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Date

Stephen Linenberger, Ph.D., Chair

Jaci Jenkins Lindburg, Ph.D., Committee Member

Jennifer Moss Breen, Ph.D., Director

Gail M. Jensen, Ph.D., Dean
WOMEN LEADERS IN HIGHER EDUCATION: OVERCOMING BARRIERS THROUGH TRANSFORMATIONAL LEADERSHIP

By
SUMMER O’NEAL

A DISSERTATION IN PRACTICE

Submitted to the faculty of the Graduate School of Creighton University in Partial Fulfillment of the Requirements for the degree of Doctor of Education in Interdisciplinary Leadership

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Abstract

This study identified barriers to leadership emergence and documented leadership behaviors of a purposeful sample of successful women in private faith-based institutes of higher education. Gender, glass ceiling, mentorship, collaboration, and observation emerged as the four main themes that undergird most barriers to leadership in this context. Using a qualitative multiple case study methodology approach, the study also uncovered ways transformational leadership can be used as a developmental tool to overcome these barriers. Interviews, historical research, observation, and field notes were gathered to illustrate different perspectives on experiences and behaviors of women in private faith-based institutes of higher education. The results of these interviews established a framework for disseminating and applying information, tips, and insights on transformational leadership behaviors among women in this context through the use of a mobile app for leadership development. The proposed app provides an interactive, practical approach to facilitating leadership development whereby transformational leadership strategies are collectively shared to promote and encourage women in private faith-based higher education settings to pursue and continue their leadership development.
Dedication

This dissertation is dedicated to my daughter, Aidan O’Neal, who brightens up each day. Never give up on yourself my little honeybee…you can do anything!
Acknowledgments

I would like to start by offering my appreciation to God. I would also like to thank Dr. Stephen Linenberger and Dr. Jaci Jenkins Lindburg, whose guidance has been invaluable during this process.

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CHAPTER ONE: INTRODUCTION

Introduction and Background

The purpose of this study was to identify barriers to leadership emergence and document leadership behaviors of a purposeful sample of successful women in private faith-based institutes of higher education. The study was conducted using a qualitative multiple case study methodology approach to uncover ways transformational leadership can be used as a developmental tool to overcome these barriers. According to Creswell (2007) “case study research involves the study of an issue explored through one or more cases within a bounded system” (p.73). The transformational leadership lens was used because it is the most studied leadership theory thus it was used as a lens for leadership development. The use of transformational leadership was also important because it was necessary to determine if the four primary behaviors that constitute transformational leadership (inspiration motivation, intellectual stimulation, idealized influence, and individualized consideration) were present within the case studies (Transformational Leadership, n.d.). While the study document leadership behaviors, the idea would be to create a technology-based training and development solution to the problem of women overcoming barriers in male-dominated leadership positions in higher education.

Transformational leaders inspire while creating a big shift in thinking and behaviors. From Oprah Winfrey to Brene Brown, transformational leaders have similar behaviors that can be learned and practiced to empower transformational leadership (Vernon, 2015). According to Eagly (2013), women have been known to adopt transformational leadership styles because the neutral middle ground brought on by the
adoption of the leadership style is likely to bring women success in leadership. This study is essential because as current research suggests that women are still struggling for equal rights and lack the opportunities that men are often given, other research indicates that successful women who have broken the glass ceiling have similar Transformational Leadership behaviors that can be learned, taught and put into action (Vernon, 2015).

Qualitative data were explored to discover the bearing that transformational leadership behaviors women within private faith-based institutes of higher education have learned and put into action for the purpose of advancing their careers.

As the country faces inequalities, women are being called on to advance each other through mentorship. According to Drexler (2014), Women are finding it harder to find mentors, but this study provided data to show that women in private faith-based institutes of higher education agree that a mentor was key to their advancement. Drexler (2014), goes on to state that successful females are not lifting others through mentorship and are keeping their keys to success to themselves which does not benefit workplace equality. The research is clear, there is inequality between men and women in the workplace, but as the county shifts, there are small victories that are being celebrated. Tim Armstrong, CEO stated, "Having more women leaders is actually an enhancement for the entire corporation.” He is committed to filling at least half of the leadership positions in his company with women by 2020 (Breland, 2017).

The struggle women have had over the decades, continues to be real for women when advancing into leadership. Women continue to face obstacles brought on by gender and the glass ceiling, but through mentorship, women have seen significant advancements. In 2015, 71% of the country still saw a need to make the workplace equal for men and
women, and almost half of the country said that women face gender discrimination in the workplace (“Women in Leadership,” 2015). With only a tenth of senior-level positions filled by women in 2017, the inequality is significant. In fact, women hold 45% of the entry-level positions which lowers the earning potential for women (Webb, 2017).

**The Role Model Exemplars**

Unfortunately, even with mentorship, representation among women in leadership roles across institutions of higher education in the U.S. In fact, the first female university president, Frances Willard, was not appointed until 1879 (National Women’s History Museum [NWHM], n.d.). Frances Willard was the first female university president in the United States quoted as saying “let us have plain living and high thinking” (‘Frances E Willard’, n.d., para.1) and lived her life in the same fashion. Even in 1879, women were fighting for equal rights, and Frances Willard made her impact on education and advocating for women’s right to vote. Similarly, Harriette Cooke continued the fight for women’s equality, becoming the first full professor with a salary equal to her male peers (Bergantzel, 2011).

Research shows that the fight for women’s equality and the lack of women in leadership positions keep organizations from capitalizing on the unique skills and ability women bring to the workplace (Eagly & Carli, 2007; Eagly & Karau, 2002; Johnson et al., 2008). According to Eagly (2013), women are better at giving attention to human relationships, which is a unique skill they bring to the job. Women also take a more positive approach in the workplace, which can make them better leaders than their male counterparts. The double standard that keeps women from rising to the top also limits the opportunity to address and change the discrimination and equality that affect women in
many organizations. As organizations grow, women are still the minority in leadership, and the numbers prove women are not equal in the workplace, even after women like Frances Willard and Harriet Cooke successfully navigated the female leadership labyrinth.

Hillary Clinton was the first female, major political party nominee in the United States who, most recently, successfully navigated the labyrinth; however, even a milestone such as this has not yielded positive change that addresses issues like gender roles in the workplace, equality in the workplace, and equal pay for men and women. During the 2016 presidential campaign, there was an expressed desire by all parties to address the issue of gender bias, and organizations are currently prioritizing the issue of gender bias (Weber, 2016). Role model exemplars like Frances Willard, Harriet Cooke, and Hillary Clinton are a few that demonstrate the struggle of past female transformational leaders who have pierced the glass ceiling but not changed our societal outlook on gender.

**The Role of Gender & Male Allies in Society**

Our society sees many roles as male-dominated, but those roles are changing. There is an inequality in the workplace that women continue to encounter because of the gender roles men and women hold (Heilman, 2001). The problem is that women navigating through the ranks of an organization into leadership are still facing barriers that men do not face. For instance, gender role, equal rights, equal pay, and discrimination are just a few barriers women face. The “glass ceiling” was a previous metaphor used to explain the barriers that held women back from advancing. However, Eagly and Carli (2007) have argued that the glass ceiling metaphor no longer fits,
because the barriers that women face are penetrable. Still, in 2017, there are gender role perceptions women face and must overcome to advance into leadership. Gender role perceptions continue to hold prejudices in place for female administrators in higher education, and few female administrators have pierced the glass ceiling (Longman & Laffreniere, 2011). Eagly and Karau (2002) described the gender role perception women face is in regards to prejudice, because men are still preferred as leaders and, when women do become leaders, they are judged and seen as less effective. Thus, this study examined how transformational leadership behaviors could contribute to the way females overcome organizational barriers and ascend to leadership positions. Moreover, this study identified leadership behaviors of women in private faith-based institutes of higher education who have overcome barriers and attained leadership positions.

Eagly and Carli (2007) identified gender role perceptions as a hindrance to women’s advancement in higher education leadership. In fact, after 40 years of Title IX legislation in the U.S. education system, academia has not achieved gender equality (Creedon, 2013). Even though Title IX prohibits discrimination of any kind, women still do not occupy many leadership positions and are facing a wage gap (U. S. Department of Labor, 2010).

Research has shown that assertive female leaders are seen as less likable; however, when men show assertiveness, they are seen as strong. According to Katsarou (n.d.), in a study conducted at Columbia Business School, a successful female Silicon Valley venture capitalist was less likable and therefore unworthy of being hired. The venture capitalist, Heidi, was disliked for being more assertive, unlike her male counterpart. Furthermore,
women are as equally determined as men but are up against many barriers, such as stereotyping and have fewer role models.

The essence is that research has demonstrated a negative correlation for women between power and success. For men, the relationship is positive, i.e., successful men are perceived as more powerful and are revered. A fundamental challenge to women’s leadership arises from the mismatch between the qualities traditionally associated with leaders and those traditionally associated with women (Katsarou, n.d., p. 1).

It is important to note that, as women continue to face barriers and gender bias, there are men championing women’s advancement through a change in culture. For example, DallVechia (2017) is one of many men who has supported women’s advancement.

Moreover, men who champion women’s advancement must acknowledge that emotional intelligence is a strength of leadership, and they must not play into the adage that it is a weakness. Whether it be emotional intelligence or vulnerability, the barrier has to be addressed by both men and women. The workplace conversations, expectations, and behaviors need to change for women to progress in the workplace (DallVechia, 2017).

Rationale

The rationale for the study was to examine female leaders in private faith-based institutes of higher education and provide insight into identifying the barriers they face and the leadership behaviors that have contributed to their success as higher education leaders. “Despite the advancement of women in the workplace, female leaders comprise 28.3% of CEOs of all organizations” (Johnson et al., 2008, p. 39). Gender role plays an important part in how women are stereotyped in the media, in the
workplace, and in the world (He, 2017). As women rise into leadership, they are effecting change by lifting other women into leadership through mentorship but still face gender biases.

Gender bias is a serious obstacle that women face every day as they attempt to ascend the ranks into leadership. To navigate barriers, a women’s leadership style is to mirror their male counterparts to be accepted in the workplace. Eagly and Carli (2007) indicate that common leadership behaviors entail being kind and nurturing, while agentic traits involve independence and competence. Eagly (2013) states that transformational leadership incorporates culturally masculine and feminine behaviors. Some evolutionary psychologists have argued that leadership is inherent in the male psyche and, as economies formed, men stepped into greater roles, while women took care of the home. These same psychologists also suggested that, as gender hierarchies formed in new economics, men gained power over women (Eagly & Carli, 2007).

Therefore, it can be argued that the influence of gender roles on organizational behavior occurs, not only because people react to leaders regarding gendered expectancies and leaders respond in turn, but also because most people have internalized their gender role to some extent. (Eagly et al., 2003, p. 537)

Despite the research, it is still unknown when gender bias emerges. Kark, Waismel-Manor and Shamir (2012), Scott and Brown (2006) and Eagly et al. (2003) associated specific leadership behaviors with male and female gender roles. Furthermore, the literature reviewed proposes that a leader's gender can bias leadership behaviors by observers (Scott & Brown, 2006). Within organizations, women held to higher standards
often face discrimination in reaching for upper-level leadership positions, unlike their male colleagues (Eagly et al., 2003). Therefore,

the tendency of women to be more transformational than men and to manifest more contingent reward behavior would be intact when men and women occupy the same role, as would the tendency for men to exceed women on the other, less effective styles. (Eagly et al., 2003, p. 572)

Contemporary factors contribute to sustaining stereotypes and prejudice against women's leadership by being the status quo.

The masses of women are not being educated on ascending the ranks of an organization and are just trying to fit the male model to grow within the organization. Women in the workplace have adopted male behaviors and identifications so they too can advance. The idea that women are secondary to their husbands is currently contributing to disconcerting stereotypes and prejudice. Women have made significant strides in the workplace and, by educating the masses and empowering women, they can emerge from their male counterpart’s shadow (Eagly & Carli, 2007).

Feloni (2014) indicates that even when the women are the breadwinners, a woman’s job is less important. The other contributing factor is the perception that women are weaker than their male counterparts. If women identify as women in the workplace, they are pushed down or out of the organization. A woman’s female leadership behaviors are disregarded even though male and female leaders share similar leadership behaviors. Women who hold a title of “manager” are still not being treated as managers. Andrus (2014) suggests that women are weaker in asserting themselves, and decision-making men are superior in these areas. Moreover, this study could uncover the notion that
leadership behaviors, when leveraged, would help women overcome barriers as they ascend into leadership. The importance of women’s roles continues to increase, but despite women’s advancements, women still face inequality (Chu & Posner, 2013).

**Statement of the Problem**

Research has shown that there is a general perception that women lack the leadership skills required to be effective leaders (Carless, 1998). This study considered how transformational leadership behaviors could be used to overcome the barriers women face in ascending to leadership roles in higher education. Over the past 30 years, hundreds of studies assessing leadership styles have been aggregated quantitatively and, from this, the transformational leadership style has been identified as highly effective in most contemporary organizational contexts. Transformational leadership is androgynous as it incorporates both masculine and feminine behaviors. Mixing of these behaviors means that the skills used to lead this way does not necessarily come naturally (Eagly, 2013). Therefore, development of said skills will need to be accomplished through the use of training tools.

**Purpose of the Study**

The purpose of this study was to identify barriers to leadership emergence and document leadership behaviors of a purposeful sample of successful women in private faith-based institutes of higher education. The study was conducted using a qualitative multiple case study methodology approach to uncover ways transformational leadership can be used as a developmental tool to overcome these barriers. The transformational leadership lens was used because it is the most studied leadership theory thus it was used as a lens for leadership development. The use of transformational leadership was also
important because behavioral leadership is determined by a leader's job or environment, and it was necessary to determine if the four primary behaviors that constitute transformational leadership (inspiration motivation, intellectual stimulation, idealized influence, and individualized consideration) were present within the case studies (Transformational Leadership, n.d.). The population affected by this problem consists of working women at all levels of private faith-based institutes of higher education.

Interviews, historical research, and field notes were gathered to illustrate different perspectives on experiences and behaviors of women in private faith-based institutes of higher education. The results of these interviews established a framework for disseminating and applying information, tips, and insights on transformational leadership behaviors among women in this context through the use of a mobile app for leadership development. The proposed app provides an interactive, practical approach to facilitating leadership development whereby transformational leadership strategies are collectively shared to promote and encourage women in private faith-based higher education settings to pursue and continue their own leadership development. Ongoing research continues to be important because historical research suggests that women are still struggling for equality and continue to question how they develop their leadership to rise to the top of an organization (Vernon, 2015).

**Qualitative Purpose Statement**

The purpose of this qualitative dissertation in practice study was to identify and document barriers and develop ways that transformational leadership can be used as a development tool for women in private faith-based institutions of higher education. A qualitative case study research method was the most suitable to answer the stated
research questions as it allowed for the study of women leaders in private faith-based institutes of higher education.

**Research Question(s)**

Multiple case study research can be used to study a specific issue which, in this study, drove the research that used a transformational leadership lens (Creswell 2007). Essentially, the research focused on historical data and the interviewing of each participant answering the following research questions:

1. What bearing do transformational leadership behaviors have on women’s ability to ascend into higher education leadership positions?
2. What barriers do women face when ascending to leadership positions within a private faith-based institution of higher education?

**Aim of the Study**

The aim of this study was to create a technology-based training and development solution to the problem of women overcoming barriers in male-dominated leadership positions in higher education. The idea was to connect the research on a technology-based training and development platform, which can be used by women at all levels of an organization to learn and develop transformational leadership skills. The aim has the potential to lead to the design of a training and development tool that can provide an interactive, practical approach to facilitating leadership development whereby transformational leadership strategies are collectively shared to promote and encourage women in private faith-based higher education settings to pursue and continue their own organic evolution of leadership development.

**Methodology Overview**
A qualitative multiple case study research method was the most suitable to answer the stated research questions, and it allowed for the study of the transformational leadership of female leaders in private faith-based institutes of higher education. Each participant was given an in-depth, 30-minute, semi-structured, recorded interview with nine open-ended questions that took place in a relaxed setting within the confines of a confidential space of the Howard Hughes Executive Center.

Definition of Relevant Terms

For the purpose of this paper, the definitions and relevant terms used throughout the paper are stated in this section. The idea behind providing definitions of key terms is to minimize the misunderstanding of information by providing brief and concise definitions as they relate to the research.

- **Agentic Traits**: Traits that men are thought to have that portray control and assertion, which have been connected with leadership (Linburg, 2014).
- **Ally**: to unite or form a connection or relation between (Merriam-Webster’s online dictionary, 2018).
- **Application (App)**: an application designed for a mobile device (such as a smartphone) (Merriam-Webster’s online dictionary, 2018).
- **Breadwinners**: The member of a family whose wages are the source of revenue for the family (Feloni, 2014). Women have made significant strides in the workplace, empowering them to emerge from their male counterpart’s shadow. The idea that women are secondary to their husbands in 2016 is disconcerting. Feloni (2014) indicated that even when the women are the breadwinners, a woman’s job is seen as less important because a woman’s place is considered
to be in the home. For many years, women have balanced family and work effectively, but a woman’s family may still limit her advancement in the workplace.

- **Cement Wall:** The era when women were expected to stay at home to raise a family and were not welcome in the workplace (Eagly & Carli, 2007).

- **Communal Traits:** Traits, such as concern and compassion for others, that women have been said to portray (Linburg, 2014).

- **Gender Bias:** When examining gender bias, it is important not to confuse the term with sex for this research. Gender (Merriam-Webster’s online dictionary, 2017) is defined as “the behavioral, cultural, or psychological characteristics typically associated with one sex” (2b). Gender bias can then be defined as the trend to favor one gender over another. Gender bias and discrimination are serious barriers that women face every day as they attempt to rise to the top of an organization.

- **Gender Roles:** The studies with the main theme of gender roles used the theme to research and determined if there were mediating effects due to a specific gender. Kark et al. (2012), Scott et al. (2006), and Eagly et al. (2003) associated specific leadership behaviors with male and female gender roles. Although gender roles play a significant role in leadership, the research from the three studies revealed a balance of leadership behaviors associated with gender roles is most effective with regards to leadership.

- **Glass Ceiling:** Glass ceiling is a term describing an invisible barrier that prevents the upward mobility of women in the workplace and keeps them from attaining upper-levels of leadership (Vinkenberg et al., 2011).
Discrimination: Discrimination (Merriam-Webster’s online dictionary, 2012) is “the practice of unfairly treating a person or group of people differently from other people or groups of people” (p. 1).

Labyrinth: The challenging path that women take towards reaching the top leadership positions (Eagly & Carli, 2007).

Leadership Style: In leading an organization, a leader’s leadership style is essential. The research indicates that men and women have leadership styles that can be effective, but women face significantly more barriers in their navigation of leadership positions. For this research, a leadership style is a specific way in which one leads. Research before 1990 establishes that leadership styles were gender stereotypic. Eagly et al. (2003) indicate that women favor a transformational leadership style, so they have the skills to overcome gender role injustice. When women do not conform to gender roles that imitate their male colleagues, they are said not to be meeting their leadership roles.

Mentorship: Mentoring is most often defined as a professional relationship in which an experienced person (the mentor) assists another (the mentored) in developing specific skills and knowledge that will enhance the less experienced person’s professional and personal growth (Management Mentors, 2015, p. 1)

Transformational Leadership: transformational leadership is defined as the goal to “transform” people and organizations in a literal sense, to change them in mind and heart, enlarge vision, insight, and understanding; clarify purposes; make behavior congruent with beliefs, principles, or values; and bring about changes
that are permanent, self-perpetuating, and momentum building (The transformational leadership report, 2007, p. 1).

- **Four Elements of Transformational Leadership:**
  - **Idealized Influence:** Transformational leaders act as role models and display a charismatic personality that influences others to want to become more like the leader (Schieltz, 2017, p. 1).
  - **Inspirational Motivation:** Inspirational motivation refers to the leader’s ability to inspire confidence, motivation and a sense of purpose in the leader’s followers (Schieltz, 2017, p. 1).
  - **Intellectual Stimulation:** Transformational leadership values creativity and autonomy among the leader’s followers (Schieltz, 2017, p. 1).
  - **Individualized Consideration:** Each follower or group member has specific needs and desires (Schieltz, 2017, p. 1).

**Delimitations and Limitations**

With the researcher being the primary source for data collection, every attempt was made to limit the impact of any bias that may have existed. According to Creswell (2003), a challenge of qualitative research is the direct involvement of the researcher in the data collection and analysis process. The researcher limited bias by having each participant respond to the interview questions in writing before the interview was scheduled. The researcher also had each participant review the final transcript of her particular interview prior to finalizing the data, and uploading the data to Nvivo, the analysis computer software program. Once collected, the qualitative data was used to identify themes of the study that the researcher used in support of other research.
(Creswell, 2003). Another limitation of the study was the years of experience of each female leaders employment was not considered in the selection of the purposeful sample.

**Leader’s Role and Responsibility in Relation to the Problem**

A leader’s role is to provide direction and help a team to achieve its goals and accomplish its tasks. The leader should provide training to help identify strengths and weaknesses while motivating a team to accomplish great things within and outside of an organization. As a leader provides training and development, they need to consider ways training can happen effectively and efficiently to benefit the whole team. A leader should lift team members up and help to build belief in themselves. Moreover, a leader is someone who inspires each individual to be the best version of him/herself and empowers a synergy among the team. Women will continue to face barriers until other female leaders set the example to affect positive change toward women in the workplace.

Throughout history, the roles of women have changed with women working out of the home and becoming the sole breadwinners in the household. Even with women gaining access to leadership roles, prejudice and discrimination continue to slow and even block women’s advancement into leadership roles (Eagly & Carli, 2007).

**Significance of the Study**

The findings of this study may be of interest to both women in the workplace and employers of women in the workplace because current research suggests that women are still struggling for equal rights and to attain opportunities that are automatically given to men. The outcome of this study has the potential to help women in all levels of a private faith-based institute of higher education apply transformational leadership behaviors to overcome barriers they face in navigating the ranks within organizations. Furthermore,
transformational leadership allows for a balance of agentic and communal traits (Eagly, 2013). Consequently, the effect of more women in leadership would contribute to equality in the workplace between men and women. The research may also be beneficial to women if leadership in higher education is more attainable than other industries.

Summary

In summary, there are many benefits to breaking down gender roles and achieving equality for women in the workplace. There are also benefits in using a technology-based training and development tool to facilitate leadership development. Chapter 2 reviews literature on women in the workplace, barriers women continue to face, and the role of transformational leadership in the advancement of women. Chapter 3 then focused on the methodology and implementation of this research study, including an explanation of how the data were collected and analyzed.
CHAPTER TWO: LITERATURE REVIEW

Introduction

A review of relevant literature that served as the basis for the study is contained in this chapter. The review of the literature includes a history of women’s struggle for equality and data in regards to women’s wages and the pay gap between men and women. In addition, this review included the major themes of gender role perception and transformational leadership as well as research that addresses why discrimination, gender bias, and social perception still exist. Finally, the review provided a comprehensive look at the transformational leadership style to consider whether the leadership behaviors would assist women as they ascend into higher education leadership. The chapter concludes with a summary of the literature review on women leaders in higher education.

Given their low numbers in leadership roles and ongoing challenges, women are greatly underrepresented as a gender within institutes of higher education, despite making up more than 70% of the profession (Gupton & Slick, 1996). For example, in 2008, it was reported that women made up 23% of upper-level positions within higher education (Catalyst Research, 2015). Even as women do find ways into leadership within higher education, they are still under-represented, and wage gaps continue to exist. According to Catalyst Research (2015), women are earning 87.2% of what men earn. Moreover, there is a great deal of research and many researchers who have indicated the capabilities women have when asserting transformational leadership behaviors, and still, highly capable women continue to face major barriers that keep them from ascending into leadership.
With women in the leadership positions in the workplace other women would be better empowered to lift other women into leadership (Chu & Posner, 2013).

Only 4.2 percent of Fortune 500 CEOs are women. Even outside of senior leadership positions at the most elite companies; few women find themselves leading the workplace. Overall, women hold only 38 percent of the management positions across the country. (Chu & Posner, 2013, p. 24)

As previously stated, not having women in leadership positions keeps organizations from capitalizing on the unique skills and ability women bring to the job while also limiting the opportunity to address and change discrimination and promote equality.

When searching the literature, the researcher focused on major themes and several subthemes. Initially, the review of literature centered on research about the history of women’s rights, the wage gap between men and women, and Title IV. Following the history of women’s rights, there were four major themes identified and research to support the barrier each theme plays in women’s advancements. Once themes and subthemes were identified, discussed, and supported by research, there was an integration of the transformational leadership style. The research focused on the characteristics of the leadership style and literature that discussed the leadership styles of women who have successfully achieved top positions in their private faith-based institution of higher education. The review of literature supported themes of gender roles, transformational leadership, higher education, and mentorship with subthemes of role congruity, gender role perceptions, stereotypes, glass ceiling/cliff, allies, observation, and collaboration. Before discussing themes and subthemes, it was important to review a brief history of women’s equality. To summarize the review of
the literature, a literature map that shows the relationships in the literature summarizes the section (see Figure 1).

![Literature Map]

**Figure 1. LITERATURE MAP**

**A Brief History of Women’s Equality**

As of 2014, according to the Bureau of Labor Statistics, the workforce was made up of 75% women, but there is still a wage gap and limited opportunities for
advancement (U. S. Department of Labor, 2014). According to the same report, women make approximately 83 cents for every dollar made by men, and a woman’s most common occupation is as an administrative assistant. There is an even more significant gap in pay when it comes to women of color. Wages compared between White men and women of Color are significant, as women of Color do not fare well while only paid 65 cents for every dollar made by white males (Gould & Schieder, 2017). Throughout history, women have been fighting for their rights to equality.

Women have fought for their right to vote, for fair and equal pay, and for equality in the workplace. A women’s right to vote came in the form of the 19th Amendment, but even this took over 70 years, and women were not allowed to vote in any election before the amendment (Francis & Hager, 2013). In the 19th and 20th centuries, women battled for equal pay and equality in the workplace and, with slow change, are still fighting today. The new wave of feminism arose in the 1960s and 1970s, taking on a bigger agenda and fight for equal rights and a new view of gender rules (Lewis, n.d.). The importance of women’s roles continues to increase, and more women have become primary breadwinners for their families. While this happens, women continue to face unfair pay practices that undermine their economic security (Chu & Posner, 2013).

On June 25, 1938, President Franklin D. Roosevelt signed the Fair Labor Standards Act, establishing the first federal minimum wage in the United States. Now, 75 years later, wages have not kept up with productivity and inflation. A rise in the minimum wage would help women better support their families and, if the minimum wage were $10.10 per hour, close to 17 million women would benefit from such a raise
Chu & Posner, 2013). Eagly and Carli (2007) describe how the wage gap keeps women and families struggling and is a form of discrimination. Even after men and women are made equal on paper, reports show that, on a national level, there is still a considerable gap in wages that is not going to change shortly (Eagly & Carli, 2007).

In 1963, The Equal Pay Act was passed in an attempt to equalize wages for women who perform the same jobs as men. According to the act, people performing a job that is parallel in “skill, effort, and responsibility, and performed under similar working conditions” (Equal Pay Act of 1963) should not be paid differently because of their gender. Additionally, Title IX of the Education Amendments of 1972 states that discrimination based on sex is unlawful in any federally funded or assisted program. Title IX gave women access to educational institutions that were not accessible before the amendments (U. S. Department of Labor, 1972). Even with these amendments, women still face a significant wage gap, struggle for equality in the workplace, and continue to have rights taken away.

According to O’Hara (2017), the Fair Pay and Safe Workplaces order was revoked by the current U.S. President, making it harder for women to receive fair and equal pay in the workplace. The Fair Pay order was “one of the few ways to ensure companies were paying women workers equally to their male colleagues” (O'Hara, 2017, p.1). Even with legislation, executive orders and policies, there is little equity in the workplace. Evidence throughout history identifies barriers women face, and this review of the literature addresses the question as to what barriers keep women from advancing in the workplace. As a nation, we have made great strides in addressing discrimination and inequality, but when a woman’s wage is still less than her male counterparts, we have far
to go. The holes in the glass ceiling can crack, but barriers have kept the ceiling from being shattered. Although gender roles play a significant role in leadership, the research identifies that some female leaders are affecting change and gender bias as they rise into leadership positions (Eagly, Johannesen-Schmidt, & Van Engen, 2003).

**Gender Role Congruity**

Research has suggested that women are paid less than their male colleagues and experience more hurdles in the hiring process (Eagly & Karau, 2002; Shafrir, 2016). Organizations have perceptions about a woman’s leadership behaviors and believe women are not strong enough to be leaders; therefore, with that idea of gender role, a women’s toughest barrier is the fact that she is a woman (Oakley, 2000). Gender role congruity is a way in which traditional ideas align roles for males and females (Eagly & Karau, 2002). Role congruity explains the persistence of gender bias against female leaders (Eagly & Karau, 2002).

Role congruity theory is grounded in social theory’s treatment of the content of gender roles and their importance in promoting sex differences in behavior. However, role congruity theory reaches beyond social role theory to consider the congruity between gender roles and other roles, especially leadership roles as well as to specify key factors and process that influence congruity perceptions and their consequences for prejudice and prejudicial behaviors (Eagly & Karau, 2002, p. 575).

According to Eagly and Karau (2002), men could be given more advantages over women based on how a leadership role is defined. The more masculine the definition of the leadership role, the less likely women would be potential leaders. Observation of
inconsistency between a woman’s gender role and a perceived leadership role could result in more prejudice toward female leaders (Eagly & Karau, 2002).

The belief people hold about stereotypes and attributes of men and women are not limited to one industry or organization. Additionally, stereotypical beliefs have not changed over time and showed resistance to change (Heilman, 2001). Men and women are different and possess different leadership behaviors. Men characterize as aggressive, forceful, and independent, and women characterize as kind, helpful, and sympathetic (Heilman, 2001). Heilman (2001) provides evidence that stereotypes of men and women prevail in most settings, and even when women are managers, they are considered less effective than their male counterparts. Furthermore, Heilman’s research provides evidence that when a woman manager is considered highly successful, there is less of gender difference. Heilman further explained that it is essential to understand that upper management jobs are typically considered “male” in sex-type, and female gender stereotyping keep women from advancing to these positions. Even if women advance and produce excellent work, stereotyping about women suggests they will not encounter success in activities that men traditionally hold. A woman’s equal work is still seen as inferior to their male counterpart’s (Heilman, 2001).

Gender Perceptions

Gender perceptions are a relevant theme throughout the study. Eagly and Karau (2002) suggest that there is a direct link between gender perception and people’s preference for a male or female leader. In childhood, gender stereotypes are ingrained in children and, as they come of age, they have developed a general idea of the roles men and women should have in many areas of life (Zosuls, Lurye, & Ruble, 2008). In a study
conducted by Garcia-Retamero and Lopez-Zafra (2006), the results indicated that regardless of industry, men were preferred as leaders, and participants manifested a prejudice against the female colleague when she worked in a male-dominated industry. Contradicting Schein’s (1996) “think-manager-think male” (p. 34), the results of the same study indicated that female participants did not think that a female candidate would do as well as a male candidate in the same job (Ryan et al., 2011). With only a small number of women at the top or breaking the highest glass ceiling, the effects of gender perception ingrained during childhood continue to affect women’s advancement. As gender roles and perceptions change, so will the number of women who are advancing into leadership (Garcia-Retamero & Lopez-Zafra, 2006).

In 2014, it was reported that women occupy 3.8% of the chief executive positions in Fortune 500 companies, leaving them underrepresented at the highest organizational levels. Paustian-Underdahl et al. (2014) explain that the reason for the underrepresentation is due to the undervaluing of women as leaders. In fact, Paustian-Underdahl et al.’s meta-analysis study provide evidence that leadership effectiveness is not affected by gender differences; however, the female gender is seen as a less effective leader. Women’s choices are influenced at an early age, and socialization leads women to accept particular gender roles as young adults. Moreover, acceptance of current gender roles allows bias of leadership roles to keep women from advancing (Amano, 1997). Gender perception has made women’s advancement into leadership difficult but is only one form of discrimination to which women are exposed in the workplace.

**Discrimination**
“Women and minorities in visible positions face unreasonable and unequal pressures that traditional CEOs do not experience” (McCullough, 2014, p. 1).
Discrimination in the workplace plays a relevant role in gender equality and women’s advancement. Gender discrimination has been associated with cultural beliefs, policies and workplace practices in the past (Bobbitt-zeher, 2011). As women become more educated and have experienced success in advancing in private faith-based institutions, discrimination is still a barrier. Each day there are more women joining the fight for equality, and even as change happens, the greater reality is that women are not treated fairly in the workplace. Bulkin (2012) discussed the importance of keeping discrimination out of today’s workplace and how the history of non-acceptance has allowed discrimination to continue to manifest in the workplace. Accordingly, discrimination of women in the workplace has become a problem to which people have grown accustomed and continues to be passed on through the generations with no indication of change (Discrimination, 2016). Cultural beliefs are the foundation for discrimination, according to scholars, and no matter how one looks at it, “individuals translate ideas about gender into discriminatory behaviors through sex categorization and gender stereotyping” (Bobbitt-zeher, 2011, p. 766). Likewise, gender stereotyping is something women face in the workplace. To better understand gender stereotyping it is relevant to understand descriptive and prescriptive gender stereotypes.

**Gender Stereotypes**

Stereotypes about men and women are universal, largely used, and slow to change. According to Heilman (2001), men are women are labeled as agentic and communal, respectively. Women leaders are often depicted as communal leaders (Eagly
& Karau, 2002). The characteristics associated with this type of leadership include (a) caring about others, (b) creating and maintaining relationships, (c) empowering others, and (d) transforming others (Eagly & Johannesen-Schmidt, 2001). Even as women learn to balance agentic and communal roles in the workplace to assume new roles, gender stereotypes persist.

Descriptive stereotypes are beliefs about the leadership behaviors a gender has, and prescriptive stereotypes are beliefs about the leadership behaviors a gender should have (Bobbitt-zeher, 2011). According to Wilson and Hang Shin (1983), in higher education, discrimination stems from sex inequalities. Kleihauer, Stephens, Hart, and Stripling (2013) have indicated that prejudice toward female leaders is due to the difference between characteristics typical of women. Communal attributes and characteristics like affection and sympathy are associated with women and contradictory of the perceived characteristics a leader would need. Hence, Heilman (2001) explains that the glass ceiling is perceived as a natural consequence of gender stereotypes and expectations of how women should behave. The overlap exists between prescriptive and descriptive elements of gender stereotypes directly related to attributes for each sex. Consequently, the communal traits of women are seen as bad and good for women, but women are prohibited from adopting agentic traits of men (Heilman, 2001). Traditional gender roles to which men and women grow accustomed add to women’s struggle for advancement. According to Sczesney, Bosak, and Neff (2004), there are two forms of prejudice women leaders’ face:

The first type, the less favorable evaluation of women’s potential for leadership compared to men’s potential, stems from the activation of descriptive beliefs
about women’s characteristics and the consequent ascription of feminine-stereotypical qualities to women, which are unlike the qualities expected or desired in leaders. The second type, the less favorable evaluation of the actual leadership behavior of women compared to men, derives from prescriptive norms. When women break through the glass ceiling to occupy leadership roles, they are in danger of biased evaluations that originate from their nonconformity to the cultural definition of feminist. In the context of the leadership of women, the violation of their traditional gender role results in the dilemma of either being too feminine or too masculine (p. 633).

Furthermore, the results of the study conducted by Sczesney et al. (2004) indicated that gender stereotypes influence leadership perception, and women view leadership differently than men. Furthermore, the research indicated that in a think-manager-think-male environment, stereotypes continue to drive gender bias in regards to judgment and decision-making of leadership.

Even the most qualified women must defeat gender stereotypes by representing themselves as agentic. A women’s representation of being agentic motivates backlash upon the women. Rudman, Moss-Racusin, Phelan, and Nauts (2012) suggest that even after barriers are passed, backlash emerges, and women are judged and face discrimination for showing behaviors outside of what is expected of them. Researchers have asked what motivates and justifies the backlash a woman receives, and the answer is linked to the defense of gender hierarchy. Gender hierarchy was determined to be a motive for backlash and, until women and men are equally powerful, women will continue to be rejected.
Additionally, when women do displace agency in search of power, they contradict the stereotype of the other gender that is ingrained in men and women from childhood and enforced through adulthood. Women who challenge the cultural norms that dictate what is found to be appropriate, as well as beliefs that have been deeply ingrained about gender hierarchies, should not be surprised by the backlash to come (Rudman et al., 2012).

Vecchio (2003) reports that education has traditionally been a female-dominated occupation; however, because the leadership positions in higher education are still dominated by males, the world of higher education mirrors the representation of women in leadership. Oakley (2000) indicates that women do not possess the leadership behaviors required to be strong leaders. The perception of a woman’s leadership behaviors is another way women are stereotyped. If women looked passed these stereotypes and exhibited masculine leadership behaviors, then they face discrimination, but when exhibiting natural leadership behaviors of affection and nurture, women are stereotyped as weak and vulnerable (Welty & Burton, 2011).

According to Welty and Burton (2011), there are leadership behaviors that pertain to each gender, and the equality of the leadership behaviors keeps women below the glass ceiling. Further, the women who have penetrated the glass ceiling are now facing the glass cliff.

**The Glass Ceiling/Cliff**

The glass ceiling metaphor conveys barriers to women’s advancement, and the labyrinth is the new metaphor that conveys barriers, challenges, and forms of discrimination to women’s advancement (Eagly & Carli, 2007). The roles of women
have changed with women working outside of the home and becoming the sole breadwinners in the household. Even with women gaining access to leadership roles, prejudice and discrimination continue to slow and block women’s advancement into leadership positions (Eagly & Carli, 2007).

In the 20th century, women were advancing to leadership positions in higher education, and schools like Harvard University and Princeton University were in the spotlight for advancing women into top leadership positions, breaking the glass ceiling in the field of higher education. Regardless of the advancements of these women, in 2009, only 14% of the public and 7% of the private faith-based universities offering doctoral level degrees were led by women (Longman & Laffreniere, 2011).

After women holding leadership positions in higher education had grown in the 20th century, the campuses experienced a phenomenon known as “the chilly climate.” In fact, the phenomenon was described by Helgesen and Johnson (2010) as the structure of work designed to reflect the realities of a male workforce. The chilly climate was said to be the result of no support from women, even after they attained leadership roles. Due to the phenomenon, many successful women left positions of leadership in higher education. As more women become successful at acquiring leadership positions, the barriers do not disappear, and it is suggested by Ryan, Haslam, Hersby, and Bongiorno (2011) that, once in leadership, women face the glass cliff. The glass cliff includes phenomena like the chilly climate and continued discrimination based on gender. Eagly et al. (2003) indicate that women favor a transformational leadership style, so they have the skills to overcome gender role injustice.
Transformational Leadership

Transformational leadership is positively associated with genuine emotion. The association is a major contribution that supports the plan that transformational leaders are also authentic leaders (Arnold, Connelly, Walsh, & Martin Ginis, 2015). When leaders express how they genuinely feel, they can be models of positive behavior for employees. Accordingly, transformational leaders are leaders who are committed to providing positive work environments, and when a leader can be open to feelings, employees often follow suit. This association is important because leaders are human and, if they can express genuine emotion, then employees feel they too can be genuine with emotions, which can be very helpful to an organization.

Transformational leadership has been around for decades and defined by researchers worldwide, because leadership is continuously evolving, and everyone experiences leadership on his or her terms (The transformational leadership report, 2007). Therefore, transformational leadership is defined as leading with integrity that inspires others to follow and lead themselves (The transformational leadership report, 2007). According to the Transformational Leadership Report (2007), transformational leadership begins with an awareness of one’s thoughts and feelings to affect one’s actions.

The four components of transformational leadership are charisma, inspirational motivation, intellectual stimulation, and individualized consideration. In breaking down the four “I’s” of transformational leadership; we find idealized influence, inspiration, intellectual stimulation, and individualized consideration (Schieltz, 2017). Although there is not a magical ingredient to leading using the four I’s of leadership
there is a magical quality as each leader transforms into her/his own personalized, powerful, and meaningful journey.

The goal of transformational leadership is to “transform” people and organizations in a literal sense, to change them in mind and heart, enlarge vision, insight, and understanding; clarify purposes; make behavior congruent with beliefs, principles, or values; and bring about changes that are permanent, self-perpetuating, and momentum building (The transformational leadership report, 2007, p. 1).

“We develop our own unique, and special way of doing and being that works and creates the results we are looking for” (The transformational leadership report, 2007, p. 1). Transformational leadership is about leading with integrity that inspires others to follow and lead themselves.

Schieltz (2017) goes on to explain the idealized influence as acting as a role model with a personality that influences people. A leader's ability to motivate is what Schieltz refers to by inspirational motivation. Motivating someone takes great communication, enthusiasm, and ability to be positive. The last two I’s of transformational leadership are seen when a leader allows followers to be part of the decision-making process and recognizes the needs of followers (Schieltz, 2017).

In leading an organization, leadership style is essential. The research reviewed indicates that men and women have leadership styles that can be effective, but women face significantly more barriers as they move up the ranks within an organization. For this dissertation, a leadership style is “the manner in which a leader typically provides direction and motivates others” (Jennett, 2008, p. 226). Research before 1990
establishes that leadership styles were gender stereotypic. Therefore, when women did not conform to gender roles, they imitated their male colleagues and were not meeting their leadership roles, which kept them from ascending the ranks of an organization (Eagly et al., 2003). A table by Northouse showing leadership traits over the years provides data that show leaders are still seen as dominant and masculine. It was not until later that leadership traits started to include feminine characteristics like emotional intelligence and agreeableness. Brené Brown (2012) included vulnerability as a required leadership trait. “Re-humanizing work and education requires leaders who are willing to take risks, embrace vulnerabilities, and show up as imperfect, real people. Invulnerability in leadership breeds disengagement in culture” (Brown, 2012, p.1).

It has been argued that “transformational leadership may allow women to avoid the overly masculine impression they can produce by exercising hierarchical control and engaging in narrowly agentic leader behavior” (Eagly et al., 2003, p. 537). The existing claim that women have greater leadership skills is reinforced by a meta-analysis of 45 studies. The results of the study indicate that women’s standard leadership styles tend to be more transformational than that of their male colleagues and are more focused on the aspects of leadership that foresee effectiveness (Eagly et al., 2003). According to Eagly and Carli (2007), significant changes are taking place in the roles of women in our society, and transformational leadership will be at the forefront of the positive changes affecting women ascending the ranks of an organization. The question remains whether change within the workplace will affect discrimination women have faced for many years and continue to face today.
Gender stereotypical studies indicate that transformational leadership should have proven to advance more women into leadership, but these advances have not become a reality for women (Cuadrado, Morales, & Recio, 2008). Women naturally possess the characteristics of a transformational leader. Leaders are transformational when lifting the interest in and gaining acceptance among their followers (Seltzer & Bass, 1990). Women are more relational, family oriented, collaborative, and inclusive of the group, making them better suited for leadership positions (Bass & Avoli, 1994). Even with women possessing more transformational skills and being better suited for a leadership position, discrimination and barriers have kept women from acquiring said positions. Eagly and Chin (2010) proposed that societal perceptions have kept women from advancing to high levels of leadership, even as gender roles shift. Even with more women in top-level leadership positions within higher education, the barriers remain, and women continue to question “male-centric leadership models that limit women’s aspirations regarding leadership” (Dunn, Gerlach, & Hyle, 2014, p.8).

**Higher Education**

Institutes of higher education communities consist of diverse populations that require the use of particular leadership styles and skills to ensure effective leadership and employee commitment. “Transformational leadership styles focus on team-building, motivation and collaboration with employees at different levels of an organization to accomplish change for the better” (Ingram, n.d., p. 1). Bass (1990) indicates that transformational leaders share four primary characteristics: charisma, inspiration, intellectual stimulation, and individualized consideration. While some pieces of leadership are transactional, Bass’s research suggests that transformational leaders have a
larger impact on employees and organizations, including the image of an organization, the potential for and of recruited employees, the training and development of employees, and the overall vision and health of an organization.

Barbuto’s (2005) research conveys the idea that personal motivation correlates with leadership behaviors and emphasizes that organizations should be hiring or training transformational leaders. Barbuto (2005) states “followers of transformational leaders feel trust, admiration, loyalty, and respect towards leaders and are motivated to perform extra-role behaviors” (p. 28). Aronson (2001) connected transformational leadership and two major ethical theories that relate to a leader’s moral development. “According to the current perspective on ethical leadership, transformational leaders morally influence their followers while leaders who employ transactional or directive strategies are unethical” (p. 250). The research supports the theoretical proposition that transformational leaders are also authentic leaders (Arnold et al., 2015).

Teams are an essential part of transformational leadership, and transformational leaders have the ability to establish effective teams. Transformational leadership has been recognized as a critical factor influencing the creativity and capacity of employees to generate ideas for the organization (Deichmann & Stam, 2014). Jo and Shim (2005) indicate that managers need to communicate carefully. The research also provides evidence of the coloration between management’s communication and employees forming trusting attitudes.

Harter, Schmidt and Hayes’ (2002) research supports the relationship between employee satisfaction and engagement. Research has shown that women possess the leadership behaviors and characteristics of a transformational leader that organizations
desire (Eagly et al. 2003; Eagly & Carli, 2003; Vinkenburg et al. 2011). Gender is a barrier that women face and a barrier that may cause women to enhance leadership. Research indicates that women naturally have transformational leadership skills, so what are the advantages of transformational leadership for women?

Transformational leadership is a style that some successful women have adopted to achieve equality within the workplace. Even as the research encompasses the barriers blocking women’s advancement, women are still being denied access to the leader role occupied by their male counterparts. As long as there is a question about whom or what is responsible for organizational success, a woman’s contribution can be denied, and she will continue to be seen as not competent, leaving her skills and ability unrecognized and unappreciated (Heilman, 2001). Kirby et al. (1992) reported that transformational leadership is the style of leadership that affects change, and Eagly et al. (2003) report that women using transformational leadership have the advantage of overcoming discrimination and stereotypes that affect gender bias. Therefore, women ascending the ranks of an organization may be able to overcome barriers by adopting a transformational leadership style or learning transformational leadership behaviors. Women are faced with resistance to their authority when they challenge the traditional female role in the workplace, and adopting a transformational leadership style may lessen the resistance they face, allowing them to ascend the ranks of an organization (Eagly et al., 2003).

Along with the adoption of a transformational leadership style, research indicates that training is essential when ascending into leadership positions and “the good news is that leaders can be created through effective leadership training” (Courtney, 2015, p. 1).
Faith-based institutions.

“Faith-based organizations are among the oldest providers of social and humanitarian assistance, with networks and resources reaching every corner of the globe. Notwithstanding their long history and impressive record, faith-based actors have not yet succeeded in challenging the patriarchal structures, beliefs, and practices that have perpetuated inequality and discrimination against women and girls (UN Women, 2017)”

In today’s society there are spiritual leaders who promote spiritual wellbeing to all and attempt to secure equity and justice for all, but even with this attempt, the majority of spiritual leaders have not addressed the inequality, and discrimination women and girls are still experiencing. According to the UN of Women, faith-based organizations and institutions play many roles in addressing inequality and discrimination against women. Faith reaches a person’s deepest roots and with faith-based organizations and institutions having some of the most advanced, stable, and well-resourced social networks these organizations and institutions have the means to coordinate and execute a social action on a large scale. “Faith-based organizations, institutions, and communities have a pivotal role to play in both interrogating, challenging and proposing alternative power structures so that we can work across race, class, and gender so as to leave no one behind” (Banerjee, UN Women, 2017, p.2 )

Even as many faith-based organizations and institutions have come to respect the diversity of communities, the absence of women in positions of religious authority, men continue to interpret religious doctrine which continues to exclude women largely. “Due to the lack of will, capacity, and/or confidence, male leaders have not fully acknowledged
or confronted gender inequality and its many implications within their faith communities” (UN Women, 2017).

**Training leaders through technology.** “Beginning in the 1980’s organizations increasingly began utilizing technology-based delivery methods for employee training and development” (Beach, 2016, para. 1). Technology empowered learning can be an effective tool woman can use when developing transformational leadership behaviors. Technology-Based training allows for training to happen anytime or anywhere. Women can build leadership skills to enhance or extend content using technology-based training and development tools. A primary benefit of technology-based training is leveraging the scale and scope of training programs” (Beach, 2016, para. 2). Technological tools can help women enhance her abilities and give women access to a world of information, research, and a larger community. “Leadership training can assist in implementing the most appropriate leadership style for your organization and the work you do” (Courtney, 2015). Today mobile devices are essential to community learning and communicating. The portability allows people to adjust to new learning situations and learning happens everywhere. Communication and collaboration have been expanded using a mobile device. Using an application for the training and development of leaders emerges a leader in constant learning encounters and enhances their experience (Shuib, Shamshirbad, & Ismail, 2015). A technological based training and development tool can also connect women in mentorship, as mentorship can help women ascend to leadership positions.

**Mentor Relationships**

Mentorship is a significant part of the leadership development process and women must present a unified front to move forward in acquiring leadership positions. Mentor
relationships can often lead to opportunities for advancement if the mentor is in a leadership position. (Bower, 1993). As women rise, mentors should provide leadership, opportunity, initiate discussion and teach women to reach their potential and to be paid for their value (Babcock & Laschever, 2007). According to Brown (2005), women do not have many mentoring options because higher education administration is dominated by men, particularly the college presidency. Murphy (2016) argued that access to consistent mentorship relationships has higher salaries, more promotions, and a stronger commitment to the organization. Consistent mentorship can be accomplished through the use of training and development too. A technology-based tool can connect women in mentorship and on a global level for a more collaborative approach.

According to Hill and Wheat (2017), 20 years of social science research has confirmed that mentoring is helpful to executive women in advancing to leadership positions (Schipani et al., 2009). For a woman possessing attributes such as intelligence, a strong work ethic, ability, and ambition, mentoring may make the critical difference in advancement to the highest level within organizations (Scanlon, 1997). Likewise, mentors can serve to build women's self-confidence by instilling the idea that they are capable of becoming a college president (Brown, 2005). Research also suggests that “a mentor can buffer an individual from overt and covert forms of discrimination, lend legitimacy to a person or position, provide guidance and training in the political operation of the organization, and provide inside information on job-related functions” (Schipani et al., 2009, p. 100).
Most research on women in higher education shows that women who have mentors or professional relationships with mentors and leaders contribute the relationships to their career advancement (Hill & Wheat, 2017). Female mentors are one of the many factors that advance a women’s career. Research also shows that observation and collaboration can enhance a women’s career.

**Observation.** Observation is an important part of mentorship, and it has been part of training leaders for years. Observe, reflect, and apply are the key ingredients to the quality observer and can help in the professional development of a leader (Chu, 2012). When a mentee utilizes the observation skill, they are able to record situations or behaviors that may help in their leadership. The mentee can document behaviors that they can later implement or recall a situation that may help in the future (Chu, 2012). According to Cox (n.d.) Leaders know how important observation skills are and how much they rely on these skills to add to their body of knowledge. The skill of observing is related to the ability to learn quickly on the go and applying the knowledge to a later situation.

**Collaboration.** Leading through uncertain and troubling times requires collaboration. “Collaborative leadership is about breaking down silos and building trust-based cross-functional relationships. This requires a shift in thinking about who’s your team” (Ambler, 2013, p. 1). A collaborative leader sees a team as peers that can be trusted and a team that is built on strong relationships. The collaboration of a leader unit’s people brings passion and leads by example as so that commitment is inspired by the team’s passion for success (Ambler, 2013). Collaboration can enhance teamwork and lead to success when working towards a common vision. Earley and Mosakowski (2000)
hypothesized that heterogeneous teams create an emerging or a hybrid culture that
reflects “a common sense of identity specific to the group” (p. 26). The research supports
the idea that teams function as “one unit” and that leaders give teams the means to build
strengths and play a part in the molding of who each employee is within the organization.
Moreover, the results of the study conducted by Sanchez and Yurrebaso (2009) have
implications for team building, as they indicate the effect of culture on cohesion.
Research also shows that male allies have the ability to supercharge a woman's career.

**Allies of Women**

When women gather in groups for conferences and events, they often fall into the
habit of focusing on how women can “lift as they climb” but forget to ask for help from
males in the workplace. Aries (2017) suggests that men and women can work together to
build a more equitable world by amplifying to combat unconscious bias at work. Men
and women can build mentor relationships with each other to provide valuable counsel
and support throughout one's career. “Good sponsors can supercharge a woman’s career
by providing her with access to essential networks, bringing her achievements to the
attention of senior-level executives, and recommending her for key assignments,” argued
Ilene H. Lang, President & CEO of Catalyst (Aries, 2017, p. 1). Furthermore, male allies
can help support women in many ways in the workplace. When men call out, question, or
stand up to the gender bias, discrimination, or stereotyping when they see it happen, the
action affects the negative connotation. When men’s voices join women in advocating for
these policies on the corporate, state, and national level, we double our collective power
(Aries, 2017).
Summary

This review of the literature has provided examples of research that strengthen the conversation about women navigating the higher ranks of leadership. Women have always faced barriers making advancement into leadership difficult and, even as some women have pierced the glass ceiling in higher education, there are still barriers women face.

The strength of the research reviewed in the overall consensus that women are facing barriers because of their gender. There is also a consensus that few women have broken the glass ceiling and there are those who may still face more barriers. Eagly et al. (2003) report that women using transformational leadership have the advantage of overcoming discrimination and stereotypes that affect gender bias. Women are faced with resistance to their authority when they challenge the traditional female role in the workplace and, in adopting a transformational leadership style that supports others, they are lessening that resistance (Eagly et al., 2003). Throughout history, women have faced barriers when ascending to leadership for the simple fact that they were women. Perception of what a leader is has been ingrained in us since youth with little change. Even with some institutes of higher education advancing women into top leadership positions, more barriers exist. Therefore, women moving among the ranks of higher education leadership could experience greater success using transformational leadership skills and balance the agentic and communal traits. Training and development through technological tools can benefit women looking to connect through mentorship, women looking for ways to overcome barriers, and women learning to adopt transformational leadership behaviors. In the end, changing the perception of women, the stereotypes held,
giving women the tools to train, and not discriminating will advance more women into leadership.
CHAPTER THREE: METHODOLOGY

Introduction

The purpose of this study was to identify barriers to leadership emergence and document leadership behaviors of a purposeful sample of successful women in private faith-based institutes of higher education. The study was conducted using a multiple qualitative case study methodology approach to uncover ways transformational leadership can be used within a technology-based training and development tool to connect women in mentorship, collaboration, and observation. The transformational leadership lens was used because it is the most studied leadership theory thus it was used as a lens for leadership development. The use of transformational leadership was also important because behavioral leadership is determined by a leader's job or environment, and it was necessary to determine if the four primary behaviors that constitute transformational leadership (inspiration motivation, intellectual stimulation, idealized influence, and individualized consideration) were present within the case studies (Transformational Leadership, n.d.). The population affected by this problem consists of working women at all levels of private faith-based institutes of higher education.

Interviews, historical research, and field notes were gathered to illustrate different perspectives on experiences and behaviors of women in private faith-based institutes of higher education. The results of these interviews established a framework for disseminating and applying information, tips, and insights on transformational leadership behaviors among women in this context through the use of a technology-based leadership and development tool. The study added to the overall discussion of women in leadership
by providing a glimpse of the existing landscape of women who are already in leadership positions within private faith-based institutes of higher education.

Case studies have been used in the field of education since the early 1920’s, but usage has become more increasingly since the 1980’s. One reason case studies have been used more in education is because they make a great teaching tool. Using a case study method can aid in the building of a person’s own knowledge. Case studies do not just transfer knowledge, but it helps a person build their own knowledge in a contextual, social, and interactive setting (Nath, 2005, p. 396). Case study research is one of the most effective ways to test theoretical ideas and bring valuable information through anecdotal study, which allows the researcher to address complexities specific to the educational field like private faith-based higher education (Nath, 2005).

The Role of Theory

The transformational leadership lens was used because it is the most studied leadership theory thus it was used as a lens for leadership development. The use of the lens of transformational leadership allowed for a deeper understanding of the behaviors of women in private faith-based institutes of higher education use to ascend into leadership. “Leedy and Ormrod (2005, p.4) points out: “A theory is an organized body of concepts and principles intended to explain a particular phenomenon.” Case studies are used when asking how, what, or why questions (Amerson, 2011; Andrade, 2009; Yin, 2014). By looking at the behaviors of women in private faith-based institutes of higher education and establishing their connection to the four primary behaviors of transformational leadership the researcher gains a deeper insight into
specific behaviors that can then be used within a training and development tool to
train women in private faith-based institutes of higher education.

Creswell (2007) stated “that depending on the type of research design, the role
of theory varies. For instance, the case study research method intends to
survey how an issue is discovered through one or more cases within a bound.”
Unlike other qualitative research designs, Yen (2008) declares that “the
complete (case study) research design embodies a theory of what is being
studied (Yin, 2008, p. 28) drawn from the existing knowledge base” (Tavallae

Research Question(s)

Multiple case study research can be used to study a specific issue which, in this
study, drove the research that used a transformational leadership lens (Creswell 2007).
Essentially, the research focused on historical data and the interviewing of each
participant answering the following research questions:

1. What bearing do transformational leadership behaviors have on women’s ability
to ascend into higher education leadership positions?

2. What barriers do women face when ascending to leadership positions within a
private faith-based institution of higher education?

Research Design

A qualitative multiple case study research design was used in collecting data from
female leaders in private faith-based institutes of higher education using a
transformational leadership lens. The qualitative methodology can be utilized with any of
five specific traditions: biography, phenomenology, grounded theory, ethnography, or
case study (Creswell, 1998). According to Creswell (2007), the multiple case study approach was the most appropriate method to answer “how” types of questions and because transformational leadership behaviors in private faith-based institutes of higher education is a topic with little research. The multiple data sources and cases allowed for the development of descriptive findings allowing themes to be generated from within the data (Creswell, 2007). The qualitative multiple case study research could contribute to unraveling the issue of male-centric leadership models and improve leadership within organizations by leveraging the unique abilities and transformational leadership behaviors women bring into private faith-based institutes of higher education (McLeod, 2017).

**Participants/Data Sources and Recruitment**

The participants in this dissertation study were a purposeful sample of female leaders who occupy leadership positions in private faith-based institutes of higher education across Southern California such as managers, associate directors, vice chancellors, executive directors, directors, assistant deans or equivalent. The process of participant selection began by building a list of female leaders working in private faith-based institutes of higher education. The researcher reached out to past colleagues being an active member in higher education for the past 15 years; the researcher also reached out to participants that have been recommended by other colleagues, and women within the researcher's current organization. After the researcher created a list of potential participants, the potential participants were invited to participate in the study, via an email invitation. The email invitation included the goals of the study, the interview questions that would be addressed, and an invitation to take part in the study.
Data Collection Tools

Creighton University’s Institutional Review Board granted permission to complete the study prior to the researcher making contact with the participants. The data collection and analysis were established through the selection of, the interview process and follow-up with each participant (Creswell, 2003). This study examined female leaders employed within a private faith-based institute of higher education through in-depth interviewing. For this study, in-depth interviewing was defined as “a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation” (Boyce and Neale, 2006, p. 3). The qualitative study allowed the researcher to use the data to generate themes using Nvivo software to obtain a better understanding of the barriers women face and the leadership behaviors used by women leading in private faith-based institutes of higher education. This was achieved by performing descriptive within-case analyses followed by an analysis of themes across each participant’s case of the study results (Creswell, 2007).

Data Collection Procedures

Initially, a total of 12 female leaders from private faith-based institutes of higher education around Southern California were invited to participate in the study, and out of those 12 invited, the researcher received ten acceptance emails. Of the 10 participants who agreed to participate, only eight participants employed at different private faith-based institutes of higher education within Southern California completed the study. Within a week of sending the formal e-mail request to participate, the researcher scheduled all eight interviews with participants who agreed to participate in the study. A final total of eight
women who serve as leaders in private faith-based institutes of higher education were interviewed using a two-step process. The first step consisted of written interview responses and the second step was a face-to-face interview with each of the eight participants. The reasoning for sending the interview questions in advance was to limit bias and to provide participants with an additional opportunity for deeper reflection on each interview question using their real-life case study. The written responses were collected before the scheduled interviews.

Each set of interview questions received were coded with a number one through eight. Each set of questions were scanned into a secure computer and then protected with a password. Password protected files were kept on a jump drive that was locked in a safe in the principal investigator’s home to ensure privacy and confidentiality of all participants. There was never any information that identified the participants collected or associated with interview questions or audio interview files. After each participant returned their written version of the interview questions, a face-to-face interview was conducted. All eight interviews were recorded using an iPad application called Audio Memos. The researcher collected data, via the interview, and each interviewee was asked the same questions, but the order varied based on the conversation. Participants were asked an additional question during the face-to-face to neutralize institution-specific phenomena and cultural issues that may exist. The additional question was used to ask each participant if they believe they have faced additional barriers that one may not face at a public institution. The participants were asked to describe any additional barriers, and the researcher used data provided by participants to determine any patterns or trends.
Ethical Considerations

There were several ethical considerations in conducting the dissertation in practice “DIP” study. The initial steps were taken to ensure the Institutional Review Board (IRB) granted permission before beginning any process of collecting data. Initially, the principal researcher was granted permission to use a public space within the Howard Hughes Executive Center. After discussions with the researcher's Chairperson, the researcher was also granted permission to use a private secure space within the Howard Hughes Executive Center. Prior to the scheduling of each interview, the researcher asked each participant if a private or public location would be most comfortable, and all eight participants chose to be interviewed in a private secure space. Ensuring a participant’s privacy is protected is an ethical consideration and, as detailed by Locke, Spriduso, and Silverman (2000), several steps were taken to ensure that the privacy of each participant was protected.

Summary

The findings of this study were used to determine if transformational leadership behaviors could have an effect on the advancement of women in leadership and a positive effect on equality for women. The goal is to understand with which leadership behaviors female leaders in private faith-based institutes of higher education identify and understand if these behaviors can assist in overcoming barriers and ascending into leadership. This next chapter is a review of data analysis from all eight interviews covering all nine interview questions.
CHAPTER FOUR: FINDINGS

Introduction

This study was designed with the purpose to provide additional research using the participant’s real-life cases and leadership experiences of female leaders in private faith-based institutes of higher education. In this chapter, there is a review of the data collection procedure and how the results were analyzed. Furthermore, this study examined female leaders in private faith-based institutes of higher education and provided data in regards to barriers and leadership behaviors that have contributed to their current positions in leadership. By examining the female responses to questions regarding obstacles, barriers, leadership behaviors, and real-life cases, the study provides guidance of personal and professional leadership behaviors that women believe have played a part in their obtaining leadership positions in private faith-based institutes of higher education.

Presentation of the Findings

Data Organization and Analysis Procedures

After obtaining IRB approval and having participants who agree to be part of the study that consisted of formal face-to-face in-depth interviews involving nine, open-ended questions (see Appendix B), data were gathered and then analyzed at a later date. All data had been collected via written interview questions and face-to-face interview; the data were transcribed using the secure online transcription software referred to as Voicebase and then verified by the principal investigator using manual transcription. Prior to using NVivo, the principal researcher manually verified all transcribed interviews, gaining perspective about themes found in all eight interviews. Using NVivo,
the principal researcher ran word queries to identify frequently used words and confirm the themes identified in the manual transcription. Once themes were identified, the principal researcher created nodes that were tied to coding stripes. Nodes created within NVivo housed the identified themes, and each coding strip identified where each theme was identified in all eight interviews. Using NVivo 11 software, keywords were identified using a word query and words or synonyms that occurred more than five times were coded by the software. The words were then used to identify themes throughout the data. The themes were then tied to an interview question and then one of the two research questions.

**Basic Descriptive Information for the Study Sample**

This section describes the interviews that relate to each of the nine interview questions with the overarching connection to either Research Question One or Research Question Two.

**Responses to Research Question One**

Participants were asked to answer the interview questions two, five, seven, eight, and nine consistent with Research Question One, “What bearing do transformational leadership behaviors have on a women’s ability to ascend into higher education leadership positions?”

- **Q2**: How would you describe your leadership style and behaviors?

Five of the eight female leaders thought themselves to be a collaborative leader and the other three described themselves as communicators.

P1 would say that she is a very collaborative and forward-thinking leader. She gathers input from her entire team when making a decision and empowers her team to
P1 thought that innovation and collaboration are the most important behaviors in terms of leadership. “My leadership style is collaborative, and I believe in the ‘work hard, play hard’ approach. I like to be inclusive in my decision-making when possible and am committed to supporting my team in their professional and personal development” (P1).

P2 is a collaborative leader who does not like top-down leadership in any situation. She also believes that it is important for a leader to be transparent and straightforward. When she starts any new position, she makes a point to let her team know that she will address things head on and keep the air clean. “Casting the vision that includes input and perspective from various constituents generally lead to greater teamwork and buy-in to effect positive change” (P2).

P3 believes in collaboration and communication. She finds herself over-communicating because most people do not communicate. She also thinks it is important for a leader to understand people outside of their role and to know their goals, so as a leader, you can help prepare them for their next step. “I tend to make sure the right people are on the team to allow for independent producers. I like to set expectations and allow teammates to take the task and make it happen in their own creative way” (P3).

P4 prefers open communication in leading. She likes to get the full scope of what needs to be done and then collaborate with her team. She feels that if somebody understands the reason why he or she is doing something or how it fits into the bigger picture, it helps motivate him or her.

My leadership style is based on organized communication. I feel that when each member knows the full scope of what is going on and the team creates a plan of action, all are more prone to achieve success. I also work to view each team
member as a person first, then by what they bring to the table as far as strengths. (P4)

P5 believes she is a doer and likes to be actively involved in what her team is working on, and serving others. She likes to get her hands dirty and get involved. She feels that, if a leader is not involved every day, the leader can experience a disconnection that may keep him/her from understanding the problems that need to be solved.

I am a strong believer in leading by example and being of service to others. I believe all members of the team are valuable to the mission of the organization. Team roles and responsibilities should be clear. Leaders should provide a strong vision and organizational structure so that each team member can achieve their job responsibilities successfully. (P5)

P6 is a collaborator that will adapt to the task at hand. She adapts to her team or task. She considers what each team member needs and leads from that perspective. “I tend to adjust my leadership style to the task, person and/or team” (P6).

P7 finds herself leading from a mentor approach and believes her approach comes from observing good leaders. Seeing them mentor more and supervise less is what helped her advance, and this is the type of leadership she practices.

Traditional management practices of overseeing, providing approval and reprimanding are necessary at times even though I do not find these practices of traditional management practices to be effective when used alone. I believe that coming from a position of mentorship will benefit employees for years beyond their current position. (P7)
P8 finds herself being an inclusive and democratic leader. She does not believe she is smarter than anyone else and believes that it takes the collaboration of everyone on the team to be successful. “I am an inclusive leader that seeks to be transparent and authentic. I try to work with others as much as possible, communicate well, and be very transparent that seeks to be transparent and authentic” (P8).

Q5: In your opinion, what are the most important characteristics, traits, behaviors, and skills a leader can possess?

Six of the eight participants indicated that mentorship and observation of leaders were the most important behaviors a leader can possess. The collaboration was identified as the top skill a leader should possess.

P1 would say that collaboration and taking the time to establish genuine relationships and partnerships in the organization are important for a leader. She also thinks that being supportive and flexible is also important. “I remember one of my supervisors saying you figure out what stresses the employee and see if you can alleviate that you know” (P1).

P2 stated that the most important is to be a person of integrity, have the strong work ethic, collaborate and be consistent with a positive attitude. SP2 believes it is also “important to communicate, have the difficult conversations and know your stuff.”

P3 has learned that listening is really important and that you can learn the most from observation. She believes that leaders should continue to challenge themselves and always be growing. “In my opinion, the most important would be listening to understand, being a continuous life-long learner in their particular area, being willing to apologize or admit fault, ability to hire great people, and organization” (P3).
P4 thinks that it is important for a leader to be a clear communicator and to have compassion for others. She believes a leader should see individuals as humans first and then what they contribute to the organization. She also believes that a leader should be confident and appreciate the humor. “That is very important in leadership because even if the leader is not a funny person, but they can appreciate the levity that humor brings and honesty” (P4).

P5 defiantly thinks that a leader should communicate effectively while being trustworthy and compassionate. She also believes a leader should set standards and boundaries while being able to work independently or collaboratively. “He or she should understand their purpose and stay true to their values. For me, this includes: trustworthiness, responsibility, be dependable, confident, team-oriented, loyal, caring, compassionate, and wise” (P5).

P6 thinks she would have answered the question differently 5 years ago but believes today the most important skill or behavior a leader should possess is positivity. She believes that positivity is contagious and it can change minds, bring the team out of a slump, and put a positive spin on mundane tasks that have to be done. “When I think important leadership skills, I think of the leadership I currently observe and learn from. The most recent characteristic I have become extremely empowered by is the strength and contagiousness of realistic positivity” (P6).

P7 said that responsibility is the most important behavior a leader can possess. She felt that a leader who takes responsibility builds trust among the team. She also believes that a good leader offers day-to-day support and finds time to check in with the team. “I have worked for leaders who take responsibility for tasks such as training
employees and providing day-to-day support in various ways. This may be seen as something that should be common practice but is not always the case” (P7).

P8 thinks that the very most important skill a leader should have is the ability to provide a vision for the future. She believes that chaos will win if the leader does not have a clear vision. She also thinks that a leader should learn to bring a collective group to the table to ensure inclusive leadership and have different perspectives. “I think that leaders who want to have a homogenized environment where everyone around them just thinks the same is a limitation” (P8).

- Q7: How did you develop your leadership skills while on staff? Where there any steps you took to get into your current position?

Six of the eight participants developed their leadership skills through observation. They observed good and bad leaders and used the skills that rang true to their personal style. Three of the participants contributed their skills to mentorship. P1, P2, and P5 explained that they would not be where they are without education, and P2 and P3 added that volunteering for work outside of their job scope provides a wealth of skills.

P1 has developed leadership skills through some training, but the impactful development was through mentoring conversations. She has had several mentors who have shared struggles and experiences that happened over 10 years ago, but she can still recall them. She continues to learn from the mentorship, and it allows her the opportunity to have more grace with herself.

I would say though mentoring conversations, some reading around leadership, attending conferences and training. One of my top strength is input, so
new information is really helpful for me and in rethinking and helping me kind of stay more relevant and see where how we can move forward. (P1)

P2 has developed her leadership skills through being a lifelong learner and observations of other leaders. She has also developed skills through volunteering, and these skills lead to her being equipped for advancement.

I also continue to believe that the title does not matter, it is the influence that matters. To this day, I observe the actions/reactions of leaders I admire both within and outside my organization and draw implications for my leadership. (P2)

P3 has always actively volunteered to take things on outside of her job scope. She knows that there are skills she needs to get to her end goal of the university president, so she tries to learn everything so that she understands how the entire institution works. She also takes it upon herself to initiate her own training by sitting in on fundraising meetings. “My leadership development has been me initiating sitting in on meeting with donors, asking for more work and no one will do it for you” (P3).

P4 kept it honest while watching what worked and what was successful in her achieving the tasks at hand. She has used the constant change in leadership as a way to grow her own skills by observing other leaders.

I watched those in leadership; I adapted many things they did and made sure to avoid other things they did that I knew was not authentic to me. Getting to my “current place” was achieved by being me, doing my best, and not being afraid to take credit for what I have achieved (P4).

P5 indicated that she developed her leadership skills through education. She said that every position she took throughout her career had some element she met through
education. She also found it important to observe other leaders and incorporate the characteristics that were true to her leadership style. She often took on additional roles and responsibilities throughout her work experience. For instance, she would offer to take on new projects or volunteer for committees which led to additional responsibilities and skills training to advance in her leadership positions. “Leadership is a learned skill, and you have to be challenged and fail at times to improve your skills” (P5).

P6 did not find that there were any formal steps to her leadership position, but she took it upon herself to observe other leaders and grow from those observations. She actively keeps her eyes open picking up skills and behaviors she likes and staying aware of the things she sees that do not work.

I am an observer by nature. My first step to nourishing any skill is to observe skills others use (either in a way I wish to master or in a way I want to make sure I never master.) I have been blessed with strong female leaders in my current position, both of whom I admire and both of whom I observe to help develop leadership skills. (P6)

P7 attributes her leadership skills to mirroring good supervisors. She has had three strong female leaders in her career that she has had the opportunity to observe and learn from. She also has a mother who has been in management for a very long time, and she has learned some helpful skills from observing and interacting with her mother.

Early in my career, I had a conflict with a supervisor who did not train me and then would get upset with me, because I could not do the job. In talking with my mom about her experience, she reminded me that I would have good and bad supervisors, and I need to learn from both. (P7)
P8 has always had mentors she has sought out to learn from. She also takes full advantage of professional development funds available to her each year. She takes it upon herself to seek leaders out and meet with them about their success. She has also talked to presidents and has an idea of what she needs to do to get to that level of leadership. “I think it’s important to be vulnerable and seek out mentors in the organization. This is also very strategic if you want to move up because these mentors become your sponsors in your move into leadership” (P8).

Q8: From your experiences, what advice would you give to an emerging female leader?

Five of the eight participants would advise an emerging female leader to have a mentor. P4 and P5 suggested an emerging leader educate herself.

P1 would advise an emerging female leader to build relationships, to have a balance between being task-oriented and relationship-building and realizing that is a part of your job. She would suggest speaking with others and having these mentoring conversations with people and understanding their mistakes or challenges because it can be very helpful. She would also encourage an emerging leader to always commit to professional development and learning. “Build supportive relationships and collaborative partnerships from the start and lift others in your own progress” (P1).

P2 would advise an emerging leader to be confident and to know her stuff. She would also suggest the emerging leader not do all the talking but be confident in her leadership and have a role model. P2 would encourage the emerging leader not to try and be one of the guys or part of the boys club because the men do not want you to be one of them. “Be confident in your skill set. Be confident in being a female leader. Do not try to
be ‘one of the boys.’ No one respects women who try too hard to fit in with the guys” (P2).

P3 suggested she learn as much as she can and be her whole self, even if it makes others uncomfortable. “Learn as much as you can; not just about the role you want, but every function of the department, the culture, and how it all works together” (P3).

P4 would suggest the emerging leader work for an organization that speaks to the soul so that she feels good, even when the days are not always great. She believes that, if something about that process does not speak to who you are and does not fill you up, then you are going to get worn out. “Be authentic. Identify what you do well and be proud of that get a mentor (official or informal) watch how you treat people/say things, and do things that might scare you” (P4).

P5 would encourage an emerging leader to have perseverance and press forward. She thinks that the leader should be sure to educate herself and continue learning in her field. She suggests that when you hear the word no, you should not let that derail you, because you will hear it often. She believes the emerging leader has her own definition of success and holds strong in how she defines success, because others define success differently, and you cannot let people define you. “Do not give up! Keep moving toward your goals. People will tell you ‘no’ along the way. Say ‘okay’ with a smile and keep pressing forward. It is really important to stay positive and know that God does not have limits” (P5).

P6 stated that an emerging leader should practice humility and be kind to everyone, regardless of your prejudice, because you never know who they are or their
story. She advises the leader to treat yourself how you want others to treat you and to own your actions.

Know your worth and know that people will always treat you the way you let them treat you. If you make a mistake, apologize, own your accomplishments and learn from any failures. Reflect, observe, and have an end goal in mind. Never compromise your morals, regardless of the consequence. (P6)

P7 suggested connecting to a mentor, even if there is not anything formal. She believes that having someone to speak to is essential and could lead to other leadership possibilities. She would also suggest having a network of peers that you grow with professionally. “I would suggest that she connects herself with a mentor and like-minded women if possible. A strong support network is vital to success” (P7)

P8 indicated that having a mentor is essential. She also suggested that females within an institution should not be competing with each other. She advised that if an emerging leader ever feels intimidated by a woman that she makes it a point to be best friends with her and have coffee with her to bridge that gap and make a bridge with that woman. “I believe we are definitely stronger together. If we can just create that kind of collaboration and cohesion with other women, that's when we'll see more women start to get to the top” (P8).

Q9: What is the role a leader must play in effecting cultural change?

Four of the participants thought that a leader must have a clear vision to effect cultural change.

P1 stated that a leader needs a clear vision to effect change. She also argued that a leader should become a role model for the change they want to see and empower the
change agents in the organization. The supporters and the advocates that the leader has can put energy into the change helping create a culture. P1 also suggested a leader should put time and value into promoting diversity and including because that is what will lead to innovation and more collective movement. “Having a clear vision, building strategic partnerships, and valuing diversity and inclusivity in the process. Also, role modeling the change you would like to see” (P1).

P2 responded by stating that a leader will be learning the basics of the culture the first year or two and will need to be with the organization longer to learn the ingrained culture. She suggested a leader know the unspoken traditions of trying to change the culture. Furthermore, she claimed that a leader has to collaboratively connect with people to see things from a different perspective. “You cannot require buy-in so be intentional. It requires an intentional focus on the people and the ultimate good of the program” (P2).

P3 indicated that culture is very hard to change. She also states that you can change systems and process and maybe even subculture. Culture is so embedded that you need to know the culture before it can be changed and, as a leader, you will need to see the culture from where it is happening. “Change starts with people and shifting behavior and mindsets. A leader has to change the lens we see the thing through. Get involved in the change to show those you lead and understanding the culture completely” (P3).

P4 argued that culture could be changed through action and survey the community prior to making changes. She also claimed that a leader could make little shifts in cultural changes that have big impacts. She advised that the leader be patient and does not give up because change takes time and discouragement could push you backward. “We might
think we know what is important to create change but if we do not talk to them if we do not ask what is wrong or right, we cannot make a plan to create change” (P4).

P5 suggested that if you want to change the culture, you be the example because people are listening and watching the leader. She also believes that change is hard in an institution of higher education because the institution has to think about the reputation of the organization as a whole and radical change can affect an institution negatively. She indicated that a leader needs to be aware of the institutions bigger mission and be supportive of that mission but still speak up against negative change.

Listen and be a positive example of change. Leaders are being watched at all times. Be aware of what you are saying with your words and they should match your actions and behaviors. If not, no one is going to believe you. (P5)

P6 observed barriers around cultural change and claimed that change comes when everyone has a voice in the conversation. She stated that, when everyone has a voice, then change can happen within teams, across departments, and even across schools. She argued that change starts with a team and moves outward with buy-in before change can happen. “In my specific organization, cultural change has been very slow. In order to be effective, a leader must communicate his/her ideas clearly and obtain as much understanding as possible from those effected regarding their idea of cultural change” (P6).

P7 argued that a leader must be comfortable with the uncomfortable. She stated that in cultural change you have a tough conversation and examine certain things that make people uncomfortable.
I believe that a leader must be comfortable with the uncomfortable when effecting cultural change. They must be willing to take on the role of a moderator, teacher and mentor when tough conversations come up. This is the space in which change begins. (P7)

P8 claimed that a leader must be intentional about creating a thriving culture. She indicated that culture is so important right now because people want to be involved in work that is meaningful. She stated that there is a lot of research that says people need to have psychological safety in the workplace. By creating a vision for what culture will be, a leader has to be intentional and set the tone.

A leader must create a strong vision for the future in order to bring a team together to face any kind of change. A leader must be intentional about creating a thriving culture where every voice heard and each person is completely bought into the mission of the organization. Changes the only constant, so a leader must embrace agility flexibility as a standard. (P8)

Responses to Research Question Two

Participants were asked to answer the Interview Questions 1, 3, 4, and 6 consistent with Research Question Two, “What barriers do women face when ascending to leadership positions within a private faith-based institution of higher education?”

- Q1: Take me back through the history of your career that brought you to your current organization and to your current position. Also, address any obstacles you have experienced in attaining your position.

Seven of the eight female leaders pursued a traditional career path into leadership, but all eight leaders had academic backgrounds. P2 and P8 have an Ed.D. in education
and P3 are pursuing a doctorate in education. Six of the eight female leaders are faculty members teaching in an institution of higher education. P4 has no experience as a faculty member but is the only participant who did not take a traditional career path into leadership. P6 has been a faculty member but is not currently teaching due to other family obligations. All eight of the participants have earned their position through hard work, mentorship, and volunteering for additional responsibilities outside of their job scope.

The comments to follow from the participant interviews represent how the female leaders earned their current position and the obstacles they faced.

P1 explained that risk was a factor in her career path. She explained how she started her path while in undergrad and due to the sheer inability to do what she had planned, she fell back on her education which was her blessing in disguise. She was not aware of any obstacles placed by others, but she did place obstacles in front of herself with self-doubt.

I got a lot of good mentoring and training so when it came to the end of my program, my family was moving out to California, and in order to get licensed, they do not have a licensed mental health counselor in California, it would have had to be as you know a licensed marriage and family therapist or clinical social worker, so I decided well why not just explore this career counseling route since I had this great experience and then I do not have to worry about the licensure piece. (P1)

P2 spoke about her ever-changing career path due to the constant relocation of her family. Her first job in education came as a teacher and, after 25 years as a K-12 administrator, she made the jump into higher education at the end of her doctoral
program. What she talked about her biggest obstacle was establishing a reputation for herself.

My experience was working with the school board and others in the administration. I then used my Doctorate to springboard into higher education. When I talk about challenges and obstacles, it takes time to establish a repetition. They need to know that they can trust you to get the work done, be confidential, show up on time and I discovered it takes 1-2 years before people start to understand you know what you are doing. (P2)

P3 was on track to be an attorney and was ready to apply for law school when an internship led to her to write a charter for a school that she would then work for that next year before advancing her degree and teaching in higher education. Working in higher education P3 faced many obstacles, but the one that was particularly hard for her was her gender and race.

My obstacle is me being a black female in an environment that is predominantly white males, and I think that I got attention because of meeting a quota. It was one of the hardest things that I came to understand. It created this distrust because I never knew if people were listening to me because they thought I was brilliant or smart or because I met a quota. This took a lot of therapy to understand. (P3)

P4 took a very untraditional route into higher education. She began working in public relations right after she graduated from public entities. Eventually, she came back to the university and was given the opportunity to write her own job description but found fault in an institution where she was not able to maintain growth.
One obstacle for me and many at the university is that the school is so shallow in the sense that there are not a lot of people that do multiple positions and there is no ladder that you can climb within the graduate school of the organization. We are just one beat. How do you maintain growth in an organization where there is not a ladder for you to climb? (P4)

P5 worked in private faith-based institutes of education her entire career. She traveled around the United States working in higher education administration until she got married and started a family. She loved traveling and doing the work she did but knew she would never be able to keep up with the work and have a family. Her biggest obstacle was having to leave a job due to family obligations, and this did not help her to advance her career.

The most challenging aspect of my professional career is having to leave positions and people that I enjoyed working with due to family reasons and expanding my career opportunities. The transition back to California was exciting due to my upcoming wedding, but it was hard to leave a job that was so exciting, different, and fun. (P5)

P6 took a traditional route into higher education leadership. She began work in education as a student in the financial aid department. This propelled her into the realm of higher education where she worked for years. She did take a hiatus and moved out of state for a year, but her mentor kept in touch and eventually pulled her back into the institution. The obstacle to attaining her career endeavors was not always recognized by her, but other colleagues did point them out as they noticed them.
I do not feel I went through any obstacles to attaining my position, but I do feel I have faced obstacles with equal pay and promotion. The position I have is available at each of its five schools. However, the pay is not offered to me in the school I currently work in, and neither are the growth opportunities. The invisible wall keeps our people in our school from advancing to higher levels of the main university. (P6)

P7 was unsure if education was her route and was considering medical school before she realized that she loved education after earning her Master’s degree in Education. The obstacle she faced in attaining her position was lack of experience. She knew she wanted to be promoted from a temporary position but lacked the experience for the next step.

Experience has been an obstacle all along, and from one position to another I have to overcome new challenges due to lack of experience. In my current position, I am in a good place, because I am being given the opportunity to gain experience in teaching which may be my next career move. (P7)

P8 started working in residence life and advanced her career over the entire department of residence life. Even though the time commitment put great strain on her marriage, she thought she was in her element. It was not until her new male boss started taking elements of her job away that she enjoyed, that she knew it was time for a change. She cited her biggest obstacles as being her own self-doubt and insecurities.

To be a boss over people who had more experience than me and been there longer and felt like they should have that position and looking back, that was a very challenging time. I wish I knew then what I know now you know
because I just had a lot of insecurities in myself at the time because of all these dynamics. (P8)

Q3: In your current position or while you were attaining your position did you experience detours due to family obligations?

Six of the eight female leaders experienced detours due to family obligations. One of the participants (P3) did not realize she had experienced a detour until the face-to-face interview. Five of the participants who experienced detours are mothers of school-age children. P2 had an older child but did not experience detours, and P3 has no children, but her detour was due to her husband’s career.

P1 had experienced detours due to family obligations. After she returned from pregnancy leave, she struggled with the transition back and found her place back in the institution. She was self-conscious and did not know where her place was when she returned.

Things were kind of moving, and there was another little culture that was created while I was on leave it felt like. To come back and assert me and you know kind of redirect in some ways. It took some time in, and I was also like self-conscious. (P1)

P2 did not feel any detours due to family obligations. “No, life is good. This was not an issue” (P2).

P3 did not realize she had issues due to family obligations until she thought about her relocation to California for her husband’s career.

Not really, the move was big and relocating due to the family was a big risk. I had planned on doing nothing for a year, but it was a risk I took in my career.
Being married is a bigger obligation, and there were a lot of deaths in my family after I moved. (P3)

P4 said that she did have detours due to the family. She found a challenge in balance and expectation of the Dean. She thought that new mothers have hurdles that are impossible to avoid because you are figuring out where the hierarchy lies and it shifts at all different times.

Knowing we are all human and we all have things come up in our lives and being a new mom and trying to figure out where to put the importance. Before my child, it was very easy to put my job at a very high level, but a human trumps all responsibilities in your workload. How do you maintain your responsibility, your reputation? And the work that I do is important to me, so it is not just about my boss. It is about me accomplishing things that are within my skillset that I put a value on, that I am achieving. (P4)

P5 made a conscious choice to put family first and not take certain promotions because she knew the promotion would put a strain on her family. She did not feel that money was a good reason to take the time from her family. She thought it was more important to ensure she could directly impact their development and guide them in the right direction. “I get basically eighteen years to do this right with my kids and yeah do not regret any of the decisions I had to make or positions I had to give up” (P5).

P6 just recently faced detours due to the family. Before she went out on pregnancy leave for just over six months, she was in talks with the administration about a new leadership position, but when she returned from leave, the role and the conversation
had changed. She did not feel the position was on the table and she found that others were promoted while she was on leave.

Before family obligations and 6 ½ month hiatus from work on leave through me for a loop. And now I do not even know how much I could dedicate to a supervisor role because of the time that I need to leave to care for my child. (P6)

P7 has not faced any detours due to the family. She is not married nor does she have children, so she has no detours. “I have not as I currently have never been married nor had children. Also, I am not a caretaker for any family members” (P7).

P8 has been detoured due to family obligations. She had always put her career first, even over her marriage. She never thought she wanted children, but later in life, she had a change of heart about having children. Looking up from her career and realizing that she was married to the wrong person led to her divorce. She knows now that she wants children but knows that is not possible in her current position.

I think had I put my husband first or helped him in his career, I think he probably would be flourishing in his career, and it might have been an option for me to have a family. I did not know that at the time, I just was so focused on the career that I let my family fall apart and not make it a priority. (P8)

- **Q4:** As a woman, have you experienced any difficulties in leading change and have those difficulties been supported by male allies?

Three of the eight female leaders have not experienced difficulties in leading change. One of the three who had not experience difficulties, P3, believes she was numb to the difficulties due to her many years of dealing with men who did not support her.
P1 thought this was an interesting question and had not experienced difficulties in leading change. She was not sold on the aspect of male allies because in her graduate school of education there are mainly women. “I have generally felt supported in my leadership, but there have been times when I have wondered if I am being taken seriously, because of my age more than my gender” (P1).

P2 has experienced difficulties in leading change. She is a smaller woman with a large personality who does not feel she is always taken seriously. She felt like it takes her longer to get change through and that it is hard to build trust with people who see her differently, but she has had male allies make things easier. “Leading in the private school environment was often challenging due to the traditional values model of the male-dominated board” (P2).

P3 said that, holistically, she has not had difficulty leading change but thought this might be because she has experience dealing with men who were not supportive. She has experienced a lot of cool men on her team but knows that this is not the case for all women.

I think that I have learned or become numb to dealing with men. I have overcome it at an early age. I do not see that to be the case as much in higher education, but it might be that I do not take it. I have not seen a lot of men actively take up for me because of my personality. (P3)

P4 has had difficulty with changing process and encountered the old adage of “this is how we always do it” mindset. She did not feel like there were a lot of men on the administration side in her graduate school of education, and most males in the graduate
school are in technology. She did feel like she had male allies that she cultivated a professional relationship with while she moved into leadership.

Even with my Associate Dean being male, there have been a lot of times my ideas have been met with approval and support. That comes with he was on my hiring committee and we have cultivated a relationship, and I think that having a relationship is what is going to propel a female to any position or place of power because the relationship takes the fear out of it. He knew me and the work that I do and saw my results so had we not been able to create a relationship he would have gone to bat for me as he had. (P4)

P5 has always felt supported but had to learn when to implement or ask for change. She found that, early in her career, she would just try and change what needs to be changed but learned that change needed to be strategic. She has also felt supported by her male colleagues.

I have found my ideas have been fully supportive of my male colleagues. My ideas are usually logical and clear from a business perspective. I am also willing to compromise if it benefits the organization to move forward. (P5)

P6 continues to struggle in leading change but feels those struggles are related to her lack of a doctoral degree or better title after her name. Dealing with changes that involve faculty have been her biggest struggle and always needs support from top administration for any type of change. Her male colleges agree that change is difficult for her but have not done anything to help. “I know of one male colleague that would agree my position does come with some difficulties, but I do not believe there is anything he would do to decrease the difficulty” (P6).
P7 has experienced difficulty in leading change and has seen most of the resistance come from faculty and staff who have been in their positions for a long time, especially women. She thought that her lead could have been an ally but did not feel like he was. “The male ally could have been the boss, but they do not want to deal with the conflicts” (P7).

P8 has worked for males for most of her career and experienced many difficulties in leading change. The males in which she worked were sexist and not her allies. She thought maybe she had some male allies but was not completely sure whether they were her allies.

Really, I have experienced here one male who made kind of sexist remarks towards me and, you know, and called me emotional and things like kind of the typical thing he would say to a woman, and why are you overreacting or even emotional? And those things really hurt because, yeah, it was kind of shocking to me. (P8)

Q6: As a female, have you encountered any barriers, including but not limited to prejudice, stereotypes, preconceptions, lack of support, etc. that has or has not affected your progress?

Two of the participants have not experienced barriers. P6 has witnessed other women encountering barriers, and others have informed her about barriers she faces. P5 has stated that she had not experienced barriers but then disclosed she was bullied by an aggressive co-worker. She assumed her being bullied was a normal conflict.
P1 has felt these barriers in terms of age, and it has made her wonder if she is being taken seriously. She sensed her age was an issue and this made her self-conscious about her age.

Maybe, if I was working at a very high administrative level because that is still so very male-dominated, especially at the main undergraduate campus, maybe I would feel this and feel differently. I think where my level is here in the graduate school, I have not really experienced that or felt that really were. (P1)

P2 believes that everyone encounters barriers and stereotypical beliefs. She knows that being smaller, people do not think of her as an authoritative figure and often make jokes about her small size. She does not let others affect her progress and takes the initiative to put herself in a better light, so people can see her talents.

Further, in the private school setting, women were not generally viewed as top leaders but more as support personnel. I have been patted on the head by male colleagues and hugged by total strangers at business gatherings who have said things like, “you are just so cute.” Appalling as these situations sound, I have found that by maintaining my dignity in responding (or not responding), the behavior stops. (P2)

P3 has encountered barriers and stereotypes due to her race and gender. She has struggled to get through tough times. She feels that she has put so much time into trying to better herself and educate herself. When people judge her from the outside, she gets discouraged but believes it makes her stronger. “I learned very hard lessons and learned
that every person comes with their own experiences and perceptions and to hold people accountable and extend grace” (P3).

P4 has encountered barriers due to her gender. She feels disrespected when a male feels the need to “mansplain” her job to her like she has no idea what she is doing. She has felt that the men in which she works with do not care to take the time to understand who she is or what she brings to the conversation.

I am a woman of action, and I like my team to act as well, and so not only is it degrading when someone is explaining something that you are more than confident about, but I feel like the time that is wasted is also disrespectful and burns me up because I cannot get that time back. (P4)

P5 did not think that she had experienced barriers and thought the conflicts she has encountered were the normal run of the mill conflicts that probably had nothing to do with her gender. She did state that she did experience bullying but did not think she had experienced anything that had stopped her professional career. “I made it through, but I never thought I would experience it.” (P5).

P6 has heard males in the institution make comments about females based on gender but has not directly experienced those comments being made to her. She also thought that some of the comments were made because of the males’ culture and how they were raised. The way they see women is different. “I do not feel that I have had any personal experience with any barriers that have been thrown at me based on my gender alone and there are other contributing factors but I do not know that it is necessarily purposeful” (P6).
P7 has encountered barriers that were related to her being younger and educated. She felt that her female colleagues found this threatening. “Being younger and educated I think that has intimidated people, but I was just there to do my job” (P7).

P8 has experienced barriers based on her gender. She has encountered sexist males who have made her feel less than. She also feels that the invisible ceiling that exists between different schools that are within the same organization has been a great barrier.

I have been here twelve years, and I love it. I have close friends and family, but I still do not feel like a sense of belonging. When I was bringing this to the conscious level, I realized it's because the president and all the vice president are white men and they all are Christian lawyers. At that level of the institution, there is no diversity of people, no diversity of thought; it is just so homogenous. (P8)

**Qualitative Findings Information**

Five themes (gender, glass ceiling, mentorship, collaboration, and observation) emerged from the in-depth interviews. The two research questions from the study were used to identify the five themes under category one leadership behaviors and skills or category two professional and personal barriers. In category one there were three themes (mentorship, collaboration, and observation) identified, which related to leadership behaviors and skills. In category two there were two themes (gender, glass ceiling) identified, which related to professional and personal barriers. Each theme that emerged from the data was supported by participant quotes demonstrating a grounding in the data. The underlying theme that women face barriers in ascending into leadership remained
constant. Women still face barriers as they ascend into higher education leadership, and there are behaviors and skills consistent with transformational leadership that women have used to ascend into private faith-based institutes of higher education.

**Category 1: Leadership Behaviors and Skills**

The First Research Question of the study asked: “What bearing do transformational leadership behaviors have on women’s ability to ascend into higher education leadership positions?” The analysis of data identified leadership behaviors relating to mentorship, collaboration, and observation. All eight of the participants identified with two or more of the behaviors and skills.

Interview Questions 2, 4, 5, 7, 8, & 9 addressed leadership styles and behaviors women in private institutes of higher education leadership identify as possessing.

**Theme 1: Mentorship.** Six of the eight participants highlighted mentorship as being an aspect of leadership that helped them attain their positions. P2 did not specifically indicate mentorship but did highlight the importance of a role model which can be construed as a mentor. P1 suggested, “for developing leadership skills, I think I do some training on leadership, but for me what is the most impactful is mentoring conversations.” P8 also encouraged mentorship, and she suggested

I would encourage any young woman to find mentors and to make sure to work with other women. There is no need ever to feel competitive with other women because we are always stronger together. In fact, if you meet a woman who intimidates you, make it a point to become best friends with her and learn her secrets.
Theme 2: Collaboration. The collaboration was also relevant in the data, with five participants highlighting the behavior as one they practice and encourage other leaders to adopt. P6 thought of herself as a leader who adapts to the situation and thought collaboration was required in her leadership. She thought of herself as a chameleon. I definitely adapt to what I need to adapt to so either it’s the team that you are working with or the task you have. Some need you to be more of a manager, and some do not need that. Some need you to lead the group really, and then some do not think you can just do it all collaboratively and get it all done. I would definitely call myself an adapter I guess it is my leadership style too to what is in front of me.

P5 also agreed that collaboration is good advice for an emerging leader, she commented that to be a “person of integrity, strong work ethic, collaborative, consistent, positive attitude, be relational and be attuned at next level, compromise, verbal and written communication skills. Ability to have a difficult conversation and know your stuff while being a lifelong learner.”

Theme 3: Observation. Six of the eight participants agreed that their leadership required observation of good and bad leaders. They felt it was essential to observe other leaders and adopt behaviors and skills that fit your style. P6 said it best when she stated

When I think important leadership skills, I think of the leadership I currently observe and learn from. The most recent characteristic I have become extremely empowered by is the strength and contagiousness of realistic positivity. If you can first lead your team with a positive outlook on your company, your position, your team, and your tasks, you will secure a solid
foundation and relationship for with whom you lead. You can then add on to the foundation with the building blocks needed to fulfill your tasks and keep moral moving upward. Your additional building blocks would include your vision, your follow-through, and your management.

Figure three presents the three themes that emerged in the data which was relevant to leadership behaviors and skills, aligned to the second research question in the study.

**Figure 2. Leadership Behaviors and Skills**

A leader's transformational behaviors, directly and indirectly, influence followers. Research Question Two addressed what bearing transformational leadership behaviors have on women’s ability to ascend into higher education leadership positions.

Transformational leadership is measured in terms of influence on the followers. A leader transforms into what is said to be the four I’s of transformational leadership. Idealized Influence, Intellectual Stimulation, Inspirational Motivation, and Individual Consideration (Transformational Leadership, n.d.). The findings of leadership behaviors among the eight participants in relation to the four I’s of transformational leadership are as follows:

**Female Leaders’ Idealized Influence Behaviors**

Idealized influence provides a “role model for high ethical behavior, instills pride, and gains respect and trust” (Transformational Leadership, n.d., p. 1). P2 responded during
the interview by saying “stay classy in dress, attitude, and language. Remember you are a role model for other emerging female leaders.”

**Female Leaders’ Intellectual Stimulation Behaviors**

Intellectual stimulation means the leader’s constant determination to excite employees to be advanced skills and be creative in their scope of work. Leaders use this to promote learning, reflect deeply and find better ways to execute their tasks, making the organization better. In this context, P3 shared the following:

> My leadership style is collaborative and communicative. I tend to make sure the right people are on the team to allow for independent producers. I like to set expectations and allow teammates to take the task and make it happen in their own creative way.

Transformational leaders motivate subordinates, and as seen here, female leaders in private faith-based institutes of higher education motivate while allowing subordinates room to grow and create.

**Female Leaders’ Inspirational Motivation Behaviors**

Inspirational Motivation depicts a leader who articulates a vision that inspires others. It is also when leaders challenge and communicate optimism about the future. It gives followers a sense of purpose. A leader supports their vision through communication making the vision understandable and allowing followers to reach their goals (Transformational Leadership, n.d.). In this sense, P8 stated

> A leader must create a strong vision for the future in order to bring a team together to face any kind of change. A leader must be intentional about creating a thriving culture where every voice heard and each person is completely bought
into the mission of the organization. Changes the only constant, so a leader must embrace agility flexibility as a standard. But never forget how important it is to bring people along and communicate as much as possible along the way.

P1 followed this sentiment by stating “having a clear vision, building strategic partnerships, and valuing diversity and inclusivity in the process. Also, role modeling the change you would like to see.” It can be said that transformational leaders have a clear vision for the future of the organization and effect change by being collaborative and being intentional.

**Female Leaders’ Individualized Consideration Behaviors**

Idealized Consideration is defined as the degree to which the leader tends to each followers needs, acts as a mentor, and listens to the follower's concerns while showing empathy, communication, and motivation (Transformational Leadership, n.d.). In this context, P1 stated,

I like to get input from the team when we are making decisions or setting goals, and I also like to empower key members to be able to lead their own piece. And always wanting to do things kind of new and innovative to give us the ability to create more relevancy for students and alumni in today's workforce. I would say innovation and collaboration are two probably my most important that are used in terms of leadership. I also believe in really being a supportive leader, so I think that both personally and professionally. I think personally is important for all human and professionally so that even if I cannot promote someone or pay someone at least, they feel like they are learning and they are getting support in their career.
According to Transformational Leadership (n.d.), transformational leaders incorporate a team member’s individual contribution, giving them the ability to be inspired while motivating them in their tasks. P3 portrayed this behavior when she said: I feel that when each member knows the full scope of what is going on and the team creates a plan of action, all are more prone to achieve success. I also work to view each team member as a person first, then by what they bring to the table as far as strengths. I do not think one can truly separate what is going on in their personal lives from affecting their being so if I can relate or have more of an understanding of their world I believe that helps our working environment.

It is evident in the research of the four I’s of transformational leadership that the leadership style portrays an array of behaviors that reflect the leadership style. The feedback from female leaders supports the sentiment that transformational leadership behaviors have a significant bearing on women’s ability to ascend into higher education leadership positions.

Figure 3. The Four I’s of Transformational Leadership
Category 2: Personal and Professional Barriers

The second research question of the study addressed the barriers women faced when ascending to leadership positions within private faith-based institutes of higher education. Interview Questions 1, 3, 4, and 6 addressed barriers, and obstacles women may have had to overcome.

In an analysis of the results, the most predominate barriers and obstacles that women who participated in the study have experienced were gender and the glass ceiling. Other barriers such as discrimination and stereotyping existed but were not as predominant. Of the eight participants, seven experienced professional barriers ranging from gender issues with colleagues to the inability to advance past an invisible glass ceiling. Although P5 did not experience professional barriers, she and three of the other participants experienced personal barriers due to family obligations. Insecurities and other implicit barriers were other personal issues recorded.

**Theme 1: Gender.** Bias due to the participant’s gender was relevant, as five of the eight participants identified a time in their career where gender bias was relevant. P6 explained:

> I definitely didn’t think of the gender-based at all at first until looking back on it now that I can see the gender obstacles. For example, a counterpart in the same position had a different title or a different salary, but it definitely was not something clear to me at first. In fact, some obstacles were pointed out by others before I opened my eyes.

**Theme 2: Invisible glass ceiling.** Five of the eight participants mentioned the invisible glass ceiling that kept them from advancing into top-level administrative positions held mostly by White Christian men. P6 said
I did see that among the different schools in the same organization titles and salaries have differed since my start in 2004. An example would be my male counterpart at the main campus where the Christian church is much more involved. My male counterpart on that campus is exposed to higher salaries and potential for growth.

P8 felt this to be much more of an issue because of her reporting structure. She reports to high-level administrators at two different schools within the same organization and felt a disconnection from the organization as a whole. P8 said

I have been with my current institution for twelve years, and I love it. I have close friends and family, but I still do not feel a sense of belonging. When I was bringing this to the conscious level, I realized it is because the President and all the Vice Presidents are White men and they all are Christian lawyers. I also realized that within the group there is no diversity of people, no diversity of thought; it is just so homogenous. Even now that we have one Dean, our first Dean of color ever, to me, it is almost even worse because it is so much on her. It is so much on that one person; I just realized I had a lot of baggage about this that it is making me feel like they do not support me or love me as a person and I am not accepted here, so I need to move on.”

P8’s disconnection has left her feeling like she does not belong; however, through therapy, she has been able to celebrate the small victories that keep her coming back to work each day.

Figure two breaks down presents the first two themes that emerged in the data that was relevant to personal and professional barriers, which related to research question two.
Figure 4. Professional and personal barriers in the study population

Analysis and Synthesis of Findings

Research Question One addressed the bearing transformational leadership behaviors have on women’s ability to ascend into leadership. The participants in the study did not directly identify as transformational leaders or possessing transformational leadership behaviors. All the participants did identify leadership behaviors that correlate with the four I’s of transformational leadership. Research Question two, asking what barriers women face while ascending into leadership was supported by the interview data collected during the interview process. All of the study participants identified at least one professional or personal barrier they had faced. Seven of the participants identified two or more barriers they had faced while ascending to a leadership position. Therefore, barriers do exist. The barriers identified were related to gender, race, age, the glass ceiling, and family obligations.

The existence of the participant transformational leadership behavior was elevated in the findings of the study. The elevated findings suggest that transformational leadership behaviors have a significant bearing on women’s ability to ascend into higher education leadership positions.
Summary

Chapter 4 provided findings and results of the study. Two categories were identified in the data, and five themes emerged from the interviews. Each theme presentation was supported by participant quotes demonstrating a grounding in the data. The underlying theme remained constant. Women still face barriers to higher education, and there are consistent and significant behaviors women have used to ascend into a private institute of higher education. Chapter 5 summarized the conclusions, provides details into a technology-based training and development tool and recommendations of the study.
CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

Introduction

The rationale for the study was to examine female leaders in private faith-based institutes of higher education leadership and provide insight into barriers they face and the leadership behaviors that have contributed to their success as higher education leaders. As the world advances and extraordinary challenges facing the higher education environment exist, leaders must be collaborative, communicative, innovative, empowering, strategic, and continue to meet new challenges (Madsen, 2008). The study consisted of nine questions for the purposeful sampling of the population to identify the barriers, personal skills and leadership behaviors most predominant among the participants. This was achieved by performing descriptive within-case analyses followed by an analysis of themes across each participant’s case of the study results (Creswell, 2007).

Purpose of the Study

The purpose of this study was to identify barriers to leadership emergence and document leadership behaviors of a purposeful sample of successful women in private institutes of higher education. The study was conducted using a qualitative multiple case study methodology approach to uncover ways transformational leadership can be used as a developmental tool to overcome these barriers. The transformational leadership lens was used because it is the most studied leadership theory thus it was used as a lens for leadership development. Interviews, historical research, and field notes were gathered to
illustrate different perspectives on experiences and behaviors of women in private faith-based institutes of higher education.

**Aim of the Study**

The aim of this study was to create a technology-based training and development solution to the problem of women overcoming barriers in male-dominated leadership positions in higher education. The idea was to connect the research on a platform that can be used for generations to come. The research that now informs the aim can potentially lead to the design of a technologically based training app. A technological tool like an app can provide relevant research, can provide an interactive, practical approach to facilitating leadership development whereby transformational leadership strategies are collectively shared to promote and encourage women in private higher education settings to pursue and continue their own organic evolution of leadership development.

**Proposed Solution**

A purpose of a dissertation in practice is to offer a tangible solution and in this case, connecting that solution to a technology-based platform was the most practical implication. The proposed solution would go beyond the conventional way leaders are developed. It would be connecting technology and research in a manner that allows knowledge to be shared instantly through a mobile app to enhance leadership training.

**Transformational Leaders App**

The idea would be to take the data from this study and past studies making it assessable to all women through a mobile application, also known as an app. The app would then become a platform to connect women in mentorship, in collaboration, in building professional relationships with male allies, and to allow women to address
barriers they face as a community. The app would also allow institutions and organizations to train women as they advance into leadership roles.

**Figure 5. App Interface**
Support for the Solution

The research suggests that women are advancing into leadership positions, but a glass ceiling may still exist. In interviewing the participants of the study, the data support the idea that collaboration is a key behavior of female leaders in private faith-based institutes of higher education. Collaboration can be accomplished through the development of the mobile app and will extend the collaboration to a great audience. The data also supports the need for mentorship for women who are looking to advance in leadership. Study participants stated the following when talking about mentorship. “I believe we are definitely stronger together. If we can just create that kind of collaboration and cohesion with other women, that is when we will see more women start to get to the top” (P8).

“I always have mentors, so I always ask, I seek people out who are in positions that I want to be, and I ask them tons of questions about how they got there and what did they learn” (P2).

Five of the eight participants in the study identified collaboration and mentorship as being prime factors for their advancement into leadership. This data shows that women need to continue to connect, learn, and inspire each other, and a mobile app can allow those interactions to happen by bringing women together on multiple levels. Mobile apps are seen as a learning tool that will be used more in time, are popular among many generations, and allow the push of relevant information. In today’s technologically advanced world, people are spending an average of 30 hours a month on mobile apps. The ease of accessing information at any given time and the ability to offer training even when someone is not connected to the internet make a mobile app very desirable.
(Pandey, 2016). A mobile app provides a platform to share data collected in the study, a platform to encourage collaboration among more women, and a platform to assist women in connecting with mentorship.

**Factors and Stakeholders Related to the Solution**

Those affected by or have a strong interest in and effort are stakeholders (Community Toolbox, 2018). The stakeholders that exist with private institutes of higher education that inform, aid, or impede the solution are the university President, the Executive Board, the Dean of school, the Associate Dean of the school, the leadership team within the school, and the community. What I know about higher education is that technology is typically a positive addition to an institute of higher education. I also know that there is a current movement backed by major funding within my private faith-based institution of higher education to advance technology. The movement, financial backing, and the Dean’s initiative to advance women within the institution leads me to believe this solution is practical. I also believe the solution is practical due to the existing skills and abilities of the IT team on staff. The resources that exist within the institution are the financial backing, the support of administration, and the ability of the current IT team. To ensure the solution can take place, the principal investigator will need to make a formal presentation to the committee in charge of advancing technology within the school.

**Policies Influenced/Influencing the Proposed Solution**

The private faith-based institute of higher education in which I work has no current policy that would influence the proposed solution. The institution has the ability to make decisions based on budget and approval from top administration. There are no current
policies that would be impacted, nor would there be a need to create policy, as the application can be used on personal devices, which are not regulated by the institution.

**Potential Barriers and Obstacles to Proposed Solution**

The world of technology is changing the workplace and how people are informed. Knowledge is being shared by everyone, to anyone. The idea of launching a mobile application to help leaders learn, to train women, and to be a platform where women gathered could be intimidating for top leaders at other schools associated with each institution of higher education. Resistance could come from other schools or departments of the institution where the culture is different and not as liberal. The invisible glass ceiling put in place by the “old boys club” identified in the study may be an obstacle to the proposed solution in some private faith-based institutions of higher education.

**Financial/Budget Issues Related to Proposed Solution**

The cost of building a mobile app may be feasible for an organization that will be using an existing IT team. The cost could be about $50,000-$100,000 according to App Savvy (Yarmosh, 2015). The private faith-based institute in which I work has employees and staff that have experience and knowledge in building mobile applications, so the cost can be lower if outsourcing is not a requirement. The cost is dependent on the platform and how complex the application will need to be. There will need to be a budget for updates of the mobile app, but with financial buy-in from administration, the reality of a mobile app is feasible.

**Other Issues or Stakeholders Related to Proposed Solution**

In thinking about the broader world beyond the immediate context of the Dissertation in Practice, the other issue that may interfere with the implementation of the solution is
other mobile apps with a similar platform. Copyright infringements could be an issue if all the legal steps are not followed. Another issue may be usability. The current research study shows an immediate problem in higher education, but the content within the mobile app may not be applicable to other industries. The other issues a leader should be keenly aware of in order to move into implementation are concurring cost, positive or negative effects on culture with the institution, and indicators of who is using and how they are using the mobile app within the organization. As a leader, the other factors that need to be considered before implementing the solution are determining whether new policy will need to be implemented, if the mobile app will be required for training, if department heads will be required to use the app, if the app will be expanded to students or the public, and ensure safety of the users by not associating personal data within the application.

**Implementation of the Proposed Solution**

With any type of change, it would be essential for a leader to have a clear vision about the direction the institution should take regarding the mobile application. A clear vision could be used to garner support, buy-in, and get people excited about the possibilities. Implementation of the proposed solution would not be feasible for me, as the student, unless I had the background knowledge and financial backing. Without the skills, knowledge, and finances the leader needs support from within the organization.

**Leader’s Role in Implementing Proposed Solution**

A leader’s role in the implementation of the proposed solution would be to create a clear vision and future outlooks of the tool being implemented. A primary consideration a leader would need to take into account would be the cost and return the mobile app will
bring. The leader needs to determine whether this mobile app will replace what may be in existence or be an addition to what the institution already has on hand. Before the implementation, the leader needs to consider the whole picture and determine whether the mobile application is a need. During the implementation, the leader needs to ensure the building of the mobile app is quick, stays within budget, and does not compromise the university in any way. Finally, after the implementation, the leader needs to determine who will use how the mobile app will be used and whether it will be released for public use.

**Building Support for the Proposed Solution**

A leader can best convince stakeholders and the organization to support the implementation of the proposed solution by building excitement, presenting the mobile app’s capabilities and getting change-makers involved, as the change-makers will help ease any transition. The leader will also need a decision-maker to be on board as he/she will need to gather the financial backing for the proposed solution.

**Additional Considerations for Implementation and Assessment**

The things the leader would need would be IT personnel with the ability to build the mobile app and the approved funds from the current budget or an outside donation. If the leader did not have the IT personnel with the skills to build the app, then the leader could look to other organizations that build mobile apps. The use of money for technology would need to be approved by the top administration. It will be essential that top administration understands how the mobile app is set to work to create buy-in among them.
Global / External Implications for the Organization

Other implications for implementation could be the financial gain. Mobile apps can have a user cost associated with the app, so the institution will need to determine if there will be a cost associated with internal and public users. If and how money from the mobile app (if costs are associated) will be used, who will manage the app and the financials of the mobile app? Finally, if the app can be used in any other way how would that benefit the school (e.g., admissions, marketing, recruitment, etc.)? Another global aspect of the app would be the potential to expand or build on relationships with global organizations like the Gates Foundation. Global organizations like the Gates Foundation has access to networks of women and leaders which could provide the app with a wealth of data and support.

Evaluation and Timeline for Implementation and Assessment

The implementation and assessment plan of the mobile app would be as follows: If the mobile app and funds for the app were approved it would take up to 1 year for full implementation. The implementation may need to happen in phases, but that will be determined by the workload of the app team. The IT team in my current organization typically releases new software in phases to ensure everyone is trained and aware of the software, so I see this same release for the mobile app. First, there will be a team who tests the beta version of the app. Once testing has begun, then training for all other users within the organization will begin. The process of testing and training is projected to take up to 6 months. When testing and training are completed, the IT team picks one department that has already been trained to test the mobile app and slowly releases the app to departments logically. If the release is to go to students, there will be a separate
timeline and training sessions coordinated between the IT team and student services. In designing an assessment plan that the implementing leader can utilize after putting the mobile app into action, I determined through research that there is a need to develop a rating scale and testing scale for the app. Once a rating scale has been developed and tested, then the plan of assessment would be to push the scale to current users. Like in many other mobile apps users are asked to rate the app and can do that through the app store. Appendix D provides an example of a possible rating tool that can be pushed to users after the mobile app is developed (Stoyanov et al., 2015).

Implications

Practical Implications

The research questions developed by the principal investigator were answered through the responses of the participants. The results indicated that there was a clear majority of women who faced barriers and that transformational leadership behaviors have a bearing on women ascending into leadership. It was evident that women’s natural behaviors in leadership are an advantage since women tend to be more nurturing, caring and sensitive than men, and these characteristics are more aligned with transformational leadership (Owen, 2004, para. 13).

The data indicate that women feel a strong desire to observe other women in leadership and to learn from their mistakes and successes. From these observations, women often feel they need to stay true to whom they are when adding behaviors and skills. With a large percentage of women encountering barriers in their path to leadership, it is possible that women who pursue advancement must incorporate more transformational leadership behaviors to reach the position. According to the data from
this study, women trying to advance need to “collaborate” and “cultivate relationships” with male colleagues to take the fear out of the situation. The information from the study will make women aware of the barriers and behaviors as they ascend into leadership positions in private institutes of higher education. As one of the study participants articulated, being aware of the problem and bringing it to a conscious level is a catalyst for change. As women create inclusive collaboration and cohesion with other women through mentorship, more women will make it to the top.

**Implications for Future Research**

Based on the results of the research, I recommend further examination may bring more to the conscious level. There is a need to investigate the invisible ceiling that may exist between different schools or campuses within the same university. Researchers may find interest in exploring the invisible ceiling that may or may not be influenced by the faith of the institution. There is a need to dig much deeper into the structure of higher education and the perceived gap in pay and advancement. There is also a need to investigate leadership advancement from a perspective of the race to see if additional barriers exist for women of color and to determine whether women of color can follow the path of their white colleagues, or if there is a path for women of color. In both of these studies, it would be helpful to identify several different schools, both graduate, and undergraduate. By expanding to other campuses and schools, diversity may strengthen the study’s results.

**Implications for Leadership Theory and Practice**

Leaders must always be preparing for change, preparing their teams for the future, and transforming the lives of others. No matter the platform, leaders must devote
themselves to being exceptional by example. Leadership may face an uphill battle on a daily occurrence, so leaders should extend themselves grace as they do others. It is very important for leaders to stay positive and to remember to stay true to their core values while advocating for equality. God does not put limits on leaders, and leaders should not put limits on themselves. Men and women have not been seen as equals in leadership, and bringing this equality back to center would be returning people to a time in adolescence where we were all equal.

**Summary of the Study**

The study identified and document barriers and developed ways that transformational leadership can be used as a development tool for women in private faith based institutions of higher education. The multiple case study method used interviews, historical research, and field notes, to illustrate different perspectives on the issue of barriers and behaviors of women in private faith-based institutes of higher education. The transformational leadership lens, the most studied leadership theory, was used for leadership development. This study identified the barriers and behaviors of eight female leaders in private institutes of higher education within Southern California. The participants identified mentorship, observation, and collaboration as being essential behaviors and skills in their success as leaders. Mentorship reflected the professional relationships and collaboration female leaders build with each other, other leaders, and male allies. The interviews revealed female leaders in private faith-based institutes of higher education still faced significant barriers related to gender and the glass ceiling. Effective mentorships and genuine relationships made advancement a possible reality.
Moreover, self-motivation led to additional skills, additional responsibilities and eventually leadership.

As women advance and lift other women into leadership, more collaboration and personal connections need to be shared to empower women with the behaviors and skills to overcome barriers as they ascend into leadership. Women must continue to prepare each other through shared stories, community, and professional development. The use of a potential app to train women as they ascend into leadership, to connect mentors, to enhance the advantage of male allies, and to allow for a more organic evolution of female leaders would be a way to change an existing social problem women face. Change does not happen overnight, so women will need to continue to celebrate the small victories as they affect change to the status quo. The mobile app can provide a platform for women to connect, learn, grow personally, and professionally.
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Appendix A

Bill of Rights for Research Participants

As a participant in a research study, you have the right:

1. To have enough time to decide whether or not to be in the research study, and to make that decision without any pressure from the people who are conducting the research.

2. To refuse to be in the study at all, or to stop participating at any time after you begin the study.

3. To be told what the study is trying to find out, what will happen to you, and what you will be asked to do if you are in the study.

4. To be told about the reasonably foreseeable risks of being in the study.

5. To be told about the possible benefits of being in the study.

6. To be told whether there are any costs associated with being in the study and whether you will be compensated for participating in the study.

7. To be told who will have access to information collected about you and how your confidentiality will be protected.

8. To be told whom to contact with questions about the research, about the research-related injury, and about your rights as a research subject.

9. If the study involves treatment or therapy:
a. To be told about the other non-research treatment choices you have.

b. To be told where treatment is available should you have a research-related injury, and who will pay for research-related treatment?
Appendix B

Interview Questions

Your participation in responding to these interview questions is completely voluntary. At any time you can stop or skip a question. You may also withdraw your participation at any time without consequence.

Responses will be kept confidential

The purpose of research:

To determine if specific transformational leadership constructs and skills that are useful as women navigate the ranks of organizational leadership in higher education.

1. Take me back through the history of your career that brought you to your current organization and to your current position. Also, address any obstacles you have experienced in attaining your position.

2. How would you describe your leadership style and behaviors?

3. In your current position or while you were attaining your position did you experience detours due to family obligations?

4. As a woman, have you experienced any difficulties in leading change and have those difficulties been supported by male allies?

5. In your opinion, what are the most important characteristics, traits, behaviors, and skills a leader can possess?

6. As a female, have you encountered any barriers, including but not limited to prejudice, stereotypes, preconceptions, lack of support, etc. that has or has not affected your progress?
7. How did you develop your leadership skills while on staff? Where there any steps you took to get into your current position?

8. From your experiences, what advice would you give to an emerging female leader?

9. What is the role a leader must play in effecting cultural change?

Thank you for your participation. I believe your input will be valuable to this research and in helping grow other women attempting to attain a leadership position.
Appendix C

Interview Protocol Form

Project: This study will consider the transformational leadership behaviors and barriers women face when ascending into a leadership position within private faith-based institutes of higher education.

Date:

Time:

Location:

Interviewer Summer O’Neal

Interviewee:

Notes to the interviewee:

Welcome and thank you for your participation today. My name is Summer O’Neal, and I am a graduate student at Creighton University conducting a study in partial fulfillment of the requirements for the degree of Doctorate in Educational Leadership. Thank you for completing a written version of the interview questions and this interview that will take about 30 minutes and will include nine questions.

I would like your permission to record this interview to document the information you convey. If at any time during the interview you wish to discontinue the use of the recorder or the interview itself, please feel free to let me know. All of your responses are confidential. Your responses will remain confidential and will be used to develop a better understanding if women use Transformational Leadership behaviors to attain a leadership role in a private faith-based institute of higher education. The purpose of this study is to
increase our understanding of Transformational Leadership, barriers women face, and behaviors used to navigate the labyrinth as women attain leadership positions.

Your participation in this interview is completely voluntary. If at any time you need to stop, take a break, or return a page, please let me know. You may also withdraw your participation at any time without consequence. Do you have any questions or concerns before we begin? Then with your permission, we will begin the interview.

Confidentiality of responses is guaranteed

Approximate length of interview: 30 minutes with nine major questions

The purpose of research:

To determine if women can use transformational leadership skills to navigate the labyrinth in attaining a leadership position.

1. Take me back through the history of your career that brought you to your current organization and to your current position. Also, address any obstacles you have experienced in attaining your position.

2. How would you describe your leadership style and behaviors?

3. In your current position or while you were attaining your position did you experience detours due to family obligations?

4. As a woman, have you experienced any difficulties in leading change and have those difficulties been supported by male allies?

5. In your opinion, what are the most important characteristics, traits, behaviors, and skills a leader can possess?
6. As a female, have you encountered any barriers, including but not limited to prejudice, stereotypes, preconceptions, lack of support, etc. that has or has not affected your progress?

7. How did you develop your leadership skills while on staff? Where there any steps you took to get into your current position?

8. From your experiences, what advice would you give to an emerging female leader?

9. What is the role a leader must play in effecting cultural change?

Thank you for your participation. I believe your input will be valuable to this research and in helping grow other women attempting to attain a leadership position.

Map of Room: Confidential Room located in Howard Hughes Executive Center
Appendix D

A Number of Criteria for Evaluation of Leadership App

Table 1

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<tr>
<td>Quality of Data</td>
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<tr>
<td>Level of content</td>
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<td>Ease of connecting with others</td>
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<td>Level of engagement in each section</td>
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<tr>
<td>Ease of Use</td>
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<td>Resources accuracy and credibility</td>
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Stoyanov et al., 2015
Appendix E

Data Analysis using Nvivo Software

Table 2

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Appendix F

Mentor Analysis using NVivo 11

Reference 1 - 3.14% Coverage
The experience I attained while working as a work-study student during undergrad led me to a career in Higher Education. I first began working at my organization under the realm of the Financial Aid Department in 2004. I moved out of state in 2007, not thinking I would ever return to live in CA, however, my mentor, friend, and the first supervisor gave me the opportunity to return in 2011. I have now been under the Registration realm for six+ years.

Reference 1 - 1.89% Coverage
I can’t really think of many obstacles that I have faced in obtaining my current role. Although in order to be promoted, I had to raise $1 million. I had a lot of success in fundraising. The first few years, and I think it was because I wasn’t scared to try new things. And I had a great mentor who is doing fundraising for over 20 years who trained me well. The past few years I’ve been reporting to someone who has no fundraising experience, and it has been more challenging.

Reference 2 - 3.23% Coverage
I think about how I’ve had male mentors the whole time. So yes, I have had difficulties in leading change and I talked about that kind of the biggest obstacle was taking over a department where leadership was in turmoil. I had male allies at the time but, I don’t know I am the only. Really I have experienced here one male who made kind of sexist remarks towards me, and you know and called me emotional and things like kind of the typical thing he would say to a woman and why are you overreacting or even emotional. And those things really hurt because yeah it was kind of shocking to me and then he would take away my responsibilities that they could after I think I was running the department for three years finally an associate dean came in over me and him and he just kind of started changing the job that I liked.

Reference 3 - 1.26% Coverage
I have always had great mentors for both male and female. I do appreciate the males that have been toward me along the way, and definitely feel like they were allies. I’ve also enjoyed working with women, and I’ve had very different types of women that I work for, but they all bring different strengths to the table.

Reference 4 - 8.48% Coverage
I talked a little bit that here that I took advantage of every conference and tried to use the professional development funds I had every year. I always have mentors, so I
always ask, I seek people out who are in positions that I want to be, and I ask them tons of questions about how they got there and what did they learn. I have met with like every fundraiser at the organization and asked them lots of questions, and I think that that helped me. To get into my current position, it all happened kind of organically. I was at a women’s conference, and I met a college president who told me she was a fundraiser, she told me college presidents are basically fundraisers, and that is all they do so if you want to be college president you need to look into fundraising. I had never thought of that, but I wanted to be a college president so I talked to the Dean and she introduced me to a full-time fundraiser that worked with her as a consultant. After that, the Dean told me that her fundraising position opens up in my current organization and I am glad I had met these women and talked to them because I applied for the position. I am glad I did because I’ve seen this is one of the main roles of an administrator because you need to think through money and how do you get money because tuition doesn’t cover the cost of the institution. I really think finding mentors in the people that are in the position you want to be in and ask them what it takes and makes those connections. Next, I probably need to be a faculty person because a good president you need to know what faculty goes through.
Appendix G

Final Transcript Sign-off

Please review and sign ONE of the statements you agree with

1. I have reviewed the final transcript for Summer O’Neal’s Leadership Research and approve the transcript for use in the dissertation study.

________________________________________
Signature

2. I have reviewed the final transcript for Summer O’Neal’s Leadership Research and approve the transcript with my handwritten edits for use in the dissertation study.

________________________________________
Signature

3. I have reviewed the final transcript for Summer O’Neal’s Leadership Research and DO not approve the transcript for use in the dissertation study.

________________________________________
Signature