

## The young and the beautiful

Case study concerning the issue of the promotion of a young employee to a managerial position in an experienced team in a publishing house

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### *Abstract*

*How to deal with the promotion of the young and beautiful? In this case study we present the challenge to organisations of promoting employees that are less experienced, but are promising, without creating dissatisfaction among personnel with longer service. The case study focuses on Anna (31 years old) in a large publishing house - EduPublication. Anna is employee of the department for economic publications with six years' experience after university, but only one year in EduPublication. Recently the company decided to promote her to manage a team of 15 employees. The main reason for this promotion was the fact that the company wanted to have more talented young people in managerial positions, in line with the company's new strategy which was beginning to grow dynamically in new market segments. But this created dissatisfaction with employees who had been working longer for the company than Anna. They expected someone from those more experienced to become the new head of the department. What is more, the rumour had spread in the company that it was not Anna's competence that had determined her promotion, but her beauty. Anna is faced with the problem of choosing the right management style and applying appropriate motivating methods so that the team would work harmoniously and effectively to accomplish the goals set.*

### **Students develop a strategy for the management and leadership of employees**

**KEYWORDS:** Communication at work – Leadership – Management styles – Motivating employees – Promotion of a young employee

The use of case studies offers, especially in business studies, the possibility for students to deal independently with complex, economic questions and problems, so that networked thinking and problem solving are promoted.

The present case study can be assigned to the **Case Problem Method**<sup>1</sup>, which in this case has the following characteristics:

- The problems are roughly mentioned and the necessary information is given.
- The students identify possible causes, further partial problems and interdependencies. They independently develop varied solutions and make a decision.

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<sup>1</sup> inspired by Kaiser 1983, p. 23

# TEACHING NOTE

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## 1. Intended audience

### 1.1 Student group

The case study is designed for university students of non-business majors (bachelor or master's degrees) as well as in the initial period of education on business bachelor studies. It can be used in entrepreneurship, management, planning a career path and business communication classes.

### 1.2 Required previous knowledge

The case study does not require advanced student knowledge. It is for those who have a basic knowledge of leadership-based management. In particular, students should be able to refer to styles of management that are well-known from the literature and use their understanding on effective management based on the concepts of leadership (e.g. Covey 1992<sup>2</sup>) as well as practical rules of management (e.g. Templar 2013<sup>3</sup>).

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<sup>2</sup> Covey, S. R. (2003). Principle-Centered Leadership, New York: Free Press.

<sup>3</sup> Templar, R. (2013). The Rules of Management. A definitive code for managerial success, New York: Pearson.

## 2. Case background

The use of a case study gives students the opportunity to handle complex questions and issues concerning management independently and to solve dilemmas related to the selection of appropriate management methods by young managers in cooperation with other company departments. It covers the situation of a young person in a company, a large publishing house, however it refers to two dimensions, with both subordinates and with heads of other departments.

The situation described is typical for various types of enterprise, and also for industries other than publishing, operating in various European countries. In many companies in Europe, young talented employees are promoted and this is not always well received by older colleagues at work. Therefore this case study is fully transferable to other countries, especially those in which the traditional employee promotion model, based mainly on job seniority, continues.

According to the assumptions of the method, it should be based on an actual situation and events in a company (the name of the publishing house and names have been changed). The 'heroine' (Anna) is faced with the problem of choosing the right management style and applying appropriate motivating methods in a situation where her promotion to a managerial position is not accepted by the employees of her department. On the one hand, the situation is unusual (rapid promotion of a young person), on the other, it is an increasingly common issue in companies where there is a significant fluctuation of the staff associated with the various types of challenge that numerous enterprises face in a dynamically changing environment.

In this way, the main purpose is to prepare students to deal with this in their professional career in a practical way. It serves to develop decision-making and problem-solving skills when students can put themselves in the role of a young person only a few years older than themselves.

### 3. Didactic instructions

#### 3.1. Learning goals

##### 3.1.1. General learning goal

Students identify problems within management and leadership styles and develop a strategy to optimise the departmental situation.

##### 3.1.2. Specific learning goals

###### Content competences:

Students

- identify basic management styles, principles and approaches to leadership
- identify the basic methods of motivation at work
- detect strength and weaknesses of existing management styles and select theories and models for optimisation
- recognise and consider cultural differences between people of different ages, gender and various life experiences (both private and professional)
- analyse the relationship between the young manager and the team as well as with the heads of other departments and design specific actions to improve these relationships
- design their own strategy to solve this management issue taking into account different stakeholders
- evaluate the opportunities for implementing this strategy, based on a management style, pointing out its advantages and disadvantages

###### Social competences:

Social competencies are not the special focus of learning in this case study. The learning success is therefore not explicitly identified and measured. Nevertheless, cooperation in groups implicitly enhances team competence, including conflict resolution.

###### Self-competences:

Self-competences are not the special focus of learning in this case study. The learning success is therefore not explicitly identified and measured. Nevertheless, it can be assumed that, for example, time management, self-learning competence or the assessment of one's own performance are also implicitly promoted.

## 4. Organisation

### 4.1. Procedure and time

The following sequence is suggested for the case study, but, of course, it can also be adapted structurally or temporally depending on your preferences.

Time schedule for the case study:

| <i>Time</i> | <i>Phase</i>  | <i>Classroom activity</i>  |
|-------------|---|--|
| 1h          | <b>1. Confrontation:</b> groups address the case study  | The class is divided into groups of four. Group members individually or jointly familiarize themselves with the contents of the case study. Members individually and then collectively point out any problems. |
| 2h          | <b>2. Information:</b> groups survey the material provided and identify further sources they need | Students discuss the information in their groups and choose what is needed to solve the problems. If needed, further information is searched for.  |
| 2h          | <b>3. Exploration:</b> each group discusses alternative solutions                                 | Students in groups discuss how the problems can be solved, creating a list of solutions.   |
| 2h          | <b>4. Resolution:</b> each group makes its decision   | As a result of discussions, groups decide what solutions they will select. Each group produces a presentation of their solutions and the reasoning behind them, as well as their sources.                      |
| 1h          | <b>5. Disputation:</b> each group defends its decision <sup>4</sup>                               | Each group defends its solutions in a plenary forum.   |

Time schedule for final presentation and discussion

| <i>Minutes</i>                  | <i>Classroom activity</i>   |
|---------------------------------|---|
| 0-60                            | Each group presents prepared solutions, especially taking into account what decisions should be made and at which stage, especially highlighting the consequences they will have<br>Students discuss together the rationality and possibility of implementing the solutions presented by each group |
| 60-90 and in the further course | Students decide which solution is the most appropriate<br>Finally, the lecturer should summarize pointing out what the students have learned during these classes   |

<sup>4</sup> inspired and translated from Kaiser 1983, p. 26

## 5. Teaching tips

### 5.1. Use in a university context

- Recommended group size: up to 4 students
- Resources: lecture or seminar room, ideally with group tables and information or research facilities such as access to the internet
- Accompanying material: as a lecturer, you decide which material you want to give, when you want to add to it or to what extent you want to differentiate internally
- Adaptation to learning group: this case study is designed for Europe-wide use. However, you can adapt or modify it for your learning group and their business environment or professional orientation, previous knowledge and competences.

### 5.2. Role of the lecturer

As a lecturer, you merely take on the role of a learning advisor and moderator when working with the case study. The students should work on the case independently in groups, acquire the necessary knowledge, identify problems and find solutions by themselves. You do not give tasks, instructions or directions. Only if a group of students does not progress and the learning process is prevented, you can act as a learning guide and help through impulses or clarify difficulties in understanding.

### 5.3. References

This case study deliberately does not include any solution conditions or possible outcomes, as from a didactic point of view, openness to solutions is an important criterion for the quality of the learning process. For you as a lecturer, however, it may be necessary to know the underlying concepts, therefore we would like to provide at least some suggestions from the literature:

- Drucker, Peter F. (2011), *The Practice of Management* (Revised edition). New York: Routledge.
- Covey, Stephen R. (2003). *Principle-Centered Leadership*. New York: Free Press.
- Covey, Stephen R. (2011), *3rd Alternative: Solving Life's Most Difficult Problems*. London: Simon & Schuster.
- Covey, Stephen R. (2013). *7 Habits of Highly Effective People: powerful lessons in personal change*. New York : Simon & Schuster
- Templar, Richard (2013). *The Rules of Management. A definitive code for managerial success*, New York: Pearson.

#### 5.4. Questions for reflection

A case study is for students to discover problems themselves, control the learning process and develop their own solutions. Tasks or questions within the case study therefore are unnecessary. These reflective questions should only be asked if the discussion stops or remains too superficial. They only serve to give new impetus in the final discussion at the end or to open up other perspectives. Ideally, students should consider and discuss these questions and interdependencies/considerations themselves.

- How were (cultural) problems in communication dealt with?
- What are the weaknesses of the chosen strategy?
- What risks does the chosen leadership style entail?
- Is this solution short-term or long-term?

*Further case studies of this kind, a manual for your own development of didactically high-quality case studies, as well as an Online-Planning-Guide for the digital use of case studies in cooperation with other universities and a partner-tool for contacting interested institutions, can be found at <https://www.e3cases.uni-koeln.de/en/>.*

## CASE

### **The young and the beautiful**

#### Case study concerning the issue of the promotion of a young employee to a managerial position in an experienced team in a publishing house

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##### 1. Introduction

Anna is 31 years old and graduated in humanities at the Pedagogical University of Kraków (Poland) specialising in English. During her time as a student she set up her own one-person company dealing in small-scale translation and printing services. Because she was artistically talented, she also graphically designed and composed the publications, in addition to making Polish-English translations and linguistic corrections. The company was small and therefore she did not employ anyone full-time, limiting employment only to subcontracting specific tasks to specialists when the company had a lot of orders. She gave English lessons to children and teenagers as well. Despite combining work with university, she had very good results and graduated with a very good degree (the highest in the Polish higher education system). During her studies, she completed pedagogical practice at school which allowed her to acquire a range of communication and self-presentation skills. However, thanks to this practice, she decided that she did not want to be a teacher as she did not feel happy in this role. On her own initiative during vacations she completed an internship at the 'Carta' publishing house due to which she received a job offer in her final year. In the publishing house she was responsible for editing albums for tourists on Kraków and Poland in Polish and English. Over time, her supervisors noticed her visual skills and as a result she was also entrusted with responsibility for the graphic layout of books. Because the work required more and more engagement she got a raise and she decided to terminate her own business activity.

However, in 2017 it turned out that the publishing house had been bought by a larger one with a registered office in Warsaw. She was offered promotion to a position of independent specialist for landscape and tourist publications, a significant salary increase, but on condition of moving to Warsaw to the headquarters of the *EduPublication*. The decision was difficult, but she was aware that there was a chance of further development and the new owner might eventually close the Kraków branch. The decision was easier to make taking into account her personal situation because in the meantime Anna had met Paul, a good man who lives in Warsaw and although they were not determined to get married at that time, they planned a future together. She started her work in Warsaw. She also decided to start postgraduate studies at the Warsaw School of Economics in project management which she completed in 2018 with a very good grade.

Anna is interested in art, in particular modern painting, fashion and photography. She enjoys traveling during which she photographs a lot. At one exhibition, right after graduation, she even received a



distinction for a series of photographs depicting the daily life of the inhabitants of Sicily and a well-known photographer offered her a chance to be on the other side of the camera as a model. She agreed to a photo session in interesting places in Kraków, which turned out to be a great success and these photos were used in promotional materials and albums about the city. As a result, she was offered a contract as a model for a photo session for a Polish clothing company. However, she decided not to pursue a career in modelling despite her interest in fashion and a good financial offer as she had decided that it was not for her and she wanted a solid and secure job. Therefore, she stayed at *EduPublication*.

## 2. The Company

*EduPublication* is based in Warsaw (Poland), it specializes in books related to education at various levels, was founded in the early 1990s and recently celebrated its 25<sup>th</sup> anniversary. The company offers good working conditions and competitive remuneration which is why many employees go back to its beginnings. Despite job offers by competitive publishers, few of them decided to leave for the competition. There were almost no redundancies in the company (except for individuals) as it constantly developed from a small company employing a dozen people to a relatively large one, currently employing 300. Its dynamic development allowed the company to take over two other smaller publishing houses from other cities (including Kraków where Anna worked), thanks to which it extended its scope to include sightseeing and tourist books as well as publications for small children. In recent years, books for education in subjects related to economics, finance, entrepreneurship and business have in particular been developed. This was where Anna came in from Kraków in 2017. Therefore, the company offered Anna a job in a different department than she had previously worked in Kraków, in line with the company's new strategy, which is to develop dynamically and take advantage of changes in the market. Therefore, the company wants to employ and retain younger people with new ideas who will be able to develop departments with high potential. One of the goals of the company is to take over publishers in other European cities; negotiations with publishing houses in Prague, London and Paris are under consideration. A manager like Anna who speaks several relevant languages would be an important starting point for this planned expansion since there is currently no other person with Anna's convincing career and linguistic talent. In ongoing negotiations they hope for positive feedback using Anna's ambition and talent.

## 3. Current situation

Since the beginning of her work in the economics department in the publishing house in Warsaw, Anna has tried to demonstrate her skills, her commitment to work and creativity, by submitting various proposals to improve the functioning and implementation of new projects. Although she had just started

work she has already had successes related to the acquisition of good authors from Poland and licences for foreign authors. Her excellent knowledge of English and the contacts she made during postgraduate studies at the Warsaw School of Economics were helpful in this. She also suggested an interesting new style of text for a series of textbooks, and a new graphic style for the covers, which appealed to the management of the company very much. Her boss Tomasz was very satisfied with her work, commitment and interesting ideas. Although the age difference between them was very large, they got along well in a working relationship. After a year of working in the company, it turned out that there was a vacancy for the position of manager as the current boss was leaving Poland with his wife for at least three years in connection with an attractive foreign contract. Therefore, the company announced external recruitment for the position of head of department, however it did not bring satisfactory results. Unexpectedly, Anna received an email from Tomasz offering her the position of manager of the team where she worked. According to the new strategy, the company wanted to promote young, talented people as it hopes they will have new ideas for development in changing market conditions. She was a bit surprised by the offer, but she felt honoured with appreciation of her work and she was very pleased with the new remuneration, twice the current one. After a month of delegating duties, she took over the position of head of a department which employed a total of 15 people: 8 women and 7 men.

However, the present older employees, with much longer work experience in the company, are clearly dissatisfied with the promotion of a younger colleague. They expected that someone older and more experienced would take over management of the department. Therefore, the decision of the company management was incomprehensible to them and they had a strong sense of injustice, because until now experience and loyalty towards the company have been the main criteria for promotion to managerial positions. What is more, one of her colleagues spread the rumour that Anna had been promoted only because she was an attractive woman, was liked by the boss who was leaving the company and he had recommended her to the management board. Although it had nothing to do with the truth, photos of Anna as a model were passed around among employees and confirming everyone in the belief that she had been promoted because of appearance, not competence. Anna's education in English Philology was also questioned by her subordinates. As an expression of dissatisfaction, the employees were reluctant to follow the instructions of the new manager. As a result, Anna can see a significant decline in their involvement in work. There is a risk that the well-developed department will function less well. In addition, there are communication difficulties. Although she was on first name terms with the majority of those from the department, some of them started addressing her 'Ms Manager', increasing the communication distance. Furthermore, when she suggested to an older colleague not to address her as 'Ms', she refused because as she put it, 'we are not friends'. Anna was worried that maybe she had not been polite, as theoretically in Poland an older person should first to suggest being on first name terms, but on the other hand in relations at work, according to professional etiquette, the boss is entitled to such a privilege. However, it is not known how to behave in a situation where the boss is much younger. It

was a great difficulty for her because she had no experience in such a situation, and the reluctance of the employees made it even more difficult to build a 'boss-subordinate' relationship. There were more manifestations of dissatisfaction with Anna's taking over the position of boss. For example, behind her back, employees questioned her orders and described them as stupid, although the critics did not have substantive grounds. Her colleague Maria supports Anna in her complicated situation but often does not understand the behaviour of the other employees. She has worked in other international companies, including in Sweden, and has not perceived prejudice against younger women in managerial positions. Recently, Maria sent an article to Anna on International Women's Day which discussed the situation of women in leadership positions in Europe, so that she can recognise her chance and not give it up.

However, Anna cares about direct contact with all employees, even the oldest ones in the department, as it is one of the conditions of synergic cooperation. She has good relations only with some of the team, usually younger ones, although some of her colleagues also seem to be jealous of her great looks and fashionable clothes. Most of them start with the assumption what does 'little miss' who has only recently finished her studies and has worked in the company for just a year know about publishing books and managing staff.

Additionally, in a meeting with all the department heads, it became clear that there were more problems. On the one hand there were problems related to the cooperation of a new team manager with other departments whose managers doubt Anna's competence. For example, the production department indicated a chance to relatively easy reduce printing costs of books while maintaining a high publishing quality. The department of natural science textbooks drew attention to the necessity to refresh the appearance of covers and the opportunity to obtain a license to issue a textbook by a Nobel Prize winner. In both cases, however, she heard that she should not deal with matters which are not her concern but should focus on the work of her department. On the other hand, all the department heads are receiving the results of the monthly employee surveys of their departments from the personnel manager Tomasz of HR. These surveys contribute to Annas' distressing situation.

#### 4. Dilemma

Anna is thinking what to do in this situation. Although she is a resourceful, well-organized and optimistic person, she is going through moments of self-doubt. Such absurd ideas as using make-up that will make her look older, giving up her fashionable clothing and her characteristic gentle expression come into mind to emphasize her authority. She even had moments when she considered going to the CEO and resigning, but Paul who is close to her heart, supports her not to give up and to believe in the possibility of resolving this situation. Anna knows that she cannot dismiss half of the employees of the department including the oldest and most distinguished in the company.

Anna wants her team, both internally and with other departments, to work harmoniously and effectively again. In addition, communication within departments must be improved so that the company's strategy and goals can be pursued successfully. She not only has to convince her employees and the heads of other departments of her competences, optimise communication and teambuilding, but also faces the challenge of finding the right management and leadership style for her team to get them on her side with motivating measures...



## MATERIAL

### Curriculum Vitae



#### Personal data

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Name: **Anna Kowalska**  
Address: ul. Bracka 20/3, 00-028 Warsaw  
Mobile: +48732080755  
e-mail: Anna.Kowalska@gmail.com

Date of birth: 10.04.1989  
Place of birth: Kraków, Poland

#### Academic education

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- SGH Warsaw School of Economics
  - Postgraduate studies in project management
  - Completed in 2018
- Pedagogical University of Kraków
  - Master's studies in Humanities (English Philology)
  - Graduated in 2013 – major in English

#### Practical experience

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- 2017: Promotion to specialist for landscape and tourism publications (in Warsaw: headquarters of *EduPublication*)
- 2013-2016: Job at the "Carta" publishing house
  - Editing albums for tourists about Kraków and Poland in Polish and English
  - Responsibility for the graphic layout of books
- 2013: Voluntary internship at "Carta" publishing house
- 2011-2012: Educational practice in school
  - Communication skills and self-expression skills

#### Activities while studying

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- 2009-2013: Establishment of her own small business (translation and printing services)
  - Polish-English translation
  - Linguistic correction
  - Graphic design
  - Composition of publications
- 2009-2013: Tutoring in English for children and teenagers

#### Further qualifications

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**IT skills** Confident handling of Microsoft

**Language skills** Polish (mother tongue)  
English  
German  
French  
Czech

**Hobbies** painting, fashion, photography, travel



*EduPublication* is a publishing company based in Warsaw. During the past 25 years it has established itself on the market, mainly focusing on the release of books concerning education. *EduPublication* has kept on growing and evolving – starting as a small company with 12 employees to today being a renowned publisher with about 300. Due to this development they have been able to take over smaller publishing companies based in different cities and to extend their range. The section of publications concerning economics, such as textbooks for economics, finance and entrepreneurship, has especially grown a lot in recent years.

For the field “economics publications” we are looking for a

### **Head of department (m/f/d)**

full time (40h/week) including an option of taking part in various training courses

The position includes:

- professional and disciplinary leadership of a team consisting of 15 employees
- creating an atmosphere of motivation for a good working climate in order to reach the company’s goals
- planning efficient, high quality economics publications which are on schedule
- editing of manuscripts
- project coordination in collaboration with authors, graphic artists and colleagues
- independent, responsible and structured working practices

We are looking for an innovative professional, who works well in team, and is willing to contribute new ideas to corporate development concerning permanent changes and aware of the variability of the market.

You can expect a committed and qualified team that attaches importance to both a collegial and open-working environment.

For further information please contact the personnel manager Mr. Tomasz Nowak:

phone - +48 22 173 65 65

email - [Tomasz.Nowak@edupublication.pl](mailto:Tomasz.Nowak@edupublication.pl)

He will be happy to assist you in answering any questions.

If you are interested in the above position please send your application letter to the human resources department (Mr. Nowak) by the end of the month or submit by email to [Tomasz.Nowak@edupublication.pl](mailto:Tomasz.Nowak@edupublication.pl).

EduPublication, Aleje Jerozolimskie 15, 05-800 Warsaw

**Confidential information**  
**Documents for Executives**  
**Results from the monthly employee survey**



**Department: Business Publication**  
**Recipient: Anna Kowalska**

**Respondents: 15**

**Score: 1**

**How do you evaluate the general working atmosphere and the corporate culture?**

I have been with the company for 18 years and I must admit that the atmosphere in the company has deteriorated a lot within the last years. It stands out that not everyone in the company can cope with the new corporate culture. Appreciation for employees, who have been in the company for a long time, is totally lacking. The support and promotion of only young employees is criticized, especially in the exchange with the older colleagues. This seems not really fair to me and I cannot say that this is compensated by the good salary, it rather affects my work motivation.

**How do you rate your direct manager based on the following aspects?**

**1. Organization (e.g.: task-, process- and time management)**

My manager often seems to be overstrained. The tasks seem to grow over her head and, due to the absence of competence, she is unable to coordinate the internal and long-established working processes with inclusion of the team. In addition to that, I consider her new implementation ideas to be nonsense, which may be taught in university, but don't work in real professional life. In my opinion, this led to the situation that the potential and productivity of the department has declined sharply.

**2. Interaction behavior (e.g.: handling, fairness, reliability)**

I consider the behaviour of my superiors as very stuck-up. She gives the impression that she considers herself to be better than the others and treats us, long-time employees, with condescension, reflected by an arrogant communication. I have got the impression that she considers herself to be more qualified in all aspects, and that's why she doesn't even listen.

**3. Appreciation and willingness to change (e.g.: team and employee orientation, willingness to reflect and the ability to criticize)**

She does not manage to motivate the team and seems very uncertain in her leadership behavior. She doesn't know how to set neither praise nor reproach in the right setting. In addition, her arrogant manner leads to the fact that one is questioning or even criticizing her decisions.

**Score: 2**

**How do you assess the general working atmosphere and corporate culture?**

I love this company. For me, just the high entry salary right after my studies is absolutely crazy. I also feel that the company really cares about me and they try to support me at any stage. I also think it's great that we are such a mixed-up group. This brings me the opportunity to learn a lot from my older colleagues, who are willing to share their experiences.

**How do you rate your direct manager based on the following aspects?**

**1. Organization (e.g.: task, process and time management)**

I consider Anna to be extremely qualified. When planning, implementing and controlling the processes, she always tries to achieve the maximum and in my opinion, she is often successful in doing that. She also uses many new methods, which are familiar to me due to my studies. All in all, I come to the conclusion that she is doing a great job, although she is still so young.

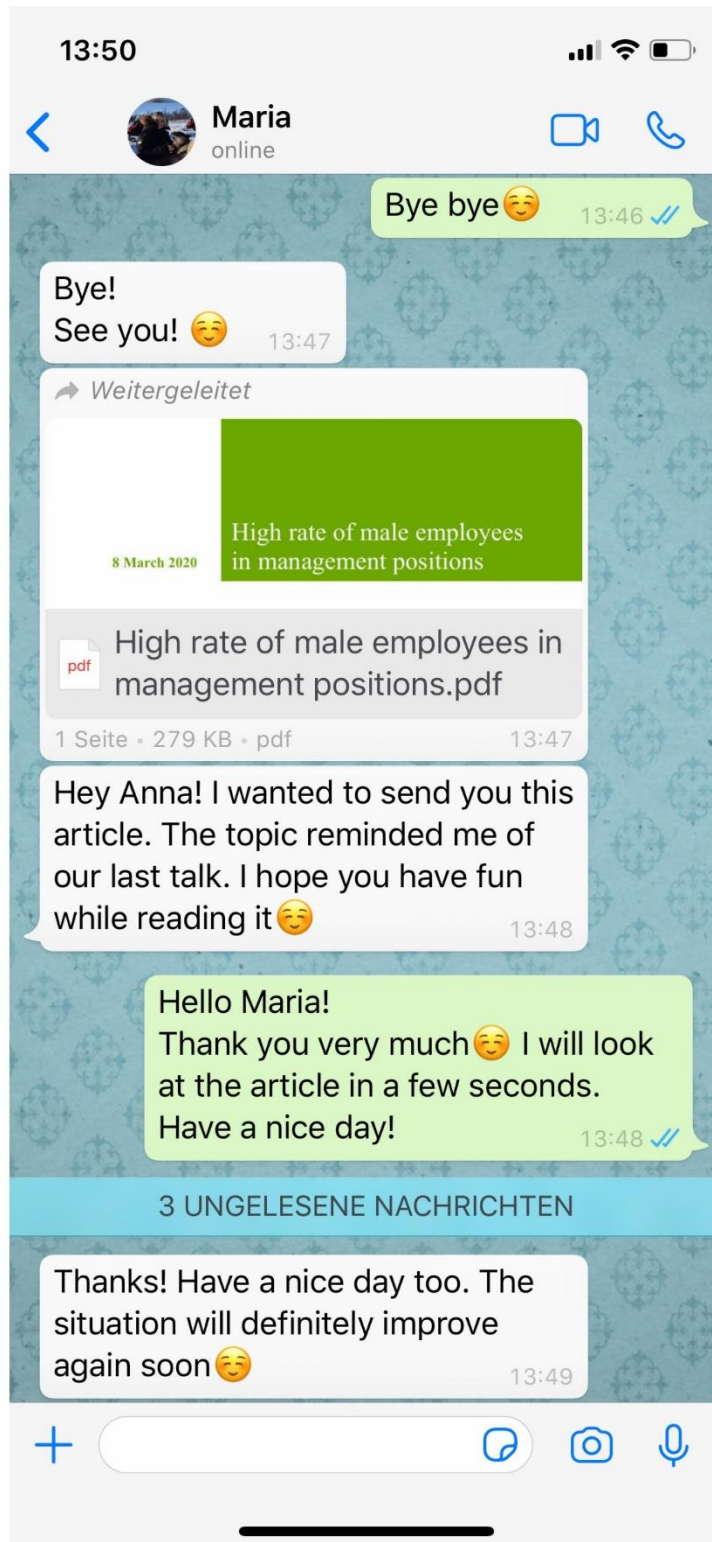
**2. Interaction behavior (e.g.: handling, fairness, reliability)**

I really like that she's a relaxed manager, which starts with addressing each other informally. Furthermore, I can contact her, if I have got any kind of questions and she is always taking enough time for me. I have never felt treated unfairly and it seems to me that she is always making an effort to be fair to everyone.

**3. Appreciation and willingness to change (e.g.: team and employee orientation, willingness to reflect and the ability to criticize)**

She delivers me the impression to be important as an employee. I really like that beside the praises, she promotes me with suggestions for improvement. In this manner I benefit greatly from her expertise, which she shares with me, giving me the opportunity to make progress. Since I consider her behavior to be perfect, I have never found myself in the situation of having to question a proposal or instruction. But I can't imagine this to be a problem in any kind of way.





8 March 2020

# High rate of male employees in management positions

*Article about  
 International  
 Women's Day*

Even today, women are often underrepresented in management positions. In most European countries less than a third of all managers are women.

## Women in leadership positions

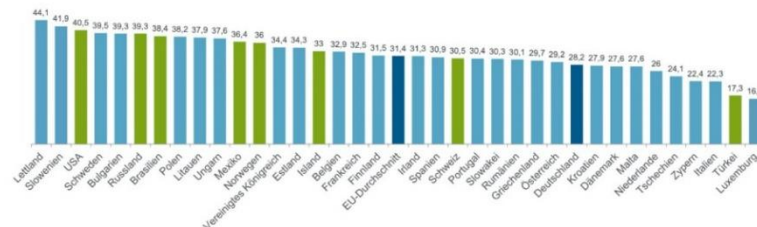
Around 50% of the workforce in the European Union are women, but women are still underrepresented in leadership positions. In the European Union around 9.4 million people are in leadership positions, 6 million of whom are men and 3.4 million women.<sup>1</sup> Moreover, in high leadership positions and larger the company, it is less likely to meet a woman.<sup>2</sup>

### Multiple causes

It does not depend solely on the general conditions and the compatibility of work and family whether women are represented in management positions. In order to explain the imbalance in an international comparison, further reasons have to be used. On the one hand, social roles and social norms differ.<sup>3</sup> On the other hand, the corporate structure has a significant impact on women's career opportunities. In order to close the "Gender Leadership Gate", it is not feasible to take universal approach can be taken because of the complex causes and the different situations in the countries. Therefore, the effort of companies, society and politics is needed to achieve sustainable changes.<sup>4</sup>

### Overview of women in management positions in Europe

Proportion of woman in middle and higher management positions (%)



Quelle: Internationale Arbeitsorganisation (ILO), Daten für das Jahr 2017.

<sup>1</sup> Eurostat: Pressemitteilung, 43/2019, 7. März 2019.

<sup>2</sup> Vgl. Abel-Koch, J. (2019): Frauen in Führungspositionen-im internationalen Vergleich hink Deutschland hinterher Volkswirtschaft Kompakt Nr. 173, KfW Research, Frankfurt am Main.

<sup>3</sup> Vgl. Henning, K. (2018): Geschlechtergerechtigkeit und Unternehmertum-es bleibt viel zu tun! Entwicklungspolitik Kompakt Nr. 5, KfW Development Research, Frankfurt am Main.

<sup>4</sup> Vgl. Abel-Koch, J. (2019): Frauen in Führungspositionen-im internationalen Vergleich hink Deutschland hinterher Volkswirtschaft Kompakt Nr. 173, KfW Research, Frankfurt am Main.