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An Analysis of Major Facilitators to Their Success as Reported by Successful
Women Administrators

A dissertation

presented to

the faculty of the Department of Educational Leadership and Policy Analysis
East Tennessee State University

In partial fulfillment

of the requirements for the degree

Doctor of Education

by

Lisa Johnson

December 2005

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Keywords: Administrators, Barriers, Characteristics, Emotional Intelligence, Facilitators,
Identified Traits, Influences, Leaders, Mentors, Women

ABSTRACT

An Analysis of Major Facilitators to Their Success as Reported by Successful Women Administrators

by

Lisa Johnson

This qualitative study was designed to review the history of women in leadership and to evaluate the identified facilitators of success for women in leadership positions. Participants were asked to identify the facilitators that they considered important to their success. The facilitators were then compared to determine the most commonly occurring and the most influential among those cited by the participants. The results reflected those facilitators such as mentoring programs, training programs, as well as informal opportunities. Emotional intelligence was also examined in the context of this research.

The findings of this qualitative study yielded the facilitators of success as identified by successful women leaders. Facilitators identified included familial or parental support, intrinsic motivation, educational opportunities, professional growth opportunities, emotional intelligence, and mentors.

DEDICATION

This work is dedicated to my daughter: My hope is that you learn the value of persistence, education, and never lose your love of learning. I also dedicate this endeavor to my father Walter Johnson: You have instilled in me the courage to look beyond the "veil of fear" and to realize my dreams--thank you. This is also dedicated to my mother Jeri Williams: You encouraged by example.

I am also truly blessed to have the support of my wonderful sister, Amanda, who always let me know she believed in me. I also dedicate this work to my stepparents, Donald Williams and Rhonda Johnson, who have supported and helped me achieve my goals.

In addition, this work is dedicated to the memory of my grandfather, "Boge," who fueled my desire to pursue this dream by asking me when I was going to get the "big one."

Lastly, I dedicate my dissertation to Dr. Russ West who taught us all the value of research and dignity. He taught us that life is one ongoing research project.

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CHAPTER 1

INTRODUCTION

Leadership demographics are changing. Women are gaining high-level positions of authority not only in educational administration but also in areas of business, law, science, and politics. These women are successful as administrators and most of them readily acknowledge the facilitators of their success. Facilitators addressed in this research include mentoring, leadership training programs, role models, experiences, and emotional intelligence.

Women in administrative positions are presently engaged in what Wheatley (1999), in *Leadership and the New Science*, described as “nothing less than the search for new sources of order in our world” (p. 17). Such an order must accurately reflect an understanding of how the culture works. In recent years, this understanding has come to encompass a vision of life as being one great interconnected web-a-vision that has erased old hierarchical presumptions. As one comes to recognize the dynamic connectedness of the various parts within a whole, top-down structures begin to seem less a reflection of any natural order and more a way of arranging the human world to reflect outmoded perceptions. The emphasis upon top-down power thus continues to be eroded; networked technology reflects and hastens the trend. Wheatley predicted that as organizations adapt to new understandings, "leadership will begin to flourish in places and ways one can hardly imagine" (p. 83).

Wheatley's (1999) perspective on the leadership of the world has proven accurate. This change in leadership style has resulted in women gaining a foothold in the world of leadership. Women in leadership positions are noting the facilitators of success as well as addressing the barriers.

Researchers have acknowledged that peers and employees are gaining an increasing respect for women. Anyoacha conducted research in 1986 that addressed the perceptions of

superintendents, both male and female, toward women in administration. According to Anyoacha, both male and female professionals consistently rated female superintendents favorably.

Training programs for administrators have also changed over the years. A study conducted by Horton in 1993 revealed that most training programs were structured to address analytical processes. Little attention was given to the aspects of intuition, mentoring programs, and the leadership styles of successful women. Training of leaders in both formal and informal arenas is of utmost importance. Equally important is the knowledge of leadership styles of the individuals who are charged with the responsibility of leadership.

The portrait of leadership is changing rapidly, as is the canvas of our world, whether it is in the world of business or the critical role of shaping the minds of the future through educational administration. Women who are charged with navigating these changes must have the tools required for successful leadership.

Statement of the Problem

Little is known about the aspects of the informal development of the successful female administrator, their facilitators of success, or the leadership styles of women in roles of administration and leadership. Shakeshaft (1989) noted that few biographies of female administrators have been written. Histories, case studies, and ethnographies have mostly centered on the male principal or superintendent; therefore, we know little about the lives of the women who occupy these positions (Shakeshaft).

Women also occupy leadership positions in careers such as business leadership, medicine, law, politics, and the military. Information regarding the leadership styles and facilitators of success is limited; therefore, the need for analysis of women in the roles of leadership is necessary to gain understanding of their journey to success. Recent information has provided evidence of progress made by women in areas of leadership other than in the field of

education and has addressed the value of mentors, networking, and emotional intelligence (Goleman, 2000).

The purpose of the study was to identify and evaluate the significance of the facilitators of success as perceived by the participants in the study. The participants in this study were identified female leaders in varying administrative roles. Women in the fields of business and industry, medicine, education, law, government, and the volunteer sector were included. The interviews were conducted in the natural environment of each participant. Once identified, the goal was to determine the significance of each facilitator and to use this information as a tool to enhance the training programs regarding the needs of the female administrator as well as to provide an opportunity for further study.

Significance of the Study

Educators are continuously facing obstacles making the skill of teaching increasingly difficult. Administrators and leaders in education have the daunting responsibility to confront with limited resources the ever-increasing demands of accountability while attempting to meet the needs of a diverse society. Successful leaders must continuously rely on resources, both tangible and intangible, in making decisions that influence the process of administration. Most administrators have completed educational training programs that address the historical, theoretical, and practical approaches to leadership.

The formal training programs addressed include graduate programs, licensure programs, and system training programs. The informal training or facilitators include intuition, emotional intelligence, mentoring, and experiences. The importance of the intangible resources and opportunities for growth are paramount to the training of successful leaders.

Educators are not alone in their endeavors to promote leadership. Women are gaining positions of leadership in many areas. The art of successful leadership is a challenge faced by all

leaders. This study examined the facilitators of success for women in the varied arenas of leadership into which they have entered.

Schon (1987) stated, “In spite of the increasingly powerful status of management science and technique since World War II, managers have remained persistently aware of important areas of practice that fall outside the bounds of technical rationality” (p. 95). Schon also noted that managers have become increasingly sensitive to the phenomena of uncertainty, change, and uniqueness; thus, decision-making under uncertainty has become an art. Bernard, in 1938, addressed the nonlogical processes, skillful judgment, decisions, and actions undertaken spontaneously without being able to state the rules or procedures to follow.

As women are breaking the glass ceiling of leadership, the identification and significance of the facilitators of success as reported by these leaders is of critical importance. The information gathered from this study could further the development and success of women in leadership positions.

Assumptions

The following assumptions were considered relevant to this study:

1. Women administrators would acknowledge the aspects of intuition and emotional intelligence as being beneficial to their success as leaders.
2. Women leaders would note that mentoring programs whether formal or informal influenced their leadership.
3. Women administrators would have various styles of leadership along with diverse methods of decision-making.

Delimitations

The following delimitations were considered relevant to this study:

1. The focus was on women leaders.

2. Women administrators are a small representation of administrators and leaders.
3. Women in the field of administration might be reluctant to note the lack of information regarding the intangible training in formal training programs.
4. The results might be considered biased because of the inclusion of only women in this study.
5. Women might not be cognizant of some of the less tangible or salient facilitators.

Research Questions

The process for the research element of this study was qualitative in design. The following questions were presented as a framework for this project:

1. How do successful women leaders define a successful leader?
2. What are the facilitators that successful women leaders identify as being important to their success as leaders?
3. Do women in educational leadership identify mentoring or a specific mentor as a facilitator of their success?
4. What do women leaders in the field of law and medicine identify as being significant to their success?
5. Do women in leadership roles in business, industry, and the volunteer sector identify facilitators similar to those women in educational leadership?
6. How do the women leaders in this study identify emotional intelligence or intuition as being important to their success?

Definitions of Terms

1. *Accurate self-awareness*--A candid sense of personal strengths and limits, a clear vision of where one needs to improve and the ability to learn from experience (Goleman, 2000, p. 54).
2. *Achievement*--striving to improve or meet a standard of excellence (Goleman, p. 113).
3. *Administrator*--one who administrates or who directs, manages, distributes, or dispenses (Webster, 1977, p. 15).
4. *Adaptability*--flexibility in handling change (Goleman, p. 99).
5. *Commitment*--embracing the goals of the group or organization (Goleman, p. 113).
6. *Communication*--listening openly and sending convincing messages (Goleman, p. 168).
7. *Confidence*--full belief in the trustworthiness or reliability of a person or thing; presumption; self-reliance, assurance, or aplomb; boldness (Webster, p. 212).
8. *Conscientiousness*--taking responsibility for personal performance (Goleman, p. 89).
9. *Emotional awareness*--the recognition of how emotions affect performance and the ability to use values to guide decision-making (Goleman, p. 54).
10. *Emotional competence*--a learned capability based on emotional intelligence that results in outstanding performance at work (Goleman, p. 24).
11. *Emotional intelligence*--the potential for learning the practical skills that are based on five elements: self-awareness, motivation, self-regulation, empathy, and adeptness in relationships (Goleman, p. 24).
12. *Facilitators*--factors making a task or role easier or less difficult (Webster, p. 352).
13. *Glass ceiling*--a barrier so subtle that it is transparent, yet so strong that it prevents women and minorities from moving up in the management hierarchy (Powell, 1999, p. 328).
14. *Influence*--wielding effective tactics for persuasion (Goleman, p. 169).

15. *Initiative*--readiness to act on opportunities and pursue goals beyond what is required or expected (Goleman, p. 122).
16. *Innovation*--being open to novel ideas and approaches (Goleman, p. 95).
17. *Intuition*--knowledge discerned directly by the mind without reasoning or analysis; a truth or revelation arrived at by insight; the power or capacity to perceive truth without apparent reasoning or concentration (Webster, p. 506).
18. *Leadership*--the process of mobilizing, in conflict or in competition with others, institutional, political, psychological and other resources so as to arouse and satisfy the motives of followers, a dynamic interactive relationship between members of a group and an individual collectively acknowledged by the group as a leader (Owens, 2001, p. 400).
19. *Leadership theories*--Examples include trait theory, transformational leadership, transactional leadership, change theory, theory *x* and *y* (Owens, p. 67).
20. *Motivation*--The forces that cause people to behave as they do. Thought by behaviorists to be extrinsic (the carrot and the stick) and by others to be intrinsic (cognitive and emotional e.g. feelings, aspirations, attitudes, thoughts, perceptions.) (Owens, p. 400).
21. *Optimism*--persistence in pursuing goals despite obstacles and setbacks, operates from hope of success rather than fear of failure (Goleman, p. 122).
22. *Self-control*--managing disruptive emotions and impulses effectively (Goleman, p. 82); control of oneself or one's actions and feelings; self-command that prevents the exhibition of emotion (Webster, p. 872).
23. *Success*--the favorable or prosperous termination of attempts or endeavors; the satisfactory accomplishment of something attempted; the attainment of wealth, position, or the like (Webster, p. 978).

Overview of the Study

Chapter 1 included an introduction to the study, a statement of the problem, the significance of the study, assumptions, delimitations, research questions, and definitions of terms used in the study. Chapter 2 presents a review of the related literature and research. Major areas of research reviewed include the history of the women's movement, women in leadership roles, emotional intelligence, intuition in leadership, training programs, mentoring, leadership styles, and barriers to success. Chapter 3 contains a description of the methodology used in the study. The interview process is discussed as well as the method for coding and analyzing the data compiled from the interviews conducted. Chapter 4 presents the results of the qualitative study and the emerging themes and factors influencing the study. Chapter 5 is the summary phase of the study. A review of the study is provided along with the findings of the interview results. The common factors are presented with supporting notations. Recommendations and implications for further research are the culmination of the study.

CHAPTER 2

REVIEW OF RELATED LITERATURE

The history of the women's movement is a colorful, exciting, and sometimes painful portrait of the struggles women faced as they moved into the world of work, a world that was largely molded, occupied, and managed by men.

Pioneers of the Women's Movement

The women's movement involved more than just the inclusion of women in leadership positions. According to Harper (1908), Susan B. Anthony was one of the pioneers of the women's movement who fought for women to have the right to vote. She appealed to the committees of each congress from 1869 to 1904. Anthony, in her address to the Bricklayers' and Mason's International Union in her hometown of Rochester, deemed that women were the only class left without the right to vote. She stated, "Slave labor used to be the enemy of free labor but now that all labor is free, we have learned that it must not only be free but enfranchise" (Harper, p. 1161). Anthony advocated for the voting rights of women as being a necessity for political reform (Harper).

Harper (1908) reported of another pioneer in the women's movement, Elizabeth Cady Stanton, who worked with Anthony on many projects and committees. Stanton raised her family while she championed the cause of women. Harper deemed that as a speaker and a writer Stanton was unsurpassed, stating, "Readers of history will find that nearly all of what may be termed state documents in the movement for the rights of women--legal and constitutional appeals and arguments before legislatures and congress--were prepared by Stanton" (p. 1168).

Anthony campaigned for the rights of teachers also. According to Harper (1908), she stated in an interview:

I have fought some of the hardest battles of my life for women school teachers, and yet many of these of today know little of what was done for them in those early years. They appear to be lacking in spirit and content to occupy subordinate positions; they do not seem to have the ambition to sustain their rights. On the program of the State Teacher's Convention in Rochester, not a woman's name appeared for the principal meetings. Not an address was made by a woman and not at one where I was present did I hear a woman's voice raised on any question. There were ten women to one man, and yet the men ran the convention to suit themselves and took the credit for whatever was or had been done. (p. 1117)

According to Boylston (1955), Clara Barton began her professional life as a teacher and went on to establish schools for "mill children" as well as the first public school in New Jersey (p. 40). Barton became interested in delinquent children. She acquainted herself with this population and upon learning that there was no school for this group, she went to the chairman of the school committee and asked to open a school herself (Boylston, p. 45). After addressing each objection, she used the school board's policy to force them to provide the building, furnishings, and legal backing. Barton opened her school with six students. The school year ended with 600 students (Boylston).

Barton (1969) also addressed the opposition that Clara Barton faced. Although she had built up the public school to a degree of efficiency that it had not before known, she met the resolute opposition of those who objected to a woman's control of a school. The school was alleged to be too large for a woman to manage. Barton pointed out that a woman had made it large and had managed it while it was in the process of becoming large and was continuing to manage it very well. However, as Barton stated, "The demand for a male principal grew very strong and against the wishes of a large majority of the pupils, a male principal was chosen" (p. 74). Clara Barton would not remain and occupy a second place position (Barton).

Boylston (1955) reported that Barton was remembered for her heroism during the Civil War. She wanted to be a soldier. She worked her way to the front line, initially, by determining the needs of the soldiers, garnering the resources, and delivering them herself (Boylston). Barton cared for the sick and wounded soldiers at first in Washington hospitals. Their stories made her

realize the need for nurses on the battlefield. Barton called on colleagues, acquaintances, and politicians to make their way to the battlefield (Boylston).

After the war, Barton received many letters from soldiers seeking information on missing relatives. According to Boylston (1955), she learned of the International Committee of the Red Cross while visiting Europe. She was asked why the United States had not been willing to sign the Treaty of Geneva. Clara Barton learned all that she could, and with the help of Henri Dunant, planned an organization of nations for the purpose of caring for all wounded in time of war (Boylston).

Boylston (1955) reported that Barton petitioned the president, his cabinet, and congress. She came home discouraged but learned that the organization needed peacetime provisions. She used natural disasters as her argument to interest the government. Barton won the support of the Grand Army of the Republic and received attention from the Associated Press. Boylston pointed out that although President Garfield was interested in helping Barton, he was assassinated before he could bring the matter before congress. Barton was discouraged again but found support in her hometown of Dansville. She was asked to start a local chapter of the Red Cross, the first in the United States (Boylston).

Second Wave of the Women's Movement

Two of the most notable leaders of the second wave of the Women's Movement were Friedan (1963) and Steinem (1983). Both of these women were noted authors and political activists and both contributed to the awakening of the women in America.

Friedan (1963) developed the descriptive for the problem women faced that had no name. She coined the phrase "feminine mystique" as an encompassing way to describe the syndrome of women in the years after World War II. Friedan used the words feminine mystique to describe the mindset of women of the postwar era who felt that marriage, child rearing, and homemaking

were the keys to fulfillment. According to Friedan, these women were asking, "Is this all?" (p. 15). Friedan wrote:

For over 15 years there was no word of this yearning in the millions of words written about women, for women, in all the columns, books, and articles by experts telling women their role was to seek fulfillment as wives and mothers. Over and over women heard in voices of tradition and of Freudian sophistication that they could desire no greater destiny than to glory in their own femininity. Experts told them how to catch a man and keep him; how to breastfeed children and handle their toilet training; how to cope with sibling rivalry and adolescent rebellion; how to buy a dishwasher, bake bread, cook gourmet snails, and build a swimming pool with their own hands; how to dress, look, and act more feminine and make marriage more exciting; and how to keep their husbands from dying young and their sons from growing into delinquents. They were taught to pity the neurotic, unfeminine, unhappy women who wanted to be poets or physicists or presidents. They learned that truly feminine women did not want careers, higher education, or political rights. (pp. 15-16)

Friedan also noted that even the younger women of this era, the early 1950s, were not thinking about going to college for any reason other than to find a husband so that the feminine mystique could become a reality.

Friedan (1963) criticized the early women's magazines, such as *McCall's*, *Ladies Home Journal*, and *Redbook*, for their efforts to portray the lifestyles of women as glamorous. Pictures of women completing household chores dressed in perfectly ironed dresses with cosmetics and manicured nails were interspersed with articles about the dream of the house with two fireplaces and two cars as being the ideal life for women. According to Friedan, the readers of these magazines were not encouraged to think outside of the home or to pursue ideas and dreams of their own.

Friedan (1963) used her personal situation and the frustrations of her mother as a launching mechanism for her efforts to promote the rights of women as well as to encourage women to want to think for themselves. Friedan reported that because she recognized the consequences of the feminine mystique, she wanted to shatter the bonds created by this mindset. Her work during the 1960s included a case involving a woman who realized that her education

would go no further than her life as a wife and mother. Friedan wrote of this wife of a doctor and mother of three, who said:

The tragedy was, nobody ever looked us in the eye and said you have to decide what you want to do with your life, besides being your husband's wife and children's mother. I never thought it through until I was 36, and my husband was so busy with his practice that he couldn't entertain me every night. The three boys were in school all day. I kept on trying to have babies despite an Rh discrepancy. After two miscarriages, they said I must stop. I thought that my own growth and evolution were over. I always knew as a child that I was going to grow up and go to college, and then get married, and that's as far as a girl has to think. After that, your husband determines and fills your life. It wasn't until I got so lonely as the doctor's wife and kept screaming at the kids because they didn't fill my life, that I realized I had to make my own life. I still had to decide what I wanted to be. I hadn't finished evolving at all. But it took me 10 years to think it through. (p. 71)

Friedan (1963) noted that the feminine mystique permits, even encourages, women to ignore the question of their identity. Role-crisis or discontinuity in cultural conditioning was also addressed by Friedan in her book, *Feminine Mystique*. According to Friedan, women were encouraged by the education system to grow up feeling free and equal to boys by playing baseball, riding bicycles, conquering geometry and college boards, by going away to college, going out in the world to get a job, living alone in an apartment in New York or Chicago, and testing and discovering their own powers in the world. All this conditioning gave girls the feeling they could do and be whatever they wanted with the same freedom as boys; however, it did not prepare them for their role as women (Friedan). Friedan raised poignant questions such as, "Did we lie to these women? Did we only let them see the half-truth?" (p. 75).

Friedan (1963) credited Margaret Mead as being the most powerful influence on modern women in terms both of functionalism and the feminine protest. According to Friedan, Mead's work on culture and personality had a profound effect on women of several generations. Friedan recorded that Mead was the symbol of the woman thinker in America.

According to Friedan (1963), Mead was one of the first women to emerge into prominence in American life after rights for women were won. Her mother was a social scientist and her grandmother was a teacher. She had private images of women who were fully human

and who had an education equal to any man's. She was able to say with conviction, "It's good to be a woman, you don't need to copy a man, you can respect yourself as a woman" (as cited in Friedan, p. 147).

Horowitz (1998) wrote about Friedan in his book, *Betty Friedan and the Making of The Feminine Mystique*, saying that her work with the feminine mystique made her the most widely known American feminist. Horowitz also noted the struggles that Friedan faced because of her position on feminism as well as her growth as an individual. Although Friedan's work was paramount to the success of the awakening of women in America, it did not come without cost. Friedan's source of inspiration was her discontent regarding her role as wife and pacifist. According to Horowitz, she sought more for herself and for others.

Steinem (1983) followed Friedan as an activist for women in America although Steinem has not been considered the radical feminist that Betty Friedan was deemed as being. The impact of time accounts for this consideration. Steinem's rise to notoriety began in the late 1960s and early 1970s. By this time, the women's movement had experienced many transformations. Stern (1997), in her book, *Gloria Steinem Her Passions, Politics, and Mystique*, noted that the national media discovered the women's movement in 1970. Until that point, the articles written on the women's movement were but a trickle; they soon became a flood. According to Stern, Steinem had her own unique style while she renounced brassieres and cosmetics. Indeed, she marched, spoke, and campaigned for women in many arenas. Some of Steinem's performances were marred by the radicals of the day. Steinem founded the magazine, *Ms*, that became one of the front-running publications on women's issues. She fought hard for the success of the publication and faced many obstacles. According to Stern, during particularly difficult financial times, "Gloria Steinem convinced Sally Bingham of the Bingham publishing empire to donate \$1.2 million to the floundering *Ms* publication" (p. 213).

Steinem's (1983) work addressed more than the issue of the women's movement. She authored highly charged columns and articles addressing topics ranging from feminism to issues

of wealthy, intelligent women marrying homosexual men. Steinem noted that some of her choices in articles that she authored were regretted (Stern, 1997). According to Stern, Steinem's work on *Women and Power* gained her much respect in her field and she made it clear that she had no problem with the idea that women wanted and valued power by stating:

Perhaps if women had more encouragement, more opportunity to gain power on their own, there would be less of the bitterness and hypocrisy that comes from using men for subversive ends. If society stopped telling girls that men would have to give them their total identity on a silver platter, wives wouldn't be so resentful when it didn't happen. Men ought to encourage the idea. It might take a load off all of us. (Stern, p. 185)

Her private life was not exempt from the same public she used to promote the rights of women. Friends and ill wishers alike scrutinized Steinem's relationship with Mortimer Zuckerman, a wealthy real-estate developer. The public compared the dismay at this relationship to that of Jacqueline Kennedy when she married Aristotle Onassis--she was accused of selling out (Stern).

Steinem (1983) promoted the system of networking for women. She emphasized in her book, *Outrageous Acts and Everyday Rebellions*, that women "must discover and develop mutual support groups that can create change where the most courageous individual woman can not" (p. 198). She also emphasized the use of the term networking, not as a noun but as a verb, explaining, "It's a process, not an end in itself" (p. 198). Whereas she recognized the fact that men were still in most of the positions of power and leadership, Steinem provided the idea that networking and collaboration were vital to the success of women who aspired to become leaders. Steinem wrote:

Most feminists have begun to see varied, orchestrated tactics and styles as an asset. We've learned something from the experience of working together across race, age, class, and sexuality differences. We've learned from examples like the women's health movement or changing rape laws or starting battered women's shelters, all of which benefited from diverse approaches: not just "inside" or "outside" tactics, but creating alternative feminist structures and translating as many of their lessons as possible into the dominant system itself.

Each issue goes through a similar ontogeny: naming the problem; speaking out, consciousness-raising, and researching; creating alternate structures to deal with it; and beginning to create or change society's laws and structures to solve the problem for the majority. Perhaps that is the second Survival Lesson: we have to push ourselves far

beyond prefeminist, either/or polarized thinking, and use a whole spectrum of talents and tactics. We must surround our goals. (p. 352)

Steinem noted that diversity would be the hallmark of a hoped-for feminist future. During Steinem's era, understanding diversity as a tactical advantage was just beginning. As Steinem acknowledged, "We won't have diversity at the end unless we nurture it along the way" (p. 352).

Steinem (1983) provided a fresh prospective to feminism and encountered many obstacles throughout her life. She was stricken with breast cancer and underwent the treatment process for the disease while desperately trying to avoid the radical mastectomy option so widely used during the time. She also lamented the idea that she had no family. She spoke of starting over and making her own home and way (as cited in Stern, 1997).

According to Stern (1997), Steinem referred to herself as a survivor as she noted the price of changing and growing as an independent person. She revealed that it took her several years to achieve this goal. During this time, Gloria rallied and aligned herself with others and accomplished much in the area of promoting awareness of the plight of many groups of people. She used her ability to earn and promote to establish schools for Native-American tribes. She also participated in a safari to explore ways to promote the nomadic life of the N/oakhwe people who had been derogatorily described as Bushmen in the movie, "The Gods Must Be Crazy" (Stern).

According to Stern (1997), Steinem did not consider herself a wealthy person and did not live extravagantly. Although her advances for projects were usually in the six-figure category, she used her earnings and abilities to help others. Projects credited to Steinem include many articles and publications challenging the works of Freud. Stern pointed out that Steinem was perhaps most famous for her book *The Revolution from Within*. She became angered with the psychiatric profession because of an experience in her 20s and became involved with the American Psychiatric Association in the early 1980s. She attempted to expose the damage done to women by Freud's theories (Stern).

Friedan (1963) and Steinem (1983) certainly brought to the forefront the women's movement. However, moving the mountain since the 60s has led women into new areas. Davis (1999) in the book, *Moving the Mountain, The Women's Movement in America since 1960*, referred to the women's movement as a series of waves. Davis noted that the women's liberation movement got underway in 1967 and reached a peak of intensity in the early 1970s, but most of its original groups had disappeared almost entirely by 1975. Those eight short years from 1967 to 1975 were a unique period in the history of feminism. "The joy, the yeastiness--the sheer, creative chaos of those years--were extraordinary and had a permanent impact. Women's lives, and men's, would never be quite the same" (Davis, p. 69).

Davis (1999) also addressed turning points in the women's movement. The passage of the Equal Rights Amendment in 1972 by congress, almost 50 years after it was first proposed, confirms the importance of the efforts of these pioneer feminists. The states, however, failed to ratify this amendment. Davis noted that if a social movement were to survive, from time to time it must virtually reinvent itself to cope with new needs and circumstances. Between 1972 and 1975, the women's movement went through that sort of metamorphosis. According to Davis, those changes involved:

1. Most of the original women's liberation groups died; almost by default, liberal feminism became the mainstream of the second wave.
2. As the women's movement continued to expand and new groups kept forming, most of them coalesced around some single specific problem, such as rape; this was in contrast to the early feminist groups that tackled a broad spectrum of issues. As a result, the second wave began to spin off a barrage of other movements such as a battered women's movement and a women's health movement. Often, the new movements' actions were coordinated by a formal coalition that linked groups and could mobilize individual supporters as well. Each of these alliances drew on a specific population of activists and had its own objectives and its own communication

network. The activists generally thought of themselves, as part of that specialized alliance—they would say they were involved in the women's health movement, for example. However, most also identified themselves as feminists and assumed that their group was one component in a broader, nationwide women's movement. The remaining general-interest groups such as the National Organization of Women (NOW) worked with the coalitions at times on particular issues.

3. A women's counterculture took root as feminists around the country opened women's bookstores and founded small news presses and record companies.
4. A small but influential feminist "establishment" developed in Washington, where women's organizations were increasingly skillful at lobbying and dealing with the federal government. (p. 137)

According to Davis, (1999) the result of these changes was the second wave. This new wave looked very different in 1980 than it did in the early 1970s. It had become a network of interlocking movements. A significant development that emerged from this interlocking network was the development of the *Equal Opportunity Credit Act* that was passed in 1974. NOW had established a Task Force on Consumer Credit headed by Washington attorney Sharyn Campbell (Davis). The American Civil Liberties Union also joined in this project. Before the passage of this Act, women were considered poor credit risks even if they were the income source of the family. Single women were considered a bad credit risk because they might marry and cease to earn income. Women had no claim to the credit or finances of their husband; it was as if they did not exist (Davis). According to Davis, two other women were noted for their efforts that benefited the women's movement: economist Jane Roberts Chapman and attorney Margaret Gates. These two women decided to turn their activism into full-time paid jobs. They accomplished this by applying for grants to do research on legal and economic issues affecting women. They received a \$10,000 seed grant from Ralph Nader's organization. They subsequently used the money to found the Center for Women Policy Studies. In December

1972, these women received a grant for \$40,000 from the Ford Foundation; this was the first grant awarded by this company to a feminist group to study sex discrimination regarding credit. The work of Gates and Chapman ultimately led to legislation that banned credit discrimination (Davis).

While women enjoyed the advancements made by those such as Friedan, Steinem, Chapman, and Gates in the 1970s, the women's movement reached its lowest ebb in the early 1980s. Davis (1999) reported that during this time, some of the major national organizations were in trouble financially and many Americans were blaming the movement for the bind women were in as they struggled to do justice to both job and family. According to Davis, an analysis published in *Ms Magazine* in the mid-1980s noted that even among those who had been the movement's allies, there seemed to be a consensus that the nation had "tried feminism and it didn't work" (p. 470). Davis noted that according to a *New York Times* article written by Fleming in 1986, there was "no discernible women's movement left" (p. 470). Davis reported that the assumptions made by Ms. Fleming were incorrect. Davis discussed the revival of difference feminism in her work saying that difference feminism grew and flourished because of what women had achieved since the beginning of the second wave of feminism. This shifted the focus from almost universal insistence on equality to a widespread celebration of difference. Women in the 1960s and 1970s were intent on destroying the narrow stereotype that had defined them as not only different from men but inferior to them (Davis).

Androgyny was a common goal in the movement. Men were supposed to become more like women even as women became more like men. According to Davis (1999), psychologist Sandra Bem, creator of the Bem Sex-Role Inventory, a personality test that threw out the old sex stereotypes, stated:

A healthy sense of maleness or femaleness involves little more than being able to look into the mirror and to be perfectly comfortable with the body that one sees there. One's gender need have no other influence on one's behavior or life style. (p. 475)

Davis (1999) pointed out that in practice, many women set out to purge themselves of the harmful effects of female socialization, in other words, to become more like men; however, few men returned the compliment. Women signed up by the thousands for courses in assertiveness training and began modeling their training on the job. Because men had always made the rules, however, it was the women who made most of the adjustments. According to Davis, the problem with androgyny was that it ignored the realities of power. It suggested to women that they could overcome sex discrimination just by changing themselves.

Gilligan's (1982) research on women's values sparked a surge of interest in the different voice of the female ethic. Gilligan also referred to the (male) ladder of hierarchy and the (female) web of connection. She suggested that men tended to see human relationships in terms of a hierarchy and a competition for status whereas women saw them as a supportive network.

Davis (1999) reported that Daly, on the other hand, carried the work of reclaiming women's values to its logical extreme. Daly argued that women were superior to men and advocated female bonding and spiritual change. She also maintained that the women's movement had made only token gains. Daly's work was considered controversial according to Davis. Daly's critics charged that she was encouraging a retreat from the struggle against male domination. Other opponents of Daly suggested that values such as concern for others helped to keep women mired down and feeling like they must always put others' needs ahead of their own. A question was posed regarding the state of the world if no one was raised to nurture and all were highly competitive regardless of gender (Davis).

The aspect of mothering as discussed in Davis' (1999) work is monumental to this study. Feminist scholar Snitow spoke at a conference in 1990 (Davis). Snitow noted that she had been re-evaluating the pronatalism not only of society but also of the women's movement in the 1980s. Snitow raised the questions: Do feminists want women's identity as mothers to expand or contract? Do they want men to become mothers too? Noting that women disagreed on this, she touched on the psychological power that mothers have by saying, "We give up something, a

special privilege wound up in the culture-laden freedom and power. We're talking about a slow process of change" (Davis, p. 479). Snitow received an ovation for her talk and a clear message that women were not finished with the task of re-evaluating women's traditional role and the values that sustained it (Davis).

Global Feminism, according to Davis (1999), was one of the most significant developments during the 1980s. The international women's movement that had taken shape in the 1970s had grown and given purpose to the women's movement. The year 1975 was declared as the first International Women's Year. The conference held in Mexico City set an important precedent. Those in the groups involved decided that one year was not sufficient; therefore, the U. N. was persuaded to declare 1975-1985 the Decade for Women. Two more international meetings were conducted--one in Copenhagen in 1980 and another in Nairobi in 1985. The results from these conferences and subsequent efforts led to many awareness campaigns, such as the "Take Our Daughters to Work Day," established in 1993. Title IX allowed for girls to participate in sports that had been open to boys only at the high school level (Davis).

The work of the female pioneers noted in this literature review regarding the history and enormous effort toward promoting women tells a story of effort, persistence, and diligence. Women have now entered the arena of leadership. The facilitators of success addressed in this research include mentoring and networking as well as formal education and training.

Barriers

Women leaders have encountered barriers to their success. These barriers include "horizontal violence" or "cutting down the tall poppies" (Funk, 2002, p. 3). Funk described the phenomenon as one often occurring with women who achieve success in leadership, specifically educational leadership. Funk defined horizontal violence as "the dismissive, negative, demeaning, or hostile behavior of some women toward others who have assumed leadership roles" (p. 3).

Shepard (1997) identified barriers that faced women in leadership including negative attitudes, socialization patterns, levels of aspiration, lack of support, and mobility. Shepard noted that these were internal barriers. Shepard also emphasized perception as being a barrier for women. Fells (2004) addressed self-promotion and recognition issues faced by women, stating, "Recognition is one of the two most powerful and vitalizing elements required for the pursuit of long-term goals" (p. 47).

The Glass Ceiling

Are there benefits from the efforts of early pioneers for today's women who aspire to gain positions of power and leadership? The workplace for women continues to be an ever-challenging environment. Although women are making gains in acquiring positions of leadership and power, barriers still exist. The "glass ceiling" is one of the invisible barriers that women continue to face in the workplace.

The term glass ceiling was popularized in a 1986 *Wall Street Journal* article describing the invisible barriers that women confront as they approach the top of the corporate hierarchy (Dunn, 1997). The Federal Glass Ceiling Commission, a 21-member bipartisan body appointed by President Bush and congressional leaders, was created by the Civil Rights Act of 1991. Its mandate was to identify the glass ceiling barriers that have blocked the advancement of minorities and women as well as successful practices and policies that have led to the advancement of minority men and all women into decision-making positions in the private sector (Dunn).

Statistics provided by Dunn (1997) show that over the last decade, 95% to 97% of senior managers, vice-presidents, and above were men. According to Dunn, a 1992 survey of Fortune 500 companies reported that 95% of their few (3% to 5%) top female managers were White non-Hispanic women. In 1994, only two women were CEO's of Fortune 1000 companies (Dunn).

According to Dunn (1997), the Federal Glass Ceiling Commission also addressed the issue of salaries for women. As reported by the Commission, despite identical education attainment, ambition, and commitment to career, men still progressed faster than women. A 1990 *Business Week* study of 3,664 business school graduates noted that a woman with an MBA from one of the top 20 business schools earned an average of 12% less than her male counterpart. The Stanford University of Business School class of 1982 pointed out that 16% of the men were CEO's as compared to 2% of the women (Dunn).

Dunn (1997) also provided data that supported optimism for the increase in the number of women entering leadership roles. Between 1982 and 1992, the percentage of women who held the title of female executive vice president increased from 4% to 9%; the percentage of women who held the office of senior executives increased from 13% to 23%.

White (1992) in her book *A Few Good Women: Breaking the Barriers to Top Management*, defined the glass ceiling as a phenomenon implying that women seemingly could not go any higher than middle management. She acknowledged that the reason for the existence of the glass ceiling was not that women had not been in the job pipeline long enough to deserve to see the light at the end of it; rather, there had been plenty of deserving female executives who had been in the workforce since the late 1960s and 1970s and therefore had paid their dues when it came to accumulating "time and title" (White, p. 110).

White (1992) continued by noting that the discrepancy between the large number of women in lower-management and supervisory jobs and the tiny number in executive or officer-level jobs had more to do with the amount of courage on the part of the people doing the choosing than it did the tenure of the women seeking and deserving to be chosen. In her work, White included evidence of progress toward breaking this barrier. The landmark case in the Supreme Court in May of 1990 ordered the Price Waterhouse accounting firm to make management consultant Ann Hopkins a partner of the firm. This case put other firms on notice that they could no longer be a private club for men. White emphasized that the most important

aspect of this case was the confidence it gave to other women across the nation to stand up and take action.

Breaking the Glass Ceiling

Many women have broken the glass ceiling in areas of leadership and helped to shape the modern world. *The Times Higher Education Supplement* provided an excellent sampling of women who have shattered the glass (Holloway, 1996). Holloway observed that women in science commonly encounter a glass ceiling and proposed that the system itself might be at fault for their failure. She suggested that women are judged in a system set up by men that reflects male standards and criteria.

Noted in an article by Scott (1993) in *The Times Higher Education Supplement*, was the concern among academics doing work specifically concerning women. The concern was that their work would be seen as narrow and their expertise as less central than those who kept closer to the orthodoxies. These women recognized early that a condition of admission to these rarefied worlds was to function as honorary men. Ambitious women in other fields must also make choices. Hard areas of politics like economics, foreign affairs, and defense were more prestigious and likelier roads to the top than soft ministries like social services, health, or education. There were also the hard and soft areas of science, law, history, and medicine. The hard areas that are more highly esteemed were heavily dominated by men and if a woman penetrated them and played by the boys' rules, she would be highly regarded also (Scott). Women noted in *The Times Higher Education Supplement* as having broken the glass ceiling were numerous (Holloway, 1996).

Following are examples of a few selected successful women who are listed in no particular order; however, some were chosen from the hard fields of science and medicine as well as other areas:

According to Turney (1996), Kay Davies was a professor of molecular genetics at Oxford University and has played a key role in tracking down the gene linked to the progressive wasting disease, muscular dystrophy. Her discoveries were made in the late 1970s. She learned the technique of cloning, among other notable discoveries (Turney).

According to Zinberg (1996), Mildred Dresselhouse, born in 1930, was the first tenured woman in the department of engineering at Massachusetts Institute of Technology. Currently a professor at MIT, she successfully argued for equal admission standards for women at MIT and has watched the proportion of women entering the freshman class grow from 4% in the 1960s to 45% by 1995.

According to Kitzinger (1996), Carol Gilligan was professor of education in the graduate school of education at Harvard University. She was a psychologist who argued that a woman's sense of morality is different from that of a man. Her work focused on the lies in psychological theories that have considered men as representing all humans.

According to Irwin (1996), Susan Greenfield was a lecturer in synaptic pharmacology at Oxford University and a fellow and tutor in medicine at Lincoln College, Oxford. She was a leading researcher on Parkinson's disease and studied the mystery of consciousness.

According to MacGregor (1996), Mamphela Ramphele, a former medical doctor and Black Consciousness Activist in South Africa, was the first Black vice chancellor of the University of Cape Town, an historically all-White university.

According to Hodges (1996a), Condoleezza Rice held the positions of provost and professor of political science at Stanford University in California. She was President George H. W. Bush's special assistant for Soviet affairs. Her doctoral thesis was on the Soviet Union and the Czechoslovak army. Rice was described as part of the new broom sweeping through the administrative corridors. Not everyone liked her as she has cut services and fired staff to meet budget shortfalls. She noted that while her position was challenging, she did not sleep badly.

According to Hodges, this demonstrated her temperament in the midst of turmoil. Condoleezza Rice is currently the Secretary of State in George W. Bush's administration.

According to Hodges (1996b), Julie Theriot, born in 1967, was a fellow at the Whitehead Institute for Biomedical Research. Before the age of 30, she became a high-flying biologist with a lab of her own and a research project that could lead to new drugs preventing thousands of deaths. She worked with live bacteria such as listeria and salmonella. She has received numerous awards including the 1994 Women in Cell Biology Award. Her research has been credited with saving many lives.

While the women in the examples broke the glass ceiling in the areas of science, politics, and administration, the field of public relations offered its own perceptions of this phenomenon. The book, *Women in Public Relations*, by Grunig, Toth, and Hon (2001) provided statistical data for the perceptions of the glass ceiling in public relations. The authors noted that by 1992, several studies had documented the increasing number of women entering the U.S. labor force; nevertheless, studies of women entering public relations and the impact of gender on the field generally had been limited to secondary research, some qualitative work, and salary data.

Wright, Lewton, Springston, and Grunig (1991) addressed the results of studies of two focus groups that were included in the 1991 *Under the Glass Ceiling* Report. Volunteer participants came from that year's Public Relations Society of America convention. One focus group encompassed all male participants with a male moderator; the other was all women. From these two focus groups, Wright et al. concluded:

1. Men do not perceive as much inequality in their organizations (with regard to women being in a one-down position) as do women;
2. men and women feel that there is more sex discrimination in the field generally than in their own organizations;
3. women perceive a much greater degree of discrimination than do men; and

4. women consider flexibility in the work schedule, such as flexible locations, child care, leave policy, and so on, as being considerably more important than do men. (p. 13-15)

Scores on the gender perception scale items suggested female perceptions differed significantly from male perceptions. Higher scores on these scales reflected the perception that women were professionally oppressed and were entrenched in a secondary status when compared to men (Wright et al., p. 263).

The findings by Wright et al. (1991) indicated that perceptions were of critical importance and they varied significantly by gender. Women saw themselves in a one-down position relative to men in terms of pay, promotion, and exploitation by management. Women considered gender a significant determinant of whether practitioners functioned as technicians or managers. Men in this study perceived that women frequently were hired as a result of affirmative action and were frustrated by this perception (Wright et al.).

Helgesen (1990) in *The Female Advantage Women's Ways of Leadership* offered a different perspective on how women attained roles of leadership. Helgesen stated, "All achieved leadership positions because they honored and believed in their own values and skills" (p. 40). Women's ways of leading, according to Helgesen, included (a) an attention to process instead of a focus on the bottom line; (b) a willingness to look at how an action would affect other people instead of simply asking; (c) a concern for the wider needs of the community; (d) a disposition to draw on personal, private sphere experience when dealing in the public realm; (e) an appreciation of diversity; and (f) an outsider's impatience with rituals and symbols of status that divide people who work together and so reinforce hierarchies. Helgesen further stated that she did not feel that men do not share some or all of these values; instead, these values may be defined as female because they have been nurtured in the private, domestic sphere to which women have been restricted for so long.

Helgesen (1990) included an old Chinese proverb in her work: "Women hold up half the sky" (p. xli). To Helgesen, this meant that half the work and half the thinking in the world was done by women. For the sky to be complete, both halves must work together; nothing can be truly human that excludes one half of humanity. Paraphrasing Helgesen, until recently, the half of the sky assigned to women has been the private half, whereas the public half has been ceded to men. As women are assuming positions of leadership in the public realm, they are bringing their values with them, and the ancient dichotomies between male and female and between public and private are dissolving.

The differences between men and women as reported in Helgesen's (1990) work included a discussion of research conducted by Mintzberg. Mintzberg focused on five men in his study whereas Helgesen focused on four women. Helgesen used Mintzberg's study as a guide for a concrete method of research. Mintzberg's findings addressed the number of letters written, the minutes spent on a telephone call, and the approximate length of a meeting. According to Helgesen, Mintzberg did not provide narrative details. Helgesen presented the women in her study as being people with personalities and histories. She used the term nuance to refer to the management style of the women in her study. In addition, Helgesen addressed the change in the configuration of business from 1973 when Mintzberg conducted his study. At that time, business took an entrepreneurial pace that stressed innovation and diversity with fewer hierarchical organizations. As a result of these changes, management styles and philosophies also changed. Patterns of similarity noted by Helgesen were:

1. Women worked at a steady pace but with small breaks scheduled in throughout the day. Approximately 40% to 60% of their time was spent in formal, scheduled meetings. The rest of their time was for unscheduled tasks such as returning phone calls, and client follow-up.

2. Women did not view unscheduled tasks and encounters as interruptions. All four women in this study made a deliberate effort to be accessible, particularly to subordinates. They focused on keeping the relationships with others in good repair.
3. Women made time for activities not directly related to their work. They made family time a priority as well as work.
4. Women preferred live action encounters but scheduled time to attend to the mail. They were similar to Mintzberg's men in their preference for dealing with people by telephone, or in brief, unscheduled meetings.
5. Women maintained a complex network of relationships with people outside their organizations. In this area, they were very similar to Mintzberg's men who considered representing their companies a major aspect of their jobs.
6. Women focused on the ecology of leadership. Women looked at the big picture.
7. Women saw their identities as complex and multifaceted, whereas the men identified themselves with their positions.
8. Women scheduled time for sharing information, while men tended to hoard information. (p. 27)

Whereas Helgesen's (1990) work addressed women's ways of *knowing*, Dunn's (1997) work examined women's ways of *working*. Dunn explored the question of gender preference in a leader. Dunn summarized the results of his query and the choice of those questioned was that men leaders were preferred. Reasons for this choice were given as biological differences in the sexes. Examples given ranged from the supposed attributes of male aggressiveness compared to female aggressiveness, women's hormonal fluctuations, and gender socialization. Dunn found that men were socialized to be competitive whereas women were socialized to be nurturing. Dunn noted that the most important explanation for preferring male managers and for the general perception that women's ways of working differed fundamentally from men's ways, was one that often escaped public attention. Workplace performance, styles of managing and communicating,

and even evaluations of success or failure were determined in large part by the structure and culture of the organization itself. Kanter (1989), writing in *Frontiers of Management*, discussed the challenges of strategy and management in the changing workforce and addressed the barrier of power failure that women faced in their roles as managers. Kanter (1989) wrote that the traditional problems of women in management were illustrative of how formal and informal practices can combine to engender powerlessness. Historically, women in management have found their opportunities in more routine, low profile jobs. In staff positions where they serve in support capacities to line managers but have no line responsibilities of their own or in supervisory jobs managing stuck subordinates, they are not in a position to take the kinds of risks that build credibility or to develop their own team by pushing bright subordinates (Kanter, 1997).

Managers can also make a woman feel powerless by patronizingly over-protecting her, putting her in a safe job and not giving her enough to do to prove herself, or by not suggesting her promotion to high-risk, visible assignments. Kanter (1997) noted that while this protectiveness was sometimes born of “good” intentions to give her every chance to succeed, why stack the cards against her? Overprotection is relatively benign compared with rendering a person powerless by providing obvious signs of lack of managerial support. Allowing women in these positions to be by-passed is a very commonly used method to usurp authority (Kanter, 1997).

Servant Leadership

Leaders of today are aspiring to the principles of servant leadership. Greenleaf (2002) described servant leadership:

The servant leader is servant first. It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. He or she is sharply different from the person who is leader first, perhaps because of the need to assuage an unusual power drive or to acquire material possessions. For such it will be later choice to serve-after leadership is established. The leader-first and the servant-first are two extreme types. Between them there are shadings and blends of that part of the infinite variety of human nature.

The difference manifests itself in the care taken by the servant-first to make sure that other people's highest priority needs are being served. The best, test, and difficult to administer, is: do those served grow as persons; do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And, what is the effect on the least privileged in society; will they benefit, or, at least, will they not be further deprived? (p. 2)

Greenleaf compiled and explained 10 traits that a servant leader must exhibit:

1. Listening--Leaders have traditionally been valued for their communication and decision making skills. Although these are also important skills for the servant-leader, they need to be reinforced by a deep commitment to listening intently to others.
2. Empathy--The servant leader strives to understand and empathize with others. People need to be accepted and recognized for their special and unique spirits. One assumes the good intentions of co-workers and colleagues and does not reject them as people, even when one may be forced to refuse to accept certain behaviors or performances. The most successful servant leaders are those who have become skilled empathetic listeners.
3. Healing--The healing of relationships is a powerful force for transforming and integration is one of the great strengths of servant leadership that provides potential for healing one's self and one's relationship to others. Many people have broken spirits and have suffered from a variety of emotional hurts. Although this is a part of being human, servant-leaders recognize that they have an opportunity to help make whole, those with whom they come in contact.
4. Awareness--General awareness and especially self-awareness strengthens the servant-leader. Awareness helps one in understanding issues involving ethics power and values. It lends itself to being able to view most situations from a more integrated, holistic position.

5. Persuasion--The servant leader seeks to convince others rather than coerce compliance. This particular element offers one of the clearest distinctions between the traditional authoritarian model and that of servant leadership. The servant-leader is effective at building consensus within groups.
6. Conceptualization--Servant leaders seek to nurture their abilities to dream great dreams. The ability to look at a problem or an organization from a conceptualizing perspective means one must think beyond day-to-day realities. For many leaders, this is a characteristic that requires discipline and practice. The traditional leader is consumed by the need to achieve short-term operational goals. The leader who wishes to also be a servant leader must stretch his or her thinking to encompass broader-based conceptual thinking.
7. Foresight--Closely related to conceptualization, the ability to foresee the likely outcome of a situation is hard to define but easier to identify. One knows foresight when one experiences it. Foresight is a characteristic that enables the servant leader to understand the lessons from the past, the realities of the present, and the likely consequence of a decision for the future. It is also deeply rooted within the intuitive mind. Foresight remains a largely unexplored area of leadership studies but one most deserving of careful attention.
8. Stewardship--Stewardship assumes, first and foremost, a commitment to serving the needs of others. It also emphasizes the use of openness and persuasion, rather than control.
9. Commitment to the growth of people--Servant leaders believe that people have an intrinsic value beyond their tangible contribution as workers. As such, the servant leader is deeply committed to the growth of each and every individual within his or her organization. The servant leader recognizes the tremendous responsibility to do

everything in his or her power to nurture the personal and professional growth of employees and colleagues.

10. Building communities- the servant leader senses that much has been lost in recent human history as a result of the shift from local communities to large institutions as the primary shaper of human lives. This awareness causes the servant leader to seek to identify some means for building community among those who work within a given institution. Servant leadership suggests that true community can be created among those who work in businesses and other institutions. (p. 14)

Information provided on the Greenleaf (2002) website for Servant Leadership emphasized the growth of servant-leadership in educational institutions and in academic research. Institutions listed included East Tennessee State University along with The University of Southern Florida and Butler University.

According to information on the Greenleaf (2002) website, many of the companies named in *Fortune Magazine's* annual listing of "The 100 Best Companies to Work For" espoused servant leadership and have integrated it into their corporate cultures.

Educational Leadership

Glass ceilings exist for women in many areas of leadership including education. Traditionally, men have held positions of administrators in the public school sector as well as managers in the business sector. As a proponent of women in public school administration, Ella Flagg Young had visions of grandeur for women in educational leadership (Shakeshaft, 1989). Shakeshaft's work included a quotation made in 1909 by Flagg:

Women are destined to rule the schools of every city. I look for a majority of big cities to follow the lead of Chicago in choosing a woman for superintendent. In the near future, we will have more women than men in executive charge of the vast educational system. It is woman's natural field, and she is no longer satisfied to do the greatest part of the work and yet be denied leadership. As the first woman to be placed in control of the schools of a big city, it will be my aim to prove that no mistake has been made and to

show critics and friends alike that a woman is better qualified for this work than a man is. (p. 18)

Women as teachers have outnumbered men for many years, although the opposite is true for educational administration. Shakeshaft (1989) noted that since 1905, school administration has been dominated by men in all positions of authority except as elementary school principals. Legislation passed in the late 1960s and 1970s was designed to ensure equal opportunity employment for all (Powell & Graves, 2003). The Equal Pay Act of 1963 made it illegal to pay members of one sex less than the other if they were in equivalent jobs (Powell & Graves). Title IX provided for equal educational opportunities by increasing the opportunities for women to participate in college athletics (Powell & Graves).

Kanter (1997) wrote that the need to reduce uncertainty in large and impersonal institutions leads to the strong emphasis on conformity in behavior and homogeneity in background. She added:

It is the uncertainty quotient that causes management to become so socially restricting; to develop tight inner circles excluding social strangers; to keep control in the hands of socially homogenous peers; to stress conformity and insist upon a diffuse, unbounded loyalty; and to prefer ease of communication and thus social certainty over the strains of dealing with people who are "different." (p. 171)

Recent data, according to Shepard (1997), showed a gradual increase in the number of women in educational administrative positions; however, women continue to be underrepresented in leadership. Shepard also noted that those responsible for hiring school district administrators were more accepting of women in educational leadership roles than they had been in 1978. Concerns were expressed about women's emotionality, their lack of ability to be aggressive, and their lack of self-confidence. Women were viewed as being more sensitive, conscientious, and adaptable than men were and these characteristics were attributed to successful administrators (Shepard).

Gill (1997) stated that considerable literature was available with suggestions and strategies for women to follow in order to become administrators and she noted that to all intents and purposes, women candidates for administrative positions were following this advice. Yet

there was also evidence that women were not acquiring administrative positions or were not staying in these administrative positions for long stretches of time. It is almost as though women were doing everything right and still not succeeding. Weick (1979) noted that it was almost as though the goal posts were shifting while the game was continuing.

Several strategies were listed by the participants of Gill's (1997) study as being helpful in acquiring and succeeding in administrative positions:

1. Advanced study by working towards a principal's certificate and masters degree;
2. involvement in professional groups;
3. holding office in professional organizations or community groups;
4. involvement in school district leadership developmental programs;
5. opportunities to act as substitute for the principal or vice-principal;
6. background in special education and counseling;
7. being a woman and raising a family; and
8. encouragement from another administrator. (p. 2)

Gill noted that the participants in the study offered the following advice for others preparing to enter the field of administration:

- 1 Take every opportunity to let people know you are interested in administration;
- 2 know as much as possible about the area you want to enter both in terms of subject matter and the job itself;
- 3 find a mentor;
- 4 look ahead at what will be happening in years to come; and
- 5 get involved in district leadership programs. (p. 2)

Shepard (1997) addressed factors pertaining to a number of women in educational administration. She identified barriers for women in administration such as negative attitudes, socialization patterns, level of aspiration, lack of support, and mobility. Shepard cited research

that indicated improvement in the areas of mobility and aspiration although noting that negative attitudes and socialization patterns still existed as barriers.

Although Shepard (1997), Kanter (1997), Shakeshaft (1989), and Gill (1997) addressed the formal approaches to training leaders and the attitudes that existed, others were noticing another side of leadership qualities such as emotional intelligence and intuition. Psychologist Jung, in the book *Learning Styles and Strategies* (2005), noted intuition as being one of the four basic functions along with thinking, feeling, and sensation. Vaughn (1979) described intuition as "waking up what we already know and as a way of knowing without getting there in the linear, rational way we normally function" (p. 197). Vaughn placed intuitive experiences into four levels of awareness: physical, emotional, mental, and spiritual.

Goleman (2000) tied intuition to emotional intelligence. In his book *Working With Emotional Intelligence*, Goleman referred to intuition as emotional awareness and defined emotional awareness as recognizing one's emotions and their effects. He pointed out that people with this competence exhibit the following:

- 1 knowing which emotions they are feeling and why;
- 2 realizing the links between their feelings and what they think, do, and say;
- 3 recognizing how their feelings affect their performance; and
- 4 having a guiding awareness of their values and goals. (p. 54)

Goleman (2000) wrote that women generally have had more practice at some of these interpersonal skills than men, at least in cultures like the United States, where girls are raised to be more attuned to feelings and their nuances than are boys. The popular assumption that women are naturally more attuned than men to the feelings of others has a scientific basis. Data showed women did tend to experience spontaneous matching of feeling with others more than did men. Women were also better than men at detecting another person's fleeting feelings. Goleman also noted that women in leadership roles tended to spend free time getting to know the employees on a personal level whereas their male counterparts did not.

Goleman's (2000) work cited several large corporations that have implemented training in the areas of emotional intelligence as part of the overall educational process. Leaders are recognizing the need to use all talents of people and to not merely focus on production rates. Goleman addressed these attributes of both sexes but also noted that women were successful in this arena because of their abilities in the areas of intuition and empathy.

Emotional intelligence was only one area of leadership addressed. Organizational skills, time management, and the ability to think quickly were also attributes of effective leaders whether male or female. Organizational skills and time management training were typically addressed in formal training programs. The ability to think quickly and make decisions from intuition were skills that came from experience and maturity (Goleman, 2000).

Mentoring

Mentoring programs are increasing in popularity among newly hired administrators and leaders. Mentoring is viewed as a standard for fostering career development and serves as a coaching forum for boosting emotional competence (Goleman, 2000). Goleman reported that Kathy Kram, director of the executive MBA program at the Boston University School of Management, found in her landmark study of mentors that people can get two kinds of benefits from mentors: help with careers and counseling and coaching. Much learning occurs in the natural course of relationships at work, according to Judith Jordan, a Harvard psychologist (as cited in Goleman). Many companies are employing the learning-partner concept as a training tool.

School administrators are not exempt from the learning opportunities afforded other business leaders. Mentoring programs are highly effective as tools for educational leaders. Hill (1994) found that after interviewing exemplary women leaders in a wide range of states and provinces, recurring areas of expertise became apparent. Mentoring and networking were two essential practices that every participant developed to greater degrees. Like any effective skill,

mentoring and networking require a concerted effort to perfect (Hill). Hill noted that mentors can guide, train, and support a less skilled or experienced employee.

Mentoring has existed throughout history. Homer in *The Odyssey* used Mentor as the name of the character who counseled and guided. *The Handbook of Gender and Work*, edited by Powell (1999), emphasized the importance of mentoring. Mentorship theorists emphasized that although mentoring relationships were important for all organizational members, they were essential for women. According to Powell, a number of gender related benefits of mentoring relationships exist. A key benefit was that mentors could help women overcome barriers to advancement in organizations and break through the glass ceiling (Powell).

According to Powell (1999), although existing theories note that mentoring relationships may be critical for women, research on gender and mentoring has evolved over just the past decade. Powell defined mentors as individuals with advanced experience and knowledge who are committed to providing support and upward mobility to their 'protégés' careers.

Mentors provide two sets of functions: career development and psychosocial development (Kram, 1985). The outcomes of mentoring relationships indicated that both male and female protégés received equivalent benefits from mentoring relationships. Factors noted in the mentoring relationship were trust, empathy, and compatibility (Powell, 1999). Barth (2001) emphasized in research conducted with principals that the participants identified mentoring programs as being a valuable resource in career development.

Networking

The importance of mentoring was noted throughout the literature. Equally important was networking. The development of networks for women leaders was paramount. The opportunity for women to participate in networks is crucial to their success. Networking provides opportunities for connecting with others in the field. Johnson (1988) implied that networking was a "tool for the construction of the future" (p. 54). Networking involves flexible structures of

information sharing with a variety of people. Networking also requires commitment and organization (Hill, 1994).

Barth (2001) discussed a training program called the Aspiring Principal's Program (APP). The APP addressed, in a holistic way, all the policy questions surrounding the career development of school principals: recruitment, selection, and preservice and inservice professional development. Participants of the APP created a culture hospitable to human learning by taking part in a community of learners that is both information rich and experience rich; playing different stations by celebrating and making full use of their experiences and differences as valued sources of knowledge; and posing their own questions and addressing them by enlisting their powers of reflection, conversation, writing, and storytelling (Barth). Barth discussed school reform in his work *Learning By Heart*. The principals in Barth's study were asked how they became accomplished school leaders. The responses by these principals indicated that spending time with an outstanding mentor who was accessible and interested in their development was the single most beneficial facilitator of success.

Reyes (2003) addressed the importance of mentors. She wrote that school leaders at all career stages including aspiring, intern, new, mid-career, and late-career, needed other more experienced professionals to guide them in their journey through the challenges of turbulent times in public education. She noted that colleges of education and school districts needed to develop programs to mentor aspiring and other principals.

Reyes (2003) discussed formal and informal mentors in her report. A formal mentor is the preservice principal's immediate supervisor such as the principal for whom he or she teaches. Formal mentors are important because they supervise the teachers who aspire to be principals as well as those who are taking classes for principal certification (Reyes). The informal mentor was described by Reyes as someone who assumes the role of primary mentor and provides a wide scope of assistance but is not an internal, formal role-player. An informal mentor is a teacher and a friend, whereas the mentoring relationship is of a professional and a personal nature.

The culmination of this literature review provided evidence of the barriers that women in leadership encounter. The importance of the facilitators of success such as mentoring programs and networking were also supported in this review. The works of the experts in the area of leadership, particularly women in leadership, are of significant importance to the development of the successful woman leader.

CHAPTER 3

METHODOLOGY AND PROCEDURES

Chapter 3 provides a description of the design and methods used to conduct the investigation of the identified facilitators of success for women leaders. Creswell (2003) described qualitative research as research taking place in the natural setting by using multiple methods that are interactive, humanistic, and emergent rather than tightly prefigured. Qualitative research is an emergent design in its negotiated outcomes. Meanings and interpretations are negotiated with human data sources because it is the subjects' realities that the researcher attempts to reconstruct (Lincoln & Guba, 1985; Merriam, 1998).

Marshall and Rossman (1999) noted that "Qualitative researchers are intrigued with the complexity of social interactions as expressed in daily life and with the meanings the participants themselves attribute to these interactions" (p. 2). Attempting to determine the facilitators of success for women leaders necessitates a naturalistic inquiry approach because of the complexity of the topic and the values that women place on facilitators of success.

To date, the studies located that addressed women in leadership positions focused on the perceptions of women in leadership. Anyoacha, in 1986, conducted research that addressed the perceptions of superintendents, both male and female, toward women in administration. Anyoacha discovered that female superintendents were rated favorably.

Training programs for administrators were examined through a dissertational research project by Horton in 1993. Horton found that most training programs were structured to address the analytical processes of administration. Little attention was given to the aspects of intuition, mentoring programs, emotional intelligence, and the leadership styles of women.

Participants of this study were selected through the process of purposeful sampling. Participants were chosen from fields where women were underrepresented. All of the participants were White and were located in the Appalachian region.

This research study focused on the facilitators of success as identified by the women leaders included in the study. The researcher evaluated the facilitators identified by the participants to determine the benefits of mentoring programs, intuition, and emotional intelligence. This study also addressed specific barriers that the participants in the study encountered. Background information is provided on each participant.

Design of the Study

The design of the study is a naturalistic inquiry study. Qualitative designs are naturalistic to the extent that the research takes place in real world settings and the researcher does not attempt to manipulate the phenomenon of interest (e.g., a group, event, program, community, relationship, or interaction). Lincoln and Guba (1985) stated:

The naturalist is likely to eschew random or representative sampling in favor of purposive or theoretical sampling because he or she thereby increases the scope or range of data exposed (random or representative sampling is likely to suppress more deviant cases) as well as the likelihood that the full array of multiple realities will be uncovered. (p. 40)

The phenomenon of interest unfolds naturally in that it has no predetermined course established by and for the researcher such as would occur in a laboratory or other controlled setting. Observations take place in real world settings and people are interviewed using open ended questions in places and under conditions that are comfortable for and familiar to them (Patton, 2002).

Guba (1978), identified two dimensions by which types of scientific inquiry can be described: (a) the extent to which the scientist manipulates some phenomenon in advance in order to study it and (b) the extent to which constraints are placed on outputs or predetermined categories. Guba further described naturalistic inquiry as a discovery oriented approach that

minimizes investigator manipulation of the study setting and places no prior constraints on what the outcomes of the research will be.

Patton (2002) addressed the selection of cases for naturalistic inquiry. Cases for study are selected because they are information rich and offer useful manifestations of the phenomenon of interest; sampling, then, is aimed at insight about the phenomenon and not empirical generalization from a sample to a population.

Facilitators of success for women in leadership were examined by interviewing subjects who served in various aspects of leadership in Northeast Tennessee. Two qualitative sampling methodologies were used in this study. The first sampling methodology was a homogenous sampling to determine the availability of women in various leadership positions. Homogeneous sampling encompasses a group that shares similar characteristics (Patton, 2002). The second sampling methodology was the chaining or snowballing sampling method (Patton). Chain sampling involves selecting each subject on the recommendation of a knowledgeable person. Participants were selected serially (Lincoln & Guba, 1985) and the interviews were continued until a redundancy of data was achieved. Patton addressed the differences in probability sampling and purposeful sampling. The logic and power of probability sampling derive from its purpose: generalization. The logic and power of purposeful sampling derive from the emphasis on indepth understanding. This leads to selecting information rich cases for indepth study (Patton). The cases selected for this study match the criteria noted by Patton to provide thick rich data regarding the perceived facilitators of success for women leaders.

The participants in this study provided valuable insight and information in the following areas of leadership: educational, business, judicial, legal, medicine, politics, and volunteer organizations. The sample size for this type of study according to Strauss and Corbin (1998), should include 20 to 30 participants. Access to women in the areas of leadership was available because of the network of colleagues and acquaintances of the researcher as well as input provided by suggestions from my committee chair. The selection of candidates provided

information that contributed to an evolving theory and provided experiential relevance (Rudenstam & Newton, 2001).

The fulfillment of the Institutional Review Board requirements for this project were completed prior to any contact with the participants of the study. All aspects of the project were submitted to the Institutional Review Board for approval. The supporting documentation material are maintained with the data of this study. The training and compliance score for the Institutional Review Board of East Tennessee State University was met (see Appendix A).

Data Collection

The primary method of data collection was through semistructured interviews. Creswell (2003) suggested the initial use of open-ended questions and recommended that the researcher should remain flexible during the research process to “reflect an increased understanding of the problem” (p. 19). This study was conducted in the natural setting of each participant. Patton (2002) emphasized that the purpose of interviewing was to allow entrance into the other person’s perspective. Qualitative interviewing begins with the assumption that the perspective of others is meaningful, knowable, and able to be made explicit (Patton).

Evaluators must learn how to listen when knowledgeable people are talking. An evaluator, or any interviewer, faces the challenge of making it possible for the person being interviewed to bring the interviewer into his or her world. The quality of the information obtained during an interview is largely dependent on the interviewer (Patton, 2002).

The purpose of this interview process was to gather data regarding the perceived facilitators of success for women in various leadership roles. The interviews were recorded on tape and transcribed by the researcher. The information was coded into categories with similar characteristics. The response categories were then examined to determine emerging themes.

Member checking was used to ensure accuracy. According to Rudenstam and Newton (2001), a common practice exists for the qualitative researcher. The researcher returns to the

informant and presents the entire written narrative as well as the interpretations derived from the information with the intention of confirming the accuracy and credibility of the findings.

Peer debriefing was also used as another avenue to provide accurate results and to protect against bias. Periodic reviews were conducted after the completion of each section of this study. Creswell (2003) referred to peer debriefing as the opportunity for a colleague to play the role of the devil's advocate by asking tough questions about the data collection, data analysis, and data interpretation in order to keep the researcher honest. The role of the peer reviewer, according to Creswell, is to provide professional and emotional support by being an empathetic listener to the researcher along the way.

Instrumentation

According to Patton (2002), an interview guide lists the questions or issues that are to be explored in the course of an interview. An interview guide is prepared to ensure that the same basic lines of inquiry are pursued with each person interviewed. The nature of this study required that the same basic information was sought from each participant while recognizing the perspective of each participant. Patton noted that the interviewer is free to explore, probe, and ask questions that will elucidate and illuminate that particular subject. The interviewer remains free to build a conversation within a particular subject area, to word questions spontaneously, and to establish a conversational style with the focus on a particular subject that has been predetermined. This qualitative study identified, through interviews with leaders and administrators in various capacities, the most significant facilitators of success for women leaders. These facilitators, once identified, were examined and compared to determine those most beneficial to women leaders. The interview structure incorporated the chaining technique. Depending on the response of the subject, questions were altered, added, or deleted. The interview outline guide developed for this study (see Appendix B) was designed to allow for

exploration and conversation building while focusing on the examination of the facilitators for success of the participants.

Interview content was coded and the emerging concepts, facilitators, and leadership styles of the participants of the study were reported. Careful analysis of the data provided rich descriptive information that was used in generating the compilation of facilitators of success of women leaders.

The Role of the Researcher

Creswell (2003) noted that qualitative inquiry usually generates stories that are emotion laden, close to the people, and practical. Lincoln and Guba (1985) emphasized that the researcher must attempt to distinguish between the emic, or being open to the unique views of the participants, and being etic, or recognizing one's own interpretation of the stories being told.

The researcher must assume the role of the learner in the beginning of a qualitative study (Stainback & Stainback, 1988). Stainback and Stainback emphasized that participants could become more open and share deeper levels of their experiences if the researcher refrained from assuming a critical viewpoint or a stern evaluative position.

The progression of the interviews necessitated changes in the interview questions in an effort to gain further insight to the background of the participants as well as the issues related to the study. Each participant might bring to the researcher a prospective that could provide the opportunity for further study and information gathering.

Trustworthiness of the Study

Lincoln and Guba (1985) noted that readers of qualitative research studies should specifically look for the validity and reliability of the study in order to determine if the results are trustworthy or merit attention. Four main facets must be present to establish trustworthiness in qualitative research. These facets are credibility, transferability, dependability, and

confirmability. Lincoln and Guba listed corresponding terms in naturalistic inquiry; these terms were auditability, credibility, and fittingness.

Reliability, for the naturalistic investigator, derives consistency through coding the raw data in ways so that another person could understand the themes and arrive at similar conclusions. Internal validity refers to the validity of a causal inference. In naturalistic inquiry, credibility or truth-value is ascertained through structural corroboration. This corroboration was accomplished by spending sufficient time with each subject to check for distortions, explore the participant's experience in sufficient detail, and check multiple sources of data such as other investigators' written records, diaries, field notes as well as peer debriefing (Rudenstam & Newton, 2001).

External validity refers to the generalizability of the findings of the study. Qualitative study emphasizes the thick description of a relatively small number of participants within the context of a specific setting. The descriptions of the participants or setting under study are sufficiently detailed to allow for transferability to other settings (Rudenstam & Newton, 2001).

Morse (1994) addressed the criteria of adequacy and appropriateness of data. Adequacy pertains to the amount of data collected in a qualitative study analogous to ensuring sufficient power by insisting on an adequate number of participants in a quantitative study. Adequacy is achieved when enough data have been obtained so that the previously collected data are confirmed or saturated and understood. Information has been sampled and chosen purposefully rather than randomly to meet the theoretical needs of the study (Morse).

Researchers, according to Lincoln and Guba (1985), refer to credibility as the construct of truth-value. Credibility in this study was ensured by using three strategies: the amount of time in the field gathering data, a variety of participants from various areas of leadership to provide a broader scope of thick, rich data, and participants who were able to review their responses for clarification to ensure that a bias did not exist. Morse (1994) suggested that

researchers should not discontinue the study until they had confidence that "themes and examples are repeating instead of extending" (p. 181).

Lincoln and Guba (1985) addressed transferability as the construct of whether or not the study was applicable to other locations or situations. Transferability in this study was ensured by the collection of thick, rich data about the perceived facilitators of success for the selected participants in this study.

Dependability, according to Lincoln and Guba (1985), answers the construct of consistency. Dependability was ensured in this research by the completion of an audit (see Appendix C). The auditor, although familiar with the research, was not directly involved in the study.

CHAPTER 4

ANALYSIS OF DATA

The purpose of this qualitative study was to identify the facilitators of success as identified by women in leadership positions. Women leaders were chosen in the areas of educational leadership, medicine, law, business, politics, and philanthropy.

This study involved collecting data by open-ended interviews with 20 women in various leadership positions. The women interviewed were primarily from the East Tennessee region with one from South Carolina and one from Nashville, Tennessee. Five women were leaders in education. Public and higher education sectors were represented. Five women holding leadership positions in the area of business, including one from the banking industry, participated. Two were from the legal field: a judge and a federal prosecutor. The group included three philanthropists as well as two politicians. Two female ministers and a physician completed the group of 20 participants. The women in this study had been in leadership positions for over 10 years--with the exception of one, who had been in her current leadership position for 5 years.

Each participant was contacted by phone or email regarding participation in this study. After responding, each was contacted and an interview was scheduled. Each interview took place in the office or location of choice of the participant. The Informed Consent process was fully explained to all participants before they were asked to sign consent as a voluntary participant. The interview guide that was used ensured that each participant addressed the same information; however, based on responses, questions were added, changed, or deleted.

Table 1 gives the names (pseudonyms) of the participants and presents their position in the area of leadership.

Table 1. *List of Participants*

Identifier	Position
Dr. Jerri Adams	Public School Principal
Tori James	Public School Principal
Dr. Amelia Foster	Public School Administrator
Dr. Connie Naples	Higher Education Administrator
Grace Smith	Public School Administrator
Inez Uriah	Banking Senior Vice President
Kim Bell	Business Owner Manufacturing
Phyllis Gray	Business Owner Manufacturing
Allison Long	Senior Manager Manufacturing
Hattie Thomas	Vice President Health Care
Liz Carter	Philanthropist
Rhonda Hammontree	Philanthropist
Una King	Philanthropist
Nancy Ellington	Politician
Dr. Francis Richter	Physician
Mary Donnelly	Federal Judge
Barbara Manchester	Federal Attorney
Ellen Price	Business Owner Manufacturing
Susan Ingerham	Clergy/Minister
Deborah Orland	Clergy/Minister

Participants were chosen for the study in order to achieve a typical case sampling of women in leadership. According to Patton (2002), the purpose of typical case sampling is to be "illustrative, not definitive" (p. 173). The researcher, committee chair, and an independent external auditor determined the sufficiency of the number of interviews and saturation of the

data. Lincoln and Guba (1985) suggested a procedure for enlisting an outsider to “audit fieldwork notes and subsequent analysis and interpretations” (p. 152). All of the audio taped interviews were transcribed by the researcher. This aided in the categorization, coding, and analysis of the data.

Each participant was first asked to define a successful leader. The responses to this introductory question are presented along with a brief description of the leadership position of the participant. Responses from the research participants are addressed in each section that applies to their experiences. Responses appeared repeatedly within other sections as the data analysis unfolded. Themes identified in the analysis of the data are presented using the actual quotes from the participants.

Definition or Perception of a Successful Leader

How do successful women leaders define a successful leader?

Dr. Jerri Adams elected to conduct our interview at the middle school where she was principal. She was a tall, lean, and distinctive woman. She was wearing a business suit with slacks. Posters of her role model, a well-known coach of a college ladies' basketball team, were displayed in various places in her office. She was very passionate about her students, school, and career. She gave her definition of a successful leader by saying:

I appreciate the term leader because I think that is an important difference to make and to understand in your own mind, of leadership as opposed to management and being the boss. Of course, a successful leader has to be a successful manager too, has to be able to delegate and those kinds of things. However, leadership is much, much more than that. I believe that the leader has more power than a manager or a boss because a leader's power is freely given to them by those whom they lead, and I guess success is hard to define. That would be an individual determination. For some, it would be monetary gain, or a title, or a position. To me, that is not what it is. To me, in public education, leadership is building relationships with teachers and students, so that not only are they successful academically, but you hope in some small way, that you make a difference in that child so they will be a success in life.

Dr. Amelia Foster was a petite but confident woman who was assistant superintendent of a city school system. Her office was very organized with projects neatly stacked on her work table. She was dressed conservatively for the day. Dr. Foster provided her definition of a successful leader, saying:

A successful leader firstly must know herself. She has to be very grounded in her own beliefs, otherwise you are going to get blown this way and that way either by the folks you are leading, or by the folks in charge of you, and then you come across as wimpy. So I think it is really important for you to know what you believe, and I encourage classes that I talk to about this, to spend some time on that work, sit and think about what it is that you believe about education or whatever your field is so that you have a compass when you begin to make decisions. I think that is very important. There are some traits that leaders have. They have to be visionaries. I think you have to know where you are going, and you have to be able to paint that picture for others, so that they know where they are headed with you and they are not in the dark. I think you have to be able to communicate those values in a way that will draw people in, so communication is very important. Optimism is very important. Not that you should always put a good face on, but that you believe that no matter how bad it is that you are going to get through it and that you can lead others to that belief too, because if the leaders is down and out, there's no hope for the others in the organization, because they will key on your emotions.

She stopped to explain what she meant by the term "key on your emotions" by adding:

I don't know if you have read *Primal Leadership* by Daniel Goleman. He wrote *Emotional Intelligence*. He talks about the limbic system of the brain, the section of the brain that deals with emotion being an open system, so that if you go into a room full of people and you are emoting in a certain way, others will pick up on that, especially if you are the alpha in the group, if you are the leader, they will key on it instantly. So, you have to have that optimism and that positive outlook and energy. Energy is very important.

Tori James, a very busy principal of an elementary school, gave this response:

A leader is not somebody who just manages people. I think a leader is someone who can help those and guide those that they take on in leadership. You cannot just have one leader in a school or school system. All people have to take their roles and develop their leadership. Your job is to help them develop to their fullest potential.

Susan Ingerham was a very outgoing, articulate, and humorous woman. She was the associate pastor of a large church that was undergoing construction at the time of the interview. She chose to use a classroom rather than her office for the setting of our interview. Reverend Ingerham had an interesting perception of a successful leader:

I think in my work I've always been taught and understand that my role as leader is to work myself out of a job. You are able to inspire people, to take up the mantle, so to speak, and become leaders themselves. My goal as being an equipper is to help them do that. Obviously, I think that there will always be work. I don't know if I will always be the one to do it, but it's interesting in my role as a minister. God has always called people and raised them up in His timing as He did me, and although I wonder who is going to take up the mantle, it always happens. I perceive that's what my goal is, to inspire leadership qualities in others and help to equip them to continue the journey.

Kim Bell, a young woman in her 30s, was a ranking officer in the military and was also the current owner of a local manufacturing firm. She replied:

I think that one of the things I have found in the different jobs that I have had is that it is someone that not only can do their job well and carry out the tasks, but if you are going to be a leader, you really, really have to care about the people you are working with. That is one of the things that in the military and in our business and all those things if you don't care about the people they can tell, it just makes all the difference in how that whole interaction occurs and how they trust you, or follow you.

Phyllis Gray was a very distinguished woman and the sole owner of a local manufacturing company. She was also a member of the Circle of 200. She gave her definition of a successful leader by saying:

I can give you a classic definition of inspiring people to follow you. They have to want to go where you are, and it has to be something they are interested in--period. So we will just give that as a given, whether it is in a field or a job or something that they want to do. I think you have to earn people's respect. They have to see that day in and day out. We are all human. To me it is having a set of principles and following those principles, having good principles, you can have bad principles as well. It is having a set of ethical, moral values, and that you apply them fairly.

She continued by connecting the question to her own experience with employees:

I think I would say, that my employees don't always agree with me, but after they think about it, they see that I have come up with the fairest thing. I think it speaks well, that most of my employees have been here 20 to 35 years. I try to treat them the way that I would want to be treated. I don't know that I am particularly inspiring, but I am constant, consistent, and principled.

Allison Long, vice-president and highest-ranking woman with an international manufacturing company headquartered in South Carolina, stated:

I believe that a successful leader is one who can get results through people, which requires the ability to educate on responsibilities, communicate expectations, and motivate and empower associates to make decisions and take intelligent risks, establish

appropriate customer-centric metrics, hold associates accountable for results, recognize contributions, and communicate failures and their consequences without demoralizing associates.

She elaborated and gave examples of ways to lead and motivate employees by revealing:

I also believe that you have to have a heart when it comes to leading people. You have to trust people to do their jobs and to do the right things. Motivating can be as easy as telling someone thank you and that he or she is doing a good job. Give them the benefit of the doubt, and help them to build self-confidence and feel good about themselves. You have to be able to tell them when they are not doing well, too. Most important is to lead by example, especially when it comes to integrity and ethical behavior. You need to behave in such a way that your subordinates are proud to work for you, and that they believe that you are fair and honest.

Ellen Price, who proudly reported that she was the mother of 6, the grandmother of 12, and the president of a family-owned business in the Nashville area, noted:

A successful leader must prove herself first in her job with a successful bottom line [profit] whether an entrepreneur or corporate executive. A leader must have her company positioned to run smoothly or survive in case something happens to her.

The process for gaining access to interview Mary Donnelly and Barbara Manchester involved several phone calls to obtain permission to enter the Federal Courthouse. After clearance for entering was obtained, I was subjected to a search and told I could only take in a legal pad, tape recorder, and automobile keys. Those items were passed through the photographic detection device. My legal pad and notes were checked when I left the premises as well. My presence was noted on a visitor's log at the security desk for both visits. When asked to give her perception of a successful leader, Mary Donnelly, a federal judge, responded:

A leader is someone who can motivate others, who knows their own ideas. A leader is someone who is not easily swayed, and someone who has genuine compassion for those they are leading. I think you have to be a risk taker, somewhat, in order to lead. I think you have to be a self-starter. You cannot wait for someone to push you. You are going to have to see something and go at it.

Barbara Manchester was a United States Attorney and a very reserved and deliberate woman who spoke succinctly and thoughtfully. She offered her perception of a successful leader by saying, "I think [it is] someone who probably has a vision and who can effectively implement a vision. You would like to think it's a good vision, but it can be a negative vision, per se."

Liz Carter, a delightful, energetic, woman wearing a brightly colored suit with multiple matching accessories, chose to conduct the interview in her office. Liz was a professional philanthropist for a local hospital foundation. Liz began by explaining eagerly:

I think a leader has to be someone who is willing to put forth as much effort in any project or in life as they expect from others. I think that is the biggest thing. You have to walk the walk; you cannot just talk the talk. When people you are working with, whether it is board members, volunteers, friends, or family, see that in you, I think that they are willing to step out and do whatever they can do to help with the project.

She continued by giving a different perspective:

I think you have to be a benevolent dictator. I think that you have to be willing to make decisions, and sometimes-hard decisions. However, if you know it is the right thing, then you have to do that. I think you have to be very sensitive to people, to be able to read people. Intuitiveness, I think is a big part of leading. You also have to be a talented benevolent dictator.

Hattie Thomas was a vice-president of a national medical provider. Hattie was a very soft-spoken woman with a spacious and well-adorned office. She pointed out that a successful leader was one who:

. . . is committed to the development of the organization's future leaders and is central to setting the values and directions of the organization. They are able to create an environment of improvement and innovation and are able to empower employees to make decisions for the success of the company or customer.

Dr. Francis Richter, M.D. gave an interesting response from her perspective as a physician, stating:

In my study of leadership, I have come to understand things differently. I come from the old style of leadership, which is very autocratic, you know, my way or the highway kind of leadership, where as I think that the new paradigm of leadership involves developing leaders under you. It is having a strong sense of vision and purpose. It is being able to mentor people under you to fulfill their potential too. If I can do that, I will consider myself a success.

Una King was the executive director of the local chapter of an international philanthropic organization. Una was the youngest participant in the study. She was in her early 30s and had held her position for approximately five years. Una gave the following response when asked about her definition of a successful leader:

A successful leader has the ability to get others involved in whatever project may be at hand, whatever project they are working on. They have the ability to get others involved and excited about it. They do not do all the work themselves, but have the ability to energize and motivate.

Inez Uriah, senior vice president for a national bank, noted, "Successful leaders portray themselves as true persons; they show the true self, good or bad. Successful leaders are content in being who they are. They are sincere."

Dr. Connie Naples was vice provost for enrollment at a large university. She was a stately, tall, and very kind woman. She began our interview by offering encouragement and praise. She gave her definition of a successful leader as one who "keeps the best interest of the organization and the people of the organization at heart." She added, "This leader must continuously consider the needs of the customer, and the community. A truly successful leader cares about people."

Mentoring

Do women in educational leadership identify mentoring or a specific mentor as a facilitator of their success?

As noted in the literature, mentoring programs have increased in popularity. Mentoring is viewed as a standard for fostering career development and serves as a coaching forum for boosting emotional competence (Goleman, 2000). Mentorship theorists emphasize that although mentoring relationships are important for all organizational members, they are essential for women. The women in this study unanimously indicated the importance of mentoring although not all participants had a mentor. Those who did have mentors shared their experiences.

Dr. Jerri Adams, a middle school principal, stated that she had "no formal program or process of mentoring for my role as administrator." She did indicate, however, that her particular school system had implemented a leadership training program for potential school administrators. Dr. Adams admitted that schools did a much better job of mentoring teachers than they did mentoring administrators. Dr. Adams said that she did have mentors in her life and through her career, although not formally. She shared some worthwhile advice she received from an informal male mentor who told her:

As an administrator, you hire the very best people you can find, and then you get out of their way and let them do what they do. You do not put up bureaucratic barriers for them. You are there to support them, always, and you always publicly support them no matter what. You deal with issues, as needed but do so privately.

She acknowledged, "This individual gave me many opportunities to prove myself and rewarded me with his confidence and recommendation for my first position of leadership."

Dr. Amelia Foster, assistant superintendent in a public school system who reported that she had no formal program, sighed and said, "I wish there had been." Ms. Foster also indicated that educators do a better job of mentoring teachers than administrators do. She explained, "There is nothing that prepares you for this job. I don't care how good the program is, you need someone to call on, to say, this is happening, how would you deal with it?"

Dr. Connie Naples, from the higher education sector, acknowledged:

I was blessed with several mentors. Early mentors were family members, parents, and my grandmother. She had only a third-grade education but was the smartest woman I have ever known. There were many others throughout my career, both male and female.

Tori James, an elementary school principal, indicated that she had no formal mentor. She commented:

I was hired as principal and received no instructions or keys to the building with school scheduled to begin in two weeks and I had to hire a brand new teacher. The place was a disaster. The blessing was excellent teacher leaders. They saved me. But I've never had a mentor.

Grace Smith, a public school administrator, reported that she had several role models but no true mentors. She explained, "I was the first female administrator at two high schools. The

‘guys’ were already established and I had to work harder to prove myself. I had friends in school leadership who I did rely on heavily.”

Phyllis Gray, a business owner, acknowledged that her father served as her mentor. She added, “He started the business, and was here with me for four years. He showed me a lot about the application of human principles to business.”

Inez Uriah, from the banking industry, indicated that she had no formal or informal mentors. Nevertheless, she explained her success by saying, “I set my goals and sights high and went for it.”

Kim Bell, a business owner and former military officer, related her experiences in the military by describing:

The military units that I was assigned to were bad about putting you with somebody to kind of learn the ropes, but, they didn’t do that very well. I think what I did personally was, I watched. I saw who was good at what they did and who was bad at what they did, and I was just very observant and I watched. There was no official mentor, but I would pick somebody out who I wanted to develop the skills like. I just picked my own little mentors; they did not know they were doing it. I picked people who I wanted to learn from. There were male and female mentors.

Allison Long, who was the highest-ranking woman in an international manufacturing company, shared her experience regarding mentors by stating, "Unfortunately, there have not been many women in my company who were significantly higher in level than I was through the years." After pausing a moment, she added:

I found that most of my managers mentored me. I think they knew that I worked hard and tried to do a better than average job, so they helped me. In addition, I have always had co-workers that I could go to for advice on how to handle things and that has made a big difference to me. All of these were informal in nature.

Ellen Price was the president of a family-owned business. She readily credited her family members with mentorship as she replied, “My mother and grandmother were my mentors. Both became widows at an early age with large families. My mother took over my dad’s company. My grandmother started a business in her home.”

Hattie Thomas, vice-president of a major medical-care provider, conceded:

I had a mentor in my early years as a manager. My supervisor (male) served as my mentor. Currently, I have a support system of several women in fields unrelated to mine but who are in leadership roles or own their own businesses.

Mary Donnelly, a federal bankruptcy judge, stressed the importance of mentoring for women by maintaining:

I feel that mentoring is most beneficial to leaders, both women and men. I was fortunate to have a mentor, who took me under his wing, showed me the ropes, and I respect him very much for his accomplishments and for taking the time to help me and believe in me.

She then applied the question to her own efforts in mentoring others and admitted:

I feel that I've been deficient in mentoring other women. I am hoping that can be something that I can do now that my children are no longer at home. I hope to branch out and start helping other people, because I do feel, for one thing that I am very blessed. I know I talk about my drive and perseverance, but I didn't get here to my position alone. I've had people all along the way, who've helped me and cared about me.

She went on to describe the others who had served as her mentors, saying:

You know, I mentioned my father, and mother. I had a seventh grade teacher who was very supportive and showed interest. When I went to college, and became friends with the director of the counseling center, I learned much from that relationship. I became a peer counselor. When someone takes an interest in you, and boosts your confidence, that helps guide you in the right direction.

She elaborated on the value of having mentors in one's life:

I also had a magistrate judge who not only guided me the year I clerked for him but who introduced me to the law firm. He taught me many valuable lessons about many aspects of law. He was in the forefront helping me to get this position. My friends are also supportive. Mentoring is very important, we all have to have someone, who, when we need it, lifts us out of our depression or out of our self-doubt and reminds us that we can do it. They give us the boost of self-confidence that we need. Mentors or friends, we all have to have those at times in our lives.

She summed up her perspective concerning mentors by saying:

I don't know that I have had women mentors. I have women friends. I would say that those who have helped me in my career and it could be because I have chosen a career that was male dominated. I can remember my uncle who was married to my aunt who was a teacher, asking me if I wanted to be a teacher like my aunt. I remember telling him no, that I wanted to prove myself, by being something different than what was expected of me, not to denigrate the profession, but just because that was so expected, I did not want to do that.

Barbara Manchester, a federal attorney, shared a similar story about her mentors. She related:

I have been so lucky. I still keep in contact with them. They were men. When I worked in the insurance company, I had a gentleman who was the regional attorney. In the course of working on the cases, he encouraged me to go to law school. I consider him a mentor.

She then conveyed her appreciation for having friends as mentors who were brutally honest in reviewing her work, explaining:

When I worked for the Department of Treasury, I had two friends who ended up being my supervisor at different times. Both of them were very supportive and the second one, in particular, took the time to brutally review my written work product, brutally review my courtroom skills or lack thereof, brutally review my negotiating skills, and to tell me where I was deficient. It really helped a whole lot, and to this day, to the extent that I write well, and that is my strength as opposed to speaking, it is attributable to him.

She summed up her answer by applying the question to her present job:

In this job, I don't think that I have a mentor. I have many friends. In Justice, it is different. You might come in the door and are handed a file, and be told that you have a hearing in 15 minutes. There is no mentoring program. You are supposed to come in the door as a fully seasoned experienced advocate. No, I do not have a mentor here. There have been several people who are judges who have been very kind to me. There were not many female role models for me.

Dr. Francis Richter, a gynecologist, expressed her regret at not having a mentor. She admitted:

I did not have a mentor. That is one of the things I have bemoaned since moving here. There is no professional peership. One of the things that has emerged from my reading is you have to have mastermind groups. I have not had that. Maybe when I was younger, but I definitely had no one here. There are no other women doctors here.

Rhonda Hammontree, a philanthropist and politician, credited her husband as being her mentor. She eagerly expounded, "He's the best sounding board in the world. I could not have done the things I have done had it not been for his support and encouragement."

Another philanthropist, Liz Carter, cited her friend and former business partner as having been her mentor. She said of her friend, "She's a wonderful friend and our friendship has continued on through the years, but, if she had not recognized something in me, I wouldn't be where I am today." She then spoke of her profession, saying:

However, in my field, we do not have mentors. Several of the professional organizations for health care foundations are just beginning to implement such programs. I think many of us, and maybe it's just because I have gray hair, look out for the younger individuals in our organization.

Despite admitting earlier that there were no mentors in her profession, Liz continued by relating an incident in which she unknowingly became a young person's mentor. She observed:

I did not realize I was doing it, until she introduced me as her mentor and called me her mentor. I was just supporting and encouraging her. I think that women and men, too, in this profession are caring loving people. If they are not, they should not be here. With those traits, I think that most people who have any type of experience in the profession will recognize when someone is struggling or needs help and step out and help.

The youngest participant leader, Una King, who was executive director of the local chapter of a national charity, indicated that she did have a mentor. She explained:

I do have a mentor, not a guru mentor, but a mentor. A former colleague has such a professional demeanor. She is always so tactful. She can always present things in a different way than I would have thought. She has taught me to try to see all sides of a situation. She's very energetic, and thoughtful.

As a politician, Nancy Ellington indicated that she had a very strong role model in her party to serve as a mentor. Reverend Susan Ingerham, an ordained minister and deacon in the Methodist Church, related a personal story about being assigned an unsatisfactory mentor as a first choice for her. She explained:

In the ministry, you are assigned a mentor, and I changed mentors from that process because I felt dissatisfied. I asked for another mentor, and that situation was much more successful. The first mentor was male, although that did not have anything to do with my dissatisfaction; he was in a different field than I was. The second was female, which worked much better.

She then explained the mentoring process and its application to her own life by saying:

I think that the most beneficial part of the mentoring process for me was the relationship aspect. I am such a high relational person, that having someone I could trust, and say anything to, knowing that I wouldn't be judged, or thought less of, was very helpful to me.

Benefits of Leadership Training Programs

The women in this study reported that they thought leadership training was important. However, most of the participants indicated that their training for leadership was acquired mainly after becoming an administrator or leader. Dr. Jerri Adams spoke of her doctoral and master's degree programs, explaining:

My master's degree is in comprehensive special education. So formal training for administration happened as I was a practicing administrator, which was good for me because what I was learning in theory, in class from the literature and the reading, I was able to apply immediately. I loved it. Also as an administrator, I had opportunities not just in the doctoral program in ELPA classes, but because I was an administrator, I had opportunities to attend the tassel academies, conferences, workshops, and other professional opportunities for professional growth.

Dr. Amelia Foster was a classroom teacher and an assistant principal prior to becoming a system level administrator. She noted:

I don't think I got a lot of leadership out of my MAT; that was just preparing me to become a teacher, although we did do some teaching philosophy. That was a very good course that I took and I enjoyed the philosophy of teaching a lot. When I became an instructional coordinator, I worked with a group of people and I got some insight into how administration operates. That was informal. I also served on teams.

She continued by giving illustrations from her professional experience as a classroom teacher and assistant principal, explaining:

The previous director of schools, had the Character Education team here, to develop our own character education program, and I served on that team. I learned much just from watching how that operated. It was fascinating, because it was community and teacher involvement. It was real interesting to see how that was done. I think I learned more from that than I realized. Also, as a teacher, I attended a workshop, I believe in Knoxville that Carol Scarce did on team planning, mission, and vision planning.

She then spoke of her current position, saying, "My administrative roles have been a learning experience. After I got to central office, it was sort of sink or swim. I didn't know anybody who had done this job. I did have training in the ELPA program." Tori James, a school principal, talked about her graduate program, saying:

I graduated from ETSU in their program. I was accepted into the cohort program but I chose not to go that route because I had already taken 12 hours, and I would lose those 12 hours. I remained a teacher for about two years after I obtained my degree. When this

position came open, I knew if I didn't apply, there wouldn't be an opening in a long time in this system.

She then explained another program concerning leadership in her community that was helpful:

I also participated in the Greene County Partnership Leadership Training Program. This was a good program. One person each year from our school system participates in that. That program gave me the opportunity to interact with other leaders in all walks of life in Greene County. That is a wonderful thing to do. It also allowed me to see many things in this community. In education it's kind of an isolated environment, but when you go out into the community with this program you get to see a lot of different things.

Dr. Connie Naples had been in higher education for 20 years serving in various leadership positions. She answered the question about leadership by crediting the instruction and training she received in her university's doctorate program, explaining:

I participated in the doctoral program here. The department was very strong as I went through. I still maintain contact with the individuals who taught in the program. I received true leadership instruction and training through the doctoral program. I continued personal leadership training after the classroom. I credit the individuals in this program with how I think, process, and do my everyday work. I recommend that all young professionals seek out someone, to have a sounding board.

The women from the business and industry sector discussed their leadership training programs as well as their lack of leadership training. Phyllis Gray, business owner, described her informal leadership training by responding:

No I haven't had any formal leadership. I have had lots of seminars, books, and films. I had a dear friend who passed away; in her field, she was a counselor. She was very, very valuable on the personnel side of the business. She helped me to see the people aspect of running the business. She also taught me about my leadership style. I took the Myer's Briggs, and was somewhat surprised. This is a great tool for leaders to have.

Banking officer, Inez Uriah, credited her early entrance to the world of work as her training ground, stating, "I entered banking at the age of 17, as a teller. I have held officer positions since the early 1980s". She continued by talking about various community organizations in which she took part, explaining:

I have held offices in organizations outside my career that have helped me. I think that Girl Scouts has been very helpful. I also learned from my roles in the United Way, The Exchange Club, but I would say Girl Scouts is a good tool for leadership training.

Kim Bell talked very candidly about her extensive military training in leadership skills.

She conveyed:

I went straight from college, got commissioned as a second lieutenant in the Army, went through schooling in the corp of engineers and basically when you get finished with that schooling, get all your book knowledge, you go one summer to what is like basic training for officers. You learn leadership and followership. You learn all your basic survival skills, then you finish your last year of college. After graduation, you go through four months of officer training in your field. Mine was engineering. Once I did that, I went to my duty station right away. Right out of college, I was given a platoon of 30 men. I was responsible for millions of dollars in equipment. I was a project engineer for a very large expensive construction project. I was deployed all over the world with them. I went to Honduras alone with them. I was the first female platoon leader to ever do that, to take my platoon out of the country and go do construction projects.

She spoke of breaking new ground as a female engineer, adding:

We did welfare projects also. We would go into the local villages and do work, donate clothing, and other things to help the community. We also had a ranger platoon on our post and they were constantly training, for the real world. They relied on us too when they needed something constructed. They would take a construction platoon with them so we could build mock bridges and mock cities for them. I was also the first woman to ever do that. It was funny, because I would walk into this room full of testosterone driven males. They were used to a female being in charge of their supply, transportation, or something like that. They had never had a female engineer walk into the room. When I walked into the room they, all looked at me and saw the little engineer tassel. I introduced myself, as Lieutenant Bell, the engineer support. I always enjoyed the look on their faces. You could just tell that they thought I had no idea what I was supposed to do.

She then shared her personal thoughts about being a female in a male-dominated profession, saying:

I felt funny, because if a man had walked in there, they would assume that he would know what he was supposed to do until he failed. I walked in and really felt from them that they thought I was going to be a flop and I would not be able to do it because they were just not accustomed to that. I had to prove that I could do it, whereas a male had to prove that he couldn't do it.

She recalled her days as a platoon leader and conveyed the high level of responsibility she faced.

She narrated how various experiences in the military helped her develop leadership skills, saying:

I also think that the other experiences I had while in the military helped me. As a platoon leader, I was in charge of the entire platoon's well being. I had to counsel, help them learn to manage checkbooks, provide marital counseling. I also had to act as the

maintenance officer, the supply officer, and then go be in charge of a funeral detail. I had to go help the widow through the entire process of getting a funeral taken care of. I did this along with my engineering duties.

She concluded by sharing what she maintained was the most important thing she learned from her experiences in the military:

The most important thing I learned throughout this entire experience, is that the soldiers, and I think people from all aspects of life, have to know that you care about them. They might follow you because you are the leader, but if they know you care, they will also trust you, and that makes leadership so much easier.

Allison Long succinctly stated, “Leadership training is an ongoing process at my company.” Hattie Thomas also reported that leadership training was an ongoing process through her employer's efforts. Ellen Price, a middle aged distinctive woman who owned her own business, emphatically reported, “No leadership training program was available to me. I learned by the seat of my pants.”

The women from the legal sector shared information regarding their leadership training preparation. Federal Judge Mary Donnelly reported:

We sit for training, we call it ‘baby judges school’ in Washington, DC where they have judges come in for a week and give you pointers on managing your case load, tidbits on how to be an effective judge. That’s about all we got.

Federal Attorney Barbara Manchester also participated in The Leadership Greene County Program that several other participants spoke of, describing:

This was a very good program. It is wonderful, especially if you are not from here. I have also done a lot of training that the Department of Justice offers and the Department of Treasury offers. When I was at the Treasury Office, they asked me to be on the quality improvement team, which is the Juran method, a widely used business model. This took a lot of leadership, and I had to learn quickly.

Dr. Francis Richter indicated that she did not have previous leadership training; at the same time, she described steps she was taking to remedy her situation. She stated,

No, I did not have a leadership training program. I made a conscious decision last year to get myself training in leadership. I have been to John Maxwell’s training program. I have not had formal training. I have read several books, and have more coming.

Participants representing the philanthropic sector gave mixed answers regarding their leadership training programs. Rhonda Hammontree pointed out that leadership skills could be acquired from the Girl Scouts. She explained:

I learned by hit and miss. I just stumbled in; you just get in there and do it. I did learn much from my involvement with scouts. I think Girl Scouting is still a great thing for girls to learn leadership.

Liz Carter also participated in the Leadership Greene County Program. She described:

This was very beneficial to me, because I had been away from the area for some time. It helped me to get planted again. In this program, you are introduced or reintroduced to government, nonprofits, history, and many other aspects of the community. Of course, it is pure leadership; you go on a retreat for a couple of days, and do activities involving leadership, and team building. I also feel that Girl Scouts is a great tool for teaching our young girls about leadership

Una King stated, "I have gone through the Leadership Greene County Program and have done several things through the organization." Politician and economic developer Nancy Ellington reported that she had not participated in formal leadership training programs but had learned leadership skills from her mentor.

Both ministers indicated that they did have access to training programs through the Church. Susan Ingraham painted a visual picture of leadership training by conveying:

I believe that everything to some degree is helpful. No matter what you think at that time, everything stretches you beyond where you are; like a rubber band, the more you stretch, it never goes back to its original state. It takes a lot of stretching sometimes.

She then emphasized the relationship aspect of training as she remarked:

I have found that part of leadership training along the way has been relationships. I am excited that many people can get their education online, and I do think that is the way the world is, but I think that they will lose very much in the way of relationships. I would also have to say, that I have learned as much from people, as anything academic or intellectually just observing and modeling.

Deborah Orland, who had just finished treatment for cancer during this process, gave this insight. "I consider all my preparation for the ministry leadership training. We are leaders of the church. When others look to you for guidance, you are a leader."

Significant Benefits to Leadership Development

The participants of this study gave mixed answers to the question, 'Did your leadership training prepare you for the real world of leadership?' Each participant responded that she learned from being in the role of leadership. As a public school administrator, Dr. Foster, elaborated:

I think they did a good job, and my program helped me a lot, especially the professors there have some theory, and those kind of things that are good to talk about, learn about, and discuss. Practitioners would come in as adjunct faculty and talk about what their jobs were like, and how they applied the theories to their jobs, and what sorts of things you could expect. I think that balance was good for my program; I had a good balance between full-time professors and adjunct faculty. They really made an effort to let us see what leadership was in action. We did some projects and things that were sort of simulations, and those type projects were the best at helping you learn some of the skills that you need.

Dr Foster summed up by adding, "But nothing can prepare you for the real world. The area of time management was very hard to master."

The women from the business sector indicated that their education did not prepare them for the real world. Ellen Price humorously remarked that she learned by the "seat of her pants." Phyllis Gray, Allison Long, and Hattie Thomas all indicated that they learned about leadership through trial and error on the job.

Each woman was asked to discuss factors she felt were instrumental to her success. Each gave very interesting responses. Emerging themes included parenting, parents as role models, parents who valued education, internal drive, self-motivation, personality, and opportunity. Dr. Jeri Adams, a public school principal, began this part of the interview by saying:

I believe leadership, is more than just learned skills, it is an inherent understanding of people, in good leaders, it's a gift. We all have gifts; we all have strengths and weaknesses. Some people are more analytical and do not have people skills. I can't do those things, but I think it is an inherent gift, it's a personality, it's a spirit, or however you want to look at it, of understanding people, and being able to read people, of being able to motivate people, in a way that they respect and want to be, not in a way that is forced upon them.

She paused and then added:

Leadership is also something that you practice. I remember, the first time that I realized that someone else might see leadership in me even before I did. I was given opportunities to lead, and I enjoyed making the most of those. I didn't set out to be a leader. I did want to be an educator, but opportunities opened themselves up to me, and I was able to apply for those, and fortunate enough to be placed in those positions, at each step along the way. It's further learning in leadership and management.

Dr. Foster who was also a public school administrator, said:

Having come into this job, just out of the program was good. I think I would have lost a lot of what I had learned if I hadn't been able to apply it pretty soon after I had gotten it. Reading, and keeping up on things, helps you to look at your leadership in another way, and try to view yourself objectively.

She then spoke of the importance of reflection time, explaining:

I also try to do some significant reflection at least once each year and I usually do that during Christmas break. I am also learning about mindfulness, thinking about why we do what we do. I think all leaders should take some time out to say "I've been doing this, this way, exactly why am I doing it that way? Is there a better way?"

Ms. James, another public school administrator, revealed that her first director of schools was very beneficial to her development as a leader. She conveyed her appreciation as she described all the leadership skills and traits he helped her to develop through the years:

He was a very wise man who had lots of different experiences. I think he really pushed me to learn more about my trade. He conducted book studies. We read a book on Abraham Lincoln as a Great Leader. He gave us topics to research. He provided us with opportunities to be over a team, and if you were a member of a team, much research was involved. He sent me to many professional development activities. He shared his wisdom with me. He questioned me. He made me think about why I was doing what I was doing. He held me accountable. He gave me the tools to be successful. If I needed training, he saw to it that I got it. If I needed materials, he saw to it that I got it. He also would let me fail, and make mistakes. I think for any great learning, mistakes are a big part.

Dr. Naples credited her parents for her success as a school administrator, saying:

I was raised by a strong willed, driven mother. My father truly had a servant's heart. I think the combination of traits, and training has served me very well. As I mentioned earlier, my grandmother played a major role in my life. I feel that I have this drive to learn that is a God-given gift. I have just had the guidance to monopolize on that gift. I learned much about leadership from being in the classroom both at the elementary school level and in higher education. Being in the classroom helped me to become more confident, and polished.

Answers varied from women in the business sector regarding the most significant benefit from their leadership training and development. Allison Long spoke of the importance of leaning on others as she leaned forward and softly conveyed:

I believe the most significant benefit to my development has been experiencing MANY different jobs and functions. There's something about starting over from scratch in an area where you know very little that makes you step up and out. You have to learn a lot and admit that you're not an expert, which in many ways opens you more to learning from others. When you don't know much, it's hard to be cocky, and you need for others to help you learn. So if people want to help you, you can do just about anything.

Kim Bell recognized a special person in her background who helped her greatly. She described:

There have been different people in my life, that I have certainly looked up to in their positions and what they did. One would be my boss in high school. I watched him and he would give the high school students jobs in his pharmacy. I had to apply for jobs, and didn't get hired because I was in band or drama and they didn't want us. He always worked around our schedules. He gave us fantastic opportunities, even when I went to college. If I came home for one single weekend and needed to work, he knew that I was paying for my own school, so he would let me work. He even offered to pay my way through pharmacy school. As I look back, I see how he was truly significant in my development through his leadership. I did send him a letter telling him how important he was in my life, and how successful I was due to his support. He showed me how to show you care for the people you work with.

Inez Uriah indicated that the most significant benefit to her development was her drive, personality, and support from various colleagues. She laughingly admitted, "I learned from really good people, and some [who were] not so good examples of leaders. Let me say, I learned however, and that is the important part." Hattie Thomas gave her insight on the significant benefits to her development by reporting:

I am always willing to learn more. I volunteer for whatever task force groups and responsibilities that I can reasonably assume. Working with employees outside of my direct report areas enables me to learn more about other aspects of the organization, create networks and enables others leaders to know me.

Barbara Manchester, who became a federal attorney, went back to her younger years to emphasize positive attributes to her development as a leader. She spoke of:

. . . growing up in a community like I did with a very strong set of values. That's what they call it now, back then it was called knowing the difference between right and wrong.

We didn't even know that was what we were doing. I think you have to know the difference between right and wrong.

Without hesitating, Dr. Francis Richter emphatically stated:

I think I was born to be a leader. I was a leader from the time I was little. I was always willing to get up and say something, to put my neck out on the line. It has cost me lots of friends and relationships over the years. That's the one thing I hope to change as I am learning a new leadership style. I will be nicer, because most people would not describe me as nice and kind. My patients would, but that is different. I have been called bad words, because I speak my mind.

Philanthropist Rhonda Hammontree, after thinking a moment before answering, said:

I didn't participate in any programs. There wasn't much around when I was maturing, for women leaders. I think that the Leadership Program at the Partnership and Junior Achievement are great. I was a Girl Scout and that probably helped me as a young woman more than I realized at the time. I think that my motivation started in the Church. I have never been one to play Bridge. I have always wanted to do something worthwhile. When my boys were in school, my friend and I were bored, so we volunteered at the school.

Philanthropist Liz Carter gave credit for her leadership development to her parents and husband, saying:

You have to go all the way back to my parents. I had wonderful parents. We were not rich people, but we had everything that we needed and most of the things that we wanted. They always told me that I could do anything that I wanted to do. They always told me that I was no better than any one, but I was just as good as anyone was. Those things have stayed with me. They were loving, caring, and just wonderful parents. My husband has always been supportive. He would tell me to "go for it" when I wanted to take on a new job or go back to school.

She also took the opportunity to credit other people in her life, stating, "Great people have surrounded me in my career. I cannot think of a job that I have had that I was not surrounded by great, encouraging, and supportive people."

Una King, who was also a philanthropist, said that her most significant benefit came from on-the-job training. She elaborated by saying:

I would say that on the job training has been the most helpful. This has been such an experience for me, personally. I never thought I would be in this position. I've been here five years. It has put me out in the community in ways that I never imagined. I've gotten to know people better as well as the needs of the community. This has changed me personally to get to know that. I have also got to see the goodness of people who are out

there, from those who work in the agencies that we serve, the volunteers, and those who work outside of our agencies.

Nancy Ellington, from the political arena, answered from her experience as she stated:

I think that the most significant benefit to me, was my experience and time in government and politics. I was just as active on the election side as I was on the political side. When I first came into this office, there wasn't much attention paid to the county commission. Everyone knew what the mayor and alderman were doing. We have to make sure that we are getting the correct information out to the constituents. I have learned much about communication from my experiences, some good, some not so good.

Reverend Susan Ingerham gave some insight on her early training and the advantages of having hands-on experiences during her education process. She expressed this by saying:

I think the way that I did my theological training really helped me. I could have my hands on things while I went to school. I still worked in the field, and went to school during certain portions of the year. You know, you do your work, and you would go spend your time, then you would come home. It was hard that way, but the benefits for me were that there were so many experiences available to me. You were thrust into experiences that were not at all comfortable. You had to do them, and I learned pretty early, that you could do what you had to do. I think it is essential not to be afraid.

As did another participant, she also spoke of the importance of reflection and taking time to "process" as she deemed the practice. She explained in greater detail, saying:

I also think that my training was high experiential and so much opportunity was given for reflection, and processing. I am a tremendous processor. I have done some work with various publishing companies on brain research and how that relates to teaching. I love this work, and I have learned so much from it.

Servant Leadership

The participants from the education sector of this study mentioned servant leadership as being an important aspect of leadership for them. Their answers confirmed findings by Greenleaf (2002) who maintained that leaders are aspiring to the principles of servant leadership. Information provided on the Greenleaf Website for Servant Leadership emphasized the growth of servant leadership in educational institutions and in academic research. Dr. Jerri Adams, a principal, reflected on this aspect by remarking:

You know, to me, leadership is being a servant, first and foremost. That is the highest form of leadership. What that means is you don't ask anybody to do anything that you wouldn't do, and that you model daily, whether it's picking up a piece of trash as you walk down the hall, or understanding that your role as leader is not a title, or an office of a position that you hold.

Dr. Connie Naples, another educator, referred specifically to Greenleaf during the interview as she conveyed her thoughts:

I think that every person in a leadership role, regardless of the discipline should be required to read Greenleaf's *Servant Leadership*. We are all servants in our leadership roles. We are to serve the population that we are leading.

Emotional Intelligence

How did the women leaders in this study identify emotional intelligence or intuition as being important to their success?

Shepard (1997), Kanter (1997), Shakeshaft (1989), and Gill (1997) discussed the formal approaches to training leaders whereas other researchers were noticing another side of leadership qualities such as emotional intelligence and intuition. Jung, in *Learning Styles and Strategies* (2005), noted intuition as being one of the four basic functions along with thinking, feeling, and sensation. Vaughn (1979) described intuition as 'waking up what we already know and as a way of knowing without getting there in a linear, rational way we normally function' (p. 27).

Goleman (2000) linked intuition to emotional intelligence. His book, *Working with Emotional Intelligence*, referred to intuition as emotional awareness. Goleman wrote that women generally have had more practice at some interpersonal skills than men, at least in the United States, where girls are raised to be more attuned to feelings and their nuances than are boys. Data show women do tend to experience spontaneous matching of feelings with others more than do men. Women are better than men are at detecting another person's fleeting feelings (Goleman).

Goleman's (2000) work cited several large corporations that have implemented training in the areas of emotional intelligence as part of the overall educational process. Leaders are recognizing the need to use all talents of people and not merely focus on production rates.

Dr. Amelia Foster, with a background in education, began this aspect of the interview by providing insight on her opinion of emotional intelligence. She shared:

I think that's where women demonstrate real strengths, because they typically, in many cases, I won't say, typically, women have better emotional intelligence. They are much more in tune with how people feel. They can read a room [people] really well, and that's important.

Dr. Jerri Adams' answer centered on the difference between the thought processes of men and women as she stated:

I think that women get a bad rap for being emotionally intelligent. I think that the ability to empathize with others is a gift. I think, however, that women can use this intelligence to determine what is really going on in a situation. This is in no way a reflection on the way that men process or interact but I just think that women let themselves think about the feelings of the individuals involved, whereas men just want the facts.

Hattie Thomas, from the business sector, expressed her feelings of the importance of using emotional intelligence when dealing with others. She revealed:

I find that most people think if you are a woman in business you must be cool, or cold. I don't agree with that at all. I hope that we are changing that paradigm. I think that women for the most part do tend to consider the feelings of the people they are leading, not just the bottom line.

Mary Donnelly, a representative from the legal sector, gave a somewhat different perspective on emotional intelligence. She tied this aspect of intelligence to her own profession, stating:

I do feel that women excel in the area of emotional intelligence. However, in the legal profession, you must excel objectively. The law is the law and you are charged with practicing the law. Your success or lack of success is based on your ability to win cases, or the closure of your cases in your area. However, you are dealing with people. In my situation, the individuals are at a place in life they probably don't want to be. I have parameters I must follow, so while I feel that I am able to consider the feelings of the parties involved, I might have to be objective in showing compassion.

Barriers

Dr. Jerri Adams, an educator, discussed the barriers she encountered during her career, stating:

Although I have a terminal degree, I've had what some people consider some success in my position, and my school just won a major national award. Because I am a woman, there are some differences in some feelings out there that I have never encountered. I learned that I had to obtain a terminal degree in order to achieve the same pay as male counterparts who have not obtained a terminal degree. I have found that in many instances, I have to work harder, longer, and be just a little bit better to receive the same pay, and the same respect. Recently, I have run into this, and some of it has been quite blatant.

She added the following details:

I actually had a person of authority, ask my prospective male assistant principal if he could "work for a woman." As angry as that made me, the bottom line is that he doesn't work for me, we work together. He works with me. My teachers do not work for me, my teachers work for the children.

Dr. Amelia Foster gave her insight on barriers that were also gender related as they applied to women in leadership positions by intently stating:

I told someone the other day, that I would like to be a man for about a week. Just to know how it would feel to be automatically taken seriously. Women have to earn that the hard way and often times, a man who is tall and athletic can enter a room, command respect, and people listen to what he has to say without him having to be assertive to do it. I feel like I've established myself now, for the most part, but if you walk into a meeting with many politicians, women can feel almost invisible. You have to be almost aggressive, to make your way in the scenario. There are ways to do it. I am saying it's a power thing, and it has to do with gender, and what is automatically accepted as authority.

Public school principal Tori James agreed, saying:

I feel that the most significant barrier that I have encountered is not being taken seriously. I also have seen cultural barriers. We have several Asian students here, and it is hard for their fathers to acknowledge a female principal. This is something I hadn't been accustomed to. Disciplining a student can be an issue. Sometimes even the acceptance of other female teachers of a female principal can be an issue.

She continued by saying:

I think women have to just work harder. I think they have to work longer, and they have to work harder. Maybe it's just because they want to do the best job, and feel that they have to do so in order to compare with their male counterparts, I think for women things

are not black and white like they are for men. I tried to think like a man for a while, it didn't work for me very well.

Women from the business sector also focused on gender as they gave responses regarding barriers. However, Allison Long's comment contained a thought not previously mentioned. She elaborated:

I believe barriers depend on the company. I have always believed that I would be promoted if I worked really hard and delivered results. However, although unintentional, there is a tendency to "overprotect" women in that a man will be thrown into additional responsibility with a "sink or swim" attitude from his management. Conversely, because leadership wants to make sure that women will be successful, they tend to hold them back to give them more experience.

She continued by saying:

In some situations, I believe that male leadership is more comfortable dealing with other males. They have to "learn" how to deal with women, which is ironic because they should just treat us like they treat men.

Managers can make a woman feel powerless by patronizingly over protecting her, putting her in a safe job and not giving her enough to do to prove herself, or not recommending her for high risk, visible assignments. Kanter (1997) noted that while this protectiveness was sometimes born of good intentions to give her every chance to succeed, why stack the cards against her?

When asked about barriers relating to gender, Ellen Price simply stated, "I know they are there. I don't dwell on them. I just go for it." Kim Bell responded by saying:

I really feel like it depends on where you are, and maybe I am wrong, and I am in a sheltered place now. I feel that you can do what you want to do as a woman. You must be willing to work hard, and as hard as anybody else, sometimes harder to prove yourself. I found that to be true in the military. I must say that of all the places that I have been and all the duty stations I worked, I really felt like I was given a fair shake at everything, until my last duty station. If this particular duty station had been my first, I don't think I would have enjoyed my military career as much as I did. For the first time, I was seeing people giving preference for positions to men, over me.

Inez Uriah said she thought that the barriers she encountered in the banking industry were because of ignorance. She explained by adding, "I find that the most difficulty for me has come from the local management and politics. I also feel that perception plays a major role in the

barriers for women in any career.” Phyllis Gray reported that in her experience, things were changing toward women in leadership positions. She expounded:

When I first came into the business, and I would go to the manufacturers' meetings, I would be the only woman there. That has changed, now it is not at all unusual for them to be there. Now in the golf course industry, that is not the norm. If you go to anything that relates to running the grounds, it's where forms were thirty years ago.

Hattie Thomas looked at barriers from a slightly different prospective. She explained her outlook, saying:

I think that its balancing family and work. Many male leaders have a wife who does not work outside the home and is able to take care of any and all issues at home. Working the hours that are often required in leadership roles requires strong support systems for women with children.

Mary Donnelly agreed with many of the other participants from the business sector as she responded:

You know the saying: Women have to work twice as hard to be considered half as smart. I think that in certain respects that is true. I think women feel, at least my generation, that we had to be working twice as hard not to show that we had any weaknesses. I guess that might be self-imposed. I do think that women are held to a higher standard. I also think that people are more critical of a female boss.

Mary Donnelly also agreed with Funk (2002) who noted "the dismissive, negative, demeaning, or hostile behavior of some women toward others who have assumed leadership roles" (p. 3) when she admitted, "I think women tend to be harder on other women than they are on men."

When asked if she had faced a barrier pertaining to her gender, Barbara Manchester, who was a federal attorney, observed:

When I got out of law school it was palpable. Women were not getting hired. They had to interview everyone, but you knew that you didn't have a chance. If you were interviewed by a firm that hadn't hired a woman in 15 years, they were not going to start at that point. You kind of go through the motions, and you knew what was going on. I don't feel that I have hit a glass ceiling. With the government, to be a supervisor, which I have the opportunity to do, but the pay does not warrant the cost of reporting your income. At that level, you have to provide the same financial statement as the President. I personally don't feel that I have been passed over.

Dr. Francis Richter noted:

I really haven't felt that I encountered many barriers, per se. In leadership, in medicine, there are not many women in the academic positions. You are considered a leader in medicine if you hold an academic position. There are more women than before, for sure, because medical classes consist of 50% women.

She mentioned several other types of barriers she faced in her medical practice:

I do know in a small community practicing medicine, the barriers are, no mentors, no female peers, and no role models. Those are all barriers to prevent someone from coming up through the ranks. I also think that women work poorly together. Women, who have come to town to practice, don't usually stay. There is no camaraderie with women in medicine.

Philanthropist Liz Carter pointed out that in her field she had encounter fewer barriers than in others. She acknowledged:

I must say that in my profession there are fewer barriers than in others. There are more women in my profession. Many women have gone into this field because of their caring, intuitive nature. It was at one time; the only profession that paid at the same scale as men in the field. Men still make more, but the gap is smaller.

Una King responded by saying:

I probably haven't experienced them as much as in other professions, such as medicine. When I was in the accounting field, I was more exposed to it. Women do truly do more than men do. Women are caregivers of the family, they really have more on their plate than men do. As much as they would like to think they do as much as we do, they never do. Some people might say that is a stereotype. I think that plays into this, because men see women as always having those outside factors that may lead them to think that women can't devote the time needed. Women are victims of this perception.

Politician Nancy Ellington spoke of earlier days when women in leadership positions were not given as much respect, recognition, and regard as they are today. She came right to the point and emphatically stated:

Women had to play smarter, although that is not fair. I think that society has come a long way in the perception of women in all professions. I am old enough to remember when that was not the case. I see women succeeding now, and I am so happy for them.

Reverend Ingerham said she thought that barriers were, for the most part, self-imposed. She explained her unique perspective by saying:

I think I believe that we do this to ourselves. Barriers are self-imposed. I just think that much of it is up to you as a person. If you want to be successful, and you have to think that way, you cannot let things defeat you, if you really think that is the direction you need to be going.

She added, "It is still somewhat true that in the Church it is still a man's world. I think, however, women who've gone before me and hopefully women who go with me, now, will make a difference." Reverend Orland agreed, saying she felt that the Church was still a man's world.

She explained her stance by stating:

I am the pastor of a small church in the county. The church is full of wonderful people but the attitudes toward a woman in the pulpit are evident and some of them are negative. I don't know if women ministers in larger churches experience the same thing. I hope this changes, because women make great pastors.

The Glass Ceiling

The term "glass ceiling" was popularized in an article in the 1986 *Wall Street Journal* describing the invisible barriers that women confront as they approach the top of the corporate hierarchy. The Civil Rights Act of 1991 created the Federal Glass Ceiling Commission, a 21-member bipartisan body appointed by President Bush and congressional leaders (Dunn, 1997).

Although participants of this study were familiar with and had opinions regarding the "glass ceiling" phenomenon, none admitted to actually hitting the glass ceiling. Phyllis Gray stated, "We have a saying in the Circle of 200 to which I belong. When you run into the glass ceiling, you have to go over it, around it, under it, or through it."

The Circle of 200 is an International Organization of Women who are chosen based on leadership experiences and contributions to their community. The selection is by nomination. Inclusion in this distinguished group was noted as an honor by Phyllis Gray.

Greatest Sources of Support

When asked about their greatest sources of support, the following emerged as common responses: 11 of the 20 indicated that their husbands were their greatest source of support whereas 2 listed fathers and 3 listed mothers. Two participants listed both parents. One noted a grandmother as her greatest source. One listed her children. Four women mentioned their Christian faith as their greatest source of support in addition to their family. Three listed

professional friends or network groups and one listed her mentor as her greatest source of support. These numbers are greater than 20 because some participants listed more than one support source.

Suggestions for Aspiring Leaders

A part of this study involved examining the suggestions of these successful women leaders regarding preparing other women for leadership roles. Many noteworthy suggestions came from this research.

Leaders from the educational field had similar answers. The suggestions included developing mentoring relationships, networking, and learning to promote themselves.

Dr. Adams offered the following:

I think mentoring is important, both ways. I think you need males who are not threatened by women leaders. I also think you need other leaders who are not threatened by young women leaders coming up and take them under your wing and share.

She concluded by sharing a concrete example of networking with others in her profession. She detailed:

I have found an informal way. We have loosely networked and we meet for lunch in Johnson City. We come from all over East Tennessee. We meet for lunch about once a quarter, and we email. There was a new female administrator in a middle school just this summer that we have embraced and we have been very open to her and she has been very open to us. She sought us out. We want her to be successful, and her school to be successful, because it's all about the kids. We shouldn't be jealous of each other, we should celebrate the successes of each other and share what works and what doesn't.

Dr. Foster suggested:

I think perhaps, and they probably do this by individualizing, and doing those grading scales where you determine your strengths and weaknesses, but there are areas in which women are just typically weaker as well. You may want to focus on strengthening those areas where women typically don't do as well such as being assertive and delegation. A lot of the time experience is the problem. Women just haven't had the experience.

Tori James replied said that while she recognized the importance of preparing other women for leadership roles, she was unsure of what to do about it. She elaborated:

I think learning about leadership styles is important, and being comfortable with your leadership style. There needs to be some type of training, that I think, shows women how to deal with their differences in styles compared to mens'; although I don't know how you do that.

Dr. Naples who was also from the higher education sector gave these suggestions:

A leadership training program has to involve developing an understanding of theory and practice. A strong literature basis for why and how we make decisions is important. Aspiring leaders must understand their ethics and how ethics influence decision-making. We need to help women understand how they were raised and the implications and characteristics, as well as talents. We need to work on our weaknesses to improve, because we are not going to fundamentally change. We need effective role models and mentors. We need experiences outside the classroom.”

Dr. Naples cautioned women against isolating themselves, saying, "The worst thing women can do is isolate themselves. Don't just go to conferences for women. There are great reasons for different people to collaborate. Diversity helps us grow and learn about change.”

The participants from the business sector were also willing to provide suggestions for preparing women for leadership positions. Allison Long suggested looking first at the fundamental differences between male and female “schemas.” She explained this suggestion, saying, “I think women have abilities and skills that men don't have, and vice versa. I've learned that so many times, we're just not aware of how we're perceived in a competitive, professional environment.” She continued by adding:

I also don't think it's about trying to be like men. I have always wanted to be respected for doing a good job, period, not as a woman doing a good job. I also think that the ideal leadership-training program would include many examples of actual past experiences and the basics of good leadership skills. I think role-playing is extremely valuable, so this should be incorporated. We should include studies of successful women in business, such as what sets them apart? What kind of leadership style do they have? How do they lead to get results?

Kim Bell suggested talking early to young girls through the school system, explaining:

I think that we have to plant the seed of possibility as early as possible. We need to actively provide leadership opportunities to these young girls while they are in school. We need to teach them how to believe in themselves, to set goals, and about perseverance. I think the perseverance part is the hardest. We are in such an immediate gratification society. We want to see instant results, and that isn't how most things really

work. We need to teach work ethic to all students early, for them to become successful in whatever they want to do with their lives.”

Inez Uriah strongly suggested the implementation of mentoring and networking. She also suggested finding a wide variety of people from whom to learn. Phyllis Gray gave a preface to her suggestions saying, “My suggestions are going to be different than what you might have expected.” She continued:

People can learn this, and people can grow into this. But, to be a leader and have people looking to you, you have to be a person of integrity. You must be a person who can be counted on when things are difficult; be able to stand when someone needs to stand on an issue. We have to teach women not to be intimidated without looking for a fight. I think we should use the tools such as leadership style analysis to teach aspiring leaders about leadership styles and how they will respond in various situations.

Fells (2004) emphasized the aspect of teaching women to promote themselves, "We need to coach women candidates on self-presentation if Harvard is ever going to have more than the token number of female law professors" (p. 38).

Mary Donnelly shared her perspective about women promoting themselves, saying:

I think it's hard for women to "toot their own horn." I think that women, therefore girls, were taught to be good little girls. Good girls don't always get things, the jobs that are out there, the leadership positions because, I think a lot of times, they just don't want to ruffle anyone's feathers, they want everyone to like them. They want to be seen as the good girl. I think women have to overcome that. I think we have to teach them that it's ok to draw attention to themselves by answering the questions in class and to push themselves.

She continued by speaking of the importance of teaching women to overcome their natural reticence:

One of the things we need to teach women in going after the positions is how to say why she is the best person for the job. We have to teach them to overcome that natural reticence to protect ourselves, but to sell ourselves. I think that's harder for women than it is than it is for men.

Barbara Manchester suggested that training in self-assertiveness was needed. She explained:

I guess what they used to call self-assertiveness, and decision making skills. It amazes me the number of educated women I know who don't know how to make educated decisions, or how to think like a man. That is not intuitive. You have to learn this, it was not intuitive to me. I also think that effective communication is important. Women communicate in a different manner than men. Men communicate differently with each

other. I think women are natural consensus builders in my opinion, which is leadership ability. We are naturally open to ideas. I think we need to teach women that these are great leadership skills.

Dr. Richter brought up the need for goal setting and mentioned that it was as an important skill.

She stated:

I think we need to teach people goal setting. We need to teach people how to do vision. We need to teach them how to understand vision from the secretary to the CEO. We need to teach self-development. I am not talking about self-esteem, people need to finish school or whatever they are going to do for their life, and realize that it doesn't stop there. The day you stop learning is the day you stop growing.

Philanthropist Rhonda Hammontree said she felt that listening skills were important, adding,

“We need to teach people how to really listen. You have got to learn how to listen before you say anything.” Liz Carter gave a somewhat different approach by saying:

I feel that someone has to have a certain degree of experience, before she can even realize that she can step out and be a leader. You have to have a sense of your potential. We need to work on building self-esteem and confidence.

Una King, the youngest leader in the group, said that she felt team building was important. She explained:

Team building exercises are so important. I think we need to teach women how to celebrate our leadership abilities, instead of getting caught up in the unhealthy competition aspect that sometimes comes with leadership. Women are sometimes very hard on each other.

Reverend Ingerham noted the importance of having mentors for aspiring leaders and the right connection with that mentor. She explained:

A training program should include the establishment of formal mentors for these individuals. The mentor relationship is very important. I use the metaphor of a map to describe the role of the mentor. The mentor is someone you look to when you are deciding which way you need to go. If the map isn't accurate or right, you will not refer to it or the direction will be wrong. Everyone needs something different at some point, so the mentor has to be sensitive to the fact that the mentee is not them and is not like them. The mentor should want to help the person be the best that they can be.

Reverend Ingerham continued:

I think that little girls need to have the opportunities to experience different vocations on some level. I also think we need to teach children to learn about who they are and to be confident in themselves. I think we also need to teach children to be flexible and

adaptable. Let's face it, people change jobs, and careers now several times. We need to teach them to always be open to learning new skills.

Emerging Themes

Within the data analysis of the taped interviews, several themes emerged that identified the facilitators of success of these women leaders. These themes included: personal drive, parental role models, educational opportunities, professional growth opportunities, mentors, and experience. Thick description was used to present the themes from the perspective of each of the 20 participants included in the study whenever possible. Information from the data analysis chapter was used to develop findings and implications for future research presented in Chapter 5.

CHAPTER 5

CONCLUSIONS AND IMPLICATIONS FOR PRACTICE

The facilitators of success for the women participants of this study were investigated through this qualitative study. Interviews were conducted with 20 women in various leadership positions. Most were from the East Tennessee Region with one being from Nashville and one from South Carolina. Women from the field of education, both public and higher education, medicine, law, business, politics, and philanthropy were included. The interviews were conducted over a three-month period. Individual indepth interviews were conducted using an open-ended technique with a set of interview guide questions to focus the inquiry. Personal interviews with the research participants revealed thick description of the facilitators identified by the participants.

Descriptive information was derived from transcriptions of the audio-taped interview sessions and inductively coded into common themes. Major themes emerged from the coded transcriptions and were organized through the process of data analysis.

Changes for women in leadership positions, including educational leadership positions, are the results of efforts of pioneers, such as Clara Barton, Susan B. Anthony, as well as recent efforts noted by Sue Shepard. Harper (1908) noted the efforts of Susan B. Anthony pertaining to the battles fought for women school teachers. Boylston (1955) wrote that Clara Barton began her professional life as a teacher and established schools for 'mill children' as well as the first public school in New Jersey. Shepard (1997) noted the gradual increase in the number of women in educational administrative positions, although, they were still underrepresented.

Conclusions

The findings from this qualitative study incorporated the facilitators of success as identified by successful women leaders. Facilitators that were identified included familial or parental support, intrinsic motivation, educational opportunities, professional growth opportunities, emotional intelligence, and mentors.

Familial Support

All participants of this study indicated that familial support was a significant facilitator of success. These included spouses, parents, children, and a grandmother. Four women credited their Christian faith as their greatest source of support.

Intrinsic Motivation

Helgesen (1990) in *The Female Advantage Women's Ways of Leadership* stated, "All achieved leadership positions because they honored and believed in their own values and skills." Inez Uriah indicated that the most significant benefits to her development was her drive, her personality, and support from various colleagues. Dr. Francis Richter added, "I think I was born to be a leader. I was a leader from the time I was little. I was always willing to get up and say something, to put my neck out on the line."

Educational Opportunities

Dr. Connie Naples, an administrator in higher education, noted:

I participated in a doctoral program. The department was very strong as I went through. I still maintain contact with the individuals who taught in the program. I received true leadership instruction and training through the doctoral program.

Professional Growth Opportunities

Tori James, a public school principal, discussed her graduate program as being a significant professional growth opportunity, explaining:

I graduated from ETSU in their program. I was accepted into the cohort program but I chose not to go that route because I had already taken 12 hours, and I would lose those 12 hours. I remained a teacher for about two years after I obtained my degree.

Emotional Intelligence

Goleman (2000) wrote that women generally have had more practice at some of the interpersonal skills, at least those living in cultures like the United States where girls are raised to be more attuned to feelings and their nuances, than are boys. Dr. Amelia Foster, a public education administrator, shared:

I think that's where women demonstrate real strengths, because typically, in many cases, I won't say, typically, women have better emotional intelligence. They are much more in tune with how people feel. They can read a room (people) really well, and that's important.

Mentors

Steinem (1983) promoted the system of networking for women and explained that women must discover and develop mutual support groups that could create change where the most courageous individual woman could not. Kram (1985), director of the executive MBA program at the Boston University School of Management, found in her landmark study of mentors that people could get two kinds of benefits from mentors: help with careers and counseling and coaching.

Allison Long was one of the highest ranking women in an international manufacturing company. She shared her experience with mentoring:

I found that most of my managers mentored me. I think they knew that I worked hard and tried to do a better than average job, so they helped me. In addition, I have always had co-workers who I could go to for advice on how to handle things. That has made a big difference to me.

Barriers for women in leadership were also addressed, including, perception, horizontal violence, opportunity, and the need for women to promote themselves.

Funk (2002) described the phenomenon of horizontal violence as one often occurring with women who achieve success in leadership, specifically educational leadership. Funk defined horizontal violence as the "dismissive, negative, demeaning, or hostile behavior of some women toward others who have assumed leadership roles" (p. 3).

The traits of a successful leader as identified by the participants of this study presented these common themes: the ability to inspire others to accomplish a goal or task, the ability to build relationships with people, and the ability to make decisions. Dr. Foster's description of a leader seemed in agreement with the other participants. She stated:

A successful leader firstly must know herself. She has to be grounded in her own beliefs, otherwise you are going to get blown this way and that way either by the folks you are leading, or by the folks in charge of you. A leader must have a compass that guides them.

The statement that a leader "is not just someone who manages people" emerged as a common theme during this research. Kim Bell emphasized, "If you are going to be a leader, you really have to care about people." Goleman (2000) referred to intuition as emotional awareness. Shepard (1997), Kanter (1997), Shakeshaft (1989), and Gill (1997) discussed the approaches to training leaders in the importance of emotional intelligence.

The participants of this study identified emotional intelligence and women's intuition as being strengths or facilitators of success. Dr. Adams pointed out, "The ability to empathize is a gift. I think, however, that women can use this intelligence to determine what is really going on in a situation."

The participants of this study unanimously identified the importance of mentors for women in leadership. The literature review addressed the value of mentoring and networking for women in leadership roles as well as those aspiring to become leaders.

Implications for Practice

The implications for practice include an examination of mentoring and training programs to glean information beneficial to aspiring women leaders. Future study opportunities also exist regarding assessing the leadership styles of the participants of this project as well as the perceptions of employees regarding their leadership styles. This type of study would involve interviewing those individuals working with women in leadership positions to determine their perceptions of effective leadership. The comparison of data would allow for the establishment of parallel perceptions or the presence of differing viewpoints.

The historical facts addressed throughout this study as well as the conclusions concede the absence of much information on the importance of women leaders such as Clara Barton and Susan B. Anthony. The women participants in this study were also surprised by the historical information presented. This notes the possible omission of such information in the teaching of history.

The participants emphasized the importance they credited to the study by asking administrative assistants to hold calls, by closing their office doors during interviews, and by some choosing to conduct our meeting in elaborate conference rooms. Learning from the participants was at best empowering for this researcher. The knowledge gained from each interview was monumental.

The ultimate findings from this research indicated that women have made tremendous progress in the area of leadership. Women are gaining positions of responsibility in areas such as education, law, medicine, business, politics, and philanthropy. Wheatley's (1999) work noted that a change in leadership styles has resulted in women gaining a foothold in the world of leadership. Women are successful as leaders. The women in this study identified some of the barriers faced in the leadership arena as well as the facilitators of their success.

Companies, colleges, and institutions should focus on those areas identified such as perception, professional growth opportunities, and self-promotion. Gill (1997) stated that

considerable literature was available with suggestions for women to follow in order to become administrators. In addition to being a woman and raising a family, Gill gave the following advice to women seeking administrative positions:

1. engage in advanced study by working towards a principal's certificate and masters degree;
2. become involvement in professional groups; and
3. seek to hold offices in professional organizations or community groups.

Each participant in the study emphasized the facilitators of success as being support from family members, mentors, and managers. Responses for developing strategies to encourage leadership in women and girls involved breaking the perceptual barrier of self-promoting and enjoying ambition. The women in this study also stressed the growth that evolved from the uncertainty of learning leadership by leading. The women in this study exhibited strength, courage, determination, compassion, and above all, a love for learning.

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APPENDICES

APPENDIX A

Informed Consent Form

Page 1 of 3

East Tennessee State University
Informed Consent Document

PRINCIPAL INVESTIGATOR Lisa Johnson-Ellis

TITLE OF PROJECT An Analysis of Major Facilitators to Their Success as Reported by
Successful Women Administrators

This Informed Consent will explain about being a research subject in an experiment. It is important that you read this material carefully and then decide if you wish to be a volunteer.

PURPOSE: The purpose(s) of this research study is/are as follows: I intend to examine the facilitators of success of women administrators as well as examine the barriers that exist for women in leadership roles.

DURATION: I anticipate that each interview will last approximately 60 minutes.

PROCEDURES: Participants will be interviewed personally by the researcher using the interview guide. Participants will be selected serially by the researcher based on a knowledge of leadership experiences. Participants will be also be selected based on recommendations made by knowledgeable individuals. Possible candidates will be contacted initially by phone or email to determine interest in participating in this study. Upon determination of interest, a meeting will be scheduled and the appropriate signatures obtained prior to the interview process. Participants will be free to stop the interview at any time for whatever reason they chose.

AUDIOTAPING: With your permission, I would like to audiotape this interview. Only I will have access to the tape, which I will personally transcribe, removing any identifiers during transcription. The tape will then be erased. Your identity will be kept confidential to the extent provided by law and your identity will not be revealed in the final manuscript.

3/10/2005

Subject's Initials (_____)

POSSIBLE RISKS/DISCOMFORTS: There is a risk that the nature of the questions asked might cause the interviewee to feel some discomfort. You are free to decline to answer questions of that nature.

The possible risks and/or discomforts of your involvement include: Some participants may be reluctant to answer questions that may be related to current supervisors.

POSSIBLE BENEFITS and/or COMPENSATION: There are potential benefits which may accrue to society and to educational opportunities for women aspiring to become leaders.

CONTACT FOR QUESTIONS If you have any questions, problems or research-related medical problems at any time, you may call Lisa Johnson-Ellis at 423-636-7300, or Dr. Louise MacKay at 423-439-7615. You may call the chairman of the Institutional Review Board at 423-439-6055 for any questions you may have about your rights as a research subject.

You may call the Chairman of the Institutional Review Board at 423/439-6055 for any questions you may have about your rights as a research subject.

CONFIDENTIALITY Every attempt will be made to see that my study results are kept confidential. A copy of the records from this study will be stored in personal researchers home in a locked file cabinet for at least 10 years after the end of this research. The results of this study may be published and/or presented at meetings without naming me as a subject. Although my rights and privacy will be maintained, the Secretary of the Department of Health and Human Services, the East Tennessee State University/V. A. Medical Center Institutional Review Board (or ETSU IRB for non-medical research), and research related personnel from the ETSU Department of (*ETSU Department of Educational Leadership and Policy Analysis*) have access to the study records. My records will be kept completely confidential according to current legal requirements. They will not be revealed unless required by law, or as noted above.

COMPENSATION FOR MEDICAL TREATMENT: East Tennessee State University (ETSU) will pay the cost of emergency first aid for any injury which may happen as a result of your being in this study. They will not pay for any other medical treatment. Claims against ETSU or any of its agents or employees may be submitted to the Tennessee Claims Commission. These claims will be settled to the extent allowable as provided under TCA Section 9-8-307. For more information about claims call the Chairman of the Institutional Review Board of ETSU at 423/439-6055.

In the event you sustain injury as a result of participating in this study, treatment will be provided. You understand that as a research volunteer participating with (name of PI) that only (name of PI, and/or Private Practice/Group and/or Sponsor) will be responsible for any harm, injury, or other adverse consequences that you may experience as a result of your voluntary participation in this study.

3/10/2005

Subject's Initials (_____)

VOLUNTARY PARTICIPATION The nature demands, risks, and benefits of the project have been explained to me as well as are known and available. I understand what my participation involves. Furthermore, I understand that I am free to ask questions and withdraw from the project at any time, without penalty. I have read, or have had read to me, and fully understand the consent form. I sign it freely and voluntarily. A signed copy has been given to me.

My study record will be maintained in strictest confidence according to current legal requirements and will not be revealed unless required by law or as noted above.

SIGNATURE OF VOLUNTEER DATE

SIGNATURE OF PARENTS OR GUARDIAN (*if applicable*) DATE

SIGNATURE OF INVESTIGATOR DATE

SIGNATURE OF WITNESS (*if applicable*) DATE

APPENDIX B
Interview Outline

- 1) Experiences in leadership
 - a) Current leadership position
 - b) Previous leadership position
 - c) Leadership positions outside of career
 - d) Other areas of leadership interest
- 2) Career Responsibilities prior to becoming an administrator
- 3) Leadership training programs
 - a) Training prior to becoming an administrator
 - b) Training after becoming an administrator
- 4) Mentoring opportunities
 - a) Availability
 - b) Male/Female
 - c) Beneficial/Not Beneficial
- 5) Beneficial elements of your leadership-training program
- 6) Significant benefits to your development as an administrator
- 7) Training provided for 'real world' or leadership
- 8) Greatest source of support
- 9) Suggestions for ideal leadership-training program for women aspiring to become leaders.
- 10) Important information to the study of women in leadership
- 11) Barriers for women in leadership

APPENDIX C

Letter From Auditor



JOHNSON CITY SCHOOLS

Post Office Box 1517, Johnson City, TN 37605 www.jcschools.org (423) 434-5200 Fax: (423) 434-5237
Dr. Richard W. Bales, Director of Schools

Auditor's Letter

Richard Bales, Interim Director
Johnson City Schools
100 East Maple Ave
Johnson City, TN 37601

August 15, 2005

Lisa R. Johnson

Dear Ms. Johnson:

It is my pleasure to write this letter on your behalf. I would like to take this opportunity to commend you on your work you have completed in your research project, "An Analysis of Major Facilitators to Their Success as Reported by Successful Women Administrators". Upon examination of your materials, and meeting you for a complete and comprehensive guided tour of your experience with this research study, I conclude that your work is complete, valid, verifiable, and reliable. I am convinced this study was conducted in an ethical and thorough manner.

As an auditor, I investigated your adherence to the standards required of qualitative research methods. I traced your interviews you conducted with each participant through a review of your transcriptions and audio tapes. Your review of literature was also thorough and pertinent to your research topic.

Your research questions were clear and provided focal points to the study. Your findings were organized and were organized by categories which followed the natural progression of a qualitative research study. Your research design employed the constant comparative method of data analysis which allowed you the flexibility to alter your research direction as needed.

Your perspective as a female administrator provided you a deeper insight into your selected topic. You correctly balanced that perspective with peer debriefing and member checking to ensure triangulation to lessen the chance of bias. The time and care you enlisted to help ensure trustworthiness was evident while paying attention to truth-value, consistency, and neutrality.

It has been my privilege to have had the opportunity to be associated with your highly professional and organized research study. I commend you for your extensive efforts in completing this important and relevant project.

Sincerely,

Richard Bales
Director of Schools



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The Mission of the Johnson City Schools is to enable all students to achieve excellence in learning, social responsibility and self-worth.

VITA

LISA JOHNSON

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2004 to Present