

Copenhagen Business School

MSc in Business Administration and Organisational Communication

Graduate thesis 2010

Barriers for Female Researchers Career Development and Advancement

- An intrinsic case-study at Copenhagen Business School

Barrierer for kvindelige forskeres karriereudvikling og forfremmelse

- Et indadrettet case studie af Copenhagen Business School

23 August, 2010

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DANSK RESUME

Specialet undersøger kvindelige forskeres karriereudviklingsmuligheder på Copenhagen Business School (herefter CBS) med fokus på barrierer for udvikling af deres karriere og avanceringsmuligheder. Der analyseres ud fra institutledernes perspektiv. Gennem en bred introduktion til den danske offentlige forskningssektor og en, i fremtiden, defineret mangel på forskere, foreslår afhandlingen at aktivere den store højt uddannede gruppe af kvinder, som Danmark allerede besidder og som ville være egnet til en forskerkarriere indenfor en nær fremtid.

Efter en analytisk diskussion af CBS' organisation, konkluderes der at CBS har ligestillingsproblemer og ikke har en for befolkningen repræsentativ sammensat forskerskare. Med afsæt i denne konklusion foretager afhandlingen et internt fokuseret subjektivt casestudie af CBS, baseret på teori af Robert E. Stake. Det empiriske materiale bygger på fire interview med fire forskellige institutledere af cirka 50 minutters varighed. Interviewene udsættes for en tematisk analyse som er funderet i Kamma Langbergs forskning af kvindelige karriere veje i den danske forskningssektor. Denne viden sammenkædes med organisationsanalysen og danner baggrund for konklusionen som agiterer for mere social baseret ledelse, og at glaslofts metaforen udfaset, da den ikke afspejler virkeligheden i en moderne videns organisation, hvor kvinder faktisk når toppen.

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Introduction

Management of diversity is a filling subject in modern management literature (Gatrell & Swan, 2008), one that is said to empower organisations with the last untapped resources available in society and thereby leveraging all of societies resources. It is paramount for countries trying to maintain a high level of competitiveness in the global knowledge society, that a highly trained labour force is maintained and cultivated. (Videnskabsministeriet, 2006) Inclusion of minorities is already occurring to some degree mainly due to political pressure, and organisations themselves trying to harvest all the available potential in the labour force, where there is high competitiveness towards recruiting and maintaining a highly educated labour force. Organisational willingness, all though currently very high, might be threatened by further global slowdown and the current recession.

Willingness towards diversity

Many organisations seek to include minorities in order to “do what is right” as a part of their social responsibility, and try to gain a competitive advantage in the global and local market place. Organisations do this by recruiting a diverse labour force to handle the diverse challenges presented in the global market place. As society becomes more multicultural there is also mounting political pressure to integrate immigrants into the labour force. Especially in a country like Denmark where the current situation, involving a mixture of historically low unemployment among academics¹, and a general fear of brain drain, leaves companies scavenging for qualified and highly educated labour. Even with the current financial crisis the need to retain a highly qualified labour force becomes more and more important. Innovative and highly skilled labour is very important to a knowledge company and loosing it is potentially devastating to a company trying to pull through a recession and staying ahead after it. Operating in an increasingly global market place, the individuals’ ability to comprehend more than one cultural identity is a valuable resource for cross-cultural

¹ Currently three and half percent (Akademikernes Centralorganisation, 2010)

organisations. Global nomads² are underestimated resources that companies have yet to fully explore and utilize in a globally demanding market. As the Mohamed cartoons demonstrate, a seemingly small decision made in Scandinavia can have a profound impact elsewhere on the globe.

The forgotten minority

Given all this pressure, especially the political pressure, it is interesting that a country like Denmark has lost focus on integrating another, rather large, minority in the labour force. One can argue that this minority has been an accepted part of the labour force for a couple of generations, but their advancement opportunities continue to be severely limited: They continuously find themselves passed over for promotion leaving them out of senior and management positions more often than not (Hausmann, Tyson, & Zahidi, 2008). They have lower wage equality (Danmarks Statistik, 2009) and their expected lifetime income is considerably lower than the average (Langberg & Graversen, 2008). Even politically this minority is underrepresented both in government and parliament (Folketinget, 2007) and not one has ever made it to elected head of state (Hausmann, Tyson, & Zahidi, 2008). As if this is not in itself a manifestation of inequality: This particular minority is overrepresented among professional and technical labour and in higher levels of education in Denmark, but yet still left out of senior positions (Hausmann, Tyson, & Zahidi, 2008). The minority even has full literacy (Hausmann, Tyson, & Zahidi, 2008) and cultural understanding. Their skills are so well proven that in tertiary education, this minority makes up the majority (Hausmann, Tyson, & Zahidi, 2008). With all this information factored into the equation it leaves this particular minority group even more discriminated. One could argue that this is not a minority group since they as a group encompass close to fifty percent of the labour force and general population (Danmarks Statistik, 2009). But however present they are in the labour force they do not have equality. Given the broad spectra on which they are lacking behind, one can hardly call them

² A Global Nomad, also referred to as a third culture kid, describes a person who has more than one cultural identity, either inherently or obtained by extended stays abroad. (Selmer & Lam, 2004)

fully integrated into the labour force of which they have been members of for more than a hundred years. Given the above some might find it appalling. Others will be surprised that the minority in question is women, and that they have not found equal rights after being members of the labour market for one hundred years. Now women are arguably not a minority within the population at large, but within the work force, women are treated like a minority. Given that the numbers quoted are from Denmark, it is tempting to think that the situation is not as dire other places, but this would be far from the truth. Denmark is ranked as the 7th best country in the world when it comes to equal rights and integration of women into the labour market according to 'The Global Gender Gap Report 2008' (Hausmann, Tyson, & Zahidi, 2008), leaving it to be one of the most equal places in the world.

Denmark as a nation has lost focus on equal rights for women; most Danes believe that equal rights have been achieved, and this is to a large extent true, at least on paper, you would be hard pressed to find laws or written practices that openly or actively discriminate women. The Danish approach has for the most part been one of equal access which has brought the country a long way towards equal opportunities (Folketinget, 2007; Danmarks Statistik, 2009; Hausmann, Tyson, & Zahidi, 2008). A contributing factor to this has been that Denmark until fairly recently was a homogenous society (Danmarks Statistik, 2009) and women were the only minority to integrate into the labour market. This has changed during the last 30 years and public focus has for the majority shifted towards the lack of integration of immigrants, both in society and within the labour force. Meanwhile our focus will stay on equal opportunities for women, and the fact that there does not seem to be equality. More specifically the interesting fact, mentioned above; that women are leading in participation within tertiary education in Denmark but, as will be apparent, not when it comes to higher research positions.

Equality in the Danish research sector

There are several reasons to focus on Denmark and tertiary education, more specifically the Danish public research sector, when it comes to gender equality; one is that there is actually a high proportion of women within tertiary

education (Hausmann, Tyson, & Zahidi, 2008). Another is that there seems to be no obvious answer to why women are still underrepresented among researchers especially higher levels of researchers (associate and full professors) (OECD, 2006). There are sufficient numbers of women in lower levels to fill positions, a scenario that is mirrored in the corporate private sector. Furthermore Denmark is actually behind many European countries when it comes to female researchers, as of 2005 only 26 percent of researchers employed in the Danish public sector were women. (Langberg, Flere kvinder i Forskning, 2004) In comparison, women represent 58 percent of enrolled students in tertiary education in Denmark (Hausmann, Tyson, & Zahidi, 2008) and 48 percent of the labour force.

The Danish government has specifically stated that it has ambitions of making Denmark one of the leading knowledge based societies (Sander, 2009). If this is going to happen Denmark needs to attract more PhDs and retain more researchers in the public sector. According to a study by the private think tank Forum for Business Education (2009) Denmark will only have 60 percent of the needed researchers within finance, business and law in 2030 if the current situation continues. One of the conclusions of the report is that there needs to be a focus on integrating immigrants and especially their descendants, to increase the fulfilment ratio. The Forum for Business Education's report (ibid.) is not surprising and confirms the notion that public focus on equality has shifted towards immigrants and non-ethnic Danes. This change of focus is, as stated above, not only premature but also fails to utilize the already existing resources the country has developed so far, a high proportion of educated women, that are potentially ready to move into the research sector. But given the numbers quoted above it is quite obvious that the Danish public research sector is not sufficiently capable of attracting, developing and retaining female researchers. This does not mean that the focus on immigrants that Forum for Business Education (ibid.) is trying to propagate is less relevant, than the gender equality issue. Most likely a combination of the two foci is needed if Denmark is to reach 100 percent of the needed researchers by 2030.

It is important for the development of society and the financial growth that the educated resources available for the country are leveraged. Denmark will in a very foreseeable future need more researchers. Therefore recruiting and retaining more women in public research is an important part of the organisational renewal process for universities, as well as private research based companies, if they are to strengthen their innovation and competitiveness. The focus on women in research is more than just a matter of gender equality; It is an actual need for future growth of society (Tænketank om flere kvinder i forskning, 2005).

To inquire further into why the Danish public research sector fails to recruit and especially retain female researchers, this study will focus on Copenhagen Business School (hereafter CBS) as a case.

Copenhagen Business School – A leader within business

CBS is interesting in relation to the topic in several ways. First the newly published research study from Forum for Business Education (2009), documents that there is an imminent lack of finance and business researchers, an area where CBS excels both domestically and internationally (Appendix E). A second reason is that a brief look at the CBS Management information report from December 2007 (President's Office, CBS, 2007), confirms that among faculty only 1 in 3 are women and according to the report (ibid.) the situation has not changed significantly in the 5 years prior to 2007. As the updated headcount in next paragraph describes there was no significant changes in 2008 either. This makes CBS one of the less worse universities in Denmark when dealing with gender representation; this could mean that a form of “best” practice could be observed. Even though all Danish universities are public, and governed by the same laws and general directives, there are notable differences among Danish universities when it comes to equality and representation among academic staff. Therefore it is reasonable to assume that there are either organisational or historical-cultural reasons why these differences exist when the same rules apply to all, which leads us to the history of CBS.

A brief history and the current state of CBS

The Danish Society for Advancement of Business Education and Research (hereafter FUHU) founded CBS in 1917, promoting business education as opposed to apprentice- or traineeship, realising that the country needed a bigger supply of educated businessmen than the old system could supply (FUHU, 2009). FUHU was financially responsible for and in charge of CBS until 1965 when the Danish state nationalised CBS and made it a part of the national system of higher education. CBS became a self-governing institution referring to the Danish Ministry of Science, Technology and Innovation (CBS Communications & Marketing, 2007).

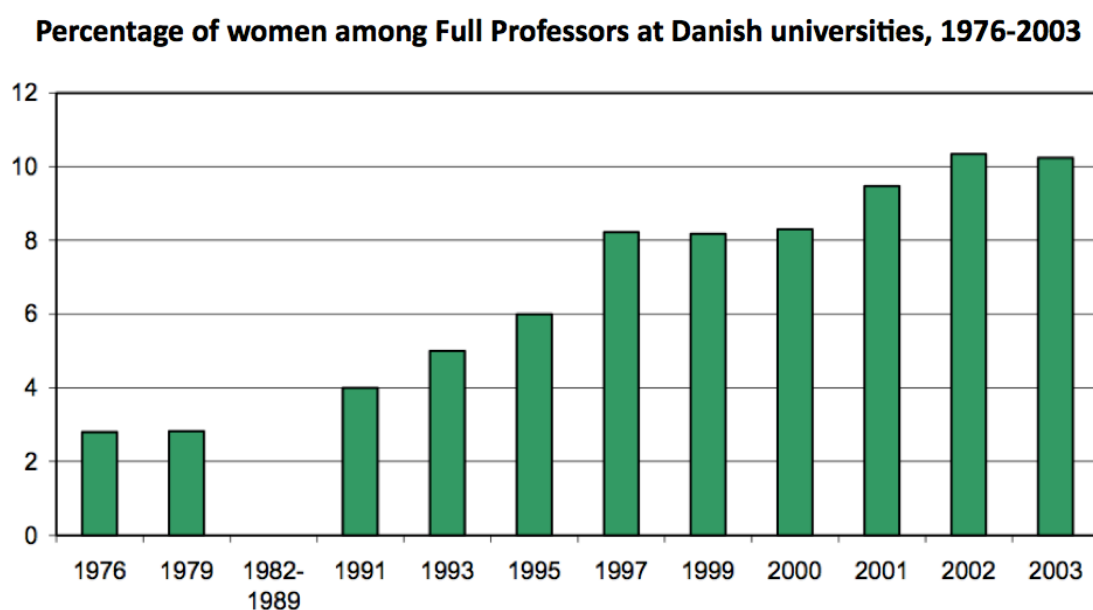
CBS has 16101 students and 2 322 employees of which 994 are administrative and 1 328 are academic (Appendix F & G). 530 of those 1 328 are full-time academic staff, the rest are part-time, mostly business professionals who teach. CBS differentiates itself from most other Danish universities by having a single faculty for the entire university. Instead of faculties, CBS is divided into 3 main branches, all residing under the President of CBS. The head of the 3 branches are: Dean of Education, Dean of Research and The University Director. Each is responsible for different aspects of the organisation. We will focus on The Dean of Research, Alan Irwin. The Dean of Research currently resides over 14 different departments, 17 cross-departmental research centres and all of the 1 328 academic staff and their work (CBS Communications & Marketing, 2007). Every department has a head and the academic staffs refer to their respective department heads.

Breaking down the full-time academic staff, there are 131 Professors, 182 Associate Professors and 62 Assistant Professors (Appendix F)³. Overall there are 35 percent women among the academic staff and there is a majority of men in all groups, but representational inequality differs from group to group. Among Assistant Professors, the most equal group, there are 38 percent women; where as only 35 percent of Associate Professors are women. The numbers show

³ There are also 22 Post.doc, 99 PhD students and 34 that fall outside of the other categories

that already from the outset there is representational inequality at CBS. This disparity is only deepened the higher up the academic career ladder one gets, resulting in only 18 percent female professors which is marginally higher than the national average from 2005 where a mere

12 percent of Professors were women within the social sciences (Langberg, 2008). The figures for CBS have not changed significantly the last 7 years, which is of some concern; neither have the national figures on representational equality.



Source: The Danish R&D statistics

Note: Information on female full professors in the period 1982 - 1989 is missing

Figure 1

Looking at **Figure 1** it is evident that there has been no significant progress since the feminist activist movement of the seventies and affirmative action. Both have all but died out, leaving stagnating figures and no positive development of scale since the eighties.

Research Design

Topic: CBS institute leaders handling of female researcher career paths and choices.

Research Question: What major areas of concern do institute leaders identify for female researchers career development at CBS, and how do they handle these areas of concern?

Purpose: To explore female researchers gender equality situation at CBS, and see how the people faced with administering equality at CBS is handling the situation.

Perspective: Managerial and human resource management/organisational perspective.

Type of study: Exploratory intrinsic within-site case study.

Research approach: Case study.

Theory of science: Focus on building the methodological framework for the case study rather than subscribing to one theoretical notion, my focus will be somewhat critical constructionist. This emphasis is based on this quote from Vaughan (1992).

“Because more than one theoretical notion may be guiding an analysis, confirmation, fuller specification, and contradictions all may result from one case study” – Vaughan, 1992, p. 175.

Theory: Organizational and gender theory, with thematic-analysis.

Case population identification: Theoretical stratified sampling of individuals and empirical bounded selection of institutes.

Participants: 4 institute leaders.

Instruments: unstructured interviews, covering specific topics, but not set questions.

Data-collection, primary: Interviews, (personal communication).

Data-collection, secondary: Reports on gender, equality and careers from CFA (Center for forsknings analyse), WEF (World Economic Forum), the Danish ministry of equality (Ligestillingsministeriet), the ministry of science (Videnskabsministeriet), OECD and CBS.

Analysis of Data: In-depth case description based primarily on secondary data; Within-case development of themes; thematic analysis of interviews.

Validity: Several areas of concern, among other justifying case population sampling.

Reliability: Applies primarily to secondary sources, reliability of interviews is a arguable matter.

Reading guide

The majority of the primary interview data collected is in Danish, however when presented in text this data is translated into English in order to give the reader an easier experience when reading through the dissertation. The original language quotes in Danish are found in the appendixes as audio files, each interview is labelled as a separate appendix. Direct references from the interviews will be marked with a timestamp referring to the minutes and seconds where the quote begins. Interviews are generally referred to as personal communication but in a thesis or dissertation the interviews are in accordance with the APA reference guide considered recoverable data for complete documentation (APA, 2001, chap. 6.02).

- Peter Kjær (appendix A)
- Dorte Salskov-Iversen (appendix B)
- Peter Lotz (appendix C)
- Lynn Roseberry (appendix D)

The overall theme of this dissertation is gender equality, and as a deliberate statement all pronouns, unless specifically referring to a named male, are feminine. This is done to both avoid clumsy constructions as s/he, he/she and he and she, and to challenge the neutral proposition that is encouraged when

writing in academia (APA, 2001 chap. 2.13) and thereby encouraging you to think about the taboos a neutral approach might nurture (Martin, 1990). In Danish there is only one non-gendered word for maternity and paternity, because of this and to bring focus to towards women, maternity leave is used to describe both.

Definitions

Young female researchers are identified as a group because they will likely be child bearing at some point of their pre associate professor level, often spanning from 25 to 35 years of age.

Equality is defined as there being equal rights and opportunities. This could be subdivided into 2 categories: **Legislative equality**, meaning that there is equality in the law, which is most often the case and almost always the case in Scandinavian countries. The other category is **organisational equality**; this defines the access to equal rights and opportunities within organisations this is a more difficult area to investigate since it is determined by organisation, culture and practices.

Representation is equality measured in numbers. The term alone does not say much about equal access or rights, but misrepresentation could be a symptom of systemic problems, as when only a third of academic staff in a country is female, when they comprise half the population and are, on average as a group, slightly higher educated then the rest of the population. Another example is that ethnic minorities make up 1 in 5 of the general population and less than 1 in a 100 of academic staff, which incidentally is also roughly the level of higher education within ethnic minority groups. Both are representational issues but stem from two very different issues.

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Case Study

A case in a case study is a bounded system. It is bounded by time and place and examines a system of events or likewise. To learn about these systems, multiple sources and forms of data are collected; statistical, interview, comparison data, etc. To obtain an in-depth understanding only a select few cases (within the case) are studied, every time one includes another object of examination in-depth knowledge is sacrificed.

Setting the context of the case requires the following: situating the case within its setting; physical, social, historical and economic. Also important is locating the case within a larger context: geographical, political, social, economic settings. CBS is a part of the Danish education and public research system. And thus governed ultimately by laws, regulations and financial endowments from the government.

It is therefore reasonably fair to assume that there are either organisational or historical-cultural reasons why these differences exist when the same rules apply to all. The latter reason is not going to be the subject of much further studies only deliberations where as organisational reasons will be analysed.

Procedures for conducting a case study:

1. Provide an in-depth study of a bounded system.
2. Ask questions about an issue under examination or about details of a case that is of usual interest.
3. Gather multiple forms of data to develop in-depth understanding.

TRIANGULATION

4. Describe the case study in detail and provide an analysis of issues or themes that the case presents.

5. In both description and issue development, situate the case within its context or setting.
6. Make an interpretation of the meaning of the case analysis.

The case study as qualitative exploration

Case studies are of value in suggesting complexities for further investigation as well as helping in refining theory and to establish the limits of generalization for specific issues. The purpose of this case study is not to represent the Danish public research sector but to represent the case and inquire if the dynamics identified on a national scale are in effect and relevant for management of academic staff at CBS. The methods used will be centred on the case and its subjects (interviewing) and only later take the interest of the general public research sector. The prime referent in a case study is the method by which the case operates, in this case CBS and how they operate in relation to advancement of female researchers' careers.

A case study as exploration leading up to generalization-producing studies, even an intrinsic case study can be seen as a small step toward grand generalization (Flyvbjerg, 2006). The case is used to supply insight into the issue of female researchers' advancement and possibly make the reader consider redrawing her generalizations on the subject; I will however make no such claims to redraw generalizations. I will try to uncover and communicate the complexities of CBS in relation to career opportunities and career planning for female researchers as seen by the department heads at CBS. I will seek out what is both common and particular to the case, but the emphasis will be on the particular.

The case study is organized around a small number of research questions. The issues or themes are action-cause related. The scope and limitations of the reporting of this case were designed to meet this statement; "What can be learned here (in this case at this time) that a reader needs to know?" (Stake, 1995) I have chosen the issues/themes in relation to what can be learned from the case study. The issues used to form and organize the study may not be the ones used to report it; this case was formed by the need for information, in relations to the issues outlined within the Gender studies field and Public

Research institutions in Denmark and then communicating them to the reader. The study becomes both a process of inquiry and the product of that inquiry.

What defines the intrinsic Case Study

Case studies are defined by interest in an individual case, be it a person, organisation or other bounded system, not by the methods of inquiry used to explore it. The case is a bounded system that needs uncovering; what is functional and what is dysfunctional or rational and irrational, both are important in the dynamics of the case, though most likely to be reported in most cases is the dysfunctional and irrational.

Defining my case study

In designing this case study, emphasize was brought on understanding this specific case and not to generalize beyond it. This type of study draws attention to the question of what especially can be learned about this single case. This is what is defined as an intrinsic case; the outer boundaries of the case are set, in this case female researchers at CBS. This does not mean that further boundaries and limitations of the study of the case are not necessary, but simply implies that the system is bounded. This is what Stake (1995) defines as an intrinsic case, which also in turn defines my choices within the case. The interest into CBS was originally invoked by my study abroad experience examining cultural minorities in Ecuador and New Zealand. Coming back to Copenhagen with a new passion for inequality studies, I found that CBS, a top tier rated management and MBA⁴ (WSJ, 2009) school, does not have a diversity program or a department for studies of inequality and diversity. This makes my immediate interest and probably ultimate interest into the case intrinsic. My offset was; where is the focus on inequality?

We cannot understand CBS as a case without its context and other similar cases. I personally spent the better part of a semester reading about and talking to people with knowledge within the field, to understand the context and how that influences my case and similar cases around the country. It is important to

⁴ 12th in the world according to Wall Street Journal

understand that CBS as a case is not chosen for its value as an instrument to provide greater knowledge about the field as such, but to create a deepened understanding of the inner workings of CBS and how female researchers and their careers are viewed by CBS, more specifically management in the form of department chiefs. This means that the case is of interest in itself. It is not instrumental to understanding how the context works, only to understand how gender inequalities at CBS unfold.

Case population

There was a large population of theoretical possible cases, and a small subpopulation of accessible cases. This limited the case selection to the final selection. For representational purposes the epistemological opportunity might seem small, but there is important things to be learned from the selected sub cases, even if they do not represent the entirety of CBS. The sub cases still give us valuable insight into the decisions faced by department leaders. The notion, that one can investigate every decision to be made, is utopia and equals writing a manual for life. This is quite a daunting and impossible task. The potential to learn from the selected sub cases outweighs the, arguably impossible within the given constraints, task of representativeness. The choices of departments are made to ensure variety within the case and not representativeness.

The reason for choosing to investigate the department leaders is that their actions and thoughts represent the official CBS, as they are the direct line between the dean of research and the researcher. Their way of dealing with representational gender equality in their respective departments becomes a reflection of CBS' gender policy, maybe not by choice but by actions taken.

For the average researcher, the department leaders are the de facto representatives of management/the dean at CBS.

Participants and contexts

The situations or individual respondents are embedded in a number of contexts that is of interest to their interview data, not just the obvious historical but also economic, social, political and ethic. The case is singular but every department and therefore respondent will be treated as subsections of the case, at least for

contextual purposes. This makes the knowledge gathered very situated. The goal of the case study is not presenting a finite report on the complexities of the case, but to describe the case in sufficient descriptive narrative so the reader can draw his or her own conclusions. As presenter of this case study, this paper and therefore being the author, I have responsibility for the reader's interpretations of the case study; therefore presenting a case study that is true to its population is my ethical responsibility as an author.

The phenomenon and context

The phenomenon in this case is given; there is a lack of female representational equality. The subsections of this case are opportunities to study the phenomenon, but with the limited possible sample size, given the various limitations set fourth for this paper, random selection is not preferable. The sub cases were chosen for their representational quality. These institute leaders were all prone to, at some point in their career, having dealt with issues such as maternity leave, mainly due to the composition of their staff. Another sampling criterion was that some of the departments had a severe lack of female staff in some or all levels of staff.

Data interpretation and collection

The ordinary observations that are not necessarily thought of as gendered are interesting to the case study, because the lack of specific thought on gender in relation to the respondents position as department heads tells a story about the place of gender in the organization. The reality perceived by the respondents is socially, culturally, situational and contextual bounded, therefore the interactivity of functions and context surrounding them needs to be described in detail to empower the reader to understand the thoughts and actions of the respondents.

Issue development is expected to continue through to the end of the study.

Write up will begin with the preliminary observations and continue with the developed ones, allowing the study to pursue late developing issues, which could be of interest for the case. It is expected that some of the foreshadowed issues

will die off, some mature and others be taken to higher or new levels of complexity.

The issues identified by Kamma Langberg (2008) encompassed in the mobility and representational equality issues themes and will be clarified by triangulation of the multiple perceptions that exists; it is not triangulation of data but of issues and perceptions of these. Acknowledging that no observations or interpretations are perfectly repeatable. Triangulations also serve to clarify meaning by providing and incorporating the different ways of viewing the case. (Silverman, 1993)

An experiential case study as this one facilitates the experience of the actors as well as the experience of studying the case; this is done predominantly with narratives and situational descriptions of case activity, issues and personal relationships. The ambition of this paper is to assist in the reader's construction of knowledge surrounding the gender issues for academic staff at CBS, and hopefully provide a piece of the larger national puzzle.

An effort of triangulation and replication is creating more objective knowledge from the subjective accounts by actors, and lures out experiential knowledge from opinion and preferences of the individual actors. Even though through the best of efforts, more will end up being pursued than was volunteered, and less will be reported than was learned. As a researcher wanting to tell the whole story is impossible; The whole story exceeds anyone's knowing and anyone's telling. Telling lots or telling little is a subjective choice. Neither necessarily provides a better understanding of the case, but might unnecessarily complicate it or make it boundary less.

Designed comparison between this case and other cases is not the goal; it is seen as limiting knowledge gathering in the case because it competes with learning about the particular case, or what Geertz (1973) calls the "Thick description" of the case. Instead Geertz views comparisons as a powerful grand epistemological tool that is very useful in fixing attention on one or few attributes, but in opposition to the thick description. This obscures any knowledge that fails to facilitate comparison; instead he propagates the thick description; an in-depth

description of the case and its actors, from charisma of actors to recent staffing changes. Designed comparison often becomes the focus of study as opposed to the case itself. (Geertz, 1973) The interested reader with intrinsic interest will learn more directly from the thick description than from comparisons to other cases. This is not to say that comparisons should not be drawn, simply that comparison is best put in the hands the knowledgeable reader.

“Because more than one theoretical notion may be guiding an analysis, confirmation, fuller specification, and contradictions all may result from one case study” – Vaughan, 1992, p. 175

Linking Langbergs research within the Danish Public Research Sector and the subjective observations and notions of the department heads is a key strategy to relate CBS as an intrinsic case to its wider position in the Danish Public Research Sector and society.

Organisational shortcomings

Lets delve into the numbers at CBS. CBS has an underrepresentation of women among their academic staff. The disparity, not surprisingly, increases the higher you get up the academic career path. This is consistent with hierarchical inequality, which is the most commonly observed gender inequality that occurs (Gatrell & Swan, 2008). This would suggest a couple of issues within CBS and the Danish public research sector in general. There is no substantial research done into the gender issue specifically at CBS, but on a Danish national level there exists a fair amount of research; looking at career paths and organisational shortcomings of the Danish research sector, both public and private. Kamma Langberg has done research into what she describes as the leaking pipeline metaphor (Langberg, 2006b). The conclusion of her research is that the leaking-pipeline metaphor does not sufficiently explain what is going on in the public Danish research sector. However Langberg's (2006b) focus on career paths is interesting, because there does seem to be issues reaching higher levels of the career ladder, especially at CBS. The continued focus of this research will be on the career path of academic employees at CBS in relation to the organisational demands that CBS require for advancement of an academic career.

In organisational research metaphors are important, as they shape the way we conceive problems, hence a lot of organisational research focuses on metaphors. This also makes the choice of metaphor regarding how we describe women's inability to rise up the career ladder, a very important one. A very common metaphor when looking at hierarchical inequality, like we see it at CBS, is the glass ceiling metaphor (Gatrell & Swan, 2008), which unfortunately has become a standard in the political debate.⁵ The glass ceiling metaphor might have had some justification in past times where there were no women in higher levels of hierarchical structures in society, today it severely disrupts gender equality issues because women are making it into senior management positions and full

⁵ A search for glass ceiling in the last years (searched performed 08-05-2009) written news yielded 51 relevant hits in Denmark, that is roughly 1 a week

professorial positions among faculty. The major problem with the notion of a glass ceiling and research that favours this notion is that subsequent solutions try to solve one problem; getting women above the ceiling.

Modern research on gender discrimination suggests that it most often occurs as subtle but pervasive attitudes and actions that collectively, disfavour women in their career advancement (Gatrell & Swan, 2008). However as Eagly & Carli (2007b) point out they are not necessarily cumulatively. This is why, except in the most extreme cases, gender discrimination is difficult for both sexes to observe and comprehend. Which leads to other metaphors being used. A study at Harvard University (2005) exposed metaphors like "lifting a ton of feathers" or "the chilly climate", to describe the working environment and gender discrimination occurring at Harvard University (2005). Another more recent publication (Eagly & Carli, 2007a) focusing on women and their careers towards management uses the metaphor "navigating a labyrinth", implying that given enough time you can navigate to a management position. This is a more accurate metaphor implying that there are several challenges to be overcome, seemingly insignificant when viewed one by one, but very limiting when applied in multitude as institutionalized, pervasive, and systemic in the organisation. The challenges form a pattern of powerful but unidentified assumptions and attitudes that work systematically against women (Gatrell & Swan, 2008), what I like to call the Gulliver⁶ effect, which restricts the individual;

"I attempted to rise, but was not able to stir: for, as I happened to lie on my back, I found my arms and legs were strongly fastened on each side to the ground; and my hair, which was long and thick, tied down in the same manner. I likewise felt several slender ligatures across my body..."(Swift, 1735)

Held back by hundreds of strings that on their own would not be noticeable, but when experienced systemically severely hampers ones movement up the career

⁶ Gulliver's Travels (1726, amended 1735) is a novel by Jonathan Swift that is both a satire on human nature and a parody of the "travellers' tales" literary sub-genre. In part one Gulliver is captured by a nation of small people (literally 15 cm tall) who tie him down until he reassures them of his good behaviour, thereafter he becomes a favourite of the royal court of Lilliput.

ladder. It is important to understand that unlike Gulliver who was purposely tied down, this is in the face of obvious general good will; it is not an assumption of Eagly and Carli's research (ibid) or mine that there are actual evil-minded forces at play trying to prevent women from gaining equality. This separates this research from earlier generations of gender studies and feminist approaches that had the notion that women were being actively discriminated against (Gatrell & Swan, 2008), which was in fact the case in the past. But after several affirmative action campaigns and political pressure up through the seventies this is no longer the apparent problem. Now the issues left are woven into the very social fabric that makes up the organisations.

Partial Conclusion

After evaluating the representational gender equality issues at CBS it is obvious that there is a hierarchical inequality. This is not surprising since it is the most common and arguably one of the easiest gender inequalities to observe. The metaphors of a glass ceiling and the leaking pipeline are incorrect and inadequate respectively. Glass ceiling is simply false because women are represented among senior staff and further studies to prove or disprove a metaphor that at first glance seems flawed and has further been thoroughly debunked by Eagly & Carli (2007a; 2007b) pointless to pursue further. The leaking pipeline has equally been scrutinised by Kamma Langberg on several occasions, but most forcefully in 2006. Her conclusion is definite and maintains that the metaphor is not representative for the Danish Public Research Sector and therefore CBS as an institution herein.

Gatrell & Swan's (2008) research also points to gender discrimination as a subtle and pervasive attitudes and actions that collectively, disfavour women in their career advancement. Something that Eagly & Carli (2007a; 2007b) concurs with this research and they add that the actions are not stacked against women trying to advance meaning that it more like wading through water than climbing a mountain. This is important because it means that overcoming gender discrimination is not an amazing singular feat, like passing glass ceiling, but more of a consistent long push. Unlike the observed hierarchical inequality this type of equality is difficult to detect and might even not be comprehended

by the very people practicing it. Unfortunately this also places the Gulliver metaphor at a disadvantage because the initial actions are not maliciously intended. However the several challenges to be overcome, seemingly insignificant when viewed one by one, but very limiting when applied in multitude as institutionalized, pervasive, and systemic in the organisation is still accurate enough. Even though the Gulliver metaphor could suggest that foul intent is in play I find important to stress that this is not the out set for the case-study.

Thematic Development

To conduct a thematic analysis of the interview data gathered, first a thematic framework has to be constructed. The construction bears witness to two distinct phases in the process of the case study; before and after the interviews were conducted. The thematic framework is divided into three levels each containing different themes; a primary level, a secondary level and last an operational level. The primary level was constructed before the interview data was gathered, so was most of the secondary level as it builds directly on the primary level. Both levels are primarily theory driven. The primary and secondary levels were guiding in structuring the interviews. The operational level was constructed after the interviews and is both a product of the primary and the secondary levels, but unlike those two levels the operational level also builds on empirical knowledge obtained during the interview process. The operational level is intended to be the practical analytical level of the thematic framework. Figure 2 displays the different themes identified within each level. The following 3 sections below explain in detail how the different themes were chosen and connected.

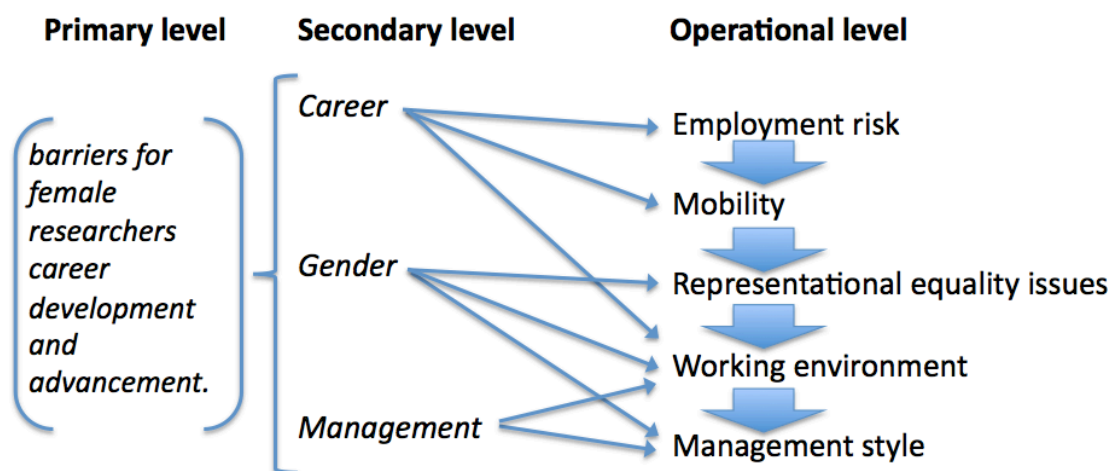


Figure 2

The Primary level

The primary theme builds directly on the problem formulation; therefore the primary theme builds on the same theory and empirical knowledge used to deduce the problem formulation. The primary theme is *barriers for female researchers career development and advancement*. The goal of this case study is to examine why female researchers make up so few of the Associate and full Professors. The approach chosen to do this is by looking into career development issues, based in large part on Kamma Langberg's (2005, 2006b, 2008) research into mobility and the leaking pipeline metaphor. The investigating perspective is applied to the department heads, giving the analysis a management focus. The conclusion is drawn from a managerial perspective and not from the female researchers themselves. This choice of perspective is important because it shapes the choices that go into the thematic framework, but also because previous research (Langberg, 2004a, 2004b, 2005, 2006a, 2008) has its focus on either the workings of the system or the researchers themselves. By looking at management I focus on how and why a specific approach is taken and justified. Had the focus been on the individual researcher a more bottom up approach would be desirable. This distinction becomes more apparent as the secondary and operational themes are identified. The primary theme was chosen early on in the process and has not changed significantly as the research progressed. The wording of the theme has changed slightly to make it keener.

The Secondary level

To explore and go into more detail with the primary theme, three secondary or subthemes were identified. This development was done fairly early in the process of the case study to maintain focus and with the intent to guide the research within the parent theme. This bounded approach to theme development (Stake, 1995) was chosen to avoid repeating previous research unnecessarily, but also to build on previous findings especially by Kamma Langberg (2004a, 2005, 2006a, 2008), who on several occasions studied gender and equality issues in the Danish public research sector. The subthemes were developed primarily before the interviews were conducted but were altered

both during the selection of respondents and after the interviews were finished, ensuring that the case study reflects the data obtained. The three subthemes are *career, gender and management*. The first two secondary themes, *Career* and *Gender*, are primarily based on theoretical deduction and empirical context of the case study and seem straightforward given the empirical context (Eagly & Carli, 2007a; Eagly & Carli 2007b; Gatrell & Swan, 2008; Harvard University, 2005; Langberg, 2006b; Swift, 1735) and theoretical setting (Eagly & Carli, 2007a; 2007b; Gatrell & Swan, 2008; Hausmann, Tyson & Zahidi, 2008; Langberg, 2004a; 2004b; 2005; 2006b; 2008; Langberg & Graversen, 2008; OECD 2006; Thomas & Ely, 1996) of the case study.

The Management theme was chosen because of its relevance to the respondents and their job. This theme was not developed until the interview process was underway and as a consequence is not a theoretical initiated theme, but arose from an empirically founded need. Management as a theme was brought in because it is important to recognise that the department heads are chosen among their peers to lead their peers (Appendix A, B & D), furthermore the position is time limited to 5 years which implies that the department heads are not career managers and may as such lack proper training (Appendix A & B). This makes the position very different from traditional middle managers seen most other places in both public and private positions (Eagly & Carli, 2007a, 2007b). There is however those who chose to make administration more of a career, opting to do more than just one term of 5 years (Appendix C), by default choosing to forgo the full Professor position. Therefore having a certain emphasis on management, both how the department heads see themselves and the stance they take to their positions becomes an important part of the case study. To examine management and leadership in a gendered perspective, more in-depth recently published research examining women's paths to leadership positions, is leveraged to bring a theoretical understanding of the findings (Eagly & Carli, 2007b).

The Operational level

Five operational themes for in depth analysis of the gathered interview data were identified. Three of the five themes were developed directly from the secondary themes supported by the findings of the interview data: *employment risk*, *mobility* and *representational equality issues* (see Figure 2). The remaining two were developed primarily based on the interview findings, accepting that the case study evolves during its course and therefore the framework needs to be able to adapt to this (Stake, 2005). The Working environment and management style themes were identified and developed to accommodate newly discovered issues during the interview process. These issues are unique to this case or have not been covered in detail by previous research within the public research field. The five operational themes have a linear coherence from *employment risk* to *management style* as shown in Figure 2. The operational themes build on one another by leading up to and complimenting each other. However they are not isolated themes, which can be used to conclude on the case by themselves. They were developed in context and should be understood and interpreted in context. This will be apparent later on towards the conclusion of the thematic analysis.

Employment risk

Employment risk is used as a term to cover several different aspects of risk in the career path of the female researcher. Risk within the career path at CBS is important because it disfavours CBS as a work place. During the interviews three different aspects of risk were identified; Career risk, unemployment risk and unspecific performance demand. Career risk is defined as specialisation in specific fields that hold little relevance beyond the academic field.

Unemployment risk is the actual risk of not having a job, which is increased, because of the time limited positions up until permanent employment as an associate professor. The last risk factor is unspecific or changing demands to job performance and output, especially publication demands. The identified aspects of risk are seen from the department heads and where they identify risk in their employees' employment. Risk is important because too much of it disfavours

CBS as a working environment, making candidates more mobile and willing to seek other opportunities.

Mobility

The mobility theme is based firstly on thematic development and secondly on an empirical notion on lack of mobility within CBS and Danish Public Research Sector. This decreases internal candidates' chances of attaining these positions (Langberg & Graversen, 2008). Secondly all interviewed department heads identify risk in transition from PhD to Assistant Professor and from Assistant Professor to Associate Professor. Especially the last transition has been described as a major issue. Foreign influx and risk creates a special recruiting environment and influences in different ways the representational gender issues within CBS.

Representational equality issues

This theme is directly based on the lack of female researchers identified within the organisational shortcomings chapter. The theme will be used to discuss the department heads' views of the amount of female researchers in their respective departments, especially if they attribute or relate issues or bonuses to the state of their respective departments. The representational gender issues theme ties directly into mobility and further back to the employment risk theme because it will be used to discuss if and how the identified issues and career obstacles disproportionately disfavours young female researchers.⁷

Working environment

Within this theme I will explore the working environment that is created by the demands of the organisation and the administrative systems in place to measure productivity output. More specifically I will discuss if the ABACUS time management system breed an egocentric or transactional working environment as opposed to a more communal environment. Eagly & Carli (2007a) argue that

⁷ The very premise of this theme is that there is gender inequality, understanding that notion is important because it was as an operational theme directly introduced to the department heads. It is also the only theme that came across as gender specific during the interview. This could influence their answers.

women fare better in communal based working environments; they also argue that for knowledge workers, the productivity output is higher in community-based environments.

Management style

Here, I will consider the management styles exhibited by the heads of the departments. The aim is not to critique their management styles, but to show how diverse they are and what that says about their department. I will look at the displayed leadership skills to determine if they are transactional or Communal management styles, and which management style is more prevalent among the different department heads. In response to the risks identified in the risk theme, all department heads mentioned their role as guiding or coaching, a trait that fall predominantly under communal management style.

Thematic Analysis

For ease of reading, the thematic analysis has been organised according to the operational themes and the order in which they are presented in Figure 2. Working progressively from employment risk towards management style, each theme will end in a deduction that brings out the key points of the theme for use in the analysis conclusion.

Employment risk

The identified aspects of risk will be discussed from early career risk that strongly emphasises choices and progress in the early parts of the career; over actual unemployment risk to high uncertainty; to the demands of the position, especially publication demands. These risks are candidate focused and will be presented in roughly that order; no clear separation is made because they are aspects of risk not individual risks. The combination of the above and their imminence gives a special career environment that will be discussed in the end of this section.

Early career risks

Several risk areas are identified by the respondents, especially when asked to draw a typical career path for a researcher at their department, both Peter Kjær

and Dorte Salskov-Iversen chose to emphasise the risks very strongly by directly drawing the risk as a part of the career path (Appendixes A and B). When asked to put in words the risks involved in an academic career, Kjær (Appendix A) expressed “If you choose the research way, [then] until you reach assistant professor, it’s clear that there is a limbo”. Kjær is not alone in expressing his concerns over the early stages of academic career. Peter Lotz (Appendix C) expressed the difficulty in knowing which PhD’s “to bet on”(sic); as department head he mentioned that this year he was not seeing a lot of potential in his PhD students nor had many of them expressed interest in a continued academic career and they (the department) were actively seeking to recruit externally and preferably from abroad (Appendix C). Dorte Salskov-Iversen mentions the post PhD until associate professor part of the academic career as difficult time for both the institution and the applicant. When asked how many assistant professors her goal was for the department, her direct response was:

That is probably the most difficult category to get rolling, it’s the most risk filled for both the individual employee and the institution. The individual employees that throws themselves into this [assistant professor position] and survives the jump, also becomes vulnerable in their choice of career, it would be sour experience if you didn’t get an associate professorship afterwards.

Not only does she imply that the Assistant Professor position is a difficult one to go through. Doing so also involves a career risk in that you have chosen a path and devoted time to something that might not have much relevance beyond the academic career field. This emphasis is something I will discuss further in the mobility section of this chapter. Another interesting thing this quote tells us is that there is a perceived risk for the institution as well, something that will be elaborated later in this chapter. This creates a high level of job risk early on for candidates that choose to follow an academic career. To understand this risk it is important to understand that the first two positions a candidate undertakes after completing her Masters are time limited and evaluation based. First the PhD and project where the candidates are expected to produce articles that can be submitted for publication before the degree is done (Appendix B and C). Then the Assistant Professorship, a three-year position, again with a high

publication demand that, according to Salskov-Iversen (Appendix B), is imminent:

The big challenge as an Assistant Professor is that there is very short time to demonstrate that you can do the international publication game that takes years. You could submit a manuscript and then it wouldn't get published until one and half years later, so the production process is very long and as Assistant Professor you need to have some goals in already during your first year if you are to have something to show after three years.

This implies that not only are the positions time limited but there is also a high level of pressure for performance early on. On this matter Peter Lotz really emphasized that structuring your career around the publication demand is a very good idea if not essential early on "It's much better doing your PhD as articles as opposed to a Monograph, you can start the publishing already during your PhD and draw some of that into your Assistant professorship." (Appendix C).

Unemployment risk

When planning a career within a specific field, employment risk usually plays an important part in the decisions making. If a certain career path is not stable enough or there is a lack of jobs within it, most often people will find other career paths (Currie, 2006). There is nothing to suggest that there is a risk of being laid off, but there is a rather large risk of not getting further employment, because of the time limited positions. A lot of the same criteria mentioned by Currie (2006) are also relevant for academic careers. This can be seen as a natural selection in a career path but it does discourage people with family responsibilities from pursuing a career within that given field. Peter Lotz directly expresses that it might impede women in their choice of career:

In many ways it's a job that on one hand is extremely well suited to be a women in, because it's very free and flexible, you can figure out that thing with children yourself. If you want maternity leave for a year; well who cares it's your own business. There aren't many assignments that run away if you are gone a year. Officially! But in reality the accreditation machine is running and it's expensive

to be away both internally but especially the international relations.... Where you loose momentum if you are gone a year. (Appendix C)

Lotz assessment is interesting in several ways: first he mentions maternity leave in what is easily characterized as an ostracising way, referring to it as “that thing with children”, a “thing” that he sees as a personal issue and not a department issue. He then goes on to elaborate that it is actually damaging to a career because the researchers accreditation is damaged because of the absence. Lotz (Appendix C) explains it like this: “Those projects that you had going a year ago aren’t necessarily relevant anymore; data could be outdated or someone else could have published about the same thing that you were working on”. There is no doubt that Lotz is making a very factual point that has great impact on the career path of especially female researchers. I will discuss this later in the representational equality issues theme. Secondly Lotz explains a career and organization where it is difficult to leave and come back. This ties directly into the employment risk. As discussed earlier, the early career path is filled with temporary positions where good performance is needed to advance, taking any leave of absence is not really an option, the academic career has to move forward. The last thing Lotz implies is the notion that there might be a false idea that an academic career is a forgiving career, where you can freely plan your own time. Salskov-Iversen (Appendix B) points to the same issue about maternity leave, but unlike Lotz points out that if dealing with a promising researcher she “would wait many years for her” but earlier in the interview she states: “There has to be solid signs of the competencies that are absolutely central for our survival, we cannot afford to offer employment to colleagues that don’t have a really good understanding of the track record [within publishing]” (Appendix B) thereby emphasising that there has to be a focus on career development. Peter Kjær (Appendix A) suggests that the experienced unemployment risk is not just an issue for women, and in talking about people leaving the academic career refers to a case just months before:

The man that left did so primarily because of family reasons, he thought he earned too little and had too uncertain working hours, too changing demands and too high insecurity in the job. They had just gotten a child and were buying

a house so he wanted some security so he chose a central government career instead. (Appendix A)

This case highlights the issue for further career development for the individual, when candidates who might be qualified choose to leave because of lack of employment stability. There is no real stability until minimum six years into the career. Salskov-Iversen (Appendix B) confirms this notion by explaining the stability that is achieved by reaching the associate professor level.

When we reach above this level, to associate professor, that's where we all relax and take a deep breath. It's wonderful when you get a person onboard as an associate professor, which means you can start working with a slightly longer perspective with the given person. (Appendix B)

As Salskov-Iversen emphasises there is a higher level of security when someone reaches the associate professorship level. The position is not time limited, which means that one can shift ones focus from performing, with the goal of achieving reemployment; to performing, to achieve further employment, much like an ordinary career-track (DeCenzo & Robbins, 2005).

High uncertainty to demands of position

Not only is there a high level of risk involved in attaining the positions required to advance ones academic career, but the demands within the different levels is also reason for concern among the department heads. Kjær says "In periods there has been great uncertainty among assistant professors, uncertainty also in the experience that the publication demands were increased" (Appendix A).

This uncertainty is created by increased and ever changing publication demands, demands that at current are being set forth by the President and the Dean of Research. There is no reason to believe that this is a current and unique situation for CBS, as all four interviewed department heads mention that the demands are ever changing and that the current Dean of Research has simply focused on more international journal publication (Appendixes A, B, C and D). This mounting pressure is also felt in the Department of Law. Lynn Roseberry (Appendix D) head of the department mentions that even they, who suffer from partly only being able to publish in select Law journals and often only in Danish

ones, are feeling an increased pressure to publish internationally. A difficult task given that the department's main focus is Danish corporate law. (Appendix D) Salskov-Iversen in a discussion about the publication demands for assistant professors aiming at an associate professorship says: "Pulling those publications home is just about the only thing that can convince 'the powers to be' (sic.) meaning Deans and the Principal, that here is something worth investing in." (Appendix B). During the process of drawing a typical career at the Department of Organization, Kjær refers to the Dean of Research as "shining his light down on the whole career" and continues with "everything at CBS is centralised to the Dean [of Research] and the executive team" (Appendix A).⁸ There are a couple of noteworthy observations to be made here. First it is interesting that two of the department heads refer to the Dean of Research and executive team as a higher power, not just in hierarchical form but almost in a religious way. Salskov-Iversen refers to "the powers to be" and Kjær talks of the shining light shed from above down on the career path of young researchers. Not going deeper into the obvious biblical references of shining light and a higher power, I found this to be a testimony to the lack of control the department heads themselves experience when trying to plan careers of their younger researchers and the department as a whole. The department heads might be heads of their department and to many young researchers their direct administrative leader, but even the department heads feel like someone else is making the final call and that they can only influence this decision, not make it (Appendix A). It is important to note that I am not trying to imply that the department heads are not calling the shots, far from it, but their view, as being subjected to a higher all deciding power, influences their way of leading. All four interviewed department heads saw their role as a leader to be guiding and coaching, something I will explore further in the management style theme. The aforementioned uncertainty relates directly to the advancement options of young women in academia. It is difficult to get a clear idea of what the demands are, both to excel within your level and to climb further up the career ladder, something that, until

⁸ CBS' executive team consist of the President, Dean of Research, Educational Dean and Campus Director

you reach Associate Professorship, is very much one and the same, due to the time limited positions. This is unlike more mainstream private or public positions where, Thomas & Ely (1996) points out, there is usually a clear distinction between advancing and excelling in a position, the later often being easier to do. In the private sector a female manager might excel in her position but advancing higher up is not a given, but the lack of advancement opportunity does not give her less job security (Thomas & Ely, 1996). Kjær (Appendix A) in relation to maternity leave during the Assistant Professorship, says that it is more than possible, but goes on to stress:

If your Assistant professorship de facto has become a five-year course instead of three-year course, because of two pregnancies, which is not unlikely. Then one could imagine that times change and what was good enough as a Assistant Professor when you started is no longer enough, suddenly the dean could have had new ideas. (Appendix A)

While it should never be assumed that leaving and coming back after being gone for six plus month is easy, something unanimously verified by all the department heads but most directly put in words by Lotz, who puts it bluntly: “in reality the accreditation machine is running and it’s expensive to be away” (Appendix C). Salskov-Iversen confirms this but underlines: “If I know I have a talented researcher running around and the person would have a child or two, which often happens, that I would wait for, I would wait many years for her” (Appendix B). As the above statements show maternity leave is not a problem as such, both Kjær and Salskov-Iversen emphasise that extra time is needed, where as Lotz directly says that it is a showstopper and that it will end up costing the female candidate on the accreditation scale. Something that Roseberry, when confronted with where to place the maternity leave, confirms, after some thought she says: “Associate Professor, but you would have to be quick with your PhD and assistant professorship. It’s incredibly hard” (Appendix D) being realistic about it she emphasises the need for a supportive family and an extension on the time needed. All parenting issues aside Roseberry says: “Just being away from the research environment half a year or more is hard, it’s really hard coming back” (Appendix D).

Deduction of employment risk theme

There are distinct aspects of risk in an academic career at CBS. This might not be a unique thing, but what makes it especially difficult is that it is a two-fold issue, not only are the positions time limited but there is a performance demand within the time limit, to succeed to the next level of your career. Young researchers at CBS are faced with a special in-career risk that is often not seen other places. Most careers, both public and privately, imply that you work towards something higher or progress towards something. Usually this progression is seen over time (Currie, 2006). If you are not actively pursuing your career, for the most part it means you are not going anywhere professionally. What the employment risk theme uncovers at CBS is that if you are not actively pursuing your career, not only are you not going anywhere, you are in fact damaging your career. The combination of the above risk aspects and their imminence creates a special career environment that disproportionately disfavours young female researchers that chose to have children during their academic career.

The employment risk theme is viewed from the head of the departments' perspective and where in their employee's employment they identify risk. This is important because it disfavours CBS as a work place by qualified candidates that can easily get other opportunities. If a certain career path is not stable enough or if there is a lack of jobs within it, most often people will find other career paths that satisfy their needs (Currie, 2006). This can be seen as a natural selection in a career path but it does discourage people and disfavours CBS. Combined with the other aspects of risks identified it does make for a very difficult career path, as an academic at CBS.

Salskov-Iversen specifically implied that there is a continued risk for the employee in both obtaining the assistant professorship but also landing the associate professorship, since an assistant professorship is considered locking your career in the academic track (see mobility for further discussion). This brings a high level of uncertainty to the academic career because the employee does not know whether or not her further academic career is secure until she reaches associate professor. This leaves room for uncertainty both for the

candidate but also for the organisation since the first six years are not secured, and that is assuming that the candidate goes straight through. If she lands a Post.Doc position it could be 8 years, something not previously discussed, mainly because all the department heads specify that Post.Doc is not a career-track position. That is a long time to be without job security or in limbo, as Kjær put it (Appendix A), especially if you are starting a family. I do not claim that an academic career at CBS is discouraging for people with family responsibilities but there is compelling evidence that this might be a factor in the decision making of future researchers both male and female, since all department heads have a story about someone leaving for more security.

Mobility

Mobility within the Danish research sector is low. It is fairly common to go from PhD to assistant professor and finally apply for a permanent position of associate professor all at the same university, something that is very rare and not considered normal in the Anglo-American system (Langberg, 2006b). Figure 3 shows mobility surrounding the career-track for researchers within the Danish public research sector over a five-year period, from 2000 to 2005. It displays in percentages the flow to, from and within the different levels of Assistant-, Associate- and Full Professor.

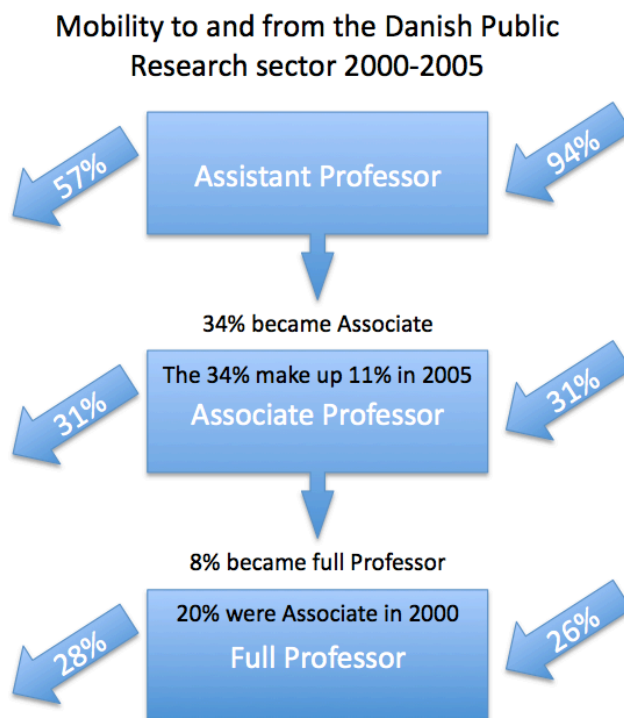


Figure 3

The figure is based on research by Langberg (2008) and is reworked from her original figure. It shows us that 94 percent of those who entered the Assistant Professors level came from outside the career-track, which is consistent with it being the entry level for the career-track. It also shows that 57 percent left during or after the five years and that 34 percent advanced and became Associate Professors. Among those who entered on the Associate Professors level 31 percent came from outside the career-track. 31 percent of Associate Professors left the career-track and 8 percent advanced to full professor, leaving the majority of 61 percent at this level. This is consistent with the Associate Professors level being the largest of the three groups in the Danish public research sector (Langberg 2008). Finally there is Full Professors where 26 percent of everyone to enter this level was from outside the Danish public research sector. 28 percent of the Full Professors left during the five-year period.

Reactions to the mobility model

During the interviews all department heads were introduced to the original figure. Some were surprised by the numbers others not too sure about their

correctness in relation to their department. Kjær and Roseberry both confirmed that the figures seemed plausible. Roseberry stated that: “Off the top of my head, I would say that this fits our department.” (Appendix D, 01:55). Where Kjær was unable to specifically confirm the numbers; it was his impression that they did lose quite a few from the Assistant Professor level (Appendix A). Kjær’s reaction is not surprising considering that he has only held the position as department head for a year at the time of the interview. Roseberry, also new to the position as department head, has the benefit of being head of a small department. On the other hand Lotz’ (Appendix C, 01:35) initial reaction was that the numbers were too low, especially the one from Assistant to Associate Professor: “Generally the promotion frequency between Assistant and Associate professor is much higher, closer to two thirds.” He instinctively thought of people who completed their position as Assistant professors and were then ready to move on. After re-examining the figure he amended himself and stated: “If it is the transition frequency from the time you begin the Assistant Professorship until you begin as an Associate Professor then it’s possible that it’s under 50 percent, but that’s because some disappear during the Assistant Professorship.” (Appendix C, *ibid.*). Salskov-Iversen’s initial reaction to seeing the figure was in reference to the mobility, that: “it’s the same and that is good” (Appendix B, 06:30). But in relation to the people exiting at the Assistant Professor level she continues: “I think it is absolutely crucial that a selection process takes place, of course we also need to be able to send a signal to our employees that we have room for talents.” (Appendix B, 06:58). The distinct differences between Lotz’ and Salskov-Iversen’s reactions to the mobility issue are interesting. Firstly both can be considered seasoned department heads; Lotz has held his position for ten years and Salskov-Iversen has held hers for five years, going on to her second term of another five years. Salskov-Iversen sees the outflow more as a natural selection process. Were Lotz on the other hand sees the promotion rate for Assistant professors as being much higher for his department, this could correlate with him asserting a bigger effort in recruiting to the Assistant Professor level. This bears witness to two different management styles, a discussion I will continue in the management style theme. Based on, the reactions from the department heads, and that CBS as a public research

institution is a part of the data collected and used for the construction of Figure 3, it is reasonable to argue that the figure is representative for CBS.

What Figure 3 also interestingly reveals is that the proportion of Assistant Professors that leave the public academic career-track, is considerably larger than the proportion that is promoted. This is troubling because, as earlier mentioned, Forum for Business Education (2009) predicts that Denmark will only have 60 percent of the needed researchers within finance, business and law in 2030. As specified in the employment risk theme by Salskov-Iversen, there is a continued risk involved for candidates in both obtaining the Assistant Professorship, but also landing the Associate Professorship. She considers the Assistant Professorship as locking your career in the academic track. The numbers in Figure 3 demonstrates that her argument about Assistant Professors is not entirely plausible, because a majority leaves the Assistant Professor level without going on to an Associate position. There is nothing that points to any risk in leaving the academic career-track early on, what the data definitely proves is that there is a risk involved for candidates in landing the Associate Professorship. Langberg (2006) on this matter specifically notes: “Unemployment for Assistant professors is lower than for academics in general.” In previous research by Langberg & Christensen (2004) they confirm that less than two percent of the Assistant Professors are unemployed after leaving the career-track. Fortunately for people who leave the research career Salskov-Iversen’s notion; that Assistant Professors have chosen a path and devoted time to something that does not have much relevance beyond the academic career field, seem to be false.

Danish researchers mobility

There is no evidence to support a lack of mobility *within* the Danish public research sector other than the department heads claiming that there is not enough mobility (Appendix A, B, C, D), this case study has not sought data to prove or disprove that claim. But Kjær, who has only been department head for a year, gives a couple of examples of internal mobility involving CBS in the public Danish research sector:

We had an Assistant Professor that went to The Danish Design School and became an Associate Professor out there. You could of course ask why would people want to leave here [CBS]? But it's not out of the [public] research sector, but to another institution. We also have one [Assistant Professor] who is going to the IT-University from here. (Appendix A, 13:00)

Kjær emphasises that he does not see the mobility as a problem for his department but he does point out that it might be related to the risks identified in previous theme:

I don't exactly experience that people do not choose research, but it does mean that we are in a big risk of them not choosing us. Meaning that they have to play on several horses and then they end up choosing something where they react faster or where they are more specific about what they want. (Appendix A, 14:30)

None of the above quotes indicate that there is a lack of internal mobility from CBS to the rest of the public research sector, but since all the department heads, including Kjær, insists that there is not enough internal mobility, we have to assume that there is at least a desire for more internal mobility within the public Danish research sector.

What the data from Figure 3 does show is that there is a relatively high amount of outbound mobility among young researchers. In prior research Langberg surveyed Assistant Professors and found:

A large number of the assistant professors did leave the universities, and most of them responded that they were pushed out: among the respondents, 77% wanted to stay but only 32% had been promoted to associate professor, and 9% were promoted to temporary associate professor positions. Surprisingly, 27% were still assistant professors in 2004; this figure can be explained by their wish to stay at the universities for temporary research contracts. The flow between the private [research] sector and the GRI [research institutes] sector was not as great as the international flow: only 7% of the former assistant professors were

researchers in the private sector and 3% were researchers at the GRIs.
(Langberg, 2006a)

What we can gather from this is that far more than the few, that made it to Associate Professor, actually wanted to continue within a research career and 27 percent are willing to take temporary research positions that are not directly beneficial for the academic career-track. In essence adding to the previously identified risks of time limited positions. What we are also told is that the international flow is bigger than the outflow to private research positions, but no numbers are mentioned. Neither the interviews nor the data collected for CBS give any indication that could prove or disprove the international hypothesis as presented by Langberg (2006a). What we can deduce from Appendix F is that one in 15 of permanently employed academic staff is a foreigner. If guest-professors are included, the number becomes one in five. CBS does not currently track where their researchers go when they leave, making it very difficult to prove or disprove the international flow supposition. Private research positions for CBS' researchers are very limited (Appendix C), but there is a fairly easy transition into management and especially consultancy positions (Appendix B). Kjær recalls some examples from his early career, before he became department head: "I knew two others [who left], one of them was simply not sure if she wanted to continue with research, and then she was asked if she wanted to be a manager, actually I think they were both head-hunted for management positions" (Appendix A, 12:30). What this goes to show is that there might not be private research positions, but there is a big potential for managerial and consultancy jobs.

As Figure 3 demonstrates there is a rather large influx of researchers who were not previously employed in the Danish public research sector. This occurs both on the Associate and Full Professor levels, according to Langberg (2008) this influx is predominantly from foreign researchers or private research. We have established that, for CBS, private research is a diminutive competition, leaving us with a hypothesis that the majority of influx must come from foreign researchers. Langberg (ibid.) points out that on the Full Professorial level most outsiders are from foreign research institutions, as getting the needed

qualifications in the private sector is nearly impossible. With one in three newly appointed Associate Professor, and one in four of Full Professors, being from the outside, the competition is fierce. The department heads have already confirmed that these numbers are fairly accurate, leaving an impression that a lot of internal talent might be, in lack of a better word, wasted. The influx could also explain why the positive numbers of female researchers, among Assistant Professors, is not manifesting itself in the higher up levels of the academic career-track. Something I will examine in the following theme of representational equality issues.

Deduction of Mobility theme

Contrary to what is the general perception among the department heads, there does appear to be a high amount of internal mobility within the Danish public research sector and CBS. The department heads might be downplaying the actual mobility because on their scale there needs to be a lot more mobility. It could also be that the departments more often than not experience people leaving and not entering, making them consider the mobility a one way issue and not as such a beneficial one, leaving them to seek more mobility. This is underlined by the fact that none of the department heads shared positive stories about inbound mobility from the Danish public research sector. Whether the present mobility is enough is an arguable matter, but currently none of the department heads seems to think so. Because the Danish public research sector is an open career-track, both for external and internal candidates, that allows candidates to enter at multiple levels, it is very likely that increased overall mobility would be beneficial for CBS.

There appears to be no risk involved in leaving an academic career-track early on, however re-entering might be another issue. This is probably why an astonishing 27 percent are willing to take temporary positions with no guarantee of further employment. Increasing the chances that candidates will find other employment away from CBS or, as Kjær called it, playing on several horses. This means that CBS is wasting money on training talent that they will never utilise. Salskov-Iversen might be right in that there is an increased risk for all parties involved when a candidate starts the Assistant professorship. With a

two percent unemployment for Assistant Professors the biggest loser appears to be CBS. The candidates for the Associate Professorship are in fierce competition with people from outside the Danish public research career-track. This competition might be working against representational gender equality at CBS, explaining why there are fewer and fewer women the higher up the career track you get.

Representational equality issues

Gender equality measured by representation across Assistant, Associate and Full Professors at CBS tells an interesting story. Overall there are 35 percent women among the academic staff. There is a majority of men in all groups, but representational inequality differs from group to group. Among Assistant Professors, the most equal group, there are 39 percent women, whereas only 35 percent of Associate Professors are women. The numbers show that already from the outset there is representational inequality at CBS, a disparity that only deepens the higher up the academic career ladder you get, resulting in only 18 percent female Full Professors. The increasing representational gender inequality is visible in percentage of promoted women in Figure 4 below.

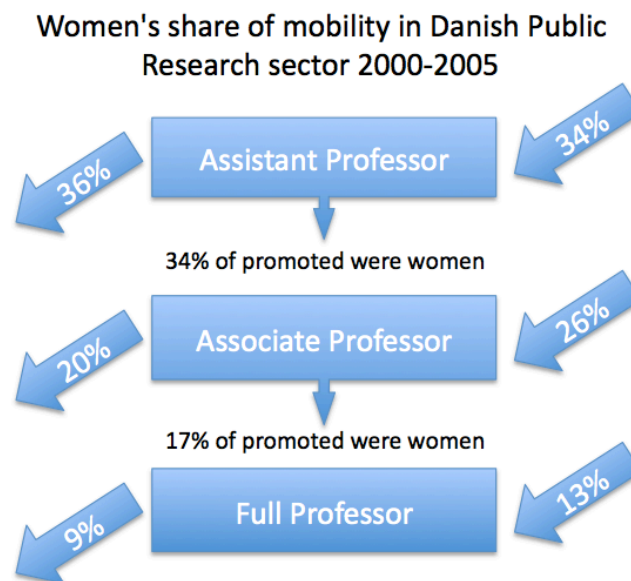


Figure 4

Figure 4 is adapted from Langbergs previous research (2008) on the Danish public research sector and gives us an overview of female researchers share of the same mobility illustrated in Figure 3. There are several very interesting things to learn from Figure 4. What is very apparent is how low a percentage women account for in mobility overall⁹. Looking at the exit percentages on the left, we see that women account for a small share of the researchers that leave the public research sector. Nowhere is this more evident than at the Associate Professor level, where women account for 35 percent, but only 20 percent of staff leaving and 26 percent of Associate Professors coming from outside the system. For at more equal representation the in and out values should be more on par with the overall representation of 35 percent. The situation is similar at the Full Professor level, but not so evident at Assistant Professor level. The in and out values at the Assistant level correspond more with the overall share of women at that level. This is interesting because it implies that women are much less likely to leave, when they have obtained an Associate or Full Professorship, than their male counterparts. Unfortunately Figure 4 also show that only 17 percent of female Associate Professors, a group comprised of 35 percent women, are promoted to Full Professorship. This means that only one out of five promoted were women, from a strictly gender representational view that is an abysmally low figure.

Foreign influx

According to Langberg (2005) the successful applicants among the group ‘not in data’¹⁰ are men coming from abroad. She goes on to explain:

This observed in-flow to the Danish university sector at all levels have an impact on the percentage of women at the different levels, since the percentage of women among the researchers that enter the Danish universities are lower than the percentage of women among the researchers inside the system that applies for promotion. (Langberg 2005)

⁹ It is important to note that the numbers are female share of the total group on the corresponding position in Figure 3.

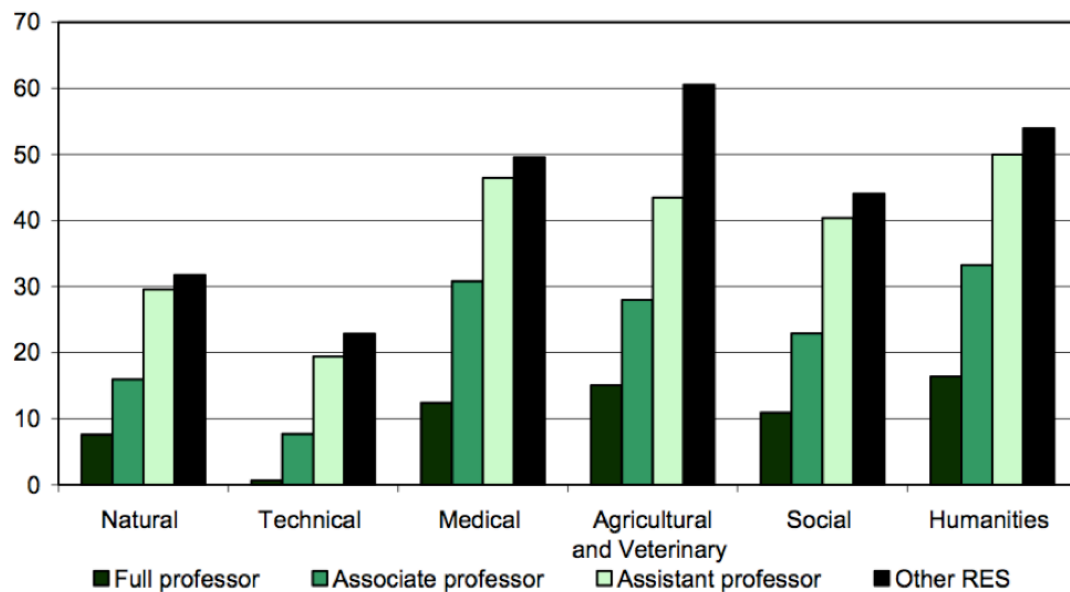
¹⁰ Referring to the applicant that have no previous history in the Danish Public Research Sector.

In the same research, Langberg (2005, p.11) argues that the competition is fierce for the associate professor positions in the Danish public research sector, not just from other Danish applicants but from foreign as well. This could arguably also be the case with a highly internationalised business university like CBS. But according to CBS HR Services there are only 25 foreign researchers with permanent employment¹¹ out of 530 at CBS (Appendix F). That is just short of five percent foreign researchers at CBS, making any claims that an influx of foreign researchers as a major cause of gender disparity at CBS highly unlikely.

Gendered research fields

Focusing more in-depth on CBS we observe that there are major representational equality differences within the different departments. This makes sense if we evaluate the situation in the Danish Public Research Sector, where there are differences depending on the research field.

Percentage of women at Danish universities by category and main scientific area, 2003



Source: The Danish R&D statistics

Figure 5

¹¹ As opposed to 49 guest professors/researchers that have time limited employment at CBS

Figure 5 illustrates that there are fewer women in Natural, Technical and Social sciences among the professorial levels, especially among full professors. CBS covers Social and Humanities, and quite well represent a mix of the two in relation to representational gender equality. At CBS, Financial and economics focused departments have fewer women compared to the more social sciences based departments. As an example Lotz' Department of Innovation and Organizational Economics has the fewest women of the examined departments, whereas Salskov-Iversen's Department of Intercultural Communication and Management has the most. The Department of Intercultural Communication and Management has 50 percent female professors (Appendix H) and overall does a lot better with representational gender equality than most other departments. When asked to comment on this Salskov-Iversen (Appendix A, 10.10) stated:

We have a noticeably bigger group of researchers with a humanistic background, but we do have people with a more traditional hardcore economics and social sciences backgrounds too. If you look at our international politics, not a traditional feminine subject, we have both a female and a male professor.

This statement confirms that there exists a belief that the research field matters when it comes to gender and representation within CBS. Roseberry, who has a personal as well as professional interest in gender equality, confirms that while not a specific focus, the department has an overwhelming 67 percent female PhDs. Roseberry's reasoning in relation to the research field and the gender of the students it attracts (Appendix D, 7.05) is:

"It could be because of the composition of the MSc of Business and Law. I think there are just around 50 percent women. There was a time where there were more men than women [studying MSc of Business and Law], but it has changed within the last couple of years."

This is interesting because it implies that Roseberry experiences the subject of business law as becoming less of a masculine field and therefore attracts more women. I would not personally think of business law as feminine field of research, but I would, based on my time as an undergraduate at CBS,

instinctively say that there are more women than men studying business law. There appears to be relation between how a research field is perceived and the representational gender equality of the Department. Kjær does not specifically touch on the perceived femininity of his department's research field, but he does mention that: "I think our culture at the Department of Organization is very non masculine." (Appendix A, 49.20). Lotz touches specifically (Appendix C, 36.58) on what he refers to as the feminine instinct and brings an example to light: "We had an Assistant Professor and she was really good at arranging and organizing [within the department] and would take responsibility for anything. She had that female instinct that is very handy, but cost a lot on her own CV." A couple of things are very evident from Lotz statement: The way Lotz refers to his Assistant Professors "female instinct", which in this case seems to be her organization building skills, would leave us to conclude that The Department of Innovation and Organizational Economics has a very male dominated culture where such behaviour stands out.

Connecting representational gender equality in the departments and the different ways of viewing gender and feminine roles in the working environment might be premature based on this case study. However there is a strongly perceived coherence between research field and representational gender equality, both in the Danish Public Research Sector and at CBS. Looking across the four departments examined, we see that there are substantial differences in percentages of women on the professorial levels.

Professors in percent	Department	Head of Department
42	Department of Intercultural Communication and Management	Dorte Salskov-Iversen
33	Department of Organization	Peter Kjær
32	Department of Law	Lynn Roseberry
13	Department of Innovation and Organizational Economics	Peter Lotz

Table 1

Table 1 is based on the data in Appendix H and illustrates percentage of women with an Assistant, Associate or Full Professorship. What we clearly read from this is that Salkov-Iversens department has a fairly even distribution of men and women. Kjær and Roseberry's departments have fewer women than men and fall almost spot on the general average at CBS. Lotz' department is sorely lacking behind when it comes to representational gender equality, something that he is very well aware of: "Yes we do think and talk about it. I am not proud that all seven Full Professors are men, it's not something I brag about." (Appendix C, 36.00). Surprisingly he goes on to say: "On the other hand, that's life. It's not because I have ignored or rejected any candidates that were possible, they just weren't there." With only two Associate Professors out of 13 being female, this last statement might very well be the truth, as Lotz perceives it. Lotz does seem genuinely thoughtful and somewhat concerned about representational gender equality in his department.

Equality and gender experience

It is interesting that there seems to be a connection between experience with managing more equally mixed departments and the individual department heads ability to comprehend the right attitude towards gendered staff. Were Salskov-Iversen and Roseberry might have personal experiences as female academics that influence their action and thinking in relation to gender and working environment, leading them to naturally have a more balanced perspective on gender, Kjær and Lotz do not have this intrinsic experience and are both what Gatrell & Swan (2008) call the most favored group in western society: white able-bodied men. There are though phenomenal differences in their individual attitude towards issues like pregnancy, maternity leave and perceived feminine values. When asked about pregnancy and where it would be easiest professionally to have maternity leave Kjær (Appendix A, 37.10) states: "I don't think it makes a difference... A lot have children during the PhD." Kjær continues (ibid.):

“We also have a lot of men who take maternity leave¹² up to half a year. I have a hard time seeing that it makes a difference. You just take four years instead of three to complete your Assistant Professorship.”

Kjær does mention that a couple of years ago the publication demand went up, and therefore women that were on maternity leave might have found that the publication demand was higher after they returned. Lotz mentioned earlier that outdated data or someone else publishing the same kind of research could be a major concern for women on maternity leave. It is interesting that Lotz is the only one that sees this as an issue. Salskov-Iversen would be more that willing to wait for a female candidate if she looked to be a promising researcher. When Salskov-Iversen was asked about gender and her department she explicitly said: “It’s [gender] not an issue at the department, we are fifty-fifty in that we have both men and women on all levels” (Appendix B, 10.00). Were Lotz sees both women and maternity leave as an issue and uses terms like “that thing with children” and “the female instinct”, terms which ostracise women in the working environment and might be the leading fact to why his department has so few women. All the other departments have more women and therefore the same issues seem like non-issues for them.

Deduction of Representational equality issues

Three factors contribute to the gender representational distribution of women at the Associate and Full Professor levels: There is internal promotion between the different levels, which corresponds very well with the overall gender representation at the different levels. Secondly there is the influx from outside the system; here women are clearly underrepresented compared to the gender distribution at the different levels. Thirdly there are researchers leaving the system; here women account for a small share compared to the gender distribution at the respective levels. Overall the 3 factors create a status quo where there are no significant changes to the representational gender equality at

¹² Men in Denmark are entitled to two weeks of maternity leave with maternity benefits within 14 weeks of birth and they have an additional 32 weeks of maternity leave that they share with the mother. In total Danish parents are entitled to 52 weeks of maternity leave with benefits.

CBS. There are several ways this status quo could be challenged. When asked about the high number PhD students in such a small department, Roseberry mentions that it is external funding making it possible. Roseberry states about three of the female PhDs: “One was recruited from a business agency by a Professor... The other two were also recruited from the MSc of Business and Law”. This means that half their PhDs were actively recruited and that they are women. However intentional or not the specific recruiting of female talent has an overwhelming effect on the representational gender equality at the Department of Law and will give a large female recruiting basis for Assistant Professors in a very near future.

Representational gender equality in the departments and the different ways of viewing gender and the role of feminine research fields and working environment might not be directly related. But it is intriguing that the “feminine instinct” that Lotz has issues relating to and accommodating in his department is exactly what Eagly & Carli (2007a) in *Trough the Labyrinth* defines as the ability to build a supportive social environment also known as communal based working environment, that is a most valuable resource for a knowledge organization. To Lotz, the “female instinct” is something he clearly does not view as a career booster, ironically enough because, as will be discussed in the next section, it could be the very thing his department lacks.

Working environment

Working environment is important because, as discussed in employment risk and mobility, there is a high level of uncertainty and if you have an unhealthy and unsupportive environment there is a heightened risk of staff leaving. It is important to understand that research is a creative process (M. Horst, personal communication, November 5, 2009) and as such requires an environment that supports creative processes. Researchers at CBS record their work in a system called ABACUS, a system that creates a dichotomy between teaching and research.

The ABACUS system

Different assignments as teaching, being responsible for a course or administrative commitments rate differently; on the other side there is research and publication. If a researcher secures private funding they can avoid teaching, something that is seen as beneficial by most of the respondents (Appendix A, C, D).

Lotz (Appendix C, 30.12) describes teaching as: “A necessary evil, we all know we’re here because of teaching, without teaching there would be no CBS.” Kjær takes a more positive approach and describes (Appendix A, 23.00), “There are those that can’t stop getting a surplus [of teaching and administrative points]” he goes on to explain that the academic will engage in collegial positions and manage a course or an entire education and then concludes with (ibid): “Suddenly you have a person that’s collapsing in hours and work assignments.” It is ultimately the individual researchers’ responsibility to maintain a balanced ABACUS and doing so is a key element to advancing one’s career, because with the Dean of research’s publication demands described earlier, an up and coming researcher can not afford to fall behind with their research. One thing that made an impression on Kjær when he became head of the department was:

“How many individual ways there is to handle ABACUS and our measurement of research output. I think most people will agree that it is an odd system that measures two-thirds our work on input and the last one-third measure on output.” (Appendix A, 21.24)

Here Kjær is referring to the fact that there research is measured on output and the rest is measured on input to CBS. What we can gather from this that the system favours the female who frantically keeps track of her engagements and do not over perform as Kjær puts it. Lotz confirms this by saying that “Many take an administrative assignment that is less interesting but also not as stressful. It’s something we might not be pleased about but we all know it’s hard to stand in a lecture hall.” (Appendix C, 31.40) Lotz does state that other places have it far worse than The Department of Innovation and Organizational

Economics: “Here at our department we don’t teach as much as they do other places because we have a large amount of external funding.” (Appendix C, 33.30) This creates a system where researchers are, to a large extent, left to fend for themselves and their workload, creating a powerful ambivalence towards teaching and locking them in a dichotomy where it is every thing against their research. Kjær describes the behaviour of some of his more successful staff members: “There are those that keep a tight record of their hours and guard their surplus, and every time there is a new assignment they will ask how many hours it is worth.” (Appendix A, 26.20) The ABACUS system does seem to be fostering an egocentric behaviour among the employees, when you observe what is going on as an outsider. This system of fending for oneself is not something that seems to go down well with a communal environment or management style, as I will elaborate on in the Management style theme below.

Research environments

ABACUS, and the dichotomy it stands for, is not the only influence on the working environment. There is a strong coherence in the different departments; when I went to interview Roseberry at the Department of Law there was an ongoing birthday celebration, which the majority had taken a break to come out of their offices to attend. Now this type of collegial display might be limited to a small department with around 20 employees, and indeed Roseberry’s department is the smallest examined. It is also one of the most homogenous when it comes to research fields. This leaves the impression that this department indeed has a communal environment, something also confirmed in the detail that Roseberry could go into with the different employees (Appendix D, se drawing) at all levels from PhD to Full Professor. Salskov-Iversen (Appendix B, 9.20) came with this statement:

We are very delighted that we have an environment where we can work across distinctive and interdisciplinary research environments without a lot of commotion. We are actually relatively harmonic and we have found a tune to which we can be different together.

This also describes a department with more of a community feel than a competitive race. Kjær described the Department of Organization as not being a competitive male oriented environment as presented in Representational gender equality. It leans more towards a feminine or balanced environment. Lotz does not describe the culture of his department explicitly but we do find traces of a predominantly masculine and very transactional culture in a quote like this: “The few women that have been, were on one side good at fulfilling the standard demands but also go hmm: It would be nice if there were some more of us.” (Appendix C, 36.30) he carries on to say: “There really isn’t a big difference in the way that we behave, unless you have some of those [women] with a big mother gene and there are typically more women with that than men.” (ibid.) These two quotes bear witness to two things: The later clearly displays an overtly masculine culture with clear lines drawn between what is feminine and what is not. The first one exhibits some interesting female behaviour that Thomas & Ely (1996) discuss in *Making differences matter*. Essentially their argument is that to introduce women into masculine environments, it is crucial that there is a critical mass. Lack of this unspecified critical mass would lead to reduced influence and eventually women leaving the organization in question. This could mean that Lotz’ department is caught in a Catch-22 situation: Lotz has expressed interest in a more gender balanced department, but to obtain that, he needs more women to create a balanced environment that can retain women. This fact seems to elude Lotz and as long as it does he will not get a more gender-balanced department.

Deduction of working environment

The ABACUS dichotomy creates an egocentric environment where researchers are forced to consider their position before that of their fellow department members. This is counter-productive for a modern knowledge organisation like CBS. The disparity is further excelled in Lotz department where there is very little in terms of support and communal feel. His department is left in a situation where they need to attract a critical mass of women to continuously retain female researchers.

Management style

As mention earlier the goal of discussing management style is not to critique the individual department heads and their management style, but to illustrate that their current style and attitude towards gender is not beneficial for gender equality. I will discuss the displayed leadership skills and whether transactional or Communal management style is more prevalent, given that Eagly & Carli (2007b) claim that Communal management style and culture is more suited to a modern knowledge based organisation such as CBS. Eagly & Carli (2007a) defines communal management style as transformational leadership.

Eagly & Carli (2007a) distinguishes between transactional and transformational leadership. The transactional leadership style establishes a give-and-take relationship that appeals to academic staffs self interest. A transactional manager will specify her staff's responsibilities and rewards them for meeting objectives and corrects them for not meeting those objectives. The transformational leader seeks to establish herself as a role model by gaining her staffs' confidence and trust. A transformational manager will declare future goals and develop plans to reach those goals. Even when her organisation is successful she will innovate by setting new goals. Transformational managers mentor and empower their staff. She will focus on leveraging her staff's full potential and encourage them to contribute effectively to the organisation. Most managers will adopt traits from both styles (Eagly & Carli, 2007b). Eagly & Carli (2007a) also identify a third management style they name laissez-faire style, which is a non-leadership style that use none of the elements of transactional or transformational styles, despite the manager having ranking authority. A key finding of Eagly & Carli (2007a) is that women in general are more transformational in style than male leaders, especially when it came to giving support and encouragement to their staff. Interestingly women also have a tendency to use more of the rewarding behaviours from transactional management, but less of the corrective and disciplinary measures. Men on the other hand have a higher tendency of using corrective and disciplinary measures from transactional management. Men were more likely than women to be laissez-faire leaders, who take little responsibility for managing. Most research

have found the transformational management style, in combination with rewards and positive incentives from transactional management style, to be more appropriate and effective in leading a modern knowledge based organisation like CBS (Eagly & Carli, 2007a). What is really interesting is that an overly correctional management style is a hindrance for effectiveness and lowers creative productivity (Eagly & Carli, 2007a). Women will favour collaboration and often try to seek ways to project authority without relying on the autocratic behaviours that are normally associated with men and might make them seem masculine. According to Eagly & Carli (2007a) this is because women are often penalized for displaying overtly masculine behaviour. It is considered threatening by men and ungraceful by other women. A way of avoiding this is to bring others into the decision-making and be an encouraging teacher and positive role model; this leads to the overtly more communal management style of transformational leadership. However a strong point of Thomas & Ely (1996) is that there needs to be a critical mass of other women to secure participation and affirm legitimacy, a notion that Eagly & Carli (2007b) also finds important for women to engage in a participative style. Female leaders will usually socialise and conform to whatever style is typical of the majority, in this case the men and a heavily transactional management style. This is what seems to happen in Department of Innovation and Organizational Economics and could be a good indication why Lotz fails to retain female employees.

There are similarities among the interviewed department heads: They all see guidance and coaching as something that they need to do. Even though Lotz' management style is somewhat lacking, as described in the working environment paragraph, he is not necessarily a bad manager. Yes Lotz overwhelmingly displays that he is very gender insensitive in his management style, but he does a good job generally. Lotz has a large emphasis on recruiting young talent for the Assistant Professor level, something that none of the other departments heads choose to focus on. It actually came as a surprise to Kjær who is relative new in his position:

“One of my major challenges and what I will really be fighting with the next couple of years is recruiting. It’s become very evident that it’s considerably easier to recruit to the senior level than to the junior level. I actually thought it would be the other way around.” (Appendix A, 6.11)

Salskov-Iversen, who is also a seasoned department head, has a stronger focus on following her staff more closely. She actually complained about not having enough time to engage with all her PhD students, something that goes a long way to show that she prefers a more transformational management style, where she forges bonds with the individual academics of her department. Something that is mirrored in Roseberry and her exceptional knowledge about individual department members and their private life (Appendix D, Drawing).

The department heads have a twofold career as mentioned earlier. They are researchers themselves with an obligation to publish research, and have personally gone through the same levels as their younger colleagues. They have completed a PhD, had an Assistant Professorship and gained a position as minimum Associate Professor before they became department head. They are truly leaders of their peers. It is their responsibility to guide and coach especially the younger researchers. This is something that all the department heads took as a serious job. None of the department heads seems to be practicing a laissez-faire management style. It is very evident that Lotz is leaning heavily towards a transactional style of management. He specifies the responsibilities, but does not delve into a deeper role of being mentor for his Assistant Professors. The story of the Assistant Professor with the “female instinct” continues: “If her prioritising of her own time was something congenital, so to speak, or if it came out of the realisation of what was her comparative advantage [I don’t know].” (Appendix C, 37.04) What Lotz is essentially saying about his Assistant Professor is that her “female instinct” caused her to mismanage her time. A “female instinct” that he believes to be intrinsic. According to Thomas & Ely (1996) a precondition for changing managements perception and create the necessary momentum for a paradigm shift towards more transformational leadership is that: “The leadership must understand that a diverse workforce will embody different perspectives and

approaches to work, and must truly value variety of opinion and insight.” A condition that it is safe to say Lotz does not currently embody. Kjær is fairly new to his position, but based on the way he describes his department he is definitely more transformational than Lotz. Kjær describes (Appendix A, 49.20) his department as “not having a very masculine culture” and “There isn’t very much internal rivalry, and there is a relative high amount of attentiveness towards one another.” Those words sound very much like a predominant transformational leader or at least one in the making.

Deduction of Management Style

The department heads are charged with bringing a younger generation through what they unanimously describe as the most difficult part of an academic career. Eagly & Carli (2007a) emphasise that creating a safe environment, where there is long term planning and a nurturing system that will allow creativity and individual approaches to flourish, is the most optimal. Salskov-Iversen, Roseberry and Kjær manages to do this in varying degrees. The difference could be explained with the lack of experience that especially Kjær exhibits, but also to some extent Roseberry. This is very different from the environment at Department of Innovation and Organizational Economics where there is a more competitive environment without any nurturing. The conclusion to the story of the Assistant Professor with the “female instinct” is that she left and got a nice position with a consultancy firm.

Partial conclusion

The initial three aspects of risk are valid but in the evolving process of the case-study it is clear that they are not the dominant ones. The career risk seems unfounded when the unemployment rate among highly educated is below four percent. The Unemployment risk holds true; the time-limited positions create a special in-career risk that very much disfavours young researchers. The in-career risk is very important for understanding the pressure that young researchers are facing. Formulated short if you are not actively pursuing your career, not only are you not going anywhere, you are in fact damaging your career. This is not usual in the private sector, where you for the most part can maintain status quo without damaging your career. This especially disfavours

women, and discriminates them un-proportionally because most women will go through pregnancy during her pre Associate Professorship if she chooses to have children. The time limited position makes the first 6-10 years, depending on maternity leave and available positions, is spent going in and out off limbo every couple of years. This is a difficult career path that surprisingly, because the institution spends time and money educating people, disfavours CBS as an employer, as there is no real issues finding employment elsewhere. This in turn leads to a high mobility. All of the department heads stated that there is a lack of mobility, which is interesting because the preconditions for mobility are there; easy access to other employment opportunities. In viewing Figure 4 there is a fairly large and very consistent flow of employees out and in of the Danish public research sector and also specifically at CBS. Mobility was based on the theoretical development on Langbergs (2008) research and the fact that all department heads claimed lack of mobility was a major issue. This case-study finds that there is indeed high levels of mobility. Two reasons are identified: One being that the department heads mostly experience the exodus and not so much the employees coming in to the organisation, because they see talent slipping through their fingers because of a bureaucratic and slow hiring system compared to the private sector. The second reason is that the department heads are simply downplaying the actual mobility. On their scale there needs to be a lot more mobility. Furthermore it is likely that an increase in mobility is beneficial to CBS, at least the department heads seem to agree on this. The Associate Professorships are fiercely sought after, both from within CBS and from the outside. There is no conclusive evidence to suggest that this disfavours women, but it is likely that women will have to extend their career to care for their children. A quick look at the female Full Professors confirms that they have either one or no children at all. Relating the department heads' different positions on representational gender equality at CBS with Kamma Langbergs research, leads to the conclusion that there is a status quo, in representational gender equality, maintained by three issues. The internal promotion maintains the current levels; in other words the career ladder works. Women are not discriminated. Then there is the hiring of employees from outside CBS; here the female share is low. However the amount of female staff leaving CBS only

account for a small number. These three influences maintain the status quo. Roseberry show signs of challenging that status quo, maybe unintentionally, 66 percent of her departments new PhDs are women, giving her a large female recruitment base in a few years. If this is an intentional development from Roseberry it is affirmative action, which is something not practiced widely since the 1970ties. It is a very effective way of levelling the playing field, as shown by the developments made in representational gender equality 30-40 years ago. ABACUS creates a dichotomy that fosters an egocentric environment where researchers have to place themselves first, every time, if they are to make the cutthroat competition for an Associate Professorship. This is counter-productive for CBS as a modern knowledge based organisation. Across the different themes there is evidence to suggest that coherence between the different ways of viewing gender and the role of feminine research fields influences the working environment. Lotz' scepticism and lack of understanding of the benefits his department could gain from having strong women, who could leverage their "female instinct", is also what in turn limits his possibilities of retaining women in the future. Without a critical mass of women to shift the paradigm there is little chance that the department will be able to move towards a more transformational leadership. The risk of loosing employees is a rather big factor for CBS, which really should help the understanding for a more transformational leadership approach. Something that three of the department heads already strives towards, which is visible in their representational gender equality. The department heads are charged with bringing up a younger generation and guiding them towards Associate Professorship, a path described as difficult one with a certain amount of limbo and temptations to lure young researchers away.

Conclusion

This thesis main topic has been: Barriers for female researchers career development and advancement. To address this the conclusion has been divided according to the secondary levels of the thematic analysis.

Gender

We have without a doubt confirmed that there is hierarchical gender inequality, Assistant Professors are the most evenly represented. Associate Professors have less women than Assistant Professors but more than Full Professors. It is also clear that there are both perceived and actual representational gender inequality issues at CBS. Three out of four department heads expressed direct concern with the current low levels of women in full research positions at CBS. The only one to not explicitly state this is, not surprisingly Salskov-Iversen. She is department head of one of the most equal departments at CBS. Her department has 42 percent women, a good seven percent above CBS average. This did however not stop her from expressing concern that there were few women in general. There are gender issues at CBS, and it seems to be more related with research field and the notion of a feminine environment, than with anything else. Where three out of four department heads seem to be heading the right direction, towards more balanced departments, there is The Department of Innovation and Organizational Economics, where there is a strong lack of gender equality. One department head has very little notion of gendered politics, and his patterns of work seems to be disfavouring women. He is also utilising a transactional management style. According to theory (Eagly & Carli 2007a; 2007b) this is counter productive and in sharp contrast to the other department heads, who all seem to lean towards transformational management. This goes to prove that a transformational management style seems to be better for gender representation.

Two of the department heads questioned were women. 50 percent of the Full Professors at The Department of Intercultural Communication and Management were women. Therefore I have to concur with Eagly & Carli (2007a; 2007b) and once and for all defuse the glass ceiling metaphor. It is not

relevant to the Danish Public Research Sector as Langberg's research proves. Neither is it at all relevant at CBS were women continuously make it to senior positions.

We established that Gatrell & Swan (2008) saw gender discrimination as subtle and pervasive attitudes and actions that collectively, disfavour women in their career advancement. This seems to be true; there is very little observable gender discrimination at CBS. The metaphor of wading through water to get up the career ladder sticks. There is a drag in getting more women to top levels of the academic research career at CBS. The hierarchical inequality is merely the symptom of the problem rather than being the problem itself.

Representational gender equality in the departments, the different ways of viewing gender, the role of feminine research fields and the working environment might not be directly related.

Management

The Gulliver metaphor seemed to have outlived itself in the middle of the case study. The main notion is that there are several challenges that need to be overcome. These challenges are seemingly insignificant when viewed one by one, but very limiting when applied in multitude as institutionalized, pervasive, and systemic in the organisation, is still fairly accurate. It does still have the issue of intent. and while nothing has changed in regards to the question of evil-minded or foul sources at play. The intent has changed because it is quite clear that the institutionalized, pervasive and systemic obstacles are there, and that they are applied not by evil, but by pure ignorance more than anything else. I do not believe Lotz has foul intent, actually quite the opposite; he genuinely seems concerned with the state of things. But he completely fails to see the consequences of his actions; especially his attitude towards women is shocking.

It is intriguing that the "feminine instinct" that Lotz has issues relating to and accommodating in his department is exactly what Eagly & Carli (2007a) in *Through the Labyrinth* defines as the ability to build a supportive social environment also known as communal based working environment. It is the very cornerstone of transformational management, a style very well suited for

CBS because of its highly educated knowledge workforce. Education of the department heads could increase the likelihood of less gender-experienced managers becoming gender aware. The five year appointments of untrained managers is an interesting approach, unfortunately it also leads to less interesting management. This is a very gendered perspective and I do think that Lotz does a very good job on many other levels. He struck me as the most ambitious and internationally oriented of the interviewed department heads, and it is somewhat baffling that man with his experience and background does not realise what he is perpetrating.

Career

The leaking pipeline is not a relevant metaphor to describe CBS; a revolving swing-door would be better. There is very little to stop researchers from joining the career and there is absolutely nothing keeping them there except their own motivations for being a researcher.

The identified in-career risk, which initially disfavours the employee, ends up being a major disadvantage for CBS itself. It disfavours CBS as an employer, because they have issues retaining employees, that the institution spends time and money educating. These employees have no real issue finding employment elsewhere. The case-study shows that well-qualified researchers have absolutely no issues finding employment in the private sector. This disadvantage stems from the limbo Kjær describes; young researchers are placed in limbo several times during the first six to eight years of their research career. DeCenzo & Robbins (2005) theory, that candidates should be running away, does however not seem to be true. There could be several reasons for that, without having done any research into motivation for being a researcher, it is easy to conceive that the motivations for becoming a researcher are strictly intrinsic. However the main reason that DeCenzo & Robbins's (ibid.) theory fails is that there is very little risk for the researcher leaving. She can most likely find employment very fast and therefore the only one at a disadvantage is CBS. The research career is a difficult one that requires perseverance more than anything else and especially for women.

In light of the perseverance that is needed to succeed in a research career, especially for women it is surprising that women are better at staying put than their male counterparts. Especially because there appears to be no risk involved in leaving an academic career-track early on, however re-entering might be another issue.

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Appendixes

Appendix A - Interview with Peter Kjær

This appendix consist of:

Main interview on attached MP3 audio CD:

Track 1 – Appendix A – Peter Kjær part 1 – 58:06 minutes

Track 2 – Appendix A – Peter Kjær part 2 – 03:36 minutes

Interview Guide (in Danish):

1. Grafisk fremvisning af pipeline metaphor

Mobilitet

Attachment

2. Er der kvinder?

3. Karriere forløb -> tegn -> hvornår?

Barsel

4. Ansvar

Strategi

Instituttet

5. Produktion

Prioritering af arbejdstid

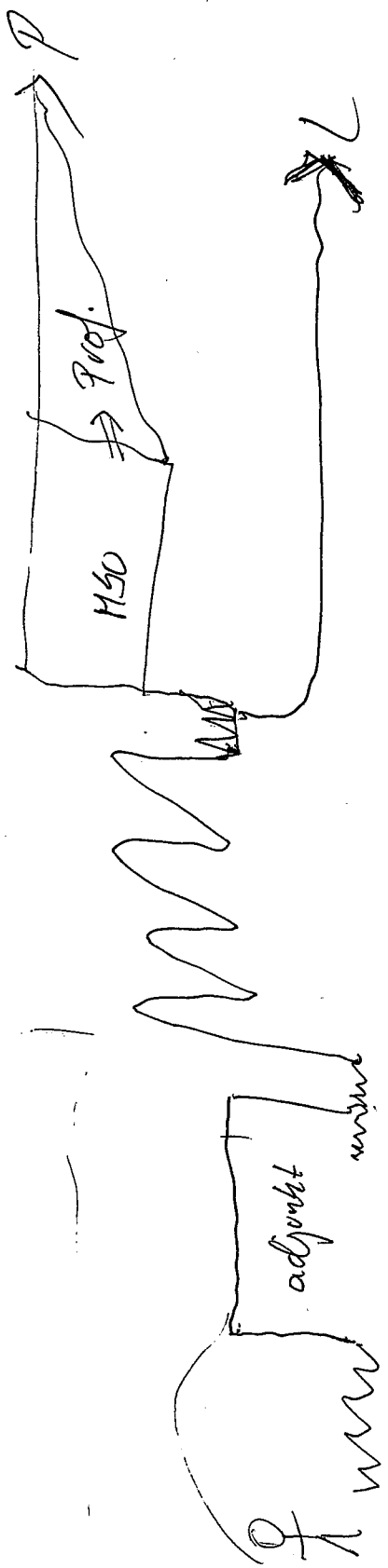
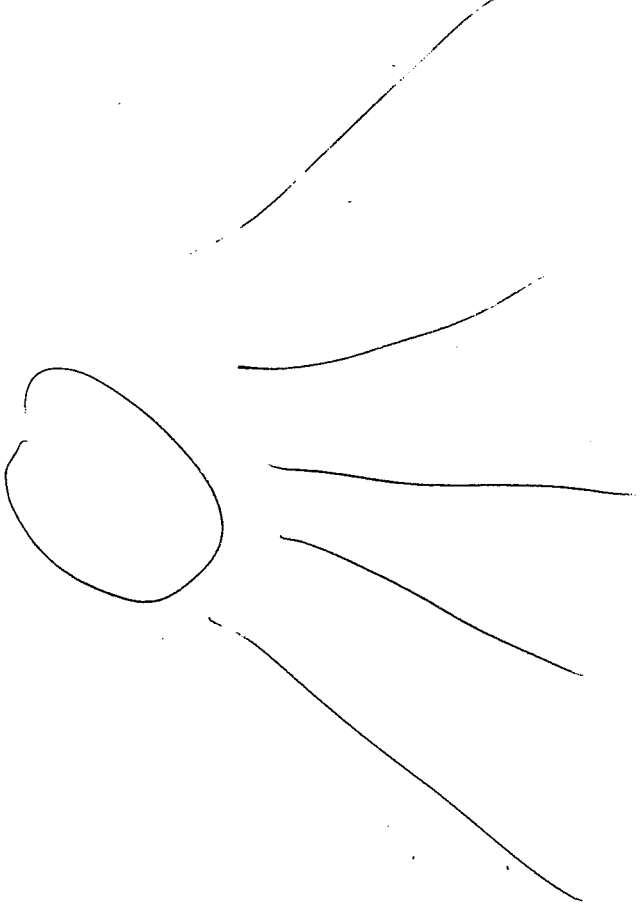
Undervisning

ABACUS

6. CV i dydden forståelse af Maja's CV

Drawing made during interview – se next page

PETER KIER



Appendix B - Interview with Dorte Salskov-Iversen

This appendix consist of:

Main interview on attached MP3 audio CD:

Track 3 – Appendix B – Peter Kjær part 1 – 48:14 minutes

Interview Guide (in Danish):

1. Grafisk fremvisning af pipeline metaphor

Mobilitet

2. Er der kvinder?

3. Karriere forløb -> tegn -> hvornår?

Barsel

4. Ansvar

Strategi

Instituttet

5. Produktion

Prioritering af arbejdstid

Undervisning

ABACUS

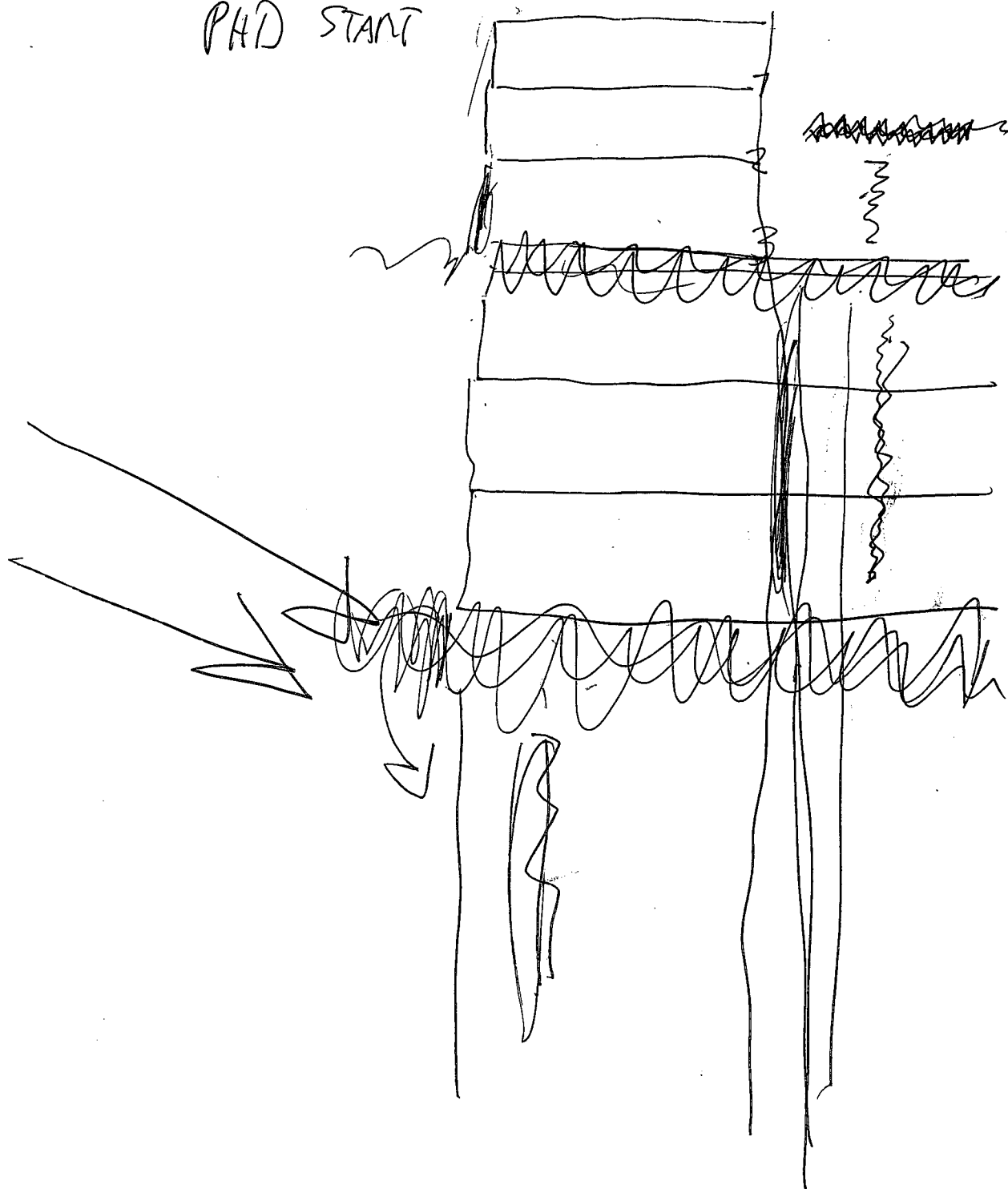
6. CV i dydden forståelse af Maja's CV

Drawing made during interview – se next page

DORTE SALSOU-IVERSEN

PHD START

HoD



Appendix C - Interview with Peter Lotz

This appendix consist of:

Main interview on attached MP3 audio CD:

Track 4 – Appendix C – Peter Lotz part 1 – 48:53 minutes

Track 5 – Appendix C – Peter Lotz part 2 – 42:34 minutes

Interview Guide (in Danish):

1. Grafisk fremvisning af pipeline metaphor

Mobilitet

2. Er der kvinder?

3. Karriere forløb -> tegn -> hvornår?

Barsel

4. Ansvar

Strategi

Instituttet

5. Produktion

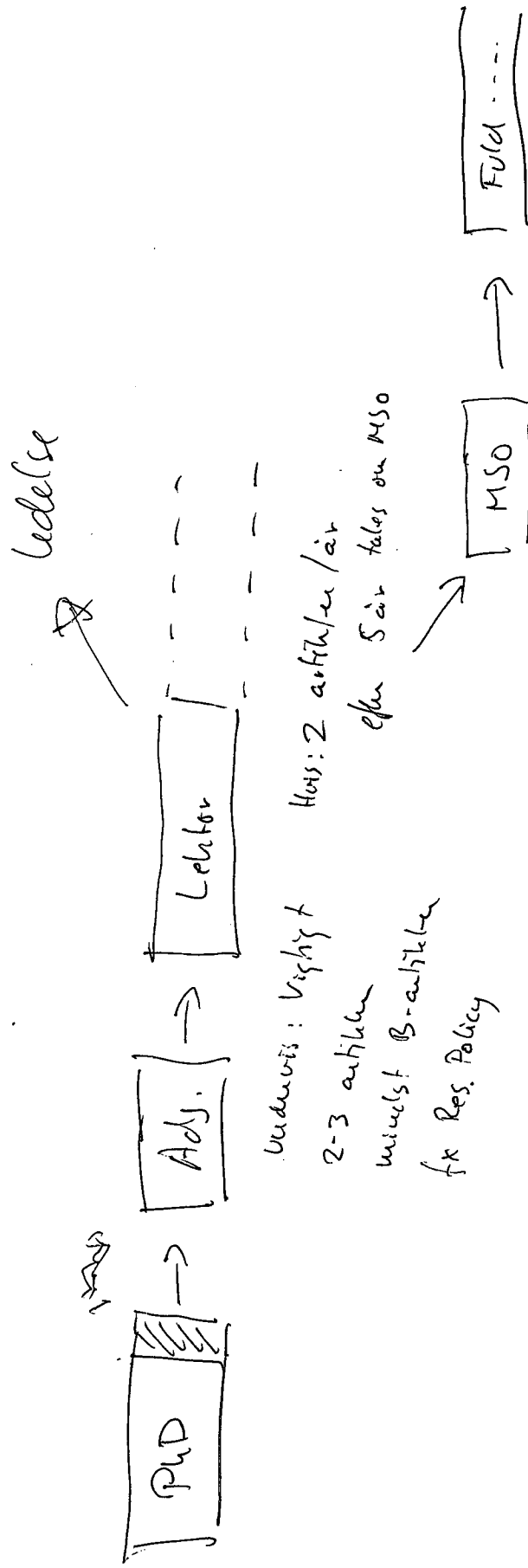
Prioritering af arbejdstid

Undervisning

ABACUS

6. CV i dydden forståelse af Maja's CV

Drawing made during interview – se next page



Appendix D - Interview with Lynn Roseberry

This appendix consist of:

Main interview on attached MP3 audio CD:

Track 6 – Appendix D – Lynn Roseberry– 58:14 minutes

Interview Guide (in Danish):

1. Grafisk fremvisning af pipeline metaphor

Mobilitet

2. Er der kvinder?

3. Karriere forløb -> tegn -> hvornår?

Barsel

4. Ansvar

Strategi

Instituttet

5. Produktion

Prioritering af arbejdstid

Undervisning

ABACUS

6. CV i dydden forståelse af Maja's CV

Drawing made during interview – se next page

LYNN ROSEBERRY

Lehter #2 → MSO → Prof.
6 år KU

3 Ph.D.

børn

1. ~~istatt~~ - bedste forældre → * skilt / flytter - enlig mor + bedste forældre →
2. 1 an pair (Firenze - EU) → tager børnepenge arlov - forskede - 3 mdr. → mere
3. 1 gift / 1. bedste forældre → × fuld arbejdsbyrde →

Adjunkt

Lehter
→ ~~foransvar~~
engageret i
i forsknings
→ publikation
- mere
- foransvar
- mere
lidt foransvar
engageret i
undervisning

Appendix E - EDUNIVERSAL GLOBAL TOP 100 BUSINESS SCHOOLS 2009

The following business schools are ranked by Eduniversal as the top 100 globally in 2009, having been awarded five palmes. Their order in the ranking is based on votes cast by 308 deans worldwide. There are deans' vote references for 2008 and 2009.

	Business school	Country	08	09
1	Harvard Business School	US	731	721
2	London Business School	UK	675	682
3	Copenhagen Business School	Denmark	693	640
4	MIT – Massachusetts Institute of Technology Sloan School of Management	US	640	597
5	McGill University – Desautels Faculty of Management	Canada	643	585
6	Erasmus University – Rotterdam School of Management	Netherlands	553	581
7	INSEAD Europe Campus, France	France	644	570
8	ESADE Business School	Spain	636	566
9	Helsinki School of Economics – Helsingin Kauppakorkeakoulu	Finland	621	566
10	Stanford University Graduate School of Business	US	577	558
11	SDA Bocconi School of Management	Italy	590	554
12	Stockholm School of Economics	Sweden	533	547
13	University of Oxford – Said Business School	UK	461	539
14	IMD – International Institute for Management Development	Switzerland	605	516
15	HEC School of Management Paris	France	541	504
16	Columbia University – Columbia Business School	US	537	484
17	Universite Catholique de Louvain – Louvain School of Management	Belgium	479	473
18	Wirtschaftsuniversitat Wien – Vienna University of Economics and Business Admin	Austria	334	473
19	University of Auckland Business School	New Zealand	418	457
20	LSE – London School of Economics and Political Science	UK	547	453
21	University of Dublin – Trinity College School of Business Studies	Ireland	464	450
22	22- HEC Montreal	Canada	544	442
23	Duke University Fuqua School of Business	US	374	442
24	University of Cambridge – Judge Business School	UK	443	438
25	National University of Singapore – NUS Business School	Singapore	358	434
26	Yale School of Management	US	498	430
27	CEIBS – China Europe International Business School, China	China	375	422
28	University of California – Berkeley Haas School of Business	US	436	419

29	ITESM – Egade Monterrey	Mexico	547	407
30	IESE Business School	Spain	488	407
31	Cornell University – Samuel Curtis Johnson Graduate School of Management	US	467	403
32	University of Cape Town – Graduate School of Business	South Africa	377	403
33	Tsinghua University School of Economics and Management	China	366	399
34	Indian Institute of Management Bangalore	India	398	395
35	BI Norwegian School of Management	Norway	493	388
36	University of Manchester – Manchester Business School	UK	410	388
37	Universiteit Maastricht Business School	Netherlands	399	384
38	Northwestern University – Kellogg School of Management	US	353	384
39	Hong Kong University of Science and Technology – School of Business and Man.	Hong Kong	401	380
40	University College Dublin – Smurfit School of Business	Ireland	396	380
41	The University of Melbourne – Melbourne Business School	Australia	331	380
42	Universitat St Gallen – Department of Management	Switzerland	388	376
43	Fudan University – School of Management	China	337	376
44	New York University – Leonard N Stern School of Business	US	312	372
45	University of Toronto – Joseph L Rotman School of Management	Canada	416	368
46	University of Warwick – Warwick Business School	UK	421	360
47	Queen’s University – Queen’s School of Business	Canada	333	360
48	University of British Columbia – Sauder School of Business	Canada	331	357
49	University of Sydney – Faculty of Economics and Business	Australia	273	357
50	University of Chicago Graduate Business School	US	391	353
51	Universitat Mannheim – Business School	Germany	359	353
52	EM Lyon Business School	France	352	353
53	Carnegie Mellon University – Tepper School of Business	US	344	349
54	Indian Institute of Management Ahmedabad	India	379	345
55	Cranfield University – Cranfield School of Management	UK	464	337
56	ESSEC, France	France	444	333
57	Pontificia Universidad Catolica de Chile – Escuela de Administracion	Chile	373	329
58	University of California, Los Angeles – John E Anderson School of Management	US	356	329
59	IE-Business School	Spain	354	332
60	Boston University – School of Management	US	296	314
61	Keio University – Keio Business School	Japan	290	314
62	INCEA Business School	Costa Rica	343	310
63	University of Economics Prague	Czech	423	306
64	University of Pennsylvania – Wharton School	US	269	306
65	SGH – Warsaw School of Economics	Poland	408	306

66	Australian Graduate School of Management – University of New South Wales	Australia	296	298
67	Nanyang Technological University – Nanyang Business School	Singapore	250	298
68	Georgetown University – McDonough School of Business	US	262	295
69	Fundacao Getulio Vargas – Escola de Administracao de Empresas de Sao Paulo	Brazil	300	287
70	Babson College	US	359	283
71	University of Western Ontario – Richard Ivey School of Business	Canada	343	283
72	Korea University Business School	South Korea	288	283
73	Vlerick Leuven Gent Management School	Belgium	355	271
74	Seoul National University – SNU Business School	South Korea	287	271
75	Dartmouth College – Tuck Business School	US	221	271
76	Universite Libre de Bruxelles – Solvay Business School	Belgium	227	267
77	Purdue University – Krannert School of Management	US	315	260
78	ESCP Europe Paris	France	348	256
79	KAIST Graduate School of Management	South Korea	309	252
80	University of Stellenbosch – School of Business	South Africa	301	248
81	Monash University – Faculty of Business and Economics	Australia	281	248
82	University of Texas at Austin – McCombs School of Business	US	293	240
83	University of Michigan – Stephen M Ross School of Business	US	221	240
84	INSEAD – Asia Campus	Singapore	308	221
85	Texas A&M University – Mays Business School	US	294	221
86	University of North Carolina at Chapel Hill – Kenan Flager Business School	US	241	221
87	Chinese University of Hong Kong – Faculty of Business Administration	Hong Kong	216	221
88	Universite Paris – Dauphine	France	194	221
89	University of Otago School of Business	New Zealand	228	217
90	Emory University – Goizueta Business School	US	219	217
91	Macquarie University – Macquarie Graduate School of Management	Australia	244	194
92	Pennsylvania State University – Smeal College of Business Administration	US	172	194
93	Thunderbird School of Global Management	US	266	186
94	Waseda University – Graduate School of Economics	Japan	230	186
95	National Taiwan University – College of Management	Taiwan	237	186
96	Yonsei University School of Business	South Korea	158	178
97	University of Virginia – Darden School of Business	US	130	174
98	University of Notre Dame – Mendoza College of Business	US	140	155
99	Sciences PO Paris	France	157	151
100	Hitotsubashi University – Graduate School of International Corporate Strategy	Japan	106	116

Appendix F – Headcount

Opgjort 1. december 2009

	2006			2007			2008			2008
	Kvinder	Mænd	Total	Kvinder	Mænd	Total	Kvinder	Mænd	Total	Women in %
Videnskabeligt personale (VIP)										
Professorer	17	89	106	19	99	118	23	108	131	18%
Lektorer	60	121	181	60	113	173	64	118	182	35%
Adjunkter	22	36	58	19	41	60	24	38	62	39%
Post doc	8	8	16	14	12	26	9	13	22	41%
Ph.d.	45	43	88	49	38	87	53	46	99	54%
Øvrige	17	12	29	17	19	36	14	20	34	41%
I alt VIP	169	309	478	178	322	500	187	343	530	35%
Deltidsundervisere (DVIP)										
Eksterne lektorer	82	188	270	70	177	247	67	186	253	26%
Undervisningsassistenter	58	178	236	64	154	218	54	158	212	25%
Gæsterforelæsere	27	68	95	28	86	114	28	77	105	27%
Studerende	33	45	78	62	63	125	16	38	54	30%
Censorer	28	157	185	27	122	149	34	140	174	20%
I alt DVIP	228	636	864	251	602	853	199	599	798	25%
Administrativt personale (TAP)										
Administrativt personale	340	209	549	343	201	544	408	224	632	65%
Studentermedhjælp	119	98	217	141	102	243	170	112	282	60%
Eksamenstilsyn	40	40	80	44	42	86	41	39	80	51%
I alt TAP	499	347	846	528	345	873	619	375	994	62%
CBS Total	896	1.292	2.188	957	1.269	2.226	1.005	1.317	2.322	43%

Kilde: CBS løndata, opgjort 1. december

Antal Årsværk

Opgjort 1. december 2009

	2004	2005	2006	2007	2008
Videnskabeligt personale (VIP)	483	489	466	466	475
Deltidsundervisere (DVIP)	230	215	207	208	202
Administrativt personale (TAP)	488	541	528	544	586
I alt	1.201	1.245	1.201	1.218	1.263

Kilde: CBS Løndata

Udenlandske forskere

Region	Fastansat	Gæsteprofess	Total
Ikke oplyst	1		1
Afrika	1		1
Asien & Australien		6	6
Europa	14	24	38
Nordamerika	6	11	17
Nordiske lande	3	7	10
Syd- og Latinamerika		1	1
Total	25	49	74

Kilde: CBS HR-data

Udenlandske forskere er defineret som (gæste)forskere på ophold på CBS i 2008 i mindst 1 måned.

Appendix G – Key figures 2008

Nøgletal - 2008

Antal studerende	16.101
Udenlandske studerende (ordinære uddannelser)	1.808
Udvekslingsstuderende (indgående - ekskl. International Summer University Program)	1.166
Videnskabeligt personale (fuldtid)	530
Videnskabeligt personale (deltid)	798
Ph.d.-studerende	189
Udenlandske forskere i faste stillinger	75
Administrativt personale	994
Finansiering (mio. euro)	134
Udvekslings- og samarbejdsaftaler	367
Antal corporate partnere	2

Kilde: CBS Communications & Marketing 05.10.2009

Appendix H: Headcount of examined Departments

Source: www.cbs.dk - august 2009

Department of Intercultural Communication and Management				
	Kvinder	Mænd	Total	Women in %
Academic staff (VIP)				
Full Professor	4	4	8	50%
Associate Professor	7	15	22	32%
Assistant Professor	3	0	3	100%
Post doc	2	1	3	67%
Ph.d.	15	6	21	71%
Other	1	3	4	25%
I alt VIP	32	29	61	52%

42%

Department of Organization				
	Kvinder	Mænd	Total	Women in %
Academic staff (VIP)				
Full Professor	3	9	12	25%
Associate Professor	4	9	13	31%
Assistant Professor	2	0	2	100%
Post doc	0	0	0	-
Ph.d.	11	7	18	61%
Other	1	0	1	100%
I alt VIP	21	25	46	46%

33%

Department of Law				
	Kvinder	Mænd	Total	Women in %
Academic staff (VIP)				
Full Professor	2	6	8	25%
Associate Professor	3	5	8	38%
Assistant Professor	1	2	3	33%
Post doc	0	0	0	-
Ph.d.	4	2	6	67%
Other	1	0	1	100%
I alt VIP	11	15	26	42%

32%

Department of Innovation and Organizational Economics				
	Kvinder	Mænd	Total	Women in %
Academic staff (VIP)				
Full Professor	0	7	7	0%
Associate Professor	2	11	13	15%
Assistant Professor	1	2	3	33%
Post doc	0	0	0	-
Ph.d.	5	4	9	56%
Other	1	3	4	25%
I alt VIP	9	27	36	25%

13%