 (D2). Managers in those positions

head a division or deal directly with top executives. The latter have Deputy Director General (DDG) or Assistant Secretary General (ASG) and Under Secretary General (USG) positions. They manage a department or report directly to the Director General (DG).

The eight interviewees were selected from a representative sample: women in middle-management (P4 and P5 positions) at the three UN organizations in Vienna. They were contacted via email. After the first scheduled interviews, the female interviewees were asked if they would refer other female middle managers who fall in this selection category. Consequently, 8 out of 10 interview requests received positive responses.

Most of the selected interviewees have a considerable amount of experience in UN organizations or international institutions. They have a very different background and, therefore, have a diverse occupational career. As the interviewees' identities are not to be disclosed in the thesis, the identified interviewees are abbreviated with the organization's name and the attributed number of the organization's interview in terms of time sequence (e.g. IAEA#1 and IAEA#2).

The following table 5 provides an overview of all interviewees. As profiles are anonymous, the information is kept to the minimum:

Interviewee	Position	Female/Male Senior Manager	Duration of working at UN organizations
UNOV/UNODC #1	P5	Male	10 years
UNOV/UNODC #2	P5	Male	13 years
UNOV/UNODC #3	P4	Male	n/a
UNIDO #1	P5	Female	35 years
UNIDO #2	P4	Male	35 years
UNIDO #3	P4	Female	17 years
IAEA #1	P4	Male	10 months
IAEA #2	P5	Male	30 years

Table 5: ***Interviewees' Profiles***

(Source: created by the author)

The interviewees have been contacted via email, first, to ask for their interest and availability and, second, to schedule an interview meeting. All interviews have been conducted virtually due to COVID-19 restrictions. The interviews took place on May 21 and 28 respectively. The transcribed interviews are to be found from appendix 4 to 11. The interviewees' profiles emerging from the interviews are to be found in appendix 13.

Regarding data collection, the questionnaires have been sent upfront to the interviewees to be filled out prior to the interview. Most of the interviewees sent the filled questionnaires before the start of the interview. Three other candidates answered to the questionnaire's questions over the video call, prior to the start of the interview itself.

The questionnaire did not contain any information about the goal of the master thesis. In order not to influence the interviewee's answers, only the title and short instructions were contained on the questionnaire. The questions have been formulated in such way to avoid any misunderstandings. Prior to the data collection, the questionnaire has been tested and filled out by two colleagues who have not previously been introduced to the thesis' topic. Unclear questions have, then, been re-formulated.

Prior to the start of the interview, the interviewees have been reassured of the confidential handling of information to remain anonymous. The interview was scheduled for about half an hour. Most candidates remained flexible, so that at the end, the time allocated for the interview was up to 50 minutes. The interviewees could ask any questions before the start of the interview. In addition, the grade (e.g. Professional 4) of the interviewee was asked for the records.

The questionnaire and interviews were situational, which means that for most questions, the interviewee had to think back to the past 6 to 9 months spent at their workplace. In parallel to stories of their past career development or future goals, the situational aspect enables to also retrieve information on *current* practices. The aim is to assess the current support given to middle managers and what represents the biggest barrier or chance to advance to higher levels.

The interviewees were very cooperative and spoke freely. Only one of the interviewees was reluctant and declined to answer a question on the developmental relationship towards the supervisor. Otherwise, most interviewees became more open during the interview and provided longer answers towards the end. Some interviewees shared additional

insights or experiences at the end of the interview when asked if they want to add anything else to their answers. The transcripts of all eight interviews are to be found in the appendix of the master thesis.

2.4 Data Evaluation

The thesis has elaborated a total number of five propositions. The propositions come from the literature and are, thus, based on latest research and theories. Most of the literature retrieved has been published within the past decade, unless (older) theories have been ground-breaking foundations for future research. As those propositions formed the conceptual framework and guided data collection and the upcoming discussion, they also help to *evaluate* collected data (Baxter & Jack, 2010).

As pattern matching results from propositions, which are supported by literature findings, the variables of the conceptual framework guide the analysis of the transcribed interviews. Those variables arise from preconceived theories and concepts. *Leadership development* represents the first block of analysis and aims at determining the current status of developmental opportunities offered to female middle managers. The definitions of developmental job assignments, developmental feedback and developmental relationships outlined in tables 1, 2 and 3 represent the basis of the coding. Relevant extracts of the interview transcripts are assigned to the definitions of the relevant variables.

Leadership styles are the second main block of analysis in this thesis. The leadership styles of senior managers determine which style provides most of the support and have less gender stereotypes towards female subordinates. The leadership styles of female middle managers determine which kind of leadership style female leaders tend to adopt and whether they encounter discrimination. Similar to the coding of leadership development categories, the definitions of the leadership styles in table 4 represent the basis of the coding for this variable.

Gender stereotypes are also analysed and highlight discriminatory obstacles and practices experienced by female middle managers. The findings are linked to leadership development and leadership styles to uncover related gender stereotypes and biases from senior managers towards female middle managers (see sub-chapter 1.1.).

The subsequent qualitative analysis of interview data enables to code content and assign extracts of interviews to the pre-defined variables of the conceptual framework. The transcripts have been read thoroughly and first impressions have been noted. In a second step, relevant content, words and phrases have been labelled by the researcher, which is referred to as *coding* (Bryman, 2012). Content has been labelled as relevant when it has been repeated or stated as important. Generalizations from paraphrases enabled to re-word and explain difficult content in codes. In a third step, codes, which are repeated and were considered as most important, have been brought together to the relevant variable. Codes that turned out to be irrelevant to the thesis have been dropped. In a fourth step, the relevant variables have been connected to each other. The description of the connection between all categories represent the results of the study.

In the next chapter, the thesis first presents the UN-wide strategy and action plan on gender equality and the empowerment of women (3.1.1), which serves as a common baseline for all UN organizations. Then, three Vienna Based Organizations (VBOs) are introduced (3.1.2), followed by an in-depth analysis of gender mainstreaming practices that are currently applied in those organizations (3.1.3). Then, I summarize and describe all variables and how they are connected among each other (3.2).

3. Presentation of the empirical research

3.1 UN Organizations' Current Gender Mainstreaming Practices

3.1.1 United Nations System-wide Strategy on Gender Equality and the Empowerment of Women

The United Nations proactively combats gender inequalities for more than two decades. As of 2017, only a few UN entities reached gender equality in the professional and higher levels (combined). While numbers are promising, there is a significant decline of women's representation from middle to senior managerial positions (UN, 2017). UNIDO, UNOV/UNODC and the IAEA employ respectively about 21%, 30% and 27% women in senior levels, while an average of 33%, 45% and 31% women work in professional categories (lower and middle management included) (IAEA, 2019; UN Women, 2015a; 2015b; 2015c).

Through a system-wide *strategy* introduced in 2017, the UN wants to achieve gender equality by 2028 (UN, 2017). The promulgated strategy describes and draws recommendations for leadership and accountability, recruitment and talent retention, senior appointments and an equal representation of women at all levels. As such, the UN aims at eliminating inequalities among the highest ranks in "establishing ambitious, realistic and customized targets and providing (…) targeted recommendations to accelerate change, including encouraging leadership and accountability for achieving these targets (…) to ensure an enabling policy and institutional environment for inclusion" (UN, 2017, pp. 7-8).

The United Nations define *Gender Equality* (GE) as the "equal rights, responsibilities and opportunities of women and men" (UN Women, 2019, p. 139). Hence, GE requires that women have equal opportunities to rise to the top, without being discriminated based on their gender. Consequently, GE aims at the *equal representation of women,* which is defined between 47 and 53 per cent margin, "in every department, (…), at each level (and) to all posts" (UN Women, 2019, p. 139). For that, organizations apply *gender mainstreaming* (GM), which is "the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all

areas and at all levels" (UN Women, 2019, p. 139). The GM *practices* will consequently be the planned actions to achieve gender equality.

Therefore, the UN introduced, along with its strategy, the "United Nations System-wide *Action Plan* on Gender Equality and the Empowerment of Women" (also called UN-SWAP 2.0) (UN, 2017, p. 1, UN Women, 2019). It offers a framework and technical guidance to all UN organizations in order to be in line with a total of 17 performance indicators leading to gender equality. Additionally, the action plan provides assessment guidelines that permit UN organizations to evaluate and position themselves on those performance indicators. While all performance indicators are highly relevant to ensure gender equality at UN organizations, this thesis takes only five indicators into account, as they directly deal with *leadership development* or the promotion of *leadership* (as shown below). Appendix 14 shows the complete list of performance indicators depicted in the UN-SWAP 2.0.

First, the *policy* indicator is a core driver for institutional change, as it is focussed on policy development. This indicator requires an action plan with gender mainstreaming practices such as accountability in performance evaluation (e.g. promoters must justify their evaluation and consequently the reasons for a promotion). Thus, the policy indicator incorporates all strategies on gender equality of the UN organization (e.g. policy on leadership development) (UN, 2017). In order to meet the requirements of this indicator, the United Nations Development Programme (UNDP) has, for example, created a gender steering committee which teaches senior leadership the promotion of gender equality.

Second, the *leadership* indicator focusses on "the importance of senior manager leadership for the promotion of gender equality and the empowerment of women, as well as the leadership gap that exists" (UN, 2017, p. 77). This indicator targets managers of grade D1 and above who should particularly focus on the development of middle managers, for example, through mentoring programmes. Also, this indicator supports transformational leadership. Senior managers are requested to act as gender equality champions and empower women in their divisions. The International Fund for Agricultural Development (IFAD) analyses, for instance, speeches of senior managers to determine whether gender related matters are addressed on a regular basis.

Third, the indicator on *gender-responsiveness performance management* specially targets women on levels P4 and above and rewards managers who promote gender equality. This indicator should sustain progress and, therefore, integrates rewards as incentives for positive performances in promoting gender equality. As an example, the United Nations Office for Project Services (UNOPS) offers a *People Leadership* award for leaders who have shown excellent leadership skills in achieving gender equality in their team (UN, 2017).

Fourth, the indicator on the *equal representation of women* requires gender parity which lays between 47% and 53% margin at all levels. For that, senior managers will be held accountable for meeting targets. In 2015, UNAIDS has enforced an action plan with strict targets and emphasised accountability in career development. Within four years, UNAIDS increased female representation in P5 and higher levels from 23% to nearly 50% (UN, 2017).

Last, the indicator on the *organizational culture* promotes a supporting environment such as inclusiveness and the prevention of a discriminatory culture, to be implemented by senior managers. As such, the UN organization should adapt beliefs, values and norms to an environment supporting gender equality. The Food and Agriculture Organization (FAO) undertook a gender audit, which actively engaged with managers to discuss gender related matters (UN, 2017). Following table 6 outlines the five indicators that are in connection with this thesis.

Number in UN-SWAP	**Performance Indicator**	**Description**
6	Policy	• Applying a gender equality policy • Accompanied by an action plan and implementation strategy • Showing a time frame, the allocated resources, the accountability of staff from all ranks for the promotion of gender equality • Showing accountability in performance evaluation • Monitoring and evaluating the policy and action plan
7	Leadership	• Communicating a vision • Senior managers to promote and make gender equality a priority • Senior managers to challenge gender bias through unconscious bias trainings and 360-degree feedback • Being committed to ongoing learning and leadership development

		• Encouraging mentoring programmes
8	Gender-responsive Performance Management	• Creating accountability mechanism not only for senior managers but for employees of all levels • In performance reviews • Revising core values and competencies (e.g. respect for diversity, integrity and inclusion) in performance evaluations or job descriptions • Recognizing performance that excels in promoting gender equality (e.g. through a leadership award)
12	Equal Representation of Women	• 47 per cent to 53 per cent margin • For staff of administrative and professional positions at all levels • Implementation plan with recommended actions (i.e. leadership development and trainings, accountability in recruitment, and for senior managers to meet targets, develop supporting environment…)
13	Organizational Culture	• Enabling a working environment that aims at gender equality, eradicates gender bias and is inclusive • Demonstrating that UN culture supports gender equality and promotes transparency • Implementing facilitative policies supporting work-life balance • Installing monitor mechanisms that assess inclusive and ethical culture, prevention of discriminatory and harassing culture

Table 6: UN-SWAP 2.0

(Created by the author based on: UN, 2017)

Such action plan is of core essence, as the UN noticed that commitment to gender equality is at least 20 years old. Even with policies in place, women's advancement staggered, as "implementation has been hampered in the main by a lack of sustained political will and accountability, absence of accompanying measures and enabling conditions for real reform, and resistance at different moments from key stakeholders" (UN, 2017, p. 5). Thus, the UN-SWAP 2.0 requests UN organizations to adhere and assess their current position regarding gender equality on a yearly basis to aim for a sustainable effect of measures.

While there is a total of 19 specialized organizations and agencies of the United Nations, three of them are based in Vienna and, thus, became the focus of this research. I introduce those three organizations (3.1.2) and compare their current gender mainstreaming practices for all five indicators (3.1.3)

3.1.2 The Vienna Based UN Organizations

The United Nations Industrial Development Organization

UNIDO is an intergovernmental organization which is a specialized agency of the United Nations. The organization, which was founded in 1966, is currently headed by Director General (DG) Li Yong from the People's Republic of China. The organization's overall goal is "the promotion and acceleration of industrial development in the developing countries with a view to assisting in the establishment of a new international economic order" (UNIDO, 1979, p. 3). Consequently, UNIDO aims at reducing poverty on a regional, national and worldwide basis by developing various industrial sectors in its 170 Member States. The organization is headquartered in Vienna, Austria, and has three offices in Brussels, Belgium; Geneva, Switzerland and New York City, USA. In addition, the organization is represented worldwide by 49 (country) field offices and regional hubs. UNIDO employs around 700 staff members and 2500 international experts worldwide (UNIDO, 2020a).

UNIDO is headed by the Director General, its supporting offices (Chief of Cabinet, Office of Legal Affairs) and three directorates. The directorate of external relations and policy research coordinates the liaison offices in Brussels, Geneva and New York City. Additionally, it is the direct link to UNIDO's Member States and stakeholders. The directorate of programme development and technical cooperation provides cooperation services to UNIDO's Member States and is responsible for all programme implementations (e.g. energy, climate technology and innovation projects). Field (country) offices and regional divisions are directly reporting to that directorate as they are the junction between the organization and the Member States in relation to the regional, national and interregional project developments. The directorate of corporate management and operations oversees the finance and general services but also the human resources department. The latter is, among others, responsible for the gender equality and empowerment of women office. This office is in charge of the implementation of gender equality policies with a gender coordinator who acts as the organizational gender focal point (UNIDO, 2020b, 2019a).

The United Nations Office of Vienna and the United Nations Office of Drugs and Crimes

The United Nations Office of Vienna (UNOV) was established back in 1980 as the 3rd United Nations Headquarters after New York and Geneva. UNOV is the Austrian office of the United Nations, which is headquartered in New York City, and is responsible for implementation of UN programmes in UN organizations based in Vienna. UNOV also deals with the United Nations Office of Outer Space Affairs (UNOOSA) and provides services, such as security and safety and general support services. UNOV primarily deals with permanent missions of Member States, non- and intergovernmental organizations in Vienna (UNOV, 2020). UNOV and the United Nations Office of Drugs and Crimes (UNODC) are closely linked as they share common divisions (e.g. Management and Human Resources).

UNODC deals with illicit drugs trafficking and international crime. The office was established in 1997 and has currently around 500 staff members in Vienna, the liaison offices in New York City and Brussels and in its worldwide 20 field offices. UNODC is headed by the newly appointed (female) Director General of UNOV who also acts as the Executive Director of UNODC, Ghada Fathi Waly from the Arab Republic of Egypt. UNOV and UNODC primarily offer practical assistance to their 193 Member States. Main areas of interest for UNODC are transnational organized crime, anti-corruption, criminal justice, drug prevention and terrorism (UNODC, 2020).

Next to the Office of the Executive Director, which assists and facilitates the overall coordination, UNODC has four divisions. The Division of Operations manages the field offices worldwide and project implementations in its Member States. The Division for Treaty Affairs fulfills responsibilities in accordance with intergovernmental resolutions. Additionally, the division advises Member States on the application and execution of those resolutions. The Division for Policy Analysis and Public Affairs monitors and analyses worldwide trends of UNODC related topics. Besides, the division heads the liaison offices and manages UNODC's public affairs. Finally, the Division for Management, which is managed together with UNOV by the same director, oversees among others HR services and the staff development unit (UNODC, 2004).

The International Atomic Energy Agency

The IAEA is an intergovernmental organization for scientific and technical cooperation on nuclear related matters led by the Director General Rafael Mariano Grossi from Argentina. The organization's main goal is to ensure safety and security regarding nuclear science, technology and applications and primarily focussing on international peace and development. The IAEA, which is also called the Agency, was founded in 1957 after some concerns related to the controversial use of nuclear energy. Although the organization is reporting to the United Nations, the IAEA has its own statutes and is, therefore, relatively autonomous. It is headquartered in Vienna, Austria, but has regional offices in Toronto, Canada and Tokyo, Japan. In addition, the IAEA has liaison offices (to other UN organizations) in New York City, USA and Geneva, Switzerland. Besides offices, the Agency also owns nuclear science laboratories in Austria and in Monaco (IAEA, 2020a). The IAEA has a total number of 171 Member States which cooperate on a bilateral but also multilateral basis with and through the organization (IAEA, 2020b).

The IAEA's organizational structure is composed out of six departments, and offices directly reporting to the Director General. The department of Technical Cooperation supports the implementation of nuclear technologies in Member States on national but also regional and interregional basis. The department of Nuclear Energy provides technical expertise for existing or with the construction of nuclear facilities. The department of Nuclear Safety and Security ensures a safe and secure use of nuclear technology and provides a framework to Member States. The department of Nuclear Sciences and Applications develops relevant expertise ranging from nuclear applications in food and agriculture to human health and water resources. IAEA laboratories and cooperation with (research) universities are managed under this department. The department of Safeguards administrates inspections in Member States who signed agreements to avoid the spread of nuclear weapons. Finally, the department of Management enables the proper functioning of the Agency and heads the division of Human Resources. The latter develops career development and coordinates gender mainstreaming initiatives (IAEA, 2020c; IAEA, 2019).

3.1.3 Gender Mainstreaming Practices of Vienna Based UN Organizations

UNIDO's DG is an official Gender Champion which is a title awarded by the leadership network *International Gender Champions* (International Gender Champions, 2020). This network brings together high ranked executives of international organizations and institutions who actively work on promoting gender equality within their organization. In 2019, the DG introduced the new strategy for "gender equality and the empowerment of women" for the period 2020 to 2023 (UNIDO, 2019a; 2019c, p. 1). This strategy is based on outcomes of the former strategy from 2016 to 2019 and on UNIDO's Gender Parity Action Plan (2018–2023) (UNIDO, 2015; 2018).

Comparable to all other UN entities, UNIDO's strategy has to conform to the UN-SWAP 2.0. Appendix 15 shows the assessment guidelines for the performance indicators relevant to this thesis. Every indicator can be evaluated in terms of the entity *approaching*, *meeting* or *exceeding* requirements. Figure 2 shows UNIDO's UN-SWAP 2.0 results for the year 2018 (UNIDO, 2019c):

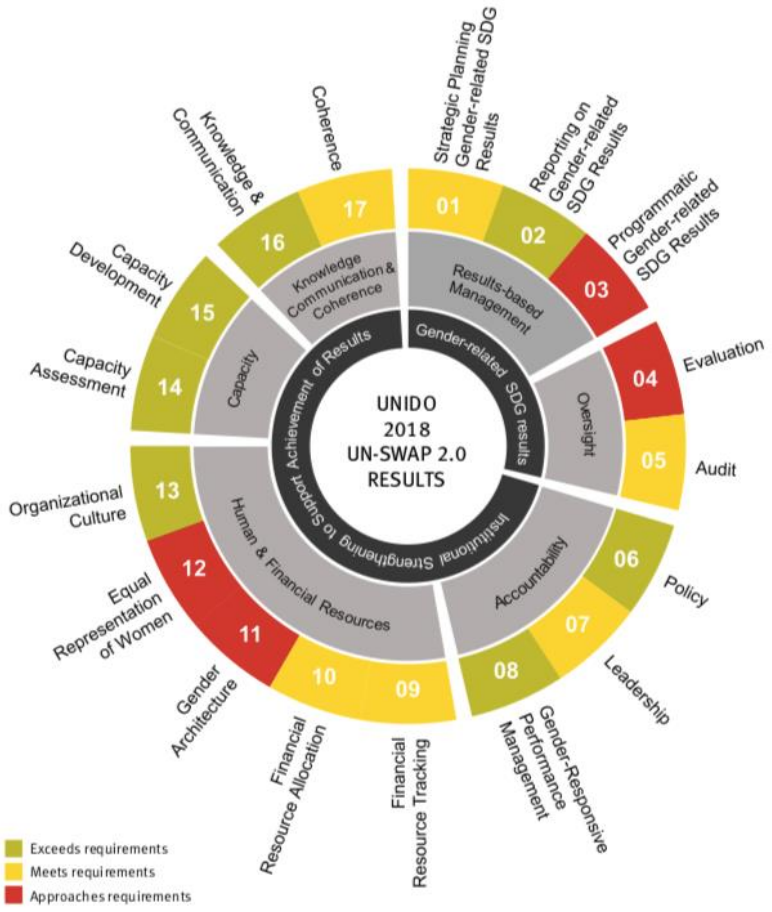

Figure 2: UNIDO 2018 UN-SWAP 2.0 Results

(Source: UNIDO, 2019c)

The indicator for equal representation of women *approaches* requirements, which means that UNIDO has yet not achieved gender equality at all levels but has a plan in place for the next five years. The leadership indicator *meets* requirements as senior leaders advocate internally and externally for gender equality. By 2018, policy, gender-responsive performance management and organizational culture *exceeded* requirements (UN Women, 2019).

In 2018, UNOV and UNODC introduced, in line with UN's action plan, the strategy for gender equality and the empowerment of women for the period 2018 to 2021. Figure 3 shows UNOV and UNODC's UN-SWAP 2.0 results for the year 2018.

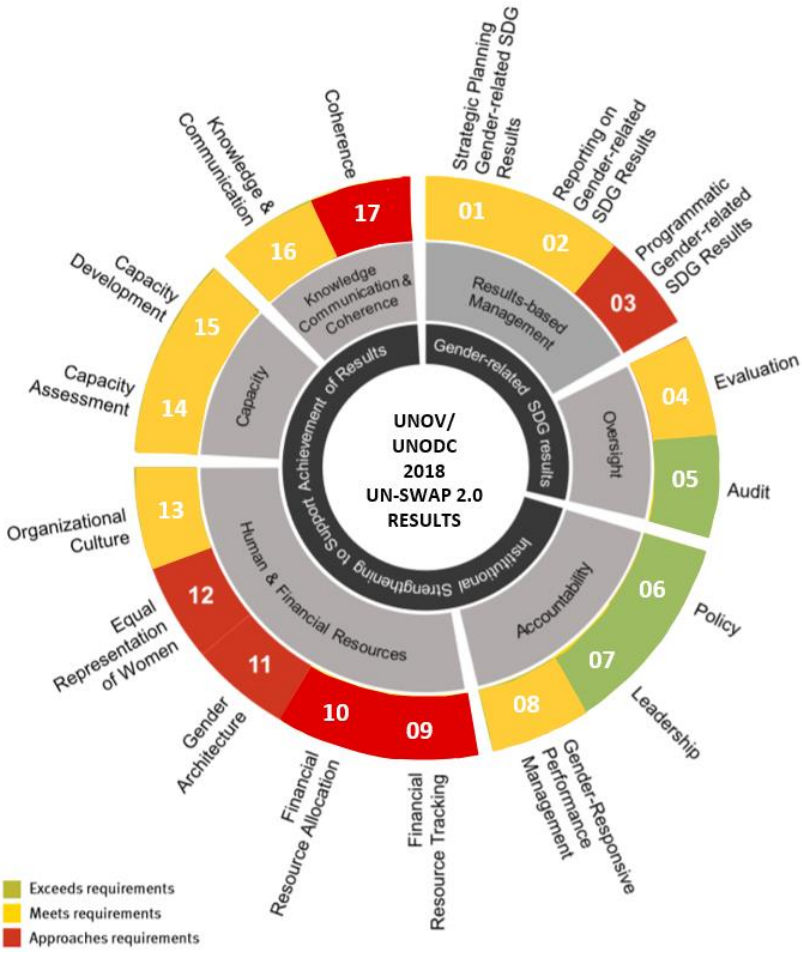

Figure 3: UNOV/UNODC 2018 UN-SWAP 2.0 Results

(Source: UNODC, 2018)

To this thesis relevant performance indicator 12, for the equal representation of women, *approaches* the UN-SWAP requirements, while 8, gender-responsiveness, and 13, for the organizational culture, already *meet* the requirements. The indicators 6, policy and 7, leadership; show that UNOV/UNODC *exceeds* requirements. Again, detailed assessment guidelines of performance indicators are to be found in appendix 2.

The IAEA is highly committed to achieving gender equality by 2025. Comparable to UNIDO's DG, the IAEA Director General has been awarded the *International Gender Champion* title and he announced GE as a top priority in his agenda: "women play a vital role throughout the Agency, but they are still not adequately represented. For me, gender parity means 50 percent women and 50 percent men – and that is the goal I set for myself" (IAEA, 2020d, p. 1). As an autonomous organization to the UN, the IAEA developed an action plan that is independent from but still in line with UN's directives on gender equality. The action plan is composed out of four main goals.

First, the Agency calls for an enhanced *effort* for gender equality within the organization itself. This comprises a balanced recruitment of staff regarding geographical distribution but also an "equal representation of women across all occupational groups and categories in the Agency, including in senior policy-level and decision-making posts" (IAEA, 2019, p. 2). As such, the IAEA reaches out to women while proactively engaging in social media and online advertisement of jobs or career fairs (open recruitment methods). The Agency closely cooperates with Member States when it comes to job openings that require qualified women. Additionally, the organization reviewed its hiring policies to guarantee diverse interview panel members. The former offers also unconscious bias trainings for those hiring and decision makers (IAEA, 2019).

Second, gender mainstreaming initiatives should be present in overall *programmes and activities* of the IAEA. The organization assigns accountability to managers when planning projects. Guidance is offered to those who are heading a project team in order to assess the gender balance within their team and develop appropriate performance evaluations. Additionally, the Agency tested gender mainstreaming initiatives on various projects of every department back in 2018. Goal is to develop a "gender mainstreaming guidebook" (IAEA, 2019, p. 3) that will assist managers during their projects. Finally, the organization aims at increasing the representation of women during conferences held at the Agency. While Member States are the one appointing their participants, the

organization encourages female nominees as "training participants, fellows, scientific visitors, project counterparts, researchers, experts and panellist" (IAEA, 2019, p. 3).

Third, the organization extends the inside and outside *communication* about gender equality efforts. The Agency launched their own web page on gender equality to highlight current issues and their measures to tackle problems but also to depict success stories of female scientists. In addition, the IAEA organizes on a yearly basis events on Women's Day, on Daughters Day and a side event on gender equality during the IAEA's General Conference. This is to raise awareness and inspire young female talents to pursue a career within the Agency (IAEA, 2019).

Finally, the Agency engages in a *supportive environment* promoting gender equality. As such, the organization closely examines and reviews work-life balance measures (e.g. flexible working hours; home office; part-time regulations; maternity, paternity and adoption leave…). Next to that, the IAEA offers since 2018 a mandatory training that promotes the Agency's philosophy, that is "integrity, professionalism and respect for diversity" (IAEA, 2019, p. 4).

Below table 7 compares the GM measures of the three UN organizations, taking the relevant indicators and their color-coded ratings into consideration. While UNIDO and UNOV/UNODC follow the UN-SWAP 2.0 indicators, the IAEA has its own strategic plan. However, this thesis attempts to compare measures of the IAEA with the two other organizations, following the UN-SWAP 2.0 model.

Objective #1		*Policy* (UN-SWAP Performance indicator 6)
UN ORGANIZATION	**UNIDO**	Assurance of up-to-date gender mainstreaming initiatives and allocation of sufficient resources for their implementation
		Accountability of senior managers to promote gender equality
	UNOV/ UNODC	Assurance by a committee of monitoring, resourcing and implementation the Gender Equality strategy by 2021
	IAEA	Accountability of managers when planning projects
Objective #2		*Gender-responsive leadership and performance management* (UN-SWAP Performance indicator 7 and 8)

UN ORGANIZATION	**UNIDO**	Accountability of senior leaders for ensuring gender equality in their departments
		Implementation of gender-responsive indicators in performance appraisals and 360-degree feedback
		Formation of gender equal panels by senior leaders within their departments (for hiring and promotions)
		Support provided by HR to gender-responsive leadership skills which are part of leadership development programmes
	UNOV/ UNODC	Promotion of gender equality progress by senior leaders who are in charge to set targets, roles and responsibilities for the year
	IAEA	Guidance of managers for appropriate performance evaluation
Objective #3		*Gender-responsive performance management* (UN-SWAP performance indicator 8)
UN ORGANIZATION	**UNIDO**	Incorporation of gender equality in the organization's core values and competencies for performance appraisals and for decision makers
	UNOV/ UNODC	Accountability of all staff member for adopting an attitude towards gender equality and for including gender mainstreaming in own workflow and performance evaluations
	IAEA	n/a
Objective #4		*Equal representation of women* (UN-SWAP performance indicator 12)
UN ORGANIZATION	**UNIDO**	Focus on and special attention to middle and senior recruitments
		HR and the Office for Gender Equality and Empowerment of Women closely monitor personnel statistics of senior levels
		Identification and removal of biases in recruitment and HR policies and procedures by HR and the Office for Gender Equality and Empowerment of Women
		Accountability of decision makers for improving gender equality and applying supportive or corrective measures
		Assurance by senior managers and decision makers of a safe, supportive and non-discriminatory environment in which women can develop their career with equal chances. They must eradicate biases and offer mentoring and career development opportunities
	UNOV/ UNODC	Inclusion of gender equality metrics in the workflow of senior leaders and (hiring) decision makers
	IAEA	Target of a diverse pool of candidates during recruitment at all levels and occupations

Objective #5		*Organizational Culture* (UN-SWAP performance indicator 13)
UN ORGANIZATION	**UNIDO**	Senior leaders to act as Gender Champions for an equal representation of women
	UNOV/ UNODC	Creation of minimum organizational standards to promote an enabling environment for gender equality
	IAEA	Director General recognized and awarded as a Gender Champion for an equal representation of women

Table 7: ***UN Organizational Gender Mainstreaming Measures***

(Created by the author based on: UNIDO, 2019c, UNODC, 2018, IAEA, 2020d)

The performance indicator on the equal representation of women and statistics of the IAEA show that no gender parity is yet reached on senior levels of the three organizations (UNIDO, 2019c, UNODC, 2018, IAEA, 2020d). Similar to the global share of women in senior management in the private sector (about 29%) (Catalyst, 2020), the share of women in senior positions at UN organizations in Vienna lies between the skewed (around 15%) and the tilted group (around 35%). Before presenting the variables of the thesis' conceptual framework, the effects on group dynamics of such a lower share of women have been analyzed according to sub-chapter 1.1.3 on gender ratios.

The interviewees are working in different fields of expertise which influence the proportions of men and women in the workplace. Six out of eight interviewees report to work in a male dominated field or to occupy positions that are typically assigned to men. Thus, the male-female ratio of direct colleagues, supervisors or subordinates varies between interviewees.

Most of the interviewees mention to have been a *token* at some point in their career or until present days. For example, UNOV/UNODC #1 claims that she used to be the only female staff member at meetings: "*When I first got to Vienna, I was the only woman at the table (Appendix 4)*". Similarly, UNOV/UNODC #2 states that she still is the only female in her position at the Headquarters: "*I've been the only female. I was the very first female (...) in the United Nations and I am still, essentially the only one (Appendix 5)".* She also notices that she is the only female present at meetings and during decision making processes. She is also well aware of the situation: "*What I hate about that situation is that I have become, I realized it, I have become the token. Female (Appendix*

5)". IAEA #1 who works in a very technical field, also claims that she is the only female manager in her section. Comparably, IAEA #2, UNIDO #2 and UNODC/UNOV #3 are a minority in their positions: "*He (the senior manager) also is surrounded by many men in his team and we are only now 3 women at the professional level. So, definitely more men (Appendix 8)*".

Several interviewees report a *lack of power* in comparison to their male colleagues, to the extent that IAEA #1 claims to "*maybe kind of surviving in a male environment (Appendix 10)*". UNOV/UNODC #1, similarly to UNIDO #1, describes how her ideas would not have the same acceptance within the group, than coming from her male colleagues: "*The stereotypical 'people trying to talk over me', the 'I would say something and it wouldn't be accepted' but then my male colleague would just repeat what I had said. And then 'Oh! Great idea! (Appendix 4)*". Also, IAEA #2 notices that her female colleagues and herself do always speak last during meetings: "*There are two women who are heads in our team and, even at section meetings, it's really weird, the men always go first. It's that kind of thing (Appendix 11)*". Additionally, UNOV/UNODC #2 describes the extent to which women in her field of expertise lack power, as men are protecting their dominance: "*They are smart enough that they put ideas and policies in place, which would automatically make it impossible to hire any women, except for me, because I was already in (Appendix 5)*". She also states that she has been co-opted and offered a position elsewhere, so that a man gets the promotion: "*And that's where I can tell you that I have been co-opted, because, instead of getting a D1 in New York, I took a P5 in Vienna (Appendix 5)*".

In addition, two interviewees report that they are rather *acting on behalf of their reference group* (i.e. all women) instead of being treated as individuals. As such, IAEA #2 mentions how her male supervisor would perceive her female colleague and her as *female* managers rather than managers: "*One of the other section head, that's a female, needed a project to be done (...). We had this great idea to move forward with it and when the two of us asked for an appointment with the director, he said: 'Okay, this is trouble. Two women, what are you guys ganging up on me on? (Appendix 11)*". UNOV/UNODC #2 is also aware that she acts as a female representative in her token role. In such a male dominated working environment, she claims that there is no other effort done on bringing in other women: "*I was allowed in but that's it: 'Okay, well, we have her' (Appendix 5)*". However, this token position gives her also some leverage.

She acknowledges that she could easily be promoted as a competent female Director to increase female representation in male dominated executive ranks: "*I sort of have an ace. Again, it's because I am a token, female. (...) So, there are a couple of D1 jobs in New York, that I haven't applied for (...) but if I did, it would scare the shit out of all of them (Appendix 5)*".

Two interviewees, (mainly) IAEA #1 and (somewhat) UNOV/UNODC #2, encounter high *performance pressures* in their male dominated working environment. This is mainly due to the *distorted beliefs and assumptions* of male colleagues towards women, as she is a minority in her field of expertise: "*You need to put a lot of effort to show them that you have experience in that, and this takes time (Appendix 10)*". She repeatedly mentions the high level of stress that she is exposed to and the time and energy consumed to fight stereotypes. Similarly, UNIDO #1 mentions that, because she is a woman in a typical male position, she surprises her environment and often has to act differently: "*I have to act differently in order to be acting as a boss. And that, I have seen a lot of times. Even now. Very interesting observation (Appendix 7)*".

Finally, five interviewees describe how *differences* between men and women are overplayed, which makes it more difficult for them to integrate in male groups. IAEA #1 clearly states that her male colleagues rather accept other male than female colleagues, to such extent that she claims: "*I am still a little bit out of the male society (Appendix 10)*", even though she has predominantly been working with male colleagues during her whole career. UNOV/UNODC #2, UNOV/UNODC #3 and IAEA #2 also mention an "*old boy's network (Appendix 5)*" that is hard to integrate: "*They have their little internal jokes. So, you see that (...) we're not really privy. It's just different. I don't get it (Appendix 11)*". UNOV/UNODC #3 even claims that she is excluded from the male group, just because her male supervisor has difficulties to interact with women: "*He just interacts better with men. He doesn't interact well with women (Appendix 6)*". Besides, UNIDO #2 notices that men rather establish network relationships with other men: "*I would think that men tend to form networks with other men (Appendix 8)*". This kind of homophilous networks can be exclusive to such extend that UNOV/UNODC #2 has not been given a position "*because the old boy's network was protecting (Appendix 5)".*

However, two interviewees have noticed a change in dynamics over the past couple of years. UNOV/UNODC #1 notices that there has been an increase in female managers:

"*I have seen over, almost 8 years now, how the dynamics have changed just by bringing more women (Appendix 4)*". Individual women start to have more power and form also alliances: "*We've started having a monthly luncheon at the restaurant (...) talk about not only personal things but we would also talk about what's going on in our areas and what we ,as women supervisors, could be doing, what we should be doing, what we are doing (Appendix 4)*". Similarly, UNOV/UNODC #2 notices that an important network of fellow female managers developed which substantially facilitates work: "*I have never worked where I have so many women in equal positions around me. All of the network that I need to get my job done. So, that's been, yes, significantly different than 10 years ago. With more women. Not necessarily bosses but equals (Appendix 5)".*

Women still encounter difficulties in the workplace due to the lower representation of female senior managers. Thus, the thesis aims at verifying the need and the potential of an extended leadership development at the three UN organizations in order to reach an equal representation of women (indicator 12) through performance indicators 6, 7, 8 and 13. In the next chapter, I present the variables of the conceptual framework, which are the impact that leadership development has on promotions (3.2) and the effects that leadership styles have on leadership development (3.3). The analysis is made of the coded interviews (Appendix 12), the interviewees' profiles (Appendix 13) and the questionnaires' summary (Appendix 2).

3.2 The Impact of Leadership Development on Promotions

3.2.1 The Importance of Developmental Job Assignments

The first proposition of the thesis is that female middle managers encounter gender stereotypes, which impact the type of developmental job assignments and, thus, promotions to senior levels. In order to link gender stereotypes to developmental job assignments, this part assesses the relevance and types of developmental job assignments in female middle managers' leadership development. It first examines the importance of developmental job assignments in career progressions. Second, this part shows whether female middle managers receive enough developmental job assignments and, third, which type of job assignment they are prone to get, based on the pre-defined terms of table 1 of this thesis. Last, experienced gender stereotypes are linked to developmental job assignments. In order to analyze gender stereotypes in the workplace, the

interviewees were asked to compare themselves to their male colleagues, how they are treated by their supervisors and whether there would be a difference with a supervisor of the opposite gender. At the end, this part shows whether proposition 1 is supported in this thesis.

Importance of Developmental Job Assignments to female middle managers

For every interviewee, developmental job assignments have been key to their leadership development. The interviewees confirm that *stretch assignments* were the most developmental assignments in their career, which brought them to their current position. First, they report of *novel, unusual* assignments, in which they had to leave their comfort zone. UNOV/UNODC #3 states that she learned the most in a critical, uncomfortable situation and repeatedly mentions the fact of being out of her comfort zone: "*The best way to learn and to be better is to be put in a position that is just outside of your comfort zone (Appendix 6)*".

Second, UNIDO #1 describes a *large task with responsibilities* over multiple functions, groups and services as highly developmental in her career. She occupied two positions and, in parallel to the administration, she had to take over a large team of employees: "*That was the beginning of the establishment of a very good team, which allowed me to actually develop further (Appendix 7)"*. This challenging assignment was not only developmental, but also raised her visibility in higher circles. This led to the promotion to her current position. Two other interviewees describe the *variety of skills and assignments* that they need for the successful completion of projects as the developmental, challenging part. UNOV/UNODC #1 mentions that her developmental track was supported by the variety of tasks that she could take over in addition to her typical assignments: "*It was the ability to take on additional tasks (Appendix 4)*".

*Mobility assignments and the variety of jobs (*and so, responsibilities over multiple functions) also represent developmental opportunities for several interviewees. As such, UNIDO #1 claims that she developed through the various positions that she occupied alongside her career: "*I did every possible profession you can imagine in the UN system (Appendix 7)*". Also, IAEA #2 states that in order to gain more skills and knowledge about the organization, she had to change positions and come back to get promoted: "*I think to make it or to get a better position you gotta go elsewhere and find different*

places in the agency to show you what you can do (Appendix 8)". As such, developmental job assignments also allowed her and UNOV/UNODC #2 to show their skills: "*What has helped in my career in the UN is being given certain assignments to be able to show those skills (Appendix 5)".* Similarly, UNOV/UNODC #3 claims repeatedly that mobility would have helped her the most to advance: "*People who are successful move between organizations or jobs, I think, more frequently than others (Appendix 6)*".

Two interviewees report that developmental job assignments are first and foremost *tasks that permit early failure* with enough time and resource at hand, which allows on-the-job practice. UNIDO #2 states that those should be *challenging* tasks for which the female manager should be able to cope with through practice. UNIDO #3 claims that developmental job assignments should be *intentional* in order to prepare the person and adapt assignments to the current level of development: "*it's very important to kind of build step by step certain competencies (Appendix 9)*" (tailored, *stamping-in assignments* to practice new skills). Also, managers should permit early failure while giving support: "*Probably the first couple of times it's going to be nerve wracking and they might not do it perfectly, but at least they start understanding that you are kind of helping them and giving them feedback (Appendix 9)".*

Developmental Job Assignments in current middle managerial positions

According to the questionnaire's responses (Appendix 2), three middle managers disagree and strongly disagree on receiving enough developmental job assignments in their current job (IAEA #2, UNOV/UNODC #1 and UNOV/UNODC #3). This is also reflected in the interviews and coding results, as those who disagree did not describe any developmental job assignment in the past 6 months. Three other respondents were neutral towards receiving enough developmental job assignments (UNIDO #1, UNIDO #2, UNIDO #3). During the interviews, they mention how independent they are in their job and, thus, do not actively get challenged by their senior supervisor. Also, when filling out the questionnaire, the understanding of *developmental job assignments* differed between respondents. UNIDO #1 and UNIDO #2 are referring to official trainings, while UNIDO #3 mentions her working tasks. However, during the interview, the female middle managers have been asked what developmental job assignments mean to them. It has been shown that all had the same understanding of a challenging assignment that leads to leadership development.

One of the interviewees who strongly agrees towards receiving enough developmental job assignments in the past 6 months, referred to a very situational assignment. She explicitly mentions that none of them "*are for leadership development purposes. However, the COVID-19 situation brought several job assignments (Appendix 2)*". The second respondent who strongly agrees towards receiving enough developmental (IAEA #1), mentions receiving over 100 assignments in the past months. During the interview, it becomes clear that she is indeed working on a variety of projects that induce a high number of assignments. The interviewees who are satisfied with their current senior supervisor (who act as their role model or who actively supported their leadership development) state that they strongly agreed with receiving enough developmental job assignments. The contrary also applies and female middle managers who did not perceive their senior supervisor as a role model, actively supporting their development, strongly disagreed to the developmental aspect of their job assignments (*see appendix 2*).

While UNOV/UNODC #3 is not mentioning one single developmental job assignment during the interview, four of the other interviewees are referring to *formal instructions*. UNOV/UNODC #1 states that she is the intermediary between senior management and her subordinates and is just passing on the information down to them. Also, she is representing her supervisor at high-level meetings, but this has no real developmental aspect. It is not an intentional developing task assigned by her supervisor but rather part of her job duty. Thus, UNOV/UNODC #1 regrets the lack of novel assignments in her job, that do not bring her "*up to speed (Appendix 4)*". IAEA #1 describes most of her tasks within her expertise for which she does not have to leave her comfort zone: "*most of the project that I got (are in) countries (for) which I have experience, so for me it is quite comfortable (Appendix 10)*". She perceives the tasks as developmental, also because she is new to the job (about 11 months) and experiences also formal instructions as very developing.

There is no interviewee who reports receiving stamping-in assignments from their current managers, which are tailored assignments to practice new skills and are, thus, developmental. However, four middle managers are describing stretch assignments in their current job positions, which are assignments outside of typical responsibilities that (highly) challenge current skills. Only IAEA #1 and UNIDO #3 claim that the stretch assignments are directly assigned by their supervisors. IAEA #1 states that she doesn't

have experience with "*some techniques, or with communication. So, each project is a kind of complex mix of skills (Appendix 10)*". While UNIDO #3 regrets the lack of structured learning, she still mentions that she has to "*jump into the deep end (Appendix 9)*" or that she has been dropped "*in the middle of things (Appendix 9)*", which would then lead to her leadership development. Her female supervisor is not preparing her better in advance, which leads to less development: "*She kind of put me on the spot and with extremely short notice (...) I would have preferred to kind of be a bit more prepared or told a bit more in advance that this is like something that you need to grow into (...). You still learn something, but you learn under a lot of stress (Appendix 9)*". UNIDO #2 and UNOV/UNODC #2 describe stretch assignments but which are either self-assigned "*the assignments have been created by me and developed and I always try to make the best out of it (Appendix 8)"* or which are due to the current COVID-19 pandemic: "*Certainly with COVID-19, I would strongly agree. But it's not like it came directly from my supervisor but by the incident, by the situation (Appendix 5)*". Thus, only two interviewees report from very developmental stretch assignments that are given directly by their supervisor.

Experienced Gender Stereotypes

From the interviews, there is no clear trend on current gender stereotypes that impact the type of developmental job assignments assigned to female middle managers. Only UNOV/UNODC #3 and IAEA #2 experience very strong gender discrimination from their male supervisors. The supervisor of UNOV/UNODC #3 assigns relevant tasks to her male colleagues and ensures that, what he perceives as interesting, is allocated to his male subordinates: "*He makes sure that he gets male colleagues to do work (...). Whereas I have a slightly different focus, which he is not interested. So, it's about being male (Appendix 6)".* She also mentions several examples at UNODC of female managers who experience gender stereotypes and are assigned less relevant tasks due to the smaller number of women employed in this organization.

All other interviewees do not agree with the statement that male colleagues would receive more developmental job assignments from their current senior managers. Also, they do not think that a supervisor of the opposite gender would assign them more developmental tasks. However, UNOV/UNODC #1 is aware that she is lucky with her senior manager who has no tendencies towards having gender stereotypes, as according

to her, she is an exception. Also, UNODC/UNOV #2 who does not encounter gender biases coming from her current supervisor's behavior, states that developmental assignments in her male dominated area are not a decisive criteria for promotions in her field, as an 'old boy's network' protects other male managers during promotions: "*unfair in the sense of that they already know mostly who they want for what promotions (Appendix 5)*".

As a conclusion, this thesis cannot support proposition 1 that female middle managers encounter gender stereotypes, which impact the type of developmental job assignments and, thus, promotions to senior levels, as *the majority of interviewed female middle managers* do not experience gender stereotypes from their current senior managers that impact the type of developmental job assignments.

3.2.2 The Role of Developmental Feedback

The second proposition of this thesis is that female middle managers encounter gender stereotypes, which impact the quality of developmental feedback and, thus, promotions to senior levels. Comparable to developmental job assignments, this part presents first the importance of developmental feedback to female middle managers in their leadership development. Second, it shows whether female middle managers receive enough developmental feedback and, third, what quality the feedback has, based on the predefined terms of table 2 of this thesis. For that purpose, appendix 12 contains the coded extracts of interviews assigned to each interviewee profile to assess the quality of feedback received. Again, experienced gender stereotypes are then linked to developmental feedback to show whether proposition 2 is supported in this thesis.

Importance of Developmental Feedback to female middle managers

Five interviewees mention the importance of feedback in their leadership development. IAEA #1 claims that she needs directions coming from her supervisor to better execute her work and to know that she is "*on the right direction (Appendix 10)*". Also, UNOV/UNODC #3 highly values feedback as she perceives it as "*always key*" and that "*everybody needs feedback (Appendix 6)*". Comparably, UNIDO #2 is of the opinion that "*feedback is extremely important (Appendix 8)*". UNIDO #1 acknowledges the own flaws or strengths and sees feedback as relevant to become aware of the "*good things and the bad things (Appendix 7)*". Last, UNIDO #3 is always striving for more feedback,

as she perceives it as key in her development. The other interviewees did not give opinions about the importance of developmental feedback in their leadership development.

Developmental Feedback in current middle managerial positions

In general, there is a lack of developmental feedback, even though five interviewees referred to feedback as being key for their development. Only one interviewee reports a very positive experience with feedback provided by her supervisor, which is *rich and comprehensive, challenging and takes place in a supportive environment*. IAEA #1 describes the feedback given to her by her male supervisor as being mostly positive. However, the feedback stays challenging as he also points out some improvements: "*Mostly it was positive. Around 70% he told me how I perfectly do that, and maybe only 30% where (he said) I maybe need to pay more attention to that (Appendix 10)*". According to her, feedback is necessary to guide her in her work: "*For me it is important (...) that he saw for example that I am on the right way, and that he tells me I need to go back and do something again, to go forward (Appendix 10)*".

Six out of eight interviewees receive very little feedback or none. Even though all interviewees report to have one-on-one meetings with their supervisors at least once a month (*Appendix 2*), it does not lead to feedback. UNIDO #2, comparable to UNIDO #3, gets feedback on an irregular basis: "*Actually, in my case I get feedback, but not always (Appendix 8)*" but in a limited way: "*A very short line by my supervisor: 'Yes, well done, thank you! Very much appreciated…' That's it (Appendix 8)*". According to the questionnaire, UNIDO #2 receives only this short feedback "*upon satisfactory completion of tasks (Appendix 2)*". This does not induce any challenging component, as no negative feedback is incorporated in her work.

UNOV/UNODC #1 and #2 state that it is rather their supervisors who are collecting information than the other way around: "*Feedback? We have got weekly meetings, where we discuss what's going on, like I keep him informed in all of that and, for him, I have the feeling it's more of him absorbing than giving back (Appendix 4)*". Also, the feedback initiative does not actively come from the supervisors (*Appendix 2*). UNIDO #3 regrets the lack of feedback received and states that it is always her initiative: "*It's my initiative, almost 100% (Appendix 9)*". UNOV/UNODC #1 and UNIDO # 3 even claim that they only receive feedback when the supervisor "*finally realizes that we are*

doing something (Appendix 9)" or when they make mistakes: "*Unless I really screw it up, I truly don't get much feedback (Appendix 4)*".

Five interviewees explicitly report that their feedback is very vague (*see appendix 4*): "*Rather vague and rather non-existent (Appendix 4)*". UNOV/UNODC #3 claims that she has no clear expectation guidelines given from her manager: "*I do have an idea, but it's not, you know, clearly defined (Appendix 6)*". Similarly, several other interviewees point out that expectations are rather low: "*The criteria of success are doing what has to be done (..), success is where he can go to a meeting and come out unscathed (Appendix 4)*". As such, feedback received is not very developmental. Also, UNOV/UNODC #2 states that her supervisor has never actively encouraged practices of new behavior: "*It doesn't mean quite frankly that he's ever said: 'Well, on the area of professionalism, it's that and that' or 'In the area of performance management...' (Appendix 5)*". While she claims that feedback developed from vague to rich, it has never been intentional. It was rather due to stressful situations in which the supervisor had to stay transparent. However, she still perceives it as facilitating: "*But not because he's purposely going: 'Okay, here is your feedback!' But I am listening well and asking the right questions and he is not hiding information from me, so it's open. I would say it's open and facilitating (Appendix 5)*".

Two interviewees claim that feedback is even very limiting. IAEA #2 states that "*the feedback that he personally gives is more limiting (Appendix 11)"*. She describes it as being "*not constructive"* and by "*his priorities".* As such, she claims that there is no developmental aspect in his feedback: "*sometimes it's just ticking boxes for some higher-level thing or, to make him look good (Appendix 11)*". Similarly, the lack of perceived competence of the supervisor leads to the fact that the given feedback cannot be internalized by UNOV/UNODC #3: "*If most part of the feedback is sort of negative or when you compare yourself to my male colleagues and I see that he's treating them differently, it's hard to take the feedback seriously (Appendix 6)*". This also applies to positive feedback, as she states that "*you feel that you have done something that you know he likes. But, it's not necessarily something that I value (Appendix 6)*".

Two interviewees describe developmental feedback that comes from various sources, different from their direct supervisor. UNIDO #1 attended a formal leadership programme during which fellow participants provided her with feedback: "*This is what I*

have as feedback, from various people who attended with me after one week, which I put on my wall for a purpose: to remind myself of the good and the bad (Appendix 7)". Also, UNIDO #2 relies more on feedback from her direct counterparts with who she is in contact regularly. She describes it as highly motivational: "*These are Member States and the feedback is very good and motivating (Appendix 8)*".

Experienced Gender Stereotypes

Comparable to developmental job assignments, there is no clear pattern on gender stereotypes that impact the quality of feedback given to female middle managers. Only UNOV/UNODC #3 and IAEA #2 are of the opinion that they are put at a disadvantage compared to their male peers when it comes to developmental feedback. According to IAEA #2, the disadvantage starts already at section meetings, as "*the men always go first (Appendix 11)*". For UNOV/UNODC #3, her male supervisor has a preference towards her male colleagues and, thus, he tends to apply evaluation criteria which she does not agree with. She "*absolutely*" agrees that a female supervisor would give her better developmental feedback.

All other interviewees do not have the impression that male colleagues benefit more from developmental feedback or that a senior manager of the opposite gender would treat them differently. UNIDO #2 is of the opinion that her male colleagues do not get any different feedback or performance appraisal, as it is hard to compare. However, she can imagine that the feedback received from her senior managers "*is sometimes more vague (Appendix 8)*" compared to her male colleagues. The other interviewees could not see a distinct trend of less developmental feedback received by their supervisors in comparison to male peers. The lack of developmental feedback is rather due to poor leadership skills than due to gender stereotypes held by senior managers.

As a conclusion, this thesis cannot support proposition 2 that female middle managers encounter gender stereotypes, which impact the quality of developmental feedback and, thus, promotions to senior levels, as the *majority of interviewed female middle managers* do not experience gender stereotypes from their current senior supervisors that impact the quality of feedback received.

3.2.3 The Potential of Developmental Relationships

The third proposition of this thesis is that female middle managers encounter gender stereotypes, which impact the type of developmental relationship with senior supervisors and, thus, promotions to senior levels. This part highlights the relevance and types of developmental relationships for female middle managers' leadership development. Comparable to developmental job assignments, this part assesses first the importance of developmental relationships in their career development. Second, this part shows whether female middle managers engage enough with their senior supervisors and, third, what type of developmental relationship they mostly prone to have, based on the predefined terms of table 3 of this thesis. Again, experienced gender stereotypes are then linked to developmental relationships and it shows whether proposition 3 is supported in this thesis.

Importance of Developmental Relationships to female middle managers

Four interviewees describe *sponsorships* as being key in their career development. One main aspect is that past senior managers were *influential* and have been *fighting for their promotions*. UNOV/UNODC #2 states that she got all positions, including the current one, through influential managers who strongly recommended and assisted her in the recruitment process: "*Every really good job I have ever gotten, there's been somebody in the background who has made a couple phone calls and who has assisted (Appendix 5)*". As such, they would raise her visibility in order to increase chances of promotions: "*There was always someone behind the scenes that was, at whatever the key meeting would be, be saying: 'Yeah, she's the one for that job (Appendix 5)*".

Those four interviewees received key, relevant opportunities and assignments from past managers that helped raise their profiles for promotions. UNOV/UNODC #2 claims that her supervisor strongly supported her: "*He really did help get push me in, get me a… If not assignments like trainings, he got me very involved in some of the key (…) areas that I could then become known (Appendix 5)*". Her past manager actively facilitated her exposure, in addition to her common work relations: "*Definitely, my first supervisor at the UN gave me that opportunity, to network and to meet people and to build those relationships outside of just my little job (Appendix 5)*". UNOV/UNODC #1's past manager would train her to develop her skills for future promotions: "*He's like: 'You*

need to be able to do this. Try it, we'll talk about it. Let's see how you'll do' (Appendix 4)" UNIDO #2 refers to three sponsors who either recruited her, or actively helped her to develop. Comparable to UNOV/UNODC #1, she mentions how her past managers would actively support her in giving relevant opportunities: "*The help of the supervisors I had before, who believed in me and who gave me also the opportunity (Appendix 8)".* UNOV/UNODC #3 describes how she has developed a developmental relationship with higher levels during a difficult assignment: "*It was actually higher up (Appendix 6)*".

Apart from developmental relationships with their senior managers, four interviewees have expressed the importance of having *networks*. UNIDO #2 states that she has created an important network, so that even her senior supervisor relies on her contacts: "*I have a huge network and a very good one (Appendix 8)*". UNOV/UNODC #3 claims that she has found "*other allies for support*" when her own supervisor was not helpful in her career: "*I was having networks. The networks were all men at the time. But, having networks is helpful. You have to have networks of people who want to support you (Appendix 6)*".

Two interviewees claim that a network consisting out of other female managers is key to their advancement. UNOV/UNODC #1 claims that other female managers have helped her and that she does not intend to seek the support of *male* managers: "*I don't foresee looking (...) on the male side (Appendix 4)*". Comparably, UNOV/UNODC #2 relied on a female network: "*Who has helped me the most, I would have to say, is probably been women*". Among others, this helped her to manage her career as other female managers were giving her guidance and advises: "*Women have been the most influential for me because I needed to know how to balance (Appendix5)*".

<u>*Developmental Relationships in current middle managerial positions*</u>

Three respondents disagree in the questionnaire that they receive active support from their supervisor in their leadership development. IAEA #2 regrets the lack of coaching in her work that is reduced to the job description of a Section Head: "*They also think, 'Okay you got your section head (job), you should be able to do what you're expected to do. I don't think they coach (Appendix 11)*". UNOV/UNODC #1 who reports having a nice supervisor with "*a very gentle soul (Appendix 4)*" also regrets the lack of developmental relationship with him: "*Once upon a time, I told him that I wasn't ready to*

retire yet and I would be looking towards applying for a D1 post. (...) That's when I was sort of expecting: 'Oh! Okay! If this is your goal, then this is what you need to do.' Instead, it was more: 'Aah, maybe you should talk to the head of HR' (...). But from him, and that's been 4 years, and since that time, nothing! Really, nothing (Appendix 4)". Also, while UNOV/UNODC #1 claims that she is exposed to and representing her supervisor in high-level meetings, she states that it does not have any active developmental component: "*It's more: 'I can't make it to this meeting, can you go and represent me?' like… 'Why me?!'. I don't think he's logically thinking about the developmental areas for his immediate supervisors (Appendix 4)*". UNODC/UNOV #3 has no developmental relationship with her senior male supervisor at all.

While UNIDO #2 is neutral, four other female middle managers agree that their supervisor is actively supporting their leadership development, according to the questionnaires' responses (Appendix 2). The most recurring type of current developmental relationship is *coaching*. Six interviewees describe their supervisor as facilitating and collaborating. UNOV/UNODC #2 states that her supervisor would never get into her way or block her from taking actions: "*He certainly hasn't stopped any phone calls (Appendix)*". In addition, he collaborates in such way that he supports her work: *He is definitely assisting me to do what needs to get done and sometimes (...) to convince people of the right direction we have to go (Appendix 5)*". The same applies for UNIDO #1 who's senior supervisor facilitates her work on larger, more complex projects: "*I needed her signature and I told her: 'Listen, I need this and that and that' and she said: 'Alright, let's do it'. And we did it (Appendix 7)"*.

Three interviewees state that their current senior manager creates a positive learning and working environment. UNOV/UNODC #2 mentions several times that her senior supervisor "*really listens*" to her, comparable to the supervisor of UNIDO #2: "*I have the impression, also, that he listens to me (Appendix 8)*". Both supervisors are always supporting when in need: "*If I'd need his support (...) he's definitely been doing that (Appendix 5)*". Also, UNIDO #2 takes her "*job seriously*", so that she receives appropriate performance appraisals for her work: "*He absolutely gives me all my credits I need (Appendix 8)*". IAEA #1 states that her supervisor even engages intentionally in her development: "*I have the feeling that my supervisor did his best and involved me in all the field (Appendix 10)*".

There were only a few signs of mentoring, like for example the *personal and professional support* between IAEA #1 and UNIDO #1 with their supervisors. Three interviewees were rather referring to sponsorship while talking about their senior supervisors. IAEA #1 knew her supervisor before he offered her the current position: "*He told me: 'No, I give you some opportunity' (Appendix 10)*". Her supervisor has also granted her access to all his contacts: "*He gave me all contacts; I think even more than I would get (Appendix 10)*".

UNIDO #1 describes *exposures to relevant opportunities and high-profile assignments* as key in her current developmental relationships. UNIDO #1 claims that her female supervisor has enabled her access to various opportunities that she would not have without her: "*She definitely paved the way for me (...) I mean, there were high-level meetings I am now a member of that, two years ago, I was not a member of (Appendix 7)*". Those are committees and teams with special assignments, which are not only highly developmental for her, but also permit to raise her profile in high-level circles. Also, her female supervisor has enabled her to access her "*very good network (Appendix 7)*", which is also reaching out to other UN organizations, to the extent that she developed personal relationships to high-level members: "*The relationship with my supervisor has allowed me access to her counterparts and to the various (Vienna Based Organizations) VBOs to the point that I am now at a friendship level with them. So, that has benefitted me substantially (Appendix 7)*". UNOV/UNODC #2 current supervisor would also *expose her to other influential senior managers*. UNOV/UNODC #2 describes how her supervisor would increase her visibility in relevant areas: "*When they are up in New York, they would go to the Department and talk about me (Appendix 5)*". He would also make necessary recommendations for her to advance: "*If I'd need (...) a phone call here and there, he's definitely been doing that (Appendix 5)*".

<u>*Experienced Gender Stereotypes*</u>

Five interviewees are of the opinion that a female senior supervisor would rather support their leadership development (Appendix 2), which shows, among others, the differential treatment of male supervisors. UNOV/UNODC #3 even *strongly agrees* to that statement. Two of those interviewees *agree* that their current male senior supervisors actively support their leadership development, but they still think that a female supervisor would be more beneficial to their development. Those five interviewees also agree that

male colleagues currently benefit more from a relationship with their male supervisor. Even though UNIDO #2 has a "*very good (professional) relationship*" with her male supervisor, she is convinced that her male colleagues have more advantages "*because of the personal relationship (Appendix 8)*".

Two interviewees describe how gender stereotypes in their relationships with their male senior supervisors were even an obstacle to their leadership development. IAEA #2, comparable to UNOV/UNODC #3, report that her male supervisor excludes her from informal gatherings: "*The men are invited to his little tea times. (...) We used to always call it the 'big boys club' or the 'guys would go have a beer after work' (Appendix 11)*". Also, her supervisor is very hierarchical and limits her access to his network.

Gender plays an important role in developmental relationships, as UNIDO #1 also describes how her relationship to her *female* supervisor has given her the preferential treatment. She is aware that male colleagues would have probably benefitted less, or that she would not have had the same high-level access with a male supervisor: "*Whether I could get this through a male supervisor? I don't think I would have gotten the same. I think it was preferential treatment for me from my woman boss (Appendix 7)*".

As a conclusion, this thesis supports proposition 3 that female middle managers encounter gender stereotypes, which impact the type of developmental relationship with senior supervisors and, thus, promotions to senior levels, as the *majority of interviewed female middle managers* experience gender stereotypes that impact the developmental relationship with their senior supervisors.

3.3 The Effect of Leadership Styles on Leadership Development

3.3.1 Senior Managers' Leadership Styles on Leadership Development

Proposition 4a of this thesis is that senior managers who show a transformational leadership style provide significant more support to their subordinates in their leadership development and have less gender stereotypes than senior managers who show a transactional leadership style. The following part highlights the perceived leadership styles of the senior managers. The extracts of interviews have been assigned to transformational, transactional and passive-avoidant styles, based on the pre-defined terms of table 4 of this thesis. The below description of leadership styles shows the leadership

development experienced by female middle managers and gender stereotypes held by senior managers. At the end, this part shows whether proposition 4a is supported in this thesis.

Transformational Leadership Style

Two senior managers, of which one is a woman, are perceived as mostly having a transformational leadership style. They have a strong idealized influence through an idolized image, which has a long-term influence on the female middle manager. For IAEA #1, her male senior manager was even the reason for her applying for and taking the job: "*I am working here because of him (Appendix 10)*". Thus, she is full of admiration: "*he is the best*". The two senior managers tend to inspire trust in such way that they have a very open, direct, honest and transparent communication. UNIDO #1 describes her supervisor as a "*very nice boss*" who is "*very honest*" and who "*loves being direct (Appendix 7)*".

Two other interviewees describe their supervisor with having partially a transformational leadership style. UNOV/UNODC #2 states that her male supervisor "*speaks really pretty honest about all the politics and all the things that happen (Appendix 5)*" which empowers her with information to understand the situation. Also, UNIDO #2 attributes a high level of trust to her male supervisor and claims that she can rely on him: "*Always when I need anything, I can count on him Appendix 8)*", which is supportive and creates a learning work environment.

Two supervisors were having inspirational motivation. IAEA #1 describes her supervisor as being a strong motivational factor. He persuaded her to take over her current job as it represented a good opportunity for her career: "*I didn't want to move to the IAEA, I didn't want to apply here because everything in my life was already working. But he told me: 'No, I give you some opportunity' (Appendix 10)*". But also, on the job, he represents a motivation for her: "*he is a strong motivator for me (Appendix 10)*". The senior leader of UNIDO #2 would show her that "*you have to actually believe in yourself, and to have that faith in yourself and just go (Appendix 7)*".

Only one interviewee, UNIDO #2, reports that her supervisor is supporting her creativity and innovation (intellectual stimulation). She works closely together with her female supervisor, from which she receives full support in turning projects into a success: "*So,*

that's the support I get. A 100% support. It has been actually, together with her… You know the expression moving mountains? (Appendix 8)". This leads not only to the completion of larger complex projects but also to the developmental and satisfaction of UNIDO #2 in her work.

Also, three interviewees claim having supervisors who coach or help developing new skills (individualized consideration). The male supervisor of UNOV/UNODC #2 offers her to take formal HR courses: "*I have been given good opportunities. So, like for last year, I've done so many management courses. I am like: 'Please, don't ask me to do another one!'. So, no, I mean, he certainly, through Human Resources etc., he takes care of me. I am not sitting here, wishing I had more courses (Appendix 5)*". IAEA #1 receives high individualized consideration on the job. He is not only integrating her in the group as a newcomer, but he also offers constant support: "*He's always there and when I am a bit stressed (Appendix 10)*". UNIDO #2 also claims that she receives full support from her supervisor. However, it does not represent much effort for him: "*He did support me, but it was not a big effort he had to undergo, to support me. So, he didn't have to come out of his comfort zone (Appendix 8)*".

None of the two female middle managers, who describe having a transformational senior leader, report any gender stereotypes. As the two other senior managers of UNIDO #2 and UNOV/UNODC #1 with some transformational characteristics show mostly passive-avoidant leadership styles, their gender stereotypes are outlined in another part. According to IAEA #1 and UNIDO #1, they have not been assigned any less developmental job assignments, quality of developmental feedback and were not put at any disadvantage in their developmental relationship with their senior supervisor compared to their male peers. The two respondents answered with neutral in the questionnaire when they were asked whether a supervisor of the opposite gender would rather support their leadership development.

UNIDO #1, who has a *female* senior supervisor, even claims that she rather has an advantage as a woman, due to her stronger developmental relationship with her female senior supervisor: "*She was calling on me more than the male colleagues, actually. So, I got the preferential treatment (Appendix 7)*". The lack of gender stereotypes coming from the manager of IAEA #1 makes her describe him as genderless. She does not perceive him as acting with typical male or female attributes, as he shows very professional

skills, focusing on the work done: "*My supervisor is for me without sex. I don't think that my supervisor is for me a man or a woman. He's just a supervisor with some skills, but I cannot tell if it is more female or male. It depends probably on the managerial approach (Appendix 10)*".

Transactional Leadership Style

Two interviewees, IAEA #2 and UNOV/UNODC #3, describe their senior supervisors as having a transactional leadership style. They report strong monitoring activities from their male senior supervisors, which are perceived as barriers to their work. IAEA #2 claims a very hierarchical and high control approach of her supervisor: "*I know his network; I know the people above and he's like: 'Why did you go to her? Why didn't you come to me? Why are you going behind my back?' (...) 'No, no, it has to go through me!'. You know, so it's that kind of also in a way old-fashioned, hierarchical thing. That 'you have to do everything through me!' and not in a more human fashion (Appendix 11)*". She also reports that he dominates decision makings without involving her. He would either block initiatives that are not directly coming from him or impose decisions on her: "*I would think within my role of a head that I have the capability. But 'oh no!' (Appendix 11)*". Similarly, UNOV/UNODC #3 claims a very untransparent leadership. Besides the fact that he is hierarchical, she states repeatedly that he is "*not very communicative (Appendix 6)*".

The two interviewees report very strong gender stereotypes coming from their transactional senior leaders. IAEA#2 and UNOV/UNODC #3 *agreed* and *strongly agreed*, respectively, that a female senior manager would rather support their leadership development (*see appendix 2*). The senior supervisor of UNOV/UNODC #3 has a clear preference towards men and picks male subordinate to work with him. According to her, the supervisor "*just interacts better with men. He doesn't interact well with women (Appendix 6)*", which leads to discrimination towards her, as a woman. The exclusion is so obvious, except to him: "*Well, it's not even unconscious bias, I mean, to the rest of us it's not unconscious. But, okay, to him it's unconscious bias (Appendix 6)*". IAEA #2 regrets that her supervisor just treats her differently than her male counterparts: "*I wanna say: "I hope not" – but I am sure to a certain extent, he does (...) treat the men differently (Appendix 11)".* She also claims that her current supervisor has an 'old boy's network' that puts her at a disadvantage.

Passive-avoidant Leadership Style

Half of the interviewees reported mostly an absence of leadership from their supervisor (*Laissez-Faire*). In general, they claim a lack of direction or guidance. UNIDO #3 states that "*you have to kind of keep pushing her to provide some guidance (Appendix 9)*". Her female supervisor is more concerned with managing top executives and, thus, "*it is quite loose as a result (Appendix 9)*". UNOV/UNODC #1 and UNOV/UNODC #2 mention the very low control of their male supervisors but also the tendency of avoiding conflicts. As such, the supervisor of UNOV/UNODC #1 will stay out of conflicting decision-makings: "*Where he and I are not necessarily on the same wave and sometimes, you know, because he doesn't like conflicts, he'll back down: 'You're right' (Appendix 4)*".

Similarly, the interviewees report a *passive management by exception*, during which supervisors only take action when needed. This is partly due to the low expectations of most supervisors. Indeed, UNOV/UNODC #2 states that her supervisor is not aiming for additional results: "*He only cares that everything gets… That he doesn't have to worry about anything (Appendix 5)*". Similarly, UNOV/UNODC #1 claims that "*success is where he can go to a meeting and come out unscathed and that we're doing okay (Appendix 4)*". This leads also to the lack of active developmental support provided to the interviewees. UNIDO #2 reports that her supervisor does not come out of his comfort zone to help and support her. Also, UNOV/UNODC #2 states that there would be no active intension of developing her skills (e.g. through giving feedback): "*I've not been assigned something saying: 'Okay, here, we wanna improve your leadership style. Do this.' In no way! (Appendix 5)*". Even though she mentions that her senior supervisor is letting her attend developmental trainings, there is no real active developmental component coming from his side. UNOV/UNODC #1 regrets the lack of support in preparing her for a Director position. On another note, UNIDO #3 states that the passive leadership of her female supervisor does not make her an inspiring person: "*She is not someone who is like going out of their way to kind of inspire (Appendix 9)*".

According to all four interviewees who perceive their senior managers as being passive-avoidant, female middle managers have not been assigned any less developmental job assignments, quality of developmental feedback or developmental relationship. Only UNIDO #2 could "*imagine that sometimes it's more vague* (the feedback) *(Appendix*

8)", compared to her male colleagues, due to the better "*personal relationships (Appendix 8)*". While UNOV/UNODC #2 experienced a lot of gender stereotypes coming from her masculine surroundings, she states that in other situations men would have more advantages but "*not from (her) current supervisor (Appendix 5)*". While she acknowledges that gender plays a role, she claims that this is not putting her at a disadvantage with her current supervisor: "*I don't think we can disassociate our gender with who we are. So, of course he probably speaks differently to me than he might with a man (Appendix 5)*". The two other interviewees (UNOV/UNODC #1 and UNIDO #3) do not encounter any gender stereotypes from their current senior supervisors.

As a conclusion, this thesis supports proposition 4a, as the two senior leaders who show a transformational leadership style are, first of all, providing significant more support to their subordinates and, second, they are having less gender stereotypes than the two senior managers who show a transactional leadership style. Also, it has been shown that senior leaders who show a passive-avoidant leadership style do not have significantly high gender stereotypes towards their female subordinates, which does not present an issue in the leadership development of the middle managers. The passive-avoidant leaders simply do not actively support and develop the female managers due to their passive style.

3.3.2 Female Middle Managers' Leadership Styles on Leadership Development

Proposition 4b of this thesis is that female middle managers who show a transformational leadership style will encounter less gender stereotypes than female middle managers who show a transactional leadership style. The following part highlights the leadership styles of the female middle managers. The leadership styles are then linked to gender stereotypes experienced by female middle managers and it shows whether proposition 4b is supported in this thesis.

Transformational Leadership Style

Six out of the eight interviewees report adopting a transformational leadership style. They all tend to value inclusiveness and are team oriented. Such democratic approach involves subordinates in the decision-making process. As UNIDO #1 repeatedly claims: "*You bring them into the decision making. You ask questions. You analyze together. And, it's very much team oriented (Appendix 7)".* Consequently, such behavior of

idealized influence inspires much trust: *"I basically started off, by saying that I will trust them, trust what they have to tell me (Appendix 7)"*.

For that, four interviewees use inspirational motivation to motivate employees through transparent and open communication, which empowers the subordinates in their work. IAEA #2 claims that she likes her *"staff to be informed"* and she wants *"the team to know what is important (Appendix 11)"*. Also, the goal is to increase teamwork: *"Because everybody has their own little bubble of thing they do, and, I feel it's also very important to share information, which a lot of managers don't (Appendix 11)"*. Consequently, it increases the inclusion of team members: *"So really including the whole team but not forcing it on anybody (Appendix 11)*", but it even went further into including members from other divisions.

Two interviewees show extended intellectual stimulation, supporting the creativity and innovation of their employees, while questioning traditional assumptions. As such, IAEA #2 motivated her employees to think outside of the box and to question the status quo: "*I was like: 'Come on guys, we have to, let's dream, what can we make, what can we do to make it better? Not only for the customer, but also for everybody else?' And, so we started dreaming (Appendix 11)*". Also to increase creativity, UNIDO #2 states that she leaves "*them a firm space to develop their own ideas (Appendix 8)*".

The most common transformational leadership trait that appears in 7 of the 8 interviewees is the individualized consideration. As such, they are very much employee-centric and take care of the employees' well-being: *"I am more interested in how my staff feels. How they are doing. You know, so that's why I say I am more employee oriented. We have a job to do, yeah, we do! But, you know, you deal with human beings (UNOV #1 Appendix 4)"*. For the success of a project, UNIDO #1 even invested a big amount of time to get to know and talk to every employee individually: "*So, I decided to sit with each of them, literally, sit 2 to 3 hours individually, alone and ask each and every one to explain to me what they were doing (Appendix 7)*". Last, half of the interviewees tend to provide extensive support to help their employees to develop. As such, UNIDO #2 assigns tailored tasks and shares feedback: "*Now I have interns to whom I give the assignments and give them also my feedback and try out how far they can go (Appendix 8)"*

All six interviewees showing mostly transformational leadership traits are experiencing gender stereotypes and, thus, are subject to gender biases in their organization. Four interviewees faced a *higher bar* during which colleagues or supervisors expected more evidence and performance in order to see them as qualified. UNIDO #2 notices that she has to work double as hard to prove her surroundings that she is a competent woman: "*The women have to, at least this is what I found, you have to prove yourself twice as much in order to show that you've got the brains. Unfortunately (Appendix 8)"*. IAEA #1 describes that, even though she has more experience in her field than her male colleagues, she would still be discredited: "*I am in technical science and normally sciences are dedicated very often to men and, if you put a woman who has even much more experience, people would still believe more men (Appendix 10)*".

Four interviewees experienced *extra scrutiny* by their colleagues or supervisors because they are women. UNIDO #1 states that another fellow male manager often pays special attention to what she has to say during meetings: "*One of them is in the Agency (IAEA) unfortunately, who picks on everything I say because I am a woman. Because, we, women, don't have the brains! (Appendix 7)*". UNIDO #2 states that women are also subject to gender biases as she experienced scrutiny by her previous *female* supervisors. She states that "*women in higher positions who are not that keen on seeing another woman evolve (Appendix 8)*" would do anything possible to avoid supporting her. UNOV/UNODC #3 confirms that she has had "*horrible female supervisors, (...) really hard, (...) really evil (Appendix 6)*", so she does not expect a woman to do automatically a better job than men.

Four interviewees described *shifting criteria* for female and for male colleagues. As such, due to gender stereotyping, performance and evaluation perceptions between interviewees and their male colleagues differ. UNOV/UNODC #3 experienced that "*men are always assumed that they will rise to the challenge but women, people say: 'No, I don't think she is capable'. And they don't allow women to try (Appendix 6)*".

All of six interviewees experienced a *double bind* during which they have been punished or judged for their either too agentic or too communal leadership style, or during which they had to act differently in order to be taken seriously. Even though she adopts a very transformational, communal leadership style, UNIDO #1 states that she has to "*take that role always*" to be respected as a woman in a typical man's job, referring to a more

agentic behavior: "*They think they can take you for a right (...) and then I am like: 'Alright!' and I take it in my hands and then I tell them firmly what I think should be done. And they are like: 'Aha, ja, ja! Ja, natuerlich, ja, ja!' (translation: aha, yes, yes! Yes, for sure, yes, yes!) (scared) (Appendix 7)*". IAEA #2 also reports that she has been judged for being too emotional by a supervisor: "*There were times he's told me: 'take the emotion out of it'. You know. 'Don't deal with it emotionally'; and that's definitely a female trait (Appendix 11)".*

Similarly, three interviewees have experienced setbacks for being too agentic. UNIDO #3 claims that she has also been punished for her leadership style when "*trying to do things in a certain way, usually it was frowned upon (Appendix 9)*". She relates similar situations from female colleagues, who have usually been punished for acting differently than expected. Also, UNIDO #2 describes how she had difficulties with *female* supervisors regarding her strong personality: "*Especially if you are a strong woman, they (female supervisors) don't accept it easily (Appendix 8)*".

Transactional Leadership Style

While one interviewee (UNOV/UNODC #2) predominantly makes use of transactional leadership style, three interviewees show only a few transactional traits, in parallel to their transformational leadership style. For example, while IAEA #1 leads with a lot of empathy towards others, but she has high ambitions towards her own work and shows high performance-based achievements (contingent reward). As such, she repeatedly states that she wants to "*achieve more results and more results (..) for a more successful project implementation (Appendix 10)*". UNIDO #3 also mentions several times the importance of performance, as she is trying to get her subordinates "*into some kind of more better performing track (Appendix 9)*". UNIDO #2 and UNIDO #3 state that they have high expectations and, thus, assess the quality of their employees' work (active management by exception): "*I would certainly observe how they can work in order to be able to give them more, less control (Appendix 8)*" and "*I would say that I try to give also a certain line how I wish to have things (Appendix 9)*". In doing so, they slightly monitor and control activities of their employees.

UNOV/UNODC #2 claims that she is in a very high performing environment in which transactional leadership is the predominant style: "*It's because my direct reportees are*

very high performers, so there's not a lot of hand holding or discussions (Appendix 5)". Indeed, the achievement of targets is her priority: "*But in the end, I am always about targets and achievements, sure (Appendix 5)*". She also states several times that she is a core driver in order to make achievements: "*I am more of an advisor to him, to how we have to get things done (Appendix 5)*".

As IAEA #1, UNIDO #2 and UNIDO #3 have predominantly a transformational leadership style, the experienced gender stereotypes have been discussed in the previous part. However, as a transactional leader, UNOV/UNODC #2 has strongly encountered setbacks due to gender discrimination, also because she is working in a male dominated environment. She claims that even though men have to perform at least as much as women, she also states that she constantly must prove herself to such extent that it became normal: "*I am so used to having to prove myself that to me, it's just normal (Appendix 5)*". UNOV/UNODC #2 also experienced the glass-cliff effect, in which she was offered a very risky job with high chances of failure, only after two male candidates turned it down (knowing the risks): "*They offered it to men first. And then, men were like: 'Hell, no!' and I am the one who said: 'Okay.' (Appendix 5)*". Last, UNOV/UNODC #2 acknowledges that the relationship with her male supervisor is good, because he accepts her strong personality (showing agentic behavioral traits): "*If he were more like, he wanted to control and argue and discuss and prove his points all the time, then I could see where it would be more difficult because sometimes that's not that well accepted as a woman to be that way (Appendix 5)*". She also noticed that she would have rather been able to adopt a transformational leadership style if she would not have been working in a male dominated environment. As such, she states that in her masculine entourage "*one male colleague used the word 'emotional' when (she) was discussing something (Appendix 5)*".

<u>*Passive-avoidant Leadership Style*</u>

Only one interviewee shows, in parallel to transformational leadership traits, a passive-avoidant style. While UNOV/UNODC #1 repeatedly states that she is very much employee-centric, she also adopts a Laissez-Faire attitude (absence of leadership). Indeed, she does not involve herself a lot in her employees' work: "*So, I am a P5 but my supervisors, the people that report to me, are G5s, at the most G6s and even so, I let them do their jobs, you know (Appendix 4)".* She sees herself as the "*intermediary between my*

D2" and she passes "*information down to them*" and lets "*them run with it (Appendix 4)*". She also claims that she does not oversee work done by her employees: "*I don't micro-manage, let's put it that way. I don't have time to micro-manage, you know (Appendix 4)"*. However, she does take action when needed (passive management by exception): "*If I see that they are running a little bit too far left, I will rear them back in, but for the most part, it's their responsibility (appendix 4)*".

Comparable to all other interviewees, UNOV/UNODC #1 experiences setbacks due to gender stereotypes. She claims, for example, that male colleagues would want to correct her: "*I think sometimes it would be a conflict because of a male colleague would be more like: 'Well I would have done it this way!' (Appendix 6)*". Also, UNOV/UNODC #1 recognizes that men are evaluated based on their potential and that past, relevant experiences are not taken as much into account as for women: "*From my perspective the males are hired or challenged based on potential: 'I'm sure he's gonna do a great job'. And you've got a woman who's doing a great job and then 'mmh, well…'. So, there are different standards, for sure (Appendix 4)*". While she does not experience shifting criteria in her current position, she has seen a lot of other female managers subject to such kind of discrimination. Regarding her leadership style, UNOV/UNODC #1 pretends that she has been perceived as weaker from her male colleagues because it is more communal: "*It is the male colleague who expects the type of style that I have, they would consider it more to be weak, because it's not this big macho, in your face yelling kind of thing, and until they realize that it works (Appendix 4)*".

As a conclusion, this thesis cannot support proposition 4b, as all female middle managers, independent from their leadership styles (transformational, transactional and passive avoidant), experience gender stereotypes.

4. Discussion and Limitations

In this chapter, we discuss results of the empirical research and link them to the literature. The thesis provides answers and explanations to the five propositions. This answers the research questions, what gender discrimination female middle managers at UN organizations in Vienna face in their leadership development, how senior managers support female middle managers on their way to higher managerial levels and to what extent they contribute to gender equality.

4.1 Discussion

The **first proposition** of this thesis is that female middle managers encounter gender stereotypes, which impact the type of developmental job assignments and, thus, promotions to senior levels. In general, most female middle managers have not the feeling that they receive less developmental job assignments than their male colleagues from their supervisors, which contradicts literature (Reskin & Bielby, 2005; King, et al., 2012). The majority claims that they did not receive many job assignments in general from their *current* managers with the intention to *develop*. Also, only very few interviewees describe a *current* situation in which they were given less challenging, developmental job assignments as they were seen by their supervisor as rather unfit for higher responsibilities due to gender biases (Hideg & Ferris, 2016). However, several female managers experienced discriminatory practices when getting assignments by *previous* supervisors. As such, they report that women tend to be perceived as less capable and are, thus, not even allowed to try challenging assignments and show their skills (Bjerk, 2008). The interviewees' beliefs are, thus, in line with the literature, but have themselves more positive experiences in their current job position.

One manager mentions that in her *current* male dominated field of activity, management often knows who they want for a promotion (a man, due to sex-based ascription when staffing managerial jobs) (Reskin, 2000) and, consequently, developmental job assignments would not be a decisive criterion. Another manager explicitly reports that her male supervisor who has clear preferences towards men, assigns all relevant tasks to male colleagues. Comparable to what Glass and Cook (2006) show, she has experienced that men are more often given *relevant* assignments (e.g. closely working with the supervisor, assignments abroad), which are key for promotions (Oakley, 2000) and lead

to gendered career paths (Eagly & Wood, 2017). On the other hand, agreeing with Ryan and Haslam (2007) who argue that women receive more challenging job assignments, as they are given riskier leadership roles in higher categories, one manager experienced the glass-cliff effect, but this happened in one of her previous job positions. In line with the literature, she states that this job assignment with high chances of failure, which has been turned down by men before, has been very developmental to her (Ryan M. K., Haslam, Hersby, & Bongiorno, 2011).

When it comes to female senior supervisors attributing equally or more developmental job assignments to female subordinates, most female managers report that they would have indeed received more challenging assignments than from their male senior supervisors. In line with the literature, one manager explicitly claims that, due to unconscious gender biases, male support given to women is less (Glass & Cook, 2016). However, one manager has had very bad experiences with female supervisors, to such extent that they were passively or even actively opposed to her advancement. This is known as the queen bee phenomenon (Derks, van Laar, & Ellemers, 2016). She is also a firm believer that male supervisors have rather challenged her to advance in her career than female supervisors. There is no clear trend on *current* practices, as female middle managers did not have the impression that they receive less challenging job assignments compared to their male colleagues, which is not in line with the literature (King, et al., 2012). Consequently, this thesis cannot support proposition 1.

The **second proposition** of this thesis is that female middle managers encounter gender stereotypes, which impact the quality of developmental feedback and, thus, promotions to senior levels. Indeed, most female managers report to receive either vague (Correll & Simard, 2016) or no feedback at all. There is a lack of clear guidance in their work and several female managers are rather left clueless with no specific directions on potential development improvements. While all female managers receive the formal, mandatory performance appraisals, the lack of informal feedback does not actively support their leadership development. One female manager could also very well imagine that the feedback given from male supervisors to their male colleagues would be more accurate and encouraging, which would again be in line with the literature (Correll & Simard, 2016). This would be mainly due to the closer relationships that men have among each other (Ibarra, 1992). Female middle managers find it difficult to compare their received feedback with the one received by their male colleagues. As it is mostly informal, most

female managers could not directly assert whether their male colleagues received a better quality in their feedback.

However, in line with the literature, female managers already experienced wrong credit allocation due to gender biases (Chang & Milkman, 2020). As such, their ideas expressed during meetings, where female managers were underrepresented, were only welcomed after a man rephrased them. Thus, it confirms Correll's (2017) findings that when the work environment is both numerically and culturally associated with men, definitions of success are biased. Similarly, another female manager suffers under biased, unclear contributions to success (Chang & Milkman, 2020), as none of her ideas is accepted by her supervisor if it does not come from him or it is not discussed informally with his male subordinates. As such, biased allocation of success and feedback leads to a lack of meritocracy (Correll, 2017). Also, gender biases in performance appraisals lead to a lack of credibility. A female manager is unable to take both positive and negative feedback seriously, if her male senior manager is rather inclined to rely on gender biases. Thus, she would not perceive his feedback as valuable, as she does not agree to his evaluation criteria. As a consequence, some female middle managers seemed to become very independent in their work, without being able to rely on fruitful, developmental feedback from their supervisors.

However, no female manager explicitly mentions that she receives excessive negative feedback (Correll & Simard, 2016). The most efficient and motivating performance appraisal outlined by female managers is a slight excess of positive than of negative feedback. This is not in line with the literature (Van Velsor, McCauley, & Moxley, 1998), which states that female managers would rather advance with an increased negative, than positive feedback. In line with the literature, female managers need indeed to outperform to get the same credit allocation than men (Lyness & Heilman, 2006).

However, as a majority of female managers did not receive less developmental feedback (in quality) compared to their male colleagues and were, thus, not subject to gender stereotypes, this thesis cannot support proposition 2.

The **third proposition** of this thesis is that female middle managers encounter gender stereotypes, which impact the type of developmental relationship with senior supervisors and, thus, promotions to senior levels. All female middle managers seem to have

benefitted in the past from the same access to mentors than their male counterparts (Ibarra, Carter, & Silva, 2010). Also, in line with the literature, all relevant developmental relationships that allowed female managers to have a promotion to the higher managerial level, are sponsorships (Ibarra, 2016; Ang, 2019). Most of those past sponsors have been male (also because there used to be higher proportions of male managers in the past). In agreement with Beugnot and Peterlé (2020), once female managers proved to be competent, they were as likely to be supported and referred by their managers.

On the other hand, there are still some differences between female managers and their male colleagues. Old boy's networks still exist in male dominated fields of activities, and female managers are aware of this barrier. They are either actively excluded from such network, or it was simply harder to integrate. As a consequence, men have easier access to high-level contacts in comparison to women, as most senior executives are men (Ibarra, 1992; 2016).

While there are also some differences between female managers on how they form their networks, there seems to be a common trend for all female managers on developmental relationships. On the one hand, a female manager only envisages developmental relationships with other females (homophilous networks). On the other hand, and, in line with the current literature, some other female managers have a very diverse pool of network (Ibarra, 1992; 2016). There is even a female manager who relies more on mentors who are external to her organization. Also, most female managers referred to the impressive support that they received from fellow female managers. As mentioned, there has been an increase in female managers of the same rank, which substantially facilitates the work of female managers (Kanter, 1977). As such, there are alliances and networks of women which start to appear.

Several female managers have suffered under previous female supervisors, to such extent that female supervisors represented a barrier to their advancement (Derks, van Laar, & Ellemers, 2016). However, a majority of female middle managers claim that they would rather benefit from a relationship with a female supervisor. A female manager report that her *current* relationship enables her a friendship with her supervisor. While she gets access to her supervisor's high-level network to the extent that they also befriended her, she acknowledges that she receives a preferential treatment compared to her male colleagues. It has been shown that women spend a lot more time trying to build

their career and find their leadership identity (Ibarra, 1999; Ely, Ibarra, & Kolb, 2011). As such, and in line with the literature, leadership development of women would improve with more female executives acting as role models (Ely, Ibarra, & Kolb, 2011). Several interviewees express their admiration for female senior executives and how they would be beneficial for their own career. Consequently, it cannot be denied that female senior managers have a positive influence on female middle managers.

This thesis supports proposition 3, as it has been shown that a majority of female middle managers encounter gender stereotypes, which impact the type of developmental relationship with their senior supervisors.

The **fourth proposition** of this thesis is that senior managers who show a transformational leadership style provide significant more support to their subordinates in their leadership development and have less gender stereotypes than senior managers who show a transactional leadership style. The few senior leaders who show transformational leadership characteristics are, as per definition, indeed highly supporting their female subordinates. They also show less gender biases, which come from gender stereotypes, to such extent that one interviewee describes her male supervisor as 'genderless'. The other transformational senior manager shows even more support towards her female subordinate than towards male counterparts. It is to conclude that showing a transformational leadership style leads to *managerial skills* that are less inclined to gender biases.

Even though most senior managers do not predominantly show transformational leadership traits, but rather passive-avoidant characteristics, they are mostly concentrated on the work done and are also less inclined to subtle gender biases. Thus, female middle managers are able to proceed with their work without any major obstacles due to gender. Most interviewees with passive-avoidant leaders indeed claim that their senior managers are less gender biased. This could also be due to the fact that the concept of leadership has started to become more genderless with an increased number of women in managerial positions (Burke & Collins, 2001; Koenig, Eagly, Mitchell, & Ristikari, 2011). One female manager states that her current male supervisor is rather genderless, also because he is predominantly surrounded by female managers and has, thus, less gender stereotypes. However, as per definition, passive-avoidant managers do not *actively* support

the development of their subordinates. Thus, they are less involved in their career development and would only be able to show gender stereotypes to a limited extend.

Most female middle managers claim that they are satisfied with the passive-avoidant management style of their supervisors, as their senior managers are rarely opposed to their work in progress. However, they do not expect any additional effort to support them. This is not due to gender biases but rather to a disinterest in the middle manager's leadership development. As a consequence, one female middle manager even decided to go into early retirement, because she does not receive proper support from her passive supervisor into helping her to get to the next managerial level. The lack of policies in leadership development for senior managers observed at the UN organizations, thus, reflected in this thesis' findings.

The research demonstrates that two senior supervisors who are perceived as predominantly transactional, showing command-and-control features, are highly gender biased. Female middle managers perceive them as authoritative and hierarchical. First, it represents an obstacle to leadership development as female middle managers do not easily have access to high-level networks, but it also limited the middle manager's professional development (Ely, Ibarra, & Kolb, 2011). They had clear disadvantages towards their male colleagues and endured setbacks with their transformational leadership style. The strong dissatisfaction leads to another middle manager going into early retirement. Therefore, the transformational leaderships style is not only highly supporting the development of subordinates, but it seems that the style tends to have less gender biases. As such, the thesis supports proposition 4a that senior managers who show a transformational leadership style provide significant more support to their subordinates in their leadership development and have less gender stereotypes than senior managers who show a transactional leadership style.

The **fifth proposition** of this thesis is that female middle managers who show a transformational leadership style will encounter less gender stereotypes than female middle managers who show a transactional leadership style. Gender stereotypes are indeed inducing a lack-of-fit for women in male dominated fields and for leadership positions (Eagly & Karau, 2002; Correll, 2017). Gender stereotypes affect the image of a leader and, consequently, the perceived performance of female or male. Female managers experienced discrimination and are punished for showing *agentic* characteristics (e.g.

decisive, controlling), which are rather assimilated with the transactional leadership style (Eagly & Carli, 2003). Two interviewees are also very aware that they are currently not experiencing setbacks from their supervisors for some agentic characteristics, because their supervisors are the contrary (e.g. calm, avoiding conflict).

However, because women are still perceived in society as being high in *communion* (e.g. affectionate, kind, sensitive), interviewees also face gender stereotypes for showing too many female attributes traits and, thus, not being fit for a job (Eagly & Karau, 2002; Chang & Milkman, 2020). Male employees of a female middle manager strongly associate leadership with male features and, thus, were not prepared to see a woman in a leading position (Chang & Milkman, 2020), until they realized that this leadership style is highly efficient (Eagly, Johannesen-Schmidt, & van Eugen, 2003). However, she first had to act differently (and more 'masculine') to gain their full respect. This shows that female leaders are still subject to a double bind (Ely, Ibarra, & Kolb, 2011).

There is a clear tendency of female managers of rather adopting the transformational leadership style. Interviewees and official statistics report an increase of women in managerial positions. This is in line with the literature, which predicts that the more women are to be found in a company, the more women will adopt a transformational leadership style (Young, 2011). One female manager even claims that if she would have had more female colleagues around her, she would have been able to rather show transformational leadership traits.

Also, a female manager shows how dynamics are changing with an increased number of fellow female managers. When she was discriminated by male colleagues for being too communal, she has received the immediate support from other female managers. Thus, an increase in female proportions allows to form alliances and establish a female culture, which rather seems to be transformational (Kanter, 1977 Eagly, Johannesen-Schmidt, & van Eugen, 2003).

A transformational leadership style also seems to be the reason for their current success. One manager claims that she has been chosen by Management for her current position because she has successfully managed a team with her transformational attitude. While the literature claims that it is wiser to adopt a leadership style depending on the work environment (Johnson, Murphy, Zewdie, & Reichard, 2008), all female managers

(except two) have predominantly a transformational style. The interviewee who adopts a transactional leadership style; probably due to her professional background but also due to the highly male dominated work environment; expresses the wish of having a female supervisor. As such, she claims that she could have rather adopted a more transformational leadership style. Consequently, and well knowing that female managers do experience a double bind when either having too agentic or too communal characteristics (Ely, Ibarra, & Kolb, 2011), adopting a transformational leadership style proves to be successful for the advancement in their careers (Judge & Piccolo, 2004; Wang, Oh, Courtright, & Colbert, 2011; Wang, Chiang, Tsai, Lin, & Bor-Shiuan, 2013). However, as both transformational and transactional middle managers experienced gender stereotypes, this thesis cannot support proposition 4b, which states that female middle managers who show a transformational leadership style will encounter less gender stereotypes than female middle managers who show a transactional leadership style.

4.2 Limitations

This thesis is based on a qualitative case study and is, thus, not representative for the whole UN system in Vienna. All eight female interviewees have highly diverse backgrounds and work in very different fields of expertise. Thus, it was interesting to find similarities and common trends. Findings open doors for future research and it could also be worth to analyse the three UN organizations separately. This can be done quantitatively and on a larger scale, in order to have more precise results and draw conclusions for a whole organization. Also, because every UN organization applies its own strategies, the organizational culture might vary among each other. As such, the different stages in the gender equality process can be considered. For example, the IAEA has considerably less women in higher categories, also because of its strong activities in sciences, technologies, engineering and mathematics (STEM) fields (there are less women working in STEM fields). On the other hand, UNOV/UNODC is ahead of most UN organizations and has a strong presence of female middle managers. An in-depth research of each organization might, thus, be useful in order to draw more precise conclusions and make recommendations.

Also, there is not much research done on transformational leadership styles inducing less gender biases towards female subordinates. Thus, it is recommended that future research reviews those findings. A quantitative large-scale analysis could replicate

Bass's (1985) Multifactor Leadership Questionnaire on transformational leadership style and combine it with gender biases in leadership development (developmental job assignments, feedback and developmental relationships). In case of a positive correlation, the research could work on a concrete strategy and action plan to include specific leadership development in senior managers' work plan.

Also, the thesis is based on female middle managers' perceptions. In order to have more accurate information, it would have been interesting to involve and interview male colleagues working for the same senior manager. A such, differences in treatment (i.e. developmental job assignments, feedback and developmental relationships) between male and female subordinates could have been compared more accurately. Also, only two middle managers with a female senior manager, compared to six managers with male supervisors, have been interviewed. It would have been interesting to find an equal number of interviewees with current female senior leaders, to compare differences of treatment between female and male senior managers. Last, a future research on the view of senior managers could give relevant insights. As such, interviews could also be conducted with female and male senior managers to take their perspectives into account.

Finally, this thesis has not considered HR practices at the UN, regarding promotions and performance evaluations. Internal rules and regulations may have a strong impact on promotions. But as promotions for higher management are also driven by geographical distributions and quotas, a senior leader advising on internal politics might even be key for female advancement. Also, as promotions are political decisions, an active support in shaping a relevant profile might do a significant difference. Nonetheless, future research should take HR practices into consideration, also to investigate the role that managers have in hiring and recruitment.

5. Conclusion

The extensive research on gender equality, reflected in the literature analysis of this thesis, outlines the multiple reasons for gender inequalities in the workplace. Comparable to what the literature predicts, the number of women in lower and middle management increases at UN organizations, while female senior leaders continue to be underrepresented. Indeed, female leaders face subtle arts of discrimination, as a leader is still associated with the male gender. As such, the perceived attributes of a leader which correlate with typical male characteristics, can induce a lack-of-fit for female managers. Even if evidence suggests that leadership characteristics become more feminine, women are still a minority in senior positions. This thesis has shown how female managers endure accrued discrimination due to their status as tokens. Indeed, female managers reported to have increased performance pressures, sometimes a lack of power; faced gender stereotypes and had difficulties to integrate. Consequently, the thesis has demonstrated that female managers are indeed investing more time, energy and effort in their search for a leadership identity.

For that purpose, the thesis, which is based on a descriptive case study design, analysed semi-structured interviews of eight female middle managers from three UN organizations headquartered in Vienna. The interviews have been conducted anonymously, also to guarantee the accuracy of information. In order to highlight differences in treatments, the interviewees had either a female or a male senior manager. Among others, they had to compare themselves to their male colleagues in order to uncover gender biases in practices. Followingly, relevant content from the interview transcripts was coded and assigned to variables of the conceptual framework resulting from the literature analysis. Together with a questionnaire, interviewee profiles were then drawn from the relevant variables. The connection between those variables and subsequent interpretation represent the results of the research. The results have then been linked to the literature analysis in a discussion.

The thesis has proven that managers do play a key role in leadership development. All female managers have received substantial support from past managers to make it to their current positions. Supervisors have acted as sponsors in raising the profile of female protégés and in fighting for their promotions. In addition, they have helped shaping

the profile of female managers in allocating relevant job assignments and giving developmental feedback. Last, they have also served as role models, which helped shaping female leadership identities.

However, the research found that female middle managers do not receive substantial support from their *current* senior leaders. Most female managers are led by passive-avoidant senior managers, who do not *actively* support their career development. Consequently, most managerial tasks are reduced to their job descriptions and female managers become very independent in their positions. While it allowed them to work without much obstructions coming from the top, they did not receive active support in their leadership development for senior positions. This made a female middle manager go into early retirement although she explicitly expressed her willingness to become a Director. As such, senior leaders could play a significant role *in breaking the glass ceiling* between middle and senior management.

In this regard, the UN organizations should actively promote a *transformational leadership style* among senior managers. Such leaders advocated for a democratic leadership attitude which empowers and supports female leadership in their work and professional development. This thesis has found that the few senior leaders adopting such leadership style were not only, as per definition, actively supporting the development of their female staff, but were also showing less gender biases towards women. Such positive relationship with the managers had a considerable impact on the female middle managers' overall satisfaction. On the contrary, senior leaders adopting a transactional leadership style rather showed conservative attitudes which induced gender biases. As such, women were more often subject to a double bind regarding their leadership style and were excluded from developmental assignments and homophilous male networks. Also, developmental feedback and performance appraisals seemed to be rather limiting than empowering.

However, while all interviewees experienced gender discrimination in their career path and even in current positions, they could feel changes in dynamics since there is an increase of *fellow female middle managers*. Positive outcomes such as female networks and alliances were mentioned several times as core support in female careers. Middle managers receive, thus, increased assistance from other female equals in their daily work but also in more private matters. Comparably to what Kanter (1977) predicts, an increase

in female proportions changes dynamics in a group and installs a female culture that is more propitious to female's support and advancement. It should now be the responsibility of the organizations to ensure equal proportions in senior management.

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Appendixes

Appendix 1 *: Questionnaire Template*

QUESTIONS	ANSWERS
1- Is your direct supervisor female or male?	F: ☐ M: ☐
2- Does your supervisor act as a leadership role model for you?	☐ Strongly agree ☐ agree ☐ neutral ☐ disagree ☐ strongly disagree
3- Does your leadership style match with the one of your supervisor?	☐ Strongly agree ☐ agree ☐ neutral ☐ disagree ☐ strongly disagree
4- In your opinion, have you received enough developmental job assignments from your supervisor in the past 6 months that helped you to develop your leadership skills?	☐ Strongly agree ☐ agree ☐ neutral ☐ disagree ☐ strongly disagree
5- Approximately how many developmental job assignments have you received in the past 6 months?	Number: Click or tap here to enter text.
6- In average, how challenging were they?	☐ Very much ☐ much ☐ neutral ☐ not much ☐ not at all
7- How often do you receive feedback from your supervisor? *(daily, bi-weekly, yearly…)*	Answer:Click or tap here to enter text.
8- Does the initiative come from you or from your supervisor?	Mine: ☐ Supervisor's: ☐ Other: Click or tap here to enter text.
9- Are criteria of success while giving feedback clearly defined?	☐ Strongly agree ☐ agree ☐ neutral ☐ disagree ☐ strongly disagree
10- Is your supervisor actively supporting your leadership development?	☐ Strongly agree ☐ agree ☐ neutral ☐ disagree ☐ strongly disagree
11- Do you think a supervisor of the opposite gender would rather support your leadership development?	☐ Strongly agree ☐ agree ☐ neutral ☐ disagree ☐ strongly disagree

Appendix 2 : *Questionnaires Summary*

QUESTIONS	ANSWERS							
	UNIDO #1	IAEA #1	UNOV/ UNODC #2	UNIDO #2	UNIDO #3	IAEA #2	UNOV/ UNODC #1	UNOV/ UNODC #3
1- Is your direct supervisor female or male?	F: ☒	M: ☒	M: ☒	M: ☒	F: ☒	M: ☒	M: ☒	M: ☒
2- Does your supervisor act as a leadership role model for you?	☒ Strongly agree	☒ Strongly agree	☒ Neutral	☒ neutral	☒ neutral	☒ neutral	☒ Disagree	☒ disagree
3- Does your leadership style match with the one of your supervisor?	☒ Strongly agree	☒ agree	☒ disagree	☒ neutral	☒ disagree	☒ disagree	☒ disagree	☒ disagree
4- In your opinion, have you received enough developmental job assignments from your supervisor in the past 6 months that helped you to develop your leadership skills?	☒ neutral	☒ Strongly agree	☒ Strongly agree	☒ neutral	☒ neutral	☒ disagree	☒ strongly disagree	☒ Strongly disagree
5- Approximately how many developmental job assignments have you received in the past 6 months?	Number: 1 participating at UN leadership training program, but two years ago	more than 100	None that are for leadership development purposes. However, the COVID-19 situation brought several job assignments.	Several training opportunities	All tasks I am working on	Multiple – actually Agency wide ones	Number: 1	None
6- In average, how challenging were they?	☒ neutral	☒ neutral	☒ much	☒ neutral	☒ much	☒ much	☒ Very much	☒ Not at all
7- How often do you receive feedback from your supervisor? *(daily, bi-weekly, yearly…)*	Bi-weekly. We have regular meetings	daily	Weekly one-on-one meetings, in addition to daily communication	Upon satisfactory completion of tasks	Not on a regular basis, but bi-monthly	Monthly at a regular meeting	At least weekly	2 to 3 times a year
8- Does the initiative come from you or from your supervisor?	Mine: ☒Supervisor's: ☒	Other: both of us	Mine: ☒Supervisor's: ☒	Supervisor's: ☒	Mine: ☒	Supervisor's: ☒	Other: regular scheduled meeting	Other: Mandatory feedback review
9- Are criteria of success while giving feedback clearly defined?	☒ agree	☒ agree	☒ neutral	☒ neutral	☒ agree	☒ disagree	☒ agree	☒ disagree
10- Is your supervisor actively supporting your leadership development?	☒ agree	☒ agree	☒ agree	☒ neutral	☒ agree	☒ disagree	☒ disagree	☒ disagree
11- Do you think a supervisor of the opposite gender would rather support your leadership development?	☒ neutral	☒ neutral	☒ agree	☒ agree	☒ neutral	☒ agree	☒ agree	☒ Strongly agree

The colour green reflects positive outcome (strongly agree/agree)
The colour orange reflects a neutral outcome
The colour red reflects a negative outcome (strongly disagree/disagree)

Appendix 3 : *Interview Guide*

LEADERSHIP STYLE
1- How would you describe your own leadership style?
2- From where have you acquired most of your leadership style?
3- Have you encountered any setbacks from your male colleagues or your supervisor with your leadership style *(because you are a woman)?* Which/Why?
4- Do you think that you would have been treated differently by your supervisor if you would have been a man? Or if your supervisor would have been from the other gender? Why?
5- How would you describe the leadership style of your supervisor?
CAREER DEVELOPMENT
6- What does career development mean to you?
7- In your opinion, what represents the biggest challenge or barrier to your career advancement and what would help you the most to advance?
DEVELOPMENTAL JOB ASSIGNMENTS
8- What are, for you, developmental job assignments that helped you the most to develop your leadership skills?
9- What kind of support have you received from your supervisor?
10- Do you think your male colleagues received more developmental assignments from your supervisor that helped to develop their leadership skills? Why?
11- Do you think that it would have been any different if your supervisor would have been from the other gender? Why?
FEEDBACK
12- How would you describe the feedback given to you from your supervisor? And how do you perceive it as helpful for your leadership development?
13- By which criteria of success is your supervisor assessing your performance?
14- In your opinion, is the feedback given to you from your supervisor putting you at a disadvantage in comparison to your male colleagues? Why?
DEVELOPMENTAL RELATIONSHIPS
15- How would you describe the developmental relationship that you have with your supervisor?
16- Does the relationship that you have with your supervisor enable you to access his network? Why?
17- Do you think that your male colleagues benefit more from a relationship with your supervisor *(because you are a woman)*? Why?

18- In your opinion, do you think that your supervisor treats you differently because you are a woman? Why?
CONCLUSION
19- In general, from whom or where, do you think, would you learn the most to develop your career? Who or what would help you the most in your leadership development?
20- Is there anything else that you would want to add or share?

Appendix 4 : *Interview with UNOV/UNODC #1*

C. Bal:	I would start now with the first question. So how would you describe your own leadership style?
UN #1:	Situational?
C. Bal:	Yes, situational, well thinking back at the past 6 or 9 months.
UN #1:	(laugh) Yeah. Mmh, but, I am generally a… I don't micro-manage, let's put it that way. I don't have time to micro-manage, you know. And, you know, I am the chief *(hidden information for confidentiality purposes),* so the people that work for me, all do different things you know. And everybody… and then I have the managers, I am in the position where my supervisors (her subordinates working as supervisors) work at a G5 or G6 level. You know. So, I am a P5 but my supervisors, the people that report to me are G5s, at the most G6s and even so, I let them do their jobs, you know. So, I am there for basically, to be the intermediary between my D2 and I pass information down to them and then I let them run with it, you know. And if I see that they are running a little bit too far left, I will rear them back in, but for the most part, it's their responsibility.
C. Bal:	So, you would say that you are rather task related than for example employee-centric?
UN #1:	I am employee centric.
C. Bal:	And from where would you say have you acquired most of your leadership style?
UN #1:	I started my professional career in the US Airforce as an officer when I was still in college, I was a college student *(hidden information for confidentiality purposes).* We had to take a lot of leadership, slash, manager courses. Because, you know, when I graduated from college, I had 54 people working for me. And only one of them was a woman. So, you know, it was definitely a synchro swim type of thing. So, I had to learn, but I started at the military, from there I moved to *(hidden information for confidentiality purposes)* and then I came here. So, as I went along with the basic structure from the military, and then people say that I do well in bureaucracy (laugh). So, all the places where I've worked are pretty bureaucratic, I've always worked in the administrative stream. You know, so the types of people that are working in admin know, more or less, the same, I think. You know? So, I 've just been able to develop along the way.
C. Bal:	This is an impressive career; I have to say (laugh).
UN #1:	(laugh) Thank you, thank you.
C. Bal:	And would you say that you have encountered any setbacks from your male colleagues or from your supervisor with your leadership style?
UN #1:	With my *leadership* style?
C. Bal:	Yes. Let's say, *because* you are a woman.
UN #1:	Yeah, I was gonna say. I think, mmh, from my male colleagues, and it probably started early with the military, because we were definitely a minority there. It is the male colleague who expects the type of style that I have, they would consider it more to be weak, you know, because it's not this big macho, in your face yelling kind of thing, mmh, and until they realise that it works. So, they understand, I don't have to be like them, you know, I just have to make sure that our tasks are accomplished (??) and I think, also, maybe because I am more interested in how my staff feels. How they are doing. You know, so that's why I say I am more employee oriented. We have a job to do, yeah, we do! But, you know, you deal with human beings (??), so, I think sometimes it would

	be a conflict because of male colleague would be more like: 'Well I would have done it this way!' (she says) 'Well, who asked you?!' (laugh). This is the way I do. My supervisor, no. My supervisor, I've never had a conflict with him telling me I should have done it a different way.
C. Bal:	While him being also male, right?
UN #1:	Yeah.
C. Bal:	And, would you say, I mean, you partly already answered the question, but do you think that you have been treated differently by your supervisor if you would have been a man? Or if your supervisor would have been from the other gender, so a woman, regarding your leadership style?
UN #1:	This particular supervisor, I would say no. Because, mmh, if you look at the staff, the people that work for him, and his senior managers, are all women! I think, there is right now, there is two men and there is five women.
C. Bal:	I see, so you're the majority.
UN #1:	Yes, in this particular situation, *we* are the majority and it's wonderful. Because when I first got to Vienna, I was the only woman at the table. And I have seen over, almost 8 years now, how the dynamics have changed just by bringing more women. You know, because when I was the only woman, you know, it was the stereotypical 'people trying to talk over me' or, you know, the 'I would say something and it wouldn't be accepted' but then my male colleague would just repeat what I had said. And then 'Oh! Great idea!'. You know. So, all the stereotypes were there. But now, you know, I guess we're 5 women in, because, you know, you would have the director in charge of Conference Management Services, the Chief of Safety and Security, the director for HR, and *(hidden information for confidentiality purposes)*. So, the director, right now, in charge of the financial (unclear).
C. Bal:	So, you mean that they are all women?
UN #1:	Yeah. So, we got to where we are because of our skills set and our competencies, you know. And when we speak, you can see that we know what we are talking about. So, I think, I feel bad for a male colleague sometimes (laugh).
C. Bal:	And, just because of interest, what do you think made the change in the past, let's say, 10-15 years?
UN #1:	Mmh, the fact that more women are becoming visible and are getting into those positions. The senior positions. Which has been difficult, getting the women on board, for sure (laugh).
C. Bal:	And now, a completely different question, it's about career development. What does career development mean to *you*? So, how would or how did you imagine a career to be, what is for you, success? What is for you, your definition of career development?
UN #1:	When I joined the military, I didn't have a vision. But when I joined the UN, I just wanted to join the UN! You know? And I see where it took me. In reality, I started as a G5 as a *(hidden information for confidentiality purposes)* assistant and then rapidly got promoted from G5, G6, P2, P3, P4 and when I got here, I got the P5. So, for me, career development was more looking at 'this is where I am now, but where do I want to be? In like, 3 years?' Because I got used to in the military, we rotated every two to three years and, you know, I didn't stay in one job for a long time and so for me, career development was looking at 'What's being offered (unclear) and where do I wanna go? What's my next job? And, then, what courses do I need to do?' And I was very fortunate, I had an excellent boss. Mmh, when I, mmh, who took me from G5 to G6 and then G6 to P2. He was a man. You know. So, he mentored me those couple of years and, he has, looking back at my career, he

was the only one who really did that. So, it's been me, you know. It's been all on me, in defining me, what I want to do with my career. And like now, at this stage, I'm looking forward to retirement! (laugh) So for me, career development is done.

C. Bal: I see. But it's good to know what kind of support you have received actually during your career, to know what could help. So, one of the main pillars of leadership development are developmental job assignments. So, what are, for you, developmental job assignments that helped you the most to develop your leadership skills?

UN #1: Mmh. In the military it was always clear, you know. It was always 'You start at this post and then you're gonna get promoted'. So, in the military it was always well defined. In the UN, mmh, to me personally, it was having the ability to take on additional tasks. It wasn't, I would say, formal. You know, there was no formal *tasks* but I had a boss basically who told me when he hired me that I was overqualified for the job, you know, and HR was like: 'You shouldn't hire her, she's overqualified and she'll be bored and she'll leave'. You know. And I told him, you know, I said: 'Are there things that need to be done that aren't getting done?' And he said yes, and I said: 'Can I do them?' and he said 'Of course!' I said: 'Then we don't have a problem, hire me!'. You know. So, I had that wide-open developmental track, basically, that, if I saw something that I was interested in, and that I wanted to do, I could do it. That's also why I progressed from G5 to P5, because I just kept thinking on more and more and because I was taking on more in functioning, they had to (unclear) me (laugh).

C. Bal: So, you would say that everything came from your side rather for example from your supervisor assigning you challenging developmental job assignments?

UN #1: Mmh, my mentor, and he would have been the only one when I am thinking back. He was the only one. Where he would give me something and I go like: 'Why is he giving me this?!' (laugh) and he's like: 'You need to be able to do this'. You know. 'Try it, we'll talk about it. Let's see how you'll do'. He was the only one that really did that, I think. And all my later assignments, they haven't been developmental assignments, they've been more: 'It should be part of your duty, your job description'. You know. 'You're in charge of *(hidden information for confidentiality purposes)*. This is *(hidden information for confidentiality purposes)*.' You know. It wasn't to bring me up to speed or whatever.

C. Bal: And was your mentor also your supervisor?

UN #1: At the time? Yes.

C. Bal: I see, I see. And do you think, in general, when you think back of your career at the UN, do you think that your male colleagues received in general *more* developmental job assignments from your supervisors that helped to develop their leadership skills?

UN #1: From *my* particular supervisors, no. Mmh, but I have to tell you that I am also a focal point for women *(hidden information for confidentiality purposes)* and our role is basically to ensure gender parity, you know. So, we sit in on, mmh, selection and recruitment. Selection interviews and we review the process and all of that. You know. And here, I can say for sure the males receive *a lot more* support. For sure. You know, and they're given the challenges and they're given the challenges *early*. You know. You'll have a woman who has *years* of experience, you know, who has been doing it well, and she won't get the job. And, so, from my perspective the males are hired or challenged based on *potential* (laugh) 'I'm sure he's gonna do a great job'. And you've got a woman who's *doing* a great job and then 'mmh, well…'. So, there are different standards, for sure.

C. Bal: And do you think that, again, regarding developmental job assignments, that it would have been different if your supervisor would have been female?

UN #1: There are pro's and con's (laugh). And I see that also here, in my current entity, let's say (laugh). Not in my immediate environment. I mean, you do have some women, *managers*, who are *very* supportive. Mmh, and for example, again, because we're so many women working here in UNOV senior managers, well, we've started having a monthly luncheon at the restaurant, when it was open. And we also invited female senior managers from the other VBOs, so we had some (from the IAEA and from UNIDO). And we got up to be about almost (unclear). There would be there for lunch once a month, you know. And talk about not only personal things but we would also talk about what's going on in our areas and what we as women supervisors could be doing, what we should be doing what we are doing. You know. So, you'll have that type of women and on the other hand, I have colleagues here that are women that are tougher on female colleagues and are not supportive of telecommuting or flexible arrangements and all those things if you are a mother, you know, all the things that you need, mmh, they are just anti. And it's amazing because they are mothers too. And at some point, in their careers they went through that too. But they have developed a hard face (??) that is hard for me to understand. But, so, it will depend on which one got (unclear). So, we've got on the one hand those who are very positive and very supportive and on the other hand you have those who are not supportive at all.

C. Bal: There's something known as the Queen Bee effect, I don't know if you have heard of it. Yes? Yes!

UN #1: (Nod) (laugh)

C. Bal: And, now, regarding the feedback. So, feedback is again one other pillar of leadership development and how would you describe the feedback given to you from your supervisor? Is it helpful, rather vague, challenging…?

UN #1: Mmh, rather vague and rather non-existent. He is a very gentle soul. I guess, it is the best way to describe. He hates to be in conflicts, you know, and he will tend to stay away from it. Where he and I are not necessarily on the same wave and sometimes, you know, because he doesn't like conflicts, he'll back down: 'You're right'. You know? And I will be more (unclear): 'We're right, we're right'. So, I mean. Feedback? We have got weekly meetings, where we discuss what's going on, like I keep him informed in all of that and, for him, I have the feeling it's more of *him* absorbing than giving back. He rarely, and it may also be, because I've been doing this forever and he figured out that I've been doing this forever and he and I are about the same age, you know, it's like, unless I really *screw it up*, I truly don't get much feedback.

C. Bal: So, you wouldn't perceive it as helpful in any kind of development, personal development of yours?

UN #1: No.

C. Bal: Ok, I see, I see. So, the other questions, you already rather answered them. Whenever you would talk about performance or feedback, by which criteria of success is you supervisor assessing your performance, or the performance of the team, whatever is going on?

UN #1: For him, the criteria for success is doing what has to be done (??), one. The main criterion of success is: 'Are we getting complaints?' Or: 'Is he getting complaints from the other directors?' about services that we are not providing. I think he is in a very difficult position, you know, being the director for *(hidden information for confidentiality purposes)* and we're support, and everybody is going to shoot an arrow at one of us (??). So, for him, I guess, at least my perception is, that success is where he can go to a meeting and come out unscathed and that we're doing okay.

C. Bal:	And, in your opinion, is the feedback or, let's put it that way, also the criteria for success in general, given to you from your supervisor putting you at a disadvantage in comparison to your male colleagues?
UN #1:	No, I don't think so.
C. Bal:	The third, and last part, are the developmental relationships. So, it could be coaching, mentoring, sponsoring or whatever relationships you can think of. And how would you describe the developmental relationship that you have with your supervisor?
UN #1:	My current supervisor?
C. Bal:	Your current supervisor.
UN #1:	None (laugh), none, none. I think, because, mmh, once upon a time, I told him that I wasn't ready to retire yet and I would be looking towards applying for a D1 post. You know. So, the next step, the next level of senior management and, and, that's when I was sort of expecting: 'Oh! Okay! If this is your goal, then this is what you need to do.' Instead, it was more: 'Aah, maybe you should talk to the head of HR', who happens to be a female D1. But from him, and since that time, and that's been, mmh, 4 years, and since that time, nothing! Really, nothing.
C. Bal:	And do you think that the relationship, I mean, you said it was non-existent, but, that you have through him, gives you access to his network.
UN #1:	Yes. I do, because I had to go to a lot of meetings with him or I have to represent him, being the next level down, you know and at a high-level meeting. So, I get the interaction with, usually, with his counterparts.
C. Bal:	And just for my interest, why were you representing him? Was it because he wanted you to get a little bit more of experience with higher levels or was it for other reasons?
UN #1:	Well, I think it was just because… Again, it's part of a job description, but who's allowed to, mmh, if he is unable to go to a meeting for example, who is allowed, the person, to represent him? Depending on the topics of discussion, it might be me, because most of it is in my area anyway or it might be *(hidden information for confidentiality purposes)* because it's a *(hidden information for confidentiality purposes)* issue. I don't think he really thinks about it. I just think, because it's more: 'I can't make it to this meeting, can you go and represent me?' like… 'Why me?!' (laugh) (unclear). I don't think he's logically, you know, thinking about the developmental areas for his immediate supervisors (his subordinates working as supervisors). I just don't think he's doing it.
C. Bal:	And do you think that your male colleagues would benefit more from a relationship with him because he's male than for example, you?
UN #1:	No, I don't think so, not at all. I don't think he has that tendency, no.
C. Bal:	So, you would rather say that he's not gender biased?
UN #1:	He's not. He's not.
C. Bal:	Does it make it easier for you to work?
UN #1:	Definitely! If I don't have someone questioning my competencies because of the fact that I am a woman, I mean, which is the positive part of it, he just expects me to do my job. You know, and he

expects just all of us to do our job. And I don't think he is looking at it: 'Those women over there…'. Because we're all producing, we're all doing our jobs. You know. And the women are producing just as much, if not more, then the male colleagues. I don't think it even crosses his mind that he would treat any of us differently.

C. Bal: I see. This is interesting.

UN #1: He's rare (laugh). He's rare (laugh).

C. Bal: (laugh) And two last questions, in general. From whom or from where do you think, would you learn the most and who or what would help you the most in your career development or leadership development.

UN #1: Mmh. I think if I had the opportunity… We just got a new Director General and it is a woman (laugh). You know. So, I think, as far as career development, the opportunity is that I was able to develop a relationship or she was able to do something, and I think she may do, with her female senior managers, *that* could be very beneficial. You know. Because she was in the UN when she was a national officer and now, she is a Director General, you know. And she is our first female Director General. Dealing directly with her, I think, if I look in my organization as a whole, mmh, dealing, continuing dealing with the other female senior managers, because, they've been there. I don't foresee looking, thinking my organization on the male side. I don't see it. Yeah.

C. Bal: So, you would say that it would rather be, first of all, support from senior managers and then rather female than male.

UN #1: Yeah.

C. Bal: I see, okay. And now, final question. Is there anything that you want to add regarding whatever we've talked about? Is there anything that crosses your mind and that you want to share?

UN #1: Mmh, No. I just think, mmh, like I've said, I've seen that women are treated differently. Especially in the recruitment process. The big question is: 'Why do we have more women at a P2 level?' You know. And by the time they become P3s they disappear. And the stereotypical answer is: 'Because they have babies.' (she says) 'Well... I'm sorry!' (laugh) 'I have babies and I'm still around!' (laugh). That's not the reason, you know! But I was lucky, I was fortunate to have a mentor at that particular stage when I had babies, you know. Because that was not an issue for him. You know, the UN is now trying to get more now, mmh, like we had this mandatory unconscious bias course. And it was and eye opener even for me I thought: 'Oh wow, because I thought that!' (laugh) and I think that on one hand it's positive that we have a Secretary General (Antonio Guterres) that is promoting gender parity, you know, and leading by example, you know. His Senior Staff (unclear) is a woman. And on the other hand, I've seen the negative sides of that, whereby, he requires the senior positions… He had three candidates, one of those candidates *has* to be a woman. *Has* to be a woman! You know? And I have personally observed that a woman was not necessarily the better candidate. She even wouldn't have been recommended for the post, because of, based on performance only. You know. I was there, I saw it, I wouldn't have recommended her. But because they had to put a woman forward, she got the job! So, we have to be able to find that fine balance between giving deserving women the opportunity, but it should be deserving women and not just quotas. I think it will take us a while to get there.

C. Bal: Thank you very much. We come now to the end of the interview.

Appendix 5 : *Interview with UNOV/UNODC #2*

C. Bal:	So, let's start with the questionnaire.
UN #2	Okay.
C. Bal:	So, is your direct supervisor female or male?
UN #2	Male.
C. Bal:	Does your supervisor act as a leadership role model for you?
UN #2	Neutral. I mean, you can always learn from people, but, yeah.
C. Bal:	Does your leadership style match with the one of your supervisor?
UN #2	This is an interesting question, because I am a strong believer that matching means, that, if you're opposites, this is a good balance. So, what do you mean by the question? If I tell you it's just a good balance, or?
C. Bal:	So, for example, if you say that the leadership style of your supervisor is more employee-centric and that your leadership style is more target, task-oriented… It's just for me, when I am doing the analysis, to see how you would respond to the interview questions and if it has something to do with whether or not you have the same leadership style.
UN #2	So, I would say we do *not* have the same leadership style.
C. Bal:	Okay.
UN #2	But this is not necessarily a bad thing.
C. Bal:	It's not necessarily a bad thing!
UN #2	Right.
C. Bal:	So, you would say just 'disagree'?
UN #2	Yeah, just disagree, yeah.
C. Bal:	And in your opinion, have you received enough developmental job assignments from your supervisor in the past 6 months that helped you to develop your leadership skills?
UN #2	I'll probably gonna sound very arrogant in this but, I mean, certainly with COVID-19, I would strongly agree. But it's not like it came directly from my supervisor (laugh) but by the incident, by the situation.
C. Bal:	Approximately how many developmental job assignments have you received in the past 6 months?
UN #2	Mmh. So, I've not been assigned something saying: 'Okay, here, we wanna improve your leadership style. Do this.' In no way! So, I don't know, maybe, none. I don't know, you know what I mean? It's not like that. I pretty much drive what needs to be done most of the time.
C. Bal:	Ok, so you're the driver?

UN #2	Yeah. In fact, I have to tell him: 'Look, we need to do this, we need to do that, we need to do this'. But it's because of my particular situation being *(hidden information for confidentiality purposes)*.
C. Bal:	And in average, how challenging were they?
UN #2	I would say, currently probably much. Not 'very much' but 'much'.
C. Bal:	How often do you receive feedback from your supervisor?
UN #2	I mean, we speak weekly. I mean, he doesn't really give feedback, but, yeah, I would say weekly. I mean, I know where I stand with him. Weekly. Recently, daily, but that's another issue.
C. Bal:	I'll put daily just in brackets. And does the initiative come from you or from your supervisor? Or I also put 'others' for example if it's something mandatory or part of a weekly section meeting or something like that.
UN #2	Yeah, it's just a weekly meeting. A weekly one-on-one.
C. Bal:	Okay, but it didn't come from your side or from your supervisor's side, or was it both?
UN #2	So, I would say it's all of the above. Sometimes he contacts me because he needs something. Often, I contact him because I need something. And then we also have this where… and normally, in normal day-to-day, you know, before COVID-19, we would have a weekly meeting and there wouldn't be much to discuss. Now it's more daily and he's reaching out to me and I am reaching out to him.
C. Bal:	So, just for you to know, I put 'weekly one-on-one meeting and in addition to daily communication'.
UN #2	Yeah, that would be right.
C. Bal:	And are criteria of success while giving feedback clearly defined?
UN #2	Mmh. I... while giving feedback? No, as in 'does it match my e-performance?' Like one-on-one. No.
C. Bal:	No? So, you would say 'disagree' or 'strongly disagree'?
UN #2	Mmh, how about neutral?
C. Bal:	Good. What was actually meant by that is, when someone gives you feedback, it's much easier if you know actually upfront what the criteria of success are. To know…
UN #2	In that case, I have that. You know how the UN works. We have our workplan, we have… It's in my e-performance. So, I know where I am at. But it doesn't mean quite frankly that he's never said: 'Well, on the area of professionalism, it's that and that' or 'In the area of performance management…' He's never given it to me specifically. But yes, it's clear to me what my workplan says and what the criteria are, of success.
C. Bal:	And, last two questions. Is your supervisor actively supporting your leadership development?
UN #2	Sure (laugh). Yeah.

C. Bal:	Was it ironic?
UN #2	Oh no, I mean, he does. But, he's not like reaching out to me and saying: 'Hey, here is this great course, you should go on'. But I have been given good opportunities. So, like for last year, I've done so many management courses. I am like: 'Please, don't ask me to do another one!'. So, no, I mean, he certainly, through Human Resources etc., he takes care of me. I am not sitting here, wishing I had more courses.
C. Bal:	Would you then say, 'strongly agree' or 'agree'?
UN #2	I would say 'agree'. I mean, there's not much… He's not a very strong personality. So 'strongly' doesn't really work (laugh). But, yeah, I would agree.
C. Bal:	And, last question: Do you think a supervisor of the opposite gender would rather support your leadership development?
UN #2	Probably more. Yes, sure.
C. Bal:	Would you then say, 'strongly agree' or 'agree'?
UN #2	I'd definitely say 'agree'.
C. Bal:	Thank you very much for that. And now I would switch to the other questions. So, the person who warmly recommended me to you, told me that you achieved 50-50 gender parity in your team. So…
UN #2	I don't know if I…Mmh, she said that? That's not true. I have some good gender stories but from my perspective on gender parity we are at one of the highest levels (in her field), but it's certainly not 50-50. Because, *(hidden information for confidentiality purposes)* (her field) is a very difficult field to keep continuing to increase females.
C. Bal:	I see. And Just for me to know, what grade are you?
UN #2	P5.
C. Bal:	P5, okay, perfect. So, I would go to the first question: How would you describe your own leadership style?
UN #2:	Mmh. Since I… It's been a while. I am definitely probably more target and achievements. Mmh. But it's because my direct reportees are very high performers, so there's not a lot of hand holding or discussions, but I am certainly there for them. And we certainly had… Maybe 50-50, I… It's hard to define my leadership style, because I bounce around, which sometimes confuses people. But I do what feels is necessary at that moment. To do whatever needs to happen. But in the end, I am always about targets and achievements, sure.
C. Bal:	Okay, and from where have you acquired most of your leadership style?
UN #2	Mmh, actually from the *(hidden information for confidentiality purposes)* Airforce.I am a retired Lieutenant Colonel. So *(hidden information for confidentiality purposes)* years in the Airforce was really… And I, it's a terrible thing to say, but I don't think we have great leaders in the UN actually. So, there's a long way to come in leadership for the United Nations versus where I came from. So, again, it sounds arrogant but that's been my… I've been with the UN for 13 years now, so.

C. Bal:	And, in general, when you think back of your own leadership style, would you say that you have encountered any setbacks from your male colleagues, eventually also subordinates or from your supervisor?
UN #2	Mmh, but you're just talking about the last 6 to 9 months, right?
C. Bal:	Yes, because it's rather based on the actual situation.
UN #2	Right. So, no setbacks. Definitely a little rub. Occasionally. But I am a pretty strong personality. And I actually have a very good network of women that have, I think in particular of a committee that I am on, where one male colleague used the word 'emotional' when I was discussing something. But fortunately for me, one of my colleagues stepped in and said, you know, 'That's not what we are discussing. We're discussing getting this done. There's no need to comment on a person's whatever'. So, she stepped in, but, you know, that's one particular individual who's kind of a pain. But no setbacks, no like, no. I think I have accomplished everything I needed to do. I am actually very proud of what I have accomplished in the last few months. So, I am good.
C. Bal:	And would you say that it has strongly changed over the past few years, when you think back at the past few years? Because I remember one of the other interviewees said that when she arrived 8 to 10 years ago, it used to be completely different because there weren't so many women in senior positions.
UN #2	Mmh, in that case, yes. I mean, of course we still have mainly men, I have only men in my… Because I have actually two chains. I am only talking about here, but I also answer to New York at the *(hidden information for confidentiality purposes)*. And, it's only all men. So, but what has changed is the network of fellow females. Like I have never worked where I have so many women in equal positions around me. *(hidden information for confidentiality purposes)* (all other female colleagues). You know, all of the network that I need to get my job done. So, that's been, yes, significantly different than 10 years ago. With more women. Not necessarily bosses but equals.
C. Bal:	And, do you think that having women at the same level than you would help you the same way than having women above you?
UN #2	I think it would be great to have a female boss, if she is at the quality of the women I am working with now. I've only had one female boss, and this was the first boss I have had in the Airforce. And we are actually still quite good friends. So, I think there would have been times, actually even now, that, with a female boss, I could have been more open about what's going on personally for me and maybe get some more of that, as you call it, employee centric support. Where I certainly don't necessarily feel, although I have informed him, it's never been a discussion of what I might need, or what kind of support I might need.
C. Bal:	And how would you describe the leadership style of your supervisor?
UN #2	So, he's definitely low control. But low control and I would say target and achievements. He only cares that everything gets… That he doesn't have to worry about anything. Which is fine, because this is exactly how I want to operate. I don't want high control and I am the expert, he's not, so, I am more of an advisor to him, to how we have to get things done. And my other direct boss, it's more in my skill category. He's also definitely low control. Just monitoring. Which is perfect for me. Those are my ideal leaders. If I had a high control, it would be difficult.
C. Bal:	And, do you think you would have been treated any differently by your supervisor if you would have for example been a man? Regarding the leadership style that you have. Or for example if your boss would have been from the other gender?

UN #2	Mmh. Well, actually, I don't know. You know, that's' a really hard question. Because his particular personality works. Because I can be very forceful, and he doesn't take offense. He doesn't get offended; he doesn't get argumentative. He actually… Because he is so reserved and quiet and calm and actually the opposite of me, it actually works. Mmh, if he were more like, he wanted to control and argue and discuss and prove his points all the time, then I could see where it would be more difficult because sometimes that's not that well accepted as a woman to be that way. It's hard to explain.
C. Bal:	Now, we would quickly go to the career development part. So, what does career development mean to you? How did you manage your career development?
UN #2	It was relatively… I think mentors are really important. When I look back when I was in the military and even here at the UN, you have to have people, either you have worked with, or you have worked for or who know you very well, support you for you to get anywhere. I'm only ever gotten promotions and good assignments and even currently where I am sitting. One, because I had a decent enough reputation and there was always someone behind the scenes that was, at whatever the key meeting would be, be saying: 'Yeah, she's the one for that job.' You know, of course, you still have to meet the criteria, you have to do the interview, you have to pass the test, you have to do all that. But even then, we all know, if there's 5 of you on the list that have all passed the test. They're gonna pick the one that they know, which is normal. So, in order to be the one that they want, they have to (unclear) really good things about you from key people. And those would be what I call mentors, or, your support network.
C. Bal:	And what do you call support? What is for you the support needed?
UN #2	Well in those cases, someone who would make the phone call: 'She's applying for this job and, personally, she's the one for you and let's talk with you'. But it's also like, having a good reputation, so those people need to continue to talk good about you even if you're not applying for jobs. You're just doing your job. You know, they'll say: 'Hey! Have you noticed…?' or 'Did you see this?' Or, you know, 'We should do this, because she…" It's partially, so, first and foremost you have to do a really good job, right? And secondly, you have to have people who take note of that and to care enough to promote you. And then, the key right moments… Every really good job I have ever gotten, there's been somebody in the background who has made a couple phone calls and who has assisted. And I really mean that. I can't think of a job, except maybe my very first job at the Airforce, but even there, there was somebody working (??) on something. And, I am always really frank with people that, you know, especially women, because men know that they have to network. Men know that they need the guy, the older gentleman or the older this or that to make things happen. Women, somehow think that: 'Well, if I just come in…' Kind of like school: 'If I just come in and I get really good grades and I do a really good job, everybody is going to notice.' But they don't necessarily. Unless you actively…. And I am lucky, because I didn't know to do that actively, but I certainly have never been afraid to make a phone call if I wanted a job.
C. Bal:	I see. And what would you say were the biggest challenges or barriers to your career advancement if you think back?
UN #2	Well, there are certainly two sides of that. There are certainly, I am, mmh, it's hard to explain… I've been the only female. I was the very first female *(hidden information for confidentiality purposes)* (her job position) in the United Nations and I am still, essentially the only one (laugh). There are some other at my level out in the field but not at the Headquarters. So, there is a part of me that realizes I keep going to the same meetings year after year and I am still basically the only woman at the table. And what I hate about that situation is that I have become, I realized it, I have become the token. Female. Mmh… And I have tried to push my current boss about hiring more women. But I don't know if that's gonna happen. So, it's sort of…, I got, I was allowed in but that's it:

	'Okay, well, we have her.' Which is part why I got this job in Vienna, because I was going to leave the UN. They were all like: 'Oh, oh, oh, oh, let's see what we can do. So, you have to stay.' And I said: 'Well, I might be interested in Vienna.' It was becoming open. Again, of course I had to apply, do the interview and test. So, it's not like they just handed me the job, but…So, yeah….
C. Bal:	It's interesting that you are mentioning the token.
UN #2	Yeah, what I have also noticed, is now I am talking about *(hidden information for confidentiality purposes)* (her field), I am not Vienna anymore, because I am the only female, I mean, I am the only *(hidden information for confidentiality purposes)* (her job position). So, there's not like 10 of us in Vienna. So, now I have to talk about the greater UN. It is a problem. And unfortunately, I've been, I've done a lot to bring more women in the *(hidden information for confidentiality purposes)* service, but I have been just so busy with my job that… And I haven't been in a position in New York where I could make a real difference and I could say: 'Well, damn it, we need to hire more women here and there.' And there have been bosses above me in the last 13 years who have been, what shall I say, very, yeah, stereotypical, male oriented and, you know, they are smart enough that they put ideas and policies in place, which would automatically make it impossible to hire any women, except for me, because I was already in. And I didn't get hired by New York, I got hired by somebody who knew me, made the recommendation for me in my very first job at the *(hidden information for confidentiality purposes)* and there was a lot of pressure from the local level to New York to hire me. But otherwise, I might not have gotten the job. In fact, I didn't expect to get the job, so, it was rather a surprise. So, I would say… Yeah, I don't know what your question was anymore, but that's kind of…
C. Bal:	No, it's interesting, thank you.
UN #2	And that's because I am in an all-male work environment. And I always have been, mmh, and, so I am well aware of being a token. I am also well aware of that, what's that thing they say where… What's that called when they use you to get where they wanna go? Mmh, there's another term in gender on that. There's another thing, and that's how I think I got Vienna. I got Vienna, because men wanted men elsewhere. And that's how they call it, there's an actual, specific term. Co-opt! Co-opting. Have you heard of that?
C. Bal:	Yes.
UN #2	Co-opt. So, I have been a token, I have been a token woman and I was co-opted, so that other men would get the promotions. But I knowingly did it. Like, I knew what I was doing and for my own personal reasons and my, where I am in my life, I let myself be co-opted. But, I did it knowingly. I didn't do it stupidly. I didn't find out later, like: 'Oh, shit!' You know? I have had them all. I have had, what do they call it, the cliff. Where they give a woman a job that's really, really difficult…
C. Bal:	The glass-cliff effect?
UN #2:	The glass-cliff effect! I've had the glass-cliff effect while I've been in the UN. For sure. I've had it all.
C. Bal:	I've asked you about the support because basically my master thesis is about leadership development and three basic pillars that help leadership development are developmental job assignments, feedback and developmental relationships. So, I would ask you now some questions about the job assignments: What are for you, developmental job assignments that helped you the most to develop your leadership skills. So, it doesn't have necessarily to be something formal offered by HR, it could be whatever challenging job assignment that helped you to develop your skills.

UN #2	Yeah, mmh. Again, I am going to sound a bit arrogant. I mean, I came in with a lot of skills. But what has helped in my career in the UN is being given certain assignments to be able to show those skills. So, one was in *(hidden information for confidentiality purposes)* (a country) supporting *(hidden information for confidentiality purposes)* in 2014. 2013 I went into *(hidden information for confidentiality purposes)* (another country), right after the war. And we were doing all the assessments for the UN *(hidden information for confidentiality purposes)*. So those were two key ones, plus my last job at the *(hidden information for confidentiality purposes)*. So, in those demanding jobs I have been able to show that I have the skill set to do that. And certainly, the job in *(hidden information for confidentiality purposes)* (a country) was absolutely the glass cliff, because I actually found out later that they actually offered it to two other…
C. Bal:	…women?
UN #2	No! Men! There are no other females to offer it to… So, they offered it to two other men who both turned it down. And they turned it down because they knew that it was not a good… You know, it could have gone terribly wrong.
C. Bal:	And this is basically the problem with the glass cliff. The chances of failure are so high that it puts more pressure on female managers to successfully manage the job and to fight the stereotypes.
UN #2	Right, but the interesting thing is that, again, I don't think everyone knows everything about me, but you know, I was in *(hidden information for confidentiality purposes)* (a country) when I was in the Airforce. SO, I have a lot of those experiences. I mean, I knew exactly what I was getting into in *(hidden information for confidentiality purposes)* (a country). Yeah, it could have ended it all very wrong, but not necessarily because of my *lack*. It was just, sometimes when you're really in high-risk dangerous areas, of course you're doing everything right. And then (unclear). But that was definitely one, where they offered it to men first. And then, men were like: 'Hell, no!' and I am the one who said: 'Okay.' But not necessarily to get a promotion. I did it because I thought it would be very interesting. And also, I did because it did a difference in the world, right? So, I am good. You know? Now I've done a lot, I've done a lot of things, yeah. But it was more for personal reasons than to try to get the next job or the next promotion.
C. Bal:	And what kind of support have you received from your supervisor. Let's say, now with your actual supervisor at the UN, with whatever assignments you were doing.
UN #2	In the current situation, you could, I guess, call it support. He listens to me, I am actually… He really listens to me and pretty much everything I tell him, he's gone with it. And I have actually been in a really interesting position where I have been able to give D2s advise on how to proceed and what to do. And the strange part is because my job functionally is to sort of facilitate the *(hidden information for confidentiality purposes)* team. This is my official position. So, this whole COVID-19, I've been not in charge… and I am not even the *(hidden information for confidentiality purposes)*, but in the key little (advices) on how should we proceeding, you know, I have actually had one-on-one with all of the D2s, all confidential (laugh). But the point is that I have actually had a lot of support but probably, there's only one female in that, no, that's not true, there are two females in that group. But I think it's more just their lack of knowledge and they are really needing to know what the hell they're supposed to do. Because, they have never worked in that kind of crises before. But it's support. No one has tried to undermine me or kick (??) me out. There might be a couple of people below that but that's a different issue.
C. Bal:	And do you think, in general when you think back, that your male colleagues received more developmental assignments from your supervisor that helped them to develop their skills?

UN #2	Mmh, no.
C. Bal:	No unfair treatment, you mean?
UN #2	No, unfair in the sense of that they already know mostly who they want for what promotions. Sure. There's certainly, definitely an old boys' network, definitely. And with only one woman, sort of, in the network, there are a few more out now in the field assignments, but we're all still, I would still say that in the UN *(hidden information for confidentiality purposes)* (in her field) we're still at a token level. We're not even to the, like, at the high level, at P5, D1 and even P4 levels, so, yeah, I don't know, again, I forgot what your question was (laugh).
C. Bal:	And, again, regarding assignments. Do you think it would have been any different if your supervisor would have been from the other gender? That she would have given you more developmental job assignments?
UN #2	Actually, I do need to cavoite this that my previous job I had one male, two male supervisors. The first one was great. He really did help get push me in, get me a… If not assignments like trainings, he got me very involved in some of the key security areas that I could then become known. So, he was a man and he actually, definitely developed me in the UN, for sure. Without him, I probably wouldn't be here. The second one, was more like my current supervisor. But certainly, they've never stopped me. You know, by wanting to go to a training or I need to go to a certain meeting, they've never said: 'No, you can't do that.' So, yeah, they have all supported me. And a female, I don't know, since I haven't worked for one, I don't know (laugh).
C. Bal:	Now, regarding the feedback, how would you describe the feedback given to you from your supervisor? And how would you perceive it as helpful for your leadership development?
UN #2	Let's see. I would see it's more vague. So, he seems to be very careful to kind of what his concerns are. And he has actually given me good information on understanding the situation. And the more we've gotten, the more we've worked together and, especially now since the COVID-19, it's really become more rich, where he speaks really pretty honest about all the politics and all the things that happen. So, mmh, I think he goes from vague to rich, but not because he's purposely going: 'Okay, here is your feedback!' But I am listening well and asking the right questions and he is not hiding information from me, so it's open. I would say it's open and facilitating.
C. Bal:	And this question, you already partly answered it in the questionnaire: So, you already know the criteria of success to assess your performance. Are you, more or less the one, asking for feedback, how is it managed, this whole performance evaluation?
UN #2	I don't need it. In fact, for example, I am going to draft my performance feedback. My performance report for my boss. I did it last… I've always done it. I think that this came out a little bit from the military, because this is how we used to do it in the military. So, I will give him everything that I have done, and he will just copy and paste it and put it in.
C. Bal:	So, you wouldn't say that it has been any disadvantage in comparison to your male colleagues regarding the feedback and the performance assessment.
UN #2	No.
C. Bal:	And now, regarding the developmental relationships, how would you describe the developmental relationship that you have right now with your supervisor and how were those relationships beneficial for you?

UN #2	So, you mean my current supervisor?
C. Bal:	Yes, but I mean you can also talk about the past supervisors in general. It's just for me to know how it helped you to advance in your career.
UN #2:	Yeah, I've had, I mean, all of my supervisors, I think including the one that I have now, if I wanted the next or the next promotion, they have all been very helpful. They've made phone calls. You know? Some of it was, when they are up in New York, they would go to the Department and talk about me. Those are the kind of support that I receive from my supervisors and I know, actually, I am pretty sure, even currently, my current one, has probably, in fact, I know for a fact, he has spoken to some people in New York and I am sure he hasn't said anything negative. Because I am confident, had he said something negative, I would have gotten a phone call right away, so… I mean, in that sense, I am lucky. All of my supervisors have always been happy with my performance and, so, they've always been supportive in that way.
C. Bal:	So, you would say that your supervisors helped you to raise your profile in higher levels, right?
UN #2	Yeah, for sure.
C. Bal:	This is good. I don't know if you know the difference between mentoring and sponsoring?
UN #2	Mmh, no. Maybe, go ahead!
C. Bal:	Basically, men and women tend to have the same access to mentors and the only difference is that women received less sponsoring, which is, for example, a supervisor literally raising your profile in higher levels. So, this makes the difference in men getting more promotions than women because they have this big support from their supervisors. Does your relationship with your supervisor enable you to access his network?
UN #2	Mmh, well, definitely, but probably more only because of my role on these different committees and my role now in the *(hidden information for confidentiality purposes)* team. And, because I am the *(hidden information for confidentiality purposes)* advisor for all these levels above me, including all of the VBOs, so IAEA, CTBTO, all of them. So, he certainly doesn't get in the way and I think this is what's valuable where he doesn't try to high control. He doesn't want every communication I have with all those levels, to go through him. Mmh, of course that would be all he did if he would try to control. I mean, his job is too big, there's just no way. And besides it's not really his thing, right? So, and I had the same with, so, the good news for me is I've always been in an expertise that my bosses just don't have. You know? So, I am not Human Resources working for a director who used to do Human Resources. Or I am not budget working for a director who used to do budget. I am always the *(hidden information for confidentiality purposes)* person and there's nobody above me that has any experience, all the way up to the DG level.
C. Bal:	So, it gave you some advantage and, let's put it that way, free movement.
UN #2	Exactly. But he's been very helpful. If I'd need his support, kind of, back door, not back door, but, you know, phone call here and there, he's definitely been doing that. So, yes, I would say, he is definitely assisting me to do what needs to get done and sometimes, not to manipulate but to convince people of the right direction we have to go. And he certainly hasn't stopped any phone calls. But, he couldn't really because I kind of, even if I work for him, I actually work for the Director General. So, you know, they all kind of know and they all know that I have direct access to all Director Generals if I needed to. But, of course, I would never use that. And I'm always a person who has to, I wanna work with all the other levels first, before I would do that, but, it helps, because they all know that at any moments I could have to brief the Director General on whatever is going

on. So, it's always good ot have a good working relationship. But it's tenuous. I mean, you mentioned the sponsoring. I've definitely had sponsoring. But sometimes, the 'raising your profile' has caused me problems. I have to admit. It just happened recently too, but another time, my previous boss in my previous job started to just really, like, we would have this normal weekly meeting. And a couple three times, he's just really said: 'Oh, she's just done such a great job etc', and I could just feel the tension around the table with everybody else. And actually it did hurt me because there we a couple of three people at that moment that were trying to… severs certain things and it happened just recently here where somebody really said: 'Ah, (she really did a great job)' And I was like, kind of: 'Ah, I wish she hadn't said that'. Because then you could just feel everyone else like: 'Is she overstepping her boundaries? Overstepping her bounds?'

C. Bal: And would you say this was gender related?

UN #2 (laugh) So, the person who did it is a woman and she is extremely supportive by appearance. I am not sure how supportive in reality. Because she's also really focused on getting what she wants, so… That was a difficult…. I don't work for her, but I have to work with her a lot and it's interesting. But I do try to keep my head low, as well at time, because I don't wanna to get it chapped off.

C. Bal: So, you would say that working with female colleagues doesn't mean right away 'support'? So, it could also be sometimes a barrier or a challenge?

UN #2 Mmh, certainly. But I personally think it's more personality related. Not necessarily gender related. But also, how comfortable they are in their jobs. Like, if they are really comfortable and they're good, then they can be way more supportive. If they have a boss and there is a lot of fear and there's a lot of: 'Uuh' and they don't want to screw anything up, then they tend to me more difficult of course to work with. Because, again they are in a sort of high control environment. And, they have to make sure they know everything that's going on. But I think that's both ways. Men and women could be in that. But *maybe* I would suggest sometimes, women are in more high… Sometimes women tend to be working for supervisors where there's more high control. Because I think, maybe, in general, depending to the man as supervisor, mmh, there is less trust initially, for a woman. I would say that. Sure. And I have experienced that too. And I have experienced that too. But I usually… I am *so used* to having to prove myself that to me, it's just normal. Honestly. And, maybe, I just assume that men have to do it too. I don't actually know because I am not a man. But I could tell you that I had to prove myself in every job, for sure. But, see, I don't know, because I can't compare myself to all the men. Like, I don't know if a man gets a new job… I have a sense that when they get a new job or they have a new boss, they also have to prove themselves. You know, when I took this job over, I know, you know, my deputy and the other people working for me, of course wanted to prove themselves to me. So, most, I have one woman working for me, but my direct reports, I felt that they were trying to prove themselves as well. So, I think men have to prove themselves too. Whenever you've got a new job, you have to form this trust and this, not really a bond, but this trust. Like: 'Okay, this person is confident, they know what they are doing'. And then, the more they are confident, the more they know what you're doing, then, the more you can say: 'Okay, great!'

C. Bal: You've mentioned the old boys' network just before. Would you say that your male colleagues benefit more from a relationship with your current supervisor, or past supervisors, too?

UN #2 Well, so, then, again, I have to separate my current situation in Vienna with the *(hidden information for confidentiality purposes)* (the other department based in New York). And that's where it's definitely been an old boys' network. For sure. What was your question? (laugh)

C. Bal: So, if your male colleagues benefit more from a relationship with your current supervisor?

UN #2:	Yeah. It depends on how you look at it, but, *yes*. In the sense that their… It's hard to explain though. Because, yes, they do. But I sort of have an ace. Again, it's because I am a token, female. I am clear about all this. I have an ace. So, like, there are a couple of D1 jobs in New York, that I haven't applied for – I don't want to go to New York, but if I did, it would scare the shit out of all of them. Because, they would know that I would be very competitive for that. And, also, that they might also have actually to hire me, because I am a *qualified female*. And that's where I can tell you that I have been co-opted, because, instead of getting a D1 in New York, I took a P5 in Vienna. But, for personal reasons.
C. Bal:	I see.
UN #2	So, the answer to the question is, yes and no. I mean like, for example, there was a job in Geneva I really, really wanted and I thought I was gonna get it. And I did get sideways because, probably, not because I was a woman, but because the old boys' network was protecting. And the job in New York, there has been an old boys' network protecting.
C. Bal:	So, would you say that this old boys' network intensifies the glass ceiling?
UN #2	Hold on (person knocks on her door). One second, somebody is at my door. Okay.
C. Bal:	Sorry, I will try to make it quick. I didn't think we will use the whole hour.
UN #2	No, I apologize for that.
C. Bal:	Two, maximum three last questions: In your opinion, do you think that your supervisor treats you differently because you are a woman?
UN #2	Mmh, I would say it has to be that way. I don't think we can disassociate our gender with who we are. So, of course he probably speaks differently to me than he might with a man. This guy is probably more gender neutral, so, he's probably better. But I don't think that, that is possible, to not… You know, you talk to every individual based on their personality, who they are, and their gender is part of that.
C. Bal:	Definitely. I think it makes it also a little bit more difficult, or, let's put it that way, gender stereotypes are simply higher when you are a token than in a 50-50 environment, where it would be rather gender neutral.
UN #2	Well, of that I am very aware of. We haven't talked about it, and it's fine, we don't have to, but that is something that I have done in my previous job and my current job. I am trying to get the number of women in the *(hidden information for confidentiality purposes)* (relevant area) not to 50-50, I mean, when I got here at the *(hidden information for confidentiality purposes)* (previous job), we were at like, 6 % female. And when I left, we were at like 30% female. But what I am trying to do is get it to that point where it's, how do they call it, the tipping point, sort of. Where women don't stand out so much and they are able to just do their job and support each other. We're not there yet, *here*, and I know what my colleague probably meant, because I told her my goal is actually to get 50-50 before I retire here. I don't know (??) that I'll get there based on the number that we have to hire, but that is my goal, for sure. So, yeah.
C. Bal:	And, one last question: In general, from whom or from where do you think would you learn the most to develop your career? And, who or what would help you the most in your career or leadership development?

UN #2	Mmh, I mean, I have to say that… I have had good mentors and sponsors on both sides, but who has helped me the most, I would have to say, is probably been women. And the reason is because, and more than what men would have to deal with, not a 100% and it's getting even more now. And I think that men are now *way more* involved in families and children and, especially in divorce. I mean there's a lot going on there as well, but, mmh. I would say that the women have been the most influential for me because I needed to know how to balance. You know, I have 3 children. How to balance children? How to balance work, career, work-life balance? How to make it work? When to lean in, when to sit back…Mmh, when to say: 'Enough!' When to tell your bosses: 'Look, don't measure me on how many hours I am in the office, but, measure me by what I am getting done'. Those kinds of things. And I think it's been the women that have been able to really say to help me on that. Mmh, yeah. But I also have to say, I don't discount frameworks and policies that have also very helped me. Like, mmh, I used to 9 and 10 schedule and when I first approached that with my boss, well, first of all I had a female who gave me advise on how to handle that and she basically said: 'Do it, go in, tell him.' Boom, right now. And, so, I did, and he was actually not in favour of it. He was actually sort of like: 'Ah, nobody has ever asked for this before…' But the fact that there is this gender… Mmh, whatever, parity? Not parity. But, there's a gender…
C. Bal:	Vision?
UN #2	Vision! For the UN. He didn't feel like he could turn it down (laugh). And I just took it. And that was the advice I got from another woman. Which is: 'He can't say no. Just go tell him, you're gonna do it'. And that's essentially what happened. But he definitely wasn't great with it, at first. Well, he wasn't… Yeah. Again, I did it early. Because that was the question: 'Should I do it right away? Or should I work really hard for a year and then ask for it?' And she's like: 'Screw it! Ask for it now!' And in the end, now, I have proven myself, so, it hasn't become an issue.
C. Bal:	Just to make it clear, was it also from female supervisors or from female colleagues?
UN #2:	No, I've never had a female supervisor. Except for the very first time in my career. So, it's always been actually colleagues… Female colleagues. Essentially at the same level, like in Human Resources or somewhere else.
C. Bal:	Well thank you very much, we are now at the end of the interview. Just for you to know, whenever you have a question that comes to your mind, do not hesitate to write me me, regarding the thesis.
UN #2	Well, what's your premise? What are you trying to argue or say?
C. Bal:	So basically, there is a huge gap between P4, P5 and then D1, D2 levels. And I argue that a proper leadership development would help women to develop their skills and their profiles to prepare women for better, higher jobs.
UN #2	Mmh, yeah, I mean, I tend to agree and then in the end it really comes down to sponsorship. To make that jump from P to… I mean, I am on a D roaster right now. But I also know that they want other people. I mean it's nice that I am sitting here in Vienna, basically. But, I think that I would have enough reputation and sponsorship to get one of the D1 jobs if I wanted it. So, but, definitely sponsorship. And developmental jobs, for sure! I would agree with that. And then also, just being *seen*. So, like, being given, not necessarily job assignments, but being allowed to go on certain committees or policy projects Or, you know, I think what was key for me was that I was allowed to go and be on this inner agency *(hidden information for confidentiality purposes)* management network. And I was able to go to other meetings where I was at a higher level than my own grade. That assisted my exposure, so to say. And then, of course it was up to me to work on those relationships and to work on all that. But, definitely, my first supervisor at the UN gave me that opportunity, to network and to meet people and to build those relationships outside of just my little job.

	And I definitely say that I have benefitted from sponsors my whole career until today. But sponsors kind of, come out of, you're doing a really good job for them. And making them, helping them, right? All the sponsors that I ever really had, have been sponsors because they knew in a pinch that I assisted, and I helped them. So, I was there for them and they could trust me. And then, they could trust me and doing a good job. So, they were like: 'Yeah, she's somebody we should support'. But you have to read people well. Just doing the reports, just writing and just staying up until midnight every night doing projects is not necessarily what supervisors see and care about. It's hard to explain. You have to be out there, and you have to be letting them know. And also, just providing advice, in a strange, weird way. Like, you might do a project for somebody, but they don't have time to read the whole thing and they don't really get what you've done. You have to say: 'Look, this is what I did, and this is why it's important, and this is how we could use it. And how *you* could use it to do what you need to do'. So, you always need to make people above you look good. And you are there during the critical moment where they needed whatever they needed. They remember that. Everybody remembers that. And this is how I've gotten where I've gotten.
C. Bal:	Thank you very much.

Appendix 6 *: Interview with UNOV/UNODC #3*

C. Bal	And are the criteria of success when giving feedback clearly defined?
UN #3	No, I have no idea. What makes him happy. I do have an idea, but it's not, you know, clearly defined (laugh).
C. Bal	It is a situational interview, so think about the past 6 to 9 months at your workplace when answering the questions. So, how would you describe in general your own leadership style?
UN #3	Mmh… Team oriented, inclusive, mentoring, but sometimes too involved (laugh)
C. Bal	Would you then say that you are rather employee-centric?
UN #3	Yeah. Yes.
C. Bal	I understand. From where you have acquired most of your leadership style?
UN #3	Just life experience.
C. Bal	Life experience. Was it more situation based, or person based? Coming from supervisors or rather from colleagues? From outside of the organization?
UN #3	No. My style is just developed based on my personal experience and, I guess, my own personality traits.
C. Bal	Okay. When you think of your leadership style, have you encountered any setbacks from your male colleagues or from your supervisor?
UN #3	Many.
C. Bal	And was it because you're a woman?
UN #3	I think that largely part of it is correct.
C. Bal	And do you think that you would have been treated differently by your supervisor if you would have been a man? Or if your supervisor would have been a woman?
UN #3	By this particular supervisor, absolutely, because I am a woman. Absolutely. This one is clear. All these questions, because they relate to my direct supervisor? Go ahead!
C. Bal	How would you describe the leadership style of your supervisor?
UN #3	Mmh. Very, mmh, very masculine, very, sort of not transparent. Not very communicative and not well communicating. Hierarchical. And, yeah, with a clear bias towards men.
C. Bal	Now to the career development. What does career development mean to you? For you, what is a successful career?
UN #3	Mmh…
C. Bal	Is it more a straight, upward line or is it more horizontal, switching between departments or job positions…?

UN #3	Well, are you asking me in a, sort of, general sense of what a successful career is, or if I think my career was successful?
C. Bal	In a general sense.
UN #3	In a general sense. Well, I guess, it depends what you feel successful. I think success is doing what you want to do at a level you feel you should be at. Or, that you feel comfortable at. With people that you enjoy working with. That's for me a level of success. But in general, I see that, mmh, I mean, if youdo not make an upward progression, people tend to become, feel less successful. And, for the most part, that is done, I am giving you advise here, that is done by moving around. People who are successful move between organizations or jobs, I think, more frequently than others. Because when you leave an organization and you come to a new organization, you've become the new shiny thing. And everybody loves a new shiny thing (laugh). And when you stay too long in an organization, you will naturally, you know, people have conflicts, you know, at some point you will do something not so good and so people will see that. So, again, moving is the best way to become, mmh, I think, more, let's say, successful. But, again, I am not sure, it depends of what success is. You may rise to a higher level. And for men that's quite easier. Because women have challenges. Women have families to take care of. Women are less mobile. Women have parents to take care of. So, it's more difficult for women to be mobile and to change. There's a lot more stress every time you change jobs. And, so, and women have already quite a bit of stress on their hands that men don't have. Those are the challenges.
C. Bal	That's true. It's also one of the reasons why women do not get some many promotions because some key job assignments, for example mobility, would appear more often in a man's resume than in a woman resume.
UN #3	Absolutely.
C. Bal	And, another question that you already partly answered. In your opinion, what represents the biggest challenge or barrier to your career advancement and what would help you the most to advance?
UN #3	Mobility would have helped me the most to advance. Mobility. Going into the field.
C. Bal	I see. And what are for you, developmental job assignments that helped you the most to develop your leadership skills?
UN #3	I don't know what you mean by developmental job assignments.
C. Bal	So, developmental job assignments are assignments that contribute to your leadership development. They can be demanding, stimulating, new and calls actually on your ability and determination. So, it's basically putting you out of your comfort zone for you to acquire some new skills that will help you to advance or to acquire managerial skills.
UN #3	I've been in the same job for a long time, so, it's difficult for me to say. But I would tell you that the one job that I had where I was put into a leadership role, and, it was a bad situation, but that's how I learned basically (laugh). You have to be put a little bit out of your comfort zone and that's where you will get the best learning. And, that's one of the things that keep women back. Because men are always assumed that they will rise to the challenge but women, people say: 'No, I don't think she is capable'. And they don't allow women to try. And the best way to learn and to be better is to be put in a position that is just outside of your comfort zone.

C. Bal	Indeed. And when you think back of this job that allowed you to be out of your comfort zone and to learn a lot. What kind of support have you received from your supervisor? Was it key to the success of the job assignment?
UN #3	I found other allies. So, I found other allies for support.
C. Bal	And who was that?
UN #3	It was actually higher up. I was a chief of *(hidden information for confidentiality purposes)* and I was put in place to manage an office because people in the broader organization felt that the chief was not interested in managing. She was very good at what she had to do but managing the office was not her forte. And they weren't getting responses. So, I was put in place to do the things that they felt she wasn't being responsive. And she knew that. And everybody knew that. And that was not a good position to be in because they were all loyal to her. So, I was considered an outsider. So, in a way, mmh, my, I found that I had to, in a sense, do what I was supposed to be doing and become responsive to the people over her but at the same time, you know, being loyal to her. So, I would say, mmh, having people get to know you as a person, sometimes… I don't know how to say, you find other, you have to just… Mmh, I sort of lost the strain, what was your question again? Sorry.
C. Bal	So, what kind of support did you receive from your supervisor to successfully manage the assignment?
UN #3	Yeah, the question doesn't really apply to the situation, so I would say none.
C. Bal	None. Okay, I see. And, when you think back, do you think that for example male colleagues received more chances or more developmental assignments from your supervisor?
UN #3	Absolutely! Absolutely, absolutely!
C. Bal	And why, how… Do you have some examples?
UN #3	Mmh, I had many examples, I mean in particular organization, in UNODC, I have many examples. I mean just, there are more, if you just look at the statistics, there are more men in the field. And many of those men are not any more well prepared or any better than their female colleagues but they were picked by people who are like them, who were men. Sometimes the same geographic region or the same country to go to the field. Because they are like them. So, you pick the people who you feel are alike. And it's unconscious bias. We even had, this is an assign, we even had a gender expert once in the trainee. And the trainee was for field representatives. And there was a whole bunch of them lined up on one row in one of our conference rooms. And she was showing a video. But before that she just made, sort of, the point that: 'Just look at all of you! And they were all lined up together and many of them were from a similar region. Similar background, And, it was very clear that the one who had appointed all of them was sitting there with them. And that, you know: 'Just look at the unconscious bias! Here is the person who have appointed all of you and look at what you all look like!' And it was just so obvious and, I mean, if you knew the reality, you would know that that was true. But here is an outsider who comes and tells: 'Well, this is what I see. I don't even know *what* happened, but this is what I perceive. This is what it looks like.' You see the appearance. And, it was also clear that it was biased if you know how all of these things are. But yeah.
C. Bal	I see.
UN #3	Well, that's life experience. I learned the hard way.

C. Bal	And, now, another question regarding that. Do you think it would have been any different if your supervisor would have been from the other gender? So female? Do you think that you would have been treated more equally regarding developmental job assignments?
UN #3	Absolutely! Absolutely.
C. Bal	Mmh, good. Because of the unconscious bias?
UN #3	Correct.
C. Bal	Now we will go to the feedback. So, the feedback is another pillar of leadership development. Because it's important to receive feedback from your supervisor and your surroundings to develop your leadership identity. So, how would you describe the feedback given to you from your supervisor and how do you perceive it as helpful for your leadership development?
UN #3	I don't really get feedback. I just don't get feedback.
C. Bal	Mmh. And when you think back of your career, was feedback a key aspect to develop yourself?
UN #3	I mean feedback is always key. Everybody needs feedback.
C. Bal	And did you get enough?
UN #3	No.
C. Bal	Because, basically, women tend to receive less feedback, first of all, and it's also vaguer.
UN #3	That's correct.
C. Bal	In your opinion, is the feedback, if and when it's given to you from your supervisor, putting you at a disadvantage in comparison to your male colleagues?
UN #3	I think so.
C. Bal	And why?
UN #3	Mmh. Because, well, for one reason, it's hard to, if for the most part of the feedback is sort of negative or when you compare yourself to my male colleagues and I see that he's treating them differently, it's hard to take the feedback seriously. It's even hard to take the positive feedback so seriously, because it's normally, because you feel that you have done something that you know he likes. But, it's not necessary something that I value.
C. Bal	That's why I also asked the question regarding the evaluation criteria, if they are clear, because sometimes they can also be biased.
UN #3	Correct.
C. Bal	So, one other thing are the developmental relationships. You could think of coaching, mentoring, sponsoring.
UN #3	Okay, I am not sure I have the authority within, mmh, okay, but go ahead.

C. Bal	So, how would you describe the developmental relationship that you have right now with your supervisor? And, does it for example allow you to access his network?
UN #3	I don't know, I am not sure I can answer the question. Can't answer the question.
C. Bal	Okay. Do you think that your male colleagues benefit more from a relation with your supervisor, and why?
UN #3	Yes. Yes, and that's partly because the male colleagues… Why? Because of the unconscious bias. Well, it's not even unconscious bias, but okay, I mean, to the rest of us it's not unconscious. But, okay, to him it's unconscious bias. Mmh, he juts interacts better with men. He doesn't interact well with women.
C. Bal	And he doesn't even do an effort to be more gender neutral?
UN #3	I think he *is* trying, but, you know, at some age and he comes from a particular culture where that's, where this is how he is… I think he tries to the best of his abilities but it's not easy. And I don't believe that management has ever asked, although I've asked, to have him go to an unconscious bias training. But I am not sure that one hour or two hours of training will help him , you know. This is… He and I are of the same age and, you know, we are towards the ends of our career and not the beginning, so it's not so easy to change. And the other issue is that the male colleagues are doing work that is more in his area. He has a very limited focus of interest and the male colleagues tend to be doing work in that same area. Or, he makes sure that he gets male colleagues to do work, that are working in that area. Whereas I have a slightly different focus, which he is not interested, which he is less interested in. So, that's' the other reason. It's about being male but it's also because the men are doing work in the same area of his focus. So that's the other thing that brings them together.
C. Bal	I see. I see. And, again, do you think that if your supervisor would have been a woman, it would have been easier to have…
UN #3	Absolutely! (laugh) I don't care what you ask but the answer is, yes! Absolutely!
C. Bal	And, why? Why do you think that it would have been easier if your supervisor would have been a woman?
UN #3	Oh, why? I just think because women are more… Well… because I think they won't be gender biased, so, I think they would be more likely to treat women and men equally on their team. And, of course, they would be, I would hope… I mean, believe me, I have had horrible women supervisors. So, I don't expect that just being a woman change everything. I have had some that were really hard, I mean, really evil. So (laugh), being a woman doesn't guarantee that you're better than a man.
C. Bal	It's interesting, why do you think they were 'evil', I put it in your words?
UN #3	I mean, in this case the one in particular was evil because she was incompetent. And she could not manage people. She was never meant to be a manager and she was hired to be a yes person. And she was terrified, she was delighted to have a D1 and she just never had a managerial position in her life and, so, she was hired for a position she was completely wrong for.
C. Bal	I see. And, now, the last question. From whom or from where do you think that you learned the most to develop your leadership skills? So, what helped you the most to come to this position that you have right now?

UN #3	Mmh, actually, I was having networks. The networks were all men at the time. But, having networks is helpful. You have to have networks of people who want to support you.
C. Bal	I see. Is there anything you want to add? We're coming to the end of the interview.
UN #3	No.
C. Bal	Good. Well, Thank you very much for your time.

Appendix 7 : *Interview with UNIDO #1*

C. Bal:	Let me go to the first question. In general, how would you describe your own leadership style?
UNIDO #1	My own leadership style? (laugh) Okay. Mmh. I am nice but tough (laugh). I have a lot of empathy. I lead by empathy. I feel with people. I know what they have to go through. I came to *(hidden information for confidentiality purposes)* (this section), I was chief of *(hidden information for confidentiality purposes)* before at UNIDO and I moved to *(hidden information for confidentiality purposes)* 2.5 years ago, to find 121 staff, 98 of them are men of different ages and I am the 'woman boss' (laugh). So, for them it was quite, mmh. I wasn't the first woman boss in BMS but definitely, mmh, known to many of them because I have been with UNIDO for over 30 years. So, it's not like I came from outside. I've been with the United Nations for 35 years actually. And, so, mmh, I, basically told them that I will trust them. I am not an engineer by profession. I am, mmh, my studies were more in management and international business. So, nothing really with engineering techniques or any of that but, I basically started off, by saying that I will trust them, trust what they have to tell me, because if we make it, we'll make it together, if we will fall, we'll fall together.
C. Bal:	So, it is very much team and employee centric. Right?
UNIDO #1	Yes, yes.
C. Bal:	And from where would you say have you acquired most of your leadership skills?
UNIDO #1	Mmh, I think, god, very good question. But I am a very strong character by nature. I mean, most probably my mother was my role model because she was with the UN before and she also had a high-level position, mmh, and we were exposed to the international organization or environment at a young age already. So, I've seen a very good role model in my mother. Mmh, and, I have an extremely nice boss who is also an amazing role model for me. She's also a woman, she's at the D2 level and, mmh, very self-confident. And, she basically showed me that you have to actually believe in yourself, and to have that faith in yourself and just go. And these two ladies have actually, and there were a lot of men who have actually influenced me too. Positively. I cannot say (otherwise), but indeed the women leaders in my life have also played a big role, you know, in me, becoming more self-confident.
C. Bal:	And in *who* you are?
UNIDO #1	Yeah.
C. Bal:	And would you have, in general, encountered any setbacks from male colleagues, for example, or even from your supervisor with your leadership style?
UNIDO #1	From male colleagues... I, mmh (laugh), oh god, boy! (laugh) Okay (laugh) listen, in general, I think that men like to…. They are machos, we know that. We know that they are machos. We know that they like to have their upper, mmh… I have had conflicts, mmh, until today from other leaders in the organizations, because I deal with all 4 organizations, you know, so, I've had comments from men leaders. One of them is in the Agency (IAEA) unfortunately, who picks on everything I say because I am a woman. Because, we, women, don't have the brains! So, he kind of, you know, and he *knows*, so yes, I did have that harassment from a male colleague. It continues, but that's okay. It's fine. You need to kind of deal with it (laugh). You know, it's not my problem (laugh). But, basically, from the male colleagues, I mean, from my colleagues from within the *(hidden information for confidentiality purposes)* (UNIDO section), not at all. Very respectful. Maybe because, traditionally the chief position is always very respectful in *(hidden information for confidentiality purposes)*. But, indeed, they have been very, very nice and respectful. And, you know, it's a give

	and take. We discuss issues, I listen to them. I don't know if the decision is right or wrong *technically,* but I do ask logical questions to kind of, and logic, because it has proven to be a very good tool for me to follow. Logical framework helps a lot in decision-making. So, you kind of analyse. You bring them into the decision making. You ask questions. You analyse together. And, it's very much teamoriented. But I, at the end, I take a decision. And I tell 'Alright, we go there'. After we analysed together, I say 'Alright, we go there. We go there. We do that'.
C. Bal:	Well, maybe it's because of your successful approach that you are respected?
UNIDO #1	Well, they... Listen, we got to do it together. I, you know. I also have, mmh, you know, there are a lot of people in *(hidden information for confidentiality purposes)* (the UNIDO section) that a lot of people see as *(hidden information for confidentiality purposes)* and nobody really knows what is happening behind the scene. Nobody knows anything. So, I've taken up the initiative together with another colleague who is a brilliant writer. Something that we found out with time. She's started, she's a woman, and I am going to promote her (laugh), because I think she's great. She started with mmh, you know, we came up with the initiative: 'let's come up with articles and write something about *(hidden information for confidentiality purposes)* (UNIDO section)'. And then we came up with a journal called *(hidden information for confidentiality purposes)* and we started already on the 5th edition. Every quarter, we write something about the *(hidden information for confidentiality purposes)* (UNIDO section) but also about people behind the scene and we start interviewing people to expose them to the VBO staff to see who's behind the scene, who's doing what? It's not only the chief, it's the people. It's the people who are doing these things. That's really important and you see that a lot of people from *(hidden information for confidentiality purposes)* (UNIDO section) are feeling more confident, they're feeling like they are appreciated and that makes a lot of sense. You know? They'll go miles for you because you appreciate the work. So, they'll go an extra mile.
C. Bal:	It's a great approach. Would you think that, in general, you would have been treated differently if you would have been a man, or if you would have been treated differently if your supervisor would have been a man?
UNIDO #1	I think it's a matter of approach. To be honest. It's a matter of approach, because if anybody, if it's a man and the approach is the same, then it would go along the same way. Because there was a man, here, for 6 months. He had a very similar approach like me. But he was only there for an officer in charge, not really *in charge*. And he did try something, but it was too short for him to actually do something. And he had that empathy in him. That, I think he was a great leader, but he didn't have the time to finish it. So, I think it's a matter of personality also. Personality plays a big role.
C. Bal:	And how would you describe or define career development? Because I suppose that your definition of career development enabled you also to achieve what you achieved until now.
UNIDO #1	Okay. You're looking at someone who started at a G3 level. 1984. Short and (unclear). Mmh, moved to senior secretarial positions for 9 years. Studied on the side, like you are. Congratulations. Mmh, finished the bachelor, finished the master and then faced a glass ceiling G to P. Very difficult. 10 years of very difficult time. But, very much worth it because, mmh, I did every possible profession you can imagine in the UN system. And, I am talking about every possible… I worked as a secretary, I worked as a project assistant, I worked as audit assistant, I've worked as an investigator, I've worked as a programme manager, I've worked as admin officer, I've worked (laugh) as an executive officer, I've worked as a coordinator of *(hidden information for confidentiality purposes)*, I've worked as head of *(hidden information for confidentiality purposes)* and now head of *(hidden information for confidentiality purposes)*. I'm just saying that opportunities are there. You should never give up. Never! And don't listen to anybody who is going to put you down. Just go for it. Don't let anybody put you down. Just go!

C. Bal:	Would you rather say that developmental job assignments played an important role? Because, for example, those kind of developmental job assignments that put you in challenging situations are the one where you can learn the most. So, what would, for you, be any kind of those assignments that helped you to develop your leadership skills?
UNIDO #1	Mmh. What made me develop my leadership skills is, 14 years ago, and I remember this very clearly. When I moved to, I was a logistics officer or something like that. Anyway, I was admin officer and at the same time logistics officer and I was in charge of *(hidden information for confidentiality purposes)* (UNIDO section) on the side, in addition to administration. Mmh, and I was in charge of 17 people, the first time ever in my life. And, I was supposed to supervise these people, but I did not know what they were doing. So, I decided to sit with each of them, literally, sit 2 to 3 hours individually, alone and ask each and every one to explain to me what they were doing. And, I received some resistance from some women, for most, telling me: 'Why do you want to know my job?'. And my answer was: 'To be able to defend you when you do a mistake. That I will back you up. And understanding what you are doing, so I can back you up. Because you are, for me, my staff and I will protect you'. And I think that spread amongst the group. And they realized I will back them up no matter what. And, that was the beginning of the establishment of a very good team, which allowed me to actually develop further and I think that made management see me as the right person for *(hidden information for confidentiality purposes)* (UNIDO section). Because I didn't apply for *(hidden information for confidentiality purposes)* (UNIDO section). They just put me here. I didn't want to. There was so much of a hustle (laugh). But, I, mmh, they, mmh, but I was a happy camper there and with 17 people, and everything was going great and then I, mmh, there was a restructuring in UNIDO and I found my name in charge of *(hidden information for confidentiality purposes)* (UNIDO section). And it was like: 'No, no! No, no!' (laugh) But today I am happy. I am happy to be part of a larger team and I respect them all and I think that they do the same.
C. Bal:	And what kind of support do you receive from your supervisor?
UNIDO #1	Full support. Full support! 100%!
C. Bal:	So not only professional, but also for example, personal?
UNIDO #1	Yes, yes, she is a person that is very forthcoming, very honest. She loves being direct. I'm direct and she's direct. So, we are very direct with each other. I don't go beating around the bush. I tell her what I want. And I tell her: 'Is this possible? Is this not?'. Be it personal, be it professional. Mmh, together we've managed, I mean when I came to *(hidden information for confidentiality purposes)* (UNIDO section) in, mmh, this is ridiculous to talk about, but we had 25 staff who were on monthly short term for 20 years. And, I had 30 vacant positions and I questioned why these people are not against these positions. And they said: 'No, no, no, they don't fit'. And then I looked at 6 years ago and there were the same vacant positions. But then the same people were still working. So, I decided: 'Alright, leave me alone, let me do this. Let me fix these people' and I spoke to her, as my boss, because I needed her signature and I told her: 'Listen, I need this and that and that' and she said: 'Alright, let's do it'. And we did it. 11 months, 25 people who got positions. 11 Months, in the UN system, do you realize, what I am saying?! 11 months! So, that's the support I get. A 100% support. It has been actually, together with her… You know the expression moving mountains?
C. Bal:	Mmh.
UNIDO #1	We've been actually able to move mountains. And to move a lot. And change the whole atmosphere in *(hidden information for confidentiality purposes)* (UNIDO section) which a lot a people thought

	it was a lost case and impossible. But it was moving in the right directions. People started smiling and living and enjoying and working, even double as much. It was just great. Yeah.
C. Bal:	And do you think that your male colleagues received in comparison to you more developmental job assignments from your supervisor?
UNIDO #1	No… No…
C. Bal:	And do you think that it would have been any different if your supervisor would have been male? So, it is a very situational question. So just your own perception.
UNIDO #1	Okay, now. Okay, now I have been very much biased by a very nice boss of mine who is a female. But now I am going to step back and look at a male boss that I've had. And I had definitely at least 17 of them. Mmh, out of the 17, 3 were amazing. But 17! 3! The rest, they took their ego right much further than they should. And: 'They are the boss; they are the male.' They had that definitely. And I can relate to that. And I see where you're going. And I can, mmh, but actually when I joined *(hidden information for confidentiality purposes)* (UNIDO section). It had nothing to do with developmental programmes or projects. Even in *(hidden information for confidentiality purposes)* (UNIDO section), going around, you meet someone even people from the outside companies who come in and I am a very, mmh, just a very easy-going person. I high-five everybody. I don't have to act like a P5 boss 'blablabla', I hate that! So, mmh, they are like (to me:) Do you speak German?
C. Bal:	Yes, I do.
UNIDO #1	They are like: ‚Das ist die Chefin von *(hidden information for confidentiality purposes)* (UNIDO section)!' (translation: This is the boss of *(hidden information for confidentiality purposes)* (UNIDO section)!). And they look at me: 'Wow! Ah really?!' (shocked). Like it is a shock for them, and I am like: 'They have expected some, mmh', I don't know what they were expecting! But a lot of the men feel that way. It's like, I have to act differently in order to be acting as a boss. And that, I have seen a lot of times. Even now. Very interesting observation.
C. Bal:	But it turned out to be a positive surprise?
UNIDO #1	No, not with every… Yeah, I mean, yeah, later, but you know, these companies, they come, and they expect a man to lead *(hidden information for confidentiality purposes)* (UNIDO section) you know. 'It's a man's job. It's not a woman who should lead *(hidden information for confidentiality purposes)* (UNIDO section). It's a man's job!'. Do you realize where I am coming from? And then, they see a woman who is like, mmh, you know: 'Wait a second, no!'. And they are very respectful, and they think they can take you for a right, by, you know, talking, and then switching to German because they are more, mmh (fluent) and they don't realize I speak German. And then, they, you know, I am like: 'Alright!' and I take it in my hands and then I tell them firmly what I think should be done. And they are like: 'Aha, ja, ja! Ja, natuerlich, ja, ja!' (translation: aha, yes, yes! Yes, for sure, yes!) (scared). And it's, mmh, but I have noticed this quite often more with men than with women. And there is that, there is that underlying factor of: 'She's a woman, we can take it for her right'. And then, the minute you go with a strong face (??), you know, you face them with something that is not what they were expecting, mmh, they are like, held back and, they are like, pleasantly surprised, no! But, a bit shocked. But then you gain their respectfully. Then, they know, they don't mess with you again. Because you have to take that role always. The women have to, at least this is what I found, you have to prove yourself twice as much in order to show that you've got the brains. Unfortunately.

C. Bal:	And one other pillar of leadership development are feedbacks. Especially feedback given to you from your supervisor. So, in general, how would you describe the feedback given to you from your supervisor and how would you perceive it as helpful for your leadership development.
UNIDO #1	You know, I'll tell you something. I will show you something here (shows me on camera). Let me show you something. Do you see this? (A poster board with pictures and written letters).
C. Bal:	Yes, I do.
UNIDO #1	Okay. This is a leadership women and UN programme that I attended two years ago. And this is what I have as feedback, from various people who attended with me after one week. Mmh, which I put on my wall for a purpose: to remind myself of the good and the bad (laugh). No, seriously, it's actually really good, because, no one is perfect. You always do mistakes, you always do the good things and the bad things, Sometimes, you go overboard, sometimes you are too stubbom. I am talking about me. Sometimes, I am too stubborn, sometimes I am just opinionated about one thing and I don't want to change my mind. And, mmh, of course, then, going through that, and I have had that for two years and, I sometimes go through it and I remind myself. It's very important, to remind yourself of the good and the bad and how you can improve. There are a lot of things in you that may never change, because that's your style. I can't imagine myself in high heels, because that's not me. I will wear dresses from time to time, but, you know, I am more comfortable in pants and comfortable shoes. So, I will accommodate but it is very difficult to change completely.
C. Bal:	I understand. Would you say that the feedback given to you from your supervisor, from your male colleagues, from your surrounding in general, is sometimes putting you at a disadvantage in comparison to male colleagues?
UNIDO #1	No, no, no. I have not had that. Mmh, I have had, mmh, you know, I am a firm believer that irrespective, I know you are doing gender, and I appreciate that, but I am a person that believes that it's the personality of someone that actually determines his actions, irrespective to your gender. It has a lot to do with your personality. And, you know, either you have a strong character, I mean, I've told men off. I've told them to take a ride and I don't agree with them. And I've told D2 levels off. I don't care of the grade. I just told them my opinion and that's it. I don't care, because that's my opinion. It may have not gotten me what I wanted, but at least, I felt great about saying it (laugh). You know what I mean?
C. Bal:	Just to make it short now (a few minutes were left before the interviewee's next meeting), the last few questions. It's about developmental relationships. So, we could think of coaching, mentoring, sponsoring. So, how would you describe the developmental relationship that you have now with your supervisor? And, does this relationship that you have enable you to access her network, which could be something important for you? And do you think your male colleagues benefit more from this relationship that they have with your supervisor or would you have been treated differently by your supervisor if you would have been a man?
UNIDO #1	Mmh, my answers. The relationship with my supervisor has allowed me access to her counterparts and to the various VBOs to the point that I am now at a friendship level with them. So, that has benefitted me substantially. She has opened various doors for me. We're friends, we're, you know, as we say: 'per Du' (translation: on a first name basis) and we call each other on the phone, we 'whatsapp' each other, we, mmh, it's a very good network that I have established with that. Yes, I could abuse it and benefit from it if I wanted to, but I am not interested. I want to retire. I am not really interested, but I could use it. But I don't, because I don't care for that. I don't befriend people to take advantage of them. That's my style, I don't care. You know? But, has it been a disadvantage for me? No, on the contrary. It has been a very good advantage. Whether I could get this through a male supervisor, I think, I don't think I would have gotten the same. I think it was preferential

	treatment *for* me from my woman boss. She was more, mmh, she was calling on me more than the male colleagues, actually. So, I got the preferential treatment. But maybe it had to do also with the kind of job that I was doing. Because my job had to deal also with the other VBOs, so… Maybe that also played a role. Do you know what I mean? But she definitely paved the way for me to, mmh, I mean, there were high-level meetings I am now a member of that, two years ago, I was not a member of. I am also a member of this *(hidden information for confidentiality purposes)* team, which are all at a D2 level and they could have gotten the D1 levels involved. But, no, they put me in security involved, the core people for crisis, so it's *(hidden information for confidentiality purposes)*.
C. Bal:	Is there anything else you want to add, or you want to ask me?
UNIDO #1	No, thank you very much.

Appendix 8 : *Interview with UNIDO #2*

C. Bal	So, I would start with the first question. This is about leadership style. So, how would you describe your own leadership style?
UNIDO #2	I would say that I am very inclusive. I try to get opinions of my co-workers. I try to take into consideration their views. I am certainly very communicative. I try to engage with my colleagues, and I would say that I try to give also a certain line how I wish to have things. I am trying to take into consideration the opinions of others, but I think a leader must also give… lead by example! Somehow. Yes.
C. Bal	So, you would rather say that you are employee centric, lower control?
UNIDO #2	I would certainly observe how they can work in order to be able to give them more, less control! If I can be sure that I have the confidence that they can be up to my requirements and expectations, I definitely control less. And I leave them also firm space to develop their own ideas, which is important through communication and through engagement with the staff.
C. Bal	And from where would you say that you acquired most of your leadership style?
UNIDO #2	Through trainings and experience, I would say. Especially training and experience. And experience and experience, also, seeing how it should not be done.
C. Bal	How it should not be done, for example, from previous supervisors?
UNIDO #2	Exactly. Yes. Yes.
C. Bal	And, when you think back of your own leadership style, have you encountered any setbacks from your male colleagues or from your supervisor?
UNIDO #2	Mmh. No. From my… No. I wouldn't say so. No. Certainly not from male supervisors. Maybe from female supervisors. This is always, not so easy.
C. Bal	And would you say that your current supervisor, who's male, would treat you differently if you would have been a man?
UNIDO #2	No. I don't think so.
C. Bal	Or, if your supervisor would be of the other gender, so female? Do you think that she would rather accept your leadership style? Do you think that you could work better together?
UNIDO #2	No, I don't think so.
C. Bal	How would you now describe the leadership style of your current supervisor?
UNIDO #2	This is, mmh, not, mmh, not leading by example, I would say. He's… It's okay. But, mmh, he could be more inclusive and more communicative, I would say. And he could be stronger. As a leader, I think. He is not, mmh, I think, he's not strong enough.
C. Bal	To be a leader by example?
UNIDO #2	I Yes. It's often the case, I guess, and I think he should engage more with his team and have… Of course, he is very accessible. Always when I need anything, I can count on him. And he is very

	supportive, which is very good. But, to be honest, I think, he could do better. But I must say, it's absolutely okay. But, maybe I have also very high expectations (laugh).
C. Bal	(laugh) I understand. And now coming to career development. What does career development mean to you?
UNIDO #2	Mmh, in my current post? You mean, in my current post?
C. Bal	In your current post. But also, if you think back, for example, of your whole career in the past years. How did you imagine, what is for your career development, career advancement?
UNIDO #2	I must say, I was very lucky. I learned a lot and I could advance also very well. I had, I would say, a very good career. Starting as a G4 staff, or G5. *(hidden information for confidential purposes)* years ago, and I am a P4 now. So, one can see that it has been an... And, I didn't work for 5 years, so, you say that I have had a very nice career and good opportunities to evolve and this is partly also due to the help of my previous supervisors, but, some before, that I was able… Because I got their trust and I got their support, that I could evolve in my job and create what I have created *(hidden information for confidential purposes)* (a project) for example, is something, the whole *(hidden information for confidential purposes)* (a project) has been created by me 22 years ago. All of a sudden, I found myself there in this function and everything what I have created comes, or actually, everything which is established now, has been created by me and developed and I always try to make the best out of it. So, I would say by myself and the help of the supervisors I had before, who believed in me and who gave me also the opportunity. Definitely, due to training and past experience and within the dialogue with colleagues and supervisors, I have been able to develop this career. But it was a lot of efforts I put into it. Very difficult sometimes to advance, due to difficult situations. Also, one supervisor, *female* supervisor who did not help me at all, even though it would have been easy. But you know how it is. So, I must say, in my career, definitely, except for my first supervisor, who was a female. The other women supervisors were not that helpful. It was rather the men who helped me to further my career.
C. Bal	It's interesting. Have you ever heard of the Queen Bee effect?
UNIDO #2	Yeah (laugh).
C. Bal	It's basically, women in higher positions who are not that keen on seeing another woman evolve.
UNIDO #2	It's definitely the case. Especially if you are a strong woman, they don't accept it easily. And they would rather do everything possible to avoid. Even though, if they have director's post and they couldn't care to less to have a middle management, female co-worker or colleague. They would not help you. Most of them. I don't know. And I must say, I try to do the contrary. I try to help a lot of young professionals, especially knowing that it's very hard nowadays for the young generation and, maybe, because I have encountered such difficulties to evolve and to further my career. Maybe this is one of the reasons I try to do it definitely.
C. Bal	Learning by experience, right?
UNIDO #2	Yes, definitely. And mentoring also young colleagues, especially female colleagues, is something I have been doing, trying do give them my experience.
C. Bal	It's interesting that you're talking about mentoring, because we will go back to it a little bit later for developmental relationships. And, another question regarding career development: What was in your opinion, the biggest challenge or the biggest barrier to your career advancement?

UNIDO #2	As a challenge, you mean difficulty?
C. Bal	Yes. To advance.
UNIDO #2	Political reasons.
C. Bal	Within the UN system?
UNIDO #2	Yes, political issues. At first, my supervisor, this female supervisor who didn't want me to advance and then, political reasons.
C. Bal	Okay, I see.
UNIDO #2	Because of the nationality being from a non-member country. So, it was quite difficult. But one should never give up (laugh).
C. Bal	And, now, to the developmental job assignments. So, leadership development has more or less three big pillars to be able to advance in your career. Those could be developmental job assignments, the feedback and finally the developmental relationships giving you access to networks to be able to grow in your career. So, now to the developmental job assignments: What are you, developmental job assignments that helped you the most to develop your leadership skills?
UNIDO #2	Practice. Yes. Working on the job and getting more difficult assignments and being able to cope with them. And, then, getting feedback of course.
C. Bal	And has your supervisor actively been supporting you regarding developmental job assignments?
UNIDO #2	Mmh. In the beginning, surely. Yes, yes. Now I am very independent so, I actually do my job and don't really get… I have to do my work and I am totally independent. I have either consultants, before, but now I have interns to whom I give the assignments and give them also my feedback and try out how far they can go. But, of course, it's certainly through practice and through… yes…
C. Bal	And would you say, when you think back, that your male colleagues have received more developmental job assignments, that they had more opportunities to do so?
UNIDO #2	No, I wouldn't say so. No, no. I would not think so, no.
C. Bal	So, again, do you think that it would have been any different if your supervisor would have been female, behind the challenge of developmental job assignments? When you think about the support given to you, the kind of tasks that were assigned to you?
UNIDO #2	Maybe, if I think of one or two, one supervisor, she was a woman and she was a female supervisor and it was the most difficult times, I would say, I had. But, in principal, I would not say that there is much of a difference in my case.
C. Bal	Now, going to the feedback: How would you describe the kind of feedback given to you by your supervisor? Do you still get some? If yes, how is it given to you?
UNIDO #2	Mmh, yes, I would get either in writing or oral feedback. Either from my supervisor or from my counterparts with whom I interact. These are Member States and the feedback is very good and motivating, also. And, I think that feedback is extremely important. That's also what I try to do. And also, when there is something that is working well, I try to give a feedback because if something doesn't work, it's... The feedback is normal for most of the people. But when things are good,

	people tend not to give a feedback. And once everything is working, it's absolutely normal. Just, when it doesn't work, things get difficult then. So, yes, orally or in writing, both.
C. Bal	And would you say, again, that the feedback given to you would have put you at any disadvantage in comparison to your male colleagues?
UNIDO #2	No, depending on the personality. It's just a personality issue as well. Because each of the supervisors have preferences. But I wouldn't say so, in general. Actually, in my case I get feedback, but not always, but if so, a very short line by my supervisor: 'Yes, well done, thank you! Very much appreciated…' That's it. But I can't really compare how he's providing the feedback to others. Yes, so it's also difficult. But, yes. But I can imagine that sometimes it's more vague. Also, because men request it, also. In a very strong way. That's maybe also a reason why. They are more demanding, maybe?
C. Bal	It's more about the hard skills rather the soft skills?
UNIDO #2	Exactly!
C. Bal	And, now, we would go to the developmental relationships. So, how would you describe the developmental relationship that you have right now with your supervisor?
UNIDO #2	Due to the fact that I am sitting on another floor than my supervisor, it is definitely a little bit more difficult. But he is very open, and I can come anytime if he has… If he is not busy. We have a very good relationship. I have the impression, also, that he listens to me. In certain ways he takes my job seriously. It is almost, it is a professional relationship. Also, a little bit, yes, we have very nice chats. But the private level, mmh, but it is more of a professional relationship. I would say.
C. Bal	I see. And does the kind of relationship that you have right now with him, enable you to also access his network?
UNIDO #2	If he wants to, maybe yes. But he accesses my network, especially. And I have a huge network and a very good one. So, it's rather the other way around, I would say. It's maybe, this is also maybe typical for male. I would think that men tend to form networks with other men.
C. Bal	And do you think that any male colleagues of yours would benefit a little bit more from a relationship with your supervisor, because he is male?
UNIDO #2	Definitely. Definitely, yes.
C. Bal	Do you have examples? Why do you think so?
UNIDO #2	Because of the personal relationships.
C. Bal	So, it is easier for men to get closer to your supervisor?
UNIDO #2	In a way, yes.
C. Bal	And, last question regarding developmental relationships: Do you think that your supervisor treats you differently because you are a woman?
UNIDO #2	No, not at all.
C. Bal	So, you would rather say that his leadership style is rather neutral?

UNIDO #2	Yes. It is gender neutral, but he also is surrounded by many men in his team and we are only now 3 women at the professional level. So, definitely more men. I have to think… 3, 4 men, but he definitely prefers… Mmh, I don't know, whether he prefers male colleagues, but he… Maybe, honestly, he absolutely gives me all my credits I need, he gives all his… I have all his full support and confidence. And, since I have such an independent job, it's also very difficult because I do what I need to do and very seldom I have to ask him what he thinks about it. I don't have to consult with him or ask him whether he… I tell him: 'I think it should be done this way.' But we discuss and we have a very good relationship, I would say.
C. Bal	Is the relationship that you have right now rather supporting you in your career advancement, development? The kind of leadership that he is applying?
UNIDO #2	He did support me, but it was not a big effort he had to undergo, to support me. So, he didn't have to come out of his comfort zone, and I think many supervisors would not go out of their comfort zone to support the development of their staff.
C. Bal	And this is actually the reason why I chose this topic. And now, just one or two last questions. So, in general, when you think back, from whom or from where would you learn the most to develop your career? And who or what would help you the most in your career or leadership development?
UNIDO #2	I had three mentors in my career. The first one was the person who recruited me. Very intelligent, fantastic lady. I was very young at that time. And I think from her, I learned a lot. She was first in UNIDO and then in the Agency. Also, in a high position. And she is certainly one of the reasons why I could develop in the way I developed. And I am very grateful to her and she was really a perfect supervisor. And that's why I could learn a lot and that's what I try to give to the persons who work with me, because I think this is so important. And then, I had another fantastic mentor who was male, when I came back, when I re-joined it was a male supervisor who was also fantastic, from whom I also learned also a lot. And who furthered my career and he tried to engage and to give me developmental challenges to further my career, as it should be done. And I learned a lot from him. And then, there was a third… This was 10 years ago, he left 10 years ago. My other supervisor who was also a fantastic mentor. And from the 3 of them, I would say, I got most of my strength and the, also, the support and, yes, to be able to develop in the way I did.
C. Bal	There is a fine line between mentoring and sponsorship. Have you already heard of sponsoring?
UNIDO #2	No, sponsoring. I was a mentor myself. We had a mentor programme in UNIDO, which was going on and which was very good and interesting. And I had a very good mentee. But with sponsoring, what is the difference exactly?
C. Bal	So, basically, it's a fine line but it makes the difference. Men and women have the same access to mentoring, but men are still more promoted than women. And this is because mentors of male colleagues do raise their profiles in higher levels. They expose them in higher committees.
UNIDO #2	This is then the sponsoring. So, you wanted to know…?
C. Bal	…Whether your mentors also acted as sponsors?
UNIDO #2	Definitely. Yes. Which is now not always the case, but definitely, yes.
C. Bal	Well, we're now at the end of the interview. Is there anything that you would like to add or that you're thinking of?

UNIDO #2	No, thank you, I think that's it!
C. Bal	Thank you!

Appendix 9 : *Interview with UNIDO #3*

C. Bal	I would start right away with the questionnaire. Is your direct supervisor female or male?
UNIDO #3	Female.
C. Bal	Does your supervisor act as a leadership role model for you? From strongly agree to strongly disagree.
UNIDO #3	Mmh. Somewhere in the middle. Neutral
C. Bal	Does your leadership style match with the one of your supervisor?
UNIDO #3	Mmh. No. Disagree. Not that strong.
C. Bal	In your opinion, have you received enough developmental job assignments from your supervisor in the past 6 months that helped you to develop your leadership skills?
UNIDO #3	Mmh. I create most of my own work, so I don't really receive tasks per se. So, I guess I would have to disagree. Let's say neutral.
C. Bal	So, approximately, how challenging were they? Even if they are assigned by yourself. If they helped you to develop.
UNIDO #3	Mmh. Quite a large number of them because I found myself in this job as *(hidden information for confidentiality purposes)* (job title) and I kind of had to jump into the deep end. So, pretty much everything I do has a developmental aspect to it.
C. Bal	I can write 'All tasks I am working on'?
UNIDO #3	Yeah. It's definitely a learning experience.
C. Bal	In average how challenging were they?
UNIDO #3	Mmh, challenging (much). Not like the top end of the scale, but somewhere between middle and moderately challenging.
C. Bal	How often do you receive feedback from your supervisor?
UNIDO #3	I would have preferred it to be more often, but usually it's not really on a kind of regular basis. It's when she finally realizes that we are doing something (laugh). Let's say bi-monthly.
C. Bal	I wrote: 'Not on a regular basis, but bi-monthly'.
UNIDO #3	Something like that.
C. Bal	Does the initiative come from you or from your supervisor? There's also a tab for 'Other', which could be, for example, a mandatory feedback.
UNIDO #3	It's my initiative, almost 100%.
C. Bal	And are criteria of success when giving feedback clearly defined?

UNIDO #3	Mmh, so, we do have a staff performance appraisal system, the formal system that includes mid-term review, feedback discussions in principal, as well as, feedback sources which the supervisor is supposed to reflect on. But, the formal system that as some objective targets, values, competencies are not really the basis of most of the feedback. What I receive is mostly based on tasks completed. So, there is some level objective criteria, but they are not pre-set objective criteria.
C. Bal	Would you then say that you are a little bit tapping in the dark when you're working with your supervisor?
UNIDO #3	Mmh, yeah. Mostly.
C. Bal	I would then put, it's up to you to decide: Neutral or disagree?
UNIDO #3	Mmh, I mean, whenever we put criteria it's what *I* put essentially. Mmh, there's not much feedback on it so…. I guess, I define it.
C. Bal	Then I put: 'Agree'?
UNIDO #3	Yeah.
C. Bal	Is your supervisor actively supporting your leadership development?
UNIDO #3	Implicitly, yes. Like, by kind of dropping me in the middle of things essentially (laugh). It is learning by doing in leadership, yes.
C. Bal	With the purpose of developing you?
UNIDO #3	I think there is definitely a certain element that is like testing me. Yeah.
C. Bal	I put: 'Agree' then?
UNIDO #3	Yeah.
C. Bal	And, last question of the questionnaire. Do you think that a supervisor of the opposite gender would rather support your leadership development?
UNIDO #3	I had mostly male supervisors in my 17 years here and in other functions as well. Mmh, frankly, in my case I did not see a major difference in terms of female and male supervisors. There seems to be so many other factors that effects own leadership style and how they support other people's leadership development that I cannot say: 'In my experience I have seen a clear trend'.
C. Bal	I see, okay. So, I put 'Neutral' to that question.
UNIDO #3	I mean, I've had both. I have had male supervisors that were very supportive, and I have had female supervisors that were not supportive. I have had opposite, the other way around. So, I cannot tell that there is a clear pattern.
C. Bal	So, I would start right away with the open questions. How would you describe your own leadership style?
UNIDO #3	Mmh, right. So, I have done quite a lot, I have done trainings on leadership. I have done quite a lot of reading etc. Definitely, I aspire to be a transformational leader in whenever I, in whatever capacity I have. At the same time, everybody has their blind spots, like, I find it quite difficult to deal with people, with very poor performance. So, I deal very well with people that have a certain

	level of commitment, interests, substance in what they are doing. But, in some of these environments where you don't get to choose who you are working with and you have really difficult cases. Not necessarily because they don't understand but they are simply not willing. I am not really; I don't feel that I have a very good way of exercising leadership in those circumstances. And trying to get those people into some kind of more better performing track. So, I don't think I am truly transformational in the sense that I would be able to deal with poor performance.
C. Bal	I see. So, would you rather be, for example, achievement based, so, based on performances or would you rather say that you are employee centric?
UNIDO #3	I am more employee centric; I would say. With the idea that, again, I mean, I like to think that one has to have a common objective, a kind of strong feeling of having a common objective, but where I don't have to worry about the achievement side because the path is clear. And then I really try to take care of my team. As individuals, in terms of their own challenges and development. And that's what I prefer rather to control performance and activities. Again, it functions better when you have individuals that are open to that and I really struggle to deal with people who simply don't want to do anything.
C. Bal	And how would you than describe the leadership style of your supervisor?
UNIDO #3	Mmh, I have been trying to understand it myself (laugh). Mmh, it's a bit more challenging because she has a much more political position. So, it does tend to be more transactional, not necessarily in terms of dealing with employees but she has to manage upwards. So, she usually doesn't manage downwards. And it is quite loose as a result. So, you have to kind of keep pushing her to provide some guidance because usually she is so busy managing the politics. So, I cannot really tell. I mean if it was under other circumstances, probably she would be probably more performance based because I can see inside quite structured and she likes things done in a certain way. She is not someone who is like going out of their way to kind of inspire or… But it is very difficult to tell because we work in a very specific context that I don't think she (unclear) much leadership.
C. Bal	And would you say that you encountered any setbacks from your male colleagues or your supervisor with your leadership style?
UNIDO #3	Mmh, to some extent, yes. Especially my previous position. Because I used to be a project manager for more than 10 years and, so, I used to manage a team in the field and in the headquarters where I could really practice my own way of managing things. Then, I moved to *(hidden information for confidentiality purposes)* department where I was not supervising anyone. And I suddenly found myself in a very dysfunctional team with a sort of team leader who did not want management, like didn't want to manage people and it created a real difficulty and when I was trying to do things in a certain way, usually it was frowned upon, we ended up having quite a big conflict. I sort of felt that, especially when you are not, like I am not so junior anymore that I can kind of accept certain style or authority as it is. So, it does become an issue. And I see it with a lot of colleagues, other women I know, who have a lot of experience, competencies, who are kind of stuck in these middle management positions and who are usually managed by extremely incompetent men, mmh, who end up in conflict because they can see a different way of doing things. Also, dealing with the rest of the team. But they are usually frowned upon. So…
C. Bal	Would you say that it's because you are a *woman*? That you had more difficulties to apply your way of working and your style of leadership?
UNIDO #3	Mmh, good question. It's again, that is for me a bit difficult to say, like, very clearly. What is the cause, what is the root cause and what is the effect? Poor management is poor management. And, I think has sometimes an even bigger impact on women. Partially because I think, at least, for

	most women I know, including myself, my cross-benefit analysis is a bit different to a lot of other male colleagues in terms of what I am willing to kind of put up with. And, like you get a lot more frustrated by something that's simply poor management, but at the same time I am very sure if it is just necessary because I have a feminine style, or I am also not 100% convinced that you have, and I think the research also is quite scattered on this. Sort of feminine qualities, masculine qualities, how much is really present in men and women and how they impact leadership? I am not 100% convinced that there is a biological standard that determines scenarios. But, as I said, I think a lot of issues result from the fact that there is scarcity of leadership, to begin with. Because that would really require the person, to begin with, to be interested. Most people end up in leadership positions in the UN and not necessarily put in those positions because they are interested in leadership. And that they develop themselves and their capacities to be a good leader. So, I think that's predominantly the biggest problem, that we end up with people who are bosses, they are not managers, they are not leaders, they like to boss around but they don't actually manage. And, they are usually out of their depths. Both substantively but also in terms of management, sort of, skills. And it creates a ,lot of problems and I think men and women take it a bit differently. Especially, if you feel that, if you are looking for a purpose (laugh). So, yeah, I don't know. I think there is definitely a major issue with leadership here at the UN.
C. Bal	So, there are not only the transformational or the transactional leadership style but there would also be the laissez-faire, so, the more avoidant one. So, for you personally, what style of leadership coming from your senior manager would help you the most to develop or would be the biggest impact? In the kind of sense that there a lots of other interviewees who told me that their boss is not managing much, but on the other hand they preferred it in comparison to the transactional, because there wouldn't be any superior person telling them what to do and would have more space to develop.
UNIDO #3	I think that's a fairly common scenario, definitely in the organization I am working. I would say 90% of the people would answer that way. People prefer not to be meddled with, compared to being sort of micro-managed in a transactional style. For sure. And I think that most people have lost hope on ever being led in a visionary way. Out of lack of hope and choices I think that the avoidant style is indeed the preferred style (laugh). I think for me the challenge of this is… Because of what *(hidden information for confidentiality purposes)* (the office) needs to do, which by itself is transformational, meaning you have to have influence over policies. You have to have influence over staff welfare. You have to have influence over programmatic aspects. It doesn't matter so much to me, I can manage, But overall, the fact that I don't necessarily have a huge amount of guidance and often it would make it so much easier if she had already mandated us to do something, because that would already send us signals to other directors etc. better than us having to constantly kind of pushing an agenda and then trying to get her to kind of overwrite other concerns. So, from my perspective it is really, it's not about managing this particular office by itself but the work that we are doing and that's actually, for all development work, that's the really sad thing about this combination of lack of leadership and… Because, a lot of things we do, does require a bit of guts and a bit of grip and a bit of transformational thinking and a bit of progressiveness and otherwise, what you're trying to do, you give up in the first instance of a roadblock. Be it with a counterpart in a ministry, or someone internal. So, that's for me the problem. That's why I don't prefer the avoidance style, because I actually would prefer these people to care as much as I do to get something changed. And that's the job of, I mean, this is the job of everyone, but the *(hidden information for confidentiality purposes)* office, by definition, has to kind of work against the status quo. Because the status quo is by default, has been, for thousands of years, essentially… We had a quota and it was 100% men (laugh). It's been skewed since the beginning. Yeah. I would have like to have a bit more leadership, so that I could actually do my work. Better than to waste a lot of time.

C. Bal	And, now I will try to ask a last question, combined with everything (what's missing). So, what helped you the most in your career, or what will help you the most to once get a senior position?
UNIDO #3	Mmh, I think the challenge has usually been that the, for example, in my current position, my supervisor has put me in a situation where it was actually a kind of developmental learning opportunity but she did not actually tell me… (laugh) Like she did, she kind of put me on the spot and with extremely short notice. And sort of, was clearly testing my capacity, which then, I mean, it was kind of a stress test. Not a learning developmental, kind of, task. I would have preferred to kind of be a bit more prepared or told a bit more in advance that this is like something that you need to grow into. In this case for example, it was, I was literally the first week in the job and we had a board, so the governing bodies, and they were supposed to discuss a report which I was not involved in, but I had to essentially, in last minute, in three hours, be present in the room and ten she called me to the podium to sit there and kind of answer their questions. And there were like nine statements. It was a good experience. Thankfully, I am not someone who gets intimidated talking in public and I knew what I had to say, thankfully. But, you, know, it was a completely… I mean, if I was really doing it with objective of teaching someone (laugh), this is not how I would do it. I like, I think, it's very important to kind of, and I try to use it myself, to kind of build step by step certain competencies in one of the team members and give them the sense that even if they are maybe not fully prepared, and maybe it's not going to be perfect, give them the opportunity to have a go at something and do something and have the visibility for it. So, be it a presentation to an external partner, a donor, a member state. I mean, you need to kind of trust people to do things and probably the first couple of times it's going to be nerve wracking and they might not do it perfectly, but at least they start understanding that you are kind of helping them and giving them feedback. But it has to be also kind of matching their current level of development. So, I think, again, you have to do it consciously. And, up to now, nobody has done it, as far as I could tell, consciously with me. Usually, most of it was completely like ad hoc and accidental. I usually found myself having to do something because either there was no one else to do it or… You still learn something, but you learn under a lot of stress. Again, it depends a bit on the person. There are certain things, as I said, and I don't know if that's, I mean, to give them credit, maybe they do realize that, you know, I am not intimated talking in public, so they give me those jobs or writing policies, I am not sure, but it does not seem like it's actually all that conscious. Or, they don't tell me while doing this. So, kind of help your build your skills.
C. Bal	Well, thank you very much.

Appendix 10 : *Interview with IAEA #1*

C. Bal:	This is going to be a situational interview, so I would kindly ask you to think about the 6 past months of work. Just for the record, are you a P4?
IAEA #1:	P4.
C. Bal:	Yes, perfect. Okay, good, thank you. So, I would start with the questions right away, if you don't have any other questions. So, the first question would be: How would you describe your own leadership style?
IAEA #1:	Mmh taken into account that I am just working (here) about a year, so for me it is sometimes not easy because I am only one woman with a manager position in the section and, leadership, for me, is not like starting at the beginning to be leader. You need to assess (unclear) the need, to understand other people and also for a woman, I don't know, because I am in technical science and normally with sciences it is dedicated very often to men and, if you put women who has even much more experience, people would still believe more men. This is kind of a stereotype. So, leadership for me is stereotyping. Men in geology are definitely cleverer, so women cannot be. Those are stereotypes. This is quite difficult, so, I don't know if I'm answering the question. But it is a smooth starting, so I cannot immediately show my leadership skills, I need to understand, to show that I am professional. I think that men and women who start immediately (unclear). For women it is much more complicated because of stereotypes. Stereotypes are stronger there.
C. Bal:	So, you would say that your tactic is, more or less, to assess first the surroundings before…?
IAEA #1:	Yes.
C. Bal:	Okay, I see. And, so you already partly answered the second question, but from where would you acquire most of your leadership style? So, was it from previous supervisors, was it from colleagues? Maybe even from employees of yours? What would you say?
IAEA #1:	I don't know, maybe kind of surviving in a male environment. I cannot tell what I took from someone in my previous life but from each person I've been taking something and built myself. But I am not taking one part because I am kind of (unclear). If I see my goal, I go straight forward. But from some people I get some good experience, from some people I can get bad experience but it's also experiences. And there, I am trying not to, mmh, how to tell, think what other people are thinking about me. So, I try, mmh, to focus more on my interest.
C. Bal:	Okay, so you would say that you try not to focus on what people think of you but rather on your interest at work?
IAEA #1:	Not like kind of basic, but like people thinking 'women should not work' for example. This is quite straight. So, for example, in my previous job I had a (unclear), mmh, like I had a small child and I never took maternity leave because I like to work, I like my job and I need to go to kindergarten at 4:30, for example. And my salary was always much lower, 30% than (the one of a) man who is doing much less than me (unclear) and once I told my chef (boss) 'why is my salary like that?' And he told me 'because you need to go to kindergarten. Because men can stay and work until 6 but you cannot'. But I would do a lot of things before 4.30.

C. Bal:	But this is what you mentioned very well, it has a lot to do with gender stereotypes, and actually gender stereotypes are also the reason why there are still some inequalities at work between women and men because those are the societal expectancies that we draw on women or men.
IAEA #1:	So this is what I mean, I try to destroy it but it takes *a lot* of effort and time and *a lot* of stress but I think for leadership, I built stress-resistance and I am extremely flexible and I'm trying not, mmh, like, mmh, I am trying to be with other people when there is some problem or delay and some family issues. I am also trying to understand. So, I am kind of flexible and it helped me to be stress resistant.
C. Bal:	I see. This is good to know. And you already partly answered this question, but have you already encountered any setbacks from your male colleagues or from your supervisor with your leadership style? And this I would rather like if you would answer it based on your IAEA experience.
IAEA #1:	Yes. Okay, sorry, because I am working only for *(hidden information for confidentiality purposes)* months here, but also 3 months on quarantine at home (laugh).
C. Bal:	(laugh) Maybe I can include it in my conclusion.
IAEA #1:	Yes (laugh). But about my supervisor, actually, he is the best. I am working here because of him. I applied here because of him. Because he is, mmh, he is, I think, I don't know, the best motivated person. But at the beginning I didn't want to move to the IAEA, I didn't want to apply here because everything in my life was already working. But he told me: 'No, I give you some opportunity', and he is a strong motivator for me. But colleagues, they have a lot of stereotypes. And this is sometimes, mmh, it makes me, mmmh, it is more stress. Because I am not only working as a supervisor, but also with those people who have stereotypes. Because most of those people are not very young, I mean, they have a certain age, in an age group, maybe after 55. So, and those people, I think, maybe I am wrong, but I feel the stereotypes.
C. Bal:	So, you would say that most of the stereotypes come from male colleagues of yours who are in an older age category?
IAEA #1:	Yes.
C. Bal:	Okay, okay. And, just as of interest for me, would you say that female colleagues of yours also have stereotypes?
IAEA #1:	Because I don't have female colleagues (laugh)
C. Bal:	I see, I see. Sorry, I wasn't sure about that.
IAEA #1:	I don't know. And about the secretaries, I cannot tell because the staff interaction is more about the organization of duty travel or something, so I cannot tell about those stereotypes. Just, we don't have female … Maybe it is possible, but in my group, it is only men.
C. Bal:	And, mmh, so, another question: do you think you would have been treated differently by your supervisor if you would have been a man or if you supervisor would have been from the other gender? So, this is only based on your perception.
IAEA #1:	No, so I think my supervisor is actually great. As I told you, just because I actually came (because of him).
C. Bal:	I saw your questionnaire, and I saw that you, really, I saw the positivity.

IAEA #1: Yes, it's not because I would like to, mmh, but, mmh, he is acting, so he will be replaced soon. Unfortunately. But at least he is (unclear). But I think he would be treated the same way.

C. Bal: This is good to know. Mmh, so, now we would go to the developmental job assignments. So maybe, it follows the same structure than the one of the questionnaire that I sent you. So, what are, for you, developmental job assignments, that helped you the most to develop your leadership skills? So how would you describe or define, what for *you* is a developmental job assignment?

IAEA #1: Mmh, so for example we are helping other member states, different member states in different projects, So I have maybe fourteen or fifteen or maybe twenty-one projects because (unclear) and I am actually a technical advisor for each project, and I am taking the lead, so I am the technical leader of each project, so it helped me a lot in communication and developing my skills and most of the project that I got it's, mmh, like countries with which I have experience, so for me it is quite comfortable, also. Yeah, I feel myself comfortable because of language, (unclear) and all languages, and also, it is in my expertise. So, I feel myself comfortable. So, this is my leadership and development in those projects.

C. Bal: Good. So, because basically we can differentiate developmental job assignments in three different levels. The first one would be, mmh for example where you can start to learn something, for example through a workshop or something. The second level of developmental job assignments would be where you can, in real life, practice what you've learned from those workshops or whatever. The third level is a challenging job assignment where you do learn a lot of new things because it is out of your typical job responsibility and it is very important that your supervisor who would, for example, assign you new, mmh, job assignments would also give you a support to it. So, he simply doesn't throw you in the cold water, let's put it that way, but he also gives you support, feedback, etc. So, would you say that your developmental job assignments, mmh, are provided with enough support from your supervisor?

IAEA #1: So, how does it work: normally, each of us would help member states divided on the region and my supervisor assigns me some regions, for example, I am working on those post-Russian speaking regions, so those are my main regions. And in each region, I have different projects and workshops, so I am now organizing training courses for people from post-soviet regions and other Russian speaking countries and all of those projects have a complexity of skills, so sometimes they are opening a lot of new skills. I don't have experience in some techniques, or with some communication. So, each project is a kind of complex mix of skills that you mentioned with projects and development for me. And also, I just received a project from somebody else, but I need now to think of what to do and how to do it. Actually, yes, I think that all assignments helped me to develop.

C. Bal: Good. And do you receive also enough support from your supervisor or your colleagues?

IAEA #1: Colleagues, I cannot tell a lot because maybe they did not yet adapt to me because, as I told you, there are stereotypes and I replaced a man. And this man, most, mmh, well, it was a man. And unfortunately, they have stereotypes in the field and its not only here at the Agency but also at my previous organization. It was the same. Women who are geologists cannot be as clever and cannot understand some parameters… Something like that… I don't know why, but unfortunately this is it (unclear). I need to be (unclear), I need also (unclear) to convince them all the time that I am not stupid which is taking a lot of time and effort, what would not be applied to men.

C. Bal: …and what wouldn't be applied in an environment where there wouldn't be any stereotypes, right?

IAEA #1: Yes, yes. Stereotypes, unfortunately…

C. Bal:	…are indeed a barrier, let's put it that way?
IAEA #1:	No, mmh, I can't tell, but I wouldn't tell it is a barrier, but it puts additional stress and maybe (unclear). Because I think: 'Ok, no, now I need to prove that I have experience in that and everything' and it still takes my stress, energy, time and… it is like that.
C. Bal:	I see, I see. It is interesting. Now, mmmh, two other questions regarding developmental job assignments. Do you think that your male colleagues received more developmental job assignments from your supervisor that helped to develop their leadership skills?
IAEA #1:	Mmmh I don't know, I cannot answer correctly, properly this question, because I don't know here again, but I think they are getting equal assignments, but because I think also, some men tend to (unclear) on my supervisor, so probably I am still a little bit out of the male society.
C. Bal:	Yeah, this is interesting.
IAEA #1:	But they adapt to me. It takes a little bit more time, so I think with a little bit more time they will adapt to me. At my previous job it was also like this. A man needs to adapt a little bit, but you need to put a lot of effort to show them that you have experience in that, and this takes time.
C. Bal:	And do you think that if a man would have taken your job that he would have been able to integrate easier with your male colleagues?
IAEA #1:	Yes, definitely, yes. Well, of course it depends also on personal (attributes) but generally, I think, it is much easier to integrate for a man.
C. Bal:	Okay. And, mmh, I guess you've already answered this question. Do you think that it would have been any different if your supervisor would have been female? For example, would you have been assigned more developmental job assignments or would you have received more support if it would have been a woman?
IAEA #1:	Mmh I cannot tell, because my supervisor is for me without sex. I don't think that my supervisor is for me a man or a woman. He's just a supervisor with some skills, but I cannot tell if it is more female or male. It depends probably on the managerial approach. But I don't know, sometimes it was easier for me to work with men, even, because I've always been working with men and I have adapted to male behavior. And with women, I don't have so much experience, but I think it's not a problem also. So, I think, it's mostly managerial skills.
C. Bal:	What you are saying is very interesting. First of all, because there are different kind of leadership styles. And the reason why I was asking you those first questions is because there is a leadership style that becomes genderless. So, when you said that you didn't perceive your supervisor as male or female, it could be something highly interesting because it means that his leadership style became genderless, which is, you know, without stereotypes.
IAEA #1:	Yes, and also, I think, you know, I don't know if it is important, but I come from the soviet environment. And people from the west and from the (past) Soviet Union, are different. Why, because in the Soviet (Union) we've never been gender focussed. Like women and men can always take the same job. But, you know, when I moved to western Europe, I discovered, what, here, even, mmh, women (unclear) more for their rights, to get their rights.
C. Bal:	They have to *work* more to get their rights?

IAEA #1:	(unclear) But I don't know, so maybe, I am not in the same… you know, that my experience is different. It is also very strange. I'll tell you one thing for post-soviet countries, it's mostly women who would be hired as a geologist and this is interesting (laugh). They are mostly engineers, from Ukraine, so most of, mmh, they are women, around 70% are women. My mother she is engineer, also. That is why it was for me a little bit shocking to see that people have stereotypes, especially men (laugh).
C. Bal:	It is interesting what you are saying. I would still have a couple of questions regarding feedback and developmental relationships. So, the feedback, how would you describe the feedback given to you from your supervisor and how would you perceive it as helpful for your leadership development?
IAEA #1:	I don't know if I understood it correctly, because my terminology is not so…
C. Bal:	So, for example, feedback can be highly important for the leadership identity that you are going to develop, because you are basically working on your skills and the feedback received from your supervisor is one important part. So how would you in general describe the kind of feedback that you receive from your supervisor, mmh, and then, would you say that the feedback that your received from your supervisor is helpful for the development of your leadership skills?
IAEA #1:	Ok, generally I am a very soft motivated person, so I don't need (unclear) motivation from outside, but when you come into a new environment like me, I came into a new environment, my supervisor was actually very nice. He always (unclear) me my feedback, mostly it was positive. Around 70% he told me was how I perfectly do that, and maybe only 30% where (he said) I maybe need to pay more attention to that. And actually his behavior was at the beginning very important for me as it helped me to reduce the stress associated with the new job. So, I think he's always there and when I am a bit stressed, I am writing him, and he always writes to me. And I think it's perfect. But unfortunately, I don't know how long he will stay. And, actually, I am a bit in stress because of that (laugh).
C. Bal:	And another question that might, mmh, where you might need maybe a little bit more explanation behind, is: by which criteria of success is your supervisor assessing your performance? – what I mean by that is, mmh, is it clear for you what he sees as good, as excellent, as bad … you see, a little bit, what I mean?
IAEA #1:	Yeah yeah yeah, I don't know, we have some PDR, we call, so of course he is assessing each of my steps in the PDR and he is writing excellent, satisfactory, or something. But for me it is important what he saw in my way, that he saw for example that I am on the right way, and that he tells me I need to go back and do something again, to go forward. I don't know if I am correctly explaining you that. But this is more a kind of assessment of direction, if I am now on the right direction, now to go and achieve more results and more results for example - mmh, for a more successful project implementation, that our counterparts got all what they needed, they got all targets and everything or obligations, or for example to see in which way we can have problems, of what we built a delay or with whom we need to communicate and how we need to communicate, because each person needs an individual approach in an international environment. There are highly educated people, very high-level people and every high-level person has an own approach. And that is why for each person, we need to develop an exceptional approach, case and understanding, especially in our organization because of the high ranked people here.
C. Bal:	I see, I see. And, mmh, would you say that the feedback given to you from your supervisor is putting you sometimes at a disadvantage in comparison to your male colleagues?

IAEA #1:	I don't know, but, mmh, my supervisor, as I told you, I don't feel that he is oriented male or female but maybe it's not only related to the fact that I am a woman but mostly because I am a newcomer and people, if they think you are just a newcomer: 'OK, you don't really know the situation. Let's explain you how the situation can be uneasy'. They are not trying to help you, but they just put you inside and you need to understand by yourself. But it's not always easy because inside it's a multi-task environment and you need a lot of skills to develop, but it's mostly related to colleagues than to the supervisor. The supervisor, in the opposite, is trying to motivate, he maybe understands that it's maybe not easy for a newcomer and for a woman as a geologist. But for male colleagues, sometimes I feel that I need even more efforts to do than if I would be a man.
C. Bal:	And, mmh, now I would go to the developmental relationships. Mmh, so, those relationships are powerful drivers of learning and development because they are rich sources of assessment, challenge and support. This is, more or less, the definition of developmental relationships. And how would you describe the developmental relationships that you have with your supervisor. This could include, coaching, mentoring or sponsoring, the time and effort involved from his side, from your side, if it's only professional or also personal support and for example the exposure that you have for example to your supervisor's network.
IAEA #1:	Mmh I don't know, but I have the feeling that my supervisor did his best and involved me in all the field because, as I told you, I am here a few months in quarantine and then it was a short period before (laugh), so during this short period, I don't know if he did all of… he knew before so he knew already my personality before coming here. So, he developed (unclear) to integrate me and I think it is related to managerial skills, but not because I am a woman or with a man in this position, he would do the same. But, as I highlighted, it depends on managerial skills and not if he is female or male. But from my colleagues, this is a much more complicated relation. Because a supervisor is just giving tasks, but you need to interact with your colleagues, and around 90% you are with your colleagues. And only maybe 10% you are directly dealing with your supervisor. So even if you get support from your supervisor it gets redirected to your colleagues or you cannot work alone, just close your office and do the tasks alone? (laugh) Or you need to do a lot of effort and a lot of steps to destroy the stereotypes.
C. Bal:	I see. Does the relationship that you have with your supervisor enable you to access his network?
IAEA #1:	Yes, definitely. He's very open. He gave me all contacts; I think even more than I would get (laugh). And even, because we have 'attention policy' we cannot take (unclear). But as I told you, with the supervisor it is about 10% of time.
C. Bal:	it's interesting what you say. Because it shows the importance of your colleagues.
IAEA #1:	Yes, yes. Because your supervisor, if he is supervising a UN organization, a very high person, with very good managerial skills, so, but, mmh, he behaves very high-level, but it's only 10%, and he is just distributing you tasks, and maybe once (unclear). But after, you have colleagues, and this is more difficult. I think especially for a woman in such an organization to integrate, because I would like to point, and this is the problem, mmh. You know, here at the international organization, most of the women take a G (general) position because it's (for) secretaries, mmh, so it's G staff. But if you're taking P4, for example, P5, it becomes more complicated because, you know, there aren't so many women, especially, maybe also young, in their youngest stage of career. And this is a double stereotype because the first is, that you are a woman and the second, because you are too young, so you are not experienced. And just because, mmh, it's related to age.
C. Bal:	So, it's also, you would say, there are stereotypes, not only related to the gender, but also to the age, thus, the experience and the stereotypes with experience.

IAEA #1:	Yes.
C. Bal:	Ok, I see. And, two last questions. Do you think that your male colleagues benefit more from the relationships with your supervisor? Mmh, what is meant by that, is, your supervisor is male, and your colleagues are also male. Would they benefit more from the relationship with him?
IAEA #1:	I don't know (unclear). But I think, it depends. It will be too contrast answers. My male colleagues would accept male colleagues. You know, it will be too contrast of an answer. But maybe it's not because of me, because he knows me much longer than other colleagues. But maybe it's not related to gender.
C. Bal:	And, from the interview I can already guess the answer, but, in your opinion, do you think that your supervisor treats you differently because you are a woman?
IAEA #1:	Yeah, mmh, I think no. Maybe, as I told you, it's only not because I am a woman but also because I am a newcomer. As a newcomer he has been treating me differently, because I don't know all (unclear) yet. For me it is difficult to separate but my supervisor comes also from a very developed country where there is no gender… And I see that managerial skills are adapted to that. In those countries, mmh, they are not that female oriented, mmh, I think in Europe it's worse, especially in central Europe.
C. Bal:	So now we are at the end of the interview. Thank you very much for your time and effort. I really appreciate it.

Appendix 11 *: Interview with IAEA #2*

C. Bal:	If you are ready, I would start with the first question...
IAEA #2:	Sure.
C. Bal:	… Which is, so, how would you describe your own leadership style?
IAEA #2:	Mmh, I think my own leadership style is more inclusive, and, mmh, kind of really working as a team. So, I want the team to know what is important and, but, each of them has their own area of responsibility. So, we're service oriented, so for us it's very easy, because everybody has their own little bubble of thing they do, and, I feel it's also very important to share information, which a lot of managers don't. And, I prefer them to hear something regarding our section, or regarding our division or our department, from me than to hear it from the street. That's not, you know, that has maybe been twisted many times. So, I don't like rumours, I like the staff to be informed.
C. Bal:	And would you say that it is more employee-centric or is it more task related?
IAEA #2:	It's more task related, but I also want to call it more, that we are a team. You know. And to try to get that, mmh, I am trying to get away from compartmentalization in our team, Because there are some people: 'I am *only* an expert in this' and we have problems if that person is on sick leave or if that person is away for a longer period of time, then, so, we are trying to also do a lot of cross training and be able to fill in for people who are not there or who are extremely busy, because we do have some influxes.
C. Bal:	I see, I see. And from where have you acquired most of your leadership style?
IAEA #2:	To tell you the truth, mmh, from past managers and there are certain traits I liked in managers. And I always used to say: 'When I become a manager, I wanna, I wanna be a manager that I always wished I had' And it was kind of my way of looking at it. And, mmh, the things that I hated about certain past managers, I'm like: 'Oh my god, I would never do that' (laugh) and thank god, I haven't, because it drove me crazy. So, of course, everybody reacts differently, but I just wanted to, mmh, the best I can. You know, and, not everybody loves their manager and not everybody has that same kind of view. I may be bringing a lot more American, mmh, stereotypic things into the group than others would, but I don't care. You know?
C. Bal:	And would you say that there is a difference between past female managers and past male managers?
IAEA #2:	Mmh… You know, sadly, yes. Because I've had two extremely strong female managers, three! Three, four! I had four female managers that were really strong, and I would say… It's really weird, now that I think about it: the positive things I have taken from the female managers and the negative stuff has been mainly from men, that I would never do again. You know? That's really strange.
C. Bal:	Basically, there is a leadership style that emerges, and which is kind of genderless and a lot of women adopt this transformational leadership style, versus the transactional leadership style, which used to be a little bit more conventional etc. So, you would already see that there are a least two different kind of leadership style. And one is little bit more female, the other one is a little bit more male.
IAEA #2:	Well, I guess I probably I wouldn't know the real terminology of it, because you're studying it, so for you, it's a different thing. Well I'll give you an example. We had a big project that we were working on and, you know, we have this customer service point in our area. And when I first, when

	I was acting actually on the job, I saw these lines of people in front of the doors, and breaks, and I was like: 'this isn't working'. You know: 'How can we have, how can we make this better?' And, so I started talking to people (who said): 'I tried to (unclear) but it didn't work' and I was like: 'Come on guys, we have to, let's dream, what can we make, what can we do to make it better? Not only for the customer, but also for everybody else?' And, so we started dreaming and I called it (*hidden information for confidentiality purpose)*. So, we created actually something called (*hidden information for confidentiality purpose)* club. And everybody in the section was a member of it, and whoever wanted to be involved, got involved and we started creating, you know, mind mapping, and ideas, and we actually created a, what did I call it? I took my secretary's room and we had boards of information and ideas and timelines and everything. And we just started dreaming. And it was wonderful. And everybody was included. We started actually including other people from other divisions, because they started helping us with some of the equipment, and some of the other things that are feasible or not. And it really turned out to be a cool project. You know, so really including the whole team but not forcing it on anybody. There were a couple that were automatically like: 'Yeees, I wanna be involved!' and others like: 'mmh'. But, yeah, they still went in and looked on and made suggestions but maybe not in the front line. And that was really cool.
C. Bal:	I see, this is really interesting. And would you say that you encountered any setbacks from your male colleagues or from your supervisor with your leadership style?
IAEA #2:	Yes (laugh). Ok, I have a male supervisor, and, mmh, (*hidden for confidentiality purpose)* (In summary: ideas/initiatives that are not directly coming from the supervisor are turned down). And, so I've had quite a bit of challenge with that. Because I am a mover, I am a changer and, I don't know, I have a thing for finding things that can be improved and I want to improve them. And I would think within my role of a head that I have the capability. But 'oh no!' (from the supervisor).
C. Bal:	Do you think that you would have been treated differently but your supervisor if you would have been a man?
IAEA #2:	Mmh. He does treat the men differently. There are two women who are heads in our team and, mmh, even at section meetings, it's really weird, the men always go first. It's that kind of thing. Mmh, the men are invited to his little tea times and you know, things like that. So, yes, I think that, mmh, yeah…
C. Bal:	…that there are differences?
IAEA #2:	Yeah.
C. Bal:	We will come back to those developmental relationships, a bit later, this is interesting. And now, a rather basic question: What does career development mean to you? So how did you see your career becoming, developing?
IAEA #2:	My own career or career of my staff?
C. Bal:	Your own career. So, what is for you a proper career development?
IAEA #2:	Okay. Mmh, okay, I have been lucky at the Agency. I am almost there for 30 years. (*hidden information for confidentiality purpose)*. Mmh, I started as a G4 and now I am a P4. But my career development has been totally self-made. It hasn't been, mmh, that's one of the things I find *really* strange in the Agency, is that you are not promoted from within, or it is *very* rare, that you are in an area and that you get promoted in that area. You have to really… I think to make it or to get a better position you gotta go elsewhere and find different places in the agency to show you what you can do. And then perhaps come back.

C. Bal:	I see.
IAEA #2:	You know. So, it's really weird. Or, maybe also because, mmh, in certain areas you only have a certain amount of higher-level jobs and it's not that easy. But, for me, I started out in HR as a G (*hidden information for confidentiality purpose)*. Because I needed to have some more experience according to them, which wasn't really the case. I moved to TC and applied for a P job and came here (*hidden information for confidentiality purpose)* as a P2 and got promoted to a P3 and in order for me to get this job, I think I had to leave in order to gain more skills, in order to come back. But it was all self-inflicted. It's not like the Agency is going to go: 'You could be director one day, let's give you this kind of training' No! It was more on my own, accord my own self-learning and things like that.
C. Bal:	So, would you say that the support that you could have benefitted from, a support given by your manager for example, in guiding you, more or less, on how to… No?
IAEA #2:	They would have never done that. It's not… I can't imagine the Agency would ever do that.
C. Bal:	I see. It's interesting.
IAEA #2:	I think I've had better mentors from outside than from within. Or, to tell you the truth, who (unclear) a lot, are Women in Nuclear. It's a group of women and they actually started that one of the things we do there, is that we learn things, but we also look at higher level women and we talk to them: 'What made you go there? How did you increase, how did you step up the ladder?' That kind of thing.
C. Bal:	I see, okay. And now, regarding developmental job assignments; so, if you do have any questions, please just ask. What are for you, developmental job assignments that helped you the most to develop your leadership skills?
IAEA #2:	Mmh, I've done a couple, what they call mobility assignments and it was not only to develop my leadership skills but to get them wider, a wider spectrum of knowledge and to understand more of the whole house. You know, we say it's a one-house approach, but it is far from that. You go to Safeguards, they are on their own little island. Totally different language, different acronyms, different ways of doing things. So, it is more me deciding to do that. And when I got my, mmh… When I went from G to P, I actually… At that point in time, we still had something called the learning resource centre. I actually went and did a lot of videos and things like that, 'yes, okay, I have an MBA' but, you know, my MBA is 20 years ago. What can I… There are probably new ways of doing things that I am not aware of. So, I just kind of refreshed myself into doing things.
C. Bal:	And, in general now, when you think back at the past 6 months, what kind of support have you received from your supervisor?
IAEA #2:	(laugh) I would say instead of support… Okay, this is one of the reasons I am leaving, is 'standing in the way'. So, it's just the opposite. I don't call it support at all, mmh, yeah. Its… It's one of the reasons I am retiring early.
C. Bal:	And, again, a question with a comparison. Do you think that your male colleagues received more developmental assignments from your supervisor that helped to develop their skills?
IAEA #2:	You know, personally, I don't think the Agency in general is a career development organization. They are not there for that. You know. Mmh, I think for some areas, it's used more as a stepping-stone in your career. You come here for 5-7 years and it's a steppingstone for their career elsewhere back home. I see that a lot in my Safeguards colleagues that they come from a lab, they were at a

	certain position, they come here, get a promotion and when they go back to their lab, they bring that with, and it is a steppingstone for them. But the Agency is used for that but it's not within the Agency that you have that career development.
C. Bal:	I see.
IAEA #2:	I mean, alone the classes that are offered by MTHR… I've taken some of them, but I can't. You know. I think a lot of them are maybe tailored to G staff. Yeah, but there is also, kind of like this limit there.
C. Bal:	And do you think that now, just from your perception, do you think that it would have been different if your supervisor would have been female?
IAEA #2:	Mmh, no I don't think so. Because I think it's more the Agency as a whole that is not developmental (??) as an organization.
C. Bal:	And now, it follows more or less the same structure than the questionnaire. We go now to the feedback How would you describe the feedback given to you from your supervisor and how would you perceive it as helpful for your leadership development?
IAEA #2:	Mmh. We have like a monthly section, okay, we have monthly section head meetings with everybody. All the section heads and the boss. And then we have a one on one with the boss every month.
C. Bal:	Every third month?
IAEA #2:	Every month.
C. Bal:	Every month.
IAEA #2:	Which is useful, kind of just to give him an idea of what we're working on or the status of certain things. Mmh, I don't know. I don't find his feedback… I think the feedback that he personally gives is more limiting. It's not, mmh, it's not this idea of, you know: 'Make me look and I'll be happy'. It's more like, mmh: 'I didn't ask you to do that, why are you doing that?'
C. Bal:	I see. So not constructive?
IAEA #2:	No.
C. Bal:	I see. And by which criteria of success is your supervisor assessing your performance?
IAEA #2:	Mmh. By his priorities.
C. Bal:	By his priorities.
IAEA #2:	Yeah. And sometimes they are so low in my… You know, there are definitely more important things in my area to do. And he's like: 'No, I need this now'. And it's like... no sense… And sometimes it's just ticking boxes for some higher-level thing or, or, you know, to make him look good because, I don't know. Recent thing we all had to do, is, mmh, SOPs. We have SOPs, we have ways of doing things, we have a document. But *no*, one of the guys came up with this *long* form of how to do SOPs. So, we all had to waste months of converting what we had into this form that made no sense for our services. But we *had* to do it in this form! Because the whole division is now, has now SOPs and has a special form.

C. Bal: You already partly answered the question, but would you say that in your opinion the feedback that is given to you from your supervisor puts you at a disadvantage in comparison to your male colleagues? - Or would it be more in general?

IAEA #2: You know, I think, maybe the male colleagues understand his behavior and the male colleagues would go and talk to him at his team time and you know, that kind of thing and I feel I have so much more important things to do, to take that hour and have tea with the boss and, you know, talk about *blabla* or talk about things that make him feel important. I don't have the time for that. And, so, and perhaps this is how the guys get things done. I don't know. I think there is a different working style, you know. We used to always call it the 'big boys club' or, you know, the '*guys* would go have a beer after work'.

C. Bal: And now, four last questions. It's regarding the developmental relationships. You were already mentioning a lot. How would you describe the developmental relationship that you have with your supervisor, right now? What is meant by that is for example coaching, mentoring, sponsoring; the time and effort involved; if it's only professional or also personal?

IAEA #2: Zero.

C. Bal: Zero?

IAEA #2: Yeah. I think in a way, they also think, 'Okay you got your section head (job), you should be able to do what you're expected to do and, mmh, yeah. I don't think they coach with other. It's not this kind of leadership, by example kind of thing either, unfortunately. You know, you would hope, you would have a manager that you're like 'Oh my god, I wanna be like that!'. And in the present, it's not.

C. Bal: And, I mean, you already answered the question, but does the relationship that you have with your supervisor enable you to access his network? Because this is also part of the leadership development that you could have when having access to *his* network.

IAEA #2: Okay, that's a faux pas. Okay! Because being in the Agency so long, I know his network, I know the people above and he's like: 'Why did you go to her? Why didn't you come to me? Why are you going *behind* my back?' It's like: 'We're friends! Why can't I talk about this? I know it's going to be up there anyway!' (the supervisor then says) 'No, no, it *has* to go through me!'. You know, so it's that kind of also in a way old-fashioned, hierarchical thing. That 'you have to do everything through me!' and not in a more human fashion.

C. Bal: I see, I see. And do you think that your male colleagues would benefit more, again, from the relationship with your supervisor? Because they are male.

IAEA #2: Yeah. Oh yeah. Yeah.

C. Bal: You already for example mentioned the little tea parties. Are there any further examples that you can think of?

IAEA #2: You know, they have their little internal jokes and, mmh. So, you see that it's this (unclear), you know, that we're not really privy to, mmh. It's just different. I don't get it. I just… And maybe just men *do* things differently about certain things, or maybe we take it more emotionally or we see it more emotionally.

C. Bal: We'll see, but I mean we can go towards a more genderless leadership style. And very last question: In your opinion, do you think that your supervisor treats you differently because you are a woman?

IAEA #2:	Mmh. I wanna say: 'I hope not' - but I am sure to a certain extend he does. Because he's, mmh, I mean there were times he's told me: 'take the emotion out of it'. You know. 'Don't deal with it emotionally'; and that's definitely a female trait. Mmh, yeah. I think he does. Mmh, I'll give you another example. One of the other section head that's a female needed a project to be done and she was creating a P2 post and one of my ex-supervisors (her subordinate being a supervisor), I said: 'Hey, listen, he would be perfect for you'. You know. 'Number one, it would be a great step in *his* career. He would, he *deserves* it. And you would get a person who already *knows* that area so well, because of what he's done here. And maybe through this way, I can get somebody else in my unit to get promoted' and we had it all worked out. We had this *great* idea to move forward with it and when the two of us asked for an appointment with the director, he said: 'Okay, this is trouble. Two women, what are you guys ganging up on me on? You know? And we're trying to support our staff to be able to grow and he was like: 'Why would you do that?' and we were like: 'Because he *deserves* it! He *has* the qualifications'. You know. And we can have other advantages out of it.
C. Bal:	Is there anything that you are thinking of, that you want to add to this interview?
IAEA #2:	You know what, to tell you the truth, mmh, I personally don't take the sex thing in my staff. I don't care if you are a man or a woman. If you're doing the job and you're good at it, I take this as great! I've got 3 male supervisors oddly enough (laugh) under me. So, it's really weird that I don't have any women. Mmh, but, yeah. But I think I'm gonna say that the men on my team are actually, mmh, in many ways harder working than some other women. So, it's really weird. Or they are more reliable (laugh).
C. Bal:	Again, thank you very much for the time.
IAEA #2:	No problem, I hope it helps.

Appendix 12 : *Coding of Interviews*

Interviewee	Appendix	Extracts from the interviews	Generalization	Category assignments
Leadership Development				
Types of Developmental Job Assignments				
IAEA #1	10	most of the project that I got it's, mmh, like countries with which I have experience, so for me it is quite comfortable	Directions which induce a structured learning to develop leadership skills: Discovery learning activities which require self-regulation skills	Formal Instructions
IAEA #1	10	I feel myself comfortable because of language, (unclear) and all languages, and also, it is in my expertise. So, I feel myself comfortable	Directions which induce a structured learning to develop leadership skills: Discovery learning activities which require self-regulation skills	Formal Instructions
IAEA #1	10	it is in my expertise. So, I feel myself comfortable. So, this is my leadership and development in those projects.	Directions which induce a structured learning to develop leadership skills: Tasks which rely on key performances that are required for the next managerial level	Formal Instructions
UNIDO #2	8	Through trainings and experience	Directions which induce a structured learning to develop leader-ship skills	Formal Instructions
UNIDO #3	9	Usually, most of it was completely like ad hoc and accidental. I usually found myself having to do something because either there was no one else to do it or…	Discovery learning activities which require self-regulation skills	Formal Instructions
UN #1	4	So, I am there for basically, to be the intermediary between my D2 and I pass information down to them and then I let them run with it, you know	Formal Instructions	Formal Instructions
IAEA #1	10	it helped me a lot in communication and developing my skills	Large tasks with responsibilities over multiple functions, groups and services	Stretch Assignments
IAEA #1	10	And in each region, I have different projects and workshops	Large tasks with responsibilities over multiple functions, groups and services	Stretch Assignments
IAEA #1	10	I am now organizing training courses for people from post-soviet regions and other Russian speaking countries and all of those projects have a complexity of skills, so sometimes they are opening a lot of new skills.	Large tasks with responsibilities over multiple functions, groups and services	Stretch Assignments
IAEA #1	10	I don't have experience in some techniques, or with some communication. So, each project is a kind of complex mix of skills that you mentioned with projects and development for me	Tasks that are sufficiently challenging	Stretch Assignments
IAEA #1	10	I just received a project from somebody else, but I need now to think of what to do and how to do it. Actually, yes, I think that all assignments helped me to develop.	Tasks that are sufficiently challenging	Stretch Assignments
UN #2	5	certainly with COVID-17, I would strongly agree. But it's not like it came directly from my supervisor (laugh) but by the incident, by the situation.	Tasks with unfamiliar responsibilities	Stretch Assignments
UNIDO #2	8	All of a sudden, I found myself there in this function and everything what I have created comes, or actually, everything which is established now, has been created by me and developed and I always try to make the best out of it.	Novel, unusual tasks beyond comfort zone	Stretch Assignments
UNIDO #3	9	I kind of had to jump into the deep end. So, pretty much everything I do has a developmental aspect to it.	Tasks that are sufficiently challenging	Stretch Assignments
UNIDO #3	9	Like, by kind of dropping me in the middle of things essentially (laugh). It is learning by doing in leadership, yes.	Tasks that are sufficiently challenging	Stretch Assignments
UNIDO #3	9	I think there is definitely a certain element that is like testing me.	Novel, unusual tasks beyond comfort zone	Stretch Assignments

UNIDO #3	9	But overall, the fact that I don't necessarily have a huge amount of guidance and often it would make it so much easier if she had already mandated us to do something	Tasks which receive support (coaching, feedback…) from the supervisor who owns skills	Stretch Assignments
UNIDO #3	9	in my current position, my supervisor has put me in a situation where it was actually a kind of developmental learning opportunity but she did not actually tell me	Tasks that are sufficiently challenging	Stretch Assignments
UNIDO #3	9	Like she did, she kind of put me on the spot and with extremely short notice.	Tasks that permit early failure, enough time and resources at hand to end developmental assignment	Stretch Assignments
UNIDO #3	9	And sort of, was clearly testing my capacity, which then, I mean, it was kind of a stress test. Not a learning developmental, kind of, task	Tasks that permit early failure, enough time and resources at hand to end developmental assignment	Stretch Assignments
UNIDO #3	9	I would have preferred to kind of be a bit more prepared or told a bit more in advance that this is like something that you need to grow into.	Tasks that permit early failure, enough time and resources at hand to end developmental assignment	Stretch Assignments
UNIDO #3	9	You still learn something, but you learn under a lot of stress	Tasks that are sufficiently challenging	Stretch Assignments
UNIDO #3	9	In this case for example, it was, I was literally the first week in the job and we had a board, so the governing bodies, and they were supposed to discuss a report which I was not involved in, but I had to essentially, in last minute, in three hours, be present in the room and then she called me to the podium to sit there and kind of answer their questions.	Tasks that permit early failure, enough time and resources at hand to end developmental assignment	Stretch Assignments
IAEA #2	11	I think to make it or to get a better position you gotta go elsewhere and find different places in the agency to show you what you can do. And then perhaps come back.	Large tasks with responsibilities over multiple functions, groups and services	Importance of Developmental Job Assignments
IAEA #2	11	I've done a couple, what they call mobility assignments and it was not only to develop my leadership skills but to get them wider, a wider spectrum of knowledge and to understand more of the whole house	Large tasks with responsibilities over multiple functions, groups and services	Importance of Developmental Job Assignments
IAEA #2	11	Because I needed to have some more experience according to them, which wasn't really the case. I moved to TC and applied for a P job and came here	Large tasks with responsibilities over multiple functions, groups and services	Importance of Developmental Job Assignments
IAEA #2	11	I think I had to leave in order to gain more skills, in order to come back	Large tasks with responsibilities over multiple functions, groups and services	Importance of Developmental Job Assignments
UN #1	4	So, in the military it was always well defined. In the UN, mmh, to me personally, it was having the ability to take on additional tasks	Tailored assignments to practice new skills: Tasks with unfamiliar responsibilities	Importance of Developmental Job Assignments
UN #1	4	It wasn't, I would say, formal. You know, there was no formal tasks	Assignments which are outside of the typical responsibilities that challenge current skills	Importance of Developmental Job Assignments
UN #1	4	And I told him, you know, I said: 'Are there things that need to be done that aren't getting done?' And he said yes, and I said: 'Can I do them?' and he said 'Of course!'	Assignments which are outside of the typical responsibilities that challenge current skills	Importance of Developmental Job Assignments
UN #1	4	and he's like: 'You need to be able to do this'. You know. 'Try it, we'll talk about it. Let's see how you'll do'.	Tailored assignments to practice new skills: Tasks that target skills	Importance of Developmental Job Assignments
UN #1	4	So, I had that wide-open developmental track, basically, that, if I saw something that I was interested in, and that I wanted to do, I could do it. That's also why I progressed from G5 to P5, because I just kept thinking on more and more and because I was taking on more in functioning	Assignments which are outside of the typical responsibilities that challenge current skills	Importance of Developmental Job Assignments
UN #1	4	my mentor, and he would have been the only one when I am thinking back. He was the only one. Where he would give me something and I go like: 'Why is he giving me this?!'	Tailored assignments to practice new skills: Tasks with unfamiliar responsibilities	Importance of Developmental Job Assignments

UN #1	4	He was the only one that really did that, I think. And all my later assignments, they haven't been developmental assignments, they've been more: 'It should be part of your duty, your job description'. You know. 'You're in charge of (hidden information for confidentiality purposes). This is (hidden information for confidentiality purposes).' You know. It wasn't to bring me up to speed or whatever	Part of her formal job description	Importance of Developmental Job Assignments
UNIDO #1	7	I did every possible profession you can imagine in the UN system.	Large tasks with responsibilities over multiple functions, groups and services	Importance of Developmental Job Assignments
UNIDO #1	7	What made me develop my leadership skills is, 14 years ago, and I remember this very clearly. When I moved to, I was a logistics officer or something like that. Anyway, I was admin officer and at the same time logistics officer and I was in charge of (hidden information for confidentiality purposes) (UNIDO section) on the side, in addition to administration.	Large tasks with responsibilities over multiple functions, groups and services	Importance of Developmental Job Assignments
UNIDO #1	7	and I was in charge of 15 people, the first time ever in my life. And, I was supposed to supervise these people, but I did not know what they were doing.	Tasks that are sufficiently challenging	Importance of Developmental Job Assignments
UNIDO #1	7	And, I received some resistance from some women, for most, telling me: 'Why do you want to know my job?'.	Tasks that are sufficiently challenging	Importance of Developmental Job Assignments
UNIDO #1	7	that was the beginning of the establishment of a very good team, which allowed me to actually develop further and I think that made management see me as the right person for (hidden information for confidentiality purposes) (UNIDO section).	Tasks which rely on key performances that are required for the next managerial level	Importance of Developmental Job Assignments
UNIDO #1	7	Because I didn't apply for (hidden information for confidentiality purposes) (UNIDO section). They just put me here. I didn't want to. There was so much of a hustle	Tasks that are sufficiently challenging	Importance of Developmental Job Assignments
UNIDO #1	7	But, I, mmh, they, mmh, but I was a happy camper there and with 15 people, and everything was going great and then I, mmh, there was a restructuring in UNIDO and I found my name in charge of (hidden information for confidentiality purposes) (UNIDO section). And it was like: 'No, no! No, no!' (laugh) But today I am happy. I am happy to be part of a larger team and I respect them all and I think that they do the same.	Tasks that are sufficiently challenging	Importance of Developmental Job Assignments
UN #2	5	I came in with a lot of skills. But what has helped in my career in the UN is being given certain assignments to be able to show those skills.	Tasks that target skills	Importance of Developmental Job Assignments
UN #2	5	So, in those demanding jobs I have been able to show that I have the skill set to do that.	Tasks that are sufficiently challenging	Importance of Developmental Job Assignments
UN #2	5	then in the end it really comes down to developmental jobs, for sure!	Assignments which are outside of the typical responsibilities that challenge current skills	Importance of Developmental Job Assignments
UNIDO #2	8	I got their support, that I could evolve in my job and create what I have created (hidden information for confidential purposes) (a project) for example, is something, the whole (hidden information for confidential purposes) (a project) has been created by me 22 years ago.	Tasks which receive support (coaching, feedback…) from the supervisor who owns skills	Importance of Developmental Job Assignments
UNIDO #2	8	Practice. Yes. Working on the job and getting more difficult assignments and being able to cope with them.	Tasks that are sufficiently challenging	Importance of Developmental Job Assignments
UNIDO #2	8	But, of course, it's certainly through practice	Tasks that permit early failure, enough time and resources at hand to end developmental assignment	Importance of Developmental Job Assignments
UNIDO #2	8	And who furthered my career and he tried to engage and to give me developmental challenges to further my career, as it should be done.	Tasks which receive support (coaching, feedback…) from the supervisor who owns skills	Importance of Developmental Job Assignments
UN #3	6	that is done by moving around. People who are successful move between organizations or jobs, I think, more frequently than others.	Large tasks with responsibilities over multiple functions, groups and services	Importance of Developmental Job Assignments

UN #3	6	So, again, moving is the best way to become, mmh, I think, more, let's say, successful	Large tasks with responsibilities over multiple functions, groups and services	Importance of Developmental Job Assignments
UN #3	6	Mobility would have helped me the most to advance. Mobility.	Large tasks with responsibilities over multiple functions, groups and services	Importance of Developmental Job Assignments
UN #3	6	Going into the field	Large tasks with responsibilities over multiple functions, groups and services	Importance of Developmental Job Assignments
UN #3	6	But I would tell you that the one job that I had where I was put into a leadership role, and, it was a bad situation, but that's how I learned basically	Tasks that are sufficiently challenging	Importance of Developmental Job Assignments
UN #3	6	You have to be put a little bit out of your comfort zone and that's where you will get the best learning.	Novel, unusual tasks beyond comfort zone	Importance of Developmental Job Assignments
UN #3	6	And the best way to learn and to be better is to be put in a position that is just outside of your comfort zone	Novel, unusual tasks beyond comfort zone	Importance of Developmental Job Assignments
UN #3	6	I was put in place to manage an office because people in the broader organization felt that the chief was not interested in managing. She was very good at what she had to do but managing the office was not her forte. And they weren't getting responses. So, I was put in place to do the things that they felt she wasn't being responsive	Tasks that are sufficiently challenging	Importance of Developmental Job Assignments
UN #3	6	And that was not a good position to be in because they were all loyal to her. So, I was considered an outsider.	Tasks that are sufficiently challenging	Importance of Developmental Job Assignments
UNIDO #3	9	it's very important to kind of, and I try to use it myself, to kind of build step by step certain competencies in one of the team members and give them the sense that even if they are maybe not fully prepared	Tasks that permit early failure, enough time and resources at hand to end developmental assignment	Importance of Developmental Job Assignments
UNIDO #3	9	maybe it's not going to be perfect, give them the opportunity to have a go at something and do something	Tasks that permit early failure, enough time and resources at hand to end developmental assignment	Importance of Developmental Job Assignments
UNIDO #3	9	and probably the first couple of times it's going to be nerve wracking and they might not do it perfectly, but at least they start understanding that you are kind of helping them and giving them feedback.	Tasks that permit early failure, enough time and resources at hand to end developmental assignment	Importance of Developmental Job Assignments
UNIDO #3	9	But it has to be also kind of matching their current level of development.	Tasks that permit early failure, enough time and resources at hand to end developmental assignment	Importance of Developmental Job Assignments
Quality of Developmental Feedback				
IAEA #1	10	we have some PDR, we call, so of course he is assessing each of my steps in the PDR and he is writing excellent, satisfactory, or something.	Extensive feedback with clear, objective measures	Scope: Rich and comprehensive
IAEA #1	10	He always (unclear) me my feedback, mostly it was positive. Around 50% he told me was how I perfectly do that, and maybe only 30% where (he said) I maybe need to pay more attention to that	Exposure of the employee to new self-awareness in order to increase effectiveness: Constructive (positive and negative) feedback leading to performance increase	Goals: Challenging and relevant content
IAEA #1	10	this is more a kind of assessment of direction, if I am now on the right direction, now to go and achieve more results and more results for example for a more successful project implementation	Action oriented and linked to work	Goals: Challenging and relevant content

IAEA #1	10	But for me it is important what he saw in my way, that he saw for example that I am on the right way, and that he tells me I need to go back and do something again, to go forward.	Facilitation of the abil-ity to learn and develop skills	Context: Takes place in a safe and supportive learning envi-ronment
IAEA #2	11	We have like a monthly section, okay, we have monthly section head meetings with everybody. All the section heads and the boss. And then we have a one on one with the boss every month.	Feedback given through a variety of learning styles: Less formal, unstruc-tured feedback (e.g. weekly performance ap-praisal)	Methods: Multiple methodologies and ac-tivities
IAEA #2	11	I don't find his feedback… I think the feedback that he per-sonally gives is more limiting	No developmental feed-back	No developmental feed-back
IAEA #2	11	It's not, mmh, it's not this idea of, you know: 'Make me look and I'll be happy'. It's more like, mmh: 'I didn't ask you to do that, why are you doing that?'	No developmental feed-back	No developmental feed-back
IAEA #2	11	So not constructive	No developmental feed-back	No developmental feed-back
IAEA #2	11	By his priorities	No developmental feed-back	No developmental feed-back
IAEA #2	11	And sometimes they are so low in my… You know, there are definitely more important things in my area to do.	No developmental feed-back	No developmental feed-back
IAEA #2	11	And sometimes it's just ticking boxes for some higher-level thing or, or, you know, to make him look good	No developmental feed-back	No developmental feed-back
UN #1	4	The main criterion of success is: 'Are we getting com-plaints?' Or: 'Is he getting complaints from the other direc-tors?' about services that we are not providing	No developmental feed-back	No developmental feed-back
UN #1	4	Feedback? We have got weekly meetings, where we discuss what's going on, like I keep him informed in all of that and, for him, I have the feeling it's more of him absorbing than giving back	No developmental feed-back	No developmental feed-back
UN #1	4	unless I really screw it up, I truly don't get much feedback.	No developmental feed-back	No developmental feed-back
UN #1	4	the criteria for success is doing what has to be done	No developmental feed-back	No developmental feed-back
UN #1	4	success is where he can go to a meeting and come out un-scathed and that we're doing okay	No developmental feed-back	No developmental feed-back
UN #1	4	rather vague and rather non-existent	No developmental feed-back	No developmental feed-back
UN #2	5	And the more we've gotten, the more we've worked to-gether and, especially now since the COVID-17, it's really become more rich,	Well-delivered	Scope: Rich and compre-hensive
UN #2	5	So, mmh, I think he goes from vague to rich	Well-delivered	Scope: Rich and compre-hensive
UN #2	5	But yes, it's clear to me what my workplan says and what the criteria are, of success.	Clear definitions of suc-cess	Scope: Rich and compre-hensive
UN #2	5	So, he seems to be very careful to kind of what his concerns are.	Accurate information about behaviour meet-ing performance re-quirements	Goals: Challenging and relevant content
UN #2	5	And he has actually given me good information on under-standing the situation	Accurate information about behaviour meet-ing performance re-quirements	Goals: Challenging and relevant content
UN #2	5	we speak weekly. it's just a weekly meeting. A weekly one-on-one.	Less formal, unstruc-tured feedback (e.g. weekly performance ap-praisal)	Methods: Multiple methodologies and ac-tivities
UN #2	5	Weekly. Recently, daily, but that's another issue.	Less formal, unstruc-tured feedback (e.g. weekly performance ap-praisal)	Methods: Multiple methodologies and ac-tivities

UN #2	5	A weekly one-on-one.	Less formal, unstructured feedback (e.g. weekly performance appraisal)	Methods: Multiple methodologies and activities
UN #2	5	Sometimes he contacts me because he needs something. Often, I contact him because I need something. And then we also have this where… and normally, in normal day-to-day, you know, before COVID-19, we would have a weekly meeting and there wouldn't be much to discuss. Now it's more daily and he's reaching out to me and I am reaching out to him.	Less formal, unstructured feedback (e.g. weekly performance appraisal)	Methods: Multiple methodologies and activities
UN #2	5	You know how the UN works. We have our workplan, we have… It's in my e-performance. So, I know where I am at.	Formal, structured feedback (e.g. 360-degree feedback)	Methods: Multiple methodologies and activities
UN #2	5	he doesn't really give feedback	No developmental feedback	No developmental feedback
UN #2	5	I mean, I know where I stand with him	No developmental feedback	No developmental feedback
UN #2	5	I would see it's more vague	No developmental feedback	No developmental feedback
UN #2	5	But it doesn't mean quite frankly that he's ever said: 'Well, on the area of professionalism, it's that and that' or 'In the area of performance management…'	No developmental feedback	No developmental feedback
UN #2	5	He's never given it to me specifically.	No developmental feedback	No developmental feedback
UN #2	5	but not because he's purposely going: 'Okay, here is your feedback!' But I am listening well and asking the right questions and he is not hiding information from me, so it's open. I would say it's open and facilitating	No developmental feedback	No developmental feedback
UN #2	5	In fact, for example, I am going to draft my performance feedback. My performance report for my boss	No developmental feedback	No developmental feedback
UN #2	5	So, I will give him everything that I have done, and he will just copy and paste it and put it in.	No developmental feedback	No developmental feedback
UN #3	6	What makes him happy. I do have an idea, but it's not, you know, clearly defined (laugh).	No developmental feedback	No developmental feedback
UN #3	6	I don't really get feedback. I just don't get feedback.	No developmental feedback	No developmental feedback
UN #3	6	Because, well, for one reason, it's hard to, if for the most part of the feedback is sort of negative or when you compare yourself to my male colleagues and I see that he's treating them differently, it's hard to take the feedback seriously	No developmental feedback	No developmental feedback
UN #3	6	It's even hard to take the positive feedback so seriously, because it's normally, because you feel that you have done something that you know he likes. But, it's not necessary something that I value.	No developmental feedback	No developmental feedback
UN #3	6	I mean feedback is always key. Everybody needs feedback.	Importance of developmental feedback	Importance of developmental feedback
UNIDO #1	7	This is a leadership women and UN programme that I attended two years ago. And this is what I have as feedback, from various people who attended with me after one week.	Variety of assessments that measure leadership characteristics/Feedback could come from multiple sources (su-periors, peers, coaches…)	Scope: Rich and comprehensive
UNIDO #1	7	which I put on my wall for a purpose: to remind myself of the good and the bad (laugh).	Well-delivered	Scope: Rich and comprehensive
UNIDO #1	7	Sometimes, you go overboard, sometimes you are too stubborn. I am talking about me. Sometimes, I am too stubborn, sometimes I am just opinionated about one thing and I don't want to change my mind. And, mmh, of course, then, going through that, and I have had that for two years and, I sometimes go through it and I remind myself. It's very important, to remind yourself of the good and the bad and how you can improve.	Exposure of the employee to new self-awareness in order to increase effectiveness: Reflection of leadership development needs	Goals: Challenging and relevant content
UNIDO #1	7	There are a lot of things in you that may never change, because that's your style. I can't imagine myself in high heels, because that's not me. I will wear dresses from time to time, but, you know, I am more comfortable in pants and comfortable shoes. So, I will accommodate but it is very difficult to change completely.	Exposure of the employee to new self-awareness in order to increase effectiveness: Reflection of leadership development needs	Goals: Challenging and relevant content

UNIDO #1	7	it's actually really good, because, no one is perfect. You always do mistakes, you always do the good things and the bad things	Importance of developmental feedback	Importance of developmental feedback
UNIDO #2	8	Either from my supervisor or from my counterparts with whom I interact.	Feedback could come from multiple sources (su-periors, peers, coaches…)	Scope: Rich and comprehensive
UNIDO #2	8	These are Member States and the feedback is very good and motivating, also.	Constructive (positive and negative) feedback leading to performance increase	Goals: Challenging and relevant content
UNIDO #2	8	I would get either in writing or oral feedback	Less formal, unstructured feedback (e.g. weekly performance appraisal)	Methods: Multiple methodologies and activities
UNIDO #2	8	So, yes, orally or in writing, both.	Less formal, unstructured feedback (e.g. weekly performance appraisal)	Methods: Multiple methodologies and activities
UNIDO #2	8	Actually, in my case I get feedback, but not always	Less formal, unstructured feedback (e.g. weekly performance appraisal)	Methods: Multiple methodologies and activities
UNIDO #2	8	I actually do my job and don't really get… (feedback)	No developmental feedback	No developmental feedback
UNIDO #2	8	a very short line by my supervisor: 'Yes, well done, thank you! Very much appreciated…' That's it.	No developmental feedback	No developmental feedback
UNIDO #2	8	And, since I have such an independent job, it's also very difficult because I do what I need to do and very seldom I have to ask him what he thinks about it.	No developmental feedback	No developmental feedback
UNIDO #2	8	And, then, getting feedback of course.	Importance of developmental feedback	Importance of developmental feedback
UNIDO #2	8	I think that feedback is extremely important	Importance of developmental feedback	Importance of developmental feedback
UNIDO #3	9	What I receive is mostly based on tasks completed. So, there is some level objective criteria, but they are not preset objective criteria.	Clear definitions of success	Scope: Rich and comprehensive
UNIDO #3	9	we do have a staff performance appraisal system, the formal system that includes mid-term review, feedback discussions in principal	Formal, structured feedback (e.g. 340-degree feedback)	Methods: Multiple methodologies and activities
UNIDO #3	9	I would have preferred it to be more often	No developmental feedback	No developmental feedback
UNIDO #3	9	but usually it's not really on a kind of regular basis, It's when she finally realizes that we are doing something	No developmental feedback	No developmental feedback
UNIDO #3	9	It's my initiative, almost 100%.	No developmental feedback	No developmental feedback
UNIDO #3	9	I mean, whenever we put criteria it's what I put essentially. Mmh, there's not much feedback on it so…. I guess, I define it.	No developmental feedback	No developmental feedback
UNIDO #3	9	I would have preferred it to be more often	Importance of developmental feedback	Importance of developmental feedback
Types of Developmental Relationships				
IAEA #1	10	I have the feeling that my supervisor did his best and involved me in all the field because	Intentional engagement in the development of the employee	Coaching
IAEA #1	10	So, he developed (unclear) to integrate me and I think it is related to managerial skills	The coach facilitates and collaborates	Coaching
UN #1	4	Yes. I do (get access to his network), because I had to go to a lot of meetings with him or I have to represent him, being the next level down, you know and at a high-level meeting. So, I get the interaction with, usually, with his counterparts.	The coach facilitates and collaborates	Coaching
UNIDO #1	7	So, I decided: 'Alright, leave me alone, let me do this. Let me fix these people' and I spoke to her, as my boss, because I needed her signature and I told her: 'Listen, I need this and that and that' and she said: 'Alright, let's do it'. And we did it. 11 months, 25 people who got positions. 11 Months, in the UN system, do you realize, what I am saying?! 11 months!	The coach facilitates and collaborates	Coaching

UNIDO #1	7	So, we are very direct with each other	Creation of a learning environment	Coaching
UNIDO #1	7	together we've managed	The coach facilitates and collaborates	Coaching
UNIDO #1	7	But maybe it had to do also with the kind of job that I was doing. Because my job had to deal also with the other VBOs, so… Maybe that also played a role.	The coach facilitates and collaborates	Coaching
UN #2	5	Sometimes he contacts me because he needs something. Often, I contact him because I need something. And then we also have this where… and normally, in normal day-to-day, you know, before COVID-19, we would have a weekly meeting and there wouldn't be much to discuss. Now it's more daily and he's reaching out to me and I am reaching out to him.	The coach facilitates and collaborates	Coaching
UN #2	5	and he doesn't take offense. He doesn't get offended; he doesn't get argumentative. He actually… Because he is so reserved and quiet and calm and actually the opposite of me, it actually works	Creation of a learning environment	Coaching
UN #2	5	In the current situation, you could, I guess, call it support	The coach facilitates and collaborates	Coaching
UN #2	5	He listens to me, I am actually… He really listens to me	Creation of a learning environment	Coaching
UN #2	5	and pretty much everything I tell him, he's gone with it.	Assurance of the coachee's ownership of skills	Coaching
UN #2	5	but in the key little (advices) on how should we proceeding, you know	Assurance of the coachee's ownership of skills	Coaching
UN #2	5	But the point is that I have actually had a lot of support	The coach facilitates and collaborates	Coaching
UN #2	5	But it's support. No one has tried to undermine me or kick (??) me out. There might be a couple of people below that but that's a different issue.	The coach facilitates and collaborates	Coaching
UN #2	5	access his network? Mmh, well, definitely, but probably more only because of my role on these different committees and my role now in the (hidden information for confidentiality purposes) team	The coach facilitates and collaborates	Coaching
UN #2	5	And, because I am the (hidden information for confidentiality purposes) advisor for all these levels above me, including all of the VBOs, so IAEA, CTBTO, all of them. So, he certainly doesn't get in the way and I think this is what's valuable where he doesn't try to high control.	The coach facilitates and collaborates	Coaching
UN #2	5	But he's been very helpful.	The coach facilitates and collaborates	Coaching
UN #2	5	If I'd need his support, kind of, back door, not back door, but, you know, phone call here and there, he's definitely been doing that.	The coach facilitates and collaborates	Coaching
UN #2	5	So, yes, I would say, he is definitely assisting me to do what needs to get done and sometimes, not to manipulate but to convince people of the right direction we have to go.	The coach facilitates and collaborates	Coaching
UN #2	5	And he certainly hasn't stopped any phone calls.	The coach facilitates and collaborates	Coaching
UN #2	5	So, it's always good to have a good working relationship. But it's tenuous	Creation of a learning environment	Coaching
UN #2	5	The second one, was more like my current supervisor. But certainly, they've never stopped me	The coach facilitates and collaborates	Coaching
UN #2	5	You know, by wanting to go to a training or I need to go to a certain meeting, they've never said: 'No, you can't do that.'	The coach facilitates and collaborates	Coaching
UNIDO #2	8	Definitely, due to training and past experience and within the dialogue with colleagues and supervisors, I have been able to develop this career.	Creation of a learning environment	Coaching
UNIDO #2	8	But he is very open, and I can come anytime if he has… If he is not busy	The coach facilitates and collaborates	Coaching

UNIDO #2	8	We have a very good relationship	The coach facilitates and collaborates	Coaching
UNIDO #2	8	I have the impression, also, that he listens to me	Creation of a learning environment	Coaching
UNIDO #2	8	In certain ways he takes my job seriously.	Assurance of the coachee's ownership of skills	Coaching
UNIDO #2	8	It is almost, it is a professional relationship	The coach facilitates and collaborates	Coaching
UNIDO #2	8	Also, a little bit, yes, we have very nice chats	Creation of a learning environment	Coaching
UNIDO #2	8	But the private level, mmh, but it is more of a professional relationship. I would say.	Creation of a learning environment	Coaching
UNIDO #2	8	Maybe, honestly, he absolutely gives me all my credits I need	Assurance of the coachee's ownership of skills	Coaching
UNIDO #2	8	he gives all his… I have all his full support and confidence.	The coach facilitates and collaborates	Coaching
UNIDO #2	8	He did support me, but it was not a big effort he had to undergo, to support me. So, he didn't have to come out of his comfort zone, and I think many supervisors would not go out of their comfort zone to support the development of their staff.	The coach facilitates and collaborates	Coaching
IAEA #1	10	He's very open. He gave me all contacts	The coach facilitates and collaborates	Coaching
IAEA #1	10	But maybe it's not because of me, because he knows me much longer than other colleagues. But maybe it's not related to gender.	A focus on personal and professional development	Mentoring
UNIDO #1	7	she basically showed me that you have to actually believe in yourself, and to have that faith in yourself and just go.	The mentor provides emotional support, feedback and advices: Long-term relationship commitment in which the mentor gives personal and professional support to the mentee	Mentoring
UNIDO #1	7	I tell her what I want. And I tell her: 'Is this possible? Is this not?'. Be it personal, be it professional	A focus on personal and professional development	Mentoring
UNIDO #2	8	Because I got their trust and I got their support, that I could evolve in my job and create what I have created	The mentor provides emotional support, feedback and advices	Mentoring
IAEA #1	10	Does the relationship that you have with your supervisor enable you to access his network? Yes, definitely. He's very open. He gave me all contacts; I think even more than I would get (laugh).	Access to relevant opportunities and high-profile assignment	Sponsoring
UNIDO #1	7	So, that's the support I get. A 100% support. It has been actually, together with her… You know the expression moving mountains?	Protection of the sponsee by the sponsor	Sponsoring
UNIDO #1	7	We've been actually able to move mountains. And to move a lot. And change the whole atmosphere in (hidden information for confidentiality purposes) (UNIDO section) which a lot a people thought it was a lost case and impossible	Access to relevant opportunities and high-profile assignment	Sponsoring
UNIDO #1	7	But it was moving in the right directions. People started smiling and living and enjoying and working, even double as much. It was just great. Yeah.	Access to relevant opportunities and high-profile assignment	Sponsoring
UNIDO #1	7	The relationship with my supervisor has allowed me access to her counterparts and to the various VBOs to the point that I am now at a friendship level with them. So, that has benefitted me substantially	Exposure to other influential senior managers	Sponsoring
UNIDO #1	7	She has opened various doors for me.	Access to relevant opportunities and high-profile assignment	Sponsoring
UNIDO #1	7	We're friends, we're, you know, as we say: 'per Du' (translation: on a first name basis)	Relationship with an influential senior manager	Sponsoring

UNIDO #1	7	we call each other on the phone, we 'whatsapp' each other	Relationship with an influential senior manager	Sponsoring
UNIDO #1	7	it's a very good network that I have established with that.	Access to relevant opportunities and high-profile assignment	Sponsoring
UNIDO #1	7	I am not really interested, but I could use it. But I don't, because I don't care for that	Exposure to other influential senior managers	Sponsoring
UNIDO #1	7	But, has it been a disadvantage for me? No, on the contrary. It has been a very good advantage.	Access to relevant opportunities and high-profile assignment	Sponsoring
UNIDO #1	7	But she definitely paved the way for me to, mmh, I mean, there were high-level meetings I am now a member of that, two years ago, I was not a member of. I am also a member of this (hidden information for confidentiality purposes) team, which are all at a D2 level and they could have gotten the D1 levels involved. But, no, they put me in security involved, the core people for crisis, so it's (hidden information for confidentiality purposes).	Exposure to other influential senior managers	Sponsoring
UN #2	5	I have actually had one-on-one with all of the D2s	Exposure to other influential senior managers	Sponsoring
UN #2	5	I am pretty sure, even currently, my current one, has probably, in fact, I know for a fact, he has spoken to some people in New York and I am sure he hasn't said anything negative. Because I am confident, had he said something negative, I would have gotten a phone call right away, so	Exposure to other influential senior managers	Sponsoring
UN #2	5	But I think that I would have enough reputation and sponsorship to get one of the D1 jobs if I wanted it. So, but, definitely sponsorship	The sponsor fights for the sponsee's promotion	Sponsoring
UN #2	5	Or, you know, I think what was key for me was that I was allowed to go and be on this inner agency (hidden information for confidentiality purposes) management network.	Access to relevant opportunities and high-profile assignment/Exposure to other influential senior managers	Sponsoring
UN #2	5	And I was able to go to other meetings where I was at a higher level than my own grade. That assisted my exposure, so to say.	Access to relevant opportunities and high-profile assignment/Exposure to other influential senior managers	Sponsoring
IAEA #2	11	Zero. (developmental relationships with male supervisor)	No developmental Relationship	No developmental Relationship
IAEA #2	11	I think in a way, they also think, 'Okay you got your section head (job), you should be able to do what you're expected to do and, mmh, yeah. I don't think they coach with other. It's not this kind of leadership, by example kind of thing either, unfortunately	No developmental Relationship	No developmental Relationship
IAEA #2	11	being in the Agency so long, I know his network, I know the people above and he's like: 'Why did you go to her? Why didn't you come to me? Why are you going behind my back?' It's like: 'We're friends! Why can't I talk about this? I know it's going to be up there any way!' (the supervisor then says) 'No, no, it has to go through me!'	No developmental Relationship	No developmental Relationship
UN #1	4	Again, it's part of a job description, but who's allowed to, mmh, if he is unable to go to a meeting for example, who is allowed, the person, to represent him? Depending on the topics of discussion, it might be me, because most of it is in my area anyway or it might be (hidden information for confidentiality purposes) because it's a (hidden information for confidentiality purposes) issue. I don't think he really thinks about it. I just think, because it's more: 'I can't make it to this meeting, can you go and represent me?' like… 'Why me?!' (laugh) (unclear). I don't think he's logically, you know, thinking about the developmental areas for his immediate supervisors (his subordinates working as supervisors). I just don't think he's doing it	No developmental Relationship	No developmental Relationship
UN #1	4	my mentor, and he would have been the only one when I am thinking back. He was the only one. Where he would give me something and I go like: 'Why is he giving me this?!' and he's like: 'You need to be able to do this'. You know. 'Try it, we'll talk about it. Let's see how you'll do'.	Access to relevant opportunities and high-profile assignment	Importance of sponsorships

UN #2	5	When I look back when I was in the military and even here at the UN, you have to have people, either you have worked with, or you have worked for or who know you very well, support you for you to get anywhere	Relationship with an influential senior manager	Importance of sponsorships
UN #2	5	I'm only ever gotten promotions and good assignments and even currently where I am sitting.	Access to relevant opportunities and high-profile assignment	Importance of sponsorships
UN #2	5	One, because I had a decent enough reputation and there was always someone behind the scenes that was, at whatever the key meeting would be, be saying: 'Yeah, she's the one for that job.	Exposure to other influential senior managers	Importance of sponsorships
UN #2	5	You know, of course, you still have to meet the criteria, you have to do the interview, you have to pass the test, you have to do all that. But even then, we all know, if there's 5 of you on the list that have all passed the test. They're gonna pick the one that they know, which is normal. So, in order to be the one that they want, they have to (unclear) really good things about you from key people. And those would be what I call mentors, or, your support network.	Fight for promotions	Importance of sponsorships
UN #2	5	But it's also like, having a good reputation, so those people need to continue to talk good about you even if you're not applying for jobs.	Relationship with an influential senior manager	Importance of sponsorships
UN #2	5	You're just doing your job. You know, they'll say: 'Hey! Have you noticed…?' or 'Did you see this?' Or, you know, 'We should do this, because she…	Exposure to other influential senior managers	Importance of sponsorships
UN #2	5	And secondly, you have to have people who take note of that and to care enough to promote you	The sponsor fights for the sponsee's promotion	Importance of sponsorships
UN #2	5	Every really good job I have ever gotten, there's been somebody in the background who has made a couple phone calls and who has assisted.	Fight for promotions	Importance of sponsorships
UN #2	5	And I really mean that. I can't think of a job, except maybe my very first job at the Airforce, but even there, there was somebody working (??) on something	Fight for promotions	Importance of sponsorships
UN #2	5	I got hired by somebody who knew me, made the recommendation for me in my very first job at the (hidden information for confidentiality purposes) and there was a lot of pressure from the local level to New York to hire me	Relationship with an influential senior manager Fight for promotions	Importance of sponsorships
UN #2	5	Actually, I do need to cavoite this that my previous job I had one male, two male supervisors. The first one was great. He really did help get push me in, get me a… If not assignments like trainings, he got me very involved in some of the key security areas that I could then become known. So, he was a man	Access to relevant opportunities and high-profile assignment	Importance of sponsorships
UN #2	5	he actually, definitely developed me in the UN, for sure.	Relationship with an influential senior manager	Importance of sponsorships
UN #2	5	Without him, I probably wouldn't be here.	Relationship with an influential senior manager	Importance of sponsorships
UN #2	5	Yeah, I've had, I mean, all of my supervisors, I think including the one that I have now, if I wanted the next or the next promotion, they have all been very helpful.	Fight for promotions	Importance of sponsorships
UN #2	5	They've made phone calls.	Fight for promotions	Importance of sponsorships
UN #2	5	Some of it was, when they are up in New York, they would go to the Department and talk about me. Those are the kind of support that I receive from my supervisors	Exposure to other influential senior managers	Importance of sponsorships
UN #2	5	I mean, in that sense, I am lucky. All of my supervisors have always been happy with my performance and, so, they've always been supportive in that way.	Relationship with an influential senior manager	Importance of sponsorships
UN #2	5	you would say that your supervisors helped you to raise your profile in higher levels, right? Yeah, for sure.	Exposure to other influential senior managers	Importance of sponsorships
UN #2	5	then in the end it really comes down to sponsorship. To make that jump from P to… I mean, I am on a D roaster right now	Importance of sponsorships	Importance of sponsorships
UN #2	5	And then also, just being seen. So, like, being given, not necessarily job assignments, but being allowed to go on certain committees or policy projects	Access to relevant opportunities and high-profile assignment	Importance of sponsorships
UN #2	5	But, definitely, my first supervisor at the UN gave me that opportunity, to network and to meet people and to build those relationships outside of just my little job.	Exposure to other influential senior managers	Importance of sponsorships

UN #2	5	And I definitely say that I have benefitted from sponsors my whole career until today.	Relationship with an influential senior manager	Importance of sponsorships
UN #2	5	All the sponsors that I ever really had, have been sponsors because they knew in a pinch that I assisted, and I helped them	Relationship with an influential senior manager Fight for promotions	Importance of sponsorships
UN #2	5	So, you always need to make people above you look good. And you are there during the critical moment where they needed whatever they needed. They remember that. Everybody remembers that. And this is how I've gotten where I've gotten.	Relationship with an influential senior manager	
UN #2	5	You have to be out there, and you have to be letting them know.	Relationship with an influential senior manager	Importance of sponsorships
UN #2	5	And then, they could trust me and doing a good job. So, they were like: 'Yeah, she's somebody we should support'.	Relationship with an influential senior manager	Importance of sponsorships
UN #2	5	So, yeah, they have all supported me.	Relationship with an influential senior manager	Importance of sponsorships
UNIDO #2	8	the help of the supervisors I had before, who believed in me and who gave me also the opportunity	Access to relevant opportunities and high-profile assignment	Importance of sponsorships
UNIDO #2	8	The first one (mentor) was the person who recruited me. Very intelligent, fantastic lady. I was very young at that time. And I think from her, I learned a lot. Also, in a high position	Relationship with an influential senior manager	Importance of sponsorships
UNIDO #2	8	And she is certainly one of the reasons why I could develop in the way I developed	Relationship with an influential senior manager	Importance of sponsorships
UNIDO #2	8	And I am very grateful to her and she was really a perfect supervisor. And that's why I could learn a lot , because I think this is so important.	Relationship with an influential senior manager	Importance of sponsorships
UNIDO #2	8	And then, I had another fantastic mentor who was male, when I came back, when I re-joined it was a male supervisor who was also fantastic, from whom I also learned also a lot.	Relationship with an influential senior manager	Importance of sponsorships
UNIDO #2	8	And I learned a lot from him.	Relationship with an influential senior manager	Importance of sponsorships
UNIDO #2	8	And then, there was a third… This was 10 years ago, he left 10 years ago. My other supervisor who was also a fantastic mentor. And from the 3 of them, I would say, I got most of my strength and the, also, the support and, yes, to be able to develop in the way I did.	Relationship with an influential senior manager	Importance of sponsorships
UNIDO #2	8	This is then the sponsoring. Definitely. Yes.	Importance of sponsorships	Importance of sponsorships
UN #3	6	It was actually higher up.	Relationship with an influential senior manager	Importance of sponsorships
UN #2	5	So, and I had the same with, so, the good news for me is I've always been in an expertise that my bosses just don't have. You know? So, I am not Human Resources working for a director who used to do Human Resources. Or I am not budget working for a director who used to do budget. I am always the (hidden information for confidentiality purposes) person and there's nobody above me that has any experience, all the way up to the DG level	Importance of network	Importance of network
UN #2	5	But, he couldn't really because I kind of, even if I work for him, I actually work for the Director General. So, you know, they all kind of know and they all know that I have direct access to all Director Generals if I needed to	Importance of network	Importance of network
UN #2	5	And then, of course it was up to me to work on those relationships and to work on all that	Importance of network	Importance of network
UNIDO #2	8	And I have a huge network and a very good one	Importance of network	Importance of network
UN #3	6	I found other allies. So, I found other allies for support.	Importance of network	Importance of network
UN #3	6	So, I would say, mmh, having people get to know you as a person, sometimes… I don't know how to say, you find other, you have to just… Mmh	Importance of network	Importance of network
UN #3	6	I was having networks. The networks were all men at the time. But, having networks is helpful. You have to have networks of people who want to support you.	Importance of network	Importance of network
UNIDO #3	9	have the visibility for it. So, be it a presentation to an external partner, a donor, a member state.	Importance of network	Importance of network
UN #1	4	I think if I had the opportunity… We just got a new Director General and it is a woman (laugh). So, I think, as far as career development, the opportunity is that I was able to	Importance of female networks	Importance of female networks

		develop a relationship or she was able to do something, and I think she may do, with her female senior managers, that could be very beneficial. Dealing directly with her.		
UN #1	4	if I look in my organization as a whole, mmh, dealing, continuing dealing with the other female senior managers, because, they've been there.	Importance of female networks	Importance of female networks
UN #1	4	I don't foresee looking, thinking my organization on the male side	Importance of female networks	Importance of female networks
UN #2	5	I have had good mentors and sponsors on both sides, but who has helped me the most, I would have to say, is probably been women	Importance of female networks	Importance of female networks
UN #2	5	but, mmh. I would say that the women have been the most influential for me because I needed to know how to balance. You know, I have 3 children. How to balance children? How to balance work, career, work-life balance? How to make it work? When to lean in, when to sit back…Mmh, when to say: 'Enough!' When to tell your bosses: 'Look, don't measure me on how many hours I am in the office, but, measure me by what I am getting done'. Those kinds of things.	Importance of female networks	Importance of female networks
UN #2	5	And I think it's been the women that have been able to really say to help me on that.	Importance of female networks	Importance of female networks
UN #2	5	Like, mmh, I used to 9 and 10 schedule and when I first approached that with my boss, well, first of all I had a female who gave me advise on how to handle that and she basically said: 'Do it, go in, tell him.' Boom, right now. And, so, I did, and he was actually not in favour of it. He was actually sort of like: 'Ah, nobody has ever asked for this before…'	Importance of female networks	Importance of female networks
UN #2	5	Vision! For the UN. He didn't feel like he could turn it down (laugh). And I just took it. And that was the advice I got from another woman. Which is: 'He can't say no. Just go tell him, you're gonna do it'. And that's essentially what happened. But he definitely wasn't great with it, at first. Well, he wasn't… Yeah. Again, I did it early. Because that was the question: 'Should I do it right away? Or should I work really hard for a year and then ask for it?' And she's like: 'Screw it! Ask for it now!' And in the end, now, I have proven myself, so, it hasn't become an issue.	Importance of female networks	Importance of female networks
UN #2	5	So, it's always been actually colleagues… Female colleagues. Essentially at the same level, like in Human Resources or somewhere else.	Importance of female networks	Importance of female networks

Interviewee	Appendix	Extracts from the interviews	Generalization	Category assignments
Transactional Leadership of Senior Manager				
UN #1	4	he just expects me to do my job. You know, and he expects just all of us to do our job.	effective performance and contributions to the organization	Contingent reward: performance based achievements
UNIDO #3	9	I mean if it was under other circumstances, probably she would be probably more performance based because I can see inside quite structured and she likes things done in a certain way.	Rewards subordinates for effective performance and contributions to the organization	*Contingent reward: Employees are rewarded based on their achieve-ments*
IAEA #2	11	ideas/initiatives that are not directly coming from the supervisor are turned down	Authoritarian leadership style	*Management by exception (active): Leaders actively monitor and control activities*
IAEA #2	11	And I would think within my role of a head that I have the capability. But 'oh no!'	Authoritarian leadership style	*Management by exception (active): Leaders actively monitor and control activities*
IAEA #2	11	he's like: 'No, I need this now'. And it's like… no sense…	Authoritarian leadership style	*Management by exception (active): Leaders actively monitor and control activities*

IAEA #2	11	I know his network, I know the people above and he's like: 'Why did you go to her? Why didn't you come to me? Why are you going behind my back?' It's like: 'We're friends! Why can't I talk about this? I know it's going to be up there any way!' (the supervisor then says) 'No, no, it has to go through me!'. You know, so it's that kind of also in a way old-fashioned, hierarchical thing. That 'you have to do everything through me!' and not in a more human fashion.	Authoritarian leadership style	*Management by exception (active): Leaders actively monitor and control activities*
UN #3	6	very, sort of not transparent	Authoritarian leadership style	*Management by exception (active): Leaders actively monitor and control activities*
UN #3	6	Not very communicative	Authoritarian leadership style	*Management by exception (active): Leaders actively monitor and control activities*
UN #3	6	not well communicating.	Authoritarian leadership style	*Management by exception (active): Leaders actively monitor and control activities*
UN #3	6	Hierarchical.	Authoritarian leadership style	*Management by exception (active): Leaders actively monitor and control activities*
Transformational Leadership of Senior Managers				
IAEA #1	10	he is the best	Behaves in a way that is consistent with the ideas and values he/she espouses	Idealized Influence: Positive long-term influence on the subordinates
IAEA #1	10	I am working here because of him.	Behaves in a way that is consistent with the ideas and values he/she espouses	Idealized Influence: Positive long-term influence on the subordinates
IAEA #1	10	I think my supervisor is actually great. As I told you, just because I actually came	Behaves in a way that is consistent with the ideas and values he/she espouses	Idealized Influence: Positive long-term influence on the subordinates
IAEA #1	10	I came into a new environment, my supervisor was actually very nice	Inspires admiration	Idealized Influence: Positive long-term influence on the subordinates
UN #1	4	He is a very gentle soul	Treats each subordinate as an individual with different needs, abilities, and aspirations	Idealized Influence: Positive long-term influence on the subordinates
UNIDO #2	8	Of course, he is very accessible	Inspires trust	Idealized Influence: Positive long-term influence on the subordinates
UNIDO #2	8	Always when I need anything, I can count on him.	Inspires trust	Idealized Influence: Positive long-term influence on the subordinates
UNIDO #2	8	And he is very supportive, which is very good	Inspires admiration	Idealized Influence: Positive long-term influence on the subordinates
UNIDO #2	8	But he is very open, and I can come anytime if he has… If he is not busy	Inspires trust	Idealized Influence: Positive long-term influence on the subordinates
UNIDO #2	8	I have the impression, also, that he listens to me	Inspires trust	Idealized Influence: Positive long-term influence on the subordinates
UNIDO #1	7	very self-confident	Idolized Influence, inspires admiration	Idealized Influence: Positive long-term influence on the subordinates
UNIDO #1	7	she is a person that is very forthcoming	Idolized Influence, inspires admiration	Idealized Influence: Positive long-term influence on the subordinates
UNIDO #1	7	very honest	Behaves in a way that is consistent with the ideas and values he/she espouses	Idealized Influence: Positive long-term influence on the subordinates

UNIDO #1	7	She loves being direct	Behaves in a way that is consistent with the ideas and values he/she espouses	Idealized Influence: Positive long-term influence on the subordinates
UNIDO #1	7	very nice boss of mine who is a female	Idealized Influence, inspires adminration	Idealized Influence: Positive long-term influence on the subordinates
UN #2	5	And he has actually given me good information on understanding the situation	Democratic leadership style	Idealized Influence: Leaders aim at high goals
UN #2	5	And the more we've gotten, the more we've worked together and, especially now since the COVID-19, it's really become more rich,	Values communication and transparency	Idealized Influence: Leaders aim at high goals
UN #2	5	where he speaks really pretty honest about all the politics and all the things that happen	Values communication and transparency	Idealized Influence: Leaders aim at high goals
UN #2	5	But I am listening well and asking the right questions and he is not hiding information from me, so it's open. I would say it's open and facilitating.	Values communication and transparency	Idealized Influence: Leaders aim at high goals
IAEA #1	10	Because he is, mmh, he is, I think, I don't know, the best motivated person	Behaves in a way that is consistent with the ideas and values he/she espouses	Inspirational Motivation
IAEA #1	10	I didn't want to move to the IAEA, I didn't want to apply here because everything in my life was already working. But he told me: 'No, I give you some opportunity'	Describes exciting new opportunities for the organization	Inspirational Motivation
IAEA #1	10	he is a strong motivator for me.	Behaves in a way that is consistent with the ideas and values he/she espouses	Inspirational Motivation
IAEA #1	10	The supervisor, in the opposite, is trying to motivate	Describes exciting new opportunities for the organization	Inspirational Motivation
UNIDO #1	7	she basically showed me that you have to actually believe in yourself, and to have that faith in yourself and just go.	Behaves in a way that is consistent with the ideas and values he/she espouses	Inspirational Motivation
UNIDO #1	9	So, that's the support I get. A 100% support. It has been actually, together with her… You know the expression moving mountains?	supportive relationship	Intellectual Stimulation
UNIDO #1	9	together we've managed	supportive relationship	Intellectual Stimulation
IAEA #1	10	So, I think he's always there and when I am a bit stressed,	Provides advice and coaching to help the employee develop new skills	Individualized consideration
IAEA #1	10	I am writing him, and he always writes to me.	Provides advice and coaching to help the employee develop new skills	Individualized consideration
IAEA #1	10	he maybe understands that it's maybe not easy for a newcomer and for a woman as a geologist	Treats each subordinate as an individual with different needs, abilities, and aspirations	Individualized consideration
IAEA #1	10	I have the feeling that my supervisor did his best and involved me in all the field	Provides advice and coaching to help the employee develop new skills	Individualized consideration
IAEA #1	10	So, he developed (unclear) to integrate me and I think it is related to managerial skills	Provides advice and coaching to help the employee develop new skills	Individualized consideration
IAEA #1	10	Maybe, as I told you, it's only not because I am a woman but also because I am a newcomer. As a newcomer he has been treating me differently	Treats each subordinate as an individual with different needs, abilities, and aspirations	Individualized consideration
UN #2	5	But I have been given good opportunities. So, like for last year, I've done so many management courses. I am like: 'Please, don't ask me to do another one!'. So, no, I mean, he certainly, through Human Resources etc., he takes care of me. I am not sitting here, wishing I had more courses.	Provides advice and coaching to help the employee develop new skills	Individualized consideration
Passive-avoidant Leadership of Senior Managers				

IAEA #2	11	And we're trying to support our staff to be able to grow and he was like: 'Why would you do that?' and we were like: 'Because he deserves it! He has the qualifications'. You know. And we can have other advantages out of it.	*Absence of leadership*	*Laissez-faire*
UN #1	4	He hates to be in conflicts, you know, and he will tend to stay away from it.	*Absence of leadership*	*Laissez-faire*
UN #1	4	Where he and I are not necessarily on the same wave and sometimes, you know, because he doesn't like conflicts, he'll back down: 'You're right'	*Absence of leadership*	*Laissez-faire*
UN #2	5	but not because he's purposely going: 'Okay, here is your feedback!'	*Absence of leadership*	*Laissez-faire*
UN #2	5	But it's not like it came directly from my supervisor	*Absence of leadership*	*Laissez-faire*
UN #2	5	So, I've not been assigned something saying: 'Okay, here, we wanna improve your leadership style. Do this.' In no way! So, I don't know, maybe, none. I don't know, you know what I mean? It's not like that.	*Absence of leadership*	*Laissez-faire*
UN #2	5	But, he's not like reaching out to me and saying: 'Hey, here is this great course, you should go on'.	*Absence of leadership*	*Laissez-faire*
UN #2	5	He's not a very strong personality	*Absence of leadership*	*Laissez-faire*
UN #2	5	He actually… Because he is so reserved and quiet and calm and actually the opposite of me	*Absence of leadership*	*Laissez-faire*
UNIDO #2	8	This is, mmh, not, mmh, not leading by example, I would say	*Absence of leadership*	*Laissez-faire*
UNIDO #2	8	He's… It's okay	*Absence of leadership*	*Laissez-faire*
UNIDO #2	8	he could be more inclusive	*Absence of leadership*	*Laissez-faire*
UNIDO #2	8	he could be more communicative	*Absence of leadership*	*Laissez-faire*
UNIDO #2	8	And he could be stronger. As a leader, I think. He is not, mmh, I think, he's not strong enough	*Absence of leadership*	*Laissez-faire*
UNIDO #2	8	It's often the case, I guess, and I think he should engage more with his team	*Absence of leadership*	*Laissez-faire*
UNIDO #2	8	But, to be honest, I think, he could do better. But I must say, it's absolutely okay. But, maybe I have also very high expectations	*Absence of leadership*	*Laissez-faire*
UNIDO #3	9	So, it does tend to be more transactional, not necessarily in terms of dealing with employees but she has to manage upwards	*Absence of leadership*	*Laissez-faire*
UNIDO #3	9	So, she usually doesn't manage downwards.	*Absence of leadership*	*Laissez-faire*
UNIDO #3	9	And it is quite loose as a result	*Absence of leadership*	*Laissez-faire*
UNIDO #3	9	So, you have to kind of keep pushing her to provide some guidance because usually she is so busy managing the politics	*Absence of leadership*	*Laissez-faire*
UNIDO #3	9	She is not someone who is like going out of their way to kind of inspire	*Absence of leadership*	*Laissez-faire*
UNIDO #2	8	He did support me, but it was not a big effort he had to undergo, to support me. So, he didn't have to come out of his comfort zone, and I think many supervisors would not go out of their comfort zone to support the development of their staff.	*Absence of leadership*	*Laissez-faire*
UN #1	4	He rarely, and it may also be, because I've been doing this forever and he figured out that I've been doing this forever and he and I are about the same age, you know, it's like, unless I really screw it up, I truly don't get much feedback.	*Leaders take action when needed*	*Management by exception (passive)*
UN #1	4	The main criterion of success is: 'Are we getting complaints?' Or: 'Is he getting complaints from the other directors?' about services that we are not providing	*Leaders take action when needed*	*Management by exception (passive)*

UN #1	4	success is where he can go to a meeting and come out unscathed and that we're doing okay	*Leaders take action when needed*	*Management by exception (passive)*
UN #2	5	So, he's definitely low control	*Leaders take action when needed*	*Management by exception (passive)*
UN #2	5	But low control and I would say target and achievements	*Leaders take action when needed*	*Management by exception (passive)*
UN #2	5	He only cares that everything gets… That he doesn't have to worry about anything	*Leaders take action when needed*	*Management by exception (passive)*
UN #2	5	And my other direct boss, it's more in my skill category. He's also definitely low control.	*Leaders take action when needed*	*Management by exception (passive)*
UN #2	5	Just monitoring. Which is perfect for me. Those are my ideal leaders. If I had a high control, it would be difficult.	*Leaders take action when needed*	*Management by exception (passive)*
UN #2	5	he doesn't take offense	*Leaders take action when needed*	*Management by exception (passive)*
UN #2	5	He doesn't get offended	*Leaders take action when needed*	*Management by exception (passive)*
UN #2	5	he doesn't get argumentative	*Leaders take action when needed*	*Management by exception (passive)*
UN #2	5	he doesn't try to high control. He doesn't want every communication I have with all those levels, to go through him.	*Leaders take action when needed*	*Management by exception (passive)*
UN #2	5	Mmh, of course that would be all he did if he would try to control. I mean, his job is too big, there's just no way. And besides it's not really his thing, right?	*Leaders take action when needed*	*Management by exception (passive)*

Interviewee	Appendix	Extracts from the interviews	Generalization	Category assignment
Transactional Leadership of Female Middle Managers				
IAEA #1	10	that our counterparts got all what they needed, they got all targets and everything or obligations,	effective performance and contributions to the organization	Contingent reward: performance based achievements
IAEA #1	10	or for example to see in which way we can have problems, of what we built a delay	effective performance and contributions to the organization	Contingent reward: performance based achievements
IAEA #1	10	or with whom we need to communicate and how we need to communicate, because each person needs an individual approach in an international environment.	effective performance and contributions to the organization	Contingent reward: performance based achievements
IAEA #1	10	There are highly educated people, very high-level people and every high-level person has an own approach. And that is why for each person, we need to develop an exceptional approach, case and understanding, especially in our organization because of the high ranked people here.	effective performance and contributions to the organization	Contingent reward: performance based achievements
IAEA #2	11	I personally don't take the sex thing in my staff. I don't care if you are a man or a woman. If you're doing the job and you're good at it, I take this as great!	effective performance and contributions to the organization	Contingent reward: performance based achievements
UN #2	5	I am definitely probably more target and achievements	effective performance and contributions to the organization	Contingent reward: performance based achievements
UN #2	5	But it's because my direct reportees are very high performers, so there's not a lot of hand holding or discussions, but I am certainly there for them	effective performance and contributions to the organization	Contingent reward: performance based achievements
UN #2	5	But in the end, I am always about targets and achievements, sure.	effective performance and contributions to the organization	Contingent reward: performance based achievements

UN #2	5	I think I have accomplished everything I needed to do.	effective performance and contributions to the organization	Contingent reward: performance based achievements
UN #2	5	I am actually very proud of what I have accomplished in the last few months. So, I am good.	effective performance and contributions to the organization	Contingent reward: performance based achievements
UN #2	5	I am more of an advisor to him, to how we have to get things done	effective performance and contributions to the organization	Contingent reward: performance based achievements
UN #1	4	I don't have to be like them, you know, I just have to make sure that our tasks are accomplished	effective performance and contributions to the organization	Contingent reward: performance based achievements
UNIDO #3	9	And trying to get those people into some kind of more better performing track	Checks on the quality of the employee's work	Contingent reward: performance based achievements
UN #2	5	But I do what feels is necessary at that moment. To do whatever needs to happen.	effective performance and contributions to the organization	Contingent reward: performance based achievements
IAEA #1	10	achieve more results and more results for example - mmh, for a more successful project implementation	Asks you to report on your progress	Management by exception (active): Leaders actively monitor and control activities
UNIDO #2	8	I would certainly observe how they can work in order to be able to give them more, less control!	Checks on the quality of the employee's work	Management by exception (active): Leaders actively monitor and control activities
UNIDO #2	8	If I can be sure that I have the confidence that they can be up to my requirements and expectations, I definitely control less.	Checks on the quality of the employee's work	Management by exception (active): Leaders actively monitor and control activities
UNIDO #2	8	I would say that I try to give also a certain line how I wish to have things	Gives guidance and instructions on how to work	Management by exception (active): Leaders actively monitor and control activities
Transformational Leadership of Female Middle Managers				
IAEA #1	10	For leadership, I built stress-resistance and I am extremely flexible. So, I am kind of flexible and it helped me to be stress resistant.	Makes personal sacrifices and goes beyond self-interest for the benefit of the organization	Idealized Influence: Positive long-term influence on the subordinates
IAEA #2	11	ideas/initiatives that are not directly coming from the supervisor are turned down). And, so I've had quite a bit of challenge with that. Because I am a mover, I am a changer and, I don't know, I have a thing for finding things that can be improved and I want to improve them. And I would think within my role of a head that I have the capability. But 'oh no!'	Behaves in a way that is consistent with the ideas and values he/she espouses	Idealized Influence: Positive long-term influence on the subordinates
UNIDO #1	7	I, basically told them that I will trust them	Talks about the importance of mutual trust among members	Idealized Influence: Positive long-term influence on the subordinates
UNIDO #1	7	I basically started off, by saying that I will trust them, trust what they have to tell me	Talks about the importance of mutual trust among members	Idealized Influence: Positive long-term influence on the subordinates
UNIDO #1	7	It's not only the chief, it's the people. It's the people who are doing these things	Makes personal sacrifices and goes beyond self-interest for the benefit of the organization	Idealized Influence: Positive long-term influence on the subordinates
UNIDO #1	7	I'm direct	Behaves in a way that is consistent with the ideas and values he/she espouses	Idealized Influence: Positive long-term influence on the subordinates
UNIDO #1	7	I don't go beating around the bush. I tell her what I want. And I tell her: 'Is this possible? Is this not?'.	Behaves in a way that is consistent with the ideas and values he/she espouses	Idealized Influence: Positive long-term influence on the subordinates

UNIDO #1	7	And I've told D2 levels off. I don't care of the grade. I just told them my opinion and that's it. I don't care, because that's my opinion. It may have not gotten me what I wanted, but at least, I felt great about saying it (laugh).	Behaves in a way that is consistent with the ideas and values he/she espouses	Idealized Influence: Positive long-term influence on the subordinates
UN #2	5	Whenever you've got a new job, you have to form this trust and this, not really a bond, but this trust. Like: 'Okay, this person is confident, they know what they are doing'. And then, the more they are confident, the more they know what you're doing, then, the more you can say: 'Okay, great!'	Talks about the importance of mutual trust among members	Idealized Influence: Positive long-term influence on the subordinates
UN #3	6	sometimes too involved	Makes personal sacrifices and goes beyond self-interest for the benefit of the organization	Idealized Influence: Positive long-term influence on the subordinates
UNIDO #3	9	I mean, you need to kind of trust people to do things	Talks about the importance of mutual trust among members	Idealized Influence: Positive long-term influence on the subordinates
IAEA #2	11	So, I want the team to know what is important	Talks with conviction about his/her values and ideals	Idealized Influence: Leaders aim at high goals
IAEA #2	11	And, I prefer them to hear something regarding our section, or regarding our division or our department, from me than to hear it from the street. That's not, you know, that has maybe been twisted many times. So, I don't like rumours, I like the staff to be informed.	Talks with conviction about his/her values and ideals	Idealized Influence: Leaders aim at high goals
IAEA #2	11	I like the staff to be informed.	Talks with conviction about his/her values and ideals	Idealized Influence: Leaders aim at high goals
UNIDO #2	8	I am certainly very communicative	Values communications and transparency	Idealized Influence: Leaders aim at high goals
UNIDO #2	8	I think a leader must also give… lead by example! Somehow. Yes.	inspiring, visioning, motivating	Idealized Influence: Leaders aim at high goals
UNIDO #2	8	which is important through communication	Values communications and transparency	Idealized Influence: Leaders aim at high goals
UNIDO #3	9	Definitely, I aspire to be a transformational leader in whenever I, in whatever capacity I have.	Talks with conviction about his/her values and ideals	Idealized Influence: Leaders aim at high goals
UNIDO #3	9	I find it quite difficult to deal with people, with very poor performance.	Talks with conviction about his/her values and ideals	Idealized Influence: Leaders aim at high goals
UNIDO #3	9	So, I deal very well with people that have a certain level of commitment, interests, substance in what they are doing	Talks with conviction about his/her values and ideals	Idealized Influence: Leaders aim at high goals
UNIDO #3	9	I like to think that one has to have a common objective, a kind of strong feeling of having a common objective, but where I don't have to worry about the achievement side because the path is clear.	Communicates goals and vision	Idealized Influence: Leaders aim at high goals
UNIDO #3	9	Again, it functions better when you have individuals that are open to that and I really struggle to deal with people who simply don't want to do anything.	Talks with conviction about his/her values and ideals	Idealized Influence: Leaders aim at high goals
UNIDO #3	9	I actually would prefer these people to care as much as I do to get something changed.	Talks with conviction about his/her values and ideals	Idealized Influence: Leaders aim at high goals
IAEA #2	11	kind of really working as a team	Democratic leadership style	Inspirational Motivation
IAEA #2	11	so for us it's very easy, because everybody has their own little bubble of thing they do, and, I feel it's also very important to share information, which a lot of managers don't.	Democratic leadership style	Inspirational Motivation
IAEA #2	11	It's more task related, but I also want to call it more, that we are a team.	Democratic leadership style	Inspirational Motivation

IAEA #2	11	I am trying to get away from compartmentalization in our team, Because there are some people: 'I am only an expert in this' and we have problems if that person is on sick leave or if that person is away for a longer period of time, then, so, we are trying to also do a lot of cross training and be able to fill in for people who are not there or who are extremely busy, because we do have some influxes.	Democratic leadership style	Inspirational Motivation
IAEA #2	11	So, of course, everybody reacts differently, but I just wanted to, mmh, the best I can. You know, and, not everybody loves their manager and not everybody has that same kind of view. I may be bringing a lot more American, mmh, stereotypic things into the group than others would, but I don't care	Democratic leadership style	Inspirational Motivation
IAEA #2	11	And everybody was included.	Democratic leadership style	Inspirational Motivation
IAEA #2	11	We started actually including other people from other divisions, because they started helping us with some of the equipment, and some of the other things that are feasible or not	Democratic leadership style	Inspirational Motivation
IAEA #2	11	You know, so really including the whole team but not forcing it on anybody. There were a couple that were automatically like: 'Yeees, I wanna be involved!' and others like: 'mmh'. But, yeah, they still went in and looked on and made suggestions but maybe not in the front line. And that was really cool.	Democratic leadership style	Inspirational Motivation
UNIDO #1	7	because if we make it, we'll make it together, if we will fall, we'll fall together.	Democratic leadership style	Inspirational Motivation
UNIDO #1	7	I don't know if the decision is right or wrong technically, but I do ask logical questions to kind of, and logic, because it has proven to be a very good tool for me to follow. Logical framework helps a lot in decision-making. So, you kind of analyse.	Democratic leadership style	Inspirational Motivation
UNIDO #1	7	You bring them into the decision making. You ask questions. You analyse together. And, it's very much team oriented.	Democratic leadership style	Inspirational Motivation
UNIDO #1	7	But I, at the end, I take a decision. And I tell 'Alright, we go there'. After we analysed together, I say 'Alright, we go there. We go there. We do that'.	Democratic leadership style	Inspirational Motivation
UNIDO #1	7	Listen, we got to do it together	Democratic leadership style	Inspirational Motivation
UNIDO #1	7	So, I've taken up the initiative together with another colleague who is a brilliant writer.	Describes exciting new opportunities for the organization	Inspirational Motivation
UNIDO #1	7	And, I received some resistance from some women, for most, telling me: 'Why do you want to know my job?'. And my answer was: 'To be able to defend you when you do a mistake. That I will back you up. And understanding what you are doing, so I can back you up. Because you are, for me, my staff and I will protect you'	Democratic leadership style	Inspirational Motivation
UNIDO #1	7	And they realized I will back them up no matter what.	Democratic leadership style	Inspirational Motivation
UNIDO #1	7	that was the beginning of the establishment of a very good team, which allowed me to actually develop further and I think that made management see me as the right person for (hidden information for confidentiality purposes) (UNIDO section).	Democratic leadership style	Inspirational Motivation
UNIDO #1	7	I am a very, mmh, just a very easy-going person. I high-five everybody. I don't have to act like a P5 boss 'blablabla', I hate that!	Democratic leadership style	Inspirational Motivation
UNIDO #2	8	I would say that I am very inclusive	Democratic leadership style	Inspirational Motivation

UNIDO #2	8	I try to get opinions of my co-workers	Democratic leadership style	Inspirational Motivation
UNIDO #2	8	I try to take into consideration their views	Democratic leadership style	Inspirational Motivation
UNIDO #2	8	I try to engage with my colleagues	Democratic leadership style	Inspirational Motivation
UNIDO #2	8	I am trying to take into consideration the opinions of others	Democratic leadership style	Inspirational Motivation
UNIDO #2	8	through engagement with the staff.	Democratic leadership style	Inspirational Motivation
UN #3	6	Team oriented	Democratic leadership style	Inspirational Motivation
UN #3	6	inclusive	Democratic leadership style	Inspirational Motivation
UNIDO #3	9	And that's what I prefer rather to control performance and activities	Democratic leadership style	Inspirational Motivation
IAEA #2	11	We had a big project that we were working on and, you know, we have this customer service point in our area. And when I first, when I was acting actually on the job, I saw these lines of people in front of the doors, and breaks, and I was like: 'this isn't working'. You know: 'How can we have, how can we make this better?'	Questions traditional assumptions and beliefs about the best way to do things	Intellectual Stimulation
IAEA #2	11	I was like: 'Come on guys, we have to, let's dream, what can we make, what can we do to make it better? Not only for the customer, but also for everybody else?' And, so we started dreaming	Encourages the employee to look a problem from different perspectives	Intellectual Stimulation
IAEA #2	11	And everybody in the section was a member of it, and whoever wanted to be involved, got involved and we started creating, you know, mind mapping, and ideas, and we actually created a, what did I call it?	Encourages the employee to look a problem from different perspectives	Intellectual Stimulation
IAEA #2	11	we had boards of information and ideas and timelines and everything. And we just started dreaming. And it was wonderful.	Encourages the employee to look a problem from different perspectives	Intellectual Stimulation
UNIDO #1	7	this is ridiculous to talk about, but we had 25 staff who were on monthly short term for 20 years. And, I had 30 vacant positions and I questioned why these people are not against these positions. And they said: 'No, no, no, they don't fit'. And then I looked at 4 years ago and there were the same vacant positions. But then the same people were still working. So, I decided: 'Alright, leave me alone, let me do this. Let me fix these people'	Questions traditional assumptions and beliefs about the best way to do things	Intellectual Stimulation
UNIDO #2	8	And I leave them also firm space to develop their own ideas	Encourages the employee to look a problem from different perspectives	Intellectual Stimulation
IAEA #1	10	to assess the need (of employees)	Treats each subordinate as an individual with different needs, abilities, and aspirations	Individualized consideration
IAEA #1	10	to understand other people	Treats each subordinate as an individual with different needs, abilities, and aspirations	Individualized consideration
IAEA #1	10	smooth starting, so I cannot immediately show my leadership skills, I need to understand, to show that I am professional.	Treats each subordinate as an individual with different needs, abilities, and aspirations	Individualized consideration
IAEA #1	10	leadership, for me, is not like starting at the beginning to be leader	Treats each subordinate as an individual with different needs, abilities, and aspirations	Individualized consideration
IAEA #1	10	I am trying to be with other people when there is some problem or delay and some family issues. I am also trying to understand	Treats each subordinate as an individual with different needs, abilities, and aspirations	Individualized consideration

IAEA #2	11	my own leadership style is more inclusive	Treats each subordinate as an individual with different needs, abilities, and aspirations	Individualized consideration
IAEA #2	11	And we're trying to support our staff to be able to grow	Treats each subordinate as an individual with different needs, abilities, and aspirations	Individualized consideration
UN #1	4	I am employee centric.	Treats each subordinate as an individual with different needs, abilities, and aspirations	Individualized consideration
UN #1	4	I am more interested in how my staff feels. How they are doing. You know, so that's why I say I am more employee oriented. We have a job to do, yeah, we do! But, you know, you deal with human beings	Treats each subordinate as an individual with different needs, abilities, and aspirations	Individualized consideration
UNIDO #1	7	I have a lot of empathy. I lead by empathy.	Treats each subordinate as an individual with different needs, abilities, and aspirations	Individualized consideration
UNIDO #1	7	I feel with people. I know what they have to go through.	Treats each subordinate as an individual with different needs, abilities, and aspirations	Individualized consideration
UNIDO #1	7	it's a give and take. We discuss issues, I listen to them.	Treats each subordinate as an individual with different needs, abilities, and aspirations	Individualized consideration
UNIDO #1	7	Every quarter, we write something about the (hidden information for confidentiality purposes) (UNIDO section) but also about people behind the scene and we start interviewing people to expose them to the VBO staff to see who's behind the scene, who's doing what?	Treats each subordinate as an individual with different needs, abilities, and aspirations	Individualized consideration
UNIDO #1	7	That's really important and you see that a lot of people from (hidden information for confidentiality purposes) (UNIDO section) are feeling more confident, they're feeling like they are appreciated and that makes a lot of sense. You know? They'll go miles for you because you appreciate the work. So, they'll go an extra mile.	Treats each subordinate as an individual with different needs, abilities, and aspirations	Individualized consideration
UNIDO #1	7	You should never give up. Never! And don't listen to anybody who is going to put you down. Just go for it. Don't let anybody put you down. Just go!	Provides advice and coaching to help the employee develop new skills	Individualized consideration
UNIDO #1	7	So, I decided to sit with each of them, literally, sit 2 to 3 hours individually, alone and ask each and every one to explain to me what they were doing.	Treats each subordinate as an individual with different needs, abilities, and aspirations	Individualized consideration
UNIDO #2	8	And I must say, I try to do the contrary. I try to help a lot young professionals, especially knowing that it's very hard nowadays for the young generation and, maybe, because I have encountered such difficulties to evolve and to further my career.	Provides advice and coaching to help the employee develop new skills	Individualized consideration
UNIDO #2	8	And mentoring also young colleagues, especially female colleagues, is something I have been doing, trying do give them my experience	Provides advice and coaching to help the employee develop new skills	Individualized consideration
UNIDO #2	8	but now I have interns to whom I give the assignments and give them also my feedback and try out how far they can go.	Provides advice and coaching to help the employee develop new skills	Individualized consideration
UNIDO #2	8	And, I think that feedback is extremely important. That's also what I try to do. And also, when there is something that is working well, I try to give a feedback because if something doesn't work, it's... The feedback is normal for most of the people. But when things are good, people tend not to give a feedback. And once everything is working, it's absolutely normal. Just, when it doesn't work, things get difficult then.	Provides advice and coaching to help the employee develop new skills	Individualized consideration

UN #3	6	mentoring	Provides advice and coaching to help the employee develop new skills	Individualized consideration
UN #3	6	rather employee-centric	Treats each subordinate as an individual with different needs, abilities, and aspirations	Individualized consideration
UNIDO #3	9	I am more employee centric; I would say.	Treats each subordinate as an individual with different needs, abilities, and aspirations	Individualized consideration
UNIDO #3	9	And then I really try to take care of my team.	Leaders coach and develop employees. Their needs are taken into account.	Individualized consideration
UNIDO #3	9	As individuals, in terms of their own challenges and development	Treats each subordinate as an individual with different needs, abilities, and aspirations	Individualized consideration
Passive-avoidant Leadership of Female Middle Managers				
UN #1	4	I don't micro-manage, let's put it that way. I don't have time to micro-manage, you know	Absence of leadership	***Laissez-faire***
UN #1	4	So, I am a P5 but my supervisors, the people that report to me are G5s, at the most G4s and even so, I let them do their jobs, you know.	Absence of leadership	***Laissez-faire***
UN #1	4	So, I am there for basically, to be the intermediary between my D2 and I pass information down to them and then I let them run with it, you know	Absence of leadership	***Laissez-faire***
UN #1	4	And if I see that they are running a little bit too far left, I will rear them back in, but for the most part, it's their responsibility.	Leaders take action when needed	***Management by exception (passive)***

Interviewee	Appendix	Extracts from the interviews	Category assignment
Gender Stereotypes and Lack-of-Fit			
IAEA #1	10	So, leadership for me is stereotyping. Men in geology are definitely cleverer, so women cannot be. Those are stereotypes	Trapped in stereotyped roles
IAEA #1	10	Because most of those people are not very young, I mean, they have a certain age, in an age group, maybe after 55. So, and those people, I think, maybe I am wrong, but I feel the stereotypes.	Trapped in stereotyped roles
IAEA #1	10	They are mostly engineers, from Ukraine, so most of, mmh, they are women, around 50% are women. My mother she is engineer, also. That is why it was for me a little bit shocking to see that people have stereotypes, especially men (laugh).	Trapped in stereotyped roles
IAEA #2	11	Because he's, mmh, I mean there were times he's told me: 'take the emotion out of it'. You know. 'Don't deal with it emotionally'; and that's definitely a female trait.	Trapped in stereotyped roles
IAEA #2	11	One of the other section head that's a female needed a project to be done and she was creating a P2 post and one of my ex-supervisors. We had this great idea to move forward with it and when the two of us asked for an appointment with the director, he said: 'Okay, this is trouble. Two women, what are you guys ganging up on me on? You know?	Trapped in stereotyped roles
UN #1	4	It is the male colleague who expects the type of style that I have, they would consider it more to be weak, because it's not this big macho, in your face yelling kind of thing, mmh, and until they realise that it works.	Trapped in stereotyped roles
UN #1	4	The big question is: 'Why do we have more women at a P2 level?' You know. And by the time they become P3s they disappear. And the stereotypical answer is: 'Because they have babies.' (she says) 'Well… I'm sorry!' (laugh) 'I have babies and I'm still around!' (laugh). That's not the reason	Trapped in stereotyped roles

UNIDO #1	7	Even in (hidden information for confidentiality purposes) (UNIDO section), going around, you meet someone even people from the outside companies who come in and they are like: ‚Das ist die Chefin von (hidden information for confidentiality purposes) (UNIDO section)!' (translation: This is the boss of (hidden information for confidentiality purposes) (UNIDO section)!). And they look at me: 'Wow! Ah really?!' (shocked). Like it is a shock for them, and I am like: 'They have expected some, mmh', I don't know what they were expecting! But a lot of the men feel that way.	Trapped in stereotyped roles
UNIDO #1	7	you know, these companies, they come, and they expect a man to lead (hidden information for confidentiality purposes) (UNIDO section)	Trapped in stereotyped roles
UNIDO #1	7	'It's a man's job. It's not a woman who should lead (hidden information for confidentiality purposes) (UNIDO section). It's a man's job!'.	Trapped in stereotyped roles
UN #2	5	one male colleague used the word 'emotional' when I was discussing something.	Trapped in stereotyped roles
IAEA #1	10	You know, here at the international organization, most of the women take a G (general) position because it's (for) secretaries, mmh, so it's G staff. But if you're taking P4, for example, P5, it becomes more complicated because, you know, there aren't so many women, especially, maybe also young, in their youngest stage of career	Trapped in stereotyped roles
UN #2	5	And there have been bosses above me in the last 13 years who have been, what shall I say, very, yeah, stereotypical, male oriented	Trapped in stereotyped roles
IAEA #2	11	He does treat the men differently	Different treatment
IAEA #2	11	There are two women who are heads in our team and, mmh, even at section meetings, it's really weird, the men always go first. It's that kind of thing	Different treatment
UN #1	4	I've seen that women are treated differently. Especially in the recruitment process.	Different treatment
UN #2	5	I would say it has to be that way. I don't think we can disassociate our gender with who we are. So, of course he probably speaks differently to me than he might with a man. This guy is probably more gender neutral, so, he's probably better. But I don't think that, that is possible, to not… You know, you talk to every individual based on their personality, who they are, and their gender is part of that.	Different treatment
UNIDO #2	8	But I can't really compare how he's providing the feedback to others. Yes, so it's also difficult. But, yes. But I can imagine that sometimes it's more vague.	Different treatment
UN #3	6	By this particular supervisor, absolutely, because I am a woman. Absolutely. This one is clear (treated differently)	Different treatment
UN #3	6	And, yeah, with a clear bias towards men.	Different treatment
UN #3	6	Because, well, for one reason, it's hard to, if for the most part of the feedback is sort of negative or when you compare yourself to my male colleagues and I see that he's treating them differently, it's hard to take the feedback seriously	Different treatment, less support
UNIDO #1	7	It has a lot to do with your personality. And, you know, either you have a strong character, I mean, I've told men off. I've told them to take a ride and I don't agree with them	lack-of-fit
UN #2	5	So, no setbacks. Definitely a little rub. Occasionally	lack-of-fit
UN #2	5	Because he is so reserved and quiet and calm and actually the opposite of me, it actually works. if he were more like, he wanted to control and argue and discuss and prove his points all the time, then I could see where it would be more difficult because sometimes that's not that well accepted as a woman to be that way. It's hard to explain.	lack-of-fit
UN #3	6	And many of those men are not any more well prepared or any better than their female colleagues but they were picked by people who are like them, who were men.	lack-of-fit
UN #3	6	Sometimes the same geographic region or the same country to go to the field. Because they are like them	lack-of-fit
UN #3	6	So, you pick the people who you feel are alike. And it's unconscious bias.	lack-of-fit
UN #3	6	And the trainee was for field representatives. And there was a whole bunch of them lined up on one row in one of our conference rooms. And she was showing a video. But before that she just made, sort of, the point that: 'Just look at all of you! And they were all lined up together and many of them were from a similar region. Similar background, And, it was very clear that the one who had appointed all of them was sitting there with them	lack-of-fit
UN #3	6	'Just look at the unconscious bias! Here is the person who have appointed all of you and look at what you all look like!'	lack-of-fit

UN #3	6	You see the appearance. And, it was also clear that it was biased if you know how all of these things are.	lack-of-fit
UN #3	6	And the other issue is that the male colleagues are doing work that is more in his area. He has a very limited focus of interest and the male colleagues tend to be doing work in that same area	lack-of-fit
IAEA #1	10	For women it is much more complicated because of stereotypes. Stereotypes are stronger there. (leadership)	performance pressure
IAEA #1	10	my salary was always much lower, 30% than (the one of a) man who is doing much less than me (unclear) and once I told my chef (boss) 'why is my salary like that?' And he told me 'because you need to go to kindergarten. Because men can stay and work until 4 but you cannot'. But I would do a lot of things before 4.30.	performance pressure
IAEA #1	10	I try to destroy it but it takes a lot of effort and time and a lot of stress (stereotypes)	performance pressure
IAEA #1	10	colleagues, they have a lot of stereotypes. And this is sometimes, mmh, it makes me, mmmh, it is more stress.	performance pressure
IAEA #1	10	Colleagues, I cannot tell a lot because maybe they did not yet adapt to me because, as I told you, there are stereotypes and I replaced a man. And this man, most, mmh, well, it was a man. And unfortunately, they have stereotypes in the field and its not only here at the Agency but also at my previous organization. It was the same. Women who are geologists cannot be as clever and cannot understand some parameters… Something like that… I don't know why, but unfortunately this is it (unclear). I need to be (unclear), I need also (unclear) to convince them all the time that I am not stupid which is taking a lot of time and effort, what would not be applied to men.	performance pressure
IAEA #1	10	it puts additional stress	performance pressure
IAEA #1	10	Because I think: 'Ok, no, now I need to prove that I have experience in that and everything' and it still takes my stress, energy, time and… it is like that.	performance pressure
IAEA #1	10	you need to put a lot of effort to show them that you have experience in that, and this takes time.	performance pressure
IAEA #1	10	But for male colleagues, sometimes I feel that I need even more efforts to do than if I would be a man.	performance pressure
IAEA #1	10	you need to do a lot of effort and a lot of steps to destroy the stereotypes.	performance pressure
UNIDO #1	7	then faced a glass ceiling G to P. Very difficult. 8 years of very difficult time.	performance pressure
UNIDO #1	7	It's like, I have to act differently in order to be acting as a boss. And that, I have seen a lot of times. Even now. Very interesting observation.	performance pressure, acting differently
UNIDO #1	7	Then, they know, they don't mess with you again. Because you have to take that role always.	performance pressure, acting differently
UNIDO #1	7	The women have to, at least this is what I found, you have to prove yourself twice as much in order to show that you've got the brains. Unfortunately	performance pressure
UN #2	5	I am so used to having to prove myself that to me, it's just normal.	performance pressure
UN #2	5	But I could tell you that I had to prove myself in every job, for sure	performance pressure
UN #3	6	You may rise to a higher level. And for men that's quite easier. Because women have challenges	performance pressure
UN #1	4	So, we sit in on, mmh, selection and recruitment. Selection interviews and we review the process and all of that. You know. And here, I can say for sure the males receive a lot more support.	shifting criteria
UN #1	4	they're given the challenges and they're given the challenges early	shifting criteria
UN #1	4	You'll have a woman who has years of experience, you know, who has been doing it well, and she won't get the job	shifting criteria
UN #1	4	so, from my perspective the males are hired or challenged based on potential (laugh) 'I'm sure he's gonna do a great job'. And you've got a woman who's doing a great job and then 'mmh, well…'. So, there are different standards, for sure.	shifting criteria
UN #2	5	I have had them all. I have had, what do they call it, the cliff. Where they give a woman a job that's really, really difficult…	Glass cliff
UN #2	5	The glass-cliff effect! I've had the glass-cliff effect while I've been in the UN. For sure. I've had it all.	Glass cliff
UN #2	5	And certainly, the job in (hidden information for confidentiality purposes) (a country) was absolutely the glass cliff, because I actually found out later that they actually offered it to two other…Men!	Glass cliff

UN #2	5	There are no other females to offer it to… So, they offered it to two other men who both turned it down.	Glass cliff
UN #2	5	And they turned it down because they knew that it was not a good… You know, it could have gone terribly wrong.	Glass cliff
UN #2	5	Yeah, it could have ended it all very wrong, but not necessarily because of my lack	Glass cliff
UN #2	5	But that was definitely one, where they offered it to men first. And then, men were like: 'Hell, no!' and I am the one who said: 'Okay.'	Glass cliff
Gender Ratios			
UNIDO #1	7	And then, they see a woman who is like, mmh, you know: 'Wait a second, no!'. And they are very respectful	acting on behalf of their reference group
UNIDO #1	7	And then, the minute you go with a strong face (??), you know, you face them with something that is not what they were expecting, mmh, they are like, held back and, they are like, pleasantly surprised, no! But, a bit shocked. But then you gain their respect fully.	acting on behalf of their reference group
UN #2	5	So, it's sort of…, I got, I was allowed in but that's it: 'Okay, well, we have her.' Which is part why I got this job in Vienna, because I was going to leave the UN. They were all like: 'Oh, oh, oh, oh, let's see what we can do. So, you have to stay.' And I said: 'Well, I might be interested in Vienna.' It was becoming open. Again, of course I had to apply, do the interview and test. So, it's not like they just handed me the job, but…So, yeah….	acting on behalf of their reference group
UN #2	5	Because, yes, they do. But I sort of have an ace. Again, it's because I am a token, female. I am clear about all this. I have an ace. So, like, there are a couple of D1 jobs in New York, that I haven't applied for – I don't want to go to New York, but if I did, it would scare the shit out of all of them. Because, they would know that I would be very competitive for that.	acting on behalf of their reference group
UN #2	5	And, also, that they might also have actually to hire me, because I am a qualified female. And that's where I can tell you that I have been co-opted, because, instead of getting a D1 in New York, I took a P5 in Vienna. But, for personal reasons	acting on behalf of their reference group
UNIDO #1	7	I think that men like to…. They are machos, we know that. We know that they are machos. We know that they like to have their upper, mmh…	less powerful
UNIDO #1	7	The rest, they (the male bosses) took their ego right much further than they should. And: 'They are the boss; they are the male.'	less powerful
UNIDO #1	7	and they think they can take you for a right, by, you know, talking, and then switching to German because they are more, mmh (fluent) and they don't realize I speak German. And then, they, you know, I am like: 'Alright!' and I take it in my hands and then I tell them firmly what I think should be done. And they are like: 'Aha, ja, ja! Ja, natuerlich, ja, ja!' (translation: aha, yes, yes! Yes, for sure, yes!) (scared).	less powerful
UNIDO #1	7	but I have noticed this quite often more with men than with women. And there is that, there is that underlying factor of: 'She's a woman, we can take it for her right'.	less powerful
UN #2	5	And, I am always really frank with people that, you know, especially women, because men know that they have to network. Men know that they need the guy, the older gentleman or the older this or that to make things happen.	less powerful, increased male support
UN #2	5	Women, somehow think that: 'Well, if I just come in…' Kind of like school: 'If I just come in and I get really good grades and I do a really good job, everybody is going to notice.' But they don't necessarily. Unless you actively….	less powerful
UN #3	6	that's one of the things that keep women back. Because men are always assumed that they will rise to the challenge but women, people say: 'No, I don't think she is capable'. And they don't allow women to try	less powerful, increased male support
UNIDO #3	9	and when I was trying to do things in a certain way, usually it was frowned upon, we ended up having quite a big conflict.	less powerful, conflicts
UNIDO #3	9	And I see it with a lot of colleagues, other women I know, who have a lot of experience, competencies, who are kind of stuck in these middle management positions and who are usually managed by extremely incompetent men who end up in conflict because they can see a different way of doing things. Also, dealing with the rest of the team. But they are usually frowned upon	less powerful, conflicts
IAEA #1	10	also for a woman, I don't know, because I am in technical science and normally with sciences it is dedicated very often to men and, if you put women who has even much more experience, people would still believe more men	less powerful
UN #1	4	when I was the only woman, you know, it was the stereotypical 'people trying to talk over me'	less powerful

UN #1	4	the 'I would say something and it wouldn't be accepted' but then my male colleague would just repeat what I had said. And then 'Oh! Great idea!'. You know. So, all the stereotypes were there	less powerful
UN #2	5	And unfortunately, I've been, I've done a lot to bring more women in the (hidden information for confidentiality purposes) service, but I have been just so busy with my job that… And I haven't been in a position in New York where I could make a real difference and I could say: 'Well, damn it, we need to hire more women here and there.'	less powerful
UN #2	5	they are smart enough that they put ideas and policies in place, which would automatically make it impossible to hire any women, except for me, because I was already in.	less powerful
UN #2	5	And I didn't get hired by New York, I got hired by somebody who knew me, made the recommendation for me in my very first job at the (hidden information for confidentiality purposes) and there was a lot of pressure from the local level to New York to hire me. But otherwise, I might not have gotten the job.	less powerful
UN #2	5	There's another thing, and that's how I think I got Vienna. I got Vienna, because men wanted men elsewhere. And that's how they call it, there's an actual, specific term. Co-opt! Co-opting.	less powerful
UN #2	5	Co-opt. So, I have been a token, I have been a token woman and I was co-opted, so that other men would get the promotions	less powerful
UN #2	5	I let myself be co-opted	less powerful
UN #2	5	unfair in the sense of that they already know mostly who they want for what promotions. Sure.	less powerful
UN #2	5	So, the answer to the question is, yes and no. I mean like, for example, there was a job in Geneva I really, really wanted and I thought I was gonna get it. And I did get sideways because, probably, not because I was a woman, but because the old boys' network was protecting. And the job in New York, there has been an old boys' network protecting.	less powerful
UN #2	5	I mean, I am on a D roaster right now. But I also know that they want other people. I mean it's nice that I am sitting here in Vienna, basically.	less powerful
IAEA #1	10	Because I am not only working as a supervisor, but also with those people who have stereotypes.	more difficulties to integrate the group
UNIDO #1	7	I have had conflicts, mmh, until today from other leaders in the organizations, because I deal with all 4 organizations, you know, so, I've had comments from men leaders	more difficulties to integrate the group
UNIDO #1	7	I did have that harassment from a male colleague. It continues, but that's okay. It's fine. You need to kind of deal with it (laugh).	more difficulties to integrate the group
UNIDO #2	8	do you think that any male colleagues of yours would benefit a little bit more from a relationship with your supervisor, because he is male? Definitely. Definitely, yes. Because of the personal relationships.	more difficulties to integrate the group
UNIDO #2	8	I would think that men tend to form networks with other men.	more difficulties to integrate the group
UN #3	6	It's even hard to take the positive feedback so seriously, because it's normally, because you feel that you have done something that you know he likes. But, it's not necessary something that I value.	more difficulties to integrate the group
UN #3	6	Yes, and that's partly because the male colleagues… Why? Because of the unconscious bias. Well, it's not even unconscious bias, but okay, I mean, to the rest of us it's not unconscious. But, okay, to him it's unconscious bias. Mmh, he juts interacts better with men. He doesn't interact well with women.	more difficulties to integrate the group
IAEA #1	10	maybe kind of surviving in a male environment. (leadership acquisition)	more difficulties to integrate the group
IAEA #1	10	I am still a little bit out of the male society.	more difficulties to integrate the group
IAEA #1	10	But they adapt to me. It takes a little bit more time, so I think with a little bit more time they will adapt to me. At my previous job it was also like this	more difficulties to integrate the group
IAEA #1	10	it is much easier to integrate for a man.	more difficulties to integrate the group
IAEA #1	10	I think especially for a woman in such an organization to integrate because I would like to point, and this is the problem	more difficulties to integrate the group
IAEA #2	11	I think there is a different working style, you know. We used to always call it the 'big boys club' or, you know, the 'guys would go have a beer after work'.	more difficulties to integrate the group
IAEA #2	11	the men are invited to his little tea times and you know	more difficulties to integrate the group

IAEA #2	11	You know, they have their little internal jokes and, mmh. So, you see that it's this (unclear), you know, that we're not really privy to, mmh. It's just different. I don't get it. I just… And maybe just men do things differently about certain things, or maybe we take it more emotionally or we see it more emotionally.	more difficulties to integrate the group
UN #2	5	There's certainly, definitely an old boys' network, definitely	more difficulties to integrate the group
UN #2	5	I have to separate my current situation in Vienna with the (hidden information for confidentiality purposes) (the other department based in New York). And that's where it's definitely been an old boys' network.	more difficulties to integrate the group
UN #3	6	Or, he makes sure that he gets male colleagues to do work, that are working in that area. Whereas I have a slightly different focus, which he is not interested, which he is less interested in. So, that's' the other reason. It's about being male but it's also because the men are doing work in the same area of his focus. So that's the other thing that brings them together.	more difficulties to integrate the group
IAEA #1	10	I am trying not to, mmh, how to tell, think what other people are thinking about me. So, I try, mmh, to focus more on my interest. Like people thinking 'women should not work' for example	overplay the differences between the majority's and the minority's attitudes and characteristic
IAEA #1	10	there aren't so many women, especially, maybe also young, in their youngest stage of career. And this is a double stereotype because the first is, that you are a woman and the second, because you are too young, so you are not experienced. And just because, mmh, it's related to age.	overplay the differences between the majority's and the minority's attitudes and characteristic
UN #1	4	I think sometimes it would be a conflict because of male colleague would be more like: 'Well I would have done it this way!'	overplay the differences between the majority's and the minority's attitudes and characteristic
UNIDO #1	7	One of them is in the Agency (IAEA) unfortunately, who picks on everything I say because I am a woman. Because, we, women, don't have the brains!	scrutinity
IAEA #1	10	I am only one woman with a manager position in the section	token
UN #1	4	I had 54 people working for me. And only one of them was a woman. So, you know, it was definitely a synchro swim type of thing. So, I had to learn	token
UN #1	4	when I first got to Vienna, I was the only woman at the table	token
UNIDO #1	7	to find 101 staff, 96 of them are men of different ages and I am the 'woman boss'	token
UN #2	5	I have some good gender stories but from my perspective on gender parity we are at one of the highest levels (in her field), but it's certainly not 50-50. Because, (hidden information for confidentiality purposes) (her field) is a very difficult field to keep continuing to increase females.	token
UN #2	5	of course we still have mainly men, I have only men in my… Because I have actually two chains. I am only talking about here, but I also answer to New York	token
UN #2	5	And, it's only all men	token
UN #2	5	I've only had one female boss, and this was the first boss I have had in the Airforce.	token
UN #2	5	I've been the only female. I was the very first female (hidden information for confidentiality purposes) (her job position) in the United Nations and I am still, essentially the only one	token
UN #2	5	There are some other at my level out in the field but not at the Headquarters.	token
UN #2	5	So, there is a part of me that realizes I keep going to the same meetings year after year and I am still basically the only woman at the table	token
UN #2	5	And what I hate about that situation is that I have become, I realized it, I have become the token. Female.	token
UN #2	5	I am not Vienna anymore, because I am the only female	token
UN #2	5	So, there's not like 10 of us in Vienna	token
UN #2	5	And that's because I am in an all-male work environment. And I always have been, mmh, and, so I am well aware of being a token.	token
UN #2	5	there's only one female in that, no, that's not true, there are two females in that group	token

UN #2	5	And with only one woman, sort of, in the network, there are a few more out now in the field assignments, but we're all still, I would still say that in the UN (hidden information for confidentiality purposes) (in her field) we're still at a token level.	token
UN #2	5	We're not even to the, like, at the high level, at P5, D1 and even P4 levels, so, yeah	token
UN #2	5	I mean, when I got here at the (hidden information for confidentiality purposes) (previous job), we were at like, 4 % female. And when I left, we were at like 30% female.	token
UN #2	5	But what I am trying to do is get it to that point where it's, how do they call it, the tipping point, sort of. Where women don't stand out so much and they are able to just do their job and support each other	token
UNIDO #2	8	he also is surrounded by many men in his team and we are only now 3 women at the professional level. So, definitely more men	token
UN #3	6	I mean just, there are more, if you just look at the statistics, there are more men in the field.	token
UN #1	4	The big question is: 'Why do we have more women at a P2 level?' You know. And by the time they become P3s they disappear.	token
IAEA #2	11	maybe the male colleagues understand his behavior and the male colleagues would go and talk to him at his team time and you know, that kind of thing and I feel I have so much more important things to do, to take that hour and have tea with the boss and, you know, talk about blabla or talk about things that make him feel important	increased differences with dominant group
UN #1	4	I have seen over, almost 6 years now, how the dynamics have changed just by bringing more women	increased number of women
UN #1	4	the fact that more women are becoming visible and are getting into those positions. The senior positions.	increased number of women: being more visible
UN #1	4	because we're so many women working here in UNOV senior managers, well, we've started having a monthly luncheon at the restaurant,	increased number of women: getting more power, forming groups
UN #1	4	we also invited female senior managers from the other VBOs, so we had some (from the IAEA and from UNIDO). And we got up to be about almost (unclear). There would be there for lunch once a month, you know. And talk about not only personal things but we would also talk about what's going on in our areas and what we as women supervisors could be doing, what we should be doing what we are doing	increased number of women: getting more power, forming groups
UN #2	5	So, but what has changed is the network of fellow females	increased number of female colleagues (outside of own working area): getting more power, forming groups
UN #2	5	Like I have never worked where I have so many women in equal positions around me. (hidden information for confidentiality purposes) (all other female colleagues). You know, all of the network that I need to get my job done. So, that's been, yes, significantly different than 10 years ago. With more women. Not necessarily bosses but equals.	increased number of female colleagues (outside of own working area): getting more power, forming groups
UN #1	4	This particular supervisor, I would say no. Because, mmh, if you look at the staff, the people that work for him, and his senior managers, are all women! I think, there is right now, there is two men and there is five women.	majority of women
UN #1	4	in this particular situation, we are the majority and it's wonderful	majority of women

Appendix 13 : *Interviewee Profiles*

PROFILE UNOV/UNODC #1

LEADERSHIP STYLE
Own Leadership Style
• **Rather** laissez-faire and passive management by exception. Quotes: *"If I see that they are running a little bit too far left, I will rear them back in, but for the most part, it's their responsibility"* *"I pass information down to them and then I let them run with it"* • Individual consideration (transformational leadership style). Quote: *"I am more interested in how my staff feels. How they are doing. You know, so that's why I say I am more employee oriented"* • Contingent reward: Performance based achievements. Quote: *"I just have to make sure that our tasks are accomplished"* • She experienced gender related discrimination, especially from male colleagues (see Gender Discrimination)
Senior Manager's Leadership Style
• Laissez-faire and passive management by exception. Quotes : *"He hates to be in conflicts, you know, and he will tend to stay away from it"* *"Unless I really screw it up, I truly don't get much feedback"* *"Success is where he can go to a meeting and come out unscathed and that we're doing okay"* • He is unbiased. Quote: *"He just expects me to do my job. You know, and he expects just all of us to do our job. And I don't think he is looking at it: 'Those women over there…' (…) I don't think it even crosses his mind that he would treat any of us differently"*
GENDER DISCRIMINATION
Gender Stereotypes and Lack-of-Fit
• Gender discrimination regarding leadership style from male colleagues, because it differs from their (male) leadership style. Quote: *"It is the male colleague who expects the type of style that I have, they would consider it more to be weak, because it's not this big macho, in your face yelling kind of thing, and until they realise that it works"* *"I think sometimes it would be a conflict because of male colleague would be more like: 'Well I would have done it this way!'"* Gender discrimination is observed during the **recruitment process**. Quote: *"And here (during the recruitment process), I can say for sure the males receive a lot more support"* *"They're given the challenges and they're given the challenges early"* *"You'll have a woman who has years of experience, you know, who has been doing it well, and she won't get the job"* *"So, from my perspective the males are hired or challenged based on potential 'I'm sure he's gonna do a great job'. And you've got a woman who's doing a great job and then 'mmh, well…'. So, there are different standards, for sure"*

"You'll have a woman who has years of experience, you know, who has been doing it well, and she won't get the job"

Gender Ratios

- She has been a **token** in the past (~ 8 years ago). Quote:

"When I first got to Vienna, I was the only woman at the table"

- And she experienced the **lack of power** as the only female in the group. Quote:

"When I was the only woman, you know, it was the stereotypical 'people trying to talk over me'"

"The 'I would say something, and it wouldn't be accepted' but then my male colleague would just repeat what I had said. And then 'Oh! Great idea!'. You know. So, all the stereotypes were there"

- She saw a development in female leaders. Quote:

"In this particular situation, we are the majority and it's wonderful"

- Increasing the share of female leaders changes the dynamic considerably. Quote:

"I have seen over, almost 8 years now, how the dynamics have changed just by bringing more women"

"The fact that more women are becoming visible and are getting into those positions. The senior positions"

- Female managers **get more power** and **start forming alliances** and groups. Quote:

"Because we're so many women working here in UNOV senior managers, well, we've started having a monthly luncheon at the restaurant (…) and talk about not only personal things but we would also talk about what's going on in our areas and what we as women supervisors could be doing, what we should be doing what we are doing"

- It decreases gender discrimination and stereotypes encountered, also by male senior managers. Quote:

"This particular supervisor, I would say no. Because, if you look at the staff, the people that work for him, and his senior managers, are all women! I think, there is right now, there is two men and there is five women"

LEADERSHIP DEVELOPMENT

Developmental Job Assignments

- Developmental Job Assignments proved to be very developing and helpful in her career. Quotes:

"It was having the ability to take on additional tasks"

"I had that wide-open developmental track, basically, that, if I saw something that I was interested in, and that I wanted to do, I could do it. That's also why I progressed from G5 to P5, because I just kept thinking on more and more and because I was taking on more in functioning"

- The manager played a key role in the support of her leadership development. She even described him as her mentor. Quote:

"My mentor, and he would have been the only one when I am thinking back. He was the only one. Where he would give me something and I go like: 'Why is he giving me this?!' and he's like: 'You need to be able to do this'. You know. 'Try it, we'll talk about it. Let's see how you'll do'"

- Currently, there are no challenging assignments.

"And all my later assignments, they haven't been developmental assignments, they've been more: 'It should be part of your duty, your job description' (…) It wasn't to bring me up to speed or whatever"

Feedback

- There is no active feedback. The feedback only happens in extreme negative situations. Quote:

"Rather vague and rather non-existent"

"Unless I really screw it up, I truly don't get much feedback"

- Standards are also quite low, as measures of success are to avoid complaints. There are no real high achievement goals. Quote:

"The main criterion of success is: 'Are we getting complaints?' Or: 'Is he getting complaints from the other directors?' about services that we are not providing"

"success is where he can go to a meeting and come out unscathed and that we're doing okay"

"the criteria for success is doing what has to be done"

Developmental Relationships

- Access to higher-level network through her senior supervisor. Quote:

"Yes. I do (get access to his network), because I had to go to a lot of meetings with him or I have to represent him, being the next level down, you know and at a high-level meeting. So, I get the interaction with, usually, with his counterparts"

- But no active support from her current senior manager, as it would rather be part of her common duties. Quote:

"It's part of a job description"

"I don't think he's logically, you know, thinking about the developmental areas for his immediate supervisors"

MANAGERIAL SUPPORT

- Managerial support was key in her career advancement. Quote:

"I was very fortunate; I had an excellent boss"

"But I was lucky, I was fortunate to have a mentor at that particular stage when I had babies. Because that was not an issue for him"

"Who took me from G5 to G6 and then G6 to P2. He was a man. You know. So, he mentored me those couple of years and, he has, looking back at my career, he was the only one who really did that"

- No current support in career advancement from her senior manager. Although she planned to advance to a senior position (D1), he did not help, and she decided to retire (early?). Quote:

"Once upon a time, I told him that I wasn't ready to retire yet and I would be looking towards applying for a D1 post. So, the next step, the next level of senior management and, that's when I was sort of expecting: 'Oh! Okay! If this is your goal, then this is what you need to do.' Instead, it was more: 'Aah, maybe you should talk to the head of HR', who happens to be a female D1. But from him, and since that time, and that's been 4 years, and since that time, nothing! Really, nothing"

OTHER SUPPORT TO CAREER ADVANCEMENT

- Higher **female** managers. Quote:

"If I look in my organization as a whole, dealing, continuing dealing with the other female senior managers, because, they've been there"

- But also, with a **female Director General**, which shows the impact or importance of having a female leader. Quote:

"I think if I had the opportunity… We just got a new Director General and it is a woman (laugh). So, I think, as far as career development, the opportunity is that I was able to develop a relationship or she was able to do something, and I think she may do, with her female senior managers, that could be very beneficial. Dealing directly with her"

- **Female supervisors** can be either very supportive or not at all. Quote:

"So, we've got on the one hand those who are very positive and very supportive and on the other hand you have those who are not supportive at all"

"I have colleagues here that are women that are tougher on female colleagues and are not supportive of telecommuting or flexible arrangements and all those things if you are a mother, you know, all the things that you need, they are just anti. And it's amazing because they are mothers too. And at some point, in their careers they went through that too. But they have developed a hard face"

PROFILE UNOV/UNODC #2

LEADERSHIP STYLE
Own Leadership Style
• Primarily **transactional** leadership style. Quote: *"I am definitely probably more target and achievements"* *"But it's because my direct reportees are very high performers, so there's not a lot of hand holding or discussions, but I am certainly there for them"* *"But in the end, I am always about targets and achievements, sure"* *"But I do what feels is necessary at that moment. To do whatever needs to happen"* • But she notices that her leadership style is also diverse. Quote: *"It's hard to define my leadership style, because I bounce around, which sometimes confuses people"* • The transactional leadership style might be preponderant because of the male working environment. She states that a female supervisor would have allowed her to be more employee centric. Quote: *"So, I think there would have been times, actually even now, that, with a female boss, I could have been more open about what's going on personally for me and maybe get some more of that, as you call it, employee centric support"*
Senior Manager's Leadership Style
• **Rather** laisser-faire and passive management by exception. Quotes : *"He doesn't try to high control. He doesn't want every communication I have with all those levels, to go through him"* *"So, I will give him everything that I have done, and he will just copy and paste it and put it in"* *"Just monitoring. Which is perfect for me. Those are my ideal leaders. If I had a high control, it would be difficult"* • Which gives less developmental, active support. Quote: *"So, I've not been assigned something saying: 'Okay, here, we wanna improve your leadership style. Do this.' In no way! So, I don't know, maybe, none. I don't know, you know what I mean? It's not like that."* *"But, he's not like reaching out to me and saying: 'Hey, here is this great course, you should go on'"* *"Where I certainly don't necessarily feel, although I have informed him, it's never been a discussion of what I might need, or what kind of support I might need"* • However, he gives freedom. Quote: *"But I have been given good opportunities. So, like for last year, I've done so many management courses. I am like: 'Please, don't ask me to do another one!'. So, no, I mean, he certainly, through Human Resources etc., he takes care of me. I am not sitting here, wishing I had more courses"* • And empowers through communication and transparency (**more democratic** leadership style). Quote: *"And he has actually given me good information on understanding the situation"* *"Where he speaks really pretty honest about all the politics and all the things that happen"* *"He is not hiding information from me, so it's open. I would say it's open and facilitating"* She also experiences less gender biases. Quote: *"This guy is probably more gender neutral, so, he's probably better"*
GENDER DISCRIMINATION
Gender Stereotypes and Lack-of-Fit

- While she did not experience setbacks because of her leadership style, she still stated some occasional difficulties. Quote:

"So, no setbacks. Definitely a little rub. Occasionally"

"One male colleague used the word 'emotional' when I was discussing something"

- She notices also that she does not have any setbacks coming from her supervisor, as he is a calm, conflict avoiding person. Her strong personality would otherwise be seen as a lack-of-fit. Quote:

"If he were more like, he wanted to control and argue and discuss and prove his points all the time, then I could see where it would be more difficult because sometimes that's not that well accepted as a woman to be that way"

- However, she experienced performance pressures along her career. Quote:

"I am so used to having to prove myself that to me, it's just normal"

- She also experienced the glass-cliff effect, in which she has only been considered for risky jobs that have previously been declined by men. Quote:

"I have had them all. I have had, what do they call it, the cliff. Where they give a woman a job that's really, really difficult…"

"There are no other females to offer it to… So, they offered it to two other men who both turned it down"

"They turned it down because they knew that it was not a good… You know, it could have gone terribly wrong"

Gender Ratios

- She is working in a male dominated work environment. Quote:

"Of course we still have mainly men"

"I would still say that in the UN (hidden information for confidentiality purposes) (in her field) we're still at a token level"

"I've been the only female. I was the very first female (hidden information for confidentiality purposes) (her job position) in the United Nations and I am still, essentially the only one"

"So, there is a part of me that realizes I keep going to the same meetings year after year and I am still basically the only woman at the table"

"What I hate about that situation is that I have become, I realized it, I have become the token. Female"

"I was allowed in but that's it: 'Okay, well, we have her.'"

"That's because I am in an all-male work environment. And I always have been, and, so I am well aware of being a token"

- She experiences a **lack of power** due to her **token** status. Quote:

"I haven't been in a position in New York where I could make a real difference and I could say: 'Well, damn it, we need to hire more women here and there.'"

"They are smart enough that they put ideas and policies in place, which would automatically make it impossible to hire any women, except for me, because I was already in"

"There's another thing, and that's how I think I got Vienna. I got Vienna, because men wanted men elsewhere. And that's how they call it, there's an actual, specific term. Co-opt! Co-opting"

"So, I have been a token, I have been a token woman and I was co-opted, so that other men would get the promotions"

"And that's where I can tell you that I have been co-opted, because, instead of getting a D1 in New York, I took a P5 in Vienna"

- As the token, she has experienced **increased differences between the dominant and minority group** and is surrounded by stereotypical thinking. Quote:

"And there have been bosses above me in the last 13 years who have been, what shall I say, very, yeah, stereotypical, male oriented"

- Also, she has experiences difficulties to **integrate the dominant group**. Quote:

"*There's certainly, definitely an old boys' network, definitely*"

"*Unfair in the sense of that they already know mostly who they want for what promotions. Sure*"

"*There was a job in Geneva I really, really wanted and I thought I was gonna get it. And I did get sideways because, probably, not because I was a woman, but because the old boys' network was protecting. And the job in New York, there has been an old boys' network protecting*"

- She is also **acting on behalf of her reference group** (women) instead of being considered as a individual person. Quote:

"*I sort of have an ace. Again, it's because I am a token, female. I am clear about all this. I have an ace. So, like, there are a couple of D1 jobs in New York, that I haven't applied for – I don't want to go to New York, but if I did, it would scare the shit out of all of them. Because, they would know that I would be very competitive for that*"

"*But what I am trying to do is get it to that point where it's, how do they call it, the tipping point, sort of. Where women don't stand out so much and they are able to just do their job and support each other*"

- There is a high number of female colleagues from the same rank, which proves to be very beneficial in terms of work achievements. Quote:

"*I have never worked where I have so many women in equal positions around me. You know, all of the network that I need to get my job done. So, that's been, yes, significantly different than 10 years ago. With more women. Not necessarily bosses but equals*"

"*What has changed is the network of fellow females*"

LEADERSHIP DEVELOPMENT

Developmental Job Assignments

- Developmental Job Assignments proved to be helpful in her career as she has been able to **show** her skills and prove she is fit for the job. Quotes:

"*What has helped in my career in the UN is being given certain assignments to be able to show those skills*"

"*Then in the end it really comes down to developmental jobs, for sure!*"

Feedback

- There is no active feedback (informally), even though they meet weekly or even daily. Quote:

"*He doesn't really give feedback*"

"*But it doesn't mean quite frankly that he's ever said: 'Well, on the area of professionalism, it's that and that' or 'In the area of performance management…'*"

"*He's never given it to me specifically. But yes, it's clear to me what my workplan says and what the criteria are, of success*"

"*I would see it's more vague*"

- However, he empowers her with transparency and does not retain information from her. This allows to know where she stands (indirectly). Quote:

"*He has actually given me good information on understanding the situation*"

"*And the more we've gotten, the more we've worked together and, especially now since the COVID-19, it's really become more rich*"

"*So, I think he goes from vague to rich*"

"*Not because he's purposely going: 'Okay, here is your feedback!' But I am listening well and asking the right questions and he is not hiding information from me, so it's open. I would say it's open and facilitating*"

Developmental Relationships

- Sponsorships helped her to get good assignments and promotions through visibility, exposure in higher circles and sponsors who fought for positions. Quotes:

"You have to have people, either you have worked with, or you have worked for or who know you very well, support you for you to get anywhere"

"I'm only ever gotten promotions and good assignments and even currently where I am sitting"

"There was always someone behind the scenes that was, at whatever the key meeting would be, be saying: 'Yeah, she's the one for that job"

"You still have to meet the criteria, you have to do the interview, you have to pass the test, you have to do all that. But even then, we all know, if there's 5 of you on the list that have all passed the test. They're gonna pick the one that they know, which is normal. So, in order to be the one that they want, they have to (un-clear) really good things about you from key people"

"Every really good job I have ever gotten, there's been somebody in the background who has made a couple phone calls and who has assisted"

"And I really mean that. I can't think of a job, except maybe my very first job at the Airforce, but even there, there was somebody working (??) on something"

"I got hired by somebody who knew me, made the recommendation for me"

"He really did help get push me in, get me a… If not assignments like trainings, he got me very involved in some of the key security areas that I could then become known"

"Yeah, I've had, I mean, all of my supervisors, I think including the one that I have now, if I wanted the next or the next promotion, they have all been very helpful"

"They've made phone calls"

"Some of it was, when they are up in New York, they would go to the Department and talk about me. Those are the kind of support that I receive from my supervisors"

"Then also, just being seen. So, like, being given, not necessarily job assignments, but being allowed to go on certain committees or policy projects"

"My first supervisor at the UN gave me that opportunity, to network and to meet people and to build those relationships outside of just my little job"

"And I definitely say that I have benefitted from sponsors my whole career until today"

"Someone who would make the phone call: 'She's applying for this job and, personally, she's the one for you and let's talk with you'"

- Developmental relationships are especially built upon **good reputation** (own positive achievements). Quote:

"It's also like, having a good reputation, so those people need to continue to talk good about you even if you're not applying for jobs"

"You're just doing your job. You know, they'll say: 'Hey! Have you noticed…?' or 'Did you see this?'"

"It's partially, so, first and foremost you have to do a really good job, right? And secondly, you have to have people who take note of that and to care enough to promote you"

"You have to be out there, and you have to be letting them know"

MANAGERIAL SUPPORT

- Current senior manager established a positive working environment. Quote:

"He listens to me, I am actually… He really listens to me"

"Pretty much everything I tell him, he's gone with it"

- There is no active support, but she states several times that he has never put himself in the way. Quote:

"So, I've not been assigned something saying: 'Okay, here, we wanna improve your leadership style. Do this.' In no way!"

"You know, by wanting to go to a training or I need to go to a certain meeting, they've never said: 'No, you can't do that.'"

"So, he certainly doesn't get in the way and I think this is what's valuable where he doesn't try to high control"

- Also, if she asks for help or support, he would provide it. Quote:

"If I'd need his support, kind of, back door, not back door, but, you know, phone call here and there, he's definitely been doing that"

OTHER SUPPORT TO CAREER ADVANCEMENT

- Support was also extensively provided by other female colleagues at the same level, which shows the importance of reference groups. Quote:

"I have had good mentors and sponsors on both sides, but who has helped me the most, I would have to say, is probably been women"

"I would say that the women have been the most influential for me because I needed to know how to balance. (…) How to balance work, career, work-life balance? How to make it work? When to lean in, when to sit back…Mmh, when to say: 'Enough!' When to tell your bosses: 'Look, don't measure me on how many hours I am in the office, but, measure me by what I am getting done'"

"So, it's always been actually colleagues… Female colleagues. Essentially at the same level"

"I actually have a very good network of women"

- She also thinks that a female supervisor would be a positive experience. Quote:

"I think it would be great to have a female boss, if she is at the quality of the women I am working with now"

"I've only had one female boss, and this was the first boss I have had in the Airforce. And we are actually still quite good friends"

- Also, networks in high level committees helped to increase visibility. Quote:

"I think what was key for me was that I was allowed to go and be on this inner agency (hidden information for confidentiality purposes) management network"

"I was able to go to other meetings where I was at a higher level than my own grade. That assisted my exposure, so to say"

PROFILE UNOV/UNODC #3

LEADERSHIP STYLE

Own Leadership Style

- Primarily **transformational** leadership style. She is very much team oriented and inclusive, makes personal sacrifices, such as being sometimes too involved. The employee's well-being is also her concern Quote:

"*Team oriented*"

"*Inclusive*"

"*mentoring*"

"*Sometimes too involved*"

"*Rather employee centric*"

Senior Manager's Leadership Style

- Her senior supervisor has a rather authoritarian leadership style. Quote:

"very, sort of not transparent"

"Not very communicative"

"Not well communicating"

"*Hierarchical*"

"*Very, very masculine*"

GENDER DISCRIMINATION

Gender Stereotypes and Lack-of-Fit

- She experienced severe gender inequalities at work, especially coming from her supervisor, treating male colleagues differently. Quote:

"*Absolutely! Absolutely, absolutely! (more developmental assignments for male colleagues)*"

"*By this particular supervisor, absolutely, because I am a woman. Absolutely. This one is clear*"

"*Yes, and that's partly because the male colleagues… Why? Because of the unconscious bias. Well, it's not even unconscious bias, but okay, I mean, to the rest of us it's not unconscious. But, okay, to him it's unconscious bias. Mmh, he juts interacts better with men. He doesn't interact well with women"*

"*Absolutely! Absolutely. (being treated more equally if supervisor would have been female) Because of the unconscious bias*"

"*And, yeah, with a clear bias towards men"*

- Women do experience more challenges on the way up. Quote:

"*So, it's more difficult for women to be mobile and to change*"

- Women do also experience a lack-of-fit due to accrued gender stereotypes. Quote:

"*That's one of the things that keep women back. Because men are always assumed that they will rise to the challenge but women, people say: 'No, I don't think she is capable'. And they don't allow women to try*"

"*Many of those men are not any more well prepared or any better than their female colleagues but they were picked by people who are like them, who were men"*

"*You pick the people who you feel are alike. And it's unconscious bias"*

"*The other issue is that the male colleagues are doing work that is more in his area. He has a very limited focus of interest and the male colleagues tend to be doing work in that same area"*

"*He makes sure that he gets male colleagues to do work, that are working in that area. Whereas I have a slightly different focus, which he is not interested, which he is less interested in. So, that's' the other reason. It's about being male but it's also because the men are doing work in the same area of his focus. So that's the other thing that brings them together*"

Gender Ratios

- She works in a male dominated area. Quote:

"I mean just, there are more, if you just look at the statistics, there are more men in the field"

LEADERSHIP DEVELOPMENT

Developmental Job Assignments

- She developed her leadership style through own personal experiences, but also through mobility (changing jobs and areas, and, thus, assignments and expertise). Quote:

"My style is just developed based on my personal experience"

"That is done by moving around. People who are successful move between organizations or jobs, I think, more frequently than others"

"So, again, moving is the best way to become, mmh, I think, more, let's say, successful"

"Mobility would have helped me the most to advance. Mobility"

- She learned a lot while being put in a difficult situation. Quote:

"But I would tell you that the one job that I had where I was put into a leadership role, and, it was a bad situation, but that's how I learned basically"

- Developmental job assignments happen to be those in which the person is out of the comfort zone. Quote:

"You have to be put a little bit out of your comfort zone and that's where you will get the best learning"

"The best way to learn and to be better is to be put in a position that is just outside of your comfort zone"

Feedback

- Feedback would not be clear, she would not know where she stand at. Quote:

"What makes him happy. I do have an idea, but it's not, you know, clearly defined"

- She does not get any feedback. Quote:

"I don't really get feedback. I just don't get feedback"

- But she knows how important feedback is/considers feedback as key. Quote:

"I mean feedback is always key. Everybody needs feedback"

- Also, gender biases represent a barrier to the feedback given to her. Quote:

"It's hard to, if for the most part of the feedback is sort of negative or when you compare yourself to my male colleagues and I see that he's treating them differently, it's hard to take the feedback seriously"

"It's even hard to take the positive feedback so seriously, because it's normally, because you feel that you have done something that you know he likes. But, it's not necessary something that I value"

Developmental Relationships

- She does not have any developmental relationships with her supervisor and finds support somewhere else. Quote:

"I found other allies. So, I found other allies for support"

MANAGERIAL SUPPORT

-

OTHER SUPPORT TO CAREER ADVANCEMENT

- She does not have any developmental relationships with her supervisor and finds support somewhere else. Quote:

"I found other allies. So, I found other allies for support"

"It was actually higher up"

"I was having networks. The networks were all men at the time. But, having networks is helpful. You have to have networks of people who want to support you"

- She expects less gender biases coming from a female supervisor, but also had terrible experiences with female supervisors. Quote:

"I just think because women are more… Well… because I think they won't be gender biased, so, I think they would be more likely to treat women and men equally on their team"

"I have had horrible women supervisors. So, I don't expect that just being a woman change everything. I have had some that were really hard, I mean, really evil. So (laugh), being a woman doesn't guarantee that you're better than a man"

PROFILE UNIDO #1

LEADERSHIP STYLE
Own Leadership Style
• Strong **transformational** leadership style. She is very much team oriented, inclusive in decision makings (democratic), and assigns a high level of trust to her employees. The employee's well-being is also her concern Quote: *"I have a lot of empathy. I lead by empathy"* *"I feel with people. I know what they have to go through"* *"I basically started off, by saying that I will trust them, trust what they have to tell me"* *"Because if we make it, we'll make it together, if we will fall, we'll fall together"* *"It's a give and take. We discuss issues, I listen to them"* *"You bring them into the decision making. You ask questions. You analyse together. And, it's very much team oriented"* *"But I, at the end, I take a decision. And I tell 'Alright, we go there'. After we analysed together, I say 'Alright, we go there. We go there. We do that'"* *"It's not only the chief, it's the people. It's the people who are doing these things"* *"And they realized I will back them up no matter what"* *"I am a very, mmh, just a very easy-going person. I high-five everybody. I don't have to act like a P5 boss 'blablabla', I hate that!"*
Senior Manager's Leadership Style
• Her senior supervisor has also a transformational leadership style. She is very much a role model for her, and she describes her supervisor full of admiration. Quote: *"She basically showed me that you have to actually believe in yourself, and to have that faith in yourself and just go"* *"Very self-confident"* *"She is a person that is very forthcoming"* *"Very nice boss of mine who is a female"* *"I have an extremely nice boss who is also an amazing role model for me"*

- She established also a good working environment, in which she provides support for implementation of new ideas, project and transparency. Quote:

"Together we've managed"

"So, we are very direct with each other"

"So, that's the support I get. A 100% support. It has been actually, together with her… You know the expression moving mountains?"

"We've been actually able to move mountains. And to move a lot. And change the whole atmosphere in (hidden information for confidentiality purposes) (UNIDO section) which a lot a people thought it was a lost case and impossible"

"Full support. Full support! 100%!"

GENDER DISCRIMINATION

Gender Stereotypes and Lack-of-Fit

- She experienced discrimination through a lack-of-fit, in which men did not take her seriously or respected her. Quote:

"I have noticed this quite often more with men than with women. And there is that, there is that underlying factor of: 'She's a woman, we can take it for her right'"

"*One of them is in the Agency (IAEA) unfortunately, who picks on everything I say because I am a woman. Because, we, women, don't have the brains!*"

- Also, conflicts with male colleagues are arising due to her leadership style, which represents an additional burden and performance pressure. Quote:

"*I have had conflicts, until today from other leaders in the organizations, (…) so, I've had comments from men leaders*"

"*I did have that harassment from a male colleague. It continues, but that's okay. It's fine. You need to kind of deal with it (laugh)*"

"*The women have to, at least this is what I found, you have to prove yourself twice as much in order to show that you've got the brains. Unfortunately*"

- As she works in a male dominated area, she encounters gender stereotypes. This leads to acting differently (more male behavior) in order to be respected. Quote:

"*Even in (hidden information for confidentiality purposes) (UNIDO section), going around, you meet someone even people from the outside companies who come in and they are like: ‚Das ist die Chefin von (hidden information for confidentiality purposes) (UNIDO section)!' (translation: This is the boss of (hidden information for confidentiality purposes) (UNIDO section)!). And they look at me: 'Wow! Ah really?!' (shocked). Like it is a shock for them, and I am like: 'They have expected some, mmh', I don't know what they were expecting! But a lot of the men feel that way*"

"*You know, these companies, they come, and they expect a man to lead (hidden information for confidentiality purposes) (UNIDO section). (…) 'It's a man's job. It's not a woman who should lead (hidden information for confidentiality purposes) (UNIDO section). It's a man's job!*"

"*I have to act differently in order to be acting as a boss. And that, I have seen a lot of times. Even now. Very interesting observation*"

"*They think they can take you for a right, by, you know, talking, and then switching to German because they are more, mmh (fluent) and they don't realize I speak German. And then, they, you know, I am like: 'Alright!' and I take it in my hands and then I tell them firmly what I think should be done. And they are like: 'Aha, ja, ja! Ja, natuerlich, ja, ja!' (translation: aha, yes, yes! Yes, for sure, yes!) (scared)*"

"*The minute you go with a strong face (??), you know, you face them with something that is not what they were expecting, mmh, they are like, held back and, they are like, pleasantly surprised, no! But, a bit shocked. But then you gain their respect fully*"

"Then, they know, they don't mess with you again. Because you have to take that role always"

- Most of the time, she experienced gender biased male supervisors. Quote:

"Okay, now I have been very much biased by a very nice boss of mine who is a female. But now I am going to step back and look at a male boss that I've had. And I had definitely at least 17 of them. Mmh, out of the 17, 3 were amazing. But 17! 3! The rest, they took their ego right much further than they should"

"The rest, they (the male bosses) took their ego right much further than they should. And: 'They are the boss; they are the male'"

Gender Ratios

- She works in a male dominated area and experiences performance pressures but she has also to change her character in order to be respected.

LEADERSHIP DEVELOPMENT

Developmental Job Assignments

- She developed a lot through the **variety** of jobs that she had. Quote:

"I did every possible profession you can imagine in the UN system"

- She describes a challenging assignment with a high learning curve when she occupied two posts at the same time, received some kind of resistance but successfully managed to establish a performing team, which in return raised her profile and gave her the next promotion(out of comfort zone?). Quote:

"What made me develop my leadership skills is, 14 years ago, and I remember this very clearly. When I moved to, I was a logistics officer or something like that. Anyway, I was admin officer and at the same time logistics officer and I was in charge of (hidden information for confidentiality purposes) (UNIDO section) on the side, in addition to administration"

"I received some resistance from some women, for most, telling me: 'Why do you want to know my job?'"

"That was the beginning of the establishment of a very good team, which allowed me to actually develop further and I think that made management see me as the right person for (hidden information for confidentiality purposes) (UNIDO section). Because I didn't apply for (hidden information for confidentiality purposes) (UNIDO section). They just put me here. I didn't want to. There was so much of a hustle"

Feedback

- She describes feedback as key for personal development. Quote:

"This is what I have as feedback, from various people who attended with me after one week which I put on my wall for a purpose: to remind myself of the good and the bad"

"I have had that for two years and, I sometimes go through it and I remind myself. It's very important, to remind yourself of the good and the bad and how you can improve"

- The feedback that helped her the most was part of a leadership development programme and came from other attendees. Quote:

"This is a leadership women and UN programme that I attended two years ago. And this is what I have as feedback, from various people who attended with me after one week"

Developmental Relationships

- She established a very good relationship with her female supervisor. This enabled her to access her **high-level network** and become closer to other powerful managers. Quote:

"The relationship with my supervisor has allowed me access to her counterparts and to the various VBOs to the point that I am now at a friendship level with them. So, that has benefitted me substantially"

"it's a very good network that I have established with that"

"She has opened various doors for me"

- But also, to raise her profile in higher circles. Quote:

"But she definitely paved the way for me to, mmh, I mean, there were high-level meetings I am now a member of that, two years ago, I was not a member of"

"I am also a member of this (hidden information for confidentiality purposes) team, which are all at a D2 level and they could have gotten the D1 levels involved"

- She became a friend of her. Quote:

"We're friends, we're, you know, as we say: 'per Du' (translation: on a first name basis)"

"we call each other on the phone, we 'whatsapp' each other"

- And acknowledges that she has benefitted more from a relationship with her because she is female, compared to her male colleagues. Quote:

"But, has it been a disadvantage for me? No, on the contrary. It has been a very good advantage"

"She was more, she was calling on me more than the male colleagues, actually. So, I got the preferential treatment"

- She also wouldn't have benefitted that much from a male supervisor. Quote:

"Whether I could get this through a male supervisor, I think, I don't think I would have gotten the same. I think it was preferential treatment for me from my woman boss"

MANAGERIAL SUPPORT

- Her female supervisor mainly offered support in project implementation, considerably **facilitating work processes**. Quote:

"Full support. Full support! 100%!"

"So, that's the support I get. A 100% support. It has been actually, together with her... You know the expression moving mountains?"

- Also, the relationship to her allowed her to have access and have her **profile raised** in higher committees. Quote:

"The relationship with my supervisor has allowed me access to her counterparts and to the various VBOs to the point that I am now at a friendship level with them. So, that has benefitted me substantially"

"But she definitely paved the way for me to, mmh, I mean, there were high-level meetings I am now a member of that, two years ago, I was not a member of"

- She also acts as an important role model for her. Quote:

"I have an extremely nice boss who is also an amazing role model for me"

OTHER SUPPORT TO CAREER ADVANCEMENT

- Other women have played a key role and influenced her development. Quote:

"There were a lot of men who have actually influenced me too. Positively. I cannot say (otherwise), but indeed the women leaders in my life have also played a big role, you know, in me, becoming more self-confident"

"Most probably my mother was my role model because she was with the UN before and she also had a high-level position. So, I've seen a very good role model in my mother"

PROFILE UNIDO #2

LEADERSHIP STYLE

Own Leadership Style

- Strong **transformational** leadership style. She is very much team oriented, inclusive in decision makings (democratic), and provides a lot of support to her employees. Quote:

"I would say that I am very inclusive"

"I try to get opinions of my co-workers. I try to take into consideration their views"

"I leave them also firm space to develop their own ideas"

"I try to help a lot young professionals, especially knowing that it's very hard nowadays for the young generation and, maybe, because I have encountered such difficulties to evolve and to further my career"

"And mentoring also young colleagues, especially female colleagues, is something I have been doing, trying do give them my experience"

"Now I have interns to whom I give the assignments and give them also my feedback and try out how far they can go"

"I think that feedback is extremely important. That's also what I try to do. And also, when there is something that is working well, I try to give a feedback because if something doesn't work, it's... The feedback is normal for most of the people. But when things are good, people tend not to give a feedback. And once everything is working, it's absolutely normal. Just, when it doesn't work, things get difficult then"

- Also, she can adopt a **transactional leadership** style while monitoring work in order to assess skills and adapt the control over employees. Quote:

"I would certainly observe how they can work in order to be able to give them more, less control!"

"If I can be sure that I have the confidence that they can be up to my requirements and expectations, I definitely control less"

Senior Manager's Leadership Style

- Her senior supervisor has mostly **a Laissez-faire** approach, in which there is an absence of leadership. Quote:

"This is not leading by example, I would say"

"I think he should engage more with his team"

"He could be more inclusive"

"He could be more communicative"

- However, he established a positive working environment, facilitating her work which features transformational leadership traits. He is also there for her. Quote:

"he is very accessible"

"Always when I need anything, I can count on him"

"And he is very supportive, which is very good"

"But he is very open, and I can come anytime if he has... If he is not busy"

"I have the impression, also, that he listens to me"

"In certain ways he takes my job seriously"

"Honestly, he absolutely gives me all my credits I need"

"I have all his full support and confidence"

- She states that her supervisor has less gender biases. Quote:

"It is gender neutral (he is)"

- The support provided is nonetheless not a big effort for him. Quote:

"He did support me, but it was not a big effort he had to undergo, to support me. So, he didn't have to come out of his comfort zone, and I think many supervisors would not go out of their comfort zone to support the development of their staff"

GENDER DISCRIMINATION
Gender Stereotypes and Lack-of-Fit
• She experienced discrimination through other female supervisors who were more an obstacle than a support in her career advancement. Quote: *"Also, one supervisor, female supervisor who did not help me at all, even though it would have been easy"* *"The other women supervisors were not that helpful. It was rather the men who helped me to further my career"* *"At first, my supervisor, this female supervisor who didn't want me to advance"* *"Women in higher positions who are not that keen on seeing another woman evolve. It's definitely the case"* *"If I think of one or two, one supervisor, she was a woman and she was a female supervisor and it was the most difficult times, I would say, I had"* *"And they (female supervisors) would rather do everything possible to avoid. Even though, if they have director's post and they couldn't care to less to have a middle management, female co-worker or colleague. They would not help you. Most of them"* • There were setbacks in her leadership style coming from female supervisors. Quote: *"Certainly not from male supervisors. Maybe from female supervisors. This is always, not so easy"* *"Especially if you are a strong woman, they don't accept it easily"* • She also acknowledges the discriminating gender bias when it comes to beneficial relationship between her male supervisor and her male colleagues. Quote: *"Definitely. Definitely, yes. Because of the personal relationships"*
Gender Ratios
• She acknowledges that men tend to form homophilious network ties. Quote: *"I would think that men tend to form networks with other men"* • And perceives the minority of women in her work environment. Quote: *"He also is surrounded by many men in his team and we are only now 3 women at the professional level. So, definitely more men"*
LEADERSHIP DEVELOPMENT
Developmental Job Assignments
• Challenging job assignments and a successful implementation have been key to development. Quote: *"Practice. Yes. Working on the job and getting more difficult assignments and being able to cope with them"* *"It's certainly through practice"*
Feedback
• She describes feedback as key for personal development. Quote: *"And, then, getting feedback of course"* *"The feedback is very good and motivating, also"* *"I think that feedback is extremely important"* • She does get some feedback from direct supervisor but also from external counterparts with whom she is interacting a lot. Quote: *"Either from my supervisor or from my counterparts with whom I interact"* *"These are Member States and the feedback is very good and motivating, also"*

- But she does not get much developing feedback, which makes her work very independent, with no substantive guidance. Quote:

"I actually do my job and don't really get… (feedback)"

"Actually, in my case I get feedback, but not always"

"A very short line by my supervisor: 'Yes, well done, thank you! Very much appreciated…' That's it"

"So, yes, orally or in writing, both"

"I would get either in writing or oral feedback"

"I can imagine that sometimes it's more vague"

- But as she manages her job very independently, she cannot see how feedback could enhance her work. Quote:

"Since I have such an independent job, it's also very difficult because I do what I need to do and very seldom I have to ask him what he thinks about it"

Developmental Relationships

- She established a (very) good relationship with her supervisor. Quote:

"It is almost, it is a professional relationship"

"We have very nice chats"

"The private level, mmh, but it is more of a professional relationship. I would say"

"We have a very good relationship, I would say"

MANAGERIAL SUPPORT

- It was up to the manager to assign developmental challenges. Quote:

"And who furthered my career and he tried to engage and to give me developmental challenges to further my career, as it should be done"

"The help of the supervisors I had before, who believed in me and who gave me also the opportunity"

- She stresses the fact that an important part of her advancement is due to the support of supervisors. Quote:

"I have had a very nice career and good opportunities to evolve and this is partly also due to the help of my previous supervisors"

"The first one (mentor) was the person who recruited me. Very intelligent, fantastic lady. I was very young at that time. And I think from her, I learned a lot. Also, in a high position (…) and she is certainly one of the reasons why I could develop in the way I developed"

"I am very grateful to her and she was really a perfect supervisor. And that's why I could learn a lot , because I think this is so important"

"I had another fantastic mentor who was male, when I came back, when I re-joined it was a male supervisor who was also fantastic, from whom I also learned also a lot"

"My other supervisor who was also a fantastic mentor. And from the 3 of them, I would say, I got most of my strength and the, also, the support and, yes, to be able to develop in the way I did"

OTHER SUPPORT TO CAREER ADVANCEMENT

- She developed through trainings but insists also on experience. Quote:

"Through trainings and experience"

"Especially training and experience"

"And experience and experience"

- Also, interaction with colleagues and supervisors have been beneficial. Quote:

"Definitely, due to training and past experience and within the dialogue with colleagues and supervisors, I have been able to develop this career"

PROFILE UNIDO #3

LEADERSHIP STYLE
Own Leadership Style
• Mainly adopts a **transformational** leadership style. She is very much dedicated, team oriented and very much involved in leadership. Quote: "I actually would prefer these people to care as much as I do to get something changed" "I like to think that one has to have a common objective, a kind of strong feeling of having a common objective, but where I don't have to worry about the achievement side because the path is clear" "I deal very well with people that have a certain level of commitment, interests, substance in what they are doing" "I really try to take care of my team" "I am more employee centric; I would say" • She focusses also on high performance and could also tend to **transactional leadership style**, in such way that she checks on the quality of the employee's work. Quote: *"Trying to get those people into some kind of more better performing track"* *"I really struggle to deal with people who simply don't want to do anything"*
Senior Manager's Leadership Style
• Her senior supervisor has mostly **a Laissez-faire** approach, in which there is an absence of guiding leadership. Quote: *"So, she usually doesn't manage downwards"* *"And it is quite loose as a result"* *"You have to kind of keep pushing her to provide some guidance because usually she is so busy managing the politics"* *"But overall, the fact that I don't necessarily have a huge amount of guidance and often it would make it so much easier if she had already mandated us to do something"* • She also seems to rather deal with top executives than with her subordinates. Quote: *"So, it does tend to be more transactional, not necessarily in terms of dealing with employees but she has to manage upwards"* *"She is so busy managing the politics"* • She also does not an inspiring leader either. Quote: *"She is not someone who is like going out of their way to kind of inspire"*
GENDER DISCRIMINATION
Gender Stereotypes and Lack-of-Fit
• She has not experienced much difference in leadership between female and male supervisors. Quote: *"I had mostly male supervisors in my 17 years here and in other functions as well. Mmh, frankly, in my case I did not see a major difference in terms of female and male supervisors"*

"There seems to be so many other factors that effects own leadership style and how they support other people's leadership development that I cannot say: 'In my experience I have seen a clear trend'"

"I've had both. I have had male supervisors that were very supportive, and I have had female supervisors that were not supportive. I have had opposite, the other way around. So, I cannot tell that there is a clear pattern"

"What is the cause, what is the root cause and what is the effect? Poor management is poor management. And, I think has sometimes an even bigger impact on women"

- However, she still experienced gender biases towards her leadership style. Quote:

"When I was trying to do things in a certain way, usually it was frowned upon, we ended up having quite a big conflict"

"I see it with a lot of colleagues, other women I know, who have a lot of experience, competencies, who are kind of stuck in these middle management positions and who are usually managed by extremely incompetent men who end up in conflict because they can see a different way of doing things. Also, dealing with the rest of the team. But they are usually frowned upon"

Gender Ratios

-

LEADERSHIP DEVELOPMENT

Developmental Job Assignments

- Developing assignments are the one in which you had to leave the comfort zone. Quote:

"Like, by kind of dropping me in the middle of things essentially. It is learning by doing in leadership, yes"

"I kind of had to jump into the deep end. So, pretty much everything I do has a developmental aspect to it"

"In this case for example, it was, I was literally the first week in the job and we had a board, so the governing bodies, and they were supposed to discuss a report which I was not involved in, but I had to essentially, in last minute, in three hours, be present in the room and then she called me to the podium to sit there and kind of answer their questions (…) It was a good experience"

- She had to undergo challenging job assignments, but which have not been (properly) assigned, supported and guided, and are, thus, not as developing. Quote:

"My supervisor has put me in a situation where it was actually a kind of developmental learning opportunity but she did not actually tell me"

"She kind of put me on the spot and with extremely short notice"

"And sort of, was clearly testing my capacity, which then, I mean, it was kind of a stress test. Not a learning developmental, kind of, task"

"I would have preferred to kind of be a bit more prepared or told a bit more in advance that this is like something that you need to grow into"

"I mean, if I was really doing it with objective of teaching someone, this is not how I would do it"

"Usually, most of it was completely like ad hoc and accidental. I usually found myself having to do something because either there was no one else to do it or… You still learn something, but you learn under a lot of stress"

For her, developmental job assignments should be properly guided, adapted to the person's level of current capacity and in a learning environment. Quote:

"Maybe it's not going to be perfect, give them the opportunity to have a go at something and do something"

"It's very important to kind of, and I try to use it myself, to kind of build step by step certain competencies in one of the team members and give them the sense that even if they are maybe not fully prepared"

"Probably the first couple of times it's going to be nerve wracking and they might not do it perfectly, but at least they start understanding that you are kind of helping them and giving them feedback"

"But it has to be also kind of matching their current level of development"

Feedback

- She regrets the few feedback she receives, which does not happen on a regular basis. Quote:

"I would have preferred it to be more often"

"Usually it's not really on a kind of regular basis, it's when she finally realizes that we are doing something"

- Also, it is not coming from the supervisor but is entirely the initiative from the female middle manager. Quote:

"It's my initiative, almost 100%"

It's not very developing either, as the feedback criteria are defined by herself. Quote:

"I mean, whenever we put criteria it's what I put essentially. Mmh, there's not much feedback on it so.... I guess, I define it"

Developmental Relationships

-

MANAGERIAL SUPPORT

- She does not experience a lot of guidance from her supervisor. Quote:

"But overall, the fact that I don't necessarily have a huge amount of guidance and often it would make it so much easier if she had already mandated us to do something"

"I would have like to have a bit more leadership, so that I could actually do my work"

OTHER SUPPORT TO CAREER ADVANCEMENT

- She self-developed through reading and traingins. Quote:

"So, I have done quite a lot, I have done trainings on leadership. I have done quite a lot of reading etc."

PROFILE IAEA #1

LEADERSHIP STYLE

Own Leadership Style

- Adopts both a **transformational and transactional** leadership style. On the one hand, she attributes high importance to individualized considerations (transformational leadership style). Quote:

"to assess the need (of employees)"

"to understand other people"

"I am trying to be with other people when there is some problem or delay and some family issues. I am also trying to understand"

- And she assesses the surroundings in order to adapt her leadership style. Quote:

"smooth starting, so I cannot immediately show my leadership skills, I need to understand, to show that I am professional"

- Also, she shows dedication on high performance and results (transactional leadership style). Quote:

"Achieve more results and more results for example, for a more successful project implementation"

"For leadership, I built stress-resistance and I am extremely flexible. So, I am kind of flexible and it helped me to be stress resistant"

"That our counterparts got all what they needed, they got all targets and everything or obligations"

"There are highly educated people, very high-level people and every high-level person has an own approach. And that is why for each person, we need to develop an exceptional approach, case and understanding, especially in our organization because of the high ranked people here"

Senior Manager's Leadership Style

- Her senior supervisor shows only transformational leadership traits. She exercises a lot of positive influence on her (motivational). Quote:

"I am working here because of him"

"He is a strong motivator for me"

"The supervisor, in the opposite, is trying to motivate"

"I didn't want to move to the IAEA, I didn't want to apply here because everything in my life was already working. But he told me: 'No, I give you some opportunity'"

- He also stimulates a lot of admiration. Quote:

"He is the best"

"I think my supervisor is actually great"

"My supervisor was actually very nice"

- He shows also support and guidance. Quote:

"I have the feeling that my supervisor did his best and involved me in all the field"

"So, he developed (unclear) to integrate me and I think it is related to managerial skills"

"I am writing him, and he always writes to me"

"I think he's always there and when I am a bit stressed"

- Last, he attributes a lot of importance to individualized consideration. Quote:

"He maybe understands that it's maybe not easy for a newcomer and for a woman as a geologist"

"Maybe, as I told you, it's only not because I am a woman but also because I am a newcomer. As a newcomer he has been treating me differently"

- He does not show any gender biases towards her that would lead to any gender discrimination. Quote:

"For me it is difficult to separate but my supervisor comes also from a very developed country where there is no gender… And I see that managerial skills are adapted to that"

"I think it is related to managerial skills, but not because I am a woman or with a man in this position, he would do the same"

"My supervisor, as I told you, I don't feel that he is oriented male or female but maybe it's not only related to the fact that I am a woman but mostly because I am a newcomer and people"

"Because my supervisor is for me without sex. I don't think that my supervisor is for me a man or a woman. He's just a supervisor with some skills, but I cannot tell if it is more female or male"

GENDER DISCRIMINATION

Gender Stereotypes and Lack-of-Fit

- She experiences gender stereotypes as a woman in a professional, male dominated environment. Also, because she is young, the setbacks are higher. Quote:

"You know, here at the international organization, most of the women take a G (general) position because it's (for) secretaries, mmh, so it's G staff. But if you're taking P4, for example, P5, it becomes more complicated because, you know, there aren't so many women, especially, maybe also young, in their youngest stage of career"

"There aren't so many women, especially, maybe also young, in their youngest stage of career. And this is a double stereotype because the first is, that you are a woman and the second, because you are too young, so you are not experienced. And just because, mmh, it's related to age"

"I think especially for a woman in such an organization to integrate because I would like to point, and this is the problem"

"It is much easier to integrate for a man"

- She states the lack-of-fit in her working field. Even as a competent woman, she would not be taken seriously. Quote:

"also for a woman, I don't know, because I am in technical science and normally with sciences it is dedicated very often to men and, if you put women who has even much more experience, people would still believe more men"

"For women it is much more complicated because of stereotypes. Stereotypes are stronger there. (leadership)"

"So, leadership for me is stereotyping. Men in geology are definitely cleverer, so women cannot be. Those are stereotypes"

- Because she has mainly worked with men, she cannot state if working with women would be easier. Quote:

"But I don't know, sometimes it was easier for me to work with men, even, because I've always been working with men and I have adapted to male behavior"

Gender Ratios

- She is working in a male dominated environment and experiences different treatment from her colleagues. This causes additional stress and effort. Quote:

"I am only one woman with a manager position in the section"

"But after, you have colleagues, and this is more difficult"

"From my colleagues, this is a much more complicated relation"

"Colleagues, they have a lot of stereotypes. And this is sometimes, mmh, it makes me, mmmh, it is more stress"

"Maybe kind of surviving in a male environment"

"But for male colleagues, sometimes I feel that I need even more efforts to do than if I would be a man"

"You need to do a lot of effort and a lot of steps to destroy the stereotypes"

"You need to put a lot of effort to show them that you have experience in that, and this takes time"

"Because I think: 'Ok, no, now I need to prove that I have experience in that and everything' and it still takes my stress, energy, time and… it is like that"

"It puts additional stress"

"Colleagues, I cannot tell a lot because maybe they did not yet adapt to me because, as I told you, there are stereotypes and I replaced a man. And this man, most, well, it was a man. And unfortunately, they have stereotypes in the field and it's not only here at the Agency but also at my previous organization. It was the same. Women who are geologists cannot be as clever and cannot understand some parameters… Something like that… I don't know why, but unfortunately this is it (unclear). I need to be (unclear), I need also (unclear)

to convince them all the time that I am not stupid which is taking a lot of time and effort, what would not be applied to men"

"Because most of those people are not very young, I mean, they have a certain age, in an age group, maybe after 55. So, and those people, I think, maybe I am wrong, but I feel the stereotypes"

"I am trying not to, mmh, how to tell, think what other people are thinking about me. So, I try, mmh, to focus more on my interest. Like people thinking 'women should not work' for example"

- She also has difficulties to integrate in a male dominated environment. She states that it takes some time until male colleagues adapt to her, as a woman working with them. Quote:

"*My male colleagues would accept male colleagues"*

"I am still a little bit out of the male society"

"But they adapt to me. It takes a little bit more time, so I think with a little bit more time they will adapt to me. At my previous job it was also like this"

LEADERSHIP DEVELOPMENT

Developmental Job Assignments

- She learns a lot as she is new in this job. All assignments are thus associated with a steep learning curve. However, they are not outside of her comfort zone. Quote:

"*Most of the project that I got it's, like countries with which I have experience, so for me it is quite comfortable"*

"I feel myself comfortable because of language, (unclear) and all languages, and also, it is in my expertise. So, I feel myself comfortable"

- However, her assignments are very diverse, which helps to develop new skills. Quote:

"I am now organizing training courses for people from post-soviet regions and other Russian speaking countries and all of those projects have a complexity of skills, so sometimes they are opening a lot of new skills"

"It is in my expertise. So, I feel myself comfortable. So, this is my leadership and development in those projects"

"I don't have experience in some techniques, or with some communication. So, each project is a kind of complex mix of skills that you mentioned with projects and development for me"

"And in each region, I have different projects and workshops"

Feedback

- Her supervisor seems to give her extensive and constructive feedback. Most of it is positive, but he also points at aspects that have to be further developed. Quote:

"He always (unclear) me my feedback, mostly it was positive. Around 70% he told me was how I perfectly do that, and maybe only 30% where (he said) I maybe need to pay more attention to that"

- She sees feedback as key to guide her in her work. Quote:

"But for me it is important what he saw in my way, that he saw for example that I am on the right way, and that he tells me I need to go back and do something again, to go forward"

"*This is more a kind of assessment of direction, if I am now on the right direction, now to go and achieve more results*"

Developmental Relationships

- The relationship that she has with him enabled her to be hired. She knew him before. Quote:

"he knew me before so he knew already my personality before coming here"

"I didn't want to move to the IAEA, I didn't want to apply here because everything in my life was already working. But he told me: 'No, I give you some opportunity', and he is a strong motivator for me"

- Also, he provides extensive support in her daily work and integrates her as a newcomer. Quote:

"My supervisor did his best and involved me in all the field"

- She accesses also to all of his contacts as he is very open and transparent. Quote:

"He's very open. He gave me all contacts; I think even more than I would get"

MANAGERIAL SUPPORT

- Managerial support seems to be very important as it causes stress upon his leave. Quote:

"But unfortunately, I don't know how long he will stay. And, actually, I am a bit in stress because of that (laugh)"

"he is acting, so he will be replaced soon. Unfortunately"

"And actually his behavior was at the beginning very important for me as it helped me to reduce the stress associated with the new job"

- However, she notices that the time spent directly with her supervisor is very limited. Thus, there are limitation to his support. Quote:

"And only maybe 10% you are directly dealing with your supervisor"

"But as I told you, with the supervisor it is about 10% of time"

"Because your supervisor, if he is supervising a UN organization, a very high person, with very good managerial skills, so, but, mmh, he behaves very high-level, but it's only 10%"

"He is just distributing you tasks"

- Thus, most of the time, she has to spend it with colleagues. So, success and well-being in her job is also depending on her colleague's behavior and help. Quote:

"But after, you have colleagues, and this is more difficult"

"If they think you are just a newcomer: 'OK, you don't really know the situation. Let's explain you how the situation can be uneasy'. They are not trying to help you, but they just put you inside and you need to understand by yourself. But it's not always easy because inside it's a multitask environment and you need a lot of skills to develop, but it's mostly related to colleagues than to the supervisor"

"Because a supervisor is just giving tasks, but you need to interact with your colleagues, and around 90% you are with your colleagues"

"So even if you get support from your supervisor it gets redirected to your colleagues or you cannot work alone, just close your office and do the tasks alone?"

OTHER SUPPORT TO CAREER ADVANCEMENT

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PROFILE IAEA #2

LEADERSHIP STYLE

Own Leadership Style

- She mainly adopts a **transformational** leadership style. She attributes high importance to inspirational motivational in order to bring change in the organization and to motivate employees to question traditional assumptions about the best way to do things. Quote:

"We had a big project that we were working on and, you know, we have this customer service point in our area. And when I first, when I was acting actually on the job, I saw these lines of people in front of the doors, and breaks, and I was like: 'this isn't working'. You know: 'How can we have, how can we make this better?'"

"I was like: 'Come on guys, we have to, let's dream, what can we make, what can we do to make it better? Not only for the customer, but also for everybody else?' And, so we started dreaming"

"And everybody in the section was a member of it, and whoever wanted to be involved, got involved and we started creating, you know, mind mapping, and ideas, and we actually created a, what did I call it?"

"We had boards of information and ideas and timelines and everything. And we just started dreaming. And it was wonderful"

- Also, she is very inclusive and is team oriented. Quote:

"And everybody was included"

"You know, so really including the whole team but not forcing it on anybody. There were a couple that were automatically like: 'Yeees, I wanna be involved!' and others like: 'mmh'. But, yeah, they still went in and looked on and made suggestions but maybe not in the front line. And that was really cool"

"It's more task related, but I also want to call it more, that we are a team"

"I am trying to get away from compartmentalization in our team, Because there are some people: 'I am only an expert in this' and we have problems if that person is on sick leave or if that person is away for a longer period of time, then, so, we are trying to also do a lot of cross training and be able to fill in for people who are not there"

"My own leadership style is more inclusive"

"Kind of really working as a team"

- She attributes a lot of importance to communication and transparency, which empowers employees. Quote:

"So, I want the team to know what is important"

"I prefer them to hear something regarding our section, or regarding our division or our department, from me than to hear it from the street. That's not, you know, that has maybe been twisted many times. So, I don't like rumours, I like the staff to be informed"

"I like the staff to be informed"

Senior Manager's Leadership Style

- Her senior supervisor adopts mainly a traditional, authoritarian leadership style. Quote:

"Ideas/initiatives that are not directly coming from the supervisor are turned down"

"And I would think within my role of a head that I have the capability. But 'oh no!'"

"He's like: 'No, I need this now'. And it's like… no sense…"

"I know his network, I know the people above and he's like: 'Why did you go to her? Why didn't you come to me? Why are you going behind my back?' It's like: 'We're friends! Why can't I talk about this? I know it's going to be up there any way!' (the supervisor then says) 'No, no, it has to go through me!'"

"You know, so it's that kind of also in a way old-fashioned, hierarchical thing. That 'you have to do everything through me!' and not in a more human fashion"

"We're trying to support our staff to be able to grow and he was like: 'Why would you do that?' and we were like: 'Because he deserves it! He has the qualifications'. You know. And we can have other advantages out of it"

GENDER DISCRIMINATION

Gender Stereotypes and Lack-of-Fit

- She acquired most of her positive leadership skills from female supervisors and the negative ones from male supervisors. Quote:

"You know, sadly, yes. I've had two extremely strong female managers, three! Three, four! I had four female managers that were really strong, and I would say… It's really weird, now that I think about it: the positive things I have taken from the female managers and the negative stuff has been mainly from men, that I would never do again"

- The lack of support from her male supervisor leads to her early retirement. *Quote:*

"I would say instead of support… Okay, this is one of the reasons I am leaving, is 'standing in the way'. So, it's just the opposite. I don't call it support at all, mmh, yeah. Its… It's one of the reasons I am retiring early"

She notices that her supervisor treats men differently (in a more beneficial way). Quote:

"He does treat the men differently"

"I wanna say: 'I hope not' - but I am sure to a certain extend he does"

- He has also a different relationship with his male subordinates than with his female ones. Networks are rather homophilious. Quote:

"The men are invited to his little tea times and you know"

"I think there is a different working style, you know. We used to always call it the 'big boys club' or, you know, the 'guys would go have a beer after work'"

"the men are invited to his little tea times and you know"

"Maybe the male colleagues understand his behavior and the male colleagues would go and talk to him at his team time and you know, that kind of thing and I feel I have so much more important things to do, to take that hour and have tea with the boss and, you know, talk about blabla or talk about things that make him feel important"

"You know, they have their little internal jokes and, mmh. So, you see that it's this (unclear), you know, that we're not really privy to, mmh. It's just different. I don't get it. I just… And maybe just men do things differently about certain things, or maybe we take it more emotionally or we see it more emotionally"

- He has gender stereotypes towards women. Quote:

"Because he's, mmh, I mean there were times he's told me: 'take the emotion out of it'. You know. 'Don't deal with it emotionally'; and that's definitely a female trait"

Gender Ratios

- She and another female colleague represent a minority in the team. Men are then given advantage and have more power. Quote:

"There are two women who are heads in our team and, mmh, even at section meetings, it's really weird, the men always go first. It's that kind of thing"

- He treats her as a representative of her group (females) instead of an individual. Quote:

"One of the other section head that's a female needed a project to be done and she was creating a P2 post and one of my ex-supervisors. We had this great idea to move forward with it and when the two of us asked for an appointment with the director, he said: 'Okay, this is trouble. Two women, what are you guys ganging up on me on? You know?"

LEADERSHIP DEVELOPMENT

Developmental Job Assignments

- She learned and advanced a lot in the organization through mobility assignments. Quote:

"I think to make it or to get a better position you gotta go elsewhere and find different places in the agency to show you what you can do. And then perhaps come back"

"Because I needed to have some more experience according to them, which wasn't really the case. I moved to TC and applied for a P job and came here"

"I think I had to leave in order to gain more skills, in order to come back"

"I've done a couple, what they call mobility assignments and it was not only to develop my leadership skills but to get them wider, a wider spectrum of knowledge and to understand more of the whole house"

Feedback

- She does not receive feedback, even though she has monthly one-on-one meetings. Quote:

"We have like a monthly section, okay, we have monthly section head meetings with everybody. All the section heads and the boss. And then we have a one on one with the boss every month"

And if he would give feedback, she perceives it as more limiting than developing. Quote:

"I don't find his feedback… I think the feedback that he personally gives is more limiting"

"It's not, mmh, it's not this idea of, you know: 'Make me look and I'll be happy'. It's more like, mmh: 'I didn't ask you to do that, why are you doing that?'"

"So not constructive"

"By his priorities"

"And sometimes they are so low in my… You know, there are definitely more important things in my area to do"

"And sometimes it's just ticking boxes for some higher-level thing or, or, you know, to make him look good"

Developmental Relationships

- She has no developmental relationship with her supervisor. Quote:

"Zero. (developmental relationships with male supervisor)"

"I think in a way, they also think, 'Okay you got your section head (job), you should be able to do what you're expected to do and, mmh, yeah. I don't think they coach with other. It's not this kind of leadership, by example kind of thing either, unfortunately"

- He does not allow her access to his network either. Quote:

"Being in the Agency so long, I know his network, I know the people above and he's like: 'Why did you go to her? Why didn't you come to me? Why are you going behind my back?' It's like: 'We're friends! Why can't I talk about this? I know it's going to be up there any way!' (the supervisor then says) 'No, no, it has to go through me!'"

- Also, he is not a role model for her at all. Quote:

"You know, you would hope, you would have a manager that you're like 'Oh my god, I wanna be like that!'. And in the present, it's not"

MANAGERIAL SUPPORT

- Managers were key role models for her. Quote:

"From past managers and there are certain traits I liked in manager"

"And I always used to say: 'When I become a manager, I wanna, I wanna be a manager that I always wished I had' And it was kind of my way of looking at it"

"The things that I hated about certain past managers, I'm like: 'Oh my god, I would never do that'"

OTHER SUPPORT TO CAREER ADVANCEMENT

- She advanced mainly all by herself. Quote:

"But my career development has been totally self-made"

"It was all self-inflicted"

"It was more on my own, accord my own self-learning and things like that"

- Also, she relied on mentors that were outside of the organization. Quote:

"I think I've had better mentors from outside than from within"

"So, it is more me deciding to do that"

- She stresses the importance of higher level female role models, who paved the way before. Quote:

"It's a group of women and they actually started that one of the things we do there, is that we learn things, but we also look at higher level women and we talk to them: 'What made you go there? How did you increase, how did you step up the ladder?'"

- Some trainings might have also helped. Quote:

"At that point in time, we still had something called the learning resource centre. I actually went and did a lot of videos and things like that, 'yes, okay, I have an MBA' but, you know, my MBA is 20 years ago. What can I… There are probably new ways of doing things that I am not aware of. So, I just kind of refreshed myself into doing things"

- She regrets the lack of developmental opportunities at the IAEA. Quote:

"Because I think it's more the Agency as a whole that is not developmental (??) as an organization"

"I mean, alone the classes that are offered by MTHR… I've taken some of them, but I can't. You know. I think a lot of them are maybe tailored to G staff. Yeah, but there is also, kind of like this limit there"

"I don't think the Agency in general is a career development organization. They are not there for that. You know. Mmh, I think for some areas, it's used more as a steppingstone in your career. You come here for 5-7 years and it's a steppingstone for their career elsewhere back home"

"They would have never done that. It's not… I can't imagine the Agency would ever do that. (support)"

"It's not like the Agency is going to go: 'You could be director one day, let's give you this kind of training' No!"

Appendix 14 *UN-SWAP 2.0 Performance Indicator*

A. Results-based Management

01. Performance Indicator: Strategic Planning Gender-related SDG results
Entities should include a high-level result (expected accomplishment or equivalent) on gender parity in staffing, linked to the entity plan on gender parity in staffing, in the main Secretariat strategic planning document and should rate as "exceeds" if they do so.
02. Performance Indicator: Reporting on Gender-related SDG results
Entities should report on the high-level result on gender parity in staffing through the Secretariat standard programme budget reporting process. To exceed requirements entities should hold at least one town hall meeting annually on gender parity in staffing where the current state of gender parity is reported on and discussed.
03. Performance Indicator: Programmatic Gender-related SDG Results*[55]
Entities should report on any gender-related initiatives not included in the main Secretariat strategic planning document, for example related to extra-budgetary resources. If there are no such initiatives this indicator should be rated on not applicable.

B. Oversight

04. Performance Indicator: Evaluation
Entities with a mainly administrative function do not for the most part carry out evaluations. Where evaluations are carried out they should meet the requirements set out for this Performance Indicator. Self-evaluations should be assessed against the guidance for this type of evaluations provided by OIOS.
05. Performance Indicator: Audit
Audit is a centralized function in the Secretariat and entities should enter data provided by OIOS
II. Institutional Strengthening to Support Achievement of Results

C. Accountability

06. Performance Indicator: Policy
Entities should report on their plan for fulfilling requirements in the System-wide strategy on gender parity. To exceed requirements entities should have a senior management accountability mechanism in place. Reference to gender equality and the empowerment of women in senior manager compacts is acceptable to exceed requirements.
07. Performance Indicator: Leadership
Entities should report as per the Technical Guidance.
08. Performance Indicator: Gender-responsive Performance Management
Performance management is a centralized function in the Secretariat and entities should enter the data provided by OHRM. Entities can report on any systems of recognition they have in place to exceed requirements.

D. Human and Financial Resources

09. Performance Indicator: Financial Resource Tracking
Given that all entities receive and use financial resources, "not applicable" is not an appropriate category for indicator 9. Entities that are awaiting the incorporation of a gender marker into UMOJA for example should report approaching requirements rather than not applicable. Entities which have more than 20 per cent of their funding made up from Extra-budgetary funding should develop a resource tracking system specific to these resources.
10. Performance Indicator: Financial Resource Allocation
Given that all entities receive and use financial resources, "not applicable" is not an appropriate category for indicator 10. Entities that are awaiting the incorporation of a gender marker for financial resource tracking and allocation in UMOJA for example should report approaching requirements rather than not applicable. Entities which have more than 20 per cent of their funding made up from Extra-budgetary funding should develop a resource allocation system specific to these resources.
11. Performance Indicator: Gender Architecture
Entities should report as per the Technical Guidance.
12. Performance Indicator: Equal Representation of Women
Entities should report as per the Technical Guidance.
13. Performance Indicator: Organisational Culture
Entities should report as per the Technical Guidance.

E. Capacity

14. Performance Indicator: Capacity Assessment
Capacity assessment is a centralized function in the Secretariat and entities should report based on data provided by OHRM.
15. Performance Indicator: Capacity Development
Entities should report as per the Technical Guidance.

F. Knowledge, Communication and Coherence

16. Performance Indicator: Knowledge and Communication
Entities should report as per the Technical Guidance.
17. Performance Indicator: Coherence
Entities should report as per the Technical Guidance.

Appendix 15 *Assessment Guidelines for UN-SWAP 2.0 Performance Indicator*

06. Performance Indicator: Policy		
Approaches requirements	**Meets requirements**	**Exceeds requirements**
6ai. Policies and plans being developed on gender equality and women's empowerment, including gender mainstreaming and the equal representation of women	6bi. Up to date polices and plans implemented on gender equality and women's empowerment, including gender mainstreaming and the equal representation of women	6ci. Up to date policies and plans implemented on gender equality and women's empowerment, including gender mainstreaming and the equal representation of women **and** 6cii. Specific senior level mechanism in place for ensuring accountability for promotion of gender equality and the empowerment of women

07. Performance Indicator: Leadership		
Approaches requirements	**Meets requirements**	**Exceeds requirements**
7ai. Senior managers internally champion gender equality and the empowerment of women	7bi. Senior managers internally and publicly champion gender equality and the empowerment of women	7ci. Senior managers internally and publicly champion gender equality and the empowerment of women **and** 7cii. Senior managers proactively promote improvements in UN-SWAP Performance Indicators where requirements are not met/exceeded

08. Performance Indicator: Gender-responsive Performance Management		
Approaches requirements	**Meets requirements**	**Exceeds requirements**
8ai. The entity's core values and/or competencies being revised to include assessment of gender equality and the empowerment of women	8bi. Assessment of gender equality and the empowerment of women integrated into core values and/or competencies for all staff, with a particular focus on levels P4 or equivalent and above	8ci. Assessment of gender equality and the empowerment of women integrated into core values and/or competencies for all staff, with a particular focus on levels P4 or equivalent and above including decision making positions in all Committees, Missions and Advisory Bodies **and** 8cii System of recognition in place for excellent work promoting gender equality and women's empowerment

12. Performance Indicator: Equal Representation of Women		
Approaches requirements	**Meets requirements**	**Exceeds requirements**
12ai. Plan in place to achieve the equal representation of women for General Service staff and all professional levels in the next five years	12bi. The entity has reached the equal representation of women for General Service staff and all professional levels	12ci. The entity has reached the equal representation of women for General Service staff and all professional levels including the senior most levels of representation in Field Offices, Committees, Advisory Bodies and Funds linked to the entity irrespective of budgetary source

13. Performance Indicator: Organisational Culture		
Approaches requirements	**Meets requirements**	**Exceeds requirements**
13ai. Organizational culture partly supports promotion of gender equality and the empowerment of women	13bi. Organizational culture fully supports promotion of gender equality and the empowerment of women	13ci. Organizational culture fully supports promotion of gender equality and the empowerment of women **and** 13cii. ILO Participatory Gender Audit or equivalent carried out at least every five years