



THE UNIVERSITY  
OF QUEENSLAND  
AUSTRALIA

CREATE CHANGE

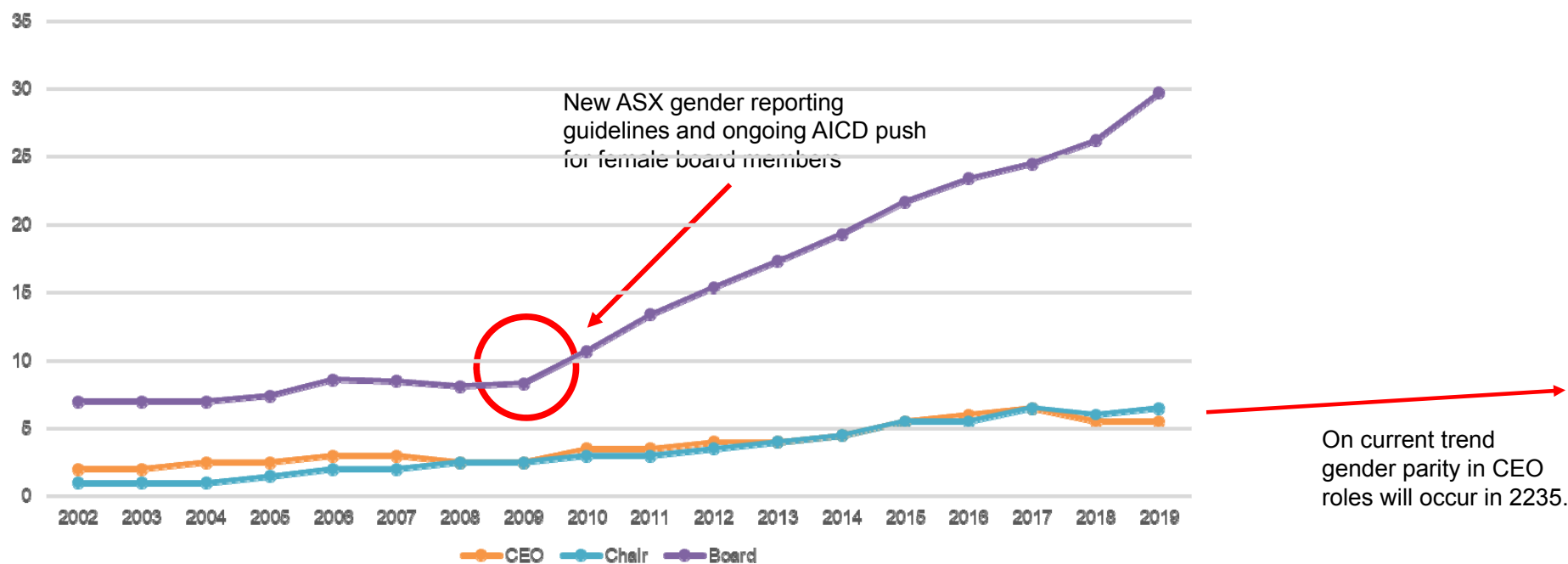
# Locking in Progress: Where to From Here?

**IPAA – Women in Public Sector Leadership – 2019**

**Dr Terry Fitzsimmons PhD – Director UQ-AIBE Centre for Gender Equality in the Workplace**

**“If I am not for myself, who will be for me? If I am not for others, what am I?  
And if not now then when?” – Golda Meir**

# ASX200 - CEO/Chair Parity in 2235AD

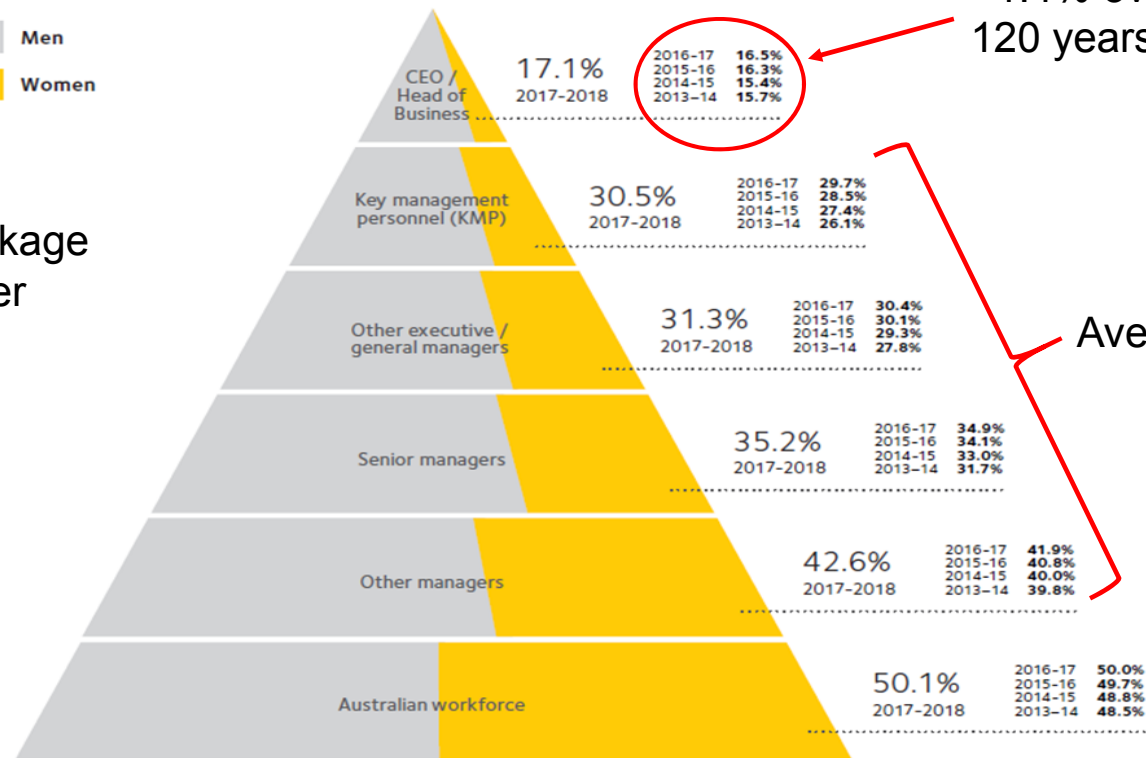


Projected from 'Census of Women in Leadership' EOWA 2002 -2012, ASX Company Database 2013-2019 (Feb 28, 2019), AICD (31 Jan, 2019)

# Parity in the Broader Economy – 2136AD

Proportion of women by management category

Men  
Women



There is a continuing blockage for women wanting to enter CEO roles

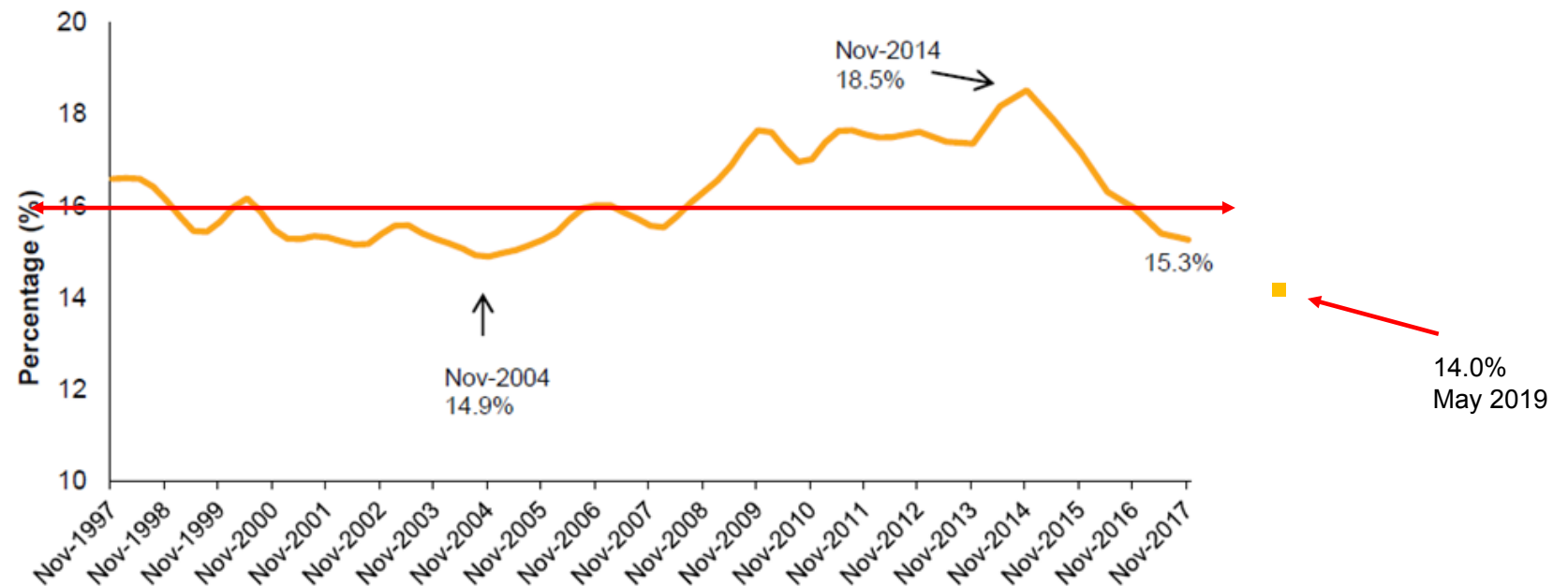
+1.4% over 5 years (another 120 years until parity)

Average of 4% over 5 years

WGEA (2018) Data Based upon reporting data from 4644 firms with > 100 employees

# Gender Pay Gap – A Proxy for Discrimination

Figure 1: The Australian gender pay gap, November 1997 –November 2017<sup>v</sup>



ABS Pay Gap figure only accounts for differences in base salary.

Data source: ABS (2018), *Average Weekly Earnings, Nov 2017*, cat. no. 6302.0, viewed 22 February 2018, <http://www.abs.gov.au/ausstats/abs@.nsf/mf/6302.0>

# Gender Pay Gap – Linked to Mining Investment?

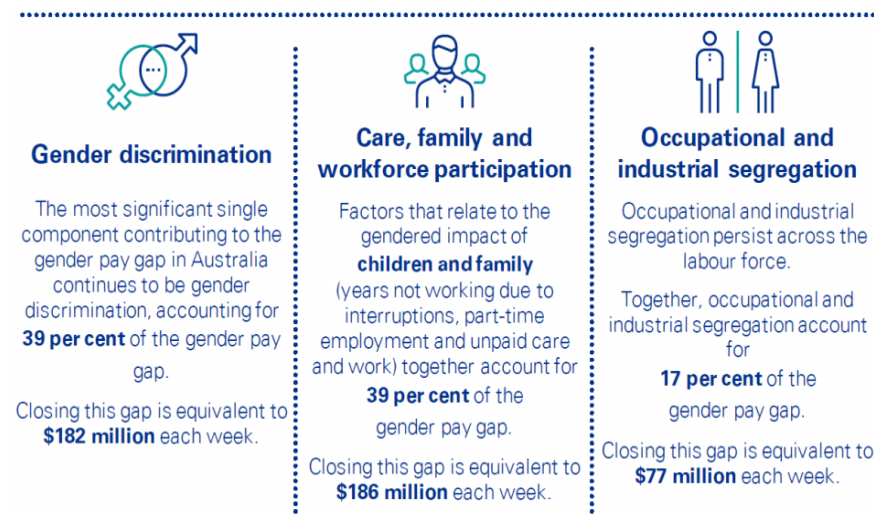


Source: ABS, NAB Group Economics

# Deconstructing the Gender Pay Gap

Gender Pay Gap: Average weekly full time remuneration in Australia is 21.3%. The percentage difference is explained\* by:-

1. Industry Segregation (Low Paid Inds) (20-30%)
2. Level within Hierarchy (Few Execs) (15-20%)
3. Position within Band (Same Role) (10-15%)
4. Discrimination (Being Female) (30-50%)



A 2018 KPMG report, *Ending workforce discrimination against women*, found that **halving the gender pay gap** in Australia and **reducing entrenched discrimination against women in the workforce** could result in a payoff to society valued at **\$60 billion in GDP by 2038**.

Source: KPMG, 2018, *Ending workforce discrimination against women*, viewed 18 February 2019, available at: <https://home.kpmg/au/en/home/media/press-releases/2018/04/improving-workforce-participation-rates-for-women-could-boost-gdp-26-april-2018.html>.

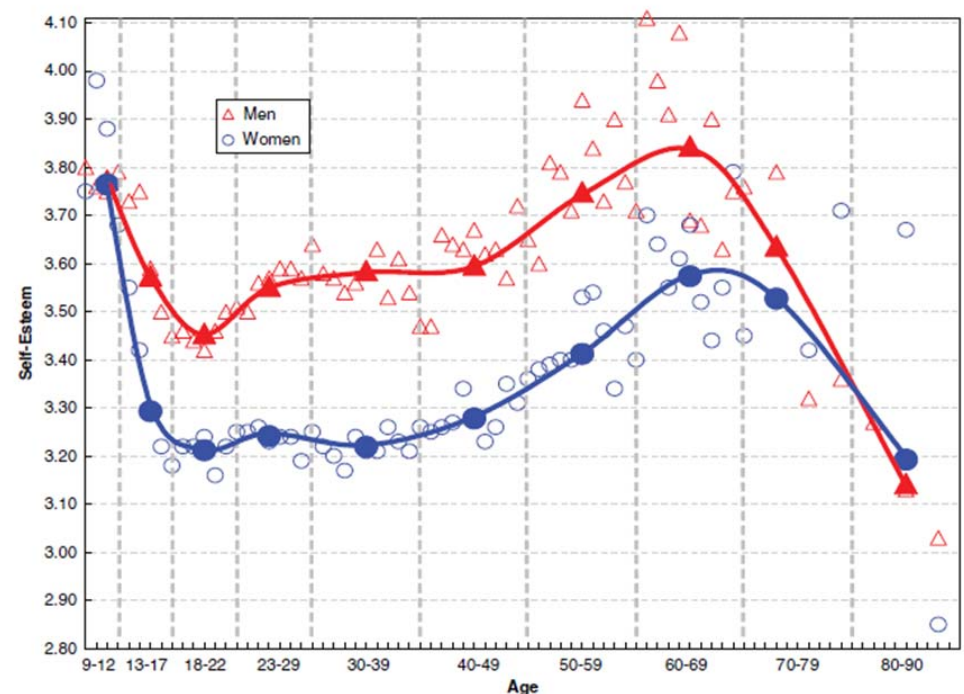
\* These numbers are compiled from a broad range of studies. There is still no definitive study on how these proportions trend or can be predicted over time.



# Linkages to Childhood – Gender Gap in Pocket Money

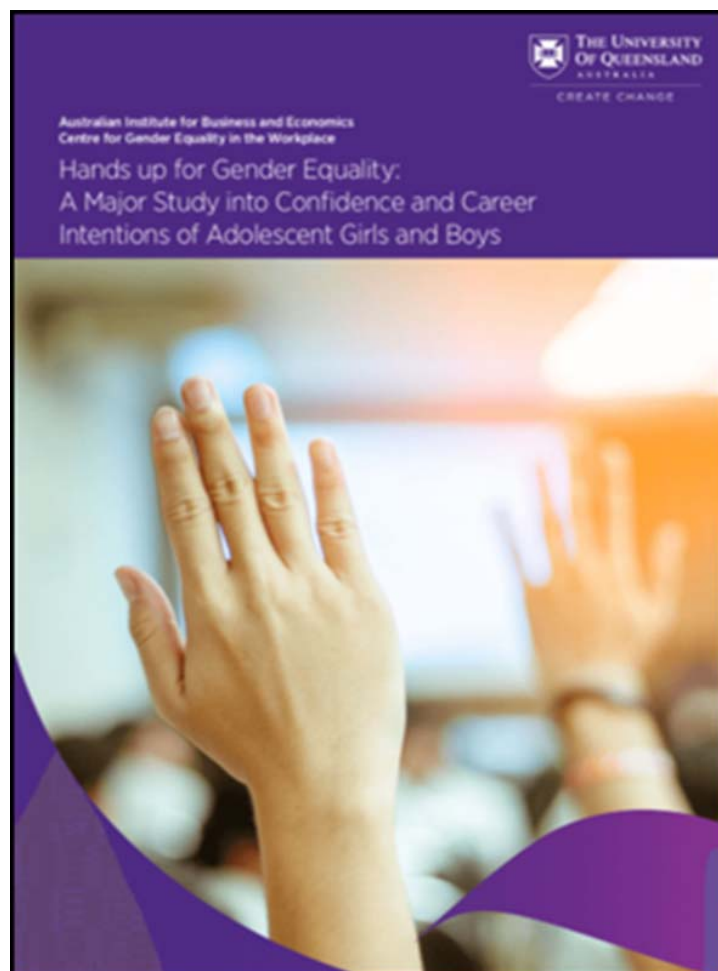
# ‘Hands Up for Gender Equality’

Amid ongoing debate regarding women’s confidence and links to women’s relative lack of progression, exemplified by Sheryl Sandberg’s ‘Lean-in’ and dozens of studies showing women’s lack of self-confidence relative to men, the “Hands Up for Gender Equality” study examined the conditions which might give rise to this phenomena and the effect they might have upon career intentions.



Mean level of self-esteem for males and females across the lifespan (Bleidorn et al., 2015).

# Sample

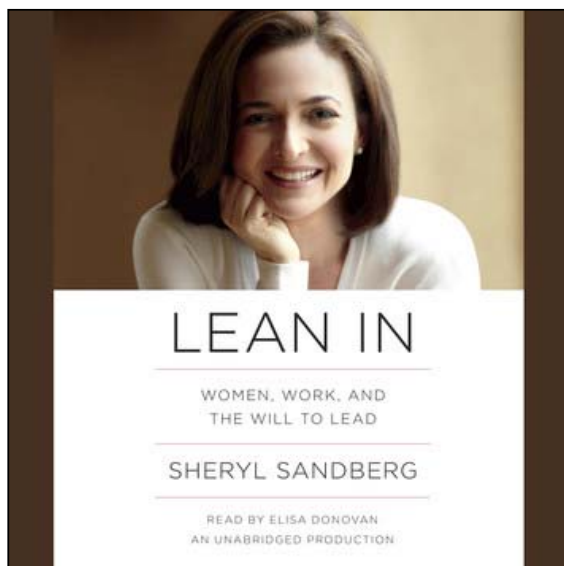


10,076 students from single sex, top matriculation high schools from years 7-11 were surveyed. 500 interviewed.

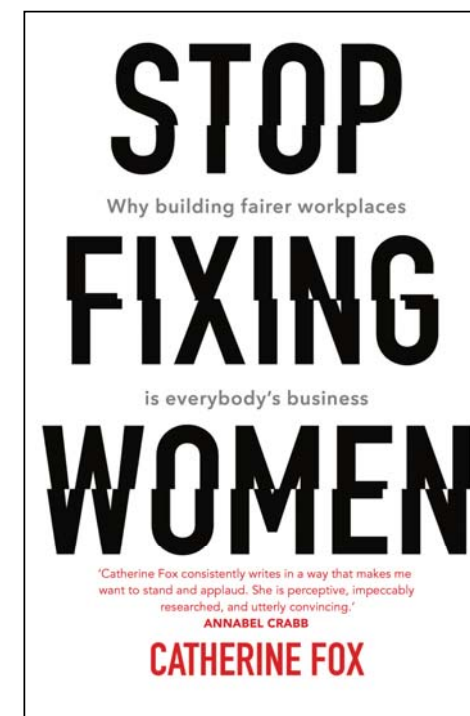
In line with hypotheses by researchers such as Bandura (1997), anecdotal evidence from the Australasian Alliance of Girls Schools indicated that single sex education might be reducing the effects that can undermine girls confidence in co-educational environments.

We also wished to test whether these factors might also lead to equal numbers of girls wishing to undertake STEM careers or careers in traditionally male sectors of the economy.

## Results - Self Efficacy



- There were no statistical differences between boys and girls in years 7-11 in Self-Efficacy Scores
- Team sport, leadership development and travel were the most significant contributors to self efficacy development and contributed equally to their development regardless of gender
- This is very significant and indicates that under certain circumstances men's and women's confidence can be the same.

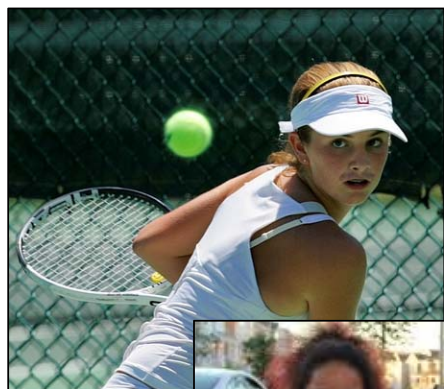


# What can Explain this Result?

1. Gender bias in the co-ed classroom – (Poorer behaviour in boys is acceptable)
2. Gender bias in the co-ed classroom – (Expectations of academic achievement lower for girls, particularly in STEM)
3. Role Modelling of Gender Stereotypes in schools (Teacher & Admin Roles)
4. Competition for Leadership and Voice between boys and girls (Leadership Roles and Development)
5. Boys accentuate physical changes in girls during puberty (Causing more girls to opt out of Sports)
6. Girls tendency to be more concerned about interpersonal relationships than boys, including early relationships with boys
7. Parental expectations around educational and career outcomes (STEM)



# Other Contributors to Self Efficacy

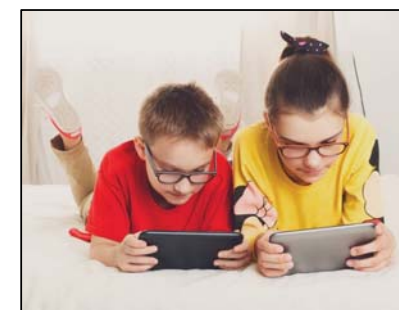


Other significant contributors to self-efficacy included:

- Part Time Work (<10hrs wk)
- Scouts/Guides
- Individual Sport

There were also some significant activities that *undermined* self-efficacy:

- Social Media
- Computer Gaming

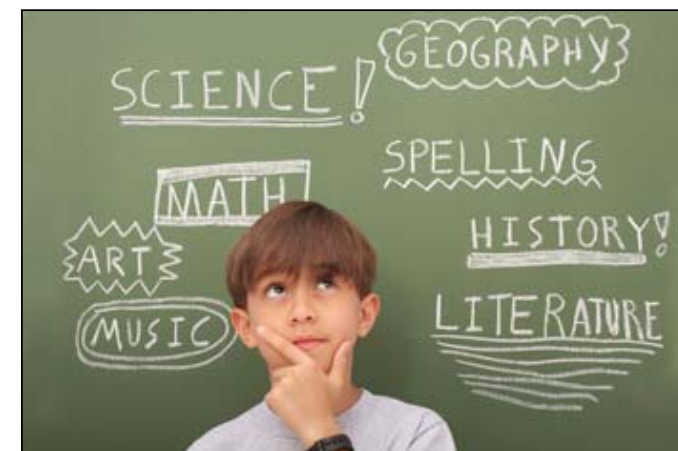


## Results - Career Intentions

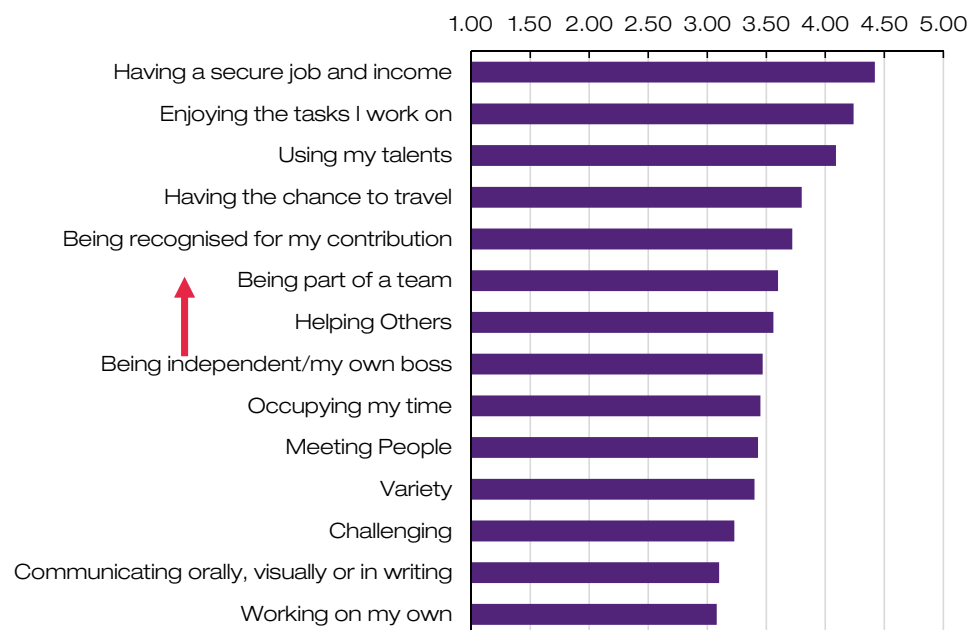


Boys had a greater and earlier understanding of their mother's and particularly their father's occupations. In Year 7, 15% of Girls could not name either their mothers or fathers occupations. Whereas only 6% of boys did not know. Girls in Year 11 still stood at 9%

Similarly, boys had a greater and earlier understanding of their mother and particularly their father's university degrees.



# Reasons for Wanting to Work



Average Value Placed on Reasons for Working from Yr11 Boys

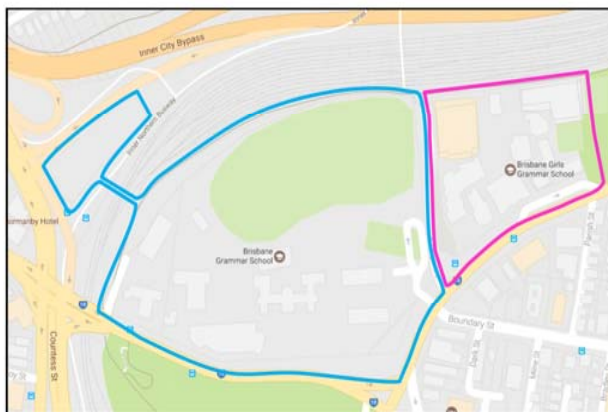


Average Value Placed on Reasons for Working from Yr11 Girls

Note: Scale anchors are 1 (Not at all important to me) and 5 (Very important to me)

# Career Intentions

- Boys undertook both indoor and outdoor chores, with a majority being outdoors.
- The majority of chores undertaken by girls were indoors.



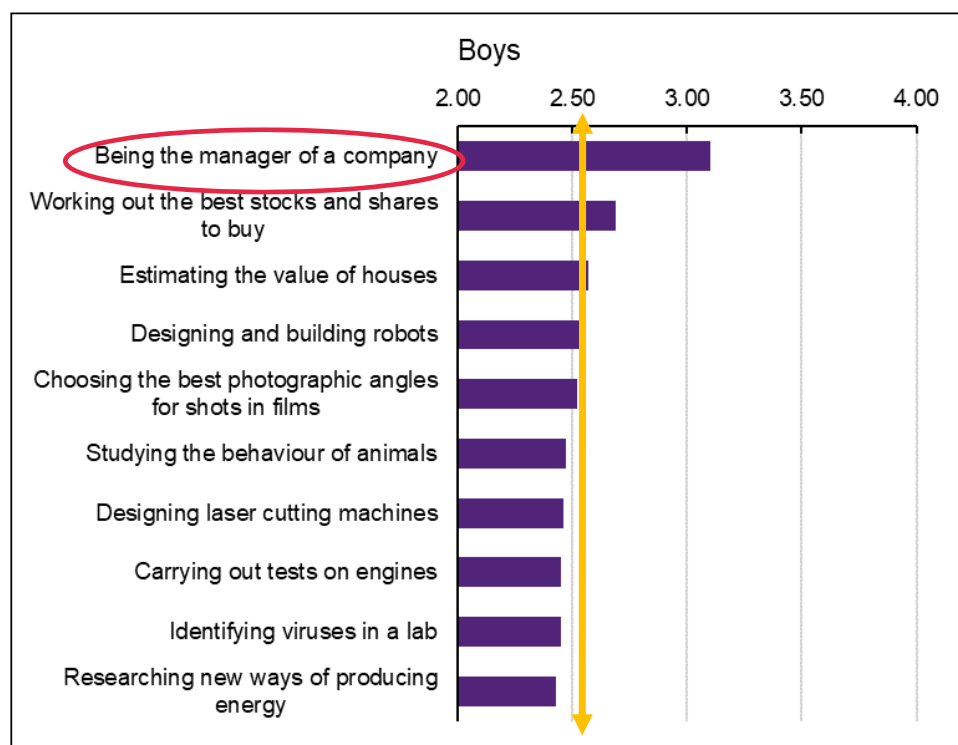
- The top ten boys schools occupy 1.5 times the physical space of the girls schools and the boys schools have 3 times the outdoor play space.
- What is this saying about the nature of work (and play) to our children?

# Career Interests & the Future of Work

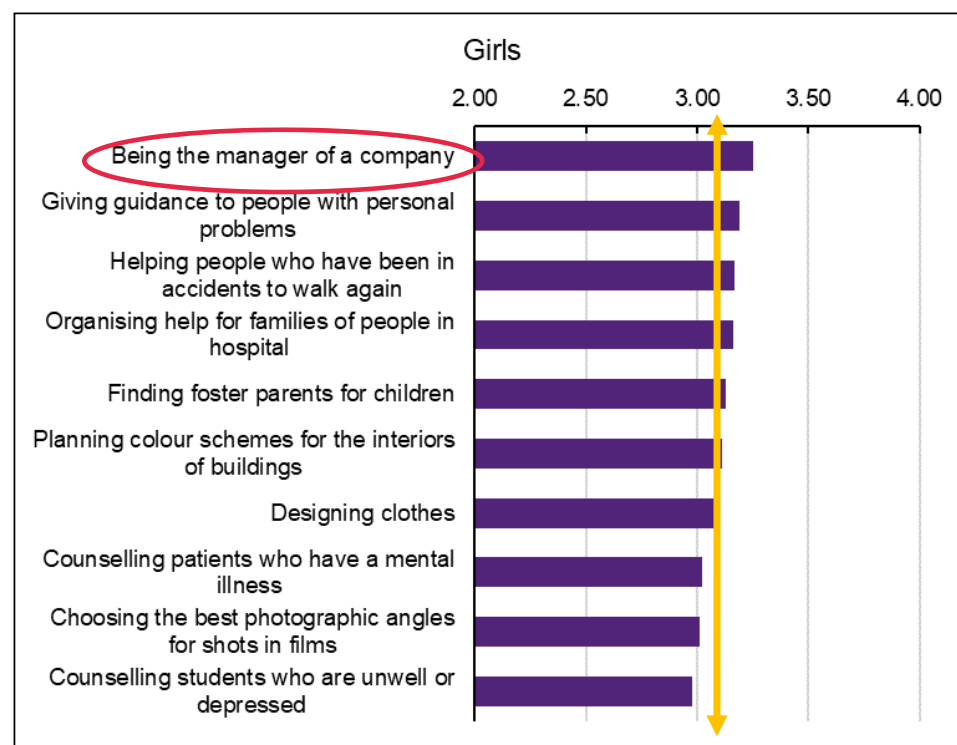
- Career interests for boys and girls differed significantly in Year 7 and remained virtually unchanged throughout High School.
- Boys dominated technology, chemistry and physics.
- Girls dominated social services and healthcare.
- Career interests The implication is clear: If we are going to influence women's STEM or operational career intentions, then interventions must take place as early as possible in infants and primary school.
- This is critical given the key role technology will play in the **future of work**. (Catalyst, 2019)



# Rank and Importance of Career Interests in Year 11



Average Importance of Year 11 Boys' Top 10 JIIG-CAL Choices (n= 592-628)



Average Importance of Year 11 Girls' Top 10 JIIG-CAL Choices (n= 730-743)

# A Final Thought

- The 2005 OXFAM report into fatalities caused by the 2004 Boxing Day Tsunami reported that 77-80% of fatalities were women.
- Assignment of roles by gender was found to be the ultimate cause.
- The task of bringing about gender equality does not belong to business or government alone. In fact we all have a critical role to play.
- *Tsunami's don't discriminate...But we do!*



~~Mex~~

What Government can do

What Organisations can do

What Women can do

