

ADVANCING THEORIES OF WOMEN AND LEADERSHIP

May 18, 2014: Precolloquium Presentations

Overview of Presentations

ROOM I (Chair: Lisa Sherwin)

Time (p.m.)	Name	Presentation Title
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2:20-2:40	Faith Wambura Ngunjiri	Intersectional Invisibility & the Immigrant Experience: Autoethnography of A Female Faculty of Color in Predominantly White Higher Education Institutions
2:40-3:00	Sheree N. Bryant Sekou	On the Front Lines: Caribbean Women Leaders in U.S. Virgin Islands Public Education
3:00-3:20	Maria Beebe	Filipina Global Leadership
3:20-3:40	Kelly Fisher	Pioneers Across War Zones: The Lived Acculturation Experiences of US Female Military Expatriates
3:40-4:00	Marianne G. Tremaine	Creating a Leadership Model from Women's Words: Women Mayors Say What it Takes to Lead
4:00-4:20	Amy Smith	Getting to the Helm: Women in Leadership in Federal Regulatory Organizations
4:20-4:40	Jennifer Almquist	Academic Women: Individual Considerations and Structural Forces in Navigating Academic Organizations
4:40-5:00	Lynne Devnew	Board Members' Lived Experiences with Women's Power and Decision Making on Corporate Boards (Research Proposal)

Room 2 (Chairs: Carole Elliott & Valerie Stead)

Time (p.m.)	Name	Presentation Title
2:00-2:20	Marilyn L Grady & Sharon C. Hoffman	Women in Educational Leadership Conference
2:20-2:40	S. Lynn Shollen	Teaching women and Leadership for Transformative Learning
2:40-3:00	Chrys Egan & Marianne G. Tremaine	Building a Self-Perception of Leadership Potential: The Impact of Role Models and Mentors in Academic Women's Career Aspirations
3:00-3:20	Judith B. LaValley	Leadership Cognitive Schemas
3:20-3:40	Julia Storberg-Walker	Relationship between Self and Identity: Discerning Features between the Two
3:40-4:00	Michelle C. Bligh	Who Motivates You? Exploring Women's Motivation and Self-Concept in Negotiation Outcomes
4:00-4:20	Shannon M. Taylor	Leading with Purpose: The Relationship between Spiritual Formation and Leadership Development in Female, Undergraduate Students
4:20-4:40	Sallie Suby-Long	The Role of Transformational Learning in Women's Leadership Development

Presentation Details

Room 1: 2:00-2:20 p.m.

An Examination of the Relationship between Personality Type, Self-Perception Accuracy and Transformational Leadership Practices of Female Hospital Leaders

Presenter: Gretchen K. Carroll (Tiffin University)

This research explores the relationship between Myers-Briggs personality type preference, self perception accuracy and transformational leadership practices of female hospital leaders. The women in the sample completed the MBTI and participated in a 360-degree Leadership Practices Inventory (LPI) assessment to measure their self-identity, and reputation, as a transformational leader. Self-accuracy was determined by examining congruence between individual's self ratings on the five exemplary practices of leadership as well as the ratings of observers. Chi Square results and t-tests found that MBTI preferences for Extraversion (E), Intuition (N), Feeling (F) and Perceiving (P) had a significant positive effect on both the individual's self-identity and reputation as a transformational leader of various leadership practices. The self-perception accuracy of the female hospital leaders did not differ by MBTI type preference.

Room 2: 2:00-2:20 p.m.

Women in Educational Leadership Conference

Presenter: Marilyn L. Grady (University of Nebraska-Lincoln) & Sharon C. Hoffman (Southeastern Louisiana University)

The Women in Educational Leadership Conference has been held for 27 years. Throughout the years, a database of contact information for the attendees and presenters has been maintained. Additionally, the topics and issues addressed annually are part of the data sets. The initial intent of the conference was to provide role models of women in leadership positions, as well as potential mentors, for the attendees. Over time, the conference has led to the development of a network of women in educational leadership. The data from the conference is now in a format that provides the possibility of conducting studies based on the extant data as well as surveys and interviews of past participants and presenters. The findings to date, as well as the ongoing research, will be presented during this session.

Room 1: 2:20-2:40 p.m.

Intersectional Invisibility & the Immigrant Experience: Autoethnography of A Female Faculty of Color in Predominantly White Higher Education Institutions

Presenter: Faith Wambura Ngunjiri (Concordia College)

In this autoethnography, the author engages her lived experiences of intersectional invisibility, digging deep into what it means to be black, female, immigrant, leader within a predominantly white institutional context. Autoethnography is an approach to qualitative research where the researcher is the subject and object of research, the researcher interrogates her own story as data, analyzing it for linkages to larger socio-cultural and theoretical significance. In this case, the phenomena under study is the experience of living at the intersections of multiple identities and being a leader in that in-between space. The researcher in this case will provide an overview of autoethnography as method, intersectional invisibility as conceptual framework, within the discipline of leadership studies.

Room 2: 2:20-2:40 p.m.

Teaching Women and Leadership for Transformative Learning

Presenter: S. Lynn Shollen (Christopher Newport University)

Discourse about gender in leadership programs and courses is often treated as taboo (Rusch, 2004). Even if gender is addressed, students may resist digging into the issues of women and leadership and fear negative repercussions (Crosby, 2012; Lusk & Weinberg, 1994). I conducted a qualitative case study that examined students' expectations of and experiences with a course titled Women and Leadership. Subjects were 48 undergraduate students enrolled in the elective course for the Leadership Studies minor at a liberal arts institution. Students enrolled with a utilitarian motive grounded in a quest for self-development. Their expectations for the course showed that they anticipated both struggle and meaningful learning. The classroom environment fostered by the instructor, along with the students' courage, helped them to engage in rather than resist a meaningful learning experience; many students indicated that transformative learning occurred. The study and its implications for leadership educators will be discussed.

Room 1: 2:40-3:00 p.m.

On the Front Lines: Caribbean Women Leaders in U.S. Virgin Islands Public Education

Presenter: Sheree N. Bryant Sekou (University of San Francisco)

This poster session will present the findings of a qualitative study on public school leadership in the U.S. Virgin Islands. This study sought to understand the participants' experiences in their public education system as a whole, the challenges and opportunities they faced, their perceptions of the institution's greatest strengths, and their perceptions on the future of education in the territory. The study employed appreciative inquiry as a theoretical framework. Application of the core principles of appreciative inquiry laid the foundation for a narrative-based qualitative inquiry into educational success in the USVI. The findings of this study identified various leadership challenges in USVI public education as well as best practices in leadership and learning. Due to their intimate connections to and in the public education system, participants felt personally and collectively responsible for their actions as leaders and for positively impacting academic success in the USVI.

Room 2: 2:40-3:00 p.m.

Building a Self-Perception of Leadership Potential: The Impact of Role Models and Mentors in Academic Women's Career Aspirations

Presenter: Chrys Egan (Salisbury University) & Marianne G. Tremaine (Massey University)

The patriarchal nature of universities is well-known. Several articles have been written and conferences held to discuss ways to ensure academic women reach their full potential in the university hierarchy. The problem seems to be a global one, familiar to American and British universities as well as Antipodean ones. To find out more, Salisbury University in Maryland, USA, is working with Massey University, New Zealand, on an investigation of the effect role models and mentors have on academic women's career aspirations. The research will seek to compare the profile of the typical academic woman and her choice of role model with the concept of 'the ideal academic' in the literature on higher education. A survey of academic women will be carried out at both institutions along with interviews and focus groups. Key findings and policy implications will be reported to both universities. Scholarly articles will be submitted to relevant journals and workshops for staff will be held on the research findings and their implications for academic career progression.

Room 1: 3:00-3:20 p.m.

Filipina Global Leadership

Presenter: Maria Beebe

The presentation will look at how Filipinas who have succeeded in the global workplace define their leadership and their leader identity, to what extent Philippine values have underpinned their leadership, and what cultural adjustments were made to succeed beyond the Philippines. From their reflection on their journey from the Philippines to the global workplace, the themes to be explored are: core identity, that fixed sense of self that underlie their continuously shifting multiple identities as they demonstrate their power and

influence; how their Philippine heritage formed their values, their sense of purpose and how they see the world; how their experiences beyond home challenged or reinforced their notions of leadership; and how they cope with cognitive dissonance when Philippine traditional beliefs are at odds with the requirements of making it in the global workplace. I will utilize Gee's (2010) critical discourse analysis and Hammond's (2013) appreciative inquiry.

Room 2: 3:00-3:20 p.m.

Leadership Cognitive Schemas

Presenter: Judith B. LaValley (U.S. Army Research Institute)

Do leadership cognitive schemas such as implicit leadership theories (ILTs) reflect one's organizational culture? If so, what are the implications for leader identity? Research showed that leadership is still perceived as a masculine role in both the U.S. Army and U.S. Air Force. ROTC instructors asserted that male and female leaders were equally capable, and that line and staff leaders were equally capable. However, organizational stereotypes still defined the quintessential leader as a male in a line occupation. Results indicate that military organizational culture has perhaps changed at the levels of visible artifacts and espoused values with respect to diversity, but has not yet changed at the fundamental level of basic assumptions. The influence of organizational leader stereotypes on members' ILTs has implications for leader identity, leader selection and retention, and leader diversity.

Room 1: 3:20-3:40 p.m.

Pioneers Across War Zones: The Lived Acculturation Experiences of US Female Military Expatriates

Presenter: Kelly Fisher (Texas A&M University Kingsville)

This exploratory study focuses on the lived acculturation experiences of United States (US) female career military expatriates who worked and lived in combat settings across five war zones. Based on an analysis of the oral histories of these pioneering women, the research revealed that a strong commitment to their profession, along with camaraderie, facilitated their adaptation to living conditions characterized by extreme danger, nominal domestic comforts, and unrelenting work requirements in culturally unfamiliar contexts. The research highlights the physical and psychological stressors of living and working as a female in a war zone and the variety of coping strategies employed, particularly the role of communication with family and friends, friendships with other military expatriates, and religion. As extant expatriate research has overwhelmingly focused on male executives in multinational corporations, this research extends the literature to an analysis of women who were pioneering in both their roles in the military and as non-traditional expatriates.

Room 2: 3:20-3:40 p.m.

Relationship between Self and Identity: Discerning Features between the Two

Presenter: Julia Storberg-Walker (North Carolina State University)

The presentation examines the connection between self and identity in order to discern the important distinguishing features between the two. The literature supporting the presentation suggests that our understanding of self has changed over time and in the postmodern era has merged with other as a type of communal or dyadic understanding. Self, in this perspective, exists only through activities in relationship with others. If one is accepting of this perspective, then our understanding of identity in general, and leadership identity in particular, can be challenged to move beyond an individualist focus. Implications for women and leadership theory will also be discussed.

Room 1: 3:40-4:00 p.m.

Creating a Leadership Model from Women's Words: Women Mayors Say What it Takes to Lead

Presenter: Marianne G. Tremaine (Massey University)

After local government restructuring in New Zealand, the predictable rules of who would succeed in the elections were overturned. In many cases the newly-formed local authorities gained new mayors rather than the previous incumbents, with the result that 26 percent of the mayors elected were women. The radical change was mirrored by a change in the way the women seemed to create a bond with their communities. People felt close to their mayors and talked about ‘our mayor’ rather than ‘the mayor’. A study involving interviews with 18 of the 19 female mayors asked about their views of what helped and what hindered leadership as well as their own leadership practice. The model that emerged highlighted the importance of ego, relationships, commitment and change. The colloquium’s advice will be sought on further developing the model.

Room 2: 3:40-4:00 p.m.

Who Motivates You? Exploring Women’s Motivation and Self-Concept in Negotiation Outcomes

Presenter: Michelle C. Bligh (Claremont Graduate University)

Negotiations are often necessary to increase pay and professional status. Unfortunately women do not negotiate as often as men, are not as successful when they do engage in negotiations (Gerhart & Rynes, 1991; Stevens, Bavetta, & Gist, 1993), and often face negative repercussions from engaging in a negotiation (Amanatullah & Morris, 2010; Bowles, Babcock, & Lai, 2007). Research shows that not only do women receive lower pay than men (Keaveny & Inderrieden, 2000; U.S. Department of Labor, 2013), but that negotiating initial salary offers may increase initial pay and help to alleviate this pay discrepancy (Gerhart, 1990). Since this initial discrepancy is compounded over time, initial salary pay negotiations are important levers for narrowing the gender pay gap. Therefore, understanding strategies to become more effective negotiators is crucial to helping women successfully improve their negotiation outcomes and thus their professional and financial success.

Room 1: 4:00-4:20 p.m.

Getting to the Helm: Women in Leadership in Federal Regulatory Organizations

Presenter: Amy E. Smith (University of Massachusetts Boston)

Why is it important for women to hold leadership positions in organizations? If it is important for women to hold leadership positions in organizations, how do women get into such positions? Both public administration research and organizational research provide answers to these questions. However, the integration of these two bodies of literature remains limited. This study joins public administration scholarship on representative bureaucracy and management scholarship on women in leadership to hypothesize and test institutional, organizational, and political explanations for women’s attainment of leadership positions together in one model. This study examines how women get into upper-level leadership positions in 12 federal regulatory organizations over more than 20 years of time. Findings suggests that women are more likely to gain access to leadership positions when the dominant political ideology is democratic and in agencies that work in feminine policy contexts, are younger, and where the risk of failure is higher.

Room 2: 4:00-4:20 p.m.

Leading with Purpose: The Relationship between Spiritual Formation and Leadership Development in Female, Undergraduate Students

Presenter: Shannon M. Taylor (California Lutheran University)

Religion, faith, spirituality, belief and values; these words are often used synonymously but in definition have considerably different meanings. In higher education, it is increasingly difficult to delineate these terms and to address their importance for today’s female college student. Because women are entering and graduating from college in record numbers, it is important to study how we are preparing our young women to lead society and to create thriving communities. A young woman’s leadership development is critical during her

collegiate experience and can be informed by her spiritual formation. Utilizing a mixed methods design at a public and a private university, the purpose of this research is to explore the intersection of undergraduate female spiritual formation and leadership development. Specifically, this research seeks to answer, “In what ways does undergraduate, female spiritual formation influence leadership development?” Spiritual formation and leadership development are essential components of the undergraduate, female experience.

Room 1: 4:20-4:40 p.m.

Academic Women: Individual Considerations and Structural Forces in Navigating Academic Organizations

Presenter: Jennifer Almquist (Oregon State University)

In 1964, Jessie Bernard published *Academic Women*, which provided a comprehensive assessment of the status of women in academia. Two decades later, Angela Simeone offered insight into attempts to achieve equity in *Academic Women: Workings Towards Equality*. Now, at the next twenty-five year interval, the research presented during this session furthers the discussion by offering a more nuanced approach to understanding the experiences of women in academia. Drawing on both the individual strategies of women and the organizational structure of the university this presentation offers a new framework for assessing the various ways in which academic women navigate academic organizations.

Room 2: 4:20-4:40 p.m.

The Role of Transformational Learning in Women’s Leadership Development

Presenter: Sallie Suby-Long (Ki ThoughtBridge)

Based on the theory of transformational learning (Mezirow, 2000) the purpose of this study was to conduct survey research with women graduates of two community-based leadership development programs to determine what characteristics describe transformational learning among women participants and to identify what learning experiences may foster transformational change. The results of the study indicated that over half of the participants experienced transformational learning as a result of their participation in a statewide leadership development program and *The Integrated Work of Leadership*® (Tyler Scott, 1999, 2009). The women leaders identified personal reflection, verbally discussing concerns, experiences, and leadership issues; small-group discussions, and support from classmates/colleagues as the top experiences that fostered their transformational learning. The research results also showed that holistic, integrated leadership development experiences influence women’s leadership, work, relationships, and community involvement. As increasing numbers of women are engaged in all aspects of leadership, educators and leadership professionals must identify and implement effective learning approaches that are attentive to women’s specific leadership development needs.

Room 1: 4:40-5:00 p.m.

Board Members’ Lived Experiences with Women’s Power and Decision Making on Corporate Boards (Research Proposal)

Presenter: Lynne Devnew (University of Phoenix)

Our literature review has revealed very little research has been conducted addressing what takes place within the “black box” of corporate boards. This presentation will share a proposal for an interpretive phenomenological study to explore answers to the research question: “What are the lived experiences of women board members and the men they serve with regarding women’s power and decision making on the corporate boards?” Sub-questions include: “How have the women and men experienced the women’s involvement with informal power and decision making on corporate boards?” and “How have the women and men experienced the importance of relationships to the women’s power and decision making on corporate boards.” This presentation discusses a research proposal rather than research results, so I am anxious for feedback and suggestions!