

NEWS in MAP

Comparative Country Analysis on Leadership in Music
Employability



NEWS in MAP

Intellectual Output 2

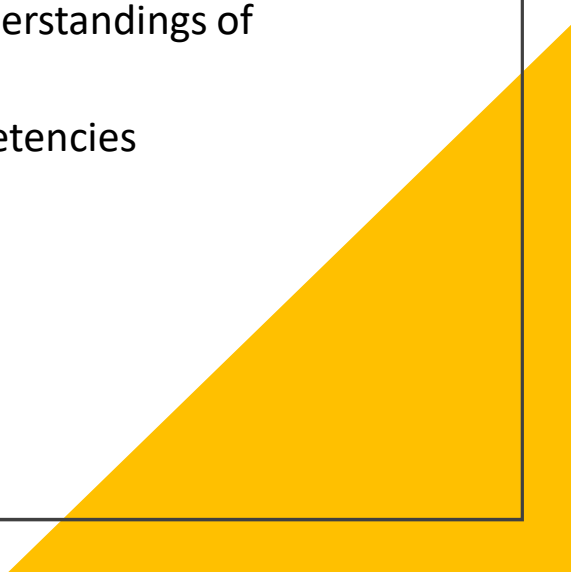
Comparative Country Analysis on
Leadership in Music Employability

Royal Irish Academy of Music



Main aims of IO2

To investigate

- the contemporary situation in Europe regarding women in positions of leadership in music
 - whether gender impacts on students' perceptions, experiences and understandings of leadership
 - whether gender impacts on students' development of leadership competencies (abilities, skills, knowledge and/or values) during higher music education
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Student Survey

NEWS in MAP

IO2 Statistics - Countries Represented

177 responses, 18 countries

- Ireland (33)
 - The Netherlands (31)
 - Italy (30)
 - Austria (14)
 - Belgium (10)
 - Cyprus (10)
 - Estonia (4)
 - Germany (8)
 - Spain (6)
 - Poland (5)
 - Norway (5)
 - Sweden (5)
 - Slovenia (4)
 - Switzerland (4)
 - Ukraine (4)
 - Latvia (3)
 - Greece (1)
 - United Kingdom (1)
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IO2 Statistics

*The range of answers will be provided in the extended document

Age Range

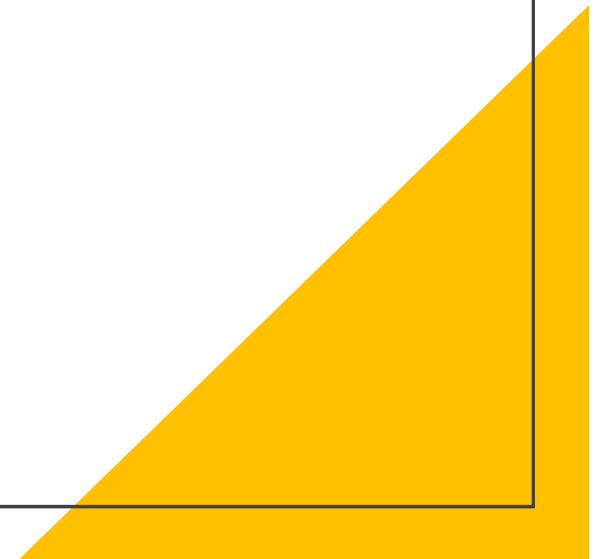
- Median: 34.5 years
- Mean: 25.40 years

Gender Identity (total n=177)

- A cisgender man (59)
- A cisgender woman (104)
- A gender-fluid person (2)
- A non-binary person (2)
- Participant chose to self-identify (10)*

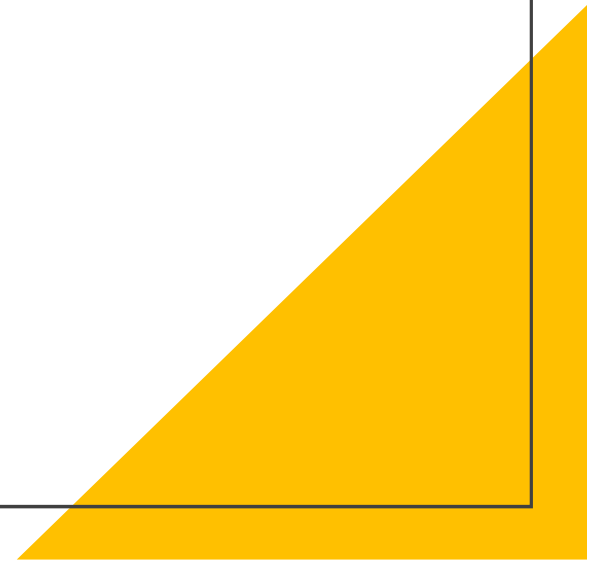
IO2 Statistics - Respondents' Current Programmes of Study

- Post-doctoral Degree/Higher Doctorate (1)
- Doctoral Degree (11)
- Master's Degree (53)
- Postgraduate Diploma (17)
- Undergraduate Degree (71)
- Higher Diploma (24)



Leadership Traits, Competencies and Behaviours

Section One



Leadership Traits

The respondents who identify as cisgender men rated themselves highest on sensitivity and lowest on self-assurance. The cisgender women rated themselves highest on both diligence and sensitivity and lowest on self-assurance. In both cases they rated themselves only slightly higher than the cisgender men.

Trait	Cisgender men (n=59)	Cisgender women (n=104)
Articulate	4.14	4.06
Perceptive	4.08	3.98
Self-confident	3.58	3.48
Self-assured	2.90	2.97
Persistent	3.90	3.99
Determined	3.78	3.90
Trustworthy	4.10	4.22
Dependable	4.14	4.38
Friendly	4.36	4.37
Outgoing	4.03	3.94
Conscientious	3.76	4.12
Diligent	4.15	4.40
Sensitive	4.39	4.40
Empathic	4.27	4.37

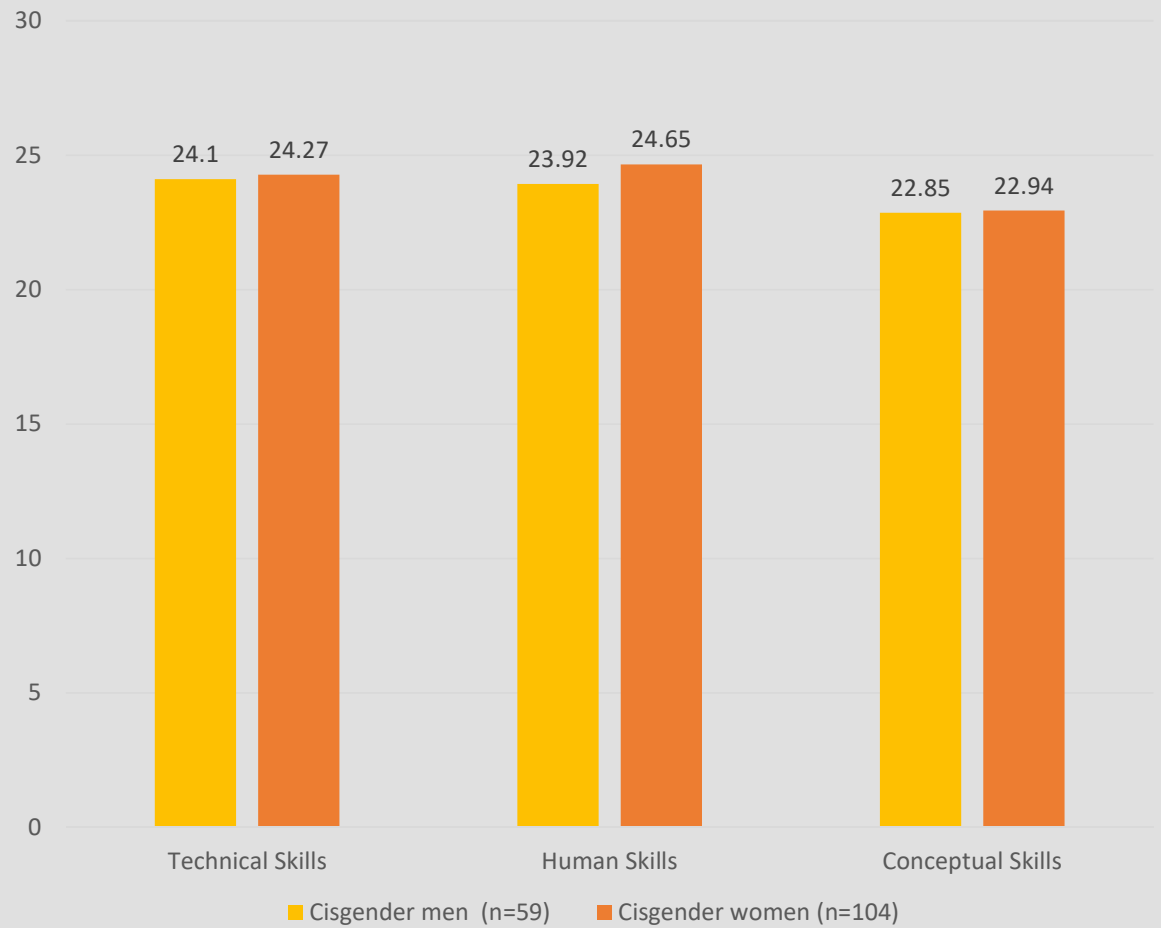
Leadership Traits Undergraduates Only

Undergraduate cisgender men rated themselves highest on friendliness and lowest on self-assurance. Undergraduate cisgender women rated themselves highest on sensitivity and lowest on self-assurance. However, diligence remains high for the undergraduate women.

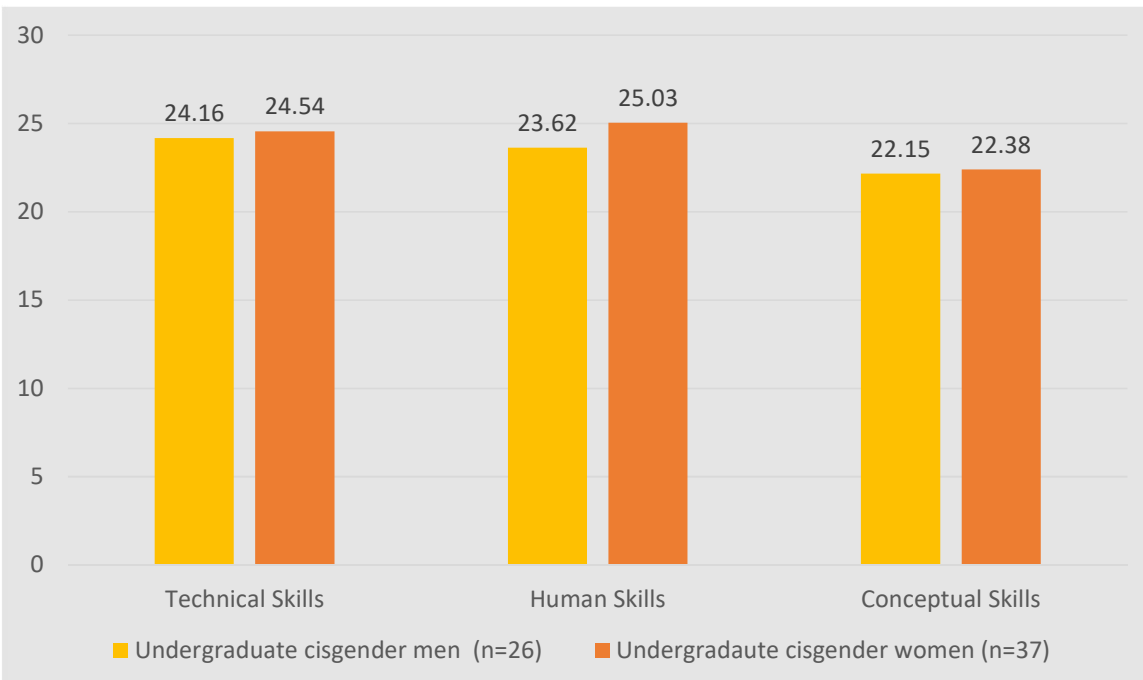
Trait	Cisgender men (n=26) Undergraduate students only	Cisgender women (n=37) Undergraduate students only
Articulate	3.96	4.08
Perceptive	3.92	3.94
Self-confident	3.31	3.57
Self-assured	2.50	2.86
Persistent	3.54	4.05
Determined	3.46	3.92
Trustworthy	3.92	4.22
Dependable	4	4.51
Friendly	4.35	4.57
Outgoing	4.04	4.03
Conscientious	3.27	4.24
Diligent	3.77	4.54
Sensitive	4.27	4.65
Empathic	4.19	4.49

Leadership Skills

Self-evaluation of leadership skills is comparable across the two cisgenders



Leadership Skills - Undergraduates only

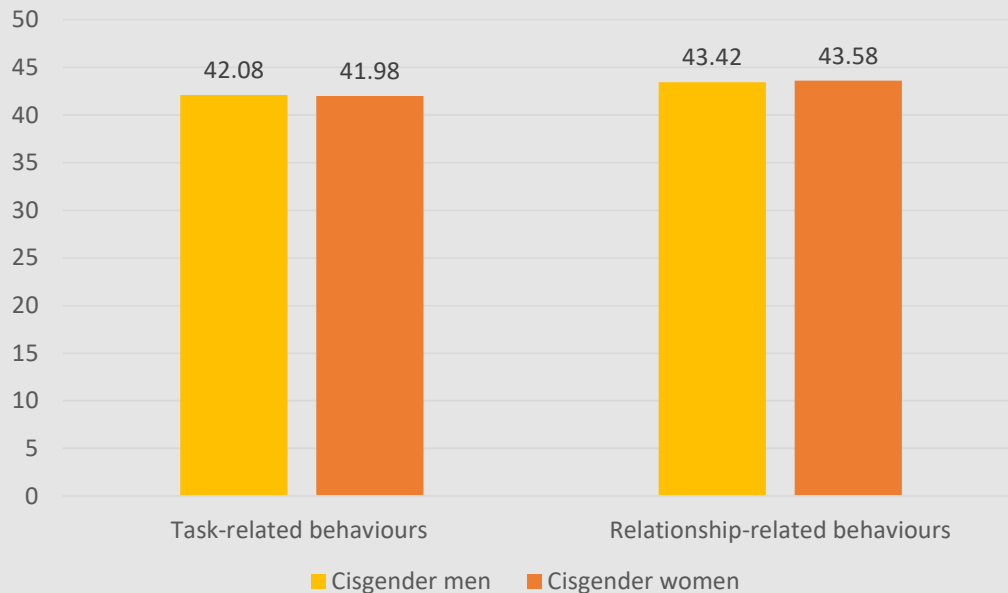


Self-evaluation of leadership skills remains comparable across the two cisgenders. There is a slight increase in how the women rated their human skills and a drop in technical and conceptual skills. The undergraduate men present a slight decrease in their self-evaluation regarding human and conceptual skills.

How important are task-related/ relationship-related behaviours for effective leadership?

Task-related behaviours: the degree to which you help others by defining their roles and letting them know what is expected of them. Tendencies to be task directed towards others in a leadership position

Relationship-related behaviours: the degree to which you try to make subordinates feel comfortable with themselves, each other and the group itself. It represents a measure of how people oriented you are

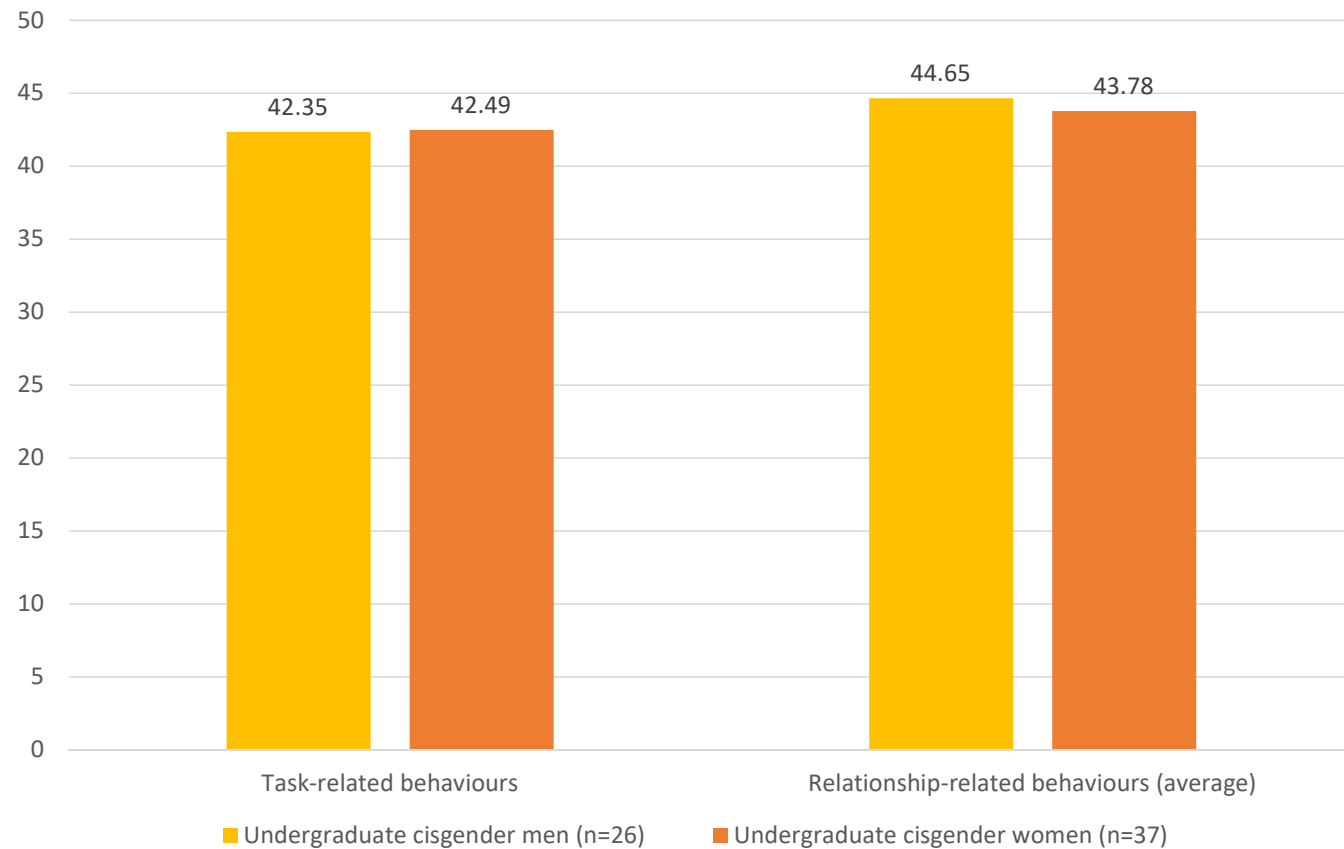


There is no considerable difference between the two cisdenders

Both consider relationship-related behaviours to be of more importance than task-related behaviours. However, the difference is small

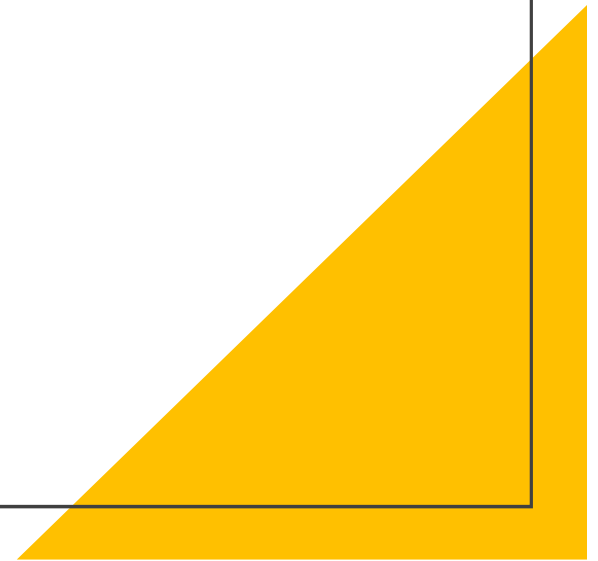
How important are these behaviours for effective leadership? Undergraduates only

Undergraduate cisgender men rate relationship-based behaviours higher than undergraduate cisgender women



Leadership Training and Experience

Section Two



Have any aspects of your degree programme focused on developing leadership competencies (abilities, skills, knowledge and/or values)?

No: 117

Yes: 60

A majority of students believe that their degree programmes do not focus on developing leadership competencies

External to your degree programme, have you undertaken training that was focused on the development of leadership competencies (abilities, skills, knowledge and/or values)?

No: 138

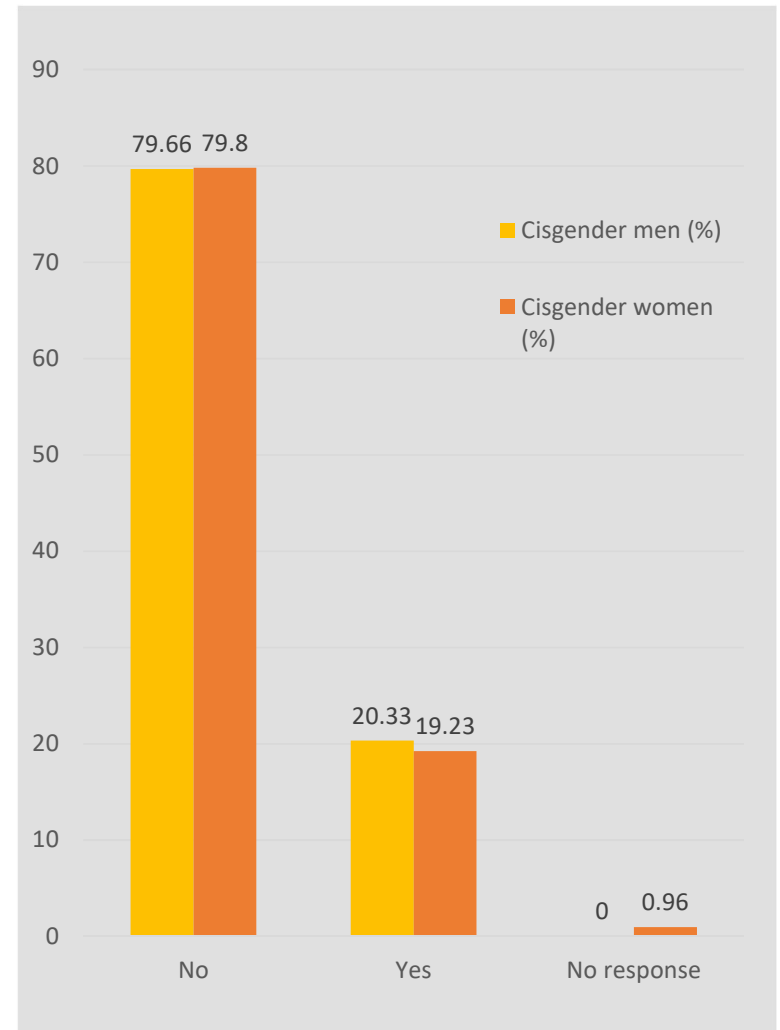
Yes: 38

No response: 1

Most students have not undertaken training that was focused on developing leadership competencies

External to your degree programme, have you undertaken training that was focused on the development of leadership competencies (abilities, skills, knowledge and/or values)?

Similar percentages of cisgender men and women have undertaken such training



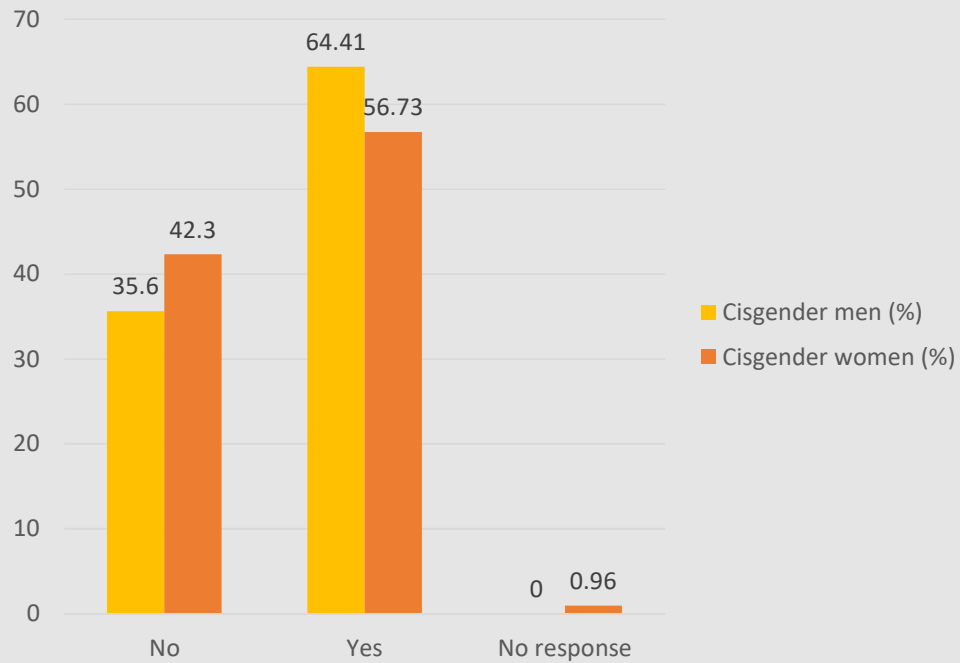
Have you assumed any positions of leadership in music?

No: 69

Yes: 106

No response: 2

Have you assumed any positions of leadership in music?



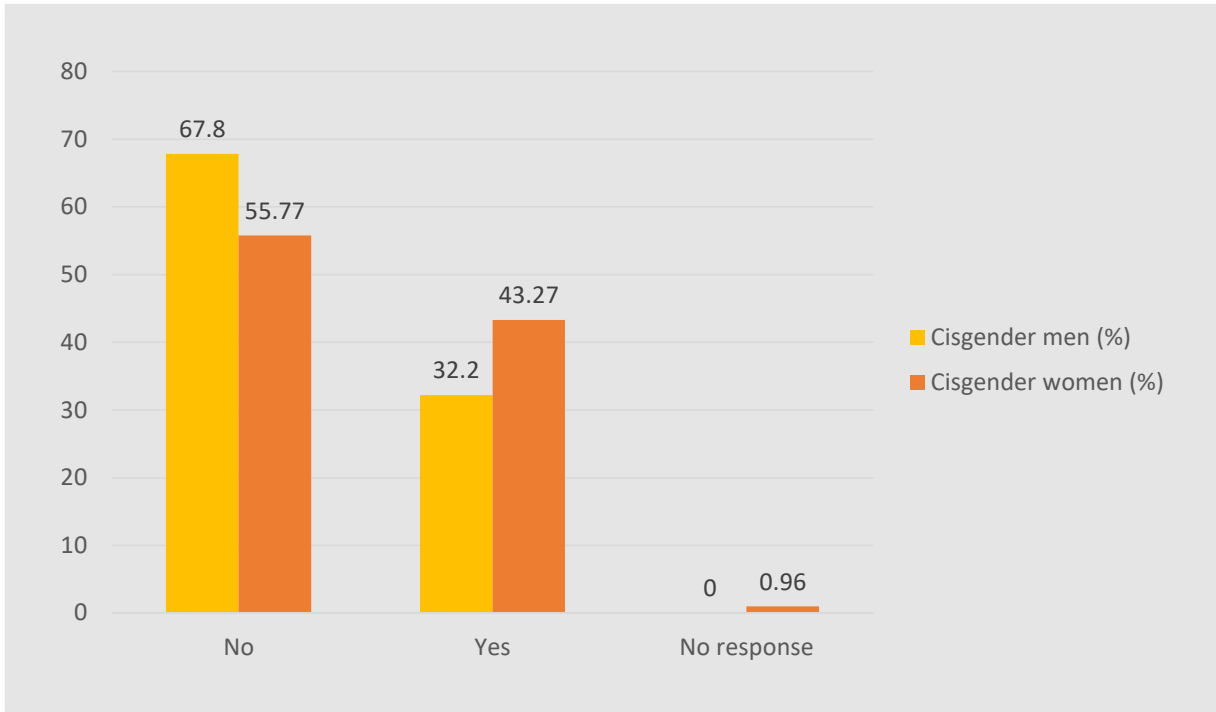
More cisgender men have assumed positions of leadership in music than cisgender women. However, the difference is not substantial.

Have you assumed any positions of leadership in non-music contexts?

No: 104

Yes: 72

No response: 1

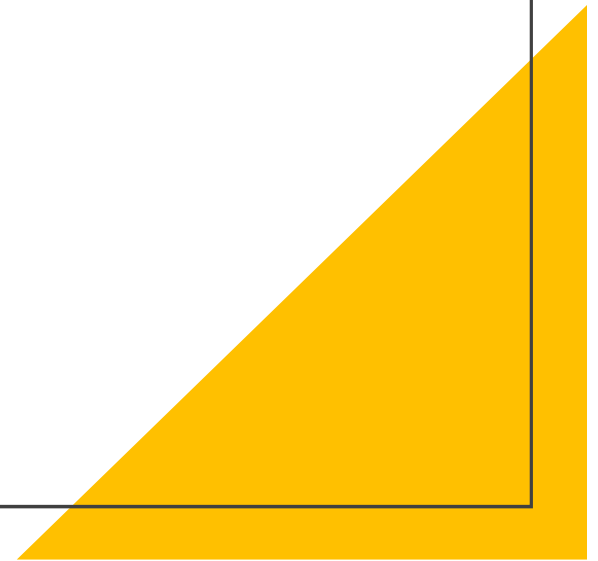


More cisgender women have assumed positions of leadership in non-music contexts than cisgender men

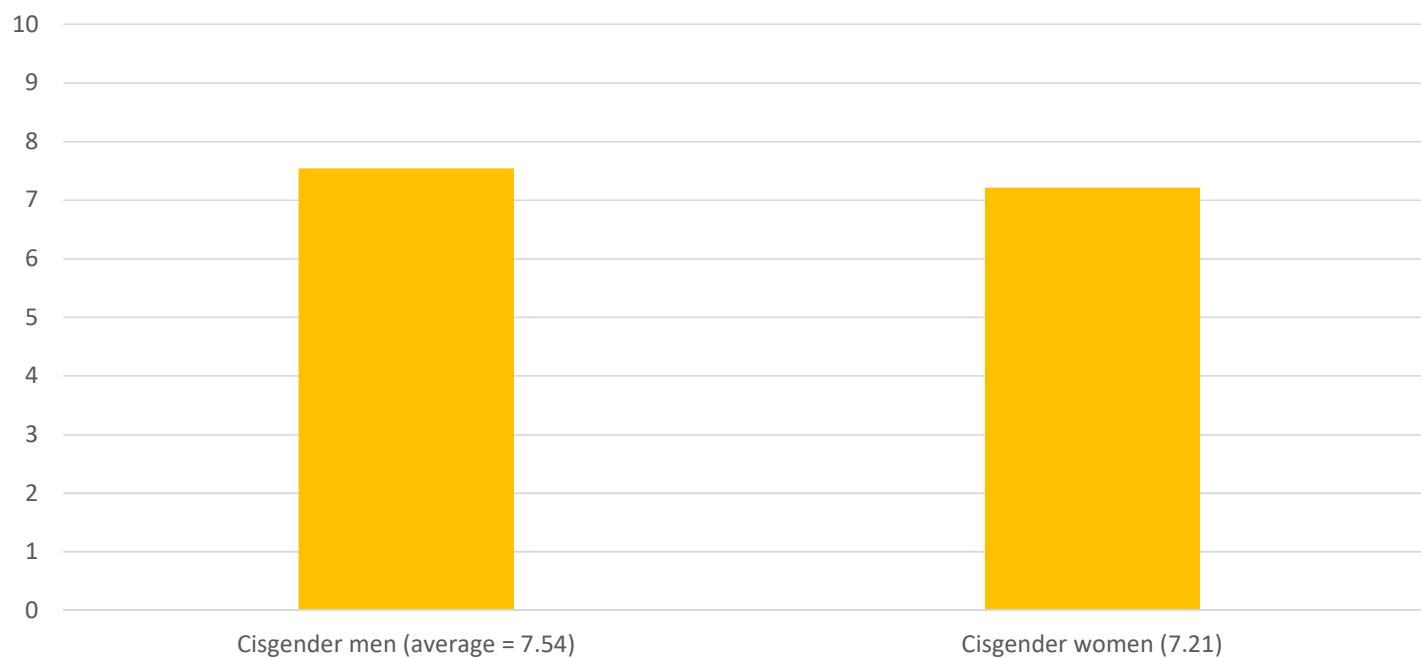
Have you assumed any positions of leadership in non-music contexts?

Leadership and Your Future

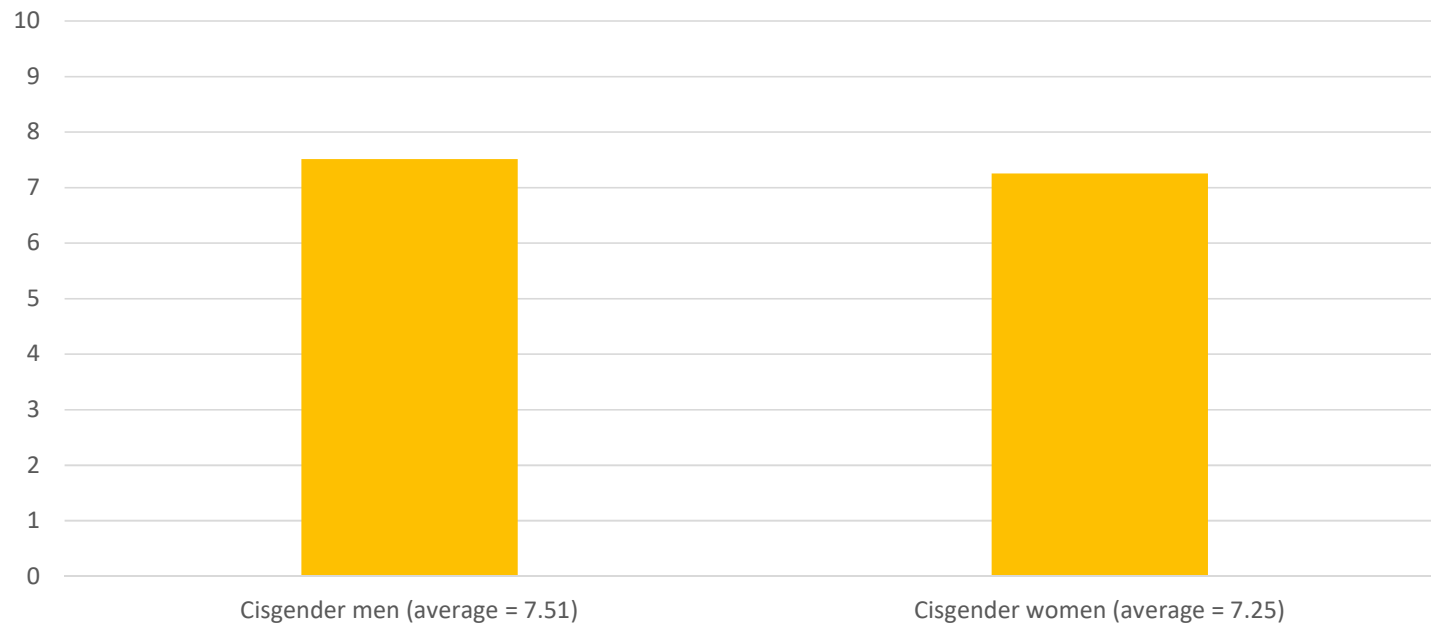
Section Three



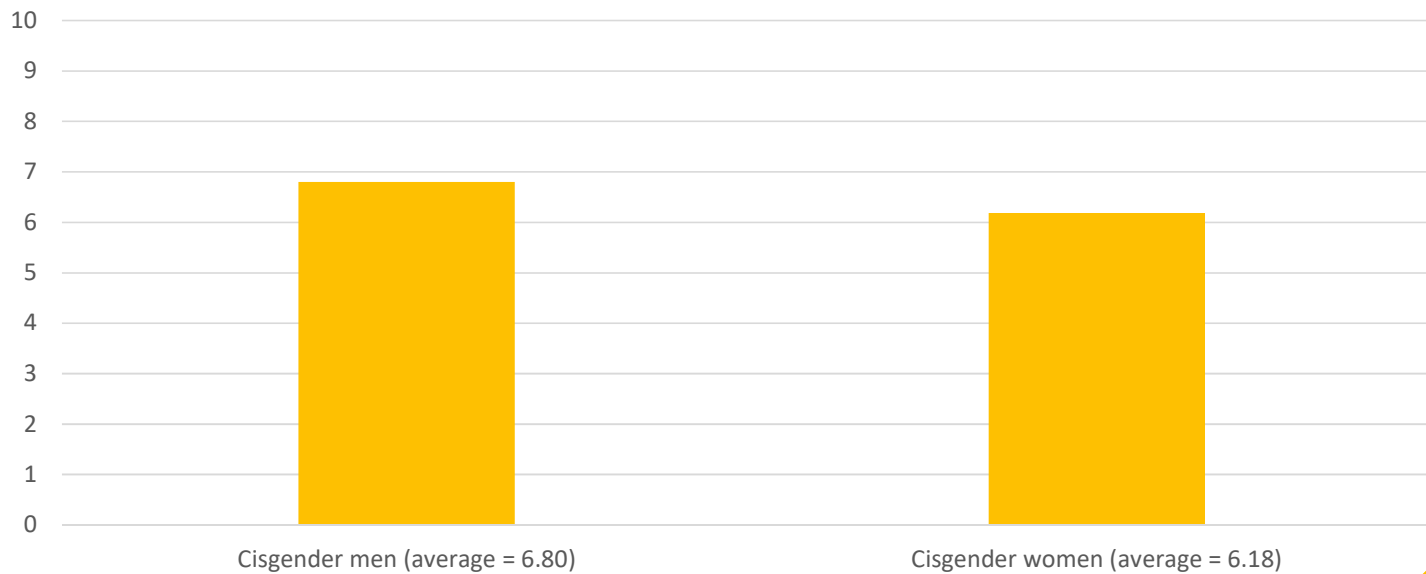
On a scale of 1 (not at all likely) to 10 (extremely likely), how likely are you to pursue a position of leadership in music in the future?



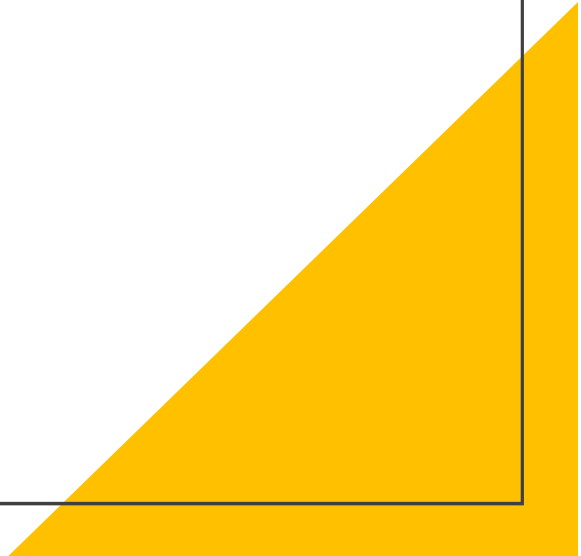
On a scale of 1 (not at all suitable) to 10 (extremely suitable), how suitable do you believe you are to a position of leadership in music?



On a scale of 1 (not at all confident) to 10 (extremely confident), how confident would you be to assume a position of leadership in music with your current leadership competencies?



What would help you to increase your confidence in your capacity/desire to assume a leadership role in music?

1. Practical experience
 2. Apprenticeship/mentorship
 3. Leadership training
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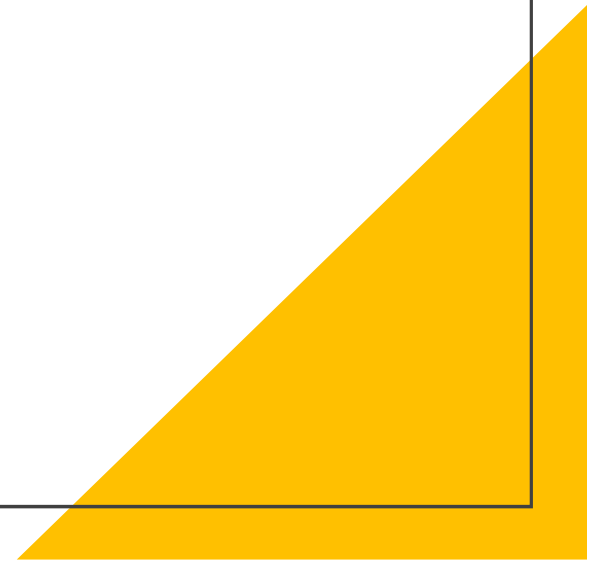
Are there other experiences/opportunities that you believe would help to increase your capacity/desire to assume a leadership role in music?

Suggestions include:

- Internship/shadowing professionals (particularly those in business)
- Speakers focusing on how they acquired leadership roles
- Improving communication skills
- Establishing a network
- Focus on mental health
- Pedagogical skills
- Conducting skills
- Coaching

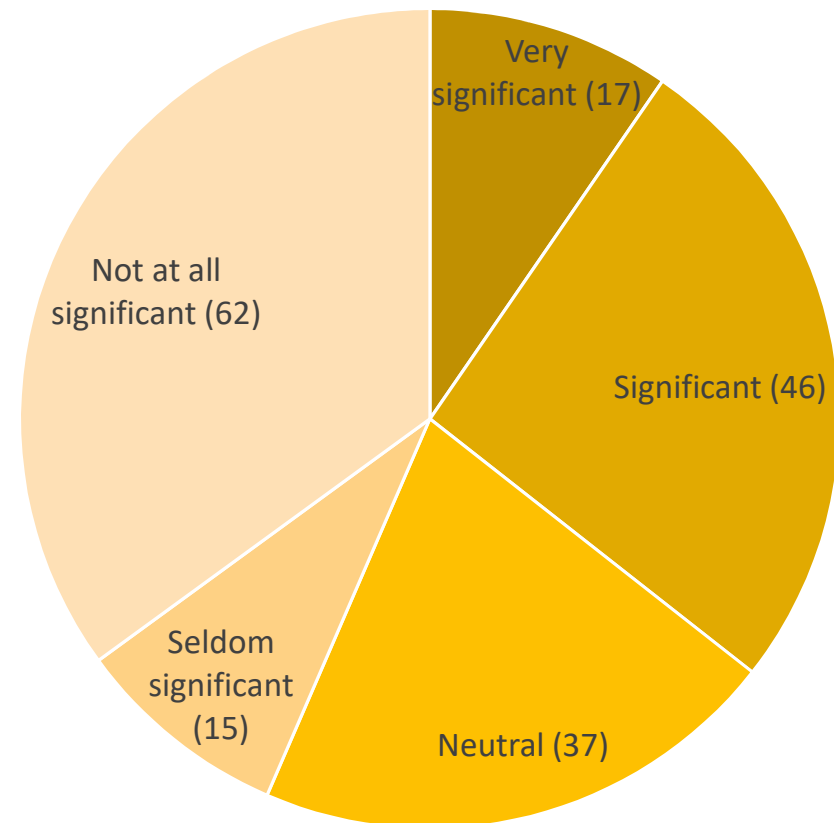
Gender and Leadership in the Music Industry

Section Four

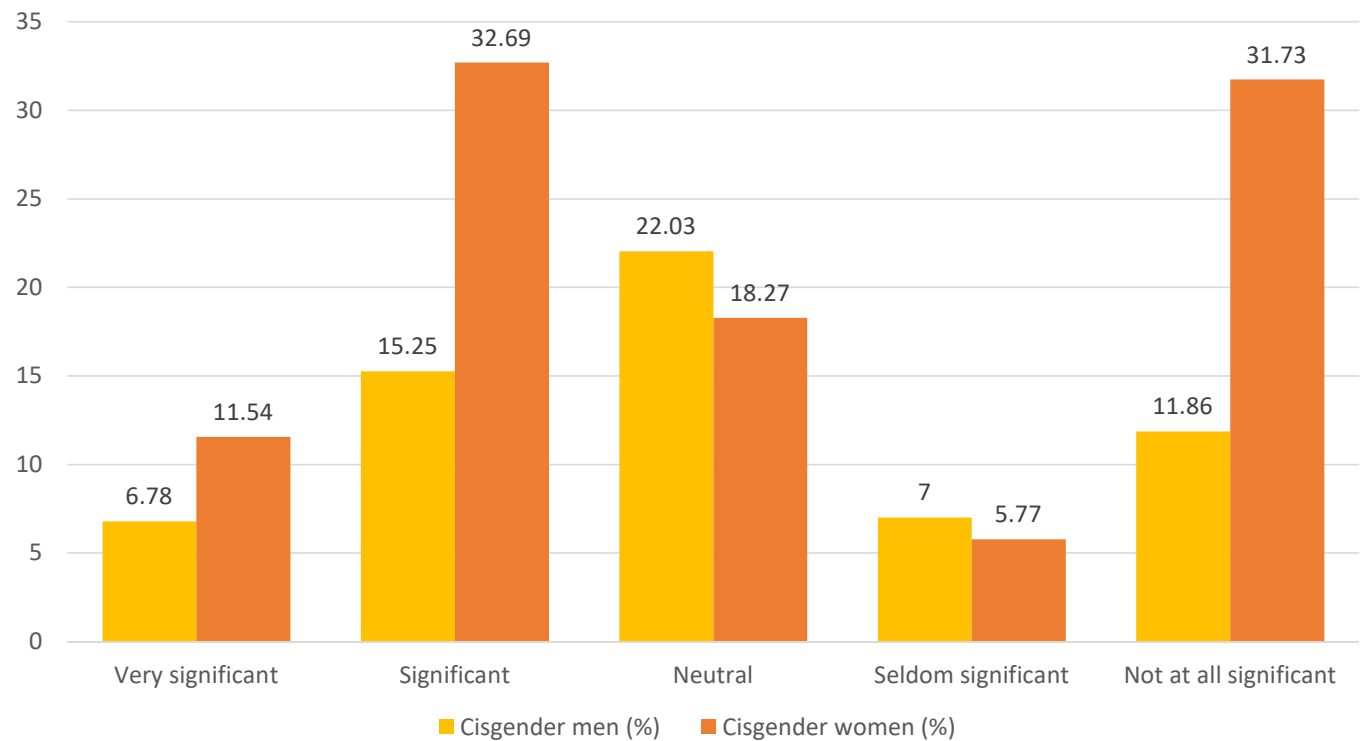


In your opinion, how significant is gender in the acquisition of leadership roles in music?

More students believe that gender is not at all significant or seldom significant than significant or very significant in the acquisition of leadership roles in music. Almost 21% believe that gender plays no part.

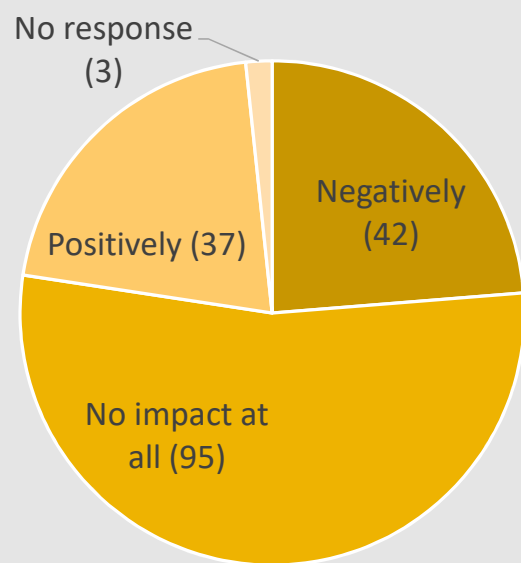


In your opinion,
how significant is
gender in the
acquisition of
leadership roles
in music?



A high percentage of women who took part in this survey believe that gender is significant in the acquisition of leadership roles in music. Almost one-third of the cisgender men who responded do not believe that gender is at all significant

How do you think your gender will impact on your ability to acquire leadership roles in music in the future?

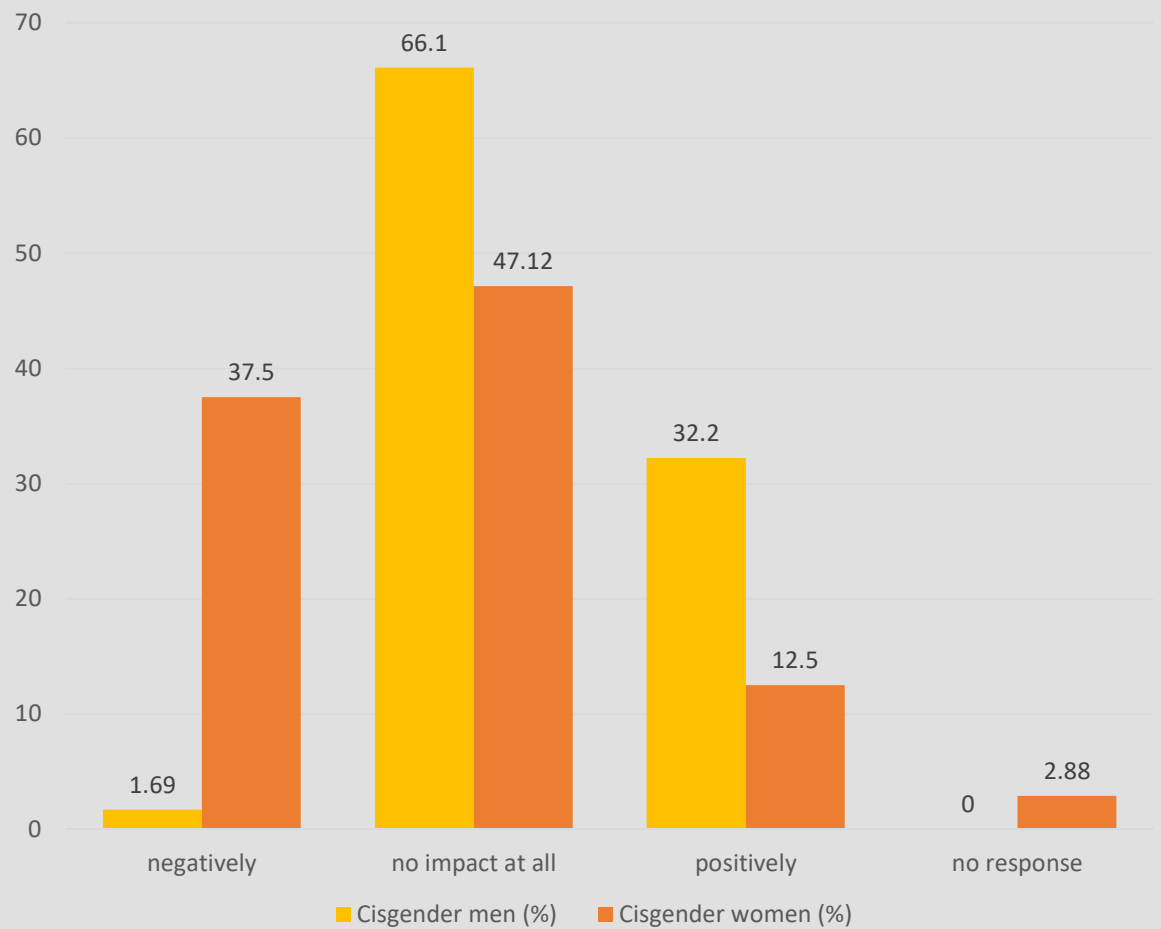


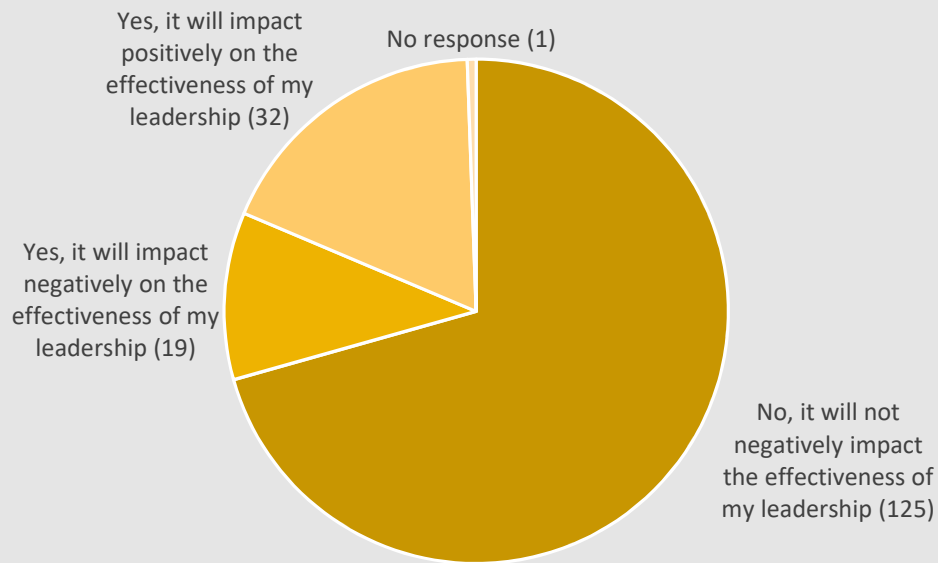
A small majority of students do not believe that their gender will impact on their ability to acquire leadership roles in the future

How do you think your gender will impact on your ability to acquire leadership roles in music in the future?

A substantial percentage of cisgender women believe that their gender will impact negatively on their ability to acquire leadership roles in music

Fewer women believe that it will impact positively on their ability

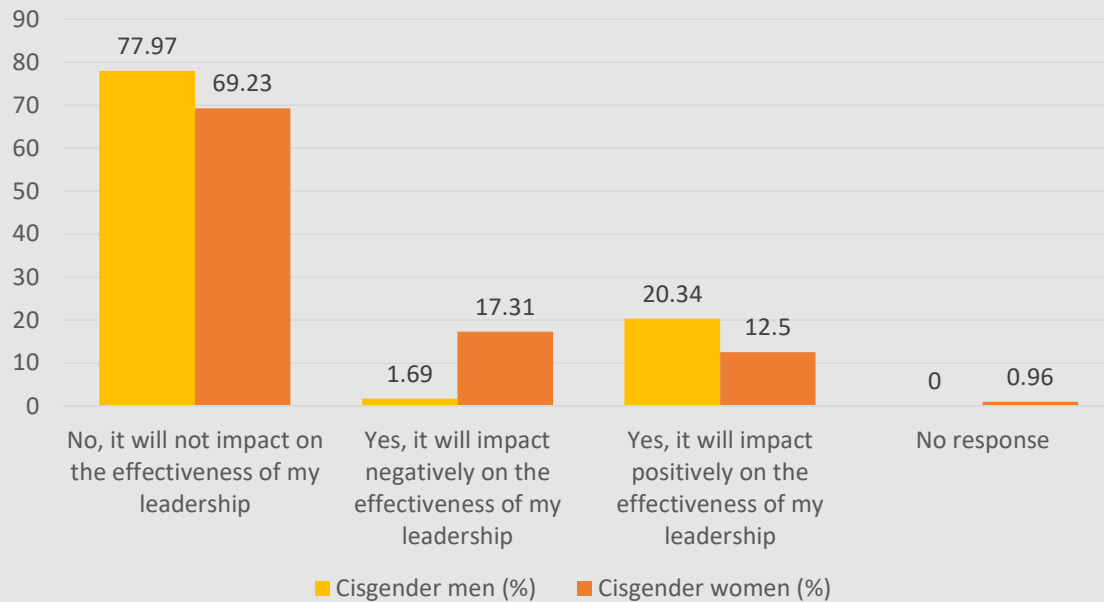




The majority of students surveyed do not believe that their gender will impact on the effectiveness of their leadership

If you acquire a position of leadership in music, do you think your gender will impact on the effectiveness of your leadership?

If you acquire a position of leadership in music, do you think your gender will impact on the effectiveness of your leadership?



More cisgender women than cisgender men surveyed believe that their gender will impact negatively on the effectiveness of their leadership

Which of the following best describes your perceptions of leadership in music

Most students believe that leadership positions are occupied by males

