Breaking Barriers: Strategies for Developing Women Leaders in Public Service

Ganis Setyaningrum[1], Juansih[2], Fendy Suhariadi[3], Ian Firstian Aldhi[4]

[1] Human Resource Development Doctoral Program, Postgraduate School, Universitas Airlangga, Surabaya, Indonesia, ganis.setyaningrum-2021@pasca.unair.ac.id

[2] Human Resource Development Doctoral Program, Postgraduate School, Universitas Airlangga, Surabaya, Indonesia, juansih@pasca.unair.ac.id

[3] Human Resource Development Doctoral Program, Postgraduate School, Universitas Airlangga, Surabaya, Indonesia, fendy.suhariadi@psikologi.unair.ac.id

[4] Human Resource Development Doctoral Program, Postgraduate School, Universitas Airlangga, Surabaya, Indonesia, ian.firstian.aldhi-2021@pasca.unair.ac.id

[*]Corresponding Author: ganis.setyaningrum-2021@pasca.unair.ac.id

Abstract: This article offers a comprehensive perspective on leadership development by addressing the distinctive requirements of women in public organizations. The opportunities and constraints in each of the seven categories of leadership development practices are analyzed for women. In order to facilitate the advancement of women's leadership development, this article provides advisory recommendations for human resource professionals and consulting psychologists who are focused on female clients and organizational practices. Ultimately, this article explores the research's overarching themes and their implications for the development of leadership and women. Organizations establish effective leadership development systems for women. When women are informed about the leadership development practices within their organizations, they are more likely to develop stronger organizational connections, which may result in a greater level of organizational commitment.

Keyword: Women Leaders, Development Strategy, Public Organizations, Training, Coaching.

INTRODUCTION

In the 1970s, women began to enter the workforce in unprecedented numbers, and today, they comprise over half of the managerial workforce, a significant increase from 18% in 1972. Women have accounted for nearly half (47%) of the U.S. workforce as of 2023, and it is anticipated that this percentage will remain consistent over the next decade. The percentage of women in the top 10 highest-paying occupations in the United States has increased significantly from 13% in 1980 to 35% (Coleman et al., 2021). Women occupied

10.4% of CEO positions in Fortune 500 companies in 2023, indicating progress, but they are still far from parity (Field et al., 2023).

The World Economic Forum (2023) reports that women comprise 32.2% of senior leadership positions, with the highest representation in healthcare and care services (49.5%), education (46%), and consumer services (45.9%). As women ascend to positions of leadership, they encounter distinctive opportunities and obstacles, both overt and subtle, that hinder their ability to reach their maximum potential. The objective of this article is twofold: to analyze leadership development practices with a specific emphasis on the requirements of women and to offer suggestions for consultation with human resources professionals and psychologists who collaborate with organizations and individual women to facilitate women's leadership development.

There are significant variations between men and women in terms of their biological, neurological, and psychological characteristics, despite the fact that they share many comparable characteristics. One example is the fact that researchers have brought attention to gender-specific methods to information processing, stress management, and motivation (Kheloui et al., 2023). There is also a difference in how men and women understand what constitutes a successful career. According to Moon and Kim (2024), women frequently define workplace success by referring to roles that are intrinsically gratifying, personal accomplishments, developing oneself, and maintaining a balance between their personal and professional lives. Men, on the other hand, are more likely to link success with large salaries, ascending the corporate ladder, and obtaining status. According to Mainiero and Gibson (2018), women's conceptions of success are further influenced by the fact that they are confronted with conflicting objectives for their time and attention at various periods of their lives and careers. According to Athanasopoulou et al. (2018), the fact that men and women have different value orientations makes it necessary for two different leadership development methodologies to be implemented. The incorporation of these insights into leadership programs has the potential to enhance the efficacy of these programs by catering to the distinct requirements and goals of each gender specifically.

Taking into consideration the known differences that exist between men and women in positions of authority, this essay begins by analyzing the evolution of women's leadership within the framework of these issues. It then goes on to define effective leadership development and identify the most powerful techniques that prioritize organizational transformation and individual change. Finally, it concludes by doing a review of the existing body of research on women's leadership development. Within the scope of this study, seven distinct forms of leadership development methods are categorized and their relation to the special requirements of women is analyzed. It provides guidelines for consultants who operate at both the individual and organizational levels, and it investigates the opportunities and obstacles that women face within these seven professions. The essay concludes by discussing the overall themes that were extracted from the research and the implications that these themes have for the advancement of women in leadership positions.

Within the context of this all-encompassing approach, the necessity of individualized leadership development programs that cater to the specific developmental needs of women is brought into sharper focus. It is proposed that psychologists and experts working in human resources work together with female clients to apply these recommendations within organizational practices. This proposal is in keeping with the report that was published on the development of leadership skills for women. This article offers a comprehensive viewpoint that addresses and addresses both human and systemic issues that are associated with the development of women's leadership. It provides an outline of successful tactics and support structures that companies can implement in order to establish a long-term climate that is conducive to the development of women in leadership roles. Integrating these observations

can assist businesses in developing a leadership environment that is more welcoming and supportive of women, as well as one that acknowledges and cultivates the potential of women in leadership positions.

METHOD

This research method is library research. Library research is the methodology employed in this investigation. This library research examines a variety of reference sources, including books and similar previous research results, which are beneficial in establishing a theoretical foundation for the problem under investigation (Cooper & Valentine, 2019). The concepts and descriptions concerning the development of women's leadership were developed using this library research procedure. According to Johnshon (2018), the subsequent stages in library research are as follows: i) Develop a broad understanding of the research topic, ii) Locate information that corroborates the topic, iii) Emphasize the research's focus, iv) Locate and organize the requisite reading material, v) Read and take research notes, vi) Review and enrich the reading material, and vii) Reclassify the reading material and commence writing.

The reference database for studies that develop concepts and descriptions regarding women's leadership development, which were published within the last six years in both Indonesian and English, is based on data sources obtained offline and online, including books, journals, and articles. The data analysis technique employed in this investigation is content analysis. This analysis is conducted by selecting, comparing, combining, and arranging a variety of meanings until the pertinent ones are identified (Thompson, 2021). In order to ensure the immutability of the review process and prevent and overcome miss information (human misunderstandings that can occur due to a paucity of library writers), inter-library checks and literature re-reading are conducted, with emphasis on expert comments (Davis, 2020).

RESULTS AND DISCUSSION

Gender Differences in Leadership

There are three main characteristics of gender-related discrepancies that have been established in empirical study, and the systematic development of women inside leadership positions should take these into account. To begin, there are significant distinctions between the forms of leadership that men and women engage in. According to the findings of a meta-analysis conducted by Akhter et al. (2023) that focused on more than 160 research, it was discovered that women are more likely to employ democratic or participatory (communal) leadership styles, while males are less likely to use autocratic or directive (agentic) types of leadership. When it comes to environments that are dominated by male leadership styles, however, this trend is less noticeable. According to additional research conducted by Carli and Eagly (1999), it was discovered that men have a tendency to demonstrate a leadership style that is more assertive and domineering, displaying less respect and warmth towards members of the team, in contrast to their female counterparts. In addition, Smith et al. (2019) found that female managers are more likely to employ transformational leadership approaches, particularly when it comes to mentoring and supporting their followers as individuals.

Second, there are clear distinctions between the ways in which men and women behave in leadership roles. According to the findings of a number of research that make use of 360-degree feedback methods, female managers typically have higher scores in behavioral characteristics such as teamwork, empowerment, information sharing, and employee care (Flabbi et al., 2019). However, according to the findings of another study (Zheng et al., 2018), women tend to exhibit higher levels of emotional awareness, empathy, and interpersonal skills, but men tend to be more adaptive, confident, optimistic, and better at

managing stress. Despite the fact that Elias (2018) conducted a meta-analysis of 82 research and found that there was no significant difference in overall leadership effectiveness between the sexes, men were regarded as being more effective in environments that were dominated by men or roles that were thought to be more favorable to males. On the other hand, when these conditions were reversed, women were regarded as being more effective (Basile et al., 2023).

The corporate environment, which frequently exhibits gender prejudice, has a substantial impact on the efforts that are made to build leadership skills. According to Kubu (2018), companies that are controlled by men are not gender-neutral and have a tendency to evaluate women's presence, performance, and success differently than they view men's aspects. According to Kossek and Buzzanell (2018), even progressive organizations frequently have procedures, rules, and practices that were designed by and for males, which can put women at a discriminatory disadvantage. The recognition of these contextual elements and the modification of leadership development programs in order to provide effective assistance for women is of the utmost importance. Further complicating matters is the fact that women of color face even more obstacles when it comes to achieving leadership roles. Ineffective diversity initiatives further compound this problem, according to Baker et al. (2021), who discovered that women of color frequently had less access to mentors and sponsors than heterosexual women. According to Shortland and Perkins (2020), African-American women report higher levels of tension and anxiety as a result of the challenges they have in navigating the mostly white professional environment as well as members of their own communities.

Leadership Development Framework for Women
Before delving into the development of women's leadership, it is essential to have a fundamental understanding of the traits that are associated with leadership growth. According to Valerio (2022), leadership development is a process that improves the collective capacity of people of an organization to effectively engage in leadership roles and their associated activities. According to Furtado et al. (2021), effective leadership development programs must take into account both the individual and organizational levels of learning on a consistent basis. According to Phillips et al. (2022), the emphasis has switched to the development of skills through practical job experience. The goal is to promote the enhancement of individual skills and knowledge, which will ultimately lead to an increase in the overall effectiveness of the organization. These kinds of initiatives ought to be in accordance with the strategic objectives of the business and should not be carried out in isolation; eventually, they should provide chances for the change of the organization. Furthermore, effective leadership development metrics measure both the learning and performance of the particular leadership candidate (Al Khajeh, 2018).

Waldman et al. (2020) identified five key standards for best practices in leadership development. These standards are as follows: consistently executing leadership programs, holding leaders accountable, developing an integrated leadership strategy, linking leadership development to business objectives, and initiating development from the highest levels of leadership. Leaders at all levels, including HR and line managers, are accountable for developing organizational leaders. While senior leadership should make development a priority, leaders at all levels are responsible for developing leaders. It is recommended by Salicru (2020) that organizations offer a wide range of possibilities for professional growth and that they encourage individuals to take responsibility for their own leadership development.

Due to women face unique obstacles in leadership that are sometimes missed by others, it is vital to establish leadership development techniques that are targeted to the special

requirements of women. This is because women face a unique set of challenges in leadership. As stated by Lisnic et al. (2019), the tokenism theory proposes that individuals who are underrepresented in senior positions within organizations require unique approaches to achieve success and accomplishment. This is due to the fact that they frequently face different expectations and have different resources compared to their mainstream counterparts. Although women may have achieved parity with their male colleagues in terms of position and remuneration, they may have had drastically different experiences along the road (Barnes, 2019). This is something that is true for women.

Developmental experiences that incorporate a wide range of evaluations, difficulties, and support mechanisms are the ones that are most likely to be successfully implemented. The following seven categories of formal and informal development practices are included in the organizing framework that we propose for a variety of leadership development methods. These categories are as follows: assessment, training and education, coaching, mentoring, networking, experiential learning (i.e., job development tasks and action learning projects), and career planning. There are parts of evaluation, challenge, and support that are included in our framework of seven developmental practices, according to our point of view. In the following sections, we will investigate the development of women's leadership in each of these seven categories of development practice. Furthermore, we will offer recommendations to human resources professionals and consultants who are working toward the goal of maximizing the leadership contributions of women's organizations and individuals (Vogel et al., 2021).

Leadership Evaluation

The importance of leadership competency assessment, in particular through 360-degree competency instruments and assessment centers, has been well established as a significant contributor to the current growth of leadership in organizations. Nevertheless, it is of the utmost need to use caution while applying leadership assessment instruments for women for the reasons that are listed below. In the beginning, previous research has shown that there is a significant amount of "dangerous" gender bias in the evaluation of leadership in businesses. In light of the fact that the idea of leadership is more frequently linked with men and that the standard of success is typically measured in terms of men (Lisnic, 2019), it is appropriate to consider the following. According to Phillips et al. (2022), leadership evaluations of males are characterized by the presence of biased gender preconceptions and prejudices. During their research, Pratch and Jacobowitz (1996) found that female MBA students who demonstrated a strong agent orientation were negatively evaluated as leaders by their peers. On the other hand, men MBA students who exhibited communal inclinations did not face negative perceptions of their leadership qualities. Based on their observations, they found that both males and females in their sample anticipated that females would demonstrate behaviors that were relational and other-oriented. Nevertheless, they found that there were negative outcomes that occurred when women exhibited characteristics that were more traditionally associated with masculinity and were therefore related with leadership effectiveness. In light of this, it is essential that the interpretation of the outcomes of leadership evaluation instruments be carried out with a specific awareness of the gender roles and norms that are present in the workplace (Salicru, 2020). It is possible that her evaluation of leadership conduct will be influenced by the fact that she is a female executive working in a company that is controlled by men. When it comes to women in higher organizational positions, who are typically linked with male CEOs, this bias is especially likely to occur.

It is possible that women may be reluctant to request 360-degree appraisal and feedback due to their reluctance to compel the time of others and their uncertainty over the potential outcomes (Shinbrot et al., 2019). If this is the case, then it is possible that women may not

request these types of evaluations. It is possible that, in the long run, this lack of provision of developmental feedback concerning leadership strengths and flaws would prove to be negative. In the third place, it is absolutely necessary to take into account the gender context of the company whenever an evaluation is being conducted. In the realm of leadership within the library. It is observed by Mbilishaka et al. (2023) that the parent organization of the library does not appear to be dominated by women, despite the fact that the majority of the library's employees are female. She argues that women should be able to benefit from the specific qualities that they possess as well as a new viewpoint on leadership that places an emphasis on emotional intelligence, inclusion, and connectivity. This is despite the fact that male-dominated bureaucratic hierarchies continue to exist.

Training and Education Programs

Training programs that are effective typically report an increase in leader-related outcomes that ranges from seven to eighteen percent. The incentive to learn is the aspect that determines whether or not the training is transferable. It was extremely effective in boosting the knowledge and performance of both men and women, as evidenced by a meta-analysis of managerial training (Huguet et al., 2020). This was demonstrated by the fact that it was highly effective. Training was shown to be extremely effective in enhancing knowledge, very/fairly effective in obtaining objectively measurable behavioral outcomes, and moderately effective in altering subjective behavior and system-level outcomes, according to a meta-analysis that was conducted more recently. The acquisition of information, skills, and education through opportunities to participate in training courses was one of the tactics that was mentioned the most frequently as a means of building leadership abilities. Women have benefited from the leadership training program, which has also produced positive results. It has been determined by Kossek and Buzzanell (2018) that the likelihood of women of color achieving upper-middle management positions at US West, a telecommunications corporation with headquarters in Colorado, is one in 289, but the likelihood of white men achieving such a position is one in 21. As a direct consequence of this astounding discovery, the Women of Color Project was founded. This project provides opportunities for women working in organizations to further their leadership development. For example, 46 percent of the initial group of participants in the program had been promoted at least once. This demonstrates that the program has produced amazing outcomes.

Kulkarni and Mishra (2022) recount the experience of establishing an organization from a global women's leadership forum that was intended to identify and cultivate high-potential women from across the organization. The CEO initiated and championed the program, which is perceived as an organizational change process. This commitment to a new business model, which will involve the ongoing training and development of talented women within the organization, is indicative of a senior-level commitment. It is imperative for women to engage in leadership training that is exclusively for women, in addition to other leadership development initiatives, in order to cultivate a more robust sense of self and more robust relationships with other women.

Coaching

The utilization of executive advisers, which are also referred to as executive coaching, is a widely used approach to improve leadership training and development. Executive coaching is a collaborative partnership between a consultant and a client with managerial authority in an organization, as defined by Gan et al. (2021). The consultant employs a variety of behavioral techniques and methodologies to assist the client in achieving mutually agreed-upon objectives, thereby enhancing the client's personal satisfaction and professional performance. This process, in turn, improves the organization's overall efficiency.

Organizations are increasingly utilizing coaching as a development intervention for senior and high-potential executives to facilitate comprehensive organizational transformation. The coaching process typically entails the development of an action plan for change, the utilization of 360-degree feedback and other methods to identify strengths and deficiencies, and the conduct of one-on-one sessions between the coach and the individual being coached (Passmore & Lai, 2020). An additional article in this special issue is entirely dedicated to executive mentoring.

Coaching provides women with a number of advantages, including the ability to address their distinctive developmental concerns, including connection, authenticity, agency, self-definition, and wholeness, which are essential throughout their professional careers (Yip et al., 2020). Coaching is instrumental in reconciling these developmental challenges with an organizational culture that may not completely recognize the significance of women's aspirations to collaborate, lead an integrated life, act authentically, and seek accurate feedback. Mainiero and Gibson (2018) proposed that women contemplate a variety of life roles and that the importance of authenticity, balance, and challenge varies across different career stages. In the same vein, Moon and Kim (2024) identified three age-related phases in women's careers: the idealistic attainment phase, the pragmatic resilience phase, and the reinventive contribution phase.

Women necessitate coaching that is specific to each of these phases, with an emphasis on topics such as work-life balance, self-confidence, and maintaining a developmental perspective on personal and professional contributions. At different periods of their careers, women frequently endeavor to reconcile their professional and familial obligations. Women may be required to temporarily suspend their professional endeavors due to family obligations, which frequently leads to leadership derailments (Dzingwa & Terblanche, 2024). As a result, it is advantageous for women to seek the assistance of coaches who are adept at guiding them through their developmental journeys and highlighting the holistic nature of women's development, given the distinctive circumstances they encounter. Further, the efficacy of these interventions can be substantially improved by integrating mentoring with other leadership development programs and aligning them with organizational objectives (Furtado et al., 2021; Phillips et al., 2022).

Mentoring

Diverse mentoring relationships foster personal growth and learning, as well as the establishment of clear professional objectives and career advancement. According to Deng et al. (2022), individuals who have mentors are frequently more interpersonally competent, more highly compensated, and more content. Mentoring was less prevalent among women than among their male counterparts. Mentoring has been discovered to be more strongly correlated with the success of males in their careers than with women. Mentoring is less significant for the career advancement of more successful women than it is for less successful women (Ivey & Dupré, 2022). This discovery has been the subject of numerous explanations. Initially, the absence of women in senior leadership positions in organizations has resulted in a scarcity of mentors who are of the same gender. Traditional gender roles and styles frequently confound mentoring relationships between the sexes. Furthermore, women in senior positions are frequently hesitant to serve as mentors due to feelings of being overburdened, unqualified, or at risk for their careers (Hu et al., 2021).

Because there are fewer women in higher-level roles within businesses, women are more likely to be involved in cross-gender mentoring relationships than men. This is due to the fact that there are less women in higher-level jobs. Mentoring relationships with guys can be made more difficult by traditional gender norms and external assumptions, despite the fact that males offer key career benefits like as access to information and resources. Women tend

to be more subservient and docile when they are interacting with male mentors than they are when interacting with other women due to traditional gender stereotypes. Furthermore, the mentoring connection may be hindered by worries surrounding sexual harassment, as well as the risk that the relationship may be regarded as sexual by other individuals (Liu et al., 2021). It is necessary to have appropriate management in cross-gender mentoring relationships. This management requires monitoring behavior and emotions, as well as the internal and external implications of the connection, in order to avoid allegations of protest or a loss of credibility in the eyes of others. Favoritism is present. Women engaging in mentoring relationships are required to handle both the internal dynamics of mentors and students, as well as the exterior dynamics between mentoring partners and the entire organization, notably student administrators (Seery et al., 2021). This is because mentoring relationships need to be managed by women.

The level of nurturing and support that female mentors are expected to provide is different from that of male mentors. This difference is a consequence of the traditional family roles of women as mothers and the caregiving that is practiced in the work environment. The token dynamics within the organization also result in female-to-female mentoring relationships being more visible than traditional mentoring relationships. This heightened visibility imposes an additional burden on senior women, who perceive their students' failures as a negative reflection on themselves. Yip et al. (2020) propose numerous strategies to eliminate the obstacles that impede women from assisting women in organizations. Initially, it is imperative that women enhance their self-awareness and challenge the assumptions that erode connections. Secondly, senior women are accountable for enhancing the intimacy of their relationships, as junior women are more susceptible. A women's mentoring network that enhances the power and influence of women at all levels of the organization is a by-product of strengthening these relationships.

Networking

Increased influence and power; access to job opportunities, information, and skills; and job performance are among the outcomes of interpersonal networks (Kheloui et al., 2023). Traditional structures and gender roles, similar to the other leadership development methodologies previously discussed, limit the networking opportunities available to women. According to a recent survey, 46% of female managers identified exclusion from informal networks as a barrier to career advancement, while only 18% of men did. Differing perspectives of CEOs and women were identified in a study that examined the issue of career advancement for women. The primary factors that women believe prevent them from advancing are male stereotypes, exclusion from informal networks, a lack of experience, and a hostile culture, when they are asked to identify them. Conversely, the CEO drew attention to the inexperience of a woman who had not been on the right path for an extended period (Adisa et al., 2021).

In numerous organizations, all women's networks are now present. This network has been characterized as a female endeavor to establish the same level of support that is provided to and by men through same-sex association. Men have a more utilitarian perspective on their network, while women tend to have a more social orientation. Despite the fact that women are inclined to prioritize social support from their network, they are also cognizant of the development of their skills and career. Confidence building, career counseling, coaching, and an understanding of organizational dynamics are among the specific benefits of network membership that women have identified (Greguletz et al., 2019).

Experimental Learning

Opportunities for leadership growth can be found in a variety of corporate experiences, including transitions to new roles, tough work projects, and high-profile work assignments. According to Vogel et al.'s research from 2021, there is a favorable correlation between the breadth and diversity of job assignments and the attainment of progressive leadership. According to the findings of a study conducted by Furtado et al. (2021), unique developmental experiences that assist leadership growth include difficult job mandates, transitions to new job duties, and career mobility. This research was conducted on both male and female executives. However, the proportional worth of these opportunities and the access to them differs depending on the gender of the individual. There is a lower likelihood that women would be given high-risk responsibilities for the organization, and they also have less access to tough work assignments. The majority of the time, high-stakes job assignments result in great visibility and acclaim for performance, which can contribute to future possibilities for leadership. Women are particularly interested in this visibility since they have reported that having a documented track record of achievement and continuously exceeding expectations are essential elements for growth.

As opposed to line roles with profit and loss responsibilities, which are the most typical route to organizational leadership positions, women are more likely to be suppressed in staff positions, such as human resources or corporate communications (Flabbi et al., 2019). This is because women are more likely to be in positions of authority inside the organization. The findings of Cooleman et al. (2021) revealed that female and male MBA graduates reported comparable levels of interest in international assignments. Despite this, just three percent of North American managers who were sent overseas were female. In addition, seventy-five percent of businesses claimed that the level of discrimination against women in international business was so high that it would cause them to fail, yet only twenty percent of women who were working abroad stated that their gender was a barrier to their success. It is implied that this disparity will be decreased if businesses give women with full-term assignments abroad, as opposed to transient ones, in order to establish credibility with their colleagues who are working overseas. It is especially beneficial for women of color to take on leadership roles within their communities since these responsibilities provide them with additional opportunities to gain experiential learning. According to Al Khajeh (2018), employers tend to neglect the leadership talents of people of color who are well-versed in their roles as mentors and custodians of educational and community groups. This is despite the fact that these individuals are proficient in their respective capacities.

Career plan

Compared to males, women are more reliant on official promotion procedures within enterprises, and they demonstrate less mobility both within and across organizations, according to research conducted by Smith et al. (2019). This research was conducted on the career paths of women. Consequently, it has been demonstrated that the establishment of a planned career plan is essential for the advancement of women's roles in the workforce. However, the fundamentals of strategic career planning and succession planning are frequently not taught to women in their formal education or inside their businesses. This is a problem both for women and for organizations. After participating in professional networking activities, Woehler et al. (2021) discovered that many female education administrators were more concerned with their current performance than they were with their potential for the future. Furthermore, these administrators had a difficult time determining their five- and ten-year career goals. In line with research that indicates that the most prevalent approach identified by women for professional progression is to "consistently exceed performance

expectations," which places an emphasis on present performance rather than strategic career planning, this is consistent with our findings.

As noted by Mbilishaka et al. (2023), white male managers tend to discuss career trajectories and future development chances primarily with male employees, despite the fact that they provide job performance comments to both male and female subordinates. The interactions that take place between female managers and their employees, on the other hand, cover both current and projected performance. In order to facilitate the progress of women in their careers, Adisa et al. (2021) propose a number of different strategies that managers can put into action. Among these are keeping a proportional representation of women in projects and committees, supporting training programs that are specifically designed for women, and explicitly exhibiting the organization's commitment to diversity. Additionally, it is important to make sure that candidate lists for open jobs always include at least two women. According to Furtado et al. (2021) and Phillips et al. (2022), organizations should incorporate formal career development programs that give women the opportunity to receive mentorship and sponsorship in order to better promote the advancement of their careers.

CONCLUSION

While the growing number of women in the workforce and their ascent to managerial and leadership roles is a noteworthy accomplishment, it also presents ongoing obstacles. The career progression and leadership development of women are influenced by a variety of unique barriers, including gender biases, microaggressions, and a lack of mentoring and networking opportunities. These gender-specific challenges and support structures, which include tailored training, mentoring, coaching, and networking opportunities, should be addressed by effective leadership development for women. Companies can foster an inclusive environment that fosters gender diversity at all levels of management and develops women's leadership potential by concentrating on both individual and organizational levels.

Future research should investigate the way in which different organizational cultures influence the advancement of women into leadership positions, longitudinal studies to monitor the long-term impact of leadership development programs on women's career trajectories, and intersectionality in leadership development. In addition, research should evaluate the efficacy of leadership training programs that are particularly designed for women, compare the effectiveness of digital tools and flexible work arrangements, and investigate the specific impact of mentoring and sponsorship programs on the development of women's leadership. Three overarching implications of the seven best practices identified and gender-based leadership differences are emphasized: Effective leadership development necessitates concurrent development at both the individual and organizational levels. The seven developmental practices provide women with the opportunity to enhance their knowledge, skills, and abilities by acquiring experience through a variety of learning experiences. The development of female employees' leadership is the organization's strategic business advantage. Third, the primary emphasis should be on the importance of women identifying with the organization's overarching goals and objectives, as well as envisioning themselves as essential organizational partners. When organizations establish effective leadership development systems for women and inform women of the leadership development practices within their organizations, they are more likely to experience more committed employees and stronger organizational connections.

REFERENCE

Adisa, T. A., Gbadamosi, G., & Adekoya, O. D. (2021). Gender apartheid: The challenges of breaking into "man's world". *Gender, Work & Organization*, *28*(6), 2216-2234.

Aggestam, K., & True, J. (2020). Gendering foreign policy: A comparative framework for

analysis. *Foreign Policy Analysis*, *16*(2), 143-162.

Akhter, F., Sohaib, S., & Saleem, S. T. (2023). An Empirical Study of Effective Leadership Style and Gender Biasness. *International" Journal of Academic Research for Humanities"*, *3*(2).

Al Khajeh, E. H. (2018). Impact of leadership styles on organizational performance. *Journal of human resources management research*, *2018*(2018), 1-10.

Athanasopoulou, A., Moss-Cowan, A., Smets, M., & Morris, T. (2018). Claiming the corner office: Female CEO careers and implications for leadership development. *Human Resource Management*, *57*(2), 617-639.

Baker, M., French, E., & Ali, M. (2021). Insights into ineffectiveness of gender equality and diversity initiatives in project-based organizations. *Journal of Management in Engineering*, *37*(3), 04021013.

Barnes, C., Lewis, R., Yarker, J., & Whiley, L. A. (2019). Women directors on FTSE company boards: An exploration of the factors influencing their appointment. *Cogent Psychology*, *6*(1), 1691848.

Basile, E. R., Byrd, H., Powell-Williams, M., Gutierrez, J. J. P., & Riveros-Perez, E. (2023). Gender gap: a qualitative study of women and leadership acquisition in anesthesiology. *Anesthesia & Analgesia*, *136*(1), 6-12.

Coleman, C., Fischer, E., & Zayer, L. T. (2021). A research agenda for (gender) troubled times: Striving for a better tomorrow. *Journal of the Association for Consumer Research*, *6*(2), 205-210.

Cooper, H., Hedges, L. V., & Valentine, J. C. (Eds.). (2019). *The handbook of research synthesis and meta-analysis*. Russell Sage Foundation.

Davis, M. A. (2020). *Library Research: Methods and Techniques for Literature Review*. San Francisco: Wiley.

Deng, C., Gulseren, D. B., & Turner, N. (2022). How to match mentors and protégés for successful mentorship programs: a review of the evidence and recommendations for practitioners. *Leadership & Organization Development Journal*, *43*(3), 386-403.\

Dzingwa, N., & Terblanche, N. (2024). Coaching to support work-life balance of women in leadership positions. *SA Journal of Human Resource Management*, *22*, 2509.

Elias, E. (2018). Lessons learned from women in leadership positions. *Work*, *59*(2), 175-181.

Field, E., Krivkovich, A., Kügele, S., Robinson, N., & Yee, L. (2023). Women in the workplace 2023. *McKinsey & Company*.

Flabbi, L., Macis, M., Moro, A., & Schivardi, F. (2019). Do female executives make a difference? The impact of female leadership on gender gaps and firm performance. *The Economic Journal*, *129*(622), 2390-2423.

Furtado, J. V., Moreira, A. C., & Mota, J. (2021). Gender affirmative action and management: A systematic literature review on how diversity and inclusion management affect gender equity in organizations. *Behavioral sciences*, *11*(2), 21.

Gan, G. C., Chong, C. W., Yuen, Y. Y., Yen Teoh, W. M., & Rahman, M. S. (2021). Executive coaching effectiveness: Towards sustainable business excellence. *Total Quality Management & Business Excellence*, *32*(13-14), 1405-1423.

Greguletz, E., Diehl, M. R., & Kreutzer, K. (2019). Why women build less effective networks than men: The role of structural exclusion and personal hesitation. *Human Relations*, *72*(7), 1234-1261.

Hu, Y., Wang, M., Kwan, H. K., & Yi, J. (2021). Mentorship quality and mentors' work-to-family positive spillover: The mediating role of personal skill development and the moderating role of core self-evaluation. *The International Journal of Human Resource Management*, *32*(9), 1899-1922.

Huguet, C., Pearse, J., Noè, L. F., Valencia, D. M., Ruiz, N. C., Heredia, A. J., & Avedaño,

M. A. P. (2020). Improving the motivation of students in a large introductory geoscience course through active learning. *Journal of geoscience education*, *68*(1), 20-32.

Ivey, G. W., & Dupré, K. E. (2022). Workplace mentorship: A critical review. Journal of Career Development, 49(3), 714-729.

Johnson, R. W. (2018). *Library Research and Its Application in Academic Studies*. London: Academic Press.

Kheloui, S., Jacmin-Park, S., Larocque, O., Kerr, P., Rossi, M., Cartier, L., & Juster, R. P. (2023). Sex/gender differences in cognitive abilities. *Neuroscience & Biobehavioral Reviews*, 105333.

Kossek, E. E., & Buzzanell, P. M. (2018). Women's career equality and leadership in organizations: Creating an evidence-based positive change. *Human Resource Management*, *57*(4), 813-822.

Kubu, C. S. (2018). Who does she think she is? Women, leadership and the 'B'(ias) word. *The Clinical Neuropsychologist*, *32*(2), 235-251.

Kulkarni, A., & Mishra, M. (2022). Aspects of women's leadership in the organisation: Systematic literature review. *South Asian Journal of Human Resources Management*, *9*(1), 9-32.

Lisnic, R., Zajicek, A., & Morimoto, S. (2019). Gender and race differences in faculty assessment of tenure clarity: The influence of departmental relationships and practices. *Sociology of Race and Ethnicity*, *5*(2), 244-260.

Liu, Y., Abi Aad, A., Maalouf, J., & Abou Hamdan, O. (2021). Self-vs. other-focused mentoring motives in informal mentoring: conceptualizing the impact of motives on mentoring behaviours and beneficial mentoring outcomes. *Human Resource Development International*, *24*(3), 279-303.

Mainiero, L. A., & Gibson, D. E. (2018). The kaleidoscope career model revisited: How midcareer men and women diverge on authenticity, balance, and challenge. *Journal of Career Development*, *45*(4), 361-377.

Mbilishaka, A., Vixamar-Owens, D. Z., Fredericks, A., & Massey, A. (2023). Dialogues in Leadership Herstory: Exploring the experiences of Black women faculty in a leadership-development program. *Consulting Psychology Journal*, *75*(1), 119.

Moon, P. W., & Kim, H. J. (2024). The Growing Gender Divide: Changing Perceptions of Gender Equality among the Youth in the United States. *International Area Studies Review*, *27*(1), 1-20.

Passmore, J., & Lai, Y. L. (2020). Coaching psychology: Exploring definitions and research contribution to practice. *Coaching researched: A coaching psychology reader*, 3-22.

Phillips, L. T., Jun, S., & Shakeri, A. (2022). Barriers and boosts: Using inequity frames theory to expand understanding of mechanisms of race and gender inequity. *Academy of Management Annals*, *16*(2), 547-587.

Salicru, S. (2020). A new model of leadership-as-practice development for consulting psychologists. *Consulting Psychology Journal: Practice and Research*, *72*(2), 79.

Seery, C., Andres, A., Moore-Cherry, N., & O'Sullivan, S. (2021). Students as partners in peer mentoring: Expectations, experiences and emotions. *Innovative Higher Education*, *46*(6), 663-681.

Shinbrot, X. A., Wilkins, K., Gretzel, U., & Bowser, G. (2019). Unlocking women's sustainability leadership potential: Perceptions of contributions and challenges for women in sustainable development. *World Development*, *119*, 120-132.

Shortland, S., & Perkins, S. J. (2020). Women's expatriate careers: losing trust in organisational equality and diversity policy implementation?. *Journal of Global Mobility: The Home of Expatriate Management Research*, *8*(2), 183-208.

Smith, D. G., Rosenstein, J. E., Nikolov, M. C., & Chaney, D. A. (2019). The power of language: Gender, status, and agency in performance evaluations. *Sex Roles*, *80*(3), 159-171.

Thompson, P. H. (2021). *Exploring the World of Library Research: Concepts and Applications.* Chicago: University of Chicago Press.

Valerio, A. M. (2022). Supporting women leaders: Research-based directions for gender inclusion in organizations. *Consulting Psychology Journal*, *74*(2), 178.

Vogel, B., Reichard, R. J., Batistič, S., & Černe, M. (2021). A bibliometric review of the leadership development field: How we got here, where we are, and where we are headed. *The Leadership Quarterly*, *32*(5), 101381.

Waldman, D. A., Siegel, D. S., & Stahl, G. K. (2020). Defining the socially responsible leader: Revisiting issues in responsible leadership. *Journal of Leadership & Organizational Studies*, *27*(1), 5-20.

Woehler, M. L., Cullen-Lester, K. L., Porter, C. M., & Frear, K. A. (2021). Whether, how, and why networks influence men's and women's career success: Review and research agenda. *Journal of Management*, *47*(1), 207-236.

World Economic Forum. (2023). Global Gender Gap Report 2023.

Yip, J., Trainor, L. L., Black, H., Soto-Torres, L., & Reichard, R. J. (2020). Coaching new leaders: A relational process of integrating multiple identities. *Academy of Management Learning & Education*, *19*(4), 503-520.

Zheng, W., Kark, R., & Meister, A. L. (2018). Paradox versus dilemma mindset: A theory of how women leaders navigate the tensions between agency and communion. *The Leadership Quarterly*, *29*(5), 584-596.