Gender dimensions of leadership behaviour: Individual level

Dimensions	Attributions / Gender role stereotypes	Gender-oriented leadership behaviour
Ability for self-reflection, self-criticism Accept criticism of oneself and develop constructive solutions from it, as well as give thought to self-behaviour and question oneself	• is a gender-neutral demand on all executives • is a skill that is sooner attributed to women • Women are rather more self-critical of their skills and competencies	• reflect one's own leadership behaviour as male and female executive • equally value and acknowledge different gender roles • Reflection of one's own presumptions: what part do they play in my gender role images and my gender socialisation/biography?
Assertiveness Decisions that have been made are also enforced despite objections whilst taking other interests in account	• Assertiveness is sooner rated as a "male attribute"	• allow different male and female access - in terms of gender diversity, assertive behaviour has both expert, social and personal dimensions • to be aware of this on different levels – organisational level - personnel level - expert level - and keep it in mind in leadership behaviour and performance evaluation • Do not measure assertiveness on male approaches but rather develop criteria on an expert, social and personal level for both genders
Ability to handle stress To be able to cope with increasing time pressure and difficult work and management situations	• Women are considered less resilient/ efficient because of the responsibility for family matters which is attributed to them • Men are attributed per se with higher resiliency, traditional images of masculinity reinforce these attributions	• As an executive, focus on the actual instead of the assumed living circumstances and conditions of staff members • Give support to improve the work-life balance of men and women

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Readiness to take on responsibility Ability to be aware of the implications of one's own decisions for work processes and the development of decisions, and the willingness to undertake them within the transferred competencies	• Stereotypes? • Attributions?	• while doing so, take possible consequences into account based on the different individual circumstances of men and women (in their diversity) such as social and health aspects
Autonomy The ability to be aware of differently sized freedom of action and to act autonomously therein, recognise opportunities and hazards and search for new solutions	• is more often attributed to men • is often more highly valuated than the ability to work in a team, which is more often attributed to women	• allow different male and female methods of approach- in terms of gender diversity • Valuation criteria such as individual initiative, taking action, courage, can set priorities and holding own views thereupon check whether they can be used equally for all genders, for example which behaviour is referred to as courageous?
Intellectual agility/ flexibility The capability to be able to break away from familiar procedures and ways of thinking and adapt oneself to other demands and conditions	• Women and men who take over family work often develop a high level of agility and flexibility. This is neither seen nor appraised as a field of competence.	• The ability to break away from familiar gender role images and their tangible realisation in the organisation, by analysing them and formulating the objectives of the change as well as developing measures to realise them • Provision for non-gainful employment related / other fields of action, that are in part attributed either to the one or the other gender, and in which useful job-related competencies are developed • Open-mindedness and tolerance towards otherness (gender diversity)

Dimensions	Attributions / Gender role stereotypes	Gender-oriented leadership behaviour
Career orientation	is rated as a personal feature, that is sooner attributed as positive in men, as negative in women	Career orientation depends on gender-specifically structured career paths and the consideration of social responsibilities, for example in part-time work

Interpersonal Level

Dimensions	Attributions / Gender role stereotypes	Gender-oriented leadership behaviour
Social competence	• is more often attributed to women • is valuated as less important in comparison to expert or method competence	• Criteria are equally defined and binding for male and female executives • Description of social and personal background for the development of social competence/soft skills.
Ability to criticise Voice fair comment at conditions and persons and look for constructive solutions together	• Women are sooner attributed emotional behaviour and thus less conflict resolution ability • Men are sooner regarded as objective and thus, better able to criticise	• Allow criticism on oneself • allow different "male" and "female" forms of expression / emotiveness and not devaluate • Keep distinction between objective and personal level in view • Develop constructive solutions from the objective criticism – also against the background of different gender role models

Dimensions	Attributions / Gender role stereotypes	Gender-oriented leadership behaviour
Ability to cooperate Take up and maintain relationships. Achieve mutual results by working together with others. Understanding for the opinions and interests of others as well as willingness to respect other views	• is sooner attributed to women or is regarded as gender-neutral	• achieve good results by working together with others – make allowance for the fact that (gender-) homogeneous working groups generally reach work results a bit faster, however (gender-) heterogeneous working groups incorporate a most diverse perspective and as such take social realities into account and achieve a longer lasting effect.
Ability to work in a team Encourage and pool the decision and performance willingness of individuals in the team	• is more often attributed to women • Men are often attributed "leader of the pack" qualities	• Encourage and make demands on the male and female staff members – equal - appreciatory – performance-enhancing • Encourage and make demands on the staff members – within the set context – to act independently and take advantage of room for manoeuvre • Questions of work-life balance are treated equally for male and female employees • Open to different male and female approaches in the analysis of problems and in the development of solutions
Ability to communicate Ability to communicate and meet the requirements of the recipients Approach others, talk to them, respond to persons and react to arguments and acknowledge their feedback	There are a number of presumptions, for example: • Men cannot listen • Women communicate on a relationship level • Men are more objective • Women are less competitive	• Awareness of male and female language – active listening – respect for otherness - ability to speak to staff members on an equal footing • Knowledge that women and men can have different approaches to conflict readiness and to solving conflicts. • Communicational behaviour judged rather on whether it is appropriate in the situation

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Empathy Recognition of individual situations, ability to adapt to them and show consideration	is more often attributed to women	develop empathy for all sorts of people and situations against the background of the reflection of self-behaviour and gender role images
Recognition of (performance) potential Detect individual strengths and skills in staff members	Performance potential is often assessed in a gender-specific way; this leads to, for example, the implication that due to their social responsibilities women are said to have less performance potential	• Develop sensitivity - and models - for potential beyond one's own gender role images • Take the actual living circumstances, commitments and parameters at the work place of women and men into account
Acknowledgement of performance	Equal performance of men and women are differently evaluated and acknowledged, for example operating machines and child care / kindergarten / day care	Awareness of good performance against the background of the diverse valuation samples of male and female work capacity
Ability to deal with conflict Spot conflicts and search for solutions together	Women are sooner attributed emotional behaviour and thus less conflict resolution ability Men are sooner regarded as objective and thus better able to deal with conflict	Spot conflicts and develop solutions – in which gender dimensions are incorporated from the outset as a matter of course in conflict analysis, conflict diagnosis and development of solutions.
Gender Competence		Willingness to perceive all sorts of living situations and interests of men and women in their social diversity

Organisational Level

Dimensions	Attributions / Gender role stereotypes	Gender-oriented leadership behaviour
Overtime	The readiness to work overtime is attributed to men as positive and valued as initiative	View overtime as an indicator for an inadequate work assessment or for insufficient or excessive challenge
Availability	Availability is considered achievement and is differently valuated according to gender.	Taken on its own, the readiness to take on additional tasks is not yet achievement. The work result is valuated in relation to the working hours. The readiness to take on additional tasks depends on the personal time quota and must be put in relation to the social commitments
Further education	Women are said to be less interested in further education	The willingness to take part / acceptance in men as in women depends on the individual and structural parameters, the use of further education, which can also be differently valuated according to gender, amongst others.
Assignment of tasks	Is not per se gender-neutral	Interesting tasks, time-consuming tasks, less demanding tasks or demanding tasks can also be assigned according to gender, indirectly by assignment according to availability.
Information and communication flow	are easily and always considered gender-neutral	Quality, frequency, occasion etc. can be gender-specific different

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Informal circles	Do not form themselves simply according to "sympathy" after working hours	They also form according to gender, and/or part-time employees are indirectly excluded They also serve as an informal way of dealing with factual issues and problems

Source:http://www.gender-mainstreaming.net/gm/wissensnetz.html edited and complemented by Angelika Blickhäuser and Henning von Bargen