

SPONSORSHIP:

Creating Career Opportunities
for Women in Higher Education



UNIVERSITIES
AUSTRALIA
EXECUTIVE WOMEN

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“It is extremely important that our staff and students see ‘normal’ as an organisation where both women and men are fairly represented, and where both have an equal opportunity to be involved and lead in the field of impactful research, in the teaching and learning experience, and in all aspects of decision making.”

**Professor Dawn Freshwater,
Vice-Chancellor, The University of Western Australia**

This resource was commissioned by Universities Australia Executive Women and launched on 20 November 2018.

Please cite this publication as follows:

de Vries, J., & Binns, J. (2018). *Sponsorship: Creating Career Opportunities for Women in Higher Education*. Universities Australia Executive Women (UAEW), Canberra, Australia:
<https://www.universitiesaustralia.edu.au/UAEW/SponsorGuide>

PURPOSE OF THE GUIDELINES

Although strong progress has been made in recent decades, women remain under-represented in university leadership in Australia. To assist universities to make even greater strides towards equality in the years ahead, Universities Australia Executive Women (UAEW) has developed a series of high-quality practical resources that help leaders, executives and recruiters to foster the careers of more women in their institutions.

The latest of these resources is this new guide on how leaders can actively create career opportunities for their junior colleagues through career sponsorship. Put simply: careers can advance when sponsorship is present; careers can stall when sponsorship is absent.

Staff development is a core leadership responsibility and sponsorship is a powerful development tool that leaders should use in a fair and gender inclusive way.

To assist university leadership teams, UAEW has partnered with Dr Jen de Vries and Dr Jennifer Binns to develop these guidelines for gender-inclusive sponsorship. This is a resource to help ensure women have equal access to career-enhancing sponsorship opportunities, and to help redress the under-representation of women in leadership and executive levels in higher education.

The corporate sector has had a growing focus on career sponsorship. This new publication takes lessons learned in other sectors but specifically addresses sponsorship in higher education. It is an educative tool and practical guide to help Australian universities enhance their sponsorship practices.

The guidelines can be used at the institutional level, and by a faculty, department or research centre. They also assist individual leaders to identify and implement improvements in their own sponsorship practices. The intended audience is everyone in an academic, research, administrative or professional leadership role – Chancellors, Vice-Chancellors, Senior Executive Group members, HR Directors, Senior Leaders, Managers and Supervisors.

Consistent with the UAEW target group, the guidelines focus on executive academic and professional roles. In recognition of the importance of developing a broadly-based leadership pipeline, the guidelines also highlight a need for gender-inclusive sponsorship at the early and mid-career stages.

While all forms of diversity – including, but not limited to, gender, age, ethnicity, disability, race, sexual orientation and religion – are important, these guidelines focus specifically on achieving gender equality.

The guidelines include a checklist of actions and a summary of best practices from leaders who practice effective and inclusive sponsorship. Practical tips include:

- mapping the current sponsorship situation;
- establishing expectations and creating accountability;
- developing knowledge and skills – including unconscious bias awareness;
- embedding sponsorship in cultures;
- reviewing progress; and
- what individuals can do.

KEY MESSAGES

Sponsorship of women can help advance gender equality in higher education

- Everyone who works in the university sector, whether as an academic, researcher, administrator, or other professional role, deserves the chance to pursue a successful career. The under-representation of women at senior levels indicates unequal access to career opportunities at all stages of the leadership pipeline.
- Sponsorship is a key driver of career success. In a nutshell, sponsorship involves executives, managers, team leaders and supervisors actively creating career opportunities for their more junior colleagues. Put simply: careers can advance when sponsorship is present; careers can stall when sponsorship is absent.
- Staff development is a core leadership responsibility and sponsorship is a powerful development tool that leaders should use in a fair and gender inclusive way.
- Decisions about who to sponsor are subject to unconscious bias, especially in an informal system without checks and balances. Biased decisions favour some groups at the expense of others, with women and vulnerable minorities at risk of missing out on career-enhancing sponsorship opportunities.
- Addressing gender inequality in career sponsorship requires organisational commitment, clear expectations, accountability measures, leadership development, and recognition and reward structures.

“A first step for any organisation serious about increasing women’s representation in senior leadership roles is to ensure that there is high-level organisational commitment and a clear understanding of the benefits and opportunities to be realised.”

*Professor Linda Kristjanson, AO,
Vice-Chancellor, Swinburne University*

“We’ll know we’ve made some serious gains reaching gender equality when we consistently see some women researchers progress at faster levels than their male counterparts.”

*Professor Steve Chapman,
Vice-Chancellor and President, Edith Cowan University*

FOREWORD



Professor Kerri-Lee Krause

Universities Australia
Executive Women Co-Chair
2017/2018



Professor Marcia Devlin

Universities Australia
Executive Women Co-Chair
2017/2018

By UAEW Co-Chairs

UAEW is a national group, sponsored by Universities Australia, that provides strategic advice and high-level guidance to Australian universities and their governing bodies, relevant associated organisations and state/territory-based networks committed to making a difference to the number and proportion of academic and professional women in executive roles in Australian universities.

UAEW are highly user-focused and action-oriented. We work to: deliver toolkits and practical advice; disseminate good practice; bring people together in a whole-of-sector capacity; and create a targeted approach that assists the sector to focus on women in the executive pipeline and on accelerating initiatives designed to address the under-representation of women at senior levels in Australian universities. The work of UAEW complements and strengthens existing institutional programs as well as sector-level strategic activities, including the The SAGE Pilot of Athena SWAN in Australia.

We have partnered with Dr Jennifer de Vries and Dr Jennifer Binns to develop an educational tool that contains helpful hints and strategic tools to guide universities, and individuals working within universities, to address gender diversity and equality issues that may arise through currently informal sponsorship practices.

We position sponsorship not as a formal 'program' to be implemented, as you may do with mentoring, but simply as one option to be considered as part of effective leadership development and practice.

We hope this guide will highlight the unconscious bias that can exist around sponsorship, make these practices more transparent, and contribute to elevating the number of senior executive academic and professional appointments for women in higher education.

In particular, we acknowledge, with thanks, the review and feedback provided by Professor Sharon Bell (Western Sydney University) and the UAEW Advisory Group: Professor Sharon Bell, Western Sydney University; Professor Deborah Hodgson, University of Newcastle; Professor Helen Huntly, Central Queensland University; and Ms Natalie MacDonald, La Trobe University.

The guide provides a valuable resource for Australian universities. It will be particularly relevant to those in academic, research or administrative leadership roles – Chancellors, Vice-Chancellors, Senior Executive Groups, HR Directors, Senior Leaders, Managers and Supervisors.

We commend this resource to you and wish you well in your ongoing endeavours to increase the number and proportion of women in senior executive roles in Australian universities.



Dr Jennifer de Vries

Gender consultant



Dr Jennifer Binns

About the authors

Dr Jennifer de Vries is an experienced practitioner and researcher in leadership, gender and mentoring, both in Australia and overseas. She has written extensively on these topics, with an emphasis on translating research into practice (see www.jendevries.com), including her well-regarded UAEW publication *Mentoring for Change* (de Vries, 2011).

Co-author Dr Jennifer Binns has written and edited several academic and government publications. The two Jennifers undertook doctoral studies with Professor Joan Eveline and share a commitment to addressing gender inequality in the workplace.

By Dr Jennifer de Vries

The emerging literature on sponsorship in the (primarily US) corporate sector prompted me to re-examine my work with mentoring programs in the university sector. I realised that sponsorship had been right under my nose all the time, but as an informal and mostly invisible process. It was done in a taken-for-granted, unexamined and uncritical way, tending therefore to reinforce existing gender-based career disadvantage.

While the corporate experience is useful in an academic setting, I felt the context was sufficiently different to warrant a separate analysis and tailored approach. I undertook an exploratory study, involving twenty-eight senior academic, research and professional leaders primarily drawn from two Australian institutions (Appendix 1). The study findings have since informed my work with leaders, mentors and mentees in Europe, Australia and New Zealand, providing further rich insights into sponsorship practices.

I am enormously grateful for the vision of Beverley Hill, Equity and Diversity Director, University of Western Australia, who made the exploratory study possible, and for the support of the Faculty of Medicine, Dentistry and Health Sciences at the University of Melbourne. The willingness of the research participants to share their insights and experiences of sponsorship in the higher education context is greatly appreciated. The interview data is a rich vein of information based on actual practices and as such is a valuable resource for others in the sector.

I invited Jennifer Binns to partner with me in writing this guide and her contribution has been invaluable. She helped tame an unruly draft, clarifying and distilling the exploratory study and what I had learnt in practice into this publication.

We are grateful to UAEW for their support to develop this research into a practical guide, and their capacity to make it accessible to a wide audience.

Our key message is that sponsorship creates opportunities to build expertise and develop careers. We hope that this publication will assist everyone to become 'sponsorship savvy'.

For women and other groups who are under-represented across the executive ranks, sponsorship is essential to further progress in achieving parity. This will harness the talents of all staff, to the benefit of individuals, higher education institutions and our broader communities.

The Case for Further Progress

Increasing women's representation in senior leadership roles is a national and international priority. Universities are well placed to be at the forefront of achieving this goal.

The success of our universities relies on their ability to make the most of all available talent – both male and female. Significant progress has been made in the past thirty years. Prior to 1987, all Australian universities were headed by men but in 2018, **a third of Australia's Vice-Chancellors are women.**

However, the following statistics indicate that there is still more to be done to strengthen gender equality at executive level and along the 'leadership pipeline':

- Academic staff are largely drawn from those completing postgraduate study and there

is a continuous attrition, with women the majority of postgraduate students but representing only 27%¹ at Level E Professor and above (Universities Australia, 2017).

- In 2016 women held approximately one-third of Vice-Chancellor's Executive team positions, 25% of critical Deputy Vice-Chancellor roles and 25% of Vice-Chancellor positions².
- Women make up 66%³ of the total professional staff workforce, with compression into lower levels. Women comprise 49% of senior positions (HEW 10 and above).

The issue of women's continuing under-representation in senior leadership roles is complex and

requires action on several fronts. This publication complements earlier UAEW publications, including *Best Practice Recruitment Guidelines to Fast Forward The Advancement of Women (2017)*, which addresses improved executive recruitment practices and the *Guidelines for addressing unconscious bias (2016)*.

This publication shares practical information with universities on how to enhance the sector's sponsorship practices. Gender inclusive sponsorship will facilitate women's progress along the leadership pipeline, from early career through to senior academic, research, administrative and professional roles.

Data sources

The primary data source is an exploratory research study conducted by Jennifer de Vries in two Australian universities during 2014. This qualitative study examines how well the notion of sponsorship translates into universities. Further details are in Appendix 1.

Participants in this study are referred to in this guide using pseudonyms (which indicate

gender) followed by an indication of their position. There are 4 broad groups, with text in brackets indicating abbreviations in use:

- Equity practitioners (Equity Practitioner);
- Heads of Department, Directors and Associate Deans (Leaders);
- University Executives (Exec); and
- Professors and Associate Professors (Prof).

The guidelines also draw on insights gained from de Vries' twenty years as a practitioner facilitating leadership, gender and mentoring programs, and earlier research into the Leadership Development for Women Program which had an important mentoring component (de Vries, 2010; de Vries & van den Brink, 2016).

¹ Universities Australia 2016 Inter-institutional gender equity statistics.

² WomenCount Report (Jarboe, 2017).

³ Op. cit. Universities Australia 2016.

1. WHAT IS SPONSORSHIP?

Key points

- Sponsorship is different to mentoring – they are complementary and leaders do both.
- Sponsorship involves the active and deliberative use of power (organisational position, professional standing, influence and connections) to facilitate the careers of others.
- Sponsorship can be a positive enabler of development and careers – as distinct from nepotism or favouritism.
- Mentoring and mentoring programs, which are offered in the higher education sector, are not a substitute for sponsorship.



How we define sponsorship

Sponsorship involves *active engagement* to create career-enhancing opportunities while mentoring is a more *passive talking with, or advising* of colleagues with no active intervention on the part of the mentor. Sponsorship involves leaders drawing on their power, networks, resources, social capital and influence on behalf of a more junior colleague.

Sponsorship is increasingly recognised as separate to, and distinct from, mentoring (Friday, Friday, & Green, 2004). In many respects, it has eclipsed mentoring (Hewlett, 2013; WGEA, 2016), with claims that sponsorship is a key ingredient in building careers and attaining senior positions (Foust-Cummings, Dinolfo, & Kohler, 2011), and often a ‘missing ingredient’ for women (Ibarra, Carter, & Silva, 2010).

“Sponsorship is a form of ‘activated mentorship’”
Jonathan, Exec.

“My role as sponsor is actively to go out and seek and advocate for this person, opportunities for them to, the platform for them to develop in a different environment, in the one that they’re not currently in and where they’re going to be able to be stretched and challenged...”
Deirdre, Exec.

“ Definitions from the literature

‘A mentor would advise you to become a member of the editorial board of a major professional journal in your field, but a sponsor would personally recommend you to the journal editor’.
(Travis, 2014, p. 11).

‘[A sponsor is] a person who vouches for, is responsible for, or supports a person or makes a pledge or promise on behalf of another’.
(Friday et al., 2004, p. 637).

‘Sponsorship is about moving from coffee chats and advice, to actually backing our women, and feeling responsible for their career success. It’s a real mindset shift’.
(Male Champions for Change, 2011, p. 20).

‘[Sponsors] are powerful backers who, when they discern talent, anoint it with their attention and support’.
(Hewlett et al, 2010, p. 4).

‘[Sponsors leverage] their own power and reputational capital’.
(Foust-Cummings et al., 2011, p. 1).

‘[Sponsorship] involves proactive instrumental help to advance a person’s career’.
(WGEA, 2016, p. 1).

How is sponsorship different to mentoring?

	Mentoring	Sponsorship
Activity	Passive...guiding, advising, sharing experience and knowledge, supporting development	Active... providing opportunity, making visible, providing resources, advocating
Responsibility	Mentor supportive of development and success Mentee drives agenda, solely responsible for achievement of objectives	Sponsor <i>invested</i> in success of their protégé, personally fight, protect and advocate for their recognition and promotion
Agency	Mentee acts on own behalf The driving force in mentorship lies with the mentee	Sponsor acts on behalf of sponsee and directs the relationship
Purpose	To enhance competence and effectiveness on the job	To assist in advancing in the organization
Capability	Mentoring not predicated on capability or prospects of success	Based on assessment of capability and prospects of success
Power	Mentor may or may not be in a position of power	Sponsors draw on positions of power, networks, resources and social capital
Risk	Relatively low visibility, limited reputational risk	Success or failure may reflect on sponsor, can be considerable reputational risk

Adapted from (Catalyst, 2010; Foust-Cummings et al., 2011; Friday et al., 2004; Hewlett et al., 2010)

A continuum of practices

Mentoring and sponsorship can be thought of as a continuum⁴ of practices moving from more passive (mentoring) through to active interventions (sponsorship) on the part of the mentor/sponsor. Workshop participants have found this idea helps to identify mentoring and sponsorship in their own and other's careers. The continuum is useful for identifying mentoring and sponsorship gaps. It also helps to 'grade' acts of sponsorship, illustrating that some sponsorship acts are small, while others involve a large investment of time, energy,

resources and/or social capital on the part of the sponsor, which may require similarly graded investment and commitment on the part of the sponsee.

Some study participants combine both mentor and sponsor roles, however the roles of mentor and sponsor do not necessarily coincide. The research of Ibarra et al. (2010), explored further in Chapter 4, found that mentoring does not necessarily include sponsorship and in the exploratory study participants did not all engage in mentoring activities.

“ Mentoring and sponsorship are 'distinct, but related, non-mutually exclusive developmental relationships' which may be, but are not necessarily, provided by the same individual.
(Friday et al., 2004, p.628).

⁴ The concept of a continuum originated from a conversation with Professor Marieke van den Brink, who is currently researching sponsorship in corporate settings.

Sponsor or sponsorship practices?

The sponsorship literature tends to focus on ‘a mentor’ or ‘a sponsor’. However the explicit focus of the exploratory study was to understand sponsorship **practices** in higher education, rather than to focus on the **role** of sponsor. This recognises that people can provide sponsorship with a variety of people; peers, direct reports, and colleagues who are further afield. It opens up the possibility of a multiplicity of practices in various contexts.

This guide focuses on the sponsorship practices of those with significant power, status and resources, and wide ranging capacities to sponsor. It does not explicitly explore sponsorship practices of more junior colleagues and sponsorship between peers, although this is also important.

In workshops facilitated by de Vries, male and female mentors identified risks that sponsorship may be seen as biased, an abuse of power driven by self-interest and resulting in exploitation, the subverting of processes to achieve a desired end, and a system of patronage and favouritism, that advantaged some while disadvantaging others. These are important risks to note.

Sponsorship as problematic

It is the invisibility of sponsorship – a set of practices that have not previously been separately named – that is problematic. As an ordinary unremarked-upon practice, sponsorship remains largely unexamined and opaque. This lack of visibility and transparency leaves us unable to identify sponsorship gaps or biases and the misuse or abuse of sponsorship. It also precludes a more reflexive and intentional use of sponsorship to better support careers.

Conclusion

Sponsorship can be defined as the active promotion and creation of career opportunities. As such it can be a career ‘maker’ or ‘breaker’. The following chapter discusses the ways in which the presence or absence of sponsorship shapes careers in the higher education sector. Subsequent chapters focus on the potential for leadership practices and biases to exclude women (and vulnerable minorities) from the considerable benefits of being sponsored throughout their careers.



SPONSORSHIP PRACTICES

This list provides examples of sponsorship practices identified by participants in the exploratory study on which this guide is partly based, as well as participants in mentoring programs and leadership workshops over several years. They are provided here to help clarify what we mean by sponsorship practices. It is not intended to be exhaustive.

Substitution/recommendation when initial opportunity was for self, for example:

- on a panel, committee, working party;
- as a reviewer (with permission of the journal/editor); and
- as a speaker/keynote speaker (with permission of the conference organiser).

Endorsements, for example:

- give credit for work done, talk about it in right environment;
- provide letters of recommendation/references, and act as a referee for positions, fellowships, prizes, scholarships;

- nominate for awards, prizes, prestigious lectures, Academy membership, Order of Australia and the like; and
- recommend to editorial boards and grant selection panels.

Connections, for example:

- introduce to key people; and
- facilitate access to/inclusion in a range of networks.

Resources, positions, for example:

- offer acting opportunities, secondments, higher duties, exchanges, travel opportunities;
- invitations for committee/working party memberships, Chairs of committee;
- restructure to create position/provide opportunities for an individual;
- design roles around a particular person's strengths;
- make space for individual to follow passion or new direction within existing role;
- provide funding;

- help to secure an overseas post-doc position;
- arrange a visit to another university or a department/lab/centre;
- create a position, facilitate return to Australia;
- provide bridging employment; and
- make honorary appointments.

Inclusion – often used as a 'learning the ropes' experience specific to ECRs, for example:

- include on grant proposals;
- invite to review articles;
- co-authorship – chapters, journal articles, text books;
- co-presenting, shared keynotes; and
- membership of conference organising committees.



2. SPONSORSHIP SHAPES CAREERS



Key points

- Sponsorship shapes careers through someone in a position of power and influence *creating career-making opportunities* for another.
- The myth of self-made careers obscures the power of sponsorship to “make or break” careers in higher education.
- For academic women, early career sponsorship is required to achieve research success, which is often essential to career progression. Success at each career stage shapes the leadership pipeline through to executive levels.
- For professional staff, development opportunities in current roles and ‘stretch assignments’ are critical to prepare for subsequent career steps.



Thoughtful sponsorship

One real opportunity can entirely change a person's career. One thing that all of us have in common is the ability to give opportunities to people and to be thoughtful about how we do it.

(Blanchard, 2014).

“ Creating career opportunities

‘Colleagues in leadership roles can and do play a major role in creating career-making opportunities for their peers and more junior colleagues’.
(Hill, 2014, p. 115).

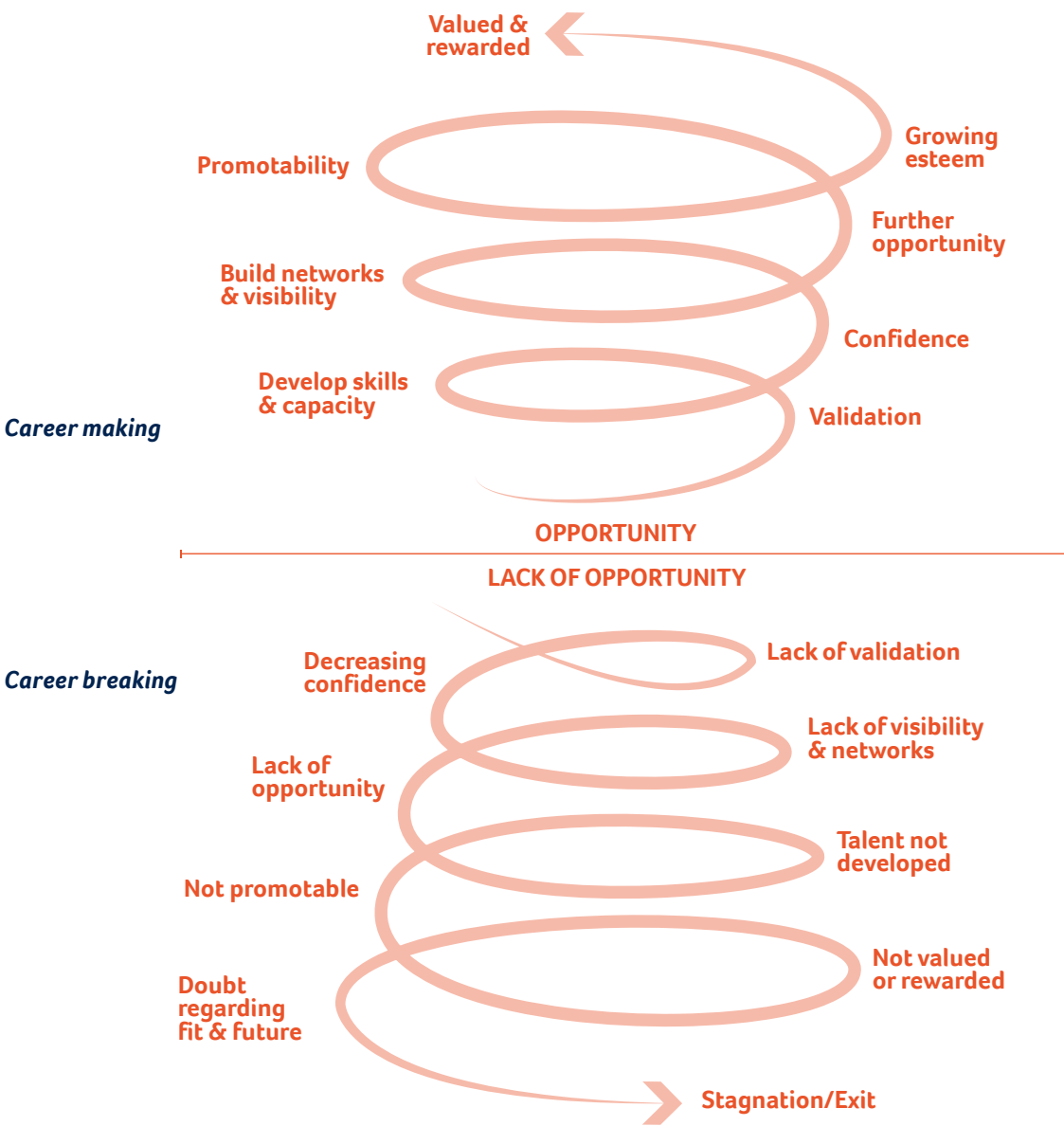
While academic and professional staff careers have different trajectories and critical points, success in both is underpinned by development opportunities.

- Academic careers are dependent on completion of a postgraduate qualification and then progress through promotion within the discipline. Early career opportunities are vital to building career success.
- Professional careers require movement, with staff needing opportunities to develop in their current role as well as gain promotion or transfer to other areas in higher education and/or externally.

Participants in the exploratory study – all senior and successful in either academic or professional roles – had differing experiences of sponsorship. But the common factor is that having opportunities at all career stages can create a *positive spiral of success*. Conversely, lack of opportunity can create a negative spiral.

“I’m not saying it’s impossible but I think it is a structure that, it very much helps to have someone who’s established be able to guide but also influence others in the community about you and give you opportunities.”
Mitch, Leader.

Career opportunity spiral





E.g. Opportunity in academic careers

'When I went to finish my PhD...my supervisor said: 'why don't you go to London where I did study leave? It would be a really good place to go.' I knew it would look good on the CV but I hadn't realised when I got there how important it was. In terms of building your career and CV to have very good places where you have your post doc or worked on your CV is incredibly important. *This initial step of being in London set me up.* I then met people. I went to Boston. I formed a network of people that has been very important throughout my career. Because I had worked in this lab in London a colleague back in Australia wanted me to come back and join them at a Melbourne hospital... I got into [the NHMRC research fellowship stream] at a very early stage, came up through the levels, grew my group, maintained a lot of international collaborations'.
(Interview respondent cited in White, 2014, pp. 63-64, emphasis added).

E.g. Opportunity in professional careers

Anita's (Equity Practitioner) executive sponsor laid the groundwork for her and his endorsement and advocacy gave her what she called the "license to operate" in a difficult leadership role.

Nina's (Equity Practitioner) boss gave her room to experiment and to push the boundaries of her role, which she said "catered to my strengths to give a step up to [the] Director role". Nina's boss also made her visible through invitations to attend meetings and provision of stretch assignments where she could develop her skills and be noticed. This effectively positioned Nina to receive further sponsorship from others.

Barbara (Equity Practitioner) was given a "lot of latitude" to pursue opportunities outside her own role and similarly gave her own staff room to develop.

Heidi (Prof staff leader) argued that leaders ought "not to be selfish", for example they should support secondments to build experience and networks, even if that risks losing a valued staff member.

The myth of self-made careers

Recognising that sponsorship creates career opportunities challenges the notion that career success is solely based on individual merit. By making the existence and impact of sponsorship visible, the reality that some people have benefited from the sponsorship of more powerful colleagues, while others have missed out on these career opportunities, can be acknowledged. Making sponsorship visible is a prerequisite to addressing inequitable career opportunity based on gender and other factors.

“Nobody has a career all by themselves and whoever claims that is kidding themselves.”
Nina, Equity Practitioner.

“We reward people who have an internal locus of control, so they’re encouraged to attribute their own success to their own individual hard work and if that’s accompanied by blindness to privilege that’s accompanied that journey and the accumulation of merit along the way, then it’s a circle of blindness, you just can’t see outside it.”
Louise, Equity Practitioner.

“Privileged careers are based on a “whole web of facilitating relationships, tools, strategies, tasks, knowledge, culture, [that] all just hangs together ... This becomes a demonstration of merit that is affirmed by the system.”
Louise, Equity Practitioner.

Forms of sponsorship

Material from the exploratory study shows that sponsorship takes many forms – a single sponsor for an entire career, multiple sponsors over different career stages, and one-off or unexpected sponsorship.

Career sponsor

Sponsorship from one person creates opportunities throughout a career. The benefits of this enduring relationship are illustrated by the accounts of two professors who participated in the exploratory study. Adam and Sarah’s ‘career sponsor’ has been present for virtually the entire length of their career, up to and including their current senior roles.

E.g. Career sponsor: Adam

Adam (Prof) had been sponsored by Charlie (pseudonym), originally his PhD supervisor and the person who he now described as the key figure in his development. Charlie, a “hard man” with high standards and an “implicit belief” in Adam’s capacity, had dispensed everything from “brutal reality checks” to assisting with grants/framing and coaching Adam in rebuttal

tactics, which proved critical to receiving a key grant. Charlie visited him several times during his overseas postdoc and later made it possible for him to return to Australia and set up his own lab. Adam recalled that “the opportunity to have my own lab was gold”; it was “the key career advantage I got from him”.

E.g. Career sponsor: Sarah

Sarah’s (Prof) Director provided many career opportunities that, she said, were ‘right up my alley’, for example:

- convening a conference;
- co-writing a book;
- leading a high-profile industry project; and
- nominating her for an international taskforce which led to her chairing a prestigious International Committee.

Sometimes these sponsorship actions took place behind the scenes. As Sarah put it, her Director “... does tangible things to get me at the right position to be noted for things or whatever, or even if I don’t know that he’s done it I’m sure he has said to some people like maybe write to Sarah and ask her if she wants to be on whatever committee or board ...”

Multiple sponsors – sponsor for a stage

Other exploratory study participants had several significant sponsors over the life of their careers to date, often different people at different career stages. The pattern in these examples is discipline based sponsorship in the early years, followed by sponsorship from further afield as people move into research prominence and leadership positions. The examples of Mitch and Rachel exemplify this pattern.

E.g. Multiple sponsor: Rachel

Rachel (Exec) described a series of senior academics, from Professors within her discipline, to Professors in an allied discipline through to the Vice-Chancellor, who actively supported her through the major milestones of building an academic career, assisting her to get her first post doc, secure a lectureship, receive her first grant, be published in *Nature*, and gain her first leadership and acting executive roles. Rachel said that encouragement from someone outside her school, with an “outside unbiased viewpoint”, spurred her to apply for the position of Head of School, setting the trajectory for her advancement into more senior leadership roles.

E.g. Multiple sponsor: Mitch

When Mitch (Leader) arrived in Australia after completing his PhD overseas, his Director “took [him] on board.” Despite being in a research-only position he was given opportunities to teach and invited onto the Centre’s Management Committee, something that “wouldn’t normally have happened, I think, unless someone wants to sponsor you to do it and back you early on.” When Mitch was headhunted by another university, his Director ensured that he remained in the Centre and eventually succession-planned him into the Director position.

As a Director, Mitch has been sponsored by the Dean and other senior executives at the university. Sponsorship acts include being nominated for a prize, recommended for committee membership, and encouraged to apply for a Fellowship. Mitch considered that sponsorship was integral to the work of the university, where leaders are “ensuring that we’re optimizing all of our funding and schemes and opportunities.”

Coming from ‘left field’

In contrast to the more linear careers described above, others in the exploratory study, most notably women, described careers that took more diverse routes, with sponsorship coming from more distant and less expected or obvious sources. Often these acts of sponsorship occurred at critical career moments where ‘one-off’ opportunities had a huge impact on their career trajectories and success.

E.g. Left field sponsorship: Maxine

For Maxine (Leader), a series of events and people helped her to navigate a career change. She noted that “we shouldn’t think that sponsorship or mentoring has to come from somebody you know or somebody in the organisation... I think they can come from completely left field.” For example, when Maxine’s application for an existing position was unsuccessful she was pleasantly surprised that the Dean “created a new job which I had, so lo and behold a fulltime teaching and research job.”

**E.g. Left field sponsorship:
Anne**

Anne's (Prof) research interests were growing in an area that was not valued or seen as legitimate by her colleagues or school. This created a sponsorship vacuum, eventually filled by other institutions where her work resonated, resulting in accolades and support, and the opening up of further opportunities to speak, research and publish.

**E.g. Left field sponsorship:
Michelle**

A career making opportunity for Michelle (Exec) came with her secondment to the public sector. The recognition of her leadership and the profile and contacts she made in the public sector stayed the course of her academic career. Reflecting on this during the interview, Michelle readily identified public sector personnel who had provided sponsorship, creating opportunities as her career unfolded.

**Consequences of
lack of opportunity**

In de Vries's workshops with women, early career researchers and mid-level professional staff, the absence of sponsorship for many was apparent. A recurring theme, identified by professional staff and echoed by their mentors, is that supervisors and leaders are often only interested in staff doing their current job and in many cases, actively curtail development opportunities. In women's groups, some participants were surprised to hear of sponsorship experienced by others. Early career researchers spoke of being overlooked for inclusion on grants and of work being appropriated and not acknowledged, robbing them of visibility, recognition and career building blocks.

The absence of sponsorship can create the opposite of a virtuous cycle, with the result that validation is not received, opportunity is hard to come by, confidence is undermined, networks and visibility are lacking, talent is not developed, and careers stagnate. An absence of sponsorship results in accumulating career disadvantage and can be career breaking.

This cumulative career advantage and disadvantage impacts not just on individuals but more broadly on the success of the research group, centre or department, and ultimately the institution.



Critical career sponsorship points

Early career sponsorship is important for both academic and professional staff and it can be a make or break issue for budding academics and researchers.

The step into senior leadership and executive positions can be the next critical career point requiring solid sponsorship support for both academic and professional staff careers.

Early career

Exploratory study participants identified the early academic years as critical to career progression, and thus an important focus for their sponsorship attention. This is, in part, due to current research funding regimes with an emphasis on track record, which places a premium on the first grant success. This must happen in a timely fashion and is often dependent on the involvement of a senior colleague in the proposed project. It is at this stage that early career academics appear most vulnerable and reliant on their supervisor and colleagues for assistance to construct initial career building blocks.

This puts the onus onto the local discipline area to provide early career sponsorship. It also puts the responsibility for sponsorship onto a broad group of staff, and is not confined to those in designated leadership roles. For example, all PhD supervisors need to play a sponsorship role, as do those who employ a postdoc on their grant.

Leadership

In contrast to the early career stage, sponsorship to engage in leadership outside of the immediate area, for example at faculty and institutional levels, may come from much further afield.

Visibility is crucial in the step from mid-career to leadership positions. Mid-career women in women's programs and in previous research have commented on the need to become known outside their departments, where they may feel undervalued, and to get onto faculty or university committees (de Vries & Todd, 2012). For these women, such external involvement and visibility is a career turning point. As Dickinson et al. (2015) noted in relation to medical careers, visibility as aspiring leaders creates opportunities for career enhancement.

Sponsorship practices may also be critical in other arenas of academic endeavour, for example teaching and learning, however this issue was not canvassed by interviewees in the exploratory study, and reflects the research intensive universities within which the academic staff interviewed for the study worked.

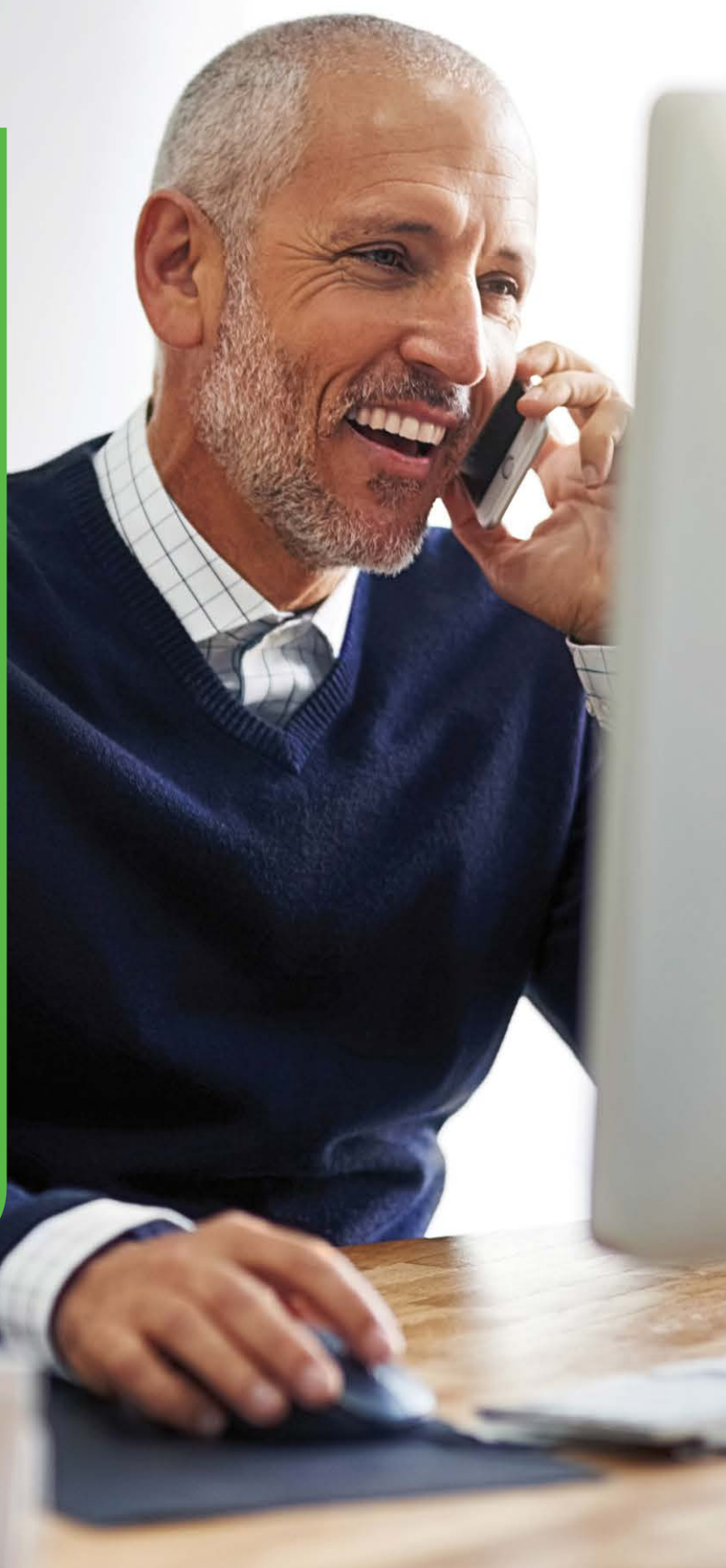
Conclusion

Sponsorship launches and sustains career success. It assists with the early career building blocks, particularly with establishing a research reputation for academic staff, is important throughout careers, and in securing leadership positions, in academic, administrative and professional areas. This emphasis on the active role others play in building careers demonstrates that mentoring is usually not enough; the intentional creation of opportunities by others is critical.

3. SPONSORSHIP PRACTICES OF LEADERS

Key points

- Currently in the university sector, sponsorship happens but is not named as such. Instead, it is an informal, taken-for-granted practice in which decisions are at the discretion of the individual leader, with little or no external guidance, accountability, recognition, training or support.
- In an informal/individualised sponsorship system without checks and balances, there is potential for biased decisions and exploitative practices – women and minority groups are especially vulnerable to exclusion.
- While discretionary (optional, selective) sponsorship is the dominant mode in the higher education sector, for some leaders sponsorship is a (self-imposed) duty, at least towards their immediate reports.
- In contrast to an individualised and ad hoc mode of sponsorship, the exploratory study points to the effectiveness of sponsorship when it is a *collaborative*, inclusive and legitimised business practice.
- Collaborative sponsorship challenges the notion that success in academia (for both the individual and the group) requires a high level of competition and self-interest.



Why focus on practices?

The title of this chapter reflects the contention that sponsorship is a leadership practice that fits within the responsibility of a supervisor, manager or other senior person to develop and nurture more junior staff, especially those who are direct reports. Hence, there is reference to leaders *doing* sponsorship rather than people *being* sponsors.

Sponsorship as a discretionary practice

While many HR practices (e.g., recruitment, promotion, staff development) are subject to formal processes within the higher education sector, sponsorship typically happens in an ad hoc way, with individual leaders deciding who, how and when to sponsor, if at all. Such decisions are usually made in an institutional vacuum. There is a lack of clarity regarding what is expected of leaders, what behaviours are valued, and what role they should play in advancing the careers of others.

In the absence of external scrutiny, accountability, and clearly articulated and widely understood expectations, there is potential for unchecked bias in the sponsorship choices of individual sponsors. As discussed in Chapter 4, unconscious bias creates ‘winners’ and ‘losers’, with women and others who are deemed less worthy of sponsorship being at risk of exclusion, with the consequent detrimental impact on careers.

Within a discretionary mode of sponsorship, leaders make decisions on various grounds. Participants in the exploratory study mentioned a range of factors – the generosity of leaders, the imperative to develop talent and being motivated to help people they felt an affinity towards.

“We can’t pretend we sponsor everyone, we have to pick and choose.”
Alex, Leader.

Generosity motive

Sponsorship was often characterized by participants as an act of generosity (discretionary) rather than a core leadership responsibility (duty). However, when there may be an opportunity cost for time spent sponsoring, generosity can easily be undermined.

When time demands and competitive pressures combine with lack of clarity around the roles and responsibilities of leaders in developing staff, the likely outcome is the adoption of more self-centred career approaches which leave little room for generously sponsoring the careers of others.

Talent development motive

Study participants linked sponsorship to talent:

“Generous people spot talent and bring it along.”
Rachel, Exec.

Sponsorship is “recognising when somebody has talent, has capacity, has some ability that you think will benefit them, benefit us. And what you say and what you do just enables that.”
Maxine, Leader.

If sponsorship is limited to those who are identified as ‘talented’, the critical issue is *how* talent is defined and *by whom*. For example, if talent is defined with reference to stereotypically masculine characteristics or to a normative linear career, it will be very difficult for a woman, minority group member, or person with career breaks or caring responsibilities to demonstrate ‘talent’ in order to be considered sponsorship worthy.

Affinity motive

Andrew (Exec) said he sponsored “people where you have an affinity, shared values, or where you think ‘I like this person’”.

It seems natural to be attracted to and want to help people like ourselves. Affinity bias is a form of unconscious bias that produces decisions based on narrow, subjective criteria. As discussed in Chapter 4, the effect of affinity bias is to disenfranchise and exclude people who are unlike us – in terms of their gender, social class, culture, race, beliefs, sexual identity, family status or career goals.

Sponsorship as a duty

Deirdre (Exec) commented that “it’s my duty, it’s actually my fundamental duty. . .to ensure that people that I work with closely whom I’m in a development role with, . . .that I act as their sponsor and advocate.”

Mitch (Leader) saw it as “a failure of leadership not to develop all equitably.”

As part of the annual review process, Andrew (Exec) asked all of his direct reports: “where do you want to be in five years and how can I help?”

Some of the exploratory study participants spoke about sponsorship as a leadership *duty*. This was in the sense of a self-imposed obligation rather than a formal role requirement or to meet the expectations of a more senior person. Even in the absence of any external scrutiny, accountability or recognition, these leaders provided sponsorship to all their direct reports, irrespective of perceived ‘talent’ or ‘merit’.

Many of the interviewees, particularly those in executive positions, had the power and influence to sponsor well beyond those in their team, with some taking the opportunity to target designated priority groups such as women and Aboriginal and Torres Strait Islander staff.

Their sponsorship practices therefore combined duty (towards own team members) and discretion (towards people outside their immediate team).

Reliance on the good will and personal commitment of *individual* leaders to develop their staff does not, however, provide a firm and secure foundation for sponsorship and development in the university sector. To be viable and effective in the long term, sponsorship activity needs organisational recognition, valuing and support. As argued below, a more vigorous sponsorship system not only serves the career goals of individual staff, it is also aligned with the long-term interests of the institution, research centre or faculty.

Current sponsorship situation

	SPONSORSHIP IS INFORMAL AND INDIVIDUALISED	
	Sponsorship is <i>discretionary</i>	Sponsorship is a <i>duty</i>
Decision-making	Decisions made by the individual leader, without reference to others.	Individual decisions, often part of the performance development process.
Selection	Leaders sponsor selectively – produces ‘winners’ and ‘losers’, with women and minority groups at risk of not being amongst the ‘chosen’.	Leaders develop and sponsor all their direct reports – no one misses out.
Accountability	Lack of oversight and accountability – unchecked bias & exploitation.	Accountability is self-imposed, as part of a <i>duty</i> approach to leadership – reduced risk of bias & exploitation.
Drivers	Sponsorship decisions driven by a range of motivations – from generosity to self-interest.	Sponsorship decisions driven by a sense of responsibility.
Visibility	Sponsorship is ‘under the radar’ – those not being sponsored may be unaware it is happening for the chosen few.	Sponsorship practices are more visible – people expect it from their immediate supervisor.
Rewards	Organisational rewards aligned to individual success (e.g., attracting grants), rather than helping junior staff to become successful.	Leaders not recognised or valued for their inclusive sponsorship.
Outcomes	Sponsorship outcomes determined by individual leader’s capability, power, resources and networks.	Sponsorship outcomes determined by individual leader’s capability, power, resources and networks.

Creating best practice sponsorship

SPONSORSHIP IS A COLLABORATIVE, LEGITIMISED BUSINESS PRACTICE	
All leaders expected and enabled to sponsor	
Decision-making	Sponsorship strategies are developed and implemented collaboratively, involving shared resources and knowledge.
Selection	Sponsorship is inclusive and tailored to individual needs – everyone assisted to reach their potential.
Accountability	Leaders are held accountable – risk of bias & exploitation managed through clear expectations and group processes.
Drivers	Sponsorship decisions underpinned by clear expectations of leader responsibilities, outcomes and desired behaviours.
Visibility	Sponsorship occurs in an open, predictable way – everyone knows what to expect.
Rewards	Leaders are supported, rewarded and valued for their sponsorship actions/outcomes.
Outcomes	Sponsorship outcomes are optimised through collaborative effort to harness the capability and resources of the entire work unit

What's in it for leaders?

Sponsorship is not a purely altruistic act. Irrespective of whether they approached sponsorship as a duty or as a discretionary act, leaders in the exploratory study were aware of the benefits to themselves of investing time in others – for example:

- delegating higher level tasks creates opportunities for a junior person and, at the same time, lightens the leader's own workload;
- junior person brings skills that are valuable to the research project;
- leaders' credibility and reputation enhanced by success of people they have sponsored; and
- developing others enhances the leader's own skills.

Deirdre (Exec) reflected on her sponsorship practice: "I need to also feel like I'm gaining something, and I don't mean gaining credibility or status...that it's stretching me, it's developing me..."

Commenting on when he was a junior researcher, Adam (Prof) said his supervisor "knew I had what he needed – I was different but complementary to what those guys did... So it made sense. Everyone won out of it."

Some study participants noted that sponsorship can enhance leader reputation.

"A leader's success can be measured by the 'fate of your students."

Alex, Leader.

"The fact that six people sponsored by a now retired VC had become VC's themselves, is a 'feather in his cap."

Andrew, Exec.

When leaders perceive benefits to themselves from developing others, this encourages them to continue to invest time and effort in sponsoring, even when faced with a range of work pressures. This is a 'win-win', for both the givers and receivers of sponsorship. However, power differences between senior and junior staff mean that sponsorship carries the risk of morphing into manipulation and exploitation, especially in an informal system lacking checks and balances.

Institutional rewards aligned to individual success may inadvertently sanction exploitative sponsorship practices, for example, where the success of the 'star' researcher is partly built on the work of junior researchers. Several interviewees identified research students from non-English speaking backgrounds as especially vulnerable.

George (Leader) argued that the power differential in sponsorship can lead to an exploitative relationship: "A powerful sponsor supports a junior's advancement on several steps through the maze of career success. This is done with apparent generosity of spirit... A dependency is nonetheless created... Sometimes the sponsor purposefully 'gilds the lily' as it were in their actions on behalf of the junior – and then lets them know... The dependency is then enhanced, becomes unhealthy and at some future time is able to be used for exploitation."

Success in academia "requires a selfish devotion to one's CV in order to get to level E" (former Executive cited in de Vries & Todd, 2012, p. 76).

Janet (Leader) said that some research professors "behave like hungry level B's", where the "hero lab head" is egotistical, and where junior colleagues are "dispensable fodder, in the service of CV building."

Taking sponsorship out from behind closed doors

Carter and Silva (2010, p. 7) identify ‘the need for companies to make transparent the act of sponsoring candidates...and legitimise “sponsorship” as a business process. The activity takes place anyway...and by taking sponsorship out from behind closed doors... companies will improve their accountability towards an equitable and fair career development and promotion process.’

Sponsorship as collaborative, legitimate business practice

Rachel (Exec) described the collegial approach as “grow the pie, feed the family”.

A research-funded centre in the exploratory study provides a picture of sponsorship as a legitimate business practice which occurs collaboratively. While this centre does not have a formal (documented) sponsorship system, it does have what we see as the core elements of legitimised sponsorship.

- Leaders are expected to provide sponsorship, but this is a collective endeavour supported by the sharing of expertise, knowledge and resources (e.g., pooling of research funds).

- Sponsorship is not exclusively reserved for the most talented – the aim of sponsorship is to enable all staff to build a career aligned to both their interests and those of the centre.
- Leaders working as a group are better able to recognise and avoid exploitation within sponsorship practice.
- Sponsorship is an integral part of the ongoing viability and success of the work unit, rather than an exclusively self-centred pursuit of individual success.

Naming and legitimising sponsorship

Making sponsorship a legitimate business process means acknowledging that it happens, recognising the problems with existing practices, and establishing expectations and accountabilities designed to achieve improvements.

Maxine (Leader) commented on the need to name sponsorship as a separate and identifiable practice: “I think there has to be much more clear articulation of what it is, recognition that when you do this, this is what you’re doing, rather than just, that’s just normal practice, which and always great that it’s normal practice, but I think we need to, people need to become much more sensitised to what it is and name it as such.”

Development for all

Exploratory study participants took a long-term, strategic view of sponsorship, highlighting the benefits to the individuals and to the centre of developing all staff.

Sponsorship for development

“The thing about sponsorship is you shouldn’t always pick the best people....You’ve got to spread it out but you know the thing about sponsorship is to build people’s ability to do things” (Sarah, Prof, emphasis added).

Rachel (Exec) invoked a long term view of sponsorship in succession planning: “We are stewards of the discipline and pass it on to the next generation”.

Mitch (Leader) spoke about embedding sponsorship in the culture: “And we all should be doing it because that’s the culture for doing it as well, and therefore if they’re doing it, I do it, and if I do it, what I hope is that, for instance the postdoc’s that I might have employed been working for me for a few years, they get a grant, they do it for their person. And it just, the idea is not just to be thinking about oneself all the time, but to be thinking about the group around and then the sum of the parts is greater than the whole sort of thing”.

Collaboration versus competitive individualism

There is a perceived tension between collaborative and collegial working environments, with a focus on the development of all, on the one hand, and more competitively driven working environments with a focus on self, on the other. In a culture where the “university absolutely loves its research stars” (Maxine, Leader), competition is understood as a driver of excellence. This can go hand in hand with a suspicion that a focus on “creating positive cultures of growth and development of human beings” is a “soft approach” where “merit won’t win out” (George, Leader).

However, competitive success and collaborative practices are not mutually exclusive. The research centre in the above example has demonstrated that sharing resources, expertise and knowledge creates the capacity to develop staff to be nationally grant competitive, thus contributing to the success of the centre as well as building their own careers. This is a different way of thinking and acting, where development (through inclusive sponsorship) is not a ‘soft’ option but a ‘hard’ business strategy. Developing leaders and building structures and cultures to support sponsorship practices as integral to the business of higher education is explored further in Chapter 5.

Michael (Prof) favoured the “group mentality” of his centre over individualism: “You can have – in my field – there are strong university groups, or strong universities that are strong in my discipline, and when you go there, and I’ve talked to people who maybe have had an academic job there and then moved on, and a lot of them are a collection of individuals rather than a group and that seems to engender much more exploitation of young people.”

Mitch (Leader) linked sponsorship effort to the ongoing viability of his centre. He explained that he spent a lot of time and effort identifying future talent, tailoring development opportunities for people, and thinking about “who can replace who and who can do what into the future.” As he described it, “you’re always looking at a research funding cliff, so always looking ahead, you want everyone to be nationally competitive”.

Conclusion

Sponsorship plays an important role in the successful development of careers in the higher education sector. Unlike other forms of staff development, such as training courses delivered by an external expert, sponsorship is an everyday activity often carried out by the supervisor or manager. Currently this tends to happen in an informal and individual way – leaders are free to decide whom they will sponsor and, therefore, whose careers will be supported. Unchecked bias, explored further in the next Chapter, may exclude women and vulnerable minorities from the career-enhancing benefits of sponsorship. This is not only a loss for the individual, but also a loss of talent for the institution, faculty or centre.



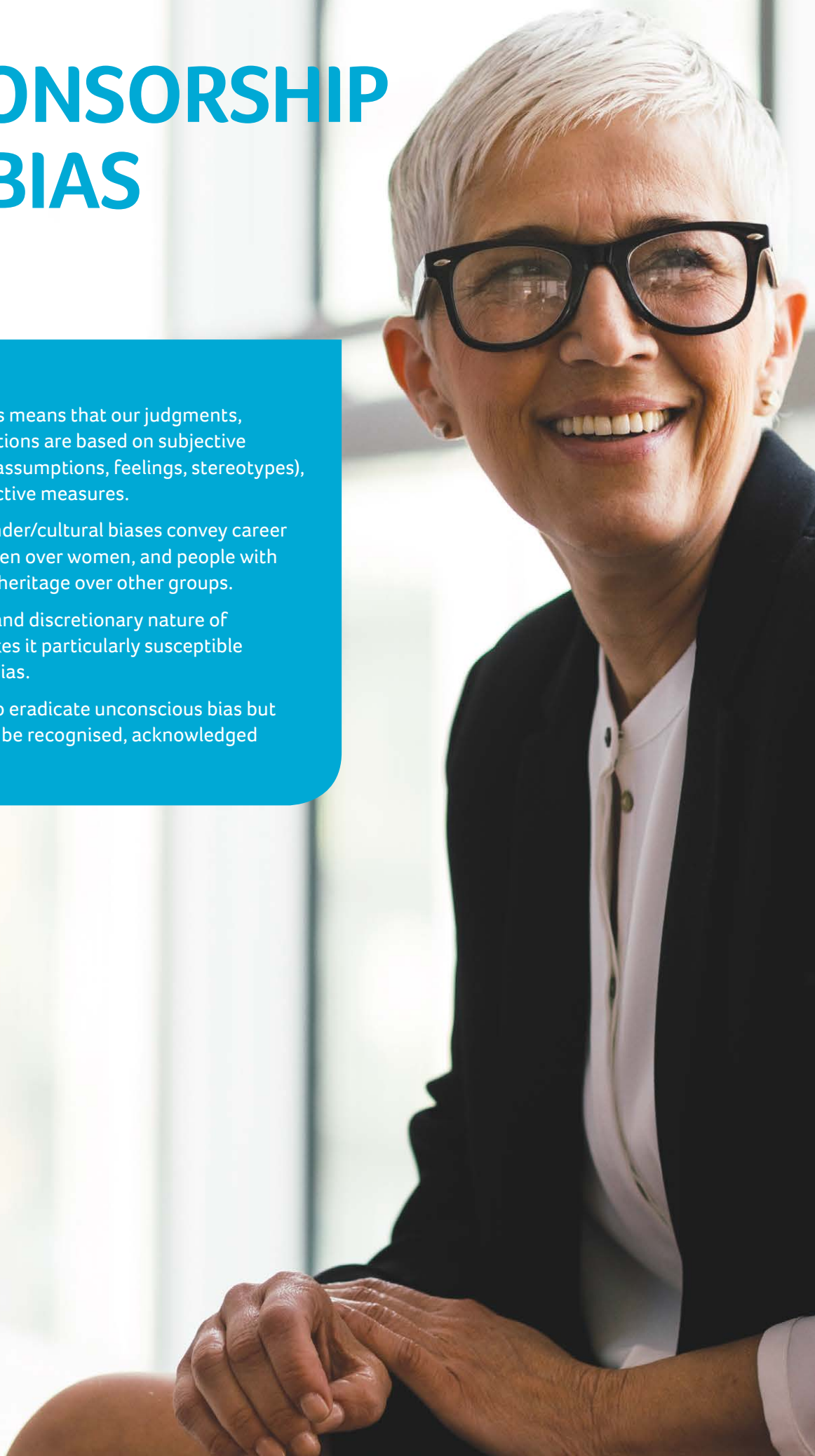
Some common objections

Objection	Response
<p>“That wouldn’t be fair” – reaction to suggestions about more deliberate and inclusive practices.</p>	<p>An ad hoc system of sponsorship is less fair than a formal one; it is highly dependent on the individual judgements of those with the power to sponsor.</p>
<p>“Sponsorship is a reward for excellence; not everyone deserves sponsorship”.</p>	<p>Excellence is very difficult, if not impossible to achieve, without sponsorship. The lack of excellence may indicate a lack of sponsorship rather than a lack of potential.</p>
<p>“I can’t get a postdoc for all my PhDs”.</p>	<p>Sponsorship is not about treating everyone the same. Maybe not all your PhDs want to be postdocs. Equally it is important that your decision about putting a PhD forward for a postdoc is not about favouritism or affinity bias but is a process open to some scrutiny.</p>
<p>“Sponsorship is just required at the top, I can’t see what it has to do with more junior staff”.</p>	<p>Sponsorship is required at all levels; if sponsorship does not happen early, particularly for academics, this will undermine the chances of building a successful career.</p>
<p>“I just need junior staff to get on with the job at hand”.</p>	<p>Restricting staff access to opportunity leads to a lack of development, career stagnation, poor morale, and risks losing valuable staff who have a larger contribution to make.</p>

4. SPONSORSHIP AND BIAS

Key points

- Unconscious bias means that our judgments, decisions and actions are based on subjective criteria (beliefs, assumptions, feelings, stereotypes), rather than objective measures.
- Unconscious gender/cultural biases convey career advantages to men over women, and people with an Anglo-Saxon heritage over other groups.
- The informality and discretionary nature of sponsorship makes it particularly susceptible to unconscious bias.
- It is impossible to eradicate unconscious bias but it can, and must, be recognised, acknowledged and mitigated.



Unconscious bias

“ Unconscious bias, also known as implicit bias, is a cognitive process which uses internalised schema or ‘short cuts’ to quickly make sense of everyday situations. Short cuts include norms, beliefs and assumptions about gender, race, age, sexual identity and religion (Gvozdanovic & Maes, 2018).

“ Short cuts have the advantage of being quick and convenient but there is a significant risk that important information will be missed and, therefore, result in sub optimal decisions (Genat, Wood, & Sojo, 2012, p. 10).

What is unconscious bias?

Unconscious	Bias
Automatic thought processes characterised by: <ul style="list-style-type: none"> • lack of awareness; • lack of intention; • minimal mental effort; and • difficult to prevent. 	Responses to a person or situation consistently fail to consider relevant information. Responses include: <ul style="list-style-type: none"> • judgements; • decisions; • intentions; and • behaviours.

Source: Gender Equality Project (Genat et al., 2012)

There are different types of unconscious bias which, in practice, co-exist and reinforce each other.

Types of unconscious bias

Affinity bias	Attraction to people who look and behave like us – includes bias towards careers like ours. Creates “mini-me’s”.
Stereotypes and norms	Gender/cultural assumptions about competencies, attributes, ambitions and behaviour – e.g., masculine leadership traits are valued in the workplace.
Self-selection bias	Self-beliefs and assumptions prevent many women and minority group members from taking advantage of career opportunities.
An “in group”	Membership of the ‘in-group’ is highly desired and jealously guarded – e.g., a ‘boys club’ that excludes women.

Adapted from Morley (2015, p. 62); and Dillon & Bourke (2016, p. 12)

Affinity bias: People like me

Affinity bias, also called similarity-attraction bias (Dillon & Bourke 2016, p. 12), is ubiquitous. It describes the tendency for us to form relationships with and to assist, people with whom we feel some connection. However, when this human tendency combines with power and influence (for example, the power to provide or withhold career assistance), some people are advantaged and others disadvantaged.

“We have chosen to call the early-career academics who were successful in forging a researcher identity ‘the chosen’ (on the basis of their feeling about being in some way selected for posts and positions in the academy) and ‘privileged’ (in terms of the access to resources they obtained). In fields like education today, due to the limited faculty research funding available (Beach, 2013), we could also call them “fortunate” (Angervall, Beach, & Gustafsson, 2015, p. 818).

Affinity bias in decisions about whom to sponsor produces ‘winners’ (people like me) and ‘losers’ (people unlike me). If leaders tend to choose to sponsor people like themselves, it is important to examine the characteristics of those making the choices. In the higher education sector, despite recent progress, men still dominate in senior academic and professional positions [WomenCount Report (Jarboe, 2017)].

In relation to unconscious bias, sponsorship appears to mirror the experience documented with mentoring. Australian and international research on informal mentoring (see de Vries, 2011) has shown that senior men choose to mentor young men like themselves, replicating the status quo.

According to Bell and Yates (2015, p. 71), like-to-like sponsoring replicates the status quo. As one of the respondents in their study put it, “alpha males choose students and postdocs in their own image...it is a tightly embedded international self-perpetuating system.” On the other hand, female respondents had noticed different patterns of sponsorship for men and women, or of senior men feeling more comfortable talking to other men.

“Relationships are fundamentally important to our careers”
Anita, Equity Practitioner.

“You are up against innate human nature – some people get on better, appeal more, are more congenial than others, just like in normal life – you click well with some and you don’t click with others”
Michelle, Exec.

“The golden haired boy or girl will get the ‘tap’ frequently, while others are quietly working away with no accolades”
Christine, Prof.

Affinity bias and normative careers

Part of our attraction to the familiar and similar is an affinity for lives that are like ours, as well as people who are like us. Traditionally, positions of influence in academia have been occupied primarily by men pursuing linear, uninterrupted, full time careers. Hence affinity bias in sponsorship – choosing to sponsor people following a conventional career path like one’s own – normalises that career model as ‘ideal’, with other types of career being viewed as less legitimate.

Exploratory study participants gave examples of how sponsorship works exceptionally well for those

pursuing traditional linear careers but was more fragmented and came from less expected sources for less traditional careers.

Reflecting the strength of social norms, the interviewees tended to value characteristics associated with traditional academic and professional careers. They nominated attributes such as devotion to the job, and a sense of vocation as being sponsorship-worthy. These characteristics align with the concept of the ‘ideal worker’ (Acker, 1990; Bailyn, 2003; Kanter, 1977) who is unencumbered by caring responsibilities, highly mobile and able to prioritise work above all else.

There are many people – women and others – whose lives and careers do not fit the ideal worker model. Constraints on mobility, career breaks, family and caring responsibilities, and late or non-traditional entry limit the capacity of individuals to follow a traditional linear career path and affect judgements about worthiness (Hill, Secker, & Davidson, 2014). These factors may well impact on perceptions of how deserving someone is of sponsorship.



Consequences of bias



Gender stereotypes and norms

“ ‘Women who aspire to leadership and other male dominated occupations carry a heavy and hidden handicap due to unconscious bias. Compared to their male peers, women are rated down irrespective of whether they behave in a stereotypically masculine or stereotypically feminine way’ (Genat et al., 2012, p. 4).

Studies suggest that gender assumptions about career aspirations are likely to translate into gendered sponsorship practices (Angervall et al., 2015; Ibarra et al., 2010). Historical gender assumptions and pro-male bias influence the behaviour of both men and women in the sponsorship context.

Consequences of gender assumptions

Historical gender assumptions	Sponsorship consequence
<p>Compared to men women are naturally less competitive, success driven, tough and resilient</p>	<p>Women less likely than men to receive active/direct help with their careers:</p> <ul style="list-style-type: none"> • Men receive <i>direct advancement</i> related help with career strategies and opportunities (Gersick, Bartunek, & Dutton, 2000, p. 1034). • Men are helped to ‘<i>plan their moves and take charge in new roles.</i>’ (Ibarra et al 2010, p. 83). • ‘Women report few examples of this kind of (active) endorsement’ (Ibarra et al 2010, p. 83). • Women are more likely to be ‘given <i>thoughtful attention or a kind welcome</i> in contexts where they felt at risk’ (Gersick et al., 2000, p. 1034).
<p>Women are not leadership material</p>	<p>‘Fix the women’ interventions and/or reluctance to promote:</p> <ul style="list-style-type: none"> • Women are helped to understand ‘<i>ways they might need to change</i> as they move up the leadership pipeline’ (Ibarra et al., 2010, p. 83; emphasis added). • Women ‘share numerous stories about how they’ve had to <i>fight with their mentors to be viewed as ready for the next role</i>’ (Ibarra et al 2010, p. 83; emphasis added).
<p>It is normal for men to pursue a career and be successful, but not expected for women</p>	<p>Sponsorship of women is noticeable and attracts criticism:</p> <ul style="list-style-type: none"> • Advocacy by senior men on behalf of women can be <i>perceived as benevolent sexism or favouritism</i>. But when junior men benefit from a senior male colleague’s assistance, success is attributed to merit rather than to patronage (Bird, 2011; emphasis added). • ‘...the support that men receive during their academic careers tends to be taken for granted, while <i>women are expected to advance on their own in order to prove that they are sufficiently qualified</i> (van den Brink & Stobbe, 2014, p. 164; emphasis added).

Self-selection bias

Academic and professional staff women also have unconscious gender biases concerning their own capacities, capabilities and opportunities, relative to their male colleagues. Left unexamined and unchallenged, such biases can be self-limiting.

Women may not consider themselves ready to take up career opportunities. For example, several women in the exploratory study voiced the belief that someone had “*taken a risk*” in appointing them.

When self-selection bias combines with other forms of unconscious bias – affinity bias, stereotypical beliefs and exclusion from the “in group” – we have a mix of impediments and barriers to women being sponsored and, therefore, to achieving their career goals.

Female participants in workshops run by de Vries reported that they didn’t always recognise sponsorship. They had difficulty distinguishing strategic sponsorship opportunities (public endorsement and visibility) from extra work or routine tasks that were just being dumped or delegated.

The lack of understanding of the legitimate role of sponsorship not only reflects women’s own lack of experience in being sponsored, but may in turn contribute to a lack of efficacy in seeking sponsorship for themselves, and in sponsoring others.

According to Anita (Equity Practitioner), women’s tendency to be risk avoiders and minimisers paralyzes them: they “don’t want to ask for favours” and “don’t feel entitled to leverage off connections.” Potential mentors and sponsors, she stressed, “need to know you’re ambitious”.

Anita notes that displaying ambition is important for attracting sponsorship. However, such displays are problematic given that ambition is deemed a negative quality for women, as well as certain minority groups. This creates a double bind for women, where different forms of unconscious bias interact to reinforce career disadvantage.

The ‘in group’: impact of male networks

Sponsorship as patronage

Sponsorship ‘tends to be a masculine strategy of patronage; an informal strategy used by powerful men to support and promote the careers of other men...’ (Ehrich, 2008, p. 22).

The tendency of men to socialise with and support each other can unintentionally (and sometimes deliberately) exclude women from important networks and connections. This effect was reported by White (2014) in her study of an Australian Research Institute, and by de Vries and Todd (2012) in their study of a STEM faculty.

Moreover, the nature of unstructured, fast-flowing interactions – meetings, conversations, social gatherings – makes them a ‘bias hot spot’ (Genat et al., 2012, p. 19). In social situations, unconscious bias is likely to remain unacknowledged and unchallenged.

“ An Australian study of newly appointed female professors identified the ‘boys’ club’ as a major inhibitor of women’s progress. Providing ‘preferential treatment for the boys resulted in inequitable treatment of women’ (Diezmann & Grieshaber, 2009, p. 41).

Exclusion from networks has significant implications for research careers, where advancement is tied to getting grants. For example, Professor Deb Verhoeven at the University of Technology Sydney found that between 2008 and 2017, seventy-nine percent of ARC LIEF grant recipients and 82 percent of NHMRC program grant recipients were male. Women were not well represented on grant applications – for NMRC grants 84 percent of men who received a grant worked in all-male teams (*Science News*, ABC Online (Bogle, 2017)).

“ There’s a strong sense in the research community that men look after men... [T]his tradition of exclusion can have a lasting impact on young women researchers. For new scholars, who do not have a significant grant record, the best launch pad is to join a funded research team. If men work only with men, the barriers for women only grow (Clare Bradford Emeritus Professor at Deakin University, reported in *ABC Science News* (Bogle, 2017)).

The missing ingredient: Impact of unconscious bias on women’s careers

Sponsorship can be viewed as a ‘missing ingredient’, something lacking in women’s careers (Ibarra et al., 2010). In her examination of discrimination in Finnish academia, Husu (2004) drew attention to the ‘non events’ in women’s careers.

“ What happens for women in their career may in fact be described as that “nothing happens” or that something that should happen during the course of one’s career fails to happen: one is not seen, heard, read, referred to or cited, invited, encouraged, offered support, one is denied validity’ (Husu, 2014, p. 67).

“ Until now I assumed that [sponsorship] happened for everyone. Now I can see that some are hired and left to sink or swim” (Dean, quoted in de Vries & Todd, 2012, p. 61).

Emily (Leader), wondered if “women are more likely to have to build their own career than men?” (emphasis added).

Participants in a 2014 program for academic women conducted by de Vries and Leavitt were asked to identify aspects of the culture that impact on their careers. Almost half of the list related to exclusion and difficulties accessing sponsorship:

- “missed opportunities through lack of connections”;
- “the senior group is male – they are groomed for the top”;
- “lack of/few role models”;
- “decisions made behind closed doors/at the pub”;
- “unequal access and invisible sponsorship”;
- “in versus out groups”; and
- “sporting conversations and metaphors”.

Women in higher education are missing out on the sponsorship actions needed to launch and sustain careers. This 'lack' can start early, with immediate impact on retention.

“ In a study of post PhD employment in Australia ‘... female graduates reported significantly less encouragement than males in those areas relevant to building academic careers... In general, assistance in gaining employment was significantly more likely to be available to male rather than female PhD candidates’ (Dever et al., 2008, p. ii).

This lack of assistance (i.e., sponsorship) translated into lower status and pay for female PhD graduates, which led Dever et al. (2008, p. iii) to conclude that ‘[t]hese results testify to the importance of social relationships and academic and professional connections in securing good employment outcomes.’

Bias and informal systems

We have already noted that sponsorship in higher education is largely an informal, unregulated, opaque practice. It is clear from the research on unconscious bias that decisions made in an informal framework are more liable to be influenced by unconscious bias.

Vulnerable to bias

Unconscious beliefs influence us most when ‘we don’t have clear decision criteria, we don’t have or take time to deliberate on our decisions, information is ambiguous so it’s not clear how it helps us to make the decision, there is no open scrutiny of the decision (Morley, 2015, pp. 59–60).

The Centre for Ethical Leadership (Genat et al., 2012) has identified informal judgments as a ‘bias hot spot’. Daily decisions may appear to have a low impact but cumulatively can have negative career effects (Tinsley & Ely, 2018). For example, where female early career researchers/administrators are not allocated higher level work or considered for special projects due to unconscious gender bias. Formalising processes to include clear decision criteria and leadership accountability enable unconscious bias to be recognised and challenged, thereby allowing for optimal and fair decision making.

Chapter 5 considers ways in which individual leaders can acknowledge and challenge their biases. However, this is not just an individual responsibility. It must also involve organisational solutions (Bohnet, 2016). It is imperative that HE Institutions treat sponsorship as a legitimate business practice, with rigorous processes underpinning equitable access to career opportunities.



5. STRATEGIES TO INTRODUCE AND IMPROVE SPONSORSHIP

Key points

- Developing and improving sponsorship practices is both an individual and institutional responsibility.
- Action can be taken at varied organisational levels – university, faculty, research centre, department, lab, or discipline/professional group.
- There is no 'one size fits all'. The tools and suggestions included in this chapter can be tailored to strengthen sponsorship practices as part of a broader range of interventions to address gender inequality.



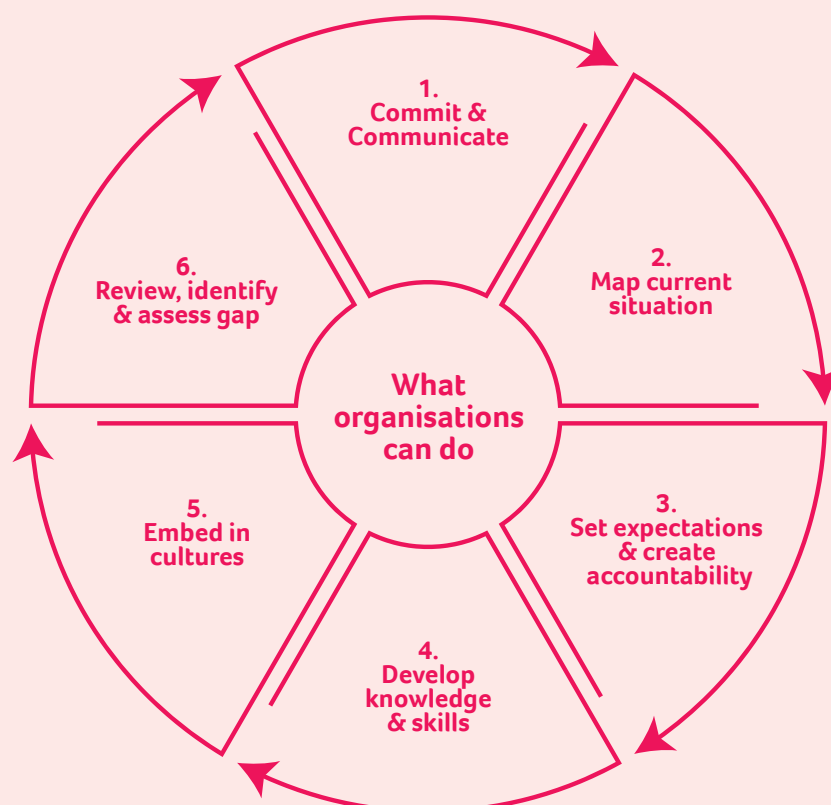
Sponsorship: transparent, expected and strategic

'We have the opportunity to harness the tremendous power of sponsorship by making it transparent, making it expected and making it strategic' (Paddison, 2013, p. 15).

The approach recommended in this chapter takes a broad view of what can be done to embed sponsorship as a strategic practice that will enhance the career contributions and success of women and contribute to the pursuit of excellence in institutions.

While it is important to tackle individual bias, it is now recognised that organisational design is crucial to mitigating bias in decision making (Bohnet, 2016).

What can organisations do?



What can organisations do?

Step 1: Commit and communicate

- Executive group or management team decides that developing and improving sponsorship initiatives is a priority.
- Adequate resources (time, personnel, money) are allocated to this priority.
- Publicise the commitment to improve sponsorship processes.
- Raise awareness of the issues – including the reason for a focus on women.
- Outline strategy and key actions.
- Consult widely – use a variety of methods to enable input from all staff.

Step 2: Map current situation

Whether you are addressing sponsorship at a macro level (for a university) or on a smaller scale (research centre, organisational unit, department or faculty), it is imperative to gain a thorough understanding of the current situation. Having a clear picture of current sponsorship practices is the foundation for building on what you are doing well and addressing identified areas of weakness.

You will want to know the extent of sponsorship practices, how effective they currently are, and where gaps exist. The academic research indicates that women are more likely to be missing out on the benefits of sponsorship, so make this a focus of your environmental scan.

The following checklist is intended to assist you in understanding your current situation and identifying potential areas for development:

Collect data

- Collate existing data (don't reinvent the wheel) e.g., data assembled for the SAGE Pilot of Athena SWAN.
- Existing culture/climate surveys e.g., VOICE.
- Online surveys – can be anonymous.
- Focus groups.
- Annual staff development records – examine collated information for whole group.
- Exit interviews.
- External expertise, e.g., gender consultant.

Interrogate data

- Identify critical opportunities required for career progression in your area and consider which of these depends on the intervention of a more senior colleague.
- Identify access to essential career building blocks e.g., overseas conferences and delegations, secondments, awards and prizes, higher-duties opportunities, strategic committee memberships.

- Identify critical transitions (e.g., for academics: from PhD to postdoc, from postdoc to entry level academic, from contract to permanent; and for professional staff: from lower levels to a position that includes supervisory, financial and/or project management experience).
- Identify evidence of lack of progress through critical transition points.
- Identify gaps – who is missing out (by group/career stage; by gender, diversity)?
- Identify ineffective sponsorship practices that are not aligned with institutional values (favouritism, exclusion, inconsistency).
- Identify sponsorship strengths, good practice that can be extended.
- Determine priority areas to address.

Step 3: Set expectations and create accountability

The aim of Step 3 is to design an intervention and ongoing processes, informed by the data, that embed sponsorship as a legitimate and essential part of career development.

Clarify staff expectations regarding access to opportunities to develop.

- Establish 'sponsorship thresholds' – the minimum career opportunities that a staff member can expect (e.g., postdoc access to international conferences, access to secondment unless exceptional circumstances).
- Establish fair and transparent processes for opportunities (expressions of interest) rather than relying on taps on the shoulder, e.g., for secondments, higher-duties opportunities, travel funds, sabbatical, strategic committee memberships.
- Ensure turnover of committee memberships and leadership positions to provide renewal and opportunity.
- Incorporate discussion about access to opportunities into performance development processes.

Develop leadership accountability

- Include a focus on development and sponsorship in leadership capability frameworks or descriptions of desired leadership attributes where they exist.

- Include a focus on staff development and understanding of potential for bias in leadership development programs.
- Build accountability for development and advancement of staff into leadership recruitment and selection, and promotion criteria.
- Incorporate data on key staff indicators (development towards research independence, publication records, collaborations, turnover, exit data etc.) into performance development review processes for leaders.
- Integrate development of staff into key performance indicators.

Ensure alignment

- Review current values, drivers and reward systems, and discuss with leaders how to better align these systems to support sponsorship.
- Acknowledge, value and reward leaders who are excellent developers of their staff.

Step 4: Develop knowledge and skills

Rather than establishing separate sponsorship programs, it is more effective to incorporate sponsorship awareness into existing staff development programs, such as:

- *Mentoring programs* – incorporate understanding and awareness of sponsorship into mentee and mentor training, without making sponsorship mandatory for mentors.

- *Leadership development* – include sponsorship as a core leadership responsibility and support appropriate skill development.
- *Research leadership* – incorporate material on building enabling cultures that maximise sponsorship and development.
- *Unconscious bias training* – focus on informal practices, such as sponsorship, in addition to formal decision-making processes such as recruitment and selection.
- *Shadowing programs* – use shadowing programs to raise the visibility of under-represented groups in the roles being shadowed, which in turn can result in sponsorship.

Step 5: Embed in cultures

Create community

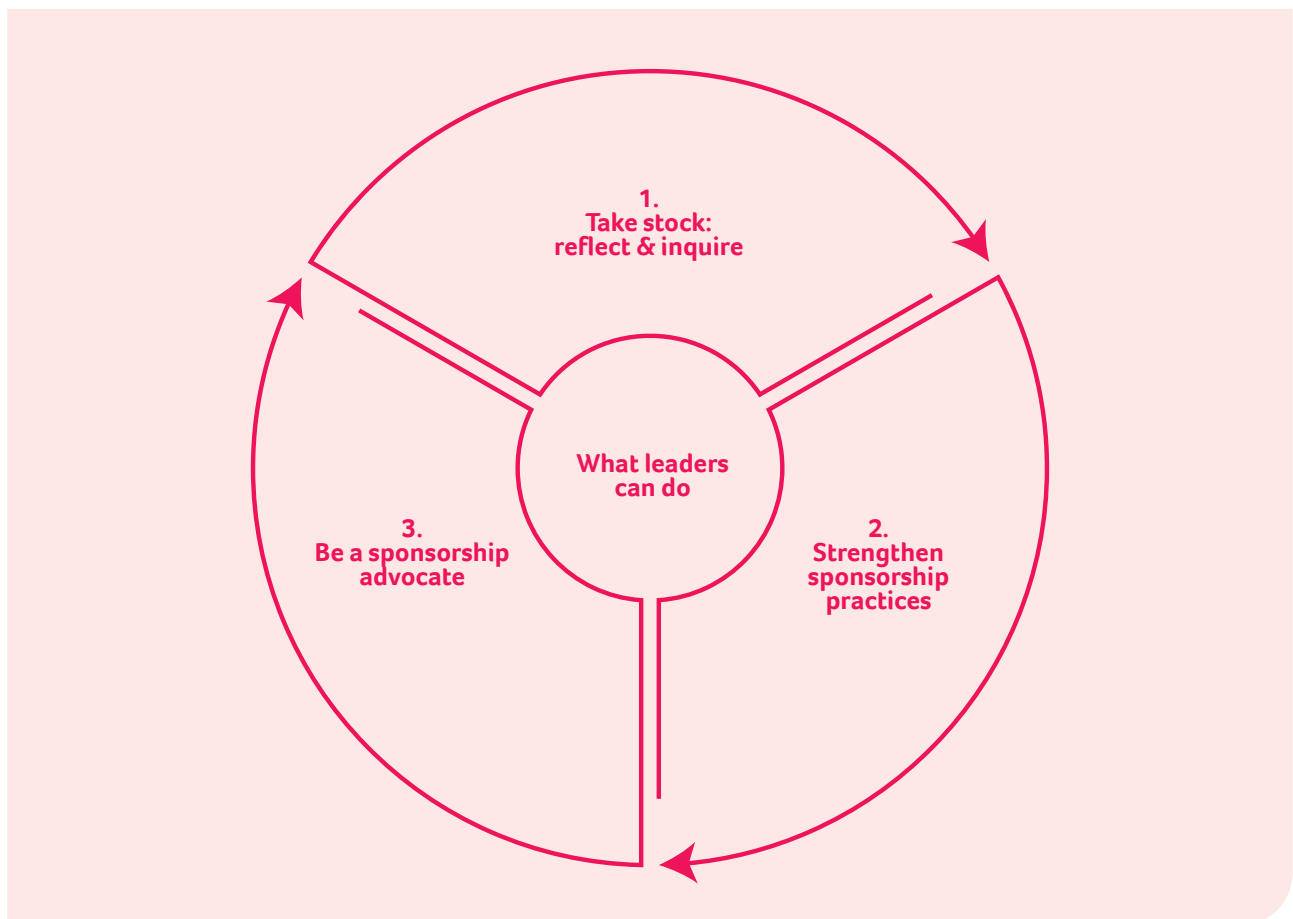
Sponsorship works best in a culture that supports relationship building, where people are part of a community of colleagues and professional development needs are prioritised.

Questions to ask:

- How inclusive are social activities – are they *generally* accessible to a *broad cross section* of workplace members (e.g., if the *majority* of social activities are scheduled after hours, involve the serving of alcohol and/or playing sport, many people won't be able to participate due to family responsibilities, religious beliefs and/or health issues)?

- Do your social activities break down workplace ‘silos’ by creating opportunities for a mix of levels (senior and junior staff) and across disciplines/ professional fields?
 - Do you have a range of social activities, dependent on interests of staff?
 - Do you regularly celebrate and acknowledge all kinds of staff achievement, not just major milestones?
 - Do events facilitate cross-disciplinary relationship building and stimulate scientific inquiry, for example:
 - opportunities for new staff to present on key questions that interest them and future research possibilities, to facilitate connections and collaborations; and
 - seminars and journal clubs?
 - Are there opportunities for knowledge and experience sharing e.g., peer mentoring groups, communities of practice?
- Step 6: Review progress; identify and assess gaps**
- Continue to use existing process (e.g., annual staff development records, promotions, grant rounds) to collect and interrogate data regarding sponsorship practices.
 - Monitor progress and identify gaps.
 - Renew commitment and actions.

What can leaders do?



What can leaders do?

Step 1: Take stock – reflect and inquire

Questions for reflection

- Do I sponsor everyone in my team – who is missing out?
- How do I make decisions about who to sponsor – what biases do I have that influence my decisions?
- Do I always sponsor the star in my group at the expense of others who need the opportunity to further their careers?
- Do I sponsor under-represented groups – e.g., women, Indigenous staff?
- Do I vary my sponsorship practice to suit individual needs, aspirations and circumstances (not ‘one size fits all’)?
- When I give someone a career opportunity do I also provide follow-up support and guidance?
- Do I ‘dump’ tasks or responsibilities in the name of sponsorship?

A more considered practice

George (Leader) noted that his sponsorship practices had been “ad hoc”, and valued the opportunity to reflect. “I think perhaps that’s the benefit of naming this process a bit. It forces one to make it a bit more considered.”

Inquire

- Examine data that you have access to in your leadership role (see *What can organisations do?*) that will assist in identifying sponsorship gaps.
- Include sponsorship in annual staff development discussions with your team.
- Check that the sponsorship you provide fits with the individual’s career aspirations – don’t make assumptions about what is best for them.

Step 2: Strengthen your sponsorship practices

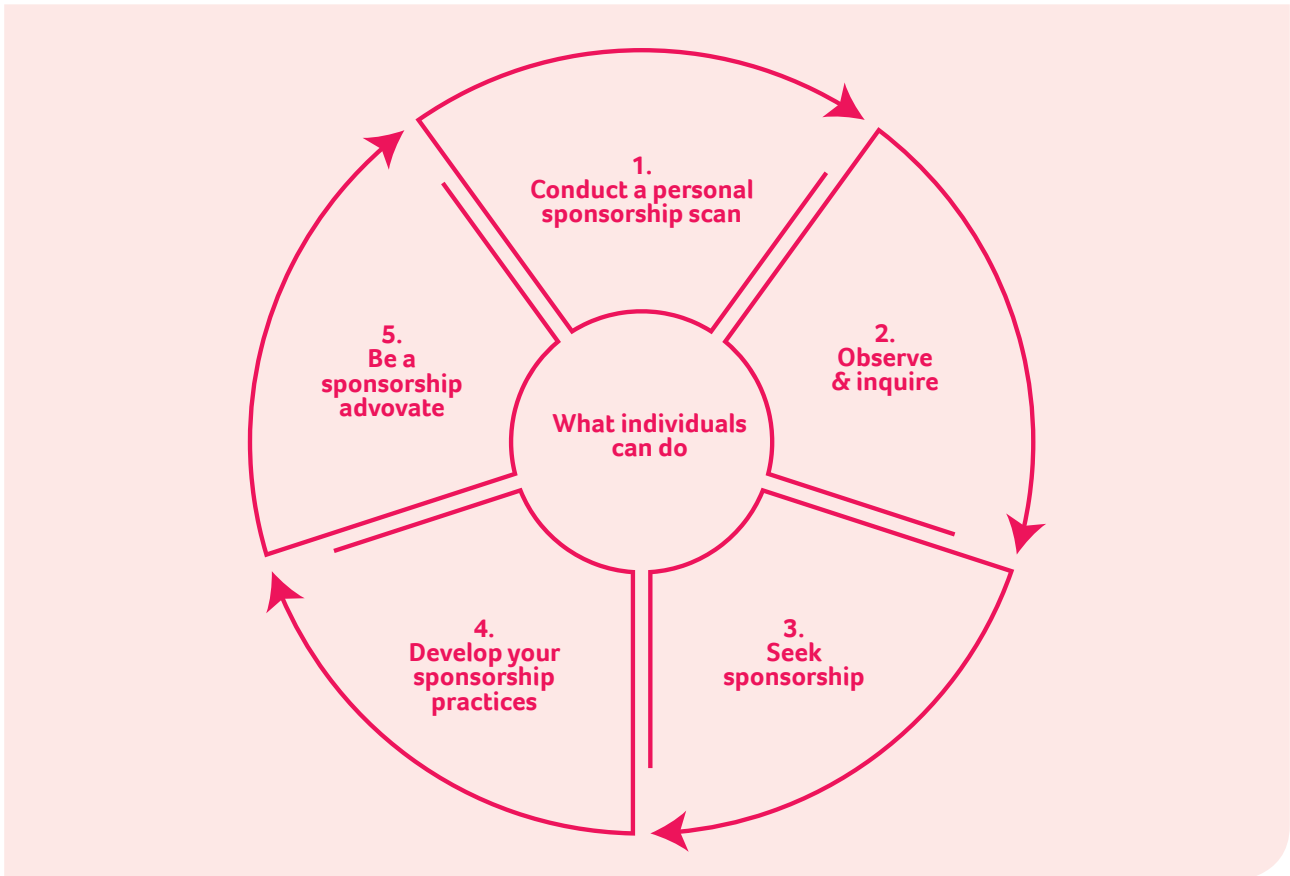
- Take action based on your inquiry to address gaps and inequities.
- Reflect on your sponsorship practices on an ongoing basis.
- Undertake unconscious bias training.

- Ask a colleague to act as a sounding board – pick someone who is *not* like you (e.g., if you are male, ask a female colleague; if you are from an Anglo-Saxon background ask someone who isn’t).
- Ask other leaders about their sponsorship practices and incorporate good ideas into your own practice.
- Routinely discuss staff sponsorship needs with a small management team rather than making decisions by yourself.
- Diversify your networks to include people who are different to you/might challenge your thinking.

Step 3: Be a sponsorship advocate

- Name sponsorship wherever you see it (good and bad).
- Challenge unfair and inequitable practices.
- Role model reflexive sponsorship practices.
- Acknowledge how sponsorship has helped your own career – making sponsorship visible in this way debunks the common view that successful careers are either just good luck or self-made.

What can individuals do?



Some readers of this publication will recognise that their careers have benefited from strong sponsorship. This is important recognition which, hopefully, translates into a commitment to give the same opportunities to others. However, other readers will recognise a lack of sponsorship in their careers and may even have been unaware that sponsorship does happen...for others.

The following steps outline a process for developing what we call 'sponsorship savvy' – the aim is to increase career enhancing sponsorship opportunities.

Sponsorship savvy

Understanding how sponsorship works empowers women to enhance their own careers and the careers of others.

Step 1: Conduct a personal sponsorship scan – how does sponsorship work in your career?

Even if sponsorship feels 'thin' in your career, you will still be able to identify instances where someone has given you a career boosting opportunity.

Make a list. As you go through the sponsorship savvy steps you will find yourself able to add to this list. Ask yourself:

- Who sponsors me?
- What kinds of career opportunities do they provide?
- What additional opportunities do I need?
- How can I get those opportunities and from whom?

Step 2: Observe and inquire – how does sponsorship work in the careers of others?

- Use this publication to open up discussions in the workplace.
- Ask colleagues about the role of sponsorship in their careers.
- Observe the sponsorship practices of leaders in your work area.

Step 3: Seek sponsorship

In a time-poor workplace, many of the suggestions below may seem onerous and risk dropping down the priority list. Women often minimise socialising and networking to maximise work and caring time. However, being ‘sponsorship savvy’ includes recognising the importance of relationships to careers and career success – yours and others.

- Voice ambition and ask to be sponsored.
- Strengthen current sponsorship relationships – acknowledge and show appreciation.
- Seek out higher level tasks that can boost your career.
- Increase your visibility – speak up, ask questions at events and seminars, introduce yourself, network, socialise with colleagues.
- Join and contribute to professional bodies and discipline groups.

Step 4: Develop your sponsorship practices

You do not have to be an executive or professor to be able to sponsor others. If you are in any kind of supervisory or leadership role, you have the capacity to boost the careers of people in your

team. Think about the actions you can take within your sphere of influence and consider the issues raised in *What leaders can do* (above).

Sponsoring others will also contribute to achieving your own career goals. Being visible as a sponsor increases the likelihood of being noticed and sponsored by more senior people.

Step 5: Be a sponsorship advocate

- Name sponsorship wherever you see it (good and bad).
- Challenge unfair and inequitable practices.
- Acknowledge how sponsorship has helped your own career – making sponsorship visible in this way debunks the common view that successful careers are either just good luck or self-made.

Sponsorship ‘programs’: A word of caution

The growing trend to replace mentoring programs with sponsorship programs that began in the US business sector has now arrived in Australia. The Workplace Gender Equality Agency (WGEA) has endorsed sponsorship programs as an indicator of good practice in the national Employer of Choice for Gender Equality citation. Universities have featured strongly as recipients of this award, and it remains influential as a benchmark for good practice.

We strongly support the retention of mentoring programs, **in addition** to a focus on sponsorship. They are different but complementary.

We see sponsorship not as a formal ‘program’, but as good leadership practice. It is about leaders supporting the careers of people in their specific work area – their direct reports, early and mid-career researchers and colleagues. So, rather than ‘sponsor’ being a designated role or position, it is more accurate to talk about leaders (and others) who routinely provide sponsorship (a range of career enhancing actions).

Formalising sponsorship within programs will fail to address the shortfall or inequity of sponsorship practices ‘close to home’ for example within the discipline base or work area. It also does not challenge the gendered assumptions and biases that contribute to current sponsorship practices.

Finally, emerging research on sponsorship programs in the business sector suggests that senior men continue to be hesitant to actively advocate and provide opportunities for women that are assigned to them, and sponsorship programs may well be hard to distinguish from their previous iteration as mentoring programs.

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APPENDIX: EXPLORATORY STUDY

Sponsorship practices in higher education

Conducted by Dr Jennifer de Vries

Acknowledgement

The idea for this project was conceived in discussions with Beverley Hill, Equity and Diversity Director, UWA (now retired). Without her vision, sponsorship and support this project would not have occurred.

How the study was conducted

The University of Western Australia (Equity and Diversity Office) and the University of Melbourne (Faculty of Medicine, Dentistry and Health Sciences) jointly supported this research. Ethics approval was granted by both institutions.

The research questions guiding this exploratory study were:

- how is sponsorship understood in the *academic context*?; and
- what role does sponsorship play in building and advancing successful academic and research careers?

With this as a starting point the research sought to:

- if possible, disentangle sponsorship from mentoring;
- more clearly describe and understand the role of sponsors and the nature of sponsorship practices;
- examine the implications of sponsorship for equity and diversity; and
- explore the practical implications of the research findings, and how universities through a more explicit focus on sponsorship, might more effectively support academic and research careers.

Interviews were undertaken with 28 (17 female, 11 male) participants. Twenty-four of these were with senior academics, many in leadership or executive positions. Academic interviewees (10 University of Western Australia; 12 University of Melbourne and 2 elsewhere) were identified and approached based on their reputation for their outstanding engagement with developing others. Four equity practitioners (professional staff) were included, on the basis of their interest in the topic, and to add a more explicit equity and diversity perspective.

Interviewees are referred to in the text using pseudonyms (which indicate gender) followed by an indication of their position. There are 4 broad grouping, with text in brackets indicating abbreviations in use:

- Equity practitioners (Equity Practitioner)
- Heads of Department, Directors and Associate Deans (Leaders)
- University Executives (Exec)
- Professors and Associate Professors (Prof)

Not all interviewees are individually cited.

The interviews

Interviews were semi-structured and conversational, allowing them to be broad ranging in scope and responsive to the interests of the interviewee. The interviewer provided the working definition of sponsorship (above). Most interviews began with interviewees reflecting on

sponsorship in their own careers, followed by an exploration of their own sponsorship practices. Further avenues of exploration included, but were not limited to, their observations of sponsorship, critical career stages, the downside to sponsorship, the role of leaders in sponsoring others, and the role of formal programs.

It is important to note that the interviewees responded to questions about sponsorship, as initially defined by the researcher. This does not mean that interviewees named this as sponsorship at the time or label themselves or individuals referred to in their narratives as 'sponsees' or 'sponsors'. Some used alternative terms for example, 'acts of collegiality', 'advocacy', 'championing' and 'activated mentorship'.

Interviewees

Grouping	Pseudonyms	Location
Equity Practitioners 4 female	Anita, Barbara, Louise, Nina	Australian universities
Leaders (HOD, Directors of Research Centres, Associate Deans) 2 female 7 male	Janet, Maxine Alex, David, George, Graeme, Ivan, Matthew, Mitch	University of Melbourne & University Western Australia
Executive (Exec) Incl. 2 retired 5 female 2 male	Alison, Deirdre, Michelle, Rachel, Sylvia Andrew, Jonathan	Australian 1 Canadian
Professors & Associate Professors (Prof) 6 female 2 male	Anne, Christine, Emily Lisa, Sandra, Sarah Adam, Michael	University of Melbourne & University Western Australia



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