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Influence of mentors of female development among higher education administrative professionals

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INFLUENCE OF MENTORS ON FEMALE LEADERSHIP DEVELOPMENT AMONG HIGHER EDUCATION ADMINISTRATIVE PROFESSIONALS

by

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Abstract

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Leadership is a socially constructed concept that has been seen as a masculine quality; because of this women struggle reaching leadership positions and face many challenges when holding leadership positions. This study investigated the development of leadership styles and qualities of selected female administrative leaders at Rowan University through survey and interview data. The study specifically looked at the influence of these women's mentors on their leadership development. The findings of the study showed that the women reported no negative experiences with male mentors, however several with female mentors. The interviews also revealed that there were differences among qualities and skills the women reported learning from the two genders. The study demonstrated how mentors played a key role in the development of leadership and the confidence of women in higher education.

Table of Contents

Table of Contents (Continued)

Table of Contents (Continued)

List of Tables

Chapter I

Introduction

Leadership skills have become important to companies and organizations, so much that they spend a significant amount of money and time to train and develop the skills of their employees. Traditionally leadership has been seen as qualities and abilities of men and not women, however views have begun to shift from inherited qualities to skills that are learned. A useful resource individuals use to develop their leadership skills are mentors, individuals that guide and teach another to develop and grow. As women gain more of a presence in the leadership positions there still is a lack of research regarding women leadership development and mentors.

Statement of the Problem

Leadership has been socially constructed to be seen as masculine; because of this view women struggle reaching leadership positions as well as face challenges when holding those positions. Women face double-binds of being too masculine or too feminine. The workforce is still dominated by males and the women in higher-level positions have few female mentors. The limited research that has been done on women leadership and mentors is ambiguous. Researchers have found conflicting results on the influence of same-sex and cross-sex mentors of the leadership development of women leaders.

Purpose of the Study

This study was conducted to investigate the impact of mentors on the leadership development of women in administrative roles in higher education. Specifically, the study analyzed how the gender of a women's mentor influenced the style of leadership

and qualities the women developed and used in the workplace. In addition, the study also paid attention to any negative experiences women reported with mentors or supervisors.

Significance of the Study

Leadership theories and socially constructed views of what it means to be a leader are constantly changing and because of this, research needs to be conducted to analyze the changes. Having an understanding of leadership and how both genders preform in leadership roles can help eliminate the stereotypes associated with leadership and gender, allowing for equal access to leadership positions (Montague, 2011). In addition, having a better understanding of the influence of mentors can help organizations to develop and/or strengthen mentorship programs.

Assumptions and Limitations

This study assumes that participants answered all questions on the survey as well as in the interviews truthfully. The study also assumes that Bolman and Deal's Leadership Theory as well as Quinn's Competing Values Theory are accurate conceptions to test leadership style. Both theories assume that leadership is a learned skill not a inherit quality and that there are stereotypes of women regarding leadership skills.

The present study recognizes several limitations. In addition to using the survey, the study employed an interview process which may cause researcher bias because the interviewer is a female. The women may be influenced by the questions asked although all efforts were made to eliminate as much bias as possible. The interview questions also probed their past, so participant answers were based upon their perception and memory of

personal experiences. There may also be research bias when interpreting the interviewees'

responses.

Operational Definitions

1. Cross-sex Mentor: A mentor that is of the opposite sex as the mentee.

2. Fully Balanced: Using all four of Bolman and Deal's frames.

3. Human Resource Frame: Bolman and Deal's 1991 frame that seeks to meet human

    needs, values relationship, strives for harmony among workers, and strives to provide

    meaningful work.

4. Leadership Frames: Bolman and Deal developed four leadership styles used to

    understand leaders' thinking and effectiveness.

5. Leadership Style: The manner in which an individual interacts and motivates a group

    of people, usually employees or co-workers.

6. Mentor: Individuals that guide and teach another to develop and grow in a

    professional setting.

7. Moderately Balanced: Using three of the four Bolman and Deal's frames.

8. Political Frame: Bolman and Deal's frame that negotiates, compromises, networks,

    understands the competition and diversity of different interests, and recognizes power

    as an important resource.

9. Same-sex Mentor: A mentor that is the same sex as the mentee.

10. Structural Frame: Bolman and Deal's frame that emphasizes efficiency, strives for

    organization by reaching objectives, values accountability, follows policies, and sets

    clear goals.

11. Supervisor: A direct boss, this person may or may not be considered a mentor to the individual.

12. Symbolic Frame: Bolman and Deal's frame that emphasizes cultural symbols, shared sense of meaning and purpose, strives to develop rituals and ceremonies, and recognizes the importance of unity.

13. Unbalanced Frames: Using only one or two of Bolman and Deal's frames.

Research Questions

This study investigated the following three questions.

1. What leadership frame do selected female administrators at Rowan University report as most dominant?

2. What do selected female administrators at Rowan University report about their experiences with influential mentors?

3. What do selected female administrators at Rowan University say about any negative experiences with mentors or supervisors?

4. What do selected female administrators at Rowan University say about how mentors or supervisors influenced their leadership?

Overview of the Study

Chapter II reviews literature important to this study. The chapter analyzes the stereotypes and struggles faced by women regarding leadership, reviews three current leadership theories, as well as information on mentors and the influence they have on females. The literature review also explores the importance of women in leadership roles, specifically in higher education administration.

Chapter III discusses the methodology employed in this study. The chapter includes the context of the study, population and sample information, data collection instruments, procedures in gathering data, and description of how data were analyzed.

Chapter IV explains the findings of the study and revisits the research questions on the influence mentors had on women's leadership styles.

Chapter V provides a summary of the study, discusses the findings of the study, and offers recommendations for practice and further research.

Chapter II

Review of the Literature

Introduction

Margaret Thatcher, England's Prime Minister in 1979 was an influential woman. In 1979 Mrs. Thatcher was one of few female political figures. The self-confidence she possessed was obvious in her actions and her words. Mrs. Thatcher thought no one could do her job like she could (Klenke, 1996). She was an extremely successful leader, however she was perceived to be "bossy, overbearing, uncaring" and adversaries even gave her nicknames, such as "Attila the Hen," "Iron Lady," and "The Great She Elephant" (p. 63). Mrs. Thatcher experienced what many women face in the business world, being seen as too bossy where men would be seen as possessing leadership skills.

Despite the stereotypes of women and leadership, females are equipped to be effective leaders. However, experts in leadership research are split on whether females and males use different leadership styles. Klenke (1996) explained that the researchers have "two basic observations 1) there is a multitude of theoretical approaches and 2) there is inconsistencies across theories" (p. 55). Leadership was thought to be something inherit, today, leadership is believed to be something an individual has to learn and will continue to develop over the life-span (Klenke, 1996).

Organizations have begun to put more effort into developing leadership within their employees. Klenke (1996) stated, "more than 60% of the largest American companies offer some type of leadership training" (p. 241). Leadership development is important to organizations, however 80% of leadership skills learned are from experiences not training (Klenke, 1996). Mentors can play a vital role in helping

individuals grow in their leadership journey. There is controversy in the research that debates the benefits and negative impacts of same-sex and cross-sex mentorships for women pursuing leadership positions. The research is limited on the influence mentorships have on the leadership styles employed by women.

Mentorships are seen as important in higher education for students, however, do administrations have mentorship relationships for their development? Research is limited on women leaders because of the lack of women holding higher-level positions. Most women that hold administrative positions are in student affairs or library services (Twombly & Rosser, 2002). Because of the increased amount of women in the student affairs departments, this area would be helpful in collecting valuable research information on possible influences of mentors on leadership.

Female Leaders

Females learn, at a young age, what behavior is appropriate for women and what behavior is not. Society constructs gender expectations that individuals use to label what actions are acceptable for others to display. This type of dichotomous mindset creates stereotypes for each gender. When the standards for the genders are not followed the individual is viewed negatively (Catalyst, 2007). Through society's development, an area for women that has been strongly affected by gender expectations is the workforce and the ability for women to become leaders in their field.

Ridgeway (2001) defined leadership as being "based on both the assertive, task-related behavior of the would-be leader and the shared, socially constructed evaluation of the behavior in the situation" (p. 642). What is defined as an effective leader is socially constructed and historically the terms used were often associated with masculinity.

7

Behavioral characteristics such as motivational, authoritative, supportive, inspiring, and collaborative were the terms and qualities traditionally associated with masculinity (Eagly, 2007). Thompson (2000) defined leadership as "a process of non coercive social influence whereby a leader guides the activities and members of a group toward shared objectives and goals in an organization" (p. 971). Even though this definition has no mention of gender and socially constructed beliefs, leadership is defaulted to masculinity or what Catalyst (2007) terms think-leader-think-male mindset.

Having leadership be viewed in traditional masculine traits makes women who strive to hold leadership position struggle with what Catalyst (2007) called a double-bind. Women's expected behavior and what is seen as appropriate do not match with what society has deemed to be a good leader. Because of this conflict, women who try to be leaders and display masculine traits are seen as too hard or assertive, yet they cannot display feminine traits because they are then seen as too soft or unqualified to be a leader (Damell, 2013). Ridgeway (2001) found that the more gendered the task was, the greater the perceived difference between males and females. When the task was defined more as masculine the men were more confident in completing the task and women were viewed negatively in being able to complete the task (Ridgeway, 2001).

With the obstacles facing females, it can be extremely challenging to find their leadership style (Eagly, 2007). Many women do not want to been seen as overly assertive or bossy, yet want respect and not to be seen as incompetent because they are too feminine. Eagly (2007) stated that women, to avoid this bind, try to be androgynous in their leadership. Research on leadership is extensive and has developed from first studying personality traits, then behavior and theory-based approaches, however the

8

majority of subjects were male (Thompson, 2000). Today there are many theories discussing leadership styles that have begun to include more female subjects, however the low number of females holding leadership positions make it difficult to conduct a valid study.

Leadership Styles

Eagly (2007) defined leadership styles as "relatively consistent patterns of social interactions… not fixed behaviors, [but that they] encompass a range of behaviors, depending on the situation" (p. 2). Leadership style is not one behavior an individual displays, but as the definition states, a range. A controversial topic is whether women have different styles than men or if perhaps one style is more dominant for women. The concept that women have different leadership styles than men is criticized for perpetuating or reinforcing gender stereotypes (Montague, 2011). Regardless of this claim much research has looked at possible differences among genders and there seems to be mixed results on whether there is a significant difference in leadership styles. Some argue there are clear differences such as a male's use of power and authority to lead whereas females try to change interest of the individuals and use personal characteristics to lead (Flanagan, 2002; Twombly & Rosser, 2002). Other research shows very little difference between the genders (Eagly, 2007). Issues with the research are that the designs were not solely focused on female leaders. There are limited female leaders to study compared to males which makes studying female leaders and their style of leadership difficult.

Transformational, transactional, and laissez-faire leadership style. James MacGregor Burns developed a leadership theory in 1978, that identified three styles of

leadership; transformational, transactional, and laissez-faire (Eagly, 2007). Transformational leaders are role models, gain trust and encourage confidence, are goal-oriented, innovative, and mentor and empower others (Eagly, 2007). Burns (1978) explained that "transforming leadership, occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality… there is mutual support for a common purpose" (p. 20). He continued to describe this style to be "grounded in conscious choice" and "assumes competition and conflict" (p. 36). Transformational leadership includes intellectual leaders that "ponders, wonders, criticizes, and imagines" (p. 141). This style of leadership requires moral development in the individual (Burns, 1978; Klenke, 1996).

Transactional leaders clarify responsibilities, reward, and correct others (Eagly, 2007). Eagly (2007) explains, this style of leadership "requires an eye for opportunity, bargaining, and persuading" (p. 259). The relationship the leader has with followers is an exchange relationship that is often short lived (Burns, 1978). The last type is laissez-faire, those of which do not take responsibility for managing (Eagly, 2007).

As stated earlier, a vital part of leadership that Burns (1978) argues is moral development. There are many different theories regarding the moral development of individuals. Some like Gilligan (1982) argue that women develop differently than males because of the experiences each have, which results in different leadership behavior between men and women (Klenke, 1996). Burns (1978) suggests a difference among genders, by noting:

As leadership comes properly to be seen as a process of leaders engaging and mobilizing the human needs and aspirations of followers, women will be more

10

readily recognized as leaders and men will change their own leadership style. (p. 50)

Burns recognizes that leadership is influenced by the social context and how society views leadership.

Eagly, Johannesen-Schmidt, and van Engen (2003) conducted a study analyzing the three types of leadership described above. They researched the effectiveness of the types as well as gender differences. Eagly et al., found that transformational leadership is the most effective of the three, because this form of leadership "motivates respect and pride, communicates values and purpose, is optimistic, creates excitement about goals, and focuses on developing individuals and mentoring" (p. 571). On the other hand, transactional leadership does reward individuals but is passive and waits to correct issues or problems until they are too severe. Laissez-faire leadership was the least liked because it lacked involvement.

The researchers also found that there was a small difference among males and females. They saw a slightly higher number of females practicing the more effective type, transformational leadership (Eagly et al., 2003). They also reported that the small differences found were attributed more to the ways the individuals fulfilled their roles, the discretionary aspects of leadership (Eagly et al., 2003). Eagly et al. (2003) attributed the differences more to the socially constructed gender expectations.

Bolman and Deal's leadership frames. Another useful leadership theory is the four frames of leadership developed by Bolman and Deal. The four frames have been shown to be helpful in understanding how leaders think and behave (Thompson, 2000).

11

The four frames provided by Bolman and Deal are structural, human resource, political, and symbolic (Bolman & Deal, 1991; Thompson, 2000). The structural frame is described as emphasizing efficiency, striving for organization by reaching objectives, valuing accountability, following policies, and having clear goals (Bolman & Deal, 1991; Thompson, 2000). The human resource frame seeks to meet human needs, values relationships, strives for harmony among workers, and values meaningful work (Bolman & Deal, 1991; Thompson, 2000). The political frame emphasizes negotiation, compromise, networking, understanding the competition and diversity of different interests, and recognizes power as an important resource (Bolman & Deal, 1991; Thompson, 2000). The last frame is the symbolic frame that emphasizes cultural symbols, shared sense of meaning and purpose, striving to develop rituals and ceremonies, and recognizing the importance of unity (Bolman & Deal, 1991; Thompson, 2000).

Bolman and Deal (1991) suggest that leaders view their own experiences through certain lenses that are preconditioned, which can be referred to as frames. An individual can lead using one frame, however Bolman and Deal (1991) found through their research that as organizations become more complex, leaders must become more versatile in using all four frames when appropriate in order to be an effective leader. Having knowledge of multiple frames and styles is important in that it allows an individual to be flexible in situations (Montague, 2011). Bolman and Deal (1991) found in their research that there was no significant difference among females and males, women possess all the frames males posses and do not use one more than another.

Quinn's competing values model. Quinn, in his 1988 book titled *Beyond rational management: Mastering the paradoxes and competing demands of high performance*, writes about a man who is known as a wonderful leader and manager. In the story, this man was not perfect and faced five years struggling in his position both with his supervisors and the employees he oversaw. Through the challenges he faced, the man realized that there are alternative perspectives of reality and one has to be flexible with the individuals they work. Quinn, in 1988, created the competing values model, which had four components of a leader and the corresponding demands of a leader (Quinn, 1988). The four roles in this model are, (a) human relations or the motivator, this role corresponds with the demands for a facilitator or problem solver as well as a mentor who is fair; (b) internal process or analyzer which fulfills the demands for a monitor who follows rules and coordinator who provides structure and stability; (c) rational goal or task master which provides a producer who motivates and focuses on accomplishments as well as a director who plans and sets clear objectives, and the last; (d) open system or vision setter which provides a broker to focus on resource acquisition and negotiate as well as to be a innovator who adapts to change through creativity (Thompson, 2000). In *Competing values leadership*, the authors explained how the model recognizes the inherent tensions in leadership as well as the contradictions in the demands they have. Leaders are looked to for external and internal support, to be flexible but at the same time be stable which can create contradictions and a range of competing values (Cameron, Quinn, Degraff, & Thahor, 2014). To cope with the constant changes in society and what is demanded of leaders, individuals need to be adaptive (Cameron et al., 2014), just as Bolman and Deal (1991) encouraged.

Quinn (1988) explained that the perceived effectiveness of a leader is established by how the individual can balance the four roles and demands of a leader, which may contradict each other at times. The ability to manage all the roles and demands effectively make for a balanced leader whose subordinates view as a good leader, however Quinn's study did not take gender into consideration (Thompson, 2000). Thompson (2000), using both Bolman and Deal's frames and Quinn's model, conducted a study to test how many frames individuals used and employee's perception of their effectiveness. The study found that only 35.6% where fully balanced using all four frames, 13.3% moderately balanced using three frames, and 51.1% were unbalanced using one or two frames (Thompson, 2000). Those who were fully or moderately balanced were also seen as effective leaders by their employees (Thompson, 2000). There were no gender differences both in the perceived effectiveness or the amount of frames used (Thompson, 2000). The study concluded that women do possess and display the qualities needed to be successful leaders (Thompson, 2000).

Purpose of understanding gender differences. Although there seems to be very little difference among women's and men's leadership styles and ability, there are still some researchers that argue there are differences, therefore, it is still very important to study and conduct research. As the views of gender change it seems that the research findings change as well, after the 1980s researchers began to find fewer differences among men and women (Klenke, 1996). Leadership theory focused first on personality traits then switched focus to a behavioral perspective, and now theory takes a contingency approach (Klenke, 1996). This approach is a combination of both personality and behavior as well as the context of the situation (Klenke, 1996). Research must

14

continue to be done in order to study the changing theories and approaches in order to gain a better understanding of possible gender differences so as to help eliminate potential biases that exist (Montague, 2011).

Thompson (2000) explains that research provides evidence that women posses leadership qualities that have been traditionally viewed as masculine traits, which might show that women have always had the skills but that subordinates or other individuals were imposing their biases on the women. Thompson (2000) also notes that perhaps one day women will not have to wonder if they are being too masculine or too feminine and that individuals will be judged on their effectiveness, qualifications, and performance and not by their gender.

Mentorship

As individuals begin to find which career they are interested in and want to learn about the position, mentors are very important. Mentors are helpful in many ways for a new professional to learn the ropes and how to move up in the organization. Klenke (1996) noted:

> For men, as Nicholas (1994) reminded us, the path to power and leadership is straightforward; join the usual clubs, board of directors, civic associations, visible charities, or national leadership groups; then leverage ties with financiers, power brokers, ranking politicians, competitor CEOs, opinion leaders, or possible venture partners to establish a power base. For women, on the other hand, access to power and leadership is still limited. (p. 153)

Women do not have access to all the opportunities men do or if they can, there are still stereotypes and biases present. This makes it even more important for women to have a

mentor. Some argue that if a woman does not have a mentor she may be unable to understand the male-dominated culture (Noe, 1988). Noe (1988) explained that mentors help women find an identity and develop a career plan, as well as women find more success and satisfaction when a mentor is present. Female mentors assist women in learning the skills needed but more importantly allow the women to see that their sex does not prevent them from being able to achieve the positions they want (Kelly et al., 1991).

      Theories of mentorships. Research focused on mentoring can be complicated because there is a lack of a solid model or framework to use as well as inconsistency in a definition (Bozeman & Feeney, 2007). Many leadership theories mention mentors or a form of mentoring as a part of leadership. Quinn (1988) discusses that one role a manager has for employees is to be a mentor, the motivator and human relations side of leading. Kram (1983) developed phases of the mentor relationship, which she argued that mentors have two major functions; career support and psychological support. Kram (1983) explained that the career function provide a "sponsorship, exposure, coaching, protection, and challenging assignments" and the psychological function is to provide a "role model, acceptance, counseling, and friendship" (p. 614). Kram (1983) offers four phases of a mentorship relationship, a) initiation, the beginning of the relationship, b) cultivation, expansion of the functions, c) separation, a significant change in the relationship that can be emotional, and d) redefinition, change in the type of relationship that can be more of a "peer-like friendship" (p. 622). This model provides stages for the mentorship relationship but lacks theoretical frameworks discussed by Dominquez and Hager.

Dominquez and Hager (2013) explained that mentoring studies look at three primary theoretical frameworks: developmental, learning, and social. Social theories focusing on mentorships view mentors as role models, create a sense of belonging, help network, and create a social exchange with benefits for the individuals involved (Dominquez & Hager, 2013). Mentoring can take a learning theory approach which Dominquez and Hager (2013) explained as a form of adult learning, where the mentor "encourages self-directed learning" of the mentee. The last primary framework is the developmental theories. Levinson (1978) developed a theory of life stages for men. This framework consists of stages of life men progress through including transitions from each stage (Levinson, 1978). In his model, Levinson discusses the importance of forming a mentor relationship and the influence it has on transitions from stages. Levinson (1978) stressed that mentor relationships are "complex but developmentally important" (p. 97).

The original theory Levinson created was for male stages of life; in 1996 he focused on the female stages of life. Levinson and Levinson (1996) explained in their book that women and men go through the same stages of life, however they differ in "life circumstances, ways of going through each developmental period, and different resources (external and internal)" (p. 567). Women, when reaching their early adulthood transition, are facing struggles with work and family, an internal conflict of Homemaker Figure versus the Anti-Traditional Figure (Levinson & Levinson, 1996). Through this theory, Levinson and Levinson argue for the importance of having mentors, especially female mentors because of the difference in their experiences.

Same-sex versus cross-sex mentors. There is much controversy regarding the influence of gender on mentors. Levinson and Levinson (1996) conducted interviews

which found one third of the women had male mentors who were primarily concerned with occupational development and not personal develop, which the women needed. The researchers found in their interviews that:

> Most mentors provided mental support, helped the newcomer get oriented to the work and the work world, took her seriously, recommended her for minor promotions. They "brought her along" to become a more competent and valued group member. She was clearly better off with them than she would have been without them. But the degree of mutuality in the relationship was often limited. Although he liked her and enjoyed being helpful, the male mentor usually found it difficult to regard a women as becoming like him and perhaps surpassing him in the future. (p. 270)

Although the male mentor was beneficial occupationally, there were still disadvantages to having a male mentor.

Research shows that mentors are beneficial to the advancement of women; however the higher in ranks women go the less same sex mentors they have (Lepkowski, 2009; Noe, 1988). The low number of women in high leadership position results in women employees having male mentors. Noe (1988) reported four issues with cross-gender mentorships, (a) may prevent full access to networking, (b) men may exclude them from mentoring because of the perception they are not interested in a certain position, (c) people simply prefer same-sex mentorships, and (d) there is a fear of the perception they are in a romantic relationship. Hytrek (2000) tested some of these points and found that while women prefered same-sex mentors, they reported not feeling like

there was a lack of mentors. The majority of the mentors were male (69.2% to 30.8%) who were very willing to mentor the women (Hytrek, 2000).

The women did not feel they were lacking a mentor even though it was a male, but what are the effects that come from having a male mentor rather than a female for women employees? There is little research analyzing the difference for women. Kanter (1977) reported that women mentored by males were taught their leadership style and therefore displayed more of a masculine style of leadership. Could this be true or is what was considered masculine leadership just a form of leadership that both males and females can practice? There needs to be more research on analyzing the effects of mentors on developed leadership styles for women as well as men.

Female Leaders in Higher Education Administration

In the early years of higher education faculty took on the role of the parent, "in loco parentis" meaning they were responsible for the student's well-being (Montague, 2011). After the Civil War, the German higher education model became popular in America that focused on research, which separated the faculty from the students (Montague, 2011). Because of this change, positions were created to watch over the students such as the dean of students and dean of women (Montague, 2011). With the development of dean of women, this was the start of females holding administrative positions in higher education (Montague, 2011).

Today, the number of women working in higher education has increased. Female presidents have increased to 26.4% (Cook, 2012) and other positions in student affairs have increased to 45% while men hold 55% (Montague, 2011), and 50% are assistant professors, 38% associate, and 24% full professors (Madsen, 2011). Women today are

earning more degrees than men however there is a gender gap in leadership positions (Montague, 2011). Some may argue that women are not aspiring for the higher leadership positions explaining the gap but Lepkowski (2009) conducted a study that found there was no gender difference in aspiration to be a president of an institution. Lepkowski (2009) found that 43% females aspired to be a president. There are more females in student affairs positions, the "less prestigious positions" than other positions in higher education (Madsen, 2011; Montague, 2011). Eagly (2007) explained that higher education student affairs positions entail more traditionally feminine tasks matching gender expectations and giving more opportunities for females to hold those positions. However, the higher up in rank the less females there are.

Student affairs leadership styles and mentorships. Bolman and Deal (1991) conducted a study using their four-frame leadership style to look at higher education administration and what frames were practiced and if they were practicing effective leadership styles by using multi-frames. The study found that 50% used two frames, 20% used three, and only 6% used all four frames (Bolman & Deal, 1991). The majority of administrators used the political frame (71%), next the structural frame (67%), followed by the human resource frame (51%), and last the symbolic frame (17%) (Bolman & Deal, 1991). Thompson (2000) also conducted a study and found that 57.9% used two or more frames, however there was no dominate frame used.

Tolar (2012) conducted a study investigating if mentors played a role in leadership development for women in higher education. She found that about 55% of the women reported that the presence of a mentor had a positive influence on their

leadership, while some reported negative influences (Tolar, 2012). Tolar's (2012) study reported that one third of the women said not having a mentor was a good thing.

Summary of the Literature Review

Although the definition of leadership itself does indicate a masculine bias, leadership has been socially constructed to be associated with masculine traits and qualities causing women to struggle when taking on positions of leadership. Women fear being seen as too hard or assertive but do not want to be seen as too soft or feminine either creating a double-bind. Some researchers argue that the different experiences faced by women may cause women to develop female leadership styles or females to practice certain types more than others. However, research by Bolman and Deal (1991), Eagly (2003), and Thompson (2000), have found that women and men share many similarities in their leadership styles. To be effective leaders, the researchers argue the importance of using all four frames of leadership and that leaders are perceived as effective not by their gender but by their ability to fulfill the demands of a leader. The research that has been conducted supports that women posses the qualities considered to be an effective leader. Research on leadership has been limited because of the low number of females holding leadership positions. The low number of women in high leadership positions result in a lack of female mentors for women pursuing higher positions, leaving males to mentor women. As a result, some argue that women learn masculine leadership styles, but there has been little research on how a male or female mentor effects women's leadership development.

A growing profession for women is higher education administration. Women are slowly growing in numbers, especially in the area of student affairs. Diversity among

higher education administration staff is very important for the institution. Diverse

perspectives have many benefits for both the institution and the students they are serving.

Women provide role models, mentors, and different opinions on policies, as well as bring

their own experiences to leadership. Bolman and Deal (1991) support using all four

frames depending on the situation to be effective, but do certain areas of higher education

have dominant styles or do women in higher education utilize one more than another?

This study sought to investigate leadership patterns among selected women

administrators, and the influences mentors had on their leadership development.

Chapter III

Methodology

Context of Study

  This study was conducted at Rowan University, located in Glassboro, New Jersey. Rowan University is a state funded public institution consisting of 16,155 students of which, 13,169 are undergraduate students and 2,078 are graduate students (Rowan Fast Facts 2014-2015, n.d.). Of the student body, 4,483 live on campus in eight resident halls, 5 apartment complexes, and the new 220 Rowan Boulevard apartments. Rowan is accredited by Middle States Commission of Higher Education and offers 74 bachelor's degrees, 51 master's degrees, and 4 doctoral degrees, which are offered through 12 colleges and schools (Rowan Fast Facts 2014-2015, n.d.). The university is dedicated to having small class sizes with a 17:1 ratio of students to faculty (Rowan Fast Facts 2014-2015, n.d.).

  During the past three years Rowan has grown and introduced the Cooper Medical School of Rowan University, the School of Biomedical Science & Health Professions, and the School of Osteopathic Medicine (Rowan Fast Facts 2014-2015, n.d.). Not only has the academic side of the institution grown, but with the increase of students, Rowan's student life has increased. Rowan has 1,806 staff members, some of who help run the 146 student organizations and clubs on campus (31 which are Greek Life) (Rowan Fast Facts 2014-2015, n.d.). There are also 8 men's and 10 women's varsity sports along with 47 intramural activities and 38 sport clubs.

Population and Sampling

This study focused on the Student Life Offices, the Division of University Advancement, the Administrative Cabinet, and the Executive Cabinet of Rowan University. Of these offices on campus there are a total of 73 positions with the title of Assistant Director or higher, 28 (38%) of the positions are held by females. The target population for this study was all female administrative staff members at Rowan University. The study specifically focused on the females in all of the Student Life Offices, Division of University Advancement, Administrative Cabinet, and Executive Cabinet. Purposive sampling was used to only select females who held positions as Assistant Director or higher levels. When eliminating women who did not hold these positions, the pool resulted in 28 females for the sample. There were 14 women with the title of Director or higher and 14 women with the title of Assistant Director, making the sample 28 women. All women from this sample were emailed and asked to participate in the survey portion of the study. Six of the women who completed the survey were then asked to be interviewed.

Data Collection Instruments

Bolman and Deal's *Leadership Orientation Survey* (Appendix C) was used in this study to obtain the leadership orientation or skills of the women. The questionnaire is short, consisting of six questions with four statements. Each item asked the individuals to rate each statement on a scale from 4-1, 4 meaning the statement best described them to 1 meaning that it least described them. The survey was altered to rearrange the order of the statements to ensure that the questions did not all align with each frame. Bolman on his website gives permission for univeristies to utilize the instrument. He also gives a list of

the reasearch studies and other works that have used the tool. There are 107 peices of work listed, 57 of them are dissertations and theses (Lee Bolman, 2010) Because of the depth of research on Bolman and Deal's leadership frames, the survey used in my study was judged to be both valid and reliable. To check for ease of use, the survey was field tested with four female staff members that would not be contacted for the study (administrative assistants). The test run showed that the survey took approximately 10 minutes to complete and there was no confusion with what the questionnaire was asking.

The study also used interviews to collect more detailed information regarding the selected women's background, job history, educational history and mentors. A structured interview protocal (Appendix B), was used to obtain information about the women and their leadership and mentor history.

Data Gathering Procedure

Prior to any collection of data, the electronic Institutional Research Board (eIRB) application was completed and approved (Appendix A). Once approved each female was contacted to participate in the study by email. The study used an alternate consent form for the leadership orientation inventory and a formal consent form and audio recording form for the interview phase of the study (Appendix D & E). The only personal identifiable information collected during the survey was subject's names if they agreed to be interviewed. I pledged to keep all information confidential in keeping with IRB policies and procedures.

Data were collected in two phases. The first phase involved sending the orientation inventory to the selected subjects and those who agreed to be interviewed

provided contact information. I then contacted six women who agreed to participate in the interview portion of the study. At the arranged meeting, I asked each woman the same questions, but had different followup questions, depending on the information given from the interviewees. The interviews lasted about 30 minutes to an hour each.

Data Analysis

From the orientation inventory, completed by the subjects, I was able to identify the dominate leadership orientation of each individual. The instrument contained four statements, each of which correlated to a frame of leadership. To caculate the scores, all statements associated with each frame were summed for a total of 60. The highest scores identified which of the frames the subjects were strongest and which frames they were lowest.

To analyse the interview data, I typed transcripts from the audio recordings. I also took field notes as the interviewees spoke. I then used Sisco's (1981) Logical Analysis of

Written Data to do a content analysis looking for common and divergent themes. I was able to organize the themes into meaningful categories in order to better understand the participant's patterns of leadership and the role mentors played in their leadership development.

<p style="text-align: center;">**Chapter IV**</p>

<p style="text-align: center;">**Findings**</p>

Profile of the Survey Inventory

The population of the study was 28 women holding Assistant Director or higher

level positions in Student Life Offices, the Division of University Advancement, the

Administrative Cabinet, and the Executive Cabinet of Rowan University. A total of 21

women completed the leadership orientation inventory section of the study yielding a

75% response rate. From these subjects, 14 identified as Assistant Directors, five as

Directors, and two as Associate Vice Presidents. Table 4.1 breaks down the number of

years each woman has been working at Rowan University.

Table 4.1

Length of Time Working at Rowan University

	Frequency	*%*
1-3 years	4	19
4-6 years	6	29
7-9 years	5	24
10 +	6	29

Analysis of the Quantitative Data: Leadership Frames

Research question 1. What leadership frame do selected female administrators at

Rowan University report as most dominant?

From the Bolman and Deal *Leadership Orientation Inventory* that the women

took, Table 4.2 shows that 76% had a dominant leadership frame of human resource. This

<p style="text-align: center;">27</p>

suggests that most often they are using a human resource frame, but does not mean they avoid using other frames. For example, some of the women, had a symbolic dominant frame followed closely by human resource frame. Ten of the women had only two points less between two frames. The most common combination of frames was human resource and structural with seven or 33% of the women scoring high in both frames.

Table 4.2

Leadership Orientation

	Frequency	*%*
Frame		
Human Resource	16	76
Structural	1	5
Political	1	5
Symbolic	3	14

Through further analysis of the data, the frames among the women were separated by job position. Table 4.3 shows the division of each frame among the different levels of administration. The only reported political frame was from an Associate Vice President, which may be influenced by the nature of the position and role demands associated with job duties.

Table 4.3

Leadership Orientation Among the Administrative Positions

	Frequency	%
Vice Presidents		
Human Resource	1	50
Structural	0	0
Political	1	50
Symbolic	0	0
Directors		
Human Resource	4	80
Structural	0	0
Political	0	0
Symbolic	1	20
Assistant Directors		
Human Resource	11	79
Structural	1	7
Political	0	0
Symbolic	2	14

Profile of the Women Interviewed

From the 21 women who completed the leadership inventory, six were interviewed. All but one of the women identified as Assistant Directors, and one as an Associate Vice President. Of these six women, four had a dominant frame of human resource, one symbolic, and one political. Each woman reported working while obtaining a Masters or Doctoral degree. And all of the women did not plan on being in their current position when entering college; they discovered their career path after leaving

undergraduate study. For example, one participant did not discover her passion until much later after graduation; her path was not as linear as the other women interviewed.

Brief biography of each participant. Participant 1 was born in Delaware and grew up with both of her parents and a sibling, and was active in sports as a child. Her family is very close and they are a significant support system. Participant 1 is married. She has been working for Rowan University less than a year, but has been working in higher education for over five years. Her leadership frame is human resource.

Participant 2 was born in New Jersey, grew up with two siblings and both parents were very science focused and therefore loved the sciences. She did not participate in sports as a youth but she attended sleep away camp and played musical instruments. Participant 2 is married with three children. She has been working in higher education for over 10 years and has been at Rowan for over six years. This participant is the only Associate Vice President to be interviewed and her leadership frame is political.

Participant 3 also grew up in New Jersey with two siblings, both parents, and is very close to her extended family. Her childhood, as she called it was "standard," she played sports and was actively involved in both high school and college, such as clubs and student organizations. She has worked at Rowan and in higher education for three years. Her leadership frame is symbolic.

Participant 4 was born and raised in New York. She grew up with both parents but lost both of them, one during college and the other shortly after graduating. She is an only child but grew up with a family centered community who helped raise her. Faith is a very important part of her life and she shares that with her husband, who provides much support in her life. She has been working at Rowan for five years and has been heavily

engaged with all levels of educations for 15 years with the board of education. Her leadership frame is human resource.

Participant 5 was born the only female of four children in New Jersey. She grew up working for and with her parents both in their business and their environmental group. She has been working at Rowan for four years and in higher education for 7 years. Her leadership frame is human resource.

Participant 6 was also born in New Jersey with two siblings. Her mother stayed home and her father was a dentist but later became a teacher. Her parents divorced while she was in high school, which was hard for her. She was very active in sports, playing on co-recreational and boys teams. After college she reported feeling lost in finding her career path but found her passion eventually in health and wellness. She has been working in higher education for nine years. Her leadership frame is human resource.

Analysis of the Qualitative Data

A majority of the time during the interviews was spent probing the influences of mentors, what was learned from them, and their approaches to leadership. Also of interest was whether the interviewees had any negative experiences with mentors and their gender. Also probed was the impact mentors had on the leadership style of the women interviewed. This section is organized by first describing the experiences with influential mentors followed by any negative experiences with mentors and their gender. Finally, a description is provided of the influence mentors had on the interviewed women's leadership development.

Research question 2. What do selected female administrators at Rowan University report about their experiences with influential mentors?

When asked about mentors, five of the six women had much to say about the individual they considered a mentor. It was clear from their responses that the interviewees valued and appreciated the relationship they had with their mentors. Through content analysis, I was able to find two major themes and two subthemes from what the women reported regarding the ways their mentor helped them develop and learn. Table 4.4 shows the themes, subthemes, and the genders of the mentors.

Table 4.4

Development from Mentors

	Frequency	*%*
Professional Development		
Male Mentors	5	
Strategic/political	3	60
Relationship building	2	40
Female Mentors	4	
Strategic/political	2	50
Relationship building	3	75
Personal Development		
Male Mentors	5	83
Female Mentors	4	67

Professional development. The first theme found was professional development. The women reported, "learning the ropes" from their mentors and gaining the skills and knowledge to become a successful professional in their field of work. Table 4.4 shows that 5 of the interviewees reported having a male mentor who assisted in their

professional development and 4 of the interviewees had a female mentor who also assisted in professional development.

   Strategic and political development. The first subtheme found is strategic or political development, including critical thinking, skills in building strategic relationships, "choosing battles," and "negotiating and making deals." Of the five male mentors, three were reported helping develop those skills for the women interviewed. Of the four women mentors, two were reported helping develop such skills.

   Relationship building. The second subtheme found was the relationship building skills, including interpersonal skills, communication skills, compassion, mindfulness, and encouraging support. Two male mentors were reported helping develop those skills while three of the female mentors were reported helping develop the skills.

   Personal development. The second theme found from the interviews is personal development. Many of the women interviewed reported concepts of the mentors not only helping them professionally grow and develop but also personally, outside of the workplace. Participant 3 explained that her mentor "pushed her and made her reflect and view everything in different ways, not just in a work setting." All of the women interviewed expressed that their mentors helped them grow personally.

   It is interesting to note that participant 6 expressed that she did not feel she had a mentor at all, this women also expressed a struggle in finding her confidence and she mentioned feeling lost much of the time.

   Research question 3. What do selected female administrators at Rowan University say about any negative experiences with mentors or supervisors?

33

The next topic probed in the interviews was any negative experiences the women faced in the workplace from their supervisors. The individual could be a mentor, however, in all of the interviews the negative experiences came from supervisors who were not consider mentors.

Through content analysis, three themes emerged regarding why the females did not connect with their supervisors. In Table 4.5, the three themes are inconsistent, not genuine, and a lack of support or guidance. Participant 6 explained that her boss was an "absent boss, with no goals or vision for the organization, and I felt alone." By analyzing the women's responses, I found that conflict occurring between the two was often because what the woman interviewed needed was not being provided by the supervisor. Two of the women felt comfortable confronting the individual about their lack of support or issues they were facing with the supervisor, while the others reported "trying to ignore" the issue or leaving that place of employment. Table 4.5 also shows that all six women had negative interactions with female supervisors and zero with male supervisors.

Table 4.5

Negative Experiences with Supervisors

	Frequency	%
Gender of Supervisor		
Male	0	0%
Female	6	100%
Conflict with supervisor		
Inconsistent	3	50%
Not genuine	2	33.3%
Lack of guidance/support	4	66.7%

Research question 4. What do selected female administrators at Rowan University say about how mentors or supervisors influenced their leadership?

The last topic probed during the interviews what the impact and influences of the mentors reported by the women. The women spoke very highly of their mentors; participant 1 mentioned several times how her mentors influenced what she does today, even though they are no longer in a supervisor role. From the relationships with their mentors, five of the women reported having a mentor, who influenced their leadership qualities.

Through content analysis, three themes or leadership qualities were found. Table 4.6 gives the three leadership qualities developed from the relationships with the mentors. These qualities are communication, relationship or interpersonal skills, and confidence. Table 4.6 shows that 80% of the women with mentors gained communications skills; which refers to communicating with all levels in higher education. Participant 5 explained that she has gained knowledge on how to communicate effectively with staff, peers, and senior administrators. The women who had mentors also reported gaining relationship/interpersonal skills and confidence. Relationship/interpersonal skills connects to the development they gained from their mentors; compassion, mindfulness, and encouraging support. Participant 3 explained that she saw and experienced first hand the relationship skills of her mentor that she now tries to mimic with employees who report to her. Regardless of the gender of the mentor, each women expressed in their own way a confidence in their ability to be a leader because of the support and skills learned from their mentors.

35

Table 4.6

Leadership Qualities Gained by Having a Mentor

	Frequency	%
Relationship/interpersonal Skills	5	100
Confidence	5	100
Communication Skills	4	80

Struggles faced in the workplace. From the interviews more valuable and interesting information and themes emerged beyond the research questions. The women commented on struggles they faced and/or are currently facing in the workplace.

Table 4.7 shows the three struggles common among the women. Half of the women reported struggling to find confidence in themselves professionally. Although each reported having more confidence in their leadership, sometimes it was lacking depending upon the situation or task. One woman stated that she often felt like people were not taking her seriously because she was a young female and she had to find that confidence in herself.

Participants 1, 2, and 4 brought up finding family balance as a significant struggle. Participant 1 reported struggling with having children and getting feedback from her co-workers that she would never work again if she had children. Participant 2 is currently married and is thinking of having children, but worries about the potential struggle she will face in the future. Participant 4, reported holding an important administrative position that she very much enjoyed but found herself pulling back because of family responsibilities and trying to balance these two parts of her life.

Table 4.7

Struggles Faced in the Workplace

	Frequency	*%*
Issue confronted with		
Finding confidence	3	50
Family balance	3	50
Having meaningful work	2	33

Although these findings were unintended and cursory to the study, the women facing the struggles reported how their mentors were able to provide support and encouragement. For example, participant 2 explained that her mentor, when she was struggling to decide whether to have a child, told her it was up to her to decide to have a child, not her place of employment. Mentors can play an important role in helping women leaders through the various struggles they face while confronting their biological, relational, and professional ambitions in life.

Chapter V

Summary, Discussion, Conclusions, and Recommendations

Summary of the Study

With the shift and increase in leadership studies, there is still a lack of research on women. There is a particular lack of research regarding women's leadership development and their experiences with mentors. This study was conducted to investigate the impact of mentors on the leadership development of women in administrative roles in higher education. Specifically, the study analyzed the influence of mentors on leadership skills and qualities, looking for possible differences between cross-sex or same-sex mentors.

Quantitative data were collected through Bolman and Deal's *Leadership Orientation Inventory* to identify the dominant leadership frame in use by the selected population of women leaders. From this information, data regarding the frequency of each frame was captured as well as which positions were associated with each frame.

Qualitative data were collected from six interviews with women who completed the *Leadership Orientation Inventory* and volunteered to be interviewed. Each woman was asked seven questions regarding childhood, education, job experience, and mentor relationships. From the responses, content analysis was used to find common and divergent themes.

Discussion of the Findings

Bolman and Deal's leadership inventory revealed that 76% of the women reported having a human resource dominant leadership frame. Much research has shown

inconsistent findings in the leadership styles reported among males and females (Bolman & Deal, 1991; Flanagan, 2002; Twombly & Rosser, 2002). Some studies have shown a significant difference, that males lead more through styles of power or authority whereas women lead more through personal characteristics, such a relationship building, while other studies have shown no significant difference (Flanagan, 2002; Twombly & Rosser, 2002). Bolman and Deal (1991) report no significant difference between genders. Looking at the results from this study, the data show that a majority of the women's

dominant frame is human resource, which reflect a more personal leadership frame. Montague (2011) studied senior female student affairs officers and found that 20% of the subjects reported having a human resource dominant frame and few showed dominance in the other three frames, political, symbolic, and structural. These results are very similar to those found in my study. Only two female subjects reported a political dominant frame, which is the more power-focused frame and the one more associated with male characteristics. The sample of women used in this study was small and the instrument used focused on finding the one dominate frame used my the sample. Although the study found the majority of the women reported human resource as their dominant frame, this does not mean they lack the ability to use the other frames.

A question arose from the findings as to whether the career or job position had an influence on the leadership frame. When the women were divided into the three administrative levels (vice president, director, and assistant director), the only political dominant frame reported was at the VP level. Job responsibilities and role could possibly demand a certain view point from the individual and therefore influence the dominant

frame. Bolman and Deal's (1991) research found that of the administrative subjects, 71%

reported high levels of political frame, 67% structural, 51% human resource, and 17%

symbolic. They do not report the job position or level of the individuals, however, it

would be interesting to see if there is a correlation between responsibilities and reported

frames. Bolman and Deal (1991) did not focus on gender either; further research on roles

and responsibilities as well as dominant frames among the males in the same positions

could be valuable.

Levinson (1978) explains that the mentor relationship is "complex but

developmentally important" (p. 97) and this observation is echoed by one of the

participants. Participant 6 reported having no mentor, and explained, "I was lost, because

there was no one above me I looked up to." She discussed more in her interview how she

struggled finding herself, a career she enjoyed, and even when she found a career she

struggled finding support from her supervisors and potential mentors as well as

confidence in herself. It appears participant 6 needed the support in her leadership

development.

Kram (1983) explains the function of a mentor is to provide both career support

and psychological support. Through the interviews, two major themes of support were

found from both genders; professional development and personal development,

supporting Kram's theory. Of the six women interviewed, 5 reported having a male

mentor and 4 reported having a female mentor, who were said to have helped the women

develop professionally and personally. The research of Levinson and Levinson (1996) found that one third of the male mentors only provided occupational development, which was not borne out in my study.

This study was able to delve deeper into the two functions of a mentor and found that in the function of professional development, two major subthemes emerged: relationship building and strategic or political development. Of the male mentors, three reported helping with the political professional development and two with the relationship building and communication skills. No males were reported teaching both subthemes of professional development. Of the four women mentors, one helped with the political side, two helped develop the relationship building side, and one mentor helped develop both sides. This is important to note, because there could be valuable information in knowing where the skills for both the subthemes are coming from. Political and relationship skills in the work place are needed to be successful; looking further into understanding how women obtain these skills could provide knowledge about the inequality in higher level leadership positions between the genders.

According to research by Hytrek (2000), women reported how their male mentors were unwilling to help them develop in the workplace, as some researchers suggested could be an issue with cross-sex mentors. In my study, there were more males mentors than female mentors reported by the participants. What was interesting in the results was that the participants reported no negative experiences with male supervisors or potential mentors. All six women interviewed talked about having major negative experiences with female supervisors and not with males.

When discussing the negative experiences with their supervisors, three main reasons for the lack of a relationship was found; inconsistent, not genuine, and lack of guidance or support. Several possible reasons could cause this, such as there are more female supervisors at that level so statistically there would be a greater chance of negative relationship with females. The second possible reason could be that the expectations from the women of their supervisors and what those supervisors could provide did not match. Quinn's (1988) competing values model may offer an explanation. He discusses the demands of individuals on their leaders or supervisors and at times they are contradicting or hard to provide consistently. If a supervisor could not provide the support needed, it would be difficult for a mentor relationship to develop and conflict could arise. In my study, the women interviewed reported their supervisor was not providing them with the development and support they sought and needed. Participant 6 reported her supervisor was "an absent boss." Participant 1 explained how she wanted to have a professional relationship with her supervisor since she was new to the job. Unfortunately, Participant 1 reported that her supervisor was "taking her personal life issues out at work and this came off very aggressive and that she didn't care." For one half of the participants the support and development needed was not being supplied by their mentors and conflict occurred.

Thompson (2002) found 35.6% of the subjects were balanced, meaning they utilized all four of Bolman and Deal's leadership frames, and the remaining 64.4% were unbalanced using one or two frames. Those who reported being balanced were also reported as being effective and admired supervisors (Thompson, 2002). The results in my study had no women who reported as balanced and few had a close second frame. The

question arises; how do individuals learn the skills to use all four frames and think in multi-frames? From the interviews, the women reported learning a great deal from their mentors. It would be interesting to compare the women's frames and their mentor's and supervisor's frames, to see if there is a correlation. If individuals are learning the majority of their leadership style from their effective supervisors and mentors then perhaps organizations should make sure that there is time and efforts put into developing the supervisor's skills to be effective mentors.

Montague (2011) found very few female student affairs officers that reported a political dominant frame and explains the reason why higher education lacks the political dominant frame is because "there is no existing framework for understanding the intricate dynamics of political behaviors in organization," (p. 66) as well as the political term holds a negative connotation that leaders do not want to explore that frame. If time is put into helping supervisors learn all four frames to be effective mentors and leaders, they can help develop those skills and understanding of all frames in working with their mentees.

The interviews revealed struggles faced by many of the women. Issues with finding confidence and family balance were mentioned by half of the women. Eagly (2007) and Catalyst (2007), talk about the struggles women in leadership positions face, such as the double-bind and family balance. Participant 2 explained how she struggles to decide if she should have a child while building her career as many people have told her that she would never come back to work if she had a child and stopped working. Participant 5 discussed issues of finding confidence at work, that she often was seen as a young female who did not know what she was doing. She struggled to find balance

43

between being her authentic "silly" self but also being respected by the higher-level administrators. What is interesting and worth noting is, both of these women reported struggles that their female mentors could empathize and help them overcome the perceived barriers. This suggests that having a female mentor is valuable in getting advice from the female perspective especially in a male dominated profession such as higher education.

The women interviewed experienced many struggles and many accomplishments through their years in higher education and in developing their leadership style. Flanagan (2002) studied women in higher education and found that after the women went through the phases of Knowing Oneself and Taking Action, the women had a greater sense of supporting others. The women wanted to help others in their journey of leadership development; they became mentors and even created formal mentor programs (Flanagan, 2002). Flanagan (2002) explains in the study that the women who wanted to assist others had a solid concept of their own leadership style, without that understanding it may be hard to support and teach others. Perhaps this could be one reason for supervisors not becoming mentors for the women in my study. Those supervisors did not have an understanding of themselves in the leadership or mentor role and that could have caused conflict.

Conclusions

The results of this study showed that there is a dominant leadership frame reported by the women subjects, the human resource frame. Although this study had a small sample, the results contradict Bolman and Deal's (1991) findings. Their research found that higher education administration has the highest level of using the political

44

frame but overall the subjects did not have one dominate frame. Their study included males and females and had a larger population, however, the 76% of the subjects in my study reported a dominant frame of human resource. This is a significant percentage of the women having one frame, however there may be other factors causing the dominant frame such as job responsibilities and duties, culture of the workplace, and/or learning from mentors. The women interviewed spoke about the qualities and skills they learned from their mentors that reflect the qualities of the human resource frame. From the responses of the interviewed women the mentors were a factor in the women's leadership development.

The mentors, of both genders, helped support and develop the women in professional and personal ways. Every mentor was reported to help in professional development as well as personal development. This shows that a mentor relationship is a valuable one that connects with multiple aspects the women's lives. The study also found that when the women were faced with struggles, the female mentors were the ones to help them navigate the conflict. The relationship can also result in a negative experience as the women reported with those supervisors whom they had conflicts with. The supervisory role is a powerful position, which can create a positive developmental opportunity or can cause challenges between the supervisor and employee.

Overall, the study found that the women participants did have a human resource dominant frame, which may be a result of the position they hold and how they are learning leadership. The women's mentors were extremely significant and impactful to their lives, both professionally and personally. All the women reported learning skills and lessons on how to be effective in their leadership position from their mentors. Each

45

woman had at least one struggle they faced in the workplace regarding a personal attribute (confidence, family balance, meaningful work), which the mentors helped in resolving the conflict. Regardless of gender, the support and guidance the women received from their mentors provided them with what they needed to learn about themselves on a professional level but also a personal level. Learning about themselves ties into what the women do in their profession and how they lead.

Recommendations for Practice

Based upon my findings and conclusions, I recommend the following:

1. Create a mentorship program at Rowan University for new women professional administrators to help provide those women with the support and skill needed to be successful leaders.

2. Create a networking opportunity at Rowan University for women leaders to share their experiences and learn from one another.

3. Create a workshop for supervisors to learn about effectives ways to become a mentor and provide support for their employees.

Recommendations for Further Research

Based upon my findings and conclusions, I recommend the following:

1. A study should be done looking at both genders to be able to compare their leadership frames as well as their experiences with same-sex and cross-sex mentors.

2. A study should be done to explore the differences among leadership frames between the different higher education departments and position levels.

3. A study should be done to expand on this study and interview the mentors and supervisors of the women interviewed to look at another perspective of the women's leadership development from the perspective of the mentee and mentor, using specifically Quinn's competing values model in analyzing expectations of both mentee and mentor.

4. A study should be done to dive deeper into reasons for negative experiences with the female supervisors.

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Appendix A

eIRB Approval Email

Rowan University

DHHS Federal Wide Assurance Identifier: FWA00007111
IRB Chair Person: Harriet Hartman
IRB Director: Sreekant Murthy
Effective Date: 2/28/2016

eIRB Notice of Approval

STUDY PROFILE

Study ID:	Pro2015000740		
Title:	INFLUENCE OF MENTORS ON FEMALE LEADERSHIP DEVELOPMENT AMONG HIGHER EDUCATION ADMINISTRATIVE PROFESSIONALS		
Principal Investigator:	Burton Sisco	**Study Coordinator:**	None
Co-Investigator(s):	Courtney Van Leuvan	**Other Study Staff:**	None
Sponsor:	Department Funded	**Approval Cycle:**	Twelve Months
Risk Determination:	Minimal Risk	**Device Determination:**	Not Applicable
Review Type:	Expedited	**Expedited Category:**	6 7
Subjects:	28		

CURRENT SUBMISSION STATUS

Submission Type:	Research Protocol/Study	**Submission Status:**	Approved
Approval Date:	2/28/2016	**Expiration Date:**	2/27/2017

Pregnancy Code:	No Pregnant Women as Subjects Not Applicable	**Pediatric Code:**	Not Applicable No Children As Subjects	**Prisoner Code:**	Not Applicable No Prisoners As Subjects

Protocol:	Protocol_vanleuvan interviewqueations2:28:16.docx survey questions	**Consent:**	There are no items to display	**Recruitment Materials:**	email

* Study Performance Sites:

Glassboro Campus   201 Mullica Hill Rd Glassboro, NJ 08028

ALL APPROVED INVESTIGATOR(S) MUST COMPLY WITH THE FOLLOWING:

1. Conduct the research in accordance with the protocol, applicable laws and regulations, and the principles of research ethics as set forth in the Belmont Report.

2. **Continuing Review:** Approval is valid until the protocol expiration date shown above. To avoid lapses in approval, submit a continuation application at least eight weeks before the study expiration date.

3. **Expiration of IRB Approval:** If IRB approval expires, effective the date of expiration and until the continuing review approval is issued: **All research activities must stop unless the IRB finds that it is in the best interest of individual subjects to continue. (This determination shall be based on a separate written request from the PI to the IRB.) No new subjects may be enrolled and no samples/charts/surveys may be collected, reviewed, and/or analyzed.**

4. **Amendments/Modifications/Revisions** : If you wish to change any aspect of this study, including but not limited to, study procedures, consent form(s), investigators, advertisements, the protocol document, investigator drug brochure, or accrual goals, you are required to obtain IRB review and approval prior to implementation of these changes unless necessary to eliminate apparent immediate hazards to subjects.

5. **Unanticipated Problems**: Unanticipated problems involving risk to subjects or others must be reported to the IRB Office (45 CFR 46, 21 CFR 312, 812) as required, in the appropriate time as specified in the attachment online at:
http://www.rowan.edu/som/hsp/

6. **Protocol Deviations and Violations** : Deviations from/violations of the approved study protocol must be reported to the IRB Office (45 CFR 46, 21 CFR 312, 812) as required, in the appropriate time as specified in the attachment online at:
http://www.rowan.edu/som/hsp/

7. **Consent/Assent**: The IRB has reviewed and approved the consent and/or assent process, waiver and/or alteration described in this protocol as required by 45 CFR 46 and 21 CFR 50, 56, (if FDA regulated research). Only the versions of the documents included in the approved process may be used to document informed consent and/or assent of study subjects; each subject must receive a copy of the approved form(s); and a copy of each signed form must be filed in a secure place in the subject's medical/patient/research record.

8. **Completion of Study:** Notify the IRB when your study has been stopped for any reason. Neither study closure by the sponsor or the investigator removes the obligation for submission of timely continuing review application or final report.

9. The Investigator(s) did not participate in the review, discussion, or vote of this protocol.

10. Letter Comments: *There are no additional comments.*

Interview Questions

Rowan University

Interview Questions

1. (for interviewer) Current level in position (director, assistant, etc.)

2. Tell me a little about your childhood, where are you from, siblings, family?
-age?

3. Educational Background?
-college
-highest level of degree?

4. Job history, how did you get to your current position?
-any struggles/challenges?

5. Please tell me about your most influential mentors you have had.
-what type of leader would you say they were? qualities you learned from them.
- gender?

6. Have you had any bad experiences with people who were supposed to be mentors or could have been?
-why did it not work out?
-gender?

7. How would you say these individuals have influenced your leadership style, if you think they have?

LEADERSHIP ORIENTATIONS

This questionnaire asks you to describe yourself as a manager and leader. For each item, please give the number "4" to the phrase that best describes you, "3" to the item that is next best, and on down to "1" for the item that is least like you.

1. My strongest skills are:
_____ a. Analytic skills
_____ b. Interpersonal skills
_____ c. Political skills
_____ d. Flair for drama

2. The best way to describe me is:
_____ a. Technical expert
_____ b. Good listener
_____ c. Skilled negotiator
_____ d. Inspirational leader

3. What has helped me the most to be successful is my ability to:
_____ a. Make good decisions
_____ b. Coach and develop people
_____ c. Build strong alliances and a power base
_____ d. Inspire and excite others

4. What people are most likely to notice about me is my:
_____ a. Attention to detail
_____ b. Concern for people
_____ c. Ability to succeed, in the face of conflict and opposition
_____ d. Charisma.

5. My most important leadership trait is:
_____ a. Clear, logical thinking
_____ b. Caring and support for others
_____ c. Toughness and aggressiveness
_____ d. Imagination and creativity

6. I am best described as:

_____ a. An analyst
_____ b. A humanist
_____ c. A politician
_____ d. A visionary

Appendix D

Interview Consent Form

Influence of Mentors on Female Leadership Development among Higher Education Administrative Professionals

Informed Consent for Interviews or Interviews with Record Reviews (Expedited Review with identifiers)

Please read this consent document carefully before you decide to participate in this study.

You are invited to participate in a research study about understanding leadership development and experiences of selected female administrators at Rowan University. This study is being conducted by researchers in the Department of Education Services and Leadership at Rowan University. The Principal Investigator of the study is Dr Burton Sisco and the co-investigated is Courtney Van Leuvan.

Participation in this study is voluntary. If you agree to participate in this study, you would be interviewed for about one hour. The number of participants in the study is 28, only six will be chosen to be interviewed. The six will be chosen from the pool of participates who completed the short questionnaire.

There is little risk in participating in this study. Your identity will be kept confidential to the extent provided by law. No one other than the researchers would know whether you participated in the study. Study findings will be presented only in summary form and your name will not be used in any report or publications.

Participating in this study may not benefit you directly, but it will help us gain a better understanding of leadership experiences among female higher education administration. *Your participation in this study is completely voluntary. If you choose not to participate in this study, this will have no effect on the services or benefits you are currently receiving.* You may skip any questions you don't want to answer and withdraw from the study at any time without consequences.

If you have any questions about this study, please contact Dr. Sisco at sisco@rowan.edu or Courtney Van Leuvan at vanleu99@rowan.edu. If you have questions about your rights as a research participant, please contact the Rowan University SOM IRB Office at (856) 566-2712 or Rowan University Glassboro/CMSRU IRB at 856-256-4078.

YOU WILL BE GIVEN A COPY OF THIS FORM WHETHER OR NOT YOU AGREE TO PARTICIPATE.

Social and Behavioral IRB Research Agreement

I have read the procedure described above. I voluntarily agree to participate in the procedure and **I have received a copy of this description.**

Name (Printed) _____

Signature: _____

Date: _____

Principal Investigator: _____ Date: _____

Online Survey (Alternate Consent)

You are invited to participate in this online research survey entitled Influence of Mentors on Female Leadership Development among Higher Education Administrative Professionals. You are included in this survey because you are a female administrator at Rowan University. The number of subjects to be enrolled in the study will be 28.

The survey may take approximately 10 minutes to complete. Your participation is voluntary. If you do not wish to participate in this survey, do not respond to this online survey. Completing this survey indicates that you are voluntarily giving consent to participate in the survey. We expect the study to last until the end of March 2016. The purpose of this research study is to investigate the leadership development and experiences of selected female administrators at Rowan University.

There are no risks or discomforts associated with this survey. There may be no direct benefit to you, however, by participating in this study, you may help us understand possible influences of leadership development for women and strides can be made to lessen the gap between women and men in leadership positions in society and on college campuses.

Your response will be kept confidential. We will store the data in a secure computer file and the file will be destroyed once the data has been published. Any part of the research that is published as part of this study will not include your individual information. If you have any questions about the survey, you can contact me at the address provided below, but you do not have to give your personal identification. Please complete the checkbox below.

To participate in this survey, you must be 18 years or older.

Place a check box here   ☐
Completing this survey indicates that you are voluntarily giving consent to participate in the survey   ☐