# Article information:

Full article: The personal and institutional impacts of a mass participation leadership programme for women working in Higher Education: a longitudinal analysis
<https://www.tandfonline.com/doi/abs/10.1080/03075079.2021.1894117>

# Article summary:

1. Leadership in higher education is a complex and shifting concept that can be enacted in various roles and domains.

2. Women academics in leadership positions engage in career-enhancing activities such as seeking feedback, coaching, and developing networks to overcome gendered barriers.

3. Women leaders resist stereotypically gendered behaviors and exhibit assertiveness, confidence, resilience, and negotiation skills.

# Article rating:

Appears moderately imbalanced: The article provides some useful information, but is missing several important points or pieces of evidence that would be required to present the discussed topics in a balanced and reliable way. You are encouraged to seek a more balanced perspective on the presented issues by exploring the provided research topics and looking at different information sources.

# Article analysis:

The article titled "The personal and institutional impacts of a mass participation leadership programme for women working in Higher Education: a longitudinal analysis" provides an overview of the concept of leadership in higher education (HE) and its relationship with gender. The article highlights the different discourses of leadership in HE, including positional, performance, practice, and professional role model. It also discusses the challenges faced by women academics in leadership positions and their strategies for career development.

Overall, the article provides a comprehensive overview of the topic and presents relevant research findings. However, there are some potential biases and limitations that need to be considered. For example, the article focuses primarily on women academics in leadership positions and does not explore the experiences of men or non-binary individuals. This narrow focus may limit the generalizability of the findings.

Additionally, while the article acknowledges that leadership can be expressed and enacted in different domains, it still emphasizes traditional notions of leadership associated with senior management roles. This bias towards hierarchical structures may overlook alternative forms of leadership that are more collaborative and inclusive.

Furthermore, some claims made in the article lack sufficient evidence or support. For instance, it is suggested that women leaders resist stereotypically gendered behaviors and are assertive, confident, resilient, and good negotiators. While these traits may be desirable for effective leadership, there is no clear evidence to suggest that they are exclusively or predominantly exhibited by women leaders.

Finally, while the article notes some potential risks associated with women's career development in HE (such as accusations of lacking commitment), it does not explore other possible negative consequences such as burnout or work-life imbalance.

In conclusion, while this article provides valuable insights into gendered experiences of leadership in HE contexts, it is important to consider its potential biases and limitations when interpreting its findings. Future research should aim to explore alternative forms of leadership beyond traditional hierarchical structures and examine a broader range of experiences across genders.

# Topics for further research:

* Alternative forms of leadership beyond hierarchical structures in higher education
* Gender experiences of leadership in non-academic fields
* Negative consequences of leadership roles in higher education
* Strategies for work-life balance in leadership positions
* Intersectionality and leadership in higher education
* Leadership development programs for underrepresented groups in higher education

# Report location:

<https://www.fullpicture.app/item/6db37c1ed5b1f13c86321b847e0466e9>