SPONSOR TOOLKIT

The Diversifying Leadership Sponsor Programme

Inspiring Leadership

Leadership Foundation
for Higher Education

Equality Challenge Unit

Sponsor Toolkit Overview

Why a Toolkit for sponsors?

Participants in Diversifying Leadership are expected to engage and work with a sponsor throughout and beyond the programme. Sponsors, in addition to passing on knowledge and advice similarly to mentors also use their seniority and organisational capital to actively advocate and 'open doors' to promote their protégés' careers. While sponsors (in addition to mentors and champions) have made a pivotal contribution to the success of programmes like Aurora, sponsors for the Diversifying Leadership programme, so far, can find establishing a positive and productive cross-cultural relationship with their protégés rewarding but challenging.

The Sponsor Toolkit is an additional resource for sponsors, consisting of web-based materials and interactive support. It has been made available to ensure sponsors have a better understanding of the specific issues facing BME early career leaders and are confident to carry out their role in championing them. The toolkit is informed by relevant academic literature and best practice on sponsorship and the experience and development of aspiring BME leaders.

Wider stakeholder groups such as mentors, line mangers, EDI professionals and senior leaders who play a complimentary role in leadership development will also find the toolkit informative and are welcome and encouraged to access this resource as appropriate.

How to use the toolkit

These modules have been designed to be used at key intervals during the Diversifying Leadership programme so that sponsor and protégé can explore the issues raised in real time. The materials, which include useful guidance and practical tips for sponsors, are organised into five individual modules, each tackling a different topic, as follows:

01 Module One: The role of the sponsor
Specification of what the role of the sponsor is, what their expected contribution will be and what qualities they will bring to the role.

02 Module Two: Race matters
This module tackles issues related to race and how a willingness to 'talk about race' can strengthen the relationship, and increase the chances for protégé career success. This module includes a webinar* where sponsors will have an opportunity share experiences and raise questions.

03 Module Three: The long and winding road - leadership in academia
This module encourages the sponsor to share their own leadership journey, identifying career enablers, barriers and critical junctions

04 Module Four: The tallest poppy: visibility and the double bind
Sponsors will be introduced to the complex ways that bias can play out in institutions and what they can do to counter this in their advocacy of their protégé.

05 Module Five: Mapping the journey-career planning
Sponsors will be introduced to a process of working with their protégé to create a five year career plan, identifying future career opportunities and barriers.

*Arrangements for the webinar will be made with all confirmed sponsors directly

01. The role of the sponsor

Summary

This module outlines the purpose of sponsorship and clarifies the role of the sponsor as distinct from mentors and other career enablers. It explains why minority employees (women, BME men and women, etc.) are less likely than their (white male) counterparts to be sponsored. Finally, it describes how the reciprocal nature of successful sponsorship relationships creates a "sponsor effect", which can fast track protégés to better career opportunities and contribute to increased job satisfaction for minority employees.

An overview of all five modules can be found here.

Introduction

Sponsors participating in the Leadership Foundation for Higher Education's Diversifying Leadership (DL) programme vary from senior leaders with extensive experience of sponsorship to those undertaking a formal sponsorship role for the first time. Informed by research and evidence-based practice, this module aims to clarify your role and responsibilities as a DL sponsor, to ensure you are able to fulfil your commitment in line with the programme objectives and, ultimately, so that your contribution results in the intended benefits for you, your protégé, and your institution. The resources provided are neither exhaustive nor overly prescriptive but it is hoped you will find them a useful supplement.

Note: the About Sponsorship module is designed to be released in tandem with the first module of the DL programme, which itself includes an introduction to sponsorship and explains how participants should prepare for and manage their sponsorship relationships.

"It's not what you know but who you know and who knows you' has been the most fundamental thing. I approached my sponsor with this statement and said I need senior staff to know who I am and I need them to know what I do. He agreed and has helped me in this endeavour." **2016 Diversifying Academic Leadership participant**

Sponsorship or mentorship?

Key issue
Sponsorship is not the same as mentorship. Confusion about the purpose of and the lack of access to sponsorship has disproportionately worked against minority groups [1].

What is your understanding and/or experience of "sponsorship"? How does this differ from "mentorship" and other supporting relationships?

The activity of a senior individual championing a more junior one is nothing new. The term mentor, a noun of Greek origin and meaning "wise counsellor", can be traced back to the seventeenth century; the verb to sponsor, which means "to promise solemnly", is said to originate from the nineteenth century. Within the context of contemporary career development, "sponsor", "mentor" and "coach" are often used interchangeably (it has been argued, for example, that sponsorship is a special form of mentorship [2], but these early definitions suggest an important difference, albeit a subtle one.

1 Herminia Ibarra, Nancy M. Carter, and Christine Silva, "Why Men Still Get More Promotions Than Women," Harvard Business Review (September 2010): pp. 80-85. **2** Sowon Kim, (2013),"Networking enablers, constraints and dynamics: a qualitative analysis", Career Development International, Vol. 18 Iss 2 pp. 120 - 138.

A clear understanding of the role and purpose of sponsorship - as distinct from other supportive relationships - is critical, therefore, when setting career development objectives. The Diversifying Leadership programme adopts the following definition of sponsorship:

Sponsorship is focused on advancement and predicated on power. It involves active support by someone appropriately placed in the organization who has significant influence on decision-making processes or structures and who is advocating for, protecting, and fighting for the career advancement of an individual. [3]

All things being equal, sponsorship – not mentorship – provides the visibility, access to power and professional risk cover required to place high potential leaders on the fast track to career progression: this is what has been referred to as the "sponsor effect". [4] A study by the Center (sic) for Talent Innovation (formerly the Center for Work-Life Policy), entitled "Sponsor Effect: UK" found forty percent of men and fifty-two percent of women enjoyed satisfactory career advancement when compared to their unsponsored peers. [5] The benefits of sponsorship have long since been understood and realised by (white) men, but much less so by woman workers and employees from minority communities.

"Sponsorship is the launching factor for an employee anticipating career development." Helms, 2016

That is not to say that mentors do not play an important role in supporting high potential individuals. However, mentors mainly focus of the personal development of their mentees, whereas sponsors focus squarely on career advancement of their protégés. Within mentoring, chemistry is the key relationship variable; for sponsorship, position power is primary. Even when men and women participate in so-called mentoring schemes, research shows the male experience is one more akin to sponsorship. [6] More importantly, sponsorship, unlike mentorship, is a two-way relationship: protégés are not passive bystanders waiting for choice assignments to be handed to them on a plate. In return for a sponsor legitimately using his or her social and political capital to provide significant career advancement opportunities, a protégé (with the prerequisite track record for delivering results) provides value-added currency in the form of complimentary technical skills, cultural insight, access to new/wider networks, useful intelligence from lower down in the organisation and personal leadership capabilities, all of which can be utilised to support the sponsor's interests.

Mentors	Sponsors
Skill you up	Move you up
Talk with you	Talk about you
Buff up your confidence	Buffer you against risk
Focus is on development	Focus is on leverage
Nurture you	Advocate for you

In essence, sponsors must:

1. believe in the potential of their protégés and be prepared to 'go to bat' for them;

2. have a voice at the table where they are willing to champion their protégés;

3. shield their protégés from harm or undue criticism, thus enabling them to be less risk averse.

Without sponsorship, aspiring leaders are less aware of what is takes to succeed over and above technical competence; they are less likely to take on the riskier assignments that turbocharge their careers. In short, the right sponsorship relationship can be a career gamechanger.

What has been your most valuable experience of (a) being sponsored and (b) sponsoring a colleague?

3 See 1. **4** Sylvia Ann Hewlett "The Real Benefit of Finding a Sponsor", Harvard Business Review (January 2011). **5** See http://www.management-issues.com/news/6512/women-to-get-ahead-get-a-sponsor/. **6** Opportunity Now (2010). What holds women back? Women and men's perceptions of the barriers to women's progression.

Why sponsorship for Diversifying Leadership?

Key issue

The widespread introduction of mentoring schemes, though well-meaning and not without success, has not delivered the expected changes in terms of diverse leadership.

Along with women, aspiring leaders from BME backgrounds are over-mentored and under-sponsored. [7] This must be seen in the context of leadership development programme divorced from the strategic objectives of the organisation and associated accountability measures, inevitably resulting in a deficitmodel approach which will be perceived by the participants as little more than a tick-box exercise. This in turn makes it harder to attract and retain talented BME academics and professional staff.

"…often the best mentors - those who provide caring and altruistic advice and counseling - are not the highfliers who have the influence to pull people up through the system" **Ibarra, Carter and Silva (2010)**

Historical barriers to career progression mean that high potential BME employees struggle to get on the radar of influential senior professionals – the powerbrokers - who can open doors and advocate for them at critical junctures. This lack of sponsorship explains why women and other underrepresented groups are less likely to be assigned to the most sought after leadership roles and/or are reluctant to put themselves forward for high-risk, high reward opportunities. Significantly, the sponsor effect for BME employees is higher than that for women and men: minority employees are sixty-five percent more likely than their unsponsored peers to be satisfied with their career progression. [8] This is why a core element of the Diversifying Leadership programme is the incorporation of sponsorship process based on transparency and inclusive practice: the face-to-face element of the DL programme provides a conducive space for BME candidates to prepare for leadership; DL sponsors provide the access code to career doors previously locked.

(Why) do we need to talk about sponsorship and race?

Key issue

A successful cross-cultural sponsorship relationship relies on mutual understanding on matters related to race, culture and inclusion.

…we have to be willing to have proactive conversations about race with honesty and understanding and courage, not because it's the right thing to do, but because it's the smart thing to do, because our businesses and our products and our science, our research, all of that will be better with greater diversity.
Melody Hobson, president of Ariel Investments, speaking in 2014

Talking about 'race' is difficult. Academia stands accused of engendering a "culture [that] supports the privilege to resist, ignore, and condemn any topic that leads to personal discomfort" [9], with race remaining a no-go area. Just as some DL sponsors are new to sponsorship, so too are most of the DL participants. This is particularly true of cross-cultural sponsorship relationships because fewer BME employees have position power and "…it is not as easy for whites to identify black potential and interest as it is for whites to spot other sharp whites". [10] This means BME employees are seen as higher risk appointments. It has also been shown that BME employees mainly look for supporters whose leadership style they admire, like or trust; these are rarely the people with the social or political capital to leverage their careers.

7 Herminia Ibarra, Nancy M. Carter, and Christine Silva, "Why Men Still Get More Promotions Than Women," Harvard Business Review (September 2010): pp. 80-85. **8** Sylvia Ann Hewlett (2013), "Forget a Mentor, find a Sponsor", Harvard Business Review Press. **9** Edith A. Rusch and Sonya Douglass Horsford (2009), "Changing hearts and minds: the quest for open talk about race in educational leadership", International Journal of Educational Management, Vol.23 Iss 4 pp302-313.

It follows that DL participants, who are more used to typical mentor focused engagement activities within the unidirectional nature of the mentor relationship, are less aware of the specific, more nuanced behaviours they need to inhibit (and be seen demonstrate) to (a) attract he right sponsor and (b) foster a positive "quid pro quo" sponsorship relationship.

Because of the different career trajectories BME employees can experience [11] sponsors and protégés, in addition to understanding their roles and responsibilities, must be willing and able to engage in "colour brave" conversations to build mutual trust and promote greater cross cultural understanding. For example, one "hot button" issue that may need to be explored relates to authenticity and leadership style. Similar to the "double-bind" phenomenon that labels female leaders either as too masculine or too soft to be leaders, racial stereotypes leave BME leaders in a lose-lose situation where they fail to fit the typical (white male) leadership prototype. Skill and judgement is needed to determine when and how dialogue is required, but the received wisdom is that this should be sooner rather than later. We will be providing further guidance and support in the webinar for sponsors and in additional materials on the website. DL sponsors may also find it helpful to seek guidance and support from DL champions and/or diversity specialists in their institutions.

DL sponsors: key roles and responsibilities

The following graphic indicates the range of activities sponsors will undertake:

(Adapted from "The Sponsor Effect: Breaking Through the Last Glass Ceiling" by Sylvia Ann Hewlett, with Kerrie Peraino, Laura Sherbin, and Karen Sumberg.)
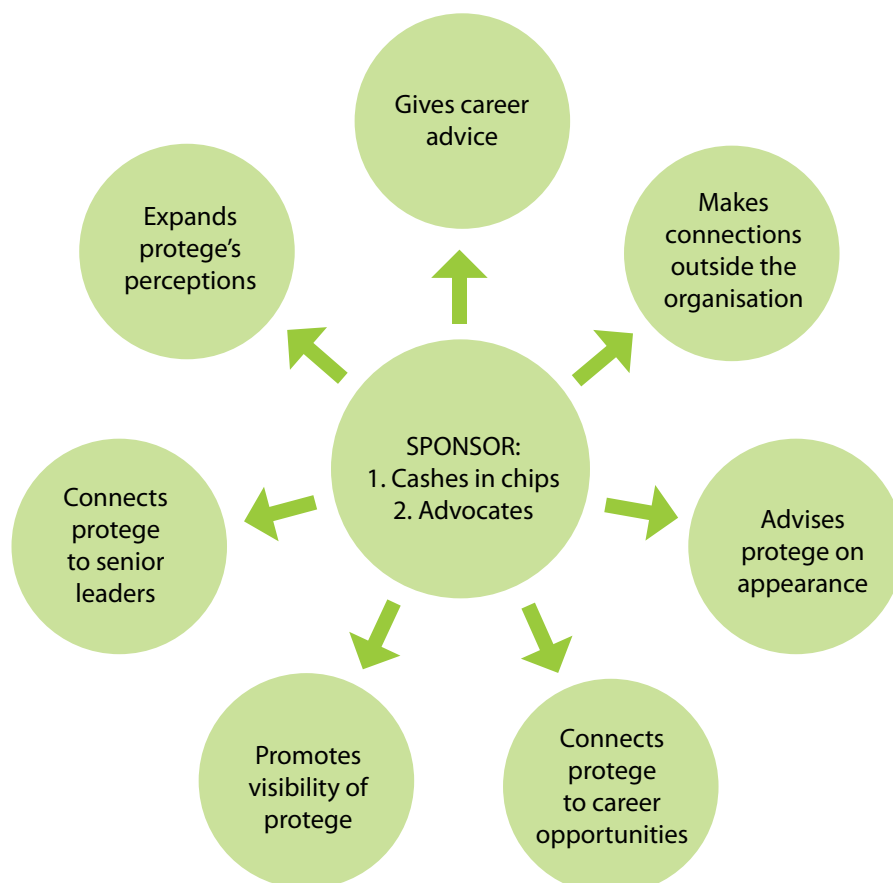
10 Floyd Dickens Jr. and Jacqueline B. Dickens (1991) "The Black Manager. Making it in the Corporate World", published by Amacom. **11** See David A. Thomas. "Race Matters". Harvard Business Review April 2001.

These and other activities are underpinned by the four pillars of a successful sponsorship relationship: **[12]**

1. Trust
2. Honesty
3. Communication
4. Commitment

DL sponsors will no doubt draw upon their own experience and resources to fulfil their role. The following role descriptor is for guidance and to help flag up any potential challenges so that corrective action can be taken at the earliest opportunity:

- Be familiar with the DL modular programme (three face-to-face sessions, action learning sets and follow-up activities).

- Agree the parameters of the sponsorship relationship with your protégé e.g. availability, preferred communication channels, key dates, expectations, etc.

- Get to know what makes your protégé tick – strengths and weaknesses, values long term career goals, etc.

- Meet regularly with your protégé to review their progress and offer feedback.

- Be open to feedback from protégés on areas of mutual interest.

- Access the materials provided in the sponsorship toolkit as needed.

- Recommend and prepare your protégé for the complexities of new or high-risk, high reward assignment.

- Protect or defend your protégé from mistakes or in situations of high risk.

- Be willing and able to commit to the sponsorship relationship for approximately one year.

- Participate in the Diversifying Leadership webinar and evaluation activities.

Summary and useful references

Module one - Summary

- Sponsorship is a mutually beneficial arrangement, whereby a senior individual actively uses their organisational position and power to advance the career of a credible, high potential junior individual in exchange for commitment and contributions that advance the sponsor's cause.

- Historically, the over-mentorship and under-sponsorship BME employees has disproportionately held back their career advancement.

- Sponsors and BME protégées must be open to constructive "colour brave" dialogue around leadership, race and diversity.

- Sponsorship works. The sponsorship of minority employees brings proven benefits to the sponsor, protégé, and organisation.

Module one - Useful References

Herminia Ibarra, Nancy M. Carter, and Christine Silva, "Why Men Still Get More Promotions Than Women," Harvard Business Review (September 2010): pp. 80-85. Available here

Catalyst (2011) "Fostering Sponsorship Success Among High Performers and Leaders" available from catalyst (registration required)

Mellody Hobson: Color blind or color brave. Available here

David A. Thomas. "Race Matters". Harvard Business Review. April 2001. Available here

02. Race Matters

Summary

This module tackles challenging issues related to race and explains how a failure to address such issues, perhaps out of fear or discomfort (either on the part of the sponsors or their protégé) can adversely affect their relationship and possibly the protégé's career goals. Equally, an understanding and acknowledgement of the specific issues early career BME leaders can face, along with a willingness to 'talk about race' can strengthen the relationship, making for a more mutually rewarding experience and increasing the chances for career success.

An overview of all five modules can be found here.

Introduction

Sponsor/protégé relationships that arise spontaneously often do so because the sponsor spots someone who reminds them of themselves when they were younger. These relationships are characterised by mutual interest and liking in addition to respect for each other's careers. Given that the majority of senior managers are both white and male,[1] there is less likelihood of an aspiring BME leader igniting that 'spark' of recognition. Adding gender further complicates matters because of the risk of misattributed motives of an approach made by a senior male manager to a more junior female colleague. Formal sponsoring schemes are needed therefore to ensure that the benefits of sponsoring can be accessed by a diverse range of talent.

However, sponsor/protégé relationships that arise naturally tend to be of a higher quality and result in more positive outcomes than formal relationships. One solution is to set up formal sponsoring relationships [2] in a way that they develop the characteristics of high quality informal ones. In this section of the toolkit we explore how to put this solution in to practice, and in particular, the extra dimensions posed by cross-race/ ethnicity sponsoring relationships.

The difference between formal and informal relationships?

Key issue
Informal relationships develop on the basis of mutually perceived competence, respect and interpersonal comfort.

In informal sponsoring relationships, managers select protégés who are younger versions of themselves and who have overlapping functions, career paths and interests. Protégés will usually be high performing 'rising stars' or 'diamonds in the rough'. As importantly, protégés will be people they have 'chemistry' with and it is this that sparks the development of the relationship. In turn, protégés select sponsors who are role models. Typically, informal sponsoring relationships last 3 to 6 years and are focused on long term career goals which evolve over time and are adapted to the changing career needs of the protégé. Sponsors value these relationships not least because they speak to a need they have to contribute to the next generation.

"One or two people were very kind to me when I was younger and I am enjoying being kind to some promising early career people in return" **Dean of a medical school**

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1 Guardian news January 2017. **2** Raggins, B.R. and Cotton, J.L. (1999). Mentor functions and outcomes: A comparison of men and women in formal and informal mentoring relationships, Journal of Applied Psychology 84 (4); 529-550.

In formal schemes, protégé and sponsor may be matched by a third party with protégés and sponsor possibly not meeting before their first session. Protégés are likely to be attracted to the scheme because their careers have stalled and therefore they may not be perceived as high performers by their sponsors. Discomfort with ethnic and/or gender differences between the pair means that a mutually rewarding dynamic is less likely to arise. As a consequence, the relationship is less likely to last beyond the formal end of the programme, typically 6 months or a year. Goals are similarly short-term and tend to focus on the protégé's current role.

Why do we need formal sponsoring schemes?

Key issue

In addition to unconscious bias concerns about doing and saying the wrong thing can be just as important a barrier to cross cultural relationships.

While the attraction of sponsoring someone who reminds the sponsor of themselves when they were younger is perfectly understandable, it can inadvertently leave minorities and women 'out in the cold'. Formal mentoring and sponsoring schemes help organisations to diversify their talent pipelines and are an established feature of talent management in the private sector. Click the link to see this example: A.T. Kearney's Global Sponsorship Programme.

For minorities and women on the outside of a senior manager's core network, it can appear that unconscious race, gender and affinity bias may be at play. Unfortunately, research suggests that they may have a point. Senior managers can be more prone to unconscious bias – not because they have more negative attitudes than other groups of staff but simply because they are so busy that they rely on their unconscious to manage things like scanning the talent horizon.[3]

The association between leadership and masculinity is strong and enduring.[4] There is also a strong association between leadership and whiteness.[5] Stereotypes (the characteristics we associate with members of certain groups) are not just descriptive, meaning we are less likely to perceive women and minorities as leaders, they are also prescriptive. This means that minorities and women who demonstrate leadership qualities can pay a likeability penalty. Women are expected to be communal – warm, friendly and collaborative if they are too agentic i.e. assertive, commanding and decisive, they are criticised for being bossy or hard.[6]

"I don't have a traditionally female way of speaking....I'm quite assertive. If I didn't speak the way I do, I wouldn't have been seen as a leader. But my way of speaking may have grated on people who were not used to hearing it from a woman. It was the right way for a leader to speak, but it wasn't the right way for a woman to speak. It goes against type". **Kim Campbell, former prime minister of Canada, 1993**

Research by Dr. Robert W. Livingston, lecturer of Public Policy at Harvard University's John F. Kennedy School of Government suggests that black men and women face a similar double-bind. He carried out research[7] which examined the similarities between black people who successfully became CEOs of Fortune 500 companies and found that the more 'baby-faced' the black CEO was the more prestigious the companies he managed; he termed this the "teddy bear effect" and suggested it was due to the need for black men not to seem too threating. In other research, he identified that black women could be fairly forthright at work as long as they were advocating for others rather than themselves. To hear Dr Livingstone talking about his research click through this link.

Ironically, a commitment to being meritocratic and fair may not necessarily improve matters because sometimes it leads to the adoption of strategies to manage and mitigate bias that can make the situation worse. One such strategy is the adoption of a 'colour-blind' approach; arising from a desire to treat

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3 Fiske, S. T. (1993). Controlling other people: The impact of power on stereotyping. American psychologist, 48(6), 62. **4** Koenig, A. M., Eagly, A. H., Mitchell, A. A., & Ristikari, T. (2011). Are leader stereotypes masculine? A meta-analysis of three research paradigms. **5** Gündemir, S., Homan, A. C., de Dreu, C. K., & van Vugt, M. (2014). Think leader, think white? Capturing and weakening an implicit pro-white leadership bias. PloS one, 9(1), e83915. **6** See Women and the labyrinth of leadership. **7** See The teddy bear effect.

everybody the same, people try not to acknowledge that they notice a person's race or ethnicity. Unfortunately studies show that the effort of pretending not to notice race and ethnicity prevents people from behaving in a natural manner and this awkwardness is interpreted as unfriendliness and even that the individual is prejudiced.[8]

Similarly, trying to avoid saying the 'wrong thing' is another strategy that has a similar negative impact on positive rapport-building behaviours. Rather than experiencing this carefulness as a commitment by the individual to be non-prejudiced, this restraint is also experienced as unfriendliness by the minority conversation partner.[9] For this reason, amongst others, being willing to have honest conversations about race is one of the keys to ensuring that formal cross-race sponsoring relationships can develop the qualities of informal ones.

"Successful black executives all had one thing in common – a strong network of mentors and corporate sponsors who nurtured their careers." Thomas (2001)

Ensuring formal schemes deliver the benefits of informal sponsor/ protégé relationships?

Key issue
Cross-race relationships can suffer from 'protective hesitation' where both parties avoid sensitive topics.

An important finding of Thomas's research into the careers of successful black executives was that these executives tended to advance further when their sponsors were able to understand and acknowledge race as a potential barrier. This was for a number of reasons. Firstly, they were able to help their protégé's deal with some of the issues caused by race. Secondly, they helped their protégés to identify when an issue was not about race. Thirdly, they did not hold back on giving the protégé constructive critical feedback from a fear of being judged as prejudiced. Fourthly, they were able to correct other managers who were evaluating the performance of their protégé in inappropriately stereotypical ways. Last but not least, talking openly and honestly about race created a level of trust and confidence between both parties, opening up the relationship to a more deep and meaningful connection.

"…we talk through challenges and being able to see things from a different perspective. If you are not progressing as you think you should there is a tendency to think that there might be one contributing factor – I'm black. But I think I have been able to see things from a different perspective." Wyatt & Sylvester 2015

In that first meeting with a protégé, open up the topic of race by asking how they would like the pair of you to handle discussions about issues where race could be a factor. The benefit of phrasing the question this way is that it does not make the assumption that race will always be an issue but signals a willingness to tackle the subject whenever it is.

Another goal for that first meeting is to identify commonalities of interest, attitudes and values that lie behind the surface differences between you. In the long run if there is an overlap between you and your protégé's core values the differences in your surface diversity will become less important. Share with your protégé what your values and drivers are and question them about theirs. Self-verification theory,[10] suggests that people seek confirmation of self-views and identity through others, because it engenders feelings of being known and understood. So, show a positive interest in your protégé by engaging in an enquiring conversation. Rather than being intrusive, this will actually help your protégé feel that they are seen as an individual. Furthermore, a positive reaction to the information that is shared will help your protégé to feel included and therefore more comfortable to participate in the discussion.

8 Apfelbaum, EP, Norton, MI & Sommers, SR (2012) 'Racial color blindness: emergence, practice, and implications'. Current Directions in Psychological Science 21(3): 205–209. **9** Vorauer, JD & Turpie, CA (2004) 'Disruptive effects of vigilance on dominant group members' treatment of out-group members: choking versus shining under pressure'. Journal of Personality and Social Psychology 87(3): 384–399. **10** Swann, W. B., Polzer, J. T., Seyle, D. C., & Ko, S. J. (2004). Finding value in diversity: Verification of personal and social self-views in diverse groups. Academy of Management Review, 29(1), 9-27.

Be prepared to have to put some effort into winning the trust and confidence of your protégé. They may have experienced disappointment in the past and as a consequence become disillusioned and even cynical.

"Many high potential minorities become discouraged when they failed to be fast tracked in their careers. They become demotivated." **Thomas (2001)**

Your protégé may need to talk, about the experiences they have had some of which may lead them be highly critical of the institution that you may have had a hand in shaping. It is natural for anyone to feel defensive about criticism but try and perceive the criticism as a form of important information about your protégé's experience. Although your protégé's perception of events may not be the only valid interpretation there is likely to be at least a grain of truth. This is an opportunity to use good listening skills to demonstrate empathy and understanding and an acceptance that our institutions may not be as fair and as meritocratic as we would like. Furthermore, only by understanding and acknowledging how some of these structural and cultural factors may have impeded your protégé's career can you identify where you could apply your influence and leverage your organisational capital to benefit your protégé.

"…being BME has held me back, based on my experience. That is my perception, whether or not other people agree with me is another matter. But that is a very dangerous thing for anybody to say. Once you say it you are in big trouble, you stand out like a leper. You are then 'trouble'. You will not make progress anywhere … any other person will be wary about taking you on. It's very career limiting to say things like that." **Wyatt & Sylvester 2015**

Another feature of the type of honest conversation you need to be willing to have with your protégé is the willingness to give constructive critical feedback. Protective hesitation can occur if the person wanting to give the feedback is afraid that if they do so they could be seen as prejudiced. Though without that feedback, the protégé will not have the opportunity to improve performance or self-awareness.

"There is nothing worse than saying 'well we think you are wonderful', because that doesn't help me – it doesn't tell me what more I need to do. I just got very fluffy feedback" **Wyatt & Sylvester 2015**

Thomas gives the example of one of white mentor not wanting to give his protégé the feedback that he thought his communication style was abrasive because it was too close to the stereotype of black men being aggressive. However, this abrasiveness did eventually lead to problems with coworkers. These problems could have been avoided with a timely bit of feedback.

The key to giving feedback is to keep it factual and focused on observable behaviour and the impact of that behaviour rather than evaluative or judgmental. Support your protégé to develop career enhancing behaviours and be willing to be honest about political behaviour and how to 'play the game'.

Summary and useful references

Module two - Summary

- Formal sponsoring schemes are needed because the demography of the majority of senior managers means that aspiring BME leaders are less likely to remind senior managers of themselves when they were younger – the basis for many spontaneous sponsorship relationships.

- Without establishing a sponsor/protégé relationship that is based on openness, honesty, liking and respect the relationship is unlikely to be mutually rewarding for both parties.

- The key to creating a positive cross-cultural sponsoring relationship is a willingness on the part of both parties to talk about issues of race when they arise.

Module two - Useful References

David A. Thomas. "Race Matters". Harvard Business Review. April 2001.

Wyatt, M., & Silvester, J. (2015). Reflections on the labyrinth: Investigating black and minority ethnic leaders' career experiences. Human Relations, 68(8), pp. 1243-1269.

03. The long and winding road

Summary

This module offers sponsors an insight into ways in which career trajectories for BME employees differ from their white counterparts. Examples of how and why these differences can arise are explored. Diversifying Leadership sponsors are encouraged to reflect on these leadership 'stories' alongside their own career journeys to identify mutually beneficial interventions that will enable their protégés to achieve their career goals.

An overview of all five modules can be found here.

Introduction

The 2015 Race at Work study found BAME[1] employees in the UK (as a whole and by ethnic group) were more likely that white employees to view career progression as important[2]. Despite being more qualified than white employees the same study also found that BAME employees were more likely to be overlooked for promotion, often on the grounds of race[3]. The picture that emerges from research on staff in academia and elsewhere is one of unfulfilled career aspirations of BME employees; the more senior the position, the starker the picture. For example, in 2015 a report by the Equality Challenge Unit found BME staff are half as likely as whites to hold the position of deputy or pro vice-chancellor[4]. That there is an underrepresentation of BME staff in leadership roles is clear, but what is the story behind the numbers and what can be learned from a closer look at the career journeys of BME leaders, established and aspiring? In other words:

What can Diversifying Leadership sponsors and protégés learn by sharing their personal leadership 'stories'?

How can this knowledge exchange be used to further the individual and shared goals of sponsor and protégé?

Module 3 of the sponsorship toolkit provides an opportunity for sponsors and protégés to use recognised career planning tools to compare and contrast their personal leadership journeys to date. Having worked through Modules 1 and 2 you will find it informative and beneficial to understand your protégé's story vis a vis your own. Equally, your protégé will benefit from learning about your leadership story and will be better placed to work strategically with you to achieve their career goals.

Of course, what makes a protégé 'tick' is largely dependent on their individual leadership story; no two stories are alike and there is no suggestion that the examples provided in this module apply in every case. That said, the issues discussed are reflective of those raised not only by participants of this programme, but also by BME employees in a range of sectors and at every rung of the leadership ladder.

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1 Black, Asian and Minority Ethnic. **2** Business in the Community. 2015. Race at Work. **3** See 2. **4** Equality Challenge Unit. 2015. Equality in Higher Education: Statistical Report 2015. Part 1: staff.

There are differences between the career paths of BME and white employees

Key issue

BME employees often have to work harder than their white peers to progress in their careers.

"It's easy to assume that other people experience the world the way we do. More specifically, it's very easy for white managers to assume that their colleagues of colour face the same basic set of challenges they do. On one level that's true… but on another level, these managers frequently contend with an atmosphere of tension, instability, and distrust that can be so frustrating they lose the desire to contribute fully or do their best work; they may even drop out altogether. One or two people were very kind to me when I was younger and I am enjoying being kind to some promising early career people in return"

P Caver & Livers (2001). Dear White Boss. Harvard Business Review

A three-year study comparing the experiences of minority (ie BME) and white professionals of equal standing in corporate America found there was a "two tournament" system of career advancement**[5]**. The study showed that talented white executives were fast tracked earlier in their careers than their black peers. While minority executives were able to catch up and even overtake the white executives at a later stage, many became disillusioned during the protracted early phase, meaning they either left or failed to realise their potential in the organisation. Those who successfully made it through this phase and even went on to surpass their white counterparts, consistently attributed their success (ie over and above promotion and other extrinsic rewards) to having access to a strong network of sponsors and mentors.

Similarly, research in the UK points to additional barriers BME employees have to overcome to progress in their careers and the importance of networking, increasingly so as they seek out leadership positions. Wyatt and Sylvester's comparative study**[6]** of BME and white managers working for a government department, for example, likens this to the "labyrinthian" experience of women leaders, whereby women have to circumnavigate continuous workplace challenges in order to progress their careers. In the case of BME leaders, Wyatt & Sylvester found that even though BME and white managers identified the same themes as critical to their career success, the BME managers also encountered barriers over and above those face by their white peers, making it harder to move up the organisational hierarchy. For example, visibility was seen as one of the four key themes for both BME and white managers but BME managers viewed this as a double-edged sword because of the potential be typecast or to stand out for the wrong reasons. BME managers have to tread carefully and develop a range of strategies if they are to make their way successfully through the labyrinth.

Another study**[7]** of looking at the experiences of B(A)ME staff working in the Civil Service highlights the diversity of their experiences. Research participants reported positive and negative experiences and the motivational drivers and barriers to progression from which four "broad brush" categories emerged:

1. Talented, confident, go getters.

2. Aspirational, career focused.

3. 'Undervalued, stuck in a rut'.

4. 'Loyal, long standing.

5 David A. Thomas. "Race Matters". Harvard Business Review. April 2001.**2** Wyatt, M., & Silvester, J. (2015). Reflections on the labyrinth: Investigating black and minority ethnic leaders' career experiences. Human Relations, 68(8), pp. 1243-1269.**3** Ethnic Dimension Research and Consultancy. 2014. Identifying and Removing Barriers to Talented BAME Staff Progression in the Civil Service.

This is useful because it indicates how interventions that either enable or block promotion can vary according to how BME employees are perceived. Anecdotal evidence in the study showed that participants in group 1, for example, did not see their ethnicity as an issue (possibly because their socioeconomic background was similar to their white peer group) but that there was still an acute awareness of an 'old boys' network' at the top which contributed to a non-inclusive culture.

Higher education has its own share of problems with identifying and holding onto BME talent. A review of literature on the experiences of ambitious BME employees makes for grim reading[8] and, according to the ECU, "the lack of presence of BME staff in senior roles, and their feelings of marginalisation and, in some cases, deliberate exclusion from training and development opportunities, impede their careers and stymie their progress compared with that of white colleagues".[9]

Key issue

Fewer BME leaders means fewer role models for aspiring leaders and can marginalise those in leadership.

Wyatt and Sylvester argue that the BME voice is missing from accounts of BME leadership and (as with women) it is important to understand "the leadership journeys of BME employees, with the barriers they experience representing the complex twists and turns of the labyrinth"[10]. The appointment of Baroness Valerie Amos as director of SOAS, University of London has been described as "a landmark moment for UK higher education"[11]. So much so that at the time of writing, the number of BME VCs and senior leaders barely register in the staff statistics published by the Higher Education Statistics Agency. [12] (Professor Max Lu was appointed President and Vice-Chancellor of University of Surrey in April 2016). The underrepresentation of BME leaders at all levels in the sector, but especially at senior levels, results in an over-emphasis on "hyper-visible"[13] examples like the BME vice-chancellors along with the disproportionately small number of BME staff in senior positions; it gives a skewed picture of the diversity of experiences of BME staff, positive as well as negative. This is a point well made by in a talk entitled "The Danger of a Single Story", where the eminent Nigerian writer and author Chimamanda Ngozi Adichie cleverly illustrates how less powerful individuals and groups can be reduced to a single narrative often based on negative stereotypes.

Click here to see a video of Adichie's talk: "The Danger of a Single Story".

Key issue

A lack of appreciation of BME career capital means organisations lose out on the rich social and cultural capital of a proportion of the workforce.

While considered 'early career' or aspiring leaders in HEIs, many BME employees will be well established, high achieving leaders in their communities, in civic society, faith groups, etc. These are skills and attributes that BME staff utilise in their day jobs and that are of benefit to all in the organisation, with many BME students and work colleagues finding the presence of BME leaders and the added value they bring particularly welcome. Despite this and other research showing that the strategies minorities develop to work within the dominant culture are often associated with leadership[14], this much needed cultural capital may go unnoticed or is undervalued in leadership circles.

There have, therefore, been calls for greater and more transparent monitoring of BME progression in higher education[15]. In addition to quantitative data, a deeper exploration of the human stories that we recognise as a career journey can shine a light on the ongoing and often exhausting success and survival strategies many BME staff have to deploy over time in order to realise their leadership aspirations.

8 Equality Challenge Unit. 2011. The experience of black and minority ethnic staff in higher education in England. **9** See 8. **10** Wyatt, M., & Silvester, J. (2015). Reflections on the labyrinth: Investigating black and minority ethnic leaders' career experiences. Human Relations, 68(8), pp. 1243-1269. **11** See Black and ethnic minorities still have mountains to climb in higher education. **12** See British universities employ no black academics in top roles, figures show - HESA data may be rounded or suppressed for data protection purposes. In this case data was rounded to zero. **13** Ahmed and Swan (2006) in ECU (2015).

Key issue
White leaders must share the stories behind their stories.

"Organizations need to require and help white managers to be more comfortable in sharing some of the unspoken and unwritten rules and laws of the organizational culture" **Dickens and Dickens (1999) The Black Manager**

Formal accounts of the career journeys of white leaders are not hard to find, by virtue of their numbers if nothing else. However, Diversifying Leadership participants (and BME employees in general) consistently express their need to understand the 'hidden rules' of leadership, in other words the stories behind the white leadership stories. Typically, what is being referred to is limited (or complete lack of) access to the events, discussions, opportunities, meetings, etc. that lie outside the more formal structures of their organisations and where the 'secrets' to promotion are revealed. Access to informal networks serve to demystify what it is that white leaders get up to after hours. When confined to the 'out-group', BME employees can find themselves working very hard without the same rewards enjoyed by their white peers.

Sponsors can help by opening up some of their social networks to their protégés so that they can claim their own leadership space, swap stories with white leaders and debunk any myths. That said, access to informal networks must not just be reserved for the chosen few. Sponsors working in institutions where there is a failure to address the structural barriers to progression are likely to face accusations of "lighttouch and self-serving interactions".[16]

How can a sponsor play a critical role in helping to shape the future direction of their protégé's career journey?

"Senior executives should be transparent about their own job history so that those wishing to follow in the footsteps of those who have succeeded can see the pathway that has been followed" **McGregor-Smith (2017) Race in the Workplace**

A career can be described as "the evolving sequence of a person's experiences over time"[17] It is the joining up and 'sense-making' of these key experiences that creates a person's story "and contributes to decision-making in relation to leadership journeys at work"[18]. In other words, stories are "[a] collection of career transitions and lived experiences".[19] Sponsors will not be fully aware of the career journeys and protégés, understandably, may be reluctant to share their most difficult experiences. The pre-requisites for a meaningful discussion on career journeys, therefore, must be an understanding of the four pillars as discussed in module one [20] and the initial conversation as discussed in module two.

The process of comparing career journeys with your protégé can result in new ways of looking at their situation, a deeper understanding of your protégé's career journey and, ultimately, more informed and considered career interventions. This is an example of the "intellectual teamwork"[21] called for in order to pave the way for meaningful and long-lasting change. Sponsors often speak of seeing something of themselves in their protégé; similarly, the act of comparing career journeys with your protégé is, according to career counsellors, "a process of engaging with each other's worlds as a way to see ourselves in their eyes"[22].

The Storied Approach comes from the Constructivist school of thought and has been used by career counsellors for "revealing, unpacking and building the client's story"[23] Some argue narrative approaches work well with minority groups because the methods used are more engaging and more effective in addressing barriers to success. The following two examples are methods used within career counselling that can be used as tools to frame a discussion with your protégé.

14 Warren Bennis and Robert J. Thomas. 'Crucibles of Leadership' Harvard Business Review (September 2002 issue). **15** Bhopal et.al. BME academic flight from UK to overseas higher education: aspects of marginalisation and exclusion. British Educational Research Journal. Vol 42(2), April 2016 pp 240-257. **16** 'Miller, P. 'White sanction', institutional, group and individual interaction in the promotion and progression of black and minority ethnic academics and teachers in in the promotion and progression of black and minority ethnic academics and teachers in England. Power and Education 2016, Vol. 8(3) 205– 221.

Activity 1: Life line narrative

One way to facilitate a discussion about career journeys in the context of leadership is to create a career life line. The purpose of the lifeline is to identify significant points – positive and negative – in a career journey and reflect on them in a purposeful way in order to make decisions. The process involves constructing, deconstructing and reconstructing the story of the career journey to determine the best way to move forward.

Below is an illustration of a partially complete career life line for an early career researcher. The vertical axis represents the degree of satisfaction arising from each event (from low to high) and the horizontal axis represents the time period covered (by age or dates). Some of the events considered to be key in the researcher's career to date are indicated by an 'X' and labelled. The dotted line indicates the neutral point: events plotted above the line are those that resulted in a high degree of satisfaction (i.e. they were positive and/or had a positive impact on their career) and those below the line resulted in lower degrees of satisfaction (i.e. they were negative and/or had a negative impact). Once the events are joined up to create the life line, a picture of the researcher's journey begins to emerge; this acts as the catalyst for the discussion that will reveal if the career progression is as it first appears to be.
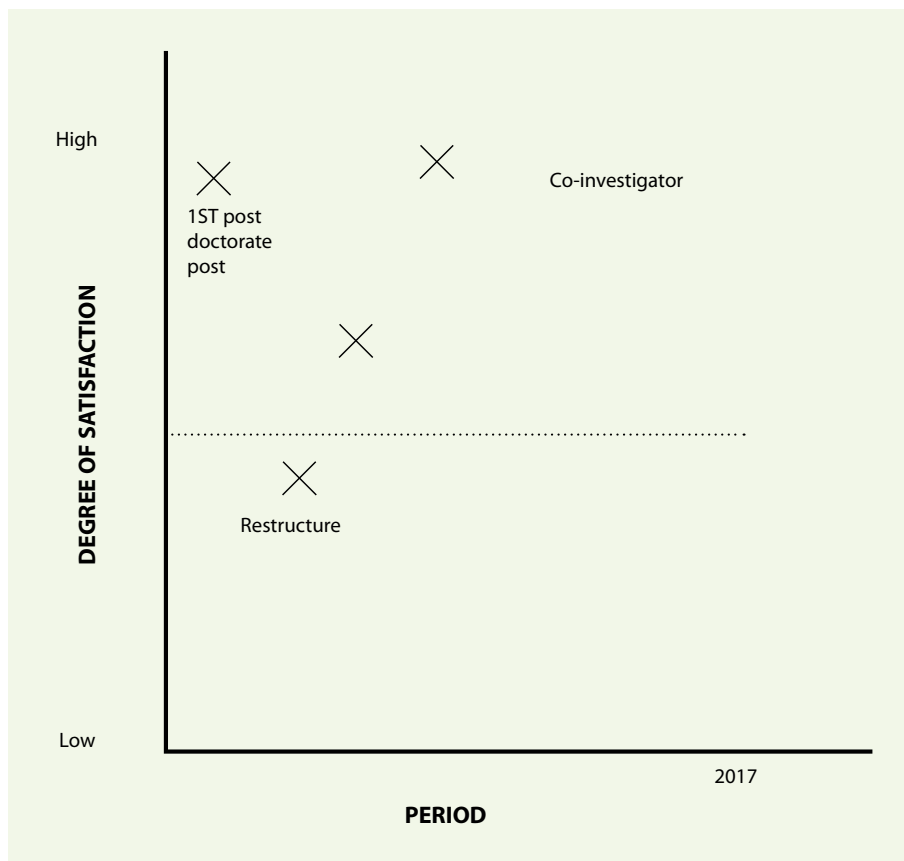
17 Arthur et.al in Wyatt, M., & Silvester, J. (2015). Reflections on the labyrinth: Investigating black and minority ethnic leaders' career experiences. Human Relations. **18** Wyatt & Sylvester (2015). **19** Stebleton, M. J. Narrative-based career counselling perspectives in times of change: an analysis of strengths and limitations. Journal of Employment Counselling, June 2010. Vol 47(2). Business Premium Collection p.64. **20** Trust, honesty, communication and commitment.

An example of a career life line for an early career researcher:

How to create your career life line

1. Think about significant events in your life that have influenced your career, either directly or indirectly. They are likely to be a combination of positive experiences (e.g. promotion to manager/ senior lecturer, HEA fellowship, successful delivery of a major initiative, etc.) or negative experiences (failure to get promotion, redundancy, poor performance rating, etc).

2. Using the above illustration as a template, create your own life line graph (ideally A3 size paper, landscape orientation).

   The scale on the vertical axis can be 'low' to 'high' or 1 to 10.

   The time period on the horizontal axis can be based on your age (25 years, 30 years, 35 years, etc.) or dates (2000, 2005, 2010, etc.)

   Insert a dotted line halfway between the 'low' and 'high' to indicate the neutral point.

3. Having thought about some key events (6-10) in your career to date, plot and label each event according to the degree of satisfaction derived and the time period when the event occurred.

4. Connect up the points to create your career life line.

You can complete your life line with your protégé or separately. Having done so, meet with your protégé to compare both life lines and have a purposeful discussion. Sponsors unsure of how to guide the conversation may find the following structure[24] a useful reference:

Objective level questions e.g. What do you notice about your career journey? What happened immediately before/after? Who helped you? What barriers did you face?

Reflective level questions e.g. What could you have done differently in this situation? What was it that made this event a success? What most excited you? What made it difficult?

Interpretive level questions e.g. How would (this new job opportunity) move you towards your longterm goals?

Decisional level questions e.g. what would you like to do next? What are your priorities? Why choose this job over another?

21 Rush, E. A. and Douglass Horsford, S. 2009. 'Changing hearts and minds: the quest for open talk about race in educational leadership', International Journal of Educational Management, (4) pp. 302-313. 22 See 18 (Wyatt & Sylvester (2015). 23 Brott, P. 2004. 'Constructivist Assessment in Career Counselling', Journal of Career Development, 30 (3) pp189-200. 24 Stanfield, B. 2000. The Art of Focused Conversations. Canadian Institute of Cultural Affairs.

Activity 2: CV analysis

Given that a curriculum vitae (CV) is an account of one's qualifications and career, another useful way to develop your understanding of your protégé's career journey (and vice versa) is to share and compare How to create your career life line 1. Think about significant events in your life that have influenced your career, either directly or indirectly. They are likely to be a combination of positive experiences (e.g. promotion to manager/senior lecturer, HEA fellowship, successful delivery of a major initiative, etc.) or negative experiences (failure to get promotion, redundancy, poor performance rating, etc) 2. Using the above illustration as a template, create your own life line graph (ideally A3 size paper, landscape orientation) The scale on the vertical axis can be 'low' to 'high' or 1 to 10. The time period on the horizontal axis can be based on your age (25 years, 30 years, 35 years, etc.) or dates (2000, 2005, 2010, etc.) Insert a dotted line halfway between the 'low' and 'high' to indicate the neutral point. 3. Having thought about some key events (6-10) in your career to date, plot and label each event according to the degree of satisfaction derived and the time period when the event occurred. 4. Connect up the points to create your career life line. your CVs. Your protégé will appreciate a robust critique of their CV (i.e. free of the 'protective hesitation' referred to in module 2), in addition, a more narrative approach where you review and discuss CVs together, can help both parties to unpick some of the "surface level clues[25]" of the CV, such as the reason for a sideways move rather than promotion. So, not only can this provide "the opportunity to identify and address discrimination and micro-aggressions that may have been experienced… in previous employment situations[26]", it also creates a space to reframe past experiences and work collaboratively to plan future career moves.

How to understand your protégé's career story through CV analysis

1. Start by looking at your own CV with an overly curious eye. Use different coloured highlighter pens to emphasize the roles you most/least enjoyed. What would a reader say about your career history? Are there any clues to your personal interests, values and motivations in your CV? What made you decide to apply for your most recent post when you did?

2. Share some of your initial observations and reflections with your protégé.

3. Look at your protégé's CV with the same curious eye. What might account for each job 'choice'? What do you notice about the tone of voice used to describe the job roles listed (impassioned or detached)?

4. Referring to their CV, ask 'process' questions that will encourage your protégé to tell their career story e.g.
   • If your CV were a book what would the title be?
   • If each job was a chapter in the book, what would they be called?
   • If you could rewrite a chapter, which one would it be?

5. Listen for and ask your protégé to Identify any heroes (career enablers) and villains (career blockers).

6. Help your protégé to reframe (ie rewrite) their career story by following up with reflective and interpretive questions (see life line activity).

7. Help your protégé think about their next career steps, eg by asking

   If you could rewrite What would the new story be?

   What is the title of your current chapter? How does it pan out? What is the name of your next chapter?

   What do you need to do to ensure this chapter unfolds as planned?

25 Rebecca L. Toporek and Cliff Flamer. The resume's secret identity: a tool for narrative exploration in multicultural career counselling. Journal of Employment Counselling, March 2009; 46, 1: Business Premium Collection. **26** See 22 - Wyatt & Sylvester (2015).

As with the life line, there are several ways to use CVs as a storytelling tool; the aim, again, is to have a purposeful conversation by asking insightful questions. Working in this way means that the CV moves from being a functional list of activities and tasks to a tool to explore values, interests, skills and career motivations[27].

What next?

Chimamanda Ngozi Adichie reminds us that while "Stories have been used to dispossess and to malign… stories can also be used to empower and to humanise"[28]. The conversations you have with your protégé are a catalyst for change and the tools presented above can be used periodically throughout the sponsorship relationship to review progress. By exchanging stories, you will have a better understanding of the career enablers and barriers your protégé has encountered in their career journey to date? How can you support your protégé going forward? How can you manage their expectations while recognising their ambitions?

Summary and useful references

Module three - Summary

- Research shows that BME employees need success and survival strategies for career progression over and above those of their white counterparts.

- With that in mind, sponsors and protégés will benefit for comparing and contrasting their leadership journeys.

- Using a narrative approach can help to unpack surface-level challenges and reveal solutions.

- The insight gained from understanding and comparing career journeys can enable sponsors to make more informed interventions to support their protégés.

Module three - Key References

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28 See The danger of a single story.

04. The tallest poppy: visibility and the double bind

Summary

In this module sponsors will be introduced to some of the challenges and complexities BME employees can face when trying to increase their visibility to managers and senior staff in organisations. Sponsors will also learn, according to research, about the type of networks successful BME managers' access, followed by suggestions on how to explore this issue with their protégé.

The tallest poppy: visibility and the double bind – is module four of five in the Sponsorship Toolkit. An overview of all five modules can be found here.

Introduction

"The skills required to conquer adversity and emerge stronger and more committed than ever are the same ones that make for extraordinary leaders".
Bennis & Thomas 2002

Warren Bennis (1925 – 2014) is widely regarded as a pioneer of the contemporary field of leadership studies. In their seminal Harvard Business Review article 'Leadership Crucibles' he and his collaborator Robert Thomas argue that while there is no one simple answer as to how great leaders come to be, they suggest that it has something to do with the way people handle adversity. For the leaders they interviewed, 'crucible' experiences were ones that tested them deeply but from which they emerged stronger and surer of themselves and of their purpose[1]. Although there are a range of crucible experiences, one of the most common in the research involved the experience of prejudice. Prejudice is something that many protégés will have experienced but they may not have been able to reframe this as a possible leadership development experience. Bennis and Thomas found that leaders whose crucible experiences had 'made them' rather than 'broke them' had four skills:

- the ability to engage others in shared meaning;
- a compelling and distinctive voice;
- integrity and commitment to their values; and
- adaptive capacity – the ability to grasp complexity and be resilient.

'Voice' and 'visibility', though, can be a double-edged sword for BME aspiring leaders. Instead of being seen as compelling and visionary, BME staff that speak up about discrimination and injustice can find themselves labelled as 'trouble makers' and their organisations miss out on the added value 'BME talent' can bring.

In the following section we shall explore the research on the complexities of voice and visibility that can derail BME aspiring leaders.

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1 See: https://hbr.org/2002/09/crucibles-of-leadership.

The double bind of visibility and voice for black and ethnic minorities in the workplace

Key issue

Negative voice is a career limiter.

People have agency – they are not just passive recipients of their context and situation - they can act to change things. Proactive personality is a measure of an individual's proclivity to take action to influence their environment. In the context of careers proactive staff are more likely to engage in career management activities such as seeking out job and organisational information, sponsorship and career support and to persist in the face of career obstacles[2].

A two year longitudinal study testing the link between proactive personality and career success found that this influence was mediated through four factors: innovation (new ideas for solving problems); political knowledge; career initiative and 'voice' (which can be defined as ranging from "expression of constructive challenge intended to improve rather than merely criticise" to "challenging the status quo"). Whilst the first three factors had a positive relationship with career success, there was a negative relationship between career success and 'voice'[3].

Voice was found to be negatively associated with career success because managers who were challenged felt they were being criticised. If the use of voice was correlated with the use of innovation, however, it was not a career limiter. This finding suggests that if individuals propose solutions when they raise or identify problems then they are not perceived as overly challenging.

If we apply this research to the types of experience at work many BME staff encounter we can start to understand at least part of the double bind faced by BME aspiring leaders. There is every likelihood that most BME staff will face barriers based on race at some point in their careers. It is probably not surprising that those BME individuals with the strongest leadership and proactive characteristics can also be those that also end up using 'voice' as they try to raise awareness and campaign for change in their organisations.

However, if this use of voice is experienced negatively they can also find themselves labelled as 'trouble makers', a reputation that will severely limit their careers. Other BME colleagues who have seen what happens when challenges are made to the status quo avoid being associated with those who do – for example not wanting to be involved in BME networks which means they are depriving themselves of valuable contacts (see the networking section later).

Key issue

Not sharing aspects of their identity to avoid making their ethnicity salient can result in BME individuals limiting their career capital.

Some BME individuals try and constrain what they say in work contexts but if it goes too far it can result in people masking aspects of themselves that would create a good impression. For example, on a leadership development programme in which two of the participants came from the same team, one of the participants, a black woman (let's call her Charmaine), spoke quite eloquently about the difference in treatment between herself and her white colleague (Jane). It appeared that Jane was being encouraged to apply for promotion and received noticeably more encouragement and support from her line manager. When I probed a bit further it became apparent that although Jane might have benefited from sharing the same ethnicity as their manager (they were both white) what mainly signposted Jane as a future leader to her line manager was all the fundraising events she ran for cancer research.

2 Crant, J. Michael. "Proactive behavior in organizations." Journal of management 26, no. 3 (2000): 435-462. 3 Seibert, S. E., Kraimer, M. L., & Crant, J. M. (2001). What do proactive people do? A longitudinal model linking proactive personality and career success. Personnel psychology, 54(4), 845-874.

Charmaine felt bitter about this because she felt constrained – because of the negative diversity climate[4] in the institution - from sharing all the work she did for the Stephen Lawrence Charitable Trust. Charmaine was worried that if she talked about her work with the Stephen Lawrence Charitable Trust she would also end up sharing the full role she played in the black community outside work. She felt uncomfortable doing this because she was worried about being labelled an 'activist'. Ideally Charmaine would have given her colleagues the benefit of the doubt but she had seen the hostile reaction towards a colleague of hers who was always bringing up issues around race and discrimination. They eventually had to leave the organisation and Charmaine did not want a similar experience to happen to her.

Key Issue

Visibility can be a double-edged sword.

"As an African-Caribbean man, I have to be very careful. If I am loud, I get viewed as aggressive and if I'm quiet then I am seen as too laid back. You become mindful of how you might be perceived by others."
Civil Service 2014

In an article written following the first series of 'The Apprentice' TV show in America (hosted by Donald Trump) the researchers contrast the approach taken to visibility by the two African-American participants through the lens of their academic research on the issue.[5] One black contestant took a high visibility 'standing out' approach and the other a low profile 'blending in' approach. Both styles have particular implications for BME aspiring leaders.

To be spotted on the 'talent horizon' you need to stand out so it would make sense for aspiring leaders to be advised to make sure they overtly demonstrate their leadership qualities – to be assertive, confident and to take charge. However, according to Blake-Beard and Roberts this advice may backfire. They propose that as a minority you already stand out just by virtue of being different. (See for example 'Tale of O's' written and narrated by Elizabeth Moss Kanter[6] which demonstrates what happens when the minority 'O' stands out from the majority 'X's').

Due to the effects of being a 'token' (the only one of your kind), adopting a strategy which further increases their visibility may mean BME aspiring leaders become 'hyper visible'. This can lead to a hostile reception from those around them due to the complex influences of stereotyping and unconscious bias which can affect people's perception of others.

Stereotypes are not just descriptive – they are also prescriptive[7]. So they do not just describe the characteristics people are expected to have but also how they should behave. When people act in ways that are counter stereotypical – even when (all things being equal) these behaviours could be seen as positive, it can still be unsettling and uncomfortable for people. Often people will be in touch with these feelings but will misattribute why they are feeling them and end up disliking the individual who is seen as provoking these feelings.

4 Hurtado, S., & Ruiz, A. (2012). The climate for underrepresented groups and diversity on campus. American Academy of Political and Social Science, 634(1), 190-206. **5** Blake-Beard, S. D., & Roberts, L. M. (2004). Releasing the double bind of visibility for minorities in the workplace. Boston: Center for Gender in Organizations, Simmons School of Management. **6** Kanter, R.M. 1977. Men and Women of the Corporation. New York, NY: Basic Books. **7** Kandola, B., & Kandola, J. (2013). The Invention of Difference: The Story of Gender Bias at Work. BookBaby.

The 'think leader – think white male' stereotype is alive and well[8] so when women and minorities demonstrate leadership qualities they pay a likability penalty; confidence is experienced as arrogance, sharing achievements as bragging, and seeking opportunities as not knowing their place[9]. However, the alternative strategy of 'fading into the background' is equally unlikely to be unsuccessful. Although it may lend itself to a more collaborative and participative style of leadership, in the final analysis when situations need someone to be decisive the person adopting this style may not be seen a leader people can have confidence in[10]. In their article, Blake–Beard and Roberts suggest that BME aspiring leaders take an approach they call a 'tempered visibility'. They suggest that leaders who have tempered visibility are ones who:

- know how to pick their battles and when to concede in order to win the war;

- have repertoire of strategies for ensuring that people pay attention to their competence and character - rather than racial stereotypes;

- know how to speak eloquently on a position and how to translate what matters so multiple constituents can hear their message;

- are visible enough such that their views are respected and heard, yet not so visible that they are seen as "whining," "angry," or someone with a "chip on their shoulder."; and

- are able to work constructively with others to bring about change.

As the sponsor of a BME aspiring leader you can play a critical role in helping your protégé to navigate these tough choices. What are the battles that it is important to fight? What are the ones to let go? Sponsors can model how to frame challenges so that people can listen rather than react defensively. As a senior manager, although your tactics, skills and knowledge of how to navigate the political side of organisational life may have been learnt in different arenas, they nevertheless will be highly relevant to the challenges your protégé has to navigate.

Key issue
BME aspiring leaders may be less willing to use a full range of political strategies.

"There's still a glass ceiling whether I like it or not. I've been around here and I've seen people that are from minorities and they seem to find it quite difficult to climb; politics has really pulled them back"
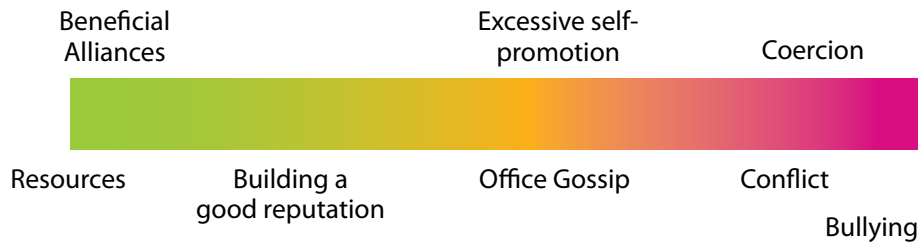**Participant 34, Male, Black African (Wyatt 2017)**

Wyatt in her Toolkit for employers on Ethnicity and Politics at Work [11] defines workplace politics as "the behaviours and processes that are used to allow people to compete for power, influence and resources." Workplace politics can span from the negative – 'Machiavellian' tactics such as by-passing formal channels, lobbying and ingratiation – to positive behaviours such as influencing, networking and negotiation. However, BME staff who have either been at the receiving end or witnessed negative political behaviour can find any behaviour that smacks of being disingenuous and manipulative as a violation of their values and morals. The reality is in order to be a successful leader one needs to understand what makes people tick, how to influence opinion and how to engage people to cooperate with you.

In her earlier research, Wyatt found that white employees use both formal and informal systems at work in tandem to highlight their talent. So not only are they doing their work effectively they make sure that "they develop a reputation for performing effectively", ensuring their achievements are recognised. Wyatt suggests that senior manager 'story telling' can increase awareness about the importance of politics skill and how to progress by using formal and informal routes to success.

8 Koenig, A. M., Eagly, A. H., Mitchell, A. A., & Ristikari, T. (2011). Are leader stereotypes masculine? A meta-analysis of three research paradigms. **9** Livers, A., & Caver, K. (2003). Leading in black and white: Working across the racial divide in corporate America (Vol. 26). John Wiley & Sons. **10** Fletcher, J. K. (2004). The paradox of postheroic leadership: An essay on gender, power, and transformational change. The leadership quarterly, 15(5), 647-661. **11** Ethnicity and Politics at Work, Wyatt 2017.

Politics in Organisations

Beneficial Alliances		Excessive self-promotion		Coercion
Resources	Building a good reputation	Office Gossip	Conflict	
				Bullying

Research by psychologists on what makes up political skill suggests that it has 4 facets[12]:

- **Social astuteness** – ability to comprehend social situations and to accurately interpret the social behaviour of others and their own.

- **Interpersonal influence** – appearing pleasant and productive to associate with and having a subtle but convincing interpersonal style that can powerfully influence those around them.

- **Networking ability** – being good at developing a diverse network. They create and use opportunities effectively.

- **Apparent sincerity** – the ability to display high levels of integrity, authenticity, sincerity and genuineness.

It perhaps does not take too much a stretch of imagination to see why for BME aspiring leaders' political skill can be challenging. Unconscious and conscious bias means that the interpretation of interpersonal behaviour can be ambiguous (Is X person being difficult because they are difficult with everyone? Or is it because of my ethnicity?) One of the key things a sponsor can do is to share insights around the behaviour and motives of the ambiguous interpersonal situations their protégé can face (Yes X is difficult with everyone – and the way I have handled him in the past is to... Or X is fine with most people so perhaps there might be a degree of unconscious bias occurring - let's explore how we might tackle this situation).

Included in the range of behaviours that come under the heading of 'interpersonal influence' is the ability to preserve a degree of emotional detachment while persevering to achieve a goal. In other words, being able to keep one's cool and not become frustrated. However, if one feels one has been treated unfairly maintaining that equanimity be a tough challenge. The ability to network will be hindered by the 'protective hesitation' referred to in module two which interrupts natural rapport building[13] meaning that social encounters may always remain fairly formal and slightly awkward. Finally, apparent sincerity may feel very disingenuous to ethnic minorities who may have been at the receiving end of behaviour that thinly disguises the real feelings and opinions of others. They may feel it is inauthentic to emulate 'two–faced' behaviour. The reality is, however, that protégé's will need to strike a balance between the need to be political and sticking to their values so that they can both be comfortable and achieve their career goals[14]. Being able to explore these issues with you their sponsor will be an important means of them achieving a viable conclusion to their dilemma.

12 Ferris, G., & Davidson, S. (2011). Political skill at work: Impact on work effectiveness. Nicholas Brealey Publishing. **13** Gabarro, J. J., & Thomas, D. (1999). Breaking through: The making of minority executives in corporate America. Harvard Business School Press, Boston, MA. **14** See: https://hbr.org/2015/01/the-authenticity-paradox.

Key Issue

Successful minority executives have network contacts both with people from their own ethnicity and with white contacts. Unsuccessful minority executives only have network contacts with predominantly white contacts[15]

Networking helps peoples' careers because it not only provides an opportunity for individuals to get social and emotional support but also because it gives them the opportunity to get instrumental support. The instrumental functions of networking include the exchange of information and expertise but it also includes developmental functions such as political access, career guidance, getting stretch assignments and exposure to senior management. Rather than rely on one person to supply all of these benefits, individuals with effective networks have contacts with a number of different people and across a number of different levels in the organisational hierarchy.

Given that most senior managers are white males it might be expected that BME aspiring leaders who want to be successful should focus their efforts on networking with their majority group colleagues. Research that explored the networks of successful minority executives in comparison to the networks of minority managers whose careers had stalled found the opposite[16]. Successful minority executives in fact had two types of contacts in their networks[17]one consisting of other minorities and the other consisting of white majority group members. Stalled executives' networks principally consisted of contact with white members. Why would having a diverse network in addition to the white one convey such an advantage given that much of the power and influence in organisations rests in white hands? The explanation is that since other BME staff were spread across a range of functions within the organisation and across the sector as a whole it gave their networks more breadth providing the opportunity to get information and have influence across a wide range of functions.

According to network theory it will be the people who are at the edge of our network who will have access to information that is different to that we already have access to[18]. While having contact with influential white connections within the organisational hierarchy is important and a key role of a sponsor is to facilitate this, BME aspiring managers should also be encouraged to develop their connections with other minorities.

15 Gabarro, J. J., & Thomas, D. (1999). Breaking through: The making of minority executives in corporate America. Harvard Business School Press, Boston, MA.
16 Gabarro, J. J., & Thomas, D. (1999). Breaking through: The making of minority executives in corporate America. Harvard Business School Press, Boston, MA.
17 Ibarra, H. (1995). Race, opportunity, and diversity of social circles in managerial networks. Academy of management journal, 38(3), 673-703. **18** Ibarra, H. (1993). Personal networks of women and minorities in management: A conceptual framework. Academy of management Review, 18(1), 56-87.

Activity: Network Analysis

You can facilitate a discussion about networks with your protégé by asking them to carry out a network analysis. The purpose of the analysis is to identify which contacts provide social support and which contacts provide instrumental support. The next step is to indicate (1) how influential these contacts are and (2) how diverse they are. Once this is mapped out you and your protégé will be in a good position to see where the gaps are and to develop a strategy for filling them. Below is an illustration of a network of a BME aspiring leader.

Example of a BME junior manager's network

The rectangles represent people that 'Bola' goes to for careers support, the circles who he goes to for social support. The stars represent people who have influence in the organisation and the shaded areas represent those people who share the same ethnic background as Bola. Finally, the thickness of the lines connecting the different nodes of the network represent how strong or weak is the connection that Bola has with them. Bola may also want to explore the intersectionality of race and gender and in that case, he would need to identify the people who also share the same gender as him. Analysing this diagram, we can see that all of his social support is provided by contacts who share the same ethnicity as him. Bola also has few connections that provide him both social and instrumental support. (Network contacts that provide both are the ones who most likely to 'go the extra mile' to help Bola.) If you were the white senior sponsor of Bola you might conclude that it would be very helpful to include Bola in any social events you were attending with his white instrumental contacts in order to help him get to know them on a more personal level.

How to carry out a network analysis

Step 1:

Identify who you network with for career resources e.g.
• Information about job openings
• Career guidance
• How to develop skills

Identify each person with...

Step 2:

Identify who you network with for social support (these can be the same contacts as step 1)

Identify each person with...

Step 3:

Identify who you network with for organisational resources and influence (these can be the same contacts as step 1)

Identify each person with...

Step 4:

Now shade in each shape which represents a person that has a similar ethnicity to......?

There are a range of activities that can be used to help your protégé fill the gaps in their network and strengthen ties. Here are some examples:

• Introduce your protégé to new contacts at social events

• Invite your protégé to be your guest at your professional association dinners or events

• Invite your protégé to attend a key conference as your guest

• Arrange for your protégé to shadow you on committees and senior management meetings

• Arrange for your protégé to be involved in key projects

• Encourage your protégé to be involved with working groups involved with organising events such as black history month

• Publicly support an event your protégé is leading on

Summary and key references

Module four - Summary

- Sponsors must understand how visibility and voice can both help and hinder the progress of BME aspiring leaders.

- In particular, just being known for identifying problems can be seen as being critical; proposing solutions can counter this impact. Sponsors can help their protégé's to reframe some negative experiences to their advantage.

- If BME staff aspire to senior leadership then they will need to be able to use political skills effectively. Sponsors can help their protégés navigate the political landscape.

- Carrying out a network analysis will enable both the sponsor and the protégé to identify any gaps and to develop a strategy for strengthening the protégés network.

Module four - Key References

Blake-Beard, S. D., & Roberts, L. M. (2004). Releasing the double bind of visibility for minorities in the workplace. Boston: Center for Gender in Organizations, Simmons School of Management.

Ferris, G., & Davidson, S. (2011). Political skill at work: Impact on work effectiveness. Nicholas Brealey Publishing.

Gabarro, J. J., & Thomas, D. (1999). Breaking through: The making of minority executives in corporate America. Harvard Business School Press, Boston, MA.

Ibarra, H. (1995). Race, opportunity, and diversity of social circles in managerial networks. Academy of management journal, 38(3), 673-703.

Wyatt, Madeleine (2017) Ethnicity and Politics at Work - Employer Toolkit. Documentation. University of Kent, Canterbury (Unpublished).

1 Seibert, S. E., Kraimer, M. L., & Crant, J. M. (2001). What do proactive people do? A longitudinal model linking proactive personality and career success. Personnel psychology, 54(4), 845-874. **2** http://www2.warwick.ac.uk/services/academicoffice/gsp/professionaldevelopment/pgrdevelopment/ #theme.

05. Mapping the journey-career planning

Summary

In this final module, sponsors will be introduced to a process of working with their protégé to create a five-year career plan. Building upon the action planning activities undertaken on the Diversifying Leadership programme, sponsors will be encouraged to collaborate with their protégé to identify future career opportunities and barriers and to identify how the sponsor may support the protégé going forward into the future. The aim will be to contract for a long-term relationship with key milestones identified when further support could be asked for and or offered.

Mapping the journey – career planning – is the final module of five in the Sponsorship Toolkit. An overview of all five modules can be found here.

Introduction

Key issue
Line managers can be a significant barrier to the career progression of BME staff.

Generally, individuals who manage their own career will be more successful in their career[1]. Institutions have comprehensive development programmes for post graduates, and lecturers offering numerous courses and resources on topics ranging from personal development to those that are more discipline specific. To take just one example, the University of Warwick's post graduate development programme offers 130 webpages of courses organised under 6 themes: broadening your academic skills; personal effectiveness; research evidence and governance; developing your academic profile; impact and public engagement and career development[2].

Many institutions will also have similar programmes for professional and support staff. Again, to take one example at random, the University of Bristol have a range of courses covering personal and professional skills, managing people and teams, leadership and strategy, wellbeing and projects and opportunity. So many and so wide ranging are these courses it would be impossible for any one person to attend most of them. The challenge when it comes to career progression, therefore, is to decide which courses are relevant (and of those which are important to take) versus which would be simply nice to have.

Ideally, it would be the employee's line manager who would help them to identify areas for development and any new information and skills critical for them to learn in order to perform their role effectively. Unfortunately, research suggests that the more dissimilar an employee is to their supervisor the less likely they are to be perceived as effective[3]; this in part explains research findings that suggest line managers can be a significant career barrier for BME staff. Further, in a recent research report[4] ECU found that the proportion of white male respondents (61.5%) that had been encouraged or invited to apply for promotion was considerably larger than the proportion of BME female respondents (47.8%), BME male respondents (48.6%) and white female respondents (49.0%) who had been directly encouraged or invited to apply for promotion. Similarly, the gap between male and female respondents' ratings of how much their department encouraged them to undertake activities that contribute to their career development was particularly pronounced amongst BME respondents, with BME men reporting the highest levels of encouragement and BME women reporting the lowest. BME women were also the most likely to feel that they had an unsupportive line manager and that senior department staff were inaccessible to them. Notably, BME women were the least likely to report feeling that their appraisal was valued or useful to their department.

3 Tsui, A. S., & O'reilly, C. A. (1989). Beyond simple demographic effects: The importance of relational demography in superior-subordinate dyads. Academy of management journal, 32(2), 402-423. **4** ECU (2017) ASSET 2016: experiences of gender equality in STEMM academia and their intersections with ethnicity, sexual orientation, disability and age. http://www.ecu.ac.uk/wp-content/uploads/2017/04/ ECU_ASSET-report_April-2017.pdf

Proactive career management is particularly important for BME staff because they cannot rely on their institution to support them in this area, as demonstrated above. The sponsor can play an important role, not only by helping their protégé to reflect on their career(s) to date and plan for the future, but also by identifying where the sponsor could potentially use their influence to unlock opportunities[5]. 'The Five Year Career Plan' provides a useful approach to doing this.

The Five-Year Career Plan

The five-year action plan process consists of three key steps, starting with you asking your protégé to identify the role they want to be doing in five years' time. They then research the CVs of individuals currently doing that role; this enables them to analyse what steps successful individuals have taken to get where they are. Finally, ask your protégé to compare the results with their current CV. The gaps they identify will help them to identify what their short and long-term career goals need to be. We will now look at each step in more detail.

Step One: Identify their future role

Ask your protégé to identify the role they ideally would like to be doing in five years' time. While there is a need to be realistic, they should be selecting an aspirational role. Ask them to find individuals currently doing this role and whose career they particularly admire (one of which could be their sponsor!). Ask them to track down this person's CV and/or capture the information that would be on their CV. For academics, this information is often contained on their profile on their universities websites. For professional and support staff, global professional networking site LinkedIn could be a useful source of information. Ask your protégé to find out the information under each of the headings in the table below.

Table one: Information to be gathered on role models (Adapted from Laker & Laker, 2007)[6]

Academic role model	Professional and support role model
Education	Description
Research activity & interests; grants obtained	Professional Experience
Publications & conference presentations	Education
Awards	Volunteer/administrative/pastoral activities
Teaching & administrative experience	Memberships and professional associations
Voluntary/ pastoral roles	Referees and connections
Referees and collaborators	

5 Davis, D. R., & Maldonado, C. (2015). Shattering the glass ceiling: The leadership development of African American women in higher education. Advancing Women in Leadership, 35, 48. **6** Laker, D. R., & Laker, R. (2007). The five-year resume: A career planning exercise. Journal of Management Education, 31(1), 128-141. **7** ECU (2017) ASSET 2016: experiences of gender equality in STEMM academia and their intersections with ethnicity, sexual orientation, disability and age. Page 128. **8** https://hbr.org/2014/08/why-women-dont-apply-for-jobs-unless-theyre-100-qualified.

Step two: CV analysis

Ask your protégé to analyse the difference between their CV and those of their role models. Ask them to use the suggestions below - helpfully organised into four career-related areas - to guide them. Once your protégé has carried out their analysis, ask them to put together the CV they envision to be one they would draw up in five years' time.

1. Suggestions to guide the analysis of role model's professional track record

a. Ask your protégé to identify the types of roles (and grants, publications and awards for academic staff) their role model has done to progress to their current role.

b. Suggest they identify and reflect on the pace at which their role model moved from one role to the next. (Women for example, can have a tendency to only apply when they feel they have 100% of the requirements on a person specification. This means that they apply for promotion at a slower rate than white men[7];[8]).

c. Drawing on the sponsor's (i.e. your) experience help your protégé to identify which of these roles were crucial 'stepping stones' towards the role models current position.

d. Explore with your protégé what specific tasks or responsibilities are required to do this job in an outstanding way?

2. Suggestions to guide the analysis of volunteer, administrative or pastoral roles

a. The key to these value-added roles is they demonstrate leadership and organisational citizenship type behaviours (individual discretionary behaviours that are outside of their formal job descriptions[9]). DL participants are encouraged to reflect on their understanding of leadership throughout the programme; as they work on their career plan with you, it may be helpful for your protégé to revisit the question: what is leadership and where do I show it'?

b. In Module Four of the toolkit the double bind of visibility for BME aspiring leaders was explored. Ensure your protégé is identifying all of their achievements in their personal life which would enhance their professional reputation. Explore how they could promote these.

c. Explore what additional voluntary and administrative roles would enhance their CV and improve their strategic networks. For example, volunteering to join the committee of a professional association can provide the opportunity to work with more senior people by organising conferences and similar events.

d. Consider whether there are administrative and discretionary behaviours they should either consider dropping or make sure they are receiving due recognition[10]. BME staff and women in roles where they are underrepresented will often talk about having to do their 'role model job' in addition to their day job and the 'hidden costs' that can occur[11].

3. Suggestions to guide the analysis of referees and collaborators

a. Most people's first reference will be from their current employer – this is fairly straightforward. The person who agrees to be the aspiring leader's second referee, however, can be a demonstration of the quality of their connections within a particular discipline or sector. Professional and support staff protégés could explore their role models' connections in LinkedIn (see above), for example, to see who is in their network.

b. Academic staff protégés could analyse their role models' co-authors of journal articles, grant applications and co–presenters at conferences to see the breadth and depth of their connections. Work with your protégé to help them develop a strategy for raising their profile at conferences and for developing national and international collaborative relationships.

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9 Yadav, P., & Punia, B. K. (2012). Organisational Citizenship Behavior: A Review of Antecedent, Correlates, Outcomes and Future Research Directions. International Journal of Human Potential Development, 2(2), 01-19. **10** Barrett, P. S., & Barrett, L. C. (2013). Promoting positive gender outcomes in higher education through active workload management. **11** Deiana, M. A. Research Report: Hidden Costs of Being a Female Academic. https://www.qub.ac.uk/schools/media/Media,424063,en.pdf.

c. Protégés should ask themselves what they would want their referees to be saying about them in five years' time and then consider what those referees would say about them now. They would then work with you to identify what they need to do to fill in the gaps. The network analysis described in Module Four would also be a useful source of information to inform this discussion.

4. Suggestions to guide the analysis of education and qualifications

a. Contextual factors within higher education institutions mean that disproportionately fewer BME students obtain good degrees (defined as 2:1 or a first) **[12]**. They are also less likely to obtain their degrees in Russell Group universities **[13]**. For progression in academic careers in particular this can represent a significant career barrier. Ask your protégé to identify what qualifications their role model has and when and where did they obtain them. Where there is a gap between the qualifications of their role model and their own support your protégé to think strategically about what their next steps could be to close this gap if this is seen as crucial.

b. Conversely, research on BME managers in Local Government found they were significantly more likely to have Masters Degrees than white male managers (Alban-Metcalf 20014) **[14]** These qualifications, however were not a guarantee of promotion. An interesting factor your protégé may want to identify is who is actually paying for these higher qualifications: when the institution pays it can mark the individual being out as being 'one to watch' on the talent horizon. Encourage your protégé to find out the talent management plans and strategies at their institution.

Step three: Developing a career action plan

Protégés determine their long-term goals by mentally subtracting what is on their current CV from what is on their five-year 'ideal' CV. Using these goals, sponsors can collaborate with their protégés to identify the shorter term specific milestones that they must achieve if they are to reach their longer term goals. Once they have identified their milestones they then need to draw up a SMART (specific, measurable, achievable, relevant and time-bound) action plan to achieve them. This will also help you as sponsor to more clearly identify where you might be able to apply your 'organisational capital' most effectively. The final Five-Year Action plan should cover a lot more than just obtaining specific roles or qualifications. It can help your protégé to sign post:

• The risks they may need to take
• The opportunities they need to seize
• The connections they need to make
• The battles worth fighting and those that can be ignored
• The allies, sponsors and connections they need to make
• The image they need to promote

Career change?

Developing a five-year career plan may result in your protégé realising that the reason for their dissatisfaction with their current career is not just because their career has stalled but because they are actually in the wrong career. It is beyond the scope of this toolkit to go into depth about what should be done in this case, but the following resource is an excellent guide for individuals who find themselves in this circumstance: Ibarra, H. (2004). Working identity: Unconventional strategies for reinventing your career. Harvard Business Press. Based on research by a leading scholar of people who successfully transitioned their careers into a new direction, it sets out clear guidance of the unconventional strategies needed to do this. Much of this guidance is counter intuitive and as such this book can help save months of wasted effort and frustration. A summary of the nine unconventional strategies has been included in the key references - see next page.

12 HEFCE 2015 Causes of differences in student outcomes http://www.hefce.ac.uk/pubs/rereports/year/2015/diffout/. **13** https://www.heacademy.ac.uk/system/files/bme_summit_final_report.pdf **14** Alban-Metcalfe, J. (2004a) Prospects: Diversity and the career progression of managers in local government. London: IDeA & LRDL

Summary and key references

Module five - Summary

- Given the career barriers encountered by many aspiring BME leaders, developing a five-year career plan with a sponsor is a systematic and strategic way to work towards career goals.

- Identifying the career milestones of the career role model enables protégés to map out a clear plan for achieving a similar career outcome themselves.

- A clear career action plan also enables sponsors to identify where they can best 'spend' their career capital and apply their influence to further their protégé's careers.

Module five - Key References

Ibarra, H. (2004). Working identity: Unconventional strategies for reinventing your career. Harvard Business Press. http://hbswk.hbs.edu/archive/3312.html

Laker, D. R., & Laker, R. (2007). The five-year resume: A career planning exercise. Journal of Management Education, 31(1), 128-141.

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