

Factors That Affect The Success Of Women
Administrators In Higher Education

Submitted by Penelope Gillian Farley to the University of Exeter
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Abstract

Since the 1970s women have clearly made great advances toward equality in education and in the resultant employment opportunities afforded by an excellent education. Today women are graduating from universities at a rate unparalleled in history (Mitchell 2012:56; Townsend & Twombly 2007:208), and are also entering management positions at a greater rate than we have ever seen (Cejda 2008:172). While the rate of women university graduates taking up entry level management positions is almost on a par with men (Bosak & Sczesny 2011:254), the rate of women professionals who move into senior management positions decreases as the position becomes more senior until, at the highest level management positions, women hold only between 3% and 5% of the top posts. (Mitchell 2012:56). Through the analysis of in depth interviews of women holding higher level management positions (including President, Chancellor, or Vice Chancellor,) at universities in four different English speaking countries, the study sought to investigate the reasons why there are so few women found in top management positions in universities. The results of the study indicate that the factors having the greatest effect on the success of women managers at university are those of identity; being able to overcome academic bullying in the workplace; having key support at critical times, especially from a spouse or from family; and developing the strategies to overcome career obstacles through the use of metacognition. The study also found that informal, multiple, mixed gender mentoring was the most effective type of mentoring for women. As a result of the study findings, new theory is proposed for advancement of women managers that offers the concept of identity as a lynchpin factor. Identity develops concurrently with sets of personal and management skills that are interwoven into the experiences of women as they work in management.

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I would like to thank all the study participants who gave their time, shared their knowledge, and provided honest assessments of their lives and careers to me. Whether they intended it or not, they have mentored me and I am grateful. I would also like to thank the friends who helped me along the way and gave me the key support I needed at critical times including: Dr Deb Hayes, Joanne Roxburgh, the women's bridge group in Dubai and my friends at the U of M and ZU.

Dedication

For my father, without whom I never would have started
and
For Carole, without whom I never would have finished.

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CHAPTER 1: INTRODUCTION

Since the 1970s women have clearly made great advances toward equality in education and in the resultant employment opportunities afforded by an excellent education. Women today are not limited to choosing a career in nursing, home economics, secretarial school or elementary school teaching as they were as late as the 1960s. Instead young women are most often encouraged to look beyond these very traditional boundaries to follow their talents into law, medicine, science, technology, or engineering in addition to considering a career in education or clerical work. They may also wish to go into management.

While women continue to *enter* into management fields in percentages similar to that of men who complete undergraduate degrees, women also leave management before attaining senior positions (Eggins 1998:37; Kolb et al 2004:2; McKenna 2006:7; Townsend and Twombly 2007:208; Breakwell and Tytherleigh 2007:113) due to obstacles they face such as, the gendered nature of work environments, the imbalance in work and family demands, and negative 'hygiene factors' (Herzberg, 1987:112), such as low salary and long working hours. Despite the advances made by women over the past 50 years, the percentage of women holding senior management positions remains dismally low, however, averaging across Canada, Australia, Great Britain and the United States between 3 and 5 percent: a rate which has not improved since the 1970s (Kolb et al 2004:2). These figures demonstrate that, while many women may take on entry level management positions in higher education, few continue into the ranks of senior management positions.

The lack of female representation in the senior management ranks is especially discouraging as women are graduating from universities at a rate unparalleled in history (Mitchell 2012:56; Townsend & Twombly 2007:208; Schwartz 1997:503; McTavish & Miller 2009:353). Women make up more than 50% of undergraduate students and are entering management positions at a greater rate than we have ever seen (Cejda 2008:172). While the rate of women university graduates taking up entry level management positions is almost at par with men (Bosak & Sczesny 2011:254), the rate of women professionals who move into senior management positions decreases as the position becomes more senior until, at the highest level management positions, women hold between 3% and 5% of the top posts. (Mitchell 2012:56).

Yet some women are very successful in higher education management and seem to be able to deal with whatever obstacles hold back many others (Litmanovitz 2011:27), which leads to question, why? Why do so many women leave the field of management before they can attain senior positions, especially in a context such as higher education, and why do some women have such great success? The factors and attitudes that influence success, the strategies that successful women have developed to help them get the positions and keep them, the pitfalls have they successfully negotiated all play a role, as does their reason for continuing in the job when so many other women depart.

This study seeks to investigate and determine what factors affect the success of women in leadership and explores how we can learn from the experiences of successful women currently in leadership positions in order to increase the numbers of excellent women

leaders in higher education, and in doing so, create better experiences for women who aspire to senior positions in higher education.

1.1 The Purpose of the Study

The purpose of this grounded theory study was to investigate the factors that affect the success of senior level women managers in higher education: to determine how they attained their positions; their motivations for continuing in management and the factors that played a role in developing their leadership potential. This study sought to garner information from successful women currently holding higher level management positions at universities in order to develop a theory that might aid women who would like to attain higher postings.

The study was conducted in two phases. In the first phase, a preliminary study was conducted to assess whether successful women managers were willing to share information, and whether the data gathered would yield beneficial information that other women managers could follow. A full outline of procedures for the preliminary study is discussed in Chapter Four, below. Once it had been determined that successful women managers were indeed willing to share the steps to success they had followed, and that the data gathered would be relevant to other women, the second phase of the study was expanded to include higher level managers at universities in other English speaking countries.

In the second phase, a Constructivist Grounded Theory approach was taken to extrapolate themes and theory from the data collected (Charmaz and Bryant 2006). As such, there was no preconceived initial theory into which the data had to fit itself.

Instead it was hoped the themes that emerge from the data will aid in the development of a theory that may be used to encourage women to take up the challenge of leadership and continue into higher level management positions.

1.2 Significance of the study

The study is significant for several reasons. First, women in educational leadership positions are effective, solid leaders who role model positive aspects of leadership to other women (Waring 2003:37). Having so few women in positions of leadership means there is a lack of role models for younger women to emulate. This can lead to a downward spiral of female leadership: there aren't many women doing the job so women don't see it as a job women can easily do. This alone indicates the need for more work to redress the existing gender imbalance in higher education management.

Second, the gendered nature of the workplace itself is often called into question when discussing women in leadership (Madden 2005:5; Wilson 2005:235; McTavish & Miller 2004:354), therefore developing a better understanding of how we can learn strategies and techniques to overcome this gendered bias from successful women is of great importance if women are ever to participate equally in all areas of academia. According to the literature, early management models of leadership are often biased toward men (Yoder 2001:818; Rusch & Marshall 2006:231). Discovering why some women succeed in the gendered workplace may aid in redressing the imbalance of women in leadership, thus helping to make universities themselves to become better places for all students, staff, and faculty.

Finally, young women must not only be encouraged to apply for entry level management positions, they must be supported in order to succeed at senior levels in greater numbers. If we can determine why current Presidents, Vice Chancellors, Chancellors and Deans succeed, we can aid in the development of other women leaders by ensuring they avoid pitfalls others have already overcome and find their own path more easily. Young women with great potential need not be lost as managers; they can be encouraged and supported to success.

1.3 The Research Questions

The two main purposes of the study were to discover the factors that influenced the success of women currently holding senior management positions in Higher Education and to uncover information that could be used to encourage other women to take up the challenge of leadership. The main research questions are:

1. Why do women become leaders?
2. Why do women who are successful in management positions stay in leadership and continue to advance?
3. What strategies have women developed to overcome leadership challenges?
4. Has mentoring been an effective tool for the development of leadership skills in current women leaders?

1.4 Contribution To Knowledge

As a comparative analysis of women holding senior management positions, the study contributes to knowledge in the field of educational leadership in several ways: first, because it compares women's roles in higher education management in four different

countries: Canada, Australia, the United Kingdom and the United States, it takes a broad perspective and seeks to discover whether there is a commonality in women's perspectives in educational leadership. Most studies look at one country and do not compare the experiences of study participants between countries: they do not look for universal experience. Finding commonalities across nations may be utilized to benefit women internationally is especially significant today as global economies and global education flourishes.

Secondly, this study takes the perspective of a successful woman manager and looks from success back over the course of a career. Instead of focusing on overcoming negatives, it seeks to present positive steps to women wishing to enter management in universities. Most studies appear to look at the factors that hold women back, not the factors that help women succeed in hopes that understanding the negative factors will help younger women be able to overcome the negative aspects of the management (White 2003, Wilson, 2005). This study seeks to accentuate the positive factors that women utilize, leading to their success.

Finally, it is hoped that the theory developed from knowledge gained will provide insight into the world of successful women managers, which can be utilized to help younger women who have leadership aspirations gain a deeper understanding of the skills and characteristics that lead to success. It is especially significant that the women managers in universities themselves have been willing to shed light on their experiences in hopes of helping to discover the factors that lead to success for others.

1.5 Personal Stance

Several years ago I had the opportunity to manage a large, successful language programme at a Canadian university. I spent two (academic) years in the position before leaving to complete a Doctorate. My original intent was to go away, finish my PhD and to return to management, however, upon my departure from the Director's position, I realized I had mixed emotions about the job. I began to question why I even wanted a job that involved long hours, dealing with petty arguments between people who should know better, mounds of paperwork that seemed to dwarf my desk, doing battle with the old boy's network, (which, had you asked me prior to my appointment, I would have adamantly said was an outdated concept that no longer existed,) and dealing with deans and other directors who had agendas they didn't wish to reveal, all while looking out for the best interests of a group of students that most people on campus seemed to regard as little more than a source of cold, hard cash.

At the same time that I questioned wanting such a job, I went into mourning for the loss of intellectual stimulation that came with doing it. Returning to teaching full time seemed such a mundane task that didn't know what to do with myself most of the time. I felt that my mind had been stretched to a fuller capacity and was now metaphorically twiddling its thumbs. It was at that point that I began to ask questions about my own experiences that led to the eventual development of the research questions for this study. I wanted to discover why some women succeed while others fail, and how we could change things for the better for other women who found themselves suddenly in a position of leadership with very little support. I wanted to know why there was so little support and how we could work to change that, especially in a university context, a place of gaining

knowledge and insight for personal and professional betterment. I identify as a feminist, post modern, critical theorist, working in qualitative research.

In this study I seek to explore the worlds of women who have successful management careers in higher education and to discover their methods, their strategies and their path to success. I hope to utilize this information to help develop better leadership support for women who aspire to lead, and those who are currently battling towards success.

1.6 The Organization Of The Study

Chapter one outlines the issues, rationale and significance of the study in addition to providing the position of the researcher and the research questions addressed in the study. Chapter two describes the context of the study: the countries and the universities therein. Chapter three provides relevant literature on the key concepts: leadership, the position of women within leadership historically, and in education; work life balance and career paths of women that have led to success; motivations to continue in the field of leadership; mentoring; identity, and finally metacognition. Chapter four presents the methodology, data collection methods, participants, ethical considerations and limitations of the study. Chapter five presents an analysis and discussion of the findings, and a description of a new theory. Chapter six puts forward the conclusions implications and recommendations.

CHAPTER TWO - CONTEXT OF THE STUDY

The general aim of this chapter is to provide background information about the main elements of the study. As such, the main issues addressed here are those of culture in each country, the university system within those countries, and that of participant socio-economic status and education. As discussed in 1.1, above, the percentage of women holding senior administrative positions is dismally low, averaging across Canada, Australia, Great Britain and the United States between 3 and 5 percent: a rate which has not improved since the 1970s (Kolb et al 2004:2). The overall context of this study was institutions of higher education, specifically universities, in Canada, Australia, Great Britain and the United States. Twenty women managers at universities in the four countries agreed to participate in this study. Because the study involved four different English-speaking countries, cultural issues were of great concern to the study context.

In order to find an initial group of participants I undertook research to discover universities in the four countries which had women in top leadership positions. The universities in the study were not chosen specifically for their size or reputation, but were rather the setting in which the participants selected for the study worked, and thus make up the context of this study. As discussed above, the number of women in higher level management positions limited the number and size of universities available to participate in the study.

2.1 Cultural Issues

The study took place in four different countries: Canada, Australia, the United Kingdom and the United States of America. Attaining information from different universities in

each country provides rich data and a more complete picture of higher education management in each country. One of the overall aims of the study was to see if there were commonalities in women's experiences both within and across countries, which also made the sampling of participants from different countries significant.

Cultural issues played a role in the study. People often assume that speaking the same language, English, means that people from different countries will be culturally similar, however the cultural mores in each country are significantly different. In addition, each country has developed its own means and methods of attaining jobs in educational management. The following section of this chapter explicates the context of each country and of the universities the participants came from within each country.

2.1.1 Canada

The most significant cultural issues in Canada are those of regionality and language. Canada is a huge country (9,984,670 km²), with a small population of 35 million people (www.statcan.gc.ca:2014), where most of the people live near the borders and coastlines. Being a country that is almost the size of Europe, cultural mores differ from region to region within the country. Western Canada is considered to contain the English speaking part of the country which extends from British Columbia to the English speaking part of Ontario; Eastern Canada is considered to include the French speaking part of Ontario, Quebec and the Maritime Provinces. In the North, there are four Territories, each of which is also unique but together are considered to be the third region of the country.

Secondly, the cultural divide in Canada is usually considered an East/West, French/English divide. By limiting the study participants to Western Canada, the cultural differences of the country were significantly reduced: all the participants were Western educated English speakers, which meant that there was no need of using translators when gathering information and no need to add a further cultural context to the study.

2.1.1A Canadian Universities

Upon its inception in 1877, the Canadian University system was a single tiered system made up of 4 year degree granting public institutions that were government funded and accredited. In the 1960s and 1970s, non-degree granting junior colleges were added to the higher education system to allow for both easier access to university courses that could be transferred to the Universities, and to provide training in other areas such as Continuing Education for adults. In the late 1980s and early 1990s two year college institutions were given the opportunity to expand into four year, degree granting institutions for the first time, which created a two tiered university system of newer and older institutions. At this point many began calling the older, more well established four year institutions the Canadian Ivy League. All the universities in Canada, whether newer or Ivy League, meet government accreditation standards as 4 year degree granting institutions. The universities in this study range in size from 27,000 to 47,000 students, and run undergraduate to post graduate programmes.

For the purposes of this study, only participants from Canadian 'Ivy League' institutions were selected. Each university is fully accredited by the Canadian government and has been established for at least 100 years. In each of the other countries included in the study, participants came from older, well-established universities. Participants in this

study were selected from the Canadian Ivy League to ensure the level of institution and the management level were equivalent across the study.

In order to manage the institutions, Canadian universities have a standardized administrative (management) structure with the majority of universities having a chancellor/ president, provost (who generally holds a dual role of vice president academic), and three other vice presidents of research, finance and external relations. Some universities have additional vice president/chancellor positions such as human resources. Areas such as research and academic may also have as many four Deputy Vice Chancellors. All of the Canadian universities in this study followed this administrative structure having the same number of vice presidents/chancellors. The number of Deans varies according to the number of faculties at the institution.

All the universities had fully outlined university management roles and lines of reporting, and formal management structure, which means that the structure within one Canadian University is very similar to that of another. The management framework is formally structured and generally does not vary much between institutions. A chart of the basic hierarchy of a Canadian University is provided in Figure 1.2, below.

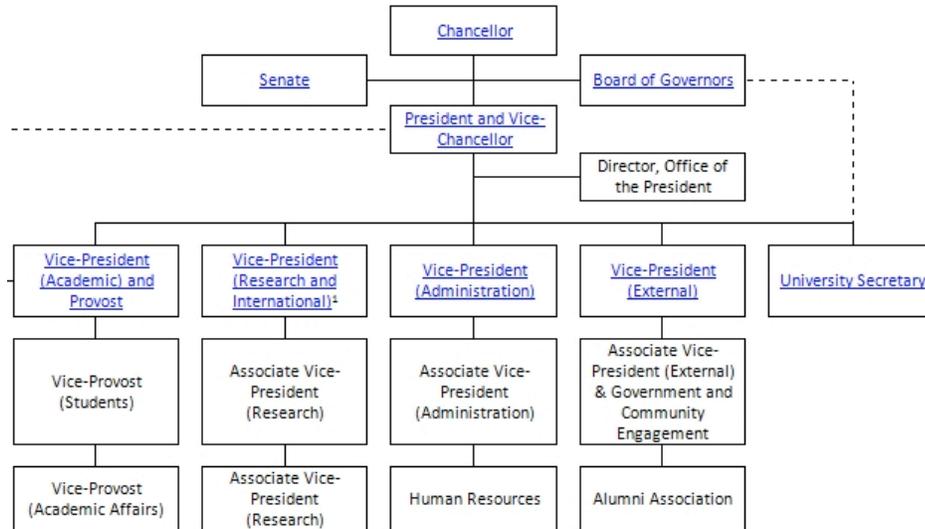


Figure 2.1. Exemplar of the senior management roles in Canadian universities

2.1.2 Great Britain

Great Britain, on the other hand, is a relatively small country (229,848 km²) with a large population of 64.1 million people (www.ons.gov.uk: 2014). There are cultural differences between the countries within Great Britain of England and Scotland as well. To avoid any complications regarding cultural differences, only English participants were interviewed as part of the study, although one of the participants was working in a Scottish University.

2.1.2A British Universities

The majority of British universities in this study were large institutions, most of which have been established for hundreds of years. They have well defined and outlined systems of management and lines of reporting. One of the British universities was, however, a smaller well-established institution just outside of London. The British universities in this study had the greatest variance in context between them, with one

university being established for 45 years while the others were founded between 100 and 800 years ago. The universities range in size from approximately 1,000 students to 18,000. Having said that, the university culture in Britain is by far the most rigid of the four systems encountered by the researcher during the study. All the universities in the study had large, multi-layered administrative units. All had rigidly outlined and adhered to policies on hiring procedures and administrative duties.

While one of the universities was small, all the others were large, well established institutions. All were reputable, government accredited institutions. They have well defined and outlined systems of management and lines of reporting, however despite having much smaller student populations than the universities in other countries, the administrative structures were often top heavy and larger than the structures in universities with much higher student populations. For example one institution has eight pro vice chancellors with a student population of 15,000 while another in England has a student body of 18,000 and five pro vice chancellors. This compares to institutions in Canada and Australia with student bodies double the size, that have fewer upper management positions. The British universities had well defined management structures that had been in place sometimes for centuries, with even the newest university following suit and modeling the same management structure of much larger institutions. All the universities also had rigidly outlined and adhered to management duties and positions, as demonstrated in Figure 2.2, below.

Senior Management Structure

2014 - 2015

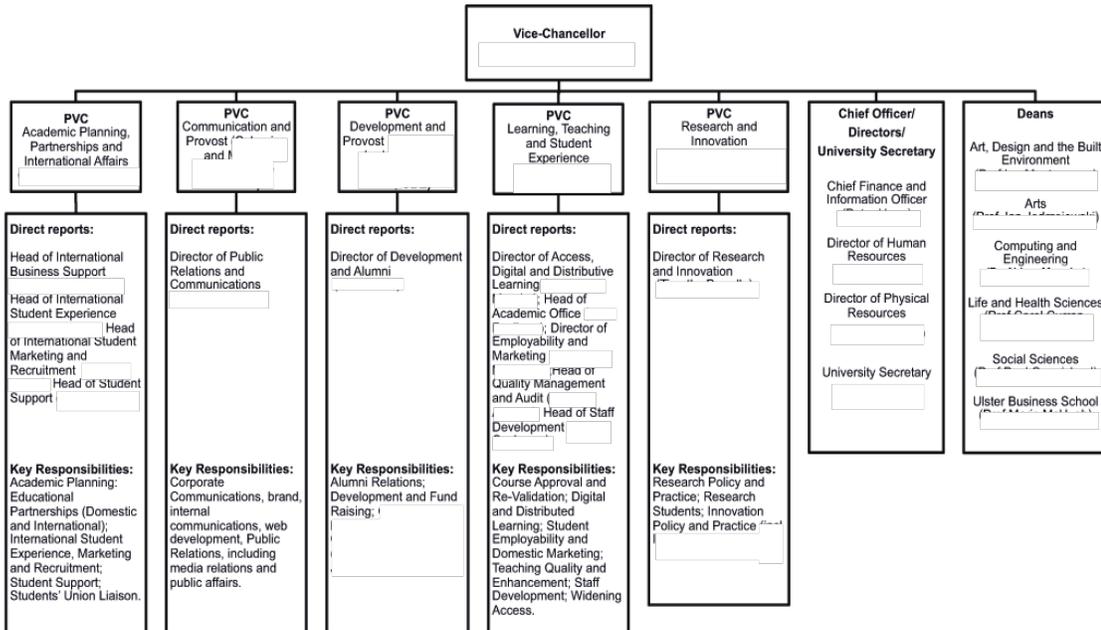


Figure 2.2. Exemplar of the senior management roles in British universities

2.1.3 Australia

Australia, like Canada, is a large country (7,682,300km²), with a relatively small population (23 million people) that lives on mainly on the outer edges of the continent (www.abs.gov.au:2014), with the bulk of the population living on the East Coast. The country is also divided into regions of the East coast, the West coast, “Up Top” or the North, and the Red Centre. English is the language of the country and is used as the medium of instruction in all schools and universities.

2.1.3A Australian Universities

Australia is a large country with one official language and a dominant white Anglo Saxon culture. The bulk of the population is on the East Coast which boasts many excellent, government accredited universities. The Australian university system began

160 years ago as a single tiered system made up of 4 year degree granting public institutions that were government funded and accredited. These older universities are known as the 'Sandstone Universities' to differentiate them from the technical colleges and teacher's colleges which were gradually developed over time. From the mid 1980s to early 1990s a series of educational reforms occurred and many of the colleges and institutions were amalgamated into larger degree granting universities (Marginson & Considine 2000:30). The Australian section of the study is comprised of participants from four universities, one of which is a 'Sandstone University', while the others were newer universities developed between 1964 and 1991. The university created in 1991 came about through a series of amalgamations of smaller institutions that occurred due to educational reforms. This was significant in the study as several of the women gained positions in upper management because they were promoted more rapidly than they otherwise would have been due to institutional amalgamation.

The universities in this study ranged in size from 33,000 to 49,000 students with several of the 'new' universities having more than one campus to manage. Each institution has developed its own layers of administration and reporting and knowing the structure of one institution has no effect on the knowledge of another. Every institution has its own culture and methods of accomplishing tasks and administering. Of all the countries visited, the Australian management structure was the most flexible with management structure changing due to amalgamation or by having a position created so a participant would come and work at a specific university.

Every institution has its own culture and methods of accomplishing tasks and administrating and as such, no “typical” structural chart is provided for Australia, however it should be noted that the titles in use for upper level management are equivalent to those of Great Britain (i.e. Chancellor, Vice Chancellor, Pro-Vice Chancellor).

2.1.4 The United States

America, differing from the other countries in the study, is a large country with a large population. The country has an area of 9,147,420km² and a population of 315 million people (www.statista.com:2014). The population is distributed throughout the land area unlike Canadians and Australians. English is the native language in America and the regions of the country, which all having their unique flavor, are solidly American with little difference in the cultural context.

2.1.4A The American Universities

The American college and university system is three tiered system with the American “Ivy League” schools in the top tier, a range of excellent academic institutions in the second tier and a range of colleges in the third tier of rankings. All the study participants worked at highly ranked Tier Two schools. The universities in the American section of the study were located in different parts of the U.S.: two on the East coast, one in the Midwest, and one in the Southern U.S. Again, the universities in question have formal management structures and lines of leadership and are fully government accredited. They are large, well established, coeducational institutions, ranging in size from 12,000 to 18,000 students.

For the sake of clarity, it should be noted that all of the American participants in the study were interviewed while working in the Middle East. As it was expedient to have women managers from different parts of America all in one setting, American women who fit the selection criteria for the study at a United Arab Emirates university were selected to participate. The university management teams at UAE universities come from many different Western; mainly English speaking countries around the world (Canada, England, and Scotland as examples,) but are mainly American in composition. (The UAE university where most of the participants were interviewed follows an American model and has Middle States Accreditation.) The American portion of the study was used as a preliminary study for this doctoral dissertation.

The management structure in American universities is defined using the terms: president, senior vice president, and vice president which are equivalent to the terms used in the Canadian system as shown in figure 2.1, above. As such no organizational chart is provided for the American institutions.

2.2 Position of women in the universities

As discussed in the Introduction, the rate of women professionals who move into senior management positions decreases as the position becomes more senior until, at the highest level management positions, women hold between 3% and 5% of the top posts. (Mitchell 2012:56). The universities in this study fell within those statistics across all four countries with British universities being at the bottom end and Canadian Universities at the 5% end of the scale. (I cannot in good conscience call it the top end of the scale.) However, the although the women in university management are few, their abilities,

educational backgrounds, socio-economic status and accomplishments are incredible and have enabled me to gain a deeper insight into the working of the university systems. As such, I have included a section on the participants in the Context chapter of the study since their personal lives and positions in the community as well as the university make up the context of the study.

Three of the Canadian universities participating in the study have either had women holding the position of president/chancellor in the past three years or currently have a woman chancellor, which differs from the universities in other countries in this study which have never had a woman as president. One university sees four women in the upper level management positions, whereas the others have only one or two women currently holding upper management postings. At the time of the study the percentage of women holding positions from the level of Dean to President/Chancellor totals less than 5% of the university management structure.

All but the smallest British university in the study had at least one woman pro vice chancellor or vice chancellor at the time of data collection. The highest management position held by a woman at the university without a woman holding a senior management posting was that of Dean. No British university in this study had more than two women in upper management (at the level of pro vice chancellor or higher) at the time of data collection. This is despite having much higher number of managers in total than any other country in the study. Unfortunately, this means that the percentage of women in higher education management in British universities was the lowest among countries included in this study.

Of all the universities in the study, the Australian fared the best in terms of the percentage of women in upper management positions, ranging between 11 and 30 percent on the university executive. There is however, a distinct variance between the percentage of senior women in management the older Sandstone universities versus the newer universities. At the time of data collection, only two of the Sandstone universities had women holding the position of provost, making the percentage of women holding upper level leadership positions 3.5%.

The American universities averaged 4% for women in upper management positions. There is however, a distinct variance between the percentage of women in senior management at the Tier one and Tier two universities when compared to the Tier three colleges. The Tier three colleges boast much higher rates of women college presidents. At the time of data collection, while several universities did have women serving as presidents, the rate overall was dismally low.

2.2.1 Participant Education and Socio-Economic Status

The participants in the study are white, upper middle class women in the age range of 50-67. They are well educated with all but one participant, a now retired university president, having a PhD. All are highly experienced researchers with publications in refereed journals, and book publications. They are often called on as experts in their fields. Many of the participants have been publishing at universities for more than 15 years.

All live in upper class neighbourhoods of their respective countries, many near the university at which they work. The participants' salaries range from approximately

\$80,000 US dollars for dean to approximately \$250,000 US dollars for vice-provost. This is base salary and does not include other benefits, which in some cases would considerably increase the salary given here. The median salary for provosts across countries with participants in this study is approximately \$225,000 US dollars. With the exception of salaries in the UAE, all salary ranges have been provided by government document and then converted to US dollars as the unit of measure. The exchange rate was calculated using standard percentages given at the time of writing. UAE salaries have been obtained from the university and while they do fall within the same total range, they are overall higher than those of participants in other countries. Based on these figures all the study participants fall into the upper middle to upper socio-economic classes.

Having discussed the significance of the participants' position, it should also be noted that the quality of the participant has also influenced the quality of the data. The women in this study all qualify as experts in their fields, are articulate and willing to give of their time and expertise, and have most definitely been through the experience being investigated (Morse 2007:232). As such, they most certainly meet Morse's definition of excellent participants (2007:231).

CHAPTER THREE: LITERATURE REVIEW

This study examines the actions and strategies utilized by successful women leaders in a university setting in order to gain an understanding of what factors have facilitated their success. In accordance with the nature of the study, the literature reviews leadership, and women in leadership, and then goes on to explore the areas of career paths of women leaders, motivations for continuing in management, and mentoring as a method of encouraging women to lead. Literature written on identity and leadership is then reviewed. A final area reviewed is that of metacognition and its application to leadership development.

3.1. Leadership

While there have been many attempts to define leadership in the 20th Century, no one actually achieved the goal of fully expressing the concept. In 1991 Rost reviewed the literature of 90 years and discovered more than 200 definitions of leadership, none of which were in agreement (Rost 1991). He went on to say that because the word “leadership is used to define so many activities, processes and persons... [they] have little to do with any considered notion of what leadership actually is” (Rost 1993:6). There are, however, many models of leadership which have been developed in attempts to define and quantify it.

3.1.1 Models of Leadership

The literature discusses many models of leadership including: Trait Theory, where leadership abilities and characteristics are inborn; Behavioral Theory, in which leaders

can be made, not born; Contingency Theory, in which the leader's effectiveness depends on how well her style fits with the context; and Situational Theory where the ability to lead is dependent upon the leader's style and adapts to the demands of the situation (Northouse 2013; Bush 2003; Chin 2011; Levitt 2010). Other leadership models are management oriented, leader centric models, which follow industrial theory or post-modern definitions of leader as: servant; as a process; as followers who are collaborators; or with character or ethical practices initiating the model (Dugan 2008:476). For the purposes of this study two main models of leadership are outlined: Transactional Leadership and Transformational Leadership.

3.1.1A Transactional Leadership

In 1978, Burns wrote of Transactional Leadership and how to change it. Transactional leadership is considered a traditional management model that outlines a method in which goal setting, providing feedback and allotting incentives or rewards for achievement is outlined as how to effectively lead (Burns 1978:133; Bass 1997:132). In Transactional Leadership there is a clear leader and clear followers wherein followers are either reprimanded or rewarded for accomplishing tasks, and the leader is results focused, not focused on personal development of followers (Northouse 2013:186). This is the traditional top down method of management that focuses on reward for good work and punishment for poor.

Transactional leadership is considered a masculine model of leading, unfriendly to women as leaders. It is the leadership model still utilized in many universities today. Moving from a Transactional style into one wherein there were leaders who cared about

the well-being and development of their workers (followers) became known as Transformational Leadership.

3.1.1B Transformational Leadership

Transformational leadership is defined as “The reciprocal process of mobilizing with certain motives and values, various economic, political and other resources, in a context of competition and conflict, in order to realize goals independently or mutually held by both leaders and followers” (Burns 1978:425). Burns’ definition of leadership went on to become the basis for definitions of leadership that followed. He goes on to state that leaders “induce followers to act for certain goals that represent the values and motivations of ... both leaders and followers” (1978:133). Alvolio continues this definition of leadership as a process involving the relationship between leaders and followers at its core (1999:3).

In 1985 Bass expanded Burns’ definition of Transformational leadership by increasing the emphasis on followers rather than only on leaders (Bass 2008). Bass went on to define a continuum of Transformational Leadership, starting with Transformational leadership at one extreme and Laissez Faire Leadership at the other. Transactional Leadership is positioned between the two (Bass 2008; Northouse 2013:190). Laissez Faire leadership is essentially non-leadership (Northouse 2013:196). It involves a hands-off approach whereby the leader “abdicates responsibility, delays decisions, gives no feedback and makes little effort to help followers satisfy their needs” (Northouse 2013:196).

In 1990, Bass outlined a classification system for the definitions of leadership according to their main focus. He defined a group process focus, a personality perspective, a behaviours focus, a power relationship focus, a skills perspective and a transformational process (Bass 1990: 11-20). In the 21st Century, Northouse utilized the components of Bass' work to define leadership, coming to the conclusion that leadership is “ a process whereby an individual influences a group of individuals to achieve a common goal” (Northouse 2013:5). Both the work of Bass and Northouse build upon Burns' theory of Transactional to Transformative Leadership developed in 1978.

In reviewing the literature, it became clear that within the different theories of leadership schools of thought are divided into those which work better for men and those for women. The current leanings are that Transformational leadership is a more effective model for women as it is more closely aligned with female methods of being “more participative, transformational and people oriented” and the female characteristics of displaying a “democratic orientation and a tendency to seek consensus” (Liu et al 2015:3), which is unlike a Transactional approach wherein there is an “agentic... masculine centric approach of reward and punishment (Liu et al 2015:3).

3.2 Women and Leadership

Early models of leadership development followed a male friendly, gendered path, which is of little surprise as women were not considered leadership material. As time passed, and women took on more leadership positions, research and theories on women in leadership became more prevalent. As outlined in 3.1.1B above, the leadership style most strongly connected to women in leadership is that of Transformational Leadership.

It is also considered one of the most popular approaches to leadership recognized today (Northouse 2013:351). As discussed above in Leadership Theory, in 1978 Burns defined Transformational Leadership as a process whereby leaders and followers “engage with others” in a process of leading and following. He went on to describe a model in which neither charismatic personal style nor access to traditional sources of power are the main tools used for leaders, in order to raise “one another to higher levels of motivation and morality” (Burns 1978:134). His theory on Transformational leadership is “increasingly... endorsed as essential for today’s leaders given its emphasis on defining leadership as a process concerned with fostering change (Chin 2011:8; Northouse 2013:185).

Earlier leadership theory models were developed based on a male perspective since so few women held leadership position before the 1970s (McKenna 2006:10, Porat 1991:412; Levitt 2010:72). As a result of women’s entry into previously under-represented arenas of top management, leadership theory has intersected with social theory on the gender roles of women and men in order to determine the similarities and differences in styles and methods of leadership.

3.2.1 History Of Women In Leadership

In the 1970s the literature looked at whether it was possible to consider women as leaders and managers to fill a talent pool which was dwindling in the face of rapid expansion (Herrick 1973; Miner 1974). The 1980s and 1990s saw studies seeking to determine the differences between women and men regarding how they lead and what is expected of each one when placed in a position of leadership (Rynes and Rosen

1983; Beatty 1996), and why women still seemed to be lagging behind and unable to break through the glass ceiling (Tharenou et al 1994; Eagly and Johnson 1990) – a question which has begged various theories into the first decade of the new millennium (Eagly & Carli 2007; Eagly & Karau 2002, Levitt 2010). Theories such as social role theory and expectation states theory (Weyer 2007), protean and boundaryless careers theory (Segers et al 2008) and capabilities theory (Corneilus et al 2005), to name just a few have all sought to explain the reasons women do not succeed in top management positions in numbers equivalent to that of their male counterparts.

A significant factor discussed more recently is that women must address home life-work life balance whereas traditionally men do not (Wilson 2005:241; Litmanovitz 2011:28). More recent studies show that when policies are in place to help women manage work-life balance, they are hesitant to accept the help as they fear being seen as less committed than other colleagues or don't want to overburden others by utilizing the policies put into place (Stiller 2013; Northouse 2013:352); that women must “lean in” in order to achieve (Sandberg 2013); and that there must be a fundamental societal shift in the workplace context to overcome “unseen barriers” to leadership (Ibarra, Ely & Kolb 2013).

3.2.2 Women In Educational Leadership

In particular, the low percentage of women in educational leadership has become an issue since historically women have made up a huge majority of the teaching profession; numbers which have has seldom translated into equal numbers of women entering administrative posts (Yoder 2001:815, Vinnicombe and Singh 2003:303,

Eggins 1998:22, Kolb et al 2004:2). According to Blount, male dominance in educational administration in the United States began in the 1920's and persists to this day (1999:60). In the 1920's when general education for all children became compulsory, school districts were faced with a huge shortage of teachers and of funding for teachers. School districts were more than happy to hire women as teachers because they had fewer qualifications than men who were college educated. Managers were then chosen from the existing ranks of male teachers because they were "college educated professionals" (Blount 1999:58). As managers, men received higher pay and increased status for their work, while women, who had not previously been permitted to go to college, stayed in the lower paying ranks. This increased status and pay were the origins of the inequality in educational leadership which persist today, even though women who are teachers, professors and administrators in today's world have the same, and often better qualifications than their male counterparts (Kolb et al 2004:151). At the same time, in the 1920s in America, women undergraduates were enrolled in colleges and universities at a rate of 47% (Schwartz 1997:503) and Deans' of Women were advancing in higher education finding themselves firmly established by the 1930s (Ibid 509). Unfortunately, by the mid 1950s female undergraduate enrollment had taken a huge step backward and fell to 21%. The positions of Dean of Women and Dean of Men were replaced by a combined position for men and women known as Dean of Student Personnel - a position women were thought incapable of administering which led to women being phased out of deanships at the university level (Schwartz 1997:514).

Another school of thought is that this decrease in educational enrollment by women was a negative by-product of World War II as post war, women were removed from positions in academia as effectively as they were from factory work (Schwartz 1997:516). It appears that only recently have women returned to education in numbers similar to the mid 1920s with more than half of all enrolled undergraduates today being female (Eggins 1998:8; Kolb et al 2004:2; Dugan 2008:472;), once again posing the question as to why equivalent numbers of women are not involved in leadership. Several theories suggest that career path and work life balance play significant roles in the lack of women's advancement into the highest ranks as discussed in 3.3, below.

3.3 Career Paths of Women Leaders

Literature on the career paths taken by women administrators in higher education often looks at the negative factors affecting career advancement of women instead of reflecting on the factors that create a positive influence. While women in academia often do appear to take the same career path to administration as men, that being faculty, professor, dean/director, vice chancellor/provost and beyond (Madden 2005, Madsen 2007a), one of the main difference in career seems to be the necessity of women to have a non linear career paths in order to take time off to bear children (Breakwell & Tytherleigh 2007:124). The discourse often discusses the detrimental effects of breaks in career path, factors in upbringing which influence career choice and the gendered nature of the work environment (Silva, Ahmad, Omar and Rasdi 2012:206).

3.3.1 Linear and Non-Linear Career Paths

Madsen (2007a) examined the career paths taken by women presidents in higher education in an effort to discover what characteristics these women hold in common and whether family backgrounds played a role in achievement. She found that women who became presidents of universities had many similar qualities and family backgrounds: an upper middle class upbringing, a supportive family, a father who was exceptionally supportive of a daughter's ability to achieve and a strong enjoyment of challenges combined with a drive for continuous learning (2007a:2).

Research on the linear or non linear nature of women's' career paths conflicts with some literature suggesting that in top positions the career path of women is no different than that of men, while other literature suggests that it is more usual for women to take a break for family reasons and then return to work. It is suggested that this difference is based on the choice of a career as gender neutral or traditional feminine one (Whitmarsh et al 2007:228). It has been suggested that women in a traditional feminine career may have a non linear path because they have chosen jobs which provide them time to have a greater work life balance (Whitmarsh et al 2007:227; Ceci et al 2015:65). On the other hand, women who choose a career in non-traditional field (such as professorships and top administrative posts,) will take a unitrack, or linear career path (2007:230).

Linear refers to the traditional path administrators, mainly men, have taken to rise through the ranks without interruption in their professional lives. This has often been enabled by women's' labours at home which support male partners' success (McTavish & Miller 2009:356; Wilson 2005:240; Tharenou et al 1994:924) and which seldom gets

credibility for that same success. As women generally do not have access to the same kind of support from husbands (Wilson 2005:241; Litmanovitz 2011:28), they have greater difficulty following an uninterrupted career path unless they are willing to give up on having both a career and a family life (Breakwell & Tytherleigh 2007:124; Stiller 2013:44). Silva, Ahmad, Omar and Rasdi take this concept further, stating that a lack of personal support (in the form of positive reinforcement and social support for family duties such as child rearing,) for women making a non-traditional career choice, may act as “a contextual career barrier” (2012:206).

A non-linear career path is one in which there are interruptions or breaks along the path for various reasons (such as starting a family,) and then professional attainment continues. While some studies indicate that the career path of women is as linear and hierarchical as that of their male counterparts (Herrick, 1973; Cejda 2008:173; Blount 2008:15), much of the research has found that women take a non-linear path to administrative and leadership roles (McTavish and Miller 2009:356; Madsen, 2007a; Yoder 2001; Porat 1991) and that taking a non linear path has a negative effect on women’s careers (Tharenou et al 1994:900) because it has a negative effect on salary and experience for women (Northouse 2013:358) and therefore is considered one of the main reasons for a lack of women in top management positions.

3.3.2 Work Life Balance

The emotional involvement and time commitment required of women when life and family events such as childbearing, child rearing or the death or illness of a family member occur are much higher than they are for men in the same position (Whitmarsh

et al 2007; Litmanovitz 2011:28). In addition, a woman's status at home, where she is usually the main provider of household labour, has a detrimental effect on career advancement because it causes a decrease in time available for work which in turn leads to a decrease in training and experience for women (Tharenou et al 1994:925; Sandberg 2013:95).

Life events such as having a child or the illness of a parent immediately put a greater pressure on women to stop working, or to change their work life in order to fulfill life demands of care giving. The most likely result of this action is a non-linear career path. In addition, due to the gendered work environment, women are then seen to be less committed to the organization because of the reproductive and domestic roles they continue to carry which leads to negative evaluation of work performance (McTavish and Miller 2009:356; Ibarra, Ely & Kolb 2013:64; Sandberg 2013:97). This negative view of demanding, necessary societal work outside of professions is an additional factor in the non linear nature of women's careers: negative evaluations despite hard work lead to attitudinal changes which leads many women to question why they are continuing to work despite a lack of reward (Wilson 2005:235; Silva et al 2012: 209), and a consistent non-conscious bias in that men are consistently overrated while women are consistently underrated (McDonagh & Paris 2012:23; Litmanovitz 2011:26) play strong roles.

Delayed professional leadership was considered to be a particular problem with earlier generations of women (Astin & Leland 1991:29), and continues today due to a cultural context which women face: the "look" of leadership is still over 50, white and male. Gender bias is alive and well despite efforts to address the problem (Ibarra, Ely & Kolb 2013:64; Sandberg 2013:97; Rothkopf 2013:104; Chin 2011:2).

3.4 Successful Women Leaders

According to the literature, the majority of women who do succeed in administration take a traditional course of faculty, professor, dean, before moving on to further administration (Breakwell & Tytherleigh 2007:12; Cejda 173:2008), women are also less likely to seek out positions of administration as career goals instead, they seem to fall into the roles based on their ability to organize and manage (Blount 1999:57; Shecklehoff 2007:140; Madsen 2007a:2; Ely, Ibarra & Kolb 2011:475). As a result, women often enter administration because they were either drafted by others who saw their potential, or because they have a strong desire to improve educational opportunities for students (Waring 2003: 37; Stiller 2013:44). A male pattern of career planning means seeking out roles of authority and making them a goal, a more socially acceptable pattern for women has not been to seek out these positions (Porat 1991:412; McDonagh & Paris 2012:25). Seeking out a position for the sake of improving a career is seen as a masculine act and women who enter into such an act go against societal expectations of how a woman should behave and results in both men and women penalizing a woman who is successful in previously male dominated fields (Gardiner 2014:156, McKenna 2006:11; Christman & McClellan 2008:10).

Additionally, the literature proposes that once in administration, women are often expected to follow a masculine pattern of behavior, such as being task oriented or following a linear career path, in order to fit in to an already masculinized setting (Yoder, 2001:814; Madden 2005:6; Christman & McClellan 2012:649). Following a male pattern of authoritarian management style was actually recommended to women in the 1970's and early 1980's before it was determined that following this particular path often led

women to failure in leadership roles (Waring 2003:34; Eagly 2005:300, Mitchell 2012:61) because women were seen as feminine, yet judged on their performance as a man would be (Christman & McClellan 2012:65). Behaving according to a male pattern of power attainment was determined to be so at odds with being a woman that entirely different style of leadership would be required (Kolb 2004:2; Vinnicombe et al 2003:303), including developing a blended style of leadership that fused male and female leadership styles (Hall 1996:176).

When considering why there are so few women in higher education leadership roles much of the information on career path points to the negative influence of taking a non-linear path in a gendered work environment. It is also posited that women who have a linear career path will meet with greater success (Breakwell & Tytherleigh 2008:116) but, since men do not require time off to bear children, this is all but impossible unless women are willing to give up having a family life. Very little literature suggests that a woman find a partner who is willing to assume equal or greater responsibilities at home so that she may follow her career (Wilson 2005:246; Silva et al 2012:205, Lodish 2014:110), which would seem to be the simplest solution to the issue of the amount of time spent working at home and in a workplace.

3.5 Motivation to Continue in Leadership Roles

The motivation to manage is defined as "... the extent to which individuals desire to satisfy the requirements of the managerial role that has traditionally existed in a hierarchical organizational context..." (Eagly et al 1994:136). One US study showed that women make up 47% of the labour force, but that when on the cusp of attaining promotion to the most senior levels of their jobs, 26% would not want to take the

position (Whitmarsh et al 2007:225). In Canada and Australia women make up 58% of the workforce yet overall hold less than 10% of top management positions. In Britain, women make up approximately 70% of the workforce with the vast majority of those jobs being held in lower level secretarial and service work (<http://www.statistics.gov.uk/cci/nugget.asp>). When considering the given information and the consistently low numbers of women in top level management positions, the question of what motivates some women to continue working in positions and fight to advance into top positions must be considered.

There are many reasons women continue in their career paths until they attain leadership positions: the desire to achieve, the need for self-actualization, which encompasses the desire to provide effective leadership, and the need to make a difference (Astin & Leland 1991:68; Shen et al 1999:353; Sandberg 2013:94). Another common thread is the passion for social justice and social change (Astin and Leland 1991:66), and having a sense of mission to make changes so that other women will not have the same difficulties as they themselves have faced (Madden 2005:9; Little 2013:54). An additional factor appears to be the early encouragement to enter non-traditional fields by a parent, specifically a father, (Turner, 2007; Whitmarsh et al 2007; Madsen 2007b).

While the majority of the data available cites women having differing motivations than men for maintaining leadership roles (Astin & Leland 1991:68; Shen et al 1999:353; Sandberg 2013:94; Yoder 1991:181; Searby & Tripses 2006:184; Eagly et al 1994:137), there is also data suggesting that women and men in similar positions display very little attitudinal difference toward their need for self actualization, given similar positions

(Herrick 1973:386; Miner 1974:197). There is a temptation to repudiate the suggestion of similarity considering the time when the data was collected, and therefore the gender bias which often existed, but the extensive nature of the studies and the comparative nature of the data merits at least consideration in conjunction with other facets of motivation. In particular, Miner goes on to suggest that the motivations of women who achieve higher level management positions is very similar to that of men's and that there is no reason to assume that women who are talented in the management areas will be any less effective than their male counterparts (Miner 1974:207). The concept was revisited in the 1980s however, with similar results emerging: the motivation for women to enter and hold top management positions varies very little from that of men (Kaufman & Fetters 1980; Rynes & Rosen 1983).

3.5.1 Reasons Women Leave Leadership Roles

As discussed above, many of the incentives for women to stay in leadership roles are intrinsic; however motivations for leaving leadership roles are often extrinsic. These factors have been identified as 'hygiene factors,' (Herzberg, 1987:112) and include inequitable salary, poor working conditions, opportunities to do something more rewarding and emotional aspects such as frustration or boredom (Shen et al 1999:359; Beatty 1996:233; Herzberg 1987:387). In addition, the hierarchical organizational context may create an environment where women feel out of place due to gender differences (Blackmore 2014:86, Eagly et al 1994:136; Christman & McClellan 2012: 648), which can lead women to leave contexts that do not value their behaviours in order to establish their own small businesses where they will not have to deal with the masculinized environment or the questioning of their leadership because they are

women (Wilson 2005:235). Doing so eliminates these women from the pool of potential upper level administrators.

Another reason women may leave the workplace is due to bullying. Bullying is defined as “harassing, offending or socially excluding someone or negatively affecting someone’s work” (Salin 2015:3). Because women managers in higher education work in a highly gendered workplace, the possibility of bullying increases. Salin states that “being a woman in a male-dominated and male-gendered type [work force] has been associated with an elevated risk of bullying” (Salin 2015:5), in large part because “judgements of ‘appropriate’ gender conduct and pressure to conform with [social] norms” (Lee 2002:210) create a barrier that women are forced to overcome in order to succeed. Lewis goes on to state that “research has identified gender issues ... including gender differences in perceptions of power and in definitions of acceptable and unacceptable behaviour within organisations” (Lewis 2006:123) lead to bullying behaviour, therefore women who seem to be outside of social norms by acting in leadership roles are often at risk for bullying tactics. Targets of bullying usually try to deal with the situation as best they can but often find leaving the situation the easiest path. “[T]argets do try to respond constructively to bullying before finally withdrawing from their employing organisations, [but] ... these responses are far more complex than simple ‘fight or flight’ responses” (Lewis 2006:120).

For women managers working in a male dominated workplace this means they will not only have to learn to manage everyday difficult management tasks, they will also have to learn to overcome bullying because they who meet all the criteria given above: they

work outside social norms, they are in a highly male dominated arena and they face social exclusion from male dominated activities that affects their work. This area alone may explain why large numbers of women leave management before attaining higher level management positions.

Another factor to consider when looking at motivation is what has been referred to as “gender filtering,” whereby obstacles are encountered because the dominant group, in this case men, interferes with the advancement of another group, in this case, women (Rusch and Marshall 2006:233). The gendered nature of the work environment has also been described as “a masculine advantage” (White 2003:45) in which women must choose to fight like a man or to be defeated. Instead of fighting, women may choose to leave the profession.

3.5.2 Keeping Women In Leadership Roles

The key to motivating women to stay in leadership roles then, appears to be the same of that for motivating men: the benefits of holding top leadership positions must outweigh the detriments. For men the main benefit appears to be that of gaining power or authority, and gaining monetarily (Gooderham et al 2004:279; Eagly et al 1994:151). For women the same benefits motivate (Morley 2014:118, Rynes & Rosen 1983:114; Gooderham et al 2004:279; Beatty 1996:237), but there are the additional benefits of self-actualization, ensuring social justice (Astin & Leland 1991:68) and making the path smoother for those who follow (Sandberg 2013:4; Powell & Butterfield 2003:246; Cejda 2008:183; Madden 2005:11). Unfortunately, the difficulty lies within the nature of the detriments for women: poor family life-work life balance, (which may mean giving up on

bearing children,) and dealing with a male dominated hierarchical system that leads to a gendered, female-unfriendly workplace (Lodish 2015:109, Silva et al 2012:207; Christman & McClellan 2012:649).

In response, Morley suggests a “Manifesto for Change” which is “designed to confront and challenge some of the structural inequalities” currently prevalent in higher education be taken up globally (Morley 2014:124). Lodish concurs stating very clearly that institutions have a responsibility to ensure compatibility between work life and “a reasonable family life” (Lodish 2014:110). This concept of fighting back at global and institutional level is echoed by Fitzgerald who states women “need to confront gendered structural and cultural barriers on an institutional and legislative level” (Fitzgerald 2014: 38) because doing so will benefit both women and society as a whole.

The benefit to society as a whole is another strong reason that women should continue to seek advancement instead of leaving the field of management. Keeping women on a higher level management track and maintaining a satisfying home life should be as easy for women as it is for men.

3.6 Mentoring

The term mentor originated with the Greek mythological journey of Odysseus. Upon departing for his journey, he left his son in the care of ‘Mentor’ to learn and grow strong as a man. Mentor was represented by different forms, (at times coming to him as the goddess Athena,) to guide and protect him. Most current reflections on mentoring developed from Levinson’s seminal study on lifetime career paths of men. It revealed that the successful men in his study had mentors supporting and guiding them along

their paths until they reached the peak of their careers, at which point they became mentors themselves. The 1978 study, *The Seasons of a Man's Life*, sparked huge growth in the concept of mentorship and began a revolution in the way career paths have been influenced by mentoring.

Perhaps modeling these origins, mentor – protégé relationships are often thought of as a dyadic partnership. Traditionally, mentoring programmes have been defined as a helpful, engaged relationship between "... an older and younger person; a relationship in which the older member is trusted, loving and experienced in the guidance of the younger" (Merriam, 1983). The act of mentoring is 'active and intentional' and "serves primarily the needs of the protégé... their professional success and well being" (Gardiner et al 2000:52). It is considered a "personal learning partnership" where the mentor provides "...knowledge advice, council, support and challenge..." (Searby et al 2006:182) and the protégé possesses "...positive personality characteristics, emotional intelligence, motivation, competency, coachability and initiating behaviours" (Johnson, 2007:123). It has also been considered as "... when a role model ... offers support to another person. A mentor has knowledge and experience in an area and shares it with the person being mentored" (McBrien & Brandt, 1997:64). There is an additional suggestion that mentors sub-consciously select protégés that reminds him of himself: which may be one reason early mentoring excluded women.

3.6.1 Does Mentoring Work?

Studies agree that mentoring is an effective tool to enhance the development of leaders (Kamhi-Stein & Oliveira 2008:40, Johnson 2007:70, Searby & Tripses 2006:179,

Coleman 2002:143, Kram 1983:608, Levinson 1978). People who are mentored "...report that they are more satisfied with their careers, have greater commitment to their organizations, and are more likely to mentor others in turn" (Johnson 2007:78). Protégés' careers go farther and develop further than those of counterparts who have gone without mentoring (McBrien & Brandt, 1997:65).

As a result of these studies, mentoring programmes have flourished but questions remain as to the effectiveness of mentoring for groups such as women and minorities who have different conceptualizations of effective mentoring. Despite the flourishing success of mentoring programmes, women lag far behind men in positions of leadership, even in the area of academia, where currently, women graduate with half of all earned bachelor's degrees (Townsend & Twombly 2007:208).

3.6.2 Forms Of Mentoring

While initial thoughts on mentoring followed Levinson's (1978) assertion that the mentor/protégé relationship would be a dyad: one older, more experienced mentor paired with one younger, less experienced protégé, it has been suggested that this is a male oriented type of relationship that appeals less to women and minorities (Files et al 2008:1009, Hackney & Bock, 2000:35). Over time different methods of mentoring and different sorts of relationships have been thought to be helpful to a broader range of people. This has produced additional studies on mentoring which suggest new perspectives on the possibilities of the mentor - protégé experience: peer mentoring (Kram & Isabella, 1985), mentor as friend (Peyton Young et al, 2004), the linking of protégé success to the accumulation of social capital (Seibert et al 2001:1005), and academic 'aunting' in which the mentoring relationship seeks to replace what has been

suggested as a mother-child dynamic with that of an aunt-niece relationship (Ellinson & Sotirin, 2008). In addition there has been a movement by women in the sciences to mentor via the internet which has shown tremendous success (Single & Muller, 2001) and finally, the concept of networks of mentors or multiple mentors to facilitate the multifaceted nature of mentor-protégé relationships (Searby & Tripses 2006; Packard et al 2004; Patterson et al 2002; Burlew 1991; Kram 1983), which has been suggested to be more effective for women.

3.7 Women and Mentoring

Focusing specifically on women, the literature suggests the mentoring to be of paramount importance for success. "...finding mentors and having access to informal networks of advice and support... is of key importance to women ... particularly in the early stages of career and during crucial turning points" (Searby & Tripses 2006:180; McDonagh & Paris 2013:26), as finding mentors and accessing informal networks leads to success in leadership roles. In addition, seeing women in senior positions provides role models to other women, can replace affirmative action programmes as a tool for increasing gender equity in leadership positions (Coleman 2002:147; Litmanovitz 2011:27), and can create a safe space in which women have the chance to flourish (Ibarra et al 2013:65). Finally, mentoring for women "...initiates deeper reflection about practice, supports ongoing growth, and increases job satisfaction" (Johnson 2007:72).

Another reason that mentoring is considered integral to the success of women in leadership today is because of the strong masculinized environment in which women leaders often find themselves. With women in top management positions being so few

in number, the mere act of attaining a leadership position is considered a gender role violation for women (Bush 2003:29; Northouse 2013: 360). Having women who currently hold positions of leadership mentor women who wish to attain these roles provides effective role modeling of more feminine styles of leadership, which in turn leads to a greater balance and feminizing of administrative role expectations.

For the purposes of this study, mentoring was investigated to determine whether the act of mentoring had a positive effect on the success of women currently in higher education administration. The method of mentoring and the number and type of mentors is also considered as is the way in which the relationship functioned. Implicit in this investigation is the consideration of how the mentoring experienced by successful women administrators can be utilized to develop strong mentoring relationships for young or inexperienced women seeking mentoring.

3.8 Identity

There are many different definitions of Identity dependent upon the field of study (Hall and Burns 2009:51). For the purposes of this study, identity is considered from a post-modern, constructivist point of view in that it is fluid and active; self constructed, co-constructed and re-constructed over time (Giddens 1991:12), and negotiated within the working environment and society in general (Priola 2004:421). Identity therefore, “ is not a fixed property but ... a part of the lived complexity of a person’s project” (Clegg 2008:329) which is multiple and dynamic (Sveningson & Alvesson 2003:193).

The concept of social identity was introduced in the early 1970s by Henri Tajfel. Social Identity is defined as the individual’s knowledge that “he belongs to certain social

groups together with some emotional and value significance to him of this group membership” (Tajfel 1972:292). Within a constructivist perspective of identity, the concept of social identity is significant in that how a leader sees herself must fit into the “set of overall categories which represents a distinct self” (van Knippenberg, van Knippenberg, De Crèmer & Hogg 2004:827). This includes the multiple identities that a leader holds both at work and in her personal life, and private and public views of the self (Ibarra 1999:766): woman, mother, daughter, leader, co-worker, and the like. The actions that any leader takes must therefore fit with her overall person and identity in order to establish and maintain social identity.

Leadership is also considered a group process (Hogg 2001:186), therefore “...leadership effectiveness may be related to its ability to engender the feeling that the course of action advocated by the leader is consistent with one’s self-views” (van Knippenberg, van Knippenberg, De Crèmer & Hogg 2004:827) indicating that that a woman’s social identity as a leader must coincide with her ability to reflect the group identity as a whole. Because self-esteem is derived from group behavior, and “failure to convey impressions... that are consistent with one’s social role not only diminishes one’s effectiveness in that role but may also cause the individual to lose the right to enact [it] (Ibarra 1999:764). For a woman leader this means feeling like a leader, and taking leadership actions must fit with social identity in order to attain and maintain, success.

Another aspect of Social Identity is social capital. The theory of social capital states that our social identity and membership within a group gives us prestige and esteem, known as capital. The more highly respected the group and the members of that group with

whom we affiliate, the more social capital we gain and the higher our status. Men who affiliate with group members and groups who have lower social capital than the one to which they belong, run the risk of losing social capital and being identified with the lower capital group. In order to avoid this demotion in status, once a male joins a more elite group, he will distance himself from members of lesser groups to maintain his social capital. If other members with too low a social capital enter a group, the group itself may be diminished (Seibert, Kramer & Liden 2001:220). Hence, according to the theory of social capital, a group with high social capital, such as upper level managers, will want to distance themselves from group members with a lower social capital, such as women (Blount 1999:58).

Women who want to establish themselves as leaders within an established social identity must find a way to build enough social capital to break into the group and, once in the group, build enough social capital to advance. “The exploration of reasons for leadership emergence in groups indicates that having more connections in social networks has been particularly instrumental for the emergence of male leaders” (Mendez and Busenbark 2014:18). There appears to be no reason that the same cannot be true for women. As discussed above in 3.6 Mentoring, social capital may be increased through mentoring. A person with high social capital can gain more capital by mentoring an up and coming colleague thereby developing the group and improving his/her status. However, the increase in social capital only occurs if the mentee performs well in tasks and improves in conduct (Nahapiet & Gosal 1998:244).

If social identity comes from being part of a group which both “describes and prescribes one’s attributes as a member of that group” (Hogg, Terry & White 1995:260), then

exclusion, marginalization and non-identification of a member within the group leads to stagnation and battle lines being drawn. As evidenced by the extremely low percentage of women holding top leadership positions (Rothkopf 2013:103), it is clear that just such a marginalization has occurred for women. The question becomes how can women identify with the social group of upper level managers and continue to gain access to the self-esteem and social identity of a leader.

The answer may be found in Transformative Development. Transformative Development Theory was introduced by Robert Kegan in 1982. He posited that mastery of knowledge is not enough in today's society, but instead we must focus on the "systems by which people make meaning grow and change over time and that this growth takes place via radical shifts of worldview – transformations" (Poutiatine & Connors 2012:72). Kegan states that transformative learning happens when someone changes "not just the way he behaves, not just the way he feels, but the way he knows – not just what he knows but the way he knows" (Kegan 1994:17). He likens this type of learning to putting "the form itself at risk of change (and not just change but increased capacity)" (Kegan 1994:42), by which he means the person changes herself through a shift in consciousness and that the shift is predicated on a "formational connection with the self" (Poutiatine & Connors 2012:72), in other words a shift in identity that not only changes the content of a woman's knowledge but the way she thinks, acts and interacts with the world.

3.8.1 Women, Identity And Leadership

If identity is multiple and constructed from both work and non-work related roles held, then in considering identity, gender must be examined as a part of women's leadership.

According to Humberd, “surprisingly little work has considered non-work identities in concert with leader identity” which means we know little about how gender is relevant to one’s sense of self as a leader (2013:2), however some recent work in the area exists. Christman & McClellan’s study of resilient women leaders found that feminine leadership was “messy and complex” and “did not fit into a neat dichotomously-gendered...package” and further, that leadership is “shaped strongly by our sense of self” (2012:649). Ibarra, Ely and Kolb suggest that building a leadership identity is a process of “coming to see oneself, and to be seen by others as a leader” and “internalizing a leadership identity and developing a sense of purpose (2013:62). Sandberg agrees, stating that women need “not just the desire to lead, but the support and tools they need to do it (2013:95) which comes initially from seeing themselves as leaders.

One tool women may be able to utilize to develop their identity as leaders is that of Authenticity. According to existential theory, authenticity is “a process of striving to realize one’s consciousness of a situation” (Lawler and Ashman 2012:335). Authenticity in educational leadership is a concept built on the foundation of Transformational Leadership wherein the concepts of charismatic and transformational leadership are re-visioned to “address the ongoing ethical and organizational challenges of the twenty-first century and contribute to restoring the public trust” (Gardiner 2014:154). There are four aspects in Authentic Leadership: “self awareness, balanced information processing, relational transparency and internalized moral perspective” (Alvolio and Gardner 2005:329) which authentic leaders develop. As discussed in 3.8, above, women leaders are often seen as part of an outsider social group and therefore face greater difficulty

securing the trust of followers (Eagly 2005:462), so developing themselves as authentic leaders who work within gender lines may also lead to increased success in leadership (Liu et al 2015:13) because they have formed an authentic identity with which followers feel comfortable working.

3.9 Metacognition

A final area of literature reviewed is that of metacognition. In proposing a theory of leadership in 5.6, below, the use of metacognitive strategy plays a dynamic role in leadership development. As such, a review of literature on metacognition has been included.

3.9.1 Definition Of Metacognition

Metacognition is most simply defined as thinking about thinking. It is a model of learning initially developed by John Flavell who built upon Piaget's developmental psychology theory wherein the "idea of deliberate, planful, and goal-directed thinking [is] applied to one's thoughts to accomplish cognitive tasks" (Hacker et al 2009:3). In 1979 Flavell defined metacognition as "knowledge about cognition and about cognitive phenomena..." (Flavell 1979:906) and postulated "Metacognition consists of both metacognitive knowledge and metacognitive experiences or regulation" (Flavell 1979:908). This means that in order to effectively use metacognition as a tool for learning, learners must not only know their preferred learning strategies, they must also utilize "procedural knowledge for regulating ... problem solving and learning activities" (Veenman et al 2006:5).

3.9.2 Regulation In Metacognition

Regulation of metacognitive knowledge consists of “planning and monitoring cognitive activities as well as checking the outcomes of those activities” (Livingston 2003:4), or utilizing metacognitive strategy. Regulation, or the use of metacognitive strategy, occurs when the learner, in our case the leader, has used one the strategies to ensure that the goal of the cognitive activity has been reached (Livingston 2003:5). This is different than the metacognition required to ensure the steps to complete a task are accomplished, (metacognitive knowledge,) and instead focuses on the metacognitive experience of knowing “where you are in an enterprise and what sort of progress you are likely to make” (Flavell 1979:908). The key factor in regulation is the interplay between cognitive knowledge and cognitive experience. According to Flavell’s model, “the monitoring of cognitive enterprises proceeds through the actions of and interactions among metacognitive knowledge, metacognitive experiences, goals/tasks, and actions /strategies” (Flavell 1979:909) is what “affects the metacognitive knowledge base by adding to it, deleting from it, or revising it” (Flavell 1979:908). Adding to Flavell’s model, current research suggests that the use of metacognitive structures are more effective when inductively designed by the learner, that problem based learning environments enhance metacognitive skill building, and that metacognitive development can be applied across contexts even in mature learners (Davis et al 2010:7).

3.9.3 Metacognition And Leadership

One strategy used to overcome adversity by women leaders is that of self reflection or metacognition (Diehl 2014:143). Lord and Emrich concur, stating a change in

metacognitive processes leads to leadership behaviour change (Lord & Emrich 2001:554). This occurs not only through developing the interplay between the overlapping sets of metacognitive knowledge and metacognitive experience (Flavell 1978:908), or changing the metacognitive process of leader behaviour (Wofford et al 1998:77), but also through the re-writing of a leader's internalized "script tract" (Lord & Emrich 2001:554). Scripts, defined as "higher level cognitive systems that regulate moment to moment cognitions" (Lord & Emrich 2001:554), are a type of schemata (Wofford et al 1998:58) that influence leader thoughts and behaviours. Wofford and Goodwin contend "leader behaviour is the activation of scripts... which then helps them to assimilate environmental information and internal thoughts in producing behaviour" (Wofford & Goodwin 1994:165). A schemata "contains the propositions, features, images, feelings and ideas that are definitive for the schemata category..." that "...activate other memory elements to which they are correlated in experience" and are consequently the "key to interpreting and guiding behaviour" (Wofford et al 1998:58). They further contend that the person schemata is crucial to leadership because it includes the "images, feelings and ideas associated with the category of the individual" or self (Wofford et al 1998:59). In changing the person schemata and the script within it through the use of metacognition, women who wish to become leaders will change the way they think about themselves, their experiences and eventually the way in which they lead.

Ultimately "thinking about thinking, through repeated use or overlearning, becomes automatized and consequently unconscious [sic]" (Hacker et al 1998:7) which is the goal of metacognition for women who aspire to lead. To increase the number of women

in leadership, metacognition must be applied to leadership skills and strategies until overlearning occurs and strong leadership behaviours become so deeply internalized that the application of new behavioural scripts is subconscious and automatic.

In accordance with the nature of the study, literature was reviewed in the areas of models of leadership and women in leadership; career paths of women leaders; the reasons women leave leadership positions and their motivations for continuing into higher level management and mentoring as a method of encouraging women to lead. Literature on identity and leadership was then reviewed, followed by the final area of literature on metacognition and its application to leadership development. Having reviewed the literature significant to the research questions, Chapter Five, Methodology, discusses the research framework, research design and justification for choice of framework utilized in this study.

CHAPTER 4: METHODOLOGY

The methodology chapter discusses the research framework selected for the study, the way in which the research design evolved within the framework and finally discusses justification for the use of the selected frame for the study. As discussed in depth below, the methodology used in this study was qualitative in nature and developed within an Interpretive Framework, taking a Constructivist approach and following a Grounded Theory method. In addition, the data collection methods employed in the study, the interview protocol and how the data was analyzed will also be discussed.

As discussed in the Introduction, 1.0, above, the purpose of the study was to uncover information from women currently in senior positions of leadership at universities that could be used to encourage younger women to continue through the early challenges of leadership so that they may move into more senior positions, and/or to enhance methods for mentoring young women leaders into higher level management positions more effectively.

As a result, the following research questions were developed:

1. Why do women become leaders?
2. Why do women who are successful in management positions stay in leadership and continue to advance?
3. What strategies have women developed to overcome leadership challenges?
4. Has mentoring been an effective tool for the development of leadership skills in current women leaders?

It is hoped that by understanding factors that have helped women become successful in educational administration, we can help to increase the number of women in higher

level management in order to develop a more gender balanced workplace which will benefit both men and women.

4.1 The Interpretive Framework

As discussed in 4.0 above, this is a Qualitative study based in an Interpretive Framework. For the purposes of this study, the Interpretive Framework was chosen to describe, understand and interpret the experiences of women in higher level management at universities and the factors that led to their success. The utilization of the Interpretive Framework allowed for a deeper comprehension of study participants day to day experiences and motivations as they created a reality that enabled them to attain higher level management positions.

The study of social phenomena is the study of people and why they do what they do. People are far more complex than other observable, measurable phenomena and the reasons and rationale for their actions are based on the way they see the world (Guba and Lincoln 2005:193; Cohen and Manion 1994:26). People then act in a way which may make no sense at all to scientific analysis, but makes great sense when examined considering the context and the reality that person has constructed in order to survive. “To understand other people... requires understanding the interpretations which they give of what they are doing. We need to know their intentions” (Pring, 2000:96). In addition, researchers conducting interpretive studies are interested in “1) how people interpret their experiences, 2) how they construct their worlds, and 3) what meaning they attribute to their experiences” (Merriam 2009:23). As this study is concerned with the motivations and reasons for success of women in an academic management

setting, and how they interpret their success, the Interpretive Framework was selected as the most appropriate method to apply.

Interpretive theory acknowledges that an individual's behaviour can only be understood by sharing their frame of reference (Miles and Huberman 1994:7). It encourages researchers to focus their study on *why* actions take place, not just on observing the actions themselves and requires careful analysis of meanings, which leads to interpretation of action paramount to comprehension (Cohen and Manion, 1994:26, Denzin and Lincoln 2005:22, Guba and Lincoln 2005:194). Through the use of the Interpretive Framework in this study I sought to discover why the successful study participants, women managers at universities, were in senior management positions at universities when so many of their contemporaries were not. I wanted to find out what motivated them to continue in order to use that information to help other women be successful.

Finally, the Interpretive Framework allows that people create their own reality (Miles and Huberman 1994:5), which is an essential element of this study. The literature lays out many reasons why women do not succeed, but the successful women managers who were interviewed here did not follow the same path of the less successful or unsuccessful women in management. In essence they constructed their own reality, which led them to top management positions in universities.

Within the Interpretive Frame, a Grounded Theory approach was utilized. This decision was based on the type of questions being asked in the study, the nature of exploration

and discovery and the researcher's desire to develop theory as a result of the study and will be discussed in depth in 4.2, below.

4.1.1 Epistemology

Epistemology is defined as the “the theory or science of the method or ground of knowledge” (Stone 264:2008) or belief about the nature of knowledge. According to Giarelli, epistemology in the Interpretive Paradigm involves “... the study of the social practices by which communities develop a basis for warranted belief and action” (1998:23), which Guba and Lincoln assess as a way in which “the knower and the known interact and shape one another” (2005:22). Proponents of the Interpretive Paradigm therefore, believe that “... knowledge is personal, subjective and unique” (Radnor, 2001:6), that different people construct meaning in different ways (Cohen and Manion, 1994:20), and that meaning is both transactional and subjectivist (Guba and Lincoln 2005:193). The meaning of a phenomenon is constructed by the participants in an interaction (Crotty 1998:8), so the “...best way to understand any phenomena [sic] is to view it in its context” (Krauss, 2006:759) because understanding is predicated by an examination of a whole, not one small portion of the entity or phenomenon in question. Guba and Lincoln go on to call Interpretivist epistemology “transactional and subjectivist” with “co-created findings” (2005:193).

It has also been said that it is a “societal construction that is often imbricated with inequitable illusive manifestations of power” (Stone 266:2008), which is of significance in this study where women were often viewing the fabric of power constructed by the men who dominated management at universities. In this study, the factors that effected

women's decisions to continue from entry level management positions into senior ones were both observed first hand and were experienced by the study participants. In interviewing the participants, I interacted with them in the role of researcher and came away with the knowledge given to me through their lens and through my own.

4.1.2 Ontology

Ontology is what one believes to be the nature of reality (Merriam 2009:8). The ontology of the Interpretive Paradigm is that there are multiple realities and reality is subjective and is constructed by the actors within that reality (Miles and Huberman 1994:6, Guba and Lincoln 2005:193, Crotty, 1998:42). Meaning therefore, is not sitting and waiting for us to discover it, because there is "...no objective reality since each of us experiences situations from our own point of view" (Krauss, 2006:760). This reality includes me, as the researcher, and my role in the study. I position myself as a unique individual and understand that all research is essentially biased by "each researcher's individual perceptions" (Creswell 2003:19). There is interaction between the researcher and the participants in the study and, as a result, there are many 'truths' that can occur (Lather, 2006:38). In this study, the data collected are shaped both by my interactions with the participants as a researcher, my own positions, values and beliefs, as well as, the participants' positions, values and beliefs.

Finally, Interpretivist ontology states that facts are not rigid, but are shaped by the individual's interpretation of the world around them (Guba and Lincoln 2005:196). This is because "People impose order on the world perceived in an effort to construct meaning; meaning lies in cognition, not in elements external to us..." (Krauss,

2006:760). Therefore, for the Interpretivist, what you see is not at all what you get. Every interaction is a constructed reality that requires communication as transaction and interaction between participants in a study, between researcher and participant and even between the participant and themselves, where “discourse and dialogue create reality” (Lather, 2006:38).

The truths that I’ve uncovered in the data are based on my understanding of the experiences of the women I’ve interviewed in this study. They are tempered by my own experiences as a manager of an ELL programme at the university level and by my other experiences including the interviews themselves. As discussed earlier in the Introduction, I identify as a feminist, postmodern, critical theorist, working in qualitative research who seeks to explore the worlds of women who have successful management careers in higher education in hopes of utilizing this information to help develop better leadership support for women who aspire to lead.

4.2 Grounded Theory Methodology

There are many methodologies that can be used within an Interpretive Framework, including Grounded Theory, Phenomenology, Ethnography, and Narrative Analysis. As interpretivists believe “that there are no special research methods that automatically and inevitably lead to the truth” (Smith 2008:459), a variety of methodologies may be used within the framework. According to Merriam, there is no consensus on how to classify the choices or approaches which may be used within Qualitative research. (2009:21). As “meaning making is underscored as the primary goal of interpretive research in the understanding of social phenomena” (Denzin and Lincoln 2005:21), utilizing various

methodologies within the framework is acceptable so long as the main focus of the study remains true to the paradigm.

For the purposes of this study, a Grounded Theory approach was taken. Grounded Theory (GT) is an inductive approach which aims to generate and develop theory from data that are systematically gathered and analyzed (Groenewald 2008:505), by following an inductive rather than deductive approach to gaining knowledge (Dey 2007:168), and by utilizing methods of constant comparison and theoretical sampling in analyzing the data (Glaser and Strauss 1967:105). Originally developed by Glaser and Strauss in 1967, it demands that data be collected and analyzed concurrently, that emergent themes are pursued through a constantly comparative method of data analysis and that an inductive construction of abstract categories be used to explain and synthesize processes (1967:43). When first developed, it was required that all information was then integrated into categories which specify context, causes, contingencies, consequences, covariance and condition, (the 6 Cs,) of the studied process (Bryant and Charmaz 2007:8), but as variants of GT have emerged, different ways of developing categories has also occurred.

The emphasis in Grounded Theory is on coding data which is an ongoing process "...combining the analyst's scholarly knowledge and research knowledge of a substantive field" (Glaser 1997) and the use of "constant comparison" of the data (Dey 2004:90). The use of constant comparison of data within the study is at the heart of Grounded Theory (Bryant and Charmaz 2007, Dey 1999, Glaser and Strauss 1967). Constant comparison is "... the process of comparing whatever data bit is being

analyzed against both the chief concern of the participants and the emergent categories” (Urquhart 2001:127). This means that the data is compared to itself and other emerging data to cross reference themes and concepts that emerge as the study progresses. As comparison continues, a “core” category, or main unifying theme, comes from the data which ties together the rest of the concepts and enables the development of new theory.

In this study, I’ve chosen to use the form of Grounded Theory espoused by Charmaz and Bryant: that of Constructivist Grounded Theory (CGT). In order to understand the branches of Grounded Theory (GT) and how this methodology was selected requires a discussion of the breakdown of its development as a methodology.

4.3 Varieties Of Grounded Theory

As mentioned in 4.2 above, since its original conception there have been several offshoots of Grounded Theory. Most significant was the initial dichotomy of GT after a philosophical disagreement between Glaser and Strauss. Glaser’s version of GT, Formal Grounded Theory (FGT) was a continuation of the original work and coding paradigm. Strauss partnered with Juliet Corbin to create a different version Strauss’ GT (SGT) and develop a new coding paradigm. More recently, several additional offshoots have been developed, including Symbolic Interactionist, Objectivist, and Constructivist Grounded Theory. This study utilized Constructivist Grounded Theory (CGT). In order to justify the selection of CGT a brief review of the varieties of GT and justification for the use of CGT is provided below.

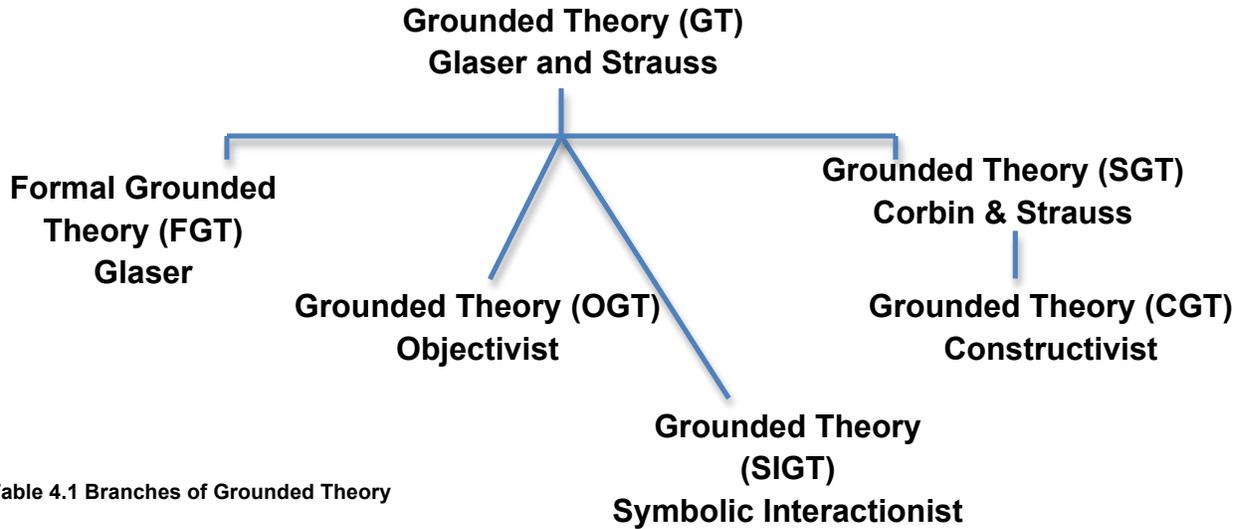


Table 4.1 Branches of Grounded Theory

4.3.1 Formal Grounded Theory

Glaser is the main proponent of Formal Grounded Theory (FGT) described as “A theoretical rendering of a generic issue or process which cuts across several substantive areas of study... [whose] ...concepts in a formal theory are abstract and general and... specify links between concepts” (Bryant and Charmaz 2007:608). Glaser himself puts it more succinctly. GT “...is purely and simply the conceptual extension of the general implications of a core category” (2007:111). In FGT, he emphasizes a close, sometimes word by word, examination of the data during which theoretical and substantive coding of terms is used in order to develop theory. This process is known as “open coding” and its aim is to produce concepts that fit the data (Kelle 2007:200). These concepts, and particularly the ‘core concept’ (Glaser 2007:99) which emerge, are used to develop theories about the phenomenon under study. The theory that is developed should be generalizable, conceptual not descriptive and therefore “... abstract of time, place, and people...” (Glaser 2007:100).

The coding of data in FGT is extensive and intricate. There are two main types of coding: substantive and theoretical. Substantive codes are words formed by the language use of the actors being studied, or from sociological terminology. Theoretical codes are terms developed by the researcher which describe possible relations between substantive codes and which help to form theoretical models which emerge from the data. Glaser proposed a "... long, loosely ordered list of more or less related groups of sociological and formal terms" (Kelle 2007:202) to be used in data analysis. Glaser developed the Six Cs of "...context, contingencies, cause, consequence, covariance and condition..." (Bryant & Charmaz 2007:8) as guidelines for categories in coding to give the researcher some direction, but emphasizes that all the actual categories must emerge from examination of the data. The emergence of the categories from the data is key as it is of the greatest importance the data not be forced to fit preconceived categories.

4.3.1A Drawbacks To Formal Grounded Theory

While FGT was ground breaking at the time of its development, there are several drawbacks to FGT. These include:

- linking of theoretical and substantive categories for development of empirically grounded categories
- the lack of a set of methodological rules concerning how to structure the emerging categories with the help of theoretical knowledge
- the resulting difficulty in use of theory by novice researchers – (FGT seems best suited to experienced researchers with a broad theoretical background) and

- the suspicion on the part of other researchers "... that 'emergent talk' doesn't describe methodological strategy, but simply offers a way to immunize theories from criticism" (Kelle 2007: 200).

Despite these difficulties, FGT allows researchers to introduce theoretical knowledge into coding without forcing the data and codes to fit a theory which allows FGT to revolve around the "... abstract power of conceptual generality" (Glaser 2007:105), which is thought to be where the power of FGT lies. While some researchers still utilize the Glaserian model of FGT, Strauss' pragmatic model has become a more popular choice for many.

4.3.1B Formal Grounded Theory in this Study

For the purposes of this study, FGT was not considered the best form of Grounded Theory to use as several of the drawbacks in the method did not match well with use by a novice researcher, such as myself. Because of the amount of data collected in the interviews for the study (as discussed in Section 4. 5, below,) I felt the use of FGT would be unwieldy and difficult to manage.

4.3.2 Strauss' Grounded Theory

After a philosophical difference with Glaser, Strauss partnered with Juliet Corbin and developed a different version of Grounded Theory. Like Formal GT, Strauss' Grounded Theory (SGT) follows an inductive method of coming to theory from the data gathered, however SGT relates to a particular area of study that develops into bigger and more formal theories as it is being analyzed (Strauss 1987:15). This means "Other theories pertaining to the same area as the substantive area need to be grappled with as competing analyses (Urquhart 2001:126).

Phenomena	at which the actions are directed,
Causal conditions	which lead to phenomena
Attributes of context	of the phenomena
Additional intervening conditions	that influence the phenomena
Action and interactional strategies	that actors use to handle the phenomena
Consequences	of their actions and interactions

Table 4.2 Coding Categories Corbin and Strauss (Kelle 2007:202).

Strauss and Corbin’s version (and Strauss’ later version,) of SGT has become more popular with researchers mainly because it offers a framework that more clearly delineates procedural steps for analyzing data. Strauss and Corbin go one step further than Glaser “... in explaining concrete steps a researcher can take to develop categories from empirical data with theoretical perspectives in mind” (Kelle 2007:201), which makes the framework developed in SGT easier to use, especially for novice researchers. The coding categories Corbin and Strauss articulate are:

Strauss and Corbin did not follow the FGT method which uses line by line coding, creating instead the ‘Coding Paradigm’ which utilizes a method known as axial coding thereby replacing Glaser’s coding families. Axial Coding is “... an advanced stage of open coding... which is an intense analysis done around one category at a time” (Kelle 2007:202), that represents a group of abstract theoretical terms used to find the categories in the data and develop the relationships between them. “A major purpose of axial coding is to bring the data back together again in a coherent whole after the researcher has fractured an item...” (Bryant & Charmaz 2007:603, Urquhart 2001:116).

Strauss and Corbin's approach advises researchers to use a general model of action which is rooted in pragmatist and Interactionist social theory and then to build an axis (or framework) on which the developing categories and their relations can be seen. This establishes a paradigm model from which the researcher can analyze the action and interaction strategies of the actors which is the main purpose of SGT (Strauss & Corbin 1998:22). Axial coding should allow the researcher to see the data more clearly without feeling 'drowned in data' (Kelle 2007:202) which is a major drawback of FGT. Significantly, Strauss and Corbin de-emphasize the importance of line by line coding believing that the cream of the data will rise and become obvious to the researcher, therefore coding only significant parts of interview data becomes possible (Urquhart 2001:125).

4.3.2A Drawbacks of Strauss' Grounded Theory

Despite the fact that taking an SGT approach has proved to be a more popular choice with researchers using a Grounded Theory methodology, it has several drawbacks.

- Even though the categories developed to help the researcher are broad, we cannot deny that they are forced upon the data which flies in the face of original grounded theory
- While the use of categories may help the novice researcher, they may constrict the more experienced researcher with a broader theoretical background.
- The novice researcher who decides to utilize a SGT approach thinking it easier to use because of the delineated steps, may be "... overstrained by the task of selecting the appropriate heuristic category" (Urquhart 2007:345) that comes from lacking a broad theoretical base.

While this last point may be considered a fault of the researcher and not the method, researchers themselves may not be aware of the background knowledge they need to possess before setting out with this method and therefore it is included as a fault of SGT.

4.3.2B Strauss' Grounded Theory in this Study

In this study the use of SGT was not considered because of the main drawback to the methodology, that of the categories being forced into the data. Even though SGT is considered a better fit for novice researchers, such as a PhD candidate, to use, in reviewing all the different types of GT, I considered the use of Constructivist GT (discussed in Section 4.4.1, below,) the best fit between myself as a researcher, the study participants and the data collected.

4.4 Other Variations Of Grounded Theory

Since the original dichotomy occurred between Glaser and Strauss, other variants of Grounded Theory have also been developed. While up to seven categories within approach have been identified including positivist, post positivist, post modern and computer assisted (Denzin 2007:456), three broader categories are generally acknowledged: Symbolic Interactionist, Objectivist, and Constructivist (Bryant & Charmaz 2007:10).

All variants of grounded theory include: simultaneous data collection and analysis, the pursuit of emergent themes through early data collection analysis, the discovery of basic social processes within data, inductive construction of abstract categories to explain and synthesize information, theoretical sampling to refine categories, and the

integration of categories into a theoretical frame which is hoped will clarify the studied process (Charmaz 2007a:508).

4.4.1 Grounded Theory - Symbolic Interactionist

In Symbolic Interactionist GT (SIGT) it is believed that there is one reality and that the individual "...enters their own experience only as an object, not as a subject, and that entry is predicated on the basis of social relations and interactions" (Urquhart 2001: 125). Of significance in SI is that the data is considered to provide an "...interpretive portrayal of the studied world and not an exact picture of it..." (Charmaz 2007b:526). While SIGT approach holds many of the same beliefs as the constructivist approach and is often used with constructivist methods (Charmaz 2007b:525). It was not used in this study because of the belief that there is only one and not multiple realities.

4.4.2 Grounded Theory - Objectivist

Objectivist GT (OGT) assumes that the data itself is real and represents objective fact about the world around us and that the researcher only finds knowledge already in existence. It follows the careful application of methods and procedures to aid theoretical understanding and a strict adherence to steps in the theory. It is similar to a positivist outlook in which the researcher's role is more of a conduit for a research process rather than a creator of the process. OGT was not selected for use in this study because of its belief that the researcher is only uncovering knowledge that is already in existence. As a constructivist, there is a basic ontological disconnect between myself as a researcher, and the methodology

4.4.3 Grounded Theory - Constructivist

The use of Constructivist Grounded Theory (CGT) as developed separately by Charmaz and then jointly in more recent years by Bryant and Charmaz (2007), has become an especially popular choice for researchers. For the purposes of this study Constructivist GT (CGT) was selected as the methodology to use.

A constructivist approach to Grounded Theory takes the view that data and analysis are created from a shared perspective of the researcher and the study participants, and that there is a relationship between them. It “emphasizes how data analysis and methodological strategies become constructed and takes into account the research context and the researcher’s position, perspectives, priorities and interactions” (Bryant and Charmaz 2007:10). This is very unlike the objectivist stance, which maintains that the researcher is kept outside the action. Constructivist grounded theory assumes that both the research process and the studied world are socially constructed through actions, but that historical and social conditions constrain these actions and “recognizes that the researcher plays a vital role in the research process, particularly in developing a dialogue between the researcher and the data” (Charmaz & Bryant 2008:376).

The methodology that researchers use are a means to an end, not the end itself and provide tools for learning; they do not ensure knowledge itself. The researcher studies how the participants construct meaning and action from their experiences and attempt to get as close to the inside of the participants’ experience as they can. Data analysis is viewed as a construction that locates the data in time, place and location and reflects the researcher’s thinking as well as that of the study participants.

CGT also rejects the “positivistic roots” of Grounded Theory in favour of taking “a relativistic view and emphasizes: (a) the social conditions of the research situation; (b) the researcher’s perspectives, positions, and practices; (c) the researcher’s participation in the construction of data; and (d) the social construction of research acts, as well as participants’ worlds. Constructivism retains the central foci of action, process, and meaning in earlier versions, but favors theoretical understanding over explanatory generalizations” (Bryant and Charmaz 2008:376). CGT also emphasizes “process, change and probabilistic outcomes” which moves GT away from Glaser’s positivistic roots. (Charmaz 2005:509). In rejecting the positivistic roots of Glaser’s FGT, constructivists take a “reflexive stance on modes of knowing and representing studied life. This means... locating oneself in these realities” (Charmaz 2005:509).

4.5 Constructivist Grounded Theory In This Study

As discussed in 4.4, above, this study utilizes a Constructivist approach to Grounded Theory (CGT). CGT was used as a method and the methodology, where the ontology was one of socially constructed meaning with the analysis considering the researcher’s perspective as well as the meaning the participants’ themselves constructed in their given contexts.

There were two main reasons CGT was selected for use in this study. First, data and analysis are created from a shared perspective of the researcher and the study participants. In this case the use of direct interview meant that the data collected was the product of a shared interaction between the researcher and the study participants, and that my own position as a researcher will be considered as part of the construct. My

own philosophical beliefs about the nature of knowledge and existence of multiple realities fit best with a Constructivist approach to data collection and analysis: as does my own experience as a woman manager of a university programme.

Second, as is reflected in the Literature Review, Chapter 3 above, the main reality for women who would like to become Vice Chancellors, Chancellors, or University Presidents is that there is a 97% likelihood that they will not attain such a posting. Yet, the women in this study did attain posts such as this, so their reality is much different than outlined in the literature. As a researcher I would like to participate in the creation of a reality of equal leadership perspectives.

4.6 Preliminary Study

As discussed earlier 1.0 Introduction, the American section of the study was done as a preliminary study. The study was conducted with four participants: four women who were working from the Dean to University Provost level of a small woman's University in the Middle East. The university has a formal management structure and lines of leadership, and is fully government accredited. (The UAE University follows an American Higher Education model and has Middle States Accreditation).

The study participants came from different parts of the United States: two from the East coast, one from the Midwest, and one from the Southern U.S. As it was expedient to have women managers from different parts of America all in one setting, women who fit the selection criteria for the study worked at the UAE university, they were invited to participate in the study and all very graciously consented. The selection criteria for the preliminary study was the same as the selection criteria outlined for this study in the

4.7.1 below: participants were women, successful in management, either currently holding positions from university Dean to Chancellor or having held a senior management position (Vice Chancellor, Chancellor, President,) for more than 3 years at a previous institution.

The preliminary study consisted of conducting semi-structured, face to face interviews with the participants and took two to three hours. The interviews were transcribed and returned to the participants to ensure validity. The data was analyzed utilizing a simplified analytic induction process (Merriam 2009:205), to find relationships and patterns of insight relative to the research questions. The data was incorporated into the larger study and re-analyzed using a Constructive Grounded Theory approached as outlined in 4.4.3, above. This re-examination of the data using constant comparative analysis means there was a gap in the comparison process as additional interviews were held in various countries. This was addressed through the use of digitally recorded interviews, memoing and then comparing the data to the rest of the interview material as soon as possible.

The most significant findings of the study were that the American women chose to advance to higher positions of management for the same reason that the literature indicated many women left the field: hygiene factors such as low pay and long hours. Instead of leaving their jobs to find positions that were less work, all of the participants looked at the position above theirs and decided that they would actually have less of the lower level management work, a higher salary and better hours if they advanced instead of retreated. In addition, 80% of the participants had interrupted career paths, were married with children and had no plans to go into educational management, but 'fell into'

the jobs. Eighty percent of the participants had difficulties with male counterparts over the course of their careers whom they felt had attempted to impede their advancement, and all of the participants identified strategies they had to use to overcome these impediments. Eighty percent of the participants did not have formal mentors, but found that informal mentoring, observation of a manager they admired and the support of other women in an informal network helped them to continue to advance. Finally, all the women continued in the field of educational management because they loved the work, the intellectual stimulation of managing, and the feeling of doing something good that would ultimately benefit students.

When viewing the results of the preliminary study, I was struck by the high degree of similarity these women encountered on their way to higher education management positions despite being from different parts of a very large country. I also realized that the findings resonated with my own experiences in the field and I began to wonder if these experiences were universal for women in higher education management. This initial wonderment acted as impetus for additional research and led to this study, in which women university managers from different countries in the world were interviewed to determine whether universal results would be found that could be used to help other women who wanted to work in educational management.

4.7 Data Collection

Data collection for this study took place in several phases as the study participants came from four countries: The United Kingdom, Canada, the United States, and Australia. I went to each country to meet with the participants either at their university or

at their home. As discussed in 4.6, above, the American participants were all interviewed the Middle East for expediency.

4.7.1 Participants

A sample is the unit of analysis selected once a general problem has been identified. This is done by choosing what, where, when and whom to interview (Merriam 2009:76). The number of participants for this study was initially determined as twenty, five from each country, as the researcher hoped that by this point saturation would occur. (Theoretical saturation of the sample is discussed in 4.8, below.) According to Morse, there are two principles of all qualitative research that apply to sampling in Grounded Theory: it is necessary to obtain excellent participants and sampling techniques must be targeted and efficient (2007:231-233). Initially, participants in this study were selected on a Criterion Sampling basis wherein “the criteria that delineate characteristics desired in the study units [are] selected” (Schensul 2005:520) and used to select participants.

An excellent participant is considered to be someone who is an expert in the experience or phenomena under investigation, is willing to participate in the study, is articulate, has time to share their experiences, and is a source of rich information for the researcher (Morse 2007:231, Patton 2002:230, Merriam 2009:88, Miles and Huberman 1994:28). For the purposes of this study an excellent participant was considered to be a woman who met these criteria and:

- Was either currently holding, or who had held a position at a university, as a dean or a position higher than dean, preferably provost level or above for at least three years,

- Was from one of the countries designated for the study (Canada, Great Britain, Australia or America)
- Had in depth, personal experience in university management.

4.7.2 Purposeful Sampling of Participants

To ensure that the sampling was targeted and efficient, purposeful sampling was used. Within the category of purposeful sampling, snowball sampling, and theoretical sampling were utilized. While the most recommended use of sampling with a Grounded Theory methodology is theoretical sampling, the other methods of sampling provided a beginning point to developing a sample for the study and are also considered useful for the Grounded Theorist (Miles and Huberman 1994:29, Charmaz 2006:113, Merriam 2009:79, Morse 2007:240).

Purposeful sampling was used to find participants to meet the guidelines set out in the study. It is based on "... the assumption that the investigator wants to discover, understand and gain insight and therefore must select a sample from which the most can be learned" (Merriam 2009:77) and because in qualitative research the researcher must select a group that has the knowledge she wishes to understand (Miles and Huberman 1994:27). The participants for this study met the outlined criteria, and were chosen for their experience and competence in the area of university management and leadership.

All the participants were women who ranged in age from their early 50s to their late 60s. Eighteen of the nineteen participants hold PhDs and all are researchers with extensive publication records. Approximately half of the study participants was married or had a

long term partner and 75% of the women had children. All of the women in the study were white Anglo Saxon in ethnic background. There were no women of colour in the group, other than myself.

The range of the management position was from Dean to University President, with twelve of the participants serving at the Vice Provost/ Provost position (also called Vice Chancellor or Chancellor). Most of the participants had far more than three years of experience with the median number of years being 17. As such, the context of the study was exactly the same, a woman in a senior management position in higher education, but entirely different in that every country has its own university context and cultural context (as discussed in Chapter 2, above).

4.7.3 Data Collection Method - Interviews

For the purposes of this study interviews were chosen as the most appropriate data collection method to use within the Interpretive Paradigm. Interviews have “long been a useful data gathering tool” (Charmaz 2006:25). Interviews are “one of the most common and powerful ways in which we try to understand our fellow humans” (Fontana & Frey 2005:697), because interviews allow us to “collect data from a large number of people representing a broad range of ideas” (Merriam 2009:88) for the “purpose of obtaining descriptions of the life world ...with respect to interpreting meaning of the described phenomena” (Kvale 2007:8).

Interviewing is defined as “ a process in which a researcher and participant engage in a conversation focused on questions related to a research study” (Merriam 2009:87), “a conversation with a purpose” (Wellington 2000:71), and a “directed conversation”

(Lofland & Lofland 1995:21) which allows for an in-depth exploration of a particular topic with a person who has had relevant experiences (Charmaz 2006:26). Since interviews do their best to elicit and uncover the stories of the study participants so that we can hear the “truth” in the stories they tell. To sum it up, “the combination of flexibility and control inherent in in-depth interviewing techniques fit grounded theory strategies for increasing the analytic incisiveness of the resultant analysis” (Charmaz 2006:29).

4.7.3A Drawbacks to using Interviews

Some of the main drawbacks in this type of data collection are: participants possibly feeling defensive when being interviewed about their work, participants trying to please the interviewer or show themselves in a positive light, and the formality of the interview process itself leading to stilted results (Woods 1985:14). An additional factor is that all people are not equally articulate (Creswell 2003:186). Because the participants in this study were all researchers themselves who worked at the university level, the issues raised by Woods and Creswell seemed to have little significance to the interviews conducted. All the participants were very comfortable with the interviews process and being recorded for the purpose of research. All were highly articulate and knew what to expect of the interview procedure. Instead, a more pressing issue was that of interviewing elite participants (Gronn 2007:189). Developing a rapport and asking the right questions (Ribbins 2007:216) were of greater significance to me as the participants could judge me as novice researcher a due to my status as a PhD student. In all fairness, given the nature of the topic, I believe that the interviewees were, if anything kinder to me than they would have been to a more experienced researcher as they have all worked with PhD students themselves.

As such, going into any interview situation aware of the possibility of bias, in conjunction with the careful listening, reading, and analyzing the data by the researcher ultimately overcomes the hindrance of self reported success or failure on the part of the interviewee. This was especially important in conducting these interviews where the participants themselves may have conducted research in the same area and were highly skilled in qualitative research. Another consideration on the part of the researcher to overcome the possibility of the interviewee showing themselves in a positive light, is the careful formulation of interview questions prior to the interview which “substantially reduces the possibility of interviewer bias and increases the comprehensiveness and comparability of interviewee response, facilitating final data analysis” (Ribbins, 2007:210) Nothing can replace the active awareness and use of critical thinking on the part of the interviewer to overcome this potential research flaw.

4.7.4 Interview Design

The most common way of deciding which type of interview to use is by determining structure (Merriam 2009:89). This study utilized the semi-structured interview for several reasons. First, the study participants themselves are all highly skilled researchers so using a structured interview technique may have actually constrained the data collection. Second, I required specific data from the study participants in order to answer the proposed research questions for the study. Finally, the semi-structured interview was selected to allow for flexibility in the study so that as an interviewer I could change the direction of the conversation to follow the participants’ train of thought (Charmaz 2006:26; Merriam 2009:89; Wellington 2000:75).

The interview guide was developed by formulating a set of key questions (Patton 1990:276) which were reworked to ensure that they were open-ended (Wellington 2000:77), and would yield strong data (Merriam 2009:99). Question types included the hypothetical, the devil's advocate and the ideal position questions (Merriam 2009:98). As the interview was semi structured in design, all questions were used as guideline for the interview, which ensured that the researcher and the study participants had considerable flexibility during the interview (Seidman 2006:19) so that additional probing questions could be asked if required.

The questions were grouped by theme: leadership, motivations and strategies, and mentoring. The main purpose of interviewing the participants was to allow for a personal re-telling of their history and to discover the perspective participants had through revelation of their career history (Woods 1985:17). In asking these questions, the thoughts, feelings and attitudes participants held toward leadership and mentoring, and the reasons they continue to work in a difficult field were sought. (See Appendix 4 for Interview Questions).

4.8 Procedures For Data Collection

The study followed a qualitative method utilizing 19 semi structured face to face interviews (McDonough and McDonough 1997:182, Wellington 2000:74, Ribbins 2007:209). The participants in the study were women holding positions from the level of University Dean to University President with the majority of the participants holding the office of Vice Chancellor/Provost. Eighteen were interviewed individually, face to face,

and one was interviewed over the telephone with each interview taking between 2 and 2.5 hours.

The interview data was digitally recorded and then transcribed. All transcriptions were then returned to the interviewees so they could check the transcript of their interview for accuracy and make any changes if they wished. Participants were also given an opportunity to withdraw from the study if they chose, in order to allow for the establishment of a trust between the researcher and the participants (Woods 1985:15). A copy of several interview transcripts may be found in the Appendix.

Because twenty interviews were conducted, with some interviews occurring on the same day in different locations, it was very difficult, in some cases impossible, to immediately transcribe interviews from memory and be accurate. In addition, the participants in the study were all experienced researchers themselves, which made the utilization of a recording device more feasible than it would have been with a general population and random sampling, since the participants themselves understood the nature of the inquiry having done such research themselves.

Diffusing the issue of pleasing the researcher or having participants attempt to show themselves in a positive light was addressed by analysis of the responses to questions. As Gronn states in discussing interviews with leaders, "... the use of interview data should ultimately be treated with skepticism... based on the romance of leadership that often exists" (2007:195). However, he goes on to state that "... awareness of RoFL [romance of leadership] might facilitate a more sensitive understanding of... interview derived leadership research data" (2007: 202). It is ultimately researcher discrimination

which determines the value, honesty or integrity of the response (Danzig 1999:119). In grounded theory, this is could also be considered a part of theoretical sensitivity. In addition, the fact that the participant sample in this study was exclusively made up of highly experienced researchers currently working at universities, the thought that they might be answering questions to please a PhD student researcher is also unlikely.

In order to combat the difficulties outlined above, interview techniques used were outlined in the literature (McDonough and McDonough 1997:187, Woods 1985:23, Seidman 2006). Interviewees selected the setting, and time of the interview. A short period of small talk was initiated to relax the participants (Kvale 2007:8) and, as the flow of the interview continued, interviewees relaxed and became more open when discussing situations and experiences. Open ended, probing questions were asked to elicit information on the selected topics and follow up questions were added to help elicit rich descriptions (Ribbins 2007:215). A copy of the final interview questions can be found in Appendix 6.

4.8.1 Process of Data Analysis

In grounded theory the analysis of the data is ongoing, with the data collection and data analysis informing each other over the course of the study (Charmaz 2006:28). The data is initially collected following guiding thoughts or research questions and is collected further as themes emerge from the data. Each subsequent incident of collection, in this case an interview, is used to look for additional categories in the data and to reinforce the existing categories.

It is of the utmost importance that the categories are allowed to emerge and that theoretical concepts (gleaned from the researcher's previous reading of the literature)

do not force the data to fit a preexisting idea. Thus it is considered that Theoretical Knowledge forces the data, but Theoretical Concepts "... help the emergence of suitable theoretical categories from the data" (Kelle 2007:206). Although various studies have claimed it has deductive logic as part of the process, modern GT is considered mainly an inductive method (Denzin & Lincoln 2005:24, Creswell 2003:132, Charmaz 2006:188).

The understanding of the emergence of themes occurs through what is known as theoretical sensitivity on the part of the researcher. Theoretical sensitivity is the ability to the researcher to identify and develop relevant phenomena in the data (Charmaz, 2006:136, Kelle 2007:211) and to continue to find emerging themes from the data which leads to the development of a core category, which, in turn, leads to the development of a new theory.

4.8.2 Theoretical Sampling

Theoretical sampling is when a researcher uses the data gathered from initial interviews as starting point to develop categories and then uses further interviews to explicate the developing categories in the research (Charmaz 2006:100). It is used in a grounded theory approach and is theoretically driven by "... the conceptual questions not the representativeness..." (Glaser and Strauss 1967:47) seen in other qualitative research. This means the researcher must use additional sampling to find different instances of the construct she is examining and is able to use these to reflect the qualities of the participants' experiences (Miles & Huberman 1994:29, Charmaz 2006:101). Theoretical sampling is used as a continuation of the development of a category or as a way of

finding additional information to develop a property of an emerging category (Charmaz 2006:103).

As the collection and the analysis of data are twined together in GT, the additional sampling occurs as a result of previously collected data. In this way the researcher fills in the gaps in the analysis and saturates the categories she has developed.

Figure 4.1, below, shows an example of one of the memos drawn/written as part of Theoretical sampling in this study. The categories have begun to emerge from the data and will be further defined as the coding, memoing and constant comparison in other interviews continues, as discussed in 4.8.3, 4.8.4 and 4.8.5, below.

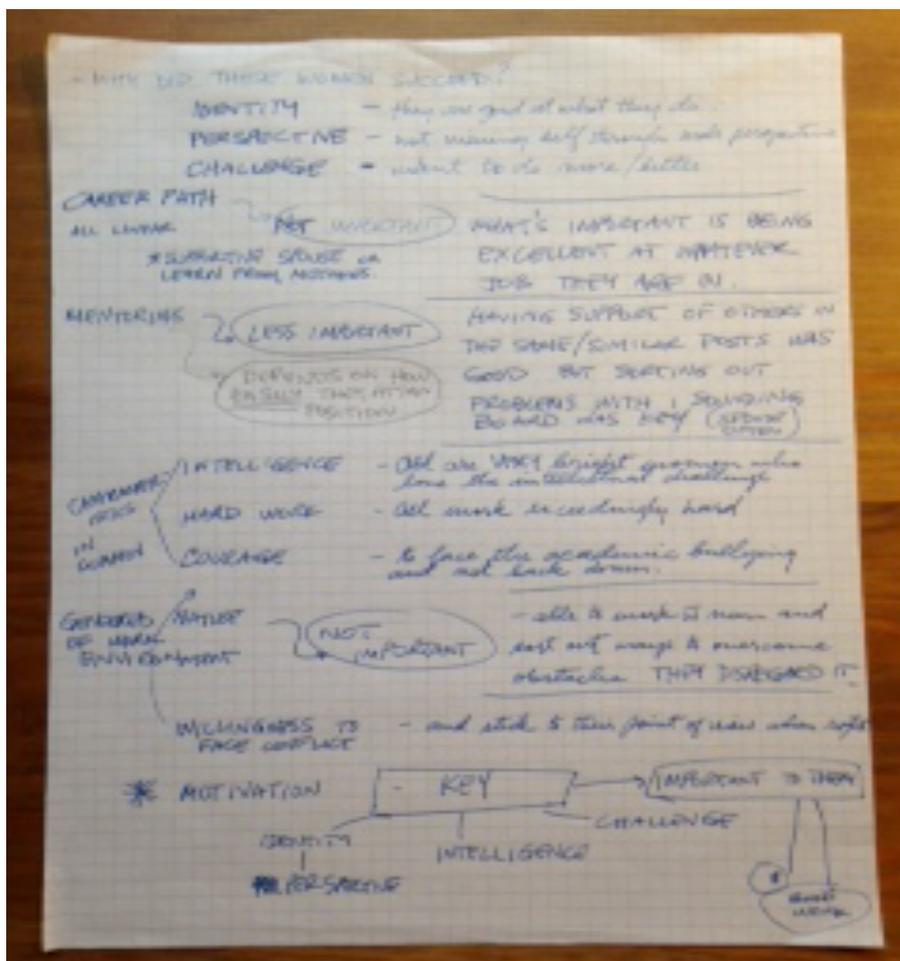


Figure 4.1. Example of analytic memo used to help develop categories

4.8.3 Coding

Coding is a way of breaking down and summarizing the data gathered by assigning words, known as codes, to what a researcher considers significant information in the data. “A code in qualitative inquiry is most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing and/or evocative attribute for a portion of language based or visual data” (Saldana 2009:3). The development of categories comes through the use of coded data and categorized information leads to themes or concepts from which a theory emerges (Urquhart 2001:136). Coding is usually done in an initial and secondary coding cycle that goes on concurrently with writing analytic memos and throughout the process the researcher compares “data with data and then data with codes” (Charmaz 2006:44).

This study follows the two cycle coding process outlined in 4.7, above. First cycle coding was done utilizing In Vivo coding, where the researcher utilizes a word or short phrase from the actual language found in the qualitative data record: usually the participants’ own word (Saldana 2009:74, Charmaz 2006:55). In Vivo codes are “characteristic of social worlds and organizational settings” (Charmaz 2006:56), and are considered to be “appropriate for virtually all qualitative studies... particularly for beginning qualitative researchers” (Saldana 2009:74). In this study, the first cycle coding was done manually as “line by line coding” (Charmaz 2006:50), which means that the coding came out of line by line analysis, not the formal line by line fracturing outlined in FGT. Manual coding of the data was implemented using colours to mark the different In Vivo codes and by making notes in the columns of the transcriptions. Key to

colour coding of transcripts is found in Appendix 5, and exemplars of the colour coding and notes on transcripts can be found in the Appendix 6.

An example of a theme that was developed through the use of In Vivo coding was “academic bullying.” The phrase “bullying” was used by several participants in the study to describe what went happened to them in “academic meetings” when they began to assert their authority, (demonstrated in the text of the transcripts provided in Appendix 6). The data revealed that many other participants were describing the same bullying events in their discussions. The theme was then named “academic bullying” based on the In Vivo coding.

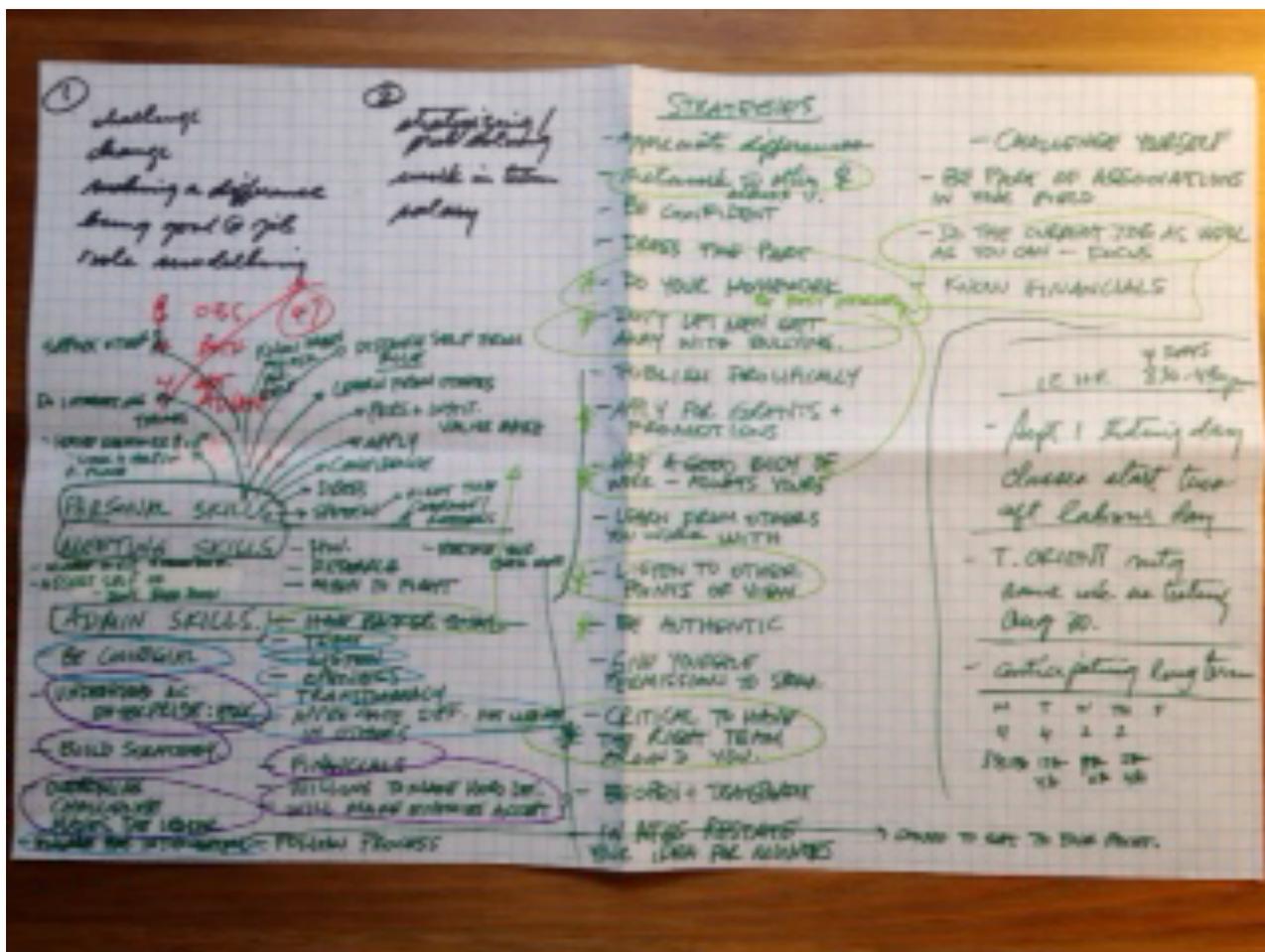


Figure 4.2. Graph amalgamation of Focused Coding

The Second Cycle coding utilized was Focused Coding. In Focused Coding, the researcher seeks out the most significant/frequent Initial Codes to develop categories (Charmaz 2006: 57; Merriam 2009:186; Saldana 2009:155). The categories must represent the information garnered from the data and must not be selected to fit a preconceived notion (Saldana 2009:158). An additional factor to be considered in Second cycle coding is the use of Analytic Memos to help the researcher discern the categories. It is often within the analytical memos that pre-writing and diagramming of category begins (Saldana 2009:186). The use of Memos in the study will be discussed in greater detail in Section 4.8.2 below.

In Figure 4.2 above, the coding diagram illustrates how the In Vivo code of academic bullying, became part of the larger category of Challenges and Strategies. As constant comparison and analysis of the data continued, it became clear that academic bullying was part of the larger category Challenges and Strategies, which in turn, developed as part of the core category Professional Skills.

As discussed in 4.7.4 above, in this study the data took the form of intensive interviews of different women in positions of leadership at universities in four different countries: Canada, Great Britain, Australia and the United States of America. The analysis of these interviews began as the data was collected, with each additional interview adding to the emerging themes developed from previous interviews. Constant comparison began with the first set of completed interviews and continued throughout the data collection process.

It was during the initial phase of data collection that the In Vivo coding began. The phases of focused coding and theoretical coding continued with the deeper analysis of data, as demonstrated in Figure 4.1, 4.2, above and 4.4, below. While some literature on the question of recording interviews in grounded theory method is negative (Glaser and Strauss 1967:17), other researchers have yielded to the use of recorders for the sake of accuracy. (Urquhart 2001:130, Charmaz 2007a:512; Creswell 2003:65).

For the purposes of this study I determined that the benefits of using a non-invasive recording device outweighed the possible negative influence of being recorded. This method did not strictly adhere to the Glaserian model, since analysis secondary and tertiary analysis took place after the interviews were complete, however I considered recording the interviews to be of utmost importance to ensure accuracy of the data. Therefore, I would argue that this use of recorded data actually strengthened the analysis because the review of transcripts and interview data allowed for pauses which created more time for in-depth, thoughtful analysis to occur. The combination of coding and analytic memo writing can lead the researcher to a more theoretical level (Saldana 2009: 184), from which leads to an understanding of interrelationships or a new theory (Merriam 2009:192).

4.8.4 Saturation Point Of Data Collection

Theoretical saturation occurs when the categories a researcher has developed reveal no new properties within a category emerge in the patterns (Glaser 2001:191). This process of reaching saturation has been discussed and argued within the literature since the concept originated with many researchers feeling that the repetition of

patterns equals saturation, however, the definition of saturation as “the repetition of properties within emerging patterns is now considered accurate” (Glaser 2001:190, Charmaz 2006:113, Merriam 2009:80, Morse 2007:242) and was used as the definition for the purposes of this study.

The saturation point of theoretical sampling poses a difficult issue for researchers, especially when using grounded theory in the course of a doctoral dissertation: that of an appropriate sample size. While on the one hand no one can predict when theoretical saturation will occur, for the purposes of a thesis proposal, an initial sample size must be determined in order to get approval to continue. This has been considered a difficulty of GT when doing a doctoral thesis. It is generally overcome by suggesting a base sample number in the proposal with the understanding that number may be slightly higher or lower than originally anticipated (Charmaz 2006:100, Urquhart 2007:352, Hood 2007:161).

As discussed above in 4.7, Sampling, the number of participants for this study was initially determined as twenty, five from each country, as I hoped that by this point saturation would occur. It was understood that additional participants would have to be recruited if saturation had not occurred, but the utilization of Grounded Theory methodology meant that the pre-determination of a saturation point within the data collection would be difficult, if not impossible (Stern 2007:118, Dey 2007:185, Wellington 2000:138, Morse 2007:231, Charmaz 2006:115). The literature suggested that a number between 15 and 25 participants would probably be necessary (Wellington 2000:139, Seidman 2006:53, Miles and Huberman 1994:30, Charmaz 2006:114) and I

decided that a number at the mid-point of the suggested sample sizes would be a good starting point.

When looking at the total number of cases for each country this gave a very small sample size, however when considered a whole, the sample size could even be considered as unwieldy (Merriam 2009:80, Miles & Huberman 1994:30). In addition, Stern cautioned against collecting huge amounts of data saying that "... the sample for GT needs to be representative, but it is unnecessary and perhaps defeating to collect huge amounts of data" since the larger amounts of data "... tend to go unanalyzed or overwhelm the researcher" (2007:117).

Because of the international nature of the study, the need to schedule interviews with women over a relatively short period of time in each country, and the number of interviews considered necessary as defined by the literature, I decided to begin with a starting point of twenty participants and as the interviews continued, determine if additional interviews were necessary after the ongoing analysis and emergence of themes and categories from the data occurred. After careful consideration and ongoing evaluation of the research, it was determined that no new categories were emerging after the nineteenth interview was complete and that pattern repetition had occurred so additional interviewing would not be necessary.

4.8.5 Memos

In this study memoing occurred immediately after each interview, during the process of data transcription, and during data analysis. Some of the memos took the form of charts or diagrams that helped me to establish relationships and develop categories while

other memos were made in the form of handwritten notes. The memos were kept in separate notebooks; one assigned to each country, and were then amalgamated onto large sheets. An example of analytical memo is given in Figure 4.1, above. Examples of the notebooks, memos and graph paper amalgamation sheets are provided below, in Figure 4.3, 4.4 and Figure 4.5, below.



Figure 4.3 Notebooks by country, used for memos

The interviews were listened to cyclically and additional information in the form of concepts arose and were noted. The categories emerged as the data was being collected, and full development of the categories occurred as the interviews were listened to repeatedly and the transcriptions were read. The memos developed during the analysis of the data did lead me to change the process of questioning and eliminate one question from the guide entirely. In addition the wording of several other questions was modified to make the questions more streamlined.

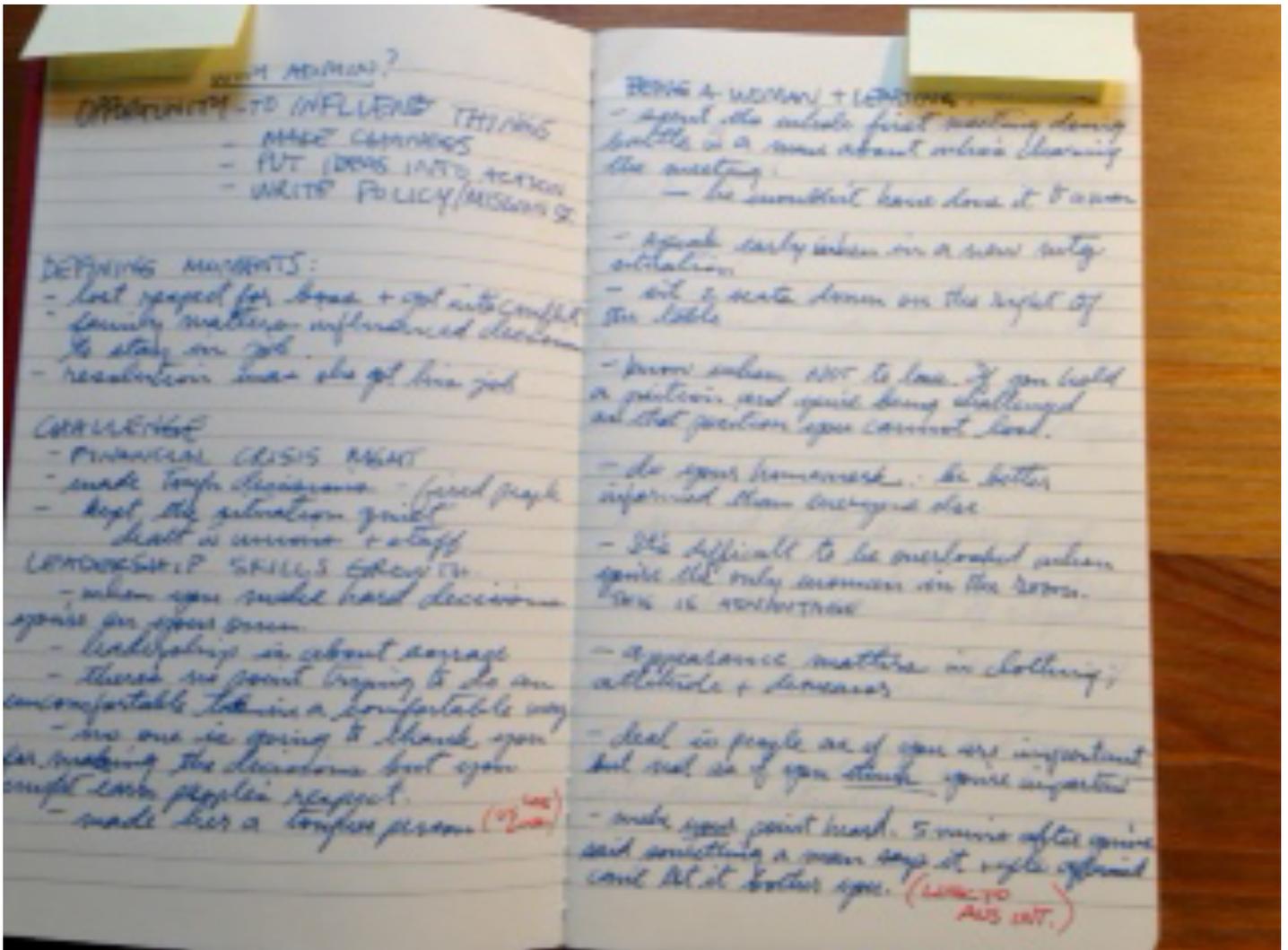


Figure 4.4 Example of initial memos made in a notebook seen in Figure 4.3

In addition, the memos provided me with a pattern of information that led to the development of concepts during the process of analysis. As discussed above, all memos were kept first, in hand written format in notebooks. Each country was assigned a notebook and each interview from that country was memoed in those books. A page of notes from one of the notebooks is shown in Figure 4.4, above. The memos gave rise to the concepts and categories that emerged as the data was analyzed. These emerging ideas were then diagrammed to aid the researcher in her attempt to find a

core category and an overall theory. The chart provided in Figure 4.1, above gives an example of the initial categories of challenges and strategies that came from the raw data. Each category was then colour coded (as shown in Figure 4.5, below,) and tabulated according to country and to the group as a whole.

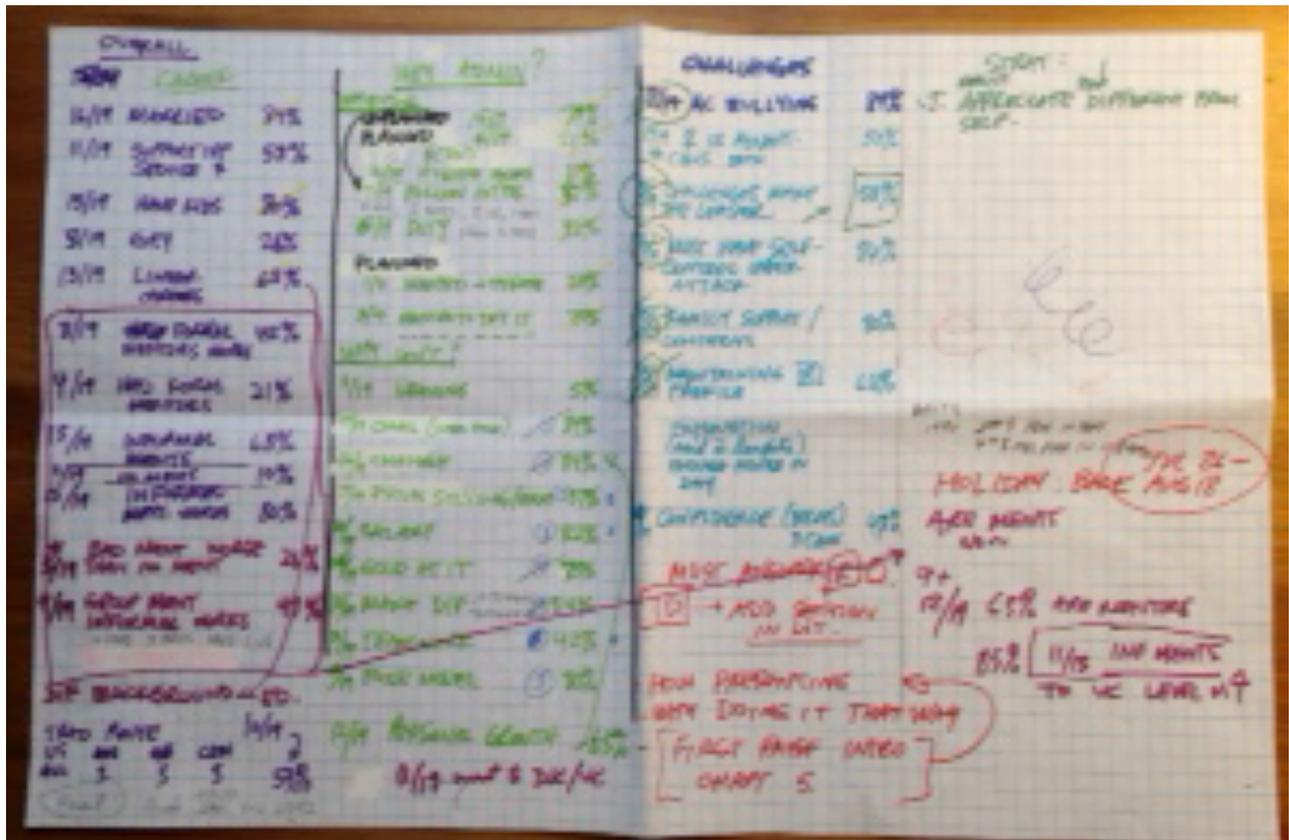


Figure 4.5 Colour coded categories on large graph amalgamation

As the categories continued to be compared, specific challenges and strategies emerged until ultimately the categories were finalized. Raw data from the interviews within each category was written onto index cards and glued to large format boards by country and study participant. (A copy of the large boards used for comparison and colour coding of data is provided in Appendix 7.) Through the continued comparison

and analysis of the categories, the core categories of Identity, Personal Skills and Professional Skills emerged.

4.9 Trustworthiness Of The Study

Because qualitative research often deals with human perspective and the study of why and how people interact with the world around them, the trustworthiness of the study and the researcher are imperative. Trustworthiness is determined by credibility, dependability and transferability (Miles and Huberman 1994:278, Lincoln and Guba 2005:205, Merriam 2009:209, Yin 2009:41).

There are two parts to credibility in Qualitative research: the accurate reflection of reality in data analysis of the study and the credibility of the researcher herself (Merriam 2009:213). Together these two elements provide a base of trustworthiness from which the reader may feel secure in the results presented to them.

The credibility of a qualitative study hinges on the meaning of reality and asks if the "... investigator is measuring what they think they are measuring" (Merriam 2009:213) or the "truth value" of the study (Miles and Huberman 1994: 278). The data analysis process should "...reveal a believable link between what the participants expressed and the themes and codes that emerge. The accuracy of this process for both the readers and participants creates a measure of credibility (Jensen 2008:139). There are many methods used to ensure credibility including: triangulating data, providing thick, rich description, presenting negative information, and spending prolonged time in the field and using an external auditor to review the entire project (Creswell 2003:196).

In this study credibility was ensured by triangulating data through the use of multiple sources in different countries and by comparing the analyzed data with existing literature. Providing rich description and ensuring the voice of the participants could be heard in the analysis, and by using an external auditor, in this case a doctoral thesis advisor to review the material were additional methods of ensuring credibility.

4.9.1 Reflexivity

In qualitative research the trustworthiness of the researcher is significant because of her role in the study. It is important to remember that "...data do not speak for themselves; there is always an interpreter, or a translator" (Ratcliffe 1983:149). As a researcher's framework and positioning "both reveals and conceals meaning and understanding... the choice of a theoretical framework clearly delimits a study" (Mertz & Anfara 2006:193). The researcher must demonstrate reflexivity, by considering and critically reflecting on her own point of view and role in the study.

In this study, the reflection on my position was done early on and described in the Introduction. As the study was qualitative in nature, I did not come to the table with a pre-determined set of ideas about what I would find, instead, guided by my own experiences as a manager in an academic setting, I sought to discover what other women who held higher positions at universities did to accomplish their goals and attain higher postings.

I undertook this study because I wanted to discover why some women succeed while others fail, and how we could change things for the better for other women who found

themselves suddenly in a position of leadership with very little support. I wanted to know why there was so little support and how we could work to change that, especially in a university context, a place of gaining knowledge and insight for personal and professional betterment.

I identify as a feminist, post modern, critical theorist, working in qualitative research. In understanding my own position in the field of research I am able to ask questions and let the participants' views come through in the data. In knowing my own perspective I can see and appreciate others' without having to force my views upon the information gathered.

4.9.2 Dependability

The dependability of a study asks whether the results of the study are consistent with the data gathered. The results must make sense and be consistent and dependable (Merriam 2009:221, Miles and Huberman 1994:278). In order to develop the dependability of this study, I framed clear research questions, described my role in the process of the study, and ensured the findings demonstrate parallelism across respondents. (Miles and Huberman 1994:278). In addition, the researcher collected data across a large range of respondents in order to ensure the dependability. Also included in the study is outlying data in which a smaller segment of the sample did not agree with the larger group. I've made every effort to ensure that the voices of all participants are heard clearly.

4.9.3 Transferability

The transferability of the study relates to how well the study can be generalized to other situations or groups (Merriam 2009:224, Miles and Huberman 1994: 279, Yin 2009:43). Guba and Lincoln (1985) state that the investigator needs to provide sufficient descriptive data to make transferability possible and that the real burden of which lies with the party who wishes to generalize, more than with the original researcher (1985:298). Another conceptualization of transferability is that it is impossible in qualitative research since the worlds being observed are constructed (Donmoyer 2008:372). The transferability of this study is high for a qualitative study of a sample size of twenty because of the international nature of the study, and the similar occupations of the participants.

4.9.4 Ethics And Confidentiality

Ethical consideration of study participants is crucial in qualitative research (Miles and Huberman 1994:291, Yin, 2009:73, Merriam 2209, 231, Stake 2005:459). Participation in studies must be voluntary, participants should be made aware that they can withdraw from the study at anytime and informed consent on the part of the study participant must be outlined. In addition, the participants should be made aware of the nature of the study and any risks they may incur. In this study, all of the above criteria were met. The participants were given information in advance of the study, asked to sign consent forms, had transcripts of their interviews returned to them for verification, and were provided with the opportunity to withdraw from the study if they so desired. None did.

All the participants signed consent forms set out by the University of Exeter. In some cases, this proved to be a stumbling block as I gave assurance that participants in the study would be anonymous. By asking them to sign a consent form that would be kept on record, their anonymity was at risk. Several participants asked that the forms be kept in confidence. The forms have all been safely stored in a locked filing cabinet in case they are ever needed. In addition, all the participants had been contacted by e-mail and invited to participate, they had consented and agreed to the terms of the study in writing by affirmatively answering the e-mail sent to them. Copies of the email request to participate in the study and the consent form are set out in the Appendix.

Since the study participants were all women working in universities and were all highly experienced researchers, they were well informed and understood clearly that they were participating in a qualitative study and that their confidentiality would be provided. In order to ensure the confidentiality of the participants, all the names of the participants were changed and the universities at which they worked were not named. The countries in which they lived and worked are given for comparative reasons as were the descriptions of the university context.

4.9.5 Limitations of the study

As discussed above, the study follows a grounded theory case study approach to collecting data and interpreting results. As is the case with interpretive data collected in a small scale study it is difficult to generalize to the whole population from the results.

In addition, the researcher's own position in the study plays a role in data collected and the interpretation of that data. As a constructivist, my own attitudes and perceptions must be considered. Having a view to critical theory also influences the study but in

acknowledging my own agenda, the overall awareness of those concerns should overcome any imbalance in this regard.

Grounded Theory itself may be considered as a limitation of the study as it is generally thought that the best way to learn grounded theory is by *doing* grounded theory (Glaser 2007:98, Strauss and Corbin 1993:154, Charmaz 2006:iv, Kelle 2007:203, Stern 2007:118), It is often considered an art rather than a science. This idealized way of thinking made it difficult to find a good description of how to actually conduct the inductive method (Charmaz 2005:500, Bryant & Charmaz 2007:8, Urquhart 2001:105, Morse 2007:229) but descriptions and examples of coding by Urquhart (2001), Charmaz (2006), Saldana (2009), and Dey (1993) proved to be invaluable assets, as did the quality of the study participants.

Finally, the participants have been selected to be part of the study and as such there may be a bias since they were not randomly selected. A random selection of the populace did was appropriate as the total number of woman in higher education management is very small and using a random sampling would negatively limit the sample size. However, since in grounded theory, as in qualitative research in general, the researcher must recruit intentionally and select a sample purposefully in order to find participants who know the information sought (Morse 2007:232, Kvale 2007:20 Seidman 2006:53), this selection of participants is turned into an overall strength of the study. It must also be noted that the participants in the study were the women who had the time and inclination to help a student with her doctoral research. Other participants may have provided different perspectives that cannot be included here.

CHAPTER 5: FINDINGS AND DISCUSSION

The Findings and discussion of the data collected and analyzed is presented in this chapter. The analysis of the information gathered through interviewing the participants focused on answering the research questions:

1. Why do women become leaders?
2. Why do women who are successful in management positions stay in leadership and continue to advance?
3. What strategies have women developed to overcome leadership challenges?
4. Has mentoring been an effective tool for the development of leadership skills in current women leaders?

As discussed in the Chapter 4 Methodology, the data were analyzed for patterned regularities (Wolcott 1994:33) following an inductive approach to gaining knowledge (Dey 2007:168) and by utilizing methods of constant comparison and theoretical sampling in analyzing the data (Glaser and Strauss 1967:105). The data is presented according to the research questions, within which themes that arose in each area are presented and discussed.

5.1. Why do women become leaders?

This research question seeks to examine the reasons and motivations current higher level managers have for going into leadership when so many other women fail to do so (Yoder 2001:815, Vinnicombe and Singh 2003:303, Eggins 1998:22, Kolb et al 2004:2).

5.1.1 The Reasons Women Enter Leadership Positions

The study participants fell into two groups when discussing reasons and motivations for entering leadership: eighty percent of the participants who felt that they had not consciously chosen to enter leadership positions and the remaining twenty percent who had made a choice to enter the management field. Additional reasons for entering leadership were also discussed within the two main categories. Finally, it was discovered that cultural factors were an overlying element in women’s decisions to enter leadership roles. All of these factors are outlined in Figure 5.1, below.

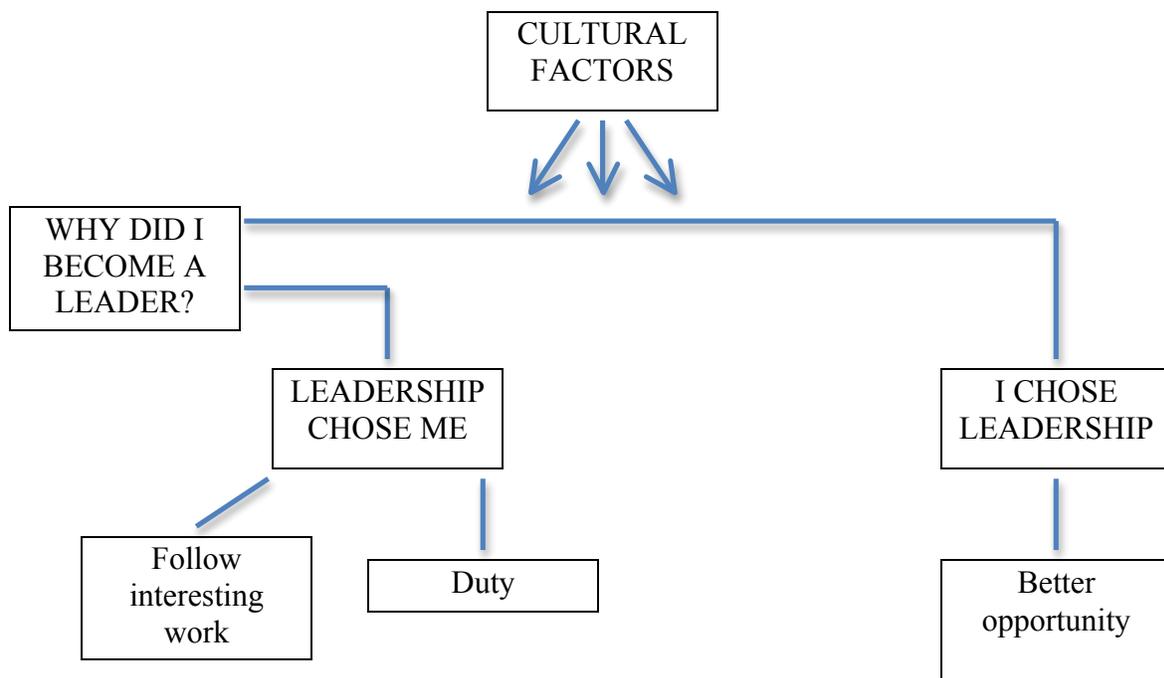


Figure 5.1 Reasons women enter leadership positions

5.1.2 Leadership chose me – 80% of participants

Eighty percent of the study participants did not plan a career in leadership and felt that they did not choose to enter into management roles. For example, none of the British participants expressed an interest in attaining management positions in universities. “I

was never interested in admin. Never (laughter) but I was very, very interested in sociology” (Adele:1, Appendix 6). Christine explains that she had her career trajectory as an archaeologist planned out but that failing to get a job sent her in another direction.

“There was a setback that set me on the university track. The one post in my field came up in about 1975 and I didn’t get it. The girl who got it is still in it. At that point I realized that I could either go somewhere else or stay where I was, but the head of my college suggested to me that I might enjoy doing something else going alongside teaching and research, and that was the point I think, where the administration part took off (Christine:2, Appendix 6).

June suggests the term management wasn’t one she used; she only performed the actions of a manager and moved in that direction. “I was always good at organizing things and was always involved in lots of leadership positions in professional societies, but I never thought of that as administrating particularly.” (June:2)

When participants were asked about whether they chose a career in higher education management their responses were “the job chose me” (Lydia:2; Appendix 6 Bella:2), “as my job changed I grew into the role” (Estelle:3, Appendix 6; Ruth:2), “I fell into administration” (Jessica:3; Mary:2). This is consistent with the literature which states that the majority of women fall into management positions without planning to enter in the field (Blount 1999:57; Shecklehoff 2007:140; Waring 2003:37; Madsen’s 2007a:2).

Of the eighty percent of women who had not planned a management career, thirty-seven percent of the “job chose me” participants cited following interesting work as the main reason for entering into management. This coincides with the literature regarding reasons women enter management positions Blount 1999:57; Shecklehoff 2007:140; Madsen 2007a:2). As Jessica states,

“This job [pro vice chancellor] was never something I aimed for. If you asked me at the University of X what I wanted, I’d just have said a tenured lectureship.... I never thought in my career, I really want to do this. It has always been ‘Ah, this looks interesting. I’ll give it a go’” (Jessica:2).

This sentiment of doing interesting things is echoed by Zoe who adds, “I was never really interested in administration but at Lab X I was asked to do interesting things, so... I did” (Zoe:3).

Continuing to do what they enjoyed, led the participants to management and positions of leadership. This coincides with Madsen’s 2007 work suggesting university presidents seem to fall into new and more challenging positions as they continue in the field (2007b:3).

5.1.3 I Chose Leadership –20% Of Participants

The main motivations given by the women who actively chose to enter management were those of wanting to try something new, and wanting to get away from negative ‘hygiene factors’ in the job they had held in their previous postings. Their choice to enter into a leadership position contrasts with much of the literature stating that women do not choose to enter into management roles (Rusch and Marshall 2006:233; Wilson 2005:235).

Of the 20% of study participants who “chose the job” the majority of these felt that “hygiene factors” (Herzberg; 1987) were a great influence. While these factors, such as low pay or long hours, are generally attributed to the cause of women leaving higher level management positions, in the case of many of the Canadian and American study

participants, they had the opposite effect and were motivation to advance to higher level jobs which contrasts the literature.

Barbara came into academia after working in business for the first two years of her career.

“I worked in the lab and then got into the business of agriculture. I then got much more interested in the whole area of outreach, especially since companies at that time we also interested in connecting with the communities. ... I moved to XXX College where I was the coordinator of Agricultural programmes. And we began looking at different programmes to help more people, and especially more women, in farming, and that led me to want to make sure there were courses in place” (Barbara:1).

For Mary it was also a different experience that led to a similar position. She explains,

“I was always annoyed with things when I saw they could be done better. If we would only make some simple changes we could benefit the students more. I moved into administration quickly in the art department and became the vice president of the association for art because I saw ways to make things better” (Mary:1).

While only Barbara planned on going into a management role as a career choice from the beginning, both Lydia and Mary made active decisions to go into management for reasons of challenge and duty. As Lydia states,

“When I went into administration it was a very conscious decision. ...our Dean’s job came up and I always had a keen interest in what was going on in our faculty. Nobody internally was putting their name forward for the job and I thought it reflected badly on our faculty and management of our school, so naively, I threw my hat into the ring and I got shortlisted which shocked me” (Lydia:1, Appendix 6).

Even though the reasons these women have given parallel that of other study participants, the active decision making on their part of the differs significantly from all other women in this study and from the literature which states that women generally fall

into management positions (Blount 1999:57; Shecklhoff 2007:140; Madsen 2007a:2). It does however concur with the motivations outlined by Astin and Leland who state that “the need to make a difference” and “having a passion for social responsibility” (1991:66) are motivating factors for women to enter into management ranks.

5.1.4 Cultural Factors

Based on the recurrent themes that emerged from the data, the women in each of the four cultural groups gave a different follow up reason for entering into management after their initial falling into leadership roles or choosing leadership roles as discussed in 5.1.1 and 5.1.2 above. Cultural reasons given by participants are outlined in Table 5.1, below.

Country of Participant	Secondary reason for entering management
America	Move into positions for work ‘hygiene’ reasons – better salary, hours, etc.
Australia	Follow work that is interesting
Great Britain	Duty/responsibility to take over role
Canada	Try it and see if they like the work

Table 5.1. Cultural reason for entering management by country

As demonstrated in Table 5.1, above, an overall motivation to enter into management positions varied by cultural group, which was an unexpected finding. While all of the groups were English speaking, their cultural backgrounds had a great influence on their motivation. While there is minor overlap between the cultural groups, for example, one of the Canadians entered management for reasons of duty, the breakdown of reasons along cultural lines is otherwise very clear. While, this is consistent with the literature which states that that women do not choose to enter into management roles (Blount

1999:57; Shecklehoff 2007:140; Madsen 2007a:2, Porat 1991:412), the study participants having strong motivations within their cultures for continuing in the field appears to be a new finding when broken down along cultural lines.

The American participants looked at the position one higher than the one they were in and thought about the difference in work hours and salary. They then made a decision to move to a higher level for the very factors that the literature says causes women to leave management position (Herzberg 1987:112).

Both Bridget and Perry suggested that in their field of student services when at the lower echelons of management they worked very long hours (including evenings and weekends,) and were paid quite poorly. However, instead of leaving the management positions they held, they looked at the person in the position above them and perceived that they would be better off if they moved into that higher management position.

“I remember very pragmatically thinking, that as dean of students, I was working 24/7. I was getting calls in the middle of the night and there was a fight in the fraternity house and I was I stopping in at the dance and homecoming I was up two nights straight. I remember thinking, you know, that vice president is making a whole lot more money than me and I’m working just as hard, if not harder, than he is... so maybe moving up isn’t such a bad thing.” (Bridget:5)

The Australian participants went into management because they followed work that looked interesting to them. They did not consider advancement as the Americans did, but looked to follow work that they thought would be interesting to pursue. As Jessica states,

“This job [pro vice chancellor] was never something I aimed for. If you asked me at the University of X what I wanted, I’d just have said a tenured

lectureship.... I never thought in my career, I really want to do this. It has always been 'Ah, this looks interesting. I'll give it a go'" (Jessica :2).

Serena echoes the sentiment saying she has "...always done interesting things..." (Serena:3, Appendix 6), and Zoe who adds, "I was never really interested in administration but at Lab A I was asked to do interesting things, so... I did" (Zoe:3). As the Australian participants continued doing what they enjoyed, it led them to management and positions of leadership.

The British participants, on the other hand entered management roles because they felt it was their duty to take a turn at management. In the British university system, once one is made a full professor, they are expected to take a three year term as Department Head/Head of School. When asked to take their turn, the British women felt that they did not want to shirk their responsibility.

"In the school of education, when I became a professor, someone turned around and said, 'well it's your turn to be head of school, I've already done my stint.' That's how it's generally done here. You take a 3 year stint each and rotate it around each of the professors. I thought, 'oh, ok. I musn't pass it up if it's my turn' (Adele:2, Appendix 6).

Fern explains that it took some effort to get her started in a management role at the university.

"I had to be persuaded to become head of school by the DVC. [I said yes because of] A sense of responsibility: duty, really. And to an extent, the sense that I knew I'd be able to do it.... so it's much harder to say no then because it feels like you're turning someone down for selfish reasons (Fern:2, Appendix 6) When the formal mentoring programmes have worked, they were very effective, as in the case of June who felt that being a

participant in “the Cadillac of mentoring programmes” was one of the main reasons for attaining her position as university president. Of the 21% of women who were formally mentored, only 6% of the women went on to a university presidency or chancellorship. This contrasts strikingly with the literature on attainment of position and with the women who were formally mentored (Johnson 2007:78).

Joan agrees with Pat and Fern adding,

“The way the law school is organized is that if you’re senior you’re expected to take on some heavy management...” (Joan:3).

The Canadian women’s primary reason for entering into management once again differed from that of the other participants in that they just wanted to try management to see if they liked it. Perhaps indicating more flexibility in the Canadian university system, the Canadians entered into management thinking that if they didn’t like the job, they could always go back to full time teaching and research as they had previously done (although none have).

The administration wasn’t by intent. As the job I was in grew, my administrative duties grew and I had different units reporting to me. Then in about 2004 I became executive director of student services and things have developed and changed over the next couple of years. Each step of the way, I thought ‘I can always leave” (Lydia:4, Appendix 6).

Based on the themes that developed out of the data collected, the majority of study participants became leaders because they fell into leadership roles. In addition, cultural factors, as well as, a sense of duty, and interest in the work once they had started in management positions also played roles.

5.2. Why do women continue in leadership and move into senior positions?

Study participants gave five main reasons for continuing in management roles and/or for advancing to higher level positions once they had taken on their first leadership position. As outlined in Table 5.2, below, the factors were: enjoying challenge, and change, making a difference, being a role model for others, and being good at the job.

Primary reasons for continuing in management	%
Enjoying Challenge	90%
Enjoying Change	84%
Making a difference	84%
Role modeling	80%
Being good at the job	73%

Table 5.2. Reasons for continuing in management roles by percent of study participants

The factors, outlined in Table 5.2, above, were the main motivations given by women to continue and seek advancement in leadership. An additional factor in women's motivation to continue in management positions was getting key support at critical times. Additionally, findings from this study did not concur with literature regarding success of women managers in educational background or career path, which will also be discussed in Section 5.2.7, below.

5.2.1 Enjoying Challenge

The most important reason the participants had for continuing in management positions was because of the intellectual challenge leadership and management affords them. Ninety percent of women stated challenge and intellectual stimulation as the main reason for either continuing in the same position or advancing to higher management levels. As Zoe stated,

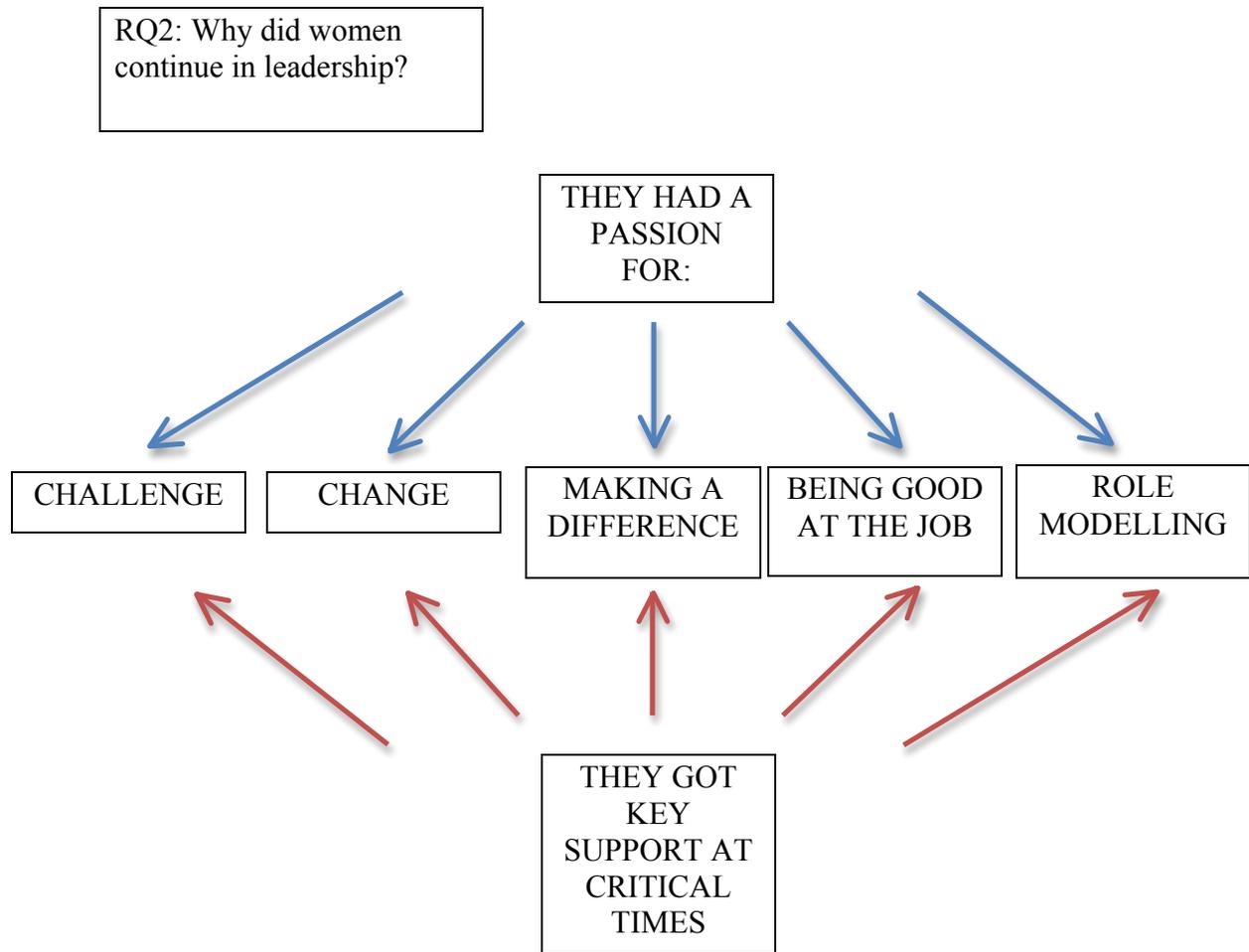


Figure 5.2. Reasons women continue in leadership positions

“I think what I enjoy most is synthesizing lots of information and formulating an action or a decision or whatever. It’s kind of like constantly puzzle solving. You’re constantly getting all these pieces of information, and pulling out of the churn a clear path and carrying forward it’s just a lot of fun” (Zoe:4)

The other participants agreed, stating “I wanted to move out of my comfort zone and on to new challenges” (Lydia:4, Appendix 6), that “...people have told me it seems I have a new lease on life since I became Chancellor. I tell them that’s what a good challenge does” (Adele:4, Appendix 6), and that “I get bored doing just one thing. I need to do

more in order to feel challenged” (Estelle:3 Appendix 6). This sentiment was echoed by Bridget, who states, “I get bored easily. I like to juggle ten different things at once. After about 2-3 years in a job I’m ready to do something else and there’s a new challenge” (Bridget:6).

The participants expressed their desire to be challenged as “not wanting to jump up and down in the same spot” (Carol:2, Appendix 6), June states quite emphatically that “I’m the kind of person who likes to try new things and new challenges. I don’t want to get into a rut” (2). Seeking challenge was also described as “wanting to do things on a bigger scale” (Fern:2, Appendix 6), and seeking out “new opportunities for personal growth” (Mary :3), Angela, too expressed her thought that she could “... actually feel my mind stretching to reach for the way to meet the challenge or to get past the difficulty that is presented. And in my job the difficulties can be great... but overcoming them gives an immense feeling of satisfaction” (Angela:6). Finally, Jessica sums it up by saying “I could’ve taken an easier job, but where’s the fun in it?” (Jessica:3). Perry continues, “I think what happens is the bar keeps getting raised. I can do a lot of things to make it [her workplace] better” (Perry:4).

The concept of enjoying challenge was also stated even more strongly, saying that challenging times and overcoming challenges “formed me as a leader” (Jessica:3; Ruth:3), and that “challenges are attractive, and overcoming challenges gives me a sense of achievement” (Carol:2, Appendix 6). Saying finally, that overcoming great challenges as a leader “taught me to be strong ... you realize that you can live through almost anything” (Zoe :3).

The successful women in this study thrive on challenges they face every day and feel that those same difficulties that may deter others helps them to develop and better themselves as leaders. This correlates with the literature which states "...a strong enjoyment of challenges combined with a drive for continuous learning" (Madsen 2007a:2), are two of the factors which motivate women to continue in management roles up to the presidency.

5.2.2 Enjoying Change

Enjoying the constant change involved in management work is the reason cited by 85% of study participants as to why they continue in management and leadership roles. There are two main aspects to the concept of change that the study participants articulated: no two days being alike in their schedule, and the change in themselves as they stretch and grow into the new role they've taken on.

According to the participants, the fact that "...no two days in the row hold the same schedule" (Collette g:5), "...that there is never a dull moment in a day" (Christine:4, Appendix 6), and that "...you're in the eye of the storm everyday and your schedule is never what it is at the beginning of the day, but that is what truly makes the job fun" (Lydia :5, Appendix 6). A large part of their personal enjoyment of their work comes from not having to do repetitive tasks, but having days that look different from each other, "I like the variety of the job: I get to work with students, faculty, staff, outside groups, different people" (Perry:4).

Regarding the change in themselves, 63% of the study participants cited aspects of personal growth, change in their thinking patterns as an aspect of management work

that keeps them going in the field. The change in the type of work expected from them as teachers and researchers to successfully dealing with challenges as managers increased their feelings of job satisfaction. “I became an administrator because I like to get things done. I like to be able to identify a problem, find a solution to it and then build on that” (Jessica:2). While Carol adds “You can bring about a change and put in place those strategies that will help. Bring about a very positive change in the organization and the ability to sit at the decision making table enables you to do that. You have to be in a leadership position to do that” (Carol:2, Appendix 6). This is in accordance with the literature, which states that men’s and women’s motivations for continuing in leadership positions vary little (Kaufman & Fetters 1980; Rynes & Rosen 1983).

5.2.3 Making a Difference

When discussing making a difference, the study participants also suggested two main lines of thought: making a difference to students and making a difference to society in their country as a whole. Making a difference to individual students ranged from having the ability to intercede on behalf of a student facing difficulties to being able to mentor PhD students, and even to participate in research studies. “What I’ve most enjoyed about doing this job is seeing people succeed and trying to find ways to facilitate that. If you can’t be that way, and it’s hard for you to watch other people excel, then this isn’t the place for you. In these kinds of roles you have the opportunity to be an enabler” (Collette:2). Barbara goes on to say, “There are defining moments where you get a chance to do something to make a difference.... I like higher education and the opportunities that working at a university in management afford me to make that difference...” (Barbara:3). Eighty-four percent of study participants stated making a

difference to either students alone or to students and society as a whole as a motivation for continuing in their current management postings.

“There are always special circumstances and difficulties students face and the final decision on whether a student will be allowed to continue rests with the Dean. I can make decisions that will affect the rest of their careers and see if there’s a way to give them another chance and really make a difference” (Bella:2).

This concurs with the literature on motivations for women to continue in management “...because they have a strong desire to improve educational opportunities for students” (Waring 2003: 37) and have “the need to make a difference” (Astin & Leland 1991:68). In addition, the participants agreed that another part of making a difference was working within their own country and society, which gave them a sense of well-being and pride in their work. As Jessica explains most clearly,

“I actually do it because I think that growing the next generation of people to lead and manage the country is fundamental.... it really shocked me that this kind of nationalism was in me when I asked myself where I wanted to be. I realized if I was going to do all that work, I wanted to do it for the benefit of Australians. To meet all these smart, young people and their parents made me think, this is why I do it” (Jessica:2).

According to the literature on Social Capital, men who become successful as leaders (and therefore have acquired greater social capital,) move away from men who are less powerful than themselves because of the male perception that if they are seen with less powerful men, their personal power is diminished (Seibert, Kraimer & Liden 2001:220). It is surmised that women distance themselves from other women in order to be seen as better leaders.

The stories told by the study participants contrasts strongly with the literature on social capital in regard to association with women in lesser positions of power. The participants agree that part of their identity is that of being a woman and a key component for them is supporting other women and being supported by them in a non-competitive way. They have done the opposite of what the literature suggests and have actually brought themselves closer to other women of varying levels of accomplishment in order to improve other women's chances to succeed in the field.

Whereas the social capital and social identity literature draws parallels the men's common distancing finding to women, in that successful leaders have in some way distanced themselves from their peer group of other women who are less successful (Blount 1999:58), the data in this study concurs with that of Astin and Leland where leaders "view power as a unit of exchange, and in empowering others, empowers ...herself" (1991:2).

According to the literature, the feeling of "making a difference" is one of the key differences in motivation between men and women when taking on leadership roles (Astin and Leland 1991:68).

5.2.4 Being Good at the Job

The next most common reason participants gave for continuing in management roles was that of being good at what they do. While the majority of participants fell into management postings, they continued in the positions because they found that once they started the work, they enjoyed it and were good at it. Seventy three percent of the study participants indicated that being good at their job was a factor in motivating them to continue in the field, saying

“At some point in my 4 year pro vice chancellorship, people started asking ‘When will you be VC?’ Then the head hunters came to my door and gradually your mind set changes from, ‘No I couldn’t do that’ to, ‘well obviously they think I could do that,’ to ‘I jolly well am going to do that.’ Being good at what you do is often its own reward” (Adele:3, Appendix 6).

Collette G explains, “I guess... the curse of doing a job well is that once you’ve done one thing well, people ask you to do another thing and expect you’ll do it well. I was getting a reputation of being a go to person who did a good job and I liked that because I did do good work” (Collette:2). Adele goes on to say The longer you do this, you come to realize if you like it and if you’re good at it; the sense of really growing, the new challenge is really stimulating (Adele:4, Appendix 6). This coincides with the literature which states that the reasons women continue in management differs little from that of men (Herrick 1973:386; Miner 1974:197).

While some of the literature states that there is a definite difference in motivation for men and women to enter leadership roles, the data from this study transcends singular, gender-based motivations.

5.2.5 Being a Role Model

While several of the other factors in the motivation to continue in management have a similar basis for either gender, being a role model is a factor which seems to differentiate women’s motivations from that of their male counterparts (Astin & Leland 1991:66; Madden 2005:9). Eighty percent of study participants felt that being a role model for young women was strong motivation to continue in their roles as a manager and leader in higher education. The majority of women in the study were often the only woman at the table in their careers and did not have the experience of being able to see

a woman in a position one level higher than the one they held as they were moving up through the ranks. Perhaps because they did not have many role models in their careers, the study participants felt it was of the utmost importance to act as role models in the positions they currently hold. Bella expresses her wish that she could've had a role model, saying "You know when I think back, I wish I had had somebody to advise me when I first went to U of X as a faculty member because I was very isolated for that first year and didn't even realize it..." (Bella:7), while Jessica on the other hand, didn't like what she saw when she did see other women in the professorial ranks. As a result, she learned very early on that it was ok to be herself. "When I went to X as the first woman professor in the Faculty of Education, I thought 'who am I going to use as models' and I thought they were all grotesques. I thought I can't use any of those people and I when gave myself permission to be me, it was such a relief" (Jessica:3). This remembrance of not having any women she could look to as positive role models also created within her a commitment to making a difference for other women: she wanted them to know it was ok to be themselves, too.

"I mentor a whole lot of people, men and women. I speak to them and give them a whole lot of time. Now I know some of the blokes who say 'nope. I'm just not going to do any of that.' That's all well and good but as a senior woman who's trying to model those sorts of behavior, I've got a responsibility to do that sort of work..." (Jessica:5).

For Collette, her work in the equity office was what led her to accept a role in higher level university management, because she felt she had to take on the position when offered to her.

"When I was doing equity work on campus in the mid 80s, I said that it was critically important for women to be in key roles in management because until we did, we weren't going to see any change. Then I was offered an Associate

Dean's position and I knew I'd eventually be able to make a difference for other women if I took it..." (Collette g:2).

But June sums it up best when she says

"...if you opt out who is going to change it and make it better? The answer is no one. There have to be more women willing to take that seat at the table ... who have not been at the table before. Those of us who have been there know how hard it is and we are there to show others that you can do it, because I did... and I'll help you if you need it (June:8).

The participants' desire to be role models concurs with the literature as discussed in 3.4 above. The women in the study give freely of their time to help both the younger men and women they work with in hopes that society as whole will reap the benefits.

5.2.6 Getting Key Support At Critical Times

Another area of significance is that of support from key players in the women's lives. Eighty percent of the study participants felt that a key challenge was that of family concerns and that the support of their family made the difference to their success. As discussed in 3.3.2, above, "Very little literature suggests that a woman find a partner who is willing to assume equal or greater responsibilities at home so that she may follow her career..." (Wilson 2005:246), which would seem to be the simplest solution to the issue of the amount of time spent working at home and in a workplace. In the case of the vast majority of the women in this study, this is exactly what they have had: a partner and family who are supportive of their careers. "I have 3 children and a very supportive husband, which is nothing to be sneezed at. I couldn't have done what I've done if it weren't for him. He's had to take up most of the domestic duties and he has" (Adele:7, Appendix 6).

This resonates with the literature which states that the support of family or spousal support is the key factor in a successful administrative career for women (Madsen 2007b), and that the lack of support can act a “contextual career barrier” (Silva, Ahmed, Omar & Rasdi 2012:206). All of the study participants felt that the support of at least one key person made a big difference to their success.

Several of the married participants felt that their key supporter was their spouse. For example, Carol’s husband initially followed her career choice.

“...my husband ... is a medical specialist. You know, he fitted in with me when we went to Europe. We lived in London and Paris which were important to me for my training. He also wanted to come back and go to the Gold Coast but I wouldn’t go because I didn’t want to do my doctorate there. So, the other side of this arrangement was, when he set up here he would be unable to move a private practice. So that was the deal” (Carol:4, Appendix 6).

While Carol was accommodated by her husband and family to further her career, she also returned the favour later on when she attained a higher level management position. For Carol, her husband and children’s support made it easier for her advance in her career.

Zoe’s story in regard to support from her spouse follows the same timbre.

“My husband was from the [the US] area and I’m from [Australia] and we both agreed we didn’t want to go somewhere new so it was [either here or there]. My husband didn’t want to take on a new career responsibility... so I said I would. The combination of the facts that U of X was treasuring me as a scientist and my mom was here and getting on, and my husband was willing to come, ended up tipping it in the balance” (Zoe:3)

As posited in the literature review, having support at home was a key factor in the study participants’ success at work because dealing with children ceased to be a concern

when the study participants knew that their spouse was at home, or picking their children up from school. This varies very little from the experiences of successful male managers (Tharenou et al 1994:925) who have their spouse dealing with family matters so they can focus on their work. It should also be noted that 26% of the study participants are in their second marriages having expressed that their first marriages ended due to conflicts with partners over just these concerns: career versus childcare and a feeling of competition within the marriage.

But having a key supporter at home is only part of the issue. Sometimes getting support at just the right moment makes the difference. Christine discussed getting the support of a colleague just when she was at the end of her rope after a meeting, saying

“I said to another head of school, someone in the sciences, that guy reduces me to tears once a month. He said, that’s ok Christine, if I cried he’d do it to me too. He could’ve very easily said if you can’t stand the heat... But he said it happens to me too. To have a certain amount of honesty about problems is helpful.” (Christine:5, Appendix 6).

While Estelle and Angela speak of how they got the support they needed, just when they needed it most.

Estelle expresses her feelings of frustration as “Sometimes I think that the men I work with think I’m a real bitch and I’ll come home and talk about it and just work it out instead of giving in” (Estelle:5 Appendix 6). Angela agrees, explaining that her husband took support even further.

“Many times I have been ready to quit the next day. Many times and someone, typically my husband, says just wait. So I do.... We sacrificed so much because we believed in it [the importance of a leadership position for Angela]. It was almost a calling. So my husband quit as a tenured professor [so that she could take the job of University Provost]” (Angela:6).

The stories told by women demonstrate the importance key support at the right moment as a motivator to continue in the roles they have chosen. This appears to be a vital differential characteristic in women who go on to higher positions of leadership and continue on in the roles: using what should be a negative factor or event to spur them toward leading instead of retreating because they had support when they needed it the most.

The role of supporters for women in leadership roles, in both their personal and professional lives is another key element of their success. 60% of the study participants stated that having a supportive spouse was of great importance to their careers. Having a supportive spouse is cited by Tharenou et al as a factor in the success of male managers that seldom gets credibility (2005:241), which, based on this study, appears to be a factor in the success of women managers.

5.2.7 Factors That Did Not Affect Success Of Women Managers In Higher Education

According to the literature, factors such as educational background and career path affect the success of women managers in higher education (McTavish and Miller 2009:356; Whitmarsh et al 2007:228; Tharenou et al 1994:900). However, as discussed below, the findings from this study do not correlate with the literature. In this study, neither educational background nor career path are shown to have had an effect on the success of women managers.

5.2.7A - Educational Background

As shown in Table 5.3 below, the educational background of the study participants varies greatly with few participants coming from similar educational backgrounds. The greatest similarities, at 16%, were of participants with backgrounds in Physical Education and Teaching English as a Second Language. Education, Law and Sociology backgrounds came in next at 11%. The rest of the participants came from widely ranging backgrounds; from Fine Arts to Physics.

Educational background	Number of participants
Physical Education	3
Teaching English as a Second Language	3
Education	2
Law	2
Sociology	2
Fine Arts	1
Agriculture	1
Math	1
Psychology	1
Archeology	1
Physics	1
Social Work	1
Total Number	19

Table 5.3. Educational Background of Study Participants

It must be noted that the educational background reflects mostly Bachelor and Master's degree level fields of study. At the Doctoral level, approximately 25% of the study participants hold degrees in higher education management (or similar field) while the other 75% have doctorates in their original field of study. Based on the data from this study, educational background is not seen to have any effect on success in higher

education management but does correlate to the participants' assertion that they followed work that interested them which led them to management posts, as discussed in 5. 2, above.

5.2.7B - Career Path

According to the literature, women in management take a non linear career path which leads to interruptions in their careers and prevents them from entering into top management positions. In this study, however, seventy percent of the study participants had a linear career path even though 84% are married and 80% of the group has children. The initial finding that 70% of participants have linear career paths corresponds to Whitmarsh's assertion that women in non-traditional fields will have unitrack (linear) careers (230:2007) but contradicts the literature which states that the majority of women take non-linear paths to management postings due to childbearing and additional family duties (McTavish and Miller 2009; Madsen, 2007a; Yoder 2001; Porat, 1991).

Regarding the route taken to senior management postings, approximately half of the study participants, 53%, took a traditional route of travelling through the faculty ranks to management postings as outlined by Breakwell and Tytherleigh (2007:122). Canadian participant Lydia, for example states she "...started as junior faculty and went through the ranks of assistant prof, associate prof, full professor, associate dean undergrad, associate dean academic, vice dean, and then came here to do the deputy provost job" (Lydia:2, Appendix 6). Her case is a good representative example of the women who took a traditional route to management in higher education.

The 47% of women in the study who took a non-traditional route to higher education management worked in their original field of study outside of academia before coming to higher education as a result of being recruited, coming to higher education for family reasons, (such as a spouse moving jobs, or wanting to stay in the same geographic area after a divorce because of children's schooling requirements,) because a job they wanted in their original field failed to materialize and most interestingly, because of budget cuts which led to amalgamation of faculties and layoffs of other faculty members. The latter reason was most prevalent in Australia where a huge round of budget cuts in the 1980's led to successive amalgamation of institutions in some areas of the country. Ruth states,

“...higher education in Australia from 1981 was a constant amalgamation [of schools] as funding dropped. They kept putting institutions together. I think I've lived through 4 amalgamations. Each time I did well out of it, ending up in a more senior position until I was finally appointed vice chancellor” (Ruth:1).

Her route to higher level management was one where she was recognized for her abilities within the amalgamation of institutions and rewarded for it. Also interestingly, Ruth was the only study participant who does not have a doctoral degree. She has two Master's degrees and was promoted on the strength of her leadership abilities.

Other women took non traditional routes into higher education management. They did so by working in their fields in non academic settings before returning to a university context. Their experiences in working outside academia setting helped them develop skills which they utilized in furthering their careers. As Zoe explains,

“We started with 35 million dollars and ended with 65 million and 300 people. It was a very complex organization. Running a challenging

organization formed me as a leader because we went through some very difficult times” (Zoe:2).

Contrasting the literature, based on the information gathered from the study participants, it does not appear that educational background, career path, marital status, or bearing children has had an effect on the success of participants in this study.

5.3 What Strategies Have Women Developed To Overcome Leadership Challenges?

Answering this research question took on two parts: that of identifying significant challenges to attaining and maintaining positions of leadership and then defining strategies to overcome the challenges defined. As outlined in Chapter 4, Methodology, open ended questions were asked during the interview process and from coding the data collected themes emerged. The terms used in Section 5.3, Challenges have come from those themes.

5.3.1 - Identifying Challenges To Leadership

Four main challenges emerged from the study participants’ stories: overcoming academic bullying; asserting management authority in a male dominated arena; maintaining a research profile, and finally, just being a woman. The challenges, illustrated by percentage of participants is given in Figure 5.3, below and will be discussed, and followed by a section on strategies the women developed to overcome each challenge.

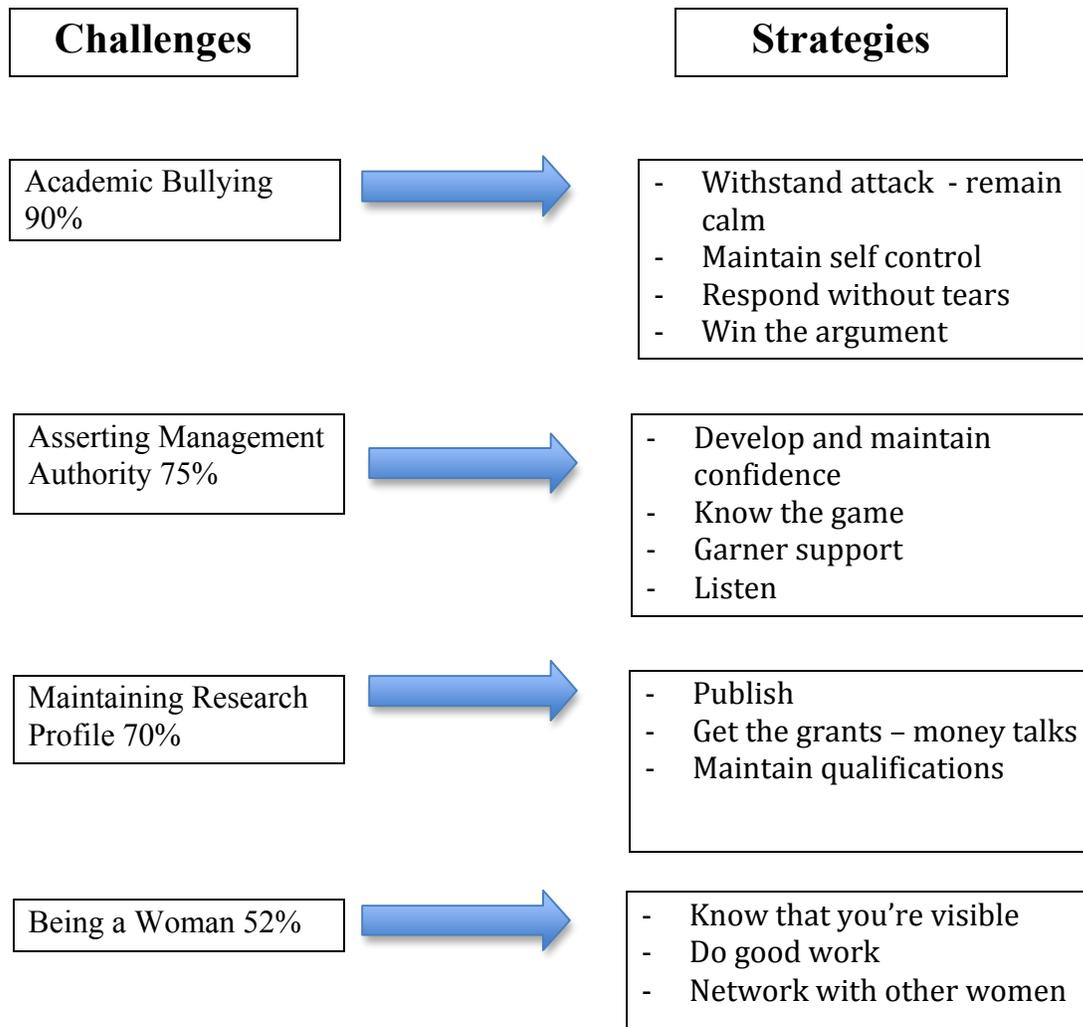


Figure 5.3 Participants' challenges and strategies used to overcome them

5.3.1A Academic Bullying

The literature shows that the greater the gendered work environment, the greater the chance that bullying will occur, especially in the absence of explicit controls to prevent it (see 3.5.1). Ninety percent of the study respondents felt that a major challenge that they had to face was being able to withstand academic bullying, usually initiated by senior male faculty. The term “academic bullying” was elicited directly from the stories the women told during interviews. It was described as “being publicly done over in a faculty

meeting” (Serena:3, Appendix 6); “...having people say misrepresentative things about you, even in writing that that you’ve just got to be prepared to deal with” (Carol:4, Appendix 6); “...a heated discussion in an open meeting where I made my point but the man in the discussion demanded a public apology for my ‘rudeness’ in winning the argument” (Bella: 3); and “...ending up at each successive meeting of senior management, which was all male here in those days, in tears” (Christine:4, Appendix 6). Many of the participants felt that one of the main negatives of being the only woman at the table during a meeting was overcoming academic bullying. Their descriptions of the academic bullying they encountered has several commonalities: it is committed in public meetings, a senior male faculty member initiates the bullying, and no one else at the table will intervene or offer support to the person being bullied. It must also be noted that this kind of academic bullying is not restricted to women, but occurs with male faculty and managers in meetings as well, but because of the context of the situation, the impact on a single woman in a room full of men is significant. As Zoe explains, she witnessed “... a pretty aggressive attack that was going on but in the power structure of universities people will let that pass” (Zoe :7).

After being targeted herself in a similar “attack” Zoe goes on to describe what happened after the meeting. “... afterwards a number of men said something to me that made it clear they knew what was going on and I said ‘well you didn’t offer any support.’ They turned around and said they didn’t think I needed it. It was both a compliment and cowardly” (Zoe :7).

As discussed earlier, in 5.2.7, Christine also expressed that after the meeting she felt she got some support from a male colleague. “I said to another head of school, someone in the sciences, that guy reduces me to tears once a month. He said, that’s ok Christine, if I cried he’d do it to me too. He could’ve very easily said if you can’t stand the heat.... But he said it happens to me too” (Christine:5, Appendix 6). While the two participants both gave examples of receiving male comments of support after instances of bullying

in a meeting, in looking at these two examples, we can see a vast difference in attitude from the women who spoke: Zoe felt angry at what she interpreted as the cowardice of her male counterparts in the room, but Christine felt supported because the man she spoke explained that the attacker in her meeting was just a bully looking to reduce anyone to tears – it wasn’t a personal attack against her, per se but a power play designed to build up the attacker’s own ego.

As 90% of the study participants agreed that being able to withstand academic bullying was a key factor in their success, it is interesting to note that the researcher found no direct information in the literature on this subject. The closest information on this topic were the references to women leaving contexts that do not value their behaviours in order to establish their own small businesses where they will not have to deal with the “masculinized environment” or the questioning of their leadership because they are women (Wilson 2005:235), and “gender filtering,” whereby obstacles are encountered because the dominant group, in this case men, interferes with the advancement of another group, in this case women (Rusch and Marshall 2006:233), neither of which exemplifies the level or nature of the full on verbal public attack taking place in a work

setting described by the study participants. Having no information on what is clearly a common event in the life of a senior manager is a distinct disadvantage to women to aspire to lead.

The participants in this study spoke freely about aggressive events that they experienced and also provided information on how to overcome the same kind of events as outlined in 5.3.1B, below.

5.3.1B - Responding To Academic Bullying

The study participants agreed that being able to withstand an attack during a meeting or presentation and respond to it effectively, was key to success as a manager. As Serena puts it,

“There have been moments here where I’ve thought about things, like being publicly done over in a faculty meeting here and deciding what to do at moments like that. At what point do you publicly defend yourself and when do you just say they’re a load of fuckers and let it go” (Serena:3, Appendix 6).

It’s not only the aggression that must be considered, but how the participants respond that matters. And while, in private, Serena may use vivid language to express her feelings about what happened in a meeting, the most important thing she has learned is not to respond immediately, or in a like manner when finding herself on the receiving end of an episode of bullying. The participants felt that responding was the key.

5.3.1B.I Responding With Self Control

Eighty-four percent of the study participants agreed that maintaining self-control when under public attack was a key element in their success. It was less that they did not respond at all to the incidents, but that they either responded immediately while

maintaining their self control or waited until they had calmed themselves enough to form a rational, and usually withering, response to an incident. One difficulty they described was a “tearing up” response that many participants had when they get angry. Viewed as “crying,” it is met with derision in meetings and was considered a key emotional response that they learned to control. This may link to what is called “Mental Toughness” discussed in 5.3.7A, below. In fact, all of the participants felt that it was of great importance to make sure they responded. They felt that public attacks had to be answered and dealt with or the legitimacy of their position would be lost. Christine explains that “In a way it’s hard to politicize women so that they have a style that they feel comfortable with which means that you can play the men at their own game, because you’re not going to change the game” (Christine:3, Appendix 6).

5.3.1B.Ii Responding With Authenticity

Jessica also felt that the key element in dealing with academic bullying is to respond, but to do so with authenticity.

“I actually demonstrate to them that I’m clever and ... I don’t take any prisoners. So for example if someone says something stupid I don’t say ‘oh for Christ’s sake that was really stupid’ but you know it’s pretty clear that’s what I think. I’m assertive but I’m not aggressive, I think. I’ll listen and I’ll be respectful, but then I’ll use humour to make my point.... You have to be who you are and who you present yourself to the world and the things that you value” (Jessica:5).

So, while the majority of study participants see responding effectively to academic bullying as a key element in their success, they also felt that developing an authentic response in accordance with their personal style in addition to maintaining emotional control, helped to make them successful. This concurs with the literature on Authentic Leadership, 3.8.1 above, which states that developing themselves as authentic leaders

who work within gender lines may lead to increased success in leadership. The participants found ways not just to overcome what they viewed as attacks, but to excel in spite of them.

5.3.2 Asserting Management Authority in a Male Dominated Arena

Going hand in hand with Responding to Academic Bullying, as discussed in 5.3.1B.ii, above is asserting management authority. In accordance with the literature, 75% of the study participants felt that being able to work authoritatively with men in a highly masculinized forum was also significant to their success (Eagly et al 1994:136; Rusch and Marshall 2006:233; White 2003:45). An example comes from Estelle.

“I had a particularly difficult situation and many students and several faculties were involved. I remember working well with deans of several faculties to resolve things. As it turned out one professor was at fault. ... I was consulting and we wound up in a meeting room all together, about 8 of us, and everybody left to go for a coffee and I was left with the professor at fault. He had done something that had had such an impact on the students that it was just inappropriate. He came over to me, stood over me and just yelled at me. He was going on and on and saying I had impacted his reputation damaged him. I was the only woman there and he had sat meek as a lamb while the rest of the room was there, but when he was alone with a woman, he acted like that” (Estelle:7 Appendix 6).

Another example comes from Ruth who spoke about having an argument in a meeting with a male committee member over who was actually going to chair the meeting. As Ruth put it, “But just being in battle over something like [who is chair a meeting] when ... I AM the chair, was ridiculous. So I’m not going to lose that fight” (Ruth:5).

The assertions over authority, however are not always so black and white. As Zoe explains,

“This man came in and is struggling with conflicts. This operation [that she is now leading,] has been leaderless for about 10 years, but now he has a leader. He’s been quite successful and suddenly he has to fit in with a leader. We’ve been really struggling to communicate with each other and I’ve been struggling to figure out how to work with him. He’s sitting at this table and he’s shaking because he’s trying so hard to work with me and he hasn’t been successful. You know men can’t ...do *this*. [laughter] I can reassure. I can recognize the want in him even though he can’t get there (Zoe:4).

In each of the experiences described, the participants were expected to exert their authority in the field as they were in the position of the vice chancellor, pro vice chancellor or director. The situations are difficult and yet each of them felt that they took the appropriate action to deal with the attitudes and actions of people they were managing. The strategy that they used came from the confidence that grows out of experience.

5.3.2A Overcoming Issues In Asserting Authority: Developing Confidence

Forty-seven percent of the study participants felt the most important way to overcome issues in asserting authority was through developing and maintaining confidence. They considered having confidence a key element in the success of women managers.

Regarding aggressive situations outlined in 5.3.4 above, the participants thought that confidence came from working through the ranks and doing the job well. “...to some extent [succeeding] it’s about stepping outside your comfort zone.... I guess I have that confidence now and feel like I’m able to cope with just about anybody, which I didn’t

have before. This post has given me that” (Christine:8, Appendix 6). Carol agrees, stating that you “...hone your skills dealing with smaller dramas before... moving on to deal with the large dramas you are faced with” (Carol:7, Appendix 6). Other participants expressed idea of confidence as coming from knowing the ‘game’ and the rules of the game in order to succeed. “I don’t like it when women can’t get anywhere when they can’t figure out the system. Figure it out and you can go places” (Lydia: 9, Appendix 6). Other times, for example, just having the confidence to put their names forward for higher level positions is enough. As Fern says,

“I think there’s still a scarcity of women wanting to put themselves forward...because they don’t feel confident enough to do it whereas a man will just try. You have to be willing to take a chance and apply even if you think you might not get the job you want” (Fern:8, Appendix 6).

Having enough confidence to just put your name forward was one that resonated across the participants. Jessica, Christine, Lydia, and Collette all explained that when they looked at a higher level position, regardless of whether they thought they could get it, they just applied for the job. In fact, most of the time the women in the study were quite surprised that they then got the position they had applied for.

Regardless of whether confidence comes before doing the work, in the form of being willing to try and risk the rejection of not getting the post, or comes as a result of actually doing the job and learning the game on the job, the majority of participants felt that having and maintaining confidence were significant for success in higher education management postings when asserting themselves in a male dominated forum.

5.3.3 - Maintaining A Research Profile

Seventy percent of the study participants felt that another key to their success was maintaining a strong research profile as they continued in their management careers. Keeping up their publications and research in an academic setting and having excellent publications means that the participants had greater credibility with other academics at their own institutions and with those at other institutions as well. Having a strong research profile was described as, “being critical to success” (Zoe:6); “having a certain cache” (Jessica:3), “part of the good work that earns you the respect of your colleagues” (Carol:4, Appendix 6) and “to be taken seriously, you must have the publications to back your opinions” (Bella:5).

Additionally, maintaining a strong research profile meant that you could never be challenged on the basis of credentials. As Zoe explains, “I’ve been able to build my research gravitas to a position where I’m taken very seriously at the table. In an academic environment, that is critical. So being a DVC Research who gave up their fellowship to take up this position really gives me some cache...” (Zoe :5). This positioning of an unimpeachable set of credentials links to the literature which states that women have to be better qualified than men in similar positions (Astin & Leland 1991:3), however for these women, it just seems that they enjoy their work so much that their level of excellence naturally shines through

Having a research profile was also described in negative terms, because the participants felt that if they didn’t keep up their research, they would be open to attack on that basis. As Joan explains, “I’ve got to give myself a proper run at research and to

do that I need time away from teaching and marking and administrative work because they'll [others not in leadership positions] turn around and stab you in the back if you don't have it [the research]" (Joan:4).

Based on the data in this study, maintaining a strong research profile while working as a manager, was a strategy that helped the participants to be successful in their positions. While this is not discussed in the literature as a key factor, the concept of 'publish or perish' is widely known as a key to academic success so it may have been considered an obvious concept.

5.3.4- Being A Woman

In discussing strategies used to overcome leadership challenges, one of the first questions that arose was whether or not being a woman itself was an challenge to be overcome as a manager. The study participants' responses were split, with 52% saying that being a woman is actually an advantage and 48% saying it was detrimental. Based on the literature available, it appears that being a woman in a higher education management context is disadvantageous for many reasons, including the 'gendered nature of the work environment," (Eagly et al 1994:136; White 2003:45) and because women "are less likely to seek out positions of administration as career goals" (Blount 1999:57; Shecklehoff 2007:140; Madsen 2007a:2).

5.3.4A Being A Woman Is An Advantage

Having said that, fifty-two percent of the study participants felt that being a woman was not an obstacle, but an advantage in their careers. As they explain it, being different, in

this case being the only woman or one of the few women at the table in a meeting, means that you stand out and can be recognized for doing good work. This was described as being "...in a position to surprise because they have a stereotype in mind and you're not it" (Zoe:6) "When you do good work, it's more easily seen because you're already standing out..." (Jessica:5), and that "...frequently, the advantage is a different perspective on things" (Lydia:5, Appendix 6).

5.3.4B Being A Woman Is A Disadvantage

On the other hand, 48% of the participants felt that being a woman was a disadvantage in a management career, which included 100% of the British participants. Disadvantage was expressed as "... hiring committees don't have a woman as a picture in their minds when looking for a leader" (Adele:3, Appendix 6), "...it's not a formal obstacle because formally barriers have been removed – now being a woman just causes men at the table too much difficulty" (Joan:4), and that being a woman is "...an advantage because you're better at the nature of the job" (Lydia:4, Appendix 6), "but an obstacle in terms of advancement" (Mary K:3). The other side of the coin was that being a woman was a disadvantage. As Adele expresses,

"It is clearly a disadvantage. ...There were two barriers, I guess. I had to wait a very long time in the queue to become a professor since I had to be put forward by my department. I had a very good academic record and the department kept putting men forward instead of me. I'm sorry to say they weren't as good as me and they were put forward before me. Then, second barrier was applying for jobs externally. I was second in command at one of the best universities in the countries but I was very sure that I wouldn't get offered a position at one of the very top drawer universities. It's clear from the research that women don't fit the model of what a Vice Chancellor is like according to university hiring committee's minds. They have an

image in their mind of what a vice chancellor should look like and it doesn't look like a woman" (Adele:5, Appendix 6).

Bella and Joan agree, but place some of the responsibility for the being disadvantaged on the identity they hold as women. "Being a woman? I don't know that there are any formal barriers as such. I think that the way women think makes it difficult for them at times. (Joan: 4). Whereas Bella states,

"It's definitely a disadvantage. The things I try to do are often challenged just because I'm a woman trying to do it. Women are kept out of learning the skills needed for management, so they rarely acquire the positions. You're thrown in at the deep end and you feel you have to say you can swim: if you can't swim you may have to get out of the pool. I had no idea of budgets or examination boards and there was no one to ask. I had to just struggle along to get things done. In the end I think you just work and work and work at it, until finally I became better at it than anyone else... whereas a man would have someone helping him every step of the way" (Bella: 3).

The study participants are equally divided in their opinion of whether being a woman is an obstacle to their careers which mirrors the majority of the literature as discussed above. The fact that half the study participants see it as an obstacle and half do not may indicate that women have made significant advancement in leadership positions. It may also indicate that the women who are successful in leadership at higher levels choose to ignore the barriers in order to overcome the difficulties, or that being a woman does not play as strong a role in the success of managers as previously thought. Perhaps Ruth sums it up best when she says "The advantage is that you're more likely to be noticed and that can be useful because I think that the life experiences of women like me in leadership are useful to the organization. Of course, if you stuff it up, everyone sees that too" (Ruth 2009:4).

This was one of the few areas where no clear conclusion was reached within the group and there was no real way to ‘overcome’ the challenge. The only method utilized by the women in the study was to do work that was as good as, or better than their male counterparts, especially in the area of research and to keep going. As Jessica states “You know, you can position yourself as a victim because you’re a woman and then you take on the whole set of characteristics of victimhood or you can push on and say this is happening and I’m not going to let it stop me...” (Jessica:5).

5.3.5 – Additional Challenges And Strategies

As discussed in 5.3, above, there are many challenges encountered by women in this study and the resultant strategies that the participants developed to overcome them were important for their success. The study participants discussed specific strategies used to overcome obstacles which did not fit into the categories outlined in 5.3.6, above, but that were also of significance for success. These ranged from the basics of looking the part and wearing suits to blend in with male counterparts (Ruth: 7) to finding ways to ensure the development of interpersonal skills (Adele:6, Appendix 6). However, the strategies for success emerged from the data along three main themes: Personal Strategies, Meeting Strategies and Management Strategies as demonstrated in Figure 5.4, on the following page.

5.3.5A - Personal Strategies

The area of Personal Strategies is defined as basic tactics that relate to one person’s actions and attitudes: what the participants have done or think women should do in order to succeed. Study participants discussed many strategies that fall under this

heading, from basic skills such as dressing the part and having good presentation skills when speaking (Ruth:8), to knowing when to ask for help (Carol:7, Appendix 6) and making sure personal values match those of the institution where you work (Jessica:7) and developing a characteristic described as mental toughness (Carol:6; Adele:8, Appendix 6: Ruth:5).

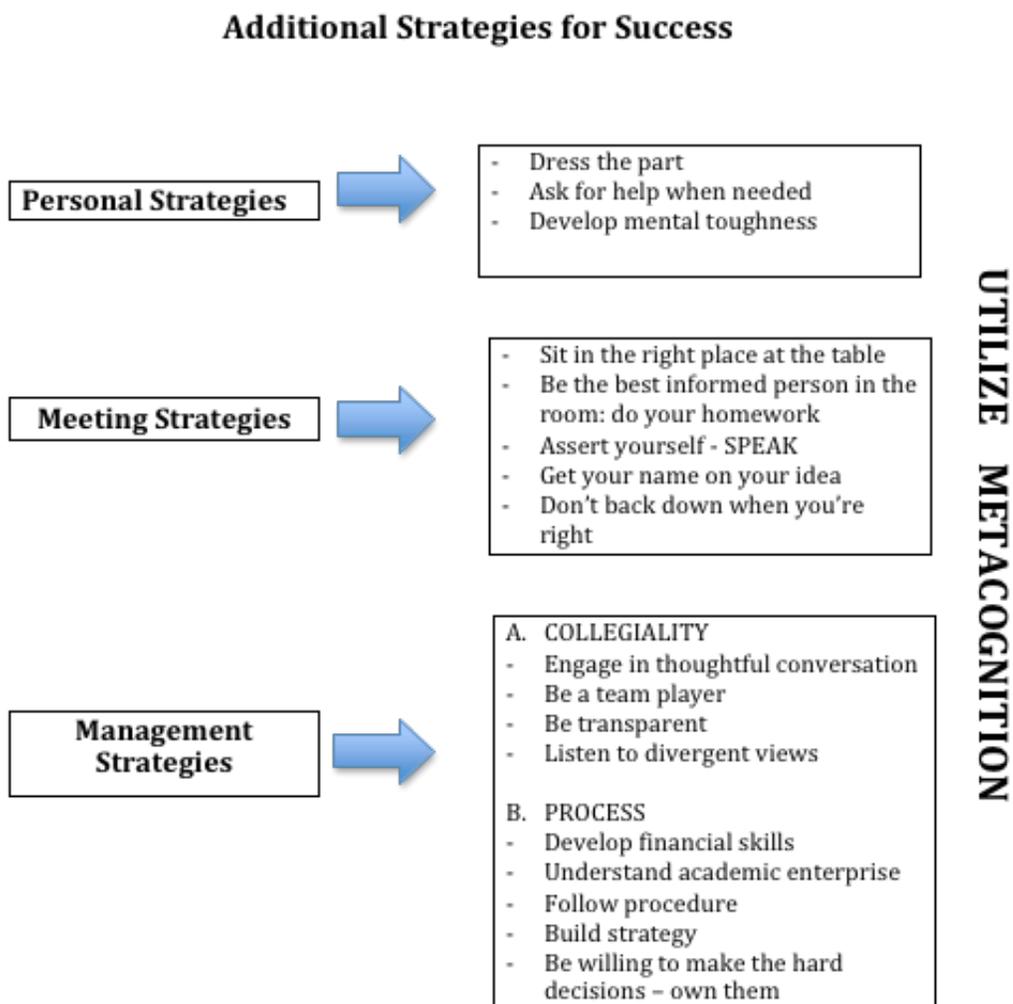


Figure 5.4 Additional Strategies for Success

5.3.5.Ai Dress the part

As Shakespeare alluded “apparel oft proclaims the man” (Hamlet: Act 2, Sc,3) and according to our study participants, it aids the woman as well. Dressing the part is outlined as one of the keys to success for women managers. “Appearance matters in all respects: clothing, attitude and judging what’s the correct demeanor and presentation of self and role. Have a charismatic presentation if you can” (Ruth:8). It may seem like common sense but even as a mentor, the study participants explained the importance of dressing the part to other women. “Those meeting rooms are damn cold and wearing a suit keeps you warm, ... and if nothing else, you look like you fit in” (Barbara:7).

5.3.5.Aii Ask For Help

According to the study participants, asking for help when you need it was another part of developing a set of personal strategies. I “do try to have a calm assertiveness, a willingness to say what I think and ask when I don’t understand something” (Fern:4, Appendix 6). The key, of course is knowing who to ask. “Asking the right person the right question can get you quite a long way because you’re showing your interest and what you’re working at with those questions” (Sheila:4). In addition to asking the questions was being willing to answer the questions, especially when posed by another woman. The participants felt that supporting other women colleagues whenever possible with information, on techniques and strategies on how to get things done, was a key component of personal strategies.

“...knowing when you need help and asking for it is important. We [female Vice Chancellors in the region] have endless conversations about how we got things done and offer support where we can. Monthly dinners with the female VCs started because one of us decided to try it and asked everyone

over. We all went and had a good time so we said let's do it again so we now take it in turns to have the dinner at our houses" (Adele:6, Appendix 6).

5.3.5.Aiii Mental Toughness

Finally, developing a strong mental attitude described as "a certain ruthlessness" (Sheila:6), "a kind of brutal toughness when dealing with people" (Adele:8, Appendix 6), and "a hardness, toughness that comes from making the difficult decisions and standing by them."(Ruth:8) was considered another key component of Personal Strategies. As Zoe states "I just learned to be strong and realize that I could live through almost anything" (Zoe:8). Being able to make the tough decisions and stand by them or to deal with people who must be fired from positions or disciplined in some way was a big part of developing the mental toughness described by 80% of the participants.

5.3.5B Meeting Strategies

Meeting Strategies could also be classified as boardroom skills and are the strategies used by participants to make sure they are heard and recorded in meetings. These strategies included sitting in the right place at the meeting table so you can see and be seen clearly, "most people are right handed and will look to the right first so a good place to sit is about 2 down on the right of the table. You'll catch their eye first" (Ruth:8) and making sure you do your homework (Lynn:4; Lydia:5, Appendix 6) which means being the best informed person at the table (Bella:6; Mary:6).

5.3.5Bi Assert Yourself – Speak

A key strategy discussed by 47% of participants was asserting yourself in the form of being willing to speak. Since you've done your homework and are well informed, speaking is the next logical step. As Christine describes

“When there were nine female heads in the UK we used to get together in the ladies room at meetings and we’d say ‘none of us said anything.’ And then someone would say ‘well, I had something to say but it was only a sentence long’ and all the chaps were really making speeches. So we had a very informal system where we would encourage each other to participate” (Christine:7, Appendix 6).

Other participants agree that speaking early in a meeting was of importance for your own self confidence. “One of the first things if you’re in a strange situation [at a meeting] is to speak early to hear your voice in the room, because the longer you leave it, the more nervous you’re likely to be (Ruth:5).

5.3.5Bii Get Your Idea In The Minutes

However, the key meeting strategy given by 53% of the participants was that of making sure when you have articulated an idea that the idea is shown to have come from you in the meeting minutes. For example, Carol describes

“When you make a point a male member will often say ‘what Carol is trying to say is...’ watch out for that.... when a man re-states my good idea and it then becomes minuted as his idea, I always say, ‘well let’s go back to my original idea’. I always counter balance it. Then it’s my idea back again. So it’s important to re-appropriate what we say” (Carol:6, Appendix 6).

In relation to the concept of academic bullying discussed above in the section on challenges, an additional meeting strategy was knowing when to assert yourself in a meeting and knowing that it is acceptable not to back down from your point. Sixty percent of the study participants felt that knowing when to fight for your point was another key skill to develop to be successful in meetings.

5.3.5C Management Strategies

By far the largest group of strategies discussed by the study participants fell into the area of management strategies. In addition to the concepts of being willing to make the hard decisions, being aware that you will make enemies in taking on a management role and having solid research qualifications as discussed in sections 5.4.1 and 5.4.2 above, the study participants explicated many strategies for success in this area. The management strategies discussed by the participants fell into two main areas: Collegiality and Process.

5.3.5Ci - Collegiality

Collegiality was described as the ability to discuss and engage colleagues in thoughtful conversation in order to get to the point you would like, as opposed to being autocratic and demanding things move in your direction. As Christine discusses,

“People like to feel as though they are having an intelligent conversation and not that they’re being told something. So the strategy would be to engage them in thoughtful conversation in the problem, and then bring around to what you’d like anyway. That’s the trick” (Christine:5, Appendix 6).

The data also comprises being a team player and enjoying working with your management team, having an openness and transparency in actions, being willing to listen to divergent points of view, and truly appreciating the differences in other people as important. As Zoe points out appreciating the differences in other people has made a huge difference in the way she deals with people and enjoys her work.

“I guess something else I learned at Lab X was to truly appreciate people who are totally different from myself. When I went into the division leader job I thought it would be good if everyone was like me because I can be effective. More than any other time in my life I learned how important it was

to have people who are not like me, different people than me. ... people just operate in a totally different way to the way that I operate ...and that's really a good thing" (Zoe:6).

Christine discusses working with the other Vice Chancellor and discussing disciplinary matters in a way that make difficult situations easier to handle.

"...we've been working as a team interchangeably with a sort of camaraderie that's intoxicating since we're together and you don't have to watch your language and are able to tell the funny stories to each other....You know someone will call up and say I've got a problem with x who's posed topless for the local paper and I would groan. The PVC on the other side of the screen will say have you got a problem and I'll tell him about the topless women. He says, allow me to tell you about jelly wrestling. So that degree of camaraderie is invigorating" (Christine:3, Appendix 6)

This description of "camaraderie" is another type of Collegiality that encompasses working together as part of a team and the plain pleasure it can be to share information in a way that makes life easier.

5.3.5Cia Transparency

Another significant strategy the study participants employed was that of managing everyday challenges with transparency. Fifty-eight percent of the study participants felt that the way in which they dealt with challenges they faced in their positions made them as leaders, but it was in the transparency, listening to other's points of view, dealing with people fairly, utilizing processes and knowing that sometimes, even making the best decision, would lead to making enemies on the job that developed their leadership potential and gave them the confidence to continue. As Carol explains,

"My role is to bring people on board first, go through the issues, it's time consuming you get a lot of union bluster and bravado that you've just got to be prepared to deal with. You've got to do your homework, get the evidence, get the case absolutely rock solid and say this is the situation we're in and what we've got to do now is work with the negatives as well as the positives

and turn this situation around. Here are the options at the moment, or the outcomes if we can't. The challenges before that had given me the skills to deal with that" (Carol:6, Appendix 6).

Having everyone sitting at the table and understanding clearly what the options are allowed Carol to get the work of disestablishing a school done with all the different factions working with her, not against her. For her, transparency in those negotiations was key.

Being Collegial is more than just a strategy to get things done. For these women is a skill they have developed that led to increased trust from colleagues which made their jobs easier and more enjoyable.

5.3.5Cii - Process

The other part of management strategies was that of understanding and being able to employ Process. This was described as understanding the academic enterprise, following procedures and processes when dealing with situations, building strategy, dealing with financial aspects of management, accepting that making the hard decisions will lead to making enemies, and most importantly, understanding that there will be challenges everyday and overcoming those challenges in an honourable way is what will form you as a leader.

5.3.5Ciii The Academic Enterprise

The idea of understanding the academic enterprise was discussed by 47% of the study participants in differing ways, but was best described by Jessica who explains,

"...to do these jobs you have to understand the academic enterprise: a vision of what's the role of education, what are the qualities and standards you envision, what are the graduate capabilities you want do you make decisions

students to have? What's the shape of the institution you want to build on what basis do you make decisions about all these things. It's not all about money. Being a president is about building strategy" (Jessica:5).

Building strategy and understanding what makes a university run are described as key concepts in the success of university managers and are excellent strategies to develop in order to succeed.

5.3.5Civ Financial Skills

As seen from the excerpt above, there is a clear overlap in the different strategies required in order to be successful. Seventy percent of the participants agree that being able to run and manage a line budget is imperative to the job of higher level management. Carol discussed dealing with a difficult financial situation,

"Two days into this job I was given the task of disestablishing a school: a very large school which had been very powerful but was in almost 2 million dollars of deficit. It had just been badly mismanaged. I didn't know any of this staff. I hadn't line managed any of them. And creating at this same time, a brand new film school. It was an industrial nightmare... but it had to be done" (Carol:2, Appendix 6).

Adele also has seen the importance of dealing with financial matters.

"...you get something happening, like a major government crisis. We've already had substantial cuts in government funding and very significant pressures for pay deals with staff. Most universities at the moment are laying off staff and that's a painful process. I'm responsible for that and that's the load that you carry" (Adele:3, Appendix 6).

One reason given for women failing as higher level managers focuses on women having poor skills in the financial realm, however, as Jessica points out, financial capability alone will not lead to success – not practicing the kind of strategic thinking required

within academia can also lead to failure – a fate these women avoid by learning what they need to know to get the job done.

5.3.5Cv. Making the hard decisions

Another strategy discussed by 75% of study participants was that of being able to make hard decisions and then own those decisions as being yours and no one else's. As Ruth states:

“...there is no point trying to find a comfortable way to do uncomfortable things; you just have to do them.... When YOU make a decision, you'd better know that you might be the only one who thinks it's right and no one might ever thank you for making it, but it may still have been the right decision” (Ruth:4).

Adele adds,

“The thing that you don't get taught how to do, is make hard choices. You have to show them the door or you have to tell them off or say you're not good enough. I've had to do a few of those....What you learn is about clarity of objectives, about support of due process, the support from other people, approaching things systematically” (Adele:4, Appendix 6).

The only thing it appears you can hang onto is your own knowledge that you've done the best possible thing in the situation after consultation and going through the process. Knowing that you're right may be little comfort, but it is all you get.

In this section the stories told exemplify the multifaceted set of skills that women need to develop as managers and the ways in which those skills mesh together to create the whole. The strategies they've developed through experiences are lessons they hope will benefit those who follow.

5.4 Has Mentoring Been An Effective Tool For Developing Leadership?

As discussed earlier, the literature on mentoring suggests that it is a highly effective way to ensure the advancement of employees, (Kamhi-Stein & Oliveira 2008:40, Johnson 2007:70, Searby & Tripses 2006:179, Coleman 2002:143, Kram 1983:608, Levinson 1978), and in the case of academia, to ensure the increase of publications necessary for advancement (Single & Muller, 2001). The literature also suggests that formal mentoring programmes and mentoring programmes for women that take a multiple mentor approach are most successful (Searby & Tripses 2006; Packard et al 2004; Patterson et al 2002; Burlew 1991; Kram 1983).

The data from this study reflects that having informal multiple mentors was the approach that worked best for the study participants. This contrasts with the literature on formal mentoring programmes cited above. 68% of the participants had some mentoring by informal mentors, and or key supporters. Figure 5.5 below demonstrates the breakdown of participants' experience

Mentoring

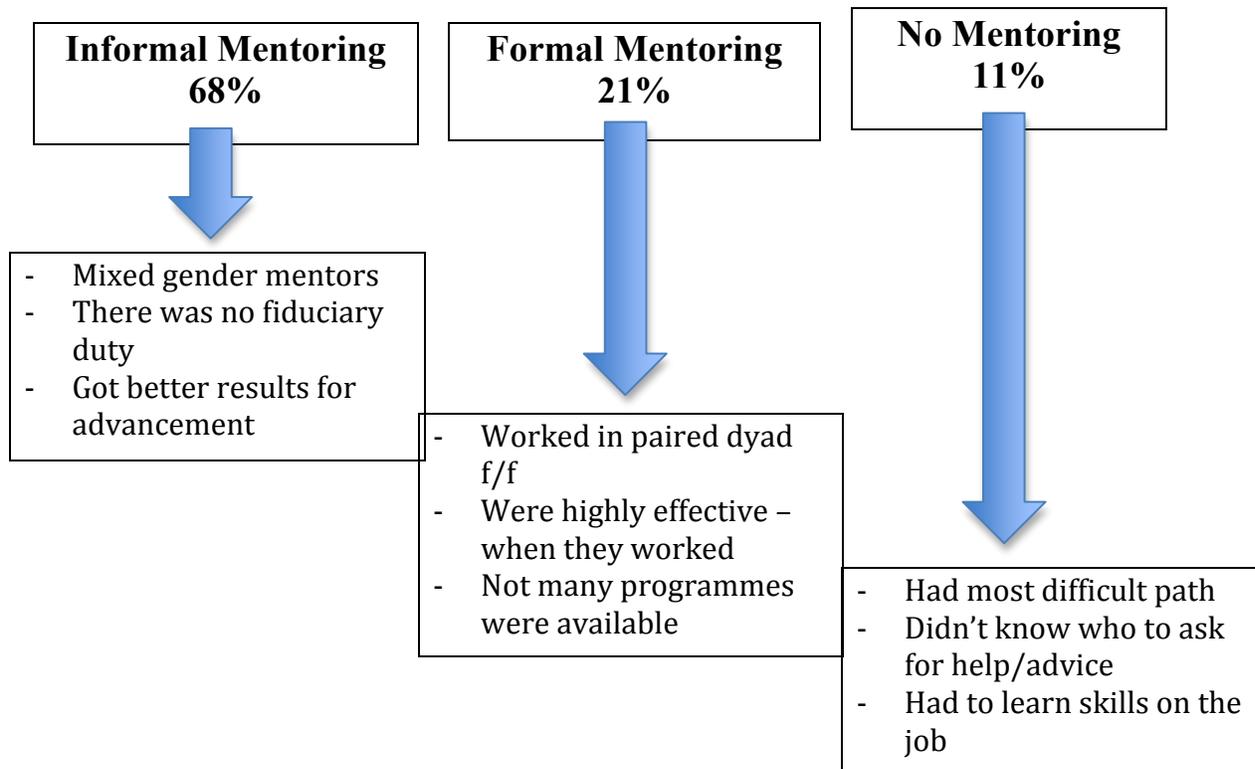


Figure 5.5 Breakdown of mentored and non-mentored study participants

5.4.1 - Formal Mentoring

The data from the study participants varies significantly from that of the literature on mentoring. Only 21% of the study participants had formal mentors over the course of their career, while 68% of the participants had informal mentoring and 11% of study participants had neither formal nor informal mentors over the course of their careers.

This could indicate that formal mentoring programmes have not generally been effective for women previously. As Zoe explains,

“I did do a formal mentoring programme once but it was very unsuccessful, probably because we were just not a good match. I volunteered to be a mentor and I was assigned someone and I just didn't think I had anything useful for them. We had regular meetings in a dyad but we had no... connection. The

other more informal mentoring was really good: enjoyable and effective and it did something for both of us” (Zoe:9).

When the formal mentoring programmes have worked, they were very effective, as in the case of June who felt that being a participant in “the Cadillac of mentoring programmes” was one of the main reasons for attaining her position as university president. Of the 21% of women who were formally mentored, only 6% of the women went on to a university presidency or chancellorship. This contrasts strikingly with the literature on attainment of position and with the women who were formally mentored (Johnson 2007:78).

5.4.2 - Informal Mentoring

Sixty-eight percent of the study participants had informal mentoring over the course of their careers. Of that 68%, fifty-eight percent, went on to attain the level of Deputy Vice Chancellor or higher in the university system. The data suggests two possible reasons that women in the informally mentored group have attained much higher positions than those in the formally mentored group. First, the informal mentors are both male and female, not just female as are often paired in formal dyads. As several participants discussed, to be an effective manager they needed to have differing kinds of information that comes from different genders.

“I’ve been very fortunate to have man and women mentors. The women have provided... a perspective that they men could never give. The men have given content and strategy about how to play the game. I don’t like it when women can’t get anywhere when they can’t figure out the system. Figure it out and you can go places” (Lydia:8, Appendix 6).

Second, the bond that holds together an informal mentorship is a stronger one than that of a fiduciary duty, which is part of a compulsory mentorship programme. Informal

mentors may therefore be more willing to give of their time and provide different and better opportunities for their protégées. As Ruth says,

“I was mentored by people who decided I was a good thing one way or another and who looked out for me in various ways... I have had some very good male mentors and some disastrous ones. I haven’t had a lot of female mentors but I’ve a few good women friends who’ve been very important both personally and professionally” (Ruth:6).

Pat adds that her initial mentor became a good friend. “One [mentor] would be one of colleagues who still works at X University. I always liked how she could explain things and was a good listener. She was very practical and very calm. She was one of the few women in a leadership role when I was starting out ... and is still a good friend today” (Pat:5).

According to the narratives told in this study, the benefits of experiences with informal mentoring far outweigh the participants’ experiences with formal mentoring programmes. This finding contrasts much of the literature (Coleman 2002:147; Litmanovitz 2011:27).

5.4.3 – Participants Without Mentors

The participants who had no mentors at all had the most difficult path in management. For them, the initial experience of managing a programme was like drowning. As Bella explains,

“You’re thrown in at the deep end and you feel you have to say you can swim: if you can’t swim you may have to get out of the pool. I had no idea of budgets or examination boards and there was no one to ask. I had to just struggle along to get things done. In the end I think you just work and work and work at it, until finally I became better at it than anyone else” (Bella :3).

This feeling of working and working “until you get better” at the job was a universal feeling among the participants who did not have any mentoring. The data collected here concurs with the literature which states having a mentor is better than not having a mentor at all (Searby & Tripses 2006:180; McDonagh & Paris 2013:26).

5.4.4 Is Mentoring Effective?

Based on their own experiences, 80% of the participants felt that having informal, mixed gender, multiple mentors mentoring was most effective for women and was more than formal mentoring programmes. This was described as “formal mentoring just hasn’t worked for me” (Serena:9; Adele:8, Appendix 6), “watching others do good work and seeing how it’s done is the best way a protégée can learn” (Estelle:8: Christine:9, Appendix 6), and “I find formal mentoring a bit chancy. Overall, an informal connection that leads to a mentoring relationship is far better” (Ruth :7).

However, when it came to the participants’ opinions on formal mentoring forty-two percent of the women felt that formal mentoring programmes *could* or do work given the best set of circumstances. Christine explains that “...I think formal mentoring works, and I do believe in it. In fact, I think I would’ve benefitted from some of the formal mentoring programmes we have now. ...but *forced* mentoring doesn’t work at all” (Christine:6, Appendix 6). Adele concurs stating that in her experience formal mentoring programmes are “... as good or as bad as the set up of the individual people. In principle they work but it might not be the right person or the right relationship, or time. I don’t think my experience has been a good one since... my formal mentor at the moment hasn’t really

worked out really well as she's hugely busy" (Adele:7, Appendix 6). In addition, 26% of the participants felt that having a bad mentor was worse than having no mentor at all.

"I have had some very good mentors and some disastrous ones....Some of the protégées wound up in situations where they got quite bad advice. Quite a lot of older women have a very martyred view about their circumstances and can be quite bitter and we get that passed on. I mean let's not all sit around in a circle and agree it's not fair. I think there's a bit too much of that going on in mentoring some times and it isn't at all helpful" (Jessica:9).

Finally, half the participants felt that informal group mentoring worked better than formal mentoring (set in dyads), and 75% of participants were involved in informal group mentoring processes for their own careers at the time the study was conducted. An additional factor may be that informal group mentorships provide protégées with more options, differing perspectives which encourage analytical thought, and opportunities for work from several sources as opposed to from just one. Despite the fact that a significant majority of participants think that informal mentoring works better than formal programmes, 63% of participants are acting as formal mentors themselves reasoning that they must make the path smoother for women who are following them. This falls in concordance with the literature (Astin & Leland 1991:68; Shen et al 1999:353; Madden 2005:9; Powell & Butterfield 2003:246).

In examining the themes that emerged from the data in this study, it appears that formal mentoring programmes have not been effective tools for the development of leadership skills in current women leaders, but that informal group mentoring has been effective for the advancement of women in higher education management. It has also emerged that while the study participants do not feel that formal mentoring has helped them, they are now mentors in formal programmes and informal groups. The participants all place

great importance on mentoring younger women and men who wish to become managers. This concurs with the literature which states that one of the reasons women continue in leadership positions is for the need to effect social change (Astin and Leland 1991:66), and to have a sense of mission to make changes so that other women will not have the same difficulties as they themselves have faced (Madden 2005:9).

5.5 Identity

As demonstrated in many of the quotations in the sections above, another category began to emerge from the data: that of Identity. In exploring all the information presented, it became apparent that Identity was an overlying concept that was an integral part of each of the other themes explored and also a lynchpin concept that held all the other pieces of the puzzle together. The study participants don't try to fit themselves into a previously existing template, but built their own identities, within the role of manager.

“These are very public jobs and there are public expectations about you and the paradox of being authentic to who you are but at the same time meeting the expectations people have of you as that position. So I guess I have to generate the external view of this is how I'm engaging with this job and I'm going to be consistent with doing that because these are the values I hold” (Jessica:5).

Identity emerged as a factor discussed by 70% of the study participants. The majority of study participants felt that personal identity in the form of 'being authentic to yourself' (Jessica:6), 'seeing yourself as a leader' (Bella:7), 'having a good fit between your personal values, who you are, and the job you want to do' (Ruth: 8) were significant to women's success as leaders.

This concurs with the literature, which states “People become leaders by internalizing a leadership identity and developing a sense of purpose” (Ibarra, Ely & Kolb 2013:62). In addition, participants added that identity as a leader ‘... being the person you really are; a leader who happens to be a woman’ (Zoe:7) was particularly important to their success in the field. This also corresponds to recent research examining the study of non-work identities in concert with leader identities (Humberd 2013:3), wherein identity as a leader, coexists with identity as woman and “not every woman thinks of herself as a ‘woman leader.’ This variance has particular implications for her leader identity” (Humberd 2013:5). Study participants agreed that seeing themselves as a leader made a huge difference to how they felt they were perceived in the work place.

“It’s about identity and how you see yourself. I think a lot of the literature says we can see that bit, which is the step above us, but we can’t see up there. I remember one or two colleagues saying to me a good 10 or 15 years ago, ‘one day Adele, you’ll be a Vice Chancellor.’ And I said ‘who me?’ I couldn’t see myself in that role. Women particularly fail to see the whole journey I think” (Adele: 2, Appendix 6).

As discussed in 5.1.1 above, 80% of study participants did not plan a career in management or leadership. Although they had not ostensibly planned a path to management, somewhere along the line in their careers, they began to see themselves as leaders. As Adele summarizes,

“At some point in my 4 year pro vice chancellorship, I was in the network of vice chancellors ... my vice chancellors had started saying to me ‘What’s the next step then? When will you be VC?’ Then the head hunters came to my door and gradually your mind set changes from, ‘no I couldn’t do that to, well obviously they think I could do that to I jolly well am going to do that.’ Certainly, over the course of a couple of years I came to the feeling that I wouldn’t mind running my own show. I’m not sure I’d say that now because at times it’s quite hard running your own show. But I think it is the sense of the change in yourself and the notion of your own identity” (Adele:3, Appendix 6).

These findings concur with the literature on identity research in Transformative Development, which states that transformative learning happens when someone changes “not just the way [s]he behaves, not just the way [s]he feels, but the way [s]he knows – not just what he knows but the way [s]he knows” (Kegan 1994:17); a process which both out the “form” at risk and alters it forever. It also corresponds to Ibarra, Ely and Kolb’s finding that “Integrating leadership into one’s core identity is particularly challenging for women, who must establish credibility in a culture that is deeply conflicted about whether, when, and how [women] should exercise authority” (2013:63). However, as with any discussion of Identity, no theory can cover all the aspects of development. The question always arises as to when someone begins to see themselves as having a new role. Carol outlines an example that became quite famous at her university.

“There were two women deans in a group of about 20. There were only two of us: one brunette and I’m fair. This one deputy vice chancellor kept getting us mixed up and finally I got called the wrong name once too often. I said’ Look, I know you have difficulty telling us apart because we all look the same but from now on we’ll make it easier for all the senior managers at the university. You can call us all Wendy. Every senior woman: call us Wendy. And it became quite a famous thing at the University and the men never forgot it and never mixed us up again” (Carol:5, Appendix 6).

Is that the moment when it all begins? When someone pushes too far and women begin to assert their identity as someone to be reckoned with? It was for Carol. The question remains what is the triggering moment for the other talented women currently waiting in the wings at universities all over the world. And once they find that trigger, where will the resultant change lead them?

5.6 A Proposed Theory of Leadership

Having posited that Identity is a lynchpin that holds together all the other core categories that emerged from the data, I propose a model of leadership wherein all the themes and strategies in the core categories of Personal Skills and Professional Skills outlined in the Findings and Discussion Chapter, are held together by Identity. As a leader's vision of herself changes, so do her motivations, strategies and skills which improve her work and her home life, leading back to a change in her overall self conceptualization: her identity. The resultant change in identity (seeing herself as a leader,) creates a reality through which she may move in to higher level leadership positions.

I also propose that the themes, strategies and skills can be modified to increase success in any of the areas, or in either core category as a whole, through the use of metacognition to effect change. As discussed in 3.9 above, using metacognition as a tool for continued development of leadership skills, and knowledge, when integrated with reflection upon experience, leads to a change in a leader's schemata and script. These changes may become internalized over time and lead to an automatic changed leadership behaviour set. Once the change becomes automatic the schemata does not revert to previous models. The participant's experiences demonstrate how changes in personality become internalized over time. As Ruth says, "Once you've begun to change you don't ever change back. You don't go back to being what you were before. I'm still very like what I was when I was 20 in one way, but now ... I'm much, much more prepared to trust my own judgment" (Ruth:4).

The development of the personal and the professional skills are unified by identity and all three fields are cyclic in development, as shown in Figure 5.6, below. In this proposed model of leadership development the initial personality traits of love of challenge, change, fast paced work, teamwork and hard work in general, become reinforced in the leader's identity through success: the more often she utilizes the initial characteristic set, the more she builds her confidence and begins to advance.

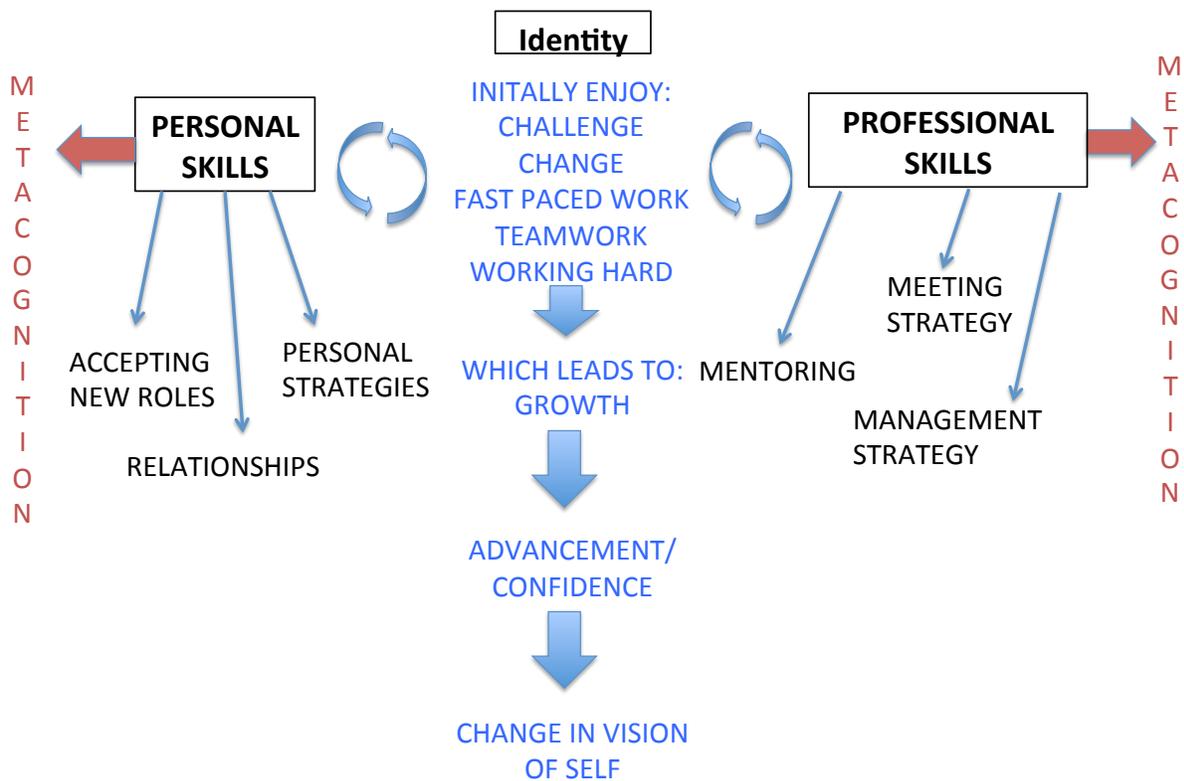


Figure 5.6 Proposed model of leadership development

Carol's development of the management strategy conflict resolution is one example of how making a change in Professional Skills can impact identity. "Those sorts of experiences when you're dealing with one or two people [challenges] sort of hone your skills for when you're dealing with a major drama... The challenges I dealt with before had given me the skills to deal with that [major situation]" (Carol:5, Appendix 6). Applying the model, this example demonstrates how growth in the Professional Skill set leads back into a woman's identity which continues to develop as she sees herself as someone who can effectively build upon previous gains in one area. In Carol's case, growth in the Professional Skill of effectively utilizing a management strategy to resolve a difficult situation leads to an increase in confidence in her ability to deal with greater professional conflicts.

The continued cyclic growth is balanced. Just as development of a Professional Skill impacts Identity as a whole and creates changes in the personal world, growth, change and development on the Personal Skills side of the equation also lead into a change in Identity, which demands resultant growth on the Professional Skills side of the model. Fern provides an example when she states, "... looking back I think I do something that other women don't do. If I'm asked to do something, I say yes, even when I'm not a 100% sure that I can whereas a lot of other women say no... My advice to many women is to be positive and believe you can do it. Not being arrogant but being confident" (Fern: 5, Appendix 6). In this case, Fern has been developing the personal skill of accepting new roles which has led to an increase in her confidence thus impacting her overall identity. Developing a personal skill such as accepting new roles

may then require a leader to develop the Professional Skill of mentoring because they will need guidance on how to achieve the new tasks they have undertaken.

As Christine explains, “it’s about stepping outside your comfort zone” (Christine: 5, Appendix 6), trying something new and then looking at what you did, what worked, what didn’t and how you’re going to change things for next time. “I guess I’ve learned to be clear about what I need to know and not to be self pitying: to bring [my mentors] a digested problem as opposed to having a bit of a whinge” (Christine:6, Appendix 6). Christine’s example demonstrates both how accepting new challenges and using metacognition to reflect on her experience prior to consulting with her mentors creates a better opportunity for growth leading to a change in how she perceives herself.

It can be argued that even failing at a new role will lead to a change in vision of the self, if metacognition is applied to the professional or personal skill utilized during a failure. As Ruth points out “while you can’t win 100% of the time, you can’t lose 100% of the time either” (Ruth: 5) but if you fail you must be able to “choose from a range of tactics” in order to “get the tone and general way of things right” (Ruth: 5). The ‘range of tactics’ and ‘general tone’ of what you want to achieve comes in part from applying metacognition to the event, then seeking advice of mentors and eventually, accepting another new role.

As discussed above, achieving a task will lead back into growth and develop confidence, changing how the self is perceived, however accepting a new role and not being successful at it, may still allow the development of confidence if after failing at a task metacognition allows the leader to not repeat the same mistakes in a new role, by

activating a new internalized script/ schemata. As Christine explains, after moving through past failures “I guess I have that confidence now and feel like I’m able to cope with just about anybody which I didn’t have before” (Christine: 3, Appendix 6). Stepping outside your comfort zone means leaning on the confidence that comes from developing new skills and a new schema. Fern describes how as a woman’s confidence grows so does her vision of herself as a leader. “The fear of failure doesn’t prevent me from saying yes to something... I think most women have a stronger fear of failure than men. So [I] seize the opportunity when [I] see it.” (Fern:6, Appendix 6). Reflecting on the success or the failure of a difficult situation provides valuable insight that can be applied to the next round of tasks attempted. Knowing that pitfalls can be avoided leads to confidence and changes the way women perceive themselves. Knowing that they might make mistakes but they will be able to utilize what they have learned to positive benefit also builds confidence.

For women in lower level management positions who wish to advance into more senior positions, utilization of this model means that instead of being overwhelmed by all the things she must do in order to reach a higher position, she can take on one thing in a personal or professional skill set and work to develop it – or as Carol says, develop her skills on smaller dramas before moving on to working out the larger dramas. As the growth in one dimension influences the way a woman sees herself, she changes her skill set, her schemata and her behaviours. Reflecting on the changes she has made embeds that knowledge in a new schema and alters her identity so that it matches her new abilities and will therefore lead to continued advancement. Changing the way she envisions who she is, will lead her - and hopefully, the rest of us as well.

CHAPTER 6: CONCLUSIONS

The purpose of this grounded theory study was to investigate the factors that affect the success of senior level women managers in higher education: to determine how they attained their positions; their motivations for continuing in management and the factors played a role in developing their leadership potential. This study sought to explore information gathered from successful women currently holding higher level management positions at universities in order to develop a theory that might aid current women managers would like to attain higher postings, and in doing so, create better experiences for women who aspire to senior positions in higher education. I have summarized the findings according to the implications that have come out of the data for each of the initial research questions.

6.1 Summary Of Main Findings

All of the findings of the study were the result of coding the information gathered through in depth interviews, identifying themes that emerged from the data and grouping of the themes to form descriptions, answers, to the research questions posed.

6.1.1 Question One: Why Do Women Become Leaders?

In accordance with the literature, the majority of the women managers in this study did not plan on entering into management. Instead, they followed interesting work and increased challenges along their career paths.

Some of the participants also felt a duty or responsibility to take on a leadership role in order to “make things better” for other women, for their university or for their countries.

The main motivation of women who chose to enter leadership roles was that of seeking better career opportunity; a finding which is no different than that of men.

It also appears that culture has an influence on the reasons the women in this study went into management. The effect of culture, especially when there is a sense of duty associated with the culture, to enter in to management appears to be a new finding.

6.1.2 Question Two: Why do women who are successful in management positions stay in leadership and continue to advance?

The women in this study continued into higher level management positions because once they began doing the work they discovered that they had a passion for seeking out challenge and thoroughly enjoying a fast paced changing work pace. When they realized they could make a difference to future generations by role modeling good work, and wanted to do more. When they realized that they were good at the jobs they undertook, they wanted to see what came next.

Most importantly, the main reason that the successful women managers continued to move into more senior positions was that they had the support of their families, especially their partners, who took up duties at home. In addition, at critical times in their careers when the study participants were on the verge of giving up, they got key support from a friend, colleague or a spouse. Instead of giving up, they took alternate action, many times described as “just waiting” and then continued on.

Findings in this study on career path and educational background indicated that they did not affect success or advancement of women managers. This finding does not concur with the literature which states that in order to succeed women managers must have

only a linear, uninterrupted career path and not be married or have a family (Yoder, 2001:814; Madden 2005:6; Christman & McClellan 2012:649).

6.1.3 Question Three: What Strategies Have Women Developed To Overcome Leadership Challenges?

Answering this question fell into two main parts: defining the challenges women discovered when in leadership positions and then discussing strategies utilized to overcome these difficulties. There were several areas of significant challenge discussed by the study participants: dealing with academic bullying, asserting management authority, maintaining a research profile and just being a woman. The two most significant challenges identified by the study participants were academic bullying and asserting management authority in male dominated arena.

Academic bullying was described as a public, aggressive, verbal attack that occurred in full view of others, usually during the course of a meeting, which usually occurred when a more senior male manager was losing an argument with a woman (or a junior male manager). The ability to withstand academic bullying and respond strongly while maintaining self control was the main strategy developed to overcome the challenge, along with winning the argument. The idea that one must not back down from the point being made was a key factor in gaining respect of others and improving self-confidence. Asserting management authority in a male dominated arena was described as being the person directly responsible for managing men in a department, school or university and having the authority of the position challenged. The strategy identified to overcome this challenge was developing displaying confidence in yourself as a manager.

Developing confidence came from working through smaller negative events, which led to being able to deal with larger, more difficult events when needed. Other strategies in dealing with challenges to authority came from “being able to play the game” of garnering support from others and gaining knowledge by listening carefully to what is being said outside of meetings.

In addition to identifying challenges and strategies to overcome them, the participants discussed a wide range of everyday difficulties which were grouped into three areas: personal strategies, meeting strategies, and management strategies. The participants outlined identified techniques to deal with everyday difficulties they encountered in work settings. All of these strategies led to minor victories in the day to day work that helped to build the confidence required to help them succeed. The key to this success however is actually in the metacognition that occurred. The participants saw what happened to them, identified the issue and developed strategies to avoid repeating the pitfalls. Techniques for dealing with everyday challenges are outlined in Chapter Five, above.

6.1.4 Question Four: Has Mentoring Been An Effective Tool For The Development Of Leadership Skills In Current Women Leaders?

Based on this study, the most effective form of mentoring for women was multiple, informal, mixed gender mentoring that continued through the course of careers. The majority of the women in this study had informal mentoring and felt that having a variety of mentors who came from both sexes was invaluable to them. Having differing perspectives helped them to figure out “the game” of management so that they could advance in the ranks more easily.

Only 21% of the study participants went through Formal mentoring programmes, but considering the average age of the study participants, that may have been because formal mentoring programmes did not exist when they were moving through the academic ranks. The study findings concur with the literature which states that having a mentor is preferable to having no mentor at all. Eleven percent of the study participants attained an upper level university management position without any mentoring but all of them discussed how they wished they had found a mentor. It is possible to continue through the ranks and attain a higher position without mentoring, however it is the most difficult path to take.

Even though the women's personal experiences clearly showed that informal mentoring had been the most effective method for their professional development, all of the study participants were actively involved in formal mentoring programmes at the time of the study. They felt that it was important to be a good role model and to give back to others who wanted to become managers.

6.1.5 Findings Outside The Scope Of The Research Questions

An unexpected finding was that identity was a key factor in the success of women managers. The participants felt that being able to see themselves in a higher level position and believe they could do the job was key to actually applying for a higher level position and getting it. Identity developed as a key factor in the success of women managers that was superimposed over all other factors for success.

Another component of identity was confidence. 86% of the participants felt that developing confidence was a key to success and went hand in hand with developing

identity. The concept of confidence was discussed in overlapping segments throughout the study: in continuing in the positions, in strategies for success and in mentoring. In addition, it may be significant that more than half the participants in the study did not see being a woman as an obstacle to their success but rather as an opportunity to shine.

6.1.6 A Proposed Theory Of Leadership Development For Women

As discussed in 5.6, above, I propose a model of leadership wherein all the themes, skills and strategies discussed are held together by identity. As a leader's vision of herself changes, so do her motivations, skills and strategies to improve in her work, her home life, which results in a change in her overall personality.

The development of the Personal and the Professional personas are unified by identity and all three fields are cyclic in development, as shown in Figure 5.6, above. In this proposed model of leadership development the initial personality traits of love of challenge, change, fast paced work, teamwork and hard work in general, become reinforced in the leader's identity through success: the more often she utilizes the initial characteristic set, the more she builds her confidence and begins to advance. As her confidence grows, so does her vision of herself as a leader. The concurrently developing personal and professional skill set also grow and lead back into her identity which continues to develop.

6.2 Implications And Recommendations

At the outset of this study, I sought to uncover information that could be used to encourage women to take up the challenge of leadership and or to enhance methods

for mentoring them more effectively. Based on the information gathered and analyzed in this study, the women who are successful managers in higher education are intelligent, hard working people who love the challenge and constant change required by the job. Unlike many women who leave lower level management jobs because of the difficulties associated with them, successful women use the same negative factors as reasons to attain higher management positions instead of returning to lecturing.

The implication for women who seek to attain higher education leadership positions is that success is attainable for many more women, if they have strategies in place to help them navigate the difficulties they face on a daily basis. They need to be aware of concepts such as academic bullying and how to stand up to it, meeting room tactics and making sure their voices are heard, and look and sound the part of a manager. But women must also be aware that just as a university faculty position isn't for everyone, neither is a management position. Those who love challenge, change problem solving and strategic thinking seem to be better suited to the role than others.

In order to be successful, younger women who wish to go into management should start by chairing small committees and practicing metacognition when dealing with small difficulties. In evaluating the minor pitfalls and victories on a smaller scale, they can use that information to help build confidence and go on to chairing larger committees and running larger events. In light of the constantly changing levels of government funding in Education, women should be able to understand financial statements and how to run a line budget.

Women should be informed on styles of male argument in meetings in order to prepare themselves to deal with the academic bully that is clearly prevalent at the university level. They must be aware that it is part of the job and find ways to practice dealing with lesser degrees of heated argument until they are able to maintain a calm demeanor when responding to bullying tactics.

In terms of mentoring, women who would like to be successful in the higher management ranks are better to nurture and develop informal mentoring networks which include both men and women mentors. Participation in formal mentoring programmes may be a good starting place, especially if new at a university but protégées should ensure that they have a good personal connection to their mentor whenever possible: this may be fostered by having a common interest outside of work. In addition, it is recommended that women aspiring to lead have more than one mentor and seek advice about different areas of difficulty from different people.

Although the next recommendation is a highly difficult one to achieve without experience, the women who choose to marry must be highly selective of a partner who is truly supportive and willing to take on responsibilities at home: not just on the odd occasion, but on a day to day basis, without resentment for the task.

The first step for women wishing to advance in management is establishing a baseline level of confidence which will enable them to apply for jobs even if they are not sure they can get them, and then having the knowledge that as they do the job, if they enjoy it, they will develop additional skills required for success. Identity is the key in this area. Women need to practice envisioning themselves in the job one level higher than the one

they are currently in, and see themselves succeeding at the work. For years talented athletes have been trained to win gold medals in just this way so there seems to be no reason that talented women cannot be similarly trained to attain upper level leadership positions. They must also remember that the juggling act of maintaining a research profile, the management role and a family life will continue throughout their careers and that having a supportive family is a key factor in the success of many women managers.

6.3 Suggestions For Further Research

This study examined the leadership strategies and successes of 19 women managers in higher education contexts from four English speaking countries. In order to continue the work, the researcher would suggest expanding the study to include as many women at higher level management postings as possible from each country studied.

While there is much research into “the gendered work environment” I have found nothing on academic bullying as described by 90% of the study participants. Greater research into this phenomenon would enable younger managers to be better prepared to deal with this situation.

Two additional comparative studies, could also be undertaken: one comparing the motivations of male managers in higher education to that of women in a similar age bracket, and another comparing the generation of women leaders in this study to that of the next generation of women.

In doing a literature review for this study, the researcher noted that while there are many studies focusing on why women fail to attain or continue in leadership positions, there are relatively few studies examining why the women who do succeed, are successful. Continuing work in this vein would be useful for women who wish to become managers.

The initial motivation women have for entering leadership positions and the cultural implications related to their primary motivation. It was unexpected that the women in this study would have varying primary motivations for entering into management and that those motivations would break down so strongly along cultural boundaries. Of particular interest to this researcher was the British motivation of duty. Expanding the study to include a larger percentage of women managers would verify that this data. It would also be of interest to know if British male managers felt this was their primary motivation for taking on leadership roles.

Another area of interest for further research is that of mentoring and the form mentoring takes. As most of the study participants did not have access to formal mentoring programmes as they moved through the ranks, it would be interesting to analyze whether the next generation of manager who do have access to such programmes has the same success rate as those in this study. In addition, research on the development of semi-structured and informal mentoring programmes with multiple mentors and mentors of mixed gender would be interesting to develop further.

Finally, I would like to propose the model of development posited in 5.6, above be explored and researched further. I argue that all of the themes are linked and held together by the lynchpin of identity. Changing one of the aspects in Figure 5.6 will lead to a change in all the others, especially in how a woman sees herself. Conducting a new study that tests the model for effectiveness is also recommended.

6.4 Personal Reflections

I began this study because of my personal experience as a manager of an English Language programme at a Canadian University in which I was challenged and

stimulated by the work and at the same time astounded by running into the old boy's network and the red tape that I encountered. I could see other women succeeding in similar positions and wanted to know how they did it and how I could do the job better. During the course of the study I have been very fortunate to meet generous, talented women who were willing to give their time to a PhD student without question. They opened their hearts and minds to me so that I might have a glimpse into what makes them succeed in their jobs – themselves. It has been a long journey with unexpected turns, which has led me to be educated, amazed and inspired by what we can accomplish if we work together and don't give up.

The women participants have worked hard to attain their positions, and have made sacrifices on a personal and family level in order to follow their hearts, but the question remains was it worth the price they had to pay? Is it the determination of these women to carry on in the field that separates them from others who leave? So many things have changed in our societies since these women began working in largely male dominated fields. Women now hold many positions of leadership and the idea of a woman university president (or American president) is no longer considered far-fetched, but realistic. Having said that, statistics still bear out just how little progress women in leadership seem to have made. Perhaps all we can do is continue to follow the example initiated by those who have gone before.

“I learned that persistence pays off. You never make great steps of progress you just make small tiny steps of progress and you keep doing that ultimately you get to where you want to go” (Bridget:6).

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Appendix 1: E-mail Interview Request for Participants

Dear Professor XX,

I'm a PhD student currently enrolled with Exeter University completing a study on women leaders in higher education. The study has an international focus, examining the role mentoring plays on career paths of women in administrative positions. The participants in the study so far have included women from the level of Dean to University President from Canada, Great Britain, Australia and the United States. My intention is to utilize the information gathered to develop effective mentoring programmes for younger women who aspire to lead.

I was referred to you by XX who suggested you'd be an excellent person to interview. As a successful woman in the field of leadership, I was wondering if you would consider participating this study. If you would be willing to share your expertise in the area of leadership and mentoring, I will be in England/ Australia/Canada from xx – xx during which time I hope to meet with you

Thank you for your time and consideration of my request ... and for your contribution towards the completion of my PhD research.

Sincerely,

Penny Farley
Instructor
Zayed National Women's University
Dubai, UAE

Appendix 2: E-mail reply to acceptance of Interview Request

Dear Dr XX,

Thank you for agreeing to be in the study. I arrive in Australia early in the morning on the XX so can meet with you anytime. If you could let me know where and when you'd like to meet, I'd be happy to come to you. Most other interviews have taken about a couple of hours, although some have gone longer. The interview will be recorded, so any place that isn't too noisy would be great.

Just so you know (and as a researcher yourself, you've probably already assumed,) all interviews:

- are transcribed and returned for verification
- are confidential
- will NOT name the institution where you work

I will also provide a consent form from the university. If you have any concerns about a signed consent form impeding upon confidentiality, I am happy to let you know that I will secure and keep confidential all the names of participants and the universities where they work.

I'm looking forward to meeting you and hearing about your experiences.

Thanks once again,
Penny

Appendix 3: Exeter Consent Form



SCHOOL OF EDUCATION AND LIFELONG LEARNING

CONSENT FORM

I have been fully informed about the aims and purposes of the project.

I understand that:

there is no compulsion for me to participate in this research project and, if I do choose to participate, I may at any stage withdraw my participation

I have the right to refuse permission for the publication of any information about me

any information which I give will be used solely for the purposes of this research project, which may include publications

If applicable, the information which I give may be shared between any of the other researcher(s) participating in this project in an anonymised form

all information I give will be treated as confidential

the researcher(s) will make every effort to preserve my anonymity

.....
(Signature of participant)

.....
(Date)

.....
(Printed name of participant)

One copy of this form will be kept by the participant; a second copy will be kept by the researcher(s)

Contact phone number of researcher(s): (++) 97150 259 7834 (Dubai)

If you have any concerns about the project that you would like to discuss, please contact:

Penny Farley

.....

.
OR
Dr. Susan Riley (supervisor)

.....

Data Protection Act: The University of Exeter is a data collector and is registered with the Office of the Data Protection Commissioner as required to do under the Data Protection Act 1998. The information you provide will be used for research purposes and will be processed in accordance with the University's registration and current data protection legislation. Data will be confidential to the researcher(s) and will not be disclosed to any unauthorized third parties without further agreement by the participant. Reports based on the data will be in anonymised form.

Appendix 4: Interview Questions

- 1. Can you tell me about your educational back ground?**
- 2. Where did you begin your administrative career? Were you always interested in administration?**
- 3. Why did you become an administrator? what led you to administration?**
- 4. How did you get to the position you're in now?**
- 5. It's a not an easy job. Why do you keep on going in the field?**
- 6. Have you thought about doing something else?**
- 7. Was there a defining moment that led you to a decision to keep on going?**
- 8. Could you tell me about a specific challenge in your career that you've had to face and overcome as a leader? How did it help you develop your skills?**
- 9. In higher education less than 5% of top leadership positions are held by women. Is being a woman an obstacle in your job? How? Why not?**
- 10. Are there specific strategies you've had to use as a woman to deal with men in the job?**
- 11. Did you have any mentors as you were developing your leadership skills?**
- 12. What kind of relationship was it? Describe how the relationship worked?**
- 13. Do you think formal mentoring works to help develop young women as leaders?**
- 14. Would you consider mentoring someone now?**
- 15. Why would you select someone to mentor?**
- 16. Anything else to add about anything we've discussed?**
- 17. What group associations or memberships you hold that have fostered your success?**

Appendix 5: Key To Colour Coding Of Transcripts

Text	CHALLENGE	
Text	CAREER PATH	
Text	MENTORING	
Text	TEAMWORK	
Text	IDENTITY	
Text	ACADEMIC BULLYING	
Text	STRATEGY USED TO OVERCOME DIFFICULTY	
Text	CHANGE	
Text	GENDER/ BEING A WOMAN	
<u>Text</u>	More than one code applies to the text: May also be highlighted/coloured	
<table border="1"><tr><td>Text</td></tr></table>	Text	Codes and memos in the margin of the pages
Text		
<u>Text</u>	More than one code applies to the text. Formatting did not allow underlining	
Text	Uncoded text	

Appendix 6: Coded Interview Transcripts

Interview Transcript Exemplar #1

Christine 63

British

1. Can you tell me about your educational background?

I'm from Birmingham which is important because it's large and it gives you a lot of opportunity within a big city. I come from a teaching family. My father was a teacher. Another important thing about Birmingham was that they ran an archeology programme for school aged children. So having gotten hooked on archeology at age 11, I then went on to run this thing before I went on to university. I got hooked on archeology quite early. When I was 15 I thought boys were more important, but other than that... I've always known what I wanted to do.

I guess the most formative bit was living in rural Devon from 7-11 years of age. I went to a prestigious girls' day school for which I had a scholarship. I went to school in Birmingham from 11-17 so I got both the rural and the urban experience. If I had stayed in Devon I probably wouldn't have gone to XX. I wouldn't have gone to a school where they did the things they did.

You came from a 2 parent family, then?

Yes. I'm the oldest and I have a brother who is 3 years younger now living in California. I married to an American as well. I also have a younger sister who lives here. She's very remarkable. I have a great admiration for her, because she did it the hard way around and I just did the ordinary thing. She did it all at night and with great difficulty. She's now retired and I'm still here.

So you went to school in Birmingham?

After the public day school in Birmingham, I came here as an undergraduate, and read archeology and anthropology at xx, one of the three women's colleges. At that time there were only single sex colleges. I did my doctorate there, marrying an Australian mid-way through. And then went back there as their first home grown fellow and went on to be what's known as a senior

tutor. And now run the what was the university's teacher education college and is now the other colleges.

And you did your bachelor's as an honours' degree?

Yes and went on to do my doctorate. I specialized in archeology but you have to do arch and anth here to start and came back to do a PhD. I started my doctorate in 1969 and didn't finish it until... 1975 because I took a job here in 1972.

2. Where did you begin your career? Were you always interested in administration?

I think I was doing both teaching and research as they go hand in hand here. I started on a long term project. It took 20 years to come to fruition and I think that's what pushed me more towards teaching and administration because the research wasn't coming in as beads on a string, it was a very long block. In those days that didn't matter very much. The emphasis on publishing every year wasn't as strong so I published more later. I'd never get away with it now.

I was sort of changing direction all the time. First by taking care of students in my own field, then by being a pastoral tutor, then admissions tutor, which I did for 3 years. At that point went on to the university administration as a sort of junior member because you can go up on these elected member things.

CHANGE

I then went on to the university's council which is the CEO body and on the finance committee, I ran their arts building committee, I was on the university's general board and in 1991 took over this college. At the same time became a dean what's called the chairman's council of the school for the humanities and social sciences. I did that for 6 years. I had a year's intermission and then came back to 6 years of being the university's pro vice chancellor.

CAREER
PATH

CHANGE

It hasn't been static. I mean I've been in the same place but I've been moving and changing. When I think about international archeology you just move around all the time, so I feel faintly guilty for being in one place the whole time. But I haven't just done one thing for more than...

Having done all the jobs has been useful to me in my role as vice chancellor, because I've seen it all and I've got connections right across the university that I can pull on when I want to get some help with things.

INFORMAL
MENTORING

3. Why did you become a manager? what led you to management?

I guess it was when I became admissions tutor at the college. I was already working on big excavations with a hundred people under canvas so I had the practice. It's interesting how many pro vice chancellors in British education sector have been archeologists. There were two things really. There was a setback that set me on the university track.

The one post in my field came up in about 1975 and I didn't get it. The girl who got it is still in it. At that point I realized that I could either go somewhere else and the head of my college suggested to me that I might enjoy doing something else going alongside teaching and research and that

INFORMAL
MENTORING
LINK TO LIT:
FELL INTO
ADMIN

was the point I think, where the admin took off. It wasn't a consolation prize

STARTED WITH
CHALLENGE

but it forced me to look at things. She said you can either leave or stay here, but if you stay here you'll want to go on to bigger challenges. It was inspired of her. She herself was the first woman pro vice chancellor here and was also a wren in the war. She was very used to handling people and thinking about them.

LINK TO LIT:
PRE WWII
WOMEN

4. So you came to this position because you were seeking bigger challenges?

Exactly. It was a new thing to do which I find invigorating.

5. It's a not an easy job: long hours, annoying people, difficult situations, and politics to get things done. Why do you keep on going in the field?

Because it is of the greatest possible interest. I do finish at Christmas since we're in time limited positions. I did three years with a general portfolio and then it was decided that they needed someone to establish a strategy with an international portfolio, so now I'm 2 ½ years into that now.

It's highly integrated with personalities and places and I guess there are no dull moments. The 3 pro vice chancellors together were talking about this at lunch time and that it's the one place in our senior lives where we've been working as a team interchangeably with a sort of camaraderie that's intoxicating since we're together and you don't have to watch your language or to be able to tell the funny stories to each other. One level more and you're alone.

CATEGORY:
TEAMWORK

You know someone will call up and say I've got a problem with x who's posed topless for the local paper and I would groan. *The PVC on the other side of the screen will say have you got a problem and I'll tell him about the topless women. He says, allow me to tell you about jelly wrestling. So that degree of camaraderie is invigorating* and I shall miss it.

TEAMWORK
AND
CHALLENGE

I also was a bit scared about political correctness in dealing with international parties. I just wanted to get things right. *I guess I have that confidence now and feel like I'm able to cope with just about anybody which I didn't have before. This post has given me that. It's given me a personal growth which I value.* I also think I have value to the university and that is something that's good for one's morale.

IDENTITY AND
CONFIDENCE:
PERSONAL
GROWTH

Having said that you're just finishing. Are you seeking another term?

No I'm 63 so I revert to looking after my college full time and I expect they're dreading it. It's probably time anyway.

6. Have you thought about doing something else?

Oh yes. I've been head hunted for things but I married at the age of 42 for *the second time to a much older person who gave up his job at Stanford to come here and I really didn't want to move him at the last stages of his academic life. He having given up the last stages of his academic career with me, I*

KEY
SUPPORT FOR
HER JOB

didn't want to push him all over the country. There was really not much chance of him starting again once he had come here. It wasn't fair. *I didn't pick up any of the expressions of interest in me as a VC* because of him, but also because I know what it's like and if you want any sort of domestic life then you don't do it.

7. Was there a defining moment that led you to a decision to keep on going?

There was a point quite early on where I was interviewed for a job in XX, not long after I didn't get the xx job. They offered it to me at the end of the interview and I said I'm sorry I really don't want to do this. Now they got someone very good for it, but they had wanted me to change my research area and I was in the middle of a long project that I didn't want to move. I didn't want to do that academically. Secondly I realized that I had things I wanted to do here. So that was a defining moment because I could've gone to Durham and been involved in other things academically.

At a much later stage, I could've just retired. *Instead I decided I was being offered the job of running the school at the same time as being dean and that I could probably just manage both if I put my mind to it.* That was actually a bold move for me.

8. Could you tell me about a specific challenge in your career that you've had to face and overcome as a leader? How did it help you develop your skills?

One of them was when I was chair of a school. *This is a very male place and I was being... well bullied is too strong a word, because what it was about really was men knowing best and ending up at each successive meeting of senior administration (which was all male here in those days) in tears.* And then thinking you don't have to be like this. You have to find a perspective on this that makes it work for you. *The same administration is still bullying me at this august stage – because that's what they're like. It can get under your skin but that made me decide that we really should be doing so much more to*

BULLYING BEHAVIOUR

break down the expectations of how men and women worked at the university.

So when XX came as female VC and wanted to get stuck into the problems,

we knew then was we hadn't put enough effort behind it. In a way it's hard

to politicize women so that they have a style that they feel comfortable with

which means that you can play the men at their own game, because you're

not going to change the game. The game is highly competitive, highly

science focused in many parts of the university.

When you add the domestic to it, it gets to be too much. It's the sort of thing

where the women with families don't go to the pub at the end of the lab day,

they don't manage to get in for an 830 meeting. It's the stuff of which an

ordinary domestic life is built. It is getting better but only because there are

men who are taking family responsibilities. It will change, it will just take a

very long time and that's largely because the whole thing is so competitive.

What skills did you develop to help you get past that? The bullying (for lack of a better term)

I talked to people about it. I think it's the sort of thing that once you've faced

overt criticism, have been willing to say I'm having difficulties with this.

Either this attitude or this person and say is it something about me or is it

something about the system. I had to become more analytic and not wholly

inclined to self blame.

I had something recently in college where somebody had a real go at me for

being autocratic and they're probably right. So I talked to people about it and

said talk to me about how I am. It opened it up and people said yeah you are

but so what and others said yes, you need to listen more. That means that I

can confront it with everyone and say I've got no shame about this. This is

what's going on. Can we talk about it? It lays you open and is potentially a

high risk strategy but you have to find your own style for dealing with this.

I said to another head of school, someone in the sciences, that guy reduces me

to tears once a month. He said, that's ok Kate, if I cried he'd do it to me too.

He could've very easily said if you can't stand the heat... But he said it

LINK TO
INTERVIEW D:
"THE GAME"
AND KNOW
THE RULES

happens to me too. To have a certain amount of honesty about problems is helpful.

9. In higher education only 20% of college presidents are women, and in management in general, only 1% of top leadership positions are held by women. Is being a woman an obstacle in your job? How? Why not?

No. I haven't found it to be. I don't think I ever feel that people choose against me for gender reasons. Certainly not in this university with a female vice chancellor and 3 of the six people at the top were women at one point.

We've tried to encourage women to get into higher administration but really they don't want to do it. Why not? Most of them are senior academics and they've made it academically and they don't want the extra hassle. They've already got the job and the family and the idea of adding admin isn't what they want to do.

Also because to some extent it's about stepping outside your comfort zone. There are no female deans at the moment. There hasn't been since me.

We have a senior women's action group and they want to stay on the academic side. It's partially about status in a very intensive research based university. You're almost betraying the system if you're seen as wanting to run things. Admin is almost a dirty word.

ACTING AS MENTOR

10. Are there specific strategies you've had to use as a woman to deal with men in the job?

The VC we have now does things by charm. She doesn't pull her punches but because charms and she has power she has, she has a slightly different effect on the chaps. It's almost aphrodisiac. I don't think I have that effect on men, but she does and it's interesting to watch.

I haven't found people being hostile in that sort of way... but you can see I'm hesitant about how to even speak about this. I think that might be style.

We have a new woman working here as a head of a college and she has that same style about her. It's fascinating to watch the colleagues around her.

They listen to her. They say things like she's so interesting. They feel as though they are having an intelligent conversation and not that they're being told something. So the strategy would be to engage them in thoughtful conversation, in the problem, and then bring around to what you'd like anyway. That's the trick.

LINK TO
PROCESS

The trick is not to tell them. For me being autocratic at the university has no value. It's not conciliatory either, it has to be a kind of consultative style. If you've got problems you say there are some problems and how are we going to deal with this? Making it a joint dealing instead of we're going to do this. There are women who can say we're going to do this, but you find your own style. I think women are more conscious about finding your own style.

COLLEGIALITY

One of my very close academic friends found herself always missing out on the next level of jobs. She missed out on 6 or 7 vice chancellorships. She decided in the end that she was small and decisive and they were threatened by the incisiveness which meant they couldn't see her leading the university because she was too physically small. I don't know whether it's true or a universal, but it is something of an explanation about how people see you and feel you. Which is different for women and difficult.

HOW YOU ARE
SEEN/ SEE
YOURSELF. LINK
IDENTITY

11. Did you have any mentors as you were developing your leadership skills?

I've had informal mentors but no formal mentors. I guess my early mentors started with my PhD supervisor, who was head of the British museum. He was impeccably good with grad students: how to bring them along, how to introduce them to people, what to do with them. He was a very good patron as well as a supervisor. In the sense of how to look after the juniors, I learned a lot from him and I've used it ever since. I use that now with my own PhD students and I expect to be a part of their academic lives.

MIXED
GENDER
INFORMAL
MENTORS

I learned committee work by having an early entrance into university administration as a junior member I was watching successive people. I've

KEEN TO
LEARN BY
OBSERVATION

never really had any mentoring other than observation I think. Nobody was responsible for me since Rosemary was.

Do you think you learned that from Rosemary?

Yes, but I think what she did was to make many of us unafraid of getting involved with the university as opposed to the college. There was a group of us who had been relatively young when she first took us on and one of us became the university treasurer, another went on to be head of another college. I had also gone on to become head of college. A third went to become a head of college in XX. She opened a door to all of us and I don't think any of the other colleges have that history of encouraging others to take public office. There was something in the air almost.

NEW
CHALLENGES/
MOVE UP

POSITIVE
ROLE MODEL
FOR GROUP

She could see the importance of connecting her college to the rest of the university. It makes a lot of difference to a small or a female college. I think she set that theme for us.

If you said to her she was a mentor she would be horrified. In part because we didn't talk about those sorts of things in those terms. But she was my mentor. I didn't want to be like her, in that she was shy, from a services background, but in terms of hands on management she was absolutely fundamental in showing that you were not just a figurehead, you knew exactly how it all worked. The interesting thing was we chose her successor and picked someone not at all like her because we wanted an academic. We didn't at all like that and we went back to an administrator. So colleges swing from one sort of leader to another.

LINK TO J NOT
WANTING TO BE
LIKE OTHER
WOMEN IN THE
ROLE

Rosemary had founded the college and built it and made it what it was.

12. What kind of relationship was it? Describe how the relationship worked?

I guess I learned to be clear about what I needed to know and not to be self pitying. To bring them a digested problem as opposed to having a bit of a whinge. I could go to them and say I'm having a bit of problem with my bursar, who knows best, because he's a chap and he knows money. Now I have the power to simply say stop that and get lost, but that isn't going to give

METACOGNITION

us a good working relationship later on. He's employed by the trustees later on. Effectively, I try not to ask someone else to solve the problem.

There was a point when my college which was separate from the university in those days, was being run by the teacher training agency along with two other colleges in different places. The three head use to get together to lunch at the landmark hotel and really just talk about anything that was happening because we had nowhere else to turn.

13. Do you think formal mentoring works to help develop young women as leaders?

I think they are and I think I would've benefitted from some of the ones we have now. I think they work, and I do believe in it. I think people use it as little or as much as they need it really.

I think forced mentoring doesn't work. It's a bit like my undergrad system where the incoming first year have a college buddy who is responsible for them when they first arrive and write to them before they come to the university. Sometimes those people become lifelong friends and other times they disappear within the first 2 or 3 days.

I think these very elaborate schemes are not easily combined with people. It's the deliberation of them. It's the ones that say you will meet at such and such, you will have targets, you will For some people that's very helpful and if someone is having problems I put it into place very deliberately. I say tell me where you want to be in two months and come back and tell me where you've got to. It's like saying very well, if you can't do it for yourself you're going to have to do it for me. But there are other ways of doing it where, if you're having trouble doing some writing, which is a common academic problem, you can find someone else who's writing and possibly do some match working. So you reward yourselves by having lunch together as it were. There are different ways of doing these things.

It feels as sort of training on the job but there are few places where the more senior you get, someone is a match to what you do. That's the difficulty: the

further you go on the tree that less likely it is that you're problem will be the same as Jane or Jeremy. **So the most likely thing is you pick up the phone and say, so has this ever happened to you? That's what's more likely in these sorts of senior position. You can't teach someone to be a vice chancellor. I think people might share things in private.**

When there were nine female heads in the UK we used to get together in the ladies room at meetings and we'd say 'none of us said anything.' And then someone would say 'well, I had something to say but it was only a sentence long' and all the chaps were really making speeches. So there was a very informal system where we would encourage each other to participate.

SPEAK IN MEETINGS

But there was a lot of discussion in the glass ceiling discussion group. I stopped going because they always met in the middle of the week and I had a job to do. I never understood how anyone had enough time to be a member of the organization. One thing that WAS interesting was that 7 of the 9 of us were on second marriages to an older husband who wasn't competing with us. That was interesting. The trajectories were so similar. I mean you didn't have two alpha personalities clashing all the time.

KEY SUPPORT FROM NON COMPETITIVE SPOUSE

Ways it's important to mentor?

Being there, being available, and being encouraging. Saying it's ok. You know you lost it at that point and so what? It's a long career; you'll get it back again. It's having the trust to be able to say to someone, oh no I did that really, really badly and having them talk it over with you. The trust is most important. That's also difficult in a formal system. **Essentially everyone you meet is different and some of them aren't capable of change even though you wish they were, therefore no single system works.** You have to be flexible in the way in which you deal with individuals. That means you have to give individual time to people. As a mentor in a formal system you don't have that kind of flexibility.

LINK TO FAILURE/SUCCESS

I find real reward in being constantly stimulated by problems and trying to solve them. I get real pleasure out of work but I don't have children so I

HARD WORK PROBLEM SOLVING

haven't had to make those choices that other women have. What you see is that all the rewards are tilted towards high achievements regardless of domesticity which is why I say it's gendered. I think it's interesting because of the sort of driven-ness of being a good worker.

14. Would you consider mentoring someone now?

Not, really. Only in the sense that there's a new head of college. I don't think it's anything other than sharing actually. She's the kind of person who I think gosh I wish I were like you. I knew this woman who, I admired so much for her calm and her philosophy it was an absolute revelation to me to find that difficult situations turned her jelly. It wasn't until we shared a journey somewhere that I learnt this. This outside smoothness just shows that you can't tell what's going on with someone.

What would you look for in a mentee.

I'd look for a sense of humour when they look at the world they inhabit and themselves. But also awareness of yourself, your situation and the situation of others. When someone is having a go, they're not necessarily having a go at you, sometimes it's about their unhappiness, or they're generally cantankerous. In each case you have to be able to say what's going on here? That capacity to sit back and not be frightened by it.

15. Anything else to add about anything we've discussed?

I guess it's just the value of teams where you can discuss things and let them out and be honest about things that come up. I think I learned that everybody has bad days and maybe as a mentor we could remind people that they're going to have bad days as well as good ones.

Interview Transcript Exemplar #2

FERN. I grew up in Dorset.

Can you tell me about your educational back ground?

I went to a girl's grammar school in Dorset. I was the first in my family to go to a grammar school and the first to stay on at school post 16 and then the first to go to university. At every stage I was the first in my family, partly because of the background I come from are not a highly educated background at all. From school I went to the University of XX.

I did my **undergrad degree in English and did my trained to be a teacher at XX and then went to teach in secondary schools. Then did a masters and a PhD and then came back into teacher training at XX.**

Where did you begin your career? Were you always interested in administration?

I was teaching in HS for I year as newly qualified teacher then I had children and I did a lot of part time temporary teaching, then **when my own children went to school I went back to regular part time teaching. So I taught for about 6 years. In that period I also started teaching part time in university. It's a very unconventional route really. I was a mom and so I had an eight year gap where I did a lot of ad hoc teaching.**

After I moved into the school of education. **I guess when I first moved into teacher training I was still teaching in schools so I taught in school and taught at school part time. When I was appointed full time at the U of XX, at the**

Interrupted
career path

same time they asked me if I'd be the programme director of the secondary PGCE. That was really my first administrative experience. From that when I finished being the director, they then asked if I'd be the head of teacher education, and then as soon as I finished that they asked if be the head of school. So I've almost gone from a small administrative position to a big one, almost, in succession without ever having planned to do any of them.

- IDENTITY
- FELL INTO
ADMIN

This has happened since 1999, I think. About 10 years. It was quite a rapid rise.

My own career path though was that I'd teach in school for a while, become head of a department and then look to a job in the university. I think partly because I was doing my PhD at the time I was working. I wound up bypassing the head of English role because I went straight into university.

Why did you become an administrator?

I wasn't interested in administration at all and I'm still not. In some ways don't see myself as an administrator. I'd say the school manager is the administrator. I see myself as working in an academic leadership role. I tend to think of myself as working in leadership, in managing change, in

LEADERSHIP
ID

strategic direction, but I do some teaching and I do a lot of research.

What led you to administration?

A sense of responsibility: duty, really. And to an extent the sense that I knew I'd be able to do it. If I felt it was a role I simply did not have the skills and resources to do, I would have been more adamant about not doing it. I mean I know I'm not perfect, but I knew I could do this so it's much harder to say

CONFIDENCE

no because it feels like you're turning someone down for selfish reasons. I care a lot about the school and where it goes. I could see the school would be going through a difficult period and that is motivating because you think if I can contribute, then that's something I should do as a professional.

MOTIVATION
TO CONTINUE

1. How did you get to the position you're in now?

You said were asked to be in administrative roles.

Yes. I liked making managing and making change - the possibilities. If you're in an administrative or leadership role it enables you to change things for the better on a much higher scale than if you were a teacher. It's that I find motivating. I don't find the act of administrating itself to be interesting at all. What I do like is strategic direction: making schools stronger, making courses stronger, building up the school's research. Thinking about how do you get to where you want to be. Making a difference. I had to be persuaded to become head of school by the DVC. It was the idea that I could make a difference exciting. I found the idea of simply keeping the school ticking over as it was deathly boring. Improving things is something I find much more worthwhile.

LINK TO LIT

- CHANGE
-
MOTIVATION

MAKING A
DIFFERENCE

It's not an easy job: Why do you keep on going in the field?

It's a five year stint really. It's an appointment by the university and I was very unsure about doing it. [the head of school job] when I was asked, mainly because I see myself as a teacher and a researcher. That's what I love to do. I've actually had a leadership role all the way through whereas most of my colleagues haven't had that. What I really wanted was 3 or 4

IDENTITY

years without that so I was freer to develop my research. It's not a permanent role you only do it for 5 years. *You can see it as a stepping stone to other administrative positions. Or you see it as a temporary contribution to your school and then you step down and return to your research. I see myself as the latter, even though people are trying to persuade me to go on to a role as deputy vice chancellor.*

PERSPECTIVE DUTY

2. Have you thought about doing something else?

Research. I became a full professor because of the research, really. I'm interested in my research because I'm interested in teachers and making things better in teaching. I'm interested in training teachers because I want English teaching to be better in schools. Even now I do a lot of research work with in service teachers. I got to be a professor because of my research. When I took this position I was very concerned about my research. Was I putting my research career on hold for five years to do this job? And that's what I will do when I stop being head of school.

Was there a defining moment that led you to a decision to keep on going?

Not really. *As I said I do this from a sense of giving something back and from a sense of duty, really. I think partly because I wouldn't want to duck out of something I said I'd already do. I feel very committed to it. If I said yes, I knew I wouldn't be able to do it half heartedly. I do feel that the university recognized what I did achieve, so I wanted to give something back.*

GIVING BACK DUTY

Could you tell me about a specific challenge in your career that you've had to face and overcome as an leader? How did it help you develop your skills?

Not particularly. I'm still working through things so I'd rather not.

In higher education only 20% of college presidents are women, and in management in general, only 1% of top leadership positions are held by women. Is being a woman an obstacle in your job? How? Why not?

Not really. If I wanted to pursue that route through, I think people are actually encouraging me to do it. I think it might actually be an advantage to be a female at the moment. One of the reasons people are asking me to be DVC is because so few women are willing to take on that role. So there's active encouragement for me to apply. The university has been very explicit about wanting to nurture women into roles of responsibility, even to the point, of having mentoring systems so that if there were people who wanted to become head of school, I would act as a mentor and likewise there is a female DVC at present and she's keen that another woman follow her.

FEMALE
ADVANTAGE
MENTORING

I don't think there are obstacles, I think you have to be good at what you do. I

OBSTACLES
FOR
WOMEN

think it's possible that if you're a woman, you have to be good at the job, but if you're a man you might get appointed without being that good at your job. It's a terrible thing to say really, but if we look at the people who become dvc's and vc's, around the country we can see a lot of men in the role who aren't very good at it but there are women in the job who are very good at it. I think if you're a woman you only get the job if you're very good at it,

BE GOOD AT
WHAT YOU
DO

and at that point there is no disadvantage. I think men are still advantaged, in that they can get the job without being that good at it.

Now maybe there is a lack of competition for women though, so if you had a weak man apply against a good woman, the woman would get it. I think there's still a scarcity of women wanting to put themselves forward which means in a lot of interviews it's men against men and at that point a weak man can get the job. Whereas a weak woman, wouldn't be mentored into the position, she'd be overlooked. **The system wouldn't see the potential in a**

woman. What it spots is evidence. So there are a lot of women with great potential who are being overlooked because they haven't had that aspect of themselves brought out, while men are looked to because they're there.

EVIDENCE =
RESEARCH

Men are often pushing themselves forward more.

I do think it's interesting that I didn't really want to do this role and found myself pushed forward, whereas a lot of men would see this role as something they really wanted to do as part of their career trajectory. **I think**

a lot of women don't push themselves forward. They need someone to say,

have you thought of doing this. I'm very aware as a woman looking back down the road and thinking are there other women who might do this.

Ironically, all the strength that follows me at the moment is female, but I wonder if that means we're going to have the opposite problem in education.

CONFIDENCE

Are there specific strategies you've had to use as a woman to deal with men in the job?

I think so, particularly when you're moving into decision making groups or relationships with men you don't know or you haven't worked with. I think the female thing is really, really complex, yet subtle. I think on one level I face absolutely no sexism and you're taken at face value for what you do. On the other hand I think structures, systems, expectations, and assumptions of work are incredibly male. That may seem contradictory but it's almost like once people get past you being a woman and you doing what you do, the doing what you do gets you the credibility, not the being a woman. I'm the only female head of school. When I'm in the head of schools meeting, to start with, I sat there and I felt rather small; unvoiced. Part of that was being inexperienced at the role. So you come in and not only are you obviously female, you're junior at the table and don't know how the game works. Having done it for a year I feel much more confident about my role and more confident about speaking out.

STRATEGY/
CREDIBILITY

LINK TO
OTHERS:
VOICE NOT
SPEAKING

It's not just the head of school group, because much of the university is male. But I've made a conscious choice that I don't want to be a successful female by adopting male strategies to succeed. I often think of Margaret Thatcher who succeeded by being a woman playing a man. I don't feel I don't I have to succeed by being combative, or by humiliating other people.

STRATEGY:
STAY CALM
IN RESPONSE

So I do try to have a calm assertiveness, a willingness to say what I think and when I don't understand something, asking. I find that men won't say when they don't understand something and it would be easy to play the same game. Just keep quiet and find out later. I'm also very prepared to challenge

what I see as institutional sexism. For example, talking about a man as a prima donna. I'll ask what's the male equivalent of a prima donna? There isn't one and they're using a female term to put down a man. I've been on a lot of interview panels where I often, I wonder if I'm the token female.

If you're the only woman head of school, doesn't it stand to reason...?

I'm not only the first female head of school, I'm the first female professor of education. So I was often picked to be on a panel, but the way that candidates were talked about often reflected implicit ideas about men and women. So a man, who I would've said was arrogant and too full of himself, many of the men would have said was confident. And a woman, who expressed doubts about herself I would like, would often be regarded by the panel as lacking confidence. I would argue against that and wouldn't always win. That positioning of how people present themselves is often gendered.

CONFIDENCE

I also have the issue that I'm not a tall woman. I find it easier to be assertive in a sitting down group. I actively seek that situation. When you're standing down here and they're way up there, it's often very hard to have an assertive conversation when you're standing at someone's navel.

I also don't react angrily at things, I wait. If my immediate reaction is utter frustration and fury at something, I don't say anything, I wait, sometimes 24 hours before I look back and think what's the best way to

STRATEGY:
CALM
RESPONSE

deal with this that doesn't sound like rampant feminist. The other problem is that the feminist label often is used as a way of ignoring what somebody says. They don't have to take it seriously. It irritates me if people dismiss what I

say as feminist. So I stop and I frame what I say so it sounds balanced, calm and well reasoned.

But I wouldn't want to suggest that I find it a major problem to be a female in a male world, nor would I say it's completely unproblematic. Once I've established relationships with the people I'm working with, at that point, it ceases to be a problem. It's almost as if the relationship equals trust.

VOICE:
LOSS OF
VOICE

Did you have any mentors as you were developing your leadership skills?

I had no formal mentor but I had a former professor who had been head of the school: an emeritus professor. He was an incredible support and really he's been a support from when I was a lecturer right through to professorship. He supported that whole process. He was signaling that this is what I should do. And in some ways he was a role model for being a head of school.

MENTORING:
NO FORMAL
MENTOR

Even though he was a male, he did things in a way that I'd like to think I would do it. Even though I knew I couldn't do them exactly the same way as he did because he had a more dynamic, charismatic way of doing that I will ever have. But that's the superficial bit. The underlying bit about how you care for your colleagues. He didn't have any great hierarchical sense. He was always in our staff house talking to staff. He'd be attentive to people no matter what level they had. And to me, that's the kind of head of school I hope I am.

COLLEGIALITY

MOTIVATION
TO CONTINUE

He was for me an inspiring role model. He kept telling me how good I was and that is motivating and made me feel like I'm doing it as a kind of acknowledgement of his role in my academic development. He was seeing my

FIND OWN
PATH; LINK
TO AUSSIE
INT.

potential and fostering it in some way. I think what I am naturally is confident and outgoing and I'm really a perfectionist, so I'm naturally motivated by doing things well, but I've never been career minded. What drives me at any one point is what am I doing now and am I doing it well. It's then other people saying, look you're doing this why not do something else that moved me along. It was the same with the professorship. I didn't set out to be a professor, I just wanted to do really good research and then people said look, you're doing the research you should apply for a chair.

He's the main person. My husband is my other informal mentor because he works in the university library. We wanted to be mutually supportive of each other's careers and so there's no sense of competition, only us wanting to support each other. Whenever I suggested I might apply for something, he's always been yeah, you should. It's been completely free, so I was able to apply without worrying whether he would be supportive. He was just there. In terms of being head of school, I just vent all over the poor man and you just have to have someone to do that with otherwise you vent that emotion all over the staff and you just can't do that. I have to stay calm and poised. I think the career path I did have was so fast that I wound up bypassing other people who might have been my mentors at one stage.

What kind of relationship was it? Describe how the relationship worked?

It was an informal relationship with encouragement and recognition of my potential really. In some ways it was partly my initial admiration for what he did and his passion for education. He was a very hands on professor. He did lots of research but he was constantly involved in school and with teachers. He had a national profile. Everybody knew who he was.

KEY
SUPPORT

I've never understood how he spotted me. Even though I was just at the university on a part time basis he spotted me and he would talk to me. I wasn't aware of being noticed but little things, like the first time we were inspected, he came over to me after the first inspection, he came over to me and said you're not going to have to worry about inspection, because you're a star. He was head of school at that time and I didn't know what he saw. He would just informally come over and talk.

I had no formal mentoring as either mentor or mentee

Do you think formal mentoring works to help develop young women as leaders?

I think it probably does and I'd be very supportive of them.

I also think I've been lucky. ON looking back I think I do something that other women don't do. If I'm asked to do something, I say yes, even when I'm not a 100% sure that I can whereas a lot of other women say no. If a door is opened or is ajar, I think I probably push on it. The fear of failure doesn't prevent me from saying yes to something. I know the things I can't do, so I'm not worried otherwise.

CONFIDENCE

Would you consider mentoring someone now?

I would be very keen to, partly because my own pathway has been accidental and don't think that's the best way. I don't think that's good enough for the system as a whole and I think many women will need more formal mentoring and the opportunity to talk to other women in their mentorship.

Actively so. I see it as a part of a role. I'd prefer a more informal way within my own school because within the university they would probably assign me someone I didn't know in another faculty whereas within my school it would be someone I do know and I think informally would work better.

Anything else to add about anything we've discussed?

My advice to many women is to be positive and believe you can do it. Not being arrogant but being confident. That thing about fear of failing – I think most women have a stronger fear of failure than men. Or women see that they might not be able to do it much more than men. So seize the opportunity when you see it.

STRATEGY

Interview Transcript Exemplar #3

Carol: From Brisbane, lived 3 years overseas, London, Paris.

1. Can you tell me about your educational back ground?

I did a BA at University of Queensland (one of the GO 8 universities), a diploma in Education in Languages. Taught in the secondary system for about four years and then started lecturing at the university very young. I taught part time at the University of Queensland and then went over to Queensland and have been in the university system ever since.

I also did and MA at the University of London in applied linguistics and a PhD back at the University Queensland in psycholinguistics. That was in 1981 and I have been lecturing since the 70s.

2. Where did you begin your administrative career? Were you always interested in administration?

I've worked in senior positions doing reviews for government. I guess that's not administration but it's applying research to government programmes, national language studies, in the 80's and they were with multi cultural education and ESL.

Administration in the schooling sector started as head of department in languages and for the state of XX moderator of Japanese. You know when we did away with external exams it meant we had to introduce the moderation system.

Inside the university at XXX I was the dean of education for 5 years which finished in 2001. I was teaching and doing research here but I had a lot of administrative roles within that. I introduced post graduate element to this faculty (of Ed) and then I was asked to be dean by the vice chancellor. From there I haven't been able to escape it. I went into the pro vice chancellor position. That's for education and law and I also run two campuses.

FELL INTO
ADMIN

3. Why did you become an administrator? what led you to administration?

You have greater influence over strategic direction in leadership roles and it can be somewhat frustrating when you can see ways that a faculty or a school within a faculty might go and have no power to affect its path. Even though you might sit on committees it's not quite as powerful a role in the sense of directing something strategically, as when you have your hand on the tiller.

I also realized that in those roles you can not only affect the strategic positioning of the faculty but also influence where the university itself is going.

CHANGE/
GOOD AT
THE JOB

4. How did you get to the position you're in now?

Five years is a term and I think after five years of doing something like that (being a Dean) you need a break, so I went on sabbatical. I didn't particularly want to continue as Dean. Then after a year's sabbatical this job came up and I was asked to apply for it. It was advertised externally and I was the only internal candidate.

I was sort of in the position for 6 months before it was advertised externally because the outgoing PVC left to take a job at another university.

But what made you decide to this as opposed to going back to a teaching position?

Well it was a broader portfolio. You know when you go into these jobs, if it works reasonably well, then you've positioned an element, in this case a faculty, very well. So there's always a problem with jumping up and down on the same spot if you do consecutive roles in the same position you do get stale. My rule of thumb is if you're in any job when you've mastered most of it then 80% becomes routine and you're staying in it for the 20% that is innovative and exciting to keep you

CHALLENGE
AND
CHANGE

motivated. When you get to 90% routine, I think it's time to change your role.

I think a five year period is a good length of time but you're not really looking at the next job.

In terms of future positions that's a good way to look at things. While you're in a position do as well as you can and focus on it not worrying about future positions. Then your successes in the position you complete are more than enough to help you move along. I've been in this position for 6½ years so it's getting to that itchy period.

5. It's a not an easy job. Why do you keep on going in the field?

It has to have enough of the 20% in it and it gives you a chance to make a difference. I always think of you continue whinging without When you're in a position where you can't influence decisions, ok, you can whinge because that's probably all you can do, but in a leadership position you can stop whinging and implement those things you've been on about for years and bring about change and that's very appealing to me. You can effect change and put in place those strategies that will help. Bring about a very positive change in the organization and the ability to sit at the decision making table enables you to do that. You have to be in a leadership position to do that.

It was also time to go back to my arts roots because education is an applied area. So that was very good too and by having the creative arts in my portfolio, that was of great interest to me so my education and language background helped me with that.

My first leadership job, within XXX before I was Dean, I was the inaugural head of the school of language and linguistics. That was in the Asian and International Studies faculty which was different from Education.

CHALLENGE,
CHANGE,
STRATEGY

So the idea of broadening my portfolio with interdisciplinary work was interesting to me and then I came into the Dean of Education position. So instead of saying that's another step on a predictable ladder, it's really being able to incorporate multi-disciplinarian and incorporating what I've learning my other areas of the job. It is huge, but there's still a sense of achievement otherwise I would have changed. The challenges are very attractive to me.

CHALLENGE

6. Have you thought about doing something else?

I've had quite a lot of offers. They've been at higher levels and some of them have been local because, like a lot of women, I've been tied to a particular context because of family and also my parents. We had three years in Europe so we made a conscious decision to come back to Australia. As well my parents are here. The broader family have been a very big tie for me.

There's also my husband who is a medical specialist. You know he fitted in with me when we went to Europe. We lived in London and Paris which were important to me for my training. He also wanted to come back and go to the XX but I wouldn't go to the XX because I didn't want to do my doctorate there. So the other side of this arrangement was, when he set up his practice here he would be unable to move a private practice. So that was the deal. So even though other positions have come up and very powerful ones, they haven't given me the scope.... The things is unattractive about some of the high positions I've been offered elsewhere is that you just sit around developing policy. They're prestigious positions but they're really policy jobs where you lack the line management, which I really enjoy. Interacting with bright people who are doing things and we've got a big team of 13 professors who report to me and we're all engaged on this big

KEY SUPPORT @ CRITICAL TIME

mission where we're all working together. I enjoy that much more than developing fabulous policy. And I've done that before with governments in the big reviews I've done.

I will move. I'm feeling the need now to either have a long sabbatical or move because six years working at this pace is a bit much.

7. Was there a defining moment that led you to a decision to keep on going?

I don't think so. I was talking with a top researcher here who's heading up a big XX centre for excellence. We were talking about women research directors and the difficulty when they have much younger children. I always realized I'd be ten years behind but I did my PhD to keep my mind off the nappy buckets. Because when kids are young it's always just drudgery. They're not making emotional demands. When they're older, it becomes an emotional tug of war especially when they're teenagers. And that's when I think it's most difficult for women leaders particularly. In a leadership position women who aren't leaders can just take a day off to sort something out. [with your family] Whereas in academia you can often work something out to be there. That's why women stay there. They're poorly paid compared to private enterprise. Once you go into academic leadership you can't do that.

CAREER
PATH/FAMILY

Research on university sector positions shows the lack flexibility and the loss of enjoyment keeps women from taking leadership positions or makes women give them up which is what's been happening recently with one of my younger women research directors. But sometimes it's just not possible to keep juggling everything.

I hate to see all that capacity and that personal sense of achievement lost to those women because they've really achieved so much. I've mentored a lot of younger women academics and sometimes they just can't juggle their family and the work. Yet, they've got the capacity.

But you went through that and seemed manage.

I went through that but there are always some rocky points and it's always the family. And with every woman who steps back from a leadership role, it's the family. The family responsibilities particularly when it comes to the children. Very few react when it comes to the spouses, or at least put that first, but it is always the children.

With my children, I asked them when they were old enough to kind of have sensible conversation, I asked them if they'd prefer me not to work and they always said no you'd be impossible if you weren't working. Go and work. So they were always very supportive, that way. In fact they didn't want me around their schools.

KEY SUPPORT

I've never been one of those people who said oh I wish I could do something else. If I wanted to do something else, I'd be doing it.

8. Could you tell me about a specific challenge in your career that you've had to face and overcome as a leader? How did it help you develop your skills?

Oh I have so many. Two days into this job I was given the task of disestablishing a school: a very large school which had been very powerful but was in almost 2 million dollars of deficit. It had just been badly mismanaged. I didn't know any of this staff. I hadn't line managed any of them. And creating at this same time, a brand new film school.

GLASS CLIFF?

It was an industrial nightmare. I had to deal with unions, I had to deal with very unhappy people and that exists to this day. My style of leadership is always to get everybody in the same room, dissidents as

well as supporters and just talk through the issues and provide the evidence. But we have to look at the data and see what we can rescue. I think most staff are very sensible about most things, even things they feel passionate about. But there's no use just being a leader by decree. I decree this school will be disestablished and therefore these people need to go and these will stay.

COLLEGIALITY

My role is to bring people on board first, go through the issues, it's time consuming you get a lot of union bluster and bravado and things said about you, even in writing, that you've just got to be prepared to deal with. You've got to do your homework, get the evidence, get the case absolutely rock solid and say this is the situation we're in and what we've got to do now is work with the negatives as well as the positives and turn this situation around. Here are the options at the moment, or the outcomes if we can't.

LINK: MENTAL TOUGHNESS
ALSO PROCESS, COLLEGIALITY

The challenges before that had given me the skills to deal with that.

The first challenge I had as dean was to get two people who hadn't spoken to each other in 8 years to get around the table and actually look at each other. They were destroying their area through this disagreement. They didn't agree to like each other but they did agree to work together and respect each other. And they kept to that. But it took a lot of talking to them and almost shaming them about their juvenile behaviour to get them to agree and it took a couple of hours and they both wrote and thanked me about it afterwards. Now it doesn't always work, but it usually works. They might begrudge it but people are mostly too intelligent to put personal grudges aside and do the work.

Those sorts of experiences when you're dealing with one or two people sort of hone your skills for when you're dealing with a major drama.

You make a case that's fairly compelling but then to pull the department apart and put one group in with another and keep the others in the same department was next and it was very difficult.

9. In higher education only 20% of college presidents are women, and in management in general, only 1% of top leadership positions are held by women. Is being a woman an obstacle in your job? How? Why not?

Yes. Being a woman is an obstacle because of stereotypes. My husband is a very grounded person and a very successful professional and he deals with a greater strata of the population as well. In university we deal with people who've had to jump through a number of hoops to here and we don't often engage with the everyday fare. We deal with pretty intelligent people. My husband feels we don't get a full spectrum of society. In this society most of the leaders are males within the university sector.

What I've found is that males really like to be around males, particularly in the powerful positions. I've found that they are more comfortable when they're not with women. They know they need women but they have to do things like curtail their language. I've heard these men when they think they're alone and there are four letter words flying around. They have to curtail that. They do curtail the manners they use when they're around each other and so of course they're more relaxed when they're with men. And I honestly think they think they're more effective because they can push things through more than when they're with women. Now that's a personal view point. I think they like having women in the general body but not in the leadership group. Not all of them can handle it. Some of them can.

BEING A
WOMAN

I did a talk on international women's day and got the stats on leadership for the country. There are fewer women on boards now than there have ever been. I think a lot of younger women haven't gone through the women's movement. Germain Greer's, the female eunuch was her PhD thesis, and so I was heavily influenced by that literature. I never expected I wouldn't work but a lot of younger women are making different decisions. I think my observations now mean that I'm in a sort of time lock because of my background. A lot of younger women, during the international women's day breakfast where we had 1200 people, a young girl was giving a breakfast speech and she railed against feminism. And we were all sitting there! Then she talked about the new feminism. They don't feel they have to fight males. They feel like they can do anything, but they must fight against anorexia, and a self image that they are forced into having. It was an interesting talk she gave and they are making decisions where they want an easier life than working full time at work and working full time at home with children. They associate those sorts of things with feminism and are carving a different life for themselves.

10. Are there specific strategies you've had to use as a woman to deal with men in the job?

A couple of things. This is only a thesis, isn't it? This is famous example in my university. ...

To understand things like that you have to understand that judgments like that are absolutely spot on. And women as well as men make those judgments. It's not only men. Then, the second thing is that male mentors are very important to women leaders. The two best mentors I've had, one has been a man and the other a woman. I learned a lot from both as a woman leader. There are a lot of men who are sensitive to these issues and rarely speak about them. When I first came here it

MIXED
GENDER
MENTORS

was so different from U of XX. I had never thought about gender bias. But when I came here it was much more male dominated. I was often the only woman sitting around the decision making table.

This male mentor of mine said you're going to notice specific things that happen in this group. When you make a point a male member will often say 'what Marilyn is trying to say is...' watch out for that and he told me a number of things like that. When I speak to younger career women I tell them that. Example and explain that when a man re-states my good idea and it then becomes minuted as his idea, I always say, well let's go back to my original idea. This is what I said. I always counter balance it. Then it's my idea back again. So that's one thing to reappropriate what we say. You don't have to do it in an aggressive way.

STRATEGY:
GET YOUR
IDEA IN THE
MINUTES

Another thing is not letting men get away with it. There were two women deans in a group of about 20. There were only two of us: one brunette and I'm fair. This one deputy vice chancellor kept getting us mixed up and finally I got called the wrong name once too often. I said 'Look, I know you have difficulty telling us apart because we all look the same but from now on we'll make it easier for all the senior managers at the university. You can call us all Wendy. Every senior woman: call us Wendy.' And it became quite a famous thing at the University and the men never forgot it and never mixed us up again. It was really an incredible situation. It's as if it doesn't matter what you call women since they're not powerful enough for you to remember their names. When you do sit with equal power with men and you're tenacious and sometimes aggressive because you believe what you're doing is right, it is true, you get labeled as being a bitchy woman.

When you gain the respect of your colleagues, you're no longer considered an aggressive woman or an airhead, you actually change things and they see results. That's the way to do it. But in Universities these days women are generally seen as intellectually equal to a man. You really have to fight for your ideas and that's why I mentioned that strategy. Your idea rather than fight for power in universities.

11. Did you have any mentors as you were developing your leadership skills?

A couple of mentors one man and one woman but they probably didn't even know the word in those days. It didn't really exist.

12. What kind of relationship was it? Describe how the relationship worked?

One was my PhD supervisor, a well known professor, and he was just fantastic to me. I was a lot younger than him and he was just such a good professional. He was a fantastic mentor to me and shaped the way my research went which shaped my career. I went into the applied area of research and did massive national studies which influenced the education system in Australia in terms of the language policy and showed me the power of research. For me universities have always existed as societal institutions and that's what I think about when I think about my research. That the outcomes have always had an impact. Universities are about individual potential but also about the society that help fund and support them. So that was a very powerful relationship which lasted until his death. We kept writing together.

The other relationship was because of my Japanese, a political scientist who was a woman. I didn't really realize it until I had a fight

with this person publicly, we became very close friends and still are. She has been more of a personal mentor and she knows me well. She knows my family and is something like another mother but more of a close friend. She was also a powerful academic. She's been great. I think mentoring is incredibly important because it was so important to me. Especially for women but not exclusively for women.

13. Do you think formal mentoring works to help develop young women as leaders?

We are and we aren't involved in formal programmes. Young women just come to me and ask if I'd help them and I do. That's been going on for a couple of decades. And I do give them advice and I do put their names forward to the university when a leadership position comes. It's great to help the next generation. To put their names forward and help them feel they're confident. That's a lot about what it is.

I haven't done so much in formal mentoring just informal. I think with coaching and leadership, we pay for formal mentoring when there are big problems. So when that happens we have formal mentoring. I think the informal where people can come and speak and not show all their weaknesses at once works best. With formal mentoring it's a very intensive process and you might go for 4 months without seeing a person in the informal, but they know it's there and they can ask. It's really important for their lives in the long haul. My mentorships have been going on for many years... and I need them.

14. What group associations or memberships you hold that have fostered your success?

Well the government boards I've been on have been on have been useful. But I'm not sure if those came once I was already regarded as a

MAKING
THINGS
BETTER FOR
OTHER
WOMEN

successful leader. But I think that's very helpful for four years as a dimension to your leadership, Also the Rhodes scholarship committee which gives you an insight into young leaders. The governor also sits on that board. I think those sorts of things plus having my own children alert you to the fact that these responsibilities cover the full age group.

15. Would you consider mentoring someone now?

Yes.

Why would you select someone to mentor?

They self select which is nice because I'm known as somebody who can help younger women. Sometimes I see someone in trouble and I know they're trouble and I then just do it.

Do you ever turn anyone down?

Yes, mainly because I've got too many people to do it for everyone who asks, or if my alarm bells go off because this is a person who needs formal mentoring skills and needs a short circuit to turn them around and give them a bit of a shock. They've been doing things like bullying people, pushing them around. That's not for me. They need someone psychology trained to deal with them. And we pay for that.

Interview Transcript Exemplar #4

Serena

1. Can you tell me about your educational back ground?

Master of Arts from Aberdeen in Scotland, Post grad social work qualifications from Edinburgh, and the London School of Economics, Masters and PhD from here in social work. (U of XX)

That seems a bit far from home, from Scotland to XX?

We were travelling around the world and we got stuck. I had to decide whether I was coming or going so I stayed. My job in health was always really fabulous because this was the time when the federal Labour government had come to power. It was a good time to be here.

2. Where did you begin your career? Were you always interested in administration?

I went straight to work in London after Edinburgh, working in non government family welfare with the poorest of poor families, then to LSE and worked in mental health and psychiatry, then came to Australia.

I think I'm fairly typical of people in social work and education where you don't come to university life, in my generation, until you've a substantial professional career. When I came to XX I worked in local government, I worked in public hospital then I went to work in state level health. Then the regime changed enormously and I left. I had a year off which was good in that I made decisions about my own life. I think in that time social work in XX was just establishing its post grad in social work reputation and someone told me I was a born academic and that I should do this. So I came to do my master's at that point. Then I started teaching casually. Then I did a maternity leave position and then I applied for a job in 1980-something. And I've been here ever since.

NO PRE
SET PLAN

3. Why did you become an administrator? what led you to administration?

I had done a senior management policy development job in health in a newly structured mentality. It was a big time of change in health. It was a big time of change in Australian commonwealth relations. In some senses I'd done that. They were really exciting times but I wanted to step back and write. So I did my master's which took forever mainly because I became a mother at the same time.

CAREER/HOME
LIFE BALANCE

It's not a word that I use much actually: administrator. I know there are things with management and leadership which are deeply contested terms, right? I've always been interested in organizations and the ways in which structures and processes facilitate and support or impeded service in either health or education services. I'm interested in organizations changing for the better: for the people who work and for the people who are the clients. If we have to call that administration, so be it. Myself, I would call it leadership.

4. How did you get to the position you're in now?

I probably didn't have a management role here until the inevitable happens. There was an enormous financial crisis in the faculty we were in and so staff reductions were happening so the few of us who were left had to pull us through the crisis at which point I was in deeply into my PhD and we came here: to a new faculty of social work and education. This was in 2002? 3? I was acting head of school at that point and then the dean of the faculty asked me to be pro-dean rather quickly at that point.

ASKED TO
ENTER
ADMIN

This was a time when people took leave without pay to do their PhD's and I was already pro dean when I was still finishing mine. It was not a time when ... this was not about women this was a political and economic environment in higher education. I just did it by canning. I

will never forget coming to the university one boxing day thinking, I just have to get one chapter of this written and the university was closed and the gates were locked... but I got in.

I've always worked in an interdisciplinary environment and I like it. I like working in larger ponds and I was really interested in the ways social research and education speak to each other and what might be some of the shared educational research programmes that may emanate from this. Having resisted it a lot initially, I was interested in making it work. If something happens and I'm a part of it I want to make it work.

So the acting dean came into my office and asked me if I would be the associate dean of learning and teaching and I said no. That's not me.

There was a vacuum here for quite a long while the dean search was going on. So I think he was looking for someone from social work to occupy a position that would integrate the two. After I said no he came back and asked me if I would take this position instead. I thought yes I'll do that.

I think in order to stay alive really one has to keep changing and moving in order to stay challenged. I'm not a huge risk taker in my life although I've done interesting things. I feel I've made a substantial contribution to this institution and I like that as well.

***Also Identity:
originally
declined- didn't
see herself that
way

5.It's a not an easy job: long hours, annoying people, difficult situations, politics, backstabbing and deal making to get things done. Why do you keep on going in the field?

I quite like the relative autonomy from any particular small group. I'm not a groupie. [laugh] I won't do this forever but I have been doing it for four or five years. In the course of that time a dean has arrived and left. It was interesting to work with a newly appointed dean. He very quickly began contributing to the centre of the university's work.

There was a need for continuity since the acting dean is also a woman. So the decision we came to was that the continuity was important enough for me to stay where I was.

I have stayed for stability but the main reason I've stayed is because I wanted to see if we could realize some of the fruits of interdisciplinarity, put my stamp on administrative processes like the administrative management review, which is an administrative requirement of the university: **create really good induction processes** because we've just been through a major recruitment drive, **establish good mentoring processes**, good workload processes. So I had some things I wanted to do which I think are now pretty well established.

began because
asked: continued for
sake of department
continuity

6. Have you thought about doing something else?

Yeah of course. Well I've probably got one book I'm thinking about which may be my swan song. I've got one book coming out now in England on globalization and health and equalities this year. I've created quite a good group of doctoral candidates working with me so I've got to finish that. Then I'll go.

The U of XX is one of the group of 8 universities in Australia, so there is an enormous tension for anyone, in a dean or associate dean position **because the rewards for taking on an administrative position are tenuous to say the least.**

LINK TO LIT ON
CAREER WOMEN

7. Was there a defining moment that led you to a decision to keep on going?

There are other moments but I don't feel free to discuss them. They had to do with unresolvable conflicts I guess. So this is a better position to be in for me.

8. Could you tell me about a specific challenge in your career that you've had to face and overcome as a leader? How did it help you develop your skills?

I don't think there's one particular moment. I think that I was one of the guinea pigs for the executive coaching at the university. I had the usual six session with an executive coach but she just kind of mocked me because of my age. So in that way helpful but didn't really make me.

For me it has been much more of an internal conversation. It is much more about moving forward and back and forward stuff which is learning to really trust my judgment and really trust that I can take stuff on and move through it. There have been moments here where I've thought about things, like being publicly done over in a faculty meeting here and deciding what to do at moments like that. At what point do you publicly defend yourself and when do you just say they're a load of fuckers and let it go.

I don't often look to others for support but my colleagues in this hallway are important to me so I know there's support if I need it. I guess for me it's been a learning process of gathering up decades of experience of conflict.

This is all about people and dealing with difficult people. I'm not saying I'm brilliant at it. I have to continue to persuade myself that I'm doing ok.

9. In higher education only 20% of college presidents are women, and in management in general, only 1% of top leadership positions are held by women. Is being a woman an obstacle in your job? How? Why not?

Yeah, definitely. I think we take on our own scripts as well. We tend to process a lot more and we tend to the relationships. I think the level of

LINK TO OTHERS:
PUBLIC ATTACK-
BULLYING

***ALSO ID

internal scripts I write for myself is problematic because of our socialization. The gender order is still there but some of the women working in equal opportunity are actively getting in there. For example they are approaching women and asking them what's they're doing to seek promotion. I think invisibility is probably the issue.

10. Are there specific strategies you've had to use as a woman to deal with men in the job?

I always pick my time, I always pick my issues. I go for what I think I have a chance of winning. I refuse to hetrosexist games. I think my consistent thread is to work on always sticking to issues and processes. To not let men off the hook really. I'll give you an example. Normally the pro dean takes charge of the new appointment of a dean if the acting dean is interested in the appointment. This male colleague stands up and says but actually we need is x, a male professor to lead us into this sunrise. This is about gender but also about academic position and politics.

I confronted the same man who says to me. I'm really happy to let you see what I've said about you. Then eventually, I have to talk to the guy who's gotten the job. There are times when you have to just let rip. When it's really important, you have to let it rip.

For me I actually talked to my old mate in health, a man. He knew what it was like for me to be a woman in health because the first time we went to ministry conference for the health the minister greeted us at the door and said, to my mate, you brought your wife with you, have you? Strategically I decided this lot wasn't worth it.

For me it's about the next generation of women and making sure they don't have to go through it. This morning I had a conversation with a woman, much younger than me about why she wasn't accepting all these offers of mentoring that were being put out there and it was

LINK LIT
MAKING
FUTURE
BETTER

about gender. She's seeking mentoring, we've put out offers, a lot of senior men are offering and the senior women are not.

Women get to where they are and they join the boys and that distresses me a lot. They don't do the jobs I'm doing, very clever. They ride on others' coat tails, they lie, they write a story about what sounds good. You can claim achievement for yourself and not acknowledge how you got there. The ropes aren't necessarily changing.

11. Did you have any mentors as you were developing your leadership skills?

No. none. I suppose I could have sought it out but it didn't seem to exist then. Neither formal nor informal.

I think mentoring is deeply cultural. The best I could say would be It's a survival of the fittest culture that has pervaded organizations like this. It's only very recently that the idea of mentoring has come to be seen as an acceptable and important part of the infrastructure.

12. What kind of relationship was it? Describe how the relationship worked?

I have been in a formal mentoring programme with the university which was an executive coaching programme run by a company that trains executive coaches. It certainly didn't work for everyone. It was deeply imbedded in a personal psychology so we all did a lifestyle inventory but we all met together. Just by luck of where I was sitting I met this interesting woman who had done a lot of work in the union movement was there and I asked for only her. I wouldn't like to elevate it to more than it was.

I think every dean and pro dean should have a mentor. I don't think this institution really appreciates the degree of skill and expertise that is needed. They have to be really highly skilled people.

INFORMAL
CONNECTION
LED TO SUCCESS
IN FORMAL
MENTORING
PROGRAMME

So we chose a mentor and then we were on our own with them for 6 sessions. We were asked to evaluate that experience and I don't know what happened with that. The programme was very expensive so ...

We have a mentoring programme in our faculty. But it's not working right now at all.

It had money attached to it so everyone involved got \$2000 or something with it. A lot of senior people were involved. It was around teaching and learning, research and publication, work life balance. In the main, it was very positive in that mentees had a sense of choosing their mentors and it was a one to one relationship. From last year it seemed that small group sessions might be very productive.

I have been a mentor myself in these programmes. I am an ongoing mentor for two of the mid ranking senior women who are in difficulty. That confidential relationship is very important for them.

INFORMAL
CONNECTION LED
TO SUCCESS IN
FORMAL
MENTORING
PROGRAMME

LINK TO LIT:
WOMEN AND
MULTI MENTORS

13. Do you think formal mentoring works to help develop young women as leaders?

Yes I do. I think based on the last time around and the results of publications, it worked. Certainly when I'm working in a team with others and you have to produce writing by a certain date you can't let them down.

I think it also helps to understand the conflicts and demands of people's lives is also important. As women we've had to sit in meetings that go on forever and the child is sitting at the school waiting and the after school ends at five so it helps them to see it.

Modeling helps to be able to see. Talking to them about when they are going to be a professor and about what their five year plan is.

LINK TO LIT:
PUBLICATIONS
AND SUCCESS

14. What affiliations do you hold that have fostered your success?

I've the convener of an international network regarding the social determinates of health. That's my like minded group. I also feel guilty about it all the time because I don't really have the time to do the convenorship.

15. Would you consider mentoring someone now?

I am and I mentor two formally right now and informally about half a dozen really. In any one year I decide that x had got to get a move on this year and then I take action. A friend of mine says 'so and so needs a tap on the shoulder this year.' And that's what I do I tap them on the shoulder.

16. Anything else to add about anything we've discussed?

I did an interview a bit like about 30 years ago. So you're questioning is making me reflect a bit on what has really changed and it makes me think of my 22 undergrad students that I'm working with. I was talking to them about whether they really see themselves as generation y. And the world they face is just as difficult as the one I faced when I came here and I was one of the first women invited to the lord mayor's Christmas party.

I looked at these young women yesterday and thought there's just as big a case for liberation as there ever was in this country. Different but just as difficult a path to traverse.

1:1 :

Interview Transcript Exemplar #5

Estelle

Grew up in Poland in a 2 parent family. Father was an academic: fine arts prof, mother was an artist. **My father was a huge influence academically as watching him move through the ranks gave me inspiration.** He made huge progress in difficult political times with no encouragement of education or development. I was involved in their professional lives early on by having little jobs that took me into their professional milieu.

1. Can you tell me about your educational back ground?

I did my **undergrad and master's degrees in Poland in industrial and graphic design.** I then went to the US to do a master's in fine arts and a PhD in art education, at the university of Illinois. **The university chose me, not the other way around.**

“FELL INTO “
ADMIN
THEME

I met professors at the university in Poland where I was involved in the solidarity movement. They were touring Poland, looking for international grad students that they could bring to the US. They were offering scholarships. I was working after hours and I spoke English. The professors had gotten lost and I offered them directions. They asked about my work and after they saw what I was doing they asked me if I would like to apply. It seemed too good to be true, but it was. I left Poland with \$200 in my pocket and came to study in the US. I wasn't even sure if I would still get the scholarship because of the circumstances politically when I left.

2. Where did you begin your career? Were you always interested in administration?

I started teaching high school in Illinois and was offered an assistantship at the u of Illinois. **Cultural adjustment took me a long time but I won teaching awards when I understood what was wanted of me. I went on to finish my doctorate and applied for jobs.** One of those jobs was at XX in 1990.

My father's job seemed fascinating and I changed my focus from design to education and human psychology. I like find out what problems were and finding better solutions to those problems. All of those things led me to leadership.

3. Why did you become an administrator? what led you to administration?

I was always annoyed with things when I saw they could be done better. If we would only make some simple changes we could benefit the students more. I moved into administration quickly in the art department and became the vice president of the association for art. I felt that we needed to capitalize on situations more quickly and I also capitalized on available opportunities to move ahead.

UNPLANNED
ADMIN

4. How did you get to the position you're in now?

I came to XX in 1990 and worked hard for 10 years. I successfully got promoted and got research funding which went hand in hand. While this was happening, in 2001 I was promoted to full professor and with everything else on my plate I realized that I was burning the candle at both ends but that I also sort of liked it. But it was exhausting. I thought, is this what I'm going to do forever? Is there another challenge for me? I wanted to stretch myself.

LINEAR CAREER
PATH
- ALSO REASON
TO CONTINUE

At the same time as I was thinking about this, I was approached by the graduate programme at Harvard and was also approached by HKIED to be a dean for the school of creative arts and sciences. The portfolio also included a technology portfolio. I began exploring the opportunities and HK moved very quickly to ensure that I could get into position if I wanted it. I have a very supportive husband and the children are quite adventurous, so that was less of a problem than it otherwise would've been. When the offer came in, the family wanted to go to Hong Kong and so I withdrew

WAS
APPROACHED:
DIDN'T APPLY
HERSELF FIRST –
MATCH TO LIT

KEY SUPPORT
WHEN NEEDED –
BY FAMILY

from the Harvard position. I also felt there was a greater opportunity for growth in Hong Kong because at Harvard my ability to make a difference would be limited but at HKIED there was a large growth potential.

I took a three year leave from XX and moved there with the family. It was an intense, exhausting, fascinating and very enjoyable life. The leave from XX was unusual because they normally wouldn't extend a leave for so long, but they wanted me to come back to my position. After three years in hk my husband was getting tired of the life there and my oldest son had one more year of high school left before he graduated, so they wanted to come home. My husband applied for a job at XX, different from the one he had before we left and he got that and his parents were here so he wanted to be closer to them as well. I stayed in Hong Kong.

I wanted to come home but I didn't want the same job I had before I left.

After being an administrator at HKIED, I realized that I loved administration but there wasn't anything available. I thought I could compromise and go back to researching but I didn't really want that.

After being apart from my family for a while some friends mentioned that there was a vice chancellor job at XX and I wanted to apply for it. My husband really wanted me to apply for it as well. I knew that a person with my background in fine arts and education wouldn't normally get this kind of position but I applied for it anyway and I got the job and moved back home in 2004.

It's like a fairy tale. When I look back on it all my life is nothing that I've ever dreamed it would be.

5. It's a not an easy job:. Why do you keep on going in the field?

I love building respect between people and faculties. Being in a position like this allows me to facilitate the development of policies and activities that make a difference. There's also a compatibility between my skills and the job requirements that allows me to be effective. I love it.

There are drawbacks and advantages of course, and personal relationships are always difficult. It's never easy to work with people you haven't selected for the job. Some people are delightful and some aren't. You just have to learn and develop strategies to work with all of them regardless.

Personal growth is another reason that I keep going in the job. I like managing people in a positive way so we can reach solutions and consensus. I can come away from a meeting like that feeling everyone was stretched and I was the one who facilitated that.

I've also enjoyed the core team here and I feel like we are all learning so much. I've been re-appointed for another 5 years and am looking forward to the opportunities that come up during that time. It's great.

6. Have you thought about doing something else?

Yes, I think about it all the time. I'm always multi tasking. I work with my artwork in photography and I continue my research. Of course there are times when I would to just spend time with my family. They are my world really, but I think I would get bored only doing one thing.

7. Was there a defining moment that led you to a decision to keep on going?

Not defining really. I guess soon after I became an assistant prof, the situation I was in bothered me so much that I realized I could do so much more. It seemed too easy a job for me even though I was so grateful to have it. I kept wondering if that was all there was.

I remembered my father's contributions and experience and I valued it so much. I always felt that his role modeling conveyed to me that I had the same potential.

8. Could you tell me about a specific challenge in your career that you've had to face and overcome as an leader? How did it help you develop your skills?

LINK TO OTHER INTERVIEWS
THEME:
PERSONAL ID -
NEW
CHALLENGE

I guess the most difficult challenges are HR difficulties. For example, when someone is ineffective in the position they are in, it's very taxing to deal with. I try to be supportive but there comes a point where you just have to move on. Then I ask myself if I've done all I could do to try and work through things fairly and if I have then it's time to move on.

IN HK there were different types of challenges. The changes and the rapidity of change there in policy and procedure was intense since we were building things from the ground up.

I learned to be patient and to make decisions less quickly. I had to reconcile the need to act thoughtfully and carefully with the urgency of situations. I also realized that I had to build relationships if I wanted to effect change. I had to act as if I was behind, not in front which meant empowering people to make decisions that work. I had to try and create a case that would excite people about what we were working on.

But it didn't all come to me at once. I learned these things from making mistakes. I know now that I should've resisted the rush to accomplish a task when the people around were struggling to keep up. HK was an experience of leadership through fire.

LINK TO THEME:
PERSONAL ID -
CHANGE

9. In higher education only 20% of college presidents are women, and in management in general, only 1% of top leadership positions are held by women. Is being a woman an obstacle in your job? How? Why not?

I think being a woman is often an asset. I was able to move through things men could get through because I had women's skills such as listening. I could really hear because I often suppressed my own priorities. So in terms of effectiveness being a woman has been a definite advantage. **It hasn't been... maybe not so much in terms of advancement which was harder, but in terms of doing the work better, it was an advantage.**

10. Are there specific strategies you've had to use as a woman to deal with men in the job?

I don't think strategy is the right word really... **it depends on the context.** I **guess I've learned a kind of resistance to never allow the gender card to be pulled.** In one example I had to work with a senior administrator who was a Japanese male. When he saw a woman walk into the room he was consternated. I realized it but ignored what he was feeling. I went on to discuss the issues and didn't let it get to me.

So I guess the strategy is to never let it bother you. People have weaknesses and our response to them is what makes the difference. You can't let them distract you from the cause.

11. Did you have any mentors as you were developing your leadership skills?

No. My only mentor was my father. He was a great source of insight and advice. When I asked him if I should take the job at XX he said why shouldn't you take the job? **He also reminded me that when you take on an administrative job you create a pool of enemies and that I should ask myself if I was prepared for that aspect of it.** How would I deal with that when it happened?

He was right, because even people who were good colleagues will now stop speaking when you walk down the hall and they're having a conversation. He asked me if I would be able to cope with that and the answer was yes.

LINK TO
"MENTAL
TOUGHNESS"
THEME

12. What kind of relationship was it? Describe how the relationship worked?

13. It was a father –daughter relationship.

14. Do you think formal mentoring works to help develop young women as leaders?

I have limited exposure to them, so it's hard to say. They have helped to develop programmes and the university has programmes available to all heads. They are considered of value to form programmes and to consultative committees at XX.

WITHOUT MENTORING THIS IS USUAL APPROACH – MUCH MORE DIFFICULT

But I have to admit that all of my learning occurred through trial and error. I think I would've accomplished more if I had had a mentor. I think I would have gotten things done with less trouble. I think most importantly the mentoring programme must fit the life of the person being mentored.

I've had very supportive provosts so I think that was a kind of informal mentoring. I think if a mentoring programme is to succeed the goals of the person must be paired with the goals of who you are as a person. Then the goals and the growth will match.

15. Would you consider mentoring someone now?

I have been a mentor to a junior colleague for scholarship proposals and I was also a mentor to some faculty in HK. Right now I think the **CHERD programme that we have here is a better way to mentor administrators.**

What characteristics would you like to see in a mentee?

First I'd look for ethical behavior. A mentee should also be open minded and see leadership as an opportunity to grow, not just an opportunity to assert yourself. Additionally, they should have clear goals.

16. Anything else to add about anything we've discussed?

I guess we should remember that administration is about the people we serve: the administration and the institution we work with. **AS an administrator you should grow as much as you can in order to serve better.**

ALSO THEME; PERSONAL.

There needs to be a synergy there. It can't all be in one direction.

Interview Transcript Exemplar #6

Lydia: Grew up in Winnipeg.

1. Can you tell me about your educational back ground?

I was in Winnipeg until I finished my undergrad degree in physical education. I did master's in XX and did PhD here as well both of which were in physical education and recreation. I then did a post doc in the faculty of medicine here in XX and I may as well have been in another country since everything about how they looked at things came from a completely different perspective. My area of study was obesity in kids.

I then went on to do some work with as a Research associate at the XX Centre for wellbeing for a year after that and then took a job in the phys ed faculty for 28 years. Then I came to this position just over three years ago.

2. Where did you begin your career? Were you always interested in administration?

I began my career here at the XX. My whole career has been here which I know is not the way you're supposed to do things but I had a national profile from my work as a national coach and before that as the national team physiologist. I had connections with 6 different universities across the country so wherever we went I immediately to the lab to get to know the physiologist. I ending up setting up connections and understanding how other universities in my field were doing things.

It wasn't the same as going to another university to study, but we would spend 3-4 months living in another country. When I was doing my PhD every summer I was in Holland for 3 months or living in Germany or Australia. We were training and getting enculturated into different places.

I always wanted to be the national coach and joked about being the president. I've always taken on administrative roles so it's not surprising that I'm now in this role.

Linear career path

3. Why did you become an administrator? what led you to administration?

When I chose to go into administration it was a very conscious decision. I thought for the next five years if I get leadership experience in post secondary education, I will somehow be uniquely trained for a job in high level leadership experience in a number of fields. So I didn't really say I wanted to go into administration, no. I wouldn't have said so.

SHE CHOSE MGMT. MINORITY LINK, BUT CONFLICTS WITH WHAT SHE SAYS BELOW

What really happened was that when I was national team coach our dean's job came up and I always had a keen interest in what was going on in our faculty. Nobody internally was putting their name forward for the job. I thought it reflected badly on our faculty and our school, so naively, and I say naively, I threw my hat into the ring and I got shortlisted which shocked me. I did it mainly to say here's my CV and there are people in the faculty interested in the wellbeing of the faculty.

DUTY LINK; IDENTITY LINK

So we did a presentation and interview and people came and told me my presentation had been the best, but my interview, because I had no experience in university leadership was awful. For example, I didn't have a clue as to the faculty budget.

What I didn't anticipate was the reaction of my colleagues to my application. Some of them saw me in a different way but ok I see you now. And others were that was pretty ballsy of you.

CHANGE OF IDENTITY CAME JUST FROM APPLYING – NOT NECESSARILY GETTING JOB - THEME

I had gone to school with the guy who got the position and he called me right away and said I don't know what you're thinking of doing but I'd like you to be on the leadership team. So I said why not.

I won't say it was entirely accidental, but it was more of my love and passion for the faculty and the university and what we were doing that led me to the decision. That's how I got into it. That would've been 2001.

IDENTITY KEY LOVE OF FACULTY : THEME GOOD OF OTHERS

4. How did you get to the position you're in now?

Within the faculty of physical education I started as junior faculty and went through the ranks of assistant prof, associate prof, full professor.

LINEAR CAREER PATH

associate dean undergrad, associate dean academic, vice dean, and then came here to do the deputy provost job.

My background is a little bit unusual. While my research area was obesity in kids, I was also the women's field hockey coach. I had two very dissonant things I was doing at the same time since I was the head coach for the national women's field hockey team while I was coaching here at the XX. I was trying to decide whether to go to field hockey Canada full time, or to stay here. I took a leave and finally, as my mom said, I didn't do a PhD so I could go and play games somewhere. It was good advice.

I came back here and as I came back I was offered the move up in faculty here so I took that. My coaching experience puts me in a very different frame when I go to do leadership jobs since there are a lot of things I do naturally that other people wouldn't do particularly when it comes to things like strategic planning and administration.

Getting this job was a complete shock. We had gone to a new model in our faculty and I was the vice dean which is very similar to provost. In the fac of phys ed we had a very external dean and the vice dean runs the faculty. I had the budget and hiring and the important things that a dean does. I had been on a number of university committees and I was sitting in my office one day having just been through a very rigorous review process for that job and having been given a solid 3 year mandate to continue in it. A month later my assistant came in, looking white as a ghost and said the provost wanted to see me in his office, she said he didn't say what he wanted. The dean and I had had an earlier disagreement about something and I though the provost wanted to say something about that.

He said I wanted to talk to you and said it's all good and how would you like to be the next deputy provost? I was stunned. The guy who was in the position before me was my PhD supervisor. We frequently met to discuss how things were going in the faculty and what was going on because it was suspected I would be on track to be the next dean.

SUPPORT OF
FAMILY- key
time

I took a week off and decided that I was going to do this job and we agreed on terms. Then an announcement came out three weeks later. The copy of the announcement was put in everyone's mail box and you could almost hear the ripple through the building. I debated about taking the job briefly. Considering my leadership background and the fact that I had a chance to work with XX, who is generally thought of as the best provost in Canada, and XX, of course, who was such a catch as university president, the opportunity was too good to pass up. It's been fabulous. I've been here just over 2 years

TOOK
OPPORTUNITY TO
HAVE GOOD
MENTORING
THROUGH
INFORMAL
CHANNELS – GOOD
SUPERIORS

5. It's not an easy job: Why do you keep on going in the field?

I don't notice very much pettiness and what I do notice, comes from other women. You have to remember I've come from the biggest old boy's club that you can imagine and so coming here was like a breath of fresh air. The people are so smart and it's so fun to deal with them on a regular basis, you're in the eye of the storm everyday and your schedule is never what it is at the beginning of the day, but that is what truly makes the job fun. I really enjoy doing it.

CHALLENGE
AND CHANGE
THEMES

6. Have you thought about doing something else?

No. I can remember my mom and dad being disappointed when I went into phys ed because they wanted me to go into medicine and law, but I always knew that my phys ed degree was the start of being a scientist in health. I always knew I wanted to work at a university. The coaching aspirations that I had are difficult to explain in the context of my academic career because they are very divergent goals.

For a long time I was in various positions and I either dismissed my coaching credentials or put them away in a separate place. In this job I bring them to the fore because I think it's to my advantage. But I would say I've always wanted to be at a university and I'm doing what I wanted to do.

7. Was there a defining moment that led you to a decision to keep on going?

Two in the last ten years: one for sure was when I decided to retire from coaching because I loved doing it, but I recognized that there was going to be a time when I didn't love doing it and coaching the national team I did at the same time as coaching the university team. This led to a number of people seeing conflicts of interest even if there were none. (since a number of athletes from the XX team played on the national team.) so that 6 year period really took it out of me. I have a very strong moral code and so to have that questioned day in and day out was tough. Part of it was that I was getting tired. I hadn't had a weekend off in 20 years and part of it was time for me to have some fun and spend some time on me personally. The decision to come here was a huge one because I was very comfortable where I was and was very well known in the faculty. I was in a high ranking position. Here not a lot of people knew me and it was going to be a new challenge. I would say the draw of the leadership team was stronger than that. In the first meeting with Carl, I said you know we're doing so many neat things in the faculty right now that it's hard to leave. He said yeah, you're talking about the strategic initiatives? How would like to be responsible for all the strategic initiatives on campus? After I thought about, I thought it would be kind of cool and here I am.

Challenge

8. Could you tell me about a specific challenge in your career that you've had to face and overcome as an leader? How did it help you develop your skills?

Well, the challenge I had was breaking down some barriers in the old boys club. The leadership team in that club (in the phys ed faculty at the time) was all male except for me, as the lead dean three associate deans who were male, the other senior associate dean and the dean were male. They

would do things like: I'd go into mike and say something about an idea and he'd say oh yeah, so and so and I were on a run at lunch and we were talking about that in the locker room. So that went on for maybe a week and then I said you know what you guys? You're having no more discussions in the locker room unless you're inviting me into them. You know the discussion has never been completed and I'd prefer that if you're going to talk about things we talk about them very openly.

The other thing was the men had a poker game that they held regularly and they not only didn't invite women, they made it clear that women were not permitted to come. It wasn't just the perception, it was blatant. So mike was going to those and I'd tell him that the women in the faculty knew he was going and how was he going when he was supposed to be our leader. The challenge was to continue to make that presence felt and let them know continually that what they were doing wasn't right without being perceived as a feminist bitch. And of course some of them probably do see that, but I denied being a feminist.

I can remember in a early seminar we were given by an internationally recognized feminist and she was giving a seminar on the use of non sexist language in literature. Her premise was that all books that were written were in male sexist language. I can remember going into my graduate advisor after that and saying that I felt a bit uncomfortable. She said if you're going to be a female in academe, you can't afford not to be a feminist and you can't afford to be a small f feminist you have to be a big F feminist. You've got to make it better for the women who come behind you. That stuck with me for a long time and I remember it when I'm taking decisions, even now. I consider that language. When we're sitting around and talking about a new dean coming up and someone says he's going to have to change that. I add or she. And eventually the language has to change. Sometimes it got to be a little joke, right and he'd start talking and catch himself, give me a look and smile and change what he said. So part of it was using a sense of humour, part of it was being unrelenting and part

Link to M int.
Not getting away
with it

mentor

IMPROVE FOR
FOLLOWING
WOMEN: THEME

of it was not letting men get away with just poor leadership when you consider maybe 40% of your faculty is female.

9. In higher education only 20% of college presidents are women, and in management in general, only 1% of top leadership positions are held by women. Is being a woman an obstacle in your job? How? Why not?

No.

Do you feel it's an advantage?

No. well, maybe I answered that first one too quickly. Can it be an obstacle? Yes. For example lot's people see my name and if they haven't met me think I'm a guy. So as you're coming in to a room they expect that just because of my name. Like what are you supposed to say or I thought you were dr XX'S assistant. So first impressions are important when people don't know you so I'm very aware of that. You only get one chance to make a first impression so you want to be on your game.

I'd also say the obstacle is when you're coming up against a group that's blatantly discriminatory and you don't really know that until you're in there. And when you're in there it's too late to do anything, especially if you're on a visit. It's a culture of that place. So it's a bias or a discrimination against women but the challenge is that, for example in phys ed the men will never say they're discriminatory. They don't recognize it. I can say that having been in phys ed the whole time and loving it I can say I had no idea of the cost everyday for me personally. For me to think I was making it better for the women coming behind me: The feeling that I had to be the one to say the difficult thing because somebody had to do it. The women who did the job before me had a much tougher time because there we so few of them.

So maybe there maybe some obstacles when you are a women. Now that I know the fatigue factor I had when I came out of the faculty and feeling some of those things and the feeling I have now in this position, like a

breath of fresh air, maybe I'm recognizing some of the things I didn't know I was experiencing at the time. Maybe there were some obstacles that I didn't give proper attention to. It reminds me of when I see young women now who are fantastically confident and it's great to see them that way, when they fail they think it's because of what they've done personally. They never think that maybe there's something in the environment that had something to do with that. Maybe I had a bit of that as well in my previous job.

In terms of advantages fairly frequently the advantage is a different perspective on things. You provide a different spin on what other people are saying and the direction you're going.

I remember the first meeting of the president's team that I went to, and the first meeting someone said something and I said oh I disagree with that. And I felt the whole table turnaround and look at me. So I said, I hope you didn't think I was going to come to the meeting and not say anything.

That was because I was used to saying things in a fairly open environment.

Another thing in terms of shaping my leadership is that field hockey is run by women so it we joined to be field hockey Canada in the last ten years of my career at which point it became men and women. Until then almost all the coaches and people in field hockey were women. Now most of the coaches are men. In Canada growing up it was mainly female coaches coaching women.

10. Are there specific strategies you've had to use as a woman to deal with men in the job?

I don't let people get away with things if they're blatantly sexist. I use humour and I'm pretty direct too. When I was a coach I had 7 different athletic directors I had to deal with and I learned something different from

LINK TO ADS & DISADS- OTHER INTERVIEWS; YOU HAVE EVERYONE'S ATTENTION

LINK TO OTHER INTERVIEWS: STRATEGY TO SPEAK AND BE HEARD

PREVIOUS EXPERIENCE MEANT SHE WAS USED TO BEING LISTENED TO. SMALLER CHALLENGES LEADING TO SUCCESS IN LARGE ONES; THEME LINI

ALSO KEY SUPPORT THEME - KEY STRATEGY

each one. I worked for 3 different deans who were interesting to deserve. I had some really important male and female role models who became close personal friends and people I could talk to and bounce things off of.

One of those athletic directors taught me the importance of confrontation.

He was an extremely confrontational guy. He wasn't always successful because he chose to confront people at the wrong time, but I would say I'm not afraid to confront people. I'm not afraid to say sorry I disagree with you. Sometimes I'm not as tactful as I could be, but anyone who knows me will say, if you really want to know what's going on go see XX, she'll tell it like it is. I'm ok with that.

Not a lot of people will confront and it's important. I care deeply about people and what happens to them. One of my mentors from coaching told me a flaw is that I care too much about people and she was dead on. It came at a personal cost to me which is why I say 20 years in I had to stop and take care of myself.

So, communication, use of humour, confrontation, are all important. Overall planning is important. There aren't many things that I do that happen like that (snap) I have time to think things through and look at the consequences of them. With experience you can do that much more quickly, but you can only do that when you're experienced. Some people do that and say they have a good gut but others are more overarching in their thinking.

11. Did you have any mentors as you were developing your leadership skills?

Formal? It's an interesting one because I'd say no. I didn't sign up for any programmes or anything. Informally I had several mentors and I called them that. They worked with me for long periods of time. Men and women. I was so fortunate.

When I was with the national team XX and XX were the national coaches. I travelled with them. They had me come along as the manager for the first

MIXED FORMAL
AND INFORMAL
MENTORS
EFFECTIVE FOR
HER: LINK TO LIT,
LINK TO
MENTORING

couple of years and we would sit up into the night discussing why they did things the way they did them. So we'd be in a meeting and I'd sit at the back listening and thinking why would they do that. Then the meeting would end and I'd ask them and we would sit and have a discussion about it and marina would ask me what I would've done. I'd say I would have gone this way for these reasons. One night she said to me, you have to understand that you're never going to coach like me and I could never coach like you because we're different people. You have to figure out what will work for you. We had to be technically proficient and tactically sound so we had some of the same building blocks, but I would deal with people completely differently than she would.

Some of the issues would also be the same, but I would've been more lenient on some things and she would be more stringent. Yet, a terrific experience for me because I learned how to do things and how not to do things as they worked for me.

I would say the same thing with art and Jane. Art was amazing. He opened up so many doors for me as a grad student to the point that I recognized that I didn't walk through a couple of them because I didn't know they were open. Eventually I recognized that I had to take advantage of the opportunities. Jane I could talk to as a female in academe. When I signed my first contract I argued with art and said I've got 13 years of coaching experience and surely to god you can't hire three assistant professors. I said my coaching experience has to be worthier something: \$500. A year later I went to a salary negotiation workshop and I wrote a four page letter about my salary and sent it to 4 people. The letter explained why I thought I'd been treated unfairly. I ended up getting a fair bit of back pay and a raise. But Jane called me as soon as she got the letter and said she had always felt bad that I had signed that contract because she didn't think it was right. So we had to develop a strategy so we can give the dean room to change his mind without admitting he's made a mistake. We worked on

the strategy and Jane presented it as this just slipped through how could we have missed it. And I got the raise.

But it was interesting because if a guy came into the faculty and said I'm not getting paid enough, they would say, well tell me why you think that. And we would talk about various jobs and the rest of it and there would be no recourse for getting an increase. Whereas a woman would come in and tell me she got a job offer somewhere else and tell me she wasn't taking it because she loved working in our faculty. I would say to her, I think you should say to me, XX I have a job offer and I'm thinking about taking and I would like a market offer to keep you here. So I could explain to them how to get a salary increase. You could say you're underselling yourselves.

12. What kind of relationship was it? Describe how the relationship worked?

I had mentors and sometimes they didn't know they were mentors, but I just went to them when I needed some advice about something and they were willing to help. I had a teaching mentor like that. I'd go and ask him if I needed something and he'd explain about it. He never saw himself as a mentor but that's what he was to me.

I've been very fortunate to have man and women mentors. The women have provided... a perspective that they men could never give.

The men have been content and strategic about how to play the game. I don't like it when women can't get anywhere when they can't figure out the system. Figure it out and you can go places.

13. Do you think formal mentoring works to help develop young women as leaders?

I'm a formal mentor in coaching in particular I've mentored a number of people and I'm in the university teaching programme and the national coaching area and the coaching association of Canada has me as a mentor for Canada games coaches. And on campus as graduate supervisor.

- DOING LOTS
Dress the part
- Ask for help when needed
- Develop mental toughness

All pairs, except for the coaching one which is pair as well as me with a group. All assigned protégés. The Canada games programme has three group mentor and we have a group of coaches outside their programme. They also have a coach within their programme. I think the group work has been great and part of my role is to pass on the experience. I offer different perspectives and show them that they can think of things in different ways. They discuss power, advocacy, and things like that. It's more of a global picture of leadership.

I think they can be successful if the match is good. It's very important. I'm almost of the mid that a match outside the unit is as important as the match inside the unit and that a bad match is worse than having no mentor at all.

I'm a big fan of mentoring but if you don't have a matching programme of what the protégé really wants to get out of it, I don't advocate it. I don't like programmes that increase the power or prestige of the mentor at the expense of the protégé.

GOOD MENTORING
MATCH IS KEY

Important ways to mentor

Don't create a cookie cutter version of yourself. Don't give direct answers because people learn from their mistakes and if they don't I point out that they haven't, by asking them questions so they can. I think it's important that they respect my time and I respect theirs.

14. What affiliations do you hold that have fostered your success?

15. Would you consider mentoring someone now?

Yes and I am.

What characteristics would you like to see in a mentee?

They want to learn. If they don't then I say I'm done. Demonstrating commitment and dedication to the task. That they want to get better at what they're doing. Sometimes they have very specific questions or things they want to learn and that's ok but generally they must want to learn.

They should be respectful and appreciate different points of view and they have to care about what it is they're doing.

They have to learn how to maneuver around the system. I call it strategy and some people call it game playing. But I think you have know that in order to get things done.

Interview Transcript Exemplar #7

Adele 59, Born in London.

Grew up in North London and went to university in Northern England

1. Can you tell me about your educational background?

I went to a girls' grammar school. Another VC from Stirling went to the same class in the same school. There are between 15 and 18 female VCs in this country and two of them went to the same class in the one school. It was very academic and I think very enlightened educationally. It was expected that we would go to university. My mother went to university, which was very unusual in the 1920's, but my father didn't.

LINK TO LIT
FATHER NOT UNI
EDUCATED:
SEE LATER IN
TRANSCRIPT FOR
MORE ON FATHER

Given I was living in the south of England, I thought I'd see the north. I did a BA in sociology in Leeds. And then did teacher training in south London at a school for further education –at a technical college - training for teaching.

Then went into teaching because I thought it was a good job for a woman. I went off to teach in Jamaica for a couple of years. When I finished that, I decided my ambition would be to be a lecturer in sociology at a college for training teachers. But I found myself in Scotland not getting such a job. Instead, I got a job at the Scottish council for research in education which was extremely fortuitous. I was lucky to get it. It was basically being a research assistant, like a post doc, except I was only a post BA. It involved working with Scottish secondary teachers but was really an apprenticeship in

VARIED CAREER
PATH
SET GOAL TO
LECTURE
GOT
QUALIFICATIONS
TO MATCH

research. I had to learn how to collect, analyze, and write up data in a book. I was working at an organization where everybody did that.

While I was there I did my master's in education at Edinburgh university and then I was able to get the job I had wanted before: as a lecturer in a teacher training college in Birmingham. My research career then took off and I got my first externally funded project from the economic and social research council and I developed my teaching and research there so that 4 years later I was able to get a lectureship at Bristol.

The doctorate I started in 1978 or 9 and I did it with the open university since it was cheaper. I was at the teacher training college at the time, but my doctorate like many people, I did part time and it took me 6 or 7 years. As I was doing it I published articles and books. It wasn't as if I slogged on at my doc all that time. I got it in 1984. It was an opportunity to bring together a lot of the research projects I was involved with at the time.

Then I did a D.O.C. after that which is a different sort of qualification.

It wasn't that I disliked school teaching; I just wanted to go back to the academic thing. I wasn't a particularly high achieving student. I have to say that. I was just ok but I got a 2,2 degree. Our degrees go 1st, upper second, lower second, third. In those days it was quite common to get a lower second. But nowadays it wouldn't be. I wasn't a high flyer academically, but I was very, very interested in sociology.

LINK TO THEME
FOLLOW
INTERESTING
WORK

2. Where did you begin your career? Were you always interested in management?

I was never interested in management. Never (laughter)

3. Why did you become a manager? What led you to management?

The way it works in old universities in this country is that nobody is appointed externally. You're all kind of home grown in the university.

In the school of education, when I became a professor, someone turned around and said, well it's your turn to be head of school, I've already done my stint. That's how it's generally done here. You take a 3 year stint each and rotate it around one of the professors. I thought, Oh, ok. It certainly wasn't, 'Oh, Ok I really want that.' My experience in departments is that when someone wants to be head of department, they shouldn't be allowed it.

Anyway, I became head of department. I had no training for it. I didn't know how to do it and you learn by your mistakes, don't you? Then I

DIDN'T
CHOOSE
ADMIN
British system of
rotation:
LINK TO DUTY?

NO TRAINING
FOR ADMIN

CHALLENGE/
CHANGE

was asked to do another 3 year stint but **only did one more year because I decided I'd been there and done that and wanted to move on.** There was an opportunity to be elected as dean (of social sciences: that's 7 departments) It was also a choice because I was only the second woman professor ever in my dept. I was only the 4th female professor in the university and that was in 1990. I thought I had a responsibility to open doors for other women as much as I could and that's where it became hard because as a dean you have to say good bye to your research. It isn't down as a full time job but it is a full time job. You're running a... 30 million pound budget, I think?

BEING A WOMAN
DUTY

4. How did you get to the position you're in now?

So I did it for three years. In some ways being a dean is the hardest job in academia because you're still so close to the academic wars, but you're equally supposed to be acting as a senior manager. You're facing both ways and it's actually quite difficult.

At the end of that the process at XX is for the council and the vice chancellor to consult on who should be the pro vice chancellor and the result of the consultation was that I was asked to do it. **So I became one of 4 pro vice chancellors and the process there is that you become more senior as the others retire. I became senior PVC so the answer to your question really is that one thing leads to another.**

This question is actually very important for your research. It's about identity and how you see yourself. I think a lot of the literature says we can see that bit, which is the step above us, but we can't see up there. I remember one or two colleagues saying to me a good 10 or 15 years ago, one day ADELE, you'll be a vice chancellor. And I said who me? I couldn't see myself in that role. Women particularly fail to see the whole journey I think.

IDENTITY
KEY

At some point in my 4 year pro vice chancellorship, I was in the network of vice chancellors and I had done some management training and my vice chancellors had started saying to me 'What's the next step then? When will you be VC?' Then the head hunters came to my door and gradually your mind set changes from, 'no I couldn't do that to, well obviously they think I could do that to I jolly well am going to do that.'

Certainly, over the course of a couple of years I came to the feeling that I wouldn't mind running my own show. I'm not sure I'd say that now of course, because at times it's quite hard running your own show. But I think it is the sense of the change in yourself and the notion of your own identity.

CHALLENGE,
CHANGE,
IDENTITY
ARE ALL
CONNECTED
BUT
IDENTITY IS
KEY

So the head hunters woo you and some VCs I looked at said I didn't want that one. I was interviewed for couple. One I didn't get and this one I did. This one I went for particularly because I live about 30 miles away and I didn't have to move house and my husband's job is

LINK TO
SUPPORT LATER
IN INTERVIEW

already settled and all that.

It's also pragmatic. You have to think about the top research intensive universities, which in this country is called the Russell Group. Apart from the VC of Cambridge, they don't have any women VCs in that group. So you have to be a bit realistic about where you're going to get a job. So you don't tend to go for jobs that don't look like they have your name on it.

5. It's a not an easy job: long hours, annoying people, difficult situations, and using politics, to get things done. Why do you keep on going in the field?

I keep on going because that's what you do. They do pay me. **It's a tremendously tough job really. It's really like a roller coaster. For a while everything will go swimmingly for a while. The budget will come out well the league tables will be good and then you get something happening, like a major government crisis.** We've already had substantial cuts in gov't funding and very significant pressures for pay deals with staff. Most universities at the moment are laying off staff and that's a painful process. **I'm responsible for that and that's the load that you carry. And that's the difference between being the one and being number two. My role at XX (as PVC) was time consuming and had difficult aspects but here I'm responsible.** The

CHALLENGE
AND CHANGE

CHANGE IN
IDENTITY WITH
NEW ROLE

buck stops here and I've got to decide whether we buy or sell a building and we've got to decide it.

It's a tremendous privilege. I guess the reward is the creativity of it.

You're not just doing what someone else has told you to do. When I

got here I thought there's something I can do with my life. I can help

this university make the great leap forward. That's part of it the

tremendous opportunity it gives you to achieve something in your life.

I think the other thing is that leadership is its own reward. If you're

any good at it at all, you enjoy working with the people, getting the

best out of them and working with a team. *There's a lot of status about*

it. And it's a big thing. It gives you a good pension. While that's a good

reason, it wouldn't keep you doing it for long.

In a word, I guess it's the challenge. People see me now and say

you've got more of a burden now than you ever have had, but you

seem to have more energy. That's because of challenge.

CHALLENGE/
CHANGE

TEAMWORK

OTHER
REASONS:
SIMILAR TO
MEN'S
REASON'S TO
TAKE THE JOB
LINK TO LIT

6. Have you thought about doing something else?

No. the only things that I have thought of doing are as well as, not

instead of. Like being a member of a council or a trusteeship. I do a

lot of national higher education committee work which seems like a

good foil for my role at the university. I'll stick here until I feel like I've

done what I can. Most people think 8 years is a good time to be a

Vice Chancellor because after that you can kind of run out of steam.

7. Was there a defining moment that led you to a decision to keep on going?

The one I described to you was it, I guess. Sooner or later, by in large.... All senior roles here are appointed through an interview process so here, you wouldn't have people dragged kicking and screaming into admin. **When I became PVC at XX I had loads of colleagues asking 'how long is your sentence?' I felt like telling them I've actually doubled my salary doing this job.**

It's true for everybody that they have to face this parting of the ways between going onwards up the management tree and following more academic pursuits.

The next level up from head is dean of the faculty, which in our case would be dean of social science, in charge of seven departments. I thought to myself, I'm only the second female professor, *ever* in my department (and in 1990 I was still only the 4th female professor) so I did feel a sense of responsibility. I thought I've gotten here and I need to open other doors for other women as much as I can.

KEY SUPPORT
AT CRITICAL
TIME

*I remember my husband and I went on holiday somewhere and we were walking along the beach and discussing it and talking about whether I wanted to go down the academic route or if I wanted to go the administrative way. **In the end a colleague of mine said to me***

METORING
AND TAKING
UP CHALLENGE

that if you've got a choice between doing more of the same or doing something upward and challenging, you should do something challenging. I found that very helpful. So I did and I stood for election as dean and I became dean.

GOOD AT THE
JOB: AGAIN
MALE REASON
COMPARISON

The longer you do this you realize of you like it and if you're good at it. The sense of really growing, the new challenge is really stimulating. People started saying to me it looks like you've got a new lease on life because it was all so new and different.

8. Could you tell me about a specific challenge in your career that you've had to face and overcome as a leader? How did it help you develop your skills?

I think the hardest thing for any leader is the interpersonal stuff. The thing that you don't get taught how to do it, but you have to be kind of brutal with people. You have to show them the door or you have to tell them off or say you're not good enough. I've had to do a few of those. I suppose that to get good at that would be really bad because it would be a sign that you're getting power mad and really insensitive.

STRAT:
MENTAL
TOUGHNESS

What you learn is about clarity of objectives, about support of due process, the support from other people, approaching things systematically. The thing about good leadership is you have to know where to look for good help. Every step of the way you rely on other

GOOD
MENTORS AND
KEY SUPPORT
AT CRITICAL
TIMES

people for help and advice. I was fairly good at figuring out who to ask for help. Never hesitate to ask people you respect for advice and help. Those sorts of relationships are critical in supporting you otherwise it's a very isolating job.

Another thing is you have to be able to distance yourself from the role. I was talking to someone having a difficult time with staffing and we were chatting and she just burst into tears because she was feeling so badly for people who had lost their jobs. I said of course you do but you have to put you there and the job here because otherwise you just crucify yourself otherwise. *So professional*

MGMT
STRATEGY

distancing is very important. And when they shout at you or send you rude e-mails or whatever it is, you have to be able to say 'that's the Vice Chancellor they're yelling at, not you.' Confidence is very important.

BULLYING AND
STRATEGY TO
OVERCOME IT

LINK TO
OTHERS:
CONFIDENCE
AS PART OF
IDENTITY

9. In higher education only 20% of college presidents are women, and in management in general, only 1% of top leadership positions are held by women. Is being a woman an obstacle in your job? How? Why not?

Clearly. I went through this at XX and here as well. The professors gather together and ask why there aren't more women in senior positions. According to the literature, women don't want to be in those positions. Because what happened to me was that I was lucky.

Because I was a good academic, I became a professor, whereas for most women that's already difficult especially in subjects like medicine or the sciences. It requires huge dedication to get to the prof level. Having become a very good academic you're then in a good position to go higher.

I think I said I've never thought about being a woman much. A research partner I had once long ago told me that a reader was a good level for me since I wouldn't like the professorial level since I'd have to run a department and do all that. It was fate because of the system that I didn't have to chase after the jobs. I got swept along until coming here which I chose to do.

DISREGARD
BAD ADVICE

There were 2 barriers I guess. I had to wait a very long time in the queue to become a professor since I had to be put forward by my department. I had a very good academic record and the department kept putting men forward instead of me. I'm sorry to say they weren't as good as me and they were put forward before me.

Then second barrier was applying for jobs externally. I was second in command at one of the best universities in the countries but I was very sure that I wouldn't get offered a position at one of the very top drawer universities. It's clear from the research that women don't fit the model of what a vice chancellor is like according to university hiring committee's minds. They have an image in their mind of what a

BATTLING OLD
IMAGES OF
LEADERSHIP

vice chancellor should look like and it doesn't look like a woman. Something about men inspires a certain confidence in a panel that women don't somehow.

10. Are there specific strategies you've had to use as a woman to deal with men in the job?

I haven't because here at the university I'm it as it were. I'm the big cheese. So in meetings etc. men are always very respectful. What they think privately is another matter. I don't think they do because we have relationships and they see me as a person not just the job. All of my senior team is male so... let's see. I think I'm quite good at personal relations. My predecessor was a very powerful woman so they were used to a very domineering woman so I suppose they see me as a kind of improvement.

The women VCs do meet regularly each quarter to be a support network to each other. That does help quite a bit. If I had a problem I wouldn't hesitate to go to one of them. They are friends and comrades in a way that I don't have with the men. We do remark to each other that there's no rivalry in that group of women, whereas in the mixed group and the male group there is very much.

LINK TO CHALLENGE LINK TO COMPETITION, AGENTIC PROCESS

11. Did you have any mentors as you were developing your leadership skills?

I've got a formal mentor at the moment but it hasn't really worked out really well since she's hugely busy so it isn't working out. I didn't have any formal mentoring prior to that although there was informal mentoring with the other women VCs as I mentioned earlier.

12. What kind of relationship was it? Describe how the relationship worked?

It was an assigned mentor through the leadership foundation for higher education and they just put people together. It's a distance issues coupled with the fact she's out of the country a lot.

I have had informal mentors. There are people who I've watched along the way and gotten help from but I don't know if I'd call them mentors. My former boss at Bristol was someone I watched and learned a lot from. But he wouldn't say he was my mentor. He was my boss but you learn from the people you work with along the way.

INFORMAL MENTORING WORKED BETTER FOR HER

The group of VCs we meet and discussing things very informally. It isn't really a mentoring relationship with anybody there. We might say to one another I'm having a problem with such and such, have you got that and what did you do about it, but it isn't really mentoring.

I have a coach now whom I pay but I would call it informal support networks. But knowing when you need help is important. We have endless conversations about how we got things done and offer support where we can. I don't think that's mentoring. I guess the

KEY SUPPORT WHEN NEEDED

dinners with the female VCs started because one of us decided to try it and asked everyone over for dinner. We all went and had a good time so we said let's do it again so we now take it in turns to have the dinner at our houses.

MENTORING AND NETWORKING BLEND INTO ONE: OLD BOYS NETWORK?

13. Do you think formal mentoring works to help develop young women as leaders?

They're as good or as bad as the set up of the individual people. In principle they work but it might not be the right person or the right relationship, or time.

I don't think my experience has been good I've been thinking about action learning sets which is what a lot of my colleagues stand by.

They go on meeting in a group of 4-6 people from all over the country for years and years. People find that very helpful since it's a group of people you can build trust with and get on with.

MULTIPLE MIXED MENTORS

14. Would you consider mentoring someone now?

Not formally no and I've been feeling guilty about it. I try to support the women in this institution by having breakfasts and things like that but I'm not formally doing anything right now.

What characteristics would you look for in a protégé?

It's quite rare to get someone. Someone who wants to do the job for starters. Absolutely excellent interpersonal skills because so many times in a day you're sitting in a meeting and you have to think now

how exactly will I say this? How do I nuance it? When do I say it? You'd have to be very good at that kind of micro politics. Strategic creativity. Resilience. Ambition. Liveliness and energy. It's like a hand of playing cards and to have the ace king and queen and all the bits needed to succeed are rare.

15. Anything else to add about anything we've discussed?

I started this job when the last of my children was off and I'm glad I did. I didn't interrupt my career to do any of these jobs. I have 3 children and a very supportive husband which is nothing to be sneezed at. I couldn't have done what I've done if it weren't for him. He's had to take up most of the domestic duties and he has.

KEY SUPPORT OF HUSBAND AT HOME

Appendix 7: Photograph of Data Board



Appendix 8: Certificate of Ethical Research



**STUDENT HIGHER-
LEVEL RESEARCH**

School of Education and Lifelong Learning

Certificate of ethical research approval

STUDENT RESEARCH/FIELDWORK/CASEWORK AND DISSERTATION/THESIS

You will need to complete this certificate when you undertake a piece of higher-level research (e.g. Masters, PhD, EdD level).

To activate this certificate you need to first sign it yourself, then have it signed by your supervisor and by the Chair of the School's Ethics Committee.

For further information on ethical educational research access the guidelines on the BERA web site: <http://www.bera.ac.uk/publications/guides.php> and view the School's statement in your handbooks.

**READ THIS FORM CAREFULLY AND THEN COMPLETE IT ON YOUR
COMPUTER** (the form will expand to contain the text you enter).
DO NOT COMPLETE BY HAND

Your name: Penelope G. Farley

Your student no: 560029440

Degree/Programme of Study: PhD – Education

Project Supervisor(s): Dr Susan Riley

Your email address: pgarley@yahoo.ca

Tel: ++ 97150 259 7834

Title of your project: The effect of mentoring on career path for women in higher education administration

Brief description of your research project:

The purpose of this qualitative study is to investigate the career paths of top level women administrators in higher education and to determine how they attained their positions, their motivations for continuing in their fields and whether mentoring played a role in developing their leadership potential. Extrapolating from the data collected, I hoped to uncover information that could be used to encourage women to take up the challenge of leadership and or to enhance methods for mentoring them more effectively. As such, three areas of research were determined: career path of women leaders, motivations for continuing in administration, and utilizing mentoring as a method of encouraging women to lead.

The study is international in nature and data will be collected from women in Canada, Great Britain, the United States and Australia. Six women from each country have been asked to participate for a total of 24 study participants.

Give details of the participants in this research (giving ages of any children and/or young people involved):

The study participants are women in higher education who hold administrative positions from the level of dean/ head of school to university president. They come from different fields of study to become administrators and vary in age from their mid 40s to their mid 60s. All are adults and are researchers themselves.

They are from different countries: Australia, Canada, Great Britain and the United States.

Give details regarding the ethical issues of informed consent, anonymity and confidentiality (with special reference to any children or those with special needs) **a blank consent form can be downloaded from the SELL student access on-line documents:**

All participants in the study are informed of the ethical considerations of the study and that the data collected will be used as the basis for a doctoral thesis.

All interviews are conducted with the consent and understanding of participants that they may withdraw from the study at any time should they wish. All participants' names are changed and the institution at which they work is not disclosed. The position they hold and the country in which the institution is located is given in the data.

All interviews are recorded, transcribed and returned to the participants for verification prior to using the data.

Give details of the methods to be used for data collection and analysis and how you would ensure they do not cause any harm, detriment or unreasonable stress:

The method used for the purposes of the study is a face to face, semi structured interview.

All study participants are invited to participate and are only contacted further if they are willing to be part of the study. The purpose of the study is to collect information on the lived experiences of study participants. To this end, the interview is conducted to elicit considered response, not as an aggressive interview.

In order to assure the comfort of the study participants, they choose the time, location and setting of the interview and any questions they are unwilling to answer are omitted from their data set.

If participants would like to see the questions prior to the initial meeting, all questions are provided to them in advance. If at any point, the participant wishes a portion or all of their answer to a question be kept confidential, that section of the interview is not used in the study.

As mentioned above, all the interviews are transcribed and returned to the participants for verification. If at any point they wish to end their participation in the study, they do so without any pressure on the part of the interviewer.

Finally, keeping the names of the study participants and their institution confidential, it is hoped that there will not be any detrimental effect or unreasonable stress placed on the participants. Since the participants are all women who routinely conduct research themselves, they are very familiar with the roles and procedures of conducting qualitative research.

Give details of any other ethical issues which may arise from this project (e.g. secure storage of videos/recorded interviews/photos/completed questionnaires or special arrangements made for participants with special needs etc.):

All data is stored securely in a locked steel file cabinet, in a locked office, located in a university with 24 hour security.

All names of participants are changed and the data given by them will be used only for the purposes of research. Should the participants disclose information which could be detrimental to them or their career, use of such material will be discussed with them prior to integrating it into the study. This hurdle should be overcome by having transcribed data approved by the participants prior to its use.

Give details of any exceptional factors, which may raise ethical issues (e.g. potential political or ideological conflicts which may pose danger or harm to participants):

Confidentiality of the study participants is designed to keep ethical issues such as their religious belief or orientation away from them personally. As the study itself is qualitative and interpretive in nature, any ethical issues which may arise actually strengthen the data. The strict confidential nature of participants names and institutions, protects them and allows for freedom of expression in their interviews.

The nature of the study and the topic area does not infringe upon political ideology, but should the participants ideology oppose that of the researcher or of the institution in which they work, it will only strengthen the study.

