Original Research Article

Value Added: Promoting Women in Key Leadership Positions Globally

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Abstract

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In order to promote women in higher level leadership positions, it is important for companies and organizational managers and supervisors to be sensitive to the needs of women and other employees. Companies must make a purposeful effort to recruit, train¸ mentor, sponsor, support and trust women in key leadership positions. If companies are committed to helping women to advance to key leadership positions, companies need to craft their agendas to include gender diversity as a number one priority in their company's strategic plan. When women are underrepresented in key leadership roles in companies, it is the responsibility of company CEOs and other top managers to endorse more women to join companies as a major focus through their recruitment efforts. If companies are transparent in their efforts to promote women to key leadership positions, companies need to create and maintain a culture that clearly communicates that women are on board and "women matter" and be able to show how women are able to contribute in a productive manner to the growth of their companies. The attitude of companies' organizational leaders and decision-makers in the public and private sector should be able to echo "may the best persons lead." Many studies have shown when women are in key leadership positions, the "bottom line" of companies improve economically; therefore, it is a value-added practice to have more women in key leadership positions. Unfortunately, it is a reality that women continue to encounter barriers when it comes to gaining access to key leadership positions in the public and private sector. However, at this time, there is a need to move the conversation to another level regarding "what can be done for women" and "what women can do for themselves" to help them to gain access to key leadership positions. Therefore, this study places mayor emphasis on citing ways how to promote women in leadership positions, why women are needed in key leadership positions, education preparation of women, the advantage and benefits of women in leadership, public opinion about women in leadership and citing data on women in key leadership positions in global communities.

Keywords: Key Leadership Positions, Offer Mentorships and Sponsorships, Recruit and Promote

INTRODUCTION

Women are making some progress in obtaining top leadership positions. However, women are still underrepresented in key or top leadership positions nationally and globally. It is the belief by many executives that gender diversity in leadership shows that companies receive better financial outcomes when women serve in

top leadership positions. However, how many executives have truly promoted women into key leadership positions based on data? When companies were surveyed and asked does gender matter in the workplace by participating countries, these were some of the findings by the percentage of participants: China, 10% (n=86); India, 9% (n=117); Europe, 8% (n=556); North America, 5% (n=634) and Latin America, 4% (n=68) (McKinsey and Company, 2012). Reviewed data suggested that more companies need to invest in gender diversity among their employees hiring group.

There is much work to be done globally in order for gender diversity to be a top priority in companies for women to rise to key leadership positions. As any other leader, in order to be effective in top leadership positions, women must be strongly prepared to assume top leadership roles based on their education and training experiences and too, women must have appropriate support systems in place to ensure organizational success. The first step is to make sure that women have an academic educational background to certify their competencies as tomorrow's leaders. Educational leadership programs need to address issues of social justice, diversity, gender concerns and effective leadership skills and knowledge for 21st Century needs in the work place environment (Curtis, 2011). Women's learning experiences from the very beginning must demonstrate competence in executing the vision and goals of the organization in a collaborative manner. The outcome of all programs and training must have emphasis on real-world application to benefit women as clients and women's effectiveness as leaders. If we were to see significant changes within the next generation of leadership, educational institutions and other organizations globally, must show evidence of purpose that is culturally responsive to meeting the needs of all humans. An ideal leadership model must be created that is appropriate for specific leadership environments. Therefore, leadership development programs and ongoing professional development experiences for women and others must be sensitive, caring and resourceful and be vertically executed by leaders as employers. A look at vertical development and leadership is about the ability to think and act in more complex ways in diverse settings globally. It's about *how* you think. It's about maturity, and growing "up" and increasing one's "depth." Just a matter of further information, horizontal leadership or development is about adding more knowledge, skills, and competencies to one's experiences. It's about *what* you think (Palus, Horth and Harrison, III, 2016). Each form of leadership development has value about how and what you think and do while being that effective leader is essential for the success of the organization.

The intentional actions of supervisors and managers on issues concerning gender diversity and transformational leadership would address the how and what they think in the work environment which could change preconceived ideas about biasness, and assumptions about women's leadership abilities (Sanbonmatsu, Carroll, and Walsh, 2009). Because we live, work and socialize in a technologically-driven society, there is a need to prepare women too, with appropriate technology skills, knowledge and professional disposition in how to navigate systems effectively in diverse leadership settings. With appropriate skills and knowledge, it is important that women actually want and are capable of assuming leadership roles in the public and private sector.

When organizations and company managers continue to play a key role in preparing women for leadership positions, opportunities for women will expand. For example, women's colleges and other leadership preparation programs within organizations around the world need to engage in special efforts in the global movement to educate and empower women to be successful, strong and responsible leaders and citizens on issues of leadership sustainability. It is important to show how global societies can explore and advance efforts to promote women in key leadership roles (Harris and Chapman, 2002). Specific ways can be shown how organizations must lead by developing strong support systems for diversity within their own organization, using culture change by removing barriers for women and to offer opportunities for growth into leadership positions. Since many organizations globally are currently led by males, it is essential that male senior leaders are shown how to engage their own efforts by recruiting and placing qualified women in leadership positions and how organizations can benefit economically from this decision (Dezso and Ross, 2011).

What is Global Leadership?

The essence of global leadership looks at the attitude and behaviors of individuals leading in the context of various communities around the world. Women as leaders must be able to influence followers to have the kind of attitude and behaviors that are a good match within diverse global communities in order to achieve a common vision, mission and goal in the context of the environment. Women as leaders benefit when they are flexible and conscious of practices and beliefs of given cultures globally (House, Hanges, Javidan, Dorfman, and Gupta, 2004). There is a need to utilize appropriate competencies as a global mindset when interacting with others from various communities. It is important too, to learn as much as possible about a culture's language, economics, education, polities and religious practices in order to be more relatable to the people. Women lead more effectively when they have behavioral adaptability skills, cultural and emotional intelligence and when they have the willingness to learn a lot about the people in

global communities (McDonald, McGuire, Johnson, Semeski and Abbe, 2008).

Global leadership is becoming quite common for state and national leaders, because business dealings and other international relations are common place today. Furthermore, there is a need to have comprehensive programs and initiatives that can focus on developing women into global leaders and learn from those successful leaders who already exist in various positions. As women are gloomed for key leadership positions, clear articulations must be evident of current demographic realities, struggles, challenges and opportunities that are now before them. Organizational supervisors and CEOs may develop new thinking and use the Continuum Model for Leadership Development for women. Organizations and companies could start sharing fresh ideas about how progress can and must be made to include more women in key leadership positions not because they are women, but because they are highly qualified and can move companies and organizations to greater heights socially and economically (Chhokar, Brodbeck, Felix and House, 2008).

Why do we need Women in Key Leadership Positions?

Women are valuable human capital and resources globally. Women make up the world's population at the rate of around 49.6 percent meaning that there were around 3.52 billion women in the world and growing as of 2014 (The World Bank Group, 2016). Among there being many qualities that women have, on an average, they are terrific communicators and tend to be better at it than men. According to Zenger and Folkman (2012), women outperformed men in motivating others, fostering effective communication, producing high-quality work, effective strategic planning, listening, and analyzing issues. It is the information age and positions are highly competitive and most companies are using technologically-driven tools in the work environment. This means too, that companies will need more skilled communicators involved in all aspects of business using technology tools. Women have naturally high ability and they are needed in key leadership positions because women exhibit: 1.) Clear communication skills which is critical to generate revenue, control expense, manage top talent and build a loyal customer base. 2.) Global businesses will require expanding business networks. 3.) Women are natural networkers. 4.) Diverse viewpoints can result in better, more creative solutions to business issues. Both women and men are needed to address business issues effectively with organizations. 5.) Keeping talented and knowledgeable workers will require building relationship strategies. 6.) Women instinctively care about building relationships which is why they tend to gravitate toward

jobs where building relationships is a major component such as Marketing or HR. 7.) Increased competition will require the resources of creative thinkers to develop new products and services that meet the needs and desires of the marketplace. The talent pool of creative leaders is doubled when more women leaders are available. 8.) Rapid change in technologies requires more flexibility for all workers. Women have extensive multi-tasking abilities as evidenced by women who manage businesses and families at the same time. 9.) Half of the workers available today are women; therefore, why not utilize women in top leadership positions 10.) Women must have a great personality and also have the unique ability to effectively cross all borders, infuse themselves into the culture, language, politics and economics of different countries (Hagberg Consulting, Group, 2000).

A broad level of research suggests that women in key leadership positions for companies and organizations in all aspects of business influence higher performance rates economically and financially.   Business is business? What is commonly stated today is that business is being done in a new way using technology (Elborght-Woytek and Newiak, 2013). Current technological connectivity and access to global communities is part of during business today. Therefore, the most able minds and talents should be brought to the table to improve the quality of businesses and services for real-world application using technology.   Lots of information is causing a shift in society, workers attitudes and how business is done not only locally but globally. The ways that companies communicate is broader than ever. There are many changes and challenges in how technology is used to support the infrastructure of companies and organizations.   Many products and services today are digitalized. The informing and delivery of goods and services are marketed by using an assortment of technological tools.   Companies are participants in global businesses from around the world. The practices of traditional ways of making connection with others manually is being done away with quickly by the use of technology networking.   Companies and organizations need highly effective communicators with appropriate skills, knowledge and a professional disposition that is second to none. Women have been known for having highly effective communication and personal skills to make businesses work in a more productive manner (Kramer, Jenkins and Katz, 2007). Women working with men can also afford companies and organizations the best ways of thinking about problem solving and the management of goods and services that will reach global communities. Therefore, the opportunities to train, mentor and sponsor women prove to be an asset to companies' "bottom line" and more economically and this is the major reason why women are needed in key leadership positions (Morahan and Bickel 2002).

Benefits of Women Serving in Global Leadership Positions

Women across all sectors public and private are needed in key leadership positions, because companies will increasingly thrive when both men and women who hold effective management and leadership roles are proficient in their work as leaders. More company leaders must understand the value of inclusivity in these groups. It is critical that companies and organizations take the time to closely look at what women can bring to the managerial and governance table when working with global entities in this fast-paced world as we know it today (Kramer, Konrad and Erkut, 2006). Managers, leaders and other key stakeholders in global organizations need to better understand the benefits of attracting, retaining, promoting and empowering women in leadership positions (Organization for Economic Co-operation and Development, 2014).

The greatest assets to a company or organization is its human capital. What determines a country's competitiveness is its human talents that have appropriate skills, knowledge and a professional disposition in the workforce economy (Global Gender Gap Report, 2014) By having women in key leadership positions is a winning outcome for all. Women comprise over half the world's population as mentioned in this study; therefore, women need to be represented at a much higher level within organizations and companies. Companies and organizations need to show their humanity and equality practices, because women deserve having access to an appropriate education or training for leadership positions and having health benefits, and women can then add to the economic growth of companies and communities. With higher gender equality, it helps communities to thrive and this improves the quality of life for so many people (Evans, 2003). Again, when women are in key leadership positions, organizations and companies' bottom line grows based on visibility and there is an increase in revenue (Kram, 2003).

Many studies have shown, again and again, that women in key leadership positions causes companies to grow financially (Mahoney, 2016) and women help to create and sustain a work environment that is fair and just and an environment that empowers others to grow educationally, socially, culturally and economically (Verveer, Azzarelli, 2013).

According to Zenger and Folkman, many surveys and data reports suggest that women in key leadership positions are very valuable to companies and organizations, because women stretch goals to improve company performance, problem solving, a champion for change, effective communicators, building relationships in a positive manner, inspiring and motivating others, and they show integrity, initiative and get needed results (Catalyst, 2012). Women believe in a collaborative team approach in the work place generally and they believe in developing themselves, helping others and helping companies to have better financial performance (Zenger and Folkman, 2009). Great leadership is always important! Zenger and Folkman further states that "for an organization to have exceptional leadership ability in its setting, it needs to assemble the right team with ample diversity and talent to maximize the collective influence of the team" (Zenger et al., p. 19).

Being Prepared for Leadership

There are many things to do to show that one is prepared for leadership responsibility. The prepared leaders will be able to demonstrate and illustrate growth by showing initiative, being innovative and being able to handle many problems in a precise manner with the support of others. Great prepared leaders are "strategic thinkers" and will be able to: 1.) Articulate policy and procedures and legal implications and will be able to act appropriately to ensure organizational accountability. 2.) View matters as they are and being able to face difficult situations with a stable mind and think about what is best for the organization. 3.) View matters strategically and sequentially by developing a collaborative plan to solve problems in a purposefully manner. 3.) Critically think about several ways to solve problems by brainstorming with a collaborative team and will be able to identify the different possible outcomes based on the decisions made by the team. 4.) Seek the support of all stakeholders that are solution-driven in order to do what is best for the organization. 5.) Take on the ownership of the problem and seek realistic solutions based on the needs of the organization, 6.) Listen to many different opinions from stakeholders and realize the value held by different opinions being given in solving problems is an asset not a liability. 7.) Demonstrate being a visionary and is stable, encouraging and being positive plus shows a sense of urgency in improving all aspects of the organization. 8.) Operate with integrity and ethics regarding hiring practices and financial matters. 9.) Being a risk-taker in a reasonable manner and accept responsibility for one's actions. 10.) Show transparency in one's views and action at a high percentage and is willing to admit one's own mistakes publicly (Anderson and Reynolds, 2015).

The ten given characteristics provide a vehicle for self-reflection for women who seek leadership positions. The items listed above could help women to think about their own skills, behaviors and actions when preparing and seeking key leadership positions. Self-reflection and evaluation of self can be used to help women to grow as women prepare themselves for higher positions (Holtkamp, L.A. 2002).

Statement of the Problem

There are qualified women educationally to ascend into key leadership positions. Nevertheless, women are still underrepresented in key leadership positions and that is a problem, socially, culturally, economically and politically from a global perspective.   However, too often many organizations are not offering the opportunities for women to be promoted into key leadership positions and that is an identified problem and still citing others. Women continue to receive lower wages and fewer opportunities for growth in key leadership positions compared to males. Gender diversity in key leadership positions are too frequently not observable. What are the common issues or concerns that continue to prevail regarding why women are not promoted into key leadership positions ...and just a few commonly noted reasons?   1.) Perception and belief about women and others of gender stereotypes or biasness. 2.) Lack of mentoring and sponsorship to promote, sell the skills, knowledge and professional disposition of women. 3.) Lack of confidence by some women "themselves" having career ambition and self-confidence. 4.) Belief that there is gender inequality pertaining to wages and career advancement. 5.) Lack of outreaching to women by employers to join the company, because too many companies hire from within their own company and generally males are hired. 6.) Lack of self-promoting by women themselves   7.) Lack of a strategic plan that is committed to promoting women into leadership positions. 8.) Lack of flexible working hours and social support systems that are notable problems (OEDC et. al., 2011).

The above identified barriers and problems are real to most women based on their own expressions and data findings from research studies. Therefore, if the above problems were reversed, there would be less gender stereotypes, more appropriate mentoring and sponsorships for women, more support for women in building women's confidence, more equal application of wages for women and company supervisors could provide more flexibility and support for advancing qualified women into key leadership positions. However, this study placed more emphasis on qualitative ways to promote women beyond barriers into key leadership positions globally by looking at the continuum model for leadership and the need for women to do more self-promoting "themselves" to enhance their career options and opportunities.

Research Design

In this study, qualitative data were collected and analyzed by the authors from articles, scholarly journals, official statistics, reference books, library search engines, private sector information and government reports. The authors for this study presented an inclusive snapshot regarding

strategies that are being used or could be used to promote women into key leadership positions by using qualitative data information.

The authors also   cited specific quantitative data information about findings from 2014 research studies conducted by several agencies including the Pew Research Center that used surveys, questionnaires and interviews of 1,835 participants based on how they (the public) viewed women as leaders and where women are in leadership positions globally. The McKinsey and Company (2012) also cited research on does "gender matter in the workplace?"

Purpose of this Study

The overall purpose of this qualitative study by the authors of this paper was to carefully cite ways to promote women into key leadership positions globally by looking at the role of women themselves and employers in companies and organizations in the public and private sector versus continually addressing common barriers that are communicated in research where women are not in key leadership positions.   In essence, the authors looked at viable ways based on secondary data how to promote women into key leadership positions. The seven qualitative questions below guided this study.

Qualitative Research Questions

1.   What should educational institutions do to prepare women for key leadership positions?
2. Why aren't there more women in positions of power?
3.   What can companies do to promote women in key leadership positions?
4. What can women do to promote "themselves" into key leadership positions?
5.   What are the key skills that women need to bring to leadership positions?
6. What are the benefits to companies and organizations when women are in key leadership positions globally?
7. What is the future outlook for women in obtaining key leadership positions?

Significant of this Study

This study is very significant regarding promoting women into key leadership positions, because a number of researchers through their studies have found that over 30% of women in key leadership positions in diverse settings improve the quality of life for humans within their communities in America and global communities compared to 3% regarding males. Women also serve as role models for other women who may seek key leadership positions. Women are known to help

organizations to increase their bottom line economically (Pew el at., 2014).

Secondly, this study is further significant, because too much time is placed on all of the barriers why women are not into key leadership positions versus what can be done to help women to ascend into key leadership positions. The authors for this study believe that it is now time to look at practical ways to communicate and restart the conversation by citing ways in promoting women into key leadership positions. As the stage of communication continues to prevail, research communities can place more of a priority on talking and acting on realistic ways to promote women into leadership positions in organizations in the public and private sector. For examples, this study gives several ways how employers can have a major part of their strategic plan to intentionally recruit and train more women and cite ways by offering more opportunities for women to serve respectfully into key leadership positions within their organization in broader communities globally. This study also cites ways how women themselves have a responsibility to find ways to enter and succeed into key leadership positions (Johns, 2013).

Thirdly, the three authors for this study focused on issues beyond barriers by placing emphases on communicating needed solution-driven practices by companies and organizations plus women themselves to seek appropriate training and sponsorship in obtaining key leadership positions. Women must remember too, that they are responsible for their own growth and development with the support of others to move to the next level of leadership.

An Action Framework and Theory

A realistic, practical, purposeful and obtainable framework must be strategically planned to ensure that women are strongly exposed through targeted planning, organizing, implementing, monitoring and evaluating meaningful ways to promote women into key leadership positions. Women should be involved in the collaborative plan that would place them in a unique position to ascend to top leadership positions (Ely and Meyerson, 2000). By executing this possibility, organizations, companies, educational institutions, agencies in the public and private sector must have a vision, mission, practicing principles, mentors and sponsors to help women to receive equal opportunities to be prepared to be effective leaders in key leadership positions and to excel as productive managers to move an organization toward excellence (Myerson and Fletcher 2012). Women should have purposeful training in professional development activities that will prepare them with confidence, competence and clear communication in leading. Women need to be encouraged and be empowered with the support of their supervisor and manager to reach the top in leadership positions. Therefore, a plan of action needs to be in place within various organizations that encourages women to participate and take on many leadership tasks in order to be prepared for broader responsibilities as leaders globally (Bass and Bass, 2008).

Continuum Model for Leadership and Self-Promoting

It is essential that women are fully prepared for effective leadership positions. Women will need to have at least competencies that place them in a more competitive manner in order to achieve success toward leadership. Using the Continuum Model for Leadership competencies would include building on personal and professional growth opportunities, being political savvy, having self-efficacy and building communities through responsive practices and behaviors. All of these competencies are viewed as continuum phasing as women prepare and transition into leadership positions at different levels (Gersick et al., 2000).

Being political savvy is when women learn how to be active within the community and observe cues of speech and body language plus learning to listen more effectively from others and being able to beef-up their hard and soft skills. Women need to know when it is time to show initiative within the work environment. Women should also learn quickly to look at what people say and what they do and perhaps why they are behaving in a certain manner. In order to further become more politically savvy, women must think strategically and wisely with priorities in mind (Shambaugh, 2012). In essence, women must know how political games are played in a work environment, having self-efficacy by being able to demonstrate having natural confidence and competence in performing a task effectively is very important. This could call for a lot of practice by women. However, women may need a mentor to ensure that their confidence is observable and feedback from the mentor should serve as helping not a hindering matter for women. Women should not be afraid to go the extra mile in completing a task in the work environment, because this shows initiative and perhaps being innovative. Supervisors like initiative by employees, if the outcome is positive for the company's well being (Sloma-Williams and McDade, 2008).

How can one learn to lead? Women can be innovative by serving effectively in activities within their own community and organizations. Therefore, women should take advantage of becoming engaged in community activities and leading certain organizations within the community where they are noticed for their talents and abilities. Learning to network with diverse populations within the community for a common cause

is another great symbol of leadership for women (Brown et al., 2001).

In essence, it is important to broaden one's experiences such as being a volunteer to help organizations to grow based on their mission. Women could volunteer to serve on recruitment and transitional committees for the company or organization. Learning the skills for being a great negotiator for the company is also very important and a great asset for women to have for self and others. Being able to step up to the plate, shows confidence, assist others with tasks and write for example a narrative about their experiences is also a plus for women. There is a need for women to show that they are a team player by working with others on the job in a collaborative manner especially with senior managers. This visibility will help others in the organization to get to know women and see their many talents. Women as any other employee, must always show that they have respect, integrity and believe in accountability. By being involved with others in a professional manner gives value-added and credit to women's resume. When the time is right, women should not fail to let the supervisor know that they are interested in a leadership position within the company or organization and what they could bring to the table at all levels including global involvement if applicable to improving activities of the company (Ely and Thomas, 2001).

Limitation of this Study

The major emphasis in this study was limited to the seven qualitative research questions. However, the authors also cited valuable information from quantitative data results based on surveys that were taken by different agencies such as McKinsey and Company (2008) and the Pew Research Center (2014) and various research groups that looked at women in leadership positions in business, technology, healthcare, education and politics globally to show the percentage of women serving in key leadership positions on a global scale. The surveys from the quantitative research study reports were based on information from public attitudes and opinions regarding gender and women in leadership positions. The participants in the study were 18 years of age and older.

Literature Review

Based on a number of studies, women continue to encounter societal, intra-organizational and structural barriers that are keeping them from gaining access overall to key leadership positions. Women many times encounter biasness when they seek upward mobility jobs. Women often express that they are denied better job opportunities because of their race, age, color, gender, size and experiences from organizational supervisors (Ely, Foldy and Scully, 2003). It is the belief; however, that company supervisors can decrease these concerns if the company creates and maintains an intentional culture of the inclusiveness of women in more promotional job opportunities. Managers and supervisors should not just place women a tokenism position, but real status positions when they seek to recruit by using social media (Musi, 2016) as a way to recruit and place women in meaningful key leadership positions. There are still barriers to women's growth into key leadership positions. Again, managers and supervisors could make a difference by seeking intentionally more women to join the company during their outreach efforts which would demonstrate their positive commitment in promoting women in upward management positions in leadership based on their gained experiences and competencies within the company or organization (Schmitt, Spoor, Danaher, and Branscombe, 2009).

The Barriers Continue

There are still notable barriers and inequalities that keep women from reaching their full potential which may include societal, governmental, internal business, business structural barriers within organizations and support from the people nationally and globally in general. Among societal barriers are those associated with opportunity and attainment, prejudice and bias, cultural, gender, and color-based differences could drive, again, inequality for women to obtain key job opportunities (Johns, 2013). With regard to these barriers, while leadership cannot make society blind to culture, gender or color biasness, it can demand and enforce merit-based practices and behaviors within a company or organization. The question may be, what does inequalities look like or how could one assess inequalities within companies and organizations (Ely et al., 2003)?

What do Inequalities Look Like within Companies and Organizations?

By knowing what problems look like regarding inequalities can help to create strategies to address the problems. Too frequently, there are gender issues about inequalities at the worksite which are questionable in many ways (Carli, 2006). Therefore, the following questions, in brief, can be used to assess inequalities, diagnose bias problems, and identify patterns to institute small wins as follows: 1.) How do people in this organization accomplish work and what, if anything, gets in the way? 2.) Who succeeds in this organization and who doesn't? 3.) How and when do we interact with each

other, who participates and who doesn't? 4.) What kinds of work and work styles are valued in this organization and what kinds are invisible? 5.) What is expected of leaders in this company or organization? 6.) What are the norms about time in this organization? 7.) What aspects of individual performances are discussed the most, in evaluations? 8.) How is competence identified during hiring and performance evaluations (McKinsey et al., 2012)? In order for women to make more progress at the place of employment, known inequalities should not be normalized.

Do Women have the basic Skills for Job Acquisition Nationally and Globally?

For most jobs, a college degree is needed. Based on data a large number of women have obtained college degrees as a starter point for being prepared for various jobs/positions.

Are women prepared for leadership opportunities educationally? It is strongly believed that women are prepared educationally for leadership positions. As with any job or position, there is a need to continue to participate in ongoing professional growth training and development (Gunter, 2001).

The population of women in the United States was at the rate of 50.8% in 2013 and growing. Women in the United States completed college at the rate of 37% compared to 30% of men during 2013. Degrees conferred to women were as follows: 1) 60% - Undergraduate degree. 2) 47% - Law Degrees. 3) 48% - Medical degrees. 4) 38% - Masters Degrees. 5) 36% - MBAs Degrees (Pew et al., 2014).

For the population as a whole, the proportion of persons aged 30-34 that had attained tertiary education in 2015 ranged from 22.9 % in Italy to 56.4 % in Lithuania. Among EU Member States with the largest gender gap in absolute value (above 20 p.p.), the proportion of persons with tertiary education was 41.0 % in Latvia, 42.6 % in Slovenia, 45.2 % in Estonia and 56.4 % in Lithuania, above the EU-28 average of 38.5 % in 2015. Among the countries with the smallest gender gap in absolute value (below 5 p.p.), the proportion of persons aged 30-34 with tertiary education in Romania (25.5 %), Germany (31.8 %) and Austria (39.1 %) was below the EU-28 average (Pew et al., 2014).

According to Pew Research Center 2013, the number of women in the workforce with a college degree was at the rate of 49%. Therefore, why there are not more women who are seeking but not succeeding in landing key leadership positions? Some of the explaining factors, just to name a few, suggest that women are held to a higher standard compared to males, 43%; women are not ready to be selected as leaders, 43%; women have too many family responsibilities, 23%; women do not have sufficient connections to support systems, 20%; women

are not tough enough, 9% and women do not make good managers, 7% based on quantitative findings (Pew et al., 2014).

Leadership Training in Higher Education

The education and degrees that women seek must be appropriate for the positions that they may wish to ascend to while seeking career advancement. Academic educational preparation plays a key role in promoting leadership gender diversity in creating tomorrow's leaders. Educational leadership programs frequently embrace predominant leadership theories that sometimes fail to help women step beyond a narrow structural model and equip women to address issues of social justice, diversity, and gender opportunities (Marturano, Wood and Gosling, 2005). Higher education institutions may improve their curriculum offerings by addressing social justice, diversity, and gender issues and have a closer relationship with companies and organizations to ensure that female students and males too, are prepared for the current work force economy. If we are to see significant changes within the next generation of workers in leadership, research suggests that educational institutions need to create and implement leadership development programs that are organizational and company responsive, and discuss how shared problem-based solutions regarding issues or concerns related to gender diversity are important (Anderson et al., 2015). Higher educational institutions may also benefit from teaching students across disciplines negotiation knowledge and skill development for the current job market place today. Another important factor is that institutions need to incorporate knowledge-based information on authentic and transformational leadership in order to change preconceived ideas, biasness, and assumptions about women's leadership abilities (Lussier and Achua, 2010).

Skills that Women Need to Lead Effectively

The progressive opportunities in leadership are more available to women today than ever before; therefore, women have unique ways to seek and secure key leadership positions by first having superior people skills. Perhaps the most important skills that leaders need are effective communication, interpersonal/customer relations and hard skills that are needed for the unique organization or company in which they are leading. Leadership is all about having a vision of where you want to be and working to achieve that vision with the collaborative support of all stakeholders (Grogan and Brunner, 2005). Additional skills that a leader needs are as follows: 1.) Being able to Link the Organizational

Services to Real-World Application. 2.) Being Charismatic. 3.) Building Rapport with Diverse Audiences, 4.) Creating a Motivational Work Environment, 5.) Effective Decision-Making to Improve the Total Organization, 6.) Delegation of Tasks to Others, 7.) Demonstrating Professionalism, 8.) Effective Speaking skills and giving Feedback and Receiving Constructive Feedback, 9.) Having Negotiation Skills and being Politically Savvy, 10.) Having Problem Solving Skills, 11.) Showing Sensitivity to the Needs of Others, 12.) Showing Assertiveness, 13.) Showing Empathy to Others, 14.) Effective Time-management, 15.) Thinking Strategically, 16.)Willingness to Share Leadership Responsibilities, 17.) Working Collaboratively on Group and Team Projects, 18.) Working to be Effective in Listening to what others have to say and having emotional intelligence according to (Goleman, 2014).

Model Companies being Sensitive to the Needs of Women in Brief

Some of the top companies, just to name a few. for example, that are very friendly and sensitive to the needs of women in the United States are Kaiser; Texas Instrument; Wyndham Hotel and Resorts; Eli Lilly and Finnegan, Henderson, Farabow, Garrett and Dunnerk. Finnegan has 55% staff chief officers as women. Many of these companies allow telecommutes opportunities, an 80 work schedule with full benefits, generous maternity leave policy, back to work programs for women, and a day care facility. Finnegan has a very broad-based diversity agenda for its employees. Company and organizational managers must stay aware of the current needs and trends in leadership (Alimo-Metcalfe and Alban-Metcalfe, 2004).

Women's Representation in Companies and Organizations

Women are making some progress, but not enough, in their representation in companies by serving in key leadership positions. The following notations and quantitative items below are referenced by (Pew et al., 2014), gives information on where women are represented as executes in business, politics, education, health, law and technology.

Fortune 500 Companies **-** In citing other quantitative data from the Pew Research Center where women are found in leadership positions in corporations such as S and P 500 companies shows some progress (Catalyst, 2001). Women are represented in first and mid-level officials and managers at 37 percent, in executive and senior level, 25 percentage, only 19 percent being represented on board and 4.6 percent in top positions as CEOs (Pew et al., 2014).

Financial Industries **-** In the financial services industry in the S and P 500 companies, women are represented at 54 percent of the labor force. However, only 19 percent are women are on the board of directors and 2 percent are CEOs (Pew et al., 2014).

Legal Profession **-** The legal field of professionals has only 45 percent of women as associates, 20 percent as partners and 17 percent of women as equal partners.

Medicine **-** In medicine, women comprise 35.5 percent of all physicians and surgeons but only 16 percent of permanent medical school deans (Pew et al., 2014).

Venture Capital Firms **-** Women are only 6 percent of partners in venture capital firms—down from 10 percent in 1999 (Pew et al., 2014).

Technology - In 2014, women were represented in technology jobs at nine major Silicon Valley companies ranged from a low of 10 percent at Twitter to a high of 27 percent at Intuit. As recently as spring 2014, nearly 47 percent of the 150 highest-earning public companies in Silicon Valley had no female executive officers at all (Pew et al., 2014)**.**

It appears that women's progress is growing in a number of Fortune 500 Companies according to research data; nevertheless, women are still unrepresented in key leadership positions compared to men in these same companies (Fairchild, 2014).

Executive Positions and Women of Color

Women of color are only 3.9 percent of executive- or senior-level officials and managers in S and P 500 companies. Serving on boards, women of color hold only 3.1 percent in Fortune 500 companies—a number that exaggerates their actual presence, as fully one-quarter of the board members who are women of color serve on multiple boards. Where are the women of color? Many of the Fortune 500 companies had zero representation for women of color on the board of directors during 2013 (Pew et al., 2014).

There is still low representation of women of color in corporate American firms, because of the common practice of not recruiting qualified women of color is too often observed (Wenger and Snyder, 2000). Women of color face an even wider gap in key leadership positions compared to other women. Women of color were 38 percent of the nation's female population and 19 percent of the entire U.S. population in 2014. In 2013, women of color made up 36 percent of the female labor force in the U.S. In the U.S. women of color are currently at the rate 16.5 percent of workers in S and P 500 companies. Women of color are still finding it very challenging in obtaining key leadership positions (Pew et al., 2014).

Women in Leadership Globally

There continues to be underrepresentation of women in key leadership positions globally. However, women are making slowly some progress in key leadership positions globally as reported quantitatively below that is referenced by (Pew et al., 2014).

As of August 2015, 11 women served as Head of State and 10 served as Head of Government. Rwanda had the highest number of women parliamentarians worldwide to serve in key leadership positions. Women in Rwanda have won 63.8 per cent of seats in the lower house. Globally, there are 37 States in which women account for less than 10 per cent of parliamentarians in single or lower houses, as of August 2015, including 6 chambers with no women at all (The United Nations Women, 2016).

Across regions globally - Wide variations remain in the average percentage of women parliamentarians in each region, across all chambers (single, lower and upper houses). As of August 2015, women were represented as follows: Nordic countries, 41.1 per cent; Americas, 25.5 per cent; Europe excluding Nordic countries, 24.4 per cent; sub-Saharan Africa, 23.0 per cent; Asia, 18.4 per cent; Middle East and North Africa, 17.1 per cent; and the Pacific, 15.7 per cent in political positions (UN el at., 2014).

Other domains of government - As of January 2015, only 17 per cent of government ministers were women, with the majority overseeing social sectors, such as education and the family. Women's representation in local governments have made a difference. Research in local councils in India discovered that the number of drinking water projects in areas with female-led councils was 62 per cent higher than in those with male-led councils. In Norway, a direct causal relationship between the presence of women in municipal councils and childcare coverage was found in representative numbers (UN el at.,2014).

Expanding participation - 30 per cent is widely considered an important benchmark for women's representation in key leadership positions. As of January 2015, 41 single or lower houses were composed of more than 30 percent women, including 11 in Africa and 9 in Latin America. Out of the 41 countries, 34 had applied some form of quotas opening space for women's political participation. Specifically, 17 countries used legislative candidate quotas; 6 used reserve seats; and in a further study 11used adopted voluntary quotas (UN el at., 2014).

In countries with proportional electoral systems, women hold 25.2 per cent of the seats. This compares with 19.6 per cent using the plurality-majority electoral system, and 22.7 per cent using a mixed system. More women in politics do not necessarily correlate with lower levels of corruption, as is often assumed. Rather, democratic and transparent politics is correlated with low levels of corruption, and the two create an enabling environment for more women to participate in key leadership positions (UN el at., 2014).

How does the United States Measure up to Other Countries?

According to (Pew et al., 2014, The Global Gender Gap Report 2014), "the U.S. ranks an unimpressive 33rd when it comes to women in the national legislature, among 49 "high-income" countries (defined as those with per-capita incomes above $12,615). Among a larger group of 137 countries with data available, the U.S. ranked just 83rd. (The data in the World Economic Forum (WEF) report are as of May 2014, but even if the figures for the current 114th Congress were used the U.S. would only rise to about 75th place" (p. 1).

Economic - Women in private sector economic participation in leadership positions in the United States ranked number four in 2014 among 142 countries (The Global Gender Gap Report, 2014).

In the public sector, the percentage of female legislators in particular in the United States lagged far behind many countries with a rank of 54 with women in the political empowerment compared to Finland, Iceland, Norway and Nicaragua ranking the highest (The Global et al., 2014).

Parliament **-** Globally, women are represented at 22.5 percent in the lower house of national parliaments slightly above the United States House of Representatives at the rate of 19.4 percent (The Global et al., 2014).

Future Projection of Progress for Women **-** In the United States, it is projected that it will almost take seventy years from today for women in leadership to receive high level executive title and compensation financially compared to their male counterpart. It is projected that it will take women over sixty decades from today to reach representation of acquiring key leadership positions compared to males in the workforce in top management positions. A number of researchers have expressed that in order to improve communities economically women deserve to be in the boardroom and serving in key leadership roles with organizations and companies (Thomas and Graham, 2005).

Higher Education Leadership

The progress of women holding key leadership positions in higher education has slowly increased. While the number of women to hold the position of president of a college has increased as of 2011, women only held 27 percent of presidencies across all institutions of higher education according to the American Council on Education. Women presidents are less likely than male

presidents to be married or have children and are more likely to have altered their careers for their family (The American Council on Education, 2014).

The slow increase of key leadership positions in higher education in public and private colleges and universities are statistically based. Because of family responsibilities, it is believed by some researchers that the percentage of women in key leadership positions in higher education has declined from 2008 to 2013 especially at public doctoral degree-granting institutions. Those women who are in higher education key leadership positions compared to male college presidents, again, may not be married and have children (ACE et al., 2014).

There are fewer women serving on governing boards compared to male participants. Approximately 30 percent of women have been serving on governing boards for the past two decades compared to males in higher education. Men continue to out rank women two to one in number when it comes to serving on governing boards (ACE at el., 2014).

In order to offer women ways to be promoted to key leadership position, the American Council on Education's Division of Leadership Programs is already committed to helping to increase the number of women in higher education senior leadership positions through programs, research and resources. The ACE is communicating at the national level to put forth initiatives to specifically ask college/university presidents and governing boards to commit to helping women to be prepared to serve in key leadership positions at 50 percent by the year 2030 (ACE et al., 2014).

Quantitative Data

From a political point of view, it is suggested that women are better at making compromising decisions at a rate of 34% compared to 9% for males. Women are given more credit at being honest at 34% compared to males at 3% (Pew et al., 2014). However, males out rank women when it comes to negotiating a business deal compared to women.

What is it that women see about their own gender? It is suggested from the research that women believe that women are better leaders at 38% compared to males at 19%. Again, this is based on the thoughts and views of women (Pew et al., 2014).

During 2016, it is hoped by many women that a woman would serve as President in the Whitehouse in the United States and this is based on the thinking of 69 % (Democratic) women and 20% (Republicans) women and 45% (Independents) that a woman would become President of the United States (Pew et al., 2014). However, on November 8, 2016, Secretary Hillary R. Clinton who ran for President of the United States was not successful in becoming the first female President.

Secretary Clinton did receive the highest number of popular votes. "Secretary Clinton received 65,001,074 plus popular votes, compared to Republican President-Elect Donald Trump's 62,578,111. The new tally meant Clinton's lead in the popular vote currently stands at more than 2.4 million votes and is still growing. UPDATE 11/29 10:31 p.m. ET: Hillary Clinton's lead in the popular vote has widened to 2.36 million." However, Trump won the electoral vote; therefore, Trump is the President-elect of the U.S.A. (Kirby, 2016).

In the United States during 2014, there were 104 women represented in the 114th Congress with the following separations: 24.3% holding seats in State Legislatures; 12% governors and 17% mayors among the 100 largest U.S. cities (PEW et al., 2014).

There is a strong belief that women will soon occupy many key positions in leadership in the near future at the rate of 44% (Pew et al., 2014).

Women in the Economy and Workplace

Women are playing an increasing and significant role in today's economy, and their salaries and spending capacity are critical to the country's economic well-being. From a consumer perspective, women hold a lot of clout. In the "she-conomy," women are frequently referred to as the household chief purchaser of goods and services (Luscombe, 2010). Women reportedly make more than 85 percent of household spending decisions, including big-ticket items (Barletta, 2006) such as investment decisions, buying homes and car purchases, accounting for 4 trillion dollars annually in discretionary spending (US Department of Commerce, Economic and Statistics Administration, and Executive Office of the President, 2001).

The proportion of women in the workforce has grown from just over a third of all workers since 1970 to almost half of the total workforce in 2012. In certain professions such as education and healthcare sectors, the percentage of job growth is even higher for women, because women account for 77.4 percent of the workforce. Increasingly, women are obtaining higher educational degrees, and they are now represented at 60 percent of all bachelor degrees conferred annually, an increase of 20 percent since 1970. When women gain a formal education, companies and organizations could capitalize on women's intellectual capital in the profession (Morahan and Bickel, 2002).

As women's educational attainments have increased, the work they perform has also changed. Women are encouraged to gain skills and knowledge using technology skills for various jobs that they hold. A larger share of women now work in management, professional, and related occupations with 51 percent of women reported to be working in these occupations in upper management positions and technology tools could help

women in managing and delivering needed communication to others in a more proficient manner (Adler, 2012).

Findings from many studies also show that working mothers face an additional pay gap compared to women who are not mothers. Even after accounting for differences in work experience, education, job characteristics, and other variables, mothers still face a 7 percent wage penalty per child relative to working women who are not mothers (Anderson, Binder and Krause, 2012). The GAO report cited findings that mothers experienced a 2.5 percent earnings penalty for each child (Budig, 2001), compared to fathers, who received a 2.1 percent earnings boost for each child (U.S. General Accounting Office, 2012).

METHODOLOGY

Looking at a qualitative approach by the authors in this study gave a narrative on how women can be promoted into key leadership positions with the support of employers and where women are in leadership positions globally. The qualitative data used in this study give readers the opportunity to look at ways how women can be promoted into leadership positions, beyond the continued barriers that plague women, through structured planning that will help to execute leadership opportunities for women.

Data showing how many women that were identified in key leadership positions were cited in the quantitative format highlighting where women were in such positions such as health care, business, legal services, education and politics. The benefits of the quantitative data were sufficient too, because it gives employers and other readers to what extent are women represented in key leadership positions across various occupations in various regions of the world based on research findings. The quantitative data could help employers who are willing to observe the facts that women are valuable assets and human capital to the "bottom line" for the economic growth of companies and organizations in the public and private sector (Catalyst, 2004). Therefore, women are value-added to the growth of organizations and companies in a positive manner. There is still a need for company employers and managers to look toward attracting the most talented employees and to make sure that room is made for women to be trained appropriately so that women will qualify too, for key leadership positions within the company. Employers can lead more effectively by creating a culture of diversity of employees by including more qualified women for key positions (Gosling and Mintzberg, 2003).

Instrumentations, Participants, Data Collection and Procedures

There were three major surveys that were used in the quantitative study with full credit being given to the researchers and authors of those surveys and individuals who participated in a collaborative effort in conducting and analyzing data from the surveys. This data captured a birds eye of the thinking of 1,835 adult participants over 18 years of age including 921 women and 914 men. The survey distributors were researchers/authors who were able to secure the thoughts of the participants through direct questions about their views on gender and leadership related to politics and business. The full credit goes to the Pew Research Center in the use of survey data collected and analysis in this study. Most data were collected the fall 2014.

The Princeton Survey Research Associates International wanted to find out the thinking of the participants by using a telephone media survey to speak with 1,004 adults within the United States regarding women in leadership positions in politics at the (national and state levels) and in business with trends over a period of time. Credit for this survey, data collection and analysis (fall, 2014) goes to: Claudia Deane, director of research practices, and Rich Morin, senior editor, provided editorial guidance. Kim Parker, director of social trends research, and Juliana Menasce Horowitz, associate director of research, designed the surveys and wrote the overview and two main survey chapters. Wendy Wang, senior researcher, and Anna Brown, research assistant, compiled the data for the chapter on female leadership. Wang wrote the chapter on female leadership. Brown and Eileen Patten, research analyst, number-checked the report. The report was copied and edited by Marcia Kramer of Kramer Editing Services. Michael Suh provided Web support. Again, full credit goes to the researchers, authors and editors and others mentioned regarding quantitative data. All of the participants were 18 years of age or older in the surveys used. These individuals collected and analyzed the data of these surveys used in this research study not the writer(s) or authors of this article (Pew et al., 2014).

A second survey was used and credited to the Gfk group known as a knowledge research panel which was an online activity. This survey report looked at public attitudes about gender and leadership with a particular focus on leadership in United States' politics and business. The analysis was based on two new Pew Research Center surveys. In addition to the surveys, this report used data from a variety of sources to document women in leadership positions in politics at (national and state levels) and in business with trends over a period of time (Pew et al., 2014).

Quantitative Data Analysis and Findings

When the surveys were calculated by the research team at the Pew Research Center (PRC), these were the findings from the analyzed quantitative data:

1.) From a political point of view, it was suggested that women are better at making compromising at a rate of 34% compare to 9% for males. Women were given more credit at being honest at 34% compared the males at 3%. However, males out rank women when it comes to negotiating a business deal according to (Pew et al., 2014).

2.) What was it that women see about their own gender? It was suggested from the research that women believe that women are better leaders at 38% compared to males at 19%. Again this is based on the thoughts of women (Pew et al., 2014).

3.) During 2016, it is hoped by many women that a woman will serve as President in the Whitehouse and this is based on the thinking of 69 % (Democratic) women and 20% (Republicans) women and 45% (Independents) women (Pew et al., 2014).

4.) In the United States during 2014, there were 104 women represented in the 114th Congress with the following separations: 24.3% holding seats in State Legislatures; 12% governors and 17% mayors among the 100 largest U.S. cities (Pew et al., 2014).

5.) There was a strong belief that women will soon occupy many key positions in   leadership in the near future at the rate of 44% (Pew et al., 2014).

6.) From survey data, it further suggest that women who wish to reach the top by holding key leadership positions may wish to have children early at 37%; have children later at 41% or not have children at all at 20% (Pew et al., 2014).

7.) From a global perspective the average percentage of women in key leadership positions by country was as follows in numeric order. The Philippines being the highest at 51%; Thailand, 39%; Canada 37%; U.S.A., 36%; Australia, 33%; Indonesia, 32%; China, 30%; Brazil, 29%; Chile, 28%; Mexico, 26%; Taiwan, 24%; India 18?%; Japan10 **%** (Development Dimensions International, 2015).   However, there is a shortage of talents in key leadership positions globally at 35%; Japan 86%, Brazil, 68% and India, 61% (Pew et al., 2014).

8.) Data results show that there were 41% of women in the global workforce and 30% of women in leadership roles are linked to greater financial performance for companies and organizations (Development Dimensions International, 2015). The quantitative data findings continue to show and suggest that women are still underrepresented in key leadership positions based on data collection and analysis.

From the overall findings in the quantitative data, there are still not enough companies and organizations that are demonstrating the willingness to promote women into key leadership positions based on company and organizational practices.

Qualitative Data and Findings

 There was a need to further justify why answers to the qualitative questions composed by the authors of this study were significant in reference to finding ways to prepare and promote women into key leadership positions.   From this research, the findings were clearly given how to prepare and promote women into key leadership positions through targeted recruitment and professional development. Again, seven questions led this qualitative study and data were collected and analyzed by the authors using research articles, scholarly journals, official statistics, reference books, library search engines, and government reports.

Qualitative Research Questions

1. What should educational institutions do to prepare women for key leadership positions?

Helping to increase the number of women in higher education senior leadership positions through programs, research and resources. The American Council on Education (ACE) is communicating at the national level to put forth initiatives to specifically ask college/ university presidents and governing boards to commit to helping women to be prepared and a commitment to promote women to key leadership positions at 50 percent by the year 2030. Programs that have showed improvement, according to quoted studies, include leadership training programs for high school and college students could make a difference in preparing women for leadership positions. Before going to college, young girls should be exposed to STEM related subjects early in school to ensure that they have a strong background that would enhance careers in science, technology, enginee-ring and mathematics (American Council on Education, 2012).

2.   Why aren't there more women in positions of power?

According to Sifat Azad (2012), overall society does not truly encourage women enough to become leaders in the workforce, only leaders in the household. If women were encouraged to be in positions of power more, there would be many more examples of such through opportunities and practices of companies and organizations.

3. What can companies do to promote women in key leadership positions?

Seeking more women during company recruitment efforts is the first step. Companies and organizational managerial teams need to prepare women for key leadership positions through training, professional development and education based on the specific needs of the organization. Companies must first truly understand what women in the organization want and need from their employers. Organization must ask the question, what do women value or need in order to be effective leaders in key positions? For some, it may be the option of flexible work arrangements or job-sharing and provide more flextime, work from home and virtual workplaces become the norm by seeing more balance in the numbers of men and women at the leadership table, especially more women at the head of the table. For others, it may be employee resources groups and mentoring. Women need to be aligned with experienced and competent mentors and sponsors could be a key need for women. Companies and businesses need to actively add more qualified women into their ranks as part of their diversity strategic agenda. Companies must give thoughtful attention to creating a gender-neutral environment. Companies may need to have an onsite childcare, maternity benefits, women's networking groups, mentoring and development skills that are important to women. Companies must have active policies in place that ensure equal rights for women and have *taken active steps to redress those imbalances, are most successful* (Network of Executive Women, 2012).

4. What can women do promote themselves into key leadership positions?

Women must learn to be innovative by serving effectively in activities in their own community and take advantage of becoming engaged in communities project activities and leading certain organizations within the community. Women need to learn to network with diverse populations within the community for a common cause. Women need to serve as a volunteer to help organizations grow, serve on recruitment and transitional committees for the community leaders. Women need to learn skills for being a great negotiator for the company or organization, step up to the plate, show confidence, assist others with tasks and write a narrative about their experiences and learn to ask for what they want with proven competence. Women need to have effective communication, socializing skills and behaviors. As a top priority, women need to seek mentors (women/men) to help them to reach key leadership positions (Murphy and Kram, 2014). Women need to celebrate the women who have been trailblazers in these subjects so that from a young age, women have more role models with whom they can identify with as they aspire to leadership positions. Women need to identify their unique talents, understand what they bring to the work environment to best enable success of the organization, and then, make sure that their voices are heard. Speak up, speak out, and contribute. Women need to find a community within the organization for mentors, role-models, networking groups and individuals who can help them navigate through an organization and provide a support system. Seek mentorship devoted to psycho-social support or on helping solve specific challenges that may take a more sporadic approach based on needs of the community, company or organization (Heathfield, 2015).

5. What are the key skills that women need to bring to leadership positions?

Women will need a college education or certification training in preparation for leadership positions. Additional skills that women will need are as follows: 1.) Being able to Link the Organizational Services to Real-World Application. 2.) Being Charismatic**. 3.)** Building Rapport with diverse audiences, 4.) Creating a Motivational Work Environment, 5.)Decision-Making to Improve the Total Organization, 6.) Delegation Tasks to Others, 7.) Demonstrating Professionalism, 8**.)** Effective Speaking and giving Feedback and Receiving Constructive Feedback, 9.) Having Negotiation Skills, 10.) Having Problem Solving, 11.) Showing Sensitivity to the needs of others, 12.) Showing Assertiveness, 13.) Showing Empathy to Others, 14.) Time-management, 15.)Thinking Strategically, 16.)Willingness to Share Leadership Responsibilities, 17.) Working Collaboratively on Group and Team Projects for Company or Organizational Improvement. 18. Have transferrable skills. 19. Being observant, focused and Self-Confident and 20.) Being authentic (Wang, 2015).

6. What are the benefits to companies and organizations when women are in key leadership position globally?

Companies and organizations can improve their economic growth financially when women are in key leadership positions. Secondly, Women in leadership are role models for the next generation of women. Thirdly, women can help to create and sustain a work environment that is fair and just and an environment that empowers others to grow educationally, socially, culturally and economically. Fourthly, companies with gender diversity outperforms those who don't by as much as 15 percent (McKinsey Report, 2012).

According to the McKinsey Report, "No matter how paradoxical it may seem, there is a positive correlation

between the proportion of women in the top management and the organizational and financial performance of the companies. A study conducted by McKinsey shows that companies having women among top managers demonstrate higher operating margin and market capitalization in the industry than companies managed by men only" (McKinsey et al., 2012, pp.6-7).

In 2012, Bloomberg published a large study (2,360 companies) conducted by the Credit Suisse Research Institute, which found that "companies with a market capitalization of more than $10 billion and with women board members outperformed comparable businesses with all-male boards by 26 percent world-wide" (p. 1).

When women lead they create a better environment at the workplace even when there may be concerns by those employees who have not fully accepted women into key leadership positions (Kram and Hampton, 2003).

7. What is the future outlook for women in leadership positions?

It is projected that progress will be slow for women entering into key leadership positions. It is projected that it will take women over sixty decades from today to reach representation of significance in acquiring key leadership positions compared to males in the workforce in top management and leadership positions. However, there is hope for women in the future regarding leadership positions. For example, gender quotas have been adopted by numerous organizations including governments and companies across the world, but the strategy has its detractors and limitations. Employment reforms have been put in place such as gender-neutral job descriptions and flexible parental policies that can have a positive impact on women. Lastly, consistently showing various role models to children, including women in leadership positions, can have the potential to make positive differences how females early on are groomed to seek leadership roles and eventually after finishing college can assume key leadership positions in the public and private sector. It is projected that more women will be found in key leadership positions in the future (Toossi, 2006).

It is believed that women will show high growth in the use of technology in the future, because the workforce is shifting from the information age to the communication age. Social media is all about communicating and engaging, and women have the upper hand in communicating. So the shift in business from informing to communicating provides great opportunity for women leadership (Burrus, 2014).

RESULTS AND DISCUSSION FROM QUALITATIVE DATA

From the data review from various surveys, it was suggested that the collected and analyzed data revealed that women seeking key leadership positions needed to continue to prepare for key leadership positions through training and education based on the specifics of the organization through mentorships and sponsorships. However, how women would add value to organizations in key leadership positions? Women's leadership style would increase companies' revenue overall and women in leadership positions would encourage other women to seek key leadership positions, because women have more role models to emulate?

The suggested ways to help women to empower other women toward key leadership position would need to be intentional by employers, managers or supervisors and the women "themselves" by seeking more purposeful training and education, mentors and sponsors, participate in responsive professional development, volunteer self-efforts in the office, being involved in the community, planning an event for great cause, attend sporting events, learn about support systems on the job and in their own community, take time to socialize and share their thoughts with a trusted family members.

RESULTS AND DISCUSSIONS QUANTITATIVE INFORMATION

Looking at the data review from various surveys, it appears to suggest that the collected and analyzed data revealed that women seeking key leadership positions need to continue to prepare for key leadership positions through appropriate training and education based on the specific needs of the organization through mentorships and sponsorships.

Furthermore, the results showed that women do add value to organizations who are in key leadership positions economically, women's leadership style increases company revenue overall and women in leadership positions encourages other women to seek key leadership positions, because women have more role models, again, to emulate. So women do matter!

The many ways to help women to be empowered toward key leadership positions must be intentional by employers or supervisors and the women themselves by seeking more purposeful training and education, mentors and sponsors, participating in responsive professional development activities, volunteering by self-efforts in the office, being involved in the community, planning an event for a greater cause, attending sporting and political events, learning about support systems on the job and in their community, taking the time to socialize and share their thoughts with trusted family members.

CONCLUSION

In order for women to obtain key leadership positions, women need to look at and listen to those women who have navigated the system and have reached high leadership status and those women who are currently leading in powerful positions. According to Barbara Cerf (2016), women need to learn how to stand up for themselves and cultivate relationships with people whom they respect and admire. Second, women need to seek appropriate support networks that are key to success. Based on the views held by Musi (2016), women need to be innovative, energetic, have great foresight, understand people and business operations. Women need to have quality ethics, integrity and honesty and be able to be a decision-maker and not be afraid to bring new ideas to the table with competence and confidence. In the work place, women need to learn to choose their battles carefully (if any), be network savvy, make effective presentations, have great appearance, build rapport and have effective communication skills based on the views of Katen (2016). Too frequently, women do not value all of the experiences that they have naturally acquired such as being a mother, daughter, wife and being a primary caretaker, business person and a community leader. By building on these experiences that women already have could be invaluable skills and knowledge in leadership according to Mahoney (2016). In key leadership positions, women must learn to own up to mistakes, appreciate feedback, share ideas, have appropriate people skills, organizational skills to help others to see the bigger picture for the possibilities of key leadership opportunities. The views of the these women were recorded by (Katen, 2016).

In order for women to move into key leadership positions, women will need appropriate educational training first for the position, have partners or spouses who will assist them with family demands and other matters. Women must seek support from leadership position-driven mentors and sponsors in making their way to those limited top leadership positions in the public and private sector. Women need to receive appropriate broad-based supporting networks, being able to engage in personal leadership development by showing competence and initiative on the job, taking advantage of leadership activities within the community and the job environment. Again, women should display academic, social and emotional intelligence, finding appropriate mentors and sponsors (males and females), taking on challenging tasks, being resourceful, maintaining the courage to believe that matters will improve through collaborative communication and action. Women need to continue showing their willingness to learn something new that may be challenging, reviewing models that work that is research-based for new and emerging leaders. Women need to demonstrate having a professional disposition and keeping their technology skills current in order to have a greater chance of obtaining key leadership positions within companies and/or organizations.

The best ways for women to have a chance to successfully obtaining key leadership positions are as follows: 1.) women will need support at home to help with domestic matters, 2.) find appropriate networks to help them to manage their responsibilities at work and at home, 3.) participated in specific leadership development growth activities all through their company or organization, and 4.) work closely with men and other women mentors and sponsors with high levels of leadership skills and knowledge. By not having appropriate mentors and sponsors support have kept some women from realizing their potential for serving in key leadership positions that have been traditionally held by men (Women in Architecture, 2014). Women will need to continue to observe and recuperate the behaviors and paths that successful women have taken in order to use a powerful model of hope. In order to keep up with workforce economy expectations and requirements, women would benefit from having appropriate skills and knowledge that are needed currently today to have a chance to move into key leadership positions and to assist companies and organizations to move toward excellence using a collaborative approach (Zichy, S., and Kellen, B, 2001). In essence, managers and supervisors need to play an intentional and aggressive role of engaging more time and effort by empowering women to excel to higher job opportunities (Cerf, 2015).

RECOMMENDATIONS

In order to help women to advance to key leadership positions, more employers and managers must continue to make a conscious effort to make it happen! How can this happen? There may be some repeated ideas on how to promote women into key leadership positions. Therefore, an employer could start early by: 1.)Making an effort to recruit more women to the company at the rate of 50 percent, 2.)offering more purposeful professional development to get women ready to lead in key leadership positions, 3.) identifying the talents of high performing women in the company and reward them in an equitable manner, 4.) offering more mentoring and sponsorship services to women, 5.) encouraging more women and men to participate in health care fitness activities, 6.) matching senior leaders (mostly male) to rising female talent for one to two years, because the objectives are to build confidence, create visibility of talent internally, and provide access to stretch assignments, 7.) providing women and others with unique flexible work schedule, offering employees 12 days of remote work per quarter, which comes to 48 days annually, 8.) taking the time to map careers out for the

employees after their first year at the company, and adjusting the career direction annually, 9.) developing plans, stretch assignments, give promotions when earned, and provide networking opportunities that are equal for men and women who have been observed with similar capabilities, 10.) offer appropriate mentoring, coaching and sponsorships to women employees especially, 11.) helping women to develop critical leadership skills but also helping them to identify and leverage their strengths, becoming comfortable in taking risks, increase their confidence, and provide tools and techniques for any existing barriers and 12.) offer after school programs beyond day care so employee's children could attend science camps, math sessions, and other activities in the evening. These innovative programs could enable employees with families to retain demanding positions without the worry of leaving children at home alone, which helps to reduce the choice women often must make between family and work. Finally, to make sure that employers maintain pro-activeness in their own commitment to gender diversity and equity (Bloom, Kretschmer and Reenen, 2010).

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