

# Negotiation: Why Women are at a Disadvantage, How It Impacts the Success of your Organization, and What You Can Do About It

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November 2013



# Outline

- What does the Research Say?
- Why are Women at a Disadvantage?
- How does it impact your department/college/research center?
- What Can You Do About It?
- A Case Study on Impact
- References
- Questions?

# Research Stats on Negotiation

- Men initiate negotiations 4 times more often than women.
- **58% of men vs. 7% of women negotiated their first job offer.**
- Men describe negotiation as “fun” like “winning a ball game”.
- Women describe negotiation as “scary” like “going to the dentist”.
- Women, on average, last negotiated 18 months ago to buy a car or home.
- Men, on average, negotiated in the last two weeks to ask a colleague to support a project or ask their wife to pick up a child.

# What does Research say about Women & Negotiation?

Women tend to be more pessimistic about their worth.@

**Salary differences for men and women persist, in part, because women don't negotiate.\***

But its more than just salary...

Negotiation can have a profound effect on a woman's career trajectory (lower \$ = less value).\*\*



# Why are Women at a Disadvantage?

- Negotiations “gone bad” can damage relationships.#
- It doesn’t occur to them to negotiate. They are socialized from childhood to take what they are given.@
- Women have learned that society can react badly to women who assert their own needs and desires.\*
- Women don’t know how to negotiate. They didn’t spend their childhood doing it.
- They lack the personal and professional networks they need to succeed at negotiation.\*\*

# BUT....

Women can overcome these issues if they are provided with *multiple* opportunities to:

1. become aware of the issues,
2. learn about the negotiation process, and
3. practice negotiating.

So, why does it matter to you, as a leader in your department/college/research center? How does it really impact you? If so, what can you do?

# How does it Impact You?

- Faculty who lack needed equipment/supplies/time/technical support/graduate students/mentors/exposure/networking opportunities...waste their time/talent/potential/effort/energy/creativity...

*“Location determines productivity as much as or more than productivity determines location.”*

- Virginia Valian, Hunter College, CUNY

**What is the culture like *here*?**



# How does it Impact You?

- When your faculty don't fulfill their potential, it lowers your department/college/research center's:
  - Grant funding
  - Research output
  - Number and quality of publications
  - Graduate student production
- You fail to realize the returns on the investment you have made in your faculty
- Their Success = Your Success

**You can change the culture here...**





# What Can You Do About It?

- Educate leaders about the issues for women and the negative consequences for your department/college/research center, etc.
- Provide multiple opportunities for women faculty to obtain training in negotiation
- Level the playing field by offering a similar package of start-up support for all new hires (course release, grad students, equipment, supplies, space, travel), which can be revised to meet specific needs

# What Can You Do About It?

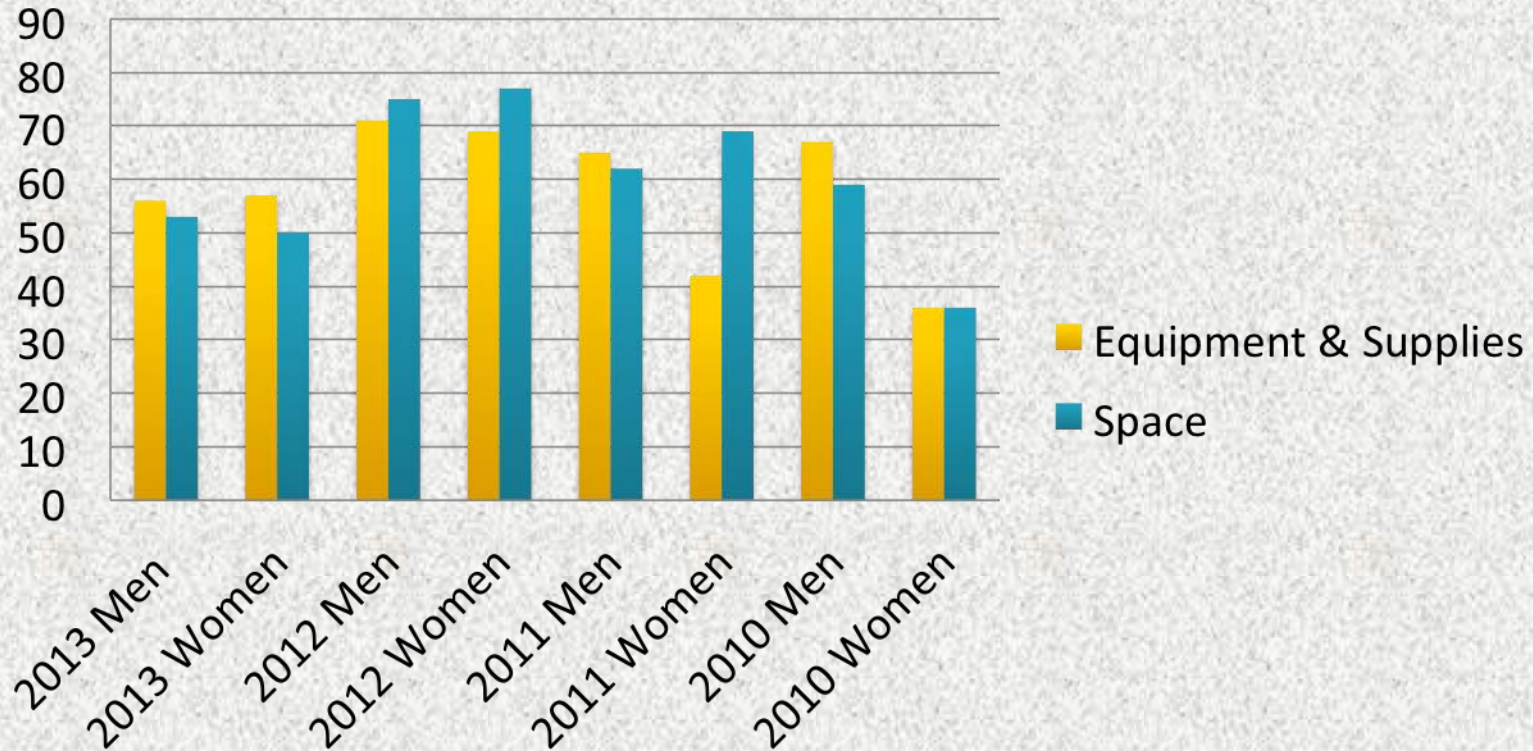
- Be conscious of your response when women faculty initiate negotiations (remind yourself of the issues/research – implicit bias)
  - Be proactive and watch for issues related to negotiation
  - Develop clear procedures and policies for requesting and allocating:
    - course release
    - funds for TA's/RA's, equipment, travel
    - research space allocation
- and communicate these openly to all faculty

# A Case Study on Impact: Our Story....

- We have had an NSF ADVANCE grant since 2009.
- One of our early issues was the statistically significant difference between men and women at the tenure-track and tenured level who said they had the equipment, supplies and lab/research space needed to conduct their research.
- We did two internal seminars and an external workshop on negotiation in 2009 – 2010.
- Here is how it has impacted our college:



# % of Faculty With Equipment & Supplies and Lab Space Needed to Conduct Research, 2010-13





# Faculty Responses - 2011

- Three faculty reported that the lunchtime presentations on “Women Don’t Ask” and negotiation skills were particularly memorable and helpful to them. One said that learning self-advocacy skills is “*great because that's something that changes our way of thinking in the short-term and also the long-term.*” She reports that she not only advocates for herself, but also encourages other female colleagues and graduate students to be more assertive and negotiate for their professional needs.

# Faculty Responses - 2011

- A male faculty member noted, “[The PI] has guided them through thinking about what some of the subtle issues are that they just need to overcome. I've seen it among the women faculty I interact with—the proactive approach. Whereas before, they might have thought, ‘Should I really ask that question? Should I really raise that issue or just say, yes, sir and move on?’ I see a very positive, proactive approach among some of our female faculty. It's not that it wasn't there before in their personality...But it's elevated to a point where now they're more comfortable with bringing up issues.”

# Faculty Responses - 2011

- Another male faculty member reported, *“I think it has created kind of a boldness that probably wasn't there before. There already was the seed of that, but now bigger steps are being taken. This individual is going after bigger prizes and bigger opportunities. That has been rewarding to see.”*



# Faculty Responses - 2012

- More than 50% of women faculty reported feeling more confident professionally and provided examples of how they were being more assertive about advocating for their needs.
- *“It’s made me more confident in who I am...I ask for things more than I would have. I learned you don’t get unless you ask.”*
- *“I’m more provocative, speak out loud about it...”*
- *“...maybe this whole program and strategies for female faculty have given me more self-confidence...”*



# Closing Thoughts

- While women often lack the information and experience they need to be effective negotiators, if they have multiple opportunities to learn about negotiation and practice it they will improve.
- You, as a leader, should educate yourself about the issues and implement policies/procedures to increase transparency and level the playing field for everyone.
- Everyone loses when faculty don't have the resources and opportunities they need to be successful.

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# Questions?

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